



Ebenezer School School Annual Plan 2023-2024 (Third Year)





Our 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.

Our 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.

Our School Motto

Ever Strive to be Strong

Ebenezer School

School Annual Plan

2023-2024

Major Concerns

1. Optimising the curriculum, developing students' potential and promoting multiple intelligence for an all-round development
2. Improving resources and facilities and strengthening the network of services in accordance with the overall development of the school

Major Concern 1: Optimising the curriculum, developing students' potential and promoting multiple intelligence for an all-round development

Briefly list the feedback and follow-up actions from the previous school year:

- In terms of optimizing the curriculum, the Chinese Language, English Language, and Putonghua have further enhanced their school-based curriculum and incorporated different curriculum plans to train students' language abilities and improve their self-learning skills. In the coming year, we will continue to optimise the school-based curriculum and improve the curriculum planning for various subjects. For example, in Putonghua, we will develop assessment materials based on the standards for secondary school students. In the humanities subjects, we will implement plans for Civic Education, Economics, and Social Sciences. For the subject Career Guidance, we will reorganise the "Service Assistant" course. For English, we will update the Phonics curriculum. For Chinese, we will introduce the "Collection of Literary Classics" to primary school students. Furthermore, the subject groups will continue to promote students' participation in different professional exams, such as the Chinese language international public examination, GAPS K Putonghua proficiency test, and Japanese Language Proficiency Test, allowing students with different abilities to obtain different recognised qualifications.
- In terms of strengthening the implementation of STEAM curriculum, various subject groups and multiple intelligences classes have organized different STEAM activities for students at different levels, enabling both primary and secondary students to learn more about the fields of science and technology. In the current academic year, subject panels will incorporate STEAM elements into the curriculum and initiate the development plan for the STEAM Room to enhance students' STEAM capabilities.
- In promoting the use of information technology within subject panels, efforts have been made to integrate tablets into classroom learning and activities, and the English Panel has established an online learning platform for students to independently study English. More than 80% of students are able to consolidate their learning through the e-learning platform. Additionally, reading websites have been set up for the Chinese and English Language subjects, where students can access different e-books for self-

reading during morning reading or leisure time. Over 70% of students are able to use the Chinese and English e-readers websites for reading activities. This academic year, a significant number of devices and software have been procured to support teaching, benefiting both students and teachers. To further support teaching and learning, at least five devices/software will be introduced as instructional aids, and no less than five subject panels will utilise e-learning platforms to help students consolidate their learning. Additionally, no less than ten subjects will incorporate information technology in teaching or e-learning activities for a minimum of twenty lessons throughout the academic year. By leveraging assistive technology, the aim is to enhance students' self-learning abilities and learning effectiveness.

- In promoting reading instruction, the focus of this academic year has been on deepening reading strategies, and classrooms and libraries were stocked with essential and recommended books for students to borrow. A collaborative reading incentive program with the Student Guidance Team's student reward token programme tracked students' monthly reading quantities and rewarded them with reading tokens, resulting in over 70% of students increasing their number of books read and developing a stronger interest in reading. Additionally, three thematic book exhibitions organized by the reading group, focusing on different authors for secondary school and "audio picture books" for primary school, successfully captured students' attention and heightened their enthusiasm for reading. These initiatives collectively contributed to fostering a reading culture, expanding students' access to diverse reading materials, and fostering increased engagement with and enjoyment of reading. In the coming academic year, there will be an increase in reading time during lunch breaks, utilising this time for storytelling sessions and book recommendations. The English Corner will also be open during non-class hours for students to engage in reading activities. The library will promote new books through morning broadcasts, encouraging students to explore different recommended books.
- To enhance support for students' professional development and cater to individual differences, the school will continue the development of the Non-Chinese Speaking (NCS) Student Learning Program in the coming academic year. NCS students will have dedicated Chinese language classes on a weekly basis to provide additional support. Teachers responsible for these classes will design materials based on students' abilities and assist them in integrating into the cultural aspects of life in Hong Kong. The program will undergo regular reviews to tailor the curriculum to students' needs.

- The Low Vision team will carry forward the "Word Recognition Program" from the previous year. Based on teacher observations, records, and analyses of pre-and post-tests data, the use of the new "500 Basic Chinese Characters" Keynote materials has resulted in improved Chinese word recognition for all targeted students with visual impairments. On average, each student has learned about 50 new Chinese characters, indicating significant progress compared to previous methods. To gain a deeper understanding of students' Chinese word recognition progress, the Low Vision team has documented their learning experiences in the form of research reports. These reports serve as a basis for reflection and were presented as a poster at the Vision 2023 Denver Conference, an international conference on low vision rehabilitation.
- Furthermore, occupational therapists have carefully designed an independent learning environment for students by reorganizing the classroom into different areas. This enables students to clearly identify the placement of items and reminds them to return items to their designated positions after use. To facilitate more effective organization of personal belongings, occupational therapists will conduct workshops for students at different grade levels in the upcoming academic year. These workshops will teach the concept of the "Five Ss" and provide opportunities for students to apply this concept in their daily lives.
- The school provides students with various "other learning experiences" and establishes a framework for a multiple intelligence curriculum. It plans school-based activities for different grade levels, effectively organizing focused learning and conducting various learning activities to cater to students' different abilities and interests, fostering the development of multiple intelligences. These initiatives can also be aligned with subject areas to build knowledge. It is recommended to make good use of the "One Life, One Sport and One Art" record form in the coming year, continuously providing suitable opportunities for students of different grade levels to engage in additional learning experiences, allowing students to explore their potential and achieve holistic development.
- To implement positive education and create a joyful campus, the school not only acquires reference books and reading materials related to positive education, but also recommends them as essential reading for students to deepen their understanding of positive behaviors. Subject departments collaborate with the concept of positive education to implement positive activities and apply positive education methods in their classrooms. School-wide measures such as the student reward token programme, the Ebenezer Decathlon, and the Diligence Chart provide students with positive encouragement in their learning, activities, and behavior,

effectively promoting a positive culture among students. In the coming year, the Parent-Teacher Association will organize parent-child activities, providing a platform for learning and communication to practise positive education and encourage the participation of teachers, parents, and students together.

Major Concern (1): Optimising the curriculum, developing students' potential and promoting multiple intelligence for an all-round development

Target	Implementation Strategy	Time Scale	Success Criterion	Method of Evaluation	Responsible person	Resource Required
1.1	Developing and optimising school-based curriculum to enhance students' self-learning ability					
1.1.1	To continue the optimisation of the school-based curriculum, enhancing curriculum planning for each subject, such as developing benchmark assessment materials for Putonghua in secondary schools, planning the curriculum of the Citizenship, Economics and Society under Humanities, restructuring the "Service Assistant" course in Career Guidance, updating the Phonics curriculum in English, incorporating the "Collection of Literary Classics" texts into the Chinese curriculum at the primary level, and integrating context	Whole year	<ul style="list-style-type: none"> ● Able to develop benchmark assessment system for Putonghua in secondary schools ● Able to plan the curriculum of the Citizenship, Economics and Society under Humanities ● Able to update the Phonics curriculum in English to enhance students' English ability ● Able to incorporate the "Collection of Literary Classics" texts into the Chinese curriculum to enhance the literacy level of students 	<ul style="list-style-type: none"> ● Panel meeting minutes ● Teaching plans ● Assessment records ● Curriculum documents ● Public examination results ● Students attendance records 	<ul style="list-style-type: none"> ● Teaching and Learning Committee ● Subject panel chairpersons ● Subject teachers 	<ul style="list-style-type: none"> ● Human resources of each subject panel ● Textbooks from publishers ● Examination fees

	<p>analysis questions in the General Studies lessons, all aim at enhancing teaching effectiveness. Furthermore, to continue to promote students' participation in various professional examinations, such as the International Chinese Language Examination, the GAPSK examination for Putonghua, the Japanese Language Proficiency Test, and others, enabling students to obtain diverse recognised qualifications.</p>		<ul style="list-style-type: none"> ● Able to restructure the "Service Assistant" course in Career Guidance ● The non-Chinese speaking student from S.5 is able to participate in the IGCSE Chinese International Examination and achieve the desired result ● The S.4 students are able to participate in the Japanese Language Proficiency Test and achieve the desired results ● The senior primary students and the junior secondary students are able to participate in the Putonghua GAPSK examination and achieve the desired results 			
1.1.2	To enhance students' information technology skills by continuously acquiring and updating software	Whole year	<ul style="list-style-type: none"> ● At least five equipment or software teachings are incorporated by the IT panel 	<ul style="list-style-type: none"> ● Teaching schedules ● Assessment 	<ul style="list-style-type: none"> ● Teaching and Learning 	<ul style="list-style-type: none"> ● Budget for purchasing software/

	and equipment related to information technology. This is done to assist students in their learning and improve their overall learning effectiveness.		<p>team and the IT Development Team</p> <ul style="list-style-type: none"> ● At least five subjects utilise e-Learning platform(s) to consolidate students' learning ● At least ten subjects are able to incorporate IT teaching or e-learning activities for a minimum of twenty class periods throughout the academic year 	<p>records</p> <ul style="list-style-type: none"> ● Teaching plans ● Meeting minutes ● Teaching materials 	<p>Committee</p> <ul style="list-style-type: none"> ● School Affairs Committee ● IT Development Team ● Subject panel chairpersons ● Subject teachers 	<p>equipment</p>
1.1.3	To support the integration of STEAM elements into the curriculum across subjects, and to have a development plan for the STEAM Room to enhance students' STEAM capabilities.	Whole year	<ul style="list-style-type: none"> ● Each subject panel is able to integrate STEAM elements into their lesson plans and incorporate a minimum of five STEAM-related activities during classroom learning or activities ● Encourage students to participate in STEAM activities such as STEAM camps, IT creative labs, IT 	<ul style="list-style-type: none"> ● Teaching plans ● Meeting minutes ● Student activity records ● STEAM Room project progress schedule 	<ul style="list-style-type: none"> ● Teaching and Learning Committee ● Subject panel chairpersons ● IT Development Team ● Subject 	<ul style="list-style-type: none"> ● Human resources of each subject panel ● Organisations that hold STEAM activities in the community

			<p>knowledge quizzes, drone activities, and more</p> <ul style="list-style-type: none"> ● Able to complete the renovation project for the STEAM Room 		teachers	
1.1.4	To continuously enhance the reading strategies, to include lunchtime reading, book recommendation broadcasts, to create relaxing reading spaces, and to continue the implementation of the reading reward programme to foster students' interest in reading.	Whole year	<ul style="list-style-type: none"> ● Continue to implement the reading reward programme and to provide reading record booklets, ensure the recommended books are available in classrooms, aiming for at least 70% of students to increase their reading quantity and interest ● Able to include lunchtime reading and utilise lunchtime for story sharing and book recommendations ● Able to open English Corner during non-class hours, allowing students to engage in reading ● Continue to organize 	<ul style="list-style-type: none"> ● Reading Record Booklet ● Teaching schedules ● Meeting minutes ● Activity records 	<ul style="list-style-type: none"> ● Reading Promotion Team ● Subject teachers ● Teaching assistants 	<ul style="list-style-type: none"> ● Budget to purchase of books ● Human resources of opening English Corner

			<p>themed book exhibitions and book recommendation broadcasts to encourage students to read different books</p>			
1.2	Strengthening professional support to students and catering for learner diversity					
1.2.1	<p>To help students manage their personal belongings more effectively, occupational therapists will organize workshops and activities for students of different key stages. These sessions will focus on teaching them the concept of the "5S Method" and how to apply it in their daily lives.</p>	<p>Whole year</p>	<ul style="list-style-type: none"> ● Participated students are able to tell the principles of the "5S Method" at a knowledge level ● 80% of the trained students are able to achieve a satisfactory score in the "Neatness of Belongings" category during the occupational therapist's thrice-yearly spot checks 	<ul style="list-style-type: none"> ● Student Performances in activities ● Occupational therapists will conduct random checks to assess the neatness of students' belongings and record their 'Neatness of Belongings' using an evaluation form 	<ul style="list-style-type: none"> ● Occupational Therapist ● Rehabilitation Officer 	<ul style="list-style-type: none"> ● 'Neatness of Belongings' evaluation form

1.3	Providing students with different Other Learning Experiences (OLE) to unleash their potential and develop diverse talents					
1.3.1	To optimise the framework of the Multiple Intelligence curriculum to ensure that students can develop their talents and interests comprehensively. To organise various learning activities, including scientific experiments, artistic creations, music development, etc., allowing students to unleash their potential in different fields.	Whole year	<ul style="list-style-type: none"> ● At least 10 subject panels or more organise related subject activities in the Multiple Intelligence lessons. For example, organising “Rubik’s Cube Workshop” by the Mathematics panel, “IT Knowledge Quizzes” by the IT panel, “Creative Technology Classroom” by the STEAM panel 	<ul style="list-style-type: none"> ● Student Attendance Record ● Student Performances in activities 	<ul style="list-style-type: none"> ● Student Support Team ● Other Learning Experiences Committee 	<ul style="list-style-type: none"> ● Activity expenses ● Human resources of each subject panel
1.3.2	Prioritising the holistic development of students to provide various opportunities for other learning experiences. These include inclusive classes, moral and civic education, sports development, arts development, social service and community engagement, as well as practical workplace skills. By offering a diverse range of learning	Whole year	<ul style="list-style-type: none"> ● Students showcase their achievements in various fields, including morning assembly speeches and presentations, assisting in organising activities through leadership training, deepening students' career guidance skills, procuring relevant equipment, and providing on-campus training 	<ul style="list-style-type: none"> ● Student Attendance Record ● Student Performances in activities 	<ul style="list-style-type: none"> ● Student Support Team ● Other Learning Experiences Committee 	<ul style="list-style-type: none"> ● Activity expenses ● Human resources of each subject panel

	opportunities, we aim to nurture students with a comprehensive set of skills and unleash their full potential for personal growth.		<ul style="list-style-type: none"> ● At least 6 subject panels organise competitions. ● The "One Life, One Arts" record form is used to document students' activity hours and categories 			
1.4	Developing and implementing Positive Education to create a joyful campus					
1.4.1	To establish a reference library and reading materials for positive education, incorporating positive education books as mandatory reading for students. Deepen students' understanding of positive behavioral concepts and cultivate their positive mindset and attitude towards self-growth.	Whole year	<ul style="list-style-type: none"> ● To establish a reference library for positive education books ● Share books related to positive education with students during morning assembly or morning reading session 	<ul style="list-style-type: none"> ● Stakeholder attendance records ● Quantity of new books purchased 	<ul style="list-style-type: none"> ● Student Support Team ● Reading Promotion Team 	<ul style="list-style-type: none"> ● Expenses for purchasing reference books
1.4.2	Subjects panels work in coordination to implement Positive Education activities and implement Positive Education pedagogy in classes, to create a	Whole year	<ul style="list-style-type: none"> ● Each subject panel incorporates the concept of Positive Education into their activities ● Chinese panel conducts 	<ul style="list-style-type: none"> ● Subject Panel Activity Record ● Student Performances in activities 	<ul style="list-style-type: none"> ● Student Support Team ● Other Learning 	<ul style="list-style-type: none"> ● Activity expenses ● Human resources of each subject

	positive, supportive and encouraging learning environment.		<p>sharing on Positive Education during morning assembly</p> <ul style="list-style-type: none"> ● To conceptualise a token reward redemption activity centered around the theme of “Respecting Others” ● To cover topics related to Positive Education and Respecting Others during the Growth Lessons 		<p>Experiences Committee</p> <ul style="list-style-type: none"> ● Class teachers 	panel
1.4.3	To organise parent-child activities in collaboration with the Parent-Staff Association to practise positive education and provide a platform for learning and communication, allowing teachers, parents, and students to participate together.	Second Term	<ul style="list-style-type: none"> ● To organise the Parent-Staff Association's parent-child positive education activity ● More than 12 parents participate in the activity 	<ul style="list-style-type: none"> ● Stakeholder Attendance Record ● Stakeholder Feedback 	<ul style="list-style-type: none"> ● Student Support Team ● Social Workers 	<ul style="list-style-type: none"> ● Activity expenses

Major Concern (2): Improving resources and facilities and strengthening the network of services in accordance with the overall development of the school

Briefly list the feedback and follow-up actions from the previous school year:

- This year, staff members were appointed as speakers for the Hong Kong Society for the Blind's special education programmes. They also presented at staff meetings in collaborative schools to explain the learning situations of visually impaired students in inclusive school settings. The participation of attendees has increased their understanding of the learning and growth needs of visually impaired students. Additionally, support service programmes for visually impaired students and definitions of moderate to severe visual impairment were introduced to three social welfare organisations with on-site social workers. The individual needs of visually impaired students were followed up according to the specific circumstances of each school, and both teachers and social workers recognised the importance of these programmes. Moreover, seminars were organised for EIP parents and collaborating schools to enhance stakeholders' understanding of the definition of visual impairment.
- In the current academic year, the role and responsibilities of the Special Education Needs Coordinator (SENCO) in supporting visually impaired students were explained through teacher training courses organised by the Education Bureau and over 25 teacher meetings with collaborating schools. This aimed to enable the Coordinator to effectively assist visually impaired students and optimize service quality. The transfer of RSP-SID services to Ebenezer New Hope School has been completed this year. The resource teachers involved in the programme recognise the importance of student profiles, teaching records, and other documentation in effectively understanding and grasping students' abilities. This seamless transition has facilitated smoother transfer work. Additionally, the revised handbook enables teachers to understand the work of supporting students, parents, and collaborative schools, serving as a reference for future use.

- Through guidance programs and professional exchanges, the effectiveness of training resource teachers supporting severely mentally handicapped schools has been significantly enhanced.
- The transfer of RSP-SID services to the Ebenezer New Hope School has been successfully completed, so this year, another area of concern and objectives will be established: "Aligning with school development and enhancing student learning effectiveness through action research."

Major Concern (2): Improving resources and facilities and strengthening the network of services in accordance with the overall development of the school

Target	Implementation Strategy	Time Scale	Success Criterion	Method of Evaluation	Responsible person	Resource Required
2.1	Promoting the newly revised definition of moderate to severe visual impairment, as defined by the government, to different professional groups					
2.1.1	To appoint teaching staff as speakers in the teacher trainings organised by the Education Bureau and other talks in various occasions, to promote the newly revised definition of moderate low vision	Whole year	<ul style="list-style-type: none"> To enable participants to understand the newly revised definition of moderate low vision through Ebenezer School's promotion materials, booklets and speakers' sharing 	<ul style="list-style-type: none"> Number of participants Handouts Meeting minutes 	<ul style="list-style-type: none"> Assigned staff members 	<ul style="list-style-type: none"> Promotional leaflets Pamphlets
2.1.2	To contact the social welfare organizations that provide in-school social work services to primary and secondary schools across Hong Kong. During their organisation's meetings, we introduce the definition of moderate to severe visual	Whole year	<ul style="list-style-type: none"> To contact social welfare organisations providing school social workers for primary and secondary schools in Hong Kong, arrange meetings to introduce the definition of moderate low vision, and 	<ul style="list-style-type: none"> Number of participants Meeting minutes 	<ul style="list-style-type: none"> RSP 	<ul style="list-style-type: none"> Relevant guidelines

	impairment and provide explanations about Ebenezer and RSP services.		provide follow up on individual visually impaired cases according to school situations			
2.1.3	To enable existing recipients of EIP, ECCC service, schools supported by RSP (primary and secondary school) to become familiar with the newly revised definition of moderate low vision, to provide referral support to suitable targets, such as enrolling or transferring to Ebenezer School or joining RSP, ensuring more students can benefit from the services provided by Ebenezer School's or RSP.	Whole year	<ul style="list-style-type: none"> To organise talks for parents receiving EIP and ECCC services to introduce them to Ebenezer School and the support services provided by RSP 	<ul style="list-style-type: none"> Meeting minutes 	<ul style="list-style-type: none"> RSP Teaching and Learning Committee 	/

2.2	Strengthening the connection with integrated schools' SENCO, in accordance with the policy of the EDB					
2.2.1	To explain SENCO's role and work in supporting visually impaired students through teacher training organised by the Education Bureau, and meetings with collaborative school teachers, optimising service quality.	Whole year	<ul style="list-style-type: none"> To explain SENCO's role and work in supporting visually impaired students through serving as speakers of seminars and courses, and at teacher meetings in newly collaborating schools 	<ul style="list-style-type: none"> Number of participants Oral reports to District Heads 	<ul style="list-style-type: none"> RSP 	<ul style="list-style-type: none"> Relevant guidelines
2.3	Aligning with school development, and enhancing student learning effectiveness through action research					
2.3.1	To collect research papers regularly on topics related to visual impairment, action research, and other relevant subjects from both overseas and local sources, enabling colleagues to have access to quality research papers for reference at any time.	Whole year	<ul style="list-style-type: none"> Establish a database 	<ul style="list-style-type: none"> Classify and organize the research papers 	<ul style="list-style-type: none"> Research and Development Team RSP 	<ul style="list-style-type: none"> Subscription fees
2.3.2	To enhance students' life skills through the action research of the Mentorship Programme	Whole year	<ul style="list-style-type: none"> Complete the action research 80% of the resource teachers, collaborating school staff, and parents recognise the effectiveness of this program 	<ul style="list-style-type: none"> Case tracking Stakeholder interviews Questionnaire survey 	<ul style="list-style-type: none"> RSP 	<ul style="list-style-type: none"> Activity expenses

