

HKMA David Li Kwok Po College

Incorporate Management Committee 2019/20

Career and Life Planning Education Report 2018/19

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

Strategy	Evaluation
<p>1. To launch programs that help students develop positive character traits such as</p> <ul style="list-style-type: none">- having self-discipline- being respectful and polite- be self-directed and self-motivated- be responsible- be caring	<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.• 36 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. 85.2% of the students agreed that these programmes had helped them learn the values.• A total of 13 programmes were produced by Campus TV and 5 Panda Radio programmes by the G&C Team. These programmes aimed at nurturing positive values in students, arousing their awareness in social issues and preparing them to be responsible citizens in the digital world. Some 90% of students had positive feedback on these programmes.• Activities such as lyrics rewriting competition and video production competition provided students with opportunities to reflect on positive values and to practise self-learning and self-motivated.• In many programmes, including S1 Camp, S1 Orientation, Tie Tying Competition, Inter-class activities, 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. 29 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 30 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. In February, mentors and mentees visited an elderly home together. Big brothers and sisters planned the program together and it was wonderful experience for both. 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- “Joyful@School” - was organized for selected S2 and S3 students to develop their self-discipline, self-management, sense of responsibility and resilience. 10 S3 and S4 non-Chinese girls and 10 S1 non-Chinese girls were arranged to join the “Better Me” program, which aimed at helping students develop better self-understanding, self-discipline and better interpersonal relationship, co-organized with Hong Kong Christian Service. The participants joined school-based workshops and were invited to perform at the closing ceremony of the program. Positive feedback was received from both the participants and the class teacher of the S1 students. • The S1 Rainbow Leadership Programme helped 29 selected students enhance self-esteem and interpersonal 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 junior form students 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. Apart from the term based punctuality competition, the "Five Star Student" campaign also helped promote punctuality. Students were constantly reminded of their responsibility to attend school and to attend school punctually. Overall punctuality to school has improved in this academic year. • 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 25,157 service hours (serving inside and outside the school). As revealed by a school survey, 91.7% of the students agreed that the Community Service Scheme had helped them show care to others, while 89.4% of the students agreed 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. • 624 students got the service awards including 327 Merit, 184 Bronze Award, 63 Silver Award, 50 Gold Award. • Form-based activities were organized for students to serve together with their classmates and class teachers. Examples are 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 - Red Packets with Love - Community Service tour to Gansu

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	<ul style="list-style-type: none"> - Community Service tour to Cambodia • 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 2018-19. Two students were invited to join a Sight-saving Mission Trip to Bangladesh. - A Certificate of Appreciation was received from Agency for students’ active participation in Volunteer Service. - 13 students got Silver Award and 73 students go Bronze Award from Agency for Volunteer Service. - Two students won The Kiwanis Community Service Award 2018 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, 90% of S.1 to S.3 students and 89% of S4 to S5 students joined ECA and school teams. 33 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. 83% of the ECA clubs achieved an overall attendance rate of 75% or above. 87% of students got good or above performance remarks from the teachers-in-charge. • 20 ECA groups set up student committees to help organize activities and handle administrative work. A total of 227 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. • 267 (around 33%) students were selected to join 14 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,

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	<p>Boys and Girls Table-tennis team, and Boys and Girls Beach Volleyball team. They participated in various inter-school sports competitions scooping a number of awards. For example, Girls A-grade beach volleyball team won the competition in the Inter-school beach volleyball (D3); Girls C-grade volleyball team won the 2nd place in the Inter-school volleyball competitions (D2); Girls C-grade basketball team won the 2nd place in the Inter-school basketball competitions (D3); Boys B-grade volleyball team won the 3rd place in the Inter-school volleyball competitions (D2); Boys C-grade badminton team won the 3rd place in the Inter-school badminton competitions (D2); Boys C-grade football team won 4th place in the Inter-school football competitions (D3); the boys' football team achieved 2nd in overall of the competition; cheerleading team achieved the 2nd place in small group (All female) of Hong Kong Cheerleading Elite Competition; the Athletics Team got 1 gold medal, 2 silver medals and 2 4th places in individual events. And 1 bronze medal in Girls C grade 4X100M Relay in the Inter-school Athletics Competition (D3) and the swimming team got 2 gold medals, 1 silver medal, 1 bronze medals in individual events. And 1 gold medal in Girls C grade 4X50M medley relay, and 1 4th place in Boys B grade 4X50M Freestyle Relay 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. The school band participated in the Hong Kong Performing Art Festival 2019 yesterday and they have won the Gold Award. The School Choir participated in the 2nd Hong Kong Inter-School Choral Festival organised by the Hong Kong Virtuoso Chorus and was awarded the Silver Award. • 53% of S3 students, 79% of S4 students and 90% of S5 students took up posts in different student organizations. 90 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. • 20 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

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	<p>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.</p> <ul style="list-style-type: none"> • 10 students joined the Careers Prefect Team. Careers Team trained them to organize careers related activities. They made announcements, updated careers information at the Careers Corner and Careers Board and arranged lunch time careers talk and sharing. The attendance rate of careers prefect meeting was satisfactory(90%). 100% of them agreed that their confidence, communication skills and organization skills had been greatly improved as they were asked to contact alumni, organizations or other guests themselves and make arrangement for the sharing.
<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. Students were guided by class teachers to reflect on their performance about academic progress, relationship with peers and family members, involvement in community service, self-management and living habits. According to the survey conducted, an average of 82% of the students believed that they have set achievable goals and 80% of the students agreed that they used their goals as a guide to their actions. An average of 80% of students agreed that they always reflected on their progress. Besides, to enhance the quality of goal-setting and the whole PIE process, students were asked to conduct a final self-evaluation on the last school day and it is used as a guideline when students set goal for the next school year. 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. The Careers Team also arranged S5 students to share their study and time-management skills with S4 students. • Goal-setting and self-evaluation have also been included in the life planning education for junior form students. Majority of students (88% in S1; 92% in S2; 92% in S3) showed understanding of the importance

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	<p>of goal setting and developing reflective skills on life planning. Positive feedback was received from class teachers who conducted the lessons. 97% of them agreed that the programs helped students setting goals and enhance their awareness to life-planning.</p> <ul style="list-style-type: none"> • 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 program named Careers Express was organized for S2 students and 93% of the participants found the program useful in helping them have a more in-depth aspiration on the skills needed in different careers
<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. • JA Success Skills workshop was arranged for all S4 students helping them learn the skills of writing resume and cover letter, as well as a job interview by volunteers from commercial firms.
<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"> • 456 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. 88% 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. 91% of students found it useful. • A sharing by three alumni focusing on overcoming difficulties in study and careers is organized • Simulation Game of Life is organized of S4 students, one session for Chinese students and one session for NCS. • Mentorship programme was organized with 16 mentors and 43 mentees joined it. It is aimed to provide a platform for sharing on study skills and overcoming difficulties in study.

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 	<ul style="list-style-type: none"> • 2 subject briefings were given to S3 students by the AA Team. • Subject selection sharing by senior form students and subject consultation for S3 students were organized. 90% of S3 students agreed the sharing and consultation helped them review factors for subject selection and reflect on their strengths and weaknesses before making the selection. • Special briefing on subject selection for NCS students • An Information Kit was provided to S3 class teachers for conducting counseling. • 90% of students found the information given sufficient.
<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. 83% 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.

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<p>4. Provide S4 to 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"> • 13 careers talks, 8 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. 79% of senior students (S4-6) joined the university information days in order to gain most updated information about future study paths 95% of S4 students and 80% of S5 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. • 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. • Some S5 students were arranged to attend the Life Planning Seminar for Secondary Students.
<p>5. Provide individual counseling to all S6 students on JUPAS choices</p>	<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. 96% of the participants found the programmes useful and 95% 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. • 43 S6 students joined the mentorship programme and sought advice from their mentors (alumni) and gained inspiration from the sharing by their mentors.

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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. • Non-Chinese students and parents were arranged to attend the Life Planning Exhibition cum Parent Talk for Non-Chinese Speaking Parents and Students jointly organized by the Hong Kong Police Force, the Hong Kong Examinations and Assessment Authority, the Vocational Training Council and Salesians of Don Bosco Ng Siu Mui Secondary School. • 8 Non-Chinese students participated in the Model European Union in which students could gain a broader perspective about the international issue. Each participant was paired up with a HKBU student as a mentor. 100% of the participants expressed that the activity had helped them learn more about the social issue, while 94% of them think that the activity has increased their interest in university life.
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"> • 6 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.

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

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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"> Over 90% 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.
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.
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	<ul style="list-style-type: none"> A simulation of HKDSE result release was held. 96% of the participants found the programmes useful and 95% 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.

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prepare for DSE and make appropriate study plans for the future	
<p>8. Organize programmes to help students acquire generic and employability skills that will help them in their admission interviews and work transitions. These include:</p> <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. • 46 S6 students joined the university preparation workshop and the mock interview.
<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>	<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, Dialogue with Women CEO 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.
<p>10. Arrange opportunities for students to gain experience from real workplace through</p> <ul style="list-style-type: none"> - Job shadowing / internship 	<ul style="list-style-type: none"> • 68 S4 to S5 students were arranged to join job-related experience offered by the EDB, by parents of our college and under MDPP. 95% of the participants found the experience very useful.
<p>11. Arrange company visits or talks for students to understand more of their careers options</p>	<ul style="list-style-type: none"> • 21 career visits/talks were arranged. Some over 90% of participants showed positive feedback.