

(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、包糰子工作坊、中文書法活動、開放日網上展板及影片
- √ 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）：
本地文化考察、中國文化周

☐ 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（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 2021/22 School Year

Name of School: _____ King's College _____

Our school was provided with additional funding by the Education Bureau in the 2021/22 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 2021/22 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:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Pull-out learning
(Level(s): <u>S1-S5</u>) | <input type="checkbox"/> Split-class/group learning
(Level(s): _____) |
| <input type="checkbox"/> Increasing Chinese Language lesson time
(Level(s): _____) | <input type="checkbox"/> Co-teaching/In-class support
(Level(s): _____) |
| <input type="checkbox"/> Learning Chinese across the curriculum
(Level(s): _____) | <input type="checkbox"/> Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials
(Level(s): _____) |

√ Others (please specify): Two pull-out Chinese lessons are arranged for S6 NCS students. For the remaining lessons, they study the local Chinese curriculum with other students.

After-school/after-class support:

- | | |
|---|---|
| <input type="checkbox"/> Chinese learning group(s)
(Level(s): _____) | <input type="checkbox"/> Summer bridging course(s)
(Level(s): _____) |
| <input type="checkbox"/> Chinese bridging course(s)
(Level(s): _____) | <input checked="" type="checkbox"/> Paired-reading scheme(s)
(Level(s): <u>S1-S3</u>) |
| <input type="checkbox"/> Peer cooperative learning
(Level(s): _____) | <input type="checkbox"/> Guided story reading
(Level(s): _____) |
| <input type="checkbox"/> 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, Rice Dumpling workshop, Chinese calligraphy activity, Open Day Electronic Board Display and Video sharing

- √ 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):

Local cultural tour, Chinese Culture Week

- ☐ 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 (Name of Contact Person) at 22550071 (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



中國文化周



寫揮春活動



非華語硬筆書法比賽



包糰、香包製作工作坊



鴨脷洲文化考察活動



中秋月餅製作工作坊