



**Delia (Man Kiu)
English Primary School
Annual School Plan**

School Year 2017-2018

School Vision & Mission

Vision and Mission:

We envision Delia (Man Kiu) English Primary School to become “**OUR HOME**”, where students are **Open-minded**, strive to **Understand** people of different cultures and places with mutual **Respect**. Thereafter, achieving a society of **Harmony** is students’ **Obligation** by developing the virtues of **Morality** and **Equality**.

The school is devoted to actualizing the vision in accordance with the spirit of our school motto “Harmony in Diversity”. The school is committed to catering appropriate education for students with diverse needs in knowledge, skills and attitude, despite their ethnicities, beliefs and socioeconomic background.

抱負與使命:

「大家庭」是地利亞(閩僑)英文小學的辦學抱負，旨在培育學生以開放及互相尊重的態度去了解並欣賞不同文化與地域的人。從而以責任感、道德心和平等觀來創造和諧社會。

學校本著「和而不同」的校訓精神，致力實現「大家庭」的辦學抱負。不論種族、信仰和貧富，學校積極針對學生在知識、技能與人格等不同學習需要、為他們提供適切的培養。

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Major Concerns

1. Enhance effectiveness of learning and teaching
2. Establish students' healthy school life
3. Enhance students' moral education

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Administration

Major Concerns 1: Enhancing the effectiveness of Learning and Teaching

Intended Outcome 1: Facilitating Teacher Professional Development

Strategies / Tasks	Resources needed / Ts involved	Success Criteria	Methods of Evaluation
<ul style="list-style-type: none"> - To arrange more teachers to attend different CPD courses and focus on e-learning - Weekly educational sharing in the Student Support Meetings and Staff Meetings - Mentoring & Induction meetings 	<ul style="list-style-type: none"> - All teachers, AP, Principal - All new teaching and non-teaching staff, AP, Principal 	<ul style="list-style-type: none"> - Teachers are appointed to attend CPD courses and conduct sharing as a learning community. 70% teachers agree the regular sharing can enhance the effectiveness of daily teaching. 	<ul style="list-style-type: none"> - CPD record - CPD subsidy application - Teachers' review

Major Concerns 2: Enhancing students' healthy school life & moral education

Intended Outcome 1: Coordinate with different departments to promote healthy lifestyle in school

Strategies / Tasks	Resources needed / Ts involved	Success Criteria	Methods of Evaluation
<ul style="list-style-type: none"> - To utilize the food waste decomposer 	<ul style="list-style-type: none"> - All teachers, AP, Principal 	<ul style="list-style-type: none"> - Over 50% of students or teachers have made use of the fertilizers in school or home gardening 	<ul style="list-style-type: none"> - Teachers' observation - Teacher and student questionnaire
<ul style="list-style-type: none"> - To launch the Student Ambassador training and services 	<ul style="list-style-type: none"> - Student Support Team, AP, Principal 	<ul style="list-style-type: none"> - All trained ambassadors can provide assigned services regular within the school year 	<ul style="list-style-type: none"> - Teachers' observation - Teacher and student questionnaire

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Chinese Language

Major Concerns: Enhancing the effectiveness of Learning and Teaching

Intended Outcome 1: 小一中文科課程規劃

Strategies / Tasks	Resources needed / Ts involved	Success Criteria	Methods of Evaluation
<p>1. 根據教育局《中國語文課程第二語言學習架構》釐定：</p> <ul style="list-style-type: none"> ◇ 課程學習目標 ◇ 課程內容（核心學習部份及增潤部份） ◇ 教學計劃（教學活動、工作紙、教材套） ◇ 評估 <p>2. 透過課程規劃，提升小一學生聆聽及說話能力。</p>	<ul style="list-style-type: none"> ◇ 與許守仁博士定期進行會議及提取意見。 ◇ 小一 4 位科任老師及中文科科主任於每星期同儕備課會上重新設計、編排及整理新課程。 ◇ 教學助理負責整理教學計劃、工作紙及製作教材套。 ◇ 按需要購買相關教具或教材。 	<ol style="list-style-type: none"> 1. 能按照教育局《中國語文課程第二語言學習架構》釐定 2017–2018 學年小一課程學習目標及學習內容。 2. 將 2016–2017 及 2017–2018 學年的學生成績比對，聆聽和說話兩方面的成績比去年皆提升 5%。 3. 在每學年完結時檢視全級學生中文科成績，所有學生按成績重新編配組別，達致組別對流，減低家長自行申請轉組的問題。 	<ol style="list-style-type: none"> 1. 新課程教學計劃及文件參考 2. 學生在聆聽及說話的考試成績及測考檢討表以檢視學生成績及評估成效。

Intended Outcome 2: 培養學生閱讀習慣

Strategies / Tasks	Resources needed / Ts involved	Success Criteria	Methods of Evaluation
<p>1. 圖書課 每月一至兩次圖書課，教授學生閱讀技巧，引導及培養學生良好的閱讀習慣。</p> <p>2. 閱讀計劃 設立閱讀計劃，設金、銀、銅獎及閱讀龍虎榜，透過獎勵計劃鼓勵學生多閱讀。</p>	<p>1. 大量添置合適本校學生程度的各類型圖書。</p> <p>2. 教學助理協助製作閱讀紀錄表、龍虎榜。</p> <p>3. 購買相關數量的禮物。</p>	<p>1. 在 2017-2018 學年添置約 500–800 本合適圖書供學生閱讀。</p> <p>2. 各級各組老師按已定時間表，帶領學生到圖書館閱讀。</p> <p>3. 每學期全校約 15%學生能獲得金(閱讀 15 本或以上圖書)、銀(閱讀 11–14 本圖書)或銅獎(閱讀 8–10 本圖書)。</p>	<p>1. 購書紀錄以統計購買書量</p> <p>2. 已定的圖書課時間表檢視情況</p> <p>3. 閱讀紀錄表統計獲獎人數</p>

Intended Outcome 3: 提升學生學習中文興趣及能力

Strategies / Tasks	Resources needed / Ts involved	Success Criteria	Methods of Evaluation
<p>1. 設立多元化學習活動，提升學生學習中文興趣。 多元化學習活動包括： ✧ 中文活動課 ✧ 中文說故事比賽 ✧ 創意寫作比賽 ✧ 出外參觀</p> <p>2. 設立語文學習網 為配合電子化學習的需要，透過學習網加強師生互動及自主學習，刺激學生學習動機，提升學習效能。</p>	<p>1. 購買相關數量的禮物。</p> <p>2. 教學助理協助統計比賽人數。</p> <p>3. 網頁公司為本校製作單元 8-17 的習內容。</p> <p>4. 中文科科主任及小三科任老師監察及檢視學生使用網頁的情況及成效。</p>	<p>1. 各級各組老師按已定時間表，帶領學生到活動室進行活動。</p> <p>2. 每年舉辦 1 次說故事比賽，每組有約 5–6 位學生能參加說故事比賽，增強自信。</p> <p>3. 每年舉辦 4 次寫作比賽，每位學生全年最少參加 1 次寫作比賽。</p> <p>4. 每年舉辦 1 次出外參觀，每次最少安排 2 級同學出外參觀。</p> <p>5. 全級有 60%學生完成 3 次或以上默寫練習、聆聽篇章及閱讀篇章。</p>	<p>1. 已定的活動課時間表檢視情況</p> <p>2. 說故事比賽評分表及名單</p> <p>3. 寫作比賽參加者名單統計參加者數目及次數</p> <p>4. 出外參觀紀錄</p> <p>5. 語文學習網內學生紀錄檢視學生學習情況。</p>

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English Language

Major Concerns: Enhancing the effectiveness of Learning and Teaching

Intended Outcome 1: Facilitating the development of a reading culture

Strategies / Tasks	Resources needed / Ts involved	Success Criteria	Methods of Evaluation
English Reading Schemes	Reading journals, storybooks, all teachers, certificates, money for buying bookmarks & storybooks	At least 20% of the students can get the English Extensive Reading Awards at the end of each term. More than 20% of the students can get the Best Reading Journal Awards at the end of each term.	Students' reading records
Loan service during recess and library lessons	Library staff for loan service and management, student librarians, English teachers	At least 70% of the students borrow books at least 8 times from the school library in the whole year	Loan record
Classroom library	Storybooks, reading lessons, classroom library helpers, loan records, class teachers	At least 70% of the students borrow books from the classroom library in each loan service	Loan record
Book Character Day	Hall equipment, ballot box, MC, English teachers, stage decoration	At least 10% of the students dress up as their favorite characters to take part in the event	Number of participants

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Intended Outcome 2: Promoting “assessment for learning” through greater use of formative assessments, expanding “assessment for learning” to “assessment as learning”

Strategies / Tasks	Resources needed / Ts involved	Success Criteria	Methods of Evaluation
J.4 – J.6 Usage Unit Quizzes	Quiz paper, double lessons for quizzes, English teachers	At least 90% of students from each level pass usage test and exam in each term	Test & exam results
Pre-dictations for all levels	Quiz books, dictation syllabus, English teachers	At least 85% of students from each level pass dictation test and exam in each term	Test & exam results
J.4 - 6 Peer evaluation in process writing	Process writing worksheets, rubrics, checklists, English teachers	Each level completes at least 4 peer evaluation in the whole year	Completion of peer evaluation

Intended Outcome 3: To facilitate interactive learning experience

Strategies / Tasks	Resources needed / Ts involved	Success Criteria	Methods of Evaluation
iLESSON from Pearson (1 year free account for all students)	i-Pads, iLESSON account, teachers’ training to use i-Lesson	More than 80% of the English teachers use iLesson for at least 2 times each term	i-Pads loan record for English lessons

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Mathematics

Major Concern: Enhancing the effectiveness of Learning and Teaching

Intended Outcome 1: Enhance students' learning in Mathematics

Strategies / Tasks	Resources needed / Ts involved	Success Criteria	Methods of Evaluation
<p>2 minutes arithmetic practice will be done at least once per week. Each class should do 5-8 practices per month. Different level will complete different number of question in every 2 months. (Appendix 1)</p>	<ul style="list-style-type: none"> • All Mathematics teachers • Drilling WS • Post and pre quizzes • Drilling period : from September 2017 to May 2018 • Prizes :\$2000 	<p>90% of the students in all J1 - J2 classes, J3,4 group A-C, J5, 6 Group D can answer 50% questions correctly in post quiz. (Appendix 1)</p> <p>In group D of J3 - 4, group A-C in J5 - 6, 50% students can answer 50% questions correctly in post quiz. (Appendix)</p>	<p>Result of Pre and post quizzes.</p>
<p>A basic operation class will be provided for J.2-6 students who are weak in basic operation (addition, subtraction, multiplication and division).</p>	<ul style="list-style-type: none"> • 4 mathematics teachers • Different operations' exercise worksheets • Pre and post quizzes • ipad • from October 2017 to May 2018 	<p>60% of the participating students can be released from the basic operation class because they can answer 90% questions correctly in post quiz.</p> <p>The results of the participating students whom cannot be released from the basic operation class will be improved by at least 20% in post quiz in May 2018.</p>	<p>Result of pre and post quizzes.</p>
<p>An after school Mathematics tutorial class will be provided for the J.3-6 low academic result students.</p>	<ul style="list-style-type: none"> • Mathematics teachers • Test and Exam result • From September 2017 to June 2018 	<p>Achieving the passing rate of mathematics test or exam.</p>	<p>Test and exam result</p>
<p>Two J3 teachers will participate in the NCS learning community held by EDB every month to learn</p>	<ul style="list-style-type: none"> • Two J3 teachers • September 2017 to June 2018 • Teaching materials of J3 	<p>All J3 mathematics teachers agree that the teaching strategies / activities/ materials suggested in the</p>	<ul style="list-style-type: none"> • Attendance record from EDB • Report of each meeting • Minutes of Math Panel

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different teaching strategies for teaching NCS mathematics.	Mathematics topics	learning circle are effective for teaching our school students	Meeting <ul style="list-style-type: none"> Teachers' feedback
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Intended Outcome 2: Implementing E-learning in Mathematics

Strategies / Tasks	Resources needed / Ts involved	Success Criteria	Methods of Evaluation
Students use ipad /computer in learning mathematics	<ul style="list-style-type: none"> Ipad / computer mathematics teachers Students Whole academic year 	<p>Every student uses ipad in mathematics lesson at least once in the whole year.</p> <p>Teachers agree that using ipad can help them teach mathematics</p>	<ul style="list-style-type: none"> Ipad borrowing record in office Teachers' feedback Questionnaire from students
Teachers find different apps or websites for teaching mathematics	<ul style="list-style-type: none"> Ipad / computer All mathematics teacher Whole academic year 	<p>Every teacher finds and introduces at least 1 useful app/website for teaching mathematics in math panel meeting</p>	<ul style="list-style-type: none"> Apps record of Math group Math panel meeting minute
Using Ipad/computer in Mathematics activities	<ul style="list-style-type: none"> Ipad/computer All Teachers 	<p>Teachers agree that using ipad can make the mathematics activity more efficient.</p>	<ul style="list-style-type: none"> Teachers' observation and feedback

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Appendix 1

LEVEL	SEP - OCT	NOV -JAN	FEB-MAR	APR - MAY
J1	Addition Composition of 10 20Q (10)*	Addition Composition of 18 30Q (15)	Subtraction 18-9 20Q (10)	Subtraction 18-9 30Q (15)
J2	Addition $345 + 345$ 20Q (10)	Multiplication 4×8 25Q (13)	Subtraction $600 - 234$ 15Q (8)	Division $45 \div 5$ 15Q (8)
J3	Multiplication 4×8 20Q (10)	Division $45 \div 5$ 16Q (8)	Subtraction $600 - 234$ 10Q (5)	Division $455 \div 5$ 10Q (5)
J4	Multiplication 23×34 6Q (3)	Division $96 \div 30$ 10Q (5)	Multiplication 234×67 4Q (2)	Division $960 \div 30$ 4Q (2)
J5	Multiplication 34×67 10Q (5)	Multiplication 234×67 6Q (3)	Division $960 \div 30$ 6Q (3)	Division $960 \div 30$ 6Q (3)
J6	Multiplication 1.5×7.8 15Q (8)	Division $4.34 \div 1.4$ 6Q (3)	Multiplication 1.5×7.8 15Q (8)	Division $4.34 \div 1.4$ 6Q (3)

* Question out of the bracket is the number of questions student will do in the quiz.
The number in the bracket (e.g. (10)) is the targeted number of questions that student should be correct in the post quiz

2017-18 J.1-6 students **expected** passing rate in Mathematics test or exam

Group	J1	J2	J3	J4	J5	J6
Medium - High	90% of all students get 60 marks or above (except SEN students)	80% of all students get 60 marks or above (except SEN students)	Group A- C : 80% of all students get 60 marks or above		Group D : 90% students get 80 marks or above	
Low			Group D : 40% of all students get 60 marks or above (except SEN students)		Group A-C : 70 % of all students get 60 marks or above (except SEN students)	

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General Studies

Intended Outcome 1: Students can develop a healthy eating habit and understand the importance of oral health.

Strategies / Tasks	Resources needed / Ts involved	Success Criteria	Methods of Evaluation
<p>Healthy Food Campaign</p> <ul style="list-style-type: none"> - To promote Green Monday, teachers will encourage students to bring healthy food to school every Monday. Students can receive stickers if they have healthy snacks in first recess. Power point slides and worksheets will be given to students and GS teachers would discuss some healthy eating habits with students. The record sheets will be printed at the back of students' temperature record card. Collecting more than 80% of record sheets is expected. 	<p>Resources: Record sheets, stickers, power point slides, worksheets, prizes. All GS teachers and class teachers</p>	<p>More than 50% of students can get three stickers in a month.</p>	<ol style="list-style-type: none"> 1. Count the number of stickers given every Monday and record the number of students who have healthy food. 2. GS teachers collect the record sheets in the last day of the month and record the number of students who get 3 stickers in a month.
<p>Bright Smile Campus Program</p> <ul style="list-style-type: none"> - Senior students will be chosen to be helpers and they are responsible for teaching junior students to maintain good oral health. The correct way of cleaning our teeth will be shown by using the model toothbrush. Junior students have to record whether they have 	<p>Resources: Tooth model, toothbrush model, dental floss, stickers, record book, CD, certificate. All GS teachers and class teachers</p>	<p>On each level (J1- J3), more than 30% of students is able to get gold, silver or bronze awards.</p>	<ol style="list-style-type: none"> 1. Collect the record books and check how many students can maintain good oral health and condition. Gold, silver and bronze awards will be given if students can maintain good oral health for 4 weeks, 3 weeks and 2 weeks in a month respectively. Certificate of gold, silver and bronze will be given to students in July.

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maintained good oral health in a booklet. Student helpers will check the booklets.			
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Intended Outcome 2: Students can show their awareness of the environmental protection and act it in the daily life.

Strategies / Tasks	Resources needed / Ts involved	Success Criteria	Methods of Evaluation
<p>One Person One Flower Scheme</p> <ul style="list-style-type: none"> - Seedlings will be sent to our school in late 2017. Student helpers and teachers will help to transplant. Students who join the scheme can bring a seedling home and experience the growth of plant. In March 2018, students have to bring back the plants and record sheets. Awards will be given to the healthiest plant, the tallest plant, and the most beautiful plant. Students may submit the photos or record sheet through internet. 	<p>Resources: Soil, flower pots, gardening tools, seedlings, prizes and worksheets.</p> <p>All GS teachers and class teachers</p>	<ol style="list-style-type: none"> 1. 20% more of students joined the scheme compared to 16-17. 2. 50% more of students complete the record sheets and submit them back. 3. 50% more of students bring back their plants in March 2018 and teachers will choose the awardees of prizes. 	<ol style="list-style-type: none"> 1. Count the number of pots collected from students. 2. Count and check the performance of the record sheets collected in March 2018. 3. Collect the plants in March 2018 and teachers will choose the awardees for the healthiest plant, the tallest plant and the most beautiful plant respectively.
<ul style="list-style-type: none"> - Teachers made announcement regularly to let students know the importance to reduce food waste. Signs will be posted to remind students. 	<p>Resources: Food waste collected from lunch disposal, balance</p> <p>GS teachers and student helpers</p>	<p>Data of food waste will be collected from October 2017 to June 2018. A report includes statistic will be done in each term.</p> <p>Reduce food waste by 15%.</p>	<ol style="list-style-type: none"> 1. Measure and record the weight of food waste at least 10 times a month. 2. Teachers will use the statistic to plot graphs of the food waste in our school.

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Intended Outcome 3: Students can develop the interest of learning the knowledge of science and technology.

Strategies / Tasks	Resources needed / Ts involved	Success Criteria	Methods of Evaluation
<p>Science Fun Day (Also PTA activity)</p> <ul style="list-style-type: none"> - Game booths, science demonstration and competition will be included in the Science Fun Day. It will be held in a Saturday morning. Students and parents are welcomed to join. Souvenirs will be given to students after they play the game booths. 	<p>Resources: Game booths and demonstration resources (TBC) All GS teachers</p>	<ol style="list-style-type: none"> 1. 50% more of parents and students join the demonstration and competition. 2. 10% more of students and parents join the game booths. 3. More than 70% of parents and students are satisfied with the Science Fun Day. 	<ol style="list-style-type: none"> 1. Count the number of audience in demonstration and competition. / (Count the votes in the competition.) 2. Count the number of gifts left. 3. Do survey and collect opinion from parents and students.
<p>Use of tablets</p> <ul style="list-style-type: none"> - Teachers has to use tablets with students at least once in the academic year. Junior students can have group work or pair work while senior students can use tablets individually. - Teachers find useful Apps and share in the meetings 	<p>Resource: Tablets All GS teachers</p>	<ol style="list-style-type: none"> 1. Over 80% of teachers state the use of tablets can enhance students' interest in learning science and technology. 2. Students' survey: Over 90% of students like to use tablets in their learning 	<ol style="list-style-type: none"> 1. Teachers will state the number of using tablets in each class and the topic or applications related in panel meeting. 2. GS teachers reflect and vote whether the use of tablets can enhance students' interest in learning science and technology.
<p>STEM Activity Day in July (after exam activity)</p> <ul style="list-style-type: none"> - A series of STEM activities will be provided to J1 to J5 after their term 2 examination. They have to use different materials and complete a STEM related tasks. The activity can 	<p>Resources: Magnets, wires, electrical circuits etc. (TBC) All GS teachers and class teachers</p>	<p>More than 90% of students can complete their tasks or products.</p>	<p>Collect their products or worksheets in the activity day and review the number of students who complete the task.</p>

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provide more chances to students to explore in science, technology, engineering and mathematics. Group work is preferred.			
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Intended Outcome 4: Students can explore more general, important local and world issues.

Strategies / Tasks	Resources needed / Ts involved	Success Criteria	Methods of Evaluation
<p>Newspaper cutting homework</p> <ul style="list-style-type: none"> - J5 and J6 students have to do their monthly newspaper cutting homework. First two pieces of newspaper cutting homework will be a guided writing. Teachers should lead students and teach them how to develop the body of the comments. After they have developed skills of writing, they can do their homework by themselves. - Monthly library lesson Students can read newspaper, GS related books and magazines in the library lesson to know more local and world issues. 	<p>Resources: Newspaper, news related website, library books, magazines GS teachers</p>	<p>More than 50% of J5 and J6 students can get the correct answer in current issue questions.</p>	<p>Check the number of students who get correct answers in the current issue questions in test and examination.</p>
<p>Educational visits</p> <ul style="list-style-type: none"> - All students will have their GS outings. The 	<p>Resources: Worksheets GS teachers</p>	<p>More than 50% of students can answer correctly in their outing worksheets.</p>	<p>GS teachers check their outing worksheets and report their results in GS panel meetings.</p>

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outings can help them to understand and consolidate some content related to their learning.			
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Student Support

Major concern 1: Strengthen the students’ sense of love and care towards the community, and enhance students’ moral education

Intended Outcome 1: Enhance Students’ leadership skills

Strategies / Tasks	Resources needed / Ts involved	Success Criteria	Methods of Evaluation
<p>Prefects: * Weekly leader prefect group meeting * Prefects working in echelon - mentorship programme * Prefect meetings during self-evaluation period * 2 half day workshops</p> <p>Social worker’s programme (i.e. Little Teacher, Fresh Lane on Fast Lane)</p> <p>Encourage students to join Junior Police Call (JPC) activities</p> <p>Increase the number of service posts and recruit more volunteers in school.</p>	<p>Students Support Team Time scale: Whole year (Start in November)</p>	<p>* 70% of prefects think they have improved in self evaluation</p> <p>* The feedback from social worker is positive.</p> <p>* At least 75% participants in each JPC activity</p> <p>*30% of students take part in class or school service</p>	<p>Prefects : * Questionnaires</p> <p>Teacher-in-charge: * Teachers’ Observation and evaluation form</p> <p>External organization: * Feedback from social worker</p> <p>* The number of applicants and participants in each JPC activity</p> <p>*Service Record</p>

Intended Outcome 2: Increase positive virtue and discipline of students. (self-disciplined, self- managing and to shoulder their own responsibilities)

Strategies / Tasks	Resources needed / Ts involved	Success Criteria	Methods of Evaluation
<p>* Friday Assemblies * Personal growth education * Students use book of remarks to do self-evaluation</p>	<p>Students Support Team Time scale: Whole year (Start in mid-September)</p>	<p>* 80% or above of teachers agree that the scheme is effective</p>	<p>* SHS and APSO</p>

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<ul style="list-style-type: none"> * Programmes held by social worker * Value education (Aesop's Fable Scheme) 		<ul style="list-style-type: none"> * the number of mis-behaviour records is decreased by 5% 	
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Intended Outcome 3: To create a trusting and respectful community

Strategies / Tasks	Resources needed / Ts involved	Success Criteria	Methods of Evaluation
<ul style="list-style-type: none"> * 2-4 days team training (may held on ECA period, after school or on Saturday which sum of 12 to 24 hours training) * Students can begin working with a peer mediation in the second term. 	Students Support Team Time scale: Whole year (Start in mid-September)	Each member in the peer mediation team has participated in the mediation work.	<ul style="list-style-type: none"> * Questionnaire * Case record

Major Concern 2: Discover, develop and stretch the potentials of the students in non-academic areas.

Intended Outcome 1: To enhance students' exposure towards aesthetic and physical education with higher opportunities of performance

Strategies / Tasks	Resources needed / Ts involved	Success Criteria	Methods of Evaluation
Extra Curriculum Activity: <ul style="list-style-type: none"> * ECA held once a week with more variety of activities * More interest classes on Saturdays 	All teachers	<ul style="list-style-type: none"> * 80% students experience aesthetic or physical education not less than 16 sessions 	<ul style="list-style-type: none"> * Data collection -> Record of all activities in this year -> Collection of their products
External competition: <ul style="list-style-type: none"> * Encourage students to join external competition such as speech festival, drawing, dance and musical 	Office staff Time scale: Whole year	<ul style="list-style-type: none"> * 25% of the students has the experience of joining external competitions 	<ul style="list-style-type: none"> * Keep the application record of all the external competitions

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competition & sports school teams		* 25% of participants joined Sport-Act in summer holiday	* Sport Act – leaflet record
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