



獻主會小學

OBLATE PRIMARY SCHOOL

二零二零至二零二一年度

運用「學校發展津貼」報告

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法團校董會主席簽署：

簡立和神父

日期：

獻主會小學

運用 2020/21 學年「學校發展津貼」報告

項目	關注重點	策略/工作	所需資源	負責人
課程發展	1. 為教師創造空間，以減輕教師的工作量，讓教師進行電子學習及 STEM 教育備課，提升教學效能。	聘請合約教師、IT 助理、行政助理協助處理資訊科技及 STEM 教育文書工作，並為教師準備教材。	\$229,246.00	彭耀偉
	2. 將宗教知識生活化，提升靈育。	聘請牧民助理協助推行各項倫宗活動，讓學校的宗教氣氛更加濃厚。	\$27,483.75	麥秀儀
提高學生語文能力	1. To enhance students' English learning ability in P.1 and P.2	An ELTA supplied by an agent will co-teach with P.1 and P.2 English teachers	\$0.00	郭榮寧 高慧領
	2. To enhance students' English speaking skills in P.1 to P.6	A NET teacher supplied by an agent will train P.1 to P.6 students English speaking skills	\$11,100.00	
	3. To sharpen students' secondary school interview techniques (P.6)	A tutor will provide an interviewing workshop to all P.6 classes	\$0.00	
總計：			\$267,829.75	

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項目	關注重點	根據方案，報告如下：	備註	負責小組
課程發展	1. 為教師創造空間，以減輕教師的工作量，讓教師進行電子學習及 STEM 教育備課，提升教學效能。	<p>聘請合約教師、行政助理協助處理資訊科技工作，並為教師準備教材，教師能從中減輕處理非教學工作，騰出更多空間進行學與教的準備工作，特別是電子學習及 STEM 教育的共同備課、觀課及評課。從課堂觀察中，學生都能運用電子工具進行學習。在學生持分者問卷中，95.8%學生懂得運用學習方法，如作課前預習、運用概念圖、工具書及網上資源等；82%教師認為學生經常運用不同資源學習，例如互聯網、圖書館等。另外，從教師問卷調查中，顯示 89.1%學生能在我的課堂運用不同軟件或應用程式 (例:Google Classroom、Kahoot!、Nearpod、Classkick、dashboard 或 Pear Deck)；73.9%學生能以不同學習平台或應用程式作預習、課後延伸、鞏固及自學。</p> <p>建議來年學校繼續聘用合約教師及行政助理，為教師創造空間。</p>	<p>計劃用款 \$340,000.00 實際開支 \$229,246.00 餘款 \$110,754.00</p>	彭耀偉
	2. 將宗教知識生活化，提升靈育。	<p>本年度聘請 3 位兼職牧民助理協助推行各項宗教活動，準備祈禱內容，並處理有關宗禮儀活動的佈置，讓學校的宗教氣氛更加濃厚。</p> <p>從觀察所得，學生及老師都熱心參與學校各項宗教禮儀。課堂的教學配合與天主相遇、聆聽天主教導的經驗，鼓勵學生把在學校學到的宗教知識和體驗，在生活中與其他人分享，實踐「愛主愛人」的精神。</p> <p>建議來年繼續聘請牧民助理，協助推行各項宗教禮儀及活動，支援福傳工作。</p>	<p>計劃用款 \$32,000.00 實際開支 \$27,483.75 餘款 \$4,516.25</p>	麥秀儀

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提高學生語文能力	3. To enhance students' English learning ability in P.1 and P.2	An ELTA was planned to be provided by an English Language Service Provider to co-teach with the P.1, P.2 and P.3 English teachers for 18 days throughout the school year. However, due to the COVID-2019 and the unstable schedule to have face-to-face teaching at school, an ELTA could not be hired this year. To solve the problem, two rounds of NET's online speaking class has been arranged to help P.1 and P.2 students in Zoom after school. They had to speak in English to respond to questions and read aloud texts or sentences. Students could use English in different situations. An ELTA will be recruited in the coming academic year.	Budget \$32,000.00 Spent \$0.00 Surplus \$32,000.00	郭榮寧 高慧領
	4. To enhance students' English speaking skills in P.3 to P.6	A PIM teacher, provided by OMI, was hired to provide English speaking practice with students from P.3 to P.6. Due to the COVID-19 and no face-to-face teaching was allowed in the beginning of the school year, online speaking class has been arranged to P.3 to P.6 students in a rolling schedule. Students met the PIM teacher in groups and practise English speaking skills through Zoom. Students could practise English speaking skills in the afternoon at home. However, since the PIM teacher needed to go back to his home country in April, online speaking class could not be arranged after April. The PIM teacher provided more English-speaking opportunities for students and a PIM teacher should be hired next year.	Budget \$24,500.00 Spent \$11,100.00 Surplus \$13,400.00	
	To sharpen students' secondary school interview techniques (P.6)	The teacher planned to conduct a workshop and a small group interview practice to all P.6 students. It provided the essence of good interviewing techniques. Students understood the importance of a good appearance, positive attitudes and adequate preparation would play a crucial part in a successful interview. However, due to the COVID-19 and health measures, close contact was not allowed. The P.6 interview workshop has been turned to be conducted in a video form and the video was prepared by the teacher but the mock interview could not be arranged. The teacher decided not to charge the fees this year. The activity will be carried out next year.	Budget \$3,000.00 Spent \$0.00 Surplus \$3,000.00	