

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

Name of School: Creative 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 (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 2020/21 school year (one or more options can be selected)#:

- Appointing 3 additional teacher(s) and 1 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>Form 1 to Form 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>Form 1 to Form 3</u>) |
| <input checked="" type="checkbox"/> Learning Chinese across the curriculum
(Level(s): <u>Form 5</u>) | <input checked="" type="checkbox"/> Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials
(Level(s): <u>Form 1 to Form 6</u>) |

Others (please specify): _____

After-school/after-class support:

- | | |
|---|--|
| <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>Form 1 to Form 6</u>) |
| <input checked="" type="checkbox"/> Peer cooperative learning
(Level(s): <u>Form 1 to Form 6</u>) | <input type="checkbox"/> Guided story reading
(Level(s): _____) |

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 the school webpage
 - Organising activities which promote cultural integration/raise sensitivity to diverse cultures and religions (please specify):
The school holds whole-school activities in Mid-Autumn Festival and the Spring Festival, which allow non-Chinese speaking students to learn Chinese traditional culture and embrace the festive atmosphere. Also, Form 3 students joined a handwritten minibus sign workshop which was conducted by "Eldage" last year, this provided them an opportunity to increase their understanding towards Hong Kong's local 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):
Under the pandemic, the school cancelled March's creative week. The school has a school-based CLACH programme which aims to promote Chinese culture, and provide opportunities for NCS students to join various extracurricular activities with local students, such as Chinese calligraphy classes, traditional costume introduction classes, Chinese martial arts classes and Cantonese opera workshops.
 - 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):
All Language acquisition teachers are able to speak and write fluent English and Chinese, which enable them to communicate smoothly with NCS students and their parents.
- [#: 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 Idy Szeto) at (23360233).