



23 March 2015

To : Parents of students of ESF primary and secondary schools and  
Parents of students of Private Independent schools

Dear Parents

Thank you for your participation in the consultation process for the proposed Kowloon Learning Campus. Achieving open dialogue among all stakeholders has been an essential step in considering the benefits and impact of the formation of the learning campus in Kowloon. This letter shares the consultation process, summary of community input and responses to the concerns raised.

### **The rationale for Kowloon Learning Campus**

King George V (KGV), Jockey Club Sarah Roe School (JCSRS) and Kowloon Junior School (KJS) are on adjoining sites. The proposed new model of learning is to create a learning campus in Kowloon. This would build on the strengths of the three schools and on the benefits of all-through and inclusive education. The identity and names of the schools within the Kowloon Learning Campus would be retained. A professional learning community led by a shared senior leadership team would allow for common priorities across the three schools in addition to school-based priorities and goals. Developing this agility to work differently across the ESF network of schools will strengthen ESF's ability to adapt and respond to increasingly changing needs in education.

Advantages of the shared learning campus would include more opportunities to increase positive relationships among members of the three school communities, greater cross-phase working to support the design and delivery of learning from Y1 to Y13, increased opportunities for inclusion and greater flexibility in deploying staff and resources. Each school would continue to work to its own school development plan but would also have an agreed set of shared goals and priorities. Lines of communication across the three schools would be shorter and collaborative working in teams across the three schools more manageable. The key driver behind the proposed Kowloon Learning Campus is to enhance students' learning experiences.

### **The Consultation Process and Findings**

Thirteen consultation meetings were held in the five schools directly impacted by the proposal. These included meetings for school councils, staff, students and the school communities. Advisory committees were consulted on the proposal at committee meetings where possible and at two briefing sessions. In total 383 stakeholders

attended one or more consultation sessions. A survey was sent to community members and a dedicated email address was used to gather comments, concerns, and questions.

In general, there was positive support shown for the learning campus concept with agreement that ESF should continue to look for ways to adapt current structures and practices in order to enhance learning experiences and outcomes. The proposal was applauded for being futures looking and a few stakeholders believed that there should be more investment into generating greater transformational change for the organisation.

Many expressed enthusiasm and excitement about the opportunities that the learning campus presents for enhancing students' experiences and creating more opportunities for professional development. Greater integration of students with special educational needs is considered a benefit and supports the ESF culture of inclusion. Shared use of resources, including facilities and deployment of staff, to enhance students' learning experiences is considered a strength. Clear benefits of greater collaboration across improved transition from primary to secondary supports continuity of learning.

Most questions raised were around the practical arrangements and impact of the learning campus on the day-to-day management of the individual schools.

## **Addressing the Main Concerns**

### *Timeframe, Research and Planning*

There is some concern that the proposal is progressing too quickly without due consideration, research and planning. The concept of the learning campus is based on providing an active, constructive and holistic educational environment that brings together primary, secondary and special educational needs education in one place, seeking to create a seamless transition and integration of students. This will take shape through joint planning and working across the three schools under one shared senior leadership team. Developing a shared culture and building relationships and cross-phase teams underpin the concept. The senior leaders, working across the three schools, will begin to work together to shape the vision and aims of the learning campus. This will involve identifying initial goals and measures of success to be implemented in the first two years of the learning campus.

### *Admissions and School Catchment Zones*

The possible impact of the Kowloon Learning Campus on the number of places available to students transitioning from Beacon Hill School (BHS) to KGV is of particular concern to families. BHS feeds three secondary schools with approximately 40 students transitioning to KGV, an equal number to Island School and a smaller number to Sha Tin College. Whilst almost all students transition from KJS to KGV, a small number are zoned to Island School. For example, the number of students transitioning from KJS to Island School for August 2015 is seven. All students enrolled in Clear Water Bay School before the start of Y6, transition to KGV, in-line with the ESF admissions policy.

The concern is that the catchment zone for KJS will be changed to accommodate all students from KJS transitioning to KGV and therefore there will be fewer places available to students from BHS. The catchment zones across ESF are reviewed annually with minor adjustments made to ensure all students in Y6 transition to Y7 in an ESF secondary school. Over subscription of students transitioning from primary to Y7 in KGV is an on-going issue. The figures for the next few years indicate that the number of students living in the KGV catchment zone is growing even further. To accommodate this pressure and the additional number of students from KJS, if the learning campus proceeds, arrangement to protect the current level of places in KGV for the feeder primary schools would be put in place but would not give any guarantee of a school place at KGV, which is currently the policy.

#### *Appointment Process*

Some concern has been raised over the proposed appointment of the existing principal of KGV to the principal of the learning campus without due process. The Kowloon Learning Campus proposal is an exceptional circumstance based on creating a senior leadership team using all members of the existing teams across the three schools. No post is downgraded. The principal of JCSRS would remain in her position but would also serve on the senior leadership team for the learning campus. The principal of KGV would remain principal and would take on the added responsibility of principal for the learning campus, becoming an executive principal. A recruitment process would follow to appoint the Head of KJS and Head of KGV. The contracts for senior leaders already working in the three schools involved in the learning campus will not be downgraded. The opportunity to consider a new leadership structure to develop a learning campus across the three schools presents itself with the principal post at KJS becoming vacant in July 2015. The Head of KJS and Head of KGV will be new posts in the new leadership structure and appointment to these posts will follow due process.

#### *Responsibilities, Governance and Measuring Effectiveness*

There has been expressed concern over additional workload or loss of jobs. Staff may find that they work somewhat differently in some cases but terms and conditions of contracts would be unaffected by the proposal. Main responsibilities will remain and staff will not be expected to take on teaching duties for which they are not trained. The key driver of the proposal is to enhance learning and is not to make budget savings. Staff will be involved in the design and implementation of the strategies and actions to follow. They will also participate in data gathering to measure the impact of the project.

School Councils for each school will operate as usual for the foreseeable future. Any changes to their structure and operations will be made through consensus and Board approval. Each school will retain autonomy over its budget.

Measures will be aligned with priorities and communicated to the ESF CEO, ESF Board of Directors and KLC community. The school will undertake periodic self-evaluation and seek external evaluation based on informed practices and research data to ensure that its educational practices are adding value to the learning of each student. Feedback will be actively sought from all stakeholders at regular intervals.



## Conclusion

A three school campus is the best way to integrate a host of positive change to enhance students' learning experiences and is intended to raise the quality of education for every student impacted by its formation. A uniform approach cannot adequately deal with the unique educational needs of different students. The formation of the Kowloon Learning Campus empowers the stakeholders themselves to work effectively for the educational welfare of the students under their care.

Thank you for contributing to the consultation process. The Board will consider the proposal and take a decision on the learning campus at its meeting on 25 March.

Yours sincerely

A handwritten signature in cursive script that reads 'Belinda Greer'.

Belinda Greer  
Chief Executive Officer