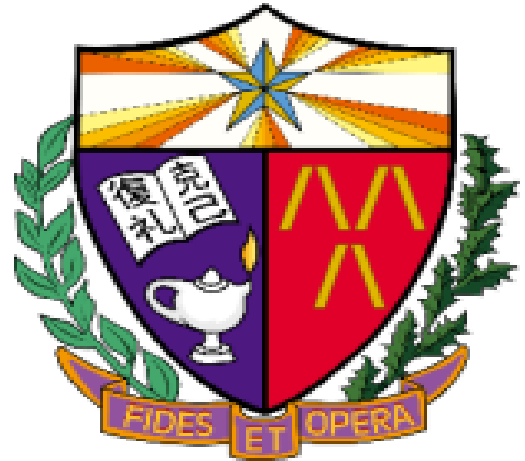


**Career Guidance and  
Life Planning Education  
Report 2015-16**



La Salle College

**Goal**

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><b>1.1 Career Education Curriculum in Form Teacher Periods</b></p> <ul style="list-style-type: none"> <li>• To prepare career education lesson plans in Form Teacher Periods 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 more about their own personality and that of other people</li> <li>• Students feel interested in class activities.</li> <li>• 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.</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 Teachers were able to cover all the topics.</li> <li>• Students were engaged in the lessons.</li> <li>• Amount spent \$11 110.</li> </ul>
<p><b>1.2 Career and Life Planning Talk for Junior Forms</b></p> <ul style="list-style-type: none"> <li>• To introduce the importance of career and life planning, and how a junior form students should prepare for his secondary school life.</li> </ul>	<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>• Talk for Parents of Junior Forms was held instead.</li> <li>• Co-organized with PTA.</li> <li>• Content of talk was related to choice of elective subjects, career &amp; study plan.</li> <li>• The talk was very well received.</li> <li>• The talk was conducted by Careers Mistress. F.6 graduates were shared their struggle and experiences during the talk.</li> </ul>
<p><b>1.3 Career and Life Planning Talk for Senior Forms</b></p> <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> </ul>	<ul style="list-style-type: none"> <li>• Questionnaires</li> <li>• Feedback from teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>• A talk was presented by Ada Ho, Executive Director of L Plus H Fashion, who shared</li> </ul>

	<ul style="list-style-type: none"> <li>Students are able to formulate personal plan to workable for achieving his career aspiration.</li> </ul>	<ul style="list-style-type: none"> <li>Students' subsequent performance and attitude</li> </ul>	<p>her experience in career planning.</p> <ul style="list-style-type: none"> <li>The talk was very well received by students. A small short group discussion continued after the talk.</li> </ul>
<p><b>1.4 Career and Life Planning Activity for Form 2</b></p> <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> </ul>	<ul style="list-style-type: none"> <li>Students were motivated in the workshop and were inspired to reflect on their personal qualities and interests.</li> <li>Feedback from students was positive.</li> <li>The debriefing by social workers at the end was well received.</li> <li>Amount spent \$18 000.</li> <li>Another career exploration activity was organized in Jun 2016 after final exam for junior form students. It was a job simulation activity. 5 jobs were selected according to students' interest survey result.</li> <li>Amount spent \$18 000.</li> </ul>
<p><b>1.5 Career and Life Planning Activity for Form 4</b></p> <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> </ul>	<ul style="list-style-type: none"> <li>Students were motivated in the activity since the format and design truthfully simulated real life.</li> <li>Students were aware of the different concerns they need to consider in future planning.</li> <li>Amount spent \$24 0000</li> </ul>
<p><b>1.6 Guidance Programme for Low Motivated Students in Form 5 &amp; 6</b></p> <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 need</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 were aware of their needs in academic and career development, and their interest and abilities.</li> <li>They recognized the various factors affecting their career choice, and learned to assess whether a study program is suitable.</li> <li>They learned various further studies choices besides JUPAS.</li> <li>They learned the skills to understand the labour market.</li> </ul>

			<p>For F5,</p> <ul style="list-style-type: none"> <li>• Students understood their strengths and weaknesses in terms of academic and career development.</li> <li>• They knew how to choose university programs which suit their expected HKDSE results.</li> <li>• They understood their interest, abilities, and various factors affecting their career choice</li> <li>• They knew how to choose careers and university programs which suit their interests and ability.</li> <li>• They learned the skills to prepare themselves for job searching upon graduation.</li> </ul>
<p><b>1.7 Careers and Further Studies Interest Assessment for Form 5</b></p> <ul style="list-style-type: none"> <li>• To understand careers and further studies interest through the use of professional assessment tools</li> </ul>	<ul style="list-style-type: none"> <li>• Students recognize their careers and further studies interest in a systematic way</li> <li>• Students find the assessment results useful for making careers and further studies choice</li> </ul>	<p>Questionnaires</p>	<ul style="list-style-type: none"> <li>• Students completed the assessment booklet without problem. The debriefing provided students the guidelines to interpret the assessment results and introduced to them an online tool, O*NET, for searching and learning about different occupations and the relevant training. Amount spent \$3,510.9</li> </ul>
<p><b>1.8 Support for NCS students</b></p> <ul style="list-style-type: none"> <li>• To organize activity for NCS students in order to support their development of career and life planning in the local context.</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>• Questionnaires</li> <li>• Casual conversations with students</li> <li>• Feedback from Form teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Participated in Caritas Youth and Community Service Pilot on Providing Career-related Experience for NCS Students in Secondary Schools.</li> <li>• 16 F.3-4 students were recruited to join.</li> <li>• 5 training workshops, 5 visits and job shadowing programmes were held.</li> <li>• Students gained more exposure on career-related experience relevant to their background and interest.</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 requirement,</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 have full understanding of JUPAS operation.</li> <li>Students submit JUPAS application and relevant documents on time.</li> </ul>	<ul style="list-style-type: none"> <li>Statistics on JUPAS application</li> </ul>	<ul style="list-style-type: none"> <li>Students were informed about admission requirements of JUPAS institutions.</li> <li>They were aware of the schedule of JUPAS application.</li> <li>They understood operations of the JUPAS online system.</li> <li>All students submitted their application before the school internal deadline.</li> </ul>
<p><b>2.2 Individual Counselling for F.6 students</b></p> <ul style="list-style-type: none"> <li>To guide students to make optimal and sensible choices,</li> <li>to give individual counseling to all F.6 students on their JUPAS choices with reference to their career plan,</li> <li>to coach students on time management and goal-setting based on their exploration result in Career Mapping.</li> </ul>	<ul style="list-style-type: none"> <li>Students are able to make informed choice of the tertiary study programmes.</li> <li>Students have adequate self-understanding to make their choice of tertiary study in relevance to their ability, interest, character and potential.</li> <li>Students are able to construct their own revision time-table for HKDSE, striking a good balance between work and relaxation.</li> </ul>	<ul style="list-style-type: none"> <li>Success rate of JUPAS admission</li> <li>Success rate of candidates receiving Band A offer.</li> <li>Survey on students' satisfaction about their JUPAS offers</li> </ul>	<ul style="list-style-type: none"> <li>Most students consulted Form Teachers and subject teachers about their programme choices.</li> <li>About 50% of the students asked for the advice of career teachers.</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</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>70% of students and parents attended.</li> <li>Students responded very positively to the programme content. They agreed that they were clear about the arrangement on Jul 13, understood the HKDSE result appeal procedures, knew where to get information of JUPAS programmes, knew more about non-JUPAS study options, understood the online procedures for the submission of modified JUPAS programme choices, understood what to consider if</li> </ul>

Strategies / Tasks	Success Criteria	Methods of Evaluation	Reporting
	proactively. <ul style="list-style-type: none"> <li>Students fully understand the procedure and mechanism of modification of Programme Choices.</li> </ul>		they need to modify their programme choices, and that the information on using E-App is useful.
<b>2.4 Support for Overseas Education Application</b> <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 14 foreign universities admission talks were carried out on campus, and a total of 59 students and 29 parents attended the talks. Students and parents were highly involved. They actively asked questions concerning application and admission.</li> <li>Students were invited to attend overseas university fairs hosted by Maryknoll Convent School in Sep 2015 and Heep Yunn School in Apr 2016.</li> </ul>
<b>2.5 Electives Subject Fair for F.3 students</b> <ul style="list-style-type: none"> <li>Help students to know the curriculum, coursework and assessment of the elective subjects</li> </ul>	<ul style="list-style-type: none"> <li>60% of F.3 students have visited the fair.</li> <li>Students visiting the fair think that the information provided helps them to understand the electives subjects.</li> </ul>	<ul style="list-style-type: none"> <li>Observation of the event implementation</li> <li>Casual conversations with students</li> </ul>	<ul style="list-style-type: none"> <li>About 40% of F3 students have visited the fair.</li> <li>F5 student representatives effectively shared their experience.</li> <li>The F.3 participants actively asked questions about the DSE electives as well as other concerns in subject choice.</li> </ul>
<b>2.6 F.4 Placement Talk for F.3 students and parents</b> <ul style="list-style-type: none"> <li>working in conjunction with the Home-School Cooperation Team the Careers Team aims at helping students best match</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</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</li> </ul>	<ul style="list-style-type: none"> <li>All F.3 parents and students attended the talk.</li> <li>They were well informed of school policy and subject combination offered by</li> </ul>

Strategies / Tasks	Success Criteria	Methods of Evaluation	Reporting
<p>their interest &amp; ability with their choice of study, and inform them of the opportunities of tertiary studies &amp; future academic/career options given their choice of subjects.</p>	<p>their own ability, interest &amp; suitability in choosing different subject combinations.</p> <ul style="list-style-type: none"> <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 son</li> </ul>	<p>changing/dropping subject in F.4/5</p>	<p>school.</p> <ul style="list-style-type: none"> <li>They were clear about the requirements of core subjects and elective subjects which were explained by Panel Heads.</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>	<p>Most students were highly attentive during the talk and were given chances to practice. They enjoyed the interaction with the speaker.</p>
<p><b>3.2 Junior Achievement Hong Kong (JAHK) Workshops</b></p> <ul style="list-style-type: none"> <li>To participate Success Skills Workshop organized by JAHK</li> <li>To participate Job Shadowing organized by JAHK</li> <li>To Participate It's My Business organized by JAHK</li> <li>To provide support to BAFS Panel in the participation of JA Company Program in view of developing students' skills in running a business.</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</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 49 F4 and F5 students joined the Success Skills Workshop, Personal Finance Workshop and Career Dimension-Culture Mixer. They gave positive feedback to the workshops, agreed that the workshop objectives were achieved.</li> <li>Students who joined Career Dimension were given opportunities to attend a one-day job shadowing at WKCDA.</li> </ul>
<p><b>3.3 Workshop on Interview Skills</b></p> <ul style="list-style-type: none"> <li>To give a general presentation on interview skills &amp; etiquette</li> <li>To conduct individual mock interview exercise</li> </ul>	<ul style="list-style-type: none"> <li>F.6 students are able to make a success of the university interview.</li> <li>Students who have made plans for overseas studies and work can also benefit.</li> <li>All participants can benefit in acquiring the etiquettes and rhetoric expected of a</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation forms by interviewers and interviewees</li> <li>Students' feedback through causal talk</li> </ul>	<ul style="list-style-type: none"> <li>Old boys shared their experiences in different kinds of interviews.</li> <li>Small group mock interviews were conduct and immediate feedback was given to students.</li> </ul>

	sensible and confident interviewee.		
<b>3.4 Medicine Career Workshop &amp; Interview Practice</b> <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>Medicine Career Workshop cum Interview Practice was carried out on 4<sup>th</sup> Dec 2015.</li> <li>50 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
<b>4.1 Job Shadowing Programme</b> <ul style="list-style-type: none"> <li>To coordinate with OBA to organize job shadowing programme for F.5 students.</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 the right work ethics and protocol.</li> <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> </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 and OBA</li> </ul>	<ul style="list-style-type: none"> <li>99 students enrolled to join the programme.</li> <li>A total of 95 job shadowing posts were provided by 17 organizations.</li> <li>Feedback from students was very positive.</li> <li>School participated in "Life Buddies" programme, 「友·導向」- 「職場體驗」計劃 in Apr 2016.</li> <li>"Life Buddies" Workplace Exposure Programme offered 43 job tasting posts to F.3-5 students in Jul &amp; Aug.</li> <li>"Life Buddies" mentoring scheme will commence in Sep 2016 which offer other career-related experiences for F.4-5 students.</li> </ul>
<b>4.2 Careers Day</b> <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</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</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>Talks on 10 different industries or sectors were held.</li> <li>39 old boys helped in this event.</li> <li>128 F.4 &amp; 5 students attended.</li> <li>Many students found the</li> </ul>



<p>students and the Old Boys.</p> <ul style="list-style-type: none"> <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>	<p>boys.</p>		<p>information very useful and informative.</p>
<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> </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>PolyU Campus visit was held on 29<sup>th</sup> Feb 2016. 24 senior form students joined. The visit was related to health sciences programmes. Students were able to gain firsthand information about these study programmes.</li> <li>Hong Kong Science &amp; Technology Parks (HKSTP) visit was held on 20<sup>th</sup> Jun 2016. 38 junior form students participated. Students were actively engaged in the visit, especially the Robo workshop. The guided tour was very informative.</li> </ul>
<p><b>4.4 Visit to the Qianhai Shenzhen-Hong Kong Modern Service Industry Cooperation Zone</b></p> <ul style="list-style-type: none"> <li>To introduce to students economic development and government policy of the Qianhai Shenzhen-Hong Kong Modern Service Industry Cooperation Zone.</li> <li>To let students aware of the possible careers 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 and government policy of Qianhai.</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>25 students and 3 teachers visited Tecent Shenzhen Headquarter, Exhibition Hall of Qianhai Shenzhen-Hong Kong Modern Service Industry Cooperation Zone and Qianhai Shenzhen-Hong Kong Youth Innovation and Entrepreneur Hub on 12 Nov 2015.</li> <li>Students were highly involved in the visit.</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</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</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaires</li> <li>Teachers' feedback</li> </ul>	<ul style="list-style-type: none"> <li>Dr Ho Yuk Fan Esther was invited to talk about whole school approach in guiding students' in their career and life planning.</li> </ul>

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needs of students in the adolescent stage.	needs of their students. <ul style="list-style-type: none"> <li>Form teachers are more confident in implementing the career education curriculum in their class.</li> </ul>	<ul style="list-style-type: none"> <li>The talk was held during regular staff development session on Wednesday afternoon.</li> </ul>
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### Career and Life Planning Grant Financial Report

Income	Amount (\$)
Balance b/f from 2014-15	97,329.54
Grant for 2015-16	541,560.00
Total income	638,889.54

Expenses	Amount \$
Teaching Assistant Salary	462,830.00
Teaching Assistant ER MPF contribution	21341.50
Services provided by NGOs	
F.4 Career & Life Planning Workshop	24,000.00
F.2 Career & Life Planning Workshop	18,000.00
Career Exploration Workshop	18,000.00
Mooting & Mock Trial	900.00
Sub-Total	60,900.00
Interview Workshop	1,535.00
Careers Day	2,324.00
Form Teachers' Period – Career Education	14,620.9
Career Visits	
Transportation + Insurance	6,443.00
Less students' enrollment fee	3,185.00
Sub-total	3,258.00
Job Shadowing Programme	1,290.00
Total	532,099.40
Surplus (current year)	106,790.14

## La Salle College Careers Programme by Form

### Objectives

1. To help students to achieve a better understanding of themselves and explore their interests, and aspirations.
2. To assist students in making well-informed choices regarding their further education and future careers.

### Preamble

Students need to be well-informed about the working world. Through the career education programmes and individual/group guidance and counselling, students will be equipped with the required knowledge, skills, attitudes and qualifications to embark on the career of their choice. Career Education Programmes aim to help students to achieve a better understanding of themselves and explore their interests, and aspirations. Students are encouraged to make their informed educational and career choices that are congruent with their personal qualities, such as talents, interests and abilities. During F.4 – F.6, all students are to enroll in at least one career-related programme offered by school in non- lesson time.

### Programme Outline by Form

Level	Programme	Objective	Who	When
F1	F.1 Career Education	<ol style="list-style-type: none"> <li>1. To help students identify various professions and their characteristics</li> <li>2. To help students appreciate the contribution of various professions to society</li> <li>3. To help students understand the importance of early careers planning</li> <li>4. To help student learn the strategies to make careers plans.</li> </ol>	Form Teacher	Feb
	Oversea Studies Talk	<ol style="list-style-type: none"> <li>1. To brief students on the study options (all levels – junior and high school) in UK and US and their articulations.</li> </ol>	Careers Coordinator (CC)	Dec/ Mar
F2	F.2 Career Education	<ol style="list-style-type: none"> <li>1. To help students understand the technique in decision making</li> <li>2. To help students discover their preferred lifestyle, work values and interests</li> <li>3. To help students understand the importance of goal setting</li> <li>4. To provide students guidance in setting learning educational and career goals</li> </ol>	Form Teacher	Feb
	Oversea Studies Talk	<ol style="list-style-type: none"> <li>1. To brief students on the study options (all levels – junior and high school) in UK and US and their articulations.</li> </ol>	CC	Dec/ Mar
F3	F.3 Career Education	<ol style="list-style-type: none"> <li>1. To help students define their goals in senior secondary education.</li> <li>2. To motivate students to work towards their study goals and other activities that are related to their personal and social development.</li> </ol>	Form Teacher	Feb
	Talk on F.4 placement	<ol style="list-style-type: none"> <li>1. To help students match their interest &amp; ability with their choice of study, and inform them opportunities of tertiary studies &amp; future career paths with their choice of elective subjects.</li> </ol>	CC	Mar
	Oversea Studies Talk	<ol style="list-style-type: none"> <li>1. To brief students on the study options (all levels – junior and high school) in UK and US and their articulations.</li> </ol>	CC	Dec/ Mar
	Careers Talk	<ol style="list-style-type: none"> <li>1. To introduce different professions, their entry requirements, job nature, future prospect and long-term development of each.</li> <li>2. To foster a mentor relationship between students and the speakers.</li> <li>3. To advise students on their choice of further studies and career planning.</li> <li>4. To broaden their exposure to the real working world.</li> </ol>	CC & Careers Team Member	Whole year
F4	F.4 – F.6 Career Education	<ol style="list-style-type: none"> <li>1. To help students identify their interest, aptitude and personalities.</li> <li>2. To help students explore their career aspiration and to set their career goals.</li> </ol>	Form Teacher	Sep & Feb
	Careers Talk	<ol style="list-style-type: none"> <li>1. To introduce different professions, their entry requirements, job nature, future prospect and long-term development of each.</li> <li>2. To foster a mentor relationship between students and the speakers.</li> <li>3. To advise students on their choice of further studies and career planning.</li> <li>4. To broaden their exposure to the real working world.</li> </ol>	CC & Careers Team Member	Whole year
	Oversea Studies Talk	<ol style="list-style-type: none"> <li>1. To brief students on the study options (all levels – junior and high school) in UK and US and their articulations.</li> <li>2. To brief students on the application procedures of UCAS (UK) and Common Application (US).</li> <li>3. To give useful tips on writing personal statement, choosing programmes and universities.</li> </ol>	CC	Dec/ Mar
	Careers Visit	<ol style="list-style-type: none"> <li>1. To give students an understanding of various industries and the working environment.</li> <li>2. To provide other learning experiences.</li> <li>3. To broaden their exposure to the real working world.</li> </ol>	CC & Careers Team Member	Whole Year
	Success Skills Workshop (Junior Achievement)	<ol style="list-style-type: none"> <li>1. To appreciate various practical success skills and learn how to apply them in the workplace.</li> <li>2. To learn to apply interpersonal and teamwork skills in workplace.</li> <li>3. To practice various career-preparation activities e.g. resume-writing and mock</li> </ol>	Careers Team Member	Oct & Apr

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Level	Programme	Objective	Who	When
	Hong Kong)	interviews. 4. To provide students with the opportunity to engage with business professionals and learn from successful role models.		
	Job Shadowing	1. To introduce the working environment of different professions. 2. To inspire students on choosing their future career. 3. To provide students authentic learning experiences in the real working environment. 4. To encourage rapport between students and old boys and to build up a network.	CC	Jul-Aug
F5	F.4 – F.6 Career Education	1. To help students identify their interest, aptitude and personalities. 2. To help students explore their career aspiration and to set their career goals.	Form Teacher	Sep & Feb
	Careers Talk	1. To introduce different professions, their entry requirements, job nature, future prospect and long-term development of each. 2. To foster a mentor relationship between students and the speakers. 3. To advise students on their choice of further studies and career planning. 4. To broaden their exposure to the real working world.	CC & Careers Team Member	Whole year
	Oversea Studies Talk	1. To brief students on the study options (all levels – junior and high school) in UK and US and their articulations. 2. To brief students on the application procedures of UCAS (UK) and Common Application (US). 3. To give useful tips on writing personal statement, choosing programmes and universities.	CC	Dec / Mar
	Careers Visit	1. To give students an understanding of various industries and the working environment. 2. To provide other learning experiences. 3. To broaden their exposure to the real working world.	CC & Careers Team Member	Whole year
	Success Skills Workshop (Junior Achievement Hong Kong)	1. To appreciate various practical success skills and learn how to apply them in the workplace. 2. To learn to apply interpersonal and teamwork skills in workplace. 3. To practice various career-preparation activities e.g. resume-writing and mock interviews. 4. To provide students with the opportunity to engage with business professionals and learn from successful role models.	Careers Team member	Oct / Apr
	Job Shadowing	1. To introduce the working environment of different professions. 2. To inspire students on choosing their future career. 3. To provide students authentic learning experiences in the real working environment. 4. To encourage rapport between students and old boys and to build up a network.	CC	Jul -Aug
F6	F.4 – F.6 Career Education	1. To help students identify their interest, aptitude and personalities. 2. To help students explore their career aspiration and to set their career goals.	Form Teacher	Sep & Feb
	Careers Talk	1. To introduce different professions, their entry requirements, job nature, future prospect and long-term development of each. 2. To foster a mentor relationship between students and the speakers. 3. To advise students on their choice of further studies and career planning. 4. To broaden their exposure to the real working world.	CC & Careers Team Member	Whole year
	Oversea Studies Talk	1. To brief students on the study options (all levels – junior and high school) in UK and US and their articulations. 2. To brief students on the application procedures of UCAS (UK) and Common Application (US). 3. To give useful tips on writing personal statement, choosing programmes and universities.	CC	Dec / Mar
	Careers Visit	1. To give students an understanding of various industries and the working environment. 2. To provide other learning experiences. 3. To broaden their exposure to the real working world.	CC & Careers Team Member	Whole year
	Individual /group counselling	1. To guide students on their JUPAS application. 2. To advise students on their career planning and JUPAS programmes choices. 3. To advise students on the modification of JUPAS programme choices and application of other study pathways after the release of HKDSE result.	CC & Careers Team Member & Form Teacher	Sep-Dec & 15 Jul

## La Salle College Careers Programme by Programme

### Objectives

1. To help students to achieve a better understanding of themselves and explore their interests, and aspirations.
2. To assist students in making well-informed choices regarding their further education and future careers.

### Preamble

Students need to be well-informed about the working world. Through the career education programmes and individual/group guidance and counselling, students will be equipped with the required knowledge, skills, attitudes and qualifications to embark on the career of their choice. Career Education Programmes aim to help students to achieve a better understanding of themselves and explore their interests, and aspirations. Students are encouraged to make their informed educational and career choices that are congruent with their personal qualities, such as talents, interests and abilities. During F.4 – F.6, all students are to enroll in at least one career-related programme offered by school in non- lesson time.

### Programme Outline by Programme

	Programme	Objective	Level	Who	When
1	JUPAS Talk	<ol style="list-style-type: none"> <li>1. To provide F.6 students updated information about different study programmes in local tertiary institutes and their admissions requirement, facilitate them in the application process, guide them to make optimal and sensible choices.</li> <li>2. To give individual counseling to students on their JUPAS choices.</li> </ol>	F.6	Careers Coordinator (CC)	Sep
2	Interview Workshop & Medicine Workshop	<ol style="list-style-type: none"> <li>1. To meet the needs of all students preparing for university interview and to acquire the necessary skills.</li> <li>2. To give timely feedback on students' performance in order to help them improve their interview skills.</li> </ol>	F.6	CC	Nov-Dec
3	Job Shadowing	<ol style="list-style-type: none"> <li>5. To introduce the working environment of different professions.</li> <li>6. To inspire students on choosing their future career.</li> <li>7. To provide students authentic learning experiences in the real working environment.</li> <li>8. To encourage rapport between students and old boys and to build up a network.</li> </ol>	F.6	CC	Jul-Aug
4	Careers Talk	<ol style="list-style-type: none"> <li>5. To introduce different professions, their entry requirements, job nature, future prospect and long-term development of each.</li> <li>6. To foster a mentor relationship between students and the speakers.</li> <li>7. To advise students on their choice of further studies and career planning.</li> <li>8. To broaden their exposure to the real working world.</li> </ol>	F.3 – F.5	CC & Careers Team Member	Whole year
5	Careers Visit	<ol style="list-style-type: none"> <li>4. To give students an understanding of various industries and the working environment.</li> <li>5. To provide other learning experiences.</li> <li>6. To broaden their exposure to the real working world.</li> </ol>	F.4 - F.5	CC & Team member	Whole year
6	Success Skills Workshop (Junior Achievement Hong Kong)	<ol style="list-style-type: none"> <li>5. To appreciate various practical success skills and learn how to apply them in the workplace.</li> <li>6. To learn to apply interpersonal and teamwork skills in workplace.</li> <li>7. To practice various career-preparation activities e.g. resume-writing and mock interviews.</li> <li>8. To provide students with the opportunity to engage with business professionals and learn from successful role models.</li> </ol>	F.4 – F.5	Careers Team member	Oct / Apr
7	Oversea Studies Talk	<ol style="list-style-type: none"> <li>2. To brief students on the study options (all levels – junior and high school) in UK and US and their articulations.</li> <li>3. To brief students on the application procedures of UCAS (UK) and Common Application (US).</li> <li>4. To give useful tips on writing personal statement, choosing programmes and universities.</li> </ol>	F.1 – F.6	CC	Dec / Mar/ Jun
8	Talk on F.4 placement	<ol style="list-style-type: none"> <li>2. To help students match their interest &amp; ability with their choice of study, and inform them opportunities of tertiary studies &amp; future career paths with their choice of elective subjects.</li> </ol>	F.3	CC	Mar
9	F.4 – F.6	<ol style="list-style-type: none"> <li>3. To help students identify their interest, aptitude and</li> </ol>	F.4 –	FT	Feb

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	<b>Programme</b>	<b>Objective</b>	<b>Level</b>	<b>Who</b>	<b>When</b>
	Career Education	personalities. 4. To help students explore their career aspiration and to set their career goals.	F.6		
10	F.3 Career Education	3. To help students define their goals in senior secondary education. 4. To motivate students to work towards their study goals and other activities that are related to their personal and social development.	S.3	FT	Feb
11	F.2 Career Education	5. To help students understand the technique in decision making 6. To help students discover their preferred lifestyle, work values and interests 7. To help students understand the importance of goal setting 8. To provide students guidance in setting learning educational and career goals	F.2	FT	Feb
12	F.1 Career Education	5. To help students identify various professions and their characteristics 6. To help students appreciate the contribution of various professions to society 7. To help students understand the importance of early careers planning 8. To help student learn the strategies to make careers plans.	F.1	FT	Feb