



Ebenezer School School Annual Plan 2020-2021 (Third Year)





Our 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.

Our School Objectives

- To nurture lifelong learners who delight in knowledge and reading, possess critical thinking, problem-solving, organisational skills and good judgement, and appreciate music, arts and culture.
- To proclaim the gospel of Christ, pursue truth with high moral values and by the grace of God live a fruitful life.
- To enable students to become bi-literate and tri-lingual with strong communication skills and computer literacy.
- To promote students’ physical and mental well-being in order for them to grow strong and healthy.
- To provide students with an all-rounded education with a diverse learning experience where students can realise their potential.

Our School Motto

Ever Strive to be Strong

Areas of Major Concern

Major Concern 1:

Revising school curricula for the development of new senior secondary curriculum and improving teaching effectiveness.

Major Concern 2:

Expanding the school's network for more diverse learning experiences, with a view to unleashing students' potentials, empowering their career life planning and fostering positive life value.

1. Major Concern:

Revising school curricula for the development of new senior secondary curriculum and improving teaching effectiveness

Objective	Task	Schedule	Success Criteria	Evaluation Method	Coordinator	Required Resources
1.1	Restructuring the Curriculum Development Panel					
1.1.1	Reallocating staff and arranging training for teachers according to the needs of NSS implementation	Whole year	<ul style="list-style-type: none"> ● Deploying suitable teachers to teach the NSS curriculum ● Over 90% of the NSS subject teachers attend at least two training courses where teachers may learn different strategies to cater for learner diversity 	<ul style="list-style-type: none"> ● 1st term and 2nd term lesson timetable ● Training record 	<ul style="list-style-type: none"> ● HR Committee ● School Improvement Panel 	<ul style="list-style-type: none"> ● Courses offered by the EDB or other organisations
1.1.2	Modifying the NSS curriculum to suit the needs of our students	Whole year	<ul style="list-style-type: none"> ● Researching into possible electives to be offered and arranging trial lessons according to students' ability and interest ● Recommending suitable Applied Learning course for students, enriching students' knowledge in different professions 	<ul style="list-style-type: none"> ● Meeting minutes ● Student attendance at the Applied Learning course 	<ul style="list-style-type: none"> ● Teaching and Learning Committee ● Curriculum Development Panel ● Career and Life Planning Education Panel 	<ul style="list-style-type: none"> ● Courses offered by the EDB or other organisations

1.2	Reviewing the school curricula to facilitate the development of the NSS curriculum					
1.2.1	Reviewing and reorganizing all school curricula for a smooth transition to the NSS curriculum	Whole year	<ul style="list-style-type: none"> ● Exploring different learning strategies for the visually impaired in order to improve the learning effectiveness of NSS electives ● Promoting self-directed learning with the help of A.T. and I.T. in all subjects to equip students well for further studies 	<ul style="list-style-type: none"> ● Meeting minutes of all subjects ● Co-planning meeting minutes 	<ul style="list-style-type: none"> ● Teaching and Learning Committee ● Curriculum Development Panel ● I.T. Development Panel ● Reading Promotion Team 	<ul style="list-style-type: none"> ● Panel Chairpersons ● Subject teachers
1.3	Implementing the curriculum					
1.3.1	Hiring teachers to teach the NSS curriculum	Whole year	<ul style="list-style-type: none"> ● Hiring new teachers to release suitable teachers to teach the NSS curriculum ● Training new teachers to ensure the quality of teaching 	<ul style="list-style-type: none"> ● Employment contracts ● Lesson observation records ● School-based training records 	<ul style="list-style-type: none"> ● HR Committee ● Teaching and Learning Committee ● Curriculum Development Panel 	<ul style="list-style-type: none"> ● Panel Chairpersons ● Subject teachers

1.3.2	Implementing the NSS curriculum	Whole year	<ul style="list-style-type: none"> ● Implementing S.5 curriculum and preparing for S.6 ● Setting up S.5 classroom ● Setting aside funds for purchasing equipment, books and other teaching material ● Deciding on 2020 – 2021 NSS curriculum including the arrangement of the core and elective subjects, lesson time allocation and lesson timetable ● Preparing a School-Based Assessment overview for students' and parents' reference 	<ul style="list-style-type: none"> ● Curriculum documents ● Lesson time allocation document ● Purchase record ● Timetable ● Meeting minutes ● School-based assessment overview 	<ul style="list-style-type: none"> ● Teaching and Learning Committee ● Curriculum Development Panel ● School Administration Committee 	<ul style="list-style-type: none"> ● Panel Chairpersons ● Subject teachers ● School Affairs Team ● Teaching Assistants ● Technicians
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1.4	Career and life planning education in the NSS levels					
1.4.1	Implementing Career and Life Planning Education curriculum	Whole year	<ul style="list-style-type: none"> ● Implementing a Career and Life Planning Education curriculum that caters for the specific needs of the visually impaired. The lessons will take place in Personal Growth lessons and Career Counselling lessons ● Arranging work placement experience for senior secondary students in the campus or in other organisations. Teaming up students and our alumni so they can discuss career challenges and opportunities 	<ul style="list-style-type: none"> ● Observation from lessons ● Teachers' feedback and questionnaire ● Students' performance ● Meeting minutes ● Student attendance record ● Participants' feedback ● Alumni instructors' feedback ● Employers' feedback ● Meeting minutes 	<ul style="list-style-type: none"> ● Career and Life Planning Education Panel ● Whole-person Development Team 	<ul style="list-style-type: none"> ● Project Works ● The Boarding Section ● High Flyers' teachers ● Partner organisations

2. Major Concern: Expanding the school's network for more diverse learning experiences, with a view to unleashing students' potentials, empowering their career life planning and fostering positive life value.

Objective	Task	Schedule	Success Criteria	Evaluation Method	Coordinator	Required Resources
2.1	Organising available resources from our partner organisations					
2.1.1	Organising available resources from our partner organisations, establishing new connections and fostering collaborations that promote students' learning - Tactile visual vocabulary system (TVVS)	Whole year	<ul style="list-style-type: none"> ● Integrating TVVS into the teaching and learning of General Studies ● Selecting photos or pictures for which tactile graphics are made to enhance students' understanding ● Teachers guide students in the use of the tactile materials ● Stimulating students' interest in using tactile graphics 	<ul style="list-style-type: none"> ● TVVS is integrated into the General Studies curriculum of P.1, P.2, P.4 and P.5 ● Amount of tactile graphics produced ● Observation from lessons ● Interview with students ● Learning performance 	<ul style="list-style-type: none"> ● General Studies Panel chairperson and subject teachers 	<ul style="list-style-type: none"> ● In collaboration with Beyond Vision

	<p>- A resource bank of information on descriptive narration</p>		<ul style="list-style-type: none"> ● Teachers learn the basic principles of descriptive narration ● Teachers can apply the knowledge into practice in lessons or activities ● Developing a resource bank of information on descriptive narration ● The information from the resource bank can serve as a practical guide to descriptive narration for teachers and other staff members 	<ul style="list-style-type: none"> ● Questionnaire ● Instructor's feedback ● Students' performance ● Participants' feedback 	<ul style="list-style-type: none"> ● Head of Academics ● Professional Development Panel 	<ul style="list-style-type: none"> ● In collaboration with ADA
	<p>- Application of Design Thinking</p>		<ul style="list-style-type: none"> ● Participants are familiar with the principles and operation of Design Thinking ● Participating teachers can apply Design Thinking in teaching and learning ● Teachers can come up with innovative ideas that stimulate students' creativity or overcome challenges in teaching and learning 	<ul style="list-style-type: none"> ● Questionnaire ● Service provider's feedback ● Participants' feedback ● Students' assignments and their performance ● Students' verbal feedback ● Observation from lessons 	<ul style="list-style-type: none"> ● Head of Academics ● Professional Development Panel 	<ul style="list-style-type: none"> ● In collaboration with WEDO GLOBAL

2.2	Utilizing existing support network and opening up new ones					
2.2.1	Strengthening music training and development	Whole year	<ul style="list-style-type: none"> ● Enhancing students’ braille skills, sense of hearing and sheet music reading skills ● Providing systematic music training for potential students and alumni ● Developing a resource bank of Braille music sheets for the use of visually impaired students and music teachers and instructors 	<ul style="list-style-type: none"> ● Teaching schedules ● Assessment records ● Meeting minutes ● Number of times of rehearsals and performances ● Post-performance feedback ● Audience feedback 	<ul style="list-style-type: none"> ● Music Development Coordinating Panel ● Music teachers 	<ul style="list-style-type: none"> ● Partner organisations ● Career and Life Planning Education Panel ● IEP Coordinating Panel ● Outsourced music instructors ● Visually impaired musicians

<p>2.2.2</p>	<p>Utilizing the school network and improving support to parents:</p> <ul style="list-style-type: none"> - Redeployment: 6 Resource teachers were seconded to Ebenezer New Hope School to provide support and training to 3 partner schools, which include lesson observation, co-teaching and meeting with therapists - Support to parents: To enable students to continue learning at home, RSP teachers will produce eBooks, teaching videos and learning kits for parents and students to use at home 	<p>Whole year</p>	<ul style="list-style-type: none"> ● The partner schools acknowledge that the redeployment is effective in enhancing our support and teaching effectiveness ● Over 80% of the parents are appreciative and satisfied with the provision of eBooks, teaching videos and learning kits, etc. 	<ul style="list-style-type: none"> ● Questionnaire to partner schools ● Questionnaire to parents 	<ul style="list-style-type: none"> ● Coordinating panel 	<ul style="list-style-type: none"> ● In collaboration with Ebenezer New Hope School
<p>2.3</p>	<p>Providing a diverse learning experience for students</p>					
<p>2.3.1</p>	<p>Providing a diverse learning experience for students in Multiple-Intelligence classes, joint-class activities and inclusion activities</p>	<p>Whole year</p>	<ul style="list-style-type: none"> ● Teachers, social workers and professionals design suitable learning activities for students at different key stages and offer small group trainings 	<ul style="list-style-type: none"> ● Student attendance ● Lesson remarks ● Activity report 	<ul style="list-style-type: none"> ● Multiple-Intelligence lesson teachers 	<ul style="list-style-type: none"> ● Some activities in collaboration with: speech therapist, occupational therapist, physiotherapist, educational psychologist, social worker and nurse