

# Education Support Provided for Non-Chinese Speaking (NCS) Student(s) School Support Summary for the 2025/26 School Year

Name of School: Man Kiu Association Primary School

Our school was provided with additional funding by the Education Bureau in the 2025/26 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 2025/26 school year (one or more options can be selected)#:

- ☒ Appointing 2 additional teacher(s) and 3 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 checked="" type="checkbox"/> Split-class/group learning<br>(Level(s): <u>P.2-6</u> )                                                                         |
| <input checked="" type="checkbox"/> Increasing Chinese Language lesson time<br>(Level(s): <u>P.1</u> ) | <input checked="" type="checkbox"/> Co-teaching/In-class support<br>(Level(s): <u>P.1</u> )                                                                         |
| <input type="checkbox"/> Learning Chinese across the curriculum<br>(Level(s): _____)                   | <input checked="" type="checkbox"/> Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials<br>(Level(s): <u>P.4-6</u> ) |
| <input type="checkbox"/> Others (please specify):                                                      |                                                                                                                                                                     |

Other support for Chinese learning:

- |                                                                                             |                                                                                            |
|---------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Chinese learning group(s)<br>(Level(s): <u>P.1-3</u> )  | <input checked="" type="checkbox"/> Summer bridging course(s)<br>(Level(s): <u>P.1-4</u> ) |
| <input checked="" type="checkbox"/> Chinese bridging course(s)<br>(Level(s): <u>P.1-6</u> ) | <input type="checkbox"/> Paired-reading scheme(s)<br>(Level(s): _____)                     |
| <input type="checkbox"/> Peer cooperative learning<br>(Level(s): _____)                     | <input type="checkbox"/> Guided reading<br>(Level(s): _____)                               |

- ☒ Others (please specify): P.1 foundation classes, WEDO GLOBAL after school Chinese story telling class (P.1-6), Unity in Diversity after school Chinese remedial foundation class (P.1-2)

(2) Our school's measures for creating an inclusive learning environment included (one or more options can be selected)#:

- ☒ Organising activities which promote cultural integration/raise sensitivity to diverse cultures and religions (please specify):

Cultural Day

- ☒ 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):

Engaging NCS students in cub scouts, basketball class, football class, table-tennis class, track and field team, martial arts class, aviation flight class, Chinese dance class, ukulele class, handchimes class and choir

- ☐ 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)#:

- ☒ Interpreting/Translating for parents information about school policies/school circulars/ school webpage, etc.
- ☒ 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 Wu Shuk Yin (Name of Contact Person) at 2757 0490 (Tel. No.).