



Ebenezer New Hope School

2018/19 、 2019/20 、 2020/21

School Development 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 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.

Where We Are Now

Our Strengths

- As the only school in Hong Kong for the visually and mentally impaired cum multi-disabled students, we have a team of experienced professional staff and related facilities and resources to provide the particular training for the visually impaired cum multi-disabled students, e.g. Low Vision Training, Orientation and Mobility Training, Braille Training, Speech Therapy, Physiotherapy, Occupational Therapy, Conductive Education, Tactile Hand Signs Training, Multi-sensory Stimulation and Sensory Integration Training.
- Interdisciplinary cooperation--All our professional staff cooperate well with each other in order to serve the students.
- To plan the Life Planning Education of each key stage and use different teaching strategies to improve student's potential.
- Continuous professional development--Our staff actively equip themselves by attending various types of seminars and visits. The school has also provided numerous in-service trainings to equip the staff and to improve their work skills so that the students would benefit.

Our Weaknesses

- Our school is for the visually impaired and intellectually disabled, but the varieties of our students' multi-handicapped conditions have considerably increased in recent years (half of them). Our school therefore often has to face the pressure of resource allocations and need to seek external resources in order to develop our services.
- Since we have senior staff who retires gradually and 1/3 newly joined staff, time is needed for adjustment, experience gain and providing different training.

Our Opportunities

- We actively seek external funding and donations. To develop and organize a support and service network for young adults with visual impairment and multiple disabilities and their families.
- We carry out different curriculum development and reform, to enhance the application of education on learning and teaching.
- We carried out school self-assessment in March 2018. Based on the assessment results and the consideration of our current situation, we have set the school 3-year development plan.

Our Threats

- The subventions from the government and subsidies from charities have reduced, which have increased the difficulties in running the school.
- The limitations of the school environment and facilities affect the development of the activity space for our students.
- New teaching staff need time to gain more experience on teaching and learning skills.

School Development Plan (2018/19 – 2020/21)

Major Concerns (in order of priority)	Expected Outcomes	Strategies	Time Scale (Please insert ✓)		
			18 / 19	19 / 20	20 / 21
1. Curriculum reform					
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)	1.1.1.1 To optimize the school-based assessments by subject heads	✓	✓	
		1.1.1.2 To enhance teachers' knowledge and understanding on LPF by workshops and case sharing etc.	✓		
		1.1.1.3 To promote the application of LPF through co-planning, lesson observation, post-lesson discussion, and school-based coordination mechanism for optimizing the learning and teaching, and the implementation of assessment	✓	✓	✓
	1.1.2 To try to apply the LPF in the core subjects (Chinese Language, Mathematics and General Studies) from P1 to S3	1.1.2.1 To participate in the EDB P1-S3 Chinese Language LPF Pilot Program	✓		
		1.1.2.2 To enhance teachers' knowledge and understanding of the LPF through workshops and case studies etc.	✓	✓	✓
		1.1.2.3 To try to apply the LPF in core subjects (Chinese Language, Mathematics and General Studies) from S1 to S3		✓	
		1.1.2.4 To apply the LPF in core subjects (Chinese Language, Mathematics and General Studies) P1 to S3			✓

1.2 To enhance the coherence and life relevance of curriculum	1.2.1 To improve the coherence and life relevance of the subjects in different key stages	1.2.1.1 To evaluate and revise the coherence and cohesion between different key stages and the subjects (e.g. cohesion between General Studies and Liberal Studies)	✓	✓	✓	
		1.2.1.2 To evaluate and revise the life relevance of the subjects' topics	✓	✓	✓	
		1.2.2 To develop the Life skills training subject	1.2.2.1 To construct and improve the school-based curriculum of independent skills training	✓	✓	✓
	1.2.3 To develop the Sensory Integration Subject for students with multi-disabilities	1.2.2.2 To construct the 12-year curriculum framework and key stage learning objectives	1.2.3.1 To enhance teachers' knowledge and understanding of Sensory Integration through lectures	✓		
			1.2.3.2 To construct and improve school-based curriculum of the Sensory Integration Subject	✓	✓	✓
			1.2.3.3 To select the appropriate classes to conduct the teaching through transdisciplinary mode	✓	✓	✓

2. To optimize the effectiveness of middle management (senior staff and subject heads)						
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 subject teachers	2.1.1.1 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	✓	✓	
			2.1.1.2 The Academic Department provides systematic training to subject heads for strengthening their functions and roles in leadership and supervision	✓	✓	✓
2.2	To optimize the management functions of senior staff	2.2.1 To optimize the management functions of senior teachers, houseparent in-charge, nursing officers for training their roles as the second echelon	2.2.1.1 The school provides regular training on administration management skills and methods	✓		
			2.2.1.2 To participate in EDB middle management training courses or leadership workshops	✓	✓	✓
		2.2.2 To improve the effectiveness of the senior teachers in managing staff of different functions and enhance their abilities in managing the teaching assistants,	2.2.2.1 Follow up the training of new staff	✓	✓	✓
			2.2.2.2 Regular support, inspection and follow up the work progress of department staff	✓	✓	✓

	service assistants and school assistants					
3. To enhance the quality of learning and teaching						
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)	3.1.1.1 To provide workshop to enhance teacher understanding and practice about student-centered learning and student-directed learning	✓	✓	✓	
		3.1.1.2 To ensure the quality of student-centered learning by monitor the teaching plan and practice in the lesson by subject heads	✓	✓	✓	
	3.1.2 Transdisciplinary Mode: To integrate student's life planning, low vision training as well as orientation & mobility in class and dormitory	3.1.2.1 To integrate and practice low vision training, orientation and mobility training, behavioral counseling and independent skills in class and dormitory	✓	✓	✓	
		To enhance the quality of assignment (assignment policy)	3.1.2.2 The after-school assignments of the SID students are mainly on rehabilitation	✓	✓	✓
			3.1.2.3 The class assignments of SID students are on the six perceptual development areas	✓	✓	✓
			3.1.2.4 The assignments for the MOID students need to target their	✓	✓	✓

		abilities, close to their life, and have a process (living, interesting, practical)			
3.2 To optimize the arrangement of Life Planning Education	3.2.1 To enhance the coherence and life relevance of Life Planning Education	3.2.1.1 To set the central objective by key stages and intellectual levels	✓		
		3.2.1.2 To apply Life Planning Education through different professionals and subjects	✓	✓	✓
		3.2.1.3 To enhance the participation of students and parents	✓	✓	✓
	3.2.2 To set the phased goals according to the long-term goals for students after graduation	3.2.2.1 To set the objective related to the life after graduation in KS3 and KS4	✓	✓	✓

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