

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

## School Support Summary

### for the 2024/25 School Year

Name of School: THE TRUE LIGHT SCHOOL OF HONG KONG

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 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:

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|--|---|
| <input checked="" type="checkbox"/> Pull-out learning<br>(Level(s): <u>S1,S2,S3,S4,S5,S6</u> ) | <input type="checkbox"/> Split-class/group learning<br>(Level(s): _____ )   |
| <input type="checkbox"/> Increasing Chinese Language lesson time<br>(Level(s): _____ )         | <input type="checkbox"/> Co-teaching/In-class support<br>(Level(s): _____ )   |
| <input type="checkbox"/> Learning Chinese across the curriculum<br>(Level(s): _____ )          | <input checked="" type="checkbox"/> Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials<br>(Level(s): <u>S1,S2,S3,S4,S5,S6</u> ) |
| <input type="checkbox"/> Others (please specify): _____  |   |

After-school/after-class support:

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|--|--|
| <input type="checkbox"/> Chinese learning group(s)<br>(Level(s): _____ )                       | <input type="checkbox"/> Summer bridging course(s)<br>(Level(s): _____ ) |
| <input checked="" type="checkbox"/> Chinese bridging course(s)<br>(Level(s): <u>P6 to S1</u> ) | <input type="checkbox"/> Paired-reading scheme(s)<br>(Level(s): _____ )  |
| <input type="checkbox"/> Peer cooperative learning<br>(Level(s): _____ )                       | <input type="checkbox"/> Guided story reading<br>(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 school webpage
- ☒ Organising activities which promote cultural integration/raise sensitivity to diverse cultures and religions (please specify):

Our school has organized a multicultural group to enable local and NCS students to conduct workshops and participate in community volunteer service together, during which these activities help to strengthen mutual sharing and communication between the students, facilitate awareness of each other's cultures, and promote multicultural integration in the school. In addition, during extracurricular activities on campus, such as inviting non-Chinese-speaking students to share the cultures of different countries on the campus TV, we promote cultural integration.

- ☒ 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):

In collaboration with St. James' Settlement, we organized the volunteer programme "Shining Teens" for non-Chinese-speaking students to help those with lower self-confidence engage in community service together with local students. In addition, the school also invited the Baptist Oi Kwan Social Service to run a positive sports group, using physical activities to help students improve their social skills, especially in integrating with local students.

- ☒ Other measure(s) (please specify):

Organizing gatherings and interactions between non-Chinese-speaking students of different grade levels, allowing them to get to know each other, share difficulties encountered at school, and discuss how to face them, can help them adapt to campus life and establish a support network on campus.

(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):

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[#: 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 LAU KA YAN at 25760703.