

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

Name of School: PHC Wing Kwong College

Our school was provided with additional funding by the Education Bureau in the 2022/23 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 2022/23 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): _____                                |   |

Other support:

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Chinese learning group(s)<br>(Level(s): <u>S.3</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 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 invited Dr. Wai-man Tang from the Department of Anthropology of The Chinese University of Hong Kong to share with first-formers ‘Stories of Ethnic Minorities in Hong Kong’. In the talk, students were enriched with information about ethnic minorities, such as their distribution in Hong Kong and customs and traditions. Values of ‘Empathy’ and ‘Respect for others’ were then fostered as students were asked to delve into conundrums ethnic minorities face in the territory and donned their costumes. In this way, the spirit of inclusion was enhanced as the workshop was well-received among the Form 1 students.

Following the talk, to further strengthen the spirit, students were asked to pen an article about the importance of embracing differences to help students gain a more profound insight into and deepen their understanding of inclusion when a school-based teaching unit with the same theme was taught. Additionally, on Wing Kwong Day, the Chinese Department organized booth games of the Chinese culture for local and non-Chinese speaking students so as to provide them with opportunities to learn more about it. To conclude, the booth games were successful as students were all engrossed in them and improved their understanding of it.

- 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, as well as explaining and emphasising the importance for their children to master the Chinese language as appropriate
- Providing parents of NCS student(s) with information on school choices/further studies/career pursuits for their children

- 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 (Name of Contact Person) at 23370137 (Tel. No.).