

地利亞修女紀念學校 (協和二中)

**Delia Memorial School (Hip Wo No.2 College)**

**2020/2021**

特殊教育需要學生支援組

**SEN TEAM (Learning Support Grant)**

年終檢討

**Year-end review**

### **關注事項 Major Concerns**

1. 為有特殊教育需要學生提供適切支援。Provide appropriate support to students with special educational needs.
2. 提升教學效能，照顧學生學習差異。Improve teaching effectiveness and take care of students' learning diversity.
3. 推廣融合教育及共融文化的活動，建立共融關愛環境。To promote inclusive education and inter-cultural activities, and to cultivate a harmonious and loving environment.

## 1. 為有特殊教育需要學生提供適切支援。 Provide appropriate support to students with special educational needs.

| Targets                                                                                         | Category and Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Success Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Methods of Evaluation                                                                                                                                                                                                           | Achieved / Partly achieved / Not Achieved                           | Evaluation                                                                                                                                                                                                                                                     |
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| 1. 為有特殊教育需要學生提供適切支援。<br>Provide appropriate support to students with special educational needs. | <p>1.1 學術<br/>Academic</p> <ul style="list-style-type: none"> <li>為有特殊學習困難學生提供到校專科輔導班。<br/>Provide after-school tutorial classes for students with special learning difficulties.</li> <li>舉辦試後寫作活動及文化體驗活動。<br/>Post-examination writing activities and cultural experience activities.</li> </ul>                                                                                                                                                                            | <ul style="list-style-type: none"> <li>學生出席率超過七成。<br/>Student attendance rate is over 70%.</li> <li>學生於課後輔導班的後測成績比前測提升。<br/>Improved test scores of students who participated in after-school tutorial classes.</li> <li>出席有關活動後，學生能完成寫作活動及文化報告。<br/>After attending the activities or training course, students are able to finish writing activities and reports.</li> </ul>                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>學生出席活動紀錄<br/>Student attendance record</li> <li>輔導班前測及後測成績<br/>Pre-test and post-Test results</li> <li>寫作活動之作品及文化報告<br/>Essays and cultural reports</li> </ul>                           | <p>Achieved</p> <p>Achieved</p> <p>Not Achieved</p>                 | <p>本學年安排舊生為 SEN 學生進行補習<br/>Arranged graduates to provide homework guidance and pre-exam tutoring for SEN students in this academic year.</p> <p>受疫情影響，未能於本學年提供有關服務。<br/>Affected by COVID-19, relevant services could not be provided in this school year.</p> |
|                                                                                                 | <p>1.2 情緒支援<br/>Emotional support</p> <ul style="list-style-type: none"> <li>高中同學於 OLE 時段參加表達藝術體驗工作坊。<br/>Senior form students participate in the Expressive Arts workshops during OLE.</li> <li>為有情緒支援需要的高中同學提供表達藝術治療小組，協助學生消除壓力。<br/>Provide an Expressive Arts therapy group for senior form students to help them handle stress.</li> <li>為初中同學提供藝術治療小組，讓學生從而認識自己，建立自信。<br/>Provide art therapy groups for junior form students to help them build confidence.</li> </ul> | <ul style="list-style-type: none"> <li>超過七成教師表示表達藝術體驗工作坊有助學生紓解壓力。<br/>More than 70% of the teachers agree that the Expressive Arts workshop helps students to relieve stress.</li> <li>學生出席率超過七成。<br/>Student attendance rate is over 70%.</li> <li>七成學生表示藝術治療小組有助其認識自己，建立自信。<br/>70% of students agree that an Expressive Arts therapy group help them to know themselves better and build confidence.</li> <li>改善缺席問題，參加小組學生的出席率有所提升。<br/>Improvement of the students' absence problem, and a higher attendance rate of students who participated in the</li> </ul> | <ul style="list-style-type: none"> <li>學生出席活動紀錄<br/>Student attendance record</li> <li>教師問卷<br/>Questionnaire for Teacher</li> <li>學生問卷<br/>Questionnaire for Student</li> <li>學生上學出席紀錄<br/>School attendance record</li> </ul> | <p>Achieved</p> <p>Achieved</p> <p>Not Achieved</p> <p>Achieved</p> | <p>受疫情影響，有關服務改為藝術工作坊，未能為高中學生提供藝術治療小組。<br/>Affected by COVID-19, relevant services were changed to art workshops, and art therapy groups could not be provided for high school students</p>                                                                     |

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|  | <ul style="list-style-type: none"> <li>● 家訪<br/>Home visits to students who cannot attend school properly</li> </ul>                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>● group.<br/>全面家訪所有嚴重缺席同學<br/>Home visits to all the students who have a serious absence problem.</li> </ul>                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>● 家訪紀錄<br/>Home visits' records</li> </ul>                                                                                                                                                                                                                    | Partly Achieved                        | <p>本年度進行了兩位嚴重缺席同學之家訪，因疫情影響，未能全面進行家訪。</p> <p>The home visits of two severely absent classmates were conducted this year. Due to the impact of COVID-19, other home visits were not fully conducted.</p>                                          |
|  | <p>1.3 非華語學生支援<br/>NCS support</p> <ul style="list-style-type: none"> <li>● 為非華語 SEN 學生提供中文訓練課程及適應課程。<br/>Provide Chinese training courses and adaptation courses for non-Chinese speaking SEN students.</li> </ul>                                                                                                                                                               | <ul style="list-style-type: none"> <li>● 學生出席率超過七成。<br/>Student attendance rate is over 70%.</li> <li>● 學生於中文訓練課程的後測成績比前測提升。<br/>Students' improved test scores in Chinese courses.</li> </ul>                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>● 學生出席活動紀錄<br/>Student attendance record</li> <li>● 中文訓練課程及適應課程前測及後測成績<br/>Chinese training courses pre-test and post-test results</li> </ul>                                                                                                                 | <p>Achieved</p> <p>Partly Achieved</p> | <p>本學年已於上學期安排舊生為 NCS SEN 學生進行適應課程</p> <p>In this academic year, graduates have been arranged for NCS SEN students to undertake adaptation courses.</p>                                                                                          |
|  | <p>1.4 專業服務<br/>Professional service</p> <ul style="list-style-type: none"> <li>● 教育心理學家到校提供服務，進行評估及跟進學生個案，為教師提供意見。<br/>Educational psychologist provides services to schools, conducts assessments and follows up student cases as well as to advise teachers.</li> <li>● 為有需要學生提供到校臨床心理學家輔導服務。<br/>Provide on-campus counseling services from clinical psychologist.</li> </ul> | <ul style="list-style-type: none"> <li>● 為懷疑特殊學習需要學生進行評估，完成該年度所有轉介個案。<br/>Evaluation of students who are suspected of special learning needs and completion of all referrals of the year.</li> <li>● 臨床心理學家為學生提供專業意見，學生溝通能力或解難能力有所改善。<br/>Clinical psychologist provides professional advice to students; students' communication skills or problem-solving skills are improved.</li> </ul> | <ul style="list-style-type: none"> <li>● 教育心理學家評估報告<br/>Educational psychologists' assessment report</li> <li>● 教育心理學家到校服務紀錄<br/>Educational psychologists' school service record</li> <li>● 臨床心理學家到校服務紀錄<br/>Clinical psychologists' school service record</li> <li>● 班主任認為學生之溝通能力或解難能力有</li> </ul> | <p>Achieved</p> <p>Achieved</p>        | <p>教育心理學家七次到訪本校並提供評估服務。已完成本年度所有轉介個案。Educational psychologists visited the school seven times and conducted assessments. All referral cases this year have been completed.</p> <p>本年度聘請了臨床心理學家為七位同學提供心理輔導服務，並邀請社工一同參與總結會議。SESCO 已向有關班主任說明總結摘</p> |

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|  |  |  | <p>所改善。<br/>Class teacher's recognition of improvement in the students' communication skills and/or problem-solving skills.</p> | Achieved | <p>要之內容及心理輔導學家對學生之建議。<br/>This year, we hired a counseling psychologist to provide psychological counseling services to seven students, and invited social workers to participate in the summary meeting. SENCO has explained to the relevant class teachers the content of the summary and the counsellor's advice.</p> |
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2. 提升教學效能，照顧學生學習差異。 Improve teaching effectiveness and take care of students' learning differences.

| Targets                                                                                                 | Category and Strategies                                                                                                                                                                                                                                                                                                                                                                    | Success Criteria                                                                                                                                                                                      | Methods of Evaluation                                                                                                                                                                                                                                                                       | Achieved / Partly achieved / Not Achieved | Evaluation                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p>2.提升教學效能，照顧學生學習差異。 Improve teaching effectiveness and take care of students' learning diversity.</p> | <p>2.1 學術<br/>Academic</p> <ul style="list-style-type: none"> <li>● SEN 小組向教師提供 SEN 學生之教學策略。<br/>SEN Team will provide teachers teaching strategies for SEN students.</li> <li>● 鼓勵同儕觀課，在觀課時協助教師為不同學習差異之學生進行課業調適。<br/>Encourage peer observation and help teachers to adjust worksheets or learning materials for students with learning differences during class observations.</li> </ul> | <ul style="list-style-type: none"> <li>● 教師在日常教學中配合學生之學習差異，使用不同的教學策略。<br/>Teachers using different teaching strategies in daily teaching to adjust for students with learning differences.</li> </ul> | <ul style="list-style-type: none"> <li>● 觀課文件<br/>Class observation documents</li> <li>● 課業檢查<br/>Homework check</li> <li>● 老師對各教學策略的使用及效度之反思<br/>Teachers' reflections on the use &amp; effectiveness of the teaching strategies</li> <li>● 教師問卷<br/>Questionnaire for Teachers</li> </ul> | <p>Achieved</p>                           | <p>SEN 小組向教師提供 SEN 學生之教學策略。同儕觀課文件反映教師在「照顧學習差異」上表現良好。惟受疫情影響，未能進行更全方位的教學交流。<br/>The SEN Team provides teachers with teaching strategies for SEN students. The peer observation documents reflect that teachers are doing well in "taking care of learning differences". However, affected by the COVID-19, it is difficult to provide more comprehensive, professional teaching guidance. 根據教師問卷，96%教師同意自己信心提升班上 SEN 學生之學習表現」，100%教師認同已在本學年透過專業交流，提升教學技巧」。</p> |

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|                                 |                                                                                                                                                                                                                                    |                                                                                                                                                                                        |                                                                                       |          | According to the teachers' questionnaire, 96% of teachers agree that they have confidence in improving the learning performance of SEN students in their class, and 100% of teachers agree that they have improved their teaching skills through professional exchanges this school year. |
| 2.2 教師發展<br>Teacher development | <ul style="list-style-type: none"> <li>在教師專業發展日上，安排教師培訓，讓教師對 SEN 學生有更深認識。<br/>Arrange teacher training on the teacher professional development day in order to provide teachers a deeper understanding of SEN students.</li> </ul> | <ul style="list-style-type: none"> <li>超過七成教師認為培訓活動對處理 SEN 學生有幫助。<br/>More than 70% of teachers believe that the training activities are helpful for handling SEN students.</li> </ul> | <ul style="list-style-type: none"> <li>教師問卷<br/>Questionnaire for Teachers</li> </ul> | Achieved | 根據教師問卷，在「認為培訓活動對教師學習如何處理 SEN 學生有幫助」一題中，培訓活動的同意率為 100%。According to the teachers' questionnaire, 100% of the teachers agreed to the statement "I think the training activities are helpful for me to learn how to handle SEN students", in respect of the three training activities.       |
| 2.3 學校政策<br>School policy       | <ul style="list-style-type: none"> <li>聘請 SEN 教學助理，教學助理協助處理 SEN 學生事務。教學助理將於</li> </ul>                                                                                                                                             | <ul style="list-style-type: none"> <li>教學助理協助處理學生事務，指導學生完成課業，完成與 SEN 相關職務。<br/>The Teaching Assistant assists in the</li> </ul>                                                        | <ul style="list-style-type: none"> <li>學生事務主任及特殊教育需要統籌主任定期查核教學助理之工</li> </ul>         | Achieved | SEN 教學助理協助處理學生事務，指導學生完成課業，                                                                                                                                                                                                                                                                |

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|  | <p>課堂上協助教師進行活動教學，或於課堂內/課堂外指導 SEN 學生完成課業。</p> <p>Hire a SEN Teaching Assistant to assist with SEN student affairs. The Teaching Assistant will assist learning activities according to teachers' needs. The Teaching Assistant can also provide tutorial services to SEN students in/outside the classroom.</p> <ul style="list-style-type: none"> <li>● 學生支援組、教師和社工定期舉辦 SEN 個案會議，讓教師了解班上學生之特殊教育需要。</li> </ul> <p>Student Support Team, teachers and social workers regularly hold SEN case meetings to let teachers understand the special education needs of the students in the class.</p> | <p>handling of student affairs, guides students to finish their homework, and carries out SEN-related duties required by teachers.</p> <ul style="list-style-type: none"> <li>● 每學期舉至少一次 SEN 個案會議。<br/>At least one SEN case meeting per semester.</li> </ul> | <p>作進度</p> <p>Student Affairs Master and SENCO regularly check the job progress of the Teaching Assistant.</p> <ul style="list-style-type: none"> <li>● 個案會議紀錄<br/>Case meeting record</li> <li>● SEN 學生檔案<br/>SEN students file</li> </ul> | <p>Achieved</p> | <p>於停課期間亦與 SEN 學生進行課後支援。</p> <p>SEN Teaching Assistant assists in the handling of student affairs, guides students to finish their homework, and provide after-school support to SEN students during the suspension period.</p> <p>本學年共舉辦 2 次事務會議及 4 次個案會議。</p> <p>SEN 個案會議為組內舉行，按個別情況邀請班主任出席個別會議。</p> <p>2 meetings and 4 case conferences were held this year. SEN case meetings are held within the group, and class teachers are invited to attend individual meetings according to individual circumstances.</p> |
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**3. 推廣融合教育及共融文化的活動，建立共融關愛環境。To promote inclusive education and inter-cultural activities, and to cultivate a harmonious and loving environment.**

| Targets                                                                                                                                                   | Category and Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Success Criteria                                                                                                                                                                                                                                                                                                                                                                                          | Methods of Evaluation                                                                                                                                                      | Achieved / Partly achieved / Not Achieved | Evaluation                                                                                                          |
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| <p>3.推廣融合教育及共融文化的活動，建立共融關愛環境。<br/>To promote inclusive education and inter-cultural activities, and to cultivate a harmonious and loving environment.</p> | <p>3.1 興趣活動<br/>ECA</p> <ul style="list-style-type: none"> <li>為 SEN 學生提供不同興趣活動，如皮革製作工作坊、扭氣球工作坊、花藝飾品工作坊、拍攝技巧工作坊、漫畫創作、媒體製作課程、蛋糕及甜品製作班，協助學生培養多元智能，找到一技之長。活動配合開放日進行。<br/>Provide different activities for SEN students, such as leather production workshop, balloon workshop, floral workshop, photo-taking workshop, comic course, media production course, dessert making courses etc. to help students develop multiple intelligences. The activities are carried out in conjunction with the open day.</li> </ul> | <ul style="list-style-type: none"> <li>學生出席率超過七成。<br/>student attendance rate is over 70%.</li> <li>出席有關活動後，學生能掌握所學，並於開放日中擺設攤位。<br/>After attending the event, students will be able to master what they have learned and set up booths on the open day.</li> <li>超過七成教師認為興趣活動對發展 SEN 學生潛能有幫助。<br/>More than 70% of teachers agree that ECA can help developing the potential of SEN students.</li> </ul> | <ul style="list-style-type: none"> <li>學生出席活動紀錄<br/>Student attendance record</li> <li>教師問卷<br/>Questionnaire for Teachers</li> <li>開放日攤位活動<br/>Open day booths</li> </ul> | Not Achieved                              | <p>各項活動順利進行，學生出席率超過九成。<br/>Various activities proceeded smoothly, and the student attendance rate exceeded 90%.</p> |
|                                                                                                                                                           | <p>3.2 非華語學生支援<br/>NCS support</p> <ul style="list-style-type: none"> <li>提供文化導賞活動及宿營活動，借助活動讓學生認識香港文化。<br/>Provide cultural tours and camping activities to help students understand Hong Kong culture.</li> </ul>                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>學生出席率超過七成。<br/>Student attendance rate is over 70%.</li> <li>出席有關活動後，學生能完成專題報告。<br/>After attending the event, students can complete the report.</li> </ul>                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>學生出席活動紀錄<br/>Student attendance record</li> <li>作品及專題報告<br/>Student's work and report</li> </ul>                                    | Not Achieved                              | <p>受疫情影響，未能於本學年提供有關活動。<br/>Affected by COVID-19, relevant activities could not be provided in this school year.</p> |
|                                                                                                                                                           | <p>3.3 共融活動<br/>Inter-cultural activities</p> <ul style="list-style-type: none"> <li>邀請機構到校，舉辦共融互動劇場。<br/>Invite institutions to the school to host an interactive theater about inclusive education.</li> </ul>                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>超過七成教師表示表達共融互動劇場有助學生紓解壓力。<br/>More than 70% of the teachers agree that the interactive theater can help students relieve stress.</li> </ul>                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>教師問卷<br/>Questionnaire for Teachers</li> <li>開放日攤位活動<br/>Creative market on</li> </ul>                                              | Not Achieved                              | <p>受疫情影響，未能於本學年提供有關活動。<br/>Affected by COVID-19,</p>                                                                |



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|  | <ul style="list-style-type: none"> <li>● 舉辦開放日--創藝攤位，學生將會於開放日攤位上擺賣有關物品，以提升學生自信。<br/>Organize creative market on open day, where students will sell related items on the open day booths to enhance their confidence.</li> </ul> | <ul style="list-style-type: none"> <li>● 學生能掌握所學，並於開放日中擺設攤位。<br/>Students can master what they have learned and set up booths on the open day.</li> </ul> | open day | Achieved | <p>relevant activities could not be provided in this school year.</p> <p>因疫情關係，本學年之攤位活動改為於共融週進行，100%教師認為學生於共融週表現投入。<br/>Affected by COVID-19, the booth activities of this school year were changed to be held during Inclusive Week. 100% of teachers believed that students were committed during Inclusive Week</p> |
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