



Ebenezer School

2023/2024

Annual Report



(1) Our School

1. 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 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. 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.

3. School Motto

Ever Strive to be Strong

4. 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 11 approved classes, from Primary one to Secondary six. We are practically operating 15 classes (12 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 two-thirds of our students are boarders.

5. School-based Curriculum for the Visually Impaired

- i. In line with our school mission and teaching objectives, we aim to facilitate the development of students' moral, intellectual, physical social, aesthetic, spiritual, and emotional capability.
- ii. Student-oriented teaching, Cross Level Subject Setting and the Individual Education Plan ensure happy and effective learning as well as the development of multiple intelligences with accordance to the fundamental education curriculum guide provided by EDB.
- iii. Provide the students with rehabilitation training course for acquisition of skills necessary in overcoming learning obstacles due to their limitations.
- iv. Integrate sensory-motor and orientation and mobility training into daily life, for a better understanding on the relationship and use of body and space, so as to strengthen their capability to protect and take care of themselves.
- v. Enhance cognitive development through making observations, discerning, categorizing, reasoning etc. by exploring in various activities and experiences incorporated.
- vi. In language context students are guided to master social and communication skills. Through activity reports, experience sharing, reading aloud, storytelling, singing, parent-child reading, interviewing, paying visits, etc., students are helped to present their thoughts and feelings. Besides, activities such as role play, musical, radio drama, play, receiving guests, can also strengthen their exploration and use of language.
- vii. Through independent living skills and social skills training, students are to make good use of their leisure time to have their potential and independence well developed, for integration into society.

6. Curriculum Policy

The school adheres to student-centered teaching and learning, the school-based curriculum is designed, customized and adapted in accordance with the Education Bureau's Basic Education Curriculum Guidelines, and is based on the development of the needs, abilities and interests of our visually impaired students. In order to cater for the diversity of learning, the school organises and formulates individual learning plans according to the needs and abilities of students, and sets up special courses to help students learn happily and effectively, and to explore their multiple intelligences.

A comprehensive and systematic rehabilitation program is in place to equip visually impaired students with effective skills to overcome their visual impairment during their golden years of rehabilitation. Orientation and Mobility Training, Low Vision Training, Physiotherapy Training, Occupational Therapy Training, Physiotherapy Training, Perceptual-Muscular Training, Braille Training, etc. are tailor-made according to the needs of individual students after individual assessment so as to provide them with the most suitable training.

In addition, the school continues to develop collaborative lesson planning among teachers, and actively promotes the culture of lesson observation, allowing teachers to conduct peer lesson observation and to learn from each other, in order to promote and provide feedback on learning and teaching.

7. School and Teacher Information

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:	53 hrs	60 hrs
Principal's hours of CPD activities:	50 hrs	15 hrs

Teacher's Qualification (No. of teachers=56)

1. Academic qualification

Master & above	Bachelor	Cert./ Dipl.	Others
41.07%	57.14%	1.79%	0%

2. Professional qualification

Received Teacher Training	86%
Received School-based VI Training	100%
Received General SEN Training (VI or others) recognised for promotion purposes (held by EDB-commissioned university)	85%

3. Specialised teachers for core subjects

Chinese	100%
English	100%
Mathematics	100%

4. Teacher's teaching experience

0-2 years	3-5 years	6-10 years	Over 10 years
21% (12)	9% (5)	16% (9)	54% (30)

5. Language ability – certified

English	Putonghua
100%	100%

6. Percentage of class time in the 8 Key Learning Areas & Cross-curricular Studies

Percentage of class time in the 8 Key Learning Areas & Cross-curricular Studies										
	P.1&2	P.3	P.4	P.5	P.6	S.1	S.2	S.3	S.4	S.5
Chinese Language Education	30%	23%	20%	20%	20%	21%	21%	21%	17%	17%
English Language Education	16%	18%	18%	18%	18%	19%	19%	19%	17%	19%
Mathematics Education	16%	16%	18%	18%	18%	17%	17%	17%	17%	17%
Personal, Social, and Humanities Education	11%	11%	11%	11%	11%	10%	10%	10%	21%	25%
Science Education	0%	0%	0%	0%	0%	6%	6%	6%	0%	0%
Technology Education	0%	5%	5%	5%	5%	6%	6%	6%	13%	4%
Arts Education	9%	9%	9%	9%	9%	8%	8%	8%	4%	4%
Physical Education	5%	5%	5%	5%	5%	4%	4%	4%	4%	4%
Cross-curricular Studies	14%	14%	14%	14%	14%	8%	8%	8%	8%	10%
Total percentage	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

7. Students' reading habit

School-wide Student Reading Statistics for This Year

Level	Total Books Read	Average Per Person	Total Reading Sharing Sessions	Average Per Person
Secondary	132	9.4	67	4.8
Upper-Primary	385	29.6	289	22.2
Lower-Primary	392	56	222	31.7
Group A, B, C	747	37.4	607	30.4

* Reading sharing includes classroom and parent-child reading reports, oral reports, etc

8. Students' attendance rate (whole year)

Primary Section	90%
Secondary Section	92%

(2) Achievements and Reflection on Major Concerns; Feedback and Follow-up

Major Concern 1:

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

1.1 Developing and optimising school-based curriculum to enhance students' self-learning ability.

Achievements

1.1.1 In terms of curriculum enhancement, the planning of Citizenship, Economics and Society has commenced this year, and the arrangement of grouping and selection of textbooks have been completed. Citizenship, Economics and Society will be offered in S1-S3 and Group B in the coming year. In addition, Artificial Intelligence has been added to the curriculum of Information Technology from S1 to S3, in which students learn the basics, ethics and applications of Artificial Intelligence. In Mathematics, a Mathematic Shapes Drawing Workshop has been introduced, in which students learn the skills of drawing and forming shapes. General Studies also continued to introduce the teaching element of scenario analysis questions to help students develop positive values and attitudes through discussing and analysing life events.

In addition, a total of five NCS students have been arranged to learn Chinese language in this school year. Among them, an S5 NCS student who studied the IGCSE Chinese Language programme participated in the IGCSE Chinese Language International Public Examination and obtained Level 3 in the examination, and the student has completed the Applied Chinese Language programme and obtained the relevant qualification. As for the Japanese Language Proficiency Test (JLPT), two S4 students were specially engaged to have their Japanese language taught by professional tutors outside classroom hours throughout the year, so as to prepare them for the N4 level of the JLPT in December and to enhance their foreign language proficiency.

1.1.2 In this school year, the IT Development Unit has acquired new equipment and software, including laptops, iPads, AI speech-to-text translation software, 5G WI-FI live broadcasting equipment, Braille printers, and electronic smart whiteboards, and so on. The introduction of new equipment aimed to enhance teachers' effectiveness in teaching and at the same time develop students' ability to use information technology.

In addition, we have set up a number of online learning platforms for subjects such as Chinese, English, Mathematics and Library to enable students to better consolidate what they have learnt. The establishment of these platforms provides an interactive and enriching learning environment for students, which helps them to achieve better learning outcomes in different areas.

1.1.3 With the grant from the Quality Education Fund, the establishment of the STEAM Room has been completed in this school year. STEAM activities of all subjects have been arranged in the STEAM Room, and students' works and awards have been displayed in the STEAM Room. In addition, all subjects have incorporated STEAM elements into their teaching plans

this school year. For example, General Studies has regular inquiry activities, Creative Technology Hall has been arranged in the Multiple Intelligence Programme to teach students about programming with blocks, and the Information Technology Section has applied for the ‘Knowing More About IT’ scheme and employed tutors to teach primary school students programming and building blocks, which helped to enhance students' interest in STEAM. In addition to the implementation of STEAM teaching, the panel also organised the STEAM Gospel Camp and STEAM+English Play Day this school year to enhance students' interest in STEAM, and to enable students to learn different kinds of science and mathematics knowledge. In this school year, we arranged some primary and secondary school students to participate in the drone football activities and competed with other secondary school students, so as to increase students' experience in STEAM competitions.

1.1.4 The number of reading books in the whole school increased by 12.8%, the total number of Chinese reading was similar to that of last year, while the number of English reading increased by 45%. The number of reading books increased in Secondary, Upper Primary and Groups A,B,C . Lunchtime story sharing was held on Wednesdays throughout the year, with enthusiastic participation from Primary 1 to Primary 5 and Groups A and B. The programme was able to broaden students' reading horizons and enhance their interest in reading. In this school year, the English Corner has been opened after school hours for students to read. Students were excited and enjoyed reading in the English Corner. In this school year, three thematic book fairs were organised by the Multiple Intelligence Programmes for different levels of students to introduce books with positive values and authors to students. Students shared positive educational books with the whole school during the weekly assemblies to broaden students' reading breadth and depth.

Reflection

1.1.1 Some students with lower ability are not suitable for taking the HKDSE examination. It is recommended that students take IGCSE English or Mathematics to help them obtain the relevant qualifications. However, it is necessary to take into account the manpower and classroom scheduling of the school before the relevant arrangement can be implemented. In addition, two S4 students have been taking Japanese language courses, which were arranged after school and resulted in a weaker learning spirit. In the coming year, some of the Multiple Intelligence lessons can be used for those courses during school hours, so as to enhance their learning motivation. In addition, the planning of the NCS Chinese Language curriculum has been updated in this school year to include daily expressions and vocabulary commonly used in daily life, so that the NCS students are engaged in their learning and their Chinese language proficiency has been improved.

1.1.2 The use of new electronic devices and online learning platforms has brought many positive impacts on teachers' teaching and students' learning environments. Through these devices, teachers were able to design more flexible and interactive lessons to stimulate students' interest in learning. At the same time, students had the opportunity to deepen their learning and explore independently through the online platforms of different subjects, thereby consolidating what they have learnt.

1.1.3 In this school year, some students participated in the Inter-school Drone Competition, and they were engaged and happy. Students enjoyed participating in the competition and

interacting with students from different schools. In the coming year, more inter-school STEAM activities and competitions can be arranged for students to understand their abilities and those of other students.

1.1.4 In the self-assessment results, parents and teachers reflected that students' reading was not satisfactory, and they thought that students' motivation in reading could be improved. In the coming year, the reading strategy needs to be deepened and improved by introducing more e-books to encourage students to read. The Library Section can also provide more incentives to attract students to read and increase their extra-curricular knowledge.

The number of books read by junior primary students has dropped because they do not have the habit of keeping records. However, from the observation of the morning reading and lunchtime story-sharing time, it can be seen that junior primary students have a strong interest in reading.

Feedback and Follow-up

1.1.1 In the coming year, national security and national education will be strengthened through the organisation of activities related to national security and national education. These initiatives aim to strengthen students' sense of national identity. Furthermore, in curriculum optimisation, adjustments will be made in line with the Education Bureau's policies, such as changing the subject of General Studies to Humanities and Science, and introducing the elective Health Management and Social Care to senior secondary schools so as to cope with the policy shifts and the student interests, providing students with a better-quality curriculum.

In addition, the Chinese Language Programme for NCS students enabled students to learn basic Chinese language knowledge and enhance their reading, listening and communication skills. Resources allocation and grouping arrangements will be reviewed next year to enhance resource efficiency.

1.1.2 Adjustments and improvements will be made to the equipment and learning platforms based on student needs to ensure that information technology is maximized for teaching benefits. Continuous teacher training will also be provided to enable them to fully utilize new technological tools in designing inspiring and interactive courses.

1.1.3 The STEAM Programme of the Quality Education Fund will continue to organise different STEAM activities in the coming year, and will also continue to upgrade the equipment in the STEAM Room to enhance students' competence in Mathematics and other subjects. The 'Knowing More About IT' scheme will continue to be implemented in the next academic year and more STEAM programmes will be arranged for primary school students. In addition, more inter-school STEAM activities and competitions can be arranged for students to understand their abilities and improve their weaknesses.

1.1.4 In the coming year, the library will make use of the lunch reading time to share books on mathematics and science subjects to align with the school's promotion of STEAM development. Encouraging more students to recommend different books or share stories during assemblies and morning broadcasts will help spread a culture of reading throughout the school.

1.2 Strengthening professional support to students and catering for learner diversity.

Achievements

1.2.1 To enable students to perform more effectively in the management of personal belongings, the occupational therapist organised different workshops and activities for students of different key stages in this school year. These aimed to teach them the management concept of '5S Method' and put the concepts into practice in their daily lives. The workshops and activities included:

- Primary group: Basic techniques for organizing school bags (1 session)
- Adaptation groups: Executive functioning Activities (3 sessions)

During these sessions, occupational therapists taught relevant tidying techniques and mnemonics, and conducted practical exercises to give students a basic understanding of organising school bags and belongings. Trained students were able to articulate the principles of the '5S Method' at a knowledge level. 80% of trained students achieved a 'Neatness of Belongings' category in the occupational therapists' thrice-yearly spot checks. Moreover, during individual training, therapists further guided students on applying learned skills in daily routines, resulting in over half of the students being able to practice these relevant skills.

Additionally, occupational therapists held a parent-teacher workshop to explain the concept of 'executive function'. After the workshop, participating parents had a preliminary understanding of the relevant knowledge. Parents were encouraged to provide more opportunities for students to complete tasks on their own in their daily lives so that their children could put their knowledge into practice.

This academic year, occupational therapists invited students to assist in creating two instructional videos, "Basic Techniques for Organising School Bags" and "EASY Organising." Unfortunately, the videos could not be uploaded onto the information platform in time for the school year.

Reflection

The occupational therapists' implementation of activities related to organizing belongings has shown promising results due to the following reasons:

- Mnemonics help students remember key organisation techniques;
- Continued application of mnemonics during individual follow-ups;
- The taught content serves as a framework, allowing for adjustments based on students' abilities;
- Building upon last year's content to further establish a foundation for organisation.
- Teaching only about two key points each year to facilitate easier learning for students.

It is recommended to continue teaching organisation skills in the same manner next year, especially providing more time for primary school students to practice.

Feedback and Follow-up

1.2.1 To sustain the effectiveness of the training, it is necessary to enhance understanding of the follow-up situations regarding students' organisation skills among different teaching staff and parents. This will allow the training to continue beyond Multiple Intelligence classes and individual sessions.

1.3 Providing students with different Other Learning Experiences (OLE) to unleash their potential and develop diverse talents

Achievements

1.3.1 This academic year, various learning activities were organized at different levels based on the Multiple Intelligence curriculum framework, catering to students with different abilities and interests. There are eight activities at the junior primary level, which mainly focused on the development of language, interpersonal intelligence and musical intelligence; nine activities at the senior primary level, which mainly focused on the development of logic-mathematics, spatial vision, musical intelligence and interpersonal intelligence; and six activities at the junior secondary level, which mainly focused on the development of logic-mathematics, introspection and language; There were six activities for senior secondary students, mainly developing language, logical mathematics, physical awareness and introspection; and there were nine activities for the adapted group, mainly developing students' language, music, physical awareness, introspection and nature observation. The school-based questionnaire showed that 97% of the teachers and students agreed that the school made good use of the Multiple Intelligence lessons and actively provided different opportunities for students to show their potentials and enhance their self-confidence.

1.3.2 Various opportunities for "other learning experiences" were provided, including inclusive classes, moral and civic education, sports development, arts development, social services, and work-related experiences to achieve holistic student development. During the morning assembly, students delivered speeches and presentations, which included the Student Leadership Training Programme and presentation by selected student representatives, the Monday Star Making Show, the Fearless Dragon Charity Run Award Presentation and sharing by students, the 5,000 Years of History Presentation, the Chengdu Project and the Student Leadership Presentation, etc. These speeches and presentations not only enriched the content of the morning assemblies, but also cultivated students' public speaking skills.

The student leaders organised and participated in leadership training camps, where students actively utilised their skills to help organize numerous school and community activities such as an inclusive day with sister schools and a leadership training day at local kindergartens. Students demonstrated organisational and coordination abilities, contributing to the smooth execution of these events.

The career guidance panel also organised various community experiential activities, including internships at Christian Ministry to Visually Impaired Persons, charity sales, and community experiences, enriching students' life experiences. Additionally, the procurement of various office equipment like packaging machines and laminators allowed students to undergo practical training under teacher guidance. This not only enhanced students' practical skills but also prepared them for future educational and career pursuits.

Each subject panel also organised or participated in public competitions to enhance the competitive atmosphere, such as English and Math Fun Day, Sports Day and Swimming Gala, Rubik's Cube Guinness World Record challenge, English/ Putonghua Speech Festival, and General Studies/OM quiz competitions.

By using the 'One Life, One Art' record sheet to document students' activity hours and categories, a school-based student talent pool was established to discover students' strengths and showcase their individual talents.

Reflection

1.3.1 The Multiple Intelligence lessons were well utilised by all subjects in arranging 6-8 activities for students at different levels throughout the year. Teachers and students are satisfied with the number and diversity of the Multiple Intelligence activities. During these activities, students learned to play the kazoo, which helped enhance their vocal abilities. Students also performed during morning assemblies to boost their confidence and improve their vocal skills. Teachers pointed out that the school could fully understand students with 'auditory sensitivity and strong musical sense' and continue to expand music education to provide students with opportunities to 'step on the stage' in various ways, thereby boosting their self-confidence. In terms of activities, we can still consider matching the theme of the school, adding elements of national security education, and arranging foreign teachers to design activities so as to increase interaction opportunities with students. Students also express a desire for more art-related activities.

1.3.2 Inclusive activities are mainly held at Ebenezer, with activities organized by students from mainstream schools for our students. Next year, arrangements can be made for Ebenezer students to visit mainstream schools to experience their classrooms and facilities. Additionally, Ebenezer students can be involved in organising some activities to increase their sense of involvement and enthusiasm. In the upcoming year, more schools can be coordinated to offer inclusive classes to secondary school students, allowing them to experience mainstream school classrooms and expand their social circles.

Feedback and Follow-up

1. It is recommended that activities related to reading be organised in the Multiple Intelligence lessons or Other Learning Experiences (OLE) activities to enhance students' interest in reading actively.

2. To prepare students for daily learning, personal growth and development, it is advisable to provide students with physical fitness enhancement or other activities to achieve a healthy lifestyle, so that students not only can relax and improve their mental health, but also be physically and mentally fit to cope with daily learning.

3. It is suggested to arrange outdoor activities to allow students to step out of the classroom and have different experiences.

4. Collaborating with partners and utilising local resources and interdepartmental assistance for activities is recommended to experience a variety of activities and progress with the times.

5. In the coming year, the Career Counselling Panel will continue to follow up with the Adapted Curriculum students to prepare for further studies or jobs, arrange vocational assessments for S5 and S6 students, and provide pre-assessment training to prepare students for further studies or careers.

1.4 Developing and implementing Positive Education to create a joyful campus

Achievements

1.4.1 About 20 books on positive education were added to the library. Students conducted book-sharing sessions on positive education during morning assemblies to cultivate proper values and attitudes. This academic year, a positive and national security book stall was set up during Parents' Day in the second semester, providing parents with an opportunity to browse and read resources related to positive education and national security. This further promoted communication and cooperation between the school and parents.

1.4.2 Each subject panel actively supported the Student Award Scheme by organising activities and providing appropriate rewards to recognise students' positive behaviors, creating a positive, supportive, and encouraging learning environment. The Life Orientation Panel of the Adapted Curriculum has developed curriculum content with a focus on positive education. This helps students cultivate positive thinking, emotional management, and problem-solving skills. Additionally, we have introduced a weekly gratitude journal to encourage students to write about something they are thankful for each week, promoting their positive thinking and emotional management.

1.4.3 Parent-child barbecues and parent-child floral workshops were organised by the Parent and Staff Association (PSA) to practise positive education and to provide a platform for learning and exchanging ideas, so that teachers, parents and students can participate together.

Reflection

1.4.1 The promotion of positive education and fostering school-parent cooperation has played a proactive role. In the book-sharing activities, group discussions were conducted to guide students to engage in deeper discussions and exchanges, enabling them to better understand and apply the concepts of positive education.

1.4.2 Positive education should not be limited to activities and curriculum but should be integrated into the entire school culture and teaching environment. Teachers can continuously foster students' positive thinking and behavior by providing positive feedback in class, inspiring students' confidence, and autonomy. While the Student Award Scheme is popular among students, there is a need to optimise the reward system to ensure that students meet certain requirements to receive rewards.

1.4.3 These activities provide excellent interaction opportunities between families and schools, but we can further improve and enrich these activities to enhance effectiveness and parental involvement. Establishing feedback and evaluation mechanisms to understand the responses and opinions of families towards the activities would be beneficial. Feedback can be collected through surveys, group discussions, or regular feedback meetings, allowing continuous improvement and optimization of the content and format of the activities based on the feedback received.

Feedback and Follow-up
<p>1.4.1 It is necessary to strengthen the reading culture and regularly update the book collection on positive education, inviting students to share during morning assemblies to enhance the creation of a joyful campus.</p> <p>1.4.2 Defining clear reward criteria ensures that students understand the designated tasks that need to be completed or significant improvements in academics and behavior required to receive rewards. This helps to increase students' awareness of goals and their level of effort.</p> <p>1.4.3 In the realm of positive education, besides organising parent-child activities to cultivate positive interactions between students and parents, there is a future need to enhance parental education to increase parents' understanding of visually impaired students' learning. This will facilitate collaboration between home and school to provide more suitable support and education. For example, organizing Braille training classes, assistive device training classes, orientation and mobility training courses, and more.</p>

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

2.1 Promoting the newly revised definition of moderate to severe visual impairment as defined by the government, to different professional groups

Achievements
<p>This year, through teacher training courses organised by the Education Bureau and teacher meetings with collaborative schools, the government's newly revised definition of visual impairment has been promoted to various professional groups.</p> <p>By sharing with different professional organisations or industry experts, not only can the latest information be disseminated to the community, but feedback from surveys or verbal feedback from each activity can also provide insights into participants' understanding of the revisions.</p>
Reflection
<p>From the feedback received from participants in the mentioned courses and meetings, Ebenezer School has come to understand the importance of public education on visual impairment. Through ongoing communication with various groups, we can help more members of the public understand the needs of visually impaired individuals, ultimately enhancing societal acceptance of visually impaired individuals.</p>
Feedback and Follow-up
<p>As the new revised definition of visual impairment is gradually understood by different professional groups, it is proposed that the public should be further briefed on other aspects of the needs of visually impaired students in the future so that the public can have a more comprehensive understanding of them.</p>

2.2 Strengthening the connection with integrated schools' SENCO, in accordance with the policy of the EDB

Achievements
<p>The role and work of SENCOs in supporting visually impaired students were explained to teachers through teacher training programmes organised by the Education Bureau (EDB) and meetings with teachers of newcomers to the collaborating schools to optimise the quality of service.</p> <p>In the Teacher Training Programme on Education for the Visually Impaired jointly organised by the EdUHK and the Hong Kong Society for the Blind, teachers of secondary, primary and special schools were briefed on the role and work of the SENCOs in supporting visually impaired students and how to facilitate the smooth integration of visually impaired students into the mainstream schools. In addition, meetings were held with the SEN coordinators of the 14 schools newly joining the Resource Support Programme for Visually Impaired Students to explain the collaborative relationship and the role of their posts in facilitating the smooth integration of new students into the school life.</p>
Reflection
<p>By explaining the role of SENCOs in supporting visually impaired students to different stakeholders, it not only helped school teachers understand the importance of maintaining close communication with the coordinator but also allowed the coordinator to have a concrete understanding of the collaborative relationship with Ebenezer School and the support role for visually impaired students.</p>
Feedback and Follow-up
<p>It is recommended that the role and work of SENCOs in supporting visually impaired students should continue to be promoted to facilitate support for visually impaired students and enhance the effectiveness of integrated education.</p>

2.3 Aligning with school development, and enhancing student learning effectiveness through action research

Achievements
<p>2.3.1 A Teaching and Research Resource Bank was successfully set up this academic year to collect and categorise relevant papers in the fields of visual impairment and action research, both domestic and overseas, so as to provide some quality references for the colleagues who initiated the research.</p> <p>2.3.2 An action research entitled 'The Effectiveness of the "Mentorship Programme" in Enhancing Daily Living Skills of Students with Visual Impairment and Multiple Disabilities' was completed in this academic year. Through this action research, case tracking of students was conducted, and the contents of the programme were adjusted and optimised according to the specific needs of the students. As a result, it enhanced students' abilities in communication, social interaction, and community integration, boosting their confidence and nurturing a positive outlook on life. Interviews and questionnaires were conducted with various stakeholders, such as resource teachers, staff of collaborating schools and parents, to collect</p>

their views on this action research. The survey results showed that more than 85% of the respondents agreed with the effectiveness of the programme in enhancing the life skills of the case students.

Reflection

2.3.1 The establishment of the Resource Bank is a very worthwhile endeavour as it will help the organisation to move further towards ‘high-quality’ visually impaired education research. However, a considerable amount of manpower resources will continue to be required in order to maintain the professional quality of the Resource Bank.

2.3.2 To sum up the experience of this study, it is recommended that before the next study is conducted, the researcher should interview the relevant stakeholders directly to introduce the content and progress of the research programme in detail, so as to let the stakeholders have a full understanding of the specific content of the study and to obtain the written consent of the stakeholders, which can effectively minimise any misunderstanding or doubt of the stakeholders about the research programme, and thus the study can be carried out more smoothly.

Feedback and Follow-up

2.3.1 In order to move further towards ‘high-quality’ research in visually impaired education, there is a need for schools to continue to develop a research culture, which is recommended to be carried out in various areas such as training, annual programmes, recruitment and promotion, etc., so as to create a research culture.

2.3.2 It is recommended that the ‘Mentorship Programme’ be sustained by working with collaborating schools to match suitable students with ‘mentors’. Mentors should be able to tailor-make programmes to meet the needs of students to enhance their abilities and serve as role models to inspire positive development and reduce negative emotions.

(3) Student Performance

- The school upholds a simple and pure school ethos, where students are dedicated to their studies, classrooms are well-behaved, and teachers engage effectively with students. Students show respect for their teachers, foster friendships with their peers, exhibit good behavior, and many actively participate in both academics and extracurricular activities.
- The relationship between teachers and students is harmonious, supported by various reward schemes that create a pleasant learning environment on campus. Teachers appropriately acknowledge and motivate students, reinforcing positive behaviour and boosting their confidence.
- The school offers comprehensive support for students' learning needs, including physical therapy, occupational therapy, and speech therapy. Rehabilitation curriculum includes activities like walking exercises, Orientation and mobility (O&M) training, vision training, braille training, and sensory training. Additionally, there are enrichment programmes for students who may need additional support, advanced programmes for gifted students, and after-school support, remedial classes, and volunteer tutoring for students with slightly lower learning abilities. Students actively engage with these arrangements and receive suitable support from them.
- The school has developed a school-based student support service, establishing a policy for supplementary training with a clear counselling and educational framework and guidance. Both preventative and therapeutic counselling services are well-equipped to effectively assist students in improving their growth and interpersonal skills, as well as in cultivating positive and proactive life values and attitudes.
- The school provides teachers and staff with procedures for handling student issues, enabling them to assist students in improving diverse emotional and behavioural problems more effectively and consistently. Students are receptive to counselling and exhibit corrected behaviour.
- The school offers ample support for student development, with collaboration among the guidance and counselling team, social workers, educational psychologists, and residential staff to support students and families facing challenges from various perspectives, including prevention, enhancement, and remediation. This ensures that students receive appropriate support and guidance to aid in their personal goal development.
- Individual and group teaching at the school allow teachers to identify individual differences and growth needs in students. The adaptation form is established for the entire school to cater to individual differences, fostering a more positive and confident learning attitude in students.
- The school creates Individualised Education Plans (IEPs) for students, with case coordinators/class teachers responsible for coordinating with different teaching staff and parents to establish short, medium, and long-term goals based on students' strengths and weaknesses, enabling students to have a clearer understanding of their personal academic/career development path. Students actively participate in these plans, showing dedication.
- Students actively participate in student leadership programmes, Scouts, Prefect, and library helpers, showcasing leadership skills and demonstrating the responsibilities expected of good citizens through these activities.
- Students have won numerous internal and external competitions in speech, music, swimming, track and field, marathon, STEAM creative activities, and drawing. Some of our students have even travelled overseas to participate in international competitions.

- For more information on student performance and achievements, please visit the school website at <https://www.ebenezer-es.edu.hk/tc>.

(4) Financial Report

THE IMC OF EBENEZER SCHOOL

EXPANDED OPERATING EXPENSES BLOCK GRANT ("EOEBG") FINANCIAL STATEMENTS FOR THE ACCOUNTING YEAR ENDED 31 MARCH 2024

	\$
Income	
Grants received - School Specific (per Schedule)	4,397,771.75
- Non-School Specific (Baseline Reference)	1,452,309.83
Total grants received	<u>5,850,081.58</u>
Other income	796,192.46
TOTAL INCOME	<u>6,646,274.04</u>
EXPENDITURE	
- School specific (per Schedule)	(5,258,469.84)
- Non-School Specific	(1,584,611.53)
TOTAL EXPENDITURE	<u>(6,843,081.37)</u>
Surplus/(Deficit) for the year	(196,807.33)
Surplus brought forward from previous period/year	5,263,068.13
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>5,066,260.80</u>

* Surplus is inclusive of the subvention in advance for April and May	1,026,837.54
Provision for Long Service Payment (LSP) for staff	100,000.00
Surplus after deduction of subvention in advance and provision for LSP	3,939,423.26

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 2024

	Income		Expenditure	Surplus / (Deficit)
	Grant Received	Others (Please specify) *		
	\$	\$	\$	\$
<u>School Specific Grants</u>				
- Activities Grant for Maladjusted Children	-	-	-	-
- Administration Grant / Revised Administration Grant <i>(Note 1)</i>	2,161,836.00	-	(2,432,008.59)	(270,172.59)
- Air-conditioning Grant	562,743.50	2,171.50	(535,871.46)	29,043.54
- Boarding Grant and Top-up Boarding Grant	643,453.00	172,988.00	(1,262,820.46)	(446,379.46)
- Capacity Enhancement Grant	481,389.25	-	(564,663.75)	(83,274.50)
- Composite Information Technology Grant	409,479.25	-	(393,171.45)	16,307.80
- Resource Material Grant for Visually Impaired Students	68,924.50	-	(23,449.03)	45,475.47
- Travelling Grant for Resource Teachers	17,595.50	-	(946.60)	16,648.90
- School-based Management Top-up Grant	52,350.75	-	(45,538.50)	6,812.25
Total	4,397,771.75	175,159.50	(5,258,469.84)	(685,538.59)

THE IMC OF EBENEZER SCHOOL
CAPITAL RESERVE FUND (1)
GENERAL FUNDS ACCOUNT : INCOME AND EXPENDITURE ACCOUNT
FOR THE ACCOUNTING YEAR ENDED 31 MARCH 2024

	\$	\$
INCOME		
Donations		
The Community Chest Of Hong Kong	353,403.00	
Others	570.90	
Others		
60% share of fee received from use of school's spaces	-	
- Vending Machine	-	
- Air-con fee from use of school premises	214,452.00	
Subsides for programme expenses from other funding	19,000.00	
- Bank interest	235.75	
- Miscellaneous	60,000.00	
TOTAL INCOME		647,661.65
EXPENDITURE		
Other Expenditure		
Repairs and maintenance	(6,500.00)	
Staff salaries and Provident fund contributions	(318,811.20)	
Insurance	(47,830.15)	
Other programme expenses	(12,315.80)	
Vehical up-keep expenses	(38,747.20)	
Sundry expenses	(550.00)	
TOTAL EXPENDITURE		(424,754.35)
SURPLUS / (DEFICIT) FOR THE YEAR		222,907.30
SURPLUS / (DEFICIT) BROUGHT FORWARD FROM PREVIOUS PERIOD / YEAR		78,306.39
ACCUMULATED SURPLUS / (DEFICIT)		301,213.69
ACCUMULATED SURPLUS / (DEFICIT) CARRIED FORWARD TO NEXT YEAR		301,213.69