INTRODUCTION

On November 18-19, a virtual certification inspection was completed on Shanghai Nanyang Model Private High School (SNMPHS) in Shanghai, People’s Republic of China, referred to as the School in this report. The purpose of this inspection was to determine whether the requirements for the British Columbia (BC) education program have been met, according to the BC Global Education Program – Offshore Schools Certification Agreement. The inspection team (the Team), appointed by the Executive Director of Independent Schools and International Education, British Columbia Ministry of Education (MoE) in accordance with the BC Global Education Program – Offshore Schools Certification Agreement (the Agreement), consisted of Mr. Alan Schroeder and Mr. Harry Moes (Chair).

The School’s BC program has an enrolment of 224 students, in Grades 10 - 12. The School is accommodated within the larger school complex, Shanghai Nanyang Model Private School (SNMPS). SNMPS is comprised of three programs: Shanghai Nanyang Model Private Junior Program, SNMPHS and the Shanghai Nanyang Model Overseas Centre Program. The entire school, which houses the BC program, enrolls approximately 600 students.

During their school inspection, the Team reviewed all standards required in the BC Global Education Program – Offshore Schools Certification Agreement and Operating Manual and met with the School’s Owner/Operator, Offshore School Representative (OSR), BC Principal, SNMPHS Chinese principal and BC teachers.

The Owner/Operator, CINEC Education Group Ltd, (CINEC), is responsible for the BC program, which is one of four schools that it operates in the People’s Republic of China. CINEC has also been actively involved in bringing its offshore school students to BC for summer studies, immersion and life experience, partnering with the Vancouver and Victoria public school districts.
CINEC operates three additional schools in China:
- Canadian Secondary Wenzhou No. 22 School, Zhejiang Province
- Luwan Senior High School, Shanghai
- Jiaxing Senior High School, Zhejiang Province

The BC program’s philosophy, objectives and special features include:
- Preparing students for success in a rapidly changing world by providing a supportive learning environment that recognizes and respects individual differences, encourages students to challenge personal limits and promote excellence.

The School commits to:
- Setting clear expectations with natural consequences for choices made (accountability)
- Providing a safe and comfortable learning environment
- Encouraging tolerance and diversity by respecting individual differences
- Modelling good citizenship and leadership
- Helping student obtain/acquire knowledge and skills
- Encouraging students to develop positive attitudes and to become independent learners.

The Team would like to thank Shanghai Nanyang Model Private High School for its warm welcome, cooperation and transparent preparedness for the inspection visit.

The Principal and the Offshore School Representative collaboratively and meaningfully supported the November 18-19, 2019 certification inspection.

<table>
<thead>
<tr>
<th>The School has satisfactorily addressed requirements contained in the previous inspection report.</th>
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<tbody>
<tr>
<td>☒ Requirement Met ☐ Requirement Not Met ☑ Not Applicable</td>
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<tr>
<td>Comment: There were no requirements noted in the previous inspection report.</td>
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**BUSINESS PLAN 1.0**

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<th>The Owner/Operator has submitted a business plan to the BC Ministry of Education, confirming the sustainability of the program.</th>
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<td>☑ Requirement Met ☐ Requirement Not Met</td>
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<tr>
<td>Comment: The School is committed to the long-term growth and sustainability of the BC program while maintaining program quality and high admissions standards. Amidst increasing competition</td>
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in the international school market in Shanghai, the School has undertaken enhanced marketing activities over the past year through social media, the development of printed materials, increased entrance exam sittings and participation in local international school student recruitment events. The host school has a “Private Junior Program” at the Grade 6 – 9 levels, with Grade 9 added for the 2019/20 school year, that represents a potential source of students for the BC program. The School has a long-term view to expand the BC program beyond its current capacity and has access to another building to enable physical expansion of the BC program.

The School offers for-credit summer programs in partnership with Vancouver School Board (SD39) and Greater Victoria School District (SD61) and a variety of non-credit summer programs with school districts and universities in BC, across Canada and beyond.

Commendation:
The School is commended for its enhanced marketing and promotion efforts over the past year aimed at growing enrollment and improving competitiveness in the local international school market.

INSPECTION CATALOGUE 2.0

2.02 The Owner/Operator meets all requirements as set forth in the BC Global Education Program Offshore Schools Certification Agreement (the Agreement).

☑ Requirement Met  ☐ Requirement Not Met

Comment:
The Team confirmed that the Owner/Operator, Mr. Harvey Su, meets all provincial educational standards, requirements and expectations as set forth in the certification agreement.

Mr. Su is highly supportive of and committed to the success of the School. Visiting the School several times annually, he has developed strong relationships with BC program administrators and teachers as well as the host school administration.

The Principal, Offshore School Representative and Owner/Operator collaboratively participated and supported the November 18-19, 2019 certification inspection.
2.03 The Owner/Operator has written approval from the appropriate government entity to operate the offshore school, as outlined in section 5.03 of the Agreement.

☑ Requirement Met ☐ Requirement Not Met

Comment:
The School has a letter on file from the Shanghai Xuhui District Education Bureau dated October 31, 2018 approving the delivery of the BC Offshore High School program with a validity of five years, until August 30, 2023.

2.04 The School meets local building, safety and cafeteria codes and regulations. The facilities are deemed to be suitable to support the BC program.

☑ Requirement Met ☐ Requirement Not Met

Comment:
The School is located on a gated property shared with the host school. The BC program contains administrative offices, staff working areas, general classrooms, yoga/drama room and a music room. Facilities shared with the host school include two computer labs – both updated in summer 2019 – three science labs, a library, music room, drama room, gymnasium and activity room. The School has an outdoor playing field with two large basketball courts surrounded by a 200-metre track.

Approximately 30% of BC program students live in on-campus student housing. The Team reviewed a building quality comprehensive assessment report and a cafeteria operating license with validity until February 8, 2022.

The School has well-detailed policies to respond to emergency situations such as fire, earthquake, accidental injury breach of security and natural disaster. The policies include a school closure contingency policy vetted for accuracy and functionality by the Offshore School Representative that details plans in the event of an unexpected temporary or permanent closure of the BC offshore school. The Team confirmed that emergency drills are conducted twice a year – once focussing on fire and once focussing on earthquake.
2.05 Offshore School Representative (OSR) - The Owner/Operator must appoint an individual to act as offshore school representative. This individual must be confirmed by the province and must meet all of the requirements set out in section 14 of the Agreement.

☒ Requirement Met ☐ Requirement Not Met

Comment:
The appointed Offshore School Representative (OSR), serves as the primary liaison between the Owner/Operator and the Ministry of Education. He works with the School’s administrative team and teachers in his role as superintendent to address Ministry recommendations and requirements and provides and arranges ongoing professional development.

The OSR is knowledgeable about all aspects of the School’s operations and all related aspects of the Owner/Operator’s business operations, governance, and administrative functions of the School, and his obligation to report critical information relating to changes in the operation of the School or ownership structure that could significantly impact the school(s) operation(s).

Commenadation:
The School is commended for its ongoing relationship with a highly qualified, competent and knowledgeable OSR, allowing for experienced counsel and ongoing professional development.

2.06 The Principal meets the requirements as outlined in section 2.06 of the inspection catalogue for offshore schools.

☒ Requirement Met ☐ Requirement Not Met

Comment:
The Principal is in her second year at the School. She previously served for 4 years as Principal and vice principal in another CINEC-operated BC offshore school and for 2 years as vice principal in another BC offshore school.

She has created an atmosphere of innovation and professional excellence among teachers aimed at providing the best possible environment for student learning. Highlights include introducing “Code of Character” agreements with students to raise awareness of the issue of plagiarism; formal teacher growth plans as part of their professional development; a Parent Advisory Council as a venue to discuss the student learning environment with parents; and a “Real Talk” program to stimulate English speaking among students.

The Principal has done an excellent job of supporting the implementation of the new BC curriculum at the School, ensuring the teachers have incorporated all elements of the new
curriculum in their classes. Teachers and department heads alike, expressed appreciation for the Principal’s on-going professional development initiatives and provision of program resourcing.

Commendation:
The Principal is commended for modelling teaching and administrative excellence, innovation and motivating staff to remain current in their pursuit of professional excellence.

2.07 The School meets the administrative support requirements as outlined in section 2.07 of the inspection catalogue for offshore schools.

☐ Requirement Met   ☐ Requirement Not Met

Comment:
The BC program has an administrative support team comprising a secretary who assists the Principal with administrative duties. The vice principal holds several administrative responsibilities. The Chinese administration and support staff assist with the admissions process.

CINEC program staff provides administrative support related to teacher work visas, housing, professional development and curriculum support.

2.08 The School meets the Student Record requirements as outlined in section 2.08 of the Inspection Catalogue for offshore schools.

☐ Requirement Met   ☐ Requirement Not Met

Comment:
The Team reviewed sampling of student record files and confirms that files contain required documents including a registration form, permanent student record (1704), ELL entrance assessment results and copies of recent student report cards. The BC Ministry of Education’s personal information consent forms revised for the 2019/20 school year have been completed by all students and parents. The Team acknowledged an innovate element in student files – a Code of Conduct agreement signed by students that raises awareness of the issue of plagiarism. The files are stored in a secure filing cabinet in the BC Principal’s office and managed by the secretary with oversight by the Principal.

The School employs TESS student information system to store and transmit student data to the Ministry. Student information is backed up in multiple locations to enable their reproduction in case of emergency.
### 2.09-2.14 The School meets the teacher certification requirements as outlined in sections 2.09-2.14 of the inspection catalogue for offshore schools.

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**Comment:**
The Team reviewed a sampling of teacher files and confirmed the presence of all necessary elements including copies of the Ministry of Education Certificate of Qualification, employment contract, teacher evaluation, updated BC Ministry of Education personal information consent form, contact information and Chinese work permit.

The Team confirmed that the School has one teacher whose Certification of Qualification application was in progress. The Team verified that the School possesses a letter dated October 22, 2019 issued by the BC Ministry of Education providing a temporary exemption for the teacher. The Team verified that the School is supporting the teacher to ensure that all proper documentation is submitted to the BC Teacher Certification Branch in a timely manner.

For all locally certified teachers, the Team verified local teacher certifications and criminal record checks. The School possesses a letter from the Ministry authorizing locally certified teachers to teach Physical and Health Education, Arts Education, Information and Communications Technology and Technology Education. Chinese homeroom teachers are responsible for supporting the communication between the School and parents.

### 2.17 The School meets the requirements for curriculum implementation outlined in section 2.17 of the inspection catalogue for offshore schools.

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**Comment:**
The Team reviewed curriculum planning documents, which showed evidence of a full transition to the new BC curriculum in Grades 10, 11 and 12.

The School is commended for the intentional Graduation Program (10-12) curriculum planning documentation shared with the Team. Teachers worked diligently to plan for the inspection by preparing all curricular documentation and being available for interviews. Curricular planning documentation and unit plans integrate the language of Big Ideas, Core Competencies, Curriculum Competencies, First Peoples Principles of Learning, and assessment strategies.

Teachers at the School actively participate in the annual CINEC Professional Development Day. The focus continues prioritize the implementation of the new curriculum,
English language learners program implementation and integration, and the embedding of First Nations Principles of Learning and Core Competencies into all curriculum planning documentation.

Teachers engage in Professional Learning Community (PLC) on site and electronically with other school based Professional Learning Communities. Teachers yearly attend the Annual BC Offshore Professional Development Conference held in Richmond during the month of July. A current staff member recently attended and participated in the Numeracy Assessment Marking Workshop.

Table: 2.18 The School meets the requirements for English language assessment and acquisition as outlined in section 2.18 of the inspection catalogue for offshore schools.

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Comment:
The Team confirms that English language assessment and acquisition meets the requirements.

The Principal is responsible for managing and making final decisions on student admission and assessment of English Language skills, ensuring that students meet or exceed the learning outcomes identified in the Education Program Guide (Section 9.09 (a0 of the Agreement).

The School’s English Language Assessment and Acquisitions has all incoming Grade 10 students enrolled in double (four times a week) Composition 10 and Spoken Language 10 courses. Upon completion, in the following years, students are enrolled in Literary Studies 10, New Media, 10, Composition 11, Literary Studies 11 and English Studies 12.

Teachers receive ongoing professional development in strategies for ELL support. Bi-weekly professional learning community meetings are employed to showcase best practices for ELL instruction and teachers hold regular office hours to meet with at-risk students to provide ELL support.
The School’s Real Talk English speaking campaign promotes the use of English regularly throughout the day. The campaign is recognized and accepted by the students as a way to improve oral English and create positive habits of speaking English, while preparing for university and life abroad.

The Principal and vice-principal prioritize curriculum delivery development and implementation and closely monitor on-going assessments of students’ English language proficiency.

**2.19(a-e) The School meets the course credit requirements (equivalency, challenge, exemptions and BAA courses) as outlined in section 2.19 of the inspection catalogue for offshore schools.**

- **Requirement Met**
- **Requirement Not Met**

Comment:
The Team confirms that the School meets the course credit requirements for equivalency, exempted and BAA courses.

The School offers the following courses exempted from requiring BC certified teachers: Computer Studies 10; Computer Programming 11; Mandarin 11, 12; Physical Education 10; Chinese Culture 11 and 12. Letters stating exemption are on file and course outlines are available in English and were reviewed by the Team.

The School continues to offer the Board Authority/Authorized Chinese Culture 11 and 12 courses to their senior students.

Currently, the School does not offer the opportunity for students to challenge courses.

**2.19(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 Not Met**

Comment:
The Team confirms that curriculum planning documentation is in compliance with the new curriculum frameworks for Grades 10-12.

Course planning documents reflect the collaborative work of administration and teachers planning and implementing the curricula together. Planning documents also show evidence...
of individual teachers experimenting with different approaches which reflect their own pedagogical philosophy and practices.

The Team also confirms that in addition to the planning, there is evidence of instructional and assessment practices that align with the new curriculum frameworks. These practices include the use of technology, active learning involving group work and movement, peer and self-assessment, and project work such as the science fair.

Interviews with teachers and students gave evidence of ongoing formative and self-reflective assessment. The School’s curriculum planning documentation has embedded the core competencies in the learning strands and are continuously referenced,

Students, when interviewed, ably and enthusiastically reflected on their growth in the core competencies.

The School currently offers Advanced Placement (AP) Courses in Psychology, Calculus AB, World History and Macro-Economics.

Commendation:
The School is commended for its purposeful Career Life Education / Career Life Connections programs, which anchors the academic, enrichment, extracurricular, and boarding programs, supporting teacher and student learning, social and emotional needs, and ensure quality programming and life experiences.

2.20 The School meets the instructional time allotment requirements as outlined in section 4.5 of the inspection catalogue 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 Not Met

Comment:
The Team confirms that the School meets the requirement for instructional time allotments. Student instructional time totals 930 hours per year, which exceeds the minimum requirements for Grade 10-12.

The Team noted that the School delivers the revised curriculum topics in Physical Health Education 10 related to health and wellness, within Career Life Education 10 and Career Life Connection 12 course units.

The majority of the staff and students sponsor and participate in the school extensive intra-mural and extra-curricular athletic and academic enrichment programs.
Commendation:
The School is commended for offering a wide and rich variety of academic and extra-curricular opportunities in areas such as arts, sciences, and athletics, aimed at enhancing learning and relationship opportunities for students and teachers.

2.21 The School meets the assessment methods requirements as outlined in section 2.21 of the inspection catalogue for offshore schools.

☑ Requirement Met ☐ Requirement Not Met

Comment:
The School employs assessment strategies that (1) are consistent with the school philosophy of educating the whole child; (2) allow students to demonstrate that the curriculum learning outcomes in curriculum have been met, at any stage and time; and (3) are consistent with the general expectations and standards of the course curricular competencies.

Assessment activities at the School are both formative and summative, and teachers feature a variety in their classroom and reflect the Know-Do-Understand model. Assessment methods and tasks include, but are not limited to, observation, student self-reflection, student peer assessment, holistic rating scales, oral and written reports and the assembling and presenting of portfolios. Best practice dictates that the assessment methods are varied and used as much as possible.

Teachers prioritize the ongoing analysis of formative and summative assessment results and adjust their instruction and evaluation accordingly.

Students at the School have registered for the April sitting of the required Literacy and Numeracy Assessments.

2.22 The School meets the learning resources requirements as outlined in section 2.22 of the inspection catalogue for offshore schools.

☑ Requirement Met ☐ Requirement Not Met

Comment:
The Team confirms that the School meets the expectations for learning resources as outlined in Section 4.7 of the inspection catalogue for offshore schools.

The School’s library, managed by a part-time teacher librarian, contains over 2500 English books including a variety of fiction and non-fiction, as well as 10 English magazine subscriptions.
The School has two full functioning recently renovated computer labs which hold over 100 students. Six computers have been added to the library and all teachers have access to a personal computer as well as a classroom computer. Instructional spaces are equipped with LCD projectors, speakers, smartboards and document readers. Students are permitted to bring their own devices to school at the request of the teacher for assessments, projects and research.

All resource needs are reviewed by the Curriculum Coordinators and teachers. Outdated materials are replaced. To keep current with the newly redesigned curriculum, the School is looking at acquiring more print and electronic resources.

2.23 The School meets the student progress report requirements as outlined in section 2.23 of the inspection catalogue for offshore schools.

☐ Requirement Met  ☐ Requirement Not Met

Comment:
The School has four report cards per year. At each reporting period, parents are invited to meet with teachers to discuss student progress and strategies to support their student’s learning. Meetings are also held for students that receive interim reports within Progress grades for incomplete/unsatisfactory work.

The School has increased connections with the parents and Chinese homeroom teachers, an initiative much appreciated by all involved. The School hosts parent/teacher/student interviews each semester where Grade 12 students are trained to serve as translators.

The School has implemented Schoology, a social networking service and virtual learning environment, that allows teachers and students, to manage, and share academic content. This real-time reporting has helped support students to ensure their work is complete. Currently, parents do not have access to Schoology.

2.24 The School meets the parent/student handbook requirements as outlined in section 2.24 of the inspection catalogue for offshore schools.

☐ Requirement Met  ☐ Requirement Not Met
Comment:
The parent/student handbooks, written in both English and Chinese are updated yearly, and are descriptive, informative and current.

The handbook includes policies related to assessment, admission, student conduct and supervision.

The School has developed policy and procedures for appeals and dispute resolution which is distributed to parents and students at the start of each school year.

2.25 The School meets the teacher handbook requirements as outlined in section 2.25 of the inspection catalogue for offshore schools.

☐ Requirement Met  ☐ Requirement Not Met

Comment:
The comprehensive teacher handbook details staff professional responsibilities and conduct, instructional and supervision expectations, and assessment guidelines, and is updated yearly.

Teachers and administrators are evaluated as required under Section 9.14(a) of the Agreement, and respective policies were reviewed.

2.26 The School meets the distributed learning requirements as outlined in section 18 of the Agreement and section 2.26 of the inspection catalogue for offshore schools.

☐ Requirement Met  ☐ Requirement Not Met  ☒ Not Applicable

Comment:
The School does not offer courses through distributed learning.

CONCLUSION

Commendations
The Inspection Team wishes to recognize the Owner/Operator, Principal and staff of Shanghai Nanyang Model Private High School, Shanghai for:

- its enhanced marketing and promotion efforts over the past year aimed at growing enrollment and improving competitiveness in the local international school market
- the Principal who models teaching and administrative excellence and innovation and motivates staff to remain current in their pursuit of professional excellence
- its ongoing relationship with a highly qualified, competent and knowledgeable OSR, allowing for experienced counsel and ongoing professional development
- the intentional Graduation Program (10-12) curriculum planning documentation
- the School’s purposeful Career Life Education/Career Life Connections programs, which anchors the academic, enrichment, extracurricular, and boarding programs, supporting teacher and student learning, social and emotional needs, and ensure quality programming and life experiences
- offering a wide and rich variety of academic and extra-curricular opportunities in areas such as arts, sciences, and athletics, aimed at enhancing learning and relationship opportunities for students and teachers

SUMMATIVE RECOMMENDATION

The Offshore Inspection Team recommends to the Executive Director of Independent Schools and International Education that the British Columbia education program offered at of Shanghai Nanyang Model Private High School continues to be recognized as a British Columbia-certified school.