

**Education Support Provided for Non-Chinese Speaking (NCS) Student(s)**  
**School Support Summary**  
**for the 2021/22 School Year**

Name of School: Hotung Secondary School

Our school was provided with additional funding by the Education Bureau in the 2021/22 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 2021/22 school year (one or more options can be selected)#:

- Appointing 2 additional teacher(s) and 0 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>S1-S6</u> )    | <input type="checkbox"/> Split-class/group learning<br>(Level(s): _____)   |
| <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 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 type="checkbox"/> Peer cooperative learning<br>(Level(s): _____)  | <input type="checkbox"/> Guided story reading<br>(Level(s): _____)      |

- Others (please specify): During the school closure period brought about by the pandemic, teachers stayed in touch with their NCS students through WhatsApp to provide them with all necessary learning assistance.

(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 has designated one of the classrooms as a special room for non-Chinese students (NCS) where they attend their Chinese Language lessons and participate in relevant experiential activities. The interior displays of the room is also regularly updated to create an enriched Chinese learning environment so as to give students an added impetus to acquire the target language. In addition, the school arranges for other Chinese students to come to the room to take part in various experiential activities in order to deepen their understanding and appreciation of the culture of different ethnic groups.

- 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):

Activities were conducted on campus to promote an Inclusive School Culture, including folk dance

- 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
- Providing parents of NCS student(s) with information on school choices/further studies/career pursuits for their children
- Explaining to parents of NCS student(s) and emphasising the importance for their children to master the Chinese language

- Other measure(s) (please specify):

The school keeps parents of NCS abreast of their child's academic progress through various avenues like Parents' Day, telephone calls, emails, messaging software etc so as to enhance home-school cooperation and to encourage NCS to make greater effort in their schoolwork.

[#: 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.]

From the 2022-23 school year onward, the school will no longer operate Chinese Language Pull-out Learning Groups for S1 classes.

For further enquiries about the education support our school provides for NCS student(s), please contact Ms CHENG Yin-fong at 2577 5433.