

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

Name of School: SKH Tang Shiu Kin Secondary School

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 1.5 additional teacher(s) and \_\_\_/\_\_\_ 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<br>(Level(s): <u>F.1 to F.5</u> )                      | <input checked="" type="checkbox"/> Split-class/group learning<br>(Level(s): <u>F.1</u> )  |
| <input type="checkbox"/> Increasing Chinese Language lesson time<br>(Level(s): _____ )                       | <input checked="" type="checkbox"/> Co-teaching/In-class support<br>(Level(s): <u>F.1, F3 to F.6</u> )   |
| <input checked="" type="checkbox"/> Learning Chinese across the curriculum<br>(Level(s): <u>F.1 to F.6</u> ) | <input checked="" type="checkbox"/> Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials<br>(Level(s): <u>F.1 to F.5</u> ) |
| <input type="checkbox"/> Others (please specify): _____  |  |

Other support:

- |   |  |
|---|--|
| <input type="checkbox"/> Chinese learning group(s)<br>(Level(s): _____ )                        | <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 checked="" type="checkbox"/> Peer cooperative learning<br>(Level(s): <u>F.1 to F.6</u> ) | <input type="checkbox"/> Guided reading<br>(Level(s): _____ )            |
| <input checked="" type="checkbox"/> Others (please specify): <u>buddy programs</u>              |  |

(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):

The school organized Chinese cultural activities to create a rich Chinese language environment so that non-Chinese speaking students would have a better understanding of Hong Kong and increase their confidence in the use of Chinese.

For example: a rice cupcake (餠仔糕) making workshop and a lantern design workshop were held to allow non-Chinese speaking students to enrich their understanding of the history and customs of Hong Kong and China. We also invited them to share on different occasions, so that teachers and students could have a deeper understanding of them in order to promote cultural integration.

- 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):

Some non-Chinese speaking students joined in Scouts and served the community.

- Other measure(s) (please specify):

(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):

[#: 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 Wong Yin Lan at 2574 2326