

Education Support Provided for Non-Chinese Speaking (NCS) Student(s)
School Support Summary
for the Academic Year 2022/23

Name of School: Wai Kiu College

Our school was provided with additional funding by the Education Bureau in the academic year 2022/23. 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 2022/23 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:

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|--|---|
| <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 checked="" type="checkbox"/> Co-teaching/In-class support
(Level(s): S1 、 S2) |
| <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) |
| <input type="checkbox"/> Others (please specify): _____ | |

After-school/after-class support:

- | | |
|---|--|
| <input type="checkbox"/> Chinese learning group(s)
(Level(s): _____) | <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): _____) |
| <input checked="" type="checkbox"/> Others : After school, tutors provided by outsourced organizations are arranged to teach students from S1 to S3, providing participating students with more opportunities to learn Chinese. | |

(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 Hard Pen Calligraphy competitions for NCS students to appreciate the beauty of Chinese Literature and Chinese characters.
 - To hold a Calligraphy Day before the Lunar New Year. The "Four Treasures" have been distributed to NCS students so that they can participate in the writing competition. They can better understand the Chinese culture and experience the art of Chinese Calligraphy via writing meaningful "Fai Chun" with words of blessings.
 - 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 sachet making, wind chime making, archery, wearing traditional costumes.
 - To hold a Dragon Boat Festival dumpling making workshop. Under the guidance of professional instructors, NCS students make their own dumpling to be shared with their family to promote Chinese culture.
 - To arrange trips to the Hong Kong Museum of History and the Hong Kong Cultural Museum so that NCS students could gain a deeper grasp of Hong Kong's history and local culture 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.
 - To organize "Cultural Inclusion Day" and "Mid-Autumn Riddle-guessing Activity".
- 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 and explaining to parents of NCS student(s) and emphasising the importance for their children to master the Chinese language
- ☑ Providing parents of NCS student(s) with information on school choices/further studies/career pursuits for their children
- ☑ 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.