



Ebenezer School
2018/19
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 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 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 80% 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, (2)

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:	17hrs	13hrs
Principal's hours of CPD activities:	100 hrs	20 hrs

Teachers' Qualifications (No. of teachers = 53)

1. Academic qualification

Master & above	Bachelor	Cert./Dipl.	Others
42%	58%	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)	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
13%	23%	30%	34%

5. Language ability – certified

English	Putonghua
100%	100%

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:

Class	Total loan amount	Ratio of borrowing books	Monthly Average	Average per each student
S.1-3	205	15%	21	11
P.1-3	687	51%	69	36
P.4-6	462	34%	46	29

S.3 School leavers' Placement (5 students):

Integrated in mainstream school	1
Promoted to S.4 in Ebenezer School	4

Students' attendance rate (whole year):

Primary Section	93.9%
Secondary Section	93.1%

No. of school days in the year : 190 days

5. Progress of work on major concerns of the year

Major Concern 1:

Revising school curricula for the development of new senior secondary curriculum and improving teaching effectiveness

Objective	Task	Achievement	Reflection
1.1	Restructuring the Curriculum Development Panel		
1.1.1	Reforming the curriculum development team to follow up on the NSS curriculum	The panel has held regular meetings to follow up on the progress of the NSS curriculum, deciding on the subject combinations and allocation of human resources.	The panel successfully coordinated the preparation of NSS and the NSS curriculum was launched in 2019-20.
1.1.2	Assigning staff members to be in charge of curriculum planning and to receive relevant training	All teachers have received basic training and 70% of NSS teachers have received relevant subject training.	Teachers' feedback was positive, acknowledging the effectiveness of the training in improving teaching and learning. We will recommend teachers to undertake more of such training to exchange and share teaching strategies.
1.1.3	<p>New NSS curriculum development panel:</p> <ul style="list-style-type: none"> - Setting up a new NSS curriculum coordination panel - Introducing the NSS curriculum to parents and students - Collecting students' opinion towards NSS electives - Launching a pilot extended learning course for High-Flyers – students with mild grade intellectual disabilities - Organizing a supplementary learning programme for students in mainstream schools 	<p>We have set up an NSS curriculum coordination panel and held seminars and meetings for students and parents to understand the new academic development. Teachers collected suitable teaching materials to design the NSS curriculum which caters for the special needs of our students. We received positive feedback on the pilot extended learning course for High-flyers. The supplementary learning programme for students in mainstream schools has offered diverse activities beneficial to the development of students' careers aspirations.</p>	<p>The NSS curriculum coordination panel recommends that we hold seminars and meetings for S.4 promoters and their parents every year. Teachers continue to collect suitable teaching materials to design the NSS curriculum for S.5 class. The pilot extended learning course for High-flyers will be suspended due to inadequate resources. The supplementary learning programme for students in mainstream schools was well received and will be continued next year.</p>

1.1.4	Conducting a school review and modifying the NSS curriculum to suit the needs of our students	The curricula of the four core subjects have been modified according to students' abilities. Four electives have been chosen with reference to students' preference: Tourism and Hospitality Studies, Health Management and Social Care (mainstream class), Technology and Living, and Information and Communication Technology (High-flyers class). A variety of daily-life examples and visually impaired education strategies are included in the planning.	Textbooks have been selected with reference to students' abilities. Both electronic and braille versions have been prepared. We will review the use of the textbooks after using them in the new term. Teachers will continue to improve and modify the NSS curriculum with reference to S.4 students' ability and preference.
1.2	Reviewing the school curricula to facilitate the development of the NSS curriculum		
1.2.1	Reviewing and reorganizing all school curricula for a smooth transition to the NSS curriculum	The NSS curriculum development panel has completed reviewing and reorganizing primary and junior secondary curricula. We have identified students' learning difficulties and will overcome them with suitable teaching strategies, which shall facilitate a smooth transition to the NSS curriculum.	The communications and meetings have helped achieve a smooth transition to the NSS curriculum. We shall continue to improve the curriculum in the next year. The implementation of the NSS curriculum and the assessment will inform teachers of students' ability and teachers shall adjust teaching strategies accordingly.
1.3	Working for the approval of the NSS curriculum development from the Education Bureau		
1.3.1	Designing the course structure and content with the provision of supplementary learning programmes and appropriate teaching strategies to cater for the needs of visually impaired learners, and seek approval from the Education Bureau	We have completed designing an NSS curriculum that caters for the needs of visually impaired learners. The EDB has approved our proposal and NSS S.4 will be launched in 2019-2020.	We will continue to review the curriculum development, learning activities, Other Learning Experiences (OLE) and Individualized Education Plan (IEP) to ensure whole-person development.

Major Concern 2:

Expanding the school's network for more diverse learning experiences, with a view to unleashing students' potentials, empowering their career life planning and fostering positive life value.

Objective	Task	Achievement	Reflection
2.1	Organising available resources from our partner organisations		
2.1.1	Collaborating with partner schools/organizations for better student development	The information of our donors, volunteers, partner organisations and the press has been carefully filed so that we can notify them of any updates timely. We have created a network of community resources and will utilize such resources to provide students with quality learning experiences. By participating in different activities, students can broaden their horizons, increase knowledge and self-confidence, and promote social recognition of their abilities.	Volunteers are our valuable resource. We hold regular training workshops to teach volunteers about the special education needs of visually impaired learners so as to equip them with the necessary knowledge and skills. We will continue to promote the achievements of our students and share with the public the inspirational stories of our students so that the public can know more about the potentials and strengths of our students and it will benefit students' career planning in the long run.
2.2	Utilizing existing support network and opening up new ones		
2.2.1	Reviewing music training and development	This year the music curriculum focused on strengthening students' sense of hearing, which helped build a solid foundation for music learning. In addition, we provided opportunities for students to learn different types of musical instrument such as trumpet, flute, trombone, clarinet and the piano. Students have taken part in individual and ensemble public performances and interschool competitions which helped cultivate cooperativeness and assertiveness in students.	We will enhance students' skills in reading sheet music next year by improving their music braille and the use of assistive technology in order to prepare potential students for the HKDSE exam. We will also enhance students' ability in music appreciation.
2.2	Encouraging exchanges with other schools and better parent support	There have been 8 sharing sessions with different organisations including a number of mainstream schools and the Hong Kong Society of Child Neurology & Developmental Paediatrics. Our	It could be difficult to liaise with different schools and parties without adequate manpower as we work with quite a large number of mainstream schools. We will

		<p>survey shows that more than 90% of the teachers and students involved agree that the sharing sessions have enhanced their understanding of visually impaired education and inclusiveness. The 4 meetings with mainstream secondary/primary schools and special schools have helped foster a better parent-child relationship and improved mutual understanding between the students and their parents. We also invited alumni to share their experiences, which encouraged everyone to face challenges with confidence. All these activities have promoted cooperation between home and school.</p>	<p>look for a more effective way to reach out to them. We will also introduce the RSP service to more teachers and parents.</p> <p>Our support to parents will continue to evolve to meet their needs and address any current and most concerned issues.</p> <p>We will invite parents to meet and share their parenting advice to establish a parent support network.</p>
2.3	Planning a diverse learning experience for students		
2.3.1	<p>Researching for more diverse further study and career opportunities and provide relevant training</p>	<p>We have held 5 Peer Career Advisor job shadowing sessions for our students to learn about the alumni's job nature and work environment. Students showed enthusiasm for such opportunities. We also held an Information Day for Visually Impaired Students at Hong Kong Open University to inform students about the learning support and facilities available in the university. In addition, we also organised Social Work and Aromatherapy Workshop, and Financial Management Course and Meeting with an Accountant to improve their understanding of the workplace. 80% of the participants found the activities rewarding and meaningful.</p>	<p>The Peer Career Advisor programme has helped students learn about the workplace and job agencies such as ProjectWORKS. We recommend this programme to be continued next year.</p> <p>Visiting tertiary institutions was a great opportunity for students to learn about university life firsthand. We recommend such activities to be held again next year.</p>
2.3.2	<p>Providing a variety of learning experiences in Multiple-Intelligence classes, joint-class activities and inclusion activities</p>	<p>Students of different learning stages focused on different areas of learning in the Multiple Intelligence lessons. In KS1, we invited therapists to co-teach Social Integration with our teachers. KS2 students made visits and services to different community organisations. KS3 students worked on STEM</p>	<p>The learning activities were rewarding for both students and the organising parties. We will remain in close contact with these partner schools and organisations for more opportunities to design learning activities for our students.</p>

		<p>projects around innovative technology. The diverse activities have encouraged students across different levels to learn cooperatively. There were also integration opportunities with students from mainstream schools. Students learned different subjects together including art, STEM, study skills and social skills. The activities cultivate a sense of collaboration and inclusiveness.</p>	<p>As part of career planning, we will include some elements of career orientation in next year's Multiple Intelligence lessons to help students discover their career aspirations.</p>
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Major Concern 3: Fostering a green culture at school

Objective	Task	Achievement	Reflection
3.1	Establishing an environmentally-friendly school resource management		
3.1.1	<p>Writing guidelines for recycling and conservation and their implementation:</p> <ul style="list-style-type: none"> - Reinforcing the environmental protection code of practice - Revision of school environmental protection guidelines 	<p>All the staff members have been advised of the need and the ways to save energy. The measures include lights being turned on only when needed, monitoring the quantity of food prepared to avoid waste, eliminating the use of disposable tableware in all activities, reducing the use of paper by using both sides, keeping used paper for reuse, and keeping electronic copies.</p>	<p>Used paper is not always available for use. We will try to ensure a stable supply.</p> <p>We will install recycling bins in the campus and encourage students and staff members to put waste paper, aluminium <i>cans</i> and plastic bottles in the recycling bins.</p> <p>We will continue to promote green living in the lessons, assembly and campus TV.</p>
3.2	Promoting students' awareness and the daily practice of cherishing food		
3.2.1	<p>Promoting students' awareness and the daily practice of cherishing food:</p> <ul style="list-style-type: none"> - Taking part in the Pilot Programme on Provision of Small Food Waste Composters at School - Holding lectures and workshops - Living the "Cherish Food" lifestyle 	<p>The Hong Kong Productivity Council held a seminar at school to teach us how to operate the food waste composter and two planting workshops were held to teach students about how to use organic fertilizer. In the beginning, we used the food waste machine to convert uncooked leftover fruits and vegetables to compost. Secondary students took turns to help recycle food waste and also make a record of the amount of food waste. The results will be reported in the morning assembly. We also ensured that students reduce food waste in all school activities.</p>	<p>The seminar was informative. The food waste composter provides an environmentally-friendly treatment of food waste.</p> <p>"Pilot Programme on Provision of Small Food Waste Composters at School" is a 3-year programme. There will be another workshop in the next year and the programme will be fully implemented.</p>
3.2.2	<p>Establishing the habit of saving energy and zero waste in students' daily life:</p> <ul style="list-style-type: none"> - Developing students' sense of responsibility and leadership in environmental protection 	<p>We promoted green living in all the school activities including barter, Christmas party and beach clean-up.</p> <p>Students learned to reduce waste and recycle through a series of activities. The students' union helped organize 'Better Barter' and design a questionnaire for the</p>	<p>Students were enthusiastic about the beach clean-up activity as it was both fun and meaningful. We may organize similar activities in the future.</p>

	<p>- Living a green lifestyle at school</p>	<p>beach clean-up activity. Students also participated in a Green Game Day with the students from Ying Wa Girls' School.</p>	
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6. Financial Report

THE IMC OF EBENEZER SCHOOL

EXPANDED OPERATING EXPENSES BLOCK GRANT ("EOEBG") FINANCIAL STATEMENTS FOR THE ACCOUNTING YEAR ENDED 31 MARCH 2019

	\$
Income	
Grants received - School Specific (per Schedule)	3,718,760.75
- Non-School Specific (Baseline Reference)	<u>1,163,551.25</u>
Total grants received	<u>4,882,312.00</u>
Other income	<u>385,328.02</u>
TOTAL INCOME	5,267,640.02
EXPENDITURE	
- School specific (per Schedule)	(3,306,606.90)
- Non-School Specific	<u>(1,399,347.83)</u>
TOTAL EXPENDITURE	<u>(4,705,954.73)</u>
Surplus/(Deficit) for the year	561,685.29
Surplus brought forward from previous period/year	2,285,404.24
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	<u>(22,675.00)</u>
Surplus carried forward to next year *	<u><u>2,824,414.53</u></u>

* Surplus is inclusive of the subvention in advance for April and May	\$ 820,029.85
Provision for Long Service Payment (LSP) for staff	\$ 160,000.00
Surplus after deduction of subvention in advance and provision for LSP	\$ 1,844,384.68

THE INC OF EBENEZER SCHOOL

**EXPANDED OPERATING EXPENSES BLOCK GRANT ("EOEBG")
STATEMENT OF INCOME AND EXPENDITURE OF GRANTS
FOR THE ACCOUNTING YEAR ENDED 31 MARCH 2019**

	Income		Expenditure	Surplus / (Deficit)
	Grant Received	Others (Please specify) *		
	\$	\$	\$	\$
<u>School Specific Grants</u>				
- Administration Grant / Revised Administration Grant (Note 1)	1,655,970.00	-	(1,372,515.42)	283,454.58
- Air-conditioning Grant	359,229.00	-	-	359,229.00
- Boarding Grant and Top-up Boarding Grant	769,747.00	238,208.00	(1,094,378.68)	(86,423.68)
- Capacity Enhancement Grant	328,714.50	-	(226,296.00)	102,418.50
- Composite Information Technology Grant	329,676.00	-	(447,065.74)	(117,389.74)
- Resource Material Grant for Visually Impaired Students	102,183.75	-	(9,366.46)	92,817.29
- Travelling Grant for Resource Teachers	23,240.50	-	(6,984.60)	16,255.90
- Special Grant on Typhoon Disturbance	150,000.00	-	(150,000.00)	-
Total	3,718,760.75	238,208.00	(3,306,606.90)	650,361.85
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THE IMC OF EBENEZER SCHOOL

CAPITAL RESERVE FUND (1)
GENERAL FUNDS ACCOUNT : INCOME AND EXPENDITURE ACCOUNT
FOR THE ACCOUNTING YEAR ENDED 31 MARCH 2019

	\$	\$
INCOME		
Donations		
The Community Chest Of Hong Kong	358,403.00	
Others	50,892.95	
Others		
60% share of fee received from use of school's spaces	49,408.96	
Subsides for programme expenses from other funding	9,000.00	
Miscellaneous income	38,479.36	
TOTAL INCOME		506,184.27
EXPENDITURE		
Other Expenditure		
Deficit on Specific Purpose Account for Air-Conditioning	(8,007.20)	
Staff salaries and Provident fund contributions	(293,301.44)	
Staff welfare and development	(50,892.95)	
Insurance	(47,798.67)	
Other programme expenses	(13,645.53)	
Sundry expenses	(1,070.00)	
TOTAL EXPENDITURE		(414,715.79)
SURPLUS / (DEFICIT) FOR THE YEAR		91,468.48
SURPLUS / (DEFICIT) BROUGHT FORWARD FROM PREVIOUS PERIOD / YEAR		(74,770.75)
ACCUMULATED SURPLUS / (DEFICIT)		16,697.73
ACCUMULATED SURPLUS / (DEFICIT) CARRIED FORWARD TO NEXT YEAR		16,697.73

7. Retrospect and Prospect

2018-2019 was the first year of the school's three-year development plan. This year's major concerns were revising school curricula for the development of new senior secondary curriculum and improving teaching effectiveness, expanding the school's network for more diverse learning experiences (with a view to unleashing students' potentials, empowering their career life planning and fostering positive life value), and fostering a green culture at school. We have achieved promising results after a year of hard work, which has laid a solid foundation for next year's plan.

Starting the New Senior Secondary (NSS) curriculum requires comprehensive planning, from admission, staffing, curriculum design to accommodation support. After a series of meetings with the Education Bureau, we have acquired the approval of the Education Bureau to launch the NSS curriculum in 2019-2020.

As part of the preparation of the NSS curriculum, all the subject panels collaborated to review and revise the curriculum, identify students' learning difficulties, and adjust teaching strategies for a smooth transition to NSS. The NSS coordinating panel had regular meetings to report on the progress of work, and communicate with parents, students, alumni and other stakeholders on any details and changes to ensure problems are addressed and needs are met.

We have also worked to expand the school's network for more diverse learning experiences. Ebenezer has a resourceful support network and has established a mutual understanding with partner organisations. We have received in-class support and assistance in extracurricular (OLE) learning activities which have helped develop students' generic skills.

Another major concern was fostering a green culture at school. We have achieved the expected results. In the coming year, we will discuss with students environmental issues and teach them how to sort and recycle waste. We will encourage students to apply their knowledge into practice and become an eco-friendly person.

2019-2020 is the second year of the three-year plan. We will continue to follow up on the implementation of the NSS curriculum, which includes starting Secondary 4 and all core subjects and electives, namely Technology and Living, Health Management and Social Care, Tourism and Hospitality Studies, and Information and Communication Technology.

Students will have Career Guidance lessons to receive career and life planning education and establish positive values and work ethics, with the aim to help students adapt to economic and social changes, improve various vocational skills, and achieve whole-person development.

In order to strengthen professional cooperation with our partner organisations, a number of research projects will be carried out in the coming year, including research on Mathematics question types, tactile graphics and rehabilitation training, in the hope that this will enhance students' learning effectiveness. These discussions and research findings will be presented to colleagues and teachers of other schools to encourage professional exchanges.

In terms of arts development, Ebenezer will continue to promote music development by providing suitable music training and performance opportunities for students and alumni of different abilities and potentials, bringing together talents and helping them achieve their dreams.