

Quality Education Fund
The Dedicated Funding Programme for Publicly-funded Schools
Part B: Project Proposal

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| Project Title: Refining the school-based guided reading programme 優化校本導讀圖書計劃 | Project Number: 2018/1532 (Revised Proposal) |
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Name of School: HHCKLA Buddhist Wisdom Primary School

Direct Beneficiaries

(a) Sector: ☐ Kindergarten ☒ Primary ☐ Secondary ☐ Special School (Please put a tick in the appropriate box(es).)

(b) Beneficiaries: (1) Students: 301 P.5 and P.6 ; around 60 P.1 and P.2 ; (2) Teachers: 20 (Entire English Panel) ;

(3) Parents: Not applicable ; 4) Others: (please specify)

Project Period: 06/2020 to 07/2022

This template only serves as a reference. Items that are NOT applicable can be deleted as appropriate. A Guide to Applicants about the Dedicated Funding Programme for Publicly-funded Schools is available on the QEF website.

1. Project Needs

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| 1.1 | Project Aim(s) | To enhance students' reading ability by refining the existing school-based guided reading programme and develop a home reading scheme in Primary 5 and 6 and to cater for learner diversity. |
| 1.2 | Innovative element(s) | With regard to the major updates of ELE KLACG, graded reading activities will be designed to make connection between learning in the classroom and in real life. This will be achieved through promoting Reading across the Curriculum with the use of topics relating to General Studies and current affairs. Multimodal texts will be used in reading and extended learning activities. |
| 1.3 | Alignment with school-based / students' needs | Students have little English exposure in their daily lives. Given this limited exposure, students experience difficulties with comprehending texts on various topics. They do not display much confidence or initiative while learning. This also aligns with the school year plan and areas of major concern to enhance students' confidence and initiative in learning. |

2. Project Feasibility

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| 2.1 | Key concept (s) / rationale(s) of the project | <p>The proposed P.5-P.6 reading programme will be designed to aid students of all reading abilities, further developing the advanced reading skills required for KS2. Students' diverse needs will be accommodated in order to help them gain in-depth text understanding and enjoy reading independently.</p> <p>Students will have a guided reading lesson once per week. Each class will be divided into 2 groups (i.e. Elementary readers and intermediate readers) according to students' reading ability based on the PM Benchmark reading assessment. The subject teacher and a supply teacher will facilitate the two groups to read books and multimodal texts at students' instruction level. Teachers will swap groups after the first school term in order to understand the reading abilities of all the students. Basic reading skills will be the focus for students in the elementary group. Considering the outcome of the PEEGS</p> |
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| | | <p>conducted in P.3 and P.4 in 2018-2020, students were weak in identifying main ideas and scanning for specific information. Therefore, these reading skills will be focused on the elementary group at the beginning of the school year. The same reading skills will be spiral and taught again in other readers. Beyond this, students will read materials covering a wider range of topics with greater complexity. Different text types and styles will be used for intermediate students. Moreover, more advanced reading skills, e.g. inferencing skills, will be taught to enhance the progressive development of reading skills from KS2 to KS3.</p> <p>Both fiction and non-fiction texts will be used in guided reading lessons. Suitable reading materials will be chosen according to students' cognitive levels and life experiences to cater for their reading needs, so as to enhance their reading confidence, interests and abilities. A variety of reading materials including multimodal texts will be introduced in the lesson, e.g. picture books, novels, newspapers, magazines, pamphlets, e-books, websites and videos to ensure a balance of literacy and information-based reading for extending students' reading horizons. With these different types of media, students will have opportunities to be exposed to a variety of unique information sources. Students need to learn through hands-on experience to apply technology in learning with the use of web-based reading materials. Moreover, the chosen reading materials are also designed to make connection between classroom subjects such as English and General Studies and real-life situations including the awareness of current affairs. Since the reading materials are related to the topics learnt in General Studies, students can gain confidence and initiative in learning.</p> <p>Various extended activities will be done to promote reading. To promote good reading habits and attitudes, a home reading scheme will be implemented as part of this reading programme. This can help enhance a language-rich environment and promote reading culture at school.</p> |
| 2.2 | Applicant's readiness or ability/ experience/ conditions/ facilities for project implementation | <p>English teachers have experience teaching guided reading lessons in all levels. P.5 and P.6 students had guided reading lessons bi-weekly in the previous school years. Teachers have experience teaching fictions with P.5 and P.6 students in guided reading lessons. Some of the teachers have experience teaching guided reading lesson with the use of IT elements after joining the PEEGS, i.e. to develop guided reading lessons for P.3, in the school year 2018-2019. Some of the teachers also conducted levelling assessment with students.</p> <p>By refining the current reading programme, the frequency of the lessons will be increased. Hence, students will be exposed to more text types at their levels to better cater for learner diversity.</p> |
| 2.3 | Principal's and teachers' involvement and their roles | <p><u>Role of the Principal</u></p> <ol style="list-style-type: none"> 1. To evaluate the project's effectiveness through reviewing the teachers' assessment of the students' performance in reading. 2. To conduct lesson observations to monitor the effectiveness of the project. <p><u>Role of the teacher-in-charge</u></p> <ol style="list-style-type: none"> 1. To formulate a detailed arrangement of the guided reading activities with group members. |

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| | | <ol style="list-style-type: none"> To report to the Principal on the progress of the guided reading lessons regularly. To coordinate with group members to select suitable reading materials and prepare lesson plans and teaching activities through co-planning meetings. To review the effectiveness of the guided reading lessons. To facilitate the promotion of reading through lunch break and after school activities. <p><u>Role of the supply teacher</u></p> <ol style="list-style-type: none"> To participate in co-planning meetings with local teachers. To prepare lesson plans and teaching activities with local teachers. To conduct PM Benchmark levelling assessment with students. To conduct workshops and sharing for teachers on how to conduct guided reading lessons. To participate in lesson observations and co-teaching activities. To promote reading through morning assembly, lunch break and after school activities. <p><u>Role of teachers</u></p> <ol style="list-style-type: none"> To participate in co-planning meetings to review the teaching progress of the guided reading lessons. To implement the lessons according to the schedule and observe students' performance. To review the effectiveness of the guided reading lessons and complete any follow-up work. To conduct levelling assessment with students. To participate in lesson observations and co-teaching activities. <p><u>Role of EDB NET</u></p> <ol style="list-style-type: none"> To disseminate good practice in language learning and teaching through strengthening the professional development of local teachers and the supply teacher by demonstrating guided reading lessons. |
| 2.4 | Parents' involvement / participation (if applicable) | Not applicable |
| 2.5 | Roles of collaborator(s) (if applicable) | Not applicable |

2.6 Implementation timeline

| Implementation period (MM/YYYY) | Project activities |
|------------------------------------|--|
| 5-8/2020 | Preparation: recruiting the supply teacher, drafting work plan, coordinating with General Studies subject about topics chosen and the teaching schedule, procuring reading materials and home reading readers for P.5 |
| 9/2020-6/2021 | Conducting guided reading lessons in P.5 weekly. Teachers have co-planning meetings, conduct lesson observations and post-lesson debriefing to ensure the guided reading lessons can suit the learning needs of students. The supply teacher conducts workshops and sharing for teachers on how to conduct guided reading lessons and promote reading through school activities. |
| 5-8/2021 | Preparation: drafting work plan, coordinating with General Studies subject about topics chosen and the teaching schedule, procuring reading materials |

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| | and home reading readers for P.6 |
| 9/2021-6/2022 | Conducting guided reading lessons in P.5 and P.6 weekly. Teachers have co-planning meetings, conduct lesson observation and post-lesson debriefing to ensure the guided reading lessons can suit the learning needs of students. The supply teacher conducts workshops and sharing for teachers on how to conduct guided reading lessons and promote reading through school activities. |

2.7 Details of project activities *(Item (a)-(f) not applicable to this application can be deleted.)*

a. Student activity, if applicable

| Activity name | Content <i>(Including the topics, implementation strategies/modes, target beneficiaries, selection criteria, etc.)</i> | Number of sessions and duration | Teachers' involvement and/or hired personnel <i>(Including the roles, qualifications and experiences required of the speaker(s)/ instructor(s), etc.)</i> | Expected learning outcomes |
|---------------------------|--|--|--|--|
| 1. Guided reading lessons | <p>There are about 9 reading cycles, with each lasting for 3 weeks in a school year.</p> <p>In each cycle, students will have guided reading lessons for the first two weeks. Then, speaking or writing activities related to the topic will be taught in the third lesson. Both fictions and non-fictions including topics related to General Studies will be used in the lessons. Multimodal texts will be used in reading and extended learning activities.</p> | 28 sessions for each class and 5 classes for each level (40 minutes per session) | P.5 and P.6 English teachers, the supply teacher, P.5 and P.6 General studies teachers and the teacher-in-charge of the project | <p>-Elementary readers can master basic reading skills for KS2, e.g. scanning for specific information. The same reading skills will be spiral and taught again in other readers.</p> <p>-Intermediate readers can master more advanced reading skills in KS2, e.g. re-read to establish and confirm meaning, and enhance the progressive development of reading skills from KS2 to KS3 , e.g. inferencing skills.</p> |

Proposed teaching schedule and topics

| Lesson | Topic | Activities | P.5 English | P.5 General Studies | Targeted reading skills (Elementary) | Targeted reading skills (Advanced) |
|--------|---------------------------|--|-------------|---------------------|--|---|
| 1 | Orientation | | | | | |
| 2 | Good manners | Guided reading | Yes | | Scanning for specific information | Understanding Parts of Speech and using dictionary skills |
| 3 | | | | | | |
| 4 | | Speaking/Writing activities related to the topic | | | | |
| 5 | Travelling | Guided reading | Yes | Yes | Identifying main ideas | Identifying main ideas |
| 6 | | | | | | |
| 7 | | Speaking/Writing activities related to the topic | | | | |
| 8 | Heroes | Guided reading | Yes | | Skimming for gist | Skimming for gist |
| 9 | | | | | | |
| 10 | | Speaking/Writing activities related to the topic | | | | |
| 11 | Health eating/ lifestyles | Guided reading | | Yes | Understanding Parts of Speech and using Dictionary skills | Understanding connection between ideas by identifying a range of cohesive devices |
| 12 | | | | | | |
| 13 | | Speaking/Writing activities related to the topic | | | | |
| 14 | Picnic/camping | Guided reading | Yes | | Understanding connection between ideas and identifying a range of cohesive devices | Predicting the likely development of the text |
| 15 | | | | | | |
| 16 | | Speaking/Writing activities related to the topic | | | | |
| 17 | Accidents | Guided reading | Yes | | Identifying main ideas | Sequencing events |
| 18 | | | | | | |
| 19 | | Speaking/Writing activities related to the topic | | | | |
| 20 | Electricity | Guided reading | | Yes | Skimming for gist | Scanning for specific information |
| 21 | | | | | | |
| 22 | | Speaking/Writing activities related to the topic | | | | |
| 23 | Sickness | Guided reading | Yes | | Predicting the likely development of the text | Re-read to establish and confirm meaning |
| 24 | | | | | | |
| 25 | | Speaking/Writing activities related to the topic | | | | |
| 26 | Space | Guided reading | | Yes | Scanning for specific information | Making inferences |
| 27 | | | | | | |
| 28 | | Speaking/Writing activities related to the topic | | | | |

| Activity name | Content (Including the topics, implementation strategies/modes, target beneficiaries, selection criteria, etc.) | Number of sessions and duration | Teachers' involvement and/or hired personnel (Including the roles, qualifications and experiences required of the speaker(s)/ instructor(s), etc.) | Expected learning outcomes |
|------------------------|--|---------------------------------|---|---|
| 2. Home reading scheme | (Refer to the details of the home reading scheme) | 28 times | -P.5 and P.6 English teachers, the supply teacher, teacher-in-charge of the project and all schoolmates | Students can read independently. Students in different levels enjoy reading through the promotion of reading culture. |

Details of the home reading scheme

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| Objective: | To promote good reading habits and attitudes and promote reading culture at school. |
| Implementation: | <p>To promote good reading habits and attitudes, students will borrow a book or read an e-book once a week. In order to cater for learner diversity, students will be assigned a book at their independent level to read at home once a week. Various text types of printed books and e-books will be used as home readers. Both fictions and non-fictions will be chosen for students to broaden their horizons.</p> <p>A Home Reading Record Booklet will be given to each student, for them to review and comment on the books read.</p> <p>To promote reading culture at school, students will share the books they have read with P.1 and P.2 students through our school-based reading mentorship programme and morning assembly. This can help enhance a language-rich environment. By doing so, all the students at school can be benefitted from this scheme. The supply teacher needs to guide students to choose a book and do the sharing on the above-mentioned occasions.</p> <p>To facilitate the book circulation, two representatives will be chosen in each class to help their classmates to borrow books every week.</p> |
| Follow up: | Students need to complete the home reading booklet every week to report the progress. Worksheets will be assigned to students to check their understanding. With the use of a rewarding system, teachers will check the progress and reward students for their hard work. |

| Activity name | Content (Including the topics, implementation strategies/modes, target beneficiaries, selection criteria, etc.) | Number of sessions and duration | Teachers' involvement and/or hired personnel (Including the roles, qualifications and experiences required of the speaker(s)/ instructor(s), etc.) | Expected learning outcomes |
|----------------------------------|--|---------------------------------|---|--|
| 3. Morning assembly announcement | Students will introduce different book series and share some readers or multimodal texts with schoolmates in the morning | 10times (once a month) | All schoolmates and the supply teacher | Students at different levels enjoy reading through the |

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| | assemblies. | | | promotion of reading culture. |
| 4. Lunch break activities | Storytelling activities will be organized by P.5-6 students and the supply teacher during the lunch recess. Students will be invited to the library and English Wonderland to enjoy different games and stories. | 28 times (30 minutes per session and once a week) | All schoolmates and the supply teacher | Students at different levels enjoy reading and communicating in English through playing games and reading stories. |
| 5. After school activities | The supply teacher will teach P.5 and P.6 English Ambassador some storytelling skills during the after-school Reading Mentorship Programme in the first school term. The English Ambassadors will read storybooks with their P.1 and P.2 mentees during the second term. | 28 times for P.5 and P.6 English Ambassadors (50 minutes per session and once a week for the two levels respectively) | P.1-2, P.5-6 students, the supply teacher and the teacher-in-charge of the programme | P.5 and P.6 English Ambassadors can learn some storytelling skills. P.1 and P.2 students can enjoy reading through the promotion of reading culture. |
| 6. English Language Camp | English Language camp is organized every year. P.3 and P.4 students are invited to immerse in a variety of fun-filled language learning environment and communicate in English in various authentic occasions. In this project, a reading corner will be set for students to enjoy reading both readers and multimodal texts. P.5 and P.6 English Ambassadors will share the readers or multimodal texts that they have read with the schoolmates. It provides an opportunity for them to exercise leadership. Also, the supply teacher will design some games to play with students on that day. | 1 day (5 hours) | P.3-P.6 schoolmates, all English teachers and the supply teacher | To enhance students' interests in learning English. |

b. Teacher training, if applicable

| Activity name | Content (Including the topics, implementation strategies/modes, target beneficiaries, selection criteria, etc.) | Number of sessions and duration | Hired personnel (Including the roles, qualifications and experiences required of the speaker(s)/ instructor(s), etc.) | Expected learning outcomes |
|-------------------------------|---|--|--|--|
| Teacher workshops and sharing | -Teaching teachers how to plan and conduct guided reading lessons and activities for students. Expressing and sharing of reading experiences in ways that reflect students' | 2 workshops (duration: 1.5 hours each) | Native English Speaking Degree holder with relevant working experience | Teachers are equipped with skills in designing and teaching guided reading lessons |

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| | growth in thinking and comprehension. | | | |
| Co-planning meetings | -Sharing the experience and difficulties in teaching guided reading lessons in co-planning meetings. | Co-planning meetings (bi-weekly in the first year, i.e. P.5 level and weekly in the second year, i.e. P.5 and P.6 level) | The supply teacher and P.5 and P.6 English Teachers | Teachers can share their experience in teaching guided reading lessons |

c. Equipment (including installation of new fixtures or facilities), if applicable

| | Details of equipment to be procured | Contribution to fulfilment of the project aim(s) and if applicable, the expected utilization rate |
|---|--|--|
| 1 | <p>-Bookcase</p> <p><u>-Purchase reading materials (printed readers)</u> 6 titles x 20 copies x \$65 x 2 groups (elementary and intermediate groups) x 2 purchases (2 school years)</p> <p><u>-Purchase printed books for home reading</u> 41 titles x \$65 (first year) 127 titles x \$64 (second year)</p> | <p>-Purchase 2 bookcases for storing guided reading books and teaching materials (P.5 & P.6)</p> <p>-Purchase 2 bookcases for storing home reading books</p> <p>-Purchase readers for two groups with different reading abilities for conducting guided reading activities to cater for learner diversity.</p> <p>-Purchase readers for students to read independently at their reading levels and conduct book sharing. P.5 and P.6 students, and students at other levels can be benefitted from book sharing.</p> <p>-Apart from purchasing books, books stored in the library will be used as guided reading and home reading readers.</p> |

d. Construction works, if applicable

| | Details of the construction works proposed | Contribution to fulfilment of the project aim(s) and if applicable, the expected utilization rate |
|---|--|---|
| 1 | Not applicable | |

(Public sector primary and secondary schools, including DSS schools, and special schools should refer to Paragraph 8.6 and other relevant paragraphs in the School Administration Guide. Kindergartens under the New Kindergarten Education Scheme should observe Paragraph 1.2(1)(g) in the Kindergarten Administration Guide.)

e. Features of the school-based curriculum to be developed, if applicable

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| <p>For the development of basic reading skills, a school-based P.1 – P.2 reading programme was formally introduced with guided reading lessons as its backbone. Students are guided to read books that suit their ability levels and more teacher support is provided in small groups. Assessment results show that students can master reading progressively.</p> <p>Our school has developed a school-based P.3 reading programme in 2018-2019 (and P.4 reading programme will be developed in 2019-2020). It consists of the guided reading lessons and home reading scheme, which helps students of different reading levels to develop more advanced reading skills so that they can gain in-depth text understanding and enjoy reading independently. It also helps smoothen transitions between KS1</p> |
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and KS2 and accommodates diverse needs. The promotion of Reading across Curriculum and the use of IT elements are incorporated in this programme with regard to the major updates of ELE KLACG.

With the experience of teaching guided reading in P.1-4, teachers gain experience in teaching guided reading lessons with pre-reading, while reading and post-reading teaching focus and strategies. The experience of the existing strength gained from the mentioned reading programmes is built to enhance students' interest in reading and the ability to process reading texts in a more in-depth way. However, teachers observed that struggling readers are weak in making predictions. They did not have adequate vocabulary knowledge to express their ideas and make predictions. Therefore, in the proposed project, teachers will guide elementary students to make more predictions while reading with the use of Wordbank. For high achievers, though they are able to make predictions, it is hard for them to interpret and summarize readers. Therefore, teachers will guide intermediate students to make interpretations with inferencing skills. Also, teachers will guide students to summarize readers for book sharing activities. This helps to enhance the progressive development of reading skills from KS2 to KS3.

By developing the proposed project, Reading across Curriculum can be promoted with the use of topics relating to General Studies and current affairs. Students can make a better connection between learning in the classroom and real life. P.5-P.6 students' reading ability will be enhanced since they will have more opportunities to be exposed to various reading materials through different types of media. Hence, students will become independent readers. Moreover, by further develop students' advanced reading skills, students can transit from KS2 to KS3 smoothly.

f. Other activities, if applicable (Please specify how they contribute to fulfilment of the project aim(s).)

Not applicable

2.8 Budget

Total Grant Sought: HK\$ \$518,300

| Budget Categories* | Breakdown for the budget items | | Justifications (Please provide justification for each budget item, including the qualifications and experiences required of the hired personnel.) |
|--------------------|---|--------------------------|--|
| | Item | Amount (HK\$) | |
| a. Staff | Part-time supply teacher HKD\$21000*1.05MPF x 20 months *MPF – 5% of the salary | \$441,000 | Qualification and experience: Native English Speaking Degree holder with relevant working experience |
| b. Service | | | |
| c. Equipment | -Bookcase \$7,014/set x4 -Books x 521copies x \$65 -Books x 127 copies x\$64 | \$28,056 \$41,993 | -Purchase 2 bookcases for storing guided reading books and teaching materials (P.5 & P.6) -Purchase 2 bookcases for storing home reading books -Purchase readers, i.e. fictions with more room for predictions and non-fictions related to topics in P.5 General Studies, for conducting guided reading activities. -Purchase readers, i.e. both fictions and non-fictions, for students to read independently at their reading levels and conduct book sharing as home reading program |
| d. Works | | | |

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|-----------------------------------|---|----------------|--|
| e. General expenses | Audit fee | \$5000 | |
| f. Contingency | -Contingency provision (\$70,049 + \$5,000) x 3% | \$2,251 | |
| Total Grant Sought (HK\$): | | 518,300 | |

*

- (i) Applicants should refer to the QEF Pricing Standards in completing the above table. All staff recruitment and procurement of goods and services should be carried out on an open, fair and competitive basis. Budget categories not applicable to this application can be deleted.
- (ii) For applications involving school improvement works, a contingency provision of not more than 10% for carrying out works is considered acceptable.
- (iii) For projects lasting for more than one year, a contingency provision of not more than 3% of the total budget exclusive of staff cost and works expenditure (including the related contingency provision), if any, is considered acceptable.

3. Expected Project Outcomes

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| 3.1 | Deliverables / outcomes | <input checked="" type="checkbox"/> Learning and teaching materials <input type="checkbox"/> Resource package <ul style="list-style-type: none"> • Lesson plans and teaching materials for each reader or multimodal text • Worksheets for Home Reading Scheme • Home Reading Booklet • Book sharing guidelines <input type="checkbox"/> e-deliverables* (please specify) _____ <input type="checkbox"/> Others (please specify) _____ <small>*For e-deliverables to be hosted on HKEdCity, please liaise with HKEdCity at 2624 1000.</small> |
| 3.2 | Positive impact on quality education/ the school's development | It enables all subject teachers to deliberate on the direction of the whole-school approach to the promotion of guided reading so as to facilitate planning and collaboration. |

3.3 Evaluation

Please state the methodologies of evaluating project effectiveness and provide the success criteria.

(Examples: lesson observation, questionnaire survey, focus group interview, pre-test/post-test)

Lesson observation:

Teachers will observe students' performance with the use of different reading materials in the lessons. Peer lesson observation will be conducted every school year so that each core team member will have a better understanding of students' performance.

Levelling assessment:

Students in the 2 groups (elementary readers and intermediate readers) will be selected to conduct benchmark levelling assessment. 50% of them will progress at least 2 levels in the assessment.

Survey:

Questionnaires are sent out to teachers and students every school year to collect opinions about the guided reading lessons.

Success criteria: 75% of the students agree that the guided reading lessons can enhance their confidence in reading
75% of the teachers agree that the guided reading lessons can motivate students to learn

Teacher workshops and sharing

80% of the teachers agree that the teacher workshops and sharing can facilitate them to conduct guided reading lessons and prepare teaching materials

Co-planning meeting:

Teachers regularly review students' progress and discuss the effectiveness of the guided reading lessons in the co-planning meeting.

For applications with grant sought exceeding \$200,000, please complete Parts 3.4 and 3.5.

3.4 Sustainability of the project

The project will first be piloted in P.5. Materials and resources are long-lasting. It will be implemented in P.5 and extended to P.6 in the second year. This programme will become a part of the school-based core curriculum in the future. The teaching and learning materials of the resource packages will be saved in the school server and uploaded to the google drive for future use. Teachers will gain skills needed to continue guided reading activities in KS2 through teacher workshops. The practice of levelling already well established in KS1. The project will allow teachers to monitor progress in KS2.

3.5 Dissemination

Please provide a dissemination plan for sharing the good value of the project with the school sector.

(Examples: dissemination seminar, learning circle)

Professional sharing and teacher workshops will be conducted to disseminate the good practices and experiences generated from this project.

4. Declaration

4.1 Our school declares that there is no duplication of funding.

4.2 Our school understands that the expenditure items funded by the QEF is one-off. We understand that we are required to bear the recurrent expenditure incurred, including maintenance costs, daily operating costs, etc. and the possible consequences that may arise.

4.3 Our school understands that we are required to ensure that all procurement of goods and services is conducted on an open, fair and competitive basis with measures taken to avoid conflict of interests in the procurement process.

5. Report Submission Schedule

Our school will submit proper reports to the Quality Education Fund Secretariat in strict accordance with the report submission schedule below:

| Project Management | | Financial Management | |
|--|-----------------|---|-----------------|
| Report Type and Covering Period | Report Due Date | Report Type and Covering Period | Report Due Date |
| Progress Report 01/06/2020 - 30/11/2020 | 31/12/2020 | Interim Financial Report 01/06/2020 - 30/11/2020 | 31/12/2020 |
| Progress Report 01/12/2020 - 31/05/2021 | 30/06/2021 | Interim Financial Report 01/12/2020 - 31/05/2021 | 30/06/2021 |
| Progress Report 01/06/2021 - 30/11/2021 | 31/12/2021 | Interim Financial Report 01/06/2021 - 30/11/2021 | 31/12/2021 |
| Progress Report 01/12/2021 - 31/05/2022 | 30/06/2022 | Interim Financial Report 01/12/2021 - 31/05/2022 | 30/06/2022 |
| Final Report 01/06/2020 - 31/07/2022 | 31/10/2022 | Final Financial Report 01/06/2022 - 31/07/2022 | 31/10/2022 |