

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

Name of School: The Chinese Foundation Secondary 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 0 additional teacher(s) and 2 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>1,2,5</u>) | <input checked="" type="checkbox"/> Split-class/group learning
(Level(s): <u>1,2,5</u>) |
| <input type="checkbox"/> Increasing Chinese Language lesson time
(Level(s): _____) | <input checked="" type="checkbox"/> Co-teaching/In-class support
(Level(s): <u>1,2,5</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>1,2,5</u>) |

Others (please specify): _____

Other support:

- | | |
|--|--|
| <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 type="checkbox"/> Paired-reading scheme(s)
(Level(s): _____) |
| <input checked="" type="checkbox"/> Peer cooperative learning
(Level(s): <u>1,2,5</u>) | <input type="checkbox"/> Guided reading
(Level(s): _____) |
- Others (please specify): _____

(二) 本校建構共融校園的措施包括（可選多於一項）#：

- 翻譯主要學校通告／學校網頁的重要事項
- 舉辦促進文化共融／提高多元文化及宗教敏感度的活動（請說明）：
 - 1. 中華文化日: 連同校外機構舉辦多項中國傳統文化體驗活動，如「四川變臉」、「投壺」、「孔明鎖」，從中深入了解中國的歷史文化。
 - 2. 包糉子工作坊: 簡介端午節的起源，讓非華語學生親手製作糉子。
 - 3. 皮影戲工作坊: 簡介皮影戲的歷史，教授製作皮影公仔的技巧。
- 提供機會讓非華語學生在校內或校外與華語同儕一起學習和交流（例如安排非華語學生參與制服團隊或社區服務）（請說明）：
包糉子工作坊及皮影戲工作坊: 與華語學生一同參加，從中幫助非華語學生加強他們的粵語溝通能力。
- 其他措施（請說明）：

(三) 本校向非華語學生家長推廣家校合作的措施包括（可選多於一項）#：

- 聘請會說英語及／或其他語言的助理促進與非華語學生家長的溝通
- 定期與非華語學生的家長討論其子女的學習進度（包括中文學習），並按需要解釋及強調子女學好中文的重要性
- 為非華語學生的家長提供有關其子女選校／升學／就業的資訊
- 其他措施（請說明）：

[#： 以上第（一）至第（三）部分所述的支援措施只供參考，學校會因應每學年非華語學生不同的學習情況和需要，以及學校的資源分配，調整有關支援措施。]

如就本校為非華語學生提供的教育支援有進一步查詢，請致電 29047322（電話號碼）與 胡誦恩老師（聯絡人姓名）聯絡。

(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. Chinese Culture Day: Together with external organizations, various traditional Chinese cultural experience activities are organized, such as "Sichuan Face Changing," "Throwing Pots," and "Kongming Lock," to gain a deep understanding of Chinese history and culture.
 2. Zongzi Making Workshop: Introducing the origin of the Dragon Boat Festival and allowing non-Chinese-speaking students to make zongzi (sticky rice dumplings) by themselves.
 3. Shadow Puppetry Workshop: Introducing the history of shadow puppetry and teaching the techniques of making shadow puppet figures.
- 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):

Zongzi Making Workshop and Shadow Puppetry Workshop: Participate together with Mandarin-speaking students to help non-Mandarin-speaking students enhance their Cantonese communication skills.
- 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 Ms WCY (Name of Contact Person) at 29047322 (Tel. No.).