

Education Support Provided for Non-Chinese Speaking (NCS) Student(s) School Support Summary for the 2025/26 School Year

Name of School: S.K.H. St. Timothy Primary School

Our school was provided with additional funding by the Education Bureau in the 2025/26 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 2025/26 school year (one or more options can be selected)#:

- ☒ Appointing 3 additional teacher(s) and 0 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): <u>P.1- P.6</u>) | ☐ Split-class/group learning
(Level(s): _____) |
| ☐ Increasing Chinese Language lesson time
(Level(s): _____) | ☐ Co-teaching/In-class support
(Level(s): _____) |
| ☒ Learning Chinese across the curriculum
(Level(s): <u>P.1 - P.6</u>) | ☒ Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials
(Level(s): <u>P.1 - P.3</u>) |

- ☒ Others (please specify): Non-Chinese speaking students are distributed at all levels, making it appropriate for them to study in the same class.

Other support for Chinese learning:

- | | |
|---|--|
| ☐ Chinese learning group(s)
(Level(s): _____) | ☒ Summer bridging course(s)
(Level(s): <u>P.2 - P.5</u>) |
| ☐ Chinese bridging course(s)
(Level(s): _____) | ☒ Paired-reading scheme(s)
(Level(s): <u>P.1</u>) |
| ☐ Peer cooperative learning
(Level(s): _____) | ☐ Guided reading
(Level(s): _____) |

- ☒ Others (please specify): 1. Primary 1 to Primary 6 NCS students can attend after-school homework tutorial classes.
2. Primary 4 to Primary 6 students can attend Chinese consolidation classes before normal lessons.

(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):**

1. Explain the relevant policies and measures to teachers and convene regular meetings of the NCS Learning and Teaching Team to review the measures.
2. Lead non-Chinese speaking (NCS) students to participate in an Outdoor Chinese Culture Day, engaging them in immersive cultural activities such as making rooster bowls and experiencing tea ceremony. This allows them to feel the charm of Chinese culture firsthand and deepens their understanding of it.
3. Organise Chinese Culture Handicraft Classes for NCS students to enhance their understanding of Chinese culture and to promote the good traditions of Chinese culture through making different handicrafts.
4. Organize a "Parent-Child Oil-paper Umbrella and Paper Cutting Workshop," where non-Chinese speaking students and their parents, as well as Chinese-speaking students and their parents, learn the essence of oil-paper painting together and create their own paper umbrella, to increase their interest in learning Chinese culture and enhance their artistic appreciation.

☒ **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. Encourage students to participate in uniformed teams (e.g. Scouts), SDG Volunteer Team and other activities organized by the school, after-school homework tutorial classes, Chinese cultural handicrafts classes, etc. Non-Chinese speaking students were also invited to participate in a variety of after-school interest classes, such as skateboarding, table tennis, rope skipping, and choir.
2. NCS students participated in the flag-selling activities organised by the Community Chest together with local students.

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

1. Before the end of the semester, students are invited to share their learning experience with those who have performed well in the examination to keep valuable memories.
2. Encourage non-Chinese speaking (NCS) students to actively participate in various competitions and programs, such as the Chinese Talent Competition for NCS Students, the Harmony Scholarship Scheme, and the Outstanding Non-Chinese Students Award Scheme, so as to help them build confidence and gain a sense of achievement.

(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):

Establish a WhatsApp group to strengthen communication with parents, enabling them to better understand school information and updates.

[#: 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 23625952 (Name of Contact Person) at Ha Pui Yee (Tel. No.).