



軒尼詩道官立小學(銅鑼灣)

2017 - 2018年度

學校發展津貼
工作檢討報告

軒尼詩道官立小學(銅鑼灣)
2017 - 2018 年度學校發展津貼收支報告表

2017 - 2018 年度學校發展津貼可運用總額 \$ 718,991.00

項 目	
1) 聘請教學助理兩名	\$ 311,346.00
2) 聘請文員一名	\$ 146,979.00
3) 小三至小六英語增潤課程	\$ 115,033.00
共支付：	\$ 573,358.00
餘款：	\$ 145,633.00

1. 「聘請兩位教學助理」協助教師

預期成果	成功準則	實際表現
減輕教師的工作量、支援學生學習及協助教師推行活動		
-協助教師處理與教學相關的工作	-教學助理能有效協助老師預備充足合適的教具及工作紙，以提升學與教的效能	達標
-協助教師編製教材	-教師有更多時間設計課程及教學活動	達標
-協助照顧有特殊需要的學生	-有特殊需要的學生得到合適的照顧	達標

成就：

- 為了減輕教師非教學及文書等工作，讓教師能專注於教學活動及更充份照顧有特殊需要的學生。本學年學校運用大約 31 萬元聘請了兩位教學助理。就此計劃，校方在學年完結前給全校教師發出問卷及於校務會議期間進行調查，其結果如下：
 - 78%老師非常認同，以及 22%老師認同教學助理能減輕老師非教學性工作，為教師創造空間，讓他們騰出更多時間設計課程及教學活動。
 - 67%老師非常認同，以及 33%老師認同教學助理能協助他們編製教材。
 - 74%老師非常認同，以及 26%老師認同教學助理能照顧有特殊學習需要的學生。
 - 100%老師均同意校方應繼續運用「學校發發津貼」聘請教學助理。
- 本學年學校繼續以考績方式評核教學助理的工作表現，並由屬組主任於學年終與他們舉行了工作面談，瞭解他們的工作和向他們闡述考績的報告，以肯定他們的貢獻和鼓勵他們努力工作。
- 透過問卷調查，各組均十分欣賞教學助理的工作能力、責任承擔、工作態度等各方面的表現。

反思：

鑒於教學助理的優良表現，希望來年能有足夠資源繼續聘請他們，讓教學助理對學校更有歸屬感。

2. 「聘請一位文員」協助教師

預期成果	成功準則	實際表現
減輕教師的非教學及文書等工作，使他們能專注發展有效的教學活動		
-協助老師製作教具、字卡、展板	-文員能有效地協助老師預備充足合適的教具	達標
-協助教師推行活動	-教師有更多時間設計課程及教學活動	達標
-協助老師運用資訊科技教學	-學生在電腦課中得到更多的指導	達標

成就：

- 為了減輕教師非教學及文書等工作，讓教師能專注發展有效的教學活動。本學年學校利用大約 15 萬元聘請了一位文員協助處理非教學工作。就此計劃，於學年結束前，校方給全校教師發出問卷及於校務會議期間進行調查，其結果如下：
 - 72%老師非常認同，以及 28%老師認同文員能減輕老師非教學工作，為老師創造空間，讓他們騰出更多時間設計課程及教學活動。
 - 69%老師非常認同，以及 31%老師認同，文員能協助老師編教材。
 - 72%老師非常認同，以及 28%老師認同，文員能協助教師使用資訊科技教學。
 - 72%老師非常認同，以及 28%老師認同文員能協助老師處理行政工作。
 - 72%老師非常認同，以及 28%老師認同文員能協助老師製作展板
 - 100%老師均同意校方應繼續運用學校發展津貼聘請文員。
- 本學年學校繼續以考績方式評核文員的工作表現，並由屬組主任於學年終與他們舉行了工作面談，瞭解他們的工作和向他們闡述考績的報告，以肯定他們的貢獻和鼓勵他們努力工作。

反思：

鑒於政府的撥款政策，學校沒有足夠資源與他們簽訂較長時間的工作合約，又或增加他們的薪金。如能在合約年期又或薪金方面有所延長或提升，則更能提升文員對學校的歸屬感。

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

Intended Outcomes		Performance Indicators	Actual Performance
Targets	Achievements		
<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 communication, creativity, and critical thinking skills through interactive English activities.</p>	<p>1. Teachers to be relieved of their workload in preparing a language-rich English learning environment and training students for performances, competitions and activities.</p> <p>2. Teachers can focus on catering for learner differences and coping with pupil’s diversity in speaking and listening.</p>	<p>1. Students’ proficiency in English Language is enhanced.</p> <p>2. Students are generally able to make improvement in English Language speaking and reading skills.</p> <p>3. The language-rich environment creates a lively and authentic atmosphere that enhances second language learning.</p> <p>4. 100% of students have participated in the English performances/ competitions/ activities.</p>	<p>1. Achieved</p> <p>2. Achieved</p> <p>3. Achieved</p> <p>4. Achieved</p>

Evaluation:

The main duties for this NET position center around improving students’ speaking ability in the English language. The NET adapted course material to address five skills which impact students’ verbal proficiency in English: fluency, confidence, usable vocabulary, pronunciation, and grammar habits. As students progressed through the course material, they received mock speaking assessments throughout the year which increased in difficulty.

Early lessons built grammar habits and usable vocabulary through games and activities which allowed students to begin using new knowledge almost instantly. Vocabulary activities targeted more precise descriptions (e.g. “excited” rather than “happy”), and grammar activities targeted past tense verb forms, prepositional phrases, and other common, habitual errors. Students also learned several tongue twisters throughout the year to aid with pronunciation. Many students were able to say their tongue twisters flawlessly. Lastly, lessons featured heavy use of visual aids which encouraged students to

respond to various stimuli immediately in English, thereby increasing confidence and familiarity in using English.

Increasing fluency was the main goal. Expanding usable vocabulary played a key role. Lessons also included some phonics and pronunciation instruction and practice, especially for rather difficult sounds such as th- in 'thing' (θ), to empower students to read unfamiliar words correctly and boost reading confidence. Finally, students learned note-taking and organization techniques to use when preparing a presentation for the speaking exams.

The NET provides an opportunity for students to learn English through immersion. Immersion develops students' language skills rapidly by encouraging them to think entirely in a new language rather than constantly trying to translate vocabulary words in their minds before speaking. When combined with a low-pressure learning environment, this practice eliminates nearly all removable obstacles which discourage students.

Overall, students seemed to enjoy the English lessons and have significantly more confidence, fluency, and enthusiasm.

Evidence:

From pupils' questionnaires we found that:

- ❖ 92.9% of pupils could follow teacher's instructions to complete the tasks assigned.
- ❖ 88.2% of pupils were willing to respond to questions in simple English.
- ❖ 75.5% of pupils had greater confidence in speaking English and communicating with others by using English.

From teachers' questionnaires we discovered that:

- ❖ 100% of teachers believed that this programme could enhance pupils' proficiency in English Language.
- ❖ 100% of teachers stated that pupils were generally able to make improvement in English Language speaking and reading skills through their classroom observation.
- ❖ 100% of teachers agreed that the language-rich environment created a lively and authentic atmosphere which enhanced second language learning.
- ❖ 100% of teachers agreed that pupils were generally able to express themselves in English during English lessons.

Suggestion:

It is helpful for the English teachers to provide suggestion on any areas that they want specific students to concentrate on.