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

Name of School: Fukein Secondary School(Siu Sai Wan)

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_____ additional teacher(s) and 0.75 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): _____ )

☑ Split-class/group learning
(Level(s): S.1 )

☐ 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): S.1 )

☑ Summer bridging course(s)
(Level(s): S.1 )

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

☐ Paired-reading scheme(s)
(Level(s): _____ )

☐ 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):

1. Drama: Judge Bao Solves a Mysterious Case, through which NCS students learnt about traditional Chinese values and culture together with their Chinese-speaking peers.
2. "Chinese Culture Lunchtime Game Booths" (lantern riddles, rubbing art, Chinese knotting and traditional snacks), where NCS and Chinese-speaking students joined hands-on cultural activities together.

☑ 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):

NCS students are arranged to join the Flag-raising Team as flag guards. They train and perform duties with their Chinese-speaking teammates, which helps build team spirit and a sense of belonging to the school.

☐ 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 LOK KA KI (Name of Contact Person) at 25669223 (Tel. No.).

**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：福建中學(小西灣)

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 _____ 名額外教師及 0.75 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：_____）

☑ 分組／小組學習
（年級：中一）

☐ 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：中一）

☑ 暑期銜接課程
（年級：中一）

☐ 中文銜接課程
（年級：_____）

☐ 伴讀計劃
（年級：_____）

☐ 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）：

中華文化日：
1. 《包公審奇案》話劇
2. 「中華文化午間攤位遊戲」：猜燈謎、拓畫、中國結、傳統小吃

☑ 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）：

於升旗隊擔任護旗手

☐ 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 25669223 （電話號碼）與 駱家琪 （聯絡人姓名）聯絡。