



# **Ebenezer School School Annual Plan 2021-2022 (First Year)**





## **Our School Mission**

The Gospel of Christ lays the foundation of our school. Based on our educational ideal of “Education for All, 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**

## **Areas of Major Concern**

### Major Concern 1:

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

### Major Concern 2:

Improving resources and facilities and strengthening the network of services in accordance with the overall development of the school

## 1. Major Concern:

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

Objective	Task	Schedule	Success Criteria	Evaluation Method	Coordinator	Required Resources
<b>1.1</b>	Developing and optimising school-based curriculum to enhance students' self-learning ability					
1.1.1	To optimise school-based curriculum and integrate them into the mainstream curriculum such as the introduction of Phonics and Guided Reading in English, table tennis for the blind in Physical Education, and the benchmark assessment system in Putonghua	Whole year	<ul style="list-style-type: none"> <li>● At least five subjects can develop and optimize their visually impaired school-based curriculum and conduct systematic teaching in the lessons</li> </ul>	<ul style="list-style-type: none"> <li>● Panel meeting minutes</li> <li>● Co-planning meeting minutes</li> <li>● Teaching Schedule</li> <li>● Assessment records</li> </ul>	<ul style="list-style-type: none"> <li>● Teaching and Learning and Curriculum Committee</li> <li>● Subject panel chairpersons</li> </ul>	<ul style="list-style-type: none"> <li>● Learning materials</li> </ul>

1.1.2	To enhance students' ability to use information technology in all subjects; to develop and promote student e-learning	Whole year	<ul style="list-style-type: none"> <li>● At least 10 subject teachers use IT in teaching or conduct e-learning activities in at least 15 lessons throughout the school year</li> <li>● Teachers are required to demonstrate students' ability to learn using I.T. or assistive technology (with exceptions to specific subjects) during lesson observation</li> <li>● More than 80% of the students can use iPad for learning activities</li> <li>● At least 70% of the subjects use an e-learning platform to help students consolidate what they have learned</li> </ul>	<ul style="list-style-type: none"> <li>● Teaching schedules</li> <li>● Assessment records</li> <li>● Lesson observation lesson plans</li> <li>● Meeting minutes</li> </ul>	<ul style="list-style-type: none"> <li>● I.T. Development Panel</li> <li>● Subject panel chairpersons</li> <li>● Subject teachers</li> </ul>	<ul style="list-style-type: none"> <li>● Technicians</li> <li>● iPad</li> <li>● Online learning platform</li> </ul>
1.1.3	To implement STEM learning in General Studies, Mathematics, Information Technology, Science and Multi-Intelligence lessons to develop students' interest in science	Whole year	<ul style="list-style-type: none"> <li>● At least five subjects or classes hold at least five STEM activities in the lessons or learning activities</li> <li>● To hold at least one STEM tour</li> <li>● To hold a STEM Creative Competition</li> </ul>	<ul style="list-style-type: none"> <li>● Teaching schedules</li> <li>● Assessment records</li> <li>● Meeting minutes</li> </ul>	<ul style="list-style-type: none"> <li>● Teaching and Learning and Curriculum Committee</li> <li>● Subject panel chairpersons</li> </ul>	<ul style="list-style-type: none"> <li>● Technicians</li> <li>● Visiting organisations</li> </ul>

1.1.4	To promote reading and enhance students' ability to read independently through extensive reading	Whole year	<ul style="list-style-type: none"> <li>● To restructure the Reading Promotion Team</li> <li>● The English subject spends at least 8 joint-lessons for Guided Reading activities</li> <li>● To revise the student reading log book</li> <li>● 80% of the students upload at least 2 Chinese and 2 English reading reports per term onto the online learning platforms</li> <li>● The library holds regular themed book fairs</li> <li>● To purchase at least 50 new print or electronic books throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>● Reading log books</li> <li>● Teaching schedules</li> <li>● Meeting minutes</li> <li>● Record of work</li> </ul>	<ul style="list-style-type: none"> <li>● Reading Promotion Team</li> <li>● Subject teachers</li> <li>● Teaching assistants</li> </ul>	<ul style="list-style-type: none"> <li>● Braillists</li> <li>● Volunteers</li> </ul>
<b>1.2</b>	Strengthening professional support to students and catering for learner diversity					
1.2.1	To develop a Student Support Programme for non-Chinese speaking (NCS) students	Whole year	<ul style="list-style-type: none"> <li>● To develop at least 2 learning unit plans for lower-primary NCS students</li> <li>● To develop at least 2 Chinese learning unit plans for secondary NCS students</li> </ul>	<ul style="list-style-type: none"> <li>● Lesson unit plan</li> <li>● Lesson log</li> </ul>	<ul style="list-style-type: none"> <li>● NCS teachers</li> </ul>	<ul style="list-style-type: none"> <li>● iPad</li> </ul>
1.2.2	The Rehabilitation Team to implement a Literacy Programme to enrich students' vocabulary and enhance their learning effectiveness	Whole year	<ul style="list-style-type: none"> <li>● To develop the Literacy Programme and conduct an action research</li> <li>● To report the learning outcome at the 125<sup>th</sup> Anniversary Symposium</li> </ul>	<ul style="list-style-type: none"> <li>● Training record</li> <li>● Research report</li> <li>● Learning outcome report</li> </ul>	<ul style="list-style-type: none"> <li>● Rehabilitation Officer</li> <li>● Low-vision subject leader</li> <li>● Low-vision subject teachers</li> </ul>	

1.2.3	To arrange regular case-sharing sessions among therapists, social workers, counsellors and educational psychologists	Whole year	<ul style="list-style-type: none"> <li>● The professionals hold at least 2 case sharing sessions for teachers and teaching assistants to learn the strategies to support students with different abilities as part of the school-wide support initiative</li> </ul>	<ul style="list-style-type: none"> <li>● Meeting minutes</li> </ul>	<ul style="list-style-type: none"> <li>● Student Support Coordinating Committee</li> <li>● Rehabilitation Panel</li> </ul>	
<b>1.3</b>	Providing students with different Other Learning Experiences (OLE) to unleash their potential and develop diverse talents					
1.3.1	To establish a framework of the school-wide multi-intelligence curriculum; to organize various learning activities, and cater to students' different abilities and interests	Whole year	<ul style="list-style-type: none"> <li>● To write a recommendation for the framework of the school-wide multi-intelligence curriculum framework</li> </ul>	<ul style="list-style-type: none"> <li>● Framework of the multi-intelligence curriculum</li> </ul>	<ul style="list-style-type: none"> <li>● Teaching and Learning and Curriculum Committee</li> <li>● OLE Committee</li> </ul>	<ul style="list-style-type: none"> <li>● Contact with partnering organisations</li> </ul>
1.3.2	To provide opportunities for Other Learning Experiences (OLE) including inclusive lessons, moral and civic education, sports development, arts development, social services and work-related experience for an all-round development	Whole year	<ul style="list-style-type: none"> <li>● To design and develop OLE e-log book</li> <li>● To develop students' potential by suggesting one sport/art per student and to keep a record of each student's participation in relevant activities</li> </ul>	<ul style="list-style-type: none"> <li>● OLE log book</li> </ul>	<ul style="list-style-type: none"> <li>● Student Support Coordinating Committee</li> <li>● OLE Committee</li> </ul>	<ul style="list-style-type: none"> <li>● Other organisations</li> <li>● Technicians</li> </ul>

<b>1.4</b>	Developing and implementing Positive Education to create a happy school environment					
1.4.1	To restructure the Student Support Coordinating Committee and its members	Whole year	<ul style="list-style-type: none"> <li>● To restructure the Student Support Coordinating Committee and its members by including the Student Guidance teachers in it for better communication, coordination and development</li> </ul>	<ul style="list-style-type: none"> <li>● Meeting minutes</li> </ul>	<ul style="list-style-type: none"> <li>● Student Support Coordinating Committee</li> </ul>	
1.4.2	To equip all stakeholders with knowledge of and ability to promote Positive Education	Whole year	<ul style="list-style-type: none"> <li>● Purchase reference books on Positive Education</li> <li>● To organise at least 2 workshops and seminars on Positive Education for all stakeholders</li> <li>● To promote Positive Education in all classes through classroom decoration, birthday celebrations, board designs and setting class rules</li> </ul>	<ul style="list-style-type: none"> <li>● Library inventory</li> <li>● Meeting minutes</li> </ul>	<ul style="list-style-type: none"> <li>● Student Support Coordinating Committee</li> <li>● Personal Growth lesson coordinators</li> <li>● Class teachers</li> </ul>	<ul style="list-style-type: none"> <li>● Speakers at workshops / seminars held by partnering organisations</li> </ul>



1.4.3	To motivate teachers and parents to use Positive Language	Whole year	<ul style="list-style-type: none"> <li>● To organise at least 2 workshops and seminars on Positive Education for all stakeholders</li> <li>● 90% of teachers can practise "more recognition, less condemnation" in their feedback to students</li> <li>● 70% of parents can give positive feedback on students' performance in Personal Growth lessons</li> </ul>	<ul style="list-style-type: none"> <li>● Meeting minutes</li> <li>● Assignment inspection</li> <li>● Personal Growth lesson parents</li> <li>● Feedback questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>● Student Support Coordinating Committee</li> <li>● Personal Growth lesson coordinators</li> <li>● Class teachers</li> </ul>	<ul style="list-style-type: none"> <li>● Speakers at workshops / seminars held by partnering organisations</li> </ul>
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## 2. Major Concern:

Improving resources and facilities and strengthening the network of services in accordance with the overall development of the school

Objective	Task	Schedule	Success Criteria	Evaluation Method	Coordinator	Required Resources
<b>2.1</b>	Promoting the newly revised definition of moderate low vision to different communities					
2.1.1	To promote the newly revised definition of moderate low vision through speaking to the public or speaking directly to different parties	Whole year	<ul style="list-style-type: none"> <li>To inform the education sector or other sectors of the community of the newly revised definition of moderate low vision through speaking at seminars or courses</li> </ul>	<ul style="list-style-type: none"> <li>Meeting minutes</li> <li>Speeches</li> <li>Sharing at seminars / workshops at least 3 times</li> </ul>	<ul style="list-style-type: none"> <li>Professional Development Panel</li> <li>Assigned staff members</li> </ul>	<ul style="list-style-type: none"> <li>125<sup>th</sup> Anniversary symposium speakers</li> <li>Speakers from Education University / Other tertiary institutes</li> </ul>
2.1.2	To promote Ebenezer and RSP services through regular visits to hospitals / institutions / child care centres	Whole year	<ul style="list-style-type: none"> <li>Working with EIP, staff members' visit the Child Care Centre</li> <li>Working with Project WORKS or other organizations, we visit or give seminars at the schools of prospective service users (students)</li> </ul>	<ul style="list-style-type: none"> <li>Meeting minutes</li> <li>At least 3 visits / seminars held</li> </ul>	<ul style="list-style-type: none"> <li>Resource Support Programme</li> </ul>	<ul style="list-style-type: none"> <li>Promotional leaflet</li> <li>Brochure</li> </ul>

2.1.3	To revise the promotional leaflets of Ebenezer’s Resource Support Programme	First term	<ul style="list-style-type: none"> <li>● To produce promotional leaflets and distribute them to mainstream schools and other organisations</li> </ul>	<ul style="list-style-type: none"> <li>● Content revised with new guidelines updated</li> </ul>	<ul style="list-style-type: none"> <li>● Resource Support Programme</li> </ul>	<ul style="list-style-type: none"> <li>● Promotional leaflet</li> <li>● Brochure</li> </ul>
<b>2.2</b>	Strengthening the network of services in response to the revised definition of moderate low vision					
2.2.1	To re-establish contact with parents and students who have received Ebenezer’s child care support service and now study in primary or secondary schools to inform them of the newly revised definition of low vision	Whole year	<ul style="list-style-type: none"> <li>● Contact parents and students who received Ebenezer’s child care support service and now study in primary or secondary schools</li> <li>● Inform current RSP students/teachers/parents of the new definition of moderate low vision</li> </ul>	<ul style="list-style-type: none"> <li>● Meeting minutes</li> <li>● Contact with 10 or more parents with thorough follow-up on students’ learning at school and make appropriate intervention and offer support to suitable students</li> </ul>	<ul style="list-style-type: none"> <li>● Resource Support Programme</li> </ul>	<ul style="list-style-type: none"> <li>● Parent / Student’s contact list</li> <li>● Promotional leaflet</li> </ul>
2.2.2	To inform RSP partner schools (primary and special schools) of the newly revised definition of low vision so that more students can benefit from the support services	Whole year	<ul style="list-style-type: none"> <li>● Contact staff members at RSP supported schools (secondary, primary and special schools) to inform them of the revised definition of moderate low vision</li> </ul>	<ul style="list-style-type: none"> <li>● Meeting minutes</li> <li>● Resource teachers’ report</li> </ul>	<ul style="list-style-type: none"> <li>● Resource Support Programme</li> </ul>	<ul style="list-style-type: none"> <li>● Schools’ contact list</li> <li>● Promotional leaflet</li> </ul>

<b>2.3</b>	Transferring students from SID schools to Ebenezer New Hope School in accordance with the EDB’s guidance					
2.3.1	To arrange transfer of RSP students from schools for children with severe intellectual disabilities (SID) to Ebenezer New Hope School in phases with a designated number of students transferred each year	Whole year	<ul style="list-style-type: none"> <li>● The three SID schools are directly supported by the Ebenezer New Hope School</li> <li>● Six resource teachers will be employed by Ebenezer New Hope School</li> <li>● Two Ebenezer teachers involved in the transfer arrangement will join some lessons at Ebenezer New Hope School</li> </ul>	<ul style="list-style-type: none"> <li>● Meeting minutes</li> <li>● Lesson / Training record</li> </ul>	Resource Support Programme	<ul style="list-style-type: none"> <li>● EDB Guidelines</li> </ul>