優 質 教 育 基 金
Quality Education Fund

| Final Report of Project | Project No. : | 2014/0336 |

Part A

Project Title: Effective use of e-resources to enhance students reading ability

Name of Organization/School: Buddhist Chi King Primary School

Project Period: From September 2015 *(month/year)* to August 2016 *(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: Date:

* 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.

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

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.)

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

- 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.

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 implement reading systemically into the core-curriculum	1. Four readers with interactive readers provided are chosen per level (P.4-P.6) 2. All these readers are aligned with the school P.4-P.6 curriculum.	Fully achieved	Since the books chosen aligned with English curriculum (see appendix 1), a clear picture is provided for both teachers and students to follow. Students are more confidents in reading the new stories and understand the language functions as well as enrich vocabulary.	
To enhance students' reading strategies: 1. Prediction 2. Questioning skills 3. Reference Skills 4. Skimming	1.co-plan 2. Worksheet designs	Fully achieved	According to the co-plan record, teachers have to 1. Draw students' attention to the book title, author's name and illustrations on the book cover .e.g. the spine, the blurb, the content page, etc to further develop their understanding about books. 2. Guide learners to predict the content of the stories and do not stop explain vocabulary or ask comprehension questions in the first reading but points to the illustrations on the page to help learners understand the flow of the story better 3. Use different levels of questions to cater learning differences, closed or opened questions. 4. Design various types of questions to arouse students' interest and creativity rather than just multiple choice or Q & A questions. The questions designed including form-filling, design some new things for the stories, open-ended questions. 5. Compared with pre-test and post test result, more than 85% of students can get the obvious improvement on their reading ability.	

To enhance sense of enjoyment while reading with the new interactive readers.	On-line reading platform: Fun and Friends	Fully achieved	Other than 4 compulsory readers will be taught in each level, through P.4-P.6, around 8 supplementary e-readers will be provided for each level. Students are encouraged and assigned to read all readers from time to time. Students are benefit from the online reading platform in the following ways: 1. The platform is designed for students to learn by active participation. They can read in different modes such as "Read to learn", "Listen to learn", "Speak to learn" and "Fun to learn" according to their different ability. After that, they can record their reading with the tools of the platform. Students can enrich their vocabulary. 2. Aligned with the school-based curriculum, students read books that are fun and at an appropriate level. Teachers can monitor progress by receiving weekly reading report.	
To facilitate digital learning widely in reading	Use different apps to motivate students to read and enhance their different generic skills such as creativity and collaboration	Fully achieved	A number of apps are used in the reading lessons: 1. - This is game-based approach to blended learning. There is no limit to the number of questions in a quiz. Each question can have an associated picture or video, and 2 - 4 multiple choice answers. There must be at least one correct answer (but more can be chosen), and the time-limit for each question can be individually set from 5 seconds to 2 minutes. Teachers set the questions about the story and let students to answer hem after reading, 100% students enjoy the apps. 2. This apps can be used for creating the animated story by choosing different characters provided by the apps. Students can rewrite the story and record the voice by using the apps. 100% students are interested in creating the story and find great satisfaction in the process. (see visit / interview report by QEF)	

Table 2: Budget Checklist

Budget Items (Based on Schedule II of Agreement)	Approved Budget (a)	Actual Expense (b)	Change [(b)-(a)]/(a) +/- %
Services	$115,200	$115,000	-0.17%
General Expenses	$5,000	$ 4800	-4%

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.
Lesson plan and worksheets	Different types of question design	Used in the lessons	Yes. Upload on-line and let teachers from other schools download

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 (Please specify)	
Parents Workshops	18 September 2015 School		✓	✓	Parents	Parents can understand the project details and how to make use of the on-line platform to help their children.
Teachers Workshop	27 October 2015 School		✓			Teachers can get more understanding about how to use the on-line platform in and after the lessons
Reader Theater	23 April 2016 School		✓	✓		Students from P.4-P.6 form in group and rewrite some parts of the story and act the story out in the reader theater.