



Ebenezer School School Annual Plan 2016-2017



Major Concern 1: Developing self-directed learning skills

Objectives	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: <ul style="list-style-type: none"> - Continuing to promote the habit of reading and motivation in self-directed learning - Developing self-directed learning skills with metacognition teaching strategies 	Whole year	<ul style="list-style-type: none"> ● Setting up e-Reading Corner in the library ● Library open to higher-primary students and secondary students for self-study at lunch time, after school and during test and exam period. ● The library will be scented with different fragrance each month to enhance the pleasure of reading. Student librarians and Student Union members will decide on the fragrance. ● Online 3D illustrated reading resources will be introduced to boost students' interest in reading. ● Cognitive strategies will be widely adopted in teaching of different subjects, such as project learning in General Studies and Integrated Humanities, mind-mapping in Chinese, K-W-L in English, and think-aloud in Mathematics. 	<ul style="list-style-type: none"> ● Library user log ● e-Reading Corner user log ● Observation ● Feedback from users ● Co-planning meetings among colleagues ● Different subject panels' meeting minutes 	<ul style="list-style-type: none"> ● Teaching and Learning Coordinating Committee ● Library subject teachers ● All subject teachers 	<ul style="list-style-type: none"> ● All teachers

1.1.2	<p>Mind-mapping skills for better ideas and organization:</p> <ul style="list-style-type: none"> - The Chinese and English Panel cooperate in constructing teaching strategies most suitable for visually impaired students. - Exploring different strategies to teach thinking skills. 	Whole year	<ul style="list-style-type: none"> ● The Chinese and English Panel cooperate in constructing teaching strategies most suitable for visually impaired students. ● The Teaching and Learning Committee and The Curriculum Planning Panel explore different strategies to teach thinking skills. 	<ul style="list-style-type: none"> ● Collecting mind-maps written by students ● Collecting methods to teach mind-mapping from teachers 	<ul style="list-style-type: none"> ● Teaching and Learning Coordinating Committee ● The Curriculum Planning Panel ● Chinese and English teacher ● All subject teachers 	<ul style="list-style-type: none"> ● All teachers
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"> ● Simplifying the learning portfolios; including the Dormitory timetable and self-study timetable in the portfolio. 	<ul style="list-style-type: none"> ● Students' learning portfolios 	<ul style="list-style-type: none"> ● Class teachers ● All subject teachers ● House parents 	<ul style="list-style-type: none"> ● All teachers ● House parents
1.1.4	<p>Guiding students to carry out self and peer assessment and to reflect upon their learning:</p> <ul style="list-style-type: none"> - Students write a learning contract as a basis for self and peer assessment. 	Whole year	<ul style="list-style-type: none"> ● 90% of the students can write a learning contract and carry out self and peer assessment. 	<ul style="list-style-type: none"> ● Students' learning contracts ● Self and peer assessment records 	<ul style="list-style-type: none"> ● All subject teachers 	<ul style="list-style-type: none"> ● All teachers

1.1.5	Adopting inquiry-based learning: - School-based project learning will be included in General Studies - Students write experiment logbooks in Science learning.	Whole year	<ul style="list-style-type: none"> ● School-based project learning is carried out in the learning of General Studies(3-year cycle) ● Students write experiment logbooks in Science learning ● General Studies and Science teachers review how to develop students' inquiry-based learning skills 	<ul style="list-style-type: none"> ● Curriculum evaluation meeting minutes ● General Studies and Science panel meeting minutes 	<ul style="list-style-type: none"> ● Teaching and Learning Coordinating Committee ● Curriculum Planning Panel ● General Studies and Science Subject Panel Chairperson 	<ul style="list-style-type: none"> ● All teachers
1.2	Improving course structure, teaching and learning strategies to provide more opportunities for self-directed learning					
1.2.1	Improving the school-based course on 'understanding dimensions' to improve visually impaired students' understanding of shapes and objects.	Whole year	<ul style="list-style-type: none"> ● Collecting commonly seen graphs of different subjects at different key stages. ● Completing lower-primary tactile/real object books. 	<ul style="list-style-type: none"> ● School-based course 'Understanding Dimensions' curriculum ● Teachers' opinion 	<ul style="list-style-type: none"> ● Teaching and Learning Coordinating Committee ● Curriculum Planning Panel ● All subject teachers 	<ul style="list-style-type: none"> ● Subject teachers ● Rehabilitation Training teacher ● 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"> ● Integrating STEM into the school based I.T. course to promote self-directed learning. 	<ul style="list-style-type: none"> ● School-based I.T. course curriculum 	<ul style="list-style-type: none"> ● Curriculum Planning Panel ● I.T. Subject Panel Chairperson 	<ul style="list-style-type: none"> ● I.T. teachers ● All teachers

1.2.3	Developing a real object teaching resource bank to enhance teaching and learning.	Whole year	<ul style="list-style-type: none"> ● Building an e-Catalogue for the real object teaching resource bank ● Teachers make use of 3D printing to create school-based teaching materials 	<ul style="list-style-type: none"> ● Evaluation meeting minutes ● Users' feedback ● Teachers' observation ● Students' response 	Curriculum Planning Panel	● All teachers
1.2.4	Developing a preliminary STEM course to foster self-directed learning.	Whole year	<ul style="list-style-type: none"> ● Setting up a STEM Development Panel ● Providing training to teachers ● Integrating STEM into General Studies learning ● Teaching basic STEM learning skills in Multiple Intelligence lessons 	<ul style="list-style-type: none"> ● Training records ● General Studies meeting minutes ● Teachers' observation ● Students' feedback 	<ul style="list-style-type: none"> ● STEM Development Panel ● General Studies 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"> ● Making use of tablet computers to encourage immediate feedback in the lesson. iPad app, Socrative, will be used in teaching English, General Studies and Integrated Humanities subjects at least 4 times. 	<ul style="list-style-type: none"> ● Subject panels teaching plan ● Assessment records 	<ul style="list-style-type: none"> ● Teaching and Learning Coordinating Committee ● English, Chinese, General Studies and Integrated Humanities Subject Panel Chairperson 	<ul style="list-style-type: none"> ● English, Chinese, General Studies and Integrated Humanities subject teachers ● Tablet computers

1.3.2	Subject teachers explore the use of I.T. and A.T. in teaching and learning	Whole year	<ul style="list-style-type: none"> ● Providing higher-primary and Secondary students with a variety of learning experience including field trips, all-round development day, project learning, inquiry learning, etc. Students will also make use of mobile communication devices to complete e-assignments and make videos to be broadcasted on CampusTV. ● Teachers recommend videos and resources for extended learning. 	<ul style="list-style-type: none"> ● Subject panel teaching plan ● e-Assignments ● Learning records ● Lesson observation records 	<ul style="list-style-type: none"> ● Teaching and Learning Coordinating Committee ● Curriculum Planning Panel ● All subject teachers 	<ul style="list-style-type: none"> ● All teachers
1.3.3	Students participate in the making of i-Show programmes and strengthen various generic skills.	Whole year	<ul style="list-style-type: none"> ● Each subject panel will submit 4 videos to be shared on CampusTV 	<ul style="list-style-type: none"> ● CampusTV programme record 	<ul style="list-style-type: none"> ● I.T. Panel ● All subject teachers 	<ul style="list-style-type: none"> ● All teachers

Major Concern 2: Promoting assistive technology

Objectives	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	Implementing the ‘e-Learning School Support Programme’ permitting the purchase of mobile communication devices, teaching aids, teaching software and applications.	Whole year	<ul style="list-style-type: none"> Purchasing a minimum of 10 iPads for teaching and learning purpose. At least two subject panels use the school-based iPad interactive eBooks in the lessons. 	<ul style="list-style-type: none"> Loan records Feedback from students and teachers Subject panel meeting minutes 	<ul style="list-style-type: none"> I.T. Panel All subject teachers 	<ul style="list-style-type: none"> Subject teachers Purchase budget for mobile learning tools
2.2	Improving I.T. equipment for teaching and encouraging the use of A.T. in teaching and learning					
2.2.1	Building an ePortfolio for every student logging the student’s academic achievement, rehabilitation training, other learning experience (OLE) and after-school tutorials for easy retrieval whenever any teaching professional needs such information.	Whole year	<ul style="list-style-type: none"> Ensuring all the assessment record, reports and other record forms are compatible with the system Collecting students and alumni’s information System test-run Service provider providing on-site support at school and finish the system design The information can help relevant parties understand students’ academic and non-academic achievements 	<ul style="list-style-type: none"> System test-run record Record of students’ information Feedback from the working panel Feedback from the relevant parties who have taken part in the test-run Meeting minutes 	<ul style="list-style-type: none"> School Affairs Panel The working panel I.T. Panel 	<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"> ● Organising workshops for new staff ● Organising workshops to teach how to use the new version of NVDA ● Organising workshops to teach how to use iBook Author ● All teachers participating in workshops organised by EDB I.T. in Education Centre of Excellence 	<ul style="list-style-type: none"> ● Workshop attendance record ● Questionnaire survey ● Feedback on the use of iBook Author ● Subject panels' sharing 	<ul style="list-style-type: none"> ● School Affairs Panel ● I.T. Panel ● Subject Panel Chairperson 	<ul style="list-style-type: none"> ● All teachers ● House parents ● EDB I.T. in Education Centre of Excellence
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	Planning the logistics, purchase of equipment and overall operation of the A.T. Resource Centre	Whole year	<ul style="list-style-type: none"> ● Setting up an A.T. Resource Centre ● Compiling guidelines to the management of the A.T. Resource Centre ● At least 5 subject panels have used the A.T. Resource Centre for teaching and learning purpose ● Introducing to visitors about the A.T. Resource Centre and demonstrating the use of the A.T. on at least 5 occasions. 	<ul style="list-style-type: none"> ● Visit records ● Feedback from visitors ● Feedback from students and teachers ● Record of evaluation on the operation of the A.T. Resource Centre 	<ul style="list-style-type: none"> ● I.T. Panel ● School Affairs Panel 	<ul style="list-style-type: none"> ● Quality Education Funds ● Other Funds

Major Concern 3: Improving self-management skills

Objectives	Task	Schedule	Success Criteria	Evaluation Method	Coordinator	Required Resources
3.1	Developing students' time management skills					
3.1.1	Developing students' awareness of time management with different measures and activities.	1st Term	<ul style="list-style-type: none"> ● 80% of the students wear a watch ● 70% of the lower-primary students develop awareness of time management ● 90% of the students can achieve the goals they set for themselves 	<ul style="list-style-type: none"> ● Observation of class teachers, subject teachers and house parent ● Students' self-evaluation ● Lower-primary sharing meetings 	● OLE Panel	<ul style="list-style-type: none"> ● Class teachers ● Subject teachers ● House parents
3.1.2	Teaching students how to manage their after-school time.	1st Term	<ul style="list-style-type: none"> ● 80% of the higher-primary and secondary students can make good use of AAT and after-school hours ● 70% of the students can make good use of their spare time on holidays 	<ul style="list-style-type: none"> ● Observation of class teachers, subject teachers and house parent ● AAT sharing meetings ● Students' self and peer evaluation 	● OLE Panel	<ul style="list-style-type: none"> ● Class teachers ● Subject teachers ● House parents

3.1.3	Using e-Student Handbook to build self-discipline and organizational skills.	Whole year	<ul style="list-style-type: none"> ● 80% of the secondary students can keep record of their homework on the computer every day on their own initiative ● 80% of the students can submit homework on time 	<ul style="list-style-type: none"> ● Observation of class teachers and subject teachers ● AAT sharing meetings ● Students' self and peer evaluation 	● OLE Panel	<ul style="list-style-type: none"> ● Class teachers ● Subject teachers
3.2	Develop students' ability to manage their emotions					
3.2.1	Conducting workshops to teach students how to manage their emotions.	2nd Term	<ul style="list-style-type: none"> ● 90% of the students can understand their emotions and know that it is normal to feel different emotions ● Promoting positive thinking in school 	<ul style="list-style-type: none"> ● Observation of the relevant people ● Observation of teachers and house parents ● Students' feedback on the workshops 	● Discipline and Guidance Panel	<ul style="list-style-type: none"> ● Social workers ● Education psychologists
3.2.2	Teaching students how to deal with negative emotions through small group activities.	2nd Term	<ul style="list-style-type: none"> ● 80% of the students learn how to deal with negative emotions ● 80% of the students can apply what they have learned in real life situations 	<ul style="list-style-type: none"> ● Observation of the staff responsible ● Observation of teachers and house parents ● AAT sharing meetings 	● Discipline and Guidance Panel	<ul style="list-style-type: none"> ● Social workers ● Education psychologists
3.3	Developing students' information literacy					

3.3.1	Conducting workshops to teach students the dangers of disclosing their private information on the Internet	Nov-Dec	<ul style="list-style-type: none"> ● 90% of the students can understand how digital footprints can affect self and others ● 90% students learn that they need to be careful in providing their personal information on the Internet 	<ul style="list-style-type: none"> ● Observation of teachers and house parents ● AAT sharing meetings 	● Career Planning Panel	<ul style="list-style-type: none"> ● Class teachers ● House parents ● I.T. subject teachers
3.3.2	Teaching students how to protect their private information on the Internet	May	<ul style="list-style-type: none"> ● 90% of the students can understand how to use WhatsApp and YouTube correctly without falling victims to Internet traps 	<ul style="list-style-type: none"> ● Observation of teachers ● AAT sharing meetings 	● Career Planning Panel	<ul style="list-style-type: none"> ● Class teachers ● House parents ● I.T. subject teachers