

WONG SHIU CHI SECONDARY SCHOOL

ANNUAL PLAN 2010/2011

CONTENT

Annual Plan 2010/2011

Appendix I: Healthy School Policy 2010/2011

Appendix II: Plan on use of Capacity Enhancement Grant/New Senior Secondary Curriculum Support Grant 2010/2011

Appendix III: School-based After-school Learning and Support Programmes 2010/11 - Programme Plan

ANNUAL PLAN 2010/2011

Major Concern I: Revitalizing the School Curriculum to foster leaders of the age – to give greater emphasis on the development of students’ language proficiency, self-regulated learning and critical thinking skills

Intended Outcomes	Strategies	Time Scale	Success Criteria	Method of Evaluation	Teachers Responsible	Resources Required
<ul style="list-style-type: none"> To have smooth implementation of the NSS curriculum 	<ul style="list-style-type: none"> Subject teachers attend their respective training courses to gain thorough understanding of their curricula, pedagogies, assessments and subject contents. Various generic skills will be introduced to junior form students to prepare them to fit into NSS curriculum To allocate resources for LS implementation e.g. collaboration lesson planning, small class teaching To widen the exposure of students, Japanese classes and Applied Learning courses are offered 	Whole year	<ul style="list-style-type: none"> Subject teachers attend all the basic and some other relevant training workshops Each department identifies and teaches relevant generic skills to junior form students Participating teachers recognise the practice is helpful Positive feedback from students’ survey (≥ 3.0) 	<ul style="list-style-type: none"> CPD records and Department reports Stakeholder survey and the school based teaching performance survey Department reports Feedback from the LS Panel report Students survey 	<ul style="list-style-type: none"> Department Chairs + subject teachers Department Chairs and subject teachers LS Panel Chair and the respective module coordinator Academic Committee + NPK + Japanese Teacher + Careers & Further Studies Committee + Academic Committee + IS, IH and ICT panel chairs + S1 IS and S2 IH subject teachers 	<ul style="list-style-type: none"> Administrative support SSCSG Diversity Learning Grant + EOEBG
<ul style="list-style-type: none"> To strengthen the communicative ability of students 	<ul style="list-style-type: none"> Metacognitive skills will be introduced. IS and IH teachers are trained to 	Whole year	<ul style="list-style-type: none"> Teachers in the pilot scheme are able to articulate the 	<ul style="list-style-type: none"> Panel report, stakeholder survey questionnaire , pre-test 		<ul style="list-style-type: none"> EOEBG

through improvement in language proficiency, reasoning skills and expressive power	<p>apply metacognitive skills in teaching through a series of workshops, collaborative lesson planning, trial teaching and class observation</p> <ul style="list-style-type: none"> ● As a means to sharpen students' critical thinking skills, debates are promoted 	Whole year	<p>metacognitive skills in their teaching</p> <ul style="list-style-type: none"> ● Improvement shown in the tests before and after the trial teaching ● Debaters show better debating skills 	<p>and post-test in the trial teaching</p> <ul style="list-style-type: none"> ● Reports from the Debate Club advisors and adjudicators, English and Chinese Panel Chairs 	Debate Club Advisor, English and Chinese Panel Chairs	EOEBG
<ul style="list-style-type: none"> ● To ensure students make academic achievement in keeping with their abilities 	<ul style="list-style-type: none"> ● Enrichment measures for high achievers and remedial measure for below-par performers will be adopted 	Whole year	<ul style="list-style-type: none"> ● Students show good performance in external competitions ● Students in the remedial classes show improvement in internal assessments 	<ul style="list-style-type: none"> ● Report from EC Committee and Panel Chairs ● Comparison of students' performance in examinations and term tests 	EC Master , Academic Committee and Panel Chairs	EOEBG

Major Concern II: Enabling both teaching and non-teaching staff to develop into a Learning Organization through shared visions, defined performance expectations and collaboration

Intended Outcomes	Strategies	Time Scale	Success Criteria	Method of Evaluation	Teachers Responsible	Resources Required
<ul style="list-style-type: none"> To have all staff understand their areas of responsibility and the school administrative routines 	<ul style="list-style-type: none"> The school administrative and procedural guidelines and teacher handbook are updated and their contents are disseminated to all staff 	Whole year	<ul style="list-style-type: none"> The guidelines and handbook are updated in October and teaching staff is able to discharge their duties effectively 	<ul style="list-style-type: none"> Stakeholder survey questionnaire 	AP (School Affairs) + A&D Committee	Administrative support
<ul style="list-style-type: none"> To ensure all newly appointed teachers can receive timely support and render quality teaching in classroom 	<ul style="list-style-type: none"> Induction Programme is organized to enable new teachers to familiarize the school visions, administration, and performance expectations. 	Whole year	<ul style="list-style-type: none"> Quality teaching and classroom management can be perceived among new teachers 	<ul style="list-style-type: none"> Appraisal report prepared by the respective appraiser Student survey on teaching performance 	Staff Development Committee and respective panel chairs	
<ul style="list-style-type: none"> To develop the environment that encourages professional growth 	<ul style="list-style-type: none"> An appraisal system is introduced to appraise the performance of teaching staff 'Collaborative lesson planning' exercise is conducted 	Whole year 2 nd School Term	<ul style="list-style-type: none"> Teaching staff understands and performs up to the expected standards Teachers try out different teaching approaches and have the opportunity to discuss their applicability 	<ul style="list-style-type: none"> Appraisal reports produced by the respective appraisers Survey on teaching performance 	A&D Committee Academic Committee + AP (School Affairs)	Administrative support
<ul style="list-style-type: none"> To ensure non teaching staff have their performance up to the school requirements 	<ul style="list-style-type: none"> An appraisal system is developed for non teaching staff The job descriptors are reviewed with the emphasis on a positive serving attitude 	Whole year	<ul style="list-style-type: none"> The development of the appraisal system for non teaching staff is completed The performance of non teaching staff receives 	<ul style="list-style-type: none"> Comments from stakeholder 	AP(School Affairs) + A&D Committee	

			positive comment from stakeholders			
<ul style="list-style-type: none"> To ensure staff keep track of the latest development in education 	<ul style="list-style-type: none"> Sharing of the recent progress in the education field after attending external seminars and workshops 	Whole year	<ul style="list-style-type: none"> Teachers are well informed of the current education development 	<ul style="list-style-type: none"> Department and committee reports 	Department and committee chairs	

Major Concern III: Developing a School Ethos that cherishes the pursuit of excellence and social responsibility

Intended Outcomes	Strategies	Time Scale	Success Criteria	Method of evaluation	Teachers Responsible	Resources required
<ul style="list-style-type: none"> To provide diverse opportunities for students to have their potential explored 	<ul style="list-style-type: none"> Providing opportunities for students to participate community services, training courses, award schemes and different competitions. 	Whole year	<ul style="list-style-type: none"> Students of diverse capacities are nominated 	<ul style="list-style-type: none"> Reports from the Student Affairs Committee 	Student Affairs Committee	Administrative support & EOEBG
	<ul style="list-style-type: none"> Developing the school reading culture and offering chances for book sharing. 	Whole year	<ul style="list-style-type: none"> Increase in number of books borrowed from the library, number of books read in the ERS of Chinese and English, the number of reading awards got, the number of students participated in different kinds of reading workshops / groups. 	<ul style="list-style-type: none"> Questionnaire on students' reading habit. Report produced by the Library Committee 	Library Committee Panel Chairs	
	<ul style="list-style-type: none"> Acknowledging, Publicizing and celebrating students' achievement. (academic and non-academic) 	Whole year	<ul style="list-style-type: none"> Positive response in APASO. 	<ul style="list-style-type: none"> APASO questionnaire 	Academic Committee and Student Affairs Committee	
<ul style="list-style-type: none"> To empower students' self confidence to air opinions 	<ul style="list-style-type: none"> Conducting the School-Student Consultative Meetings on school policies with the participation of school representatives, committee members of the Students Association and the representatives from each class. 	Two meetings are scheduled in November and May respectively	<ul style="list-style-type: none"> Students can proactively make contributions in formulating school policies. Both Q17 and Q27 of the Stakeholder (Student) Survey Questionnaire attain a mean of 3.8. 	<ul style="list-style-type: none"> Stakeholder (Student) Survey Questionnaire Report from the Student Affairs Committee 	Chair of Student Affairs Committee, ECA Master	Administrative support & EOEBG
<ul style="list-style-type: none"> To develop students' positive 	<ul style="list-style-type: none"> Organizing Gospel assemblies, Christian fellowship and Bible 	Whole year	<ul style="list-style-type: none"> The school forms a coherent, harmonious 	<ul style="list-style-type: none"> Reports from the Discipline Committee, 	BK department, Christian Fellowship	Administrative support &

<p>attitude towards life and sense of social responsibility</p>	<p>study groups.</p> <ul style="list-style-type: none"> ● Using the school motto as the guideline in the Life Building Scheme. ● Learning packages related to life values are adopted as the materials for class periods ● Cooperating with external organizations (governmental and non-governmental) to offer long-term and continuous services by students 		<p>and safe environment for students.</p> <ul style="list-style-type: none"> ● Students show empathy towards deprived groups in the society and are ready to render services for the betterment of them. ● Q18 and Q19 of the Stakeholder (Student) Survey Questionnaire attain a mean of 3.8. ● Students gain high scores in the Conduct Assessment Scheme and positive response in APASO 	<p>Life Education Committee and Student Affairs Committee.</p> <ul style="list-style-type: none"> ● Stakeholder (Student) Survey Questionnaire ● APASO questionnaire 	<p>OLE Committee</p> <p>Life Education Committee</p> <p>ECA Committee, OLE Committee & Discipline Committee</p>	<p>EOEBG</p>
<ul style="list-style-type: none"> ● To enable students to have self management on their development 	<ul style="list-style-type: none"> ● Helping students develop the habit of tracking their personal development, evaluating their progress and making reflections through the Life Building Scheme. ● Helping students in the senior forms compile their Student Learning Profiles together with their Self Accounts through the Career and Further Studies Committee and their respective class advisors. 	<p>Whole year</p>	<ul style="list-style-type: none"> ● Students are able to produce their development plans and make self evaluation annually. ● S4 and S5 students can produce their Student Learning Profiles and Self Accounts that are articulated with their extra-curricular participations. 	<ul style="list-style-type: none"> ● Reports from the OLE Committee and the Career & Further Studies Committee ● Evaluation made by class teachers and Careers & Further Studies Committee 	<p>OLE Committee</p> <p>Career & Further Studies Committee</p> <p>Guidance Committee</p>	<p>Administrative support & EOEBG</p>

Wong Shiu Chi Secondary School
2010/2011
Healthy School Policy

1. Introduction

The school establishes a healthy school environment and promotes a caring school culture by implementing a school-based healthy school policy and reintegrating existing resources. It aims to help students reach a state of physical, mental and social well-being with a focus on developing students' healthy lifestyles, positive attitudes and values, practical life skills and refusal skills to resist temptation.

2. Objective

- 2.1 Foster a healthy school environment
- 2.2 Encourage students to set their own targets and work hard to fulfill them so as to develop their potential and reflect their personal development
- 2.3 Instill positive attitudes and values to students and encourage them to learn to respect and appreciate others and themselves
- 2.4 Encourage students to develop healthy lifestyles
- 2.5 Identify needy students and establish a corresponding mechanism

3. Committees involved

- 3.1 Student Affairs Committee
- 3.2 Guidance Committee
- 3.3 Discipline Committee
- 3.4 Life Education Committee
- 3.5 Extra-curricular Activities Committee
- 3.6 Other Learning Experience Committee
- 3.7 Careers and Further Studies Committee

4. Community Support and Partnership Institutions

- 4.1 Hong Kong Young Women's Christian Association
- 4.2 The Society for Truth and Light
- 4.3 Teen AIDS
- 4.4 Adventure-Ship Limited
- 4.5 The Salvation Army Tai Po Integrated Service for Young People
- 4.6 Department of Health
- 4.7 Tai Po Committee on the Promotion of Civic Education
- 4.8 Hong Kong Children and Youth Services
- 4.9 Hong Kong Christian Service
- 4.10 Alice Ho Miu Ling Nethersole Hospital

5. Working Plan

	Targets	Content	Strategy	Organizing Committee / Institution / Co-organizing Institution
1	Foster a healthy school environment	(1) School Hygiene	<ul style="list-style-type: none"> ◆ Ensure safe use of water by checking the water supply system regularly ◆ Provide well-maintained washroom facilities ◆ Clean and disinfect all classrooms and facilities with diluted household bleach regularly ◆ Clean air-filters of all 	Student Affairs Committee

			<p>air-conditioners regularly</p> <ul style="list-style-type: none"> ◆ Dispose of stagnant water to prevent breeding of mosquitoes 	
2		(2) Prevent Communicable Diseases	<ul style="list-style-type: none"> ◆ Students with symptoms of communicable diseases during school hours will be sent to the medical room and their parents will be informed to take them to seek medical services ◆ Students can resume their learning in school only after their doctors certified that they no longer have affiliation with communicable disease ◆ If a high number of absentees in school had similar symptoms, the school will inform the Department of Health immediately for further investigation and follow-up action ◆ Use bleach to dispose of vomitus 	

		(3) Health Education	<ul style="list-style-type: none"> ◆ Distribute leaflets related to communicable diseases to students and staff and post information related to measures for preventing and handling communicable diseases in school ◆ Issue notices to students and parents to remind them on the preventive measures against communicable diseases and measures taken by the school ◆ Inform students on developing healthy lifestyles and preventive measures against communicable diseases through the morning assembly, class teacher lesson and posters in school 	
		(4) Student Health Service	<ul style="list-style-type: none"> ◆ Encourage students to participate in Student Health Service ◆ Information related to students' health and anamnesis will be collected 	Student Affairs Committee and the Sports Committee

			<p>for staff reference. All personal information will be kept confidential.</p> <ul style="list-style-type: none"> ◆ Teachers will consider advices from parents and family doctors in organizing activities such as P. E. lessons to tally with students' health conditions ◆ Measure students' height and weights annually and arrange test on physical fitness 	
2	Encourage students to set their own targets and work hard to fulfill them so as to develop their potential and reflect their personal development	(1) Life Building Scheme	<ul style="list-style-type: none"> ◆ The purpose of the scheme is to encourage students to set their own goals, formulate and implement their plans and introspect their personal development so as to realize the importance of life planning ◆ Instill positive values to junior form students through encouraging them to comply with the school motto - learnedness, love, dedication and integrity 	Other Learning Experience Committee

			<ul style="list-style-type: none"> ◆ Provide guidance to senior form students in planning their personal careers and completing their personal learning profile ◆ Each teacher is responsible to mentor 20 students ◆ Teacher advisors will meet students regularly to help them set personal goals, evaluate their accomplishments, introspect and modify their plans ◆ Teachers will provide advice and encourage students according to their personal situations 	
		(2) Guidance on Careers and Further Studies	<ul style="list-style-type: none"> ◆ Help students formulate plans of personal development through arranging seminars, visits, class teacher periods and assemblies so as to motivate them to strive for further development 	Careers and Further Studies Committee

		(3) Voluntary Service	<ul style="list-style-type: none"> ◆ Develop students' potential through encouraging them to participate in different voluntary service ◆ Voluntary service includes: <ul style="list-style-type: none"> - Adventure-Ship Partnership Programme - "One person one service" award for voluntary service - Multi-cultural School Training Programme 	Life Education Committee, the Salvation Army Tai Po Integrated Service for Young People, Hong Kong Christian Service and the Adventure-Ship Limited
		(4) Internal and external service team	<ul style="list-style-type: none"> ◆ Provide opportunities for students to develop their potential ◆ Instill positive values and promote healthy lifestyle to students through training, organizing, implementing and participating in different activities. This can help students locate their strengths and weaknesses, be responsible and strive for their goals so as to benefit themselves and others ◆ Internal service team 	Extra-curricular Activities Committee, Discipline Committee, Guidance Committee and Life Education Committee

			<p>includes:</p> <ul style="list-style-type: none"> - Students' Association - School Prefects - Students counselor - Angels' Project - House Captains and committee members - Club Chairmen and committee members - Green Prefects - Library Prefect <p>◆ External service team includes:</p> <ul style="list-style-type: none"> - Red Cross - Scouts - Girl Guides - Community Youth Club 	
3	Instill positive attitudes and values to students and encourage them to learn to respect and appreciate others and themselves	(1) S. 1 Adolescent Health Programme	<p>◆ Strengthen their personal understanding and recognition, equip them to handle personal emotions and pressure, foster a caring environment and enhance their problem-solving skills</p> <p>◆ Nurses from the Department of Health will come to school to host the programme and</p>	Department of Health

			class teachers would act as assistants. Pre-sessional meetings and post-sessional debriefings will be organized	
		(2) Class Teacher Lesson and Assembly	◆ Instill positive values through arranging class teacher lessons and assemblies with different themes	Life Education Committee, Guidance Committee, Discipline Committee, Extra-curricular Activities Committee, Career and Further Studies Committee and Other Learning Experience Committee
		(3) Activity “One person one bookmarker”	◆ Encourage peer support through making bookmarks	Life Education Committee
4	Encourage students to develop healthy lifestyles	(1) Concepts of healthy diet	◆ Arrange “Healthy Breakfast” and “Fruit Day” to promote healthy diet to students	Life Education Committee
		(2) Trial Scheme on School Drug Testing in Tai Po District	◆ Instill anti-drug values in school through participating in the Trial Scheme on School Drug Testing ◆ Introduce the purpose and contents of the scheme to	Guidance Committee

			students in assemblies and class teacher lessons	
		(3) Anti-drug education	<ul style="list-style-type: none"> ◆ To tally with the Trial Scheme on School Drug Testing in Tai Po District, various anti-drug activities are organized to promote a positive and healthy lifestyle to students and strengthen their refusal skills to resist drugs ◆ Activities include Health Ambassador Training Programme, body check, display board, healthy image workshop, health education seminar, life experience programme, distributing anti-drug leaflets, Parent Days drug information exhibition, parent education workshop, anti-drug souvenir design contest, games, thanksgiving, parent seminar, life planning 	Guidance Committee, Life Education Committee and Hong Kong Young Women's Christian Association

			activities etc.	
		(4) 「智 NET 人生」	◆ Prevent internet addiction and promote the importance of allocation of time through class teacher lessons and assemblies. Remind students on traps and responsibilities in using the internet including making friends online / addiction / dating online / internet bullying	Life Education Committee, Guidance Committee and the Society for Truth and Light
		(5) Sex Education	◆ Encourage students to face their suspicion in sex through class teacher lessons and assemblies	Life Education Committee, Guidance Committee and Teen AIDS
		(6) Stress management	◆ Provide guidance in helping students understand, express and handle their pressure through workshops	Hong Kong Children and Youth Services

		(7) Care for the environment	<ul style="list-style-type: none"> ◆ Promote environmental hygiene to students through cleaning activities 	Life Education Committee
5	Identify needy students and establish a corresponding mechanism	(1) Handling drug related incident in school	<ul style="list-style-type: none"> ◆ Elaborate the roles played by the school management, Guidance teachers, class teachers, subject teachers, school social workers and other staff in handling drug related incident in school 	Student Affairs Committee, Guidance Committee and Discipline Committee
		(2) Transfer of cases, follow-up and support	<ul style="list-style-type: none"> ◆ Formulate a clear instruction for internal sharing of messages, including keeping sensitive information confidential ◆ Formulate follow-up action to students 	

Plan on use of Capacity Enhancement Grant/New Senior Secondary Curriculum Support Grant in 2010/2011 School Year

Name of School: Wong Shiu Chi Secondary School

Means by which teachers have been consulted: Opinion survey followed by staff meeting

No. of operating classes: 29

Task area	Major area(s)	Strategies/Tasks	Benefits anticipated	Time scale	Resources required	Success criteria	Methods of evaluation	People responsible
Enhancement of Chinese Language Teaching	To adopt continuously split class teaching among students at bottom 40% at junior secondary and the implementation of Putonghua without additional staff resources	To employ a qualified contract teacher (CM, Point 16) who will take up 3 classes of Chinese and perform the same duties as required of a regular teacher	The teaching load will be reduced on average by 2 periods per 6-day cycle across the Chinese Panel. Hence Chinese subject teachers will spare time to prepare new teacher materials of the NSS curriculum.	2010/2011 School Year	Salary of contract teacher for 12 months, including MPF [(22,005 + 1000)×12=276,060]			Chinese Panel
		To employ one teaching assistant who will provide general supports to the English Panel by taking up routine non-teaching duties, and hence English subject			Salary of contract teaching assistant for 12 months, including MPF [(11000 + 550)×12 = 138600]			

		teachers						
Giving support to the implementation of NSS Liberal Studies	To adopt small group teaching in Liberal Studies, such that the 5 classes at each NSS1 and NSS2 levels can be split into 7 groups	To employ a qualified teacher (GM, Point 20) who will take up classes in Science and perform the same duties as required of a regular teacher	The teaching load of existing Science teacher will be released and they will be spared to take up split classes in Liberal Studies	2010/2011 School Year	Salary of contract teacher for 12 months, including MPF $[(26,735 + 1000) \times 12 = 332820]$			
Giving support to the implementation of NSS Liberal Studies	To adopt small group teaching in Liberal Studies, such that the 5 classes at each NSS1 and NSS2 levels can be split into 7 groups	To employ a qualified teacher (GM, Point 19) who will take up classes in Liberal Studies and Integrated Humanities, and perform the same duties as required of a regular teacher	The teacher will share the Liberal Studies classes or other Humanities teachers can be released to take up Liberal Studies classes. Small group teacher is therefore possible for NSS LS	2010/2011 School Year	Salary of contract teacher for 12 months, including MPF $[(25460+1000)12 = 317520]$			

	Amount (\$)	Total (\$)
Funding		
Capacity Enhancement Grant	458,927	
Senior Secondary Curriculum Support Grant	635,220	1,094,147
Expenses		
CM (Point 16) in Chinese	276,060	
GM (Point 20) in Science	332,820	
GM (Point 19) in Liberal Studies	317,520	926,400
Teaching Assistant for English Panel	138,600	1,065,000

Diversity Learning Grant 2009/2010

	Amount (\$)	Total (\$)
Funding		
DLG (OL)	171,500	
DLG (OP)	35,000	206,500
Expenses		
DLG (OL) PT Japanese Teacher	189,792.50	189,792.5

Diversity Learning Grant 2010/2011

	Amount (\$)	Total (\$)
Funding		
DLG (OL) S5 (First Cohort)	171,500	
DLG (OP) S5 (First Cohort)	35,000	206,500
DLG (OL) S4 (Second Cohort)	87,500	
DLG (OL) S4 (Second Cohort)	35,000	122,500
DLG (ApL)	81,975	410,975
Expenses		
DLG (OL) PT Japanese Teacher		
DLG (OP)		
DLG (ApL)		

Wong Shiu Chi Secondary School
School-based After-school Learning and Support Programmes 2010/11 School Year
Programme Plan

Guiding Principles:

1. Students in receipt of the Comprehensive Social Security Assistance (CSSA) or full grant under the Student Financial Assistance Schemes (SFAS) are eligible to receive full subsidy from the Grant.
2. Disadvantaged students identified by the school are also discretionary eligible for the subsidy, but the amount is limited to 10% of the grant.
3. The subsidy would enable the target group to have opportunities outside classroom to develop their life skills, life skills, self esteems, exposures and life enrichment.
4. Parents can declare their financial needs in the reply slip of the parent letters of the respective activities. Families in receipt of CSSA have to produce the confirmation letter issued by the Social Welfare Department to prove their financial status; while student of full grant under SFAS can be checked from the list provided by Student Financial Assistance Agency.

Activities

Name	Objective	Success Criteria	Method(s) of evaluation	Period/Date	Estimated no. of target students benefitted	Estimated expenditure (\$)	Name of partner/service provider
Pre-S1 English Bridging Class	To enhance students' English abilities for the their transition to an English	- Attendance - Improvement in their reading, speaking and	- Attendance record - Reports prepared by tutors	19.7.2010 – 7.8.2010	20	10,000	Q-Language

	learning environment	comprehensive ability					
School Prefect Training Camps	To familiarize newly appointed prefects with the operational routines, to develop the team spirit and collaboration	Prefects can take up their duty confidently	Comments from the teacher advisors	Oct 2010 & July 2011	20	10,000	-
Musical instrument training classes	To develop students' skills in musical instruments and their ability in musical appreciation	Regular attendance and mastery of the performing skills of the musical instrument	Attendance record and comments from the tutors	Year round	10	10,000	MusicFriendly
Leadership Training e.g. YLD, AYP, Head Prefects Training ... etc	To instill the virtues of leaders among students	Students showing improvement in collaboration, communicative and self management	Attendance record and comments from the tutors	Year round	10	5,000	

Sports training, e.g. fencing, judo, badminton, table tennis, soft ball ...etc	To develop the spirit of collaboration, self management, and skills in sports	Active participation in the respective sports events	Attendance record and comments from the tutors	Year round	20	10,000	
After school tutorial class	To enable low achievers to make improvement in their studies	Improvement in the learning outcome	Examination results	Year round	10	4,000	
Miscellaneous activities for developing student self esteem, skills development and enrichment of learning experiences	To widen the students' scope of life exposure	Regular attendance and having development in self esteem and skills	Comments from instructors and interviews	Year round	30	20,000	Miscellaneous agents