



Final Report of Project	Project No. : Revised2009/0506
--------------------------------	---------------------------------------

Part A

Project Title: Life Education Musical Project

Name of Organization/School: Kwok Tak Seng Catholic Secondary school

Project Period: From 01/2011 (month/year) to 08/2011(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

** Final Report of Project prior to the 8th call should be signed 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.*

** Final Report of Project under the 8th and subsequent calls 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.



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
Objective 1	Activity 1 Activity 2	Fully achieved		
Objective 2	Activity 1 Activity 2	75% attained		

Table 2: Budget Checklist

Budget Items (Based on Schedule II of Agreement)	Approved Budget (a)	Actual Expense (b)	Change [(b)-(a)]/(a) +/- %
Staff Cost	\$240,000	\$200,000	-16.7%
Equipment	\$60,000	\$65,000	+8.3%

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.
Two teacher manuals on "Team Building"		distributed to 100 participants at the dissemination seminar in 6/2001; about 10 teachers indicated that they would use the materials as try-out	
One CD-ROM on "Workshops on Team Building Activities"		distributed to 50 schools on request in 7/2001	

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)	

Final Report of Project Part B

1. Attainment of Objectives

Objective 1: To develop students' artistic skills and language skills.

I. Activities related to the objective 1:

Phase 1 – In-class English Drama Program

In-class English drama training was held from Jan 2011 to May 2011 with twelve one-hour sessions for each Form 2 class in the English lessons. In-school teachers and Drama-in-Education experts collaborated through co-planning, co-teaching and lesson observation. In the course, students performed their drama works in class and elite students were selected to participate in the after school training courses and musical theatre production.

Phase 2 – Bilingual Musical Theatre Production & Intensive training

Students with outstanding performance in the S.2 In-class English drama lessons were recruited to participate in the production of the Musical 'Children's Letters to God'. Together with Drama club members, they received intensive training from Feb 2011 to Jun 2011 offered by teachers and professional tutors, including acting, singing and dancing. Back stage participants worked under the mentorship of technical professionals.

II. Extent of attainment of the Objective 1:

Fully achieved

III. Evidence or indicators of having achieved the objective:

1. The submitted teaching pack of the In-class English drama curriculum.
2. The enclosed DVD containing the mp4 video files of the drama production.

IV. Reasons for not being able to achieve the objective, if applicable:

N.A.

Objective 2: To help students unleash their individual potential develop a healthy self-image, and take a positive attitude towards the challenges in life.

I. Activities related to the objective 1:

Phase 1 – In-class English Drama Program

Phase 2 – Bilingual Musical Theatre Production & Intensive training

Phase 3 – Life Education

The RE teachers offered a life education lesson in July 2011 to junior form students (S.1 - S.3) in which the content of the musical was served as a pre-text to generate student interaction, discussion and awareness of the topic.

Phase 4 – Performances & Sharing Sessions

On July 3, 2011, two English/Chinese performances were held for S1,2,3,5 and 6 students in the School Hall.

From Jul 5 to Jul 7, 2011, three English performances and 3 Cantonese performances were held in the Black Box Theatre of Kwai Tsing Theatre. Other than 200 S4 students of the School, more than 400 of other audiences attended the dissemination performances including teachers of other primary and secondary schools, parents, social workers, representatives from the 'Native English-speaking teachers Association', students from 4 primary schools, students from 1 other secondary school and some public audience. To maximize the use of the theatre bookings, there were two other short plays staged, 'Money matter; matters not' and 'Kaimeo and Julili' along with the musical.

II. Extent of attainment of the Objective 2:

Fully achieved

III. Evidence or indicators of having achieved the objective:

1. The submitted teaching package of the In-class English drama training.
2. The enclosed DVD containing the mp4 video files of the drama production.
3. The house program of the performance at Kwai Tsing Theatre.
4. The S1- S3 Life Education teaching pack related to the Musical's theme

IV. Reasons for not being able to achieve the objective, if applicable:

N.A.

2. Project Impact on the learning effectiveness / professional development / school

I. Language aspect

1. From the 20 review questionnaires completed by the S.2 students who had participated in S.2 In-class Drama lessons, 80% of S.2 students agreed that In-class Drama could raise their interest in learning English and build up their confidence in using English. 65% indicated their presentation skill was improved.
2. From the feedback of the English teachers in the English KLA meeting, the teachers who had participated in S.2 In-class Drama lessons agreed that 'Learning English through Drama' was able to arouse the interest and motivation of the students. 80% of teachers were satisfied with the engagement of students in the Drama lessons and addressed the value of applying drama strategies in teaching English. The learning atmosphere was found to be more active and joyful but the teachers needed more professional training and supports before they could adopt the pedagogy independently by themselves. They would be ready to participate in similar programs with Drama-in-education experts.

II. Drama aspect

1. From the 20 review questionnaires completed by the students who had participated in the musical / drama productions. All participants agreed that the intensive training could develop their artistic skills, creativity and language skills. All of them agreed that they had developed their confidence, creativity, cooperation skills, production and presentation abilities. All of them agreed that they got the sense of achievement. All of them would like to participate in similar activities in future.
2. The total number of audience attendance of the performance was more than 1600, higher than the expected number of target audience 1500.
3. From the 40 review questionnaires completed by the student audience who had watched in the musical / drama productions, 33 students (83%) appreciated the performance of their schoolmates. 29 students (73%) were proud of the performing schoolmates.

III. Life Education aspect

1. 75% of the S.1 to S.3 students agreed that the project could generate student interaction, discussion and awareness of the topic in the RE lessons.
2. 80% of the S.1 to S.3 students reflected critically on their own self-image and their attitude towards the challenges in life.

3. Cost-effectiveness

I. Utilization of available resources

All available resources of the School were utilized in the project. For the In-class English Drama, all S.2 English teachers were involved in the co-teaching of the lessons. For the musical/drama production, in order to reduce the service cost, part of the direction and coach of singing were followed by the teachers of the School. Some of the costumes and set in the production were borrowed or rented instead of purchase. Some of the technical mentorship were followed by the alumni.

II. The unit cost for direct beneficiaries = \$ 232353/ 880 = \$264

Direct Beneficiaries

Phase 1 – In-class English Drama Program	200 S2 KTS students
Phase 2 – Bilingual Musical Theatre Production	80 KTS students
Phase 3 – Life Education	600 KTS S1 to S3 students

III. Sustainability of the learning programme and materials developed

In the 2011-2012 academic year, S.2 In class English Drama would continue to run. The teaching pack of the In-class English Drama developed would be used again with modification. The video of the performances would be shown to the new S.1 students in RE lesson, the content of the musical would be served as a pre-text to generate student interaction, discussion and awareness of the topic. The School would stage another musical in May 2012.

IV. Expenditure items which require no injection of resources when the project is replicated by other schools

The teaching pack of the In-class English Drama developed could be used if the project is replicated by other schools.

V. Alternative approaches for equivalent benefits at less cost

The expenditures had been kept to a minimal amount, it could hardly find alternative approaches to reduce the cost without the expense of the benefits. For instance, not performing in public venue might reduce the cost, but then the students would have lost an opportunity of performing at a formal theatre. If instructors were not hired to coach the students, they would not have received professional training.

Budget Checklist

Budget Items <i>(Based on Schedule II of Agreement)</i>	Approved Budget (a)	Actual Expense (b)	Change [(b)-(a)]/(a) +/- %
Services	\$164,000	\$166,000	+1.22%
General expenses	\$78,900	\$66,353	-15.9%

4. Deliverables and Modes of Dissemination

As all S1 to S6 students had watched the musical performance, and positive feedback were obtained from them. Aesthetic atmosphere in the School was raised. With the building up of the artistic skills and confidence of the participating students, future creative drama productions could hence be sustained. The School would stage another original musical in May, 2012.

The successful experience of the Project would also enhance the strategic application of Drama in learning English and in other KLAs (like Liberal Studies). Both students and teachers have acquired experience in the alternative way of learning and teaching. The S.2 In-class Drama curriculum would be integrated to the formal curriculum.

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 teaching pack of S2 In-class English Drama curriculum, lesson plans and teaching materials	The teaching packs are complete and valuable. However teachers without prior training or experience of Drama-in-education may not be able to make use of it effectively. Consultation must be required.	Introduced to the teachers of 5 schools attended the dissemination performances at Kwai Tsing Theatre from Jul 5 to Jul 7, 2011. One secondary school indicated that they would review the teaching pack seriously to explore the possibility of try out.	N.A.
One S1- S3 Life Education teaching pack related to the Musical's theme			

Dissemination Value of Project Deliverables

5. Activity List

Types of activities	Brief description	No. of participants				Feedback from participants
		schools	teachers	students	others (Please specify)	
Musical / drama Performances	Jul 3, 2011 School Hall	1	30	1000	0	Most of the audience appreciated the performance and the effort paid by the students. Positive feedback and comments were received from the audience.
Musical / drama Performances	Jul 5, 6, 7, 2011 Kwai Tsing Theatre, Black Box Theatre	6	40	500	60 other audiences including parents, social workers, public audience	

6. Difficulties Encountered and Solutions Adopted

The schedule was too tight. More time was needed for the lesson preparation and collaboration between the English teachers and the Drama-in-Education experts before the start of the In-class English Drama Lessons.

It was very difficult to reserve a public venue for the dissemination performances. Finally, the small Black Box theatre at Kwai Tsing Theatre was rented. Only S4 students could watch the show in the theatre, other S1,2,3,5 and 6 students had to watch in the School hall.