

HKMA David Li Kwok Po College

Incorporate Management Committee 2018/19

Career and Life Planning Education Report 2017/18

Objective 1: *To nurture positive characters and develop skills important for students' personal and careers development*

Strategy	Evaluation
<p>1. To organize a variety of programmes that help students develop positive characters, thus becoming</p> <ul style="list-style-type: none"> - self-disciplined, respectful and polite - self-directed and self-motivated - responsible - caring - inquisitive 	<ul style="list-style-type: none"> • The S1 Orientation Programmes, S1 Camp and S4 Training Camp have helped students concerned to learn values such as self-discipline, respect, politeness, sense of responsibility and caring to others. Over 90% of participants agreed that the above programmes could help them develop those characters. • 35 Personal Development Programmes were held during Friday Afternoon lessons focused on nurturing positive values. Overall, 91.4% of students had positive feedback on these programmes. Positive characters were also constantly emphasized in the Friday Morning Assemblies. About 80% of the students agreed that these programmes had helped them learn the values. • A total of 15 programmes were produced by Campus TV and 7 Panda Radio programmes by the G&C Team. These programmes aimed at nurturing positive values in students, arousing their awareness in social issues, developing them to be global citizens as well as helping them to be more self-directed and self-motivated in learning. Some 90% of students had positive feedback on these programmes. • Activities such as lyrics rewriting competition and video production competition provided students with not opportunities to reflect on positive values and to practise self-learning. • In many programmes, including S1 Camp, S1 Orientation, Tie Tying Competition, community services and house activities, student helpers from higher forms were recruited to take care of younger ones who always found their big brothers and sisters caring and helpful.

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	<ul style="list-style-type: none"> • To further support new S1 students, the G&C continued its Peer Counseling Scheme. 28 peer counselors were recruited. In the first term, Peer Counsellors entered the S1 classrooms to ‘chat and play’ with the freshmen every Wednesday during lunch time. They answered S1 students’ questions regarding studying and other school activities. This helped lessen S1 students’ stress and worries. In the second term, the peer counsellors were paired up with 28 S1 students and helped them with study related or personal issues. Before major assessments, peer counsellors helped their mentees make preparations during lunch time. Workshops and a training camp were organized at the beginning of the school year to equip the peer counsellors with the skills to care for their mentees. A tour to the Ocean Park was also organized for both mentors and mentees to enjoy a happy time together. Training programmes, including workshops and training camp, were organized to equip peer counsellors with skills to take care of their younger schoolmates. Positive feedback was received from both the mentees and mentors. • 2 workshops were organized for selected S1 students to help them enhance self-understanding, self-management, self-discipline and communication skills. A programme entitled “Colorful Life” was organized for selected S3 students to help them develop self-management skills and positive thinking. It included 12 workshops and an overnight camp. Another programme - “Joyful@School” - was organized for selected S2 and S3 students to develop their self-discipline, self-management, sense of responsibility and resilience. A group of 10 S1 students were arranged to join the Pupil Ambassador Programme co-organized with EDB. The participants joined school-based workshops, developmental day camp and small-group activities aiming to promote positive values at school. A lunch time programme promoting care was also organized and which turned out to be very successful. • The S1 Rainbow Leadership Programme helped 28 selected students enhance self-esteem and inter-personal skills and learn positive values including care and respect through workshops and adventure-based activities and camp. Participants expressed that they felt grateful for the care shown by teachers and NGO staff. Parents also provided good support to and had positive feedback on the Programme.

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	<ul style="list-style-type: none"> • The Secret Angel programme was organized to to promote love and care. • A summer programme was organized for S3 repeaters before the start of the year. Discussions related to self-discipline, responsibility, inquisitive and self-motivation were held. All of them found the programme useful. • Effort was made to improve students' attendance and punctuality. A punctuality competition was organized in each term and students were constantly reminded of their responsibility to attend school and to attend school punctually. • The Community Service Scheme continued to provide an effective means to help students to be caring and to show care and love to others. In this school year, students completed a total of 22,274 service hours (serving inside and outside the school). As revealed by a school survey, 92.9% of the students agreed that the Community Service Scheme had helped them show care to others, while 93.7% of the students agreed that community service programmes were meaningful and that community service should be part of their school life. Except special cases (e.g. frequent absence due to personal problems), all students were able to achieve the school's requirement for service hours. • 579 students got the service awards including 307 Merit, 181 Bronze Award, 58 Silver Award, 33 Gold Award. • Form-based activities were organized for students to serve together with their classmates and class teachers. Examples are the "Cares starts at home", Flag selling, Classroom Cleaning Campaign, visiting elderly in Dragon Boat Festival, Hunger Banquet; Flag selling, visiting elderly in Mid-Autumn Festival; Squatter Camp, etc. • Different community service programmes were organized for all students to join throughout the year. Examples are the <ul style="list-style-type: none"> - Orbis Pin Day and Causal Wear - Day to raise fund for Orbis - ORBIS ambassador programme - Handcrafting with Love - Community Service tour to Gansu - Community Service tour to Cambodia

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	<ul style="list-style-type: none"> • Students' efforts in Community Service were well recognized by other organizations. Awards won included: <ul style="list-style-type: none"> - The Top Fundraising Award – 1st runner-up was received from Orbis in the “Orbis Student Ambassador Campaign 2017-18. Two students were invited to join a Sight-saving Mission Trip to Mongolia. - A Certificate of Appreciation was received from Agency for students' active participation in Volunteer Service. - 19 students got Gold Award, 106 students got Silver Award and 246 students go Bronze Award from Agency for Volunteer Service. The number of awards increased significantly. - Two students won The Kiwanis Community Service Award 2017 from The Kiwanis Club. - HEART TO HEART SCHOOL award from the Hong Kong Federation of Youth Groups was received
<p>2. To provide opportunities for students to develop more confidence and explore their potentials through participating in morning assemblies, ECAs, leadership positions(e.g. class committee, ECA clubs, Houses, Prefect, etc) , public speaking (e.g. speech festival, debate, etc), external competitions</p>	<ul style="list-style-type: none"> • Students were encouraged to take part in ECA as an extension of their self-directed learning. In the school year, 93% of S.1 to S.3 students and 90% of S4 to S5 students joined ECA and school teams. 34 ECA were offered to students providing opportunities for them to learn beyond classrooms and to be self-directed learners. Attendance of ECA was another area in which student must learn to be responsible for. 75% students had 75% or above attendance rate in ECA meetings. 76% of students got good or above performance remarks from the teachers-in-charge. 92% of participating students achieved 70% attendance rate in ECA. • 20 ECA groups set up student committees to help organize activities and handle administrative work. A total of 225 students took up various committee posts this year. • Over 60% of students took part in speech festivals. Students in the English Debate Team took part in a number of debate competitions and achieved very good results. • 250 (or 30%) students were selected to join 12 school sports teams including Athletics Team, Cheerleading team, Swimming team, Boys Football team, Boys and Girls Basketball team, Boys and

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	<p>Girls Badminton team, Boys and Girls Volleyball team, Boys and Girls Table-tennis team. They participated in various inter-school sports competitions scooping a number of awards. For example, the Boys A-grade Basketball Team, Boys C-grade Basketball Team, Boys' Badminton Team and Girls' C-grade Volleyball Team, Girls B-grade Volleyball Team all won championship in various inter-school competitions, the Athletics Team got 1 gold medal and 3 bronze medals in individual events, while the Swimming Team got 1 silver medal and 2 bronze medals in the Inter-school Swimming Competition (D3).</p> <ul style="list-style-type: none"> • Students interested in music were also given training and chances to perform. • 54% of S3 students, 70% of S4 students and 90% of S5 students took up posts in different student organizations. 76 students took up posts in the 4 houses and organized different kinds of activities. • 9 students formed a Student Council cabinet. Apart from organizing activities, they acted as a bridge between the school and students and helped to voice out students' concerns to the school. • 27 students were selected to be prefects. The Prefect Team had regular meetings under the guidance of teachers-in-charge to plan, report and discuss discipline related issues. Two in-house training sessions together with a training camp were organized to help the prefects develop leadership qualities and acquire skills to carry out their duties. Prefects practised the skills learnt and performed well in major school events such as S1 Residential Training Camp, Admission Interviews, Open Days, etc. • 12 students joined the Careers Prefect Team and helped deliver information relating to further studies and career planning to students. Besides, they organized 7 careers talks/sharing during the year.
<p>3. To teach students to set goals and have self-evaluation on their academic studies</p>	<ul style="list-style-type: none"> • All the students set goals for both learning and non-academic areas at the beginning of the year and had mid-term evaluation after the first term examination. Discussions were held in Friday Afternoon lessons on time management and priority setting to foster students' positive attitude towards study and to help them have self-reflection on their self-management. Programmes were produced by the Campus TV to promote good learning attitudes.

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	<p>The Careers Team also arranged S5 students to share their study and time-management skills with S4 students.</p> <ul style="list-style-type: none"> • A series of workshops were organized to help 10 S5 students who lacked motivation in studies to set both short term and long term goals and draw up plans to achieve them. • Mentors in the EIS team helped repeaters set goals at the beginning of the year and closely monitored their progress.
<p>4. To enhance junior-form students' awareness of the importance of self-directed career planning through junior-form careers programmes</p>	<ul style="list-style-type: none"> • 6 Careers and life planning lessons were given to S1 to S3 students respectively helping them have better understanding of their strengths and how they can be related to their future career planning. On average, over 90% of students found these lessons useful and helpful. A careers express activity was held in Form 2 to allow students to explore the working world (Accountant, Boss & Secretary, Youtuber, Doctor, Lawyer, Dubbing Artist, Clinical Psychologist). The feedback was satisfactory.
<p>5. To help senior-form students undertake a multifaceted review and reflection on their learning experience so that they can have a better understanding of their achievements, qualities, abilities through resume writing</p>	<ul style="list-style-type: none"> • All the S6 students learnt resume writing in the unit of Work Place Communication. • English Teachers helped students on writing additional information for JUPAS application.
<p>6. To organize activities to develop positive character traits in students for their future development</p> <ul style="list-style-type: none"> - communication - critical thinking - collaboration - creativity - global citizenship 	<ul style="list-style-type: none"> • Programmes were organized to nurture these characters in students. They ranged from related messages given in Friday Morning Assembly and Friday afternoon PDP, to group activities, inter-class activities/competitions and camps to enhance the communication and collaboration skills among students. Students were also availed of various opportunities to be creative (e.g. lyrics rewriting competition, performances in Friday Morning Assembly; Halloween activities, video production competition, radio programmes production and making DIY products to raise fund for ORBIS). Positive feedback was received from participants of these programmes.

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	<ul style="list-style-type: none"> • 445 S1 to S5 students took up leadership positions at different level and in different committees and group. Formal training programmes were provided to enhance their leadership skills. For example, the Prefect Team had regular meetings with the guidance of teachers in charge to plan, report and discuss discipline related issues. In-house training sessions and a training camp were organized to help prefects to acquire communication and critical thinking skills which would help them carry out their duties. An in-house workshop and a training camp were organized for members of the Student Council Committee and leaders from the ECA Clubs and 4 Houses. Apart from these, teachers' provided guidance that helped students reflect on their learning and gave them valuable advice.
<p>7. To conduct personality test for students to understand their characters for NSS subject choices and career choices</p>	<ul style="list-style-type: none"> • Personality test was given to S2 and S3 students. 89% of the students agreed that they had better understanding about themselves after the test. • All S6 students completed the Personal Globe Inventory.
<p>8. To help senior-form students gain study skills useful in NSS studies</p>	<ul style="list-style-type: none"> • A study-management skills workshop was organized for S4 students. 96% of students found it useful. • A sharing by S5 students on study skills was organized during Friday Afternoon Lesson. 89% of students found it useful. • Campus TV also produced a programmes on learning through reading.

Objective 2 : To provide support to students for making informed and responsible choices

Strategy	Evaluation
<p>1. Provide S3 students with sufficient briefing and counseling for them to make appropriate NSS subject choices through</p> <ul style="list-style-type: none"> - subject briefing by teachers - sharing by senior-form students - individual counseling 	<ul style="list-style-type: none"> • 2 subject briefings were given to S3 students by the AA Team. • Subject sharing was organized for S3 students during Friday Afternoon lessons by the Careers Team. Students in senior forms shared their experience in learning different subjects. Individual counseling was provided when needed. 90% of students found these support useful and were more aware of the factors affecting their subject choices. • An Information Kit was provided to S3 class teachers for conducting counseling.

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<p>2. Provide parents with information regarding NSS subject selection and university admission at</p> <ul style="list-style-type: none"> - curriculum briefing - parents night 	<ul style="list-style-type: none"> • S3 Parents were invited to attend 2 subject briefings. A separate parent night was also organized for S3 parents providing opportunities for them to meet subject panels to ask questions and to know how subject choices could affect university admission. Briefing on JUPAS was also given to parents at Parents' Meeting. At the S6 Parents' Meeting, arrangements were made for careers teachers to station in the classrooms concerned to help answer parents' enquiries.
<p>3. Provide S6 students with sufficient briefing and information about JUPAS choices</p>	<ul style="list-style-type: none"> • 3 briefings on the operation, requirements and registration of JUPAS and E-APP were given. 94% of the students found the briefings helpful. • Personality Globe Inventory also given to teachers to carry out individual and group counselling for JUPAS programmes choice so as to increase the talking point and supply more information to teachers. Alumni were invited to share their reflection and experience in making JUPAS choice selection and their study experience in different institutions. JUPAS information which can be easily accessed at the Careers Team's Website was updated regularly. Relevant materials were also available at the school library. • 85% of students agreed there was sufficient information provided.
<p>4. Provide S5 and S6 students with information regarding multi-pathways including:</p> <ul style="list-style-type: none"> - degree and sub-degree - overseas studies - Taiwan studies - Mainland China studies - vocational training 	<ul style="list-style-type: none"> • 23 careers talks, 11 careers visits to tertiary institutions, 2 careers talks about overseas study and 1 careers information exhibition were organized. 7 career-related news circulars were issued to regularly inform students the useful information days and exhibitions held outside school. 54% S4-6 students visited at least one information day. 89% S4-6 students attended at least one lunch career talk. • A workshop on the introduction and preparation of JUAPS was organized for S4 and S5 students respectively. S5 students were asked to have preliminary selection of 20 JUPAS choices during the summer holiday. 26 S4 and S5 students joined the 3-day Macao Careers and Life Planning Study Tour was organized. The tour included a visit to the Institute for Tourism Studies (IFT) where students explored the future prospect and development of the tourism industry. The feedback was very positive. • Over 90% of the S6 students found there was sufficient information given and an average of 90% of students found the talks and visits useful.

Strategy	Evaluation
5. Provide individual counseling to all S6 students on JUPAS choices	<ul style="list-style-type: none"> • All S6 students received individual counseling from their class teachers or Careers Team teachers. All students found the counseling useful. • A simulation of HKDSE result release was held. 93% of the participants found the programmes useful and 96% of them understood more about the procedures of HKDSE result release and ways to make relevant decision. Individual counseling was also provided after the release of HKDSE result. • 23 S6 students joined the mentorship programme and sought advice from their mentors (alumni) and gained inspiration from the sharing by their mentors.
6. Provide non-Chinese students information regarding tertiary education	<ul style="list-style-type: none"> • A briefing about CSL and French was conducted for S3 NCS students. Group consultation was also provided to the non-Chinese students. • 27 S4 non-Chinese students joined the Multicultural Dream Pursuit Project organized by Caritas Youth and Community Service. Training sessions, career visits and job shadowing exercises were arranged for students to facilitate their life planning and school-to-career transitions. Positive feedback from participants was received. 100% of the participants reflected that they obtained more information about further studies, careers and occupations. 100% of them found that the Project had helped them explore different study pathways and jobs and 91% participants agreed that the Project had addressed non-Chinese students' needs for career planning.
7. Provide S6 students with information regarding Qualifications Framework, networks established by Industry Training Advisory Committees, the competency standards and progression pathways	<ul style="list-style-type: none"> • The information about Qualifications Framework was uploaded to the Careers Team's Website and students were informed about it.
8. Provide students with more career-related information for better decision making	<ul style="list-style-type: none"> • The Careers Team's Website was regularly updated to provide the latest relevant information.
9. Provide parents with career-related information to assist their children in making decisions via <ul style="list-style-type: none"> - School circular - Careers Team's Website 	<ul style="list-style-type: none"> • 7 career-related news circulars were issued to parents. The website is accessible to both students and parents who can get the most updated information. A Careers Information Exhibition and Consultation Counter was organized on the Parents' Day to provide more information about different study pathways.

Strategy	Evaluation
10. Develop more connection with overseas institutions and provide admission information to students and individual counseling	<ul style="list-style-type: none"> The Careers Team tried to develop more connection with overseas institutions during the year. It successfully developed connection with Macquarie University which issued offer to 6 students based on their mock examination result.

Objective 3 : To help students conduct career planning and enhance their readiness for workplace

Strategy	Evaluation
1.Help S3 parents understand students 'performance, strengths and weaknesses at parents' meetings and on parents' days so that they can provide more rational suggestions to their children when making NSS subject selection	<ul style="list-style-type: none"> Parents were invited to all briefings organized for students. A separate parents' night was also organized providing opportunity for parents to meet both subject panels to ask questions and to meet class teachers for further discussion. A parents' evening and a parents' day were also organized for parents to meet class teachers.
2. Provide junior-form students with Career Planning booklets to enhance their reflection on life planning	<ul style="list-style-type: none"> 86% students found the booklets useful and could enhance their self-understanding. 3 booklets were provided to S1 to S3 students respectively. Feedback from class teachers was also positive and they found the booklets and the information useful. The booklet will continue to be used next year.
3. Help repeaters and students who are academically struggling to prepare study plans before the major assessments so that they can be promoted	<ul style="list-style-type: none"> Each repeater was assigned a mentor to closely monitor his/her progress. Study plan was prepared and self-evaluation was carried out by the mentor regularly. Workshops were also held to help them improve study skills in different subjects. A programme named "Dream Catcher" was organized for 10 S5 students who were academically struggling. They were all asked to prepare study plans before the major assessments. Regular lunch meetings were held to discuss goals, evaluation individual strengths and weakness, problems in studies and future career direction.
4. Arrange study skill sharing for S4 students to help them better prepare for the DSE	<ul style="list-style-type: none"> A sharing on study management skill was organized for S4 students. 96% of the participants found the activity useful.
5. To release predicted grades to S6 students so as to motivate them to better prepare for the public examination and make appropriate JUPAS choices	<ul style="list-style-type: none"> Predicted grades were issued to students at the end of S5 and known to their parents.

Strategy	Evaluation
6. Set up a more comprehensive database for S6 students regarding admission requirement based on past results so that students can make better choices	<ul style="list-style-type: none"> The information was made available at the Careers Team website and the school library. 90% of students found the information useful.
7. Organize mock public examination result release to help S6 students understand their progress so as to motivate them to better prepare for DSE and make appropriate study plans for the future	<ul style="list-style-type: none"> A simulation of the release of DSE result was conducted for S6 students. 88% of the participants had positive feedback.
8. Organize programmes to help students acquire generic and employability skills that will help them in their admission interviews and work transitions. These include: <ul style="list-style-type: none"> - interview skills - resume writing skills 	<ul style="list-style-type: none"> Resume writing was taught in S6 English lessons. A Formal Dress Day and a mock interview were arranged. Each student had to prepare a cover letter and resume. 48 S6 students joined the university preparation workshop and the mock interview.
9. Help students to understand the qualities, attitudes and characters employers look for in young employees through sharing of experience and real-life cases by business professionals or alumni	<ul style="list-style-type: none"> S3-S6 students were arranged to take part in programmes that help them understand the requirements of employers and ways to prepare themselves, including sharing by alumni, interview with entrepreneur, JA Company Programmes, JA "It's My Business" Workshop and visits to entrepreneurs. Most of the programmes were led by professional business volunteers from whom students got better understanding of the qualities and attitudes needed at workplace and inspiration about future career planning.
10. Arrange opportunities for students to gain experience from real workplace through <ul style="list-style-type: none"> - Job shadowing / internship 	<ul style="list-style-type: none"> 60 S4 to S5 students were arranged to join job-related experience offered by the EDB, by parents of our college and under MDPP (Annex refers). Two students participated in the summer internship programme at Towngas. Feedback for all of these programmes was very good.
10. Arrange company visits or talks for students to understand more of their careers options	<ul style="list-style-type: none"> 33 career visits/talks were arranged (Annex refers). Over 85% of students had positive feedback.