

HKMA David Li Kwok Po College Career and Life Planning Education Report 2015-2016

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

Strategies	Evaluation
<p>1. To organize a variety of programs 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 	<p>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.</p> <p>15 PDP held during Friday Afternoon lessons focused on nurturing positive values. Overall, 89% of students had positive feedback to the programmes. Positive were also constantly emphasized in the Friday Morning Assemblies, of which 74% of the students agreed that these problems helped them learn the values.</p> <p>A total of 28 programs were produced by Campus TV. Some programs aimed at arousing students' interest in subject related issues, as well as helping them to be more self-directed and self-motivated in learning. Other programs had their main focus on these values. An average of 86% of students acknowledged that these programmes helped them learn these values.</p> <p>In many programs, including S1 camp, S1 orientation, tie tying competition and house activities, student helpers from higher forms were recruited to take care of younger ones who always found their big brothers and sisters were caring and helpful.</p> <p>To further support new S1 students, a Peer Counseling Scheme was organized by the G&C Team. 27 peer counselors were recruited to look after S1 students. Mentors helped S1 students deal with their problems in studies and other areas.</p> <p>Before major assessments, peer counselors helped the mentees prepare for them during lunch time. Training programmes, including a training camp, were organized to equip peer counselors with skills and attitude to care for their younger schoolmates</p> <p>7 workshops were held during lunch time to help students who lacked self-discipline, self-management and sense of responsibility. Positive feedback was received from majority of the participants.</p> <p>A workshop for S5 students who lacked motivation in studies was organized to help them find their own future direction. Most students participated in the program.</p> <p>A summer program was organized for S1 and S2 students 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.</p>

Strategies	Evaluation
	<p>Effort was made to improve students' attendance and punctuality which is an indication of self-discipline and responsibility. A punctuality competition was organized in each term and students were constantly reminded of their responsibility to attend school and to attend school punctually. 99.4% of S1 students, 99.4% of S2 students, 98.6% of S3 students, 100% of S4 students, 99.1% of S5 students and 95.4% of S6 students attended 90% of the school days. The absence cases in S1 to S5 were mainly due to sickness (e.g. depression) and special leave taken by non-Chinese students. Same as before, the attendance of S6 students was worse than other forms due to great stress from public examination. improved as compared to the previous year.</p> <p>The situation of lateness was similar to he previous year despite the additional effort made to solve the problem, such as the afternoon additional detention class for frequent lateness. However, the number of punctuality awards given decreased from last year's 941 to this year's 909. More effort is needed next year.</p> <p>The Community Service Scheme continued to be an effective way to help students to be caring individuals and show care and love to others. In this school year, students completed a total of 25011.5 service hours serving inside and outside school. From the survey, 90% of the students agreed that the Community Service Scheme helped them show care to others. 88% of the students agreed that community service programs were meaningful and that community service should be part of their school life. 87% students agree that they willing to participate in community service even without the requirement from the College.99% of students were able to achieve the requirement on service hours with 100% achievement in S1, S2 and S4.</p> <p>609 students got the service awards, i.e. 277 Merit, 204 Bronze Award, 72 Silver Award, 56 Gold Award.</p> <p>Form-based activities were organized for students to serve together with their classmates and class teachers including Cares starts at home, parent-child Flag selling, Classroom Cleaning Campaign, visit elderly at Tuen Ng Festival, Hunger Banquet for S1; TREATS Day Camp/PHAB Camp for S2; Flag selling, visit elderly at Mid-Autumn Festival for S3; Squatter Camp, visit elderly at Tuen Ng Festival for S4 and Cleaning elderly's home, and visit elderly at Mid-Autumn Festival for S5.</p> <p>Different community service programs were organized for all students to join throughout the year. For example:</p> <ul style="list-style-type: none"> - Orbis Pin Day and Causal Wear - Day to raise fund for Orbis - Adventure Ship Buddies Program - ORBIS ambassador program - Handcrafting with Love

Strategies	Evaluation
	<p>- Community Service tour to Gansu</p> <p>Students' effort in Community Service was well recognized by other organizations :</p> <p>A bronze award was received from Heifer International Hong Kong for students' participation in the fundraising program "Heifer-HSBC Read to Feed".</p> <p>Top Fundraising Award – 1st runner-up was received from Orbis in the "Orbis Student Ambassador Campaign 2015-16.</p> <p>Two students were asked to join a Sight-saving Mission Trip in China(originally in Bangladesh but changed due to the outbreak of transmitted disease).</p> <p>A Certificate of Appreciation was received from Agency for students' active participation in Volunteer Service.</p> <p>5 students go the Gold Award, 38 students got Silver Award and 4 students go Bronze Award from Agency for Volunteer Service.</p> <p>A student won The Kiwanis Community Service Award 2016 from The Kiwanis Club.</p>
<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>	<p>Students were encouraged to take part in ECA as an extension of their self-directed learning. In the school year, 79% of S1 to S3 students and 72% of S4-S5 students participated in ECA. 32 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. 94% of participating students achieved 70% attendance rate in ECA. 75% of students got "good" or "excellent" performance. Nearly half of them got 90% attendance rate. The number of merit point given to recognize students' good performance in ECA increased by 8%.</p> <p>17 ECA groups set up student committees helping organizing activities and handling administrative work. A total of 180 students, including 1 from S1, 15 from S2, 18 from S3, 64 from S4 and 82 from S5, took up leadership position in those committees.</p> <p>Around 40% of students took part in speech festivals including 237 students for the English Speech Festival and 48 students for the Chinese Speech Festival. Students in the English Debate Team also took part in a number of debate competitions and achieved good result.</p> <p>In 2015-16, 178 students joined the school teams and 162 boys and 77 girls took part in 10 different Inter-school sports competitions organized by HKSSF and received some awards :</p> <ul style="list-style-type: none"> - 1st Runner-up(Boys B-grade table tennis) - 1st Runner-up(Boys C-grade badminton)and the 4th place in overall (Boys Badminton Team) - 2nd Runner-up(Girls A-grade Volleyball) and the 3rd place in overall(Girls Volleyball team)

Strategies	Evaluation
	<p>- 3 gold medals and 1 bronze medal(Inter-school Athletics competition)</p> <p>- 1 gold medal and 3 silver medals(Inter-school Swimming competition)</p> <p>43% S1 – S3 students and 80% of S4 to S5 students took up leadership positions.</p> <p>66 students took up posts in the 4 houses and organized different kinds of activities.</p> <p>The Student Council’s election was changed from individual system to cabinet system. 9 students formed the cabinet. The performance of current year’s student council showed satisfactory performance. Apart from organizing activities, they acted as a bridge between the school and students and expressed students’ concern to the school.</p> <p>35 students were selected to be prefects. The Prefect Team had regular meetings with the guidance of teachers in charge to plan, report and discuss discipline related issues. Two in-house trainings together with a training camp were organized to help prefect develop leadership qualities and acquire skills to carry out their duties. Prefects practiced the skills learnt in major school events such as S1 training camp, admission interview and Open Days etc and had good performance.</p> <p>There were total of 28 entries in the 68th Hong Kong Schools Music Festival some in and other music competitions. Some awards in music were received including on two 1st runner up, one 2nd runner up, 16 Merit certificate and 8 Proficiency certificates in the 68th Hong Kong Schools Music Festival and a Silver Award in the Secondary School String (Violin) Competition. 1st Runner Up in the 2015 Hong Kong Youth Music Open Competition (Pop Piano), 2nd Runner up in the 2015 Hong Kong Youth Music Open Competition (Chopin), Champion in the 香港國際青少年表演藝術節 2015 總決賽流行曲組</p> <p>Students were also arranged to take part in art competition. 8 students got the 1st class honor, 18 students got the 2nd class honor, and 20 students got the 3rd class honor in the 'China National Children's Fine Arts, Calligraphy & Photography Contest'. 10 students got the 3rd class honor, 25 students got the 2nd class honor, and 12 students got the 1st class honor in the Star River National Children's Fine Arts, Calligraphy & Photography Contest.</p>
<p>3. Ask students to set goals and have self-evaluation on their academic studies</p>	<p>All students set goals at the beginning of the year and had mid-term self-evaluation.</p> <p>To support students with special learning issues, 24 repeaters were taken care of by the EIS Team. Before the start of the year, a workshop was organized for S1 and S2 repeaters for goal setting and evaluation of the mistakes made in the previous year. At the beginning of the year, they all had discussion of their</p>

Strategies	Evaluation
	<p>mentors to set goals. After major assessments, evaluation was carried out. 21 of them were promoted to the next form.</p> <p>A workshop was organized for 19 S5 students who were struggling in academic area. Regular lunch meetings were held to discuss goals, evaluation individual strengths and weakness, problems in studies and future career direction. Evaluation was conducted with then after major assessments.</p>
<p>4. Enhance junior form students' awareness of self-directed career planning through Junior Form career programs</p>	<p>3 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. An average of 85% of students found these lessons useful and helpful.</p> <p>Besides, a career planning booklet was used to enhance students' own reflection for improvement. Over 85% of students found the booklet useful and could increase their self-understanding.</p>
<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>All the S6 students learnt resume writing in the unit of Work Place Communication.</p> <p>English teachers helped students on writing additional information for JUAPAS application.</p> <p>34 S5 students joined the JA Success Skill workshop and learnt resume writing and interview skills.</p>
<p>6. Organize activities to develop positive characters in students for their future development</p> <ul style="list-style-type: none"> - communication - critical thinking - collaboration - creativity - global citizenship 	<p>Programs were organized to nurture these characters in students ranging from related messages given at Friday Morning Assembly to Friday afternoon PDP (e.g. discussion on inter-personal communication skills in S1,S2 and S4, critical thinking in S2. S4- S6, global citizenship in S2 and S3, sense of citizenship in S4 to S6) to group activities (e.g. lunch time workshops 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. lyrics design competition in S1, folder design competition to promote cultural harmony in S1 to S3, performance at Friday Morning Assembly; class T-shirt design and Halloween activities, video production competition, making DIY products to raise fund for ORBIS). Over 80% of the participants had positive feedback for the activities.</p> <p>These characters were developed in depth in student leaders. 420 s1 to S5 students took up leadership positions at different level and in different committees and group. Formal training programs were provided to student leaders to enhance these skills. The Prefect Team had regular meetings with the guidance of teachers in charge to plan, report and discuss discipline related issues. Two in-house trainings together with a training camp were organized to help prefect develop leadership qualities and acquire skills(e.g. communication and critical thinking) to carry out their duties. An in-house workshop and a</p>

Strategies	Evaluation
	training camp were organized for ECA, House and Student Council leaders. Peer counselor team had a series of training and a camp was organized for them together with all the Guidance Ambassadors. 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.
7. To conduct personality test for students to understand their characters for NSS subject choices and career choices	Personality test was given to S3 to S5 students.
8. To help senior form students gain study skills that are useful in NSS studies	<p>Note Taking Workshop was given to S4 students. 85% of students found it useful.</p> <p>A sharing by S5 students on study skills was organized during Friday Afternoon Lesson.</p>

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

Strategies	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 	<p>2 subject briefings were given to S3 students by the AA Team.</p> <p>A one-week subject sharing was organized for S3 students at lunch time by the Careers Team. Students in senior forms shared their experience in learning different subjects.</p> <p>Individual counseling was provided when needed.</p> <p>85% of students found these support useful.</p> <p>An Information Kit was provided to S3 class teachers for conducting counseling.</p>
<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 	<p>Parents were invited to attend the 2 briefing the students. A separate parent night was also organized for S3 parents providing opportunity for them to meet subject panels to ask questions and to how subject choices affect university admission.</p>
<p>3. Provide S6 students with sufficient briefing and information about JUPAS choices</p>	<p>3 briefings on the operation, requirements and registration of JUPAS were given.</p> <p>Personality Globe Inventory was also given to teachers to carry out individual and group counselling for JUPAS program choice so as increase the talking point and supply more information to teachers. Alumni were invited to share their reflection and experience in</p>

Strategies	Evaluation
	<p>making JUPAS choices selection and study experience in different institutions. 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.</p> <p>85% of students agreed there was sufficient information provided.</p>
<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 	<p>10 careers talks, 12 careers visits to tertiary institutions, 2 careers talks about overseas study and 1 careers information exhibition were organized. 6 career-related news circulars were issued to regularly inform students the useful information days and exhibitions held outside school. S5 and S6 students were required to attend at least 2 university information days and complete Information Day Worksheet.</p> <p>A workshop on the introduction and preparation of JUAPS was organized for S5 students. S5 students were asked to have preliminary selection of 20 JUPAS choices during the summer holiday.</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>5. Provide individual counseling to all the S6 students on JUPAS choices</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>6. Provide non-Chinese students information regarding tertiary education</p>	<p>A talk on further studies and careers option for non-Chinese students in Hong Kong was organized.</p>
<p>7. Provide S6 students with information regarding Qualifications Framework, networks established by Industry Training Advisory Committees and the competency standards and progression pathways developed</p>	<p>The information about Qualifications Framework was uploaded to the Careers Team website and students were informed about it.</p>
<p>8. Provide students with more career-related information for better decision making</p>	<p>The Careers Team website was regularly updated with relevant information.</p>
<p>9. Provide parents with career-related information to assist their children in making decisions via</p> <ul style="list-style-type: none"> - School circular - Careers Team website 	<p>6 career-related news circulars issued to parents.</p> <p>The website is also assessable for parents to get updated information.</p>

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

Strategies	Evaluation
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.	Parents were invited to all the briefing to students. A separate parent night was also organized providing opportunity for parents to meet subject panels to ask questions and to meet class teachers for further discussion.
2. To provide junior form students Career Planning booklets to enhance their reflection on life planning.	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.
3. Help repeaters and students who are academically struggling to prepare study plans before the major assessments so that they can be promoted.	Each repeater was assigned a mentor to closely monitor his/her progress. Study plan was prepared and self-evaluation was carried out the mentor regularly. Workshops were held to help them improve study skills in different subjects. 21 out of 24 students were promoted. Program named "Dream Catcher" was organized for 19 S5 students who were academically struggling. They were all asked to prepare study plan before major assessment.
4. Arrange study skill sharing for S4 students to help them better prepare for DSE.	A sharing on study skills by S5 students was arranged for S4 students during Friday Afternoon Lesson. 82% of students found sharing 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.	Predicted grades were issued to students at the end of S5 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.	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 prepare for DSE and make appropriate study plans for the future.	A simulation of the release of DSE result was conducted for S6 students. 88% of the participants had positive feedback.

Strategies	Evaluation
<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>Resume writing was taught in S6 English lessons.</p> <p>A Formal Dress Day and a mock interview were arranged. Each student had to prepare a cover letter and resume.</p> <p>Another mock interview workshop was organized after the mock examination. 34 students participated in the JA Success Skill Workshop. Participants found these activities useful.</p>
<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>S3-S6 students were arranged to take part in programs that help them understand the requirements of employers and ways to prepare themselves including JA Success Skill Workshop, JA Career Dimensions-Culture Mixer, 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 workplace and inspiration about future career planning.</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>The school was not selected in the JA Job shadowing program. To help students gain real working experience and prepare themselves for the future, 2 S5 students were enrolled to join ECCO Retailing Working Experience and 4 S5 students joined Canon Experience.</p> <p>Three non-Chinese students joined the Project SHINE program which offered a series of training and a job showing opportunity at PriceWaterhouseCoopers in Oct.</p> <p>Feedback of the these programs was very good.</p>
<p>11. Arrange company visit or talks for students to understand more of their careers options.</p>	<p>30 career visits / talks were arranged. Refer to appendix for details.</p> <p>Over 85% of students had positive feedback.</p>

Careers Visits

Date	Target Student	Organization
23/10/2015	S5	Hang Seng Management College – Business
23/10/2015	S5	HKBU – College of International Education
23/10/2015	S5	VTC – Hong Kong Design Institute – Media (Film and Arts) and Visual Arts
6/11/2015	S5	HKU SPACE Po Leung Kuk Stanley Ho Community College (HPSHCC) – Business & Science
6/11/2015	S5	Tung Wah College - Nursing
6/11/2015	S5	Hong Kong Shue Yan University
6/11/2015	S5	Caritas Bianchi College of Careers
6/11/2015	S5	The Hong Kong Institute of Education
15/4/2016	S4	VTC - Wedding planning and event management
15/4/2016	S4	Youth Employment Start Centre
15/4/2016	S4	Fairda Hair & Beauty Education
6/5/2016	S4	VTC – Hong Kong Institute of Certified Public Accountants - the industry of accounting
6/5/2016	S4	VTC (Shatin)- Way to become MEDICAL LABORATORY TECHNOLOGISTS
6/5/2016	S4	VTC (Tsing Yi) – Industry of Automotive Engineering
6/5/2016	S4	Chinese Medicine - Lui Seng Chun (Guided tour in Chinese)
6/5/2016	S5	Open University
6/5/2016	S5	University of Hong Kong
6/5/2016	S5	School of Continuing and Professional Studies, The Chinese University of Hong Kong
6/5/2016	S5	Polytechnic University
12/5/2016	S4	Commercial Radio
5/7/2016	S4	Baptist University

Participating Organizations at the Careers Information Exhibition (27/2/2016)

- Tung Wah College
- Education First
- Centennial College
- HKU SPACE Po Leung Kuk Stanley Ho Community College (HPSHCC)
- IDP
- VTC – (Degree and Sub-degree program)
- Pui Ching Academy
- Caritas Bianchi College

Lunch Time Careers Talks

Date	School	Course
29/10/2015	HKUST	BBA
7/12/2015	Aston Group Hong Kong	The UK / The USA
8/12/2015	IDP Education	New Zealand / Canada
9/12/2015	Institute of Advanced Learning	Aviation industry
10/12/2015	Hong Kong Institute of Technology	Self-financing Degree and Associate Degree
14/12/2015	The Community College at Lingnan University	Self-financing Degree, Associate Degree, and Higher Diploma programmes
15/12/2015	HKUSPACE Po Leung Kuk Stanley Ho Community College	Self-financing Degree, Associate Degree, and Higher Diploma programmes
17/12/2015	Thei	Self-financing Degree programmes

Careers Talk In FA

23/10/2015	26/2/2016
S2	S5
All Nippon Airways	Hong Kong Correctional Services Department