Ebenezer School School Report 2014/15

1. Our School Mission

The Gospel of Christ lays the foundation of our school. Based on our educational ideals of "Education without discrimination" and "Teaching according to Learners' Abilities", we are committed to providing an all-round quality education to children and youths with visual impairment. We strive to provide our students with an environment of positiveness, cheerfulness, trust, solidarity as well as mutual help and care for them to learn and grow. We help students to overcome their visual impairment, and to develop their own potentials and talents. Growing up as confident and independent persons, our students will turn out to be contributive members of the school, families, society and nation.

2. Our School Objectives

2.1   To nurture students' interest in acquisition of knowledge, their aspiration of music, arts and culture, appreciation of physical well-being, diligence and sociability, and getting to know the gospel of Christ.

2.2   To comprehensively apply modern information technology to overcome limitations of visual impairment.

2.3   To strengthen students' abilities in receptive, expressive and social communication, and their development in multiple intelligences.

2.4   To strive to create a cheerful learning environment for the students. At the same time, students' understanding of the importance of discipline in social living is also stressed

3. General Information on Our School

Ebenezer School & Home for the Visually Impaired was established in 1897, while Ebenezer School registered as a subsidized special school for visually impaired students in 1956.   At present the School operates 8 classes, from primary one to Secondary 3. We adopt mainstream school curriculum, which is supplemented by rehabilitative training programmes for visual impairments. We aim at enabling our students to overcome their visual impairment and to learn effectively.   Also we offer a Resource Support Programme for visually impaired students who study at mainstream secondary schools, primary schools, as well as at other special schools.   Since Ebenezer is the only educational institution for the visually impaired in Hong Kong, our students come from all over the region.   We operate boarding service and 80% of our students are boarders.

4. Items of Key Performance Measures

Combination of Incorporated Management Committee (IMC)
Number of IMC members: 15
Number of members from School Sponsoring Body: 7

Teachers' Continuing Professional Development (CPD)

	Structured	Non-structured
Teachers' average hours of CPD activities:	53.33 hrs	11.49 hrs
Principal's hours of CPD activities:	80 hrs	20 hrs

Teachers' Qualifications (No. of teachers = 46)

1. Academic qualification

Master & above	Bachelor	Cert./Dipl.	Others
38%	**62%**	**0%**	**0%**

2. Professional qualification

Received Teacher Training	**100%**
Received Special Education Training	**57%**

3. Specialized teachers for core subjects

Chinese	**100%**
English	**100%**
Mathematics	**83%**

4. Teachers' teaching experience

0-2 yr	3-5 yr	6-10 yr	Over 10 yr
4%	**21%**	**24%**	**51%**

5. Language ability – certified

English	Putonghua
100%	**100%**

No. of school days in the year :   190 days

Percentage of class time in the 8 Key Learning Areas

Primary Section

Primary One/Two

Chinese Language	29%
English Language	18%
Mathematics	16%
Personal, Social & Humanities	2%
Science	9%
Technology	0%
Art	9%
Physical education	4%
Cross-area studies	13%

Primary Three

Chinese Language	24%
English Language	20%
Mathematics	16%
Personal, Social & Humanities	2%
Science	9%
Technology	4%
Art	9%
Physical education	4%
Cross-area studies	12%

Primary Four

Chinese Language	24%
English Language	20%
Mathematics	18%
Personal, Social & Humanities	2%
Science	9%
Technology	4%
Art	9%

Physical education	4%
Cross-area studies	10%

Primary Five

Chinese Language	22%
English Language	22%
Mathematics	18%
Personal, Social & Humanities	2%
Science	9%
Technology	4%
Art	9%
Physical education	4%
Cross-area studies	10%

Primary Six

Chinese Language	22%
English Language	20%
Mathematics	18%
Personal, Social & Humanities	2%
Science	9%
Technology	4%
Art	9%
Physical education	4%
Cross-area studies	12%

Secondary Section

Secondary One to Three

Chinese Language	20%
English Language	16%
Mathematics	14%
Personal, Social & Humanities	14%
Science	6%
Technology	16%
Art	4%
Physical education	4%
Cross-area studies	6%

Students' reading habit

1. Frequency of loaning reading materials from library by students:

Primary Section (percentage of students)

Once or more per week	78%
Once every 2 weeks	22%
Once a month	0%
Less than once a month	0%
Never	0%

Secondary Section (percentage of students)

Once or more per week	8%
Once every 2 weeks	27%
Once a month	42%
Less than once a month	23%
Never	0%

2. Average number of items loaned from Library:

Primary Section	36
Secondary Section	20

S.3 School leavers' Placement (6 students):

Integrated in mainstream schools	**3**
Repeated S.3 at Ebenezer School	**1**
Integrated in special schools	**1**
Vocational Training	**1**

Students' attendance rate (whole year):

Primary Section	95.3%
Secondary Section	90.4%

5. Progress of work on major concerns of the year

<u>Major Concern 1</u>:
To enhance learning & teaching as well as school management through effective use of information technology.

		Task	Achievement	Reflection
1.1		**Utilisation of the e-class platform.**		
1.1.1		1. Gradually adopt the various functions on the e-class platform: (1) Electronic document management	We have transferred School's database from the old system to the new e-class platform. Most of the data was re-organized starting from 12-13. The documents have been filed by committees and teams. All school teachers and house parents are able to save and download files from this new platform. The new search function also increases accuracy in filing and editing. This e-document management system has made communication more effective.	This improved storage system helps to ensure that our documents are kept safely and can be accessed many years in the future. Our students' records and information are now kept in different files and can be hard to find. Therefore, our next 3-year development plan will include building a Student Learning Portfolio Database so that all student records can be centralized.
		(2)Staff attendance record	Our staff have got familiar with the new attendance record system. The new system allows staff to check their own attendance record. Such data can also be exported for review.	Some of our staff work on shift. Their attendance and work hours will require some time to sort out and it will be done in the coming year. Also, staff need to ensure accuracy of work hours to avoid errors in record.
1.1.2		2. Making use of its e-class learning platform and learning kit, which serves as: (1) a teaching and learning resources database (2) an e-learning platform (trial-run)	All mid-term tests and exam papers (questions and marking scheme) have been uploaded to e-class in PDF for future reference. Teachers have tried the e-learning platform and designed different types of questions with it (MC, short questions, fill-in-the-blanks,	The database provides useful reference such as the level of difficulty, types of questions and mark allocation, which helps teachers to assess students more accurately and systematically. Teachers were occupied with External School Review in the second term and could

		true/false, etc.).	only spare time to try out the e-learning platform towards the end of term. Therefore, the ICT team will hold workshop to teach students to answer the questions online.
1.2	**Establishing students' e-Portfolio**		
1.2.1	1. Deciding the content of the e-Portfolio and its implementation, details including: (1) Adopting a suitable e-Portfolio management system (2) Designing a uniform format for the e-Portfolio (3) Compiling the e-Portfolio and using the e-Portfolio system	We have held meetings to discuss the content of the e-Portfolio and the group members have agreed on the items to be included. We have also collected students' rehabilitation and ICT ability records, which will be uploaded onto the e-portfolio system once it is ready. We applied for Quality Education Funds (QEF) for the e-Portfolio system and have lined up with a few experienced companies who will look into the costs and its compatibility for visually impaired users.	QEF declined our request for funding. The School will look for other sources of funding. As the system has to be specially designed for visually impaired users, the cost is expected to be high. We deal with a lot of students' personal information so we have to be careful of its access. We will discuss how we can ensure safe transfer of information in the coming year.
1.2.2	Piloting e-Portfolio use with students in IEP before launching for all students (which is to be followed up in the next 3-year development plan)	The e-Portfolio of the students in IEP will include the student's learning adaptations, personal information, rehabilitation progress and extra-curricular activity records.	All students' information should be accessible from the student's e-Portfolio while the system should offer the function to sort the data by category.

Major Concern 2:
To promote a reading culture

		Task	Achievement	Reflection
2.1		**Reading as one of the learning goals of all subjects**		
2.1.1		Reading to learn in different subjects. (1) English Room is set up and different electronic reading materials will be made available for students of different learning stages.	Renovation and purchase of teaching materials have been completed in August 2015 and the English Room is ready for use in September 2015.	The English Room creates an English environment for students to use English outside classroom. The games and reading activities will encourage them to learn English, too.
		(2) Encourage students to read about General Studies and Science and display works of post-reading projects	Students enjoyed the Pair-Reading activity greatly. Every student got a chance to be the Reading Ambassador to read stories to their peers. Students have developed an interest in reading, which is especially evident in lower-primary classes. To promote reading General Studies and Science books, we held book fairs in the library and subject teachers selected books with the students. Altogether there have been 15 book fairs introducing books of different genres. Different subject teachers have taken students to the book fairs, amounting to more than 200 visits in 52 lessons. Secondary students shared their experience in the field trip to Shunde, Zhongshan on World Book Day. Students' reading reports and project learning reports have been uploaded to the school	Lower primary and High Flyers were more eager in reading and able to reach the requirement of the award scheme. Upper primary and secondary students were not as eager and often teachers had to remind them to complete their reading log. Library teachers will check to ensure students complete their reading logs in the coming year. We suggest that teachers include books in addition to textbooks in their teaching to encourage students to read more widely. We suggest that students design games for World Book Day and lead the games as well, which should promote creativity and sense of belonging.

		website. Also, Ebenezer Reading Award Scheme continued to reward diligent readers.	
2.2	**Developing the skills and habit to read online/electronic materials**		
2.2.1	Students are required to finish a set number of online reading reports of the following subjects: Upper primary: General Studies Secondary: Integrated Humanities	Every Thursday was General Studies/Integrated Humanities reading day and they read books of these subjects during morning reading period. More than 90% of the students completed at least one subject reading report per term.	Morning reading period is only 15 minutes long and if students read e-books, some time is spent waiting for computer start-up, making reading time even shorter. It is hoped that we purchase more tablet computers for next year to make reading e-books more convenient.

Major Concern 3：

To enhance learning & teaching through effective use of assessment data.

3.1	**Four assessments are conducted each year and the data will then be used to identify students' strengths & weaknesses for feedback on teaching strategies.**		
3.1.1	Setting collaborative lesson planning meetings and using assessment data to inform learning and teaching (Chinese, English, Math & General Studies subjects).	Subject panels held co-planning meetings to compare our students' results in Chinese, English, Maths and General Studies in internal exams against public exams to find out our students' strengths, weaknesses and difficulties. With the data, we will be able to design suitable learning materials and assessment. Chinese School-based Unit Learning Booklets, Maths Self-Learn Worksheets and English Vocabulary Handbook are all designed for students' self-learn use.	Co-planning meetings provide an opportunity for teachers to look into our students learning so as to design more suitable learning booklets. Parents are encouraged to be involved in their children's learning with the assessment items in the booklets. To further develop self-directed learning, we will include self-assessment and reflection in the learning booklets.

Major Concern 4：
To strengthen the leadership and management skills of middle managers.

4.1	**Strengthening the role of middle managers and enhancing their leadership skills.**		
4.1.1	The school administrative structure is reformed in accordance with the One-School policy: The school administrative structure is streamlined from 15 committees down to 10 committees, with the aim to promote students' whole person development.	Our school consists of 10 committees which oversee different areas of work. Each committee is composed of staff members from School section, Resource Support Programme section and Boarding section so that planning can be more comprehensive.	Even though the 10-committee framework reinforces One-School policy, it requires staff members to simultaneously take up a number of roles and responsibilities. The framework will be further streamlined in the coming year.

6. Finanical summary

EBENEZER SCHOOL

EXPANDED OPERATING EXPENSES BLOCK GRANT ("EOEBG")

FINANCIAL STATEMENTS FOR THE ACCOUNTING YEAR ENDED 31 MARCH 2015

		HKD
Income		
Grants received	- School Specific (per Annex)	3,207,983.50
	- Non-School Specific (Baseline Reference)	1,031,250.46
Total grants received		4,239,233.96
Other income (Boarding Fee Received, Interest & Misc Income)		251,049.31
TOTAL INCOME		4,490,283.27
EXPENDITURE		
	- School specific (per Annex)	(3,463,959.62)
	- Non-School Specific	(1,153,752.77)
TOTAL EXPENDITURE		(4,617,712.39)
Surplus/(Deficit) for the year		(127,429.12)
Surplus brought forward from previous period/year		1,202,644.45
Prior year(s) adjustments (Note 2)		
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 facilities or educational services acquired through private donations or other fund-raising schemes-		
Amount transferred from other Grants		
- Composite Furniture and Equipment Grant Opening Balance (per Statement 4.4)-		
- Others (Please specify)		-
Amount transferred to other Grants (Please specify)		-
Amount transferred (to) / from other schools		-
Deficit transferred to Capital Reserve Fund (1) - General Funds / Tong Fai:		-
Income and Expenditure Account		
Others (please specify)		
Surplus balance after transfer		1,075,215.33
Surplus balance (excluding funds set aside for SP / LSP)		1,075,215.33
Surplus carried forward to next year		**1,075,215.33**
<u>Notes :</u>	Breakdown for Surplus:	
	Received in advance for April & May 2015	732,773.56
	EOEBG Surplus excluding Provision for Long Service Payment/Severance Payment	342,441.77

EBENEZER SCHOOL
EXPANDED OPERATING EXPENSES BLOCK GRANT ("EOEBG")
STATEMENT OF INCOME & EXPENDITURE OF GRANTS
FOR THE ACCOUNTING YEAR ENDED 31 MARCH 2015

	Income		Expenditure	Surplus/(Deficit)
	Grant Received	Boarding Fee		
	HKD	HKD	HKD	HKD
School Specific Grants				
-Admin./Revised-Admin. Grant	1,835,118.00		(1,488,860.08)	346,257.92
-Boarding Grant/Top-up Boarding Grant	686,790.25	245,096.00	(1,267,111.74)	(335,225.49)
'-Capacity Enhsncement Grant	297,541.75		(278,964.00)	18,577.75
-Composite Information Technology Grant	298,413.00		(392,883.00)	(94,470.00)
-Resources Material Grant for students	71,586.50		(6,600.00)	64,986.50
-Travelling Grant for Resources Teacher	18,534.00		(29,540.80)	(11,006.80)
Total:	**3,207,983.50**	**245,096.00**	**(3,463,959.62)**	**(10,880.12)**

EBENEZER SCHOOL

GENERAL FUNDS ACCOUNT: INCOME AND EXPENDITURE ACCOUNT

FOR THE ACCOUNTING YEAR ENDED 31 MARCH 2015

	HKD	HKD
INCOME		
Donation:		
The Community Chest of Hong Kong	34,660.00	
Others	40,356.80	
Miscellaneous Income	18,239.24	
Total Income		93,256.04
EXPENDITURE		
Air-conditioning fee	(27,565.00)	
Non-subsdised staff salaries & PF Contribution	(33,821.70)	
Insurance	(43,178.73)	
Car-up Keep Expenses	(174.12)	
Low Vision Expense	(1,239.00)	
Programme Expenses	(19,374.20)	
Repair & Maintenance	(10,817.39)	
Total Expenditure		(136,170.14)
Surplus / (Deficit) for the year		(42,914.10)
Surplus / (Deficit) brought forward from the previous year		(23,501.70)
Accumulated Surplus / (Deficit)		(66,415.80)
Accumulated Surplus / (Deficit) carried forward to next year		**(66,415.80)**