



**and Life Planning  
Annual Report  
2019/20**



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
<b>1.1 Career Education Curriculum in Form Teacher Lessons</b> <ul style="list-style-type: none"> <li>• To prepare career education lesson plans in Form Teacher Lessons for all Forms</li> <li>• To review and revise lesson plans from feedbacks of students and Form Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Form Teachers are able to complete 80% of the lessons.</li> <li>• Students understand their academic interests, abilities and learning style.</li> <li>• Students understand the meaning of work, the skills required and working conditions of different jobs.</li> <li>• Students are motivated to set goals, study plans and are proactive in search for information.</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaires</li> <li>• Feedback from teachers and students</li> <li>• Students' subsequent performance and attitude</li> </ul>	<ul style="list-style-type: none"> <li>• Form Teacher Lessons were reformed. Career education was given a session only in F.3, F.5 and F.6.</li> <li>• The schedule in F.3 and F.5 was disrupted by school suspension in Feb to May.</li> <li>• F.3 Career education was successfully completed after school resumed on 27 May.</li> <li>• Form teachers were not able to complete all materials in Career Mapping.</li> </ul>
<b>1.2 Career and Life Planning Talk for students of Junior Forms</b>	<ul style="list-style-type: none"> <li>• Students are aware of their tasks in the stage as a junior form student in terms of their future career plan.</li> <li>• Students are motivated to set goals and study plans for their secondary school life.</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaires</li> <li>• Feedback from teachers and students</li> <li>• Students' subsequent performance and attitude</li> </ul>	<ul style="list-style-type: none"> <li>• Due to school suspension, no career and life planning talk was organized for junior forms.</li> </ul>
<b>1.3 Career and Life Planning Talk for Senior Forms</b> <ul style="list-style-type: none"> <li>• To equip students the skills to do their career and life planning</li> </ul>	<ul style="list-style-type: none"> <li>• Students learned the skills to do their career and life planning.</li> <li>• Students are able to formulate personal plan to workable for achieving his career aspiration.</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaires</li> <li>• Feedback from teachers and students</li> <li>• Students' subsequent performance and attitude</li> </ul>	<ul style="list-style-type: none"> <li>• A career talk of the legal profession was organized in association with LSCOBA.</li> <li>• An Overseas University Application Talk cum Old Boys Sharing was organized.</li> <li>• Participants were involved in the talks. The speakers created good interactions with the participants and the sharing was fruitful.</li> </ul>
<b>1.4 Career and Life Planning Activity for Form 2</b> <ul style="list-style-type: none"> <li>• To help students develop an accurate account of their own personality traits and understand its influence to personal development.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are able to describe his personality accurately.</li> <li>• Students are aware of the influence of their personality in terms of personal and career development.</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaires</li> <li>• Feedback from teachers and students</li> <li>• Students' subsequent performance and attitude</li> <li>• An evaluation committee formed by Careers Team teachers will observe</li> </ul>	<ul style="list-style-type: none"> <li>• The programme was cancelled due to school suspension.</li> </ul>

		implementation of the programme, give comments and evaluate effectiveness of the programme.	
<b>1.5 Career and Life Planning Activity for Form 4</b> <ul style="list-style-type: none"> <li>To learn about the concept in career and life planning</li> <li>To experience different stages in life and learn about factors affecting one's planning</li> </ul>	<ul style="list-style-type: none"> <li>Students recognize the importance to set objectives in life.</li> <li>Students recognize the factors which affect their planning.</li> <li>Students learn the skills to maximize the chance of achieving objectives in life.</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaires</li> <li>Feedback from teachers and students</li> <li>Students' subsequent performance and attitude</li> <li>An evaluation committee formed by Careers Team teachers will observe implementation of the programme, give comments and evaluate effectiveness of the programme.</li> </ul>	<ul style="list-style-type: none"> <li>The programme was cancelled due to school suspension.</li> </ul>
<b>1.6 Guidance Programme for F.5 A-C &amp; F.6 A-C classes</b> <ul style="list-style-type: none"> <li>To help students recognize their academic and career development needs</li> <li>To help students align career dream with academic performance and personal background</li> <li>To help students formulate a workable plan to realize their career dreams</li> </ul>	<ul style="list-style-type: none"> <li>Students recognize their academic and career development needs.</li> <li>Students are able to make career or further study choices that fit their personal circumstances.</li> <li>Students learn the ways to gather information and work out a plan for themselves.</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaires</li> <li>Students' secured path after DSE</li> <li>Students' level of satisfaction for the path secured</li> </ul>	<p>For F6</p> <ul style="list-style-type: none"> <li>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.</li> <li>Students learned that there were choices of self-financing degree and sub-degree programmes through iPASS and E-APP, and the financial assistance schemes available.</li> <li>Students were aware of the channels for applying for overseas studies.</li> </ul> <p>For F5</p> <ul style="list-style-type: none"> <li>The programme was cancelled due to school suspension.</li> <li>Instead, a talk to prepare for JUPAS application was given to all class so that students could start their own preparatory work during the summer holiday.</li> </ul>
<b>1.7 Careers and Further Studies Interest Assessment for Form 5</b> <ul style="list-style-type: none"> <li>To understand careers and further studies interest</li> </ul>	<ul style="list-style-type: none"> <li>Students recognize their careers and further studies interest in a systematic way.</li> </ul>	<ul style="list-style-type: none"> <li>Observation of students' response in debriefing</li> </ul>	<ul style="list-style-type: none"> <li>Students completed the assessment booklet without problem. The debriefing provided students the guidelines to interpret the</li> </ul>

through the use of professional assessment tools	<ul style="list-style-type: none"> <li>Students find the assessment results useful for making careers and further studies choice.</li> </ul>		assessment results and introduced to them online tools such as O*NET and Jobtionary, as well as Career Mapping, for searching and learning about different occupations/university programmes.
<b>1.8 Support for NCS students</b> <ul style="list-style-type: none"> <li>To organize class visits to deliver career and further studies messages to NCS students and to provide guidance in career planning and further studies.</li> <li>Individual guidance for students and parents</li> </ul>	<ul style="list-style-type: none"> <li>Participants understand their situation and are motivated to set clear targets</li> <li>NCS students are clear about their future opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Casual conversations with students</li> <li>Feedback from Form Teachers, French Teacher, and NCS Chinese Teacher</li> </ul>	<ul style="list-style-type: none"> <li>Class visits were done in French lessons.</li> </ul>
<b>1.9 Hang Lung Young Architect Programme</b> <ul style="list-style-type: none"> <li>To foster an appreciation of architecture and learn about Hong Kong's history and culture.</li> <li>To prepare students for further exploration and showcases of Hong Kong's unique personality</li> </ul>	<ul style="list-style-type: none"> <li>Students recognize the work of an architect.</li> <li>Students can assess their potential to develop a career in architecture, surveying, urban planning, and related fields</li> </ul>	<ul style="list-style-type: none"> <li>Observation of students' participation in the programme.</li> <li>Evaluation of the organizer.</li> </ul>	<ul style="list-style-type: none"> <li>A team of 5 F.2 students participated in the year-long programme, which included a series of seminars, site visits, and a urban planning competition.</li> <li>Students received excellent comment from their mentors who recognized their creativity, attention to details, use of design software, model-making skills, and collaboration.</li> </ul>
<b>1.10 HKFYG 「夢嚮導」計劃中的「好夢有你」</b> <ul style="list-style-type: none"> <li>To help parents and students understand the concept of career planning</li> <li>To help parents appreciate their children and students learn ways of self-appreciation</li> <li>To help parents and children learn how to communicate about their dreams</li> </ul>	<ul style="list-style-type: none"> <li>8 – 10 F.1-3 families participate in the programme</li> <li>80% attendance in the activities held in the whole year</li> <li>80% of the participants find the activities useful</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of the organizer</li> <li>Oral and written feedback by participants</li> <li>Reflection submitted by participants</li> </ul>	<ul style="list-style-type: none"> <li>8 families joined the programme.</li> <li>The parents' group was well conducted and parents found that they learned a lot in the group meetings.</li> <li>The students became more interactive when they got to know each other more. The sharing was fruitful.</li> <li>Due to school suspension, only 3 sessions were done in the first term. Two online sessions were done for parents in the second term.</li> </ul>

**Target 2: To help students implement their career and study plan**

Strategies / Tasks	Success Criteria	Methods of Evaluation	Reporting
<p><b>2.1 F.6 JUPAS Talk</b></p> <ul style="list-style-type: none"> <li>To provide F.6 students updated information about different study programmes in local tertiary institutes and their admissions requirements.</li> <li>To facilitate students in the application process, guide them to make optimal and sensible choices.</li> </ul>	<ul style="list-style-type: none"> <li>Students submit JUPAS application and relevant documents on time.</li> <li>Students take the responsibility to carefully select their programme choices.</li> </ul>	<ul style="list-style-type: none"> <li>Statistics of JUPAS results</li> </ul>	<ul style="list-style-type: none"> <li>Students were fully informed about the requirements for admission into different courses of the 9 participating institutions.</li> <li>They were aware of all the deadlines for various parts of JUPAS application.</li> <li>They were informed of the upcoming university open days and how to input OEA.</li> <li>All students submitted their JUPAS application and application before the school internal deadline.</li> </ul>
<p><b>2.2 Measures to support JUPAS application of F.6 students</b></p> <ul style="list-style-type: none"> <li>A Careers Team teacher will be assigned as the advisor to take care of students' JUPAS application.</li> <li>To guide students to make optimal and sensible choices.</li> <li>To give individual counselling to all F.6 students on their JUPAS choices with reference to their career plan.</li> </ul>	<ul style="list-style-type: none"> <li>Students are able to make informed choices of their tertiary education.</li> <li>Students are ready to seek assistance proactively from the JUPAS Advisor.</li> <li>Students are able to make a reasonable choice list with reference to their interest, ability, career plan, and the HKDSE results they expect</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from Career Teachers and students</li> <li>Success rate of JUPAS admission</li> <li>Survey on students' satisfaction about their JUPAS offer</li> </ul>	<ul style="list-style-type: none"> <li>The Career-teacher-in-charge of every class met students individually to evaluate their programme choices with regard to students' target grades, programme admission requirements and admission scores.</li> <li>Students showed very good readiness even though they needed consultation after the release of HKDSE results.</li> </ul>
<p><b>2.3 Talk for parents and students - Get Prepared for the HKDSE Result Release Day and Multiple Pathways</b></p> <ul style="list-style-type: none"> <li>To provide information about HKDSE result release day operation</li> <li>To introduce the characteristics of various university programmes</li> <li>To introduce the multiple study pathways in addition to JUPAS and overseas studies</li> <li>To arouse students' awareness of making necessary preparations for further studies and career planning</li> </ul>	<ul style="list-style-type: none"> <li>Students have full understanding the latest admission arrangement of various institutions.</li> <li>Students are able to review their plan for further studies with reference to their performance in HKDSE.</li> <li>Students are ready to accept alternative options such as local sub-degree programmes or self-financed Degree Programmes.</li> <li>Students are ready to seek assistance proactively.</li> <li>Students fully understand</li> </ul>	<ul style="list-style-type: none"> <li>Attendance record</li> <li>Feedback from Parents, Form Teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>Due to the Covid-19 pandemic, the talk was replaced by videos uploaded to YouTube. And students and parents were informed through eClass and Google Classroom.</li> <li>The videos received a very good viewing rate similar to the talk attendance rate in the past.</li> <li>Students and parents responded very positively to the programme content.</li> <li>Most students had a clear idea on how to seek advice on modification of programme choices.</li> <li>Most students understood</li> </ul>

	the procedure and mechanism of modification of Programme Choices.		<p>clearly the multiple pathways available and the application procedures.</p> <ul style="list-style-type: none"> <li>Students in weaker classes were well prepared and had applied non-Jupas programmes via E-App as their backup plan.</li> </ul>
<p><b>2.4 Support for Overseas Education Application</b></p> <ul style="list-style-type: none"> <li>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</li> <li>To give support to teachers who are required to give academic reference for students in the process of their applications</li> </ul>	<ul style="list-style-type: none"> <li>Students can have access to all sorts of information about studying abroad via e-class and career library.</li> <li>Students have a clear understanding about the requirements &amp; their own eligibility for study programmes in different institutes in different countries.</li> <li>Students are able to draw reference and benefit from the activities which introduce to them overseas studies experience.</li> <li>Increased rate of successful overseas studies application.</li> <li>To issue recommendation letters and transcripts within 7 working days after student's submission of all documents.</li> </ul>	<ul style="list-style-type: none"> <li>Survey on students leaving for overseas studies at different levels</li> <li>Track record of success rate of students enrolling in the overseas institute they desire</li> <li>Feedback &amp; reflection through personal contact</li> </ul>	<ul style="list-style-type: none"> <li>Students were fully informed about the procedures, requirements, and the deadlines in the application process.</li> <li>A total of 5 UK and Canada universities admission talks were carried out on campus in the 1<sup>st</sup> term. A total of 59 students and 50 parents attended the talks. Students and parents were highly involved.</li> <li>COVID-19 pandemic around the world barred most of the international travel in addition to school suspension made it impossible to carry out any other university admission talks in the 2<sup>nd</sup> Term.</li> <li>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.</li> <li>An Overseas University Application Talk cum Old Boys Sharing was held to inform students the application procedures to UK and US universities. Old boys also shared their insights in the application process and study life in UK and US.</li> <li>Students interested in Peking University and Tsinghua University are nominated to apply for the respective school principal nomination scheme.</li> </ul>
<p><b>2.5 Elective subjects Fair for F.3 students</b></p>	<ul style="list-style-type: none"> <li>60% of F.3 students have visited the fair.</li> </ul>	<ul style="list-style-type: none"> <li>Observation of the event implementation</li> </ul>	<ul style="list-style-type: none"> <li>Due to the COVID-19 pandemic, the fair was</li> </ul>

<ul style="list-style-type: none"> <li>• Help students to know the curriculum, coursework and assessment of the F4 elective subjects.</li> </ul>	<ul style="list-style-type: none"> <li>• Senior students' experience sharing provides relevant information to F.3 students.</li> </ul>	<ul style="list-style-type: none"> <li>• Casual conversations with students</li> </ul>	<p>cancelled. Instead, sharing sessions given by F.4 &amp; 5 students were organized.</p> <ul style="list-style-type: none"> <li>• F.4 &amp; 5 subject representatives answered students' questions about subject selection and shared their experiences in studying the DSE electives.</li> <li>• Feedback from F.3 students and form teachers was very positive. They appreciated the effort of the F.4 &amp; 5 subject representatives and believed that they received useful advice.</li> </ul>
<p><b>2.6 F.4 Placement Talk for F.3 students and parents</b></p> <ul style="list-style-type: none"> <li>• Working in conjunction with Home-School Cooperation Team</li> <li>• Aims at helping students best match their interest &amp; 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Students fully understand the features &amp; demands of subjects offered in F.4.</li> <li>• Students are aware of their own ability, interest &amp; suitability in choosing different subject combination.</li> <li>• Students have an idea of the correlation of choice of study with the tertiary studies &amp; ultimately academic requirement for different careers.</li> <li>• Parents are well informed of school policy and understand their role in providing support to their children.</li> </ul>	<ul style="list-style-type: none"> <li>• Survey on the academic performance of students in F.4</li> <li>• Statistics on number of students changing/dropping subject in F.4/5</li> </ul>	<ul style="list-style-type: none"> <li>• In the parent-teacher meeting "F.4 Placement – Subject Introductions", the talk "Making Smart Choices" was given to equip parents the skills and attitudes in guiding their sons to make DSE subject choices wisely.</li> <li>• Strategies and advice about subject choice were given.</li> </ul>

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

Strategies / Tasks	Success Criteria	Methods of Evaluation	Reporting
<p><b>3.1 Speaking &amp; Presentation Skill Workshop for F.5</b></p> <ul style="list-style-type: none"> <li>To understand the importance of speaking &amp; presentation skills in career development</li> <li>To acquire the skills of a good speaker</li> </ul>	<ul style="list-style-type: none"> <li>80% attendance</li> <li>Students are actively involved in the workshop.</li> </ul>	<ul style="list-style-type: none"> <li>Survey on students' feedback</li> <li>Students' response in the workshop</li> </ul>	<ul style="list-style-type: none"> <li>A talk was jointly organized with the Speech Team. An alumnus was the guest speaker.</li> <li>29 F.5 and 10 F.4 students attended the talk.</li> </ul>
<p><b>3.2 Junior Achievement Hong Kong (JAHK) Workshops</b></p> <ul style="list-style-type: none"> <li>To participate in careers and life planning programmes run by JAHK, e.g. Success Skills Workshop, Personal Finance Workshop, Career Dimensions, etc.</li> <li>To involve students of both junior and senior forms.</li> </ul>	<ul style="list-style-type: none"> <li>Students acquire the communication and teamwork skills that help them to excel in school, careers and the community.</li> <li>Students appreciate the importance of life skills which are necessary in any situation.</li> <li>Students are interested to discuss business dilemmas and ethical solutions.</li> <li>80% attendance rate of enrolled students is expected.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation Form</li> <li>Feedback &amp; reflection through personal contact</li> </ul>	<ul style="list-style-type: none"> <li>A total of 9 F4-6 students joined the two rounds of JA Success Skills Workshop. They gave positive feedback to the workshops and agreed that the workshop objectives were achieved.</li> <li>The workshop in the 2<sup>nd</sup> term was held online due to the COVID-19 pandemic.</li> </ul>
<p><b>3.3 Medicine Career Workshop &amp; Interview Practice</b></p> <ul style="list-style-type: none"> <li>To give an overview of careers in medical related field</li> <li>To prepare students to pursue tertiary education in medicine</li> <li>To conduct mock interview practice</li> </ul>	<ul style="list-style-type: none"> <li>F.6 students are able to make a success of the university interview.</li> <li>All participants can benefit in acquiring the etiquettes and rhetoric expected of a sensible and confident interviewee.</li> <li>All participants can formulate a plan towards a medical profession.</li> </ul>	<ul style="list-style-type: none"> <li>Students' feedback through causal talk</li> <li>Success rate in JUPAS admission</li> </ul>	<ul style="list-style-type: none"> <li>60 F.4-6 students joined the workshop.</li> <li>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.</li> <li>Students found the interview practice very useful and knew how to prepare themselves for the interview.</li> </ul>

**Target 4: To enrich students' exposure to the world of work.**

Strategies / Tasks	Success Criteria	Methods of Evaluation	Reporting
<p><b>4.1 Job Shadowing Programme</b></p> <ul style="list-style-type: none"> <li>To coordinate with OBA to organize job shadowing programme for F.5 students</li> <li>To coordinate with NGOs to provide job shadowing</li> </ul>	<ul style="list-style-type: none"> <li>Students are aware of the demands of the authentic working world.</li> <li>Students are educated about the requirement of different professions.</li> <li>Students are able to learn</li> </ul>	<ul style="list-style-type: none"> <li>Tracking of students' performance in the workplace</li> <li>Reports and reflection written by students</li> <li>Feedback from mentors</li> </ul>	<ul style="list-style-type: none"> <li>The programme was cancelled due to the COVID-19 pandemic.</li> </ul>

opportunities	<p>the right work ethics and protocol.</p> <ul style="list-style-type: none"> <li>• Students may develop their career aspirations and form the first idea of their future career plan.</li> <li>• Students explore their career options and build up values which are essential for their future success.</li> <li>• Students take their responsibility in attending the activity as scheduled in Jul/Aug.</li> </ul>	<p>and OBA</p> <ul style="list-style-type: none"> <li>• Feedback from mentors and companies</li> </ul>	
<p><b>4.2 Careers Day</b></p> <ul style="list-style-type: none"> <li>• To introduce different professions, their entry requirements, job nature, future prospect and long-term development of each</li> <li>• To foster a mentor relationship between students and the Old Boys</li> <li>• To advise students on their choice of further studies and career planning</li> <li>• To give students pictures of real-life work field</li> </ul>	<ul style="list-style-type: none"> <li>• Students find the information useful for their choice of career.</li> <li>• Students find the information useful for their career and study plan.</li> <li>• Students can make connections with the old boys.</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaire</li> <li>• Feedback of the old boys</li> <li>• Observation of the discussions</li> </ul>	<ul style="list-style-type: none"> <li>• The programmed was cancelled due to the COVID-19 pandemic.</li> </ul>
<p><b>4.3 Career visits</b></p> <ul style="list-style-type: none"> <li>• To organize visits to companies, tertiary institutions and other organizations.</li> <li>• To expose students to wider career options including paramedical professions, STEM, etc.</li> <li>• To involve students of both junior and senior level.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are open to different professions by site visit.</li> <li>• Students have some preliminary idea of real working situation in a company or firm.</li> <li>• Students feel interested in the visit and want to know more.</li> <li>• Students form the first idea of future career.</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaires</li> <li>• Casual conversations with students</li> </ul>	<ul style="list-style-type: none"> <li>• 26 F.5 students visited the High Court and met High Court Judge Patrick Li.</li> <li>• Additional career visits were not possible due to the social incident in the 1<sup>st</sup> term and school suspension in the 2<sup>nd</sup> term.</li> </ul>
<p><b>4.4 Outbound Career Visit</b></p> <ul style="list-style-type: none"> <li>• To introduce to students economic development and career opportunities for Hong Kong young people in Mainland China.</li> </ul>	<ul style="list-style-type: none"> <li>• Participants are aware of the latest economic development of China</li> <li>• Participants are aware of the careers opportunities for Hong Kong young people in Mainland China.</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaires</li> <li>• Participants' report of the visit.</li> </ul>	<ul style="list-style-type: none"> <li>• The programme was cancelled due to the social incident in the 1<sup>st</sup> term and the COVID-19 pandemic in the 2<sup>nd</sup> term.</li> </ul>

**Target 5: To empower teachers' participation in careers education and student counselling in school.**

Strategies / Tasks	Success Criteria	Methods of Evaluation	Reporting
<p><b>5.1 Teachers' Professional Development in Careers and Life Planning</b></p> <ul style="list-style-type: none"> <li>To equip teachers 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</li> </ul>	<ul style="list-style-type: none"> <li>Teachers understand the concepts of careers and life planning.</li> <li>Teachers are aware of the careers and life planning needs of their students.</li> <li>Form teachers are more confident in implementing the career education curriculum in their class.</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaires</li> <li>Teachers' feedback</li> </ul>	<ul style="list-style-type: none"> <li>Briefings were given in Form Teachers' Periods meetings.</li> <li>Teachers' feedback was mostly positive.</li> <li>Useful resources and materials were shared to all teachers via intranet.</li> </ul>

## Career and Life Planning

### Financial Report

Expenses	Amount \$
HKACMGM membership fee	400.00
Careers Programmes	15,985.95
Consumable	296.40
Total	16,682.35

Prepared by  
Florence Chow (Careers Mistress)  
31 Aug 2020