INTRODUCTION

On November 27-28, 2019, a virtual certification inspection was completed on Luwan Senior High School (LSHS), 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 Collette Ellis-Toddington and Harry Moes (Chair)

The School’s BC program has an enrolment of 75 students, in Grades 10-12. The School shares the school campus with an elementary and middle school, each housed within its own building. The entire School, including the BC program, enrolls 700 students.

During their visit to 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 members of the host school’s administrative team.

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 University of British Columbia.
CINEC operates three additional schools in China
- Canadian Secondary Wenzhou No. 22 School
- Jiaxing Senior High School
- Shanghai Nanyang Model Private High School

The BC program’s philosophy, objectives and special features and 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 promotes excellence.
- Dedication to creating an inclusive culturally responsive learning community, where students harness a growth-mindset to develop in a holistic manner.
- Nurturing a respectful and positive environment, allowing students to become intrinsically motivated and independent thinkers, who pursue excellence in English, and can self-advocate and communicate effectively.

The School’s 2019-20 goals for the year include (a) continuing to develop and grow the positive, collaborative, and respectful learning environment while at the same time increasingly extending to involve parents and the local community, (b) ensuring a 100% graduation rate and university placement, and (c) increasing student’s English language proficiency, focusing on speaking and developing vocabulary.

The Team would like to thank Luwan Senior High School for its hospitality, cooperation and preparedness for the inspection visit.

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<th>The School has satisfactorily addressed requirements contained in the previous inspection report.</th>
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Comment:
The Team reviewed the previous inspection report with the newly appointed Principal and confirms that the School has satisfactorily addressed the requirement contained in the 2018/19 report. The Team also observed that School responded to the matters that it was asked to consider.
BUSINESS PLAN 1.0

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

☑ Requirement Met ☐ Requirement Not Met

Comment:
The School’s 2019/20 business plan was submitted to the Ministry of Education. The Team reviewed (a) Description of School facilities, (b) School Growth Plan, (c) Human Resources, and (d) Alignment with International Education in BC.

The School continues to foster a 21st century learner centered and collaborative learning environment among stakeholders, while focusing marketing efforts on increasing yearly enrollments to the maximum allowable. Currently, the Shanghai Education authorities have capped enrollment at 40 students per grade. The Team was informed that approximately 50% of students completing entrance examinations and oral assessments each year enroll as future students.

One additional teacher was hired for the current academic year, and two new clubs are offered – Model United Nations and Music Clubs.

The School has moved away from distributed learning course offerings and senior students now have the opportunity to enroll in New Media 12.

Commendation:
The School is commended for its ongoing active recruitment initiatives which resulted in increasing student enrollment in a very competitive 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 of the requirements 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 27-28, 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.

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**Comment:**
The Approval Response for the School’s Canada Offshore High School Program by the Shanghai Huangpu District Education Bureau was reviewed. The approval is valid for the 2019/20 school year.

### 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 campus was built in 1953 and completely rebuilt in 1997. There is a teaching building, multiple use building, and a sports and entertainment building.

The BC program is housed on the sixth floor of the Luwan Senior High School building. The School, for instructional and administration purposes, utilizes various office areas, ten classrooms, a library, and computer lab, and has access to the hosts school’s physics, chemistry, biology, computer laboratories, gymnasium and entertainment building offerings.

An onsite nurse provides medical services to students and staff. Being housed within an existing Chinese public school, allows the local building, safety and cafeteria codes and regulations to be met by the larger host school. Compliance documentation was reviewed.

The School has a written emergency plan for natural disasters (i.e., fire, earthquake) and the documentation includes a protocol for unplanned temporary or permanent closure of the school. The School’s emergency plans have been merged into one document, and corresponding lessons plans have been prepared.
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 appointed Offshore School Representative (OSR), Mr. Tom Harris, serves as the primary liaison between the Owner/Operator and the Ministry of Education and is supported by the deputy superintendent of CINEC schools. 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.

Commentation:
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.

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Comment:
The School Principal is in his first year at the School. He has 25 years of experience, 21 in Canada and five as an administrator in offshore schools. This past September 2019, he took on the role of principal at Luwan Senior High School.

The Principal in 2017 completed a Master of Science in Education Administration from the University of New England (USA). In a very unassuming, but competent manner, he provides support and pastoral care, while modelling informed and current teaching pedagogy and administrative best practices. He most ably fulfills the requirements outlined in section 2.06 of the inspection catalogue and detailed in his job description.

Commentation:
The principal is commended for modelling informed and current teaching pedagogy and administrative best practices.
### 2.07 The School meets the administrative support requirements as outlined in section 2.07 of the inspection catalogue for offshore schools.

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**Comment:**
The administration requirements are shared by the principal and a personal assistant. The superintendent (also the OSR) and a deputy superintendent provide administration oversight, supervision and direction. The CINEC head office staff in Vancouver support the School with Pro D activities, visas and travel arrangements.

The host school assumes the lead for marketing the BC program, with input and support of the BC principal. The host school is also responsible for the physical space, furnishings, general maintenance and information technology.

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

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**Comment:**
The School Principal and personal assistant maintain student record files for all students with current registration forms, English language assessments (verified by the Principal), the last two report cards and the BC Ministry of Education’s personal (student and parent) information consent forms.

Student Records are available in paper format electronic formats, and securely stored and backed up in multiple locations to enable their reproduction in case of emergency.

Report cards verified (a) the number of days that the student was absent during the reporting period, and (b) the number of days that the student was late during the reporting period.

Web TESS, a Windows data management system, is used to store and transmit school and student data to the BC Ministry of Education.
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 Team reviewed a sampling of teacher files and confirmed that all authorized persons under the Agreement possess valid and current certification under the Ministry of Education. The Team verified that teacher files contain current teacher contact information and a copy of the Authorized Person’s work permit or visa.

Employment contracts between teachers and the Owner/Operator clearly outline the terms of employment. Employment contracts acknowledge that the Province of British Columbia is not party to the contract of employment between the Owner/Operator and the teacher and that the Province of British Columbia is not liable in any event, instance or circumstance.

The Team verified that locally certified teachers (of approved exempted courses) have valid local certification and that criminal record checks were appropriately filed.

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

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

**Comment:**
Teachers participate in the annual CINEC Professional Development Day which prioritizes the implementation of the new curriculum. Teachers engage in Professional Learning Community (PLC) on site and electronically with other school based Professional Learning Communities.

The School has fully implemented the new curriculum for Grades 10, 11 12 and course planning documents have consistent use of revised curricular language and titles. Teacher surveys indicate that they felt well supported during the revised curriculum implementation process.

The School continues to work with Chinese teachers to help them move to a competency-based curriculum.

Active learning opportunities in the school include Model United Nations, Student Council, Ultimate Frisbee, peer teaching in English and Social Studies classes and acting as library monitors.

Students have an opportunity in their Career and Life Education/Connections classes to work on a Passion Project, which in most cases, will culminate with the Capstone Project. A Pen
Pal protocol between the School and Dawson Creek Secondary School is in the process of being implemented.

Commendation:
The Team commends the School for the Pen Pal initiative with Dawson Creek Secondary School. This will create opportunities for the students from both schools to learn about each other’s cultural settings and perspectives.

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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.

☑ Requirement Met ☐ Requirement Not Met

Comment:
Entrance assessments include a written section, a grammar section, a reading response (informational and short story section, a listening section and an interview section. The interview sections are scored using a rubric for each response given. The Principal conducts interviews and makes the decisions regarding admission. Approximately less than 50% of students assessed were admitted.

Language acquisition program delivery is supported by
- 8 credits of English at each grade level
- supervised library and games roomed during the lunch period
- library books have a focus on high interest low vocab books and graphic novels
- club activities occur over the lunch break
- weekly staff meetings discuss students at risk and how to support them
- Chit Chat program (a reward program for speaking English)

Emphasis on language acquisition is cross curricular and teachers offer additional subject related support during the lunch hour and other breaks. Informal conversation opportunities are encouraged in the games room and during club time.

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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 School meets course credits requirements. There are no students from other jurisdictions that required course equivalency.
The Team also confirms that the School meets the course credit requirements for BAA courses and that it has Ministry approval for Chinese Culture 10, 11 and 12. Letters stating exemption courses are on file and course outlines in English were reviewed by the Team. The PHE course outlines meets the Ministry requirements. The Health components of the PHE course is taught by a BC teacher and is included in the Career Life Education course.

Other exempted courses offered are Mandarin 10, 11 and 12.

### 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.

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**Comment:**

The Team confirms that curriculum planning documentation meets or exceeds with the new curriculum frameworks for Grades 10-12. Big Ideas, core competencies and curriculum competencies are addressed at all grade levels. Reviewed planning documents included English language acquisition strategies as well as First Peoples Principles of Learning strategies.

The small cohort of teachers has allowed for collaborative curricula planning and implementation. Planning documents showed evidence of individual teachers experimenting with different approaches which reflect their own pedagogical philosophy and practices. The teachers work together to ensure school-based assessments align with ministry recommendations and exemplars.

### 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.

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**Comment:**

The School exceeds the required instructional hours. There are 187 days in session with 6 hours per day for a total of 1122 hours of instruction. The master schedule was changed into a five-day schedule rather than the previous two-day schedule. This has allowed for increased class offerings and time flexibility.
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 teachers work together to ensure school-based assessments align with ministry recommendations and exemplars.

The Team confirms that there is planned 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 student choice in presenting their learning.

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

Students, when interviewed, referenced the diversity of curriculum program offerings and assessment strategies employed by their teachers. Student self-reflections of the Core competencies include artifacts, goals and growth statements.

The Team reviewed the results of the most recent Numeracy assessment 61% of the students scored 3 or 4 (proficient, extending) on the assessment.

Commendation:
The Team commends the School for the variety of assessment strategies developed. Math partner talks, responsive discussions, drama, projects, poetry and art are some of the ways student are allowed to present their learning

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 2.22 of the inspection catalogue for offshore schools.

The school library has a growing collection of English print materials. Targeted high interest low vocabulary fiction and graphic novels meets the ongoing need of providing literature at a variety of reading levels.
Students are encouraged to sign out books for both pleasure and research. During non-instructional time, the library is managed by student monitors.

The School purchased 10,000 RMB worth of library books and textbooks this past year and included books about Canada’s First Peoples. There are two computers in the library with online books and other resources. Textbooks are purchased as required. Online resources have been purchased and are accessed through the computers in the library.

Since the last inspection, the host school has outfitted a new computer room designated to the BC offshore program and renovated and updated all campus science laboratories. The well-resourced science laboratories, with an attending lab assistant are available for use when booked in advance.

The School has good internet connectivity. Instructional spaces are equipped with 72-inch touch screen e-boards, linked to the teacher computer. Students may bring their laptops to class to assist with assignment completion, assessment and research.

Commendation:
The School is commended for fostering and promoting a collaborative and respectful relationship with the host school, which has allowed for facility upgrades and usage improvements.

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:
Four formal progress reports are issued throughout the year. Parent/teacher/student conferences are held in November and April at which homeroom teachers are present for translation purposes.

The teachers use Schoology to communicate student progress which can give parents and students current and ongoing updates on student performance. Teachers are available before and after school and during lunchtime to consult with students and parents.

The School communicates with parents through the Chinese head teachers, the student council generated newsletter, and email.

TESS is the management system used to generate the formal report cards. Absences are recorded on the report card. The report card comments are generated from a bank of comments.
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 comprehensive teacher handbook details the school organization, BC curriculum years and graduation program offerings, reporting and grading, assessment and appeal, library and computer facilities, counselling, scholarships, student code of conduct, parent and student appeal and the recent implementation of the numeracy and literacy assessment graduation requirements.

The School has developed policy and procedures for appeals and dispute resolution.

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 the school organization, mission statement, professional covenant, student-teacher covenant, marking and grading, professional development, dispute resolution, computer and internet usage, email protocol, emergency procedures, progress reporting and appeal procedures, and the learning assessment policy and accompanying activities.

Teachers and administrators are evaluated as required, 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 (DL).
CONCLUSION

Commendations

The Inspection Team wishes to recognize the Owner/Operator, Principal and staff of Luwan Senior High School for:

- ongoing active recruitment initiatives which resulted in increasing student enrollment in a very competitive market.
- relationship with a highly qualified, competent and knowledgeable OSR, allowing for experienced counsel and ongoing professional development.
- principal who models informed and current teaching pedagogy and administrative best practices.
- fostering and promoting a collaborative and respectful relationship with the host school, which has allowed for facility upgrades and usage improvements.
- the Pen Pal initiative with Dawson Creek Secondary School.
- the variety of assessment strategies developed.

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 Luwan Senior High School continues to be recognized as a British Columbia-certified school.