

Summary of student activities organized from September 2023 to July 2024

Career Activities held from September 2023 to Mid of August 2024

Date	Activity	Participants	Person in charge	
9/2023 -6/2024 (Learning Strategies)	JUPAS Admission Briefing	All F.6 students	WAN PUI FONG LEUNG TSZ HO	
	JUPAS Application			
	JUPAS Q & A			
	F.6 Mentor Scheme			
	Introduction of Tertiary Education	All F.5 students		
	Introduction of HK Universities			
	Introduction of JUPAS			
	How to write OEA & SLP			
	HP: 我的生涯規劃歷程	All students		WAN PUI FONG MA SAI YU
	Presentation of University's Info day	All F.4 students		MA SAI YU
Presentation of Occupation	All F.1 students	WONG TIN CHI LAM TSOI NI		
19/9/2023 (16:00-16:40)	First meeting of F.6 Mentor Scheme	All F.6 students	WAN PUI FONG WONG TIN CHI LO HAU CHI LEUNG TSZ HO LAW CHAK LAM CHEUNG CHAK NGAI MA SAI YU LAM TSOI NI Mentors	
21/9/2023 (SP)	Introduction of CLP	All F.4 students	WAN PUI FONG LO HAU CHI	
5/10/2023 (ELD)	F.6 Mock Release of HKDSE	All F.6 students	WONG TIN CHI LO HAU CHI LEUNG TSZ HO	

	F.3 Subject Selection workshop	All F.3 students	LAW CHAK LAM CHEUNG CHAK NGAI MA SAI YU
12/10/2023 (SP)	PLK: 中六升學攻略工作坊	All F.4 students	LEUNG TSZ HO LO HAU CHI
26/10/2023 (15:00-17:30)	Jupas update and Q & A Seminar		WAN PUI FONG LEUNG TSZ HO LAW CHAK LAM
10/2023- 11/2023	CUHK Info Day	F.4-6 students	WAN PUI FONG LAW CHAK LAM
	HKU Info Day		MA SAI YU LAM TSOI NI
	City U Info Day		LO HAU CHI
	UST Info Day		LEUNG TSZ HO
	HKBU Info Day		WONG TIN CHI
	EdU Info Day		CHEUNG CHAK NGAI
	LingU Info Day		WAN PUI FONG
10/2023	Teachers' Forum of PolyU Info Day (Via ZOOM)		WAN PUI FONG LEUNG TSZ HO LAW CHAK LAM
12/10/2023 (SP)	PLK: 中六升學攻略工作坊	F.4 students	LEUNG TSZ HO CHEUNG CHAK NGAI
10/2023 -11/2023	Manage the JUPAS Accounts: Comments and suggestions are given to the priority of students' JUPAS choices	All F.6 students	WAN PUI FONG LEUNG TSZ HO LAW CHAK LAM
6/11/2023 (SP)	HKCC Admission Talk	F.5-6 students	LEUNG TSZ HO WONG TIN CHI
13/11/2023 (SP)	職業講座：機電工程處	F.1-3 students	LAM TSOI NI
24/11/2023 (SP)	CUHK Social Science Admission Talk	F.4 and 6 students	LAW CHAK LAM WAN PUI FONG
4/12/2023 (SP)	PLK: 我的職業密碼工作坊	F.1 students	LAM TSOI NI MA SAI YU

7/12/2023 (SP)	PLK: 職涯能力工作坊	F.5 students	LEUNG TSZ HO WONG TIN CHI
9/12/2023	開拓前路分享會	F.4-5 students	WAN PUI FONG LAW CHAK LAM
15/12/2023	Cycle Assembly Sharing	3 Career Ambassadors	LAW CHAK LAM MA SAI YU
21.12.2023-22.12.2023	細看大灣區新機遇內地升學考察團	28 F.4-F.5 students	WAN PUI FONG LEUNG TSZ HO
12/2023	SNDAS Application	0 F.6 students	WAN PUI FONG LEUNG TSZ HO
	Principal Nomination of APA	1 F.6 student	WONG TIN CHI LO HAU CHI
15.1.2024 (2:00-5:00)	Visit HKG international Airport	All F.5 students	LEUNG TSZ HO LAW CHAK LAM
22.1.2024	參觀香港伍倫貢學院	28 F.5 students	WAN PUI FONG CHEUNG CHAK NGAI
30.1.2024	CLP Talk (Engineer) offered by Alumni	F.4-5 students	LEUNG TSZ HO
2.2.2024 (7:00pm –8:30pm)	Parents' Night (Further studies): UST Admission Talk and Students Sharing	171 F.1-6 students and parents	WAN PUI FONG LAW CHAK LAM LEUNG TSZ HO LO HAU CHI CHEUNG CHAK NGAI WONG TIN CHI MA SAI YU LAM TSOI NI
22.2.2024 (SP)	職業巡禮簡介	F.1 students	WAN PUI FONG MA SAI YU
24.2.2024	F.3 Parents' Talk (Selection of NSS subjects)	All F.3 students	WAN PUI FONG LAW CHAK LAM MA SAI YU
28.2.2024 (SP)	EdUHK Admission Talk	F.4-5 students	LAW CHAK LAM

			LEUNG TSZ HO
2.2024	Distribution of SLP	All F.6 students	LEUNG TSZ HO WAN PUI FONG
7.3.2024 (SP)	Introduction and application of Applied Learning	All F.4 students	WAN PUI FONG WONG TIN CHI
12.3.2024 (SP)	PLK: 職向透視自我認識工作坊	All F.3 students	LEUNG TSZ HO LAW CHAK LAM MA SAI YU
20.3.2024 (SP)	職業講座: 運動員分享	F.1-3 students	LEUNG TSZ HO LAW CHAK LAM LO HAU CHI
9.4.2024 (SP)	PLK: 畢業之旅生涯規劃互動遊戲工作坊	All F.4 students	LEUNG TSZ HO WAN PUI FONG
17.4.2024 (1:45-4:00)	參觀懲教署	30 F.4 students	WAN PUI FONG LEUNG TSZ HO
22.5.2024 (SP)	PLK: 職向透視自我認識工作坊	F.2 students	WONG TIN CHI LO HAU CHI
29.5.2024 (SP)	Saint Francis University Admission Talk	F.4-5 students	LEUNG TSZ HO LAW CHAK LAM
5.2024 (HP)	職業巡禮匯報	F.1 students	WAN PUI FONG MA SAI YU WONG TIN CHI
3.5.2024	Prof read the reference letters	All F.6 students	LO HAU CHI WONG TIN CHI
5.2024	Cycle Assembly Sharing by Alumni	2 Alumni	WAN PUI FONG LAW CHAK LAM
6.2024	Submission of SPN SPN interview workshop (Via TEAMS)	3 F.6 students	WAN PUI FONG
6.2024	內地升學校長推薦計劃	F.6 students	CHEUNG CHAK NGAI WAN PUI FONG
26.6.2024 (1:35-3:35)	Interview workshop	F.5 students	LEUNG TSZ HO
15.7.2024	參觀政府新聞處	10 F.4-5 students	MA SAI YU

16.7.2024	參觀律政署		LAM TSOI NI
12.7.2024 19:00-20:30	F.6 Parents' Night	All F.6 students	WAN PUI FONG LAW CHAK LAM
17.7.2024	Release of DSE Results		LEUNG TSZ HO
18.7.2024-20.7.2024	Consultation of JUPAS's Programme Choice	All F.6 students	LO HAU CHI CHEUNG CHAK NGAI WONG TIN CHI MA SAI YU LAM TSOI NI Mentors
7.8.2024	Release of Jupas Results	All F.6 students	WAN PUI FONG WONG TIN CHI

Miscellaneous

- Students' information was uploaded to the JUPAS System and the EAPP System. The team also facilitated the F.6 class teachers to write the SRR reports and uploaded them onto the Systems.
- The CLP Display Board (outside the Music Room) with the latest info and posters of career programmes was updated periodically.
- Information about further education or careers is posted on TEAMS periodically, allowing students to access it on their own.
- Latest magazines and leaflets from universities were displayed and made easily accessible outside Vice Principal's room and B202.
- Ms. Lo and Ms. Wong provided comments and grammar check on the recommendation letters written by class teachers.
- Our team promoted key careers events to students and reminded them of the key dates during the morning assemblies.
- Our team facilitated the application for various scholarships and nominations of eligible students.
- Survey on career paths of 2023 graduates was conducted successfully with the help of the school office and class teachers.

Evaluation of 2023-2024 CLP Team:

Strengthens (S)			
Goals	Stakeholders	Resources	Strategies
<ul style="list-style-type: none"> ● Catering for student diversity: cultivating students' various strengths from a range of perspectives, introducing and providing diverse information on multiple pathways for students with different learning needs and goals, especially self-financed degree ● Professionalism: Half of the team members have had many years of frontline experience in careers counselling. Four have been trained and this has exceeded the requirements of the Education Bureau. ● Organising activities aiming to build students' positive values, foster career and life planning as well as practise the five Core Values of Catholic Education. ● To foster students' self-understanding of their capability, 	<ul style="list-style-type: none"> ● Eight teachers from different fields involved in many activities ● Vitality: The team members are young, motivated, and willing to take the initiative to acquire new information. ● A range of target audience: information and activities are targeted at all stakeholders at school, including class teachers, parents, and alumni ● A certain network has already been established, such as alumni, NGOs, and colleges, thus alleviating a lot of workloads in planning and preparation. ● Increase of the collaboration of different teams and subjects, such as Learning Strategy Team, CSD. 	<p>Human and financial resources:</p> <ul style="list-style-type: none"> ● Resource diversification: In recent years, the Education Bureau has actively increased resources, such as the Business School Cooperation Program and the YES Navigation Plan of the Labour Department. It provides a number of free activities to alleviate the resource pressure of this group. ● In recent years, we have actively established an alumni network with the alumni association, successfully contacted many alumni, and provided off-campus support, such as providing job experience opportunities and broadening students' horizons through worksite visits. ● Strengthen home-school cooperation and explore the development of a parental 	<p>Comprehensiveness: collaboration with different groups helps to render the curriculum bridge the high and junior secondary levels, implement multiple initiatives and launch cross-discipline and cross-form collaborations to promote career planning in a comprehensive and flexible manner.</p> <p>Strategic pair-up arrangements: When conducting individual careers counselling, teacher advisers are assigned with reference to students' characteristics.</p> <p>In order to arouse students' interest in career planning, experience-based activities are launched to give students a deeper understanding of JUPAS.</p> <p>To encourage student participation in the University Information Day, teachers also personally attended to provide on-site consultations for students</p>

<p>aptitudes and interests, work values, and lifestyle needs</p> <ul style="list-style-type: none"> ● Students have clearer academic goals and can equip themselves earlier ● The school administration also supports the objectives of this initiative, aiming to enhance opportunities for students to pursue higher education 	<ul style="list-style-type: none"> ● The whole team working in great harmony and close collaboration ● Through experiencing different career planning education and activities, students have already gained a basic grasp of their educational or future direction 	<p>network to increase resources</p> <ul style="list-style-type: none"> ● Room for CLP to implement career information, and promote career planning in S5 and S6 HP. ● Life-wide learning funding provides a number of activities to alleviate the resource pressure of this group. ● Based on questionnaire data and student written feedback from reflection, we can grasp the students' true needs, and thereby design appropriate activities 	<p>Use JUPAS data for analysis and give teachers and student a more accurate intake marks of universities.</p> <p>Learning Strategy Team is established to restructure the curriculum of HP so that more room will be available to conduct career lessons.</p> <p>CLP activities scheduled outside class are therefore seen as an extension and a supplement of rather than an addition to the curriculum.</p>
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Weaknesses (W)

Goals	Stakeholders	Resources	Strategies
<ul style="list-style-type: none"> ● To raise students' awareness of the need to have career and life planning throughout their secondary school education. ● Incongruent goals: The team members are with different backgrounds. They have their own vision and expectations for the work. 	<ul style="list-style-type: none"> ● Some students lack careers outlook and exposure, for instance, goals, self-knowledge, specific job knowledge and available career opportunities. ● Some students show negative personal characteristics, for instance, the lack of positive working attitude, discipline, 	<ul style="list-style-type: none"> ● The external careers world and studying opportunities are fast changing. Implementing careers education in school needs to be versatile and dynamic to meet the challenges ahead. ● The discrepancies in students' academic abilities, performance and interest are 	<ul style="list-style-type: none"> ● With completing the "Student Learning Profile", most students are systematically reflect on and effectively organise their learning experiences. ● Increasing the manpower of this group would be beneficial ● To facilitate appropriate guidance, it would be beneficial

<ul style="list-style-type: none"> • Co-workers have certain expectations on students' academic pursuit, so there are certain restrictions on the arrangement of students to participate in activities. • Some students have academic goals that do not align with their abilities, leading to a significant gap in expectations. Teachers find it challenging to provide guidance in such cases • Parents' have fogyish expectation on students' career planning • Due to limited resources, such as teachers not having enough time, it has been difficult to provide sufficient follow-up work. • Student feedback indicates they hope for more hands-on experience activities. However, the number of students that can be accommodated in experiential activities is limited, which has made it difficult to comprehensively share career 	<p>motivation, confidence and emotional stability.</p> <ul style="list-style-type: none"> • Stability of the team: The majority of members are young and green. It takes time for them to take up the job duties smoothly. • Since many students come from families with lower socioeconomic status, it is difficult to implement parental education programs. • Parenting and family support are weak among our students. • Due to a lack of initiative on the part of students, they are not sufficiently informed about college admission information. • Data analysis and STEAM are weak among our members • Due to various constraints, the majority of the group's arrangements have focused 	<p>widened. Students are having different careers needs. The unit has to cater for a batch of less homogeneous students. More diverse services are in demand.</p> <ul style="list-style-type: none"> • Due to the impact of the pandemic, students' other learning experiences in recent years has not shown significant improvement, which has affected the success rate of principal recommendations • The teaching workloads of our members are heavy. • Due to the school's emphasis on academic performance, it is challenging to incorporate work experience into classroom time • The site visits and experiential activities available are largely geared towards high senior students, making it difficult to arrange such visits or activities for junior students. 	<p>to introduce a "personal record" system for students, allowing both students and teachers to review students' performance over the years</p> <ul style="list-style-type: none"> • After each activity, students are required to complete designated worksheets to enhance their reflection and consolidate what they have learned • Adopting "Mentor Scheme" for S.6 students which mentor (teacher) would follow 4-6 students throughout their JUPAS year. In-depth individual counselling helps students to make better choice in further study. • Professional teacher training is proposed conduct regularly. Sharing session by senior member is added in team meeting. • Conducting annual surveys to collect student opinions and preferences is essential to align with the needs of the students
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<p>planning information</p>	<p>on organizing college admission seminars for students. However, the students' response has been lukewarm</p> <ul style="list-style-type: none"> • 		<ul style="list-style-type: none"> • <i>Funding Scheme for Youth Life Planning Activities</i> will continue in 2022-2025. • Collaborating with CLAP can be beneficial to examine the fundamental aspects of this group's work direction and enhance effectiveness. CLAP can provide assistance in this regard • To strengthen home-school cooperation through various activities and programs by CLP • Data analysis Team is established • Updated information is share on TEAMS for all students and parents. • Virtual talks and workshop were conducted via TEAMS • Students frequently share their experiences and insights from experiential activities during school assemblies, allowing other students to gain similar experiences and encouraging participation.
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