



Final Report of Project

Project No. : 2008 / 0268

Part A

Project Title: A phonic interactive learning programme to lay a solid foundation for reading and self-learning for primary students

Name of Organization/School: Buddhist Wing Yan School

Project Period: From October 2009 (month/year) to Oct 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.*



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
To design a phonic curriculum that can be integrated into school-based English curriculum	<ul style="list-style-type: none"> Development of the platform; Implementing the programme in classrooms and with the students 	Fully attained	The curriculum for Key Stage 1 is developed based on the PLPR/W programme while for Key Stage 2 is based on our textbooks.	Not applicable
To develop a series of Short Stories that incorporates phonics to arouse students' learning motivation	<ul style="list-style-type: none"> Development and implementation of the programme 	<u>Key Stage 1</u> Partly attained <u>Key Stage 2</u> Fully attained	For Key Stage 1, the chants are developed as rhythmic rhymes, which allows pupils to sing or read easily; For Key Stage 2, short stories are used to arouse students' motivation.	We discovered that the use of short stories may be too difficult for our Key Stage 1 pupils. Hence, we replaced the original contents with chants in rhythmic rhymes.
To build a phonics courseware to provide multi-sensory stimulation for learning and efficient monitoring	<ul style="list-style-type: none"> Development of the learning management system with access to students learning profiles 	Fully attained	Audios, sounds, videos, and animations are included in the courseware in order to provide visual and auditory stimulations for our students' learning.	Not applicable
To boost professional development in integrating phonics and IT for effective language teaching and learning	<ul style="list-style-type: none"> Participation of our English team throughout the development of the courseware; Continuous suggestions and feedback on the courseware for both classroom teaching and pupils' self-learning 	Fully attained	Our teachers reflect that the programme is very useful and successful. Pupils show excitement for the MMLC when they participate in the courseware.	Not applicable
To motivate parents' active learning, support and monitoring in language learning of students	<ul style="list-style-type: none"> Creation of the parent accounts to allow parents to access the programme and learn together with their children 	Fully attained	According to observation, parents generally show support and give out positive responses to the programme.	Not applicable



2. Project Impact on

Pupils

With the assistance of video, audio, animation, and other multimedia designs within the programme, our pupils find the courseware attractive for learning English, especially for learning phonics. With the programme, they develop a basic awareness of the difference between pronunciations and sounds. In other words, learning phonics becomes more interesting and meaningful to them.

Meanwhile, with the re-take system, pupils are encouraged to make a positive trail and learn from their own errors. We believe that this can build up their confidence, learning interests, and risk-taking attitude. Also, pupils can revisit the lessons from time to time, and thus their self-learning habit is established.

Teachers

By consolidating the new phonics elements with the existing school-based curriculum, our teachers are able to reinforce pupils' phonic skills from different possible channels. In addition, the combination of tailor-made short stories and phonics teaching allows teachers to deliver multimedia learning content and develop a series of interactive pedagogy.

As a result, our teachers become more experienced in designing, integrating and implementing phonics and IT-enriched courseware to facilitate the needs of effective teaching and learning.

Parents

Under the project, parents also get cost-free access on the programme. They are able to be actively involved in pupils' learning. They are able to acquire their children's learning so that they can support and monitor their learning at home.

School

We have successfully implemented a school-based phonics programme and courseware as part of the school-based curriculum. With the skills developed, we are confident that we will be able to boost our pupils' all-round learning. Progressively, this will develop students' read-to-learn culture, language proficiency and self-learning habit.

3. Cost-effectiveness

Budget Items (Based on Schedule II of Agreement)	Approved Budget (a)	Actual Expense (b)	Change [(b)-(a)]/(a) +/- %
<u>Staff Cost</u>			
Consultation and Editor for overall programme development, professional training workshops	\$62,500	\$63,000	+0.8%
<u>Equipment</u>			
!0 Netbooks and 11 USB flash memory sticks	\$40,000	\$39,970	-0.075%
<u>Service</u>			
Courseware, learning management system,	\$126,000	\$126,000	0%
<u>General Expenses</u>			
a. Award Scheme	\$1,440	\$1,440	0%
b. Printing of Phonics Booklets and User Menu, design and production and miscellaneous	\$21,000	\$21,000	0%
c. DVD design and production	\$5,400	\$5,000	-7.4%
d. Seminar (refreshment and drinks)	\$800	\$800	0%

Note: The service provider () has given further assistance to initiate and implement the programme without additional charge. Moreover, they helped us to fine-tune some of the lessons several times in order to fulfil our specific requirements. They also offered services on LMS and hotline support to the programme for the coming six years.

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We believe that this project has been implemented effectively. Therefore, we plan to reuse the programme since the service provider is offering us professional training again. This allows us to carry on the programme without arranging extra expense and human resource costs in the future.

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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.
School based Phonic Curriculum with lesson plans for teaching and worksheet <ul style="list-style-type: none"> 20 lessons for Key Stage 1 pupils 20 lessons for Key Stage 2 pupils 	100% completed and enhanced	The courseware and curriculum have been posted and shared on the website. For more information, please visit: Website : _____ School code : bwys Username : test.1 Password : abcd	Yes, we may disseminate the phonics courseware, the school-based curriculum, and short stories through the Internet.
Hosting Platform – Learning Management System, Assessment System Online, Reporting System	100% completed	Not applicable	
Materials from teacher training workshops	100% completed	Not applicable	
Phonics Booklets and User Handbooks	100% completed	Around 1,000 copies, it provides: <ul style="list-style-type: none"> User manual for pupils; Parental guidelines for monitoring their children’s learning process; Handbook for pupils to record their own learning process 	Yes, we may invite pupils and their parents on a seminar to share their learning experiences.
DVDs	Not applicable	Around 300 copies <ul style="list-style-type: none"> introducing the project to the public 	We are currently discussing with the QEF how to promote this project through DVDs.

This project provides us with an opportunity to combine teacher’s everyday teaching with pupils’ home learning. Pupils show high interest in the exercises and many of them re-take the exercises at home. Meanwhile, parents are able to monitor their children’s learning process effectively and they can even learn together. Only using the textbooks content, we may never have been able to achieve such success. As a result, the programme provides pupils with an effective self-learning channel while teachers can focus on the rest. Hence, we plan to carry on the programme after this initial project period.

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For dissemination, we have uploaded a sample account along with parts of the exercises of the project on our website to share with the public.

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	Date: 1 February 2009 (Monday) Time: 3:45pm – 5:00pm Venue: MMLC Room		18			Active and positive
Teacher Training	Date: 24 February 2009 (Wednesday) Time: 3:45pm – 5:00pm Venue: MMLC Room		18			Precise feedbacks for enhancement
Student Orientation	Date: 12 March 2009 (Friday) Time: 1 st session: 1:05pm – 1:45pm 2 nd session: 2:40-pm – 3:20pm Venue: School Hall			800		Active and excited to start the programme
Parent Seminar	Date: 12 July 2010 Time: 9:00am – 10:00am Venue: School Hall		5	25	60 parents	The parents understood and agreed with the concepts of the programme and were willing to assist the school in implementing the programme. (see appendix I)
Visit from QEF and MOE from Thailand	Date: 23 rd March 2010 Time: 9:00am – 12:30am Venue: MMLC Room		5	30	20 Guests from Thailand Education Board and QEF	Very positive feedback from Thailand MOE (see appendix II)

6. Difficulties Encountered and Solutions Adopted

During the early stage of the project, we discovered that the use of short stories may be too difficult for our P1-P3 pupils. Most of them do not have the required English skills for reading a complete English short story. In order to conquer the challenge, we replaced the original content with chants in rhythmic rhymes, which allow pupils to sing or read easily.

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