



INTERNATIONAL  
KINDERGARTENS  
國際幼稚園

ESF International Kindergarten

# Wu Kai Sha

Annual Report 2014/2015



*Inspired to think, explore, achieve*

## INTRODUCTION

### *Inspired to think, explore, achieve*

The 2014/2015 school year was a busy and exciting one for the whole school community. It included 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.

*"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. 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 child-centred play and exploration, real-life experiences and focussed learning and teaching 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 is well stocked with a range of children's literature, information texts and Story Sacks.

In 2013/2014, 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

The school has retained and built upon the healthy admissions figures gained in the previous school year. Through careful management of the admissions process and by anticipating the movement of children and families throughout the year, we have sustained a steady admissions process and remained above capacity throughout the school year. The increase in enrolment numbers over the past 4 years is illustrated in the table above.

The children represent over 20 nationalities as follows: Hong Kong (102), Chinese (62), Canadian (54), British (36), Australian (27), American (15), Indian (5), German (2), French (4), Malaysian (4), Taiwanese (4), Japanese (6), New Zealander (4), Singaporean (1), Thai (1), Polish (1), Korean (2), Dutch (1), Greek (1), Belgian (1).

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 with native languages including English, Cantonese, Mandarin, Swedish, French, 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.

	2011/12	2012/13	2013/14	2014/15
<b>August</b>	298	293	325	328
<b>September</b>	299	293	325	325
<b>October</b>	300	297	327	331
<b>November</b>	300	303	332	332
<b>December</b>	300	303	333	332
<b>January</b>	302	310	332	334
<b>February</b>	304	310	330	333
<b>March</b>	301	311	331	333
<b>April</b>	306	320	330	334
<b>May</b>	302	316	328	336
<b>June</b>	301	315	328	335
<b>Average</b>	<b>301</b>	<b>308</b>	<b>330</b>	<b>333</b>
<b>Capacity %</b>	<b>97%</b>	<b>100%</b>	<b>107%</b>	<b>108%</b>

### Admission to Year 1 at an ESF Primary Schools

2014/2015 was an incredibly successful year for Wu Kai Sha Kindergarten children. The highest ever percentage of children was successful in moving from WKS to an ESF primary school at the end of 2014/15. 99% of applicants secured places at Shatin Junior School, Renaissance College, Beacon Hill School, Kowloon Junior School and Clearwater Bay School. Three children were deferred for an additional year at Kindergarten.

Percentage of applicants gaining a place at an ESF Primary/PIS School has risen significantly:

- **2014/2015: 99%**
- **2013/2014: 95%**
- **2012/2013: 84%**
- **2011/2012: 68%**

Liaison between Wu Kai Sha and feeder primary schools was strengthened through more proactive collaboration with colleagues. In addition to the established visits by primary school staff to Wu Kai Sha, this included reciprocal visits to the Primary schools by Wu Kai Sha staff, formal meetings to discuss the performance of children following interview and the development of consensus for a small number of children to undertake a second interview in Term 3. There was also significant improvement in the level of liaison regarding children with additional needs in

learning which was made possible through the appointment of the school's 'Support for Learning Coordinator'.

## Student Transition

### *Numbers enrolled at Primary School for Year 1*

Primary School	No. of students 2014-2015
Shatin Junior School	87
Renaissance College	17
Beacon Hill School	7
Kowloon Junior School	17
Clearwater Bay School	5
Discovery College	1
Australian International School	1
Anfield International School	1

\*99% of K2 children gained and accepted places at an ESF Primary School.

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

Reason	
Relocation, leaving Hong Kong	5
Transferred to ICS	4
Transferred to local system	4
Transferred to Australian International School	1
Transferred to ESF Abacus	3
Transferred to ESF Tsing Yi	1
Transferred to ESF Hillside	2
Transferred to Japan International School	2
<b>Total</b>	<b>22</b>

## SCHOOL EVALUATION

There were no external evaluations during 2014/2015 and the school continued to respond to the feedback of the ESF School Review (September 2013), Maths Review (February 2014) and PYP Authorisation Report (June 2013) as detailed in the School improvement Plan. The next planned school evaluation will be our PYP Evaluation Visit which is due to commence in session 2016/2017.

### Staff / Parent Forums

In order to take a closer look at the areas highlighted by staff in the previous year's school survey, this was followed up with a series of staff forums. The Principal and a member of teaching staff ran a series of workshop sessions to allow staff the opportunity to collect evidence of progress and colleagues were able to suggest actions to ensure continued improvement in school policy and practice.

The outcome of these forums was positive and empowering for school staff and ideas were subsequently incorporated into the 2014/15 school development plan.

### School Self-Evaluation Day

At the end of the school year, all staff spent a half day reflecting upon and reviewing the school development plan. In order to capture the reflections of staff, innovative use was made of Google Docs to enable staff to contribute towards the evaluation. The results of the evaluation were used to identify and celebrate achievements as well as set priorities for the 2015/2016 school year.

### Parent Feedback

We invited specific feedback on various issues throughout the school year which provided valuable insight into our provision from a parent's perspective. For example, we sought views on the effectiveness of our 'Shared Learning Days' and responded by making suggested changes to the structure, timing and content of the sessions.



# SCHOOL IMPROVEMENT

## Priority Area 1: Guiding Statements

### Reinforcement of vision and mission

We continued to articulate and reinforce the vision and mission of the school to all in the community. This was achieved by making reference to them within new school documentation and was shared with parents during all parent information sessions. We incorporated our vision and mission into our standard presentation for school tours enabling teaching staff to deliver a coherent and consistent message about the vision and mission of the school.

We continued to explore the value and purpose of play within the curriculum. We looked into the impact of powerful child-adult interactions and into ways in which we continue to build on this. Through this, we refined our school philosophy and beliefs, ensuring that play is appropriately planned for, implemented, monitored and evaluated within our practice. This had a positive impact on our aim to enhance student-adult interactions, particularly with EAs which led to continued improvement in students' learning.

We also continued to learn about Reggio Emilia practices. Following our CPD Day in November 2014, we reviewed the range of learning and teaching resources used in the school and, in conjunction with our developing Reggio philosophy, have deepened practice in the use of natural and open-ended resources. We also continued to explain and explore the 5 learning experiences with parents and staff; Child Initiated Play, Planned Play, Discovery & Exploration, Real Life Experiences and Events and Focused Learning and Teaching.



### Development of IB Early Years' Perspectives

Over the year, the new Early Years document, 'PYP in the Early Years, Educators' Perspectives', was examined closely with new staff during the induction and used in a variety of ways to explore aspects of professional learning. The Early Years' document is articulated under three areas of practice; Play, Relationships and Environment. Having spent the previous school year exploring the professional value of play as a vehicle for learning and the different kinds of play children

engage in during their learning at Wu Kai Sha, we chose to continue our focus on Environment, and to develop our practice in Relationships.

Professional learning on relationships was held for all teaching staff, with a full day PD session at the beginning of the year on behaviour and relationship strategies held by Marie Marchand. This was continued with a deliberate focus over the year on the ways we interact with children. This focus was built upon with EAs having 4 half day PD sessions during the year which concentrated on interactions.

The Early Years document was utilised extensively by teachers in developing knowledge and understanding of pedagogical documentation.

### **International Mindedness**

This year we aimed to develop clarity around the purpose and values of Early Years education with reference to International Mindedness. In doing so, we built a relationship with consultant Martha Ross to further help us evaluate and explore our approaches towards this concept. Martha visited school on three occasions and offered a combination of planning guidance, classroom support and workshops to staff.

Following on from staff meetings & Martha's CPD sessions, staff reported feeling more confident regarding the implementation of aspects of International Mindedness and feel more secure in what it looks like within our practice. One of the outcomes of this development was the creation of an Essential Agreement that articulates the school's shared beliefs in relation to International Mindedness, the impact that we strive for in our classrooms, within the curriculum and amongst the members of our school community.

### **Learner Profile Development**

At the heart of our curriculum is the 'Learner Profile'. This is a long-term, holistic vision of education that underpins our work and puts the child at the centre of everything we do. The Learner Profile is shared amongst all ESF Kindergarten, Primary and Secondary schools and we aim to develop each attribute in every child.

This year we reviewed the Learner Profile and developed a common understanding of each attribute within the whole school team. This involved writing a paragraph for each attribute to illustrate this in the context of early years education. A child friendly sentence was also added to each attribute to ensure the Learner Profile could be understood by children and adults alike. Teachers shared their ideas about how to make best use of the Learner Profile in the classroom. The Learner Profile was shared with parents and is clearly displayed and used in each classroom.

### **New Essential Agreements were created for:**

- International Mindedness
- Phonological Awareness & Phonics
- EA/Teacher Collaboration
- Physical Education



## Priority Area 2: Learning and Teaching

Over the course of the year the school focused on the development of learning and teaching in a number of key areas including English Language, Documenting Learning and Physical Development. Stuart Lowe (ESF Learning Technologies Adviser) has worked with teachers to develop opportunities for use of ICT and to set up Three Ring for individual portfolios.

### English Language

Over the year, staff collaboratively explored planning and teaching in the areas of Phonological Awareness (PA) and Phonics. Research on reading development was examined and shared with staff to ascertain which skills best help children's reading progress, and consideration was given to Phonics programmes used by feeder primary schools. PA and phonics was the focus of several PD sessions over the year.

As a team, teachers formed an Essential Agreement for teaching PA and phonics, capturing shared understandings and a progression of PA and phonics skills for both year groups was articulated. Suitable resources for our children were identified and shared with all teachers. A font was agreed across the school for modelling writing.

### Written Curriculum

The written curriculum has been refined over the year with more detail included in Units of Inquiry and greater articulation of subject and transdisciplinary skills within each unit tracked and outlined on the POI. Several units were modified to better meet the needs of our learners, and a review of all units was held at the end of the year suggesting some further refinements for the year ahead. Units of Inquiry are now comprehensively documented, and significant progress has been made in tracking the subject skills over the year in the POI.

### Documenting Children's Learning

We have focused over the course of the year on documenting children's learning in order to communicate learning more clearly to the community, make the thinking and learning of young children transparent and to advocate for a vision of the competent child. Documentation was explored at a number of Professional Development sessions with staff, and has enabled teachers and EAs to develop finer observation and interpretation skills.



Teachers are now creating a class 'Learning Journey' for each Unit of Inquiry and the Learning Journeys have been a tool for reflecting on experiences with children and a way in which to trace the process of learning for teachers and families. We have focused (and will continue to focus) on documentation as a vehicle for teachers to become critical thinkers in children and play, and to celebrate our practice and bring to light the complexity of pedagogy and theory.

### Three Ring

As part of our commitment to assessment, recording and reporting on children's learning, teachers at Wu Kai Sha created an individual portfolio for each child using an online platform called 'Three Ring'. The portfolio contains samples of children's learning in the form of photographs, audio or video clips and art. During the course of the year, teachers added a number of learning samples to each child's portfolio, every term.

'Three Ring' is an attractive and easy-to-use platform in which photographs and learning samples appear in a feed. The portfolio may be accessed via the Three Ring website or downloaded as an app on a mobile device for easy access. Parents are only able to see their own child's portfolio. We held a number of parent workshop sessions to introduce parents to the app, and to discuss our ongoing work in documenting children's learning.

While Three Ring was very user friendly, attractive and accessible to parents, the application was not well supported technically, therefore for next year, we will be working with ESF Centre to build a customised platform with 'Moodle' for sharing individual portfolios.

### Physical Development

Developing the curriculum for gross motor was a priority this year. Curricula from other regions were explored to provide support, and during a PD day, teaching staff developed a progression of skills with extension and support for K1 and K2 in all aspects of gross motor development.

Equipment appropriate to learning skills was ordered and an overview of safety for use was conducted. A new timetable allowed each class dedicated time in the physical area per day was

trialled and agreed at the end of the year. This enables explicit teaching of gross motor skills in addition to the daily opportunity to for physical play.

### **Teacher / EA Collaboration**

Ways to facilitate greater collaboration in teaching teams were explored over the year and a format shared with teachers to allow for teachers and EAs to share insights about individuals and learning. This enabled teams to respond more effectively to children's interests and progression needs. Several teachers have developed some extremely effective class assessment formats which have been shared with teaching colleagues.



### **Learning Environment**

We continued to focus on the learning environment as a tenant of excellent practice in Early Childhood Education. The garden was enhanced further by the addition of a sensory area for children. The use of natural materials was further developed to provide children with a calm naturalistic environment and exposure to the natural world. Natural materials are also open ended, more aesthetically pleasing and offer more complexity than mass produced plastic products, therefore support children's creative and intellectual development. Consideration to this ethos has been adhered to in procurement, and the school's rationale for learning about cooking and the importance of the natural world has been communicated to parents in newsletters and school tours. The school receives regular positive feedback about the learning environment and continues to receive many requests to learn from learning environment at Wu Kai Sha. Class teachers have reported a high level of satisfaction with the support offered to children with needs in their classes.



### **Educational Visits**

The children have participated in a number of visits connected to the Units of Inquiry over the course of the year. Visits and events include:

- Melaleuca Wood at UWC
- Kadoorie Farm
- HK Zoological Gardens
- Theatre performances
- Art Jamming
- Transport trip
- Wu Kai Sha transport hub
- Ma On Shan park
- Supermarket

*Events for families included:*

- Christmas performance
- Family Picnic
- Chinese New Year in school event
- Leavers celebration

### **Chinese Language and Culture**

In the past year, we continued to develop and implement the programme of Chinese language and culture for all children. We had different activities for children learning Chinese in order to raise their interest of learning the language, such as storytelling, art and craft activities, role play, songs and rhymes. The Chinese curriculum in K1 mainly focused on listening and speaking skills which are essential for language development. Our K1 children enjoyed listening to Chinese stories,

talking about their art and craft activities, singing songs and rhymes. Through these, children listened and responded to a range of texts and to the ideas and opinions of others. They also attempted to talk about their needs, feelings and ideas using simple Chinese mixed with English.



The Chinese curriculum in K2 mainly strengthened oral communication and began to focus on written communication skills. We aimed to introduce reading and writing for enjoyment. We had activities such as computer and iPad games, role play, writing characters in sand, creating recipes and word hunting games in our natural environment. Through these activities, children gained the basic idea of how Chinese characters are formed and structured and how writing allows us to communicate thoughts, ideas and information.

### Priority Area 3: Community and Partnerships

We had an extremely busy year connecting with our stakeholders and community and supporting various initiatives within the school, across ESF, within Hong Kong and beyond. We have felt the value of these connections in the many positive comments received from parents and colleagues and from the high levels of praise received from the organisations we have worked with.

#### Partnership with Parents

We have continued to involve as many parents as possible in the life of our school and we welcomed any help or time parents could give. Our parent volunteers have been a valuable resource in our classes throughout the year, supporting our children and bringing additional, enriching experiences, knowledge, talents and skills to our classrooms. One very popular experience involved a number of parents joining our classes to read stories either in English or in their mother tongue. We invited parents to share in our learning by celebrating such occasions as Meet the Teacher Evening, Diwali, Christmas, Chinese New Year, Shared Learning Days and the K2 Graduation Ceremonies. The format of our Shared Learning Days was altered to accommodate parental requests for more time to be given to explore our environment, to spend more time allowing their children to explain and present their own learning and to give teachers the opportunity to present documentation of the class learning journeys.

We regularly informed parents of school events through our monthly newsletters and our school web page. Parents were able to access a new e-portfolio (Three Ring) where photos of individual children working in class could be documented and shared. Parents received two reports and attended two student conferences to update them on their child's learning.

#### Parents' Association

For the first time we are pleased to have a Parents' Association who have worked tirelessly with the school over the year to arrange events and provide resources for the children. The PA has achieved a tremendous amount this year and we are delighted with their success and engagement in the life of the school. Their report follows.



**ESF International Kindergarten (Wu Kai Sha) Parents' Association  
Annual Report**



**WU KAI SHA  
INTERNATIONAL KINDERGARTEN  
Parents' Association**

The 2014-2015 school year marked the beginning of the ESF International Kindergarten (Wu Kai Sha) Parents' Association.

After a lot of initial information gathering by Mrs Forsyth, further inspired by Mr. Coyle and touched by the wonderful job done by all the teachers and EAs, a group of talented and committed parents decided to set up the Parents' Association under the Society Ordinance.

What seemed like a small group at the beginning very soon became a huge community of passionately committed parents which made the following events possible:

**Wu Kai Sha Family Fun Day**

Our first Family Fun Day was held on Saturday 14th March. The event was a tremendous success and exceeded all of our expectations. It was wonderful to see so many children and families attending and having fun, not only from our own school community but from the wider Ma On Shan community. This was a huge event which illustrated the talents, creativity and efforts of the entire school community. It was impressive to see how the teachers mobilized all the children into creating their own class birds for the backdrop of the main stage.



We would not have been able to hold such an event without the support of parents, staff and volunteers and we are extremely grateful for the time and effort that was given to support us. In particular, we would like to thank our Parents' Association who worked tirelessly over several months to create an event to be proud of. We would also like to acknowledge the valuable contribution of Wu Kai Sha staff, colleagues at RCHK and all performers and vendors who took part. We are already looking forward to next year's event!

With the tremendous support of a hugely resourceful parent community, we were able to provide the following in the Family Fun Day:

- **Entertainment (Part I):** two huge bouncy castles, five battery-operated cars along with a Grand Prix Race Track, five battery-operated construction vehicles that rode in an assimilated construction site and two Choo Choo Express trains
- **Entertainment (Part II):** nail polishing, face-painting and balloon twisting
- **Entertainment (Part III):** we were lucky to have Andy Comic perform in our Fun Day
- **Art Zone:** thanks to Anastasia's Art House, we were able to provide an opportunity for lots of children to create their own paintings on canvas
- **DIY cupcake zone:** thanks to the support of our talented bakers, lots of children enjoyed making their own cupcakes. Parents also had a wonderful opportunity to enjoy the delicious and creatively decorated fancy cupcakes baked by our own parents
- **Fire Knowledge Exhibition and Fire Engine Display:** thanks to Fireman Sam (one of our parents), our children were given the chance to wear firefighter uniforms and pretend to be firefighters. They also learnt a lot about fire safety



- **Vendor's booth:** more than twenty vendors came to sell their products at our fair
- **Performance zone:** thanks to Tutti Music and the Academy of Jazz, we were able to enjoy lots of wonderful performances of music and dance – many featuring our own children
- **BBQ zone:** lots of juicy burgers and hotdogs were served along with healthy salads
- **Dental hygiene education & chiropractic services:** thanks to our own parents, we were able to provide dental hygiene education, free dental check up services and free spine check services for our school children

The Family Fun Day started with a very grand Opening Ceremony that incorporated a Lion Dance Performance and opening speech by a child. It ended with a hilarious Piñata game which brought the atmosphere to the highest level of excitement.

#### **Christmas Sale**

The Christmas Sale was made possible by the generous donations from the company of Suzanne Yiu. A huge group of parent volunteers helped in selling all those wonderful Christmas decorations in school as part of the children's Christmas performances.

#### **Chinese New Year Red Packets Design**

Thanks to Mr. Coyle, a child created our PA logo. Everyone got excited about all the wonderful products that we could sell with that creative and cute logo. Thanks to Aaron Wong and Suzanne Yiu, we had our own special edition red packets.

#### **Chinese New Year Chinese New Year program + Bake Sale**

We are gifted with lots of talented bakers. Thanks to Shirley Yick, who miraculously motivated dozens of parent volunteers, the PA was able to sell lots of yummy treats during our Chinese New Year Program.



### **K1 Play Visit Welcoming**

In order to promote our very first Fun Day, the PA decided to join the K1 play visit and invite all the potential parents to join us at our biggest event of the year.

On that day, both the potential parents and their children were welcomed enthusiastically and served with delicious home-baking. It was a wonderful chance to show all the potential parents that our school is like a big family community where everyone is given warm welcome and is valued.

### **K1 Induction Welcoming**

Once again, the PA provided home-made baked products and yummy delicacies to welcome the new K1 parents. This was another occasion to show them our hospitality and create a sense of big family amongst them.

1. K2 Fun Zone trip fruits provision
2. Second-hand uniform sale

Inspired by Ms. Sheila Forsyth and supported by lots of generous parents who willingly donated their used uniforms, the PA was able to provide second hand uniform to sell to interested parents.

The income that was generated from the above events allowed us to sponsor the school in the purchase of a range of high-quality climbing equipment. We are grateful that apart from providing

wonderful experiences and memories to our children through the events, we were also able to provide a substantial financial resource for the school.

None of these dreams could have ever come true if we were not lavished with more than a hundred parent volunteers who supported in different ways. Nevertheless, special thanks should particularly go to the core executive committee of the Parents' Association – a group of passionate, talented and resourceful parents that worked exceedingly hard and poured out their very best for the school.

### **Executive Committee**

Honorary Advisor	Christopher Coyle
Chairperson	Guiovanna Belen Alarcon
Vice-chairperson	Pauline Lo
Treasurer	Fiona Shu
Staff Representative	Sheila Forsyth
Committee members	Aaron Wong
	Suzanne Yiu
	Shirley Yick
	Kristy Ng
	Dora Chong
	Dennis Wong
	Canis Yiu

As the Parents' Association matured, the importance of formally including the school staff became evident. Therefore, a decision to rename the Parents' Association, the Parents Staff Association, was made.

*The composition of the Executive Committee for 2015-2016 will be as follows:*

- Honorary Advisor: the School Principal
- Honorary Consultant: immediate past Chairperson
- Chairperson: a parent member
- Internal Vice-Chairperson: a school staff member
- External Vice-Chairperson: a parent member
- Internal Secretary: a school staff member
- External Secretary: a parent member
- Treasurer: a parent member
- Committee Members: a number of parent members / school staff

As parents of children who attend the ESF International Kindergarten(Wu Kai Sha), we are in love with the school that continuously provides the best education and nurturing for our children. It has been more than a pleasure to serve this wonderful community. We sincerely wish that the Parents Staff Association will flourish and make even more dreams come true in the coming years.

***Guiovanna Belen Alarcon***

Chair, ESF International Kindergarten (Wu Kai Sha) Parents' Association

**Supporting the Education Community**

The Hong Kong Early Years Network continued to be coordinated from Wu Kai Sha Kindergarten and the number of teachers joining the group sessions continued to grow. Between 30 and 40 teachers from International schools across South China and HK regularly attend the sessions.

Three meetings of the network were held over the year, each one hosted by a different school. The hosting school selects the focus of discussion for the meeting, and facilitates a PD / practice sharing session in the area chosen.

Wu Kai Sha continued to receive a number of requests from teachers wishing to visit over the course of year and hosted the ESF PYPC meeting and the Hong Kong and Southern China PYP Network meeting in May.

**Masarang Foundation Fundraiser / Dress Casual Day**

Helen Brighton continued to develop our relationship with the Masarang Foundation in Indonesia. The Masarang Foundation works with local inhabitants of the rainforest providing support for developing sustainable farming and rescuing and rehabilitating local wildlife. They are currently establishing charitable status within Hong Kong and detailed information about the work of the Masarang Foundation can be found at <http://masarang.hk/>

Many children took part in our dress casual day to raise funds for the Masarang Foundation. K2 children really entered the spirit of the occasion and enjoyed learning all about Orangutans; they were inspired to create pictures or 3D models of them and have displayed them in their classroom. Robin class created a wonderful Orangutan instillation using clay, sticks and orange feathers. We were delighted to raise a total of \$8,260 in support of the Masarang Foundation.

**Christmas Performance**

All K2 classes treated us to their wonderful 'Wriggly Nativity' performance. This was attended by parents, family members and colleagues from across ESF. The children did an outstanding job in retelling the story of Christmas. They all played important roles in the performance and used narration, song, dance and movement to great effect. Although young, the children demonstrated how capable they are and performed with real confidence and enthusiasm.



K1 children also held a performance to a packed house of parents and family members. The children treated us to a range of Christmas songs and sang beautifully, helping everyone feel the joy of the Festive Season.

### **Workshops for Parents**

Teaching staff presented a number of workshops to parents over the year. Almost all workshops were full at 60 participants, and additional sessions were added to accommodate parent interest. Sessions offered were:

- An Introduction to the PYP
- Developing speech and language
- Writing development (this was a newly developed workshop this year)

### **Parent Volunteers**

Wu Kai Sha continued with a programme of training parent volunteers. A large number of parents attended an initial information session, then volunteered to work within individual classes or across the school over the year. This support from our parent community is highly valued and allows activities such as short trips to be managed much more easily. Some volunteers worked regularly in the kitchen, cooking with children, and one especially dedicated parent worked an extended period supporting the school in managing the library and resources.

In addition to providing valuable class support, a number of parents offered to share their skills and talents with the children. This included musical percussion, rangoli pattern design, Chinese art, reading stories in mother tongue, cooking and sharing talents such as unicycling and magic.

### **Shared Learning Days**

The school developed its well established practice of inviting parents into school to participate in learning with their children. The title was renamed 'Shared Learning Day' to more accurately reflect the purpose of the day and more structure was added to the sessions to enable parents and children to gain greater understanding of learning. This included a formal presentation from teachers where they aimed to explain what the children had been learning and provide insights into the types of learning experiences we engage children in.



The children enjoyed sharing their learning with their parents and showing them around the school. It was wonderful that so many parents were able to take time to participate in this important event. This year we asked parents for feedback about the Shared Learning Day and were delighted by the large number of parents who took the time to complete the evaluation form. We were pleased to know that parents valued the opportunity of visiting classes with their children and they gave us many ideas for improving this event further such as timing and content which was incorporated into Term 3. We held our final Shared Learning Day of the year on Friday 29th May 2015. Following feedback from parents, appointment times were lengthened to 1½ hours and further involvement of the children was added.. The Shared Learning Days were, as always, exceptionally well attended with almost all parents coming to school for the session.

### **Christmas Gifting to HKSPC**

We were delighted to have Santa in school on Thursday 18th December. Santa visited all class parties and spent some time meeting and talking to all children. One of Santa's tasks was to receive the gifts and donations which we collected for the Hong Kong Society for the Protection of Children. We were absolutely overwhelmed by the generosity shown by our families and we thank everyone who took part. The gifts were passed to the HKSPC and distributed amongst the many children in their care on Christmas Day.



### **Fundraiser for Nepalese Disaster Relief**

Children at Wu Kai Sha were very aware of the earthquake which caused so much destruction in Nepal in April and, together with the school community, were motivated to do something to help. The school asked for donations of money from our parents. A total of \$36,030 was raised and donated to UNICEF who directly supported the children of Nepal.

## Priority Area 4: Faculty and Support Staff

We have an outstanding team at Wu Kai Sha who reflect the international and cultural diversity of Hong Kong. Our staff is our most valuable resource and therefore we have been very careful to recruit people who we feel will make a positive and enriching impact on the lives of children and families in our school community.



### Zumba! Promoting Staff Wellbeing

In order to promote staff wellbeing, weekly Zumba sessions were introduced. These were attended by both teaching staff and EAs. As well as being given the opportunity to exercise, staff members were able to build a stronger sense of community and, of course, the chance to laugh with and not at colleagues.





### **Promoting Positive Behaviour with Marie Marchand**

Teachers and EAs worked with Marie Marchand to explore positive behaviour strategies for young children during the September CPD Day. Many issues and strategies were explored including self-esteem, communication and cooperation. Wu Kai Sha staff spent time during the school year developing and incorporating the strategies into their classroom routines. Many of these strategies were also shared with parents to ensure continuity of approach between home and school.

### **ESF CPD Day**

In October 2014 our teachers joined other ESF teachers for a day of professional learning in Science at Renaissance College. The key note speakers were Dr. Karl Kruszelnicki and Ruben Meerman, both well-known media personalities experienced in inspiring young people in the world of Science. Karl and Ruben shared their thoughts and ideas about engaging children in science based concepts and provide a range of demonstrations to encourage practice in the classroom. Teachers also participated in a wide range of follow-up workshops which focused on various aspects of learning and teaching in Science.

### **Introduction to Reggio Emilia**

In November 2014, Wu Kai Sha staff joined colleagues from other ESF International Kindergartens to learn about the Reggio Emilia approach to learning and teaching for young children. The workshop included an introduction to the Reggio Emilia approach, explored planning & documentation and provided examples of how the local environment is used in child focussed projects.

Wu Kai Sha teachers also played a significant role in developing and delivering CPD to colleagues both in school and as part of provision offered to teachers across the foundation. This helped to give some ownership over the CPD programme to teachers and enabled them to share their practice and develop capacity as leaders. CPD led by teachers included:

- The Purpose and Value of Play
- Values in International Mindedness
- Approaches to Physical Education
- Using the Natural Environment

The school organised a wide-range of CPD sessions during the course of the year and continued the practice of dedicating 90 minutes each Monday after classes finish to professional development. This enabled school staff to share practice and resources, develop agreements and engage in professional learning activities. The focus of school-based CPD this year included:

- International Mindedness
- Documentation and Portfolios
- Positive Behaviour Strategies
- Teacher/EA Collaborative Planning
- Learner Profile
- Phonological Awareness/Phonics
- Mathematics Strategies

Teachers attended a range of workshops provided by external providers. These workshops are essential in supporting teachers continuous development and understanding of current educational practice and research. Workshops attended by Wu Kai Sha teachers included:

- Sensory Modulation
- First-aid
- ELSA Training
- Fun Friends

### **Learning from IB Conference**

Helen Thomson, Susan Hulme and Aylin Kip attended the IB Regional Conference in March 2015. The conference was a valuable learning experience, enabling the group to find out about updates to the IB curriculum and documentation, connect with key personnel from the IB and attend a great variety of workshops about enhancing learning and teaching. Many of these ideas were introduced into our work here at Wu Kai Sha.

### **Professional Development for EAs**

During Term 1 an EA representative was invited to join SLT discussions about CPD provision for the year. A list of possible areas was identified by EAs and this was supported with teacher-led CPD. First Aid was also provided to a number of EAs and a general invitation was extended to join staff meetings and parent sessions in lieu of the disaggregated day. In Term 2, Wu Kai Sha and Abacus Kindergartens collaborated to develop and deliver to EAs four half day PD sessions around Interactions. The sessions were Guiding Interactions, Sustained Shared Thinking, Relationships and Strategies for English Language Learners. The sessions were held alternately at Abacus and Wu Kai Sha with staff having the opportunity to work and learn from each other's schools and environments. Feedback from sessions was very positive and the initiative is one we plan to continue with in the new year by differentiating sessions.

### **Induction**

For the first time, a programme of teacher induction was planned across the 4 ESF kindergartens and delivered by the PYP Coordinators. New teachers had the opportunity to visit each of the other kindergartens and sessions introducing different aspects of the PYP curriculum were held at each. In this way, new staff were able to be inducted into the organisation as a whole and benefit from further opportunities to learn about the PYP. New staff also visited feeder primary schools to gain understanding of the children's transition to Year 1.

Specific arrangements were made for the induction of the new Support for Learning Coordinator. She was provided with a range of induction activities to support her into this new role at Wu Kai Sha. The induction activities included: discussion around initial expectations with SLT, liaison with SEN Adviser, visits/introductions to all associated ESF Primary Schools.

### **Recruitment**

At the beginning of 2014/2015 2 new class teachers joined the team and each brought with them a rich experience of working with young children in early years and primary school settings. We also welcomed 3 new EAs, two of whom hold the HK Diploma in Early Childhood Education.

During the school year, ESF introduced a policy inviting teachers to transfer between ESF Kindergartens. As a result of this policy, 2 teachers were offered transfers to Tung Chung and Hillside kindergartens respectively for the 2015/2016 school year. While this initiative put additional pressure on recruitment, following a rigorous recruitment process 4 new teachers were successfully appointed for the 2014/2015 school year.

A new administrative position was created to support the management and organisation of the school's vast collection of our extensive educational resources as well as providing support for school facilities such as the school library lending system.

### **Leadership**

Opportunities have been created to distribute curriculum responsibilities and improvement priorities have been given to relevant teaching staff in areas such as International Mindedness, Mathematics, Language, Sustainability and PSPE. In February 2016, our Support for Learning Coordinator was formally brought into the School Leadership Team. This was done for several reasons: in acknowledgement of the importance this role plays in the support and transition of children, to capitalise on the strong relationships with teaching staff, to make use of skills and experience in working with parents and to give decision making a broader foundation which would hopefully better reflect opinion across the school. Leadership responsibilities were distributed amongst the expanded team which supported development, monitoring and evaluation.

### **Communication & Collaboration**

Following feedback from the teachers' survey in May 2014, a series of workshops was held to better understand communication & collaboration in school. This process enabled staff to develop different strategies for developing stronger collaboration & communication across the teams in school.

A range of administrative strategies were successfully implemented including:

- implementation of Google Docs for all staff in school
- share staff meeting agendas
- staff write-up of minutes
- weekly stand-up meeting

Steps were taken to strengthen communication and collaboration between teachers and EAs. Views were sought from both parties and a joint staff meeting was held to determine strategies for moving forward. Following consultation, a planning format was created and expectations established for teachers and EAs to meet each day after classes end to discuss progress and next steps for children.

Collaborative planning arrangements have been improved to provide opportunities for non-class based teachers to attend. This has been enabled by securing agreement from teachers to meet during the 3pm-5pm timeslot on Wednesday and Thursday afternoons.



## Priority Area 5: Support for Students

### Overview

For the first time in any of the ESF Kindergartens, an experienced teacher was appointed to the role of Support for Learning Coordinator. This reflects the ESF value of inclusion and provides the necessary support and expertise required to meet the additional needs of all children in school. This role has led to an improved support network within our school setting and direct liaison with outside agencies. During the year a total of 19 children (10 in K1 and 9 in K2) were listed to the Special Educational Needs register at ESF Levels (the highest placement in a setting with no formal LSC classes). A further 12 children in K2 classes and 10 children in K1 classes were monitored and received additional in-class support and differentiation. Our SEN Advisor, our Support for Learning Coordinator and our Class Teachers work closely together to form Individual Educational Programmes (IEPs), ensuring that our children have the best possible strategies put in place to support their development. Class teachers have reported a high level of satisfaction with the support offered to children with needs in their classes.

Additional support for named children included small language groups, gross motor and social support groups as well as in-class differentiation strategies. All children were given the opportunity to take part in hearing and speech and language screenings. Issues such as glue ear, social and communication difficulties and the need for development in expressive language were identified and subsequent support was offered in school by our Speech and Language Therapist. Towards the end of the year, an Occupational Therapist was enlisted to work with a small group of previously identified children and her involvement will continue on a regular basis in the next school year when we can offer screenings to all children with on-site therapy sessions to follow where necessary.

The Support for Learning Coordinator has also built strong working relationships with our primary schools. This has been vitally important at interview times and has greatly helped with transitions and information sharing. Links have also been established with schools in Hong Kong which can provide additional and more specialised supported learning environments. In particular, a partnership with Bridge Academy has been set up and mutually beneficial liaison regularly takes place.

In order to further extend our support, Ms Lumisalo and Mrs Forsyth ran a six week long programme based on Fun Friends. The aim of this after-school group of K1 children was to extend social skills and equip the children with strategies for further developing social communication. It was very well received and supported by the parents of these children, some of whom were AM children who willingly returned to school at 3.30pm.

## Priority Area 6: Resources and Facilities Development

We believe that a practical and attractive learning environment is key to engaging young children in their learning and this year, we looked at various ways in which to further enhance the environment at Wu Kai Sha Kindergarten.

### Office Refurbishment

During the Christmas holiday, various alterations took place in school, most notably the decant of admin staff from the back office, the construction of new offices for the Principal and Vice Principal and the extension of the reception/administration area. These changes have ensured that members of the leadership and admin teams are situated in a single location and are readily accessible to children, parents and teachers. By moving staff from the office at the back of the school, we have created a space which will be used for the various therapy services that operate in school on a weekly basis.

Changes were made in the staff base in order to accommodate access to functional working spaces for non-class based staff and adequate storage for professional materials.

Other improvements included replacing sinks and storage units in the outdoor area and installing a PA system across the school which allows more effective emergency communication as well as the option to play relaxing music throughout the school when appropriate.

### Physical Play Equipment

Using proceeds from the various Parents' Association activities, we were able to purchase a range of flexible, high-quality climbing and physical development equipment for the school.



## **Resource Management**

As part of our strategy for improving the management of school resources, systematic procedures have been put into place for:

- Requesting resources
- Ordering resources
- Identifying resources that need replaced

The 2<sup>nd</sup> Floor storage area has been reorganised and is now more accessible. A map indicates where relevant resources may be found. The content of storage units in the shared areas of the school are reviewed and reorganised to ensure consistency and easy access. The Art Studio is well-managed, always ready for use and materials are replenished when necessary. WKS library is fully accessible online and families are able to borrow story sacks and other resources.

## **Learning Technologies**

We continued to make improvements in the way the school uses technology to support learning, teaching and organization.

### **iPads for teachers**

An iPad was purchased for each class teacher to provide a means of capturing audio and visual evidence to support assessment, documentation and the development of children's portfolios.

### **Google Apps**

In order to support improved opportunities for communication and collaboration, we developed our use of Google Apps for education. This involved moving school email services from the Gateway to the Google platform and incorporating the existing school calendar. Now that every member of staff has access to Google Apps, we have been able to facilitate better collaborative planning for teachers within the school and between schools. Improved general communication across the school is also made possible through access to shared documents.

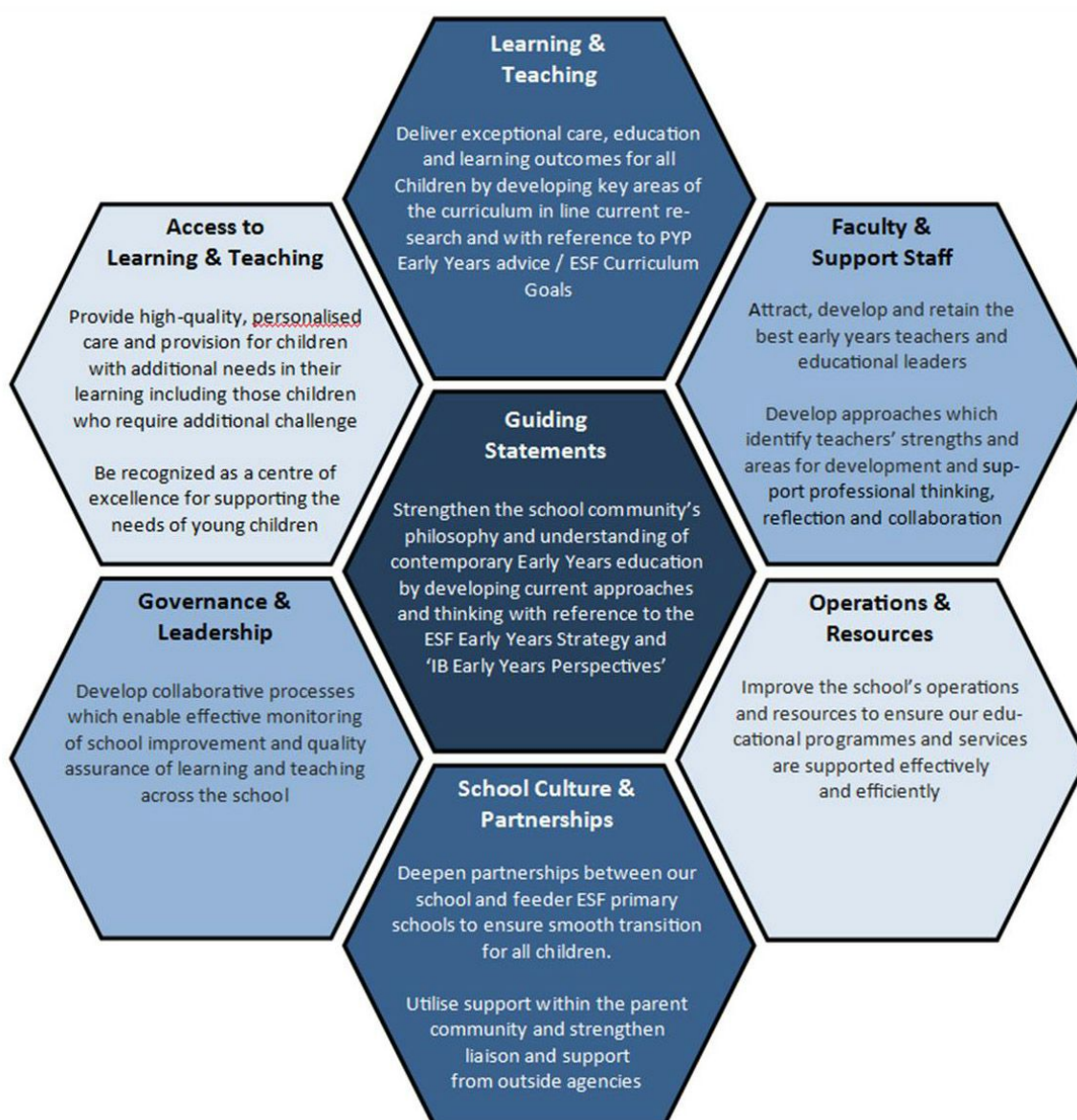
### **Digital Communication**

Our digital communications continue to be well received by parents and the community. Our Twitter feed is regularly updated with news, information, articles and photographs depicting learning and teaching taking place in school and on educational visits. There has been a high level of interaction and engagement from parents and community members and this has led to additional opportunities for dialogue about the children's learning. A Facebook page replicates the Twitter feed and ensures that parents can access up-to-date information via their social media applications.

## LOOKING TO THE FUTURE

Next year the school begins work on its new 3-year plan, influenced by the ESF Strategic Plan for 2015-2020. We will aspire for every child to be the best that they can be by inspiring them to think, explore and achieve.

*Strategic school improvement areas for 2015-2018 are as follows:*



While we are committed to self-evaluation, the improvement of our practice and the continuation of our development and innovations in school, we are also conscious of the need to consolidate our practice and will strive for balance in key areas. In the year ahead we will welcome several new members of staff and therefore it will be essential to ensure high levels of continuity and provision by ensuring our induction processes are strengthened further to ensure success for new staff members. We will continue to develop our pedagogy and practices in line with the new PYP Early Years advice and make particular reference to appropriate approaches such as Reggio Emilia.



There will be a particular emphasis on personalisation and pedagogical documentation of the children's learning. This will involve enhanced collaboration between teachers and EAs and involve them in consistently and routinely capturing and responding to children's interests and questions in a systematic way.

Having such a strong relationship with our community allows us to have increased awareness of the needs of our children and families. We are conscious that English is an additional language for many of our children and families and therefore recognise the need to address language development as part of our curriculum and ensure that children's needs are met through a variety of support activities and processes in school.

The school is fortunate to have recruited so many high-quality Educational Assistants, many of whom have qualifications in Early Childhood Education. It is important that we further recognise the contribution of these staff members and provide adequate opportunities for personal and professional development as well as enhanced responsibilities where appropriate.

The school structure with classes alternating between 6 and 8 classes of intake each year continues to put pressure on applications from all Kindergartens to Sha Tin Junior School. Despite the high percentage of children from Wu Kai Sha gaining ESF places in recent years, we are very aware that under present arrangements, this situation is not guaranteed and therefore there is a measure of anxiety for our families who are hopeful of their children continuing their schooling with ESF. We will continue to be proactive in liaison with ESF Centre and our ESF Primary Schools to ensure the admissions process leads to the successful transition to an ESF Primary School for all children who are able to benefit from a place.

Next year we aim to develop our provision for children with additional needs by coordinating with our OT and SLT to furnish and set up the Therapy Room. The Support for Learning Coordinator will attend courses to further develop sensory integration knowledge and will work closely with our OT in school. We will ensure that all teaching staff are familiar with the new SEN referral process.

Building on the success of our highly successful parental partnerships this year it is important that we look at ways of sustaining the level of involvement of parents and make arrangements for succession planning within the Parents' Association. We will offer an expanded programme of parent information sessions and look for other ways in which parents can help us build community and contribute towards the life of the school.

We will also be developing Social Thinking and will work with the SEN Adviser and Abacus Kindergarten to embed this into our Units of Inquiry. Staff will have access to "The Incredible Flexible You" to assist with its implementation.

## THANK YOU

Finally, I would like to say a special 'thank you' to all members of staff who have worked so hard during the school year. They are a tremendous team of dedicated professionals whose 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 the incredible support they have shown our school over the year and this includes the help offered by our many wonderful parent volunteers who have worked in classes and on the various events organised during the year. It is a pleasure working with such a strong and dedicated community.

**Christopher Coyle**

Principal

