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

Name of School: Mui Wo 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:

(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:

☑ Appointing 2 additional teacher(s) to support the learning of Chinese of NCS student(s).

In-classsupport provided in Chinese Language lessons:

☑ Pull-out learning
(Level(s): P.1 to P.6)

☐ Split-class/group learning
(Level(s): _____)

☐ Increasing Chinese Language lesson time
(Level(s): _____)

☑ Co-teaching/In-class support
(Level(s): P.4&P.5)

☐ Learning Chinese across the curriculum
(Level(s): _____)

☑ Adopting a school-based Chinese Language curriculum or adapted learning and teaching materials
(Level(s): P.1 to P.6)

☐ Others (please specify): _____

Other support:

☑ Chinese learning group(s)
(Level(s): P.1 to P.6)

☐ Summer bridging course(s)
(Level(s): _____)

☐ Chinese bridging course(s)
(Level(s): _____)

☑ Paired-reading scheme(s)
(Level(s): P.1 to P.6)

☐ Peer cooperative learning
(Level(s): _____)

☐ Guided reading
(Level(s):_____)

☑ Others (please specify): Tutorial Class (P.1 to P.6)

(2) Our school's measures for creating an inclusive learning environment included:

☑ 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 Culture Day, Chinese Painting and Calligraphy, STEAM Day, "Visit Hong Kong Palace Museum", "Love and Care" Ambassadors, "Birthday Blessings' Programme etc.

☑ 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):

"Big Brother Big Sister Scheme", "Peer Reading Scheme", "Jazz Dance Performance" etc.

☐ 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:

☐ 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, 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):

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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 Yeung Miu Tiu at 29848461.