

Education Support Provided for Non-Chinese Speaking (NCS) Student(s)
School Support Summary
for the 2020/21 School Year

Name of School: Chan's Creative School (Hong Kong Island)

Our school was provided with additional funding by the Education Bureau in the 2020/21 school year. With reference to school-based circumstances, we provided support for our NCS student(s) and assigned a dedicated teacher/team to coordinate relating matters. Details are as follows (if applicable, please put a tick in the box(es) and fill in the required information):

- (1) With reference to the learning progress and needs of NCS student(s), our school adopted the following mode(s) to enhance the support for learning of Chinese of NCS student(s) in the 2020/21 school year (one or more options can be selected)#:
- Appointing 1 additional teacher(s) and 1 teaching assistant(s) (including assistant(s) of different race(s)) to support the learning of Chinese of NCS student(s).

In-class support provided in Chinese Language lessons:

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|--|--|
| <input checked="" type="checkbox"/> Pull-out learning (Across levels)
(Level(s): <u>P.2 and P.3</u>) | <input checked="" type="checkbox"/> Co-teaching/In-class support
(Level(s): <u>P.1, P.2, P.3, P.4 and P.5</u>) |
| <input checked="" type="checkbox"/> Increasing Chinese Language lesson time
(Level(s): <u>P.5 and P.6</u>) | <input checked="" type="checkbox"/> Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials
(Level(s): <u>P.1, P.2 and P.3</u>) |
| <input checked="" type="checkbox"/> Others (please specify): | |
| - <u>Homework accommodations (Penmanship, Reading Assignment, Writing Assignment)</u> | |
| - <u>Assessment accommodations (Dictation, Reading Paper and Writing Paper)</u> | |

Other support:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Paired-reading scheme(s)
(Level(s): <u>P.2 and P.3</u>) | <input checked="" type="checkbox"/> After-school support group(s)
(Level(s): <u>P.2 to P.4</u>) |
| <input checked="" type="checkbox"/> Others (please specify): | |
| - Group guidance on helping P.1 students adapt to a new school life
(Level(s): <u>P.1</u>) | |

- (2) Our school's measures for creating an inclusive learning environment included (one or more options can be selected)#:
- Translating major school circulars/important matters on school webpage
 - Providing opportunities for NCS students to learn and interact with their Chinese-speaking peers in school or outside school (e.g. engaging NCS students in uniform groups or community services) (please specify):
 - Engaging NCS students to serve as student helpers in school (One Student One Duty, School Librarian and School Prefect)
 - Engaging NCS students in uniform groups
 - Engaging NCS students in 'One Sports/Arts in Life' Scheme

- (3) Our school's measures for promoting home-school cooperation with parents of NCS student(s) included (one or more options can be selected)#:
- Appointing assistant(s) who can speak English and/or other language(s) facilitating the communication with parents of NCS student(s)
 - Discussing the learning progress (including learning of Chinese) of NCS student(s) with their parents on a regular basis
 - Explaining to parents of NCS student(s) and emphasising the importance for their children to master the Chinese language
 - Providing parents of NCS student(s) with information on school choices for their children
 - Other measure(s) (please specify):
 - Providing simultaneous interpretation for parents of NCS students on Parents' Day and Parents' Workshop
 - Engaging parents of NCS students to serve as parent volunteers

[#: The support measures mentioned in Parts (1) to (3) above are for reference only. Depending on the different learning progress and needs of NCS student(s) of each school year, as well as allocation of school resources, our school will adjust the support measures concerned.]

For further enquiries about the education support our school provides for NCS student(s), please contact (Ms. T.H. Lam) at (25610821).