Chinese Y.M.C.A. Secondary School
2026-2027
Career Development and Life Planning Committee
Annual Plan

###Major Concerns of this School Year：

Briefly list the feedback and follow-up actions from the previous school year:

(In the first year of the development cycle, schools generally do not need to complete this part, but if the major concern(s) of this development cycle is related to the previous development cycle, e.g. optimising the major concern, schools may make reference to the feedback and follow-up actions of the previous school year to formulate or adjust the work of this school year.)

- Building on last year's achievements—where S6 students received up-to-date further study information, Career Ambassadors led life-planning activities, and initial CLD training was introduced—feedback highlighted the need to expand student leadership capacity, broaden alternative study pathways, and deepen teacher counseling skills. In response, this year's follow-up actions focus on recruiting a larger pool of student leaders for the V-Star Program and CCA-integrated community exploration so they can actively contribute back to school life-planning events, partnering with organizations like City Smart and HKMU LiPACE to explore non-JUPAS pathways, and arranging specialized CLD training for all S6 class teachers and Career Team members.

Major Concern： Enhance students' academic self-efficacy to create a proactive learning atmosphere

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
To explore non-JUPAS study pathways and provide up-to-date information to help S6 students make informed choices for further studies	• Australia Study Program Briefing: Partner with City Smart to introduce Australian Direct Subsidy Scheme (DSS) schools and overseas study pathways to S6 students. • Universities of Applied Sciences Exploration: Continue collaboration with HKMU LiPACE and organize joint activities to enhance student understanding of Universities of Applied Sciences (UAS) and practical degree routes. • Non-JUPAS & Recommendation Schemes: Introduce alternative post-secondary options and key direct admission pathways, including school recommendation schemes, sub-degree programs, and self-financing degree options.	• At least 90% of S6 students participate in non-JUPAS pathway briefings (e.g.HKMU LiPACE sessions).	• Google Form responses sheet	Whole Year	CKY	CLP team S6 class teachers

Major Concern： Strengthen positive education to promote students' physical, mental, and spiritual health

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
To empower student leaders through the V-Star Program and CCA-integrated community exploration to build leadership, self-understanding, and holistic well-being	• V-Star & CCA Integration: Partner with the V-Star Positive Youth Empowerment Program and embed its core positive education activities directly into the school's Co-Curricular Activities (CCA) schedule. • Community Exploration: Organize community visits, service-learning projects, and local organization tours for selected student leaders to broaden their horizons and apply positive leadership. • Skill Building: Conduct targeted leadership and emotional well-being workshops to prepare student leaders for their community-facing roles and peer mentorship.	• At least 90% of participating student leaders successfully complete at least one community exploration activity during the school year. • Over 80% of general student participants express satisfaction with the peer-led life-planning activities delivered through the CCA platform.	• CCA activity attendance logs and completion tracking for community exploration visits. • Peer participant evaluation forms collected after student-led CCA life-planning activities.	Whole Year	LSM	CLP team CCA team Counselling team S4 students

Major Concern： Optimize professional training for teachers to improve their work effectiveness

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
To enhance the professional capacity of S6 class teachers and the Career Planning Team in Career and Life Development (CLD) education to better support students' post-secondary decision-making	• In-House Professional Development: Organize school-based CLD workshops for S6 class teachers and team members to align counseling strategies. • External EDB Certification: Nominate career teachers to participate in multi-level CLD training courses provided by the Education Bureau (EDB).	• 100% of S6 teachers and Career Planning Team members complete at least one specialized CLD training workshop within the academic year.	• TCPD record	Whole Year	CKY	CLP team EDB S6 teachers

Allocation of the Career and Life Planning Grant

Objectives	Items	Amount
Provide guidance and support	Expenses for CLP activities	$ 300,000
	Expenses for Employment of full-time Career Guidance Officer	$ 300,000
	Expenses for CLP tools (i.e. boardgames, tests)	$ 50,000
TOTAL		~$650,000