

## Annual Evaluation on Life Planning Education and Career Guidance Service 2014-2015

<b>Concerns and Evaluation methods</b>	<b>Evaluation Results</b>		<b>Suggestions for Improvement / Follow-up</b>																								
	<b>Quantitative</b>	<b>Qualitative</b>																									
<p>1. Allow students to better understand one-self and relate self-assessment outcomes to career and life planning</p>	<ul style="list-style-type: none"> <li>✧ No. of programmes held by career teachers or affiliated parties for each form                             <table border="1" style="margin-left: 20px; width: 100%; text-align: center;"> <tr> <td>S1</td><td>S2</td><td>S3</td><td>S4</td><td>S5</td><td>S6</td> </tr> <tr> <td>2</td><td>2</td><td>5</td><td>1</td><td>5</td><td>1</td> </tr> </table> </li> <li>✧ Statistical results on programmes effectiveness in helping students reflect and plan for the future (based on a scale of 4 points)                             <table border="1" style="margin-left: 20px; width: 100%; text-align: center;"> <tr> <td>S1</td><td>S2</td><td>S3</td><td>S4</td><td>S5</td><td>S6</td> </tr> <tr> <td>3.17</td><td>3.13</td><td>3.38</td><td>2.86</td><td>2.91</td><td>2.79</td> </tr> </table> </li> <li>✧ 3 career and life planning workshops outsourced and arranged for S2</li> <li>✧ All S4 and 5 students finished at least one online career assessment test in the second-term</li> <li>✧ Six S5 students participated in 學友所承校本輔導大使計劃 and conducted career-related activities for schoolmates</li> </ul>	S1	S2	S3	S4	S5	S6	2	2	5	1	5	1	S1	S2	S3	S4	S5	S6	3.17	3.13	3.38	2.86	2.91	2.79	<ul style="list-style-type: none"> <li>✧ Students enjoyed the increased variety of talks</li> <li>✧ Most S4 and 5 students completed the career assessment seriously and showed more initiatives in career planning</li> <li>✧ External career-related programmes were better received by students this year</li> </ul>	<ul style="list-style-type: none"> <li>✧ Continue to explore the possibility to work with different NGOs to conduct programmes for students</li> <li>✧ More emphasis should be put on junior levels</li> </ul>
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<p>2. Facilitate students to make decisions and act out plans regarding various study and</p>	<ul style="list-style-type: none"> <li>✧ Events about working world were organized for senior students as planned (3 OLE lessons plus job interview days)</li> </ul>	<ul style="list-style-type: none"> <li>✧ Most students did preparation before meeting the CLP counsellors</li> </ul>	<ul style="list-style-type: none"> <li>✧ CLP meetings should be arranged as early as possible                             <ul style="list-style-type: none"> <li>➤ S6: Early September</li> </ul> </li> </ul>																								

<p>work choices</p>	<ul style="list-style-type: none"> <li>✧ One extra staff member was employed to reduce workload of teachers responsible for the personalized career counselling.</li> <li>✧ No. of meetings per student <ul style="list-style-type: none"> <li>➤ S5: One</li> <li>➤ S6: Two</li> </ul> </li> <li>✧ 88.5% of S6 students agreed and/or strongly agreed that CLP meetings were practical</li> <li>✧ Mentorship programme for S5 and 6 students were implemented</li> <li>✧ 120 senior students attended EDB and/or Y.E.S. seminars about work and job interviews</li> <li>✧ 30 S4 and S5 students took part in SCP programme <ul style="list-style-type: none"> <li>➤ The activity helped me to make reflection on my interests, ability and character (3.04 out of 4)</li> <li>➤ The activity helped me understand employers' expectation (3.17 out of 4)</li> </ul> </li> <li>✧ 18 S5 students participated in job shadowing</li> <li>✧ Two S6 students worked as summer interns in a CPA firm</li> <li>✧ Talks and 2½ -day operation of support</li> </ul>	<ul style="list-style-type: none"> <li>✧ Students appreciated the efforts made by the CLP teachers</li> <li>✧ Both class teachers and students believed that the work-related activities helped students to set targets</li> <li>✧ S6 BAFS students supported the summer internship offered by the alumni</li> </ul>	<ul style="list-style-type: none"> <li>➤ S5: After Chinese New Year holiday/ Early March</li> <li>✧ Encourage teachers (CTs, ACTs, and mentors) to make good use of the career assessment reports and tailor-made worksheets to facilitate discussion with students</li> <li>✧ A small-scale mentorship programme collaborated with the Alumni Association</li> <li>✧ Additional manpower (e.g. support from TA) is strongly needed for arranging activities outside school</li> </ul>
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	centre available in Jul 2015 for S6 graduates' release of DSE results		
3. Help senior secondary students explore multiple pathways	<ul style="list-style-type: none"> <li>✧ 10 OLE lessons were conducted to introduce multiple pathways to NSS students</li> <li>✧ One alumni sharing for S6 on work and studies which students found it useful (3.07 out of 4)</li> <li>✧ A series of programmes about higher education in South Korea were arranged for S4 and 5 students</li> <li>✧ Visits were paid to two different career and education expos</li> <li>✧ S4 students showed that the Career Expo gave them insights into multiple pathways in the future (3.10 out of 4)</li> </ul>	<ul style="list-style-type: none"> <li>✧ Most students focused on local university education but were aware of the multiple pathways available</li> <li>✧ Only a few students showed interest in Korea tertiary education</li> </ul>	<ul style="list-style-type: none"> <li>✧ Explore the possibility to arrange appropriate activities using assembly periods to increase the coverage</li> <li>✧ Should focus more on local tertiary education</li> </ul>
4. Equip parents and teaching staff with the necessary knowledge and technique to provide career guidance support	<ul style="list-style-type: none"> <li>✧ Parents' talk was held in Sep 2014 <ul style="list-style-type: none"> <li>➤ Attended by parents of nearly 70% of S6 students</li> <li>➤ All participating parents claimed that they would have follow-up discussions with their children</li> </ul> </li> <li>✧ Another parents' talk was held in Jul 2015</li> <li>✧ One professional training for staff <ul style="list-style-type: none"> <li>➤ 100% of participants agreed/strongly agreed that the training was useful</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✧ Both SA team and teachers agreed that parents' and teachers' education were necessary to facilitate career education</li> </ul>	<ul style="list-style-type: none"> <li>✧ Should continue arranging such programmes in the coming years</li> </ul>

