

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

Name of School: Sharon Lutheran School

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 additional teacher(s) and 3 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>P.2-4</u>) | <input type="checkbox"/> Split-class/group learning
(Level(s): _____) |
| <input type="checkbox"/> Increasing Chinese Language lesson time
(Level(s): _____) | <input checked="" type="checkbox"/> Co-teaching/In-class support
(Level(s): <u>P.1-6</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>P.2-4</u>) |

Others (please specify): _____

After-school/after-class support:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Chinese learning group(s)
(Level(s): <u>P.1-6</u>) | <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 type="checkbox"/> Peer cooperative learning
(Level(s): _____) | <input type="checkbox"/> Guided story reading
(Level(s): _____) |
- Others (please specify): HKU SPACE (Chinese Language Learning Support Centres, CLLSC) - Student Support Programme, SSP (P.1-6)

(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 has always been committed to the development of an international culture campus. Through morning sharing, assemblies and life education activities, we help teachers, students and parents to understand and respect different cultures. Each year, we have an assembly focusing on the theme: 'International Culture.' Last year, we shared with students how people celebrate their birthdays in different countries. Since it was also our school's 50th anniversary, we arranged the non-Chinese speaking students to use different languages to say congratulations. This conveyed a sense of harmony and unity. In the Mid-Autumn Festival celebration last year, students were also able to deepen their understanding and appreciation of the Chinese culture by watching videos about the festival and participating in lantern riddles. Furthermore, we provided vegetarian options for lunch box ordering in order to cater for students of different cultural and religious backgrounds.

- 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):

The school provides different extracurricular activities for non-Chinese speaking students to learn and interact with their Chinese-speaking peers in or outside the school. Last year, more than 90% of non-Chinese speaking students participated in uniformed groups or Community Youth Club to serve the school and the community. In addition, the school arranges some senior students to be the 'Caring Angels' to take care of P.1 non-Chinese speaking students. At recess, we set up the 'Happy Wonderland' for non-Chinese speaking students to play and communicate with their peers in Cantonese. All these can help them to adapt to school life as soon as possible.

(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

[#: 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 Yip at 23920221.