

地利亞修女紀念學校 (協和二中)

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

**2019/2020**

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
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.	<p>1.1 學術 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。 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。 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。 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。 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。 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 Student attendance record</li> <li>輔導班前測及後測成績 Pre-test and post-Test results</li> <li>寫作活動之作品及文化報告 Essays and cultural reports</li> </ul>	<p>Not Achieved</p> <p>Not Achieved</p> <p>Not Achieved</p>	<p>受疫情影響，未能於本學年提供有關服務。 Affected by COVID-19, relevant services could not be provided in this school year.</p>
	<p>1.2 情緒支援 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。 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。 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及戲劇工作坊，讓學生從而認識自己，建立自信。 Provide art therapy groups and drama workshops for junior form students to help them build confidence.</li> <li>家訪 Home visits to students who cannot attend school properly</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。 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。 Student attendance rate is over 70%.</li> <li>七成學生表示藝術治療小組或戲劇工作坊有助其認識自己，建立自信。 70% of students agree that an Expressive Arts therapy group or drama workshop 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。 Improvement of the students' absence problem, and a higher attendance rate of students who participated in the group.</li> <li>全面家訪所有嚴重缺席同學</li> </ul>	<ul style="list-style-type: none"> <li>學生出席活動紀錄 Student attendance record</li> <li>教師問卷 Questionnaire for Teacher</li> <li>學生問卷 Questionnaire for Student</li> <li>學生上學出席紀錄 School attendance record</li> <li>家訪紀錄 Home visits' records</li> </ul>	<p>Not Achieved</p> <p>Not Achieved</p> <p>Not Achieved</p> <p>Not Achieved</p> <p>Partly Achieved</p>	<p>受疫情影響，未能於本學年提供有關服務。 Affected by COVID-19, relevant services could not be provided in this school year.</p> <p>本年度進行了兩位嚴重缺席同學之家訪，因</p>

		Home visits to all the students who have a serious absence problem.			疫情影響，未能全面進行家訪。 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.
1.3 非華語學生支援 NCS support	<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。 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。 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。 Students' improved test scores in Chinese courses.</li> <li>● 出席有關活動後，學生能完成專題報告。 After attending the relevant activities, students are able to finish the reports.</li> </ul>	<ul style="list-style-type: none"> <li>● 學生出席活動紀錄 Student attendance record</li> <li>● 中文訓練課程及適應課程前測及後測成績 Chinese training courses pre-test and post-test results</li> <li>● 作品及專題報告 Essays and reports</li> </ul>	Not Achieved  Not Achieved  Not Achieved	受疫情影響，未能於本學年提供有關服務。 Affected by COVID-19, relevant services could not be provided in this school year.
1.4 專業服務 Professional service	<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。 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職業治療及進行評估。 Provide on-campus occupational therapy and assessment for students in need.</li> <li>● 為有需要學生提供到校臨床心理學家輔導服務。 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。 Evaluation of students who are suspected of special learning needs and completion of all referrals of the year.</li> <li>● 職業治療改善學生書寫技巧。 Improved writing skills through occupational therapy.</li> </ul>	<ul style="list-style-type: none"> <li>● 教育心理學家評估報告 Educational psychologists' assessment report</li> <li>● 教育心理學家到校服務紀錄 Educational psychologists' school service record</li> <li>● 參加職業治療學生完成後測 Students who participated in occupational therapy has to complete a</li> </ul>	Achieved  Achieved	教育心理學家六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 six times and conducted assessments. All referral cases this year have been completed.  職業治療師為三位同學提供共 7.5 小時服務，並提交三份報告，已將有關情況轉交班主任作參考之用。 The occupational

		<ul style="list-style-type: none"> <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。 Clinical psychologist provides professional advice to students; students' communication skills or problem-solving skills are improved.</li> </ul>	<p>post-test</p> <ul style="list-style-type: none"> <li>● 臨床心理學家到校服務紀錄 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所改善。 Class teacher's recognition of improvement in the students' communication skills and/or problem-solving skills.</li> </ul>	<p>Achieved</p>	<p>therapist provided a total of 7.5 hours of service to three students, and submitted three reports, which had already been passed to the class teachers for their reference.</p> <p>本年度聘請了輔導心理學家為五位同學提供心理輔導服務，並邀請社工一同參與總結會議。SENCO 已向有關班主任說明總結摘要之內容及心理輔導學家對學生之建議。This year, we hired a counseling psychologist to provide psychological counseling services to five 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
<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 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。 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。 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。 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 Class observation documents</li> <li>● 課業檢查 Homework check</li> <li>● 老師對各教學策略的使用及效度之反思 Teachers' reflections on the use &amp; effectiveness of the teaching strategies</li> <li>● 教師問卷 Questionnaire for Teachers</li> </ul>	<p>Partly 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。 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，85%教師同意自己信心提升班上 SEN 學生之學習表現」，85%教師認同已在本學年透過專業交流，提升教學技巧」。</p>

					According to the teachers' questionnaire, 85% of teachers agree that they have confidence in improving the learning performance of SEN students in their class, and 85% of teachers agree that they have improved their teaching skills through professional exchanges this school year.
	<p>2.2 教師發展</p> <p>Teacher development</p> <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。 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。 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 Questionnaire for Teachers</li> </ul>	Achieved	<p>本年度共舉辦三個培訓活動。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，三次培訓活動的同意率分別為 95%、100% 及 90%。 Three training activities were held this year. According to the teachers' questionnaire, 95%, 100% and 90% 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.</p>



**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
<p>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.</p>	<p>3.1 興趣活動 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。 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。 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。 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。 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 Student attendance record</li> <li>教師問卷 Questionnaire for Teachers</li> <li>開放日攤位活動 Open day booths</li> </ul>	Not Achieved	<p>受疫情影響，取消所有活動，只能完成聖誕蛋糕製作班。聖誕蛋糕製作班出席率為 100%。 Affected by COVID-19, all activities were cancelled and only the Christmas cake making class could be carried out. The attendance rate of Christmas cake making class was 100%.</p>
	<p>3.2 非華語學生支援 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。 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。 Student attendance rate is over 70%.</li> <li>出席有關活動後，學生能完成專題報告。 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 Student attendance record</li> <li>作品及專題報告 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。 Affected by COVID-19, relevant activities could not be provided in this school year.</p>
	<p>3.3 共融活動 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。 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。 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 Questionnaire for Teachers</li> <li>開放日攤位活動 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。 Affected by COVID-19,</p>



	<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。 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。 Students can master what they have learned and set up booths on the open day.</li> </ul>	open day		relevant activities could not be provided in this school year.
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