

HKMA David Li Kwok Po College

Incorporate Management Committee 2018/19

Report on the use of the Capacity Enhancement Grant 2017-2018

A. Engagement of a Counselling Worker

It is found that disciplinary problems at the College are not frequent but students tend to require individual counselling for problems related to study skills. This has given rise to the need for hiring an experienced and suitably qualified person to meet the needs of students with learning difficulties. Information gained from the College's participation in APASO and from the school self-evaluation process indicates that as improvement is being made, the allocation of resources to this area is becoming more and more important, particularly in view of the Major Concerns enshrined in the College's Development Plan. It has also become increasingly evident that the employment of such a person can help reduce, to no small extent, teachers' workload of the Guidance-Counselling, Discipline, Early Identification Scheme (EIS) and Community Service Teams.

The following enumerates the work successfully undertaken by the School Counsellor in the past academic year:

- (a) Totally 77 counselling cases have been handled, with 462 counseling sessions provided to students. Another 20 collateral contacts with outside professionals and three home visits/escorts for students/families have also been made aiming to understand students' issues.
- (b) 230 sessions of phone-call consultations/interviews have been conducted for parents, with 19 referrals made to various specialists (e.g. clinical psychologists and psychiatrists) thereafter. The Counsellor also conducted 43 case-interviewing sessions with parents, and 34 joint interviews with teachers and families within the campus. She participated in over five case conference meetings with teachers, and 135 times of consultation and/or information case sharing with a number of teachers. On average, the Counsellor had sharing/discussion with a referring teacher two to 10 times after receiving his/her referral.
- (c) Five EIS cases (involving repeating students) have been taken up by the Counsellor during the year. Additionally, tutorial classes, personal guidance and instructions, parent interviews and training workshops were organized for the students. During the summer holidays before the start of the school year, she organized a summer programme for the S2 repeaters and students being promoted on probation, and also a workshop for their parents. These apart, two workshops were organized before commencement of the new school year for some of the students who were promoted on probation in order to help them understand themselves better and to improve their study skills

- (d) Two parent workshops entitled “Effective Parenting” were conducted for S1 to S3 parents. Totally 27 parents joined these workshops and over 95% of them have found the workshops inspiring and helpful.
- (e) Two training sessions and a two-day-one-night training camp were provided to the school’s peer counsellors to equip them with the skills to support some S1 students who had encountered adjustment problems in progressing from P6 to S1.
- (f) As the supervisor of the ‘Sky Teen Volunteer’ Group’, arranging six training sessions for students concerned who subsequently delivered over 20 hours of voluntary service (including internal school services and NGO services) to the persons in need.
- (g) Provided support to the Discipline Team and Guidance and Counseling Team in devising and running the S1 camp in August 2017 and the S4 camp in November 2017 respectively.
- (h) As a member of the SEN Coordinating Group providing advice to the planning of support measures for SEN students and helping out in the workshops organized by the Group.
- (i) Conducted analyses based on the data collected from the APASO Survey, and collaborated with Deputy Principal (Student Affairs) and the Head of the Guidance and Counselling Team to compile the APASO Report, which provided crucial and valuable information to the College in both its self-evaluation process and drawing up of the school development plan.

B. Organization of Workshops for SEN Students

During the 2017/18 academic year, the school organized a 14-session workshop (conducted by a clinical psychologist) to help six ASD students enhance their social skills. Apart from this, a 16-session workshop conducted by a dyslexia specialist was organized for five students who encountered difficulties in writing and reading. Feedback from both workshops was positive. These workshops would continue to be held next year.