



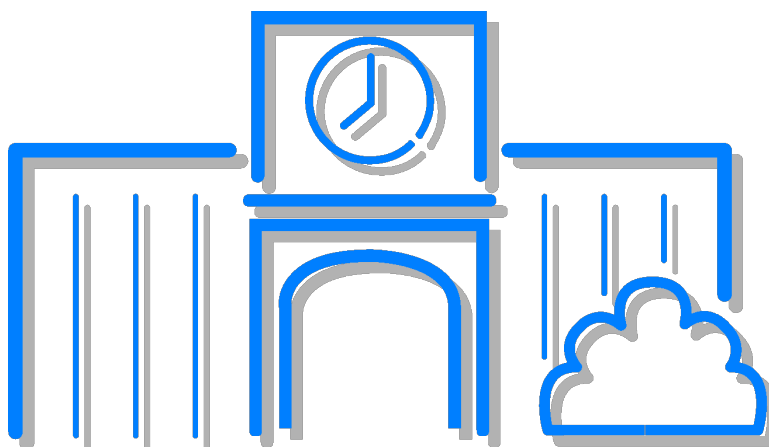
Ebenezer School
Annual Plan
2025 - 2026
(Second Year)



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

2025-2026

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.)

- More than five subject panels have incorporated STEAM elements and used information technology in lessons to enhance students' learning interest, problem-solving skills, and self-directed learning abilities. In the coming year, General Studies will be split into Humanities and Science subjects for Primary One and Primary Four. Subject panels will continue to use STEAM as part of the curriculum.
- Students enjoy activities that integrate STEAM. This year, coordination will continue across subjects to organize or co-organize STEAM-related activities to further strengthen students' problem-solving abilities.
- Students are generally able to use information technology flexibly and effectively to support their learning. Subject teachers will discuss IT-based learning activities during co-planning meetings to improve learning outcomes.
- A STEAM Learning Group will be established this year to hold regular meetings, allowing members to discuss STEAM-related topics. This aims to foster a STEAM learning atmosphere in the school, promote student initiative in learning, and enhance the effectiveness of self-directed learning.

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.	• Launch the Primary Science subject, conducting regular experimental learning activities to enhance students' problem-solving skills. • Coordinate various subjects to organize or co-organize STEAM-related activities, such as Math Fun Day, STEAM Day, STEAM Camp, etc., to strengthen students' STEAM abilities. • Establish a STEAM learning group and participate in various external STEAM activities and competitions to enhance students' creativity and problem-solving skills.	• Successfully launch the Primary Science subject, with no less than 80% of students attending experimental learning activities. • Successfully coordinate no less than 5 subject panels/groups to organize or co-organize STEAM-related activities, with no less than 80% of teachers agreeing that the activities enhance student creativity and problem-solving skills. • Successfully establish a STEAM learning group and participate in 2-3 external STEAM activities or competitions, with no less than 80% of the STEAM learning group members showing increased interest in STEAM.	• Meeting minutes • Activity Reports and Records • Student performance • Questionnaire records	Whole year	• Science Subject teachers • Members of the Information Technology Team • Teaching and Learning Committee • Subject panel chairpersons • Teachers related	• STEAM activities from external organisations • Budget for the materials and organising activities

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

- The library hosted four themed book exhibitions, with teachers introducing books through various activities. Weekly story-sharing sessions were held every Wednesday at the English Corner, where teachers guided students in reading techniques and fostered engagement and reading habits.
- Across all grade levels, students joined reading clubs during Multiple Intelligence classes. Activities included drama performances to explore texts interactively.
- Plans are underway to install electronic devices in the library for students to read or listen to national security education materials independently, encouraging regular reading.
- There are plans to hold national security-themed book exhibitions, translate more braille books related to national security, and organize sharing sessions to introduce these books to students. These initiatives aim to deepen students' understanding of the rule of law and national affairs, highlight the importance of safeguarding national security, and strengthen their sense of national identity.

Target	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Responsible Persons	Resource(s) Required
2. Promote interdisciplinary reading to enhance students' interest and ability in reading, while equipping them with self-directed learning skills.	• Subjects collaborate to implement cross-curricular reading programs, broadening students' knowledge, cultivating reading habits, and developing lifelong learning skills.	• Able to organize themed book exhibitions with book selections provided by various subjects, resulting in increased borrowing rates among at least 70% of students.	• Meeting minutes • Activity reports and records • Student performance • Students' reading and borrowing records	Whole year	• Reading Promotion Team • Chinese and English subject teachers • Subject panel chairpersons • Teachers related	• Budget for books

	• Continue to strengthen reading strategies through themed book exhibitions and reading clubs across subjects, promotion of e-reading, and enhancement of reading incentive schemes to foster self-directed learning.	• Able to conduct two interdisciplinary reading activities, with teachers recognizing an improvement in students' reading interest. • Able to purchase at least 10 books related to national and national security education, translate them into braille for staff and student borrowing, with teachers acknowledging an enhanced reading culture in the school.				
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Summary of Feedback and Follow-up from the Previous School Year:

- Subjects will continue using the annual activity calendar to select joint activities and plan national education programs aligned with the Cross-curricular Learning Week.
- Future cross-border exchanges and study tours will include more STEAM and technology-related elements—such as aerospace and everyday innovations—to deepen students’ understanding of mainland technological development, foster pride, and strengthen national identity.

Target	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Responsible Persons	Resource(s) Required
3. Plan national and national security education curriculum, coordinate and review implementation across subject panels to strengthen students’ sense of national identity.	• Consolidate and review the implementation of national and national security education across subjects, ensuring curriculum alignment with the national security education framework. • Subject panels can refer to the Education Bureau’s activity calendar to organize national education activities.	• Subject panel chairpersons are able to consolidate and review the implementation of national and national security education, ensuring alignment with the national security curriculum framework. At least 80% of teachers agree the curriculum enhances students’ understanding of national security.	• 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 ● Subsidies for organizing national education activities and mainland exchange tours

Target	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Responsible Persons	Resource(s) Required
3. Plan national and national security education curriculum, coordinate and review implementation across subject panels to strengthen students' sense of national identity.	Organize mainland exchange tours to visit special schools and interact with local students, enhancing students' understanding of national development.	- Subject panels can refer to the Education Bureau's activity calendar to organize national education activities, with at least 80% of students showing increased awareness of national security. - At least one mainland exchange tour can be organized, including a visit to a special school, with at least 80% of students reporting a stronger sense of national identity.	- 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 - Subsidies for organizing national education activities and mainland exchange tours

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

- Incorporate student-focused relaxation activities during regular school days, such as lunchtime board games and group sessions.
- Enhance the student reward token program with appealing prizes that meet students' interests to encourage positive behavior.
- Continue holding class meetings each term.

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. Continue providing resources and support to help students manage stress and emotional challenges, while fostering a mentally healthy school environment.	● Enhance the student reward token program through diverse activities, offering carefully selected gifts aligned with the annual themes of "Compassion" and "Mental Wellness," to create a caring and vibrant campus atmosphere. ● Hold class meetings each term, inviting professionals such as therapists, social workers, IEP coordinators, and subject teachers to share student cases, identify those in need early, and provide appropriate support to promote students' overall well-being.	● 80% or more of students are able to redeem gifts through the student reward token program. ● All classes complete class meetings in both the first and second terms	● Student performance ● Comments from teachers	Whole year	● Student Support Team ● Rehabilitation Panel ● Other Learning Experiences Committee ● Subject Teachers	● Human resources of each subject panel

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

- Organize specialized workshops for parents on training techniques to support children with varying degrees of visual impairment in daily self-care and independent living.
- Visually impaired students have diverse needs beyond vision, including sensory, psychological, emotional, and social aspects, which require attention from both school and parents. The school will continue to offer various parent workshops and activities to provide comprehensive support across these areas.
- Regularly review and update the parent learning platform. In the coming year, targeted workshops will focus on one to two specific topics to help parents easily grasp and apply practical skills.

Target	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Responsible Persons	Resource(s) Required
2. Provide parents with skills and knowledge on rehabilitation and assistive technology for visually impaired students, helping them better understand their children's needs and abilities.	● Enhance and promote the Ebenezer School Parent Resource Platform by adding instructional and introductory videos to give parents a more comprehensive understanding of their children's learning needs. Actively promote the platform through PTA events, parent activities, and parent days. ● Organize IT workshops to teach parents how to use assistive devices for visual impairment, enabling them to better understand and support their children's technological needs.	● Upload no fewer than 3 videos to the Ebenezer School Parent Resource Platform ● Successfully promote the platform during parent activities ● Complete the IT workshop with at least 50% parent attendance ● Complete the rehabilitation workshop with at least 50% parent	● Parent questionnaire ● Activity attendance rate	Whole year	● Student Support Team ● IT Development Team ● Rehabilitation Panel	● Required manpower for each activity and workshop

	● Hold rehabilitation workshops to introduce common training methods and resources, guiding parents on how to support their children's rehabilitation at home. These workshops will feature professional therapists sharing practical tips and include interactive sessions for experience sharing and Q&A, boosting parents' confidence and ability to assist in daily rehabilitation.	attendance				
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Summary of Feedback and Follow-up from the Previous School Year:

- Share key school activities—academic, artistic, and athletic—on social media to attract parent engagement and showcase the vibrant campus life.
- Continue monitoring the mental well-being of both students and parents. Support parents through events, educational workshops, and regular communication to help them better understand and respond to their children’s stress and emotional challenges.
- Parents also face pressure and emotional struggles. As key figures in their children’s development, their mental health and stress levels deserve ongoing attention and support.

Target	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Responsible Persons	Resource(s) Required
3. Continue strengthening parent education on mental health and resilience to promote home-school collaboration and support students’ holistic development.	• Organize at least three parent-child activities throughout the year—such as family barbecues and communication workshops—to enhance parent-child relationships and family interaction. • Hold seminars or workshops for parents on mental health and resilience to deepen their understanding and improve their ability to address related issues.	• Organize no fewer than three parent-child activities throughout the year • Hold at least one seminar or workshop for parents on mental health and resilience	• Parent questionnaire • Performance of students and parents during the activities	Whole year	• Student Support Team • Parent Staff Association	• Funding to support organization-led activities