



Final Report of Project

Project No. : 2012 / 0101

Part A

Project Title: Drama Education in NTHYKTPDSS

Name of Organization/School: N.T.H.Y.K. TAI PO DISTRICT SECONDARY SCHOOL

Project Period: From 01/04/2013 (month/year) to 31/03/2014 (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: _____ Date: _____

** 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.*

1. 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
To raise students' sense of responsibility and their motivation to learning English	1. Drama S1-S2 Seminars (English)	75% achieved	Both teachers and students agreed that the seminars raised students' interests in Drama, and language. Students' sense of responsibility was fostered through the activities.	
To facilitate the promotion of Arts in OLE	1. S4 OLE Drama Workshops 2013 2. S4 OLE Drama Workshops 2014	Fully attained	Both teachers and students agreed that students had better understanding of performing arts	
To enhance students' proficiency of the Chinese and English languages	1. Drama S1-S2 Seminars (English) 2. Drama S1-S2 Seminars (Chinese)	75% attained	Both teachers and students agreed that the seminars could slightly enhance students' proficiency in the languages.	
To explore students' talents for arts and help them build up confidence and positive self images	1. Life-wide Learning Day Drama Workshop 2012/13 2. Life-wide Learning Day Drama Workshop 2013/14 3. S4 OLE Drama Workshops 2013 4. S4 OLE Drama Workshops 2014 5. Drama Course – Competition 6. Drama Training Course 7. Performing Skills Workshops (Beginner) 8. Performing Skills Workshops (Intermediate) 9. Performing Arts Seminars 10. Performing Arts & Performance Rehearsal 11. Musical Course	Fully attained	Both teachers-in-charge and participating students agreed that the activities were effective in exploring students' talents and building up confidence and positive self-images. Students' attainment of the objective could be shown by their active participation in the activities and outstanding performance in the school and the community.	



2. Project Impact

Broadening students' horizon

The project has greatly broadened our students' horizons because our students had had no idea about drama before they participated in our activities. Through our activities, our students appreciated drama plays of different countries and themes and they learnt acting skills, from basic to advanced.

Increasing students' sense of achievement

Students had plenty of opportunities to learn acting skills. They were given a lot of time for practice and mini-performance in the courses and workshops and they gained a sense of achievement through tutors' compliment and teachers' encouragement.

Fostering students' development in their potential and specific abilities

Some students discovered their potential in acting and they joined the school's drama team and received further training on acting.

Training students to better meet social demands

The project provided our students with more knowledge about drama and information about the drama industry which would give them a clearer picture about their career path.

Improving learning atmosphere

Through in-class drama seminars, our students enjoyed a different mode of learning by playing and performing. Our teachers agreed that the seminars improved the learning atmosphere and students were somehow motivated.

3. Cost-effectiveness

The project has benefited students of all levels (around 400 students), so the fund has been utilized very effectively.

Table 2: Budget Checklist

Budget Items <i>(Based on Schedule II of Agreement)</i>	Approved Budget (a)	Actual Expense (b)	Change [(b)-(a)]/(a) +/- %
Service	\$142200	\$143450	+0.9%

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.
NIL			

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)	
Workshop	05/2013 Life-wide Learning Day Drama Workshop 2012/13 School Hall	1	1	200		Informative workshop, fun games
Workshop	12/2013 Life-wide Learning Day Drama Workshop 2013/14 Classroom	1	1	50		Informative workshop, fun games
Workshop	04/2013-05/2013 S4 OLE Drama Workshops 2012/13 Classrooms	1	1	50		Precious opportunities to learn acting skills
Workshop	12/2013-01/2014 Drama Workshop for Christians Student Activity Centre	1	3	20		Valuable acting skills and opinions about their performance
Workshop	12/2013-03/2014 S4 OLE Drama Workshops 2013/14 Classrooms	1	1	50		Precious opportunities to learn acting skills and to appreciate famous dramas
Workshops	01/2014-03/2014 After-school Performing Skills for Beginners Student Activity Centre	1	2	30		Useful introductory workshops to gestures, postures, moves and facial expressions



Workshops	01/2014-03/2014 After-school Performing Skills for Intermediate students Student Activity Centre	1	2	30	More in-depth training on the above skills
Seminars	11/2013 In-class S1-S2 Chinese drama education Classrooms	1	9	160	Very brief introduction to local dramas
Seminars	02/2013 In-class S1-S2 English Drama Education Classrooms	1	9	160	Very brief introduction to English dramas
Seminars	03/2014 Performing arts Seminars Student Activity Centre	1	2	30	Very brief introduction to different kinds of performing arts
Course	05/2013 Drama Course for Competition Student Activity Centre	1	1	30	Very intensive, constructive training before the competition
Course	03/2014 Drama training Course (Introduction to sound effects) Classrooms	1	1	50	Very useful lesson to learn making and mixing sound effects
Course	03/2014 Musical Course Student Activity Centre	1	2	30	Brief training on voice projection, singing and dancing
Rehearsal	03/2014 Performance Rehearsals Student Activity Centre	1	2	30	Very intensive rehearsal before performances

6. Difficulties Encountered and Solutions Adopted

- Our students' foundation of drama was so weak that they were not able to take part in any competitions. Therefore, instead of holding competition preparation courses, we held more skills courses so that students could better manage basic acting skills before they took part in any competitions.
- Due to very tight schedule of the curriculum, we were not able to hold as many in-class workshops as stated in the proposal. Instead, we hold more after-school training courses and workshops to achieve the objectives.
- Due to reduction in manpower, our teachers had much heavier workload and were not able to attend any after-school training. Therefore, we invited teachers to attend the in-class workshops for S1-S2 students in which teachers could observe the implementation of drama education and the expected benefits to teachers were successfully retained.

