

Ebenezer New Hope School

2016 / 2017

School Report

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School Report 2016/17

1. School Mission

With Christian faith and love, we aim to provide comprehensive educational and rehabilitation services for the visually and mentally handicapped students to foster their good conduct, to develop their cognitive areas and increase their independence so that they can overcome their impairment and develop their potential.

2. Educational goals

- To comprehensively develop students' potential, provide balanced learning programs and professional rehabilitation training according to students' abilities and learning needs
- To develop good character as well as promote physical and mental development of students
- To enhance students' self-care skills & independent living skills in order to prepare for life after graduation
- To strengthen students' understanding and contact with the community through learning outside the classroom and fostering an inclusive culture

3. General School Profile

Our school was established in 1978 to provide education and boarding services for students with visual impairment and multi-handicap. Our motto is 'Provide Whole Person Education. Develop Students' Potential'. We aim at fostering students' spiritual, mental and physical development as well as improving their self-care abilities and independence for integration into society.

This year, there are 7 classes with 68 students in total. There are 3 NSS classes, 2 junior secondary classes and 2 primary classes. For the necessity of student, we allocated resources to set up one more junior class. In recent years, we have aimed at developing school-based curriculum for the multi-handicapped students who are visually impaired and intellectually disabled and may also suffer from hearing impairment and/or physical handicap.

To improve our services, we emphasized staff training to the team spirit building, as well as occupational safety and health.

Our school administrative committee is responsible for making policy decisions. There is distinct administrative structure, which allows development of different services and co-operation among different sections.

4. Items of Key Performance Measures

KPM-1 Combination of Incorporated Management Committee (IMC)

Number of IMC members: 14

Number of members from School Sponsoring Body: 6

KPM-3 Teachers' Continuing Professional Development (CPD)

Teachers' average hours of CPD activities: **135 hrs.**

Principal's hours of CPD activities: **123 hrs.**

KPM-4 Teachers' Qualifications (No. of teachers = 22)

4.1 Academic qualifications

Master & above	Bachelor	Cert. /Dip.
26%	70%	4%

4.2 Professional qualifications

Received Teacher Training	96%
Received Special Education Training	83%

4.3 Specialized teachers for core subjects

Chinese	30%
English	This subject was not applicable
Mathematics	13%

4.4 Teachers' teaching experience

0-2 yrs	3-5 yrs	6-10 yrs	Over 10 yrs
22%	13%	9%	57%

4.5 Language proficiency attained

English	Putonghua
This subject was not applicable	This subject was not applicable

KPM-7 No. of School Days in the Year: 190 days

KPM-8 Percentage of Class Time in the 8 Key Learning Areas

	S	A	B	C	D	E	F	G
Chinese Language	15%	20%	15%	15%	15%	15%	15%	15%
Mathematics	15%	15%	15%	15%	15%	15%	15%	15%
Personal, Social & Humanities	23%	23%	23%	20%	20%	20%	20%	20%
Physical Education	15%	5%	15%	15%	10%	15%	10%	15%
Art	10%	20%	10%	20%	20%	20%	20%	20%
Science	0%	0%	0%	0%	0%	0%	0%	0%
Technology	15%	10%	15%	0%	5%	0%	5%	0%
Cross-area Studies	13%	7.5%	13%	15%	15%	15%	15%	15%

KPM-13 School-leavers' Placement

8 students graduated:

- Tse Chun Kin – Admitted to Siu Lam Hospital on 31/10/2016
- Kim Jusung – Admitted to Siu Lam Hospital on 10/11/2016
- Yung Elizabeth – Back to UK and stay there with his family
- Fung Hoi Him – Day Care Centre (waiting)
- Kan Yan Wo – Day Care Centre (waiting)
- Chan Wai Shing – Day Activity Centre
- Yan Ka Hei – Day Care Centre (waiting)
- Ma Tsun Long – Private Residential Care Home
- Yue Po Wing – Passed away on 01/09/2017

KPM-22 Students' Attendance Rate (whole year):

Primary	72.9%
Junior Secondary	96.1%
Senior Secondary	84.5%

Part I : Achievements and Reflection of the Major Concerns

Priority Task 1:

To program students' growth and development plans, and to enhance the efficiency of learning and teaching

1.1 To modify the existing implementation of students' life planning

1.1.1 To develop the “Self-recognition and Social Emotional Development” related learning elements into the system-wide learning

Achievements

- The reorganization of the curriculum on “Communication and Social Training” has been completed in September 2016 which has developed the knowledge and skills related to “Self-recognition and Development” as one of its systematic learning contents.
- The unification of the related themes on “Communication and Social Training”, “Moral and Civic Education” and “General Studies” has been completed. The year themes of “General Studies” was supplemented by the themes of the former two subjects for there was no such corresponding themes in “General Studies”.

Reflection

- The reorganization of the curriculum has provided students with sufficient learning opportunities and a continual and systematic learning of the important issues at different stages of their learning, such as self-recognition, recognition and management of emotions.
- Apart from providing sufficient learning opportunities, we have modified the existing list of “Self-recognition and Social Emotional Development” based on the reorganized curriculum. Therefore, the content of learning and teaching is closely linked to the development listed in the list and can better indicate students' learning outcomes and identify their next development goals.

Follow up

- Modification of the existing list on “Self-recognition and Social Emotional Development” is suggested.

1.1.2 To enhance the cognition and skills of staff by organizing seminars and case sharing sessions on “Life Skills Development” and “Self and Social Emotional Development”

Achievements

- Seminars on “Life Skills” for students were conducted by our occupational therapists at the beginning and the middle of the semester respectively.
- The case sharing sessions of students on “Life skills development” were held two to three times by both the school and boarding sections respectively.
- Seminars and case sharing sessions on “Social & Emotional Development” of students were conducted twice by our educational psychologist.
- The Student Support Team shared the goals, strategies and the progress of the members of the “Social Group” at the staff meeting so that relevant strategies could be consistently adopted by the staff of the school and the boarding section for consolidating the relevant skills of the students.
- 70% of co-workers from the school and boarding section agreed that the seminar on “Life Skills” allowed them to better understand the characteristics of students with visual impairment and multiple disabilities in learning self-care, the strategies for groups with different abilities and its consistent implementation.

Reflection

- Seminars and sharing sessions on “Life Skills Development” and “Self and Social & Emotional Development” have greatly improved the collaboration and communication of the school and the boarding section, which allowed both sections to adopt the similar practice in training students on self-care and social & emotional management. It is a great help to the students’ development.

Follow up

- Priority tasks will be extracted from the 2017-2018 year plan and relevant seminars will continue to hold for enhancing the consistency of training and development of the school and the boarding section.
- To collect the effective and consistent steps and rules on self-care of students with different abilities, and record videos for students’ further application at home.

1.2 To develop various learning and teaching strategies for students to enhance learning and teaching

1.2.1 To enhance the “student-centered” learning and teaching strategies for visually impaired cum multi-disabilities students

Achievements

- Five thematic seminars, five demonstrations and discussions on learning and teaching for visually impaired cum multi-disabilities students were conducted from October to December 2016 and videos were recorded for reference. Participants found the seminars inspiring and helpful for their teaching.
- Teachers teach the group of visually impaired cum multi-disabilities students have had at least one key class observation for the year. Most teachers have made progress in learning

and teaching. Two of them performed well in their teaching and a video was recorded. The video will be edited and shared later.

Reflection

- A series of seminars, demonstrations, class observation and evaluation were useful to enhance the professional knowledge of teachers. However, it takes times for teachers to adopt the applications. Therefore, learning and observation inside and outside school are necessary to enhance the ability of teachers to take care of students' diversity.

Follow up

- To share the edited teaching videos among teachers by September 2017.
- To collect the outstanding teaching videos through the co-lesson preparation and class observation, and share them at the Staff Meeting and on the Staff Development Day.

1.2.2 To enhance the learning efficiency of students through the development of teaching aids/ teaching materials in the group study

Achievements

- Over the past year, each teacher has developed at least one type of teaching aid through the subject teams' group / individual research and development, and shared the use of the teaching materials and the videos on students' application among themselves. The videos have been uploaded to the school's learning and teaching resources platform.
- There are many excellent works in the teaching aids that can be used for different subjects.

Reflection

- It is worth to continue to pursue the research and development of teaching aids/ teaching materials through the groups' study for which can stimulate teachers to think, to discuss and to attempt positively and help teachers to improve their professional skills while students are also benefited.

Follow up

- The research and development of teaching aids/ teaching materials through the groups' study can continue to pursue.

2. Major Concern: To develop and nurture physical and mental health

2.1 To establish the knowledge and practical skills of students and school's different stakeholders on health education

2.1.1 To integrate the themes of health education into the “General Studies”, “Communication Skills Training”, “Moral and Civic Education” and morning assemblies.

Achievements

- The related topics of the two categories on “Personal Health” and “Psychological and Emotional Health” were used to review and adjust the subjects of “General Studies”, “Liberal Studies”, “Communication Skills Training”, “Moral and Civic Education” and “Health Management and Social Care” and it was shown in the form of table.
- The first year of the course was tried out.

Reflection

- The element of “Psychological and Emotional Health” included in “Communication Skills Training” and “Moral and Civic Education” has helped students to learn with the spiral approach systematically.
- Teachers generally have difficulties in matching the conjunction of “Psychological and Emotional Health” with “Communication Skills Training” and taking into account of the unique teaching objective of the subject. The Curriculum Team should review the subject content and clarify the focus at the co-planning classes in next year. More comments and support should be given to teachers.

Follow up

- Co-lesson planning and writing samples of school-based units teaching plans will be conducted by the curriculum coordinators and subject panels in September. Subject panels will use them as reference for writing the school-based units teaching plans and demonstrate the usage during the co-lesson planning.
- Subject teachers may refer to the school-based units teaching plans, and then prepare the class-based teaching plans according to the ability of students in the class.

2.1.2 To plan the learning focus of the year based on “Personal Health” and “Psychological and Emotional Health” and to conduct regular assessment

Achievements

- The assessment lists of “Personal Health” and “Psychological and Emotional Health” were formulated and students were assessed in September 2016 and June 2017 respectively. The results show that about 50% of students have progress.

Reflection

- As shown from the results of the later assessment, it was more effective within the group of students with higher ability, but not much progress was shown among the majority of the group of visually impaired cum multi-disabilities students. This may be related to the design of the assessment lists. As for the group of students with weaker ability, their only progress was completed a small step in a task independently, or the improvement from passive participation with assistance to active participation. Therefore, the assessment lists need to be divided into two groups on student competencies.

Follow up

- When formulating the learning focus for the year 2017-18, it is necessary to set the appropriate goals, assessment content and criteria for visually impaired cum multi-disabilities students in order to demonstrate their progress accurately.

2.1.3 To offer a New Senior Secondary subject on “Health Management and Social Care” and review the appropriateness of the 2016-17 content of learning

Achievements

- The new NSS elective subject on “Health Management and Social Care” has been offered and 60% of the students were able to attain the anticipated learning outcomes.

Reflection

- Part of the topic concepts was a bit difficult. Teacher could make a huge adjustment in the classes of visual impairment and multiple disabilities through the co-lesson planning, which allows students to establish a healthy lifestyle from the experimental activities.

Follow up

- To optimize the subject on “Health Management and Social Care” and to formulate the school-based modules by co-lesson planning and lesson observation.

2.1.4 To promote health education lectures and activities to the boarding section

Achievements

- Sports day for staff was held every month. Staff from both the school and the boarding section participated in different sessions of the sports activities and health seminars conducted by the nurses on the day. There were a total of 10 times in the year.

Reflection

- The sports day for staff was held only once a month and the improvement in the health of staff was not significant. Nonetheless, the sports consciousness and health knowledge of staff have been raised.

Follow up

- The strategy will continue to maintain in both the school and the boarding section.
- The health education and sports day will be promoted to parents in next year.

2.2 Development and promotion of health education activities

2.2.1 To promote and enrich the knowledge of healthy lifestyle of both parties through the inclusive activities of the “Give and Take Programme” with mainstream schools

Achievements

- A total of eight “Give and Take” inclusive activities were held this year. Students enjoyed the pleasure and established a healthy psychological mood through the music activities under the category of “Mental Health”. Their individual social network was widened and appropriate social behaviour was established through these inclusive activities at the meantime.
- Students’ performances in the eight activities were recorded by videotaping and photo-taking in order to track the growth of students.

Reflection

- The three participating schools and our students were all benefited from the activities. Despite the relatively short of activity time, students from mainstream schools deepened their understanding of the visually impaired and intellectually disabled students.
- Owing to the limitation of students’ intelligence, the number of sharing sessions that students could participate in was limited. However, their progress could be seen. If the activity time could be longer, the benefit to our students would be greater.

Follow up

- The "Give and Take Programme" has come to an end. Further arrangements of student cases study will be discussed with the Centre for Health Education and Health Promotion of the Chinese University of Hong Kong in next year.
- “Sports and Health” will be the health education theme for next year. The focus will be on improving the students' sports consciousness and physical fitness.
- The implementation of the entire “Enlivened by Breakthrough” programme will be left for review in May 2018.

3. Major Concern: Staff continuing professional development

3.1 To set up a professional development framework and platform for staff

3.1.1 To optimize the knowledge sharing and the learning platform

Achievements

- The sharing of dedicated staff was continued this year. In addition to public sharing platform, the Office365 cloud sharing platform was also optimized and which enriched the learning and teaching resources.
- The online sharing platform was built into the Office365 cloud sharing platform which has integrated the resources from different subject departments, including the sharing of teaching and related teaching materials.

Reflection

- As the resources for subjects are still under construction, it is necessary to continue to complete the overall structure, and organize the contents and items of the subjects for sharing.

Follow up

- To continue to optimize the content of the subject in the platform for enriching the platform of learning and teaching resources

3.2 Student cases study

3.2.1 To conduct collaboration and training for the student cases of departments and subjects and to share with each other

Achievements

- The sharing of teachers' self-made teaching aids was carried out at stages this year, including the teaching aids for both core subjects and functional subjects. Most of them were full of creativity and which enriched the ideas of making teaching materials and teaching aids. It also pooled into a teaching aids library.
- All teachers, therapists, educational psychologist and the boarding section shared the life planning cases of students in the year. Their understanding in students' learning abilities and training processes was deepened. The techniques of setting goals and teaching skills were also improved through the discussion.

Reflection

- The sharing of self-made teaching aids could be continued. However, the content of the self-made teaching aids could be optimized. The methods would include setting up guidelines and introducing award scheme to encourage the staff's creativity.

- The sharing of the students’ cases could be continued for it would help the staff’s in-depth understanding of the students’ ability. Students’ life planning could be considered as the goal of sharing and conducted in form of class-based and cross departments collaboration, so as to raise the students’ learning ability comprehensively.

Follow up

- To continue and set up guidelines to implement the design and sharing of the self-made teaching aids and to enrich the teaching resources.
- To continue the students’ cases study and sharing and proceed in line with the students’ life planning through the form of class-based and cross-departments collaboration.

3.3 To construct the cross-professionals sharing

3.3.1 To organize departmental professional sharing to enhance the professional development

Achievements

- 22 in school training, 11 new staff training, 8 institutional training and outside school training with different subjects, another external visits were provided to staff this year.
- In response to the needs of new colleagues, the implementation of the mentoring scheme was continued to provide support for them through the co-lessons planning, peer group lessons observation and sharing. The results showed in the survey were significant.
- Thematic sharing and class observation on the education and training of students with severe intellectual disability and multiple disabilities were provided to the RSP staff of Ebenezer School by our school this year. Experiences were shared and cultivated among both parties.
- International meetings and sharing sessions: our teachers and therapists participated in the “Sister School Scheme” in Shanghai and Guangzhou (02/05 – 03/05/2017), the SAME exchange tour in Britain (19/05 – 28/05/2017) and the International Mobility Conference (26/06 – 30/06/2017). Post-activities sharing sessions were held.
- 2 teachers participated in the “Enlivened by Breakthrough” Programme organized by the Chinese University of Hong Kong on the learning circles in a healthy campus. Various school-based healthy campus plans such as staff sports days, health information sharing and integration activities were implemented.
- Staff continued to participate in the SAME Project and the General Studies Tripartite Model of Support learning circles this year through the lessons observation and sharing with other schools. Experiences of staff were broadened.

Reflection

- School’s Professional sharing has been developing gradually through different training and sharing sessions, and helped to improve their teaching skills. It would be necessary to be continued.
- Teaching toolkits could be designed according to the school-based teaching characteristics of students while school-based knowledge management could be developed.

Follow up

- To continue to optimize the sharing and collaboration of subject departments and to enhance their professional sharing.
- To investigate the new teaching models such as STEM, e-learning, robot and its usage mode in our school.
- To continue to implement the different projects of the Healthy Campus and to expand the project to parents.

3.3.2 To continue to enhance the leadership of subject panel heads and middle managers

Achievements

- Each group member of middle management participated in at least one leadership training course such as time management workshop, healthy campus courses, etc. Questionnaires were conducted for reflection.
- Subject panel head and teachers of General Studies participated in the General Studies Tripartite Model of Support learning circles which enriched their knowledge and experience of teaching on the subject. Other subject panel heads continued to participate in the SAME workshop and to optimize the school-based curriculum.

Reflection

- Training on management and leadership skills for middle managers could be strengthened.
- Subject panel heads should lead the colleagues of the subjects to conduct the communication and sharing for raising up the effectiveness of teaching. The content would include the techniques of class teaching, the making of teaching aids of the subject, the design of the class works, etc.

Follow up

- To conduct more training on communication skills and school administration and management for staff to enhance their administrative management skills.
- To share the insights and experiences on management for the reflection of staff at the meetings of the middle management.

Part II :

1. Our Learning and Teaching

- This was the second year of the “2015-2018 School Development Plan”. To be in line with the development goal and major concerns of the plan, the school continued to implement different development plans including the healthy campus.

- The School has carried on the making and sharing of the self-made teaching aids for multi-media teaching this year to enhance the students' learning motivations and self-learning abilities. The School has also developed various reading materials for students to enhance their self-learning abilities.
- The teachers, therapists and boarding section conducted the cases sharing on students' life planning to enhance the sharing between the professionals and the understanding of the students' learning abilities
- This was the second year of the Community Chest Project "Life that Shines" conducted in the School. The project aims to enhance the community integration for young adults with visual impairment and multiple disabilities. There were 22 students and 20 graduates participated in the programme. Besides, we conducted 8 sessions of educational workshop to 4 adults training centres in the community. Moreover, a training guidebook would be made to consolidate the effectiveness of the project.
- We continued to implement the "ExIT in the Dark" Project funded by the Keswick Foundation Limited. There were 30 students participated in this programme. Each of them received one to two individual treatment and two group training sessions per week. After one-year training, the progress made by all students in cardiovascular endurance, muscle strength, balance and/or co-ordination was far beyond expectation. On the other hand, we cooperated with the Hong Kong Polytechnic University, Jockey Club Rehabilitation Engineering Clinic to innovate a tailor-made physical fitness training games system which included interactive training walls, multisensory stimuli and feedback system, computerized games programmes, etc. to arouse students' motivation and effectiveness in doing exercise. It was planned to finalize the graph design in May 2017 and then started the manufacturing of the system immediately afterwards. In terms of education, we conducted a talk on physical fitness concept to staff and parents during the school assembly, and the information was uploaded to the School website for public education. Most parents were glad to learn more about physical fitness and surprised by the improvement of their children.
- To facilitate the feeding skills and safely consciousness of the staff, the speech therapy unit organized three workshops for them to deepen the understanding on the swallowing ability of student. Moreover, the speech therapy unit attempted to enhance the learning and teaching aspects. Apart from the collaboration with The Mental Health Association of Hong Kong – Cornwall School in the "Quality Interaction" project, the speech therapists also organized the "Be with You" programme, which was in form of students shadowing, for optimizing the teachers' skills of communicating with the multi-disabilities students during lessons. Besides, speech therapists co-organized the "Kids' Chatting Land" activity with teachers. By participating in the activities including different games, artworks creation and snacks making, the students' cooperation between themselves was enhanced; their peer group communication and sharing were promoted; the uses of their current communication abilities were encouraged and their social communication skills were enhanced
- Supported by the Education Bureau's "WiFi 900" project, our school has put more resources on implementing the e-Learning. The School introduced the RainbowOne e-book platform recently and created electronic books for Chinese Language. Through the RainbowOne e-book platform, teachers could easily prepare various kinds of interactive exercises for students. Besides, our IT team also tried to apply the new elements of Augmented Reality

(AR) and Virtual Reality (VR) in our teaching, e.g. AR cartoons would appear if the students could identify the images of vocabulary or picture cards; teachers could use the techniques of VR to teach students to recognize the route to school from a 360° panorama picture. We hoped that the use of the new technologies could improve the initiative of students' learning motivation and establish their adaptability in different environment.

2. Support for Students Development

- For the aspect of students' achievement, 9 students participated in the competition of the Instrumental Group of the 69th Hong Kong Schools Music Festival and were awarded the Merit Award. Zhao Anjie and Leung Wing Tung participated in the Instrumental Solo (Piano) and the Female Vocal Solo and were awarded the Honours Award and Merit Award respectively. Besides, Chan Wai Shing was selected for the "A.S. Watson Group Hong Kong Student Sports Award 2016-2017". Fung Hoi Him and Yan Ka Hei were awarded the "Upward Mobility Scholarship 2016" sponsored by the Commission of Poverty. Lee Ho Kuen was awarded the "Youth Arch Top 10 Student Improvement Award" and "Youth Arch Student Improvement Award scholarship" by the Youth Arch Foundation.
- The annual theme of the boarding section was "Love" and "Sharing". In the past year, the boarding section coordinated with the School in the development of life planning and particularly played a vital role in delivering effective training for boarders to enhance their 'Self-care Abilities' and 'Independent Living Skills' in accordance with their different developmental stages. In addition, the boarding section has put more effort in networking with different community partners for practicing the aim of "Social Integration of Able-bodied and Disabled persons". A total of more than 80 volunteers from organisations included 'West District Gospel, Echo Valley Evangelistic Association for the Handicaps', 'Grace Volunteer Team', 'Sadhu Vaswani Centre Limited. (Indian Charity Organization)', 'Tivoli Choir', 'North Point Alliance Church', etc. provided regular evangelistic programmes, birthday parties, musical programmes, festive programmes and caring visits for the boarders. More than 30 programmes were organized to facilitate the boarders to enjoy the interactions with people from the community and enriched their boarding life.
- 10 students were referred to join the attachment programmes in different adult services organizations successively and 2 students were referred to receive vocational assessment by the Vocational Training Council for preparation before leaving the School.
- The School participated in different integration activities in the community. The contacts with the community organizations were enhanced to enrich the students' life experience and development.
 - Volunteers from the Echo Valley Evangelistic Association for the Handicaps conducted the fellowship in the School in alternative weeks.
 - Doctors from Hong Kong Sanatorium & Hospital provided two free consultant sessions for the School and four medical lectures for our Staff.
 - Sadhu Vaswani Centre Ltd., an Indian religious organization visited the School twice in the year and organized activities for the boarders. Students also received the gifts and toys from the volunteers.
 - Lion Club Sister School Scheme helped to organize the Christmas Carnival.
 - Grand Step (HK) Limited invited our students to participate in the Christmas party of the

- Kowloon Cricket Club
- Volunteers from the Medical Faculty of the University of Hong Kong and the Chinese University of Hong Kong visited the School twice to conduct the health care and personal care activities
- YMCA of Hong Kong Christian College conducted a 2-days integration activity with our students
- Students participated in the flag selling activities of different organization, including Hong Kong Blind Union, Hong Kong Lutheran Social Service, International Church of the Foursquare Gospel.
- Students visited the Western Baptist Center for the Elderly and the Ebenezer Care & Attention Home

3. Student Performance

Students have made an effort to learn and participated in the training, and they exerted their potential and won the different awards this year:

Youth Arch Foundation	The Most Improved Students Award	Lee Ho Kuen
	The Youth Arch Student Improvement Award 2015-16	6 students
Hong Kong Sports Association for Persons with Intellectual Disability	The 41 st Hong Kong Special Olympics	11 gold medals 17 silver medals 7 bronze medals
A.S. Watson Group	AS Watson Group Hong Kong Student Sports Award	Chan Wai Shing
Commission on Poverty	The Upward Mobility Scholarships	Ling Cheuk Hang LEUNG SHUK LING
Hong Kong Schools Music and Speech Association	69 th Hong Kong Schools Music Festival Instrumental Group Merit Award (Grade B)	9 students
	69 th Hong Kong Schools Music Festival Instrumental Solo Honours Award (Grade A)	Zhao Anjie
	69 th Hong Kong Schools Music Festival Soprano – Secondary School Solo Merit Award	Leung Wing Tung
Committee on Home-School Co-operation	“We Did It” Award Scheme 2016-17 Commendation Certificates and Hong Kong Disneyland tickets for the outstanding performance in voluntary services	18 students

Part III Feedback and Future Planning

1. Learning and teaching

- To optimize students' life plans, learning processes and learning profile through i-Portfolio and data base
- To optimize the school-based curriculum evaluation and development continually
- To promote the Healthy School project in order to enhance students' self-care ability and the application of daily flow
- To nurture students' self-autonomy and self-determination ability by giving them opportunities in class
- To organize the case study group and sharing sessions, in order to improve the staff's understanding of students' learning abilities
- To develop and utilize various types of multi-media teaching materials continually, so as to enhance students' self-learning ability and learning motivation

2. Staff professional development

- To increase the professional advancement activities, such as co-planning classes, class observations, learning circles and professional sharing sessions
- To improve and train the leadership skills of middle managers, such as time management and communication skills
- To implement the training on school-based functional academic learning continually, such as Low Vision, Orientation and Mobility, Braille
- To increase the support to mentoring scheme, so as to help new teachers to enhance their teaching skills as well as the quality of work in our school