Quality Education Fund
Application with Grant Sought Not Exceeding $150,000
Application Form --- Part II: Project Proposal (Revised)

Project Title	Project Number
English Fun Fun Fun	2014/0142

Basic Information

Name of School / Organisation / Individual
Lok Sin Tong Leung Kau Kui Primary School

Beneficiaries

    (a)   Sector: ☑ Primary
    (b)   Students: __405__ (in number) and __P1-P3__ (class level)
    (c)   Teachers: __12__ (in number)
    (d)   Parents: __100__ (in number)

Proposal

(I) Project Needs

    (a)   Please state the aims of the project in clear and concise terms.
       ✓ To cater for P1-P3 students' learning diversity, arouse their learning motivation and build up their confidence in using English through cartoons, songs, learning games and online lessons.
       ✓ To build up home-school cooperation in the implementation of e-learning

    (b) (i) What are the areas of the needs and priorities of the school?
       ☑ Enhance learning and teaching to facilitate students' knowledge on subjects / learning areas / generic skills development
       ☑ Promote students' social and emotional development
       ☑ Others (please specify): Address learners' diversity.

      (ii) Please give background information to justify the demonstrated needs as mentioned in (b)(i).
       ☑ School development plan: To improve learning and teaching effectiveness in our school, we focus on arousing students' learning motivation, making good use of different assessments for further promoting learning and catering for learning diversity. The purpose of the programme is to create more English learning environments to the students. Through different learning activities and resources to enhance students' English proficiency. E-Learning is one of the strategies in after-school learning we are concerned to achieve our goals in the coming 5 years.
       ☑ Others (please specify): In the past several years, we developed "School-based After-school Learning Programme" for students to arouse their learning motivation through various after-school activities. Now we aim to provide authentic English environments and exposures to the

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students through after-school activities.

(c) Please elaborate the innovative ideas or new practices to enhance, adapt, complement and/or supplement the existing practices of the school.

✓ Addressing the learners' diversity and cater the needs of our students. Our school located in Tin Shui Wai. The social-economic backgrounds of our students are fair, many of them haven't had enough English environments after school, and thus the learning diversity in our school is very serious. Apart from formal curriculum, we have to provide additional resources to help these students. This project use e-learning material, such as cartoons, authentic English, to provide authentic English environments and exposures to the students. The student can start with different levels according to their individual needs. It can build up their confidence by improving their English Language ability. It would greatly help students' social and emotional development.

✓ Aligned with the curriculum, our teachers will use the e-learning programme materials in our English lessons to ensure better learning outcome of the students. Besides, regular electronic assessments will also be established. Every student would have their individual learning portfolio. It would speed up the development of e-learning in our school.

✓ Letting all stakeholders engage in the programme implementation and enhance the home-school cooperation by holding the Parent-child learning workshop after school. Let the parents equip the knowledge in using the e-learning programme. It can ensure the completion rate and the outcome of the programme. It also can gain the support of parents in promoting e-learning in the future.

✓ Opening the computer facilities in lunch time and Consolidation and Reflection lessons for encouraging student self-learning.

✓ Seeding P1-P3 students start using e-learning programme. It can develop student self-learning habit and bridge other school-based e-learning curriculum.

(II) Project Feasibility

(a) Please describe the design of the project, including:

(i) Approach/Design/Activity

◆ **Addressing the learner's diversity**

Students need to take an assessment before the programme, they will start with a suitable level. Different learning elements (video, audio and text formats) will be provided for each lesson. It can cater for different learners' needs (eg. Visual learners and Audio learners) and arouse students' interest in learning English in a fun and interactive way.

The design of the pre-assessment activity:
Reading leveling will be carried out face to face from P.1 to P.6 by the end of the second term around June 2015.   will be used for the reading leveling. All the students will be assessed individually and their independent reading levels will be used for the indicator of their reading ability. Therefore, P.2 and P.3 students for the coming school year have been pre-assessed

before the commencement of the e-program. The result of the reading leveling could be an indicator for assigning our P.2 and P.3 students for their suitable stage of the e-resources. For the coming P.1 students, we prefer to start from the early stage of the e-resources as all of them are new to the primary school curriculum.

◆ **Each level provides 35 Interactive Lessons designed by theme-based learning and aligned with the existing Primary English Language Curriculum.** (The learning materials support for PCs, tablets, smart phones, and special interactive whiteboard version)

Listening and Speaking
To develop students' interest and confidence in using English through cartoons and songs.
Reading
To broaden imagination and helps student understand the world around us.
Vocabulary
To bridge word to life as students acquire new words and reinforce familiar ones through immersion
Written Language Structures
To deepen the language competencies students have developed through interactive tasks and reward them with hidden treasures
Learning Games
Related learning games and activities for reinforcement in each module

The e-resources are incorporated into the lesson design and help students develop their language skills effectively as follows:

We will base on our existing school-based curriculum and our teachers' teaching experience to identify the areas that we found our kids are not interested in (from our textbook) and weak in and then we will look for those items from the interactive courseware. Then we will review the courseware with those focused areas for integration. Teachers will use the video and interactive resources as the lead-in activities to arouse learning interests and motivation. This will help our teachers better engage students in classroom and teach with higher efficiency.

For example, based on our past experience, our P.3 students are weak in using the simple past tense to talk about past states when we teach
, so the language function could be reinforced through some videos and exercises in the e-learning program.

Since we need to review and co-plan with the panel team, we will be able to share the lesson plan during our implementation period.

◆ **English teachers' involvement**
A session to introduce the programme and explain follow-up actions of teachers will be arranged in the panel meeting in late-August. All English teachers will be provided an account to access the platform. They will use the materials for teaching in lesson. Teachers will learn to use the online platform as well as e-Learning pedagogy in the workshop.

A monthly report focusing on students' completion rate and marks will be provided

on single-class basic to let each English teacher do follow up. If student participants do not fulfill a satisfactory level of completion rate, teachers need to support and remind them by marking handbooks.

◆ **Parent-child learning workshop**

Students' motivation, as well as parents and teachers involvement will be emphasized as the important elements to engage students in the programme. Holding Parent-child learning workshop to let parents fully understand the programme, monitor the students' learning progress and teach them to develop student self-learning habit.

We will hold a Parent-child learning workshop. Estimate 100 parents will participate in the workshops. We focus on teaching parents to use the platform in order to support their children at home. We also teach young students to use the platform, accompanied by parents.

Open the computer facilities in Consolidation and Reflection lessons and lunch time for students self-learning.

(ii) Key Implementation Details

Project period: Jul/2015 to Jun/2016

Month / Year	Content / Activity / Event	Target Beneficiary/ Participants
Jul-Aug/2015	Preparation ✓ Project design ✓ Final choose and modify the content and design of the programme ✓ Reading leveling for the pre-assessment of P.2-3 students	Principal, 3 English Panel Heads, 12 English teachers,
Aug-Sep/2015	Preparation and Promotion ✓ Teachers training ✓ Promote to P1-P3 parents	Principal, 3 English Panel Heads, 12 English teachers, 100 parents
Sep-Oct/2015	Project launching ✓ Use the materials in classes. ✓ Hold a Parent-child learning workshops for P1-P3 students and parents ✓ Open the computer facilities in Consolidation and Reflection lessons and lunch time ✓ Monitor the Parent-child learning workshops' progress	Principal, 3 English Panel Heads, 12 English teachers, 100 parents and 405 students
Nov-Dec/2015	Continuing the learning progress ✓ A Monthly Top-3 Student List on a single-level basic will be posted on English board in the playground, in order to encourage outstanding performances and motivate other participants.	Principal, 3 English Panel Heads, 12 English teachers, 100 parents and 405 students

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Jan/2016	Mid-term evaluation ✓ Sharing some successful cases of good students' performance among teachers as well as experiences and tips on encouraging students at home effectively.	Principal, 3 English Panel Heads, 12 English teachers, 100 parents and 405 students
Feb-May/2016	Continuing the learning progress	Principal, 3 English Panel Heads, 12 English teachers, 100 parents and 405 students
Jun/2016	Students Recognition ✓ A prizing giving ceremony will be arranged to reward the outstanding students of certificates	Principal, 3 English Panel Heads, 12 English teachers, 100 parents and 405 students
	Project evaluation	Principal, English Panel and teachers

(b) Please explain the extent of teachers' and/or principal's involvement and their roles in the project.

(i) Number of teachers' involved and degree of input (time, types, etc.):
Principal will be the project in-charge of the scheme. 3 English Panel Heads will manage the whole project, 12 English teachers will play an active role in the project design, implementation and management. They will monitor the students learning progress. They will teach and monitor the students using the computer facilities in our school.

(ii) Roles of teachers in the project:

[√] Leader [√] Co-ordinator

[√] Developer [√] Service recipient

[√] Others (please specify) Facilitator and Mentor

(c) Please provide the budget of the project and justify the major items involved.
Grant Sought: HK$ ___120,750___

Budget item	Expenditure Detail		Justification
	Item	Amount ($)	
i) Services	i) Teachers training: 2 hours' Workshop and 2 hours' classroom observation	2,800	Let our teachers use the e-learning programme materials in our English lessons
	ii) Teacher's Guide Development: P1 to P3 Teacher's Guide ($12,000 x 3)	36,000	To develop a set of materials for teaching in English lessons
	iii) Online English learning programme: for P1 to P3 students ($160/per student/per year x 405students)	64,800	The programme is aligned with the Primary English Language Curriculum.

	iv) Learning Management System ($30/per student/per year x 405students)	12,150	To provide report analysis and individual learning track
ii) General expenses	Audit fee	5,000	
	Total Grant Sought ($):	120,750	(Round up to the nearest hundred)

(d) Asset Usage Plan: Not applicable.

(III) Expected Project Outcomes

(i) Please describe how to evaluate the effectiveness of the project;

√ Observation: Observe parents and students enthusiasm and initiative learning process.

√ Focused group interviews: Collect the participants including the teachers', parents' and students' views on the implementation and effectiveness of the programme.

√ Pre- and post-activity surveys: Distribute questionnaires to parents and students before and after the learning activities to collect their opinions in the students' interest, attitudes, participation and performance.

and (ii) Please state the project deliverables or outcomes.

√ Learning and teaching materials
√ Resource package
√ Others (please specify) E-learning experience

(IV) Report Submission Schedule

My school commit(s) to submit proper reports in strict accordance with the following schedule:

Project Management		Financial Management	
Type of Report and covering period	Report due day	Type of Report and covering period	Report due day
Final Report 1/7/2015 - 30/6/2016	30/9/2016	Final Financial Report 1/7/2015 - 30/6/2016	30/9/2016