

Final Report of Project

Project No. : 2008 / 0575

Part A

Project Title: Cultivating the "Reading to Learn" culture: An independent life-long learning generation

Name of Organization/School: Alliance Primary School, Whampoa

Project Period: From 01 April 2010 (month/year) to 31 July 2011 (month/year)

Part B

Please read the Guidelines to Completion of Final Report of Quality Education Fund Projects before completing this part of the report.

Please use separate A4-size sheets to provide an overall report with regard to the following aspects:

1. Attainment of objectives
2. Project impact on learning effectiveness, professional development and school development
3. Cost-effectiveness – a self-evaluation against clear indicators and measures
4. Deliverables and modes of dissemination; responses to dissemination
5. Activity list
6. Difficulties encountered and solutions adopted

** Final Report of Project prior to the 8th call should be signed by the supervisor of the school/the head of the organization or the one who signed the Quality Education Fund Agreement for allocation of grant on behalf of the organization.*

** Final Report of Project under the 8th and subsequent calls should be submitted via "Electronic Project Management System" (EPMS). Once submitted, these reports are regarded as already endorsed by the supervisor of the school/the head of the organization or the one who signed the Quality Education Fund Agreement for allocation of grant on behalf of the organization.*



Guidelines to Completion of Final Report of Quality Education Fund Projects

Please elaborate the following items in your evaluation of the project. It is expected that the guide would provide a reference to the project leader/team in reflecting on the effectiveness of the project.

1. Attainment of Objectives

The following items should be included in the evaluation of the attainment of each of the project objectives stated in the project proposal (*the information may be presented in a table form in the format of Table 1 in this Annex or in short paragraphs*):

- objective statement
- activities related to the objective
- extent of attainment of the objective
- evidence or indicators of having achieved the objective
- reasons for not being able to achieve the objective, if applicable

2. Project Impact on

The project's effects on the learning effectiveness / professional development / school development should be evaluated, in evidence-based approach, with regard to:

- broadening students'/teachers' horizons
- increasing students'/teachers' sense of achievement
- fostering students' development in their potential and specific abilities
- training students to better meet social demands
- increasing training opportunities for teachers and enhancing their professional development
- improving learning atmosphere
- fostering team spirit and enhancing the overall image of the school
- inducing collaboration with other schools / professional organizations.

3. Cost-effectiveness

Grantees are required to complete the 'Budget Checklist' at Table 2 in this Annex and enclose it as an appendix of this report. Please adopt the classification of budget items in Schedule II of the Agreement.

The project's cost-effectiveness should be evaluated with regard to:

- utilization of available resources (e.g. equipment, human resources of applicant school/ participating school(s))
- unit cost for the direct beneficiaries
- sustainability of the learning programme and materials developed
- expenditure items which require no injection of resources when the project is replicated by other schools (including setup cost of the project, deliverables ready for use)
- alternative approaches for equivalent benefits at less cost

4. Deliverables and Modes of Dissemination

The following items should be included in the evaluation of each of the project deliverables and their value for dissemination (*the information may be presented in a table form in the format of Table 3 in this Annex*):

- description of the deliverable (e.g. type, title, quantity, etc.)



- evaluation of the quality and dissemination value of the deliverable
- the dissemination activities conducted (please state the date, mode, etc.) and the responses of the participants/recipients to such dissemination activities
- the value and feasibility for the deliverable to be widely disseminated by the QEF as well as suggested modes of dissemination.

A brief description of the elements/experiences contributing to the success of the project and feasibility of continuing the project should also be given.

5. Activity List

Particulars of activities conducted during the project period such as types of activities, brief descriptions of the activities, number of participants and feedback from participants should be reported (*the information may be presented in a table form in the format of Table 4 in this Annex or in short paragraphs*).

6. Difficulties Encountered and Solutions Adopted

The information here should explain why the actual project implementation (including the budget, schedule and process) differs from the original plan, if applicable.



I. Attainment of Objectives

Objective statement	Activities related to the objective	Extent of attainment of the objective	Evidence or indicators of having achieved the objective	Reasons for not being able to achieve the objective, if applicable
To promote effective Reading to Learn Strategy with engagement from teachers, students and parents	Appropriate strategies were set and teachers were equipped with professional knowledge to promote Reading to Learn strategy	100%	Students are more willing to read and borrow English books from the school library by observation.	n/a
To develop a benchmark for reading literacy measurement to facilitate effective measurement and progress	The benchmark for reading literacy measurement was developed by Dr from HKIED	95%	The benchmark has been used throughout the year. It greatly helped teachers to address students' learning diversity and to measure their learning progress.	The assessment needs further modification to achieve a more accurate measurement of students in all the levels. Payment has been held and will be made when the assessment system is finished.
To develop an assessment system and question bank to assess students' understanding level of each book	A set of assessments was developed and implemented into the platform; a question bank with 380 follow-up exercises was set up.	100%	The assessments were used for level placement; students were grouped into different level according to the assessment results. The follow-up exercises help assess students' understand accurately and help teachers monitor students progress.	n/a
To develop a Motivation Card transforming into point rating to motivate students' reading habit	The motivation system was implemented in the platform.	100%	Students could easily check their performance through the system and compare their points got with the other classmates.	n/a
To develop a list of books with different levels of difficulty (Scale) to address	A list of 500 books was developed; all books are indicated with a level of	100%	All 500 books have been indexed and marked with different indicators	n/a



learning diversity	difficulty and other related information such as author, publisher, description and the like.		in the library. Level indicators and colour labels were pasted on every book so that students could find out suitable books to read from the library easily.	
To develop teachers' knowledge in measurement of reading literacy & using instructional technology for effective monitoring in reading	Teacher Professional Development Workshop was facilitated by Dr from HKIED.	100%	Teachers were equipped with professional knowledge on how to measure students' reading literacy through different strategies and how to design the questions of the books to be included in the question bank.	n/a

2. Project Impact

Promoting "Reading to Learn" and developing students' language proficiency have been our school focuses for the recent years. Our students are full of potential in learning. However, due to limited time and resources, teachers can hardly assess students' literacy to excel their potential. Through the reading programme, we can taste the advantage brought by the information and communication technology. With the benchmark developed for reading literacy measurement and the system, students can be assessed individually through the online assessment system at anytime; books with suitable level of difficulty are assigned to students automatically. As a result, teachers are able to closely monitor student's learning progress as well as addressing their own learning need.

With the programme, our students can be placed on the benchmark accordingly and learn with their own pace. Reading suitable books for their best learning benefits engage them to read more and cultivate self-learning practice.

Teachers find the programme helpful and save lots of time in accessing students and reviewing if they really read and understand the books. The system also provide reports to show students' improvement and their individual reading history, which are valuable for both teachers and parents, or even students themselves.

3. Cost-effectiveness

Budget Items (Based on Schedule II of Agreement)	Approved Budget (a)	Actual Expense (b)	Change [(b)-(a)]/(a) +/- %
Consultant for development of benchmark of Reading Literacy; Teacher Training workshop x 2 hours	\$10,000	\$10,000	0%
Consultant service for integrating the newly designed Reading Scale framework into a local online system; Teacher Training Workshop	\$17,000	\$15,000	-11.77%



Reading Scale Development /Adaptation) and Transformation in web-base format	\$32,000	\$30,000	-6.25%
Book Indexing Service (levels)	\$50,400	\$52,000	+3.17.%
Learning Management System (LMS)	\$80,000	\$80,000	0%
Online Assessment System	\$82,600	\$80,000	-3.15%
Question Bank (Question & Editorial)	\$104,000	\$113,000	+8.65%
Motivation Card online with rating point	\$64,000	\$60,000	-6.25%

Most of the deliverables could be re-used in the future and our school will also maintain the platform ourselves. We estimate that all the items including the benchmark, question bank, motivation card, and the like could be used for at least 6 years, therefore the actual cost for each beneficial student each year should be \$72.7 (\$419,000 / 960 students / 6 years), which is very reasonable and cost effective.

4. Dissemination Value of Project Deliverables

Item description (e.g. type, title, quantity, etc.)	Evaluation of the quality and dissemination value of the item	Dissemination activities conducted (e.g. mode, date, etc.) and responses	Is it worthwhile and feasible for the item to be widely disseminated by the QEF? If yes, please suggest the mode(s) of dissemination.
Project Platform	The platform http://whampoa.wiseman.com.hk/ included all the related information such as book list, assessment, report and etc. username: student.1 password: abcd	The platform was shown to parents during the parent seminars	Yes, parent seminars or teachers sharing session could be held to showcase the project platform as well as other embedded deliverables. Students could also share their experience and gain in the project through school website or school journal
Benchmark for Reading Literacy	The benchmark was well developed by Dr and could reflect student's reading literacy accurately	The benchmark was embedded in the project platform and disseminated together with the platform	same as above



Question Bank	A large question bank with more than 350 follow-up exercises was set up, it greatly helped teachers to assess student's understanding of each book	The question bank was embedded in the project platform and disseminated together with the platform	same as above
Motivation Card	Motivation Card system indicates student's progress clearly and provide a change for students to compete with the other classmates	The motivation card was embedded in the project platform and disseminated together with the platform	same as above
A Book List with Scale	A list with more than 500 books was set up, information such as level of difficulty, book title, author, ISBN and the like are recorded	The book list was embedded in the project platform and disseminated together with the platform	same as above

5. Activity List

Types of activities (e.g. seminar, performance, etc.)	Brief description (e.g. date, theme, venue, etc.)	No. of participants				Feedback from participants
		schools	teachers	Students	others (Please specify)	
Teacher training workshop on development of benchmark of reading Literacy	17 Jun 2010	-	23	-	-	Positive feedback was gained from the participants. They had a brief introduction to the project and a clearer picture of the system going to be used. Teachers also completed the design of questions of 110 books for the question bank.
Books grading and follow-up exercises preparation	Jul 2010	-	-	-	-	

Benchmark for Reading Literacy was developed	Aug 2010	-	-	-	-	The benchmark was well developed and could reflect student's reading literacy accurately
System implementation	Sep 2010	-	23	960	-	
Question Bank was set up	Sep 2010	-	-	-	-	
Parents Seminar	Sep 2010	-	23	-	-	Parents Seminars was held on mid-Sep to introduce the new project to parents
Motivation Card system was implemented	Nov 2010	-	-	-	-	
System review and follow-up enhancement	Jan 2011	-	50	960	-	Feedback for improving the website layout and system was given
System review and follow-up enhancement	Jun 2011	-	50	960	-	Feedback for finalizing the website layout and system was given

6. Difficulties Encountered and Solutions Adopted

We have encountered the following difficulties when during the project period:

- The books selected for the project do not perfectly match with our students' reading literacy. We have selected 500 books for the project. We initially believed that the books would be suitable for our students to read. However, after assessing our students' literacy and grading the books, only around 80% of the books matched with our students' standard. As a result, some of the students may have to wait until other students finish the book before they can borrow the book from the library. We will try to extend the pool for further project planning. And therefore, we applied further funding from English Enhancement Grant Scheme to purchase more copies of the books for the students.
- Teacher Assistant and Librarian had to label the books with different level indicators one by one. To help students find out the books easier in the library, we pasted colour labels as well as a level indicator on the spine of the books. This action took our Librarian and Teacher Assistant lots of time and finally the service provider also helped us to process the books.