



Ebenezer New Hope School

2017-2018

Annual School Plan



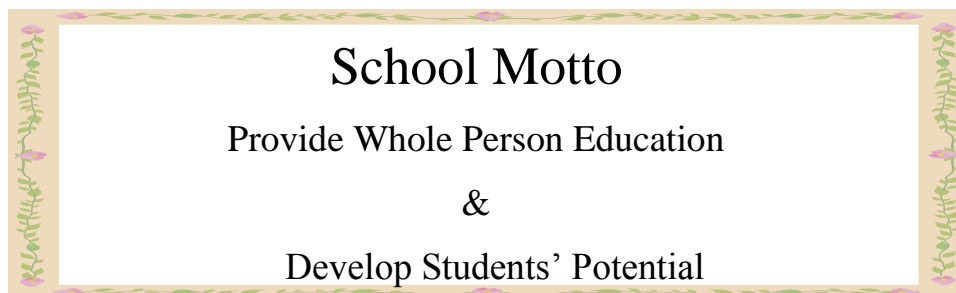
Ebenezer New Hope School

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.

Educational Goals

1. To comprehensively develop students' potential, provide balanced learning programs and professional rehabilitation training according to students' abilities and learning needs
2. To develop good character as well as promote physical and mental development of students
3. To enhance students' self-care abilities & independent living skills in order to prepare them for a better transition to the post school placement
4. To strengthen students' understanding and contact with the community through learning outside the classroom and fostering an inclusive culture



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Areas of Major Concern:

1. To program the framework of students' growth and development, and to enhance the efficiency of learning

- 1.1. To optimize the current students' life planning
- 1.2. To develop various learning strategies for students

2. To develop and nurture the physical and mental health

- 2.1. To establish the knowledge and practical skills of health education for students and different school stakeholders
- 2.2. To develop and promote the health education activities

3. Staff continuing professional development

- 3.1. To establish the professional development framework and platform for staff
- 3.2. To investigate the student cases
- 3.3. To build up the cross-professional sharing

1. Major Concern: To program the framework of students’ growth and development and to enhance the efficiency of learning

Objectives	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Party in-charge	Source
<p>1.1 To optimize the current “students’ life planning”</p>	<p>1.1.1 To develop / promote “students’ Self-autonomy and Self-determination ability” as the core goal and value of their life planning</p> <ul style="list-style-type: none"> ● To organize workshops for staff to promote students’ “Self-autonomy and Self-determination ability” ● To provide daily opportunities to students to enable them to exert their “Self-autonomy and Self-determination ability” 	<ul style="list-style-type: none"> ● To participate in at least 2 related external / internal workshops on “students’ Self-autonomy and Self-determination ability”, and to receive 80% of agreement in questionnaire regarding its effectiveness ● To have more than 80% of teachers and therapists carry out to provide opportunities for students to choose during the workflow, teaching and training sessions ● To have 70% of students from classes S, A, D grasping the opportunities and taking the initiative to make a choice, or express personal preferences and desire ● To have 50% of students from the junior group taking the initiative to express their personal likes and dislikes 	<p>Questionnaire in seminars</p> <p>Class-based and functional subjects learning programme</p> <p>Students learning record</p> <p>Class observation record</p>	<p>9/2017-6/2018</p>	<p>Academic Committee and Curriculum Team, subject panel heads, subject teachers</p>	

	<p>1.1.2 To modify the current list of the “Self-recognition and Social Emotional Development”</p>	<ul style="list-style-type: none"> ● To finish the second draft of the list of the “Self-recognition and Social Emotional Development” by April 2018 ● To implement in June 2018, and to examine the students’ development conditions on “Self-recognition and Social Emotional Development”. To have 70% of staff respond that the list is effective in presenting students’ condition and helping to set the future development directions of students 	<ul style="list-style-type: none"> ● To set up a panel to examine the second draft of the list of the “Self-recognition and Social Emotional Development” ● To use the feedback form of the list of the “Self-recognition and Social Emotional Development” 	<p>9/2017-6/2018</p>	<p>Curriculum Team, Life Planning Team</p>	
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<p>1.1 To develop Various learning strategies for students</p>	<p>1.2.1 To develop “leading learning” strategy for students with higher ability</p> <ul style="list-style-type: none"> To select 3 students to participate in the pilot project and use multimedia teaching aids in Chinese, Mathematics, General Studies / Liberal Studies lessons, so that students with higher ability can know the focus tasks of the self-learning period and can arrange the completion sequence by themselves 	<ul style="list-style-type: none"> To have at least 2 students achieving the target and using multimedia teaching aids to carry out “leading learning”, and completing at least 2 tasks/ assignments 	<ul style="list-style-type: none"> To review on class Assignment To shoot the evidence and review on the effectiveness in September, November, February and May respectively 	<p>9/2017-6/2018</p>	<p>Academic Committee and Curriculum Team, subject panel heads, subject teachers</p>	
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2. Major Concern: To develop and nurture the physical and mental health

Objectives	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Party in-charge	Source
2.1 To establish the knowledge and practical skills on health education for students and different school stakeholders	2.1.1 To adopt “Exercise and Health” as the annual theme of health education <ul style="list-style-type: none"> ● To improve students’ physical fitness through physical education lessons and group activities ● To formulate the assessment list of this year and evaluate it on time 	<ul style="list-style-type: none"> ● To have 60% of students mastering the designated physical fitness activities; of which 30% completing on their own ● To have 60% of students achieving an improvement in compare to prior evaluation 	Video recording “Exercise and Health” assessment list	9/2017-6/2018	Academic Committee, teacher in-charge of the ‘Enlivened by Breakthrough Cultivating Programme’, Physical Education teachers, physiotherapists	
	2.1.2 To promote seminars and activities on health education to parents	<ul style="list-style-type: none"> ● To organize at least 10 seminars or activities on health education for parents in the year 	Information on health education or health activities record	9/2017-6/2018	Group members of the ‘Enlivened by Breakthrough Cultivating Programme’, Warden, Deputy Warden, nurses	

2.2 To develop and promote the health education activities	2.2.1 To organize the “Exercise and Health” Day or inclusive activities to promote the message of healthy campus	<ul style="list-style-type: none"> ● To organize the “Health and Activity” Day in both semesters and assess the performance of the participating students ● To organize at least 1 inclusive activity and record the performance of participating students 	Review on “Health and Activity” Day, minutes of the inclusive activities’ meeting, students’ activities records, videos	9/2017-6/2018	Academic Committee, Activity Team, group members of the ‘Enlivened by Breakthrough Cultivating Programme’	
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3. Major Concern: Staff continuing professional development

Objectives	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Party in-charge	Source
3.1 To establish the professional development framework and platform for staff	3.1.1 To optimize sharing and learning platform 3.1.2 To conduct STEM related teaching and information research	<ul style="list-style-type: none"> ● To gather the subjects’ resources and the content for sharing to optimize at least 60% of the content of the sharing and learning platform ● To participate in at least 2 STEM related inquiry activities 	The subjects’ information shared in the Office 365 sharing platform To complete the STEM inquiry programme and to share the results	9/2017-6/2018	Staff Professional Development Team, IT Team, subject panel heads	Office365 online platform, STEM inquiry programme

3.2 To investigate the student cases	3.2.1 To organize co-planning of lessons, training discussion and professional sharing between departments according to different students' cases	● To organize at least 2 cross-departmental teaching and training related professional sharing activities	Case sharing sessions	9/2017-6/2018	Staff Professional Development Team, Academic Committee, Rehabilitation Therapy Team	Sharing sessions and case proposals
3.3 To build up the cross-professional sharing	3.3.1 To conduct the departments' professional collaboration and sharing for enhancing the professional development	● To conduct at least three collaboration activities in response to the teaching and training of the department or subject, e.g. IT Team and language/ Mathematics/ General Studies; functional subjects and rehabilitation therapy training	Subject departments' collaboration and sharing sessions, and the collaboration plans	9/2017-6/2018	Staff Professional Development Team, Academic Committee, Rehabilitation Therapy Team	Collaboration plans
	3.3.2 To continue to conduct the training for the development of the subject panels and middle managers and to conduct the sharing and investigation	● To attend at least two leadership training course or workshop related to departmental leading or leadership for all subject panels and middle managers and to conduct subject inquiry and sharing	Continuing Professional Development record, inquiry plan or presentation sharing	9/2017-8/2018	Staff Professional Development Team	Training record

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