



Ebenezer School
2020/21
School Report

1. Our School Mission

The Gospel of Christ lays the foundation of our school. Based on our educational ideal of “Education for All, Support for Everyone”, we are committed to providing an all-round quality education to children and youths with visual impairment. We strive to provide our students with an environment of positiveness, cheerfulness, trust, solidarity as well as mutual help and care for them to learn and grow. We help students to overcome their visual impairment, and to develop their own potentials and talents. Growing up as confident and independent persons, our students will turn out to be contributive members of the school, families, society and nation.

2. Our School Objectives

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

3. General Information on Our School

Ebenezer School & Home for the Visually Impaired was established in 1897, while Ebenezer School registered as a subsidized special school for visually impaired students in 1956. At present the School operates 10 approved classes, from Primary one to Secondary five. We are practically operating 14 classes (11 with mainstream curriculum and 3 with adapted curriculum). We adopt mainstream school curriculum, which is supplemented by rehabilitative training programmes for visual impairments. We aim at enabling our students to overcome their visual impairment and to learn effectively. Also, we offer a Resource Support Programme for visually impaired students who study at mainstream secondary schools, primary schools, as well as at other special schools. Since Ebenezer is the only educational institution for the visually impaired in Hong Kong, our students come from all over the region. We operate boarding service and about 70% of our students are boarders.

4. Items of Key Performance Measures

Combination of Incorporated Management Committee (IMC)

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

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

Teachers' Continuing Professional Development (CPD)

	Structured	Non-structured
Teachers' average hours of CPD activities:	30 hrs	4 hrs
Principal's hours of CPD activities:	50 hrs	20 hrs

Teachers' Qualifications (No. of teachers = 62)

1. Academic qualification

Master & above	Bachelor	Cert./Dipl.	Others
32%	68%	0%	0%

2. Professional qualification

Received Teacher Training	95%
Received School-based VI Training	100%
Received General SEN Training (VI or others) recognised for promotion purposes (held by EDB-commissioned university)	47.9%

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
10% (6)	18% (11)	24% (15)	48% (30)

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	19%
English Language	8%
Mathematics	9%
Personal, Social & Humanities Science	6%
Technology	0%
Art	5%
Physical Education	2%
Cross-curricular studies	51%

Primary Three

Chinese Language	16%
English Language	12%
Mathematics	10%
Personal, Social & Humanities Science	7%
Technology	3%
Art	6%
Physical Education	3%
Cross-curricular studies	43%

Primary Four

Chinese Language	17%
English Language	13%
Mathematics	15%
Personal, Social & Humanities Science	9%
Technology	4%
Art	7%
Physical Education	4%
Cross-curricular studies	31%

Primary Five

Chinese Language	19%
English Language	17%
Mathematics	17%
Personal, Social & Humanities Science	8%
Technology	4%
Art	8%
Physical education	4%
Cross-curricular studies	23%

Primary Six

Chinese Language	20%
English Language	16%
Mathematics	18%
Personal, Social & Humanities Science	11%
Technology	5%
Art	9%
Physical education	5%
Cross-curricular studies	16%

Secondary Section

Secondary One to Three

Chinese Language	20%
English Language	14%
Mathematics	15%
Personal, Social & Humanities	15%
Science	6%
Technology	11%
Art	9%
Physical education	3%
Cross-curricular studies	7%

Secondary Five

Chinese Language	18%
English Language	16%
Mathematics	18%
Personal, Social & Humanities	30%
Technology	5%
Art	5%
Physical education	5%
Cross-curricular studies	5%

Students' reading habit

1. Number of Books Borrowed by Students from the School Library

Level	Total no. of books borrowed	Percentage of books borrowed	Average no. of books borrowed per month	Average no. of books borrowed per person	Total no. of eBooks	Average no. of Books borrowed per person
Secondary	58	5.1%	5.8	4.5	97	7.7
Higher-Primary	149	13.2%	14.9	10.6	41	2.9
Lower-Primary	648	57.4%	64.8	43.2	670	44.7
High-Flyers	273	24.2%	27.3	15.2	202	11.2

Source of Data: School Library System

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	96.19%
Secondary Section	97.04%

No. of school days in the year : 188 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	Assigning staff members to take charge of curriculum planning and to receive relevant training	The school has arranged for experienced teachers to teach the NSS curriculum. The panel chairpersons of Chinese, English and Mathematics subjects all participated in NSS curriculum briefing workshops organised by the Education Bureau.	In response to the changes in the NSS curriculum, some teachers might need to develop their professions in a different domain. The school shall encourage those teachers to enrol in relevant courses.
1.1.2	Conducting a school review and modifying the NSS curriculum to suit the needs of our students	The school has developed an adapted NSS curriculum incorporated with subjects such as Career Guidance and Life Education to better meet the abilities and needs of individual students.	Due to the outbreak of COVID-19, face-to-face lesson time was reduced so the curriculum had to be adjusted. It has also encouraged teachers to leverage technology in education to cater for learner diversity.
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 panel chairpersons of different subjects have finished reviewing the curriculum at all levels with some adjustments in the teaching content and the addition of e-learning to encourage self-directed learning.	Teachers across levels/subjects were able to have more co-planning time. Teachers are encouraged to adopt collaborative teaching for better uniformity, learning progression and avoidance of duplication in teaching content.
1.3	Implementing the curriculum		
1.3.1	Hiring teachers to teach the NSS curriculum	New teachers have been hired and more experienced teachers have been redeployed to teach the NSS curriculum. New teachers attended workshops on rehabilitation and relevant skills in teaching the visually impaired. Subject panel chairpersons will also observe new teachers' lessons to provide support and opportunities for communication.	New teachers will need to improve their skills in teaching the visually impaired. Experienced teachers are to take on the role of a mentor to provide support to new teachers.

1.3.2	Implementing the NSS curriculum	The NSS curriculum has expanded to S.5 level. S.5 students study Hotel Operations run by a tertiary institution as part of their Applied Learning studies. The course has helped broaden their horizons and inspire their future careers.	The students enrolled in the adapted curriculum may be encouraged to apply for Applied Learning courses so that students can learn the basic theories and concepts, and explore their career possibilities and life-wide learning opportunities.
1.4	Career and Life Planning Education in the NSS levels		
1.4.1	Implementing Career and Life Planning Education	<p>To cater for the learning needs of students who study the adapted NSS curriculum, a school-based career planning programme for the visually impaired is offered, including a Personal Growth course designed by our social worker and a Career Guidance course taught by subject teachers.</p> <p>Students of the adapted NSS curriculum have participated in work opportunities at school and outside school, which helped enhance students' understanding of their career life.</p>	<p>Students acquired better knowledge and skills necessary for the workplace from the various work opportunities.</p> <p>The number of work opportunities was reduced due to the epidemic and adjustments will have to be made in the future to compensate for lost time.</p>

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	<p>Collaborating with other sections or partner organizations to find out students' learning challenges to improve learning and teaching effectiveness.</p> <p>1. Tactile visual vocabulary system</p> <p>2. A resource bank of information on descriptive narration</p>	<p>Starting in 2019, the collaboration between the General Studies subject and BEYOND VISION PROJECT on the TVVS (Tactile Visual Vocabulary System) programme has been successfully completed this year.</p> <p>We have covered the vocabulary of the General Studies subject in P.3 – P.6 levels. The team then observed its application in lessons through visits or Zoom and conduct pre- and post-assessments to determine its effectiveness. The results showed that the use of TVVS has been effective in helping students understand abstract concepts.</p> <p>During COVID-19 and school suspension, we delivered the TVVS learning materials for students to study at home, which also helped parents understand their children's learning needs.</p> <p>A total of 13 staff members, including 10 teachers, 1 speech therapist and 2 Christian Ministry staff, participated in the Descriptive Narration course co-organised by Ebenezer School and Arts with the Disabled Association Hong Kong in the second term. The six 1.5-hour sessions cover different practical skills such as observation, selection and description so that learners can precisely and accurately describe the environment, images (logos,</p>	<p>The collaboration between the General Studies subject and BEYOND VISION PROJECT has enabled teachers to observe students' ability in understanding abstract concepts. The tactile learning materials have motivated students' interests in the subject and allow for a better understanding of how matters are transformed and developed.</p> <p>The BVP design team will share the braille-printable TVVS images with other subject teachers so that teachers can have access to them whenever needed.</p> <p>Subject teachers may continue to communicate with the BVP team on how students with lower ability can manage to use the tactile materials.</p> <p>It is difficult yet necessary for visually impaired people to understand visual information, therefore, teachers should apply the skills of descriptive narration in their teaching and learning to help students gain a complete understanding of the objects or images.</p> <p>The instructors were experienced and professional. The learners received useful feedback for improvement on their assignments.</p>

	<p>3. Application of Design Thinking</p>	<p>comics, tactile maps) and different objects. The course offers demonstrations and opportunities for application; learners are required to finish all assignments and assessments.</p> <p>All the learners have passed the assessments. The learners commented that the course has been practical and inspiring. All the learning materials have been uploaded to the school's resource bank for future reference.</p> <p>The social enterprise WEDO Global organised a Design Thinking workshop for us in the first term. The workshop included an introduction to Design Thinking, sharing of a social entrepreneur, social innovation ideas and case studies, etc. The teachers worked in groups to apply such thinking skills in solving problems encountered in teaching. The teachers demonstrated much creativity and such thinking skills should be quite useful in teaching and learning.</p> <p>One of the steps in Design Thinking is 'prototyping', which means making new products / adapting existing products to better meet students' learning needs. With this thinking skill and the 3D printing technology, teachers have innovated countless teaching assistive aids and chess games for our students. Our students' electric desk is an example of our teachers' application of Design Thinking skills to improve the effectiveness of teaching and learning.</p>	<p>It is hoped that the Descriptive Narration course will continue to run in the next year to include more staff, especially new teachers, in this professional development initiative.</p> <p>The five steps to Design Thinking are namely, Empathy, Define, Ideate, Prototype and Test. Through daily observation and empathy, we can find out the challenges of others and provide effective solutions for them.</p> <p>Different parties in the community have demonstrated their empathy and creativity in the making of products for the visually impaired such as wallets that can identify banknotes, braille boards, pouches for walking canes and audible timers, which have helped enhance their quality of life.</p> <p>It is hoped that the Government or private organizations can provide more support or financial assistance to enable different people to design more creative products for students with special learning needs and promote social innovation.</p>
<p>2.2</p>	<p>Utilizing existing support network and opening up new ones</p>		
<p>2.2.1</p>	<p>Strengthening music training and development</p>	<p>Funded by the HKSAR Social Welfare Department, the Ebenezer Music Academy was launched in January 2020. The 3-year programme provides intermediate</p>	<p>The instructors recruited are required to complete the training organized by Ebenezer to ensure the courses meet the</p>

		<p>to advanced systematic music training for students, integrators and graduates of Ebenezer School and Ebenezer New Hope School and other visually impaired musicians, with the aim of establishing a learning platform suitable for visually impaired children to develop their musical strengths. The programme includes music performance (vocal or musical instruments), knowledge (music theory), reading and writing media (music Braille and software) courses, as well as professional training for music teachers and the instructors recruited, and public education.</p> <p>Some students have completed or are preparing for internationally recognized musical instruments and music theory examinations at different levels through the Scheme. Students who study Music for the Hong Kong Diploma of Secondary Education or Tertiary Music Programme have also received support from the Programme, such as music reading and writing media and music theory applications, to complement their studies outside Ebenezer.</p> <p>The programme has gathered many music enthusiast students, alumni and teachers, and it has been successful in uncovering students' potential. The Ebenezer Academy Sharing Concert was held at the end of term so that students could give back to the community in the form of music.</p>	<p>learning needs of visually impaired students.</p> <p>It is recommended that resources be allocated to build a systematic music learning platform so that visually impaired children can continue to develop their strengths in a way that caters to their learning needs, and that music teachers, instructors and the public can better understand their learning needs.</p> <p>In addition to continuing Ebenezer Music Academy, the Ebenezer X Jockey Club Music Odyssey started in September 2021. The 3-year collaboration covers elementary music experience activities of different forms so that children who have never studied music or with multiple disabilities can express themselves through music, build self-confidence and collaborate with others.</p> <p>In addition, Ebenezer Music Academy will continue its promotion and education through newspapers, television, radio, magazines, social media to promote the potential of the visually impaired and the spirit of integration.</p>
2.2.2	<p>Utilizing the school network and improving support to parents:</p> <ul style="list-style-type: none"> - Redeployment: 6 Resource teachers were redeployed to 	<p>Six resource teachers were redeployed to Ebenezer New Hope School, providing a wide range of support to a total of 59 students, including weekly in-class support, lesson observation, co-teaching and meeting with physical, occupational and speech therapists.</p>	<p>The Education Bureau has officially announced that students of three schools for students with severe intellectual disabilities will be transferred to Ebenezer New Hope School starting next school year, and soon students from the</p>

	<p>Ebenezer New Hope School to provide support and training to 3 partner schools, which include lesson observation, co-teaching and meeting with therapists</p> <p>– Support to parents: to enable students to continue learning at home, RSP teachers will produce eBooks, teaching videos and learning kits for parents and students to use at home</p>	<p>During the school suspension period, teachers continued to provide online lessons with the provision of teaching aids. The feedback from partner schools was positive. Teachers commented that the measures were effective in supporting students' learning.</p> <p>Six schools for children with severe intellectual disabilities have participated in the production of electronic teaching materials. The parents have started using them with their children and their feedback has been collected.</p> <p>100% of users are satisfied with the effectiveness of the teaching materials. 80% of the participants agreed that online teaching helped support students and that parents were able to apply the training skills to teach their children at home.</p>	<p>remaining seven schools for students with severe intellectual disability will be gradually transferred, so the redeployment scheme will end and the six resource teachers will be directly employed by Ebenezer New Hope School.</p> <p>The production and use of electronic teaching materials will be introduced to parents of children with severe intellectual disabilities who study at schools for children with physical disabilities in the next year.</p> <p>Parental training is necessary for efficient home-school cooperation. Training activities will continue to be provided in the future so that parents or caregivers can learn the appropriate training skills to train their children at home.</p>
2.3	Providing a diverse learning experience for students		
2.3.1	<p>Providing a variety of learning experiences in Multiple-Intelligence classes, co-curricular activities and inclusion activities</p>	<p>Despite the outbreak of COVID-19, some subject panels/groups could still arrange at least one collaborative online activity with different people or organisations. 90% of the students were engaged in the activities and the objectives were achieved.</p> <p>Lower-primary school students learned to communicate and listen attentively through games, stories and activities under the guidance of professionals (speech therapists / occupational therapists / physiotherapists / educational psychologists / social workers / nurses), teachers and teaching assistants. 70% of students effectively learned and improved</p>	<p>Despite the constraints placed as a result of the epidemic, subject teachers continued to work in collaboration with other parties so that activities could be carried out effectively, and achieved the goals of deepening subject knowledge, broadening horizons and enriching learning experience.</p> <p>Cross-curricular activities and joint-class activities help create a more in-depth understanding of various subjects, however, due to the outbreak of COVID-19 this year, the activities could not be held and may be postponed to next year upon discussion with the subject panels.</p>

		<p>communication, social and listening skills.</p> <p>Upper-primary school students participated in subject-related activities, including self-knowledge, emotional management and logical thinking skills. Teachers observed that 80% of students were engaged in activities and able to apply what they have learned after class.</p> <p>Secondary students participated in activities that train their thinking and problem-solving ability and provide information for further studies. Students' performance was satisfactory. Most students improved their math and logical thinking skills through games or activities.</p> <p>High-flyer students learned to cooperate with others, strengthen communication skills, and self-protection through experiential learning activities. Students completed the activities and achieved their learning goals.</p> <p>Students enjoyed the activities, which offered a wide range of learning experiences. It was observed that 95% of the students were engaged in the learning activities.</p>	<p>The activities were able to cater for the intellectual development of students of different learning stages. Students could exercise peer learning while having fun through games, role-playing, competitions, group discussions, etc.</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 2021

	\$
Income	
Grants receive - School Specific (per Schedule)	4,253,100.73
- Non-School Specific (Baseline Reference)	<u>1,319,875.92</u>
Total grants received	<u>5,572,976.65</u>
Other income	261,447.54
TOTAL INCOME	<u>5,834,424.19</u>
EXPENDITURE	
- School specific (per Schedule)	(3,782,368.95)
- Non-School Specific	<u>(1,131,985.76)</u>
TOTAL EXPENDITURE	<u>(4,914,354.71)</u>
Surplus/(Deficit) for the year	920,069.48
Surplus brought forward from previous period/year	3,635,917.06
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	(7,230.00)
Surplus carried forward to next year *	<u><u>4,548,756.54</u></u>

* Surplus is inclusive of the subvention in advance for April and May	916,381.54
Provison for Long Service Payment (LSP) for staff	160,000.00
Surplus after deduction of subvention in advance and provision for LSP	3,472,375.00

**EXPANDED OPERATING EXPENSES BLOCK GRANT ("EOEBG")
STATEMENT OF INCOME AND EXPENDITURE OF GRANTS
FOR THE ACCOUNTING YEAR ENDED 31 MARCH 2021**

	Income		Expenditure	Surplus / (Deficit)
	Grant Received	Others (Please specify) *		
	\$	\$	\$	\$
<u>School Specific Grants</u>				
- Administration Grant / Revised Administration Grant <i>(Note 1)</i>	1,859,631.00	-	(1,808,395.81)	51,235.19
- Air-conditioning Grant	584,270.73	-	(378,316.60)	205,954.13
- Boarding Grant and Top-up Boarding Grant	819,103.00	128,038.00	(684,495.89)	262,645.11
- Capacity Enhancement Grant	412,726.50	-	(249,159.75)	163,566.75
- Composite Information Technology Grant	381,013.00	-	(575,280.02)	(194,267.02)
- Resource Material Grant for Visually Impaired Students	117,372.00	-	(29,114.18)	88,257.82
- Travelling Grant for Resource Teachers	28,722.00	-	(2,807.70)	25,914.30
- Special Grant on Typhoon Disturbance	50,262.50	-	(54,799.00)	(4,536.50)
Total	4,253,100.73	128,038.00	(3,782,368.95)	598,769.78
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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 2021**

	\$	\$
INCOME		
Donations		
The Community Chest Of Hong Kong	353,403.00	
Others	17,000.00	
Others		
60% share of fee received from use of school's spaces	2,909.58	
Subsides for programme expenses from other funding	9,000.00	
Miscellaneous income	18,680.57	
TOTAL INCOME		400,993.15
EXPENDITURE		
Other Expenditure		
Repairs and maintenance	(8,250.00)	
Staff salaries and Provident fund contributions	(346,624.79)	
Insurance	(69,562.98)	
Other programme expenses	(8,496.86)	
Vehical up-keep expenses	(30,258.16)	
Sundry expenses	(850.00)	
TOTAL EXPENDITURE		(464,042.79)
SURPLUS / (DEFICIT) FOR THE YEAR		(63,049.64)
SURPLUS / (DEFICIT) BROUGHT FORWARD FROM PREVIOUS PERIOD / YEAR		96,643.16
ACCUMULATED SURPLUS / (DEFICIT)		33,593.52
ACCUMULATED SURPLUS / (DEFICIT) CARRIED FORWARD TO NEXT YEAR		33,593.52

7. Retrospect and Prospect

2020-2021 was the final year of the school's three-year development plan, and the school has successfully addressed two major concerns: 'revising school curricula for the development of new senior secondary curriculum and improving teaching effectiveness' and 'expanding the school's network for more diverse learning experiences; unleashing students' potential through career and life planning and defining personal values'. Due to the outbreak of COVID-19, some of the measures were refined or changed, mostly by switching to online or electronic forms of teaching/training, but overall the school plan proceeded as planned.

As a result of the pandemic, classes for all schools were suspended. We quickly implemented the "one-student-one-iPad" programme and conducted a series of e-Learning workshops with the expertise of subject teachers, speech therapists and occupational therapists, for parents and students, so that students could have real-time online classes with teachers and use different electronic platforms for self-learning after school. The new normal of teaching means that teachers have to be ready to adopt a variety of assessment methods to understand students' learning and to adjust teaching strategies to ensure learning continues.

In order to help students with their learning difficulties and consolidate students' learning, subject teachers have refined the coverage of the curriculum and designed appropriate teaching materials in the form of print, braille, electronic copies or educational videos according to individual students' abilities. Some materials are provided with a QR Code for easy access. The language subject teachers have also created two Reader's websites to provide additional reading materials for students of different key stages. To facilitate the development of STEM, we will apply for funding next year for a STEM LAB and the "Campus IT Innovation Laboratory" programme so that more STEM activities can be organised.

To support the learning of integrators studying at mainstream or special schools during school suspension, RSP teachers developed learning materials for each student with reference to their Individualised Education Programme (IEP). RSP teachers also provide students with guidance and counselling through different communication media and teach parents the necessary skills to continue training at home so that learning can continue despite any circumstances.

The school seeks to work with different parties and explore resources available for students, such as the Tactile Visual Vocabulary System (TVVS), which aims to produce tactile learning materials which cater to students' learning needs in the General Studies subject. TVVS visualizes abstract concepts in tactile images and has greatly enhanced students' understanding of the subject. The Multi-Sensory Art Space allows visitors to appreciate art with the unique Tactile-Audio

Interaction System (TAIS) that creates ‘touch synchronized’ tactile and audio to enhance the mental image building process as they feel the artworks. Students were also given a course in weaving in the "Weave at Fingertips" programme. Our students were able to use the skills to weave art and creative products, which may develop into one of their future career options. Ebenezer Music Academy was established to provide a variety of systematic music training courses in music theory, music braille, vocal training and musical instrument training, specially designed for visually impaired students and graduates. The "Work in Campus Experience Programme" is integrated into the NSS curriculum to provide students with work experience in different sections of the organization and a better understanding of the workplace. An online professional experience sharing session was also conducted for students and alumni to explore interests and career options.

The three-year plan was accomplished with satisfactory results. The next three-year plan will focus on optimising the curriculum to meet the needs of students with different abilities, improving resources and facilities and strengthening the network of services in accordance with the overall development of the school.

In terms of curriculum development, different subjects continue to develop and refine the school-based curriculum and enhance students' self-learning ability. Having more students with multiple disabilities in recent years, the challenge of a widening diversity means that we have to strengthen our support to cater for their special learning needs. For example, we have developed a learning programme for non-Chinese speaking students and begun a Literacy Programme as part of the rehabilitation training. There has also been an increase in collaboration between health professionals and teachers with the aim for students to enjoy learning in a happy school environment.

Another concern is to work in line with the Government's latest amendment to the definition of moderate low vision. We will promote our service available to different professional communities, parents and students so that students who are not yet included in our service network can benefit from the school's support programme.