

**Final Report of Project**

Project No. : 2011/0080

**Part A**

Project Title: Reading to Learn – A Path Directs to Brilliant Writing

Name of Organization/School: SKH Fung Kei Millennium Primary School

Project Period: From 05/2012 (month/year) to 06/2013 (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

Name of Project Leader: \_\_\_\_\_ Name of Grantee\*: I \_\_\_\_\_  
(for and on behalf of SKH Fung Kei  
Millennium Primary School)

Signature: \_\_\_\_\_ Signature: \_\_\_\_\_

Date: \_\_\_\_\_ Date: \_\_\_\_\_

*\* Final Report of Project prior to the 8<sup>th</sup> 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 8<sup>th</sup> 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.*

## Final Report of Project

### “Reading to Learn – A Path Directs to Brilliant Writing” (2011/0080)

#### 1. Attainment of Objectives

##### 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
1. To improve students' reading skills by building up the 'vocabulary bank' and the 'sentence structure bank'	1. Students used e-Study aids to help organizing knowledge	Mostly achieved	Students can use apps (e.g. dictionary or Wikipedia) to find related knowledge and accumulate new vocabularies. Comparing students' attainment test and students' summative test, the results has shown improvements.	
2. To improve students' writing skills by writing different kinds of text-type and using cooperative learning through a free online writing platform	1. Students wrote in class after reading. They sometimes wrote in pair or group.	Mostly achieved	Students produced different kinds of text-type and most of them did well. Teachers questionnaires confirmed the results by teachers' observation	
3. To enhance efficiency and to arouse the students' interest in reading and writing lessons	1. Students read different kinds of interactive stories in class	Fully achieved	Student questionnaires reflect learning interest was aroused among them. Teacher questionnaires reflect the same finding.	
4. To address individual learning differences by adopting cooperative learning strategies as slow learners can learn from the	1. Students wrote in group and the brighter students are always ready to help their weaker fellow students and the weaker students	Fully achieved	Teachers observed in class and found students built up the team relationship between themselves.	

brighter students and the brighter students can build up their confidence by helping the slow learners	are willing to learn from their classmates.			
5. To facilitate brighter students to self-learn in our school's central library during recess and after school	<ol style="list-style-type: none"> <li>1. Students read e-stories in libraries during recess and after school and did self-learning materials.</li> <li>2. Brighter students write their own interactive stories and upload them to the iPads. All the students can read the story themselves.</li> </ol>	Fully achieved	The self-learning materials reflect students were willing to learn by themselves and they did the exercises good. The brighter students enjoy having their own interactive readers. Several e-story books written by the brighter students were deployed to the tablet computers.	
6. To help parents understand what their children do and learn in the lessons	<ol style="list-style-type: none"> <li>1. Parents read their children's writing by online and by print out</li> </ol>	Mostly achieved	Most Parents appreciated the policy.	
7. To help English teachers make better use of interactive reading materials and enable students to participate in the online writing environment	<ol style="list-style-type: none"> <li>1. Teachers used interactive learning materials in class.</li> <li>2. Students wrote with GoogleDoc</li> </ol>	Fully achieved	Teachers' Questionnaire reflects our teacher were ready to use interactive reading materials themselves. Students used GoogleDoc to write in class.	

## 2. Project Impact on

### Comparison the Results between Attainment Assessment and Summative Assessment

	Percentage of Students Shown Improvement
P.1	85.2%
P.2	84.5%
P.3	86.3%
P.4	83.7%
P.5	80.3%
P.6	73.4%

### Completion of Self-Learning Materials at School Library at Recess and After School

	Percentage of Students Completed Self-Learning Materials
P.1	29.6%
P.2	23.3%
P.3	29.4%
P.4	26.9%
P.5	22.9%
P.6	28.1%

### Students Questionnaire Result

	Percentage Agree with the Statement
I enjoyed the iPad reading and writing lessons.	100%
I like reading than before.	95.5%
I like writing than before.	93.6%
I used e-study aids to help me organized my learning.	77.3%
I am confident to read by myself than before.	94.7%
I am confident to write by myself than before.	88.2%
I am ready to have Chinese lessons with using iPads.	98.5%

### Teachers Questionnaire Result

	Percentage Agree with the Statement
I am ready to use tablet PCs to teach in class by myself.	91.7%
I enjoyed the iPad reading and writing lessons.	83.3%
My effectiveness of teaching are raised by using iPads in class.	91.7%
Students are interested in learning with using iPads.	100%
Students are more confident to read by themselves than before.	91.7%
Students are more confident to write by themselves than before.	83.3%
Students are ready to learn with tablet PCs.	75%

From the above results and the students' daily work, we found the project has given a positive impact to both our students and teachers. Students are now more confidence on reading and writing on their own. Their learning effectiveness are also raised. Most students has improved their reading and writing skills that were benefited from the project. They are more willing to learn by themselves. They also have a chance to explore themselves to use the latest technology so to prepare themselves to learn with the modern technology themselves. Students are willing and ready to use the technology to learn in other subjects and our school will starts preparing relevant learning and teaching materials in coming school years. At the very beginning, teachers are afraid of using new technology as they were afraid of 'something might go wrong'. However, after the hand-on practice in the training sessions and teaching in classrooms, they are now more confident to use the technology than before. They are ready to conduct the lessons with tablet PCs without any help. However, younger students may not start or use a specific software tablet PCs on their own. We will give a more comprehended training at the beginning of the school term next year for P1 and P2 students so to prepare them to use the tablet PCs confidently on their own. By sharing the outcome of the project by the means of leaflet and school web pages with our parents and fellow schools, both the images of the Quality Education Fund and our school were boosted.

### 3. Cost-effectiveness

#### Budget Checklist

<b>Budget Items</b> <i>(Based on Schedule II of Agreement)</i>	<b>Approved Budget</b> <b>(a)</b>	<b>Actual Expense</b> <b>(b)</b>	<b>Change</b> <b>[(b)-(a)]/(a)</b> <b>+/- %</b>
Staff Cost	\$47,500	\$47,250	-0.005%
Equipment	\$125,000	\$167,200	+33.76%
Services	\$96,500	\$46,500	-51.81%
Works	\$0	\$0	0%
General Expenses	\$6,000	\$5,750	-0.04%
Contingency	\$6,800	\$15,100	+122.06%

The equipment we brought are for using in the lessons. All of our students had 10 integrated lessons during last 10 months. Some of the equipment helps the preparation of the lesson as well as developing learning materials. The technician we employed helped our teachers to handle the technical problems when lessons were conducted. He also helped the maintenance of the equipment after lessons. He helped our teachers to build up confidence to use the tablet PCs in class. We found the unit cost is about 80 HKD/head which we consider that is extremely reasonable. The lesson we developed for the project will be used in coming years and become part of our curriculum. The experience we gained during the project can be used in the further development of similar curriculum for other subjects. If other schools deploy the same project, they can use the lesson plan we developed and can further modify them so to meet their school-based curriculum. The tablet PCs are much cheaper than before and therefore cost of hardware can be further reduced when some other school starts the project.

#### 4. Deliverables and Modes of Dissemination

**Dissemination Value of Project Deliverables**

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.
31 Sets of E-readers (72 Readers/Set)	It will be better if several more sets can be deployed as teachers need to prepare for their lesson while students need to use them in class. Sometimes, there might not have enough for both parties to use at the same time and therefore compromising is needed.	Installed by the vendor in 8/2012 and were ready to use by the mid-September	
60 Reading-Writing Integrated Lesson Plans	The reading and writing programme can be further modified for executing in coming school years.	12 Teachers prepared the lessons and aimed to raise the ability of reading and writing of students in 9/2012	
12 Sets Self-learning Materials for students to use at school library	Most of the students can follow the guided worksheets to self-learn	About 200 students used the self-learning materials to help them reading the e-books between 10/2012 to 6/2013	

1440 Pieces Students Writing	Some students need more practice to produce better writing.	660 Students wrote by themselves, in pairs or in groups during English lessons in 10/2012 to 6/2013	
6 E-readers for Slow Learners	The simplified story can help slow learners to learn easier	12 Teachers simplified some stories for slow learners by using iAuthor	
6 E-readers Written by Brighter Students	Self-esteem of the brighter students is boosted as their works are shown in front of the students in the school assembly.	30 Students created their own stories and illustrated by themselves. The technician helped the students to use iAuthor for making them into e-stories.	
Preparation and Distributing the Brochure of Project Promotion	The brochure can help the parents and the fellow schools know more about the project.	1000 brochures were distributed to our parents and fellow schools in 6/2013	
Sharing the Outcomes on our School's Website	The webpages can help the parents and the fellow schools know more about the project.	A webpage was hosted at our school website was put online in 6/2013	

## 5. Activity List

Activity List

Types of activities (e.g. seminar, performance, etc.)	Brief description (e.g. date, theme, venue, etc.)	No. of participants				Feedback from participants
		schools	teachers	students	others (Please specify)	
Student Attainment Assessment	3/9/2012 – 28/9/2012, Classrooms, 1 English Lesson/Class	1	12	660		
Teacher Training 1	4/9/2012, 1430-1700, English Room	1	12			
Parent Orientation Session	8/9/2012, 1430-1530, Hall	1	6		200 Parents	

Curriculum Development	10/9/2012 – 12/10/2012, 2 Curriculum Development Sessions in September with teachers who teach in the same level, Teacher Room	1	12			
Student Orientation Session	14/9/2012, Regular Student Weekly Meeting, Hall	1	50	660		
Teacher Training 2	26/9/2012, 1530-1800, English Room	1	12			
10 Reading and Writing Integrated Lessons	15/10/2012 – 28/6/2013, 10 English Double Lessons, Classrooms	1	12	660		
Self-learning in School Central Library	5/11/2012 – 28/6/2013, Recesses and After School, School Library	1		200		
E-reading Materials Developing and E-stories Written by Brighter Students	3/12/2012 – 31/5/2013, After School, Teacher Room	1	12	30		
Summative Assessment	17/6/2013- 28/6/2013, Classrooms, 1 English Lesson/Class	1	12	660		
Questionnaire for students	24/6/2013, Classrooms	1	12	660		
Questionnaire for teachers	24/6/2013, Teacher Room	1	12			



## 6. Difficulties Encountered and Solutions Adopted

We made some variations included changing in the schedule and budget item reallocation during the implementation period of the project.

Because of the delay in finalizing the list of apps for the Apps Management Service, we postponed the whole schedule, both teaching preparation and the administrative procedure, of the project for a month in August. As the tablets were not available in August, therefore, we postponed the employment of the technical staff for a month too. We considered the apps that installed in the tablets were the key element to the success of the project as the quality of the reading apps and the teaching apps directly affect the quality of learning and teaching in lessons. Therefore, we concluded the postponing was a must. We found we might not conclude the project as scheduled in May therefore we applied for postponing for a month. With the extra month, we could maintain the quality of learning and teaching because we did not need to rush. By the time now, most of the lessons have been conducted and we found the reading and teaching apps are very useful in order to achieve the goal of the project. Therefore, the observation of our teaching team justifying the making of the decision for postponing was a correct one.

After the tendering in May, we decided to sign the contract with the best offering vendor among the tenderers and found ourselves with a sufficient budget left as the Apps Management Service was only needed half of its budget plan and the teacher training sessions were free of charge. Therefore, we thought we could buy two extra computers with the remaining budget for preparing school-based interactive e-reading materials for further promoting reading and writing in school and for synchronizing the tablets. The school-based E-reading materials prepared by ourselves as supplementary of the readers from the Apps Management Services. By using the laptop, we can use softwares to prepare e-reading materials for free and for as many as we need. By using the school-based supplementary materials, we can much focusing on the needs of our students. We can also help the slow learners by using the school-based supplementary materials by preparing some easier reader for them and, therefore, can build up their confidence in self-reading. The laptop is mainly for the synchronizing of the tablets as well as preparing the E-reading materials while the desktop is for preparing the e-reading materials only. We need two computers because two teachers can prepare the materials at the same time and as a result the efficiency of preparation of teaching will be enhanced. During the last five months, we prepared 6 e-readers for the slow learners. The materials were found helpful with dedicate the learners' diversity in the classroom.

The technician has resigned from her post on 14 March 2013 and informed the school on 14 February 2013. We posted a recruitment with HKSAR Labour Department on 15 February 2013 and interviewed several candidates on 1 March 2013. After the interview session, we employed another technical staff in order to carry out the duty of the post and the contract started from 15 March 2013.

The budget for Wi-Fi Router, Desktop and Laptop are raised because a better configuration of the hardware was needed in order to achieve the goals of the project. The Wi-Fi Router responses for the tablets to connect simultaneously to the Internet or among the tablets with excellent connecting speed. The router also needed to be configured and integrated with the existing school network. Therefore we approved the vendor to provide the router with a more expensive one than the budget planed. The desktop and the laptop are for preparing e-reading materials for students and teachers. After the confirmation of the specifications of the tablets and the completion of the tendering procedure, we confirmed using Apple iPad as the devices for conducting lessons. The only device for preparing interactive learning materials are with computers installed MacOS as the operating system. Some may argue we can use existing PC with Windows as operating system in school to prepare the reading materials. However, when we compared the quality of the materials that can be prepared between MacOS and Windows, we found that software running under Windows we can only prepare PDF files which are not interactive and this may greatly affect the degree of interest of the materials. With the use of iAuthor which can only run under MacOS platform, we can prepare interactive e-reading materials. We consider the interactive materials can rouse the interest of children much easier than those PDF one. Therefore, we think it is worthy to raise the budget for a more expensive desktop and laptop.

With the implementation of the above amendments, we found the project was carried out efficiently and effectively. The students and the teachers are the most beneficial among the stake holders.

As our former school supervisor, Rev Tang Hing Lin, retired from the post on 31/8/2012, we now have Rev Chan Kok Keung as our school supervisor and he has started monitoring the implementation of the project from 1/9/2012.