



INTERNATIONAL
KINDERGARTENS
國際幼稚園

ESF International Kindergarten

Wu Kai Sha

Annual Report 2012/2013



Inspired to think, explore, achieve

INTRODUCTION

The 2012/2013 school year was a busy and exciting one for the whole school community. It included the recruitment of a new Principal, many changes and improvements to the school's provision for children and families, and demanded a high level of professionalism and commitment from staff.

There were many successes experienced by various stakeholders and these are detailed throughout this report. The school year ended with the successful completion of the school's IB Verification visit. The school was awarded IB World School Status in July 2013 and is a reflection of the hard work and dedication shown by staff and parents at ESF International Kindergarten (Wu Kai Sha).

"In partnership with families we aim to develop confident, creative, knowledgeable children who respect all others and participate actively within the school community. We strive to provide an engaging and enriching environment that stimulates children's curiosity and supports and develops a lifelong love of learning."



SCHOOL CONTEXT

ESF International Kindergarten (Wu Kai Sha) is located in Ma On Shan and opened in August 2009. We cater for children aged 3 – 5 years old and follow the International Baccalaureate Primary Years Programme (PYP). The school was authorised as an IB World School in June 2013.

In partnership with families we aim to develop confident, creative, knowledgeable children who respect all others and participate actively within the school community. Our inquiry based curriculum encourages children to explore relevant concepts and ideas through hands-on experiences and play-based activities, allowing them to develop a range of understandings, knowledge and skills in all areas of the curriculum.

We have a wonderful team of highly qualified and experienced teaching staff who are both nurturing and knowledgeable about early childhood education.

We strive to provide an engaging and enriching environment that stimulates children's curiosity and supports independent learning. The school has large, bright spaces for learning and play and children spend their time in classrooms, shared areas and in the indoor and outdoor play areas. 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.

In 2012/2013, the school operated 14 classes divided between AM and PM sessions (8.30 to 11.30am and 12.30 to 3.30pm respectively). There were 6 K1 classes and 8 K2 classes. We cater to children from Kowloon and the New Territories, have a bus service to most areas and are conveniently located near an MTR station.



Admissions

Following a review and improvement of internal admissions processes and an emphasis of engaging more effectively with the community, the number of children attending the school rose from 293 to 315 during the school year, taking enrolment above capacity for the first time in the school’s history. The change in enrolment numbers is illustrated below.

Aug 2012

K1 163 children
K2 130 children

Jun 2013

K1 188 children
K2 127 children

The children represent over 20 nationalities as noted in the table on the right.

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.

Children travel from all over Hong Kong to attend WKS but predominantly from Sha Tin, Tai Po, Tai Wai, Fo Tan, Sai Kung, Ma On Shan and as far as Tsuen Wan, Kowloon Tong, Yuen Long and Discovery Bay.



American	18
Australian	21
British	34
Chinese	67
Canadian	36
Indian	7
Indonesia	1
Hong Kong	102
Italian	2
Japanese	2
Korean	3
Malaysian	2
New Zealander	1
Portuguese	2
Russian	1
Singaporean	3
South African	1
Taiwanese	3
Irish	1
French	2
Filipino	2
German	4
	315

SCHOOL VISION AND MISSION

We articulated and reinforced the vision and values of the school to all in the community. This was achieved by making reference on all new school documentation and by making a deliberate effort to reference this and discuss this during every parent information session.

International mindedness is more becoming more 'visible' throughout the school and within the curriculum and has been developed in the community through participation in several ways.

As part of our developing vision for the school we focused on Environmental development and sustainability. As a result, the school was represented on the ESF sustainability group during 2012/2013 for the first time, an audit was completed, reprographic costs were reduced, a school garden was created and an environment focus week was held where students participated in planned activities such as recycling, caring for plants etc.



We will continue to our values in the forthcoming school year by exploring our beliefs around the value of play and the importance of adult interaction with children.

LEARNING AND TEACHING

The 2012/2013 school year began with a consultation visit from the IB. The feedback was positive and constructive and gave school staff a measure of confidence and motivation to move forward quickly. Although the school initially planned to undertake its verification in October 2013, school staff made a collaborative decision to bring this date forward to June 2013 in order to capitalise on the skills and experience built up by the present teaching team prior to 3 teachers leaving.

Curriculum Provision

The key focus over the year was to continue to build and consolidate understanding of the PYP curriculum. A new format has been used for weekly planning and the approach to planning the units has been modified to ensure that the planned learning is conceptual. Teaching staff and the curriculum coordinator continued their learning around the PYP through in-school and external PD and workshops, working with key people, the consultation visit, and working with the programme.

The use of space and class timetables were reviewed to take into account the need for extended periods of time to develop children's inquiries. The concept of Self Selected learning time was changed as the experiences on offer during this large chunk of time in the session did not integrate into the units of inquiry, and were not being planned for by teachers. The corridor space between classrooms is now used instead as a shared area between classes, with the learning planned for by the teachers and acting as an extension of learning in the classroom.

The school has commenced work in developing programmes in early literacy and training teachers in the comprehensive use of these, and in mapping skills across the year. This is an ongoing area of development.

The school sustained a focus over the year on developing children's spontaneous inquiries, and teachers facilitating children's inquiries. These aspects of practice were supported by PD with Kath Murdock and they continue as an area of school development.

An in-school PD day was held on assessment. Reporting formats for parents were developed and agreed. Some learning was done on teacher's facilitating children's inquiries. Teachers this year were trained in the use of the Wellcom language assessment and completed this baseline language assessment on children in their own classes.

A significant development has been made in the provision of ICT learning over the year. A range of new equipment has been purchased, including iPads for the children. Training has been held for teachers and support staff in ICT. In addition, a system has been set up for cataloguing all library resources and story sacks have been created for families to borrow.

Chinese

During 2012/2013 a decision was made to employ a teacher of Chinese, as currently Chinese language learning is delivered by Educational Assistants. The position was advertised for in the recruitment round and a teacher was appointed to commence in the 13-14 year. Support will be set in place for the new teacher and a timetable devised. The EA for Chinese has been retained and will work under the guidance of the teacher.

Assessment

New reporting procedures were devised and implemented for 2012/2013. This included aligning and improving the K1 and K2 reporting timetable and formats. Assessment rubrics linked to the UOI were devised and put in place and the Gateway was used for the first time to communicate student progress reports to parents.

All class teachers are familiar received training in administering the Wellcom language assessment.

Teachers have now undertaken the process of administering the assessment with all children in the class, as well as recording, moderating and analysing the results.

UOI: How We Organise Ourselves				
Description	Reporting Term			Topic Level
<p>During this unit the children have been developing their conceptual understanding of function, connection and perspective. The children have been making inquiries into the features of transportation, the reasons why people choose to travel using different forms of transportation and how transportation connects communities.</p> <p>During this unit the children have had the opportunity to engage with a variety of learning experiences such as a field trip to the MTR station, learning how to read maps and creating their own, learning how to interpret signs and symbols as well as develop their directional language.</p>	4			
Central Idea: Transportation serves the needs of communities				
	I can demonstrate understanding and show someone else	I can demonstrate understanding independently	I can demonstrate understanding in some areas	I am beginning to work with the ideas
Features of Transportation		✓		
Reasons for using different types of transportation				✓
How transport connects communities			✓	
Teacher's comment:				
	<p>During this unit _____ enjoyed participating in many of our learning engagements. He particularly enjoyed sharing his learning via Skype with other K1 classes and reflecting on what he knew. _____ has developed an understanding of why people choose to use types of transportation for particular journeys. When answering a question in class 'why would you choose to travel by aeroplane?' _____ demonstrated his understanding of distance by sharing his own experience of going to London.</p>			

Our new online reporting format

SUPPORT FOR STUDENTS

Special Educational Needs

Support for children with Additional Needs in the school continued to be provided by classroom teachers with support of the SEN Advisor. In the 12-13 school year 18 children were listed on the SEN register, 12 of whom had IEPs.

Small group support sessions were held for identified children for social skills and gross motor skills in Terms 1 and 2. These sessions were held by EAs who were guided by a teacher and the SEN Advisor.

Speech and Language and Occupational therapy services were provided during the school session for the first time by colleagues from the ESF Therapy Centre. This service worked very well for the children and families concerned and through closer collaboration with Therapy Centre staff, allowed class teachers further insights into the development of those children.



FACULTY AND SUPPORT STAFF

Professional Development

Professional development for teachers over the year has focused around several key areas: developing children’s inquiries, assessment, language development, sustainability, and understanding the IB Standards and Practices. Whole day CPD days were held in school developing assessment and reporting procedures, on language development and the IB Standards & Practices. Two sessions with Kath Murdoch were attended jointly with others schools, and one day with John Hattie jointly with all ESF. Several teachers attended IB workshops, 1 teacher attended “First Steps” writing development, and the Principal and Curriculum Coordinator attended “Pedagogical Leadership in the Early Years.”

Recruitment

At the beginning of 2012/2013, an Acting Principal and 2 new EAs joined the school team. The EA Coordinator resigned in October 2012 and this position was not replaced. As part of a restructuring of the class teams, a part-time class teacher was employed instead in order to meet the demands of covering classes, releasing teachers for curriculum development and to bring in a greater level of expertise and understanding of the PYP to the school from an experienced teacher. A new Junior Administrator joined the team in January 2013.



Performance Management

The Performance Management process for staff was developed further during the school year. Firstly, the new ESF capability frameworks were introduced and used as part of the PM process. For the first time, class teachers assumed responsibility for the performance management of the EAs assigned to their class. This new arrangement was welcomed by class teachers as it was seen as contributing towards their own professional development. It was also used as a method of establishing closer team work between EAs and their class teacher.

COMMUNITY AND PARTNERSHIPS

Events and Community Connections

A number of initiatives have been developed over the year to engage the parent community. In addition to events within and out of school, opportunities have been created for parents to engage socially, and the community has been developed through online means. Parents are now able to use the Gateway to book appointments for parent teacher meetings and access reports, and a comprehensive school website has been developed.

Parent Volunteers

Working in partnership with parents is essential part of supporting children's learning and development and we have been delighted with high level of support from parents offering to work in school. A total of 50 parents attended an induction session in school and continued to volunteer throughout the school year.

Book Week

Book week fell during the 'How we express ourselves' unit. A week of learning experiences around stories and books was planned for the children including, a puppet show, dress as your favourite character day, staff and parents told stories to children in their mother tongue, and book fair was held for families.

Open day

An Open Day was held in November. Parents joined their child on this day and participated in the learning alongside their children. The open day was attended by almost 100% of the parents in the school.

Art Jamming

During the 'How We Express Ourselves' unit which had an arts focus for K2, an Art Jamming session was organised. The Art Jamming Company filled the top of the school with real easels, canvases, paints and materials and children were able to paint on a canvas which was later taken home. It was fantastic to see how incredibly engaged many of the children were while painting.

Christmas and Chinese New Year 'Family Day' celebrations

Parents were invited to school on these festivals to celebrate with their children. The children celebrated Christmas with a short performance and during Chinese New Year by engaging in traditional Chinese New Year festivities with their families in school. Children and some parents wore their traditional dress on this day, and a photographer was present so families could have professional portraits taken in their Chinese New Year dress if they desired. Many of the parents exceeded our expectations and stayed for the whole session with their children.

For the first time this year, a social gathering was arranged for parents on each of these Family Days, to allow parents to get to know one another as a community.

Educational Visits

The children have participated in a number of Educational Visits this past year. The K2 children visited Kadoorie farm as part of a 'How the World Works' unit, and explored the gardens, natural

environment and range of animals at Kadoorie. K2 children also visited Ocean Park during a 'Sharing the Planet' unit. K1 children visited Ma On Shan Park for a day of sport and learning activities and a family picnic.

Children have also experienced two theatre performances this year. Both year groups visited the theatre for "The Gruffalo" during 'How we express ourselves' units, and a theatre group gave an in-school performance of "Peter and the Wolf" to K1 children.

A bus service was arranged for the first time for all out of school trips for families this year, which was appreciated by many parents.

Workshops for Parents

Neil Griffiths, creator of story sacks and writer of children's books, delivered a popular workshop to parents on enjoying stories with children.

Teaching staff presented a number of workshops to parents over the year. Almost all workshops were full and additional sessions were added to accommodate parent interest. Sessions offered were:

- Introduction to the PYP
- Early Writing Skills
- Reading and Phonics
- Developing Speech and Language



Charity

Box of Hope - Children and families participated in the Box of Hope collection, which provides gifts to underprivileged in Asia. A shoe box is wrapped and filled with useful and educational items. A huge number of Wu Kai Sha families participated in this charity together with their children and delivered the boxed to the school. For the past two years, teachers from Wu Kai Sha have delivered the gifts personally to Baiwan in China.

Frocktober

Frocktober is a fundraiser in which women get sponsored to literally dress up in October to raise money and awareness for the Ovarian Cancer Research Foundation. Wu Kai Sha formed a Frocktober team and spread the word through the ESF. \$11 000 was raised and donated to the OCRF.

Supporting the Education Community

The 2012/2013 school year saw the establishment of the HK Early Years Network, a group of Teachers and professionals from HK and South China who have come together to share practice and pedagogy. We are proud that this group was established by the PYP Coordinator at Wu Kai Sha and subsequently we have hosted meetings to facilitate professional dialogue between colleagues. Our facilitation of this group was noted by the IB and we have subsequently agreed to host the first ever IB Early Years Regional Workshop event at Wu Kai Sha.

We have had numerous visits from teachers from other ESF and local kindergartens and teachers from a variety of ESF Primary schools. The entire Senior Leadership team from the Cataline Kindergarten Group visited the school in May to hear about our philosophy and practices at Wu Kai Sha. We have continued to develop our links with the Hong Kong Baptist University by education students placed in our classes to undertake their teaching practicums. We have also had numerous groups of students from the HK Institute of Vocational Education visit us to observe our practice. We supported a research group from HKU who were exploring support practice for children with Autism.



RESOURCES AND FACILITIES DEVELOPMENT

School Garden

As part of our growing commitment to the environment and sustainability, and our belief that children should be given access to real-life experiences, we explored the possibility of building a school garden on the outdoor balcony. Through partnership with the 'Green Patch' organisation and in consultation with children and teachers, plans were quickly put into place and the garden was furnished with planters of various heights and depths, bark chip floor covering and 'stepping stones'. The children planted and harvested many crops including, bok choy, potatoes, corn, beetroot tomatoes, peas, beans and herbs. Many of the vegetable were used by the children in their cooking experiences. Children were keen to have some animals to look after in their garden and therefore some goldfish and a terrapin were included. The greening of the school was extended indoors to include a number of high trees at the main entrances and throughout the shared space. We hope to extend the garden next year and incorporate a permanent sand pit for the children.



Facilities for large group meetings

Facilities for large group meetings were improved with the installation of digital projectors in the staff room and in the flexible use area at the top end of the school. This facilitates teacher planning sessions, staff meetings, CPD meetings and parent presentations.

Improved flooring

Following the flooding which occurred in 2011/2012, flooring in the shared area of the school was replaced. The replacement material is of a higher quality and helps reduce noise in school. A light and neutral selection of colours was chosen to enhance the environment and provide a more natural

backdrop of other resources and displays. Three colour tones work together to help delineate spaces throughout the school.

Accessible Kitchen for Children

As part of our belief and commitment to provide children with a wide range of real-life experiences, we explored the possibility of extending the existing pantry area to include an accessible kitchen for children. Funding was secured and agreement was reached with ESF Facilities to develop this area in 2013/2014.

Library

The school library was given more prominence and was expanded into a more open space located at the front of the school building. The space was furnished with new shelving and storage and a large flat panel monitor with Apple TV was also included which allows children and teachers to access a variety of digital resources for learning and teaching. A wide range of additional resources were purchased including more than 400 new books. Cataloguing software was explored, purchased and set up, meaning the entire library collection is now available to the whole school community online and on mobile devices. The new library space not only provides children and teachers with an enhanced learning environment, but can now also be used for small group meetings and presentations such as school tours, parent consultation meetings and other small gatherings.



A member of the teaching staff was appointed to develop a library and information literacy programme and this was trialed with classes in K1 and K2. To support the organisation of the library, an online cataloguing system was purchased. This system allows parents to access the collection online and choose resources and materials with their child to take home.

LEARNING TECHNOLOGIES

Significant improvements in the way the school uses technology to support learning, teaching and organisation were made during 2012/2013.

Hardware

iPads were purchased and set up with an appropriate range of apps to support student learning. These are now in regular use by children and are used appropriately. A plan was created and implemented to begin replacing out of date hardware which led to the initial replacement of 6 laptops and 7 desktop computers.

Educational Software

The school has purchased 'Espresso' software to provide additional resources for the classroom and support children's learning at home. Espresso provides a wide range of materials including thousands of videos and multimedia activities. Many 'apps' have been purchased for use with the schools new iPads. Parents have also been made aware of appropriate apps for use at home.



Gateway

The school launched the ESF Gateway system to parents. This online system, used by all ESF schools, helps us to provide more effective communication between families and the school and allows parents to access information about their child's education and progress more readily. Parents have access to view and update demographic information, make bookings for parent consultations and are able to retrieve student assessment information.

Digital Communication

The school set up several new methods for communicating with the school community. The 'Moodle' site was transformed into a full school website providing current and prospective parents with up-to-date information about the school, staff and curriculum. A Community Calendar has been created which is available not only on the school website and Gateway, but can also be 'subscribed' to on smartphones and tablets.

Our Twitter feed is regularly updated with news, information, articles and photographs depicting learning and teaching taking place in school. A Facebook page replicates the Twitter feed and ensures that parents can access up-to-date information via their social media applications. There has been a high level of interaction and engagement from parents and community members on these sites.

The screenshot shows the website for ESF International Kindergartens (Wu Kai Sha). At the top right, it says "You are not logged in. (Login)". The header includes the ESF logo and the text "INTERNATIONAL KINDERGARTENS 國際幼稚園".

Wu Kai Sha

- ABOUT US
- STAFF
- CURRICULUM
- ADMISSIONS
- K1 COMMUNITY
- K2 COMMUNITY
- LIBRARY
- USEFUL DOCUMENTS
- USEFUL LINKS
- GATEWAY
- ESPRESSO AT HOME

Inspired to think, explore, achieve

Every day's a learning day...

Inspired to think, explore, achieve

Latest news from Wu Kai Sha

NEW! School Blog
Our new school Blog is available by clicking [HERE](#) >. The blog will be updated every two weeks and will include an overview of recent happenings in school.

Admissions 2014/2015
Application for admission for the 2014/2015 school year open on the 1st October. Please go to the Admissions section for more details.

Espresso at Home
We are pleased to announce that children and families from WKS now have exclusive access to 'Espresso' learning materials at home. Please see the email sent to all families for information and login.

Like us on Facebook!
Like 126

Tweets Follow

Wu Kai Sha @WuKaiSha 25 Oct
Exploring pressure with syringes.
[pic.twitter.com/aBjRrbcFI](#)

Wu Kai Sha @WuKaiSha 25 Oct
Cooperating with construction
[pic.twitter.com/gL7pAguRT](#)

STUDENT TRANSITION

Numbers enrolled at Primary School for Year 1

Primary School	No. of students 2012-2013
Shatin Junior School	58
Clearwater Bay School	5
Renaissance College	26
Kowloon Junior School	11
Beacon Hill School	10
Anfield International School	10
Kennedy School	2
Quarry Bay School	2

*86% of K2 children gained and accepted places at an ESF Primary School – the highest percentage to date and significantly more than in 2011/2012

Numbers leaving Wu Kai Sha during the school year to attend other schools/leave Hong Kong

Reason	
Relocation, leaving Hong Kong	11
Transferred to ICS	4
Transferred to local system	1
Transferred to Australian International School	1
Transferred to Kingston	1
Transferred to David Exodus	1
Transferred to Anfield International School	1
moving area in Hong Kong	3
Total	23

THE YEAR AHEAD

Following our successful IB Verification Visit we will continue to develop our pedagogy and practices in line with the PYP Curriculum and explore our values in relation to play and interaction with students. There will be a particular emphasis on addressing all of the essential elements of the programme within planning and children's learning experiences and on developing specific unit planners for Mathematics and Chinese.

We are excited by the prospect of 3 new teachers joining the team at Wu Kai Sha, including a teacher of Chinese. These teachers will bring with them a wealth of new experience to Wu Kai Sha, however we also recognize the need to support our new staff as they adjust to a new curriculum and environment.

We recognize that we have limited outdoor space available in our school but also recognize the importance of valuing and using the outdoors with children. For this reason we will explore ways in which we can enhance the children's connection to the natural world and increase the number of experiences we offer the children outside of the school building.

Building on the success of our parents partnerships this year it is important that we capitalize on the enthusiasm of our parent community and their desire to learn with us and their children. We will offer an expanded programme of parent information sessions and look for other ways in which parents can contribute towards the life of the school.



THANK YOU

Finally, I would like to say a special 'thank you' to all the staff who have worked so hard during the school year. They are tremendous team of dedicated professionals who's caring and commitment ensures we provide the best possible opportunities for children to think, explore and achieve in so many ways.

I would also like to thank parents for all the support they have shown our school over the year and this includes the help offered by our many wonderful our parent volunteers who have worked in classes. It is a pleasure working with such a strong and dedicated community.

Christopher Coyle
Principal