

天主教領島學校

2017-2018

學校發展津貼評估報告

天主教 領島學校

Love the natural world!
Green our School!

天主教領島學校

2017 - 2018 年度

學校發展津貼評估報告

目 錄

【一】成就和反思----- 3-25 頁

	類別	計劃名稱
1.	減輕教師工作負擔	教學助理 (2 人)
2.	減輕教師工作負擔	道德倫理、公民教育及信仰培育計劃
3.	減輕教師工作負擔	編製時間表
4.	減輕教師工作負擔	聘請外籍教師 NET
5.	發展學生多元智能	英語話劇及演說培訓
6.	發展學生多元智能	英語個人化電子閱讀計劃
7.	發展學生多元智能	英語反轉教室教師培訓計劃
8.	發展學生多元智能	小一至小三校本英語拼音課程
9.	發展學生多元智能	鼓樂班
10.	發展學生多元智能	足球校隊訓練
11.	發展學生多元智能	「陽光學堂」小一體驗班
12.	減輕教師工作負擔	STEAM 助理
13.	發展學生多元智能	田徑校隊訓練

【二】財政報告----- 26 頁

天主教領島學校
2017-2018 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，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】道德倫理、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，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，更於十二月二十日與部份老師帶領 30 位穿着聖詠袍的學生（包括基督小先鋒、聖詠團、木笛組成員）到尖東海傍報佳音，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，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，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」，設計聖母花小手工，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。
- 協助籌備七月份「結業禮」，製作「成長短片」，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，並與老師合作帶領校內「基督小先鋒」，籌辦小組活動，讓學生走近天主，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。
- 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。
- 協助訓練學生主持「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)
- ii) 愛心探訪 (進教之佑堂)
- iii) 專題講座/分享 (神父、靈火文化機構)
- 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。

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。
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「親子朝聖之旅」，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」到校為學生進行信仰培育活動
- 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 Eureka language services Ltd. assigned one NET to our school from 1st September 2017 to 29th June 2018. 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, holding recess activities, organising exam revision booths, designing activities for English Fun Days, coaching individuals for the choral speaking competition, coaching junior and senior choral speaking teams and directing our school drama, amongst others.

Effects:

1. The service of NET has aroused students’ learning interests through interactive activities and fostered a positive English learning environment. NET has used eLearning to engage students more and aid language acquisition. The interactive reading lessons have provided opportunities for students to enhance their reading skills and develop higher order thinking skills.
2. With the help of technology, all of our teachers agreed that the service of the NET has transformed the reading programme to be more systematic and advanced than before, aroused students’ reading interests and enhanced their language abilities. Students are now more engaged in English language learning.
3. The NET has utilized the available resources of the school effectively. All P4-P6 students now use interactive reading platforms for self-guided reading and independent learning.

Suggestions:

1. 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 events next year, to arouse students' confidence in using English.
3. The school should expand its selection of guided reading books. The school should follow the recommendations from EDB on which books to purchase.
4. 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, two sessions of drama appreciation and P6 Speaking Course 'Interview Star' were held, while the School English Drama Club was set up this year.

Effects:

(1) Awards in the Hong Kong School Drama Festival

On 28 February 2018, the play 'Can You Pay Attention?' was performed in the Hong Kong School 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 students among a great number of competitors:

a) Award for Outstanding Performers (3 team members)

(2) Performance in the school talent show:

Great feedback from the audience in the school talent show on 12 May 2018 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. P4 Musical Competition and P5 Mini Play Competition were held in June during the post-exam week. Both P4 and P5 students demonstrated their interests in performing English Language Arts while P2 students enjoyed watching the performances at the school hall.

(4) Evaluation of students' speaking skills

7 sessions of P6 speaking course 'Interview Star' were held in the first term during Fun Learning Sessions on Thursday afternoons and before Christmas break. Students learnt how to communicate effectively on personal aspects, project voice, tone and pitch correctly, express opinions and respond to arguments in group discussions. Three native English teachers taught the classes and one mock interview was conducted by the end of the workshop. Students received individual feedback from English teachers after the course.

(5) Drama Appreciation and In-class Workshops

On 14 December 2017, Dove Tales Theatre Company performed the drama 'Midsummer Night's Dream' at our covered playground. P5 to P6 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 Shakespeare.

Suggestions:

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)

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 that could match their reading levels. Students could improve their reading levels through reading eBooks and finishing the reading quizzes regularly. English teachers assigned all P1 students to finish the iReady Adaptive Diagnostic Assessment at school to monitor their learning growth.

Effects

1. The online platform Raz Kids A-Z is user-friendly for teachers and parents to observe students' reading status and performance.
2. 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. However, some parents commented that their children read the same level of books that they read last year since the company do not have the major update in their book library.
3. iReady Adaptive Diagnostic Assessment has used as a pre and post assessment platform to monitor P1 students' learning growth. The reports of iReady Adaptive Diagnostic Assessment are very detailed. Students' overall English levels, phonics, high frequency words, reading comprehension abilities and Lexile reading levels can be viewed in the students' reports. However, only desktop PC supports the assessment platform. The time of each assessment required is long and the cost of each student's assessment is expensive. It is difficult to arrange all students to finish the assessments at school and at home. Therefore, a better platform supported by both tablets and PC is needed to replace iReady Adaptive Diagnostic Assessment.

4. At least 1.5 hours of 15 English teachers' lesson time were saved due to the implementation of online reading assessment platform. Lessons that are more effective and inter-class competitions were held in the post-exam period, e.g. P1 & P4 Vocabulary Challenge, P4 Musical Competition, P5 Mini-play Competition and P6 Pre-S1 Exam skill training.

Suggestions

1. Both Raz-Kids A-Z and iReady Adaptive Diagnostic Assessment should be replaced by an all-in-one online reading platform similar to Scholastic Literacy Pro and Highlights Library. 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 more economical.

【7】 英語反轉教室教師培訓計劃

To enhance the effectiveness of teaching and learning in English lessons, more professional training were arranged for the English teachers, so as to equip them to teach in a more interactive way with the elements of self-directed learning and creativity.

Effects

Due to the abundant support from our new advisory teacher of EDB NET Scheme, the on-site support from Language Learning Support Section and the decision of using the new textbook in 18-19 school year, no suitable teaching consultant could be found to match the needs of our school's curriculum development. However, the following professional teachers' training workshops, lesson observation and meetings were held this school year:

30 th August, 2017	<u>Teachers' training</u> Enhance students' examination performance through the updated reading and writing curriculum
21 st November, 2017	<u>Teachers' training</u> Guided Reading Sharing and Shared Reading Lesson Evaluation <u>Lesson observation</u> P4 Shared and Guided Reading lessons
October 2017 – May 2018	<u>P5 Teachers' training and Collaborative Lesson Planning</u> – Developing Reading & Writing curriculum – Introduction of apps for flipped classrooms <u>Lesson observation</u> P5 lessons in November and December
19 th January, 2018	<u>Teacher's Sharing</u> Readers' Theatre, Kahoot! and use of IT
22 nd January, 2018	<u>P5-P6 Teachers' training and Collaborative Lesson Planning</u> – Developing Sharing & Guided Reading – Elements of reading curriculum must not be neglected though the implementation of eLearning & the new updated curriculum

15 th March, 2018	<u>Teachers' training</u> BCA Assessment for learning workshop
30 th April, 2018	<u>School Visit</u> English Language Rich Environment and e-learning
6 th June, 2018	<u>Introduction of e-learning platforms for flipped classroom</u> Seesaw, Quizlet and Google Classroom
22 nd June, 2018	<u>New Textbook Series</u> Living Oxford English – Teachers' training I - Introduction of the new eLearning platform for flipped classroom and in-class teaching.

Advice that is more practical and more professional teachers' development has been provided this year than last year. It is suggested that the same budget and a more complete flipped classroom teachers' training programme should be incorporated next year to support the English teachers to use the latest English textbook *Living Oxford English*.

【8】 小一至小三校本英語拼音計劃 (P1-P3 School-based Phonics Programme)

One period of phonic lessons was implemented weekly along with 5 minutes of phonic sounds introduction at the beginning of all GE lessons as a teaching routine for KS1(Primary 1 to 3) in this school year. Our school further developed a new school-based phonics curriculum for KS1 based on the 10 phonics workbooks published by Dr. Tang. Each level was assigned 3 to 4 workbooks for the whole school year. Around 200 PowerPoint files were tailor-made for all specific phonics sounds so that teachers could implement the same designed teaching flow to each class and each lesson in order to scaffold knowledge continuously in preparation of their next school year. Teachers refined their teaching strategies in collaborative lesson planning meetings so as to share teaching ideas on games and common difficulties of pupils.

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. Teachers found it easier to the articulations of sounds and the pronunciations of the target words compare to the previous year as it is the second year our school implement phonics in the curriculum.

During the phonic lessons, blending skills were emphasized repeatedly as we aimed at developing decoding skills which is one of the skills to equip pupils as independent readers eventually. 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 of the classroom. Microphones are not recommended especially for voiceless sounds. It is important for second language learners to look at the movement of teacher's lips and tongue in order to pronounce each sound with accuracy.

Majority of Primary 1 to 2 pupils were energetic and enjoyed learning phonics. Most students could master the target sounds in the lessons. Even the lower ability pupils started to try pronouncing consonant blends when learning new vocabulary. It reflected in the performances of the in-class phonics games in both NET and LET lessons. It is recommended that less teacher talk and more reading aloud should be considered during the GE lesson daily next year.

We would retain the current phonics curriculum with a new set of phonics books published overseas next year. A revised phonics curriculum for Primary 1 and 3 would be implemented in Year 2018-2019.

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. Repetition of the target sounds at the beginning of each lesson is essential.
3. Teachers are required to demonstrate and 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. A new set of P1 to 3 school-based handwriting books will be designed for Year 2018-2019. The target phonic sounds and vocabulary will be practiced in the handwriting books. A British font is used as it better prepares pupils to learn cursive writing in KS2.

【9】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。

【10】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。

【11】「陽光學堂」小一體驗班

成就：

1. 程序安排及推行情況

- a. 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。
- b. 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。
- c. 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。
- d. 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

- a. 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。
- b. 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。
- c. 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。
- d. 整體來說，目標達成。

3. 檢討方法

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(統計結果參閱附件一)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。
2. 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。

【12】 STEAM 助理

成就：

本年度曾多次透過勞工署及登報招聘，惜未有應徵消息。故本年度未能聘請一位 STEAM 助理。須由老師準備 STEAM 材料，教師均表示若有助理協助，定能減輕教師負擔，令活動運作更流暢。

反思：

學校將於 2018-2019 年度聘請 STEAM 助理一位，會從多方媒體刊登招聘廣告，或會考慮聘請「青見」計劃實習學員，期能協助老師準備 STEAM 材料，減輕教師負擔，令活動暢順運作。

【13】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逐漸掌握竅門，技巧亦有明顯的改善，有潛質的同學更獲導師點名提名參加夏季的訓練，希望能透過暑期的持續訓練，提昇學生的技巧和徑賽上的表現，以應付來年度的各項比賽。

2. 學生的上課態度

- a. 大部分學生能守規，課堂秩序良好。
- b. 學生主動向教師借用新購置的器材練習(如沙包)，期望提昇表現，並在比賽中取得進步，能建立良好的練習氣氛。
- c. 大部分學生課堂出席率超過 90%。

3. 田徑比賽成績

本年度田徑隊參與多項比賽，榮獲：6 冠、1 亞、3 季、5 殿軍的成績，獎項如下：

- # 聖三一堂中學 4 × 100 米接力邀請賽(1 季 1 殿)
- # 九龍城區分齡田徑比賽 2017 (2 殿)
- # 佛教正覺中學邀請賽 4 × 100 米接力賽(2 冠)
- # 九龍東區 2017-2018 小學校隊田徑比賽(1 冠 1 季 2 殿)
- # 聖公會蔡公譜中學 4 × 100 米接力邀請賽(2 冠)
- # 白田天主教小學接力邀請賽(1 亞 1 季)
- # 油麻地天主教小學接力邀請賽(1 冠)

反思：

由於一位導師難以兼項教授田賽和徑賽項目，倘若田徑隊報名「大滿貫」，將有 50 位學生左右，建議聘請兩名田徑教練，讓學生在田項或徑項也可得到較專注的訓練，以照顧不同參賽項目的校隊成員及更有效地發展梯隊。訓練會將田賽項目為首要，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和教區運動會作更好的準備。

【二】2017-2018 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)	230,616.00	44,218.75	一名 TA 由 TRG 支付，另一名 CA 部份薪金由 PEEGS 支付
2	道德倫理、公民教育及信仰培育計劃	168,696.00	136,284.20	
3	編製時間表	10,000.00	8,910.00	
4	聘請外籍教師 NET(鄭)	225,000.00	125,000.00	申請 PEEGS 津貼 \$75,000
5	英語話劇及演說培訓	27,000.00	22,000.00	
6	英語個人化電子閱讀計劃	50,000.00	25,055.00	下學期改用免費網上閱讀測試平台
7	英語反轉教室教師培訓計劃	24,000.00	0.00	因為學校明年轉書，加上沒有合適人選，有賴 EDB 支援
8	小一至小三校本英語拼音課程(詠)	60,000.00	0.00	沒有聘請專家協助，由科任老師共備
9	鼓樂班	24,000.00	26,100.00	
10	足球校隊訓練	24,750.00	32,400.00	
11	「陽光學堂」小一體驗班(劉)	18,000.00	12,210.00	原預計三班，本年祇開設兩班
12	STEAM 助理	48,000.00	0.00	未能聘請合適 STEAM 助理
13	田徑校隊訓練	29,400.00	8,100.00	未能聘請足夠教練，由體育老師負責

【2】2017-2018 年度財政結餘

(a) 17-18 年度津貼	766,548.00
(b) 17-18 年度總支出:	440,277.95
(c) 盈餘 (a) - (b):	326,270.05

盈餘原因已陳述在備註欄