



Ebenezer School
2022/23
School Report

1. Our 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. Our School Objectives

- 2.1 To nurture lifelong learners who delight in knowledge and reading, possess critical thinking, problem-solving, organisational skills and good judgement, and appreciate music, arts and culture.
- 2.2 To proclaim the gospel of Christ, pursue truth with high moral values and by the grace of God live a fruitful life.
- 2.3 To enable students to become bi-literate and tri-lingual with strong communication skills and computer literacy.
- 2.4 To promote students’ physical and mental well-being in order for them to grow strong and healthy.
- 2.5 To provide students with an all-rounded education with a diverse learning experience where students can realise their potential.

3. General Information on Our School

Ebenezer School & Home for the Visually Impaired was established in 1897, while Ebenezer School registered as a subsidized special school for visually impaired students in 1956. At present the School operates 11 approved classes, from Primary one to Secondary six. We are practically operating 13 classes (10 with mainstream curriculum and 3 with adapted curriculum). We adopt mainstream school curriculum, which is supplemented by rehabilitative training programmes for visual impairments. We aim at enabling our students to overcome their visual impairment and to learn effectively. Also, we offer a Resource Support Programme for visually impaired students who study at mainstream secondary schools, primary schools, as well as at other special schools. Since Ebenezer is the only educational institution for the visually impaired in Hong Kong, our students come from all over the region. We operate boarding service and about 70% of our students are boarders.

4. Items of Key Performance Measures

Combination of Incorporated Management Committee (IMC)

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

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

Teachers' Continuing Professional Development (CPD)

	Structured	Non-structured
Teachers' average hours of CPD activities:	60 hrs	0 hrs
Principal's hours of CPD activities:	50 hrs	15 hrs

Teachers' Qualifications (No. of teachers = 54)

1. Academic qualification

Master & above	Bachelor	Cert./Dipl.	Others
46.3%	50%	3.7%	0%

2. Professional qualification

Received Teacher Training	89%
Received School-based VI Training	100%
Received General SEN Training (VI or others) recognised for promotion purposes (held by EDB-commissioned university)	67.50%

3. Specialized teachers for core subjects

Chinese	100%
English	100%
Mathematics	100%

4. Teachers' teaching experience

0-2 yrs	3-5 yrs	6-10 yrs	Over 10 yrs
24% (13)	4% (2)	20% (11)	52% (28)

5. Language ability – certified

English	Putonghua
100%	100%

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

Primary Section

Primary One/Two

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

Primary Three

Chinese Language	23%
English Language	18%
Mathematics	16%
Personal, Social & Humanities	11%
Science	0%
Technology	5%
Art	9%
Physical Education	5%
Cross-curricular studies	14%

Primary Four

Chinese Language	20%
English Language	18%
Mathematics	18%

Personal, Social & Humanities	11%
Science	0%
Technology	5%
Art	9%
Physical Education	5%
Cross-curricular studies	14%

Primary Five

Chinese Language	20%
English Language	18%
Mathematics	18%
Personal, Social & Humanities	11%
Science	0%
Technology	5%
Art	9%
Physical education	5%
Cross-curricular studies	14%

Primary Six

Chinese Language	20%
English Language	18%
Mathematics	18%
Personal, Social & Humanities	11%
Science	0%
Technology	5%
Art	9%
Physical education	5%
Cross-curricular studies	14%

Secondary Section

Secondary One to Three

Chinese Language	21%
English Language	19%
Mathematics	17%
Personal, Social & Humanities	10%
Science	6%
Technology	6%
Art	8%
Physical education	4%
Cross-curricular studies	8%

Secondary Four

Chinese Language	15%
English Language	17%
Mathematics	15%
Personal, Social & Humanities	21%
Science	0%
Technology	17%
Art	4%
Physical education	4%
Cross-curricular studies	8%

Secondary Six

Chinese Language	17%
English Language	17%
Mathematics	17%
Personal, Social & Humanities	27%
Science	0%
Technology	0%
Art	4%
Physical education	4%
Cross-curricular studies	15%

Students' reading habit

Number of Books Borrowed by Students from the School Library

Level	Total no. of books borrowed	Percentage of books borrowed	No. of books borrowed per person	Total no. of books sharing	No. of books sharing per person
Secondary	120	8.2%	8	100	6.7
Upper-Primary	218	14.9%	19.8	145	13.2
Lower-Primary	529	36%	48	327	29.7
Group A, B, C	601	40.9%	31.6	524	27.6

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

S.6 School leavers' Placement (3 students):

Progression to associate degree program	2
Further studies at VTC	1

Students' attendance rate (whole year):

Primary Section	90%
Secondary Section	94%

No. of school days in the year : 189 days

5. Progress of work on major concerns of the year

Major Concern (1):

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

Objective	Strategy / Task	Efficacy	Reflection
1.1	Developing and optimising school-based curriculum to enhance students' self-learning ability.		
1.1.1	<p>To optimise school-based curriculum and integrate them into the mainstream curriculum to raise students' learning capacity and performance, such as promoting students to apply for Chinese subject examination in international public examination(s), introduction of the English Language Teaching Assistant (ELTA) Scheme, implementation of English Phonics and Guided Reading Programme, and the benchmark assessment system in Putonghua.</p>	<p>In this academic year, different subjects have optimised the school-based curriculum and introduced various course plans. For Chinese, the International General Certificate of Secondary Education (IGCSE) course has been added for Form 4 students, allowing them to take the Chinese Language international public examination to obtain relevant qualifications. Additionally, for Putonghua, the reference book for the "GAPSK Primary Putonghua Proficiency Test" has been adapted into teaching materials for Primary 3 to Primary 6.</p> <p>The assessment papers are also based on the GAPSK standards to evaluate and enhance students' proficiency in Putonghua.</p> <p>For English, the ELTA (English Language Teaching Assistant) programme has been implemented. This academic year, a native English teacher (NET) has been hired to conduct English language group activities for students,</p>	<p>In this academic year, adjustments have been made to the primary Putonghua curriculum. It is recommended to take the "GAPSK Chinese Proficiency Test for Primary and Secondary Schools" as reference to revise the curriculum for secondary school in the upcoming year.</p> <p>Additionally, it is suggested that students be recommended by Putonghua teachers to participate in the level tests of GAPSK to assess their proficiency in Putonghua and help them obtain relevant qualifications.</p> <p>English Language is crucial for students' development, so efforts will also be made to enhance the English Language curriculum for the coming year. The English language environment will be maintained, and the online learning platform will be improved to strengthen students' English language abilities.</p> <p>New elective subjects will be offered in senior secondary levels, requiring the planning of relevant courses and activities.</p>

		<p>aiming to create an English language environment and improve students' language abilities. Furthermore, Guided Reading has been incorporated into English Language lessons, with English teachers training students' reading skills, and students actively participating in reading classes.</p>	
1.1.2	<p>To enhance students' ability to use information technology (IT) in all subjects; to develop and promote student e-learning.</p>	<p>In this academic year, various subjects have incorporated the application of information technology. For Chinese, tablets were used to facilitate learning and reading of books. General Studies and Humanities subject teachers utilised tablets for interactive competitions and scavenger hunts. The English Language Team has established an online learning platform to allow students to study English knowledge on their own. Information Technology teachers actively taught students to use different electronic and assistive devices. Over 80% of students were able to consolidate their learning through the electronic learning platform.</p> <p>Additionally, Chinese and English Language subject teachers have set up reading websites which students can access different e-books for reading during morning sessions or leisure time.</p>	<p>The development of technology is rapid, and new technological products are constantly being introduced. The IT Teaching Team and the IT Development Team continuously review new technologies and instruments to assist students in their learning. It is proposed that in the next academic year, the application of information technology should be integrated into all subjects to align with the school's STEAM development. The school will continue to acquire/replace various software/hardware related to information technology in the coming year to enhance students' learning effectiveness.</p>

		<p>Over 70% of students were able to utilise the Chinese and English reading websites for reading activities.</p> <p>The Information Technology subject and the Information Technology Development Team have introduced various equipment and software to assist teachers in teaching. This includes the addition of devices such as Acrobat desktop magnifiers, Ruby 7 portable magnifiers, Clear Reader Plus audio text-to-speech readers, as well as the gradual replacement of iPads with new models for students and staff, aiming to enhance students' information technology skills.</p>	
1.1.3	To strengthen the implementation of STEM curriculum in subjects, such as in English, Mathematics, Information Technology, Geography, Science and Multiple Intelligence lessons, and hold different STEM activities to develop students' interest in science	<p>This academic year, various subjects have organised numerous STEAM courses and activities. The General Studies team has conducted 4-5 scientific investigative activities in the classroom and Multiple Intelligence lessons. The Information Technology team has integrated the use of auxiliary devices such as Notetaker and iPad for learning purposes. Additionally, the team has organised “IT Innovation Laboratory Project”, “Knowing More About IT Programme”, and other programming courses, allowing both primary and</p>	<p>In this academic year, our school has successfully applied for funding from the Quality Education Fund to renovate an activity room into a STEAM Room and organise related STEAM activities. Next year, the team will focus on the renovation of the STEAM Room. Additionally, all subjects will continue to assist in promoting the development of STEAM. STEAM Day and STEAM Gospel Camp will also continue to be held to enhance students' interest in information technology within the STEAM framework.</p> <p>Our school highly values the development of STEAM, so in the coming year, each subject</p>

		<p>secondary school students to acquire more knowledge about programming.</p> <p>Furthermore, this academic year featured events such as STEAM Day and STEAM Gospel Camp. Over 80% of the students actively participated, and these events will continue to be held in the following academic year. Two Form 3 students participated in a drone competition and received Outstanding Performance Award. Three Form 2 and Form 3 students participated in an intelligent black line car competition, earning the runner-up and third-place awards for speed and design. They demonstrated excellent performance, and it is encouraged that other students participate in the coming year.</p>	<p>will review its progress in STEAM and continue to encourage students to participate in various STEAM competitions to enhance their confidence.</p>
1.1.4	<p>To deepen teaching of reading strategies, and to enhance students' ability to read independently and interest to read through extensive reading.</p>	<p>In this academic year, the main focus was on deepening reading strategies. Required reading books and recommended books were placed in classrooms and the library for students to borrow. Students were also able to borrow books during the morning reading time. Additionally, the Reading Reward Programme collaborated with the Student Guidance Team's reward token programme. The students' reading quantity was recorded monthly, and reading tokens were given to encourage students to</p>	<p>Our school is committed to creating a positive reading atmosphere and environment to cultivate students' reading habits. In the upcoming year, reading can be incorporated into the curriculum of both Chinese and English subjects to guide students in reading during class. Additionally, it is recommended to continue the reading incentive programme in the coming year, rewarding students with tokens to strengthen the reading atmosphere within the school. It is also suggested that teachers or staff members recommend books to students and place them in the library to attract students to read books of different genres.</p>

		<p>read. Over 70% of the students were able to increase their reading quantity and interest.</p> <p>In April, the Library Department organised World Book Day activities, including storytelling and games related to picture books. The Teens Theatre was also invited to share the joy of drama and reading with the students, aiming to enhance the reading atmosphere on campus. Furthermore, the reading promotion group organised 2-3 themed book fairs, with different authors as the theme for secondary school and different audio picture books as the theme for primary school, aiming to increase students' interest in reading.</p>	
1.2	Strengthening professional support to students and catering for learner diversity.		
1.2.1	To develop a Student Support Programme for non-Chinese speaking (NCS) students.	The number of NCS students in this academic year is the same as the previous year. The development of the non-Chinese speaking student learning programme continued this year. NCS students have extra Chinese language classes every week in a pull-out format to support their learning. Teachers design teaching materials based on students' abilities. This year, the main topics taught include Hong Kong festivals, community, and everyday language, allowing students to learn everyday language used in	In the coming year, efforts will continue to be made to improve the content of the NCS Student Support Programme and update the relevant teaching materials, allowing these students to acquire more knowledge of the Chinese language. Additionally, it is necessary to review the arrangements for NCS students taking the IGCSE Chinese language exam to assist them in achieving better results.

		<p>Hong Kong and helping them adapt to life in Hong Kong.</p> <p>All NCS students in our school actively participated in the classes and recognised that the classes contribute to their Chinese language proficiency. Additionally, the subject department and the Teaching and Learning Committee regularly review and discuss the adjustment/special teaching materials and assessment arrangements for NCS students. This year, arrangements have been made for a NCS student to take the IGCSE Chinese language exam, allowing him to obtain relevant qualifications in Chinese.</p>	
1.2.2	<p>To continue the Literacy Programme of last year, adding “500 Basic Chinese Characters” to the existing “Chinese Characters for Daily Life”. Apart from using the previous strategy of turning teaching materials into Keynote(s) which include words, pictures and word pronunciation, literacy teaching would be conducted in Reading and Writing Groups, with the aim of raising teaching and learning efficiency through interaction.</p>	<p>According to teacher observations and records, as well as analyses of pre-test and post-test data, all low vision students showed improvement in their Chinese literacy after using the new teaching material “500 Basic Chinese Characters” Keynote. On average, each student was able to learn approximately 50 new characters, which was a significant improvement compared to the previous teaching methods.</p> <p>Additionally, in the classroom, teachers engaged in discussions with students about learning goals, allowing students to have a</p>	<p>In the current academic year, the teachers in the Low Vision Department experimented with the school-based Chinese literacy teaching material “500 Basic Chinese Characters” Keynote. Through teacher observations, it was found that students who had a slightly weaker foundation in Chinese were able to effectively consolidate their Chinese basics and gradually build their vocabulary and psychological lexicon, thereby enhancing long-term memory. Therefore, in the upcoming academic year, the “500 Basic Chinese Characters” material will be consistently used in the curriculum.</p> <p>The literacy program has been completed, and new goals will be set for the next year based on the</p>

		<p>clearer direction and enhancing their learning motivation. By the end of the semester, over 80% of the students were able to recapitulate the learning goals for the academic year. Individual students were also able to engage in self-assessment and reflect on their learning direction for the following year.</p> <p>To gain a deeper understanding of students' Chinese literacy learning, the Low Vision Team documented students' learning experiences in the form of research reports, which served as a basis for reflection. The panel head of the Low Vision Department also presented these research reports in the form of a poster at the Vision 2023 Denver International Low Vision Conference.</p>	needs of the students.
1.2.3	<p>To create an independent learning environment for students, the school will re-plan classroom environments into different areas. Strategies are divided into three phases; details are as follows:</p> <p>1. Phase 1 - 1/8-31/8/2022</p> <p>Class teachers of 21-22 school year screen out unnecessary items, and then followed up by an Occupational Therapist to preliminarily conceive the zoning arrangement in the classroom.</p>	<p>All tasks have been completed according to the timeline outlined in the plan. Larger objects in the classrooms that were not needed and serve no specific purpose have been discarded.</p> <p>In addition, all classroom seats have been labelled with the classroom numbers, reducing the chances of incorrect placement after activities.</p> <p>After interviews with the class teachers, the majority of them believe that the organised classrooms allow</p>	<p>After organising and communicating with the teachers and assistants, most of the items in the classrooms have been kept tidy. However, in primary school classrooms, small movable objects (such as wheeled chairs) are occasionally placed in inappropriate locations, which can pose a tripping hazard for students. Therefore, in the coming year, clear designated areas will be marked in the classrooms to ensure that each user can quickly and accurately return items to their proper places after use.</p> <p>Recognizing the suitability of the “Five Ss Method” for visually impaired students, efforts will also</p>

	<p>2. Phase 2 – 1/9 to before Christmas 22-23 school year’s class teachers review classroom’s unnecessary items, and then followed up by an Occupational Therapist. The Occupational Therapist would discuss the zoning of classrooms with class teachers.</p> <p>3. Phase 3 – After Christmas (3/1/2023) to After Chinese New Year (3/2/2023) Class teachers conduct final review of the unnecessary items in classrooms, only keeping the necessary items. An Occupational Therapist would complete classroom arrangements in the classroom.</p> <p>4. Starting from the second half of the 22-23 school year, therapist(s) would conduct “Item organisation Workshop”, sharing the skills of teaching students to organise personal belongings.</p>	<p>users to have a clearer understanding of where items should be placed. Most students have also remembered the motto “Every object has a home” and use it as a reminder to return items to their designated places after use.</p> <p>Furthermore, in addition to organising the environment, the occupational therapist has provided individual training and suggestions for environmental improvements for students who have difficulty with organisation. After receiving training, all students have been able to maintain their seats or backpacks in an orderly manner for over 50% of the time.</p>	<p>be made in the coming year to share this method with stakeholders in different formats.</p>
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<p>1.3</p>	<p>Providing students with different Other Learning Experiences (OLE) to unleash their potential and develop diverse talents.</p>		
<p>1.3.1</p>	<p>To construct whole school Multiple Intelligence curriculum framework, hold different learning activities, cater for students with different abilities and interests.</p>	<p>Due to the COVID-19 pandemic, our school conducted online classes for primary school levels, and as a result, we were unable to arrange multiple intelligence activities for a period of time. It was not until December 5th that the entire school resumed face-</p>	<p>Each year, we plan school-based activities for different grade levels based on the multiple intelligences theory proposed by Professor Howard Gardner of Harvard University. This allows us to effectively organise focused learning for students at all levels and develop different intelligences. These activities</p>

		<p>to-face classes, and the multiple intelligence activities also returned to normal.</p> <p>In the lower primary levels, the focus was on developing students' language, interpersonal skills, music, and natural observation abilities. Activities such as Story Vault, Sex Education Workshop, choir practices, concerts, planting activities, rabbits care workshop, and science exploration were arranged.</p> <p>In the upper primary levels, the emphasis was on developing spatial visualisation, logical-mathematical skills, language, interpersonal skills, music, and natural observation abilities. Activities included health talks, Chinese arts workshop, Braille slate workshops, sports activities, interviews, self-evaluation techniques, farming lectures, theme book exhibitions, science exploration, and sex education workshops.</p> <p>For Group A, activities such as board games, general knowledge lessons, sports activities, Brave Story Vault Adventure, farming lectures, bowling exam strategies talk, and scientific investigative</p>	<p>also align with various subjects, facilitating knowledge construction. We will continue this approach next year as well.</p> <p>-In the current academic year, the activities have been more continuous, allowing students to maintain learning efficiency and endurance. Even with the resumption of face-to-face classes, we have followed the timeline affected by the pandemic, resulting in shorter activity durations of 30 minutes. Next year, we will schedule 50-minute learning activities in each session.</p> <p>-The activities were appropriate for the cognitive development of students at different grade levels.</p> <p>-Some activities were subject-based. We suggest displaying them in the multiple intelligence curriculum documents and also indicating the frequency and duration of the activities in the subject-based documents.</p>
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activities were arranged.

For the Junior Secondary levels, the main focus was on developing language, interpersonal skills, logical-mathematical skills, kinesthetic awareness, introspection, and natural observation. Therefore, activities such as career planning workshop, STEM workshops, dining etiquette workshop, farming lectures, From Literature to Drama Workshop, and science exploration were arranged.

For Group B, activities such as Chinese Cultural Knowledge Workshop, sex education workshops, scientific investigative activities, sports activities, farming lectures, problem-solving workshop, music activities, and Mindfulness Station were arranged.

For the Senior Secondary students, the main focus was on developing language, interpersonal skills, logical-mathematical skills, kinesthetic awareness, and introspection. Therefore, activities such as career planning, STEM workshops, dining etiquette, sex education workshops, and exam strategies workshop were arranged.

		<p>For Group C, activities such as Chinese Cultural Knowledge Workshop, sports activities, Mindfulness Station, sex education workshops, and problem-solving workshop were arranged.</p> <p>Teachers reported that 80% of the students were engaged in classroom activities.</p> <p>70% of students expressed enjoyment and found the activities engaging, providing them with diverse experiences. However, some students mentioned that certain activities had shorter durations, lasting only 35 minutes.</p>	
1.3.2	<p>To provide opportunities for Other Learning Experiences (OLE) including inclusive lessons, moral and civic education, sports development, arts development, social services and work-related experience for an all-round development.</p>	<p>Throughout this academic year, we have continued to organise various opportunities for students to engage in OLE of different domains. These activities include one-time events and ongoing training, allowing students to have initial exposure and delve deeper into the development of their talents. There were at least five or more opportunities for each domain of activities throughout the school year, aiming to achieve a more holistic development. Among them, there were a greater number of activities</p>	<p>In recent years, we have been committed to providing students with various opportunities for OLE, and we plan to institutionalise this work in the coming year. We recommend making good use of the “One Life, One Art” Record Sheet to track activity hours and categories. This will allow us to continue providing suitable OLE opportunities for students at different grade levels, exploring their potential and achieving holistic development.</p>

		focused on sports development and artistic development.	
1.4	Developing and implementing Positive Education to create a happy school environment.		
1.4.1	To add reference books and reading materials related to positive education, and the relevant reading to be recommended for students to read to deepen the concept of positive behaviour.	<p>The team has purchased some positive education reference books, including "Positive Discipline A-Z: 1001 Solutions to Everyday Parenting Problems" and "Positive Discipline in the Classroom" for parents and teachers to borrow.</p> <p>The team has also purchased some positive education picture books for students to borrow, including "Positive Education Story Series (Revised Edition, Set of 10 books)" and "Lohas KIDS Positive Education Story Reader Series (5 books)." The library team has also created electronic and Braille versions of the aforementioned picture books and established a positive vocabulary bank of English and Chinese comments for teachers to use in report cards.</p>	The library team has designated positive education picture books as required reading, aiming to increase the number of times students read books with positive messages.
1.4.2	Subjects work in coordination to promote Positive Education activities and implement Positive Education pedagogy in classes.	Through observation and evaluation of teachers' classroom performance, announcements during weekly meetings, parent notices, and daily communication with students using positive education language, the school staff can effectively communicate with students and parents.	Most students actively participated in the reward token program, the Ebenezer Decathlon, and the Diligence Chart activities. However, there were a few students who did not participate actively and needed encouragement and support from teachers and peers to get involved.

		<p>The school-wide initiatives, including the reward token program, the Ebenezer Decathlon, and the Diligence Chart, were designed to motivate and support students in their learning, activities, and behavioural performance. These initiatives contributed to the promotion of a positive culture among students.</p> <p>To further internalise and demonstrate their positive behaviours, students participated in reflection exercises during homeroom lessons, led by their homeroom teachers. They were encouraged to write or draw about their own or their classmates' positive behaviours, which were then displayed on classroom bulletin boards.</p>	
1.4.3	Subjects work in coordination to promote Positive Education activities and implement Positive Education pedagogy in classes.	<p>On October 16th, a workshop on the 24-character strengths, conducted by Make Positive, was held for students and parents. The workshop aimed to help participants appreciate their own character strengths. Parents also had the opportunity to learn about different character traits and provide immediate appreciation and feedback to their children regarding their strengths.</p> <p>On April 28th, a Positive Education workshop titled "Application in Life and</p>	Students, parents, and teachers actively participated in the lecture, effectively transmitting positive concepts to all stakeholders.

		<p>Work" was organised for all school staff, facilitated by the St. James' Settlement. The workshop aimed to provide insights on implementing positive education principles in daily life and work.</p> <p>Feedback on the workshop content was collected through electronic surveys, with over 80% of respondents expressing satisfaction.</p>	
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Major Concern (2):

Improving resources and facilities and strengthening the network of services in accordance with the overall development of the school

Objective	Strategy / Task	Efficacy	Reflection
2.1	Promoting the newly revised definition of moderate low vision to different communities.		
2.1.1	To appoint teaching staff as speakers in teacher training organised by the Education Bureau and other talks in various occasions, to promote the newly revised definition of moderate low vision.	-This year, teachers and staff members were assigned as speakers for the Special Education Curriculum of the Hong Kong Society for the Blind. They also presented at various school staff meetings, providing explanations about the learning situation of visually impaired students in inclusive schools and introducing the application process for our services. The participants gained a better understanding of the learning and developmental needs of visually impaired students.	The training enhanced mainstream school teachers' understanding of visually impaired students and assisted in matching them with appropriate resources, thereby expanding support for visually impaired students.
2.1.2	To contact social welfare organisations providing school social workers for primary and secondary schools in Hong Kong, to introduce the definition of moderate low vision and explain Ebenezer and RSP service.	In the current year, our service program and the definition of moderate to severe visual impairment were introduced to three social welfare organisations with on-campus social workers. We followed up with individual cases based on each school's needs, recognizing the importance of our service.	The training enhanced the understanding of mainstream school social workers and teachers regarding visually impaired students. It helped in matching visually impaired students with appropriate resources and expanding support for them.

2.1.3	To allow existing parent recipients of EIP, ECCC service, RSP (primary and secondary school) integrated schools to know the newly revised definition of moderate low vision, to provide referral support to suitable targets, such as enrolling or transferring to Ebenezer School or joining RSP, to allow more students to benefit from Ebenezer School's or RSP's support services.	<ul style="list-style-type: none"> - Parent lectures were arranged for EIP parents, and lectures were held at collaborative schools to increase stakeholders' understanding of the definition of visual impairment. - Resource Teachers individually inquired about the number of visually impaired students in collaborative schools and provided consultation services for visually impaired students who had not joined the program. They also confirmed the eligibility of students to participate in the program. 	Individually explaining the service to parents and analysing students' needs can help parents understand the difficulties their visually impaired children may encounter in their learning. This also provides them with a clearer understanding of the purpose of the service and reinforces the importance of it. It is recommended to continue these preparatory efforts in the upcoming academic year.
2.2	Strengthening the connection with integrated schools' SENCO, in accordance with the policy of the EDB.		
2.2.1	To explain SENCO's role and work in supporting visually impaired students through teacher training organised by the Education Bureau, and meetings with collaborating school teachers, optimising service quality.	Through teacher training courses organised by the Education Bureau and teacher meetings with collaborative schools (over 25 times), the role and responsibilities of the SENCO in supporting visually impaired students were explained. This enabled the coordinators to more effectively assist visually impaired students.	<ul style="list-style-type: none"> - Explanations help teachers understand the role and responsibilities of the SENCO. - In the upcoming academic year, the role and responsibilities of the SENCO will be explained to the new staff members in collaborative schools.
2.3	Transferring students from SID schools to Ebenezer New Hope School in accordance with the EDB's guidance		
2.3.1	To arrange transfer of students from schools for children with severe intellectual disabilities (SID) to Ebenezer New Hope School in phases with a designated number of students transferred each year.	<ul style="list-style-type: none"> -The final stage has been successfully completed, and the support services for the last three schools for children with SID have been transferred to Ebenezer New Hope School. The support will continue to be provided starting from September 2023. -The Resource Teachers who participated in the program recognised the significance of student profiles, teaching records, and other relevant documents in 	The "Transfer Program" has been completed, and the SID services have been successfully transferred to Ebenezer New Hope School. In the coming year, another set of concerns and goals will be established.

		effectively understanding and grasping the students' abilities. This led to a seamless transition and facilitated a smoother transfer of responsibilities, resulting in a more efficient continuity of support.	
2.3.2	To revise the content of the RSP work guide, in accordance with the transfer, to allow important information being effectively passed on.	The Resource Teachers who participated in the program acknowledged the revised handbook, which provided them with an understanding of their roles in supporting students, parents, and collaborative schools. The handbook will serve as a future reference for them.	
2.3.3	To strengthen the training of Resource Teachers supporting SID schools and their work effectiveness through mentoring programs and professional exchange.	All participating Resource Teachers agreed that the mentoring program and professional exchanges enhanced their effectiveness in rehabilitation training, support strategies, and parent training.	

6. Financial Report

THE IMC OF EBENEZER SCHOOL

EXPANDED OPERATING EXPENSES BLOCK GRANT ("EOEBG") FINANCIAL STATEMENTS FOR THE ACCOUNTING YEAR ENDED 31 MARCH 2023

	S						
Income							
Grants received - School Specific (per Schedule)	4,332,947.11						
- Non-School Specific (Baseline Reference)	1,425,575.54						
	5,758,522.65						
Total grants received	5,758,522.65						
Other income	465,799.40						
	6,224,322.05						
TOTAL INCOME	6,224,322.05						
EXPENDITURE							
- School specific (per Schedule)	(4,663,325.72)						
- Non-School Specific	(1,287,674.75)						
	(5,951,000.47)						
TOTAL EXPENDITURE	(5,951,000.47)						
Surplus/(Deficit) for the year	273,321.58						
Surplus brought forward from previous period/year	4,997,137.55						
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	(7,391.00)						
	(7,391.00)						
Surplus carried forward to next year *	5,263,068.13						
<table border="0" style="width: 100%;"> <tr> <td style="padding-left: 20px;">* Surplus is inclusive of the subvention in advance for April and May</td> <td style="text-align: right;">993,594.34</td> </tr> <tr> <td style="padding-left: 20px;">Provision for Long Service Payment (LSP) for staff</td> <td style="text-align: right;">130,000.00</td> </tr> <tr> <td style="padding-left: 20px;">Surplus after deduction of subvention in advance and provision for LSP</td> <td style="text-align: right;">4,139,473.79</td> </tr> </table>		* Surplus is inclusive of the subvention in advance for April and May	993,594.34	Provision for Long Service Payment (LSP) for staff	130,000.00	Surplus after deduction of subvention in advance and provision for LSP	4,139,473.79
* Surplus is inclusive of the subvention in advance for April and May	993,594.34						
Provision for Long Service Payment (LSP) for staff	130,000.00						
Surplus after deduction of subvention in advance and provision for LSP	4,139,473.79						

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 2023

	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>	2,122,056.00	-	(1,902,815.49)	219,240.51
- Air-conditioning Grant	552,363.61	1,902.50	(458,514.26)	95,751.85
- Boarding Grant and Top-up Boarding Grant	627,249.00	154,264.00	(1,298,863.97)	(517,350.97)
- Capacity Enhancement Grant	472,527.25	-	(514,594.50)	(42,067.25)
- Composite Information Technology Grant	401,941.25	-	(403,714.64)	(1,773.39)
- Resource Material Grant for Visually Impaired Students	84,056.25	-	(20,956.96)	63,099.29
- Travelling Grant for Resource Teachers	21,367.00	-	(3,484.90)	17,882.10
- School-based Management Top-up Grant	51,386.75	-	(60,381.00)	(8,994.25)
Total	4,332,947.11	156,166.50	(4,663,325.72)	(174,212.11)

THE IMC OF EBENEZER SCHOOL
CAPITAL RESERVE FUND (1)
GENERAL FUNDS ACCOUNT : INCOME AND EXPENDITURE ACCOUNT
FOR THE ACCOUNTING YEAR ENDED 31 MARCH 2023

	\$	\$
INCOME		
Donations		
The Community Chest Of Hong Kong	353,403.00	
Others	7,505.00	
Others		
60% share of fee received from use of school's spaces	-	
- Vending Machine	1,259.64	
- Air-con fee from use of school premises	153,817.20	
Subsides for programme expenses from other funding	20,000.00	
- Bank interest	66.58	
- Miscellaneous	42,320.00	
TOTAL INCOME		578,371.42
EXPENDITURE		
Other Expenditure		
Repairs and maintenance	(6,500.00)	
Staff salaries and Provident fund contributions	(432,031.27)	
Insurance	(85,426.41)	
Other programme expenses	(9,191.57)	
Vehical up-keep expenses	(5,736.73)	
Sundry expenses	(25,000.00)	
TOTAL EXPENDITURE		(563,885.98)
SURPLUS / (DEFICIT) FOR THE YEAR		14,485.44
SURPLUS / (DEFICIT) BROUGHT FORWARD FROM PREVIOUS PERIOD / YEAR		63,820.95
ACCUMULATED SURPLUS / (DEFICIT)		78,306.39
ACCUMULATED SURPLUS / (DEFICIT) CARRIED FORWARD TO NEXT YEAR		78,306.39

7. Retrospect and Prospect

In the period from 2021 to 2024, the school focused on its three-year development plan, with key areas of concern including "Optimising the curriculum, developing students' potential and promoting multiple intelligence for an all-round development" and "Improving resources and facilities and strengthening the network of services in accordance with the overall development of the school."

For curriculum optimization, different subjects have further optimised the school-based curriculum and incorporated different curriculum plans in this academic year. For example, in Chinese language, the International General Certificate of Secondary Education (IGCSE) curriculum has been introduced for Form 4 students, allowing two students to take the Chinese language international public examination to obtain relevant qualifications. The reference book for the GAPSK (General Aptitude Putonghua Shuiping Kaoshi) was used as teaching material, integrating materials from Primary 3 to Primary 6. The test papers were also based on the GAPSK standards to assess students' Putonghua proficiency, thereby enhancing their overall Putonghua proficiency.

The English team has launched the ELTA program, hiring a foreign English teacher to conduct English group activities for students, aiming to create an authentic English language environment and improve students' English proficiency. Additionally, Guided and Supported Reading has been incorporated into English lessons, where subject teachers utilise online learning platforms to train students' reading abilities and effectively improve their self-learning skills.

In the coming year, we will continue to optimise the school-based curriculum and improve the curriculum planning for various subjects. For example, in Putonghua, we will develop assessment materials based on the standards for secondary school students. In the humanities subjects, we will implement plans for Civic Education, Economics, and Social Sciences. For the subject Career Guidance, we will reorganise the "Service Assistant" course. For English, we will update the Phonics curriculum. For Chinese, we will introduce the "Collection of Literary Classics" to primary school students.

Furthermore, the subject groups will continue to promote students' participation in different professional exams, such as the Chinese language international public examination, GAPSK Putonghua proficiency test, and Japanese Language Proficiency Test, allowing students with different abilities to obtain different recognised qualifications.

In terms of strengthening the implementation of STEAM curriculum, various subject groups and multiple intelligences classes have organised different STEAM activities for students at different levels. For example, there are scientific investigative activities, STEAM Day, STEAM Gospel Camp, "IT Innovation Laboratory Project", "Knowing More About IT Programme" etc., which teach programming skills and allow primary and secondary school students to learn more about programming. In this academic year, Form 3 students participated in a drone competition for the first time and received outstanding performance awards. Form 2 and Form 3 students participated in an intelligent black line car competition, earning the runner-up and third-place awards,

demonstrating excellent performance. In the coming year, we will encourage more students to participate in these activities.

The application of information technology in various subjects has been promoted through several initiatives. For instance, the utilisation of tablet computers for Chinese language learning and reading books, the organisation of question-and-answer competitions and activity tracking for general studies and humanities subjects through tablet computers, and the establishment of an online learning platform for independent English language learning. These efforts resulted in over 80% of students being able to consolidate their learning through electronic learning platforms. Additionally, reading websites were created for Chinese and English subjects, offering a wide selection of e-books for students to read during morning or after-school hours. Impressively, more than 70% of students utilised these websites for reading activities. Furthermore, devices and software, including Acrobat magnifiers, Ruby 7 handheld magnifiers, Clear Reader Plus book readers, and new models of iPads, were procured to facilitate teaching, benefiting both teachers and students.

In the next academic year, each subject group will incorporate STEAM elements into their curriculum and implement a development plan for the STEAM Room to enhance students' STEAM abilities. In terms of supporting teaching and learning, at least five equipment/software will be introduced as instructional aids. Additionally, no fewer than five subject groups will utilise the electronic learning platform to help students consolidate their learning. Moreover, no fewer than ten subjects will incorporate information technology instruction or electronic learning activities in at least twenty class sessions throughout the academic year. The goal is to leverage assistive technology to improve students' learning efficiency.

In promoting reading instruction, the focus of this academic year has been on deepening reading strategies, and classrooms and libraries were stocked with essential and recommended books for students to borrow. A collaborative Reading Reward program with the Student Guidance Team's student reward token programme tracked students' monthly reading quantities and rewarded them with reading tokens, resulting in over 70% of students increasing their number of books read and developing a stronger interest in reading. Additionally, three thematic book exhibitions organised by the reading group, focusing on different authors for secondary school and "audio picture books" for primary school, successfully captured students' attention and heightened their enthusiasm for reading. These initiatives collectively contributed to fostering a reading culture, expanding students' access to diverse reading materials, and fostering increased engagement with and enjoyment of reading.

In the next academic year, in addition to continuing the implementation of the Reading Reward program and rewarding students with reading certificates, there will be a requirement to place essential and recommended books in classrooms. Moreover, there will be an increase in designated reading time during lunch breaks, allowing for activities such as storytelling and book recommendations. Additionally, an English Corner will be made available during non-class hours for students to engage in reading activities. The library will also continue organising thematic book exhibitions and promoting new books through morning broadcasts, encouraging students to explore a variety of recommended reads.

To enhance support for students' professional development and cater to individual differences, the school will continue the development of the Non-Chinese Speaking (NCS) Student Learning Program in the coming academic year. NCS students will have dedicated Chinese language classes on a weekly basis to provide additional support. Teachers responsible

for these classes will design materials based on students' abilities and assist them in integrating into the cultural aspects of life in Hong Kong. The program will undergo regular reviews to tailor the curriculum to students' needs.

The Low Vision team will carry forward the "Word Recognition Program" from the previous year. Based on teacher observations, records, and analyses of pre- and post-tests data, the use of the new "500 Basic Chinese Characters" Keynote materials has resulted in improved Chinese word recognition for all targeted students with visual impairments. On average, each student has learned about 50 new Chinese characters, indicating significant progress compared to previous methods. To gain a deeper understanding of students' Chinese word recognition progress, the Low Vision team has documented their learning experiences in the form of research reports. These reports serve as a basis for reflection and were presented as a poster at the Vision 2023 Denver Conference, an international conference on low vision rehabilitation.

Furthermore, occupational therapists have carefully designed an independent learning environment for students by reorganising the classroom into different areas. This enables students to clearly identify the placement of items and reminds them to return items to their designated positions after use. To facilitate more effective organisation of personal belongings, occupational therapists will conduct workshops for students at different grade levels in the upcoming academic year. These workshops will teach the concept of the "Five Ss" and provide opportunities for students to apply this concept in their daily lives.

The school provides students with various "other learning experiences" and establishes a framework for a multiple intelligence curriculum. It plans school-based activities for different grade levels, effectively organising focused learning and conducting various learning activities to cater to students' different abilities and interests, fostering the development of multiple intelligences. These initiatives can also be aligned with subject areas to build knowledge. It is recommended to make good use of the "One Life, One Sport and One Art" record form in the coming year, continuously providing suitable opportunities for students of different grade levels to engage in additional learning experiences, allowing students to explore their potential and achieve holistic development.

To implement positive education and create a joyful campus, the school not only acquires reference books and reading materials related to positive education, but also recommends them as essential reading for students to deepen their understanding of positive behaviours. Subject departments collaborate with the concept of positive education to implement positive activities and apply positive education methods in their classrooms. School-wide measures such as the student reward token programme, the Ebenezer Decathlon, and the Diligence Chart provide students with positive encouragement in their learning, activities, and behaviour, effectively promoting a positive culture among students. In the coming year, the Parent-Teacher Association will organise parent-child activities, providing a platform for learning and communication to practise positive education and encourage the participation of teachers, parents, and students together.

Another area of concern is improving resource support and strengthening coordination of service networks to align with the overall development of the school. This year, staff members were appointed as speakers for the Hong Kong Society for the Blind's special education programmes. They also presented at staff meetings in collaborative schools to explain the learning situations of visually impaired students in inclusive school settings. The participation of attendees has increased understanding of the learning and growth needs of visually impaired students.

Additionally, support service programmes for visually impaired students and definitions of moderate to severe visual impairment were introduced to three social welfare organisations with on-site social workers. The individual needs of visually impaired students were followed up according to the specific circumstances of each school, and both teachers and social workers recognised the importance of these programmes. Moreover, seminars were organised for EIP parents and collaborative schools to enhance stakeholders' understanding of the definition of visual impairment.

In the current academic year, the role and responsibilities of the Special Education Needs Coordinator (SENCO) in supporting visually impaired students were explained through teacher training courses organised by the Education Bureau and over 25 teacher meetings with collaborating schools. This aimed to enable the Coordinator to effectively assist visually impaired students and optimise service quality. The transfer of RSP-SID services to the Ebenezer New Hope School has been completed this year, and another area of concern and objectives will be established for the coming year.