

# Annual Report

## Wu Kai Sha Kindergarten

REPORT TO PARENTS  
2011-12



**Inspired to think, explore, achieve**



INTERNATIONAL  
KINDERGARTENS  
國際幼稚園

## Principal's Message



*Emma Navin  
Principal  
Wu Kai Sha*

As we come to the end of our third year it is with mixed emotions that I write this report.

I will be moving to Kennedy; an ESF Primary School in August as Vice Principal.

I will be very sad to leave Wu Kai Sha Kindergarten. I was privileged to open the kindergarten in August 2009 and I have seen it grow and evolve tremendously over the past 3 years.

I will take with me the most wonderful, happy memories and have thoroughly enjoyed my time here as Principal; working with the children, staff and parents as we have continually strived to make our school the very best it can be.

I would like to thank everyone for their support, hard work and commitment and for making Wu Kai Sha Kindergarten the wonderful, thriving learning community that it is today.

Wu Kai Sha provides an excellent learning environment for early learners and I know that my successor will lead the Kindergarten forward in the next stage of development as well as achieving authorisation as an IBO World School.

## Mission, vision and values



In partnership with families we aim to develop confident, creative, knowledgeable children who respect all others and make an active contribution to the global community. We strive to provide an enriching environment through an inquiry based approach, where children are empowered to be open-minded holistic individuals who embrace a lifelong love of learning.

At Wu Kai Sha we value risk taking, trust, and inspiration, respect, positivity, curiosity, play, reflection, responsibility, generosity, quality, independence, individuality and open mindedness.

*Inspired to think, explore, achieve*

## Context

The kindergarten has been open since August 2009 and is a purpose built kindergarten; laid out over 10,000 square feet with 7 classrooms with indoor and outdoor play areas, staff facilities, two dedicated entrances and a bus drop-off area in front of the kindergarten.

All classrooms have a good range of resources for each teacher to use with the children which includes a wealth of technology resources. We also have a dedicated library area which this year has become increasingly better stocked with books.

Each class is named after a bird in keeping with the international context of the Kindergarten.



In 2011/12 the kindergarten operated 14 classes divided between both am and pm sessions. There were 3 K1 classes and 4 K2 classes. This will change each year because we have an odd number of classes. There will be 4 K1 classes and 3 K2 classes in 2012/13. The breakdown of children was as follows: K1 – 137, K2 – 165 (May 2012).



The children represent over 21 nationalities. The main home languages spoken are Cantonese, English and Mandarin. In addition, children are from families speaking Hindi, Korean, Japanese and Spanish. Staff also reflect the international context of the school speaking English, Cantonese, Mandarin, Spanish, Tagalog and Hindi.

**Catchment area:** Children come from all over Hong Kong to attend WKS but predominantly from Shatin, Tai Po, Tai Wai, Fo Tan, Sai Kung, Ma On Shan and as far as Tsuen Wan, Kowloon Tong, Yuen Long and Discovery Bay.



**Special Educational Needs:-** There are clear guidelines and procedures in place to identify and support children with identified needs. At the end of the school year 2011/12 we had 26 children on our register of concern –most for communication and interaction, speech and language delay and behavioural related concerns. All children identified have individual support programmes. 18 children currently have an individual education plan (May 2012). Parents are informed of any concerns and agreed actions will be made collectively. Some children receive support from external agencies too including speech therapists and occupational therapists. This year, the kindergarten established support sessions for gross

motor skills, fine motor skills and social skills. These short sessions were run 3 times weekly by EAs who were guided and supported by the Kindergarten SEN Advisor. They have proved to be beneficial to the children and will be run again in the year ahead. The KSEN Advisor continues to provide monthly support to the Kindergarten and this now takes place on consecutive days which is much more effective and provides consistency. The ESF Therapy Service has also been utilised by several families needing assessments of their children. Screening for K1 and K2 children took place this year children for hearing. Many parents signed up for this service which provides a valuable insight into their child's sensory development.



**English as an Additional Language:** Many of the children at WKS officially have English as an Additional Language (EAL). Some children need support with learning English and language enrichment classes have been provided for both K1 and K2 children during the year. We have monitored the impact of these sessions and used a standardised speech assessment to track progress. Most children did make improvements in their language acquisition. Some children also enrolled in English classes outside of school.

**Recruitment:** At the start of 2011/12, 3 teachers and 3 EAs joined the teaching team. One teacher was given a new role of class cover teacher. A new junior administrator joined in August 2011 and a new senior administrator in April 2012. There have been no teacher resignations this year.



**Numbers of teaching/non-teaching staff:** in 2011/12 there were 7 class based teachers in the kindergarten and 1 support class teacher. In addition, the senior leadership team is composed of 1 PYP coordinator, an EA coordinator and the Principal. In total there are 14 EAs (2 part time), 3 Administrative staff and 4 members of the Hygiene Team.

## Kindergarten priorities and associated development

Priorities were identified at the end of June 2011 following an on-going process of evaluation and review. These were included in the Kindergarten Annual Plan for 2011/12.

The annual plan was written in September 2011 making reference to the 3 year development plan for the Kindergarten. Priorities for the year 2011/12 were:

### Professional learning community

- a. to achieve a high expectation and success culture, raising the achievement of all individuals and encouraging lifelong learning
- b. to promote and sustain the learning of all professionals in and beyond the kindergarten community with the collective purpose of enhancing pupil learning
- c. to involve parents more in the learning of their children



### Sustainable staffing structure

- a. staffing profile meets the needs of the kindergarten
- b. all staff within the organisation are clear of their role and contribution and are accountable for their performance
- c. develop leadership capacity to ensure the implementation of the IB PYP programme

### Quality learning and teaching

- a. establish effective teaching, learning and assessment across the curriculum to ensure high standards and reflects IB philosophy
- b. generate robust planning that provides opportunities for rich, broad experiences based on inquiry based play.

### Curriculum Provision

- a. enhance curriculum provision in language and ICT and implement the PYP curriculum to reflect IB philosophy



**Staffing:** Year leader positions were created this year to build leadership capacity within the Kindergarten. The year leaders have a teaching commitment as well as an administrative role. Year leaders have supported this year with admissions, year group organisation and strategic planning. In addition all teaching staff have been allocated a subject area to lead. This has enabled individual teachers to take a lead role in reviewing the scope and sequence documents for PYP, subject planning and assessment, PD and resource management.

**Learning and Teaching:** - the key focus this year has been the implementation of the PYP. K1 and K2 have completed four units of inquiry this year. Since Wu Kai Sha was granted PYP candidacy status in June 2011, we have worked very hard towards implementing the PYP curriculum framework. All teaching staff have participated in training and as a school, we have developed four units of inquiry per year group for the children's learning. At the same time, basic skills such as mathematics and language and literacy continues to be taught, sometimes within the children's unit of inquiry and sometimes outside of the inquiry. We have formulated an assessment policy and a language policy and collectively formed a number of essential agreements regarding the way we work at Wu Kai Sha. These policies have all been shared with parents via the Moodle platform. Our PYP consultant nominated by the IBO will visit the kindergarten for two days in September 2012 for our scheduled consultation visit which will provide the kindergarten with further information regarding our progress. In addition a Kindergarten PYP Advisor was appointed in January who has supporting the Kindergarten both with planning and unpicking the scope and sequence documents. Documentation has also been published for parents as well as information sessions to learn more about PYP. Both sessions were well attended. The Kindergarten has also established a dedicated library area in line with PYP requirements. A teacher has responsibility for library and this year has increased the number of books and catalogued all library resources.

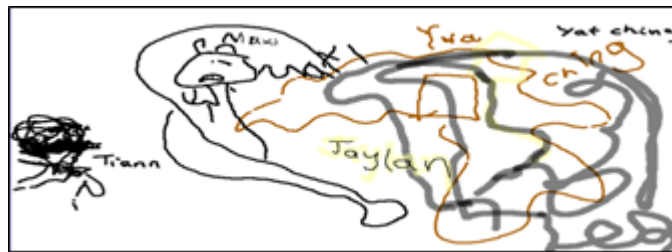
**Planning:** –Teachers have been planning collaboratively to share ideas and practice. Sessions have been held on planning for an inquiry cycle and teachers have been putting this into practice in their classrooms. Every day, there is an opportunity for children to self-select their learning from a range of play based activities for about 45 minutes.

Formal observations of all staff took place each term as well as informal time spent in classrooms by both the Principal, PYP coordinator, EA coordinator and year leaders. Teachers and EAs have had the opportunity to observe each other as a way of sharing good practice across the kindergarten.

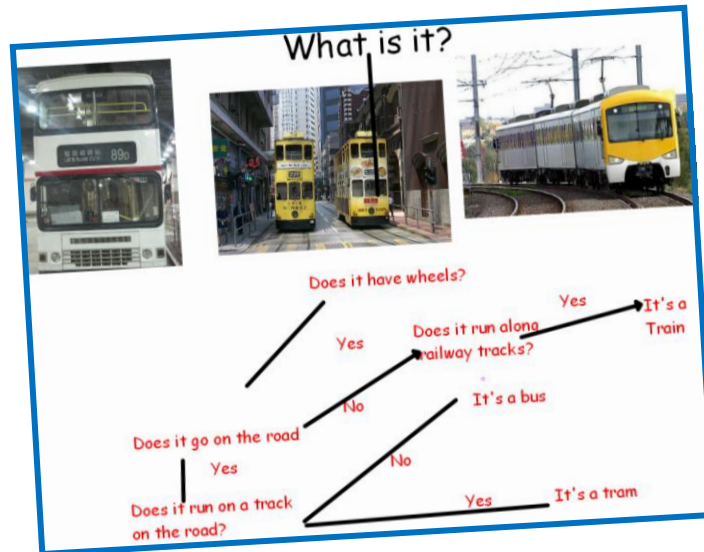


**Chinese** - Chinese is taught in the Kindergarten to both K1 and K2 through stories, songs and games by two EAs whose first language is Mandarin. They provide whole class and group support through a range of planned activities for the children. Chinese has been a key focus this year.

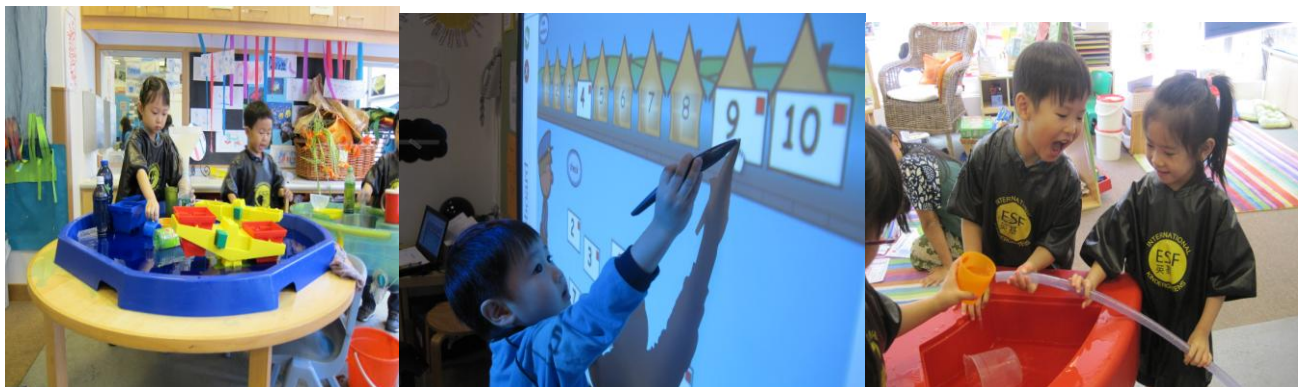
**Early literacy skills – phonics and early writing:** have both been a focus this year. Writing is visible in every class on a daily basis with the focus being on emergent writing. All teachers have had training in 'First Steps for writing too. A writing workshop was held for parents to introduce early writing skills and writing development. Writing practice is far more visible now in the kindergarten. All classes follow a letters and sounds programme using synthetic phonics. Staff have had training in house to embed a phonics programme and assessments show that children's phonetic awareness has been increased this year.



**Assessment:** - this year the focus was to publish an assessment policy which reflects PYP philosophy. Teachers have continued to use a computerised system to enter and track progress, create a learning journey for every child and generate reports. The Senior Leadership Team have analysed the data generated from target tracker to identify gaps, trends and compare progress of different groups of children. Half termly assessment meetings have also been held with teachers to talk about their children's progress, identify gaps and agree next steps. Assessment folders have also been collated for teachers to keep notes of observations and records. E-portfolios are in place as a way of recording every child's learning journey for parents to view. Teachers have also been completing end of unit assessments too.



**ICT provision** – this year we increased our ICT resources to include Beep Bops (programmable toys) and 4 more standalone computers. Interactive whiteboards continue to be used both as a teaching tool and learning aid. All EAs have had training in the use of Moodle and can upload learning samples to e-portfolio pages. In addition children have been using itouches and we have just purchased an i-pad and hope to purchase more next year. They are an excellent learning tool for children. Our computer area is very popular with the children. Children also have access to digital cameras, video cameras and electronic microscopes.



**Survey:** The survey was conducted within a three-week window in March using an electronic survey tool commissioned by ESF. The survey involved four stakeholder groups: parents, teachers, classroom based support staff and non-classroom based support staff. It is only one form of data that informs school improvement and development. 7 areas were identified:

1. Philosophy and objectives
2. Learning
3. Teaching
4. Leadership and management
5. Student support
6. Resources for learning



## 7. Student and community life

Within in each section there are between 4 and 15 statements, depending on the section, with each statement adapted to be appropriate for each stakeholder group. Each section concluded with an 'overall' statement and with the ability to make a comment.

### Response Rates

Survey group	School WKS 2012	School WKS 2010
Parents	50%	22%
Teachers	100%	100%
Classroom based Support Staff	93%	61%
Non-classroom based Support Staff	100%	61%

**Overview of Each Section:** There are 7 sections to the survey. In each section of statements, the final one was an 'overall' statement which is a summary statement of the whole section. The table below shows the percentage of *strongly agree* and *agree* statements for the 'overall' question in each section. [Figures for 2010 are in brackets where they matched the 2010 survey.]

Survey group	Parents	Teachers	Classroom based Support Staff	Non-classroom based Support Staff
Philosophy and objectives	90	100	100	100
Learning	84	100	100	86
Teaching	87 (87)	100	100	86
Leadership & management	82 (74)	100	93	86
Student support	87	100	100	100
Resources for learning	94	100	100	71
Student and community life	94	100	100	100

**Areas for Development which will be included in the KDP for 2012/13** - reporting to parents, information about basic skills teaching – writing, reading and maths, Teaching of Chinese and Science.

**Professional Development:** This year we have been focusing on PYP. In addition we have been fortunate enough to visit several other kindergartens in Hong Kong to observe PYP in an early years setting. The PYP coordinator attends regular PYP meetings at both ESF and as part of the Hong Kong network. Ongoing professional development has been planned and delivered to meet the needs of the staff and against the actions in the annual plan and against Performance

Management objectives. PD meetings take place weekly.

This year PD has focussed on teaching and learning including planning for PYP, 2 day PYP in school workshop – making it happen, inquiry cycles, concept driven curriculum, international mindedness, vision, PYP and Reggio Emilio, assessment, language policy, use of the library, writing skills, phonics, assessment in the early years, learning environments and writing IEPs.

Staff have also updated their first aid training. In addition, 3 EAs have completed the PGDE course in Hong Kong. The principal has completed the final year of a Master's in Education Management Degree with the University of Bristol. The ESF Leadership Conference in December was attended by both the Principal and PYP Coordinator and in addition both attended an early years' conference in Singapore.

Staff also attended courses run by ESF including MLATS, PYP courses, SEN and behaviour. Courses on SEN and behaviour were the best attended by the kindergarten staff.

**PYP Kindergarten coordinators:** meet twice termly at ESF and these meetings are led by the PYP Kindergarten advisor.



## Community Connections



**Rob Maplestone's visit:**, Lucy's brother (Owl class teacher), Rob Maplestone visited the Kindergarten on 16<sup>th</sup> March and spent time in every class singing to the children and playing his keyboard as well as encouraging them to join in with a few songs too. At the end of each session he performed songs from well-known musicals to the children. It was a very different experience for the children who thought he was amazing! Rob has classical singing training and is involved in many musicals back in the UK.

**University of Durham :** This year we took part in a research project with the University of Hong Kong about early childhood literacy. The research will be submitted to Durham University. 42 K1 children took part of whom 20 were found to be above average and 21 average in their literacy

skills and overall our K1 children had the highest results compared to other children in Hong Kong.

**Visitors from Perth – AISWA** – in March leaders from Western Australia came to visit the kindergarten. They were very complimentary about the good practice visible in the kindergarten and commented ‘we were amazed to see how confident and capable the children were and the programmes of learning so well implemented’.

**Box of Hope** – K2 took part in the Box of Hope scheme this year. All classes bought in gifts which were placed in show boxes. Two of the K2 team went to China to personally deliver the boxes to an orphanage and were moved by the experience.



**Parent communication:** Moodle has continued to be developed to provide parents with regular information about the units being covered in the kindergarten. Regular PYP news and newsletters are posted to provide information about what their children have learnt and what they will be learning in the week ahead. Newsletters are issued twice termly by the Principal too.

**Students from HKIEd and HKVIE:** we have continued to host visits for teacher students from both HKIEd and HKVIE as part of their training programme. Students usually come in groups of 20 and spend a session here learning more about educational provision in an international context. In addition, four students have completed teaching practices in K2 this year.

**WKS beach:** As part of the unit ‘Sharing the Planet’ the K2 children walked to the local beach at Wu Kai Sha. The beach is a proposed site for reclamation so the children had the opportunity to learn more about the impact this would have on the sea life and beach itself. It is a wonderful resource and the children really enjoyed the opportunity to visit and find out more about their local beach.



**Our local transport:** K1 have all explored the transport systems at Wu Kai Sha as part of their unit ‘How we organise ourselves’

## Events/Excursions



**Art Jamming** - As part of the unit of inquiry 'How we Express Ourselves' both year groups had the opportunity to design their own painting on canvas to take home. It was fantastic watching the children create their works of art and to see our kindergarten transformed into an art studio!

**Open day:** we held 2 open days this year where parents were invited into the Kindergarten with their child in small groups for a simplified student led conference. The children took a lead in sharing their learning with their parents and parents were encouraged to ask questions about the learning process. Attendance at both open days was 99% and was well received by parents.

**Christmas:** classes all took part in Christmas performances this year. K1 re-enacted Christmas around the world and K2 celebrated the gift of sharing through the Box of Hope scheme.

**Bear Hunt:** children had a wonderful morning at the Hong Kong Academy for Performing Arts watching one of their favourite stories 'The Bear Hunt'. They were so excited after the show and talked about it for weeks! We transformed the kindergarten into one big bear hunt to so they could re-enact the story through drama.

**Storyteller:** A professional story teller, from Faust came into the kindergarten in June to lead a story session with K1 entitled 'Peter and the Wolf'. It was a wonderful experience and all the children were actively encouraged to participate.

**Ocean Park:** K2 chose to celebrate their 2 years at WKS with a visit to Ocean Park. It was an incredibly hot day but a wonderful community event as parents came too.



**World book day** – an annual celebration at Wu Kai Sha in March. Children dressed up as book characters and visited different classes to hear a range of stories.

**Paddyfields Book fair:** held a book fair on World Book Day. It was a huge success.

K2 visited **Wetlands** and the **Lions Education Centre** as part of their units of inquiry this year.



**Family Fun Day at Ma On Sha Park:** It was lovely to see so many families turn up for the fun day at Ma On Shan Park. The K1 team had set up bubble blowing, storytelling, a look and find activity, an Easter egg hunt, character finding game and a picnic! The weather was glorious too! I know many parents commented on the event and how much fun the children had.

### Student Transition

**Feeder schools:** There were 6 PIS/ESF Feeder Schools this year. A large percentage of children have places at RCHK, Shatin, DC, Beacon Hill, Kowloon Junior and Clearwater Bay school.

Children not successful for an ESF/PIS place have either gone to K3 in the local system, Christian Alliance, International Christian School, Anfield, Harrow, American International or St. Catherines.

In addition, 4 children are repeating K2. Admissions:

We invite all pre K1 children to come into the Kindergarten for an informal visit before their contract is offered and this has been extremely beneficial for all parties. In total 172 places have been filled for K1 for 2012/13. The remaining few spaces will hopefully be filled in August.

### Looking ahead

Looking forward to the year ahead there will be an acting Principal in post until the permanent position is filled. There are no other new appointments which provide some stability to the Kindergarten. The Kindergarten will experience its 2 day consultancy visit in September. The kindergarten has made good progress towards implementation of the PYP and is hoping for positive feedback from the consultant. Teachers will continue to develop their role as subject leaders and next year EAs will have the opportunity to lead an aspect of Kindergarten life too. The enhanced training budget should allow more teachers to attend PYP training courses in Hong Kong. Chinese is under review and we will continue to monitor carefully the implementation of our Chinese programme and hope that the outcome of the review can be incorporated effectively into the kindergarten Chinese programme.

### The Financial Statement

