

# HKMA David Li Kwok Po College

## Incorporate Management Committee 2017/18

### Career and Life Planning Education Report 2016-2017

**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"> <li>- self-disciplined, respectful and polite</li> <li>- self-directed and self-motivated</li> <li>- responsible</li> <li>- caring</li> <li>- inquisitive</li> </ul>	<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. Over 90% of participants agreed that the above programs could help them develop those characters.</p> <p>32 Personal Development Programs were held during Friday Afternoon lessons focused on nurturing positive values. Overall, 91.9% of students had positive feedback to the programmes. Positive characters were also constantly emphasized in the Friday Morning Assemblies, of which 81% of the students agreed that these problems helped them learn the values.</p> <p>A total of 10 programs were produced by Campus TV and there were 9 Panda Radio programs produced by the G&amp;C Team. 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 90% 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 caring and helpful.</p> <p>To further support new S1 students, a Peer Counseling Scheme was organized by the G&amp;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 to make preparations during lunch time. Training programmes, including workshops and training camp, were organized to equip peer counselors with skills and attitude to care for their younger schoolmates</p> <p>2 workshops were organized for S1 selected students and a program which consisted of a series of workshops was organized for S3 selected students to help develop their self-discipline, self-management and sense of responsibility.</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> <p>Effort was made to improve students' attendance and punctuality</p>

Strategies	Evaluation
	<p>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. 100% of S1 students, 98.7% of S2 students, 100% of S3 students, 100% of S4 students, 99.1% of S5 students and 91.4% of S6 students attended at least 90% of the school days. The serious absence cases in S1 to S5 were mainly due to mental illness (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.</p> <p>Regarding lateness, the total times of lateness reduced by 7% compared to the previous year. There was also an improvement in S4 and S5.</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 25,607 service hours serving inside and outside school. From the survey, 91.37% of the students agreed that the Community Service Scheme helped them show care to others. 91.95% 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. 100% of students were able to achieve the requirement on service hours.</p> <p>590 (last year 609) students got the service awards, i.e. 253 Merit, 196 Bronze Award, 72 Silver Award, 69 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 for S4; Flag selling, visit elderly at Mid-Autumn Festival for S3 and S5, S6; Squatter Camp for S2, and visit elderly at Tuen Ng Festival for S4 and 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"> <li>- Orbis Pin Day and Causal Wear</li> <li>- Day to raise fund for Orbis</li> <li>- Adventure Ship Buddies Program</li> <li>- ORBIS ambassador program</li> <li>- Handcrafting with Love</li> <li>- Community Service tour to Gansu</li> </ul> <p>Students' effort in Community Service was well recognized by other organizations :</p> <ul style="list-style-type: none"> <li>- Top Fundraising Award – 1st runner-up was received from Orbis in the “Orbis Student Ambassador Campaign 2016-17. Three students were invited to join a Sight-saving Mission Trip to Vietnam.</li> <li>- A Certificate of Appreciation was received from Agency for</li> </ul>

Strategies	Evaluation
	<p>students' active participation in Volunteer Service.</p> <ul style="list-style-type: none"> <li>- 27 students got Silver Award and 23 students go Bronze Award from Agency for Volunteer Service.</li> <li>- A student won The Kiwanis Community Service Award 2017 from The Kiwanis Club.</li> <li>- 100 students got the Disneyland tickets from Appreciation from Agency for Volunteer Service to appreciate their effort in community service.</li> </ul>
<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, 94% of S.1 to S.3 students joined ECA and school teams and 91% 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. 76% of students got good or above performance remark from the teacher-in-charge. 77% students have 75% or above attendance rate in ECA meeting. 92% of participating students achieved 70% attendance rate in ECA.</p> <p>22 ECA groups set up student committees helping organizing activities and handling administrative work. A total of 194 students taken up various committee posts in this year, and there are 2 students in S.1, 7 students are in S.2, 31 students in S.3, 68 students in S.4 and 86 students in S.5.</p> <p>Around 40% of students took part in speech festivals and students in the English Debate Team also took part in a number of debate competitions and achieved good result.</p> <p>In 2016-2017, 232 students were selected to join 13 school sports teams including Athletics Team, Cheerleading team, Swimming team, Boys Football team, Boys and Girls Basketball team, Boys and Girls Badminton team, Boys and Girls Volleyball team and Boys and Girls Table-tennis team accounting for 30% of student population. The Cheerleading Team was newly formed this year and they performed at the Sports Days and Graduation Ceremony. Team members took part in various inter-school sports competitions. The Boys A-grade basketball team with 11 students won the championship in the Inter-school basketball competitions (D3). The school boys' basketball team achieved the 4th place in overall of the competition. In Inter-school Boys Badminton Competition (D3), the boys C-grade team finished with 2nd place and the boys B-grade team finished with 4th place. The school boys' badminton team achieved 3rd place in overall of the competition. The girls B-grade team finished with 3rd place in Inter-school Girls Volleyball Competition (D3). In Inter-school Athletics Competition (D3), the athletics team got 2 gold medals, 1 silver medal in individual events. In Inter-school Swimming Competition (D3), the swimming team got 1 silver medal in individual events.</p> <p>Students who are interested in music received training in music school teams. A string ensemble team was formed to provide students with interest in the respective area opportunity to show case their talent as well as improving their skills. Students</p>

Strategies	Evaluation
	<p>performed at Friday morning assembly, Open Day and Graduation Ceremony. Other than the annual major performances, the brass band also performed at the opening of the HKMA Annual Dinner. The school choir and the brass band also performed at Hong Kong Disneyland.</p> <p>51% of S3 students, 79% of S4 students and 82% of S5 students took up posts in different student organizations.</p> <p>69 students took up posts in the 4 houses and organized different kinds of activities.</p> <p>Four cabinets competed in the Student Council election. The performance of current year's student council was fair. 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 residential training camp, admission interview and Open Days etc and had good performance.</p> <p>13 students joined the Careers Prefect Team and help deliver information relating to further studies and career planning to students.</p>
<p>3. Ask students to set goals and have self-evaluation on their academic studies</p>	<p>All students set goals for various of areas 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. The school counselor also held workshop for all the repeaters' parents who played an important role in helping repeaters work for their goals. At the beginning of the year, all the repeaters had discussion of their mentors to set goals. After major assessments, evaluation was carried out.</p> <p>A one-week program was organized for S2 students who were asked to repeat S2 and promoted on probation. They reflected on their problems and learnt how to set goals</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>5. Help senior form students have a multifaceted review and reflection on their learning experience so that they can have a better</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</p>

Strategies	Evaluation
understanding of their achievements, qualities, abilities through resume writing	for JUPAS application.
<p>6. Organize activities to develop positive characters in students for their future development</p> <ul style="list-style-type: none"> <li>- communication</li> <li>- critical thinking</li> <li>- collaboration</li> <li>- creativity</li> <li>- global citizenship</li> </ul>	<p>Programs were organized to nurture these characters in students ranging from related messages given at Friday Morning Assembly to Friday afternoon PDP to group activities, to inter-class activities/competition and camp to enhance the communication and collaboration skills among students to opportunities for students be creative (e.g. picture design competition in S3, performance at Friday Morning Assembly; Halloween activities, video production competition, radio program production, 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. 382 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 prefects develop leadership qualities and acquire skills(e.g. communication and critical thinking) to carry out their duties. An in-house workshop and a 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. An in house training was given members of the Sky Teen Group. 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>
7. To conduct personality test for students to understand their characters for NSS subject choices and career choices	Personality test was given to S2 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. 93% of students found it useful.</p> <p>A sharing by S5 students on study skills was organized during Friday Afternoon Lesson. 89% of students found it useful.</p> <p>Campus TV also produced a program on study skills.</p>

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

Strategies	Evaluation
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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"> <li>- subject briefing by teachers</li> <li>- sharing by senior form students</li> <li>- individual counseling</li> </ul>	<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>86% 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"> <li>- curriculum briefing</li> <li>- parents night</li> </ul>	<p>Parents were invited to attend the 2 subject briefings. A separate parent night was also organized for S3 parents providing opportunity for them to meet subject panels to ask questions and to know 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 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"> <li>- degree and sub-degree</li> <li>- overseas studies</li> <li>- Taiwan studies</li> <li>- Mainland China studies</li> <li>- vocational training</li> </ul>	<p>13 careers talks, 20 careers visits to tertiary institutions, 2 careers talks about overseas study and 1 careers information exhibition were organized. 8 career-related news circulars were issued to regularly inform students the useful information days and exhibitions held outside school. Senior form students were required to attend university information days and complete Information Day Worksheet. 72% of S4-5 students and 80% of S6 students visited at least two information days.</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>100% S6 students complete the Personal Globe Inventory.</p> <p>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.</p>

Strategies	Evaluation
5. Provide individual counseling to all the S6 students on JUPAS choices	<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>A simulation of HKDSE result release was held. 81% of participants found the activity useful and 88% of them understand more about the procedures of HKDSE result release</p> <p>Individual counseling was also provided after the release of HKDSE result.</p>
6. Provide non-Chinese students information regarding tertiary education	A talk on further studies and careers option for non-Chinese students in Hong Kong was organized.
7. Provide S6 students with information regarding Qualifications Framework, networks established by Industry Training Advisory Committees and the competency standards and progression pathways	The information about Qualifications Framework was uploaded to the Careers Team website and students were informed about it.
8. Provide students with more career-related information for better decision making	The Careers Team website was regularly updated with relevant information.
9. Provide parents with career-related information to assist their children in making decisions via <ul style="list-style-type: none"> <li>- School circular</li> <li>- Careers Team website</li> </ul>	<p>8 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	<p>Parents were invited to all the briefings to students.</p> <p>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.</p> <p>A parents' evening and a parents' day were also organized for parents to meet class teachers.</p>
2. To provide junior form students Career Planning booklets to enhance their reflection on life planning	<p>Over 85% 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 were also positive and they found the booklets and the information useful.</p> <p>The booklet will continued be used next year but issued on yearly basis instead of lesson basis.</p>

Strategies	Evaluation
<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>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. 22 out of 24 students were promoted. Program named "Dream Catcher" was organized for 12 S5 students who were academically struggling. They were all asked to prepare study plan before major assessment. 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. Most students participated in the program wre subsequently promoted to S6.</p>
<p>4. To release predicted grades to S6 students so as to motivate them to better prepare for the public examination and make appropriate JUPAS choices</p>	<p>Predicted grades were issued to students at the end of S5 and known to their parents.</p>
<p>5. Set up a more comprehensive database for S6 students regarding admission requirement based on past results so that students can make better choices</p>	<p>The information was made available at the Careers Team website and the school library.</p>
<p>6. 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</p>	<p>A simulation of the release of DSE result was conducted for S6 students. 88% of the participants had positive feedback.</p>
<p>7. Organize programs to help students acquire generic and employability skills that prepare them for admission interview and transition of work. These include:</p> <ul style="list-style-type: none"> <li>- interview skills</li> <li>- resume writing skills</li> </ul>	<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>8. 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 Dialogue with Gen Y Leader, Interview with entrepreneur, JA-TEDxYouth@Hong Kong 2016, JA Company Programs, JA "It's My Business" Workshop and visit to entrepreneur. 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>9. Arrange opportunities for students to gain experience from real workplace through</p> <ul style="list-style-type: none"> <li>- Job shadowing</li> <li>- Summer intern</li> </ul>	<p>Students were given chances to gain experience from the real workplace at ECCO, Marks&amp;Spencer, PricewaterhouseCoopers, Towngas, 2016 Tsit Wing Coffee Sales Exhibition, Yan Chai Hospital Wing Lung Kindergarten, Optical Sensing Ltd., Hong Kong Trade Development Council, Sa Sa Cosmetic Co. Ltd. and</p>



Strategies	Evaluation
	<p>Pet Elements Adoption &amp; Boarding Center.</p> <p>One student participated in the Summer internship to Towngas. One S4 student participated in the DSSC-UNSW Summer Camp in Aviation Management 2017.</p> <p>Feedback of the these programs was very good.</p>
<p>10. 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
7/10/2016	S4	759 Store KITEC
7/10/2016	S4	Y-square
28/4/2017	S4	Dennis Lau & Ng Chun Man Architects & Engineers (HK) Ltd
28/4/2017	S4	Hong Kong Institute of Vocational Education Engineering Taster Programme
28/4/2017	S4	Hong Kong Institute of Vocational Education Business Administration Taster Programme,
28/4/2017	S4	THEi Sports and Recreation Management Taster Programme
7/10/2016		Novotel Citygate Hong Kong
1/11/2016	S4	Bon Appetit Pastry Ltd
4/7/2017	S4	SCMP
12/7/2017	S4	PolyU - Design Annual Show 2017
27/5/2017	S4	CUHK Entrepreneur Day 2017
29/9/2016	S4	Orbis Eye Hospital
24/3/2017	S5	The University of Hong Kong
24/3/2017	S5	The Hong Kong University of Science and Technology
24/3/2017	S5	School of Life Sciences of the Chinese University of Hong Kong
18/11/2016	S5	The Hong Kong Polytechnic University, Centennial College
18/11/2016	S5	The Hong Kong Polytechnic University Community College
24/3/2017	S5	The Hong Kong Polytechnic University
18/11/2016	S5	Duff & Phelps (H.K.) Holdings Limited Hong Kong
31/5/2017	S5	HKMA 2017 Theme Year Seminar
3/12/2016	S5	JA-TEDxYouth@Hong Kong 2016
10/7/2017	S6	Hong Kong Aviation Association — Victoria Harbour Sky Tour

## Participating Organizations at the Careers Information Exhibition (25/2/2017)

- AEC Education Consultancy
- Caritas Institute of Higher Education
- Shue Yan University
- Tung Wah College
- School of Continuing and Professional Studies The Chinese University of Hong Kong
- IDP Education Ltd.
- Aston Group Hong Kong
- Heung To College of Professional Studies
- Community College of City University
- The Community College at Lingnan University

### Careers Talks

School /Organization	Program / Topic
CityU SCOPE	UK Bachelor Degree Programmes
Hong Kong Young Industrialists Council	Accounting / Banking and Finance sectors
Hong Kong College of Technology	Operation of Coffee Shops
Hong Kong College of Technology	PR and Communication
Yew Chung Community College	Childhood Education Program
Aston Group	United Kingdoms/ Australia
HK Aviation Association	Aviation industry
DSS Principal Association	Life Planning Seminar for Secondary Students
The Princeton Review	Writing personal statement for study abroad (US)
All Nippon Airways	Aviation industry
Hong Kong Police	Career as a Policeman
Alumni	Career as a Photographer
HKIE	Get Ready to be an Engineer
Golden Library	Sharing by retired professionals