

# 天主教領島學校

2016-2017

學校發展津貼評估報告

天主教 領島學校

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# 天主教領島學校

## 2016-2017 學校發展津貼評估報告

明篤  
辨行

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# 天主教領島學校

## 2016 - 2017 年度

### 學校發展津貼評估報告

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**天主教領島學校**  
**2016–2017 年度**  
**學校發展津貼評估報告**

**【一】 成就和反思**

**【1】 聘請教學助理（2人）**

**成就：**

1. 本年度學校聘請了兩位教學助理（TA&CA），協助教師處理日常繁重的文書工作。學校能善用有限的人力資源，充分借助TA&CA支援老師準備教學資源，提升老師教學效能。
2. 兩位教學助理能協助老師設計和製作海報、壁報和展板，有效地輔助老師展示學生的學習成果，達致學校推廣之效。
3. CA與外籍英語老師（NET）緊密合作，致力推展英語教學和英語活動，成效顯著。
4. 教學助理（CA）在午間時段協助老師拓展學生活動－英語活動及其他活動，拓展學生參與多元課外活動的機會。
5. 教學助理在校際朗誦比賽、音樂比賽及其他活動中，協助老師帶領學生參與校際比賽和活動，減少老師出差時間，讓老師能專注課堂教學。

**反思：**

1. 學校能善用有限的資源，透過聘請兩位教學助理（TA&CA）協助老師處理非教學及教學事宜，提升老師教學效能。
2. 學校文書工作量十分繁重，除恆常文書外，TA仍須應付學校推廣事宜，幸好聘請兼職分擔工作，舒緩少部份壓力。
3. 建議校方下學年度繼續聘請教學助理，協助教師推展學校活動，為教師創造空間。

## 【2】倫理、公民教育及信仰培育計劃

### 關注重點：

1. 推行道德倫理、公民教育及信仰培育活動，提昇校內和諧共融氣氛。
2. 重視信德、望德與愛德的靈性教育，培養學生愛主愛人的精神。

### 成就：

#### 1. 校內活動情況

##### i) 節令性活動：

- 協助籌備九月份的「開學祈禱禮」，為學生準備「承諾書」，引導學生訂立新學年目標，承諾做個「明辨篤行」的領島好學生。
- 十月份，配合「主保瞻禮」協助籌備「主保瞻禮」(後因颱風關係取消)，並協助為各級學生設計校本專題習作(工作紙)，加深學生對「聖若望保祿二世」的認識，引領學生學習其忠誠、堅毅、寬恕別人的芳表。
- 十一月「諸聖節」，協助設計「專題習作」(工作紙)，讓各級同學加深對不同聖人的認識，以聖人作楷模。另外，亦與科任老師協作，於課堂中舉行「煉靈月祈禱會」，為亡者祈禱，提醒同學保存自己的靈魂純潔，向聖人學習，聽從主耶穌的教導，並對生活作出反思，珍惜生命。
- 十二月「將臨期及聖誕期」，協助於校內佈置馬槽及設計「將臨期小星星」，讓學生反思生活德行的實踐，並協助籌備「聖誕祈禱禮」，為學校增添節日氣氛，亦讓學生明白聖誕節的意義，感受聖誕節的喜樂與平安。此外，更於十二月二十日與部份老師帶領四十多位同學到尖東海傍報佳音，並於十二月二十五日帶領位同學與堂區主日學一起，到土瓜灣探訪護老院，以行動傳揚救主愛的喜訊。
- 協助籌備二月份「新春祈禱禮」，感謝天父一年來賜給師生們無數恩典，在天父的庇蔭下，除舊更新，福祐我們精誠團結，日進於德，亦設計「專題習作」(工作紙)，讓同學學習為自己訂立「新年新目標」。
- 三月份，鼓勵學生響應「四旬期運動」之捐獻籌款，並於選定課堂，入班與科任老師協作，進行「苦路善工」，讓學生

透過祈禱默想，反省悔改，反思生命的意義，培養熱愛生命之情。此外，亦協助籌辦「愛心午餐」活動，為慈善團體籌款，並讓學生學懂惜糧惜福，以犧牲作奉獻，分享主愛。

- 四月份協助籌備「復活期祈禱禮」，感謝天主把我們從罪惡和焦慮中解放出來，得享喜樂的新生活，藉著祈禱，同學們用愛心和善行作為禮物，奉獻給主耶穌基督。
- 協助籌備五月份「聖母月敬禮」，設計「神花工作紙」，引領全體師生於早會向聖母獻花，效法聖母的謙卑、聽命、樂於助人的芳表。
- 協助籌備七月份「結業禮」，製作「成長短片」，讓學生能為全學年的學習作一總結，並學習實踐「傳承感恩」的精神。

ii) 恆常性活動：

- 協助訓練學生於早會及祈禱禮帶領祈禱，並與老師合作帶領校內「基督小先鋒」，籌辦小組活動及校外愛德服務活動，增強學生的自信心及助人精神，並提升其領導才能。
- 上、下學期各一次，於午膳小息分班帶領學生進行倫理道德及信仰培育活動，增強學生之倫理道德及信仰培育。另小息時段於「心靈加油站」當值，與學生小組傾談或進行小組活動。
- 邀請神職人員到校主持禮儀或分享，增加學生對神職人員的了解，學習其犧牲服務之精神。
- 協助帶領學生主持「愛心點唱」，給予學生平台與校內師生/生生互相交流、互相鼓勵、彼此祝福，藉此增進師生/生生間之關係，培養學生感恩之情。

從老師的觀察及與學生訪談之回饋得知，大部份學生與教學助理關係良好，願意參與及投入校內各項倫理道德及信仰活動，部份學生更主動於課後時間，帶同其他同學到「心靈加油站」進行小組活動，或與教學助理傾談分享。學生大都樂意成為「基督小先鋒」，協助學校倫理道德及信仰活動的進行，即使成績稍遜之學生，亦願意協助老師及其他同學，給予各人祝福，增加對學校的歸屬感，建立正確人生觀。

## 2. 校外活動情況

- 在全職教學助理的協助下，與校外不同團體協辦多項校外活動，包括：
  - i) 籌款活動 (明愛、四旬期運動、無國界醫生、宣明會)
  - ii) 愛心探訪 (進教之佑堂、土瓜灣護老院)
  - iii) 專題講座/分享 (無國界醫生、宣明會、神父)
  - iv) 聯校學生交流 (基督小先鋒九龍 II 區、慈幼葉漢小學、慈幼葉漢千禧小學、石籬天主教小學)

得到全職教學助理協助執行計劃，學生有更多的機會參與校外的活動，多接觸外界，擴闊視野，並能實踐愛德精神，服務社群，增強學生的自信心，增加與校外團體聯繫的機會。學校獲得四旬期運動「愛心學校」之嘉許，同學參與愛心探訪，亦分別得到相關機構之服務嘉許。

### 反思：

1. 教學助理能配合學校推行德育及公民教育政策，協助籌備不同的校內/校外活動，製作專題習作(工作紙)、壁報或短片，讓學生能多接觸主題內容。
2. 教學助理入班進行協作教學，效果理想。將繼續配合節令或學生需要，訂立主題，增加協作教學的次數。
3. 教學助理於午膳小息分班帶領學生進行倫理道德及信仰培育活動，小息於「心靈加油站」當值，能讓學生善用課後時間，繼續自主學習。日後教學助理可協助培訓學生，於「心靈加油站」當值，帶領同學進行活動，提升學生的自信心與效能。
4. 與校外團體及堂區關係良好，將繼續與校外團體及堂區保持聯繫，建立網絡，讓學生有更多機會接觸社區，擴闊視野。

## 關注重點：

### 3. 關注校內學生及其家庭所面對的困難，並給予輔助。

## 成就：

#### 1. 學生對教學助理的接納

- 從觀察所得，學生與教學助理的關係和諧，有需要尋求傾訴的學生都主動及非常樂意與她交談，確實建立到關愛共融的校園文化。
- 在教職員尋求協助時，教學助理能協助教職員與學生傾談，疏導學生之情緒，並作教職員與學生溝通的橋樑，阻止問題惡化。

#### 2. 支援學生及家庭

- 教學助理主動關心學生的需要，慰問有需要幫助的學生和家庭，實踐愛主愛人的精神。
- 協助籌辦及帶領「親子朝聖之旅」，並邀請家長出席學校之祈禱禮，藉此除增加了子女與父母溝通的機會，有助建立良好的親子關係，亦能秉承教會福傳的使命。

## 反思：

1. 教學助理於「心靈加油站」當值，增加學生與教學助理接觸的機會，部份學生更會主動與教學助理傾談，訴說心中所思。將繼續安排教學助理於「心靈加油站」當值，並可於課前多帶領學生祈禱靜思。
2. 參與親子活動之家長贊同活動的意義，認同活動能增進親子關係，提升其同理心。除協助舉辦親子活動外，教學助理可嘗試組織家長小組(特別公教家庭)，從倫理及信仰方面給予家長支援，讓家長能得到抒發的空間。



## 關注重點：

### 4. 加深教職員和學生對天主教教育核心價值的認識。

## 成就：

### 1. 校內倫理道德及信仰教育之佈置

- 負責安排校內一切有關倫理道德及信仰的佈置，增加教職員與學生對天主教信仰的認識。

### 2. 道德倫理及信仰培育之專題演講

- 協助老師搜集資料，於早會向學生進行道德倫理及信仰培育之專題演講。
- 配合「領島人特質」及每月主題分享，協助製作主題壁報。

### 3. 學生及教職員靈修活動安排

- 邀請神父主持學校之祈禱禮及出席學校活動，與學生作分享，增加同學與牧職人員接觸的機會，並加強同學對天主聖言的認識。
- 邀請「靈火文化」到校為學生主持道德倫理及信仰培育活動，分享「生命的喜悅」。
- 協助籌備「教師靈修/分享」，邀請牧職人員與全體教職員進行生活/教學分享。
- 邀請不同的教職員一起參與校內校外的宗教活動（如探訪、朝聖、報佳音）

## 反思：

1. 教學助理與牧職人員或校外機構關係良好，可繼續協助邀請牧職人員或校外機構到校，與學生及教職員分享交流。
2. 教學助理可協助為公教老師籌辦靈修聚會。

### **【3】編製時間表**

#### **成就：**

1. 減輕教師的工作量，使教師能專注策劃來年發展項目。
2. 由電腦編排，節省時間，效果理想，更可避嫌，有利凝聚團隊。

#### **反思：**

1. 繼續邀請時間表公司協助編製時間表，使教師能專注策劃來年工作。
2. 因學校發展需要，編排要求日趨繁複，實有賴專業公司支援。

#### **【4】 聘請外籍教師 NET ( Evaluation on the service of NET )**

The service provider Momentum Multiple Intelligence Education Ltd. (renamed as Navigate Learning (HK) Company Ltd. in October 2016) assigned one NET to our school from 1<sup>st</sup> September 2016 to 27<sup>th</sup> June 2017. He was mainly responsible for teaching P4-6 KIP Programme. During his service, he designed teaching materials for P4-6 Guided Reading Programme and organized a series of extra-curricular activities such as holding recess and lunch activities, designing games for English Fun Day, coaching junior and senior choral speaking teams and directing our school drama.

#### **Effects:**

1. The service of NET has aroused students' learning interests through interactive activities. NET has designed practical eLearning teaching materials. The interactive reading lesson has provided opportunities for students to enhance their reading skills.
2. With the help of technology, most of our teachers agreed that the service of NET has transformed the KIP Reading Programme to be more systematic and advanced than before, in order to arouse students' reading interests and enhance their language abilities.
3. P1-P6 Self-directed learning worksheets were designed. Students could do those worksheets during their free time in class.

#### **Suggestions:**

1. It is suggested that our school should employ a full-time NET in the next school term, since there will be more classes in P4-P6 than this year.
2. Our suggested NET will be responsible for training up students' speaking skills through school-based curriculums and various of events next year, to arouse students' confidence in using English.

## **【5】 英語話劇推廣計劃 (Evaluation on English Drama Club)**

Our school English Drama Club recruited 23 students from P.4-P.6. in this school year. English Drama Workshops were held in the school hall from 3:30 to 4:45 p.m. on Thursdays. It was led by the NET, Mr. Kevin and our school English panel chairperson, Ms. Ellen Sun.

During the workshops, students were taught drama skills such as voice projection and presentation, collaboration, creativity, gestures, facial expression and teamwork. Their performance was outstanding in the Hong Kong School Drama Festival 2016/17.

### **Effects:**

#### **(1) Awards in the Hong Kong School Drama Festival**

On 23 February 2017, the play ‘The Life of Daniel’ was performed in the Hong Kong Drama Festival (English). Two adjudicators from the Hong Kong School Drama Festival watched our performance and evaluated our play. The following awards were given to our school and our students among a great number of competitors:

- a) Award for Outstanding Stage Effect (School)
- b) Award for Outstanding Cooperation (School)
- c) Award for Outstanding Performers (2 team members)

#### **(2) Performance in the school talent show:**

Great feedback from the audience in the school talent show on 20 May 2017 was received. Although students were not familiar with the venue, they acted well and professionally on stage.

#### **(3) Evaluation of students’ learning and performance by our school teachers**

Our students enjoyed learning English through drama activities. They were respectful and willing to follow teachers’ instructions. Students also enjoyed working together during rehearsals and performances. They loved performing and expressing themselves in English. The drama skills they have learnt have developed their interests

and motivation in learning English. However, a few P.5 students were stressed because of their studies and the time clash of other extra-curricular activities after school.

#### **(4) Evaluation of students' drama skills and English proficiency by the native English speaking drama teacher**

The native English speaking drama tutor, Mr. Kevin, appreciated our students' performances. He emphasized on building up a harmonious team and encouraged our students to speak and express naturally and confidently in English. Therefore, through the drama workshops, our students have more opportunities to use English and their learning interests have been aroused.

#### **(5) Drama Appreciation and In-class Workshops**

On 24 November 2016, Dove Tales Theatre Company had a drama performance 'Christmas Unplugged' at our school hall. P1 to P2 students enjoyed the performance very much. Some of them had a chance to perform with the professional native English speaking actors. The stage effect and story outline were very interesting to attract students' attention. Before the performance, our students had a bible story workshop in their classrooms to get familiar with the stories and learn more about the meaning of Christmas. They have learnt to treasure what they have and love one another through the drama appreciation and in-class workshops. Therefore, it is suggested to hold similar activities to our students every year.

## 【6】「陽光學堂」小一體驗班

### 成就：

1. 程序安排及推行情況 本年度「陽光學堂」小一體驗課程共分為三日，並分兩班同時進行。配合不同的活動形式，導師會移動課室內的桌椅，騰空足夠的活動空間。同學們於課堂時間內進行普通話、英語及成長活動，為升小一作好預備。普通話及英文課為同學預備不同的生動教學主題，當中包括互相認識、認識科目及認識學校等，讓同學們在輕鬆的環境中學習語文，從而提昇學習興趣。而成長小組包括團體遊戲、專注力訓練等活動，讓他們認識新朋友。
2. 活動目標之達成透過團體合作遊戲，同學們均可互相認識，學習人際溝通技巧。而導師以遊戲方式教授學員普通話、英文科及個人成長活動，營造出愉快學習的環境，讓同學們享受課堂樂趣，減少對學校的陌生及不安。就觀察所見，大部分參加者均能投入活動當中，他們積極回答問題，亦能寓學習於遊戲。整體來說，目標達成。
3. 是次活動用以下的方式作為檢討方法：
  - a. 家長第三天於校內進行親子活動，家長及學生在愉快的氣氛中體驗親子遊戲的樂趣，積極投入參與活動，亦可讓家長知道學校是一個愉快學習的地方，增加他們對學校的歸屬感。
  - b. 學員以問卷方式進行檢討，大部分項目的滿意程度均能達到93%以上。

### 反思：

1. 人手安排按合約，每班安排一位青協小組導師及統籌導師，並於第二天安排了普通話、英語導師，人手安排尚算可以。如能安排每組二位導師，應該更能應付特別的學童需要，如處理鬧情緒學員、替不懂粵語的學童翻譯、臨時洗手間安排，學校亦可以安排工友或老師執行相關工作。

## 【7】足球校隊訓練

### 成就：

#### 1. 學生的足球技巧

透過外聘足球導師觀察學生課堂表現，導師認為本校校隊學生在練習時態度積極，具經驗的校隊成員能協助新隊員學習，使三至五年級梯隊發展已見成熟，足球技巧亦有顯著的進步。

#### 2. 學生的上課態度

- a. 導師及負責老師觀察學生的課堂表現，大部分學生都積極練習，態度認真，能耐心地聆聽導師的教導，亦能從課堂和比賽中獲得成功感。
- b. 學生守規，課堂秩序良好。
- c. 學生主動練習，互相切磋球技，能建立良好的團隊精神。
- d. 大部分學生課堂出席率超過 90%。

#### 3. 足球比賽成績

##### (a) 本年度足球隊參與下列比賽

榮獲：3 冠、3 亞、4 季、1 優異的成績

- 教區小學足球比賽—**校長盃季軍**(30 間學校參賽)
- 九龍東區小學校際足球比賽—**優異 (八強)** (44 間小學參賽)
- **其他比賽**
- 鄧鏡波學校高小學生活動日足球比賽—**冠軍**
- 香工八十思高盃小學足球邀請賽—**冠軍**
- 九龍城區慶祝香港回歸祖國二十周年青少年足球邀請賽—**冠軍 (挑戰盃小學組)**
- 傑志盃全港小學五人足球挑戰賽—**亞軍**
- 「余振強紀念盃」小學男子七人足球賽—**亞軍**
- 九龍城區小學新春七人足球比賽—**亞軍**
- 第八屆青新小學足球聯賽—**精英組季軍、挑戰組季軍**
- 聖公會聖三一堂中學小學足球邀請賽—**季軍**

### 反思：

1. 隨着班級結構上升，有更多學生有興趣參與足球校隊，建議讓不同年級的學生都有比賽的機會，以照顧不同能力的校隊成員及更有效地發展梯隊。

## **【8】 英語個人化電子閱讀計劃 (Personalized Online Reading Programme)**

Two online reading platforms, Raz Kids A-Z and iReady Adaptive Diagnostic Assessment, were purchased this school term to build up students' reading habits and assess their English abilities.

Both online platforms were personalized to meet students' individual learning abilities so as to enhance their English standards. English teachers assessed all students' reading levels and assigned students an individual account to read eBooks which could match their reading levels. Students could improve their reading levels through reading eBooks and finishing the reading quizzes regularly. By the end of the school term, English teachers assigned all P1 to P5 students to finish the iReady Adaptive Diagnostic Assessment at school to assess and evaluate students' English abilities clearly.

This is the first year to launch this reading programme. Effects and suggestions are as follows:

### **Effects**

4. The online platform Raz Kids A-Z is user-friendly for teachers and parents to observe students' reading status and performance.
5. Students enjoyed reading eBooks via Raz Kids A-Z as there is an online game zone for them to accumulate coins and play games online.
6. iReady Adaptive Diagnostic Assessment has replaced Reading Levelling Recovery which was done by all English teachers by the end of the school year. The former one is advanced and efficient. Students can use a computer to finish the assessment themselves. Students' overall English levels, phonics, high frequency words, reading comprehension abilities and Lexile reading levels can be viewed in the students' reports. Instructions, lesson plans and suggestions are provided after each assessment, while the latter one



required teachers to assess students one by one. It was time-consuming and ineffective.

### **Suggestions**

1. The two platforms should be continued in the next school year so as to train up students' reading interests and habits, as well as assess their English abilities clearly.
2. Teachers should read the reports carefully and evaluate how we can make good use of the suggested instructions from iReady, so as to enhance students' English abilities.

## **【9】 英語大使計劃 (English Ambassador Programme)**

To promote English language at school, 40 English Ambassadors from P3-P6 were recruited in this school year. They were responsible for holding English stalls during English Fun Day and Revision Week, reporting weather during assembly and doing the morning prayer during morning assembly. A 20-lesson after-school course were arranged to train up their leadership and English speaking skills.

### **Effects**

1. Different festive and thematic stall games were designed to meet the English curriculums. They can be improved and implemented again in the future.
2. P3 junior students enjoyed being English Ambassadors. They aroused lots of P1-P2 students to play English games together.
3. English ambassadors led students to use iPads during recess. This has promoted learning English through technology and enhanced self-directed learning skills. Students could develop some learning habits through games and revision during recess.

### **Suggestions**

1. A broader English learning environment should be built next year to arouse more students to use English at school.
2. Cross-curricular Fun Day can be organized for students to consolidate their knowledge and enrich their learning experience.
3. More junior English Ambassadors can be recruited to nurture more young leaders and stimulate pupils to learn English through peer effects.

## 【10】鼓樂班

### 成就：

#### 1. 學生的上課態度

- a. 導師及負責老師觀察學生上課表現，同學積極及投入學習。
- b. 學生守規，學堂秩序良好。
- c. 學生會主動練習，形成積極的學習氣氛。
- d. 大部分學生課堂出席率超過 90%。

#### 2. 學生的打鼓技巧

學生能掌握一定的打鼓技巧及節奏，隊員間之合作有顯著的進步。

#### 3. 演出表現

本年度參與了「何文田 FUN 區日」、「小女童軍 2017 嘉年華會」、「學藝展才華」的大型演出，學生投入參與各項表演。

#### 4. 外聘導師口頭評估

- 學生態度積極及努力練習，已掌握鼓樂的基本技巧。

### 反思：

1. 學生表現穩定及日趨成熟，日後會增加學生參與更多演出或比賽經驗。

## **【11】 小一至小二校本英語拼音計劃 (P1-P2 School-based Phonics Programme)**

Altogether 15 school-based combined phonics lessons were conducted Primary 1 and 2 students in this school year. The latest P2 school-based phonics curriculum were designed for Primary 2 students. Tailor-make phonics worksheets were designed to consolidate students' learning. Teachers' training were provided every week so as to facilitate level teachers to conduct phonics lessons.

### **Effects**

Teachers found the lesson plans easy to follow and the procedures are clear. They are able to follow the teaching steps while carrying out the phonics lessons. Yet, a better preparation beforehand is recommended especially on the articulations of sounds and the pronunciations of the target words. Blending skills should be implemented as the key learning skill while eliciting the target words. Teachers' voices are quite clear. It is more ideal to have teachers to project their voices so that they can be heard at the back. Microphones are not recommended since the voice/sounds may be distorted.

Most students showed their enthusiasm and were energetic in the phonics lessons, though sometimes behavioral problems occurred. Most students could master the target sounds in the lessons. It is reflected in the performances of the Quick Quiz by the end of each lesson. Most groups of students would score 4 – 6 marks out of 6 in total. However, more practice is still necessary during the GE lesson daily.

All level teachers agree that Primary 2 students in Year 2017-2018 would retain the current phonics curriculum as in Year 2016-2017. A revised phonics curriculum for Primary 1 and 3 would be implemented in Year 2017-2018.

### **Suggestions**

1. Teachers can spend more time on preparing the lessons they are in charge of by getting more familiar with the sounds and target words in order to maximize the efficiency and effectiveness of teaching.
2. Habitual practice on the target sounds within the 2 teaching weeks is crucial.

3. Teachers are highly recommended to apply the blending skills and reinforce the target sounds taught in teaching vocabulary items.
4. Teachers should be more confident in pronouncing the target sounds and words.
5. A variety of games is suggested to enrich the lessons.
6. P3 School-based phonics curriculum should be planned and implemented in the next school year.

## 2016-2017 學校發展津貼財政報告

### 【1】各科組計劃支出

編號	計劃名稱	計劃預算支出	實際全年總支出	備註
1	教學助理 (2 人)	\$230,697.00		
2	道德倫理、公民教育及信仰培育計劃	(含教區津貼) \$80,146.00		
3	編製時間表	\$10,000.00		
4	聘請外籍教師 NET	\$200,000.00		
5	英語話劇推廣計劃	\$20,000.00		
6	「陽光學堂」小一體驗班	\$15,000.00		
7	足球校隊訓練	\$49,500.00		
8	英語個人化電子閱讀計劃	\$50,000.00		
9	英語大使訓練	\$25,000.00		
10	鼓樂班	\$24,000.00		
11	英語拼音課程	\$54,000.00		

### 【2】2016-2017 年度財政結餘

(a) 16-17 年度津貼	
(b) 16-17 年度總支出:	
(c) 盈餘 (a) - (b):	