

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

Project Title: School-based Spiritual Education	Project Number: (2018/0184)
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Name of School: St. Paul’s School (Lam Tin)

Direct Beneficiaries

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

(b) Beneficiaries: (1) Students: 900 (Whole School); (2) Teachers: (61); (3) Parents: (900-1800) (All parents); (4) Others: 30 - 60 (Community around the school)

Project Period: 09/2021 to 09/2022

1. Project Needs

1.1	Project Aim(s)	<p>To Construct a spiritual and mindful promenade in the school premises combining the elements of art, religion, gardening, reading, meditation and also implementing the school-based Spiritual Education for the teachers, students, parents and the surrounding community. The Spiritual Education is the whole-school approach for future development. This project is aimed to create a serene oasis, stress free atmosphere, healing and calming area for our teachers and students alike to take a break when they are tense and stressful as a result of their studies and other challenges at their adolescence, as well as to facilitate and supplement the school-based Spiritual Education implementation; thereby benefiting and positively impacting the whole school community with diverse needs, which can be seen from school data.</p> <p>This project on Spiritual Education can allow students to relieve the stress at adolescence and maintain a balance of life, enlarge their power of mind and heart to strengthen their resilience and positive emotion and develop health strategies in spiritual, emotional and mental aspects.</p>
1.2	Innovative element(s)	<p>Making reference to the Professional Organization, the school will strive to promote spiritual literacy, cultivate “Positive Youth Development” e.g. self-awareness, mindfulness, well-being, life meaning and direction, life transcendence and sacredness to enhance the emotional and mental health of our students.</p> <p>The school has been incorporating meditation, mindfulness and self-awareness practices into the Religious Education (RE) curriculum since 2016. Building the spiritual and restful Promenade can provide the best-fit environment to implement of the school-based collaborative strategies and cross-curricular initiatives. Programmes and activities to be conducted at the Promenade are as follow:</p> <ul style="list-style-type: none"> • starting from the junior level L & S curriculum about Public health & Human health, as well as Chinese Cultural & heritage in mindfulness. Teachers will practice mindful thinking with students;

		<ul style="list-style-type: none"> • mindful drawing will be schemed in the Art curriculum; • in the RE curriculum, more lessons will be taught at the Promenade e.g. mindful thinking for self-awareness, mindful walking, self/nature awareness, meditation and relaxation exercises. RE teachers will also teach the Bible stories mounted on the wall of the staircases and Promenade, so as to give some time-out for the students to learn outside the classroom; • together with the Counselling Committee, the Student Counsellor will utilize the benches along the Promenade to meet and counsel the students; • the Pastoral Worker will meet, console and guide the students to do self-reflection and prayers along the Promenade and in front of the religious stories and inspiring pictures. • the Health Committee will launch the Healthy Lunch Day and introduce mindful eating; and • the Social Worker and Counselling Team will teach all classes what to do when they have emotional breakdown, for example, taking deep breath exercises at the Promenade. <p>The Promenade design involved different student clubs and committees and is a manifestation of student collaborations by the Art Students and Art Club. In particular, resting area to include benches and seats. Along the Promenade, there will be religious stories, pictures, posters or mosaic wall art designed by the Religious Committee to give spiritual and positive inspiration to students. The Promenade will be covered by a glass ceiling where the sun can come through and students can take refuge there even on rainy days. It is also environmentally friendly by using sunlight to reduce the consumption of energy. At the end of the Promenade is the Grotto of Holy Mary and the Turtle Pond, where students can be guided to pray and do reflection on Life education, where they can find “Hope” in spirituality. With the help of the gardening club, there will be different kinds of plantation design with various colours to beautify the Promenade with nature elements by students.</p> <p>The school will relocate some well-being & spiritual books from library to the Spiritual Library connected with the Promenade, which is the study room located at present. The study room will be swapped with the library so the school can extend the capacity of the library. The library will be enlarged and one side of the wall will use glass wall to view the relaxing Promenade and from time to time, some light music or meditation music will be played for relaxation and stress relieving purpose. When students are reading in the library with specially designed seats/sofa and sunlight passing through, it can create a positive environment with “Hope”.</p> <p>In order to promote physical, mental and spiritual health, wall-mounted boards and banners designed by the Art Club, Gardening Club and Religious Committee will be installed on each floor of the staircase and the 3-side walls above the playground to increase the spiritual atmosphere, knowledge of the Bible and some positive inspiring messages. The boards and banners will be changed periodically as the club/committee deem fit. An outdoor digital display panel will also be installed to allow whole-school experience on spirituality and mindfulness.</p>
1.3	Alignment with school-based / students’ needs	A major concern for the school in the coming years is “Holistic well-being – Cultivate a positive & healthy school culture”. This includes a balanced and multi-faceted development across spiritual, moral, social, emotional, physical & academic wellbeing. To develop health-promoting strategies in spiritual,

		physical, social, mental, emotional and environmental aspects. The school decided to adopt a collaborative approach to cultivate a positive and healthy school culture with school initiative, family and community involvement. If the project is approved, the school will give its full support in terms of management, administration and resources. The project will provide a happy and positive environment for the six-year studies and can strengthen students' mental, emotion and spiritual health, as well as to establish a positive thinking and meaningful life under the support of Spiritual Education.
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2. Project Feasibility

2.1	Key concept (s) / rationale(s) of the project	<p>Research always shows there is a connection between the physical environment and psychological and physiological well-being. Personal control, socially supportive relationships, the ability to regulate social interaction and restoration from stress and fatigue are all affected by properties and the design of the built environment. Characteristics of the built environment can also influence psychological health directly include crowding, noise, indoor air quality, light, furniture configuration and privacy. (Gary W. Evans, 2003)</p> <p>By crafting an area of the school campus into an “oasis”, incorporating mindful environment with spirituality, complemented with greening concept and reading pleasure, a message of positive and healthy school life can be delivered. The mindsets and skillsets of Spiritual Education centred on well-being cannot be taught, but to be caught by students and teachers alike.</p> <p><i>Ref: Evans, G.W. J Urban Health (2003) 80: 536. https://doi.org/10.1093/jurban/jtg063</i></p>
2.2	Applicant's readiness or ability/ experience/ conditions/ facilities for project implementation	<ul style="list-style-type: none"> • The school Principal is committed to support this project fully. A team of six RE teachers and the Principal has been established to lead and see through this project with the involvement of the Art Panel, Nature study club and Reading committee and 4 teachers will be assigned to liaise closely with the Professional Organization on their “Spiritual Education: Learning to be inspired and to inspire Project” and its implementation at the Promenade. • The composition of team will enable the implementation of the Spiritual Education to the students as the whole-school approach after three years. The “Spiritual Education: Learning to be inspired and to inspire Project” will provide staff development for all the teachers and middle management, also workshops for all of our S1 students in 2019.
2.3	Principal's and teachers' involvement and their roles	<ul style="list-style-type: none"> • The Project Leader teacher will coordinate with the service provider of the “Spiritual Education: Learning to be inspired and to inspire Project” to facilitate the implementation of theories and practices of Spiritual Education by utilizing the Promenade. • The Principal and Project Leader will coordinate with the Heads of different subjects and teachers in different subjects and committees to introduce Spiritual Education in different curriculum and year plans with the use of the Promenade. • Teachers across different subjects have been fully briefed and are in full support of the school major concern of the “Holistic well-being – Cultivate a positive & healthy school culture”. They will promote the Spiritual Education in their curriculum and clubs. They will plan to have lessons in the Promenade and the Spiritual Library.

2.4	Parents' involvement / participation (if applicable)	Student-parent communication and reflection can be organized by the Parent-Teacher Association at the Promenade. If the Spiritual Library is relocated to the group floor, parents can visit our library with their children during parent's workshops and Parents Day. More books in parenting, children-parent relationship and Spiritual Education for parent will be placed in the library so as to facilitate the school concern to have a positive and healthy family involvement.
2.5	Roles of collaborator(s) (if applicable)	To facilitate the school concern to have a positive and healthy community involvement, the Promenade and Library will be opened to the primary school students (P2-P6) of the "Star of Bethlehem" Summer Program held by Sisters of St. Paul de Chartres (Hong Kong). The primary students will be recruited from the neighborhood primary schools and their families and friends.

2.6 Implementation timeline

Implementation period (MM/YYYY)	Project activities
9/2021 – 9/2022	1. Renovation of the new Library 2. Renovation of the Promenade 3. Install wall-mounted poster, banners and pictures frame, outdoor display panel. 4. Install new gardening design 5. Install furniture and fixture 6. Install mosaics pictures
9/2021 – 9/2022	Relocation of the library
9/2021 – 9/2022	Designing the inspiring religious and spiritual posters, banners, pictures.
9/2021 – 9/2022	Teachers' training of Spiritual Education at the Professional Organization
10/2021 – 9/2022	Curriculum adaption process in the Religious Education curriculum for the Secondary One

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

a. Student activity, if applicable

Activity name	Content (Including the topics, implementation strategies/modes, target beneficiaries, selection criteria, etc.)	Number of sessions and duration	Teachers' involvement and/or hired personnel (Including the roles, qualifications and experiences required of the speaker(s)/ instructor(s), etc.)	Expected learning outcomes
Activity 1	Students attending workshops on spiritual education Strategies: Self-reflection, mindful practice and theory teaching with technology education Learning elements: Through mindful practice, students learned self-awareness, stress management and life meaning	4 lessons (60 mins per lesson)	Teachers training	Students develop an understanding on self-awareness, mindfulness, stress management and life meanings
Activity 2	Mindful thinking for self-esteem	4 lessons (30 mins)	L & S Lessons	Arise attention and enhance students'

	<p>Strategies: Self-reflection and mindful practice coherent with the L & S curriculum in a silent environment</p> <p>Learning elements: Through mindful practice to raise self-awareness and match with the personal growth curriculum of L & S</p>	per lesson)		self-esteem
Activity 3	<p>Mindful drawing</p> <p>Strategies: Self-reflection and mindful practice coherent with the VA curriculum in a silent environment</p> <p>Learning elements: Through mindful drawing, students learn to keep calm and adapt to silence to restore a peaceful mind and heart</p>	4-5 lessons (30 mins per lesson)	Art lessons	Develop self-awareness and nature concern
Activity 4	<p>Mindful thinking for self-awareness, mindful walking, self/nature awareness, meditation and relaxation exercises</p> <p>Strategies: Self-reflection and mindful practice coherent with the RE curriculum in a silent environment</p> <p>Learning elements: Through mindful practice to raise their self-awareness and spirituality, to build a connection with God in a calm and silent status.</p>	8-10 lessons (30 mins per lesson))	RE lessons	Develop self-awareness, nature concern, calm and relaxation practice
Activity 5	<p>Learn the religious stories, the Bible stories, messages from religious pictures, poster and mosaic mounted on the wall of the staircases and Promenade</p> <p>Strategies: Self-reflection and mindful practice coherent with the RE curriculum in a silent environment</p> <p>Learning elements: Learn Catholic knowledge and prayer skills in a silent environment</p>	4 lessons (30 mins per lesson)	RE lessons	Develop spirituality and give some time-out to learn outside the classroom
Activity 6	<p>Quality time and chat with Student Counsellors on the benches along the Promenade</p> <p>Strategies:</p>	1 hour per day	Counselling Committee	Emotional console

	<p>Collaborate with Guidance & Counselling Department to provide a peaceful, spiritual and comfortable place for them to give students' support at the promenade</p> <p>Learning elements: Caring and be counselled in a silent environment</p>			
Activity 7	<p>Self-reflections and prayers along the Promenade, in front of the religious stories and inspiring pictures</p> <p>Strategies: Collaborate with Pastoral Care department to provide a place with spiritual and religious colour to enhance their religious education at the promenade</p> <p>Learning elements: Learn Catholic knowledge and prayer skills in a silent environment, caring by Pastoral worker</p>	1 hour per day	Pastoral Care	Develop Spiritual and emotional console
Activity 8	<p>Healthy Lunch Day and introduce mindful eating</p> <p>Strategies: Collaborate with Health Department to organize healthy lunch with mindful eating teaching to allow students to experience mindful eating</p> <p>Learning elements: Through mindful eating to raise self-awareness and the skill to eat healthier</p>	Twice a year	Health Committee	Promote physical health and healthy diet
Activity 9	<p>Learn to cope with emotional breakdown, e.g. taking deep breath exercises at the Promenade</p> <p>Strategies: Collaborate with Social worker to provide a peaceful, spiritual and relaxing place for students to practice deep breathing exercise</p> <p>Learning elements: Caring and be counselled in a silent environment. Learn some stress relieve skills</p>	Once a month	Social Worker and Counselling Team	Develop self-healing ability to relieve stresses
Activity 10	<p>Design of the Promenade with benches and seats</p> <p>Strategies: Involve Visual Art students in</p>	Daily	Art Students and Art Club	Practicing Art knowledge

	<p>designing the benches and seats. To empower their self-confidence with the use of their talents and belongings to the school.</p> <p>Learning elements: Learn interior design skills which include a peaceful, harmony and spiritual environment</p>			
Activity 11	<p>Pray and do reflection at the end of the Promenade, the Grotto of Holy Mary and the Tuttle pond</p> <p>Strategies: Collaborate with RE and pastoral care department to provide a place with spiritual and religious colour to facilitate students' religious activity at the promenade</p> <p>Learning elements: Learn Catholic knowledge and prayer skills in a silent environment</p>	Daily	RE Committee and Pastoral Care	Practice Self-reflection and develop spirituality
Activity 12	<p>New reading experience in the enlarged library with the glass wall connected to the relaxing Promenade, light and meditation music</p> <p>Strategies: Reading spiritual and well being books coherent with the Reading Committee, providing students with a comfortable and relaxing environment in the Spiritual Library</p> <p>Learning elements: Student can enjoy a stress-free environment to gain calmness, peace and silence.</p>	Daily	Reading Committee, Librarian and RE Committee	will be played for relaxation and stress relieving purpose.

b. Teacher training, if applicable

Activity name	Content <i>(Including the topics, implementation strategies/modes, target beneficiaries, selection criteria, etc.)</i>	Number of sessions and duration	Hired personnel <i>(Including the roles, qualifications and experiences required of the speaker(s)/ instructor(s), etc.)</i>	Expected learning outcomes
Activity 1	<p>Teachers attending Spiritual Education training at the Professional Organization</p> <p>Workshop 1: Experience the inspiration of the Spiritual Education</p>	<p>4 lessons (3 hours per lesson)</p> <p>2 days & 1-night camp (30 hours)</p>	Professional Organization	Teachers understand and are able to initiate and implement school-based spiritual education

Activity 2	Teachers attending Spiritual Education training at the Professional Organization Workshop 2: Teaching theory and Pedagogy of the Spiritual Education	8 lessons (3 -3.5 hours per lesson)	Professional Organization	Teachers learned the Pedagogy and materials and implement school-based spiritual education
Activity 3	Staff development workshops	8 hours	Professional Organization	Whole school approach of spiritual education can be understood by all teachers and implement in all subjects
Activity 4	Teachers are trained to operate and use the outdoor digital display panel for the sharing sections in morning assembly			Allow whole-school experience on spirituality and mindfulness in the assembly with e-service.

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

	Details of equipment to be procured	Contribution to fulfilment of the project aim(s) and if applicable, the expected utilization rate
1	Wall-mounted poster, banners and pictures frame, outdoor display panel	Infuse the positive and healthy culture in school; expected to be used daily
2	New gardening design for the Promenade	An integral physical part of the Promenade for students and teachers; expected to be used daily
3.	Furniture and fixture for the Promenade	An integral physical part of the Promenade for students and teachers; expected to be used daily
4.	Mosaics pictures for the Promenade	For reflection and contemplation; expected to be used whenever the Promenade is being visited

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	Library relocation and extension	Offer a space for mindful reading and to be merged into the serene atmosphere of the Promenade
2	Promenade	The essential and core part for the aim in implementing the school-based curriculum

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

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

Spiritual Education will be implemented in the whole school-based curriculum, starting the RE subject in Secondary One then expand to other subjects with the help of all teachers to create cross-subject curriculum approaches. Students can develop their problem-solving skills when they face difficulties, they can go to the calm area at the promenade for a deep breath for relaxation. RE teachers will lead students to experience and utilize the calm area in the promenade.

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

Teachers will be trained and experience the Spiritual Education with the Promenade in the Staff Development Day and workshops in advance organized by Professional Organization. A handbook with guidelines and lists

of activities for stress relieve and Spiritual Education will be given to all teachers, to encourage them to utilize the Promenade during or after the lessons.

2.8 Budget

Total Grant Sought: HK\$ \$1,105,000

Budget Categories*	Breakdown for the budget items		Justifications <i>(Please provide justification for each budget item, including the qualifications and experiences required of the hired personnel.)</i>
	Item	Amount (HK\$)	
a. Service (\$80,000)	<p>Teacher training project</p> <p>1. Teachers will be trained by at least 2 staffs from Professional Organization. (Total 45 hours, \$40,000)</p> <p>a. Professional Organization will demonstrate the Spiritual Education lessons to the teachers in S1 classes. (30 hours)</p> <p>b. Teaching & learning preparation workshop (3 hours)</p> <p>c. Practicum observation (8 hours)</p> <p>d. Evaluation & conclusion (4 hours)</p> <p>2. Introduce Spiritual Education to teachers by Professional Organization. Professional Organization will give advices in pedagogy planning and teaching materials making. (Total 24 hours, \$30,000) (At least 2 staffs from Professional Organization will be involved.)</p> <p>a. Workshop (14 hours)</p> <p>b. Exchange seminar (3 hours)</p> <p>c. Day Camp (7 hours)</p> <p>3. Staff development Day (Total 7 hours, \$10,000) (At least 2 staffs from Professional Organization will be involved.)</p>	\$80,000	Teacher training and student workshops for sustainable development of school-based curriculum
b. Equipment (\$160,000)	Outdoor display panel	\$160,000	Interactive visual aids for sharing and whole-school events
c. Works (\$800,000)	Promenade (Details are provided in P.10)	\$500,000	The core part of this project
	Library relocation and extension (Details are provide on P. 11)	\$300,000	To integrate reading with spiritual education

d. General expenses (\$65,000)	Audit Fee	\$15,000	
	Wall-mounted poster, banners and pictures frame	\$5,000	Visual aids for culture building
	Mosaics pictures for the Promenade	\$20,000	For contemplation and reflection
	Furniture and fixture for the Promenade	\$20,000	For physical environment of the Promenade
	New gardening design for the Promenade	\$5,000	For physical environment of the Promenade
Total Grant Sought (HK\$):		\$1,105,000	

*

(i) Applicants should refer to the QEF Pricing Standards in completing the above table. All staff recruitment and procurement of goods and services should be carried out on an open, fair and competitive basis. Budget categories not applicable to this application can be deleted.

(ii) For applications involving school improvement works, a contingency provision of not more than 10% for carrying out works is considered acceptable.

(iii) For projects lasting for more than one year, a contingency provision of not more than 3% of the total budget exclusive of staff cost and works expenditure (including the related contingency provision), if any, is considered acceptable.

Construction of the Spiritual Promenade		
1	Demolition of the fish pond and polish the concrete road	50,000.00
2	Painting the ceiling and wall surrounding the fish pond	28,000.00
3	Floor tiling of the promenade	145,000.00
4	Install outdoor furniture	50,000.00
4	Construct the water feature on the wall of the promenade	
	a. wall tile of the water feature	50,000.00
	b. install water pipes	6,000.00
	c. install water bump and electricity	9,500.00
5	Replace of existing socket (4 units)	3,000.00
6	Replace the fluorescent tube lighting fitting (2 sets)	2,000.00
7	Replace the outdoor canopy to block the air conditioner dripping	55,000.00
8	Plantation and other decoration	40,500.00
9	Water wall	30,000.00
10	Renovation of the Grotto of Mary	
	a. Fill up the gap of the back wall of the grotto.	3,000.00
	b. Install railing in front of the garbage collection area for growing plants and beautify the middle of the promenade and garbage collection area	28,000.00

Total: \$500,000

Construction of the Spiritual Library		
1	Removal of the wall of the old sever room, stage, gate, door, electric wire station, electric fan and old security camera	25,000.00
2	Break down of the cement wall and replace with one-piece glass wall	26,000.00
3	Removal existing alluminium windows and replace with large glass windows and repaint the wall	20,000.00
4	Install stainless steel framed glass door	9,600.00
5	Painting of wall and ceiling	27,500.00
6	Install rolling blind curtain	11,200.00
7	Polish the floor and replace squared carpet	21,200.00
8	Install plastic foot line	3,000.00
9	Build staircase seats with book-shelves and plastic floor plate	43,000.00
10	Install U-Shape sofa seats	21,500.00
11	Install the fluorescent tube lighting fitting	35,000.00
12	Install sockets	5,800.00
13	Remove and install new pumping box	4,000.00
14	Install 2-layer compact shelving	
	a. W2400 x D350 x H2100	24,800.00
	b. W600 x D350 x H2100	22,400.00

Total: \$300,000

3. Expected Project Outcomes

3.1	Deliverables / outcomes	<input type="checkbox"/> Learning and teaching materials <input checked="" type="checkbox"/> Resource package <input type="checkbox"/> e-deliverables* (<i>please specify</i>) S1 Spiritual Education Learning and Teaching worksheets about spiritual education, mindfulness and practising exercises. <input type="checkbox"/> Others (<i>please specify</i>) _____ <i>*For e-deliverables to be hosted on HKEdCity, please liaise with HKEdCity at 2624 1000.</i>
3.2	Positive impact on quality education/ the school's development	This project together with the Spiritual Education can nurture students with a balance of life in recreation environment. To develop a power of mind and heart to strengthen their resilience and to build a healthy growth in spiritual, emotional and mental aspects. With the Spiritual Education and the atmosphere of the Promenade, the school wishes to help the students with MI and special needs to improve their learning and social situation. Also, the school wishes the early intervention from Secondary One, can reduce the MI cases in their personal growth and development. This project can help to reduce stresses of the teachers with the mindful practices and to build student-teacher relationship and communication.

3.3 Evaluation

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

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

1. Collaborative teaching approach will be involved, pastoral care coordinator, pastoral worker, student counsellors or the Counselling Team will collaborate with the subject teachers to see which topic they can import the Spiritual Education. The above units will observe and assess the progress of the students in the lessons.
2. Questionnaires will be given to all students to evaluate their feedback on practicing Spiritual Education in the Promenade during lessons, their feelings and the frequency they stay in the Promenade and the newly designed library with peers.
3. Monitor the effectiveness of the project of the MI and SEN cases and consult the feedback from the EP, CP and social worker to check if the project can help to improve the situation of the students.
4. After consultation with the above units, the Spiritual Education Team will adjust and modify the content of the Spiritual Education and the setting of the Promenade to suit the feel and feedback from the end-user (Students, parents, teachers, staffs, community).

Success Criteria

Qualitative Data

Teachers' observation on students' performance

- Teachers observe whether students participate actively during Spiritual Education lessons and other activities hold in the Spiritual Library.
- Monitor the effectiveness of the project of the MI and SEN cases and consult the feedback from the EP, CP and social worker to check if the project can help to improve and relief the situation of the students.
- Teachers' discussion with students.

Quantitative data

Marks on assignment and assessment

- 60% of students are interested to use and stay in the Spiritual Library and the promenade continuously.
- 70% of students feel relax in the Spiritual Library and relief after learning Spiritual Education.
- 50% of students are interested to sustain practicing mindfulness.

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

3.4 Sustainability of the project

The Spiritual Education will be a major concern in the school development and it will implement in the whole-school RE subjects. It will also be incorporated into all other subjects with the supporting environment of the Spiritual Promenade, the bright relaxing library and the positive inspiration design of the posters and banners. The positive psychology will be derived from the school development and when students have more relaxing, colourful spaces, powerful and healthy mind and emotion. Moreover, the school will be responsible for the maintenance of the Promenade, the Library and the settings for the inspiring religious and spiritual banners, pictures, posters and mosaic to ensure the Promenade, the Library and all those settings can continue to be used for student support, consoling and healing purposes. These accommodations can facilitate the development of Spiritual Education in the long-run, thus sustaining the fulfilment of project aims.

3.5 Dissemination

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

(Examples: dissemination seminar; learning circle)

Seminars, workshops and mindfulness experience will be shared with the neighboring primary schools and secondary schools. We can conduct some guided tours to promote the ideas of positive mental health and spiritual education with the use of the Promenade.

4. Declaration

- a. 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.
- b. Our school understands that 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.
- c. Our school will ensure that the procurement of services is made on an open and competitive basis. Measures should be taken to avoid conflict of interest in the procurement process.

5. Asset Usage Plan

Item/Description	No. of Units	Total cost	Proposed plan for deployment
Outdoor display panel	1 set	\$160,000	The equipment will continue to be used for facilitating learning and teaching of the school after the completion of the project.

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 01/09/2021 - 28/02/2022	31/03/2022	Interim Financial Report 01/09/2021 - 28/02/2022	31/03/2022
Progress Report 01/03/2022 - 31/08/2022	30/09/2022	Interim Financial Report 01/03/2022 - 31/08/2022	30/09/2022
Final Report 01/09/2021 - 30/09/2022	31/12/2022	Final Financial Report 01/09/2022 - 30/09/2022	31/12/2022