

# Annual Report and Financial Report of Career and Life Planning Grant

(2017 – 2018)

## **I. Annual Report**

### **A. Our school's major concerns**

One of our school's major concerns is to build a holistic curriculum of Career and Life planning

- a. Incorporate careers and life planning education into school curriculum in collaboration with class teachers and subject teachers
- b. Modify and enrich the contents of the Individual Student Planning (ISP) materials in partnership with class teachers and form coordinators of the Life Education Team and Careers and Guidance Team
- c. Encourage students to actively participate in career-related activities and programmes to enhance students' leadership and help their career planning in collaboration with various NGOs and organizations
- d. Encourage students to finish self-directed service learning projects

**The Career and Life Planning Grant was mainly used in two domains:**

- a. Implement careers education
- b. Implement life education

### **B. Achievements in implementing careers and life education**

1. From the evaluation of school development plan, the rationale of 'Holistic curriculum of Careers and Life Planning' was highly ranked (3.1 out of 4). Also, teachers generally think that involvement of subject teachers in career guidance can provide more comprehensive career and life planning education to students. (2.7 out of 4). English and Chinese teachers have progressively worked to incorporate careers and life planning education into school curriculum. Other subject teachers from the Art, Liberal Studies and Science Department have also taken the initiative to fulfil the goal. For example, Art teachers invited a lecturer from a design institute to introduce its curriculum and programmes to art students (F.4 – F.5). A BAFS teacher brought students to join the job shadowing scheme organized by the Education Bureau and Marks and Spencer and she found the programme very fruitful. Liberal Studies teachers continued to lead students to join an activity related to architecture. These career-related experiences can help students acquire more knowledge in different workplaces and more about work ethics and values, which will help them make informed career choices in the future. From the teachers' review of 3-year plan, some teachers showed appreciation for integration of career module into English lessons.
2. We have restructured the General Assembly Periods (GAPs) and Class Teacher Periods (CTPs) by integrating the life and career education curricula into our school curricula, with life education and career guidance as the focuses in the junior forms and senior forms respectively. In each form, there are form coordinators of Life Education Team and Careers and Guidance Team. One of the

important roles includes giving briefing of Individual Student Planning (ISP) and guidance to class teachers before each CTP. From the teachers' review of 3-year plan, some teachers showed appreciation for the well-structured CTPs, in which class teachers could have time to share their opinions and experience regarding choice of subjects with their students. The ISP talk offered for F.4 students in September and adoption of DISC (career test) were appreciated in the teachers' review on 3-year plan. There was a drama on the theme of 'corruption prevention' given by the ICAC for F.4 students. The career ambassadors were responsible for running a workshop for sharing the tips of time management and study skills with F.4 students in the general assembly period. Also, from the evaluation of school development plan in 2016 – 17; 2017 – 18, teachers generally found the form coordinators' briefing and guidance to class teachers sufficient (2.9 out of 4). The guidance to senior students for further studies in the territory and overseas is sufficient. (2.9 out of 4). In the teachers' review on 3-year plan, it was found that students have further matured. For example, some could be more considerate, well-natured and optimistic.

3. As the majority of students choose to pursue their studies after graduation, one of our team's main concerns in the ISP is to let students learn more about multiple pathways of studies including local and overseas degree and sub-degree programmes. We organize various talks and workshops in the CTPs (Class Teacher Periods), GAPs (General Assembly Periods) and after school with the help of NGOs, local and overseas universities. We invited and recruited NGOs such as Hong Kong Young Women's Christian Association (HKYWCA), Hong Kong Federation of Youth Groups (HKFYG) and Hok Yau Club to conduct careers visits (F. 3), Mock Jupas interview (F. 6) and Jupas talk (F. 6) respectively. Many warm-hearted alumni have come back the alma mater to provide students with life-planning and career guidance support like Alumni Sharing Knowledge (ASK) talks, Career Day, F.5 and 6 alumni sharing session and so on. From the KMP results, teachers (4.0 / 5.0), parents (3.9 / 5.0) and students (3.6 / 5.0) are unanimously satisfied with our school support related to helping students with their student development. From the teachers' review of 3-year plan, some teachers showed appreciation for organizing a great variety of careers talks, workshops and ASK programmes for students.
4. We helped equip students with different kinds of careers-related knowledge by organizing a mentorship programme with the Rotary Club of Tolo Harbour, the Business-School Partnership Programme (BSPP) with the Hong Kong General Chamber of Commerce, job shadowing programmes with the Education Bureau and Hong Kong Association of Career Masters and Guidance Masters (HKACMGM) and internship programmes with various companies. From the teachers' review of 3-year plan, some teachers showed appreciation for organization of various career-related activities for different stake-holders.
5. In the evaluation of school development plan in 2016 – 17 and 2017 – 18, the F.6 Pilot Scheme of Jupas Guidance was positively commented as good and helpful since it could lessen the current F.6 class teachers' workload.

## **C. Implementation of careers education**

### **1. Purchase of Career Mapping**

An amount of money was paid for the Career Mapping booklets used by the F. 4 class teachers as the booklets and delivery fees were not free of charge anymore.

### **2. ASK Programme (F.2 – F.6)**

3 sessions of ASK talks and Careers Day were held with the alumni as speakers. They could share with F.2 – F.6 students knowledge and work experience in different fields. The CLP fund was utilized to buy souvenirs, snacks and gifts for the participating guest speakers.

### **3. Mentorship Programme and Job Shadowing Scheme (F.4 & F.5)**

It was jointly organized by the Education Bureau and the Tolo Harbour – Rotary Club and is the eleventh year. 10 mentors from the club were matched with 27 F.4 – F.5 mentees. Opening and closing ceremonies provided mentors and mentees with gatherings. Money was used for subsidizing meals and other miscellaneous fees. It was a year-round programme. The programme has succeeded in helping students get exposed to different occupations and developed participants' communication and social skills. Through teachers' observation and mentees' verbal reflections in the closing ceremony and written reflections collected in the mentees' handbook, participants highly evaluated this programme.

### **4. Career Visit (F.3)**

In collaboration with Hong Kong Young Women's Christian Association (HKYWCA) for the third time, we organized Careers Visit for all form three students. With the careers planning session and Holland Test held on 12 Oct and 13 Feb respectively, students were divided into six categories and brought to 7 working places on 29 June.

The 7 groups of companies / institutes were commented below:

- Group R: Coffee Lover Company: Satisfactory and participants enjoyed Latte Art “咖啡拉花”.
- Group A: ZOEE (design): Satisfactory
- Group C: TY IVE HR Management: The lecturer and organiser did a good job as they provided games for participating students.
- Group E: That's Ltd: Skinfood: It closed the shop and just entertained our participating students. The students found it quite interesting.
- Group I: The Prince Philip Dental Hospital: The presenter much focused on the structure of teeth and dental health more than the pathway of dentists.
- Group S1: TY IVE (Cabin crew): The participating students found it enjoyable and enthusiastically asked questions.
- Group S2: CUHK (Engineering): The introduction was too short than expected. It was suggested that the participating students could be dismissed earlier for an earlier lunch break.

1.1.1. The preparation of the social workers in charge of different groups varied. Ms Tsang's group asked the students of her group had prepared questions for asking before the visit whereas the social workers of other groups didn't. Thus, it was suggested that YWCA should set the

uniformed rundown and practice for all groups of social workers. In the debriefing session, the students could have a better presentation of the knowledge and experience they acquired in the morning session.

1.1.2. YWCA would be kept and used in 2018 – 19.

#### 5. Employment of a speaker from Hok Yau Club on Jupas Guidance Day 1 (F.6)

This year, we invited Ms Ngai Pui Ki, social worker and Jupas counselor from Hok Yau Club on Jupas guidance to give a 60-minute talk to F.6 students with their parents on May 6. We also invited 4 alumni to share their experience of taking sub-degree courses. The response from students and parents was positive as the percentage of the respondents choosing levels 4 and 5 (5 as the highest) in the part of Hok Yau Club speaker and the part of alumni was in the table below.

Percentage of respondents choosing levels 4 and 5 (5 as the highest)	Content	Speaker	Students	Parents
Part 1	Strategies for option modification and interviews	Hok Yau Club	62.68%	93.75%
Part 2	Alumni sharing	4 alumni took/taking sub-degree courses	94.29%	91.89%

4.1. From the questionnaires, students and parents found the information offered in the talks very useful and beneficial. It was agreed that it would be continued next year.

4.2. It was agreed that Hok Yau Club would be invited for giving the coming F.6 students' parents' a guidance talk on 4/5 (11/5: contingency plan)

4.3. The rundown for the coming year would be below:

Session	Students' session	Parents' session
1	Distribution of SLPs / report cards & Logistic	Jupas Talk by Hok Yau Club
2	Jupas Talk by Careers & Guidance Team	
3	Alumni's sharing (Multiple pathway)	

#### 6. Subsidy on Mock Interview Workshop (F.6)

In order to help form six students better prepare for the JUPAS interviews, we invited the Hong Kong Federation of Youth Groups (HKFYG) to organize 6 sessions of mock interview workshop for 43 F.6 students, who joined it on a voluntary basis. With the CLP grant, it could subsidize the participants a part of tuition fees. From the questionnaires filled by the participants, they gave positive feedback on the activity and found they could meet their objectives, acquire the interview skills, and better their self-understanding & help them prepare for the real interviews. However, it was reflected that some students were not well-prepared for the interview. The interview workshop will be held for coming F.6 students.

**7. Membership fee of Hong Kong Association of Careers Masters & Guidance Masters (HKACMGM)**  
\$400 has been paid as the membership fee of HKACMGM, which offered assistance and information of different activities, courses & programmes for teachers and students.

**8. Proofreading F.6 students' self-accounts and OEA records (F.6)**

Two retired English teachers from other schools and an alumnus helped proofread the F.6 students' self-accounts from September to December, 2017. They helped correct the grammar and presentation of the students from September to December 2017. Also, one of the former English teachers helped proofread all F.6 students' OEA records. With their help, students' self-accounts and OEA records could be polished and corrected. Should the self-accounts and OEA records be with high accuracy in grammar and presentation, it would boost students' chance of admissions in JUPAS.

**9. Resources from organizations / websites**

This grant was spent on the resources provided by different organizations such as the delivery charges of various further study guides and booklets, which helped to equip teachers and students with up-to-date information and statistics.

**10. Reference books for career teachers**

An amount of money was utilized to buy reference books for equipping careers teachers with current knowledge about career planning.

**11. Subsidy on teachers on careers training**

One of the careers teachers took a course during summer holiday as being a Global Career Development Facilitator. A partial amount of course fee was claimed in 2017 – 2018.

**D. Implementation of life education**

**1. Leap Programme (F. 2)**

- i. There were a total of 12 members this year.
- ii. Most of the students were active in participation, which showed their enthusiasm for the adventurous activities.
- iii. Besides the adventurous activities, members had to take part in 1 session of voluntary service in which some members had shown active participation while some did not.

**2. Subsidy on participants for visits / programmes (cross-border visits, community services and experiential visits) (F.4 – F.6)**

- i. Equitable Sharing of Action (平等分享): Students distributed lunch coupons to people in need in Tsuen Wan 3 times. Students needed to find the target people themselves, including cleaners, the elderly who collect cardboards, and give the coupons to them based on their observation and judgement. It was a good experience for the students as they were more aware of people in need and it helped enhance interaction between students and recipients.

### 3. Subsidy for class activity (F. 1 – F. 3)

There were totally 13 classes which had claimed the Junior Class Subsidy. Different class activities were held. We received positive feedback from students and teachers.

### 4. Subsidy for teachers (F.1 – F.6)

- i. A total of 26 teachers claimed the subsidy this year.
- ii. We received positive feedback from teachers.

### 5. Editing and printing of the booklet ‘On My Way’ (F.1 - F.2)

- i. It was reported that most of the F.1 and 2 classes fully utilized the booklets.
- ii. We received positive feedback from class teachers.

## 3.7 Workshops or seminars for parents (F.3 – F. 5)

3.7.1 Workshops were held by Caritas Dr. & Mrs. Olinto de Sousa. Integrated Family Service Centre (蘇沙侖僑綜合家庭服務中心). 4 sessions were held in total, good attendance rate. The workshops mainly focused on personality dimension. Positive feedback received from participants. It was proposed that the commencement date of the workshop next year could start between April and June in 2019.

## 3.8 Workshops or seminars for students (F.3 – F.5)

3.8.1 The time, target students, as well as the budget were appropriate and sufficient this year. The last few sessions were not completed as the substitute social work called for sick leave. Wong MY would arrange to meet up with the students individually by the end of this school year. The group would continue next year.

## II. Financial Report (17 – 18)

### Summary of financial report of Career and Life Planning Grant Grant: \$100,000

This grant covers the 2 domains, i.e. 1. Career education (CE) 2. Life education (LE)

No	Area	CE / LE	Details & Code	Period / Date	Budget code	Budget (\$)	Expenditure (\$)	Surplus / Deficit (\$)
1	Programme / activity	CE	Purchase of Career Mapping	Whole year	U15-03	0.00	254.00	-254.00
	Programme / activity	CE	ASK Programme (ASK Talks and Careers Day) (F.2 – F.6)	Sept – June	U15-14	1,000.00	691.30	308.70
	Programme /	CE	Mentorship	Whole	U15-15	6,500.00	4,781.10	1,718.90

	activity		Programme and Job Shadowing Scheme (F.4 & F.5)	year				
	Programme / activity	CE	Careers Visit (F.3)	29 June	U15-16	26,000.00	24,200.00	1,800.00
	Programme / activity	CE	DSE Mock Result Release / DSE Guidance Talk (F.5 & F.6)	7 May	U15-17	3,000.00	1,635.70	1,364.30
2	Subsidy	CE	Subsidy on Mock Interview Workshop (F.6)	5 May	U15-18	3,000.00	2,950.00	50.00
	Subsidy	CE	Subsidy on participants for career-related visits and programmes (F.4 – F.6)	N/A	U15-19	5,000.00	0.00	5,000.00
3	Publication	CE	Issue of newsletters (F.1 – F.6)	N/A	U15-20	1,000.00	0.00	1,000.00
4	External Services	CE	Membership fee of HKACMGM	Sept	U15-21	400.00	400.00	0.00
	External Services	CE	Proofreading students' self-accounts and OEA (F.6)	Sept - Dec	U15-22	25,000.00	22,620.00	2,380.00
	External Services	CE	Resources from organization / websites such as Ming Pao, postage and delivery charges (F.1 – F.6)	Whole Year	U15-23	1,000.00	560.00	440.00
5	Enhancement Programme	CE	Reference books for careers teachers	Whole year	U15-24	2,000.00	1,825.30	174.70
	Enhancement Programme	CE	Subsidy on teachers on careers trainings	Whole year	U15-25	10,000.00	4,950.00	5,050.00
	Sub-total (Career Education)					83,900.00	64,867.40	19,032.60
6	Programme / activity	LE	Leap Programme (F.2)		U15-31	8,000.00	2,000.00	6,000.00
	Programme / activity	LE	Workshops or seminars for parents		U15-32	10,000.00	4,452.50	5,547.50

			helping children cope with anxiety (F.3 – F.5)					
	Programme / activity	LE	Workshops or seminars for students (CLP Grant)		U15-33	12,000.00	10,800.00	1,200.00
7	Subsidy	LE	Visits / Programs for enriching student learning		U15-34	18,000.00	5,877.00	12,123.00
	Subsidy	LE	Subsidy for organizing self-initiated class activities (F.1 – F.3)		U15-35	15,000.00	12,810.40	2,189.60
	Subsidy	LE	Teachers subsidy (F1 – 6)		U15-36	3,000.00	1,298.00	1,702.00
8	Publication	LE	Designing and printing of the booklet ‘On My Way’ (F.1 – F.2)		U15-37	1,000.00	316.20	683.8
	Sub-total (Life Education)					67,000.00	37,554.1	29,445.9
	Total					150,900.00	102,421.50	48,478.50

Item	Budget	Expense (\$)
Expense (Career Education) (17 – 18)	83,900.00	64,867.40
Expense (Life Education) (17 – 18)	67,000.00	37554.10
Total expense (17 – 18)	150,900.00	102,421.50

Careers Mistress: Ms. Wong Sau Chun

Life Education Mistress: Ms. Chan Wai Yin

Date: 3 September 2018