

## **Guidelines on the Use of the Composite Support Grant for Non-Chinese Speaking Students**

### **Principles on the Use of the Grant**

1. Schools should optimise the use of the “Composite Support Grant for Non-Chinese Speaking Students” (“Composite Support Grant”) to enhance support for non-Chinese Speaking (NCS) students’ learning of Chinese and create an inclusive environment in schools, including strengthening communication with parents of NCS students and home-school cooperation, as well as facilitating schools to strengthen emotional, communication and social support for NCS students with special educational needs (SEN) to enhance their effectiveness in learning Chinese.
2. Schools should plan early and conduct ongoing review on measures for supporting NCS students (including NCS students with SEN), and assign a dedicated teacher/team to coordinate related matters.
3. The Composite Support Grant is complementary in nature. Schools may flexibly deploy and make appropriate use of other government funding and other resources (e.g. schools’ own funds/non-government funds, various education subsidy schemes provided by the Government or other community organisations) as needed to achieve synergy through the complementary use of funds.
4. In case of appointment of additional staff and procurement of services or goods, schools must comply with the Education Ordinance, Education Regulations and other relevant legislation, relevant Codes of Aid, circulars and guidelines issued by the Education Bureau (EDB) from time to time.
5. Schools must utilise the grant in accordance with relevant circulars and guidelines issued by EDB on the use of public funds by schools.

### **Ambit**

6. Enhancing the support for NCS students’ learning of Chinese.
7. Providing emotional, communication and social support for NCS students.
8. Creating an inclusive learning environment in schools, including strengthening the communication with parents of NCS students and home-school cooperation.
9. Examples in line with the usage principles of the Composite Support Grant (non-exhaustive):

#### Appointing additional staff

- (a) Appointing additional Chinese Language teachers (full-time/part-time) to implement diversified intensive learning and teaching mode, e.g. pull-out learning, split-class/group learning during Chinese Language lessons.
- (b) Appointing additional teachers (full-time/part-time) to relieve the teaching loads of the serving experienced Chinese Language teachers to enhance the support for NCS students' learning of Chinese.
- (c) Appointing additional teaching assistants to assist teachers in supporting NCS students' learning of Chinese, assist NCS students with SEN in classroom learning activities, provide after-school support or emotional, communication and social support for NCS students in need, and/or create an inclusive learning environment in schools.
- (d) Appointing part-time instructors to organise school-based Chinese bridging programmes (including summer bridging programmes) and/or after-school Chinese learning classes.
- (e) Appointing assistants of different races to strengthen the communication with NCS students and their parents.

#### Purchasing Chinese learning and teaching resources

- (f) Purchasing learning and teaching resources, e.g. Chinese picture books, multimedia and electronic learning software, online Chinese learning platforms, etc.

#### Procuring services

- (g) Collaborating with non-governmental organisations to organise school-based Chinese bridging programmes (including summer bridging programmes), after-school Chinese learning classes or activities which promote cultural integration.
- (h) Providing training for teachers on teaching Chinese as a second language and raising their cultural and religious sensitivity.
- (i) Engaging tertiary institutions or education experts to collaborate with school teachers in developing school-based Chinese Language curricula and related learning and teaching resources for NCS students.
- (j) Designing social skills training and emotion management training for NCS students with SEN and providing life planning services.
- (k) Procuring translation services, e.g. translating school circulars or important matters on school webpages.

#### Organising inclusive activities and home-school cooperation activities

- (l) Organising activities which promote an inclusive learning environment in schools/multi-culturalism.
- (m) Organising seminars/parent education activities for parents of NCS students to

promote home-school cooperation.

10. Examples not in line with the usage principles of the Composite Support Grant (non-exhaustive):

Appointing staff not directly related to the policy on supporting NCS students

- (a) Appointing staff not directly related to the policy on supporting NCS students, e.g. social workers, educational psychologists, speech therapists, guidance personnel, administrative or clerical staff.
- (b) Appointing additional teaching or related staff without providing corresponding additional support measures for NCS students.

Purchasing equipment and devices

- (c) Purchasing devices, equipment or software for general purposes, e.g. mobile computing devices, chargers, electronic equipment or computer software.
- (d) Purchasing equipment or tools for performing schools' clerical work.

School premises and facilities expenses

- (e) Paying for school premises renovation or works.
- (f) Purchasing furniture and equipment.

Social activities expenses

- (g) Paying for expenses merely on food and beverages or celebrations/activities without specific learning objectives and content, e.g. graduation dinners and parties.
- (h) Paying for banquet or courtesy-related expenses.

Student personal expenses

- (i) Paying for or subsidising NCS students' visa applications fees and expenses for participating in exchange activities outside Hong Kong.
- (j) Paying for NCS students' personal learning expenses, e.g. fees for taking external Chinese Language qualifications examinations and/or purchasing personal learning supplies.

11. The above-mentioned examples are for reference only. Incorporated Management Committees (IMCs)/School Management Committees (SMCs) are required to ensure prudent deployment of the Composite Support Grant and proper allocation of the resources. IMCs/SMCs should ensure that the resources are utilised in a cost-effective manner and that each item of expenditure is used appropriately and in line with the usage principles and ambit of the Composite Support Grant. All information stated in the "Plan on the Use of the Composite Support Grant for NCS Students" must be comprehensive, complete and accurate.