

Dedicated Funding Programme for Publicly-funded Schools

Project Number: 2022/0501 (Revised)
Name of School: 香港培道中學
Pooi To Middle School
Project Title: 提高語言學習效率 - 翻新英語語言中心
Enhancing Language Learning Effectiveness - Renovating the English Language Centre
Beneficiaries: Secondary
Estimated Number of Direct Beneficiaries: Student:725 (S1-S6)
Teacher:70
Parent:0
Others (Please specify): 0

1. Project Needs

1.1 Project aim(s)

Through renovating the language centre, we aim at creating a modern and interactive space serving as a cradle of creativity, where students are motivated to engage in both student-centred learning and collaborative work, to foster a love of language arts in terms of drama, poetry and oration exploration, and to expose themselves to multimedia resources including movies to learn about different cultures. After all, through getting together to inspire and be inspired, students' English language skills are sharpened, proficiency enhanced and confidence boosted. The project also seeks to raise English teachers' awareness of how to empower their teaching strategies through the incorporation of hi-tech facilities and state-of-the-art equipment.

1.2 School-based innovative element(s)

The Language Arts Programme designed by the English Department aims to expand students' exposure to various language art elements including drama education, poetry appreciation and public speaking. With a technologically advanced language centre, more interactive language enhancing activities ranging from drama rehearsals and poetry recitals to oratorical skill training workshops can be made available. The space also allows different English-related professional development training workshops and meetings to be carried out.

1.3 Meeting with school-based/students' needs

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

The language lab is in dire need of an upgrade as its current state is outdated and impractical for modern teaching methods. The bulky tables take up too much space and limit the flexibility of teaching, making it difficult for teachers to create a dynamic and engaging learning environment. Furthermore, this can adversely affect students' ability to learn as they may feel cramped and uncomfortable, hindering their focus and motivation. By updating the language lab with more contemporary furniture allowing flexible seating arrangements, a tiered-platform for professional training and performances as well as an electronic whiteboard for interactive teaching and learning, the learning experience can be greatly enhanced. This will not only benefit students but also enable teachers to be more innovative in their teaching approach, ultimately leading to better educational outcomes.

2. Project Feasibility

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

Item: Reference the Education Bureau curriculum documents/guidelines

The main idea of this project is derived from the Education Bureau's "Key Learning Area Curriculum Guide (Primary 1 to Secondary 6) (2017)" which emphasizes the integration of electronics in learning and teaching resources, along with the implementation of effective teaching strategies, to facilitate interactive learning among students and increase the effectiveness of language learning.

2.2 School's readiness

Item: Relevant school experience

All English teachers are in favour of the idea that renovating the English learning centre could help the students to develop their language skills in a more engaging and interactive way, which will improve their learning outcomes. The main idea of this project is derived from the Education Bureau's "Key Learning Area Curriculum Guide (Primary 1 to Secondary 6) (2017)" which emphasizes the integration of electronics in learning and teaching resources, along with the implementation of effective teaching strategies, to facilitate interactive learning among students and increase the effectiveness of language learning.

2.3 Principal and teachers' involvement

School Staff: Principal

Duties: Monitor and supervise

School Staff: Subject panel head

Duties: Coordinate / collaborate, Plan curriculum / activities, Process funding, Formulate plans, Monitor and supervise

School Staff: Subject teachers

Duties: Conduct / participate in activities, Consolidate learning and teaching materials

2.4 Project period

Project Start Date and End Date: from 06/2025 to 02/2027

The project lasts for 1 year(s) and 9 month(s).

2.5 Details of project activities

a. Project implementation measures

Activity 1: S1 English Drama Lessons

Implementation Period:

09/2025 - 12/2026

<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 stages: KS3• Subject: English• Learning elements: Language arts	<ul style="list-style-type: none">• The curriculum for drama covers various areas such as appreciation of dramatic arts, creative thinking, interpretation of drama texts, character analysis, role play, improvisation skills, communication skills, vocal skills, stage management, acting skills, preparation of costumes and props.• Throughout the program, students will delve into the expressive interpretation of a chosen play, preparing for a performance competition. They will explore various performance techniques, including miming, movement, storytelling, dialogue, and solo/choral speaking, to creatively convey the meaning. The interactive whiteboard will serve as a dynamic tool to enhance their presentation, allowing for visual and audio integration to support their artistic vision.	<ul style="list-style-type: none">• A total of 11 lessons for S1 students; 55 mins per lesson

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

- Four S1 English teachers

Expected outcomes:

- Students will be familiar with different roles in a drama production: Actors can master and showcase basic performing skills; backstage crew such as directors are able to envision how a play will look and feel, and guide actors to bring their vision to life.
- Students can put up a 10-min short play smoothly and professionally.

Activity 2: S2 Poetry Appreciation programme

Implementation Period:

09/2025 - 05/2026

<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 stages: KS3• Subject: English• Learning elements: Language arts	<ul style="list-style-type: none">• The curriculum for teaching poetry covers various areas, including at least eight types of poems and essential poetic devices such as rhyme, rhythm and alliteration. Choral speaking will also be incorporated into the curriculum and students will be enrolled for the HK Schools Speech Festival.• The 8 types of poem include Acrostic poem, Nonsense poem, Sonnet, Shape poem, Diamante, Haiku, Cinquain, Limericks, Dialogue poem and Free Verse. At the end of the programme, students will attend a recital where they present the poem they have written using knowledge learnt throughout the year. By utilizing the whiteboard, we intend to help students elevate their performance by allowing them to include audiovisual elements like pictures, videos or music to enhance their work.• Teachers will also leverage the Padlet app for collaborative idea generation and vocabulary expansion. By mirroring student contributions onto the whiteboard, engagement levels are expected to soar, amplifying the learning experience.	<ul style="list-style-type: none">• A total of 16 lessons for S2 students; 55 mins per lesson

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

- Three S2 teachers

Expected outcomes:

- Students will be able to develop an interest in poetry while at the same time enhance their knowledge and understanding of this genre.
- Choral speaking allows students to develop a deeper understanding and appreciation of the art form.
- Students are able to recite and perform the poem collaboratively in the speech festival.

Activity 3: S3 Significant Moments in History

Implementation Period:

09/2025 - 05/2026

<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 stages: KS3• Subjects: English & History• Learning elements: Academic English	<ul style="list-style-type: none">• The project, in collaboration with the History Department, covers the content of World War I and II, as well as instruction on how to create a proposal, script-writing, and video production related to the Significant Moments in History that students have chosen.• The interactive whiteboard will be utilized by students during their presentation to effectively present their creative process during proposal, script-writing and video production, creating a smooth and clear transition between steps and how their video came to be.• Past students' projects will be showcased, offering a glimpse into their creative endeavors. Leveraging the interactive whiteboard, teachers will have the flexibility to pause presentations for supplementary insights. Additionally, by utilizing interactive tools such as Kahoot, teachers can create engaging quizzes and activities that promote active participation and reinforce key concepts in a fun and interactive	<ul style="list-style-type: none">• A total of 4 lessons for S3 students; 55-min per lesson

manner through the electronic whiteboard.

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

- One NET, three S3 English and one History teachers

Expected outcomes:

- Students will be able to consolidate their research, creative and critical thinking, and communication skills, fostering a deeper understanding of history and important competencies.
- By using the electronic whiteboard, students can collaborate on projects, share ideas, and present their work in an interactive and engaging way.

Activity 4: S4, S6 Joint class/group oral practice

Implementation Period:

09/2025 - 02/2027

<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 stages: KS4 • Subject: English • Learning elements: Academic English 	<ul style="list-style-type: none"> • The oral practice sessions focus on enhancing students' oral abilities in the HKDSE. • Students will receive more accurate feedback from teachers as their questions and performance can be marked down on the whiteboard with ease and addressed accordingly. • Utilizing the interactive whiteboard, educators will showcase sample videos from the examination authority and past students, providing valuable insights into exemplary performances. This platform allows teachers the flexibility to pause videos for in-depth analysis of student work. Furthermore, instructors will encourage students to mirror their performances on screen, fostering peer feedback and collaborative critique sessions to enhance overall learning and development. 	<ul style="list-style-type: none"> • A total of 5 lessons for S4 students; 55 min per lesson • A total of 5 lessons for S6 students; 55 min per lesson

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

- Eight S4 and S6 English teachers

Expected outcomes:

- Students will be familiar with skills vital to acing the HKDSE English Paper 4, giving them confidence to face the upcoming exam.
- By using the electronic whiteboard, students can alert teachers of their questions easily.

Activity 5: S5 Movie appreciation & showing

Implementation Period:

01/2026 - 02/2027

<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 stages: KS4• Subject: English• Learning elements: Language arts	<ul style="list-style-type: none">• Teachers will begin the lesson by screening the movie "Inside Out 2" to captivate students' attention and set the stage for an engaging learning experience.• The interactive whiteboard provides students to share their opinions and views on the movie their watching in real time, encouraging students to ask questions and think about the movie they are watching.• Utilizing the whiteboard, students can collaboratively create storyboards based on key scenes from the movie. This activity encourages creativity, narrative development, and visual representation of ideas.• Teachers can use the whiteboard to display character profiles and traits, allowing students to analyze and discuss the personalities of the characters in "Inside Out 2." This visual aid enhances understanding and engagement with the material.	<ul style="list-style-type: none">• A total of 4 lessons for S5 students; 55 min per lesson

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

- Four S5 English teachers

Expected outcomes:

- Students will be familiar with the art of scriptwriting, performing and acting, all of which are important to language arts.
- By using the electronic whiteboard, students are encouraged to think deeper about the movie they are watching and grow a deeper respect and interest in language arts.

b. Teacher training (if applicable)

c. Other measures and activities (if applicable)

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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 whiteboard	75-inch	15,003	1	piece	15,003	The interactive whiteboard would allow students to engage more actively in the learning process by providing a more dynamic and immersive classroom experience. Teachers can incorporate a variety of multimedia resources, such as videos, images, and interactive simulations, to illustrate complex concepts and engage students in active learning.	
Desks	Desks	893	9	piece	8,037	Students can easily move in groups, pairs and rows with the movable desks and chairs to suit a diverse range of activities.	
Chairs	Chairs	110	36	piece	3,960		
Sub-total on equipment cost :						27,000	

d. Works cost

Item	Works details	Amount(\$)	Justification
Wooden Stage	Size - W5940mm X L970mm	41,000	A tiered stage allows for a more diverse and engaging learning experience, as students can showcase their language skills and creativity in front of the audience. This can help build confidence and improve their speaking skills.
Paint job of the whole room	Repairing and repainting the wall	15,500	A fresh paint job can create a more inviting and conducive environment for language learning, promoting a positive and inspiring atmosphere for students and staff alike.
Removal fees	Clean up old desks and chairs; Waste fees	22,000	Efficient trash removal is essential to declutter and create space for new furniture, ensuring a clean and organized environment that maximizes functionality and aesthetics within the space.
Lighting	Showing the stage	9,500	Strategic stage lighting in the Language Centre enhances presentations, performances, and events, creating a dynamic and engaging atmosphere that captivates

		audiences and improves visibility for participants.
Sub-total on works cost :		88,000

e. General expenses

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

f. Contingency

Item	Amount(\$) (Round down to the nearest integer)	
Works contingency	0	
General contingency	0	
Sub-total on contingency :		0

g. Audit fee

	Amount(\$)	
Audit fee	5,000	
Sub-total on audit fee :		5,000
Total amount of funding sought :		120,000

3. Expected Project Outcomes

3.1 Deliverables/positive impact on the school's development

Item: Enhanced learning atmosphere

Through the renovation, the English language centre can create a modern and interaction space and provide a more dynamic and engaging learning environment for students. They will be more interactive and immersive and it will enhance the language learning experience of students.

Item: Positive impact on quality education

- Enhance teaching effectiveness and boost students' confidence in learning English
- Elevate the quality of language arts education
- Facilitate the implementation of the Language across the Curriculum

3.2 Evaluation

Evaluation Method: Lesson/activity observation

Success criteria:

- The level of responsiveness and individual engagement has been significantly enhanced. More than 70% of the students are more actively participating in activities and projects in the learning center, such as group discussions and collaborative projects.

Evaluation Method: Questionnaire

Success criteria:

- Undertake a comprehensive survey of students and teachers to gain insights into their perception of the newly renovated learning center. The survey results will be deemed successful if 70% or more of the participants agree that the center facilitates effective learning.

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

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

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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 observe all the rules and regulations on alteration to school premises (including structural alteration and conversion, change of room use, etc.) and seek approval from the respective Regional Education Officer before project commencement.

4.2 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.

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

4.4 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 conflicts of interest in the procurement process.

4.5 Our school will ensure that the learning and teaching materials to be developed meet students' learning needs, level, age and abilities. Moreover, the content and information is correct, complete and impartial.

5. Assets Usage Plan

Category	Item/Description	Quantity	Amount(\$)	Proposed Plan for Deployment
Equipment	75-inch interactive whiteboard	1	15,003	After the project period, our school will make good use of the equipment.

6. Report Submission Schedule

Our 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 01/06/2025 - 31/05/2026	30/06/2026	/	/
Final Report 01/06/2025 - 28/02/2027	31/05/2027	Final Financial Report 01/06/2025 - 28/02/2027	31/05/2027