

# HKMA David Li Kwok Po College

## Incorporate Management Committee 2017/18

### Report on the use of the Capacity Enhancement Grant 2016-2017

#### 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 staff member 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 as indicated by the College's Development Plan. It has also become increasingly evident that the employment of such a staff member can help reduce, to no small extent, teachers' workload within 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) The number of counselling cases she handled was as many as 109 cases. Totally 424 counseling sessions have been provided to students. Another 13 collateral contacts with outside professionals and three home visits/escorts for students/families have also been made aiming to understand students' issues.
- (b) 194 sessions of phone-call consultations/interviews were conducted for parents, with 10 referrals made to various specialists (e.g. clinical psychologists and psychiatrists) after the phone-call consultations/interviews. She also conducted 40 case-interviewing sessions with parents, and 22 joint interviews with teachers and families within the campus. She participated in over five case conference meetings with teachers, and 130 times of consultation and/or information case sharing with a number of teachers. On average, the Counselor had sharing/discussion with a referring teacher two to eight times after receiving his/her referral.
- (c) The Counselor took up seven EIS cases (involving repeating students) during the year. Additional tutorial classes, personal guidance, instruction, parent interviews and training workshops were organized for the students. After her intervention, most of the students improved in their homework submission rates in order to meet the school's required standard. There was also a general improvement in their academic results. Six of them eventually secured promotion to the next Form. During the summer holidays before the start of the school year, she conducted a summer program for the S1 and S2 repeaters and a workshop for their parents. These apart, three workshops were organized for S3 to S5 repeating students to help them adapt and improve their study skills before commencement of the new school year.

- (d) Two training sessions and a two-day-one-night training camp were provided by the Counsellor to the school's peer counselors to equip them with the skills to support some S1 students who had encountered problems during the transition period from P6 to S1.
- (e) The Counsellor took charge of the 'Moody's RiseUp', a program co-organized with Kely Support Group to help S4 Non-Chinese students to develop life skills, enhance self-expression skills and improve in networks and aspirations. The program included 10 training sessions, 3 field trip/external workshops, an exhibition and a formal opening in "PMQ" (a place to nurture local designers, provide a stage for creative happenings and allow visitors to experience creative lifestyle) where works completed by the students were displayed. The students' feedback on the programme was very positive.
- (f) The Counsellor acted as the supervisor of the 'Sky Teen Volunteer' Group'. Six sessions of training were arranged for the students concerned who subsequently delivered over 20 hours of voluntary service (including internal school services and NGO services) for the persons in need.
- (g) The School Counsellor had provided support to the Discipline Team and Guidance and Counseling Team in devising and running the programmes of the S1 camp in August 2016 and the S4 camp in November 2016 respectively.
- (h) As a member of the SEN Coordinating Group, the Counsellor not only provided advice to the planning of support measures for SEN students, but also helped out in the workshops organized by the Group.
- (i) The counselor helped the school to conduct analyses based on the data collected from 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. Arrangement of Workshops for SEN students

During the 2016/17 academic year, the school organized a 7-session workshop (which was conducted by a clinical psychologist) to help six targeted students enhance their social skills. Apart from this, a 10-session workshop conducted by a dyslexia specialist was organized for five students encountering difficulties in writing and reading. Feedback from both workshops was positive. These workshops would continue to be held in the following academic year.