

Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

SINO BRIGHT SCHOOL NO. 8

BEIJING

PEOPLE'S REPUBLIC OF CHINA

DECEMBER 18-19, 2022

INTRODUCTION

On December 18 and 19, 2022, a virtual certification inspection was completed on Sino Bright School No. 8 in Beijing, People's Republic of China, referred to as the School in this report. The virtual inspection was a challenge because all students and teachers were in lock down in their homes due to COVID-19. The Principal was able to access his office to retrieve the documents required for this inspection. All interviews were done individually from different homes. The purpose of this inspection was to determine if the requirements for the British Columbia (BC) education program have been met, according to the *BC Offshore School Program Certification Agreement* (the Agreement). The inspection team (the Team), appointed by the Executive Director of the Independent Schools and International Education Branch, British Columbia Ministry of Education and Child Care (the Ministry) in accordance with the Agreement, consisted of Henry Vanderveen and Dan Miles, who served as Chair for this virtual inspection.

The School's BC program has an enrolment of 60 students, in grades 11 and 12. Of those, 26 students are boarding students. The program is housed within Beijing No. 8 High School Yi Hai Campus International Department which has an enrollment of 151 students. The BC program is one of eight schools located in the gated community of Yi Hai and the only foreign language program. The grade 7-9 Chinese language program has 180 minutes per day of English language instruction by local teachers integrated with the mathematics, social studies, and science curriculum. Students from this program provide a significant addition to the grade 10 cohort that starts the BC program each year. Next year there continues to be a question as to whether the educational authorities in China with regards to public education and international schools and programs will permit a grade 10 and 11 program to run at the School.

During the virtual inspection, the Team reviewed all standards required in the Agreement and *Operating Manual* and met with the School's Owner/Operator,



Offshore School Representative (OSR), the Principal of the host school, BC Principal, BC teachers, academic advisor, and a group of students.

The Owner/Operator, Ms. Yu Fang Sun, is responsible for the BC program. Her company, Beijing Sino Bright Education Co. Ltd., also operates a group 4 independent school in Vancouver, BC. The Owner/Operator also has six other schools in China not affiliated with the BC education system and has a partnership with the Powell River school district.

The BC program's mission is as follows:

The Sino Bright BC Offshore School Program is designed to offer educational choice to Chinese students interested in expanding and opening their educational horizons. Using an organized set of learning activities based on the North American curriculum, we will enable students to develop individual potential and to acquire the knowledge, skills and attitudes required in a modern industrial society. Our further intent is to prepare our students to be able to successfully enter a western school system to achieve higher levels of education.

The Team would like to thank Sino Bright School No. 8 for its cooperation and preparedness for the virtual inspection.

The School has satisfactorily addressed requirements contained in the previous inspection report.			
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met	<input type="checkbox"/> Not Applicable
<p>Comment:</p> <p>There was one requirement contained in the previous inspection report and it was addressed in the weeks following the inspection. The School has also considered the suggestions provided in the previous report. The Team noted the change in the mission statement and the work done on the updated website. The Principal explained that the actual school website is hosted on a Chinese server, so the internationally hosted site that the Team can view to does not totally reflect the locally accessed site. The Team also noted the work done to include First Peoples Principles of Learning in the teaching planning documents.</p>			



BUSINESS PLAN 1.0

The Owner/Operator has submitted a business plan to the BC Ministry of Education and Child Care, confirming the sustainability of the program.		
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met
<p>Comment:</p> <p>The Team reviewed the business plan submitted to the BC Ministry of Education and Child Care. After four consecutive years of enrolment decline, (150 to 70 students) the School experienced a modest increase (89 students) in the last school year. The Owner/Operator was projecting continued modest increases in enrolment in the coming years.</p> <p>The political direction and decisions of the educational authorities in China with regards to public education and international schools has caused some uncertainty for the future of the program. Restricting the enrolment of students into international programs of schools which receive government funding has resulted in a decline in grade 10 student enrolment. At the time of this report, it was not clear that the government will permit a grade 11 class for next year. Though there continues to be substantial interest in the BC Offshore School Program, future projections are therefore difficult to make.</p>		
<p>Commendation:</p> <p>The Team commends the Owner/Operator for her ongoing commitment to offering a quality BC program despite the uncertainty of the government political direction for the coming years. She continues to be committed to supporting all BC staff through the upcoming possible changes in the program.</p>		

INSPECTION CATALOGUE 2.0

2.02 The Owner/Operator meets all requirements as set forth in the Agreement.		
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met
<p>Comment:</p> <p>The Owner/Operator has operated the School since its opening in 2005 as one of the first schools in the BC Offshore School Program. She also operates a Sino Bright sister school (group 4 independent) located in downtown Vancouver. Her qualifications and experience in operating the School enables her to meet all the requirements of the Agreement.</p>		



2.03 The Owner/Operator has written approval from the appropriate government entity to operate the School, as outlined in section 5.03 of the Agreement.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The Team reviewed translated copies of the following approval documents for the School:

- business license issued by the Beijing Administration for Industry and Commerce (expires May 30, 2030)
- registration certificate issued by the Beijing Fengtai District Education Committee (expires January 8, 2024)
- approval to operate a BC offshore program issued by the Beijing Fengtai Education Committee (issued November 2, 2020, with no expiry date)

The approvals meet requirements as outlined in the Agreement.

2.04-2.05 The School meets building inspection/safety, food preparation/cafeteria and fire safety codes and regulations. The facilities are deemed to be suitable to support the BC program.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The Team reviewed documents pertaining to building safety inspection, fire safety and cafeteria/food service licensing and has confirmed that the School meets the necessary safety codes and regulations.

The Team reviewed the fire drill evacuation and epidemic prevention and control plans for the Beijing No 8 High School Yi Hai Campus International Department and the natural disaster emergency plan for the School. Plans have been vetted by the Offshore School Representative (OSR) for accuracy and functionality.

The Team heard that the School is in a large single building of six stories, which is located in the gated community of Yi Hai. The building contains 40 classrooms in addition to the library, three computer labs, four science rooms, dance studio, music room, multi-purpose room, cafeteria, and auditorium. It also has a large cemented outdoor area that can be used for basketball and track. The basketball court has been dug up over the last year. It was replaced but the final touches have not been completed yet. The BC program shares the specialty space with other programs in the building. Based on our virtual inspection, the facilities are deemed to be suitable to support the BC program.



Students have access to two full-time nurses who are always on duty. 26 of the 60 students reside in on-campus housing.

2.06 Offshore School Representative (OSR) – The Owner/Operator must appoint an individual to act as an OSR. This individual must be confirmed by the Province and must meet all the requirements set out in section 14 of the Agreement.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The Offshore School Representative's (OSR) career spans four decades during which she has taught students ranging from kindergarten to university. She has held administrative roles for the last 30 years.

They have included being a language coordinator, a vice-principal, a principal at both the elementary and secondary levels, and an assistant superintendent. Her experiences also include working as head or principal of three private schools, one in St. John's, Newfoundland for which she was the founding head, one in Toronto, Ontario and the other in Nanaimo, B.C.

The OSR is a passionate educator with a keen interest in the development of language, in particular reading and second language acquisition. International education has been part of her portfolio both as a school based administrator and as an assistant superintendent. She has been the OSR for a school in the Middle East for the past five years and this is her first year as OSR for Sino Bright.

The Team examined the OSR's job description and confirmed that her responsibilities meet the requirements of section 14 of the Agreement.

Commendation:

The Team commends the Offshore School Representative's willingness to take on this new position and to share her knowledge during such a challenging time to provide counsel and assistance to the Principal and Owner/Operator.

2.07 The Principal meets the requirements as outlined in section 2.07 of the Annual Report for offshore schools.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The Principal is in his seventh year at the School. He also holds the position of Assistant Superintendent which includes various responsibilities connected to the other schools in the



Sino Bright system. The Principal has had extensive and varied experience as an educator, having served as a public school principal in the Burnaby school district, district principal responsible for community and continuing education, a mathematics coordinator in two districts, a faculty advisor, a sessional lecturer in the Department of Math and Science Education at the University of British Columbia, a publishing consultant, and a curriculum writer.

During his career, he has contributed much to the professional growth of his teaching and administrative colleagues. He values professional learning as a key to delivering a quality education program and strongly supports and encourages it among his teaching staff.

The School is being well served by the instructional leadership provided by the Principal. His experience and his resilience have helped him lead through challenging times with COVID-19. He also continues to have a positive attitude and outlook as the School faces an uncertain future.

The Principal is supported by a Head Teacher, who has taken on several administrative tasks as well as providing instructional leadership.

Commendation:

The Principal is to be commended for his leadership during these uncertain and challenging times. Despite some staff turn-over and long-term sustainability concerns, he continues his commitment to ensure that all students achieve success regardless of their learning challenges or challenges affected by COVID-19. He is to be commended for his use of achievement data to inform practice, and his proactive role in making the School a place of learning for professional staff as well as students.

2.08 The School meets the administrative support requirements as outlined in section 2.08 of the Annual Report for offshore schools.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The Team was informed that the Academic Advisor from the host school provides support for securing work visas and accommodations, library services, student discipline and attendance, and general program support. He also provides translation, office support as well as academic advising for students. Technology support is also provided by the host school. The School meets the administrative support requirements as outlined in section 2.08.



2.09 The School meets the Student Record requirements as outlined in section 2.09 of the Annual Report for offshore schools.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The Principal is to be commended for the extra effort he put into accessing files during lockdown to ensure that the Team had accurate and current records to review. Because of his efforts the Team was able to review a sampling of student records. The Team confirmed the presence of all required elements including BC program registration form, English language entrance assessment results, Permanent Student Record (PSR), student and parent consent forms (updated for 2022/21) and prior year report cards.

All student records examined are in full compliance with the requirements outlined in section 2.09 of the Annual Report.

Commendation:

The Principal is to be commended for the extra effort he put into accessing files during lockdown to ensure that the Team had accurate and current records to review.

2.10-2.18 The School meets the teacher certification requirements as outlined in sections 2.10-2.18 of the Annual Report for offshore schools.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

Due to the restriction on student enrolment, one teacher was not rehired. Another teacher left unexpectedly over the summer, but the School was fortunate to find a replacement before September. The School now has a professional staff of four teachers and administrators who are assigned to the BC program:

- two teachers have a Certificate of Qualification (COQ)
- one teacher has a Letter of Exemption (LOE)
- one teacher has an ISC Non-expiring Subject Restricted

The Team confirms that all Authorized Persons under the Agreement possess valid and current certification under the Ministry of Education and Child Care.

The School employs one locally certified teacher who holds a valid Chinese teaching certificate issued by the Beijing Municipal Education Commission dated June 9, 2020 and has provided evidence of a local criminal record check (CRC) dated November 2, 2020.

Professional development continued to be a focus for the Principal and staff when conditions



permitted.

The two experienced teachers and the Principal worked together for professional development in the 2021/22 school year that focused on: school policies and procedures, at-risk students, English language learning (ELL) strategies, technology integration, assessment and evaluation options, performance standards, new curriculum features and implementation, review of draft curriculum documents, electronic resources, professional ethics, rights and standards and reporting out options.

The Principal also accessed, when possible, a professional learning community on-line that permitted him to work with other principals across the country.

Despite the challenges of the COVID-19 lockdowns, the experienced teaching staff at the School are very collaborative and supportive of each other and welcoming to the new teacher. Professional development and thoughtful conversations about teaching, learning and assessment occur both formally and informally.

2.19 The School meets the requirements for curriculum implementation outlined in section 2.19 of the Annual Report for offshore schools.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

Prior to the inspection, the School provided the Team with overviews for each of the courses currently being offered in the BC Graduation Program.

Due to restrictions imposed by the local Education Authority, the School is not currently able to offer grade 10 courses, and as a result, grade 10 courses were not reviewed by the inspection team.

Curriculum planning documentation and ongoing teacher professional development as well as support for teachers were reviewed during teacher video conferences. The Team conducted a thorough review of the curriculum planning documents, student work samples and assessment procedures, all of which demonstrated clear evidence of implementation compliance of BC's curriculum in grades 11 and 12.

Teachers prepared for the inspection by providing curricular documents and supplementary materials for each of the courses for which they are responsible, and all teachers were available for interviews.

The Team confirmed that all required elements of BCs Curriculum; Big Ideas, Curricular Competencies, diversity and inclusion, First Peoples Principles of Learning (FPPL), Core



Competencies, formative and summative assessment strategies, and student self-assessment are all evident in teaching practices.

Teachers utilize a variety of pedagogical strategies, including project-based and inquiry-based learning. Relatively small classes allow teachers to customize projects to allow for individuality. It is apparent to the Team that students are fully engaged in their own learning.

It is clear from projects undertaken by the students, discussions with teachers about how they interact with students, student work samples, as well as assessment records, that BC's curriculum is fully implemented in the School.

Planned professional development activities this year emphasize classroom practices that reflect implementation of the BC program.

Commendation:

The School is commended for authentically implementing all elements of BC's curriculum into its program.

The Principal is commended for providing professional development guidance for teachers focused specifically on pedagogical and assessment strategies designed to optimally implement BC's curriculum in every course.

2.20 The School meets the requirements for English language assessment and acquisition as outlined in section 2.20 of the Annual Report for offshore schools.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

English language proficiency is a primary focus of the school program.

Students come to the School from a wide variety of schools and there can be a wide range of English language proficiency in any given course.

Once students are admitted into the program, every teacher provides instruction in English and students are expected to use proper grammar and speak appropriately in each course. In addition, students in grade 12 get approximately twice the required amount of instruction in English, providing much more opportunity for students to build their English skills.

The English 12 program emphasizes both written and spoken English language skills and challenges students to write increasingly complex stories, give oral presentations, and keep journals. Assessment is ongoing and appropriately recorded.



Students whose English proficiency is lower than expected are identified within the first few weeks in each course and are provided additional support. Teachers monitor those students regularly and provide monthly updates on student progress for parents and administration.

The Team was able to interview several students from grade 11 and grade 12. Students were able to comprehend all the questions asked of them and respond appropriately, even when questions required higher levels of English proficiency and thinking skills.

The School meets the requirements for English language assessment and acquisition as outlined in section 2.20 of the Annual Report for offshore schools.

Commendation:

The School is commended for the focus on building English proficiency throughout its program.

2.21(a-e) The School meets the course credit requirements (equivalency, challenge, exemptions and BAA courses) as outlined in section 2.21 (a-e) of the Annual Report for offshore schools.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The School does not offer any Board/Authority Authorized (BAA) courses at this time, but the Team was able to review the School's course credit requirements, including its equivalency and challenge policies as well as course exemptions that have been granted to the School over the last number of years.

The School meets the course credit requirements as outlined in section 2.21 (a-e) of the Annual Report for offshore schools.



2.21(f-g) The School meets the course overview/course planning requirements as outlined in Schedule B Part I, 2. (e) of the Agreement; namely, that all BC program courses offered in the School meet or exceed the ministry learning outcomes/learning standards identified in the educational program guides for each course.

☒ Requirement Met

☐ Requirement Partially Met

☐ Requirement Not Met

Comment:

The Team was able to review course overviews, unit plans and weekly lesson plans developed by the teachers to guide instruction and learning opportunities throughout the school year.

The plans have been developed prudently and systematically, allowing for a measure of flexibility when that is called for. Course plans have been developed by each teacher but planning standards have been developed collaboratively.

Teachers are intent on developing their plans according to BC curriculum guidelines and are intent on following the plans authentically; ensuring that there are obvious connections among course overviews, unit plans, daily lesson plans and classroom practices.

Overviews, unit plans and lesson plans include the required learning standards (First Peoples Principles of Learning (FPPL), diversity and inclusion, Big ideas, Core Competencies and Curricular Competencies). Big Ideas and learning intentions are incorporated into regular classroom instruction.

It is evident that there are a variety of learning experiences and assessment strategies used in the School that demonstrates the pedagogical approaches of BC's curriculum in action.

The Team confirms that curriculum planning documentation is compliant with BC's curriculum requirements for grades 11 and 12.

Commendation:

The teachers are commended for their consistent effort in creating and maintaining curriculum planning documents that follow the same format, contain the required elements of the BC program, are easy to follow, and connect well to classroom practice.



2.22 The School meets the instructional time allotment requirements as outlined in section 2.22 of the Annual Report for offshore schools, including the requirements set out in sections 1.1 to 6, with the exception of s. 4(5)(b), 4 (6), 5 (8)(a) and (d) and s. 5.3 of Ministerial Order 41/91, the Educational Standards Order, enacted under the Independent School Act.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The Team was able to review the annual school calendar as well as the daily schedule.

The School is in session 194 days this year and instructional time per day is 7.25 hours. The Team confirms that instructional time in the School totals 1406.5 hours, which exceeds the requirement of a minimum of 850 instructional hours, as outlined in section 2.22 of the Annual Report for offshore schools.

2.23 The School meets the assessment methods requirements as outlined in section 2.23 of the Annual Report for offshore schools.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The teachers have developed a framework for student assessment that includes assessment as learning, assessment for learning and assessment of learning.

It is evident that teachers are using a variety of assessment instruments to determine student progress. The Team was able to review several rubrics created by the teachers collaboratively, others made by individual teachers and still others created by students and teachers together. Teachers also utilize pre-assessment strategies, as well as quizzes and unit tests. Student self-assessment and peer assessment practices are also used regularly.

The School meets the assessment methods requirements as outlined in section 2.23 of the Annual Report for offshore schools.

Commendation:

The teachers are commended for implementing a wide variety of assessment practices throughout the program.



2.24 The School meets the learning resources requirements as outlined in section 2.24 of the Annual Report for offshore schools.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

In discussions with the Principal, teachers and students, the Team confirms that educational resources available to the students meet the required standard.

The School has an adequate library of print resources, but most of the learning resources used by the students are accessed from online sources.

2.25 The School meets the student progress report requirements as outlined in section 2.25 of the Annual Report for offshore schools.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

Parents and students are informed via the handbook and on course syllabi how students will be assessed and what the criteria are for success. Students are aware of when assignments are due and how they will be graded.

The School communicates student progress and achievement throughout the year with interim reports, four scheduled formal reports, and two parent teacher conferences. Interim reports are provided as needed, particularly for at-risk students. Parents are also able to meet with teachers to discuss student progress and interventions if they are necessary. Homeroom teachers are in regular and frequent contact with parents.

Teachers submit monthly reports for at-risk students and regular grade-level team meetings are held to provide meaningful and consistent assistance to those students. Parents are contacted and often invited to meetings with teachers and administration.

The Team was able to review several term report cards, interim reports and at-risk student lists.

The Team confirms that the School meets the student progress report requirements as outlined in section 2.25 of the Annual Report.



2.26 The School meets the parent/student handbook requirements as outlined in section 2.26 of the Annual Report for offshore schools.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The School's parent/student handbook thoroughly outlines requirements, procedures, policies and operational practices for students and parents.

The handbook includes a "statement of personal responsibility" that must be signed by each student.

2.27 The School meets the teacher handbook requirements as outlined in section 2.27 of the Annual Report for offshore schools.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The Team was able to review the School's teacher handbook, which covers all policies related to employment in the School, teacher responsibilities, and contractual obligations.

The School meets the teacher handbook requirements as outlined in section 2.27 of the Annual Report for offshore schools.

2.28 The School meets the Online Learning requirements (formerly Distributed Learning) as outlined in section 18 of the Agreement and section 2.28 of the Annual Report for offshore schools.

☐ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met ☒ Not Applicable

Comment:

The School does not offer any Online Learning courses.

2.29 The School meets the requirements for offering Remote Instruction under the BC Offshore School Remote Instruction Policy and as outlined in section 2.29 of the Annual Report for offshore schools.

☐ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met ☒ Not Applicable

Comment:

The School does not currently offer Remote Instruction.



CONCLUSION

Commendations

The Inspection Team wishes to recognize the Owner/Operator, Principal, staff and Offshore School Representative (OSR) of Sino Bright School No. 8 for:

- the ongoing commitment to offering a quality BC program despite the uncertainty of the government political direction for the coming years. The School continues to be committed to supporting all BC staff through the upcoming possible changes in the program.
- the willingness of the OSR to take on this new position and to share her knowledge during such a challenging time to provide counsel and assistance to the Principal and Owner/Operator.
- the leadership during these uncertain and challenging times, provided by the Principal. Despite some staff turn-over and long-term sustainability concerns, he continues his commitment to ensure that all students achieve success regardless of their learning challenges or challenges affected by COVID-19.
- for the extra effort put into accessing files and organizing meetings during lockdown to ensure that the Team had accurate and current records to review.
- authentically implementing all elements of BC's curriculum into its program.
- providing professional development guidance for teachers focused specifically on pedagogical and assessment strategies designed to optimally implement BC's curriculum in every course.
- the focus on building English proficiency throughout the program.
- the consistent effort by teachers in creating and maintaining curriculum planning documents that follow the same format, contain the required elements of BC's program, are easy to follow, and connect well to classroom practice.
- implementing a wide variety of assessment practices throughout the educational program.

SUMMATIVE RECOMMENDATION

The Offshore Inspection Team recommends to the Executive Director of the Independent Schools and International Education Branch that the British Columbia education program offered at Sino Bright School No. 8 *continues* to be recognized as a British Columbia-certified school.

