

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

Name of School: L.S.T. Yeung Chung Ming 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 3 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:

- | | |
|--|---|
| ☒ Pull-out learning
(Level(s): <u>P.1-6</u>) | ☐ Split-class/group learning
(Level(s): _____) |
| ☒ Increasing Chinese Language lesson time
(Level(s): <u>P.1-6</u>) | ☒ Co-teaching/In-class support
(Level(s): <u>P.1-6</u>) |
| ☐ Learning Chinese across the curriculum
(Level(s): _____) | ☐ Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials
(Level(s): _____) |
| ☐ Others (please specify): _____ | |

After-school/after-class support:

- | | |
|--|--|
| ☒ Chinese learning group(s)
(Level(s): <u>P.1-6</u>) | ☐ Summer bridging course(s)
(Level(s): _____) |
| ☐ Chinese bridging course(s)
(Level(s): _____) | ☐ Paired-reading scheme(s)
(Level(s): _____) |
| ☐ Peer cooperative learning
(Level(s): _____) | ☐ Guided story reading
(Level(s): _____) |
| ☐ Others (please specify): _____ | |

(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):

Chinese Junior Chef: NCS students invite Chinese-speaking students to join them in learning traditional Hong Kong-style dim sum making from a dim sum master, and enjoy the delicious food together.

- ☒ 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 sports such as athletic and volleyball training.

- ☐ 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)#:

- ☒ Providing English versions of all major school notices.
- ☒ Appointing class teachers/teaching assistants to help parents of NCS student(s) to understand the content of school notices.
- ☒ Providing English versions of other materials, such as learning platform guidelines.
- ☒ Arranging staff to assist in translating school notices/other materials.
- ☒ During Parent's Day, explain to parents of NCS student(s) of their children's learning progress (including Chinese language ability and progress in integrating into mainstream Chinese classes), with the aim of encouraging students to study diligently through home-school cooperation.
- ☒ Providing parents of NCS student(s) with information regarding their children's school choices, further studies, and employment.

[#: 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 Lam Kwan Ting / Miss Yuen Hiu Tung at 27559195.