

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

Name of School: Wai Kiu College

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

- (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 :

- ☒ Appointing 2 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:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Pull-out learning
(Level(s): S1 to S6) | <input type="checkbox"/> Split-class/group learning
(Level(s): _____) |
| <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): S1 to S6) |

☐ Others (please specify): _____

After-school/after-class support:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Chinese learning group(s)
(Level(s): S1 to S3) | <input type="checkbox"/> Summer bridging course(s)
(Level(s): _____) |
| <input type="checkbox"/> Chinese bridging course(s)
(Level(s): _____) | <input type="checkbox"/> Paired-reading scheme(s)
(Level(s): _____) |
| <input type="checkbox"/> Peer cooperative learning
(Level(s): _____) | <input type="checkbox"/> Guided story reading
(Level(s): _____) |

☐ Others (please specify): _____

(2) Our school's measures for creating an inclusive learning environment included:

- ☒ Translating major school circulars/important matters on school webpage
- ☒ Organising activities which promote cultural integration/raise sensitivity to diverse cultures and religions:
 - To organise Mid-Autumn Festival riddle-guessing activities for NCS students, together with their Chinese-speaking peers, to celebrate the Mid-Autumn Festival.
 - To hold Chinese Character Design and Chinese Hard Pen Calligraphy competitions for NCS students to express their creativity and appreciate the beauty of Chinese characters.
 - To launch a "Cultural Inclusion Day" for NCS students and their Chinese-speaking peers to learn about ancient Chinese traditional arts and crafts, and to experience the wonders of Chinese culture by viewing a demonstration and explanation of Sichuan face-changing art, watching a kung fu performance, and participating in booth games such as touhu, archery, cuju, and flour doll making.
 - To hold classes on tea art. Tea art experts are invited to the school to teach the sessions, and NCS students and their Chinese-speaking counterparts are arranged to attend the session together. NCS students are introduced to the culture of Chinese tea art through the tea art expert's presentation and demonstration.
 - To arrange trips to the Hong Kong Museum of History so that NCS students could gain a deeper grasp of Hong Kong's history and develop a stronger sense of belonging.
- ☒ 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):
 - To provide opportunities for NCS students to join uniform teams or to be involved in community services.
- ☒ Other measure(s):
 - To select and publish the finest Chinese writings of NCS students in the school's anthology 'Wai Kiu Anthology' alongside the works of their Chinese-speaking peers in the hope of encouraging NCS students to write from the heart and to learn from one another.

(3) Our school's measures for promoting home-school cooperation with parents of NCS student(s) included :

- ☒ 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):
 - To hire South-eastern teachers who are proficient in Urdu to promote contact with the parents of NCS students.
- [#: 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 Ms CHAO Yuk-leng at 27776289.