

**聖公會基樂小學**  
**2020 至 2021 年度「學校發展津貼」計劃書**

本校已清楚明白運用「學校發展津貼」的基本原則和程序，並已充分諮詢教師的意見(諮詢教師的方法：行政會議及校務會議)，就使用有關津貼，訂定了以下的計劃:

	項目	負責人	款項(港幣)	頁數
1.	聘請教學助理 2 名	陳麗姬副校長	\$392,112	P.2
2.	Employing a full-time supply teacher	蕭敏玲主任	\$66,280	P.3-4
		合計：	\$458,392	
		教育局撥款額：	\$780,416	
		預算結餘：	\$322,024	

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項目	計劃詳情	時間表	財政預算	成功準則(量度標準)	負責人
<p>1. 聘請教學助理 2 名</p> <p>減輕教師工作量，使他們能專注:</p> <p><input checked="" type="checkbox"/>課程發展</p> <p><input type="checkbox"/>提高學生的語文能力</p> <p><input checked="" type="checkbox"/>照顧學生的學習需要</p> <p><input type="checkbox"/>其他(請註明)</p> <hr/>	<ul style="list-style-type: none"> <li>● 聘請教學助理 2 名</li> <li>◇ 協助教師製作教材、教具等教學資源，以及處理文書等非教學工作（如收費、登分統計、壁報等）</li> <li>◇ 協助全方位學習活動的帶隊工作</li> <li>◇ 讓教師有更多空間專注課程發展、優化學與教</li> <li>◇ 支援有特殊需要的學生，協助教師作出適切的支援</li> <li>◇ 增加教師關顧學生的時間和空間</li> </ul>	<p>2020 年 9 月 1 日 至 2021 年 8 月 31 日</p>	<ul style="list-style-type: none"> <li>● 薪酬：</li> <li>\$15560 (每月薪酬)</li> <li>×(1+5%)×12 個月</li> <li>×2 人</li> <li>= \$392,112</li> <li>總額：\$392,112</li> </ul>	<ul style="list-style-type: none"> <li>● 教師問卷：</li> <li>超過 90%的教師同意有關計劃能：</li> <li>➤ 協助教師處理非教學工作</li> <li>➤ 讓教師更有效安排學習活動</li> <li>➤ 讓教師有更多空間專注課程發展及優化學與教</li> <li>➤ 有效支援有特殊需要的學生</li> <li>➤ 增加教師關顧學生的時間和空間</li> </ul>	<p>陳麗姬 副校長</p>

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Task	Details of the Plan	Time	Budget	Success Criteria	Responsible teachers
<p>2. Employing a full-time supply teacher</p> <p>To create room for teachers to:</p> <p><input checked="" type="checkbox"/>develop school-based curriculum</p> <p><input checked="" type="checkbox"/>enhance pupils' language skills</p> <p><input type="checkbox"/>cater for learners' diversity</p> <p><input type="checkbox"/>others (Please specify)</p> <hr/>	<ul style="list-style-type: none"> <li>● A school-based RaC programme will be developed in P.3 and P.4:               <ul style="list-style-type: none"> <li>◇ A core team will be formed by 2 panel heads and 2 level teachers.</li> <li>◇ A full-time supply teacher will be employed to create room for the core members to design and try out the new RaC programme</li> <li>◇ A total of 6 RaC modules (3 for each level will be developed.</li> <li>◇ Printed books will be used to introduce the language features of different reading genres, teach students specific reading skills and explore subject-specific concepts.</li> </ul> </li> </ul>	<p>01/09 / 2020 – 31/08 / 2021</p>	<p>\$31,750* x 12 months *\$1,500 MPF inclusive = \$399,000 - \$332,720# #funded by PEEGS</p> <p>Total : \$66,280</p>	<ul style="list-style-type: none"> <li>● 6 RaC packs covering will be developed. Each reading pack will include a teacher guide, task sheet/worksheet, extra reading materials, etc.</li> <li>● Questionnaire (Students):               <ul style="list-style-type: none"> <li>➢ 70% of P.3-4 students will improve their confidence in reading skills and interest in reading.</li> <li>➢ 70% of P.3-4 students agree that the RaC programme enable them to master the concepts in G.S.</li> </ul> </li> </ul>	<p>English panel heads (Siu Man Ling)</p> <p>P.3 and P.4 English Teachers</p>

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Task	Details of the plan	Time	Budget	Success Criteria	Responsible teachers
(Cont' d) 2. Employing a full-time supply teacher	<ul style="list-style-type: none"> <li>✧ Level meetings will be held at least once a month. The core team will go through the newly-designed materials with teachers and collect feedback after the try-out.</li> <li>✧ At least one peer lesson observation will be arranged for each module. Post-observation evaluation will be conducted for proper modification of the RaC packs.</li> <li>✧ The core team will conduct a professional sharing session on the promotion of RaC at least once per term.</li> </ul>	01/09 / 2020 – 31/08 / 2021		<ul style="list-style-type: none"> <li>➤ Over 50% of P.3-4 students will demonstrate improvements in reading skills as evidenced by formative assessments.</li> <li>● Questionnaire (Teachers):</li> <li>➤ 80% of the participating teachers will teach more systematically and will have the knowledge on how to teach and set the materials for promoting RaC effectively through co-planning meetings and peer lesson observations.</li> </ul>	