



Final Report of Project

Project No. : 2009 / 0095

Part A

Project Title: Thinking Tree: From Language Learning to Thinking Skill Development 思考樹

Name of Organization/School: St Francis of Assisi's Caritas School

Project Period: From September 2010 (month/year) to August 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 pupils'/teachers' horizons
- increasing pupils'/teachers' sense of achievement
- fostering pupils' development in their potential and specific abilities
- training pupils 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

This form/guidelines can be downloaded from the QEF webpage at <http://qef.org.hk>.



- 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. **Part B**

Final Report of Quality Education Fund Projects

1. Attainment of Objectives

Objective statement	Activities related to the objective	Extent of attainment of the objective	Evidence or indicators of having achieved the objective
Develop holistic school-based strategies to promote reading to learn culture and life-long learning habits	<p>School-based strategy incorporating the self-assess learning and reading to learn (including home learning) is developed and implemented.</p> <p>The developed strategy meets the 4R and 4M principles</p> <p>4R Principles</p> <ul style="list-style-type: none"> • Reading diversity of text-types • Reading diversity of language-forms • Reading content • Reading texts of diversity of difficulties <p>4M Principles</p> <ul style="list-style-type: none"> • Measure students' language level • Matching students' reading interest to the courseware's reading texts • Measure students' reading skills and performance (for quantity, for understanding level) • Measure students' thinking skills developed along with the reading progress 	Achieved	<ol style="list-style-type: none"> 1. Teacher Survey conducted in July 2011 (Appendix 1) 2. Student Survey conducted in July 2011(Appenix 2) 3. Overall Usage Measurement in Aug 2011 (Appendix 3) 4. Interview with the Principal (Appendix 4)
Develop a school-based thinking skill curriculum and multi-sensory language courseware	<ul style="list-style-type: none"> • School-based thinking skill curriculum including different text types has been developed. 	Achieved	<p>60 lessons (20 lessons per level) are developed under the 6 themes below:</p> <ul style="list-style-type: none"> • Happy Days • Food and Drinks • We Love Hong Kong • Changes • Relationships • Magic of the Nature
Develop a Question Bank and Tracking System focusing on thinking skills to promote assessment for learning	<ul style="list-style-type: none"> • A question bank and a tracking system that incorporated into each lesson have been developed. • A courseware with mind-maps has been created to develop logical thinking skills and written structures. 	Achieved	<p>For the text types, formats and thinking skills applied, please refer to Appendix 5 –</p>



			<p>“Thinking Tree Curriculum Framework”.</p> <p>3 sets of teaching materials for classroom facilitation have also been developed.</p> <p>17 lessons with mind-maps have been developed to strengthen students’ organisation skills and written structures.</p>
<p>Promote teachers’ professional development in adapting technologies and strategies for effective teaching and assessment practice</p>	<ul style="list-style-type: none">• Project Meeting conducted on 16 Sept, 2010• Teachers’ Workshop conducted on 15 Dec, 2010	<p>Achieved</p>	<ol style="list-style-type: none">1. Teachers’ Workshop Evaluation on 15 Dec, 2010 (Appendix 6)2. Teacher Survey conducted in July 2011 (Appendix 1)
<p>Promote parents’ understanding the importance of self-access learning for language and thinking skill and gain their pro-active support</p>	<ul style="list-style-type: none">• Parents’ Workshop conducted on 23 June, 2011• “My Parents and Me Achievement Card” created	<p>Achieved</p>	<ol style="list-style-type: none">1. Parents’ Workshop Evaluation (Appendix 7)2. Parent Survey conducted in July 2011 (Appendix 8)3. Teacher Survey conducted in July 2011 (Appendix 1)

2. Project Impact on

Pupils

Students generally like the programme and find it useful. They think the content is interesting and enjoy working on the “Thinking Tree” Programme. They find it effective to enhance their English skills and learning interest. They also agree that the support from parents can encourage them to learn better. Lastly, most of them believe that they can do the programme independently at home (Refer to Appendix 2 – Student Survey).

Teachers

Teachers strongly agree that there is a need to develop the school-based curriculum. They think this programme can encourage reading and independent study as well as develop students’ thinking skills. They also agree that the programme enhances their own technical skills in teaching and assessment (Refer to Appendix 1 – Teacher Survey).

Parents

Through this project, parents understand more about the school’s strategies to promote reading-to-learn culture and life-long learning habits. They generally agree that the programme encourages reading and independent study and effectively develops students’ thinking skills. They also agree that the programme can arouse their children’s learning interest and help monitor their children’s learning. While they believe their children can work on the programme independently at home, they highly believe that their support can encourage their children to learn better. This can promote parents’ understanding on the importance of self-access learning for language and thinking skills and gain their pro-active support (Refer to Appendix 8 – Parent Survey).

School

With the Question Bank and Tracking System, our school is now able to monitor students’ learning progress easily by regular performance result. We can also generate data on demand when needs arise and analyse the data easily to measure students’ performance.

3. Cost-effectiveness

The ratio of the effectiveness to the cost (Appendix 9) of the project is very high:

1. The computer hardware and size of the hard drives installed can continue to be used for future school years and no special resources need to be used for regular maintenance.
2. The Backend System, Question Banks and Tracking System will be used for the current project year and the new P.4-6 pupils in the future school years. We expect to use it for more than 5 years.
3. The Thinking Tree Curriculum is used for current project year and the new P.4-6 pupils in the future school years. We expect to use it for more than 5 years.
4. The unit cost for the direct beneficiaries for this project year is $=\$417,880 / 1352 / 5 = \61.82



4. Deliverables and Modes of Dissemination

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.
<p>New school-based Reading to Learn Strategies</p>	<p>An average of 4.3 out of 5 was given by teachers that “there is a need to develop school-based curriculum” (Appendix 1)</p> <p>An Average of 4.1 out of 5 was given by teachers that “This school-based thinking skill curriculum encourages reading and promotes independent study” (Appendix 1)</p>	<ul style="list-style-type: none"> • Project Meeting (16 Sept, 2010) • Teachers’ Workshop (15 Dec, 2010) • Student Orientation (8 April, 2011) • 19th English Panel Chairpersons’ Meeting of Hong Kong Catholic Diocesan Primary Schools (District IV) (6 May, 2011) • Attachment Programme (17-19 May, 2011) • Parents’ Workshop (23 June, 2011) • Thinking Tree Leaflets (content post on the school website and send to other schools) <p>Responses</p> <ul style="list-style-type: none"> • Students are more independent in self-learning and well-equipped with thinking skills. (Appendix 2) • Panel chairpersons and middle managers from other schools welcomed the ideas of the project and agreed to the strategies of promoting “reading to learn” culture and life-long learning habits. 	<p>Yes.</p> <p>The dissemination could be in the form of “Experience Sharing Session” organized by the QEF.</p>



School-based Thinking Skill Curriculum	An average of 4.2 out of 5 was given by teachers that “The school-based thinking skill curriculum effectively develops students' thinking skills” (Appendix 1)	The programme was set up and started running from April 2011 Responses <ul style="list-style-type: none">• Teachers feel that the school’s assessment for learning practice is enriched and effectively implemented.• Students feel that English Language skills and proficiency are boosted.• Students like the variety of the programme content.	
Multi-sensory Language Courseware	An average of 3.7 out of 5 was given by students that “The content (e.g. Songs, animations, videos, reading materials) in the Programme is interesting” (Appendix 2) An average of 3.5 out of 5 was given by students that “The programme effectively arouses my interest in learning” (Appendix 2) An average of 3.7 out of 5 was given by students that “The programme effectively enhances my English Skills.” (Appendix 2)		
Question Bank and Tracking System	An Average of 4.1 out of 5 was given by teachers that “The course materials and the question bank facilitate my teaching and assessment” (Appendix 1) An Average of 4.3 out of 5 was given by teachers that “The tracking system (i.e. progress report, admin system) facilitates my teaching and assessment” (Appendix 1)		



Teacher Training and Handout	Most teachers like the training and believe that it can enhance teacher's professionalism (Appendix 6)	Teachers' Workshop (15 Dec, 2010) Responses • Teachers believe that they are more capable in using effective technologies for teaching and assessment now. (Appendix 1)	
Parents Workshop and Handout	Most parents like the workshop and found it useful (Appendix 7)	Parents' Workshop (23 June, 2011) Responses: • Parents support their children's self-access learning at home and will give pro-active support to motivate them. (Appendix 8)	

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	pupils	Others (Please specify)	
Project Meeting	Date: 16 Sept., 2010 Venue: The school classroom (Old school campus) Themes: 1. Key objectives 2. Project deliverables 3. Project schedule/ Action items		12		Staff from service provider	Teachers agreed to the objectives of the project. The school shared the English school-based curriculum with the service provider. The two parties agreed the project schedule/ action items.



Teachers' Workshop	<p>Date: 15 Dec, 2011</p> <p>Venue: The school classroom (Room 305)</p> <p>Themes:</p> <ol style="list-style-type: none">1. How to develop pupils' thinking and English skills through the programme2. How to use the tracking system to monitor pupils' learning progress		16		Staff from service provider	Teachers generally found the workshop useful and believed that the thinking programme can enhance our pupils' thinking. They also considered that the tracking system can keep track of the pupils' learning and promote self-learning culture. (Appendix 6)
Student Orientation	<p>Date: 8 April, 2011</p> <p>Venue: The School Hall</p> <p>Themes:</p> <ol style="list-style-type: none">1. Introduction to "Thinking Tree" Programme2. How the programme is operated		13	444	Staff from service provider	Students generally liked and understood the introduction. Some students were keen to answer questions during the demonstration.
19th English Panel Chairpersons' Meeting of Hong Kong Catholic Diocesan Primary Schools (District IV)	<p>Date: 6 May, 2011</p> <p>Venue: The school Conference Room</p> <p>Themes:</p> <ol style="list-style-type: none">1. Introduction to "Thinking Tree" Programme2. How to develop pupils' thinking and English skills through the programme3. How to use the tracking system to monitor pupils' learning progress4. How to gain the support from parents in implementation	9	18			The Panel Heads welcomed the ideas of the project and agreed to the strategies of promoting "reading to learn" culture and life-long learning habits.



Attachment Programme	Date: 17-19 May, 2011 Venue: The School Conference Room Themes: 1. Introduction to "Thinking Tree" Programme 2. How to develop pupils' thinking and English skills through the programme 3. How to use the tracking system to monitor pupils' learning progress 4. How to gain the support from parents in implementation.	5	5	English Panel Head of our school	The middle managers shared our view on the importance in developing students' thinking skills as well as English skills. They would bring the ideas of the project to their school and try to put into practice.
Parents' Workshop	Date: 23 June, 2011 Venue: The Computer Room Themes: 1. Understand the rationales behind the development of "Thinking Tree Programme" 2. Learn the basic operation of the programme so that they can provide support and encouragement to their children.		3	Staff from service provider parents (41)	Parents generally satisfied with the arrangements of the workshop (Appendix 7)



Award Presentation	Date: July 2011 Venue: Individual classroom of P.4-6 Theme: 1. Reward pupils ranked top 20 in each class for their outstanding performance on this programme 2. Motivate other pupils to work hard	12	444		Pupils were motivated by the reward given.
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Remarks:

* The name of the nine schools participated in the 19th English Panel Chairpersons' Meeting of Hong Kong Catholic Diocesan Primary Schools (District IV) are:

St. Francis of Assisi's English Primary School
Yaumati Catholic Primary School (Hoi Wang Road)
Yaumati Catholic Primary School
Tai Kok Tsui Catholic Primary School
Tai Kok Tsui Catholic Primary School (Hoi Fan Road)
Pak Tin Catholic Primary School
Good Counsel Catholic Primary School
Lai Chi Kok Catholic Primary School
Ling To Catholic Primary School

* The name of the five schools participated in the Attachment Programme are:

Shek Lei Catholic Primary School
Kowloon Bay St. John The Baptist Catholic Primary School
Kowloon Tong Bishop Walsh Catholic School
St. Patrick's Catholic Primary School (Po Kong Village Road)
Wong Tai Sin Catholic Primary School



6. Difficulties Encountered and Solutions Adopted

Since we have just moved to the new campus in November 2010, we were busy in coordinating and settling the moves from September to December 2010. While we have been working hard to pick up the schedule, some of the planned items were delayed:

1. Programme Official Launch Day
2. Student Orientation
3. Parents' Workshop
4. Implementation of "My Parents and Me Achievement Card"
5. Relatively low completion rate for some classes

The programme was officially launched in April 2011 instead of October 2010 as planned. Student orientation was then deferred at the same time to April 2011. Since students were having Easter holidays when the programme just launched, they could take the opportunity to try the programme and provide feedbacks to teachers.

For Parents' Workshop, it was conducted on 23 June, 2011 instead of the beginning of the school term in September 2010. Although the schedule had been postponed, our parents had the chance to use the programme because it has been launched by then. We believe the effect should be better than briefing our parents the Programme Objectives only.

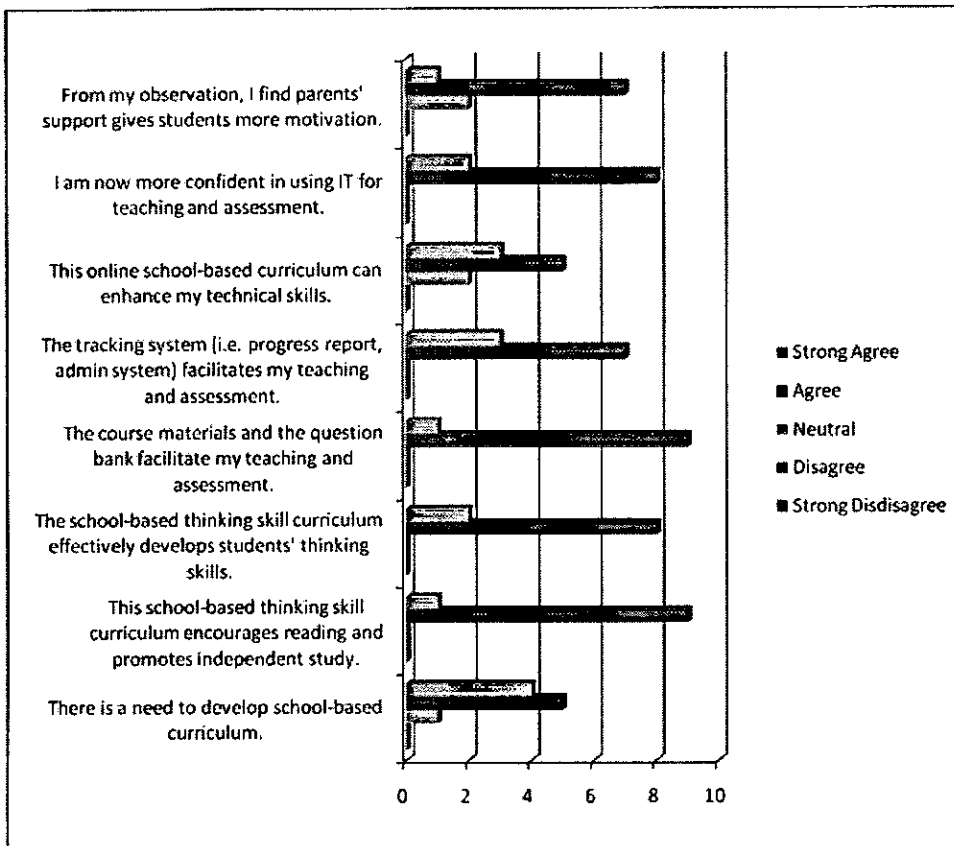
In order to make sure that all parents are aware of the programme, we arranged our English teachers to introduce it to all parents in P.4 to P.6 again on the Parents' Day (24 September, 2011). We also distributed information kit that contained product leaflets and powerpoint notes for their information.

We already designed and printed the "My Parents and Me Achievement Card", but we planned to distribute it only in the new School year (2011-2012) as parents and students are more ready to participate after using the programme for several months.

The completion rate for some classes were relatively low (Appendix 3). It was probably because the programme started in April only when students were busy in their tests and exams. We believe the completion rate would be much higher in the next school year when we implement the programme from the beginning of the school term.

From the new school term (2011-2012), we integrate the "Thinking Tree" Programme in our formative assessment. Pupils are asked to submit their learning reflection report endorsed by their parents regularly. The scores they received from the programme will be counted as part of their formative assessment learning results and will be shown in their school report. Pupils with outstanding performance (Top 10 in each class) will be given a "Thinking Tree" badge as a reward. This reward will be given four times a year. We believe these arrangements will be effective to motivate pupils to learn.

Appendix 1 Teacher Survey conducted in July 2011

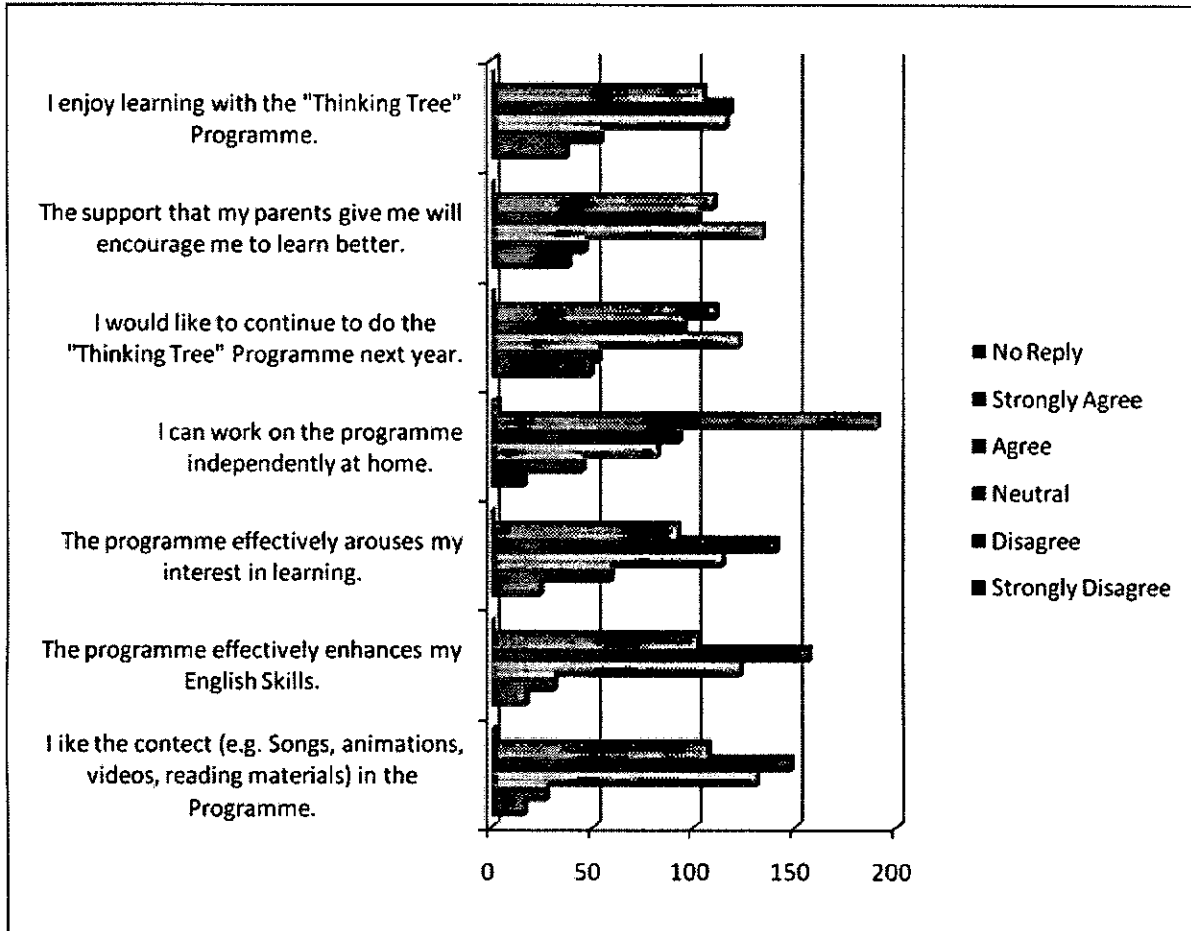


Question	Total	Average
1) There is a need to develop school-based curriculum.	43	4.3
2) This school-based thinking skill curriculum encourages reading and promotes independent study.	41	4.1
3) The school-based thinking skill curriculum effectively develops students' thinking skills.	42	4.2
4) The course materials and the question bank facilitate my teaching and assessment.	41	4.1
5) The tracking system (i.e. progress report, admin system) facilitates my teaching and assessment.	43	4.3
6) This online school-based curriculum can enhance my technical skills.	41	4.1
7) I am now more confident in using IT for teaching and assessment.	42	4.2
8) From my observation, I find parents' support gives students more motivation.	39	3.9

There were 10 English Teachers from P.4 to P.6 responded to this survey. The result indicates that teachers highly endorsed the programme. Most of the attributes in the survey are rated above "4" in a 5-point scale (except question 8).



Appendix 2 Student Survey conducted in July 2011



Question	Total	Average
I like the content (e.g. Songs, animations, videos, reading materials) in the Programme.	1590	3.7
The programme effectively enhances my English Skills.	1586	3.7
The programme effectively arouses my interest in learning.	1508	3.5
I can work on the programme independently at home.	1679	3.9
I would like to continue to do the "Thinking Tree" Programme next year.	1456	3.4
The support that my parents give me will encourage me to learn better.	1490	3.5
I enjoy learning with the "Thinking Tree" Programme.	1490	3.5

There were 430 students from P.4 to P.6 responded to this survey. The result indicates that students like the programme and find it useful (All of the attributes in the survey are rated above "3" in a 5-point scale).

Appendix 3 Overall Usage Rate

The usage rate as at 31 Aug 2011 is breakdown as follows:

Class	Average Score	Completion Rate
4A	64	33%
4B	71	39%
4C	67	37%
4D	57	17%
5A	59	79%
5B	62	58%
5C	59	45%
5D	71	87%
6A	45	11%
6B	60	28%
6C	45	20%
6D	59	32%
Average	60	41%



Appendix 4 Interview with the Principal

“I am so pleased to get the support from QEF to implement the “Thinking Tree” Programme in our school.

From my observation and the various survey results, most of the pupils like this school-based programme and are engaged by the multimedia provided. The online activities are interesting and stimulating, which help develop the thinking skills of our pupils. It also supplements our “reading-to-learn” culture and promotes independent study. It is also a pleasure to know that our teachers welcome this programme and believe that it helps enhance IT in education.”

Appendix 5 Thinking Tree Curriculum Framework

Primary 4

Theme	Unit	Thinking Skills	Text Type	Format
Happy Days	The Argument in the Library	Inference, Identifying, Referencing, Predicting	Poster	Text Graphic
	The Argument in the Library (Play)	Drawing conclusions, Clarifying, Associating, Identifying	Play	Video
	Fun and Games	Memorising, Defining, Inference, Summarising	Song	Song Animation
	Our Hobbies	Inference, Memorising, Drawing conclusions, Referencing, Clarifying	Description	Graphic
Food and Drink	Shopping List	Classifying, Comparing, Clarifying, Memorising	Play	Video
	Meal Time	Summarizing, Inference, Clarifying, Referencing	Story	Audio
	Ling Ling's Birthday Dinner	Identifying, Predicting, Referencing, Defining	Play	Video
We Love Hong Kong	Fun at Disneyland 1	Memorising, Identifying, Inference, Clarifying	Conversation	Video
	Fun at Disneyland 2	Memorising, Inference, Defining, Clarifying	Conversation	Video
	We Love Lantau 1	Identifying, Clarifying, Matching, Referencing	Description	Video
	We Love Lantau 2	Identifying, Referencing, Inference, Clarifying, Applying, Evaluating	Description	Graphic
Change	I Have a Dream	Identifying, Figuring out meaning from context, Drawing conclusion, Inference, Sequencing	Song Lyrics	Music Video
	Letter to Nat	Sequencing, Identifying, Inference, Summarizing, Predicting	Letters	Text Graphic
	The Toy Shop	Identifying, Memorising, Clarifying, Analysing	Story	Video
	Sue's Diet	Clarifying, Summarising, Applying, Predicting	Article	Text
Relationships	Einstein	Identifying, Defining, Analysing, Clarifying, Sequencing, Applying	Article	Text
	The Good Man	Identifying, Referencing, Figuring out meaning from context, Evaluating	Story	Video
	My Favourite Pastime	Identifying, Clarifying, Analysing, Classifying	Story	Video Text
The Magic of Nature	Keep Our Phone, Save the World	Identifying, Clarifying, Applying, Classifying, Drawing conclusions	News Article	Video Text
	Shark Fin Soup	Identifying, Clarifying, Applying, Classifying, Drawing conclusions	News Article	Video Text



Primary 5

Theme	Unit	Thinking Skills	Text Type	Format
Happy Days	Same or Different	Identifying, Clarifying, Inference, Referencing	Story	Video
	My Lovely Pupils	Inference, Drawing conclusions, Referencing, Summarising, Clarifying	Letter	Text
	Beauty and the Beast	Comprehension, Referencing, Comparing, Drawing conclusion, Clarifying	Story	Text
	Alice in Wonderland	Classification, Comprehension, Referencing, Comparing	Movie Trailer Description	Video Text
	The Smart Kid	Problem solving, Analysing, Sequencing	Riddle	Text
Food and Drink	No Meat At All	Clarifying, Predicting, Comparing, Inference	Comics	Graphic
	My Daily Food	Memorising, Defining, Inference, Summarising, Matching	Song	Flash
	A Healthy Diet	Classifying, Comprehension, Application, Comparing, Synthesising, Memorising	Report	Text
We Love Hong Kong	Ocean Park	Predicting, Referencing, Memorising, Identifying, Defining, Clarifying	Description Conversation	Video Text
	Big Buddha	Identifying, Matching, Defining, Clarifying, Referencing	Conversation Description	Video Text
Changes	Becoming Who You Want to Be	Drawing Conclusion, Summarizing, Clarifying, Predicting	Article	Text Audio
	Mother Teresa	Memorising, Clarifying, Inference, Referencing, Drawing conclusion	Story	Video
	Simile and Metaphor P5	Applying, Classifying, Memorising, Defining	Song Lyrics	Music Video
Relationships	Friends	Clarifying, Identifying, Predicting, Figuring out meaning from context	Poem	Text
	Emma's School Project	Identifying, Referencing, Inference, Predicting	Description	Text Graphic
	How Poor We Really Are	Referencing, Defining, Summarising, Analysing, Drawing conclusion	Description	Video
	Relationship with Teacher	Identifying, Inference, Analysing, Predicting, Clarifying, Summarizing	Poem	Text
	As a Deer	Referencing, Defining, Summarising, Associating, Figuring out meaning from context, Evaluating, Drawing conclusion	Song Lyrics	Music Video
The Magic of Nature	Take Care of the Earth	Memorising, Clarifying, Classifying, Drawing conclusions, Suggesting another title	Article	Video
	Our World	Memorising, Defining, Inference, Summarising, Associating	Song	Video

Primary 6

Theme	Unit	Thinking Skills	Text Type	Format
Happy Days	Modern Harry (Part 1)	Memorising, Clarifying, Defining, Inference, Drawing conclusions	Story Invitation Card	Animation
	Modern Harry (Part 2)	Clarifying, Inference Identifying, Referencing, Summarising	Story Advertisement	Animation
	Narnia	Inference, Referencing, Drawing conclusion	Movie Trailer Story	Text Video
	Narnia 2	Inference, Sequencing, Clarifying, Defining	Description	Text Video
Food and Drink	Making an Omelette	Clarifying, Sequencing, Classifying, Matching, Comparing, Referencing	Procedure	Audio Graphic
	TV & Food Don't Mix	Clarifying, Comprehension, Analysing, Evaluating, Synthesising	Report	Text
We Love Hong Kong	Wetland Park	Referencing, Memorising, Comprehension, Comparing, Inference	Description	Text
	Changes - Now and Then	Classifying, Inference, Analysing, Comprehension, Evaluating	Conversation	Audio Text
	Tsim Sha Tsui	Identifying, Inference, Analysing, Predicting, Suggesting another title	Leaflet	Video
Changes	Explore Confidence	Suggesting another title, Applying, Predicting, Referencing, Sequencing	Article	Text
	Changes	Applying, Identify, Memorising, Inference, Figuring out meaning from context	Poem	Text Video
	A Christmas Carol	Identifying, Referencing, Figuring out meaning from context, Summarizing, Predicting, Associating	Book Report	Text Video
	Simile and Metaphor	Applying, Classifying, Memorising, Defining	Song Lyrics	Music Video
Relationships	Secret Agent	Identifying, Memorising, Inference, Analysing, Predicting, Evaluating	Story	Video
	Two Emails	Referencing, Identifying, Inference, Drawing conclusions	Email	Text
	Love is ...	Identifying, Inference, Referencing, Clarifying, Figuring out meaning from context	Article	Text
	The Sound of Silence	Referencing, Defining, Summarising, Associating, Figuring out meaning from context, Evaluating, Drawing conclusion	Song Lyrics	Music Video
The Magic of Nature	Above All	Referencing, Defining, Analysing, Figuring out meaning from context, Evaluating, Drawing conclusion	Song Lyrics	Music Video
	A City that Can't Breathe	Identifying, Memorising, Clarifying, Analysing, Drawing conclusions	Article	Video Text
	Major Earthquakes	Identifying, Memorising, Clarifying, Analysing, Classifying	Report	Video



Appendix 6 Teachers' Workshop Evaluation on 15 Dec, 2010

	Level of Satisfaction (% of Teachers/ Students)				
	☺☺	☺☺☺	☺☺	☺	N.A.
Objective(s) of the activity achieved	63%	37%	0%	0%	0%
Enhancement of Teacher's professionalism	56%	44%	0%	0%	0%
Organization(e.g. time, venue, content)	75%	25%	0%	0%	0%
Usefulness	69%	31%	0%	0%	0%
Performance of Speakers/ Facilitators	59%	41%	0%	0%	0%
Participation of Teachers	81%	19%	0%	0%	0%

16 teachers attended the workshop.

The workshop composed two parts:

1. How to develop pupils' thinking and English skills through the programme
2. How to use the tracking system to monitor pupils' learning progress

The workshop was run with PowerPoint presentation by, live demonstration and Q&A session. Teachers generally found the workshop useful and believed that the thinking programme can enhance the pupils' thinking skills. They also considered that the tracking system can keep track of the pupils' learning and promote self-learning culture.

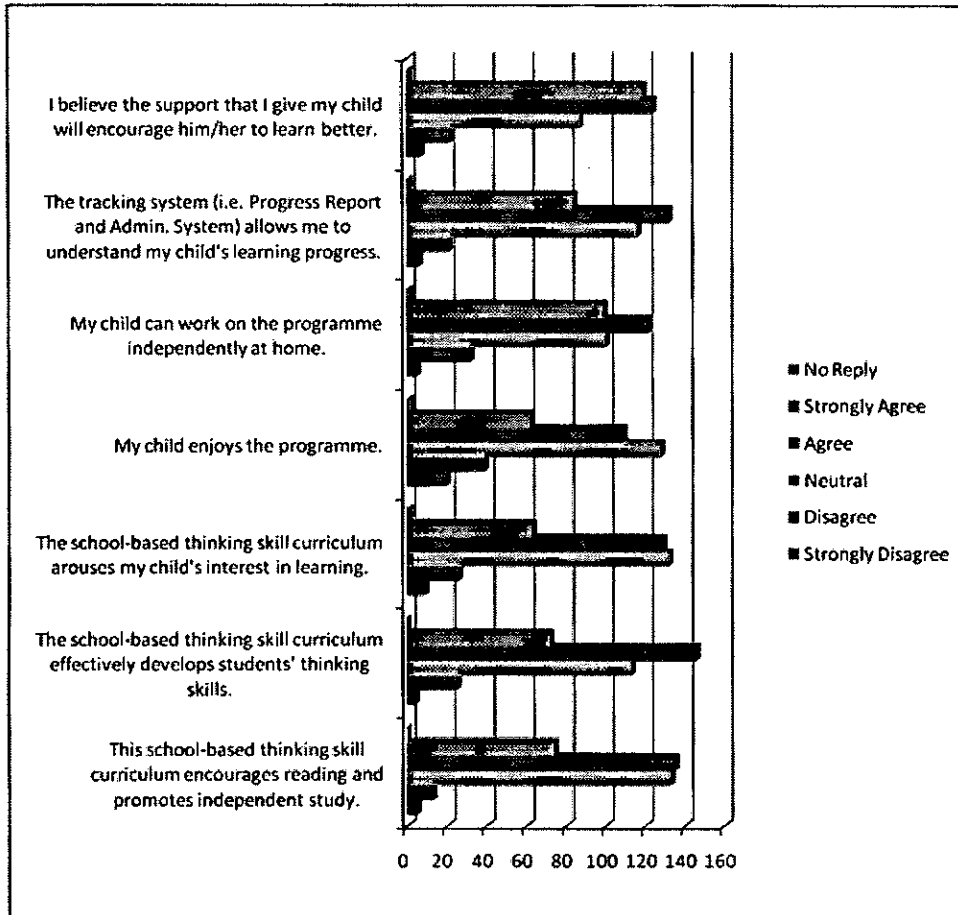
Appendix 7 Parents' Workshop Evaluation on 23 June, 2011

Evaluation of Parents' Workshops (2010-2011)

活動名稱 Activity	Thinking Tree Parents' Workshop 「思考樹」家長工作坊				
日期 Date	23-6-2011				
目標 Objectives	<ul style="list-style-type: none"> - 讓家長了解「思考樹」的學習理論 - 讓家長掌握「思考樹」的簡單操作，從而提供支持 and 鼓勵給子女 				
	滿意程度 (請在方格內加✓) Level of Satisfaction (Please ✓)				
	☺☺ ☺☺	☺☺☺	☺☺	☺	不適用 N.A.
達標程度 Objectives achieved	49%	47%	4%	0%	0%
活動的內容 Contents	49%	45%	6%	0%	0%
活動的形式 Format	54%	40%	6%	0%	0%
講者的整體表現 Performance of Speakers / Facilitators	44%	47%	9%	0%	0%
活動的時間 Duration	46%	48%	6%	0%	0%
其他意見 Other comments	<ol style="list-style-type: none"> 1. 可給予更多時間讓家長練習。 2. 可以的話，在學期中開家長工作坊討論成果。 3. 謝謝！ 				



Appendix 8 Parent Survey conducted in July 2011



Question	Total	Average
This school-based thinking skill curriculum encourages reading and promotes independent study.	1340	3.7
The school-based thinking skill curriculum effectively develops students' thinking skills.	1337	3.7
The school-based thinking skill curriculum arouses my child's interest in learning.	1288	3.6
My child enjoys the programme.	1228	3.4
My child can work on the programme independently at home.	1352	3.8
The tracking system (i.e. Progress Report and Admin. System) allows me to understand my child's learning progress.	1344	3.7
I believe the support that I give my child will encourage him/her to learn better.	1403	3.9

There were 360 parents from P4 to P6 responded to the survey. The result indicates that most parents like the programme. All of the attributes in the survey are rated above "3" in a 5-point scale.

Appendix 9 Financial Budget

Budget Items <i>(Based on Schedule II of Agreement)</i>	Approved Budget (a)	Actual Expense (b)	Change [(b)-(a)]/(a) +/- %
General Expenses	\$12,400.00	\$8150.00	-34.27%
Equipment	\$25,000.00	\$44,730.00	+78.92%
Service	\$387,000.00	\$365,000.00	-5.68%
Total	\$424,400.00	\$417,880.00	-1.54%