



Ebenezer School

2024/2025

Annual Report



(1) Our School

1. 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. School Objectives

- 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.
- To proclaim the gospel of Christ, pursue truth with high moral values and by the grace of God live a fruitful life.
- To enable students to become bi-literate and tri-lingual with strong communication skills and computer literacy.
- To promote students’ physical and mental well-being in order for them to grow strong and healthy.
- To provide students with an all-rounded education with a diverse learning experience where students can realise their potential.

3. School Motto

Ever Strive to be Strong

4. 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 two-thirds of our students are boarders.

5. School-based Curriculum for the Visually Impaired

- i. In line with our school mission and teaching objectives, we aim to facilitate the development of students' moral, intellectual, physical social, aesthetic, spiritual, and emotional capability.
- ii. Student-oriented teaching, Cross Level Subject Setting and the Individual Education Plan ensure happy and effective learning as well as the development of multiple intelligences with accordance to the fundamental education curriculum guide provided by EDB.
- iii. Provide the students with rehabilitation training course for acquisition of skills necessary in overcoming learning obstacles due to their limitations.
- iv. Integrate sensory-motor and orientation and mobility training into daily life, for a better understanding on the relationship and use of body and space, so as to strengthen their capability to protect and take care of themselves.
- v. Enhance cognitive development through making observations, discerning, categorizing, reasoning etc. by exploring in various activities and experiences incorporated.
- vi. In language context students are guided to master social and communication skills. Through activity reports, experience sharing, reading aloud, storytelling, singing, parent-child reading, interviewing, paying visits, etc., students are helped to present their thoughts and feelings. Besides, activities such as role play, musical, radio drama, play, receiving guests, can also strengthen their exploration and use of language.
- vii. Through independent living skills and social skills training, students are to make good use of their leisure time to have their potential and independence well developed, for integration into society.

6. Curriculum Policy

The school adheres to student-centered teaching and learning, the school-based curriculum is designed, customized and adapted in accordance with the Education Bureau's Basic Education Curriculum Guidelines, and is based on the development of the needs, abilities and interests of our visually impaired students. In order to cater for the diversity of learning, the school organises and formulates individual learning plans according to the needs and abilities of students, and sets up special courses to help students learn happily and effectively, and to explore their multiple intelligences.

A comprehensive and systematic rehabilitation program is in place to equip visually impaired students with effective skills to overcome their visual impairment during their golden years of rehabilitation. Orientation and Mobility Training, Low Vision Training, Physiotherapy Training, Occupational Therapy Training, Physiotherapy Training, Perceptual-Muscular Training, Braille Training, etc. are tailor-made according to the needs of individual students after individual assessment so as to provide them with the most suitable training.

In addition, the school continues to develop collaborative lesson planning among teachers, and actively promotes the culture of lesson observation, allowing teachers to conduct peer lesson observation and to learn from each other, in order to promote and provide feedback on learning and teaching.

7. School and Teacher Information

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:	52.5 hrs	30 hrs
Principal's hours of CPD activities:	50 hrs	15 hrs

Teacher's Qualification (No. of teachers=56)

1. Academic qualification

Master & above	Bachelor	Cert./ Dipl.	Others
45.28%	52.83%	1.89%	0%

2. Professional qualification

Received Teacher Training	85%
Received School-based VI Training	100%
Received General SEN Training (VI or others) recognised for promotion purposes (held by EDB-commissioned university)	80%

3. Specialised teachers for core subjects

Chinese	100%
English	100%
Mathematics	100%

4. Teacher's teaching experience

0-2 years	3-5 years	6-10 years	Over 10 years
15.1% (8)	13.2% (7)	11.3% (6)	60.4% (32)

5. Language ability – certified

English	Putonghua
100%	100%

6. Percentage of class time in the 8 Key Learning Areas & Cross-curricular Studies

Percentage of class time in the 8 Key Learning Areas & Cross-curricular Studies											
	P.1&2	P.3	P.4	P.5	P.6	S.1	S.2	S.3	S.4	S.5	S.6
Chinese Language Education	30%	23%	20%	20%	20%	21%	21%	21%	17%	17%	15%
English Language Education	16%	18%	18%	18%	18%	19%	19%	19%	19%	17%	13%
Mathematics Education	16%	16%	18%	18%	18%	17%	17%	17%	17%	17%	13%
Personal, Social, and Humanities Education	11%	11%	11%	11%	11%	10%	10%	10%	19%	21%	27%
Science Education	0%	0%	0%	0%	0%	6%	6%	6%	0%	0%	0%
Technology Education	0%	5%	5%	5%	5%	6%	6%	6%	13%	13%	0%
Arts Education	9%	9%	9%	9%	9%	8%	8%	8%	4%	4%	4%
Physical Education	5%	5%	5%	5%	5%	4%	4%	4%	4%	4%	4%
Cross-curricular Studies	14%	14%	14%	14%	14%	8%	8%	8%	8%	8%	25%
Total percentage	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

7. Students' reading habits

School-wide Student Reading Statistics for This Year

Level	Total Books Read	Average Per Person	Total Reading Sharing Sessions	Average Per Person
Secondary	236	13	164	9
Upper-Primary	230	16	199	14
Lower-Primary	731	52	485	35
Group A, B, C	583	29	519	26

* Reading sharing includes classroom and parent-child reading reports, oral reports, etc

8. Students' attendance rate (whole year)

Primary Section	90.26%
Secondary Section	91.66%

(2) Achievements and Reflection on Major Concerns; Feedback and Follow-up

Major Concern 1:

Promoting self-directed learning and strengthening STEAM education to enhance students' creativity and problem-solving abilities.

1. To strengthen STEAM and Information Technology education to enhance students' creativity and problem-solving abilities.

Achievements
1.1 Each subject panel will incorporate STEAM elements in lessons and utilise Information Technology in the classroom to enhance students' learning interest: • Subject panels have incorporated STEAM elements into lessons and applied information technology to boost student interest. The IT subject successfully secured funding from the second round of the “Fun IT for Primary Schools” scheme this year, and organized LEGO SPIKE programming classes in the second term for upper primary students, totaling 12 hours. Students built LEGO models and programmed them to perform tasks, sparking interest in science and coding while developing logical thinking and problem-solving skills. • The General Studies Panel strengthened students' STEAM capabilities through regular scientific inquiry and added science competitions to encourage application of scientific principles and creativity. Students found competitions more engaging and focused than standard inquiry tasks. In upper primary, students explored the relationship between catapult angles and range, using 3D-printed tools to enhance their use of technology in experiments. • The Tourism and Hospitality Panel arranged industry-related visits, including a tour of the Innovation Lab at Hong Kong International Airport, where students learned about new airport technologies, expanding their STEAM knowledge. • The Chinese Panel incorporated tablets to support learning—students searched for unfamiliar characters, read e-books, found images, and used voice input tools—enhancing engagement. • The Music Panel introduced AI-based composition, teaching senior secondary students how to create songs using AI, strengthening their IT skills. 1.2 Organise and participate in STEAM-related activities, such as Math FUN DAY, STEAM DAY, STEAM Camp, and Underwater Robot Competition, to enhance students' creativity and problem-solving abilities: • The IT Panel recommended Primary 5 and 6 students for the “WRO Hong Kong Summer Robotics Challenge 2025,” where they built and programmed basketball robots using LEGO SPIKE, earning a Gold Award for outstanding performance. • The Science Panel selected three junior secondary students for the HKUST Underwater Robotics Competition, where they assembled robots and completed tasks, winning a Bronze Award. • In May, junior secondary students entered the “2024–25 Micro:bit Hovercraft Design Competition,” themed around the Chinese mythological figure Nezha, and won one of the “Most Popular Hovercraft” awards among 15 schools. Two Primary 6 students also competed in a drone speed race, learning control techniques and gaining valuable experience.

- The Chinese and STEAM Panels co-hosted the “STEAM x Chinese Culture Day,” where students explored ancient Chinese inventions—printing, gunpowder, compass, and papermaking—as well as suspension bridges and water clocks. They learned the scientific principles behind these technologies and applied them through hands-on activities, linking ancient science with modern life.
- Additionally, the STEAM Camp integrated Religious Studies, Humanities, Science, and Math under the theme of “Trust”. Activities included visits to the Zero Carbon Building’s STEAM Lab and iHub, as well as personal challenges like high ropes, zipline, and blindfolded night walks. Religious components featured drama, spiritual reflection, and sermons. Students actively engaged in all activities, demonstrating creativity and problem-solving skills.

Reflection

1.1 Each subject panel will incorporate STEAM elements in lessons and utilise Information Technology in the classroom to enhance students’ learning interest:

- In the LEGO programming lessons, most students showed strong interest in LEGO SPIKE and actively participated. Although vision plays an important role in assembling LEGO models, students demonstrated high levels of engagement and focus. They patiently completed their creations and gradually understood the relationships between different components. Finally, students collaborated to program their models, further strengthening their teamwork skills. It is recommended to continue using LEGO to engage students in programming learning.
In the hovercraft model activity, teams were formed by students with low vision and total blindness. Students with different abilities were responsible for different competition tasks, which helped enhance their collaboration skills.
- For AI-based music composition, students showed varying levels of IT proficiency. The composition website interface was complex, and not all features supported screen readers. If subject teachers continue teaching AI composition next year, they may consider using simpler applications to allow students with full blindness to participate.
- The General Studies Panel recommends scheduling scientific inquiry over two consecutive weeks. This allows students to engage in inquiry first, followed by a competition based on the same theme, encouraging them to apply what they’ve learned and practise inquiry thinking. This approach helps prevent students from forgetting previously learned knowledge due to long gaps.
- The Chinese Panel will continue using interactive whiteboards to support learning next year. Interactive whiteboards will be installed in secondary classrooms, allowing subject teachers to enhance classroom interaction. Most students have already mastered the use of tablets to support their learning.

1.2 Organise and participate in STEAM-related activities, such as Math FUN DAY, STEAM DAY, STEAM Camp, and Underwater Robot Competition, to enhance students' creativity and problem-solving abilities:

- This year’s STEAM Camp was held in July and had a large number of student participants. As a result, each teacher had to care for 2–3 students, which was challenging. Next year’s camp should consider limiting the number of participating grade levels to allow teachers to better support each student. There were also suggestions to allocate more time for religious activities to strengthen students’ faith foundation.
- The visit to the Innovation Lab at Hong Kong International Airport helped students

learn more about technologies related to the tourism industry and supported their exam preparation. Next year, more visits to STEAM-related tourism institutions are recommended to enhance learning in the subject Tourism and Hospitality.

- Although vision is important in LEGO assembly, students remained highly engaged and focused. They patiently completed their models, gradually understood the relationships between components, and collaborated on programming tasks, which strengthened their teamwork. Next year, LEGO will continue to be used to engage students in programming lessons and competitions.
- Participation in the WRO Hong Kong Robotics Challenge was a highly meaningful and valuable learning experience. By building and programming basketball robots, students learned to apply technology to solve real-world problems and developed teamwork, problem-solving, and creative thinking skills. Every student had the opportunity to showcase their talents and gained many valuable experiences and skills.

Feedback and Follow-up

1.1 Each subject panel will incorporate STEAM elements in lessons and utilise Information Technology in the classroom to enhance students' learning interest:

- In the coming year, General Studies will be split into Humanities and Science for Primary 1 and Primary 4. It is recommended that teachers assigned to these subjects enroll in relevant professional development courses offered by the Education Bureau to deepen their understanding of the new curriculum.
- The Tourism and Hospitality Panel will continue seeking STEAM-related site visits to support student learning. Field trips or short-term internships will also be arranged to expose students to real-world work environments and roles in the tourism industry, helping prepare them for future careers.
- Students generally demonstrate flexible and effective use of IT in learning. Subject teachers will discuss IT-integrated learning activities during co-planning meetings to enhance learning outcomes.

1.2 Organise and participate in STEAM-related activities, such as Math FUN DAY, STEAM DAY, STEAM Camp, and Underwater Robot Competition, to enhance students' creativity and problem-solving abilities:

- STEAM education will continue to be promoted across the school. Students show strong interest in STEAM and enjoy learning about technology and science. During the summer holiday, several primary students were selected to join the NOW TV X STEM Reward Program, where they watched STEAM-related videos at home and answered questions to earn different levels of awards, allowing them to continue learning during the break.
- For next year's STEAM Camp, it is recommended to reduce participation from Group B students, as they are not yet ready in terms of self-care skills. They may join once promoted to Group C, when their self-care abilities have improved, ensuring better learning outcomes.
- A STEAM Learning Group will be established next year, with regular access to the STEAM Room for group discussions on STEAM-related topics. This initiative aims to foster a strong STEAM learning culture, encourage self-directed learning, and enhance students' independent learning capabilities.

2. To promote self-directed learning to cultivate students' self-learning ability

Achievements

2.1 Each subject will incorporate elements of self-directed learning, establish self-learning strategies, cultivate students' mastery of self-learning skills, enhance their higher-order thinking and problem-solving abilities, and promote self-directed learning:

- To foster independent learning and reading habits, the General Studies Panel led students to the library before long holidays, introducing books aligned with STEAM themes. Students were assigned reading reports as holiday homework to develop self-learning skills and cultivate reading habits. Most students submitted their reports after the break.
- To strengthen students' self-learning abilities, the Mathematics Panel encouraged “top-tier students” to complete additional exercises weekly and during holidays to improve their calculation skills and speed. The “top-tier list” is updated regularly based on performance, boosting motivation and reinforcing self-directed learning awareness. Additionally, the Business, Accounting, and Financial Studies Panel regularly provided financial statements from various companies for students to read and answer questions, helping them improve analytical and computational skills.
- This year, various subject panels completed project-based studies linked to the Guangzhou field trip. Subjects involved included Citizenship and Social Development, Chinese History, Visual Arts, Chinese Language, and Life Education. Topics were diverse, such as the development trends of Guangzhou tourism, architectural features of Yangcheng, Chinese culinary culture and tea etiquette, and the transformation of former British and French concessions into a national-level “open-air museum.” Students were required to research independently before departure, discuss findings in class, formulate interview questions, and conduct interviews with local residents or tourists during the trip. These projects enhanced students' self-directed learning and collaboration skills, improving overall learning effectiveness.
- Chinese Language teachers across grade levels designed pre-lesson assignments based on student ability. In some grades, these tasks were embedded into the curriculum, with over 80% of students completing them—resulting in improved comprehension of lesson content.
- To boost learning motivation, the Science Panel provided students with access to science websites, allowing them to explore new scientific knowledge outside the classroom—at home, in dormitories, or anywhere with internet access. Students reported that these websites were helpful for learning new science concepts. Additionally, junior secondary students participated in the Education Bureau's “Junior Secondary Science Online Self-learning Scheme”. Two students received Gold Awards and three received Silver Awards, with students expressing that the video content was engaging and enjoyable.

Reflection

2.1 Each subject will incorporate elements of self-directed learning, establish self-learning strategies, cultivate students' mastery of self-learning skills, enhance their higher-order thinking and problem-solving abilities, and promote self-directed learning:

- Due to the limited availability of braille-translated books in the library related to STEAM topics, students who rely on braille had to choose non-STEAM books instead. It is recommended that next year, the school purchase books that are easier to convert into braille to expand the selection available for these students.
- During the implementation of the “Top-Tier Student List” program, teachers observed the need to balance challenge and feasibility to ensure students do not feel overwhelmed by additional exercises. Therefore, the Mathematics Panel should focus next year on designing tasks that are both challenging and manageable to maintain student interest and engagement.
- In project-based learning, students encountered difficulties when collecting relevant information due to the overwhelming volume of online content, making it hard to distinguish credible sources. Some students used AI tools to gather information, but as AI is a relatively new technology, they were unaware of its limitations and risks. Collaboration with the IT Panel is needed to prevent misuse and guide students in responsible AI usage.
- Some subjects have already developed the habit of assigning pre-lesson tasks to improve learning outcomes and self-directed learning. Starting next year, this will become a regular practice.
- The science websites provided by teachers allow students to access resources anytime and anywhere, offering greater flexibility beyond classroom constraints. This approach has proven effective in fostering independent learning and exploration, and is recommended for continued use next year.
- However, the online platform for the “Junior Secondary Science Online Self-learning Scheme” was not user-friendly for students with full blindness, and some of the content was reused from the previous year. Both teachers and students felt the program’s impact was limited. It is suggested that only students with low vision participate in the program next year.

Feedback and Follow-up

2.1 Each subject will incorporate elements of self-directed learning, establish self-learning strategies, cultivate students' mastery of self-learning skills, enhance their higher-order thinking and problem-solving abilities, and promote self-directed learning:

- Feedback has been provided to the library, and a recommended book list will be submitted for reference. In collaboration with the library, the school will begin subscribing to Sing Tao’s Sunshine Campus News in October for upper primary students to borrow.
- Next academic year, the Mathematics Panel can source practice exercises of varying difficulty for “top-tier students” to help them consolidate and challenge their mathematical skills. A peer tutoring system may also be introduced, allowing stronger students to support those with weaker abilities and foster a positive learning atmosphere around mathematics.

- The Information Technology Panel will incorporate AI education into the curriculum next year, teaching students responsible attitudes toward AI usage. This will also help more students understand AI and use it as a tool for self-directed learning.
- The Science Panel recommends offering more diverse learning materials next year—such as science videos and simulated experiments—to support students’ independent learning outside the classroom and cater to different learning styles and needs. To encourage lesson preparation, the panel suggests assigning pre-lesson tasks for each topic, giving students a basic understanding before class, sparking interest, and guiding them toward active exploration and learning.

3. To deepen the reading atmosphere within the school and cultivate students' reading habits, and enhance students' reading

Achievements

3.1 Optimise reading strategies by implementing reward programmes, themed book recommendations and storytelling sessions to cultivate students’ interest in reading:

- This year, the English Panel actively promoted the PM App, allowing students with low vision to read independently at home and strengthen their self-directed learning skills. Additionally, tiered braille reading materials were provided so that braille users could read in dormitories or at home, helping cultivate reading habits. During Guided Reading lessons and morning reading sessions, the use of the PM App and tiered braille materials was encouraged, teaching students to read independently according to their own level and deepening the school’s reading culture.
- In April, the Library Panel organized World Reading Day activities. Primary 1 to 5 students and Groups A and B watched the drama *Grandpa’s Floral Robe* performed by the Joyful Theatre, sparking interest in storybook reading. Primary 6 to Secondary 2 students and Group C attended a talk and creative writing workshop by author Siu Shu, learning writing techniques. All students also participated in a spring sachet-making activity, creating their own sachets. The activity was suitable for all grade levels, and students were highly engaged.
- The library held four themed book exhibitions this year, with teachers introducing books through various activities. Students across all levels participated enthusiastically. Weekly lunchtime story-sharing sessions were also held every Wednesday in the English Corner, led by teachers. Students who joined received small gifts and were actively engaged. Teachers taught reading strategies to help students develop reading habits.
- This year, the school collaborated with the Putonghua Panel to run the “Good Story ECCC” storytelling program. In the first term, junior secondary and upper primary students were trained during Multiple Intelligence lessons to tell stories in Putonghua on the theme of “Integrity and Lawfulness”. Upper primary students later visited a kindergarten in January to tell stories, while junior secondary students performed during morning assembly. Students enjoyed the storytelling format and participated enthusiastically, which helped promote reading and build confidence in public speaking.
- The Chinese Panel organized reading clubs during Multiple Intelligence lessons with positive results. Students enjoyed and actively participated in reading activities such as reading aloud, drama role-play, freeze-frame exercises, alternate endings, and group discussions. Lower primary and Group A students engaged in interactive games, while upper primary students joined reading activities with writing elements. Group B and C

students participated actively and used the “Be My Eye” app for independent reading, enhancing their ability to use assistive tools. Secondary students followed up their reading with drama and debate activities, showing high engagement and a preference for exploring texts through interactive formats.

3.2 Purchase no fewer than 30 new books or e-books throughout the academic year, transcribe them into Braille, and promote them to the students and teachers during morning assemblies or themed book fairs to enhance reading interest:

- There were 116 library visit records this academic year, with 37 books converted into braille for student and teacher borrowing. Additionally, four themed book exhibitions were held across different grade levels throughout the year. The theme for lower primary and Groups A and B was “Boosting Expressive Skills,” using stories to enhance students’ oral expression. For upper primary and adaptation groups, the theme was “Writing Made Easy,” focusing on creative writing and drawing to strengthen writing skills. The secondary school theme was “Historical Fun Facts,” introducing interesting aspects of Chinese history. Furthermore, lower primary students participated in a cross-curricular activity themed “Human Telescope,” which introduced stories of people with disabilities. The book selection was diverse, the activities were engaging, and students participated actively, showcasing their creativity.

Reflection

3.1 Optimise reading strategies by implementing reward programmes, themed book recommendations and storytelling sessions to cultivate students’ interest in reading:

- The lunchtime story-sharing activity was scheduled during the post-lunch leisure period; however, due to the wide variety of student activities during this time, many were unable to participate. Therefore, it is being considered whether to reschedule or cancel the lunchtime story-sharing activity next academic year.
- The “Good Story ECCC” program has successfully enhanced students’ interest in reading and built their confidence in public speaking. It is recommended to continue the program next year or collaborate with other subjects to help students develop language skills in additional areas.
- Reading clubs were held during Multiple Intelligence lessons for students across all grade levels, and students enjoyed and actively participated in the activities. Teachers suggest that reading clubs for adaptation groups be limited to one session each time, while secondary-level reading clubs should retain two sessions.

3.2 Purchase no fewer than 30 new books or e-books throughout the academic year, transcribe them into Braille, and promote them to the students and teachers during morning assemblies or themed book fairs to enhance reading interest:

- Books related to Chinese culture and national security education are currently placed on the bookshelf near the library entrance, available for students to borrow during recess or after school. As national security education books are relatively new, they have not yet been translated into braille, making them inaccessible to students who rely on braille. Additionally, although there are many books and videos related to national security education, the library currently lacks electronic devices for students to access this content. It is recommended to consider placing electronic devices in the library to allow students to read or listen to national security information.

- To support the promotion of national security education, a themed book exhibition could be held next year. More national security-related books could be translated into braille for teachers and students to read, and book-sharing sessions could be organized to introduce these resources to students.

Feedback and Follow-up

3.1 Optimise reading strategies by implementing reward programmes, themed book recommendations and storytelling sessions to cultivate students’ interest in reading:

- In the coming academic year, it is recommended to consider placing electronic devices in the library to allow students to independently read or listen to national security education content, helping to cultivate reading habits.
- Due to the wide range of lunchtime activities—such as choir and practice sessions—many students were unable to attend the lunchtime story-sharing activity. The Library Panel will review the arrangement and explore the feasibility of rescheduling, coordinating with other activities to enable more students to participate and enhance the reading atmosphere.
- Next year, the “Good Story ECCC” program could be jointly organized with the Chinese and English Panels to strengthen students’ reading skills and language proficiency in both Chinese and English.
- Drama activities were held for students across different grade levels during Multiple Intelligence lessons. Next year, the school may consider inviting drama instructors to lead these sessions, using performance-based formats to explore texts.

3.2 Purchase no fewer than 30 new books or e-books throughout the academic year, transcribe them into Braille, and promote them to the students and teachers during morning assemblies or themed book fairs to enhance reading interest:

- Next year’s themed book exhibition could include topics related to national security, helping students deepen their understanding of the rule of law and national affairs, recognize the importance of safeguarding national security, and strengthen their sense of national identity.

4. To optimise the curriculum to strengthen national education and enhance students' sense of national identity

Achievements

4.1 Organise exchange trips to mainland schools, visit special education institutions, and engage with mainland students to increase students' knowledge of the country:

- Regarding mainland study tours, in March 2025, students from Primary 5 to Secondary 6, along with Groups A, B, and C, visited Guangzhou for a five-day educational trip. During the visit, they explored various local attractions such as Shamian Island, Shawan Ancient Town, Yongqing Fang, and Beijing Road Pedestrian Street. Teachers and students also made a special visit to Guangzhou Qiming School, where they attended classes and interacted with local students to learn about the educational experiences of visually impaired students in mainland China and gain insight into campus life there. The activity effectively enhanced students' understanding of the mainland. After the tour, students from each grade were required to complete a themed project report. In alignment with National Security Education Day, students also presented their findings to the entire school community, showcasing the outcomes of their Guangzhou study tour.
- In May, students from Secondary 4 to Secondary 6 and Group C who were enrolled in Citizenship and Social Development participated in a one-day study tour to Shenzhen. They visited Honglifang, the largest science-themed park in Shenzhen, which features exhibits on the universe, aerospace technology, and future living environments. The visit not only deepened students' understanding of technological development in mainland China but also allowed them to interact with robots and explore various scientific principles. Students were highly engaged, and the experience helped strengthen their sense of national identity.

4.2 Optimise the curriculum across various subjects by incorporating elements of national education to enhance students' sense of national identity:

- This academic year, various activities related to national education and civic knowledge were organized. In March 2025, the Citizenship and Social Development and Citizenship, Economics and Society panels held a mobile learning activity on the Constitution and Basic Law. A mobile vehicle provided by the Constitutional and Mainland Affairs Bureau visited the school, where staff explained key concepts to all students. Students also participated in interactive games related to the Constitution and Basic Law inside the vehicle. Additionally, during post-exam activities in the first term, senior secondary students visited Sha Tau Kok to learn about its history and the rich Hakka cultural heritage. Students were engaged and attentive, gaining valuable knowledge through the experience.
- The Music Panel actively promoted national education by incorporating the national anthem into lessons, teaching students the proper attitude and behavior when singing it. In the second term, the curriculum expanded to include Cantonese opera and traditional Chinese folk songs. Students even composed lively versions of the folk tune "Counting White Olives," deepening their understanding of Chinese folk music.
- The General Studies Panel supported national education through cross-curricular activities, such as a Mid-Autumn Festival lesson for lower primary and adaptation groups, upper primary sharing sessions on national security education readers, a

Guangzhou-themed seminar and quiz during Interdisciplinary Week, and joint research projects for Primary 5 and 6. Students also created Purple Ribbon Bridges using eco-friendly materials in three Visual Arts lessons and participated in the 2025 territory-wide Constitution and Basic Law quiz competition. These activities helped strengthen students' sense of national identity.

- Several national security seminars were held for students and staff this year, focusing on China's development and technological advancements. These sessions enhanced students' understanding of the country's progress and reinforced their national identity. Weekly flag-raising ceremonies and collective singing of the national anthem also contributed to students' recognition of their identity as Chinese citizens.

Reflection

4.1 Organise exchange trips to mainland schools, visit special education institutions, and engage with mainland students to increase students' knowledge of the country:

- This academic year, students participated in a five-day study tour to Guangzhou, where they visited various local attractions in addition to Guangzhou Qiming School. For next year's itinerary planning, it is recommended to include more STEAM and technology-related sites to deepen students' understanding of technological development in mainland China and encourage them to apply what they learn to everyday life, thereby stimulating creativity.

4.2 Optimise the curriculum across various subjects by incorporating elements of national education to enhance students' sense of national identity:

- The enthusiastic response and results of the Guangzhou cultural quiz competition showed that most students gained a better understanding of Guangzhou and Guangdong culture through the week's activities.
- In Music lessons, teaching materials should be adjusted based on students' responses and proficiency levels. For example, when teaching folk songs, it is advisable to select tunes that students are more familiar with, while also introducing contrasting styles for broader exposure. Additionally, creative themes should be based on topics students know well—for instance, students composed versions of "Counting White Olives" to introduce themselves, which helped boost engagement and made learning goals more achievable.

Feedback and Follow-up
4.1 Organise exchange trips to mainland schools, visit special education institutions, and engage with mainland students to increase students' knowledge of the country: • The destination for next year's cross-border learning program has yet to be confirmed. It is recommended to consider visits that explore the nation's technological advancements, such as aerospace technology or innovations in everyday life. This would help instill a sense of pride in students and effectively strengthen their national identity 4.2 Optimise the curriculum across various subjects by incorporating elements of national education to enhance students' sense of national identity: • Next year, the Music Panel will promote national education by guiding students in composing Chinese folk music. It is suggested to collect students' compositions and establish a repository that can be shared with other classes and teachers, allowing more people to appreciate Chinese folk traditions. • Through various national education activities, subject panels can deepen students' understanding of the country, reinforce national education, and enhance their sense of identity. It is recommended that panels continue to plan activities based on the annual calendar and align them with Cross-Curricular Week themes to organize meaningful national education experiences. • Next year, teachers assigned to teach Humanities and Citizenship and Social Development should enroll in professional development courses offered by the Education Bureau to strengthen their understanding of the new curriculum and improve teaching effectiveness.

Major Concern (2): Establishing a mental health campus and strengthening parental education to enhance students' resilience.

1. To provide resources and support to students to help them cope with stress and emotional challenges, and establish a campus environment that promotes mental health

Achievements
1.1 Organise relaxation activities after exams, such as Switch games, teacher-student dinners, and subject-related games, to help students relieve stress: • This year, the Student Support Team organized a series of relaxation activities for students after exams, including lunchtime Switch games and teacher-student dinners. These activities successfully helped students release post-exam stress, fostered a cheerful and relaxed atmosphere, and enhanced students' resilience. 1.2 Optimise the student reward program to reinforce positive behaviors and create a joyful campus atmosphere: • By offering rewards such as talking watches, 64GB USB drives, teacher-student dinners, and lunch gatherings with the principal, the student reward program effectively reinforced positive behaviors. It established a proactive incentive system that nurtured and strengthened students' positive conduct while creating a joyful and

welcoming school environment.

1.3 Arrange class meetings regularly for therapists, social workers, teachers, and other professionals to share student cases and provide appropriate support for those in need:

- A total of sixteen class meetings were held across the first and second terms. These meetings brought together professionals, including class teachers, Individual Learning Plan (IEP) coordinators, therapists, an educational psychologist, social workers, and dormitory parents to discuss students' current challenges—academic, emotional, psychological, and family-related. The IEP coordinator consolidated input to draft comprehensive support plans tailored to each student. Through close collaboration among professionals, the school not only effectively addressed students' learning needs but also provided timely emotional support interventions to ease student stress.

Reflection

1.1 Organise relaxation activities after exams, such as Switch games, teacher-student dinners, and subject-related games, to help students relieve stress:

- Although post-exam relaxation activities like Switch games and teacher-student dinners have successfully helped students release stress, it may be worth considering a wider variety of activities. Since students experience stress beyond exam periods, future activities could include more diverse formats and options that can be enjoyed during regular school days.

1.2 Optimise the student reward program to reinforce positive behaviors and create a joyful campus atmosphere:

- Rewards such as talking watches and USB drives have effectively encouraged positive student behavior. Moving forward, it may be necessary to better consider students' actual needs and interests by offering a broader selection of redeemable gifts. For students who already own items like talking watches or USB drives, alternative rewards should be introduced to continue motivating positive behavior.

1.3 Arrange class meetings regularly for therapists, social workers, teachers, and other professionals to share student cases and provide appropriate support for those in need:

- Class meetings have proven effective in bringing together professionals to provide tailored support for students. This platform allows staff to exchange observations and insights, leading to a more comprehensive understanding of each student's situation. It also fosters stronger teamwork among professionals, enabling them to collaboratively support students' development and learning. It is recommended that class meetings continue to be held each term next year.

Feedback and Follow-up

1.1 Organise relaxation activities after exams, such as Switch games, teacher-student dinners, and subject-related games, to help students relieve stress:

- Introduce regular relaxation activities during school days, such as lunchtime board games and small group activities.

1.2 Optimise the student reward program to reinforce positive behaviors and create a joyful campus atmosphere:

- Include rewards in the student token program that are both appealing and aligned with students' needs to further encourage positive behavior.

1.3 Arrange class meetings regularly for therapists, social workers, teachers, and other professionals to share student cases and provide appropriate support for those in need:

- Continue holding class meetings each term in the coming academic year.

2. To provide parents with education on rehabilitation and learning strategies for visually impaired students, helping them better understand their children's needs and abilities

Achievements

2.1 Organise Orientation and Mobility workshop for parents to enhance both parents' and students' orientation and mobility skills:

- The Orientation and Mobility Workshop was successfully held on February 16, 2025, with participation from 10 parents/family members of Primary 4 to Secondary 3 students and Groups B and C. The workshop covered basic concepts of orientation training, techniques for indoor and outdoor mobility, and how parents can support their children in walking independently and managing daily life. Parents worked in pairs to role-play both visually impaired children and guides, gaining firsthand experience and sharing reflections. 90% of parents agreed the workshop helped them better understand their children's mobility skills.

2.2 Co 'Voice Care Workshop' for parents to help them learn how to identify and support students with voice-related issues:

- To promote shared understanding between parents and the school in supporting students' vocal health, the school invited a speech therapist to lead the Voice Care Workshop. The session introduced how to identify and support students with voice-related issues and explained the principles of vocal production. With clear explanations and engaging activities, nearly all participating parents reported improved understanding of how to help students care for their voices. Many also noted increased awareness of their own vocal habits.

2.3 Establish a parent learning platform that uploads practical teaching techniques for visually impaired students, such as orientation walking, Braille training, and the use of low vision devices, allowing parents to revisit useful content at any time:

- This year, the Student Support Committee and IT Development Team launched a parent learning platform featuring videos on orientation and mobility techniques, Braille training, and assistive tools such as NVDA screen readers, iPad VoiceOver, and desktop magnifiers. These resources help parents better understand their children's learning needs and provide more targeted support. A separate workshop was also held to teach parents how to use these tools and apps. Most parents expressed satisfaction with the workshop content.

Reflection

2.1 Organise Orientation and Mobility workshop for parents to enhance both parents' and students' orientation and mobility skills:

- Parents gained insight into the small challenges their visually impaired children face in

daily mobility and learned the knowledge, skills, and attitudes required. Mastering safe and confident independent walking is a key foundation for future life and career development.

2.2 Co ‘Voice Care Workshop’ for parents to help them learn how to identify and support students with voice-related issues:

- While many parents are mindful of limiting screen time to protect their children’s vision, few realize that visual impairment may affect how students judge appropriate voice use in different environments. This can lead to excessive or improper vocal use. The workshop raised awareness of the broader support needs of visually impaired students and helped parents better understand how to assist them.

2.3 Establish a parent learning platform that uploads practical teaching techniques for visually impaired students, such as orientation walking, Braille training, and the use of low vision devices, allowing parents to revisit useful content at any time:

- Parents often have questions about how to better support their visually impaired children and understand their learning needs. The platform allows parents to access relevant information and skills, deepening their involvement in their child’s learning journey. However, due to time constraints, workshops could not cover each topic in depth. It is recommended that future workshops focus on one or two topics to allow for more in-depth learning.

Feedback and Follow-up

2.1 Organise Orientation and Mobility workshop for parents to enhance both parents’ and students’ orientation and mobility skills:

- Parents expressed interest in learning more about training techniques for children with varying degrees of visual impairment, especially in daily self-care and independent living.

2.2 Co ‘Voice Care Workshop’ for parents to help them learn how to identify and support students with voice-related issues:

- Visually impaired students have diverse needs beyond vision, including sensory, psychological, emotional, and social aspects. The school will continue organizing parent workshops and activities to provide comprehensive support across these areas.

2.3 Establish a parent learning platform that uploads practical teaching techniques for visually impaired students, such as orientation walking, Braille training, and the use of low vision devices, allowing parents to revisit useful content at any time:

- The parent learning platform should be reviewed and updated regularly. Next year, a targeted parent workshop should be held focusing on one or two specific topics to help parents master the techniques more effectively.

3. To provide parents with education on mental health and resilience to establish home-school collaboration in supporting students' holistic development

Achievements
3.1 Organise parent-child activities, such as Chinese cultural exchanges, gardening, and barbecues, to enhance parent-child relationships: - A variety of successful parent-child activities were held this year, including barbecues, day camps, and the “Dialogue in the Dark” experience. These activities not only strengthened emotional bonds and interaction between parents and children but also fostered mutual understanding and support among family members, contributing to harmonious family relationships. 3.2 Conduct lectures/workshops for parents on mental health and resilience: - This year, activities such as Laughter Yoga, mindfulness sessions, and sand art workshops were organized for parents and students. These events provided practical knowledge and techniques related to mental health, helping participants better manage stress and emotional challenges. They also promoted relaxation, reduced stress, and enhanced positive emotions and psychological well-being. 3.3 Strengthen home-school communication and collaboration through school communications, parent meetings, parent days, and class teachers: - Regular communication was maintained through newsletters, parent meetings, parent days, class teachers, and social media platforms (including Facebook and Instagram). These efforts helped parents better understand school operations and increased their trust in the school, fostering stronger home-school collaboration. Additionally, a workshop on assistive technology for visual impairment was successfully held, where parents learned to use tools such as screen readers (NVDA), Braille translation software, iPad VoiceOver, and Braille input methods. Most parents expressed satisfaction with the workshop content.
Reflection
3.1 Organise parent-child activities, such as Chinese cultural exchanges, gardening, and barbecues, to enhance parent-child relationships: - Some students come from families with limited support and weaker parent-child relationships. Continued organization of parent-child activities is needed to provide more opportunities for interaction and emotional bonding. 3.2 Conduct lectures/workshops for parents on mental health and resilience: - While students face stress and emotional challenges, parents’ mental health also requires attention. As key figures in their children’s development, parents’ emotional well-being and stress levels deserve ongoing support and care. 3.3 Strengthen home-school communication and collaboration through school communications, parent meetings, parent days, and class teachers: - Social media should share more updates on student activities to help parents stay informed. Due to limited time in the assistive technology workshop, topics could not be covered in depth, leaving parents with only a basic understanding. Future workshops should focus on one or two topics to provide more targeted learning opportunities.

Feedback and Follow-up

3.1 Organise parent-child activities, such as Chinese cultural exchanges, gardening, and barbecues, to enhance parent-child relationships:

- Ongoing attention should be given to the mental health of both students and parents. Through parent activities, educational training, and regular communication, the school aims to help parents better understand and respond to their children's emotional and psychological needs.

3.2 Conduct lectures/workshops for parents on mental health and resilience:

- School activities across academic, artistic, and athletic domains should be shared on social media to attract parental interest and participation, while showcasing the vibrant campus life.

3.3 Strengthen home-school communication and collaboration through school communications, parent meetings, parent days, and class teachers:

- Next year, workshops should be organized around specific themes to teach parents how to use assistive technology effectively.

(3) Student Performance

- The school upholds a simple and pure school ethos, where students are dedicated to their studies, classrooms are well-behaved, and teachers engage effectively with students. Students show respect for their teachers, foster friendships with their peers, exhibit good behavior, and many actively participate in both academics and extracurricular activities.
- The relationship between teachers and students is harmonious, supported by various reward schemes that create a pleasant learning environment on campus. Teachers appropriately acknowledge and motivate students, reinforcing positive behaviour and boosting their confidence.
- The school offers comprehensive support for students' learning needs, including physical therapy, occupational therapy, and speech therapy. Rehabilitation curriculum includes activities like walking exercises, Orientation and mobility (O&M) training, vision training, braille training, and sensory training. Additionally, there are enrichment programmes for students who may need additional support, advanced programmes for gifted students, and after-school support, remedial classes, and volunteer tutoring for students with slightly lower learning abilities. Students actively engage with these arrangements and receive suitable support from them.
- The school has developed a school-based student support service, establishing a policy for supplementary training with a clear counselling and educational framework and guidance. Both preventative and therapeutic counselling services are well-equipped to effectively assist students in improving their growth and interpersonal skills, as well as in cultivating positive and proactive life values and attitudes.
- The school provides teachers and staff with procedures for handling student issues, enabling them to assist students in improving diverse emotional and behavioural problems more effectively and consistently. Students are receptive to counselling and exhibit corrected behaviour.
- The school offers ample support for student development, with collaboration among the guidance and counselling team, social workers, educational psychologists, and residential staff to support students and families facing challenges from various perspectives, including prevention, enhancement, and remediation. This ensures that students receive appropriate support and guidance to aid in their personal goal development.
- Individual and group teaching at the school allow teachers to identify individual differences and growth needs in students. The adaptation form is established for the entire school to cater to individual differences, fostering a more positive and confident learning attitude in students.
- The school creates Individualised Education Plans (IEPs) for students, with case coordinators/class teachers responsible for coordinating with different teaching staff and parents to establish short, medium, and long-term goals based on students' strengths and weaknesses, enabling students to have a clearer understanding of their personal academic/career development path. Students actively participate in these plans, showing dedication.
- Students actively participate in student leadership programmes, Scouts, Prefect, and library helpers, showcasing leadership skills and demonstrating the responsibilities expected of good citizens through these activities.
- Students have won numerous internal and external competitions in speech, music, swimming, track and field, marathon, STEAM creative activities, and drawing. Some of our students have even travelled overseas to participate in international competitions.

- For more information on student performance and achievements, please visit the school website at <https://www.ebenezer-es.edu.hk/tc>.

(4) Financial Report

THE IMC OF EBENEZER SCHOOL

EXPANDED OPERATING EXPENSES BLOCK GRANT ("EOEBG") FINANCIAL STATEMENTS FOR THE ACCOUNTING YEAR ENDED 31 MARCH 2025

	\$									
Income										
Grants received - School Specific (per Schedule)	4,797,344.75									
- Non-School Specific (Baseline Reference)	<u>1,475,526.36</u>									
Total grants received	<u>6,272,871.11</u>									
Other income	<u>859,980.08</u>									
TOTAL INCOME	7,132,851.19									
EXPENDITURE										
- School specific (per Schedule)	(4,748,174.40)									
- Non-School Specific	<u>(1,166,731.42)</u>									
TOTAL EXPENDITURE	<u>(5,914,905.82)</u>									
Surplus/(Deficit) for the year	1,217,945.37									
Surplus brought forward from previous period/year	5,067,026.80									
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	-									
Less: Amount refundable to Education Bureau (Note 5)	<u>(12,101.06)</u>									
Surplus carried forward to next year *	<u><u>6,272,871.11</u></u>									
	-									
<table><tr><td style="width: 5%;">*</td><td style="width: 75%;">Surplus is inclusive of the subvention in advance for April and May</td><td style="width: 20%; text-align: right;">1,044,009.00</td></tr><tr><td></td><td>Provision for Long Service Payment (LSP) for staff</td><td style="text-align: right;">100,000.00</td></tr><tr><td></td><td>Surplus after deduction of subvention in advance and provision for LSP</td><td style="text-align: right;">5,128,862.11</td></tr></table>		*	Surplus is inclusive of the subvention in advance for April and May	1,044,009.00		Provision for Long Service Payment (LSP) for staff	100,000.00		Surplus after deduction of subvention in advance and provision for LSP	5,128,862.11
*	Surplus is inclusive of the subvention in advance for April and May	1,044,009.00								
	Provision for Long Service Payment (LSP) for staff	100,000.00								
	Surplus after deduction of subvention in advance and provision for LSP	5,128,862.11								

THE IMC OF EBENEZER SCHOOL
EXPANDED OPERATING EXPENSES BLOCK GRANT ("EOEBG")
STATEMENT OF INCOME AND EXPENDITURE OF GRANTS
FOR THE ACCOUNTING YEAR ENDED 31 MARCH 2025

	Income		Expenditure	Surplus / (Deficit)
	Grant Received	Others (Please specify) *		
	\$	\$	\$	\$
<u>School Specific Grants</u>				
- Activities Grant for Maladjusted Children	-	-	-	-
- Administration Grant / Revised Administration Grant <i>(Note 1)</i>	2,196,360.00	-	(2,185,311.16)	11,048.84
- Air-conditioning Grant	840,467.00	2,800.10	(773,623.49)	69,643.61
- Boarding Grant and Top-up Boarding Grant	714,398.00	188,600.00	(801,967.43)	101,030.57
- Capacity Enhancement Grant	489,086.00	-	(452,736.50)	36,349.50
- Composite Information Technology Grant	416,025.25	-	(466,248.28)	(50,223.03)
- Resource Material Grant for Visually Impaired Students	70,165.00	-	(24,426.04)	45,738.96
- Travelling Grant for Resource Teachers	17,655.75	-	-	17,655.75
- School-based Management Top-up Grant	53,187.75	-	(43,861.50)	9,326.25
Total	4,797,344.75	191,400.10	(4,748,174.40)	240,570.45

THE IMC OF EBENEZER SCHOOL
CAPITAL RESERVE FUND (1)
GENERAL FUNDS ACCOUNT : INCOME AND EXPENDITURE ACCOUNT
FOR THE ACCOUNTING YEAR ENDED 31 MARCH 2025

	\$	\$
INCOME		
Donations		
The Community Chest Of Hong Kong	353,403.00	
Others	10,250.00	
Others		
60% share of fee received from use of school's spaces	-	
- Air-con fee from use of school premises	228,477.60	
Subsides for programme expenses from other funding	9,000.00	
- Bank interest	178.18	
- Miscellaneous	1,820.17	
TOTAL INCOME		603,128.95
EXPENDITURE		
Other Expenditure		
Repairs and maintenance	(3,800.00)	
Staff salaries and Provident fund contributions	(267,674.80)	
Insurance	(52,184.53)	
Other programme expenses	(16,788.40)	
Vehical up-keep expenses	(20,078.39)	
Sundry expenses	(20.50)	
TOTAL EXPENDITURE		(360,546.62)
SURPLUS / (DEFICIT) FOR THE YEAR		242,582.33
SURPLUS / (DEFICIT) BROUGHT FORWARD FROM PREVIOUS PERIOD / YEAR		297,329.41
ACCUMULATED SURPLUS / (DEFICIT)		539,911.74
ACCUMULATED SURPLUS / (DEFICIT) CARRIED FORWARD TO NEXT YEAR		539,911.74