

Education Support Provided for Non-Chinese Speaking (NCS) Student(s)
School Support Summary
for the 2021/22 School Year

Name of School: HKTA THE YUEN YUEN INSTITUTE NO.3 SECONDARY SCHOOL

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 3.5 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 type="checkbox"/> Pull-out learning
(Level(s): _____) | <input checked="" type="checkbox"/> Split-class/group learning
(Level(s): <u>F1-F6</u>) |
| <input checked="" type="checkbox"/> Increasing Chinese Language lesson time
(Level(s): <u>F1-F3</u>) | <input type="checkbox"/> Co-teaching/In-class support
(Level(s): _____) |
| <input checked="" type="checkbox"/> Learning Chinese across the curriculum
(Level(s): <u>F1</u>) | <input checked="" type="checkbox"/> Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials
(Level(s): <u>F1-F6</u>) |
| <input type="checkbox"/> Others (please specify): _____ | |

After-school/after-class support:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Chinese learning group(s)
(Level(s): <u>F1-F4</u>) | <input checked="" type="checkbox"/> Summer bridging course(s)
(Level(s): <u>Form 1 Newcomers & F3</u>) |
| <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): _____) |
| <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):
 1. Organize teacher workshops and lead teachers to visit Mosque to learn about different religions and culture.
 2. Use various channels to distribute information at cultural festivals of different countries and share cultural information with teachers and students.
 3. Organize festival celebration activities, encourage teachers and students to celebrate together in order to enhance students, understanding of festival culture of different countries.
 4. Organize activities for Non-Chinese speaking students to learn about Chinese culture, such as Chinese New Year Fai Chun creative classes.
 5. Guiding local students to visit mosques, so that they can understand the daily life and religious activities of non-Chinese speaking students.
 6. Leading non-Chinese speaking students to visit Tsz Shan Monastery to enhance their understanding of traditional Chinese culture.
 - 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. Set up inclusive classes, deliberately arranging students of different nationalities to study together.
 2. Except for Chinese, other subjects are taught together with mainstream classes to enhance communication among students.
 3. All S1 freshmen must participate in the uniform teams.
 4. All students from S.1 to S.5 must participate in an extracurricular activity (OLE)
 - Other measure(s) (please specify):
 1. The campus information is in Chinese and English.
 2. Provide simultaneous interpretation on Parents' Day.
 3. All displays on campus are provided in Chinese and English.
- (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):

[#: 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 Lai Chun Kit Assistant Principal / Cheung Ping Kit at 21783223.