



COUNCIL OF  
INTERNATIONAL  
SCHOOLS

# THE FIVE-YEAR REVIEW & FIVE YEAR VISIT REPORT

## Journey to Excellence in International Education

School Improvement through Accreditation

<b>SCHOOL</b>	Beacon Hill School
<b>COUNTRY</b>	Hong Kong
<b>VISIT DATES</b>	23 – 25 November 2015
<b>CIS VISITOR 1</b>	Ms Helena Sobulis
<b>CIS VISITOR 2</b>	Ms Anne Fowles

*Based on the 8<sup>th</sup> Edition of the  
CIS Guide to School Evaluation & Accreditation*

*Version 8.2: Apr 2014*

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# CIS FIVE-YEAR REVIEW

## PART I INTRODUCTION

The school's Five-Year Review Report has four distinct purposes:

1. Chart the school's progress in addressing the recommendations made by the Visiting Team approximately five years earlier and articulating action plans to implement recommendations which remain in progress.
2. Describe significant accomplishments and/or challenges which have occurred since the school's First Report on Progress and Planning (FRPP) and how these have affected or are likely to affect the school and its future development.
3. Reflect on three core principles of the accreditation protocol (School's Guiding Statements, Teaching and Learning, Internationalism) and the extent to which these "drive" the school's programs, practices, and shared understandings.
4. Envision how the school proposes to serve the needs of the next generation of students at a time of rapid change.

In essence, then, the school is asked to review the past, reflect on the present, and look to the future in its self-analysis.

## THE REPORT

### Completing the Template

Although the template for the Five-Year Review Report may appear straightforward, the report's usefulness to the school and to the accreditation agencies is entirely dependent upon the thoughtfulness, rigor, candour, and care with which it is prepared and supported by evidence. This is why the participation of a broad section of the school community in the preparation of the Report is essential. No section of the Report should be based on one person's opinion.

Some of the questions the school is asked to ponder or respond to may produce different answers from different parts of the school community and may suggest "thinking in progress" rather than conclusive insights, particularly in Section 3 where the school is asked to imagine possible future scenarios. This is as it should be. Visitors to the school will be looking for structures, mechanisms, and practices within the school that facilitate and encourage such open, creative thinking and dialogue rather than for ready-made solutions.

### Timeline

The school's Five-Year Review Report must be received by the accrediting agencies approximately five years after the last Team Visit and three years after the *First Report on Progress and Planning*. Schools should allow at least six months for creating the Five-Year Review Report.

## THE FIVE-YEAR VISIT

### Dates for the Visit

CIS will confirm dates for the Five-Year Visit before or immediately after the Five-Year Review Report has been submitted.

### Visiting Team

Typically a team of two peer visitors will spend three days at the school. They will meet with members of all school constituencies, visit classes, and review the documentation provided by the school. The Visitors' comments will be on the same template as the school's in order to provide for easy comparison between the school's and the Visitors' perspectives on the areas under review.

The school will receive the Visitors' Report as soon as the accreditation agencies have authorized its release and usually within four weeks of the visit.

## RESOURCES

The Committee(s) participating in the creation of the Five-Year Review Report will benefit from having access to:

- The 8<sup>th</sup> Edition of the CIS *Guide to School Evaluation and Accreditation*
- The Visiting Team Report (written approximately five years earlier)
- The *First Report on Progress and Planning* (written approximately three years ago)
- The school's Self-Study (written five years ago)
- Other documents which refer to important changes, developments, reviews, significant projects, or initiatives during the past three years.

## **REPORT STRUCTURE**

It is suggested that schools complete the template in the order in which it is sequenced (NB: Schools complete Parts II and III; Part IV is reserved for the Visitors' concluding observations):

**PART II**  
**FIVE-YEAR REVIEW TEMPLATE**  
**(NB: Text boxes will expand to accommodate comments)**

<b>SECTION 1a – CONTEXT &amp; PROCESS</b>	
<ul style="list-style-type: none"> <li>• Describe the school’s accreditation and school improvement history.</li> <li>• Describe how this report was created and who was involved.</li> <li>• Describe any particular challenges encountered in producing the report.</li> </ul>	
<b>SCHOOL COMMENTS</b>	<b>VISITORS’ COMMENTS</b>
<p><b>Describe the school’s accreditation and school improvement history.</b></p> <p>Beacon Hill School, a member of the English Schools Foundation (ESF), was first established in 1967. The school currently has 538 students on roll including 19 students with moderate to severe learning difficulties. We have capacity for 540 students and the 2 vacancies are reserved for 2 more Learning Support students. We also have 264 students on a waitlist. The English Schools Foundation consists of 9 Primary schools, 5 Secondary Schools, 3 kindergartens and two P-12 through private independent schools.</p> <p>The school teaches through the medium of English and the curriculum is aligned to the philosophy of the Primary Years Programme of the International Baccalaureate Organisation and involves an inquiry-based, investigative style of teaching and learning. The children receive daily Mandarin lessons as well as specialist classes in Information Literacy, Music, Learning Technology and P.E.</p> <p>The school is situated on a small site, 7 storeys high. There are class sizes of 30 with 3 classes in each year band. The school has recently had some major renovations and is equipped with an ICT suite, drama studio, Specialist Music and Art room, a well resourced learning centre and two multipurpose rooms. The school’s computer network provides every classroom, office and the hall with access to the internet and electronic resources which are stored on the school server.</p> <p>The school follows the ESF policies and procedures for admissions. The school admits children who it believes can access the curriculum through English as the medium of instruction.</p> <p>The school’s curriculum is based on the Primary Years Programme (PYP) of the International Baccalaureate Organisation (IBO) which stresses the importance of inquiry and educating the whole child. BHS was authorised to offer the PYP in December 2009 and evaluated in 2013.</p> <p>Beacon Hill School (BHS) first embarked on their accreditation journey in March 2009 with the preliminary report and visit. Following a period of Self-study, BHS were accredited as meeting the standards set out in the CIS 7th Edition in March 2010.</p> <p>Since the First Report on Progress and Planning, BHS has received several external reviews:</p>	<p>The information contained within the Five-Year Report was coordinated by six staff members including the Principal, members of the Senior Leadership Team and Subject Area Coordinators following consultations with various school constituencies. Some of the committee members had been members of the original 2010 Self-Study committees including the Principal who was a Vice Principal at the school at the time. The school has been involved in a number of reviews by ESF and the IB since the last Self-Study.</p> <p>The Five-Year Report was submitted in October 2015 and the document provided the Visitors with an insightful and reflective analysis of the development of Beacon Hill School. The Visitors were impressed with the high quality of the report which is comprehensive, well written, clear in its focus and supported by evidence made available through Google docs that assisted the Visitors with their preparations for the Visit.</p> <p>Prior to visiting the school, the Principal, members of the leadership team and senior staff met with the CIS Visitors which significantly enhanced communication and helped to establish a positive working relationship between the school and the Visitors.</p> <p>The Five-Year Visit took place from 23 to 25 November 2015 inclusive, and was undertaken by two Visitors including a CIS School Support and Evaluation Officer and a Peer Visitor from Malaysia.</p> <p>The Visitors’ responses contained in this report encompass some reflections on the school’s progress related to the</p>

### **IB Evaluation Visit in March 2013**

Commendations included: The school has a strong leadership team, committed to excellence and support of the programme including the organizational structures that make it possible to have vertical and horizontal alignment of the programme of inquiry, an inclusive SEN programme and strong differentiation across the school.

The school successfully implements programmes that develop social and emotional wellbeing in its students. The school uses 'MindUP', 'Social Thinking' and 'Friends for Life' programmes as a resource to enhance the PSE curriculum. All teachers have a collective responsibility for student welfare with external support where needed. There is a strong focus on developing resilience in individuals within an inclusive culture of self-awareness and understanding of others.

The school is to be commended for the rigorous systems it has put in place to regularly analyse assessment data to inform teaching and learning. The school triangulates assessment data for all students using anecdotal notes, observations, tests/surveys, visible thinking tasks, peer, self assessment, standardized tests (ISA, InCAS, PIPS) formative, summative and pre-assessments tasks to inform planning and enhance teaching and learning.

### **ESF Maths Review in March 2014**

Commendations included:

The review team felt that the level of student learning was consistently high. Students were positive about their mathematical experiences and levels of student engagement were high. Maths is a subject that is clearly liked and valued by students.

In the lessons observed, levels of interaction between students were high. Tasks and activities were structured so that students worked together, discussing their work and sharing their knowledge and understanding. Students did not need to be encouraged to do this; it is simply what they are used to. The model of getting students to learn from each other is commended by the review team.

Relationships between teachers, educational assistants and students are extremely positive and supportive in all cases, and as a result, lessons were characterised by a respectful and purposeful atmosphere. All lessons observed were orderly and well managed, thus allowing teachers to focus on learning rather than student management.

The school is commended on its excellent leadership of Maths. The school has a clear plan for development and is committed to delivering high quality experiences for all students.

### **New Principal Review in September 2014**

Commendations included:

Teachers engage students in learning by creating a collaborative environment of mutual trust, respect and rapport that maximises learning.

The school has a well-established and effective School-wide Assessment and tracking system, which is in use across the school. The Review Team was impressed with the depth of systemic data that the school collects and how this is shared

Recommendations that stemmed from the 2010 Team Visit and a more detailed analysis of the school's overall alignment with the Standards & Indicators that constitute the 8<sup>th</sup> Edition protocol. Where variations occur, the Visitors have identified this in their comments.

with teachers. The school is well placed for teachers to further develop their use of individual ongoing assessment to further enhance this system.

Communication between school and home is excellent. Parents feel well informed and appreciate the level of communication from teachers and the school.

The school has a well-developed written curriculum that clearly articulates learning objectives and curriculum coverage.

### **Learning Support Class Review in March 2015**

Commendations included:

Students within the LSC show positive attitudes towards their learning, e.g. using the language of expected and unexpected behaviour, referring to visual supports and referencing cues around the classroom. Reinforcers are regularly present to increase motivation and to support work towards behavioural objectives.

Students are able to work with others, especially within a PYP framework where students have the opportunity to collaborate and develop their own interests. Students practise the skills taught in their Social Thinking programme, and there are opportunities to transfer skills that are taught in the lunch club to recess and playground activities.

Teaching is well planned and organised. Educational assistants feel confident about what they are expected to do for each session and report that teachers communicate their planning very effectively. LSC teachers participate in all UOI planning meetings, and LSC teachers and class teachers meet regularly to plan for the following week.

Teachers and Educational Assistants are well qualified. Their qualifications, knowledge and experience are reflected in their work with the children.

Clear direction and provision for the LSC is led from the Principal and Head of SEN and is reflected by the entire senior leadership team. The Head of SEN sets clear directions and plans which lead to high quality care and education for LSC students.

Whilst there were many positives which came from the various reviews, at BHS we are committed to continually improving the provision for our students.

We have strengthened the emotional and social support for our students through implementation of the MindUp programme within the curriculum, alongside the 'Fun Friends' and 'Friends for Life' programmes.

In May 2015, we spent a CPD day as a whole staff on a Challenge mapping activity. This required staff members to reflect on areas of development and improvement and to identify the obstacles that are standing in the way of achieving this. Staff members were then asked to identify the 3 most important considerations for each heading and from that we were able to draft our next School Development Plan which was a result of ownership and collaboration.

BHS is committed to continuous school improvement and our School Development Plans reflect the recommendations from our various reviews and accreditations.

**Describe how this report was created and who was involved.**

A timeline was created and 6 members of the SLT were paired up to review the different sections of the report in draft.

The SLT members worked to a deadline to read through the draft report and make any changes and additions. Staff meeting times were then scheduled to get input and feedback from staff groups. The SLT led a smaller sub committee group for each section to get a broad range of opinions. All staff members were responsible for identifying types of evidence needed to support our report. One staff meeting was also scheduled for Education Assistants to share the report.

The final draft of the report was then shared with the School Council for approval and Chairman's signature.

Throughout the process of creating the 5 Year Review report a collaborative approach was taken through the sharing of the document via Google Docs.

**Describe any particular challenges encountered in producing the report.**

It is always challenging to ensure we have time to collaborate sufficiently, but recognise this is a crucial element of the school-improvement process.

As we have been reviewed frequently in the last several years it is difficult to address recommendations and describe improvements and plan strategically. We believe it is important to reflect on the reviews and to plan strategically to implement recommendations in the most effective way. Over time it can be challenging to assess and evaluate the effectiveness of the changes.

At the end of the last academic year, we used a Challenge map exercise to engage all staff in setting the future direction for the school. We spent time identifying what we would like to get better at under the following headings:

1. Assessment for Learning
2. Home Learning
3. Teaching & Learning
4. Curriculum
5. Well being
6. Environment

We asked ourselves "How might we ..." questions in order to narrow our focus area but also to identify "What's stopping us?" This enabled us to focus on addressing obstacles that might be getting in our way and systems and processes which may need reviewing.

**SECTION 1b – PROGRESS ON VISITING TEAM RECOMMENDATIONS**

- Reproduce the Visiting Team’s recommendations verbatim from the Visiting Team Report.
- Indicate the rating you gave each recommendation at the time of the FRPP (C - *Completed*, IP - *In Progress*, F - *Planned for the Future*, N - *No Action*, or R - *Rejected*).
- Rate the school’s response to the recommendation at this point in time. You may rate a recommendation C (*Completed*), IP (*In Progress*), or R (*Rejected*).
- For recommendations still *In Progress*, indicate, in Section 2, appropriate action plans that have been designed.

SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
		FRPP	5 Yr.
A	<b>Recommendation # 1</b>	FRPP	5 Yr.
	1. The Administration and School Council develop clear systems to monitor progress against school-wide student goals in order to inform future planning.	C	C
	<b>Recommendation # 2</b>	FRPP	5 Yr.
	2. The School considers processes for regular review of the Mission and Vision statement to include strategies for authentic involvement from all stakeholders.	C	C

**NOTE ON SECTION B:**

- In this section, schools whose Self-Study and Visiting Team Reports were based on the 8<sup>th</sup> Edition are required to include all recommendations from the Horizontal Reports for each school section (e.g. Early Years, Elementary, Middle, High School – as applicable), as well as the Vertical Summary Report.
- Schools whose Self-Study and Visiting Team Reports were based on the 7<sup>th</sup> Edition are required to include all recommendations from the Horizontal Reports for each school section (e.g. Early Years, Elementary, Middle, High School – as applicable), but **exclude** recommendations from the individuals subject/learning area Vertical Reports (e.g. English, Mathematics, Science, etc.).

SCHOOL SECTION: Primary			
SECTION N	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
B	<b>Recommendation # 1</b>	FRPP	5 Yr.
	1. The School and ESF review the class size policy in order to ensure that teachers can implement the curriculum through a range of approaches and teaching strategies that recognize diverse learning styles.	PR	C
	<b>Recommendation # 2</b>	FRPP	5 Yr.
	2. The School continues to integrate the host country culture and cultural diversity into the curriculum.	PR	IP
	<b>Recommendation # 3</b>	FRPP	5 Yr.
	3. The School consider ways to further support staff with strategies for teaching EAL students.	PL	C
	<b>Recommendation # 4</b>	FRPP	5 Yr.
	4. The School continues to provide parent workshops and information sessions to help parents understand assessment policies and procedures and the expected learning outcomes for students.	c	C
	<b>Recommendation # 5</b>	FRPP	5 Yr.
	5. The Administration continue to develop a policy for Gifted and Talented students to further support all of the learners at BHS.	PR	IP

SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
C	<b>Recommendation # 1</b>	FRPP	5 Yr.
	1. The School Council further develops the use of its self-evaluation tool as a means of measuring progress towards the school's Mission.	PR	C
	<b>Recommendation # 2</b>	FRPP	5 Yr.
	2. The School considers consolidation of all school and ESF policies in one central place for easy access by all stakeholders.	C	C
	<b>Recommendation # 3</b>	FRPP	5 Yr.
	3. The School Council publishes agendas and minutes, whether complete or abridged, of the School Council meetings to facilitate communication and involvement of the stakeholders.	PL	C
	<b>Recommendation # 4</b>	FRPP	5 Yr.
	4. All new School Council members undertake an induction programme and best practice training.	PR	C
	<b>Recommendation # 5</b>	FRPP	5 Yr.
5. ESF considers informing parents sufficiently in advance of fee increases so that parents are able to make alternative arrangements should they wish.	R	R	

SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
D	<b>Recommendation # 1</b>	FRPP	5 Yr.
	1. The School and ESF review the class size policy in order to ensure that the teaching staff can satisfactorily carry out the school's programme.	PR	C
	<b>Recommendation # 2</b>	FRPP	5 Yr.
	2. The School reviews the work load of the SEN staff to ensure that all students on Levels 1 and 2 can continue to receive effective support for their additional needs.	C	C

SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
		FRPP	5 Yr.
E	<b>Recommendation # 1</b>	FRPP	5 Yr.
	1. The Administration evaluates the number of SEN staff and their responsibilities beyond LSC students in order to ensure effective provision for all students with additional needs.	C	C
	<b>Recommendation # 2</b>	FRPP	5 Yr.
	2. The Administration continues to develop a policy for Gifted and Talented students to further support all of the learners at BHS.	PR	IP
	<b>Recommendation # 3</b>	FRPP	5 Yr.
	3. The School continues to support teachers in developing strategies for differentiating instruction for EAL students.	PL	C
	<b>Recommendation # 4</b>	FRPP	5 Yr.
	4. The Administration evaluates the facilities available in the Nurse's room in order to ensure that the health and well-being of students can be met.	C	C
	<b>Recommendation # 5</b>	FRPP	5 Yr.
	5. The School assess the number and location of first aid kits throughout the school in order to ensure timely and effective access to medical supplies.	C	C

SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
		FRPP	5 Yr.
F	<b>Recommendation # 1</b>	FRPP	5 Yr.
	1. The Administration and Health and Safety Committee review the evacuation process to ensure all students and staff recognise the sound of the fire alarm and refine the evacuation procedures.	C	C
	<b>Recommendation # 2</b>	FRPP	5 Yr.
	2. That the school and ESF make every effort to ensure that all buses used have fit for purpose seat belts.	C	C
	<b>Recommendation # 3</b>	FRPP	5 Yr.
	3. The Administration evaluates the size of the classrooms with regard to the number of students and the effective implementation of the academic programme.	C	C
	<b>Recommendation # 4</b>	FRPP	5 Yr.
	4. The School continues to develop plans for the outdoor play areas and structures.	C	C

SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
G	<b>Recommendation # 1</b>	FRPP	5 Yr.
	1. The School continues to explore ways to increase parent and student involvement in decision making processes.	PR	C
	<b>Recommendation # 2</b>	FRPP	5 Yr.
	2. The School ensure that it monitors the quality of supervision and instruction on offer in the externally run activity programme.	PR	C
	<b>Recommendation # 3</b>	FRPP	5 Yr.
	3. The School looks for ways to offer a wider and broadly balanced co-curricular programme that meets the needs of all age ranges, safely and within the spirit of the Mission statement.	C	C
	<b>Recommendation # 4</b>	FRPP	5 Yr.
	4. The School looks for ways to promote, support and facilitate Mother Tongue language learning either within or beyond the school day.	PR	C

## SECTION 2a – ACTION PLANS

Summarize action plans the school has developed in response to Visiting Team Recommendations rated *In Progress* (IP) at this Five-Year stage.

Section (e.g. A1, B4 Middle School, etc.)	Actions	Success Criteria	Timeline
E2	<p>The Administration will share the draft G and T policy with teaching staff. (May 2015)</p> <p>VP is a member of the ESF G &amp; T group</p>	<p>All staff will be aware of policy. Staff will increase knowledge of available tools to support in identifying students who are G and T. This may include input from the ESF Educational Psychologist.</p>	<p>May 2015</p> <p>2015-2016</p>
B2	<p>The use of Mother Tongue, where necessary, when reporting to parents</p> <p>Greater emphasis on the use of Mandarin and Mother Tongue during the Y6 Exhibition.</p>	<p>All parents are able to access and understand the progress of their children.</p> <p>Mandarin and use of Mother Tongue is more visible to students and the wider community as a way of communicating ideas and information at the Exhibition.</p>	<p>Ongoing</p> <p>April/May 2015</p>
B5	<p>G and T has been given a higher priority after consultation with staff.</p> <p>VP is a member of the ESF G and T group</p> <p>A range of PLF sessions planned to revisit teaching strategies which support differentiation.</p>	<p>G and T will be a priority on the School Development Plans for 2015-18</p> <p>Greater alignment with the ESF position and developments.</p> <p>Teachers feel more confident to plan learning experiences which cater to G &amp; T learners.</p>	<p>February 2015 - 2018</p> <p>August 2014</p> <p>Throughout 2015-16</p>

## VISITORS' SUMMARY COMMENTS & OBSERVATIONS

### SECTION A:

The 2010 CIS Visiting Team made two Recommendations in Section A. Beacon Hill School addressed all of the Recommendations. Two of the Recommendations were found to be completed.

- The school has developed systems to monitor progress against school-wide student goals. Qualitative and quantitative data are collected using a variety of sources such as ISA, InCAS, PIPS and Probe. The data is analysed by one of the Vice Principals who then shares the findings with teachers so that they may use the data to inform planning and teaching. The School Council reviews year level and school-wide data that has been collected throughout the year to analyse student performance and attendance, student and staff well-being and partnerships with parents. The Council also reviews SEN records, assessment developments, recording and reporting. Additionally, data is tracked and analysed by the ESF office which tracks a sampling of student progress across the Foundation.
- The Guiding Statements were reviewed in 2014 after the appointment of the new Principal. All stakeholders were consulted and involved in the review process and believe that the new statements are relevant for the school. Conversations with the Principal, Chairman of the School Council, leadership team, teachers and support staff verified that the new mission is driving school decision-making and practices. The school plans to develop a system for regular data-driven analysis of the school's success in achieving its mission. At present these include the school internal review, ESF internal review, school development plan and statements in the Annual Report.

### SECTION B:

The 2010 CIS Visiting Team made five Recommendations in Section B. Beacon Hill School addressed all of the Recommendations. Three of the Recommendations were found to be completed and two are in progress.

- The Visitors were informed that reducing class sizes is not an ESF priority at this time due to the phasing out of the government subvention of ESF schools, which will result in an increase in tuition fees for students commencing school in 2016/2017. Beacon Hill School enrolment numbers are at capacity. Class sizes are capped at 30 for Year 1-6 mainstream classes in keeping with ESF policy although the Visitors were informed by an ESF representative that schools have the discretion to reduce class numbers. The school has made several staff appointments to help implement the curriculum including a Teacher Librarian, Dance specialist, an Arts Coordinator, an additional part-time Mandarin teacher, ESF Embedded Learning Technology Adviser and three full-time Educational Assistants to support SWEN/SLC provision.
- The school uses a variety of means to integrate the host culture and cultural diversity of the school community. It is embedded in the PYP curriculum and the Chinese language programme. Students and teachers provided the Visitors with a range of examples including Units of Inquiry that incorporate the local culture and the cultural diversity of the school community. Students regularly attend field trips that help them to learn about the local culture and parents are invited to come into classes and share their own cultural backgrounds and experiences with students. The Chinese language programme includes study of Chinese culture and traditions. Whole school events involving students, staff and parents are held regularly to celebrate local and other cultural events. The school recognises integrating the host culture and cultural diversity in the curriculum needs to be an ongoing process and so has rated this Recommendation as In Progress.
- As part of the school's focus on personalised learning, the philosophy of Beacon Hill School is that all teachers are language teachers and therefore have responsibility for supporting EAL students. To support teachers in this role, in 2013/2014 all teachers at the school completed the ESL in the Mainstream Course that provided them with strategies and access to resources to support EAL students. Educational Assistants also received training recently in this area. The SEN Coordinator supports teachers as needed and the school has specific resources focused on developing grammar and punctuation skills. The school is advised to ensure that new teachers to the school also receive professional development regarding meeting the needs of EAL students and that the school continues to provide ongoing professional development in this area for all teachers.

- The school is proactive in keeping parents informed about school programmes and teaching and learning. Workshops on a range of topics including assessment are held regularly for parents and even family helpers which parent representatives confirmed are greatly appreciated. The school uses numerous strategies to inform parents about assessment with information about assessment policies, practices and achievement results included on the school website, in the BHS Family Handbook, letters to parents, year group weekly updates and curriculum information evenings.
- The school recently developed a Gifted and Talented Policy that identifies class teachers as being responsible for supporting and extending gifted and talented students. The policy includes indicators for identifying gifted and talented students and strategies to support them. Nomination forms have been developed including teacher, parent, peer and self-nomination forms. The SEN Coordinator has responsibility for assisting teachers to support gifted and talented students. At the time of the Five-Year Visit the school was in the process of identifying students in the school who may be gifted and talented through analysis of student achievement data. The school has rated this Recommendation as In Progress and the Visitors support this rating.

### **SECTION C:**

The 2010 CIS Visiting Team made five Recommendations in Section C. Beacon Hill School addressed all of the Recommendations. Four of the Recommendations were found to be completed and one was rejected.

- The self-evaluation tool used by the School Council includes reflections on the Council's understanding of the school mission and focuses more on monitoring the school's success in meeting its strategic goals.
- School and ESF policies are now located in one central area on 'the Gateway' and can be easily accessed by staff.
- The School Council and the school endeavour to facilitate open and transparent communication with all stakeholders by publishing Council meeting agendas and minutes on the school website so that they may be easily accessed. The Annual Report is shared with the community and a cross section of stakeholders were invited to take part in the selection of the new Principal and Vice Principal.
- The Chairman of the School Council confirmed that new Council members undertake an induction programme with ESF as well as with the school. He found the induction process to be very thorough when he joined the school in 2014.
- The Visiting Team was advised that the school cannot inform parents of fee increases until both ESF and the government have approved the fees. This may take until May or June, hence the late advice to parents. For this reason, the school rejected this Recommendation. The Visitors support this decision.

### **SECTION D:**

The 2010 CIS Visiting Team made two Recommendations in Section D. Beacon Hill School addressed all of the Recommendations. Two of the Recommendations were found to be completed.

- ESF has not reviewed or changed its class size policy. However, the school has endeavoured to address the matter of congested classrooms by creatively using other available spaces for group work with Educational Assistants and parent volunteers in the area in front of some classes called 'Crush'. Nevertheless, the small classrooms and number of students pose significant challenges in relation to the delivery of the curriculum and the use of contemporary teaching methodologies.
- A review of SEN support in the school has resulted in the addition of another staff member to provide support for students and to reduce the workload of the SEN staff that has improved the effectiveness of the SEN programme.

## **SECTION E:**

The 2010 CIS Visiting Team made five Recommendations in Section E. Beacon Hill School addressed all of the Recommendations. Four of the Recommendations were found to be completed and one is in progress.

- The school has a strong focus on inclusion and has provided human, financial and physical resources to support its policy of inclusion. In addition to working with identified children with special needs, the SEN department supports students in the mainstream using a “*push in/push out*” strategy involving in-class support and withdrawal sessions. The SEN department also assists EAL students with vocabulary related to Units of Inquiry. Teachers regularly consult with the SEN Coordinator about concerns about students in their classes. The employment of additional EAs recently has enabled the SEN department to provide greater support for LoA 1 and 2 students.
- The school has developed a Gifted and Talented Policy that currently is being introduced and so this Recommendation has been rated as In Progress with which the Visitors concur. (Refer to Section B)
- Differentiation has been the focus of recent professional development activities at school level including a workshop for teachers about supporting gifted and talented students. The ESF also has provided workshops to develop teachers’ knowledge and expertise in this area. Differentiated activities are included in the teacher planning process so it is embedded within the curriculum and teaching and learning activities.
- Since the Team Visit, improvements have been made to access of medical information by the school Nurse that now can be quickly and easily retrieved and updated as needed. The Nurse’s room is well organised. Medical supplies are stored in a locked cupboard and there is a bed for use by sick children. However, the Visitors noted that there is no toilet provision in the Nurse’s room. The nearest toilet facilities are girls’ and boys’ toilets several metres from the Nurse’s room, and which are for the general use of students. The school is encouraged to consider providing toilet facilities within the shower alcove located in the Nurse’s room in the interest of privacy and ease of accessibility by sick children.
- A first aid kit is available on Levels 1 and 7 of the school building as well as in the Nurse’s room. First aid kits are provided for field trips and camps. The school is encouraged to locate a first aid kit on each level of the school building to facilitate a prompt response in case of injury or other medical condition.

## **SECTION F:**

The 2010 CIS Visiting Team made four Recommendations in Section F. Beacon Hill School addressed all of the Recommendations. All four of the Recommendations were found to be completed.

- The Visitors confirmed that the school follows ESF guidelines and has policies and procedures in place for school evacuations and lockdowns. These are practised regularly.
- The school has liaised with the bus companies it uses to ensure the safety of students while travelling on buses. The school confirmed that all buses now that transport students to and from school each day and on field trips are fitted with seat belts. The requirement to wear seat belts on school buses is contained in the school Behaviour Management Policy and the BHS Bus Escort and Operator Policy. A Bus Essential Agreement has been developed that outlines expected student behaviour on buses including the need to be seated while travelling on the bus although the requirement to wear seat belts is not included. The school is advised to review the Bus Essential Agreement and include a statement about the necessity to wear seat belts while travelling on school buses.
- Teachers across the school generally provide stimulating learning environments with displays of student work as well as information about Units of Inquiry. They also strive to set up classrooms in ways that will optimise the available space. There are areas adjacent to some classrooms that are used for group work which helps to reduce the student numbers in the classrooms to some degree. While the Learning Centre, school Hall and ICT room have undergone recent redevelopments that have supported the school programme, given the class sizes, the classrooms continue to be limited in space. (Refer Section B and D)

- The school has one outdoor section that includes one court, an undercover open area with some seating, a space with climbing apparatus and a small butterfly garden with greenery and seating. Outdoor play areas have been improved with resurfacing and additional playground equipment. Before school the outside area is designated as a “*Walk and Talk*” area and no running or ball games are permitted. Recess and lunch times are staggered for Year 1-3 and Year 4-6 classes to limit the number of children on the playground. To further reduce the number of students in this area at lunch times, a government owned basketball court adjacent to the school is used for play on some days, lunch time activities are held in the school hall and the Learning Centre is open for student use. Despite these measures, the court remains congested during playtimes. To reduce the number of students at these times, the school is encouraged to consider opening the additional basketball court for student use on a daily basis.

#### **SECTION G:**

The 2010 CIS Visiting Team made four Recommendations in Section G. Beacon Hill School addressed all of the Recommendations. All four of the Recommendations were found to be completed.

- Conversations with parents and students confirmed that they are very much involved in school decision-making. Recent examples include involvement in the recruitment of the new Principal and Vice Principal and the review of the school vision and mission. The Student Council is very active and students reported that their views are valued. Parents are represented on the School Council and on ESF committees.
- One of the Vice Principals has oversight of the co-curricular programme and conducts regular checks on the supervision and instruction in the externally run activities as well as the teacher-led activities.
- The Vice Principal constantly seeks ways to broaden the co-curricular programme. Staff, parents and students commented positively on the range of field trips, camps, community service opportunities, school celebrations, assemblies, festivals and other activities that support the school programme and vision.
- The school has sought ways to promote, support and facilitate mother tongue language learning by introducing after school language clubs offering Japanese, French and Spanish mother tongue classes. Links are made with mother tongue languages through Units of Inquiry and the PYP Exhibition with students being able to present their research findings in their mother tongue language. At the start of the year parents are surveyed about languages spoken at home and parents are encouraged to support reading and reading comprehension at home using mother tongue languages. The school has presented parent workshops about the importance of mother tongue language development.

## SECTION 2b – ACCOMPLISHMENTS & CHALLENGES

- Reflect upon and describe significant accomplishments and/or challenges that have occurred since the First Report on Progress & Planning and comment on their current and likely future impact on the school as a whole.
- The sections reflect the 8<sup>th</sup> Edition Standards headings.

### SCHOOL COMMENTS

#### School Guiding Statements (A):

At the time of first report on progress and planning, a three year review process was drafted with feedback from various stakeholders. The appointment of a new Principal has meant that we have started back at the beginning in creating a new statement.

#### 2014-15 - Review of school Vision and Mission statements.

The school's current mission statement was rewritten in August 2014 led by the new Principal. This involved the whole school community contributing the characteristics they would like to see from a BHS learner. This was done through collaboration at staff meetings, school council meetings, parent meetings and with the students in assembly. Student version compiled by student council and shared with remainder of the classes for further input. The feedback was collated and key words collated to form the new Vision and Mission Statement:

'To be a happy, diverse and inclusive community where everyone has the confidence to aspire to be the best they can be now and in the future.'

Beacon Hill School's Mission and Vision Statements define our school beliefs and encompass the attributes to which we would like our students to aspire. The curriculum encourages academic, social, personal, emotional, physical and cultural growth. Passionate teachers deliver a creative and challenging student-centred curriculum.

The updated Vision and Mission statement was then widely presented and appears on all important school documents for example policies, newsletters and the school website. Promotional documents to parents are developed and published by the wider English School's Foundation and provide a picture of the goals common to all schools within as well as requirements for entry.

Every year, before the Year 1 process begins, prospective parents are invited to find out more about our school. The school's vision is shared and gives parents a clear picture of 'who we are'. Parent Tours are conducted by our Year 6 students who are able to demonstrate what it means to be a BHS student.

Beacon Hill School's Mission and Vision Statements are translated into practice through strategic planning and regular collaborative planning. Actions translate the Development Plan,

### VISITORS' COMMENTS

Discussions with the Principal, staff, parents and students verified that all constituent groups were involved in a very thorough review of the school Guiding Statements. The Principal noted that it was timely to review the statements in 2014 as he had recently taken office and the vision and mission had been written ten years earlier.

The school is commended for developing a '*child-friendly*' version of the vision and mission written by students that goes the extra step in ensuring that all members of the school community understand and work positively and collaboratively to realise the vision and mission.

School documents sighted draw attention to the new vision and mission, which are also a cornerstone of the BHS Annual Development Plan. The vision and mission were seen on display around the school, in the hall and in the corridors and classrooms with focus on the student attributes. The Visiting Team is of the opinion that the school is living its mission as exemplified by the actions of the current staff, students and parents.

The Principal and Chairman of the School Council shared aspects of the Strategic Plan and School Development Plan that were available for the Visiting Team to review. The Visiting Team noted that each of the Action Plans was stated as being in place.

The Principal and Chairman of the School Council advised that the school regularly monitors its progress in implementing the strategic and development plans and associated targets.

The school noted that it is yet to develop a formal process and defined indicators to assess the school's success in achieving its aims as laid out in the vision and

which is based on the International Baccalaureate (IB) Standards and Practices. Action plans which lead to the achievement of the Mission and Vision statements include:

- School development plans, curriculum planning and teacher's weekly and medium term plans.
- Implementation of the Primary Years Programme (PYP) philosophy, through the Units of Inquiry, as attributes of the Learner Profile is included in each inquiry.
- Class Essential Agreements where the Learner Profile attributes are highlighted.
- Personal Social Health Education (PSHE) action: weekly Golden Book Assemblies that celebrate students who have shown learner profile attributes throughout the week; nurture groups, such as the Year 6 Conflict Management group; the Robert Lyden Citizenship Award where six students from Year 6 are awarded for reflecting school values; Mother/Daughter and Father/Son evenings.
- The Special Educational Needs (SEN) Department has developed a Social Skills Scope and Sequence document.
- Extracurricular activities include: the Green Team, Fitness Club, Cricket Club, Make a Difference (MAD) charity Club, and Tournament of the Minds, Art Club and Battle of the Books club.
- Valuing the contribution of all stakeholders, i.e. Student Council, parent helpers in the classroom, and utilisation of parent and community expertise via the units of inquiry.
- Open sharing of information between all stakeholders include: newsletters; weekly year group updates; the Beacon; parent workshops e.g. Reading, Mathematics, Assessment; many avenues available to parents who wish to contact teachers, including email and home school diaries; Student-Led Conferences; Learning Journeys and class assemblies; as well as celebratory assemblies during China Week, Book Week, Christmas and Diwali.

In order to monitor the school's effectiveness in putting the Mission and Vision Statements into practice, the School Council regularly reviews progress on school development plan targets.

A review schedule is set out in the School Council Handbook. The School Council reviews qualitative and quantitative school and year level data that the school has collected throughout the year in the areas of: student's performance and attendance, student and staff well being and partnerships with parents. It also reviews SEN work, developments in assessment, recording and reporting.

We also use the ESF bi-annual survey results to collect data on how well our Vision and Mission is understood by all stakeholders.

At BHS, we are committed to internationalism and interculturalism and we believe this permeates through all aspects of the school in the inclusive nature of our school, written, taught and assessed curriculum. In Section 2c, we further explore what this means to our students.

mission. However, the Visiting Team observed that the ESF surveys provide feedback on the effectiveness of the vision and mission and the Principal provides regular updates on the achievements of the annual development plan. Additionally, the school publishes an Annual Report each year that provides data on the school's effectiveness in meeting its annual goals.

The school does not have a statement about international mindedness and has identified the need to develop its own contextual statement. However, the commitment to internationalism and interculturalism was evident to the Visiting Team. All stakeholders commented that areas of strength at BHS include the inclusive philosophy and practices, respect for all cultures and celebrations of the festivals of major nationalities represented at the school.

The school has embedded the concepts of internationalism and interculturalism through the IB curriculum and the IB Learner Profile. The curriculum strongly supports these concepts by engaging students in learning about different cultures and local and global issues. A strong focus on Chinese language learning with additional staff and daily lessons at all year levels is helping children to develop proficiency in the language of the host culture. Cultural celebrations and inclusive policies and practices help to ensure that the concepts of internationalism and interculturalism are embedded in the curriculum and the life of the school.

Admissions staff confirmed the admissions process described in the school's reflections.

<p><b>Admissions</b></p> <p>As part of the admission process the school: gathers relevant reports provided by parents at admission, assesses children's language ability through the use of the ESF admissions process, as well as gaining an insight into the general abilities socially and academically of individual children.</p> <p>If teachers believe they may require more extensive assessment from specialist staff they may refer students to the SEN team, an educational psychologist who works with ESF or outside agencies that the parents are willing to fund.</p> <p>Parents who may have a child with individual needs or who may be having therapy are advised to submit a mainstream application and an expression of interest for an SEN placement. The BHS admissions team would interview the student as part of the mainstream admissions interview and then the ESF's Admissions Review Panel, of which our Head of SEN is also involved.</p> <p><b>Challenges</b></p> <p>With the introduction of the new Vision and Mission statement, we now need to revisit our systems and processes to evaluate our work in line with these goals.</p> <p>As an IB school, international mindedness and developing Global Citizens who take responsibility and action to make a difference remains high on our agenda and is an ongoing focus.</p>	
<p><b>Teaching &amp; Learning (B):</b></p> <p><b>New PYP Coordinator</b></p> <p>Since the FRPP we have a new Vice Principal/PYP Coordinator. This is an ESF internal candidate and so there was a smooth transition to how the curriculum is developed and organised at BHS.</p> <p>In the first year of her appointment the school was evaluated by the IBO. BHS received many commendations and an exceptional final report</p> <p><b>Programme of Inquiry</b></p> <p>Reviews of the Programme of Inquiry occurs regularly involving relevant staff members. In 2014, the ESF Teaching and Learning Advisor worked alongside our PYP coordinator to act as a critical friend to review our Central Ideas, Lines of Inquiry and Key concepts.</p> <p>In 2014-15 the POI was reviewed by all staff. Units of inquiry were changed or amended to ensure vertical and horizontal alignment to standards and practices set out by the IB. Learning Technology has been mapped and included on Uol planners.</p> <p>A teaching and learning policy and collaborative planning policy were developed to embed our practice.</p> <p>Dedicated time has been scheduled to allow for Collaborative</p>	<p>The school has undergone a number of reviews since the Team Visit in 2010 including an IB review and ESF reviews with a focus on teaching and learning. The school was commended on the high quality programmes offered for both mainstream and special needs students.</p> <p>During the Visit, members of the Visiting Team observed a number of classes including specialist lessons. They also met with teaching staff, the Senior Leadership Team, specialist teachers and with each of the Vice Principals.</p> <p>Following discussions and a review of curriculum documentation, it was clear to the Visitors that the school follows the ESF Scope and Sequence documents and has a well-documented PYP Programme of Inquiry (POI) that is conceptually balanced. Planning formats are appropriate and are used effectively by staff. Parent representatives commented favourably on the quality of information that they receive regarding the written curriculum.</p> <p>Reviews of the curriculum are conducted by the PYP Coordinator on an "as needs basis", and every two years all teachers</p>

planning in Year Teams. We have had focused discussions in collaborative planning about the development of visible thinking skills supporting ESF-wide CPD based on the work of John Hattie.

Focused discussions have started to take place about teaching for understanding (e.g 6 facets of understanding) as well as providing opportunities for students to take ownership of their own learning.

We have worked on embedding PSE concepts into units of inquiry through specific reference to the IB PSE scope and sequence and MindUp curriculum. We were a pilot school in ESF to introduce a well-being curriculum and all teachers in 2012-13 were trained to deliver the MindUp curriculum. Two of our teachers were also trained as trainers. We have since reviewed our use of MindUp and have moved away from it being taught as a stand-alone and is now incorporated into units of inquiry as teachers have developed more confidence.

We have started to map IB Approaches to Learning across the school. We have begun to vertically and horizontally map thinking skills across the school.

### **ESF Scope and Sequences**

ESF Scope and Sequence documents have been developed for all subject areas (Language/English, Chinese, Mathematics, Learning Technology, Science) and integrated into Units of Inquiry and stand alone units. Integration of scope and sequence documents will continue in 2015-16 academic year to include a Social Studies scope and sequence. This scope and sequence is being developed at a foundation level. In the meantime, BHS maps outcomes to the Australian National Curriculum. The PSE curriculum was enhanced by the use of the Hawn Foundation MindUP curriculum to incorporate elements of resilience and mindfulness. Several BHS teachers have been active participants on ESF teams during the development of these scope and sequence documents.

We continue to match outcomes from the Scope and Sequence documents to units of inquiry. An area for further development is mapping coverage and tracking outcomes.

### **Planning**

Collaborative planning including single subject teachers occurs prior to the start of each unit of inquiry. Specifically identified, collaborative English, Maths and UoI planning occur weekly.

### **Staffing**

A Teacher Librarian has been employed to implement Information Literacy Scope and Sequence and to lead development of this area within Units of Inquiry across the school.

A Dance specialist has been employed to support sharing through the arts via one unit of inquiry in each year group. This ensures the profile of the arts continues to be a focus and

are involved in a review of the POI to ensure horizontal and vertical articulation. The school is encouraged to formalise this process as part of its Teaching and Learning Policy. Differentiation and personalised learning have been identified by the school as areas for future development with which the Visitors concur.

The school faculty has moved forward in its understanding of transdisciplinary learning. However, this is an area which it was felt deeper understanding can still be achieved.

The school maintains a strong emphasis on collaboration and has developed a Collaborative Planning Policy. Teacher representatives confirmed that the school schedules ample time for teachers to work together to plan, develop and review units. The PYP Coordinator provides leadership and monitors the programme attending weekly planning sessions with all year levels.

Class sizes remain challenging, although differentiation is a regular part of the planning process. The school continues to provide professional development in relation to differentiation with recent sessions about Bloom's taxonomy and the school's recently developed Gifted and Talented policy.

The new staff Professional Reflection and Development programme is helping to provide links with the school professional development programme. Staff have welcomed the introduction of teacher directed observations.

The POI involves the study of different cultural traditions and celebrations that includes "*spontaneous sharing*" of cultures and cultural norms and practices by both students and staff. Parent also are encouraged to come into classes and share their personal experiences. Students are engaged in service learning through the action component of the PYP.

The Chinese language programme is highly valued by parents. The Chinese language teachers work to build links with Units of Inquiry. However, Chinese lessons tend to be more structured. While recognising the unique features of the Chinese language, the school is

strength of BHS.

The teaching of visual arts is now supported by the Arts Coordinator who has been released to teach targeted arts skills to both students and staff for short blocks of time.

A part-time teacher of Mandarin has been appointed to provide increased Mandarin to Years 1 and 2 and to enable more provision for extension and support programs in other year groups.

Learning Technology is taught by the ESF Embedded Learning Technology Advisor, working with all BHS students each week. His role as advisor is to support and develop the teaching of Learning Technology across the Foundation's Kindergartens and Primary Schools. His expertise ensures that Learning Technology at BHS is at the forefront of best practice.

The school has budgeted to provide 3 full time EAs funding to support SEN/LSC provision. The school has made provision for an EA to support the use of media within units of inquiry across all year groups.

#### **CPD**

In addition to our allocated 5 CPD days, there are various opportunities for additional CPD offered through ESF, IB or other external bodies. After the PRD meeting in October, the main themes for targets are analysed and mapped. When CPD opportunities arise, information is shared with all staff and allocated based on PRD targets, link to their roles and responsibilities, PLC or interest areas. Further details can be found in the Professional Development Policy.

The EAL in the Mainstream Course was completed by all teaching staff in 2013-14, which we had built into our Staff meetings over 10 weeks. As the majority of our students have English as an additional language, this continues to be a focus in order to better understand our students needs and develop a profile of their language needs. In 2015-16, we took this further, by providing a full day training in EAL for all of our Educational Assistants.

Visual Arts specialist provided CPD for class teachers and Educational Assistants to help improve quality of teaching of fine art skills to children. Focus has been placed on use of various media in Art.

We have introduced Teacher Directed Observation as a part of a drive to improve student outcomes and greater personalised professional development with teachers taking more ownership of the process. As part of their Professional Review and Development (PRD) discussions, teachers identify a focus area in which they would like more data or observations. A focus question is identified and two observer colleagues are nominated to gather data. The focus of these TDOs is to move focus of observations back to student learning.

encouraged to promote a more consistent pedagogical approach across the school with a greater focus on an inquiry approach in Chinese language classes.

The school has a rigorous assessment schedule and reports formally to parents in line with the ESF's Assessment Essential Agreement. The annual assessment timeline is a useful tool to help staff to keep track of expectations.

The school has formal processes in place to gather and analyse data. Assessment is an integral part of the planning process with a strong focus on pre-assessment and "*backward by design*" planning. The results of standardised testing are considered carefully to inform teaching and planning. The school has identified the need to focus on moderation of student work to ensure consistency across the school and monitor student progress. One of the school's Vice Principals is working with ESF on developing a platform to track individual students.

The school has employed a number of specialist staff to support teaching and learning and the education of the whole child. The teacher librarian promotes information literacy and supports all classes across the school. The PYP Coordinator and teacher librarian work together to identify and purchase resources to support the programme. The teacher librarian works collaboratively with year groups which involves attending planning sessions to develop Units of Inquiry and scheduled class sessions per unit.

The Visitors were informed that the library receives adequate funding and is well resourced with print and online resources although the Visitors encourage the school to increase its mother tongue language resources.

Beacon Hill School is an inclusive school and one of the largest providers of SEN among ESF schools in Hong Kong. The school has a well-developed programme that is well resourced in terms of budget, staffing, physical resources and specialist support.

The school was involved in a Learning Support Class review in March 2015 that

All teachers have recently undertaken CPD in Performance Coaching. Our aim is for the knowledge and skills learnt to be applied in professional conversations. We believe that much can be achieved through professional dialogue and we want to provide teachers with a structure for guided conversations and we will explore how these skills may be transferable to meetings with parents.

Last year all teachers attended the Google Summit training. We have three qualified Google trainers. This was to support the development and increased use of Google Educational apps for students and for administrative purposes (e.g. collaborative planning)

In order to make the best use of CPD days for all staff, all single subject teachers were given the opportunity to shadow their counterparts in other schools to enhance and share their expertise and collaboration.

PLF and CPD sessions have focused on improving teaching and learning in Mathematics through rich tasks and through conceptually-based teaching. The ESF Primary Learning and Teaching Advisor has also been actively involved in working with our staff..

### **Building Developments**

The redevelopment of the Learning Centre took place in 2014 to create an environment to better support the teaching of Information Literacy, Units of Inquiry and to foster a love of reading. The Learning Centre stock has been culled and the collection improved to support Units of Inquiry and the development of International Mindedness.

The outdoor play areas have been improved with resurfacing, playground equipment (e.g. climbing frame and slides), climbing wall, bicycles and tricycles and equipment to support playground games.

The hall was redeveloped in the Summer of 2012. This was a major project with the air-conditioning system being replaced, the hall being resurfaced and the stage being redesigned. An AV room was built at the back of the hall and the sound and lighting system were completely replaced. This was important as we provide many opportunities for children to perform to an audience for example class assemblies, year group sharing units, performances and concerts.

In the summer of 2015 the ICT Room was redeveloped into The Cloud. This was to enable the space to become a more collaborative and flexible learning environment catering for a variety of learning styles, dependent on need.

### **Resourcing**

Although we have not been able to physically reduce class sizes, we have explored opportunities for smaller group work by utilising human resources and use of space.

Increased provision of ICT including 1:1 provision from Years 4

resulted in several commendations that recognised the school's excellent efforts to address the needs of all students. The school has a well-developed Special Needs department that is well staffed with qualified and suitably experienced staff.

Students are carefully screened following ESF guidelines to determine if they qualify for SEN support. Currently there are 21 students in the SEN programme at the school. Many students are integrated into classrooms in a "co-teaching framework". Assessment and tracking of students drives all programmes and decisions.

The Visitors heard of the positive effects of integration on mainstream students who show greater understanding and acceptance of diversity as a result of the programme. The SEN department also supports teachers with concerns about other students and the SEN Coordinator provides professional development for all staff related to special needs. The school has implemented a range of social emotional programmes to support student well-being.

EAL students are supported in mainstream classes by teachers who have completed the *ESL in the Mainstream* course. The school will need to ensure all new teachers are trained in this area to ensure all teachers have the necessary knowledge and skills to address the needs of EAL students so they can access the curriculum fully.

The school has developed a clearly articulated policy related to gifted and talented students and is encouraged to continue to identify students in this category so they can be supported and extended. The school is advised to continue to provide staff with support and professional development in this area.

The school is commended for the extensive provision of ICT equipment and software to promote the integration of technology into teaching and learning. Students were observed using technology in the classroom individually and collaboratively to reinforce concepts and conduct research and present research findings. An analysis of tracking data shows that two thirds of the student population access Google apps every day.

to 6 and greater access to mobile technology in classes and the Learning Centre and the creation of a Media and Communications EA has meant a greater support in this area.

**Gifted & Talented**

The VP with coordination responsibility for G & T has completed the Foundation Course in Gifted Education, certified by the Hong Kong Academy for Gifted Education and the Mini Certificate of Gifted Education from the University of New South Wales. This was important to develop a strong understanding in order to lead this area across the school. The Vice Principal in charge of coordinating and leading Gifted and Talented attends the ESF G&T Group.

In 2014-15, much work was done to develop a BHS Gifted and Talented policy which reflects our understanding of it as a school. All teachers had an opportunity to discuss and create our definition of Gifted and talented and the challenges involved in meeting their individual needs.

The Gifted and Talented policy was made accessible to parents and parents were invited to offer feedback or ask questions.

An identification process for G&T was tabled and feedback given by all teachers. The various identification and nomination tools were updated and made available to teachers and the process for identification explained.

**Reporting**

“The Cloud” room offers a bright, attractive and flexible ICT learning environment that students enjoy. Students develop their skills with the support of the ESF Embedded Learning Technology Advisor who has developed a comprehensive Technology Scope and Sequence document including topics such as coding and robotics. There is an emphasis on developing high level ICT skills following the “RAT” model of Replacement, Amplification and Transformation. The school is encouraged to provide professional development for teachers regarding this model to ensure ICT is used at the higher level to enhance student outcomes.

Reporting Process	What?	
Weekly Updates on the website	What has been / will be taught in UOI, Maths, English, Specialist lessons. Year group reminders Upcoming events e.g. assembly dates etc. Homework activities	
October Consultations Years 1-3 Parent-Teacher	Social Development – Learner Profiles/attitudes Academic development – Reading, Writing, Maths etc. Skills – Research, Thinking etc.	
November Consultations Year 4-6 Three Way	Social Development – Learner Profiles/attitudes Academic development – Reading, Writing, Maths etc. Skills – Research, Thinking etc.	
	Reflections of themselves as a learner and personal targets for development	
Mandarin Parents	Development in Mandarin	

Consultations	Skills and Attitudes Areas for development	
March Years 1-6 Student-led Conference	Social Development – Learner Profiles/attitudes Academic development – Reading, Writing, Maths etc. Skills – Research, Thinking etc.	
	Reflections of themselves as a learner and personal targets for development Portfolios which: Demonstrates success Demonstrates growth Demonstrates higher-order thinking Demonstrates creativity Assessment Strategies Shows reflection (self, peer, teacher, parent) Shows individual progress: <ul style="list-style-type: none"> <li>o Development of knowledge</li> <li>o Development of conceptual understanding</li> <li>o Development of transdisciplinary skills</li> <li>o Development of attitudes</li> <li>o Development of attributes of the learner profile</li> </ul> Shows progress as a group learner Shows evidence of Action	
End of Year Report	Social Development UOI English, Maths, PE, Music, Mandarin, Learning Centre, Any extra support received	
	Reflections of themselves as a learner and personal targets for development	
InCAS for Years 3 & 6	InCAS results – how many months/years above or below chronological age accessible on the Gateway within 2 weeks and discussed at parent teacher consultations.	
Class Assemblies	Learning that has taken place during a particular UOI unit or ongoing e.g. learner profiles. This can involve the children performing, speaking, singing, dancing, acting, modelling, displaying work etc.	

Expressive Arts Unit (Sharing with Parents)	Learning that has taken place during a particular UOI. This can involve the children performing, speaking, singing, dancing, acting, modelling, displaying work, teaching their parents a new skill etc.	
IEP Meetings	Commenting on progress to date Reviewing targets on the individual education plan and setting new targets.	
Assessment Workshop for Parents (1 morning, 1 evening)	How we pre-assess What is formative assessment What is summative assessment What is the teacher's role in assessing children What is children's role in assessing themselves and their peers What are rubrics Different forms of feedback	
<p>Learning Technology statements are now included in UoI comments where relevant. English and Maths outcomes are reported within Unit of Inquiry comments where relevant.</p> <p><b>Communications</b> All year groups publish weekly updates for parents outlining the achievements of the past week and plans for the following week. Single-subject teachers produce monthly updates for parents.</p> <p><b>Assessments</b> A range of formative and summative tools and strategies are used. During UOI planning sessions, the teachers start by discussing what they want the students to be able to do, be and understand at the end of the unit. They plan the summative task and this is recorded on the planner. Teachers then consider the pre-assessment tasks and review the learning experiences based on students prior knowledge. Our children also undertake Standardised assessments at each year level. Year 1 - On entry baseline PIPS Year 2 - End Assessments PIPS Year 3 - InCAS Year 4 - ISA Year 5 - ISA Year 6 - ISA and InCAS</p> <p>The data is analysed by teachers and conclusions drawn from them to inform teaching and learning. However, the challenge for us lies with the tracking of students' progress as there is no tracking tool between the different platforms to evaluate the value-added. We have implemented a system using spreadsheets to track Maths assessment data from assessments and use a coding system to track students and use this for grouping and re-</p>		

<p>grouping students.</p> <p>There are many opportunities for dialogue across a year level on student progress and agreements on moderation of student's work. There are timetabled PLFs throughout the year specifically for moderating writing samples.</p> <p>Much work has been done with the Maths Team to match rich work samples to the Scope and Sequence outcomes for ESF. This will enable all teachers across the ESF to have a shared understanding of year level expectations.</p> <p><b>Challenge</b></p> <p>Although we have put in place opportunities for single subject teachers to plan with year levels at the start of the unit and made planning documents accessible to all for ease of collaboration, time for continued dialogue and feedback is always challenging.</p> <p>Another area for development is continuing to develop our transition between Kindergartens and Secondary Schools. We would like to do more work with Kindergartens to establish conceptual understandings in Kindergartens which are built upon in Yr 1 units of inquiry and to ensure that double ups of units of inquiry do not occur. The challenge is protecting time to work with our feeder ESF Kindergartens and the awareness that we are not the only Primary school they would need to work with.</p> <p>As we are moving forward in our curriculum development and mapping, we have not been supported by any ICT platforms that could map coverage. This has been a challenge to map coverage of skills across the school and across units of inquiry. A group of Senior leaders in ESF schools are coming together in 2015-16 to discuss our ARR needs as well as Curriculum planning, mapping and assessing.</p>	
<p><b>Governance &amp; Leadership (C):</b></p> <p><b>Recruitment of new Principal</b></p> <p>In Term 3 of 2014, we undertook a worldwide recruitment for a new Principal. This was an extremely rigorous process which involved widespread participation from all community members. School Council members, Parents, Staff, Students, Principals from main feeder schools and ESF colleagues all had an opportunity to engage with all candidates. One of the Vice-Principals at the time succeeded in gaining this position. Therefore there has been a seamless transition with strong community support.</p> <p><b>New School Council Chair &amp; other new members (6 in total)</b></p> <p>The School Council is made up of:</p> <ul style="list-style-type: none"> <li>School Council Chair</li> <li>2 Community Representatives</li> <li>2 Parent Representatives</li> <li>2 Teacher Representatives</li> <li>1 Support Staff Representative</li> <li>1 ESFC Representative</li> <li>School Principal as ex-officio member.</li> </ul>	<p>Conversations with staff, students and parents verified that there was indeed a very rigorous process to recruit a new Principal in 2014. The appointment of one of the Vice Principals to this position ensured both a smooth transition for all and the opportunity for an existing staff member to quickly commence the journey of leading the school to the next level with a focus on differentiation and personalised teaching and learning.</p> <p>The Chairman of the School Council and Finance Manager commented on the effectiveness of the school budget process, financial management and surplus planning. Both the school and ESF are financially secure. The Council Chairman and Finance Manager confirmed that the Finance Committee meets regularly to discuss the school's financial position and the school budget. Much of the financial reports are managed through ESF systems and central personnel.</p>

2014-15, saw the departure of 6 members of the School Council, including the School Council Chair. A new Chairman and community representative were appointed by ESF, 2 parent representatives were appointed through the PTA, the support staff representative was appointed by colleagues and the new Principal as ex-officio member. An induction training was provided at the first School Council meeting of the year. Further training is provided by ESFC regularly throughout the year and all council members receive an invitation to attend these sessions. All new members also receive a School Council member handbook which clearly outlines their role.

**Establishing a Staffing Committee**

In 2015, it was suggested to form a staffing committee to discuss issues relating to recruitment, and other HR issues. This committee is now formed.

**Finance Committee**

The Finance Committee meets a week before School Council meetings and is made up of the Chairman, PTA Chair, Principal, Teacher Rep and Finance Manager. The committee discuss the budget allocation, spending, capitation and surplus planning. The school has a healthy surplus and reserve fund which is annually reviewed and allocated to big projects such as building developments.

**Council members are informed and invited to major school events**

School events and calendar are shared with Council members and an email invitation is sent for major school community events e.g. Chinese New Year assembly, Christmas Carol Concert, Year 6 Production. These are always well attended.

A summary of School Council Meeting minutes is shared publicly via the school website.

**School Council Evaluation & Action Plan**

The School Council annually complete an evaluation tool and produces an action plan.

**Challenge**

An area for further work is reviewing our system and process to evaluate the effectiveness of the Vision and review its relevance to the student cohort.

The Visitors were advised that the annual evaluation tool was administered by ESF. The School Council also has a self-reflection tool for reviewing the Council's areas of focus and to inform future action planning. The School Council receives very little feedback from the school community and would appreciate more. The School Council is encouraged to include statements on its own effectiveness in the parent and staff surveys.

The School Council Chairman, PTA Chair and teacher representatives confirmed that the process for appointing new School Council members ensured that there was representation from all stakeholders and that the induction provided a good introduction to the role of the Council. Council members agreed that they had every opportunity to be involved in the life of the school and are kept abreast of school developments.

A member of the BHS teaching staff is on the ESF Staff Committee (CommTeach) that meets regularly with the CEO of ESF. BHS also has formed its own Staff Committee to provide feedback to the Principal and the School Council.

The school plans to develop further its system for evaluating the effectiveness of the vision and its relevance to students.

**Faculty & Support Staff (D):**

Whilst we have rated the recommendations as Completed, the school acknowledges that Recommendation D1 and D2 will always be ongoing as we continually develop and modify our curriculum provision based on the needs of the students.

**Recruitment**

The processes used to recruit staff are set out in the ESF Recruitment Policy, dated June 2009.

The process for recruitment of new staff is clearly documented and followed by ESF and the school.

New teachers noted that the recruitment process was seamless and that they were well cared for and supported each step along the way. Buddies and mentors are identified and support new staff prior to and following arrival. Staff verified the effectiveness of the mentoring and

Briefly, this requires the Hiring Manager to:

- Outline the requirements of the job
- Approve the budget for the required role
- Compile an information package relevant to the position and send it to the Human Resource Department Resourcing Team (HRDR)

The main recruitment process for all ESF academic staff takes place in January and February each year – for appointment the following August.

The HRDR Team plans and organises the recruitment initiative using the most relevant media. These include local press (South China Morning Post), UK press (Times Educational Supplement), Australian press (The Australian) and ESF website. All applicants apply through ESF's iRecruitment.

Candidates are short-listed by individual schools, based on applications, curriculum vitae and qualifications and interview lists are drawn up.

Candidates are interviewed by representative panels of ESF Primary Principals in London and Hong Kong. Candidates unable to attend face to face interviews are offered the opportunity of video conference interviews.

All appointments are ratified by School Council. If successful, this culminates with an offer, acceptance, reference checks, clearance checks, issue of contracts and induction.

#### **Recruitment of Senior Leaders**

For more senior leadership roles, the use of a video sonru is used in the initial process. Successful candidates make the long list and attend an interview. Short listed candidates then participate in a 3 day interview process which involves School Council, Staff, Parents and Students serving on an interview panel.

Teaching vacancies which occur mid – year are advertised on the school and ESF websites and in the local press. Interviews are conducted by the school.

#### **Education Assistants**

The role of EAs at BHS continue to grow. They are a valuable asset to BHS and as such we believe in supporting their professional development too. EAs are given 4 CPD days throughout the year in addition to fortnightly meetings during school time to address any development areas raised. Several of our EAs also voluntarily run extra curricular activities.

#### **Mentoring and Induction**

From the English Schools Foundation:

Initial orientation is carried out by staff at ESF Human Resources Department. Employment visas, teacher registration and other similar administrative tasks are carried out at this

induction process for new teachers.

The Visiting Team met with a cross section of community members who shared positive experiences of the consultative process to recruit the new Principal and Vice Principal in 2014.

The Vice Principal for Phase 1 and 2 coordinates the recruitment and oversight of the Education Assistants (EAs). The EAs commented that they are very happy with the professional development programme provided by the school. Some EAs are training to be teachers and receive school sponsorship and support with practicums.

While the change in the Professional Development and Reflection focus is quite new, staff understood the process and noted that it was underway. Teachers agreed and the Visitors observed that the school creatively uses the space available as well as additional staffing to break classes of 30 into smaller groups. To make a real difference, ESF/the school would need to change its policy on class sizes or provide larger classrooms. Several teachers commented that they found it quite difficult to work with the current class sizes.

Teachers confirmed that there is additional staffing in the SEN department to assist with the workload.

Teachers noted that the CPD programme is well provisioned and appropriate for the school. It was felt that a wide range of professional learning opportunities were available due to the offerings of the Foundation as well as the school. Other CPD options are brought to the staff's attention by one of the Vice Principals who is active in this area.

The practice of Teacher Directed Observation (TDO) is new to the school this year. Teachers were identifying their research question and colleague observers at the time of the Five-Year Visit. However, teachers commented that they were looking forward to TDO as they believed it would inform classroom practice. The TDO pilot year is yet to be completed so it is too early to comment on progress.

level.

New teachers are flown to Hong Kong at least two weeks prior to the start of the new school year and are allocated two weeks hotel accommodation. ESF Human Resources staff run induction sessions, providing information on housing, banking and finances.

All new teaching staff receives an information pack which is included in with their contract. This information pack includes a booklet containing an introduction to ESF, brief descriptions of the ESF code and ESF policies and explanations about all of the benefits that teaching staff are eligible for.

Also included in this pack is a booklet with information about each of the ESF schools, a brief description of the curriculum and some information about academic achievement and university destinations of ESF students. Lastly this pack includes a copy of the conditions of service for full time teaching staff, a welcome letter that explains benefits for new staff, a letter explaining career and professional development in ESF and a short booklet with ESF's mission, vision, schools, benefits and contracts information.

#### Beacon Hill School

The rationale behind the Staff Induction Policy at BHS is that guidance and support for new staff is essential for providing quality learning for students. New teachers, supply teachers, student teachers, Educational Assistants, administrative staff and site staff are all included in the definition of staff in the BHS induction policy.

At BHS, the Vice Principals will have responsibility for new staff in their phase levels, with the Principal maintaining overall responsibility, and will ensure that the support is effective and consistent. Each new member of staff is given a link person who will contact them when they have been appointed to a position at BHS. This link person will answer any questions and concerns regarding the school and location. This link person will assume the role of mentor and offer guidance and support as needed.

Purposes of the Staff Induction Policy include

- new staff integrating into the school community and working effectively individually and as part of a team
- new staff gaining an awareness of the school's philosophy, aims and objectives
- new staff developing the skills and knowledge to provide job satisfaction, motivation and quality of learning experience for all students
- for new staff to be informed of school procedures and educational developments
- for new staff to be confident in asking for and receiving help.

Further details about the induction process at BHS can be found in the Staff Induction Policy.

The ComTeach representative commented that the committee acted as an advisory group for the CEO of ESF and it was felt that teacher opinions were heard.

Other Human Resources Policies are accessible to staff via the Gateway.

### **Performance Reflection and Development (PRD)**

Previously known as Performance Management, the Professional Reflection and Development has a stronger focus on development rather than management. The teaching and leadership capability frameworks underwent a review last year and is a useful document to address skills, knowledge and attitudes required. All line managers contribute to a shared document and match staff targets to key headings. This ensures any professional development opportunities are aligned to the PRD.

ESF views PRD as the 'continual process of reflecting, negotiating, developing, reviewing and making decisions about an individuals performance in achieving organisational goals'.

Beacon Hill School follows the 'ESF Guidelines for Professional Reflection and Development for Teachers and Leaders'. This document sets out the PRD process and cycle.

This cycle involves:

TERM 1

Self-reflection.

Meeting with Phase leader

Creating and completing a PRD plan based on the Capability Frameworks set out by the ESF.

TERM 2

On-going support, observation and feedback.

Interim review

Informal Meeting with Principal

TERM 3

Review Meeting with Phase Leader

This cycle also applies to Middle Management and Vice Principals, though the their targets will be drawn from the Leadership Capability Framework.

### **Class Sizes**

Although we can do little to make changes to the ESF policy on class sizes, at a school level, we are constantly exploring different models of working and supporting classes as much as possible.

### **Year 1 and 2**

#### **Year 1 & 2 PMP**

In Year 1 and 2 PMP we continue to have the support from parents which enables an adult to work with smaller groups of about 5-6 students.

#### **Year 1 Centre Rotations**

In Year 1 the teachers and students make use of the Shared Area and Outside Area for Structured Play. These areas are

also supervised by parents.

The Year 1 & 2 VP currently has 12 slots allocated on timetable to support the lower school. This may involve taking small groups of students for related inquiry work or supporting within the classroom.

The use of parent volunteers to support UOI rotations in Year 1 and PMP allows for more focused small group work.

#### **Year 3 and 4**

We have increased the EA provision in Year 4. The Year 3 & 4 VP supports in class each week allowing time for teachers to work with smaller groups.

The Year 4 team are working closely with the Year 5 team to look at better use of space in the Shared Area.

#### **Year 5 and 6**

We have increased the EA provision in Year 5 and 6.

#### **Year 6 Exhibition**

During the Year 6 Exhibition Unit, all members of SMT are available to support groups of students in tracking their progress and moving them forward and teacher mentors meet regularly in their non-contact to support groups of students.

#### **Flexible Maths Groups**

In Years 5 and 6 there is an extra teacher for Mathematics and the children are grouped into 4 smaller classes.

The Year 5 & 6 VP supports in class each week, taking one of the Year 5 flexible number groups. The VP also has space allocated on the timetable to support teachers in class, dependent on the needs of the class teachers.

#### **Sharing Through the Arts**

During the Sharing Unit for all Year groups, a Dance Specialist is timetabled to work with the year group classes and the Music teacher provides each class with an extra 2 Music lessons. This enables teachers to send half classes at a time to work more closely with a smaller group. The Media EA is also timetabled to support smaller groups at this time.

#### **Extra Staffing in Mandarin Department**

From 2014-2016, ESF has funded an extra 0.3 (equivalent to a day and a half) Mandarin Teacher. At BHS, we decided to employ a full time Mandarin Teacher for Term 3 in 2014-15. This has enabled more flexibility, smaller groupings and extra support available for Year 6 Exhibition, Year 1 Benchmarking and Gifted and Talented groups in other year groups. In 2015-16 this teacher will work for 0.4 throughout the school year.

#### **Staffing in SEN Department**

Since the First Report on Progress was written, we have increased our SEN department. In addition to the 3 Learning Support Teachers and 3 Educational Assistants that support within the Learning Support Classes, we have a dedicated SEN EA to support the Mandarin Department, an SEN EA to support Levels 1 and 2 and another who supports SEN and PMP.

We continue to have the support of a Speech and Language therapist and an Occupational Therapist.

We also have 7 members of staff (BM, RD, JF, Jane W, CF, DH, Julie Wu,) trained in an SEN programme, FRIENDS, which deals with socially anxious students.

Currently we provide the following support programmes for students at Level of adjustment 1 and 2:

Year 1: Fun Friends, Literacy/Numeracy support programs, Precision Teaching, Social Thinking

Year 2: Fun Friends, Individual and Small group Literacy support groups, phonic support

Year 3: Friends for Life, Vocabulary Support, Phonics, Social Thinking, PMP, Memory Training

Year 4: Friends for Life, Social Thinking, Reading/Spelling support programs, Reading Comprehension, PMP

Year 5: Friends for Life, Social Thinking, PMP, Grieving

Year 6: Reading Comprehension, Social Thinking, PMP, Friends for Life booster group, Friends for Life

### **Room Bookings**

Other available spaces around the school can be booked via the Room Booking system and this is well used.

### **Teacher Librarian**

In 2015-16 we introduced the teacher librarian role to develop the Information Literacy skills across the school and support within Units of Inquiry. This allows for a team teaching approach with smaller groups.

### **Swimming Lessons**

For Year 4-6, a 4 week swimming programme is introduced with external instructors. There are 4 groups in Year 4 and 3 groups in Year 5 and 6.

### **Continuous Professional Development**

All information pertaining to professional development at Beacon Hill School is clearly laid out in the Professional Development Policy.

This policy contains the following sections; a definition, rationale and beliefs, forms of professional development at BHS, procedures for determining access to professional development, expectations of those attending professional development and expectations of the Continuous Professional Development (CPD) Coordinator.

### **BHS CPD Days**

The BHS calendar includes 5 days for CPD throughout the year. These days can be used by schools to host in-school PYP workshops, organise own CPD workshops etc. One of these is usually allocated as a cross foundation CPD day. The ESF CPD day caters to all Primary school teachers and Educational Assistants.

Not only do the staff have an opportunity to attend workshops but staff are also encouraged to lead workshops.

#### Staff Meetings/Professional Learning Focus (PLF)

Another opportunity for development is through the Monday staff meetings and the Tuesday PLF sessions. These consist of a mix of school administrivia, curriculum moderation and subject coordinators providing inset in their specific areas.

#### **Teacher Directed Observations (TDO)**

Teacher directed observations were introduced this year as a way to develop more self-reflective practice. Teachers are required to select a small focus area and a question they would like answered. Two colleagues are nominated to act as observers to aid the teacher in data gathering.

#### **Professional Learning Communities (PLC)**

As a result of a challenge mapping exercise in the last academic year, six focus areas which were voted by staff to be the main priority areas, form the basis of the PLCs. Staff members are then asked to sign up to one of these groups and carry out some research into these areas. Allocated budget is reserved for staff members to visit other schools, buy professional reading books etc with a view to proposing some recommendations at the end of the academic year which will inform planning for future school development.

#### **Performance Coaching**

This year, all teachers received professional development in Performance Coaching. We will continue to develop this as an area to focus when meeting with parents or setting goals with students.

#### **Committee of Teachers**

The ComTeach represent staff voice at meetings with the Chief Executive Officer and the Board. Last year discussions focused on the Hopes, Concerns and Future for ESF as an organisation.

#### **Challenge**

After our pilot year of Teacher Directed Observations and Professional Learning Communities, it will be important to take time to evaluate the process and allow time for any follow up and recommendations which arise from these experiences.

## Access to Teaching & Learning (E):

### Admissions

As part of the admission process the school: gathers relevant reports provided by parents at admission, assesses children's language ability through the use of the ESF admissions process, as well as gaining an insight into the general abilities socially and academically of individual children.

If teachers believe they may require more extensive assessment from specialist staff they may refer students to the SEN team, an educational psychologist who works with ESF or outside agencies that the parents are willing to fund.

### SEN Provision

Provision for our students with Special Educational Needs is well resourced and supported through the school's inclusive mission and vision. Strategic management and monitoring of the School's capacity to successfully meet the needs of the students will be on-going. The development of the Social Curriculum for students with Social Communicating difficulties has been a growth area across the school. All students are assessed and provided with intervention plans designed to suit their needs. All staff in the SEN department have either attended external PD or received in house CPD on Social Thinking, Positive Handling and Team Teach Training. Parent workshops have also been offered. Staff training remains on-going. Social Thinking curriculum has been aligned with IBO scope and sequence - PSHE identity and interactions.

We continue to have the support of a Speech and Language therapist and an Occupational Therapist.

We also have 7 members of staff (BM, RD, JF, Jane W, CF, DH, Julie Wu,) trained in an SEN programme, FRIENDS, which deals with socially anxious students.

Currently we provide the following support programmes for students at Level of adjustment 1 and 2:

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Year 4: Friends for Life, Social Thinking, Reading/Spelling support programs, Reading Comprehension, PMP

Year 5: Friends for Life, Social Thinking, PMP, Grieving

Year 6: Reading Comprehension, Social Thinking, PMP, Friends for Life booster group, Friends for Life

### Integration Opportunities

Although there is an Admissions Review Panel (ARP) which manages the admissions of students with Special Educational Needs, at BHS we recognise that sometimes our students may require more specific intervention which may be catered for at the Special school, Jockey Club Sarah Roe School. We have a

ESF admissions criteria support the school in ensuring that students enrolled at the school have a level of English which will allow them to access the curriculum. The admissions process also helps to identify students with LOA and allows the school to ensure adequate provision is available to support their needs.

The school's SEN programme is exemplary with a strong focus on inclusivity aligned with the school's Guiding Statements and school vision. Students from diverse backgrounds and students with diverse learning needs are welcomed and included in classes and activities. The SEN staff strive to provide a flexible and individualised programme that meets the learning needs of students. The school is encouraged to maintain its focus on differentiation.

The Visitors were very impressed with the deep and genuine level of care, concern and support given by staff to all students and the respect, acceptance and support shown by other students to those with special needs. The school is commended on its focus on developing students' social emotional skills as well as academic progress.

Mother tongue development is promoted by the school and the Visitors were informed that there has been a "*change of culture*" within the school in recent years that has resulted in a greater awareness of the importance of and support for the development of mother tongue languages. The school is commended for providing training for all teachers in *ESL in the Mainstream* to support the needs of EAL students.

The school places great emphasis on healthy life style choices through the curriculum and a range of well-being programmes related to nutrition such as Fruity Fridays, sports and clubs that promote fitness and the Green Team that supports a sustainable and healthy environment. The school offers a wide variety of co-curricular activities that are led by staff and external providers although the Visitors noted that there is scope to increase the offerings for younger students. There are numerous leadership opportunities for older students. The school also is encouraged to review and

close relationship and there are integration opportunities for students. We currently have a student that attends JCSRS 3 days a week so that he may access their more specialised therapy sessions and 2 days at BHS where he can be involved in more social integration with peers.

### **Staffing**

At Beacon Hill we have a well developed special needs department consisting of 3 Learning Support Classes (LSC) and mainstream support. The LSC provision is funded through a subvention from the Hong Kong Education Bureau, on the agreed formula of 1:7 teacher to student ratio and a 1:7 Educational Assistant to student ratio. We are very proud of the inclusive school culture we have and this is demonstrated through additional funding allocated to increase the personnel in the SEN department.

#### **Personnel for SEN:**

- 3 full time LSC teachers (each of whom are allocated 2 mainstream target classes)
- 3 full time LSC EA (each allocated to a specified LSC teacher)
- We have a Head of Special Educational Needs who has a teaching role to assist in meeting the needs of all mainstream SEN children and administrative role
- 1 full time EA who works within various classrooms and to help organise resources in the SEN department.
- 1 full time EA to support the Mandarin department.
- 1 full time EA to support PMP and Mainstream SEN

Our SEN teachers and assistants have been employed due to one or more of the following: their experience in their undergraduate study, because they have worked closely with SEN students during their career or are currently undertaking personal research within the area of SEN. Our educational assistants have also either had access to training courses provided by The Hong Kong Institute of Languages and/or the training offered within our school on a regular basis. Teachers working with the SEN educational assistants also offer professional development regularly within the day to day work environment.

In March 2015, colleagues from ESF carried out a LSC review which highlighted many world-leading practices - see report

### **EAL & Mother Tongue**

In 2013-2014 all teaching staff completed training in ESL in the mainstream delivered by trained staff within the School. Educational Assistants will receive PD on EAL in Sept 2015

An on-going commitment to provide professional development opportunities occurs through a variety of agencies which includes IBO, within ESF and in-house through scheduled staff meetings and PLF (professional learning focus) sessions. Teaching staff attend annual ESF wide CPD days and other ESF PD offered throughout the school year. CPD coordinator manages the CPD opportunities for all staff. A register of staff training is available.

expand such opportunities for younger students.

The school offers an immunisation programme that is highly valued by parents as well as dental services and health examinations. The school Nurse regularly includes health tips and information in the school newsletter. She also monitors government health and air quality alerts.

As an ESF primary school, Beacon Hill School does not have a student counsellor.

At BHS, we believe that we are all language teachers and as such language development is everyone's responsibility. Our PYP coordinator currently leads developments in cultural inclusivity including mother tongue.

### **Student Wellbeing**

The ESF Child Protection Policy has been reviewed and updated. The main change is that there are 2 nominated Child Protection Officers - in the case of BHS, the Head of SEN and the Principal.

The Head of SEN has had bereavement training and has supported children and parents in need when necessary.

One of our teachers also experimented with an anonymous online support on the Beacon, introducing a character called CORY, who students who need advice, counselling can share their problems with. This is moderated and discussed with SMT as appropriate.

### **LEAP**

As an addition to our PSE curriculum, all our students attend an annual lesson at the Life Education Activity Programme Centre. The focus of these lessons covers areas such as Healthy Lifestyle, Body systems, and relationships.

### **Sex Education Programme**

In Year 4-6, students undertake a week long unit on Changes as part of the Sex Education Programme. We have worked with parents to develop a age appropriate programme for our students. Mother, Daughter and Father, Son evenings are well attended by our parents and students in Years 5 and 6. Feedback from parents is always positive.

### **Nurse**

Beacon Hill school has employed a full-time nurse to maintain the on-going health and well being of all students and staff. Our nurse is registered with the Hong Kong nursing board and keeps abreast of current health issues and trends within the school and how they fit within the Hong Kong health department.

At the start of each school year, our nurse is responsible for collecting and up-dating medical information on all students. Parents can use the Gateway to update medical information and for camps, information is up-dated through the use of the medical form attached to the permission slip for field trips or camps. The nurse regularly informs parents via the school newsletter of any health concerns and provides advice on hygiene.

At least 2 members of teaching staff at each year level have a current first aid certificate and are able to administer first aid treatment at school and on excursions. However, on the school premises students are referred to the nurse or she is called to administer first aid in the case of illness or an accident. On field trips teachers refer to the ESF manual: Managing Fieldwork Manual and complete risk assessments, the required medical

<p>forms and outline/follow the procedures for administering first aid.</p> <p><b>Challenge</b> Differentiation is a major focus area for the school this year and will continue to remain a priority as we meet the differing needs of individual students.</p>	
<p><b>School Culture &amp; Partnerships for Learning (F):</b></p> <p>Again whilst all recommendations have been marked as complete for the purpose of this report, BHS is committed to ongoing school improvement and recognise that these are ongoing items for us to continually monitor and evaluate our review practices to ensure that we are maintaining our close partnership with parents, the wider school community and beyond.</p> <p><b>Decision Making</b> At BHS we strongly believe in involving parents and students in important decision making. In May 2014, as part of the recruitment for a new Principal, all students had an opportunity through their class student council representative to put forward questions they would like to ask the prospective candidates. The student council representatives were then responsible for leading the student panel to interview the prospective candidates and were able to offer their opinions and advice to the recruiting panel. Similarly, parents were invited to form a Parent panel and all were invited to the Presentation to the Community where again, they were given the opportunity to ask questions of the candidates. There was also a Staff and School Council panel who provided information to the candidates and interviewed them.</p> <p>As the successful candidate was the serving Vice Principal, the same process was followed to recruit an Acting Vice Principal and then Permanent Vice Principal.</p> <p>At the start of the academic year with a new Principal in position, a review was carried out of the Schools Guiding Statements. This review involved all stakeholders with feedback sought from parents.</p> <p>Other examples of involvement of Parents and Students in decision-making include:</p> <ul style="list-style-type: none"> <li>● PTA - Delifresh</li> <li>● PTA - PE Uniform Change</li> <li>● PTA - Kowloon Learning Campus</li> <li>● PTA - use of funds raised</li> <li>● Student Council - Playtime Arrangements, recruitment of Principal and Vice Principal, development of the Learning Centre</li> <li>● Green Team - Projects to be involved in</li> <li>● School Council - Parent rep on Finance and Staffing committee.</li> </ul> <p>Staff involved in a Challenge map exercise to set the direction for the 3 year strategic plan.</p>	<p>As part of the school's focus on inclusion, the school has made significant efforts to welcome parents into the school as valued and valuable members of the school community. The Visitors were impressed by the positive, inclusive nature of the school. Beacon Hill School successfully has developed home-school partnerships which have helped to develop a whole school approach and a positive school climate in keeping with the school's vision, <i>"To be a happy, diverse and inclusive community where everybody has confidence to aspire to be the best they can be, now and in the future."</i> In fact, in conversations with staff the Visitors were informed that Beacon Hill School sometimes is referred to as <i>"the happy school."</i></p> <p>The Visitors confirmed during the Visit, that parents are actively involved in the life of the school with the school drawing on the resources of the school community to help bridge the gap between home and school. Recent examples include involvement in the selection of the new Principal and participation in the review and development of the school Guiding Statements. Parents frequently assist with small group work and share their personal experiences with classes.</p> <p>The school communicates regularly with parents. Parent representatives commented to the Visitors that they felt well informed about school programmes and directions. The parents are very appreciative of the numerous parent information sessions and workshops offered by the school that help to keep them informed and enable them to support their children's learning.</p> <p>The PTA is very active in the school, assisting with the organisation of whole school events that enjoy great popularity and bring the school community together. These include fundraising events to support the development of the school, school uniform sales and the provision of</p>

### **School Council Reps**

Teacher representatives on School Council serve for a term of 3 years. In 2015-16, both teacher representatives had completed their term and new members and to be selected. Interested staff members were asked to submit a one page letter of interest stating what they could bring to the role. These were then shared with staff and they were asked to vote for their Teacher representative on the School Council.

### **Student Council Reps**

Each class in Years 3-6 are asked at the start of the year if they would like to volunteer to be their class' student council representative. Volunteers are asked to make a short presentation to the rest of the class about why they want to be on the Student Council and why they would be a good candidate. Students in Year 3-6 classes were then asked to vote for their class representative on the Student Council.

### **Quality of Extra-curricular offered**

SMT regularly monitor clubs run by external providers to ensure that the students are engaged and motivated by the club. SMT will speak to any club organisers should the behaviour of the students not be well-managed.

Extra curricular clubs organised by ESF Education Services are monitored regularly with feedback sought from parents. ESF Ed Services are also given feedback via the ComPrin group.

The Lettings manager communicates with all external agencies and ESF Educational Services to ensure the smooth running of the programs.

### **Variety of Extra-curricular offered**

There is a balance of extra curricular opportunities provided by the school from both teachers and EAs, covering both academic and non-academic interests and across different year groups. Parents are also encouraged to offer their expertise and a couple regularly support the school's Chamber Choir and Junior Choir. **See List on Website**

### **Mother Tongue**

Year 1 Mystery Storytellers - Parents are invited to read/tell/share a story with the Year 1 students and are encouraged to read in their mother tongue.

For several years, we have offered a Japanese Mother Tongue Group which meets every fortnight during the school day. This is led by some volunteer parents. Other groups were contacted to see if they would be interested in running a different Mother Tongue group but no one has come forward as yet.

We continue to see bilingual reading books in the Learning Centre and in classrooms to encourage the development and importance of student's language needs.

When necessary, students can be assessed in their mother tongue to rule out any EAL issues rather than learning needs.

school lunches through an outsourced company. The PTA President spoke highly of the positive relationship between the PTA and teachers who strongly support PTA initiatives.

Year 3-6 students have the opportunity to contribute to decision-making and the life of the school through the Student Representative Council. The school is encouraged to explore age-appropriate opportunities for student voice for younger students. It was clear to the Visitors that the school and, in particular, its students are benefitting greatly from a collegial, supportive culture and from the quality of its partnerships for learning.

The Visitors heard of numerous examples of students and the school supporting and being involved with local and global organisations.

Mother tongue development is encouraged and promoted by the school through parent information sessions, the PYP curriculum and after-school language classes in Japanese, Spanish and French. The library has a collection of books in mother tongue languages although the school has experienced difficulty in obtaining books in mother languages. Families are invited to contribute to the school's collection. The school is encouraged to continue its efforts to build mother tongue resources so students have access to resources in their home languages.

The Mandarin department frequently invite parents to read Mandarin stories.

### **Communications**

#### **Website**

With the many advances in technology, BHS strives to keep abreast and reviews how we communicate with parents. Our newly designed and developed website provides parents and community members with a clear picture of what school life is like at BHS. Policies, newsletters, weekly updates etc can all be accessed.

#### **The Gateway**

The Gateway is a platform for parents to update their personal details, make bookings for parent consultations, access school reports throughout the year and assessment details.

#### **BHS app**

This is linked to our website and allows parents to access school information wherever they are. This is set up to send notifications during any school closure or trip cancellations due to inclement weather.

### **Charitable Organisations**

As an IB World School, action is an important component which we foster in all aspects of our school. Examples include:

- Supporting the Life Education Activity Programme and fundraising for them at Chinese New Year.
- Crossroads International which supports our Year 5 UOI
- WWF, Animals Asia, The Masrang Foundation which are supported by our Green Team
- During the Year 6 Exhibition, students get an opportunity to further develop partnerships with Charitable organisations which support their area of inquiry.
- The Make a difference club also actively supports and fund-raises for local charities.

### **Challenge**

One of our challenges is meeting the needs of parents in respect to Home Learning. We have a PLC group looking at this area and researching best practice. Their findings and recommendations will inform future plans.

### **Operational Systems (G):**

#### **Finance**

The school's main financial operations are overseen by the ESF Finance Department and School Council. Within the school the setting and operation of the school budget is the responsibility of the Principal. The Principal works in conjunction with the School Council Finance Committee (Chair and 2 appointed members) to set and approve the annual budget. The budget is maintained by the Finance Manager, who is responsible for the input of data to the accounting system (EPICOR) and the production of progress reports.

The Visiting Team met with an ESF representative, the School Council Chairman, the BHS Finance Manager and the Principal, all of whom confirmed the school's statements regarding school finances and the budget. The School Development plan is thorough and provides a sound basis for reporting to the School Council. The budget is effectively managed by the school.

The Vice Principal responsible for Health

The School Development Plan is organised by the School Council and the budget is reviewed monthly. The School Council oversees all the items which have been presented by the coordinators and approved by the Principal.

The budget is managed using the EPICOR system. Regular updates are produced and reported to the School Council as part of the monitoring procedure.

Previous budgets plus school development plans are analysed and used to inform the deliberations of the Principal and School Council Finance sub committee when setting new annual budgets.

## **Health & Safety**

### **School evacuation procedures**

School evacuation procedures, including fire drills and lockdown are conducted regularly, following ESF guidelines.

The school Health & Safety officer conducts walk-throughs with caretaking staff to identify areas to improve.

The Health and Safety Committee meets regularly throughout the year with the H&S Officer attending relevant meetings held by ESF to ensure we are meeting requirements and expectations.

Health & Safety reports are published and shared with staff and parents where appropriate.

Risk assessment workshops are held at the start of each year for new parents. This provides information about our processes and how parents are expected to support when helping on school excursions.

### **School Bus Service**

All bus providers have been informed of the need for working seat belts. They all comply, although this is an ongoing issue as we check that the belts fitted are fit for purpose. The Principal, Health and Safety Officer and Office Manager meet with all the bus company coordinators, drivers and bus escorts at the start of the school year to explain the legal requirements and school expectations.

### **Classroom size and teaching group sizes**

At BHS we are committed to improving the teaching spaces around the school. In the summer of 2014 the Learning Centre was redeveloped to improve the use of the space. The different areas of the Learning Centre allow small group work with other adults and allow us to increase and improve the delivery of the Information Literacy curriculum and opportunities for research for units of inquiry and personalised learning. Teaching classrooms have teachers who are committed to utilising the space to the best of their abilities. This is a target group for the PLC groups to continue this aspect.

and Safety and other staff confirmed that school evacuation procedures are followed. Three to four evacuation and lockdown drills are conducted each year with the assembly point during evacuations being the government owned basketball court adjacent to the school. The Visiting Team met with school caretakers who further explained the evacuation procedures. It was noted that there are alternative exit points in the school that the caretakers are able to open in the event of an evacuation. This led the Visiting Team to question why the school used one meeting point when others were closer. The school is encouraged to investigate using more than one meeting point during an evacuation to ensure a prompt response.

Risk analysis is conducted for all school field trips before they are approved to take place.

School transport is outsourced to local bus service providers. Several staff including an ESF representative advised that there is no requirement to have seat belts on buses in Hong Kong although the school has been able to negotiate for these to be provided.

The school Nurse provides very capable on-site assistance to children who need basic medical assistance during the school day. She also administers medication to students who require this at school and maintains a record of students that she sees during the school day. Patterns of behaviour are drawn to the attention of academic staff.

The Visiting Team was given a tour of the school facilities, including the new spaces that have been developed since the CIS Visit in 2010. The school is commended for the child friendly environments in the *Learning Centre* and *The Cloud* as well as the creative use of other spaces in the school such as the Art room, Black box drama room, PMP spaces and *Crush* spaces. Inventive timetabling reduces the number of students in some classes and the number of students who are in the playground during lunch and snack breaks.

Nevertheless, playground and recreational areas in BHS are taxed by the sheer numbers of students wanting to use them

In the summer of 2015 the Learning Technologies teaching space was redeveloped to reflect different learning and teaching styles. Whilst this does not directly impact the size of teaching groups, the space created allows more opportunities for flexibility.

To improve the media aspects of teaching, learning and communication a part time EA was appointed in August 2014. Feedback from the teaching staff has identified the improvement this has made to the elements of teaching and learning where this EA has been used. In view of the positive impact, this role is now full time.

All available teaching space is utilised regularly through the online booking system and room 305 is timetabled through the SEN department.

We have access to and use the pitch located adjacent to the school which allows us to have smaller groups playing there at certain times of the year, reducing the number of students on the school playground. This is not directly related to classroom size and teaching group sizes but we believe it has a positive impact on teaching and learning as the students have a more positive mind set after break times.

### **Playground Equipment**

At BHS we have invested in playground equipment that each Year group has access to. This is reviewed regularly to ensure that we have enough equipment for the children. The playground slide, climbing wall etc have been redeveloped Ede Road and the Hall are now used on a timetabled basis for year groups at lunchtimes to alleviate space issues and give children alternative spaces. Lunch club is also available for selected students and their buddies. The Learning Centre can be used at lunchtimes by the children too to alleviate the numbers on the playground.

### **Nurse**

Medical information is documented for each student in their initial application form and our school nurse records this information to form a data base. For those students of whom are considered to have severe medical conditions the school nurse contacts the parents on an annual basis to up-date school records. Parents also have access to the Gateway so that medical information can be updated regularly with an alert sent to the nurse.

Student and staff health information is distributed to relevant staff respecting the confidentiality of all at the start of each academic year. Class teachers are given a list of students in their class and medical information prior to going on camp.

Our school nurse attends community health meetings bi-annually to keep her understanding of current trends and health issues up to date. She monitors the current sickness on a daily basis and informs the health department if/when there is a need, completing the appropriate forms and procedures. If there is a

at one time. Likewise, the size of classrooms and other learning areas make it difficult for contemporary learning and teaching practices to take place. Teachers pointed out that they have tried to arrange their rooms in different ways to accommodate different teaching and learning styles but the room size does not allow for this flexibility. The Visiting Team encourages the school to investigate further the possibility of either adding more space or reducing the number of students using the spaces currently available.

need she also co-ordinates the investigation at school by the health authorities and completes any follow-up that is required. Our nurse is also responsible for notifying the health authorities of specified communicable diseases such as chicken pox, measles, hand foot and mouth etc.

**Challenge**

Lack of space continues to be a challenge for us but we endeavour to make the best use of any available space.

## SECTION 2c – CORE PRINCIPLES

Accreditation emphasizes several key concepts which should constitute the core of a school's orientation and focus: (1) a School's Guiding Statements (or Vision/Mission/Objectives), (2) Teaching and Learning, and (3) Internationalism/ Intercultural Competence. Please reflect on these three core principles as they apply to your school's current context and indicate any area(s) you perceive to be in need of attention during the next 3-4 years. In order to enhance the transition from the 7<sup>th</sup> to 8<sup>th</sup> Edition of the CIS Guide to School Evaluation Accreditation, the Visitors may add additional advice on improving the school's alignment to the three main drivers (The school's Guiding Statements, Teaching and Learning and Internationalism).

### SCHOOL REFLECTIONS

**(1) Guiding Statements** (to what extent do they drive the school's programs and operations? What evidence is there that they are understood, shared, and implemented in the life of the school?)

The main themes which transpire from our Vision and Mission statements are:

#### **Happy, Diverse and Inclusive Community**

At Beacon Hill, we take pride in the fact that we are well known in our community as being a happy and inclusive school. Survey results consistently show that our students, staff and parents are happy with the school and the work that they do.

BHS is an inclusive environment with 21 students with more moderate learning needs placed in mainstream classes across all six year groups. A research project conducted by some teachers in 2013 showed the high value placed on inclusivity at BHS and the advantages of having students with diverse needs and backgrounds, benefit other students too.

#### **Students have Confidence**

The students at BHS are nurtured to develop confidence. Confidence is one of the attitudes of the PYP framework we offer. Students are encouraged to be risk takers and confident to make mistakes and build resilience to keep trying even when they find things hard. There is evidence in Class essential agreements to have a go of new things.

Students are also given numerous opportunities to demonstrate their confidence through choir performances, Chinese New Year assemblies, sporting matches, inter-school competitions etc.

Year 1: Class assemblies, Sharing Unit, Student Led Conference

Year 2: Class assemblies, Sharing Unit, Student Led Conference

Year 3: Class assemblies, Sharing Unit, Student Led Conference

Year 4: Class assemblies, Sharing Unit, Three Way Conferences, Student Led Conference

Year 5: Class assemblies, Sharing Unit, Three Way Conferences, Student Led Conference

Year 6: Three Way Conferences, Student Led

### VISITORS' COMMENTS

It was evident to the Visiting Team that the Guiding Statements are key drivers for all aspects of the school's operations and programmes. This is very much the case in the statement that '*At Beacon Hill, we take pride in the fact that we are a well-known in the community as a happy and inclusive school.*' Stakeholders at all levels of the school made positive comments to this effect.

The Visiting Team observed confident students, willing to take risks in a supportive environment. Though a relatively small school in the ESF group, BHS has a reputation for academic excellence while focusing on the education of the whole child.

BHS is known for its emphasis on the arts in addition to academic excellence. This has been enhanced by offerings in dance, drama, music and visual arts specialists and an extra-curricular/activities programmes that complements classroom lessons.

The Visiting Team observed that the school environment was safe, caring and supportive. Student and staff well-being and resilience has been a focus for recent staff development with mindfulness programmes adapted for the school context.

The Visiting Team observed that some teachers provide tasks that are challenging and differentiated. The school is advised to maintain its focus on differentiation to ensure it is taking place consistently in all classes.

The school programme provides opportunities for students to explore their social responsibility by supporting local and global programmes.

The Visiting Team viewed examples of the school programme fostering student independence through the Units of Inquiry, assemblies and the Student Council. This is furthered by three way conferences and school camps in the Hong Kong area.

Conference, Exhibition Unit, Year 6 Production

**Aspire to be the best**

Self reflection and target setting plays a big part in student learning. Students are involved in reflecting on their work, making selections for their portfolios by identifying their strengths or areas where they have made improvements or need to make further improvements. Students are also involved in developing their own rubrics and are encouraged to articulate what good looks like.

**Safe, Caring and Supportive Environment**

Every classroom develops its own essential agreement about how they will aim to work together and the sort of environment they want to foster in their classroom. This is co-constructed with the students at the beginning of the year.

Student as well as Staff well-being is high on the agenda at BHS. In the last 2 years we have adopted and since adapted the Mind Up curriculum which focuses on the area of mindfulness. In addition, various programmes are offered by the SEN department in areas such as Social Thinking, Resilience Building and Bereavement Counselling. During the Year 6 Exhibition, students had also established a bully box, where students who felt they were being bullied could get advice.

There is also a facility via the Beacon for the students to write to "CORY" with any problems they may be having. This is dealt sensitively by a staff member who reports anything serious to the Senior Leadership Team.

We also have an established Health and Safety committee which meet monthly to carry out walk-throughs and identifies any dangers across the school. The Health and Safety officer is also in charge of leading Fire evacuation and lockdown procedures and producing regular reports.

**Purposeful Challenge**

Our curriculum ensures that students are challenged in their thinking about real life authentic concepts. Our focus this year on teaching and learning strategies will further promote differentiation and challenge for students.

**Dynamic and Rigorous Curriculum**

Our curriculum planning structures enable the development of a dynamic and rigorous curriculum through weekly timetabled collaborative planning sessions which allow for an element of moderation and reflection. We have a comprehensive set of scope and sequence documents and curriculum planning documents. Teaching and Learning resources are regularly reviewed and restocked as needed and as appropriate.

**Develop Creative and Academic Potential**

In the past 3 years, we have allocated an extra budget to the Arts. This has included employing a Dance specialist and more recently a Visual Arts specialist. This has enabled more opportunities for the creative aspect of our curriculum.

Translating the vision and mission into practice can be seen in the school's strategic and development plans. Collaboratively developed school-wide action plans and tools for measuring the effectiveness of the school's vision and mission are areas of future attention.

The gathering of student achievement data and community opinion through surveys of parents, students and staff have been suggested as ways of monitoring the effectiveness of the vision and mission. The school is yet to consider other means of obtaining this information.

Our extra-curricular offerings are wide and varied enabling students of all abilities and interests to develop their skills beyond the classroom.

**Encourage Global and Social Responsibility**

The school is committed to promoting opportunities and experiences which encourage global and social responsibility for its students and the programme of inquiry as well as extra curricular activities such as MAD club, student council and the green team. In addition, the curriculum we provide includes the essential element of Action.

**Foster Independence**

Independence is again one of the attitudes of the PYP framework. There are opportunities built into the units of inquiry for students to develop their skills of independence.

**Area(s) for Future Attention:**

The school applies planning procedures such as staff and senior leadership meetings to plan action to translate the vision and mission statement into practice and hard data and opinions are gathered through student achievement data and surveys of parents, students and staff. However; procedures are not yet in place to monitor the effectiveness of the mission statement nor to describe the reaction the school may take if evidence were to show the mission is not being achieved.

**(2) Teaching and Learning** (are students' learning outcomes clearly stated? To what extent is students' learning the focal point of school development and decision-making? How is student learning "measured"?)

Students Learning Outcomes are clearly stated in:

- Scope and Sequence docs
- Curriculum Overviews
- Weekly Planning
- WALT statements
- Co-constructed rubrics, success criteria, checklists
- Published Unit Overview Letter to parents
- Reports to Parents
- Portfolios
- Mapping of Thinking Skills
- Mapping of Curriculum documents

Ways in which Student Learning informs SDP and decision making:

- Feedback and Recommendations from review embedded in SDP
- Review, redesign and use of Learning Spaces
- Assessments - Probe, differentiation of assessments, pre-assessment and summative tasks, LSC students
- Teaching and Learning Strategies
- CPD
- Staffing & Resources

Beacon Hill School has dedicated considerable time and effort into developing the Programme of Inquiry and Units of Inquiry. Scope and Sequence documents from both the ESF and the PYP have been incorporated fully into the written curriculum and are well documented and explicit in identifying the learning outcomes of the PYP.

The school is heavily committed to providing excellent learning opportunities for every child as part of its inclusion policy, the education of the whole child as well as learning opportunities for staff and parents. The school is unquestionably student-focused.

Work has been ongoing to support staff in their understanding and application of the PYP. However, there is scope to develop understanding of '*transdisciplinary learning*' among teachers.

Student progress, particularly academic learning, is measured using a range of methods including formative and summative tasks, teacher observations and other tools. The resulting data is collected, tracked, analysed and used to inform the next steps for each child as well as to monitor the appropriateness of the written curriculum and the effectiveness of teaching methodologies.

<p>Student Learning is Measured by:</p> <ul style="list-style-type: none"> <li>● Pre-assessment tasks</li> <li>● Formative Assessments</li> <li>● Summative Assessments</li> <li>● Self and Peer assessments</li> <li>● Anecdotal records</li> <li>● Observations</li> <li>● Reflections</li> <li>● Skills progression</li> <li>● Portfolios</li> <li>● Rubrics</li> <li>● PM/Probe Reading Assessments</li> <li>● Maths IKAN</li> <li>● Year 1 and 2 PIPS</li> <li>● Year 3 InCAS</li> <li>● Year 4-6 ISA</li> <li>● Year 6 End of year InCAS</li> <li>● External assessments e.g. Therapists, Educational Psychologists</li> </ul> <p><b>Area(s) for Future Attention:</b></p> <p>Develop ARR components on new ICT platform to meet the school's needs. These should include a review of the reporting, data analysis and tracking of individual students, e-portfolios, curriculum mapping to ensure coverage, mapping of skills to include where they are taught and where they are assessed.</p> <p>Develop a shared understanding and definition of personalised learning and differentiation for all learners.</p>	<p>Attainment results at the school are generally solid.</p> <p>The school has made consistent efforts to involve parents in the learning process through parent information sessions and a variety of reporting mechanisms involving students as well as parents and teachers.</p>
<p><b>(3) Internationalism/Intercultural Competence</b> (how has the school defined this concept? How does it promote internationalism?)</p> <p><b>What does internationalism/intercultural understanding mean to us?</b></p> <p>At Beacon Hill School, we believe that it is important for everyone to be internationally minded. In order to do this, we need to have an understanding and appreciation of diverse cultures in our world. In the words of a BHS student '<b>Everyone is different and unique and everyone has the right to be unique and different and treated equally</b>'. We all have different backgrounds and we want to know about different backgrounds.</p> <p>An internationally minded student at BHS demonstrates that they are open-minded, accepting and respectful of diversity, including other cultures and their rules. They show an eagerness to learn more about the world around them and are keen to involve themselves in activities and events which bring our international community together.</p> <p>We believe that international mindedness goes beyond the understanding and knowledge learned in class and is</p>	<p>It was clear to the Visitors that Beacon Hill School is committed to developing internationalism and intercultural competence in its students despite the lack of a definition to guide the school's actions. The PYP provides the curriculum framework for this to happen and the school is commended for its efforts to embed cultural experiences for all students across the school.</p> <p>Members of the Student Council shared with the Visiting Team their views that intercultural understanding is well underway at BHS with special assemblies, international days and the recognition of different religions. Additionally, the students believe that recognition of diversity and inclusivity are school strengths. This was shared again in the meeting with a very positive and supportive parent body.</p> <p>The school is commended for promoting language learning through its Chinese language programme which is helping students to gain fluency in another language as well as learn about the host culture.</p> <p>The school recognises the importance of mother</p>

more powerful when demonstrated through action not just words.

**What do we do at BHS to help us develop this?**

There are many ways at BHS that we help students become more internationally minded. Our curriculum framework is designed to provide many opportunities for our students to develop their knowledge and understanding of the wider world. The focus on the IB learner profiles also supports the students to be a more well-rounded individual. The POI is mapped vertically and horizontally to ensure that all students have the opportunity to develop international and intercultural understandings.

At BHS, we celebrate the diverse backgrounds of our community and ensure they are high profile. Regular involvement of the school community in whole school events such as Book Week, International Day, Chinese New Year, Christmas, Diwali etc are highlights in the school calendar.

Use of Mother Tongue is encouraged to support children's learning but also to ensure that students regard their ethnicity as important and special. At BHS, we offer a fortnightly Japanese mother tongue language group coordinated by parents within the school timetable. When children are presenting work, they are also encouraged to use their Mother Tongue in pieces of work. The Year 6 exhibition is an example of this.

For the first time, this year, the Year 6 students undertook an Action Week as part of their group inquiries during the Exhibition Unit. Fostering this attitude towards helping others, raising awareness of issues in today's society and taking action, no matter how small, enables our students to become internationally minded.

There is a strong Chinese Language programme across the school. Daily lessons are held for students' in Years 3 to 6 and Years 1 to 2 receive Chinese Language instruction four times per week. School signage is bilingual: English and Chinese. The school celebrates China Week, where the students are involved in cultural awareness activities, assemblies and literature studies.

The Learning Centre celebrates cultural and linguistic diversity by providing resources aimed at developing knowledge and understanding of other cultures, religions and home languages. Ever changing displays and lunch time activities promote cultural and religious events.

tongue development. After-school classes are available in mother tongues and the library contains a selection of books in mother tongue languages that the school is encouraged to build upon.

The school also is encouraged to continue to develop student leadership and service learning opportunities so that all students develop a disposition to serve the local and global community and experience leadership in authentic contexts at all year levels.

Although the school has yet to define what internationalism means at Beacon Hill School, the Visitors suggest that the well written statements in the school's reflection in this section could be a very good basis for the BHS belief statement and definition of internationalism/intercultural understanding.

<p>Groups within the school focus on international and intercultural experiences: the PTA holds its well attended annual International Food Fair; the Charity Club (MAD) raises awareness of and money for various local and international charities; and the Green Team is active in raising awareness in the school community of international environment issues.</p> <p><b>Are BHS students Global citizens and how do they know this?</b></p> <p>The children at BHS would tell you that they are internationally minded and are Global Citizens because they:</p> <ul style="list-style-type: none"> <li>● Try to treat everyone equally</li> <li>● Respect each other</li> <li>● Have empathy for different countries and cultures</li> <li>● Are accepting of other cultural traditions (at home and when travelling)</li> <li>● Respect others' points of view ( religion)</li> <li>● Are inclusive</li> <li>● Accept other cultures and ways to do things, different beliefs</li> <li>● Do not judge other cultures by their own.</li> </ul> <p><b>Area(s) for Future Attention:</b> Student Council to focus on the development of intercultural understanding through whole school assemblies and raise awareness with their classes through presentation, publications and displays.</p>	
<p><b>Which of the “Areas for Future Attention” do you consider most urgent for your school? Why?</b></p> <p>Personalised learning Differentiation including LoA 1 and 2 (Direction determined by staff input)</p>	<p>The ESF review of Beacon Hill School undertaken in September 2014 recommended that the school revisit the use of rotations and their effectiveness in meeting the needs of individual students to ensure that the rotations were differentiated and provided adequate challenge for all students.</p> <p>Personalised learning has been identified by the Principal as an area of development for both students and staff in the school. This also was identified in the EFS internal review of BHS and is supported by the Visitors.</p>

### SECTION 3 – THE FUTURE

How do you see the school developing to serve the needs of the next generation of your students? What opportunities and challenges does the school envisage?

SCHOOL COMMENTS	VISITORS' COMMENTS
<ol style="list-style-type: none"> <li>1. Kowloon Learning Campus - the 2 year pilot of the Kowloon Learning Campus will affect BHS. It may draw some families away from BHS in favour of Kowloon Junior School as they prefer the notion of the 'through-school'. We will need to monitor this and also how / if the rebuilding of Island School affects our intake. It will be important in both of these cases to proactively engage our community and the relevant schools to ensure we are included in planning and decision-making processes and to reap the benefits for our students, of the initiatives.</li> <li>2. Admissions - the future direction of ESF may include removing the requirement for an admissions process for entry into Year 1 for students who are already at ESF Kindergartens. This will require a change in our processes especially to ensure we have systems in place to make the transition from K2 to Year 1 as seamless as possible for the students and their families.</li> <li>3. Learning Spaces - in the coming 2 to 3 years we are likely to redesign our classroom learning spaces - this will be largely dependent on the outcome of a professional learning community's research and recommendations. This will require careful budgeting and negotiating with ESF Facilities.</li> <li>4. Being innovative yet ensuring balance and coverage of the curriculum. We want to be at the leading edge with our learning and teaching, but we must always be careful of ensuring that rigour and balance is not lost. We will need to continue to support the development of a culture whereby there is an intrinsic desire for self improvement amongst the staff.</li> <li>5. Well-being - we will need to continue to focus on student well-being to build resilience and socially aware students. More and more students are being highlighted as having needs in this area and more parent education and support may be necessary in the future.</li> <li>6. Learning Technology - as a trial we have the ESF Learning Technology Primary Advisor 'embedded' at BHS. We clearly hope to retain him. We aim to be a centre of excellence in learning technology; one where we can share our work with other ESF schools and beyond.</li> <li>7. Chinese program development - we see the need to continue to be more transdisciplinary in our approach with Mandarin. Marrying this with the need to 'cover' the Mandarin curriculum will be a continuing challenge.</li> </ol>	<p>The Visitors found many aspects of the school worthy of commendation, the most significant being:</p> <ul style="list-style-type: none"> <li>• The school's strong and genuine commitment to inclusion where every student is valued and respected as an individual;</li> <li>• The positive school climate and pride in the school demonstrated by all members of the school community;</li> <li>• The school's clearly articulated mission and vision that drives all decision-making and is accessible to all members of the school community;</li> <li>• The high-quality SEN programme and other specialised programmes that support student learning;</li> <li>• The dedicated leadership team, teachers, educational assistants and support staff who demonstrate genuine care and concern for all students;</li> <li>• The school's culture of consultation and collaboration that provides opportunities for all stakeholders to be involved in the development of the school;</li> <li>• The school's commitment to language learning through the Year 1-6 Chinese language programme;</li> <li>• The school's focus on child-centred education and the education of the whole child;</li> <li>• The strong home-school partnerships and the highly supportive parent community that actively contributes to the life of the school;</li> </ul>

- The school's sound financial position due to effective financial planning, management and oversight by the School Council and the school;
- The well-resourced Learning Centre that supports the curriculum and student learning;
- The school's commitment to the integration of technology and the promotion of digital literacy through the provision of physical resources and specialist staff to enhance teaching and learning;
- The school's commitment to ongoing staff professional learning through the provision of internal and external professional development activities to enhance student learning outcomes;
- The school's focus on assessment and the use of achievement data to inform teaching and learning.

In wishing to assist the school on its pathway of continuous improvement the Visitors have made a number of suggestions which they feel will be of value to the school, the most significant being:

#### Section A

- Develop a contextually appropriate definition of internationalism/ interculturalism to guide the school's actions and means to measure the impact on students;
- Maintain focus on integrating the host culture and cultural diversity into the curriculum and all school programmes and activities;

#### Section B

- Further develop the school's focus on personalised learning and differentiation to ensure a consistent understanding and approach and that all teachers provide challenging tasks for all students;
- In keeping with the school's focus on personalised learning, implement, develop and regularly review the

school Gifted and Talented policy and monitor student progress;

- Explore additional opportunities to build links between the Chinese language programme and the PYP with a focus on developing an inquiry approach in Chinese language classes so that inquiry is the prevailing pedagogy across the school;
- Monitor the progress of EAL students and provide professional development opportunities for all new staff and ongoing support for current staff in the teaching of *ESL in the Mainstream* so that all teachers are able to support the needs of EAL students
- Build on the school's excellent assessment strategies with a greater focus on moderation of student work to ensure consistency across the school and clarity of expectations and student outcomes;
- In collaboration with the ESF, continue to explore and develop electronic systems for tracking student progress.

Section C

- Continue to develop an effective appraisal mechanism to review and enhance the effectiveness of the School Council;

Section D

- Review and refine the model of Teacher-Directed Observations and Professional Learning Communities to enhance instructional practice;

Section E

- Consider providing toilet facilities in the Nurse's Room to provide privacy and ease of access for sick students.

Section F

- Explore and provide additional age-appropriate leadership opportunities for younger students;
- Further develop the school's mother

	<p>tongue language resources to support the maintenance and development of student mother tongues as part of the schools focus on internationalism and interculturalism.</p> <p>Section G</p> <ul style="list-style-type: none"><li>• Seek additional strategies to reduce class sizes and the student to teacher ratio to support teaching and learning.</li></ul>
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**PART III  
SCHOOL DATA**

School Name:	<b>Beacon Hill School</b>
Address:	<b>23, Ede Road Kowloon Tong Kowloon Hong Kong</b>
Date of most recent Team Visit:	<b>December 2010</b>
Date of the 5-Year Report:	<b>November 2015</b>

At the time of the last Team Visit	Total student enrolment was:	<b>540</b>
	Age range was:	<b>4-11</b>

At the time of this 5-Year Report	Total student enrolment is:	<b>540</b>
	Age range is:	<b>4-11</b>

**LIST OF PERSONS INVOLVED IN COMPILING THIS REPORT**

<b>NAME (please type)</b>	<b>POSITION</b>	<b>SECTION(S) INVOLVED</b>
<b>James Harrison</b>	<b>Principal</b>	<b>A &amp; B</b>
<b>Rachael Dewhurst</b>	<b>Vice Principal &amp; PYP Coordinator</b>	<b>A &amp; B</b>
<b>Chad Pheasant</b>	<b>Vice Principal</b>	<b>E &amp; F</b>
<b>Belinda McLaughlin</b>	<b>Head of Special Educational Needs</b>	<b>E &amp; F</b>
<b>Lynn Xu</b>	<b>Head of Mandarin &amp; School Council Representative</b>	<b>C, D &amp; G</b>
<b>Susan Chung</b>	<b>Vice Principal</b>	<b>C, D &amp; G</b>

## SUPPORTING DOCUMENTS & SIGNATURES

Please list supporting documents enclosed with this report (or provide hyperlinks):

Any documents listed which are not linked will be made available in hard copy during the visit.

### A - Guiding Statements:

Student Council List (RD)

Student Council Minutes (RD)

[BHS Student Review of Intercultural Understanding/Internationalism](#)

[Summary of Parent Survey](#)

[Staff Meeting / Professional Learning Focus Days Schedule](#)

[Vision and Mission statement on classroom doors](#)

[Beginning of School Year Staff Meeting presentation](#)

[Link to school website](#)

[Link to ESF Website](#)

[Previous vision mission](#)

[Vision & Mission - Staff Feedback and Contribution](#)

[Vision & Mission - Parent Feedback and Contribution](#)

[Vision & Mission - Student Feedback and Contribution](#)

Yearbook (Hard copy)

Home-school diary (Hard copy)

Staff handbook (Hard copy)

[3 Year Review Process for Vision review](#)

[List of Charities and Organisations we support](#)

[Admissions Process](#)

[Prospective Year 1 Parent Tour ppt](#)

[Sample Speech for Robert Lyden Award winners](#)

[SEN Social Skills Scope and Sequence document](#)

[School Council Handbook](#)

[Class Agreements](#)

### B - Teaching & Learning:

[IB Evaluation Report](#)

Annotated examples of POI Review

[BHS POI](#)

[POI 2012-13](#)

[POI 2014-15](#)

[ESF Scope and Sequence documents](#)

[Teaching and Learning Policy](#)

[Teacher Directed Observation Policy](#)

[Professional Development Policy](#)

[Working with ESF Advisers](#)

[Collaborative Planning Policy](#)

[Unit 1 Yr 1 2015-16](#)

[Unit 1 Yr 2 2015-16](#)

[Unit 1 Yr 3 2015-16](#)

[Unit 1 Yr 4 2015-16](#)

[Unit 1 Yr 5 2015-16](#)

[Unit 1 Yr 6 2015-16](#)

[Unit of Inquiry Planners Unit 1 2014-15](#)

[UOI planners - 6 facets words on doc](#)  
[Sample of Exhibition timeline](#)  
[Sample of Exhibition Journal](#)  
[Year 2 Mini Exhibition](#)  
[Maths Rich Task Example](#)  
[Mind up Curriculum Mapping Year 1-3](#)  
[Mind up Curriculum Mapping Year 4-6](#)  
[Mind up Reflection](#)  
[Mind Up Review 1](#)  
[Social Program Scope and Sequence](#)  
[Information Literacy planning](#)  
[Photos of Y6 lessons](#)  
[Mandarin timetable](#)  
[Learning technology mapping](#)  
[Collaborative Planning Policy](#)  
[Teacher Directed Observation Introduction PowerPoint to teachers](#)  
Performance Coaching Booklet - hard copy  
[List of teachers being accredited for Performance Coaching](#)  
[Teacher Hub access details for visitor account](#)  
[Learning Centre Redevelopment](#)  
[Development of the Learning Technology Room](#)  
[Photos of playground](#)  
[ICT Hardware Inventory](#)  
Links to assemblies on the web/beacon (CP)  
[Identification process for Gifted & Talented](#)  
[Extra funding for G&T for Mandarin](#)  
[Class Timetables](#)  
[Sample from child's report](#)  
[Weekly Updates](#)  
[Monthly Updates](#)  
[InCAS results](#)  
[ISA results](#)  
[PIPS results](#)  
[Maths trackers](#)  
[Secondary Transfer Notes](#)  
[English Writing Portfolio](#)  
**C - Governance & Management:**  
[Principal Recruitment Process](#)  
School Council member handbook (Hard copy)  
[School Council Training Dates from ESF](#)  
[School Council members biographies on Website](#)  
[Example of Evaluation Tool](#)  
[School Council Action Plan](#)  
[ESF Survey Results](#)  
[School Council Summary Minutes](#)  
[Principal appraisal process](#)  
**D - Faculty & Support Staff:**  
Staff Qualifications & Experience (Hard Copy)  
Example Teacher Contract - (Hard Copy)  
Example Educational Assistant Contract - (Hard Copy)  
Example Support Staff Contract - (Hard Copy)  
[Class Timetables](#)

[Parent Volunteer Lists](#)

[Rosie's timetable](#)

[Emily's Timetable](#)

[Example of VPs Timetable](#)

[Exhibition Timeline](#)

[Planning from FRIENDS](#)

[List of students attending SEN programmes](#)

[Links to Social Thinking Programmes](#)

An overview of Swimming Programme ([level 1 1-3](#), [levels 4-6](#), [levels 7-9](#))

Teaching and Leadership Capability Frameworks (Hard copy)

[Example PRD Form](#)

[TDO PLF powerpoint](#)

[Challenge Map notes](#)

[ComTeach minutes](#)

[Professional Development Policy](#)

[Mentoring & Induction Policy](#)

[Mentoring and Induction Programme](#)

### **E - Access to Teaching & Learning:**

[SEN Programmes offered](#)

[SEN referral process](#)

Admissions Process for LSC - ARP (Hard Copy)

[Sample Anxiety Scale Test - Lower School](#)

[Sample Anxiety Scale Test - Upper School](#)

[Social Thinking Training ppt](#)

[LSC Review Report](#)

SEN Policy Manual (Hard Copy)

[Planning for FRIENDS](#)

EAL CPD ppt

[Child Protection Policy](#)

[Evidence of Bereavement Training](#)

[Mother Daughter Ppt](#)

[Father Son ppt](#)

[Sex Education Policy](#)

[Outline of Sex Education Programme for Year 4-6](#)

[LEAP Programme Outline for Years 1-6](#)

### **F - School Culture & Partnerships for Learning:**

Lists of Student Council Reps - RD

[Principal/VP Recruitment process](#)

[Surveys](#)

[Challenge map example](#)

[PTA Minutes](#)

[PTA Agenda items](#)

Maths Workshops ppt ([Year 1](#)), ([Year 3](#)), ([Year 5](#))

[Risk assessment Workshop ppt](#)

[Reading and Phonics ppt](#)

[Meet the Teacher ppt](#)

[Newsletters](#)

[Behaviour Policy](#)

[List of Staff-led Extra Curricular activities](#)

[List of Third Party Extra Curricular activities](#)

### **G - Operational Systems:**

[Evacuation Procedures](#)

[Lockdown Policy](#)  
[Fire Drill Reports](#)  
[Lockdown Reports](#)  
[Health & Safety Walkthrough Checklists](#)  
[Bus Coordinators Meeting Agenda](#)  
 Bus Coordinators Meeting Minutes  
[Lists of Bus Monitors](#)  
 Bus Escorts Recording Booklet  
[Essential Agreements for Bus](#)  
 Locations of First Aid kits  
 Budget  
 Reserve Fund Planning  
[List of PTA Fundraising events](#)  
[Example of Risk Assessments for Excursions](#)  
[Example of Parent Help Form for Excursions](#)

<b>Director/Head of School Name:</b> Mr James Harrison	<b>Signature:</b>
<b>Director's/Head of School's E-Mail Address:</b> james.harrison@bhs.edu.hk	
<b>Board Chair Name:</b> Mr Malcolm Keys	<b>Signature:</b>
<b>Board Chair's E-Mail Address:</b> malcolm.keys@macquarie.com	
<b>Date:</b>	

Upon completion, please send this Report to CIS.

Thank You.

**PART IV  
CONCLUSION BY FIVE-YEAR VISITORS**

**NOTES FOR VISITORS**

In Part IV, the Visitors make their concluding remarks. They may include:

- Comments on the school's commitment to improvement and capacity for change;
- Thanks to the school;
- Comments on:
  - the extent to which the school is mission driven and vision led;
  - the extent to which the school is learner-focused and cares about well-being;
  - the extent to which the school has embedded internationalism into the fabric of the school.

**VISITORS' COMMENTS**

Beacon Hill School has demonstrated a strong commitment to continuous improvement and the CIS accreditation process. During the Five-Year Visit, the Visitors noted the passion, commitment and dedication of the leadership team, teachers, educational assistants and support staff to the development of a high quality inclusive school where each person is welcomed, valued and respected as an individual. Representatives of all stakeholder groups expressed great pride in the school and appreciation of the school's efforts to provide a high quality education for all students.

The school has taken the recommendations of the 2010 Team Visit seriously and addressed all of the Recommendations. Significant improvements have been made while at the same time the school has recognised that some areas require ongoing attention. The Guiding Statements have been reviewed with input from all stakeholders and a child-friendly version of the mission and vision has been developed to ensure that students also have understanding and ownership of the school's strategic directions. Measures have been developed to ensure the effectiveness and transparency of the School Council.

The school has reviewed and introduced measures to support teaching and learning so as to meet the needs of all students including students with special needs, EAL students and gifted and talented students. The curriculum is well documented and articulated with a focus on further development of inquiry and transdisciplinary learning as well as differentiation. The Visitors noted the school's commitment to promoting internationalism and intercultural understanding through the PYP, Chinese language programme, support of mother tongues and cultural celebrations. This is an area of ongoing attention that will be supported by the development of the school's own contextual definition of internationalism and interculturalism.

The school can be justifiably proud of its SEN programme as an example of best practice in meeting the needs of students with special needs. Parents are well informed about matters related to school directions and are kept abreast of educational developments in the spirit of partnership between home and school to ensure positive education outcomes for all students.

Improvements have been made to school facilities with recent upgrades to the school building as well as external play areas. Safety measures have been improved ensuring the safety, security and well-being of students, staff and visitors. All of these recent developments augur well for the continued development of the school. The Visitors congratulate the school on its efforts and achievements to date. Through the self-reflection process in preparation for the Five-Year Visit, the school has identified areas for future development that should be considered in light of the suggested actions included in the Visitors' report.

The school is well governed and well led. The faculty and staff are enthusiastic and dedicated, and the students are clearly motivated, engaged and fully involved in their learning. The Visitors would like to thank everyone at Beacon Hill School for the warm welcome and hospitality received and the cooperation and commitment to accreditation that was apparent both before and during the Five-Year Visit. In particular, the Visitors would like to thank the Principal James Harrison, all members of the leadership team, all teaching staff, support staff and School Council and ESF representatives who gave so freely of their time to meet with the Visitors. We would like to express our sincere appreciation to the school for an enjoyable and productive visit. The preparations the school made for the Visit were exceptionally well organised with special thanks to

Susan Chung for her tireless efforts in organising the visit and ensuring the needs of the Visitors were met.

It is clear that Beacon Hill School has embraced the ethos and aims of the CIS accreditation process. The Visitors have no hesitation in recommending to the Council of International Schools that Beacon Hill School be granted continued accreditation, subject to routine follow-up. We also extend our best wishes to the school as it continues on its journey of positive improvement.

**Visitor's name:** Helena Sobulis

**Visitor's position:**  
School Support and Evaluation Officer  
Council of International Schools

**Visitor's name:** Anne Fowles

**Visitor's position:**  
Principal  
Head of School  
IGB International School, Malaysia

**Date:** 7 December 2015