



# Peak School

ANNUAL REPORT 2015/2016

## A Message from the Principal, Bill Garnett

### Dear Peak School Community

Wow, where did that year go? I have now completed my fifth year as Principal of Peak School and I continue to love every minute of it.

I feel so fortunate to be part of a community where the children absolutely come first. As you will see from the following pages, everything we do is about providing challenging, fun and rich experiences for our children in a caring and warm environment.



The children, who were surveyed as part of the ESF Stakeholders Survey, described Peak School as a fun, caring, friendly and challenging place to be. I think they summed it up nicely!

In the same survey our parents highlighted that their children love to come to school and for us that is crucial. It does not matter how brilliant the teachers are, how well resourced the school is or what amazing lessons are planned, if the children do not want to be at school they will not benefit from the above. I am very proud of the fact that our children love school, want to be at school and enjoy it. This ensures they come ready to be 'stretched' and taken outside their comfort zone on a daily basis. This is how they grow and develop as individuals.

My thanks as usual to the children, staff, PTA, parents and school council for making Peak School such a wonderful place to learn. This year Duncan Pescod continued to lead the School Council and Brian Schroeder led the PTA and I would like to thank both men for their continued support of the school and the children who attend.

We have such a talented and capable staff and like previous years, they worked tirelessly to ensure our children made the most of every opportunity. Two of our staff have been recognized for their leadership skills and, sadly for Peak School, they are leaving us. I would like to acknowledge the massive contribution Cathy Boon has made to Peak School for over 10 years now. Cathy has been appointed Vice Principal at new Tung Chung International Kindergarten. They are very lucky to have her and we all know she will do an amazing job in her new role.

We also farewell Tom Tobin who has been appointed as a Team Leader at Quarry Bay School. Tom has been with us for 5 years and in that short time proved to be a very effective and skillful teacher. He also co-led our maths across the school taking it from strength to strength. We will miss Cathy and Tom immensely but we do want to take this opportunity to wish them all the very best in their new roles. It is a credit to Peak School that we continue to foster and develop strong leaders who go on to work in leadership roles across the Foundation.

I would like to thank the community for their ongoing support of our wonderful school.  
**Bill Garnett**, Principal

"I feel so fortunate to be part of a community where the children absolutely come first. As you will see from the following pages, everything we do is about providing challenging, fun and rich experiences for our children in a caring and warm environment."

"We have worked with Bill and his team to look at some of the impact both on children likely to be affected and on the school as a whole"

## A Message from the School Council Chair

### Duncan Pescod

When I was asked to contribute a short report for the Annual Report, I considered what might be the most informative and useful approach to take. Rather than simply set out a list of topics discussed over the last year, I feel that there is one major issue that I should focus on: the Council's efforts on behalf of Peak School in respect of the redevelopment of Island School.



The situation is by now well known to most of the Peak School community. In short, plans are at an advanced stage for the redevelopment of the Island School site. This means that within the next year or so, depending on funding being approved by the Legislative Council, the whole school will decant from its current location on Borrett Road to two sites in Shatin.

The Council is well aware that parents are concerned about the decanting arrangements, particularly relating to the location of the temporary campuses, travelling times to and from them and the split campus arrangements. The Council has on numerous occasions discussed the move, has been briefed on the arrangements and has conveyed parents' views to ESF Headquarters. We have worked with Bill and his team to look at some of the impact both on children likely to be affected and on the school as a whole.

I want to give assurance that we will continue to monitor the situation and to voice out concerns as the project develops.

There is no doubt that the redevelopment of Island School is to be welcomed. Indeed, in the long-term, I am confident that children from Peak School will benefit from better facilities, a much safer environment and an entirely reinvigorated learning environment. The key in the short-term is to ensure that concerns and interests of the Peak School community are properly taken into account throughout the process.

Looking beyond this important subject, the Council have also been following developments in respect of the fee adjustments that have recently been announced for SEF schools. The large increase in fees that primary one students will have to pay from next year are a cause for concern but unfortunately are inevitable following the Government's decision to cease funding the ESF. How this will affect families with young children just about to enter into the ESF primary schools, particularly Peak School, is a matter of concern. We will be following developments closely.

To end, I want to thank Bill and all the team at Peak School for their support to the Council this year. I also want to thank everyone on the Council for their outstanding contribution to our work.

**Duncan Pescod**, School Chair



# The Peak School

## PTA Chairman's Message

“Our PTA's culture is typically a low-key one, because we believe that everyone's participation and giving is significant.”

We had an excellent year for Peak School over 2015/2016, and expect 2016/2017 to be similarly strong in furthering the Peak School community.

We gave back in multiple ways in 2015/2016, ranging from support for Athletics and reading resources to the permaculture programme. In addition, we have helped the school by funding up to \$300,000 of improvements in school facilities to help make the school an even more effective teaching and learning environment.



This giving back can happen because of your actively being a part of our community, and your donating so generously in many different ways big and small, whether individually or as part of a broader effort. Our PTA's culture is typically a low-key one, because we believe that everyone's participation and giving is significant. As a result, we don't typically call out those who have volunteered and donated as specifically and publicly as some groups you belong to might. My colleagues on the PTA committee and I are deeply grateful for all the support in so very many ways that you and your family have given. We know, and you know, you have made a difference.

We have multiple focus areas. The permaculture programme has developed very well indeed in partnership with Jo Bryce and the rest of the school team. In addition, we have run and continue to run multiple events to raise funds for the school such as Lantern Festival, Bingo Night, Movie Night, Danceathon and Peak has Talent. These events build on the services we provide through running the bus service and uniform shop.

Many people helped all of this happen. One person in particular who all of you know is Jackie To, our PTA Administrator who handles her role with aplomb when working with children, parents, the broader staff at Peak School, and the Committee. Our thanks to you Jackie for all your help!

We have a dedicated team. We benefit from the entire team of teachers and staff, led by Mr Garnett, Mrs Ainsworth and Ms Colet, enabling us to make Peak School a great community in which our children can learn and grow. In addition, our PTA committee has worked hard and smart to ensure we offer families opportunities to come together as a broader community and give back to Peak School. Thank you to everyone, in particular to Vice Chair Jane Peters, Honorary Treasurer Andrew Basham, and Honorary Secretary Claire Kendall.

Best wishes to you and your family, and thank you again for your support. We look forward to a great school year in 2016/2017.

**Brian Schroeder**  
Chair





# Mission Statement and Values Above and Beyond



“We continue with our strategic plan which is to focus on one key aspect of our Mission statement each year to ensure that our students and the wider community truly understand and ‘live’ our Mission statement.”

**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.**

We continue with our strategic plan which is to focus on one key aspect of our Mission statement each year to ensure that our students and the wider community truly understand and ‘live’ our Mission statement. In recent years we focused on our understanding and the embedding of being an ‘effective communicator’ - what this looks like and how this is interpreted throughout the school. This year our focus has been in developing our understanding and practise in being **‘Enthusiastic Lifelong learners’**

From early in Term 1, through our staff meetings and professional readings we developed our own understanding of key characteristics to enhance our ‘Growth as a Learner’ and established key characteristics of a growth mindset. The book ‘Grow Mindset’ by Carol Dweck was provided to all staff for their professional reading and to use as a springboard for future learning and understanding. A baseline was established at the start of the year to measure learners at Peak School in terms of their perceptions as a learner and then compared these perceptions at the end of the year.

The strength of this action learning model was the fact that all staff and students focused on 3 key messages which were embedded in their practise to enhance their ‘growth as a learner.’ This included the notion of ‘Not yet,’ ‘Learning from mistakes’ and understanding the ‘Zones of Proximity’ i.e. ‘comfort zone,’ ‘stretch zone’ and ‘stress zone’. These key messages were shared with the school community through workshops, presentations and newsletters.

An online platform has been created so all learners can share their ‘Growth as a Learner’ experiences. A range of learners at Peak School are asked the following question at the beginning of the year and again at the end of the year....I feel smart when.. If I find something hard I ... and If I can’t do something I feel... This video evidence demonstrated a shift in thinking, a development in terms of the learners appreciation of the key differences between a fixed mindset and a growth mindset. Children were also interviewed at the end of the year to describe the way they learn and the evidence will be the key growth mindset terms and messages they use. As a school we are committed to further developing our understanding and practise in developing a Growth Mindset in our learners as we recognise the tremendous benefits and potential positive shift in attitudes, thinking and learning.

# Peak Action Plan Progress

## 2015/2016 In Review

Last year (2015/16) we had a number of key initiatives that we worked on throughout the year. The following pages provide a summary of which ones we met, which ones are still ongoing and which ones we did not start.

KEY ACTION POINTS	SUMMARY OF ACTION STRATEGIES	STATUS
Promote, provide and implement further learning opportunities to enhance well being of all our learners	<ul style="list-style-type: none"> <li>Share updated 'Child Protection' policy with staff to raise awareness</li> <li>Appropriate staff to attend Mindfulness training and raise awareness back at school amongst the community</li> <li>Environmental EA - Jo Bryce to offer activities to promote well being and also offer ELSA support through environmental/ gardening activities</li> <li>To implement Emotional literacy support for students through our trained ELSA's and to build capacity in continuing to support our students in this area</li> <li>Develop a clear job direction for the new Nurse utilising her skills to meet the needs of our learners</li> </ul>	<p>Completed</p> <p>Completed</p> <p>Completed but ongoing</p> <p>Completed but ongoing</p> <p>Completed</p>
Promote, provide and implement further learning opportunities to enhance well being of all our learners	<ul style="list-style-type: none"> <li>Establish a baseline measure of learners at Peak School in terms of their perceptions as a learner and then compare these perceptions at the end of the year</li> </ul>	Completed
To develop our understanding of key characteristics to enhance our 'Growth as a Learner.' <sup>TM</sup> (addressing the terms 'Lifelong learners' and 'Growth mindset')	<ul style="list-style-type: none"> <li>Establish key characteristics of a growth mindset and share these via key messages with the school community.</li> <li>All staff and students will identify 3 key points which they will embed to enhance their 'growth as a learner.' This includes not yet / learning from mistakes / comfort zone, stretch, stress etc</li> </ul>	<p>Completed</p> <p>Completed</p>
Develop a common understanding of formative assessment	<ul style="list-style-type: none"> <li>Ensure all staff have a common understanding of what formative assessment (ongoing assessment) is and this understanding is reflected in their teaching practice</li> </ul>	Completed but always ongoing
Develop a consistent approach to analyse and use assessment data to inform differentiated teaching and learning	<ul style="list-style-type: none"> <li>Look to develop a database or online platform to help us analyse assessment data collected throughout the year</li> </ul>	Ongoing – we are a trial school in 2016/17 for developing an online platform to help with planning, assessment and reporting to parents.

KEY ACTION POINTS	SUMMARY OF ACTION STRATEGIES	STATUS
Develop strategies to inform collaborative planning and reflection by using assessment of student learning	<ul style="list-style-type: none"> <li>A common understanding is developed for the expectations for collaborative planning sessions throughout the school</li> </ul>	Completed
Explore ways to include support staff in the process of collaborative planning	<ul style="list-style-type: none"> <li>Include EAs in the collaborative planning sessions with teachers when and where appropriate</li> <li>All EAs will have access to PYP planners in order to give them an opportunity to reflect and provide feedback on the units of inquiry (Stage 6 to 8 - reflection)</li> <li>Hold an EA workshop on the PYP planner</li> </ul>	<p>Ongoing</p> <p>Ongoing</p> <p>Will continue to do this next year</p>
Continue to refine the written curriculum through the curriculum map and PYP planners	<ul style="list-style-type: none"> <li>Further investigate curriculum mapping tools (e.g. Lionel, Managebac).</li> <li>Participate in the development of the selected curriculum mapping tool.</li> </ul>	<p>Not Started. We are a trial school for 2016/2017</p>



KEY ACTION POINTS	SUMMARY OF ACTION STRATEGIES	STATUS
Continue to refine the written curriculum through the curriculum map and PYP planners	<ul style="list-style-type: none"> <li>Continue to refine the curriculum map (POI Calendar) in order to ensure that it shows when the subject specific learning outcomes in the following subject areas are addressed, whether linked with the units of inquiry or as stand alone lessons. Science, Soc St, Mathematics, Language, Chinese, PE, Performing Arts</li> <li>Refine Chinese written curriculum</li> <li>Incorporate the newly developed ESF Science scope and sequence in planning</li> </ul>	<p>Completed</p> <p>Completed</p> <p>Completed</p>
To promote and endorse a sustainable approach to our environment	<ul style="list-style-type: none"> <li>Continue to refine the curriculum map (POI Calendar) in Establish an EA post to embed and promote sustainable practices across the school</li> </ul>	Completed but ongoing as Jo will continue in this role in 2016/17
Review the current timetable and its effectiveness	<ul style="list-style-type: none"> <li>To determine whether the current timetable promotes/ enhances an efficient use of our student/teacher learning time and allows for a balance between disciplines and in-depth inquiry</li> </ul>	Completed



# Peak School

## Primary Years Programme (PYP)



“At the same time, we put a strong emphasis on the development of the PYP attitudes and approaches to learning, where children develop the dispositions and skills of a lifelong learner.”

Peak School was authorised to offer the International Baccalaureate Primary Years Programme (PYP) in the year 2010. The PYP is a curriculum framework designed for school children from ages 3 to 12. At Peak School, we offer the program from Year 1 to Year 6. In the five years since its full implementation, the curriculum has enhanced our teaching and learning experiences at the school and is now completely embraced by the whole school community.

At the heart of the PYP framework, is the IB Learner Profile, a representation of ten attributes that the IB community of schools value. At Peak School, we recognise the importance of these values and we have committed to embed them in everything we do at the school. These values are echoed in our mission statement and are evident in the school's culture and curriculum.

The PYP framework has helped us ensure that children learn and make meaning of the world around them through an inquiry approach, exploring through play, experimentation, and research in order to understand concepts and acquire knowledge in science, social studies, language, mathematics, the arts, and physical, social and personal education. At the same time, we put a strong emphasis on the development of the PYP attitudes and approaches to learning, where children develop the dispositions and skills of a lifelong learner.

Every year, we strive to strengthen the programme at the school and, each year, we have celebrated our successes in various areas. This school year, we began some initiatives and continued to improve on other areas. Here are some highlights for the academic year 2015 - 2016:

### Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, Reflective

- From the International Baccalaureate Organization (IBO)

As part of our action plan for 2015-2016, we focused our efforts on the development of each child's growth as a learner. We ensured that in the planning and implementation of the curriculum, we took into consideration each child's socio-emotional development as well as their work / study habits. Each of the classes learned about the philosophy of a 'growth mindset'. This tied in perfectly with all the attributes of the IB learner profile.



The children learned that to have a growth mindset one needed to be an inquirer, pushing oneself from the 'comfort zone' to the 'stretchy zone' in order to learn more and become knowledgeable. They learned to be risk-takers, trying new and unknown things, giving things a go even if they seemed to be difficult. In classes, you would hear children say things like, "I don't know it yet but I'll find out about it!" or "I'll give it a try!". Because of this, they became more balanced, choosing more diverse things to do or be involved in, not just sticking to what they were already good at. As thinkers, they also thought of new ways of doing things, taking time to consider different approaches to a situation and providing more than one solution to a problem whether it was during play, inquiry, or academic lessons. Throughout the year, we observed children becoming more willing to try new things while supporting each other in doing so.

By adapting the growth mindset, children learned to become better communicators – they made good use of the 'growth mindset phrases' in articulating their difficulties and sharing their successes, they listened and gave support to their peers, and they gained a better appreciation of the act of reflecting on their own learning. The children showed open-mindedness when listening to suggestions from both adults and peers, knowing that these were given so that they can challenge themselves even further. This was especially evident in activities like the Y1 and Y2 end of year performances, the Y3 art exhibit, the Y4 Pinocchio production, the Y5 Winter Fair, and the Y6 PYP Exhibition. They also learned what it meant to be principled when respectfully giving feedback to others in a constructive and sensitive way, asking questions to further someone else's thinking or providing suggestions on ways to do something. This was especially evident in daily small group tasks where children collaborated.

Above all, adapting a growth mindset has allowed us all to be mindful of our own and each other's personal learning journeys and to develop an even more caring relationship amongst the children and adults in school, knowing that everyone is a learner and everyone makes mistakes.



## Discovery Time

This year, we introduced a weekly 'Discovery Time' through our unit of inquiry periods in Years 1 and 2. We studied the 'Discovery Time' program developed by Brenda Martin and Gay Hay and adapted it within the PYP framework. During Discovery Time, children learned through play and guided inquiry, strengthening their understanding of unit-related transdisciplinary skills, developing their attitudes towards learning, and helping them learn new concepts related to our inquiries.

Discovery Time helped us design and implement more open-ended inquiries. During our collaborative planning meetings, we agreed upon which transdisciplinary skills, attitudes and concepts to focus on. We then designed a variety of learning experiences for the children, offering children a range of learning opportunities which were differentiated through content, process, product and learning environment. Every week, the Y1s were guided through the different stations and they had the opportunity to engage in a variety of tasks. In Y2, children gained more independence as they learned how to responsibly make decisions on where to go and in which stations they to spend most of their time. There was a palpable excitement every Friday as children navigated their way through school and worked with different groups of children. Discovery Time proved be a very exciting learning experience for the children. It also allowed us to better reflect on the planning of our units of inquiry. In the coming year, we will continue to improve on Discovery Time. We hope to learn more about the 'maker movement' and STEM, both of which align with the philosophy of Discovery Time and the PYP. We also hope to extend Discovery Time into Y3 and up in the coming years.



## Formative Assessment

One of the key initiatives in our action plan this year was to enhance formative assessment throughout the school. Through collaborative planning meetings, teachers discussed better approaches to formative assessment, focusing especially on differentiation. We made better links between our lines of inquiry and the formative assessments, making sure that the results of the assessments showed us the children's level of understanding of each of the lines of inquiry.

We facilitated cross-year level formative assessments, where children in different year groups engaged in peer assessments. For example, the Y4s worked with their Y1 buddies on their "Where we are in place and time" unit. The Y1s presented their work to their buddies and in turn, the Y4s gave feedback using the "Two stars and a wish" format. This worked very well for both year groups, with Y1s learning from the feedback and Y4s learning to critique. In turn, the Y6s worked with the Y4s, with the Y4s presenting their work on their NGO research, to help the Y6s prepare for the 'Agents of Change' conference. The Y6s provided verbal feedback, using a "One thing you did well, one thing you can improve on" format. While these assessments allowed us to gauge the children's level of understanding, the opportunity to assess others also served as a learning experience for the children. Through these peer assessments, they learned to listen, attend to the task, provide constructive criticism, as well as to be open-minded and reflective.

## Science and Social Studies in the PYP

This year, the ESF-wide Science scope and sequence of conceptual understandings and skills was fully implemented across the school. In addition to mapping out the links between our units of inquiry and the learning outcomes within the four science strands: Living Things, Earth and Space, Materials and Matter, Forces and Energy, we also outlined the continuum of science skills across the units of inquiry.

This academic year, the ESF Social Studies curriculum committee, also reviewed and began to refine the scope and sequence document. We hope to embed this new document as soon as it is published in the coming school year.



# Peak School Year 6 Exhibition



“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.”

From the IBO Exhibition Guidelines

Each year, our Y6 students embark on the PYP Exhibition process, a journey that involves not only our Y6s but all our teachers, educational assistants and members of the greater community. It is most certainly a highlight of the children’s final year at Peak School.

For the academic year 2015 - 2016, our Y6 students inquired into the transdisciplinary theme, “Who we are”, an exploration on 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’. (IBO)

The Exhibition process began in Term 1 when the Y6s attended workshops to help them refine specific transdisciplinary skills, particularly in the areas of communication and self-management. This year, along with two other schools, our PYP coordinator helped organise the Agents of Change Conference. The conference was aimed at providing a venue for children to meet representatives of various NGOs to learn about their advocacies and for the children to reflect on a range of local and global issues and the ways in which they can support their selected NGOs. All the Y6s participated in the Agents of Change Conference, which was attended by over 900 students across the ESF schools. At the conference, were able to forge connections with NGOs of their choice and were able to consider ways to take action through their PYP Exhibition.

We held our annual parent and child information session to discuss the role of students and parents in the exhibition process. More members of staff volunteered as mentors to support groups of children throughout the exhibition. We are very pleased that more and more of our educational assistants are taking an active role as exhibition mentors.

This academic year marked the launch of the UN Global Goals for 2030. We decided to use the 17 global goals as a framework for children to explore the different local and global issues that are of concern worldwide. Following our ‘tuning in’ lessons for the Exhibition unit, the children came up with the following central idea for their exhibition: **People around the world can take action in order to achieve the UN Global Goals.**



The students formed eighteen interest groups, addressing nine of the global goals. The issues the children selected are outlined below:

**Goal 1:** No Poverty - one group focused on Poverty in Hong Kong

**Goal 2:** Zero Hunger - two groups chose to inquire into Food Waste and Hunger and Malnutrition

**Goal 3:** Good Health - one group inquired into Healthy Eating

**Goal 4:** Quality Education - four groups explored the following topics related to this goal: Lego and Brain Development, Screen Time, and Quality Education

**Goal 5:** Gender Equality - one group researched on gender equality among children

**Goals 10 and 16:** Reduced Inequalities and Peace and Justice - two groups looked into these goals by researching and taking action on the plight of domestic helpers and refugees

**Goal 13:** Climate Action - one group addressed the issue of pollution

**Goal 14:** Life on Land: - five groups selected issues relating to animals including: Animal Welfare, Animal Agriculture, Bear Biling, Whaling, and Bee Extinction

Once again, Peak School students and parents supported the Y6’s research and action by participating in their surveys and interviews as well as in the many different service-related activities the Y6s organised as part of their action. The Y6s offered workshop sessions, awareness campaigns, a competition, a food drive, a barefoot sponsored hike and a debate. In addition, some of the exhibition groups chose to volunteer their services outside of school.

The Y6 Exhibition presentations were attended by parents, Peak School and Bradbury School students, school council members, ESF secondary school senior leaders, and members of the ESF Centre Education Department. As with each year, we were properly impressed by the breadth of knowledge and depth of passion that our Y6 students exhibited throughout the Exhibition process, especially on the evening of the presentation.

We are thankful to the NGOs who presented at the Agents of Change Conference and for those who took the time to visit us in school and gave face-to-face or virtual 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, and by finding or volunteering as guest speakers. We are also grateful to all teachers and EAs who volunteered as mentors. We are especially thankful to Mrs. Jane Engelmann, Mr. Craig Hollingsworth, Mr. Gaylord Macaraeg and most especially the Y6 teachers and EAs, Mr. Tom Tobin, Mr. Felix Auld, Ms. Vivienne Hampson and Ms. Sharon Shin, for their invaluable support.



# Report 2016

## 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.

### Maths Guidelines

The Peak School Maths Guidelines were shared with the teachers and the feedback was very positive. The Guidelines are concise and 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.

### Staff Professional Development

A significant proportion of the Mathematics budget was spent on releasing teachers from class to work with Professor Peter Sullivan on developing Rich Learning tasks. This opportunity to work with Peter over three days allowed the teachers to further their pedagogical knowledge on how to plan and implement challenging rich learning tasks. Teachers from all year levels were given half a day to work with Peter to develop units of work around the strands of fractions, pattern and function and the four operations.

Peter was able to share a wealth of knowledge with the teachers which they were able to immediately implement into their classroom practices.



**“There was a focus on buying resources to support the teaching of measurement such as tape measures, stopwatches and clocks. These resources would further enable teachers to plan and deliver challenging and relevant learning experiences.”**

Peak School was able to offer an Information Evening for parents where Peter Sullivan was able to give a presentation to the parents about what Inquiry Learning in Mathematics looks like in the classroom. He shared a number of the activities that the children at Peak School would be experiencing and parents were given opportunities to have a go at solving the problems. Peter was then able to talk to the parents about how Challenging Maths Problems impact on children's understanding of Maths concepts.

### Teaching and Learning Resources

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. The teaching staff were able to have further training on how to use Mathletics to it's full potential. Paul McMahon from 3P Learning showed the teachers how they could use Mathletics to set learning tasks and courses that were pitched to the appropriate level of the child. Teachers were also showed how they could generate reports to show the children's understanding of the learning task set. This has led to an increased student participation in school and at home with the Year 2 classes also being included into the whole school subscription.

A proportion of the Mathematics budget was spent on Teaching Resources to support an inquiry approach to teaching and learning. There was a focus on buying resources to support the teaching of measurement such as tape measures, stopwatches and clocks. These resources would further enable teachers to plan and deliver challenging and relevant learning experiences.

“Looking ahead to 2016/17 the Mathematics Coordinators have developed an action plan that is in line with the school’s targets”



### 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 Maths 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 100 people attended with the feedback being very positive.

In the next academic year, parents will be invited to a similar workshop with more of a focus on sharing Maths Games and activities that parents can do with their children at home.

Looking ahead to 2016/17 the Mathematics Coordinators have developed an action plan that is in line with the school’s targets.

The Maths Coordinators will be developing a baseline assessment for Year 2 to help get a clear picture on the areas of strengths and weaknesses in the strand of number. These assessments will help the teachers focus on specific areas that can support the children’s learning.

The school will continue to develop in the area of Mathematics by continuing to work with Professor Peter Sullivan. Peter will focus on improving the children’s conceptual understanding of the four operations by providing a series of challenging rich learning tasks.

Another focus for the the year ahead in reviewing the Maths Standalone Unit Planners with a particular focus on Place Value and the Four Operations.





# Report 2016 English



This year, the English team, led by Cathy Boon and Annette Ainsworth, have continued to support the development of an exciting and stimulating learning environment in which children become confident readers, writers and presenters.

Along with ESF Primary Advisor Catherine Jeffes, the moderation of writing across all year levels at Peak School has been initiated. A successful twilight session in term 2 focused on creating a shared understanding at Peak School of the beliefs and values around the learning and teaching of writing and moderation. After the development of a moderation proforma, as well as moderation discussions during planning meetings in each year group, writing moderation is set for regular implementation during the academic year of 2016-2017.

Furthermore, a 'Purpose for Writing' overview was developed over several twilight sessions, which will serve as a reference to school-wide and year-group specific planning in the future.

Teachers at Peak School have continued this year to assess children's Reading, Writing, Speaking / Listening and Viewing/ Presenting in a variety of ways across all year groups: the use of Probe, PM benchmarks, SHARP reading, as well as Literature Circles, Guided reading groups, Fast writes and Writer's notebooks sessions are just a few examples.

We were fortunate to welcome Kirsty Elliot back into school for a day to provide professional development and build capacity amongst our staff in their understanding of 'Circle Sessions'. This is becoming increasingly embedded within our classroom practise.

Several of our Peak School teachers led various workshops at the ESF CPD Day this year with a focus on developing Writing, Speaking and Listening and also Presentation skills. Catherine Jeffes also provided in school support for teachers in developing creative writing by modelling lessons and supporting planning.



**"After the development of a moderation proforma, as well as moderation discussions during planning meetings in each year group, writing moderation is set for regular implementation during the academic year of 2016-2017."**

Our students enthusiastically participated in the Young Writers' competition again this year and we welcomed a number of visiting authors who inspired the student and hopefully enhanced their love of reading.

As part of our 'Parents as Partners' programme we provided 'Learning to read, Learning to write workshops' targeted towards parents of our youngest students. We also offered this workshop as an additional afternoon sessions for Domestic Helpers. 'Reading' workshops for parents of Y2-6 students were also provided in term 1.

We are committed to upskilling our Educational Assistants by providing ongoing professional development in areas such as Phonics, SHARP reading, developing speaking and listening skills, Precision teaching and various other programmes to support and enhance students learning in English.

We continue to add to our teaching resources to support and enhance learning and have acquired such resources as the Stephanie Harvey comprehension kit and Pie Corbett resources e.g. 'Jumpstart' and 'Talk for Writing.' We have also re-stocked our home reading books especially our higher level readers.

Cathy Boon left Peak School at the end of the year as she gained a well deserved role as Vice Principal in another school. We thank Cathy for all her expertise, commitment and valuable contributions as English coordinator at Peak School and wish her every success in her new role.

We look forward to welcoming Felix Auld and Anna Casley who will step into the role as English coordinators.

# Peak School Chinese



“We expanded our collection of language learning tools. We have given children and parents access to these resources so that they could extend their learning at home.”

At Peak School, we introduce Putonghua from Y1 onwards. 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 continued to focus on curriculum development, teacher professional development and community participation in Chinese language and cultural events.

## Curriculum Development

Following the gains we made last academic year with having three Chinese teachers overseeing each year level, we decided to continue with the same model. We divide each cohort equally into three mixed ability groups in Years 1 and 2 and into a modified mixed ability groups in Years 3 and up, where we group children with a closer range of abilities. This year, we observed a growing independence amongst children and an increasing interest in the differentiated activities. Children worked more independently in smaller groups, working through activity rotations focusing on the development of their language skills in the different strands: listening and speaking, writing, and reading.

We expanded our collection of language learning tools. We have given children and parents access to these resources so that they could extend their learning at home. We held a parent workshop on the use of the various learning tools, particularly Mandarin Matrix, so that parents could encourage their children and, for those who are non-Chinese speakers, even learn putonghua along with them!

Our focus this year was on the development of transdisciplinary skills through the learning of Chinese. During our teacher collaborative planning meetings, we ensured that planned learning tasks addressed specific skills beyond the more language-related skills such as speaking and listening. In addition to the development of communication skills, we looked into ways we could enhance the children's social skills, self-management skills, research skills, and thinking skills through Chinese. This led us to discuss these skills explicitly with children through Chinese, allowing them to find connections between skills they develop through other lessons and how these can be transferred to and from their learning in Chinese.



## Professional Development

Our Chinese teachers continued to extend themselves professionally by participating in a number of professional development activities this year. The Chinese team joined all ESF schools during the Chinese inset days in November 2015 and March 2016, where they reviewed and reflected on ESF-wide initiatives in the teaching of Chinese.

To extend their understanding of the PYP philosophy, our Chinese teachers participated in the school-wide Inquiry workshop offered by Kath Murdoch, with Ms. Mary Liu and Ms. Abbie Tsang attending a follow up inquiry workshop at ESFC while Ms. Mirander Wong participated in Making the PYP Happen, an IB workshop introducing the elements of the PYP.

In addition, Ms. Tsang and Ms. Wong were enrolled in a three-month advanced Chinese course at the Chinese University of Hong Kong (School of Continuing Professional Studies), further extending their knowledge on the teaching of the Chinese language. In support of our school-wide initiative to address student well-being, Ms. Liu participated in the Fun Friends workshop offered by ESFC.

## Events

Every year we host a number of cultural events to show how we value learning about our host country. Each year, we celebrate one of the most important festivals in the Chinese culture, the Mid-Autumn festival. It is marked as a celebration of the gathering of family and friends, a thanksgiving for a bountiful harvest and a prayer for a good future. It is most appropriate that we commemorate this festival in Term 1 with all Peak School families gathering as a community.

This year, our very own Chinese Lion dancers and drummers opened the event with an exuberant performance of traditional music and dance. This was followed by a parade of colourful lights flickering from the pretty lanterns carried by all the Y1 to Y6 students from the lower playground up to the upper playground. What makes this event even more special is that the children walk alongside their buddies from their partner year levels (i.e. Y1 and Y4, Y2 and Y5, Y3 and Y6). The evening is capped with children dancing to their heart's delight under the early evening sky.





**“It has been another fabulous year of Chinese culture and language learning at Peak School!”**

In Term 1, we also formed our Chinese Dance Club with children from Y3 to Y6. This group of children showed real dedication, practicing after school from Terms 1 to 3. They performed in various special events throughout the year. They delighted the whole school with their beautiful performance during Chinese Week and made us proud when they represented Peak School at the ESF Chinese Day celebration. This year, our Chinese dancers took the opportunity to take action by supporting One Sky, a foundation that helps orphaned and abandoned children. They performed confidently and exquisitely at One Sky’s gala dinner, helping the NGO reach their fundraising goal.

We held our annual Peak School Putonghua Speech Festival in Term 2. Children excitedly prepared for their first auditions in class and worked their way through the lunch time eliminations and all the way to the finals. Children showed their enthusiasm in the Chinese by sharing different aspects of the language and culture through the various performances they prepared. The finalists presented at a whole school assembly, with the entire student body supporting the speech festival contestants.

Just before the Chinese New Year, we had a week long celebration across the school, where the different year groups participated in activities to gain a better appreciation of Chinese culture. The week started with a Chinese assembly with all our students dressed in red and traditional Chinese clothing. We were entertained by a breathtaking performance by professional Chinese Lion Dancers. Children were actively engaged in the structured inquiries that were planned by the Chinese team. 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 made Monkey puppets and learned about the significance of the Year of the Monkey in Chinese culture. Our Y2s had a Chinese dining experience, eating dumplings and noodles at a Chinese restaurant - this event is on its second year of running and we suspect it will become a Peak School tradition from hereon! Y3 learned about Chinese opera through a workshop held in school, this tied in well with their inquiry into the arts. Y4 learned new skills in art through a Chinese Painting workshop led by Dan Zhang, Chinese teacher at Clearwater Bay School. We have framed the children’s beautiful paintings and they are currently on display in different parts of the school. The Y5 students visited the Nan Lian Garden and the Chi Lin Nunnery where they saw Chinese architecture and landscaping in the style of the Tang Dynasty. Finally, the Y6s went to the Ten Thousand Buddhas Monastery to learn about Chinese architecture and religion and they also had a chance to try out vegetarian Chinese cuisine at the monastery restaurant. We ended the week with a Chinese banquet organised by our class parents.





## Great strides in Physical Education



**“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.”**

The 2015/16 academic year continued to focus on the development of the personal, social and physical well-being of each student through a balanced curriculum. These focuses were developed through the five curriculum areas or experiences: Individual Pursuits (the development of basic motor skills and techniques), Movement Composition (gymnastics skills and routines), Games Skills, (strategies and the importance of rules), Adventure Challenges (tasks that require critical thinking skills and collaboration) and Health Related Fitness (recognizing body systems and the importance of maintaining a healthy lifestyle). Authentic links were made to classroom units of inquiry or stand-alone lessons in Science (forces and body systems) and Mathematics (shape and space, and measurement). 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 placed in their online portfolios or in classroom folders.

The Lower School Sports Day (held on the upper playground) was again a successful event with the Year 6 ‘Befrienders’ and ‘House Captains’ demonstrating excellent leadership skills while encouraging, organizing and supporting the younger students throughout all their events and activities on the day. The Upper School Sports Day was held at Stanley Ho Sports Ground in Pokfulam with ‘Houses’ competing against each other. This year a number of events and activities were changed or modified to give a better balance in terms of competitiveness and skill level. At the end of the day, Victoria was the overall champion for the second year in a row. Win or lose however, all teams showing excellent sportsmanship and enthusiasm.

**“The school continued to provide as many different sporting opportunities as possible through collaboration with numerous ‘outside providers’.”**

Participation in after school sporting clubs continued to grow with the school registering more teams and participants in various tournaments 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. Tournaments organized and run by Peak School staff include: The Peak School Girls Football Tournament, The ESF Cross Country Run (with KJS) The ESF/ International Schools Aquathon Challenge and the JCSRS Aquathon Event (with JCSRS). Sporting clubs offered by the school included netball, boys and girls football, cross country running, mixed tag rugby, mixed field hockey, cricket and the mixed aquathon. These clubs provided students with the 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 many tournaments. The highlights for this year were being runners up in the ESF/International Schools finals for Girls Netball, Mixed Field Hockey and Mixed Tag Rugby.

The school continued to provide as many different sporting opportunities as possible through collaboration with numerous ‘outside providers’. These providers offered activities for both girls and boys of all ages that included football, tennis, inline skating, basketball, Kung Fu and gymnastics. Some of these activities have become so popular that extra classes have been added.





# Peak School Performing Arts



“Creativity now is as Important in education as literacy and we should treat it with the same status.”

Sir Ken Robinson

The arts are valued and celebrated at The Peak School and students continue to enjoy many expressive and artistic opportunities both within and beyond the curriculum.

## 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, 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.

## Transdisciplinary

Music and drama is not confined to specialist lessons but also takes place across the school and linking to different PYP units of inquiry. Whilst the most obvious link may be made with How We Express ourselves, there were also links made in other units in which students were able to use language, drama, dance and art in order to delve deeper into their inquiry.

Examples of some of these links were ;

- Y1 Carnival of the Animals Y1 (drama,dance and singing performance)
- Y2 Charlie Cook's Favourite Book Y2 (drama, dance and singing performance)
- Y3 Art Exhibition
- Y4 Theatre workshops, mini performances and visit to backstage at APA theatre before professional production of Hamlet
- Y5 Exploring the persuasive power of music in advertising
- Y6 Creating soundtracks for film trailers and also using drama, film song, musical instruments and dance for the exhibition performances.

“The support of the PTA, talented parents and the Peak School Staff was invaluable in helping to make the production highly polished and extremely professional.”



With the establishment of Discovery Time in years 1 and 2, further links were made within the arts and the younger students were able to explore singing, creating, responding in small activity groups leading to increased independence and freedom to create.

## Ukulele Fever

As a new initiative, 30 ukuleles were purchased with the idea of introducing ukulele lessons as part of the music programme for the upper school . However, the sight of these brightly coloured instruments hanging up in the music room sparked such an interest amongst the rest of the school and the response was so overwhelming that over half of the students had soon purchased their own ukuleles through the school and were excited to start learning to play. In order to cater for this surge of interest, an online resource was set up so that students can practise at home and there have also been several requests for a ukulele club to be started (for staff members too)

## Into The Woods

In March 2016, Peak School staged a junior version of Stephen Sondheim's very popular and somewhat challenging musical, with a full cast and all singing and dancing ensemble. The Peak School Hall was transformed into a magical, fairy tale setting with audience members having to take a walk through the bamboo forest into the Asian themed setting where the woody path led to the Peak Bakery, Cinderella's spa and a bamboo forest where wood nymphs and tree warriors danced under the green lights to the sound of a Chinese flute and forest sounds. The support of the PTA, talented parents and the Peak School Staff was invaluable in helping to make the production highly polished and extremely professional.





“Under the expert guidance of Mr Auld, the Peak School Orchestra grew in numbers with an increasing number of eager students playing a variety of different instruments.”



### Extra Curricular

The choirs remained as busy as ever this year with performances at Matilda Hospital, St John’s Cathedral and ESF Performing Arts Day . In April, a new ‘Voices Around the World’ choir was set up as part of a global collaborative project in order to raise funds to help build a school for the children of Njombe in Tanzania. The choir members were selected from years 1 and 2 and we sent off our video and sound footage to be included in the video that is now available for download from the following site <http://www.voicesaround.com/>

Under the expert guidance of Mr Auld, the Peak School Orchestra grew in numbers with an increasing number of eager students playing a variety of different instruments. The orchestra participated in a number of events including the ESF Orchestra Jam Day in November 2015, the Nativity at St John’s Cathedral in December, Chinese week celebrations and Peak’s Got Talent in the summer term.

Peak’s Got Talent in 2016 once again gave a platform to our many talented students a chance to shine in a number of different disciplines including dancing, magic, acting, singing, playing a musical instrument and even telling jokes.

Other clubs offered were Razzle Dazzle, Drama, Physical Theatre and Garageband.

### Visits

We strongly encourage cultural excursions and this year was no exception . Peak School students went to see a number of theatrical or artistic events including Blood Brothers, Mr Maker and What the Ladybird Heard

We were also privileged enough to have several visitors to the school who shared their expertise, ran workshops and put on performances for us. This year we had a wonderful team of actors who brought Shakespeare to life with humour and energy, an incredible performance from a musical quartet who also provided a highly interactive workshop for our year 6s, Chinese opera workshops, a shadow puppet show and a theatrical performance by the talented students from Wesley College in Melbourne.



# Peak School Visual Arts



Our visual arts programme is committed to providing students with as many opportunities to express themselves and develop skills in creating and responding.

Early in Term 1 all students in the school participated in a Collaborative Arts project which was displayed as a backdrop during our Lantern festival and used as a focal point for a PTA fund raising project. The theme 'Together we are stronger' provided an excellent starting point for our students to engage in representations of 'What Peak School means to me!' The children's anecdotal comments, from the heart, forming the stems of individual flowers engaged the wider community.

The Year 3 students held an impressive art exhibition showcasing their own pieces of art which had been inspired by an artist or art form of their choice. The children created their piece of art work as an extended home learning project and this wonderful exhibition was a culmination of their creations. Parents were invited to this exhibition where the children talked through their pieces and informed us all about their learning.

We welcomed a visiting artist this year, who worked with our students to create 6 collaborative works of art through multi-media which are now proudly displayed throughout the school.

**"We continue to teach specific skills in addition to allowing time for 'freedom of expression' through our visual arts programme."**



There has been a gain in momentum for the creation of child led progressive and interactive displays throughout the school and the level of engagement amongst the students and their level of interest has been palpable. The implementation of Discovery time in Year 1 and 2 has provided a platform for students to engage in an increasing amount of creative activities. The focus being on the development of fine motor and creative skills.

We continue to teach specific skills in addition to allowing time for 'freedom of expression' through our visual arts programme.

This year we have further refined and developed our curriculum mapping in Visual Arts linking directly to our Programme of Inquiry. A weebly is being developed as a tool to enable teachers to access planning and curriculum documents easily and in a visual way - this is currently a work in progress and will be further developed and refined on an ongoing basis.

The Arts coordinators met for a day in Term 1 as a 'think tank' to share practise, scope and sequence documentation and discuss future action for the group to ensure common goals across the foundation.



“The ICT department has also invested in a school-wide projector upgrade to support higher-resolution screens; eighteen units were replaced, and all should be upgraded during the next academic year.”

## ICT

Since the last school year (2014-15), the ICT department has continued to improve the school infrastructure. More wireless internet access points have been/were installed throughout the school which continues to improve upon our already super fast and reliable wireless internet.

To improve teacher and student connectivity and collaboration, we have invested in Apple - TV mirroring technology. This gives us the ability integrate multiple devices into the classrooms and connect to the classroom projector and whiteboard for numerous educational applications. Ten out of our fourteen teaching spaces are now equipped.

We have continued to use Mimio, which replaced the ageing and expensive IWBS, for those who wish to have access to the IWB resources and planning.

The ICT department has also invested in a school-wide projector upgrade to support higher-resolution screens; eighteen units were replaced, and all should be upgraded during the next academic year.

Through our school-wide renovations, we have finally got rid of our Multimedia room which is now a year six learning space. Part of The School Initiatives was a review of learning spaces to support high-quality inquiry-based teaching and learning, it only made sense to maximise the under utilised space. Be a mobile school, the need for a multimedia room was no longer necessary.

We have also continued to improve upon our connected devices/student ratio (chart attached) i.e. iPads, Chromebooks and MacBooks/iMacs. Twenty more MacBook Airs were added to our student booking system putting us well ahead of our budgeted items. 30 iPad Airs were added in the lower school because that is where they are put to better use as well as many high-end audio and video equipment was added to our system to enable rich media.

Google classroom has continued to be popular with teachers and students alike. Luckily it has now moved from a beta version and is great deal easier for teachers to use as well as being student friendly.

In 2015 we began to upgrade Planet Peak for next year’s planning and assessment platform, which is currently being developed within ESF. With assistance from Iain Checkland and Derek McAlpine, the early versions of the platform have looked very promising, and we are confident that it will greatly assist teachers with planning as well as improving upon assessment and reporting.

### Numbers as of August. 2016

CLASS GROUP	DEVICES	NO. OF DEVICE	NOTE
Year 1	ChromeBook	12	6 each class
	iPad Air	16	shared
Year 2	ChromeBook	12	6 each class
	iPad 2 / iPad Air	16	shared
Year 3	ChromeBook	12	6 each class
	iPad 2 / iPad Air / iPad Air 2	10	shared
Year 4	ChromeBook	12	6 each class
	iPad 2	10	shared
Year 5	ChromeBook	12	6 each class
	iPad 2	10	shared
Year 6	ChromeBook	12	6 each class
	iPad 2	10	shared
Learning Enhancement	ChromeBook	10	LE use only
	iPad 2 / Mini 2	17	LE use only
Chinese	ChromeBook	16	shared among 3 teachers
	iPad 2	21	7 each teacher
Music/PE	iMac	6	shared
	iPad 2	10	shared
Library	MacBook Air	30	Bookable
	iPad 2	10	library use only
School-Wide Shared Laptops	ILE (MacBook Air)	20	Bookable
	Library (MacBook Air)	30	Bookable
	Art Room (MacBook Pro)	30	Bookable

Coding was a continued success in year one and two ICT Classes as an attempt at teaching computer science in an entirely different way away. 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, perseverance and problem solving which cannot be achieved easily through studying.

To grow upon our success with coding during the previous school year, we began offering drop in coding sessions during lunchtimes for students. Students also used this time to explore different coding programs as well as many design and media applications. The breadth of knowledge brought to these classes by students has been impressive, and the children have loved it. Coding has proven very successful and will be expanded upon during the next school year.



# 2015/16 Library Report



“We are now surrounded by images that Peak School children have envisioned and fashioned from their own minds, whether it has been done in conjunction with a visiting illustrator or collaboratively as a class.”

## The Library Space

We have always felt that the library space is very much a part of what we are about. Our surroundings can be as important as the books we are reading: a relaxed, happy, welcoming environment is conducive to opening young minds to explore and enjoy stories, or gather information about subjects they are interested in. To that end, we are always making improvements (our Book Nook with bean bags, our cozy carpet area, our inviting lounge sofas). This year we decided to add works of art created by the students themselves. We are now surrounded by images that Peak School children have envisioned and fashioned from their own minds, whether it has been done in conjunction with a visiting illustrator or collaboratively as a class. It is a monument to prove that creativity is alive inside the walls of a Library.

## The Library Collection

An exciting development this year was the establishment of our E-book Collection. Over a year in development, we have teamed up with Wheelers in Australia, who provide our on-line borrowing platform. We are now offering approximately 300 chapter books on line for Peak School students in Years 3-6. Each child has their own username and a common password and can access the system anytime or anywhere, which is particularly handy for our international travellers who want to download a book before they get on that flight! Not only is it important for us to remain relevant in a digitized world, these books provide our pupils with another option for borrowing when a book might be out of the Library, or to explore titles that are not physically on our shelves. The ‘automatic return’ feature means never getting an overdue notice again, which is always a positive result both for the borrower and the Librarian. As students and teachers become familiar with the system we expect this part of our Collection to grow and become an extremely well used resource for books.

“This year we had several authors and storytellers to visit. We spend a significant part of our time and budget to finding suitable authors and arranging their schedules for presentations to the school.”



With the establishment of the Golden Dragon Book Awards in Hong Kong (now in it's 3rd year) our eye has turned to quality one-off Middle Grade Fiction Collection which sometimes gets lost in the sea of series and movie tie-ins. We have expanded this genre in the Library and actively encourage children to explore what we have on offer. Again, the e-book platform only enhances our efforts to get students exposed to quality fiction that is also fun to read.

We are always focused on providing the best material that we can for each Unit Of Inquiry for every year group. Mostly, these are non-fiction books, but on many occasions we look to the Picture Book Collection to find relevant material. We have concentrated on bringing picture books into many of the Unit of Inquiries to give students an understanding of the Central Idea as well as stocking our non-fiction shelves with new titles focused on each specific unit for each class.

## Visiting Authors

This year we had several authors and storytellers to visit. We spend a significant part of our time and budget to finding suitable authors and arranging their schedules for presentations to the school. Getting living authors in front of our students is an important aspect of our mission to inspire and educate through stories, and we are always amazed at how inspiring they are for the kids. To listen to authors and/or illustrators speak about their own inspiration, and to be able to ask questions directly to them enables children to understand the process of writing and creating and therefore derive more meaning from the books they read. It also exposes them to different genres and books they might not normally look at and expands their literature horizons.

As well as Marc Tyler Nobleman (USA), Sarah Brennan (Hong Kong) and Blair Reeve (Hong Kong) during Book Week, we were thrilled to welcome Chris Bradford (UK), Jacqueline Harvey (UK) and Gail Clarke (Hong Kong) at other points during the school year.

We will continue to host both local and international authors throughout the next school year and already have several lined up for November 2016 and March 2017.



“Book Character Day is always the highlight as well as our visiting authors and the Annual Book Sale, but our competitions this year proved to us that Peak School really has some very talented creative minds.”

### Book Week

This year, our theme was ‘Ignite Your Imagination’, and we had no idea how imaginative our young pupils could get. We were amazed at the breadth of talent from writing, drawing, dressing up, creating, designing and imagining – all inspired by the written word.

Book Character Day is always the highlight as well as our visiting authors and the Annual Book Sale, but our competitions this year proved to us that Peak School really has some very talented creative minds. Our Story Sack competition saw some beautiful, expressive and original entries and our Cover Art competition was impossible to judge (but judge we did). The Writing Competition brought out some of the best work on record, and we were delighted by everyone’s efforts. Our Book Trailer competition was also fabulous and Extreme Reading was again a popular event.

It’s going to be difficult to top this, but as daunting as it is, next year’s Book Week planning is already underway and we will aim to make it as good as the last, if not better.

### Competitions and Awards

The Golden Dragon Book Awards is now in its third year, and we are heavily involved in the establishment of the Long List and selecting the Short List for next year’s titles. Each Autumn, we introduce the titles in the Short List to the children and they read as many as possible until they are able to vote on their favourite at Easter. This is a Hong Kong wide children’s choice award and all schools in Hong Kong are given the opportunity to vote on-line. It is an excellent way to encourage children to read quality picture books and fiction titles where they have a vested interest in picking a winner.

The Hong Kong Young Writer’s Award is another annual event that Peak School students are encouraged to enter. Every year, the HKYWA committee selects a topic and children can write a piece in several categories: Poetry, Non-Fiction or Fiction. Again, this is a Hong Kong wide event and entries are taken from schools across the city and beyond so the competition is high, and Peak School has consistently placed well in each category.



### The Library Community

Peak School’s librarians are active members of the Association of Librarians of English Speaking Schools (ALESS), which provides a forum for discussion, information exchange and access to international authors. The group meets monthly to discuss issues and exchange ideas on best practice.

As well, over the past two years, we have been involved in the development of the ESF Information Literacy Scope & Sequence document for all Librarians and Teacher Librarians. The document is in its final stage of development and will be ready in the next Academic Year (2016/17). This is a significant development, and all Information Literacy teachers will use it to benchmark students and share teaching resources across all ESF schools.

### The School Community

Keeping our community in touch with what we are doing in our Library helps parents encourage their children to keep reading at home and outside the school. We have had feedback from our parents that reading lists and news from the book world is useful for making informed choices about the books they share with their children. We communicate through our monthly Newsletter and update our Facebook page weekly with news and tips.

We also rely heavily on volunteers and recruit parents for book covering and shelving – with the lure of coffee! We are ever grateful to our parent volunteers to keep the shelves organized and tidy, as well as covering our books. It is important that Peak School parents feel comfortable and at ease to come and browse the Library or help out when they can. We have a shelf dedicated to Parent Resources where they can find books on parenting and child rearing issues plus we encourage parents to open up their own Library account for borrowing.

We want Peak School Library to be the heart of imagination and information in the school and a welcoming space to share with students and their families.



# SEN

## Learning Support Centre and Individual Needs



**“Supporting the needs of the children is important to us, so in partnership with parents and other professionals we work together to enhance students’ learning.”**

At Peak school we believe in inclusion and we have developed and designed our learning environments and programmes to give all children the opportunity to learn and grow together.

We believe inclusion allows the children at the Peak to belong and respect each others’ diversity.

Supporting the needs of the children is important to us, so in partnership with parents and other professionals we work together to enhance students’ learning.

As a school we combined the resources of two departments I.N. ( Individual Needs) and L.S.C (Learning Support Class) to develop a new team L.E.T. ( Learning Enhancement). The new team works collaboratively with class teachers to sensitively assess the students’ needs and to provide effective and individualised learning programmes in line with the ESF Dimensions of Schooling.

We are committed to supporting the holistic development of each child and believe that the students’ wellbeing and emotional learning is essential in order for the child to maximise his/her true potential. The children’s social and emotional well - being has continued to be a priority at Peak school. As a department we endeavor to support the students to access all aspects of school life with confidence and self esteem. We also encourage them to embrace a Growth Mindset.

The continuation of the ELSA (Emotional Literacy Support Assistant) course by ESF allowed us to train two additional EAs. We now have four trained ELSA’s at Peak School who are able to offer support to those students who need. We will aim to train at least two more for the coming year. The ‘Friends for Life’ and ‘Fun for Friends ’ programme in school remains to be a successful intervention and is now embedded within the school. This year saw our Year 3 team using the resources to deliver a well being unit. ‘Friends for Life ’has continued to flourish together with ‘Social Thinking’ strategies across the school. These programmes help students to develop effective strategies to deal with worry, stress and change and teach the skills required to reduce anxiety and promote resilience.

The majority of support from the LET team is provided within the mainstream but as appropriate 1/1 and small group withdrawal programmes are planned.

Students who require On- going Differentiation (LOA 2) are provided with a Student Support Plan and children on LOA3/4 are provided with Individual Educational Plans. Both outline SMART,( Specific, Measurable, Attainable, Relevant and Time bound) targets which are regularly evaluated with the students and their respective parents.

This year we have continued to be fortunate enough to have a Speech and Language therapist, Louise McCann, an 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 students in school.

At Peak School we believe that education should be accessible, fun and challenging for all. Peak School believes that every child is unique. The L.E.T Department strives to reinforce this idea by providing a range of differentiated learning experiences.

Throughout the year we have continued to develop our programmes in; language, mathematics, social thinking, auditory and visual processing, fine and gross motor skills and working memory. The children enjoyed the activities, were engaged in learning and benefitted greatly from these experiences.

Nessy is a Literacy programme 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.

Reading Comprehension (rather than decoding) 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 Programme 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 Maths, 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.

Power Of is a mathematical programme designed to develop mental agility.

PMP (Perceptual Motor Programme) 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 .

Fine Motor Programmes- Nelson Handwriting, Handwriting Without Tears and Speed Up. Together with Typing Programmes- Typing Club, Nessy Fingers and Dance Mat

Yoga: aims to teach a range of yoga poses and techniques to develop endurance, flexibility, balance, coordination and an awareness of self.

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 individualised units, 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.



# Student Leadership



“There are many charities the children felt were important to support so they focused on the Hong Kong charity Box of Hope and one international charity UNICEF.”

This year the student council focused on sustaining a positive learning environment and international school community. They organised events for Remembrance Day by holding lunch time activities making poppies, they highlighted ANZAC Day by baking ANZAC biscuits for everyone, they created a Peace Day concept wall with the entire school and held events for World Happiness. There are many charities the children felt were important to support so they focused on the Hong Kong charity Box of Hope and one international charity UNICEF.

Throughout the year the students would often speak at assembly about their activities and they also worked with the PTA to support fundraising events. When asked to reflect on their experience they said,

- “I enjoyed our Remembrance Day activities.” Nicholas Kong 4M*
- “I got better at speaking in front of lots of people.” Anson Li 5R*
- “Student Council has helped me become more self confident.” Harriet Cook 5R*
- “Student Council was a complete confidence changer.” Kimberly Chan 6T*
- “Student Council has made more more confident speaking in front of the school.”*
- “I have been better at speaking with people.” Jemima Kendall 3R*
- “I enjoyed coming to meetings.” Edward Harvey-Palmisano*
- “I enjoyed meeting new people.” Elsie O’Brien*
- “The Student Council helped me to be more open to others.” Harry Skurnik*

## House Captains/Prefects

This role allows the Year 6 captains an opportunity to develop their organisational and leadership skills within their houses at sports day. These children also lead a ‘team’ of house prefects from Y3-5 to collate house points each week. This year the children made stronger use of IT skills to present the weekly results via email to each class.

The presentations each of these groups of children give prior to being elected , (the Year 6s present to the entire school) continue to demonstrate how seriously they take these responsibilities. Our student leader elections provide an authentic opportunity for our students to demonstrate many of the PYP skills they are developing throughout their Units of inquiry.



# Peak School Green Group



“The Green Group also took part in the Government’s Waste Less Schools Scheme weighing the school’s rubbish three times a month so the students could see if their efforts to reduce waste were successful.”

## Green Group

16 students were elected via an in-class voting system to form the Green Group this year. The students showed commitment and dedication to enhancing Peak School’s action on sustainability. The foci this year were on reducing the school’s waste and taking action on Climate Change.

## Reducing our Waste

Aided by a Grant from ParknShop’s Green School’s programme and the PTA we purchased 2 Hotbin Composters from the UK which arrived in time for the start of the school year. One of the first tasks for the Green Group was to set up a composting system for the school, placing compost caddies in every classroom and the Staff Room. These were emptied daily into our Hotbin Composter helping us to reduce our food waste and create compost. Peak School now has an ongoing supply of compost for its garden.

The Green Group also took part in the Government’s Waste Less Schools Scheme weighing the school’s rubbish three times a month so the students could see if their efforts to reduce waste were successful. The results showed us that recycling could reduce the amount going to landfill. One of our aims for next year is to ensure that all school events have recycling and composting systems in place.

## Making Climate Change Commitments

As part of the global ‘Wave Earth’ project, the Green Group collected over 150 pledges to take action on climate change, from students across the school. The pledges were taken, partially in electric vehicles to the UN Headquarters in Geneva to be displayed as a giant poster to help convince world leaders to take action on Climate Change.



## Earth Day

To celebrate Earth Day, the Green Group organised a “Dress Green or Blue but Nothing New” day. \$3,225 was raised on the day for two Hong Kong Environmental Charities; Ark Eden and Plastic Free Seas.

## Gardening

The Gardening Club have had another busy year with over 90 children from Years 3-6 signing up to take part in lunchtime gardening. Herbs, vegetables and fruit were grown, salads tasted and lemons turned into delicious fruity water. The students also helped with the school’s waste reduction efforts, helping with composting and keeping the leaf bins turned.

Highlights of the year included:

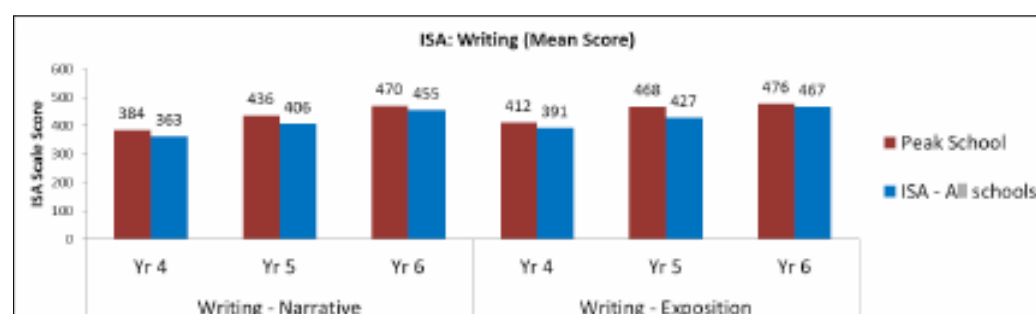
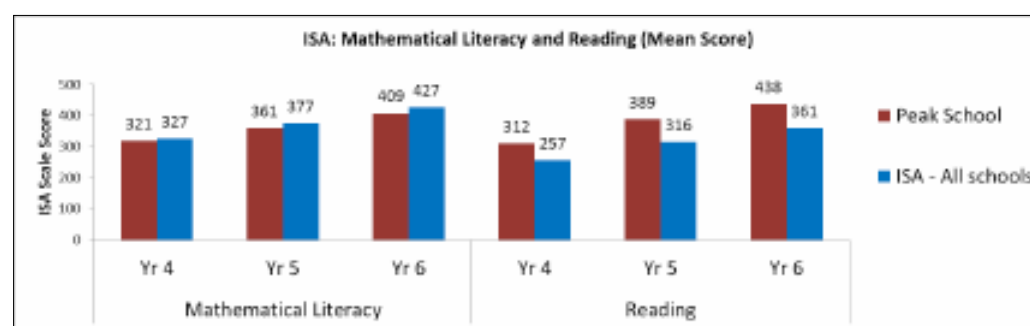
- Making the first donation to Feeding Hong Kong; two baskets full of chard and bak choi which the children had grown themselves,
- Sharing gardening experience with Kowloon Junior School, who came to learn more about our garden systems in order to create their own school garden.
- Participating in the Hong Kong Flower Show and winning third prize in the Garden Plot competition with a recycled tea party theme where painted recycled tyres were used as planters.

# Standardised Assessment Summary

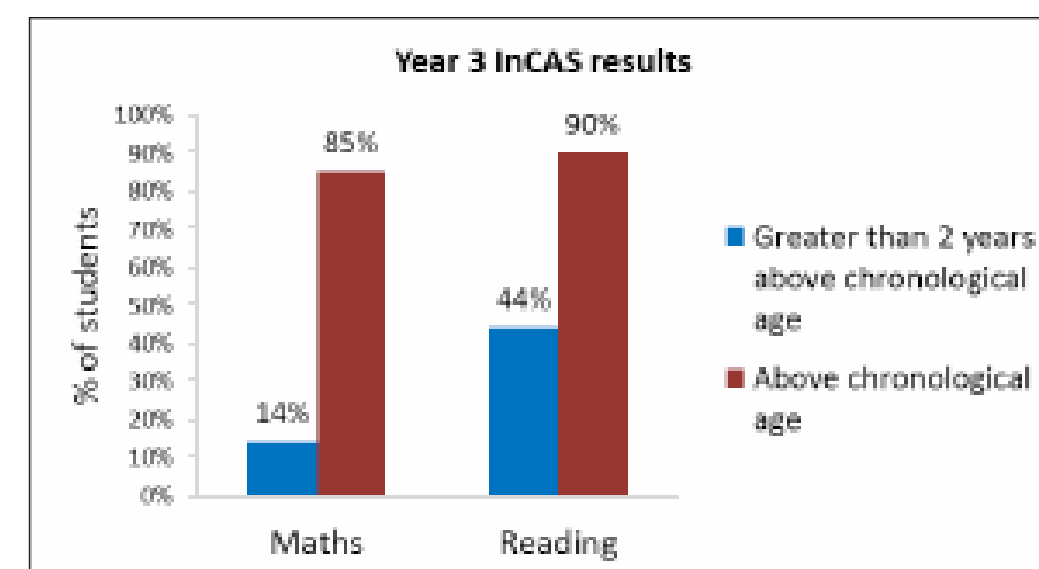
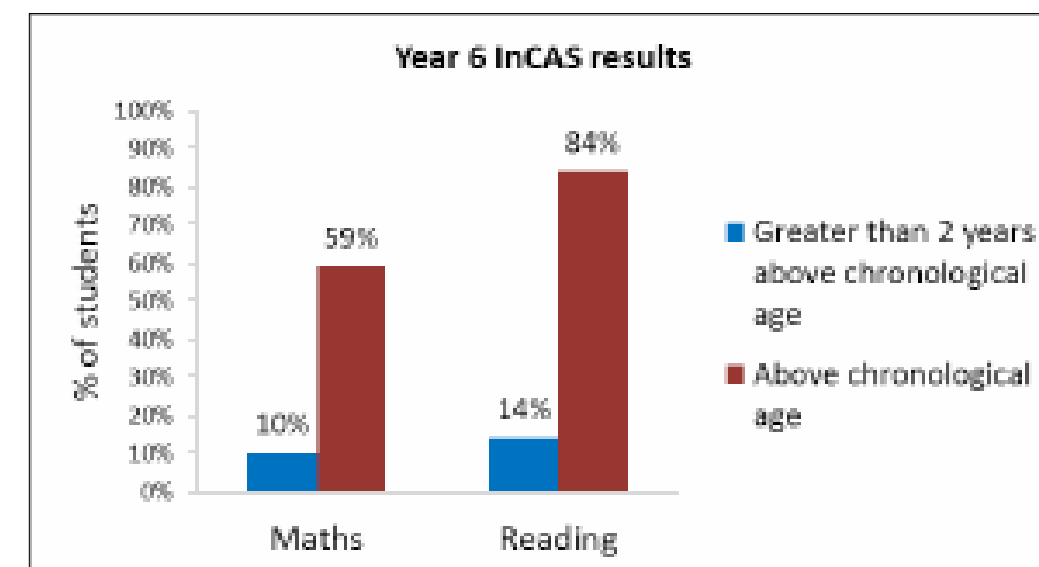


Two major external assessments are used to help measure student attainment. These are the International Schools' Assessment (ISA) and the Interactive Computerised Assessment System (InCAS).

The International Schools' Assessment (ISA) is administered by the Australian Council for Educational Research (ACER) and is designed for students in international schools. 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 average Peak School student in each year group attained higher than the average student in the corresponding ISA cohort, with the exception of Mathematical Literacy.



The InCAS assessment is administered by the Centre for Evaluation and Monitoring (CEM) at Durham University and was taken by students at the start of Year 3 and at the end of Year 6. 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 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

Through our ‘Parents as Partners’ programme we continue to thrive as a true ‘community of learners’ through our commitment to providing broad, balanced and relevant professional development opportunities for parents in addition to ‘tapping into their expertise’ to enrich our students’ inquiry learning and deepen their understanding.

At Peak School, we believe that the most effective way for our parents to truly understand our curriculum and approach to teaching and learning is by experiencing it themselves. We have continued to welcome parents into our classrooms either as parent helpers or as resource speakers. We are fortunate that our parent community continues to be highly involved in our daily life in the school. We have parents who help us with lessons in Language and Maths, accompany us on trips and have come as resource speakers for units of inquiry, sharing their expertise, personal experiences, and culture. These opportunities for parent involvement enhance our curriculum and allow our parents to see our curriculum in action.

This year we provided the following workshops for parents :-

## Growth Mindset

A series of workshops for parents introducing them to our 3 key messages this year to establish characteristics of a growth mindset :Carole Dweck’s model of the ‘ Power of Yet’ focusing on the term ‘Not Yet’, the Zones of Proximity (learning zones) and the notion that it’s alright to make mistakes.

## 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

A variety of presentations at differing levels were provided throughout the year to meet the needs of our parent’s current understanding from those parents who were new to PYP to those who already had an understanding. Each year, we hold PYP-focused parent workshops to help our parents understand the philosophy of the PYP curriculum framework and its elements, namely, knowledge, concepts, skills, attitudes and action, as well as to help provide parents with suggestions on how they can support their child’s learning.

This year, we held the following parent workshops / information sessions:

- Introduction to the Primary Years Programme (PYP)
- Science in the PYP
- Exhibition information session

## Digital Citizenship presentations

The purpose of these presentations was to raise parental awareness and discuss the importance of cyber safety. These presentations for Y1-3 and Y4-6 parents well attended and received.

## Restorative Practice

This presentation gave our new parents an overview of the approach we use at Peak School.

## Learning to Read, Learning to Write Workshops

These workshops were geared towards parents and carers of 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 and writing skills.



### Reading Workshops

This workshop was targeted towards our Y2-6 parents, again offering strategies to support their children at home in reading with a focus on developing comprehension skills.

### Maths presentations and workshops

Maths 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 parent and it gave parents a chance to pop into their child's class for the morning.

### 'Tapping into Expertise'.

Parent's expertise as a primary resource for our student's learning has been invaluable and acts as a tremendous springboard to their learning. Our data-base continues to grow, thanks to our dedicated parent body who have offered an area of expertise, a hobby or place of work that our students may access to support future Units of Inquiry. This may take the form of parents presenting to the whole year group, visits to workplaces or simply a student asking a question related to their Unit of Inquiry. Such a rich resource has undoubtedly made the students' learning all the more engaging.

### Parent Teachers Association (PTA)

Our proactive and dedicated PTA works tirelessly for the benefit of our students and the wider community. It has been yet another successful year with the PTA providing a great balance between fund raising events and those events organised purely to give pleasure and enjoyment to the children and their parents.

The events organised by the PTA throughout the year were :-



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

### Term 1

The Lantern Festival (September)  
St John's Concert and post concert celebrations (December)

### Term 2

Bingo night (February)  
Movie night (March)

### Term 3

Danceathon (May)  
Peak School has Talent (May)

In addition to the regular yearly events the PTA organised coffee mornings which have continued to be successful throughout the year. It provides an ideal forum and a great opportunity to welcome our new parents into our community.

The students have profited greatly this year from the generous support from the PTA in helping to fund our new 'Learning Environments.' This was complete during the Summer of 2016 and has been a huge success. We now have a Learning Enhancement room 'The Zone' which has facilitated the alignment of our Individual Needs and Learning Support Centre which is now known as the 'Learning Enhancement Team'. We have a designated ELSA space, a refurbished Chinese room, Year 6 classroom and a wonderfully light, bright and airy Year 1 classroom which opens out onto our lower playground, thus enhancing the learning experiences of our students. 'Learning stations' have replaced the more traditional style tables and chairs meeting the needs of different learning styles. Teacher planning spaces have also been created. The refurbishments have surpassed our expectations and it is wonderful to see the way in which this has enhanced our learning environment.

The PTA plays a tremendous role in sustaining Peak School's reputation as being a successful, welcoming and inclusive community school.



“Our sincere thanks to all members of the School Council for ensuring that the school remains focused on the key initiatives in our Strategic Plan.”



### School Council

This year the council participated in a self review during term 3. The review was most positive and confirmed that the School Council is functioning as an effective committee. The council continues to take a pro-active interest in the school and its community. In order to keep the School Council committee members 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. These initiatives are directly linked to our Annual Plan.

We welcomed Peter Cunich and Robert Ramsay (community representatives) onto the council at the start of this year who replaced Duncan McFarlane and and Rainbow Ko. We also bid a fond farewell to Dave Kirby (ESF representative) and Mrittika Munshi (support staff representative) who left Peak School at the end of the year. We appreciate the much valued contributions that they have given to the School Council over the past 2 years and wish them well for the future.

Our 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

We value the opportunities of ‘whole staff ’ training and recognise their benefits. In 2015-16 we provided a number of professional development sessions that involved all of our educational staff as well as professional development for focus groups. A high proportion of our professional development this year has been linked to enhancing one of the key initiatives in our Annual Plan which is ‘to promote, provide and implement further learning opportunities to enhance well being of all our learners.’ The professional development opportunities for the year have been outlined below :



### ‘Circle Sessions’ with Kristy Elliot

We have been using Kirsty’s ‘Restorative Pathways’ model for a few years which has been implemented in many of our classes and it has proved beneficial in developing social and emotional awareness as well as speaking and listening skills.

### ‘Inquiry - growing great learners’ with Kath Murdoch

In April, we were fortunate to profit from Kath Murdoch’s wisdom and expertise as she spent a day at Peak School inspiring our teachers and Educational Assistants and deepening our understanding of Inquiry.

### Maths with Peter Sullivan

Peter spent 2 days working with the whole staff and then different year groups to plan rich tasks in Mathematics.

### Growth Mindset

In support of a key focus to enhance well being of all our learners’ we provided a series of workshops for parents introducing them to our 3 key focus areas this year :Carole Dweck’s model of the ‘ Power of Yet’, the Zones of Proximity (learning zones) and the notion that it’s alright to make mistakes. The book ‘Growth Mindset’ by Carol Dweck was provided to all staff for their professional reading and to use as a springboard for future learning/ understanding.

### ‘Mindfulness Based stress Reduction’ - MBSR course with Peta McAulay

10 Teachers from our school attended the MSBR ‘Mindfulness’ training after school between September and November. This experience has helped us to influence and support well being with other staff, students and parents.



### ‘Social Thinking’ with Jalak Patel

In the light of the many staff changes since our last training in Social Thinking and although many teachers in school use Michelle Garcia winner’s model of Social Thinking we felt that it was time to have some further input to ensure we are using a consistent approach. Jalak Patel provided a training session during the school day for our Educational Assistants and an after school session for our teaching staff.

### Early Childhood - Fiona Zinn

A number of teachers benefitted from the input from Fiona in May by attending her session organised by ESF

### Environmental Sustainability

This yearly event was attended and linked closely to our initiative ‘to promote and endorse a sustainable approach to our environment.’

### PYP Regional Workshops

We continue to attend the workshops provided by IB. The workshops attended this year included ‘Making the PYP Happen’, ‘The Arts’ and ‘The Exhibition.’

### First Aid training

We continue to keep our staff training up to date

### ESF CPD Day

8 of our teachers led workshops on this day in ‘Coding’ , ‘Maths games, Early years writing’ and ‘Presentation Skills’

“Developing capacity amongst our staff is important and we are committed to developing the well being of our learners.”



### Educational Assistants

We also provide a rich programme of training for our Educational Assistants throughout the year, both in school and ESF wide. This training has included workshops in: ‘Sharp Reading’ , Precision Teaching , Early reading and writing skills, ‘Social Thinking’ and ‘ Individual needs - resources to support individual students.’

Developing capacity amongst our staff is important and we are committed to developing the well being of our learners. To this end, we have continued to send our EA’s to training for ELSA ‘Fun Friends’ and ‘Friends for Life’ and we are able to use their expertise in developing the students’ learning back in school.

### ELSA training

A key focus is to enhance the emotional literacy support for students through our trained ELSA’s and to build capacity in continuing to support our students in this area. During our refurbishments of the learning environments at the end of this year , we plan to allocate a specific ELSA learning space.

### ‘Fun Friends’ and ‘Friends for Life’

8 teachers and educational assistants attended the training this year including 2 Chinese teachers. We shall be looking into ways in which we can incorporate elements of the programme through Chinese sessions.

In addition to the commitment of our teaching staff, we applaud the dedication to enhance learning of our Educational Assistants who keenly participated in a number of twilight sessions in May that were offered by ESF to support our young learners ; courses in ‘Zones of Regulation’ , ‘Social Behaviour Mapping’, ‘Incredible Flexible you’ (social thinking for the Early years) to name but a few



## The PTA



Brian Schroeder  
*PTA Chair*



Jane Peters  
*Vice Chair*



Andrew Basham  
*Honorary Treasurer*



Claire Kendall  
*Honorary Secretary*



Erica Savini  
*Parent Representative*



Ildiko Fecser  
*Parent Representative*



Joyce Wilmot  
*Parent Representative*



Katrina Brasington  
*Parent Representative*



Naomi Lyden  
*Parent Representative*



Pin Yin Chen  
*Parent Representative*



Susan Gaylard  
*Parent Representative*



Victoria Fouladi  
*Parent Representative*



Bill Garnett  
*Principal*



Chiqui Colet  
*Teacher Representative*



Nicole MacLennan  
*Teacher Representative*

## The School Council



Duncan Pescod  
*Chairperson*



Bill Garnett  
*Principal*



David Kirby  
*ESF Representative*



Mrittika Munshi  
*Support Staff Representative*



Craig Hollingsworth  
*Staff Representative*



Annette Ainsworth  
*Staff Representative*



Brian Schroeder  
*PTA Representative*



Robert Guy Ramsay  
*Parent Representative*



Jonathan Fewtrell  
*Community Representative*



Peter Cunich  
*Community Representative*

# School Enrolment Academic Year 2015/16 based on Nationalities



Nationalities	Number Enrolled	Percentage
American	37	10.5%
Australian	55	15.5%
Austrian	1	0.3%
Bangladeshi	1	0.3%
Belgian	1	0.3%
Brazilian	1	0.3%
British	93	26.3%
Canadian	26	7.3%
Chinese	49	13.8%
Danish	1	0.3%
Dutch	5	1.4%
Filipino	2	0.6%
French	14	4.0%
German	4	1.1%
Hungarian	2	0.6%
Indian	13	3.7%
Indonesian	1	0.3%
Irish	1	0.3%
Israeli	2	0.6%
Italian	12	3.4%
Japanese	7	2.0%
Korean	7	2.0%
Malaysian	1	0.3%
New Zealand	6	1.7%
Pakistani	1	0.3%
Scottish	1	0.3%
Singaporean	2	0.6%
South African	1	0.3%
Spanish	1	0.3%
Swedish	2	0.6%
Swiss	4	1.1%
<b>TOTAL</b>	<b>354</b>	<b>100.0%</b>

# Peak School Annual Report

	Actual 2015/16	Budget 2014/15
<b>Non-cash Funding</b>		
Staff funding	25,019,670	25,019,670
Adjustments on staff funding	82,980	-
Total non-cash funding	<u>25,102,650</u>	<u>25,019,670</u>
<b>Cash Funding</b>		
Capitation & ICT Funding	1,782,898	1,779,898
Grants	3,991	3,990
Rental and other income	488,670	412,903
School Activities	43,820	-
Donation	1,261,301	753,910
Total cash funding	<u>3,580,680</u>	<u>2,950,701</u>
<b>Total Funding</b>	<b><u>28,683,330</u></b>	<b><u>27,970,371</u></b>
<b>Expenditure</b>		
<b>Staff expenses</b>	<b>25,041,685</b>	<b>25,019,670</b>
Other expenses - Operating	2,083,438	2,278,204
Other expenses - Capital	717,393	1,250,000
<b>Total Expenditure</b>	<b><u>27,842,516</u></b>	<b><u>28,547,874</u></b>
<b>Surplus / (Deficit)</b>	<b><u>(840,814)</u></b>	<b><u>(-577,503)</u></b>
Surplus / (Deficit) as per above	(840,814)	(-577,503)
The use of unspent staff funding b/f from previous years	237,491	120,000
<b>Surplus/(Deficit) after the transfer</b>	<b><u>(1,078,305)</u></b>	<b><u>(-457,503)</u></b>



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