

North Point Government Primary School



2023 - 2024
Support for Non-Chinese Speaking
Children

Education Support Provided for Non-Chinese Speaking (NCS) Students School Support Summary for the 2023/24 School Year

Name of School: North Point Government Primary School

Our school was provided with additional funding by the Education Bureau in the 2023/24 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 ✓ 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 2023/24 school year (one or more options can be selected)#:

- Appointing 1 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): P1-P2) | <input checked="" type="checkbox"/> Split-class/group learning
(Level(s): P1-P6) |
| <input type="checkbox"/> Increasing Chinese Language lesson time
(Level(s): _____) | <input checked="" type="checkbox"/> Co-teaching/In-class support
(Level(s): P1-P6) |
| <input type="checkbox"/> Learning Chinese across the curriculum
(Level(s): _____) | <input checked="" type="checkbox"/> Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials
(Level(s): _____) |
| <input type="checkbox"/> Others (please specify): | |

Other support for Chinese learning:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Chinese learning group(s)
(Level(s): P1-P6) | <input type="checkbox"/> Paired-reading scheme(s)
(Level(s): _____) |
| <input type="checkbox"/> Chinese bridging course(s)
(Level(s): _____) | <input type="checkbox"/> Paired-reading scheme(s)
(Level(s): _____) |
| <input checked="" type="checkbox"/> Peer cooperative learning
(Level(s): P1-P6) | <input checked="" type="checkbox"/> Guided reading
(Level(s): P1-P6) |
| <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)#:

- Organising activities which promote cultural integration/raise sensitivity to diverse cultures and religions (please specify):

On 6 February 2024, the school organised the Chinese Culture Day to introduce NCS students with traditional Chinese performing arts (such as acrobatics) and Chinese New Year customs.

On 15 June 2024, the school organised the one day Hong Kong Tour, bringing NCS students to visit the Hong Kong Museum of History in Tsim Sha Tsui and enjoy dim sum at a traditional Chinese restaurant so that they can gain a better understanding of local culture.

On 2 July 2024, the school organised a calligraphy workshop (both brush and hard pen) to teach NCS students about the different strokes and sequences in Chinese characters.

- 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):

We organised various interest classes based on the potential of NCS students to allow them to learn and interact with their Chinese-speaking peers at school:

1 NCS student participated in the Advanced Go Class, 3 NCS students participated in the Understanding Adolescent Project, 1 NCS student joined the Community Youth Club, 1 NCS student participated in the school athletics team and badminton team, and 3 NCS students enrolled in the Muay Thai class.

- Other measure(s) (please specify):

We arranged a teaching assistant to visit classes of NCS students every Monday during recess and encouraged them to invite their Chinese-speaking peers to play games together.

We sent greeting cards to care and give encouragement to NCS students.

(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):
On Parents' Day, we arranged English-speaking teachers to facilitate communication with parents of NCS students.

[#: 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 teacher CHIU King (Name of Contact Person) at 25617130 (Tel. No.).