

**St. Andrew's Catholic Primary School**  
**Education Support Provided for Non-Chinese Speaking (NCS) Student(s)**  
**School Support Summary**  
**for the 2021/22 School Year**

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):

(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 1 additional teacher(s) and 2 teaching assistant(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<br>(Level(s): <u>P2/P4/P5/P6</u> ) | <input checked="" type="checkbox"/> Split-class/group learning<br>(Level(s): <u>P1-P6</u> )   |
| <input type="checkbox"/> Increasing Chinese Language lesson time<br>(Level(s): _____ )   | <input checked="" type="checkbox"/> Co-teaching/In-class support<br>(Level(s): <u>P1-P6</u> )   |
| <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 checked="" type="checkbox"/> Chinese learning group(s)<br>(Level(s): <u>P1-P6</u> ) | <input checked="" type="checkbox"/> Summer bridging course(s)<br>(Level(s): <u>P1-P6</u> ) |
| <input type="checkbox"/> Chinese bridging course(s)<br>(Level(s): _____ )                  | <input checked="" type="checkbox"/> Paired-reading scheme(s)<br>(Level(s): <u>P1-P2</u> )  |
| <input checked="" type="checkbox"/> Peer cooperative learning<br>(Level(s): <u>P1-P6</u> ) | <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 organizes cultural integration activities such as, Chinese Cultural Day and English Activity Day. On that day, local students and NCS students will participate in various activities. They will learn about different cultural activities and appreciate each other's culture and customs.

- 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):

Both local student and NCS will take part in various groups. In school, they serve as prefects, librarians, peer teachers, etc. They are also encouraged to join the uniform groups like Boy Scouts, Girl Scouts or Hong Kong Red Cross, etc.

- 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 Ms. Yeung Pui Ling (Vice principal) at (Tel. 22463313).



(5) 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）：  
學校每年都會舉辦文化共融活動，如：中國文化日，英語活動日，讓華語及非華語學生從中認識不同種族的文化習俗，並學習彼此欣賞。
- 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）：  
學校鼓勵華語及非華語學生共同參與不同的服務團隊，如領袖生/小老師/圖書館管理員/基督小先鋒.....，並設有不同的制服團隊以鼓勵學生參加，如：男童軍/女童軍/紅十字會.....
- 其他措施（請說明）：

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(6) 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）
- 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
- 向非華語學生的家長解釋和強調子女學好中文的重要性
- 其他措施（請說明）：

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[#： 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 22463313 與楊佩玲副校長聯絡。