



Ebenezer School School Annual Plan 2018-2019





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

Major Concern 1:

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

Major Concern 2:

Expanding the school's network for more diverse learning experiences

Major Concern 3:

Fostering a green culture at school

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	Reforming the curriculum development team to follow up on the NSS curriculum	First term	<ul style="list-style-type: none"> ● The panel holds regular meetings to follow up on the progress of the NSS curriculum development ● Deciding on the subject combinations and allocation of human resources ● Coordinating cross-curricular learning opportunities 	<ul style="list-style-type: none"> ● Minutes of meetings 	<ul style="list-style-type: none"> ● Teaching and Learning Committee 	<ul style="list-style-type: none"> ● Curriculum Development Panel members ● NSS Curriculum Coordinating Panel
1.1.2	Assigning staff members to take charge of curriculum planning and to receive relevant training	Whole year	<ul style="list-style-type: none"> ● All teachers receive basic training ● 70% of senior secondary school teachers receive NSS subject training 	<ul style="list-style-type: none"> ● Record of training 	<ul style="list-style-type: none"> ● Teaching and Learning Committee 	<ul style="list-style-type: none"> ● Curriculum Development Panel members ● NSS Curriculum Coordinating Panel ● All teachers

1.1.3	<p>New NSS curriculum development panel</p> <ul style="list-style-type: none"> - Setting up a new NSS curriculum coordination panel - Introducing NSS curriculum to parents and students - Collecting students' opinion towards NSS electives - Launching a pilot extended learning course for High-Flyers –students with mild grade intellectual disabilities - Organizing enhanced learning programmes for students in mainstream schools 	Whole year	<ul style="list-style-type: none"> ● All students and parents understand the new academic development ● Purchasing and collecting suitable teaching materials ● Designing school-based curriculum ● Students in mainstream curriculum learn more effectively through the activities offered ● Students are well supported in career planning 	<ul style="list-style-type: none"> ● Minutes of meetings ● Interviews ● Questionnaires / Interview reports ● Hiring consultants to conduct curriculum development review 	● Teaching and Learning Committee	<ul style="list-style-type: none"> ● Curriculum Development Panel members ● NSS Curriculum Coordinating Panel
1.1.4	<p>Conducting a school review and modifying the NSS curriculum to suit the needs of our students</p>	Whole year	<ul style="list-style-type: none"> ● Adapting the curricula of four core subjects and four electives according to students' abilities ● Tailoring the curriculum for knowledge to be applied in real life contexts 	<ul style="list-style-type: none"> ● Minutes of meetings ● Curriculum plans 	● Teaching and Learning Committee	<ul style="list-style-type: none"> ● Curriculum Development Panel members ● NSS Curriculum Coordinating Panel

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"> ● Reviewing and reorganizing primary and junior secondary curricula to ensure a smooth transition to the NSS curriculum ● Holding meetings with all subject panel chairpersons in preparation of the NSS curriculum 	<ul style="list-style-type: none"> ● Minutes of meetings 	<ul style="list-style-type: none"> ● Teaching and Learning Committee 	<ul style="list-style-type: none"> ● Curriculum Development Panel members ● NSS Curriculum Coordinating Panel ● subject panel chairpersons ● All subject panel members
1.3	Working for the approval of the NSS provision from the Education Bureau					
1.3.1	Designing the course structure and content with the provision of enhanced learning programmes and appropriate teaching strategies to cater for the needs of visually impaired learners, and seek approval from the Education Bureau	Whole year	<ul style="list-style-type: none"> ● All subject panel chairpersons report their progress ● Collecting updates on education development ● Designing the curriculum structure ● The course allows opportunities for diverse development 	<ul style="list-style-type: none"> ● Education Bureau curriculum guide 	<ul style="list-style-type: none"> ● Teaching and Learning Committee 	<ul style="list-style-type: none"> ● Curriculum Development Panel members ● NSS Curriculum Coordinating Panel ● subject panel chairpersons

2. Major Concern: Expanding the school's network for more diverse learning experiences

Objective	Task	Schedule	Success Criteria	Evaluation Method	Coordinator	Required Resources
2.1	Organising available resources from our partner organisations					
2.1.1	Collaborating with partner schools/organizations for better student development	Whole year	<ul style="list-style-type: none"> ● Organising the information of our partner organisations electronically ● Regular collaborations with our partner organisations to provide diverse OLE experiences ● Presenting to the society the abilities of our students 	<ul style="list-style-type: none"> ● Minutes of evaluation meetings ● Participants' feedback 	<ul style="list-style-type: none"> ● Public Relations Committee 	<ul style="list-style-type: none"> ● All teachers

2.2	Utilizing existing support network and exploring new ones					
2.2.1	Reviewing music training and development	Whole year	<ul style="list-style-type: none"> ● Organizing all music training materials ● Reviewing the teaching of knowledge and skills of the Music subject ● Offering appropriate music training for students ● Providing opportunities for performance ● Assessing students regularly with follow-ups 	<ul style="list-style-type: none"> ● Music curriculum guide ● Students training records ● Training information ● Minutes of meetings ● Evaluation reports ● Assessment reports 	● Ebenezer Music Committee	<ul style="list-style-type: none"> ● All music teachers ● All related staff members
2.2.2	Enhancing exchanges with partner schools and parent support	Whole year	<ul style="list-style-type: none"> ● Creating opportunities for exchanges between schools ● Maintaining and encouraging communication with parents to establish a parent support network 	<ul style="list-style-type: none"> ● Programme questionnaires ● Participants' feedback 	● RSP Committee	● RSP teachers

2.3	Planning a diverse learning experience for students					
2.3.1	Organizing more diverse further study and CLP experiential programmes	Whole year	<ul style="list-style-type: none"> ● 80% of the students are satisfied with the activities ● Organising around 10 career planning and whole-person development activities ● Inviting alumni to share their experiences 	<ul style="list-style-type: none"> ● Programme questionnaires ● Students' reflections ● Minutes of meetings 	<ul style="list-style-type: none"> ● Career Life Planning (CLP) Committee 	<ul style="list-style-type: none"> ● RSP Committee ● OLE Committee
2.3.2	Providing a variety of learning experiences in Multiple-Intelligence classes, co-curricular activities and inclusion activities.	Whole year	<ul style="list-style-type: none"> ● Developing students' generic skills 	<ul style="list-style-type: none"> ● Observation of students' performance ● Record of activities(school calendar) 	<ul style="list-style-type: none"> ● subject panel chairpersons ● OLE Committee 	<ul style="list-style-type: none"> ● All teachers

3. Major concern: Establishing a green culture at school

Objective	Task	Schedule	Success Criteria	Evaluation Method	Coordinator	Required Resources
3.1	Establishing an environmentally-friendly school resource management					
3.1.1	Writing guidelines for recycling and conservation and their implementation: - Reinforcing the environmental protection code of practice - Revision of school environmental protection guidelines	Whole year	<ul style="list-style-type: none"> ● Reducing paper usage by 20% ● Systematic recycling ● Making use of useful data ● Raising environmental awareness of all staff members ● Establishing a green office 	<ul style="list-style-type: none"> ● Record of paper usage ● Resource allocation records ● Regular observations ● Periodic evaluations and remedial strategies 	<ul style="list-style-type: none"> ● School Affairs Committee 	<ul style="list-style-type: none"> ● All staff members

3.2	Promoting students' awareness and daily practice of cherishing food					
3.2.1	Promoting students' awareness and daily practice of cherishing food: - taking part in the Pilot Programme on Provision of Small Food Waste Composters at School - Holding lectures and workshops - Living the "Cherish Food" lifestyle	Whole year	<ul style="list-style-type: none"> ● Decrease in kitchen waste ● Following the principle of cherishing food in all activities ● Meeting the standards of the pilot programme ● Organising learning activities at school and the boarding section 	<ul style="list-style-type: none"> ● Record of kitchen waste ● Observation of students' performance ● Record of the pilot programme 	<ul style="list-style-type: none"> ● subject panel chairpersons ● Houseparents ● Student Union 	<ul style="list-style-type: none"> ● All staff members
3.2.2	Establishing the habit of saving energy and zero waste in students' daily life. - Developing students' sense of responsibility and leadership in environmental protection - Living a green lifestyle at school	Whole year	<ul style="list-style-type: none"> ● Organising learning activities at school and the boarding section ● Students live green ● Student Union organises one learning activity in the first and second term 	<ul style="list-style-type: none"> ● Student Union activity record ● Observation of students' performance ● Subject activity record 	<ul style="list-style-type: none"> ● subject panel chairpersons ● Houseparents ● Student Union 	<ul style="list-style-type: none"> ● All staff members