

HKMA David Li Kwok Po College
Careers and Life Planning Education Report 2014-2015

Objective 1 : To enhance students' self-understanding and development

Strategies	Successful criteria	Method of Evaluation	Responsible unit	Evaluation
1. Plan PDP (personal development programs) to be held during Friday Afternoon Lessons for Junior Form students to help them build positive self-image and enhance their self-esteem	<ul style="list-style-type: none"> a. at least two PDPs for each form b. at least 70% of participating students have positive feedback 	<ul style="list-style-type: none"> a. Annual evaluation of the responsible team b. Students' feedback in GPS 	G&C Team	<p>5 Sessions of PDP (under PATHS) for each of the S1 and S2 classes were arranged.</p> <p>91% of students had positive feedback to the programs</p> <p>2 workshops for S1 and 2 workshops for S3 were conducted during lunch time. All aimed at helping participants understand relevant issues.</p>
2. Provide opportunities for students to develop more confidence and explore their potentials through participating in morning assemblies, ECAs, leadership positions(e.g.	<ul style="list-style-type: none"> a. Participating students have positive feedback b. At least 30% of the junior form students have taken up leadership positions At least 60% of the senior form students 	<ul style="list-style-type: none"> a. Students' survey b. Annual evaluation 	All departments and SA teams	Throughout the year, school provided opportunities for students to develop more confidence and explore potential through taking part in school activities. For Friday Morning Assemblies, over 77% of students agreed that the assemblies gave

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<p>class committee, ECA clubs, Houses, Prefect, etc) , public speaking (e.g. speech festival, debate etc), external competitions</p>	<p>have taken up leadership positions At least 50% of the students have participated in speech festival, music festival or external competition</p>			<p>them chances to show talents and develop more confidence on stage.</p> <p>94% of S1 to S3 and 85% of S4 to S5 students joined ECA/School Team. Many of the activities were organized by students of each ECA committee from where their confidence and leadership skills can be enhanced.</p> <p>Students were encouraged to take up leadership positions to develop confidence and acquire skills needed for their future. During the year, 45% of S1 and S2 students took up leadership positions (mainly in class committees) , 57% of S3 students and 78% of S4 students and 84% of S5 students took up leadership positions in various teams, committees and clubs.</p> <p>The College also encouraged</p>

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				<p>students to participate in external competitions. During the year, all the S2 to S5 classes joined choral speaking and 145 students from S1 to S6 joined the individual competition in the English Speech Festival. 46 students from S2 to S5 and all the S1 students took part in the Choral, Individual or Duo competition in the Chinese Speech Festival.</p> <p>Xxx students joined various competitions in the Music Festival.</p> <p>One S5 class joined the Drama Festival.</p> <p>Apart from the above, a large number of students joined other subject related competition and had good results. The overall participation in external competition was over 90%.</p>

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<p>3. Ask students to set goals and have self-evaluation on their academic studies</p>	<p>a. All students set goals and have mid-term self-evaluation</p>	<p>a. Annual review</p>	<p>G&C Team Class teachers EIS Team</p>	<p>All students were asked to set goals at the beginning of the year and had mid-term evaluation after the first term examination.</p> <p>For participants in EIS Team, each of them had regular evaluation with his/her mentor teacher / social worker / school counselor throughout the year.</p> <p>A series of workshops were conducted for 19 S5 students who were academically struggle. Included in the workshop was goal setting and self-evaluation on their performance in major assessments.</p>
<p>4. Help students understand their career dream / goals through related PDP</p>	<p>a. At least one FA program for S1 and S2 students b. At least 70% of participating students have positive feedback on the program</p>	<p>a. Annual review b. Students' reflection</p>	<p>Careers Team</p>	<p>3 FA programs were conducted for S1 and S2 each. 80% of the S1 students and 75% of S2 students had positive feedback on the programs</p>

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<p>5. Help senior form students have 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>	<p>a. All students have learnt to prepare resume and reflect on their strengths and weaknesses for further improvement - S5 students understand the requirement of resume writing - S6 students learn how to write resume</p> <p>b. At least 70% of participating students find it helpful to understand their strength and weaknesses through resume writing</p>	<p>a. Annual review b. Students' reflection</p>	<p>Careers Team Class teachers English Department</p>	<p>Due to lack of time-slots in Friday Afternoon Lesson, the resume writing program was not organized. Instead, the English teachers helped students on writing additional information for JUAPAS application.</p> <p>Some S5 and S6 Students joined the JA Success Skill Program from which they learnt resume writing skills. Students had positive feedback to the workshop.</p>
<p>6. Organize activities to develop good characters in students for their future development</p>	<p>a. At least 2 programs for each of the characters b. At least 70% of the participating students have positive feedback on</p>	<p>a. Annual review b. Students' reflection/ survey</p>	<p>SA Teams</p>	<p>A large number of programs were organized to nurture these characters in students ranging from Friday afternoon PDP (e.g. discussion inter-personal</p>

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<ul style="list-style-type: none"> - communication - critical thinking - collaboration - creativity - moral citizen 	<p>respective programs</p>			<p>communication skills for in S1,S2 and S4, discussion of sense of citizenship in S5) to group activities (e.g. Smart Teen program for S1 to talk about interpersonal skills), to inter-class activities/competition and camp to enhance the communication and collaboration skills among students to opportunities for students be creative (e.g. performance at Friday Morning Assembly; class T-shirt design and Halloween activities, video production competition, making key chain for charity sale to raise fund for ORBIS, 5/F garden design competition) and discussions to develop critical thinking.</p> <p>Formal training programs were provided to student leaders to</p>

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				<p>enhance these skills. A lot of the programs at school were organized by students to apply the skills learnt and they were opportunities for students to develop good characters. Teachers' provided guidance that helped students to reflect on their learning and gave them valuable advices.</p> <p>For all the activities held, over 80% of the participants had positive feedback.</p>
<p>7. To conduct personality test for students to understand their characters for NSS subject choices and career choices</p>	<p>a. All the S3 students have had the test to help them make subject selection choices</p> <p>b. All the S4 students have had test to help them understand more of their career options</p>	<p>a. Annual review</p> <p>b. Annual review</p> <p>c. Annual review</p>	<p>Careers Team School Counselor</p>	<p>Personality test was given to S3 students to help them make subject selection choices.</p> <p>S4 students had test and discussion to help them understand more of their career options.</p>

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	c. Provide in depth individual personality test			<p>The Personal Globe Inventory was introduced for S5 and S6 students to have personality test.</p> <p>Workshop on “Personality Dimensions” was organized for S5 students by the school counselor</p> <p>Personality test for subject selection was also uploaded by the Careers Team at its website.</p>

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

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<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 	<p>a. At least 70% of the S3 students agree there is sufficient information and support given to them on subject selection</p>	<p>a. Students' survey</p>	<p>Careers Team AA Team Departments</p>	<p>2 subject briefing by teachers and 1 subject sharing by senior form students were organized for S3 students during Friday Afternoon Lessons.</p> <p>5 lunch-time sharing sessions by senior form students were also arranged for S3 students to have further discussion with big brothers and sisters about their choices of NSS subjects.</p> <p>Individual counselor was carried out by class teachers and Careers Team teachers on request.</p> <p>An average of 85% of the students found the programs useful and could provide them support on subject selection.</p>

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<p>2. Provide parents with information regarding NSS subject selection at</p> <ul style="list-style-type: none"> - curriculum briefing - parents night 	<p>a. Briefing for parents are held</p>	<p>a. Annual review</p>	<p>AA Team Careers Team</p>	<p>Parents were invited to all the briefing to students.</p> <p>A separate parent night was also organized to provide opportunity for parents to meet subject panels to ask Information regarding Information Days of the institutions were given to students and parents via circular and the Careers Team website.</p> <p>Parents were given updated information JUPAS and its application progress at the S6 Parents' Meeting.</p> <p>Relevant information was also given to S6 parents' through the class teachers at the S6 Parents' Day.</p> <p>To better prepare students for JUPAS admission process, S5 parents were briefed at the S5 Parents' Meeting so that they could help S5 student in the process.</p> <p>A workshop on the introduction and preparation of JUAPS was organized</p>

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				<p>for S5 students. S5 students were asked to have preliminary selection of 20 JUPAS choices during the summer holiday.</p> <p>S5 and S6 students were required to attend at least two Information Days of institutions participated in JUPAS admission system.</p> <p>Over 90% of the S6 students found there was sufficient information given and an average of 85% of students found the talks and visits useful.</p>
<p>3. Provide S6 students with sufficient briefing and information about JUPAS choices</p>	<p>a. As least 70% of S6 students agree there is sufficient information provided</p>	<p>a. Student survey</p>	<p>Careers Team</p>	<p>Information regarding multi-pathways was uploaded to the Careers Team website and updated regularly.</p> <p>16 talks and 9 careers visit were organized for S5 and S6 students to gain more information about their future possibilities.</p> <p>A briefing on E-APP and Non-JUPAS study option was given.</p>

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				<p>2 Information Exhibitions were held with 8 institutions and 6 institutions coming and providing information about local and overseas studies.</p> <p>Agreements were signed 2 Taiwan universities.</p> <p>Alumni were invited to share their experience and joined the mentorship program</p> <p>Over 85% of the students on average agreed there was sufficient information given.</p>
<p>4. Provide S5 and S6 students with information regarding multi-pathways including: - degree and sub-degree</p>	<p>a. As least 70% of S6 students agree there is sufficient information provided</p>	<p>a. Student survey</p>	<p>Careers Team</p>	<p>Questions and to meet class teachers for further discussion.</p> <p>Parents also got information and discussed the issue with class teachers at the S3 Parents Meeting.</p>

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<ul style="list-style-type: none"> - overseas studies - Taiwan studies - Mainland China studies - vocational training 				
<p>5. Provide parents with information regarding NSS subject selection at</p> <ul style="list-style-type: none"> - curriculum briefing - parents night 	<p>b. Briefing for parents are held</p>	<p>b. Annual review</p>	<p>AA Team Careers Team</p>	<p>Questions and to meet class teachers for further discussion. Parents also got information and discussed the issue with class teachers at the S3 Parents Meeting.</p>
<p>6. Provide S6 students with sufficient briefing and information about JUPAS choices</p>	<p>b. As least 70% of S6 students agree there is sufficient information provided</p>	<p>b. Student survey</p>	<p>Careers Team</p>	<p>A briefing on the operation, requirements and registration JUPAS was arranged. Alumni were invited to share their reflection and experience in making JUPAS choices selection and study experience in different institutions. A workshop on JUPAS interview techniques (for Elite group students) was organized.</p>

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				<p>Latest JUPAS information can be easily assessed at the Careers Team website. It was updated regularly. Relevant materials were also available at the school library. Total of 6 visits to universities (in JUPAS) and admission talks by faculties were arranged.</p>
<p>7. Provide individual counseling to all the s6 students on JUPAS choices</p>	<p>a. All the S6 students received individual counseling from class teacher or careers teacher</p> <p>b. At least 70% of the S6 students find it useful</p>	<p>b. Students' survey</p>	<p>Careers Team Class teachers</p>	<p>All the S6 students received individual counseling from their class teachers or Careers Team teachers. All the students found the counseling useful.</p> <p>Individual counseling was also provided after the release of HKDSE result.</p>
<p>8. Provide non-Chinese students information regarding tertiary education</p>	<p>a. All the S6 non-Chinese students are given relevant information</p>	<p>a. annual review</p>	<p>Careers Team</p>	<p>A talk on further studies and careers option for non-Chinese students in Hong Kong was organized.</p>

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<p>9. Provide S6 students with information regarding Qualifications Framework, networks established by Industry Training Advisory Committees and the competency standards and progression pathways developed for the respective industries</p>	<p>a. All the S6 students are provided with such information</p>	<p>a. annual review</p>	<p>Careers Team</p>	<p>The information about Qualifications Framework was uploaded to the Careers Team website and students were informed about it.</p>

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

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<p>1. Help S3 parents to understand students performance, strengths and weaknesses at parents' meeting and on parents' day so that they can provide more rational suggestions to their children when making NSS subject selection</p>	<p>a. relevant information is provided to parents at the two occasions 3 booklets were provided to S1 to S3 students respectively. Feedback from class teachers were positive and they found the booklets and the information useful. The booklet will continued be used next year but issued on yearly basis instead of lesson basis.</p>	<p>a. annual review</p>	<p>AA Team Careers Team Class teachers</p>	<p>Parents were invited to all the briefing to students. A separate parent night was also organized to provide opportunity for parents to meet subject panels to ask questions and to meet class teachers for further discussion. Parents also got information and discussed the issue with class teachers at the S3 Parents Meeting.</p>
<p>2. To provide junior form students Career Planning booklets to enhance their reflection on life planning</p>	<p>a. booklets are provided to students b. class teachers find the booklets useful</p>	<p>a. annual review b. feedback from class teachers</p>	<p>Careers Team</p>	<p>3 booklets were provided to S1 to S3 students respectively. Feedback from class teachers were positive and they found the booklets and the information useful. The booklet will continued be used next year but issued on yearly basis instead of lesson basis.</p>

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<p>3. Help repeaters and students who are academically struggling to prepare study plans before the major assessments so that they can be promoted</p>	<p>a. study plan is prepared by every student in EIS scheme</p>	<p>a. annual review</p>	<p>EIS Team</p>	<p>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 held to help them improve study skills in different subjects. 20 out of 26 students were promoted. Program named "Dream Catcher" was organized for 19 S5 students who were academically struggling in the second term. They were all asked to prepare study plan before major assessment. 16 students were promoted to S6.</p>
<p>4. Arrange study skill sharing for S4 students to help them better prepare for DSE</p>	<p>a. At least 1 sharing in the school year</p>	<p>a. annual review</p>	<p>Careers Team</p>	<p>A sharing on study skills by S5 students was arranged for S4 students during Friday Afternoon Lesson. 86% of students found sharing useful.</p>

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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	a. Predicted grades are released to S6 students	a. annual review	AA Team	Predicted grades were issued to students and known to their parents.
6. Set up a more comprehensive database for S6 students regarding admission requirement based on past results so that students can make better choices	a. the database is set up b. At least 70% of participating students find the information useful	a. annual review b. students survey	Careers Team	The information was made available at the Careers Team website and the school library.
7. Organize mock public examination result release to help S6 students understand their progress so as to motivate them to better	a. a mock result release is conducted b. At least 70% of participating students have positive feedback	a. annual review b. students' feedback	Careers Team	A mock HKDSE result release was successfully organized.

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<p>prepare for DSE and make appropriate study plans for the future</p>				
<p>8. Organize programs to help students acquire generic and employability skills that prepare them for admission interview and transition of work.</p> <ul style="list-style-type: none"> - interview skills - resume writing skills 	<p>a. at least one activity for each of the skills</p> <p>b. participating students find the activities useful and have positive feedback</p>	<p>a. annual review</p> <p>b. students' feedback</p>	<p>Careers Team</p> <p>BAFS Dept (JA)</p> <p>English Dept</p>	<p>A Formal Dressing Day as organized to help S6 students understand some of the manner needed at workplace. Both teachers and students had positive feedback on this program.</p> <p>A mock interview was arranged on the Formal Dressing Day. 87% of students found the mock interview useful.</p> <p>A talk on interview skill was given to S5 students.</p> <p>The resume writing workshop to be jointly organized with the English Dept was not organized as there was not enough time. Instead, the English teachers helped students on writing additional information for JUAPAS application.</p>

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				S5 and S6 student were arranged to join 2 JA Success Skill workshop from which they learnt resume writing and interview skills. Very positive feedback was received from participants as the workshops were led by business volunteers from big companies. A group of students also had a chance to have the workshop at Bloomberg's office in Hong Kong.
<p>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</p>	<p>a. at least two relevant programs are organized b. At least 70% of participating students have positive feedback</p>	<p>a. annual review b. students' feedback</p>	<p>Careers Team BAFS Dept (JA) Campus TV</p>	<p>S4-S6 students were arranged to take part in programs that help them understand the requirements of employers and ways to prepare themselves including JA Readiness Talk, JA Success Skill Workshop, JA Company Programs, JA "It's My Business" Workshop. All these programs were led by professional business volunteers from whom students got better understanding of the qualities and attitudes needed at</p>

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				<p>workplace and inspiration about future career planning.</p> <p>A group of S5 students visited the American Chamber of Commerce and met its president who inspired students with his own success stories.</p> <p>Feedback from participants for all the above programs was good.</p>
<p>10. Arrange opportunities for students to gain experience from real workplace through</p> <ul style="list-style-type: none"> - Job shadowing - Summer intern 	<p>a. one for each</p> <p>b. At least 70% of participating students have positive feedback</p>	<p>a. annual review</p>	<p>Careers Team BAFS Dept (JA)</p>	<p>15 students joined the JA Job Shadowing Day at the Civil Engineering and Development Department. Participants received interview from the Campus TV and shared their experience with the rest of the school.</p> <p>2 students joined the internship program at HKACMGM and Towngas respectively.</p> <p>Feedback of the two programs was very good.</p> <p>Alumni were invited to share their</p>

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				career development stories via lunch time gathering or Campus TV programs.
11. Arrange company visit or talks for students to understand more of their careers options	a. at least 5 such programs b. at least 70% of students have positive feedback	a. annual review b. students feedback	Careers Team	<p>The school has arranged talk by Hong Kong Aviation, Tourism & Hotel Society, Bridal Academy, a social worker and a lawyer. Students also had the chance to joined program named “I want to be a Captain” to know more about the navigation industry, visit the Immigration Service Institute of Training and Development and the Prince Philip Dental Hospital.</p> <p>Participants all had positive feedback to the above programs. An average of 90% of the participants had positive feedback to the activities.</p> <p>The school will try to invite guests from more different industries to share their experience.</p>

