INTRODUCTION

On November 25-26, 2019, a virtual certification inspection was completed on Sino Bright No. 8 School (SBS8), Beijing, People’s Republic of China, referred to as the School in this report. The purpose of this virtual 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 Laurie Anderson (Chair) and Des McKay.

The School’s BC program has an enrolment of 93 students, in Grades 10-12. The entire School, Beijing No 8 High School Yihai Campus, which houses the BC program, enrolls 263 students.

During their virtual inspection of the School, 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, BC teachers and the liaison person for both the BC school and the Chinese school.

The Owner/Operator, Beijing Sino Bright Education Co Ltd., is responsible for the BC program. The owner/operator also operates schools in China and a Group 4 Independent School Secondary School in Vancouver.

The BC program’s philosophy, objectives and special features include: Sino Bright School No. 8 values a student-centred learning environment that supports students in acquiring the English language proficiency and academic knowledge necessary to succeed in post-secondary education in Canada.
The Team would like to thank Sino Bright No 8 School for its hospitality, cooperation and preparedness for the virtual inspection visit.

The School has satisfactorily addressed requirements contained in the previous inspection report.

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Comment: There were no requirements in the previous inspection report.

**BUSINESS PLAN 1.0**

The Owner/Operator has submitted a business plan to the BC Ministry of Education, confirming the sustainability of the program.

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Comment: The business plan for the School mentions that open houses and local recruitment fairs are the main elements of the School’s promotional drive. The School’s enrolment has declined by approximately 25% (from 122 to 93) in one year. The Beijing authorities limit the number of non-Beijing residents/students enrolling in local schools.

**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).

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Comment: The School meets all the requirements in the Offshore Schools Certification Agreement.

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.

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Comment: The School has documented local approval to provide the BC program.
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.

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Comment:
The School meets all the necessary standards for operation. The School itself is within a gated compound with extensive outdoor recreational facilities. The School has two full time nurses on staff and a detailed accident report protocol. In the event of an emergency shutdown, the School can be temporarily re-located at another school within the Yihai community.

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.

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Comment:
The OSR meets all the requirements set out in section 14 of the Agreement. The OSR has extensive experience with both onshore and offshore schools and in particular with schools in China.

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

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Comment: The Principal is in his third year at the School, and prior to that had years of experience as a principal and district administrator in a large district in BC.

Commendation:
The Owner/Operator is commended for hiring a very experienced educational leader.
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 School has an experienced vice-principal, a Chinese administrator, two Chinese vice-principals who look after facilities and logistics, and a bilingual liaison staff person who serves as a bridge with the Chinese host school.

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 School meets the student record requirements as per 2.08 of the inspection catalogue. The Team reviewed random samples of student files and they contained all the essential elements, including the updated MoE parent consent form. The student files also contained an outline of each individual student’s pathway to graduation.

Commendation:
The School is commended for planning and communicating students’ graduation plans proactively.

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.

☑ Requirement Met ☐ Requirement Not Met

Comment:
The School meets the teacher certification requirements as per the Inspection Catalogue. Three of the teachers have Ministry approved Letters of Exemption as their teacher certification applications are in process.
### 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 School has fully implemented the new curriculum in Grades 10 through 12, and working collaboratively to develop deeper understandings of how to incorporate First Peoples Learning Principles.

The Principal allots time every staff meeting for teachers to collaborate on the implementation of the new curriculum. Discussions center on what is working, sharing strategies for incorporating the core, curricular and content competencies into instructional planning.

Meetings with staff and administration indicate the School has made developing curriculum planning documents, instructional strategies and assessment strategies that align with the new curriculum a top priority. What was evident is the staff has developed a learning community focused on planning and instruction centered on the new curriculum. The level of peer support and collaboration that was evident in the interviews is commendable.

**Commendation:**
The Principal is to be commended for his leadership in providing staff development for the implementation of the new curriculum frameworks.

The Staff is to be commended for developing a community of support for the implementation of the new curriculum.

### 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 School has a well-developed procedure for assessing the English language proficiency of students entering the BC program. The Principal oversees the administration and marking of the assessment and shares the results with classroom teachers. The test results assist teachers with providing specific interventions to support individual students. The Principal signs off the assessment, which is then placed in the student’s file.

Students are given formal language assessments at the start and the end of each semester. The results of these assessments are reviewed by teachers and the administration to monitor student language development. These assessments provide administration and curriculum
leaders with valuable information on a systems level while also providing teachers with information on the amount and types of support individual students require.

Students at SBS8 receive 80 minutes of English instruction each day from Kindergarten to Grade 8, and when Grade 9 students complete their Chinese program, they receive six blocks of English. English 12 is taught over two terms providing 240 hours of instruction.

**Commendation:**
The School is to be commended for conducting language proficiency assessments at the start and end of each semester to track student progress in language proficiency.

The School is commended for using the results of language proficiency assessments to inform their practice and program interventions.

The School is to be commended for its commitment to having 80 minutes of English instruction a day from Kindergarten to Grade 8.

### 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.

**Comment:**
The School offers two courses that have MoE approval to be exempted. The two courses, PE 10 and Visual Arts 12, are taught by locally certified teachers.

The School does not offer BAA 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.

**Comment:**
The course curricular planning documents meet planning requirements. The School has adopted a template that identifies all the components of the new curriculum frameworks. Staff interviews indicated they are very familiar with the new framework but are continually seeking ways to more effectively incorporate First Peoples Principles of Learning and student self-assessment strategies.
Interviews with teachers clearly indicated they are using a range of instructional and assessment strategies, student self, formative and summative.

### Commendation:
Staff are to be commended for their commitment to developing curriculum documents that incorporate First Peoples Principles of Learning, as well as core, curricular and content competencies.

#### 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 School exceeds Ministry requirements for instructional time allotment with 1,128 hours of instruction per year.

#### 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 has invested a great deal of time learning about and implementing assessment strategies that align with the new curricular frameworks. Staff development is scheduled into every staff meeting to share practice and explore various aspects of the new curriculum. The staff have become more familiar with the performance standards, student self-assessments and reflections and summative and formative assessment strategies. The School is in the process of developing common assessments for the core competencies that will be administered system wide at the beginning of Grade 10 to set a benchmark and again at the end of Grade 10 to assess growth and development. The process will be repeated again in Grade 11.
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 School has a clearly articulated protocol for acquiring learning resources because the Ministry no longer has a list of approved resources, the Principal has scheduled professional development time to familiarize staff with learning resources ordering protocols, and provide time to share learning resources, online sites and digital resources. All resource orders are reviewed and signed off by the Principal.

Locating online resources that students can access without violating Chinese internet regulations is a major challenge for teachers. Many digital resources, learning sites and interactive textbooks require accessing online sites not available to students.

Commendation:
The staff is to be commended for its collegial approach to sharing, developing and searching out learning 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’s student progress report meets the requirements. A Chinese teacher assists with home school communication when required. The School’s report card did not fully meet the requirements of the Student Progress Report Order, however, the Principal is working with TESS to revise the report card template to include a record of lates and a description of the marks used in the report. The revised template will be used when the revisions have been made.

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 School meets the requirements as per the inspection catalogue. The bilingual handbook covers the essential information, including student conduct policy, student residence protocols and information about the BC program.
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 teacher handbook is thorough and clear. It serves as an orientation package for teachers, including a section on cultural awareness for teachers new to China.

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 distributed learning courses.

CONCLUSION

Commendations

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

- The Owner/Operator is commended for hiring a very experienced educational leader.
- The School is commended for planning and communicating students’ graduation plans proactively.
- The staff is to be commended for its collegial approach to sharing, developing and searching out learning resources.
- Staff are to be commended for their commitment to developing curriculum documents that incorporate First Peoples Principles of Learning, as well as core, curricular and content competencies;
- The Principal is to be commended for his leadership in providing staff development for the implementation of the new curriculum frameworks.
- The Staff is to be commended for developing a community of support for the implementation of the new curriculum.
- The School is to be commended for conducting language proficiency assessments at the start and end of each semester to track student progress in language proficiency.
• The School is commended for using the results of language proficiency assessments to inform their practice and program interventions.
• The School is to be commended for its commitment to having 80 minutes of English instruction a day from Kindergarten to Grade 8.

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 Sino Bright No 8 School continues to be recognized as a British Columbia-certified school.