

**Final Report of Project**

**Project No. : 2012/0033**

**Part A**

Project Title: English Enhancement for Everyone

Name of Organization/School: Concordia Lutheran School – North Point

Project Period: From 01/2013 (month/year) to 01/2014 (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

Name of Project Leader:

Name of Grantee\*:

Signature: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: 30/04/2014

Date: 30/04/2014

*\* Final Report of Project 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 students'/teachers' horizons
- increasing students'/teachers' sense of achievement
- fostering students' development in their potential and specific abilities
- training students 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
- 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.

## 1: Attainment of Objectives

Overall, the project was successfully carried out with the objectives attained.

Students' English language proficiency as well as multiple intelligences have been further developed through staging an English drama where roles were assigned to cater to learner diversity. By observation, all students showed enthusiasm to take up their roles and as reflected in the questionnaires, more than 85% of the students were satisfied with their own performance.

Through either participating in the English musical production or taking part in other drama-related activities, students' have gained more exposure to performing arts. To prepare for the drama, students gained prior knowledge of how to stage a drama through One Day in the Theatre at Sai Wan Ho Civic Centre Theatre. All students gained hands-on experience in how different teams work in a production. In addition, they were also given the opportunity to watch two English dramas (The Beauty and The Beast / The Sound of Music) performed by professional artists and another school respectively. At least 90% of the students agreed they gained a better understanding of performing arts after taking part in the activities mentioned above. And over 65% of students said that the school provided them with their first chance to perform on the stage by participating in a mass English drama production. They felt proud of it.

Also, students' confidence in speaking English has been greatly boosted as shown in English speaking lessons and English Moment where students are required to perform a skit to introduce an English idiom during school morning assemblies. An active English learning environment has been cultivated through English drama. For teachers, they have gained more hands-on experience in staging a school musical and are now more confident in handling a drama production without the support of any service providers. They are also equipped with more skills and knowledge in drama games and drama training activities for students. With the implementation of the project, a school-based drama-in-education curriculum has been developed.

## 2: Budget Checklist

<b>Budget Items</b> (Based on Schedule II of Agreement)	<b>Approved Budget</b> (a)	<b>Actual Expense</b> (b)	<b>Change</b> [(b)-(a)]/(a) +/- %
Staff Cost	\$89, 670	\$0	-100%
Services	\$84,700	\$71, 800	-15.2%
General Expenses	\$95, 530	\$55, 000	-42.4 %



### 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.
One Drama Resource Pack for Concordians, Stand Up!	The resource pack is co-developed by school teachers which proved to be effective in practice.	Developed as an enrichment in our school-based drama curriculum	It will be uploaded to our school website for other teachers' reference.
One CD-ROM on the performance Concordians, Stand Up!	Kept as a recognition of students' achievement and promotion of drama-in-education	Can be distributed to schools on request	Can be distributed to schools on request



#### 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 (CLSNP)	Students (CLSNP)	others (Please specify)	
Workshop	Theatre Olympics Workshops I & II (Pooi To Middle School during 7-9/2012)		1	20		More than 85% of the participants enjoyed the mini-drama games and 50% of them showed interest as well as potential in the Theatre Olympics drama competition.
Workshop	One Day in the Theatre (Sai Wan Ho Civic Centre Theatre in Sept. 2012)		3	40		Students visited the theatre and gained hands-on experience in playing different roles e.g. backstage crew and actors. A mini-drama was performed at the end of the day. About 90% students agreed they gained a better understanding of how a drama was staged.
Competition	Theatre Olympics (Pooi To Middle School in Oct. 2012)	10 (invited by the organizer)	1	10		Students performed improvised English dramas and won the championship. All students involved were proud of their achievement.
Show	Interactive English Drama Show: The Beauty and The Beast (school hall in Dec. 2012)	1 (invited by CLSNP)	50	500	30 (primary school teachers and students)	The whole school enjoyed watching the drama. Students who took part in the show and/or interviewed the artists after the show agreed it was a fruitful experience.
Workshop	Introduction to Drama (classroom in Feb 2013)		5	80		Both teachers and students found it useful to take part in the workshops. With advice from the professionals, all participants were more confident in their performance though the training period could be lengthened.
Workshop	Script Reading (classroom during 2-4/2013)		5	80		
Workshop	Acting (activity rooms during 3-6/2013)		5	80		
Workshop	Dance (activity rooms during 3-6/2013)		5	80		
Workshop	Props Production (classroom in June 2013)		5	30		



Types of activities (e.g. seminar, performance, etc.)	Brief description (e.g. date, theme, venue, etc.)	No. of participants				Feedback from participants
		schools	Teachers (CLSNP)	Students (CLSNP)	others (Please specify)	
Show	S2 Drama Appreciation: The Sound of Music (Jockey Club Auditorium in Mar 2013)	20 (invited by the organizer)	5	80	at least 1500 (teachers and students invited by the organizer)	All students agreed they were exposed to more performing arts and learned how to appreciate others' work.
Workshop	Creative Writing (classrooms during 4-5/2013)		4	72		The service provided was not satisfactory and lots of follow-up work had to be done by school teachers.
Additional Training	Singing training (classrooms during 4-5/2013)		5	80		With the support of our music teacher, students received more training in singing and all English teachers agreed it was of great help.
Rehearsals	Drama rehearsals and run-thru (school hall during 5-6/2013)		5	80		All teachers and students were getting more ready for the performances and team spirit was further enhanced.
Performance (Drama-in-Education)	English Moments (school hall from 9/2013 till now)		50	500		All students are split in groups performing a skit to introduce an English idiom during morning assemblies.
Performance (Drama-in-Education)	English Pump-up Station (EPS) (classrooms from 9/2013-2/2014)		50	500		English teachers visited different classrooms and held language games with students and homeroom teachers during the morning EPS sessions. Skits and charades were some of the popular games.
Performances	Concordians, Stand Up! (school hall during 6-7/2013)		50	500		1 preview and 1 anniversary showcase were conducted. More than 85% of the participants were proud of their own performance.
Workshop	Drama-in-Education (classrooms during 1-4/2014)		5	65		School-based drama training in S2 to prepare for the re-run of Concordians, Stand Up! on 15 April 2014. All students gained hands-on experience in staging an English drama.



## 5. Difficulties Encountered and Solutions Adopted

The project has been carried out with the greatest efforts of teachers and students. However, the outcome could have been even better if the performance of the service provider had been more satisfactory.

First of all, the hired coaches were quite irresponsible that they were absent from training (even during the first few sessions) without prior notice. And, it was found that there was a lack of communication among the coaches and the project coordinator from the service provider. Their miscommunication caused late submission of scripts to school teachers, rescheduling of training classes and slow progress in students' training.

Out of our expectation, the coaches relied heavily on school teachers' effort in planning and ensuring the quality of the training instead of providing support and assistance to teachers who are less experienced and professional than them. The situation was improved only until the project coordinator received an email of complaint from the school concerning the dissatisfaction of the drama production.

Because of the tight schedule, the show days had to be rescheduled and the drama was rushed to stage in July. It was rather difficult to invite guest schools to watch our show as it was almost the end of the school year and we believed our students' performance could even be better with more time to practise. To help promote drama-in-education, we scheduled to re-run the drama *Concordians, Stand Up!* on 15 April 2014 and sent out invitation letters to other schools. Our S2 students studied the script which was slightly modified and performed the drama in the school hall.

Last but not least, as reminded by the service provider, only about 15 minutes of the previous show (July 2013) could be displayed to the public (CD-ROMs / DVDs) because of copyright issues. So, only a CD-ROM of the full-length show was produced as a school record and recognition of students' achievement.

Although we encountered some difficulties when carrying out the project, solutions were adopted to remedy the undesirable situation. Also, thanks to the support of QEF, both students and teachers gained hands-on experience in drama production and our drama-in-education curriculum has been further developed.