

St. Stephen's Girls' College

Work Plan for Careers and Life Planning Grant 2018-2019

(28 September 2018)

INTRODUCTION

Life Planning Education and Careers Guidance Service is an important aspect of whole-person education at St. Stephen's Girls' College. Outlined below are the objectives, focus, strategies and evaluation of our Life Planning Education and Careers Guidance Service and the budget of the use of the Careers and Life Planning Grant.

OBJECTIVES OF LIFE PLANNING EDUCATION AND CAREERS GUIDANCE SERVICE

- a) To raise students' awareness of the importance of life planning and careers planning.
- b) To implement Life Planning Education and Careers Guidance Service from a holistic approach
- c) To equip students with the skills, knowledge and attitude needed for integrating their academic aspirations with whole-person development and life-long life planning and careers planning.
- d) To help students make informed choices with reference to their personalities, interests, aptitudes, abilities and careers orientations.
- e) To empower teachers to take the lead in promoting and implementing careers education.
- f) To hold a good range of careers guidance related programmes / events to expose students to local and overseas opportunities for further studies.
- g) To provide individualized careers guidance for students in addressing their needs at different crucial developmental stages. (e.g. Form Three and Form Six)
- h) To educate students to make use of a range of careers information sources.
- i) To help students develop a better understanding of the world of work.

DETAILS

Forms	Focus	Strategies	Evaluation
Form One	<ul style="list-style-type: none"> Developing growth mindset through identification of personal strengths and weaknesses 	<ul style="list-style-type: none"> Careers Education Lessons to be conducted in the Form Periods Careers Conference 	Method of Evaluation: e-survey <ul style="list-style-type: none"> 70% of the students are aware of their strengths and weaknesses.
Form Two	<ul style="list-style-type: none"> Developing growth mindset through enhancing positive personal qualities 	<ul style="list-style-type: none"> Careers Education Lessons to be conducted in the Form Periods Careers Conference 	Method of Evaluation: e-survey <ul style="list-style-type: none"> 70% of students can identify their positive personal qualities.
Form Three	<ul style="list-style-type: none"> Providing guidance for students in making informed and responsible subject choices for their senior secondary school years 	<ul style="list-style-type: none"> Careers Education Lessons to be conducted in the Form Periods Two Form Three Careers Conferences on Subject Choice Matter Form Three Parents' Evening Guidance and advice provided by Careers Advisor 	Method of Evaluation: e-survey <ul style="list-style-type: none"> 70% of students have gained a good understanding of the subject choice procedures and subject combinations 70% of students feel assured about making the right subject choice
Form Four	<ul style="list-style-type: none"> Exploring students' careers personality types with reference to the Holland's Theory 	<ul style="list-style-type: none"> Careers Education Lessons to be conducted in the Form Periods Form Four Careers Conference Form Four Parents' Evening Mentorship Programme 	Method of Evaluation: e-survey <ul style="list-style-type: none"> 70% of students have improved their communication skills 70% of students understand Holland's Theory 70% of students have increased their exposure to the world of work
Form Five	<ul style="list-style-type: none"> Enhancing students' time management skills and decision making skills Nurturing entrepreneurial qualities 	<ul style="list-style-type: none"> Careers Education Lessons to be conducted in the Form Periods Form Five Careers Conference Form Five Local University Forum Form Five Parents' Evening Mentorship Programme Form Five Global Experience Programme on the 	Method of Evaluation: e-survey <ul style="list-style-type: none"> 80% of students have enhanced their time management skills and decision making skills 80% of students have increased their exposure to the world of work and have enhanced their understanding of entrepreneurial qualities 80% of students are aware of the JUPAS and non-JUPAS study opportunities available to

	<ul style="list-style-type: none"> • Exploring multiple pathways 	<p>theme of Careers Exploration and Multiple Pathways</p> <ul style="list-style-type: none"> • Firm visits • JUPAS Self-Account Essay Briefing Session • Guidance and advice provided by Careers Advisor on plans for further studies 	them
Form Six	<ul style="list-style-type: none"> • Providing guidance for students in making informed and responsible choices for post-secondary years 	<ul style="list-style-type: none"> • Careers talks held during Form Periods • Briefing sessions on “Getting Ready for My Future”, Cambridge Occupational Analyst Programme, JUPAS Application, Overseas Studies and Multiple Pathways • Guidance and advice provided by Careers Advisor and Careers Mistress • Small group discussions conducted with Careers Advisors about plans for further studies and making appropriate JUPAS choices • Form 6 HKDSE Results Release Preparation Evening • Guidance provided on overseas universities application • Service provided on reviewing JUPAS Self-Account Essays 	<p>Method of Evaluation:</p> <p>e-survey; collection of students’ JUPAS programme choices; collection of students’ study plans; qualitative interview conducted with class representatives</p> <ul style="list-style-type: none"> • 80% of students who have completed the Cambridge Occupational Analyst online tests agree that the COA test has helped them make informed JUPAS choices. • 80% of students have come up with a back-up plan for further studies after secondary school years • 80% of students polish their JUPAS Self-Account Essays • 80% of students and parents have gained useful advice on JUPAS choices modification.

Note:

Form 1-5 students will take the e-surveys at the end of the academic year. Form 6 students will take the e-surveys before the study leave period.

TEAM MEMBERS

Mr. C.M. Chan, Mr. K.W. Chan, Ms. W.Y. Cheung (Careers Mistress), Mrs. SY Fung, Ms. W.Y. Lee, Mrs. L Yim (Careers Advisor)

ESTIMATED BUDGET FOR CLP GRANT 2018-2019

Consumables	\$8,000.00
Repair & Maintenance	\$3,000.00
Textbooks, Media, Software & Teaching Resources	\$5,000.00
Special Projects (Mentorship Programme and Job Shadowing Programme)	\$25,000.00
Employment of Careers Advisor (4 working days per week)	\$483,296.00
Service Cost (outsourced service for Careers Programmes)	\$126,100.00
Miscellaneous Expenses	\$5,000.00
Total	\$655,396.00

Financial Summary

(Subject to amendment when the inflation increment is announced by the HKSAR Government at a later date)

	Items	Amount
A	Accumulated surplus / deficit brought forward from 2017-2018 and carried forward to 2018-2019	\$46,310.38
B	Expected amount of CLPG received in 2018-2019	\$609,820
	Estimated total amount of CLPG available for use in 2018-2019 (A+B) (as in September 2018)	\$656,130.38

At most 20% of the grant received in the 2018-2019 academic year can be carried forward to the next academic year.