

Annual Evaluation on Programme of Transitional Career and Life Planning Grant 2017-2018

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Concerns	Evaluation Results		Suggestions for Improvement / Follow-up	Actual Expenditure
	Quantitative	Qualitative		
1. Allow students to better understand one-self and relate self-assessment outcomes to career and life planning	Two workshops on Goal Setting and Understanding One's Dreams were arranged for S2 students. 82% of the students thought the workshop on Goal Setting was helpful to them. The workshop on Understanding One's Dream received an average score of 2.97 (out of a total of 4) on whether the workshop could help them plan for the future, and 3.06 (out of a total of 4) on whether the workshop could stimulate their thinking about what they wanted to be in the future.	S2 workshops were well-received by teachers and students. However, teachers reflected that there was no time to give feedback to students' reactions in the workshops.	A school-based follow-up lesson could be arranged after the workshops.	\$8 200
	One mass lecture on subject selection was arranged for S3 students.	Teachers reflected that the speaker clearly delivered the key elements of selecting suitable NSS subjects and planning for the future.	It is recommended that the same speaker should be invited for the same lecture in the next academic year.	\$1 800
	One interactive drama show on the importance of making sound decision was arranged for S3 students.	The drama was well received by students. Teachers reflected that the drama well suited the needs of S3 students.	It is recommended that the same drama could be arranged for S3 students in the next academic year.	\$6 500
	One interactive drama show on the importance of CLP was arranged for S4 students. An average score of 2.93 (out of a total of 4) was received from students on whether the show could help rise	Students felt bored about the drama. Teachers also reflected that the drama was a bit childish for S4 students.	The team would not arrange the same drama show for S4 students.	\$5 000

	students' awareness on the importance of CLP.			
	<p>One Career assessment tool (PROBE test) was purchased for S3 to S5 students.</p> <p>An average score of 3.01 and 3.02 (out of a total of 4) was received from S4 and S5 students respectively on whether the test could help students understand themselves for future planning.</p>	Teachers reflected that the test could help students understand which occupation fields they could be interested in. It facilitated the NSS subject selection of S3 students and individualized meeting with Career teachers for S5 students.	The same test could be kept for S3 and S5 students but not S4 students.	\$5 500
2. Facilitate students to make decisions and act out plans regarding various study and work choices	One 3-hour life experiential workshop was arranged for S3 students during post-exam period.	The workshop was well-received by students. Students understood that the effort we put affected our future path. However, some helpers of the workshop were volunteers from university. They were not well-prepared for the debriefing session. Help from teachers was needed.	The same workshop could be arranged to facilitate CLP if budget allows.	\$11 800
	<p>One 3-hour work experiential game was arranged for S4 students.</p> <p>98% of students agreed that the game successfully helped them understand job nature and requirements of different occupations.</p> <p>91% of them agreed they would try to set goals and plan for the future after attending the game.</p>	Students felt interested in experiencing the work tasks of different occupations.	The team could try to arrange the same programme in the next academic year if budget allows.	\$17 655
	One booklet from Hok Yau Club was ordered for each S3 student.	S3 class teachers reflected that the booklet was useful to make S3 students understand different NSS subjects and their future path.	The team could continue ordering the same booklet from Hok Yau Club.	\$250 (Transport fee)

3. Help senior secondary students explore multiple pathways	One CLP booklet for each S5 student was tailor-made by MingPao. An average score of 3.10 (out of a total of 4) was received from students on whether the booklet could help them understand different working fields and occupations in the society.	Students commented that the booklet was useful in understanding different occupations and it helped them reflected what they wanted to study and do after graduation.	The team could consider making one booklet for S5 students before having the individualized meeting with Career teachers.	\$12 702
	One set of booklets from Hok Yau Club was ordered for each S6 student.	S6 students, S6 class teachers and mentors commented that the set of booklets was useful for the preparation of DSE Result Release Day and JUPAS choices reprioritization.	The team could continue ordering the same set of booklets from Hok Yau Club.	\$125 (Transport fee)
	4 copies of JUPAS Statistics 2017 prepared by HKACMGM were made.	Career teachers and S6 mentors commented that the statistics booklets were useful to facilitate individualized meeting with S6 students and JUPAS reprioritization of JUPAS choices after DSE Result Release.	More copies should be made as many students would like to take a look at the statistics to make sound decision on JUPAS choices but the booklets were usually used by Career teachers.	\$750
4. Equip parents and teaching staff with the necessary knowledge and technique to provide career guidance support	One talk on was arranged for S6 parents before the DSE Result Release Day. 65.2% of the parents reflected that the information from the speaker was useful to help them understand possible future paths of S6 graduates.	Both teachers and parents reflected that the speaker could clearly explained the multiple pathway after S6 graduation and how parents could prepare and support their children for the DSE Result Release.	The same speaker could be invited for the same talk in the next academic year.	\$2 600
Total expenditure spent				\$72 882
Partial salary of a teaching assistant who supported support clerical work of Career Guidance Team				\$27 118
Total amount of Grant spent				\$100 000