



Peak School

ANNUAL REPORT 2014/2015



A Message from the Principal, Bill Garnett

Dear Peak School Community



“I am very grateful for and impressed by the expertise, enthusiasm and dedication of our teaching staff. It is very evident to all involved just how lucky we are to have the staff that we do.”

It continues to be a privilege to lead such a wonderful school community filled with children eager to learn, teachers who are so committed to what they do and a very supportive parental group.

In addition to the high level of classroom based activities, the children were also exposed to a wide range of learning experiences both in and out of school. The following pages illustrate the many opportunities our children have to extend, grow and challenge themselves. It also illustrates just how successful our children are as well when you consider how well we do at the Hong Kong wide events despite our smaller numbers. It says a lot about the pool of talent we have and the amount of support they receive from our staff and parents.

My thanks again to the children, staff, PTA, parents and school council for making Peak School such a pleasant place to learn. This year Duncan Pescod led the School Council and Chris Cosgrove led the PTA and I would like to thank both men for their continued support of the school and the children who attend. We are very lucky to have such a supportive and committed School PTA and School Council.

I am very grateful for and impressed by the expertise, enthusiasm and dedication of our teaching staff. It is very evident to all involved just how lucky we are to have the staff that we do. I would like to make special mention of Anna Trunkfield who, after 9 years of being at Peak School, left us at the end of the academic year. We will miss Anna for her ongoing positive contributions to the school and her high level of commitment and professionalism.

Also leaving us was Nurse Clara. After 21 years of being at Peak School, caring for our sick and injured children, she is hanging up her bandages and sticky plasters. On behalf of the thousands of children who have been attended to during this time I would like to thank Clara for everything that she did during this time.

Thank you for your continued support.
Bill Garnett, Principal

“We have considered the teaching of Chinese in the school and have also looked at some of the important functions that support learning, including the library, and extra curricular activities.”

The Peak School Annual Report

The Peak School Council has an important role in the governance of Peak School. We comprise parents, teachers and community representatives who work together to upholding the Peak School motto: “Above and Beyond”. I am delighted to have the privilege to chair the Council.

Looking back over the last year, we have had a very interesting series of meetings. The focus for the School and us has been on key areas including effective communications and differentiation. We have discussed at length the various reports on these and other topics and have been particularly focussed in the outcome of the curriculum report. We have considered the teaching of Chinese in the school and have also looked at some of the important functions that support learning, including the library, and extra curricular activities.

The Council has been monitoring the plans for the redevelopment of Island School as a particular issue that has already had an impact on Peak School. We fully support the efforts that Bill and his colleagues have taken to ensure that Peak School’s interests are recognised as this planning proceeds. Unfortunately, as I write it is still unclear exactly what arrangements will be put in place for the decanting of Island School during the redevelopment of the campus. I know that many parents are concerned about the impact on their children when they transition to Island School and the potential impact that this will have on our school role. We will continue to follow developments closely and make sure that Peak School interests are fully taken into account.

Over the last year, we have to say goodbye to three longstanding Members of the Council, Chris Cosgrove who has gone back to Australia with his family, Rainbow Ko who had to step down after serving for six years and Anna Trunkfield who left to take up a new post at Quarry Bay School. We wish them all the very best in their future.

We have also welcomed new members to the Council, including Brian Schroder who takes over from Chris as the PTA Chair and representative on the Council, Peter Cunich , who has joined as a new Community Representative and Mrittika Munshi who represents the support staff in the school. Together with one more, as yet unknown parent representative that we are seeking as I write, the Council is ready for the year ahead.

Duncan Pescod
School Chair



The Peak School PTA Chairman's Message

"As always we have had lots of fun events to raise funds and provide an opportunity for parents to meet at the school."

What a great year for Peak School!

The PTA has invested almost \$600,000 in Peak School this year, including:

- A contribution towards new upper playground equipment
- Athletics for Years 2-6
- Home Readers and English Resources
- Library Books
- An artist in residence (Kim Michelle Toft)
- Maintenance of outdoor pot-plants
- The creation of a permaculture project.

The permaculture project aims to establish a cycle where food waste is composted into soil, which can be used to grow food, which can be used in healthy diets, and any waste re-used again to make soil. We are planning this project to grow slowly in years to come so that it has the financial and teacher support to be self-sustaining.

As always we have had lots of fun events to raise funds and provide an opportunity for parents to meet at the school. These include the Lantern Festival (including a hugely successful silent auction to help raise additional funds to pay for the new playground), Bingo Night, Peak Cinema, Danceathon and Peak has Talent.

Let me finish by saying thank you to the people who make all of this happen. Peak School teachers and staff, led by Mr Garnett, Mrs Ainsworth and Ms Colet, work incredibly hard to provide the best environment they can for all the children at Peak School to learn and grow. Thank you teachers and staff.

Our PTA Committee works hard and very well together. Thank you to everyone on the Committee, and in particular to Vice Chair Jane Peters, Treasurer Andrew Basham, and Secretary Claire Kendall.

Our family is sadly leaving Hong Kong this year, so our time at Peak School has come to an end. I'm very happy to say Brian Schroeder will take over as interim Chair until the AGM, and has indicated he will nominate for the Chair role next year. Brian has been heavily involved with the school, and will do a fantastic job.

Finally, a huge thank you to our PTA Administrator: the ever-smiling, always-efficient, and eternally-calm Jackie To. Everyone can see Jackie is a wonderful presence in the front office, but I can tell you the work you don't see is just as impressive. Thank you Jackie!

Chris Cosgrove, Chair



Mission Statement and Values Above and Beyond



“We acknowledge that communication is such a huge area. It is part of practically everything we do. In order to have maximum impact we concentrated the focus of our action learning on these areas through the development of Public Speaking, Circle sessions and Visual presentation.”

At Peak School we aim to become effective communicators, confident critical thinkers and enthusiastic lifelong learners. In partnership with our community, we strive to have integrity and be socially responsible global citizens

Following our CIS 5 year visit in November 2013, the team suggested that we find ways to identify and analyse data thus enabling us to evaluate our success in ‘living our Mission statement. To ensure that we are ‘living’ our Mission Statement, we decided, as part of our Strategic plan to take one of the 6 key attributes of our Mission statement each year, identifying and analysing evidence to understand how we articulate these key attributes through our practices, pedagogies and programmes.

The key areas in our Mission Statement are : Effective communicators, Confident critical thinkers, Enthusiastic lifelong learners, Partnership with our community, Integrity and Socially responsible global citizens.

Effective Communicators

In 2014/15 we focused on developing an understanding of what an ‘effective communicator’ looks like at Peak School – what we are doing well and what we could develop further to enhance the learning of our students. The ESF Action Collaboration and Theory into Practice (ACT) project provided us with a vehicle and springboard through which to focus our Action learning project over the course of the year. We presented our learning to ESF in June 2015.

Further information regarding this project is available on our weebly in the Key Priority update section of this report.

What did we do?

We asked students their thoughts as to what they thought an ‘effective communicator’ would look like. (What might they say/do)

We asked them at the start of the year in Term 1 and again in term 3. The students added to the list in different coloured post it notes so that we could see the progress in their thinking and areas for future development.

In September 2015 we held a whole school staff meeting initially asking teachers what they thought the students responses may be and showed video evidence to promote discussion. Teachers were asked ‘ What do Effective Communicators look like in Y1- Y6’ and we collated their responses. Teachers and Educational Assistants were asked ‘What do we do well?’ and ‘How could we improve?’ Parents were also asked to share their opinions about how effectively we communicate at Peak School.

Having collected and collated the opinions from stakeholders, the areas for further enhancement in school were speaking, listening and presentation skills. We acknowledge that communication is such a huge area. It is part of practically everything we do. In order to have maximum impact we concentrated the focus of our action learning on these areas through the development of Public Speaking, Circle sessions and Visual presentation.

More information relating to this project are recorded in this report under the English and Performing/ Visual Arts section and also the ‘Peak Communicators’ weebly in the Key priority update section.

Key Initiative Progress

2014/2015 Academic Year at Peak School

GUIDING STATEMENTS (PHILOSOPHY AND OBJECTIVES)

KEY INITIATIVE	EVIDENCE	UPDATE
Children and other stakeholders are able to articulate the key elements of being an ‘effective communicator’.	<p>Every classroom Teacher to share/revisit the Mission Statement with the students and brainstorm with students what it means to be an effective communicator</p> <p>Selected staff attend ESF Funded ‘Action Research, Collaboration, Theory into Practice (ACT) workshops throughout the year</p>	<p>Annette Ainsworth, Jane Engelmann and Anna Trunkfield presented at ACT presentation day on Friday 5th June at ESF centre to share project/work to date on Effective Communication that has been completed at Peak School</p> <p>For detailed information regarding the developments this year in the area of communication at Peak School please visit our weebly on Effective Communication</p> <p>http://peakcommunicators.weebly.com</p>

TEACHING AND LEARNING (CONTINUED)

KEY INITIATIVE	ACTION	UPDATE
The science curriculum shows a balance of strands, concepts and science skills, including a common framework for teaching science.	<ul style="list-style-type: none"> Mapped out key concepts, related concepts, science strands and science skills across the curriculum (will be ongoing) Developed PoI google doc. to establish and assess our current level of science across the school, specifically looking into the science strands and learning outcomes identified in the ESF science scope and sequence (2008). Year level UOI planning meetings focused on the mapping of key concepts, related concepts, science skills, science learning outcomes within the ESF science scope and sequence. Participated in the development of the ESF Science scope and sequence Developed a common framework for teaching the scientific method; One staff meeting was devoted to share current practices to teaching the scientific method Teachers trialled a new method as shared by others at the first staff meeting At the second staff meeting we developed a common framework so that all staff are guided by a common approach to teaching the scientific method 	<p>ESF Science scope and sequence final draft has been shared with staff. Year groups have continued mapping the science learning objectives for Term 3 using this new document and are now starting to look at Term 1 next year. We will continue to do this next school year as we plan for the science-related units of inquiry.</p> <p>Next Steps</p> <ul style="list-style-type: none"> This document is in its final draft format. The working committee is aiming to gather feedback from teachers prior to finalising it. Teachers will continue using it in planning into the new academic year when ESF will do a final review towards the end of the year.



TEACHING AND LEARNING (CONTINUED)

KEY INITIATIVE	ACTION	UPDATE
The school will establish a curriculum map for Chinese with clear levels of expectations for our students	<p>Written Curriculum</p> <ul style="list-style-type: none"> The Chinese learning outcomes in the new ESF Chinese scope and sequence were mapped in a google doc, showing expected progression for students at Peak School (will be ongoing next year). Identified conceptual and thematic links with units of inquiry and map this out on the POI. In Term 1, selected Chinese learning outcomes for the mid-year and end of year term reports Identified termly target learning outcomes for mainstream and for extension groups for each year group. Particular focus will be made in identifying target speaking and listening learning outcomes. Used the PYP planner for planning all Chinese teaching to ensure that the PYP essential elements are considered through collaborative planning (ongoing). Learning engagements focused on speaking and listening skills will be planned and recorded on the PYP planner (ongoing). Participated in continuing review of Chinese scope and sequence through ESF Chinese curriculum group. 	<p>The team has been working with David Fitzgerald on planning for differentiation with a focus on how the children can demonstrate their learning.</p> <p>Chiqui continues to work with the team on a weekly basis to further strengthen what is taught on a daily basis.</p> <p>All ‘action’ points met.</p> <p>Next Steps</p> <ul style="list-style-type: none"> We will aim to invite parent volunteers to our classes in Term 1/2 of 2015 - 2016. We will use the planner more consistently for the stand-alone Chinese units next academic year.

TEACHING AND LEARNING (CONTINUED)

KEY INITIATIVE	ACTION	UPDATE
The school will establish a curriculum map for Chinese with clear levels of expectations for our students	<ul style="list-style-type: none">• An additional teacher will be appointed to work with children from Year 1-6.• Chinese teachers will attend PD with a language and inquiry focus (i.e. not only Chinese PD).• The Chinese team will generate a list of learning engagements that target development of speaking and listening skills (e.g. role play, drama) - ongoing• Where there is a Chinese link with a unit of inquiry, Chinese will be used as a tool for furthering class investigations or explorations	<p>All action points met.</p> <p>Next Steps</p> <ul style="list-style-type: none">• We will be focusing on parental involvement next year to ensure we are utilising those parents in our community who can support our children on a regular basis similar to parent helpers in the year group classrooms at Year 1 and 2 level.



TEACHING AND LEARNING (CONTINUED)

KEY INITIATIVE	ACTION	UPDATE
Teaching staff will be have a common understanding and approach to the concept of differentiation.	<ul style="list-style-type: none">• Work with Bronwyn Macleod over 3 days in September where each year group will use concepts to plan differentiated lessons through 3 levels of engagement• Staff meetings held in term 1 to reinforce the work that Bronwyn has completed with the staff including planning, definition and expectations. This will include time for teachers to review/modify planning, work on the definition of differentiation and develop shared expectations.• Create a shared expectation/definition of what differentiation is at Peak School and share this with the community once completed through principal blog.• Clarify expectations on how we plan for differentiation by creating an essential agreement on how differentiation is written in the planner: <p>This will include expectations of planning across UOI, Maths, English and specialists</p> <p>(This is ongoing and will carry into next year).</p>	<p>Detailed information and hours of work from staff and teachers has been condensed onto our weebly that we created for the ACT presentation.</p> <p>Please visit - http://esfempoweredlearners.weebly.com/ and click on the Differentiation tab for detailed information regarding all the work that has been done in this area this year at Peak School.</p> <p>We are very pleased with the progress we have made and the common understanding all staff have in this area.</p>

TEACHING AND LEARNING (CONTINUED)

KEY INITIATIVE	ACTION	UPDATE
Differentiation continued	<ul style="list-style-type: none">• Clarify expectations on how we deliver what is planned for which will include the development of an essential agreement, work with Bronwyn and sharing of good practice: This will include• developing an agreed understanding of what effective differentiation looks like in the classroom (shared expectations)• creating a list of strategies we use in the classroom to differentiate learning engagements• creating opportunities for staff to visit other classrooms (Term 2 peer observation model)• Work with facilitator in Term 2. Content of this particular CPD is yet to be established as the day has not been confirmed. The work will concentrate on differentiation (overview) as well as tapping into the strengths of the facilitator <p>Start to look at strategies we use in the classroom to assess learning styles and need (T3) by looking at different tools that help identify how best children learn (ongoing).</p> <p>Specialists and English/Maths coordinators create action plan around the focus area of differentiation ensuring development in their particular area is concentrated on (ongoing)</p>	<p>Please take the time to Please visit - http://esfempoweredlearners.weebly.com/ and click on the Differentiation tab for detailed information regarding all the work that has been done in this area this year at Peak School.</p> <p>First five action points completed and last two action points ongoing</p>






LEADERSHIP AND GOVERNANCE

KEY INITIATIVE	ACTION	UPDATE
The school council will have clarity on where our children are on our journey to getting all children to be 'effective communicators' and critical thinkers	<ul style="list-style-type: none">• The school is to share, with the school council, parent perceptions on where they believe their children are at in relation to key elements (effective communicators/critical thinkers) as displayed at the learning journeys in May, 2014.• Once the elements for the effective communicators is established staff will share with the school council how they will be used to collect the evidence that is going to be shared• The school is to share, with the school council, a summary of results of the data collected in relation to the key elements of effective communicators and critical thinkers (anecdotal only)	<p>We asked our parents to fill in a reflection document at the end of the Student Led Conferences held on June 4, 2014. Only 1 out of the 175 responses was 'unsure or disagreed' that their child communicated effectively. This year we broke 'effective communication' into 4-5 sections and this will be analysed over the summer break and then shared with the council in the first meeting in the new 2015/16 academic year. This obviously means 174 parents felt their child communicated their learning effectively by either 'agreeing' or 'strongly agreeing'. Further proof that our children are effective communicators.</p> <p>All action points achieved</p>

STAFF (PD)

KEY INITIATIVE	ACTION	UPDATE
Staff will have a common understanding and approach to the concept of differentiation	<ul style="list-style-type: none">• All staff will have to provide link between requested PD opportunities and our key initiatives around assessment and differentiation. This will be done when applying to the CPD coordinator/principal• All teaching staff will focus on ensuring children are exposed to work at their level. This will be reinforced by the curriculum leaders who will focus their support around a consistent approach and understanding to differentiated learning• Bronwyn Macleod comes into school to work closely with teachers on the area of differentiation within units of inquiry over a three day period with a focus on differentiation• Staff meetings x 5 are organised to reinforce the work that Bronwyn has completed with the staff. These meetings will focus on planning and delivery.• Staff will work with a facilitator in Term 2 to help build the teaching teams understanding and implementation of differentiation to help ensure a consistent understanding amongst staff	<p>Please see teacher and learning section above as this links very closely to this.</p> <p>Cathy Boon also participated in ACT and her work around Reading has a close link to differentiation (ensuring children were being taught reading in the most effective way – structured development).</p> <p>We encourage you to visit the website she created by going to http://livebooklet.com/publish.php?wpKey=eyTYwpYhj1hFsLhJbr5Mh1#page=0</p> <p>It will give you an appreciation of the time and effort that has gone into the ACT work that has benefitted the school and will be shared with the Foundation. 7 staff from Peak School were represented and Annette Ainsworth was the only Vice Principal involved and Bill Garnett was the only Principal involved from across the Foundation.</p> <p>All action points achieved</p>





ACCESS TO LEARNING (STUDENT SUPPORT)

KEY INITIATIVE	ACTION	UPDATE
The teaching staff will be equipped with strategies to support EAL students in their learning of English.	<ul style="list-style-type: none">• The progress and acquisition of English language for our students for whom English is a second/additional language (EAL), will be assessed and documented (providing teachers with a benchmark from which to plan strategies to support their learning in English.) through the following :-• September 2014 - The EAL register will be updated to include all new students to Peak School and this will be shared with staff early in term 1• Staff meeting term 1 - An EAL language continuum for our EAL students to track acquisition and progress will be introduced to staff.• An expectation that all EAL students (who require additional support) are mapped to this document consistently - 2 times per year (to be agreed)• Effective EAL strategies (good practice for all students) will be shared with teachers and EA's	All action points met

SCHOOL CULTURE AND PARTNERSHIPS FOR LEARNING

KEY INITIATIVE	ACTION	UPDATE
All stakeholders will be aware of, help implement and support the behaviour management procedures at Peak School	<ul style="list-style-type: none">• BG to create a draft behaviour management procedure based on the restorative practice model.• Marg Thorsbourne to visit the school to work with new staff and parents to reinforce the restorative practice model (1 day workshop and 1 evening workshop)• Kristy Elliot (circle time expert) works with selected teachers to introduce/reinforce concept of circle time• Draft behaviour management procedure shared with all staff and agreed upon• BG makes changes to behaviour management procedure based on feedback from staff• BG shares behaviour management procedure ensuring all staff are clear on their role and responsibility• Share behaviour management procedure with children• Implement behaviour management procedure across the school by sharing at assembly and reinforcing procedures in class by class teachers• Share procedures at parent workshop	<p>The restorative practice approach continues to be used by our staff when and where appropriate ensuring that the children involved have an opportunity to discuss what happened, appreciate how others are feeling and to come up with possible solutions themselves.</p> <p>All action points met</p>



OPERATIONAL SYSTEMS

KEY INITIATIVE	ACTION	UPDATE
Peak School fully conform to the requirements of the ESF Health and Safety work group	<ul style="list-style-type: none">• To establish what the confirmed requirements are of the ESF Health and Safety work group (as shared with the council)• A lockdown practice will be held at least twice per year• A fire drill will be held termly as per the guidelines already established within the school• Reviews will be undertaken of how the school responds to both the lockdown and fire drills including time, accuracy and level of safety.• Appropriate PS Health and Safety Committee members will attend workshops at ESF and then feedback to the rest of the committee in regards to the requirements set by the ESF HS working committee• Required documentation once confirmed will be reviewed, revised or updated by the PS Health and Safety committee (next year as still need to read through all the documentation sent out from ESFC at the end of the year)• Peak School H&S committee creates a plan to meet the identified requirements (next year)• The Health and Safety Committee will meet at least once per term (ongoing)	<p>From a school based perspective we continue to ensure we follow the Field Trip guidelines and staff continue to complete risk assessment forms for all 'off site' trips.</p> <p>Lockdown and fire drills were held throughout the year</p> <p>I attended the recent Health and Safety meeting at ESF but it was mainly about promoting Health and Safety across ESF Schools via a organised campaign.</p> <p>First five action points have been achieved with the remaining three ongoing into the new academic year.</p>

Peak School Primary Years Programme (PYP)



“In addition to the learning engagements planned within the units of inquiry, we strengthened the children’s communication skills through a variety of learning opportunities. Across the school, teachers started using the ‘Circle Time’ strategies to build the children’s confidence in expressing their thoughts, feelings, and ideas.”

Introduced by the International Baccalaureate in 1997, the Primary Years Programme (PYP) is a curriculum framework designed for children from ages 3 to 12. Peak School was authorised to offer the PYP in 2010 and, since then, we have continuously strengthened the programme with the aim of providing the children with experiences that are personally relevant, globally significant and ones that will challenge their minds and nurture their desire to learn.

Within the PYP framework, understanding of concepts and the development of skills in the disciplines - science, social studies, language, mathematics, the arts, and physical, social and personal education - is cultivated through the exploration of the six transdisciplinary themes.

Science in the PYP

For the academic year 2014 - 2015, our faculty took part in the ESF-wide initiative to look more closely into how we are teaching science within the PYP framework. As a school, we wanted to ensure that the Peak School programme of inquiry (POI) reflected a balance of science-related concepts that were being introduced through the strands: Living Things, Earth and Space, Materials and Matter, and Forces and Energy.

Through collaborative planning and curriculum mapping, we reviewed how our selected units addressed the key concepts: form, function, causation, change, connection, perspective, responsibility, and reflection through a science lens. In addition, we mapped out how we introduce and develop both the transdisciplinary skills and the specific science skills through the units that had a particular science focus. Some units were subsequently refined or changed as a result of this review.

Our teachers participated in various professional development opportunities that had a focus on the teaching of science, including the ESF CPD Day, an in-school science workshop, and staff meetings. These also gave teachers an opportunity to share classroom experiences and new learnings amongst each other. Through our collaborative planning meetings and curriculum review we were also able to provide feedback and contribute meaningfully to the development of the ESF Science scope

and sequence, which the ESF Science Curriculum Group revised within the academic year. The 2015 version of the ESF Science scope and sequence has been shared with all schools and is being implemented and reviewed in the 2015 - 2016 academic year.

In the classrooms, we carefully planned science-focused learning engagements, gave children opportunities to pursue answers to their questions, and collected more resources to allow science to thrive across the school. The school also began a number of science-related initiatives this year. For example, the school garden became an extension of the classroom, thanks to the Gardening Club that was formed by our Y3 Educational Assistant following the Y3 How the world works unit that introduced the concept of natural cycles. In Y1, we invited a lepidopterist to talk to the children about mini-beasts that could be found in and around the school. The children had an opportunity to observe these mini-beasts closely and were able to make conclusions about the characteristics of living things. We introduced the Y6 Science Fair, an event which allowed the students to apply and showcase their understanding of various science concepts. These are a few among a number of other learning engagements which we wish to continue, and hopefully expand, in the future.



IB Learner Profile focus: Communicator

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

IB Learner Profile: Communicator

As a school community, we endeavour to deepen our understanding of the attributes of the IB Learner Profile and international mindedness throughout the year. Opportunities to display and learn more about the learner profile are numerous – our school-wide events, units of inquiry, daily lessons, school assemblies are all occasions for us to highlight particular attributes.

This year, one of our key initiatives in our action plan was to identify what it is to be an effective communicator, leading us to explore the elements of effective communication and how we develop the children’s and our own communication skills. This became part of the action research project of a number of staff members in school who participated in the ACT workshops conducted by ESF.

In addition to the learning engagements planned within the units of inquiry, we strengthened the children’s communication skills through a variety of learning opportunities. Across the school, teachers started using the ‘Circle Time’ strategies to build the children’s confidence in expressing their thoughts, feelings, and ideas. Our Performing Arts Coordinator conducted public speaking workshops in Y4 in relation to their unit on How we express ourselves unit. The Y6 students attended a series of workshops that focused on communication skills such as visual presentations, writing formal letters, and conducting interviews, skills that were necessary for their exhibition.

Throughout the year, the Peak School children have truly been able to express themselves with confidence and creativity. This has made them better at working with others and being open-minded.

Peak School Year 6 Exhibition



“The school arranged for the students to meet individuals from NGOs who exposed them to various issues and possible paths towards taking action. The children then brainstormed on different issues, reflected on their personal passions, and chose the issue which inspired them to take action.”

The Primary Years Programme (PYP) exhibition represents a significant event in the life of a PYP school and student, synthesizing the essential elements of the PYP and sharing them with the whole school community. As a culminating experience it is an opportunity for students to exhibit the attributes of the International Baccalaureate (IB) learner profile that have been developing throughout their engagement with the PYP.

For the academic year 2014 - 2015, our Y6 students articulated their own central idea for the PYP exhibition. Focusing on the transdisciplinary theme, “Who we are”, children inquired into the ‘nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human’.

We started the unit with a parent and child information session on the role of students and parents in the exhibition process. Members of staff also volunteered as mentors to support the children throughout the exhibition.

The school arranged for the students to meet individuals from NGOs who exposed them to various issues and possible paths towards taking action. The children then brainstormed on different issues, reflected on their personal passions, and chose the issue which inspired them to take action. Once they had chosen their individual issues, the children were grouped together and were matched with their mentor(s). Through group discussions, they articulated the central idea for their exhibition: Different issues around the world affect who we are and inspire us to take action. Within this central idea, each of the groups individually decided on their lines of inquiry.

The students formed sixteen interest groups focusing on the following issues: Girls’ rights, stress affecting children, food waste, illegal immigration, the impact of Lego on brain development, endangered species and habitat destruction, animal testing, animal poaching, air and water pollution, discrimination in sport, poverty in Cambodia, screen time vs. playtime, girls’ rights, mindfulness, diseases and viruses, homelessness in Hong Kong. The groups came up with creative ways to take action. Many of which encouraged the participation of students in other year groups as well as other members of the

community. The younger students made time during their lunch breaks to attend workshops led by the Y6s and also took action by supporting the different initiatives organised by the Exhibition groups. Perhaps one of the most significant impacts of the exhibition on the other students was raising their awareness and helping them realise how they, too, can take action in their own way. Evidently, the Y6 students took to heart what they learned from their research and responded to the issues in the best way they could, putting in great effort and a lot passion. This was apparent through their Exhibition presentations on the 13th and 14th of May. The groups set up their own stations, carefully planning the layout of their station and their boards, which displayed the results of their research, evidence of the action they took, and artistic pieces reflecting their feelings and ideas on the issues they selected.

This year, we invited Y6 Bradbury School students to attend our first presentation along with our Y5 students. We are grateful to the Y5s and the Bradbury students for providing constructive feedback which helped the groups refine their presentations for the community celebration the following day. The evening presentation on the 14th of May was attended by Peak School students, parents, and friends, as well as teachers from other ESF schools and ESF staff, including our CEO Ms. Belinda Greer.

The children displayed the attributes of the Learner Profile through their presentations, especially by showing the qualities of a knowledgeable, reflective student and an effective communicator.

Many people helped make this year’s exhibition a success. We are thankful to the NGOs who sent speakers to school and also gave interviews to independent groups. Many thanks go to Peak School parents who supported the children’s research by providing additional resources, by supporting the initiatives through donations, and by finding or volunteering as guest speakers. We are also grateful to all teachers who volunteered as mentors, and are thankful to Mrs. Jane Engelmann, Mr. Craig Hollingsworth and his IT team, Mr. Gaylord Macaraeg and Ms. Sharon Shin, and most especially the Y6 teachers, Mrs. Sue Richards, Mr. Felix Auld, Mrs. Rina Kanani and Mrs. Clarissa Lee whose support throughout the exhibition process was invaluable.

**Congratulations to
the Peak School
Class of 2015!**

Report 2015

Maths



The five strands of Mathematics which are explicitly taught at Peak School are:

- Number
- Pattern and Function
- Data Handling
- Measurement
- Shape and Space

Number units are taught as 'standalone' where strategies are taught through an inquiry approach. Where possible, other strands are taught within the units of inquiry which allows the students to make meaningful connections. The teaching of Mathematics skills and knowledge at Peak School allows our students to become effective problem solvers.

Teaching and Learning Resources

A significant proportion of the Mathematics budget was spent on Teaching Resources to support an inquiry approach to teaching and learning.

These resources included Stepping Stones, Go Maths, Number Case and Fundamentals Mathematics programs.

These resources would further enable teachers to plan and deliver challenging and relevant learning experiences.

With the continued support of the PTA the children at Peak School have continued to benefit from accessing Mathletics to support their understanding of mathematics.

Parent Workshops

During Term One, parents were invited to attend information workshops about the teaching and learning of Mathematics at school. The workshops were split over three mornings with a focus on Year 1/2, Year 3/4 and Year 5/6 respectively. The workshops began with a presentation from Bill Garnett, Mark Evans and Tom Tobin, focusing on number and the teaching of Mathematics through inquiry. After the



"During Term One, parents were invited to attend information workshops about the teaching and learning of Mathematics at school."



presentations, parents were given the opportunity to sit in their child's maths class and see the children in action. Over the three days, over 150 people attended with the feedback being very positive. In the next academic year, parents will be invited to a similar workshop.

Staff Professional Development

At Peak School we continue to be committed to staff professional development in regards to Mathematics. At various times of the year, the staff have developed their understanding of the 'Mathletics' online programme and Rich Learning tasks during staff meetings. This has led to an increased student participation in using 'Mathletics' both in class and at home.

During staff meetings, teachers explored different examples of Maths problems and discussed which activities were rich in learning opportunities.

Teachers read a section from John A Van De Walle to help develop a shared pedagogical understanding of the benefits of Rich Learning Tasks. The teaching staff found out that these are tasks that:

- are accessible to pupils of wide ranging levels and abilities
- extend knowledge or enable students to apply knowledge in new contexts
- work successfully when using different methods
- broaden student's problem-solving skills
- allow students to make connections between different areas of mathematics
- provide opportunities to observe other people being mathematical

Tournament of Minds

Once again Peak School have enjoyed extra curricular successes in Mathematics. A team made up of Year 4, 5 and 6 competed in and won the Tournament of Minds against other International Primary Schools. The competition involved high levels of critical thinking, teamwork and problem solving which is a reflection of the daily Mathematics learning in all classes.



“Looking ahead to 2015/16 the Mathematics Coordinators have developed an action plan that is in line with the school’s targets. This year, the school will continue to develop in the area of Mathematics by having the opportunity to work with Peter Sullivan. Professor Peter Sullivan is an Australian guru in terms of the teaching and learning of Mathematics.”

Collaborative Planning

The mathematics coordinators were able to work with all Year groups to support them in meeting the school’s targets as well as implementing recommendations from the Maths review.

The purpose of the planning sessions was to support teachers:

- develop rich learning tasks for their current Maths unit
- planning/assessment in each year group to gain consistencies to help inform us on the completing the first draft of the Maths Guidelines Book
- establishing a realistic goal on the recording of written work in children’s books

Each year group worked with the maths coordinators to develop a series of rich learning tasks for a Maths unit they would be working on. The teachers chose one of the activities to share across other ESF schools as examples of effective learning. These examples were matched to specific outcomes, providing a fantastic resource for other teachers to use.

Maths Guidebook

The Maths Action plan for the academic year included the target to draft a Peak School Mathematics Guidebook. This Guidebook would enable new teachers at Peak School to gain a clear understanding of how Maths is taught at Peak School.

It was decided that the Guidelines should be concise and would focus on planning, assessment and differentiation. The Guidelines included links to the ESF Maths scope and sequence planning documents, assessment rubrics, differentiation and assessment policies. The feedback from the new staff has been very positive.

Looking ahead to 2015/16 the Mathematics Coordinators have developed an action plan that is in line with the school’s targets. This year, the school will continue to develop in the area of Mathematics by having the opportunity to work with Peter Sullivan. During 2015/16, Peter Sullivan will work with the Mathematics Coordinators and year groups supporting and developing planning. Professor Peter Sullivan is an Australian guru in terms of the teaching and learning of Mathematics. His expertise in the area of inquiry Maths and problem solving solving will no doubt have an impact in lessons at Peak School. Also there will be further opportunity to work with all Year Groups to further support them with the planning of Rich Learning Tasks and strengthening Mathematics through inquiry.



Report 2015

English



“We continued to add to the ESF writing case studies which have provided an excellent resource for writing moderation. These have been introduced to staff and further work on using the samples will be continued in the next academic year.”

This year The English Team led by Anna Trunkfield, Cathy Boon and Annette Ainsworth, focused on tailored support within Year Groups. The English Coordinators supported in start of unit planning sessions with Year 3 and 6 to focus closely on the Language opportunities within the unit of Inquiry.

The reporting outcomes connected to the ESF scope and sequence were reviewed and refined this year to facilitate more effective and meaningful communication with parents about their child's progress in English.

We continued to add to the ESF writing case studies which have provided an excellent resource for writing moderation. These have been introduced to staff and further work on using the samples will be continued in the next academic year.

Coordinators have participated in 2 different ACT groups this Year. One focused on the Development of a Balanced Reading program, with a specific focus on Creating a Community of Readers in a Year 1 class. The results of which have been shared with all staff are proving to be a useful resource to support planning for reading. The findings from this group will also be shared at the ESF CPD day in October.

The second ACT group focused on the development of effective communication skills with a particular focus on speaking and listening and presentation skills. The Language Team were all involved in Circle time Training with Kristy Elliott. The techniques and strategies demonstrated in this workshop were then incorporated into classes with a direct focus on the development of communication skills. Further sessions on public speaking and visual presentation techniques were developed throughout the school.

The team continued to develop and refine the 'Parents as Partners' presentations based around reading and writing at Peak School. In response to parent feedback from previous workshops, greater emphasis was put on supporting comprehension development and effective questioning techniques to support readers at home.



“A new link has been made with Scholastic HK which has enabled us to source amazing books written by well known authors to add to our home reading collection.”

The writing club working towards the Hong Kong Young Writers competition continued to be a very popular addition to the extra curricular activities. We had 3 shortlisted entries this year for non-fiction, poetry and cover art. Peak School also continued to shine at the Tournaments of the Minds this year with the Peak School Language and Literacy Team winning the overall competition.

The enrichment of resources for both guided reading and home readers has continued this year. A new link has been made with Scholastic HK which has enabled us to source amazing books written by well known authors to add to our home reading collection. The new selection is proving to be very popular with the students and continuous development of these resources is planned for next year.

A range of visiting authors have been invited into the school and have proven to be wonderful stimulus for the development of students own writing throughout the year.

Peak School Chinese



“We introduced more language learning tools, such as language games for small groups of children and also computer applications for individual work. With the support of the ESF School Development Adviser for Primary Years, Mr. David Fitzgerald, our Chinese teachers also focused on differentiation in teaching Chinese.”

We are continuing to strengthen our Chinese Language program (Putonghua) from year to year. Students in Years 1 and 2 attend Chinese class four times a week, with three 45 minute sessions and one 30 minute session. From Year 3 onwards, students attend Chinese class everyday for 45 minutes per session. This academic year, we enhanced teaching and learning by focusing on curriculum development, teacher professional development and community participation in Chinese language and cultural events.

Curriculum Development

A third Chinese language teacher was appointed this year to allow us to divide each cohort into three learning groups. We observed better student participation across all year groups, with children more eagerly sharing their learning in class and showing more confidence in speaking and writing in Putonghua. Having smaller language groups also allowed us to strengthen the inquiry approach to the teaching of Chinese, with a focus on oral language development. Through small group activities, the teachers were able to facilitate lessons targeting particular strands of language learning, including speaking, writing, viewing and presenting. We introduced more language learning tools, such as language games for small groups of children and also computer applications for individual work. With the support of the ESF School Development Adviser for Primary Years, Mr. David Fitzgerald, our Chinese teachers also focused on differentiation in teaching Chinese.

Our Chinese team participated in the continuing review of the ESF Chinese Scope and Sequence through the ESF Chinese inset days, ensuring the scope and sequences alignment with the PYP philosophy. At Peak School, we implemented the new scope and sequence, using the document for mapping the curriculum, refining planners, and as a basis for revising the report outcomes for the year.

This year, we updated the Chinese strand in the Peak School Language policy to ensure that it reflected our philosophy on additional language teaching and our approach to the teaching of Chinese.



Professional Development

Our Chinese teachers participated in a number of professional development activities this year. We joined the review of the new Chinese scope and sequence alongside Chinese teams across the foundation. This was an ongoing task throughout the year where each school gathered information on the implementation of the draft scope and sequence and provided feedback through a whole day review. We also joined all ESF schools during the Chinese inset day in mid-April.

The team attended a full-day workshop with the Chinese team of Renaissance College. The workshop was facilitated by Rebecca Clements (ESF Primary School Adviser) and Jason Boon (ESF Language Adviser). The focus of the workshop was on planning, inquiry in Chinese, and assessment. Teachers had an opportunity to share resources and exchange teaching ideas.

Our Chinese teachers also attended language courses and the annual ACAMIS conference.

Events

The annual Peak School Putonghua Speech Festival was a big success this year, with children across the school participating in the auditions. There was a buzz at lunch times throughout the festival, with children confidently sharing performances while their peers cheered them on. This year's entries showed the children's abilities in Chinese and, more importantly, their active engagement in the program. For the first time, the finals took place over our regular school assembly, putting emphasis on the importance of Chinese in our curriculum.

We continued to hold Chinese Curriculum information sessions for Y1/2, Y3/4 and Y5/6 parents this year. Wang Xiao Ping (ESF Head of Chinese) spoke at all the sessions to discuss the new Chinese scope and sequence.

At Peak School, we also value learning about our host country's culture and we do so by celebrating events and giving our community opportunities to participate in various



“We begin the year with the Lantern Festival, a joyous event attended by Peak School families to mark the Mid-Autumn Festival. Although we were hit by a typhoon and had to reschedule this event, the whole school rallied and celebrated with just as much gusto on the evening of the festival.”

cultural activities. We begin the year with the Lantern Festival, a joyous event attended by Peak School families to mark the Mid-Autumn Festival. Although we were hit by a typhoon and had to reschedule this event, the whole school rallied and celebrated with just as much gusto on the evening of the festival. Our Chinese Lion dancers and drummers set the mood for the evening with their energetic performance at the top playground, followed by the Y1 to Y6 parade of pretty lanterns. A number of students also joined our Chinese Dance after school club this year and gave beautiful performances during special events in school and at the ESF Chinese Day celebration.

We made significant changes to the activities for this year’s Chinese Week. The activities were carefully designed to address specific areas of the Chinese curriculum and to link with some of the units of inquiry. Most importantly, the activities engaged the children in appreciating and understanding Chinese culture through structured inquiries in different aspects of Chinese culture. Our Y1 students listened to a story teller, Angie Ying Lin who read the award winning story New Year Reunion by Yu Li-Qiong (Author), Zhu Cheng-Liang (Illustrator). They also learned to make puppet pandas and talked about saving the Chinese pandas. Our Y2s had a Chinese dining experience, eating dumplings and noodles at a Chinese restaurant. Y3 learned about Chinese opera through a workshop held in school. Y4 learned new skills in art through a Chinese Painting workshop led by Dan Zhang, Chinese teacher at Clearwater Bay School. The Y5 students went to the Flagstaff House Museum of Tea Ware and the Man Mo Temple to learn more about Chinese culture and history. Finally, the Y6s went to the Ten Thousand Buddhas Monastery to learn about Chinese architecture and religion.

We hope to continue all these initiatives in the coming year and continue to enhance Chinese language learning at Peak School.

Great strides in Physical Education



“The school has continued to work with our outside providers to give students more opportunities to participate in various sports. Our providers offered football (all ages), tennis, inline skating and Kung Fu. The school felt that a gymnastics program was needed and so a gymnastics club was introduced which has grown term by term.”

Throughout the 2014/15 academic year students continued to focus on the development of their personal, social and physical well-being through a balanced curriculum that covered a variety of experiences. These experiences included: Individual Pursuits (Athletics), Movement Composition (Gymnastics), Games, Adventure Challenges and Health Related Fitness. Authentic links were made to classroom units of inquiry where Science (forces), conflict resolution, governance and structure, body systems and Mathematics (Measurement) were integrated into various PE units. Physical Education lessons continued to be held twice a week and during these lessons children found time to reflect on their learning and that of their group. Evidence of their learning was then placed in their online portfolios or in classroom folders.

The Lower School Sports Day held at the school and the Upper School Sports Day held at The Stanley Ho Sports Field were both a success with students competing House against Houses or against each other. During the Year 1 and 2 Sports day the Year 6 ‘Befrienders’ were excellent leaders encouraging, leading and supporting the younger students throughout the day. The winner of the Upper School Sports Day with Victoria with however, all teams showing excellent sportsmanship and enthusiasm.

After school sporting clubs continued to be a highlight this year with teams involved in more tournaments and friend games than in previous years. A number of staff members coached various teams while also running or providing assistance at various tournaments and events throughout the year. Netball, boys and girls football, distance running, tag rugby, field hockey, cricket and aquathlon continued to give students an opportunity to develop their athletic skills along with the attitudes of fair play, respect, appreciation and commitment. Peak School continued to be competitive in many sports reaching the quarter, semi or finals in both boys and girls football, mixed field hockey, and tag rugby. The highlight this year was our aquathlon team which came third in the ESF and International School Wide Aquathlon Event and placed first among all ESF Schools.



Peak School Performing Arts



The Performing Arts department at the Peak School continues to enjoy its high profile within the ESF primary schools with innovative and exciting creative projects happening throughout the academic year. This year was no exception with The ESF Choral Concert, Orchestra Jam, Peak's Got Talent, Christmas Concerts and the new Public Speaking courses. Whilst high standards in music and the performing arts are always encouraged, there are also plenty of opportunities for all children to immerse themselves in investigative and creative activities across the curriculum. We always encourage community involvement at the Peak and the arts is no exception. This year we have enjoyed workshops from Island School drama students, HK Ballet, Music Viva and HK Philharmonic Orchestra.



“Effective Communication and Creativity continued to be a focus this year with students being encouraged to explore their own learning styles and express their creative ability through a variety of art forms.”

Music Curriculum

All classes from years 1-6 have one specialist music lesson once a week where they are immersed in a variety of creative and practical activities involving singing, composing, playing musical instruments, responding and creating. The music curriculum is carefully balanced to ensure continuity throughout the year groups and breadth and depth of study area. Areas such as reading notation, instrumental and ensemble activities, learning about the great composers, the orchestra, musical structure and essential elements are also covered. At least one of the music units per year group will have a focus on performance so that each class has at least 6 weeks of drama and/or musical theatre.

Recorder Karate enjoyed another successful year and the children in Y3 were highly motivated to get their belts and practice their tunes. The students were encouraged to learn essential skills in practising and resilience whilst learning a musical instrument and were introduced to how Growth Mindset fits in with this.

Public Speaking

As part of the school's focus on 'Effective Communication', a public speaking course was developed and delivered to the students. Students who can speak with confidence and express themselves articulately have the edge in many life situations. The students at The Peak School are faced with a variety of performance and presentation opportunities from Circle Time in the early stages to speeches, assembly presentations, performing arts productions and presenting at the Year 6 Exhibition. Starting in September 2014, this new curriculum initiative was developed so that all students from yrs 4-6 could attend a 6-8 week public speaking training course focussing on essential elements on expression, voice, confidence and effective communication. The aim is to incorporate explicit public speaking skills training throughout the different developmental stages. The course was designed to be useful, relevant, transdisciplinary with units of inquiry and also provide students with lifelong skills and confidence in speaking. The course included technical elements of speaking, including articulation, projection, breathing, emphasis, pace, tempo, modulation, expression and pitch as well as preparing and structuring speeches, how to get your point across, speaking with fluency, where to look, how to stand, where to put your hands and many other elements that can be found in the individual lesson plans. We also explored power, authority, status and presence through a variety of exercises and activities.





“Each year group worked on some kind of presentation and students across all year groups were able to share with their parents a variety of exciting activities that reflected their learning over the year.”

Transdisciplinary

Music and drama continued to be developed across the school and obvious and authentic links were made in particular to but not confined to the How We Express ourselves units;

- Year ones acted out and sang the story of Jack and the Beanstalk in conjunction with their How the World Works unit. During their How We Express Ourselves unit, they explored their different responses to different styles of music through dance, singing, discussion and art.
- Year twos used drama and role play to explore how roles and relationships affect our behaviour. They also explored drama in retelling stories and were taken on a Pied Piper live drama around the school. They also studied Jazz and Scat, composing their own Scat songs, painting Jazz art and a bit of Jazz Dance (and JAzz hands!) thrown in
- Year threes explored art forms from different cultures and performed an African greeting song “Funga Alafia” with African drums, marimbas, song and dance to the whole school.
- Year fours went wild again with creative fun exploring all the different art forms and finding ways in which to express their belief and values, using dance, art, music, drama, mime and physical theatre.
- Year fives explored the power of music and how it can influence us and they wrote songs, music and jingles to convey messages using acoustic instruments and music software. They also were immersed in a transdisciplinary, creative unit on Opera in relation to Mozart’s Magic Flute. They looked at elements of opera, musical history and style, costume and theatre design, vocal ranges, plot, theatrical production and all the related disciplines which culminated in a variety of mini presentations using drama, dance, art, speaking and sharing with parents
- Year 6s amalgamated their musical knowledge and creativity in several powerful theatrical pieces for their exhibition using their own thoughts and feelings and language that had emerged from several drama lessons. These were of an excellent standard. Deep, thought provoking, multi lingual and powerfully presented. The year 6 film trailer unit highlighted some of the students’ excellent creative and technical skills using Garageband to create original soundtracks to match given images and trailers.



Extra Curricular

Clubs (including Drama, Physical Theatre, Senior Choir, Junior Choir, ESF Choral Choir, Orchestra) continue to thrive. Concerts, events and instrumental lessons took place over the year both within Peak School and beyond. This year the orchestra numbers swelled under the expert guidance of Year 6 teacher Felix Auld. They performed at St John’s Cathedral, China Week Performances and summer concerts. The orchestra also enjoyed attending an ESF wide primary “Orchestra Jam” day where our talented young musicians were able to play together with many other ESF students in a big orchestral setting.

The choirs, physical theatre group, musicians, actors, rock bands performed at various venues throughout the year including, St John’s Cathedral and Matilda Hospital as well as the biannual ESF Choral Concert in which all the ESF Primary School choirs combine to create one extremely large and impressive choir of nearly a thousand students. A huge success yet again.

Our own Peak’s Got Talent event provided a wonderful platform yet again for our very talented and enthusiastic students to bask under the spotlight of fame for an evening with our students showing off their amazing talent in singing, dancing, comedy, acting and generally rocking out. Our peripatetic teachers continued their excellent work of providing flute, guitar, and piano and violin lessons and have continued to be quickly booked up.

Performing Arts Suite

Our wonderful performing arts suite continues to be utilised extremely well, with small groups being busy in every available space. We are wonderfully resourced with access to 8 Macs and 9 Macbooks all equipped with Garageband and the music score writing software Sibelius. Each Mac has a midi keyboard so that students can use them to compose and record music. We have 7 ipads and access to many more computers, laptops and Macbooks. We have an electric drum kit, electric and acoustic guitars, 12 electric keyboards and a number of orchestral and percussion instruments. The students are encouraged to use these instruments as much as possible and quite often come down at lunch times to try them out. We also have a great drama space which has been used extensively this year and our new computerised lighting and sound system have proved to be highly effective in our performances.

Visual arts



“The teaching of visual presentation skills has become an integral part of our school focus on ‘Effective Communicators.’”

Collaboration

The sense of collaboration through the Visual Arts was palpable within the first weeks of school as, in September ALL students contributed to a collaborative class ‘Work of Art’. All 12 of these pieces of art were donated to the PTA as bidding pieces for a ‘silent auction’ at our yearly Lantern Festival. We were delighted, not only to receiving such a very high profile throughout the school but also to raise over \$20,000 from the Art alone.

Visual Presentation

The teaching of visual presentation skills has become an integral part of our school focus on ‘Effective Communicators’

We are always expecting children to present - but are we truly enabling them to succeed?

When Year 6 Exhibition time was upon us, we found that the finished displays did not adequately reflect the process and all the work that had gone before. As teachers, we were expecting the students to display their work to a certain standard and were frustrated when the results didn’t really meet our aspirations. We had missed out a crucial element from our teaching and were unfairly expecting the students to ‘create’ a visually impressive display through ‘osmosis’. We were expecting the children to visually communicate the process of their inquiry through their display but they actually weren’t equipped with the necessary skills to be able to accomplish this effectively.

Of course, we needed to explicitly teach the children the skills. A simple solution, but one that we had overlooked. We had been full of good intention but it was always something that we never actually got round to doing in the busy schedule of our working day.

So, in term 2 we committed to delivering a series of short snappy workshops to teach and practice these skills. We taught skills in mounting work, using borders, how to use colour to maximum effect, the rule of three, effective use of space, choice of fonts



for various purposes, creating visual impact, the power of the visual image etc. These practical workshops were delivered just prior to a ‘mini science exhibition’ so that it was authentic and had relevance and purpose.

The children really did need a lot of scaffolding in these sessions. and it really made us realise how we had made assumptions of the level of their skills in this area in the past.

Learning from experts

All year groups were fortunate to be artistically inspired by visiting author and illustrator Kim Toft who treated all of the children to her skills in painting on silk with which she cleverly illustrates her book. The piece that she worked on at school was kindly donated by Kim and now takes pride of place in our library.

We continue to raise the profile of Visual Arts continuously reviewing and refining the curriculum and ensuring that rich learning takes place both through Units of Inquiry and through the discrete teaching of art skills.



“It has been well known by that fact that students today are proficient at using information technology. Students were given opportunities to teach and help the teachers how to use ICT devices by organising a club called *Genius Bar*.”

ICT

Since the last school year (2014-15), the ICT department has focused on improving the school infrastructure as well as reaching the desired ratio between the students and devices. Luckily, thanks to the donations (generously provided by the parents) and the department’s capability of saving on a number of hardware items, we were able to reach our goals by the the beginning of the 2015-16 school year. Therefore it is possible that our department can further explore different projects to support teaching and learning such as replacing the older devices.

(Traditional) Interactive WhiteBoards are the first ones to go. Although IWBs have been commonly used by the teachers, Educational Research Center recently has stated these devices are not appropriate to use especially since they are so expensive for schools to afford. Therefore the Peak School ICT team researched and suggested Mimio as a possible alternative device. Unlike the traditional IWB, Mimio is affordable (costs almost one-third of the traditional IWB price) and portable, capable of providing more flexible learning space for the teachers and students, although both devices work the same. These aspects have already been proven through trials organized by the ICT department. Besides that, six teachers are planning to try out the device during this school year (2015-16). If the trials end successfully, all the teachers, who still insist on using IWBs will be encouraged to replace their old IWBs with new Mimios.

PCs have slowly been replaced by the chromebooks since last school year. Surprisingly, most PCs have been used in Peak School for more than 8 years. Therefore these old devices have been replaced by the Chromebooks, which are the first choice made by the department since they are less expensive with modern features. Other than the affordable price, the management software is so much more efficient. The devices are able to start and shutdown effortlessly within few seconds, perfect for saving time. It is also so much easier to use Google Applications through the Chromebooks. Ever Since these devices were introduced to the teacher, Google Classroom, one of the google applications, has become and is still now one of the most popular resources to plan lessons and share resources for lessons. The classroom can be easily set up by the teachers. The students at the sametime can easily access to the documents shared by their teachers. Without wasting paper, the students are able to work on the documents. The students can work collaboratively and cooperatively while sharing the same document.

One of our main focuses from the previous school year (2014-15) was empowering the learners. It has been well known by that fact that students today are proficient at using information technology. Students were given opportunities to teach and help the teachers how to use ICT devices by organising a club called “Genius Bar”. Although it was just an idea at the start a very large number of students, 42 of them from years 4, 5 and 6, have applied to become members. The Genius Bar was then set up for

Numbers as of August. 2015

CLASS GROUP	DEVICES	NO. OF DEVICE	NOTE
Year 1	ChromeBook	12	6 each class
	iPad Air	18	shared
Year 2	ChromeBook	12	6 each class
	iPad 2 / iPad Air	18	shared
Year 3	HP 4420s Laptop	17	10 shared in kitchen
	ChromeBook	12	6 each class
	iPad 2	8	shared
Year 4	ChromeBook	12	6 each class
	iPad 2	8	shared
Year 5	ChromeBook	12	6 each class
	iPad 2	8	shared
Year 6	ChromeBook	12	6 each class
	iPad 2	8	shared
LSC/SEN	HP 4420s Laptop	10	4 LSC, 6 IN
	ChromeBook	12	6 LSC, 6 IN
	iPad 2	8	shared
Chinese	ChromeBook	14	shared
	iPad 2	21	7 each teacher
Music/PE	MacBook Pro	9	Bookable
	iMac	6	shared
	iPad 2	10	Bookable
Multimedia / ICT	MacBook Pro	30	Bookable
	MacBook Air (ArtRoom)	15	Bookable
	iPad Mini	10	Bookable
Library	HP 4420 Laptop	15	Bookable
	MacBook Air	15	Bookable
	iPad 1 / iPad 2	10	library use only

few hours as an event, one day after school, having teachers as the guinea pigs. Although the event was overall successful, students were not used to being in the teaching perspective therefore making them uncomfortable in front of the adults/clients/ teachers. Students at the sametime highlighted about the lack of opportunities they were given to actually teach others about the ICT devices since there were too many members compared to the adults/clients/teachers. These problems will be reviewed over throughout this year (2015-16).

From last year, Coding was implemented into the year 1 and 2 ICT Classes as an attempt to teaching computer science in a completely different way away from the old ICT curriculum. Coding not only teaches computer science but also has many links to mathematics, literacy and critical thinking. Despite the concern, astonishingly the young students were able to learn quickly and easily. With some adults’ support (scaffolding), students were able achieve better than what we expected from them. Therefore the department is planning to promote Coding to the upper years because for students today, coding is becoming an essential skill, like reading, writing and maths. Coding enables creative thinking which cannot be achieved easily through studying.

2014/15 Library Report



“The library is involved in a continuous planning dialogue with teachers. As well as sessions on library skills, we offer standalone lessons outside of the library to support work on research, citation, note-taking, interview techniques and publishing.”

The Library Space

We have transformed one half of our library with completely new furniture and new reading spaces this year, as part of our continuing efforts to provide Peak School with a comfortable and friendly space to nurture a love of stories and inspire our young readers. As well as new sofas and ottomans, we have created a quiet reading Book Nook and a Listening Centre where children use wireless headphones to listen to audio books in the Library.

The Collection

We have dramatically increased borrowing in some genres by pulling books off shelves to create specialist collections, such as Graphic Novels (comics) Junior Fiction, and Series Fiction. We have increased the number of our magazine subscriptions to address a younger readership and moved them to a more accessible location in the Library. As a result we have seen a marked increase in the borrowing levels of each area.

Every year we weed old and unused books to make room for popular new fiction and award winning picture books, or non-fiction books to support the Units of Inquiry. This year we weeded from our Picture Book and Fiction collections and donated to Li Sing Tai Hang School for under-privileged children in Hong Kong and also to school and community centres in Uganda.

This year a total of 476 new resources were catalogued in our database, consisting mostly of Chapter Books, Picture Books, Non-Fiction and Teacher Resources. We have also added up to 100 new electronic resources in preparation for our upcoming E-book Platform (see Future Plans).

The Community

Aside from supporting the children of Peak School, our library is part of a community of teachers, parents and other librarians. There are various ways in which we take the library into our community.

Books are selected and catalogued for each Unit of Inquiry and sent to the classrooms to give easy access to research material. Relevant websites are curated on our Netvibes page for each unit and we maintain Britannica, Brain Pop and Big Universe subscriptions to provide teachers, parents and children with more useful learning tools. The library is involved in a continuous planning dialogue with teachers. As well as sessions on library skills, we offer standalone lessons outside of the library to support work on research, citation, note-taking, interview techniques and publishing. The ESF Information Literacy Scope and Sequence Document is used in our library planning.

Peak School's librarians are members of the Association of Librarians of English Speaking Schools (ALESS). We attend monthly meetings which provide a forum for sharing best practice in libraries across the region and regularly use the group to book visiting authors together and to seek support and advice.

We attended the first School Librarian Connection symposium in Hong Kong this year, which provided a rich and diverse learning opportunity over two days of connecting with and learning from librarians from across Asia.

This year we ran a workshop on “Exploring a PYP library” for EAs from across all ESF schools. We discussed how they might make the most of this important resource to support students on their learning journey, how to access online resources, how to use fiction to support teaching the learner profiles and attributes, how to make the most of a lesson in the library and how to inspire children to read.

We reach out to the parents through The Peak School Library newsletter which is published monthly to keep our community up to date with what we have been doing and with any news from the world of books! We also share our thoughts and news on Facebook : 108 Likes and counting.... We welcome parents to borrow from the library and have enjoyed running two workshops for them this year to help them to inspire their children to read.





“Children will be able to borrow books to read on any device, anywhere, anytime (including during holidays), giving them unlimited access to books and exposing them to a way of reading that is convenient and appealing to our tech-savvy students.”

Library Events

In total we had six authors or storytellers visit us during the year, some made possible by generous financial help from the PTA. Theodora Whittington, Tony Wilson, Christina Matula-Hakli, Marcus Alexander, Kim Toft and Bhakti Mathur all came to read and speak, the latter three being part of our Book Week celebrations. Author Visits are an vital component of the Library’s role in the school. Seeing authors and illustrators at work helps to nurture understanding and also gives our students inspiration to tell stories themselves, whether through illustration or the written word.

Our Book Week was another huge success with various competitions, a book sale, a dress-up character day, special story reading sessions, parent seminars and a read-to-feed charity drive. We were thrilled with the enthusiasm shown by the students and the entire school community for each and every event and competition we held.

We were very excited about the first Golden Dragon Book Awards launched by the Association of Librarians in English Speaking Schools (ALESS) in Hong Kong this year, giving children the opportunity to vote for their favourite books. We spent most of the year promoting and reading the shortlisted titles in each category to the Peak School students so they could cast their votes and help decide which books would win.

Once again, we contributed to the Hong Kong Young Writer’s Awards by communicating with the event organisers, guiding students through the writing process and giving feedback on their work before submission. We were very proud of our two Year 6 students who were shortlisted for their work which focussed on this year’s theme of New Tales of the Pearl River Delta.

Future Plans

Next year we will continue to work with the teachers and students to grow our dynamic and inspiring collection of books and provide multiple learning opportunities for Peak School. There are however some specific developments that we will carry out in the 2015/16 school year.

We are thrilled to be launching Peak School’s E-book Library in September. Children will be able to borrow books to read on any device, anywhere, anytime (including during holidays), giving them unlimited access to books and exposing them to a way of reading that is convenient and appealing to our tech-savvy students.

We will continue to look at ways to use the Library space in a way that might better suit the needs of the students and teachers. We will look at ways to reorganise the Library Learning room with study/ learning booths and an efficient use of the space we have.

We are looking forward to launching our first Poem in your Pocket Day in 2015-2016, where we focus on this genre that is well represented, but underused in the Library. Children will select a poem, or write one, and carry it with them in their pocket and share it with others throughout the day.



SEN

Learning Support Centre and Individual Needs

At Peak School we believe that education should be accessible, fun and challenging for all. Supporting the needs of all of our students is important to us. We have a close working relationship with parents, other professionals and the school community to enhance students' learning opportunities and outcomes.

As a team, working collaboratively with teachers, we have worked hard to develop effective ways of overcoming barriers to learning and providing effective and individualized teaching through the analysis of children's needs, by assessing, specific target setting and monitoring progress.

The SEN Team continues to support students through the implementation of the ESF model for Curriculum Differentiation and Inclusion. The majority of additional support is provided by the team within the mainstream classrooms. When relevant, 1:1 and small group programs are provided to support children specific needs including the areas of thinking and learning, speech and language, social communication, emotional and social well-being and motor communication.

Throughout the school year there have been many initiatives and programs to support students' individual needs. These include:

Student Support Plans (SSP) for children with Individual Needs
(Level of adjustment 2)

Individual Education Plans (IEP) for children with LSC (Learning Support Centre) provision (level of adjustment 3 & 4+) and regular parent meetings to discuss 'SMART' (Specific, Measureable, Attainable, Relevant, Time-bound) targets. These documents have been developed to include detailed evaluations of each target as part of the reporting process.

Differentiated Units of Inquiries are provided for children who need the PYP curriculum and Units of Inquires adapted, particularly regarding abstract ideas and language. We work in collaboration with teachers to plan an individualized program, which links closely to the class plans and objectives whilst being relevant and appropriate to each pupils needs. Progress is recorded and evaluated throughout the term, and shared with parents. Any language is adapted as necessary and children are provided with their own visual dictionaries in order to visualize and access more difficult concepts and language.

Nessy is a Literacy program that aims to build self confidence, discover self esteem and establish a love of learning. Nessy has been designed to be language-based, multisensory, structured, sequential, cumulative, cognitive, and flexible. Language elements are taught directly and systematically in a highly structured, incremental system of sequential lessons.

Jungle Memory is a working memory program that helps children manage the demands of the classroom. Working Memory is located in the Pre-Frontal Cortex of your brain. Pupils with low working memory find it hard to concentrate and learn new knowledge. Developing working memory helps children with a huge range of cognitive activities, including helping with reading, math's, understanding complex subjects, regulating behavior, and adapting to new situations.

Reading Comprehension (rather than reading skills) can often be an issue for students, particularly if they have auditory processing and language difficulties. These sessions help teach the reader to construct meaning with a text through a range of strategies, which include;

- connecting to prior knowledge and experiences
- understanding the vocabulary, main events and details, story elements, character analysis, cause and effect, purpose, fact or opinion
- an ability to predict, recall, sequence events, make inferences and draw conclusions, compare and contrast, classify information, identify problems and solutions, summarize, visualize.

Auditory Processing and Language Program involves a range of multi-sensory activities in order to develop listening and understanding language in the areas of; following instructions, getting the main idea, thinking skills, developing vocabulary and drawing inference. Students also participate in activities to develop using spoken language in the areas of; narrating, describing, explaining, predicting and playing with words.

Numicon is a multisensory approach to teaching Math's, which raises achievement across all ability levels. Numicon is designed to build an understanding of Mathematical concepts through problem solving, reasoning and conversation. It develops fluency by using a visual, practical base to develop conceptual understanding and fluent recall, helps children to reason mathematically through the use of concrete objects and spoken language to explain and justify, and develops children into confident problem-solvers.

PMP (Perceptual Motor Programme) and Fine motor aims to develop the child's perceptions and understandings of them themselves in relation to their world, through movement and motor experiences. It aims to give the child experiences in seeing, hearing, touching, processing, making perceptual judgments and reacting through carefully sequenced activities which children enjoy doing like running, hopping, skipping, jumping, balancing, crawling, climbing, throwing, catching, bowling, sliding, etc., using a variety of common and specially designed equipment. The activities also focus on motor control such as eye/hand/foot co-ordination, positional language, proximal stability, balance, spatial awareness and memory, which can help students with issues such as inattention and focus, following instructions, wandering,

‘clumsiness’ and disruptive behaviours in order to achieve optimal learning. Fine Motor aims to help children to develop control of the small muscles of the body, hand eye coordination and motor planning. We also develop typing skills in these sessions to enable children to use a range of tools to support thinking and communication.

Social skills including

Fun Friends is a play based program that teaches 4 to 7 year olds emotional resilience that will stay with them for life. It teaches practical strategies for coping with stress, worry, fear and sadness and improves confidence and social skills. Fun friends helps children gain emotional and social intelligence necessary to excel during their school years, and helps children have a smooth transition into school.

Friends for Life: helps young people cope with feelings of fear, worry, and depression by building resilience and self-esteem and teaching cognitive, behavioural, and emotional skills in a simple, well-structured format.

Personal Space is a concept that is confusing and difficult for some children to grasp. The amount of personal space required seems to be forever changing depending on the circumstance. When children inappropriately or unknowingly invade the personal space of others, learning is often compromised. The personal space program offers a range of hands on activities that explore the concept of personal space and children learn appropriate behaviours through communication and personal experience.

Friendship Formula is a practical program to develop self-awareness, self-esteem, and an awareness of others in order to improve the quality of social interactions. The children participate in a range of practical and reflective activities based on self-awareness, emotions, conversations and friendship.

Time to Talk is a program to develop oral and social interaction skills. Time to Talk helps children to develop ‘rules’ of interaction such as eye contact, turn taking, sharing, greetings, awareness of feelings, giving / following instructions, listening and attention and play skills.

Socially Thinking offers practical concepts and strategies to help all students improve their social skills and learn strategies for better self-regulation.

Presenting Skills help children to build their communication skills and confidence. Children have been learning how to effectively talk in front of others, with a focus on; appropriate body position, eye contact, appropriate volume and pace of speech and standing confidently

Yoga; The LSC pupils were lucky enough to have a session with a visiting yoga teacher. They learnt a range of yoga poses and techniques to develop endurance, flexibility, balance, coordination and an awareness of self.

The SEN Team would not be able to provide the depth of service if it were not for the professionalism, dedication and expertise of the teaching and support staff who work hard to provide best practice in meeting our student’s needs.



“Our “Writer’s Notebook Club” has continued to be successful in supporting small groups of children who require additional literacy help. To support our children’s conceptual understanding in maths we were able to offer booster classes.”

Individual Needs

Peak School believes that every child is unique. The Individual Needs Department strives to reinforce this idea by providing a range of differentiated learning experiences. We use a sensitive process of identification to assess the needs of the children in our care.

Throughout the year we have continued to develop our programs in; language, mathematics, social thinking, auditory and visual processing, fine and gross motor skills and working memory. We have been using the Sharp Reading technique to support our children’s decoding skills and inferential understanding. In spelling we have been using the Nessy reading and spelling learning program, which uses a multi-sensory approach. Our “Writer’s Notebook Club” has continued to be successful in supporting small groups of children who require additional literacy help. To support our children’s conceptual understanding in maths we were able to offer booster classes. The introduction of the precision teaching technique enabled some of our students to over learn number knowledge. Developing the children’s motor-coordination has been addressed by the Perceptual Motor Program (PMP), fine motor activities and the continued development of sensory diets for individuals. This year we introduced an 8 week working memory program for some of our students. The children enjoyed the activities and we could see a benefit for those who took part.

This year we have continued to be fortunate enough to have speech and language therapist, Louise Mcann, occupational therapist, Kate Powell and St John’s counselling offering support to Peak School families. Their services have been welcomed and it is good to have the close communication between home, school and therapist so we can best support individual pupils in school.

The importance of our children’s social and emotional well-being has continued to be a focus at Peak school. The introduction of the ELSA (Emotional Literacy Support Assistant) course by ESF allowed us to train 2 of our educational assistants in this important area. We look forward to implementing the strategies taught in the program and to sending more of our staff next year to build capacity within the school. The ‘Friends for Life’ and ‘Fun for Friends’ program in school has continued to flourish. These programs help students to develop effective strategies to deal with worry, stress and change and teach the skills required to reduce anxiety and promote resilience. At Peak school we now have over 10 staff trained to be facilitators and this will continue to increase next year. It is our hope that the children who graduated this year from the program will be able to use some of the skills and strategies that they experienced and apply them in their everyday lives. We are looking forward to working with many more children in the next academic year.

As a department we attempt to nurture our children’s love of learning, we endeavor to support them to access all aspects of school life with confidence and we encourage them to build a healthy self-esteem.

Student Leadership



“The Green Council continued their work encouraging the school to ‘think green’ by carrying out a busy recycling project with plastic and paper in the school. They were very pleased to see how little waste the school now generates at class parties due to the reusable bamboo plates and cutlery in each class.”

Peak School children now recognize themselves as leaders in the school. They have responded with enthusiasm to the leadership roles available to them and are eager and willing to take on greater responsibilities within the school and have their voices heard. There are ten leadership positions available within each Y3-Y6 class which provide many different opportunities.

Student Council

This year the Student Council focused on being more internationally minded. Throughout the year they tried to recognize the many different special days and festivals celebrated within our school community by creating displays, organising assemblies and holding lunch time activities for other children to join. With the help of many families we celebrated Diwali with a range of activities in the playground over this five day festival. For Thanks Giving the children created a Thanks Giving Tree and invited others to add leaves showing what they were thankful for. The children recognized Remembrance Day with a special display and also held a lunch time activity teaching children to make poppies and learning why this flower is significant. For the Jewish festival of Purim one of the students created her own display and with the Student Council's help took a lunch time activity making dreidels and showing others how to play with them. The Student Council wanted to acknowledge the New Zealand and Australian families in our school by creating an ANZAC Day display and together with two other classes managed to bake 360 ANZAC cookies to give out to every child in the school.

The council were concerned about the state of the playhouses in the lower playground and worked with the Year 1 and 2s to select two new playhouses which they felt ‘encouraged imagination and creative play.’

As always the children were heavily involved in charity work and supported HK Box of Hope, Community Chest and UNICEF with donations and dress casual days.



House Prefects

This is an opportunity for our younger students to begin taking on a leadership role and each week they are responsible for collecting the house points for their class. The Year 6 House Captains are each responsible for a team of 6 students and for collating and presenting the results in assembly each week. This year they tried hard to make this a creative five minute presentation often involving music and dance.

Green Council

This year the Green Council supported the HK charity Plastic Free Seas in their endeavor to raise funds for a floating classroom. They organized a dress casual day with the theme “protect our oceans”. The children were also lucky enough to attend a talk by Dr Jane Goodall, renowned primatologist, ethologist, anthropologist and UN Messenger of Peace as part of the Roots and Shoots program. The Green Council continued their work encouraging the school to ‘think green’ by carrying out a busy recycling project with plastic and paper in the school. They were very pleased to see how little waste the school now generates at class parties due to the reusable bamboo plates and cutlery in each class.

Student librarians

As well as being responsible for organising their own class's library time this year Student Librarians were also given lunchtime duties to work in the library or support younger readers.

Our leadership positions offer different opportunities for children depending on their confidence speaking in front of others and their personal interests. Election weeks in September are always a time of nervous excitement and anticipation as children demonstrate their growing confidence in a range of PYP skills and attitudes.

Peak School Gardening



“During the 2014/2015 school year the Peak School Garden Club was set up with the aim of creating a school garden in the Deck area. The Deck is adjacent to a slope which has been carefully replanted over the last 10 years to include a range of native species. This provides a highly biodiverse backdrop to the garden.”

35 students signed up to become Garden Club members and the Deck was transformed; old planters were weeded, filled with fresh soil and seeds were sown. The students involved had the opportunity to learn about how plants grow and to experience the process from seed to plate. Over the course of the first term the students produced a variety of herbs and vegetables in the garden. They also had the opportunity to observe a range of native fauna and to see pest-predator relationships in action.

In Term 2, with PTA support, a rotational composter was purchased and we commenced composting raw fruit and vegetable waste from the Year 3 classrooms. The composting process was completed by the end of the academic year and we will use our first batch of Peak School compost in the garden over the next school year.

Building on our growing success, in March, the Garden Club took part in the Hong Kong Flower Show. Almost everything in our demonstration plot was grown by the students from seed and we took the opportunity to showcase the 3R's (Reduce, Reuse and Recycle) with the use of recycled planters, scrap fabric as bunting and an upcycled ladder as shelving. The Garden Club members were thrilled to win 3rd Prize in the School Garden Plot Competition.

Towards the end of the academic year, in June 2015 a team of Green Group Members were active participants in the ESF Environmental Conference on Zero Waste. Prior to the event they collected hundreds of empty plastic bottles at school and from this collection created two 'trashion outfits' for the conference catwalk. This process gave the students a chance to think about how we can use plastic in alternative ways, understand that 'waste' can be a valuable resource and have fun practicing their design skills. The team also created 5 pieces of artwork from recycled materials which formed part of the 'ABC to Zero Waste' backdrop for the conference. We intend to transform our learning from the conference into action in 2015/16 as Peak School moves closer to Zero Waste in its operations.



Celebrating Success

The children and staff involved are below

TEAM 1: MATHS ENGINEERING

1. Year 4 Alexandra (Lexi) Joseph-Hui
 2. Year 5 Wren Fannin
 3. Year 5 Rachel Schroeder
 4. Year 6 Ree Nie Kong
 5. Year 6 James Coward
 6. Year 6 Darren Choi
 7. Year 6 Kate Chan
- Facilitators
Mr Tobin and Mr Garnett

TEAM 2: LANGUAGE LITERATURE

1. Year 6 Julian Wong
 2. Year 6 Maya Mathur
 3. Year 6 Zoe Nocom
 4. Year 5 Zoe Carrett
 5. Year 5 Kimberly Chan
 6. Year 5 Zahra Hui
 7. Year 4 Arthur Yuan-Pritchard
- Facilitators
Mrs Fay and Mrs Rowe

TEAM 3: SOCIAL SCIENCES

1. Year 4 Angelie Ng
 2. Year 5 Angelica Festa-Bianchet
 3. Year 5 Lucinda Harlcrow
 4. Year 5 Julia Hendriks
 5. Year 6 Kristen Lee
 6. Year 6 Joshya Gupta
 7. Year 6 Adele Aranha
- Facilitators
Ms Colet and Mr Evans



Tournament Of Minds

We have been entering the Tournament of Minds (TOM) competition now for several years and each year we usually do very well. This year was no exception and two of our three teams won again this year.

The tournament is in two parts. The first part is the long term challenge where students are given a challenge that they must work on and they have 6 weeks to work on the solution as well as a 10 minute presentation that they must present on the day to a panel of judges. The second part is the 'Spontaneous Challenge' that requires the children to go into a room by themselves and a panel of judges gives them 3 minutes to come up with responses for a challenge that they are given. No other adults are allowed in the room. The judges are looking for strong communication skills, creative thinking and team work.

Our **Maths Engineering Team** beat 10 other schools to win the Maths Engineering challenge. This is now 3 years in a row that we have won this competition.

Our **Language Literature** Team also beat a number of schools to win the Language Literature challenge. This is now 4 times in the past 5 years that we have won this section.

Our **Social Science Team**, which probably had the hardest challenge, did a great job of presenting their story but did not quite do enough to win the competition this year.



The winning team from 6R included

Kate Chan
Ree Nie Kong
Zoe Nocom
Eugene Law

The 6A team that came 4th overall (or 2nd in primary) included

Darren Choi
Gus Leung
Dorian Grillet
Julian Wong

GECKO MATHS – PROBLEM SOLVING

We are delighted to report that one of our Year 6 Gecko Maths teams defended the title we won last year. Gekco maths involves teams of four solving difficult word problems that require the teams to have strong mathematical awareness and knowledge but it also tests their ability to work as a team.

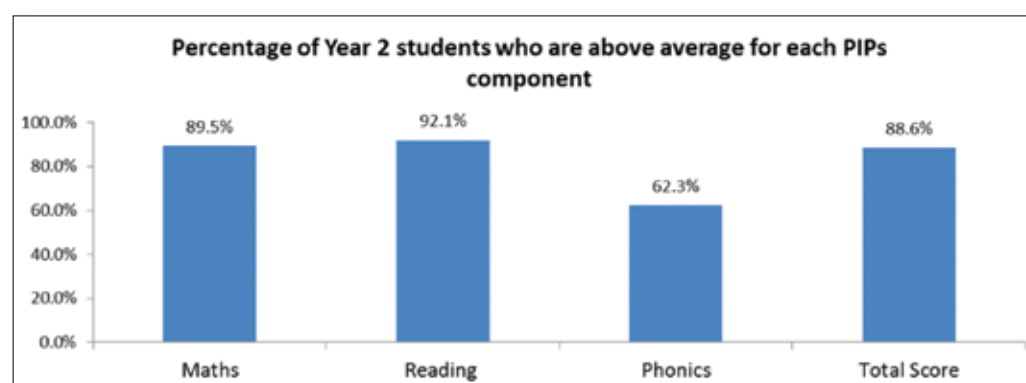
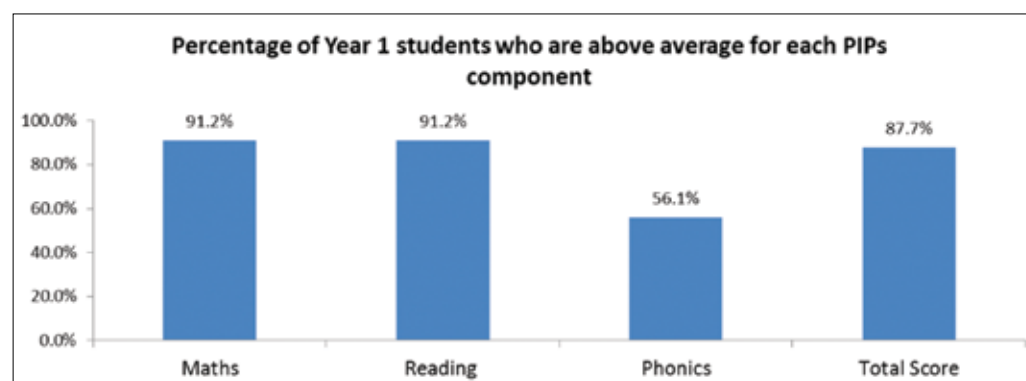
Our Year 6 Gecko team who went up against 8 x Year 7 teams from Island School and DBIS as well as Year 6 teams from Glenealy, Bradbury and Beacon Hill School, defended their title they won last year. The 6R team won and the 6A team came fourth (second if you exclude the Year 7 teams).

In year 6 out of all the other primary schools Peak School came 1st and 2nd. Including both the Year 7 and 8 teams we came 1st and 4th. Last year you may recall we came 1st and 2nd outright. No small achievement considering the number of students the other schools have to call upon. It Would certainly suggest our maths program is working very well particularly our problem solving.

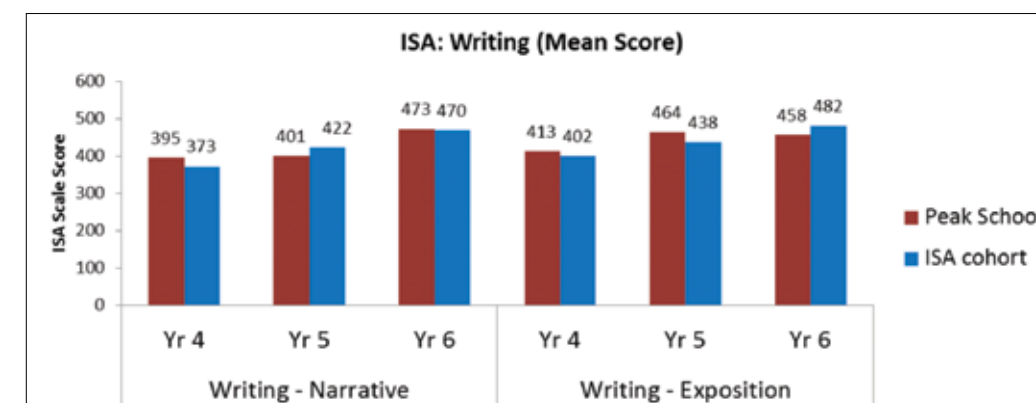
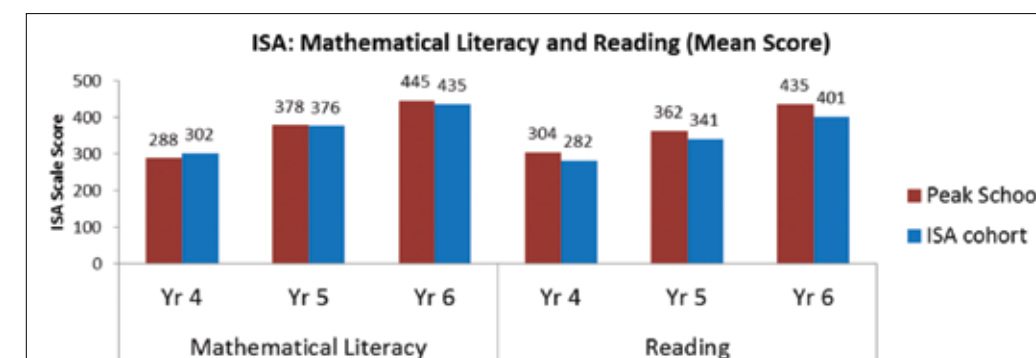
Standardised Assessment Summary



Three major external assessments are used to help measure student attainment at primary level. These are the International Schools' Assessment (ISA), the Interactive Computerised Assessment System (InCAS) tests and the Performance Indicators in Primary Schools (PIPs) tests.

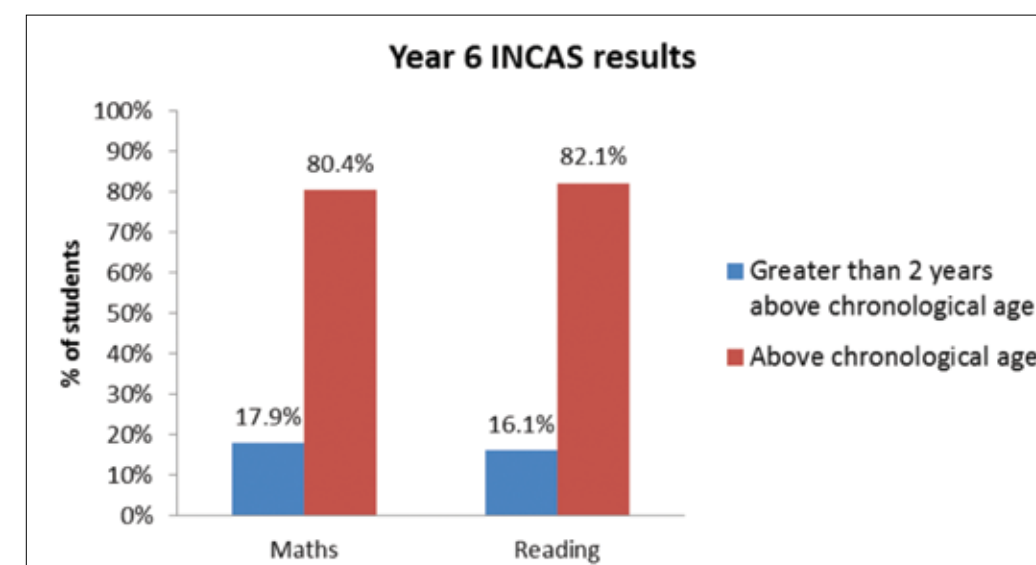


The PIPs assessment is administered by the Centre for Evaluation and Monitoring (CEM) at Durham University and was taken by all ESF students at the start of Year 1 and Year 2. Over 4,000 schools (most of whom are in the U.K.) use CEM's primary assessments. The assessment compares each student's performance in Mathematics, Reading and Phonics with that of the average child in the whole PIPs cohort.



The International Schools' Assessment (ISA) is administered by the Australian Council for Educational Research (ACER) and is designed for students in international schools. In the October 2014 session over 30,000 students from 114 schools in 39 countries participated in the ISA assessment. The assessment measures student performance in Mathematical Literacy, Reading and Writing (both narrative and expository writing). The assessment is criteria referenced with students moving up the ISA scale as they progress.

The InCAS assessment is also administered by the Centre for Evaluation and Monitoring at Durham University and was taken by Year 6 students at the end of the year. The assessment compares each student's performance in Mathematics and Reading with that of an average child of the same age. High scores were achieved in the InCAS tests, as the following graphs show:



Community of Learners



“The school council continues to take a proactive interest in the school and its community. In order to keep the school council up to date with current happenings in school we ensure that every other meeting includes workshops and presentations from key teachers that reflect initiatives and learning that is currently happening in school.”

Parents as Partners

We view our parents as an integral and crucial part of the children's success in learning and as such we pride ourselves on continuing to provide a full and comprehensive professional development programme for our parents. This year we provided the following workshops :-

Learning to read, learning to write

This workshop is geared towards our emerging readers in the early years. We provided a morning session for parents and an afternoon session for Domestic helpers offering practical strategies to support their children in acquiring early reading skills.

Reading workshop

This workshop was targeted towards our Y2-6 parents, again offering strategies to support their children at home in reading.

Maths presentations and workshops

Presentations over three mornings focusing on Y1/2, Y3/4 and Y5/6 maths skills were followed by in class sessions for parents to watch maths lessons in action. These sessions proved very popular as it set the learning of maths in context for the parents... and it gave parents a chance to pop into their child's class for the morning.

Chinese Workshops

The Chinese team provided 3 morning sessions (Y1/2, Y3/4 and Y5/6) showing the wide variety of 'hands on' strategies that are used in daily lessons. The parents have a chance to brush up on their own Mandarin skills too!

PYP Workshops

Various levels of presentations were provided throughout the year to meet the needs of our parent's current understanding of the framework from those parents who were new to PYP to those who already had an understanding.

Digital Citizenship

Presentations for Y1-3 and Y4-6 parents were offered and well attended. The purpose was to raise parental awareness and discuss the importance of cyber safety.

Tapping into Expertise

We continue to add to our rich data-base by asking parents to offer an area of expertise, a hobby or place of work that our students may access to support future Units of Inquiry. Parent's expertise as a primary resource for our children's learning has been invaluable and acted as a tremendous springboard to their learning. This may take the form of parents presenting to the whole year group, visits to work places or simply a student asking a question related to their Unit of Inquiry

PTA.

Yet another tremendously active and successful year for the PTA who's work never ceases to amaze. Their energy and commitment for the benefit of our students and family is astounding. As always, They have organized a wealth of events this year, some as fund raisers and others purely for the benefit and enjoyment of our families and to nurture the Peak School community spirit. Amongst the many events organized this year were :-

The Lantern Festival – September
St Johns Concert (post concert celebrations))
Bingo night - February
Movie night - March
Danceathon - May
Peak School Has Talent - May

Also the PTA hosted regular parents coffee mornings throughout the year to enable them to meet for an informal chat and welcome new parents into the community. The funds raised this year have been used for the funding of our new 'state of the art' playground complete with climbing diamond, super nova and spinning carousel. This is due to be completed in Summer 2015.

“We are delighted that 2 of our Educational Assistants were able to undertake the Emotional Literacy Support Assistant training in Term 1 and 2.”



Our heart-felt thanks go to all members of the PTA who contribute tremendously to the ethos and success of our school.

School Council

The school council continues to take a pro-active interest in the school and its community. In order to keep the school council up to date with current happenings in school we ensure that every other meeting includes workshops and presentations from key teachers that reflect initiatives and learning that is currently happening in school. We extend a very warm welcome to Duncan Pescod who has now taken up the position of Chair of Peak School Council replacing our outgoing chair David Post. Sincere thanks to all members of the School Council for ensuring that the school remains focused on the key initiatives in our Strategic Plan.

Staff Professional Development

As always our Staff Professional development is closely aligned to our Annual priorities and key priorities for the school.

Staff development opportunities for staff during 2014-15 included :-

‘Differentiation’ with Carol Anne Tomlinson and Bronwyn Macleod

We were extremely fortunate that Carol Ann Tomlinson, the world wide guru on Differentiation spent a whole CPD day with our staff and provided us with a tremendously rich experience and provided us with lots of ideas and opportunities to follow up in classrooms with our students. Our staff also got to work with Bronwyn Macleod with a focus on planning a differentiated program.

‘Circle Session’ with Kirsty Elliot

Kirsty, the founder of ‘Restorative Pathways’ also spent 2 days in school working with teachers to up skill them on ‘Circle Sessions.’ This was very well received. It has had a very positive impact throughout the school and has been implemented successfully in a number of classes. Our intention is to build on such quality strategies to further develop the speaking, listening, social and emotional skills throughout the school

Restorative Practice – Marg Thorsborne

To ensure that everyone in ‘on the same page’, Marg spent 3 days in school training new staff and parents in the ‘Restorative Practice’ model which is embedded in our daily practice throughout the school

Emotional Literacy

‘Friends for Life’ and ‘Fun Friends’ training

We continue to build capacity amongst our teachers and EA’s and a further 4 EA’s attended the training and co- delivered workshops throughout the year. The provision of such programmes undoubtedly enriches the emotional literacy of our students across the school

ELSA training

We are delighted that 2 of our Educational Assistants were able to undertake the Emotional Literacy Support Assistant training in Term 1 and 2. Founded and hugely successful in the UK, the provision of ELSA’s in school again serves to enhance our focus on emotional literacy development

PYP workshops

A number of teachers attended the IB workshops on Action, Making it Happen and The Exhibition. Also in house workshops were provided by our PYP coordinator throughout the year

ACT - Action Collaboration and Theory into practice

6 staff member participated in the ESF ACT project this year by undertaking Action research in the key areas of ‘Differentiation’ and ‘Effective Communicators’ which align closely to our Strategic plan.

Additional professional development for staff included

Middle Leaders development course

‘Reggio Emilio’ presentations

EARCOS conference

‘Probe’ reading assessment training

Genius bar ‘Students as experts’

First Aid courses

EARCOS conference

Senior leaders conference

PYP workshops

ACT – Action, collaboration and theory

The PTA



Chris Cosgrove
PTA Chair



Jane Peters
Vice Chair



Andrew Basham
Treasurer



Claire Kendall
PTA Secretary



Katrina Brasington
Parent Representative



Francine Parker
Parent Representative



Susan Gaylard
Parent Representative



Nicci Corrado
Parent Representative



Masako Peate
Parent Representative



Victoria Fouladi
Parent Representative



Naomi Weir
Parent Representative



Bill Garnett
Principal Representative



Jane Durbin
Teacher Representative



Chiqui Colet
Teacher Representative

The School Council



Duncan Pescod
Chairperson (ESF Appointee)



Bill Garnett
Principal Representative



David Kirby
ESF Representative



Rainbow Ko
Parents Representative



Chris Cosgrove
PTA Chair



Jonathan Fewtrell
Community Representative



Peter Cunich
Community Representative



Annette Ainsworth
Staff Representative



Mrittika Munshi
Staff Representative

School Enrolment Academic Year 2014/15 based on Nationalities



American	36
Canadian	26
Other Central and South American countries	2
Australian	64
New Zealander	6
British	99
Dutch	4
French	12
German	2
Irish	1
Italian	9
Spanish	1
Swiss	4
Other EU Countries	8
Israelis	3
Bangladeshi	1
Filipino	3
Indian	13
Japanese	6
Korean	3
Malaysian	2
Pakistani	3
Singaporean	2
HKPR	33
Chinese	2
TOTAL	345

Peak School Annual Report

	Actual 2014/15	Budget 2014/15
Non-cash Funding		
Staff funding	24,289,235	24,289,235
Adjustments on staff funding	211,658	-
Total non-cash funding	<u>24,500,893</u>	<u>24,289,235</u>
Cash Funding		
Capitation & ICT Funding	1,813,277	1,788,277
Grants	3,991	3,991
Rental and other income	421,382	320,942
School Activities	12,425	-
Donation	1,143,209	1,009,400
Total cash funding	<u>3,394,284</u>	<u>3,122,610</u>
Total Funding	<u>27,895,177</u>	<u>27,411,845</u>
Expenditure		
Staff expenses	24,254,889	24,289,235
Other expenses - Operating	2,099,899	2,421,554
Other expenses - Capital	1,845,649	1,780,000
Total Expenditure	<u>28,200,437</u>	<u>28,490,789</u>
Surplus / (Deficit)	<u>(305,260)</u>	<u>(1,078,944)</u>
Surplus / (Deficit) as per above	(305,260)	(1,078,944)
The use of unspent staff funding b/f from previous years	161,260	120,000
Surplus/(Deficit) after the transfer	<u>(144,000)</u>	<u>(958,944)</u>

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