

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

Name of School: Ho Dao College (Sponsored by Sik Sik Yuen)

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 0 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:

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|--|--|
| <input type="checkbox"/> Pull-out learning<br>(Level(s): _____ )                       | <input checked="" type="checkbox"/> Split-class/group learning<br>(Level(s): <u>S1,S3 to S4</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 checked="" type="checkbox"/> Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials<br>(Level(s): <u>S1, S3 to S4</u> ) |
| <input type="checkbox"/> Others (please specify): _____                                |  |

After-school/after-class support:

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|--|--|
| <input checked="" type="checkbox"/> Chinese learning group(s)<br>(Level(s): <u>S1</u> )                                    | <input type="checkbox"/> Summer bridging course(s)<br>(Level(s): _____ )               |
| <input type="checkbox"/> Chinese bridging course(s)<br>(Level(s): _____ )  | <input checked="" type="checkbox"/> Paired-reading scheme(s)<br>(Level(s): <u>S1</u> ) |
| <input checked="" type="checkbox"/> Peer cooperative learning<br>(Level(s): <u>S1 to S4</u> )                              | <input type="checkbox"/> Guided story reading<br>(Level(s): _____ )                    |
| <input checked="" type="checkbox"/> Others (please specify): <u>Individual after-school tutoring classes(S1, S3 to S4)</u> |  |

(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):

Organized Cross-Curricular Activities (Chinese 、 Chinese History 、 Putonghua 、 Library) The Chinese Culture Week—Finding My HomeTown Story. Student needed to finish the project, fixed up the board, games to introduce their hometown to the whole school student. It aims to promote different cultures and an inclusive learning environment.

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):

Arranged NCS student to study in mainstream Chinese classes and formed peer learning group after school to learn and interact with their Chinese-speaking peer.

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):

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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 YU YUNG WAI / CHU HOI CHING at 24799885.