

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

Project Title: Enhancing English Through Filmmaking	Project Number: 2018/0284
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Name of School: HKMLC Queen Maud Secondary School

Direct Beneficiaries

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

(b) Beneficiaries: (1) Students: (270) (JS3 & SS1); (2) Teachers: (2-3)

Project Period: 09/2019 to 07/2021

1. Project Needs

1.1	Project Aim(s)	Queen Maud Secondary School is putting forward a project proposal to enhance the learning and teaching of English through filmmaking. Through group-based learning about filmmaking, this project aims to develop students' technical skills, creativity, and communication abilities. The project also aims to enhance students' motivation in learning English and appreciating film so as to help them achieve the long-term goal of improving their speaking abilities and using English in their daily lives. Apart from the school's own students, it is also hoped that the curriculum can serve as a model to benefit students of other schools, especially those who perform less well in English.
1.2	Innovative element(s)	Film is both a powerful communication medium and an art form. It takes courage to create, explore ideas and harness the imagination to experiment and to communicate. It also requires curiosity and technical skills. At the core of this proposal lies a concern with clarity of understanding, critical thinking, reflective analysis, effective involvement and imaginative synthesis that is achieved through practical engagement in the art and craft of film with English as the medium of instruction.
1.3	Alignment with school-based / students' needs	Catering for diverse learners' needs is a major concern for the school. This project allows students of different abilities to have an opportunity to enhance English learning through filmmaking and help build confidence and realize their potential. The project provides a balanced and innovative experience in English by extending learning beyond the classroom and cultivating a life-long interest in film.

2. Project Feasibility

2.1	Key concept (s) / rationale(s) of the project	<ul style="list-style-type: none"> • This project is based on a synthesis of the English Oral curriculum and the International Baccalaureate Film Course to enhance communication skills in English. • Training in filmmaking will cultivate students' abilities in appreciating film, communicating and collaborating, and establishing a team spirit. Students will be required to work in groups to create short films in English to cultivate perseverance and boost their sense of
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		<p>responsibility. Furthermore, the project also aims to cultivate an attitude for film appreciation and equip students with the relevant aesthetic orientation.</p> <ul style="list-style-type: none"> • The project fosters co-operation among the English teachers and rest of the school through the designing of activities and the selection of film resources intended to enhance learning across the curriculum. This serves to strengthen the connection between the project and the broader school community.
2.2	Applicant's readiness or ability/ experience/ conditions/ facilities for project implementation	<ul style="list-style-type: none"> • The school has always striven to cultivate students' English talents and has offered opportunities to excel in their abilities. • The teachers responsible for the planning and implementation have the relevant expertise and experience. Our NET is completing a PhD from the University of Alberta in English and Film Studies and has completed an introductory filmmaking course with the New York Film Academy based in Florence, Italy. He also has writing experience as a published author and holds a MFA in Creative Writing from the University of British Columbia. As an instructor, he has experience at both the tertiary and secondary school levels teaching a variety of English Literature and Language courses, as well as the International Baccalaureate Diploma Programme in Film. Our ELTA also has an extensive background studying and teaching drama. • All the English teachers of the school are experienced organizers of extra-curricular activities such as English speaking days and English festivals. • In preparation for this project, the school has convened meetings and set up a working committee. Preliminary discussions and assignment of job duties have been completed.
2.3	Principal's and teachers' involvement and their roles	<ul style="list-style-type: none"> • Principal: Nominates the NET and ELTA who have received training in film and drama to be in charge of the project. • NET and ELTA: Plan the learning content of the filmmaking classes by referring to the main learning points in oral English lessons, such as selecting topics and deciding on suitable themes. • Communication with the NET, ELTA, the English panel, and admin to regularly evaluate the effectiveness of the project and to ensure its successful implementation and continuation. • Create regular opportunities for staff participation through the holding of workshops to impart skills and promote English filmmaking

		<p>appreciation.</p> <ul style="list-style-type: none"> Organize screenings and activities to involve the entire school.
2.4	Parents' involvement / participation (if applicable)	Parents will be encouraged to pay attention to the learning progress and performance of the students and to attend screenings.
2.5	Roles of collaborator(s) (if applicable)	N/A

2.6 Implementation timeline

Implementation period (MM/YYYY)	Project activities
09/2019	Purchasing equipment and preparing the film studio
09/2019 – 07/2021	Implement filmmaking with Oral English lessons every alternate cycle
07/2019 & 07/2020	Host two film festivals to share students' work

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 (Including the topics, implementation strategies/modes, target beneficiaries, selection criteria, etc.)	Number of sessions and duration	Teachers' involvement and/or hired personnel (Including the roles, qualifications and experiences required of the speaker(s)/ instructor(s), etc.)	Expected learning outcomes/Final End-Product	-Learning & Teaching Content/ Materials -Equipment To Use
<p>Module 1 Sept-Nov</p> <p>10 Lessons</p> <p>“Semiotics” (study of signs)</p> <p>-Debrief after each lesson -Pairwork oral presentation setting of equipment</p>	<p><u>Telling A Story With Pictures</u></p> <p>Language Focus: linking words, connectives (eg: <i>first, since, due to, for example, and/or</i>)</p> <p>Lesson 1: Intro to film & basic vocab: genre, close-up, diegetic, point of view, semiotics, zoom, etc.</p> <p>L2: Practice setting up camera, mics, lighting, focus, ISO, exposure, etc.</p> <p>L3: Pairwork- conduct brief on-camera interviews</p> <p>L4: Present Interviews</p> <p>L5: Composition- rule of thirds</p>	10 x 40 minute classes	Class divided in half, approx. 18 stds each for NET & ELTA	<p>Basic understanding of filmmaking</p> <p>End Product: Film a 2-minute sequence or process using linking words or connectives (ie: explain a real or imaginary event with a storyboard, explain how to cook a special recipe)</p>	<p>Customized materials, student handbook with grammar exercises, vocabulary & diagrams re: film tech</p> <p>Five DSLR Cameras with lenses, shoulder mounts, tripods, gimbal, ronin</p>

	<p>L6: Analyze film clips for Semiotics</p> <p>L7: Create a Storyboard based on a short scene from a film</p> <p>L8: Present storyboard</p> <p>L9: Prepare storyboard for 2 minute film – end of module task</p> <p>L10: Present films in class</p>				stabilizers
<p>Module 2 Dec-Feb 10 Lessons</p> <p>“Narrative” (articulated language, spoken or written)</p> <p>-Debrief after each lesson</p> <p>Oral Class presentations of storyboards</p>	<p><u>Generating Plot</u></p> <p>Language Focus: present continuous, present perfect (eg: <i>has been, has played, is running, is playing</i>)</p> <p>Lesson 1: Intro to editing and to software program</p> <p>L2: Practical editing skills with computer and software</p> <p>L3: Basic filmmaking structure</p> <ol style="list-style-type: none"> 1. Director 2. Cinematographer 3. Sound Tech 4. Editor <p>L4: Review of basic filmmaking: Pre-production, Production, Post-production</p> <p>L5: Analyze film clips for editing & narrative</p> <p>L6: Create a storyboard based on a short scene from the film</p> <p>L7: Intro to Drone, bird’s eye view, depth of field</p> <p>L8: Develop narrative concept/ storyboard for music video (music provided by instructor)</p> <p>L9: Finish narrative concept/ storyboard for music video</p>	10 x 40 minute classes	Class divided in half, approx. 18 stds each for NET & ELTA	<p>Grasp of editing skills</p> <p>End Product: Task: 3-minute narrative “Music Video” with language focus on present continuous, present perfect</p>	<p>Customized materials, student handbook with grammar exercises, vocabulary & diagrams re: film tech</p> <p>Five DSLR Cameras with lenses, shoulder mounts, tripods, gimbal, ronin stabilizer,</p> <p>Four computers equipped with editing and scriptwriting software,</p> <p>Shotgun mics, Zoom mics</p>

	L10: Present films in class - end of module task				Drone
<p>Module 3 Mar-May 10 Lessons</p> <p>“Intertextuality” (shaping of one text by others)</p> <p>June- Film Festival</p> <p>-Debrief after each lesson</p> <p>Group work oral presentation of scripts</p>	<p><u>Interrelationships Between Texts</u></p> <p>Language Focus: past tense, past perfect (eg: <i>had seen, had lived, saw, visited</i>)</p> <p>Lesson 1: Intro to Scriptwriting and software</p> <p>L2: Review Scriptwriting and software</p> <p>L3: Develop a short script based on a scene from own life</p> <p>L4: Submit a short script based on a scene from own life</p> <p>L5: Sound waves and choice of mics, interior & exterior lighting</p> <p>L6: Analyze film clips for scriptwriting techniques and conventions</p> <p>L7: Complete storyboard & script for short scene from a film</p> <p>L8: Group Work: Develop script & storyboard for 3/4-min video based on childhood memory or experience</p> <p>L9: Group Work: Develop script & storyboard for 3/4-min video based on childhood memory or experience</p> <p>L10: Present films in class - end of module task</p>	10 x 40 minute classes	Class divided in half, approx. 18 stds each for NET & ELTA	<p>General knowledge of pre-production</p> <p>End Product: Group Work: a 3/4-minute film based on a childhood memory or experience with language focus on past tense and present perfect</p>	<p>Customized materials, student handbook with grammar exercises, vocabulary & diagrams re: film tech</p> <p>Five DSLR Cameras with lenses, shoulder mounts, tripods, gimbal, ronin stabilizer,</p> <p>Four computers equipped with compatible editing software and scriptwriting software,</p> <p>shotgun mics, Zoom mics</p>
<p>Module 4 Sept-Nov 10 Lessons</p> <p>“Ideology” (systemic body of ideas, attitudes,</p>	<p><u>Unconscious Perceptions</u></p> <p>Language Focus: reported speech (eg: <i>She told me she was late because the MTR was delayed</i>)</p> <p>Lesson 1: Advanced editing with software</p>	10 x 40 minute classes	Class divided in half, approx. 18 stds each for NET & ELTA	<p>Appreciation for basic news reporting</p> <p>End Product: Group Work: Create and report on a fictional news</p>	<p>Customized materials, student handbook with grammar exercises, vocabulary &</p>

<p>values, and perceptions)</p> <p>-Debrief after each lesson</p> <p>-Oral presentation of news report using reported speech</p>	<p>L2: Advanced editing with software (2)</p> <p>L3: The human eye as editor</p> <p>L4: Analyze film clips for editing strategies</p> <p>L5: Focus on genre: horror, fantasy, anime, film noir, etc</p> <p>L6: Genre: horror, fantasy, anime, film noir, etc (2)</p> <p>L7: Kuleshov effect, hand-held camera, diegetic/non-diegetic sound</p> <p>L8: Group Work: Develop script & storyboard for 3/4-min video based on a fictional news event</p> <p>L9: Group Work: Develop script & storyboard for 3/4-min video based on fictional news event</p> <p>L10: Present films in class - end of module task</p>			<p>story (ie: MTR accident, robbery, etc) with language focus on reported speech</p> <p>-Mandatory use of Drone to add overhead shots for authentic news reporting</p>	<p>diagrams re: film tech</p> <p>Five DSLR Cameras with lenses, shoulder mounts, tripods, gimbal, ronin stabilizers</p> <p>Four computers equipped with editing and scriptwriting software,</p> <p>Shotgun mics, Zoom mics,</p> <p>Drone</p>
<p>Module 5 Dec – Feb 10 Lessons</p> <p>“Frames & Images” (<i>Mise en scène</i> concerns the organization of objects within the camera’s frame)</p> <p>-Debrief after each lesson</p> <p>-Group work oral presentation of</p>	<p><u>Camera Angles & Movements</u></p> <p>Language Focus: type 1 & 2 conditionals (eg: <i>If I find her address, I will send her an invitation, If I found her address, I would send her an invitation</i>)</p> <p>Lesson 1: Camera work with different lenses</p> <p>L2: Camera work with tripod & ronin</p> <p>L3: <i>Mise en scène</i> & set design</p> <p>L4: Analyze film clips for camera work</p> <p>L5: Practical skills- 180 degree</p>	<p>10 x 40 minute classes</p>	<p>Class divided in half, approx. 18 stds each for NET & ELTA</p>	<p>Learn basic camera skills</p> <p>End Product: Group Work: Develop a 3-minute chase scene with language focus on conditionals</p> <p>-Mandatory use of Drone for overhead shots to add suspense to action chase scenes</p>	<p>Customized materials, student handbook with grammar exercises, vocabulary & diagrams re: film tech</p> <p>Five DSLR Cameras with lenses, shoulder mounts, tripods, gimbal,</p>

<p>storyboard for chase scenes</p>	<p>rule</p> <p>L6: Practical skills- 30 degree rule</p> <p>L7: Close-ups, pans, jump cuts, mid-range & long shots, zoom, dolly tracks</p> <p>L8: Group Work: Develop script & storyboard for 3-min chase scene</p> <p>L9: Group Work: Develop script & storyboard for 3-min chase scene</p> <p>L10: Present films in class - end of module task</p>				<p>ronin stabilizer,</p> <p>Four computers equipped with editing and scriptwriting software,</p> <p>Shotgun mics, Zoom mics,</p> <p>Drone</p>
<p>Module 6 Mar-May 10 Lessons</p> <p>“Constructing Meaning” (a master shot is usually the first shot of a scene)</p> <p>-Debrief after each lesson</p> <p>Pairwork, Oral demonstrations of editing task</p> <p>Group work, oral presentation /introductions of final films</p>	<p><u>Different Editing Approaches</u></p> <p>Language Focus: comparatives/ superlatives (eg: <i>bigger than, the most expensive</i>)</p> <p>Lesson 1: Continuity editing</p> <p>L2: Discontinuity editing</p> <p>L3: Montage editing</p> <p>L4: Use of background music</p> <p>L5: Practical editing skills with computer & software</p> <p>L6: Continue practical editing skills with computer & software</p> <p>L7: Final Project: Group Work - 4-min film in three separate locations (open genre & topic)</p> <p>L8: Final Project: Group Work - Develop script/storyboard for 4-min film in three separate locations (open genre & topic)</p>	<p>10 x 40 minute classes</p>	<p>Class divided in half, approx. 18 stds each for NET & ELTA</p>	<p>Deeper knowledge of editing and cooperation on a film set</p> <p>End Product: Final Project: Group Work Develop a 4-min film set in three separate locations (open genre & topic)</p> <p>-Must demonstrate ability to use Drone for a least one overhead shot to fulfill final project requirements</p>	<p>Customized materials, student handbook with grammar exercises, vocabulary & diagrams re: film tech</p> <p>Five DSLR Cameras with lenses, shoulder mounts, tripods, gimbal, ronin stabilizers ,</p> <p>Four computers equipped with editing and scriptwriting</p>

June- Film Festival	<p>L9: Final Project: Group Work - Develop script/storyboard for 4-min film in three separate locations (open genre & topic)</p> <p>L10: Present films in class - end of module task</p>				<p>software,</p> <p>Shotgun mics, Zoom mics, Drone</p>
<p>Film Festival Details: Date: 07/2020 & 07/2021 Time: 7pm -8:30pm Location: School Hall Snacks and refreshments provided Advertisements: school website, social media YouTube, Facebook, Instagram, invite local press</p>		<ul style="list-style-type: none"> • Film Festival will be organized by students at the end of each academic year in 2019-20 & 2020-21 (and beyond if possible) • Students will submit best work for public viewing • School community, extended family, and partner schools will be invited to submit films and/or attend 			

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
Activity 1	On-going lesson observations & collaborations for any interested staff			
Activity 2	Workshops (Dec 2019/March 2020), open to all staff and other schools by invitation			

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	Five DSLR Cameras with lenses, shoulder mounts, tripods, gimbal, ronin stabilizers	Basic filmmaking cameras and lenses to be used daily by different students involved in their projects
2	Four Desktop computers	iMac computers equipped with editing and scriptwriting software to be used daily by different students involved in their projects iMacs are necessary as they are compatible with the state of the art editing software, "Final Cut Pro X". They consist of a 3.8GHz Intel Core i5 CPU and 32 GB 2400MHz memory, needed to run advanced video editing and scriptwriting software. The computer's interface is very user friendly and updates will occur automatically. Final Cut Pro includes superior organization tools and support for 360-degree footage, HDR, and multicam.
3	Microphones and accessories (boom poles)	Shotgun mics, Zoom mics to be used daily by different students involved in their projects
4	Lights: Photography Kit	2Pcs 33" White Soft Light Umbrella 2Pcs 50*70cm Softbox 4Pcs 45W Light Bulb 2Pcs Swivel Socket 2 * 3m Backdrop Stand 2m Light Stand with Black White Green Backdrops Fish-like Mount Clip 5Pcs Backdrop Retaining Clip
5	One Drone	Drone will be used by students involved in their projects. At least three assignments (possibly more depending

	<p>on student demand for each project) will require students to make use of the Drone to fulfil requirements and enhance the students' learning experience while provide for a professional finished product.</p> <p>The Drone will also be deployed for campus events such as the sports day, festivals, and special ceremonies.</p> <p>** Our school will comply with relevant guidelines suggested by the Civil Aviation Department and the Privacy Commissioner for Personal Data when implementing the project.**</p>
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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	Upgrade an existing classroom currently being used as a student project room inside the library to a standard film room with projector, sound system and screen; install locker to secure equipment (refer to Appendix)	The refurbished classroom will be the base for the filmmaking classes. This work will not require any major construction or structural changes to our school.

(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

<p>The school-based curriculum will complement the filmmaking classes. The NET and ELTA will include students during regular oral English lessons and the activities and tasks will involve a synthesis of the oral curriculum for both junior and senior forms with a basic film curriculum based on International Baccalaureate standards. Teachers will create tasks based off the guidelines and expectations stipulated for oral English lessons with filmic elements factored in to enhance communicative outcomes. Prior to final screenings, teachers will be responsible for introducing the key features of the tasks to be highlighted during regular film lessons and for designing worksheets for the group projects to guide student appreciation for film.</p>

f. Other activities, if applicable (Please specify how they contribute to fulfilment of the project aim(s).)

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2.8 Budget

Total Grant Sought: HK\$ 327,400

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\$)	

Equipment	[REDACTED] \$20,000 x 4 [REDACTED] Cameras \$10,000 x 6 [REDACTED] mics \$700 x 5 [REDACTED] Videomic \$2,600 x 1 [REDACTED] mics \$2,000 x 2 tripods \$800 x 6 Drone \$5,000 x 1 Boom poles \$1,100 x 8 Ronin stabilizer \$7,000 x 1 Gimbal stabilizer \$4,000 x 1 Shoulder stabilizers \$3,000 x 4 LED light kit \$10,000 x 1 Various Software [REDACTED]	\$80,000 \$60,000 \$3,500 \$2,600 \$4,000 \$4,800 \$5,000 \$8,800 \$7,000 \$4,000 \$12,000 \$10,000 \$19,600	Standard filmmaking equipment needed for a basic school filmmaking program
	Tables \$2,000 x 3 Chairs \$200 x 24 Stools \$300 x 8 Long computer table \$8,000 x 1 LED Screen \$25,000 x 1 Speakers \$4,000 x 2 Cabinet (locked) \$30,000 x 1 Curtains/blinds \$6,500 x 1 Teacher Chair/stool \$1,000 x 1	\$6,000 \$4,800 \$2,400 \$8,000 \$25,000 \$8,000 \$30,000 \$6,500 \$1,000	Works and furniture needed to convert a special room to a filmmaking classroom-cum-studio
c. General expenses	Audit Fee	\$5,000	
d. Contingency		\$9,400	
Total Grant Sought (HK\$):		327,400	

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Usage Plan for Procurement of Equipment

All the equipment will be stored in a locked cabinet in the Film room on the 7th Floor. It will be accessed by authorized teachers and staff for learning and teaching purposes.

3. Expected Project Outcomes

3.1	Deliverables / outcomes	<input checked="" 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) __ Screenings of students' work __ <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	<p>The project aligns with one of the major concerns of the schools, namely, supporting students with diverse needs. It creates a culture of filmmaking, enhances students' interest in film and English and expands the creative experience; in the long term, the project is conducive to cultivating positive character in students.</p> <p>This year our school is promoting values education involving integrity,</p>

		responsibility, and national identity. This project would provide opportunities for our students to make use of these values in their assignments and with their use of the equipment.
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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)

- Observe students’ performance in pre-production, production and post-production, including their abilities and attitudes and regularly evaluate their learning progress.
- Evaluate students’ English abilities in the final productions. The success criteria are: being able to use appropriate English articulately, showing an understanding of filmmaking, and being able to complete the task cooperatively in a group.
- Students have at least 80% attendance in the filmmaking classes
- Evaluate all students’ abilities to appreciate film through worksheets.
- Communicate with instructors in suitable intervals to review students’ learning progress, the design of the activities and the arrangement and effectiveness of English and film selections.
- Communicate with stakeholders, including English teachers, instructors, students and parents, into order to collect their opinions about project implementation

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

3.4 Sustainability of the project

The project can promote a culture of creative English use in the overall school. The school-based filmmaking curriculum will complement the content and progress of oral English classes. The curriculum will be revised yearly, if necessary. Students will be able to expand their exposure to film and enhance their English competencies by being introduced to different strategies of communication. Teachers can expand their experience of organizing English classes and increase the effectiveness of their own teaching of oral English language skills.

The filmmaking equipment can be shared with other departments in the school. Students enrolled in Liberal Studies may use filmmaking to complete their IES in a non-written mode. STEM and gifted students can record their work process and create a film documenting their involvement making their assignments. These films can then be shared with other students as tutorial resources and/or used to memorialize their efforts for the school community. Finally, students participating in our upcoming overseas trip to Australia in 2019 and beyond, will be able to use the equipment to record and edit a video documenting their trip for the broader school community.

This project will require new computer equipment to run editing software and other programs (scriptwriting, storyboard, audio programs). The cameras, mics, and lighting equipment are basic necessities for an introductory film program of this type designed for adolescent language learners. This equipment would

ensure quality results and produce state-of-the-art films that could showcase the work of the students for many years to come. It would be the first time our school has made such an acquisition and it would be expected to last well into the future.

The filmmaking equipment purchased through this project will continue to be used by the school beyond the completion of the project. The school can in the future continue to offer filmmaking classes and organize lessons without needing to purchase a large quantity of equipment again. Therefore, this project will be conducive to the long-term development of English education in the school.

Furthermore, the school will provide suitable storage spaces and dehumidifying equipment for the equipment. A comprehensive system of loans and returns will be developed to ensure proper management of all the equipment.

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)

The school will upload the project content, project deliverables (such as the worksheets for the film appreciation activities, the design of the oral lessons, video clips of students' activities and work) to the school website. Arrangements will be made for students' to screen their own original works in film festivals and specially arranged screenings to showcase the results of their learning to the broader school community.

Report Submission Schedule

My school commit(s) to submit proper reports in strict accordance with the following schedule:

Project Management		Financial Management	
Types of Report and covering period	Report due date	Type of Report and covering period	Report due date
Progress Report 01/09/2019 – 29/02/2020	31/03/2020	Interim Financial Report 01/09/2019 – 29/02/2020	31/03/2020
Progress Report 01/03/2020 – 31/08/2020	30/09/2020	Interim Financial Report 01/03/2020 – 31/08/2020	30/09/2020
Progress Report 01/09/2020 – 28/02/2021	31/03/2021	Interim Financial Report 01/09/2020 – 28/02/2021	31/03/2021
Final Report 01/09/2019 – 31/07/2021	31/10/2021	Final Financial Report 01/03/2021 – 31/07/2021	31/10/2021

Appendix

Draft - Film Room

