



Ebenezer School

Annual School Plan

2015/16



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

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 to get 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 create a cheerful learning environment for the students. Students' understanding of the importance of discipline in social living is also stressed.

Our School Motto

Ever Strive to be Strong

Major Concerns:

Major Concern 1:

Developing self-directed learning skills

Major Concern 2:

Promoting assistive technology

Major Concern 3:

Strengthening self-management abilities

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Major Concern 1: Developing self-directed learning skills

	Task	Schedule	Success Criteria	Evaluation Method	Coordinator	Required Resources
1.1	Developing self-directed learning skills					
1.1.1	Developing self-directed learning and self-management skills: - Upper-primary and lower-secondary students are taught note-taking skills - Students are required to prepare for the next day's lessons	Whole year	<ul style="list-style-type: none"> ● Upper-primary and lower-secondary students are able to apply the note-taking skills in Chinese, General Studies and Integrated Humanities subjects. ● 80% of the students prepare for lessons every day. 	<ul style="list-style-type: none"> ● Students' notes are reviewed by teachers ● Teachers examine how well students have prepared through questioning in the lesson. 	<ul style="list-style-type: none"> ● Teachers of Chinese, General Studies and Integrated Humanities ● All subject teachers 	<ul style="list-style-type: none"> ● All teachers ● House parents
1.1.2	Teaching mind-map skills to enhance conceptual and organisational thinking - Primary: Simple mind-map - Secondary – Concept map	Whole year	<ul style="list-style-type: none"> ● All subject teachers teach students mind-map skills ● Students effectively use mind-map skills in learning 	<ul style="list-style-type: none"> ● Students' mind-maps are collected ● Teaching techniques of mind-map skills are collected from 	<ul style="list-style-type: none"> ● Curriculum Development team ● All subject teachers ● Teachers of Chinese, General 	<ul style="list-style-type: none"> ● All teachers

			General Studies and Integrated Humanities	teachers	Studies and Integrated Humanities	
1.1.3	Developing student learning portfolios to encourage students to take initiative and responsibility for learning.	Whole year	<ul style="list-style-type: none"> All upper-primary and secondary students can make good use of their free time, complete their own learning portfolio, make long-term and short-term learning goals and reflect upon their learning. 	<ul style="list-style-type: none"> Students completing their learning portfolio Students completing a Music subject learning profile 	<ul style="list-style-type: none"> Class teachers All subject teachers 	<ul style="list-style-type: none"> All teachers House parents
1.1.4	Guiding students to carry out self and peer assessment and to reflect upon their learning: <ul style="list-style-type: none"> Students carry out self-assessment and peer-assessment Reflective learning: Lower Primary (Language subjects); Upper 	Whole year	<ul style="list-style-type: none"> Students are able to self-assess and peer-assess their learning in all subjects. Students are able to write reflections of their learning of each chapter in Chinese, General Studies and 	<ul style="list-style-type: none"> Verbal self-assessment and peer-assessment Self-assessment and peer-assessment forms Learning reflection worksheets 	<ul style="list-style-type: none"> All subject teachers Teachers of Chinese, General Studies and Integrated Humanities 	<ul style="list-style-type: none"> All teachers

	Primary (General Studies); Secondary (Integrated Humanities)		Integrated Humanities subjects.			
1.1.5	<p>Adopting inquiry-based learning</p> <ul style="list-style-type: none"> - Students learn through participating in planting activities in our new Ebenezer Farm - Inquiry-based learning is adopted in General Studies, Science, Visual Art and Maths subjects. 	Whole year	<ul style="list-style-type: none"> ● 90% of the students can complete all learning activities at the Ebenezer Farm ● Students visit the plants and take care of them on a daily basis ● At least 3 inquiry-based learning activities are carried out by General Studies, Science, Visual Art and Mathematics subjects each year. 	<ul style="list-style-type: none"> ● Students' attendance ● Students' duty list ● Teaching schedule ● Assignment inspection 	<ul style="list-style-type: none"> ● Teaching & Learning Committee ● Curriculum Development team ● Subject panel heads 	<ul style="list-style-type: none"> ● All teachers ● Hong Kong Green Power ● Tutors from Good Family Farm
1.2	Improving course structure, teaching and learning strategies to provide more opportunities for self-directed learning					
1.2.1	Developing a school-based course on 'understanding	Whole year	<ul style="list-style-type: none"> ● Collecting information on the application of 	<ul style="list-style-type: none"> ● A record of information collected 	<ul style="list-style-type: none"> ● Teaching & Learning Committee 	<ul style="list-style-type: none"> ● Subject teachers ● Rehabilitation

	dimensions' to improve visually impaired students' understanding of shapes and objects.		shapes and objects in different subjects to inform course design.		<ul style="list-style-type: none"> Curriculum Development team 	training teachers <ul style="list-style-type: none"> All teachers
1.2.2	Reviewing the school-based I.T. course to better meet the needs of our students and include more opportunities for self-directed learning.	Whole year	<ul style="list-style-type: none"> Completing the review of the school-based I.T. course and include more opportunities for self-directed learning. 	<ul style="list-style-type: none"> School-based I.T. course Curriculum 	<ul style="list-style-type: none"> Curriculum Development team ICT Panel Head 	<ul style="list-style-type: none"> ICT teachers All teachers
1.3	Using information and assistive technology to improve teaching and learning for students to become more able self-directed learners					
1.3.1	Using tablet computers in learning	Whole year	<ul style="list-style-type: none"> 80% of our students can use tablet computers as learning tool in Low Vision training. Upper-primary students can listen to stories with tablet computer in Putonghua lessons. 	<ul style="list-style-type: none"> Training reports Assessment records 	<ul style="list-style-type: none"> Teaching & Learning Committee Putonghua Panel Head 	<ul style="list-style-type: none"> Low Vision training teachers Putonghua teachers
1.3.2	Subject teachers explore the use of I.T. and A.T. in teaching	Whole year	<ul style="list-style-type: none"> All subject teachers teach students to use 	<ul style="list-style-type: none"> Teaching schedule Record of use of 	<ul style="list-style-type: none"> Teaching & Learning Committee 	<ul style="list-style-type: none"> All teachers

	and learning		tablet computers in learning at least 3 times each term	I.T. and A.T. items	<ul style="list-style-type: none"> • Curriculum Development team • All subject teachers 	
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Major Concern 2: Promoting assistive technology

	Task	Schedule	Success Criteria	Evaluation Method	Coordinator	Required Resources
2.1	Improving I.T. equipment for teaching and encouraging the use of A.T. in teaching and learning					
2.1.1	Participating in ‘Support Scheme for e-Learning in Schools’, improving Wi-Fi system at school, purchasing laptop computers, A.T. equipment and teaching applications (apps)	Whole year	<ul style="list-style-type: none"> ● Installing 16 receivers in classrooms and special rooms. ● Purchasing 25 tablet computers for students and teachers. ● Purchasing apps upon request.. 	<ul style="list-style-type: none"> ● Students and staff’s feedback ● Record of use ● Panel meeting minutes ● User report 	<ul style="list-style-type: none"> ● ICT team ● All subject teachers 	<ul style="list-style-type: none"> ● All teachers ● House parents ● Wi-Fi 900 scheme
2.2	Facilitating teachers, social workers and boarding staff in catering for students’ learning needs					
2.2.1	Building a database for students’ learning portfolio	Whole year	<ul style="list-style-type: none"> ● Taking reference from other organizations and adapting their model for use. ● Determining the content and other uses of the database. 	<ul style="list-style-type: none"> ● Meeting minutes 	<ul style="list-style-type: none"> ● School Affairs team ● Subject panel and teachers 	<ul style="list-style-type: none"> ● All teachers ● House parents
2.3	Enriching teaching staff’s knowledge in e-learning					
2.3.1	Organizing training and sharing workshops to inform teachers of how to apply e-learning	Whole year	<ul style="list-style-type: none"> ● Organizing workshops (at least 2 per term). ● Compiling user manuals for all A.T. tools. 	<ul style="list-style-type: none"> ● Meeting minutes ● Questionnaires 	<ul style="list-style-type: none"> ● School Affairs team ● ICT team 	<ul style="list-style-type: none"> ● All teachers ● House parents

2.4	Planning of the set-up of an A.T. Resource Centre for staff members, students, parents and the public to learn about A.T. for the visually impaired.					
2.4.1	Gathering resources for the set-up. - Purchasing A.T. equipment for demonstration - Compiling guidelines on the management of the A.T. Centre	Whole year	<ul style="list-style-type: none"> ● Stock-checking of existing A.T. equipment and completing the budget planning of the set-up. ● Deciding on items to be purchased. ● Deciding on the use of A.T tools and human resources 	<ul style="list-style-type: none"> ● Annual plan ● Meeting minutes 	<ul style="list-style-type: none"> ● ICT team 	<ul style="list-style-type: none"> ● To be confirmed

Major Concern 3: Improving self-management skills

	Task	Schedule	Success Criteria	Evaluation Method	Coordinator	Required Resources
3.1	Students developing a good habit of being organized					
3.1.1	Get-organized days: Students spend the Guidance lessons (dates listed) to get their desks and belongings organized.	Guidance lessons: 20/11/2015 6/5/2016	<ul style="list-style-type: none"> ● Lower primary students learn to organize their belongings on their own. ● Upper primary students are able to organize their belonging. ● Secondary students can keep their desks 	<ul style="list-style-type: none"> ● Class teachers' observation ● OLE group members' observation report ● Students' peer-assessment and self-assessment records 	<ul style="list-style-type: none"> ● OLE team 	<ul style="list-style-type: none"> ● Class teachers

			<p>organized.</p> <ul style="list-style-type: none"> ● 95% of the students can keep their desks clean and tidy on get-organized days. 			
	<p>Everyone gets involved: Students assess each other's level of cleanliness. One class will win a Cleanliness award by the end of term.</p>	<p>Guidance lessons: 30/10/2015 15/1/2016 17/6/2016</p>	<ul style="list-style-type: none"> ● Elaborating the criteria for the Cleanliness award ● Students are able to share how to keep organized. ● Students are able to carry our self- and peer-assessment objectively. 	<ul style="list-style-type: none"> ● Students peer-assessment and self-assessment records 	<ul style="list-style-type: none"> ● OLE team 	<ul style="list-style-type: none"> ● Class teachers
	<p>Students on duty: One student is put on duty each week to maintain and monitor cleanliness of the classroom.</p>	<p>Assessment dates: 23/11/2015 26/2/2016 20/5/2016</p>	<ul style="list-style-type: none"> ● Students on-duty are able to monitor the cleanliness of the classroom. ● All classrooms are kept clean on 70% of the school days. ● Guidance teachers assess cleanliness of each classroom on the selected dates and 90% of the students can keep their desks and belongings tidy. 	<ul style="list-style-type: none"> ● Class teachers' observation ● Guidance teachers' observation ● Students on-duty's report 	<ul style="list-style-type: none"> ● Guidance & Support team 	<ul style="list-style-type: none"> ● Class teachers
	Cleanliness-themed	1/3/2016 –	<ul style="list-style-type: none"> ● Students feel 	<ul style="list-style-type: none"> ● The photography 	<ul style="list-style-type: none"> ● Leadership 	<ul style="list-style-type: none"> ● To be

	photography competition Students' Union organizes a photography competition of photos of clean places in the classroom.	24/3/2016	appreciated when they are regarded as clean and organized. <ul style="list-style-type: none"> Students are able to find 20 clean places in the classroom 	competition	Training Team	confirmed
	Students tidy up their desks and put away all books and chairs after AAT.	Assessment dates: 23/11/2015 26/2/2016 20/5/2016	<ul style="list-style-type: none"> 85% of the students tidy up their desks after AAT. Classrooms are kept clean and tidy on 70% of the school days. 	<ul style="list-style-type: none"> House parents' report Class teachers' observation 	<ul style="list-style-type: none"> Boarding team 	<ul style="list-style-type: none"> House parents Class teachers
3.2	Students looking clean and presentable at all times					
3.2.1	Uniform inspection: Prefects inspect students' uniform 10 minutes before the morning assembly on the dates listed.	Before assembly: 21/9/15 Lower-primary 26/10/15 Upper-primary 30/11/15 Secondary 29/2/16 Lower-primary 21/3/16	<ul style="list-style-type: none"> All students understand the uniform requirements The 6 inspections show 98% students can meet the uniform requirements. 	<ul style="list-style-type: none"> Prefects' report Guidance & Support group's observation 	<ul style="list-style-type: none"> Guidance & Support team 	<ul style="list-style-type: none"> All teachers House parents

		Higher- primary 25/4/16 Secondary				
Personal grooming workshops: Professionals are invited to teach Upper-primary and secondary students how to maintain a clean and presentable look and meet the dress codes of different occasions.	13/5/2016 and 20/5/2016 Guidance lessons Post-exam period	<ul style="list-style-type: none"> • Three workshops are held and 90% of the students are able to look presentable at all times 	<ul style="list-style-type: none"> • Teachers' report on the personal grooming workshops • Teachers' feedback 	<ul style="list-style-type: none"> • Career & Life Planning team 	<ul style="list-style-type: none"> • All teachers • House parents 	
Keeping dining tables clean: Students keep dining tables clean while eating and clean up after themselves.	Assessment dates: 23/11/2015 26/2/2016 20/5/2016	<ul style="list-style-type: none"> • Students are able to keep the dining tables clean • The assessments show 80% of the students can keep the dining tables clean and 20% more able students clean up after themselves. 	<ul style="list-style-type: none"> • House parents' observation report • The 3 assessment reports 	<ul style="list-style-type: none"> • Boarding section 	<ul style="list-style-type: none"> • House parents 	
Achievement scheme: Students set personal goals to maintain cleanliness and teachers assess	Assessment dates: 2/11/2015 4/1/2016 11/4/2016	<ul style="list-style-type: none"> • Collecting students' set goals. • 85% of the students can reach their goals and satisfy the 	<ul style="list-style-type: none"> • Achievement scheme 	<ul style="list-style-type: none"> • Guidance & Support team 	<ul style="list-style-type: none"> • Class teachers 	

	students and provide feedback to students in the Guidance lessons.	30/5/2016	requirement of the achievement scheme			
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