

Dedicated Funding Programme for Publicly-funded Schools

Project Number:	2020/0336
Name of School:	新生命教育協會呂郭碧鳳中學 New Life Schools Incorporation Lui Kwok Pat Fong College
Project Title:	在數碼時代將圖書館完善為生活現實 Refining a library to a living reality in a digital era
Beneficiaries:	Secondary
Estimated Number of Direct Beneficiaries:	Student:750 (S1-S6) Teacher:59 Parent:20 Others (Please specify): 0

1. Project Needs

1.1 Project aim(s)

A library is integrated with a Self-Access Learning Centre (SALC), to conduct collaborative learning activities and reading activities, providing a self-access environment for reading and self-directed learning in diversified ways.

A library, keeps pace with the changes in technology and to support cross-curricular studies, equips some digital resources to aid students in project learning and reference. Through exposure to a variety of multimodal features of e-texts (i.e. sounds, images, videos) as well as a wide range of topics available on the Internet to enhance their understanding of texts and enjoyment of reading. Students are expected to develop advanced reading skills for general and academic purposes.

1.2 School-based innovative element(s)

By integrating some space of the library into the Self-Access Learning Centre. Teachers will be able to:

- conduct mini teacher-student conferences and student-centered collaborative learning activities to cater to learner diversity;
- encourage students at their own pace by making use of the learning resources available;
- promote reading across the curriculum in a relaxing reading environment. For library has acquired resources, organized them, preserved them, and made them accessible to students. But the forms of those resources have changed to e-books, electronic databases, and open data sets.

1.3 Meeting with school-based/students' needs

Item: Relevance to the school development plan of this cycle/major concern

Based on the school's three-year development plan (2021-2024), we aim to upgrade our library as the resources centre for self-directed and lifelong learning; to promote deeper learning, to enhance students' engagement in learning through class and group discussion, project learning, and e-learning.

Item: Students' learning styles

Students need more facilities in a relaxing manner outside the classroom to carry on learning in groups or at their own pace on school campus.

Item: School context

As a school using English as the medium of instruction, we aim to equip more resources in English and proper equipment and facilities to promote curricular and cross-curricular reading, and self-access learning purposes. Also, some of our students can bring their devices to school.

2. Project Feasibility

2.1 Key concept (s)/rationale(s) of the project

Item: Literature review/research reports

Libraries open young minds, build communities, and support families are the three merits that suit our students' needs in school. Leonard Kniffel (December 2010) "12 Ways Libraries Are Good for the Country", in American Libraries.

Item: Reference pedagogical theories/strategies

We care about the developmental needs of every student who comes to the school library for help. A wider definition of a school library will cater to students' needs by offering a wide range of public access computing and internet access services at no charge to them. Students can connect their experiences and knowledge and cultivate a broad spectrum of interests and enhance their taste and quality of life

Item: Reference the Education Bureau curriculum documents/guidelines

We can move a step towards Reading across the Curriculum (RaC) can help students to connect their learning experiences. Students with these learning experiences are better equipped to meet the academic demands at the senior secondary level. Curriculum Development Council. (2017). Booklet 6B: Reading to Learn: Towards Reading across the Curriculum. Senior Secondary Curriculum Guide. Hong Kong: Curriculum Development Council.

2.2 School's readiness

Item: Relevant school experience

Our school sets aside around 20 minutes in two days per cycle for students to enjoy an independent reading of self-selected books. All teachers also join students' independent reading time, Students lead by example to put everything else aside to focus on reading

Item: Relevant training received/qualifications and experience acquired by teaching staff

Subject panel heads and teachers have experienced with cross-curricular projects and have a better understanding of the topics at the junior/senior level. This helps the subject panel heads to choose cross curricular reading resources that suit students' needs, interests and connect their learning experiences to meet the academic demands Librarian teacher with the library prefects and the reading Ambassadors are custom to run activities during lunch and after-school.

Item: Relevant facilities and equipment acquired

iMac desktops are provided in our school Computer Lab to support the learning in Technology Education. Besides, our school has implemented "Bring Your Own Device (BYOD) policy for 3 years and students are looking for an opportunity to connect the [redacted] desktops using their mobile devices in project learning or self-directed learning via the campus LAN.

To facilitate learning outside the classroom, it is proposed to purchase [redacted] desktops to enhance learning and teaching efficiency. On the other hand, in order to support students to do STEM projects, and participate in competitions which involve the components of video-making, movie-editing, poster design and other related skills, the equipment, especially the computers are required to be advanced to ensure the stability of the internet connection and learning efficiency.

Computers in the library are out-dated(2016, i3-6100) at school. It is also necessary to upgrade the old server (2012 R2) of the library to support [redacted] computers.

The new design of the school library includes SALC, making space out of the original floor plan to form small partitions for the purpose of mini-conferences, group discussion and learning. In view of the change of space and design, split air-conditioners are needed for circulation as there are no windows among those subdivided partitions.

2.3 Principal and teachers' involvement

<p>School Staff: Academic council with principals Duties: Formulate plans, Monitor and supervise, Coordinate / collaborate, Plan curriculum/activities, Process funding</p>
<p>School Staff: Library committee Duties: Formulate plans, Monitor and supervise, Coordinate / collaborate, Plan curriculum/activities, Conduct / participate in activities, Process funding</p>
<p>School Staff: General affairs committee Duties: Coordinate / collaborate, Monitor and supervise, Process funding, Formulate plans</p>
<p>School Staff: Information and technology committee Duties: Coordinate / collaborate, Monitor and supervise, Process funding, Formulate plans</p>
<p>School Staff: Subject panel heads and Librarian Duties: Formulate plans, Monitor and supervise, Plan curriculum/activities, Conduct / participate in activities, Consolidate learning and teaching materials, Coordinate / collaborate</p>
<p>School Staff: Subject teachers Duties: Plan curriculum / activities, Conduct / participate in activities, Consolidate learning and teaching materials, Coordinate / collaborate</p>

2.4 Project period

Project Start Date and End Date: from 07/2022 to 11/2023
The project lasts for 1 year(s) and 5 month(s).

2.5 Details of project activities

a. Optimization of e-library facilities

Strategies / Tasks	Success Criteria	Methods of Evaluation
<p>1. <u>Collection of e-Books</u> The collection of e-books will be greatly expanded. It is expected that over hundreds of e-books will be available for students to borrow. Each learning area has different levels of reading materials for self-directed learning and extended learning.</p>	<p>1. Students receive a book list of different levels of reading materials in each learning area; 2. Over 70% of students download or read e-books and give positive feedback.</p>	<p>1. Minute 2. Loan records 3. Questionnaire</p>
<p>2. <u>A Shared Platform of Online Reading</u> Online reading will be developed. It is hoped to establish a shared platform where a thousand e-books or magazines are provided. Students could read large numbers of e-books to broaden their horizons, and facilitate independent learning.</p>	<p>1. Set up a shared online reading platform. 2. Over 70% students search information through the online shared platform of e-libraries; students give positive feedback.</p>	<p>1. Minute 2. Loan records 3. Questionnaire</p>

b. Project implementation measures

Activity 1: Reading cross-curricular books and sharing meetings

Implementation Period:

10/2022-05/2023

<u>Key learning stages and key learning areas/subjects/learning elements</u>	<u>Content</u>	<u>Number of sessions</u>
<ul style="list-style-type: none"> • Key Learning Stage 3 and 4 • Personal, Social and Humanities Education, Science Education, Religious Education, Arts Education; (Parents teachers association and Life Education) • Reading to learn; (Value Education) 	<ul style="list-style-type: none"> • A range of cross-curricular readers will be provided for students to read with understanding, follow a process or argument, summarize, and synthesize and adapt what they learn from the reading. • Through reading books, watching videos, having group sharing meetings in SALC, students will be able to cultivate positive attitudes. This would enhance students' resilience and establish positive thinking and optimistic attitude towards life. 	<ul style="list-style-type: none"> • 6 sessions of activities for the whole school held in after-school(45 minutes)

Success criteria

- Over 70% of students agree that they gain more interest in reading and their Read-to-learn competence can be enhanced.

Number of school personnel and/or appointed project staff involved and respective duties:

- Librarian teacher(1) works collaboratively with Life & Society(2), Biology(1), History(2), Life Education(2), Music(1), Religious Education(1), teachers and Teacher of parents teachers association(1).
- (numbers in bracket)

Expected outcomes:

- Extending learning beyond the classroom and school curriculum
- Strengthen Read-to-learn competence and facilitates Self Directed Learning(SDL)

Activity 2: English speaking activity Implementation

Period: 10/2022-04/2023

<u>Key learning stages and key learning areas/subjects/learning elements</u>	<u>Content</u>	<u>Success criteria</u>
<ul style="list-style-type: none">● Key Learning Stage 3 and 4● English Education● Speaking and e-learning● During this learning activity, students will be able:<ol style="list-style-type: none">1. to decide their own strategies (e.g. using appropriate pauses and stress) and produce expressions that arouse and sustain the audience's or readers' interest.2. to understand levels of formality and informality in spoken texts.3. to evaluate, through peer and self-assessment, their effectiveness in communicating with others from different perspectives and suggest ways to improve.	<ul style="list-style-type: none">● NET(teacher) raises students' awareness of English pronunciation through different audio activities held in SALC.● Students will search different online resources (e.g. e-books/ websites) and expose themselves to listening to English, so as to develop students' self-directed learning habits.● Students will use library equipment to do read-aloud practice weekly to increase their confidence in speaking English.● Students will apply learnt skills and knowledge to produce movies in SALC.● Apart from teacher's feedback, peer appreciation and self-evaluation will be encouraged.	<p>Over 70% of the students can read English fluently and clearly. Over 70% of the students can get a pass in the school speaking exam.</p>

Number of sessions

- Two oral lessons per level from S1 to S3,
- 4 classes/ level, 24 lessons in total, 35 minutes/lesson

Number of school personnel and/or appointed project staff involved and respective duties:

- Native English Teacher(1) works collaboratively with English Language teachers(4)
- (numbers in bracket)

Expected outcomes:

- Students can develop a self-learning habit of learning English.

Activity 3: E-reading activity

Implementation Period:

10/2022-04/2023

<u>Key learning stages and key learning areas/subjects/learning elements</u>	<u>Content</u>	<u>Success criteria</u>
<ul style="list-style-type: none"> ● Key Learning Stage 3 ● English Education ● reading and e-learning ● During this learning activity, students will be able to: <ol style="list-style-type: none"> 1. understand how the English language works and how different texts are organised and expressed, and apply this understanding to their learning and use of language in written modes. 	<ul style="list-style-type: none"> ● Students can read online and do comprehensive exercise in SALC and Library. ● Extensive Reading texts including a variety of topics ranging from subject knowledge, English stories, local affairs to global current affairs are provided in the library. ● Students will select appropriate Extensive Reading texts and discuss the content to produce videos with the aid of equipment/software in SALC. ● To motivate students to work hard and strive for excellence, there is a progress chart for students to do self-evaluation. ● Teachers will also give positive reinforcement to recognize students' effort and improvement. 	Over 70% of students complete the online reading exercise and achieve certain standards.

Number of sessions

- Two oral lessons per level from S1 to S3,
- 4 classes/ level, 24 lessons in total, 35 minutes/lesson

Number of school personnel and/or appointed project staff involved and respective duties:

- English Language teachers(4)
- (numbers in bracket)

Expected outcomes:

- Students can read beyond the classroom and can build up reading habits online.

Activity 4: Book sharing video

Implementation Period:

10/2022-04/2023

<u>Key learning stages and key learning areas/subjects/learning elements</u>	<u>Content</u>	<u>Success criteria</u>
<ul style="list-style-type: none"> ● Key Learning Stage 3 and 4 ● English Education ● Reading and speaking activity ● During this learning activity , Students will be able: <ol style="list-style-type: none"> 1. to organize and integrate information and ideas to write a book report. 2. to apply appropriate presentation skills produce a video of book sharing. 	<ul style="list-style-type: none"> ● Students will learn the format and style of a book report by watching online educational videos in SALC. ● Students will then choose library books/ e-books to read and write a book report. ● To share their learning of writing book reports, students will use appropriate cohesive devices, correct pronunciation, intonation and register that tie to the English curriculum. ● Students will organize and integrate information and produce videos with the use of appropriate equipment/ software in SALC. 	Over 90% of students produce a video with appropriated presentation skills to share a book in English.

Number of sessions

- One oral lesson per each level from S1 to S4, 4 classes/ level, 16 lessons in total, 35 minutes/lesson
- S5/S6 at their initiative afterschool.

Number of school personnel and/or appointed project staff involved and respective duties:

- Native English Teacher(1) works collaboratively with English Language teachers(4)
- (numbers in bracket)

Expected outcomes:

- A book report written with videos presentation by students.

Activity 5: Read Aloud competition in Chinese

Implementation Period:

03/2023-05/2023

<u>Key learning stages and key learning areas/subjects/learning elements</u>	<u>Content</u>	<u>Success criteria</u>
<ul style="list-style-type: none"> ● Key Learning Stage 3 ● Chinese Education ● reading/speaking and e-learning ● During this learning activity, students will be able to apply read-aloud skills and produce a video of book sharing. 	<ul style="list-style-type: none"> ● Library will provide different library books/ e-books for students to choose and read in self-directed learning approach. ● Students will watch video demonstration of read-aloud and practice it themselves. ● Students will produce a one-minute read-aloud video by using appropriate equipment/ software in SALC. ● To raise students' interest in reading, videos of "Book Sharing" will be shown in SALC. Students will vote for the best video online. ● Peer appreciation in groups and self-evaluation will be held in library. 	<p>Over 90% of students are able to submit and upload their videos to Google Classroom.</p> <p>Over 70% of students agree that they gain more interest in reading and their read-aloud skill can be enhanced.</p>

Number of sessions

- Three lessons of S1, 4 classes/ level, 12 lessons in total, 35 minutes/lesson

Number of school personnel and/or appointed project staff involved and respective duties:

- Librarian teacher(1) works collaboratively with Chinese Language Teachers(2)
- (numbers in bracket)

Expected outcomes:

- Students can improve their reading and speaking skills.

Activity 6: Storytelling competition of Chinese idiom Story

Implementation Period:

03/2023-05/2023

<u>Key learning stages and key learning areas/subjects/learning elements</u>	<u>Content</u>	<u>Success criteria</u>
<ul style="list-style-type: none"> ● Key Learning Stage 3 ● Chinese Education ● reading/speaking and e-learning ● During this learning activity, students will be able to apply storytelling skills and produce a video of a Chinese idiom. 	<ul style="list-style-type: none"> ● Library will provide different resources about Chinese idioms (i.e. from library books/ e-books), meanwhile students will search for information, choose their materials and read about Chinese idiom in self-directed learning approach. ● Students will use library equipment to record and edit a video of storytelling of a Chinese idiom. 	<p>Over 90% of students are able to submit and upload their videos to XXXXXXXXXX</p> <p>Over 70% of students agree that they gain more interest in reading Chinese idiom and their reading ability can be enhanced.</p>

Number of sessions

Three lessons of S2, 4 classes/ level, 12 lessons in total, 35 minutes/lesson

Number of school personnel and/or appointed project staff involved and respective duties:

- Librarian teacher(1) works collaboratively with Chinese Language Teachers(2)
- (numbers in bracket)


Expected outcomes:

- Students can improve their understanding of Chinese Culture, through reading and speaking.

Activity 7: Individual response Competition in Chinese

Implementation Period:

03/2023-05/2023

<u>Key learning stages and key learning areas/subjects/learning elements</u>	<u>Content</u>	<u>Success criteria</u>
<ul style="list-style-type: none"> ● Key Learning Stage 3 ● Chinese Education ● reading/speaking and e-learning ● During this learning activity, students will be able to apply presentation skills and produce a video of speech. 	<ul style="list-style-type: none"> ● Library will provide different information resources in SALC (eg. library books, e-books and different websites) for students to choose and read in self-directed learning approach. ● Students will select a book/e-book in library and give a speech of recommending it individually. ● Students will watch video demonstration of how to give speeches and practise in SALC. ● Students will produce their two-minute speech by using appropriate equipment/software in SALC. ● To raise students’ interests in reading, videos of “Speech” will be shown in SALC. Students will vote for the best video online immediately. ● Peer appreciation in groups and self-evaluation will be held in library. 	<p>Over 90% of students are able to submit and upload their videos to </p> <p>Over 70% of students agree that they gain more interest in reading and their reading ability can be enhanced.</p>

Number of sessions

- Three lessons of S3, 4 classes/ level, 12 lessons in total, 35 minutes/lesson

Number of school personnel and/or appointed project staff involved and respective duties:

- Librarian teacher(1) works collaboratively with Chinese Language Teachers(2)

Expected outcomes:

- Students can improve their individual response by reading and speaking.
- Students can develop a reading habit and further develop and improve their presentation skills in order to strengthen their foundation to prepare for the school-based assessment in senior forms.

Activity 8: Further studies of Free lessons of an elective subject block as Guided lessons period

(GLP) Implementation Period:

02/2022-05/2023

<u>Key learning stages and key learning areas/subjects/learning elements</u>	<u>Content</u>	<u>Success criteria</u>
<ul style="list-style-type: none">● Key Learning Stage 4● Chinese Education● reading/writing and e-learning● During this learning activity, Students will be able to apply appreciation skills and gain more interest in reading.	<ul style="list-style-type: none">● The group (5-20 students) will be guided to study the writer and writer's article in a variety of multimodal features of e-texts (i.e. writer's text, sounds, images, videos), class discussion and e-learning.● Library will provide different information resources in SALC (e.g. library books, e-books and different websites) for students to choose their online reading materials in self-directed learning approach.● Students will appreciate and evaluate online reading materials in groups and fill up a Google Form of reading report in SALC.	Over 70% of students agree that they gain more interest in reading and their reading and appreciation ability can be enhanced.

Number of sessions

- Five lessons per level from S4 and S5, 1 group/ level, 10 lessons in total, 35 minutes/lesson

Number of school personnel and/or appointed project staff involved and respective duties:

- Chinese Language Teachers(2)
- (numbers in bracket)

Expected outcomes:

- Students can improve their appreciation and writing skills through reading.

Activity 9: Basic Law Quiz

Implementation Period:

11/2022-05/2023

<u>Key learning stages and key learning areas/subjects/learning elements</u>	<u>Content</u>	<u>Success criteria</u>
<ul style="list-style-type: none"> ● Key Learning Stage 3 ● Basic Law Education ● self-directed learning and e-learning ● During this learning activity, students will be able to apply reading information and finish the online course of Basic Law Education. 	<ul style="list-style-type: none"> ● A class is divided into two groups. Each group will take turns using a computer and iPad to finish the online courses of Basic Law Education. The other group will do a theme-based reading/ watch videos to complete the designated reading activities 	<p>Over 90% of the students finish the task from the online course of Basic Law Education</p> <p>All students finish at least 1 Basic Law theme reading activity</p>

Number of sessions

- Four lessons per level from S1 to S3, 4 classes/ level, 48 lessons in total, 35 minutes/lesson

Number of school personnel and/or appointed project staff involved and respective duties:

- Librarian teacher(1) works collaboratively with Life & Society Teachers(2)

Expected outcomes:

- Students can have a better understanding of the rationales of the Basic Law by self-directed learning.
- To equip students with relevant basic knowledge of the Basic Law.
- Increase student's interest in learning Basic Law by promoting self-directed learning

Activity 10: News feature clips

Implementation Period:

11/2022-05/2023

<u>Key learning stages and key learning areas/subjects/learning elements</u>	<u>Content</u>	<u>Success criteria</u>
<ul style="list-style-type: none"> ● Key Learning Stage 3 ● PSHE education and e-learning ● During this learning activity, students will be able to apply reading information and finish the online course of Basic Law Education. 	<ul style="list-style-type: none"> ● The class is divided into two groups. Each group takes turns to report current affairs and record, and edit a video as a feature clip. The other group does magazine/book research and discussion. ● Library will provide different information resources for students to search and read in self-directed learning approach. ● Students will select their issues to study in library. ● Students will produce a video to report current social affairs and record their presentation as a feature clip by using appropriate equipment/ software in SALC. 	<p>Over 90% of the students finish the task from the online course of Basic Law Education</p> <p>All students finish at least 1 Basic Law theme reading activity</p>

Number of sessions

- Three lessons of S4, 4 classes, 12 lessons in total, 35 minutes/lesson

Number of school personnel and/or appointed project staff involved and respective duties:

- Librarian teacher(1) works collaboratively with Liberal Studies Teachers(4)

Expected outcomes:

- Students will be able to read and understand nonfiction text, compare and contrast daily news from the written form to video. Furthermore, they can ask questions and discuss the news critically.

b. Teacher training (if applicable)**c. Other measures and activities (if applicable)****2.6 Budget****a. Staff cost**

Post title	Full-time equivalent	Appointment requirements	Monthly salary	Mandatory Provident Fund	Employment period (months)	Amount(\$)	Justification
Sub-total on staff cost :						0	

b. Service cost

Item	Service details	Unit cost	Quantity	Unit	Amount(\$)	Justification
Sub-total on service cost :						0

c. Equipment cost

Item	Service details	Unit cost	Quantity	Amount (\$)	Justification
A projector and an electric Projector Screen	Resolution 1920 x 1200 5500 lumens and 100" screen	9,000	1	9,000	They will be used in the activity 3-7 and mini talk of book sharing (Activity 1).
Bookshelves with a screen/wall near to the Circulation counter	Around 1680mm x 200mm x 2000mm	18,000	1	18,000	They will be used in the activity 3-7 and mini talk of book sharing (Activity 1). Better display of new books can facilitate self-directed learning and group project research; and raise students' interest in reading.
Cross curricular reading materials and e-books and databases	reading materials/ books, e-books for students and teachers	Around \$100/book e-books/ reading program 15,000	200 1 set	35,000	They will be used in the activity 3-7 and mini talk of book sharing (Activity 1). A wide range of reading materials will increase the resources of self-directed learning and group project research; and raise students' interest in reading.
Circulation counter	An U-shaped counter 4660mm x 700mm x 1100mm	44,000	1	44,000	The counter has to move as the new setting of SALC and increase the utility of space for promotion of reading activities; facilitate self-directed learning, group project research, booking sharing and group presentation.
Magazine Display cases	Around 2480mm(W) x 600mm(D) x 2000mm(H)	23,000	2	46,000	Better display of magazines can facilitate self-directed learning and group project research; and raise students' interest in reading.
Bar counter with 4 bar counter chairs	Around 2477mm x 500mm x 1050mm	18,000	2	36,000	Provide choice of different sitting arrangements to carry on their learning at their own pace; and facilitates a relaxing atmosphere outside classrooms to encourage students' self-directed learning at their own pace.

Circular desks and sofa sitting	Around 4000mm x 400mm x 1050mm x 7 seats	32,000	2	64,000	Provide choice of different arrangement to increase the students' sense of belonging to the community; and facilitates a relaxing atmosphere for self-directed learning and group discussion.
Bookshelves	Around 700mm x 300mm x 1000mm X3 450mm x 300mm x 1000mm X6	1,000	9	9,000	Better display of library books can facilitate self-directed learning and group project research; raise students' interest in reading.
Self-study desks with screens	Around 800mm x 700mm x 750mm	2,650	4	10,600	Provide choice of different sitting arrangement to carry on their learning at their own pace; and encourage students' self-directed learning.
Group-study desks	Around 800mm x 800mm x 750mm 4 decks in a group	2,000	16	32,000	Provide choice of different sitting arrangement to carry student-centered collaborative learning activities in catering to learner diversity
Closed Shelves of the circulation counter	Around 900mm x 400mm x 2000mm	3,000	3	9,000	Additional fixture for storage of learning materials used in group project and reading activities.
New books Display case and decoration wall	Around 3260mm x 300mm	33,000	1	33,000	Additional fixture for new books in the library. Better display of library books can facilitate self-directed learning and group project research; and raise students' interest in reading.
Floor Cabinet	Around 900mm x 750mm x 2400mm	18,000	1	18,000	Additional fixture for storage of learning materials used in group discussion and reading activities in the SALC.
Wall cabinet (for 11 computers)	Around 8000mm x 260mm x 900mm	35,500	1	35,500	For storage of audio-video equipment in the SALC (Activity 1-10).
Computer desk (for 11 computers)	Around 8840mm x 760mm x 750mm	25,000	1	25,000	Facilitate student's SDL by massive information accessible via the internet
A server upgrade of Library	Server 2019	28,000	1	28,000	Our server is running extremely slow, need to improve its performance for the development of e-Library.

Smart TV / ██████████	65/75 inches 7680 x 4320	20,000	1	20,000	Students are used to iPad/tablets and facilitate student's SDL in various presentation and competition
Computers	24" 16 GB RAM 256GB	6,000	11sets	66,000	For the connection of ██████████ desktops provided in our school Computer Lab; and facilitate self-directed learning and group project learning. A set of Computer includes a mouse, a keyboard and ██████████ ██████████ for editing audio/video in Activity 3-7.
Split Air-Conditioners and installation	BTU/h 26614/ 325mm x 1,100mm x 238mm	26,500	1 set	26,500	Air ventilation of SALC with an area of 10,400mm x 3550mm
Sub-total on Equipment cost :					564,600

d. Works cost

Item	Works details	Amount(\$)	Justification
Floor works	change the floorboard of 2 standard-sized classrooms (Library and SALC)	110,000	The floor of SALC/ Library must be replaced as different sitting arrangement and refining work are done in SALC for promotion of reading activities (Activity 1-7).
Paint the wall	A ceiling & wall painting of 2 standard-sized classrooms (Library and SALC)	75,000	The floor of SALC/ Library must be replaced as different sitting arrangement and refining work are done in SALC for promotion of reading activities (Activity 1-7).
13A Socket	40 units x \$1,110	44,000	The power supply of Smart TV, split air-conditioners, [REDACTED] and all equipment of library.
USB socket	18 units x \$1,150	20,700	To charge students' [REDACTED] and desktops at circulation counter.
Installation work	TV/HDMI Port and wiring connecting the smart TV	6,500	A complementary accessories of Smart TV; for self-directed learning / group project presentation, book sharing and promotion of reading activities.
Additional construction	A plasterboard wall (3550mm(L)) with storage cabinet	37,000	An alternation work of library area in setting up the SALC; for storage of learning materials used in group project and reading activities.

Alteration/modification works	New Skirting board with paint	7,500	An alternation work of library area in the setting of SALC for self-directed learning and group discussion.
Demolition works	Demolish the wall and set up	20,000	An alternation work of library area in setting up a new SALC for self-directed learning, group discussion and reading activities.
A suspended ceiling with lights at entrance and circulation counter	A suspended ceiling(6 units) with(15 units) lights at the entrance and circulation counter	75,000	Facilitates a relaxing atmosphere outside classrooms to encourage students' reading and self-directed learning and group discussion.
Double-Leaf Door with Fire Resistant Glass and electrical rolling shutters	Double-Leaf Door with Fire Resistant Glass and rolling shutters at the library entrance	36,000	It permits more light to enter the library as a living space; facilitates a safe atmosphere for self-directed learning or reading with natural sunlight and a sense of opened view.
Relocation of a network switch in the library	the existing network switch has to move to another location	10,000	An electrical work of library area in setting up the SALC; facilitates a relaxing atmosphere for self-directed learning or reading activities; increase the utility of space for promotion of reading activities.
Follow-up the electrical Installations in the library	Follow-up the electrical Installations in the library	7,000	An electrical work of library area in setting up the SALC; facilitates self-directed learning and reading activities.
Reinstallation of existing Bookshelves & Bookcases	Reinstallation of existing Bookshelves & Bookcases	14,000	Some (around 14) original bookshelves have to reinstall to another position in Library; increase the utility of space for self-directed learning or reading activities.
13A socket for Double-Leaf Door	13A socket for Double-Leaf Door	3,600	An electrical work of library entrance; facilitates a safe atmosphere for self-directed learning or reading with natural sunlight and a sense of opened view.
Telephone socket	Telephone socket (1 unit x1,100)	1,100	/
Works' Garbage Clearing	Works' Garbage Clearing	10,000	/
Curtain	to insulate the SALC for the movie showing in SALC	10,000	
Sub-total on works cost :			487,400

e. General expenses

Item	Amount(\$)	Justification
Miscellaneous (printing of posters and signage)	2,062	printing of posters and signage.
Sub-total on general expenses :		2,062

f. Contingency

Item	Amount(\$)	(Round down to the nearest integer)
Works contingency		48,740
General contingency		16,998
Sub-total on contingency :		65,738

g. Audit fee

	Amount(\$)	
Audit fee	15,000	
Sub-total on audit fee :		15,000
The total amount of funding sought :		1,134,800

3. Expected Project Outcomes

3.1 Deliverables/positive impact on the school's development

Item: Enhanced learning atmosphere 1. Students can formulate learning goals; identify resources for learning; choose and implement appropriate learning strategies, and evaluate learning outcomes. 2. By the use of E-learning skills and time management skills, students can learn with more support from peers in groups. Hence, addressing individual differences in learning.
Item: Students' work Students can bear an active role in connecting among different texts / with prior knowledge and experiences. Their works such as videos and slogans demonstrate their sense of belonging to the campus and the community. These will be published in school campus TV, school newsletter, and broad display of library.
Item: Enhanced collaboration between subject panels Librarian teacher, Subject teachers, and Library prefects/students can create more diversified activities in SALC and Library, thereby strengthening the coherence between curricular and cross-curricular reading.

3.2 Evaluation

Evaluation Method: Questionnaire Success criteria: <ul style="list-style-type: none">School-based questionnaires and stakeholder Questionnaires collect opinions and understand the students', teachers', and parents' opinion of student's learning process, such as participation and Achievement. Through questionnaires, students learned whether the students could acquire the skills of directed learning and Read-to learn competence.
Evaluation Method: Performance change of students in assessment Success criteria: <ul style="list-style-type: none">Before the implementation of the activity, teachers evaluate the student's ability in language expression, so that the teacher can observe the changes in the motivation of learning, reading, and

speaking ability before and after the implementation of the activity, to understand the effectiveness of the activity.

- Rubrics/ success criteria to conduct self-directed and peer assessment where appropriate to promote life-long learning and self-directed learning will be used.

Evaluation Method: Focus group interview

Success criteria:

- Some students such as library prefects will be selected to be interviewed. The objective of the interview is to study students' views on the use of SALC.
- Subject panels evaluate the effectiveness of project activities for further development of the skills of directed learning and Read-to learn competence of students.

3.3 Sustainability of the project (only applicable to applications with total funding sought to exceed to \$200,000)

- The curriculum will continue to be implemented and enhanced after the completion of the project.
- The relevant facilities and equipment will be properly used for learning and teaching activities after the completion of the project. Usage plan of SALC will be developed for sustainable use of SALC.
- The activities conducted in the SALC are justified and the SALC will be fully utilised to facilitate self-access learning.

3.4 Dissemination (only applicable to applications with total funding sought to exceed \$200,000)

Item: Learning circle

The design and implementation plan of activities will be uploaded to our school web page so that other teachers can download the teaching materials.

When writing this proposal, did the school refer to the sample proposal/project(s) approved with funding support at the Quality Education Fund (QEF) website?

No

3.5 Assets Usage Plan

Item	Unit cost	Quantity	Amount (\$)	Usage
A projector and an electric Projector Screen	9,000	1	9,000	To continue support cross-curricular reading activities, group project learning activities and SDL in the library after project completion
Bookshelves with a screen/wall near to the Circulation counter	18,000	1	18,000	
Cross curricular e-books/reading program	15,000	1 set	15,000	
Circulation counter	44,000	1	44,000	
Magazine Display cases	23,000	2	46,000	

Bar counter with 4 bar counter chairs	18,000	2	36,000	
Circular desks and sofa sitting	32,000	2	64,000	
Bookshelves	1,000	9	9,000	
Self-study desks with screens	2,650	4	10,600	
Group-study desks	2,000	16	32,000	
Closed Shelves of the circulation counter	3,000	3	9,000	
New books Display case and decoration wall	33,000	1	33,000	
Floor Cabinet	18,000	1	18,000	
Wall cabinet (for 11 computers)	35,500	1	35,500	
Computer desk (for 11 computers)	25,000	1	25,000	
A server upgrade of Library	28,000	1	28,000	
Smart TV / XXXXXXXXXX TV	20,000	1	20,000	
Computers	6,000	11sets	66,000	
Split Air- Conditioners and installation	26,500	1 set	26,500	

4. Declaration:

1. Our school will observe all the rules and regulations on alteration to school premises (including structural alteration and conversion, change of room, 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 alteration/ improvement works, including but not limited to the provision of relevant grants, repair works, etc.
3. Due to the expenditure items funded by the QEF is one-off, our school will bear the recurrent expenditure incurred, including maintenance costs, daily operating cost, 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. Our school will ensure that the activities conducted in the SALC are justified and the SALC will be fully utilised to facilitate self-access learning.
6. Our school will introduce the use of rubrics/ success criteria to conduct self-directed and peer assessment where appropriate to promote life-long learning and self-directed learning.
7. Our school will ensure that detailed success criteria to evaluate the project effectiveness has been provided.
8. Our school will ensure that the learning and teaching materials to be developed meet students' learning needs, levels, age and abilities. Moreover, the content and information should be correct, complete, objective and impartial. Our school will confirm the copyrights of the deliverables/ materials developed should be vested with the QEF.

5. Report Submission Schedule:

Project Management		Financial Management	
Type of report and reporting period	Report due on	Type of report and reporting period	Report due on
Progress Report 01/07/2022 - 31/12/2022	31/01/2023	/	/
Progress Report 01/01/2023 - 30/06/2023	31/07/2023	Interim Financial Report 01/07/2022 - 30/06/2023	31/07/2023
Final Report 01/07/2022 - 30/11/2023	29/02/2024	Final Financial Report 01/07/2023 - 30/11/2023	29/02/2024