Ebenezer School

Annual Plan

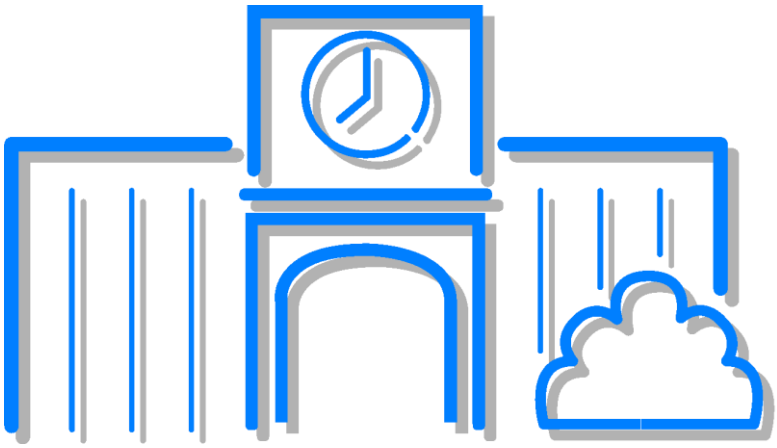
2026 - 2027

(Third 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

2026-2027

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.

Summary of Feedback and Follow-up from the Previous School Year:
(In the first year of a development cycle, schools generally do not need to complete this section. However, if there are connections between the current and previous development cycles—such as optimizing a previously identified focus area—schools may refer to last year's feedback and follow-up to formulate or adjust this year's development work.)

- Based on the Development Blueprint for Digital Education in Primary and Secondary Schools and the experience gained over the past two years, the school will set school-based goals to gradually enhance students' AI literacy.
- Primary Science subject will be introduced at Primary 2 and Primary 5, with additional experimental learning activities on different themes. These activities will be adapted to students' abilities and meet the requirements of the Primary Science curriculum.
- The school will coordinate different subject panels to organise or co-organise STEAM-related activities, such as Mathematics FUN DAY, STEAM DAY and the STEAM Gospel Camp, to strengthen students' STEAM skills.
- Suitable primary school students will be selected to join the STEAM learning group, giving them opportunities to help prepare STEAM activities for their fellow students and promoting cross-level exchanges.

Target	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Responsible Persons	Resource(s) Required
1. Strengthen cross-curricular STEAM education to enhance students' problem-solving skills and self-directed learning abilities.	• Each subject panel will develop teaching examples or resources that apply artificial intelligence to enhance the effectiveness of learning and teaching. • Open lessons or demonstration lessons on using artificial intelligence to support teaching will be held to encourage the exchange of ideas and experiences among teachers. • Student activities focusing on enhancing students' AI and STEAM literacy and skills will be organised, or students will be arranged to participate in such activities. • Teachers will be arranged to attend digital education training to learn	• Implement AI-assisted teaching in at least two subjects or curriculum areas and develop at least three AI-based teaching examples or resources. At least 80% of teachers agree that the effectiveness of learning and teaching has improved. • Hold at least two open lessons or demonstration lessons on AI-assisted teaching. At least 80% of teachers agree that these lessons provide opportunities to learn from one another about teaching techniques using artificial intelligence. • Organise or arrange for students to participate in at least two activities aimed at enhancing their AI/STEAM skills. At least 80% of students report improvements in their AI/STEAM skills.	• Meeting minutes • Activity Reports and Records • Student performance • Records of grant expenditure • Questionnaire records • Lesson observation records	Whole year	• Teaching and Learning Committee • Subject panel chairpersons • Teachers related • IT Development Team	• AI-Empowered Learning and Teaching Initiative • Technicians

	teaching techniques using artificial intelligence and enhance teaching effectiveness.	• All teachers will complete at least 30 hours of training related to digital education within each three-year cycle of 150 hours of continuing professional development.				

Summary of Feedback and Follow-up from the Previous School Year:

- The Information Technology subject panel will encourage all subject panels to make effective use of the e-Learning Support Programme and select quality e-reading platforms to provide students with access to more books, a wider range of topics and the latest information.
- The Reading Horizons Expansion Programme will encourage staff to recommend books and share their recommendations electronically, motivating students to participate and read the recommended books.
- Senior students will be trained as junior tutors for the "Reading with a Companion" activity. The school also plans to organise a Junior Primary Storytelling Competition to increase student participation and enhance self-directed learning abilities.
- Teachers at the senior secondary level will select reading books for School-based Assessment (SBA) according to students' learning abilities. They will also plan the content and activities for reading lessons to help students gain an in-depth understanding and appreciation of the books, master the key requirements of SBA and improve reading effectiveness.
- The school will invite instructors to conduct multilingual reading activities and continue to organise "Biliteracy and Trilingualism Storytelling" and "Reading with a Companion" to enhance students' language proficiency and overall reading abilities.

Target	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Responsible Persons	Resource(s) Required
2. Enhance students' interest in reading and strengthen their ability to read independently.	• Continue to organise reading activities such as themed book exhibitions, "Biliteracy and Trilingualism Storytelling" and "Reading with a Companion". Encourage staff and students to recommend books to enhance students' interest in reading.	• Purchase at least one e-reading platform. At least 80% of students will use the platform for reading, and at least 80% of teachers will agree that students' reading motivation has improved.	• Meeting minutes • Activity reports and records • Student performance • Students' reading and borrowing records • Questionnaire records • Records of	Whole year	• Reading Promotion Team • Teaching and Learning Committee • Subject panel chairpersons • Teachers related • IT Development Team	• e-Learning Support Programme • Teaching assistants

	• Promote a stronger culture of e-reading by making use of the e-Learning Support Programme or subscribing to e-reading platforms, allowing students to access a wider variety of books and broaden their reading horizons.	• Organise at least three reading activities at each school level and a whole-school themed book exhibition. At least 80% of students will agree that their interest in reading has increased.	grant expenditure • E-reading records			

Summary of Feedback and Follow-up from the Previous School Year:

- The subject panel will continue to follow the Annual Calendar of National Education Activities and adopt more flexible approaches to teaching and learning activities, integrating them into regular school activities.
- Teaching on four key areas of national security will be prioritised: “Artificial Intelligence Security”, “Political Security”, “Economic Security” and “Outer Space Security”. This will help students gain a better understanding of these four key areas of national security.
- Science topics such as “Space Exploration”, “Nuclear Energy Applications” and “Technology Security” will be introduced gradually. Students will be guided to understand, from different perspectives, the country's plans and strategies in science and technology as well as national defence, thereby enhancing their understanding of national affairs and scientific literacy.
- Mainland study tours will continue to be organised to provide students with first-hand experiences of Chinese culture and a better understanding of development on the Mainland, offering them in-depth cross-curricular learning experiences.
- Secondary 2 to Secondary 5 students will be taken to Hangzhou for a cross-border study tour and exchange. The school successfully completed the interview process at the end of the term and selected the participating students. Follow-up work includes exchange arrangements with Mainland schools, preparation for thematic study projects and detailed itineraries.

Target	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Responsible Persons	Resource(s) Required
3. Review the school's values education, national education and national security education curricula, and organise various national education activities to enhance students' sense of national identity.	• Continue to review the implementation of national education and national security education across subject panels, and review the content of school textbooks and publications to ensure that they do not involve acts or activities that endanger national security, thereby enhancing students' sense of national identity. • Each subject panel will continue to organise national education activities in accordance with the Education Bureau's Annual Calendar of National Education Activities. • Organise Mainland exchange tours to enhance students' understanding of the country's development. • Review and evaluate the implementation of values	• Each subject panel will review the implementation of national education and national security education and ensure that the content and activities do not involve anything that endangers national security. At least 80% of students will report an increased awareness of national security. • Each subject panel will refer to the Education Bureau's Annual Calendar of National Education Activities and organise activities according to students' abilities. At least 80% of students will agree that the activities have achieved their objectives. • Organise at least one Mainland exchange tour. At least 80% of participating students	• Records of national education implementation by each subject • Activity reports and documentation • Student performance • Project-based study reports • Teaching schedules	Whole Year	• Teaching and Learning Committee • Subject panel chairpersons • Teachers related	• Education Bureau's activity planning calendar and national security education curriculum framework • Values Education Curriculum Framework • Subsidies for organizing national education activities and mainland exchange tours

	education curricula across subject panels to strengthen students' ability to face current opportunities and challenges.	will agree that the tour has deepened their understanding of the country's development. • Each subject panel will review its implementation to ensure that values education elements are incorporated into the curriculum.				

Summary of Feedback and Follow-up from the Previous School Year:

- The reward scheme will combine a record of positive feedback with statistical functions to document the specific reasons students receive tokens and the details of the praise given. Students can review the recognition they receive from teachers at any time, helping them develop a sense of achievement and strengthen their self-management skills. This will also encourage a shift from material rewards towards intrinsic motivation for learning.
- The reward scheme will explore more "privilege-based" or "experience-based" rewards specifically designed for secondary school students to better meet their developmental needs.
- The Rehabilitation Team and the Student Support Team will work closely with Individual Education Plan (IEP) coordinators to jointly establish staged implementation plans and goals for individual cases during case meetings. IEP coordinators will conduct ongoing evaluations across school years and monitor the effectiveness of support to ensure that case support goes beyond responding to immediate crises.
- The school will explore opening selected case meetings to non-teaching staff, allowing them to attend voluntarily. This will strengthen frontline staff's practical skills in handling student needs, further implement the "whole-school approach" and establish a more comprehensive school-based support network for students.

Major Concern 2: Establishing a mental health campus and strengthening parental education to enhance students' resilience.						
Target	**Implementation**	**Success Criteria**	**Methods of Evaluation**	**Time Scale**	**Responsible Persons**	**Resource(s) Required**
1. Enhance students' emotional management skills and resilience	• Organise group programmes to provide students with training in social skills, communication, conflict resolution and emotional regulation. These programmes will help students build positive social networks and develop healthy stress-relief habits. • IEP coordinators will work with the multidisciplinary team to hold regular case meetings to gain a comprehensive understanding of students' learning and daily lives. This will help identify students who may be experiencing emotional or adjustment difficulties at an early stage and provide timely, targeted support. • Organise thematic talks on "Facing Challenges and Building Resilience" for students at key transition stages, such as moving to secondary school, progressing to senior secondary levels or preparing for graduation. Students will learn strategies for psychological preparation, problem-solving and seeking help proactively,	• At least 80% of students participating in social skills and stress management groups will report improvements in their social skills and demonstrate at least two effective ways to cope with stress. • Hold at least one cross-professional case meeting each term. • At least 80% of students will be willing and able to seek help from school staff or social workers when facing learning or daily life difficulties. • At least 80% of students participating in the groups will interact appropriately with their peers during activities and apply these skills in their daily lives.	• Student group and activity questionnaires • Teachers' feedback • Teachers' assessment of students' performance during group activities	Whole year	• Student Support Team • Rehabilitation Panel • Other Learning Experiences Committee • Subject Teachers • IEP coordinators • Career Planning Team	• Human resources of each subject panel • Courses fee

	strengthening their adaptability and resilience during these transitions. • Organise social communication groups for students with autism, with five sessions in each of the first and second terms. Through activities such as social stories and role-play, students will learn to understand social norms and respond appropriately to different situations, enhancing their social interaction and communication skills.					

Summary of Feedback and Follow-up from the Previous School Year:

- Enhance the parent resource platform by refining its content to address issues of concern to parents. Develop it into an educational platform that meets parents' practical needs and provides a two-way communication mechanism.
- Continue to introduce the latest assistive technologies and share information on relevant funding and subsidy applications with parents. Actively assist families in need in applying for community resources to strengthen learning support for students.
- Organise parent workshops on different themes to strengthen parents' skills and confidence in providing training at home, further improving the support network for students.

Target	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Responsible Persons	Resource(s) Required
2. Strengthen parent education to foster positive parent-child relationships and build a support network.	• Continue to organise themed parent workshops and invite experts in assistive devices for people with visual impairments and therapists to introduce the latest accessible aids, smart living devices and rehabilitation techniques. This will enhance parents' confidence and ability to support their children's independent learning and daily living. • Organise parent-child workshops, outdoor experiences and therapeutic craft activities to create a relaxed and stress-free environment for interaction, promote parent-child communication and strengthen emotional bonds. These activities	• At least 80% of parents participating in rehabilitation and assistive technology workshops will report that the activities have enhanced their knowledge and practical skills, as well as their confidence in supporting their children's independent living. • At least 80% of parents participating in parent-child activities will report that the activities have helped strengthen parent-child relationships and the	• Parent workshop and parent-child activity questionnaires • Activity attendance rate	Whole year	• Student Support Team • IT Development Team • Rehabilitation Panel • Parent-Teacher Association	• R Required manpower for each activity and workshop • Activity instructor fees

	will also help build a mutual support network among parents with similar experiences.	mutual support network among parents. • Organise at least three parent-child activities throughout the year.				

Summary of Feedback and Follow-up from the Previous School Year:

- Improve the format of parent seminars by incorporating theoretical sessions on positive parenting into popular parent-child gatherings or outdoor activities as short sharing sessions.
- Organise small interactive workshops or "Mindfulness Tea Gatherings" regularly to provide parents with ongoing opportunities to relieve stress and share experiences.
- Improve the mechanism for collecting parents' feedback to better understand their needs regarding mental health issues. This will help the school plan more forward-looking and targeted resilience training, building a stronger and more comprehensive family support network for parents and students.

Target	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Responsible Persons	Resource(s) Required
3. Foster a caring campus culture and promote mental health.	• In line with the school-year theme of "Unity", train student leaders, such as prefects, student council representatives and peer support ambassadors, to deliver presentations on "Care and Mental Health" during morning assemblies. These presentations will promote positive messages of mutual	• At least 80% of teachers and students will agree that student leaders' presentations during morning assemblies align with the theme and effectively convey messages about care and	• Content of student representatives' presentations • Observation and daily records	Whole year	• Student Support Team • Discipline and Guidance Team	• Human resources responsible for the committee/ team

	support, understanding and acceptance. • Enhance the school-based positive reward system and establish a systematic record-keeping mechanism. Encourage staff to give specific recognition to students for showing care for their peers, regulating their emotions and demonstrating resilience, thereby strengthening a positive school culture. • Enhance the reward redemption system by introducing gifts such as spinning tops and four-wheel-drive model cars, which offer stress-relief and opportunities for social interaction. This will enhance students' sense of achievement and foster a positive, caring campus mental health culture.	mental health, fostering a positive school atmosphere. • At least 80% of teachers and students will agree that activities related to the school-year theme of "Unity" help promote a caring and supportive school environment. • Encourage recognised students to log in to the positive reward system regularly to read the comments and positive feedback from staff, providing ongoing positive reinforcement. • At least 80% of students will demonstrate positive peer interactions or experience emotional relief through redeeming gifts such as spinning tops and four-wheel-drive model cars.				