



Christian Alliance P.C. Lau Memorial
International School
宣道會劉平齋紀念國際學校

Annual Education Results Report for 2020/2021

Accountability Statement for the Annual Education Results Report

The Annual Education Results Report for Christian Alliance P.C. Lau Memorial International School for the 2020/2021 school year was prepared under the direction of the Board in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2020/2021 was approved by the Board on November 15, 2021.




Mrs. Regina Pei, School Supervisor

Be an Example In Speech and Behaviour, in Love, Faith and Purity

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(I) Local and Societal Context

The Annual Education Results Report (AERR) is a reflection of Christian Alliance P.C. Lau Memorial International School (CAPCL)'s first year of operation after a 3-year closure. CAPCL underwent a major renovation from July 2017 through August 2020 and reopened its doors with 150 Preparatory to Grade 3 students in mid-August, 2020.

COVID-19 is no stranger to anyone. Without any invitation, this virus intrudes into our daily life and has redefined normalcy. As imposed by the Education Bureau to all schools in Hong Kong, CAPCL began its first day of school with remote learning. Online interaction was surely not the preferred way of starting a school year with 100% new students, 100% new parents, 100% new teachers, and 100% new teaching assistants (TAs). This undertaking was only made possible with the relentless efforts of the board members, school leaders, teachers, TAs, and office staff, as well as the trust and support of parents and their children.

After weeks of remote learning, CAPCL was permitted to have full-day classes for about two months. Unfortunately, a sudden surge of COVID-19 cases in the city forced all schools to resume remote learning from November 2020 until February 2021. Dedicated teachers and TAs met with children in small groups through zoom, providing differentiated instruction, learning support, and pastoral care. Furthermore, they created all sorts of school-based learning videos and uploaded them to CAPCL's online platform. Their professionalism and genuine care for students have earned CAPCL parents' respect, trust, and appreciation.

CAPCL was likely to be one of those schools with the highest face-to-face contact time with children for the 2020-2021 school year. CAPCL met the stringent hygiene requirement from the Centre of Health Protection and Education Bureau for full-day classes, thanks to the collaborative efforts of the facility and cleaning teams of the School.

The Parent Support Group (PSG) was formed in December 2020 with five parent representatives from different grades. The PSG assisted in designing a parent survey, and the collected results were helpful to the creation of the Education Plan (2021-2024). They also helped out in the virtual Schoolwide Parent Forum in June 2021. All parents of the school community learned of the School's Education Plan (2021-2024) and had opportunities to share their feedback.

Moreover, the teachers prepared a simplified student survey for our grade 2 and 3 students and a few students were also interviewed for further elaboration of their thoughts and opinions. The triangulation of the results from various stakeholders (i.e. teachers, parents, and students) provides a valid and reliable picture of the school's causes for celebration and areas for growth.

With God's grace and provision, CAPCL held the Reopening Dedication Ceremony on May 15, 2021, with attendees from the School Sponsoring Body, the School Board, parents, staff, and student body (https://www.youtube.com/watch?v=ucDSjB_RP8k). One of the highlights was the CAPCL students singing *Hymn of Promises*. Lastly, there was no better way to end the first year of CAPCL's reopening with the Preparatory graduation ceremonies and year-end staff appreciation luncheon. God is good all the time. All the time God is good. To Him be honour and glory!





Reopening Dedication Ceremony



CAPCL students singing Hymn of Promises

(II) Spring 2021 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Christian Alliance P.C. Lau Me			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	100.0	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	100.0	n/a	n/a	83.2	83.3	83.0	Very High	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	83.4	80.3	79.6	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	86.2	85.3	84.8	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	n/a	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	100.0	n/a	n/a	89.6	90.3	90.2	Very High	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	100.0	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	100.0	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	100.0	n/a	n/a	79.5	81.8	81.4	Very High	n/a	n/a

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
- Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
- The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Measure Evaluation Reference (Required AEMs)

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Notes:

- For all measures: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

(III) Supplemental Alberta Education Assurance Measures - Overall Summary

Measure	Christian Alliance P.C. Lau Me			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	n/a	56.6	56.4	n/a	n/a	n/a
Drop Out Rate	n/a	n/a	n/a	2.6	2.7	2.6	n/a	n/a	n/a
Program of Studies	100.0	n/a	n/a	81.9	82.4	82.1	Very High	n/a	n/a
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	68.0	66.6	64.9	n/a	n/a	n/a
Safe and Caring	100.0	n/a	n/a	90.0	89.4	89.1	Very High	n/a	n/a
School Improvement	100.0	n/a	n/a	81.4	81.5	81.0	Very High	n/a	n/a
Transition Rate (6 yr)	n/a	n/a	n/a	60.0	60.3	59.5	n/a	n/a	n/a
Work Preparation	100.0	n/a	n/a	85.7	84.1	83.2	Very High	n/a	n/a

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Only supplemental measures with Achievement standards are included in the Supplemental AEAMs – Overall Summary.
- Participation in the 2020/21 AEA survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
- Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.

Measure Evaluation Reference (Supplemental AEAMs)

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
4-year High School Completion	0.00 - 71.57	71.57 - 78.63	78.63 - 87.93	87.93 - 91.45	91.45 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 36.23	36.23 - 41.92	41.92 - 58.66	58.66 - 71.19	71.19 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 100.00
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00
Transition Rate (4 yr)	0.00 - 21.98	21.98 - 30.52	30.52 - 44.34	44.34 - 61.50	61.50 - 100.00
Transition Rate (6 yr)	0.00 - 35.49	35.49 - 49.47	49.47 - 62.88	62.88 - 72.76	72.76 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00

Notes:

- For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

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Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
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Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

(IV) Commentary on Results

The triangulation of data from teachers and parents shows that stakeholders' agreement and satisfaction on **Student Learning Engagement** and **Education Quality** are very high.

An agreement that the literacy skills students are learning at CAPCL are useful.

- 100% teachers, 99% parents.

An agreement that the numeracy skills students are learning at CAPCL are useful.

- 100% teachers, 99% parents.

An agreement that students at CAPCL clearly understand what they are expected to learn at school

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- 100% teachers, 94% parents.

Satisfaction with the quality of education students at CAPCL are receiving

- 100% teachers, 99% parents.

Satisfaction with the quality of teaching at the school

- 100% teachers, 100% parents

These favourable results stem from effective planning, instruction, and assessment practices that meet the learning needs of every student. Teachers have met weekly for team planning. Their goals are to develop students' literacy and numeracy through the English-Chinese bilingual model.

The triangulation of data from teachers, parents, and students shows that stakeholders' agreement on ***Citizenship and Welcoming, Caring, Respectful and Safe Learning Environments*** were somewhat satisfactory with some high and some average results.

An agreement that students are encouraged to try their best

- 100% teachers, 99% parents, 94% students.

An agreement that teachers at the school care about their students

- 100% teachers, 100% parents, 94% students.

An agreement that CAPCL's teachers are good

- 100% students.

An agreement that CAPCL is good

- 100% students.

An agreement that they feel happy at school

- 100% students.

An agreement that students at CAPCL treat each other well

- 100% teachers, 81% students.

An agreement that students at CAPCL care about each other

- 100% teachers, 77% students.

CAPCL aspires to have teaching and learning to be relational, relevant, and rigorous. Teachers aim(IV) to build trusting relationships with students. They are kind and caring towards their students. Due to social distancing requirements under the influence of COVID-19, students were scheduled to have staggered recesses and lunch sessions by grade for the entire 2020-2021 school year. As a result, their interactions were limited to those within their own class and grade. Increasing the variety of curricular, co-curricular and extra-curricular interactions among children from different grades, with the focus on building a safe and welcoming community, will foster healthy relationships among students.

Furthermore, teachers' responses to questions about ***Access to Supports and Services*** and ***Parental Involvement*** are very high. The school provided push-in and pull-out learning support to students with identified needs. The learning support teacher developed Individual Education Plans for these students. Parents were also cooperative and sought additional support and assessment from external providers to help their children.

Lastly, the Parent Support Group (PSG) created a parent survey. The results show that parents would like to see their children taking more initiative in completing homework (84% satisfaction) and reading regularly (78% satisfaction) at home.



Pyjamas Day



Christ Ambassador Day

(V) Causes for Celebration

1. **Planning, Instruction, and Assessment:** CAPCL has dedicated and caring teachers, TAs, and office staff. Teachers work in collaborative teams planning for engaging lessons. Appropriate use of technology is vital to support learning. Furthermore, teachers and TAs have used multiple methods of charting children's literacy progress.
2. **Active Learning:** CAPCL went through 10 different instructional modes, blending online learning with face-to-face classes. Despite the challenges, there were various school events such as Thanksgiving Week, Remembrance Day, Crazy Hair Day, Pyjamas Day, Christ Ambassador Day, Book Character Day, Online Christmas Party, and Face-to-face Parent Teacher Interviews. Each class had at least one field trip before the end of the 2020-2021 school year.
3. **Learning Support:** Students with needs were given push-in and pull-out support. The learning support teacher prepared Individual Education Plans for students based on their Educational Psychologist Reports.

Over the summer break in July 2021, the school has also designated a specific Learning Support Room — Dreamland — for pull-out lessons. In the 2021-2022 school year, TAs help out in push-in support. In the near future, the School plans to employ a full-time Guidance Counselor who is responsible for planning and delivering individual and group guidance/ counselling. The Guidance Counselor will assist students and their families in receiving appropriate assistance from other programs and services within and outside of the school.

4. **Parental Involvement:** The PSG was formed in December 2020 and had regular meetings to discuss school affairs. They assisted in creating a parent survey in March and met to discuss the findings in May. Members of PSG supported the virtual Schoolwide Parent Forum in June. They participated actively to support new families' orientation in July.

In the 2021-2022 school year, PSG will organize parent volunteers who can support the school library and resource preparation. They will also help out in school excursions. In the near

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future, members of PSG will also participate in the tendering process of extracurricular activities, school bus, lunch catering, uniform, etc.

5. **Facility Improvement:** The Treehouse Library, CA Makerspace, and Heavenly Studio for Music and Movement were well-used by our classes in the 2020-2021 school year. Learning often went beyond their regular classrooms. The Outdoor Playset and Soccer Field were the children's favourite during recess.

Over the summer break in July 2021, the School has added a STEM Wall and Water Station in the Outdoor Play Space. In addition to the Dreamland for learning support classes, children have their art lessons in a newly renovated art room named CloudWorks. During the 2021-2022 school year, families work together and raise funds for the installation of foldable partitions in the Covered Play Space (CPS). This enhancement will allow the usage of air-conditioning in the CPS during summer. If feasible, the school may have a small garden near the CPS. In the near future, the School plans to add two new learning spaces — STREAM Rooms — for STEM, Research, and Art development. The School aims to improve the learning facilities that meet the educational needs of CAPCL students.



Outdoor Play Space



Tree House Library



Heavenly Studio

(VI) Areas for Growth

1. **Foster Healthy Relationships Among Students:** Teachers use Student Behaviour Incident Forms to record and chart students' behaviours. They advise students to make better choices and meet with children to resolve their conflicts. Teachers support children to develop moral and emotional intelligence through Social Emotional Learning lessons.
2. **Monthly Chapel:** Children of different grades meet for worship, message, and class presentation. Its focus is character development and spiritual formation.
3. **Sense of Belonging in a Learning Community:** Students get to know other children of the school beyond their own class and grade through various curricular, co-curricular and extracurricular activities. New school events for the 2021-2022 school years are Orange Shirt Day, Pink Shirt Day, Pie Day, Growth Mindset Day, and Fruit of the Spirit Day. There are also schoolwide events for CAPCL families such as Family Outing, Christmas Services, and Joyful Carnival.

There is a church housed within the same premises as the School, and their pastoral staff provide marital and family support to our parents. There are regular prayer meetings, parenting seminars and interest workshops.

4. **Homework Support:** Every student in grades 1 to 4 has a school-issued planner that children can record their homework and assignments. Teachers provide time during lessons for students to begin their homework in class (i.e., pastoral care time). The school will also communicate the Homework Policy with parents so that they have realistic expectations.
5. **Student Learning Assessment (SLA):** Grade 3 students took part in the SLA diagnostic testing in October 2021. Teachers use these results for lesson planning, providing differentiation and intervention.
6. **Teacher Certification:** The School Leaders support newly-hired teachers to complete their certification requirements with Alberta Education.
7. **Professional Development:** CAPCL has set aside funds for staff's professional development. Some staff have already applied for the funds to upgrade their teaching capacity or improve their pedagogy of early childhood literacy. There are Professional Learning and Planning Days throughout the school year. Some teachers and TAs had LEGO Training in September 2021 and first aid training in November 2021. The school will continue to look for suitable learning opportunities for staff.

(VII) Stakeholder Engagement

The Annual Education Results Report AERR (2020-2021) is prepared through the following steps.

1. Draft by the School Leadership Team
2. Collection of inputs and feedback from teachers through working groups
3. Discussion meeting with representatives of the Parent Support Group.
4. Discussion meeting with an administrative subcommittee of the School Board
5. Presentation, clarification, and final approval of the AERR (2020-2021) by the School Board
6. The AERR (2020-2021) is shared with various stakeholders of the school community and uploaded to the Provincial Education Directory.





Chinese New Year Fair



100 Days of School



Book Character Day



Makers Space

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