

**Education Support Provided for Non-Chinese Speaking (NCS) Student(s)**  
**School Support Summary**  
**for the 2020/21 School Year**

Name of School: Shun Tak Fraternal Association Cheng Yu Tung Secondary School

Our school was provided with additional funding by the Education Bureau in the 2020/21 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:

(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 2020/21 school year:

- Appointing 0.5 teaching assistant to support the learning of Chinese of NCS students.

In-class support provided in Chinese Language lessons:

- |  |   |
|--|---|
| <input type="checkbox"/> Pull-out learning<br>(Level(s): _____ )                       | <input type="checkbox"/> Split-class/group learning<br>(Level(s): _____ )   |
| <input type="checkbox"/> Increasing Chinese Language lesson time<br>(Level(s): _____ ) | <input type="checkbox"/> Co-teaching/In-class support<br>(Level(s): _____ )   |
| <input type="checkbox"/> Learning Chinese across the curriculum<br>(Level(s): _____ )  | <input checked="" type="checkbox"/> Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials<br>(Level(s): <u>Form 3 and Form 4</u> ) |
| <input type="checkbox"/> Others (please specify):                                      |   |

After-school/after-class support:

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Chinese learning group(s)<br>(Level(s): <u>Form 3, Form 4 and Form 6</u> ) | <input type="checkbox"/> Summer bridging course(s)<br>(Level(s): _____ ) |
| <input type="checkbox"/> Chinese bridging course(s)<br>(Level(s): _____ )                                      | <input type="checkbox"/> Paired-reading scheme(s)<br>(Level(s): _____ )  |
| <input type="checkbox"/> Peer cooperative learning<br>(Level(s): _____ )                                       | <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#:

- Translating major school circulars/important matters on school webpage
- Organising activities which promote cultural integration/raise sensitivity to diverse cultures and religions (please specify):

Organising Chinese culture theme activities about voice, characters and art, including "Kiss to Shadow Puppet" Show and Talk, Demonstration of ancient Chinese flags, Demonstration of Shaolin martial arts. NCS students can experience Chinese culture with their Chinese-speaking peers to raise their interest in learning Chinese.

Organising outdoor learning activities "Exploring History of Mid-Levels, Hong Kong". NCS student visited and participated in cultural experience activities so that they can have a more understanding of Chinese culture and Chinese history, and to facilitate their integration into the community.

- 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):

Engaging NCS students in extracurricular activities including school teams training.

- 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)#:

- 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 Head of Chinese Department Miss Fung at 21910291.