2025/26 學年
為非華語學生提供的教育支援
學校支援摘要

學校名稱：英皇書院

本校在 2025/26 學年獲教育局提供額外撥款，並配合校本情況，為該學年錄取的非華語學生提供支援。有關支援由專責教師／小組統籌。詳情如下（如適用，請在方格內加上「✓」號，並填寫所需資料）：

（一） 本校按非華語學生的學習進度和需要，在 2025/26 學年採用以下方式加強支援他們的中文學習（可選多於一項）#：

☑ 聘請 1.7 名額外教師及 0 名教學助理（包括不同種族的助理），以支援非華語學生學習中文。

中文科課堂上提供的支援：

☑ 抽離學習（年級：S1-S5）

☐ 分組／小組學習（年級：＿＿＿＿）

☐ 增加中文課節（年級：＿＿＿＿）

☐ 協作／支援教學（年級：＿＿＿＿）

☐ 跨學科中文學習（年級：＿＿＿＿）

☐ 採用校本中國語文課程及／或經調適的學與教材料（年級：＿＿＿＿）

☐ 其他（請說明）：

其他學習中文的支援：

☑ 中文學習小組（年級：S1-S5）

☐ 暑期銜接課程（年級：＿＿＿＿）

☐ 中文銜接課程（年級：＿＿＿＿）

☑ 伴讀計劃（年級：S1-S3）

☐ 朋輩合作學習（年級：＿＿＿＿）

☐ 導讀學習（年級：＿＿＿＿）

☐ 其他（請說明）：

（二） 本校建構共融校園的措施包括（可選多於一項）#：

☑ 舉辦促進文化共融／提高多元文化及宗教敏感度的活動（請說明）：

中秋攤位活動、寫揮春活動、長洲文化考察、皮影戲工作坊、開放日攤位等

☑ 提供機會讓非華語學生在校內或校外與華語同儕一起學習和交流（例如安排非華語學生參與制服團隊或社區服務）（請說明）：

義工服務

☐ 其他措施（請說明）：

（三） 本校向非華語學生家長推廣家校合作的措施包括（可選多於一項）#：

☑ 傳譯／翻譯學校政策／學校通告／學校網頁等資訊

☑ 定期與非華語學生的家長討論其子女的學習進度（包括中文學習），並按需要解釋及強調子女學好中文的重要性

☑ 為非華語學生的家長提供有關其子女選校／升學／就業的資訊

☐ 其他措施（請說明）：

〔#： 以上第（一）至第（三）部分所述的支援措施只供參考，學校會因應每學年非華語學生不同的學習情況和需要，以及學校的資源分配，調整有關支援措施。〕

如就本校為非華語學生提供的教育支援有進一步查詢，請致電 25470310 （電話號碼）與 麥婉婷 （聯絡人姓名）聯絡。

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

Name of School: King's College

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 1.7 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): S1-S5)

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

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

☐ Co-teaching/In-class support (Level(s): _____)

☐ 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):

Other support for Chinese learning:

☑ Chinese learning group(s) (Level(s): S1-S5)

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

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

☑ Paired-reading scheme(s) (Level(s): S1-S3)

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

☐ Guided 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)#:

☑ Organising activities which promote cultural integration/raise sensitivity to diverse cultures and religions (please specify):

Mid-Autumn Festival booth activities, *fai chun* (calligraphy) writing activity, Cheung Chau cultural study tour, shadow puppetry workshop, and open day booths 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):

social services

☐ 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)#:

☑ 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 Mak Yuen Ting (Name of Contact Person) at 25470310 (Tel. No.).

Education Support for Non-Chinese Speaking (NCS) Students:

Our school provides additional support for admitted NCS students to facilitate their Chinese learning. We arrange intensive Chinese learning and teaching modes, such as pull-out lessons as needed and we organise cultural integration activities. Leveraging Education Bureau funding for Enhancing Support for Learning and Teaching Chinese for NCS Students, we utilise the Chinese Language Second Language Learning Framework to develop an adapted school-based curriculum. This curriculum helps students consolidate their learning in Chinese lessons and fosters interest and confidence. To enhance students' understanding of Chinese culture, we also design diverse learning activities. These programmes promote mutual understanding and cultural exchange between local and NCS students, helping NCS students integrate more quickly into and enjoy campus life.

非華語學生的教育支援 :

本校為已錄取的非華語學生提供額外支援，促進其中文學習；按需要安排密集中文教學模式，包括抽離學習等，並舉辦文化共融活動。本校運用教育局提供的加強支援非華語學生的中文學與教津貼，按「中國語文課程第二語言學習架構」設計及調適校本中文課程，幫助學生鞏固中文課堂所學，培養學習興趣與自信。同時，為提升學生對中國文化的認識，本校亦設計多元學習活動。上述計劃有助促進本地與非華語學生之間的互相了解與文化交流，協助非華語學生更快融入並享受校園生活。

「共融文化活動」剪影



關愛和諧樂共融非華語學童成就嘉許



寫揮春活動



皮影工作坊



全港學界國家安全常識挑戰賽



開放日



長洲文化考察