

**Education Support Provided for Non-Chinese Speaking (NCS) Students**  
**School Support Summary**  
**for the Academic Year 2024/25**

Name of School: Wai Kiu College

Our school was provided with additional funding by the Education Bureau in the academic year 2024/25. With reference to school-based circumstances, we provided support for our NCS students 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 students, our school adopted the following modes to enhance the support for learning of Chinese of NCS students in the academic year 2024/25:

- ☒ Appointing 3 additional teachers and 1 teaching assistant (including assistants of different races) to support the learning of Chinese of NCS students.

In-class support provided in Chinese Language lessons:

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|--|---|
| <input checked="" type="checkbox"/> Pull-out learning<br>(Level(s): S1 to S6 )         | <input type="checkbox"/> Split-class/group learning<br>(Level(s): _____ )   |
| <input type="checkbox"/> Increasing Chinese Language lesson time<br>(Level(s): _____ ) | <input checked="" type="checkbox"/> Co-teaching/In-class support<br>(Level(s): S1 、 S2 、 S3 )   |
| <input type="checkbox"/> Learning Chinese across the curriculum<br>(Level(s): _____ )  | <input checked="" type="checkbox"/> Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials<br>(Level(s): S1 to S6 ) |

☐ Others (please specify): \_\_\_\_\_

After-school/after-class support:

- |  |  |
|--|--|
| <input type="checkbox"/> Chinese learning group(s)<br>(Level(s): S1 to S3) | <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): _____ )      |
- ☒ Others: A Chinese enrichment course conducted by outsourced teacher has been arranged for S1 to S3 students after school. It provided an opportunity for Non-Chinese Speaking students to learn Chinese. Besides, a course has been organized

for students sitting for the international public examinations in order to strengthen their foundation in 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:
  - Organized a Mid-Autumn Festival riddle-solving event where non-Chinese and Chinese students solved lantern riddles together, celebrated the festival, learned about traditional Chinese customs, expanded their Chinese vocabulary, and fostered mutual understanding.
  - Held a Lunar New Year calligraphy competition, encouraging non-Chinese students to learn traditional Chinese greetings, share their own New Year customs with classmates, co-create blessings, and appreciate the beauty of Chinese characters through brush writing.
  - Conducted a school-wide Chinese pen calligraphy contest using elegant Chinese sentences and poems as practice texts, allowing non-Chinese students to experience the beauty of Chinese literature and script.
  - Designed a filial piety-themed program with bilingual reading materials, booth games, and morning assembly talks, enabling students to share and compare the concept of filial respect across cultures, thereby enhancing mutual understanding and inclusion.
  - Hosted a "Cultural Inclusion Day" featuring vaudeville performances and interactive booths such as sugar painting, Chinese art painting, imitation cloisonné badge making, wind chime crafting, and Hanfu try-ons. Students gained hands-on experience with ancient Chinese arts in an engaging and enjoyable setting.
  - Conducted a Chinese culture rubbing workshop for non-Chinese students, combining presentations and hands-on practice to help them appreciate Chinese characters and traditional art. The activity stimulated students' interest in learning Chinese and deepened cultural understanding in an inclusive environment.
  - Arranged a visit to the Hong Kong Palace Museum for non-Chinese students to enhance their understanding of Chinese history and local culture, strengthening their sense of connection to the 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):
  - To provide opportunities for NCS students to join uniform teams or to be involved in community services.
  - To organize "Cultural Inclusion Day"、 "Mid-Autumn Riddle-guessing Activity" and "Filial Piety-themed Program".

☒ 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 students included (more than one option can be chosen):

- ☒ Appointing assistants who can speak English and/or other languages facilitating the communication with parents of NCS students
- ☒ Discussing the learning progress (including learning of Chinese) of NCS students with their parents on a regular basis and explaining and emphasising why it is important for their children to master the Chinese language
- ☒ Providing parents of NCS students with information on school choices/further studies/career pursuits for their children
- ☒ Other measure(s):
  - Hire teachers from diverse ethnic backgrounds 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 students 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 students, please contact Ms CHUI Siu-ting at 27776289.