

Ebenezer School

2011/12 School Year Annual School Plan

Our School Mission

The Gospel of Christ lays the foundation of our school. Basing on our educational ideals of “Education without discrimination” and “Teaching according to Learners’ Abilities”, we are committed to providing an all-round quality education to children and youths with visual impairment. We strive to provide our students with an environment of positiveness, cheerfulness, trust, solidarity as well as mutual help and care for them to learn and grow. We help students to overcome the limitations of visual impairment, and to develop their own potentials and talents. Growing up as confident and independent persons, our students will turn out to be contributive members of the school, families, society and nation.

Our School Objectives

1. To nurture students' interest in acquisition of knowledge, their appreciation of music, arts and culture, keenness on physical well being, diligence and sociability, and getting to know the gospel of Christ.
2. To comprehensively apply today's information technology to overcome limitations of visual impairment.
3. To strengthen students' abilities in receptive, expressive and social communication, and their development in multiple intelligences.
4. To strive to create a cheerful learning environment for the students. At the same time, students' understanding of the importance of discipline in social living is also stressed.

Our School Motto

Ever Strive to be Strong

Areas of Major Concern

Major Concern 1:

Strengthening students' moral and emotional education.

Major Concern 2:

Enhancing students' learning abilities and teachers' efficacy of teaching.

Major Concern 3:

Strengthening the collaboration of parents, teachers and boarding staff.

Major Concern 4:

Envisioning our dream school.

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Major Concern 1 : Strengthening students' moral and emotional education.

	Task	Schedule	Success Criteria	Evaluation Method	Coordinator
1.1	Students will be polite to other people.				
1.1.1	Set targets for students to attain.	whole school year	<ul style="list-style-type: none"> • Low vision students are capable of initiating greetings. • Blind students are capable of responding to greetings. • Students will say sorry when collide with others. • Students will keep quiet when having lessons on the 3/F (including walking along the corridor and lining up.) 	<ul style="list-style-type: none"> • Through daily observation by all staff members. 	All staff members
1.2	Students will have a habit of tidiness.				
1.2.1	Perform random check for the tidiness of classrooms, seats and uniforms. Follow-up when necessary. Commend good performance in assemblies.	whole school year	<ul style="list-style-type: none"> • Over 80% students can keep classrooms, seats and uniforms tidy. 	<ul style="list-style-type: none"> • Assessment by class teachers and the discipline team teachers. 	Class teachers and the discipline team

1.2.2	Cleanliness competition	Oct 2011 to Nov 2011	<ul style="list-style-type: none"> 70% classes attain good result. 	<ul style="list-style-type: none"> Assessment by teachers and the discipline team teachers after school. 	Teachers and the discipline team
1.3	Enhance students' ability to control emotion.				
1.3.1	Invite successful persons to share with students how to cope with changes in life and the importance of emotion control.	Oct 2011	<ul style="list-style-type: none"> 90% students can understand the importance self-control. 	<ul style="list-style-type: none"> Observation by teachers and staff 	Teachers and the discipline team
1.3.2	Invite an Educational Psychologist to teach students how to deal with stress from examinations.	Nov 2011 April 2012	<ul style="list-style-type: none"> 90% students can apply the suggestions made by the Educational Psychologist. 	<ul style="list-style-type: none"> Observation and report by teachers 	The student guidance team, the discipline team and teachers
1.3.3	Suggestions and follow-ups for individual students regarding emotion control methods.	9/2011 to 7/2012	<ul style="list-style-type: none"> Targeted students can acquire skills for emotion control. 	<ul style="list-style-type: none"> Assessment of students' improvement in emotion control. 	The student guidance team, the discipline team, teachers and Educational Psychologist
1.4	Good Behaviour Award Scheme				
1.4.1	Design record sheets for the award scheme to promote good behaviour.	whole school year	<ul style="list-style-type: none"> 70% students have good performance. 	<ul style="list-style-type: none"> Calculation of marks in record sheets. 	The discipline team, teachers, parents and the boarding staff

Major Concern 2 : Enhancing students’ learning abilities and teachers’ efficacy of teaching.

	Task	Schedule	Success Criteria	Evaluation Method	Coordinator
2.1	Nurture students’ learning abilities (study skills, collaborative skills)				
2.1.1	Teach students at least one study skill in each subject.	whole school year	<ul style="list-style-type: none"> Students can use the study skills while doing the assignments. 	<ul style="list-style-type: none"> Students’ ability in using the study skills to do the assignments. Teaching schemes and assessment records. 	The academic committee, panel heads and teachers
2.1.2	Teach students “Time Management Skills” for the Self-study time (AAT) in the evening.	whole school year	<ul style="list-style-type: none"> Students can keep order and finish their homework and revision during AAT. 	<ul style="list-style-type: none"> AAT records. 	AAT team
2.2	Implementation of the school-based curriculum.				
2.2.1	Specific panel heads will adjust the curriculum to match the abilities of students in the High-flyer group.	whole school year	<ul style="list-style-type: none"> Completion of the revised curriculum. 	<ul style="list-style-type: none"> The academic committee will review the revised curriculum. 	The curriculum coordinator and panel heads
2.2.2	Constructing self developed teaching programmes for lower primary Chinese, English, Maths and General Knowledge.	whole school year	<ul style="list-style-type: none"> Completion of self developed teaching programmes. 	<ul style="list-style-type: none"> The academic committee will review the self developed teaching programmes. 	The curriculum coordinator and panel heads

2.3	Implementation of the “Reading Scheme”.				
2.3.1	To carry out a “Reading Scheme” to encourage students to read extensively. Teachers, the boarding staff and parents will join hands in this project.	whole school year	<ul style="list-style-type: none"> Students can meet the target set. 	<ul style="list-style-type: none"> Records of books read and book reports. 	The librarian and teachers
2.3.2	Subject teachers to encourage students to read related books and information.	whole school year	<ul style="list-style-type: none"> Students can meet the target set. 	<ul style="list-style-type: none"> Records of books read and book reports. 	The librarian and teachers
2.4	Enhance teachers’ efficacy of teaching				
2.4.1	To enhance teachers’ efficacy of teaching through the implementation of the new appraisal system.	whole school year	<ul style="list-style-type: none"> Teachers meet the standards stated in the appraisal form and the requirements in the teachers’ manual of individual subject. Teachers attain level 4 in the area of teaching and learning in the appraisal. 	<ul style="list-style-type: none"> Appraisal report. 	The Principal, the Deputy Principal and panel heads

Major Concern 3 : Strengthening the collaboration of parents, teachers and boarding staff.

	Task	Schedule	Success Criteria	Evaluation Method	Coordinator
3.1	Improve the collaboration of home and school				
3.1.1	Encourage parents to stimulate students’ interest in reading.	whole school year	<ul style="list-style-type: none"> 80% parents sign in the reading records to show that students have a reading habit at home. 	<ul style="list-style-type: none"> Calculation of parents’ signatures. 	The librarian, teachers and parents

3.1.2	Invite parents to participate in the “Good Behaviour Award Scheme”.	10/2011 to 5/2012	<ul style="list-style-type: none"> 80% parents participate in the marking to indicate students’ behavior at home. 	<ul style="list-style-type: none"> Calculation of the marks of the “Good Behaviour Award Scheme” 	The discipline team, teachers, parents and the boarding staff
3.1.3	Invite the “Parent Staff Association” to promote the above two projects.	whole school year	<ul style="list-style-type: none"> The PSA can promote 80% parents to participate in the above two projects. 	<ul style="list-style-type: none"> Minutes of PSA meetings and circulations. Teachers’ observation. 	Teachers and PSA members
3.2	Improve the collaboration of school and boarding section				
3.2.1	Arrange professional interflow between teachers and house parents.	whole school year	<ul style="list-style-type: none"> Arrange lesson observations for house parents. Arrange teachers to understand residential services. 	<ul style="list-style-type: none"> 80% attendance. 	The Deputy Principal and the warden
3.2.2	The boarding section will be responsible for the big brother/sister scheme to help students in the lower primary in Braille learning.	whole school year	<ul style="list-style-type: none"> 70% students in the scheme show improvement in Braille reading and writing. 	<ul style="list-style-type: none"> Students’ Braille proficiency 	Senior teacher of discipline, the warden and Braille teachers
3.2.3	Teachers and boarding staff together promote the “Reading Scheme”	whole school year	<ul style="list-style-type: none"> Students can meet the target set. 	<ul style="list-style-type: none"> Records of books read and book reports. 	The librarian, teachers and house-parents
3.2.4	Teachers and boarding staff together promote the “Good Behaviour Award Scheme”	whole school year	<ul style="list-style-type: none"> 70% students have good behavior. 	<ul style="list-style-type: none"> Calculation of marks in record sheets. 	Teachers and house-parents
3.3	Improve the collaboration of home and boarding section				
3.3.1	Keep close contact with parents to communicate about students’ development both in the resident and at home.	whole school year	<ul style="list-style-type: none"> Contact parents of lower primary students at least once a week. Contact parents of upper 	<ul style="list-style-type: none"> Monthly report of individual students. 	Warden and house-parents

			<p>primary students at least twice a month.</p> <ul style="list-style-type: none"> • Contact parents of secondary students and integrators at least once a month. • Contact parents at earliest opportunity for incidences such as injury, sickness, violation of rules etc. 		
3.3.2	Invite parents to be volunteers in the activities of the boarding section.	whole school year	<ul style="list-style-type: none"> • Provide at least two activities each year for parents to participate. 	<ul style="list-style-type: none"> • Review reports of activities. 	Warden and senior house-parents

Major Concern 4 : Envisioning our dream school. (To increase students’ recognition of the school and their sense of belonging)

	Task	Schedule	Success Criteria	Evaluation Method	Coordinator
4.1	The theme of Civil Education will be “A caring and loving school campus”	whole school year	<ul style="list-style-type: none"> • Through activities, 80% students can understand the importance of care and love and can put into practice. 	<ul style="list-style-type: none"> • Observe students during the activities. • Observe students in their daily life. 	The Civil Education Team
4.2	Each subject will use “Envisioning our dream school” as the theme for their project studies.	whole school year	<ul style="list-style-type: none"> • Students will increase their recognition of the school and their sense of belonging through the project studies. 	<ul style="list-style-type: none"> • Teaching schemes and assessment reports. • Assessment of project studies. 	Curriculum coordinator and teachers

4.3	The boarding committee will pass on the message of “Envisioning our dream school” to the students.	whole school year	<ul style="list-style-type: none"> Including the theme of “Envisioning our dream school” in the agenda of the boarding committee’s meetings. 	<ul style="list-style-type: none"> Agendas and minutes of the meetings. 	Warden, senior house- parents, and members of the boarding committee
4.4	To immerse the idea of “Envisioning our dream school” in the activities.	whole school year	<ul style="list-style-type: none"> At least two of the activities per year are related to “Envisioning our dream school” 	<ul style="list-style-type: none"> Students’ feedback. Observation of staff. 	Persons in charge of the activities and house-parents

Plan on Use of Capacity Enhancement Grant in 2011/12 School Year

Name of school : Ebenezer School

Means by which teachers have been consulted : at staff meetings

No. of operating classes (excluding IRTPs, if any) : 8

Task Area	Major Area of concern	Strategies/ Tasks	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Methods of Evaluation	People Responsible
Enhancing students' learning abilities and teachers' efficacy of teaching	Alleviate teachers' loading from administrative duties and clerical work to allow them to concentrate on teaching and development school-based curriculum	Employ a School Assistant to assist teachers in handling various school affairs, clerical work and production of teaching materials	School assistant can <ul style="list-style-type: none"> • help teachers prepare records of students such as school reports • help teacher with budgets and records of expenses • help teachers with preparation of teaching materials and inventories 	9/2011 to 8/2012	Salary for the School assistant for the year : \$148,524.00 [(\$12,377.00 per month (including 5% MFP) , for 12 months, i.e. \$12,377.00 x12]	<ul style="list-style-type: none"> • School assistant can work independently and effectively • Teachers can have more teaching materials to enrich teaching • Teachers can spend more time on collaborative lesson preparation and experience sharing to implement school-based curriculum 	<ul style="list-style-type: none"> • Appraisal of School assistant • Observation of lessons • Inspection of students' work • Number of collaborative lesson preparation and interflow meetings • Review of school-based curriculum 	Senior teacher of Academic
Promotion of students' reading habit	Because of the large collection of our school library, a library assistant would be very helpful	Employ a Library Assistant to help with cataloguing, library loan service and	<ul style="list-style-type: none"> • Enhancing students' reading habit • Increasing books and other reading materials in library 	9/2010 to 8/2011	Salary for the Library assistant for the year : \$116,000.00 [\$9,667.00 per	<ul style="list-style-type: none"> • Library assistant can help the teacher librarian in the daily running of the library and in promotion of 	<ul style="list-style-type: none"> • Appraisal of Library assistant • Rates of students borrowing books 	Teacher librarian

	to release the Teacher Librarian for teaching and promotion of reading	assist students and teachers in the use of library.	<ul style="list-style-type: none"> Improving the library web page 		month (including 5% MFP) , for 12 months, i.e. \$9,667.00 x 12]	relevant activities <ul style="list-style-type: none"> Students' reading habit improved Increase in books and other reading materials The library web page upgraded 	<ul style="list-style-type: none"> Rates of students taking part in library activities Comments of teachers and students toward library service 	
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Budget

10 – 11 CEG accumulated surplus	\$27,444.00
11 – 12 CEG allocation	\$262,000.00
Total	\$289,444.00
Employment of 1 school assistants and 1 library assistant (1/9/11-31/8/12)	\$264,524.00
Balance (carried forward to following year)	\$24,920.00

This CEG Plan has been discussed and endorsed by all teachers, and approved by the School Management Committee