



軒尼詩道官立小學(銅鑼灣)

2020 - 2021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)

2020- 2021 年度學校發展津貼收支報告表

2020 - 2021 年度學校發展津貼可運用總額

\$ 780,416.00

項 目	
1) 聘請教學助理兩名	\$ 279,200.3
2) 聘請文員兩名	\$ 278,814.5
3) 小三至小六英語增潤課程	\$ 128,000.00
共支付：	\$ 686,014.8
餘款：	\$ 94,401.2

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 28 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：
 - 81.5%老師非常認同，以及 18.5%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。
 - 72.7%老師非常認同，以及 27.3%老師認同教學助理能協助他們編製教材。
 - 68.5%老師非常認同，以及 31.5%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。
- 透過問卷調查及日常工作表現，各組均十分欣賞教學助理的工作表現及態度。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工作面談，瞭解他們的工作和向他們闡述考績報告，以肯定他們的貢獻和鼓勵他們努力工作。

反思：

- 培訓教學助理掌握在線平台及電子教學的運用，協助進行學習活動。

2. 「聘請兩位文員」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	-學生在使用資訊科技及視聽器材時得到適當協助	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 23 萬元聘請了兩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：
 - 81.5%老師非常認同，以及 18.5%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。
 - 67.3%老師非常認同，以及 30.9%老師認同文員能協助老師編教材，只有一位老師不認同。
 - 81.5%老師非常認同，以及 18.5%老師認同，文員能協助教師使用資訊科技教學。
 - 81.5%老師非常認同，以及 18.5%老師認同文員能協助老師處理行政工作。
 - 79.6%老師非常認同，以及 20.4%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。
- 透過問卷調查及日常工作表現，各組均十分欣賞文員的工作表現及態度。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工作面談，瞭解他們的工作和向他們闡述考績報告，以肯定他們的貢獻和鼓勵他們努力工作。

反思：

- 培訓文員整理統計數據，協助報價等工作。

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

Intended Outcomes		Performance Indicators	Actual Performance
Targets	Achievements		
<p>1. To encourage and motivate students to communicate in English, to practise more and to build their confidence so that they can express themselves in English, as a second language.</p> <p>2. To develop communication skills, their reading ability and to ensure that students continuously focus on their pronunciation, tone and presentation.</p> <p>3. To help the students expand upon their current vocabulary by learning new interesting words and understanding the meanings.</p>	<p>1. Teachers' workload in preparing an oral English language curriculum for the students could be lightened.</p> <p>2. Teachers can focus on learner differences and coping with pupils' diversity in speaking and listening.</p> <p>3. Teachers get more support by having a NET to teach the students spoken English, relating to the subject being taught in the chapters from the textbook for each form.</p>	<p>1. Students' proficiency in English Language is enhanced.</p> <p>2. Students are generally able to make improvement in their 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. The majority of the students are more motivated to practise and improve their spoken English.</p> <p>5. Overall, the student's pronunciation has developed progressively over the course of the school year.</p>	<p>1. Achieved</p> <p>2. Achieved</p> <p>3. Achieved</p> <p>4. Achieved</p> <p>5. Achieved</p>

Evaluation:

The main duties for this NET position are to improve students' English language speaking and reading skills and to enhance their confidence in speaking English. The NET adapted course materials and designed various activities to address different skills which enhanced students' verbal proficiency in English including but not limited to confidence, fluency, range of vocabulary, pronunciation and grammar.

Lessons were designed to create an authentic context for students to build a connection between the subject knowledge learnt and their daily lives. It motivated students to learn more about the topics and helped them have a better understanding of the usage of English Language. Thus, they would be more confident of applying the knowledge and skills learnt.

In order to build student's confidence and fluency in spoken English, an English-rich environment and sufficient opportunity to communicate with a native speaker are highly essential. The NET provided an authentic setting for students to communicate with her in English under a fun and low-pressure environment. It motivated students to practise the language focus in class verbally and fostered students to be brave to express themselves in English. Hence, with constant practice, students' fluency in spoken English was enhanced. Besides, their range of vocabulary was also expanded through various activities. It could boost students' abilities in reading.

English games and regular praises were essential elements in motivating students to learn and to use the language. Games involving role-plays, "Show Me", "Teacher says", "Change your chairs if...", etc. were introduced to get students involved in class and arouse their interests. These games were also successfully carried out during online lessons. Students got chances to have fun and move around after sitting in front of the screen for a long time. However, due to pandemic, group discussion and pair works could hardly be done in class or during online lessons. Some activities including whole-class discussions and presentations were carried out regularly in order to allow students practise speaking and listening skills.

Lessons also included pronunciation instruction and practice, especially for some difficult sounds and phonic combination. These practices helped student sound out words and enhance their pronunciation. Moreover, these practices could empower students to read unfamiliar words correctly and thus boost their confidence in reading and speaking. Students also learned several tongue twisters throughout the year to help improve their pronunciation. By the end of the course, many students were able to say the tongue twisters flawlessly.

Overall, students enjoyed having English Language lessons with the NET and their confidence, fluency, motivation and enthusiasm in speaking English have been significantly increased.

Evidence:

From pupils' questionnaires we found that:

- ✧ 91.67% of pupils could follow teacher's instructions to complete the tasks assigned.
- ✧ 91.67% of pupils were willing to respond to questions in simple English.
- ✧ 82.32% of pupils had greater confidence in speaking 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 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 more motivated to practise and improve their spoken English.
- ✧ 100% of teachers agreed that students' pronunciation has developed progressively over the course of the school year.

Suggestion:

- ✧ The NET could provide more opportunities for students to speak English in an authentic situation during lessons or recesses. By employing a full-time NET next year, the NET could have more time to plan and develop the school-based English Language curriculum with local teachers, organize more English Language activities for students and carry out more extra-curricular English activities.