

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

Name of School: CCC Kwei Wah Shan College

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 1.5 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 type="checkbox"/> Pull-out learning
(Level(s): _____) | <input checked="" type="checkbox"/> Split-class/group learning
(Level(s): <u>F.1-F.6</u>) |
| <input checked="" type="checkbox"/> Increasing Chinese Language lesson time
(Level(s): <u>F.1-F.3</u>) | <input checked="" type="checkbox"/> Co-teaching/In-class support
(Level(s): <u>F.1-F.5</u>) |
| <input type="checkbox"/> Learning Chinese across the curriculum
(Level(s): _____) | <input checked="" type="checkbox"/> Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials
(Level(s): <u>F.1-F.6</u>) |
| <input type="checkbox"/> Others (please specify): _____ | |

After-school/after-class support:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Chinese learning group(s)
(Level(s): <u>F.1-F.5</u>) | <input checked="" type="checkbox"/> Summer bridging course(s)
(Level(s): <u>F.1-F.4</u>) |
| <input type="checkbox"/> Chinese bridging course(s)
(Level(s): _____) | <input type="checkbox"/> Paired-reading scheme(s)
(Level(s): _____) |
| <input checked="" type="checkbox"/> Peer cooperative learning
(Level(s): <u>F.1-F.6</u>) | <input type="checkbox"/> Guided story reading
(Level(s): _____) |
| <input type="checkbox"/> Others (please specify): _____ | |

(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):

Let students of different religious beliefs understand the Christian faith through the sharing of the "Methodist Evangelistic ministry" of the Religious Week ; students of different nationality share breakfast 、 listen to the sermon and increase their knowledge of Christianity in u-zone morning time during the thanksgiving day, this helps promote cultural inclusion; Inclusion Activities from the mentoring team such as "360 communication without barriers" workshop 、 "Breaking the Wall" Lecture, "no stereotype is the coolest" workshop. These allow the students learn to think rationally 、 break through their own inherent concepts and prejudices, contact and understand different people more actively, and break the invisible barriers between people.

- 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):

Through joining the air cadet with local students in the school, non-Chinese speaking students can learn aviation knowledge, training discipline, etc. to develop team spirit; non-Chinese speaking students and local students join the volunteer services together, such as design booth games in primary schools, allows them to actively make contact with local students, enhance the communication between them, build up an inclusive campus.

- Other measure(s) (please specify):

4Cs plan is being applied in all groups throughout the whole school to cultivate non-Chinese speaking students' Chinese proficiency, enhance civic responsibility, develop multiple potentials and help students plan their career paths, with the ultimate goal of integrating into the Hong Kong community; Conduct life planning workshops for non-Chinese speaking students, invite disciplined forces to the school to publicize information such as the Independent Commission Against Corruption, Fire Department, etc., so that students can know more about different career paths; promote peer mentoring programs to develop the organizing and the ability of helping each others;through cleaning activities and inviting the Independent Commission Against Corruption to share in the school, cultivate students' concern and responsibility for the environment and society.

(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):

[#: 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 AU YING YIU at 2571 1285.