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

**School Support Summary**

**for the 2022/23 School Year**

Name of School: Creative Secondary School

Our school was provided with additional funding by the Education Bureau in the 2022/23 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 2022/23 school year (one or more options can be selected)#:

. ✓ Appointing 3.5 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).

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| In-class support provided in Chinese Language lessons: | | | | |
| ✓ | Pull-out learning  (Level(s): Form 1 to Form 6 ) | □ | Split-class/group learning  (Level(s): 　 　　 　 　 ) | |
| □ | Increasing Chinese Language lesson time  (Level(s): 　 　　　 　 ) | ✓ | Co-teaching/In-class support  (Level(s): Form 1) | |
| □ | Learning Chinese across the curriculum  (Level(s): 　 　 　　 　 ) | ✓ | Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials  (Level(s): Form 1 to Form 6 ) |  |
| □ | Others (please specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| Other support: | | | | |
| ✓ | Chinese learning group(s)  (Level(s): Form 1 to Form 5 ) | □ | Summer bridging course(s)  (Level(s): 　 　 　　 　 ) | |
| □ | Chinese bridging course(s)  (Level(s): 　 　 　　 　 ) | □ | Paired-reading scheme(s)  (Level(s): 　 　 　　 　 ) | |
| □ | Peer cooperative learning  (Level(s): 　 　 　　 　 ) | □ | Guided reading  (Level(s): 　 　 　　 　 ) | |
| ✓ | Others (please specify): Chinese LA mentoring program | | | |

1. Our school’s measures for creating an inclusive learning environment included (one or more options can be selected)#:

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| ✓ | Translating major school circulars/important matters on 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. Non-Chinese speaking students in Form 3 participated in a workshop on traditional Chinese history and culture, organized by National Style Education and Culture Limited. This workshop aimed to enhance their understanding of traditional Chinese culture. In Form 4, non-Chinese speaking students had the opportunity to visit a local community cinema and watch Chinese-language films, providing them with exposure to both the Chinese language and 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):  The school held an intra-school activity week in March. All non-Chinese-speaking students participated in five-day diverse learning activities with their Chinese-speaking peers, such as team building activities, dance classes, art design classes, etc. The school also 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, Chinese painting, Chinese drum, Chinese martial arts classes and Cantonese opera workshops. |
| □ | Other measure(s) (please specify): |

1. Our school’s measures for promoting home-school cooperation with parents of NCS student(s) included (one or more options can be selected)#:

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| ✓ | 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, 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):  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. |
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| For further enquiries about the education support our school provides for NCS student(s), please contact Ms Idy Szeto at 23360233. | |