



獻主會小學

OBLATE PRIMARY SCHOOL

二零一九至二零二零年度

運用「學校發展津貼」報告

獻主會小學

OBLATE PRIMARY SCHOOL

二零一九至二零二零年度

運用「學校發展津貼」報告

法團校董會主席簽署：

簡立和神父

日期：

獻主會小學

運用 2019/20 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資優教育備課，提升教學效能。	聘請教師、IT 助理、行政助理協助處理資訊科技及資優教育文書工作，並為教師準備教材。	\$340,000.00	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倫宗科的各项活動，讓學校的宗教氣氛更加濃厚。	\$21,000.00	麥秀儀
提高學生語文能力	1. 提升學生的中文閱讀能力。	參與中文大學「每日一篇」網上自學平台，讓學生透過課餘時間閱讀大量的優秀篇章，提升中文閱讀能力，培養學生網上自學的習慣。	\$7,000.00	顏鳳儀
	2. To enhance students' English learning ability in P.1, P.2 and P.3	An ELTA supplied by an agent conducted co-teach with P.1, P.2 and P.3 English teachers	\$29,850.00	郭榮寧 高慧領
	3. To enhance students' English speaking skills in P.3 to P.6	A PIM teacher provided by OMI was hired to train P.3 to P.6 students' English speaking skills	\$24,500.00	
	4. To sharpen students' secondary school interview techniques (P.6)	A tutor provided an interviewing workshop to all P.6 classes	\$3,000.00	
總計：			\$425,350.00	

獻主會小學
運用 2019/20 學年「學校發展津貼」報告

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資優教育備課，提升教學效能。	<p>聘請 IT 助理、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，特別是電子學習及資優教育的共同備課、觀課及評課。從課堂觀察中，學生都能運用電子工具及資優教育進行學習。在學生持分者問卷中，85.7%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；81.6%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 85%教師及學生在課堂上能使用電子學習應用程式配合教學內容；85%教師及學生在課堂或課後使用學習平台配合課堂教學。</p> <p>建議來年學校繼續聘用 IT 助理及教學助理，為教師創造空間。</p>	<p>計劃用款 \$340,000.00 實際開支 \$212,747.95 餘款 \$127,252.05</p>	彭耀偉
	2. 將宗教知識生活化，提升靈育。	<p>本年度聘請 2 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。課堂的教導配合與天主相遇、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到的經驗，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，協助推行各項宗教活動，支援福傳工作。</p>	<p>計劃用款 \$21,000.00 實際開支 \$10,657.50 餘款 \$10,342.50</p>	麥秀儀

獻主會小學
運用 2019/20 學年「學校發展津貼」報告

項目	關注重點	根據方案，報告如下：	備註	負責小組
提高學生語文能力	1. 提升學生的中文寫作能力	<p>根據「每日一篇 2019-2020 年度閱讀統計報告」，由十月至六月期間，本校學生平均閱讀篇數為 16 篇，較全港平均閱讀篇數 10 篇為高，其中「全校最佳閱讀篇數 2A 與全港平均閱讀篇數比較」更高出 2 倍，可見學生喜愛閱讀及積極學習。另外，根據校內考績的閱讀評估成績，學生在解答高階思維理解的題型俱有進步。教師亦能善用每月的網上閱讀紀錄，鼓勵學生在停課期間養成網上閱讀的良好自學習慣，提升學生的閱讀理解及自學能力。</p>	<p>計劃用款 \$7,000.00 實際開支 \$0.00 餘款 \$7,000.00</p>	顏鳳儀

獻主會小學

運用 2019/20 學年「學校發展津貼」報告

項目	關注重點	根據方案，報告如下：	備註	負責小組
提高學生語文能力	2. To enhance the English learning ability in P.1, P.2 and P.3	An ELTA was 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. Due to the COVID-19 and the class suspension, only 11 lessons were provided to P.3 and P.2 students according to the schedule. The ELTA carried out language activities and games as a part of their classroom teaching. The games and activities aimed to enhance speaking and listening skills, and to motivate students using English in an authentic language situation. Students were engaged and active during the lessons provided by the ELTA. They had to speak in English to respond to questions, participate in games, and read aloud stories. Students could use English in different situations. An ELTA will be recruited in the coming academic year.	Budget \$29,850.00 Spent \$17,950.00 Surplus \$11,900.00	郭榮寧 高慧領
	3. 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. Students met the PIM teacher in groups and practise English speaking skills. Due to the COVID-19 and the class suspension, PIM met the students in groups through Zoom and provided online speaking class according to the timetable arranged to P.3 to P.6 students. Students could practise English speaking skills in the school suspension period. The PIM teacher provided more English-speaking opportunities for students. A PIM teacher should be hired next year.	Budget \$24,500.00 Spent \$22,100.00 Surplus \$2,400.00	
	4. To sharpen students' secondary school interview techniques (P.6)	The teacher conducted a workshop and a small group interview practice to 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. The teacher commented that students had positive responses during the workshop and small group drilling interviews. It was observed that students' confidence was enhanced through the workshop and the small group interview practice. The workshop and the interviews were conducted and arranged in three consecutive days this year and the arrangement was widely welcomed. The activity will be carried out next year.	Budget \$3,000.00 Spent \$2,800.00 Surplus \$200.00	