

Dedicated Funding Programme for Publicly-funded Schools

Project Number: 2020/0733 (Revised)
Name of School: 上水惠州公立學校
Wai Chow Public School (Sheung Shui)
Project Title: Refurbishment of the interactive English learning environment from a traditional classroom
翻新傳統英語室為英語互動學習園地
Beneficiaries: Primary
Estimated Number of Direct Beneficiaries: Student: 931 人(P1-P6)
Teacher: 19

1. Project Needs

1.1 Project aim(s)

To provide a well-designed, multi-functional and language-rich English room and corridor which will provide a more interactive and self-directed learning environment and facilitate the learning of English for second language learners.

1.2 School-based innovative element(s)

The innovative e-learning facilities and flexible nature of the physical space will allow for a range of self-directed approaches to teaching and learning, including the use of technology in the classroom.

1.3 Meeting with school-based/students' needs

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

School major concern: One of our school major concerns is to develop students' self-confidence and sense of accomplishment by establishing a positive school culture. To achieve this we aim to allow as many students as possible to admire and appreciate other's good work consistently in the English Gallery and the English room.

Students' learning styles:

1. In order to carry out and fulfill the requirement of the Space Town Literacy Programme effectively for P1-P3 (two double English lessons per class each week) one more English room is required.
2. A vast learning diversity among students exists due to a gradual increase of students with special educational needs (SEN). Continuous and various kinds of support from e-learning tools is therefore needed.

2. Project Feasibility

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

Reference the Education Bureau curriculum documents/guidelines:

- Cater for learner diversity with equal emphasis on able and emerging students in respect of the updated English Language Curriculum (Primary) under "Ongoing Renewal of the School Curriculum – Focusing, deepening and sustaining" is one of the foci of the school-based English Language curriculum. To establish a supportive learning culture, learners are always encouraged to work in groups. The original design of the English room has limited physical space which hinders group learning activities so we would like to enlarge the learning area during lessons. For example, some

groups can use the interactive touch screens in the English Gallery to search for information and carry out group discussion. For emerging students, teachers can adjust the text and background on the smartboard in the classroom so that students can take advantage of the brain's natural tendencies towards memorization. This flexible learning environment would allow students who struggle to remain seated in a traditional classroom setting more freedom to move around, often resulting in better behaviour and improved learning outcomes. Besides, more students could feel a sense of achievement as more students' good works can be shown on the smartboards in the English Gallery.

- 'IT for Interactive Learning: Towards Self-directed Learning' is also one of the foci of our school-based English Language Curriculum. Based on the teachers' observation and experience the interactive smartboards in the classroom can enhance students' learning motivation and attention in learning. For P3-P6 students, teachers can make notes on the smartboards and students can do some reading, writing, speaking and listening activities with various learning apps, e.g. Seesaw, on the iPads. There are some reports showing that the use of smartboards contributes to students' motivation and attention in learning in a significant manner. Teachers can share all the work and provide immediate feedback to students. In other words, formative assessment can be easily carried out in lessons, which allows teachers to provide ongoing feedback that can be used to improve both teaching and learning. All the learning data can be saved both on the smartboards and iPads for later review. Students and parents can revise all the teaching and learning materials after school at their own pace.
- A more flexible arrangement of the physical space can support different teaching and learning practices, so it is necessary to carry out various English learning activities in or after class with the movable partition, i.e. small-group guided-reading sessions, morning reading sessions, lunchtime reading corner and Puppetry.
- To align with the Space Town Literacy Programme, home-reading books should be provided for P1-P3 students. Also, students can enjoy reading in the English room before class, during recess, lunch time break and after school. A large number of levelled storybooks should be placed in the English room and in the English Gallery; large cupboards, storage cabinets, a movable bookshelf with wheels and storage for displaying big books are required.
- To promote a language-rich learning environment inside and outside the classroom, a reading corner will be set up in the English room. Numerous studies show that independent reading is the single most important thing a child can do to improve comprehension and develop their vocabulary. A reading corner will therefore provide students with a stimulating space and environment in which to deepen their love of reading. Furthermore, the interactive smartboards in the English Gallery can provide students with a range of E-reading materials which they can access independently. Many of the reading materials provided come with accompanying questions and activities, thus also further establishing self-directed learning.

2.2 School's readiness

Relevant school experience:

Our school have participated in the Space Town Literacy Programme since 2016-17 and the Keys 2 Literacy Development since 2019-20. Therefore, our teachers and students are familiar with the learning and teaching methods involved, i.e. group work and guided-reading sessions. Also, we are all familiar with the e-learning platforms suggested by the Space Town Programme, i.e. Google, Seesaw and Space Town Go!

Relevant facilities and equipment acquired:

Our school adopted BYOD in the 2019-20 school year. In the 2022-23 school year, P3-P6 students can use their own devices in the English room. So teachers can use the smartboards and students can use their own devices in the lessons to learn, assess, present and share their work on Seesaw and surf different online learning platforms based on the Space Town Programme and Keys 2 Development.

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

1. All our English teachers and two NETs have already participated in the training session about 'Making Effective Use of the Interactive Smartboard' as our school currently has some smartboards in use in other

classrooms.

2. We have nineteen English staff, two NETs and two classroom assistants to support the English team. All of us have attended Space Town Literacy Programme training workshops, and ten of us have attended Keys 2 Literacy Development training workshops. All of us have rich experience using various e-learning platforms in recent years due to the school suspension. We all agree that different e-learning tools could cater for learning diversity. We all are ready to implement and develop the innovative school-based English curriculum.

2.3 Principal and teachers' involvement

School Personnel: Principal

Duties: Formulate plans, monitor and supervise, process funding

School Personnel: Vice Principal

Duties: Formulate plans, monitor and supervise, coordinate/ collaborate, process funding

School Personnel: Curriculum leader

Duties: Formulate plans, monitor and supervise, coordinate/ collaborate, plan curriculum/ activities, process funding, conduct/ participate in activities, consolidate learning and teacher materials

School Personnel: Subject panel head

Duties: monitor and supervise, coordinate/ collaborate, plan curriculum/ activities, conduct/ participate in activities, consolidate learning and teacher materials

School Personnel: Project leader

Duties: coordinate/ collaborate, plan curriculum/ activities, conduct/ participate in activities, consolidate learning and teacher materials

School Personnel: Subject teachers

Duties: coordinate/ collaborate, plan curriculum/ activities, conduct/ participate in activities, consolidate learning and teacher materials

2.4 Project period

Project Start Date and End Date: from 4/2023 to 10/2024
The project lasts for 1 year and 7 months.

2.5 Details of project activities

a. Project implementation measures

<p>Activity 1: Interactive learning and teaching materials are developed and students' activities are implemented</p> <p><u>Implementation Period:</u> 05/2023 - 9/2024</p>		
<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"> Junior English Classes (P1-P3) 	<p>P1-P3 (Space Town Literacy Programme):</p> <ul style="list-style-type: none"> Students will attend English lessons in the English room. The four skills of English (reading, writing, speaking and listening) are covered through the Space Town Literacy Programme and school-based activities. Students move between whole class activities to small class activities to small group, pair or individual tasks based on the lesson plans. Various dynamic, interactive and self-directed and levelled learning tasks will be indicated in the lesson plans. P3 Modules include: Unit 13 Mouse to Mouse Unit 14 Cool Kids Unit 15 Pirate, the parrot and Fun at the Bun Festival Unit 16 Green Earth Project Week Unit 17 Amy's Diary Unit 18 Florence and Drago <p>e.g. Unit 14 Cool Kids In this project-based unit, students choose a country they would like to learn about and conduct independent research on the country using the coolkids website tailor made by the EDB NET section to produce a lapbook about their chosen country.</p>	<ul style="list-style-type: none"> P1-P3 (7-8 classes) Four lessons per week for each class The rest of the classes from P1-P3 should have lessons in another English room).

	<p>Once students have selected their countries, the movable partition boards will be used to divide the students according to the country they have selected. This will allow the NET, LET and CA in class to more easily provide vocabulary-specific support and conduct mini-shared writing activities with each group. Furthermore, groups or individuals can go outside the English room to watch additional video resources on the interactive smart boards and discuss what they have seen with each other, thus improving their self-directed learning skills.</p> <p>A K-W-L activity is conducted at the beginning of the unit to ascertain what the students 'Know' and 'Want to Know' about their chosen countries. Students could be invited to write their responses on the interactive whiteboards both inside and outside of the classroom. Their answers can then be saved for review at the end of the unit where they write what they have 'Learnt' and compare. This will serve three main purposes; increased motivation from students who prefer more active learning activities; learner diversity is catered for by allowing students to observe what others have written to stimulate their own ideas; the success of the students is celebrated by showing them clearly how much they have progressed throughout.</p> <p>A 'gallery walk' lesson, where completed lapbooks are displayed for other children to view, completes the unit. Students record a video presentation of their lapbooks using Seesaw. Videos can be played in the English gallery and students can leave constructive comments and feedback directly using the smart boards (all feedback to be reviewed by the NET as per the apps setting before being approved for publishing in the gallery).</p>	
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	<p>The completed lapbooks and video presentations can continue to be displayed on the smart boards in the English Gallery after the lesson, allowing children to feel a sense of achievement in their work.</p> <p>e.g. Unit 16 Green Earth Project Week</p> <ul style="list-style-type: none"> • In this unit, students learn vocabulary about the environment, feelings, adjectives, verbs and the contents words of the story. Also, they learn the different parts of a recount. Pictures are shown on the smartboard. Students are asked to do the matching game. • During the guided reading sessions, students are divided into a few groups according to their reading levels. Each groups consists of about 10 students. Group A and B participate in the guided reading activity carried out by the NET and LET respectively while the CA carries out other learning activities with the rest of the students (Group C). Group A and B are separated with the movable partition boards so that Group C does not disturb them. • Students can do their writing tasks with the help of the tailor-made hanging shelf which displays picture-cards of colours, numbers, and basic vocabulary of Unit 16 on the whiteboards and the smartboard. • In this unit, students are required to make a rubber band powered car. They have a car testing in the English Gallery (outside the English room) and see who the winner is. After the race, they need to write a recount. The finished products will be uploaded to the learning Management System (LMS), Shadow puppet, and presented using 	
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	<p>the smartboard independently. At the same time, self and peer assessment is given through LMS.</p> <ul style="list-style-type: none"> • Every lesson, students who finish their classwork and the self-assessment checklist could choose some self-directed learning activities to do in the English room or in the English Gallery, e.g. interactive games on the smartboard that have been shown in that lesson or provided by the NET Section (Reading Town 3) and the other learning apps, e.g. Garbage Truck and Recycle. • At the end of this unit, students' good work will be displayed on the smartboard in the English Gallery. Students can appreciate their schoolmates' good work during recess and lunchtime. 	
<p>1. Senior English classes (P4-P6)</p>	<p>P4-6 Oral lessons: Students will use this room as the additional space where groups can withdraw during English-speaking lessons to complete self-directed learning tasks.</p> <p>P4: Public Speaking skills and Speaking activities</p> <ul style="list-style-type: none"> • P4 Module includes: Unit 1 I'm Going to the Moon Unit 2 The Fun Bus Unit 3 No Queen Today Unit 4 The Gingerbread Man <p>e.g. Unit 3 No Queen Today</p> <ul style="list-style-type: none"> • Reader's Theater is held at the end of this unit. Students will be divided into groups (depending on the number of characters). Students can choose their favorite characters. Different groups practice their scripts in different spaces with the help of the partition boards. After that, students perform in the 	<p>5. P4: Depends on the topic 6. P5-P6: 2 lessons@ class for each term</p>

	<p>English room. The teacher takes the videos and shows them on the smartboard. Students do peer and self-assessment immediately. The videos will be shown on the smartboards in the English Gallery.</p> <p>P5: Individual interview P6: Group interview</p> <ol style="list-style-type: none"> 2. Students are divided into different groups based on their English speaking levels. The emerging groups stay in the classroom and do the speaking practice with a teacher. 3. More able and intermediate groups will go to the English room. For more able students, they practice a mock interview in pairs/ groups in the English room first. Then, they are required to record the videos and upload to LMS (Powerlesson 2/ OneDrive) in class. Then, NET will have a quick review of the videos on the smartboards and students do self and peer assessments. 4. For the intermediate groups, they watch the videos which were conducted by the past students in the English Gallery first. Students discuss the pros and cons with their groupmates. Then they practice the mock interview in small groups with LET in the English room as the room has been divided into two parts with partitions. CAs records their interviews and uploads them to LMS (Powerlesson 2/One Drive). Self and peer assessment is given through LMS. 	
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Number of school personnel and/or appointed project staff involved and respective duties:

- KS1: NETs, level LETs and CAs
- KS2: NETs, level LETs and CAs

Expected outcomes:

- Students are motivated and engaged in the learning tasks.
- They frequently take responsibility for their own learning with the support of teachers' well-designed tasks, self-assessment and peer-assessment, the facilities of new English room and the English Gallery.
- All levels of students can have more confidence in learning English with different e-learning tools and activities.

Activity 2: Extra-curricular activities for all levels

Implementation Period:

05/2023 - 09/2024

<u>Key learning stages and key learning areas/subjects/learning elements</u>	<u>Content</u>	<u>Number of sessions</u>
Learning diversity is catered through various activities: 1. Puppetry (For more able students P2-P4)	<ul style="list-style-type: none">• This activity is conducted in English. About 15-20 more able students of P2-P4 are selected to join this activity after school. Selected students participate in lessons to provide skills and training in performance.• At the end of the school term, students will perform on the stage in the school hall. During lessons, they are conducted in English, which allows for learning to take place in a non-academic environment. With the help of the movable partitions which allows different small groups can rehearse different episodes without disturbance and review their performance with the smartboards in different areas in the English room or in the English Gallery.	<ul style="list-style-type: none">• 24 lessons (1 hour @ lesson)
2. Smart Kids (For intermediate P3 students)	Each term, between 15-20 intermediate students are selected according to their last English exam result to join this after-school class. In total, we have three terms which means 45-60 P3 students can benefit from this extra-curricular activity. <ul style="list-style-type: none">• Students can enjoy a range of stimulating learning activities and games relating to various grammar items and vocabulary covered across the P1-3 curriculums.	<ul style="list-style-type: none">• 20 lessons (1 hour @ lesson)

	<ul style="list-style-type: none"> For example, students learn about buying things at a shopping mall in a role-play activity. The smart boards in the English gallery can be used to display the items they need to buy as well as the costs of each item with the target language. Movable partitions in the classroom can serve to divide the English room into different 'shops.' Students can move freely in and out of the English room to simulate the shopping experience while using the technology available to improve their English in an authentic setting. 	
3. English morning reading session (For all P1-P6 students)	<p>We need to divide the English room into two areas with the movable partitions.</p> <ul style="list-style-type: none"> A. One session is for all level of students who are welcome to read in the reading corner in the morning on their own before the class teacher session, recess and lunchtime. Levelled reading books are available in the reading corner and bookshelves in the room and in the English Gallery so that students can choose to read at their own pace and level. The cozy reading area could arouse their self-directed learning interest. B. Another session is for the NETs and CAs who read books for KS1 students in the morning before the class teacher session. All KS1 students are free to join in. 	<ul style="list-style-type: none"> A: Whole year B: Twice a week
4. English activities for different festivals (For all P1-P6)	<ul style="list-style-type: none"> Before the activities, the promotional videos which are taken by students are shown on the smartboards in the English Gallery to arouse students' interest in joining the coming activities. Different booth games would be set up in the English Gallery in the morning, at recess and at lunchtime for a week. All students can play interesting booth 	<ul style="list-style-type: none"> One week for each festival

	games and interactive games on the smartboards related to Halloween, Christmas, Easter and English Day.	
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Number of school personnel and/or appointed project staff involved and respective duties:

- 2 NETs, 19 LETs and CAs

Expected outcomes:

- For Puppetry: Students enjoy English through fun activities. Students' oral language, public speaking and knowledge of performance is improved.
- For Smart Kids: Students enjoy English and enhance their English reading, writing, speaking and listening skills through fun activities in more authentic settings.
- For English morning reading session: Students enjoy English through reading activities.
- For English activities for different festivals: Students enjoy English through fun activities. Students could apply their English in authentic situations which enhance their self-confidence in learning English.
- Students are motivated and engaged in the learning tasks. They frequently take responsibility for their own learning with the support of teachers' well-designed tasks and the use of English Gallery, movable partition boards, the interactive smartboards and the writable surface.

b. Teacher training

Activity 1: Professional training on new facilities in the English room and English Gallery

Implementation Period:

05/2023

<u>Key learning stages and key learning areas/subjects/learning elements</u>	<u>Content</u>	<u>Number of sessions</u>
All English teachers	Professional training on new facilities and software in the English room and the English Gallery	1 session (1 hour)

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

Principal, Vice-Principal, Curriculum leader, Subject panel head, Project leader, Subject teachers and CAs

Teacher training conducted by school personnel/external instructor(s):

Invite our school IT coordinator to provide training for English teachers

Expected outcomes:

Teachers will learn how to use the new facilities and software. They will have hands-on trials in the training session.

Activity 2: Co-planning meetingsImplementation Period:

05/2023- 09/2024

<u>Key learning stages and key learning areas/subjects/learning elements</u>	<u>Content</u>	<u>Number of sessions</u>
KS1	<ul style="list-style-type: none"> To co-plan and modify the lesson plan with the use of the new facilities in the English room and the English Gallery. To develop interactive and self-directed learning resources for English lessons. 	<ul style="list-style-type: none"> 1- hour meeting per week
KS2		<ul style="list-style-type: none"> 2- hour meeting per term

Teacher training conducted by school personnel/external instructor(s):

NETs, Subject teachers and CAs

Expected outcomes:

Teachers will make good use of the facilities and equipment. They will design interactive and self-directed learning and teaching activities in order to enrich students' learning experiences.

Activity 3: Evaluation and ReportImplementation Period:

10/2024

<u>Key learning stages and key learning areas/subjects/learning elements</u>	<u>Content</u>	<u>Number of sessions</u>
KS1, KS2	<ul style="list-style-type: none"> To observe the students' learning performance when the activities are implemented in the English room and the English Gallery. To discuss how to further develop the English curriculum 	<ul style="list-style-type: none"> 1-hour meeting (Twice a year)

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

Principal, Vice-Principal, Curriculum leader, Subject panel head, Project leader, Subject teachers and CAs

Expected outcomes:

- Evaluation on the implantation and effectiveness
- Complete the final report

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	Specifications	Unit cost	Quantity	Unit	Amount(\$)	Justification
Interactive touch screen with mobile cart for teacher use		40,000	1		40,000	To provide students with an enriched learning experience by projecting visual elements. To enhance interactive learning where several students can utilize the smartboard at once. To accommodate different learners in different learning styles, i.e. visual learners are able to observe the whiteboard, while tactile learners can learn by touching the board. The touch screen option allows teachers to run programs with the tap of their fingers.
Writing whiteboard with magnetic function		3,000	2		6,000	To display some classroom rules and updated information. To write down some key words while teaching.
Visualizer		3,000	1		3,000	
Electric movable partition boards		20,000	1		20,000	Electric movable partition boards are safer for the students and teachers instead of the traditional manual movable partition. To minimise the disturbance, these partition boards allow students to enjoy various kinds of English activities in different areas of the English room in class and after class.
Teacher's computer desk		4,500	1		4,500	A functional and flexible computer desk to support information technology in the classroom.
Storage cabinets for storing teaching materials and books with a writable surface		7,500	8		60,000	To store students' learning tools, e.g. stationery items, storybooks (P1-P6), HRB, levelled readers, group name tags in an accessible manner. To store self-learning tools for students to use as reference. The writable surface is to provide space

						for students to share their ideas and display good work.
Reading corner: storage platform with seats		20,000	1		20,000	To reward students with good performance. Students can enjoy reading English books in the morning sessions, recess and lunchtime.
Tailor-made Movable Bookshelf with wheels and storage for displaying big books		10,000	1		10,000	To store and display big books
Corridor Renovation (English Gallery)		10,044	1		10,044	The renovation of the corridor outside the classroom is aimed at expanding the learning atmosphere of the room. The corridor will be part of the learning area and will display students' work at eye-level. In addition, the corridor is the major path of the school. It is anticipated that the renovated corridor would be a great incentive of learning English for all students in school.
Interactive touch screen in the English Gallery		10,000	2		20,000	To enhance self-directed learning. In class, students can learn English from pre-installed interactive games and learning materials on the touch screen. After class, to enhance students' sense of achievement by displaying good work in an accessible manner.
Sub-total on equipment cost :						193,544

d. Works cost

Item	Works details	Amount(\$)	Justification
Demolish and cart away the existing furniture	Removal of old built-in-furniture and existing wall treatments, demolish the classroom floor and the waste disposal charge	30,000	To prepare the room for the renovation
Power Engineering	Install double socket	20,000	To cater for the new design and future teaching plans
Wall mount of the smartboard and cable installation	To mount the smartboard on the wall and connect it to the computer and other electronic devices	5,500	To cater for the new design and future teaching plans
Ceiling and wall painting		30,000	To provide a language-rich environment, through visual displays of teaching resources and students' work
Sub-total on works cost :			85,500

e. General expenses

Item	Amount(\$)	Justification
Sub-total on general expenses :		0

f. Contingency

Item	Amount(\$) (Round down to the nearest integer)
Works contingency	8,550
General contingency	5,806
Sub-total on contingency :	14,356

g. Audit fee

	Amount(\$)
Audit fee	5,000
Sub-total on audit fee :	5,000
Total amount of funding sought :	298,400

3. Expected Project Outcomes

3.1 Deliverables/positive impact on the school's development

Item: Students' work:

Teachers can show various kinds of students' work i.e. video, sound-recording, pictures and writing, with the support of the interactive touch screens, smartboards and whiteboards.

Item: Enhanced learning atmosphere:

Students enjoy learning English in a relaxing and enjoyable learning environment. A wide range of English activities will enhance students' learning and self-directed learning with the support of the NET teachers in the English Gallery. In addition, more and more students will enjoy reading English books with the support of the reading corner. Enriching the physical environment and providing different opportunities for students to be exposed to and use English, will promote the use of English beyond the classroom.

Item: Development of students' positive values:

Students can have a sense of achievement and learn how to appreciate one another through admiring the good work of others. Also, they will be more confident to share their ideas in English through various interactive games with the support of smartboards and writable surfaces on the cabinets.

3.2 Evaluation

Evaluation Method: Lesson/activity observation

Success criteria: The English team will reflect on students' response at co-planning meetings and adjust their teaching strategies where needed.

Evaluation Method: Questionnaire

Success criteria: A survey will be completed by the English teachers and students.

- At least 70% of students agreed that the facilities in the classroom and in the English Gallery, i.e. smartboards, whiteboards and levelled books on the bookshelves can help them to learn at their own pace.
- At least 80 % of teachers and students should agree that the learning environment of the English room and the English Gallery can enhance their teaching and learning.

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

- By the end of the project, an evaluation meeting will be held for the committee members and the teachers involved.
- 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. Also, the school will continue implementing and optimising the P1 to P6 curriculum.
- The school will be responsible for the maintenance of the room and the repair of the equipment to ensure that the room can continue to operate in the future to complement relevant activities in the years to follow, thus sustaining the fulfilment of project aims.

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

Item: Seminar/sharing session

NET teachers and CAs will evaluate the use of the new English room and English Gallery during the panel meetings. Also, students' learning outcomes will also be shown to all teachers in order to share the project experiences for implementing related learning activities in all subjects.

Item: Lesson demonstration

The English panel teams will have lesson observation in March.

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

4. School Commitment

4.1 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.

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

4.3 For the installation of the interactive touch screens, our school will consider the load of the equipment and ensure that the installation complies with safety regulations. Our school will regularly inspect and maintain the relevant equipment.

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

4.5 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.

5. Assets usage plan

Category	Item	Quantity	Amount(\$)	Proposed plan for deployment
Office equipment	Visualizer	1	3,000	All these items will be continued to be used in teaching and learning.
	Interactive touch screen with mobile cart for teacher use	1	40,000	
	Electric movable partition boards	1	20,000	
	Interactive touch screen in the	2	20,000	

	English Gallery			
Office furniture	Writing whiteboard with magnetic function	2	6,000	
	Teacher's computer desk	1	4,500	
	Storage cabinets or storing teaching materials and books with a writeable surface	8	60,000	
	Reading corner: storage platform with seats	1	20,000	
	Tailor-made movable bookshelf with wheels and storage for displaying big books	1	10,000	
	Corridor Renovation (English Gallery)	1	10,044	

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 01/04/2023 - 30/09/2023	31/10/2023	/	/
Progress Report 01/10/2023 - 31/03/2024	30/04/2024	/	/
Progress Report 01/04/2024 - 30/09/2024	31/10/2024	/	/
Final Report 01/04/2023 - 31/10/2024	31/01/2025	Final Financial Report 01/04/2023 - 31/10/2024	31/01/2025