

Ebenezer New Hope School

2007 / 2008

Annual School Plan

Ebenezer New Hope School

School Vision & Mission

All the activities of our school are founded on the Christian faith. We strive to provide comprehensive educational and rehabilitation services for the mentally and visually handicapped students to foster their good conduct, to develop their cognition and to promote their independence so that they can overcome their impairment and develop their potential.

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1. Major Concern: To provide Conductive Education (CE) for visually impaired multi-handicapped students with Cerebral Visual Impairment (CVI)

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1.1 To foster the understanding of the public, parents and professionals on CVI:					
1.1.1 To publish and distribute a pamphlet about CVI.	9/2007-2/2008	Collect necessary data and photos. Write the script for the pamphlet, select photos and distribute the pamphlets.	Publish the pamphlet.	Physiotherapist II & Conductive Education Conductor.	
1.1.2 To produce a CD-Rom to demonstrate the training techniques for CVI students.	9/2007-8/2008	Video capturing and editing. Production of CD-Rom.	Produce the CD-Rom.	Physiotherapist II & Conductive Education Conductor.	
1.1.3 To provide consultative services for other agencies.	3/2008-8/2008	To answer enquiries about teaching issues in relation to CVI students.	Questionnaires.	Physiotherapist II & Conductive Education Conductor.	
1.1.4 To set up a public consultative services hotline so that the public can enquire about CVI.	3/2008-8/2008	To answer public enquiries about CVI.	To provide relevant information.	Physiotherapist II & Conductive Education Conductor.	

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1.2 To provide multi-handicapped CVI students with Conductive Education which combines visual and motor training:					
1.2.1 To employ a Physiotherapist II and a CE Conductor who will participate in the task series, assessments, evaluations and individual training programs.	9/2007-8/2008	The two staff would complete the training and evaluations on schedule; complete the baseline assessment and progressive evaluation for each client.	Evaluations half-yearly.	Physiotherapist II & Conductive Education Conductor.	
1.2.2 To provide home-based training to CVI children.	9/2007-8/2008	25 training sessions in a year.	Parents' questionnaires.	Physiotherapist II & Conductive Education Conductor.	

2. Major Concern: To join the S.A.M.E. (Systematic Approach for matching Mainstream Education) project to develop a special education curriculum, which matches with the mainstream curriculum in Hong Kong. To develop a school-based parallel curriculum as well as a valid and effective evaluation system.

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
2.1 To continue improving our school-based Mathematics curriculum and evaluation which are based on the Mathematics curriculum and evaluation of the S.A.M.E. project:					
2.1.1 To establish the database of students' learning outcomes evaluation system. To make use of the PACE 2 evaluation system to conduct baseline assessments and end-of-the-year evaluations in order to trace the learning progress of students.	9/2007-8/2008	To establish the database, input students' evaluations results. To keep records for each student. To conduct data analyses at the end of the year to trace students' learning outcomes.	Complete the database.	Subject panel of Mathematics and all Mathematics teachers.	
2.1.2 To strengthen the understanding and monitoring of the implementation of the curriculum and to evaluate the effectiveness of the curriculum through perusal of students' evaluation results and teaching plans, and periodic meetings.	9/2007-8/2008	70% of the learning content designed is according to the evaluation results of the students.	Perusal of students' evaluation results and teaching plans.	Subject panel of Mathematics and Senior teacher of Curriculum Development.	

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
2.1.3 To make use of subject meetings to analyze students' performance, to evaluate the appropriateness and effectiveness of the curriculum and evaluation kit. To investigate into the feedback strategies.	9/2007-8/2008	50% of the students have made progress in their learning. Two-third of the teachers would agree that the evaluation kit was effective and appropriate to our students.	Analyze students' learning outcomes and evaluation records. Video recordings of evaluations.	Senior teacher of Curriculum Development and subject panel of Mathematics.	
2.2 To refine our school-based curriculum framework of the Language subject base on S.A.M.E. project's curriculum guidelines on Language as well as the 'Chinese Language' (Special Educational Needs) Teaching Guidelines and Suggestions on Target-related Objectives (Consultative Paper):					
2.2.1 To design our school-based Chinese Language Basic Learning Phase Curriculum Framework and conduct trials in all classes in order to evaluate its effectiveness.	9/2007-8/2008	In the trial period, each class can select appropriate learning items from the school-based Chinese Language Basic Learning Phase Curriculum Framework.	To peruse teaching plans and students' learning evaluations. To collect teachers' opinions during subject meetings.	Senior teacher of Curriculum Development and subject panel of Chinese Language.	

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
2.2.2 To design our school-based Chinese Language New Senior Secondary Curriculum Framework.	9/2007-8/2008	In the trial period, the new senior secondary classes can select appropriate learning items from the school-based Chinese Language New Senior Secondary Curriculum Framework.	To peruse teaching plans and students' learning evaluations. To collect teachers' opinions during subject meetings.	Senior teacher of Curriculum Development and subject panel of Chinese Language.	
2.3 To design our school-based New Senior Secondary Curriculum with reference to the S.A.M.E. project and Special Education New Senior Secondary General Studies Curriculum Guidelines.	9/2007-8/2008	In the trial period, the new senior secondary classes can select appropriate learning items from the school-based General Studies New Senior Secondary Curriculum Framework.	To peruse teaching plans and students' learning evaluations. To collect teachers' opinions during subject meetings.	Senior teacher of Curriculum Development.	
2.4 To design our school-based Physical Education Curriculum with reference to the 'Teaching Guidelines on Physical Education', 'Basic Activities Guide' and S.A.M.E. Physical Education Curriculum.	9/2007-8/2008	In the trial period, all classes can select appropriate learning items from the amended school-based Physical Education Basic Learning Curriculum Framework.	To peruse teaching plans and students' learning evaluations. To collect teachers' opinions during subject meetings.	Senior teacher of Curriculum Development and subject panel of Physical Education.	

3 Major Concern: To improve the relationship between our school and the community and to expand the community network of our school.

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
3.1 To improve the relationship between our school and the community and to expand the community network of our school:	9/2007-8/2008		Questionnaires, evaluation records.	All teaching staff, School Social Worker and Program Worker.	
3.1.1 To improve the understanding of our school's services among various service agencies via collaboration: - To invite secondary schools in our district to join the 'Sisters Schools Scheme' of the Lions Club and collaborate in organizing extracurricular activities; - To invite community service agencies to provide long-term collaborative service plans.	9/2007-8/2008	At least two schools in the same district were invited to join the 'Sisters Schools Scheme' and collaborate in organizing extracurricular activities. At least two community service agencies in the same district were invited to provide long-term collaborative service plans.			
3.1.2 To invite individuals in the community to provide volunteer work so that they can understand our school's services and our students' needs during volunteer work.	9/2007-8/2008	Invited at least 6 individuals in the community to provide long-term volunteer work.			

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
3.2 To raise the community's concern and understanding of visually impaired students with mental handicap:	9/2007-8/2008	The students visited service agencies in this district at least twice a year.	Questionnaires, evaluation records.	Senior teacher of Curriculum Development, Senior teacher of Activities, School Social Worker and Program Worker.	
3.2.1 To receive visitors from various service agencies and groups.	9/2007-8/2008	To receive at least 10 visiting community service agencies or groups.			
3.2.2 To equip our student representatives with the skills in introducing our school's basic facilities and services to visiting groups. By increasing contacts and communications between visitors and our students, we hope we can raise the community's understanding of our students.	9/2007-8/2008	To train reception skills and techniques for introducing our school of at least 3 students. Students would receive visiting groups and provide brief introductions of our school's services.			
3.2.3 To arrange outdoor learning curriculum for students that would increase students' activeness in their contacts with the community, so that the community would have more opportunities to contact our students and mutual communication is encouraged.	9/2007-8/2008				

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
3.2.4 Prior to outdoor activities, contact the organizers of the destinations so as to strengthen their understanding of the needs of visually impaired students.	9/2007-8/2008				
3.3 To increase our students' concern for the community and their awareness of serving the community:	9/2007-8/2008		Questionnaires, evaluation records.	All teaching staff, School Social Worker and Program Worker.	
<p>3.3.1 To strengthen students' sense of caring and serving the community by participating in various modes of community services:</p> <ul style="list-style-type: none"> - Visit social service agencies in this district such as centers for the elderly; - Assist in flag-selling activities; - Represent the school in community activities; - Participate in performances of community agencies. 	9/2007-8/2008	<p>The students visited community service agencies and provided services to them at least twice a year.</p> <p>The students joined in flag-selling activities at least twice a year.</p> <p>The students performed at least 5 times a year.</p> <p>The students represented our school in community activities at least twice a year.</p>			

Capacity Enhancement Grant (CEG) – Plan of 2007-08

A. Objectives:

1. To be commensurate with the requirements of School-based Management, the Grant is utilized to reduce teachers' clerical workload.
2. To be commensurate with the needs of curriculum development, the Grant is utilized to assist teachers in the preparation of teaching materials, Conductive Education and PE lessons and to assist the Physiotherapist in physiotherapy.

B. Plan of implementation

	Strategy/Work	Schedule	Success Criteria	Evaluation Method	Coordinator	Resource Required
1.	Employ 4 full-time School Assistants to assist teachers in teaching, clerical work and students' training.	Whole year	The quantity and quality of teaching and clerical work meets teachers' requirements. Students receive more individual attention in lessons.	Work performance	Senior Teacher of School Administration	\$384,930.00

C. Budget:

	Basic grant	Additional grant	Total
Carried forward from school year 06/07			\$162,850.00
CEG of current school year 07/08	\$180,877	\$180,877	\$361,754.00
TOTAL:			\$524,604.00
Expenditure:	\$192,465	\$192,465	\$384,930.00
Balance:			\$139,674.00