

# **Ebenezer New Hope School**

**2021 / 2022**

## **School Report**

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## **School Report 2021/22**

### **1. School Mission**

With Christian faith and love, we aim to provide comprehensive educational and rehabilitation services for the visually impaired cum intellectually and physically disabled students to foster their conduct and improve their cognitive areas and self-care abilities so that they can overcome their impairment and develop their potential.

### **2. Educational goals**

- To comprehensively develop students' potential, provide balanced learning programs and professional rehabilitation training according to student's abilities and learning needs
- To develop good characters as well as promote the physical and mental development of students
- To enhance students' self-care and independent living skills for preparing the life after graduation
- To strengthen students' understanding and connection with the community through learning outside the classroom and fostering an inclusive culture

### **3. General School Profile**

Our school was established in 1978 under the Ebenezer School and Home for the Visually Impaired, providing education and boarding services for students with visual impairment cum intellectual disabilities and multi-disabilities. Our motto is 'Provide Whole Person Education, Develop Students' Potential'. We aim to foster students' spiritual, mental and physical development and improve their self-care abilities, initiatives and self-autonomy and self-determination ability for developing their potential and integration into society.

There are 8 classes with 67 students this year, and an extra class has been operated with the school resources. There are 3 NSS classes, 1 junior secondary and 4 primary classes. In recent years, we have been committed to developing school-based curriculum features for multi-disabled students and providing suitable courses for students with visual impairment cum intellectual disabilities, hearing impairment, and physical and other disabilities.

Our school is also committed to building up the staff's team spirit and focusing on their training, occupational safety, and health to improve the services.

An IMC has been established to formulate the school's development goals and education policy according to the visions and missions of Ebenezer School and Home for the Visually Impaired. Our school administrative committee is responsible for making policy decisions, establishing a distinct administrative structure to develop various works among different sections in the school, and providing a quality education for students.

## 4. Items of Key Performance Measures

### **KPM-1 Combination of Incorporated Management Committee (IMC)**

The total number of IMC managers is 15, with 7 managers from Sponsoring Body (SSB) and 3 alternate managers from SSB, teachers, and parents.

### **KPM-3 Teachers' Continuing Professional Development (CPD)**

Teachers' average hours of CPD activities: 94.7hrs.  
Principal's hours of CPD activities: 82.5 hrs.

### **KPM-4 Teachers' Qualifications (No. of teachers = 25)**

#### **4.1 Academic qualifications**

Master & above	Bachelor	Cert. /Dip.
36%	100%	0%

#### **4.2 Professional qualifications**

Received Teacher Training	92%
Received Special Education Training	76%

#### **4.3 Specialised teachers for core subjects**

Chinese	62.5%
English	This subject was not applicable
Mathematics	14.3%

#### **4.4 Teachers' teaching experience**

0-2 yrs	3-5 yrs	6-10 yrs	Over 10 yrs
20%	8%	28%	44%

#### **4.5 Language proficiency attained**

English	Putonghua
This subject was not applicable	This subject was not applicable

**KPM-7 No. of School Days in the Year: 190 days**

### **KPM-8 Percentage of Class Time in the 8 Key Learning Areas**

	<b>S</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
Chinese Language	15%	15%	15%	15%	15%	15%	15%	15%
Mathematics	15%	15%	15%	15%	15%	15%	15%	15%
Personal, Social & Humanities	15%	15%	15%	15%	15%	15%	15%	15%
Physical Education	10%	10%	10%	10%	10%	10%	10%	10%
Art	15%	15%	10%	15%	15%	15%	15%	15%
Science	0%	0%	0%	0%	0%	0%	0%	0%
Technology	15%	0%	0%	15%	0%	0%	0%	0%
Cross-area Studies	15%	30%	35%	15%	30%	30%	30%	30%

### **KPM-13 School-leavers' Placement**

This year, 3 students graduated:

- Yuen Yat Hei graduated and transferred to Caritas Lok Fung Day Activity Centre on 10/01/2021
- Lee Ho Kuen graduated and waited for placement in a hostel
- Chan Long Man graduated and waited for placement in a hostel

### **KPM-22 Students' Attendance Rate (whole year)**

Primary	87%
Secondary	94%
Whole school	91%

## 5. Achievement of the Major Concerns of the Year

### Part I: Achievements and Reflection of the Major Concerns

#### 1. Major Concern: To facilitate professional development of departments and subject panels and develop an efficient team

##### 1.1 To facilitate professional development, unleash staff members' potentials and enhance quality of work

##### 1.1.1 To enhance planning and working effectiveness of different areas and departments

###### Achievements

- The School Handbook was completed by modifying the job duties and specific guidelines by various department heads in April. The School Affairs Committee finished the revision and follow-up in June.
- The Subject Panels have added the teaching guidelines and instructions in the year, which helped to inherit and transfer the knowledge and experience of the new teachers.
- The School Affairs Committee has reorganised the school organisation chart to clarify the roles and duties to ensure accountability among different aspects.
- The Buddy Scheme Partnership Program has been implemented for newcomers to understand their job duties and the needs of boarders, which helped to increase their sense of belonging.
- Compilation of the "Boarding Operation Manual" has been updated by ensuring the guidelines that met the operational needs and allowed colleagues to practice it and meet the changing needs of boarding services.

###### Reflection

- Due to the frequent turnover rate, the newcomers were required to read the Handbook, which helped them adapt quickly and prepare well for the new environment.
- The department heads were recommended to elaborate on the new Handbook to their teammates to ensure they understand the latest guidelines and instructions for their professional development.
- The service has been changed constantly and could not be stuck to the rules. Even though it is the only school for the visually impaired, it must be advanced with the times and be in line with them.

###### Follow up

- We recommend consolidating the recent guidelines distributed by the organisation and the Employment Ordinance to review the content of the Staff Handbook. And to create the E-Staff Handbook for easy reference.
- We recommend reviewing and adjusting the application of the School Handbook with a questionnaire.
- After more than half a semester of operation, the Buddy Scheme Partnership Program has successfully matched two pairs of shadowing partners, which helped the newcomers to feel relatively safe, and we still need multiple combinations to assess the effectiveness of the Scheme.

### 1.1.2 To promote professional functions of staff, enhance the development of departments and subject panels

<b>Achievements</b>
<ul style="list-style-type: none"><li>• We have created Career Life Planning for all the professional staff this year, including teachers, therapists, social workers, nurses, and houseparents.</li><li>• The Professional Ladder has been added to their Career Portfolio, which helped the professional staff to set up their short and long-term goals in career development.</li><li>• We have combined the training requirements from the Education Bureau, which applied to the new teachers, in-services, and promotion conditions. Teachers could track their training progress to ensure they have fulfilled the requirements. It helped to enhance the professional training and development of teachers.</li></ul>
<b>Reflection</b>
<ul style="list-style-type: none"><li>• Our professional staff discussed and reviewed their career plans with the principal during the appraisal, which helped to enhance the direction of their professional development and ensure that they complement and build on one another.</li><li>• We aimed to build a learning community by constructing the Career Portfolio for the professional staff and advocating continuing education and professional training. We advocated fostering the future development of the school.</li><li>• We promoted coordination among departments, gave full autonomy to individual expertise, and saw each other as one mind.</li></ul>

#### Follow up

- It needs to collect feedback and review regularly from our colleagues to optimise the Career Portfolio.
- The actual environment brings many challenges to work, and it is necessary to purchase additional facilities to compensate for insufficient space limitations.

### 1.2 To improve the school governance and leadership

#### 1.2.1 To empower staff and enhance school administration

<b>Achievements</b>
<ul style="list-style-type: none"><li>• The School Affairs Committee has reorganised and optimised the school organisation chart to ensure the roles and duties among different aspects. We have created the positions of team leaders to empower staff and enhance school administration.</li><li>• More than 87% of the subject panel and department heads adopted the principle of P-I-E-P by executing and reviewing their yearly plan. Our staff were familiar with P-I-E-P's mission by assessing and examining the working efficacy. And it helped to enhance the management and administration of the school.</li><li>• More than 79% of the staff agreed that the current communication platform has effectively acted in the role of communication and expression. WhatsApp was the primary communication platform for internal communication.</li><li>• HPIC was responsible for arranging the daily operation of the dormitory and monitoring the work of frontline staff to reduce errors.</li></ul>
<b>Reflection</b>
<ul style="list-style-type: none"><li>• About 20% of the colleagues reflected that the above media could not perform the role of communication and reflection due to the abundance of disorganised information.</li><li>• Our colleagues reflected on their difficulties receiving the information and failed to summarise and organise it. It was easy to miss some essential news which affected the working efficiency.</li></ul>

- There could be better coordination between the dorms, and HPIC could play a coordinating role.

### **Follow up**

- We recommend creating a 3-Tier Communication System and Guidelines to calibrate various communication platforms. The email will work mainly for external and organisational issues, and the e-class will distribute the essential and formal guidelines and information. The role of WhatsApp will be principally for non-emergency communication.
- We highly recommend that our colleagues communicate face-to-face when handling emergency issues.
- We will review the effectiveness of monitoring functions and roles through the monthly dormitory parent supervisor meetings.
- We aim to optimise collaborative teaching lessons by emphasising the involvement of subject panel heads to enhance their role of supervision and support other subject teachers.

### **1.2.2 To enhance the two-way communication platform between the school and dormitory and to strengthen the collaboration between various departments in the school**

#### **Achievements**

- More than 97% of colleagues retrieved and received the students' information through the school and dormitory e-Communication book.
- More than 97% of colleagues agreed that the e-Communication book helped to enhance the communication and connection between school and dormitory.
- We have optimised the contents of the E-Student Portfolio and implemented the class case conference to enhance trans-disciplinary collaboration, which helped to create an elevated platform for the communication and follow-up of students. Over 80% of the participants assented to the conference's effectiveness in ensuring communication and collaboration between the dormitory and school.
- The dormitory staff have participated in counselling, career planning, life skills, and other meetings, which helped to follow up on their progress and training.
- In handling the epidemic and influenza, the professional judgment and handling of the nursing department were more evident; all departments cooperated so that the number of infected people could be controlled while taking care of students in the school.

#### **Reflection**

- We have implemented verbal communication at the end of the school day to enhance the collaboration and connection between the school and dormitory,
- The class case conference has been replaced and combined, which helped to optimise the working efficiency and the management of students' cases. We aimed to enhance trans-disciplinary collaboration further through the optimisation of the conference.
- We have made good use of the communication platform, from regular meetings to daily activities, by keeping up with students' needs.

### **Follow up**

- The class case conference will launch three times yearly. We will adopt the principle of P-I-E-P to ensure the effectiveness of the meeting.
- We will adopt verbal communication in the morning and at the end of the school day to encourage communication between the school and the dormitory.
- We will cultivate candid two-way communication, maintain an open and accepting attitude, and establish a persistent work ethic.

## **2. Major Concern: To optimise teaching and learning by developing school-based curriculum and assessment**

### **2.1 To develop school-based curriculum of different subjects**

#### **2.1.1 To include teaching elements from the values of “Law-abidingness” and “Empathy” into relevant curriculum according to EDB policies**

<b>Achievements</b>
<ul style="list-style-type: none"><li>• Academic Affairs Committee has developed school-based definitions and teaching examples of “Law-abidingness” and “Empathy” in January 2022.</li><li>• All teachers and subject panel heads of Chinese, GS, Citizenship and Social Development (CS), ICT, and Moral and Civic Education agreed that the definitions for “Law-abidingness” and “Empathy” are appropriate.</li><li>• Panel heads of Chinese, GS, Citizenship and Social Development, ICT, and Moral and Civic Education have included teaching elements from the values of “Law-abidingness” and “Empathy” into the related teaching units and topics of the curriculum.</li></ul>
<b>Reflection</b>
<ul style="list-style-type: none"><li>• Despite the epidemic and suspension of face-to-face classes this year, the relevant subjects have included teaching elements from the values of “Law-abidingness” and “Empathy” into the related teaching units and topics of the curriculum on schedule.</li><li>• The focus of work was mainly on revising curriculum documents this year. Lesson implementation of the value education has not yet been reviewed.</li></ul>

#### **Follow up**

- Teaching elements from the values of “Law-abidingness” and “Empathy” will be optimised in the planning and implementation of lessons.

#### **2.1.2 To increase the subject-based teaching elements in Chinese, Mathematics, GS and Citizenship and Social Development (CS)**

<b>Achievements</b>
<ul style="list-style-type: none"><li>• Academic Affairs Committee has led subject panel heads of Chinese, Mathematics, GS and CS to review the subject-based teaching elements in the current curriculum in January 2022.</li><li>• With reference to the review, Academic Affairs Committee has led subject panel heads to establish and optimise the subject-based teaching elements in Chinese, Mathematics, GS and CS according to students' visual, intellectual, and physical abilities, especially enhancing the subject learning of MoID students. For instance, literacy skills have been enhanced in daily life by attaching common icons with text in Chinese, braille learning has been strengthened for learning number-counting and formulas, tactile counting books have been created for learning to count, and multiplication table has been applied for calculating areas and counting money for shopping in Mathematics, conceptual skills of MoID students have also been enhanced with the application of RainbowStar in GS and CS.</li></ul>
<b>Reflection</b>
<ul style="list-style-type: none"><li>• Subject-based teaching elements have been reviewed on schedule. It has facilitated the examination of subject-based features and adaptation of school-based elements in each subject so as to enhance the teaching strategies and adjust the design of teaching aids.</li><li>• Besides, subject-based teaching elements could still be emphasised in different topics of curriculum documents and the implementation in lessons.</li><li>• Since the curriculum framework document, learning and teaching resources, assessment</li></ul>

methods, and field studies arrangements for CS are still in the preliminary stage this year, limited planning could only be done for the ‘One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development provided by the EDB. The CS Grant will be utilised more comprehensively in the coming school year to enhance the subject-based teaching elements of CS. (Refer to Appendix I)

- The enhancement of school-based subject-based teaching elements is a process that needs to be continuously optimised and carried out continuously in the next school year so that the arrangement will be regularised in the future.

### **Follow up**

- The subject-based teaching elements in Chinese, Mathematics, GS and CS will be enhanced in the curriculum. Through collaborative lesson planning and lesson observation, it is expected to strengthen the application of subject-based teaching elements in lessons
- From the coming school year, the ‘One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development will be utilised more comprehensively to develop multi-media and e-learning resources and organise field studies to enhance the subject-based teaching elements of CS.

## **2.2 To optimise school-based assessment mechanisms of different subjects to provide feedback for learning and teaching**

### **2.2.1 To optimise the school-based assessment mechanisms of Chinese, Mathematics, Music, PE and Visual Arts**

#### **Achievements**

- The review of current school-based assessment mechanisms has been extended from 6 originally-scheduled subjects to all subjects (including Life Skills, Integrated Sensory Training and functional subjects). All subject panels have led subject teachers to review current school-based assessment mechanisms and submit the report in January 2022.
- Academic Affairs Committee has reviewed and discussed reports submitted by each panel and offered general suggestions for adjustment based on the visual, intellectual, and physical abilities of students.
- Mathematics teachers have conducted a baseline assessment in the first two weeks of each semester (half-day classes). Subject teachers have conducted an assessment for each student with reference to the level of development of mathematical and logical thinking of the EDB and have planned their individual learning objectives according to the baseline assessment. All Mathematics teachers agreed that baseline assessment is an effective way to provide feedback for learning and teaching.

#### **Reflection**

- Due to the epidemic, suspension of face-to-face classes from mid-January 2022, special vacation from mid-March and late April 2022, and extended review from 6 subjects to all subjects, the first draft of the revised school-based assessment mechanisms has not been completed yet.
- Since more subjects have been involved in reviewing school-based assessment mechanisms, Academic Affairs Committee had to take a longer time to review all subjects. It is suggested that Academic Affairs Committee will focus on reviewing the mechanisms of Chinese, General Studies, CS and Life Skills, while the mechanism of other subjects will be improved with the guidance of subject panel heads.
- The baseline assessment has been conducted in Mathematics in the first two weeks of each

semester with satisfactory results. It is recommended to extend the baseline assessment to Chinese, General Studies, CS and Life Skills and conduct baseline assessments next school year to improve the accuracy of setting individualised learning goals for students.

### **Follow up**

- Academic Affairs Committee will focus on reviewing the mechanisms of Chinese, General Studies, CS and Life Skills, while the mechanism of other subjects will be improved with the guidance of subject panel heads. The baseline assessment will be conducted every semester in Chinese, General Studies, CS and Life Skills next school year.

### **2.2.2 To continuously develop the use of LPF as feedback to learning and teaching in Chinese, Mathematics and GS**

#### **Achievements**

- LPF has been fully implemented for all students in Chinese, Mathematics and GS.
- LPF moderation meetings of Chinese, Mathematics and GS have been held in July 2022. 1-2 students from each class have been selected for discussion in moderation meetings to facilitate the use of LPF as feedback on learning and teaching.
- Subject teachers of Chinese, Mathematics and GS have conducted LPF Learning Performance Records for all students so that LPF has been fully implemented.

#### **Reflection**

- Due to the epidemic, the suspension of face-to-face classes from mid-January 2022, a special vacation from mid-March to late April 2022, and face-to-face classes resumed in May 2022 on a half-day basis. As a result, it was difficult for teachers to collect evidence for moderation since the total number of lessons decreased, and lessons were conducted via Zoom.
- The moderation meeting not only serves to evaluate student performance but also serves as a comprehensive evaluation of the implementation of the curriculum (learning, teaching, and evaluation), which helps to build a learning organisation. However, due to the suspension of face-to-face classes and the early special vacation this school year, the LPF meeting originally scheduled to be held in February-March had to be cancelled, and it was only held in July for summative evaluation, which affected the progress of the application of LPF.

### **Follow up**

- Subject panel heads will discuss the timing, key points and criteria for recording evidence in collaborative lesson planning. Through collaborative lesson planning, lesson observations, after-class discussions and moderation meetings, the application of LPF can be enhanced, and the implementation of learning, teaching, and assessment can be optimised.

## **3. Major Concern: To cultivate students' autonomy and self-confidence, and develop their potentials**

### **3.1 To cultivate students' ability and attitude of self-determination**

#### **3.1.1 To enhance the ability and initiative of SID students in expressing their needs, preferences, feelings, and strengthening the communication effectiveness in turn**

#### **Achievements**

- The “I have Say Plan” was launched to arouse students' initiative to express their needs, preferences and wishes in return.

- Communication and Social Skills teachers collaborated with the speech therapists to set up the "Key Points of Student Communication". And they were presented in the "Learning Traffic Lights", which helped to provide references for the staff to apply.
- The speech therapists explained the key points of students' communication to the staff in September to improve the communication efficiency between the team and the students.
- The "Positive Interaction Program " record sheet was examined to understand the communication performance of the students and prompted our teachers to adjust their teaching strategies. The Counselling Committee has given the awards for the highest scores in each class on the record sheet, encouraging our students to communicate.
- According to the "Positive Interaction Record Sheet", more than 80% of the students who participated in the "I have Say Plan" communicated frequently in their daily routine. They could communicate effectively by the end of the semester (5 out of 3 or above).

### **Reflection**

- We focused on making and explaining the "Key Points of Student Communication" to the staff and actively encouraged our students to communicate with others through the award scheme this year.
- We needed to increase more diversified projects to consolidate the communication habit and provide opportunities for our students to communicate more.

### **Follow up:**

- Implementing the "I have Say Plan" in the new school year is recommended by creating interesting songs and slogans for the plan. We have to remind and encourage our staff to communicate and interact more with students. We aim to establish a culture of close communication between staff and students.
- It is recommended to convert the "Key Points of Student Communication" into specific and concrete behaviours or gestures. It helps to guide our staff by creating opportunities for students to communicate positively and interact with others.
- It is recommended to present the "Positive Interaction Record Sheet" in the classrooms so that our students can check their scores actively, which helps to strengthen their motivation in communication.

### **3.1.2 To enhance the initiative and self-determination skills of average-ability students and high-ability students to meet their growth needs**

#### **Achievements**

- We have organised a "Self-Learning Workshop" to enhance students' ability to make choices, customise goals, and self-assess this year.
- Class S, C and G carried out the "Personal Life Skills Training Scheme" and completed the self-evaluation record sheet after each week's lesson. Life Skills Training teachers agreed that the plan could improve students' ability on self-assessment.
- We provided ample opportunities for students to self-determine and reflected during the diversified activities.
- Each semester, students voted in the class to decide which diversified activity group they chose to join.
- During each diversified activity, students were guided to complete self-assessment record sheets to reflect on their performance and strive for improvement.
- Staff encouraged students to participate in different activities and select appropriate equipment according to their needs and preferences.
- Self-study, choice making, and multi-media elements had been added to the leisure time activities for the students in average and high-ability groups this year to cultivate their autonomy:

- For example, in the "reading group", students were asked to suggest the story topic they wanted to listen to and which multi-media aids or platforms they chose to use in reading.
- The high-ability group decided to play different multi-media games (such as Nintendo Switch, interacting with robots) during the "Sensory Game Group". And the average-ability group chose to explore different materials with all their senses to nurture their development.
- More than 80% of the students had improved their choice-making abilities and self-assessment from the activity record sheet.

### **Reflection**

- In the "Personal Life Skills Training Program", teachers reflected that those students mainly participated in the self-assessment, and there was still room for improvement in goal selection and adjustment.
- Due to the epidemic, the diversified activity experience day has been cancelled, depriving the students of their prior understanding of the activities before making choices.
- Most diversified activities were static, limiting students' opportunities to enjoy physical activities.
- According to the self-assessment opinions of the students in the reading group, the EVI platform and multi-media reading materials effectively enhanced students' choice and self-learning ability.

### **Follow up**

- It is recommended to continue the "Personal Life Skills Training Scheme". Two high-ability students will be selected from each class (Class S, A and C). The training will focus on teaching them to choose life skills goals according to their personal needs, which will be adjusted and reviewed regularly.
- At the beginning of the new school year, a diversified activity experience day will be held so students can better understand the various diversified activities they choose.
- In the coming year, the Fitness Training Group and the Adventure Activities Group will be added to the diversified learning activities so that students have more options to choose.
- It is suggested that the library team in the new school year carry out a reading plan and use the EVI platform and multi-media reading materials to encourage students to implement self-study at different time slots.

## **3.2 To improve student's social and emotional management skills**

### **3.2.1 To enhance students' self-understanding and cultivate positive values**

#### **Achievements**

- According to students' cognitive ability, the class teacher had set students' living and behaviour goals for the annual theme of "Respect". According to the "Moral Education Award Scheme" record sheets, students' performance in respecting others' feelings (such as acknowledging and applauding others' good performances) and abiding by the class rules (such as raising a hand to get the teacher's approval before leaving the seat) have been improved.
- According to the diversified activities record sheet, more than 80% of the students who participated in the "Growth Passport" group had improved their awareness of emotions and social etiquette. Teachers reflected that the skills learnt could be implemented in daily life; for example, students were more initiative to greet, knew how to abide by the rules, raise a hand to respond, wait in line, and learned to express their emotions appropriately.

#### **Reflection**

- It is recommended that each class post the class rules in a conspicuous place, and the class teacher should review the class rules with students every morning, reminding students of

the areas they need to improve to build up the "law-abiding" morality.

- Due to the epidemic, the "Moral Education Award Program" in the second semester was suspended. It was recommended to list specific behaviour goals and communicate well with parents and dormitories so that students can continue implementing them at home and in dormitories. The Scheme thus will not be affected by the epidemic.
- Due to the epidemic, only half of the "Growing Passport" groups had face-to-face teaching lessons, and the learning effect had been affected. It is recommended to upload the group's teaching materials on the school's website so that students' self-learning can also be carried out at any time to improve teaching and learning effectiveness.

### **Follow up**

- Students' social-emotional learning needs to be continuously consolidated and developed. Therefore, continuing the "Growth Passport" diversified activities is recommended to enhance students' understanding of their images and emotion.

## **3.3 To develop students' potentials in different aspects**

### **3.3.1 To improve students' self-esteem by increasing their participation in activities**

#### **Achievements**

- This year, the activity group and the rehabilitation group collaborated to develop activity aids for each semester and to increase the participation of students with different abilities in activities. For example, the "Sit-Standing Aid Board" was designed to assist students in changing positions in yoga groups; electrical rope-pulling flag-raising models were designed for students with different fine-motor abilities in National Education activities, etc. All the activities aids were made by the rehabilitation group and have displayed on the "3T Event Day".
- The activity group has rearranged different activities for students this year; we had the "Ebenezer Music Academy" and "The Ebenezer Jockey Club Music Odyssey" to explore students' potential in Music.
- We have implemented different therapeutic classes such as hydrotherapy, art therapy, and horticultural therapy). And dynamic activities, including wheelchair dance and yoga groups. According to the activity record sheets, more than 70% of the students have improved their participation in different activities.
- According to the record sheet of "Talent for all Scheme", 70% of the high-ability group (S and C classes) students had opportunities to perform on different platforms:
- Class S students participated in the Theatre Ronin activities throughout the year to increase their confidence in expressing themselves through drama. The students' drama video was broadcasted in the community.
- The campus TV station had been broadcasted to classes S, A, B, and C by zoom every Wednesday since the second semester. In addition to the morning assembly, let the student emcee could show their talents on TV. Students in classes S and C were also arranged to participate in performances, such as singing and playing musical instruments.
- "Ebenezer Music Academy" and "The Ebenezer Jockey Club Music Odyssey" had public or zoom performances every six months. The music activities at the end of the term also allowed students from all classes to perform.

#### **Reflection**

- Due to personnel change, the rehabilitation group only modified/developed aids for the activity group this year. In the new school year, therapists will be invited to advise on optimising our school activities.
- This year's "Talent for all Scheme" aimed to build up the self-esteem and confidence of the higher-ability group students and achieve initial results. The Scheme is recommended to be extended to the average-ability group students in the coming year.

**Follow up**

- It is suggested that the average-ability group students will also be included in the “Talent for all Scheme” in the new school year so that more students have opportunities to show their talents.

## **Part II:**

### **1. Our Learning and Teaching**

- Starting from September 2021, Ebenezer New Hope school was responsible for supporting visually impaired children studying in schools for children with severe intellectual disabilities (SID). In 2021-2022, we supported three schools for SID children with 56 students. Support services include classroom learning for visually impaired children, providing teaching advice to schools where children attend, and supporting parents in teaching their children. Support teachers have collected teaching aids suitable for students' abilities and interests throughout the teaching process. We have constructed the teaching resource database and shared the teaching resource database with students' class teachers and parents to extend learning to the classroom and home so that learning can be practised and applied.
- Furthermore, teachers' training was the driving force for the sustainable development of the Resource Support Programme, which aimed to provide online advice and onsite support to partnering schools and parents. It is planned to establish a training coordination group to construct the training contents for support teachers. Learning community and teaching sharing were the main methods of training.
- In the year 2021-2022, the Education Bureau has held a teacher training course, "Provision of Services for Training Course for Teachers on Supporting Learning Needs of Students with Cortical Visual Impairment (CVI)", with Ebenezer New Hope School (ENHS) and the Hong Kong Society of Blind (HKSB). The training focused on understanding the characteristics of CVI, the importance of collaborating with professionals to support students' learning, teaching strategies and adaptation, career development and community resources to support students and their families. Participants could better understand students' responses related to characteristics of CVI through lesson observation, including individual and class-based lessons. Participants can also observe students' learning needs and characteristics in class and analyse the effectiveness of different teaching strategies. Participants and ENHS teachers discussed and shared their views, which allowed them to exchange different ideas with other special school teachers. Because of the COVID-19 pandemic, the training course was changed from face-to-face to online teaching. Teachers actively participated in the training via Zoom. The training lets teachers understand how to enhance and motivate CVI students' learning.
- In order to sustain the professional development and training of the Low Vision teachers, two colleagues have been registered for the Cortical/Cerebral Visual Impairment: A Foundational Overview and Understanding Winter 2022, launched by Perkins University, US. This online class provides knowledge and skills related to the condition of cortical/cerebral visual impairment, its causes and associated medical conditions, and the educational and development impacts of brain-based visual impairment. The content within this course pulls from multiple practitioners and researchers currently active in the field of CVI to allow for an inclusive and growing understanding of current promising practices and research-based methodology. A micro-credential was awarded to individuals who completed and passed the CVI Foundational Overview and Understanding class (earning 80% of the total score).
- With positive support from the Quality Education Fund, the renovation of the multisensory room was completed and started entire operation in Sept 2021. Furnished equipment and environment were designed to offer numerous sensation experiences to students to enhance and adapt to specific sensory input. The "Integrated Sensory Training Program" has now

developed to become one of the regular sessions in school time in collaboration with the latest multisensory room so as to grant systematic sensory processing activities to all students from primary to secondary school.

- With the generous support from the Keswick Foundation, the ‘Community response support Services’ has been continually supporting the pre-graduates, graduates and caregivers. Given the outbreak of the COVID-19 pandemic, some training contents were amended with the needs in the COVID-19 pandemic period, and the latest technology was introduced more throughout training. For the self-care living skills training, students knew how to wear masks and wash hands with alcoholic hand sanitiser. For social and recreational skill training, we trained them to use social media to maintain the interaction between the targeted users and their family members. For the community skill training, we introduced them to using APPs on maps & transport to plan outing routes. It helped to enhance their understanding of the community and to prepare them to live in the community. For the work skill training, our project continued to run “Good Old Day Store”. It provided practical training opportunities to the students, and skills of packaging, promoting and selling were enhanced.

## 2. Student Performance

Students have tried to learn and participate in the training, and they exerted their potential and won different awards this year:

Leisure and Cultural Services Department – School Sports Programme	SportACT Award Scheme	1 <sup>st</sup> Term: 16 silver medals 39 bronze medals 2 <sup>nd</sup> Term: Four gold medals 19 silver medals 31 bronze medals
Youth Arch Foundation	Youth Arch Student Improvement Award 2020-21  Youth Arch Student Improvement Award Scholarship 2020-21	Chan Long Man Kaif Hussain Tse Chung Lun Chan Hong Lam Cheng Man Ching  KARLSSON HENRIK MARTIN GUSTAV CHUNG
Grantham Scholarships Fund	2021-2022 Grantham Awards for Students of Special Schools	Tsui Hiu Wang Kaif Hussain Lam PokYin Wong Mei In Cheung Sum Yuet
A.S. Watson Group	A.S. Watson Group HK Student Sports Awards 2021-2022	Leung Cheuk Hin
Commission on Poverty	“Future Stars – Upward Mobility Scholarship” 2022	Chan Wang Lok Tam Cheuk Man Li Ming Kit

THE IMC OF EBENEZER NEW HOPE 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)	4,573,334.25
- Non-School Specific (Baseline Reference)	<u>1,115,651.68</u>
Total grants received	<u>5,688,985.93</u>
Other income	235,415.37
<b>TOTAL INCOME</b>	<u>5,924,401.30</u>
<b>EXPENDITURE</b>	
- School specific (per Schedule)	(4,409,489.10)
- Non-School Specific	<u>(1,744,499.32)</u>
<b>TOTAL EXPENDITURE</b>	<u>(6,153,988.42)</u>
<b>Surplus/(Deficit) for the year</b>	(229,587.12)
<b>Surplus brought forward from previous period/year</b>	4,727,787.84
<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	<u>(11,172.00)</u>
<b>Surplus carried forward to next year *</b>	<u><u>4,487,028.72</u></u>

* Surplus is inclusive of the subvention in advance for April and May	\$ 998,542.14
Provision for Long Service Payment (LSP) for staff	\$ 100,000.00
Surplus after deduction of subvention in advance and provision for LSP	\$ 3,388,486.58

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

	Income		Expenditure	Surplus / (Deficit)
	Grant Received	Others (Please specify) *		
	\$	\$	\$	\$
<b><u>School Specific Grants</u></b>				
- Administration Grant / Revised Administration Grant	2,612,655.00	-	(2,311,146.33)	301,508.67
- Air-conditioning Grant	562,109.00	-	(354,663.71)	207,445.29
- Boarding Grant and Top-up Boarding Grant	585,422.00	203,026.00	(886,173.10)	(97,725.10)
- Capacity Enhancement Grant	345,761.00	-	(335,758.50)	10,002.50
- Composite Information Technology Grant	395,897.75	-	(474,412.75)	(78,515.00)
- Resource Material Grant for Visually Impaired Students	16,834.50	-	(440.00)	16,394.50
- Travelling Grant for Resource Teachers	4,041.00	-	-	4,041.00
- School-based Management Top-up Grant	50,614.00	-	(46,894.71)	3,719.29
<b>Total</b>	<b>4,573,334.25</b>	<b>203,026.00</b>	<b>(4,409,489.10)</b>	<b>366,871.15</b>

THE IMC OF EBENEZER NEW HOPE SCHOOL

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

	\$	\$
<b>INCOME</b>		
Transport Fees	4,176.40	
Donations		
Others	26,215.00	
Others		
Miscellaneous income	9,432.16	
<b>TOTAL INCOME</b>		39,823.56
<b>EXPENDITURE</b>		
Other Expenditure		
Insurance	(74,545.18)	
Programme expenses	(8,555.00)	
Miscellaneous	(63.67)	
<b>TOTAL EXPENDITURE</b>		(83,163.85)
<b>SURPLUS / (DEFICIT) FOR THE YEAR</b>		(43,340.29)
<b>SURPLUS / (DEFICIT) BROUGHT FORWARD FROM PREVIOUS PERIOD / YEAR</b>		123,262.03
<b>ACCUMULATED SURPLUS / (DEFICIT)</b>		79,921.74
<b>ACCUMULATED SURPLUS / (DEFICIT) CARRIED FORWARD TO NEXT YEAR</b>		<b>79,921.74</b>

## **Part III: Feedback and Future Planning**

### **1. Learning and teaching**

- Teaching elements from the values of “Law-abidingness” and “Empathy” will be optimised in the planning and implementation of lessons.
- The CS Grant will be utilised more comprehensively in the coming school year to enhance the subject-based teaching elements of CS. (Refer to Appendix I)
- Academic Affairs Committee has reviewed and discussed reports submitted by each panel and offered general suggestions for adjustment based on students' visual, intellectual, and physical abilities.
- Academic Affairs Committee will focus on reviewing the mechanisms of Chinese, General Studies, CS and Life Skills, while the mechanism of other subjects will be improved with the guidance of subject panel heads. The baseline assessment will be conducted every semester in Chinese, General Studies, CS and Life Skills next school year.
- From the coming school year, ‘One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development will be utilised more comprehensively to develop multi-media and e-learning resources and organise field studies to enhance the subject-based teaching elements of CS.

### **2. Staff professional development**

- To build a learning community by constructing the Career Portfolio for the professional staff and advocating continuing education and professional training. We advocated fostering the future development of the school.
- To launch a school-based induction programme for frontline staff to master the student-centred teaching skills and cope with the work in our school
- To enhance the role of supervision among subject panels, we aim to optimise school-collaborative teaching by emphasising the involvement of subject panels.
- To enhance the Resource Support Programme's effectiveness in supporting individual students' learning and trans-disciplinary collaboration.

**Ebenezer New Hope School**  
**2021-2022 Report on the Use of the One-off Grant for Supporting the Implementation of**  
**the Senior Secondary Subject Citizenship and Social Development**

Area	Actual Expenses
1. Developing or procuring relevant learning and teaching resources (including multi-media and e-learning resources), mobile applications and software, as well as reference materials for CS	\$0
2. Subsidising fees and travelling expenses incurred by student participation in school-based learning activities in Hong Kong organised by the school (closely linked with the curriculum of CS, e.g., visits to exhibitions and field trips)	\$0
Total Expenditure	\$0
Unspent Balance	\$300,000