

培僑書院- 2019-2020 學生支援政策及周年報告

PUI KIU COLLEGE – 2019-2020

Student Support Policy and Annual Report

由 2019-2020 學年開始，本校每學年均會申請教育局提供的「中學學習支援津貼」，並運用是項資源為有特殊學習需要(SEN)的學生提供「全校參與模式」的支援。

Starting from the 2019-2020 school year, our school applies for the "Secondary Learning Support Grant" subsidized by the Education Bureau annually to provide support for students with special learning needs (SEN) through the Whole School Approach (WSA).

<p>1. 政策 1. Policy</p>	<p>➢ 本校致力建立共融文化，以「全校參與」模式支援有特殊教育需要的學生；透過資源調配，為學生提供適切及多元化的支援服務，以提高學生的學習效能及協助他們融入校園生活；及 Our school is committed to developing an inclusive culture through the WSA to support students with SEN. Resources are deployed to provide appropriate and diversified support to these students so as to enhance their learning efficacy and adaptation to the school life.</p> <p>➢ 學校重視家校合作，建立恆常溝通機制，透過不同渠道，與家長保持緊密聯絡。 We treasure home-school cooperation by establishing regular communication mechanism and maintaining close contact with parents through different channels.</p>
<p>2. 資源 2. Resources</p>	<p>為支援有特殊教育需要的學生，本校獲教育局增撥額外資源，詳情如下： To facilitate our school's support to students with SEN, additional resources are provided by the Education Bureau. Details are as follows:</p> <p>➢ 學習支援津貼共\$625,600，用以增聘一名教師及一名教學助理，以及外購團隊訓練宿營、專注力訓練小組、社交訓練小組、讀寫訓練小組服務等以支援有特殊教育需要的學生。 A total of \$625,600 for Learning Support Grant is used to employ an additional teacher and a teaching assistant, and to purchase professional services including team training camps, concentration training groups, social training groups, literacy training group, etc. to cater for students with SEN.</p>
<p>3. 支援措施及資源運用方式 3. Support measures and allocation of resources</p>	<p>本校為有特殊教育需要的學生提供下列支援措施： Students with SEN are provided with the following support measures:</p> <p>➢ 新成立「學生支援組」，成員包括副校長、輔導部主任、特殊教育需要統籌主任(SENCO)、支援組老師、教學助理、兩名社工；外購心理學家評估服務；與其他部門協作，包括輔導部、考評部、學務部，以共同支援有特殊教育需要的學生。 "Student Support Team" is newly established, with members including the Deputy Principal, Guidance Department Head, Special Education Needs Coordinator (SENCO), Support Team Teachers and TA, and two social workers;</p>

Outsourced psychologist evaluation services; and cross-department collaborations with the guidance department, assessment department, and academic department, to jointly support students with SEN.

- 增聘 1 名教師及 1 名教學助理與全校教師以「全校參與」模式照顧個別差異；
One additional teacher and one teaching assistant are employed in the implementation of the WSA to catering for student diversity.
- 舉辦兩日一夜的「跨越自己·勇闖高峰」團隊訓練營，目的是加強學生溝通及社交技巧、增強自理能力及解難能力、建立團隊合作精神、強化個人領導能力等。團隊訓練營由外聘導師設計活動，參加學生會分成幾個小組，每組均有關愛大使、專業導師、支援組老師或社工帶領，透過訓練讓學生加強自信心，更勇於嘗試及接受挑戰；
A two-day and one-night "Across Oneself and Climb to the Peak" team training camp is organized. The purpose is to strengthen students' communication and social skills, enhance their self-care and problem-solving skills, build team spirit, and strengthen personal leadership skills. The team training camp is designed by outsourced professional tutors, and the participants are assigned into several small groups. Each group is led by Caring ambassadors, a professional tutor, plus a support team teacher or social worker. Through the training camp, students' confidence is strengthened and are encouraged to accept new challenges.
- 購買「超越自己·由專注做起」小組服務，由外聘導師教授，並以小組形式進行 8 次學習，初中及高中各一組，目的是提升學生的專注力以加強學習支援。小組的時間安排是每星期一節，每節大約一小時，讓學生透過不同的教學活動，提升他們的專注力及學習動機。
The "Beyond Oneself • Starting from Focus" group service is hired. The lessons are designed and taught by outsourced professional tutors. Eight sessions are conducted in small groups, one for junior form and another one for senior form, with the purpose of enhancing students' concentration and strengthening learning support. The group is held every Monday, of about one hour for each session. Students' concentration and learning motivation are enhanced through different activities.
- 購買「多元智能·社交訓練」小組服務，由外聘導師教授，並以小組形式進行 8 次學習，初中及高中各一組，目的是提升學生的社交及溝通能力以加強學習支援。小組的時間安排是每星期一節，每節大約一小時，讓學生透過不同的教學活動，提升他們的社交及溝通技巧及學習動機。
The "Multiple Intelligences • Social Training" group service is hired. The lessons are designed and taught by outsourced professional tutors. Eight sessions are conducted in small groups, one for junior form and another one for senior form, with the purpose of enhancing students' communication skills and strengthening learning support. The group is held every Tuesday, of about one hour for each session. Students' communication skills and learning motivation are improved through different activities.

- 購買「讀寫多樂趣」小組服務，由外聘導師教授，並以小組形式進行 8 次學習，初中及高中各一組，目的是提升學生的讀寫能力以加強學習支援。小組的時間安排是每星期一節，每節大約一小時，讓學生透過不同的教學活動，提升他們的讀寫能力及學習動機。

The "Reading and writing is fun" group service is hired. The lessons are designed and taught by outsourced professional tutors. Eight sessions are conducted in small groups, one for junior form and another one for senior form, with the purpose of enhancing students' literacy skills and strengthening learning support. The group is held every Wednesday, of about one hour for each session. Students' literacy skills and learning motivation are improved through different activities.

- 根據心理學家的報告建議，因應不同學生的特殊教育需要，配合校內及公開考試，為他們提供考試調適。另外，輔導部和學生支援組亦與考試部協作，為有讀寫障礙學生添置讀屏軟件、手提電腦及 MACBOOK AIR，讓他們能練習「語音轉換文字」軟件，以提供考試調適及提升學生學習效能。

The assessment accommodations for students with SEN are provided in coordination with internal and public examinations based on recommendations by the psychologists stated in the report. In addition, the Guidance Department and the Student Support Team also collaborate with the Assessment Department to provide students with SpLD with screen reading software, laptop computers and MACBOOK AIR, so that they can practice the "Speech-To-Text" software, so as to provide examination adjustment and enhance student learning efficacy.

- 建構共融的校園，上學期於 2019 年 10 月完成了一次全校性的早會分享，以自幼失明、嚴重弱聽，自創以唇代替手指閱讀點字的「唇讀」女生曾芷君作為分享主題，帶出「尊重及接納個別差異」的訊息。

To construct an inclusive campus. In the first semester in October 2019, a whole school morning sharing is completed. The case of a "lip-reading" girl called Tsang Tsz-Kwan is shared during the morning assembly. She was blind since childhood and had severe hearing loss. She uses her lips instead of fingers to read Braille. The message of "respect and accept individual differences" is delivered from the case sharing.

- 於本學年正式成立關愛大使，並開展不同推廣共融文化的工作，包括早會分享、作為「大姐姐」的角色帶領團隊訓練營、設計共融文化獎品、製作全校性共融壁報、策劃和舉辦共融攤位活動等。關愛大使於本年成功舉辦了兩次的共融攤位活動（包括 2019 年 11 月舉辦的萬聖節攤位及 2020 年 1 月舉辦的農曆新年攤位），遊戲內容細節配合關愛精神，並以印有共融文化為題的文具作獎品。兩次攤位活動均由關愛大使主導策劃，老師予以協助，在過程中，能加強大使的領導能力及溝通能力。透過設計及統籌共融活動，向全校同學宣揚關愛文化，以培養尊重差異及互助互愛的精神。

The Caring Ambassador Programme is formally established this school year, and different measures are carried out to promote inclusive culture, including morning assembly sharing, leading the team training camp as a "Big Sister", designing inclusive cultural products and whole school notice board, planning and organizing inclusive-themed booths etc. The Caring Ambassadors have successfully held two inclusive booth activities this year (including the Halloween

booth in November 2019 and the Lunar New Year booth in January 2020). The theme of the booth game is about the spirit of love and care. Also, stationeries with the theme of inclusive culture are awarded as prizes. The two booth activities are organized by the Care Ambassadors with the assistance of the teachers. During the process, the ambassador's leadership and communication skills are strengthened. By designing and coordinating inclusive activities, a caring culture is promoted in the school to cultivate the spirit of respecting individual differences and mutual love and care.

- 重視家校合作，與家長緊密聯繫，建立恆常溝通機制，透過不同渠道(如恆常電話聯絡)與家長持續保持溝通，並紀錄於校本「學生支援紀錄冊」，以跟進學生的情況。

We treasure home-school cooperation by establishing regular communication mechanism and maintain close contact with parents through different channels (such as constant telephone contact), and document in the school-based "Student Support Register" to follow up on students.