



*HO FUNG
COLLEGE*

(Sponsored by Sik Sik Yuen)

Annual School Plan (2014 - 15)

SCHOOL MOTTO

“To act benevolently and to teach benevolence”

普濟勸善

MISSION STATEMENT

Our school is committed to providing our students with an all-round quality education so that they can make valuable contributions to the well-being of our community.

Following the guiding principle of Sik Sik Yuen, our school observes closely the teachings of Confucianism, Buddhism and Taoism in our moral training. In line with our School Motto: “To act benevolently and to teach benevolence”, we aim to inculcate in our students a strong sense of probity and civic duty. We emphasize a balanced development through moral, intellectual, physical, social and aesthetic education which will help our students to become competent and responsible citizens.

Our school places great emphasis on helping our staff to develop professionally, acquiring ample teaching resources, promoting close links with parents and alumni, and collaborating with other social services organisations, so as to create a congenial environment for providing quality education for our students.

SCHOOL GOALS

A. Character and Values

1. To help our students develop sound moral character with the proper values and the right attitude towards life;
2. To help our students appreciate their own uniqueness, and become confident and conscientious individuals;
3. To encourage our students to develop independent thinking, analytical power, and the ability to distinguish between right and wrong, to solve problems, to shoulder responsibility, and to express their views explicitly;
4. To help our students develop harmonious relationship with others, and to learn to respect and understand other people; and
5. To teach our students to be adaptable to changes, and become versatile and well-balanced intellectuals.

B. Learning and Growth

1. To provide a happy and disciplined learning environment for our students and inculcate in them a strong sense of belonging;
2. To help our students master self-learning skills and arouse their intellectual curiosity;
3. To raise our students' level of proficiency in two languages (English language and Chinese language) and three dialects (English, Cantonese and Putonghua); to help them lay a solid foundation in their academic work, and to enhance their political, economic, cultural and technological awareness;
4. To help our students fully develop their potential so that they can excel in both academic work and extra-curricular activities;
5. To help our students understand the importance of physical fitness and adopt a healthy life-style;
6. To help our students develop their creative and aesthetic abilities and to teach them to take pride in their cultural heritage;
7. To help our students understand and show concern for the community they live in, and take on a much wider perspective of the world so that they can shoulder their fair share of responsibility towards their family, community, nation and the world.

MAJOR CONCERNS

Major Concern 1: To enhance students' efficacy and self-esteem in learning.

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	People in charge
1. To enhance students' study and examination skills	<ul style="list-style-type: none"> ◆ To optimize grouping arrangements catering for learner diversity under the 'Cherish High-fliers and Upgrade Low-achievers' scheme 	<ul style="list-style-type: none"> ◆ Modify flexible grouping arrangements to cater for learner diversity. 	<ul style="list-style-type: none"> ◆ Split classes, elite classes and remedial classes reflect students' ability. ◆ Students show an improvement in results in internal and/or external tests/ exams. 	<ul style="list-style-type: none"> ◆ To monitor and evaluate the effectiveness of the grouping arrangements ◆ To monitor scores of internal and external tests and/or exams ◆ To collect evaluation reports from panel heads of related departments 	Year round	<ul style="list-style-type: none"> ◆ Academic Development and Affairs Section ◆ Examination and Assessment Section ◆ Panel heads of related departments
		<ul style="list-style-type: none"> ◆ Refine enhancement schemes to cater for education needs of high-fliers and low-achievers. 	<ul style="list-style-type: none"> ◆ Students show an improvement in results in internal and/or external tests/ exams. 	<ul style="list-style-type: none"> ◆ To monitor scores of internal and external tests and/or exams ◆ To collect evaluation reports from panel heads 	Year round	<ul style="list-style-type: none"> ◆ Examination and Assessment Section ◆ Panel heads
		<ul style="list-style-type: none"> ◆ Launch multiple courses/ programs to cater for student diversity. <ul style="list-style-type: none"> - School-based After-school Learning and Support Programs - DLG - QEF project on Campus TV 	<ul style="list-style-type: none"> ◆ Students show an improvement in results in internal and/ or external tests/ exams. 	<ul style="list-style-type: none"> ◆ To monitor students' performance in internal and external tests and/or exams ◆ To collect evaluation reports from panel heads and teachers-in-charge of the courses/programs 	Year round	<ul style="list-style-type: none"> ◆ Examination and Assessment Section ◆ Panel heads ◆ Teachers-in-charge of the courses/ programs
		<ul style="list-style-type: none"> ◆ Encourage students to participate in public examinations of professional bodies and mock examinations other than HKDSE. 	<ul style="list-style-type: none"> ◆ Students' show active participation and engagement. 	<ul style="list-style-type: none"> ◆ To monitor students' performance in exams ◆ To collect exam results from panel heads of related departments 	Year round	<ul style="list-style-type: none"> ◆ Examination and Assessment Section ◆ Panel heads of related departments
		<ul style="list-style-type: none"> ◆ Nominate talented students to take part in external competitions. 	<ul style="list-style-type: none"> ◆ Students' interest in learning can be raised and they are given the opportunity to excel in some specific areas and develop different potentials. 	<ul style="list-style-type: none"> ◆ To monitor students' performance in competitions ◆ To collect students' performance results in competitions 	Year round	<ul style="list-style-type: none"> ◆ All teachers

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	People in charge
	<ul style="list-style-type: none"> To optimize the library and 'Class-teacher Period' reading schemes 	<ul style="list-style-type: none"> Promote extensive reading using school library materials and class library materials when available. 	<ul style="list-style-type: none"> Students' interest in reading is encouraged and students are proactive towards reading. 	<ul style="list-style-type: none"> To monitor the annual lending rate of the school library (and class library rate if applicable) 	Year round	<ul style="list-style-type: none"> Panel heads Library
		<ul style="list-style-type: none"> Launch Class-based Reading Award Scheme during class-teacher period and monitor students while reading Chinese texts / English newspapers with an added focus on moral themes. 	<ul style="list-style-type: none"> Students can get awards and enhance their interest in reading. Students can develop and demonstrate decent understanding of current issues and can appreciate Chinese and English and the journalistic style of writing. Students' awareness of moral issues can be raised. 	<ul style="list-style-type: none"> To monitor scores in the Class-based Reading Award Scheme. To monitor the quality of students' performance in the follow up activities organized by the Chinese Department and the English Department To monitor students' output on texts (e.g. presentation, discussion, essay writing) 	Year round	<ul style="list-style-type: none"> Moral and Civic Education Section Chinese Department English Department Class teachers
	<ul style="list-style-type: none"> To equip students with subject-based learning strategies focusing on various study skills in junior forms and examination skills in senior forms 	<ul style="list-style-type: none"> Provide pre-lesson guidance and promote pre-lesson preparation in junior forms. 	<ul style="list-style-type: none"> Students display a proactive approach in learning. 	<ul style="list-style-type: none"> To assess pre-lesson assignments 	Year round	<ul style="list-style-type: none"> All teachers
		<ul style="list-style-type: none"> Encourage revision and constant practice of examination-oriented materials and past examination papers in senior forms. 	<ul style="list-style-type: none"> Students show an improvement in results in internal and external tests/ exams. 	<ul style="list-style-type: none"> To monitor students' performance in internal and external tests and/or exams To keep a record of students' progress 	Year round	<ul style="list-style-type: none"> Examination and Assessment Section All teachers
		<ul style="list-style-type: none"> Foster an authentic English atmosphere in the campus, with all school announcements and posters presented in English. 	<ul style="list-style-type: none"> Students show an improvement in learning efficacy. 	<ul style="list-style-type: none"> To monitor students' performance in assignments and other tasks 	Year round	<ul style="list-style-type: none"> EMI Concern Group All teachers
		<ul style="list-style-type: none"> Tighten the student discipline during reading periods to enhance reading. Introduce various learning methods and examination techniques in the morning assemblies. 	<ul style="list-style-type: none"> Most of the teachers reflect that students' reading and examination skills have been improved. 	<ul style="list-style-type: none"> To conduct teacher observation on students' performance in learning 	Sept-Dec 2014	<ul style="list-style-type: none"> Moral and Civic Education

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	People in charge
		<ul style="list-style-type: none"> Organise debate contests, speech competitions and writing competitions to enhance students' performance and confidence in all subjects. 	<ul style="list-style-type: none"> Students portray a higher standard of speaking skills and quality of writing. 	<ul style="list-style-type: none"> To monitor students' performance in assignments and other tasks To conduct post-activity evaluation 	Year round	<ul style="list-style-type: none"> Chinese Department English Department
		<ul style="list-style-type: none"> Promote various academic-related activities to create an atmosphere conducive to nurturing students' interest in learning and developing self-regulated learning skills. 	<ul style="list-style-type: none"> 70% of the academic clubs manage to organise at least 5 academic activities per year. Students are more engaged in their studies. 	<ul style="list-style-type: none"> To inspect club meeting records To observe students' performance in the activities 	Year round	<ul style="list-style-type: none"> CCA and OLE Section All teachers
	<ul style="list-style-type: none"> To promote the 'student-centred' learning and teaching mode in classrooms 	<ul style="list-style-type: none"> Encourage teachers to include more pair work, group work and tasks in lessons. 	<ul style="list-style-type: none"> Students show an increased performance and involvement in pair work, group work and tasks in lessons 	<ul style="list-style-type: none"> To collect teachers' feedback on frequency and quality of pair work, group work and tasks in lessons 	Year round	<ul style="list-style-type: none"> Panel heads
		<ul style="list-style-type: none"> Establish study groups, arrange collaborative learning in lessons where possible to improve the effectiveness of classroom learning. 	<ul style="list-style-type: none"> Students show an improvement in learning efficacy, and display increased interaction with their peers. 	<ul style="list-style-type: none"> To monitor students' performance in assignments and other tasks 	Year round	<ul style="list-style-type: none"> All teachers
		<ul style="list-style-type: none"> Provide pre-lesson guidance and promote pre-lesson preparation. Encourage students to ask and answer questions in lessons. 	<ul style="list-style-type: none"> Students display a proactive approach in learning. 	<ul style="list-style-type: none"> To assess pre-lesson assignments and students' performance during lessons 	Year round	<ul style="list-style-type: none"> All teachers
	<ul style="list-style-type: none"> To establish study groups to facilitate collaborative learning among students 	<ul style="list-style-type: none"> Form study groups to carry out learning tasks like project work and discussion. 	<ul style="list-style-type: none"> Students show an increased performance and involvement in pair work, group work and tasks in lessons. 	<ul style="list-style-type: none"> To collect teachers' feedback on frequency and quality of pair work, group work and tasks in lessons 	Year round	<ul style="list-style-type: none"> All teachers
		<ul style="list-style-type: none"> Arrange collaborative learning in lessons where possible to improve the effectiveness of classroom learning. 	<ul style="list-style-type: none"> Students show an improvement in learning efficacy, and display increased interaction with their peers. 	<ul style="list-style-type: none"> To monitor students' performance in assignments and other tasks 	Year round	<ul style="list-style-type: none"> All teachers

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	People in charge
		<ul style="list-style-type: none"> Implement the “S1 Big Brothers and Big Sisters” Scheme. 	<ul style="list-style-type: none"> Over 80% of participants attend the lessons. Over 80% of participants are satisfied with the scheme. 	<ul style="list-style-type: none"> To complete the roll call To distribute a questionnaire 	Sept 2014 - May 2015	<ul style="list-style-type: none"> Student Counselling Section
		<ul style="list-style-type: none"> Organise Inter-class Quizzes on current affairs and social issues to encourage students in different classes to form study groups. 	<ul style="list-style-type: none"> Students are active in participating in the activities. 	<ul style="list-style-type: none"> To observe students’ performance in the activities 	March-April 2015	<ul style="list-style-type: none"> Moral and Civic Education Section
	<ul style="list-style-type: none"> To optimize students’ assessment policy 	<ul style="list-style-type: none"> Encourage students to practise peer assessment, and implement assessment for learning. 	<ul style="list-style-type: none"> Students fulfill the requirements. 	<ul style="list-style-type: none"> To collect teachers’ feedback on frequency and quality of peer assessment, and implementation of assessment for learning 	Year round	<ul style="list-style-type: none"> Panel heads
		<ul style="list-style-type: none"> Continually assess the frequency, quantity and quality of assignments. 	<ul style="list-style-type: none"> The frequency and the quantity are appropriate, and quality of assignments reflects the curriculum appropriately. 	<ul style="list-style-type: none"> To collect teachers’ feedback regarding test and examination marks To review meeting minutes of subject departments 	Year round	<ul style="list-style-type: none"> Examination and Assessment Section Panel heads
	<ul style="list-style-type: none"> To launch academic award schemes 	<ul style="list-style-type: none"> Give out commendation gifts to students who have either an outstanding performance in the academic arena or those who need encouragement to drive improvement and development. 	<ul style="list-style-type: none"> Students can get prizes and enhance their learning efficacy. Students show an apparent boost in confidence. 	<ul style="list-style-type: none"> To monitor scores in academic competitions and involvement in academic activities To keep track of winners for future reference 	Year round	<ul style="list-style-type: none"> All teachers
		<ul style="list-style-type: none"> Award the “Best Academic Improvement Awards” in each house to two students showing the best improvement. 	<ul style="list-style-type: none"> Awardees are commended by teachers. 	<ul style="list-style-type: none"> To inspect House meeting record 	July 2015	<ul style="list-style-type: none"> CCA and OLE Section
		<ul style="list-style-type: none"> Launch the “Award Program” for junior forms students. 	<ul style="list-style-type: none"> Students have a 5% increase in average marks in internal tests and examinations. 	<ul style="list-style-type: none"> To inspect students’ performance in internal examinations and tests 	Nov 2014 – June 2015	<ul style="list-style-type: none"> Student Counselling Section Examination and Assessment Section
		<ul style="list-style-type: none"> Award the “Ho Fung Spirit Awards” to students who perform brilliantly in academic performance, discipline and social services to encourage them to strive for excellence. 	<ul style="list-style-type: none"> Most students can meet the nomination requirements and get the award. 	<ul style="list-style-type: none"> To set up a Selection Committee 	Year round	<ul style="list-style-type: none"> Moral and Civic Education Section

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	People in charge
2. To cultivate good learning attitudes	♦ To promote the 'student-centred' learning and teaching mode in classrooms	♦ Collaborate with school library to promote extensive reading especially of texts related to moral education. Make use of the reading schemes in different subjects to help students cultivate good learning attitudes and develop a good reading habit.	♦ Students' interest in reading and awareness of moral issues are raised, which enhances their self-learning.	♦ To monitor school library loan rate	Year round	♦ All teachers ♦ Library
		♦ Expose students to on-line programs to boost students' self-learning capacity.	♦ Students complete online tasks satisfactorily and are compliant with teachers' requirements.	♦ To monitor students' completion rate and scores	Year round	♦ Panel heads of related departments
		♦ Prescribe students to read texts on self-learning and good learning attitudes.	♦ Students show enhanced awareness of the issues of self-learning and good learning attitudes.	♦ To monitor students' output on texts (e.g. presentation, discussion, essay writing)	Year round	♦ Chinese Department ♦ English Department ♦ Library
	♦ To foster students' classroom participation, nurturing them to take responsibility for their own learning	♦ Provide positive acknowledge to help build up students' confidence and thus enhance self-directed learning.	♦ Students show enthusiasm in learning and a more inviting ambience is seen in the classroom.	♦ To assess students' performance during lessons	Year round	♦ All teachers

Major Concern 2: To train students in perseverance; develop self-directed and introspective ability

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	People in charge
1. To sharpen self-management & problem-solving skills	♦ To train students in perseverance through co-curricular activities	♦ Organise educational visits/workshops/seminars/courses for students and require students to complete assigned tasks within the set time limit where applicable.	♦ Students are compliant with the requirements and complete the tasks.	♦ To assess students' performance and monitor students' task completion rate and scores where applicable	Year round	♦ Panel heads of related departments
		♦ Encourage students to take part in different kinds of co-curricular activities.	♦ Students show continued interest in participating in activities.	♦ To monitor students' participation/performance /scores in competitions and activities	Year round	♦ Panel heads of related departments ♦ CCA and OLE Section
		♦ Prescribe students to read texts on self-confidence, self-esteem, self-management and problem-solving skills.	♦ Students show enhanced awareness of issues of self-confidence, self-esteem, self-reflection, self-management and problem solving.	♦ To monitor students' output on texts (e.g. presentation, discussion, essay writing)	Year round	♦ Chinese Department ♦ English Department ♦ Library
		♦ Promote students' good habits to submit assignments punctually.	♦ Students are compliant with teachers' requirements.	♦ To monitor students' performance	Year round	♦ All teachers
		♦ Launch "Outstanding Leaders Award" to commend outstanding student leaders.	♦ 70% of the clubs meet the requirements.	♦ To inspect the club documents	Year round	♦ CCA and OLE Section
		♦ Conduct "Life Education" during class teacher period.	♦ Students show active participation.	♦ To conduct post-activity evaluation	Two lessons per term	♦ Moral and Civic Education Section ♦ Student Counselling Section ♦ Class Teachers
		♦ Launch Senior Level Leadership Training Scheme to develop students' leadership and encourage participants to face challenges.	♦ 90% of the participants complete the training.	♦ To follow the attendance record	June 2015	♦ CCA and OLE Section
		♦ Organise mainland study tours with the aim of training students' awareness, determination and perseverance.	♦ Students are more engaged and driven towards succeeding in their studies while experiencing, learning and appreciating the culture of the city during a smoothly run tour.	♦ To observe students' performance in the activity	Year round	♦ Moral and Civic Education Section

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	People in charge
		<ul style="list-style-type: none"> Set up the “Ho Fung Flag-guards”, bearing the responsibilities of flag raising at different internal ceremonies and activities in order to foster the spirit of perseverance. 	<ul style="list-style-type: none"> Flag raising ceremonies are held smoothly without mistakes. 	<ul style="list-style-type: none"> To observe students’ performance in the activity 	Year round	<ul style="list-style-type: none"> Moral and Civic Education Section
	<ul style="list-style-type: none"> To empower students to manage their own learning 	<ul style="list-style-type: none"> Encourage students to take part in inter-school competitions. 	<ul style="list-style-type: none"> Students show continued interest in participating in activities and are able to face challenges. 	<ul style="list-style-type: none"> To monitor students’ participation /performance /scores in competitions and activities 	Year round	<ul style="list-style-type: none"> Panel heads of related departments
		<ul style="list-style-type: none"> Prescribe students to read texts on adversity management, self-improvement and problem solving skills. 	<ul style="list-style-type: none"> Students show enhanced awareness of issues of adversity management, self-improvement and problem solving. Students are able to show initiative in managing their own learning. 	<ul style="list-style-type: none"> To monitor students’ output on texts (e.g. presentation, discussion, essay writing) 	Year round	<ul style="list-style-type: none"> Chinese Department English Department Library
		<ul style="list-style-type: none"> Require students to do pre-lesson work and submit assignments punctually. 	<ul style="list-style-type: none"> Students are compliant with teachers’ requirements. 	<ul style="list-style-type: none"> To monitor students’ performance 	Year round	<ul style="list-style-type: none"> All teachers
		<ul style="list-style-type: none"> Conduct academic advising sessions concerning choices on further studies. Conduct causal advising sessions to S5 students taking 2 electives in order to explore their potentials, and to provide them with the latest information on alternative study paths after S6. Conduct causal advising sessions for top S5 students to widen their horizons and ensure that they are well-informed of their JUPAS choices. 	<ul style="list-style-type: none"> Most students agree that stresses and worries over the JUPAS choice are reduced. Most students agree that planning for future pathways becomes clearer. 	<ul style="list-style-type: none"> To collect feedback based on chats and designated questionnaires from students 	Aug-Sept 2014 Start from January 2015	<ul style="list-style-type: none"> Careers Guidance Section
		<ul style="list-style-type: none"> Encourage students to reflect on how they deal with people and things around them through an ‘Issue of the Year Selection’. Students will vote for their options and the results will be analysed. 	<ul style="list-style-type: none"> Over 80% of students take part in the activity. 	<ul style="list-style-type: none"> To review students’ responses through survey 	Nov-Dec 2014	<ul style="list-style-type: none"> Moral and Civic Education Section

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	People in charge
	♦ To reinforce students' skills in managing their lives and emotions	♦ Conduct Task-based Goal setting workshops.	♦ Over 80% of participants attend the workshops. ♦ Over 80% of participants are satisfied with the activities conducted.	♦ To complete the roll call ♦ To conduct a questionnaire	March-April, 2015	♦ Student Counselling Section
		♦ Conduct Stress Management Workshops. ♦ Organize cheering function for S6 students.	♦ Students show a positive response towards the activities.	♦ To conduct teacher observation and APASO	14 Feb 2015	♦ Student Counselling Section
		♦ Train S1 students' perseverance through continuous training in a sports team and/or a uniform team.	♦ 90% of S1 students join a sports team or a uniform team.	♦ To inspect the enrolment records	Year round	♦ CCA and OLE Section ♦ PE Department
	♦ To make the best use of the "Merit-Demerit" system to promote students' self-management	♦ Train students' time management skills and nurture the spirit of self-discipline among students through morning assemblies.	♦ Review students' punctuality and discipline in the morning assembly sessions.	♦ To follow late record and to conduct teacher observation	Year round	♦ Moral and Civic Education Section
		♦ Properly manage the detention class after school.	♦ Review students' performance and self-study atmosphere in the detention class.	♦ To have discipline teachers and prefects monitor the situation	Sept. 2014 – June 2015	♦ Discipline Section
		♦ Organize Inter-class Morning Reading Competition and present Best Performance Awards to help students develop good reading habits.	♦ Reading periods are well-operated.	♦ To have teachers complete the questionnaires	Year round	♦ Moral and Civic Education Section
		♦ Participate in the activities organized by the "Hong Kong Award for Young People scheme" (HKAYP) in order to sharpen students' self-management and problem-solving skills.	♦ 20 or more students participate in the scheme.	♦ To examine the participation record	♦ Year round	♦ CCA and OLE Section
		♦ Strengthen training programs for school prefects.	♦ Prefects can proactively help the teachers.	♦ To conduct teacher observation	Oct 2014 - Jan 2015	♦ Discipline Section
		♦ Optimise the 'class management' scheme and implement the 'Inter-class Cleaning Competition'.	♦ Cleanliness of classrooms is improved.	♦ To review the program regularly	Oct 2014 to April 2015	♦ Discipline Section ♦ Class teachers

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	People in charge
2. To gear up students for challenges and problems	♦ To reinforce students' skills in managing their lives and emotions	♦ Encourage an ongoing focus on self-evaluation in their daily life.	♦ Students are compliant with teachers' requirements.	♦ To conduct teacher observation	Year round	♦ All teachers
		♦ Prescribe students to read texts on adversity management, self-improvement and problem solving skills.	♦ Students show enhanced awareness of self-improvement, adversity management and problem-solving. Students are able to show initiative in managing their lifestyles and emotions.	♦ To conduct teacher observation	Year round	♦ Chinese Department ♦ English Department ♦ Library
		♦ Optimise the 'class management' scheme and offer meetings or training courses to class monitors regularly to let students handle their own class business.	♦ Students manage to handle their class business properly.	♦ To assess the 'class management' scheme by all class teachers	Sept 2014 to June 2015	♦ Discipline Section ♦ Class teachers
		♦ Develop positive values of self respect and mutual respect through class teacher periods and assemblies.	♦ Students' self-esteem can be enhanced.	♦ To conduct teacher observation and APASO	Year round	♦ Student Counselling Section
		♦ Organize talks and workshops related to job exploration, mock job interview, mentorship programs, latest job trends and outlook of job markets.	♦ Over 75% of students enrolled in the activities	♦ To have informal conversation with students ♦ To collect feedback from alumni participated ♦ To evaluate questionnaires collected from alumni and students	Nov 2014 – April 2015	♦ Careers Guidance Section
		♦ Nominate students to participate in external workshops related to peer career counselling scheme so that they can strengthen their leadership skills and sense of commitment and in return are qualified to be "Careers Prefect" in the next academic year.	♦ The number of enrollment exceeds the quota limit. ♦ Students manage to complete the workshops.	♦ To monitor the number of students enrolled for the event ♦ To collect participants' feedback	Year round	♦ Careers Guidance Section