

基督教香港信義會元朗信義中學
2016-2017 年度「學校發展津貼」計劃

學習領域/部門	達致目的	計劃	撥款 \$
(一) 中國語文	1、3、4	聘請具教學資歷及有關經驗的導師，負責苗圃計劃、說話訓練及中五、中六級學業輔導班。	\$ 83,400.00
(二) 英國語文	1、2、4	聘請具教學資歷及有關經驗的導師，負責 S2-S3 拔尖班，S5-S6 英文能力提升班。	\$ 43,588.00
(三) 數學教育	1、3、4	聘請導師，負責數學拔尖班、能力提升班及中六輔導班。	\$ 50,000.00
(四) 體育教育	4	聘請教練，負責各項球類訓練、室內划艇及花劍隊。	\$ 144,200.00
(五) 藝術發展	4	聘請導師，推動藝術星期五計劃，負責管弦樂團、敲擊樂班、樂器班、合唱訓練班及視覺藝術班。	\$ 159,400.00
(六) 生活教育	1,3,4	聘請導師，負責中二級英語話劇訓練	\$ 39,200.00
(七) 教學	1,2,4	聘請 7 名教學助理，支援與教學及學生成長相關的行政工作。	\$ 1,180,620.00
		總 額	\$1,700,408.00

- 達至目的：
- (1) 提高學生語文能力
 - (2) 課程發展，包括在教學上運用資訊科技及校本評核
 - (3) 培訓學生高階思維及解難能力
 - (4) 照顧不同能力學生

The ELCHK Yuen Long Lutheran Secondary School
2016-2017 Capacity Enhancement Grant

Aspect of Learning/ Department	Objectives	Plan	Appropriation (\$)
1. Chinese Language	1、3、4	To employ experienced tutors who are responsible for S6 remedial classes, oral practices, sowers action and poems/fictions writing classes.	\$ 83,400.00
2. English Language	1、2、4	To employ experienced tutors who are responsible for S2-S3 English Elite classes and S5- S6 level-up classes.	\$ 43,588.00
3. Mathematics	1、3、4	To employ tutors who are responsible for elite classes, S5 to S6 level-up classes and remedial class.	\$ 50,000.00
4..Physical Education	4	To employ coaches who are responsible for sports teams training, indoor rowing team and fencing team.	\$ 144,200.00
5. Arts Development	4	To employ tutors who are responsible for string orchestra, choir training, classes of instruments and visual arts classes.	\$ 159,400.00
6. Life Education	1,3,4	To employ tutors who are responsible for S2 English Drama classes.	\$ 39,200.00
7. Education	1,2,4	To employ seven teaching assistants to assist teachers in preparing teaching materials, supporting students' personal growth and administrative duties of the school.	\$ 1,180,620.00
		Total	\$1,700,408.00

Objectives : (1) Enhancing students' language proficiency;

(2) Curriculum development, including SBA and integration of information technology in teaching;

(3) Cultivating students' problem solving skills and higher-order thinking;

(4) Coping with the diverse and special learning needs of students with varied abilities, ranging from the gifted ones to those with learning difficulties.