

**Education Support Provided for Non-Chinese Speaking (NCS) Student(s)**  
**School Support Summary**  
**for the 2021/22 School Year**

Name of School: Marymount Secondary School

Our school was provided with additional funding by the Education Bureau in the 2021/22 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 2021/22 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:

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|---|---|
| <input checked="" type="checkbox"/> Pull-out learning<br>(Level(s): <u>S.1 – S. 6</u> ) | <input checked="" type="checkbox"/> Split-class/group learning<br>(Level(s): <u>S.1 – S. 6</u> )  |
| <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>S.1 – S.6</u> ) |

Others (please specify): \_\_\_\_\_

After-school/after-class support:

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|--|--|
| <input checked="" type="checkbox"/> Chinese learning group(s)<br>(Level(s): <u>S.1 – S.6</u> ) | <input checked="" type="checkbox"/> Summer bridging course(s)<br>(Level(s): <u>S.1</u> ) |
| <input type="checkbox"/> Chinese bridging course(s)<br>(Level(s): _____ )                      | <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):

The Chinese New Year Performance enables NCS students to conduct a performance reflecting what they have acquired in their Chinese lessons, highlighting cultural immersion found in MSS. They cover aspects that reflect students and teaching bodies at MSS are respected and valued regardless of their backgrounds.

- 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):

By the means of arranging community services like Girl Scouts, partaking in volunteer works etc.

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)#:

- 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 (Mrs. Grace Chan) at (2572 8221).



(二) 本校建構共融校園的措施包括 (可選多於一項) # :

- 翻譯主要學校通告 / 學校網頁的重要事項
- 舉辦促進文化共融 / 提高多元文化及宗教敏感度的活動 (請說明) :

農曆新年表演：向全校師生展現非華語學生學習中文，體驗文化的成果。

共融講座或工作坊：建立一個共融、彼此尊重的校園文化。

- 提供機會讓非華語學生在校內或校外與華語同儕一起學習和交流 (例如安排非華語學生參與制服團隊或社區服務) (請說明) :

安排非華語學生參與童軍、義工團體、社區服務。

- 其他措施 (請說明) :

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(三) 本校向非華語學生家長推廣家校合作的措施包括 (可選多於一項) # :

- 聘請會說英語及 / 或其他語言的助理促進與非華語學生家長的溝通
- 定期與非華語學生的家長討論其子女的學習進度 (包括中文學習)
- 為非華語學生的家長提供有關其子女選校 / 升學 / 就業的資訊
- 向非華語學生的家長解釋和強調子女學好中文的重要性
- 其他措施 (請說明) :

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[ # : 以上第 (一) 至第 (三) 部分所述的支援措施只供參考，學校會因應每學年非華語學生不同的學習情況和需要，以及學校的資源分配，調整有關支援措施。 ]

如就本校為非華語學生提供的教育支援有進一步查詢，請致電 25728221 與 Grace Chan 老師聯絡。