



Ebenezer New Hope School

2018-2019

Annual School Plan



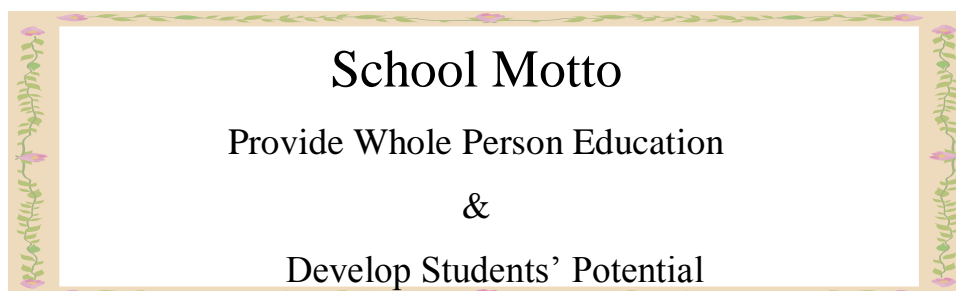
Ebenezer Hew Hope School

School Mission

With Christian faith and love, we aim to provide comprehensive educational and rehabilitation services for the visually and intellectually disabled students to foster their 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 the physical and mental development of students
3. To enhance students' self-care abilities & independent living skills 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



Ebenezer New Hope School

Annual School Plan 2018/2019

Areas of Major Concern:

1. Curriculum reform

- 1.1 To enhance the application of LPF to promote the implementation of learning and teaching
- 1.2 To enhance the coherence and life relevance of curriculum

2. To optimize the effectiveness of middle management (senior staff and subject heads)

- 2.1 To enhance the functions of subject heads
- 2.2 To optimize the management functions of senior teachers and staff

3. To enhance the quality of learning and teaching

- 3.1 To promote student-centered learning
- 3.2 To optimize the arrangement of Life Planning Education

1. Major Concern: Curriculum reform

Objectives	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Party in-charge	Source
1.1 To optimize the application of LPF to promote the implementation of learning and teaching						
1.1.1 To promote the application of LPF in the NSS core subjects (Chinese Language, Mathematics and Liberal Studies)	<ul style="list-style-type: none"> ● To optimize the school-based assessments by subject heads ● To enhance teachers' knowledge and understanding on LPF by workshops and case sharing etc. ● To promote the application of LPF through co-planning, lesson observation, post-lesson discussion, and school-based coordination mechanism 	<ul style="list-style-type: none"> ● Subject heads finish optimizing the first draft of the school-based assessments by May 2019, and 80% of teachers agree with it ● 80% of teachers agree that workshops and case studies could help them to know and understand more about LPF ● 80% of teachers could set appropriate learning goals, teaching activities and expected learning outcomes for the students based on LPF 	<ul style="list-style-type: none"> ● To consult at the meeting ● Lecture Questionnaire ● Teaching plans, student learning records and class observation reports 	9/2018 – 6/2019	Curriculum Team, Academic Committee, subject heads, subject teachers	EDB professional development curriculum in the internet, 18-19 school-based support scheme (Chinese Language Learning Process Structure)

1.1.2 To try to apply the LPF in core subjects (Chinese Language, Mathematics and General Studies) from P1 to S3	<ul style="list-style-type: none"> ● To participate in the EDB P1-S3 Chinese Language LPF Pilot Program ● To enhance teachers' knowledge and understanding of the LPF through workshops and case sharing etc. 	<ul style="list-style-type: none"> ● Two teachers participate in the EDB P1-S3 Chinese Language LPF Pilot Program and share the experiences in school 	<ul style="list-style-type: none"> ● Two teachers complete the EDB P1-S3 Chinese Language LPF Pilot program and have an experience sharing in school 	9/2018-6/2019	Curriculum Team, subject teachers	
1.2 To enhance the coherence and life relevance of curriculum						
1.2.1 To improve the coherence and life relevance of subjects in different key stages	<ul style="list-style-type: none"> ● To evaluate and revise the coherence and cohesion between the key stages and the subjects (e.g. cohesion between General Studies and Liberal Studies) ● To evaluate and revise the life relevance of the subjects' topics 	<ul style="list-style-type: none"> ● The Chinese Language, Mathematics, General Studies, and Liberal Studies finish the first draft of the coherence and cohesion between different learning stages and the subjects by May 2019, and 80% of teachers agree with it 	<ul style="list-style-type: none"> ● To consult at the meeting 	9/2018-6/2019	Curriculum Team, subject heads	

<p>1.2.2 To develop the Life skills training subject</p>	<ul style="list-style-type: none"> ● To construct and improve the school-based curriculum of independent skills training ● To construct the 12-year curriculum framework and key stage learning objectives 	<ul style="list-style-type: none"> ● Students from different groups can have an appropriate goal of independent life skills in all three semesters ● To finish to optimize the first draft of the first-round curriculum by June 2019 ● To finish the 12-year curriculum framework and set the key stage learning objectives by Feb 2019 	<ul style="list-style-type: none"> ● Teaching plans, student learning records and class observation reports ● To inspect by the Curriculum Team ● To inspect by the Curriculum Team 	<p>9/2018 – 6/2019</p>	<p>Curriculum Team, subject panels</p>	<p>EDB curriculum resources in the internet</p>
<p>1.2.3 To develop the Sensory Integration Subject for students with multi-disabilities</p>	<ul style="list-style-type: none"> ● To enhance teachers' knowledge and understanding of Sensory Integration through training. ● To integrate the lesson materials to construct and optimize the school-based curriculum of Sensory Integration 	<ul style="list-style-type: none"> ● To hold 2 workshops or talks about Sensory Integration ● To complete the collation of the Sensory Integration data of different groups of students by June 2019 	<ul style="list-style-type: none"> ● Workshops Questionnaire ● To inspect by the Curriculum Team 	<p>9/2018 – 6/2019</p>	<p>Curriculum Team, occupational therapists</p>	<p>Reference materials in the community</p>

2. Major Concern: To optimize the effectiveness of middle management (senior staff and subject heads)

Objectives	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Party in-charge	Source
2.1 To enhance the functions of subject heads						
2.1.1 To enhance the functions of subject heads (e.g. supervision, monitor and accountability) to improve the teaching of the subject teachers	<ul style="list-style-type: none"> ● The school creates space for subject heads, such as reducing 1 to 2 lessons per week, for enhancing the lesson observation, support, supervision and follow up of the teaching and academic work of teachers ● The Academic Committee provides systematic training to subject heads for strengthening their functions and roles in leadership and supervision 	<ul style="list-style-type: none"> ● Over 70% of subject heads agree that reducing lessons can enhance the functions of subject heads ● The Academic Committee provides at least 2 systematic training to subject heads 	<ul style="list-style-type: none"> ● Performance evaluation form ● Questionnaire 	9/2018 – 7/2019	Academic Committee, subject heads	

	<ul style="list-style-type: none"> ● Subject heads need to examine the subject teachers' teaching documents, e.g. lesson plans and assignments, and supervise their teaching quality 	<ul style="list-style-type: none"> ● The subject heads inspect the teaching plan, learning content and school reports regularly, and participate in lesson observation and evaluation 	<ul style="list-style-type: none"> ● Class observation reports 			
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2.2 To optimize the management functions of senior staff

2.2.1	<p>To optimize the management functions of the senior teachers, houseparent-in charge and nursing officer for training their roles as the second echelon</p>	<ul style="list-style-type: none"> ● The school provides regular training on administrative management skills and methods To participate in ● EDB middle management training courses or leadership workshops 	<ul style="list-style-type: none"> ● The school provides at least 1 training ● Participate in at least one training course 	<ul style="list-style-type: none"> ● Appraisal form ● Questionnaire 	9/2018 – 7/2019	Staff Development Team	
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<p>2.2.2 To improve the effectiveness of the senior teachers in managing the staff of different functions and enhance their abilities in managing the teaching assistants, service assistants and school assistants.</p>	<ul style="list-style-type: none"> ● Follow up the training of new staff ● Regular support, inspection and follow up the work progress of department staff 	<ul style="list-style-type: none"> ● To interview with new staff within two weeks ● To examine the working progress and effectiveness twice a year 				
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3. Major Concern: To enhance the quality of learning and teaching

Objectives	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Party in-charge	Source
3.1 To promote student-centered learning						
3.1.1 To optimize the teaching modes of student-centered learning (for all students) and student-directed learning (for MOID students)	<ul style="list-style-type: none"> To provide the lectures to enhance teachers' understanding of the student-centered learning and student-directed learning To ensure the quality of student-centered learning by monitoring the teaching plan and the practice in lesson by subject heads 	<ul style="list-style-type: none"> To provide at least one training seminar Above 70% of the colleagues agree that under the closer supervision of the department heads, the teaching will be more effective and student-centered 	<ul style="list-style-type: none"> Questionnaire 	9/2018 – 7/2019	Academic Committee, subject panels	Questionnaire

3.1.2 Trans-disciplinary Mode: To integrate student's life planning, low vision training as well as orientation & mobility training in class and dormitory	<ul style="list-style-type: none"> ● To have the trans-disciplinary exchange opportunities in daily process, teaching, meetings, etc. 	<ul style="list-style-type: none"> ● Above 70% of colleagues agree that the low vision training, orientation & mobility training, behavioral counseling and independent skills have been successfully integrated and practiced 	<ul style="list-style-type: none"> ● Questionnaire ● Minutes 	9/2018 – 7/2019	Academic Committee, subject heads	Questionnaire
3.1.3 To enhance the quality of assignments (assignment policy)	<ul style="list-style-type: none"> ● The after-school assignments of the SID students are mainly on rehabilitation ● The class assignments of SID students are on the six perceptual development areas ● The assignments for the MOID students need to target their abilities, close to their life, and have a process (living, fun, practical) 	<ul style="list-style-type: none"> ● Above 70% of teachers and parents agree with the arrangement of the relevant assignments ● Above 70% of the assignments of different subjects can target students' abilities and processes. 	<ul style="list-style-type: none"> ● Questionnaire ● To inspect by Academic Committee 	9/2018 – 7/2019	Academic Committee, subject heads	Assignments in the community and other schools

3.2 To optimize the arrangement of Life Planning Education

<p>3.2.1 To enhance the coherence and life relevance of Life Planning Education</p>	<ul style="list-style-type: none"> ● To set the central objectives by key stages and intellectual levels ● To implement Life Planning Education through different professionals and subjects ● To enhance the participation of students and parents 	<ul style="list-style-type: none"> ● Above 70% of teachers, therapists and parents agree ● To implement the objectives of life planning in different subjects and activities ● MOID students have opportunities to express their preference of “Social and Leisure” ● Parents participate in setting the priority of life planning objectives 	<ul style="list-style-type: none"> ● Questionnaire ● To inspect by Life Planning Education Committee ● To consult before the meeting and report in the meeting by Class teachers ● The priority listed by parents 	<p>9/2018 – 7/2019</p>	<p>Life Planning Education Committee</p>	
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3.2.2 To formulate the phased goals according to the long-term goals for students after graduation	● To set the objective related to the life after graduation in KS3 and KS4	● To set the objectives of time management, money management and pre-job training in KS3 and KS4	● To inspect by Life Planning Education Committee	9/2018 – 7/2019	Life Planning Education Committee	
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**Ebenezer New Hope School**  
**Sister School Scheme Plan 2018-2019**

Name of Mainland (1): Guangzhou School for the Blind (2): Shanghai School for the Blind

Sister School (3):: Beijing School for the Blind (4): Nanjing School for the Blind

| Item No. | Name and Content                                                                                                                                                                                                                                                                                                                                                                   | Objectives/ Expected Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Supervision / Evaluation                                                                                                                                                                                 | Budget                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.       | <p><u>18-19 study tour to the Qingdao School for the Blind</u> (Easter Holiday in April 2019)</p> <ul style="list-style-type: none"> <li>Principal, 10 teachers and 3 students will go to the Qingdao School for the Blind for a 5-day visit and teaching experience exchange.</li> <li>Learn about other special educational institutes in Qingdao and their services.</li> </ul> | <ul style="list-style-type: none"> <li>To sign the agreement of the Sister School Scheme.</li> <li>To look around the school and its facilities.</li> <li>For teachers, to exchange experiences of teaching visually impaired and multi-disabled students through keynote sharing, class observation and class evaluation.</li> <li>To broaden the experience and vision of our students by visiting another region and participating in the cultural exchange activities.</li> <li>To learn about the local special educational institutions and their services.</li> </ul> | <ul style="list-style-type: none"> <li>Staff Questionnaires</li> <li>Student Questionnaires (Teachers ask the students and write down their answers)</li> <li>Report</li> <li>Sharing session</li> </ul> | <p>Amount of Annual Allowance : 150,000.00</p> <p>Expected expense:<br/>Employment of temporary support staff : \$30,000.00</p> <p>18-19 study tour to the Qingdao School for the Blind (5-day visit during Easter Holidays 2019):<br/>\$8,000.00 x 13=104,000.00</p> <p>18-19 study tour to the Guangzhou School for the Blind (3-day visit during Easter Holidays 2019):<br/>\$1,500.00 x 8=12,000.00</p> <p>Total Amount of expected expense: \$146,000.00</p> |
| 2.       | <p><u>18-19 study tour to the Guangzhou School for the Blind</u> (Easter Holiday in April 2019)</p> <ul style="list-style-type: none"> <li>Assistant Principal, 5 teachers and 2 students will go to the Guangzhou School for the Blind for a 3-day visit and teaching experience exchange.</li> </ul>                                                                             | <ul style="list-style-type: none"> <li>To share the similar experiences on the increasing numbers and complexity of multi-disabled students for recent years, and exchange teaching methods and experience through co-teaching with the teachers of the sister school, lesson observation, discussion, and evaluation, etc.</li> <li>To broaden the experience and vision of our students by visiting another region, participating in the lessons and the cultural exchange activities</li> </ul>                                                                           | <ul style="list-style-type: none"> <li>Staff Questionnaires</li> <li>Student Questionnaires (Teachers ask the students and write down their answers)</li> <li>Report</li> <li>Sharing session</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |