

Education Support for Non-Chinese Speaking(NCS) Students

Our school provides additional support for NCS students to facilitate their learning of Chinese: arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc.; and organising cultural integration activities. The School adopts the school-based Chinese as a Second Language Curriculum to consolidate students' learning and to enhance their interest and confidence in the learning of Chinese Language. To arouse their interest and understanding of Chinese history and culture, the School has organized different learning activities for them. These programmes provide NCS students with greater opportunity to promote cultural exchanges between local and NCS students, helping NCS students to integrate themselves on the campus more effectively and to enjoy their campus life.

非華語學生的教育支援：

本校為錄取的非華語學生提供額外支援，幫助他們學習中文：安排密集中文教學模式（例如按需要抽離學習、小組學習等）；及舉辦文化共融活動。為了提升非華語學生對學習中文的興趣和自信心，本校按教育局支援非華語學生學習中文的津貼，為已錄取的非華語學生提供額外支援，按「中國語文課程第二語言學習架構」設計調適課程幫助他們學習中文，鞏固中文課堂學習，同時亦有不同的學習機會令他們更快融入和享受校園生活。

「共融文化活動」剪影



參觀潮洲節活動

中秋燈謎活動



九龍城文化考察

行花市



包糉工作坊



筒箕灣文化考察

Education Support Provided for Non-Chinese Speaking (NCS) Student(s)
School Support Summary
for the 2020/21 School Year

Name of School: _____King’s College_____

Our school was provided with additional funding by the Education Bureau in the 2020/21 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 2020/21 school year (one or more options can be selected)#:

- ✓ Appointing 1.5 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:

- | | |
|---|---|
| <ul style="list-style-type: none"> ✓ Pull-out learning
(Level(s): <u>S1-S5</u>) <input type="checkbox"/> Increasing Chinese Language lesson time
(Level(s): _____) <input type="checkbox"/> Learning Chinese across the curriculum
(Level(s): _____) <input type="checkbox"/> Others (please specify): _____ | <ul style="list-style-type: none"> <input type="checkbox"/> Split-class/group learning
(Level(s): _____) ✓ Co-teaching/In-class support
(Level(s): <u>S1-S3 , S6</u>) <input type="checkbox"/> Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials
(Level(s): _____) |
|---|---|

After-school/after-class support:

- | | |
|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Chinese learning group(s)
(Level(s): _____) <input type="checkbox"/> Chinese bridging course(s)
(Level(s): _____) <input type="checkbox"/> Peer cooperative learning
(Level(s): _____) | <ul style="list-style-type: none"> <input type="checkbox"/> Summer bridging course(s)
(Level(s): _____) ✓ Paired-reading scheme(s)
(Level(s): <u>S1-S3</u>) <input type="checkbox"/> 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 traditional folk games, Chinese Lantern Riddles 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):

Mini Flower Plaque Workshop、Online Sharing by the Prince Phillip Dental Hospital, etc.

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)#:

- 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):

[#: 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 Mak Yuen-ting_ at (Tel. No.25470310).

2020/21 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 2020/21 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 2020/21 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 1.5 名額外教師及 1 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： <u>中一至中五</u> ） | <input type="checkbox"/> 分組／小組學習
（年級：_____） |
| <input type="checkbox"/> 增加中文課節
（年級：_____） | ✓ 協作／支援教學
（年級： <u>中一至三及中六</u> ） |
| <input type="checkbox"/> 跨學科中文學習
（年級：_____） | <input type="checkbox"/> 採用校本中國語文課程及／或
經調適的學與教材料
（年級：_____） |
| <input type="checkbox"/> 其他（請說明）： _____ | |

課後提供的支援：

- | | |
|---|---|
| <input type="checkbox"/> 中文學習小組
（年級：_____） | <input type="checkbox"/> 暑期銜接課程
（年級：_____） |
| <input type="checkbox"/> 中文銜接課程
（年級：_____） | ✓ 伴讀計劃
（年級： <u>中一至中三</u> ） |
| <input type="checkbox"/> 朋輩合作學習
（年級：_____） | <input type="checkbox"/> 故事導讀
（年級：_____） |
| <input type="checkbox"/> 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）#：

- 翻譯主要學校通告／學校網頁的重要事項
- 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）：
中國傳統民間遊戲、中秋猜燈謎等
- 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）：
安排加非華語學生參加花牌工作坊、菲臘牙科網上學習參觀活動等
- 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）#：

- 聘請會說英語及／或其他語言的助理促進與非華語學生家長的溝通
- 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）
- 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
- 向非華語學生的家長解釋和強調子女學好中文的重要性
- 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 與麥婉婷老師聯絡。