



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

(暫定款額)

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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： \$ 1,194,219.00

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>	聘請四位教學助理	<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>	由 2025 年 9 月至 2026 年 8 月，為期一年	四位教學助理全年薪金連同強積金費用： $(\$18,895 \times 1.05 \times 12) \times 3 + (\$18,895 \times 1.05 \times 6)^*$ $= \$833,269.50$ * 其中 6 個月薪金以「開設小學科學津貼」支付	<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價值觀。</li> </ul>	聘請一位文員	<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>	由 2025 年 9 月至 2026 年 8 月，為期一年	一位文員全年薪酬連同強積金費用： $(\$15,865 \times 1.05 \times 6)^*$ $= \$99,949.50$ * 其中 6 個月薪金以 SEOG 支付	<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	<ol style="list-style-type: none"> <li>To provide greater opportunities for students to use English for purposeful communication both inside and outside the classroom with student-centred approach</li> <li>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</li> <li>To promote positive values and attitudes conducive to</li> </ol>	<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

	<p>effective, independent and lifelong learning</p> <p>4. To offer students interactive and immersive learning experiences through AI technology/ eLearning tools</p>	<p>extended reading, note-taking and presentation strategies.</p> <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 promote positive values and attitudes conducive to effective, independent and lifelong learning</p> <p>To offer students interactive and immersive learning experiences through AI technology/ eLearning tools</p>			<p>students agreed that they were more motivated to speak in English.</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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