



軒尼詩道官立小學(銅鑼灣)  
2025 - 2026 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 (2025 - 2026 年度)

預算本年度可運用津貼總額	\$ 827,000.00
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項目	預算費用
1) 聘請教學助理四名(其中一名教學助理的 6 個月薪金用「開設小學科學科津貼」支付)	\$ 833,269.50
2) 聘請文員一名 (其中 6 個月薪金用 SEOG 支付)	\$ 99,949.50
3).英語增潤課程(小四至小六)	\$ 261,000.00
共支付： \$ <u>1,194,219.00</u>	

本年度預算超支：\$367,219.00

超支的款項將由學校財政中「Other Educational Purpose」支付

## 運用 2025-2026 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

開辦班級人數： 30

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>- 減輕教師的非教學工作量，使他們能專注發展學生的高階思維能力及培養學生良好的價值觀。</li> <li>- 支援學生學習</li> </ul>	<p>聘請四位教學助理</p>	<ul style="list-style-type: none"> <li>- 協助照顧有學習需要的學生</li> <li>- 協助教師處理非教學及文書等工作</li> <li>- 協助教師編製學材(如國民教育、STEAM 科學及科技教育等)</li> <li>- 協助教師推行教學活動</li> </ul>	<p>由 2025 年 9 月至 2026 年 8 月，為期一年</p>	<p>四位教學助理全年薪金連同強積金費用：  <math display="block">(\\$18,895 \times 1.05 \times 12) \times 3 + (\\$18,895 \times 1.05 \times 6)^* = \\$833,269.50</math> <math display="block">* \text{ 其中 6 個月薪金以「開設小學科學津貼」支付}</math> </p>	<ul style="list-style-type: none"> <li>- 有學習需要的學生得到合適的照顧</li> <li>- 教師有更多時間設計課程及教學活動</li> <li>- 預備充足和合適的教具</li> <li>- 學生在進行活動時得到適當協助</li> </ul>	<ul style="list-style-type: none"> <li>- 透過問卷統計教師對教學助理的工作意見，評估成效。</li> <li>- 透過工作日程表及觀察工作表現</li> </ul>	副校長及行政組組長
2) 課程發展	<ul style="list-style-type: none"> <li>- 減輕教師的非教學工作量，使他們能專注發展學生的高階思維能力及培養學生良好的價值觀。</li> </ul>	<p>聘請一位文員</p>	<ul style="list-style-type: none"> <li>- 協助教師處理非教學及文書等工作</li> <li>- 協助教師製作學材(如閱讀推廣、價值教育等)</li> <li>- 協助教師推行活動</li> </ul>	<p>由 2025 年 9 月至 2026 年 8 月，為期一年</p>	<p>一位文員全年薪酬連同強積金費用：  <math display="block">(\\$15,865 \times 1.05 \times 6)^* = \\$99,949.50</math> <math display="block">* \text{ 其中 6 個月薪金以 SEOG 支付}</math> </p>	<ul style="list-style-type: none"> <li>- 教師有更多時間設計課程及教學活動</li> <li>- 預備充足和合適的教具</li> <li>- 學生在進行活動時得到適當協助</li> </ul>	<ul style="list-style-type: none"> <li>- 透過問卷統計教師對文員的工作意見，評估成效。</li> <li>- 透過工作日程表及觀察工作表現</li> </ul>	副校長及行政組組長

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

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 provide greater opportunities for students to use English for purposeful communication both inside and outside the classroom with student-centred approach</p> <p>2. To connect reading texts related to various KLAs with students' previous knowledge and life experiences through engaging in purposeful and meaningful reading under Reading across the Curriculum (RaC) programme</p> <p>3. To promote positive values and attitudes conducive to</p>	<ul style="list-style-type: none"> <li>Hire services from an outside agency through formal tendering procedures which provides a Native-speaking English teacher to support the teaching of speaking and reading skills.</li> <li>Develop school-based reading programme for Primary 4 -6 students and co-teach with local teachers</li> <li>Create one reading booklets for each level per school term. Each booklet should contain</li> </ul>	<p>To provide greater opportunities for students to use English for purposeful communication both inside and outside the classroom with student-centred instruction</p> <p>To connect reading texts related to various KLAs with students' previous knowledge and life experiences through engaging in purposeful and meaningful reading under Reading across the Curriculum (RaC) programme</p>	<p>Starting from 1<sup>st</sup> September, 2025 to 31<sup>st</sup> May, 2026 for 9 consecutive months.</p> <p>Time of execution may be varied which depends on the recruitment progress of the NET</p>	<p>Salary of the Native-speaking teacher for the year- approximately \$261,000</p>	<ul style="list-style-type: none"> <li>At least 80% of students agreed that the NET and local teachers could provide opportunities for them to develop their reading and speaking skills</li> <li>At least 80% of students agreed that the NET and local teachers could help develop their higher-order thinking skills and creativity through reading various kinds of texts.</li> <li>At least 80% of students agreed that they enjoyed interacting with the NET and local teachers during recess/ outside class.</li> <li>At least 80% of</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing evaluation during co-planning meetings</li> <li>Lesson observation</li> <li>Students' works</li> <li>Conduct surveys to gather views from teachers and students about the NET lessons</li> </ul>	English Panel Teachers and subject teachers

	effective, independent and lifelong learning	extended reading, note-taking and presentation strategies.	To promote positive values and attitudes conducive to effective, independent and lifelong learning			students agreed that they were more motivated to speak in English.		
4.	To offer students interactive and immersive learning experiences through AI technology/ eLearning tools	<ul style="list-style-type: none"> <li>• Carry out recess activities regularly and establish a language-rich English learning environment at school.</li> <li>• Lead students to participate in SCHOLAR activity and other competitions and activities.</li> </ul>	<p>To offer students interactive and immersive learning experiences through AI technology/ eLearning tools</p>			<ul style="list-style-type: none"> <li>• Two reading booklets for each level per school term are created at the end of the school year.</li> <li>• Students participate in at least one SCHOLAR activity and other competitions and activities organized by EDB.</li> </ul>		

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