

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

Name of School: CNEC Lau Wing Sang 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 \_\_\_\_\_ 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:

- |                                                                                        |                                                                                                                                                   |
|----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| <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 checked="" type="checkbox"/> Co-teaching/In-class support<br>(Level(s): <u>S3</u> )                                                        |
| <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>S3</u> ) | <input checked="" type="checkbox"/> Summer bridging course(s)<br>(Level(s): <u>S3</u> ) |
| <input type="checkbox"/> Chinese bridging course(s)<br>(Level(s): _____ )               | <input checked="" type="checkbox"/> Paired-reading scheme(s)<br>(Level(s): <u>S3</u> )  |
| <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):  
Special Needs Educational Coordinator promote the International Day for the Elimination of Racial Discrimination  
shares the information about different ethnic cultures and the acceptance of multiculturalism in the morning assemblies.
- 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):
  - Organising extra-curriculum activities with local students.
  - Organising cell groups (class meeting activities) provides more opportunities for NCS students to co-operate and communicate with classmates through group activities.
  - Organising Life-wide Learning Day allows NCS students to communicate and participate in activities with local students.
- 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 Ms Wong Pui Man (Name of Contact Person) at 27156333 (Tel. No.).