

Delia Memorial School (Hip Wo No.2 College) SEN Annual report 2024/25



**When drawing up School Report, please refer to the related
compilation guidelines available on the EDB website
(URL: <https://www.edb.gov.hk/sse/en>)**



Group Motto

Group Motto

Advancement in Adversity, Harmony in Diversity

積極奮進，和而不同



Major Concerns 2024-2025

- 1. To enhance the learning and teaching effectiveness by strengthening curriculum design, teaching pedagogy, and assessment**
- 2. To foster a culture of respect, promote harmonious relationships, and cultivate responsible citizens.**

(1) Achievements and Reflection on Major Concerns; Feedback and Follow-up

(Schools may refer to paragraph 5.2 of the related compilation guidelines when compiling the following parts)

• Major Concern 1

Achievements

- Goal 1: Provide appropriate support for students with Special Educational Needs (SEN).

1.1 Academic

- Provided after-school tutoring classes for students with specific learning difficulties.
- Differentiated instruction.

1.2 Emotional Support

- Used questionnaires to identify students needing emotional support early.
- Class teachers contacted students and parents.
- Social workers contacted students and parents.
- Home visits were conducted for students with severe absence due to emotional issues.

1.3 Support for Non-Chinese Speaking (NCS) Students

- Provided Cantonese tutoring classes for newly arrived NCS students.
- Provided Chinese after-school tutoring classes for NCS SEN students.

1.4 Professional Services

- Educational Psychology (EP): On-campus services to conduct assessments and follow-up on cases; provided professional advice to teachers on subject strategies.
- Provided on-campus Speech Therapy (ST) services and assessments to students in need.
- Provided on-campus Clinical Psychology (CP) counseling services to students in need.

- Goal 2: Enhance teaching effectiveness and cater for learner diversity.

2.1 Academic

- SEN team provided teachers with instructional strategies for SEN students.
- Used English reading passages and math screening tests to identify students with specific learning difficulties.
- Encouraged peer lesson observations; supported teachers in adapting tasks for students with diverse needs during observations.

2.2 Teacher Development

- Organized teacher training on Staff Development Days to deepen understanding of supporting SEN students.

2.3 School Policy

- Employed SEN teacher(s) to handle SEN matters; SEN teachers assisted others in activity-based teaching.
- The Student Support Team, teachers, and social workers regularly held SEN case meetings to help teachers understand students' needs.

Reflection

- 1.1 Academic
 - Attendance rate for after-school tutoring: 92.7%.
 - Among 24 tutoring participants, 54.2% improved in the year-end exam compared to the previous term.
- 1.2 Emotional Support
 - Class teachers regularly contacted parents of students with emotional-related absence; regular joint meetings with social workers were held.
 - Teachers and social workers met monthly with students affected by emotional issues.
 - This year, one home visit was conducted for a student with severe absence due to emotional distress; for other students, parent meetings were arranged.
- 1.3 NCS Support
 - Weekly after-school tutoring for 16 NCS students; attendance 91.3%.
 - 42.3% of participating students improved in Chinese from mid-year to final exams.
- 1.4 Professional Services
 - EP: 10 on-campus service days; 18 students served/assessed; all referrals completed this year.
 - ST: 10 on-campus service days; 14 students assessed/served; teachers reported notable progress; recommend continuing next year.
 - CP: 10 on-campus service days; 16 students received counseling; social workers/teachers noted improvements in emotional difficulties; recommend continuing next year.
- 2.1 Academic
 - Conducted two exercise book checks this year; reviewed differentiated worksheets and provided feedback.
 - Every teacher shared pedagogy in subject meetings, learning from each other.
 - Every teacher conducted at least one peer observation.
 - 44.4% of SEN students improved in the final exam compared to the previous term.
- 2.2 Teacher Development
 - Inspectors introduced roles of SENCO, whole-school approach to inclusive education, SEN support categories, and the three-tier support model.
 - Educational psychologist trained new teachers: "Understanding students with SEN."
 - School social workers trained new teachers twice: identifying students with emotional needs and basic response strategies; building teacher-parent mindset and skills to strengthen home-school relations.

• External organization delivered “School Crisis Management—Crisis Intervention and Psychological Support.” • 100% of teachers agreed the training/workshops were helpful for supporting SEN students. • 2.3 School Policy • SEN teachers supported SEN matters, guided students with coursework, and provided after-school support. • SEN case meetings were held monthly within regular level meetings. • Individual meetings were held as needed to help subject teachers understand student needs and provide appropriate support.
Feedback and Follow-up
• The strategies under Goal 1 and Goal 2 effectively supported SEN students and enhanced teaching effectiveness to cater for learner diversity; they will continue next year. • Among outsourced services, on-campus clinical psychology counseling needs strengthening. It is recommended to increase on-campus CP service days to 15 next year.

• **Major Concern 2**

Achievements
Goal 3: Promote inclusive education and a culture of inclusion; build a caring environment. 3.1 Interest Activities • Offered varied interest activities to help SEN students cultivate multiple intelligences and develop strengths; aligned with Open Day. • Held at least four handicraft workshops per term. 3.2 Inclusion Activities • Invited professional organizations to school; held at least one inclusion activity per term. 3.3 Volunteer Service • Arranged at least two volunteer services per term for SEN students. 3.4 Student Leadership Training • Trained SEN students to participate as student leaders.
Reflection
• 3.1 Interest Activities • Conducted 8 handicraft workshops this year, 20 students each; 100% attendance.

• 100% of teachers indicated activities helped cultivate interests and discover strengths in SEN students. • Students assisted with booth activities on Open Day. • 3.2 Inclusion Activities • Held two inclusion activities this year; 96% of teachers agreed they achieved inclusion goals. • 3.3 Volunteer Service • Completed 5 volunteer activities; 32 SEN student attendances in total. • A volunteer group led by the social worker provided four training sessions; successfully ran a flower-tea booth at Open Day and the Parents' Evening. • 100% of teachers reported improved confidence, responsibility, and empathy. • 3.4 Leadership Training • Training SEN students as student leaders was not completed this year.
Feedback and Follow-up
• Most of Goal 3 was completed and effective in promoting inclusive education and culture; continue the strategy next year to support SEN students. • Leadership training could not be completed because suitable SEN candidates were not found; next year, attempt small-group formats to identify talents and then further train leadership skills.

(2) Student Performance

After-school tutoring for students with specific learning difficulties:

- Attendance rate: 92.7%.
 - Among 24 participants, 54.2% improved from previous term to year-end exam.
- NCS Student Support:
 - Weekly after-school tutoring for 16 NCS students; attendance 91.3%.
 - 42.3% improved in Chinese from term exam to final exam.