



# Ebenezer School

## School Report

### 2015/16

#### **1. Our School Mission**

The Gospel of Christ lays the foundation of our school. Based on our educational ideals of “Education without discrimination” and “Teaching according to Learners’ Abilities”, we are committed to providing an all-round quality education to children and youths with visual impairment. We strive to provide our students with an environment of positiveness, cheerfulness, trust, solidarity as well as mutual help and care for them to learn and grow. We help students to overcome their visual impairment, and to develop their own potentials and talents. Growing up as confident and independent persons, our students will turn out to be contributive members of the school, families, society and nation.

## **2. Our School Objectives**

- 2.1 To nurture students' interest in acquisition of knowledge, their aspiration of music, arts and culture, appreciation of physical well-being, diligence and sociability, and getting to know the gospel of Christ.
- 2.2 To comprehensively apply modern information technology to overcome limitations of visual impairment.
- 2.3 To strengthen students' abilities in receptive, expressive and social communication, and their development in multiple intelligences.
- 2.4 To strive to create a cheerful learning environment for the students. At the same time, students' understanding of the importance of discipline in social living is also stressed

## **General Information on Our School**

Ebenezer School & Home for the Visually Impaired was established in 1897, while EbenezerSchool registered as a subsidized special school for visually impaired students in 1956. At present the School operates 8 classes, from primary one to Secondary 3. 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 80% of our students are boarders.

## 1. Items of Key Performance Measures

### KPM-1 Combination of Incorporated Management Committee (IMC)

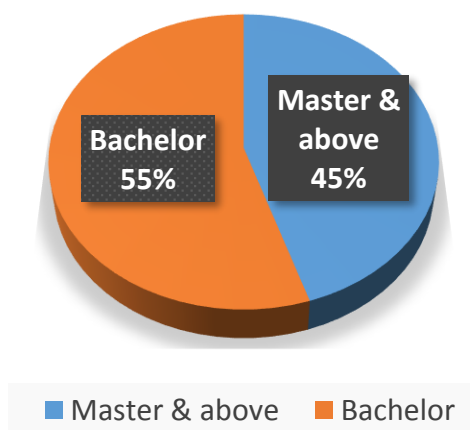
Number of IMC members:	15
Number of members from School Sponsoring Body:	7

### KPM-3 Teachers' Continuing Professional Development (CPD)

	Structured	Non-structured
Teachers' average hours of CPD activities:	41 hrs	15 hrs
Principal's hours of CPD activities:	80 hrs	20 hrs

### KPM-4 Teachers' Qualifications (No. of teachers = 46)

#### 4.1 Academic qualification



#### 4.2 Professional qualification

Received Teacher Training	100%
Received Special Education Training	55%

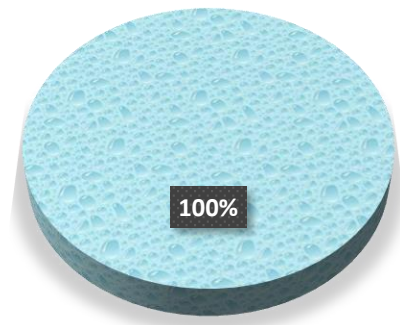


### 4.3 Specialized teachers for core subjects

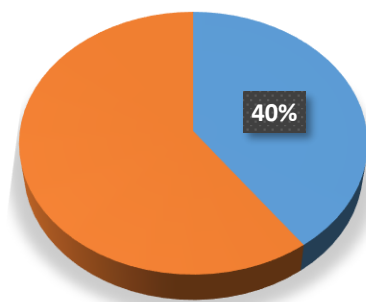
Chinese



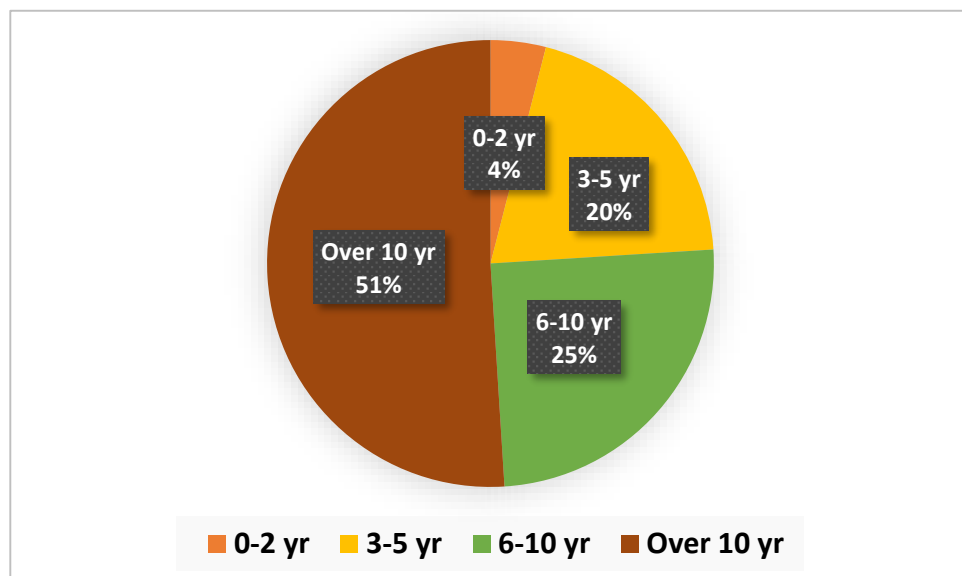
English



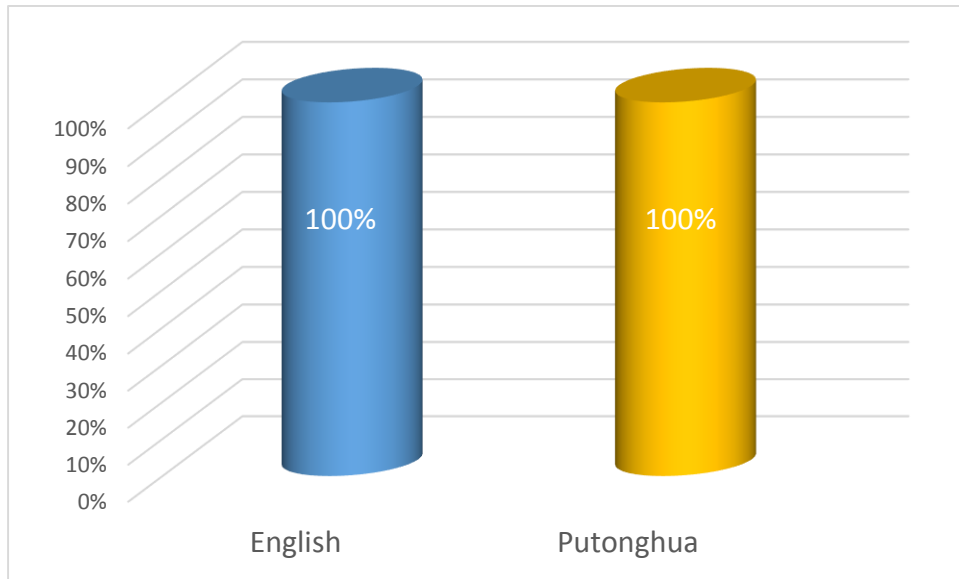
Mathematics



### 4.4 Teachers' teaching experience



#### 4.5 Language ability – certified



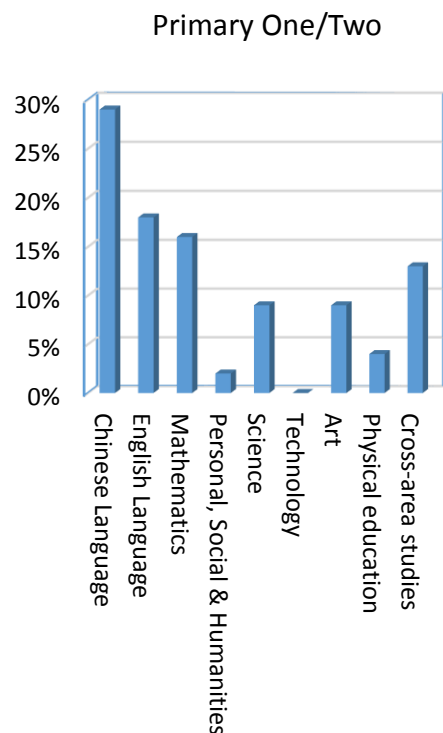
**KPM-7 No. of school days in the year:      190 days**

## KPM-8 Percentage of class time in the 8 Key Learning Areas

### Primary Section

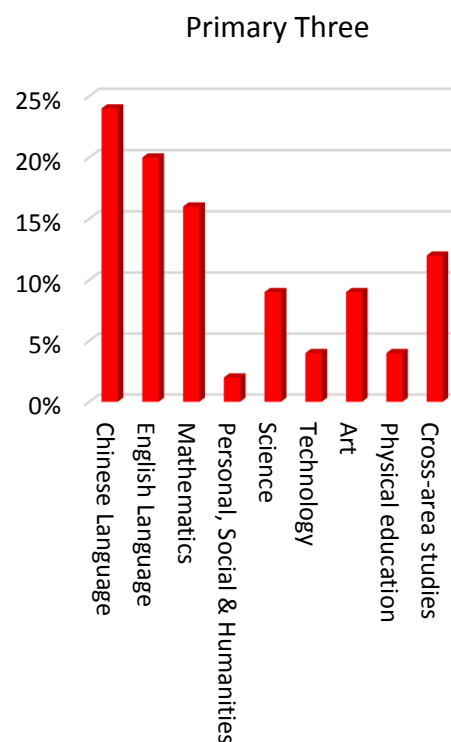
#### Primary One/Two

Chinese Language	29%
English Language	18%
Mathematics	16%
Personal, Social & Humanities	2%
Science	9%
Technology	0%
Art	9%
Physical education	4%
Cross-area studies	13%



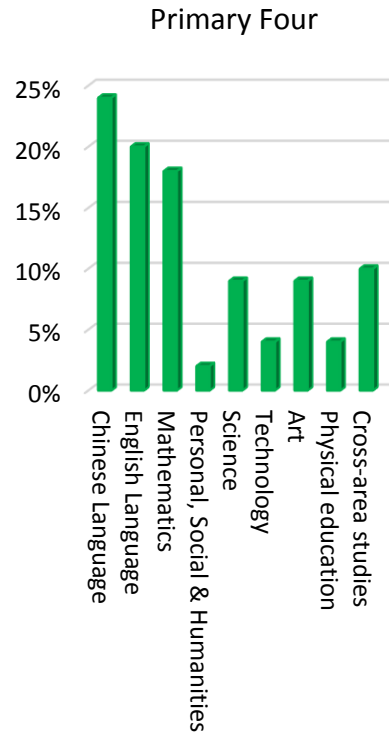
#### Primary Three

Chinese Language	24%
English Language	20%
Mathematics	16%
Personal, Social & Humanities	2%
Science	9%
Technology	4%
Art	9%
Physical education	4%
Cross-area studies	12%



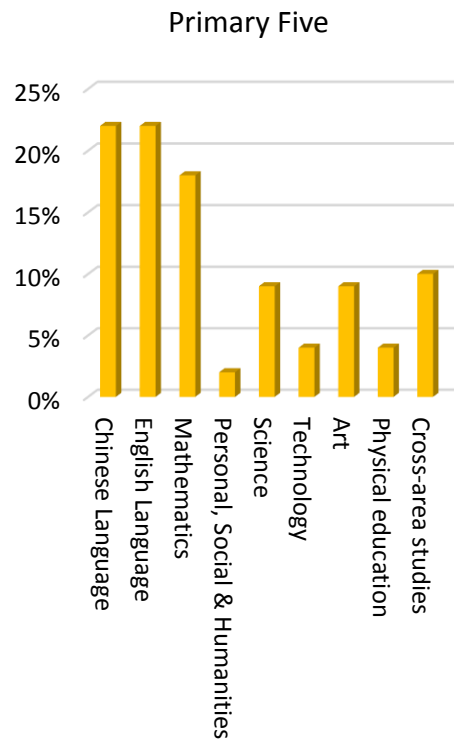
### Primary Four

Chinese Language	24%
English Language	20%
Mathematics	18%
Personal, Social & Humanities	2%
Science	9%
Technology	4%
Art	9%
Physical education	4%
Cross-area studies	10%



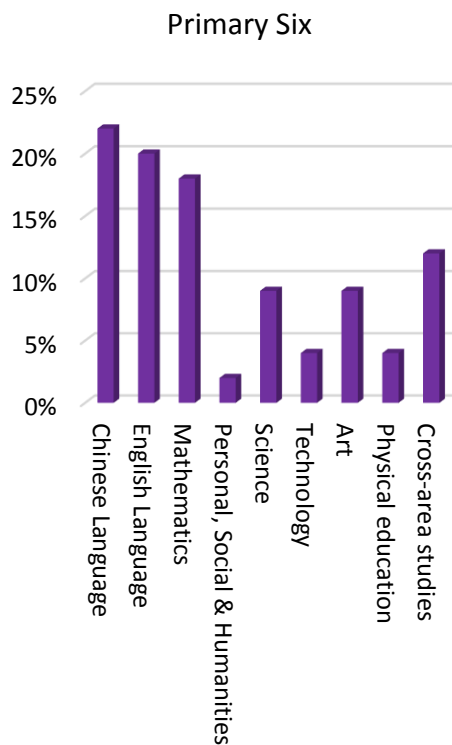
### Primary Five

Chinese Language	22%
English Language	22%
Mathematics	18%
Personal, Social & Humanities	2%
Science	9%
Technology	4%
Art	9%
Physical education	4%
Cross-area studies	10%



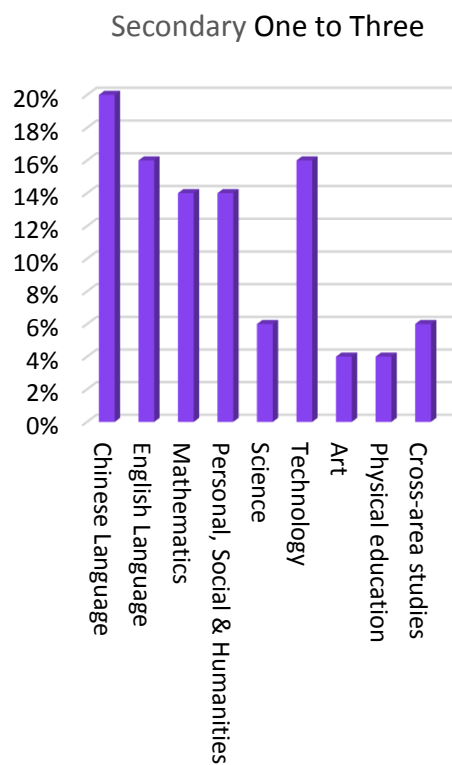
### Primary Six

Chinese Language	22%
English Language	20%
Mathematics	18%
Personal, Social & Humanities	2%
Science	9%
Technology	4%
Art	9%
Physical education	4%
Cross-area studies	12%



### Secondary Section Secondary One to Three

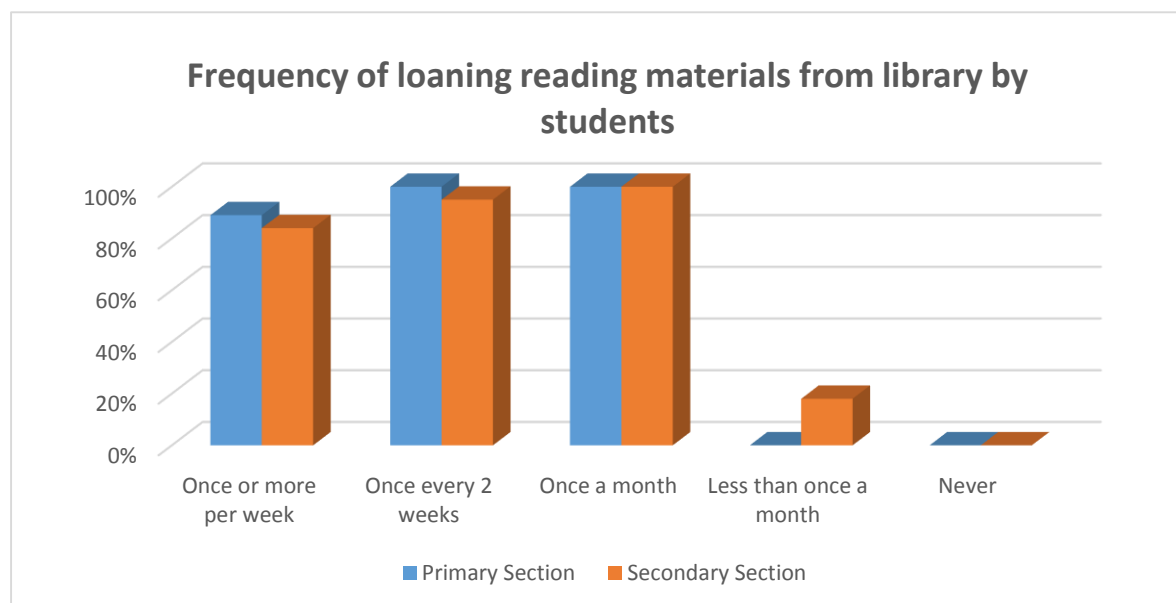
Chinese Language	20%
English Language	16%
Mathematics	14%
Personal, Social & Humanities	14%
Science	6%
Technology	16%
Art	4%
Physical education	4%
Cross-area studies	6%





## **KPM-9 Students' reading habit**

### **9.1 Frequency of loaning reading materials from library by students:**



### **9.2 Average number of items loaned from Library:**

Primary Section	22
Secondary Section	11

## **KPM-13 S.3 School leavers' Placement (8 students):**

Integrated in mainstream schools	<b>6</b>
Repeated S.3 at Ebenezer School	<b>1</b>
Integrated in mild-grade ID special schools	<b>1</b>

## **KPM-22 Students' attendance rate (whole year):**

Primary Section	95.02%
Secondary Section	94.11%

# Progress of work on major concerns of the year

## Major Concern 1: Developing self-directed learning skills

	Task	Achievement	Reflection
<b>1.1</b>	<b>Developing self-directed learning skills</b>		
1.1.1	<p>Developing self-directed learning and self-management skills:</p> <ul style="list-style-type: none"> <li>- Higher-primary and lower-secondary students are taught note-taking skills</li> <li>- Students are required to prepare for the next day's lessons</li> </ul>	<p>80% of the higher-primary students would take notes in the lesson. All secondary students were able to take notes using the computer or iPad.</p> <p>All teachers required students to do pre-lesson studies and designed different types of assignments to build students' self-directed learning skills.</p>	<p>The measures are effective in developing students' self-directed learning skills and are to be continued.</p>
1.1.2	<p>Teaching mind-map skills to enhance conceptual and organisational thinking</p> <ul style="list-style-type: none"> <li>- Primary: Simple mind-map</li> <li>- Secondary – Concept map</li> </ul>	<p>70% of the students were able to use mind-mapping to facilitate learning. Students were able to draw simple mind-maps and concept maps to organise ideas and information.</p>	<p>Blind students and students of lower ability find difficulties using mind-maps. Teachers will discuss methods to help these students to acquire such skills in the coming school year.</p>
1.1.3	<p>Developing student learning portfolios to encourage students to take initiative and responsibility for learning.</p>	<p>All higher-primary and secondary students have completed four learning portfolios in which they set goals and reflected on their learning. 75% of the students commented that they were able to complete their homework on their own.</p>	<p>Students should be encouraged to reflect on their experience with self-directed learning and their ability to finish homework on their own.</p> <p>Some teachers commented that the students' learning goals (set in the portfolio) and their</p>

			personal goals (set as part of the Guidance Lesson assignments) seem to have overlapped and that it should be avoided in the future.
1.1.4	<p>Guiding students to carry out self and peer assessment and to reflect upon their learning:</p> <ul style="list-style-type: none"> <li>- Students carry out self-assessment and peer-assessment</li> <li>- Reflective learning: Lower Primary (Language subjects); Higher Primary (General Studies); Secondary (Integrated Humanities)</li> </ul>	<p>Students were given opportunities for self-assessment and peer-assessment in the learning of language subjects, General Studies and Integrated Humanities. 80% of the students were able to assess with an objective mind. Students were also able to reflect and evaluate their own studies.</p>	<p>Some students were unable to assess their performance against appropriate standards. Teachers should discuss with students how to assess accurately against an agreed set of criteria.</p>
1.1.5	<p>Adopting inquiry-based learning</p> <ul style="list-style-type: none"> <li>- Students learn through participating in planting activities in our new Ebenezer Farm</li> <li>- Inquiry-based learning is adopting in General Studies, Science, Visual Art and Maths subjects.</li> </ul>	<p>The students have participated in 15 sessions of nursery workshops organised by the Good Family Farm this year. 90% of the students have become more interested in planting and farming.</p> <p>The following subject panels have carried out inquiry-based learning activities in nursery (times in this year):</p> <p>General Studies: 8</p> <p>Science: 6</p>	<p>Teachers and students welcome the nursery activities. They felt a great sense of achievement to harvest what they sow. However, limited lesson time and teachers' many other work duties have made it difficult to spare the time to take care of the crops. We will have to review the approach for better manpower and resource management.</p> <p>The diversity of teaching strategies have resulted better learning motivation and higher thinking skills. However, there is still need for more co-planning among teachers to discuss how the materials can be adapted to</p>

		<p>Maths: 3</p> <p>Visual Arts: 2</p> <p>Such learning activities helped motivate and engage students in the learning process and as a result they have become more capable learners.</p>	<p>suit the learning needs of the visually impaired.</p>
<b>1.2</b>	<b>Improving course structure, teaching and learning strategies to provide more opportunities for self-directed learning</b>		
1.2.1	<p>Developing a school-based course on ‘Understanding Dimensions’ to improve visually impaired students’ understanding of shapes and objects.</p>	<p>The Teaching and Learning Committee and the Rehabilitation Panel have established the course ‘Understanding Dimensions’ and have held four workshops for students. 90% of the students became familiar with the basic skills and improvement should be seen with more practice.</p>	<p>Compiling the teaching materials for the course is time consuming. We will have to recruit and train volunteers to help with the task.</p>
1.2.2	<p>Reviewing the school-based I.T. course to better meet the needs of our students and include more opportunities for self-directed learning.</p>	<p>I.T. panel adopted cross-grade grouping based on students’ vision and learning abilities so that teachers could meet the students’ learning needs better.</p>	<p>To implement cross-grade grouping, the teaching schedule and content needs to be designed for students individually according to their level and progress. This brings some difficulty to the design and implementation of the course and thus the grouping will need to be reviewed so that students with similar learning needs may progress together.</p>
<b>1.3</b>	<b>Using information and assistive technology to improve teaching and learning for students to become more able self-directed learners</b>		
1.3.1	<p>Using tablet computers in</p>	<p>Students were taught how to</p>	<p>Tablet computers are quite user-</p>

	learning	<p>use tablet computer in the I.T. lessons. Tablet computers are now widely used in Chinese, English and Integrated Humanities lessons. 90% of the students commented that it has increased their motivation in learning.</p> <p>A number of workshops were held for teachers to learn how to incorporate I.T. and A.T. in teaching for more classroom interaction.</p>	friendly to our visually impaired students. Teachers who have used them in teaching expressed that students have shown greater learning motivation. Secondary are good at researching online while higher-primary students still need to practice on the skills.
1.3.2	Subject teachers explore the use of I.T. and A.T. in teaching and learning	All teachers have tried to include I.T. and A.T in teaching, which means we can proceed to the next stage where we aim for students to utilize online resources available and consolidate their learning with I.T. and A.T.	Teachers took the initiative in adopting I.T. and A.T. in the lessons. The use of I.T. and A.T. has made information more accessible to V.I. users. However, the School should definitely improve on the ancillary facilities considering basic teaching aids like computers, projectors and speakers are not available in the classroom.

## **Major Concern 2: Promoting assistive technology**

	Task	Achievement	Reflection
<b>2.1</b>	<b>Improving I.T. equipment for teaching and encouraging the use of A.T. in teaching and learning</b>		
2.1.1	Participating in ‘Support Scheme for e-Learning in Schools’, improving Wi-Fi system at school, purchasing laptop computers, A.T. equipment and teaching	Scheme Wifi 900 enabled installation of 16 wireless Internet AP and now Wifi reaches all floors. Connection speed and stability have also improved.	<p>Wifi now reaches 90% of the campus area with improved speed and stability.</p> <p>More tablet computers need to be purchased next year to meet the increasing need for them.</p>

	applications (apps)	The funds from the scheme were used to purchase 20 tablet computers for teaching and learning. These tablet computers are in great demand for use in the lessons. Teachers also made use of a lot of free apps to facilitate teaching.	More workshops will be held for teachers to learn how to use various education apps and make interactive e-Books.
<b>2.2</b>	<b>Facilitating teachers, social workers and boarding staff in catering for students' learning needs</b>		
2.2.1	Building a database for students' learning portfolio	<p>We have finished tender for service providers and has found a reputable company. The company sent their staff for a school visit and provided us with an initial plan. The first system test-run can be carried out in August.</p> <p>After several meetings and discussions, different sections within the Ebenezer organisation have worked out how to cooperate as a team in the process.</p>	<p>The assessment forms and reports were found to be incompatible with the database system and need to be amended.</p> <p>To test the system we will need to acquire student information from different school sections and committees, which asks for more collaboration amongst various parties.</p>
<b>2.3</b>	<b>Enriching teaching staff's knowledge in e-learning</b>		
2.3.1	Organizing training and sharing workshops to inform teachers of how to apply e-learning	<p>A number of workshops and sharing sessions were held to equip teachers with better knowledge in e-learning. The feedback shows that the teachers found the workshops useful.</p> <p>We have compiled user manuals for 5 commonly used A.T., namely Active Braille, Braille Note-taker, Text Reader, Book Reader and Magic magnifying</p>	<p>The workshops have been helpful in promoting continuous professional development and teaching quality. They also provided teachers with the information of the latest development in I.T. in education. The next stage will be to try out interactive e-books for visually impaired learners.</p> <p>This working panel will</p>

		software.	continue to provide teaching staff with information of the latest development in I.T. and A.T.
<b>2.4</b>	<b>Planning of the set-up of an A.T. Resource Centre for staff members, students, parents and the public to learn about A.T. for the visually impaired.</b>		
2.4.1	<p>Gathering resources for the set-up.</p> <ul style="list-style-type: none"> <li>- Purchasing A.T. equipment for demonstration</li> <li>- Compiling guidelines to the management of the A.T. Resource Centre</li> </ul>	<p>We have compiled a list of A.T. equipment to be purchased and have raised \$480,000 for the purchase.</p> <p>We are applying for Quality Education Funds (QEF) to renovate the Design and Technology Room into an A.T. Resource Centre.</p> <p>We have written a blueprint for the interior design and the equipment required.</p>	<p>Having decided on the items to be purchased, we are now only waiting for the grant of QEF to start the renovation.</p> <p>When the A.T. Resource Centre is established, all the staff will be briefed on the guidelines and regulations of use and how to make best use of the facilities.</p>

### **Major Concern 3: Improving self-management skills**

	Task	Achievement	Reflection
<b>3.1</b>	<b>Students developing a good habit of being organized</b>		
3.1.1	<p>Get-organized days:</p> <p>Students spend the Guidance lessons (dates listed) to get their desks and belongings organized.</p>	<p>All students were able to keep their desks and their personal belongings tidy and organised. 85% of the students were able to keep their lift up lid drawer tidy. Some students still need to learn to dispose of used paper and books and to file worksheets. Primary students tend to be tidier than the secondary students as primary students do not have as many personal items as the secondary students.</p>	<p>The activity helps remind students of the importance of cleanliness and should be continued in the coming year, one in the first term and another in the second term.</p>
3.1.2	<p>Everyone get involved:</p> <p>Students assess each other's level of cleanliness. One class will win a Cleanliness award by the end of term.</p>	<p>Lower primary students could tidy up themselves with the help of teachers. Higher-primary students could do so on their own. Secondary students also showed improvement.</p>	<p>Students were engaged in the activity. They showed self-discipline in getting organised. Students were able to objectively assess each other's cleanliness.</p>
3.1.3	<p>Students on duty:</p> <p>One student is put on duty each week to maintain and monitor cleanliness of the classroom.</p>	<p>30% of the students on duty demonstrated responsibility and helped maintain and monitor cleanliness of the classroom.</p>	<p>Students were confused about the role of the class monitor and the role of the student-on-duty.</p> <p>Students would forget to report for duty and needed to be reminded by teachers.</p> <p>This activity will not be continued in the coming year.</p>
3.1.4	<p>Cleanliness-themed photography competition</p>	<p>Students participated in the competition in groups of three. Each group must include one</p>	<p>Some students formed groups by themselves and knew what they wanted to capture in the</p>



	Student Union organizes a photography competition of photos of clean places in the classroom.	lower-primary, one higher-primary and one secondary student.  The competition was a good chance for students to evaluate how well other students have done to keep the classroom clean.	photos but some students were rather passive. Nonetheless, we recommend the activity to be held again the future as it encourages collaboration across students of different grades and promotes creative use of I.T.
3.1.5	Students tidy up their desks and put away all books and chairs after AAT.	Over 85% of the students would tidy up their desks and put away all books and chairs after AAT.	We recommend continuing this practice in the coming year in order to develop it into a habit.
<b>3.2</b>	<b>Students looking clean and presentable at all times</b>		
3.2.1	Uniform inspection:  Prefects inspect students' uniform 10 minutes before the morning assembly on the dates listed.	The prefects inspected the students' uniform before the scheduled morning assemblies and they would also offer advice on how students can improve on their appearance. This helped students maintain a neat and clean appearance at all times.	We recommend continuing this practice, for one, it reminds students of the importance of being clean and presentable, and two, it develops a sense of authority of the prefects.
3.2.2	Personal grooming workshops:  Professionals are invited to teach Higher-primary and secondary students how to maintain a clean and presentable look and meet the dress codes of different occasions.	Students learned about how to dress appropriately for different occasions. They were also give a chance to select clothes for different scenarios.	Due to visual impairment, students are rarely given the chance to select their clothes. This activity helped students to understand the dress codes of different occasions and improve their independence. We recommend this activity to be continued.
3.2.3	Keeping dining tables clean:  Students keep dining tables clean while eating and clean up after themselves.	Students were able to keep the dining tables clean. Lower-primary students need to continue to improve their table manners. Secondary students cleaned up the table after eating	All students have demonstrated better table manners. This activity should be continued.

		but they failed to hold the bowl when eating as they should.	
3.2.4	Achievement scheme:  Students set personal goals to maintain cleanliness and teachers assess students and provide feedback to students in the Guidance lessons.	All students could set their personal goals and accomplish them. Class teachers guided students to reflect on their achievement in the Guidance lessons.	The achievement scheme has run for a few years and students' enthusiasm towards the scheme seems to have dropped. We may have to include some new challenges or rewards to better engage students in it.

THE IMC OF EBENEZER: *SCHOOL*

EXPANDED OPERATING EXPENSES BLOCK GRANT ("EOEBG")  
FINANCIAL STATEMENTS FOR THE ACCOUNTING YEAR ENDED 31 MARCH 2016

	\$
<b>Income</b>	
Grants received	
- School Specific	3,277,867.39
- Non-School Specific (Baseline Reference)	1,108,222.07
	4,386,089.46
Total grants received	4,386,089.46
Other income (Please provide details)	275,526.29
<b>TOTAL INCOME</b>	4,661,615.75
<b>EXPENDITURE</b>	
- School specific	(3,081,019.98)
- Non-School Specific	(1,208,125.86)
	(4,289,145.84)
<b>TOTAL EXPENDITURE</b>	(4,289,145.84)
<b>Surplus/(Deficit) for the year</b>	372,469.91
<b>Surplus brought forward from previous period/year</b>	1,075,215.33
<b>Prior year(s) adjustments</b>	
<b>The surplus of EOEBG transferred to top-up</b>	
- 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	(26,100.00)
<b>Amount transferred to other Grants (Please specify)</b>	(21,359.00)
<b>Surplus balance after transfer</b>	1,400,226.24

Breakdown for the carried forward surplus:	
Subvention in advance for April & May, 2016	737,736.87
Provision for staff entitled by long service payment	160,000.00
Surplus after deduction	502,489.37



THE IMC OF EBENEZER SCHOOL

EXPANDED OPERATING EXPENSES BLOCK GRANT ("EOEBG")  
 STATEMENT OF INCOME & EXPENDITURE OF GRANTS  
 FINANCIAL STATEMENTS FOR THE ACCOUNTING YEAR ENDED 31 MARCH 2016

	Income		Expenditure	Surplus / (Deficit)
	Grant Received	Others (Please specify) *		
	\$	\$	\$	\$
<b>School Specific Grants</b>				
- Administration Grant / Revised Administration Grant	1,739,709.00	-	(1,348,416.67)	391,292.33
- Boarding Grant and Top-up Boarding Grant	825,553.75	247,628.00	(1,288,671.84)	(215,490.09)
- Capacity Enhancement Grant	307,126.25	-	-	307,126.25
- Composite Information Technology Grant	308,027.00	-	(396,859.10)	(88,832.10)
- Resource Material Grant for Visually Impaired Students	77,420.00	-	(14,918.97)	62,501.03
- Travelling Grant for Resource Teachers	20,031.39	-	(32,153.40)	(12,122.01)
<b>Total</b>	<b>3,277,867.39</b>	<b>247,628.00</b>	<b>(3,081,019.98)</b>	<b>444,475.41</b>

**THE IMC OF EBENEZER SCHOOL**

**CAPITAL RESERVE FUND (1)  
GENERAL FUNDS ACCOUNT : INCOME AND EXPENDITURE ACCOUNT  
FOR THE ACCOUNTING YEAR ENDED 31 MARCH 2016**

	\$	\$	
<b>INCOME</b>			
Donations			
The Community Chest Of Hong Kong	388,063.00		
Others	10,567.84		
Others (Please provide details)			
Miscellaneous income	35,649.05		
<b>TOTAL INCOME</b>		434,279.89	
<b>EXPENDITURE</b>			
Deficit on Grant A/C: (Please itemise)			
Other Expenditure (Please provide details)			
Deficit on Specific Purpose Account (Statement	(12,680.50)		
Staff salaries & Provident fund contributions	(372,045.30)		
Insurance	(51,746.86)		
Low-vision training programme expenses	(4,457.80)		
Other programme expenses	(11,208.80)		
Repair and maintenance	(9,624.44)		
Sundry Expenses	(1,853.65)		
<b>TOTAL EXPENDITURE</b>		(463,617.35)	
<b>SURPLUS / (DEFICIT) FOR THE YEAR</b>		(29,337.46)	
<b>SURPLUS / (DEFICIT) BROUGHT FORWARD FROM PREVIOUS PERIOD / YEAR</b>		(66,415.82)	
<b>ACCUMULATED SURPLUS / (DEFICIT)</b>		(95,753.28)	
Less : APPROPRIATIONS		-	
<b>ACCUMULATED SURPLUS / (DEFICIT) CARRIED FORWARD TO NEXT YEAR</b>		<b>(95,753.28)</b>	