

# Ebenezer School

## School Report 2011/12

### **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 contribute to their 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 School Profile**

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 1 to Secondary 3. We adopt mainstream school curriculum, which is supplemented by rehabilitative training programmes for visual impairment. We aim at enabling our students to overcome their visual handicaps 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 in Hong Kong for students with visual impairment, our students come from all over the region. Thus we also operate a boarding service, which 70% of our students are boarders.

#### 4. Items of Key Performance Measures

##### **KPM-1 Combination of School Management Committee (SMC)**

Number of SMC members :	5
Number of members from School Sponsoring Body:	12
Is the Principal a member of the SMC?:	Yes

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

	Structured	Non-structured
Teachers' average hours of CPD activities:	35 hrs	20 hrs
Principal's hours of CPD activities:	71hrs	17.5hrs

##### **KPM-4 Teachers' Qualifications (No. of teachers = 41)**

#### 4.1 Academic qualifications

Master & above	Bachelor	Cert./Dipl.	Others
<b>34%</b>	<b>66%</b>	<b>0%</b>	<b>0%</b>

#### 4.2 Professional qualifications

Received Teacher Training	<b>98%</b>
Received Special Education Training	<b>72%</b>

#### 4.3 Specialized teachers for core subjects

Chinese	<b>100%</b>
English	<b>100%</b>
Mathematics	<b>83%</b>

#### 4.4 Teachers' teaching experience

0-2 yrs	3-5 yrs	6-10 yrs	Over 10 yrs
<b>10%</b>	<b>7%</b>	<b>7%</b>	<b>76%</b>

#### 4.5 Language proficiency attained

English	Putonghua
<b>100%</b>	<b>100%</b>

**KPM-7 No. of school days in the year : 190 days**

**KPM-8 Percentage of class time in the 8 Key Learning Areas**

Primary Section

Primary One/Two

Chinese Language	30%
English Language	18%
Mathematics	16%
Personal, Social & Humanities	2%
Science	9%
Technology	0%
Art	9%
Physical Education	5%
Inter-disciplinary Studies	11%

Primary Three

Chinese Language	26%
English Language	21%
Mathematics	16%
Personal, Social & Humanities	2%
Science	9%
Technology	5%
Art	9%
Physical Education	5%
Inter-disciplinary Studies	7%

Primary Four

Chinese Language	26%
English Language	21%
Mathematics	16%
Personal, Social & Humanities	2%
Science	9%
Technology	5%
Art	9%
Physical Education	5%
Inter-disciplinary Studies	7%

## Primary Five

Chinese Language	23%
English Language	26%
Mathematics	16%
Personal, Social & Humanities	2%
Science	9%
Technology	5%
Art	9%
Physical Education	5%
Inter-disciplinary Studies	5%

## Primary Six

Chinese Language	22%
English Language	25%
Mathematics	18%
Personal, Social & Humanities	2%
Science	9%
Technology	5%
Art	9%
Physical Education	5%
Inter-disciplinary Studies	5%

## Secondary Section

### Secondary One to Three

Chinese Language	20%
English Language	17%
Mathematics	15%
Personal, Social & Humanities	15%
Science	6%
Technology	17%
Art	4%
Physical Education	4%
Inter-disciplinary Studies	2%

## **KPM-9 Students' Reading Habit**

### **9.1 Frequency of students borrowing reading materials from the library:**

#### Primary Section (percentage of students)

Once or more per week	44%
Once every 2 weeks	33%
Once a month	10%
Less than once a month	13%
Never	0%

#### Secondary Section (percentage of students)

Once or more per week	7%
Once every 2 weeks	13%
Once a month	40%
Less than once a month	30%
Never	10%

### **9.2 Average number of items borrowed from Library:**

Primary Section	48
Secondary Section	21

## **KPM-13 S.3 School Leavers' Placement (12 students):**

Integrated in mainstream schools	5
Repeated S.3 at Ebenezer School	2
Integrated in special schools	4
Rehabilitative Training	1

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

Primary Section	95.0%
Secondary Section	95.0%

## 5. Progress of Work on Major Concerns of the Year

### **Major Concern 1:**

#### **Strengthening students' moral and emotional education.**

	<b>Task</b>	<b>Achievement</b>	<b>Reflection</b>
<b>1.1</b>	<b>Students will be polite to other people.</b>		
1.1.1	Setting targets for students.	Discipline teacher reminds students of the importance of using polite language in the Assembly. Students who show politeness should be publicly commended.	Students should learn that it is equally important to be polite to their peers as it is to be polite to their teachers.
<b>1.2</b>	<b>Students will have a habit of tidiness.</b>		
1.2.1	Performing random check for the tidiness of classrooms, seats and uniforms. Follow-up to be done when necessary. Commend good performance in Assembly.	Students are more aware of the importance of cleanliness.	Students who are less independent need to be constantly reminded of the importance of cleanliness.
1.2.2	Cleanliness competition	Students took good care of their appearance and they also kept the classroom tidy. Students' desks were less tidy towards the end of the semester and needed to be reminded by teachers to keep them tidy.	Teachers need to continuously educate students to be independent and tidy.
<b>1.3</b>	<b>Enhance students' ability to control emotion.</b>		
1.3.1	Inviting "The Society of Rehabilitation and Crime Prevention" to arrange a workshop for primary students to help them understand the importance of emotion control and to acquire the skills to control emotion.	Task completed with positive result.	Resilience education is recommended.
1.3.2	Arranging follow-up sessions with Mrs Kwong, the Educational Psychologist, after the workshop to consolidate students' learning.	Task completed. Students are more able to control their emotions.	Mrs Kwong has resigned from her position at the EDB. A new colleague will take over her job and it takes time for her to know about our students.

1.3.3	Follow-ups for students who need further help.	Improvements seen in the behaviour of students who have emotional problems.	There will be follow-up on certain students who have emotional problems. Teachers and house parents will get involved to help solve the problems.
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## **Major Concern 2:**

### **Enhancing students' learning abilities and teachers' efficacy of teaching.**

	<b>Task</b>	<b>Achievement</b>	<b>Reflection</b>
<b>2.1</b>	<b>Nurture students' learning abilities (study skills, collaborative skills)</b>		
2.1.1	Teachers' handbook will be produced for each subject.	Task completed. Teachers work according to the guidelines in the teachers' handbook. The teachers' handbook is a useful reference to the new colleagues.	The subject panel heads will need to pay attention to any changes in the curriculum and make modifications in the guidelines if necessary.
<b>2.2</b>	<b>Implementation of the school-based curriculum</b>		
2.2.1	The curriculum of the selected subjects should be modified to match the abilities of students in the High-flyer groups.	Task completed. Teachers of the High Flyer Groups can modify the teaching materials for future use. Students can be appropriately assessed now that their ability is taken into consideration.	When students of the High Flyer Groups have lessons with other students of their class, they should be given materials suitable to their ability so that they can study on their own.
2.2.2	All learning materials of Chinese, English, Math and General Knowledge are tailor-made for lower Primary students.	The teaching materials have been uploaded onto the intranet for future reference.	Teaching objectives should be clearly stated and should cater for the individual needs of the students. Students' progress should also be recorded for follow-up.
2.2.3	Junior Secondary teaching materials of Chinese, English and Integrated Humanities are adjusted to fit the New Secondary School curriculum.	Tailor-made teaching materials have been completed. The Chinese subject made use of both textbooks and tailor-made teaching materials in teaching.	F.3 History and EPA have been integrated into one subject, named Integrated Humanities, which will allow more flexibility in the syllabus.

### **Major Concern 3 : Strengthening the collaboration among parents, teachers and boarding staff.**

<b>3.1</b>	<b>Improve the collaboration between home and school</b>		
3.1.1	Arranging meetings for parents and staff to discuss how to help students learn better.	We were able to help with the problems in 90% of the cases.	The SGT committee can better deal with students' behavioural and emotional problems with the assistance from teachers and other staff.

3.1.2	Inviting parents to observe lessons to get a better understanding of their children's needs.	Parents who visited were mainly of Primary classes. They observed as their children received rehabilitation training, which gave them a better understanding of their children's progress.	The School will continue to invite parents to observe lessons but it should be noted that many parents may not be available due to work.
<b>3.2</b>	<b>Improve the collaboration between school and boarding section</b>		
3.2.1	Inviting house parents to be members of the IEP team.	The Individual Student Learning Plan provided by the Boarding Section helps students with homework and strengthen their self-care ability. More cooperation between the School and the Boarding Section is to be expected.	The School and the Boarding Section should adopt the same Individual Student Learning Plan so that the approach can be consistent.
3.2.2	Inviting house parents to join the Student Guidance Team.	House parents join meetings to help deal with problems that students encounter.	The practice will continue in the coming year.
3.2.3	Meetings between the Panel Head of Home Economics and the Boarding Staff.	Home Economics teachers and the Boarding Staff meet to discuss the teaching and learning of life skills twice a year.	There will be regular Informal Staff Meetings in the coming year to discuss school affairs and student affairs.
3.2.4	House parents are welcome to observe student learning in classroom.	There have been six sessions of lesson observation this year. The house parents got a better understanding of the students' academic performance.	The result was satisfactory so the practice will continue in the coming year.
<b>3.3</b>	<b>Improve the collaboration between home and boarding section</b>		
3.3.1	Keeping close contact with parents to communicate about students' behaviour in the boarding and at home.	House Parents and the nurse regularly discuss with the parents any issues related to their children at school. When a problem arises, everyone gets involved to help solve it.	Most parents better understand their children's life at the dormitory. The parents and the house parents work together to ensure children's needs are addressed.
3.3.2	Inviting parents to be volunteers in different kinds of the dormitory activities.	The Boarding Section welcomes parents to participate in their activities and parents are in general more involved in school.	The parents are more familiar with the rules and regulations of the dormitory and are satisfied.

# Ebenezer School

## Financial Report (not including personal emolument)

Fiscal Year 2011/12 (up to 31 March, 2012)

	Income \$	Expenditure \$
<b>I. EDB Subvention</b>		
(1) Operating Expenses Block Grant		
(A) General Domain		
① Administration Grant/Revised Administration Grant	1,718,691.00	1,581,092.27
② School and Class Grant	241,310.50	481,421.24
③ Curriculum Development Grant	8,110.00	8,921.30
④ Subject and Curriculum Grant	45,704.31	12,448.20
⑤ Staff Training Grant	7,287.00	846.00
⑥ School-based Management Supplementary Grant	141,093.00	90,401.51
⑦ Information Technology Composite Grant	269,165.00	295,144.06
⑧ Noise Abatement Grant	-	-
⑨ Other Grants (incl. Lift Maintenance Grant)	226,273.74	226,979.24
Sub-total :	2,657,634.55	2,697,253.82
(B) Special Domain		
① Student Supports Grant	-	-
② Boarding Grant	959,231.00	1,320,546.83
③ Capacity Enhancement Grant	256,977.68	256,977.68
④ Maintenance Grant for Sewage Treatment	-	-
⑤ Other Grants	5,353,847.24	5,353,847.24
Sub-total :	6,570,055.92	6,931,371.75
(2) Composite Furniture and Equipment Grant	228,337.20	228,337.20
<b>II. School Subvention</b>		
(1) Tong Fai	-	-
(2) Donation	-	-
(3) Fund-raising	155,085.43	544,416.68
(4) Fee charges (including air-con fees)	78,920.00	85,610.00
Sub-total :	234,005.43	630,026.68
2011/12 Balance	(796,956.35)	-