

培僑書院- 2020-2021 學生支援政策及周年報告

PUI KIU COLLEGE – 2020-2021

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\$720,588，用以增聘一名教師及一名教學助理，以及外購團隊訓練日營、專注力訓練小組、社交訓練小組、生涯規劃小組服務等以支援有特殊教育需要的學生。 A total of \$720,588 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, life planning 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>➢ 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 established, with members including the Deputy Principal, Guidance Department Head, Special Education Needs Coordinator (SENCO), Support Team Teachers and TA, and two social workers; Outsourced</p>

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

- 繼續聘請 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 continuously employed in the implementation of the WSA to catering for student diversity.
- 舉辦「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及關愛大使設計活動，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 "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 Caring ambassadors, 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「職·興」連場生涯規劃小組服務，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，目的是引導同學將職業與興趣結合，為自己訂立學業及事業的目標。小組的時間安排是每星期一節，每節大約一小時。
The "Career · Interest" 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 guiding students to combine career and interest, and set academic and career goals for themselves. The group is held every week, of about one hour for each session.
- 購買「Shall We Talk」情緒管理小組服務，由外聘導師教授，並以小組形式進行 8 次學習，目的是增強同學的情緒管理技巧，包括朋輩支援、聆聽、說話技巧等。小組的時間安排是每星期一節，每節大約一小時。
The "Shall We Talk" emotion management group service is hired. The lessons are designed and taught by outsourced professional tutors. Eight sessions are conducted in small groups, with the purpose of strengthening students' emotional management skills, including peer support, listening skills, and speaking skills. The group is held every week, of about one hour for each session.
- 購買「STEM & Maker」小組服務，由外聘導師教授，並以小組形式進行 16 次學習，初中及高中各一組，目的是培養同學應用知識與技能、創意、協作、執行功能和解決問題等的的能力。小組的時間安排是每星期一節，每節大約一小時。

The "STEM & Maker" group service is hired. The lessons are designed and taught by outsourced professional tutors. Sixteen sessions are conducted in small groups, one for junior form and another one for senior form, with the purpose of developing students' ability to apply knowledge and skills, creativity, collaboration, executive function and problem solving. The group is held every week, of about one hour for each session.

- 購買「藝同遊」小組服務，由外聘導師教授，並以小組形式進行 8 次學習，目的是藉不同創意藝術方法表達、紓緩及調節個人情緒。小組的時間安排是每星期一節，每節大約一小時。

The "Creative Art" group service is hired. The lessons are designed and taught by outsourced professional tutors. Eight sessions are conducted in small groups, with the purpose of facilitating participants to express, relieve and regulate personal emotions through different creative artistic methods. The group is held every week, of about one hour for each session.

- 購買「桌遊大師」小組服務，由外聘導師教授，並以小組形式進行 8 次學習，目的是提升學生的溝通動機及主動性，例如學習邀請他人、拒絕、討論等社交技巧，亦從中提升執行能力。小組的時間安排是每星期一節，每節大約一小時。

The "Board Game Master" group service is hired. The lessons are designed and taught by outsourced professional tutors. Eight sessions are conducted in small groups, with the purpose of enhancing students' communication motivation and initiative, such as learning social skills such as inviting others, rejecting, and discussing, and also improving their execution ability. The group is held every week, of about one hour for each session.

- 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，本年度完成了一次全校性的班主任節分享，以「角落生物 X 共融文化」作為分享主題，帶出「尊重及接納個別差異」的訊息，並於每班選出最佳的反思工作紙，得獎作品亦會展示在壁報板。

To construct an inclusive campus. This year, a whole school-based class teacher's sharing session is completed, with "Sumikko Gurashi X Inclusive Culture" as the sharing theme. The message of "respect and accept individual differences" is delivered from the case sharing. In each class, the best reflection worksheets are selected and displayed on the board.

- 於本學年繼續推動關愛大使開展不同推廣共融文化的工作，包括班主任節分享、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等。團隊訓練營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。

Different measures are continuously carried out by The Caring Ambassador Programme to promote inclusive culture, including class teacher period sharing, leading the team training camp as a "Big Sister", designing inclusive cultural products and whole school notice board etc. The team training camp is 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.

- 舉辦「和諧粉彩」親子工作坊、「蛋糕製作」親子工作坊、「園藝治療」親子工作坊，提供一個平台讓參與家庭享受親子時間，透過互動的親子合作製作活動，促進父母與子女之間的親子關係。

"Pastel Nagomi Art " workshop, "Cake Making" workshop, and "Horticultural Therapy" workshop are organized to provide a platform for participating families to enjoy parent-child time. Through interactive parent-child cooperative production activities, parent-child relationship are enhanced.

- 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 (如恆常電話聯絡及學生支援摘要) 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 student support summary), and document in the school-based "Student Support Register" to follow up on students.