Education Support Provided for Non-Chinese Speaking (NCS) Student(s) School Support Summary for the 2024/25 School Year

Name of School: PO KOK SECONDARY SCHOOL

Our school was provided with additional funding by the Education Bureau in the 2024/25 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 2024/25 school year (one or more options can be selected)#:					
•			er(s) and <u>0.01</u> teaching assistant(s))) to support the learning of Chinese of NCS		
In-class support provided in Chinese Language lessons:					
	Pull-out learning	~	Split-class/group learning		
	(Level(s):)		$(Level(s): \underline{F2-F4})$		
	Increasing Chinese Language		Co-teaching/In-class support		
	lesson time		(Level(s):)		
	(Level(s):)				
	Learning Chinese across the curriculum		Adopting a school-based Chinese Language curriculum and/or		
	(Level(s):)		adapted learning and teaching materials		
			(Level(s):)		
	Others (please specify):				
Other support for Chinese learning:					
v	Chinese learning group(s)	•	Summer bridging course(s)		
	(Level(s): <u>F2-F4</u>)				
	Chinese bridging course(s)		Paired-reading scheme(s)		
	(Level(s):)		(Level(s):)		
	Peer cooperative learning		Guided reading		
	(Level(s):)		(Level(s):)		
	Others (please specify):				
(2) Ou		inclu	sive learning environment included (one or		

more options can be selected)#:

		cultures and religions (please specify):
		Arrange Non-Chinese Speaking students to participate in Chinese Classroom lunchtime activities throughout the academic year. The content includes the Mid-Autumn Festival games, the Winter Solstice celebration, writing spring couplets together, creating Zen doodles for the 24 solar terms, making heartfelt cards, etc., valid promote cultural integration and enhancing multiculturalism.
	•	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):
		Arrange Non-Chinese Speaking students to participate in the community flag-selling event.
		Other measure(s) (please specify):
(3)		r school's measures for promoting home-school cooperation with parents of NCS dent(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 plea	further enquiries about the education support our school provides for NCS student(s), as contact WAN YUK LUN, ELLEN (Name of Contact Person) at 2702 2863 (Tel. No.).