



# **Ebenezer New Hope School**

**2022-2023**

## **Annual School Plan**



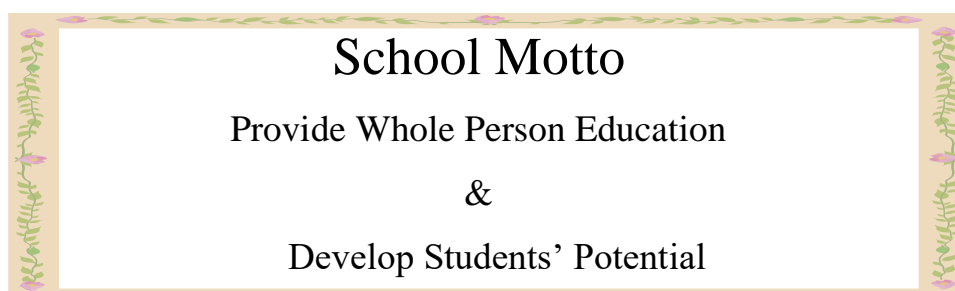
# **Ebenezer Hew Hope School**

## **School Mission**

With Christian faith and love, we aim to provide comprehensive educational and rehabilitation services for visually and intellectually disabled students to foster their conduct, develop their cognitive areas, and increase their independence to 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 student's 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
5. To optimise the school-based curriculum and implement various activities to strengthen students' understanding of the rule of law and the conditions of our country and enhance their sense of national identity. We will strive to create a peaceful and orderly school environment and atmosphere for students' effective learning and healthy development to act in concert with President Xi's "Four Proposals" in creating strong impetus for growth and working together to safeguard harmony and stability".



# **Ebenezer New Hope School**

## **Annual School Plan 2022/2023**

### **Areas of Major Concern:**

#### **1. To facilitate professional development of departments and subject panels, and develop an efficient team**

**1.1** To facilitate professional development, unleash staff members' potential and enhance quality of work

**1.2** To improve school governance and leadership

#### **2. To optimise teaching and learning by developing school-based curriculum and assessment**

**2.1** To develop school-based curriculum of different subjects

**2.2** To optimise school-based assessment mechanisms of different subjects to provide feedback for learning and teaching

#### **3. To cultivate students' autonomy and self-confidence, and develop their personal potentials**

**3.1** To cultivate student's ability and attitude of self-determination

**3.2** To improve student's social and emotional management skills

**3.3** To develop students' potential in different aspects

## 1. Major Concern: To facilitate professional development of departments and subject panels and develop an efficient team

Objectives	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Party in-charge	Source
<b>1.1 To facilitate professional development, unleash staff members' potential and enhance quality of work</b>						
<b>1.1.1</b> To enhance planning and working effectiveness of different areas and departments	<ol style="list-style-type: none"> <li>1. To constantly update the job duties, content, and related instructions upon various departments of the E-School Handbook</li> <li>2. To establish an E-Staff Handbook for reference and usage to all staff</li> <li>3. To establish a resource databank of the work scope in every department and job category to promote the transfer of knowledge and experience</li> <li>4. To continuously update the Boarding Operation Manual</li> </ol>	<ul style="list-style-type: none"> <li>● To complete the final version of the E- School Handbook by the end of the semester</li> <li>● 100% of the staff have read and signed for the new E-Staff Handbook</li> <li>● 70% of the staff agree with the practicality and convenience of the two Handbooks</li> <li>● To create the resource databank by the end of the semester</li> <li>● 100% of the boarding staff have signed and executed the Manual</li> </ul>	<ul style="list-style-type: none"> <li>● The updated E-School Handbook</li> <li>● The updated E-Staff Handbook</li> <li>● Questionnaire</li> <li>● Resource Databank</li> <li>● The updated Boarding Operation Manual</li> </ul>	09/2022-07/2023	School Administration Team, IT Team, All Boarding Staff	School Handbook Staff Handbook The Boarding Operation Manual

<p><b>1.1.2</b></p> <p>To promote professional functions of staff, enhance the development of departments and subject panels</p>	<ol style="list-style-type: none"> <li>To comprehend our staff's career path and professional development by adopting the "Career Life Planning."</li> <li>To strengthen the image and role of Houseparents by fulfilling the organisation's philosophy</li> </ol>	<ul style="list-style-type: none"> <li>70% of dedicated staff recognise the effectiveness of "Career Life Planning" help to realise their career path and enhance their professional development</li> <li>Staff can obtain a passing grade during their yearly appraisal</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire</li> <li>Appraisal form</li> </ul>	<p>09/2022 - 07/2023</p>	<p>School Administration Team,</p> <p>Staff Development Team,</p> <p>All Boarding Staff</p>	<p>Career Life Plan</p> <p>Training Program</p>
<p><b>1.2 To improve the school governance and leadership</b></p>						
<p><b>1.2.1</b></p> <p>To empower staff and enhance school administration</p>	<ol style="list-style-type: none"> <li>To enhance the supporting role and duties of the subject panel heads through the Collaborative Lessons</li> <li>To establish a 3-tier Communication System and Guidelines for optimising the internal communication and expression</li> <li>To execute and apply the new school</li> </ol>	<ul style="list-style-type: none"> <li>80% of the subject panel heads recognise the effectiveness of the collaborative lessons by enhancing their roles and duties</li> <li>To create the 3-Tier Communication System and Guidelines by the end of the semester</li> <li>70% of the team leaders agree that the new school organisation chart can help to enhance the efficacy of school management and administration</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire</li> <li>Communication System and Guidelines</li> <li>Questionnaire</li> <li>Training assessment and practical application skills</li> </ul>	<p>09/2022 - 07/2023</p>	<p>Academic Affairs Committee,</p> <p>Assistant Principals,</p> <p>Department Heads,</p> <p>Subject panel heads,</p> <p>All boarding Staff</p>	<p>Questionnaire</p> <p>Training Program</p>

	<p>organisation chart by increasing the number of team leaders to enhance the efficacy of management and administration of the school</p> <p>4. To strengthen the responsibilities and functions among different ranks of the dormitory by providing regular training</p>	<ul style="list-style-type: none"> <li>● Staff can obtain a passing grade during their yearly appraisal</li> </ul>				
<p><b>1.2.2</b></p> <p>To enhance the two-way communication platform between the school and dormitory and to strengthen the collaboration between various departments in the school</p>	<p>1. To implement the Class Case Conference to enhance the collaboration and communication of transdisciplinary</p> <p>2. To revise the new layout of the student's learning portfolio to enhance the communication and collaboration between various departments in the school</p>	<ul style="list-style-type: none"> <li>● 80% of the staff identify the efficacy of the conference by strengthening the collaboration and communication of transdisciplinary</li> <li>● Apply the new layout of the student's learning portfolio to 2-3 students, including SID and MoID, by the end of the semester</li> </ul>	<ul style="list-style-type: none"> <li>● Questionnaire</li> <li>● Students Learning Portfolio</li> </ul>	09/2022 - 07/2023	<p>School Administrative Team,</p> <p>Class Administrative Support Teacher,</p> <p>Class Teacher,</p> <p>HPIC,</p> <p>All boarding staff</p>	<p>Questionnaire</p> <p>Students learning portfolio</p>

## 2. Major Concern: To optimise teaching and learning by developing school-based curriculum and assessment

Objectives	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Party in-charge	Source
<b>2.1 To develop school-based curriculum of different subjects</b>						
<b>2.1.1</b> To include teaching elements from the values of “Law-abidingness” and “Empathy” into relevant curriculum according to EDB policies	<ol style="list-style-type: none"> <li>To review and optimise teaching elements from the values of “Law-abidingness” and “Empathy” into Chinese, GS, Citizenship and Social Development, ICT, and Moral and Civic Education curriculum</li> <li>To review and optimise teaching elements from the values of “Law-abidingness” and “Empathy” in lesson planning and implementation</li> </ol>	<ul style="list-style-type: none"> <li>To include teaching elements from the values of “Law-abidingness” and “Empathy” with subject-based examples in the curriculum by Jan 2023</li> <li>70% of the teachers agree that the definitions for “Law-abidingness” and “Empathy” are appropriate in lesson planning and implementation</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum document</li> <li>To collect teachers’ opinions during meetings</li> </ul>	09/2022-07/2023	Academic Affairs Committee  Subject panel heads  Counselling Team	EDB resources
<b>2.1.2</b> To increase the subject-based teaching elements in Chinese, Mathematics, GS and	<ol style="list-style-type: none"> <li>To enhance subject-based teaching elements in Chinese, Mathematics, GS and CS curriculum documents (including           </li> </ol>	<ul style="list-style-type: none"> <li>To review subject-based teaching elements in the current curriculum and teaching by January 2023</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum document</li> <li>Observation in lessons</li> </ul>	09/2022 – 07/2023	Academic Affairs Committee  Subject panel heads	



<p>Citizenship and Social Development (CS)</p>	<p>different teaching units and topics)</p> <p>2. To strengthen the application of subject-based elements in lessons through collaborative lesson planning and lesson observation</p> <p>3. To utilise the ‘One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development to develop multi-media and e-learning resources and organise field studies to enhance the subject-based teaching elements of CS (Refer to Appendix I)</p>	<ul style="list-style-type: none"> <li>● 70% of the teachers can implement subject-based elements in lessons</li> <li>● 80% of teachers agree CS multi-media and e-learning resources and field studies can enhance subject-based teaching elements</li> </ul>	<ul style="list-style-type: none"> <li>● To collect teachers’ opinions during meetings</li> </ul>			
<p><b>2.2 To optimise school-based assessment mechanisms of different subjects to provide feedback for learning and teaching</b></p>						
<p><b>2.2.1</b></p> <p>To optimise the school-based assessment</p>	<p>1. To establish and optimise school-based assessment mechanisms with baseline assessment</p>	<ul style="list-style-type: none"> <li>● To pilot with the baseline assessment mechanisms at the beginning of every semester in Chinese,</li> </ul>	<ul style="list-style-type: none"> <li>● Curriculum document</li> <li>● To collect teachers’</li> </ul>	<p>09/2022-07/2023</p>	<p>Academic Affairs Committee</p> <p>Subject panel heads</p>	

<p>mechanisms of Chinese, Mathematics, GS, CS, Personal Growth and Development (PG), Life Skills and O&amp;M</p>	<p>conducted at the beginning of every semester in Chinese, Mathematics, GS, CS and PG, and at the beginning of the first semester in Life Skills and O&amp;M</p> <p>2. To reconstruct and optimise current school-based assessment items with panel heads and teachers</p>	<p>Mathematics, GS, CS and PG, and at the beginning of the first semester in Life Skills and O&amp;M</p> <ul style="list-style-type: none"> <li>● 70% of the subject teachers agree that the school-based assessment mechanisms have improved</li> </ul>	<p>opinions during subject meetings</p>			
<p><b>2.2.2</b></p> <p>To continuously develop the use of LPF as a feedback for learning and teaching Chinese, Mathematics and GS</p>	<p>1. To fully implement LPF in Chinese, Mathematics, GS and CSD and include school-based examples</p> <p>2. To enhance the application of LPF and optimise the implementation of learning, teaching, and assessment through collaborative lesson planning, lesson observations, after-class discussions, and moderation meetings</p>	<ul style="list-style-type: none"> <li>● To select 3 students with different abilities in each Class to conduct LPF moderation in each term and include school-based examples</li> <li>● 75% of the subject teachers agree that the implementation of learning, teaching and assessment is optimised</li> </ul>	<ul style="list-style-type: none"> <li>● LPF moderation records</li> <li>● To collect teachers' opinions during subject meetings</li> </ul>	<p>09/2022–07/2023</p>	<p>Academic Affairs Committee</p> <p>Subject panel heads</p>	<p>EDB LPF resources</p>

### 3. Major Concerns : To cultivate students’ autonomy and self-confidence, and develop their potentials

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Party in-charge	Source
<b>3.1 To cultivate student’s ability and attitude of self-determination</b>						
<b>3.1.1</b> To enhance the ability and initiative of SID students in expressing their needs, preferences, and feelings and strengthen the communication effectiveness in turn	1. To optimise the “I have Say Plan” by creating monthly slogans or songs, encouraging students to communicate with others in their daily lives  2. To formulate the “communication performance description” as a reference for student learning and staff evaluation of student performance in line with the monthly theme	<ul style="list-style-type: none"> <li>● To complete the monthly communication theme slogans or songs by January</li> <li>● To complete the “Communication Performance Description” by June</li> <li>● 70% of students who participated in the “I have Say Plan” can actively and effectively communicate with others</li> </ul>	<ul style="list-style-type: none"> <li>● Promotion documents/ Songs</li> <li>● Review the “Positive Interaction Record Sheet</li> <li>● To collect teachers’ opinions during meetings</li> </ul>	09/2022 – 06/2023	Communication Skills Subject Panel  Speech therapists	

<p><b>3.1.2</b></p> <p>To enhance the initiative and self-determination skills of average-ability students and high-ability students to meet their growth needs</p>	<ol style="list-style-type: none"> <li>To formulate the “Personal Life Skills Training Program” with students to enhance student’s ability to choose, and self-assessment</li> <li>To create opportunities for students to make choices to establish the habit of self-determination</li> <li>To utilise the “School-based After-school Learning and Support Grant” by launching a “School-based Reading Project” to strengthen student’s initiative on reading</li> </ol>	<ul style="list-style-type: none"> <li>Students complete the “Life Skills Goal Selection” questionnaire in September</li> <li>Students complete the “Life Skills Self-Assessment Form” every month for evaluation</li> <li>70% of average and high-ability students participate in choice-making, self-learning, and self-evaluation activities from the activity record</li> </ul>	<ul style="list-style-type: none"> <li>“Life Skills Goal Selection” questionnaire and Self-Assessment Form</li> <li>Activities records and meeting minutes</li> <li>“School-based Reading Project” Record</li> </ul>	<p>09/2022 – 06/2023</p>	<p>Life Skills Training Subject Panel</p> <p>Activity Group</p> <p>Librarian Group</p>	
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**3.2 To improve student’s social and emotional management skills**

<p><b>3.2.1</b></p> <p>To enhance students’ self-understanding and cultivate positive values</p>	<ol style="list-style-type: none"> <li>To optimise the class-based model and cultivate students’ empathy and attitudes of obedience</li> <li>To strengthen students’ understanding of their bodies, emotions, and</li> </ol>	<ul style="list-style-type: none"> <li>70% of students can respect others’ feelings and abide by the class rules</li> <li>70% of teachers from Moral Education agree that students’ awareness of physical, emotional, and social etiquette is improved</li> </ul>	<ul style="list-style-type: none"> <li>Award Scheme record of Counseling Group</li> <li>Activity record</li> </ul>	<p>09/2022 – 06/2023</p>	<p>Counseling Group</p> <p>Class teachers</p> <p>Activity Group</p> <p>Moral Education Panel</p>	
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	social etiquette through the “Growth Pathway” activity and “Self-Knowledge” in the monthly moral unit learning		● Meeting minutes of Moral Education Subject			
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### 3.3 To develop students’ potential in different aspects

<b>3.3.1</b> To improve students’ self-esteem by increasing their participation in activities	<ol style="list-style-type: none"> <li>1. To optimise the school-based fitness activities by collaborating with the activity group and the rehabilitation group</li> <li>2. To adapt the activity equipment by the rehabilitation group so as to meet the needs of students with different abilities</li> <li>3. To arrange different activities for students and offer a platform for them to show their potential</li> </ol>	<ul style="list-style-type: none"> <li>● 70% of students increase their participation in physical fitness activities</li> <li>● To develop/modify one activity equipment that meets the needs of students in each semester</li> <li>● 70% of the average-ability and high-ability students can develop their talents and have opportunities to show them on different occasions</li> </ul>	<ul style="list-style-type: none"> <li>● Activity record</li> <li>● Display activities aid by the end of the semester</li> <li>● “Talent for all Scheme” activity record</li> </ul>	10/2022 – 06/2023	Activity group Rehabilitation Group  Panel head of Music	
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## Ebenezer New Hope School

### 2022-2023 Implementation Plan on the Use of the One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development

| Area                                                                                                                                                                                                                                           | Planned expenditure |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| 1. Developing or procuring relevant learning and teaching resources (including multi-media and e-learning resources), mobile applications and software, as well as reference materials for CS                                                  | \$120,000           |
| 2. Subsidising fees and travelling expenses incurred by student participation in school-based learning activities in Hong Kong organised by the school (closely linked with the curriculum of CS, e.g., visits to exhibitions and field trips) | \$5000              |
| Total amount                                                                                                                                                                                                                                   | \$125,000           |