



Ebenezer School

School Report 2012/13

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 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 for the visually impaired in Hong Kong, our students come from all over the region. We operate boarding service and 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:	44.6 hrs	21.9 hrs
Principal's hours of CPD activities:	140 hrs	70 hrs

KPM-4 Teachers' Qualifications (No. of teachers = 46)

4.1 Academic qualification

Master & above	Bachelor	Cert./Dipl.	Others
37%	63%	0%	0%

4.2 Professional qualification

Received Teacher Training	98%
Received Special Education Training	59%

4.3 Specialized teachers for core subjects

Chinese	100%
English	100%
Mathematics	83%

4.4 Teachers' teaching experience

0-2 yr	3-5 yr	6-10 yr	Over 10 yr
9%	22%	4%	65%

4.5 Language ability – certified

English	Putonghua
100%	66%

KPM-7 No. of school days in the year : 189 days

KPM-8 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	11%

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	7%

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	7%

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	7%

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	4%

KPM-9 Students' reading habit

9.1 Frequency of loaning reading materials from library by students:

Primary Section (percentage of students)

Once or more per week	33%
Once every 2 weeks	47%
Once a month	14%
Less than once a month	6%
Never	0%

Secondary Section (percentage of students)

Once or more per week	7%
Once every 2 weeks	21%
Once a month	41%
Less than once a month	31%
Never	0%

9.2 Average number of items loaned from Library:

Primary Section	52
Secondary Section	23

KPM-13 S.3 School leavers' Placement (11 students):

Integrated in mainstream schools	7
Repeated S.3 at Ebenezer School	2
Integrated in special schools	2
Vocational Training	0

KPM-22 Students' attendance rate (whole year):

Primary Section	90.0%
Secondary Section	90.0%

5. Progress of work on major concerns of the year

Major Concern 1:

To enhance learning & teaching as well as school management through effective use of information technology.

	Task	Achievement	Reflection
1.1	Establishment of an Information Technology Committee		
1.1.1	The previous Information Technology Team is to be restructured into an Information Technology Committee to reorganize job functions.	The Information Technology Committee has been set up. Committee members (including Ebenezer School teachers, resource teachers, boarding section staff members) review the use of Information Technology and cater for students' e-learning needs. The Committee members meet regularly to discuss students' use of assistive technology and design a 5-year plan for further development of IT and AT.	<p>The Committee has designed a 5-year plan but much resource is needed to carry out the projects. It is hoped that there can be sufficient funding for the plan to be implemented accordingly.</p> <p>More assistive technology aids should be installed and provided for students so that the effectiveness of its use can be evaluated in the future.</p>
1.1.2	A two-year "Working Group on Technology and Education for Students with Visual Impairment" to be formed in collaboration with EDB (TESVI)	The curriculum of secondary school's Information Technology subject has been redesigned. The visually impaired students are given reference table and can work at the self-learning station to familiarize themselves with the IT aids. The Committee continues to collect feedback on the use of assistive	<p>The Committee should continue to collect students' opinion on the use of assistive aids in learning and offer guidance accordingly.</p> <p>The Committee keeps a record of all the feedback gathered and the progress made. This information can become useful reference for teachers of other schools in the future.</p>

		technology in learning.	
1.2	Utilisation of the e-class platform.		
1.2.1	Explore the features and the advantages of e-class.	The school received funding from the Quality Education Fund (QEF) and purchased the service of the e-class platform. After installation and some test-run, training workshops will be provided to teach staff and students the use of e-class. Documents from the old database will be transferred to the e-class database in the 2nd term. This more stable and versatile communication system should facilitate administration and management.	The operation the e-class platform is not as visually-impaired-user-friendly as our old communication platform and thus some adjustments in its operation will have to be made for our students' use. As we better familiarize ourselves with the use of e-class, we will adopt more teaching and learning functions available on this platform.

Major Concern 2:

To promote a reading culture

	Task	Achievement	Reflection
2.1	Reading as one of the learning goals which students will learn to read widely, deeply & critically.		
2.1.1	Reading will become a key source of learning in all subjects.	A 'Pleasure Reading' Challenge took place this year and 26 students qualified for an award. We have compiled a "must read" book list for all classes and with various book fairs all year round, our students have read more than 1000 books this school year. Reading reports have also been completed. To encourage reading, teachers, students, volunteers and other staff	Primary students were taught some reading strategies so that they can read more effectively and more regularly. It is expected that more reading activities will be adopted in the learning of language subjects to reinforce the skills learned. Students aren't motivated to read English books and

		members are invited to do book recommendations over the speakers or during the assembly. We have also invited authors to our school to share reading and writing tips with the students.	therefore teachers need to introduce books suitable for students and encourage them to read more. Post reading activities such as completing reading reports can also be carried out.
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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	Set collaborative lesson planning meetings and use assessment data to inform learning and teaching (Chinese, English, Maths & General Studies subjects)	Teachers of Chinese, English, Maths and General Studies subjects meet at least 3 times a year to plan lessons and review students' performance in assessments.	To strengthen students' Chinese knowledge, especially in the language structure and classical Chinese, the panel tailor made a "Proverbs Handbook" for primary students and a book of "Famous Quotes by Historical Figures" for secondary students.

Major Concern 4 :

To strengthen the leadership and management skills of middle managers.

4.1	Strengthen the role of middle managers and enhance their leadership skills.
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4.1.1	Subject panels will organise lesson observation and teacher evaluation.	<p>Lesson observation is organized for new teachers with the aim to help them better adapt to the teaching environment and for more experienced teachers to offer them advice. Other teachers' lessons are observed by subject panels and teaching ideas are exchanged afterwards.</p> <p>Two evaluation items, teaching methodology and compliance to the panel's teaching objectives, have been added to the teacher's evaluation form. This allows the subject panels to better inform colleagues of their expectations.</p>	The lesson observation practice has become quite well-established so more focus can be on the training for teachers of the visually impaired. Professionals can be invited for workshops at school on staff development day so teachers can refresh themselves with new teaching ideas.
4.1.2	The school will invite professionals to organize workshops on Leadership and Management for staff members to acquire the skills and knowledge of leadership and management.	We invited a teaching associate from the Hong Kong Institute of Education (HKIEd) to give a seminar on curriculum development and management. This was an opportunity for subject panels to learn how to implement plans and administer projects. In addition, teachers visited other schools to learn from their innovative practices and house parents visited the boarding section of other special schools.	We emphasized training for middle management this year. In the coming year we will continue to invite experts to teach our staff members academic planning and management skills.
4.1.3	Arrangements for staff members to attend relevant Leadership Training courses.	Various members of middle management attended training courses on curriculum planning, evaluation of teachers' professional development, school administration and financial management in the hope of bringing expertise into the management of the school.	Further training courses should be arranged for our staff members so that updated information can be collected for improvement of the school in a variety of dimensions.

Ebenezer School

2012/13 School Year

Financial Report (not including personal emolument)

	Income \$	Expenditure \$
I. EMB Subvention		
(1) Operating Expenses Block Grant		
(A) General Domain		
① Administration Grant/Revised Administration Grant	1,795,443.00	1,680,228.57
② School and Class Grant	251,420.67	502,322.51
③ Curriculum Development Grant	8,410.00	6,280.90
④ Subject and Curriculum Grant	44,916.73	21,137.60
⑤ Staff Training Grant	7,557.00	2,170.00
⑥ School-based Management Supplementary Grant	146,313.00	99,162.00
⑦ Information Technology Composite Grant	279,124.00	271,982.63
⑧ Noise Abatement Grant	-	-
⑨ Other Grants (incl. Lift Maintenance Grant)	114,608.85	41,397.50
Sub-total :	2,647,793.25	2,624,681.71
(B) Special Domain		
① Student Supports Grant	-	-
② Boarding Grant	994,501.00	1,232,806.94
③ Capacity enhancement Grant	252,951.30	252,951.30
④ Maintenance Grant for Sewage Treatment Plant	-	-
⑤ Other Grants	6,988,591.91	6,988,591.91
Sub-total :	8,236,044.21	8,474,350.15
(2) Composite Furniture and Equipment Grant	227,288.90	227,288.90
II. School Subvention	-	-
(1) Tong Fai	-	-
(2) Donation	-	-
(3) Fund-raising	65,122.20	712,518.22
(4) Fee charges (including air-con fees)	73,890.00	113,470.00
Sub-total :	139,012.20	825,988.22
2012/13 Balance	(902,170.42)	-