

聖士提反女子中學附屬小學

St. Stephen's Girls' Primary School



學校發展計劃書

二零零三 / 二零零四至
二零零五 / 二零零六年度



聖士提反女子中學附屬小學

辦學宗旨

本校為一所基督教學校，隸屬聖公會。首要辦學宗旨乃全人教育，使學生身心靈得到全面發展。本校尊重學生乃按上帝形像塑造，各有尊嚴、自由與責任，且具才幹與潛能，有待發掘及發展，更進而培養出完美的性格。

我們的現況

強項

- 校方在正規及非正規課程中提供全方位、多元化的培育活動，豐富了學生的校園生活，擴闊了學生的視野，提升了學生的思維能力。
- 各科組積極進行拔尖保底的課程，使有不同學習需要的學生掌握所學，發展所長。
- 教職員注重持續專業發展，具專業知識，能夠運用了不同的策略，促使課堂間的互動。
- 學生熱衷參與課外活動，學習態度積極投入，肯作多方面嘗試，具創意，於各項校外比賽中，表現卓越。
- 家長關心子女的學習情況，樂於配合學校教育方針，並積極提供各方面的支持。
- 校方與教職員對教改均持開放的態度，在推行新措施方面亦有豐富的經驗，並能與教統局及家長保持良好的溝通。

弱項

- 學校自我評估的機制有待發展。
- 觀課與及協作教學尚待深化。
- 各科課程統整有待加強。

契機

- 教統局提供「創造空間撥款」、「小學全方位輔導服務」、「外籍英語老師計劃」及「課程發展處校本支援計劃服務」，有助學校發展。
- 社會對學校的透明度與問責性要求提高，有利學校發展自評機制。
- 家教會具 50 年歷史，家長資源豐厚，為學校提供不少支援。家長樂於服務，是學校的寶貴資源。

危機

- 小一派位機制造成小一學生程度參差。
- 香港缺乏一個良好的英語環境。
- 社會對教育界要求不斷增加，但人手支援未有適當配合。

二零零三/零四至二零零五/零六年度關注項目

1. 透過「學生的人際關係與自我概念」的評估，發展學校的自我評估工作
2. 數學科課程統整
3. To establish a school-based English Curriculum for Year 1
4. To enhance the teaching and learning of critical thinking skill in Primary 4
 - a) To enhance the teaching and learning of critical thinking skill.
 - b) To develop subject-based self-evaluation on teaching of critical thinking skill.



學校發展計劃書 (2003 / 04 - 2005 / 06)

關注事項：透過「學生的人際關係與自我概念」的評估，發展學校的自我評估工作

關注事項 (按優次排列)	目 標	策 畧	時間表 (請加✓號)		
			03 - 04	04 - 05	05 - 06
透過「學生的人際關係與自我概念」的評估發展學校的自我評估工作	採用適當的評估工具，了解學生的情意及社交現況及需要	1. 了解小五及小六學生在情意及社交中「人際關係」及「自我概念」的現況和需要。 2. 利用「情意及社交表現評估」套件。	✓	✓	✓
	以評估理念檢討輔導工作，從而回饋校內各持份者	匯報評估數據，提供班主任，學科老師及輔導小組有關選定學生的需要。	✓	✓	✓
	把評估理念納入策劃及推行輔導計劃工作中	利用評估結果，了解學生的情意及社交行為，從而策劃及推行更有系統的輔導課程，作為未來發展的指標。		✓	✓

學校發展計劃書 (2003 / 04 - 2005 / 06)

關注事項：數學科課程統整

關注事項	目 標	策 畧	時間表 (請加✓號)		
			03 - 04	04 - 05	05 - 06
數學科課程統整	1. 統整小一至小六各級課程內容，製定各單元的教學策略，以增強學生的概念建構及思維能力	透過協作共同備課，整理各級進度及製定各單元的教學策略。 1. 小三及小四進度 2. 小二及小五進度 3. 小一及小六進度	✓	✓	✓
	2. 建立數學工具，以協助學生掌握數學概念	透過協作模式，有系統地整理、分析數學概念的工具。	✓	✓	✓
	3. 提高學生的思考及解難能力	透過富挑戰性的數學難題及遊戲，刺激學生的思考能力及數學感。	✓	✓	✓

School Developmental Plan (2003/04 – 2005/06)
Areas of Concern : To establish a school-based English Curriculum for Year 1

Area of Concern (According to priority)	Expected Outcomes	Strategy / Task	Time Span (Please add a ✓)		
			03 – 04	04 - 05	05 - 06
<p>To establish a viable and challenging, topic based scheme of work which covers all relevant aspects of English for Year 1 children.</p> <p>Year 1 English teachers trial and incorporate a change in the style of teaching and learning in Year 1</p>	<ul style="list-style-type: none"> - Phonics programme is timed so as to be completed within Year 1 calendar. - New Reading and Assessment programme is established in Year 1. - Topic web with relevant materials and worksheets is established in Year 1. 	<p>Phonics programme will be carefully monitored so as to ensure elements are introduced regularly and systematically in sequential order.</p>	✓	✓	✓
		<p>Reading will be monitored so book level of challenge fits the ability of individuals. Assessment in context will be conducted at least three times during the year.</p> <p>Topic related work is resourced for Year 1.</p>	✓	✓	✓
		<p>Co-teaching together with pre/post-class collaboration between SET and NET teachers of English in Year 1 – this to ensure aims and objectives of relevant ‘changes’ in approach are understood, agreed to and absorbed into the teaching and learning programme.</p>	✓	✓	✓

School Developmental Plan (2003 / 04 – 2005 / 06)

Area of Concern: To Enhance the Teaching and Learning of Critical Thinking Skill in the Primary 4

Area of Concern (According to priority)	Expected Outcomes	Strategy / Task	Time Span (Please add a ✓)			
			03 - 04	04 - 05	05 - 06	
1. To enhance the teaching and learning of critical thinking skill.	- Students show the attitudes and dispositions of a critical thinker.	To infuse the teaching and learning of critical thinking through co-teaching of NET and SETs in Primary Four.	✓			
	- Students are able to apply some essential critical thinking skills in their personal and study lives. Such as determining the reliability of sources, identifying facts and opinions and understanding causes and effects.	To conduct sharing sessions or workshops in the English Panel on how teaching and learning of critical thinking skill can be implemented.		✓	✓	
	- A self-evaluation team will be formed.	To implement teaching and learning of critical thinking skill in other levels.		✓	✓	
	- Evaluation instruments on critical thinking skills, which are user friendly and effective, can be adopted by teachers.	To equip teachers' knowledge and skills on self-evaluation.	✓			
	2. To develop subject-based self-evaluation on teaching of critical thinking skill.	- Evaluation instruments on critical thinking skills, which are user friendly and effective, can be adopted by teachers.	To develop evaluation instruments on critical thinking.	✓		
			To conduct sharing sessions or workshops on self-evaluation focusing on critical thinking.		✓	✓