Education Support Provided for Non-Chinese Speaking (NCS) Students
School Support Summary
for the Academic Year 2025/26

Name of School: Wai Kiu College

Our school was provided with additional funding by the Education Bureau in the academic year 2025/26. 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:

☑ Pull-out learning
(Level(s): S1 to S6)

☐ Split-class/group learning
(Level(s): _____)

☐ Increasing Chinese Language lesson time
(Level(s): _____)

☑ Co-teaching/In-class support
(Level(s): S1、S2、S3)

☐ Learning Chinese across the curriculum
(Level(s): _____)

☑ Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials
(Level(s): S1 to S6)

☐ Others (please specify): _____

After-school/after-class support:

☐ Chinese learning group(s)
(Level(s): S1 to S3)

☐ Summer bridging course(s)
(Level(s): _____)

☐ Chinese bridging course(s)
(Level(s): _____)

☐ Paired-reading scheme(s)
(Level(s): _____)

☐ Peer cooperative learning
(Level(s): _____)

☐ Guided story reading
(Level(s): _____)

☑ Others: A Chinse 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.
- 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.
- Using the Classic of Mountains and Seas (Shan Hai Jing) as the core reader for the Cultural Week, an illustrated bilingual (Chinese–English) learning booklet was produced to help non-Chinese speaking (NCS) students understand its mythology and Chinese culture. During the morning assembly, NCS students were invited to compare these mythical creatures with totems from Southeast Asia and the Middle East, connecting Chinese culture with their own heritage. This initiative deepened cultural learning, fostered mutual appreciation and respect, built a diverse and inclusive campus, and enhanced students' sense of belonging.
- Organised the "Cultural Inclusion Day", grouping local and NCS students together to experience Chinese culture through Life-wide Learning and build a caring and inclusive campus. Integrating authentic contexts with interactive elements, students learned Cantonese instructions and cultural vocabulary while making miniature bronzeware and Dragon's Beard Candy. They explored Chinese history and integrity through the "Judge Bao Theatre", contrasting them with rule-of-law stories from their own ethnicities, and discussed Chinese cultural symbolism via the Giant Panda theme. By collaborating in Chinese and sharing festive customs from their home countries, students enhanced their Chinese listening and speaking skills while fostering mutual understanding and appreciation across cultures.

- Organised a baking workshop grouping NCS and local students to communicate baking procedures in Cantonese, acquiring culinary vocabulary (e.g., "whisk", "stir") and sequential connectives. Participants shared and compared dessert cultures from their home countries, deepening mutual understanding. By embedding language learning into daily-life contexts, the activity enhanced students' oral proficiency while cultivating an inclusive and collaborative atmosphere.

☑ 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 , Ms CHAN Hong Ching at 27776289.