

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

Name of School: Hong Chi Morninghill School ,Tsui Lam

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 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>P5,S2</u> )                                                                         |
| <input type="checkbox"/> Increasing Chinese Language lesson time<br>(Level(s): _____ ) | <input checked="" type="checkbox"/> Co-teaching/In-class support<br>(Level(s): <u>P5,S2</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>P5,S2</u> ) |
| <input type="checkbox"/> Others (please specify):                                      |                                                                                                                                                                     |

Other support for Chinese learning:

- |                                                                                                                                  |                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Chinese learning group(s)<br>(Level(s): <u>P5,S2</u> )                                       | <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 checked="" type="checkbox"/> Peer cooperative learning<br>(Level(s): <u>P5,S2</u> )                                       | <input type="checkbox"/> Guided reading<br>(Level(s): _____ )            |
| <input checked="" type="checkbox"/> Others (please specify): <u>After-school Support Class for Non-Chinese Speaking Students</u> |                                                                          |

(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):

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- ☒ 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):

1. Football Team
2. School Duties Training
3. Advanced Visual Arts Enrichment Course

- ☒ Other measure(s) (please specify):

Peer Playgroup: Through group activities, this initiative aims to enhance communication and connection between non-Chinese speaking (NCS) students and local Chinese-speaking students, while boosting NCS students' motivation to communicate in Cantonese.

- (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 Miss Or Sin Yee (Name of Contact Person) at 27061881 (Tel. No.).