



# Ebenezer School

## School Report 2013/14

### **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 Incorporated Management Committee (IMC)**

Number of IMC members: 13  
Number of members from School Sponsoring Body: 7

##### **KPM-3 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:	160 hrs	50 hrs

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

#### 4.1 Academic qualification

Master & above	Bachelor	Cert./Dipl.	Others
<b>40%</b>	<b>60%</b>	<b>0%</b>	<b>0%</b>

#### 4.2 Professional qualification

Received Teacher Training	<b>100%</b>
Received Special Education Training	<b>69%</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 yr	3-5 yr	6-10 yr	Over 10 yr
<b>8%</b>	<b>23%</b>	<b>11%</b>	<b>58%</b>

#### 4.5 Language ability – certified

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	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%
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### 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%

## **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	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%

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

Primary Section	36
Secondary Section	20

## **KPM-13 S.3 School leavers' Placement (8 students):**

Integrated in mainstream schools	5
Repeated S.3 at Ebenezer School	0
Integrated in special schools	3
Vocational Training	0

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

Primary Section	95.3%
Secondary Section	90.4%

## 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.**

	<b>Task</b>	<b>Achievement</b>	<b>Reflection</b>
<b>1.1</b>	<b>Establishment of an Information Technology Committee</b>		
1.1.1	<p>Co-planning the development of assistive technology (AT) for visually impaired students with the Education Bureau:</p> <ol style="list-style-type: none"> <li>1. Look into the difficulties of visually impaired students when learning language and non-language subjects and what ATs are needed.</li> </ol>	<p>The Information Technology Committee discussed with subject teachers how students are making use of AT. The Committee is also suggested ways of using AT in the teaching of languages, Maths, Social Studies and Science. A report of the details is available for colleagues to learn about what we have achieved so far and how we can help our students make best use of AT.</p>	<p>AT is especially important when visually impaired students learn abstract ideas or anything that requires visual information to understand. With the help of AT, students' learning motivation is elevated and independent learning is encouraged.</p>
1.1.2	<ol style="list-style-type: none"> <li>2. Review and compile a Handbook of Teaching the Visually Impaired / Using Assistive Technology</li> </ol>	<p>IT &amp; AT for Students with Visual Impairment Research Group and the Education Bureau defined a framework and suggested content for the Handbook of Teaching the Visually Impaired / Using Assistive Technology. It provides teachers of the visually impaired with useful information such as the expected difficulties, guiding principles and relevant teaching skills.</p>	<p>When deciding what AT a student should use, one must take into consideration the student's visual condition, cognitive ability, etc. New ATs should be timely introduced and applied.</p> <p>Technology advances every minute, and therefore the Committee will review the Handbook constantly, bringing in any new knowledge from around the world.</p> <p>In order to improve education of the visually impaired, it is suggested that the Education Bureau and</p>

			Ebenezer establish a working group to meet regularly to discuss how new ATs for students with visual impairment can be introduced to Hong Kong, with Ebenezer being the starting point.
1.1.3	3. Enhance the teaching and learning efficacy with new teaching equipments.	The WiFi system of the school has been improved. We have also purchased some new teaching equipments including 3-D printer, drawing board designed for the visually impaired, e-notetaker, speaking calculator and router. Some of the equipments are already in use.	Improved WiFi system makes it more convenient for students to learn using their notebook computer or tablet computer.  The purchased equipments will be put into use in the coming year and any comments and suggestions will be collected.
1.1.4	4. Research into the use of tablet computer for learning	The research is targeted at S.3 students with no or low vision to find out how apps can assist their learning. We have collected the comments from the students and compiled a report for reference. This mode of learning not only increased students' interest in reading but also expanded their knowledge in general.	For future studies, it is recommended that the teachers and students involved can be given tablet computers of the same model for more efficient application.  The teachers involved must spend quite a long time to find suitable apps which are ideally free of charge to achieve the desired learning outcome.
<b>1.2</b>	<b>Utilisation of the e-class platform.</b>		
1.2.1	Gradually adopt the various functions on the e-class platform	We have switched to e-class for the following functions: email, e-booking of rooms and equipments, e-notices, online poll and school administrative tools. Work efficiency is further increased. We are now putting the School's database onto the new platform.	The e-class platform lacks flexibility in the use of some functions such as the Online Community and the Online Classroom. There is not much room for custom features either. Therefore, we have purchased a new online documenting system to store



			administrative documents, with the aim to increase work efficiency.
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**Major Concern 2:**

**To promote a reading culture**

	<b>Task</b>	<b>Achievement</b>	<b>Reflection</b>
2.1	<b>Reading as one of the learning goals of all subjects</b>		
2.1.1	<p>Reading being a key source of learning in all subjects:</p> <p>1. Develop students' interest and proficiency in English through the English Newspaper Reading Scheme</p>	<p>Students read English newspaper 'Goodies' during the morning reading session on Thursdays and Fridays. The library also purchased more English books for students to read. Students should improve their English from reading more widely. Each student finished 8.9 English book reports on average last year. Students' exemplar work has been uploaded on the School Website for perusal.</p>	<p>We will continue to motivate students to read English books or newspapers. Some students are not interested in reading lengthier or more challenging materials. Teachers will have to teach students some reading strategies or encourage students to start by reading something related to their daily life experience, such as newspapers.</p>
	<p>2. Encourage students to read about General Studies and Science and display works of post-reading projects</p>	<p>There have been General Studies reading week and Science reading week in the past year. Over 80% of primary students finished reading at least four General Studies 'compulsory reading materials' and at least two book reports in the year. A majority of secondary school students could finish at least 4 Science reading materials and they borrowed more books of the subject as well. Students' exemplar works were displayed on Parent's Day and have been uploaded on the School</p>	<p>Due to a tight teaching schedule, students may not have time to share their reading report in the lesson. It is recommended that students make use of time after school to share with their parents or House Parents. Sharing sessions can also be held on World Book Day.</p> <p>To encourage students to read online resources, teachers can recommend to students websites where these resources are available.</p>

		Website for perusal.	
2.2	<b>Developing the skills and habit to read online/electronic materials</b>		
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	General Studies teachers recommend online materials to students or read online with them in the computer room during lesson time. 60% of upper primary students finished at least one online-reading report/worksheet per term. Students are getting more used to reading online.  All secondary students finished at least two online-reading written/oral reports of the Integrated Humanities subject. To motivate students to read, some questions in the 2 <sup>nd</sup> Term Exam are set with reference to the online reading materials.	Some students are not skilful users of computer and therefore it was difficult for them to read online resources. Students have been taught some online reading skills. It is recommended that when selecting online materials, teachers can first ask for the professional advice from I.T. technicians regarding its readability for visually-impaired users. Teachers may consider using online materials of which pure text version is available.  The library staff can collect suggestions from students about the types of books they prefer so as to include more suitable materials in our library collection.

### Major Concern 3 :

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

3.1	<b>Four assessments are conducted each year and the data will then be used to identify students' strengths &amp; weaknesses for feedback on teaching strategies.</b>
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3.1.1	Set collaborative lesson planning meetings and use assessment data to inform learning and teaching (Chinese, English, Maths & General Studies subjects)	<p>With the assistance from the Hong Kong Examinations and Assessment Authority and the Education Bureau, We are on the pilot scheme to include visually impaired students in the TSA and were able to conduct TSA according to the set timetable. We were given the results for reference. Teachers of Chinese, English, Maths and General Studies used the result to analyse students' learning outcome. 3-4 co-planning meetings have been held to discuss students' strengths, weaknesses and challenges and design remedial strategies.</p> <p>This year Moral &amp; Civic Education teachers and student representatives discussed what topics to be included in the Moral &amp; Civic Education lessons. Class teachers are also involved in designing the topics and content to be covered in joint lessons. All the information has been recorded in the teaching schedule.</p>	<p>With the data found from the analysis, teachers designed learning worksheets that target students' weaknesses and challenges. Chinese teachers found that students are weak in the understanding of classical Chinese and poems and the different writing texts. Therefore, Chinese teachers will continue to use the mentioned worksheets. Teachers have also compiled articles for self-study purpose in order to improve their reading.</p> <p>Problem-solving questions and speed-calculation assignments will be added to the Maths curriculum.</p> <p>General Studies teachers found that students are weak in questions about current issues and news. Therefore, the General Studies teachers, Integrated Humanities teachers and the staff from the boarding section decided that next year students will listen to news and work on relevant worksheets in order to raise their awareness.</p> <p>An English Room will be set up and activities will be held to increase students' motivation in learning English and encourage the use of English in the campus.</p> <p>Moral &amp; Civic Education is a useful subject which educates students how to face challenges in life. It also promotes a positive attitude in students.</p>
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#### Major Concern 4 :

**To strengthen the leadership and management skills of middle managers.**

4.1	<b>Strengthening the role of middle managers and enhancing their leadership skills.</b>		
4.1.1	Subject panels 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>New evaluations forms for peer observation and appraisal observation have been adopted. They are designed so that the subject panels can better inform colleagues of their expectations.</p>	<p>Lesson observation used to be evaluated by the Principal and Head of Academics only. Now subject panels are included in the evaluation to encourage professional growth in colleagues. This practice encourages higher level of objectivity and more open evaluation.</p>
4.1.2	Make available different workshops on Leadership and Management for staff members	<p>Some school teachers and resource teachers have attended various seminars and workshops on leadership. Sharing sessions were held for colleagues to inform each other of their gain from the seminars.</p> <p>The Principal has invited professionals to School to share on the topic "The role and leadership of middle-managers" on two occasions. More than 30 colleagues from the School and the Boarding Section have participated in the event to reflect on their own performance in implementation of tasks, management and leadership.</p>	<p>We emphasized training for the middle management. In the coming year we will continue to look for suitable courses for our staff members to develop professionally.</p>