

Education Support Provided for Non-Chinese Speaking (NCS) Student(s)

School Support Summary for the 2024/25 School Year

Name of School: The Education University of Hong Kong Jockey Club Primary School

Our school was provided with additional funding by the Education Bureau in the 2024/25 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 2024/25 school year (one or more options can be selected)#:

- ☒ Appointing 1 additional teacher(s) and 1.5 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 type="checkbox"/> Split-class/group learning
(Level(s): _____) |
| <input checked="" type="checkbox"/> Increasing Chinese Language lesson time
(Level(s): <u>P.1,P.2,P.3,P.4,P.5</u>) | <input checked="" type="checkbox"/> Co-teaching/In-class support
(Level(s): <u>P.1,P.2,P.3,P.4</u>) |
| <input checked="" type="checkbox"/> Learning Chinese across the curriculum
(Level(s): <u>P.1,P.2,P.3,P.4,P.5</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,P.3,P.4</u>) |

- ☒ Others (please specify): The number of non-Chinese-speaking students in our school is relatively small (a total of 15) and distributed across different grade levels, resulting in significant learning diversity. Therefore, in terms of instructional organization, the school adopts a peer-based, same-class learning approach as the main strategy to provide appropriate support within an inclusive environment.

Other support for Chinese learning:

- | | |
|--|---|
| <input type="checkbox"/> Chinese learning group(s)
(Level(s): _____) | <input type="checkbox"/> Summer bridging course(s)
(Level(s): _____) |
| <input type="checkbox"/> Chinese bridging course(s)
(Level(s): _____) | <input checked="" type="checkbox"/> Paired-reading scheme(s)
(Level(s): <u>P.1,P.2,P.3,P.4,P.5</u>) |
| <input type="checkbox"/> Peer cooperative learning
(Level(s): _____) | <input type="checkbox"/> Guided reading
(Level(s): _____) |

- ☒ Others (please specify): 1. Organize school-based after-school Chinese learning groups for Non-Chinese Speaking (NCS) students from Primary 1 to Primary 5.
2. Participate in the Education Bureau's "After-school Chinese Learning Support Pilot Scheme for NCS Students" to provide additional tutoring for NCS students from Primary 1 to Primary 4.
3. Collaborate with The Education University of Hong Kong to conduct group training sessions based on Chinese history animations.

(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):

Our school builds an inclusive campus through systematic thematic activities, which mainly include organizing diverse learning achievement exhibitions, celebrating traditional festivals from different cultures, and holding cross-cultural experience workshops.

- ☒ 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):

Our school actively creates inclusive learning opportunities both inside and outside the campus, enabling non-Chinese-speaking (NCS) students and their Chinese-speaking peers to grow together. In community service, we arrange for students to jointly participate in practical activities such as the "Inno4life Creative Culture and Technology Exhibition." In terms of teamwork, we encourage them to join uniformed groups such as the Junior Police Call and the Community Youth Club, as well as to take on school leadership roles together, including serving as English Ambassadors and Health Campus Ambassadors. Furthermore, through joint participation in the "Infinite Brightness" program and various school teams and arts-and-sports activities, students from both language backgrounds are able to deepen their interactions and build friendships in diverse contexts.

- ☒ Other measure(s) (please specify):

Our school actively encourages non-Chinese-speaking students to showcase their talents and boost their self-confidence by participating in both internal and external competitions across various disciplines, including recitation, calligraphy, writing, sports, and arts.

- (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 emphasising 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):

[#: 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 2948 1122 (Name of Contact Person) at Sun Mengqi (Tel. No.).