

Wa Ying College
Work Plan on Life Planning Education and Career Guidance Service, 2025-2026

Our College has turned the Career and Life Planning Grant (CLPG) into regular teaching post from the 2016/17 school year onwards as recommended by the Policy Address 2016. The additional teacher is a member of the Life Planning Education Committee (LPEC) to assist students to realize their personal aspiration by making informed life and career planning.

A. Aims and Objectives:

Our aim is to assist students to provide students with comprehensive and impactful life planning education. We strive to equip them with the necessary knowledge, skills and positive attitudes to make wise and well-informed decisions about their future education, career and professional development. Ultimately, our goal is to empower them to discover their life direction and attain success and fulfillment. With this vision in mind, the work of the committee consists of

1. Adopting a comprehensive and whole-school approach to life planning, which fosters students' holistic development by nurturing their personal growth, academic and career development, and physical and mental well-being. It involves guiding students to discover and understand their values, strengths and aspirations. The process engages different stakeholders such as teachers, parents and alumni to provide meaningful support and enrich students' growth from multiple perspectives.
2. Nurturing students' life planning skills such as self-understanding, goal setting and reflective thinking, while promoting positive values and attitudes towards their own capabilities and aspirations.
3. Providing individual and small group guidance and counselling by considering students' academic and career aspirations and catering for their needs across five domains, and assisting them in exploring their interests, strengths, potential and abilities through career assessments and Mentorship Programmes.
4. Expanding students' educational and career horizons by empowering students through a broad spectrum of exposure, exploration and experiential learning opportunities, which include university visits, admission talks, Career Expo and career-related experiences such as company visits, summer attachments, job shadowing programmes, internships, and access to a wide range of useful resources. These initiatives aim to enable students to deepen students' understanding of diverse study opportunities and career paths, while cultivating a positive and professional mindset.
5. Offering workshops and training programmes which develop essential life skills such as leadership skills, problem-solving and teamwork, empowering students to navigate the ever-evolving world with confidence and excel across five domains.
6. Fostering strong collaboration and partnerships by establishing connections with distinguished alumni and external organizations such as universities, business enterprises, government bodies and NGOs. By tapping external resources, our objective is to provide students with an extensive network of support and access to invaluable resources in five domains based on students' interests and needs. This approach not only facilitates diverse and meaningful career exploration opportunities and practical experiences for students but also assists them in acquiring essential skills for the future workplace.
7. Enhancing students' awareness of the latest trends and opportunities in further studies, particularly concerning JUPAS applications while addressing the diverse needs of multiple pathways. Comprehensive guidance and support are provided to help students make informed and responsible decisions about

their academic pursuits and career aspirations, which align with their interests and strengths.

8. Actively engaging students, especially LPEC Ambassadors, in the organization and coordination of life planning activities, with the goal of cultivating a stronger sense of responsibility and deepening their commitment to personal growth. This initiative aims to nurture students into thoughtful, civic-minded individuals who contribute meaningfully to society.
9. Deepening parents' understanding of the ever-changing landscape of education and careers by organizing regular workshops and seminars specifically designed for parents. We aim to establish effective communication channels and offer practical strategies which empower parents to actively support their children's life planning journey.

B. Review of last year's work:

1. S.4-S.6 Life Planning Handbook for Potentials Development (2024-2027) was newly introduced for senior form students starting from S.4. With clear roadmaps of life planning activities organized by LPEC in different forms, students are empowered to take ownership of their personal growth in senior forms. They can strategically plan their involvement in life planning events and career-related experiences, track their progress and reflect on achievements in relation to their learning and development goals. This longitudinal documentation not only helps students recognize their accomplishments and missed opportunities but also serves as a catalyst for unleashing students' potential. It can help students identify what they have accomplished, recognize their missed opportunities and unleash their potential. To further support this developmental journey, the Handbook will be extended to S.5 students in 2025–2026.
2. LPEC Ambassador was restructured with the formation of a committee comprising various leadership roles. By empowering LPEC Ambassadors to initiate, plan and organize life planning events and activities in their interested domains, students can gain a strong sense of ownership and purpose. This experience nurtures their growth as servant leaders who can help their schoolmates and foster their personal development. This LPEC Ambassador System will continue to serve as a powerful platform for holistic development, enabling students to unlock their potential in leadership, organization and compassion.
3. S.3 students participated in University Visits designed to help them understand how their elective subject choices can influence their future academic paths and career opportunities. As S.3 University Visits were held in October, it often clashed with University Info Days. In view of this, S.3 University Visits will be rescheduled to the second term of 2025-2026 to allow students to explore a wider range of universities. Students will be empowered to make more informed and personalized decisions regarding streaming and future study pathways, which is an essential step in nurturing their potential and guiding them towards meaningful life goals.
4. Three lunchtime university admission talks were organized at school and received positive responses from students. Attendance figures showed a notable increase compared to last year, reflecting strong interest and engagement. In response to student feedback and suggestions, it is recommended to organize admission talks focused on Business and Arts in 2025-2026.
5. Career Week began with a primary focus on the domain of Medicine and Health Care and it was expanded to include all five domains. This expansion reflects a broader commitment to supporting students in their diverse academic pursuits and career aspirations, strengthened by the invaluable support of dedicated alumni. Since many S.4 students begin engaging with alumni in various life planning events, it is proposed to integrate Career Week and Pass-it-on Tea Gathering into Career Expo. This integration aims to foster earlier exposure to networking, mentorship and career-related opportunities, thereby supporting students' personal growth and life planning development from S.4.

C. SWOT analysis of current situations:

Strength:

1. A variety of systems, resources and award systems have been thoughtfully established to support students' life planning journeys. Central to this effort is a comprehensive school-based curriculum which is delivered through life planning lessons and assemblies, experiential activities, counselling and support, and strong parental, alumni and community engagement. Each form has specific life planning targets, ensuring that students receive advice, guidance and support tailored to their developmental stage. To further enrich student development, a mentor and advisor system has been implemented, alongside domain-specific support structures. Teachers, LPEC teachers and alumni serve as mentors, advisors and coordinators across five key domains, including Medicine and Health Care, Science and Engineering, Law and Business Administration, Social Science, Social Services and Education, and Arts and Architecture. These domains reflect students' interests and needs, which align with university faculties to help students better visualize potential academic and career pathways. A tasting and exploration system has been developed in collaboration with government bodies, NGOs and alumni across five domains. This system offers students immersive career-related experiences not only in summer but also during weekends and school holidays. Recognizing the challenge of arranging job shadowing for every senior student, this flexible framework creates more opportunities for exploration and personal growth. LPEC Ambassador system has been restructured with an empowering vision, which is to help students identify their strengths, build confidence, explore different pathways and inspire others. LPEC Ambassadors organize and promote life planning activities for schoolmates, connect with alumni to create career-related opportunities and assist with major life planning events such as workshops, assemblies, Career Expo and parents' seminars. Committee members of LPEC Ambassadors take on leadership roles, gaining invaluable experiences in organization, problem-solving and strategic planning skills, which are transferable to both future studies and careers. An award system has also been established to recognize and celebrate students' active involvement and achievements in life planning events, activities and career-related experiences from S.4 to S.6 This initiative aims to encourage meaningful engagement and sustained participation in senior forms. By acknowledging students who demonstrate enthusiasm, initiative and commitment in exploring their academic and career pathways, the award system not only fosters a cultivation of motivation and self-discovery but also helps instill a strong sense of achievement and personal growth.
2. With a strong emphasis on fostering students' interests and nurturing their strengths and potential, life planning efforts at S.4 and S.5 are carefully designed to be student-centred and forward-looking. At the beginning of each term, students' preferred domains are systematically collected. This valuable information serves as a foundation for organizing more tailored and meaningful life planning events and activities. By aligning initiatives with students' passion and capabilities, the programmes offered not only meet their developmental needs but also support them in navigating both their academic paths and future career aspirations. Through this proactive and personalized approach, students are empowered to unleash their potential and make informed decisions about their academic and career development.
3. Roadmaps and timelines are developed and regularly updated to support S.3-S.6 students in terms of life planning. These resources are distributed at the beginning of each academic year, helping students visualize upcoming life planning activities and events across different forms and timeframes. They enable students to proactively plan their participation in Career-Related Experiences (CRE) and Other Learning Experiences (OLE), which align with their academic and career aspirations. In the second term of S.5, students attend informative sessions on JUPAS, School Principal's Nominations (SPN), the School Nominations Direct Admission Scheme (SNDAS) and scholarships for both local and overseas studies. They include comprehensive assessment criteria, ensuring that students have adequate time to plan accordingly and build strong portfolios in preparation for future applications.

4. Strong collaboration has been developed with key boards, committees and departments such as ACB, CGC, ASCC, MCE and Science Department. These partnerships have fostered a shared vision and joint commitment to supporting students' holistic development. By tapping resources and expertise from them, LPEC has successfully planned and organized a range of life planning events and activities. Each initiative is carefully designed to align with the developmental stages and evolving needs of students, ensuring that support is timely and relevant. This concerted approach and efforts not only enhance the quality and reach of life planning guidance and support but also cultivates a more integrated educational experience for students.
5. Unwavering support of alumni has played a crucial role in our life planning initiatives. Their generosity allows us to tap into invaluable resources, enabling the delivery of diverse and meaningful activities which support students at different developmental stages, such as Career Week, Alumni Mock Interviews from Five Domains, First Annual Medical Exhibition, Pass-it-on Tea Gathering, S.5 Purpose-driven Camp and Summer Attachment in the Medicine and Health Care Domain. They offer students rich opportunities to gain insights into different career paths and equip them with the knowledge and skills to make informed decisions about their academic and career aspirations. Experienced alumni act as career advisors, drawing from their professional backgrounds across five domains. Through providing career-related information and personal guidance, they shed light on the nature of prospects of their professions. They also serve as guest speakers in assemblies and career sharing sessions held in Career Week, where they offer firsthand perspectives on their academic and career journeys. Their life stories, including the challenges they have faced and the success they have achieved, provide inspiration and valuable lessons for students. University alumni also contribute significantly by being the guest speakers to share the latest updates on the undergraduate programmes they are studying. Their collaboration with LPEC teachers enriches S.5 Purpose-driven Camp, where they act as facilitators in the camp. When DSE Results are released, their presence as JUPAS counsellors offers timely and essential guidance and advice to S.6 students as they navigate the next steps in their academic journey.

Weakness:

1. The world of careers is evolving rapidly, making it increasingly difficult to predict what the job market will look like by the time students graduate from university. In response to this uncertainty, it is crucial to equip students with the skills and mindset required to navigate a constantly changing professional landscape. To effectively prepare them for the future, life planning events and activities need to be versatile, dynamic and adaptable. These initiatives should not only address current trends but also foster resilience and adaptability, enabling students to meet the challenges ahead of them with confidence.
2. Reflection and feedback on life planning events and activities can be collected more frequently. To enhance the effectiveness of future planning, it is essential to gather reflection and feedback from multiple perspectives, including those of students, teachers and parents. By doing this, valuable insights can be obtained which can inform the design and implementation of future life planning initiatives, ensuring they are relevant, impactful and responsive to students' needs.
3. Some students had successfully applied for life planning activities and were accepted by the organizers. However, they failed to attend them due to scheduling conflicts with other activities or competitions. This situation has raised concerns as many of them have limited quotas for each school. When students do not show up, not only does it waste valuable opportunities, but it may also prevent other interested students from participating. Therefore, it is proposed that a mechanism can be established to address the consequences of such absences. Implementing a clear system of accountability helps ensure fairness and encourages students to make responsible decisions when committing to events and activities in the future.

Opportunity:

1. The Life Planner Scholarship is a newly launched scholarship under the Internal Award System designed to recognize students who have demonstrated outstanding performance in life planning. Scholarship recipients exhibit exceptional skills in establishing and achieving personal and professional goals, devising and implementing effective strategies to pursue academic and career aspirations, and actively participating in life planning activities across five domains to facilitate informed decision-making. To empower students in realizing their full potential and foster holistic personal development, the scholarship will be introduced at the LPEC Ambassadors Meeting to raise awareness among LPEC Ambassadors about the scholarship's assessment criteria and inspire them to strive towards becoming exemplary life planners.
2. Improving the campus environment is vital to promoting student success, well-being and personal development. With the use of funding and donations from alumni, Rm 104-105 and library will be renovated to better meet students' needs, personal growth and future planning. Rm 104-105 will be transformed into a versatile, multi-functional space designed to host alumni sharing, student presentations and performance, which cultivates a vibrant environment that nurtures talent and potential. The library will also be redesigned to include a dedicated zone where students can access up-to-date information and resources to support their academic pursuits and professional growth. LPEC Ambassadors will play a pivotal role in shaping the transformation of both Rm 104-105 and the library. They will actively contribute ideas to the design of these spaces, fostering environments which promote self-exploration, meaningful dialogues and group interaction. Through the process, LPEC Ambassadors will gain an valuable opportunity to cultivate leadership skills while deepening their sense of ownership and empowerment.

Threat:

1. The grant allocated for organizing 'Greater Bay Area Career Exploration Tour' was almost fully utilized in 2024-2025. As no additional funding has been provided, we may not be able to offer this tour to senior form students in 2025-2026.
2. University frequently update their JUPAS admission criteria and make changes to their programmes throughout the year. As a result, it is essential for LPEC teachers to stay informed and updated with these developments and this allows LPEC teachers to provide accurate and timely guidance to students. This ongoing effort not only empowers students with updated insights but also strengthens the overall life planning support provided for students.

D. Major Concerns:

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Committee / Persons in charge
1. Empower students by unleashing their potential in leadership, organization and taking care of others in all 3 boards	Empower S.3-S.6 students by providing roadmaps and timelines through structured and student-centred frameworks which encourage ownership in planning their academic and career journeys. (Relate to SMC 1.1A)	- Students are not only empowered to embrace their responsibilities as informed decision-makers, but they are also well-prepared to embark on a journey of self-discovery and personal growth. Through this process, they gain the confidence and insight to navigate challenges, make thoughtful choices and realize their full potential both academically and personally. - Students reflect on lessons learnt from alumni and consider the implications for their own academic and career journey. - Students use insights gained from alumni, who are also their role models, to inform decisions or skill-building efforts.	- Summary reports with attachments. - Surveys and focus group interviews. - Reflections based on surveys and other collected information in EB, SPC, SSDB, ACB, Class teachers', CGC, LPEC evaluation meetings.	8.2025-7.2026	- LPEC - ACB
	Inspire students by using the Life Planning Handbook for Potential Development and University Exploration Handbook for Attending Information Days in S.4-S.5 to encourage them to take proactive steps in the pursuit of academic and career aspirations. These resources encourage students to uncover new possibilities, participate actively in life planning activities and make informed decisions which shape their educational and career journeys. (Relate to SMC 1.1A)			8.2025-7.2026	LPEC
	Organise Career Expo featuring alumni from five professional domains to engage S.4 and S.5 students in meaningful career exploration. These alumni not only offer up-to-date insights into the latest industry trends and career prospects but also serve as relatable role models who can inspire students to reflect on their academic choices and consider future career pathways with greater clarity and confidence. (Relate to SMC 1.1B)			8.2025-7.2026	- LPEC - ASCC
	Invite university alumni to share the undergraduate programmes they are studying at universities, which include course structure, course outline, learning materials such as their notes and their university life with S.6 students in the form of carnival before S.6 students submit their 20 programme choices to make informed decisions			8.2025-7.2026	LPEC

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Committee / Persons in charge
1. Empower students by unleashing their potential in leadership, organization and taking care of others in all 3 boards (con't)	about their academic studies. (Relate to SMC 1.1B)				
	● Hold engaging interest classes which nurture students' passions while broadening their perspectives on future possibilities. Through career sharing sessions led by alumni, students gain firsthand insights into diverse professional journeys, encouraging them to pursue various academic and career aspirations. (Relate to SMC 1.1B)			8.2025-7.2026	● LPEC
	● Empower both the committee members of LPEC Ambassadors and LPEC Ambassadors to take the lead in organising and facilitating life planning events and activities which foster their own growth and that of their schoolmates. By aligning these initiatives with the domains they are responsible for, students develop a strong sense of ownership and become servant leaders who actively contribute to the personal development and potential of their peers. (Relate to SMC 1.1C)	● LPEC Ambassadors are developed as student leaders with increased confidence and initiative in organizing meaningful life planning events and activities, which contribute to a more caring and connected school community.	● Summary reports with attachments. ● Surveys and focus group interviews. ● Reflections based on surveys and other collected information in EB, SPC, SSDB, ACB, Class teachers', CGC, LPEC evaluation meetings.	8.2025-7.2026	● LPEC
	● Set up two form-based workshops designed to support the physical and mental wellbeing of both senior and junior form students. Apart from wellness-focused activities, career sharing sessions featuring medical professionals and social workers from Queen Elizabeth Hospital are incorporated in the workshops, allowing students to gain valuable insights into these impactful career paths while strengthening their sense of fulfillment and life satisfaction. (Relate to SMC 1.1C)	● Students show improvement in well-being through acquiring practical tools and strategies for navigating life's challenges and foster a more optimistic and resilient outlook on life.		8.2025-7.2026	● LPEC ● CGC

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Committee / Persons in charge
1. Empower students by unleashing their potential in leadership, organization and taking care of others in all 3 boards (con't)	Promote and nominate students to take part in a diverse array of life planning activities and competitions across five domains both locally and internationally. Not only do these learning experiences broaden their horizons and strengthen their self-confidence, but they also provide meaningful opportunities for students to showcase their potential, tap into their strengths and receive recognition for their abilities. (Relate to SMC 1.1D)	- Students' active participation and positive feedback. - Students can develop essential skills and knowledge for future workplace with horizons broadened and confidence boosted. - Students have a forward-thinking mindset and nurture a strong belief in their potential, encouraging them to dream big and take active steps towards turning dreams into reality.	- Summary reports with attachments. - Surveys and focus group interviews. - Reflections based on surveys and other collected information in EB, SPC, SSDB, ACB, Class teachers', CGC, LPEC evaluation meetings.	8.2025-7.2026	LPEC
	Set clear goals in the first life planning lessons and reflect on their academic performance after the First Term Exam. Based on this reflection, students are guided to adjust their goals and action plans for the second term. Career Planner is also used to help senior form students identify their career orientation and develop practical strategies to achieve success. (Relate to SMC 1.1E)	Students engage in reflective evaluation of their academic performance and the skills they have learnt over the year. With a growth mindset, they focus on recognizing their achievements while identifying areas for improvement, paving the way for continuous academic and personal development.		8.2025-7.2026	- LPEC - ACB

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Committee / Persons in charge
1. Empower students by unleashing their potential in leadership, organization and taking care of others in all 3 boards (con't)	Take on a variety of responsibilities as LPEC Ambassadors by organizing life planning events which benefit themselves and their schoolmates. Through taking roles such as serving as MCs, hosting Q&A sessions and being student helpers in parents' seminars, students actively cultivate key competence, including organizational, communication and problem-solving skills, which empower them to develop holistically and unlock their full potential. (Relate to SMC 1.1F)	- Students actively take on leadership roles and show a strong commitment to personal growth. They not only strive for excellence but also play a supportive role in helping their peers with life planning and goal setting. - Students serve as role models to their peers through their actions, dedication and achievements and inspire others to engage in meaningful self-improvement and becoming contributing members in school and the society.	- Summary reports with attachments. - Surveys and focus group interviews. - Reflections based on surveys and other collected information in EB, SPC, SSDB, ACB, Class teachers', CGC, LPEC evaluation meetings.	8.2025-7.2026	LPEC
	Nominate LPEC Ambassadors to participate in '2025-2026 C Me Fly Youth Navigator Programme', which is a dynamic initiative designed to empower students by helping them develop leadership skills, explore career paths and engage in community projects. (Relate to SMC 1.1F)			8.2025-7.2026	LPEC
	Implement a three-tier Award System (Gold, Silver and Bronze Awards) to recognize and encourage active student participation in life planning events, activities and career-related experiences in senior forms. This structured recognition system not only motivates students to engage more deeply in their personal and career development but also reinforces the importance of holistic growth. The awards received by students will be shown on their Final Exam report card, highlighting their commitment, dedication and achievements in life planning throughout the senior secondary years. (Relate to SMC 1.1F)			8.2025-7.2026	LPEC

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Committee / Persons in charge
2. Enhance students' potential by life and life planning education system- and phased- approach	● Organise 'Myths and Misconceptions of S.3 Streaming' with the sharing session of S.6 students regarding the selection of elective subjects at the beginning of the academic year. It aims to clarify misconceptions, provide guidance on subject combinations and help S.3 students make informed decisions aligned with their interests and future aspirations. (Relate to SMC 1.2B)	● Students' active participation and positive feedback. ● Students are able to identify and develop their interests, strengths and potential with essential skills, leading to increased self-confidence. ● Students have the opportunity to explore themselves, gain clarity on life goals and receive personalized and small group support in life planning. ● Students take ownership of their personal growth and holistic development, actively enriching their learning experiences and building a strong foundation for making informed choices. ● Students make thoughtful and informed decisions regarding further studies and career pathways based on their interests,	● Summary reports with attachments. ● Surveys and focus group interviews. ● Reflections based on surveys and other collected information in EB, SPC, SSDB, ACB, Class teachers', CGC, LPEC evaluation meetings.	8.2025-7.2026	● LPEC
	● Hold S.3 University Visits to help students explore the connections between elective subjects and disciplines at university based on their interests. By engaging directly with admission officers and alumni and experiencing university life, students gain valuable insights into how their elective subject choices can influence admission opportunities and career aspirations. (Relate to SMC 1.2B)			8.2025-7.2026	● LPEC
	● Invite S.6 students to share their learning journeys in 3-year senior secondary in a vibrant, carnival-style event. Small group discussions allow S.3 students to interact with senior peers, review the notes given to them and examine textbooks, past papers and other learning materials on display. This initiative, which is organized in collaboration with ACB, fosters peer mentorship and provides practical resources and platforms to support S.3 students to make informed decisions on streaming. (Relate to SMC 1.2B)			8.2025-7.2026	● LPEC ● ACB
	● Organise S.3 MEMoment Camp, a dynamic and interactive programme designed to support academically weak and SEN students, particularly in preparation for S.3 streaming in collaboration with CGC. By incorporating expressive arts activities and career sharing sessions, the camp helps students gain deeper insights into their strengths and interests, empowering them to make more informed decisions about their future academic pathways and career aspirations. (Relate to SMC 1.2B)			8.2025-7.2026	● LPEC ● CGC

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Committee / Persons in charge
2. Enhance students' potential by life and life planning education system- and phased- approach (con't)	Initiate Career Expo with alumni from five domains for S.4-S.5 students in the first term, enabling them to build meaningful connections with alumni early on. This initiative aims to provide career-related advice, guidance and support while inspiring students to strategically plan their Other Learning Experiences (OLE) in senior forms. By fostering these relationships, students have a clear direction in pursuit of their academic and career aspirations with greater clarity and confidence. (Relate to SMC 1.2B)	abilities, strengths and core values. Students are inspired to strive for excellence and are encouraged to pursue their academic and career aspirations with S6 students serving as positive role models.		8.2025-7.2026	- LPEC - ASCC
	Utilize Life Planning Handbook for Potentials Development in S.4 and S.5 to enhance students' awareness of organizing their Other Experiences and Achievements (OEA). By actively engaging with these resources, students can better understand the importance of setting personal goals, reflecting on their learning experiences and identifying the skills and knowledge needed for future success. This initiative encourages students to take ownership of their development and equips them with the tools necessary for making informed decisions and holistic growth. (Relate to SMC 1.2B)			8.2025-7.2026	LPEC
	Expand summer attachment and job shadowing opportunities across all five domains, from the initial focus on the Medicine and Health Care domain, to offer a broader and more diverse range of experiences for S.4 and S.5 students. These opportunities are not only available during the summer vacation but also extend to weekends and school holidays, ensuring greater accessibility and flexibility for students to explore different career paths and gain meaningful real-world exposure throughout the year. (Relate to SMC 1.2B)			8.2025-7.2026	- LPEC - ASCC

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Committee / Persons in charge
2. Enhance students' potential by life and life planning education system- and phased-approach (con't)	Organize experiential learning workshops and tasting programmes designed to introduce S.4 and S.5 students to the roles and responsibilities of psychologists and Correctional Services Officers. These hands-on experiences aim to help students explore various career paths by providing insights into duties, entry requirements and long-term career prospects associated with different professions. Through engaging activities and real-world exposure, students gain a clearer understanding of these career options, enabling students to make more informed decisions about their future. (Relate to SMC 1.2B)			8.2025-7.2026	- LPEC - CGC - MCE
	Identify and understand the diverse life planning needs of students across different forms and leverage these insights to develop effective plans and strategies. Collaborate closely with form convenors, relevant boards and committees to ensure that a coordinated and unified approach is adopted to foster concerted efforts which address students' developmental goals and aspirations comprehensively. (Relate to SMC 1.2C)	- Shared visions and goals are established - Ongoing feedback is actively gathered, allowing boards, departments and committees to adapt and refine their approaches.	- Summary reports with attachments. - Surveys and focus group interviews - Reflections based on surveys and other collected information in EB, SPC, SSDB, ACB, Class teachers', CGC, LPEC evaluation meetings.	8.2025-7.2026	LPEC

Full names for abbreviation:

ACB: Academic Board

ASCC: Alumni-School Cooperation Committee

CGC: Counselling & Guidance Committee

ECAC: Extra-Curricular Activities Committee

HSCC: Home-School Cooperation Committee

LPEC: Life Planning Education Committee

MCEC: Moral & Civic Education Committee

SAC: Student Affairs Committee

SSDB: Student Support & Development Board

SSE: School Self-Evaluation

SSETDC: School Self-Evaluation and Teacher Development Committee