



**Career Guidance
and Life Planning
Annual Report
2021-2022**



La Salle College

Goals

1. Develop students’ ownership of their career and life planning through school’s curriculum and other learning activities.
2. Integrate effective life planning education into school’s curriculum and other learning activities.
3. Guide and assist students to make wise informed choice with reference to students’ interests, abilities and orientations.
4. Connect students’ career and academic aspiration with life-long learning.

Target 1: To develop students’ ownership of their career and life planning.

Strategies / Tasks	Success Criteria	Methods of Evaluation	Reporting
<p>1.1 Career Education Curriculum in Form Teacher Periods</p> <ul style="list-style-type: none"> • To prepare career education lesson plans in Form Teacher Periods for F.3, 5 and 6. • To review and revise lesson plans from feedback of students and Form Teachers. 	<ul style="list-style-type: none"> • Form Teachers are able to complete 80% of the lessons. • Students understand their academic interests, abilities and learning style. • Students understand the meaning of work, the skills required and working conditions of different jobs. • Students are motivated to set goals, study plans and are proactive in search for information. 	<ul style="list-style-type: none"> • Questionnaires • Feedback from teachers and students • Students’ subsequent performance and attitude 	<ul style="list-style-type: none"> • Schedules for Form 3 lessons were disrupted due to COVID19 pandemic. • Form 3 lessons were replaced by a career programme held in May. Online career lessons were conducted by teachers of the Careers Team, followed by sharing on electives by senior form students.
<p>1.2 Career and Life Planning Activity for Form 4</p> <ul style="list-style-type: none"> • To learn about the concept of career and life planning • To experience different stages in life and learn about factors affecting one’s planning 	<ul style="list-style-type: none"> • Students recognize the importance to set objectives in life. • Students recognize the factors which affect their planning. • Students learn the skills to maximize the chance of achieving objectives in life. 	<ul style="list-style-type: none"> • Questionnaires • Feedback from teachers and students • Students’ subsequent performance and attitude 	<ul style="list-style-type: none"> • Programme was cancelled due to the COVID-19 pandemic.
<p>1.3 Guidance Programme for F.5 and F.6 low achievers</p> <ul style="list-style-type: none"> • To help students recognize their academic and career development needs • To help students align career dream with academic performance and personal background • To help students formulate a workable plan to realize their career dreams 	<ul style="list-style-type: none"> • Students recognize their academic and career development needs. • Students are able to make career or further study choices that fit their personal circumstances. • Students learn the ways to gather information and work out a plan for themselves. 	<ul style="list-style-type: none"> • Questionnaires • Students’ secured path after DSE • Students’ level of satisfaction for the path secured 	<p>For F6</p> <ul style="list-style-type: none"> • All students from 6A to 6C were divided into 9 groups. Career counselling by Career teachers were conducted in Careers Centre. • Students learned the strategies to form their JUPAS programme choices, draft their personal statement, and select relevant content for their OEA record. They were also aware of other schemes which enhance the chance of admission. • Students learned that there were choices of self-financing degree and sub-degree programmes through iPASS and E-APP, and the financial assistance schemes

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			available. • Students were aware of the channels for applying for overseas studies. For F5 • Old boys from similar background were invited to give a sharing to 5A and 5B. • Social Cognitive Career theory has been adopted in this program. By inviting alumni with similar background to share their experience, the students would regard it as a feedback and coaching from an important and persuasive person. • Students reflected the sharing has raised their academic and career awareness in the upcoming HKDSE and JUPAS cycle.
1.4 Careers and Further Studies Interest Assessment for Form 5 • To understand career and further studies interest through the use of professional assessment tools	• Students recognize their career and further studies interest in a systematic way • Students find the assessment results useful for making career and further studies choice	• Questionnaires • Observation of students' response in debriefing	• The assessment was completed by students individually during form teacher period. • A debriefing session about the career test was conducted via online platform. • Reminders on summer preparation for JUPAS and studying overseas were also introduced during the debriefing session.
1.5 HKFYG 「夢嚮導」計劃中的「好夢有你」 • To help parents and students understand the concept of career planning • To help parents appreciate their children and students learn ways of self-appreciation • To help parents and children learn how to communicate about their dreams	• 8 – 10 F.1-3 families participate in the programme • 80% attendance in the activities held in the whole year • 80% of the participants find the activities useful	• Evaluation of the organizer • Oral and written feedback by participants • Reflection submitted by participants	• About 60 families attended the online talk “The Myth about Career Counselling” in Nov. • 10 families joined the programme. • 81 families joined the parents seminars “好夢有你-選科系列” held on May • 5 online parallel sessions were conducted from Dec to Aug. It was planned that face-to-face sessions could be held in Aug.

Target 2 To help students implement their career and study plan

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<p>2.1 F.6 JUPAS Talk</p> <ul style="list-style-type: none"> To provide F.6 students updated information about different study programmes in local tertiary institutes and their admissions requirement. To facilitate students in the application process, guide them to make optimal and sensible choices. 	<ul style="list-style-type: none"> Students submit JUPAS application and relevant documents on time. Students take the responsibility to carefully select their programme choices. 	<ul style="list-style-type: none"> Questionnaires Statistics of JUPAS results 	<ul style="list-style-type: none"> The talk was conducted online. Students were fully informed about the requirements for admission into different courses of the JUPAS participating institutions. They were aware of all the deadlines for various parts of JUPAS application. They were informed of the upcoming university virtual information talks and how to input OEA. All students submitted their JUPAS application and application before the school internal deadline.
<p>2.2 Measures to support JUPAS application of F.6 students</p> <ul style="list-style-type: none"> A Careers Team teacher will be assigned as the advisor to take care of students' JUPAS application. To guide students to make optimal and sensible choices. To give individual counselling to all F.6 students on their JUPAS choices with reference to their career plan. 	<ul style="list-style-type: none"> Students are able to make informed choices of their tertiary education. Students are ready to seek assistance proactively from the JUPAS Advisor. Students are able to make a reasonable choice list with reference to their interest, ability, career plan, and the HKDSE results they expect. 	<ul style="list-style-type: none"> Feedback from Career Teachers and students Statistics of JUPAS results Survey on students' satisfaction about their JUPAS offer 	<ul style="list-style-type: none"> The Career-teacher-in-charge of every class met students individually or in small groups to evaluate their programme choices with regard to students' target grades, programme admission requirements and admission scores. Students showed very good readiness even though they needed consultation after the release of HKDSE results.
<p>2.3 Talk for parents and students - Get Prepared for the HKDSE Result Release Day and Multiple Pathways</p> <ul style="list-style-type: none"> To provide information about HKDSE result release day operation. To explain the strategy in modifying programme choices with the DSE results obtained To introduce the multiple study pathways in addition to JUPAS and overseas studies. To arouse students' awareness of making necessary preparations for further studies and career planning. 	<ul style="list-style-type: none"> Students have full understanding of the latest admission arrangement of various institutions. Students are able to review their plan for further studies with reference to their performance in HKDSE. Students are ready to accept alternative options such as local sub-degree programmes or self-financed Degree Programmes. 	<ul style="list-style-type: none"> Questionnaires Video view rate 	<ul style="list-style-type: none"> Due to the Covid-19 pandemic, the talk was replaced by videos uploaded to YouTube. Students and parents were informed through eClass and Google Classroom. The videos received a very good viewing rate. Students and parents responded very positively to the programme content. Most students had a clear idea on how to seek advice on modification of programme choices.

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	<ul style="list-style-type: none"> Students are ready to seek assistance proactively. Students fully understand the procedure and mechanism of modification of programme choices. 		<ul style="list-style-type: none"> Most students understood clearly the multiple pathways available and the application procedures. Students in weaker classes were well prepared and had applied non-JUPAS programmes via E-App as their backup plan.
<p>2.4 Support for Overseas Education Application</p> <ul style="list-style-type: none"> To assist students' planning and application for overseas studies in different countries for all levels and academic abilities by providing necessary information and relevant activities. To give support to teachers who are required to give academic reference for students in the process of their applications. 	<ul style="list-style-type: none"> Students can have access to all sorts of information about studying abroad via e-class and career library. Students have a clear understanding about the requirements & their own eligibility for study programmes in different institutes in different countries. Students are able to draw reference and benefit from the activities which introduce to them overseas studies experience. Increased rate of successful overseas studies application. To issue recommendation letters and transcripts within 7 working days after student's submission of all documents. 	<ul style="list-style-type: none"> Survey on students leaving for overseas studies at different levels Track record of success rate of students enrolling in the overseas institute they desire Feedback & reflection through personal contact 	<ul style="list-style-type: none"> Students were fully informed about the procedures, requirements, and the deadlines in the application process. UCAS Application Online Sharing Session was conducted in the beginning of the year in which students learned from the experience of old boys. An online meeting with Professor Doerrzapf from Cambridge University was arranged for Cambridge applicants to familiarize themselves with the Cambridge admission process. 9 F.5-6 students joined the talk. An online admission talk given by representatives from Peking University (北京大學), Remin University of China (中國人民大學), and Tsinghua University (清華大學) introduced to students the learning environment of mainland universities and their admission requirements. 70 F.4-6 parents and students enrolled to join the talk. University of British Columbia gave students an online admission talk of the university. 28 parents and students jointed the talk. Many universities were offering online admission seminars in response to the COVID-19 pandemic and the information was disseminated to students through eClass and Google Classroom. Students interested in Peking University and Tsinghua University were selected to apply for school principal nomination scheme.

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<p>2.5 Elective subjects Fair for F.3 students</p> <ul style="list-style-type: none"> • Help students to know the curriculum, coursework and assessment of the F4 elective subjects. 	<ul style="list-style-type: none"> • Senior students' experience sharing provides relevant information to F.3 students. 	<ul style="list-style-type: none"> • Questionnaires • Feedback from F.3 students and F.3 Form Teachers. 	<ul style="list-style-type: none"> • Due to the COVID-19 pandemic, the fair was cancelled. Instead, online sharing sessions given by senior form students were organized in May, following the F.3 Career programme. • The subject representatives shared their experiences in studying the DSE electives. • Feedback from F.3 students and form teachers was very positive. They appreciated the effort of the senior form subject representatives and believed that they received useful advice.
<p>2.6 F.4 Placement Talk for F.3 students and parents</p> <ul style="list-style-type: none"> • Working in conjunction with Home-School Cooperation Team. • Aims at helping students best match their interest & ability with their choice of study and inform them of the opportunities of tertiary studies and future academic/career options with their choice of subjects. 	<ul style="list-style-type: none"> • Students fully understand the features & demands of subjects offered in F.4. • Students are aware of their own ability, interest & suitability in choosing different subject combination. • Students have an idea of the correlation of choice of study with the tertiary studies & ultimately academic requirement for different careers. • Parents are well informed of school policy and understand their role in providing support to their children. 	<ul style="list-style-type: none"> • Questionnaires • Survey on the academic performance of students in F.4 • Statistics on number of students changing/dropping subjects in F.4/5 	<ul style="list-style-type: none"> • The talk was organized in hybrid mode (face-to-face and online) • All F.3 parents and students were invited. • They were informed of the appropriate attitudes and values necessary for a successful senior form study. • They were informed of entrance requirements of local universities. • Strategies and advice about subject choice were given.
<p>2.7 F.3 Post Exam Career Programme</p> <ul style="list-style-type: none"> • The one-day summer programme is designed to assist third-formers with the process of life planning and career development. • The program aims to help them plan their senior secondary school life with regard to university and scholarship applications. 	<ul style="list-style-type: none"> • Students are aware of the career and academic development starting from F.4. • Students are equipped with effective study skill and the self-confidence in study. 	<ul style="list-style-type: none"> • Questionnaires • Survey on the academic performance of students in F.4 	<ul style="list-style-type: none"> • The attendance rate and the degree of participation of Form 3 students was high as most of them paid attention to the sharing. • From the tests they had a better understanding towards their learning mode and the type of learners. • After the event, some Form 3 students even stayed behind to

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<ul style="list-style-type: none"> It aims to equip students with proven and effective study skills which will enhance learning efficiency and stimulate them to set realistic goals. 			chat with the guests speakers who are also our old boys from 2020 and 2022. From the interaction, students were able to have in depth understanding towards the struggling and experience of the old boys.

Target 3: To equip students with careers and life planning skills

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<p>3.1 Junior Achievement Hong Kong (JAHK) Workshops</p> <ul style="list-style-type: none"> To participate in career and life planning programmes run by JAHK. To involve students of both junior and senior forms. 	<ul style="list-style-type: none"> Students acquire the communication and teamwork skills that help them to excel in school, careers and the community. Students appreciate the importance of life skills which are necessary in any situation. Students are interested to discuss business dilemmas and ethical solutions. 80% attendance rate of enrolled students 	<ul style="list-style-type: none"> Questionnaires Feedback & reflection through personal contact 	<ul style="list-style-type: none"> A total of 13 F3-5 students joined the online JA Finance for Future Workshop The Old Boy business volunteers, financial analysts and experts, shared their professional experience and knowledge in the workshop. Students recognized the importance of being able to identify sources of income as well as the attitudes, skills, knowledge and behaviour to manage current income and make financial plans as they transition to higher education or the job market. The participants gave positive feedback to the workshops and agreed that the workshop objectives were achieved.
<p>3.2 Medicine Career Workshop & Interview Practice</p> <ul style="list-style-type: none"> To give an overview of careers in medical related field To prepare students to pursue tertiary education in medicine To conduct mock interview practice 	<ul style="list-style-type: none"> F.6 students are able to make a success of the university interview. All participants can benefit in acquiring the etiquettes and rhetoric expected of a sensible and confident interviewee. All participants can formulate a plan towards a medical profession. 	<ul style="list-style-type: none"> Questionnaires Success rate in JUPAS admission 	<ul style="list-style-type: none"> 60 F.4-6 students joined the online LSC Medicine Career Workshop on 4 Dec 2021. Types of medical careers were introduced. Students knew more about the different career prospects of a medical student so that they can plan for their medical training. Students found the interview practice very useful and knew how to prepare themselves for the interview. CUHK Faculty of medicine gave an online admission talk introducing their medicine programmes on 4

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			<p>Nov 2021. Around 60 F.5-6 students attended the talk.</p> <ul style="list-style-type: none"> • Another guided tour was organized on 23 Nov 2021 to help students to know more about the facilities of the new CUHK Medical Centre. • Two interview workshops has been provided by HKU Medical Faculty on 17 Nov and 11 Dec to help prepare students for the medicine interview. • The Careers Team joined force with the HKU Faculty of Medicine to provide students the online HKU Medicine Pilot Programme 9 Apr 2022. 40 F.5 students enrolled to join the programme.
<p>3.3 Mock Interview for F.5 students</p> <ul style="list-style-type: none"> • To coordinate with OBA and school English department to organize a compulsory mock interview for F.5 students. • To prepare students for the scholarship and university interview. • Teaching materials like sample interview questions will be prepared. Students will be guided in the English lessons to prepare for the mock interview. 	<ul style="list-style-type: none"> • Students can acquire the skills and attitudes to prepare for the interview. • Students acquire the communication skills that help them to excel in school, careers and the community. 	<ul style="list-style-type: none"> • Students’ feedback through causal talk • Success rate in JUPAS admission • Questionnaires 	<ul style="list-style-type: none"> • OBA has recruited 9 distinguished old boys as interviewers. • 9 F.6 current students were recruited to help facilitate the event. • The attendance rate was very good. • Most students prepared well for the interview and dressed appropriately. • The interviewers, who are old boys as well as professionals, gave prompt and constructive feedback to the students. • The F.6 student helpers met the old boy interviewers after the interview to discuss about further study and career options.
<p>3.4 Speaking & Presentation Skill Workshop for F.5</p> <ul style="list-style-type: none"> • To understand the importance of speaking & presentation skills in career development • To acquire the skills of a good speaker 	<ul style="list-style-type: none"> • 80% attendance • Students are actively involved in the workshop. 	<ul style="list-style-type: none"> • Survey on students’ feedback • Students’ response in the workshop 	<ul style="list-style-type: none"> • Speaking tips and interview skills were introduced during the workshop. • Students were highly involved. They actively asked questions concerning application and admission.

Target 4: To enrich students’ exposure to the world of work

Strategies / Tasks	Success Criteria	Methods of Evaluation	Reporting
<p>4.1 Job Shadowing Programme</p> <ul style="list-style-type: none"> To coordinate with OBA to organize job shadowing programme for F.5 students. To coordinate with NGOs to provide job shadowing opportunities. 	<ul style="list-style-type: none"> Students are aware of the demands of the authentic working world. Students are educated about the requirement of different professions. Students are able to learn the right work ethics and protocol. Students may develop their career aspirations and form the first idea of their future career plan. Students explore their career options and build up values which are essential for their future success. 	<ul style="list-style-type: none"> Tracking of students’ performance in the workplace Reports and reflection written by students Feedback from mentors and OBA Feedback from mentors and companies 	<ul style="list-style-type: none"> A total of 44 job shadowing posts were provided by 13 programmes. Most students attended the job-shadowing day punctually Students agreed that the programme helped them understand more about the world of work and the knowledge and skills required at work. Students commented that the old boys did a good job in the programme that they have learned a lot in the activities. The experience also helps them clarify some pre-occupied thoughts about a sector.
<p>4.2 Careers Day</p> <ul style="list-style-type: none"> To introduce different professions, their entry requirements, job nature, future prospect and long-term development of each. To foster a mentor relationship between students and the Old Boys. To advise students on their choice of further studies and career planning. To give students pictures of real-life work field. 	<ul style="list-style-type: none"> Students find the information useful for their choice of career. Students find the information useful for their career and study plan. Students can make connections with the old boys. 	<ul style="list-style-type: none"> Questionnaires Feedback of the old boys Observation of the discussions 	<ul style="list-style-type: none"> Eight online career talks were conducted by old boys. 35 old boys helped in this event. 126 F.4 & 5 students attended. Many students found the information very useful and informative.
<p>4.3 Career visits</p> <ul style="list-style-type: none"> To organize visits to companies, tertiary institutions and other organizations. To expose students to wider career options including paramedical professions, STEM, etc. To involve students of both junior and senior level. 	<ul style="list-style-type: none"> Students are open to different professions by site visit. Students have some preliminary idea of real working situation in a company or firm. Students feel interested in the visit and want to know more. Students form the first idea of future career. 	<ul style="list-style-type: none"> Questionnaires Casual conversations with students 	<ul style="list-style-type: none"> Many organizations were offering online workshops in response to the COVID-19 pandemic and the information was disseminated to students through eClass and Google Classroom. A Career Talk on “Entrepreneurship as your first job – a new proposition” was held in November to provide an overview of the Innovation & Technology sector.

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<p>4.4 LSC x Deloitte Workshop</p> <ul style="list-style-type: none"> To coordinate with old boys in Deloitte and school BAFS department to organize career talks and job shadowing programme for BAFS students. 	<ul style="list-style-type: none"> Students are aware of the demands of the authentic working world. Students are educated about the the application of FinTech in commercial world. Students are shown the recent development and opportunities in Greater Bay Area 	<ul style="list-style-type: none"> Questionnaires Reports and reflection written by students Feedback from mentors 	<ul style="list-style-type: none"> 3 online career talks about FinTech and Greater Bay Area has been organized. The number of attendees of 3 talks are around 80, 70 and 50 respectively. 15 BAFS students have been selected to join the job shadowing program organized by Deloitte. All students attended the job-shadowing punctually. Quite a number of them proactively asked for more information based on their interest and aspiration.

Target 5: To empower Senior Form Teachers’ participation in careers education and student counselling in school.

Strategies / Tasks	Success Criteria	Methods of Evaluation	Reporting
<p>5.1 Teachers’ Professional Development in Careers and Life Planning</p> <ul style="list-style-type: none"> To equip F.5-6 Form teachers with the concepts of careers and life planning so that they are well aware of the careers and life planning needs of students in the adolescent stage. 	<ul style="list-style-type: none"> Teachers are aware of the careers and life planning needs of their students. Form teachers are more confident in implementing the career education curriculum in their class. 	<ul style="list-style-type: none"> Questionnaires Teachers’ feedback 	<ul style="list-style-type: none"> A briefing was given to all F.6 Form Teachers regarding to JUPAS and alternative pathways. Form Teachers were well equipped to provide career guidance to their classes. Relevant career information was given to individual subject panel heads. Panel heads are aware of the career opportunities related to their field.

Financial Report

Expenses	Amount \$
General Expenses	2534.00
Form teacher period materials	14599.87
Total	17093.87