

Final Report of Project

Project No. 2015/0288

Part A

Project Title: Reading on the Go!

Name of Organization/School: Sacred Heart Canossian School Private Section

Project Period: From 09/ 2016 (month/year) to 08/ 2017 (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:

Signature: _____

Date: 29 November 2017

Name of Grantee*:

Signature: _____

Date: 29 November 2017

** 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*):

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 nurture reading habit and promote diversified reading of our students so “reading to learn” can be nurtured in our KSI.	<ul style="list-style-type: none"> We have selected some of the reading across curricular contents and e-readers for classroom facilitation to replace traditional reading period. Integration of new texts (RaC) to our school-based English curriculum. Design and implement RaC extended reading activities for each text so students can extend their reading to learning something related to their 	Fully achieved	Successfully implementation of the new school-base curriculum with RaC content and reading texts. Our students showed active participation, greater understanding and higher interests on the selected topics we chose.	Not applicable



	everyday life and the community.			
To engage students' reading interest across the curriculum and hence help them make connection with their prior knowledge and everyday life from the RaC reading text.	<ul style="list-style-type: none"> Teachers successfully review, select, map and integrate the e-books into our school-based English curriculum. Teachers introduce RaC reading text at classroom and tailor related activities at different apps (_____ app to read and record, _____ to learn and consolidate vocabularies, _____ for classroom collaboration activities and _____ to facilitate group activities in different levels. We also provide worksheet and game sheet for some lessons so that variety of activities is chosen according to the possible best learning result. Those newly activities and multi-media enriched contents have successfully help 	100% attained	<ul style="list-style-type: none"> Teachers use _____ app, _____ and _____ at _____ classroom for selected RaC readers. Students how high participation and better understanding (especially the videos chosen from the _____ apps provide visual aid to explain the RaC content and concept) Our enhanced curriculum with the new RaC contents in reading can be toughly completely within the expected periods. 	Not applicable

	us to enhance the interaction and attractiveness of the teaching and learning.			
To integrate e-books in classroom facilitation in order to maximize the learning effectiveness through interactivity among students, teachers and multimedia materials and extend it to self-learning at home.	<ul style="list-style-type: none"> Teachers successfully review, select, map and integrate the e-books into our school-based English curriculum. The new school-based curriculum has contained the e-readers and related lesson plans for future use. Teachers carefully picked and designed activities that are suitable for our students to do at classroom and at home. 	100% attained	<ul style="list-style-type: none"> Newly enhanced school-based curriculum with e-readers covering more text-types (informational text types) is available. Co-planning meetings to integrate the new e-readers and related classroom and self-directed learning resources. 	Not applicable
To strengthen teachers' confidence and capability in taking advantage of new media as their teaching tools and hence pilot run a more learner-centric pedagogy at school.	<ul style="list-style-type: none"> Teacher Training workshops Co-planning meetings Adopt mobile learning and apps at classroom for the e-readers on RaC contents Panel team reflection meeting and conduct enhancement for the lesson flow 	100% attained	<ul style="list-style-type: none"> Proposed e-readers series are selected and integrated into our school-based English curriculum successfully English teachers use those new resources and lesson resources at classroom to teach with 	Not applicable

	and design		mobile apps last school year and this school year.	
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2. Project Impact

The project's effects on the learning effectiveness / professional development / school development should be evaluated, in evidence-based approach, with regard to:

	Impact / Effects
Students	<p>Before the project:</p> <ul style="list-style-type: none"> Lack of exposure, interest and skills to read non-fictions and RaC contents <p>Now:</p> <ul style="list-style-type: none"> Demonstrated higher interest and strong skills in reading RaC contents Student's work / learning output showed that they can acquire RaC contents and can build connection of their topics to their life. Broaden students' reading horizon from fiction to non-fiction and from purely print to e-readers.
Teachers	<p>Before the project:</p> <ul style="list-style-type: none"> Lack of experience in choosing and teaching RaC contents Lack of experience in adopting mobile / e-learning resources at classroom <p>Now:</p> <ul style="list-style-type: none"> Can design and integrate RaC contents for the school-based curriculum and teach them at the classroom Capable to use mobile apps and e-learning resources at classroom to facilitate and arouse learners' interest.
School development	<p>Before the project:</p> <ul style="list-style-type: none"> Lack of clear direction for e-learning for English language learning Students' reading habit and ability are overwhelming fall on fiction readings and printed texts. <p>Now:</p> <ul style="list-style-type: none"> Nurture a more balance reading habit and ability between different texts Acquire a positive and rewarding experience in using e-learning resources and use of mobile and collaborative learning at classroom. Increase the interaction between teachers and students at classroom and peer-to-peer interactive in learning. English department's team spirit and professional capacity are greatly enhanced.

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.

Budget Checklist

Budget Items (Based on Schedule II of Agreement)	Approved Budget (a)	Actual Expense (b)	Change [(b)-(a)]/(a) +/- %
Equipment's	\$30,000	\$34,999	16.7%
Services	\$95,200	\$92,000	-3.36%
General Expenses (Audit)	\$5,000	\$5000	0

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.
Teacher Training Resources Set	Good for our own use	The sample lesson on one of the e-readers can be shared.	Yes, may be through seminar sharing.
36 sets school-based teaching and learning resources Learning and teaching materials (36	36 sets are clearly developed, adapted and integrated to our school-based curriculum. It is ready for future use. We are using them for this new school year now and further enhancement will be made by our teachers during the 2 nd year implementation.	Due to the busy teaching schedule this school year, we plan to share the experience and some sample resources at our school website later in December 2017.	Some of them can be shared through the seminar under QEF.

School-based English curriculum with integration of RaC content and use of mobile apps	Some of the sample units may be useful for the other schools	Will be scripted and shared at our website and a e-newsletter by end of December 2017.	Yes. We can share the experience and share the sample lesson resources we developed through QEF seminar to the other local schools with similar conditions
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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*).

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)	
Co-planning meeting	Meetings of each level were held bi-weekly to review the the feasibility of the programme.		11			Teachers find it useful



Teacher training	12 January, 2017 in school Teachers learnt how to use e-learning in classrooms and get familiar to the learner-centric pedagogy. They had hand-on experience of reading the e-books and recording voices with the tablets in the teacher training.		11			100% teachers attended and went through the hands-on lessons.
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Student orientation	Students had e-reading lessons in class in accordance to the curriculum. KS1 students used the tablets to read and retell the e-books in reading lessons. KS2 students read the e-books in school and at home. They were required to finish tasks relating to the topic and discussion as well as writing tasks were given to students as a consolidation.			387		
Reading Award Programme	Gifts were given to students who worked well in the programme.			More than 100		From observation, students showed excitement on it.

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.

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

The core part of this project is successfully implemented and delivered. The desired curriculum is developed and integrated into our English curriculum. Related resources are all in place for reuse and teachers are confident to make use of e-learning resources for classroom teaching and learning.

However, we have delayed in conducting survey and dissemination. We spent more time in getting our network ready and also choosing the RaCs topics to be mapped to our curriculum. This resulted in the delay in our launching to early 2017, we just completed the rest of the teaching and learning activities. Therefore, we will work on the survey part in December and then prepare our sharing part later.