

Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

LUWAN SENIOR HIGH SCHOOL

HUANGPU DISTRICT, SHANGHAI

PEOPLE'S REPUBLIC OF CHINA

NOVEMBER 30 - DECEMBER 1, 2023

INTRODUCTION

On November 30 and December 1, a 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 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 Sherri Ko and Doug Lauson, who served as Chair for this inspection.

The School's BC program has an enrolment of 72 students, in grades 10 to 12. The BC program is housed on the sixth floor of the Luwan Senior High School building, using 10 classrooms, a computer lab, library and office spaces. The School has access to the host school's science labs as well as theatres and the gymnasium. It also has limited access to the robotics labs. The entire host school which houses the BC program enrolls 936 students.

During the visit to the School, the Team reviewed all standards required in the *BC Offshore School Program Certification Agreement* and *Operating Manual* and met with the School's Owner/Operator, Offshore School Representative (OSR), BC Principal, BC teachers, Chinese host school Principal and the Director of International Programs.

The Owner/Operator, CINEC Education Group Ltd. (CINEC), is responsible for the BC program. CINEC operates two other schools in China, Jiaxing Senior High School and Shanghai Nanyang Model Private High School. It also has summer programs with the University of British Columbia, which have been suspended due to the COVID-19 pandemic.

The BC program’s philosophy and objectives can be summarized in the School’s mission statement: *We are dedicated to preparing our students for success in a rapidly changing world by providing a dynamic and supportive learning environment that recognizes and respects individual differences, encourages students to challenge personal limits and promotes excellence.* To achieve these goals, the School operates with a ‘family atmosphere’ – it is a second home to the students and a safe and secure place for them to learn.

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

The School has satisfactorily addressed requirements contained in the previous inspection report.			
<input type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met	<input checked="" type="checkbox"/> Not Applicable
<p>Comment:</p> <p>The previous inspection took place in October, 2022. The report did not list any requirements, but it did list two suggestions, one of which was implemented by the School, viz., updating the student and parent consent forms for 2023/24. The second suggestion to increase the number of students allowed to enroll in the School has not been implemented. Currently, the maximum number of admission ‘offers’ to new students the School can make in grade 10 is 40. The host school is a Chinese public school, and the decision on allowable ‘offers’ is therefore made by the Shanghai Bureau of Education and is beyond the control of the School.</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 Owner/Operator submitted a business plan as part of the Annual Report. The School enrolment has increased to pre-COVID-19 levels after declining for the last three years. Most students are Chinese nationals, with one Canadian and one Australian. The greatest challenge facing the School is the enrolment being limited to only 40 students per grade. Last year, an open house had 110 potential students attend with their parents, and 40 ‘offers of admission’ were sent out, but only 29 students accepted. The School is not permitted to send out a second batch of offers to replace the 11 students who declined to attend. In five years, the enrolment is projected to be 92 students.</p>		

Luwan Senior High School has previously engaged with the local community in several ways, including providing volunteers to the Shanghai ChangNing Intangible Cultural Heritage Program as well as participating in the Shanghai Education Commissions Reading Program, Shanghai High School Alliances Changemakers Challenge Program and The Shanghai Technology Committee’s Science and Technology Innovation Program. With the passing of the COVID-19 pandemic, the School anticipates the resumption of participation in these programs as permitted.

The School participates in many extra-and co-curricular activities with other BC offshore schools. These student activities include the Ultimate Frisbee Tournament (Shanghai Youth Open), and BC offshore schools running, frisbee and badminton tournaments. The CINEC organization also sponsors a Science Fair and the NanMo University Fair.

The Team reviewed the responses in Section 2.30 of the Annual Report, which led to a good discussion with the Principal on how quantitative data and qualitative feedback are used to improve student learning in the School. The School submitted a three-year strategic plan summary focusing on academics, recruitment and athletics. This document shows the performance measures used to measure the effectiveness of specific strategies to improve academics, recruitment and athletics. With the upcoming CINEC conference in the spring of 2024, the Principal was enthusiastic to play a lead role in the CINEC organization’s strategic plan to continually improve student learning and well-being.

Commendation:

The Team commends the Owner/Operator and the host school for continuing to seek ways to increase the number of ‘offers’ the School can make from the current 40 to perhaps 60, 80, or 120, as some other international schools are allowed to do.

INSPECTION CATALOGUE 2.0

2.02 The Owner/Operator meets all requirements as set forth in the Agreement.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The CINEC Education Group started its first BC offshore School in 2005 and expanded to four schools by 2022. Currently, the Owner/Operator focuses on three BC offshore program schools, two in Shanghai and one in Jiaying, about 125 km from Shanghai.

The Owner/Operator was present during the inspection and attended the initial staff meeting and the close-out meeting on the second day. Discussion with the Owner/Operator reveals that he is dedicated to the success of the BC program and Luwan Senior High School, and comments from the administration and teachers are evidence of this. The Team witnessed a



good relationship between the Owner/Operator and the host school Principal, an essential and integral part of the BC program's success.

The Team confirms that the Owner/Operator meets the 11 requirements of Schedule A of the Certification Agreement.

Commendation:

The Owner/Operator is commended for his strong commitment to the BC program at Luwan Senior High School and the other two CINEC BC offshore program schools in the People's Republic of China.

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 documents provided by the school to demonstrate that it had approval from government authorities to operate the school. These included:

- Education Bureau, HuangPu District, Shanghai City (January 1, 2012): Approval of Shanghai Luwan High School's Canada Offshore High School Program.
- Shanghai HuangPu District Education Bureau (August 31, 2023): Approval to operate until August 31, 2026.
- Business Registration Ordinance (Chapter 310) (February 4, 2023): Annual Business Licence to the CINEC Education Group Ltd. to operate to February 3, 2024.

The letter from the Shanghai HuangPu District Education Bureau of August 31, 2023 expressly states: "We agree that your school will continue to deliver the Canadian BC curriculum. We hope your school will continue to strengthen its management of this project, laying the foundation for cultivating talents with international communication, understanding, cooperation, and competitiveness".

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

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Team reviewed documentation that permits the School to operate. These included:

- inspection of the laboratory building (Shanghai Municipal Construction Quality Verification Certificate), issued November 26, 1997

- inspection of the teaching building (Shanghai Municipal Construction Quality Verification Certificate), issued July 4, 1998
- Food Operation License (Shanghai Food Administration Bureau—Minhang District, issued September 12, 2022, expires September 14, 2027)
- inspection report of building fire protection (Shanghai Zeng De Firefighting Technology Consulting Company), issued July 14, 2023
- BC Offshore School Program Emergency Evacuation Procedures Plan
- host school’s Emergency Procedures Plan

The School submitted an emergency plan document showing evacuation route maps. A more detailed emergency plan is included in the teacher handbook, and it contains a clause that, “[i]n the case of an emergency such as a natural disaster or for any event that would cause an unplanned temporary or permanent closure of the school, CINEC would fulfil the personal services agreement with their employees”. The Offshore School Representative (OSR) has vetted the emergency plans for accuracy and functionality.

The Shanghai Health Authority dictates communicable disease protocols, and the School is obligated to comply with lockdowns and other prevention protocols, such as when the entire city of Shanghai was in lockdown due to COVID-19.

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 Schedule B, Part II of the Agreement.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

Last year, the long-serving Offshore School Representative (OSR) for the CINEC BC offshore schools passed away mid-year. Before that, plans were already underway to transition to a new OSR, who assumed the position for the balance of the school year. In 2023/24, the CINEC Group has decided to employ two OSRs for its three BC offshore schools, one resident in Vietnam and the other in Richmond, BC. This team presents an ideal support system for the schools because of the sharing of duties and the locations in the different time zones, providing 24/7 support.

The current OSR at Luwan Senior High School has over a decade of leadership experience in the BC program, serving as principal in a BC offshore school and a BC public school. The OSR is fluent in both English and Mandarin, having spent several years in the People’s Republic of China as the former founding principal of LSHS. The OSR was instrumental in seeing CINEC schools navigate the COVID-19 pandemic. The OSR resides in Richmond, BC and works closely with the Owner/Operator in the CINEC administration/management.



The Team examined the job description of the OSR and confirms that it meets the requirements of the Certification Agreement and the Annual Report.

The Team met several times with the OSR and confirms that he is exceeding all the requirements of the Certification Agreement and the Annual Report. The written job description of the OSR is thorough and complete. Discussions with the OSR indicate that he is fully aware of his job responsibilities, including 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 operations.

Commendation:

The School is commended for having two OSRs, which provides the CINEC schools with a level of support that cannot be matched by other offshore schools, particularly when one resides in BC (Pacific time zone) and the other in Vietnam (Indochina time zone). The two OSRs work well together to provide full service to the School.

2.07 The Principal meets the requirements as outlined in Schedule B, Part III of the Agreement and Section 2.07 (b) of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The BC Principal is in her fourth year as the Luwan Senior High School principal. Before that, she was a teacher and vice-principal at another CINEC BC offshore school for four years. She holds a Master of Arts in Educational Leadership and Management from Royal Roads University, after graduating from Concordia University, Montréal. After spending some time as an English-language teacher in Montréal, she moved to South Korea and then the People's Republic of China as an English teacher. The BC Principal is trilingual in English, French and Spanish and has a conversational Mandarin Level III certificate from the University of Toronto.

The Team met with the Principal several times during the inspection and confirms that she possesses excellent technology skills that have enabled the School to embrace technology, especially considering that it is affiliated with a host school that has the reputation of being one of the best science and technology schools in the People's Republic of China.

The Team examined the Principal's professional responsibilities and job description and confirms that she meets all the requirements. The Team also reviewed the Principal's personal services contract (signed February 17, 2022) and confirms that it contains all the elements required by the Certification Agreement and the Annual Report.



Commendation:

The Principal is commended for her enthusiasm for learning and improvement, which positively affects both teachers and students, resulting in a BC program in which improvement is continuously monitored so that learning and teaching continue to grow.

2.08 The School meets the administrative support requirements as outlined in Section 2.08 of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The BC Principal is assisted by the Vice-Principal, who is responsible for student council, report cards and for organizing and coordinating extracurricular activities/events. The Principal's secretary is responsible for the CINEC newsletters, managing the School's website and marketing, and generally supporting the BC teachers and students. The BC Coordinator and her assistant support the BC staff by liaising between the BC staff and the Chinese administrative staff. The homeroom teachers provide translation services in parent meetings, teacher/parent conferences and meetings with the Chinese administration. They are the liaison between the BC teachers and parents.

Commendation:

The Principal is well supported by a BC and Chinese staff team who work well together to keep the BC offshore program operating efficiently and effectively.

2.09 The School meets the Student Record requirements as outlined in Section 2.09 of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Team examined the student records and confirms they contain all the elements stated in Section 2.09 of the Annual Report. The student files contain the updated 2023/24 student and parent consent forms. The School uses the Windsor/TESS software administration system to transmit TRAX data to the Ministry.

2.10-2.18 The School meets the teacher certification requirements as outlined in Sections 2.10-2.18 of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The School employs four full-time teachers. The Team examined the BC teachers' certifications and their staff assignments and compared that data to the Teacher Verification File from the Teacher Regulation Branch. The Team confirms that all Authorized Persons under the Agreement possess valid and current certification under the Ministry of Education and Child Care.

All BC teachers also have valid work permits until the school year's end.

The School hires eight locally certified teachers to teach the exempted courses of the BC program. The Team examined the certification of each teacher and confirms that part of the local Chinese certification process is the requirement to have a criminal record check (CRC). The School provided a translated document (Application Requirements for Teacher Qualification Certificate) that describes the qualification requirements for a teacher of a senior high school to have "a bachelor's degree or higher from an institution of higher normal education".

Furthermore, the translated Chinese teacher certification document states in section 15: "To apply for a teaching certificate, you must submit an application form, as well as the following 'proofs or documents', referring to subsection 4, which states, "a criminal record, ideological or morality check issued by a Hukou neighbourhood office, village government, place of work or school". All eight local teachers have satisfactory local certification.

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:

The Team reviewed the curricular documents and met with the teachers, Principal, Vice-Principal and students and found that the School is implementing BC's curriculum with dedication and professional integrity. A strong sense of collaboration and support exists amongst the staff and the students. Individually, and as a team, staff demonstrate creativity and enthusiasm in guiding students toward navigating a pathway to a BC graduation diploma.

All staff seamlessly integrate Core Competencies into their teaching practices. In the interviews and reflections, students openly shared their initial challenges related to Core Competencies as they adapted to BC's curriculum and teaching methodologies. However,



they collectively recognized substantial improvements in their communications, critical and creative thinking skills, leadership and well-being. Students attributed their growth in Core Competencies to considerable opportunities to practice and extend their communication skills, develop their personal awareness and leadership through extra and co-curricular events, and process and analyze their curricular competencies through self-reflection. Students expressed appreciation for the School's efforts to create student-centered, flexible learning classrooms.

Both teachers and students explained how the School identifies and highlights curricular competencies within each lesson. Curricular competencies are explicitly taught and visually displayed for each lesson. All assessment rubrics are centred on them.

The School is dedicated to meaningfully integrating the First Peoples Principles of Learning (FPPL) into its teaching practices. The teaching staff expressed a good understanding of this aspect of BC's curriculum. The FPPL have been meaningfully incorporated across all subjects, and the importance of Reconciliation is conveyed through a combination of classroom and school-wide experiential learning opportunities.

The School is actively implementing English First Peoples - Literary Studies and Writing 11 to meet the 2023/24 graduation requirement, which mandates four credits of Indigenous-focused coursework. Students expressed enthusiasm for the course, recognizing its significance in enhancing their understanding of Canada.

Commendation:

Staff are commended for consistent school-wide explicit implementation of curricular competencies.

Staff are commended for teaching the Core Competencies, FPPL, and Reconciliation through classroom and school-wide opportunities.

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

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

The Principal develops English language assessments to evaluate applications for the BC program. These assessments appraise students' reading/comprehension, writing, listening and speaking skills. The once-a-year assessments are administered and marked with the help of staff. Speaking scores are calibrated using a rubric. The Principal determines admission offers based on the assessment, with the caveat that the student passes the middle school exam.



As evidenced by the curricular overviews, teachers integrate best educational practices to support English language learners (ELL) into all course lessons. Classroom visits confirm the consistent provision of extensive vocabulary development and oral scaffolding of written information to ensure student understanding. Students are encouraged to collaborate and share with peers, strengthening their communication skills.

The School mandates that grade 10 students enroll in six language arts credits to extend exposure to and practice of English. Also, the local homeroom teachers provide grade 10 English instruction, focusing on building writing mechanics and vocabulary lists to increase student success with the International English Language Testing System (IELTS) exam. BC teachers spend additional time with students, talking and supporting academics during lunch breaks.

Every student in the School has an online account to Read Theory, a program designed to improve reading and comprehension skills. Practice exercises followed by weekly assessments are introduced during language arts classes. The teacher tracks each student's baseline English levels and progress. At-risk students' scores, work samples, and speaking and listening development are reviewed during weekly staff meetings. Early interventions are established as needed. The Principal may recommend additional options such as peer tutoring, one-on-one sessions with staff, or a meeting with the families to discuss supplementary strategies for home and school.

English language acquisition use is promoted through friendly competitive events like the English Olympics and 'ChitChat' house team competitions.

All students interviewed spoke eloquently and passionately with a good command of the English language.

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.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The School offers five Board/Authority Authorized (BAA) courses: Chinese Culture 10, Chinese Culture 11, Introduction to Inquiry 10, Extensions in Inquiry 11, and Mastering Inquiry 12. The School has updated course overviews to reflect BC's curriculum framework and has obtained the required Ministry approvals.

Exempted courses include Art Studio 10, Physical and Health Education 10 (PHE10), Computer Studies 10 and Mandarin 10, 11 and 12. These courses are delivered by locally certified teachers with permission for exemptions held by the School. All course overviews are available in both the local language and in English.



The administration conducts an annual review of all course overviews, including both BAAs and exempted courses.

The Team confirms the School has an Equivalency Review Policy in place.

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 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 confirms all items outlined in the Annual Report and that course overviews reflect curricular frameworks aligned with BC's curriculum.

The Team reviewed curriculum planning documentation, conducted classroom visits, and held teacher interviews to gain insight and context. Teachers demonstrated knowledge about curriculum implementation and their assessment practices, showcasing a clear understanding of connections between the Big Ideas, learning standards, curricular competencies, Core Competencies, First People's Principles of Learning, teacher assessment and student self-assessment.

There was evidence of a diverse range of learning activities, including inquiry-based questions, global citizenship connections and English language learning teaching strategies. The teaching staff employs various formative, summative and student self-assessment practices.

The Team noted during interviews that students referenced the Core Competencies, FPPL and various forms of self, formative and summative assessments as components of their learning. Students particularly appreciated the BC program's freedom to collaborate and flexible options to demonstrate their learning. Their favourite learning activities stretched their leadership, creative and critical thinking skills. Students expressed enjoyment when permitted to use media skills within projects. A few students highlighted projects addressing issues the World Health Organization identified, underscoring the importance of global citizenship.

Commendation:

The Team commends staff for their thoughtful and thorough planning for instruction and the creativity and resourcefulness they have shown in designing learning experiences that allow students to demonstrate their learning in various ways.



2.22 The School meets the instructional time allotment requirements as outlined in Section 2.22 of the Annual Report, 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 confirms that the School meets the requirements for the instructional time allotments. The School operates five hours per 187 instructional days, for a total of 935 instructional hours per year. This exceeds the minimum number of hours required for instruction of the graduation program.

2.23 The School meets the assessment methods requirements as outlined in Section 2.23 of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The School has a learning assessment policy that emphasizes accurate assessment aligned with the taught content and learning standards of the course. Examined documents revealed the teachers' frequent use of various instruments and strategies to assess student achievement. Teachers regularly review assessment activities and criteria, fostering consistency in student evaluation. This reflective practice has resulted in the redesigning of rubrics based on the proficiency scale and curricular competencies and Core Competencies.

Student self-assessment occurs primarily through check-ins, journaling, self-reflection forms and goal setting. During interviews, students demonstrated their ability to self-reflect as they spoke extensively on self-assessment and their educational journey to develop competencies.

Teachers use formative and summative assessments with hands-on activities and projects that stimulate student inquiry. During the inspection, the Team viewed biology models made of plasticine, online physics labs, student conferencing, group check-ins, learning reflections, math history projects, comic strip posters, science fair worksheets, mind maps on the impact of immigration, practice assignments, quizzes, tests, research, essays, movie writing assignments, theory of knowledge projects and storyboards.

The computer lab of the host school facilitates the administration of BC provincial assessments, which are invigilated and secured according to Ministry requirements. The School consistently maintains and reviews student data from the provincial assessments. Quantitative and qualitative data analysis helps identify potential challenges former students faced in exams, leading to actionable strategies to address these challenges. A



comprehensive analysis has been conducted for Numeracy 10 and Literacy 10 and 12 Assessments combined.

Commendation:

The School is commended for the ongoing development and use of provincial assessments data analytics to drive continuous school improvement and enhancement of teaching practices for the School.

2.24 The School meets the learning resources requirements as outlined in Section 2.24 of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The BC program is on the sixth floor of the Luwan Senior High School building, comprised of seventeen rooms with specific functions. Among these are three homerooms for the Chinese teachers, three classrooms for BC certified teachers, a library, a computer lab, the Principal's office, a director and assistant room, a teacher's office, a photocopier room, a water supply room, a storage room, two gender specific washrooms for students and one spare room.

CINEC allocates a budget for learning resources to the School. The Principal collaborates with staff to identify the necessary resources. Teachers felt there was a sufficient supply of textbooks. The teachers and Principal expressed their appreciation of CINEC's and the host school's responsiveness to resource requests and having the resources to administer a successful BC program.

Staff articulated how welcome the BC program is to utilize the main library, two computer labs and the chemistry, biology and physics labs in the host school. While staff use the labs consistently, they have brought their personal science apparatus and materials to their classrooms to increase experiential learning. Teachers are also introducing students to online physics labs.

The School has access to the host school's library but primarily relies on its own small library. Staff, assisted by the student council, currently maintains the library, which also serves as a meeting space. The School is concentrating on expanding its existing collection of fiction, nonfiction, magazines, and thesauruses by adding novel series of various reading levels. Recently, the Principal of the host school purchased a considerable number of novel sets chosen by the BC program Principal for the library.

The School has its own computer lab with 35 computers. Within the classrooms, students utilize their own e-readers, tablets, and/or laptops for instructional purposes as permitted. Staff are equipped with school-issued laptops. Technology is viewed as an essential tool for learning. The School is slowly integrating the use of Canva to develop e-portfolios for self-



assessment reporting. Classrooms have 72-inch wall-mounted interactive computer screens, whiteboards, and blackboards.

Staff reports accessing CINEC's centralized resource hub. New staff expressed great appreciation for this excellent source of support.

2.25 The School meets the student progress report requirements as outlined in Section 2.25 of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

Formal learning updates are issued at the end of each of the four terms, with the last including a summary of learning. Two informal learning updates occur through bi-annual, in-person parent-teacher conferences. The Vice-Principal indicated that the School is moving towards issuing an interim without marks in October and February.

The Team reviewed samples of learning updates and noted the inclusion of letter grades, percentages and comments that were detailed and prescriptive where necessary.

The School's approach to developing comments on student learning updates has changed. A three-step process has been designed to develop descriptive feedback. Firstly, students complete a self-reflection, answering questions targeting core and curricular competencies and goal achievement. Secondly, teachers and students collaborate during conferences to articulate the main learning standard, assess current proficiency levels, describe curricular competencies, suggest strategies or supports for growth and conclude with individualized comments on students' general strengths, work habits, behaviour, engagement, interests and social-emotional learning.

The School issues a graduation status update with each learning update for all grades within the graduation program.

The School prioritizes school-parent communication. BC teachers and students use Schoology, a student information management system that provides students and parents access to continuous progress reporting. This system allows parent and student review of grades, lessons, and attendance. Additionally, the Principal holds a fall parent meeting and three grade-specific assemblies for parents during the parent-teacher conference days. The local homeroom teachers facilitate communication between parents and the BC teachers. WeChat, emails, phone calls, newsletters, school website and social media posts are used to communicate with the families. Satisfaction surveys by way of interviews take place with parents, too.



Commendation:

The staff are commended for the ongoing development and use of provincial assessments and data analytics to drive continuous school improvement and enhance teaching practices for the School.

Staff are commended for developing processes and forms that align teaching practices, assessment, student self-assessment, and learning updates with curricular competencies.

2.26 The School meets the parent/student handbook requirements as outlined in Section 2.26 of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Team examined the parent and student handbook that contains all the information a family would need when attending the School. It describes the expectations of students, requirements for graduation, and the parent/student appeal process.

The handbook is a single document in English, with Chinese translations of each section.

The Team confirms that the parent and student handbook meets the requirements as described in Section 2.26 of the Annual Report.

2.27 The School meets the teacher handbook requirements as outlined in Section 2.27 of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The staff handbook is a detailed handbook in six sections. It is similar to the teacher handbooks of the other two CINEC BC offshore schools, containing the following broad sections:

- Mission statement and School Philosophy
- Professional Responsibilities
- School Organization
- Assessment and Evaluation
- School Routines and Procedures
- Appendices

The handbook has a statement that acknowledges the province of British Columbia is not party to the contract of employment between the Owner/Operator and the teacher. It also has a section on teacher evaluation that covers formative supervision, self evaluation, and



summative evaluation. In addition, it describes the administrator evaluation policy. The Team confirms that the teacher handbook meets the requirements of Section 2.27 of the Annual Report.

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.

Requirement Met Requirement Partially Met Requirement Not Met Not Applicable

Comment:

The School is not currently offering Online Learning at this time.

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.

Requirement Met Requirement Partially Met Requirement Not Met Not Applicable

Comment:

The School is not offering Remote Instruction at this time.

CONCLUSION

Commendations

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

- strong educational leadership in the BC program that focuses on student achievement through sound educational practice, such as monitoring performance and analytics.
- excellent working relationships with the local host school, one of China's leading science and technology high schools, and the CINEC organization who both provide ongoing supports to continue to develop and improve the BC program.
- teachers who support their students' success in multiple ways in and outside the classrooms, including providing extra- and co-curricular activities to balance the students' lives.
- a school culture that sees all the stakeholders, the local host school and BC program teachers, parents and students all working collaboratively to provide the students



with a well-balanced educational program in a nurturing and caring ‘family’ environment that supports their academic goals and well-being.

- ongoing development and use of provincial assessments data analytics to drive continuous school improvement and enhancement of teaching practices for their school.
- developing processes and forms that align teaching practices, assessment, student self-assessment, and learning updates with curricular competencies.
- execution of the Core Competencies, First Peoples Principles of Learning (FPPL), and Reconciliation through a combination of classroom and school-wide opportunities.
- consistent school-wide explicit implementation of curricular competencies.
- the staff’s thoughtful and thorough planning for instruction and the creativity and resourcefulness they have shown in designing learning experiences allow students to demonstrate their learning in various ways.

SUMMATIVE RECOMMENDATION

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