



Ebenezer School
2019/20
School Report

1. Our School Mission

The Gospel of Christ lays the foundation of our school. Based on our educational ideals of “Education without discrimination” and “Teaching according to Learners’ Abilities”, 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 their visual impairment, and to develop their own potentials and talents. Growing up as confident and independent persons, our students will turn out to be contributive members of the school, families, society and nation.

2. Our School Objectives

- 2.1 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.
- 2.2 To proclaim the gospel of Christ, pursue truth with high moral values and by the grace of God live a fruitful life.
- 2.3 To enable students to become bi-literate and tri-lingual with strong communication skills and computer literacy.
- 2.4 To promote students’ physical and mental well-being in order for them to grow strong and healthy.
- 2.5 To provide students with an all-rounded education with a diverse learning experience where students can realise their potential.

3. General Information on Our School

Ebenezer School & Home for the Visually Impaired was established in 1897, while Ebenezer School registered as a subsidized special school for visually impaired students in 1956. At present the School operates 9 approved classes, from primary one to Secondary 4. We are practically operating 13 classes (10 with mainstream curriculum and 3 with adapted curriculum). We adopt mainstream school curriculum, which is supplemented by rehabilitative training programmes for visual impairments. We aim at enabling our students to overcome their visual impairment and to learn effectively. Also we offer a Resource Support Programme for visually impaired students who study at mainstream secondary schools, primary schools, as well as at other special schools. Since Ebenezer is the only educational institution for the visually impaired in Hong Kong, our students come from all over the region. We operate boarding service and about 70% of our students are boarders.

4. Items of Key Performance Measures

Combination of Incorporated Management Committee (IMC)

Number of IMC members (and alternate members): 13, (3)

Number of members (and alternate members) from School Sponsoring Body: 7, (1)

Teachers' Continuing Professional Development (CPD)

	Structured	Non-structured
Teachers' average hours of CPD activities:	23hrs	10hrs
Principal's hours of CPD activities:	50 hrs	20hrs

Teachers' Qualifications (No. of teachers = 58)

1. Academic qualification

Master & above	Bachelor	Cert./Dipl.	Others
39%	61%	0%	0%

2. Professional qualification

Received Teacher Training	98%
Received School-based VI Training	100%
Received General SEN Training (VI or others) recognised for promotion purposes (held by EDB-commissioned university)	50%

3. Specialized teachers for core subjects

Chinese	100%
English	100%
Mathematics	100%

4. Teachers' teaching experience

0-2 yrs	3-5 yrs	6-10 yrs	Over 10 yrs
13%	17%	29%	41%

5. Language ability – certified

English	Putonghua
100%	100%

Percentage of class time in the 8 Key Learning Areas

Primary Section

Primary One/Two

Chinese Language	30%
English Language	15%
Mathematics	16%
Personal, Social & Humanities Science	11%
Technology	0%
Art	9%
Physical Education	5%
Cross-curricular studies	14%

Primary Three

Chinese Language	25%
English Language	18%
Mathematics	17%
Personal, Social & Humanities Science	13%
Technology	5%
Art	10%
Physical Education	5%
Cross-curricular studies	7%

Primary Four

Chinese Language	21%
English Language	18%
Mathematics	18%
Personal, Social & Humanities Science	12%
Technology	5%
Art	9%
Physical Education	5%
Cross-curricular studies	12%

Primary Five

Chinese Language	21%
English Language	18%
Mathematics	18%
Personal, Social & Humanities Science	12%
Technology	5%
Art	9%
Physical education	5%
Cross-curricular studies	12%

Primary Six

Chinese Language	21%
English Language	18%
Mathematics	18%
Personal, Social & Humanities Science	12%
Technology	5%
Art	9%
Physical education	5%
Cross-curricular studies	12%

Secondary Section

Secondary One to Three

Chinese Language	20%
English Language	17%
Mathematics	15%
Personal, Social & Humanities	14%
Science	6%
Technology	9%
Art	7%
Physical education	4%
Cross-curricular studies	8%

Secondary Four

Chinese Language	20%
English Language	18%
Mathematics	16%
Personal, Social & Humanities	15%
Technology	11%
Art	8%
Physical education	4%
Cross-curricular studies	8%

Students' reading habit

1. Number of Books Borrowed by Students from the School Library

Level	Total no. of books borrowed	Percentage of books borrowed	Average no. of books borrowed per month	Average no. of books borrowed per person	Total no. of eBooks	Average no. of Books borrowed per person
Secondary	20	1.5%	4	1.5	32	2.5
Higher-Primary	52	4.3%	10.4	4.3	37	3.1
Lower-Primary	156	10.4%	31.2	10.4	164	10.9
High-Flyers	2	0.1%	0.4	0.1	10	0.7

As at September 2019 to January 2020 (Library closed from February to June)

Source of Data: School Library System

S.3 School leavers' Placement (5 students):

Integrated in mainstream school	2
Promoted to S.4 in Ebenezer School	6
Repeat S.3in Ebenezer School	1

Students' attendance rate (whole year):

Primary Section	96.3%
Secondary Section	97.9%

No. of school days in the year : 164 days

5. Progress of work on major concerns of the year

Major Concern 1:

Revising school curricula for the development of new senior secondary curriculum and improving teaching effectiveness

Objective	Task	Achievement	Reflection
1.1	Restructuring the Curriculum Development Panel		
1.1.1	Redeploying staff and arranging training for teachers according to the needs of New Senior Secondary (NSS) implementation	<p>The first cohort of NSS commenced this year with core subjects Chinese, English, Mathematics and Liberal Studies, and two electives Tourism & Hospitality Studies and Health Management & Social Care Studies. The Senior Secondary curriculum for High Flyers also includes the Career Guidance subject where students receive office/service assistant training and explore different career options.</p> <p>We hired teaching assistants and teaching staff to meet the needs of NSS classes. We assigned experienced qualified teachers to teach NSS classes. We also encouraged teachers to apply for training courses on NSS.</p>	We have arranged subject panel chairpersons to be the subject teachers of S.4 class so that the panel chairpersons can timely review the curriculum according to the specific needs of our students.
1.1.2	Modifying the NSS curriculum to suit the needs of our students	<p>Teacher modified the curriculum, learning focus, teaching strategies, and assessment methods of the elective subjects to meet our students' learning needs.</p> <p>The S.4 teachers' meeting showed that 80% of the teachers were familiar with the curriculum and could teach the curriculum with a range of strategies to motivate students.</p>	Practical experience and field trips are especially beneficial for visually impaired students. As part of the Tourism and Hospitality Studies course, students have gone on several field trips to different organisations to gain practical work experience related to the subject.
1.2	Reviewing the school curricula to facilitate the development of the NSS curriculum		
1.2.1	Reviewing and reorganizing all school curricula for a smooth transition to	Teachers of different subjects have reviewed the curricula in the panel meetings and selected suitable units to teach and prepared teaching	In addition to the mainstream curriculum, we also have adapted curriculum, the rehabilitation curriculum and the school-based

	the NSS curriculum	<p>outline for the units.</p> <p>Teachers prepared suitable teaching materials and shared relevant resources in co-planning meetings and joint-class activities.</p> <p>Teachers discussed the teaching strategies and assessment methods to improve teaching and learning in co-planning meetings. During the class suspension period due to COVID-19, teachers spent extra time discussing and redesigning student assessment.</p>	<p>curriculum. With the new addition of the NSS curriculum, we believe it is time to call for a comprehensive review of the different curricula.</p> <p>With the use of I.T. and A.T, our students have become more capable in self-directed learning. It is suggested that e-learning be integrated in all areas of teaching and learning to enhance learning effectiveness.</p>
1.3	Implementing the curriculum		
1.3.1	Hiring teachers to teach the NSS curriculum	We hired new teachers to release suitable teachers to teach NSS and to cope with the administrative work of the NSS curriculum.	Our NSS subject teachers are all experienced and knowledgeable. They are the panel chairpersons of the subjects and are familiar with our students' special needs. Also, all the teachers possess previous experience of teaching the NSS curriculum at mainstream schools so they can adopt suitable teaching strategies to teach the students.
1.3.2	Implementing the NSS curriculum	We renovated classrooms for NSS use. We utilized the subsidies from the EDB on hiring teachers, purchasing assistive aids, equipment, textbooks and teaching materials suitable for the visual impaired. We have also decided on the elective subject, lesson time allocation and lesson timetable. We have held multiple briefing sessions and introductory seminars to inform parents and students of the NSS curriculum, the elective subject offered and post-secondary education.	<p>We successfully launched the NSS curriculum and in the future we will pay attention to</p> <ul style="list-style-type: none"> i) knowledge and learning, ii) catering for learner diversity and iii) assessment for learning. <p>Therefore, all the teachers will have to work together in different arrangements, adaptations and mode of assessment towards a strategic approach to curriculum design.</p>
1.4	Career and Life Planning Education in the NSS levels		
1.4.1	Deploying teachers to develop the curriculum for Career and Life Planning Education.	With the additional resources from the EDB, we were able to recruit one more teacher to oversee Career and Life Planning Education and provide support and pre-employment training to visually impaired students.	Due to the social movement and the outbreak of COVID-19, class were suspended for months and we had to conduct our teaching online while some of the activities were cancelled. Yet, this inspired teachers to carry on Career and Life Planning Education through

			different electronic means and this will benefit students in the long run as the new mode of teaching means future activities shall not be restricted by space or location.
1.4.2	Implementing Career and Life Planning Education	<p>Our school-based mainstream and High-Flyers' Career and Life Planning Education curricula cater for individual students' post-secondary education and career planning needs. Mainstream students receive Career and Life Planning Education in Personal Growth Education lesson while High Flyers receive the education in different subject lessons and the new subject Career Counselling (Clerical Work) for High Flyers Group B and C.</p> <p>Career Counselling (Clerical Work), Tourism and Hospitality Studies, Independent Living Skills were modified for our students' career planning needs. Career Counselling teachers designed a school-based curriculum for students to learn different skills such as laundry services, car servicing and home/office cleaning. As part of the Tourism and Hospitality Studies, students went on field trips to observe and experience the operations of the hotel and airline industries. Therapists designed training activities for the Independent Living Skills subject to train students' pre-employment skills.</p> <p>The IEP promotes students' career and life planning by helping students understand their own strengths and skills; setting expectations, short-term and long-term goals; and discussing with students in a newly added interim review. Even during the class suspension period, the IEP managers still closely monitored students' progress and 80% of the goals were achieved.</p>	<p>The two curricula cater for the needs of individual students and provide support on their personal, academic and career development. Two more curricula for the S.5 class next year will be set to provide more knowledge on the labour market information and training of related skills.</p> <p>By integrating elements of Career and Life Planning Education in different subjects, students can discover their interests and strengths which guide them towards a suitable post-secondary education or career path.</p> <p>School-wide career and further studies guidance provided students with all-rounded support. It is suggested that more subjects are included next year.</p> <p>The IEP focused on helping students define their career paths with long-term and short-term learning objectives. All the stakeholders were well-informed on their roles in the development of individual students.</p> <p>An interim review was added to help IEP managers to monitor students' progress and refine the plan wherever necessary. It is suggested that we continue this practice.</p>

Major Concern 2:

Expanding the school's network for more diverse learning experiences, with a view to unleashing students' potentials, empowering their career life planning and fostering positive life value

Objective	Task	Achievement	Reflection
2.1	Organising available resources from our partner organisations		
2.1.1	<p>Collaborating with other sections or partner organizations to find out students' learning challenges to improve learning and teaching effectiveness.</p> <ol style="list-style-type: none"> 1. Mathematics teaching strategies 2. Tactile graphics teaching strategies 3. "Perception and Action" Research 	<ol style="list-style-type: none"> 1. Mathematics teaching strategies The Mathematics panel invited an adviser to work together on audio learning materials and teaching plans. Alumni shared study skills. Teachers analysed question types together. The Mathematics advisor also co-taught some lessons with our teachers and had discussions about how to promote teaching effectiveness. The resources improved teaching and learning. 2. Tactile graphics teaching strategies P.2 and P.4 subject teachers partnered with Beyond Vision in designing tactile graphics to present the visual information in print to blind students. Some of the tactile materials were tailored made to meet individual students' needs. With the help of the tactile graphics, students were able to understand abstract concepts better. 3. "Perception and Action" Research This research, as part of the Quality Education Fund (QEF) project, was unable to start since the approval of the fund is still pending. 	<ol style="list-style-type: none"> 1. Mathematics teaching strategies Visually impaired students come across different difficulties in the learning of Mathematics. Teachers need to adopt suitable strategies or adapt the curriculum to meet students' needs. Teachers will continue to work on solutions that reduce the V.I. students' obstacles in learning Mathematics, with a focus on basic calculation in the next year. 2. Tactile graphics teaching strategies Some of the tactile graphics provided were more than students could handle. They often required the assistance of parents or teachers and it hindered their motivation to self-learn. The subject teachers and the partner organisation have reached a consensus to reduce the complexity of the tactile information in the new term. Teachers had to spend lesson time to describe and guide students in the use of the tactile materials and the teaching progress was affected. 3. "Perception and Action" Research

			<p>Even though the QEF is still pending, the preparation has offered opportunities for professional exchange among occupational therapists, physiotherapist and rehabilitation teachers. We look forward to putting in practice our suggestions to conduct O&M training with VR technology.</p>
2.2	Utilizing existing support network and opening up new ones		
2.2.1	<p>Strengthening music training and development</p>	<p>Our application for Arts Development Fund for Persons with Disabilities was successful and Ebenezer Music Academy was established in January 2020. This 3-year programme aims to provide systematic music training courses to potential visually impaired students or alumni to enhance their skills through the adoption of different learning media and tools which best suit their individual needs. The programme also provides vocational support and job-matching service for graduates, preparing them for further music training or professions in the music industry.</p> <p>Our application for the Hong Kong Jockey Club Charities Trust was successful and we will launch the programme ‘The Jockey Club X Ebenezer Music Campaign’ in September 2021 (postponed from September 2020 due to the outbreak of COVID-19). This 3-year programme aims to offer a variety of experiential activities that help students with different learning needs grow in body, mind and spirit through music.</p>	<p>We have recruited professional music instructors to teach the courses offered by the Ebenezer Music Academy under the guidance of Ebenezer music teachers. The launch of the Academy courses was met by the outbreak of COVID-19, but most of the courses continued online without any problems. The students also performed in a Music Get-Together to showcase their learning, which was broadcasted online.</p> <p>To enable a more systematic approach to teaching Music braille, also a course offered by Ebenezer Music Academy, the Music panel chairperson from Ebenezer School and Ebenezer New Hope School collaborate with the project manager of Ebenezer Music Academy to develop study notes for elementary Music braille. The materials are also suitable for use to teach Music braille at school.</p>
2.2.2	<p>Utilizing the school network and improving support to parents</p>	<p>Over 90% of the participants of Project Works have grown in understanding of our work and the employment situation of visually impaired people.</p>	<p>Parents of visually impaired students are often worried about their children’s future and the support among parents can be helpful. It is recommended that</p>

		<p>Our survey shows that 100% of the partner schools are satisfied with the programme and appreciative of its ability to improve support and communication.</p> <p>We loaned out teaching kits for parents to support their children's learning at home and organized sharing activities for parents. Over 90% of the parents are satisfied with the school's support and commented that the teaching kits were helpful and the activities helped relieve some pressure of parenting.</p>	<p>more workshops be held for parents to communicate with one another in the future.</p> <p>Similar programme will continue in the next year and we will partner with more schools and hope that the programme will benefit more parties.</p> <p>We plan to loan out more teaching materials and include a variety of teaching materials that cater for different students' needs.</p> <p>The workshop on mindfulness was cancelled due to the outbreak of COVID-19. It is recommended that the workshop be held next year.</p>
2.3	Providing a diverse learning experience for students		
2.3.1	<p>Providing a variety of learning experiences at different levels:</p> <p>KS1 - Self-care skills, sex education, emergency care, Mathematics drawing workshop, General Studies research, table top games</p> <p>KS2 - English cooking, sex education, emergency care, Mathematics drawing workshop, General Studies research, and social service workshop</p> <p>KS3 – KS4 - Innovative</p>	<p>Lower primary students focused on learning self-care skills, communication skills, active listening skills and subject-related activities. Different professionals contributed in the lessons including speech therapist, occupational therapist, physiotherapist, educational psychologist, social worker, nurse and other teachers and teaching assistants. 70% of the students were able to master the skills learned.</p> <p>Upper primary students' learning activities were mostly subject-related, with a focus on learning through experience, understanding Mathematics concepts and logical thinking skills. Students also learned more about the needs of others and serving the community and showed more empathy towards other people. Teachers responded that 80% of the students were engaged in the lesson and able to transfer their experience</p>	<p>The activities enabled students to attain all-round development and should continue.</p> <p>Some activities were cancelled due to the outbreak of COVID-19 and it is recommended that the activities be held next year.</p> <p>Some activities were scattered across different dates and lacked continuity. It is suggested that these activities be arranged in continuous lessons to allow for more time to learn and practise.</p>

	<p>technology, career and life planning, career guidance, career counselling, sex education, environment and science research</p> <p>High flyers - Goalball, gardening, inquiry learning, sex education, western food and catering, tabletop games, life experiences, physical training</p>	<p>to academic learning (e.g. English Chef).</p> <p>Secondary students focused on training thinking skills, problem solving skills and social and communication skills. Improvement in Mathematics problem solving skills and logical thinking skills was seen in most students. Students enjoyed the competitions and games and observed one another during the process, which helped enhance various generic skills.</p> <p>High Flyers mainly learned through experiential activities that encourage students to practise self-protection, cooperate and communicate with others. 95% of the students were actively engaged in the learning tasks and were able to apply the skills learned.</p>	
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6. Financial Report

THE IMC OF EBENEZER SCHOOL

EXPANDED OPERATING EXPENSES BLOCK GRANT ("EOEBG") FINANCIAL STATEMENTS FOR THE ACCOUNTING YEAR ENDED 31 MARCH 2020

	\$
Income	
Grants received - School Specific (per Schedule)	3,843,704.25
- Non-School Specific (Baseline Reference)	<u>1,243,893.77</u>
Total grants received	<u>5,087,598.02</u>
Other income	471,497.41
TOTAL INCOME	<u>5,559,095.43</u>
EXPENDITURE	
- School specific (per Schedule)	(3,286,776.74)
- Non-School Specific	<u>(1,460,816.16)</u>
TOTAL EXPENDITURE	<u>(4,747,592.90)</u>
Surplus/(Deficit) for the year	811,502.53
Surplus brought forward from previous period/year	2,824,414.53
The surplus of EOEBG transferred to top-up (Note 3)	
- non-recurrent expenses for projects approved/funded by EDB	-
- no more than 50% of recurrent expenses arising from government-funded projects	-
- no more than 25% of recurrent expenses arising from furniture and equipment and other	-
Surplus carried forward to next year *	<u><u>3,635,917.06</u></u>

* Surplus is inclusive of the subvention in advance for April and May	\$ 839,386.10
Provision for Long Service Payment (LSP) for staff	\$ 160,000.00
Surplus after deduction of subvention in advance and provision for LSP	\$ 2,636,530.96

THE IMC OF EBENEZER SCHOOL

**EXPANDED OPERATING EXPENSES BLOCK GRANT ("EOEBG")
STATEMENT OF INCOME AND EXPENDITURE OF GRANTS
FOR THE ACCOUNTING YEAR ENDED 31 MARCH 2020**

	Income		Expenditure	Surplus / (Deficit)
	Grant Received	Others (Please specify) *		
	\$	\$	\$	\$
School Specific Grants				
- Administration Grant / Revised Administration Grant (Note 1)	1,706,940.00	-	(1,629,657.63)	77,282.37
- Air-conditioning Grant	490,810.00	833.00	-	491,643.00
- Boarding Grant and Top-up Boarding Grant	761,354.00	196,328.00	(1,042,206.84)	(84,524.84)
- Capacity Enhancement Grant	368,388.25	-	(240,458.00)	127,930.25
- Composite Information Technology Grant	339,826.25	-	(341,806.74)	(1,980.49)
- Resource Material Grant for Visually Impaired Students	113,159.25	-	(28,007.83)	85,151.42
- Travelling Grant for Resource Teachers	25,726.50	-	(4,639.70)	21,086.80
- Special Grant on Typhoon Disturbance	37,500.00	-	-	37,500.00
Total	3,843,704.25	197,161.00	(3,286,776.74)	754,088.51
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THE IMC OF EBENEZER SCHOOL

CAPITAL RESERVE FUND (1)
GENERAL FUNDS ACCOUNT : INCOME AND EXPENDITURE ACCOUNT
FOR THE ACCOUNTING YEAR ENDED 31 MARCH 2020

	\$	\$
INCOME		
Donations		
The Community Chest Of Hong Kong	353,403.00	
Others	1,880.00	
Others		
60% share of fee received from use of school's spaces	74,500.80	
Subsides for programme expenses from other funding	9,000.00	
Miscellaneous income	12,534.47	
TOTAL INCOME		451,318.27
EXPENDITURE		
Other Expenditure		
Deficit on Specific Purpose Account for Air-Conditioning	-	
Repairs and maintenance	(17,600.00)	
Staff salaries and Provident fund contributions	(266,436.01)	
Staff welfare and development	(12,060.78)	
Insurance	(58,997.45)	
Other programme expenses	(14,698.60)	
Sundry expenses	(1,580.00)	
TOTAL EXPENDITURE		(371,372.84)
SURPLUS / (DEFICIT) FOR THE YEAR		79,945.43
SURPLUS / (DEFICIT) BROUGHT FORWARD FROM PREVIOUS PERIOD / YEAR		16,697.73
ACCUMULATED SURPLUS / (DEFICIT)		96,643.16
ACCUMULATED SURPLUS / (DEFICIT) CARRIED FORWARD TO NEXT YEAR		96,643.16

7. Retrospect and Prospect

2019-2020 was the second year we implemented the 2018-21 School Development Plan. Our major concerns are 'revising school curricula for the development of new senior secondary curriculum and improving teaching effectiveness and 'expanding the school's network for more diverse learning experiences; unleashing students' potential through career and life planning and defining personal values'. The plan was affected by the social movement and the outbreak of COVID-19 but all the work tasks are still in steady progress.

Our school's first cohort of the New Senior Secondary (NSS) studies commenced. All the subject teachers prioritized students' learning needs and experience when designing the curriculum and teaching activities.

We seek to improve the Individualized Education Programme (IEP) for students. IEP managers set short and long-term goals with students. All the teachers are informed on students' progress and recommendations through the reports shared online. Next year we will arrange internship and other work experience for senior secondary students so students can learn by doing.

To expand the school's network for more diverse learning experiences, Ebenezer has maintained a quality support network and partnership founded on mutual trust. The community and different parties that we have worked with have become quite familiar with the needs of visually impaired students and are able to make use of various teaching aids and design learning activities that suit our students.

2020-2021 will be the last year of the implementation of the 2018-21 School Development Plan. In addition to the mainstream curriculum, we also have adapted curriculum, the rehabilitation curriculum and the school-based curriculum. With the new addition of the NSS curriculum, we believe it is time to call for a comprehensive review of the different curricula. The outbreak of COVID-19 also fostered a new mode of learning by incorporating I.T. and A.T in education. It is hoped that e-learning can be integrated in all areas of teaching and learning to enhance learning effectiveness.

We are working to collaborate with professionals to enhance our students' learning, including building a tactile visual vocabulary system, a resource bank of information on descriptive narration and the application of design thinking, encouraging both teachers and students to work towards a unified vision to improve education for the visually impaired.

Ebenezer will continue to promote Ebenezer Music Academy so that our students and alumni can excel themselves in their musical talent and contribute to the community in the form of music.