

Queen's College
Annual School Plan 2015 - 16

Major concern 2: Strengthening of Life Planning Education and Careers Guidance

2.1 To organize Career and Life Planning programmes					
Objective(s) & Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>2.1.1 To enable students to acquire adequate knowledge on further education and workplace in order to understand one-self and impact of external influences</p> <p>The objective is achieved through a wide range of activities:</p> <p>i. Visits (S2-S3) (Life Wide Learning period/after school)</p> <p>ii. Talks (S1-S6) (LWL/after school)</p> <p>iii. Workshops (S1-S3, S5-S6) (LWL)</p> <p>iv. Sharing sessions (S3, S5 & S6) (LWL)</p> <p>v. Career Expos (S4 & S5) (LWL)</p> <p>vi. Parent-teacher Meetings (S3 & S6)</p> <p>vii. Publications (S3-S6)</p> <p>viii. Careers assessment tests (S1-S6) (LWL)</p>	<p>9. 2015 ~ 7. 2016</p>	<p>(i), (ii), (iii), (iv) & (v)</p> <ul style="list-style-type: none"> • Over 80% of students find the programmes and activities effective in attaining the respective objectives. (vi) & (vii) • Over 80% of parents and students attend the functions and they find the advice given relevant to their needs. • Over 80% of students comment that the publications can provide them with sufficient and updated information on senior secondary curriculum, JUPAS programmes and admission scores. (viii) • Over 90% of students 	<p>(i), (ii), (iii) & (iv)</p> <ul style="list-style-type: none"> • Teachers' observation <p>(i), (ii), (iii), (iv), (v), (vi) (vii) & (viii)</p> <ul style="list-style-type: none"> • Students' post-activities surveys/reflections • Feedback from teachers and other stakeholders such as parents, graduates, old boys and guest speakers 	<ul style="list-style-type: none"> • Career and Life Planning Team • Life-wide Learning Committee • Counselling Team • Civic Education Team • Subject Departments • WebSAMs & IT Teams • Class Teachers • Clubs & Societies • Careers Counsellors - 	<ul style="list-style-type: none"> • Old Boys' Association • Parents-teachers' Association • Rotary Club of HK NE • Local Universities • Hong Kong Family Welfare Society • Hok Yau Club • Hong Kong Employment Development Service • Hong Kong Association of Careers Masters & Guidance Masters • Course Providers • Financial support: <ul style="list-style-type: none"> • Careers & Life Planning (CLP) Grant for employment of

<p>2.1.2 To enable students to acquire necessary skills (skills related to examinations, leadership, communication, collaboration, creativity, decision-making) and attitude (workplace ethics, integrity, responsibility and respect) through planned careers activities and business programmes so that they can formulate their career plan and make wise choices of university programmes and work options</p> <p>Strategies and activities to achieve through a wide range of specific learning programmes:</p> <ul style="list-style-type: none"> i. Mock Examinations (Hok Yau Club) (S6) ii. Interview Preparation Workshops (S5-S6) iii. Applied Learning Taster Programmes (S4) iv. Engagement Programmes (local 	<p>9.2015 ~ 7. 2016</p>	<p>complete the test. They agree that the test helps them find out what personality traits they possess and then find studies /professions that are a good fit for those characteristics.</p> <p>(i)</p> <ul style="list-style-type: none"> • 80 places for Mock Examinations are filled up. • Student participants comment that they become more familiar with the examination skills and actual arrangements. <p>(ii)</p> <ul style="list-style-type: none"> • At least 80% of senior students attend the workshops. • They find the mock interview practice can help them better prepare for the interviews in terms of presentation skills, etiquette and confidence. <p>(iii), (iv), (v), (vi), (vii) & (viii)</p> <ul style="list-style-type: none"> • Over 80% of participants find 	<p>(i), (iii), (iv), (v), (vi), (vii), (viii) & (ix)</p> <ul style="list-style-type: none"> • Student participants' surveys/reflections • Feedback from stakeholders such as university programme organizers, host companies and job mentors • Evaluation of students on work ethics after internship programme (Evaluation is based on the identified set of ten work ethics traits such as appearance, attendance, attitude, character, 	<p>a temporary teacher and a teaching assistant</p> <ul style="list-style-type: none"> • Morrison Fund • ECA Fund
---	-----------------------------	---	--	---

<p>universities) (S4-S6)</p> <p>v. Business School Partnership Programme (S4-S6)</p> <p>vi. Job Shadowing (S4)</p> <p>vii. Internship (S5)</p> <p>viii. Summer Career-related Programmes organized by HKACMGM (S5-S6)</p> <p>ix. Junior Achievement Company Programme (S4-S5)</p> <p>2.1.3 To investigate multiple options (opportunities and constraints) of learning and work and to make decision, and to formulate and act out plans to manage changes and transition from secondary to tertiary education</p> <p>The objective is achieved through providing individual guidance and supervision on exploring further educational opportunities and multiple pathways:</p> <p>i. Workshops on preparing Student Learning Profile, OEA and 20 JUPAS programme choices (S6)</p> <p>ii. Preparing study plan & clear goal setting</p>	<p>9.2015 ~ 7.2016</p>	<p>the programmes beneficial.</p> <ul style="list-style-type: none"> • They find the programmes meaningful as they can have a better understanding of different professions and they are relevant to their occupational interests. • Students comment that they learn leadership skills and essential work ethics traits through participating in the programmes <p>(i) & (ii)</p> <ul style="list-style-type: none"> • Over 90% of S6 students are able to finalize their JUPAS programme choices and prepare their self-accounts for JUPAS after in-depth discussion with Careers teachers. • Over 90% of senior students agree that they learn the importance of goal setting and decision-making, and its relationship with career planning. 	<p>communication, cooperation, respect, teamwork, productivity, and organizational skills.)</p> <p>(ii)</p> <ul style="list-style-type: none"> • Teachers' observation • Feedback from S6 students <p>(i) & (ii)</p> <ul style="list-style-type: none"> • Feedback from teachers on S6 students' progress in preparing SLPs, OEA and JUPAS programme choices • Feedback from S6 students 		
--	------------------------	--	--	--	--

<p>so as to meet requirements of local and overseas universities (S4-S6)</p> <p>iii. Individual & group counselling services (S3, S4-S6)</p> <p>iv. Mentorship Programme (S6)</p> <p>v. School Assessment Tools (S4-S6)</p>		<p>(iii)</p> <ul style="list-style-type: none"> Over 90% of S3- S6 students agree that the counseling service is useful and can assist them in making the right choices. <p>(iv)</p> <ul style="list-style-type: none"> Over 80% of student participants agree that the mentors can provide them valuable advice on career planning. <p>(v)</p> <ul style="list-style-type: none"> Over 80% of students find the tools useful in helping them to understand their strengths and weaknesses in preparing for HKDSE Examination. 	<p>(iii)</p> <ul style="list-style-type: none"> Feedback from students and teachers <p>(iv)</p> <ul style="list-style-type: none"> Students' surveys/reflections Feedback from teachers and mentors <p>(v)</p> <ul style="list-style-type: none"> Feedback from students and teachers 		
---	--	---	---	--	--

2.2. To organize subject-related programmes					
Objectives & Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
2.2.1 To enable students to acquire knowledge and skills related to future careers through subject-related activities				<ul style="list-style-type: none"> Chinese Language Department English language Department 	<ul style="list-style-type: none"> Newspaper articles or editorials related to careers Venues for mock

<p>a. Chinese Language Department</p> <ul style="list-style-type: none"> • Reading (newspaper) articles related to careers prospects and writing self-reflections <p>b. English Language Department:</p> <ul style="list-style-type: none"> • Organizing workshops for preparing self-account and personal statement (S5-S6) • Organizing mock interview practice (S4-S6) <p>c. Liberal Studies Department:</p> <ul style="list-style-type: none"> • Carrying out project work related to careers (S1) 	<p>9. 2015 ~ 7. 2016</p>	<ul style="list-style-type: none"> • Students are able to complete their tasks • Reflections done by students are of good quality. <ul style="list-style-type: none"> • Students can prepare self-accounts for JUPAS and comment that they can learn interviewing skills through the interview practice. <ul style="list-style-type: none"> • Students' projects are of good quality. Students comment that they have a better understanding of different careers and essential skills needed at work places. 	<ul style="list-style-type: none"> • Teachers' supervision on the completion of the reflections • Assessment of reflections <ul style="list-style-type: none"> • Assessment on self-accounts and personal statements • Teachers' observation on students' performance in the mock interview practice • Student participants' post-activities surveys/ reflections <ul style="list-style-type: none"> • Assessment of LS projects • Feedback from teachers • Students' surveys/ reflections 	<ul style="list-style-type: none"> • Liberal Studies Department • Mathematics Departments • BAFS / Economics Department • Link Teacher • Old boys working in various professions • Teaching assistant 	<p>interviews</p> <ul style="list-style-type: none"> • Display boards for the Open Days • University professors • Old boys • LWL lessons <ul style="list-style-type: none"> • Business Advisors
--	----------------------------------	---	--	---	--

<p>d. Mathematics Department</p> <ul style="list-style-type: none"> • Teaching career-related topics such as use of Statistics (S5-S6) • Organizing talks relevant to the relationship among teaching curriculum, university programmes and career planning (S5-S6) such as Quantitative Finance & Risk Management (S5-S6) <p>e. BAFS / Economics Department</p> <ul style="list-style-type: none"> • Participating in Junior Achievement Company Programme Competition (S4-S5) 		<ul style="list-style-type: none"> • Students acquire a better understanding of the relationship among senior secondary curriculum, university programmes and future careers. • Successful completion of the programme with share issuance and production of items for sales at the trade fair • Student participants agree that they learn the relevant concepts related to Economics and BAFS, and business operations. 	<ul style="list-style-type: none"> • Feedback from students • Teachers' observation on students' performance in the talks (e.g. questions raised relevant to the main theme) • Student participants' post-programme surveys/reflections • Feedback from Link Teacher, Business Advisors and programme organizer 		
--	--	--	---	--	--

2.3 To facilitate students' personal growth and leadership development through organizing year-round extra-curricular programmes					
Objectives & Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
2.3.1 To cultivate the mind-set: "Leader in me" through assembly sharing: a proactive approach to nurturing 'new' self related to career and life planning	9. 2015 ~ 6. 2016	<ul style="list-style-type: none"> Teachers and students can share their personal and models' life experiences. 	<ul style="list-style-type: none"> Assessment of the effectiveness of applying Choice Theory in students' life experiences 	<ul style="list-style-type: none"> Counselling Teachers Peer Counsellors & Counselling Prefects 	<ul style="list-style-type: none"> Morning assembly Life-wide Learning periods
2.3.2 To cultivate the attitude: "Personal Leadership" through Peers Concern and Guidance Scheme: nurturing the skills of self-understanding and goal setting related to career and life planning through small group tutoring sessions and mass programmes		<ul style="list-style-type: none"> Peer Counsellors, Counselling Prefects, S1 and S2 students can learn effectively in the small group tutorials to enhance self-understanding and goal setting. 	<ul style="list-style-type: none"> Through the study of the progress reports (as a monitoring tool) and monthly reflections to check whether the students can apply "Seven Habits" and "Satir Growth Model" for career and life planning. 		

Remarks:

Use of the CLP Grant: for reducing the workload of Careers teachers:

Estimated amount: Salary + MPF

- *Employment of a teaching assistant: \$13794 (per month) x 12 months = \$165,528 (Sept 2015 - Aug 2016)*
- *Employment of a teacher: \$26,880 (per month) x 12 months = \$322,560 (Sept 2015 - Aug 2016)*

Use of the Morrison & ECA Funds:

- *Organizing activities/programmes related to three major aspects: Career and Life Planning, Subject-related Programmes and Leadership Development*