

Education Support Provided for Non-Chinese Speaking (NCS) Student(s)

School Support Summary

for the 2024/25 School Year

Name of School: St. Stephen's Church College

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 1 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:

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| ☒ Pull-out learning
(Level(s): <u>F.1-F.3, F.5-F.6</u>) | ☒ Split-class/group learning
(Level(s): <u>F.1</u>) |
| ☐ Increasing Chinese Language lesson time
(Level(s): _____) | ☐ Co-teaching/In-class support
(Level(s): _____) |
| ☐ Learning Chinese across the curriculum
(Level(s): _____) | ☒ Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials
(Level(s): <u>F.1-F.6</u>) |
| ☐ Others (please specify): | |

Other support for Chinese learning:

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| ☒ Chinese learning group(s)
(Level(s): <u>F.1-F.4</u>) | ☒ Summer bridging course(s)
(Level(s): <u>F.1</u>) |
| ☒ Chinese bridging course(s)
(Level(s): <u>F.1</u>) | ☐ Paired-reading scheme(s)
(Level(s): _____) |
| ☐ Peer cooperative learning
(Level(s): _____) | ☐ Guided reading
(Level(s): _____) |

- ☒ Others (please specify): Big Brothers and Big Sisters Scheme, arrangement of reading out questions for Chinese oral and composition papers, Online Chinese learning platform for Non-Chinese students, F.4 GCSE Chinese Lesson

(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):

Participate in Racially Friendly Campus Recognition Scheme. Promote International Day for the Elimination of Racial Discrimination in school to raise students' awareness of the importance of racial equality. Organize a series of multicultural activities, such as the Mid-Autumn Festival activity, the Chinese New Year activity, International cultural activity, Chinese Cultural workshops, and outdoor cultural visits, etc. Organize seminars on racially friendly practices to increase teachers' understanding on Hong Kong ethnic minority groups. Provide students with reading materials on racial harmony in Hong Kong at the morning reading session. Through these learning activities, teachers and students can gain a deeper understanding in cultural integration and raise sensitivity to diverse cultures.

- ☒ 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):

Encourage students to participate in uniformed groups, such as the Community Youth Club. Facilitate community service opportunities, such as visiting elderly homes and flag-selling activities. Encourage students to join school teams, such as choir, music band, broadcasting team, and drama team. Encourage students to participate in external competitions, such as Hong Kong Schools Speech Festival, Music Festival, drama, debate and calligraphy competitions. Arrange senior form students to participate in careers talks and visits organized by higher education institutions tailor-made for NCS students.

- ☒ Other measure(s) (please specify):

Recommend non-Chinese students with outstanding performance in various learning areas to participate in external recognition ceremonies and outstanding student awards to recognize their achievements. Recommend students to become student leaders, prefects, and student council members, providing them with opportunities to showcase their talent and ability. Cooperate with organizations outside school to provide career planning and workplace internships for students, so to enhance their understanding on the current workplace environment in Hong Kong society.

- (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):

Provide parents with information on NCS related seminars and workshops organized by EDB and other organizations.

[#: 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 Ng Shuk Kwan (Name of Contact Person) at 2546 6111 (Tel. No.).