

### Summary of student activities organized from September 2022 to July 2023

Career Activities held from September 2022 to Mid of August 2023

Date	Activity	Participants	Person in charge
27/9/2022 (SP)	PLK: 我的職業密碼工作坊	All F.2 students	LEUNG Tsz Ho MA Sai Yu
30/9/2022 (SP)	Introduction of CLP	All F.4 students	LEUNG Tsz Ho
6/10/2022 (ELD)	F.6 Mock Release of HKDSE	All F.6 students	WAN Pui Fong WONG Tin Chi LO Hau Chi YAU Yap Chung
7/10/2022 (ELD)	F.3 Soci Game	All F.3 students	LEUNG Tsz Ho LAW Chak Lam CHEUNG Chak Ngai MA Sai Yu
13/10/2022	Teachers' Forum of PolyU Info Day (Via ZOOM)		WAN Pui Fong LEUNG Tsz Ho
10/2022 -11/2022	CUHK Info Day (Via Webinar)	F.4-6 students	LAW Chak Lam WAN Pui Fong
	HKU Info Day (Via Webinar)		MA Sai Yu YAU Yap Chung
	City U Info Day (Via Webinar)		LO Hau Chi CHEUNG Chak Ngai
	HKBU Info Day (Via Webinar)		WONG Tin Chi LEUNG Tsz Ho
	EdU Info Day (Via Webinar)		YAU Yap Chung WONG Tin Chi
	LingU Info Day (Via Webinar)		LAW Chak Lam CHEUNG Chak Ngai
	HKMU Info Day (Via Webinar)		WAN Pui Fong LO Hau Chi
13/10/2022 (SP)	HKSYU Admission Talk	F.4-6 students	LEUNG Tsz Ho CHEUNG Chak Ngai

26/10/2022 (SP)	PLK: 我的工作價值觀工作坊	F.2 students	WONG Tin Chi MA Sai Yu
4/11/2022 (SP)	HKSYU Admission Talk	F.4-6 students	LEUNG Tsz Ho CHEUNG Chak Ngai
5/11/2022	UST Info Day	46 F.4-6 students	YAU Yap Chung LAW Chak Lam
6/10/2022 -23/11/2022	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 WONG Tin Chi LO Hau Chi
16/11/2022 (SP)	HKAPA Admission Talk	F.4-6 students	LEUNG Tsz Ho CHEUNG Chak Ngai
24/11/2022 (SP)	PLK: 「畢業之旅」生涯規劃互動遊戲工作坊	All F.5 students	LAW Chak Lam WONG Tin Chi
25/11/2022 (7:00pm –8:30pm)	Parents' Night (Further studies): CUHK Admission Talk and Students Sharing	166 F.1-6 students and parents	WAN Pui Fong WONG Tin Chi LO Hau Chi YAU Yap Chung LEUNG Tsz Ho LAW Chak Lam CHEUNG Chak Ngai MA Sai Yu
10/12/2022	開拓前路分享會	F.4-5 students	WAN Pui Fong YAU Yap Chung CHEUNG Chak Ngai
12/12/2022 (SP)	HKUST Admission Talk	F.4-6 students	WAN Pui Fong CHEUNG Chak Ngai
15/12/2022 (SP)	學友社：高中選科講座	F.3 students	LEUNG Tsz Ho MA Sai Yu
1/2023	Manage the JUPAS Accounts: External deadline of OEA submission Consolidation of SLP (draft)	All F.6 students	WAN Pui Fong LEUNG Tsz Ho
1/2023	Recommendation letters for UCANS Other Institution's Principal Nomination (EdU, VTC, CIHE)	6 F.6 students 7 F.6 students	WAN Pui Fong WONG Tin Chi

2/2/2023	Interview of JUPAS's Principal Nomination			LO Hau Chi
14/2/2023 (SP)	PLK: 「畢業之旅」生涯規劃互動遊戲工作坊		All F.4 students	WAN Pui Fong LAW Chak Lam WONG Tin Chi
25/2/2023 10:00	F.3 Parents' Talk (Selection of NSS subjects)		All F.3 students	LAW Chak Lam WAN Pui Fong
28/2/2023 (SP)	「三歲定八十」工作坊		All F.4 students	LAW Chak Lam WONG Tin Chi
2/2023	Distribution of SLP		All F.6 students	LEUNG Tsz Ho LO Hau Chi
3/2023	Introduction and application of Applied Learning (Via TEAMS)		All F.4 students	WAN Pui Fong
21/3/2023 (SP)	PLK: 我的工作價值觀工作坊		All F.1 students	LEUNG Tsz Ho MA Sai Yu
30/3/2023 (SP)	醫護業簡介講座 by RMB		All F.4 students	LAW Chak Lam CHEUNG Chak Ngai
20/4/2023 (SP)	PLK: 職涯能力工作坊(編寫履歷)		All F.5 students	LO Hau Chi WONG Tin Chi
4/5/2023 (SP)	PLK: 我的職業密碼工作坊		All F.1 students	LEUNG Tsz Ho MA Sai Yu
6/5/2023 (ELD)	Mock of NSS subject selection		F.2-3 students	WONG Tin Chi LEUNG Tsz Ho
10/5/2023 (SP)	職業介紹：懲教署		All F.3 students	LAW Chak Lam MA Sai Yu WAN Pui Fong
18/5/2023 (SP)	Hong Kong International Aviation Academy Talk		F.4-5 students	CHEUNG Chak Ngai LO Hau Chi
29/5/2023 (HP)	PolyU Survey Admission Talk		All F.4 students	LEUNG Tsz Ho LAW Chak Lam
	職業巡禮匯報		All F.5 students	WAN Pui Fong CHEUNG CHAK Ngai
			All F.1 & 3 students	LAM Chak Lam MA Sai Yu CHEUNG Chak Ngai

29/5/2023	Interview Workshop of JUPAS's Principal Nomination	4 F.6 students	WAN Pui Fong MA Sai Yu
5.2023	Prof read the reference letters	All F.6 students	LO Hau Chi WONG Tin Chi
2.2023- 6.2023 (HP)	Introduction of Tertiary Education Introduction of HK Universities Introduction of JUPAS How to write OEA & SLP 內地升學校長推薦計劃 職業 EXPO	All F.5 students	WAN Pui Fong LEUNG Tsz Ho
6.2023		8 F.6 students	CHEUNG Chak Ngai
11.7.2023 (9:00am-11:30am)		F.3B & F.3C	WAN Pui Fong LEUNG Tsz Ho LAW Chak Lam
(2:00pm-4:30pm)	參觀政府化驗所	15 F.5 students	YAU Yap Chung
14/7/2023 19:00-20:30	F.6 Parents' Night	All F.6 students	WAN Pui Fong LEUNG Tsz Ho LAW Chak Lam
19/7/2023	Release of DSE Results		WAN Pui Fong WONG Tin Chi LO Hau Chi YAU Yap Chung LEUNG Tsz Ho LAW Chak Lam CHEUNG Chak Ngai MA Sai Yu
20/7/2023-22/7/2023	Consultation of JUPAS's Programme Choice	All F.6 students	WAN Pui Fong WONG Tin Chi LO Hau Chi YAU Yap Chung LEUNG Tsz Ho LAW Chak Lam CHEUNG Chak Ngai MA Sai Yu
9/8/2023	Release of Jupas Results	All F.6 students	WAN Pui Fong WONG Tin Chi

16/8/2023 (2:00pm-4:30pm)	參觀土木工程署	6 F.4-5 students	Ma Sai Yu
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#### 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 CLPC Display Board (outside the Music Room) with the latest info and posters of career programmes was updated periodically.
- 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 2021 graduates was conducted successfully with the help of the school office and class teachers.

Evaluation of 2022-2023 CLP Team:

Strengthens (S)			
Goals	Stakeholders	Resources	Strategies
<ul style="list-style-type: none"> <li>● 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</li> <li>● 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.</li> <li>● Organising activities aiming to build students' positive values, foster career and life planning as well as practise the five Core Values of Catholic Education.</li> <li>● To foster students' self-understanding of their capability, aptitudes and interests, work</li> </ul>	<ul style="list-style-type: none"> <li>● Eight teachers from different fields involved in many activities</li> <li>● Vitality: The team members are young, motivated, and willing to take the initiative to acquire new information.</li> <li>● A range of target audience: information and activities are targeted at all stakeholders at school, including class teachers, parents, and alumni</li> <li>● A certain network has already been established, such as alumni, NGOs, and colleges, thus alleviating a lot of workloads in planning and preparation.</li> <li>● Increase of the collaboration of different teams and subjects, such as Learning Strategy Team.</li> <li>● The whole team working in</li> </ul>	<p>Human and financial resources:</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● Strengthen home-school cooperation and explore the development of a parental network to increase resources</li> </ul>	<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>Use JUPAS data for analysis and give</p>

<p>values, and lifestyle needs</p> <ul style="list-style-type: none"> <li>● Students have clearer academic goals and can equip themselves earlier</li> <li>● The school administration also supports the objectives of this initiative, aiming to enhance opportunities for students to pursue higher education</li> </ul>	<p>great harmony and close collaboration</p>	<ul style="list-style-type: none"> <li>● Room for CLP to implement career information, and promote career planning in S5 and S6 HP.</li> <li>● Life-wide learning funding provides a number of activities to alleviate the resource pressure of this group.</li> </ul>	<p>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>
<b>Weaknesses (W)</b>			
<p>Goals</p> <ul style="list-style-type: none"> <li>● To raise students' awareness of the need to have career and life planning throughout their secondary school education.</li> <li>● Incongruent goals: The team members are with different backgrounds. They have their own vision and expectations for the work.</li> <li>● Co-workers have certain expectations on students' academic pursuit, so there are certain restrictions on the arrangement of students to</li> </ul>	<p>Stakeholders</p> <ul style="list-style-type: none"> <li>● Some students lack careers outlook and exposure, for instance, goals, self-knowledge, specific job knowledge and available career opportunities.</li> <li>● Some students show negative personal characteristics, for instance, the lack of positive working attitude, discipline, motivation, confidence and emotional stability.</li> <li>● Stability of the team: The majority of members are</li> </ul>	<p>Resources</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● The discrepancies in students' academic abilities, performance and interest are widened. Students are having different careers needs. The unit has to cater for a batch of less homogeneous students. More diverse services are in</li> </ul>	<p>Strategies</p> <ul style="list-style-type: none"> <li>● With completing the "Student Learning Profile", most students are systematically reflect on and effectively organise their learning experiences.</li> <li>● Increasing the manpower of this group would be beneficial</li> <li>● To facilitate appropriate guidance, it would be beneficial to introduce a "personal record" system for students, allowing both students and teachers to review students' performance over the years</li> </ul>

<p>participate in activities.</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Parents' have foguish expectation on students' career planning</li> <li>• There is insufficient follow-up work, such as reflection, after activities</li> </ul>	<p>young and green. It takes time for them to take up the job duties smoothly.</p> <ul style="list-style-type: none"> <li>• Parenting and family support are weak among our students.</li> <li>• Due to a lack of initiative on the part of students, they are not sufficiently informed about college admission information.</li> <li>• Data analysis are weak among our members</li> <li>• Due to various constraints, the majority of the group's arrangements have focused on organizing college admission seminars for students. However, the students' response has been lukewarm</li> </ul>	<p>demand.</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• The teaching workloads of our members are heavy.</li> <li>• Due to the school's emphasis on academic performance, it is challenging to incorporate work experience into classroom time</li> </ul>	<ul style="list-style-type: none"> <li>• After each activity, students are required to complete designated worksheets to enhance their reflection and consolidate what they have learned</li> <li>• 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.</li> <li>• Professional teacher training is proposed conduct regularly. Sharing session by senior member is added in team meeting.</li> <li>• Conducting annual surveys to collect student opinions and preferences is essential to align with the needs of the students</li> <li>• <b>Funding Scheme for Youth Life Planning Activities</b> will continue in 2022-2025.</li> <li>• Collaborating with CLAP can be beneficial to examine the</li> </ul>
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			<p>fundamental aspects of this group's work direction and enhance effectiveness. CLAP can provide assistance in this regard</p> <ul style="list-style-type: none"><li>• To strengthen home-school cooperation through various activities and programs by CLP</li><li>• Data analysis Team is established</li><li>• Updated information is share on TEAMS for all students and parents.</li><li>• Virtual talks and workshop were conducted via TEAMS</li></ul>
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