

Final Report of Project

Project No. : 2013 /0372

Part A

Project Title: Let's learn English anytime, anywhere!

Name of Organization/School: Carmel Leung Sing Tak School

Project Period: From 9/2014 (month/year) to 8/2015 (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*: _____

Signature: _____ Signature: _____

Date: 24th Nov, 2015 Date: 24th Nov, 2015

* Final Report of Project 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 students'/teachers' horizons
- increasing students'/teachers' sense of achievement
- fostering students' development in their potential and specific abilities
- training students 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

Table 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 enhance students' English and self-directed learning skills by providing students with a seamless learning environment.	Develop a systematic school-based language enrichment programme which will work on all platforms , ,, and integrates with the school's P.1-3 curriculum.	Achieved	74% P.1-3 students used the P.1-3 E-platform in 2014-2015.	N.A.
To enhance students' English Language learning.	Teachers used the E-platform in their English lessons. Teachers assigned E-homework (do the tasks on the E-platform) to students and asked them to do revision before examinations using the E-platform.	Achieved	86% P.1-3 students agreed that the P.1-3 E-platform enhanced their English Language learning especially on vocabulary learning. 100% P.1-3 English teachers agreed that the P.1-3 E-learning platform helped their students to enhance their English Language learning especially on vocabulary learning.	N.A.

2. Project Impact on

a. For our school:

One of our school plans for 2015/16 is e-learning. This QEF project can give an insight to the I.T. team (i.e., the incorporation of e-learning into the school-based curriculum) and the panel heads of other subjects.

b. For our English teachers:

The P.1-3 E-platform helped improve their teaching effectiveness as they could ask their students to do the online drills at home to clarify any misconceptions with the teaching content. Also, our teachers agreed that the P.1-3 E-platform helped their students learn English better especially in the area of learning vocabulary.

c. For our students:

The P.1-3 E-platform gave support to our students to learn/ consolidate their English Language learning at home/ outside the school. Also, the platform helped cater for learner diversity (i.e., students could do the online tasks repeatedly at anytime and anywhere according to their needs and learning pace.)

3. Cost-effectiveness

- a. The project is sustained in 2015/16. Our NET teacher has used the E-platform in his lessons. He selects some of the online tasks and uses them as revision parts in his speaking lessons. This can prepare our students to do his speaking tasks. Also, our P.1-3 students have used the E-platform to consolidate their learning or do revision before tests/ examinations.
- b. The total cost of the project was slightly under the budget.

Table 2: Budget Checklist

Budget Items <i>(Based on Schedule II of Agreement)</i>	Approved Budget (a)	Actual Expense (b)	Change [(b)-(a)]/(a) +/- %
Service:	HK\$144,300	HK\$140,000	-3%
General Expenses:	HK\$5,000	HK\$4,500	-10%

4. Deliverables and Modes of Dissemination

Table 3: 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.
Wholistic Seamless English E-Learning Platform for KS1	<p>86% P.1-3 students agreed that the P.1-3 E-platform enhanced their English Language learning especially on vocabulary learning.</p> <p>100% P.1-3 English teachers agreed that the P.1-3 E-learning platform helped their students to enhance their English Language learning especially on vocabulary learning.</p> <p>Therefore, the P.1-3 E-platform is worth to be shared among Hong Kong primary schools.</p>	<p>19/3/2015</p> <p>Introduction of the CLST P.1-3 E-platform in the PSMCD Learning Circle Meeting - positive feedback from the PSMCDs from different schools: the platform is useful to help students learn and consolidate their English Language learning.</p>	<p>Yes, our teachers will be happy to share our experience with other teachers on how we designed and developed this P.1-3 E-platform.</p>

5. Activity List

Table 4: 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: parents	
Students' Workshop	22/9/2014 Introduction of the P.2 E-platform Carmel Leung Sing Tak School			124		100% P.2 students agreed that the workshop helped them operate the P.2 E-platform.
	23/9/2014 Introduction of the P.3 E-platform Carmel Leung Sing Tak School			108		100% P.3 students agreed that the workshop helped them operate the P.3 E-platform.
	7/10/2014 Introduction of the P.1 E-platform Carmel Leung Sing Tak School			94		100% P.1 students agreed that the workshop helped them operate the P.1 E-platform.
Teachers' Workshop	6/12/2014 Introduction of the P.1-3 E-platform Carmel Leung Sing Tak School		9 (P.1-3 English teachers)			100% teachers agreed that the workshop was useful and helped them know how to use the platform to help their students.

Parents' Talk	22/10/2014 Introduction of the P.1 E-platform Carmel Leung Sing Tak School				about 40	Positive feedback from parents: it is much easier for the students to learn English by providing them an English environment throughout the platform, and accessibility on different platforms helps students to learn seamlessly and increase their interest of learning English.
	21/11/2014 Introduction of the P.2 E-platform Carmel Leung Sing Tak School				about 50	
	9/3/2015 Introduction of the P.3 E-platform Carmel Leung Sing Tak School				about 55	
PSMCD Learning Circle Meeting	19/3/2015 Introduction of the CLST P.1-3 E-platform Bishop Walsh Primary School		10 (PSMCDs from different schools)			Positive feedback from the PSMCDs: the platform is useful to help students learn and consolidate their English Language learning.
School-based E-learning Sharing	15/7/2015 Introduction of the P.1-3 E-platform Carmel Leung Sing Tak School		48			Positive feedback from the teachers: the platform is useful to help students learn and consolidate their English Language learning.

6. Difficulties Encountered and Solutions Adopted

It was quite difficult and time-consuming to chase the service provider to complete and upload the e-content/ task onto our P.1-3 E-platform.