



Final Report of Project

Project No. : 2009/0137

Part A

Project Title: An interactive school-based English curriculum that addresses pupils' different learning needs and abilities

Name of Organization/School: St. Edward's Catholic Primary School

Project Period: From 06/2010 (month/year) to 05/2011 (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.*

Attainment of Objectives

Table 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	Reasons for not being able to achieve the objective, if applicable
Objective 1: Develop interactive school-based curriculum to address reading, listening and speaking needs of our pupils	Introduce an interactive online platform which incorporates the present school-based curriculum	80% attained	Both the reading and listening module are compatible to existing school-based curriculum.	The procedure of using the original speaking module is complicated and it needs a huge storage space.
Objective 2: Address learning diversity and fine-tuning English language policy by providing different entry level exercises	Use the online learning platform in daily teaching Do the marking and report automatically Conduct 2 teacher workshops	Fully achieved	The interactive online platform provides an interesting way of learning English. The motivation of learning English of low achievers is enhanced.	
Objective 3: Reduce teachers' workload in marking and reporting so that they can focus more on writing skill and interaction with pupils		Fully achieved	The report of student performance is generated by the system automatically which can reduce teacher's workload.	
Objective 4: Enhance teachers' professional knowledge in using school-based curriculum in teaching		Fully achieved	The teacher workshops introduce the procedure of using the online platform in daily teaching	

2. Project Impact on the learning effectiveness

Students usually find that learning English is difficult and boring. They seldom use English outside the classroom. After using the interactive online platform, students realize that there are different ways in learning English. They think learning English can be fun and interactive. Students are more likely to do the online exercises.

As school-based curriculum is adopted in our school, parents claimed that it is difficult to find extra-exercise for their children in order to consolidate their learning. Also, they do not know how to provide suitable material which can incorporate children's learning. After introducing the online platform, it can solve parents' problem. Students have chances to listen to native English speakers' intonation.

Before using the interactive online platform in our school, teachers have to mark students' work manually. It takes a lot of time. However, when the online platform is utilized, the work can be marked automatically and reports can be generated.

During the preparation period of the platform, there is opportunity for participated teachers to go through the existing curriculum and make adaptation at the same time. Also, teachers received training in using the interactive platform in teaching which improved their IT skills. Moreover, all the P5 and P6 English are involved in the project, we worked as a team. We have regular and informal meetings throughout the period. As, a result, it can foster the team spirit of our school.

3. Cost-effectiveness

Table 2: Budget Checklist

Budget Items <i>(Based on Schedule II of Agreement)</i>	Approved Budget (a)	Actual Expense (b)	Change [(b)-(a)]/(a) +/- %
Services	HK\$445,500.00	HK\$420,000.00	-5.7%
General expenses	HK\$4,500.00	HK\$0.00	-100%

At the end of the project, the service provider requested only HK\$420,000.00 for all the services and materials provided. Therefore, the actual expense for the services is HK\$25,000.00 (5.7%) less than the approved budget. Also, the printing cost for the classroom instruction materials is absorbed by other funds of our school. Therefore, there is no expense in the general expenses.

The unit cost for the beneficiaries (students) is HK\$1,238.94. The amount seems to be high. However, as all the materials produced are stored in the school server and all the materials of the online platform will be used in the future. The total cost can be shared in the future.

4. Deliverables and Modes of Dissemination

Table 3: 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.
104 online homework and 2 automated marking online tests	The online homework matched student's ability	The online materials were used from February to June.	Yes
Automated marking and online report system	It reduced teacher's workload.	online	Yes
2 teacher training, 1 student's orientation and 1 parents' seminar	The training, orientation and seminar can explain the project clearly to all the stakeholders.	Parents' seminar was held at 18 December, 2010. 80 out of 110 parents appreciated the design of the online platform. Student's orientation was held at 11 February, 2011. 75% of the students were interested in using the online platform. 1 teacher training was conducted at 11 February 2011. 1 teacher training will be conducted at the beginning of September, 2011.	Nil

The project could further be used in future in our school.

5. Activity List

Table 4: 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)	
Start tender procedure	9 th July 2010					



Briefing session on tendering	13 th July, 2010		4		2 parents, 12 service provider representatives	
Deadline of tender submission	11 th August, 2010					
Opening of tender	24 th August, 2010		1		1 clerk	
Approval of tender	30 th August, 2010		6		2 parents	
Successful company started the preparatory work and discuss the details with the school	September to October, 2010		4			
Service provider completed the first draft of a unit for each level	November, 2010					
Pre-test	29 th November to 10 th December, 2010		14	339		
Parents' workshop	18 th December, 2010		2		110 parents, 1 service provider representative	Parents claimed that the platform could help enhancing their children's English ability. Also, the design of the platform is attractive.
Delivering of 3 units of P5 and 2 units of P6	January, 2011					
Meeting with the new project manager of the service provider; 2 units of P5 and 3 units of P6 are going to approve	23 rd February, 2011					



Delivering of 10 units of P5 and 11 units of P6	February, 2011 to April, 2011					
Using the online platform in daily teaching	January, 2011 to May, 2011		14	339		P5 and P6 English teachers said it could release part of their workload
Pro-test	June, 2011		14	339		5% pro-test result overweighed the pre-test result

6. Difficulties Encountered and Solutions Adopted

When the service provider delivered the first patch material of P5 and P6, we found that the output is not satisfactory. Then, we had to call a meeting with the service provider immediately. During the meeting, we reaffirmed our requirement towards the course materials and we provided enough time for the service provider to amend the design. When the service provider delivered the material again, the materials fulfilled the standard.