

**ST. LOUIS SCHOOL ANNUAL PLAN 2019-2020****SUBJECT / TEAM****STUDENT SUPPORT TEAM****(I) Aims**

- a) To promote and educate students of an inclusive culture in the school environment
- b) To cultivate the practice of adopting a person-centered approach in serving the SEN students as they are all unique and have different individual needs
- c) To seek every opportunity to collaborate with different parties for the well-being of the SEN students.
- d) To encourage more effective communication, collaboration and active involvement of parents in the therapeutic process
- e) To raise teachers' awareness and equip them with the skills on catering individual differences

**(II) Situational Analysis****(a) Strengths**

- Our school offers a caring and forgiving environment
- Parents of SEN students are mostly cooperative and eager to communicate with teachers.
- Team members are devoted and cooperative.

**(b) Weakness**

- Not all team-members have received the professional training in understanding and catering for the needs of the SEN students.

- Students are lack of awareness of cooperating and getting along well with the SEN students
- SEN students are frequently being connected with negative connotations.

**(c) Opportunities**

- The Government has been pouring in resources to help the SEN students and the new measure “Two school social worker for each school” may enhance the quality and frequency of the counselling work.

**(d) Threats**

- Parents may become more demanding when they strive for the benefits of their children as they may get ample information from the media.
- The competitive study environment in Hong Kong has imposed a lot of pressure to the SEN students and their families, which makes the counselling work more challenging.

**(III) Highlight**

- (a) Teachers’ awareness on catering for individual differences has been increased.
- (b) More collaboration of the Discipline Team and Guidance Team in handling the casework of the SEN students.
- (c) Parents’ involvement and home-school cooperation has been enhanced.
- (d) A considerable increase in the attendance rate of students who took part in the workshops and trainings.

**(IV) Short Term Direction**

- (a) To cultivate the practice of adopting a person-centered and strength-based approach in counselling the SEN students
- (b) To encourage more effective communication, collaboration and active involvement of parents and teachers in the therapeutic process
- (c) To raise teachers’ awareness and equip them with the skills on catering for individual differences

**(V) Areas of Concern**

**1. Major Concern 1: Students as visionary leaders possessing enhanced thinking skills, especially creativity and problem solving**

**Program title (1): Life Planning Workshop**

| Targets  | Strategies  | Success Criteria  | Methods of Evaluation  | Time Scale          | Person in charge | Resources Required   |
|--|---|---|--|---------------------|------------------|--|
| <ul style="list-style-type: none"> <li>● Advanced thinking skills and creativity is promoted.</li> <li>● Students would be able to make use of the skills they have learnt to complete the tasks and transfer the knowledge to planning their subject choice and career path.</li> </ul> | <ul style="list-style-type: none"> <li>● In the 8 meetings, the tutor will help the students to understand their character traits and explore their potentials through various activities.</li> <li>● Students will be asked to complete the tasks individually or work with their team-mates.</li> <li>● Thorough discussion on their subject choice and career path will be conducted.</li> </ul> | <ul style="list-style-type: none"> <li>- 75% of the attendance rate</li> <li>- Students’ active participation in the lessons</li> </ul> | <ul style="list-style-type: none"> <li>- Attendance record</li> <li>- Teachers’ observation</li> <li>- After-lesson interview with students</li> </ul> | Mar 2020 – May 2020 | LWY              | <ul style="list-style-type: none"> <li>- GP room</li> <li>- Elective selection forms</li> <li>- Pens</li> <li>- Computer</li> <li>- Projector</li> </ul> |

**Program title (2): Drama Therapy Group Training**

| Targets | Strategies | Success Criteria | Methods of Evaluation | Time Scale | Person in charge | Resources Required |
|---------|------------|------------------|-----------------------|------------|------------------|--------------------|
|         |            |                  |                       |            |                  |                    |

|   |   |   |  |                            |                       |  |
|---|---|---|--|----------------------------|-----------------------|--|
| <ul style="list-style-type: none"> <li>● Interpersonal skills , mutual respect and self-understanding will be enhanced.</li> <li>● Creativity and team-work will be promoted among students.</li> </ul> | <ul style="list-style-type: none"> <li>● The tutor will teach students with different ways of self-expressions.</li> <li>● Students will be asked to collaborate with the other students and complete some theatrical tasks.</li> <li>● Students will practise their critical thinking through appreciating others' work and vote for a suitable script for their public performance</li> </ul> | <ul style="list-style-type: none"> <li>● 75% of the attendance rate</li> <li>● Students' active participation in the lessons</li> </ul> | <ul style="list-style-type: none"> <li>● Attendance record</li> <li>● Teachers' observation</li> <li>● Questionnaire (students)</li> </ul> | <p>Mar 2020 – Jun 2020</p> | <p>LWY<br/>Jessie</p> | <ul style="list-style-type: none"> <li>- GP room</li> <li>- Computer</li> <li>- Projector</li> </ul> |
|---|---|---|--|----------------------------|-----------------------|--|

**2. Major Concern 2: Students as visionary leaders with necessary positive values including self-discipline and respect inculcated**

**Program title (1): Executive Functioning Training**

| Targets   | Strategies   | Success Criteria  | Methods of Evaluation  | Time Scale  | Person in charge | Resources Required   |
|---|--|---|--|---|------------------|--|
| <ul style="list-style-type: none"> <li>● Students' executive functioning skills related to self-discipline, problem-solving and resilience will be promoted.</li> <li>● Positive values and mutual</li> </ul> | <ul style="list-style-type: none"> <li>● Students' specific problems will be observed and focused tasks will be work on to enhance their executive functioning skills</li> </ul> | <ul style="list-style-type: none"> <li>● 75% of the attendance rate</li> <li>● Students' active participation in the lessons</li> </ul> | <ul style="list-style-type: none"> <li>● Attendance record</li> <li>● Teachers' observation</li> <li>● Parents and students' feedback</li> </ul> | <p>Oct 2019 – Dec 2019</p> <p>Mar 2020 – May 2020</p> | <p>LWY</p>       | <ul style="list-style-type: none"> <li>- MMLL</li> <li>- Snacks</li> </ul> |

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| respect will be enhanced among students. |  |  |  |  |  |  |
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**Program title (2): Emotion Management and Counselling**

| Targets  | Strategies  | Success Criteria   | Methods of Evaluation  | Time Scale          | Person in charge | Resources Required   |
|--|---|--|--|---------------------|------------------|--|
| <ul style="list-style-type: none"> <li>● Students should be able to better understand themselves and make use of the skills they learnt to practice emotion management.</li> <li>● Positive values on mutual respect and empathy will be enhanced among students.</li> </ul> | <ul style="list-style-type: none"> <li>● The tutor will use various methods (e.g. art therapy, role-play) to help students explore their own self and their emotions.</li> <li>● Students will be introduced to the positive ways of expressing the emotions: which is an important stage for developing self-discipline</li> </ul> | <ul style="list-style-type: none"> <li>● 75% of the attendance rate</li> <li>● Students' positive change on emotion management.</li> </ul> | <ul style="list-style-type: none"> <li>● Attendance record</li> <li>● Teachers' observation</li> <li>● Parents and students' feedback</li> </ul> | Oct 2019 – Jan 2020 | LWY, PSH         | <ul style="list-style-type: none"> <li>- Counselling Room</li> <li>- Paper and color pens</li> </ul> |

**(VI) Other panel-based / team-based concerns:****Program title (1): School-based Clinical Psychology Service**

| Targets   | Strategies  | Success Criteria                                 | Methods of Evaluation                    | Time Scale | Person in charge | Resources Required |
|---|---|--|--|------------|------------------|--------------------|
| * S1 – S6 students who have learning difficulties, social | * Individual consultation sessions for teachers, students and parents | *general improvement of the students' situations | * Interview (with students and teachers) | Whole year | LWY              | Guidance room      |

|                                |  |   |                                  |  |  |  |
|--------------------------------|--|---|----------------------------------|--|--|--|
| problems or emotional problems |  | * Teachers and parents adopt some of the strategies suggested by the CP | * Evaluation meeting with the CP |  |  |  |
|--------------------------------|--|---|----------------------------------|--|--|--|

**Program title (2): Parents' Workshop Series**

| Targets  | Strategies   | Success Criteria   | Methods of Evaluation  | Time Scale           | Person in charge | Resources Required   |
|--|--|--|--|----------------------|------------------|--|
| <ul style="list-style-type: none"> <li>● Parents should be able to better understand the needs of their children and are empowered with some useful skills to handle their problems</li> <li>● Positive values on empathy and parental relationship can be enhanced</li> <li>● Home-school cooperation will be promoted</li> </ul> | <ul style="list-style-type: none"> <li>● The difficulties of SEN students will be identified and some methods (e.g. memory method) will be introduced to accommodate their problems.</li> <li>● Parents will be introduced to the RDI theory and are invited to practice and video their interaction with their children for case analysis.</li> </ul> | <ul style="list-style-type: none"> <li>● 70% of the attendance rate</li> <li>● Parents' active participation in the workshops</li> </ul> | <ul style="list-style-type: none"> <li>● Teachers' observation</li> <li>● Questionnaire (parents)</li> </ul> | Nov 2019 -- Apr 2020 | LWY              | <ul style="list-style-type: none"> <li>- GP room / MMLL</li> <li>- Computer</li> <li>- Projector</li> <li>- Pen</li> <li>- Snacks</li> </ul> |

**Program title (3): Animal Assisted Therapy**

| Targets   | Strategies  | Success Criteria  | Methods of Evaluation  | Time Scale          | Person in charge | Resources Required |
|---|---|---|--|---------------------|------------------|--------------------|
| <ul style="list-style-type: none"> <li>● Students should be able to communicate with the animals successfully through verbal and non-verbal clues</li> <li>● Students should be able to develop more empathy and respect of the others</li> <li>● Self-confidence and self-awareness will be boosted</li> </ul> | <ul style="list-style-type: none"> <li>● 6 sessions of therapy will be conducted with the help of the therapeutic dogs.</li> <li>● The tutors will design some tasks that the students have to partner with the therapeutic dogs and cultivate them the value of effective communication and self-awareness.</li> </ul> | <ul style="list-style-type: none"> <li>● 70% of the attendance rate</li> <li>● Students' active participation in the workshops</li> </ul> | <ul style="list-style-type: none"> <li>● Teachers' observation</li> <li>● Students' after-lesson feedback</li> </ul> | Nov 2019 – Jan 2020 | LWY              | - GP room          |

**Program title (4): S6 Mental Health Workshops (A Pilot Scheme from 2017 – 2010)**

| Targets  | Strategies  | Success Criteria  | Methods of Evaluation   | Time Scale          | Person in charge | Resources Required        |
|--|---|---|---|---------------------|------------------|---------------------------|
| <ul style="list-style-type: none"> <li>- Serve as a preventive measure for the students' mental well-being.</li> <li>- Students' self-image and self-</li> </ul> | <ul style="list-style-type: none"> <li>● Involvement of the class-teacher and the social worker</li> <li>● The social worker will deliver talks about self-image, family and love based on the Bowen's theory.</li> </ul> | <ul style="list-style-type: none"> <li>● Students' active participation in class</li> <li>● Positive feedback from</li> </ul> | <ul style="list-style-type: none"> <li>● Questionnaire (students)</li> <li>● Teacher's observation</li> </ul> | Oct 2019 – Jan 2020 | LWY<br>Jessie    | - Computer<br>- Projector |

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| <p>worth can be promoted</p> <ul style="list-style-type: none"> <li>- Positive value on acceptance and resilience can be enhanced for the preparation of their future lives.</li> <li>- Positive class atmosphere can be promoted</li> </ul> | <ul style="list-style-type: none"> <li>● The class teacher will design materials, homework or activities to be used both in the class teacher periods and the English classes.</li> <li>● In-depth follow-up by EP or SW for potential MI cases</li> </ul> | students and teacher |  |  |  |  |
|--|--|----------------------|--|--|--|--|

**(VII) Provisional Scheme of work**

| Month     | Events                           | PIC / VPIC  |
|-----------|----------------------------------|-------------|
| Sept 2019 |                                  |             |
| Oct 2019  | P5, P6, P12                      | LWY/LCY/PSH |
| Nov 2019  | P2 , P,3, P5, P6, P7, P10        | LWY/LCY/PSH |
| Dec 2019  | P2 , P3, P5, P6                  | LWY/LCY/PSH |
| Jan 2020  | P2, P3, P10, P12                 | LWY/LCY/PSH |
| Feb 2020  | P2, P7, P11, P11                 | LWY/LCY/PSH |
| Mar 2020  | P2 , P3, P4 , P5, P8, P9, P11    | LWY/LCY/PSH |
| Apr 2020  | P4 , P3, P5, P6, P7, P8, P9, P11 | LWY/LCY/PSH |



|                   |                                    |                    |
|-------------------|------------------------------------|--------------------|
| <b>May 2020</b>   | <b>P4, P3, P5, P6, P8, P9, P11</b> | <b>LWY/LCY/PSH</b> |
| <b>Jun 2020</b>   | <b>P8, P9, P11</b>                 | <b>LWY/LCY/PSH</b> |
| <b>Jul 2020</b>   | <b>P3</b>                          | <b>LWY/LCY/PSH</b> |
| <b>Aug 2020</b>   | <b>P3</b>                          | <b>LWY/LCY/PSH</b> |
| <b>Whole Year</b> | <b>P1</b>                          | <b>LWY/LCY/PSH</b> |

### Program titles:

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|--|
| P1. CP service package   |
| P2. Occupational Therapy   |
| P3. Speech Therapy   |
| P4. Life Planning Workshop   |
| P5. Executive Functioning Training   |
| P6. Emotion Management and Counselling   |
| P7. Parents' Workshop Series   |
| P8. Drama Therapy Group Training   |
| P9. JC A-Connect: Jockey Club Autism Support Network                                       |
| P10. Animal Assisted Therapy   |
| P11. Interest Groups (Coffee Barrister Consultation, Board-game Workshops and Art Therapy) |
| P12. S6 Mental Health Workshops  |

**(VIII) Budget and Other Resources**

|  | <b>Amount</b> |
|--|---------------|
| <b>EXPENDITURE</b>   |               |
| <b>A. General Panel / Team-based budget</b>  |               |
| Sub-total (A) =  | /             |
| <b>B. CEG</b>  |               |
| Sub-total (B) =  | /             |
| <b>C. Furniture and Equipment (F &amp; E)</b>  |               |
| Sub-total (C) =  | /             |
| <b>D. DLG</b>  |               |
| Sub-total (D) =  | /             |
| <b>E. Reading Grant</b>  |               |
| Sub-total (E) =  | /             |
| <b>F. Life Wide Learning Grant (LWLG)</b>  |               |
| Sub-total (F) =  | /             |
| <b>G. Budget of items using other specific grant from EDB* : <u>Learning Support Grant</u></b> |               |
| *Chinese History, NCS or Student Support grant   |               |
| G1. Salary and MPF of SEN Teaching Assistant   | \$245,000     |
| G2. CP service package   | \$ 90,000     |
| G3. Occupational Therapy   | \$ 50,000     |
| G4. Speech Therapy   | \$ 25,000     |
| G5. Life Planning Workshop   | \$ 12,000     |

|   |                   |
|---|-------------------|
| G6. Executive Functioning Training  | \$ 25,000         |
| G7. Emotion Management Training   | \$ 20,000         |
| G8. Parents' Workshop Series  | \$ 20,000         |
| G9. Drama Therapy Group Training  | \$ 12,000         |
| G10. JC A-Connect: Jockey Club Autism Support Network                                   | \$ 4,400          |
| G11. Animal Assisted Therapy  | \$ 10,000         |
| G12. Interest Groups (Coffee Barrister Consultation, Board-game Workshops, Art Therapy) | \$ 25,000         |
| G13. Accessories, outing expenses, educational and training resources                   | \$ 15,000         |
| Sub-total (G) =   | <b>\$ 553,400</b> |
| <b>H. Other Resources</b>   |                   |
| Sub-total (H) =   | /                 |
| <b>Total Expenditure =</b>  | <b>\$ 553,400</b> |

**(IX) Members**

| <b>Name of members</b>           | <b>Role</b>                     |
|----------------------------------|---------------------------------|
| 1. Ms Lui Wing Yee Miranda       | SENCO<br>S3 & S6 Coordinator    |
| 2. Mr Li Chi Yip Leo             | Deputy of SST<br>S4 Coordinator |
| 3. Ms Tang Pui Man Kennis        | S1 coordinator                  |
| 4. Ms Ng Ka Wai Vivien           | S2 Coordinator                  |
| 5. Mr Cheng Wing Cheung Jonathan | S5 Coordinator                  |
| 6. Mr Poon Sheung Him Jonathan   | SENST                           |
| 7. Ms Luk Sze Ngai Lucia         | Teaching Assistant              |
| 8. Ms Tse Siu Lan Jessie         | School Social Worker            |
| 9. Mr Cheng Yik Hei Kenneth      | School Social Worker            |