

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

Project Title: Self-activated Interdisciplinary Learning (SAIL) Zone 啟伴、飛、帆	Project Number: 2019/0246 (Revised Proposal)
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Name of School:

Elegantia College (sponsored by Education Convergence and patronised by H.K. Yee's Five Tong Association)

Direct Beneficiaries

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

(b) Beneficiaries: (1) Students: 840 students, 26 classes, 6 forms; (2) Teachers: 65 (number); (3) Parents: 840;
 (4) Others: (50-100 primary students in the neighbourhood)

Project Period: 08/2020 to 1/2022

1 Project Needs

1.1	Project aims	The project aims to bring profound enhancements to the school's continuing efforts to promote self-directed learning and to fully implement language across the curriculum in line with the 17 Sustainable Development Goals of the United Nation. Through commissioning the proposed Self-activated Interdisciplinary Learning (SAIL) Zone for effective inter-disciplinary self-initiated learning, our dedicated LAC learning assets will deepen students' reading skills and broaden their knowledge base. Furthermore, the planned development and acquisition of interactive e-learning resources and platforms will provide students with mass sharing capabilities and cross-cultural communication opportunities with global leaders.
1.2	Innovative elements	<p>This project is expected to bring significant innovative elements to our school:</p> <ol style="list-style-type: none"> 1. Creating a theme-based model of LAC learning circle with resources for our KLAs to actively collaborate and to promote cross-curricular learning through systematic incorporation of sustainable resources into the core curriculum. Topics of resources include STEM Education, global and environmental issues, societal matters and other fitting up-to-date episodes (tentatively planned, subject to further deliberations upon project approval). 2. Purposeful use of e-learning resources and self-directed multi-stage tasks to be designed and introduced both inside and outside the classroom to promote LAC in our school. With the extra resources, more student-centred and curriculum-driven multi-modal learning materials will be directed to nurture students' interests in inter-disciplinary issues and construct their knowledge across the curriculum through a variety of formal curriculum and extended cross-curricular activities. 3. Providing all students with easy, open access to resources ranging from reading texts of different disciplines to e-resources on multiple platforms for learning, thus allowing students of mixed abilities and needs to set the appropriate pace, level and content of their work.
1.3	Alignment with school-specific/ students' individual needs	<ol style="list-style-type: none"> 1. Promoting self-directed learning to cater for learners' diversity and enhancing the efficacy of teaching and learning has been one of our school's major concerns as listed in our three-year School Development Plan 2017/18 to 2019/20. With the increasing number of student intake in JS1, the learners' diversity is inevitably greater in terms of unique learning styles and varying levels of basic reading competence. This project is expected to introduce more teaching and learning tools, resources and pedagogical advancements, thus being conducive to catering for learners' diversity and confidence/competence building with more engaging activities. 2. E-learning is also one of our major concerns in our three-year School Development Plan that has been in action throughout the school years

		<p>2017/18 and 2019/20. We aim to foster students’ self-directed learning through continuing use of e-learning resources and tools inside and outside the classroom. Therefore, this project should provide us with more means to review, develop and adopt new e-learning resources and formulate our school-based pedagogies and models to enhance our overall teaching and learning effectiveness.</p> <p>3. As we have been steadily adopting the whole-school approaches in promoting RAC and LAC to meet the rising needs of students, the project’s needs indeed align with the school major concerns for the previous years and the upcoming school years. The English panel started introducing the use of e-books in English Morning Reading Lessons for all students in S1-S2 back in the 2017/18 school year, exposing them to a wide range of cross-disciplinary themes e.g. circulatory system, the ancient Egypt, animals with vertebrates and invertebrates, music all around, etc. While they all enjoy the reading sessions, students to this date need to share the reading accounts and thus are still unable to access the e-resources at home. They can only gain access to the e-resources during the 35-minute English Morning Reading Lessons at designated time slots throughout the school year. In addition to the inconvenient constraint in accessibility mentioned above, the existing e-books adopted in the English Morning Reading Lessons which have been well-received will all expire within a year. With new e-resources and printed reading materials, students can continue to be exposed to a great variety of texts with multimedia online support that connect with their learning experience and broaden their knowledge base in a much enjoyable manner.</p> <p>4. Strengthening our teachers’ readiness in LAC collaboration remains one of our most critical long-term strategic objectives that aim to promote our professional development. This project will lay robust foundations for large groups of teachers to work, co-plan and implement in a dynamically cooperative capacity greater than ever before.</p>
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2 Project Feasibility

2.1	Key concept (s) / rationale(s) of the project	<p>Background</p> <p>Nurturing self-directed learning capabilities and promoting language across the curriculum (including LAC) & STEM are the core elements in the Ongoing Renewal of the School Curriculum. (https://www.edb.gov.hk/en/curriculum-development/renewal/framework.htm)</p> <p>From our Major Renewed Emphases (MRE) brought on board to better respond to the rapidly shifting needs of society as reflected in the updated seven learning goals, it has been recommended that schools should plan the whole-school curriculum with due consideration of the SECG to strategically integrate the following measures for coherent and systematic implementation in their school development plans alongside the school priorities for the next three to six school years. These measures include:</p> <ul style="list-style-type: none"> - Evolve the initiative “Reading to Learn” into “Language across the Curriculum” - Promote STEM education and ITE in force - Foster an entrepreneurial school spirit - Diversify students’ life-wide learning experiences <p>Therefore, this project will largely involve extensive school-based development on LAC activities for classroom learning and out-of-classroom learning activities, as well as the establishment of an all-weather open area for interactive activities with a substantial size named Self-activated Interdisciplinary Learning (SAIL) Zone.</p>
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2.2	Applicant’s readiness and ability/ experience/ conditions/ facilities for project implementation	<p>Given all the prior specific applied knowledge and skill set gained from the implementation of REES, EES and the whole-school approach in fostering students’ self-directed learning skills and promoting LAC and STEM, the project team has gained both the crucial experiences and expertise necessary in implementing the project efficiently and effectively. REES and ESS have provided us with some LAC resources which could be systematically catalogued and hence utilised in the proposed SAIL Zone, in addition to the extra resources from the other KLAs and the newly added collection for optimising students’ access to cross-curricular resources and facilitating extensive reading across the curriculum.</p> <p>Teachers’ readiness and experiences for cross-curricular collaboration have been highly recognized through the recent PSHE EDB Visit in 2019, the Science Focused Inspection in 2018, the External School Review in 2016, and the MOI Focused Inspection in 2011 respectively. The proposed project can provide teachers with further resources to enhance more extensive collaboration across KLAs to enable students to construct knowledge and connect their learning experiences gained in different disciplines.</p> <p style="text-align: center;">CUHK,</p> <p style="text-align: center;">our prospective collaborator, has rich experiences in curriculum planning and design with his research focusing on computer-assisted language learning, language test development and validation, curriculum and instructional design and task-based language teaching. He serves as an advisor to give our teachers insights to cross-curricular mapping and curriculum planning for capacity building and professional development to better equip our teachers for the next three-year School Development Plan from 2020/21 – 2022/23 with possibly the continued enhancement of cross-curricular collaboration across KLAs.</p> <p style="text-align: right;">another proposed collaborator of our project and our partner institute, has rich experiences and strong expertise in organising global leadership programmes focusing on cross-disciplinary issues, for example, global economy, environmental issues, science</p>

		and innovation, social issues, etc. The programmes including global leaders sharing, interactive workshops, overseas ambassador programme could expose our students to cross-disciplinary global issues that serve to broaden their macroscopic knowledge base and bring them unparalleled inspirations from global leaders.	
2.3	Principal's and teachers' involvement and their roles	Principal & Vice Principals	Planning activities in collaboration with teachers and monitor the overall progress of the project
		Project Coordinators (LAC Coordinator and English Panel Chairs)	<ul style="list-style-type: none"> Forming a theme-based model of LAC learning circle with other KLAs in co-planning, implementing and evaluating cross-interdisciplinary resources and activities Overall planning of the cross-learning modules, cross-curricular activities and thematic events Monitoring the detailed implementation of the programme and activities Evaluating the holistic effectiveness of the programme and the Self-activated Interdisciplinary Learning (SAIL) Zone
		Teachers from the Departments of English Language, Liberal Studies, Project Learning, Biology, Science (Junior), Geography and Economics plus the Head of Library Committee and the Panel Head of IT department	<ul style="list-style-type: none"> Co-planning and in-depth discussion of curriculum mapping and material design for each of the XOD Modules and LAC thematic events linked to each of the respective subjects Planning cross-curricular activities and TriEx (Exhibition, Exchange and Experience) in the SAIL Zone for showcasing/recognising students' learning outcomes and facilitating intra-school and inter-school peer learning Participating meetings with the project advisor from the CUHK and professional development workshops for capacity building Compiling the LAC resources and materials both in printed and non-printed texts to be displayed systematically in the SAIL Zone Conducting peer lesson observations, post-observation meetings and evaluation meetings Disseminating their experiences to other teachers/staff, thus serving as keystone members within their panels for sustainability of the project in the upcoming school years
		Project Assistant	Assisting in compiling self-learning materials, designing learning materials for the school-based Cross-learning Modules (XMODs), implementing cross-curricular activities, conducting inventory control and training student ambassadors for the SAIL Zone
2.4	Parents' involvement / participation (when applicable)	Parents' Involvement Parent workshops and/or seminar will be arranged upon the introduction of e-reading and learning resources as parents are our prime collaborators in providing their children with extended learning at home.	
2.5	Roles of collaborator(s) (when applicable)	1. CUHK, Instruction will serve as our advisor for our cross-curricular planning and material design on cross-learning modules and LAC thematic events. 2. will organise Global Leaders' sharing and Leaders to Leaders Workshops to broaden students' knowledge base and expose them to global issues in the cross-learning modules. <i>(Note: will reserve the rights to make final decision on the schedule and selection of Global Leaders.)</i>	

2.6 Implementation timeline

Implementation period (MM/YYYY)	Project activities
8/2020 – 9/2020	<ul style="list-style-type: none"> Completion of the quotation process of design and renovation work, and finalisation of the procurement procedures for equipment and e-learning resources Recruitment of the Project Assistant for a 16-month contract, starting Sept 2020
8/2020 –12/2020	<ul style="list-style-type: none"> Reviewing the existing curricula for curriculum mapping of Cross-learning Modules (XMODs), co-planning and designing cross-curricular learning activities and assessment Meetings with the project advisor and arranging teacher training workshop(s) tentatively for capacity building and strategies in revamping and designing the learning materials as well as planning co-curricular activities for the XMODs Compiling self-learning materials for use in the Self-activated Interdisciplinary Learning (SAIL) Zone
8-9/2020 – 1/2021	<ul style="list-style-type: none"> Implementation of the renovation work for the Self-activated Interdisciplinary Learning (SAIL) Zone Procurement of necessary furniture, printed materials and e-learning resources for the SAIL Zone Training student ambassadors for the SAIL Zone
2/2021	<ul style="list-style-type: none"> Opening of the Self-activated Interdisciplinary Learning (SAIL) Zone Seminar(s) on how to use the e-learning resources for self-access learning and the introduction of the Self-activated Interdisciplinary Learning Zone to students and parents
2/2021- 6/2021	<ul style="list-style-type: none"> Implementation of Cross-learning Modules (XMODs 1-2 tentatively) for Phase 1 S1-S3 English Morning Reading Sessions and extended learning activities to be arranged in the SAIL Zone Teaching staff peer lesson observations and post-observation meetings for ongoing evaluation of the programme as well as its effectiveness on teaching and learning Leaders to Leaders Interactive Workshops
6/2021- 7/2021	<ul style="list-style-type: none"> Preliminary Project Evaluation on Cross-learning Modules (XMODs 1-2) for Phase 1 TriEx (Exhibition, Exchange and Experience) session for Phase 1 to showcase and review students' learning outcomes (open to all students and the community) Leaders to Leaders Seminar (subject to change depending on the availability of the guest speaker)
7/2021- 8/2021	<ul style="list-style-type: none"> Discussion(s) with the project coordinator to plan for Phase 2 Cross-learning materials (XMOD) and thematic events Fine-tuning the developed materials and planned cross-learning activities after the completion of the project evaluation on Phase 1 Dissemination and professional sharing to the teaching staff Professional Development Programme for skill-building in devising cross-disciplinary learning materials and cross-curricular teaching as capacity building for Phase 2 and sustainability of the project in the upcoming years
9/2021- 12/2021	<ul style="list-style-type: none"> Implementation of Cross-learning Module (XMOD 3 tentatively) for Phase 2 S1-S3 English Morning Reading Sessions and extended learning activities to be arranged in the SAIL Zone Teaching staff peer lesson observations and post-observation meetings for ongoing evaluation of the programme as well as its effectiveness on teaching and learning
9/2021	Parent Workshops to be arranged for new S1 parents
12/2021 - 1/2022	<ul style="list-style-type: none"> Global Awareness Week open to all students and the community TriEx (Exhibition, Exchange and Experience) session for Phase 2 Preliminary Project Evaluation on Cross-learning Module(s) (XMOD) for Phase 2 <p>Review:</p> <ol style="list-style-type: none"> evaluation and review of the project's overall effectiveness; and final report upon project fulfillment

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

a. Applicable student activities

Activity name	Content (topics, implementation strategies/modes, target beneficiaries, selection criteria, etc.)	Number of sessions and duration	Teachers' involvement and/or hired personnel (roles, qualifications and experiences required of the speaker(s)/ instructor(s), etc.)	Expected learning outcomes
School-based Cross-learning Modules (XMODs)	<p>School-based Cross-learning Modules (XMODs) intended for S1-S6 revolve around global topics including environment, economy and innovation, poverty and equality, etc.</p> <p>Co-planning and curriculum mapping are to be made in meetings to develop and/or revamp teaching and learning resources across different KLAs to be systematically incorporated into the formal and informal curriculum for both junior and senior formers at different phases.</p> <p>To further construct students' knowledge base, self-learning e-resources, printed and non-printed resources will be easily accessible to all students in the Self-activated Interdisciplinary Learning Zone during assigned regular lessons, 35-min morning reading lessons for S1-3, as well as after-school extended cross-learning activities there.</p>	<p>Each module (4-6 subjects across the levels involved):</p> <p>A total of at least 30 lessons to be conducted in the SAIL Zone (40 mins each) covering each of the modules = <u>90 lessons</u></p> <p>30 x 40 mins x 3 modules = <u>3600 mins</u></p> <hr/> <p>S1-S3 Morning Reading Lessons (to be conducted in the SAIL Zone)</p> <p>An estimated number of 8 35-min lessons for each form per term</p> <p>S1-S3 (<u>48 lessons</u>): 8 lessons x 3 forms x 2 terms 35 mins = <u>1680 mins</u></p>	<p>Teachers from the seven subjects involved in XMOD, including English Language, Biology, Economics, Geography, Science (Junior Forms), Liberal Studies and Project Learning plus the Head of Library, the panel head of IT Department and the Project Assistant</p>	<p>School-based Cross-learning Modules (XMODs) enable students to better connect with their personal learning experiences gained in KLAs and broaden their knowledge base. The theme-based modules help students become more globally-minded.</p> <p>The self-learning resources which cater for learner diversity allow students to learn at their preferred pace.</p> <p>The co-planning and designing process can promote professional sharing among teachers across KLAs through in-depth discussions in an inclusive theme-based model of LAC learning circle.</p>
Whole-school TriEx (Exhibition, Exchange and Experience)	<p>Student-led whole-school TriEx to be conducted at the end of each phases during the post-exam period in June / July 2021 and after school in Dec 2021 tentatively for all students</p> <p>Learning output of each module is to be disseminated and showcased in different forms of presentations in the podium of the Self-activated Interdisciplinary Learning (SAIL) Zone.</p>	<p>Phase 1 (TriEx): 2 hours x 2 sessions (S1-S3 & S4-5) = 4 hours</p> <p>Phase 2 (TriEx): 2 hours x 2 sessions (S1-3 & S4-6) = 4 hours</p>	<p>Teachers from the seven subjects involved in XMOD and the Project Assistant</p>	<p>TriEx sessions provide students ample opportunities to publicly showcase and review their learning outcomes to students across all forms for confidence building, collaborative learning and peer recognition.</p>

Global Awareness Week	This event aims at providing students with a platform to host a range of activities during lunch breaks and/or after school for all students as well as primary students and parents from neighbouring primary schools in order to arouse their global awareness and concern.	An estimated duration of 5 hours in total	Teachers involved in the XMOD and LACC members	The event helps students to construct knowledge in different KLA through purposeful and interactive activities and arouse the public concern of global issues.
Leaders-to-Leaders Seminar	Global leaders sharing in a seminar / after-school activity on topics related to LAC theme-based modules including environment, economy and innovation, poverty and equality, etc. The event is targeted at S1-S3 and/or S4-S5 students, depending on the confirmation from the guest global leader(s).	1 session of 45 minutes	Global leader(s) invited by the HKFYG Leadership Institute as guest speaker(s)	The sharing of global leader(s) on LAC and global topics provides students with more insights and up-to-date information related to XMODs.
Leaders-to-Leaders Interactive Workshop	A diverse format of interactive workshop based on the expertise of the global leaders on the sustainable global goals for a selected number of S1-4 students (around 20-30 based on teachers' nomination).	Two sessions of 2 hrs. each (one for S1-2 and the other one for S3-4) 2 sessions x 2 hrs. = 4 hrs. in total	Global leader(s) invited by the HKFYG Leadership Institute as guest speaker(s)	The workshop provides students with on-site training with global leaders(s) to broaden their vision as well as let them gain invaluable inspirations from the facilitator(s).
Seminars on the use of e-learning resources and the SAIL Zone	Introduction to the use of e-learning resources and the Self-activated Interdisciplinary Learning Zone in to students	30 mins x 2 sessions = 60 mins.	Service provider of e-learning resources and platform	The seminars provide students with a better understanding of the new e-learning resources and their accessibility.

b. Teacher training, when applicable

Activity name	Content (<i>topics, implementation strategies/modes, target beneficiaries, selection criteria, etc.</i>)	Number of sessions and duration	Teachers' involvement and/or hired personnel (<i>roles, qualifications and experiences required of the speaker(s)/ instructor(s), etc.</i>)	Expected learning outcomes
Teacher training workshops, meetings & Professional Development Programme (PDP)	<ol style="list-style-type: none"> 1. Teacher training workshops and meetings with the project advisor for all related teaching staff before the implementation of each phase for curriculum planning of school-based Cross-learning Modules, design of learning activities and assessments. 2. Professional Development Programme for skill-building in devising cross-disciplinary learning materials and cross-curricular teaching as sustainability of the project in the upcoming school years. 	<u>Phases 1 & 2</u> 2 training workshops x 2 hrs x 2 phases = 8 hours Meetings with the project advisor 2 hrs x 2 phases = 4 hours Professional Development Programme for all = 2 hours	Intended facilitator should have a strong expertise in curriculum planning and teaching to conduct the teacher training workshops and PDP Project advisor for meetings with related teachers to co-plan the XMOD.	The teaching training workshops and meetings enhance teachers' capacity-building and therefore provide them with more strategies in designing cross-disciplinary materials to maximise their teaching effectiveness.

c. Essential equipment (including assessment, installation, and evaluation of indispensable objective fixtures and/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.	Custom future-proof units of furniture, both fixed and re-locatable, specifically designed for LAC and STEM learning needs/challenges such as purpose-built shelves, cabinets, collaborative chairs, collaboration tables, etc..	To provide all students and staff in need with a readily flexible, contouring setting that offers optimal compatibility for as many forms of collaborative learning as possible and easier accessibility of the evolving range of self-access and cross-curricular materials on the go.
2.	Interactive A/V Projection System for various immersive learning activities	<p>To bring unprecedented level of enhancement of interactive cross-curricular learning (e.g. 3-D models, blueprints, augmented and virtual reality screens) and cutting-edge immersive learning experiences to all students including virtual tours to areas affected by climate change and a simulated refugee run that guide students through the devastating impacts brought forth by both environmental problems and poverty upon the world.</p> <p>Students can make their presentations on their human-centered design (HCD) for the disadvantaged with the assistance of Interactive A/V Projection.</p> <p>To fully utilize the Interactive A/V Projection System, these activities will be arranged during both regular lessons and after-school sessions as extended learning activities. Therefore, the utilization rate is expected to remain relatively high.</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.	<p>(a) Conversion of the open area on the first floor outside the English activity room into the Self-activated Interdisciplinary Learning (SAIL) (approximate size: 3,000 square feet)</p> <p>(b) This multimedia LAC learning zone is to be equipped with collaborative chairs, collaboration tables, multimedia displays etc.</p> <p>(c) This area is also a self-learning premises containing readily accessible printed and non-printed learning materials as well as e-learning resources/equipment</p>	<p>With the successful conversion of the underutilized open area into the SAIL Zone, it can promote cross-curricular teaching and learning and self-directed learning with cutting-edge, easy-access facilities and equipment to all students and teachers during regular class periods, lunch breaks, and after school sessions till 7pm. This brings long-lasting benefits to students' learning efficacy, teachers' pedagogical advancements, and the school's long-term development.</p> <p>The proposed area can facilitate previously unthinkable large-scale collaborative teaching and learning, for instance, Model United Nations Conference, intra-school and inter-school forums and debates, interactive workshops and other activities to maximise the effectiveness of 21st century teaching and learning and provide the framework for more innovative educational options in the near future.</p> <p>The learning zone provides all students with an easy, open access to resources ranging from reading texts of different disciplines to e-resources on multiple platforms, thus addressing the high demands from students of all Forms for a conveniently-located learning centre/resources hub with consolidated aid that caters for a variety of academic needs. Therefore, the utilization rate is expected to be very high.</p>
2	The SAIL Zone is to be equipped with a platform and podium for experiential cross-curricular collaboration in forms of interactive open-sharing, verbal/visual presentations and TriEx (Exhibition, Exchange and Experience) functions.	The SAIL Zone provides students with opportunities for extensive peer learning, recognition and reflection through sharing their learning output with peers, teachers and the community during TriEx (Exhibition, Exchange and Experience) sessions and Global Awareness Week.

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

Taking consideration of the United Nations Sustainable Development Goals, the 5 pillars of learning lay the foundation of different LAC theme-based modules and thematic events to broaden students' knowledge in different KLAs and connect their learning experiences.








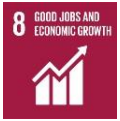


Source: The Division for Sustainable Development Goals (DSDG), United Nations and the HKFYG

An Overview of the School-based Cross-learning Modules (XMODs)

Objectives	<ul style="list-style-type: none"> Facilitate reading across the curriculum in line with the 17 Sustainable Development Goals of the United Nation Connect and consolidate students' learnt knowledges in different disciplines Broaden students' knowledge base Promote collaborative learning and self-directed learning Arouse students' concern towards major global issues and promote global mindedness Refine the learning circle in LAC for professional sharing and development through co-planning of cross-learning materials and activities
Subject involved & Target students	<p><u>Seven subjects in total targeting at students across the levels</u> English Language (S1-S6), Biology (S3 & S5), Economics (S3-S5), Geography (S3-S6), Liberal Studies (S4-S5), Project Learning (S3), Science (Junior) (S1-S2)</p>
Cross-learning Modules (XMODs)	School-based Cross-learning Modules (XMODs) intended for S1-S6 revolve around global topics including environment, economy and innovation, poverty and natural disasters, etc.
Resources	<ul style="list-style-type: none"> e-platform(s), e-books and e-passages along with the newly added collection of LAC reading materials custom facilities in the SAIL Zone with a readily flexible, contouring setting that offers optimal compatibility for cross-form collaborative learning the Interactive A/V System with full networking capabilities provides students with an immersive learning experience podiums for students to showcase/share their learning outcomes for peer learning and recognition
Expected Learning Outcomes	<ul style="list-style-type: none"> At the end of each module in each of the phases, students will be given opportunities to showcase their work in the TriEx (Exhibition, Exchange and Experience) event(s) in the SAIL Zone. Students are able to better connect with their personal learning experiences gained in KLAs and broaden their knowledge base. Dissemination / sharing of experience with the neighbouring primary schools, and other secondary schools is to be made.

Please refer to the Outline of the School-based Cross-learning Modules on Pages 10-11.

UN Sustainable Development Goals	Objectives	Learning contents	Strategies to be adopted	Expected learning outcomes
<p style="text-align: center;">Cross-learning Module (XMOD) 1 – Environment</p>   	Identifying and understanding environmental issues/problems	<p>1. Sources of Energy (e.g. solar power, wind power, hydroelectric power, etc.) <input checked="" type="checkbox"/> S1-3 Eng. <input checked="" type="checkbox"/> S1 Science <input type="checkbox"/> S3 Geog. <input checked="" type="checkbox"/> S4-6 Eng. <input type="checkbox"/> S5 Biology <input type="checkbox"/> S5 Geog. <input type="checkbox"/> S5 LS</p> <p>2. Causes and effects of natural disasters <input checked="" type="checkbox"/> S1-3 Eng. <input checked="" type="checkbox"/> S2 Science <input checked="" type="checkbox"/> S3 Geog. <input checked="" type="checkbox"/> S4-6 Eng. <input checked="" type="checkbox"/> S5 Biology <input checked="" type="checkbox"/> S5 Geog. <input type="checkbox"/> S5 LS</p> <p>3. News about natural disasters caused by climate change <input checked="" type="checkbox"/> S1-3 Eng. <input type="checkbox"/> S2 Science <input checked="" type="checkbox"/> S3 Geog. <input checked="" type="checkbox"/> S4-6 Eng. <input checked="" type="checkbox"/> S5 Biology <input checked="" type="checkbox"/> S5 Geog. <input checked="" type="checkbox"/> S5 LS</p> <p>4. The impact of climate change on humans <input checked="" type="checkbox"/> S1-3 Eng. <input checked="" type="checkbox"/> S2 Science <input checked="" type="checkbox"/> S3 Geog. <input checked="" type="checkbox"/> S4-6 Eng. <input checked="" type="checkbox"/> S5 Biology <input checked="" type="checkbox"/> S5 Geog. <input type="checkbox"/> S5 LS</p>	<p>Students Collect observed/recorded changes and evidence of climate change and global warming</p> <p>Utilise different resources in the SAIL Zone including articles and infographics from various sources (e.g. magazines, e-passages, web pages, etc.), statistical graphs / charts and models/predictions to understand the climate trends and issues</p> <p>Compare the impacts of natural hazards and the respective preventive and remedial measures adopted by in different nations/regions</p> <p>Experience the major threats posed by climate change and global warming through the multimedia-enhanced Interactive A/V System</p>	<p>Students</p> <ul style="list-style-type: none"> identify and understand issues / problems related to climate change and global warming examine significant factors of climate change and natural disasters interpret simple statistical graphs and mathematical models to analyse the climate change trend analyse the effectiveness of preventive and remedial measures to mitigate/reduce the negative effects of natural disasters
	Deriving viable measures to combat environmental problems	<p>Measures to combat environmental problems <input checked="" type="checkbox"/> S1-3 Eng. <input type="checkbox"/> S2 Science <input checked="" type="checkbox"/> S3 Geog. <input checked="" type="checkbox"/> S4-6 Eng. <input checked="" type="checkbox"/> S5-6 Geog. <input checked="" type="checkbox"/> S5 LS</p>	<p>Search for the works of various governments, non-government organizations and proactive groups around the globe on combating climate change</p> <p>Engage in interactive and purposeful activities (e.g. Model United Nations Conference, forum, etc.) to discuss major global problems and evaluate/criticise the effectiveness of existing measures</p>	<ul style="list-style-type: none"> acquire and then utilize critical structural, stylistic and linguistic features of a problem-solution essay connect knowledge bases and concepts across different disciplines
	Exploring sustainable energy alternatives	<p>Energy-related technology and the environment <input checked="" type="checkbox"/> S1-3 Eng. <input type="checkbox"/> S2 Science <input checked="" type="checkbox"/> S3 Geog. <input checked="" type="checkbox"/> S4-6 Eng. <input checked="" type="checkbox"/> S5-6 Geog. <input checked="" type="checkbox"/> S5 LS</p>	<p>Identify / Compare local and global solutions for issues regarding energy, including reducing the demand for energy, more efficient use of energy, recent developments in energy-saving and renewable energies, etc.</p>	<ul style="list-style-type: none"> understand the importance of being informed, rational and responsible citizens of the local, national and global community
<p style="text-align: center;">Cross-learning Module (XMOD) 2 – Poverty</p>	Understanding poverty	<p>1. Understanding poverty in the modern world <input checked="" type="checkbox"/> S1-3 Eng. <input checked="" type="checkbox"/> S3 Geog. <input checked="" type="checkbox"/> S3 Project Learning X STEM <input checked="" type="checkbox"/> S4-6 Eng. <input checked="" type="checkbox"/> S5 LS <input checked="" type="checkbox"/> S5 Economics <input checked="" type="checkbox"/> S4 Geog.</p> <p>2. Causes and effects of poverty <input checked="" type="checkbox"/> S1-3 Eng. <input checked="" type="checkbox"/> S3 Geog. <input checked="" type="checkbox"/> S3 Project Learning X STEM <input checked="" type="checkbox"/> S4-6 Eng. <input checked="" type="checkbox"/> S5 LS <input checked="" type="checkbox"/> S5 Economics <input checked="" type="checkbox"/> S4 Geog.</p>	<p>Utilise different resources in the SAIL Zone including articles and infographics from various sources (e.g. magazines, e-passages, web pages, etc.) and statistical graphs / charts to understand the problems</p> <p>Participate in a visit to subdivided flats and/or</p>	<p>Students</p> <ul style="list-style-type: none"> acquire a comprehensive understanding of the issues/problems related to poverty and other life-threatening social

 		<p>3. Causes and effects of hunger</p> <p><input checked="" type="checkbox"/> S1-3 Eng. <input checked="" type="checkbox"/> S3 Geog. <input type="checkbox"/> S3 Project Learning X STEM</p> <p><input checked="" type="checkbox"/> S4-6 Eng. <input type="checkbox"/> S5 LS <input type="checkbox"/> S5 Economics <input checked="" type="checkbox"/> S4 Geog.</p>	<p>conduct interviews with disadvantaged residents there to gain a better understanding of poverty</p> <p>Experience in a simulated refugee run in the SAIL Zone to gain insights into the dangers/problems (e.g. poverty, famine, attacks, infections, etc.) in developing countries</p> <p>https://www.crossroads.org.hk/global-x-perience/</p>	<p>issues/dangers, master related facts, analyse the core causes, give balanced considerations to different views and make educated, logical judgments</p> <ul style="list-style-type: none"> • present arguments clearly and demonstrate respect for evidence and open-mindedness towards the diverse views held by others • develop skills related to enquiry learning, including problem-solving skills, communication skills, information processing skills and skills in using modern information and communication technologies
	Deriving possible measures to alleviate the problems	<p>Measures to combat poverty and hunger</p> <p><input checked="" type="checkbox"/> S1-3 Eng. <input checked="" type="checkbox"/> S3 Geog. <input checked="" type="checkbox"/> S3 Project Learning X STEM</p> <p><input checked="" type="checkbox"/> S4-6 Eng. <input checked="" type="checkbox"/> S5 LS <input checked="" type="checkbox"/> S5 Economics <input checked="" type="checkbox"/> S5-S6 Geog.</p>	<p>Identify the specific dangers/problems of a country (e.g. Sahel) or a city (e.g. Hong Kong) from a pool of information and then develop enquiry steps to sort out possible solutions for the problems</p>	
	Exploring measures to end poverty and hunger	<p>Social innovation ideas to end poverty and hunger</p> <p><input checked="" type="checkbox"/> S3 Eng. <input type="checkbox"/> S3 Geog. <input checked="" type="checkbox"/> S3 Project Learning X STEM</p>	<p>Generate and integrate innovative ideas into viable action plans containing permanent measures through human-centered design (HCD) to help those in need in the community</p>	
<p>Cross-learning Module (XMOD) 3 – Economy & Innovation</p>   	Understanding urban issues/problems	<p>1. Description of urban issues/problems and unemployment</p> <p><input checked="" type="checkbox"/> S1-3 Eng. <input checked="" type="checkbox"/> S1 Geog. <input checked="" type="checkbox"/> S3 Economics</p> <p><input checked="" type="checkbox"/> S4-6 Eng. <input checked="" type="checkbox"/> S4 LS <input checked="" type="checkbox"/> S4-5 Econ <input checked="" type="checkbox"/> S5 Geog.</p> <p>2. Causes and effects of urban issues/problems arising from a growing/developing city</p> <p><input checked="" type="checkbox"/> S1-3 Eng. <input checked="" type="checkbox"/> S1 Geog. <input checked="" type="checkbox"/> S3 Economics</p> <p><input checked="" type="checkbox"/> S4-6 Eng. <input checked="" type="checkbox"/> S4 LS <input checked="" type="checkbox"/> S4-5 Econ <input checked="" type="checkbox"/> S5 Geog.</p> <p>3. The impacts of industry and innovation on economic growth</p> <p><input checked="" type="checkbox"/> S1-3 Eng. <input checked="" type="checkbox"/> S1 Geog. <input checked="" type="checkbox"/> S3 Economics</p> <p><input checked="" type="checkbox"/> S4-6 Eng. <input checked="" type="checkbox"/> S4 LS <input checked="" type="checkbox"/> S4-5 Econ <input checked="" type="checkbox"/> S5 Geog.</p>	<p>Utilise different resources in the SAIL Zone including articles and infographics from various sources (e.g. magazines, e-passages, web pages, etc.) and statistical graphs / charts to understand the problems and causes of urban growth</p>	<p>Students</p> <ul style="list-style-type: none"> • understand the relationship between urban development, socio-economic development, living standards and environmental conditions • develop a sense of responsibility and willingness to take action in protecting and improving the urban environment • gain multiple perspectives on global issues in different perspectives and contexts (e.g. social, economic, political, and technological, etc.) • develop analytical, collaboration and communication skills through issue-enquiry, participation and discovery
	Deriving measures to alleviate urban issues/problems	<p>Measures to alleviate urban issues/problems</p> <p><input checked="" type="checkbox"/> S1-3 Eng. <input checked="" type="checkbox"/> S1 Geog. <input checked="" type="checkbox"/> S3 Economics</p> <p><input checked="" type="checkbox"/> S4-6 Eng. <input checked="" type="checkbox"/> S4 LS <input checked="" type="checkbox"/> S4-5 Econ <input checked="" type="checkbox"/> S5 Geog.</p>	<p>Discuss the types of conflicts related to urban issues/problems and common/widespread methods for dealing with these conflicts</p>	
	Exploring methods of developing a sustainable city	<p>1. Characteristics of a sustainable city</p> <p><input checked="" type="checkbox"/> S1-3 Eng. <input checked="" type="checkbox"/> S1 Geog. <input type="checkbox"/> S3 Economics</p> <p><input checked="" type="checkbox"/> S4-6 Eng. <input checked="" type="checkbox"/> S4 LS <input checked="" type="checkbox"/> S4-5 Econ <input checked="" type="checkbox"/> S5 Geog.</p> <p>2. Price(s) of developing a sustainable city</p> <p><input checked="" type="checkbox"/> S1-3 Eng. <input checked="" type="checkbox"/> S1 Geog. <input type="checkbox"/> S3 Economics</p> <p><input checked="" type="checkbox"/> S4-6 Eng. <input checked="" type="checkbox"/> S4 LS <input checked="" type="checkbox"/> S4-5 Econ <input checked="" type="checkbox"/> S5 Geog.</p>	<p>Engage in interactive activities such as role-plays and forums to demonstrate how different stakeholders perceive the need to strike a balance between costs and gains (e.g. environmental conservation vs urban development)</p>	

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

Activity name	Content	Number of sessions and duration	Teachers' involvement and/or hired personnel	Expected learning outcomes
Parent Workshops	Parent Workshops to be arranged on topics regarding e-reading and mastering different learning resources at different phases	Two sessions of 60 - 90 minutes each in length	Facilitator(s) from the service provider (s) of the e-reading materials and platform(s) plus LACC members	Given that parents are our prime collaborators, the workshops can provide them with practical skills to supervise their children with the e-reading platform and resources for extended learning.

2.8 Budget

Total Grant Sought: \$761, 700

Budget Categories*	Breakdown for the budget items		Justification(s) <i>(Please provide justification for each budget item, including the qualifications and experiences required of the hired personnel.)</i>
	Item	Amount (HK\$)	
a. Staff	Project Assistant (16-month contract, mandatory MPF contribution included in pay) \$14,500 x 16 x 1.05	\$243,600	The candidate should have a university degree in English-related disciplines. He/she will help: 1. design and compile the learning materials for the school-based Cross-learning Modules (XMODs); 2. coordinate various LAC thematic and whole-school TriEx (Exhibition, Exchange, and Experience) events; 3. train student ambassadors in organizing the activities.
b. Service	e-Resources Subscription and development of a customized e-platform with e-learning resources including at least 36 e-books / e-lessons and 36 e-passages which are to be aligned with the school-based Cross-learning Modules (XMODs).	\$80,000 (one-off purchase and/or development)	Procurement of authentic e-Learning resources comprising up-to-date topics related to the United Nations (UN) Sustainable Development Goals means better-facilitated cross-curricular teaching and learning in a lively, engaging manner with carefully-selected theme-based e-Learning resources supplementing our regular self-directed learning activities bringing our students the opportunity to experience a broader spectrum of authentic knowledge base. Each and every one of our students will be given a fully-personalisable account for self-access learning and reading at their own pace, in order to finely cater for learners' diversity. With the wide-spread use of the purposefully-developed mobile applications and tools, students will have the capability to freely engage in discussions with their peers, teachers and global leaders in various available forums.
	Cloud Services Management	\$6,000 for all S1-S6 students	Overall system establishment and maintenance, along with full account management support.
	Cloud Services Tech Support		Comprehensive tech support package with backup services.
	Leaders-to-Leaders Interactive Workshops \$1000 x 2 hrs x 2 student workshops (one for S1-2 and the other for S3-4)	\$4,000	Customised interactive workshops expose students to the diverse topics of XMODs and the UN Sustainable Development Goals through learning from the available

			Global Leaders' unique insights and expertise.
	<p>Staff Training</p> <ol style="list-style-type: none"> 1. curriculum planning of school-based Cross-learning Modules, design of learning activities \$1,000 x 2 hours each x 4 workshops = \$8,000 2. professional development and capacity building for all related teaching staff \$1,000 x 2 hours = \$2,000 	\$10,000	Purpose-built development workshops are essential to the full incorporation of all related teaching staff in designing and promoting school-based LAC and RAC.
c. Equipment	<ol style="list-style-type: none"> 1. Full-height (1 meter wide) wall-mounted bookshelf/ cabinet x 10 2. Half-height (1 meter wide) storage cabinet x 10 3. Shelf board (1 meter long) x 10 4. Custom / Specialized wooden cabinet (1 meter wide) x 5 sets 	\$40,000	Custom fixed furniture including function-specific items such as shelves and cabinets designed for maximum space utilization and accessibility to provide a flexible setting for collaborative learning and systematic display / storage of self-access learning materials.
	<ol style="list-style-type: none"> 1. Folding chair x 96 2. Collaborative round table x 19 3. Square bar table x 5 4. Coffee table x 4 5. 3-seat sofa x 4 sets <p>Other accessories for the event podium:</p> <ol style="list-style-type: none"> 1. Fabric curtains x 6 sets 	\$40,000	Custom mobile/modifiable furniture designed for the ease of movement and ergonomics such as folding chairs and various tables providing students and staff in need with a contouring/flexible setting that offers optimal compatibility for collaborative learning.
	Interactive A/V Projection System plus installation and software	\$40,000	Integrated Interactive A/V projection systems bridge the gap between a variety of digital multimedia learning materials essential to immersive STEM and cross-curricular learning (e.g. 3-D models, blueprints, augmented and virtual reality scenes) and the reliable physical manipulation / comprehensive needs of 21st century students who should benefit from both multispectral input and output in an assisted learning environment.
d. Works	Ceiling paneling (custom round ceiling rack x 4 sets) and painting work for the SAIL Zone	\$50,000	For all necessary sets of upgrading tasks that lead to the opening of the proposed Self-activated Interdisciplinary Learning (SAIL) Zone - a spacious open area capable of engaging large groups of students in various interactive language, arts, LAC and STEM learning operations with full IT and A/V support, plus the added capability of hosting a variety of inter-school seminars, competitions, and exchange activities that are expected to play vital roles in the future development of the school (currently unavailable, alternatives nonexistent on campus)
	<p>Reinforced electrical wirings and conduits for safely powering the full range of electronic equipment in the SAIL Zone</p> <p>Electrical Engineering:</p> <ol style="list-style-type: none"> 1. Electrical Switch x 15 sets 2. 13A Plug + USB 2.1V Low Voltage Plug Combination Outlet x 10 <p>Lighting installations:</p> <ol style="list-style-type: none"> 1. Ceiling lamp x 50 2. Track light x 24 sets 3. Light-sensing solar-powered light control x 2 sets 	\$50,000	
	Clearance/Re-formatting of existing structural fixtures	\$50,000	

	Relaying the floor	\$30,000	
	Refurbishment of the walls	\$30,000	
	Mobile Event Podium x 2 sets (\$10,000 x 2) Forum tables & Pedestals x 4 (\$3000 x 4)	\$32,000	Furniture specific to the TriEx (Exhibition, Exchange and Experience) Functions include: 1. event podiums for speeches/presentations, MUN Conferences, forums and debates; 2. forum tables for exhibitions, discussions/exchanges, competitions and conferences; 3. pedestals for showcasing/highlighting.
e. General expenses	Light Reading/Reference Materials (an addition of 140-160 titles)	\$14,000	Subscription and purchase of an addition of light reading books and magazines in different themes across the curriculum to broaden walk-in students' knowledge. The materials also serve as a quick-reference database/source for LAC and STEM learning needs on-the-go.
	Auditing Fee	\$5,000	Meeting full project requirement
	Miscellaneous	\$5,563	Photocopying and materials for self-directed learning materials and cross-curricular learning activities
f. Contingency	General contingency fee (\$244,563 x 3%)	\$7,337	[(b + c + e) x 3%]
	Contingency fee for improvement works (\$242,000 x 10%)	\$24,200	[d x 10%]
Total Grant Sought (HK\$):		\$761,700	

3 Expected Project Outcomes

3.1	Deliverables / outcomes	<input type="checkbox"/> Learning and teaching materials <input type="checkbox"/> Resource package <input checked="" type="checkbox"/> e-deliverables*(<i>please specify</i>) <u>at least 36 e-books / e-lessons and 36 e-passages to support Cross-learning Modules (XMODs) and reading activities</u> <input checked="" type="checkbox"/> Others (<i>please specify</i>) <u>Light Reading /Reference Materials (an addition of 140-160 titles)</u> <i>*For e-deliverables to be hosted on HKEdCity, please liaise with HKEdCity at 2624 1000.</i> Expected Outcomes <ul style="list-style-type: none"> • Students take more initiative in their own learning at their own pace through the use of e-resources, the printed LAC titles and self-learning materials in the SAIL Zone. • The school-based Cross-learning Modules and LAC thematic events including TriEx sessions, Global Awareness Week, Leaders-to-Leaders Workshop enable students to connect their learning experiences gained in KLAs and broaden their knowledge base. • Students take more initiative in exploring academic sources and seeking out innovative ways to learn. • Students gain more exposure to texts of different disciplines and genres across the curriculum.
3.2	Positive impact on quality education/ the school's development	An encouraging practice and a theme-based model of LAC learning circle to be generated through this project to showcase how LAC can be organized to achieve our school's concern. If we can meet our expected outcome, the following items can be shared: <ol style="list-style-type: none"> i. Use of e-learning for classroom learning and extended home learning ii. Use of an open-space area to facilitate different learning activities and LAC thematic events to broaden their knowledge base and global perspectives iii. Thematic approach of LAC activities to be promoted through collaboration between different KLAs on the concerned topics under the Global Goals

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)

Event / Activity/ Facility	Indicators of Success	Means of Evaluation
1. Use of Self-activated Interdisciplinary Learning (SAIL) Zone	<ul style="list-style-type: none"> Over 80% of students agree that the SAIL Zone is a resources hub providing them with easily accessible resources and well-equipped facilities for self-directed and cross-curricular learning. Over 80% of students agree that the SAIL Zone facilitates their self-learning and collaborative learning. 	<ul style="list-style-type: none"> Students' survey results and feedback from interviews Record of visiting students Record of assigned lessons
2. School-based Cross-learning Modules (XMODs)	<ul style="list-style-type: none"> Over 80% of students find the Cross-learning Modules (XMODs) arouse their public concern towards global issues. Over 80% of students find the cross-learning activities fun and interactive. Over 80% of teachers find the XMOD useful in constructing students' knowledge gained in different KLAs. 	<ul style="list-style-type: none"> Students' and teachers' feedback in surveys Quality of deliverables Lesson observation Post-observation meeting records
3. e-resources and new collection of light reading / reference materials	<ul style="list-style-type: none"> Over 80% of students agree that the resources in the SAIL Zone and e-resources provide them with useful and easily accessible resources for broadening their knowledge base. Over 80% teachers make use of the related e-lessons to facilitate at the classroom for the selected thematic topics. 	<ul style="list-style-type: none"> Students' and teachers' feedback Access data of e-books Lesson observation feedbacks
4. Whole-school TriEx (Exhibition, Exchange and Experience)	<ul style="list-style-type: none"> Over 80% of students think the activities arouse their interest in learning and boost their confidence through collaborative learning and peer recognition. Over 80% of teachers find the activities useful in constructing students' knowledge gained in different KLAs. 	<ul style="list-style-type: none"> Participants' feedback in survey and/or interviews Teachers' feedback and responses Record of participation
5. Global Awareness Week	<ul style="list-style-type: none"> Over 80% of students think that the event helps construct knowledge in different KLAs through purposeful integration of related activities. Over 80% of participants agree that the event helps arouse their concern towards global issues. 	
6. Leaders to Leaders Seminar & Interactive Workshops	<ul style="list-style-type: none"> Over 80% of participants find the seminar and workshop(s) useful in constructing their knowledge gained in different KLAs. Over 80% of participants agree that the activities help them gain insights into global issues. 	<ul style="list-style-type: none"> Students' and teachers' feedback and responses from interviews and surveys Observation
7. Teacher training workshops, meetings & PDP	<ul style="list-style-type: none"> Over 80% of teachers find the training workshops and meetings useful in providing them with skills in cross-curricular teaching and learning. 	<ul style="list-style-type: none"> Teachers' qualitative and qualitative feedback in the survey
8. Parent Workshops	<ul style="list-style-type: none"> Over 80% of parents agree that the workshop(s) provide them with skills for enhancing students' self-learning and promoting RAC. 	<ul style="list-style-type: none"> Parents' qualitative and qualitative feedback General observation

3.4 Sustainability of the project

- The project enables our teaching staff to enhance their capacity building in adaptation and design of cross-curricular materials through the Professional Development Programmes and ongoing collaboration across KLAs through the implementation of the project. After the completion of the project, our teaching staff will continue to apply the knowledge and experience gained to develop relevant school-based cross-curricular resources and activities to enhance the effectiveness of learning and teaching.
- Upon completion of the project, the converted Self-activated Interdisciplinary Learning Zone, the e-resources along with the new collection of LAC titles, and the equipment procured under this project will continue to be at the school's disposal, and the school may keep up its efforts to promote self-directed learning and cross-curricular collaboration. As such, this project enables the school to provide students with long-term support through the provision of a spacious physical setting for self-directed learning and regular cross-curricular purposeful activities.

3.5 Dissemination

- Our school is prepared to share with other educators the teaching materials adopted for the LAC theme-based modules in dissemination seminar(s) to promote cross-curricular collaboration and enhance teachers' capacity building.
- The deliverables will be uploaded to the school webpage for teachers' reference.
- Professional sharing sessions can be organized to share our experiences and showcase students' learning outputs in the project as well as a visit to the newly converted Self-activated Interdisciplinary Learning (SAIL) Zone.

4. Supplementary information / Remarks

1. Our school will observe all the rules and regulations on the alternation to school premises (including structural alternation and conversion, change of room use, etc.) and seek approval from the respective Regional Education Office before project commencement.
2. Our school will bear all possible consequences resulted from the related school premises alternation / improvement works, including but not limited to the provision of relevant grants, repair works, etc.
3. Our school understands the expenditure items funded by the QEF is one-off. The applicant school is required to bear the recurrent expenditure incurred, including maintenance costs, daily operating costs, etc. and the possible consequences that may arise.
4. 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. Assets Usage Plan

Category (in alphabetical order)	Item / Description	No. of Units	Total Cost	Proposed Plan for Deployment (<i>Note</i>)
audio and video equipment	Interactive A/V Projection System plus installation and software	1	\$40,000	The entire interactive learning system is planned to be cutting-edge, easily expandable and upgradable – which means it is nearly future-proof under usual care and maintenance. It is expected to serve much longer than the estimated lifespan of an average computer system before becoming obsolete. It continues to be used after the completion of the project.
book & VCD	Light Reading/Reference Materials	140-160	\$14,000	The reading materials will continue to be used to help students read across the curriculum for the foreseeable future, as long as they remain relevant and in serviceable condition. They continue to be used after the completion of the project.
e-Resources	e-Resources Subscription and development of a customized e- platform with e- learning resources including at least 36 e-books / e- lessons and 36 e- passages	36 e-books / e- lessons and 36 e-passages	\$80,000	The e-books / e-passages are to be used to expose students to a wider range of up-to-date topics in reading for the foreseeable future, as long as they remain accurate and relevant. They continue to be used after the completion of the project.
office furniture	Full-height (1 meter wide) wall- mounted bookshelf/ cabinet	10	\$40,000	All pieces of furniture are to be robust fixtures/semi- fixtures that will continue to be of reliable service indefinitely. Under proper care and maintenance, it is common for well-designed school furniture to serve for decades without the need to
	Half-height (1 meter wide) storage cabinet	10		
	Shelf board (1 meter long)	10		
	Custom / Specialized wooden cabinet	5 sets		

	(1 meter wide)			be reworked or replaced. They continue to be used after the completion of the project.
	Folding chair	96	\$40,000	
	Collaborative round table	19		
	Square bar table	5		
	Coffee table	4		
	3-seat sofa	4 sets		
	Fabric curtains	6 sets		
	Forum tables & Pedestals	4	\$12,000	

6. Report Submission Schedule

The school commits to submit proper reports in strict accordance with the following schedule:

Project Management (Should be submitted via the “Electronic Project Management System” (EPMS))		Financial Management (Hard copy together with supporting documents should be submitted to the QEF Secretariat by mail or in person)	
Type of report and reporting period	Report due on	Type of report and reporting period	Report due on
Progress Report 01/08/2020 - 31/01/2021	28/02/2021	Interim Financial Report 01/08/2020 - 31/01/2021	28/02/2021
Progress Report 01/02/2021 - 31/07/2021	31/08/2021	Interim Financial Report 01/02/2021 - 31/07/2021	31/08/2021
Final Report 01/08/2020 - 31/01/2022	30/04/2022	Final Financial Report 01/08/2021 - 31/01/2022	30/04/2022