



JCSRS

Newsletter



Exciting Term 3!

Report from the Principal

This is the final School Council report for the academic year 2010/2011.

Once again it has been a very busy year with a mixture of evaluating, refining and consolidating projects and systems implemented last year.

There have also been new services and opportunities for the students developed this year offering more after school opportunities including residential and greater access into the community for all students. We continue to develop improved opportunities and support for the more able students ready to access mainstream school specialist provision.

The therapy centre has now been established and Loretta, Nicky, Tim and Frances are doing a sterling job promoting and developing the service within the ESF and wider community.

The school staff, teachers, therapists and EAS have all gained in experience and excelled over the last two years. Through the opportunity to lead CPD across the foundation with other colleagues from other schools, this has not only helped them develop their confidence and learn new skills but has enabled a far greater sharing of skills across the foundation. As a result the SEN CPD programme offered this year was well received by all stakeholders and it was the most comprehensive training offered by the ESF.

The school team is an extremely hardworking committed group of professionals that work tirelessly to support the youngsters within the service. I truly commend their skill and professionalism and enjoy coming to work every day to be part of the team.

To all, a very busy and successful year!

Well done,
Alan

Report from Primary Department on developments and achievements of the academic year

This year, the Primary students have had an amazing year filled with a wide-variety of learning activities in the classroom and greater community. With continuous reflection, our programme is growing and developing to meet the different needs in our classrooms. We also actively look into ways in which to strengthen our overall programme to ensure that teaching and learning is significant, relevant, and meaningful to our students and the world around them.

ABILITY GROUPING

For the second year, the primary classes have been grouped according to their ability level. There has been positive feedback from both parents and teachers regarding this arrangement. From the perspective of the teachers, ability grouping has its merits in the areas of teaching and learning. Teachers have expressed efficiency in planning and delivering lessons with a transdisciplinary approach, allowing more ease when teaching in a multi-disciplinary team (Speech Therapy, Occupational Therapy, and Physical Therapy). The resources are also more centralized to specific needs and abilities. For example, in the PMLD class, the room organization allows for the vital focus of sensory stimulation in their programme. Parents have expressed positive feedback regarding this arrangement, noticing improvement in their skills at home. It also has been observed that students within a similar ability range stimulate and motivate one another with similar interests and skills. Overall, the rate of achievement with the learning outcomes are higher as the teaching and learning is more focused.



INTEGRATION AND THE ACCELERATED LEARNERS PROGRAMME (ALP)

This year, the Primary students have been working in collaboration with mainstream Primary schools in the community. Creating this link has helped to promote inclusion for our students, while also providing an SEN experience which supports the various Units of Inquiries. We have been working in partnership with the international section at the Japanese International School (Tai Po), Kingston International School, and Clearwater Bay School. Building these relationships with the schools has helped to enrich our learning engagements and to provide our students with meaningful social interactions with others.

Several of our higher functioning students have had weekly integration sessions with Beacon Hill School and Kowloon Junior School. At Beacon Hill School, 3 Class B students have spent sessions two days a week in music, PE, lunch, and structured play sessions. At Kowloon Junior, two Class D students have spent time interacting with students during a 30 minute play time. In Term 3, two Class B students attended once a week integration sessions at The Peak School. The sessions in these schools have helped our students become familiar with the mainstream classroom structure, whilst developing their social skills with others as well.

With the successful Bradbury School LSC placement of one of our students in September, it has helped us to reflect on additional ways in which we can help our students develop the skills needed to succeed in the mainstream environment. A pilot programme has been developed for three of our higher functioning students that has helped to focus on these specific skills. With the implementation of the Accelerated Learners Programme (ALP), we have had the opportunity to provide intensive sessions primarily centered on strengthening their academic, social and communication skills. The same 3 students are provided the opportunity to put these skills into practice with integration sessions, twice a week, at Beacon Hill School. The Programme has helped to provide a focused way in which to bridge the gap between what the students already know and what they need to know for future mainstream success.



PHYSICAL EDUCATION ACTIVITIES

To enhance our PE programme, two new activities were introduced: swimming and afterschool activities. With the help of our school swimming instructor, Kai Cho, and PE teacher from ESF services, a swimming programme was developed. Once a week, students went to swimming lessons at Cheerful Court. Additionally, an extracurricular dance course was developed and offered by Baptist University students in their Physical Education programme. Overall, teachers received positive feedback from parents and there was clear evidence of enjoyment and enthusiasm from the participants. The successful implementation of these two courses has helped the development of physical skills and social interaction. It is our hope that we can provide a variety of activities for the following year.



Report from Secondary Department on developments and achievements of the academic year

It is almost the end of the school year and looking back, the secondary staff and students have been through an eventful and busy 10 months. Our new colleague and Art Coordinator Sally has joined our teaching team and a lot of vibrant activities have been added to our curriculum.

Students have experienced new and challenging activities during our regular Friday PE sessions. The number of integration and vocational opportunities has been increased for the students. Likewise we have opened up work experiences opportunities for vocational trainers from the Lok Mo Vocational Training centre and graduates from ESF Learning Support Classes.

Students have also volunteered within the local community by helping out at fundraising events for different charity groups.

NEW EXPERIENCE FOR FRIDAY PE

Five sessions of biking at the West Kowloon Waterfront Promenade were provided for all secondary students as well as a new hiking trip to Lamma Island which involved using an unfamiliar form of transport (a ferry) and tested the students' adaptability at a higher level.



Having seen the student ability in the Hong Kong Special Olympics, staff organised a Sports day on May 5, 2011 at the Hammer Hill Sports Ground for the secondary students. The event involved a variety of track and field competitions, such as the 100m race and relays for both the students and staff. Other enjoyable events included the bean bag and tennis ball throwing and the long jump. Tug-of-war between classes and staff was the highlight of the day which rounded up the day beautifully. Most of the students went home with their hard earned medals to show their parents.



A games day with the Baptist University Students in March was also organized. Students took part in various group activities such as running, fetching and using a parachute for sport games. Students found the university students supportive and friendly which encouraged them to initiate communication and to interact using appropriate social manners. The students certainly benefited from appropriate role models. Our Occupational Therapist also supported the students using a range of motor and social skills training support in this event.

INTEGRATION

More integration opportunities have been given to our students across the ESF community and beyond, involving KGV School, Shatin College and Caritas Lok Mo Vocational Training Centre.

Class E, F & H have been involved in regular Art and D & T integration Workshops, taught by our own Art & Design coordinator in partnership with an expert D & T teacher from the KGV campus. This year the KGV students invited all of our students to their Christmas Party, Chinese New Year Celebration Activity and Easter Party. We have, in turn, asked them to come to our campus to join our Pirate Day and to Hebe Haven Yacht Club for a day sailing and a lunch buffet at the Club's garden.



Class E & F students were invited to take part in an interactive shadow puppet 'Monkey King' drama workshop at Shatin College. Students learned how a shadow puppet show is created and were able to practice their social skills with the Shatin College students and staff.

On May 26, 2011, a three days, two nights Macau integration and adventure sailing camp has been organised. A group of students have been selected to integrate into a mainstream school, where students will test out a challenging sport, sailing and a day school with the mainstream students in their regular classroom.

VOCATIONAL TRAINING

The Director of the Lok Mo Caritas Vocational Training Centre has been very supportive of our school and has offered a packaging and logistics course for class E and F students. With the help of our OT, students were provided with the new challenge of working in a workplace off campus. All students have done very well in this course. One student from class E has learned to use both hands together to achieve a task. Another has participated actively throughout. Two girl's talents were observed and they were invited back to the centre to integrate into their attachment catering programme. Class E students have grasped the skills of packaging, boxing and designing logos for marketing and have been able to transfer and apply these skills within their own business enterprise, a jewellery design project.

Three secondary students have also taken up a work placement at the KGV Canteen where they helped by preparing food, labeling the lunch boxes and shelving food items.



CREATIVE ACTIVITIES

The school contacted the Youth Arts Foundation and invited some very talented musicians to come in and conduct a drum jamming workshop for our students. Students were fully engaged in learning about the tribal dances, songs and playing African music on African drums. Students were particularly interested to inquire into the African cultural artifacts which the Foundation had brought along.



Students have also attended a classical music concert at the City Hall and another concert, Music for the Millions, has been scheduled in June at the Ngau Chi Wan Recreation and Cultural Centre, where students will watch string instruments and Disney music being played.

COMMUNITY SERVICE

Students have volunteered their services to help fundraising for various charity groups. The 'Seeing is Believing' art project contributed to by all students is scheduled in June to help raise money for the eye charity, Orbis. Some students from Class E, F & H have participated and helped to oversee a game booth called the 'Coconut Shine' at the Sedan Chair Race Fundraising event for Matilda Hospital. Class F has been selling cookies and muffins at the Tuck shop to raise money for The White Rose Family Foundation and Class E has taken part in the CWBS Book Fair in April and selling jewelry at the KGV School on their Japanese Cultural Day in May. All donations went to help the Japanese Tsunami victims to rebuild their homes.

Recently, Class H went to Ocean Park to produce a film advertisement for the yearly ESF Film awards. The Art exhibition and Adopt a Book Campaign Ceremony Night which took place on May 24th was certainly a challenging and rewarding event for students, especially those who assisted as the joint Masters of Ceremony for the Night alongside our staff.

To conclude, the level of engagement and learning that our students have achieved through these activities indicates a high level of success in teaching and learning in our secondary division. As a result, more activities are being planned for the coming year such as an Integration Camp to Australia in October, an ECO school project with ASDAN and other local organizations, and a day workshop at the Disney Creative Media Company.



Report on Curriculum Developments with regards to PYP and future planning

Please see the provided correspondence between ESF and IBO regarding the discontinuation of candidacy for PYP at JCSRS.

The SMT, along with teaching and therapy staff have met to discuss the plans for the future of curriculum at the school and discussions have also been held with Andrea Muller at ESFC ensuring a smooth transition from the PYP regulated format towards a more appropriate, SEN friendly adaption of an internationally minded curriculum framework.

The school team reviewed current practice around the world with an aim to create a specialized curriculum framework which would allow the school to retain the international philosophy of PYP while following best practice in terms of teaching and learning, assessment and reporting within a special needs setting.

The decision was made to base our curriculum model next year on the current curriculum for Northern Ireland which will now be adapted within the school to fit with the needs of our students. *Please see attached examples of planning so far. The primary staff has been meeting on a regular basis to review progress regarding termly planning for next year to ensure coverage, differentiation and progression throughout the 'units'.

The team are also involved in working parties to develop policies and paperwork to support the teaching and learning in the areas of 'the learner profile', planning templates, reporting and assessing. Morale is high within the team as they feel that they have some freedom to develop the different aspects of the curriculum out with some of the previously difficult to adhere to Standards and Practices of the IBO.

It has also been decided at this time to make a clear definition between the primary and secondary curriculum. Therefore classes G and H (who were previously following the PYP curriculum with the primary team) will now adopt the Asdan curriculum and work alongside classes E and F for the purposes of curriculum planning.

It is anticipated that all planning and paperwork running until June 2012 will be completed and available by the end of June.

The new 3 year cycle primary curriculum will be theme based, gradually widening the students' learning scope from themselves to the community and the international world. Secondary classes, starting from next academic year, will all use the ASDAN programme.

JCSRS Primary Curriculum - 3 year cycle long term plan

Year 1

class	Myself	My environment	The community and international world
C	Feasts for the senses	Sensory weather	Let's get moving
A	Exploring my senses	Seasons and weather	My journey
D	Knowing and growing	Time of our lives	where in the world
B	life cycles and growth	Weather in my living environment	Rules of the road

Year 2

C	Food & drinks	Technology and communication	Who's who
A	Fit for life	Forces and motions	Jobs in the community
D	All dressed up	Energy exploration	Taking part
B	What's inside?	Light and sound energy	Different roles in the community
C	Food & drinks	Technology and communication	Who's who

Year 3

C	My family	animals and plants in the local environment	Let's celebrate
A	Home is where the heart is	animals and plants in their habitat	Taste around the world
D	Straight from the heart	Caring for animals and plants	Culture and custom around the world
B	Ourselves and expressing ourselves	From farm to table	Festivals around the world
C	My family	animals and plants in the local environment	Let's celebrate

Report from JCSRS Therapy Departments

The Speech and Language Therapy department has started presenting Parent Workshops at JCSRS. In March, two workshops were available to parents. One workshop provided input on PECS (Picture Exchange Communication System) and one on different applications related to communication on the iPad. Furthermore, the Speech Therapy Team continues to explore new AAC (Augmentative and Alternative Communication) available for our students. This year, we have piloted the use of a variety of communication related applications on the iPad and iPod Touch for a selection of targeted students. Most of them have shown exciting progress in communication.



The Occupational Therapists and Speech and Language Therapists have been carrying out collaborative work in developing social skills with the students of JCSRS. Social skills groups are being run by the therapists in the classrooms. In the primary year's classes, the focus of social skills groups has primarily been to develop joint attention, greeting skills, turn taking skills, their ability to identify emotions and listening skills. The secondary groups have focused on developing manners, identifying appropriate and inappropriate behaviour and developing social communication. These groups have been both challenging and successful and we are starting to see the results in the behaviour of our students.



The Physiotherapist, Bianca, has been working at developing stretching groups with classes in the school. She has been working closely with the therapy assistant to develop his skills in running these groups. The groups are now successfully being run by the therapy assistant on a weekly basis. The group aims to develop flexibility in students as well as working on their gross motor skills and body awareness.

Introduction to Educational Psychology and ESF Therapy Service

As part of the new ESF Therapy initiative, the ESF Educational Psychology Service is now in operation. Two Psychologists, Nicki Holmes, and Tim Conroy-Stocker started work on the 14th April this year and from the start of May have been offering a psychology service to all ESF schools.

ESF Educational Psychology is one aspect of an integrated service provision titled *ESF Therapy Centre* which will provide access to Educational Psychology, Speech and Language Therapy and Occupational Therapy for all schools in ESF. These additional services are planned to go live from the beginning of 2011/12.

As an integral part of the Centre of Excellence, Nicki and Tim are members of the JCSRS senior management team. They are also standing members of the Special Needs Action Group (SNAGs) and part of the Admissions & Review Panel (ARP), which makes recommendations on the placement of pupils for a LSC or a Jockey Club Sarah Roe School place.

Looking forward

We have had a successful and exciting year with continuous achievement both by the students and staff. There have been numerous new initiatives within the school this year which are pleased to report, have all proved to be successful:

- Fund raising activity – Adopt-A -Book campaign. We have raised over HK\$240,000. This does not only bring lots of new books for our new library but builds on the school's connections, networks and integration opportunities. We will certainly continue these activities in the coming years.
- Overseas camp – next year's plan is to go to Australia!
- PE and sports – some of the activities will be extended to the primary classes e.g. sports day
- Extra-curricular activities – The two after school dancing classes, one for the primary and one for the secondary, have ended with lots of joy and achievement along with increased parental interest for the future. We have designated Monday to be our after school activities day next year with a variety of activities offered including African drumming, dancing and yoga.
- Primary curriculum – Cycle 1 long term and medium term plans will be completed by the end of this term. We should be able to finish year 2 and 3 cycles by next year, building up appropriate resources at the same time.
- Accelerated Learning Programme (ALP) – a newly established room will be set up for the students under this programme. We have every confidence that with this programme, students will benefit from more integration and transfer opportunities.
- Behaviour support – With the two behaviour EAs' pairing up to work with the classroom EAs on an intensive behavior training programme, we have had a relatively much calmer year. This training was further extended to the wider community e.g. other ESF schools, CDC and parents. The result has been so encouraging that we are planning more training for the future involving more local schools.

There will be 6 students leaving JCSRS for good this term. The parents' feedback has been amazingly positive and supportive which is always reassuring for our effort. We should have 8 new students joining us in August while detailed assessment will be done by the therapists prior to their starting. We also hope to minimize the waiting list for the school while taking in new students.

Film Awards – 3 in a Row!

ESF Hong Kong Schools Film Awards was held on 26 May. The event showcased the talent of students from ESF and other Hong Kong schools through film-making, with three separate ceremonies to be carried out for primary, lower secondary and upper secondary.

This year there were 11 ESF schools with close to 100 films submitted across different categories competing for 23 trophies including Best Collaborative Film, Best Animation, Best Film, Best Director, Best Cinematographer, Best Script-Writer and many more.

Iain Williamson, Head of Film/Media Studies at South Island School, worked tirelessly alongside colleagues from the ESF Film/Media curriculum group and Film/Media professionals from across the territory to prepare for the competition. The event was intended to be a celebration of the creativity and technical expertise demonstrated by young filmmakers throughout Hong Kong.

JCSRS students submitted an entry for Best Collaborative Film which reflected the support and joint working put in to create the film. Students were asked to create an advert for Ocean Park. Class H students visited Ocean Park to film the attractions and create a fun-filled short film. JCSRS were up against South Island School in this category and were delighted to take home the trophy for the 3rd year! Sadly, the students involved were in Macau during the ceremony but some parents and staff members attended on their behalf.

Well done to all involved...it's time to buy a trophy cabinet!!



06/05/2011

ESF CALENDAR

ESF SCHOOL TERMS AND HOLIDAYS 2011/2012

1. Term 1 (77 days including 1 CPD day)

	August				September				October				November				December		
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17		
Mon	1	8	15	22	29	5	12	19	26	3	10	17	24	31	7	14	21		
Tue	2	9	16	23	30	6	13	20	27	4	11	18	25	1	8	15	22		
Wed	3	10	17	24	31	7	14	21	28	5	12	19	26	2	9	16	23		
Thu	4	11	18	25	1	8	15	22	29	6	13	20	27	3	10	17	24		
Fri	5	12	19	26	2	9	16	23	30	7	14	21	28	4	11	18	25		
Sat	6	13	20	27	3	10	17	24		8	15	22	29	5	12	19	26		
Sun	7	14	21	28	4	11	18	25	2	9	16	23	30	6	13	20	27		

2. Term 2 (59 days)

	January				February				March				
Week	1	2	3	4	5	6	7	8	9	10	11	12	
Mon	2	9	16	23	30	6	13	20	27	5	12	19	26
Tue	3	10	17	24	31	7	14	21	28	6	13	20	27
Wed	4	11	18	25	1	8	15	22	29	7	14	21	28
Thu	5	12	19	26	2	9	16	23	30	1	8	15	22
Fri	6	13	20	27	3	10	17	24	31	2	9	16	23
Sat	7	14	21	28	4	11	18	25	3	10	17	24	31
Sun	1	8	15	22	5	12	19	26	4	11	18	25	

- = Public Holiday
- = ESF 'Half Term' Holidays
- = Term Time
- = Staff Meeting
- = Continuous Professional Development (CPD) Day

3. Term 3 (54 days including 1 CPD day)

	April				May				June				July				August		
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17		
Mon	2	9	16	23	30	7	14	21	28	4	11	18	25	2	9	16	23		
Tue	3	10	17	24	31	8	15	22	29	5	12	19	26	3	10	17	24		
Wed	4	11	18	25	1	2	9	16	23	30	6	13	20	27	4	11	18		
Thu	5	12	19	26	3	10	17	24	31	7	14	21	28	5	12	19	26		
Fri	6	13	20	27	4	11	18	25	1	8	15	22	29	6	13	20	27		
Sat	7	14	21	28	5	12	19	26	2	9	16	23	30	7	14	21	28		
Sun	1	8	15	22	6	13	20	27	3	10	17	24		1	8	15	22		

TOTAL: 190 SCHOOL DAYS INCLUDING 5 CPD DAYS (2 days specified)

NOTES

- 1 Cross foundation/cross phase CPD days identified as 30 September, 2011 and 11 May 2012
- 2 Schools will identify 3 further CPD days (12/9, 28/11 and 20/4), including a disaggregated day
- 3 Start date shown for 2012/2013 is for indication only and has yet to be confirmed