

運用「學校發展津貼」檢討報告

學校：嘉諾撒培德書院

學年：2014/2015

項目	關注重點	策略 / 工作	成就	反思
課程發展 (高中通識教育科)	<ul style="list-style-type: none"> 為通識教育老師創造空間用作課程重整及教學資源製作 	<p>聘請一名全職通識教師，提供以下支援：</p> <ul style="list-style-type: none"> 協助檢視及重整高中通識教育科的課程 製作合適的教學資源 協助推行通識科的活動 協助有關通識科的教務工作 協助照顧學習差異 有關老師運用所創造的空間，指導學生進行獨立專題探究 	<p>成功聘請一名全職通識教師，為老師創造更多空間，重整及發展高中通識教育科的課程：</p> <ul style="list-style-type: none"> 分擔部分高中通識教育科老師的部分教擔，讓老師有更多空間計劃及準備教學 中六通識科老師能運用所創造的空間，定期利用共同備課時段商討教學策略及發展教學資源 中五通識科老師能運用所創造的空間指導個別學生完成大部分的獨立專題探究 讓老師有更多空間參與相關的培訓課程 	<ul style="list-style-type: none"> 由於有部份老師將離開通識組，加上學科活動增加，以及中四將開始應用電子學習，長遠需繼續投入資源作長遠發展之用(如聘請老師、增加學科活動資源、加強老師在電子學習教學的培訓等)

Evaluation Report on Use of Capacity Enhancement Grant

Name of School: Pui Tak Canossian College

School Year: 2014/15

Task Area	Major Area(s) of Concern	Implementation Plan	Achievements	Reflections
Creating space for teachers to review the curriculum, prepare for the school-based curriculum, cope with diverse and special learning needs of students and conduct after school classes	<p>1. To release the teaching load of the teachers concerned for reviewing the present curriculum, particularly the interface of junior and senior curriculum</p> <p>2. To enhance the potential and learning of students due to the diversity of learning abilities</p> <p>3. To facilitate teachers in conducting after school classes</p>	<p>To recruit one full time English teacher to:</p> <ol style="list-style-type: none"> 1. take up some teaching duties (S.1 and S.2) 2. help organizing English activities and promote English learning in school 3. conduct remedial classes after school 	<ul style="list-style-type: none"> ● The extra full time teacher has taken up two S1 and one S2 classes. ● She has also helped conduct after school English supplementary lessons. ● She has also helped organize Pre-S1 English Program in summer. ● She has also helped organize English activities like English Week, Speech training, Exchange Program, English Day, Talking Booth and Secondary School Life Experience Sharing Day. 	<ul style="list-style-type: none"> ● Teaching load of other teachers has been released and thus they have had more time to review the curriculum and cope with learner diversity. ● The after school English classes have given additional English exposure to both more able and less able students which helped cater their learning needs. ● It is suggested that teacher could take in-service training organized by the EDB such as SEN courses, gifted education courses and e-learning courses so that the needs of students can be further catered.

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CEG3

學校：嘉諾撒培德書院

學年：2014/2015

項目	關注重點	策略 / 工作	成就	反思
課程發展	為數理科教師創造空間	<p>聘請一位數理副教師協助各科教師處理以下工作，以減低有關教師的工作量：</p> <ul style="list-style-type: none"> • 課後支援，協助照顧學習差異 • 支援各科初中課程的重整 • 支援各科，協助優化新高中課程材料 	<p><u>數學科</u></p> <ul style="list-style-type: none"> • 副教師能協助初中的成績分析、教材整理、中三 TSA 的試題分析、學科活動，以及初中鞏固課程，有效舒緩本科教師的工作量。 • 副教師任教暑期輔導班，設計課程內容，以及整理各級的暑期練習材料，有效減低本科教師的工作量。 <p><u>科學科</u></p> <ul style="list-style-type: none"> • 副教師能協助科學科老師整理各級教材、推行學科活動，有效舒緩本科教師的工作量。 • 副教師任教半班中三丙班同學及幫助整理中三校本課程筆記，有效減低本科教師的工作量。 	<ul style="list-style-type: none"> • 副教師能為數理科教師提供有效率的支援，希望明年校方能繼續提供有關的津貼。

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CEG4

學校：嘉諾撒培德書院

學年：2014/15

項目	關注重點	策略 / 工作	成就	反思
課程發展	<ul style="list-style-type: none"> • 為中文科教師創造空間 	<p>聘用一位中文科副教師：</p> <ul style="list-style-type: none"> • 課後支援，協助照顧學習差異 • 支援學科初中課程的重整 • 支援學科，協助優化新高中課程材料 	<ul style="list-style-type: none"> • 減少初中教師工作量，以便初中教師任教初中三級的課後鞏固班；該等班的 4 分檢討問卷，大部分得分過 3。 • 中一完成橫跨六個單元的文言文教學框架。 • 新高中課程能在每個單元中加入文憑試篇章，增加學生能力遷移的機會。 	<ul style="list-style-type: none"> • 學生對課後鞏固班不算抗拒，但興趣不大。 • 文言框架周密，但在現有課時下較難完全施教。 • 高中課程的完整性尚待優化。

Evaluation Report on Use of Capacity Enhancement Grant

Name of School: Pui Tak Canossian College

School Year: 2014/15

Task Area	Major Area(s) of Concern	Implementation Plan	Achievements	Reflections
Curriculum planning	<p>Creating space for teachers to design teaching materials and prepare for the school-based curriculum</p> <p>Conducting remedial classes after school</p>	<p>To recruit one teaching assistant to:</p> <ol style="list-style-type: none"> 1. manage the English Corner and Teachers' Reference Corner and update the Inventory Lists. 2. help teachers prepare teaching materials for TSA, SBA, enhancement and enrichment classes. 3. work with English teachers and the English Society members in supporting co-curricular activities, such as English Talking Booth, English Speaking Day, English Corner and English Day Camp. 4. make use of the English bulletin boards in the English Corner and the E-board in the covered playground to promote English learning at school. 5. help teachers evaluate the programs carried out in English Language. 6. conduct oral practice and remedial classes for students. 7. work with English teachers in creating an English rich environment. 8. take minutes during panel meetings 	<ol style="list-style-type: none"> 1. She has also helped conduct a remedial class in summer. 2. She has also helped substitute lessons when teachers were on study leave. 3. She has also helped organize English activities like English Corner, English Week, Exchange Program, Talking Booth and Secondary School Life Experience Sharing Day. 4. She has helped prepare materials for different courses like TSA and remedial classes. 5. She has helped manage the statistics for the questionnaire on the programs carried out in English Language. 6. She has worked as secretary for the panel meetings. 7. She has helped manage the Extensive Reading Program. 	<ul style="list-style-type: none"> ● The teaching assistant is helpful in assisting the Panel to run the activities. She also helps relieve a lot of teachers' heavy administrative workload. All English teachers hope that we will keep recruiting a teaching assistant next year to create space for teachers to develop school based curriculum.

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CEG6

學校：嘉諾撒培德書院

學年：2014/15

項目	關注重點	策略 / 工作	成就	反思
課程發展	透過應用學習課程提高學生的學習體驗。	配合學生不同的學習需要及興趣，提供一系列的應用學習課程。	<ul style="list-style-type: none"> ● 2013-15 年度 18 位報讀課程的同學均能達八成以上的出席率，並順利完成課程。四人獲得羅氏慈善基金獎學金，一人獲得特別嘉許獎。 ● 2014-16 年度 16 位報讀課程的同學中，1 位退學，其餘均達八成以上出席率。 ● 2015-2017 年度報名工作亦已於 2015 年 3 月展開，其中有 85 位同學參加導引課程，26 位同學正式報名參加校內遴選，17 位入選參加校外面試。 ● 在參與校外遴選的同學中，2 位缺席面試，1 位同學落選，最後 12 位同學被主辦機構正式取錄，4 位退出，實際報讀人數為 8 位。 	<ul style="list-style-type: none"> ● 大部份同學表現積極，獲獎人數亦倍增，值得鼓舞。 ● 另一方面，出席率似乎未及以往，或需進一步了解及跟進同學的考勤率。