



Final Report of Project

Project No. : 2009 /0110

Part A

Project Title: *Think Wide and Fly High for Bright Future* (拓展識見範疇 拉闊思考角度 擁抱光輝未來)

Name of Organization/School: Baptist Lui Ming Choi Primary School

Project Period: From 1 May 2010 (month/year) to 31 October 2010 (month/year)

Part B

*Please read the **Guidelines to Completion of Final Report of Quality Education Fund Projects** before completing this part of the report.*

Please use separate A4-size sheets to provide an overall report with regard to the following aspects:

1. Attainment of objectives
2. Project impact on learning effectiveness, professional development and school development
3. Cost-effectiveness – a self-evaluation against clear indicators and measures
4. Deliverables and modes of dissemination; responses to dissemination
5. Activity list
6. Difficulties encountered and solutions adopted

** Final Report of Project prior to the 8th call should be signed by the supervisor of the school/the head of the organization or the one who signed the Quality Education Fund Agreement for allocation of grant on behalf of the organization.*

** Final Report of Project under the 8th and subsequent calls should be submitted via "Electronic Project Management System" (EPMS). Once submitted, these reports are regarded as already endorsed by the supervisor of the school/the head of the organization or the one who signed the Quality Education Fund Agreement for allocation of grant on behalf of the organization.*



Guidelines to Completion of Final Report of Quality Education Fund Projects

Please elaborate the following items in your evaluation of the project. It is expected that the guide would provide a reference to the project leader/team in reflecting on the effectiveness of the project.

1. Attainment of Objectives

The following items should be included in the evaluation of the attainment of each of the project objectives stated in the project proposal (*the information may be presented in a table form in the format of Table 1 in this Annex or in short paragraphs*):

- objective statement
- activities related to the objective
- extent of attainment of the objective
- evidence or indicators of having achieved the objective
- reasons for not being able to achieve the objective, if applicable

2. Project Impact on

The project's effects on the learning effectiveness / professional development / school development should be evaluated, in evidence-based approach, with regard to:

- broadening pupils'/teachers' horizons
- increasing pupils'/teachers' sense of achievement
- fostering pupils' development in their potential and specific abilities
- training pupils to better meet social demands
- increasing training opportunities for teachers and enhancing their professional development
- improving learning atmosphere
- fostering team spirit and enhancing the overall image of the school
- inducing collaboration with other schools / professional organizations.

3. Cost-effectiveness

Grantees are required to complete the 'Budget Checklist' at Table 2 in this Annex and enclose it as an appendix of this report. Please adopt the classification of budget items in Schedule II of the Agreement.

The project's cost-effectiveness should be evaluated with regard to:

- utilization of available resources (e.g. equipment, human resources of applicant school/ participating school(s))
- unit cost for the direct beneficiaries
- sustainability of the learning programme and materials developed
- expenditure items which require no injection of resources when the project is replicated by other schools (including setup cost of the project, deliverables ready for use)
- alternative approaches for equivalent benefits at less cost

4. Deliverables and Modes of Dissemination

The following items should be included in the evaluation of each of the project deliverables and their value for dissemination (*the information may be presented in a table form in the format of Table 3 in this Annex*):

- description of the deliverable (e.g. type, title, quantity, etc.)



- evaluation of the quality and dissemination value of the deliverable
- the dissemination activities conducted (please state the date, mode, etc.) and the responses of the participants/recipients to such dissemination activities
- the value and feasibility for the deliverable to be widely disseminated by the QEF as well as suggested modes of dissemination.

A brief description of the elements/experiences contributing to the success of the project and feasibility of continuing the project should also be given.

5. Activity List

Particulars of activities conducted during the project period such as types of activities, brief descriptions of the activities, number of participants and feedback from participants should be reported (*the information may be presented in a table form in the format of Table 4 in this Annex or in short paragraphs*).

6. Difficulties Encountered and Solutions Adopted

The information here should explain why the actual project implementation (including the budget, schedule and process) differs from the original plan, if applicable.



1. Attainment of Objectives

Objective statement	Activities related to the objective	Extent of attainment of the objective	Evidence or indicators of having achieved the objective	Reasons for not being able to achieve the objective, if applicable
To establish a lively and language-rich environment to encourage learning, thinking and using English	<p>A new curriculum was created to foster an English-rich learning environment in and after class, at school and at home</p> <p>3 modules of language arts (songs and popular culture) and non-language arts (social issues) are created</p> <p>All contents are in authentic English and in real context</p> <p>Lessons are designed for specific focus on language (eg. listening, comprehension, language function) and thinking (eg. critical thinking)</p> <p>Classes are conducted with massive use of lively multimedia.</p>	We believe the goal is fully achieved	<ol style="list-style-type: none">1). Curriculum and its courseware2). Photos showing active learning in class3). Teachers instructed students to form groups for class activities such as creative lyrics rewriting and giving presentation. Students enjoyed it and were happy to share their works.4). It was observed that overall speaking, students are more proactive in their learning	



	Learning activities designed to reinforce language learning, provoke in-depth and multi-angles thinking and encourage expression			
To enhance their social awareness and generic skills to make connections across fields of knowledge	<p>Modules of Songs, Popular Culture and Social issues were not put together randomly or as separate components; instead, they are deliberately covered and connected in the curriculum to input students with a wide exposure of knowledge and issues.</p> <p>Materials were also carefully selected to inter-relate different modules. (eg. Drug issues are discussed in a lesson under module of Social Issues. A government advertisement anti-drug is included in a lesson under Popular Culture)</p> <p>In addition to the language knowledge (eg. old English used in a religious song, smiles and metaphors found</p>	We believe the goal is fully achieved	<p>1). Curriculum and its courseware</p> <p>2). Teacher sharing on class observation (Students are eager to share their thoughts even when they are different, express their thoughts assertively and become more caring to people around them / Students are more able to understand abstract concepts and explain the concepts, e.g. in a religious song, students understand that deer is the metaphor representing people and water for Jesus)</p> <p>3). Student writing and presentation showcases (Students formed groups to do their creative lyrics writing and gave presentation. It was seen</p>	

	<p>in a pop songs), we place an important focus on cultivating the students' awareness over issues relevant to their life (eg. Gap between rich and poor), society (eg. Controversy over Zheng Sheng College) and the world (eg. The Brother Sharp as a pop icon) in the curriculum design.</p> <p>Students were also given many opportunities to output their views. This process of reflection, discussion and presentation requires our students to pay attention to the surroundings and people around them, and trains them in better people, thinking and communication skills.</p>		<p>that students enhanced in their ability to use more vocabulary, present ideas in different perspectives, e.g. pros and cons, and make further elaboration over issues or topics)</p>	
<p>To develop a school-based curriculum to address learning diversity and promote teacher collaboration</p>	<p>A team, which was consisted of the head of English panel and teachers of P5 and P6, was formed to plan and oversee the project.</p>	<p>We believe the goal is fully achieved</p>	<p>1). Different learning exercises and activities can be found in the courseware 2). Various question types are included in the design</p>	



	<p>We greatly involved and collaborated in the design (e.g. topics, materials, learning focuses, communicative and language requirements) and implementation of the new curriculum (eg. target groups, classes and their schedules, sharing of good practice and skills in conducting the classes).</p> <p>The new curriculum has been adopted among P5 & P6 as a learning extension.</p> <p>Students of different learning ability were taken care of.</p> <p>All elite classes adopted and implemented the new curriculum after completing their main curriculum; all resources developed were shared with other classes and open to participation.</p>		<p>and can be found in the courseware</p> <p>4). A workshop was conducted at the beginning of the project and teachers feedback collected from the focus interview showed that teachers were very happy to contribute their ideas and that their efforts were reflected in the design of the curriculum.</p> <p>5). Holding of 3sessions of Teacher Sharing (Sharing among teachers include observation on students' performance, good practices of giving guidance and better questioning skills to probe students thinking. These all further enhanced collaborating culture)</p>	
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	<p>Exercises and questions are deliberately set from the easier to the more challenging, and from the factual to the more thinking-required.</p> <p>Students are also able to participate in various forms of learning activities from watching music videos, reading news, doing homework, leading discussions to making presentation, from individual to pair and in-group.</p>			
<p>To foster pupils' development for self- and life-long learning and teaching effectiveness through ICT</p>	<p>The new curriculum was taught in 8 lessons for each module for each form of P5 & P6, teachers used massive multimedia with rich audios and videos in classrooms.</p> <p>Associated exercises, readings and worksheets placed online were assigned to students so that they could review and practice the learning at their own</p>	<p>The goal is 90% achieved but we believe that the project has formed a good foundation of 'life-long' learning which is of long term benefits to our students</p>	<p>Photos (in CD Rom, showing teachers using multimedia/ projector in class)</p> <p>Attempt report showed that students did the self-learning practices for more times (quite a lot of students repeat their lessons up to 4-6 times at their own will and pace)</p>	



	time back at home. Technical design also allows students to repeat all play back of multimedia as many times they like and whenever they do not understand.		Teacher Interview (Teachers feedback that they are competent to use technology effectively conducting the classes) Student survey (students agreed that multimedia effectively help them in mastering the learning and understanding)	
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2. Project Impact on

The goals are achieved and we are delighted to conclude that the project has been generating positive impact on our students, teachers and overall development:

Growth of our students

- Broadening horizons from self to others, from classroom to the society
- Building positive attitudes and assertive self-confidence
- Developing multi-perspectives and in-depth thinking
- Increasing language ability to use, think and express in English

School culture

- Cultivating values of caring, collaborative and sharing
- Establishing a learning culture
- English is more widely used as a medium in teaching and learning

3. Cost-effectiveness

Budget Items <i>(Based on Schedule II of Agreement)</i>	Approved Budget (a)	Actual Expense (b)	Change [(b)-(a)]/(a) +/- %
Staff Cost	\$0	School's current manpower	-
Equipment	\$0	School's own server	-
Services	\$150,400	\$150,400	-
Work	\$37,000	\$37,000	-
General Expenses	\$12,600	\$12,600**	-

** For environmental protection purpose, we requested the service provider to prepare and transform all prints into downloadable e-version at the same budget.



4. Deliverables and Modes of Dissemination

Item description (e.g. type, title, quantity, etc.)	Evaluation of the quality and dissemination value of the item	Dissemination activities conducted (e.g. mode, date, etc.) and responses	Is it worthwhile and feasible for the item to be widely disseminated by the QEF? If yes, please suggest the mode(s) of dissemination.
<p>The curriculum, its courseware can be found via the link below:</p> <p>http://lmcp.wiseman.com.hk/</p> <p>Username: teacher.1 Password: lmcps</p> <p>Related photos and supporting materials can be found in the CD ROM submitted.</p> <p>Publish and distribution of the School's newsletter with coverage on the programme</p>		<p>Sharing and feedback from students regarding the programme are posted on the school's newsletter.</p> <p>1000 copies of newsletter are distributed to the school's parents, alliance schools, community and available for the general public are done in January 2011</p> <p>Photos showing students in classes of the programme and their textual interviews will also posted on our school's website.</p>	<p>It's more feasible for dissemination after a longer time when the model can be better established and the practice better picked up.</p>



5. Activity List

Types of activities <i>(e.g. seminar, performance, etc.)</i>	Brief description <i>(e.g. date, theme, venue, etc.)</i>	No. of participants				Feedback from participants
		schools	teachers	pupils	others <i>(Please specify)</i>	
Teachers' professional development	A teacher training and another co-planning workshop were held in May		8			Teachers were happy to contribute ideas in the curriculum design and see their efforts reflected. They also showed confidence of the ability to implement the curriculum and make use of the multimedia in teaching.
Curriculum Implementation	The courseware was used in a total of 64 lessons for P5 & P6 before January 2011 (For reference on the calculation: 1st phase: 3 modules x 8 lessons x 2 forms + 2nd phase: 1 module x 8 lessons x 2 forms)		8	280		Teachers found the courseware resourceful and organized, and they were able to utilize the courseware flexibly. Students were also positive to the courseware and agreed that it increased their knowledge in various contexts and enhance their overall language ability.



Class observation	A class observation was done in a class of P5 on 5 July 2010		2	P5C		Students were engaged in interactive learning and showed great interests in topics covered. It was also observed that there were increasing opportunities for class discussion and students to express their views. Students were more able to make sense of abstract issues with the help of multimedia and via exchange of ideas.
Focus interviews and Case studies	A focus interview were held with teachers on 5 July 2010 3 times of teacher sharing sessions were held to study the implementation progress throughout the period from May 2010 to Jan 2011		4			Teachers agreed that the curriculum covers diverse topics and authentic English, engage students interests and motivate learning, and enhance student participation and classroom interaction

Attached please also find a research report, which was conducted by the School of Education, The Chinese University of Hong Kong, to consolidate findings after the teacher professional development and class observation.

6. Difficulties Encountered and Solutions Adopted

Despite the fact that the curriculum and its courseware are open to all P5 and P6, the elite classes usually finish the main curriculum earlier. Thus, they tend to complete more classroom interactive lessons and attain higher completion rate of the self-learning assignments than do other students and are able to enjoy the benefits of blended approach of teaching and learning. On the other hand, the general classes are only able to participate in this programme after class accordingly, so more promotion is necessary to encourage them especially when the self-learning is not mandatory.

To encourage general classes participation, the school has decided to integrate the programme in the School's English Curriculum for all classes starting the 2nd term of year 2010/2011. This means that the programme and its home assignments are no longer optional and will be expected as a must for ALL P5-P6 classes in the post-exam schedule. Both internal notice and parent notice will be issued to ensure this arrangement to be in place.

This form/guidelines can be downloaded from the QEF webpage at <http://qef.org.hk>.