

Report concerning the use of the Capacity Enhancement Grant 2007-2008

Task Area	Major Area(s) of Concern	Implementation Plan	Benefits Anticipated	Implementation schedule	Resources Required	Performance indicators	Report
The diverse special learning needs of students	<p>This builds upon previous work done before 2007-08 whereby a framework was created that addressed the following:</p> <ol style="list-style-type: none"> a. To identify clientele that needed help, b. To be timely, c. To show intervention d. To have close monitoring <p>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.</p>	To continue to employ one fully experienced school counselor to work full time at the College concerning the following main tasks:	<p>Teachers can reduce their workload in handling such students via this scheme and follow-up programs.</p> <p>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</p>	An implementation framework was initially developed in 2004/05 and has been revised in subsequent years.	<p>The employment of a full time Senior School Counselor.</p> <p>The cost of which = (\$41, 953 x 12), plus MPF (12,000) =</p> <p>Grand Total:</p> <p>(\$515,220)</p>	1. At least 10 students from both categories have been identified and have programmes created for them.	<p>This area was implemented as planned.</p> <p>The success of the plan has meant that the staff member employed, who has left the College will be replaced in the coming year</p> <p>The School Counsellor dealt with 44 student cases and held 39 joint family counselling sessions that required 167 interview hours. The Counsellor also received a total of 216 parental phone calls.</p>

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		1. to use an established framework with clear procedures to identify and assist students who are either gifted or have learning difficulties.		Remedial programs, an individual education plan (IEP) for students with learning difficulties and the identification of students who require acceleration to be carried out by mid-November 2007, and throughout the following school year.		2. A decline in the rate of such students missing homework, and failing to meet promotion criteria.	This was achieved as planned
		2. to work with both the College's Academic Affairs and Guidance and Counseling teams to develop criteria that identifies students in category 1, above.	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 of both groups of students	This was achieved as planned
		3. to collaborate in the organization of both remedial programmes and programmes that meet the needs of students who require more accelerated learning.	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.			This was achieved as planned
		4. to work collaboratively with the parents of these students parents to maintain and evaluate their progress	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.	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.	This was achieved as planned

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		<p>5. to support parents through counseling meetings and “Parent Education” workshops.</p> <p>6. to carry out a summer programme for students who may need extra time to develop key competencies before being promoted to a higher form.</p>				<p>5. Having clear procedures for identifying both struggling students, and students who require acceleration and an overall plan for each of the students concerned.</p>	<p>This was achieved as planned</p> <p>This was amended after the success of the methods undertaken above</p>

Report concerning the use of the Additional Capacity Enhancement Grant 2007-2008

Task Area	Major Area(s) of Concern	Implementation Plan	Benefits Anticipated	Implementation schedule	Resources Required	Performance indicators	Assessment Mechanism	Report
To further relieve Teachers' workload in key curriculum areas so that the staff concerned can better concentrate upon the development of core TSA student-related competencies, particularly in language competency, and overall academic development.	Assisting the introduction of a new course, Chinese as a Second Language (CSL) so as to relieve teachers workload	1. To employ a Teaching Consultant from the Mainland to: a) aid the development of appropriate curriculum, b) to operate a tutorial room for those who need help in Chinese Language.	1. That the difficult introduction of CSL has a much smoother transition 2. That small class teaching can occur 3. That staff can be freed to concentrate upon other tasks. 4. That language development as a core skill can be aided by the use of native speakers.	From September 2007 onwards	The employment of a full time teaching consultant from September 2007 at a monthly salary of about HK\$15000, totally for the year: HK\$180 000	A reduction in the teaching duties of those in the English and Chinese departments	Individual Department evaluation	This was achieved as planned. The teacher has returned to the Mainland following her one year secondment and has been replaced All of the listed employees were employed and were successfully used in their respective areas as indicated. Performance indicators were met as can be seen from the AA report within the School's report.
		2. To employ a native speaking Gap year student from abroad to aid in authentic language acquisition and development.			The employment of a GAP year student at a monthly salary of \$5,000 HK\$60 000			
	Ameliorating the growing logistical demand made upon the Academic Affairs area so as to relieve teachers workload	To employ an additional Office Assistant to solely work with the Academic Affairs team.	To improve all aspects of Academic Affairs logistical work, enabling other curriculum tasks to be done.	From September 2007 onwards	The employment of an additional Office Assistant at a monthly salary of HK\$15000 plus \$HK 12,000 MPF HK \$192 000	The achievement of a wider range of curriculum related tasks as a result of this extra help	Evaluation by both the DP (AA) and The Principal	
	Assisting teachers in aiding students who have trouble with handing in homework on time	To employ a group of some 9 ex-students to act as helpers and supervisors of the daily homework detention.	Providing a suitable environment for future remedial work	From September 2007 onwards	The employment of 9 student helpers at a session rate of HK\$150 HK\$54 000 Grand Total: HK\$486 000	A reduction in the rate of homework related recidivism of consistent offenders	Evaluation by both the DP (AA) and The Principal	