

**HKMA David Li Kwok Po College**  
**Report concerning the use of the Capacity Enhancement Grant 2008-2009**

<b>Task Area</b>	<b>Major Area(s) of Concern</b>	<b>Implementation Plan</b>	<b>Benefits Anticipated</b>	<b>Implementation schedule</b>	<b>Resources Required</b>	<b>Performance indicators</b>	<b>Assessment Mechanism</b>	<b>Report</b>
The diverse special learning needs of students	<p>This builds upon previous work done before 2008-09 whereby a framework was created that addressed the following:</p> <ol style="list-style-type: none"> <li>a. To identify clientele that needed help,</li> <li>b. To be timely,</li> <li>c. To show intervention</li> <li>d. To have close monitoring</li> </ol> <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>	<p>To continue to employ one fully experienced school counselor to work full time at the College concerning the following main tasks:</p>	<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> <p>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.</p>	<p>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.</p>	<p>The employment of a full time Senior School Counselor.</p>	<p>1. At least 10 students from both categories have been identified and have programmes created for them.</p>	<p>EIS data</p>	<p><b>This area was implemented as planned.</b></p> <p><b>The success of previous plans meant that resources continued to be devoted towards this area.</b></p> <p><b>The School Counselor dealt with 65 student cases that required 222 interview sessions.</b></p> <p><b>The Counselor also received a total of 99 parental phone calls.</b></p>

Task Area	Major Area(s) of Concern	Implementation Plan	Benefits Anticipated	Implementation schedule	Resources Required	Performance indicators	Assessment Mechanism	Report
	<p>This area has been the focus of previous CEG's for three main reasons:</p> <ol style="list-style-type: none"> <li>1. It is an area that if not using an external specialist, will dramatically add to staff workloads.</li> <li>2. This particular area has become an important part of the College's work, particularly as academic demands increase upon both staff and students.</li> <li>3. The last aspect is that previous success in this area has proven that money spent on this initiative is indeed money well allocated as implemented tasks are properly achieved.</li> </ol>	<p>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).</p>		<p>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 2008, and throughout the following school year.</p>		<p>2. A decline in the rate of such students missing homework, and failing to meet promotion criteria.</p>	<p>Promotion and homework data</p>	<p><b>During the year, a total of 80 cases were referred by teachers, the AA team and parents to both the School Social Worker and the School Counselor for individual counseling work, relating to academic issues.</b></p> <p><b>Achieved as planned</b></p>
		<p>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.</p>	<p>Students with varied abilities requiring attention can be identified as soon as possible</p>	<p>Follow-up and monitoring of student progress throughout the school year.</p>		<p>3. Improved academic attainment by both groups of students</p>	<p>Self-evaluation by the School Counselor</p>	
		<p>3. to collaborate in the organization of both remedial programmes and programmes that meet the needs of students who require more accelerated learning.</p>	<p>Not only can teacher workload be reduced, but the strategies developed can be more reflective of a wider range of opinions.</p>	<p>Creating parent workshops throughout the whole school year.</p>				
		<p>4. to work collaboratively with the parents of these students parents to maintain and evaluate their progress</p>	<p>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.</p>	<p>Individual meetings (amongst Parents/Teachers/School Counselor/Students) to be held throughout the whole school year, particularly when students are identified as having problems.</p>		<p>4. Enhanced parents', teachers' and students' own awareness of their needs and competence.</p>	<p>Evaluation by teachers and by the school Principal</p>	

<b>Task Area</b>	<b>Major Area(s) of Concern</b>	<b>Implementation Plan</b>	<b>Benefits Anticipated</b>	<b>Implementation schedule</b>	<b>Resources Required</b>	<b>Performance indicators</b>	<b>Assessment Mechanism</b>	<b>Report</b>
		5. to support parents through counseling meetings and “Parent Education” workshops.	Better communication with parents who have students with individual needs			5. Having clear procedures for identifying both struggling students, and students who require acceleration and an overall plan for each of the students concerned.	Self-assessment by such students and their parents	<b>Achieved as planned</b>