

Annual Report

Wu Kai Sha

REPORT TO PARENTS

2010 - 2011



INTERNATIONAL
KINDERGARTENS
國際幼稚園

Principal's Message



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2010/11 was an eventful second year for us all at Wu Kai Sha. We grew from 5 to 7 classes nearly reaching our capacity of 308 which has created a different feel in the kindergarten this year especially with systems and structures now embedded in the life of Wu Kai Sha. I am sure that many of you will agree the Kindergarten has been transformed since we opened in August 2009 and that is due to the dedication and commitment of everyone involved to create a happy, positive place where everyone is valued in such a wonderful environment for learning.

We said goodbye in June to our first cohort of K2 children who had been here two years. So much has happened in that short space of time including becoming a candidate school for PYP. We look forward to starting 2011/12 with enthusiasm as we move forward with the Primary Years Programme.

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, inspiration, flexibility, unity, respect, self-confidence, positivity, compassion, curiosity, honesty, freedom, responsibility, generosity, self-awareness, quality, confidentiality, independence, individuality and open mindedness.

Context

The kindergarten opened in August 2009 and is a purpose built kindergarten; laid out over 10,000 square feet with 7 classrooms, indoor and outdoor play areas, staff facilities and a dedicated entrance with a bus drop-off area in front of the kindergarten. All classrooms have at least one multimedia computer and a good range of resources for each teacher to use with the children. We also have resources for use across all areas of learning and libraries in each class.

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



In 2010/11 the kindergarten operated 14 classes divided between both am and pm sessions. There were 4 K1 classes and 3 K2 classes. This will change each year because we have an odd number of classes e.g. 4 K2 classes and 3 K1 classes in 2011/12.



The children represent over 15 nationalities. The main home languages spoken are Cantonese, English and Mandarin. In addition, children are from families speaking Urdu, Konkani, Malayalam, Hindi, Tagalog, Korean, Japanese and Spanish. Staff also reflect the international context of the school speaking English, Cantonese, Mandarin, Spanish, Tagalog and Hindi.



Special Educational Needs:- There is a Kindergarten wide SEN policy in place and agreed documentation in place to be used across the 4 settings to identify and support children with identified needs. We have a register of concern and all children identified have support programmes. Children are monitored and where necessary individual targets set for them. 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. An SEN Advisor specifically for the Kindergartens was appointed at

the start of the school year 2010. She provides 2 days support a month for each kindergarten and works closely with the teachers to devise individual programmes, liaise with parents and monitor progress. Screening for K1 and K2 children took place this year children for speech, occupational therapy and hearing. Many parents signed up for this service which provides a valuable insight into their child's sensory development.



English as an Additional Language: The majority of children at WKS officially have English as an Additional Language (EAL). Many children need support with English Language development and enrichment activities 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 significant improvement in their language. Some children also enrolled in English classes outside of school.



Chinese - Putonghua is taught in the Kindergarten to both K1 and K2. The Putonghua teacher left at Christmas following maternity leave. The kindergarten employed a teacher in a part time capacity to immerse the children in Putonghua through stories, songs and games. In addition EAs with a first language of Putonghua provided class support and planned activities for the children to be engaged with during self-selected learning time. A review took place across the 4 Kindergartens in April 2011 and a new programme has been put in place for Wu Kai Sha for 2011/12 with 2 EAs employed to deliver a bilingual programme in the classes.

Recruitment: At the start of 2010/11 a new role was created for the position of EA coordinator to provide support for the EAs. 4 new teachers were recruited for August 2010; 2 were for the new classes. New EAs were also appointed to reflect the staff: pupil ratios in K1/K2 classes from August 2010.

Numbers of teaching/non-teaching staff: in 2010/11 there were 7 class based teachers in the kindergarten and a non-classed teacher for Putonghua. In addition, the senior leadership team comprised 1 curriculum 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.

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 the Gold Coast, Tsuen Wan, Hung Hom, Kowloon Tong, Yuen Long, Ho Man Tin and Kowloon City.

Kindergarten priorities and associated development

Priorities were identified at the end of June 2010 following an on-going process of evaluation and review. These were included in the Kindergarten Annual Plan for 2010/11.



The annual plan was written in September 2010 making reference to the 3 year development plan for the Kindergarten. Priorities for the year 2010/11 were:

- to establish effective teaching, learning and assessment across the curriculum
- to generate robust planning that provides opportunities for rich, broad experiences based on inquiry based play
- to focus on language enhancement in English to increase successful admissions to ESF primary schools.
- to promote and sustain the learning of all professionals in and beyond the kindergarten community with the collective purpose of enhancing pupil learning
- all staff within the organisation are clear of their role and contribution and are accountable for their performance ,



Learning and Teaching: - a focus this year has been on differentiation – matching tasks to the ability and learning needs of individual learners. PD sessions were held to look at provision in the classroom. Teacher’s planning showed how the differing needs would be catered for in the classroom and sessions were held with the KSEN Advisor to write specific targets for some children. Extension activities were planned too. Half termly meetings were held with the teachers to look at progress made and identify which areas children need to

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

Planning: – the focus this year has been to review the current planning and Foundation Curriculum documentation and identify the role of inquiry across the curriculum. As a result of this review it was decided in collaboration with the 3 other kindergartens to move towards implementing the Primary Years Programme of the IBO. The Kindergarten gained candidate status in June 2011. Planning documentation has continued to be refined and 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. The daily schedule for the kindergarten has been revised as we continually reflect on our practice and consider the differing learning needs of our children. Every day, there is an opportunity for children to self-select their learning from a range of play based activities for about 45 minutes. The educational assistants have taken a lead role in planning these activities (supported by the EA Coordinator) and have demonstrated their creative flair and imagination!



Assessment: - this year the focus was to implement an assessment policy which encompasses processes in school to monitor and review progress. 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, records and comments against all the areas of learning (117). E-portfolios were introduced for K1 parents as a way of recording every child's learning journey for parents to view. Parents can access their child's e-portfolio remotely. Reports and community news are posted onto the portfolio site too (Moodle). Both year groups will use e-portfolios from August 2011.



ICT provision – this year the objective was to increase the ICT skills of all children by enhancing provision and use. Interactive whiteboards were purchased so that every class has access. The whiteboards are used as both a teaching tool and learning aid. A suite of 7 computers was also purchased which has proven to be very popular with the children. In

addition, electronic toys have been purchased this year which help the children understand direction and position. We hope to be able to continue to enhance our ICT provision to broaden the children's experiences within the kindergarten. Gateway is now used by all staff for attendance and as a means of communication. Kindergarten wide training took place in September 2010 for Moodle, Gateway and interactive whiteboard use.

Language enrichment: - the objective this year was to enhance the opportunities for speaking and listening across the kindergarten and develop effective strategies to enhance use of spoken English through a range of media. Assessments were carried out early in the autumn term to identify who would benefit from additional language support within the Kindergarten setting. Parents were invited to a meeting to provide them with ways of developing use of English at home and given an informative booklet about language development.



A language programme was also introduced for K1 children last term. Parents were informed and given the criteria for primary school to remind them of the language expectations required. Talking partners has also been introduced as a strategy in class to enhance oracy.



Professional Development: This year we have been focusing on sharing good practice to broaden teaching knowledge through peer observation both within WKS and at other ESF kindergartens. This has proved to be an effective strategy. In addition this year we have been fortunate enough to visit several other kindergartens in Hong Kong to observe PYP in an early years setting.

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 early years, effective questioning skills, practice of Reggio Emilio, differentiation, assessment in the early years, learning environments, EAL and language needs, an inquiry cycle and an overview to PYP. We have also used external providers for language; leading a session on guided reading, 3 staff have also updated their first aid training. In addition, 4 EAs are undertaking the PGDE course in Hong Kong. The principal has completed the first year of Masters in Education Management Degree with the University of Bristol.

Kindergarten links: all staff from across the 4 kindergartens joined together for training in September 2010 on ICT – use of the Gateway and Moodle and in January 2011 on 'Learning is a consequence of Thinking'.

Curriculum coordinators: met twice termly in each other's kindergartens to discuss and share practice related to learning and teaching.



Community Connections



Fire service: the fire service came to talk to the K1 and K2 children as part of our topic about 'People who help us'. The children were responsive and enjoyed learning more about how firemen help us.

World Vision: we held a red and white day to raise money for the Japan Earthquake appeal. The children wanted to help and said such things as 'we can make a big house for them all to live in', 'we can send food', 'we need to repair their cars'. \$50,990 was raised and was sent to World Vision.

SingTao magazine: The Kindergarten was featured in the Sing Tao magazine along with KGV and ESF. Articles have also been written for Sai Kung magazine and South China Morning Post.

Parent communication: the website has continued to be developed to provide parents with regular information about the themes being covered in the kindergarten. 'Weekly Learning News' is posted on the website to provide information about what their children have learnt and what they will be learning in the week ahead. Newsletters are issued monthly by email and teachers use the community page of Moodle to share class news.

Students from HKIEd and HKIVE: we have continued to host visits for teacher students from both HKIEd and HKIVE 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, we held a session here in the evening for HKIEd master's degree students about our practice of inclusion of students with Special Educational Needs.

Students from RCHK: K2 children were delighted to be taught by students from Renaissance College as part of their MYP. The students planned an activity to deliver to the K2 children around the theme of endangered animals and protecting the planet. K2 thought it was wonderful to be taught by older children. The activities planned were engaging and appropriate.

Durham University: 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 in their literacy skills and overall our K1 children had the highest results compared to other children in Hong Kong.

Greenpeace: Our K2 children wrote letters and sent drawings to Greenpeace about how they would take action to protect the dolphins and other sea creatures from over fishing. They had a response from the Greenpeace thanking them for their commitment to thinking about the planet.

Our local shops: children from all classes have visited the local supermarket, Wellcome to purchase fruit for their fruit salad!

Events/Excursions



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 told the Christmas story.

Gruffalo: K2 children had a wonderful morning at the Hong Kong Academy for Performing Arts watching one of their favourite stories 'The Gruffalo'. They were so excited after the show and talked about it for weeks!

Storyteller: A professional story teller, Andrea Darvill from Faust came into the kindergarten in June to lead a story session with K1. 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.

Paddyfields Book fair: held a book fair on World Book Day. It was a huge success. Children enjoyed making book marks and listening to their favourite stories.

Family Fun Day at Ma On Sha Park: K1 and K2 held separate fun days in our local park. Everyone came and the children were involved in a range of activities including an Easter egg hunt, look and find activity, bubble blowing, mini sports, observational drawing and of course a picnic lunch!

Student Transition

Feeder schools: There were 6 PIS/ESF Feeder Schools this year.

Children not successful for an ESF/PIS place have either gone to K3 in the local system, Christian Alliance or Kingston International.

In addition, 4 children are repeating K2 at the request of the Primary Schools.

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. Parents get a chance to tour the Kindergarten during the day and staff can take time to learn more about the children through play based activities.

Looking ahead

Looking forward to the year ahead we are excited about the implementation of the Primary Years Programme within the Kindergarten and working closely with our Primary colleagues to share good practice in the early years. We have created new roles for some staff for the year ahead including year leaders, teacher librarian and 2 EAs for Chinese. We will monitor carefully the implementation of the new Chinese programme and hope that our more integrated programme is effective in helping the children learn Chinese.

