

# 天主教領島學校

2018-2019

## 學校發展津貼評估報告

天主教 領島學校

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## 2018 - 2019 年度

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**天主教領島學校**  
**2018–2019 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 (CA)**

**成就：**

1. 本年度學校聘請了兩位教學助理 (TA&ELTA)，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&ELTA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. ELTA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 (ELTA) 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& ELTA) 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，如果資源許可，希望能聘請2位TA協助教師推展學校活動，為教師創造空間。

## 【2】信仰培育計劃

### 關注重點：

1. 推行信仰培育活動，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，協助籌備「主保瞻禮」和準備聖人的宗教影片，以加深學生對不同聖人的認識，引領學生學習聖人的芳表。
- 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，更於十二月二十二日帶同部分聖唱團團員跟隨紅磡聖母堂的詩歌班到黃埔報佳音，透過唱聖誕歌及派發聖誕卡，體悟福傳的真諦，傳揚愛的訊息。
- 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，神父亦勸勉同學們為自己訂立「新年新目標」。
- 三月份，準備拜苦路祈禱會，讓學生默想基督的苦難、死亡及復活，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，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」，引領全體師生於早會向聖母獻花，效法聖母的謙卑、服從、樂於助人的芳表。
- 協助籌備六月份「畢業禮感恩祭」，為學生準備感恩心意卡作奉獻，願天主繼續保守畢業的同學，讓同學們都謹記天主的教導，在生活中一一實踐出來
- 協助籌備七月份「結業禮」，為學生準備感恩心意卡作奉獻，讓學生回顧全學年的學習生活，並學習實踐「傳承感恩」的精神。

ii) 恆常性活動：

- 協助帶領祈禱，並與老師合作籌辦小組活動，帶領校內「基督小先鋒」走近天主，深化他們對天主教的認識。同時帶領學生到校外進行愛德服務，增強學生的自信心及助人精神，並提升其領導才能。
- 全學年舉辦一次，於午膳小息分班帶領學生進行信仰培育活動。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。
- 協助學生讀出「愛心點唱」，分享感恩的事，由學生親自去表達他們對師長、同學或他人的謝意，藉此增進師生或生生間之關係，培養學生感恩之情及明白感恩的重要性

從老師的觀察及與學生訪談之回饋得知，大部份學生與牧民教學助理關係良好，願意參與及投入校內各項信仰培育活動，部份學生更主動於課後時間與教學助理傾談分享。學生大都樂意成為「基督小先鋒」，協助學校推行各種信仰培育的活動，即使未能成為基督小先鋒或成績稍遜的學生，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)
  - ii) 愛心探訪 (進教之佑堂盆菜宴、老人院探訪)
  - iii) 專題講座/分享 (教師靈修講座、愛心午餐講座)
  - 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)
  - v) 信仰親子朝聖活動 (進教之佑堂朝聖畢業感恩祭)
  - vi) 報佳音(紅磡聖母堂)

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。

### 反思：

1. 教學助理能配合學校宗教培育的計劃，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，讓學生能多認識天主教信仰及接觸主題內容。
2. 教學助理於午膳小息分班帶領學生進行信仰培育活動，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，帶領同學進行宗教活動，提升學生的自信心與效能。
3. 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信仰及朝聖活動，並邀請家長出席學校之祈禱禮，藉此增加了子女與父母溝通的機會，有助建立良好的親子關係，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。
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。除協助舉辦親子活動外，教學助理可嘗試協助組織「家長學堂」講座，讓家長從天主教角度理解家庭間的溝通、維繫、教導子女的方法等，給予家長支援。

## 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. 校內信仰教育之佈置
  - 負責安排校內一切有關信仰培育的佈置，增加教職員與學生對天主教信仰的認識。
2. 信仰培育之專題演講
  - 協助老師搜集資料，於早會向學生進行信仰培育之專題演講

### 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「環保生態協會」到校為學生進行信仰培育講座
- 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、親子歷奇）

#### 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. 邀請時間表公司協助編製學校時間表，能減輕教師的工作量，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學校編製時間表，使教師能專注策劃來年工作。
2. 因應學校發展需要，時間表編排要求日趨繁複，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 Eureka language services Ltd. assigned one NET to our school from 1<sup>st</sup> September 2018 to 31<sup>st</sup> May 2019. He was mainly responsible for teaching P4-6 English, under the school-based reading programme ‘English Action’. During his service, he designed teaching materials to supplement the P4-6 Guided Reading Programme and organised a series of extra-curricular activities such as English Ambassador Programme, organising exam revision booths, designing activities for English Fun Days, coaching individuals for the choral speaking competition and coaching junior choral speaking team.

#### **Effects:**

1. This year our NET developed a new English reading program, which works with the new oxford textbook. Lessons designed as extended reading lessons to consolidate learning. Lessons focus on target vocabulary, target grammar items and reading strategies. They offer a range of lesson types including reading, listening, speaking and group work. The lessons allow consolidation of local English teacher taught material.

2. All of our local English teachers agreed that the service of the NET is effective and efficient to enhance students' English learning abilities.
3. The NET has utilized the available resources of the school effectively. All P4-P6 students now use a library of guided readers for reading lessons while those readers are as one of the most important resources in the reading across curriculum.
4. The NET has trained 23 students to be English Ambassadors and Sports Day Reporter. Students participated well and enjoyed exposure to real life English. The clip can be seen in public/video/English folder. English Ambassadors and other students in P1-P3 English Fun Day. For Easter, we did an Easter egg hunt around the school, which the students enjoyed.

**Reflection:**

1. Our school should continue to employ a full-time additional English teacher in the next school term to assist English Action Reading Programme. which are newly developed to match with the new textbook, and organize other English extra-activities such as training English Ambassadors and English Reporters.
2. Our suggested NET will be responsible for training up students' speaking skills through school-based curriculums and various events, to arouse students' confidence in using English.
3. The development of reading across curriculum should continue through the implementation of English Action Programme.

## **【5】 英語話劇及演說培訓 (Evaluation on the drama and speaking training workshops)**

To enhance students' speaking skills and their confidence in using English, three sessions of drama appreciation, 15 lessons of school drama training workshop and 3 lessons of P6 Public Speaking and Interview Course were held this year.

### **Effects:**

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

On 26 February 2019, the play 'The Three Little Pigs' was performed for the Hong Kong School Drama Festival (English). Two adjudicators from the Hong Kong School Drama Festival watched our performance and evaluated our play. Seven students of the school drama team received the Award for Outstanding Performers, while only three team members were selected last year. This shows a great improvement in our students when doing English drama performance.

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

Great feedback from the audience in the school talent show on 18 May 2019 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**

According to the school survey, more than 70% of students from Primary 1, 2 and 5 enjoyed learning English through English extra activities. However, the learning motivation from Primary 3, 4 and 6 is low. Only about 65% of them enjoyed learning English through the extra activities. More importantly, both the learning motivation and learning performance of our students should be enhanced in the future.

#### **(4) Evaluation of students' speaking skills**

3 sessions of P6 Public Speaking and Interview Course were held in the first term. Students learnt how to communicate effectively on personal aspects, project voice, tone and pitch correctly, express opinions and respond to arguments in group discussions. About 80% of students believed that the course is helpful for them to face the interview challenges in secondary schools.

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

On 6 December 2019, Dove Tales Theatre Company performed the drama 'Cinderella' at our school hall. P4 to P5 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 reading workshop in their classrooms to get familiar with the stories and learn more about background of fairy tales.

#### **Reflection:**

1. School English Drama Club should be set up every year. More hours of training are necessary to enhance students' performance. Professional drama advice from service providers is needed to improve the quality of our school drama performance.
2. P6 Speaking Course should be provided every year to help students prepare for Pre-S1 interview.
3. Drama appreciation and theme-based workshops should be arranged in Term 1 to arouse students' interests in language arts and be a demonstration for students to perform in Term 2.

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

One online reading platform, Highlights Library, was purchased this year to build up students' reading habits and assess their English abilities.

This online platform includes an adaptive diagnostic reading and thousands of ebooks to meet students' individual learning abilities so as to enhance their English standards. Through this all-in-one platform, all English teachers assessed all students' reading levels and assigned students an individual account to read eBooks that could match their reading abilities. Students could improve their reading levels through reading eBooks and finishing the reading quizzes regularly.

### **Effects**

1. With the help of technology, students used Highlights Library for self-guided reading, which was more systematic and advanced to arouse students' reading interests and enhanced their language abilities. Over 75% of students agreed that the eLearning platform helps improve their English level..
2. The online platform Highlights Library is user-friendly for teachers and parents to observe students' reading status and performance.
3. Students enjoyed reading eBooks via Highlights Library as there is an online game zone for them to accumulate coins and play games online.
4. All English teachers agreed that Highlights Library should be continued to use next year as it can help promote students' reading habits.

## **Reflection:**

1. An all-in-one online reading platform similar to Scholastic Literacy Pro and Highlights Library is suggested to use, in order to enhance students' reading interests and habits. Both suggested online reading platforms include a wide variety of books and placement test to match students with books based on reading level and interests, while the cost is economical.

## 【7】 英語反轉教室教師培訓計劃

To enhance the latest flipped classroom learning technique in English curriculum, professional training were arranged for the English teachers, so as to equip them to teach in a more interactive way with the elements of elearning, self-directed learning and creativity.

### Effects

This programme requires a professional English language consultant who specializes in English language curriculum development, eLearning and teachers' training. The number of this professional English consultant is very limited in Hong Kong. After consulting Oxford University Press, the publisher of our school's English textbook and other eLearning service providers, a suitable English language consultant could not be recruited in this school year.

Therefore, the budget of Flipped Classroom Teachers' Training Programme was reallocated to the English post-exam event. The service of two drama shows for P2 and P5 students and one drama workshop for P2 students was purchased from Dove Tales Theatre Company. All students enjoyed watching the performances and interacting with native English actors through speaking activities.

Moreover, to train our English teachers and match the needs of our school's curriculum development, apart from the regular English subject meetings held three times a year and collaborative lesson preparation meetings once in every two weeks, the following professional teachers' training workshops were held this school year for all English teachers:

24 <sup>th</sup> August, 2018	<b><u>English Workshop 1</u></b> <b><u>iSolution Flipped Classroom Training</u></b> i. How to use iSolution the textbook apps for teaching and learning inside and outside the classroom
27 <sup>th</sup> September, 2018	<b><u>Teachers' training –English Professional Teachers' Training Online Platform</u></b> i. Introduction of English teachers' online training platform



	by the advisory teacher Ms Michele Davis
10 <sup>th</sup> January, 2019	<p><b><u>Flipped Classroom Lesson Observation &amp; Sharing</u></b></p> <p>i. To share the skills on motivating students to use iSolution apps for lesson preparation and applying iPads to daily teaching with all English teachers</p> <p><b><u>Introduction of Seesaw apps</u></b></p> <p>v. Apply the idea of flipped classroom by using Seesaw apps to conduct a speaking lesson and train up students' speaking skills</p>
19 <sup>th</sup> March, 2019	<p><b><u>PEEGS Teacher Evaluation</u></b></p> <p>v. To evaluate the effectiveness of the updated English programmes</p>
3 <sup>rd</sup> June, 2019	<p><b><u>Teachers' training – English Guided Reading and Classroom Management Workshop</u></b></p> <p>i. To enhance the skills on teaching reading strategies and managing students with behavioral problems</p>

### **Reflection:**

Since there is a difficulty in recruiting a professional English language consultant to train our local English teachers, it is suggested that all local English teachers should work together more often to support one another when learning and applying latest teaching strategies to daily teaching.

eLearning, self-directed learning and flipped classroom techniques should be the teaching and learning focus in the next school year so as to ensure that teachers would apply the latest skills to daily teaching, strengthen students' self-learning habits and enhance students' learning attitude.

## **【8】小四至小五英語朗誦及故事演說培訓 (P4 Choral Speaking and P5 Storytelling Training Programme)**

The goal of enhancing students' confidence in speaking English was set during the annual English meeting. It has been one of the major concerns in the English annual plan of 2018-2019.

### **Effects:**

Before the implementation of the choral speaking course, 15 lessons were planned for students. A meeting was held for P.4 English teacher and the tutor from the service provider so as to get teachers familiar with the goal, content, skill and expectation of the choral speaking course. However, during the implementation, only 10 lessons were held as teachers required more time on teaching the GE Programme. They could not find the relevance of teaching choral speaking in P.4 level in the general English programme, though speaking skills especially tone, voice projection, pause and intonation can be taught through choral speaking programme. Some teachers believed that some students were weak in English or they have special education needs and so they should not join the choral speaking team. However, after going through all the obstacles, two teams were formed, 90 students performed and both teams got the certificates of merit in the Speech Festival.

A meeting was held for P.5 English teacher and the tutor from the service provider so as to get teachers familiar with the goal, content, skill and expectation of the course. Different materials were selected by the English teachers based on the learning levels of each class so as to cater for the learner's diversity. All P.5 students performed together in a musical on 21 December 2018 as the showcase of what they learnt in the 5-session storytelling course. All P.2 students enjoyed watching the performance. 70% of the implementation goals were reached since more chances could be given for P.5 students to tell stories during recess in Term 2 (18-19).

All P.5 English teachers agreed that the lessons conducted by the service provider were effective and P.5 students' performance exceeded their learning levels.

Under teachers' observation, all P.5 English teachers agreed that students showed more confidence in speaking in English after taking P.5 Storytelling course.

According to the students' survey, 68% of P.5 students enjoyed taking the storytelling course. 63% of students believed that their confidence in speaking English has been improved through the course.

### **Reflection:**

For P.4 Choral Speaking Course, all P.4 students gained practical experiences in performing in English and learning English through English Language Arts. They were trained and two teams were formed to participate in Speech Festival. Both teams got the certificates of merit and satisfactory comments from the adjudicator.

However, only 50% of P.4 English teachers thought that the choral speaking lessons conducted by the service provider were effective. They preferred to have more teaching time for the school GE programme.

Only 50% of P.4 English teachers found that students showed more confidence in speaking English after the choral speaking course. They could not find the difference in terms of students' learning motivation and attitude when comparing their speaking performance before and after taking the course.

According to the students' survey, about 36% of students enjoyed taking the choral speaking course. 42% of them believed that they have improved their confidence in speaking after taking the course. The result of P.4 students' survey is unsatisfying because half of the students found that they needed to put more effort on memorizing the poem and working with other students who were weak in English patiently.

For P.5 Storytelling course, it aimed at training all students to perform in small groups for junior students to learn and appreciate English language arts together. Instead of performing during recess and morning assembly, all P.5 students performed a musical with storytelling techniques, singing and dancing.

91% of English teachers agreed that School-based Key Stage 2 Speaking Programme should be developed after the project implementation. Most of them agreed that P.5 Storytelling Course should be held every year. But for P.4 Choral Speaking Course, only 50% of English teachers thought that the course should be sustained.

## 【9】「陽光學堂」小一體驗班

成就：

1.

2. 檢討方法

反思：

1.

2.

## 【10】田徑校隊訓練

### 成就：

#### 1. 學生的田徑技巧

透過外聘田徑導師在課後進行教授和恆常練習，並在學期末觀察學生的表現，導師認為本校校隊學生在練習已有基本技巧，在下學期非賽季中加入二年級學生作梯隊，並分流作田項及徑項練習，展望來年能在田項中取得獎項。

#### 2. 學生的上課態度

- a. 大部分學生能守規，課堂秩序良好，積極進行訓練。
- b. 大部分學生課堂出席率超過 85%。

#### 3. 田徑比賽成績

本年度田徑隊參與多項比賽，獎項如下：

- # 天主教教區聯校運動會(團體季軍、1 冠 3 季)
- # 九龍南區 2018-2019 小學校隊田徑比賽(團體殿軍、接力冠軍、個人 1 冠 1 亞)
- # 全能兒童田徑錦標賽(3 冠 2 亞 5 季)
- # 學界兒童田徑錦標賽(5 冠 3 亞 1 季)
- # 德蘭中學 4 × 100 米接力
- # 友校聖公會聖三一堂接力邀請賽(1 冠 1 亞)
- # 友校禮賢會彭學高紀念中學接力邀請賽(1 冠 1 亞)
- # 友校道教聯合僧圓玄學院第三中學接力邀請賽(1 亞)

### 反思：

本年度就上年度的建議、已有 2 位導師兼教授田項和徑項，在教區運動會，九龍南區校際田徑比賽、全能兒童田徑錦標賽及學界兒童田徑錦標賽均取得不俗成績。學生在田項或徑項得到較專注的訓練，並有效地發展梯隊。來年訓練亦會將田項列為首要，重點訓練有潛質的學生以得到獎項為目標，展望來年度可報名參加更多的比賽及為區內校際田徑比賽作更好的準備，並讓學生有更多機會展現訓練的成果。

**【11】**

## 【12】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 80%。

#### 3. 足球比賽成績

本年度足球隊參與下列比賽（截至 5 月 25 日）

榮獲：1 冠、4 亞、1 優異的成績

##### 大型校際比賽

- 教區小學足球比賽—主教盃優異（八強）（30 間學校參賽）
- 九龍東區小學校際足球比賽—小組首名出線（二十八強）

##### 其他比賽

- 鄧鏡波學校高小學生生活動日足球比賽—冠軍
- 香工八十思高盃小學足球邀請賽—亞軍
- 傑志盃全港小學五人足球挑戰賽—亞軍
- 九龍城區小學新春七人足球比賽—亞軍
- 聖公會聖三一堂中學小學足球邀請賽—亞軍

### 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，建議開設女子校隊訓練，讓女子都有比賽的機會，使足球運動能更有效地在本校發展。



## 【13】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，課堂秩序良好。
- c. 學生會主動練習及互相提醒，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，隊員間十分合作。

#### 3. 比賽表現

本年度參與了「第三屆香港敲擊樂大賽」榮獲銀獎。

#### 4. 演出表現

本年度參與了「龍城滿分家庭同樂日」、「何文田 FUN 區日」、「Megabox 全港學生新春大匯演」、「學藝展才華」的大型演出，學生投入參與各項表演，表現備受讚賞。

#### 5. 外聘導師口頭評估

學生態度認真積極及努力練習，已掌握鼓樂的基本技巧，希望來年加入更多不同的元素，提升學生鼓樂技巧。

### 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。

## 【二】2018-2019 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 (1 人) CA			
2	道德倫理、公民教育及信仰 培育計劃			
3	編製時間表			
4	聘請外籍教師 NET			
5	英語話劇及演說培訓			
6	英語個人化電子閱讀計劃			
7	英語反轉教室教師培訓計劃			
8	小四至小五英語朗誦及故事 演說培訓			
9	「陽光學堂」小一體驗班			
10	田徑校隊訓練			
11	籃球校隊訓練			
12	足球校隊訓練			
13	鼓樂班			

### 【2】2018-2019 年度財政結餘

(a) 18-19 年度津貼	
(b) 18-19 年度總支出:	
(c) 盈餘 (a) - (b):	

盈餘原因已陳述在備註欄