

Our Lady's College
Evaluation Report of Career and Life Planning Grant 2015-2016

Objectives	Strategies	Monitoring/Evaluation (Success Criteria)	Actual Expenditure	Evaluation
To release career teachers to attend professional development courses for professional enhancement	- Employment of 1 teaching staff	- 1 teacher is employed	\$429,660	- One full-time teacher was employed.
To help students understand their interests, abilities and career aspirations	- Four ethics lessons on "Raising Learning Motivation" (S.2) To help students set appropriate goals for the year, understand their learning styles and improve learning skills	- Feedback from S.2 class teachers is positive - 70% of students satisfied	\$20,000 Service provider: The Hong Kong Federation of Youth Groups (HKFYG)	- Four ethics lessons were held focused in: (1) Dreams finding (1 lesson) (2) Set up short-term goals (1 lesson) (3) Effective learning strategies (2 lessons) Pre-test and post-test were done by the NGO. From the tests-analysis, the satisfactory rates of nearly all questions were improved. The most significant one was asking students whether they can grasp some effective learning strategies. The percentage increased from 27.3% to 65%. Besides, over 95% of students satisfied with the activity and another 93% agreed that the aims of activities could be achieved. The feedback from social workers was very positive. Positive atmosphere was always shown in classes. Most students were willing to share their experiences with social workers. They were enjoyable in different games and tests. Feedback from S.2 class teachers was very positive too. They found that the social

				workers were very experienced in arranging such interactive games.
- Orientation Day Camp (S.1) To help junior form students develop their potentials and rein enforce students' positive attitudes towards life	- All S.1 students attend the day camp - 85% of participants are satisfied with the orientation day camp - Positive feedback from the professional facilitators of the leadership programme	\$13,500 Service provider: Hong Kong Adventure Youth Association (China) Limited	- Most of the S.1 students were willing to participate different activities throughout the day. They were willing to cooperate with their classmates as well. - Most of the S.1 students gave positive feedback and comments to this day camp. It could increase their sense of belonging and enhance their cooperative skills. Besides, most of the facilitators were well-trained. They could help students to carrying out reflection after completing different tasks.	
- Self-exploration game (S.2) To help students understand their interests and abilities and set appropriate goals for the year	- 85% of students satisfied - Feedback from career teachers and students is positive	\$12,000 Service provider: The Hong Kong Federation of Youth Groups (HKFYG)	- A large majority of students found that the activity helped them to review their life goals and attitude (94.4%), understand more about themselves (95.3%), and set short-term goals (92.1%). Over 98% satisfied with the format and content of the workshop and found it very interesting. The participation of students was very overwhelming. They enjoyed the activities in different game-booths.	
- Leadership training programme (S.2) To help junior form students develop their potentials, enhance their leadership and rein enforce students' positive attitudes towards life	- All S.2 students attend the day camp - 85% of participants are satisfied with the leadership training programme - Positive feedback from the professional facilitators of the leadership	\$19,620 Service provider: Adventure Training Consultant	- The program was successfully organized by the Extra-curricular Activities and Service Groups Coordinating Team of the school. 97.7% of participants satisfied with this leadership training day camp. - Most of the facilitators and teachers appreciated with the performance of the participants even some of them needed to take longer time to devote themselves to the activities. Most of them were trying their very	

		programme		best to complete the tasks and tackle difficulties. They also understood more about themselves and learned the importance to have communication and coordination with others.
	- "V for Hong Kong" Social Service (S.4) To rein enforce positive attitudes for senior form students towards life	- 85% of students involved are satisfied with their performance in the project Feedback from teacher advisors and social workers on students'	\$3,500 Service provider: YWCA	- The program was successfully organized by the Social Service Team of the school.
	- Personality Test for Exploring Career Interests – MBTI Workshop (S.5) To further enhance students' self understanding and to relate themselves to further study opportunities	- 85% of students satisfied - Feedback from career teachers and students is positive	\$20,000 Service provider: The Hong Kong Federation of Youth Groups (HKFYG)	- A large majority of students found that the activity helped them to understand more about their characters (95.1%), understand their education and career path (96%), review and set goals (95.2%). - Around 92% satisfied with the format and content of the workshop and found it very interesting. The participation of students was very overwhelming. The workshops did enhance students' self-understanding and to relate themselves to further study opportunities or career paths.
	- Careers exploration game (S.5) To help students explore their career interests and gain basic understanding on the entry requirements and job nature of different	- 80% of students satisfied Feedback from career teachers, S.5 class teachers and students is positive	\$7,800 Service provider: St. James Settlement	The activities were successfully held. It is a career-simulated programme designed and run by the St. James Settlement. The careers exploration game was held in its center located at Wanchai. Students were asked to do 3 different jobs they were interested, for example, Chinese medicine practitioner, medical laboratory technician, reporter,

	careers			designer and hotel room housekeeper. Students showed great interest in this kind of career exploration game and were very devoted throughout the activity. They were eager to try the jobs they were interested in. They were also very willing to share their views during the debriefing.
To help students develop their potentials and the spirit to serve	- Organize leadership training programmes for: S.2 students To help junior form students develop their potentials, enhance their leadership and rein enforce students' positive attitudes towards life	- All S.2 students attend the day camp - 85% of participants are satisfied with the leadership training programme - Positive feedback from the professional facilitators of the leadership programme	\$19,620 Service provider: Adventure Training Consultant	- The program was successfully organized by the Extra-curricular Activities and Service Groups Coordinating Team of the school. 97.7% of participants satisfied with this leadership training day camp. - Most of the facilitators and teachers appreciated with the performance of the participants even some of them needed to take longer time to devote themselves to the activities. Most of them were trying their very best to complete the tasks and tackle difficulties. They also understood more about themselves and learned the importance to have communication and coordination with others.
	- Organize leadership training programmes for: S.4 students To help senior form students develop their potentials and rein enforce students' positive attitudes towards life	- All S.4 students attend the day camp - 90% of participants are satisfied with the leadership training programme - Positive feedback from the professional facilitators of the leadership programme	\$16,280 Service provider: Adventure Training Consultant	- The program was successfully organized by the Extra-curricular Activities and Service Groups Coordinating Team of the school. All of participants satisfied with this leadership training day camp. - All of the facilitators appreciated the performance of the participants as most of them were trying their very best to complete the tasks and tackle difficulties. Besides, it also helped them to gain the experience in team building, problem and conflict solving, communicating and self-learning.

	<ul style="list-style-type: none"> - Guide students to build up a high-quality Student Learning Profile (S.4-S.6) To help students develop their SLP from different stages and help them make good use of SLP for self-reflection so as to motivate students to learn effectively 	<ul style="list-style-type: none"> - Students know how to prepare themselves for the SLP in different stages 	\$3,439 Service provider: My ID Limited	<ul style="list-style-type: none"> - The “My-Profile System” was used for maintaining the databases of students’ SLP.
	<ul style="list-style-type: none"> - Mock interviews for further education (S.6) To provide workshops for students to understand the interview skills and to participate in simulated mock interviews 	<ul style="list-style-type: none"> - Students have thorough understanding of interview skills - Students perform well in the Mock interview 	\$4,000 Service provider: The Hong Kong Federation of Youth Groups	<ul style="list-style-type: none"> - All students satisfied with the workshop including mock personal introduction and mock group interview. Throughout the interviews, they gained more understanding on their strengths and weaknesses, and most importantly, the interview skills required for further education. They reflected that they became more confident in university entrance interviews in the coming future.
Administrative expenses (including IT support, HKACMGM membership fee, photocopying and printing, and transportation of visits/activities)			\$11,393.1	
Reference books for students			\$88	

Use of the Career and Life Planning Grant (CLP Grant)

		\$	
Balance b/f			65,815.4
Grant received			<u>541,560.0</u>
			607375.4
Amount used			
(1) Employment of teacher	429,660		
(2) School-based programmes	116,700		
(3) Administrative expenses	11,393.1		
(4) Reference books for students	<u>88</u>		<u>557,841.1</u>
Balance c/f			49,534.3