



Ebenezer School
2017/18
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:	27 hrs	14 hrs
Principal's hours of CPD activities:	80 hrs	20 hrs

Teachers' Qualifications (No. of teachers = 52)

1. Academic qualification

Master & above	Bachelor	Cert./Dipl.	Others
40%	60%	0%	0%

2. Professional qualification

Received Teacher Training	98%
Received School-based VI Training	100%
Received General SEN Training (VI or others) recognised for promotion purposes (held by EDB-commissioned university)	40%

3. Specialized teachers for core subjects

Chinese	100%
English	100%
Mathematics	100%

4. Teachers' teaching experience

0-2 yr	3-5 yr	6-10 yr	Over 10 yr
16%	17%	23%	44%

5. Language ability – certified

English	Putonghua
100%	100%

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	21%
Once every 2 weeks	56%
Once a month	79%
Less than once a month	21%
Never	0%

Secondary Section (percentage of students)

Once or more per week	0%
Once every 2 weeks	7%
Once a month	30%
Less than once a month	70%
Never	0%

2. Average number of items loaned from Library:

Primary Section	34
Secondary Section	12

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

Integrated in mainstream school	3
Integrated in international school	1
Repeated S.3 at Ebenezer School	1
Schools for Children with Mild Intellectual Disability	1

Students' attendance rate (whole year):

Primary Section	91.2%
Secondary Section	91.8%

5. Progress of work on major concerns of the year

Major Concern 1: Developing self-directed learning skills

Objective	Task	Achievement	Reflection
1.1	Developing self-directed learning skills		
1.1.1	Diverse assessment methods will be adopted including self and peer assessment, teachers and parent assessment.	A diverse range of assessment methods including self, peer, parent and teacher assessment were adopted in 80% of the subjects and students were informed of their progress from different perspectives.	It was easier to carry out parent assessment at primary levels as the parents felt the need to be more involved in their children's learning at that stage. Secondary students proved to be more capable in peer assessment.
1.1.2	Students make verbal or written reflection on their learning, summarising key concepts.	Students being able to summarise their learning of the lesson was the focus of lesson observation last year and it showed that 95% of the teachers had asked students to do so.	Improvements were shown in students' ability to summarise learning, but they still need to strengthen their self-learning and visually impaired specific learning skills, such as lesson preparation & research skills.
1.2	Encouraging exploratory learning and improving students' problem-solving skills		
1.2.1	<p>Conducting a series of STEM learning activities:</p> <p>A. Cross-curricular activity day themed 'STEM in Action.'</p> <p>B. Creative Technology Course</p> <p>C. Renewable Energy Design Competition</p> <p>D. Project Learning on Renewable Energy</p> <p>E. Inter-class renewable energy-fuelled vehicles design competition</p>	<p>95% of the students participated in the school-based STEM learning activities. The students were enthusiastic in all competitions. Students also filmed the process and shared their learning experience in the morning assembly.</p> <p>Students designed their own research topics for the Science Design competition and showed their research results through campus TV.</p>	<p>Students showed great interest in STEM learning, but visual impairment poses some challenges in the creation process. The lack of visual memory could be one of the reasons why students lacked creativity, and we will have to work on this in the future.</p>

	F. Science project learning G. STEM gospel camp	95% of P.5 – S.3 students took part in the STEM gospel camp, learning about the wonderful creations of the Lord from a scientific point of view.	
1.2.2	Setting up a STEM Development Panel to study students' weakness in STEM learning and relevant remedial strategies.	We have set up a STEM Development Panel and researched on the weakness and challenges faced by visually impaired learners. The panel offered assistance in STEM learning to all subject teachers.	The STEM development panel consists of staff members from different subjects and with different expertise so that we can look at the learning needs in a more macro perspective.
1.2.3	Developing a realia resource bank to enhance teaching and learning	We have developed a realia resource bank, and the catalogue has been uploaded onto the intranet. 3D printing technology was extensively used in different areas of learning including Maths, General Studies, rehabilitation, and STEM and IT projects, to enhance learning effectiveness.	The realia resource bank was a valuable addition to students' learning, but we need a more comprehensive and systematic way to categorise the items so that it can be more user-friendly.
1.2.4	Exploratory learning is incorporated into every subject learning to develop students' critical thinking skills	There have been a number of learning opportunities in collaboration with other schools or organisations such as inclusive education, Singapore STEM study tour, extra-curricular activities, etc. Students were encouraged to think and act beyond boundaries.	Students feel that teachers have taught them useful learning skills and have included a range of learning strategies to help them learn. However, some students did not know how to set learning goals for themselves and still, lack self-confidence and motivation. Teachers will focus more on teaching students correct attitude and values in the future.

1.2.5	Fostering a reading culture to encourage exploratory learning and improve students' problem-solving skills	<p>Higher primary and secondary students read books and e-books in the library during morning reading session. We are currently working with the University of Hong Kong to apply for funding from the Jockey Club to establish a digital electronic library tailored made to the needs of our visually impaired learners.</p> <p>Sixstorybooks were created by our students in a cross-curricular project which involved Chinese, Library and Art subjects. Readers are also able to read the books online with a QR code.</p> <p>P.4 – S.3 students learned to use the new reading assistive tool 'book reader' in I.T. lessons, making reading more user-friendly for visually impaired learners.</p>	All teachers should continue to encourage students to read widely and extensively and develop a reading habit.
1.3	Using information and assistive technology to improve teaching and learning for students to become more able self-directed learners		
1.3.1	Developing an e-learning platform for teachers and students to share learning materials.	The school has set up a learning media platform at Google to allow teachers and students to share learning and access learning materials.	Visually impaired students need time to get familiar with the e-learning platform or better yet, the school can develop a platform tailor-made to the needs of our students.
1.3.2	Students participate in the making of i-Show programmes, strengthening various generic skills.	More than one hundred short films have been produced in the past year and uploaded onto the learning platform for	Students have a keen interest in filming for campus TV. They showcased their talents in voice-over and music

		<p>students to view.</p> <p>Maths teachers tried flipped learning by making short films for students to learn at home and complete assignments by themselves.</p> <p>All the students took an active part in the production of short films. Not only was it a fun way for them to learn, but also a way to enhance their presentation skills and self-confidence.</p>	<p>arrangements. The school may consider more training in these areas.</p>
1.3.3	<p>All subject teachers evaluate the school-based curriculum with the consideration of students' interests and needs as well as the integration of I.T. and A.T. in their learning.</p>	<p>Various types of e-learning tools were used such as EduVenture and QR code in English, General Studies and Liberal Studies lessons.</p>	<p>We take into consideration a number of factors including colour contrast, voice-over, and assistive touch functions when selecting a suitable learning software.</p>
1.3.4	<p>All subject teachers use I.T. and A.T. in teaching and learning to improve learning efficacy and motivation.</p>	<p>QR codes were widely used to support the learning of different subjects, cross-curricular activities and competitions.</p> <p>Teachers were also given advice on how to improve their use of I.T and A.T. in learning during lesson observation.</p> <p>Students created six eBooks as a part of a cross-curricular learning project among Chinese, Library and Art subjects.</p>	<p>Teachers have shown a lot of support to the teaching of I.T. and A.T. over the years seeing how students have benefited from it in their studies.</p>

Major Concern 2: Promoting assistive technology

Objective	Task	Achievement	Reflection
2.1	Facilitating teachers, social workers and boarding staff in meeting the learning needs of students		
2.1.1	Improving the students' e-Portfolio, ensuring a complete record of all details including students' academic achievement, rehabilitation training, other learning experience (OLE) and after-school tutorials, for easy retrieval whenever any teaching professionals need such information.	<p>We are close to completion of students' e-Portfolio set-up.</p> <p>We spent much time to sort out the error caused by the difference in file naming. We decided to adopt the self-import function to ensure the files can be uploaded with errors. We have designed a part of a template for the e-Portfolio and will test it next year.</p> <p>Some colleagues found the system useful in collecting information about students' academic achievement, rehabilitation needs and extra-curricular activities.</p>	<p>We have completed most part of uploading student information onto the system, but we need time to solve the errors in fetching data from a huge database. We will contact the developer to help find a solution to the problem.</p> <p>The system will be upgraded in the coming year allowing all teacher and relevant staff members to use the system.</p> <p>We will continue to monitor the operation and ensure its stability and performance and involve the developer whenever necessary.</p>
2.2	Enriching teaching staff's knowledge in e-learning		
2.2.1	Organizing training and sharing workshops to inform teachers of how to apply e-learning	<p>There have been four Rainbow Star e-books workshops for teachers. Every teacher designed one interactive e-book as part of the training. All the e-books met the requirements and expectations. Some teachers used the e-books in the lessons and received positive feedback.</p> <p>Chinese teachers of High Flyers groups A were the first to try iPad app Book Creator and have created 12 e-textbooks for</p>	<p>Even though Rainbow Star is free of charge and its design meets most teaching and learning needs, it is not completely visually impaired user-friendly.</p> <p>The iPad app Book Creator is user-friendly to our students. Teachers of other subjects/class may use it with their students in the future.</p>

		5 Units. The teachers commented that the students showed interest in using the e-textbooks.	
2.3	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.		
2.3.1	Setting up an A.T. Resource Centre	We had to wait longer than expected for the green light to change the purpose of the room and had to delay the set-up. We have been granted the Quality Education Fund to purchase teaching equipment. The school has also set aside funds for renovation. We expect the Resource Centre to be ready for use in the new school term.	When the Centre is ready for use, we will have to set user guidelines and record its use. The Centre may showcase new A.T. in the future.

Major Concern 3: Improving self-management skills

Objective	Task	Achievement	Reflection
3.1	Developing students' time management skills		
3.1.1	Monitoring student performance data regarding their ability to complete assignments on time, the quality of their works, and boarders' performance at AAT to identify those students who need support and to evaluate assignment policies.	Records showed that students missed their homework, but the staff from the boarding section observed that the reason could be the quantity and the difficulty of the assignments. After some adjustment in the second term, the problem was greatly reduced by 70%. 60% of the students showed improvement in handling homework. 60% of the students never missed their homework. Most students were able to manage their time and complete assignments and studies on time.	The measures helped to correct the problem of missing homework. Parents were also supportive of the school policy. Students have learned to be more responsible learners in the process. This homework policy will continue in the second term.
3.2	Developing higher primary students' ability to manage their emotions		
3.2.1	Conducting activities and workshops to help students be aware of their emotions and how to express their emotions	Personal Growth lessons were themed around "listening, communicating, and expressing". 80% of the students learned to express with suitable choice of words and tone of voice through 12 situational practices.	Students gained a better understanding of themselves through the comments of their peers. Students have become better listeners. They are also better at dealing with different emotions. Teachers will continue to educate students with a balance of discipline and compassion.
3.2.2	Conducting activities and workshops to teach students how to handle different emergency situations	Higher primary students have learned to be more critical and responsive in different real-life situations such as injuries, getting lost, home accidents and	The students may come across all the critical situations in their real life, and we hope that the teaching prepares the

		sexual assault. The role-playing activities have taught students how to apply what they have learned in their daily life.	students well for when they need it.
3.3	Developing secondary students' judgment and communication		
3.3.1	Students learn to be receptive to different opinions through discussion of social issues	Students have learned the correct attitude and emotion management to express oppositeviews without inflicting hurtful feelings in their listeners during Liberal Studies lessons. Students have also learned the importance of raising doubts and making rational judgements when there are suspected cases of sexual assault.	Students were highly engaged in the learning activities and have achieved the learning objectives. A number of students were unable to be accepting of difference in opinion from their friends or roommates in real life. We will strengthen their skills in this area.

6. Financial Report

THE IMC OF EBENEZER SCHOOL

EXPANDED OPERATING EXPENSES BLOCK GRANT ("EOEBG") FINANCIAL STATEMENTS FOR THE ACCOUNTING YEAR ENDED 31 MARCH 2018

	\$
Income	
Grants received - School Specific (per Schedule)	3,195,982.75
- Non-School Specific (Baseline Reference)	1,137,649.75
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Total grants received	4,333,632.50
Other income	349,467.82
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TOTAL INCOME	4,683,100.32
EXPENDITURE	
- School specific (per Schedule)	(3,292,147.88)
- Non-School Specific	(811,484.66)
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TOTAL EXPENDITURE	(4,103,632.54)
Surplus/(Deficit) for the year	579,467.78
Surplus brought forward from previous period/year	1,735,136.46
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	(29,200.00)
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Surplus carried forward to next year *	2,285,404.24

* Surplus is inclusive of the subvention in advance for April and May	\$ 746,848.78
Provision for Long Service Payment (LSP) for staff	\$ 160,000.00
Surplus after deduction of subvention in advance and provision for LSP	\$ 1,378,555.46

THE IMC OF EBENEZER SCHOOL

CAPITAL RESERVE FUND (1)
GENERAL FUNDS ACCOUNT : INCOME AND EXPENDITURE ACCOUNT
FOR THE ACCOUNTING YEAR ENDED 31 MARCH 2018

	\$	\$
INCOME		
Donations		
The Community Chest Of Hong Kong	353,403.00	
Others	34,405.20	
Others		
60% share of fee received for use of school's spaces	79,179.12	
Subsidies for programme expenses from other funding bodies	5,000.00	
Miscellaneous income	22,245.06	
TOTAL INCOME		494,232.38
EXPENDITURE		
Other Expenditure		
Deficit on Specific Purpose Account (Statement 12)	(8,320.50)	
Staff salaries & Provident fund contributions	(335,349.08)	
Staff welfare & development	(32,260.00)	
Insurance	(58,779.05)	
Other programme expense	(13,328.90)	
Sundry expenses	(2,328.50)	
TOTAL EXPENDITURE		(450,366.03)
SURPLUS / (DEFICIT) FOR THE YEAR		43,866.35
SURPLUS / (DEFICIT) BROUGHT FORWARD FROM PREVIOUS PERIOD / YEAR		(118,637.10)
ACCUMULATED SURPLUS / (DEFICIT)		(74,770.75)
ACCUMULATED SURPLUS / (DEFICIT) CARRIED FORWARD TO NEXT YEAR		(74,770.75)

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 2018**

	Income		Expenditure	Surplus / (Deficit)
	Grant Received	Others (Please specify) *		
	\$	\$	\$	\$
<u>School Specific Grants</u>				
- Administration Grant / Revised Administration Grant	1,659,039.00	-	(1,477,134.41)	181,904.59
- Boarding Grant and Top-up Boarding Grant	778,836.00	246,574.00	(1,116,560.70)	(91,150.70)
- Capacity Enhancement Grant	321,396.50	-	(345,744.00)	(24,347.50)
- Composite Information Technology Grant	322,337.50	-	(331,088.72)	(8,751.22)
- Resource Material Grant for Visually Impaired Students	91,021.75	-	(15,654.05)	75,367.70
- Travelling Grant for Resource Teachers	23,352.00	-	(5,966.00)	17,386.00
Total	3,195,982.75	246,574.00	(3,292,147.88)	150,408.87
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7. Retrospect and Prospect

We see improvements in teaching and learning, student support and student achievements over the past three years, having focused on "developing self-directed learning skills", "promoting assistive technology" and "improving self-management skills" in 2015-18.

To develop self-directed learning skills, diverse assessment methods were adopted including self and peer assessment, teachers and parent assessment, to inform students of their strengths, weaknesses and improvement strategies. A series of STEM learning activities were also conducted to promote exploratory learning and e-Reading. It also helped to stimulate students' curiosity in learning and enhance problem-solving, critical thinking, and analytical skills.

To promote assistive technology, all teachers learned to use the Rainbow Star and iPad app Book Creator to produce school-based e-books. Students also show better motivation in learning when e-learning materials are used.

To improve self-management skills, effective measures were taken to correct the problem of missing homework. Students have gradually developed a sense of responsibility in doing homework and understood the importance of time management. In addition, students showed that they are better at dealing with negative emotions after regular seminars and training workshops led by social workers and educational psychologists as well as talks and sharing in the morning assembly and teacher's classes.

The two major concerns of the coming 3-year plan will be i) revising school curricula for the development of new senior secondary curriculum and improving teaching effectiveness, and ii) expanding the school's network for more diverse learning experiences. We will continue the practice of self-directed learning and the effective use of assistive technology in addition to a focus on a smooth transition to the NSS curriculum. We will offer High Flyers students with career-related experience (CRE) including coffee blending, baking, pottery, office assistant training and fitness training. We have also scheduled for speech therapists, occupational therapists and physiotherapists to join High Flyers classes and offer individual therapy sessions. We aim to strengthen students' career life planning (CLP), subject knowledge, rehabilitation and other learning experiences for a comprehensive whole-person development.