



軒尼詩道官立小學(銅鑼灣)

2018 - 2019年度

運用學校發展津貼  
工作計劃



## 軒尼詩道官立小學(銅鑼灣)

### 運用學校發展津貼工作計劃 (2018 - 2019 年度)

預算本年度可運用津貼總額	\$ 732,648.00
	(暫定款額)
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<u>項目</u>	<u>預算費用</u>
1) 聘請教學助理兩名	\$ 336,572.00
2) 聘請文員一名	\$ 160,216.00
3) P.3 - P.6 英語增潤課程	\$ 120,000.00
	共支付： \$ <u>616,788.00</u>

## 運用 2018-2019 學年「學校發展津貼」計劃書

諮詢教師的方法：意見調查後在校務會議討論及通過

項目	關注重點	策略/工作	預期成果	時間表	所需資源	成功準則	評估方法	負責人
1) 課程發展	<ul style="list-style-type: none"> <li>- 減輕教師的工作量</li> <li>- 支援學生學習</li> <li>- 協助教師推行活動</li> </ul>	聘請兩位教學助理	<ul style="list-style-type: none"> <li>- 協助教師處理與教學相關的工作</li> <li>- 協助教師編製教材</li> <li>- 協助照顧有特殊需要的學生</li> </ul>	由 2018 年 9 月至 2019 年 8 月，為期一年	兩位教學助理全年薪金連同強積金費用： $(\$13,356 \times 1.05 \times 12) \times 2 = \$336,572.00$ *預計 1-4-2018 後之加薪幅度為 5%	<ul style="list-style-type: none"> <li>- 預備充足合適的教具</li> <li>- 教師有更多時間設計課程及教學活動</li> <li>- 有特殊需要的學生得到合適的照顧</li> </ul>	<ul style="list-style-type: none"> <li>- 教學助理工作表現</li> <li>- 用問卷形式調查老師對教學助理的意見</li> <li>- 教學助理工作日程表</li> </ul>	副校長
2) 課程發展	減輕教師非教學及文書等工作，使他們能專注發展有效的教學活動	聘請一位文員	<ul style="list-style-type: none"> <li>- 協助老師製作教具、字卡、展板</li> <li>- 協助推行課外活動</li> <li>- 協助老師運用資訊科技及視聽器材上課</li> </ul>	由 2018 年 9 月至 2019 年 8 月，為期 1 年	一位文員全年薪酬連同強積金費用： $(\$12,716 \times 1.05 \times 12) = \$160,216.00$ *預計 1-4-2018 後之加薪幅度為 5%	<ul style="list-style-type: none"> <li>- 預備充足和合適的教具</li> <li>- 教師可用更多時間設計課程及教學活動</li> <li>- 學生在使用資訊科技及視聽器材時得到適當協助</li> </ul>	<ul style="list-style-type: none"> <li>- 文員的工作表現</li> <li>- 用問卷形式調查老師對文員的意見</li> <li>- 文員的工作日程表</li> </ul>	副校長

### Plan 3 : Enhancement Programme-- Native-speaking English Teacher (NET) Project

Means by which teachers have been consulted: through meetings of English Panel

No. of operating classes (excluding IRTP): 20

Task Area	Major Area(s) of Concern	Strategies/ Tasks	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	Teaching Staff(s) Responsible
Enhancing students' language proficiency	<p>1. To encourage students to communicate in English by building confidence in the ability to express themselves fluently and accurately in the second language.</p> <p>2. To develop students' communication, creativity, and critical thinking skills through interactive English activities.</p>	<p>To hire services from an outside agency through formal tendering procedures which provides a Native-speaking teacher to support—</p> <ul style="list-style-type: none"> <li>• the teaching of speaking and reading.</li> <li>• the creation of a language-rich English learning environment.</li> <li>• participants of English performances/ competitions/ activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers to be relieved of their workload in preparing a language-rich English learning environment and training students for performances, competitions and activities.</li> <li>• Teachers can focus on catering for learner differences and coping with students' diversity in speaking and listening.</li> </ul>	Starting from 1st October 2018 to 31 <sup>st</sup> May 2019 for 8 consecutive months.	Salary of the Native-speaking teacher for the year—approximately \$120,000 (The excessive amount will be paid by OEP)	<ul style="list-style-type: none"> <li>• Students' proficiency in English Language is enhanced.</li> <li>• Students are generally able to make improvement in English Language speaking and reading skills.</li> <li>• The language-rich environment creates a lively and authentic atmosphere that enhances second language learning.</li> <li>• 100% of students have participated in the English performances/ competitions/ activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Comparison of students' speaking results.</li> <li>• Conduct surveys to gather views from teachers and students on the English learning environment.</li> <li>• Evaluation report on students' feedback on performances/ competitions/ activities.</li> </ul>	English Panel Teachers