

**Quality Education Fund**  
**The Dedicated Funding Programme for Publicly-funded Schools**  
**Part B: Project Proposal**

<b>Project Title:</b> Enhanced Support for Students with Specific Learning Difficulties in Reading and Writing with the Adoption of a Whole School Approach	<b>Project Number:</b> (To be assigned by the EPMS)
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**Name of School:** Quality Education Secondary School

**Direct Beneficiaries**

(a) Sector:  Kindergarten  Primary  Secondary  Special School (Please put a tick in the appropriate box(es).)

(b) Beneficiaries: (1) Students: 100 S1-6; (2) Teachers: 75; (3) Parents: 100;  
 (4) Others: not applicable

**Project Period:** 09/2018 to 08/2020

**This template only serves as a reference. Items that are NOT applicable can be deleted as appropriate. A Guide to Applicants about the Dedicated Funding Programme for Publicly-funded Schools is available on the QEF website.**

**1. Project Needs**

1.1	Project Aim(s)	The project aims at providing a better environment and facilities for students with special educational needs (SEN) to learn, receive assessment and training services, and sit for tests and examinations; and through providing training for teachers and parents, enhance their skills in identifying and supporting dyslexic students with a view to facilitate home-school cooperation in addressing the needs of these students in their personal growth, academic, behaviour, social and career development.
1.2	Innovative element(s)	<p>1. Student level Setting up a Library cum Student Support Room that is equipped with noise reduction facilities for students with SEN to receive assessment and training services and sit for tests and examinations.</p> <p>2. Teacher level Organizing stratified professional development programmes to equip teachers with relevant strategies and skills in supporting students with Dyslexia when exercising different roles in school, such as class teachers, subject teachers, Chinese Language teachers, members of the SEN Coordination Committee, Discipline and Guidance Committee and Careers and Life Planning Committee.</p> <p>3. Parent level Organizing parent support activities, including parent seminars and parent support groups, to help relieve their stress in taking care of children with Dyslexia, as well as to enhance their abilities in applying and putting into practice the skills of supporting their children. Parents will be kept abreast of the learning progress of their children through Parent Consultation Days and learn how to express encouragement and appreciation for the effort their children have made.</p>
1.3	Alignment with school-based / students' needs	<p>Our school has admitted 100 students with SEN, the majority of whom have been diagnosed with Dyslexia. Some students with Speech and Language Impairment (SLI), Attention Deficit/Hyperactivity Disorders (AD/HD) and Autism Spectrum Disorders (ASD) have also been diagnosed with Dyslexia.</p> <p>The annual 'Learning Support Grant' received has been mainly used to employ teaching assistants for facilitating classroom learning and offering remedial teaching,</p>

		<p>acquire professional support services (such as assessment and training services by speech therapist and occupational therapist), as well as organize various training groups (such as social skills and concentration training), etc. In-depth and systematic teacher training and parent support have yet to be provided.</p> <p>Additional resources made available in this project can further enhance the capacity of school teachers, enhance home-school cooperation, as well as deepen the support for dyslexic students through the adoption of a whole school approach.</p>
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## 2. Project Feasibility

2.1	Key concept (s) / rationale(s) of the project	<p>1. Whole school approach and multi-disciplinary collaboration Through systematic teacher training and multi-disciplinary collaboration, teachers' attention and skills in supporting students with Dyslexia would be enhanced. Appropriate support strategies and measures would also be developed.</p> <p>2. Home-school cooperation Through various parent support programmes and Parent Consultation Days, parents' roles and skills in supporting children with Dyslexia would be strengthened.</p> <p>3. Improving the learning environment Through school improvement works and procurement of equipment, students with special educational needs (SEN) will be provided with better environment and facilities for learning, receiving assessment and training services, and sitting for tests and examinations.</p>
2.2	Applicant's readiness or ability/ experience/ conditions/ facilities for project implementation	<p>Supervised by the School Principal and Vice Principal, and led by a senior teacher, the SEN Coordination Committee has been established since 2010 for drawing up support programmes and monitoring the progress of students. The SEN Coordination Committee consists of the teacher in-charge of academic affairs, subject panels of Chinese Language, English Language, Mathematics and Liberal Studies, guidance master, school social worker and SEN teaching assistants.</p> <p>Our school has been encouraging teachers to receive relevant training so as to enhance the professional capacity of the teaching force in providing appropriate support for students with SEN. Up to now, there are: (i) 50% of teachers completed the Basic Course; (ii) 15 teachers completed the Advanced Course; and (iii) 12 teachers completed the Thematic Course.</p>
2.3	Principal's and teachers' involvement and their roles	<p><u>School principal and vice principal</u> Recruiting the SEN coordinating social worker, as well as overseeing and supervising the project implementation.</p> <p><u>SEN Coordinator</u> Supervising the SEN coordinating social worker and other SEN Coordination Committee members for smooth implementation of the project. Job duties include handling of procurement matters for the acquisition of services, equipment and works, scheduling teacher training activities and parent support programmes, explaining the learning progress of students to their parents, and evaluating the project effectiveness, etc.</p> <p><u>All teachers</u> Participating in the teacher training activities; implementing strategies and measures developed, observing and monitoring the learning progress of students with Dyslexia, and gathering evidence of learning for sharing with parents in the Parent Consultation Days.</p>
2.4	Parents' involvement / participation	Parents of students with Dyslexia will be invited to participate in the parent seminars and Parent Consultation Days. Parents in need will be invited by school teachers and

	(if applicable)	social worker to join the parent support groups.
2.5	Roles of collaborator(s) (if applicable)	Not applicable

## 2.6 Implementation timeline

Implementation period (MM/YYYY)	Project activities
09/2018-01/2019	<ul style="list-style-type: none"> <li>Recruitment of the SEN coordinating social worker</li> <li>Inviting quotations or conducting tendering exercises for the procurement of works, equipment and services</li> <li>Construction/Alternation of the Library cum Student Support Room</li> <li>Assistive aids and oral language ability training (Sessions 1-8)</li> <li>Professional development workshop for all teachers (Workshop 1)</li> <li>Professional development workshops for Chinese Language teachers (Workshops 1-4)</li> <li>Professional development workshops for members of the Student Support Team (Workshops 1-4)</li> <li>Parent seminars (junior and senior secondary)</li> <li>Parent support groups (junior and senior secondary) (Sessions 1-4)</li> </ul>
02/2019-06/2019	<ul style="list-style-type: none"> <li>Assistive aids and oral language ability training (Sessions 9-16)</li> <li>Professional development workshop for all teachers (Workshop 2)</li> <li>Professional development workshops for Chinese Language teachers (Workshops 5-8)</li> <li>Professional development workshops for members of the Student Support Team (Workshops 5-6)</li> <li>Parent support groups (junior and senior secondary) (Sessions 5-8)</li> </ul>
06/2019	Parent Consultation Day
07/2019-08/2019	Evaluation of project effectiveness
09/2019-01/2020	<ul style="list-style-type: none"> <li>Assistive aids and oral language ability training (Sessions 17-24)</li> <li>Professional development workshop for all teachers (Workshop 3)</li> <li>Professional development workshops for Chinese Language teachers (Workshops 9-12)</li> <li>Professional development workshops for members of the Student Support Team (Workshops 7-8)</li> <li>Parent seminars (junior and senior secondary)</li> <li>Parent support groups (junior and senior secondary) (Sessions 9-12)</li> </ul>
02/2020-06/2020	<ul style="list-style-type: none"> <li>Assistive aids and oral language ability training (Sessions 25-32)</li> <li>Professional development workshop for all teachers (Workshop 4)</li> <li>Professional development workshops for Chinese Language teachers (Workshops 13-16)</li> <li>Professional development workshops for members of the Student Support Team (Workshops 9-10)</li> <li>Parent support groups (junior and senior secondary) (Sessions 13-16)</li> </ul>
06/2020	Parent Consultation Day
07/2020-08/2020	Evaluation of project effectiveness

## 2.7 Details of project activities (Item (a)-(f) not applicable to this application can be deleted.)

a. Student activity, if applicable

Activity name	Content <i>(Including the topics, implementation strategies/modes, target beneficiaries, selection criteria, etc.)</i>	Number of sessions and duration	Teachers' involvement and/or hired personnel <i>(Including the roles, qualifications and experiences required of the speaker(s)/ instructor(s), etc.)</i>	Expected learning outcomes
Assistive aids and oral language ability training	<p>Content: Provide training to students who need to use speech-text-device so as to increase their effectiveness in using such device and enhance their oral language ability. Students will be encouraged to use the assistive aids on a regular basis for academic work, tests and examinations. The training will be provided biweekly so that problems encountered could be timely addressed.</p> <p>Target beneficiaries and selection criteria: Students who are eligible to use speech-text-device.</p>	<p>1 hour per session, 16 sessions per school year, totaling 16 hours.</p> <p>32 hours in 2 school years.</p>	<p>1. A registered speech therapist who possesses at least 6 years of working experience in providing school-based speech therapy service.</p> <p>2. An Information and Communication Technology subject teacher.</p>	<p>1. Enhance students' ability to orally express answers that would otherwise be presented in the form of written Chinese.</p> <p>2. Enhance students' abilities in oral expression (e.g. pronunciation, fluency).</p> <p>3. Familiarise students with the use of assistive aids, including the use of Chinese character input methods to edit/modify the text.</p> <p>4. Increased learning effectiveness through the use of assistive aids on a regular basis for academic work.</p>

b. Teacher training, if applicable

Activity name	Content <i>(Including the topics, implementation strategies/modes, target beneficiaries, selection criteria, etc.)</i>	Number of sessions and duration	Hired personnel <i>(Including the roles, qualifications and experiences required of the speaker(s)/ instructor(s), etc.)</i>	Expected learning outcomes
Professional development workshop for all teachers	<p>Topic: Whole school approach in supporting students with Dyslexia</p> <p>Content: Through experiential workshops and case sharing, increase teachers' understanding of the difficulties faced by students with Dyslexia. Support strategies and measures would be suggested.</p> <p>Target beneficiaries and selection criteria: All teachers and teaching assistants, totaling 75 beneficiaries.</p>	<p>2 hours per session, 1 session per school year.</p> <p>A total of 4 sessions and 8 hours in 2 school years.</p>	<p>Speaker: A registered educational psychologist who possesses at least 8 years of working experience in providing school-based educational psychology service.</p>	<p>1. Able to identify students with Dyslexia.</p> <p>2. Understand the learning needs and limitations of students with Dyslexia.</p> <p>3. Understand the roles of class teachers / subject teachers in supporting students with Dyslexia.</p> <p>4. Understand the support services currently provided by the school to students with Dyslexia, as well as the referral</p>

				process.
Professional development workshop for Chinese Language teachers	<p>Topic: How to support students with Dyslexia</p> <p>Content: Workshops 1-2: Empower Chinese Language teachers in supporting students with Dyslexia through interactive workshops and case sharing. Workshops 3-16: Further enhance teachers' supporting skills and follow up on problems encountered through the monthly workshops.</p> <p>Target beneficiaries and selection criteria: All Chinese Language teachers and teaching assistants, totaling 12 beneficiaries.</p>	2 hours per session, 16 sessions for 2 school years, totaling 32 hours.	<p>Speaker:</p> <p>1. A registered educational psychologist who possesses at least 8 years of working experience in providing school-based educational psychology service.</p> <p>2. A registered occupational therapist who possesses at least 6 years of working experience in providing school-based occupational therapy service.</p>	<p>1. Understand the learning needs and limitation of students with Dyslexia.</p> <p>2. Understand the assessment and training services provided by the educational psychologist and occupational therapist.</p> <p>3. Able to comprehend assessment reports, formulate and implement support strategies and measures.</p>
Professional development workshop for members of the Student Support Team	<p>Topic: Holistic support for students with Dyslexia</p> <p>Content: Workshops 1-2: Empower members of the Student Support Team (including SEN Coordination Committee, Discipline and Guidance Committee and Careers and Life Planning Committee) in supporting dyslexic students' personal growth, academic, behaviour, social and career development. Workshops 3-10: Held twice per semester, these workshops aim to further enhance teachers' supporting skills and follow up on problems encountered in supporting dyslexic students.</p> <p>Target beneficiaries and selection criteria: All teachers and teaching assistants of the SEN Coordination Committee, Discipline and Guidance Committee and Careers and Life Planning Committee, totaling 25 beneficiaries.</p>	2 hours per session, 10 sessions for 2 school years, totaling 20 hours.	Speaker: A registered educational psychologist who possesses at least 8 years of working experience in providing school-based educational psychology service.	Able to comprehend assessment reports, formulate and implement strategies and measures to support dyslexic students' personal growth, academic, behaviour, social and career development.

c. Equipment (including installation of new fixtures or facilities), if applicable

	Details of equipment to be procured	Contribution to fulfilment of the project aim(s) and if applicable, the expected utilization rate
1	Purchasing larger desks	Special arrangements for internal examinations, such as enlarged question papers, use of screen readers and speech-text-devices, have been provided to students with SEN according to the suggestions made by the educational psychologist, speech therapist, occupational therapist and

		other professionals. Larger desks are required for using enlarged question papers and computers. The current arrangement of putting together two desks for enlarged desktop space might cause inconvenience to students and even affect their performance. Since there are 30 students currently receiving such special arrangements, it is suggested that 30 larger desks be procured for use by dyslexic students in their daily lessons, internal tests and examinations, as well as public examinations.
2	Purchasing speech-text-device	There are 3 students with specific learning difficulties in reading and writing who show severe difficulties in dictation and writing. They need to use speech-text-device to input answers when completing their homework, test and examinations. It is suggested that 3 sets of speech-text-device specified by the Hong Kong Examinations and Assessment Authority (HKEAA) be procured for use by dyslexic students in their daily learning activities, internal tests and examinations, as well as public examinations.

d. Construction works, if applicable

	Details of the construction works proposed	Contribution to fulfilment of the project aim(s) and if applicable, the expected utilization rate
1	<p><u>Construction/Alternation of Library cum Student Support Room</u></p> <p>Space in the School Library will be made available for setting up a Student Support Room, which includes three small rooms and one relatively larger room. Soundproofing materials will be applied to provide a quiet environment for conducting assessment, training, tests and examinations, and interviews.</p> <p>The school will seek approval from relevant government departments in accordance with the School Administration Guide, and seek approval from the Regional Education Office before project commencement.</p>	<p>Proposed uses of the three small rooms:</p> <ol style="list-style-type: none"> <li>1. Provision of assessment and training services by educational psychologist / speech therapist / occupational therapist for students who are diagnosed or suspected to have Dyslexia. (About 300 service hours in each school year.)</li> <li>2. Venue for students who need to use speech-text-device and /or other assistive aids in their internal tests, examinations and public examinations. (Four internal test/examination periods in each school year.)</li> <li>3. Conduct individual interviews with students with SEN and/or their parents. (One Parent Consultation Day in each school year and other unscheduled meetings with students and/or their parents.)</li> </ol> <p>Proposed uses of the relatively larger room:</p> <ol style="list-style-type: none"> <li>1. Provision of group trainings (such as social skills and concentration training) for students with Dyslexia and other types of SEN (such as SLI, AD/HD and ASD). (About 120 service hours in each school year.)</li> <li>2. Venue for the parent support groups. (64 hours in each school year.)</li> <li>3. Examination venue for students with SEN. (Four internal test/examination periods in each school year.)</li> </ol> <p>(*Some students in our school who are having SLI, AD/HD or ASD have also been diagnosed with Dyslexia.)</p>

*(Public sector primary and secondary schools, including DSS schools, and special schools should refer to Paragraph 8.6 and other relevant paragraphs in the School Administration Guide. Kindergartens under the New Kindergarten Education Scheme should observe Paragraph 1.2(1)(g) in the Kindergarten Administration Guide.)*

e. Features of the school-based curriculum to be developed, if applicable

Not applicable
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f. Other activities, if applicable (Please specify how they contribute to fulfilment of the project aim(s).)

Activity name	Content <i>(e.g. topics, strategies, target beneficiaries, selection criteria)</i>	Number of sessions and duration	Teachers' involvement and/or hired personnel <i>(e.g. roles, qualifications and experiences required of the speaker(s)/ instructor(s))</i>	Expected learning outcomes
Parent seminar (junior secondary)	<p>Topic: Positive parenting for children with Dyslexia</p> <p>Content: Through interactive seminars and case sharing, parents will be empowered with the concepts and strategies for practicing positive parenting.</p> <p>Target beneficiaries and selection criteria: 2018/19 – Parents of junior form students with Dyslexia (including those having SLI, AD/HD or ASD simultaneously), totaling 40 beneficiaries. 2019/20 – Parents of S1 students (and those who have been recently diagnosed) with the aforementioned needs, totaling 20 beneficiaries.</p>	<p>2 hours per session, 1 session per school year.</p> <p>A total of 2 sessions and 4 hours in 2 school years.</p>	<p>Speaker: A registered educational psychologist who possesses at least 8 years of working experience in providing school-based educational psychology service.</p>	<p>1. Help parents of dyslexic students recognize the sources of negative emotions; learn how to handle them and nurture positive emotions with a view to empower them with positive parenting skills and help them improve parent-child relationship.</p> <p>2. Parents learn to discover children's strengths and potentials, and applying what they have learnt, such as ways of expressing encouragement and appreciation for the effort their children have made.</p>
Parent seminar (senior secondary)	<p>Topic: Career and life planning for children with Dyslexia</p> <p>Content: Through interactive seminars and case sharing, enhance parents' awareness of their roles in their dyslexic children's growth and life planning, including ways to prepare and facilitate their children in making further studies and career choices.</p> <p>Target beneficiaries and selection criteria: 2018/19 – Parents of senior form students with Dyslexia (including those having SLI, AD/HD or ASD simultaneously), totaling 40 beneficiaries. 2019/20 – Parents of S4 students (and those who have been recently diagnosed) with the aforementioned needs, totaling 15 beneficiaries.</p>	<p>2 hours per session, 1 session per school year.</p> <p>A total of 2 sessions and 4 hours in 2 school years.</p>	<p>Speaker: A registered educational psychologist who possesses at least 8 years of working experience in providing school-based educational psychology service.</p>	<p>1. Parents recognize the psychological change and needs of children with Dyslexia. They will also understand how their roles as parents change as their children grow up and develop.</p> <p>2. Increase parents' understanding of further studies and career choices available for children with Dyslexia, as well as career planning resources and support services available in the community.</p>
Parent support group	<p>Group name: Positive parenting group</p> <p>Content: Through small group sharing,</p>	<p>2 hours per session, 8 sessions</p>	<p>Facilitator: A registered educational</p>	<p>1. Parents are able to apply practical skills in handling children's</p>

(junior secondary)	<p>parenting problems encountered will be addressed by the educational psychologist. Parents' positive parenting skills will be reinforced.</p> <p>Target beneficiaries and selection criteria: Parents of junior form students with Dyslexia (including those having SLI, AD/HD or ASD simultaneously) will be selected and invited by school teachers and social worker. To enhance group interaction, the group size is limited to 10 parents. 2 groups of parents will be recruited, totaling 20 beneficiaries.</p>	<p>per group in each school year.</p> <p>A total of 32 session and 64 hours for the 2 groups in 2 school years.</p>	<p>psychologist who possesses at least 8 years of working experience in providing school-based educational psychology service.</p>	<p>behavioural problems.</p> <p>2. Parents are able to put into practice the skills of positive parenting, discover the strengths and potentials of their children, as well as improve parent-child relationships.</p> <p>3. Through sharing and mutual support, a parents' support network could be established.</p>
Parent support group (senior secondary)	<p>Group name: Life planning for children with Dyslexia support group</p> <p>Content: Through small group sharing, parenting problems encountered will be addressed by the educational psychologist. Parents will be supported to formulate alternative plans for their children's further studies or career paths upon graduation.</p> <p>Target beneficiaries and selection criteria: Parents of senior form students with Dyslexia (including those having SLI, AD/HD or ASD simultaneously) will be selected and invited by school teachers and social worker. To enhance group interaction, the group size is limited to 10 parents. 2 groups of parents will be recruited, totaling 20 beneficiaries.</p>	<p>2 hours per session, 8 sessions per group in each school year.</p> <p>A total of 32 session and 64 hours for the 2 groups in 2 school years.</p>	<p>Facilitator: A registered educational psychologist who possesses at least 8 years of working experience in providing school-based educational psychology service.</p>	<p>1. Parents are able to establish reasonable expectations appropriate to the age and psychosocial developmental stages of their children.</p> <p>2. Parents understand how to enhance children's psychological resilience for managing stress arising from public examinations and further studies /career choice.</p> <p>3. Through sharing and mutual support, a parents' support network could be established.</p>
Parent Consultation Day	<p>Content: The SEN coordinating social worker gathers information from school teachers (such as class teachers and subject teachers) regarding individual students' learning progress, including their academic, behavioural and social performance for sharing with their parents through individual meetings. Support strategies that could be implemented at home will also be explained by the educational psychologist, speech therapist and occupational therapist, according to the types of SEN* and services received by individual students.</p> <p>Target beneficiaries and selection criteria: Parents of students with Dyslexia, totaling 100 beneficiaries.</p> <p>(*Students who are having more than</p>	<p>30 minutes per session, 1 session for each parent.</p> <p>A total of 100 hours for 100 parents in 2 school years.</p>	<p>Persons to meet:</p> <ol style="list-style-type: none"> <li>1. SEN coordinator</li> <li>2. SEN coordinating social worker</li> <li>3. A registered educational psychologist who possesses at least 8 years of working experience in providing school-based educational psychology service.</li> <li>4. A registered speech therapist who possesses at least 6 years of working experience in providing school-based speech therapy service.</li> </ol>	<ol style="list-style-type: none"> <li>1. Parents' understanding of the performance of their children at school will be enhanced. They will also learn how to express encouragement and appreciation for the effort their children have made.</li> <li>2. Assisting parents to implement the support strategies at home.</li> <li>3. Understand the support services currently provided by the school and the learning progress of their children so that</li> </ol>



	one type of SEN other than Dyslexia)		5. A registered occupational therapist who possesses at least 6 years of working experience in providing school-based occupational therapy service.	they can follow up at home.
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## 2.8 Budget

**Total Grant Sought: HK\$** 1,822,418

Budget Categories*	Breakdown for the budget items		Justifications <i>(Please provide justification for each budget item, including the qualifications and experiences required of the hired personnel.)</i>
	Item	Amount (HK\$)	
a. Staff	A SEN coordinating social worker (Salary with MPF for 24 months)	764,064	Responsible for coordinating the parent support groups, parent seminars, Parent Consultation Days, teacher workshops, construction/alternation of the Library cum Student Support Room and acquisition of equipment; providing support and counselling for students with Dyslexia; as well as other administrative duties. The social worker needs to conduct interviews with parents, and liaise with class teachers, subject teachers, educational psychologist, speech therapist, occupational therapist and other professionals. He/she should possess a social work degree with at least 3 years of working experience in supporting students with SEN. (\$30,320(pt16) x 24 months x 1.05(MPF))
b. Service	Educational psychology service	307,840	Professional development workshops for all teachers (8 hours), professional development workshops for Chinese Language teachers (32 hours), professional development workshop for members of the Student Support Team (20 hours), parent seminars (junior and senior secondary) (8 hours), parent support groups (junior and senior secondary) (128 hours) and parent interviews (100 hours). (\$1,040 x 296 hours)
	School-based speech therapy service	105,600	Assistive aids and oral language ability training (32 hours) and parent interviews (100 hours). (\$800 x 132 hours)
	School-based occupational therapy service	105,600	Professional development workshop for Chinese Language teachers (32 hours) and parent interviews (100 hours). (\$800 x 132 hours)
c. Equipment	30 larger desks	30,000	Purchasing larger desks for students

			with Dyslexia for use in their daily lessons, internal tests and examinations, as well as public examinations. (\$1,000 x 30 desks)
	4 sets of air conditioner for the Library cum Student Support Room	16,000	Installing air conditioners for the four rooms in the Library cum Student Support Room. (\$4,000 x 4 sets)
	Furniture in the Library cum Student Support Room	20,000	Purchasing furniture for the Library cum Student Support Room, including desks, chairs and bookshelf, etc.
	3 sets of speech-text-device specified by the HKEAA	17,100	Purchasing speech-text-device for use by students in their daily learning activities, internal tests and examinations, as well as public examinations. (\$5,700 x 3 sets)
d. Works	Construction/Alternation of Library cum Student Support Room	50,000 70,000 80,000 180,000	Construction fee includes: • Demolishing existing fixtures and equipment in the School Library • Adding four rooms • Basic renovation works, electrical works, network wiring • Sound proofing walls, sound proof windows and doors
e. General expenses	Miscellaneous	5,000	Including stationery, printing expense, etc.
	Audit fee	15,000	
f. Contingency	Contingency for Works	38,000	(d x 10%)
	Other contingent expenditures	18,214	[(b+c+e) x 3%]
g. Audit fee		15,000	
<b>Total Grant Sought (HK\$):</b>		<b>1,822,418</b>	

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- (i) Applicants should refer to the OEF Pricing Standards in completing the above table. All staff recruitment and procurement of goods and services should be carried out on an open, fair and competitive basis. Budget categories not applicable to this application can be deleted.
- (ii) For applications involving school improvement works, a contingency provision of not more than 10% for carrying out works is considered acceptable.
- (iii) For projects lasting for more than one year, a contingency provision of not more than 3% of the total budget exclusive of staff cost and works expenditure (including the related contingency provision), if any, is considered acceptable.

### 3. Expected Project Outcomes

3.1	Deliverables / outcomes	<input type="checkbox"/> Learning and teaching materials <input type="checkbox"/> Resource package <input type="checkbox"/> e-deliverables* (please specify) _____ <input checked="" type="checkbox"/> Others (please specify) <u>The handouts and PowerPoint slides used in the teacher training and parent seminars will be uploaded to the school intranet for future reference.</u>
		<i>*For e-deliverables to be hosted on HKEdCity, please liaise with HKEdCity at 2624 1000.</i>
3.2	Positive impact on quality education/ the school's development	1. Deepen teachers' understanding of the needs of students with Dyslexia and their roles in providing support. 2. Assist members of the Student Support Team to implement holistic support strategies and measures for students with Dyslexia. 3. Strengthen the skills of Chinese Language teachers in supporting students with Dyslexia. 4. Keep parents abreast of the learning progress of their children with a view to greater home-school cooperation for addressing students' needs. 5. Support parents in taking care of and nurturing children with Dyslexia, as well

		<p>as assist them in guiding their children to search and explore career paths upon graduation.</p> <p>6. Provide a quiet and comfortable environment for conducting assessment, training, tests and examinations.</p> <p>7. Provide speech-text-device and relevant training for students who need to use such assistive aids in their learning.</p>
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### 3.3 Evaluation

Please state the methodologies of evaluating project effectiveness and provide the success criteria.

*(Examples: lesson observation, questionnaire survey, focus group interview, pre-test/post-test)*

#### Questionnaires

1. Collect information at the end of each semester from teachers regarding the latest progress on their implementation of various support strategies and measures targeting at dyslexic students. Success criteria: 80% of teachers have implemented the support strategies and measures in their daily lessons.
2. Collect teachers' views on the professional development activities at the end of each semester. Success criteria: 80% of teachers agreed that the teacher training activities have enhanced their capabilities in supporting students with Dyslexia.
3. Collect parents' views on the parent seminars and Parent Consultation Day. Success criteria: 80% of parents agreed that their understanding on children's needs and roles of parents in supporting children's developmental and life planning needs has been enhanced. Besides, 80% of parents concur with the support measures provide to their children.

#### Focus group interviews

1. Collect views from Chinese Language teachers and members of the Student Support Team on the professional development activities. Success criteria: Interviewees agreed that periodic meeting with the educational psychologist and occupational therapist is helpful in supporting them to implement the support measures for students with Dyslexia in their daily lessons.
2. Collect views from parents who participate in the parent support groups. Success criteria: Interviewees agreed that periodic meeting with the educational psychologist is helpful in relieving their stress in taking care of children with Dyslexia, enhancing their skills of supporting their children, as well as improving the relationships with them.
3. Collect views from students who use larger desks and speech-text-device. Success criteria: Interviewees agreed that the use of such facilities and assistive aids could facilitate their learning.

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**For applications with grant sought exceeding \$200,000, please complete Parts 3.4 and 3.5.**

### 3.4 Sustainability of the project

#### Teacher level

Through the proposed two-year teacher training and periodic meeting with the educational psychologist and occupational therapist, teachers are empowered with the skills of identifying students with Dyslexia, comprehending assessment reports and formulating support strategies and measures. Such professional development activities are beneficial in helping teachers to continue implementing support strategies and measures for students with Dyslexia beyond the project period. In addition, the materials used in the teacher training programmes will be archived to the school intranet for future reference.

#### Parent level

The school will continue to organize parent seminars and Parent Consultation Days for enhancing home-school cooperation and keeping parents abreast of the learning progress and performance of their children at school. The school will also line up resources (from the Learning Support Grant and/or other sources) to continue organizing parent support group should it be evaluated as worthwhile.

#### Student level

The school will continue to utilize the newly set up Library cum Student Support Room for organizing training activities for students with SEN and providing special arrangements for examinations. The school will also continue to provide relevant trainings for students who need to use speech-text-device.

### 3.5 Dissemination

Please provide a dissemination plan for sharing the good value of the project with the school sector.

*(Examples: dissemination seminar, learning circle)*

To facilitate professional exchange on inclusive education within the education sector, the implementation schemes for inclusive education of our school, including student support, teacher training and parent support programmes utilising resources provided through the Learning Support Grant and this project, will be uploaded to the school website for other schools' reference.