Ebenezer School

2025/2026

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 14 classes (12 with mainstream curriculum and 2 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 per cent 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:	69 hrs	0 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
45.1%	54.9%	0%	0%

2. Professional qualification

Received Teacher Training	86.3%
Received School-based VI Training	100%
Received General SEN Training (VI or others) recognised for promotion purposes (held by EDB-commissioned university)	86.3%

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
9.8% (5)	19.6% (10)	7.8% (4)	62.8% (32)

5. Language ability – certified

English	Putonghua
100%	100%

6. Percentage of class time in the 8 Key Learning Areas & Interdisciplinary Studies

	Percentage of class time in the 8 Key Learning Areas & Interdisciplinary Studies											
	P.1	**P.2**	**P.3**	**P.4**	**P.5**	**P.6**	**S.1**	**S.2**	**S.3**	**S.4**	**S.5**	**S.6**
Chinese Language Education	30%	30%	23%	20%	20%	20%	21%	21%	21%	17%	17%	15%
English Language Education	16%	16%	18%	18%	18%	18%	19%	19%	19%	19%	17%	13%
Mathematics Education	16%	16%	16%	18%	18%	18%	17%	17%	17%	17%	17%	13%
Personal, Social, and Humanities Education	7%	11%	11%	7%	11%	11%	10%	10%	10%	19%	21%	27%
Science Education	5%	0%	0%	5%	0%	0%	6%	6%	6%	0%	0%	0%
Technology Education	0%	0%	5%	5%	5%	5%	6%	6%	6%	13%	13%	0%
Arts Education	9%	9%	9%	9%	9%	9%	8%	8%	8%	4%	4%	4%
Physical Education	5%	5%	5%	5%	5%	5%	4%	4%	4%	4%	4%	4%
Interdisciplinary Studies	12	13%	13%	13%	14%	14%	9%	9%	9%	7%	7%	24%
Total percentage	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

7. Students' reading habits

School-wide Student Reading Statistics for This Year

Level	Total Books Read	Average Per Person	Total Reading Sharing Sessions	Average Per Person
Secondary	231	16	42	2
Upper-Primary	461	32	376	22
Lower-Primary	321	23	244	17
Group B, C	410	29	388	19

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

8. Students' attendance rate (whole year)

Primary Section	89.19%
Secondary Section	91.22%

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

Major Concern 1: Promoting self-directed learning and strengthening STEAM education to enhance students' creativity and problem-solving abilities.

1. Strengthen cross-curricular STEAM education to enhance students' problem-solving skills and self-directed learning abilities.

Achievements

1.1 Launch the Primary Science subject, conducting regular experimental learning activities to enhance students' problem-solving skills.

- This year, primary school science was successfully introduced at Primary 1 and Primary 4 levels. Both levels conducted at least one inquiry-based experiment in each unit, with approximately five experimental activities conducted throughout the school year. Students showed clear improvement in their scientific thinking and problem-solving abilities. According to the student self-assessment data from the "Learning Through Inquiry Activity Book", approximately 80% of students reported that their interest and motivation in learning science had increased, and they looked forward to having more opportunities to take part in hands-on experiments in the coming year.

1.2 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.

- This year, activities including Mathematics FUN DAY, STEAM DAY and STEAM Gospel Camp were successfully held. STEAM Gospel Camp was held at Po Leung Kuk Jockey Club Tai Tong Holiday Camp for secondary students and Group C students. Activities included the All-round Challenge, STEAM workshops (making leaf vein bookmarks and mint anti-itch balm), indoor climbing and new activities. Students participated actively in the activities. During the leaf vein bookmark activity, students designed their own styles, demonstrating their artistic abilities. In other activities, students were also able to apply the STEAM knowledge they had learned and demonstrate their problem-solving abilities.
- This year, the Mathematics FUN DAY consisted of a "Whole-school Large-scale Mathematics Booth Game" and "Financial Education Activities". Students participated actively throughout the activities and took the initiative to take part in different tasks. During the financial education activities, students showed strong interest in simulated real-life financial situations, such as work, investment and donation. With limited resources in the game setting, students demonstrated good judgement and planning abilities. They were able to carefully consider their personal needs and long-term interests. In addition, the mathematics booth games effectively increased students'

interest in learning mathematics and helped them apply what they had learned in class flexibly in practical situations.

- This year's STEAM DAY was successfully held in May. With programming as its theme, the school invited Herder Education to provide various game booths, including "Voice-controlled Basketball", "Remote-controlled Sumo King", "Three, Two, One, Wooden Man" and "Sharpshooter Challenge", as well as workshops on making jumping frogs, wind-powered cars and spinning tops. Students fully engaged in the making and hands-on experiences. They not only learned the principles of programming, but also operated programmed machines themselves, demonstrating a high level of enthusiasm for exploration and learning. The activities effectively enhanced students' STEAM knowledge.

1.3 Establish a STEAM learning group and participate in various external STEAM activities and competitions to enhance students' creativity and problem-solving skills.

- This school year, the school established a STEAM Learning Group consisting of five students from Secondary 1 to Secondary 4. The group met regularly during lunch breaks every week to organize STEAM activities and discuss strategies for participating in STEAM competitions. The group participated actively and took part in various competitions and activities throughout the school year, including the "Now TV STEM Reward Scheme", " Sony Nature Photography and Science Popularization Workshop", "HKT education AI-generated Comic Design Grand Prize", "Greater Bay Area Junior Flight Simulation Competition", "The 8th Greater Bay Area Digital Education STEAM Excellence Award 2026", "Chemical Safety Social Media Post Competition" and "JA Tech for Impact Challenge2026". Group members achieved good results in various competitions. Their participation not only significantly enhanced their innovative thinking skills, but also deepened their enthusiasm for learning in the STEAM field.
- In addition, the STEAM Learning Group organized activities including "STEAM Item of the Day", "KMB STEM BUS Visit and Experience", STEAM DAY and STEAM Camp. Through designing activities and explaining different scientific principles to their fellow students, group members not only deepened their understanding of scientific knowledge, but also effectively developed their teamwork and activity coordination skills. All members agreed that the STEAM Learning Group increased their interest in learning about STEAM.

Reflection

1.1 Launch Primary Science and regularly conduct experimental learning activities to enhance students' problem-solving abilities:

- All levels were able to conduct at least one inquiry activity in each unit, and all students completed the inquiry activities in the activity book on time. With the introduction of Primary Science at Primary 2 and Primary 5 next year, cross-level experimental learning activities will be planned and implemented. Students from different levels will work together to further develop their teamwork and problem-solving abilities.

1.2 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.

- The financial education activity was well received by students. In the simulated situations with limited resources, students were able to fully demonstrate their critical thinking and long-term planning abilities. However, the activity schedule was rather tight. After some groups experienced "resource depletion", there was not enough time for teachers to guide them through an in-depth summary and reflection on their personal finances.

- This year's STEAM DAY mainly involved inviting an education company to the school to provide game booths with "programming" as the theme. Looking ahead to next year, the activity is planned to adopt "AI" as its theme in response to the latest development trends in artificial intelligence (AI) education. In addition, to support the school's development of English learning, cross-curricular collaboration will be strengthened next year, such as co-organizing an "English STEAM DAY" with the English subject. This will achieve the dual benefits of developing STEAM knowledge and improving English abilities, while further increasing students' interest and motivation in learning.
- The STEAM Gospel Camp was held in July this year, with activities mainly focusing on self-challenge tasks. Next year, more problem-solving elements are planned to be added. In line with artificial intelligence (AI) education, students will also be guided to make good use of AI tools to solve problems, allowing them to apply what they have learned in the games and reinforce their learning. In addition, considering the high temperatures in summer, the feasibility of holding the activity during the post-examination activity period in the first term will be explored. However, the specific arrangements will depend on the school activity calendar and the availability of camp venues.

1.3 Establish a STEAM learning group and participate in various external STEAM activities and competitions to enhance students' creativity and problem-solving skills.

- A STEAM Learning Group consisting of secondary students was established this school year. In view of the increasing emphasis on STEAM education at the primary level, primary students will be recruited to join the group next year. The group will provide a platform for students to participate in and organize STEAM activities, thereby establishing a STEAM Learning Group across the primary and secondary sections and promoting exchange and the sharing of experience between different levels.
- Students actively participated in various STEAM competitions this school year and achieved fruitful results. As next year marks the 130th anniversary of the school, students will also take part in various anniversary celebration activities. Therefore, when planning activities and competitions for the new school year, the balance between academic studies and extracurricular activities needs to be considered. The number of competitions will be adjusted to avoid placing excessive pressure on students.

Feedback and Follow-up

1.1 Launch Primary Science and regularly conduct experimental learning activities to enhance students' problem-solving abilities:

- Next year, at least one inquiry-based experiment will continue to be conducted in each unit to develop students' scientific thinking and provide more opportunities for students to conduct hands-on experiments. Primary Science will also be introduced at Primary 2 and Primary 5. The subject panel will need to provide more experimental learning activities on different topics and adjust them according to students' abilities to meet the requirements of the Primary Science curriculum.

1.2 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.

- Next year, STEAM DAY will be co-organized with the English subject panel. AI may be adopted as the theme to align with the Education Bureau's direction in promoting AI education. The English subject and STEAM group can identify suitable educational organizations to collaborate with in organizing STEAM DAY.
- Mathematics FUN DAY will continue to be held. There are plans to co-organize an activity day with the Chinese subject panel to promote knowledge of mathematics and Chinese culture. Students will learn mathematics while experiencing Chinese culture, thereby increasing their motivation to learn.
- Next year, more problem-solving activities may be added to the STEAM Gospel Camp to support AI education and allow students to apply classroom knowledge during the games. The STEAM Learning Group will also explore the feasibility of holding the camp during the post-examination activity period in the first term, allowing students to take part in the activities in a more comfortable environment.

1.3 Establish a STEAM learning group and participate in various external STEAM activities and competitions to enhance students' creativity and problem-solving skills.

- Next year, suitable primary students will be selected to join the STEAM Learning Group. This will allow primary students to take part in preparing STEAM activities for their fellow students and promote exchange between different school levels.
- The schedule for activities and competitions next year will be planned carefully to avoid overlapping with the organization's anniversary celebration activities and to avoid adding excessive academic pressure on students.

2 Promote interdisciplinary reading to enhance students' interest and ability in reading, while equipping them with self-directed learning skills.

Achievements

2.1 Subjects collaborate to implement cross-curricular reading programs, broadening students' knowledge, cultivating reading habits, and developing lifelong learning skills.

This year, all subjects made efforts to develop students' reading habits. The results are as follows:

- Chinese: The subject focused on exploring teaching strategies for reading lessons. These included the selection of interdisciplinary teaching materials, guidance on written and oral presentation skills for School-based Assessment (SBA), and innovation in the format of reading lessons, with the aim of broadening the depth and breadth of students' reading.
    - Lower primary: Simple stories were used as the main learning materials, combined with a variety of activities such as character recognition, reading aloud, character interviews, worksheets and peer assessment. Most students were engaged and enjoyed the learning activities, with good results. After lessons, interdisciplinary collaboration with Visual Arts was conducted to guide students to create picture books and review the story content. Students were engaged in the process and completed their creations seriously.
    - Upper primary: Theatre games and realia were used to guide students in reading books on the theme of "Science and Technology in Chinese History". Students also made good use of artificial intelligence (AI) tools to write and record radio dramas as their learning outcomes. This effectively increased their learning motivation, and students were highly engaged throughout the learning process, with significant results.
    - Junior secondary: Emphasis was placed on deepening students' reading and understanding of literary works and developing their literary appreciation and critical thinking abilities.
    - Senior secondary: The classic novel *To Live* was used as the text for study. From the perspective of literary appreciation, students were guided to analyze the writing arrangement and structural techniques of the work in depth.

- Science: Efforts were made to broaden students' subject knowledge through reading. For example, students were guided to actively collect and organize information from science books or websites, and sharing activities were arranged in class to develop their independent reading and information retrieval skills. Students also shared their reading outcomes with each other and presented their learning outcomes, further increasing their motivation and enthusiasm for learning and exploring the field of science.
- Mathematics: A "Stories of Chinese Mathematicians" sharing activity was conducted in class. Students read the mathematicians' stories carefully, actively participated in class discussions and completed the relevant extended worksheets.
- Information Technology: Efforts were made to teach students how to use assistive technology. For example, students were guided to use the VoiceOver function to log in to electronic reading platforms and listen to texts being read aloud. They were also taught to use Optical Character Recognition (OCR) technology to quickly convert printed texts into readable information. These skills effectively helped students overcome reading barriers and achieve independent reading, significantly improving the convenience and accessibility of the reading experience.

- Chinese History: Teachers recommended extracurricular books or Chinese history websites during lessons and encouraged students to read independently. Students were generally willing to take part in reading activities during their free time and were able to complete information-gathering tasks. However, their ability to analyze historical sources in depth still needs to be strengthened.
- Primary Science and General Studies: In collaboration with the Reading Promotion Team, subscriptions to "Sunny Campus" from Sing Tao News were arranged to lay a foundation for interdisciplinary learning, develop students' self-learning abilities and cultivate their reading habits.
- English: In collaboration with the Reading Promotion Team, an "Talking Pen and STEAM Themed Book Exhibition" was organized. Primary students used talking pens to read STEAM-themed books during lunch breaks and morning reading sessions, enhancing their self-learning abilities and deepening their interest in reading science-related books.
- Putonghua: In collaboration with the Reading Promotion Team, "Biliteracy and Trilingualism Storytelling" activity was organized. Students were engaged in the activity, and their Putonghua oral communication and storytelling skills showed significant improvement.

2.2 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.

- The Reading Promotion Team organized seven "Biliteracy and Trilingualism Storytelling" activities across different school levels this school year. School teachers and external instructors shared stories related to the annual theme and Chinese culture with students in Cantonese, English and Putonghua. Students were engaged in the activities, actively using different languages to participate and completing the extended worksheets. Survey results showed that the activities effectively deepened students' understanding of the value of "benevolence" and Chinese culture, and effectively increased their interest in reading.
- Two themed book exhibitions were held throughout the school year, covering "English STEAM Talking-Pen Books" and "National Security and Chinese Culture Books". The main participants were primary students and students from Groups B and C. Survey data showed that students enjoyed participating in the activities, and the exhibitions effectively deepened their understanding and knowledge of the relevant themes.
- A "Reading with a Companion" activity was organized. School teachers and external instructors taught storytelling skills to junior secondary and senior primary students. Senior students then read stories aloud to lower primary students and guided them with questions, establishing an interactive reading model across different school levels. Students at all levels were engaged and attentive, effectively promoting the exchange of ideas among peers and significantly enhancing students' reading comprehension and self-directed learning abilities.

Reflection

2.1 Subjects collaborate to implement cross-curricular reading programs, broadening students' knowledge, cultivating reading habits, and developing lifelong learning skills.

- Chinese subject teachers flexibly adjusted the teaching content and format according to students' performance in reading lessons, and gradually guided students to master written presentation skills. Teachers also designed learning activities to help students deepen their understanding of texts and consolidate their presentation skills. During the teaching process, the subject panel held regular co-planning meetings and made timely adjustments to the curriculum according to students' learning progress and feedback, implementing teaching according to students' needs.
- The reading sharing strategy in Science subject was effective. It is suggested that a "Science Reading Week" could be held regularly next year, allowing students to record the outcomes of each reading and sharing activity and include them in the term assessment. It is also suggested that a peer assessment system be introduced next year to encourage students to share their reading experiences with each other and increase interaction.
- The current extended Mathematics worksheets focus mainly on understanding historical knowledge. Next year, the subject panel can explore how to flexibly combine mathematicians' "ancient problem-solving wisdom" with everyday applications of mathematics to increase students' interest in learning.
- The Information Technology subject panel helped students use digital skills to quickly convert printed texts into information that can be heard or read. This greatly lowered the barriers and frustration students experienced when reading and significantly built their confidence in reading.
- Although some students completed the borrowing of extracurricular Chinese History books, they did not fully understand the content, which limited the effectiveness of integrating reading with subject learning. It is suggested that teachers allocate more time for guidance next year.
- Students showed interest in the themed book exhibitions. Next year, a wider variety of books related to STEAM will continue to be recommended to guide students to explore different topics and enhance their understanding and knowledge of STEAM.
- Students responded enthusiastically to the "Biliteracy and Trilingualism Storytelling" activity organized by the Putonghua subject and were very willing to participate. It is suggested that the activity be extended to the primary levels next year.

2.2 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.

- The themed book exhibitions were more attractive to primary students and students in the Adapted Groups. Next year, it is suggested that teachers who are more familiar to secondary students be invited to recommend books, with the recommendations shared electronically, to attract secondary students to participate and read the relevant books.
- Students showed great interest in the "Biliteracy and Trilingualism Storytelling" and "Reading with a Companion" activities, particularly the secondary students. It is suggested that more external instructors be invited to the school next year to conduct multilingual reading activities, with the aim of comprehensively enhancing students' language literacy and reading abilities. For the "Reading with a Companion" activity, it

is suggested that senior students take turns telling stories on different themes, while lower primary students take turns participating as listeners. A storytelling competition could also be explored to increase students' participation and self-learning abilities.

Feedback and Follow-up

2.1 Subjects collaborate to implement cross-curricular reading programs, broadening students' knowledge, cultivating reading habits, and developing lifelong learning skills.

- Senior secondary teachers should select SBA reading books according to students' learning abilities and plan the learning content and activities for reading lessons. This will help students develop a deeper understanding and appreciation of the books, master the key requirements of SBA, and improve the effectiveness of reading.
- The Science subject can regularly organize a "Science Reading Week" to help students develop continuous reading habits and build up their subject knowledge. At the same time, it is suggested that a "Reading Portfolio" be established to guide students to record their personal reading and sharing of learning outcomes. Peer assessment can also be introduced during reading sharing sessions to develop students' positive attitudes towards appreciating others, making objective evaluations and learning through exchange.
- The Mathematics subject will continue to organize more "Mathematics Stories" sharing sessions and prepare supporting worksheets for future repeated use. This will help build up teaching resources and enhance the long-term effectiveness of teaching.
- The Information Technology subject will actively encourage different subject panels to make good use of the "e-Learning Ancillary Facilities Programme" and select quality electronic reading platforms. This will allow students to access more books, diverse topics and the latest information, broadening their reading horizons.
- The Chinese History subject panel will select more extracurricular reading materials with engaging stories and accessible content, with a focus on supporting students with weaker academic foundations. In addition, it is suggested that the subject panel prepare a "graded reading list" for students, gradually guiding them to select suitable books according to their individual reading abilities, thereby further increasing their willingness to read independently and strengthening their historical literacy.
- Primary Science and General Studies will continue to use the "Sunny Campus" from Sing Tao News and online thematic articles as the basis for designing themed worksheets. In addition, it is suggested that subject teachers arrange for students to visit themed book exhibitions in the library during lessons and encourage them to borrow relevant books, further promoting a culture of independent reading in the school.
- The Putonghua subject suggests implementing the "Biliteracy and Trilingualism Storytelling" activity at the primary level. Through storytelling and oral communication training, the activity will focus on improving students' storytelling skills and language expression in Putonghua.

2.2 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.

- Next school year, teachers and staff will recommend books and share the recommendations electronically to encourage students to participate in and read the recommended books.

- The Chinese and Putonghua subjects will strengthen interdisciplinary collaboration by inviting instructors to the school to conduct multilingual reading activities. The "Biliteracy and Trilingualism Storytelling" and "Reading with a Companion" activities will also continue to be organized, with a focus on enhancing students' language literacy and overall reading abilities.
- The subject panels also plan to train senior students to become junior tutors for the "Reading with a Companion" activity. At the same time, a "Junior Primary Storytelling Competition" will be organized to further increase students' participation and self-directed learning abilities.

3. Plan national and national security education curriculum, coordinate and review implementation across subject panels to strengthen students' sense of national identity.

Achievements

3.1 Consolidate and review the implementation of national and national security education across subjects, ensuring curriculum alignment with the national security education framework.

This school year, subject panels reviewed the implementation and effectiveness of National Education and National Security Education:

- Chinese: Closely aligned with the school's strategies, the subject panel focused on "Food Security", "Science and Technology Security", "Overseas Interests Security" and "Financial Security". Learning materials and discussion questions were designed for the "National Security, Safeguarding Our Home" themed activities and promoted through weekly assemblies. The subject panel organized a total of eight themed reading activities, guiding students to study relevant materials and complete worksheets during reading lessons. A reward mechanism was also introduced to increase students' learning motivation, effectively deepening their awareness of national security.
- Science: The concepts of national security and sustainable development were incorporated into the junior secondary curriculum. Topics including "Water Conservation and Water Pollution", "The Balance of Carbon Dioxide and Oxygen in Nature" and "Health and Disease" were covered in classroom teaching. Students discussed the importance of sustainable development in Hong Kong and Chinese Mainland in terms of ecology and public health. This helped students understand the country's policies on science and technology and environmental protection and enhanced their understanding of national development and their sense of national identity.
- Life Education: "Online Electronic Payment Systems" were incorporated into the curriculum to guide students to understand the importance of maintaining financial security and recognize that financial security is an important part of national security.
- Primary Humanities: The teaching framework for National Education and National Security Education was consolidated. The subject panel prepared themed worksheets covering areas including "Food Security", "Overseas Interests Security", "Financial Security" and "Science and Technology Security". Students were taught the importance of safeguarding national security, and their understanding of national security issues improved.
- Chinese History: Content on the achievements, shortcomings and character of historical figures was incorporated to guide students in analysing and evaluating historical figures and strengthen their understanding of national history. Most students were able to apply their existing knowledge when evaluating the achievements and shortcomings of historical figures in information-gathering tasks, and learn from their positive qualities and ideas.

3.2 Subject panels can refer to the Education Bureau's activity calendar to organize national education activities.

All subject panels actively refer to the Education Bureau's "Annual Calendar of National Education Activities" to organize a variety of school-based National Education activities.

- Primary Humanities: To complement the "Chinese Farmers' Harvest Festival" in September, the subject panel incorporated a themed lesson on the "Twenty-Four Solar Terms" into Unit 3. Primary 1 and Primary 4 students were arranged to read school-based learning materials related to the "Chinese Farmers' Harvest Festival" and the Twenty-Four Solar Terms. The teaching was further extended to cover the cultural background and significance of important festivals such as National Day, Labour Day and International Children's Day, deepening students' understanding of traditional culture and important national festivals.
- Chinese: The subject panel conducted themed teaching activities on traditional festivals such as the Mid-Autumn Festival and the Lantern Festival for Primary 1 and Primary 2 students. In February 2026, the subject panel also organised a Chinese Culture Day themed "Ancient Chinese Clothing". Students wore traditional Chinese clothing from different dynasties and took part in experiential activities, allowing them to learn about the rich cultural heritage of ancient China and the beauty of traditional Chinese clothing and attire.
- Chinese History: The subject panel encouraged all students to participate in the "2025 Annual Chinese Historical Figures Election", deepening students' understanding of important historical events and key figures in China. In addition, the subject panel set up themed display boards in the library featuring information on topics such as National Day, National Constitution Day and International Women's Day, promoting students' understanding of China's historical development, constitutional governance and the rule of law, and social development from different perspectives.
- Citizenship and Social Development: The subject panel organized secondary students to watch the Beijing Tiananmen Square military parade commemorating the 80th Anniversary of Victory in the Chinese People's War of Resistance Against Japanese Aggression and the World Anti-Fascist War together with the Principal and teachers. Students were guided to understand the modernization of national defense, the country's development achievements and its strong military capabilities. The subject panel also arranged a visit to the "National Security Exhibition Gallery" to complement the learning content of the Citizenship and Social Development subject, deepening students' awareness of national security and the rule of law.
- Putonghua: In support of National Education activities, the subject panel collaborated with Technology and Living panel to organize a mooncake-making activity during the Mid-Autumn Festival. Most students reported that the activity helped deepen their understanding of traditional Chinese festivals.
- General Studies: The subject panel organized a "Mid-Autumn Interdisciplinary Activity", combining traditional festival and seasonal cultural experiences with the area of "Cultural Security". Students were guided to understand the core value of cultural heritage in safeguarding national security. In addition, all students in the primary section participated in the "Territory-wide Inter-school National Security Knowledge Challenge". Students increased their knowledge of national security, effectively strengthening their sense of national identity and awareness of national security and the rule of law.

3.3 Organize mainland exchange tours to visit special schools and interact with local students, enhancing students' understanding of national development

- This school year, Secondary 4 and Secondary 5 students participated in the "Zhuhai Innovative and Technology Mainland Study Tour" organized by the Education Bureau for Citizenship and Social Development subject on 5–6 November 2025. The tour included visits to the byhealth Transparent Factory, Zhuhai Space Centre, Guangliang Farm and the Zhuhai Campus of Beijing Normal University. Students learned about the key role of science and technology in strengthening national power, safeguarding national food security and improving people's quality of life. Through first-hand experience of the country's outstanding achievements in science and technology, students' sense of national identity was enhanced.
- The school organized the "Qingdao Study Tour and Sister School Exchange Tour" to deepen students' understanding of the country and promote cross-school cultural exchange. The tour included visits to places of historical and national defense significance, including the PLA Navy Museum, Jimo Ancient City, St. Michael's Cathedral and the German Prison Site Museum. These visits deepened students' understanding of the country and Chinese culture from different perspectives, broadened their horizons, and strengthened their sense of belonging to the country and sense of national identity. During the visit to Qingdao School for the Blind, our students organized two STEAM interactive workshops for students from the sister school. Through interaction and exchange between teachers and students from the two schools, the effectiveness of the exchange tour was significantly enhanced. As part of the learning outcomes, all participating students completed cross-border learning presentations, demonstrating a deeper understanding of Qingdao's history, culture and technological development.
- During the post-examination activity period in the second term, the Chinese subject panel organized secondary students and some Group C students to visit Shenzhen for a "Cultural and Technology Study Tour", providing students with a deeper cross-disciplinary learning experience. In the morning, students visited the well-known technology company "UBTECH Robotics" to learn about the research, design and production technology of humanoid robots. Students also took part in servo feedback programming and the design of robot dance performances. While enjoying the activities, students also gained a better understanding of technological development in the Chinese Mainland, and the activity achieved significant results. In the afternoon, students visited Shenzhen Museum and listened attentively to the guided tour to learn about the history and culture behind Shenzhen and Hong Kong. Overall, the study tour achieved good results.

Reflection

3.1 Consolidate and review the implementation of national and national security education across subjects, ensuring curriculum alignment with the national security education framework.

- To consolidate students' understanding of the country's achievements in environmental conservation, new energy development and medical technology through the Science curriculum, the subject panel recommends incorporating science-related elements into Mainland study tours planned for next year. This will allow students to experience first-hand the country's achievements in scientific research and conservation projects.

- In addition to teaching "Online Electronic Payment Systems", the Life Education subject panel should strengthen teaching elements related to students' information literacy and cybersecurity, in line with the overall goal of safeguarding the country's "Science and Technology Security" and "Financial Security".
- Looking ahead to next year, all subject panels will continue to align their curriculum content with the school's key development directions for National Security Education. In particular, the Chinese subject panel will build on its existing strengths by continuing to guide students to study national security-related information and texts through reading lessons and classroom teaching, deepening their understanding of national security issues and strengthening their ability to think critically about these topics.
- As National Security Education covers a wide range of areas and teaching resources continue to evolve, teachers need to continuously enhance their professional knowledge of relevant topics. Next year, relevant subject panels will be actively encouraged and arranged to enroll in training courses organized by the Education Bureau to strengthen their teaching strategies and subject knowledge, ensuring the quality and effectiveness of National Security Education.

3.2 Subject panels can refer to the Education Bureau's activity calendar to organize national education activities.

- Subject panels incorporated topics related to national conditions and Chinese culture into classroom teaching during important festivals and commemorative days, in line with the Education Bureau's "Annual Calendar of National Education Activities". This effectively enhanced students' interest in learning and deepened their understanding of Chinese culture and the country's current development. However, as lesson time for each subject is limited, subject panels are encouraged to organize themed experiential activities in diverse formats or through interdisciplinary collaboration next year to improve teaching effectiveness and the overall quality of implementation.

- Due to the limited number of students, the school will not participate in the Mainland study tour for Citizenship organized by the Education Bureau next year. To ensure continuity in national conditions and cultural education, subject panels can promote interdisciplinary collaboration. For example, the Citizenship and Chinese subject panels could jointly organize a one-day themed study tour in the Mainland to continue strengthening students' understanding of the country's latest developments and national conditions.
- This school year, some subject panels planned off-campus visits related to National Education and National Security Education. However, due to high demand for popular exhibition venues and activities, some applications were unsuccessful. When planning National Education and National Security Education activities next year, subject panels should submit applications earlier to ensure that the activities can be organized smoothly.

3.3 **Organize mainland exchange tours to visit special schools and interact with local students, enhancing students' understanding of national development**

- Due to the limited number of students, the school will not participate in the Mainland study tour for Citizenship and Social Development panel organized by the Education Bureau next year. The Citizenship and Social Development panel may consider

organizing a one-day themed study tour in the Mainland next year to continue enhancing students' understanding of development in the Mainland.

- The Chinese subject panel's review showed that the activity ran smoothly and student participation was high. Students were able to experience technological development in the Mainland first-hand and learn about the history and culture of Shenzhen and Hong Kong. The activity achieved good results, and the subject panel will continue to organize study tours next school year.
- To celebrate the 130th anniversary of the sponsoring organization, the school will organize a "Hangzhou Themed Study Tour". Suitable secondary students will be selected through a selection process to participate. The itinerary will include visits to outstanding secondary schools in Hangzhou, and teachers and students will have the opportunity to participate in a themed education forum and exchange ideas with Mainland education experts and peers. The study tour will allow students to explore the outstanding achievements of technological and social development in the Mainland, broaden their horizons and deepen their understanding of national conditions.

Feedback and Follow-up

3.1 Consolidate and review the implementation of national and national security education across subjects, ensuring curriculum alignment with the national security education framework.

- Next year, the school will continue to review the implementation of National Education and National Security Education by different subject panels and encourage subject panel members to enroll in training courses organized by the Education Bureau to deepen their understanding of relevant topics.
- Subject panels will explore collaboration with the Guidance subject panel to organize activities that allow students to learn about the concept of national security through diverse formats and enhance their interest in learning. The Chinese subject panel can design worksheets based on selected topics for students to complete during Guidance lessons, thereby consolidating their learning.
- Building on the existing teaching of topics such as ecological security, energy resources and biological security, the Science subject panel will further broaden and deepen the scope of National Security Education next year. In recent years, China has made significant breakthroughs in aerospace technology. The subject panel will gradually introduce science topics such as "Space Exploration", "Nuclear Energy Applications" and "Technology Security" to guide students in understanding, from different perspectives, the country's strategies and plans in science and technology and national defense. This will enhance students' understanding of national conditions and scientific literacy.
- In line with the school's development plan, all subject panels will focus on teaching the four key areas of "Artificial Intelligence Security", "Political Security", "Economic Security" and "Outer Space Security" next school year, enabling students to deepen their understanding of these four key areas of national security.

3.2 Subject panels can refer to the Education Bureau's activity calendar to organize national education activities.

- The subject panels will continue to align with the "Annual Calendar of National Education Activities" and adopt more flexible approaches to teaching and learning activities, integrating them into regular school activities.
- All subject panels should plan their off-campus visits for the whole school year in advance and submit applications as early as possible to increase the likelihood of approval. In addition, subject panels can make use of virtual exhibitions offered by organizations such as the Hong Kong Museum of History to overcome limitations of time, location and venue capacity. Alternatively, they can invite outreach specialists to the school to conduct themed talks or workshops. These approaches will diversify learning activities and stimulate students' interest in learning.
- The Chinese and Putonghua subject panels will make effective use of the one-off grant provided by the Education Bureau to organize a variety of learning activities, focusing on Putonghua promotion, the preservation of Chinese culture, and National Education and National Security Education. These activities will enable students to experience and learn more about Chinese culture and knowledge of the country, further enhancing the overall effectiveness of National Education and National Security Education in the school.

3.3 Organize mainland exchange tours to visit special schools and interact with local students, enhancing students' understanding of national development.

- To sustain the effectiveness of experiential learning, the Chinese subject panel plans to continue organizing Mainland study tours next school year, allowing students to experience Chinese culture in depth and gain a better understanding of development in the Mainland. The subject panel will identify the most suitable destinations to ensure that the itineraries align with its teaching objectives and provide students with an in-depth interdisciplinary learning experience.
- In line with the Hangzhou Themed Study Tour organized by School Sponsoring Body, the school will lead Secondary 2 to Secondary 5 students to Hangzhou for a cross-border study tour and exchange next school year. The school successfully completed the interview process at the end of this school term and has selected the participating students. Follow-up arrangements will continue regarding exchanges with Mainland schools, preparation for themed study projects and the detailed study tour itinerary.

Major Concern 2: Establishing a mental health campus and strengthening parental education to enhance students' resilience

1. Continue providing resources and support to help students manage stress and emotional challenges, while fostering a mentally healthy school environment.

Achievements

1.1 Enhance the student reward token program through diverse activities, offering carefully selected gifts aligned with the annual themes of "Benevolence" and "Mental Wellness," to create a caring and vibrant campus atmosphere.

- This school year, the Student Token Reward Scheme was successfully enhanced by integrating key educational elements, including Chinese culture, the value of benevolence and stress relief for mental health. Through a diversified and tiered reward system, the scheme significantly strengthened students' positive behavior and self-discipline. The school carefully selected stress-relief gifts that suited students' physical and emotional development needs. These gifts were well received by students and provided immediate ways for them to relieve their emotions, helping them manage learning-related stress and strengthen their psychological resilience. The scheme also fostered a positive school culture and learning atmosphere built on care and mutual support.

1.2 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.

- Cross-professional meetings for each class were held regularly every term, successfully establishing a highly integrated and efficient mechanism for cross-professional collaboration within the school. The meetings brought together the expertise of physiotherapist, occupational therapist, speech therapist, educational psychologist, school social workers, Individual Education Plan (IEP) coordinators and subject teachers. From different professional perspectives, they conducted comprehensive reviews of students' learning, behavior and emotional well-being, helping to identify students with potential special educational needs at an early stage. Through joint discussions, the teams developed support plans tailored to individual students' developmental needs and provided timely assistance, safeguarding their physical and mental well-being and laying a solid foundation for their holistic development.

Reflection

1.1 Enhance the student reward token program through diverse activities, offering carefully selected gifts aligned with the annual themes of "Benevolence" and "Mental Wellness," to create a caring and vibrant campus atmosphere.

- The Student Token Reward Scheme, combined with tangible rewards such as stress-relief toys, has shown significant motivational effects in the short term and can quickly establish targeted positive behaviors. However, from a psychological perspective and in terms of long-term educational benefits, the diminishing returns of tangible rewards should not be overlooked. It is necessary to reflect on how to help students gradually move away from relying on external material rewards and develop an intrinsic sense of

achievement, positive values and self-management skills. At the same time, the school should continue to explore non-material rewards with educational significance and symbolic value to ensure the long-term sustainability of the reward system.

1.2 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.

- Although the cross-professional class meetings effectively support early identification and timely intervention, all professional teams, including rehabilitation staff, social workers and teachers, face heavy daily workloads and case responsibilities. The limited meeting time each term is therefore often tight and mainly focused on addressing current crises or urgent cases. As a result, the meetings may not always allow for systematic, continuous assessment of individual cases across school years or long-term monitoring of the effectiveness of support measures.

Feedback and Follow-up

1.1 Enhance the student reward token program through diverse activities, offering carefully selected gifts aligned with the annual themes of "Benevolence" and "Mental Wellness," to create a caring and vibrant campus atmosphere.

- The token reward system now incorporates a record of praise and a statistical function to document the specific reasons for awarding tokens and the praise given to students. Students can review the recognition they receive from teachers at any time, helping them develop a sense of achievement and strengthen their self-management skills. This also encourages a gradual shift from material rewards to intrinsic learning motivation. Teachers can also use the system data to gain a clearer understanding of students' growth and progress.
- Based on feedback from student representatives, the current reward scheme, which mainly offers tangible gifts, may not fully meet secondary students' needs in terms of psychological maturity and social development. Students have expressed a wish to bring back experiential rewards such as having lunch outside school with teachers. The Student Support Team has identified the enhancement of the reward scheme as a key focus for the coming school year. It will assess practical considerations, including off-campus safety, parental consent and administrative arrangements. The team will also explore more "privilege-based" and "experience-based" rewards designed specifically for secondary students to better meet their developmental needs.

1.2 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.

- To address the limited time available during class meetings for long-term case follow-up, the Rehabilitation Team and Student Support Committee will work closely with Individual Education Plan (IEP) coordinators to develop phased implementation plans and targets for individual cases during the meetings. IEP coordinators will then conduct ongoing assessments and monitor the effectiveness of support measures across school years, ensuring that case support extends beyond immediate crisis management.
- Non-teaching staff interact frequently with students in their daily school life and wish to gain a better understanding of strategies for managing student behaviour and

responding to different situations. Subject to strict compliance with personal data privacy requirements and professional ethical guidelines, the Rehabilitation Team and Student Support Committee will explore opening selected case meetings to non-teaching staff, allowing them to attend and participate voluntarily. This will strengthen frontline staff's practical skills in responding to student needs, further promote a whole-school approach and establish a more comprehensive school support network for students.

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.

Achievements
2.1 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. • This school year, the online resources on the Ebenezer School Parent Resource Platform were greatly expanded, with several high-quality teaching and topic-based videos uploaded to help parents gain a more comprehensive and in-depth understanding of the special learning needs of students with visual impairments and strategies for visual compensation. The school actively promoted the platform through various channels, including Parent-Teacher Association activities, Parents' Days, themed seminars and e-class electronic communications. These efforts successfully established an accessible platform for sharing information and resources between the school and families, promoting a collaborative approach to home-school collaboration. **2.2 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.** • On 12 July 2026 (Sunday), the school organized a Parent Education Information Technology Workshop, attended by six parents. The workshop focused on practical skills for using assistive features such as 'VoiceOver' on the iPad. Through hands-on practice, parents learned how to guide their children in e-learning at home. This strengthened their confidence in supporting their children in overcoming learning difficulties and helped ensure a smoother transition between home and school e-learning. **2.3 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.** • This school year, the Parent-Teacher Association worked with the Rehabilitation Team to organize the "Empowering Independence through Movement" Parent Rehabilitation Workshop on 19 October 2025 (Sunday). Led by the school physiotherapist, the workshop included demonstrations of practical rehabilitation skills and an in-depth introduction to training methods suitable for the home environment. Through hands-on activities and interactive discussions, parents learned the correct postures and techniques for supporting their children with physiotherapy and physical exercises at home. This helped extend professional rehabilitation support into daily care and strengthened home-school co-operation.

Reflection

2.1 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.

- Following promotion through various channels, the platform has gained greater visibility and reach. However, the current approach mainly involves one-way sharing of videos and page views, making it difficult to assess parents' understanding of the content and how they apply it at home. In the coming school year, the committee will strengthen two-way communication and collect feedback from parents to ensure that the video content better meets their practical caregiving needs.

2.2 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.

- Although the Information Technology Workshop helped attending parents acquire basic assistive technology skills and increased their confidence in supporting their children, the limited duration of a single workshop may not be sufficient to address the technical difficulties parents encounter when handling more complex system settings or learning software at home. In the coming school year, the committee will survey parents' practical needs for different types of assistive devices, such as Braille displays and specific screen-reading software, and organize more targeted training sessions.

2.3 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.

- The "Empowering Independence through Movement" Parent Rehabilitation Workshop was successful in combining professional rehabilitation concepts with home-based training, helping to strengthen parents' trust in the school's professional team. In the coming school year, the school will continue to work closely with the Rehabilitation Team's multidisciplinary professionals to organize more rehabilitation workshops on different topics, helping parents provide safe and appropriate daily training for their children at home.

Feedback and Follow-up

2.1 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.

- The Parent-Teacher Association will continue to distribute questionnaires to actively collect parents' feedback on the content, filming format and practicality of videos on the resource platform. In the coming school year, the platform's content will be refined to address issues of concern to parents. The platform will gradually evolve from a one-

way information-sharing channel into an educational platform that better meets parents' practical needs and facilitates two-way communication.

2.2 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.

- The school will organize themed workshops in phases according to parents' practical needs, covering the use of various assistive devices and screen-reading software. The school will also continue to introduce the latest assistive technologies available on the market and provide parents with information on relevant subsidies and financial assistance schemes. Families in need will be actively supported in applying for community resources to enhance learning support for students.

2.3 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.

- The Parent-Teacher Association will establish a long-term partnership with the Rehabilitation Team to organize parent workshops on different topics in the coming school year, covering areas such as physiotherapy, occupational therapy and speech therapy. Through practical training and experience-sharing among parents, the workshops will strengthen parents' skills and confidence in providing home-based training, further enhancing the support network for students.

3. Continue strengthening parent education on mental health and resilience to promote home-school collaboration and support students' holistic development.

Achievements

3.1 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.

- This school year, the school achieved its target of organizing at least three parent-child activities, with a total of four activities covering emotional management, physical and mental relaxation, arts and crafts, and outdoor exploration. These activities promoted home-school collaboration and family interaction.
- To enhance parents' parenting effectiveness, the school organized an online Zoom seminar entitled "Don't Be an Explosive Parent", attended by 10 parents. Led by an experienced social worker, the seminar helped parents understand emotional triggers and the negative effects of inappropriate discipline on children. It also introduced emotional regulation strategies, including "Pause, Think and Act", and communication skills using "I-messages". In addition, the latest Mandatory Reporting of Child Abuse Ordinance was introduced to strengthen parents' awareness of positive parenting.
- To strengthen parent-child relationships and relieve caregiving stress, the school organised three themed parent-child activities during the year. First, the "Mindfulness

Experience Workshop and Parent-Child Barbecue Gathering" attracted 72 parents and students. It provided parents with an opportunity to relieve caregiving stress in a relaxed atmosphere and strengthen emotional bonds with their children. Second, the "Ebenezer School Parent-Child Kitchen" was attended by 22 parents and students. Through cooking together, students developed self-care skills and fine motor skills while building effective teamwork. Third, the "Ebenezer Parent-Child Outlying Island Tour" attracted 30 parents and students, who visited Sok Kwu Wan, enjoyed a seafood meal and experienced making traditional Chinese tea cakes. The activity enriched students' multisensory community learning experiences and provided a platform for parents to support one another and share experiences.

3.2 Hold seminars or workshops for parents on mental health and resilience to deepen their understanding and improve their ability to address related issues.

- This school year, the school placed strong emphasis on promoting mental health and resilience among parents and students. Through a variety of engaging, enjoyable and practical activities, the school effectively raised parents' awareness of mental health and strengthened their coping skills. On Parents' Day, five "Harmonious Family" booths were set up, covering information sharing, stress-relief experiences and parent-child interaction. These included a "Parent Information" booth, "Mind and Health Recharge Station"; a "Relaxation for Parents" workshop, "Mindful Weaving" DIY Love Languages Mobile Phone Strap Workshop; a "Parent-Child Interactive Game", "Different Emotion Cards" Teamwork Challenge; a "Tea Restaurant/Restaurant Tea Calorie Traps" activity; and a "Five Love Languages Rainbow Toss" game. A total of 200 mind-and-body wellness gifts were distributed.
- The booth activities not only provided parents with opportunities to relax but also allowed parents and children to learn how to express love and communicate their feelings through enjoyable games, strengthening their mutual understanding. Through a series of parent-child activities, the school also incorporated mental health education into daily interactions, effectively enhancing students' awareness of mental health, self-regulation skills and resilience in coping with challenges. In addition, to address the specific developmental needs of students with visual impairments, the school organized a parent workshop entitled "Empowering Independence through Movement: Motor Development and Health for Children with Visual Impairments", attended by seven parents. Led by the school physiotherapist, the workshop provided practical home-based exercise strategies and helped parents understand how promoting their children's motor development could improve their health and encourage an active lifestyle, while strengthening families' ability to adapt to challenges and build resilience.

Reflection

3.1 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.

- A review of the activities conducted throughout the year shows that different formats varied in their ability to attract parental participation. The data indicate that large-scale activities combining leisure, dining and outdoor experiences, such as parent-child barbecues and outlying island tours, received the most enthusiastic responses. This suggests that parents prefer relaxed, low-pressure interactions with their children in outdoor settings. Such activities are also particularly suitable for students with visual impairments, as they provide opportunities for multisensory learning.
- In comparison, purely theoretical online seminars, such as the "Don't Be an Explosive Parent" seminar, attracted relatively fewer participants. This suggests that online seminars may be less appealing than face-to-face activities, and their schedules may not suit working parents. Although small-group workshops attracted fewer participants, they were effective in providing individual guidance and in-depth communication. In the future, the scale and format of activities should be reviewed to balance broad participation with the need for more in-depth support.

3.2 Hold seminars or workshops for parents on mental health and resilience to deepen their understanding and improve their ability to address related issues.

- A review of the year's implementation shows that combining experiential activities with professional information was an effective approach. The booths set up on Parents' Day made good use of parents' visits to the school and attracted broad participation from parents and students through accessible and highly interactive activities. This helped reduce parents' reservations about mental health issues and made health-related messages easier to understand. However, while the booths were effective in raising awareness among a wide audience, they were less able to provide in-depth psychological support for individual families or address complex parenting issues.
- Meanwhile, themed workshops, such as the workshop on motor development for children with visual impairments, offered practical value by drawing on multidisciplinary expertise, including physiotherapy, to address the actual caregiving needs of families with children with visual impairments. However, some parents were unable to participate in these in-depth workshops for the full duration due to caregiving responsibilities or time constraints. This indicates room for improvement in the scheduling and promotion of future activities, with a need to achieve a better balance between activities for broad participation and specialized, in-depth training.

Feedback and Follow-up

3.1 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.

- The school will improve the format and scheduling of parent seminars by considering the integration of theoretical sessions on positive parenting, such as emotional management and parent-child communication, into popular face-to-face parent-child gatherings or outdoor activities in the form of short sharing sessions. Seminars will be

scheduled flexibly in the evenings or on weekends. Recordings will also be made available for parents to watch at their convenience, allowing those who cannot attend in person to catch up and helping to increase overall participation.

- In addition, the school will continue and expand popular activities, organizing more parent-child activities that combine multisensory experiences with outdoor exploration. The school will also actively seek additional resources to increase the number of places available, allowing more families to participate and benefit.

3.2 Hold seminars or workshops for parents on mental health and resilience to deepen their understanding and improve their ability to address related issues.

- In the coming school year, the school will further strengthen support for parents in promoting mental health and resilience. It will continue popular experiential activities, such as the booths on Parents' Day, and incorporate themes such as "Mind, Body and Spiritual well-being" and the "Five Love Languages" into regular parent activities. Small interactive workshops or "Mindfulness Tea Gatherings" will be organized regularly to provide parents with ongoing opportunities to relieve stress and share experiences.
- To address the developmental needs of students with visual impairments, the school will continue to strengthen collaboration among multidisciplinary professionals, including physiotherapists, occupational therapists, school social workers and educational psychologists. More themed workshops combining professional knowledge with practical daily caregiving skills will be organized. The school will also explore producing short video recordings of key content for parents who are unable to attend to watch at their convenience. In addition, the school will improve its mechanism for collecting parents' feedback and gather information on their specific needs regarding mental health after activities. This will help the school plan more forward-looking and targeted resilience training, building a stronger and more comprehensive family support network for parents and students.

(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 (IEP) 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 2026

	$
Income	
Grants received - School Specific (per Schedule)	4,228,220.89
- Non-School Specific (Baseline Reference)	1,359,864.52
Total grants received	5,588,085.41
Other income	515,645.91
TOTAL INCOME	6,103,731.32
EXPENDITURE	
- School specific (per Schedule)	(4,211,631.74)
- Non-School Specific	(2,734,608.88)
TOTAL EXPENDITURE	(6,946,240.62)
Surplus/(Deficit) for the year	(842,509.30)
Surplus brought forward from previous period/year	6,284,972.17
Prior year(s) adjustments (Note 2)	(12,101.06)
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	-
Less: Amount refundable to Education Bureau (Note 5)	-
Surplus carried forward to next year *	**5,430,361.81**
	-

*	Surplus is inclusive of the subvention in advance for April and May	897,014.62
	Provison for Long Service Payment (LSP) for staff	320,000.00
	Surplus after deduction of subvention in advance and provision for LSP	4,213,347.19

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 2026

	Income			
	Grant Received	Others (Please specify) *	Expenditure	Surplus / (Deficit)
	$	$	$	$
School Specific Grants				
- Administration Grant / Revised Administration Grant *(Note 1)*	2,039,148.00	-	(1,800,123.67)	239,024.33
- Air-conditioning Grant	614,444.39	450.10	(614,894.49)	-
- Boarding Grant and Top-up Boarding Grant	603,176.00	212,122.00	(777,103.25)	38,194.75
- Capacity Enhancement Grant	454,083.25	-	(409,069.50)	45,013.75
- Composite Information Technology Grant	386,250.25	-	(549,393.56)	(163,143.31)
- Resource Material Grant for Visually Impaired Students	65,122.00	-	(29,310.27)	35,811.73
- Travelling Grant for Resource Teachers	16,615.50	-	-	16,615.50
- School-based Management Top-up Grant	49,381.50	-	(31,737.00)	17,644.50
Total	**4,228,220.89**	**212,572.10**	**(4,211,631.74)**	**229,161.25**

THE IMC OF EBENEZER SCHOOL
CAPITAL RESERVE FUND (1)
GENERAL FUNDS ACCOUNT : INCOME AND EXPENDITURE ACCOUNT
FOR THE ACCOUNTING YEAR ENDED 31 MARCH 2026

	$	$
INCOME		
Donations		
The Community Chest Of Hong Kong	353,403.00	
Others	-	
Others		
60% share of fee received from use of school's spaces	-	
- Air-con fee from use of school premises	89,280.00	
Subsides for programme expenses from other funding	9,000.00	
- Bank interest	39.25	
- Miscellaneous	-	
TOTAL INCOME		451,722.25
EXPENDITURE		
Other Expenditure		
Repairs and maintenance	(3,800.00)	
Staff salaries and Provident fund contributions	(188,511.10)	
Insurance	(109,661.85)	
Other programme expenses	(11,575.40)	
Vehical up-keep expenses	(20,306.97)	
Sundry expenses	(1,280.00)	
TOTAL EXPENDITURE		(335,135.32)
SURPLUS / (DEFICIT) FOR THE YEAR		116,586.93
SURPLUS / (DEFICIT) BROUGHT FORWARD FROM PREVIOUS PERIOD / YEAR		539,911.74
ACCUMULATED SURPLUS / (DEFICIT)		656,498.67
ACCUMULATED SURPLUS / (DEFICIT) CARRIED FORWARD TO NEXT YEAR		**656,498.67**