Education Support Provided for Non-Chinese Speaking (NCS) Student(s)
School Support Summary
for the 2025/26 School Year

Name of School: Islamic Primary School

Our school was provided with additional funding by the Education Bureau in the 2025/26 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 2025/26 school year (one or more options can be selected)#:

☑ Appointing 3 additional teacher(s) and 4 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:

□ Pull-out learning
(Level(s): _____)

□ Increasing Chinese Language lesson time
(Level(s): _____)

☑ Learning Chinese across the curriculum
(Level(s): P.1-P.6)

☑ Split-class/group learning
(Level(s): P.1-P.6)

☑ Co-teaching/In-class support
(Level(s): P.1-P.3)

☑ Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials
(Level(s): P.1-P.6)

□ Others(please specify): _____

Other support for Chinese learning

☑ Chinese Learning Group(s) (Level(s): P.1-P.6)

□ Summer Bridging Course(s) (Level(s): _____)

□ Chinese Bridging Course(s) (Level(s): _____)

□ Paired-Reading scheme(s) (Level(s): _____)

□ Peer Cooperative Learning (Level(s): _____)

□ Guided Reading (Level(s): _____)

☑ Others (please specify): 1.New Arrivals Students Adaptation Programme

2. Promoting the Chinese e-learning Platform (P.1-4)

3. After-school Chinese Tutorial Classes

4. Adaptation Program for Transfer Students

5.Interest Classes for Chinese culture learning

(2) Our school's measures for creating an inclusive learning environment included (one or more options can be selected)#:

☑ Organising activities which promote cultural integration/raise sensitivity to diverse cultures and religions (please specify):

1. Multi-Cultural Learning Days. (Mid-Autumn Festival learning day, National Day of China, Nepal Day, Pakistan Day , India Day, The Philippines learning day and Chinese New Year learning day)
2. Integrated Learning Week (Themes related to Chinese Culture)
3. Chinese New Year Leaning Day
4. Chinese Culture Sharing Sessions
5. P.1-P.4 Inclusion Activities
6. Parents' Cultural Integration Activities
7. Parents Seminars on "The first day of school"
8. P.4 Friendship Activity (Photo frame making and Phone strap making)
9. P.1 New Student and Transfer Student Adaptation Programme
10. Students Seminar About the Hong Kong Law and Regulations.
11. P.3 Visit Hong Kong Zoological and Botanical Gardens
12. P.5 Local Tour of Hong Kong Island
13. 3H Family (Health, Happiness, Harmany) Parents Seminars and Mental Health station
14. Sister School Integration Activities – Handicraft Making
15. Sister School Integration Activities – Our school teachers and students visit our sister school in Chaozhou to share and introduce the culture and characteristics of Chaozhou and Hong Kong.

☑ 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):

1. P.1-P.4 Inclusion Activities
2. BBS Big Brother and Big Sister Scheme
3. Joining the Extracurricular Activities with Local Chinese Students
4. Having Lessons of Other Subjects with Local Chinese Students
5. Cub Scouts
6. Junior Police Call
7. Community Youth Club
8. Parent-Child Flag Selling Activity
9. Parent-Child Volunteer Team (Elderly Visiting Activities)
10. Super Prefects Training
11. Inclusive Activity: Visits to the Airport Control Tower, National Security Exhibition Gallery and Senior Police Call
12. Visit the Customs College

□ Other measure(s) (please specify):

_____

(3) Our school's measures for promoting home-school cooperation with parents of NCS student(s) included (one or more options can be selected)#:

☑ Interpreting/Translating for parents information about school policies/school circulars/ school webpage, etc.

☑ Discussing the learning progress (including learning of Chinese) of NCS student(s) with their parents on a regular basis, as well as explaining and emphasizing the importance for their children to master the Chinese language as appropriate

☑ Providing parents of NCS student(s) with information on school choices/further studies/career pursuits for their children

☑ Other measure(s) (please specify):

1.Organising Parents' Day, Parents' Seminars and other related activities to inform parents about the learning progress of their children and support measures provided by the school.

2. Communicating information about Parents education seminars and activities for NCS students' parents held by the EDB through our school telecommunication App. Related information was uploaded on our school website.

3.Uploading the School Annual Plan and School Report of Funding for Enhancing Support for Learning and Teaching Chinese for Non-Chinese Speaking Students to our school website.

[#: 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. Ng Kwok Chu) at (2450 2270).