HKMA David Li Kwok Po College
Report concerning the use of the Capacity Enhancement Grant 2011-2012

Task Area	Major Area(s) of Concern	Implementation Plan	Benefits Anticipated	Implementation schedule	Resources Required	Performance indicators	Assessment Mechanism	Report
The diverse special learning needs of students	This builds upon previous work done over a number of years whereby a framework was created that addressed the following: To identify clientele that needed help, To be timely, To show intervention To have close monitoring There is a need within the College to employ a staff member, trained in meeting the needs of both gifted students and those with learning difficulties. The employment of a single, experienced and suitably qualified staff member can help in the reduction of teachers' workload within the Guidance-counseling and Discipline teams.	To continue to employ one fully experienced school counselor to work full time at the College concerning the following main tasks:	Teachers can reduce their workload in handling such students via this scheme and follow-up programs. The use of a trained specialist can help teachers in their communication with parents. Teachers can then concentrate upon other, core activities, such as classroom teaching. A specialist is also required so that the time allocated to students in need can be used effectively. Having a trained and experienced specialist is of prime importance.	An implementation framework was initially developed in 2004/05 and has been revised in subsequent years owing to both the success and importance of previous work done. The plan has been further revised/adapted this year.	The employment of a full time Senior School Counselor. The cost of which = (monthly salary x 12), plus MPF (12,750), plus pension scheme Grand Total: ($456,816) The resources spent on this area are in excess of the funds allocated by the CEG	1. At least 40 students have been identified and have received individualized support	EIS data	**This area was implemented as planned.** **The success of previous plans meant that resources should continue to be devoted towards this area.** **The School Counselor dealt with 63 student cases, 97 joint family counseling sessions which were equivalent to 109 interview hours and 320 individual student counseling sessions equivalent to 980 hours**

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	This area has been the focus of previous CEG's for three main reasons: It is an area that if not using an external specialist, will dramatically add to staff workloads. This particular area has become an important part of the College's work, particularly as academic demands increase upon both staff and students. Previous success in this area has proven that money spent on this initiative is indeed money well allocated as implemented tasks are properly achieved.	1. to use an established framework with clear procedures to identify and assist students who are either gifted or have learning difficulties. That is, via the Early Identification Scheme (EIS).		Remedial programs, an individual education plan (IEP) for students with learning difficulties and the development of enrichment activities by individual teaching departments		2. A decline in the rate of such students missing homework, and failing to meet promotion criteria.	Promotion and homework data	**183 parent phone call enquiries and 85 school personnel based discussions regarding student developmental issues were also conducted.** **During the year, a total of 14 cases were referred by teachers and the to the School Counselor for individual counseling work, relating to academic issues, primarily inadequate study skills.**
		2. to work with both the College's Academic Affairs and Guidance and Counseling teams to develop criteria that	Students with varied abilities requiring attention can be identified as soon as possible	Follow-up and monitoring of student progress throughout the school year.		3. Improved academic attainment by this group of students	Self-evaluation by the School Counselor	
		3.to collaborate in the organization of both remedial programmes and programmes that meet the needs of students who require more individual	Not only can teacher workload be reduced, but the strategies developed can be more reflective of a wider range of opinions.	Creating parent workshops throughout the whole school year.				

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	Information gained from our participation in APASO and from the SSE 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 as indicated by the College's Development Plan The College is finding that disciplinary problems are not frequent though students are more likely to require counseling for problems related to study skills, thus the need for individual counseling. This was very much evident during the previous year in terms of the nature of the work required of the School's Counselor.	4.to work collaboratively with the parents of these students parents to maintain and evaluate their progress 5. to support parents through counseling meetings and "Parent Education" workshops. To work with the staff member designated as being the head of the EIS Committee. This year the EIS will come under the direction of the Student Affairs section. The rationale being that extra resources and time need to be devoted to this area. To guide students who may be finding it difficult adapting to the demands of senior study.	The school will create a better studying atmosphere and a more effective educational environment. Students will understand their own educational needs and abilities as a result. Better communication with parents who have students with individual needs Students who are at 'academic risk' can receive more individual attention and be less likely to be in danger of repeating	Individual meetings (amongst Parents/Teachers /School Counselor/Students) to be held throughout the whole school year, particularly when students are identified as having problems.		4.Enhanced parents', teachers' and students' own awareness of their needs and competence. 5. Having clear procedures for identifying both struggling students, and students who require acceleration and an overall plan for each of the students concerned.	Evaluation by teachers and by the school Principal Self-assessment by such students and their parents	**Achieved as planned** **By the end of the year, 20 (90%) of all repeaters met promotion criteria**