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

Name of School: Northern Lamma 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 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:

☑ Pull-out learning
(Level(s): P.2 to P.6)

☑ Increasing Chinese Language lesson time
(Level(s): P.1 to P.6)

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

☐ Split-class/group learning
(Level(s): _____)

☐ Co-teaching/In-class support
(Level(s): _____)

☑ Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials
(Level(s): P.1 to P.6)

☐ Others (please specify)

Other support:

☐ Chinese learning group(s)
(Level(s): _____)

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

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

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

☐ Paired-reading scheme(s)
(Level(s): _____)

☐ Guided reading
(Level(s): _____)

☑ Others (please specify): Remedial class, RainbowOne e-learning platform

(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):

The school organized a Chinese Traditional Sports and Culture Athletic Day, allowing students to gain a better understanding of traditional Chinese physical activities. Also, to deepen our students' understanding of traditional Chinese culture, we held a themed learning week titled " Filial Piety ". The week was filled with various activities, including themed songs dedication, themed book exhibitions, lectures, a value education workshop, workshop on writing 'filial piety' in Chinese lessons, writing activities in English lessons, learning housework skills (for lower classes), Chinese massage workshop (for upper classes), creating heartfelt cards (for Primary one), making ceramic tea cups (for Primary two to Primary six), etc.

☑ 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):

To arrange NCS to participate in school flag-raising group, gifted group, extra-curricular activities, including uniformed group such as Cub Scouts, Brownies and Junior Police Call.

☑ Other measure(s) (please specify):

To share the performance of students at all levels in school meetings, and our senior teachers not only give teaching advice to new teachers but also assist the new teachers.

(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, 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):

A dual-class teacher system is implemented, one of the teachers is responsible for communicating with foreign parents in English to strengthen ties between school and home.

[#: 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 (Mr. Li Fai Fai) at (29820242).