Quality Education Fund

The Dedicated Funding Programme for Publicly-funded Schools

Part B: Project Proposal

Project Title: Makerspace in school for curricular and extracurricular activities	**Project Number:** *(2018/1534) Revised*

Name of School: Raimondi College

Direct Beneficiaries

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

(b) Beneficiaries: (1) Students: (400) (S1 -S3, STEM Club) ; (2) Teachers: (7) ; (3) Parents: / ;
(4) Others: /

Project Period: 05/2021 to 05/2023

1. Project Needs

1.1	Project Aim(s)	• Developing school- based junior secondary STEM education to enhance students' creativity, collaboration and problem-solving skills. • Providing students with opportunities to learn by hands-on tasks. • Promoting self- directed learning
1.2	Innovative element(s)	The School-based junior secondary STEM education will be developed to enhance students' creativity, collaboration and problem-solving skills. These STEM activities would mainly implement in Computer Literacy and some cross- curricula activities. For Computer Literacy, problem-based learning would be implemented into the curriculum. Students would complete the following projects in junior forms. • 3D Design – design and make souvenir • VR – design and make a school tour to visitor • Product Design - design and make a product to solve • App Design - design and make an application to complete a task Besides, there are cross- curricula activities in which Integrated Science and Computer Literacy are involved in STEM – based projects. The projects include the following: • Wind Turbine – design 3D wind turbines and use investigative approach to find out factors affecting the effectiveness of a wind turbine • Rocket Car – Design Rocket Car body with the aid of computer simulation and build the fastest Rocket Car models In the above-mentioned projects, students would apply their STEM knowledge to solve problems. This provides a fundamental knowledge to all our students. Furthermore, our school has been organizing various school-based pull-out programs for gifted students to promote self- directed learning through internal and external projects and competitions. These programs including 3D-printing course, Maker course, VR course, EV3 robotic course and Tello EDU course.
1.3	Alignment with school-based / students' needs	Our school has put STEM education into our major concerns since 2018. • 2018- 2019, Refining the STEM curriculum and stretching students' abilities in collaborative creativity and problem solving under STEM education • 2019- 2020, Building STEM capabilities in students through problem-based and experiential learning. • 2019- 2020, Optimize conditions for students to integrate and apply STEM-related knowledge and skills in problem solving.

		To achieve the aim, school-based whole-class programs and pull-out gifted programs have been implemented since 2016. For school-based whole-class programs, our school is revising and refining STEM-based curriculum to provide a student-centered learning for students to have more hands- on experience and apply STEM knowledge. Meanwhile, school-based pull-out gifted programs are conducted by our experienced teachers and external organizations to maximize the potential of elite students.

2. Project Feasibility

2.1	Key concept (s) / rationale(s) of the project	**Gifted Education** Gifted students are usually different from the normal students in studying since they have stronger comprehensive power. They need a deeper, broader, tailor made curriculum to be delivered in a prompt pace to meet their leaning needs. To support those gifted students, our school has been organizing academic and non-academic activities and program to maximize their potentials. We stream gifted students through two processes: nomination by teachers and the selection of students for off-site program. For nomination by teachers, we use school-based whole-class programs. In the curriculum, teacher use assessment or test results as our criteria to spot outstanding students. For the selection of students for off-site program, we consider the performances received by students in some ECA program or projects. **Problem solving** According to the STEM Education Report, problem solving skills is one of the major skills required in the 21st century. Problem solving is the act of defining a problem; determining the cause of the problem; identifying, prioritizing, and selecting alternatives for a solution; and implementing a solution. With this skill, students could be ready to face the challenges in a rapid change environment. **Hands on learning** Hands-on learning is a form of education in which children learn by doing. Instead of simply listening to a teacher or instructor lecture about a given subject, the student engages with the subject matter to solve a problem or create something. Hands-on learning has many benefits to students, since it is a more engaging way to learn, and it can offer practice in problem solving and critical thinking. Thus, we would like to implement hands on task in both curriculum and extra curriculum activities, so students can make, invent and create things. **Self- directed learning** Self- directed learning is a type of instructional strategy in which learners take charge of their own learning process. The key components involved in Self- directed learning include learner self-management and monitoring, assessing learning needs, collaborative learning, and self-evaluation. Self-directed learning is effective in developing lifelong learning abilities as it allows students to explain and design their action plan, learn what and how to learn and lead themselves towards the goals. Students achieve the agreed learning outcomes through studying and thinking independently. At the same time, they learn to regulate their learning habits for higher achievements, and that develops them to be lifelong learners and self-evaluators.

2.2	Applicant's readiness or ability/ experience/ conditions/ facilities for project implementation	**Teacher** The STEM teachers in Raimondi College has been teaching STEM projects for over 3 years, coaching STEM club for competitions for more than 4 years. Besides, our school has joined some STEM programs to enhance the teaching competency of teachers. The followings are the programs we have joined. • Focused Learning Community on STEM Education (Assessment) **Student** Raimondi STEM Club has two main purposes – organizing school base project and joining competition. For School base project, students would apply STEM knowledge to serve the school and support teaching and learning. In the past few years, they organized workshops for primary students, made souvenirs and decorations for school. Besides, the Raimondi STEM Club has won the lots of awards since its establishment in 2015. **Facilities** • For both curriculum and extra curriculum, student will learn and complete STEM task in 2 computer rooms - MMLC and Senior Computer Room. • Both rooms have been equipped with Wi-Fi capability for mobile computer or tablet. • However, the setting and hardware in both rooms has limited the learning of students. In order to break these obstacles, we have the following suggestions: o MMLC will re-organize the furniture, so that 70% of the room will be empty space for collaboration and hands- on tasks. o Senior Computer Room will have 40 powerful computers suitable for software development. o The renovations of the existing computer rooms are the essential requirement to fulfil the objectives of this project.
2.3	Principal's and teachers' involvement and their roles	• STEM Team has been setup in 2017 with STEM related panel heads and teachers, leading by a Vice-principal, to promote all STEM related curricular and extra-curricular activities. • STEM Cross-subject curriculum started modified in 2017-2018.
2.4	Parents' involvement / participation (if applicable)	Audience in STEM exhibition. To increase their exposure and understanding on STEM in application.
2.5	Roles of collaborator(s) (if applicable)	Our school would join the Focused Learning Community on STEM Education to enhance the teaching and learning.

2.6 Implementation timeline

Implementation period *(MM/YYYY)*	Project activities
05/2021 - 06/2021	Preparation of the program, forming of Teachers-In-Charge groups
05/2021 - 08/2021	Purchase of related hardware, Renovation of the Makerspace and the IT Innovation Lab
09/2021 - 08/2022	Development of curriculum, Teacher Training in using the equipment in the STEM Room
11/2021- 05/2023	Implementation of curriculum, result showing, STEM exhibition for parents, Report hand in. STEM competitions for local schools

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,*	Number of sessions	Teachers' involvement and/or	Expected learning outcomes

	selection criteria, etc.)	and duration	hired personnel *(Including the roles, qualifications and experiences required of the speaker(s)/ instructor(s), etc.)*	
Learning Activity- 3D Product design	Topic: Design and make souvenir 1. Introduction to 3D Technology 2. Basic 3D Modelling 3. Rotate the shapes, align the shapes 4. Group the shapes, flip the shapes 5. Solid and Hole 6. Application of 3D modeling 7. 3D printing Students would use the tablet computer to design the souvenirs. They would also print those souvenirs using the 3D printers. After that, they would assemble and color the models in Makerspace. Target Beneficiaries: S1 students	14 lessons of 40 minutes each	To be taught by school teachers with relevant knowledge and experience	• Understand and apply the skills of drawing 3D objects and 3D printing. • Develop problem-solving skills.
Learning Activity- VR Design	Topic: A school tour to visitor 1. Introduction to CoSpaces Edu 2. Object inserts 3. Object modification 4. Coding 5. Publishing Students would create CoSpaces tours in the IT innovation lab. The 42-inch Panel auxiliary displays would provide closer and detailed display for students. The factory desktop computers have high computational power and stable network for VR design. Target Beneficiaries: S2 students	10 lessons of 40 minutes each	To be taught by school teachers with relevant knowledge and experience	• Understand and apply the skills of creating interactive VR tour. • Develop problem-solving skills.
Learning Activity- Maker	Topic: design and make a product to solve daily live problem 1. Introduction to micro: bit 2. Conditional statements 3. Variables 4. Arithmetic Operators 5. Input and Output devices 6. Wireless Connection 7. Circuits In this topic, students would from groups to design a product to solve daily live problem in Makerspace. They would use the 27-inch Panel displays for group discussion and presentation. Besides, use the tablet computers to code their products. After that, they would	14 lessons of 40 minutes each	To be taught by school teachers with relevant knowledge and experience	• Control input and output devices with micro-controller. • Construct and program smart devices to solve daily life problem. • Develop problem-solving skills.

	assemble and decorate their products with the tool in Makerspace. Target Beneficiaries: S1 students			
Learning Activity-App Design	Topic: Design and make an application to complete a task 1. Introduction to App inventor 2. Input 3. Output 4. Variable 5. Insert Multimedia 6. Sensor 7. Canvas Students would design the application using the computers in the IT innovation lab. The 42-inch Panel auxiliary displays would provide closer and detailed display for students. Target Beneficiaries: S3 students	14 lessons of 40 minutes each	To be taught by school teachers with relevant knowledge and experience	• Understand and apply the skills of developing mobile application • Develop problem-solving skills.
Learning Activity-Wind Turbine	Topic: What factors affect the efficiency of Wind Turbine Integrated Science • Recognize the steps in scientific investigation • Energy conversion • Investigate the factors affecting the efficiency of a wind turbine generating electricity Computer Literacy • Basic concepts of CAD and 3D modeling • Application of IT tools such as CAD software to present design ideas Students would form groups to study the factors affect the efficiency of Wind Turbine in the Makerspace. They would use the tablets computers to design the Wind Turbine and use 3D printers to print it. After that, they would assemble the wind turbine with the tools in Makerspace. And they could carry out experiments to test their hypothesis. Target Beneficiaries: S1 students	Integrated Science: 6 lessons of 40 minutes each Computer Literacy: 6 lessons of 40 minutes each	To be taught by school teachers with relevant knowledge and experience	• Design a fair test to study how a feature of wind turbine design affects the efficiency of energy conversion. • Design and make 3D models of the wind turbine for the fair testing. • Integrate and apply knowledge and skills of SE KLA and TE KLA. • Develop problem-solving skills.
Learning Activity-Rocket Car	Topic: Design and make the fastest possible rocket car Integrated Science • Relationship between average speed, distance and time • Effect of force on changing the speed and direction of motion of an	Integrated Science: 12 lessons of 40 minutes each	To be taught by school teachers with relevant knowledge and experience	• Integrate and apply knowledge and skills of SE KLA and TE KLA. • Develop problem-

	object • Friction and air resistance • Understand that action and reaction pairs Computer Literacy • Time gate mechanism and computer simulation (Wind Tunnel App) Students would form groups to study the factors affecting the speed of rocket car. They would use 42-inch Panel auxiliary displays for group discussion and tablets to run the computer simulation. Besides, they would use the open area to test their rocket car. Target Beneficiaries: S2 students	Computer Literacy: 2 lessons of 40 minutes each		solving skills.
Extra-Curricular Activity Maker Course	Activity: 1. Maker Course Competition: • IFocus Ambassador • Hong Kong ICT Awards: Student Innovation Award Secondary School Stream • The Hong Kong Youth Science & Technology Innovation Competition Students would prepare their competitions in Makerspace. They would use the 42-inch Panel auxiliary display and equipment in Makerspace for group projects during lunch time and after school. Target Beneficiaries: S1-5 STEM club students	15 lessons of 90 minutes each	Hire teacher with competition experience for students	• Students invent as makers with different electronics components. • Inventions will be displayed internally in school sharing session and externally in various competitions. • Develop problem-solving skills. • Develop self-directed learning skills
Extra-Curricular Activity VR team	Activity: 1. VR Cave Control Course 2. Advance Site VR Tour Design Course (VR cave) Students would design VR materials in IT innovation lab. The 42-inch Panel auxiliary displays would provide closer and detailed display for students. Target Beneficiaries: S1-5 STEM club students	20 lessons of 45 minutes each	To be taught by school teachers with relevant knowledge and experience	• Understand and apply the advance skills of creating interactive VR tour. • Develop problem-solving skills. • Develop self-directed learning skills
Extra-Curricular Activity 3D printing team	Activity: 1. Assemble 3D printer 2. 3D printing 3. Design and make souvenir Students would design and make 3D objects in the Makerspace during lunch time and after school. They would use	5 lessons of 45 minutes each	To be taught by school teachers with relevant knowledge and experience	• Understand and apply the advance skills of drawing 3D objects and 3D printing. • Develop problem-

	the tablet computer to design and tools to assemble those 3D objects. Target Beneficiaries: S1-5 STEM club students			solving skills. • Develop self-directed learning skills
Extra-Curricular Activity Rocket car	Activity: 1. The fastest Rocket Car Model Competition Competition Race to the line micro:bit UK Model Rocket Car Competition (HK Section) Students would prepare the competition in Makerspace during lunch time and after school. They would use the 27-inch Panel displays for group discussion open area to test their rocket car. Target Beneficiaries: S1-5 STEM club students	5 lessons of 90 minutes each	To be taught by school teachers with relevant knowledge and experience	• Develop problem-solving skills. • Develop self-directed learning skills
STEM Exhibition	This sharing session will be organized for the junior secondary students at the end of the school year. The sharing session will include students' sharing and booth displays which aim at summarizing the project activities, consolidating students' learning experiences and showcasing their learning outcomes. Target Beneficiaries: S1- S3 students, S1-5 STEM club students	A half-day event	STEM-related subject teachers	• This sharing session can showcase students' learning outcomes, recognize their achievements and to encourage them to explore further.

b. Teacher training, if applicable

Activity name	Content *(Including the topics, implementation strategies/modes, target beneficiaries, selection criteria, etc.)*	Number of sessions and duration	Hired personnel *(Including the roles, qualifications and experiences required of the speaker(s)/ instructor(s), etc.)*	Expected learning outcomes
Teacher training workshops (6 hours)	Teacher training workshops will be organized for teachers of STEM-related subjects. The content includes: 1. Curriculum planning of STEM education 2. The design and assessment of STEM-related learning activities 3. 3D design and printing 4. VR design 5. Product design	3 sessions, 2 hours for each session	School teachers with over 3 years of STEM education teaching experience	Teachers can understand the curriculum planning of STEM education and the design and focus of the STEM learning activities. They also possess the skills of using the STEM-related equipment.
Lesson co-planning	Lesson planning discussion	5 sessions	Lesson co-planning	Lesson plan, notes and lesson materials
Lesson observation	Lesson observation	Panel will observe the teachers once per school	Lesson observation and professional sharing	Professional dialogue, self-reflection

		term.		

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.	2x Interactive Short Throw Projector	For Learning and Teaching activities
2.	3 x 42-inch Panel auxillary display with ceiling mount	For Learning and Teaching activities
3.	8 x 27-inch Panel auxillary display with table mount	For group discussion and presentation
4.	HDMI Distribution systemx2	or Learning and Teaching activities
5.	35 tablets computer, MS Windows compatible	For learning and teaching activities (Maker, STEM projects) For extra-curricular activities For competitions
6.	40 x Small factory desktop computer with independent display card and FHD Monitor	For learning and teaching activities (3D design, VR design) For extra-curricular activities

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.	Renovation of MMLC to Makerspace	The proposed work will help optimize the utilization of space in the current MMLC, and the room will be renamed to Makerspace. The concrete need for the renovation of Makerspace is serving as a place to facilities students learning in STEM related lesson. Students can perform hands-on tasks and group discussion in this room. Besides that, it would serve as an after-school STEM base for extracurricular activities, so this room will provide students with maker equipment for making, and as a STEM exhibition Centre for visitor. The original computer desks in MMLC are very bulky and occupied a lot of space. After students sitting in, it will be very crowed. This would be an obstacle for group discussion and hands on tasks. Besides that, there are electricity trunk under the table, which shall be removed, so students could move around to complete the STEM projects. As a result, to achieve our project aims, the room furniture shall be replaced with flexible tables and chairs. Furthermore, mounted furniture is needed for equipment storage. After the renovation, the Makerspace will be used for computer lessons and the suggested teaching and learning activities.
2.	Renovation of Senior Computer Room to IT Innovation Lab	The proposed work will increase the number of powerful desktops computers in this room. Since in the curriculum, we have 3D object design and VR design, we need powerful desktops computers to support these learning tasks. However, the originally computer desks are designed for CRT monitor, which is very large and used up many spaces, so the Senior Computer Room can only contain 28 computers now. Besides, the class sizes of our school could be up to 40. Thus, we need to replace all these desks to contain at least 40 computers. After the renovation, the IT Innovation Lab will be used for computer lessons and the suggested teaching and learning activities.
3.	Mounted furniture	For the storage of STEM equipment (e.g. 10 x 3D printers, 25 x mbot, tools… etc.) and computers in an orderly way and to allow quick assess of parts during lesson time and preparation time. Competition or projects which have collaboration work can store their projects in this furniture.
4.	8 x Work bench	Tables for the Makerspace, allow to be moved around to enhance collaboration and utilization of space.
5.	1 x Teacher Table (adjustable height)	
6.	39 x Computer tables	More compact than the original CRT monitor tables, so as to contain more computers in the IT Innovation Lab.
7.	1 x Teacher Desk	

(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

Our school plans to develop the school-based STEM education programme for junior secondary students by reviewing the learning sequence and content of STEM-related subjects. Cross-subject projects are now planned with computer literacy and integrated sciences.

2.8 Budget

Total Grant Sought: HK$ $902,900

Budget Categories*	**Breakdown for the budget items**		**Justifications** *(Please provide justification for each budget item, including the qualifications and experiences required of the hired personnel.)*
	Item	**Amount (HK$)**	
a. Staff		0	
b. Service		0	
c. Equipment	2x Interactive Projector	$44,000.00	Replacement of traditional whiteboard and projection screen. More Durable than traditional projectors
	3 x Panel auxiliary display with ceiling mount	$18,000.00	To provide closer and detailed display for the complicated programming.
	8 x Panel auxiliary display with table mount+	$28,000.00	
	HDMI Distribution systemx2	$18,600.00	Group discussion and presentation use. Students could use the screen for ECA projects discussion.
	35 x Tablet computers	$122,500.00	Computers for Makerspace The implementation of mobile device can free students and teachers from wire during learning activities. The integrated camera and microphone allow students to build mobile applications.
	40 x desktop computer with independent display card and FHD Monitor	$240,000.00	Computers for IT Innovative Lab The original computers are not powerful enough to handle 3D object design and VR design. Previously students are using their own computer for competition, however students without computer could not join these activities. These computers will be shared to other subjects for e-learning.
	Whiteboard X 2	$2,100	
	Chairs x 75	$7,500	
	39 x Computer tables	$35,100.00	More compact than the original CRT monitor tables, so as to contain more computers in the IT Innovation Lab.
d. Works	Renovation	Floor treatment: $20,000 Wall Treatment: $20,000 Electricity and Light: $25,000 Network Cabling: $10,000	The Makerspace needed more equipment and rapidly demand of STEM project, including the daily lesson, competition. A place for students to perform hands-on tasks. Serve as an after-school maker base.

			The concrete nee for the renovation of Makerspace is to facilities students STEM related lesson, providing students with maker equipment for making, and as a STEM exhibition Centre for visitor.
	Renovation of Senior Computer Room to IT Innovation Lab	Floor treatment: $20,000 Wall Treatment: $20,000 Electricity and Light: $36,000 Network Cabling: $48,000	The proposed work will increase the number of powerful desktops computers in this room. Since in the curriculum, we have 3D object design and VR design, we need powerful desktops computers to support these learning tasks. However, the originally computer desks are designed for CRT monitor, which is very large and used up many spaces, so the Senior Computer Room can only contain 28 computers now. Besides, the class sizes of our school could be up to 40. Thus, we need to replace all these desks to contain at least 40 computers.
	Mounted furniture	Side bench: $14,000 Cupboards $102,500	For the storage of STEM equipment and computers in an orderly way and to allow quick assess of parts during lesson time and preparation time. Competition or projects which have collaboration work can store their projects in this furniture.
	8 x Work bench	$12,000.00	Tables for the Makerspace, allow to be moved around to enhance collaboration and utilization of space.
	1 x Teacher Table (adjustable height)	$2,400	
	1 x Teacher Desk	$1,500	
e. General expenses	Miscellaneous Plastic Tray for holding project material	$2,026.00	
	Audit Fee	$5,000	
f. Contingency	Contingency fee for Works	$33,140	
	Contingency fee	$15,534	
	Total Grant Sought (HK$):	$902,900	

3. Expected Project Outcomes

3.1	Deliverables / outcomes	☑ Learning and teaching materials ☐Resource package ☐ e-deliverables**(please specify)* _____ ☐Others *(please specify)* _____
3.2	Positive impact on quality education/ the school's development	The project will help the school plan and develop STEM education systematically and nurture students to be active learners in through the establishment of the Makerspace and the IT Innovation Lab.

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)

The project will be evaluated through observation, questionnaire surveys, group interviews and students' performance in STEM-related subjects. The evaluation items are listed below.

1. The effectiveness of the school-based STEM education programme for junior secondary students (success criteria: 80% of the teachers and students agree that the project helps the school promote STEM education)
2. To arouse students' creativity, collaboration and problem-solving skills (success criteria: 80% of the teachers and students agree that the project can help enhance students' creativity, collaboration and problem-solving skills)
3. To arouse students' self- directed learning (success criteria: 80% of the teachers and students agree that the project helps arouse students' self- directed learning in STEM-related subjects)
4. To increase the opportunities to learn by hands-on tasks. (success criteria: 80% of the teachers and students agree that the project helps increase the opportunities to learn by hand -on tasks in STEM-related subjects)

3.4 Sustainability of the project

- By the end of the project, an evaluation meeting will be held for the committee members and the teachers involved.
- They will discuss how to further develop the school-based STEM education and design learning and teaching activities of different themes.
- The maintenance fee and the purchase of new equipment of the Makerspace and IT Innovation Lab in future will be borne by the school. The school will continue to make good use of the facilities and equipment to conduct learning and teaching activities in order to enrich students' learning experience after the completion of the project.

3.5 Dissemination

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

- The school plans to organize a sharing exhibition for the teachers of the Catholic Diocesan Schools by the end of the project period so as to showcase students' learning outcomes, share the project experience and tips for implementing STEM learning activities.
- The deliverables will be uploaded to the school webpage and the Hong Kong Education City for teachers' reference.

3.6 Asset usage plan

Category	**Item Description**	**No. of Units**	**Total Cost**	**Proposed Plan for deployment**
Computer hardware	2x Interactive Projector	2	$44,000.00	For use by the Raimondi College for the promotion of STEM education and future QEF projects
	3 x Panel auxillary display	3	$18,000.00	
	8 x Panel auxillary display	8	$28,000.00	
	HDMI Distribution systemx2	2	$18,600.00	
	35 tablets computer,	35	$122,500.00	
	40 x desktop computer	40	$240,000.00	

3.7 Report submission schedule

Project Management		**Financial Management**	
Report Type and Covering Period	Report Due Date	Report Type and Covering Period	Report Due Date
Progress Report 1/5/2021-31/10/2021	30/11/2021	Interim Financial Report 1/5/2021-31/10/2021	30/11/2021
Progress Report 1/11/2021-30/4/2022	31/5/2022	Interim Financial Report 1/11/2021-30/4/2022	31/5/2022
Progress Report 1/5/2022-31/10/2022	30/11/2022	Interim Financial Report 1/5/2022-31/10/2022	30/11/2022
Progress Report 1/11/2022-30/4/2023	31/5/2023	Interim Financial Report 1/11/2022-30/4/2023	31/5/2023
Final Report 1/5/2021-31/5/2023	31/8/2023	Final Financial Report 1/5/2023-31/5/2023	31/8/2023