

**HKMA David Li Kwok Po College**  
**Incorporate Management Committee 2018/19**  
**Plan concerning the use of the Capacity Enhancement Grant 2018-2019**

Major Area of Concern	Implementation Plan	Benefits Anticipated	Implementation schedule	Resources Required	Performance indicators	Assessment Mechanism	Person-in-Charge
<p>The College finds that disciplinary problems at the school are not frequent though students are more likely to require individual counselling for problems related to study skills.</p>	<p>To continue to employ an experienced school counselor to work full time at the College. She will:</p> <ul style="list-style-type: none"> <li>- work with both the College's Academic Affairs and Guidance &amp; Counseling Teams to develop criteria for identifying students who need special individual help;</li> <li>- collaborate with teachers in organizing remedial programmes for the needy students;</li> <li>- work collaboratively with the parents of needy students,</li> </ul>	<ul style="list-style-type: none"> <li>- The use of a specialist can help teachers in their communication with parents. Teachers can then concentrate on other core activities such as classroom teaching.</li> <li>- Intervention by a specialist will help ensure the time allocated to students in need is used effectively.</li> <li>- Students with varied abilities who require attention can be identified as soon as possible.</li> <li>- The school will be better poised to create a better studying</li> </ul>	<ul style="list-style-type: none"> <li>- Remedial programs, an individual education plan (IEP) for students with learning difficulties throughout the school year.</li> <li>- Follow-up actions and monitoring of students' progress throughout the school year.</li> <li>- Organizing parent talks &amp; workshops throughout the whole school year.</li> <li>- Individual meetings (with parents/ teachers/ students) to be held throughout the whole school year,</li> </ul>	<ul style="list-style-type: none"> <li>- Employment of a full-time School Counselor.</li> <li>- Fee for talks/ workshops: Approximately: \$10,000</li> </ul>	<ol style="list-style-type: none"> <li>1. At least 40 students receiving individualized support in the school year.</li> <li>2. At least 60% of SEN cases receiving individualized support in the year (the remaining 40% to be taken care of by the School Social Worker).</li> <li>3. At least one talk/workshop organized for parents in the year.</li> <li>4. At least two workshops organized for teachers in the year.</li> <li>5. Improvement shown in</li> </ol>	<ol style="list-style-type: none"> <li>1. Evaluation by participating teachers and Deputy Principal (Student Affairs)</li> <li>2. Self-evaluation by the School Counselor</li> <li>3. Self-assessment by client students and their parents</li> </ol>	<p>Principal, Deputy Principal (Student Affairs), Assistant Principal (Academic Affairs) and Head of Student Enhancement Team</p>

Major Area of Concern	Implementation Plan	Benefits Anticipated	Implementation schedule	Resources Required	Performance indicators	Assessment Mechanism	Person-in-Charge
	<p>evaluating from time to time their child's progress;</p> <ul style="list-style-type: none"> <li>- support parents through counseling meetings and "Parent Education" workshops;</li> <li>- work with the staff member designated as the head of the Early Identification Scheme (EIS) Committee;</li> <li>- provide training to teachers on how to help students with special learning needs; and</li> <li>- provide training for students with special educational needs (viz SEN students).</li> </ul>	<p>atmosphere and educational environment. Students will understand their own educational needs and abilities as a result.</p> <ul style="list-style-type: none"> <li>- The strategies developed for helping needy students can be more reflective of a wider range of opinions.</li> <li>- Students who are at 'academic risk' can receive more individual attention and will less likely be in danger of repeating.</li> </ul>	<p>particularly when students are identified to be having problems.</p>		<p>academic performance and behavior of client students.</p> <ol style="list-style-type: none"> <li>6. A lift in students' own awareness of needs and competence.</li> <li>7. At least two workshops organized for SEN students.</li> </ol>		