

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

Name of School: St. Margaret's Co-educational English Secondary & 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 0 additional teacher(s) and 3.9 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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| ☒ Pull-out learning
(Level(s): <u>P.5 & P.6</u>) | ☐ Split-class/group learning
(Level(s): _____) |
| ☒ Increasing Chinese Language lesson time
(Level(s): <u>P.1 to P.4</u>) | ☒ Co-teaching/In-class support
(Level(s): <u>P.1 to P.4</u>) |
| ☒ Learning Chinese across the curriculum
(Level(s): <u>P.1 to P.6</u>) | ☒ Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials
(Level(s): <u>P.5 & P.6</u>) |

☐ Others (please specify): _____

After-school/after-class support:

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| ☒ Chinese learning group(s)
(Level(s): <u>P.1 to P.6</u>) | ☒ Summer bridging course(s)
(Level(s): <u>P.1</u>) |
| ☐ Chinese bridging course(s)
(Level(s): _____) | ☐ Paired-reading scheme(s)
(Level(s): _____) |
| ☐ Peer cooperative learning
(Level(s): _____) | ☐ Guided story 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):

In 2024-2025, besides holding "The Power of Love" Christmas Charity Show, the "World Book Day" and "Putonghua Assembly Days on Thursdays", the cultural exchange between the students of our sister school in Beijing and our primary students provided multi-cultural learning opportunities for our students and granted them the chance to practise cultural inclusion.

- ☒ 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 2024-2025, there were in total 80 students joining different school uniform teams, including the Grasshopper, Cub Scout, Boy Scout, Brownies, Girl Guides, Junior Police Call, Road Safety Patrol, Red Cross and Flag Guards etc. Besides, the school dancing team participated in different dancing competitions and performances. NCS students also actively participated in the Chinese Cultural Week and World Book Day with Chinese speaking students, providing an opportunity for both parties to learn and communicate in advance.

- ☐ Other measure(s) (please specify):
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(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 held parents' talks, P1 Briefing Sessions, P5-P6 & S1 Briefing Sessions and Parents' Day from time to time; Chinese teachers of NCS students communicate with their parents regularly to know more about their difficulties in learning Chinese and provide immediate help. In addition, the school use the school platform to contact parents and school social worker also provide help to non-Chinese speaking students in need.

[#: 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 Tang Pui Shan at 23966675.