



Ebenezer School
2016/17
School Report

1. Our School Mission

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

2. Our School Objectives

- 2.1 To nurture 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

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 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 about 70% to 80% of our students are boarders.

4. Items of Key Performance Measures

Combination of Incorporated Management Committee (IMC)

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

Teachers' Continuing Professional Development (CPD)

	Structured	Non-structured
Teachers' average hours of CPD activities:	55 hrs	18 hrs
Principal's hours of CPD activities:	100 hrs	20 hrs

Teachers' Qualifications (No. of teachers = 52)

1. Academic qualification

Master & above	Bachelor	Cert./Dipl.	Others
45%	55%	0%	0%

2. Professional qualification

Received Teacher Training	100%
Received School-based VI Training	100%
Received General SEN Training (VI or others) recognised for promotion purposes (held by EDB-commissioned university)	58%

3. Specialized teachers for core subjects

Chinese	100%
English	100%
Mathematics	85%

4. Teachers' teaching experience

0-2 yr	3-5 yr	6-10 yr	Over 10 yr
6%	19%	27%	48%

5. Language ability – certified

English	Putonghua
100%	75%

No. of school days in the year: 190 days

Percentage of class time in the 8 Key Learning Areas

Primary Section

Primary One/Two

Chinese Language	31%
English Language	18%
Mathematics	16%
Personal, Social & Humanities Science	11%
Technology	0%
Art	9%
Physical Education	4%
Cross-curricular studies	11%

Primary Three

Chinese Language	24%
English Language	18%
Mathematics	16%
Personal, Social & Humanities Science	11%
Technology	4%
Art	9%
Physical Education	4%
Cross-curricular studies	14%

Primary Four

Chinese Language	22%
English Language	18%
Mathematics	18%
Personal, Social & Humanities Science	11%
Technology	4%
Art	9%
Physical Education	4%
Cross-curricular studies	14%

Primary Five

Chinese Language	22%
English Language	18%
Mathematics	18%
Personal, Social & Humanities Science	11%
Technology	4%
Art	9%
Physical education	4%
Cross-curricular studies	14%

Primary Six

Chinese Language	22%
English Language	18%
Mathematics	18%
Personal, Social & Humanities Science	11%
Technology	4%
Art	9%
Physical education	4%
Cross-curricular studies	14%

Secondary Section

Secondary One to Three

Chinese Language	20%
English Language	16%
Mathematics	14%
Personal, Social & Humanities	14%
Science	6%
Technology	8%
Art	6%
Physical education	4%
Cross-curricular studies	12%

Students' reading habit

1. Frequency of loaning reading materials from library by students:

Primary Section (percentage of students)

Once or more per week	60%
Once every 2 weeks	100%
Once a month	100%
Less than once a month	0%
Never	0%

Secondary Section (percentage of students)

Once or more per week	10%
Once every 2 weeks	20%
Once a month	44%
Less than once a month	0%
Never	0%

2. Average number of items loaned from Library:

Primary Section	27
Secondary Section	4.7

S.3 School leavers' Placement (9 students):

Integrated in mainstream schools	7
Repeated S.3 at Ebenezer School	0
Integrated in special schools for mild-grade intellectual disability	1
Rehabilitation Training	1

Students' attendance rate (whole year):

Primary Section	95.3%
Secondary Section	90.4%

5. Progress of work on major concerns of the year

Major Concern 1: Developing self-directed learning skills

	Task	Achievement	Reflection
1.1	Developing self-directed learning skills		
1.1.1	<p>Developing self-directed learning and self-management skills:</p> <ul style="list-style-type: none"> - Continuing to promote the habit of reading and motivation in self-directed learning - Developing self-directed learning skills with metacognition teaching strategies 	<p>An I.T. Station was set up for students to read e-books. There have been 118 visits to the I.T. Station.</p> <p>90% of the students have used the library for self-study at lunch time, after school and during test and exam period.</p> <p>The library was scented with different fragrance each month to enhance the pleasure of reading.</p> <p>4 school-based reading materials have been produced with the Online 3D illustrated reading resources (Maisy) to boost students' interest in reading.</p> <p>Cognitive strategies were widely adopted in teaching of different subjects. Over 80% of the students have mastered mind mapping skills to improve their Chinese and English writing. Students have also shown improvements in Mathematics using the think-aloud strategy.</p>	<p>Some students do not know how to use the book reading machine. Such skill should be taught in I.T. lessons.</p> <p>We should improve the library facilities in order to provide a better environment for study and accommodate more students.</p> <p>The online 3D reading resource weren't very stable. We will explore other ways to produce school-based reading materials.</p>
1.1.2	<p>Mind-mapping skills for better ideas and organization:</p> <ul style="list-style-type: none"> - The Chinese and English Panel cooperate in constructing teaching strategies most suitable for visually impaired students. - Exploring different 	<p>Students were able to use mind-mapping to improve their Chinese and English writing. Speaking-before-writing also helps students to organise their ideas. 85% of the students have shown improvement in their writings.</p>	<p>Other subject teachers should also encourage students to use mind-maps to summarise key concepts and organise ideas.</p>

	strategies to teach thinking skills.		
1.1.3	Developing student learning portfolios to encourage students to take initiative and responsibility for learning.	Students have regularly reviewed and reflected on their learning using the learning portfolio. Students also designed their own study timetable during test and exam periods.	The learning portfolio could be simplified so that it is more user-friendly.
1.1.4	Guiding students to carry out self and peer assessment and to reflect upon their learning: - Students write a learning contract as a basis for self and peer assessment.	90% of the students have done self-assessment and peer-assessment. Students were able to reflect and evaluate their own studies.	Clearer rubrics will produce more objective assessment.
1.1.5	Adopting inquiry-based learning: - School-based project learning will be included in General Studies - Students write experiment logbooks in Science learning.	General Studies teachers has carried out inquiry-based learning activities (times in this year): Lower primary: 8 Higher primary: 8 Secondary students learned Science experiment skills in a school-based Science course. The process was videotaped and broadcasted on i-Show.	Students enjoyed the activities. Teachers may consider more frequent use of A.T. equipment to meet the learning needs of the visually impaired.
1.2	Improving course structure, teaching and learning strategies to provide more opportunities for self-directed learning		
1.2.1	Improving the school-based course on 'understanding dimensions' to improve visually impaired students' understanding of shapes and objects.	5 realia books have been produced. Teachers have included map and graph reading in their assessment.	The production of realia teaching resources requires a large amount of time and manpower. Volunteers may be recruited for the job.
1.2.2	Reviewing the school-based I.T. course to better meet the needs of our students and include more opportunities for self-directed learning.	Hour of Code, 3D Printing and HTML Coding have been added to P.6, S.2 and S.3 I.T. curriculum respectively. All students could master these skills.	Hour of Code and 3D Printing have fostered an increase in students' learning motivation. STEM teaching will be incorporated into P.3 to S.3 curriculum next year.

1.2.3	Developing a realia teaching resource bank to enhance teaching and learning.	3D printing technologies have been used to produce school-based teaching materials for Mathematics, General Studies and Braille subjects. There are now over 60 pieces of 3D teaching materials.	3D printed resources have helped improve students' understanding of 3D graphics in Mathematics. We may use the same technology to teach graphs that appear in other subjects.
1.2.4	Developing a preliminary STEM course to foster self-directed learning.	We have set up a STEM Development Panel. A STEM workshop was organised for all teachers on Staff Development Day. 5 times our teachers have visited other schools to learn about STEM teaching. STEM teaching was incorporated into 16 General Studies enquiry-learning activities. 'Innovative Technology' was one of the courses taught in Multiple-Intelligence lessons.	The 'Innovative Technology' was welcomed by the students. STEM teaching will be incorporated into different subjects in the coming year.
1.3	Using information and assistive technology to improve teaching and learning for students to become more able self-directed learners		
1.3.1	Using tablet computers in learning	The Socrative app was used regularly to improve interaction in English, General Studies and Integrated Humanities lessons. Discussions, formative assessment and presentations also created more interaction. Students made use of the features in Socrative, WhatsApp and Airdrop apps for better communication during their study trip to Taiwan.	Tablet computers are quite user-friendly to our visually impaired students. Lower primary students should start to learn basic iPad skills as early as possible.
1.3.2	Subject teachers explore the use of I.T. and A.T. in teaching and learning	Students used mobile devices to complete learning tasks during their study trip to Taiwan. QR codes were used to distribute questions and collect feedback in the General Studies lessons, which improved learning motivation. Higher primary and secondary	Students are not very familiar with using QR code to answer questions. Such skills will have to be taught beforehand.

		students are now able to read materials and complete assignments electronically, which is more convenient than braille production.	
1.3.3	Students participate in the making of i-Show programmes to strengthen various generic skills.	12 subject panels have produced i-Show programmes for campus TV, some of which were filmed and edited by students.	A learning platform should be set up for sharing of resources.

Major Concern 2: Promoting assistive technology

	Task	Achievement	Reflection
2.1	Improving I.T. equipment for teaching and encouraging the use of A.T. in teaching and learning		
2.1.1	Implementing the 'e-Learning School Support Programme' permitting the purchase of mobile communication devices, teaching aids, teaching software and applications.	10 iPads were purchased this year. iPads were used as eBooks in I.T. subjects and for task completion in their study trip to Taiwan.	We now have more iPads for students and teachers to use. More electronic teaching resources can be used in the future.
2.2	Facilitating teachers, social workers and boarding staff in catering for students' learning needs		
2.2.1	Building an ePortfolio for every student logging the student's academic achievement, rehabilitation training, other learning experience (OLE) and after-school tutorials for easy retrieval whenever any teaching professional needs such information.	Assessment records of different subjects have been completed. There have been 8 test-runs and more than 20 amendments to improve the system, though some technical issues have yet to be solved. Teachers will learn to use the system on Staff Development Day on 1st September.	The resignation of the company's programmer held back our progress. It will take some time to organise the students' information before it can be uploaded onto the system. The programmer is now working on a cross-page search function. It is expected that the system can be put in service in the coming school term.
2.3	Enriching teaching staff's knowledge in e-learning		
2.3.1	Organizing training and sharing workshops to inform teachers of how to apply e-learning	A number of workshops and sharing sessions (NVDA, iPad, iBook author) were held to equip teachers with better knowledge in e-learning.	The feedback shows that the teachers found the workshops useful. More workshops will be held next year for teachers to learn

			about different education apps and eBook apps (Rainbow One).
2.4	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.		
2.4.1	Planning the logistics, purchase of equipment and overall operation of the A.T. Resource Centre	We have written a blueprint for the interior design and the equipment required. We have prepared enough A.T. equipment for use in the Centre.	Application for QEF was rejected. We are now looking for other funds to support the set-up of the Centre.

Major Concern 3: Improving self-management skills

	Task	Achievement	Reflection
3.1	Students developing a good habit of being organized		
3.1.1	Developing students' awareness of time management with different measures and activities.	It is found that students are not comfortable using a watch and we will not consider purchasing one for each now. Instead, a clock was installed in every classroom.	Teachers and house parents will closely monitor students' performance to ensure that students come to class on time.
3.1.2	Teaching students how to manage their after-school time.	Some students failed to make good use of their free time (allocating time for rest and time for revision) during the test and exam period.	Students' schedule is often packed with activities and without any free time where they can plan for themselves. We shall allow more free time to students in order for them to manage their after-school hours.
3.1.3	Using e-Student Handbook to build self-discipline and organizational skills.	Most secondary students are able to use an electronic student handbook but few made it a habit. There was still the problem of late submission of assignments.	Secondary students will learn to handle school matters electronically. One of the ways is to read school circulars online.
3.2	Developing students' ability to manage their emotions		
3.2.1	Conducting workshops to teach students how to manage their emotions.	Students learned about emotion management in Class Teachers' periods. Some students receive extra support in small group activities carried out by the Educational Psychologist.	Class Teachers' periods were too short for the lessons to be complete and effective. More time (Multiple Intelligence lessons) will be allocated for the Educational Psychologist to carry out activities to teach emotion management.

3.2.2	Teaching students how to deal with negative emotions through small group activities.	Not enough time in the Class Teachers' period was spent on teaching students how to deal with negative emotions. However, a lot of after-school guidance was given to individual students and hence there was less undesirable behaviour induced by negative emotions.	Students will learn to self-assess and peer-assess their ability to deal with negative emotions.
3.3	Developing students' information literacy		
3.3.1	Conducting workshops to teach students the dangers of disclosing their private information on the Internet	The boarding section closely monitored students' use of mobile phones. Students now use their mobile device moderately.	Students will learn to screen out inappropriate information online in the coming year.
3.3.2	Teaching students how to protect their private information on the Internet	Some Class Teachers periods were allocated to teach students about Online Safety but the time was too short for it to be effective.	Students will learn about Online Safety as part of the STEM teaching in the coming year.

6. Financial Report

THE IMC OF EBENEZER SCHOOL

EXPANDED OPERATING EXPENSES BLOCK GRANT ("EOEBG") FINANCIAL STATEMENTS FOR THE ACCOUNTING YEAR ENDED 31 MARCH 2017

	\$
Income	
Grants received - School Specific (per Schedule)	3,238,294.11
- Non-School Specific (Baseline Reference)	<u>1,120,403.44</u>
Total grants received	<u>4,358,697.55</u>
Other income	
- Boarding fee	256,912.00
- Interest income	43,115.03
- Share of income from use of school's space	37,183.76
- Miscellaneous	<u>228.98</u>
TOTAL INCOME	4,696,137.32
EXPENDITURE	
- School specific (per Schedule)	(3,418,065.77)
- Non-School Specific	<u>(931,419.08)</u>
TOTAL EXPENDITURE	<u>(4,349,484.85)</u>
Surplus/(Deficit) for the year	346,652.47
Surplus brought forward from previous period/year	1,400,226.24
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	(33,101.25)
Amount transferred from other Grants	
- One off Grant for Aided Special Schools to Develop Assistive Technology	<u>21,359.00</u>
Surplus carried forward to next year *	<u><u>1,735,136.46</u></u>

* Surplus is inclusive of the subvention in advance for April and May	\$ 743,785.67
Provision for Long Service Payment (LSP) for staff	\$ 160,000.00
Surplus after deduction of subvention in advance and provision for LSP	\$ 831,350.79

**EXPANDED OPERATING EXPENSES BLOCK GRANT ("EOEBG")
STATEMENT OF INCOME AND EXPENDITURE OF GRANTS
FOR THE ACCOUNTING YEAR ENDED 31 MARCH 2017**

	Income		Expenditure	Surplus / (Deficit)
	Grant Received	Others (Please specify) *		
	\$	\$	\$	\$
School Specific Grants				
- Administration Grant / Revised Administration Grant	1,745,700.00	-	(1,378,145.46)	367,554.54
- Boarding Grant and Top-up Boarding Grant	756,303.00	256,912.00	(1,243,896.60)	(230,681.60)
- Capacity Enhancement Grant	315,023.00	-	(332,353.50)	(17,330.50)
- Composite Information Technology Grant	315,946.75	-	(405,177.15)	(89,230.40)
- Resource Material Grant for Visually Impaired Students	82,940.25	-	(14,279.26)	68,660.99
- Travelling Grant for Resource Teachers	22,381.11	-	(44,213.80)	(21,832.69)
Total	3,238,294.11	256,912.00	(3,418,065.77)	77,140.34

CAPITAL RESERVE FUND (1)
GENERAL FUNDS ACCOUNT : INCOME AND EXPENDITURE ACCOUNT
FOR THE ACCOUNTING YEAR ENDED 31 MARCH 2017

	\$	\$
INCOME		
Donations		
The Community Chest Of Hong Kong	353,403.00	
Others	37,263.00	
Others		
60% share of fee received for use of school's spaces	55,775.64	
Subsidies for programme expenses from other funding bodies	24,772.00	
Miscellaneous income	17,725.84	
TOTAL INCOME		488,939.48
EXPENDITURE		
Other Expenditure		
Deficit on specific purpose account for air-conditioning	(26,216.75)	
Staff salaries & provident fund contributions	(321,615.00)	
Staff development	(37,263.00)	
Insurance	(62,287.25)	
Low-vision training programme expenses	(324.00)	
Other programme expenses	(39,278.30)	
Repair and maintenance	(23,988.00)	
Sundry expenses	(851.00)	
TOTAL EXPENDITURE		(511,823.30)
SURPLUS / (DEFICIT) FOR THE YEAR		(22,883.82)
SURPLUS / (DEFICIT) BROUGHT FORWARD FROM PREVIOUS PERIOD / YEAR		(95,753.28)
ACCUMULATED SURPLUS / (DEFICIT)		(118,637.10)
ACCUMULATED SURPLUS / (DEFICIT) CARRIED FORWARD TO NEXT YEAR		(118,637.10)