



**Ebenezer School**  
**2021/22**  
**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 11 approved classes, from Primary one to Secondary six. We are practically operating 15 classes (12 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: | 68.82 hrs  | 0 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 |
|----------------|----------|-------------|--------|
| 37%            | 63%      | 0%          | 0%     |

###### 2. Professional qualification

|   |      |
|---|------|
| Received Teacher Training   | 90%  |
| Received School-based VI Training   | 100% |
| Received General SEN Training (VI or others) recognised for promotion purposes (held by EDB-commissioned university/agency) | 52%  |

###### 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 |
|----------|---------|----------|-------------|
| 16% (10) | 10% (6) | 19% (12) | 55% (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              | 30% |
| English Language              | 16% |
| Mathematics                   | 16% |
| Personal, Social & Humanities | 11% |
| Science                       | 0%  |
| Technology                    | 0%  |
| Art                           | 9%  |
| Physical Education            | 5%  |
| Cross-curricular studies      | 14% |

#### Primary Three

|                               |     |
|-------------------------------|-----|
| Chinese Language              | 23% |
| English Language              | 18% |
| Mathematics                   | 16% |
| Personal, Social & Humanities | 11% |
| Science                       | 0%  |
| Technology                    | 5%  |
| Art                           | 9%  |
| Physical Education            | 5%  |
| Cross-curricular studies      | 14% |

#### Primary Four

|                               |     |
|-------------------------------|-----|
| Chinese Language              | 20% |
| English Language              | 18% |
| Mathematics                   | 18% |
| Personal, Social & Humanities | 11% |
| Science                       | 0%  |
| Technology                    | 5%  |
| Art                           | 9%  |
| Physical Education            | 5%  |
| Cross-curricular studies      | 14% |

### Primary Five

|                               |     |
|-------------------------------|-----|
| Chinese Language              | 20% |
| English Language              | 18% |
| Mathematics                   | 18% |
| Personal, Social & Humanities | 11% |
| Science                       | 0%  |
| Technology                    | 5%  |
| Art                           | 9%  |
| Physical education            | 5%  |
| Cross-curricular studies      | 14% |

### Primary Six

|                               |     |
|-------------------------------|-----|
| Chinese Language              | 20% |
| English Language              | 18% |
| Mathematics                   | 18% |
| Personal, Social & Humanities | 11% |
| Science                       | 0%  |
| Technology                    | 5%  |
| Art                           | 9%  |
| Physical education            | 5%  |
| Cross-curricular studies      | 14% |

## Secondary Section

### Secondary One to Three

|                               |     |
|-------------------------------|-----|
| Chinese Language              | 21% |
| English Language              | 19% |
| Mathematics                   | 17% |
| Personal, Social & Humanities | 10% |
| Science                       | 6%  |
| Technology                    | 6%  |
| Art                           | 8%  |
| Physical education            | 4%  |
| Cross-curricular studies      | 8%  |

### Secondary Four

|                               |     |
|-------------------------------|-----|
| Chinese Language              | 15% |
| English Language              | 17% |
| Mathematics                   | 15% |
| Personal, Social & Humanities | 21% |
| Science                       | 0%  |
| Technology                    | 17% |
| Art                           | 4%  |
| Physical education            | 4%  |
| Cross-curricular studies      | 8%  |

### Secondary Five & Six

|                               |     |
|-------------------------------|-----|
| Chinese Language              | 17% |
| English Language              | 17% |
| Mathematics                   | 17% |
| Personal, Social & Humanities | 27% |
| Science                       | 0%  |
| Technology                    | 4%  |
| Art                           | 4%  |
| Physical education            | 4%  |
| Cross-curricular studies      | 10% |

### **Students' reading habit**

#### **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 |
|----------------|-----------------------------|------------------------------|---|--|
| Secondary      | 49                          | 9.7%                         | 4.9                                     | 3.8                                      |
| Higher-Primary | 103                         | 20.4%                        | 10.3                                    | 7.9                                      |
| Lower-Primary  | 167                         | 33.1%                        | 16.7                                    | 11.9                                     |
| Group A, B, C  | 186                         | 36.8%                        | 18.6                                    | 9.8                                      |

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 | 3 |
| Emigration                         | 1 |

**Students' attendance rate (whole year):**

|                   |        |
|-------------------|--------|
| Primary Section   | 95.03% |
| Secondary Section | 94.95% |

**No. of school days in the year : 189 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   |
|------------|---|--|--|
| <b>1.1</b> | <b>Developing and optimising school-based curriculum to enhance students' self-learning ability</b>   |  |  |
| 1.1.1      | To optimise school-based curriculum and integrate them into the mainstream curriculum such as the introduction of Phonics and Guided Reading in English, table tennis for the blind in Physical Education, and the benchmark assessment system in Putonghua | <p>The school-based curriculum for selected subjects has been optimised:</p> <ol style="list-style-type: none"> <li>1. English panel implemented the Phonics pedagogy, including classroom teaching and English activities, improving students' English learning ability. The English learning platform construction has been completed. Panel members uploaded Phonics and Guided Reading teaching materials to the websites, allowing student's self-learning and promoting self-directed learning.</li> <li>2. The Physical Education Panel added table tennis for the blind curriculum, enhancing students' understanding of visually impaired competitive sports. Students learned the sports' skills, scoring rules and competition rules in class while more than 80% of the students were able to master the sports' skills. After training, part of the students could be referee and as a little mentor, raising students' learning confidence.</li> <li>3. Putonghua Panel compiled school-based curriculum according to students' ability, to take care of students' learning differences. In the coming year, students will be taught and assessed of their Putonghua ability based on the Putonghua ability benchmark, to tailor-make the curriculum.</li> <li>4. The Humanities Panel added a junior Geography curriculum this</li> </ol> | <p>Different subjects and groups will join the continuous optimisation and school-based curriculum planning, in accordance with student ability, designing suitable visually impaired teaching strategies and promoting students learning efficiencies.</p> <p>English Panel will continue to adopt Phonics and Guided Reading pedagogy, adjusting class contents in accordance with student ability.</p> <p>In addition, it is suggested that Chinese, English and Mathematics panels to add in-class TSA exercises to collect assessment data, allowing teachers to know differences in students' ability and learning difficulties, adjusting classroom teaching content and strategies.</p> <p>Secondary Six (S6) students will participate in the HKDSE next year, and subject teachers of S6 will focus on teaching strategies like examination skills, examination paper analysis. Teachers will be recommended to join seminars and training workshops, to provide more public examination information to S6 students.</p> |



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|       |   | year, focusing on teaching students' map reading skills and subject related knowledge, allowing students to understand the topics and human responses to Earth's various changes, developing life-long learning and generic skills.   |   |
| 1.1.2 | To enhance students' ability to use information technology in all subjects; to develop and promote student e-learning   | <p>1. All lower primary students and High-Flyer Group A teachers and students are able to use QR Code to conduct e-Learning.</p> <p>2. Secondary students (including High-Flyer Group B and some High-Flyer Group C high ability students) are able to use Google Drive to send and receive learning handouts and correct homework.</p> <p>3. The school issued iPads to all students to promote e-Learning. All students were able to use iPad to participate in Zoom video lessons during epidemic and the effect is satisfactory.</p> <p>4. The use of electronic notes (NoteTaker) course was added to the Multiple Intelligences Class. Over 70% braille users from upper primary to high-school are able to use it to take notes.</p> | <p>1. Teachers' comments collected show the use of QR Code is able to enhance students' learning efficiency; it should be continued to implement. However, QR Codes generated is different in size and location on worksheet, increasing the difficulties of scanning by students with total blindness. It is recommended to unify the position and size of QR Codes to facilitate student usage.</p> <p>2. Using Google Drive to send and receive teaching materials is effective in promoting IT leaning effectiveness. It is recommended to try to extend it to upper primary more-able students.</p> <p>3. During the epidemic, teachers and students in the school have been familiarised with using iPads and Zoom for video lessons. Each subject is advised to explore different Apps for e-Learning.</p> <p>4. NoteTaker is effective and convenient in note taking and braille reading. It is to be continued to be promoted and used from upper primary to secondary school.</p> |
| 1.1.3 | To implement STEM learning in General Studies, Mathematics, Information Technology, Science and Multi-Intelligence lessons to develop students' interest in science | <p>STEM curriculum and activities has been implemented in different subjects during the school year, where over five subject panels or groups were able to include STEM elements in learning and implementing activities:</p> <p>General Studies Panel conducted scientific investigative activities. Two to four investigative activities</p>  | STEM elements will be continued to be included in the teaching and learning of different subjects, enabling students to gain STEM knowledge through different subjects. The Teaching and Learning Committee will discuss with subjects and groups about teaching and learning arrangement, allowing more subjects to implement STEM   |

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|  |  | <p>(number reduced because of the epidemic) were conducted in different key stages. Orientation activity in Central and Western District was carried out using iPads to locate positions and answer questions in a competition. It enhanced students' interest and ability to use IT.</p> <p>Science and IT panels have added STEM elements in their curriculum, such as science activities, experiments or motor design and solar heater designs etc. IT Panel has added iPad teaching or assistive equipment usage units, enhancing students' ability in using IT or assistive equipment.</p> <p>Mathematics Panel used 3D printing technology to teach three-dimensional graphic calculations, as well as using iPads to conduct activity approach teaching in Mathematics FUN DAY.</p> <p>Chinese History has purchased a e-Learning software "Hong Kong History 360" and used it in classes. Students can learn about Ping Shan Heritage Trail, Sung Wong Toi Park's historic knowledge, such as allusions to the stone monuments in the park, the story of the emperor in the Southern Song Dynasty, the history of buildings in Ping Shan Heritage Trail, etc., deepening students' knowledge on Hong Kong history.</p> <p>In terms of STEM activities, the STEM Gospel Camp has been cancelled due to the epidemic this school year, and will be held again in the next school year. In this school year, a social integration innovation design competition was held, where students from our school and other schools participated. About fifty teachers and students participated in the</p> | <p>curriculum.</p> <p>Besides, STEM activities would continue to be conducted: such as drone programming competition, "IT Innovation Laboratory Project", "Knowing More About IT Programme", STEM Gospel Camp, etc., to increase students' interest in science.</p> <p>In the next school year, the school would try to participate in drone programming competition, allowing students to learn drone programming.</p> <p>In addition, the school will apply for the "Knowing More About IT Programme", receiving more funds to employ external tutors to teach different STEM knowledge.</p> <p>The STEM Gospel Camp will be decided based on the updated epidemic situation and epidemic prevention measure.</p> |
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|            |  | activity. Each group uses coding and STEM knowledge to create different products, which helped students to develop interest in STEM.  |  |
| 1.1.4      | To promote reading and enhance students' ability to read independently through extensive reading | <p>The Reading Promotion Team has been restructured to add in teachers from different subjects and groups to develop different reading promotion plans to promote reading atmosphere at school.</p> <p>The Library purchased more than 200 new books / e-books / video discs throughout the year, allowing students to have more choices of reading genres and conduct extensive reading. The library also regularly organizes thematic book fairs to attract students to read books on different themes.</p> <p>The Library Panel has optimised students' reading log book; class teacher or subject teacher record students' Chinese, English, electronic book numbers; over 80% of students uploaded at least two Chinese and two English book reports to learning platforms every semester; subject and groups rewarded students with reward tokens.</p> <p>Guided reading is conducted in groups in English subjects for more than eight times. Teachers and students' reading of English books effectively enhances students' English vocabulary knowledge.</p> | <p>The Library's circulation system has been in use for many years, and there have been many problems with borrowing, returning books and logging the number of books borrowed. It is recommended to replace the circulation system in the coming year.</p> <p>Books stored in the library are more than those in the classroom. Each class is to assign a librarian, regularly distributing books to classrooms and teaching students to manage classroom bookshelf.</p> <p>E-reading is also suitable for visually impaired students in our school. It is suggested that online reading of e-books can be promoted in the coming year to create a better reading atmosphere in school.</p> |
| <b>1.2</b> | <b>Strengthening professional support to students and catering for learner diversity</b>         |   |  |
| 1.2.1      | To develop a Student Support Programme for non-Chinese speaking (NCS) students                   | <p>Provided NCS learning plans for five NCS students, using pull-out classes after schools; contents include, life adaptation, culture and Chinese knowledge.</p> <p>Three NCS Chinese learning units have been developed for the secondary group, consisting of</p>  | Supporting NCS students' learning programme is very important to NCS students, which helps them to understand daily used vocabularies and apply them in communication in different contexts. In the coming year, the school will continue to deepen the content of this project, including   |

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|       |  | <p>Chinese words in daily life, including festivals, community culture, Chinese writing techniques, etc., enhancing students' Chinese learning foundation. During the school year, NCS students were invited to be little masters of ceremonies in school activities, using Cantonese to introduce performances, enhancing students learning confidence.</p> <p>In addition, the primary school group has developed two Chinese learning units specially designed for NCS students in lower primary. Topics include recognising components of Chinese characters, family members, and Chinese characters used in daily life, etc., enhancing students' interest in learning Chinese.</p> | <p>strengthening the training of NCS students' communication skills, so that students can use Cantonese to converse with others more confidently.</p> <p>In addition, the school will try to assist NCS students to obtain relevant language qualifications, which will help students finding jobs in the future.</p>  |
| 1.2.2 | <p>The Rehabilitation Team to implement a Literacy Programme to enrich students' vocabulary and enhance their learning effectiveness</p> | <p>The team has invited twenty low-vision students to take the test, with result showing over 95% of students improved their literacy in the post-test. More than 80% of students agree that learning Chinese printed characters is helpful to their study and life.</p> <p>Most teachers and parents also agree that students' self-esteem has also improved after participating in the "Literacy Programme", but this needs to be confirmed in the future research.</p>  | <p>Although the performance of the tested students has improved in the post-test, students are only able to recognise the characters or components they have learned. They are not able to flexibly apply what they have learned in life. For NCS students, there is still room for improvement in their transformation ability.</p> <p>Considering that visually impaired students are seldom able to receive text messages in daily life, it is suggested to use "500 Basic Chinese Characters" as the main teaching material in the next school year. Together with text displayed in Keynote style, students can combine "picture, text and sound". Supplemented with the "Daily word" Keynote teaching material, it is hoped students with low vision would have self-directed learning outside classroom, enabling them to consolidate knowledge learned, apply it in daily life, and improve learning efficiency and quality of life.</p> |

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| <p>1.2.3</p> | <p>To arrange regular case-sharing sessions among therapists, social workers, counsellors and educational psychologists</p> | <p>Speech therapist, occupational therapist and physical therapist conducted at least ten meetings about two new student cases, including establishing verbal expression methods for elementary and lower primary school students who lack verbal expression and the ability to walk independently, skills for assisting students in going to the bathroom, adjustment of chairs and tables, establish student's walking ability, etc.</p> <p>Another junior secondary student uses a wheelchair. Therapists showed teaching staff how to push the wheelchair, assess student's fine motor strength, writing ability, walking ability, etc.</p> <p>Through different sharing sessions, teachers and teaching assistants have improved their understanding of students with multiple disabilities, and greatly improved their confidence in teaching and care-taking.</p> <p>In addition, several therapists and teachers hold informal case exchange meetings at least twenty times, such as individual student's pronunciation, dieting needs, self-care ability, braille chart reading skills, balance ability, spine health, etc., bringing constructive suggestions, allowing teachers' immediate use in classrooms and assisting students overcoming barriers.</p> <p>In conclusion, during oral interviews, both therapists and teachers were satisfied with each other's professional exchange, and believed that they could not only help students, but also benefit their professional growth.</p> <p>In addition to providing support to the above-mentioned case students,</p> | <p>As the number of therapists is stabilized, teachers and therapists were more closely connected this year, with both formal and informal communications increased in frequency and effectiveness.</p> <p>To further enhance the communications between therapists and different stakeholders, the therapists will be invited to hold different seminars for teachers, teaching assistants and students next year, in order to implement the rehabilitation concept of the school - "Therapist-Teacher-Link" (Therapists and teachers are closely integrated) and the "integration of medicine and education", through mutual cooperation, to jointly enhance students' abilities in all aspects.</p> |
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|            |  | <p>school social workers will also provide professional advice to the teaching staff on other case students to support the teaching staff in taking care of the students' physical and mental development.</p> <p>However, the school lacked a resident educational psychologist, and due to the epidemic, the number of external educational psychologist sessions to meet with students was greatly reduced. Therefore, the effect of supporting students was not obvious.</p>   |   |
| <b>1.3</b> | <b>Providing students with different Other Learning Experiences (OLE) to unleash their potential and develop diverse talents</b>   |  |   |
| 1.3.1      | To establish a framework of the school-wide multi-intelligence curriculum; to organize various learning activities, and cater to students' different abilities and interests   | <p>With reference to the Multiple Intelligences Theory proposed by Professor Howard Gardner of Harvard University, the school-wide multiple intelligences curriculum structure has been written. The content of the course is divided into two groups and four stages according to students' mental development, ability, interest and needs. Activities will be arranged in a timely manner across groups or in a class, and some will also be taught in a pull-out way.</p>  | Each stage or group systematically focuses on the development of multiple intelligences so that teachers can design corresponding intelligence activities. Students are expected to achieve the eight multiple intelligences when they complete secondary school.   |
| 1.3.2      | To provide opportunities for Other Learning Experiences (OLE) including inclusive lessons, moral and civic education, sports development, arts development, social services and work-related experience for an all-round development | <p>Schools and cooperating agencies jointly provided OLE after school or in multiple intelligences classes. In the epidemic, the school is able to provide students with no less than 160 OLE activities of different types, as the goal of students' whole-person development.</p> <p>This school year, an "OLE Overview" has been designed for students, showing the activities students have participated in and the awards they have won during the semesters. It was distributed together with the report cards to allow parents and students to know the developmental categories of each activity, which is helpful for understanding students' expertise</p> | <p>Continue to provide students with a variety of OLE opportunities, and combine with the "Student Leadership Training Program" in a timely manner to enhance students' participation in certain activities (such as serving as event organisers, publicity promoter and liaison, etc.) to increase students' autonomy and experience of working independently.</p> <p>Every year, many non-profit organizations hope to provide students with different types of inclusive activities, to express the message of caring and communion. Schools can use this to promote the concept of inclusion and create different</p> |

|            |  |   |   |
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|            |  | and potential, encouraging students to develop an art and a sports interest and expertise.  | <p>OLE, such as organising concerts for inclusion, so that students can develop their potential.</p> <p>There are only a few types of OLE activities available for visually impaired students in the market, and it is necessary to adjust the activity process and materials for students to benefit from them.</p> <p>"OLE Student Electronic Log Book" and "OLE Overview" can provide stakeholders with information on the participation and individual development of each student in activities and services. Teachers will select suitable activities for students to participate in in the future.</p> <p>As some students focus on or choose to participate in a single area of activities, it is recommended that co-ordinators of IEP and teachers of OLE Team make good use of the "OLE Student Electronic Log Book" to provide individual parents and students with advice and training on the development of sports and arts activities, so that students can participate in a wide range of activities to achieve whole-person development.</p> |
| <b>1.4</b> | <b>Developing and implementing Positive Education to create a happy school environment</b> |   |   |
| 1.4.1      | To restructure the Student Support Coordinating Committee and its members                  | The structure and members of the Student Support Coordinating Committee have been reorganized, and the members of the Student Guidance Team, including social workers and OLE team leaders, are included in the structure to enhance communication, coordination and development. | After the reorganization of the Student Support Committee, the members include the Vice Principal, Dormitory Warden, Head of Discipline and Counselling, Social worker and Head of OLE to effectively and comprehensively monitor the situation of students in order to strengthen support.   |
| 1.4.2      | To equip all stakeholders with knowledge of and  | The school organized a total of three Positive Education lectures/plays for teachers (20/4/22), students  | All stakeholders expressed satisfaction with the content of the talks/plays on positive behaviour   |

|       |   |   |   |
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|       | ability to promote Positive Education                     | <p>(26/7/22) and parents (28/7/22), so that all stakeholders could have a better understanding of positive behaviours and basic understanding of 24-character strengths.</p> <p>Teachers in school implemented positive class management, including independent classroom layout, birthday stars, independent posters, independent class rules, etc. A Caring Pavilion is set up on the poster boards, allowing students to reflect on their caring performance and that of their classmates every week, and express them in words or pictures. The reward token program is also in line with the implementation of positive education. Teachers can issue up to 3 coins to students each month to commend students for their caring behaviour.</p> | <p>education, and believed that they were inspiring in educating students/children.</p> <p>The participation rate of parents in this lecture was the highest among all lecture throughout the year. In the coming year, we will continue to promote the concept of positive behaviour education to various stakeholders.</p>  |
| 1.4.3 | To motivate teachers and parents to use Positive Language | <p>According to the lesson observation chart, about 80% of teachers can use "more recognition and less blame" to give feedback to students with a positive attitude.</p> <p>As for parents, this survey has not yet been conducted due to the use of online teaching for most of this year.</p>   | <p>Due to the use of online teaching for most of the time this year, the primary school group maintained half-day classes and has less face-to-face teaching time. The positive attitude of teachers to use "more recognition, less blame" to give feedback to students was limited to appraisal lesson observation, which was slightly less comprehensive.</p> <p>In addition, during the online lesson period, it is recommended that parents accompany students to class at home, so that parents and teachers can have closer communication, to convey the message of positive education.</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  |
|------------|---|--|---|
| <b>2.1</b> | <b>Promoting the newly revised definition of moderate low vision to different communities</b>   |  |   |
| 2.1.1      | To promote the newly revised definition of moderate low vision through speaking to the public or speaking directly to different parties | This year, staff members have been appointed as speakers of special education courses of the Hong Kong Society for the Blind, and at the staff meetings of various schools, where they have explained to school teachers the learning situation of visually impaired students in integrated schools, and introduced the application method of this service.<br>More than 80% of the participants understood the meaning of the new definition and had a clearer understanding of the learning of visually impaired students. | Integrated school teachers' understanding of the new definition of visual impairment is helpful for teachers to search for visually impaired students who are not supported in their schools, allowing students in need to receive this service.  |
| 2.1.2      | To promote Ebenezer and RSP services through regular visits to hospitals / institutions / child care centres                            | This year, the RSP service content and the new low vision definition were successfully explained to the three social work organizations and the Ebenezer Child Care Centre.  | Promotional activities were able to effectively allow more people to understand the new definition of visual impairment, the needs of visually impaired students and understanding this service. The significance is particularly important, and it is recommended to continue to promote and publicise it in the next school year. |
| 2.1.3      | To revise the promotional leaflets of Ebenezer's Resource Support Programme   | The publicity leaflet of RSP Service was successfully revised, and the newly revised definition of moderate low vision was included in the leaflet, which was distributed to about 200 primary and secondary schools in Hong Kong to allow them to know about the service.   | Leaflet can effectively let different stakeholders understand the support content of this service and is an effective publicity method.   |
| <b>2.2</b> | <b>Strengthening the network of services in response to the revised definition of moderate low vision</b>                               |  |   |
| 2.2.1      | To re-establish contact with parents and students who have received Ebenezer's child care support service and now study in primary      | The list of students who have been in the Ebenezer child support service in the past seven years has been reorganized. To optimize the existing service network, students are enquired on their current learning conditions, and their   | Individually explaining the service to parents and analysing the needs of students enables parents to understand the difficulties and needs of visually impaired children in learning, and to better understand the purpose of this   |

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|            | or secondary schools to inform them of the newly revised definition of low vision  | parents are individually introduced to join the RSP service. 80% of the participants understood the meaning of the new definition and had a clearer understanding of the learning of visually impaired students.   | service and be more willing to join the program.  |
| 2.2.2      | To inform RSP partner schools (primary and special schools) of the newly revised definition of low vision so that more students can benefit from the support services                                      | The Resource Teachers of this programme have introduced the newly revised definition of low vision to the schools currently receiving services, so that more students can benefit from the support services. More than 80% of the participants understood the meaning of the new definition and had a clearer understanding of the learning of visually impaired students. | Integrating school teachers' understanding of the new definition of visual impairment will help teachers make more appropriate use of EDB resources, providing more appropriate services to students in need. |
| <b>2.3</b> | <b>Transferring students from SID schools to Ebenezer New Hope School in accordance with the EDB's guidance</b>  |  |   |
| 2.3.1      | To arrange transfer of RSP students from schools for children with severe intellectual disabilities (SID) to Ebenezer New Hope School in phases with a designated number of students transferred each year | Completed first-year phase transfer plan:<br>Three SID schools (Hong Chi Pine Hill School No. 2, Caritas Jockey Club Lok Yan School, Haven of Hope Sunnyside School) are directly supported by Ebenezer New Hope School, with a total of about 60 students.<br>Six Resource Teachers have been employed by Ebenezer New Hope School.                                       | The first stage of the transfer plan was smooth, and the second stage can take reference of the process of the first stage.   |

## 6. Financial Report

### THE IMC OF EBENEZER SCHOOL

#### EXPANDED OPERATING EXPENSES BLOCK GRANT ("EOEBG") FINANCIAL STATEMENTS FOR THE ACCOUNTING YEAR ENDED 31 MARCH 2022

|   | \$                         |   |            |  |            |  |              |
|---|----------------------------|---|------------|--|------------|--|--------------|
| <b>Income</b>   |                            |   |            |  |            |  |              |
| Grants received - School Specific (per Schedule)  | 4,504,501.79               |   |            |  |            |  |              |
| - Non-School Specific (Baseline Reference)  | <u>1,389,199.56</u>        |   |            |  |            |  |              |
| Total grants received   | <u>5,893,701.35</u>        |   |            |  |            |  |              |
| Other income  | 397,868.56                 |   |            |  |            |  |              |
| <b>TOTAL INCOME</b>   | <u>6,291,569.91</u>        |   |            |  |            |  |              |
| <b>EXPENDITURE</b>  |                            |   |            |  |            |  |              |
| - School specific (per Schedule)  | (4,136,981.91)             |   |            |  |            |  |              |
| - Non-School Specific   | <u>(1,703,801.99)</u>      |   |            |  |            |  |              |
| <b>TOTAL EXPENDITURE</b>  | <u>(5,840,783.90)</u>      |   |            |  |            |  |              |
| <b>Surplus/(Deficit) for the year</b>   | 450,786.01                 |   |            |  |            |  |              |
| <b>Surplus brought forward from previous period/year</b>  | 4,548,756.54               |   |            |  |            |  |              |
| <b>The surplus of EOEBG transferred to top-up (Note 3)</b>  |                            |   |            |  |            |  |              |
| - non-recurrent expenses for projects approved/funded by EDB  | -                          |   |            |  |            |  |              |
| - no more than 50% of recurrent expenses arising from government-funded projects  | -                          |   |            |  |            |  |              |
| - no more than 25% of recurrent expenses arising from furniture and equipment and other   | (2,405.00)                 |   |            |  |            |  |              |
| <b>Surplus carried forward to next year *</b>   | <u><u>4,997,137.55</u></u> |   |            |  |            |  |              |
| <table border="0" style="width: 100%;"> <tr> <td style="padding-left: 20px;">* Surplus is inclusive of the subvention in advance for April and May</td> <td style="text-align: right;">979,986.68</td> </tr> <tr> <td style="padding-left: 20px;">Provision for Long Service Payment (LSP) for staff</td> <td style="text-align: right;">130,000.00</td> </tr> <tr> <td style="padding-left: 20px;">Surplus after deduction of subvention in advance and provision for LSP</td> <td style="text-align: right;">3,887,150.87</td> </tr> </table> |                            | * Surplus is inclusive of the subvention in advance for April and May | 979,986.68 | Provision for Long Service Payment (LSP) for staff | 130,000.00 | Surplus after deduction of subvention in advance and provision for LSP | 3,887,150.87 |
| * Surplus is inclusive of the subvention in advance for April and May   | 979,986.68                 |   |            |  |            |  |              |
| Provision for Long Service Payment (LSP) for staff  | 130,000.00                 |   |            |  |            |  |              |
| Surplus after deduction of subvention in advance and provision for LSP  | 3,887,150.87               |   |            |  |            |  |              |

**EXPANDED OPERATING EXPENSES BLOCK GRANT ("EOEBG")  
STATEMENT OF INCOME AND EXPENDITURE OF GRANTS  
FOR THE ACCOUNTING YEAR ENDED 31 MARCH 2022**

|   | Income              |                              | Expenditure           | Surplus /<br>(Deficit) |
|---|---------------------|------------------------------|-----------------------|------------------------|
|   | Grant<br>Received   | Others<br>(Please specify) * |                       |                        |
|   | \$                  | \$                           | \$                    | \$                     |
| <b><u>School Specific Grants</u></b>                                  |                     |                              |                       |                        |
| - Activities Grant for Maladjusted Children                           | -                   | -                            | -                     | -                      |
| - Administration Grant / Revised Administration Grant <i>(Note 1)</i> | 2,046,807.00        | -                            | (1,628,720.26)        | 418,086.74             |
| - Air-conditioning Grant  | 551,110.64          | -                            | (380,056.21)          | 171,054.43             |
| - Boarding Grant and Top-up Boarding Grant                            | 876,433.00          | 166,936.00                   | (1,061,292.83)        | (17,923.83)            |
| - Capacity Enhancement Grant  | 455,503.75          | -                            | (456,698.55)          | (1,194.80)             |
| - Composite Information Technology Grant                              | 395,897.75          | -                            | (559,664.13)          | (163,766.38)           |
| - Resource Material Grant for Visually Impaired Students              | 105,227.25          | -                            | (20,447.13)           | 84,780.12              |
| - Travelling Grant for Resource Teachers                              | 22,908.40           | -                            | (4,969.80)            | 17,938.60              |
| - School-based Management Top-up Grant                                | 50,614.00           | -                            | (25,133.00)           | 25,481.00              |
| <b>Total</b>  | <b>4,504,501.79</b> | <b>166,936.00</b>            | <b>(4,136,981.91)</b> | <b>534,455.88</b>      |

**CAPITAL RESERVE FUND (1)**  
**GENERAL FUNDS ACCOUNT : INCOME AND EXPENDITURE ACCOUNT**  
**FOR THE ACCOUNTING YEAR ENDED 31 MARCH 2022**

|  | \$           | \$               |
|--|--------------|------------------|
| <b>INCOME</b>  |              |                  |
| Donations  |              |                  |
| The Community Chest Of Hong Kong   | 353,403.00   |                  |
| Others   | 5,000.00     |                  |
| Others   |              |                  |
| 60% share of fee received from use of school's spaces                      | 1,894.08     |                  |
| Subsides for programme expenses from other funding                         | 9,000.00     |                  |
| Air-con fee from use of school premises                                    | 92,908.80    |                  |
| Miscellaneous income   | 32,870.57    |                  |
| <b>TOTAL INCOME</b>  |              | 495,076.45       |
| <b>EXPENDITURE</b>   |              |                  |
| Other Expenditure  |              |                  |
| Repairs and maintenance  | (6,500.00)   |                  |
| Staff salaries and Provident fund contributions                            | (330,400.39) |                  |
| Insurance  | (104,731.24) |                  |
| Other programme expenses   | (6,437.72)   |                  |
| Vehical up-keep expenses   | (15,799.67)  |                  |
| Sundry expenses  | (980.00)     |                  |
| <b>TOTAL EXPENDITURE</b>   |              | (464,849.02)     |
| <b>SURPLUS / (DEFICIT) FOR THE YEAR</b>                                    |              | 30,227.43        |
| <b>SURPLUS / (DEFICIT) BROUGHT FORWARD FROM<br/>PREVIOUS PERIOD / YEAR</b> |              | 33,593.52        |
| <b>ACCUMULATED SURPLUS / (DEFICIT)</b>                                     |              | 63,820.95        |
| <b>ACCUMULATED SURPLUS / (DEFICIT)<br/>CARRIED FORWARD TO NEXT YEAR</b>    |              | <b>63,820.95</b> |

## 7. Retrospect and Prospect

In the 2021-2024 school years, the school will launch a new three-year plan. The major concerns include "optimising the curriculum, developing students' potential and promoting multiple intelligence for an all-round development" and "improving resources and facilities and strengthening the network of services in accordance with the overall development of the school".

In optimizing the curriculum, this year, English, Putonghua, Humanities, Physical Education and other subjects have added tailored content for visually impaired students into their curriculum. Subject teachers design suitable teaching materials according to students' abilities, interests and needs. Through teaching websites, classroom activities, and featured assignments, students' learning differences are catered for, and students' learning ability and self-learning ability are enhanced. In the new year, the subjects and groups will continue to develop and optimize the curriculum. For example, the English subject will introduce the ELTA Scheme to create an English-rich environment for students, as well as combining Guided Reading to improve students' English communication and reading skills.

In catering for students' learning differences, in the coming year, S4 students will study the Chinese Language subject of the International General Certificate of Secondary Education (IGCSE) programme to obtain relevant Chinese language qualifications. The school will also enrol non-Chinese speaking (NCS) students in the Applied Learning Practical Chinese course.

In STEM teaching, students have adapted to the new normal of electronic teaching, and can also handle the use of iPads for learning. Lower primary and High-Flyer Group A students are familiar with using QR Code to access teaching materials; some senior students are also familiar with taking notes using NoteTakers. General Studies, Science, Information Technology and Mathematics can be effectively learnt through popular science activities, classroom experiments, scientific investigative activities, etc., to strengthen students' knowledge and skills in the field of technology. In the coming year, a series of STEM teaching and learning activities will be conducted, such as drone programming competition, "IT Innovation Laboratory Project", "Knowing More About IT Programme", STEM Gospel Camp, etc., to deepen students' knowledge in the field of science and technology.

In promoting reading and teaching, students' reading mode has shifted from physical books to e-books. The language subjects have designed self-study reading websites and uploaded e-books of different academic levels, continuously enriching the online library, and students can also choose their favourite books from the websites for extensive reading. The library holds thematic book fairs to attract students to read and recommend books. It also organises reading clubs and reading activities for students of different academic levels, where students deepen their reading education through role-playing, script reading, story creation, analysing literary works, as well as getting trained in higher-order thinking and creative expression. In the coming year, the library will

purchase reference books and reading materials related to Positive Education, and recommend them to students as must-reads, to cultivate students' positive attitude towards their lives.

In rehabilitation training, the "Literacy Program" implemented by the Low Vision Team this year has achieved satisfactory results, with more than 95% of the participating students' literacy level improved. In the new year, the plan will continue, and "500 Basic Chinese Characters" will be added to complement the original teaching materials, in the form of reading and writing groups, using Keynote to consolidate what they have learned. In addition, the therapists will re-plan the environment in the classroom in the coming year according to the students' abilities, teaching the students how to organise items and cultivating the good habit of maintaining tidiness and cleanliness.

The school provides students with different Other Learning Experiences (OLE). This year, referring to the theory of Multiple Intelligences proposed by Harvard University Professor Howard Gardner, the school has written a school-wide multiple intelligences curriculum structure, with a systematic focus on the development of multiple intelligences for each level or group. Teachers design corresponding activities accordingly, expecting students to achieve the eight multiple intelligences when they complete secondary school.

In creating a happy campus and practicing Positive Education, this year, Positive Education lectures or drama activities for teachers, parents, and students were arranged. The school has also implemented positive class management, and cooperated with the student reward token programme to praise students' caring behaviours. In the coming year, promotion of positive education concepts to various stakeholders will be continued.

Another major concern is improving resources and facilities and strengthening the network of services in accordance with the overall development of the school. In line with the government's newly revised definition of moderate low vision, the school has updated the content of the publicity leaflet and distributed it to about 200 primary and secondary schools in Hong Kong to enable their teaching staff to know about the school's services. Besides, the school has also explained the new definition of low vision to the participants through educational seminars, teacher training workshops, and staff meetings of collaborating schools, etc., and introduced in detail the new definition of low vision and the services of promoting Ebenezer's services to the three social welfare organisations and child care centres. Apart from integrated schools, the school has also contacted the parents of students who have received services at Ebenezer in the past seven years through the staff of Early Intervention Programme, to care about the students' current learning situation, and facilitate parents' understanding of the difficulties and needs that visually impaired students will encounter in their studies, so as to introduce the school's curriculum and support services, and strengthen the coordination of the school's service network.

This year, the services of the three severe intellectual disabilities (SID) schools have been transferred to the Ebenezer New Hope School in phases, in line with the policy of the Education Bureau. The second phase of the transfer plan will be implemented in the coming year, where the

support services for another four SID schools will be transferred to the Ebenezer New Hope School. The school will strengthen the training of Resource Teachers who support schools with SID students through mentoring programs and professional exchanges, and will revise relevant support work handbooks so that the information can be passed on effectively.