

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

Name of School: Lung Kong World Federation School Limited Lau Tak Yung Memorial 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. 3,5</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): <u>P.1-6</u>) | ☒ Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials
(Level(s): <u>P.1-6</u>) |
| ☐ 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): <u>P.1</u>) |
| ☒ Chinese bridging course(s)
(Level(s): <u>P.1-6</u>) | ☒ Paired-reading scheme(s)
(Level(s): <u>P.1-6</u>) |
| ☒ Peer cooperative learning
(Level(s): <u>P.1-6</u>) | ☐ Guided story reading
(Level(s): _____) |
| ☐ Others (please specify): <u>Online learning videos</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):

Participate in the Equal Opportunities Commission's "Supporting Racial Harmony in Schools 2025/26" Programme

In response to the "International Day for the Elimination of Racial Discrimination"

Play the Education Bureau's video series on supporting non-Chinese speaking students in learning Chinese (videos)

- ☒ 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 upper primary students to participate in the "Shanghai Sister School Exchange Tour," "Beijing Historical, Cultural, and Natural Science Exploration Tour," and "Xinhui Sister School Exchange Tour." Also arranged for all students to participate in the "Annual Chinese Historical Figures Election 2025" organized by the National History Education Centre, and hosted a Chinese Culture Day to enhance both Chinese-speaking and NCS students' understanding of China and Chinese culture.

Arranged cross-curricular visit activities for Primary 1 to 6 students, including trips to the Hong Kong Zoological and Botanical Gardens, Children's Discovery Gallery, Sam Tung Uk Museum, Tai Hang Fire Dragon Heritage Centre, Chi Lin Nunnery, Shenzhen Space Museum, and the Hong Kong Palace Museum, to enhance all students' knowledge of Chinese culture and technology.

Arranged outdoor writing field trips for Primary 1 to 6 students, covering Tuen Mun Park, Hong Kong Wetland Park, Tsing Yi Lantau Link Viewing Platform, Butterfly Beach Park, Hong Kong Coffee and Black Tea Association, and the Greater Bay Area Educational Heritage Trail (Hong Kong Section), to boost all students' interest in Chinese writing.

Arranged upper primary students to participate in drama training and performances under Class 7A Drama Group's "Jockey Club 'Fun with Classical Chinese' Drama Education Project," aiming to enhance the Chinese expressive skills of both Chinese-speaking and NCS students.

Arranged Chinese-speaking and NCS students to visit the Kai Tak Stadium to watch the 15th National Games Hong Kong Jockey Club Cup Rugby Sevens and the Women's Volleyball Nations League Hong Kong 2026, fostering a culture of school inclusion.

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

Participated in the University of Hong Kong's " Growth Made Easy: Effective Learning and Teaching of Chinese and Smooth Transition for Multicultural Students " and The Education University of Hong Kong " The Jockey Club Launch "Fueling Minds" Chinese Reading Programme on Enhancing Higher-Order Reading Skills among Primary School Students"

- (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):
Parents' Day

- [#: 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 Mr Chung Sai Kit at 2404 5333 .