

**Education Support Provided for Non-Chinese Speaking (NCS) Student(s)  
School Support Summary  
for the 2021/22 School Year**

Name of School: St. Paul's College

Our school was provided with additional funding by the Education Bureau in the 2021/22 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):

**Remarks:**

**The Non-Chinese Speaking (NCS) student at St. Paul's College is able to handle our regular Chinese curriculum and coursework for local students. In the 2020-2021 school year, the school set the same learning goals for the student and used the same learning and teaching strategies with him, and that was enough to help him progress in his acquisition of the Chinese language in a systematic way.**

(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 2021/22 school year (one or more options can be selected)#:

- Appointing \_\_\_\_\_ additional teacher(s) and \_\_\_\_\_ 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:

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

After-school/after-class support:

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|--|--|
| <input type="checkbox"/> Chinese learning group(s)<br>(Level(s): _____ ) | <input type="checkbox"/> Summer bridging course(s)<br>(Level(s): _____ ) |
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- |   |   |
|---|---|
| <input type="checkbox"/> Chinese bridging course(s)<br>(Level(s): _____ ) | <input type="checkbox"/> Paired-reading scheme(s)<br>(Level(s): _____ ) |
| <input type="checkbox"/> Peer cooperative learning<br>(Level(s): _____ )  | <input type="checkbox"/> Guided story reading<br>(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):

**Our school organises activities that promote cultural integration and raise the sensitivity of our students and teachers to diverse cultures and religions, e.g. Chinese Culture Week, English Fun Day, Gospel Week, Spanish and Japanese language course, bringing together local students and NCS students for greater mutual understanding and appreciation for each other's cultures.**

- 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 has uniform groups such as Scouts and Red Cross that promote and engage in community service through service projects. Such service projects give NCS students ample opportunity to learn and exchange ideas with their local counterparts for a common altruistic purpose.**

**The Civic and Moral Education Team believed that the most effective way of cultivating positive values and attitudes among students was in their daily life, learning and studies. As the team was composed of teachers from different key learning areas, Civic and Moral Education was also integrated into their lessons wherever possible. Students would learn to be responsible for their studies and be respectful to others as well as the environment. All these measures helped to create an inclusive learning environment.**

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Other measure(s) (please specify):

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(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):

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[#: 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 Mr. Wong Chun Lung, Alex (Assistant Vice Principal)/Ms. Chan Yik Shan (Teacher) (Name of Contact Person) at 2546 2241 (Tel. No.).