

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

<b>Project Title:</b> <b>Refurbishment of the 21<sup>st</sup> Century English Room</b>	<b>Project Number:</b> 2019/0009 (Revised Proposal)
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**Name of School:** Sacred Heart Canossian School

**Direct Beneficiaries**

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

(b) Beneficiaries: (1) Students: 938 P.1-P.6; (2) Teachers: 18; (3) Parents: /;  
 (4) Others: /

**Project Period:** 8/2020 to 2/2022

**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**

1.1	Project Aim(s)	The aim is to provide a well-designed, multi-functional and language rich English room which will provide a more flexible learning environment and facilitate the learning of English for second language speakers.
1.2	Innovative element(s)	The flexible nature of the physical space will allow for a range of innovative approaches to teaching and learning, including the use of technology in the classroom.
1.3	Alignment with school-based / students' needs	A more flexible environment will provide a space where whole class teacher directed instruction, small group guided instruction, independent and interactive learning can take place more easily. The room will provide an environment where a range of activities can be incorporated, catering to different needs as well as providing opportunities for self directed learning by students. In addition, this space will cater to individual students' needs and learner diversity.

**2. Project Feasibility**

2.1	Key concept (s) / rationale(s) of the project	<ul style="list-style-type: none"> <li>● The original design of the English room has limited physical space which makes it impossible to carry out group activities and showcase students' work. We believe that a learning environment as obsolete as this traditional classroom can no longer meet the needs of the 21st century learners. We prefer a learning environment that is specially engineered to support thinking, pushes our learners' capacity with altering strategies and teaching practices. Such an impactful learning setting should also provide a sense of achievement for learners where they can be adaptive and interactive with fellow learners and teachers.</li> <li>● To establish a supportive learning culture, learners should be able to work within groups more frequently. The new tables and stools allow these activities to be carried out effectively. Each member of the learning community should have feelings of connectedness and feel that they are contributing to the learning group. The new wall covering supports activities e.g. writing the K-W-L (Know, Want to know &amp; Learned) Charts on the wall, sharing students' ideas and work. Another way to establish a positive learning culture is to celebrate success. The hanging display of students' learning outcomes creates a sense of achievement.</li> <li>● There are numerous advantages to using interactive smartboards in the classroom. First, there are reports showing that the use of smartboards contribute to students' motivation and attention in learning in a significant manner. Teachers report great success with having students having to work out problems on the board. Since the technology is engaging, learners are eager to work with it. Besides, teachers can adjust the text and background on the board so that they can take advantage of the</li> </ul>
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		<p>brain's natural tendencies towards memorization. As the smartboard is connect to a computer, students' work can be saved for later review. Furthermore, as the smartboard allows teachers to work through a lesson and save it for students to review at home, teachers can easily flip the lesson and spend time working on higher order thinking questions at school.</p> <p>Training session: A training session for teachers on 'Making effective use of the Interactive Smartboard' will be held.</p>
2.2	Applicant's readiness or ability/ experience/ conditions/ facilities for project implementation	<ul style="list-style-type: none"> <li>● Our school participated in the EDB's WiFi900 scheme in 2016-17. Our students have Wi-Fi access in classrooms and function rooms. There are around 150 iPads purchased to facilitate students' learning. At present, all students and teachers are familiar with e-learning platforms/ apps such as GSuite for education, Seesaw, Quizlet, Quizizz, etc.</li> <li>● We have 18 English staff altogether including 1 NET teacher. In addition, there are 2 teacher assistants to support the English team. The English team has been using Google Classroom and Seesaw as teaching and learning platforms for three years. All staff have undergone professional development in innovative learning and are already implementing 21st Century teaching strategies in their teaching. In addition, in 2018-19 academic year, the P.1 English teachers have developed a school-based Primary 1 English curriculum based on the reading platform 'Razkids'. This will extend to Primary 2 during 2019-20. This shows that our teachers are experienced in developing learning and teaching materials.</li> </ul>
2.3	Principal's and teachers' involvement and their roles	<ul style="list-style-type: none"> <li>● Principal: <ul style="list-style-type: none"> <li>- collaborate with the English panel in the planning and supervision of the whole project</li> </ul> </li> <li>● English teachers: <ul style="list-style-type: none"> <li>- actively participate in the training session, 'Making Effective Use of the Interactive Smartboard', to understand the working basics and its interactivity with the aim of showing the potential the device has for enhancing the teaching and learning experience. Teachers will have the chance to try the device and start creating interactive resources</li> <li>- act as facilitators to help students in self-directed learning through the use of technology and through fun games and activities, including board games and movies</li> <li>- design small group learning activities that can be conducted in the room.</li> </ul> </li> </ul>
2.4	Parents' involvement / participation (if applicable)	NIL
2.5	Roles of collaborator(s) (if applicable)	NIL

## 2.6 Implementation timeline

Implementation period (MM/YYYY)	Project activities
8/2020	Renovation begins
12/2020	A training session for teachers on 'Making Effective Use of the Interactive Smartboard' will be held
12/2020	The room is ready for use
1/2021 – 6/2021	Interactive learning and teaching materials for both junior and senior English classes are developed and students' activities are implemented
1/2021 – 6/2021	Lessons to provide skills and training in debating are carried out
9/2021 – 1/2022	Continue with interactive learning and teaching materials for both junior and senior English classes are developed and students' activities are implemented
10/2021 – 1/2022	Continue with lessons to provide skills and training in debating are carried out
1/2022	Evaluation and Report: <ol style="list-style-type: none"> <li>1. Evaluation on the implementation and effectiveness</li> <li>2. Complete the final report</li> </ol>

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
Junior English Classes	<p>P.1 -3 students will attend English lessons in the room. The four skills of English (reading, writing, listening, and speaking) are covered through a mix of self-directed, independent (supplementary exercises, worksheets, seesaw activities, etc) and teacher directed activities. Students move between whole class activities to small group, pair or individual tasks. Lessons are dynamic with meaningful interaction between learners and teachers. Self-directed learning tasks will be indicated in the lesson plans.</p> <p>P.1 Modules include:</p> <ol style="list-style-type: none"> <li>1. Me, My Family and Friends</li> <li>2. Caring and Sharing</li> <li>3. Places and Activities</li> <li>4. The World Around Us</li> <li>5. Using My Five Senses</li> </ol> <p>e.g. 3 <u>Places and Activities</u> In this module, students will learn vocabulary about days of the week, daily activities and school activities. Pictures of various activities are show on the smartboard. Students are asked to match the pictures of the activities with the targeted vocabulary. For applying what they have learnt, students are formed in groups of three to plan a week's activity on a hyperdoc. They are required to find pictures of the activities and write some sentences to describe them. The finished products will be uploaded to the LMS (Seesaw) and presented using the smartboard.</p> <p>e.g. 4 <u>The World Around Us</u> In this module, students will learn vocabulary about animals, model verb 'can' and action verbs. Pictures of different animals will be formed in puzzles. Students are asked to unsolve the puzzles and reveal which animal it is using the smartboard.</p>	P.1-3 3 lessons per week	NET, level LETs and TA	Students are motivated and engaged in the learning tasks. They frequently take responsibility for their own learning with the support of teachers' well designed tasks and the use of interactive smartboard.

Senior English Classes	<ul style="list-style-type: none"> <li>● P.4-5 students will attend English oral lessons. Students will participate in various language art activities to practise their oral skills e.g. <u>P.4 oral lesson</u> Topic: Clothes Rhymes. In this activity students will learn to write the names of different clothes, work out the pronunciation of the clothing words and identify the rhyming pairs. Pictures of various clothing items are shown on the smartboard. Students are asked to match the rhyming pairs by dragging pictures/words on the screen. For the final task, students upload completed products to the LMS (Seesaw) and present it using the smartboard.</li> <li>● P.6 students will use the room as an additional space where groups can withdraw during English lessons to complete self-directed learning activities or oral language tasks e.g. <u>P.6 oral lessons</u> Topic: Interview skills. Students will learn the oral skills of communicating in a clear, concise and concrete way in front of an audience. Videos of past pupils conducting mock-interviews will be shown on the smartboard. Students are then divided into small groups to critique past pupils' performance. Students give their feedback and collaboratively draw up a comparison table on the smartboard by showing positive and negative points shown in the videos.</li> <li>● Students move between whole class activities to small group, pair or individual tasks.</li> <li>● Lessons are dynamic with meaningful interaction between learners and teachers.</li> </ul>	P.4-5: one lesson per month P.6: depends on the learning topics	NET, level LETs and TA	Students are motivated and engaged in the learning tasks. They frequently take responsibility for their own learning with the support of teachers' well designed tasks and the use of interactive smartboard.
Extra-curricular activities for all levels	<ul style="list-style-type: none"> <li>● 'Movie Appreciation' &amp; 'Fun Crafts' are held. They are conducted in English, which allows for learning to take place in a non-academic environment.</li> <li>● An English Club is also being planned where students can enjoy English through games and puzzles.</li> </ul>	Once per week	NET and TA	Students enjoy English through fun activities.
Remedial Classes (P.4-6)	<ul style="list-style-type: none"> <li>● Learner diversity is catered for through 'The Soaring Team' as this is a supportive remedial class for lower ability students in English learning.</li> <li>● The learning and teaching materials are specially designed for the weaker students. Besides, teachers</li> </ul>	22-24 lessons (1 hour per lesson)	English teachers	Students' basic knowledge in English can be consolidated. They can master the learning methods and feel more confidence

	will provide training to develop students' learning skills e.g. flash cards and pictorial cues of difficult words will be pinned on the soft wall to aid students build their vocabulary. GIF and animations will be shown on the smartboard when teaching tenses, action and emotion verbs. Students can be actively involved by manipulating the choices on the screen.			in English learning.
After-school Debating (P5-6)	<ul style="list-style-type: none"> <li>Selected students participate in lessons to provide skills and training in debating.</li> </ul>	20 lessons (1 hour lessons)	English teachers	Students oral language, public speaking and knowledge of debating is improved.

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
Making Effective Use of the Interactive Smartboard	<ul style="list-style-type: none"> <li>Teachers will learn the basics of how the interactive smartboard works and its interactivity through workshops, with the aim of showing the potential the device has for enhancing the teaching and learning experience.</li> <li>Teachers will have the chance to use the device and start creating interactive resources.</li> <li>Teacher sharing sessions and lesson observations will be held on the good practices of using a smartboard.</li> </ul>	1 session (2 hours)  Sharing sessions x2 Lesson observations x5	Staff of the Smartboard company, English Panels	<ul style="list-style-type: none"> <li>Teachers master the use of the smartboard and realise its potential for enhancing the teaching and learning experience</li> <li>Teachers develop interactive resources for English lessons</li> </ul>

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	Smartboard with interactive display	It can provide students with an enriched learning experience by projecting visual elements. It also makes differentiated learning easier because teachers are able to accommodate different learning styles. Visual learners are able to observe the whiteboard, while tactile learners can learn by touching the board. The touchscreen option allows teachers to run programs with the tap of their finger.
2	Computer desk	To support information technology in the classroom
3	Shelving	To store students' learning tools in an accessible manner
4	Cupboards for teachers' resources	To provide a dedicated place to store teaching and learning materials

5	Cupboards for teaching resources	To provide a dedicated place to store teaching and learning materials
6	Group tables	To provide space for students to work collaboratively, as opposed to individual desks. Also suitable for teachers for meetings and professional development.
7	Stools	To provide a flexible place for students to learn in groups or individually

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	Removal of existing fixed furniture	The current fixed furniture is not practical and does not function well in a modern learning environment.
2	Installation of new fixed furniture	Well designed and purpose built furniture will allow for more effective storage and provide more space, both for storage, and also more floor space allowing more movement and flexibility in the classroom.
3	Wall covering and hanging display	To provide a language rich environment and space to display students' work.

*(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

SHCS recently introduced a school-based curriculum (rather than textbook) in P1 and this has been extended to include P.2 from the 2019/2020 school year. A weekly lesson for each class at these levels is held in the English room. A modern learning environment will facilitate the integration of the English curriculum by providing matched resources close at hand and also easier use of technology. It allows a flexible space for children to work collaboratively. P3, 4 and 5 students have writing and oral language lessons in the English room. Being in a well-resourced, language rich environment will provide inspiration and space for pair, think share activities.
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f. Other activities, if applicable (Please specify how they contribute to fulfilment of the project aim(s).)

NIL
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2.8 Budget

**Total Grant Sought: HK\$163,900**

Budget Categories*	Breakdown for the budget items		Justifications <i>(Please provide justification for each budget item, including the qualifications and experiences required of the hired personnel.)</i>
	Item	Amount (HK\$)	
a. Staff	/	/	/
b. Service	/	/	/

c. Equipment	1. Smartboard with interactive display (X 1)	\$37,000	<p>A smartboard to be installed in order to-</p> <ul style="list-style-type: none"> <li>■ Enhance interactive learning where several students can utilize the smartboard at once</li> <li>■ Engage students and promote higher order thinking</li> <li>■ Provide students with an enriched learning experience by projecting visual elements</li> <li>■ Make differentiated learning more manageable as teachers are able to accommodate different learning styles. Visual learners are able to observe the whiteboard while tactile learners can learn by touching the board</li> <li>■ Enable technology integration within the lesson and allows students to access teaching materials from home (flipped classroom)</li> </ul>
	2. Computer desk (x 1)	\$3,780	<ul style="list-style-type: none"> <li>■ A functional and flexible computer desk (1500Wx600Dx700H) to support information technology in the classroom</li> <li>■ Grommet holes for easy cable management and technology integration</li> </ul>
	3. Shelving (x 4) with tote trays (x 15)	\$6,580	<p>Cubbyhole shelving with 24 spaces for tote trays and storage</p> <ul style="list-style-type: none"> <li>■ To store students' learning tools e.g. exercise books, stationery items and group name tags in an accessible manner</li> <li>■ To store learning materials to support classroom learning e.g. fiction related to environmental protection for senior levels, self-learning tools for students to use as reference</li> </ul>
	4. Cupboards for teachers' resources (x 2)	\$10,660	<ul style="list-style-type: none"> <li>■ To provide a dedicated place to store teaching and learning materials e.g. teacher reference books, levelled readers, etc</li> </ul>
	5. Cupboards for teaching resources (x 4)	\$13,430	<ul style="list-style-type: none"> <li>■ Locks with three adjustable shelves to store equipment and materials used in learning and teaching e.g. iPads, visualizer, phonics board games, flash cards, posters, etc</li> </ul>
	6. Group tables (x 3)	\$6,840	<ul style="list-style-type: none"> <li>■ To provide a flexible place for students to learn in groups or individually, or pushed to one side to create an open space</li> </ul>
	7. Stools (x 32)	\$6,857	<ul style="list-style-type: none"> <li>■ Stackable stools are preferable to chairs to provide for</li> </ul>

			flexibility in the classroom. This allows students to learn in groups, individually or as an open space for drama
d. Works	1. Removal of existing fixed furniture	\$44,590	■ To prepare the room for the renovation, including the removal of old built-in furniture and existing wall treatments and the waste disposal charge
	2. Wall mount of the smartboard and 8m cable installation	\$5,500	■ To mount the smartboard on the wall and connect it to the computer and other electronic devices
	3. Soft wall covering (x 1), painting of additional walls and ceiling racks for hanging display (x 2)	\$14,500	■ To provide a language rich environment, through visual displays of teaching resources and students' work
e. General expenses	Audit fee	\$5,000	■ To uncover problems and ensure efficiency in our project
f. Contingency	Contingency for works	\$6,459	■ [d x 10%]
	General contingency	\$2,704	■ [b + c + e] x3%
<b>Total Grant Sought (HK\$):</b>		<b>\$163,900</b>	

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- (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

3.1	Deliverables / outcomes	<input checked="" type="checkbox"/> Learning and teaching materials / Teaching kits <ul style="list-style-type: none"> <li>• Each module for junior classes includes a detailed lesson plan which caters for self-directed learning and learner diversity. Supporting learning materials and activities are designed</li> <li>• The module also includes 5 to 6 assigned books on the reading platform, 1 booklet with 5 supplementary exercises is provided to students</li> <li>• After the completion of each module, evaluation of the teaching and learning takes place in a co-plan meeting. Points for development are noted in the co-plan records and are implemented in the following year</li> </ul> <input type="checkbox"/> e-deliverables*(please specify) _____ <input type="checkbox"/> Others (please specify) _____
3.2	Positive impact on quality education/ the school's development	<p>*For e-deliverables to be hosted on HKEdCity, please liaise with HKEdCity at 2624 1000.</p> <p>The room will provide an environment where a range of English activities can be incorporated and will enhance the learning of English. Enriching the physical environment and providing different opportunities for students to be exposed to and use English, will promote the use of English beyond the classroom.</p>



### 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)*

#### 1. Questionnaires

- A survey will be completed by English teachers. At least 80% of teachers should be confident in using the smartboard to measure the success of the training session. The survey completed by teachers will also gauge the impact the learning environment has had on teaching and learning. 80% of teachers should feel the environment has made a difference.

#### 2. Observations

- The English team will reflect on students' response at co-plan meetings and adjust their teaching strategies where needed

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

### 3.4 Sustainability of the project

### 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)*

### 4. Supplementary information

#### 4.1 Self-directed learning promoted through –

- Opportunities and direction given for setting own learning goals
- LMS (Seesaw) activities completed independently on ipads
- Self and peer assessment given through LMS
- Self-assessment checklist is provided to students
- Additional materials (e.g. levelled reading books, phonics games and activities) are available for students who complete learning tasks faster than the group
- Levelled reading books are available on the reading platform (Raz-kids) so that students can choose to read at their own pace and level.

#### 4.2 Cater for learner diversity through –

- Students are grouped according to ability. During peer activities and depending on the task, students are often paired across ability groups
- Levelled reading books are available on the reading platform (Raz-kids) and bookshelves in the room, so that students can choose to read at their own pace and level
- Differentiated supplementary exercises with more guided questions for students with different learning needs
- Small groups of students with lower abilities are withdrawn to the room for assessments, where they are given extra time and have adult help reading questions
- The flexible learning environment allows students who struggle to remain seated in a traditional classroom setting, more freedom to move around, often resulting in better behavior and have improved learning outcomes.

4.3 The refurbishment of the English room does not involve any alteration to school premises (including structural alteration and conversion, change of the room use, etc.).

4.4 Our school will bear all possible consequences resulted from the related school premises alteration/improvement works, including but not limited to the provision of relevant grants, repair works, etc.

4.5 Our school understands that the expenditure items funded by the QEF is a one-off. Our school will bear the recurrent expenditure incurred, including maintenance costs, daily operating costs, etc. and the possible consequences that may arise.

4.6 Our school will 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. Asset Usage Plan

<b>Category (in alphabetical order)</b>	<b>Item / Description</b>	<b>No. of Units</b>	<b>Total Cost</b>	<b>Proposed Plan for Deployment (Note)</b>
Technology equipment	Smartboard with interactive display	1	\$37,000	Will sustain use after project ends
Furniture	Computer desk	1	\$3,780	Will sustain use after project ends
	Shelving with tote trays	4 shelves 15 trays	\$6,580	
	Cupboards for teachers' resources	2	\$10,660	
	Cupboards for teaching resources	4	\$13,430	
	Group tables	3	\$6,840	
	Stools	32	\$6,857	

**Report Submission Schedule**

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

<b>Project Management</b>		<b>Financial Management</b>	
<b>Report Type and Covering Period</b>	<b>Report Due Date</b>	<b>Report Type and Covering Period</b>	<b>Report Due Date</b>
Progress Report 01/08/2020 - 31/07/2021	31/08/2021	Interim Financial Report 01/08/2020 - 31/07/2021	31/08/2021
Final Report 01/08/2020 - 28/02/2022	31/05/2022	Final Financial Report 01/08/2021 - 28/02/2022	31/05/2022