Final Report of Project	**Project No. : 2009/0544**

Part A

Project Title: <u>A Collaborative Project on Teaching and Learning of English Across the Curriculum under the</u> <u>"Through-train" Mode</u>

Name of Organization/School: <u>St. Mark's School</u>

Project Period: From <u>September 2012</u> *(month/year)* to <u>August 2013</u> *(month/year)*

Part B

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
Objective 1 To develop understanding, co-operation and continuity between SMS and SMPS on designing senior primary and junior secondary curriculums, achievement standards, teaching strategies, and assessments	**Activity 1** F.1 cross-curriculum integration	Fully achieved	Teachers agreed that the integration could increase students' competency. The collaboration could supplement the English Language curriculum in giving students adequate exposure to different forms of cross-curriculum materials.	
	Activity 2 Professional development workshops	Fully achieved	100% teachers' attendance Teachers agreed that the workshops could train them in the use of a variety of strategies to prepare and develop the curriculum.	
	Activity 3 Tutorials	Fully achieved	Students could control their learning better. Teachers could track students' learning progress and use various simple strategies.	

Objective 2 To provide students with a coherent and comprehensive learning experience	Induction Programme	Fully achieved	Students had a better understanding of what they learnt in lessons. Tutor and teachers concerned agreed that they could engage students in learning.	

2. Project Impact on

a. Learning Effectiveness

The whole project is set to cater for the needs of St. Mark's Primary School students by bridging them competently into St. Mark's School F.1 curriculum. At the end of the project, we carried out an evaluation so that students' and teachers' opinions could be collected and they could be used for future curriculum development. From the evaluation result, we found that the project's effects on the students' learning effectiveness were encouraging with regard to the following aspects: increasing students' sense of achievement, fostering students' development in their potential and specific abilities, enhancing their professional development and inducing collaboration among teachers.

b. Teacher Professional Development

The project's effects on the teacher professional development had been evaluated after the implementation of the project which the teachers concerned had held regular meetings to prepare, review and refine the project. Teachers shared experience and exchanged opinions and ideas to improve the project.

The regular meetings paved the teachers a better way to improve their professional development. Teachers felt satisfied and developed a sense of achievement during the implementation. They remarked that the implementation of the project had enhanced their professional development and provided a good opportunity for teachers to work together, sharing experience and fostering collaborative learning in school.

c. School Development

The project laid some impacts on the school development. During the implementation of the project, we were glad that the parents were supportive and appreciated our project.

As the project was set in accordance with the interest of SMPS students and standard of our school, students had a lot of opportunities to participate in class. Their active participation had enhanced their confidence and language proficiency. From the evaluation result, 64% of the students said that the teachers were able to build their interest in the subject. 73% of the students stated that the teachers had stimulated their understanding. The learning atmosphere had been improving to a great extent.

3. Cost-effectiveness

(A) Budget and actual expenditures

Financial Burden Sharing	Approved budget (a)	Actual expense at the project end (b)	Change (b-a)/a
Equipment	40,000	40,000	0%
Reader	20,000	18,125	-9%
Teacher	461,000	456,855	-0.8%
Tutor	38,975	38,975	0%
Total Amount	558,100	553,955	-0.7%

(B) Number of Beneficiaries

Target	Number	Role
P.5-6 SMPS students in 2011-12 & 2010-11	80	Core target group involved in language exposure, academic enrichment and confidence building
F.1 SMS students in 2012-13 & 2011-12	316	Secondary target group involved in knowledge building and language bridging programmes

(C) Cost-effectiveness

Cost-effectiveness measurement	Evidence or indicators of having achieved the objective
Utilization of available resources (e.g. equipment of school)	• Computers are in use continuously after full implementation.
Utilization of available resources (e.g. readers and references)	• Materials developed in the project will be used for remedial programmes for future incoming F.1 students.
Unit cost for the direct beneficiaries	• The per-student equipment cost and material cost is as low as $147. i.e. ($58,125/396) = $147 • The per-student staff cost is as low as $1252. i.e. ($495,830/396) = $1252
Sustainability of the programme	• Students will acquire the subject knowledge and skills, language skills and generic skills which will equip them for the secondary schooling. • They will build up interest in academic and non-academic involvement and sense of belonging to SMS.

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.
Induction Programme	Teaching packs provide a wide range of learning and instructional materials which can be incorporated in the junior form curriculum.	The packs were showed and shared among English teachers.	No

5. 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)	
Teacher Professional Development Workshops	29.8.11, Software Training, MMLC		16			They found that they understood better the operation of the software which encouraged them to incorporate it in lessons.
	31.8.12, Speaking & Language Arts, Classroom		16			They found that the workshops provided them the opportunity to study different strategies and instructions that supported language proficiency.
Tutor Training	3.12, Capacity Building, Classroom		5			They found that they were provided the opportunity to implement interactive lessons and activities that promoted active learning.

6. Difficulties Encountered and Solutions Adopted

During the course of the implementation, we had faced some difficulties. Students' standard of English also laid a heavy pressure to the implementation of the project. Since the English standard of our school is higher than SMPS students', we had to refine the curriculum so as to cater for their standard and interests, enhancing their language proficiency.

Name of Project Leader: 1   Name of Grantee: <u>St. Mark's School</u>

     Signature: _____   Signature: _____

     Date: _____ 2 DEC 2013 _____   Date: _____ 2 DEC 2013 _____