

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

Name of School: GCEPSA Whampoa Primary 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 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 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>P1 ,P3-6</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>P1-P6</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>P1-P6</u>) |
| <input type="checkbox"/> Others (please specify): _____ | |

Other support for Chinese learning:

- | | |
|---|---|
| <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 checked="" type="checkbox"/> Paired-reading scheme(s)
(Level(s): <u>P1-P2</u>) |
| <input type="checkbox"/> Peer cooperative learning
(Level(s): _____) | <input type="checkbox"/> Guided reading
(Level(s): _____) |

- Others (please specify): (1) After-school tutorial class(P1-6)
(2) Science Day special group for NCS (P1-2)

(2) Our school's measures for creating an inclusive learning environment included (one or more options can be selected)#:

- Organising activities which promote cultural integration/raise sensitivity to diverse cultures and religions (please specify):
 1. Christmas Program Activity: Non-Chinese-speaking parents will hold a party and give gifts to P1 and 2 students.
 2. Ink Painting Snake – New Year Activity: Non-Chinese-speaking students learn Chinese ink painting and teach younger children.
 3. Lunar New Year Fair Booth: Non-Chinese-speaking students taught Chinese-speaking classmates how to say “Happy New Year” in different languages.
 4. Chinese Traditional Festivals Mini Gatherings (3 times a year): Teachers introduced the origins of each festival and distribute festival gifts and craft kits to non-Chinese-speaking students, such as mooncakes or zongzi craft kits.
 5. ActiveSchool HK Project : Non-Chinese-speaking students joined the "Kung Fu Flag" activity together with other Chinese-speaking students.

- 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):
 1. "Big Sister Project": senior students (including non-Chinese speaking students) support junior students (including non-Chinese speaking students) in tutorial classes, guiding them in doing homework, reading texts, etc.
 2. HKIED University Open Day Helpers: Work with other Chinese-speaking students to host booths and participate in activities, interacting with other visitors

- 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)#:

- Interpreting/Translating for parents information about school policies/school circulars/ school webpage, etc.
- 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 23343673 (Name of Contact Person) at Wu Hoi Shan (Tel. No.).