Ebenezer School
School Annual Plan
2017-2018

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

Areas of Major Concern

<u>Major Concern 1:</u>

Developing self-directed learning skills

<u>Major Concern 2:</u>

Promoting assistive technology

<u>Major Concern 3:</u>

Improving self-management skills

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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	Diverse assessment methods will be adopted including self and peer assessment, teachers and parent assessment.	Whole year	● Diverse assessment methods are used in students' assignments.	● Students' self and peer assessment (verbal or written) ● Assessment records	● All subject teachers	● All teachers
1.1.2	Students make verbal or written reflection on their learning, summarising key concepts.	Whole year	● Students are able to make verbal or written reflection on their learning, summarising key concepts of each unit.	● Reflection record (verbal or written)	● All subject teachers	● All teachers
1.2	**Encouraging exploratory learning and improving students' problem solving skills**					
1.2.1	Conducting a series of STEM learning activities: A. Cross curricular activity day themed 'STEM in Action' B. Creative Technology Course C. Renewable Energy Design Competition D. Project Learning on Renewable Energy E. Inter-class renewable energy-fuelled vehicles design competition F. Science project learning G. STEM gospel camp	Whole year	● 90% of the students participate in the activities. ● 80% of the students participate in project learning or competitions. ● 90% of the students share their learning experience after taking part in competitions.	● Attendance record ● Activity attendance record ● Competition results and evaluation ● Students' works	● Teaching and Learning Coordinating Committee ● Curriculum Planning Panel ● STEM Development Panel	● All teachers ● Other collaborating organisation and bodies

1.2.2	Setting up a STEM Development Panel to study students' weakness in STEM learning and relevant remedial strategies.	Whole year	● Setting up a STEM Development Panel. ● Conducting a research into students' weakness in STEM learning and relevant remedial strategies	● Meeting minutes	● STEM Development Panel	● All teachers ● Technicians
1.2.3	Developing a realia resource bank to enhance teaching and learning.	Whole year	● Completing cataloguing of the realia ● Building an e-Catalogue for the realia	● Realia resource catalogue	● Teaching and Learning Coordinating Committee ● Curriculum Planning Panel	● All teachers ● Technicians
1.2.4	Exploratory learning is incorporated into every subject learning to develop students' critical thinking skills	Whole year	● 80% of the teachers incorporate exploratory learning into their teaching through improving questioning skills, eliciting students' response, conducting discussions, using suitable teaching resources, co-teaching, exploratory learning activities, etc.	● Co-planning meeting minutes ● Lesson observation records	● Teaching and Learning Coordinating Committee ● Curriculum Planning Panel	● All teachers
1.2.5	Fostering a reading culture to encourage explore learning and improve students' problem solving skills	Whole year	● 80% of the students develop a reading habit ● Develop a e-Reading scheme for the visually impaired with HKU	● Students' reading log ● E-Readers developed in the e-Reading scheme for the visually impaired ● Catalogue of the e-Reading scheme for the visually impaired	● Teaching and Learning Coordinating Committee ● Curriculum Planning Panel ● I.T. Panel ● Library lesson 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	Developing an e-learning platform for teachers and students to share learning materials.	Whole year	• 80% of the subject teachers make use of the learning platform • 70% of the students use the learning platform.	• Table of contents of the e-learning platform • User records	• Teaching and Learning Coordinating Committee • I.T. Panel	• All teachers • Technicians
1.3.2	Students participate in the making of i-Show programmes, strengthening various generic skills.	Whole year	• 70% of the students participate in the making of i-Show programmes.	• i-Show programme record	• Teaching and Learning Coordinating Committee • I.T. Panel	• All teachers
1.3.3	All subject teachers evaluate the school-based curriculum with the consideration of students' interests and needs as well as the integration of I.T. and A.T. in their learning.	Whole year	• 100% of the subject teachers complete an evaluation of the school-based curriculum • 80% of the subject teachers integrate I.T. and A.T. in their teaching.	• Meeting minutes • Teaching record	• I.T. Panel • I.T. teachers	• All teachers • Technicians
1.3.4	All subject teachers use I.T. and A.T. in teaching and learning to improve learning efficacy and motivation.	Whole year	• Each subject teacher uses I.T. and A.T. with students in the lessons at least 3 times per term.	• Teaching schedule • User record of I.T. and A.T. equipment • Lesson observation records	• Teaching and Learning Coordinating Committee • Curriculum Planning Panel • All subject teachers	• All teachers

Major Concern 2: Promoting assistive technology

Objectives		Task	Schedule	Success Criteria	Evaluation Method	Coordinator	Required Resources
2.1		**Facilitating teachers, social workers and boarding staff in meeting the learning needs of students**					
2.1.1		Improving the students' ePortfolio, ensuring a complete record of all details including students' academic achievement, rehabilitation training, other learning experience (OLE) and after-school tutorials, for easy retrieval whenever any teaching professional needs such information.	Whole year	● The system is test run and any faults in the system are recorded. ● 9 templates of the student reports are designed. ● The information can help relevant parties understand students' academic and non-academic achievements.	● Follow-up on system faults ● System test-run record ● Feedback from coordinators ● Feedback from users	● School Affairs Panel ● The working panel ● I.T. Panel	● All teachers ● House Parents and Nurse ● Social worker ● Christian ministry
2.2		**Enriching teaching staff's knowledge in e-learning**					
2.2.1		Organizing training and sharing workshops to inform teachers of how to apply e-learning	Whole year	● Organising workshops for new staff ● Inviting personnel from EDB I.T. in Education Centre of Excellence to organise workshops on how to use Rainbow One e-books ● Organising workshops on how to use iPad App Book Creator	● Workshop attendance record ● Questionnaire survey ● Feedback on the use of e-books	● School Affairs Panel ● I.T. Panel ● Subject Panel Chairperson	● All teachers

2.3	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.					
2.3.1	Setting up an A.T. Resource Centre	Whole year	• Completing the set-up of the A.T. Resource Centre • At least 5 subject panels have used the A.T. Resource Centre for teaching and learning purpose • All students have had lessons in the A.T. Resource Centre	• Visit records • User records • Record of evaluation on the operation of the A.T. Resource Centre	• Deputy Principal Lai and the Working Panel • I.T. Panel	• Quality Education Funds • Other donations • A.T. equipment for the visually impaired

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	Monitoring students' performance in their ability to complete assignments on time, quality of their works, and boarders' performance at AAT to find students who need support and to evaluate assignment policies.	Whole Year	• Secondary and upper primary boarders can make good use of AAT to complete assignments and do revision. • 90% of the students can submit assignments on time	• Assignment submission records • Students' performance at AAT • Students' performance in Test and Exams' study periods	• Discipline and Guidance Panel • Boarding staff • Class teachers	• All teachers • Parents

3.2	**Developing upper primary students' ability to manage their emotions**					
3.2.1	Conducting activities and workshops to help students be aware of their emotions and how to express their emotions.	1st Term (starting in October)	• Students can understand their emotions and behaviour • Students can apply what they have learned in daily life.	• Students' self-evaluation records (in both term start and term end) • Observation of students' performance • Meeting minutes	• Student Support Coordinating Committee • Class teachers • House parents	• Educational psychologists • All teachers
3.2.2	Conducting activities and workshops to teach students how to handle different emergency situations.	1st Term (starting in October)	• Students can make informed decision in different situations. • Students can assess the situation and ask for assistance accordingly	• Students' self-evaluation records (in both term start and term end) • Observation of students' performance • Meeting minutes	• Student Support Coordinating Committee • Class teachers • House parents	• Educational psychologists • All teachers
3.3	**Developing secondary students' judgment and communication**					
3.3.1	Students learn to be receptive to different opinions through discussion of social issues	2nd Term	• Students have knowledge of society issues and are receptive to different opinions, and hence able to make good judgement. • Students know how to deal with opposing views.	• Observation of students' performance • Meeting minutes	• Student Support Coordinating Committee • Class teachers • House parents	• All teachers