

Education Support Provided for Non-Chinese Speaking (NCS) Student(s)
School Support Summary
for the 2023/24 School Year

Name of School: Delia Memorial School (Hip Wo)

Our school was provided with additional funding by the Education Bureau in the 2023/24 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):

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 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:

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

Other support:

- | | |
|---|---|
| <input type="checkbox"/> Chinese learning group(s)
(Level(s): _____) | <input checked="" type="checkbox"/> Summer bridging course(s)
(Level(s): <u>S1</u>) |
| <input type="checkbox"/> Chinese bridging course(s)
(Level(s): _____) | <input checked="" type="checkbox"/> Paired-reading scheme(s)
(Level(s): <u>S1</u>) |
| <input type="checkbox"/> Peer cooperative learning
(Level(s): _____) | <input type="checkbox"/> Guided reading
(Level(s): _____) |

Others (please specify): tutoring classes

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):

1. Utilizing the "e-Learning Platform for NCS Students in Chinese Language, History, and Classics"

This platform, developed with funding from the Quality Education Fund, aims to enhance students' awareness of Chinese cultural history and strengthen their high-order reading comprehension skills. Features include:

- Integration of text, audio recordings (Cantonese/Mandarin), images, vocabulary explanations, and character pronunciation and meaning.
- Electronic versions of Chinese maps, timelines, and simplified historical charts.

2. Activities to Enhance Multicultural and Religious Sensitivity:

* Chinese Week

➤ Theme: Traditional Chinese Culture. Activities include:

1. Learning about the Chinese zodiac and making scented sachets.
2. Learning about the history, symbolism, and techniques of fan painting.
3. Learning about the history, symbolism, and techniques of pottery.
4. Designing Chinese dialogue for a given comic strip to create a complete story.

* "Traditional Chinese Culture" visit to an Ancient Village: This includes performances, exhibitions, and various hands-on activities such as:

1. Sugar painting
2. Dragon beard candy making
3. Diabolo (Chinese yo-yo)
4. Dough figurine making
5. Traditional bow and arrow crafting
6. Hanfu (traditional Chinese clothing) trying-on

* Inter-ethnic Harmony Hong Kong Youth Calligraphy Competition: Five students from our school achieved outstanding results in this competition, including Champion, First Runner-up, Second Runner-up, and Merit awards. This demonstrates their excellent calligraphy skills and the school's commitment to Chinese culture, art, and multicultural education.

* "Fun Chinese Culture Day": This event encompasses various aspects of traditional Chinese culture, including:

1. Clothing
2. Architecture
3. Drama

4. Language
5. Festivals

- Activities include hands-on experiences such as:
1. Making catapults
 2. Constructing ancient buildings
 3. Shadow puppetry
 4. Brush calligraphy
 5. Hanfu-themed origami
 6. Face painting
 7. Making colorful threads for the Dragon Boat Festival

* School-wide Competitions (Secondary 1 to 6):

1. *Analects* Calligraphy Competition
2. Chinese Moral Education Story Reading Comprehension Competition
3. Chinese Historical Story and Figure Writing Competition
4. Chinese Historical Story and Figure Speech Competition

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):

1. Putonghua Learning Camp
2. Inter-school Chinese Language Competition
3. Chinese Culture Week
4. Arrange for Non-Chinese Speaking (NCS) students to participate in uniformed groups or community service.

Other measure(s) (please specify):

(一) 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):

Optimizing the "Chinese Language (NCS Students) Learning Support E-Platform": gg.gg/deliahwchinese

➤ Student Zone

1. Provides access to e-books for school-based curricula at all levels, as well as public examination materials.
2. Offers the Quality Education Fund's "e-Learning Platform for NCS Students in Chinese Language, History, and Classics."
3. "Self-Learning Hub": Provides language learning tools such as Cantonese romanization (Jyutping), stroke order and character structure, dictionaries, grammar resources, "Learning Chinese by Watching RTHK" materials, and self-assessment quizzes.
4. "Learning Through Reading": Offers resources like the "Global Chinese E-city," "Chinese for Junior Secondary Students," "Old Master Q" comics, and materials on Chinese festivals.
5. "Beyond the Classroom": Connects language and cultural learning activities with the overall curriculum and cross-curricular learning through experiential learning.

➤ Parent Zone

Provides information on students' language learning progress and teacher feedback. It offers categorized support and methods to improve language learning and enhance language skills, including:

1. 30 Tips to Improve Speaking Skills
2. 30 Tips to Improve Writing Skills
3. 60 Practical Writing Exercises
4. 30 Highlights from the "Putonghua Summer Camp"
5. 10 Fun Language Learning Activities
6. 6 Life Philosophies Inspired by the Analects

[#: 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. Kung Kin Yan (Name of Contact Person) at 23423198 (Tel. No.).