Education Support Provided for Non-Chinese Speaking (NCS) Student(s)
School Support Summary
for the 2024/25 School Year

Name of School: Pat Heung Central Primary School

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 2.5 additional teacher(s) and 2.5 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:

☑ Pull-out learning (Level(s): P1)

☑ Split-class/group learning (Level(s): P2, P4)

☐ Increasing Chinese Language lesson time (Level(s): _____)

☑ Co-teaching/In-class support (Level(s): P1-P6)

☐ Learning Chinese across the curriculum (Level(s): _____)

☑ Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials (Level(s): P1-P6)

☐ Others (please specify): The above classes are taught by teachers funded through the additional grant. Furthermore, the split-class and small-group learning for P3 and P5 is delivered by teachers who are not funded by the additional grant.

Other support for Chinese learning:

☑ Chinese learning group(s) (Level(s): P3-P6)

☑ Summer bridging course(s) (Level(s): P1-P6)

☐ Chinese bridging course(s) (Level(s): _____)

☑ Paired-reading scheme(s) (Level(s): P2)

☐ Peer cooperative learning (Level(s): _____)

☐ Guided 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)#:

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

Mid-Autumn Festival Celebration, Chinese New Year Carnival, Parent–Child Rice Dumpling Workshop, Saturday Parent–Child Talks / Activities, Choral Poetry Recitation, "Poetry in Pictures" Art-and-Poetry Activity, Singing Activities, Story Appreciation Day, Cantonese Opera Extracurricular Class, Mainland China Cultural Exchange Tour

☑ 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):

Our school arranged for NCS students to participate in uniform groups such as the Scouts, join coastal ecological conservation activities including mangrove and shoreline guided tours and clean-up initiatives, serve as Animal Protection Ambassadors in the Hong Kong Police Force's "Pet Corner – Campus Animal Cabinet", and take part in Ocean Park's "Seahorse Rangers" programme to strengthen environmental and ecological awareness.

☑ Other measure(s) (please specify):

The school implemented Life-Wide Learning Weeks across Primary 1 to Primary 6, each level adopting different thematic learning to promote multicultural understanding, respect and inclusiveness. The "Star of Character" award recognises exemplary conduct, while peer appreciation and "Buddy Programme" foster mutual appreciation, collaborative learning and support among students of diverse ethnic backgrounds.

(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):

The school implemented the C for Chinese @ JC – Parent Learning Programme, in partnership with Hong Kong Christian Service, to strengthen the capacity of NCS parents in supporting their children's Chinese language learning.

The school also encouraged the engagement of NCS parents by promoting their participation in PTA activities, service as PTA committee members, and nomination in parent manager elections.

[#: 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 Lee Yuen Ki (Name of Contact Person) at 2488 1520 (Tel. No.).