

**2022/23 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 2022/23 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 2022/23 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   2   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<br>（年級： <u>  S1-S5  </u> ）                                      | <input type="checkbox"/> 分組／小組學習<br>（年級： <u>                    </u> ）                |
| <input type="checkbox"/> 增加中文課節<br>（年級： <u>                    </u> ）  | <input type="checkbox"/> 協作／支援教學<br>（年級： <u>                    </u> ）                |
| <input type="checkbox"/> 跨學科中文學習<br>（年級： <u>                    </u> ） | <input type="checkbox"/> 採用校本中國語文課程及／或經調適的學與教材料<br>（年級： <u>                    </u> ） |
| ✓ 其他（請說明）： <u>中六中文科有兩節中文課是用抽離式學習，其餘的節數與華語同儕同班學習本地中文課程。</u>             |   |

其他支援：

- |   |   |
|---|---|
| <input type="checkbox"/> 中文學習小組<br>（年級： <u>                    </u> ） | <input type="checkbox"/> 暑期銜接課程<br>（年級： <u>                    </u> ） |
| <input type="checkbox"/> 中文銜接課程<br>（年級： <u>                    </u> ） | ✓ 伴讀計劃<br>（年級： <u>  S1-S3  </u> ）                                     |
| <input type="checkbox"/> 朋輩合作學習<br>（年級： <u>                    </u> ） | <input type="checkbox"/> 導讀學習<br>（年級： <u>                    </u> ）   |
| <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）：

中秋攤位活動、中秋月餅工作坊、中文書法活動、開放日展板及攤位、參觀故宮文化博物館

- ✓ 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）：

參與童軍活動、紅十字會

- 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），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 麥婉婷老師（聯絡人姓名）聯絡。

**Education Support Provided for Non-Chinese Speaking (NCS) Student(s)**  
**School Support Summary**  
**for the 2022/23 School Year**

Name of School: \_\_\_\_\_ King's College \_\_\_\_\_

Our school was provided with additional funding by the Education Bureau in the 2022/23 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 2022/23 school year (one or more options can be selected)#:

- ✓ Appointing 2 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<br>(Level(s): <u>S1-S5</u> )                                       | <input type="checkbox"/> Split-class/group learning<br>(Level(s): _____ )   |
| <input type="checkbox"/> Increasing Chinese Language lesson time<br>(Level(s): _____ ) | <input type="checkbox"/> Co-teaching/In-class support<br>(Level(s): _____ )   |
| <input type="checkbox"/> Learning Chinese across the curriculum<br>(Level(s): _____ )  | <input type="checkbox"/> Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials<br>(Level(s): _____ ) |
- ✓ Others (please specify): Two pull-out Chinese lessons are arranged for S6 NCS students. They study the local Chinese curriculum with other students for the remaining lessons.

Other support:

- |   |  |
|---|--|
| <input type="checkbox"/> Chinese learning group(s)<br>(Level(s): _____ )  | <input type="checkbox"/> Summer bridging course(s)<br>(Level(s): _____ ) |
| <input type="checkbox"/> Chinese bridging course(s)<br>(Level(s): _____ ) | ✓ Paired-reading scheme(s)<br>(Level(s): <u>S1-S3</u> )                  |
| <input type="checkbox"/> Peer cooperative learning<br>(Level(s): _____ )  | <input type="checkbox"/> Guided reading<br>(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):

Mid-Autumn Festival Activity, Moon Cake making workshop, Chinese calligraphy activity, visit to Hong Kong Palace Museum , Open day Board display and games stall.

- ✓ 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):

Scouts, Red Cross

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, 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 Miss Mak YuenTing (Name of Contact Person) at 25470310 (Tel. No.).

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

Our School provides additional support for NCS students to facilitate their Chinese Language learning. Intensive Chinese learning and teaching classes are arranged, such as pull-out lessons if necessary, split classes, group learning, etc. In addition, cultural integration activities are organized. The School provides NCS students with school-based Chinese lessons by adopting the Chinese as a Second Language Curriculum. These lessons aim to consolidate their learning, develop their interest, and build their confidence in Chinese Language learning. To arouse their interest and understanding of Chinese history and culture, the School has designed various learning activities for them. These programmes offer a considerable opportunity to promote mutual understanding and cultural exchange between the local and NCS students, helping the latter to integrate into the school learning environment more effectively and 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



中國文化活動



寫書法活動



參觀香港故宮文化博物館



中秋攤位活動



開放日



中秋月餅製作工作坊