

**Education Support Provided for Non-Chinese Speaking (NCS) Student(s)**  
**School Support Summary**  
**for the 2020/21 School Year**

Name of School: Yuen Long Long Ping Estate Wai Chow School

Our school was provided with additional funding by the Education Bureau in the 2020/21 school year. 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 2020/21 school year #:

- Appointing 1 additional teacher and 1 teaching assistant 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): <u>P2 P3 P4 P6</u> ) | <input checked="" type="checkbox"/> Split-class/group learning<br>(Level(s): <u>P5</u> )  |
| <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:

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Chinese learning group(s)<br>(Level(s): <u>P2 P3 P4 P5 P6</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 #:

- Translating major school circulars/important matters on school webpage
- Organising activities which promote cultural integration/raise sensitivity to diverse cultures and religions:

1. Learn more about Chinese Festivals: Students can learn about the origins of different festivals and related vocabularies.
2. Learn more about the community: Students can learn about local habits and therefore understand local cultural variety through visits, in hopes for them to better integrate into the community.

- Providing opportunities for NCS students to learn and interact with their Chinese-speaking peers in school or outside school:  
Boy Sout, Girl Guide, Junior Police Call and School Prefect.

Other measure(s):

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(3) Our school's measures for promoting home-school cooperation with parents of NCS students 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 students with their parents on a regular basis
- Providing parents of NCS students with information on school choices/further studies/career pursuits for their children
- Explaining to parents of NCS students and emphasising the importance for their children to master the Chinese language

Other measure(s):

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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 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 Fiona Poon at 24763903.