



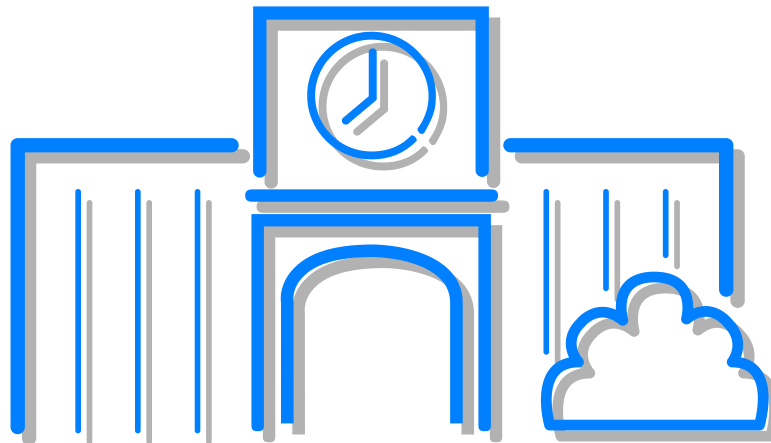
**Ebenezer School**  
**Annual Plan**  
**2024 - 2025**  
**(First Year)**



# Ebenezer School

## School Mission

The Gospel of Christ lays the foundation of our school. Based on our educational ideals of “Education for All” and “Support for Everyone”, 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.



## **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.

### **School Motto**

**Ever Strive to be Strong**

# **Ebenezer School**

**2024-2025**

## **School Annual Plan**

### **Major Concerns**

- 1. Promoting self-directed learning and strengthening STEAM education to enhance students' creativity and problem-solving abilities.**
- 2. Establishing a mental health campus and strengthening parental education to enhance students' resilience.**

**Major Concern 1: Promoting self-directed learning and strengthening STEAM education to enhance students' creativity and problem-solving abilities.**

<b>Target</b>	<b>Implementation</b>	<b>Success Criterion</b>	<b>Method of Evaluation</b>	<b>Time Scale</b>	<b>Responsible Person</b>	<b>Resource Required</b>
<b>1. To strengthen STEAM and Information Technology education to enhance students' creativity and problem-solving abilities</b>	<ul style="list-style-type: none"> <li>Each subject panel will incorporate STEAM elements in lessons and utilise Information Technology in the classroom to enhance students' learning interest</li> <li>Organise and participate in STEAM-related activities, such as Math FUN DAY, STEAM DAY, STEAM Gospel Camp, and Underwater Robot Competition, to enhance students' creativity and problem-solving abilities</li> </ul>	<ul style="list-style-type: none"> <li>Successfully organise and participate in no fewer than five STEAM-related activities, allowing students to learn knowledge related to STEAM</li> <li>Each subject panel will incorporate STEAM elements into their lessons and utilise various information technologies in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>Meeting minutes</li> <li>Activity Reports and Records</li> <li>Student performance</li> <li>Questionnaires</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>Subject teachers</li> <li>Members of the Information Technology Team</li> <li>Teaching and Learning Committee</li> <li>Subject panel chairpersons</li> </ul>	<ul style="list-style-type: none"> <li>Organisations that hold STEAM activities</li> <li>Budget for the materials and organising activities</li> </ul>
<b>2. To promote self-directed learning to</b>	<ul style="list-style-type: none"> <li>Each subject will incorporate elements of self-directed</li> </ul>	<ul style="list-style-type: none"> <li>Each subject will establish at least one self-directed</li> </ul>	<ul style="list-style-type: none"> <li>Meeting minutes</li> <li>Student self-</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>Subject panel chairpersons</li> <li>Teaching and</li> </ul>	

<b>cultivate students' self-learning ability</b>	learning, establish self-learning strategies, cultivate students' mastery of self-learning skills, enhance their higher-order thinking and problem-solving abilities, and promote self-directed learning	learning strategy that aligns with students' abilities and interests, and teach students to master self-learning skills <ul style="list-style-type: none"> <li>Organize training workshops for teachers to enhance their understanding of new trends in self-directed learning strategies</li> </ul>	directed learning and assignment records <ul style="list-style-type: none"> <li>Student performance</li> <li>Questionnaire records</li> </ul>		Learning Committee <ul style="list-style-type: none"> <li>Subject teachers</li> </ul>	
<b>3. To deepen the reading atmosphere within the school and cultivate students' reading habits, and enhance students' reading abilities</b>	<ul style="list-style-type: none"> <li>Optimise reading strategies by implementing reward programmes, themed book recommendations and storytelling sessions to cultivate students' interest in reading</li> </ul>	<ul style="list-style-type: none"> <li>Organise approximately three themed book fairs and continue the reading reward programme to increase the number of books read by students</li> </ul>	<ul style="list-style-type: none"> <li>Meeting minutes</li> <li>Student Borrowing and Reading Records</li> <li>Themed book fair records</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>Reading Promotion Team</li> <li>Teaching and Learning Committee</li> <li>Subject panel chairpersons</li> </ul>	<ul style="list-style-type: none"> <li>Budget for books</li> </ul>
<ul style="list-style-type: none"> <li>Purchase no fewer than 30 new books or e-books throughout the academic year, transcribe them into Braille, and promote them to the students and teachers during</li> </ul>	<ul style="list-style-type: none"> <li>Able to purchase no fewer than 30 new books or e-books and promote them to students and teachers during morning assemblies or themed book fairs</li> </ul>					

	morning assemblies or themed book fairs to enhance reading interest					
<b>4. To optimise the curriculum to strength national education and enhance students' sense of national identity</b>	<ul style="list-style-type: none"> <li>• Organise exchange trips to mainland schools, visit special education institutions, and engage with mainland students to increase students' knowledge of the country</li> <li>• Optimise the curriculum across various subjects by incorporating elements of national education to enhance students' sense of national identity</li> </ul>	<ul style="list-style-type: none"> <li>• Organise exchange trips to the mainland and visit a special education school, allowing for interactive exchanges between teachers and students</li> <li>• Include topics related to national education by no fewer than 10 subject panels</li> <li>• Optimise and adjust the curriculum according to students' needs</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting minutes</li> <li>• Student Activity Records</li> <li>• Questionnaire records</li> <li>• Teaching schedules</li> <li>• Subject Panel's Annual Plan</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>• Subject panel chairpersons</li> <li>• Teaching and Learning Committee</li> <li>• Subject teachers</li> </ul>	Mainland sister school  National Education Website information

**Major Concern 2: Establishing a mental health campus and strengthening parental education to enhance students' resilience.**

<b>Target</b>	<b>Implementation</b>	<b>Success Criterion</b>	<b>Method of Evaluation</b>	<b>Time Scale</b>	<b>Responsible Person</b>	<b>Resource Required</b>
<b>1. To provide resources and support to students to help them cope with stress and emotional challenges, and establish a campus environment that promotes mental health</b>	<ul style="list-style-type: none"> <li>Organise relaxation activities after exams, such as Switch games, teacher-student dinners, and subject-related games, to help students relieve stress</li> <li>Optimise the student reward program to reinforce positive behaviors and create a joyful campus atmosphere</li> <li>Arrange class meetings regularly for therapists, social workers, teachers, and other professionals to share student cases and provide appropriate support for those in need</li> </ul>	<ul style="list-style-type: none"> <li>Conduct relaxation-themed activities after exams</li> <li>Review and revise the student reward program to ensure it effectively enhances positive student behaviour</li> <li>Arrange approximately two class meetings of each key stage per semester</li> </ul>	<ul style="list-style-type: none"> <li>Activity Report</li> <li>Student Activity Performance</li> <li>Meeting minutes</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>Student Support Team</li> <li>Other Learning Experiences Committee</li> <li>Subject panel chairpersons</li> <li>Subject teachers</li> </ul>	Activity Expenses  Human resources of each subject panel
<b>2. To provide parents with education on rehabilitation and learning strategies for visually impaired students,</b>	<ul style="list-style-type: none"> <li>Organise Orientation and Mobility workshop for parents to enhance both parents' and students' orientation and mobility skills</li> <li>Co 'Voice Care</li> </ul>	<ul style="list-style-type: none"> <li>Organise Orientation and Mobility workshop where parents can master relevant skills</li> <li>Conduct 'Voice Care Workshop' to equip parents with necessary</li> </ul>	<ul style="list-style-type: none"> <li>Activity Report</li> <li>Student Activity performance</li> <li>Meeting minutes</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>Student Support Team</li> <li>Rehabilitation Panel Chairpersons</li> </ul>	Activity Expenses



<p><b>helping them better understand their children's needs and abilities</b></p>	<p>Workshop' for parents to help them learn how to identify and support students with voice-related issues</p> <ul style="list-style-type: none"> <li>● Establish a parent learning platform that uploads practical teaching techniques for visually impaired students, such as orientation walking, Braille training, and the use of low vision devices, allowing parents to revisit useful content at any time</li> </ul>	<p>voice care techniques</p> <ul style="list-style-type: none"> <li>● Complete the establishment of the parent learning platform</li> </ul>	<ul style="list-style-type: none"> <li>● Parent questionnaire</li> </ul>			
<p><b>3. To provide parents with education on mental health and resilience to establish home-school collaboration in supporting students' holistic development</b></p>	<ul style="list-style-type: none"> <li>● Organise parent-child activities, such as Chinese cultural exchanges, gardening, and barbecues, to enhance parent-child relationships</li> <li>● Conduct lectures/workshops for parents on mental health and resilience</li> <li>● Strengthen home-school communication and collaboration through school communications, parent meetings, parent days, and class teachers</li> </ul>	<ul style="list-style-type: none"> <li>● Organise at least one parent-child activity each term</li> <li>● Conduct at least one lecture/workshop on mental health and resilience for parents</li> <li>● Distribute school information to parents regularly</li> </ul>	<ul style="list-style-type: none"> <li>● Activity Report</li> <li>● Student Activity performance</li> <li>● Meeting minutes</li> <li>● Parent questionnaire</li> </ul>	<p>Whole year</p>	<ul style="list-style-type: none"> <li>● Student Support Team</li> <li>● Parent Staff Association</li> <li>● Class teachers</li> <li>● Subject panel chairpersons</li> <li>● Subject teachers</li> </ul>	<p>Activity Expenses</p>