

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

School Support Summary

for the 2022/23 School Year

Name of School: Lui Ming Choi Lutheran College

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 1.75 additional teacher(s) and 0.5 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:

- | | |
|--|---|
| <p>✓ Pull-out learning
(Level(s): <u>1-3,6</u>)</p> <p>☐ Increasing Chinese Language lesson time
(Level(s): _____)</p> <p>✓ Learning Chinese across the curriculum
(Level(s): <u>2</u>)</p> | <p>☐ Split-class/group learning
(Level(s): _____)</p> <p>☐ Co-teaching/In-class support
(Level(s): _____)</p> <p>☐ Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials
(Level(s): <u>1-3,6</u>)</p> |
|--|---|

Other support:

- | | |
|--|---|
| <p>☐ Chinese learning group(s)
(Level(s): _____)</p> <p>☐ Chinese bridging course(s)
(Level(s): _____)</p> <p>☐ Peer cooperative learning
(Level(s): _____)</p> | <p>☐ Summer bridging course(s)
(Level(s): _____)</p> <p>✓ Paired-reading scheme(s)
(Level(s): <u>1-2</u>)</p> <p>☐ Guided reading
(Level(s): _____)</p> |
|--|---|
- ✓ Others (please specify): Providing After-school Chinese Classes (Level(s): 1-4). Enrolling in Applied Learning (Chinese). Organizing GCEAL and IGCSE (Chinese) exam preparation courses.

(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):
Organising whole-school and class-based activities for students to experience and learn about the cultures of different ethnic groups.
- ✓ 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):
All S1 and S2 students are required to join at least one uniform/sport team so NCS students have ample opportunities to learn together and exchange their views with their Chinese-speaking peers.
- ☐ 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, 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 Miss LUN Ka Yin (Name of Contact Person) at 24920195(Tel. No.).