

Education Support Provided for Non-Chinese Speaking (NCS) Student(s)
School Support Summary
for the 2022/23 School Year

Name of School: Islamic Primary School

Our school was provided with additional funding by the Education Bureau in the 2022/23 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 2022/23 school year (one or more options can be selected)#:

- Appointing 1 additional teacher(s) and 5 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:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Pull-out learning
(Level(s): <u>P.1 – P.2</u>) | <input checked="" type="checkbox"/> Split-class/group learning
(Level(s): <u>P.1-P.6</u>) |
| <input type="checkbox"/> Increasing Chinese Language lesson time
(Level(s): _____) | <input checked="" type="checkbox"/> Co-teaching/In-class support
(Level(s): <u>P.1-P.6</u>) |
| <input checked="" type="checkbox"/> Learning Chinese across the curriculum
(Level(s): <u>P.1-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.6</u>) |
| <input type="checkbox"/> Others(please specify): _____ | |

After-school/after-class support:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Chinese learning group(s)
(Level(s): <u>P.1-P.6</u>) | <input checked="" type="checkbox"/> Summer bridging course(s)
(Level(s): <u>P.1-P.4</u>) |
| <input type="checkbox"/> Chinese bridging course(s)
(Level(s): _____) | <input type="checkbox"/> Paired-reading scheme(s)
(Level(s): _____) |
| <input type="checkbox"/> Peer cooperative learning
(Level(s): _____) | <input type="checkbox"/> Guided story reading
(Level(s): _____) |
- Others(please specify): 1.New Arrivals Students Adaptation Programme
2.Develop Chinese e-learning Platform (P.1-4)
3.After school Chinese tutorial classes

(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
- 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's Day, Pakistan's Day , India's Day, Philippines' learning day and Chinese New Year learning day)
 2. P.1-P.4 Inclusion activities
 3. Parents' cultural integration activities
 4. Parents seminars of "Love begins from appreciation" and "The first day of school"
 5. P.5 Student-teacher Archery Tag activities
 6. Parent-Child Music composing group with Music Video production
 7. Sister School integration activities – Making a pen friend
 8. Sister School integration activities – Online sharing to introduce the culture and characteristic of Chaozhou and Hong Kong.
 9. Chinese New Year activities (Writing Fai Chun, Spring cleaning, Chinese juggling performance, Chinese New Year food tasting, booth games, learning video about Chinese New Year.)
 10. P.1 New student Adaptation Programme
 11. Chinese culture sharing sessions

- 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. Parent-Child Music composing group with Music Video production
 2. P.1-P.4 Inclusion activities
 3. Joining the extracurricular activities with Local Chinese students
 4. Having lessons of other subjects with Local Chinese students
 5. Cub Scouts
 6. School Flag Team
 7. Happy Angle volunteer team
 8. Parent-Child volunteer team
 9. Inclusion activities with local kindergarten students
 10. P.5 Student-teacher Archery Tag activities
 - 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)#:

- 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
- Providing parents of NCS student(s) with information on school choices/further studies/career pursuits for their children
- Explaining to parents of NCS student(s) and emphasising the importance for their children to master the Chinese language
- Other measure(s) (please specify):

Organising Parents' Day, Parents' Seminars and other related activities so as to let the parents understand more about the learning progress of their children and the supporting measures provided by the school.

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