



Final Report of Project

Project No.
EDB/QEF/2008/0191

Part A

Project Title: Use of new Technology to Handle School

Name of Organization/School: ST. CLARE'S GIRLS' SCHOOL

Project Period: From 06/2009 (month/year) to 10/2010 (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

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
替學生製作個人成長學習歷程檔案	1. Conversion of old ECA and Activities Data	100%	1. Old data indicated in the system	
	2. Re-organization of ECA and Activities structure and point system	100%	2. New Student Learning Experience Aspects Used in the system	
	3. Briefing and Training Session for all students	100%	3. Briefing Sessions for F4 and F5 in Sep. 2010 and Briefing and Training Sessions for F1 to F6 in March and April 2011.	
	4. Generation of Activities Report (1 year for normal students and all years for graduates)	100%	4. New reports will be generated in June and July.	
	5. Introduction of bar code scanning system to scan the documents	100%	5. Bar code scanning system for the students has been set up successfully.	
讓教師全面掌握學生的學習成果及學生的各項潛能，作出	6. Training and briefing session for all teachers	100%	6. Briefing and training sessions of the teachers will be held in April 2011.	



教學調適				
讓家長全面了解學生在學校的學習情況	7. Generation of Activities Report (1 year for normal students and all years for graduates)	50%	7. New reports will be generated in June and July 2011. However, it seems that the arrangement of the usage of the system by the parents needs further discussion.	It seems that it needs more time for us to evaluate whether to include the parents into the system or the new reports are enough for the parents to monitor the students.
減低教師管理學生個人學習檔案的工作	8. Control of all ECA activities through the system	100%	8. Teachers will enter the performance of the students and monitor the students in May 2011 for the generation of new reports	
透過對學生的記錄進行系統性的整理，從而可以進行縱向及橫向的分析	9. Statistics obtained from the system 10. Special report generated to summarize the performance of each student	50%	9. The statistics obtained from the system can be observed very easily. 10. New report will be generated in June and July 2011.	It needs to take more time for us to evaluate the usefulness of data.

2. Project Impact on

Due to the installation of the system, the ECA teachers and middle management of the school were forced to review our old ECA system and the new requirements of NSS other learning experience, as well as the requirements of JUPAS. Therefore, several different suggestions were made and explored and at last the most suitable one, which was based on the needs of the students, was adopted. The new directions was reflected completely by the new SLE Item structure list designed and installed into the system. Before the implementation of the system, the ECA system was also revised in order to satisfy the requirements of the system. The F4 and F5 students were also required to review their ECA and Service activities according to the requirements of NSS other learning experience, as well as the requirements of JUPAS. These greatly widened the horizons of the teachers and students. Moreover, the installation of the system led to the



reform of service learning in F4 and F5 and hence, enhance the understanding of NSS other learning experience by the students. The training sessions and talks given to the F4 and F5 students also strengthen the sense of the students to achieve as high as possible in other learning experience, inside school or outside school, in NSS. Moreover, the sessions and talks given to the teaches also strengthen the sense of the form teachers and ECA teachers in monitoring the other learning experience of the students. The system requires the form teachers to check out the past ECA record of the students very easily and hence enhance the understanding of the students. On the other hand, the new system let the students and teachers to give out comments and remarks very easily and, hence, enhance the improvement of the activities and mutual understanding.

3. Cost-effectiveness

Budget Checklist

Budget Items (Based on Schedule II of Agreement)	Approved Budget (a)	Actual Expense (b)	Change [(b)-(a)]/(a) +/- %
Staff Cost	\$40,000	\$0	-100%
Equipment	\$75,000	\$75,000	+0%

The project is quite cost-effective, at least for the initial launch of the project. Although the initial financial implication of the project is great, the financial running cost of the project is quite small (several thousand HK dollars). Apart from the financial resources, the human resources required was not so great. One experienced teacher in computer plus several other teachers that were responsible for the suggestions and ideas. In view of the system that can be used for several years in future, it is quite cost-effective. Since the system was adjusted in a way to suit the old ECA system in our school, the adoption of the system was not so difficult. We have approximate 900 students and 60 teachers and hence the unit cost of the system is \$78. Due to the special nature of the data entry process, the staff cost was zero and hence reduce the financial cost greatly.

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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.
One Teacher's Quick Manual on using SLP system		distributed to 60 teachers in 04/2011 for the use of the system	No
One Student's Quick Manual on using SLP system		distributed to 820 students in 03/2011 for the use of the system	No



One SLE Item structure list designed		Installed in the system for the use of all the teachers and students	No
One Student Learning Experience Report		Installed in the system for the use of all the teachers and students	No

The above manuals, list and student learning experience report were designed due to school-based needed. According to my point of view, they might be used for reference by other schools and it may not be appropriate to use them directly in other schools. The most valuable product may be the experience and techniques developed to integrate the old school ECA record into the system so that the students can retrieve all their old records. This experience and techniques may be shared by other schools.

5. Activity List

Date	Venues	Nature of activity	Details	Remarks
06-08/2009	St. Clare's Girls' School	Choose the appropriate service provider	Formal procedure to choose the service provider was completed	
08-10/2009	St. Clare's Girls' School	Delivery of the hardware and software	The delivery of the photocopier machine was completed in 09/2009 and the delivery of the server was completed in 10/2009.	
10-11/2009	St. Clare's Girls' School	Basic installation and integration of the system	The basic installation of the software in the server and the integration of the system was completed in 11/2009	
12-02/2010	St. Clare's Girls' School	Basic exploration of the system and software	Basic structure of the system was explored. The establishment of St. Clare's Girls' School' structure into the system.	
02-03/2010	St. Clare's Girls' School	Upgrade of the system by the latest version.	The latest patch was installed into the system. The correct modules ensured to be activated.	



03-05/2010	St. Clare's Girls' School	Adjustment of the basic structure of the student's data and the input of the student's old data into the system	Several meetings were held to determine the finalised basic structure of the student's data and the student's old data were input into the system through tedious work flow.	
09/2010	St. Clare's Girls' School	Adjustment and finalization of the basic structure of the student's old data.	Several meetings were held to determine the finalized basic structure of the student's data and the student's old data in view of the requirement of JUPAS on NSS.	
09/2010	St. Clare's Girls' School	Briefing and training sessions for F4 and F5 students of the system.	Two briefing and several training sessions for F4 and F5 students of the system, including the use of bar code scanner.	
11-02/2011	St. Clare's Girls' School	Conversion of old data	Conversion of old data	
03/2011	St. Clare's Girls' School	Briefing and training sessions for F1 to F6 students.	Tasks are given to the students to make sure that they are familiar to the system. Distribution of account names and password. Entry of data by the students into the system. Upload and scanning of documents by the student.	
03-04/2011	St. Clare's Girls' School	Briefing and training sessions for the teachers	Teachers are required to control the system and enter the performance of the students in the coming month for the	

			generation of report.	
04-05/2011	St. Clare's Girls' School	Fine tune of data and system	Slight adjustment of the system and data	
06-07/2011	St. Clare's Girls' School	Generation of new reports and checking of data in computer	Generation of new reports and make slightly adjustments whenever necessary.	
07/2011	St. Clare's Girls' School	Evaluation of the system and the procedures	Survey will be conducted among teachers and students	

6. Difficulties Encountered and Solutions Adopted

There were two main difficulties of the project. The first one was the decision of the new structure of the SLE Item structure list designed. Several suggestions were made and different ideas were explored and discussed. Moreover, the JUPAS requirements were not yet released in the early period of the project. Whenever, there were new suggestions from other teachers, the system were readjusted and the old ECA data had to be input into the system again to satisfy the new requirements of the SLE item structure list. This situation greatly hindered the progress of the project. The second one was the tedious work of the input of old ECA data into the system. It was not just a routine data entry process and involved data based technique to transform the data to satisfy the requirements of the SLE item structure. Therefore, we did not hire a person, as suggested by the project details, to perform the data entry process. Instead, the SAMS administrator with large amount of experience in handling school data had to develop data-based techniques and tools to complete the data entry process. The large amount of time required also led to the behind schedule of the project.



優質教育基金
Quality Education Fund

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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	Activity 1 Activity 2	Fully achieved		
Objective 2	Activity 1 Activity 2	75% attained		

Table 2: Budget Checklist

Budget Items (Based on Schedule II of Agreement)	Approved Budget (a)	Actual Expense (b)	Change [(b)-(a)]/(a) +/- %
Staff Cost	\$240,000	\$200,000	-16.7%
Equipment	\$60,000	\$65,000	+8.3%

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.
Two teacher manuals on "Team Building"		distributed to 100 participants at the dissemination seminar in 6/2001; about 10 teachers indicated that they would use the materials as try-out	
One CD-ROM on "Workshops on Team Building Activities"		distributed to 50 schools on request in 7/2001	

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)	