

Ebenezer New Hope School

School Development Plan

2006/07 – 2008/09

Ebenezer New Hope School

School Vision & Mission

All the activities of our school are founded in the Christian faith. We aim to provide comprehensive educational and rehabilitation services for the mentally and visually 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 potentials.

Where We Are Now

Our Strengths

- Our school is the only special school for the visually and mentally impaired, multi-handicapped students in Hong Kong. We have a team of well experienced professional staff and we are equipped with abundant resources. We provide special training to the multi-handicapped visually impaired students, namely Low Vision Training, Orientation and Mobility Training, Braille Training, Speech Therapy, Physiotherapy and Occupational Therapy, Conductive Education. Tactile Hand Signs Training, Multi-sensory Stimulation and Sensory Integration Training.
- Our team spirit has been recognized by the External School Review Team. All staff collaborate, work on their strengths and try their best to serve the students.
- The staff have been active in equipping themselves. They often attend various types of seminars and visits. The school has also provided diverse in-service training to equip the staff and to improve their work skills so that the students would benefit.
- Our school has steadily risen in professional status in the field of special education. Many pre-school children's parents often take the initiatives to contact our school and inquire the referral and admission procedures. There is even a student from mainland China who has applied for admission to our school.

Our Weaknesses

- As our school has a staff establishment of a school for the moderately mentally handicapped and visually impaired and the severity of students' multi-handicapped conditions have considerably increased in recent years, our school often has to face the pressure of resources allocation. Moreover, we often need to seek external resources in order to develop a better quality service.
- The students are quite passive in their learning as they are visually impaired and multi-handicapped. The interaction level among students is also relatively low. They seldom take the initiative to participate in community service.

Our Opportunities

- We actively seek external funding and donations. Recently, the Community Chest has approved our application for Major New Initiative Project. We would provide a new CVI (Cerebral Visual Impairment) Conductive Education service.
- We actively collaborate with other organizations (e.g. universities) in curriculum development, e.g. the EQUALS Project of HKU.
- The effectiveness of our services has been recognized by the parents. In the next academic year, our enrolment would increase. Considerable number of cases was initiated by the parents who took the initiatives to contact the EMB and apply for referral. We have also received an application from mainland China. If this case is admitted, we would start to build up our network with mainland China so that the services of Ebenezer would be extended to students of mainland China and raise the enrolment rate.
- Our school would renovate all bathrooms and toilets. When the works are completed, we can provide better facilities for multi-handicapped students.

Our Threats

- The subventions from the government and subsidies from charities have reduced, which have increased the difficulties in the running of the school.
- The majority of the new students are multi-handicapped and physically challenged, which have increased the work load of the staff and undermined the stability of the staff.

School Development Plan (2006 / 07–2008 / 09)

Major Concerns (in order of priority)	Intended Outcomes / Targets	Strategies	Time Scale (Please insert ✓)		
			06 / 07	07 / 08	08 / 09
1.To provide Conductive Education (CE) for visually impaired students with Cerebral Visual Impairment (CVI)	1.1 To foster the understanding of the public, parents and professionals on CVI	1.1.1 To publish a pamphlet on CVI.	✓	✓	
		1.1.2 To produce a CD-Rom to demonstrate the training techniques for CVI students.	✓	✓	
		1.1.3 To provide consultative services to other agencies.		✓	✓
		1.1.4 To set up a telephone enquiry service.		✓	✓
		1.1.5 To conduct a public seminar on CVI.			✓
	1.2 To provide Conductive Education (CE) to CVI students.	1.2.1 To employ a Physiotherapist and a CE Conductor who will participate in the task series, assessment, evaluations and individual training programmes.	✓	✓	✓
		1.2.2 To provide home-based training	✓	✓	✓

	1.3 To increase the knowledge and improve the training techniques of our staff on CVI and CE for CVI students.	to CVI students. 1.3.1 To organize staff training programmes.	√		
2. To develop a school-based curriculum and evaluation system based on the EQUAL system of the U.K.	2.1 To improve the school-based Mathematics curriculum and evaluation.	2.1.1 To join the EQUAL PILOT PROJECT and establish the network of professional exchanges 2.1.2 To develop school-based Mathematics curriculum and evaluation based on EQUAL and PACE 2.	√ √	√	
		2.1.3 To provide baseline assessment and summative assessment to students in Class A to D.	√	√	
		2.1.4 Regular lesson preparations and lesson observations among teachers.	√	√	
	2.2 To improve the school-based curriculum and evaluation on Language & General Knowledge.	2.2.1 To join the EQUAL PILOT PROJECT and establish the network of professional exchanges		√	√
		2.2.2 To develop	√		

		<p>school-based curriculum and evaluation on Language & General Knowledge base on EQUAL and PACE 2.</p> <p>2.2.3 To provide baseline assessment and summative assessment to students in Class A to D.</p> <p>2.2.4 Regular lesson preparations and lesson observations among teachers.</p>		<p>√</p> <p>√</p>	<p>√</p> <p>√</p>
	<p>2.3 To develop the new Senior Secondary Education curriculum based on EQUALS and the Guideline on Senior Secondary Education for Special Schools.</p>	<p>2.3.1 To develop the new Senior Secondary Education curriculum based on EQUALS and the Guideline on Senior Secondary Education for Special Schools. Develop school-based evaluation.</p> <p>2.3.2 To provide baseline assessment for EYE students.</p> <p>2.3.3 Regular lesson preparations and lesson observations among teachers.</p>		<p>√</p>	<p>√</p> <p>√</p>
	<p>2.4 To improve the General Knowledge curriculum and evaluation</p>	<p>2.4.1 To improve the General Knowledge curriculum base on</p>		<p>√</p>	

	<p>of our subject Language and General Knowledge (from primary level to Junior Secondary classes) based on the EQUAL system.</p> <p>2.5 To amend the following curricula</p> <p>2.5.1 Visual Arts</p> <p>2.5.2 Physical Education</p> <p>2.5.3 Music</p>	<p>EQUAL and PACE 2.</p> <p>2.4.2 To provide baseline assessment and summative assessment to students.</p> <p>2.4.3 Regular lesson preparations and lesson observations among teachers.</p> <p>2.5.1.1 Amend the curriculum and evaluation according to students' abilities.</p> <p>2.5.1.2 To provide baseline assessment and summative assessment to students.</p> <p>2.5.2.1 Amend the curriculum and evaluation according to students' abilities.</p> <p>2.5.2.2 To provide baseline assessment and summative assessment to students.</p> <p>2.5.3.1 Amend the curriculum and evaluation according to students' abilities.</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>
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		2.5.3.2 To provide baseline assessment and summative assessment to students.			√
3.To improve the connections between our school and the community.	3.1 To improve the relationship between our school and the community and expand the community network of our school.	3.1.1 To improve the understanding of our school service among various social service agencies via collaboration - to invite secondary schools in our district to join the Sisters School Scheme of the Lions Club and collaborate in organizing extracurricular activities. - to invite social service agencies to provide long-term collaborative service plans	√	√	√
		3.1.2 To invite individuals in the community to provide volunteer services so that they can understand our school's services and our students' needs during the volunteer services.	√	√	√
	3.2 To raise the community's concern and understanding of visually impaired students with mental handicap.	3.2.1 To welcome visitors from different organizations.	√	√	√
		3.2.2 To equip the student	√	√	√

		<p>representatives with the skills of introducing our school's services to visitors. As we increase the contacts and communications between visitors and our students, we hope we can increase the community's understanding of our students.</p>			
		<p>3.2.3 Arrange outdoor learning experiences for students which would increase students' activeness in their contacts with the community.</p>	√	√	√
		<p>3.2.4 Prior to outdoor activities, contact the organizers of the destinations so to strengthen their understanding of the needs of visually impaired students.</p>	√	√	√
	<p>3.3 To increase our students' concern for the community and their awareness in serving the community.</p>	<p>3.3.1 Various modes of community service for students</p> <ul style="list-style-type: none"> - visit social service agencies in the district - assist in flag selling activities - join community activities - participate in performances organized by community agencies. 	√	√	√

Ebenezer New Hope School

Principal's Continuing Professional Development (CPD) Plan

3-Year Plan Cycle 2006/07 to 2008/09

Major educational issues in Hong Kong: School-based management, Curriculum reform

Major issues at Ebenezer New Hope School: To develop a school-based curriculum for visually impaired students with mental handicap

To increase our students' concern for the community and their awareness in serving the community

Core Areas of Leadership	Content of Learning	CPD Hours Planned			
		<i>Structured Learning</i>	<i>Action Learning</i>	Service to Education & Community	
1. Strategic Direction and Policy Environment	Grasping the direction and tempo of the educational development in Hong Kong	30		20	
2. Staff and Resources Management	Financial/human resources management	10			
3. Quality Assurance and Accountability	School management/Assessment of effectiveness of teaching	10			
4. Learning, Teaching and Curriculum	Re-organizing school-based curriculum for visually impaired with mental handicap students	5	20	10	
5. Teacher Professional Growth and Development	Effective learning for visually impaired with mental handicap students	5	10	10	
6. External Communication and Connection to the community	Promotion of specialized education for visually impaired with mental handicap students			20	
Total no. of CPD hours:		60	30	60	150
2006/07:		40	10	20	70
2007/08:		10	10	20	40
2008/09:		10	10	20	40
					150