Ebenezer School
School Annual Plan
2022-2023
(Second 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

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

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

Objective	Strategy / Task	Schedule	Success Criteria	Evaluation Method	Coordinator	Required Resources
1.1	**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 to raise students' learning capacity and performance, such as promoting students to apply for Chinese subject examination in international public examination(s), introduction of the English Language Teaching Assistant (ELTA) Scheme, implementation of English Phonics and Guided Reading and Supported Reading Programme, and the benchmark assessment system in Putonghua	Whole year	• Secondary four students are able to participate in IGCSE Chinese International Examination • To enrol students in applied learning and obtain recognized qualifications • To design and adapt courses according to student ability • Secondary Six students are able to handle public examination and obtain passing grades • At least four subjects are able to develop and optimise their VI school-based curriculum • To establish an English-rich environment in and raising students' language ability • English Panel Team is able to design a Guided Reading and Supported Reading Programme curriculum to improve students' English reading ability with plans	• Panel meeting minutes • Co-planning meeting minutes • Teaching plans • Assessment records • Public examination results	• Teaching and Learning Committee • Subject panel chairpersons	• Learning materials • Curriculum of subjects

1.1.2	To enhance students' ability to use information technology (IT) in all subjects; to develop and promote student e-learning	Whole year	● At least five equipment/software teachings are added by the IT panel team and IT Development Team ● At least five subject panel activities require the use of iPads ● At least 80% of the subjects can use e-Learning platform(s) to consolidate students' learning ● At least 70% of students are able to conduct reading activities on Chinese and English reading websites ● At least ten panel subjects are able to conduct at least twenty class sections using IT teaching or e-Learning activities	● Teaching schedule ● Assessment records ● Meeting minutes	● IT Development Team ● Subject panel chairpersons ● Subject teachers	● Budget for purchasing software/hardware ● Technician ● IT/Assistive equipment
1.1.3	To strengthen the implementation of STEM curriculum in subjects, such as in English, Mathematics, Information Technology, Geography, Science and Multi-Intelligence lessons, and hold different STEM activities to develop students' interest in science	Whole year	● Addition of three to four subjects or groups to conduct at least five STEM activities ● Students participate in STEM related competitions / activities (such as STEM Gospel Camp, IT Creative Lab, Drone Activities, etc.) at least three times	● Teaching schedule ● Assessment records ● Meeting minutes ● Student performance in activities	● Teaching and Learning Committee ● Subject panel chairpersons ● IT Development Team ● Subject teachers	● Learning materials ● IT equipment

| 1.1.4 | To deepen teaching of reading strategies, and to enhance students' ability to read independently and interest to read through extensive reading, | Whole year | ● To deepen the Reading Reward Programme and Reading Reward Booklet, put required reading and recommended books in the Reading Reward Booklet or classroom to raise at least 70% of students' reading numbers and interest
● To replace the library's circulation system to improve circulation efficiency
● To implement the class-based Reading Ambassador Program, electing a Reading Ambassador in each class to organize books in classroom, promote new books, encourage students to read
● Reading Promote Team to hold at least three thematic book fairs (with different authors for secondary level, different audio picture books for primary levels) and hold at least three visits to book fairs in Multiple Intelligence lessons to encourage students reading recommended books | ● Reading Record Booklet
● Teaching schedule
● Meeting minutes
● Working records | ● Reading Promotion Team
● Subject teachers
● Teaching assistants | ● Reading Record Booklet
● Budget to purchase of books or system(s) |

1.2	**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	• Subject teachers of NCS students adopt diversified teaching strategies (including adjustments or special learning materials, worksheets and assessments, etc.) • To provide detached support teaching sessions • NCS students participate in whole-school activities, promoting the spirit of inclusion	• Adjustment arrangement form • Assessment record • Activity record	• Subject teachers	• Adjustment arrangement form • Worksheet
1.2.2	To continue the Literacy Programme of last year, adding "500 Basic Chinese Characters" to the existing "Chinese Characters for Daily Life". Apart from using the previous strategy of turning teaching materials into Keynote(s) which include words, pictures and word pronunciation, literacy teaching would be conducted in Reading and Writing Groups, with the aim of raising teaching and learning efficiency through interaction.	Whole year	• In Low Vision training classes, conduct literacy teaching. After the implementation of teaching, 80% of the low vision students would have an increase of word recognition in "literacy post-test" • 90% of teachers participating in the programme agree with the positive effect of the programme	• Training record • Pre-test, post-test literacy assessment • Teacher questionnaire	• Rehabilitation Officer • Low Vision Team leader • Low Vision subject teachers	• iPad • Literacy worksheet

1.2.3	To create an independent learning environment for students, re-plan classroom environment into different areas. Strategies includes three phases, details are as follows: 1. Phase 1 - 1/8-31/8/2022 Class teachers of 21-22 school year screen out unnecessary items, and then followed up by an Occupational Therapist to preliminarily conceive the zoning arrangement in the classroom 2. Phase 2 – 1/9 to before Christmas 22-23 school year's class teachers review classroom's unnecessary items, and then followed up by an Occupational Therapist. The Occupational Therapist would discuss the zoning of classrooms with class teachers	Whole year	• Turn the classroom environment into different areas, allowing students to conduct self-directed learning • Therapist(s) is/are able to conduct "Item Organization Workshop", sharing the skills of teaching students to organize personal belongings • New environment is able to raise the effectiveness of students' organization	• Student questionnaire • Teacher questionnaire	• Occupational Therapist • Rehabilitation Officer • Class teachers of 21-22 and 22-23 school year	• Storage box

	3. Phase 3 – After Christmas (3/1/2023) to After Chinese New Year (3/2/2023) Class teachers conduct final review of the unnecessary items in classrooms, only keeping the necessary items. An Occupational Therapist would complete classroom arrangements in the classroom 4. Starting from the second half of the 22-23 school year, therapist(s) would conduct "Item Organization Workshop", sharing the skills of teaching students to organize personal belongings				
1.3	**Providing students with different Other Learning Experiences (OLE) to unleash their potential and develop diverse talents**				

| 1.3.1 | To construct whole school Multiple Intelligence curriculum framework, hold different learning activities, cater for students with different abilities and interests | Whole year | • Arrange the learning related abilities of each key stage (such as language skills, interpersonal communication skills, musical skills, etc.) according to the multiple intelligence theory's learning elements
• Arrange at least one learning activity according to each key stage's required learning elements to enhance students' different talents
• Provide appropriate learning activities in line with students' IEP | • Other Learning Experiences e-log book
• Online classroom log
• IEP reports | • Other Learning Experiences Committee
• Multiple Intelligence class teachers | • External agency
• Technician
• Teaching Assistant |

| 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 | • 80% of secondary school students are able to use the link to view the Other Learning Experiences e-log book, arrange and allocate activity areas and hours
• 80% of upper primary school or above students are able to choose at least one physical and artistic activity as a goal of development
• Collaborate with at least three external agencies each school year to bring students the opportunity of different OLE
• Students' development in OLE is in line with IEP | • Other Learning Experiences e-log book
• Other Learning Experiences Overview
• Activity Application Form
• IEP reports | • Student Support Coordinating Committee
• OLE Committee | • External agency
• Technician
• Teaching Assistant |

1.4	Developing and implementing Positive Education to create a happy school environment					
1.4.1	To add reference books and reading materials related to positive education, and the relevant reading to be recommended for students to read to deepen the concept of positive behaviour	Whole year	• To purchase Positive Education reference books, tools and student books for various stakeholders • Set up a book fair on positive books in the library, and all students are able to promote positive behaviours and attitudes through the permanent book fair • To include Positive Education books as required reading books in Reading Reward Programme	• Library inventory records • Reading Reward Programme	• Student Support Coordinating Committee • Library Team	• Positive Education books
1.4.2	Subjects work in coordination to promote Positive Education activities and implement Positive Education pedagogy in classes	Whole year	• Subjects teams and groups organise one activity with Positive Education concept • Implement Positive Education pedagogy in classroom teaching, such as Positive Education language, Students' personality strengths, reward plan(s), ranking systems, etc.	• Proposals and reports of subject teams and groups • Online classroom log • Teaching schedule • Photos	• Student Support Coordinating Committee • OLE Committee	• Teachers responsible
1.4.3	To hold Positive Education workshop and talks to stakeholders on strengthening Positive Education behaviours	Whole year	• To organise at least two Positive Education workshops and talks to stakeholders • To collect stakeholders feedback on talks' content through e-Questionnaire	• Meeting minutes • Questionnaire feedback	• Student Support Coordinating Committee • Parent-School Association (PSA)	• Speakers from collaborating organisations

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

Objective	Strategy / Task	Schedule	Success Criteria	Evaluation Method	Coordinator	Required Resources
2.1	**Promoting the newly revised definition of moderate low vision to different communities**					
2.1.1	To appoint teaching staff as speakers in teacher training organised by the Education Bureau and other talks in various occasions, promote the newly revised definition of moderate low vision	Whole year	● To enable participants to understand the newly revised definition of moderate low vision through Ebenezer School's promotion materials, booklets and speakers' sharing	● Number of participants ● Handouts ● Meeting minutes	● Professional Development Panel ● Assigned staff members	● promotional leaflets ● pamphlets
2.1.2	To contact social welfare organisations providing school social workers for primary and secondary schools in Hong Kong, introduce the definition of moderate low vision, explain Ebenezer and RSP service	Whole year	● 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 provide follow up on individual visually impaired cases according to school situations	● Number of participants ● Meeting minutes	● RSP	● relevant guidelines

2.1.3	To allow existing parent recipients of EIP, ECCC service, RSP (primary and secondary school) integrated schools to know 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, to allow more students to benefit from Ebenezer School's or RSP's support services	Whole year	● To collaborate with EIP and send staff to visit ECCC; to collaborate with Project WORKS or other organisations, to visit schools or give talks ● The Resource Teacher inquire about the number of visually impaired students in integrated schools, to provide consultation service for student cases of visual impairment to those who have not joined RSP	● Meeting minutes ● Contact eight or more cases, in-depth follow up with students' learning situation in school and provide referral support to suitable targets	● RSP ● Teaching and Learning Committee	● Members of Project WORKS

2.2	**Strengthening the connection with integrate 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 collaborating school teachers, optimising service quality	Whole year	● To explain SENCO's role and work in supporting visually impaired students through participating as speakers of seminars and courses, and at teacher's meetings in integrated school	● Number of participants ● Oral reports to District Heads	● RSP ● Professional Development Panel	● relevant guidelines
2.3	**Transferring students from SID schools to Ebenezer New Hope School in accordance with the EDB's guidance**					
2.3.1	To arrange transfer of 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	● Phase 2 of transfer: ● Four SID schools are directly supported by the Ebenezer New Hope School (The Mental Health Association of Hong Kong Cornwall School, Caritas Lok Yee School, Po Leung Kuk Mr. & Mrs. Chan Pak Keung Tsing Yi School, Po Leung Kuk Law's Foundation School), approximately 85 students ● Four Resource Teachers employed by Ebenezer New Hope School	● Meeting minutes	● Support and Assessment Team	● EDB documents
2.3.2	To revise the content of the RSP work guide, in accordance with the transfer, to allow important information being effectively passed on	Whole year	● Resource Teachers agree with the content and guidelines of the relevant revised work guide being effectively passed on, for future reference	● Teacher feedback	● Administration Team	● Teaching Assistants

2.3.3	To strengthen the training of Resource Teachers supporting SID schools and their work effectiveness through mentoring programs and professional exchange	Whole year	● 80% of collaborative schools and parents are satisfied with support service	● Resource Teacher feedback ● Stakeholder questionnaire	● Support and Assessment Team	● questionnaires