

HKMA David Li Kwok Po College
Plan concerning the use of the Capacity Enhancement Grant 2016-2017

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 counselling for problems related to study skills, thus the need for individual counselling.</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"> - work with both the College's Academic Affairs and Guidance & Counseling teams to develop criteria for identifying students who need special individual help; - collaborate with teachers in organizing remedial programmes for the needy students; - work collaboratively with the parents of the needy 	<ul style="list-style-type: none"> - The use of a specialist can help teachers in their communication with parents. Teachers can then concentrate upon other core activities, such as classroom teaching. - Intervention by a specialist will help ensure the time allocated to students in need can be used effectively. - Students with varied abilities requiring attention can be identified as soon as possible. - The school will be better poised to create a 	<ul style="list-style-type: none"> - Remedial programs, an individual education plan (IEP) for students with learning difficulties throughout the school year. - Follow-up actions and monitoring of students' progress throughout the school year. - Organizing parent talks & workshops throughout the whole school year. - Individual meetings (with parents/ teachers/students) to be held throughout the whole school 	<ol style="list-style-type: none"> 1. Employment of a full time School Counselor. The cost of which = (monthly salary x 12), plus MPF 2. Fee for workshops 	<ol style="list-style-type: none"> 1. At least 40 students have been identified and received individualized support in the school year. 2. At least one talk/workshop is organized for parents in the year. 3. At least two workshops for teachers in the year. 4. A decline in the rate of students missing homework, and failing to meet promotion criteria. 5. Improved academic attainment by 	<ol style="list-style-type: none"> 1. Evaluation by participating teachers and Principal. 2. Self-evaluation by the School Counselor. 3. Self-assessment by client students and their parents. 	<p>Principal, DP (SA), AP (AA) & EIS Coordinator</p>

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	<p>students, evaluating from time to time their child's progress;</p> <ul style="list-style-type: none"> - support parents through counseling meetings and "Parent Education" workshops; - work with the staff member designated as being the head of the EIS Committee; - provide training to teachers on how to help students with special learning needs. 	<p>better studying atmosphere and a more effective educational environment. Students will understand their own educational needs and abilities as a result.</p> <ul style="list-style-type: none"> - The strategies developed for helping needy students can be more reflective of a wider range of opinions. - Students who are at 'academic risk' can receive more individual attention and be less likely to be in danger of repeating. 	<p>year, particularly when students are identified as having problems.</p>		<p>the client students.</p> <p>6. A lift in students' own awareness of their needs and competence.</p>		