

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

Name of School: PHC Wing Kwong College

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 -- 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 type="checkbox"/> Pull-out learning<br>(Level(s): _____ )                       | <input type="checkbox"/> Split-class/group learning<br>(Level(s): _____ )   |
| <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 type="checkbox"/> Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials<br>(Level(s): _____ ) |
| <input type="checkbox"/> Others (please specify): _____                                |   |

After-school/after-class support:

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|--|--|
| <input checked="" type="checkbox"/> Chinese learning group(s)<br>(Level(s): <u>S2,S5</u> ) | <input type="checkbox"/> Summer bridging course(s)<br>(Level(s): _____ ) |
| <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): _____ )      |
| <input type="checkbox"/> 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):

Our school participated in the 'Teacher's Day Competition' organized by The Chinese University of Hong Kong Language Education Association. One of the diversified themes of the competition was 'individualized teaching approaches to students' aptitudes, personalities and interests'. The aim of which was to delve into how learning diversity and difficulties of ethnic minorities could be catered for in local mainstream teaching. Through students' sharing, our students had become more concerned about ethnic minorities' learning situation and were informed about how ethnic minority students surmounted their learning obstacles. In the competition, our students performed remarkably well and their writing entries were posted on campus, with the aim of allowing more students to know the plight of the ethnic minorities. In addition to the showcase, we also invited both local students and ethnic minorities to reflect on their togetherness so that they could get along better in future by understanding each other more, despite cultural differences. We also called on students to give ethnic minority students a hand in terms of learning support. It was through such act that we could promote social inclusion in our community.

- 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):

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- 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 Mr Wan Chung Man at 23370137.