

## Education Support Provided for Non-Chinese Speaking (NCS) Student(s) School Support Summary for the 2024/25 School Year

Name of School: Chinese YMCA Secondary 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 related 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 2 additional teacher(s) and 0 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>S1-S6</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>S1</u> )
<input checked="" type="checkbox"/>	Learning Chinese across the curriculum (Level(s): <u>S1-S3</u> )	<input checked="" type="checkbox"/>	Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials (Level(s): <u>S1-S6</u> )
<input type="checkbox"/>	Others (please specify): _____		
After-school/after-class support:			
<input type="checkbox"/>	Chinese learning group(s) (Level(s): _____ )	<input type="checkbox"/>	Summer bridging course(s) (Level(s): _____ )

<input checked="" type="checkbox"/>	Chinese bridging course(s) (Level(s): <u>S1-S2</u> )	<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): _____ )
<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)#:

<input checked="" type="checkbox"/>	Translating major school circulars/important matters on school webpage
<input checked="" type="checkbox"/>	Organising activities which promote cultural integration/raise sensitivity to diverse cultures and religions (please specify): <u>Culture Day</u>
<input checked="" type="checkbox"/>	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): <u>Chinese Opera Workshop , Chinese drama performance, Uniform groups, Visit art exhibitions and the artistic performances ,Sports team training, Student Union and House Committee, Leadership training, Career counselling and Summer job experience programmes etc.</u>
<input type="checkbox"/>	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)#:

<input type="checkbox"/>	Appointing assistant(s) who can speak English and/or other language(s) facilitating the communication with parents of NCS student(s)
<input checked="" type="checkbox"/>	Discussing the learning progress (including learning of Chinese) of NCS student(s) with their parents on a regular basis
<input checked="" type="checkbox"/>	Providing parents of NCS student(s) with information on school choices/further studies/career pursuits for their children
<input checked="" type="checkbox"/>	Explaining to parents of NCS student(s) and emphasising the importance for their children to master the Chinese language

✓	<p>Other measure(s) (please specify):</p> <p><u>Pakistani English teacher communicates with NCS students and their parents, provides support and follows up the behaviours of NCS students at school.</u></p>
[#:	<p>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.]</p>
<p>For further enquiries about the education support our school provides for NCS student(s), please contact Tong Shea, Vice Principal or Florence Mak, Coordinator at 25408650.</p>	