



Ebenezer School
School Development Plan

2015/16

to

2017/18

Ebenezer School

1. School Mission

The Gospel of Christ lays the foundation of our school. Based 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 contribute to the school, families, society and nation.

2. School Objectives

- 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.
- To comprehensively apply today's information technology to overcome limitations of visual impairment.
- To strengthen students' abilities in receptive, expressive and social communication, and their development in multiple intelligences.
- 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.

3. School Motto

Ever Strive to be Strong

4. Holistic Review

Effectiveness of the Previous School Development Plan (2012-2015)

Major Concerns	Extent of targets achieved, e.g.: Fully Achieved; Partly achieved; Not achieved	Follow-up action, e.g.: Incorporated as routine work; Continue to be major concerns in the next SDP; Others	Remarks
1. To enhance learning & teaching as well as school management through effective use of information technology.	Partly achieved	Continue to be major concerns in the next SDP	The Education Bureau and Ebenezer School co-established Technology Education for Visually Impaired Learners Research Group in September 2012. The Group reviews Technology Education in visually impaired students and makes suggestions for improvement. The Group has had 16 meetings in the past 3 years to discuss the school's future planning in this area in the coming 5 years. It will provide useful reference to the School, teachers, students, parents and other stakeholders. Therefore, promoting assistive technology will be one of the major concerns in the next 3-year School Plan.
2. To promote a reading culture.	Fully Achieved	Incorporated as routine work	According to students' feedback in the 'Promoting a Reading Culture' questionnaire, over 60% of the students agree that

			<p>book fairs help encourage students to read. Around 70% have acquired some reading skills. Over 60% feel confident about reading online, such as newspaper, websites, e-books and e-worksheets from teachers. Students hope to have more free time to read and have more e-books available. They also hope to have more books of different genres in the library and more teachers to recommend books to them. Students have developed an interest in reading. Many of them are now keen readers who enjoy being the Reading Ambassadors and taking part in the Pair-Reading scheme.</p>
<p>3. To enhance learning & teaching through effective use of assessment data.</p>	<p>Fully Achieved</p>	<p>Incorporated as routine work</p>	<p>The response from the ‘3-year School Plan’ questionnaire shows that 70% of the teachers agree that having co-planning meetings and reviewing students’ assessment results help improve teaching and learning. Around 90% agree to establish ‘Consolidation Week’ to follow up on students’ learning difficulties (e.g. supplementary worksheets, Chinese Proverb Booklet, Famous Quotes Collection, Classical Chinese Learning Booklet, English Vocabulary Handbook, Maths Speed Tests). ‘Inclusive Territory-wide Assessment (TSA) for Students with Visual Impairment Pilot Scheme’ allows our students to take part in TSA. 70% of the teachers feel that their assessment results provide useful data for defining suitable</p>

			learning goals. Over 90% of the house-parents reflect that the Boarder’s Report helps house-parents develop personal and life skills learning goals.
4. To strengthen the leadership and management skills of middle managers.	Fully Achieved	Incorporated as routine work	70% of the staff members (teachers and house-parents) acknowledge their role as a middle management staff. Around 80% understand their duties and responsibilities. A majority are pleased with the School’s support such as mentoring from Head of Academics and senior teachers, revised lesson observation form and assignment inspection form. This enables panel heads to perform their duties more efficiently.

5. Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> ● We value students' moral, intellectual, physical, social, aesthetic and spiritual growth. We aim to provide opportunities for all-round development in our students despite their disabilities. We aim to maintain our students' curiosity in learning, educate them to know right from wrong and stretch their potentials. ● Our school has a clear organization framework. The three school sections can complement each other's work. ● Each committee is composed of staff member from different sections to enhance communication and cooperation. ● The principal is a competent leader who delegates both responsibility and authority to middle management staff. ● The School's development is supported by all the staff members and parents, which allows new programmes and measures to run smoothly. ● The School encourages accountability, peer observation, teachers' professional development. ● The School values teachers' on-job training and continuous professional development. 	<ul style="list-style-type: none"> ● Communication between the top management staff and panel heads, project workers, subject teachers has to be strengthened. ● Teachers' Handbook should be produced to provide guidelines for work. ● Subject panels need to set more tangible success criteria and evaluation method when planning strategies. ● When reviewing work and activity plans, reflections and remedial actions should be included in addition to a report of progress so as to complete the 'plan-implement-evaluate' cycle.

PI Areas	Major Strengths	Areas for Improvement
	<ul style="list-style-type: none"> ● The School maintains frequent exchanges with local and overseas organizations to share expertise and raise public awareness of the needs of the visually impaired. ● The School’s resources allocation and management is guided by the developmental needs of the School as a whole. 	
2. Professional Leadership	<ul style="list-style-type: none"> ● Our School took part in Chinese University’s Quality School Improvement Project with a focus on middle management and team spirit in order to establish a more positive work culture. ● Team leaders and panel heads are professional and knowledgeable. They are also responsible, sensitive to changes in education and attentive to the School’s major concerns. ● Teachers’ professional development is highly valued. We aim for specialized teaching. Cross-profession work between School and Resources Support Programme also widens teachers’ understanding of inclusive education. ● We have a different focus for each year’s peer lesson observation so that teachers can share a range of teaching techniques. ● We offer new teachers with school-based professional training every year by asking senior teachers to demonstrate teaching. Peer lesson observation also allows them to understand better 	<ul style="list-style-type: none"> ● Teachers who are involved in cross-profession work need a more flexible work schedule and better work arrangement. ● When we have activities that aim to attract outside resources, it would be ideal that the activities complement the School’s learning activities.

PI Areas	Major Strengths	Areas for Improvement
	visually impaired education.	
3. Curriculum and Assessment	<ul style="list-style-type: none"> ● We are successful in promoting school-based curriculum. Teaching materials are specifically designed to meet our students' learning needs. ● Our lesson schedule is flexible. We are able to cater for the need for cross-level groupings and cross-level joint lessons. ● Our school emphasizes development of Bi-literacy and Tri-lingualism. English Room has been set up to enhance students' use of English. ● Subject panels carry out data analysis of every test and exam to review student learning and teaching strategies. We also carefully store all assessment records. ● We offer remedial classes for weaker students, enhancement classes for stronger students, homework support and volunteer tutorials to cater for different learning needs. ● We offer channels for feedback and suggestions through panel meetings, co-planning meetings, lesson observation, assignment inspection and questionnaires. 	<ul style="list-style-type: none"> ● According to the data analysis, we feel that there is still room for improvement in the course structure. ● Teachers need better questioning techniques to encourage higher-order thinking.
4. Student Learning and Teaching	<ul style="list-style-type: none"> ● Students have a positive learning attitude, eagerly take part in learning activities and closely follow teachers' instructions. 	<ul style="list-style-type: none"> ● Students need to be more consistent in completing homework and more independent in learning.

PI Areas	Major Strengths	Areas for Improvement
	<ul style="list-style-type: none"> ● Teachers are able to maintain an orderly classroom and a positive learning environment. Teachers are also patient in their teaching and give timely feedback and encouragement to students. ● The School organizes cross-curricular activities regularly including a cross-curricular learning week and overseas field trips for whole person development and diverse learning experience. ● We have a team of professional, knowledgeable and passionate teaching staff, who are able to adapt teaching resources to meet our students' needs. 	<ul style="list-style-type: none"> ● Students are unable to think deeper into a topic during discussion. ● Students' interest in reading and their ability to use I.T in learning are to be strengthened. Students also need to learn a range of study skills and self-management skills. In addition, there should be more co-planning sessions for teachers to communicate students' learning difficulties so as to plan remedial work. ● Students' interest in English books need to be promoted.
5. Student Support	<ul style="list-style-type: none"> ● Our School offers a range of therapies including Physiotherapy, Occupational Therapy, Speech Therapy, Play Therapy, Music Therapy, and Art Therapy. We also offer various rehabilitation trainings including Occupational & Mobility training, Low Vision, Braille training and Sensory-motor training. Students with other learning disabilities who can't cope with the mainstream curriculum are offered a school-based High-Flyers curriculum. We also offer remedial classes for weaker students, enhancement 	<ul style="list-style-type: none"> ● Some of our students have too low expectations of themselves and we hope to change that. ● If there could be more support from home, student learning will be even more effective. ● Boarding section can take a more important role in education after school so that learning can be more comprehensive.

PI Areas	Major Strengths	Areas for Improvement
	<p>classes for stronger students, homework support and volunteer tutorials.</p> <ul style="list-style-type: none"> ● Our School attends to students' personal development needs through guidance teachers, social workers, psychologists and house-parents. The team offers assistance whenever required. ● Our School's boarding section is well-equipped. Boarding staff are patient care-takers. Various leisure activities are organized for students. 	
6. Partnership	<ul style="list-style-type: none"> ● The School is able to motivate parents, alumni, volunteers and other organizations to support students' learning and school development. ● The School maintains close liaison with other organizations serving the visually impaired, local universities, non-profit organizations and commercial organizations to provide students with diverse service and support programmes. ● The School believes in the importance of parental education and therefore holds various seminars and workshops to equip parents with practical skills to educate their children. 	<ul style="list-style-type: none"> ● We will ensure close contact with alumni. ● We will try to improve attendance of seminars and workshops held for parents. ● A better volunteer management system is required so as to utilize such valuable resources.

PI Areas	Major Strengths	Areas for Improvement
	<ul style="list-style-type: none"> ● Parent-Teacher Association is devoted to promoting communication and relationships between teachers and parents. 	
7. Attitude and Behaviour	<ul style="list-style-type: none"> ● Our students are virtuous and obedient. ● Our students respect teachers and other schoolmates and demonstrate good conduct ● Our students are active participants in Students' Union, Boys Scout and the Prefect Body and often exhibit leadership and excellent citizenship. 	<ul style="list-style-type: none"> ● Students' self-learning and self-management abilities are to be improved. ● Students need to be taught how to deal with pressure and adversity, possibly through seminars and workshops or related activities.
8. Participation and Achievement	<ul style="list-style-type: none"> ● Students' performance in speech festival, music competitions, field and track events and swimming competitions are well-received and often awarded. The School is dedicated to students' art and sport development. ● The School has been active participant in local and overseas marathon events in order to promote students' interest in distance running and train their resilience. Most of them are able to complete the races and some are invited to overseas events. 	<ul style="list-style-type: none"> ● Some students took part in too many extracurricular activities but were unable to manage their time well. The School will need to arrange suitable activities for students so that they can manage themselves in both their studies and extracurricular activities. ● The School will aim for more diversity in students' other learning experiences.

6. SWOT Analysis

1. Our Strengths :

- 1.1 Our school is the only school for the visually impaired in Hong Kong with rich experience, clear mission and commitment to quality education.
- 1.2 School operation is backed by a clear organization framework and 118 years of experience.
- 1.3 Our school emphasizes teachers' professional development and keeps a detailed record of developmental programmes.
- 1.4 One school adopts a One-School policy with effective communication across departments.
- 1.5 Students have a strong sense of belonging. They enjoy school life and a harmonious relationship with teachers and other students.
- 1.6 Teachers often share experience in co-planning meetings, lesson observation and panel meetings.
- 1.7 Our school offers a wide variety other learning experiences.

2. Our Weaknesses :

- 2.1 There have been more new teaching members in recent years and they need time to adapt to a new and unique working environment.
- 2.2 Teachers may further enhance their professional knowledge and keep current with changes in both mainstream and special education.
- 2.3 There is a wide learning diversity in our students. Some students have other learning difficulties in addition to visual impairment.

2.4 Middle management staff need to improve themselves in leadership and management.

3. Opportunities

3.1 Our organization is looking at the possibility of a new location, which allows for more room for development.

3.2 Our organization provides an extensive one-stop service from Early Intervention Programmes for pre-schoolers to inclusive education for students in mainstream school.

3.3 Class size is small enough for teachers to design school-based learning programmes and graded tasks.

3.4 Besides resources from the Education Bureau, our school also receives support from the society, which allows for more rehabilitation programmes and I.T. tools.

3.5 We will further develop our facilities and resources in the upcoming 3-year development plan.

4. Our Threats

4.1 Due to drop in birth rate and the promotion of inclusive education, our school enrolment is declining every year and hence we are unable to operate one class for one level.

4.2 We were unable to acquire funding for special education and new senior secondary education so we are required to look for outside funding to sustain our High-Flyer course for students with other learning difficulties and a life and career planning programme for all students.

4.3 The unstable economic environment in our society means a decrease in donations to our school, which affects human resource planning and teachers bear huge workload.

4.4 Our pre-school classes have been cut and the training provided for pre-schoolers are insufficient, which affects their future

studies.

4.5 Students are generally less capable learners, often with mild grade mental disability, attention deficit, emotional problems, physical disabilities, lack of learning motivation, etc., making it difficult for teachers to cater for the diverse learning needs.

7. Major Concerns for Next 3-year Cycle (in order of priority)

1. Developing self-directed learning skills
2. Promoting assistive technology
3. Strengthening self-management abilities

8. School Development Plan (2015-2018)

Major Concerns	Outline of Strategies	Time Scale (Please insert ✓)			Targets
		Year 1	Year 2	Year 3	
1. Developing self-directed learning skills	1.1 Developing self-directed learning and self-management skills °	✓	✓		1.1.1 Students are taught how to apply the note-taking skills and are encouraged to prepare for lessons every day.
	1.2 Teaching mind-map skills to enhance conceptual and organisational skills.	✓	✓		1.2.1 Students are taught how to apply mind-mapping skills in all subjects to enhance conceptual and organisational thinking.
	1.3 Developing student learning portfolios to encourage students to take initiative and responsibility for learning.	✓	✓		1.3.1 Staff members of different sections help to ensure students can complete their own learning portfolio, make long-term and short-term learning goals and reflect upon their learning.
	1.4 Guiding students to carry out self and peer assessment and to reflect upon their learning.	✓	✓	✓	1.4.1 Students are required to self-assess and peer-assess their learning in all subjects.
	1.5 Adopting inquiry-based learning.	✓	✓	✓	1.5.1 Inquiry-based learning activities are carried out in all subjects.
	1.6 Designing a school-based course on 'understanding dimensions' to improve visually impaired students' understanding of shapes and objects.		✓	✓	1.5.2 A school-based course on 'understanding dimensions' is developed to improve visually impaired students' understanding of shapes and objects.
	1.7 Students participating in the production of Campus TV and iShow programmes.		✓		1.6.1 A comprehensive collection of physical learning materials is built for more effective teaching and learning.
	1.8 Using information and assistive technology to improve teaching and learning for students to become more able self-directed learners.	✓	✓		1.6.2 Students' sense of dimensions is enhanced through exhibitions of objects used in different subjects.
					1.7.1 Students participate in the production of Campus TV and iShow as a way to strengthen various generic skills.
					1.8.1 All subject teachers look into the possibilities of using I.T. and A.T. in teaching and learning.

<p>2. Promoting assistive technology</p>	<p>2.1 Participating in ‘Support Scheme for e-Learning in Schools’, informing teachers of how to apply e-learning</p> <p>2.2 Enriching teaching staff’s knowledge in e-learning, improving Wi-Fi system at school, purchasing laptop computers, A.T. equipment and teaching applications (apps).</p> <p>2.3 Building a database for students’ learning portfolio</p> <p>2.4 Organizing training and sharing workshops to Helping teachers, social workers and boarding staff to meet students’ e-learning needs.</p> <p>2.5 Planning of the set-up of an A.T. resource centre.</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>2.1.1 Students use A.T. tools in all subject learning and acquire help whenever they find any difficulties in using them.</p> <p>2.2.1 An improved I.T. system encourages teachers to adopt e-learning more extensively.</p> <p>2.3.1 A comprehensive student portfolio is built to facilitate teachers, social workers and boarding staff in catering for students’ learning needs.</p> <p>2.4.1 Teaching staff’s knowledge in e-learning is enriched.</p> <p>2.5.1 An informative A.T. Resource Centre is set up.</p>
<p>3. Strengthening self-management abilities</p>	<p>3.1 Managing personal belongings: Lower primary students learn to organize their desks, books and belongings on their own.</p> <p>3.2 Time management: Upper primary and secondary students can complete homework on schedule and set aside enough time for rest.</p> <p>3.3 Emotion management: Upper primary students learn to be aware of their emotions, how to express themselves and ask for help.</p> <p>3.4 Strengthening communication skills: Secondary students learn to be open to opinion and resilient in the face of challenges through experiential learning.</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>3.1.1 Improved self-discipline in students.</p> <p>3.2.1 Improved time management in students.</p> <p>3.3.1 Improved emotion management in students.</p> <p>3.4.1 Acceptance of opinion and resilience in the face of challenges.</p>