

Education Support Provided for Non-Chinese Speaking (NCS) Student(s)
School Support Summary
for the 2021/22 School Year

Name of School: Sir Ellis Kadoorie Secondary School (West Kowloon)

Our school was provided with additional funding by the Education Bureau in the 2021/22 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 2021/22 school year (one or more options can be selected)#:

- Appointing 2 additional teacher(s) and 2 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>S.1-6</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>S.4-5</u>) |
| <input checked="" type="checkbox"/> Learning Chinese across the curriculum
(Level(s): <u>S.1-4</u>) | <input checked="" type="checkbox"/> Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials
(Level(s): <u>S.1-6</u>) |
| <input type="checkbox"/> Others (please specify): _____ | |

After-school/after-class support:

- | | |
|---|--|
| <input type="checkbox"/> Chinese learning group(s)
(Level(s): _____) | <input checked="" type="checkbox"/> Summer bridging course(s)
(Level(s): <u>S.1</u>) |
| <input checked="" type="checkbox"/> Chinese bridging course(s)
(Level(s): <u>S.1-6</u>) | <input type="checkbox"/> Paired-reading scheme(s)
(Level(s): _____) |
| <input checked="" type="checkbox"/> Peer cooperative learning
(Level(s): <u>S.1-6</u>) | <input type="checkbox"/> Guided story reading
(Level(s): _____) |
| <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)#:

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

To arrange non-Chinese speaking students and Chinese speaking students to give short presentation in the morning assembly and learning celebration - introduction on customs and festivals of China and South Asian countries, Mid-Autumn Festival poetry matching activity organized by Chinese Club, writing Chinese New Year red couplets activity, talk on Chinese food culture. In the NCS Chinese lessons, we carry out "Cross curricular Cross group Learning Plan - Starting from Picture Books, with Appreciation of Chinese Culture as the General Theme", through these cross-curricular and cross-group learning activities, we provide a rich language environment for students to learn Chinese. Secondary 1 students study "Chinese Food Culture", Secondary 2 students study "Confucian concepts on Benevolence and Righteousness", Secondary 3 students study "China's mountains and rivers: Human and Nature" and Secondary 4 students study "Chinese Clan Culture".

We also arranged non-Chinese students and Chinese-speaking students to participate in the "Cultural KOL-- in the making of a cultural KOL". Through a series of activities such as visit the ethnic minorities in Hong Kong in order to understand their culture, online seminars and making Indian Rangoli Workshop. Filming and production of short promotional video for Christian Action. So that our Chinese-speaking students have a better understanding of the history, custom and living habits of the non-Chinese speaking students. It also promotes the mutual understanding and builds a harmonious school campus.

- 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):

A national flag-raising marching team, a national flag-raising emcee team were established respectively, to provide opportunity for non-Chinese speaking students and Chinese-speaking students to receive training and preside over the national flag-raising ceremony. We also organized a workshop for our students to learn more about Elderly Cognitive Disorder, our students visit community centres, and make handicrafts for seniors. We arranged Secondary 1 and 2 non-Chinese speaking students to participate in uniform teams such as the Scouts, Red Cross and Air Cadet Corps. It broadens their horizons and creates opportunities for them to care about

the community. Students are also arranged to participate in the “Powered by Service - Campus Designer Training ”, “Powered by Youth - Community Designer Training”, “Action for a Cause - Community Design Project”, “Powered to Transform Project Kids4Kids” , and “Healthy Diet Plan”. In addition, students are arranged to participate in the community service organized by Christian Action—“Volunteer Training Program and Outreach Volunteer Service Activities”. Students are arranged to participate in the “Leadership Training Programme CHEER” , and also the “Peace Farm—Peace Youth Leaders Training Program”. Our school also runs a joint school social service project with the Kowloon Technical School Social Service Group.

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 Assistant Principal Mr. Chan Chi Man at 25761871.

(二) 本校建構共融校園的措施包括（可選多於一項）#：

翻譯主要學校通告／學校網頁的重要事項

舉辦促進文化共融／提高多元文化及宗教敏感度的活動（請說明）：

安排非華語學生和華語學生參與早會短講、學習成果日——介紹中國及南亞國家習俗及節日、中文學會中秋節詩歌對對碰活動、寫揮春活動及認識中華飲食文化講座，並於非華語學生中文科推行「跨學科跨組別學習計劃——從繪本出發，以欣賞中華文化為總主題」，通過跨學科及跨組別的學習活動，為學生營造更多學習中文的語境。中一級學習「中華飲食文化」、中二級學習「儒家仁義」、中三級「認識中國山河：人與自然」及中四級學習「中國宗族文化」。

又安排非華語及華語學生一起參加「Cultural KOL in the making 做個文化 KOL」活動，通過一系列認識香港少數族裔文化參觀、線上講座、製作印度藍果麗工作坊、拍攝及製作介紹基督教勵行會服務的宣傳短片等活動，讓本校華語學生對非華語學生的歷史、民俗及生活習慣有更深刻的認識，經歷拍攝及製作介紹基督教勵行會服務的宣傳短片，有效促進彼此的瞭解，建構共融的校園生活。

提供機會讓非華語學生在校內或校外與華語同儕一起學習和交流（例如安排非華語學生參與制服團隊或社區服務）（請說明）：

分別建立升國旗步操隊、升國旗司儀隊，讓非華語學生及華語學生同儕接受訓練及主持升國旗儀式。舉辦「長者認知障礙工作坊」、探訪鄰舍中心活動及製作手工藝品送贈老人院長者，又安排中一、二級非華語學生參與童軍、紅十字會及航空青年軍等制服團隊，擴闊了學生學習視野，締造機會給予學生關心社區，回饋社會。並安排學生參加童協基金舉辦的「敢·想——校園設計師培訓課程」、「敢·想——社區設計師培訓論壇」、「敢·不同——社區設計項目實踐計劃」、「創·變——師生領袖培訓課程」及「食得健康計劃」。此外，亦安排學生參予基督教勵行會舉辦社區服務——「義工培訓計劃及外展義工服務活動」、融匯——少數族裔人士支援服務中心舉辦的「領袖培訓計劃」，以及安排學生參加「和平農莊——和平青年領袖訓練計劃」。本校亦跟九龍工業學校社會服務組合辦聯校社會服務計劃。

其他措施（請說明）： _____

(三) 本校向非華語學生家長推廣家校合作的措施包括（可選多於一項）#：

- 聘請會說英語及／或其他語言的助理促進與非華語學生家長的溝通
- 定期與非華語學生的家長討論其子女的學習進度（包括中文學習）
- 為非華語學生的家長提供有關其子女選校／升學／就業的資訊
- 向非華語學生的家長解釋和強調子女學好中文的重要性

[#： 以上第（一）至第（三）部分所述的支援措施只供參考，學校會因應每學年非華語學生不同的學習情況和需要，以及學校的資源分配，調整有關支援措施。]

如就本校為非華語學生提供的教育支援有進一步查詢，請致電 25761871 與陳志文副校長聯絡。