

Immaculate Heart of Mary College
Report on Use of Non-standard Items 2018 - 2019

No.	Item / Programme	Income	Expenses	Balance
1	Balance b/f	\$24,818.00		
2	Income (F.1-F.5 (\$310/student), F.6 (\$155/student))	\$212,195.00		
3	F.4 & F.5 Arts Education Curriculum		\$41,600.00	
4	中六級口試班		\$5,250.00	
5	Replacement for MMLC Computers (21 sets)		\$127,057.00	
6	Classroom Computers (9 pcs)		\$28,705.00	
7	中一至中三級生涯規劃工作坊		\$11,040.00	
	Total	\$237,013.00	\$213,652.00	\$23,361.10

Recruitment of external tutors for F.4 & F.5 Arts Education curriculum

Major Area(s) of Concern	To develop and enhance senior form students' interest and ability in creativity and performing techniques; and to nurture the students to become a mature audience towards different kinds of arts.
Strategies / Tasks	<ol style="list-style-type: none"> 1. To teach Djembe and African Songs/Dances. 2. To teach A cappella & pop singing styles. 3. To teach fashion design for stage performances. 4. To teach make-up and hair setting for stage performances. 5. To teach technique of whole-class mass dance. 6. To provide a professional mass-dance stage performance for both F.4 and F.5 students after their specific workshops, in preparation for their inter-class singing contest performances.
Benefits Anticipated	<ol style="list-style-type: none"> 1. To arouse students' interest in different music & culture, songs, dances 2. To appreciate the skills and techniques of live performance. 3. To nurture the students to become a mature audience towards arts. 4. To enhance professional development of teachers in arts education.
Time Scale	September 2018 to July 2019 (during F.4, F.5 AE lessons)
Expenses	\$41,600.00
Success Criteria	<ul style="list-style-type: none"> • 90% of F.4 & F.5 students show interest in the planned lessons and activities • Positive feedbacks from the questionnaires
Evaluation	<p>Most of the students were attentive in lessons, as they were informed at the beginning of the school term that all the lessons this year were related to performing arts, which was a good preparation for their inter-class singing contest. They finally did very well in the inter-class singing contest and showed seriousness about their performance. Evaluation lesson for both F.4 (21/5) and F.5 (8/5) were smoothly held, and it was a great benefit from the e-Survey in eClass system. 90% of the students could finish the survey immediately in the lesson and most of them showed positive feedbacks. All the data could be retrieved digitally, which eased the analysis of the overall data.</p> <p>F.4 Students were attentive in the lesson and showed respect to the African tutor. Among the 4 classes, female students showed more initiative than the boys; although 4MT has more boys than other classes, they had the best performance among the 4 classes. Students paid much effort in learning mass dance technique during the lessons. Moreover, they had a chance to show off their dancing skills with a special performance for the schoolmates in the inter-class singing competition. Most of them performed very well on stage with enjoyable and pleasant atmosphere. Most of the students were beginners to learn basic make-up. A few of them were not too sure on how to get started. It was appreciated that most of them desired to learn and could be patient to practice applying eye makeup, foundation and completing their look with lip color. Most of them got a satisfactory mark in the lessons. Students did not have much interest in Fashion Design; they were not patient to listen to the theory behind. But they did to try to design and draw; most of their works were creative and well designed. The tutor showed all their works and evaluated with them before the lesson ended. All of them paid attention to the tutor's comments and it was the most treasurable moment in each lesson. Learning experience with practical skills might be more suitable for them in future design.</p> <p>5MT & 5MK were taught by the male singing tutor. Both classes showed respect and were attentive in the lesson; however, they were a bit shy and passive when the tutor asked them to sing together. 5LK & 5JN were taught by the female singing tutor. There were great differences. As the tutor used another technique inviting every</p>

	<p>student in the class to make a beatbox demo, all the students enjoyed a lot and many creative patterns of beatbox was found in these 2 classes. Students paid much effort in learning mass dance technique during the lessons. Moreover, they had a chance to show off their dancing skills with a special performance for the schoolmates in the inter-class singing competition. Most of them got a satisfactory mark in the lessons. 5MT and 5MK students were attentive to the tutor's, but showed less confidence in design and drawing; the other two classes had opposite performance in these two aspects. They all tried their best to finish their work, which was fair; VA elective students did excellent work.</p> <p>Dr. Derry Law, the mass dance tutor, and 5 members from the POLYDANSO had the performance plus interactive teaching workshop at the school hall on 18/3/2019. They demonstrated 3 types of dancing: Hip-Hop, Jazz funk and Bopping, and invited some students to try the dancing steps on the stage. All the students felt excited and attentive.</p>
People Responsible	Mr. Chiu Shun Man (Aesthetic Development Team Coordinator)

中六級口試班

關注事項	<ul style="list-style-type: none"> • 支援應屆文憑試學生（中六級）於中文科口語溝通一卷的訓練。 • 透過訓練，掌握更多小組討論的應試技巧，以至能於公開試獲得佳績。
目標	<ul style="list-style-type: none"> • 減輕中六級中文科老師於口語訓練方面的負擔。 • 為學生提供更多跨班及仿公開試的練習機會。 • 增加學生審題、語言及考試的技巧。
優點	<ul style="list-style-type: none"> • 減輕中六級中文科老師於口語訓練方面的負擔。 • 老師能集中其他三卷的訓練。
日期 / 課室安排	2018 年 10 月至 2019 年 1 月；放學後進行（每次兩組，每組五人，每節 1 小時 30 分鐘）。
導師薪酬	每小時\$200 x27 小時（共 18 節）= \$5,250.00
成功準則	文憑試中文科卷四整體成績得以提升。
成果	導師具口試訓練經驗，表現認真，具責任心，學生的反應甚佳。導師於課程最後階段安排拔尖補底工作，本年度於文憑試卷四維持近 9 成合格率及 25% 4 或以上成績。
負責人	宋思進老師、周慧麗老師（中文科科主任/副科主任）