



**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 2021/2022**

**Accountability Statement for the Annual Education Results Report**

The Annual Education Results Report for Christian Alliance P.C. Lau Memorial International School for the 2021/2022 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Education Act and the Handbook for Alberta Accredited International Schools. 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 2021/2022 was approved by the Board on November 15, 2022.

Mr. Howard CHAN, School Supervisor



*30th Anniversary*

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*Orange Shirt Day*



*Family Outing*



*Remembrance Day*



*National Indigenous Day*



*Christmas Worship Service*



*Extra-Curricular Activities Program*



## (I) Local and Societal Context

The Annual Education Results Report (AERR) reflects Christian Alliance P.C. Lau Memorial International School (CAPCL)'s second year of operation after a 3-year closure<sup>1</sup>, which was also its 30th anniversary. Founded in 1992, CAPCL is the first international school set up by the Kowloon Tong Church of the Chinese and Missionary Alliance<sup>2</sup>. During the academic year of 2021-2022, there were approximately 220 Preparatory to Grade 4 students.

The first trimester of the school year was exciting, with full-day classes and fun activities. We celebrated Mid-Autumn Festival and Canadian Thanksgiving Week. We had meaningful in-school activities during Remembrance Day on November 11. We sent a student representative to read a prayer during the Canadian Commemorative Ceremony held by the Consulate General of Canada in Hong Kong. In addition to the Family Outing, a day of morning hikes and afternoon camp activities, children enjoyed a picnic day with their class. Moreover, children joined different extracurricular activities at the school, such as robotics, art, music, gymnastics, table tennis, soccer and basketball. Christmas Service was a communal time for families to gather and worship. The school emphasized learning Chinese and Canadian cultures, and we held the Chinese New Year Fair as the last big school event before a territory-wide school closure imposed by the government.

Due to the surge of local Covid cases, the Hong Kong government suspended face-to-face for all schools from the end of January through the end of April (i.e., the second trimester of the school year was conducted virtually.). Parents and staff had shown great concerns for our children's wellness during this long remote learning period. We cheered our children on with mini surprises in their Home Learning Packs. Teachers conducted their classes in small groups so that children got their needed attention and had ample opportunities to participate actively during group discussions. As said by Vygotsky, learning is a social process. Furthermore, teaching assistants provided individual and small group tutorial sessions for children who needed guided practice and revision support. Home tour show and tell as well as virtual breakfast meetings were some of the creative highlights during this gloomy season. The whole community met daily for morning assembly and physical exercise. Children were encouraged to practise mindfulness and show acts of kindness to others, even at home. The bonding among stakeholders seemed to grow stronger as we walked through the metaphorical valley together.



*Canadian Commemorative Ceremony*



*Canadian Thanksgiving*



*Picnic Day*

<sup>1</sup> From July 2017 through August 2020

<sup>2</sup> School Authority and School Sponsoring Body

With the daily rapid antigen tests for all staff and children, everyone was happy to be back on campus for the final trimester of the year. In addition to our monthly chapels, the year-end closing assembly was rewarding. We celebrated children's growth and accomplishment in their exemplary effort and demonstrated excellence in arts, music, sports, and language achievement. We presented the Most Improved Student Awards to children who showed the most significant overall improvement during the school year in academics, attitude and participation in school activities. We recognized and presented Service and Citizenship Awards to children demonstrating a commitment to Christian service as well as consistent care and compassion for others. It was the first time that some of these awards were presented as scholarships. Romans 8:28 sums up the reflection of the 2021-2022 school year. "And we know that God causes all things to work together for good to those who love God, to those who are called according to His purpose." (NASB)



Chinese New Year



Morning Assembly &amp; Exercise



Scholarship Award Presentation

## (II) Spring 2022 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	<a href="#">Student Learning Engagement</a>	94.1	100.0	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	97.1	100.0	n/a	81.4	83.2	83.1	Very High	n/a	n/a
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	n/a	n/a	n/a	n/a	n/a	73.8	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	n/a	n/a	n/a	n/a	20.6	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	n/a	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	98.1	100.0	n/a	89.0	89.6	90.3	Very High	n/a	n/a
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	97.4	100.0	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	94.1	100.0	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	98.9	100.0	n/a	78.8	79.5	81.5	Very High	n/a	n/a

### (III) Commentary on Results

#### ***Student Growth and Achievement***

Overall, results from ***Student Learning Engagement*** (94.1%) were high. Triangulation from teachers, students, and parents reflected strong agreement that students were learning what they needed to know. While some students may not like learning math, the School will promote math learning through various curricular, co-curricular, and extra-curricular activities such as pi-day, STREAM Fair, and Olympia Math contest.

Results from ***Citizenship*** (97.1%) were high. Students were encouraged to be involved in activities that helped the community as far as possible despite various social distancing restrictions imposed by the local government. Furthermore, children met regularly with their homeroom teachers for pastoral care. All (100%) G4 children agreed that they were encouraged to try their best and most students helped each other. Teachers and the leadership team have worked closely together to guide children in building a warm and welcoming learning environment and abiding by school rules.

#### ***Teaching and Leading***

Results from ***Education Quality*** (98.1%) were high. All (100%) G4 students agreed that their teachers were good and their school was good. All surveyed teachers and parents agreed that schoolwork was interesting, but a few (22% of teachers and 23% of parents) disagreed that schoolwork was challenging. The learning support team continues to work closely with teachers to provide differentiation that meets diverse students' learning needs and interests.

#### ***Learning Supports***

The triangulation of data from teachers, parents, and students show that stakeholders' agreement on ***Welcoming, Caring, Respectful and Safe Learning Environments*** (97.4%) was high. All (100%) G4 students agreed that they were treated fairly by the adults at the school, their teachers cared about them, and most students cared about each other. Most importantly, they (100%) felt like they belonged. The school will continue to emphasize moral intelligence in the development of various habits such as empathy, conscience, self-control, kindness, respect, tolerance, and fairness.

Furthermore, results about ***Access to Support and Services*** (94.1%) were high. The school provided push-in and pull-out learning support to students with identified needs. Around 12% of the student body received various levels of learning support in the academic year 2021-2022. The learning support teacher developed Individual Education Plans (IEPs) for these students. Parents were cooperative and sought additional support and assessment from external providers to help their children. Some students (12%) did not know (neither yes nor no) if they could get help at the school with problems that were not about their school work. The school will continue to cultivate trusting relationships through the homeroom teaching and learning model.



*Parent Support Group*



*Summer Program*



*Joyful Corner*



## Governance

Results from **Parental Involvement** (98.9%) were high. Members of the Parent Support Group met five times a year to plan and discussed school goals, event calendar, and other issues. They enhanced the communication between the School and parents. They were supportive and patient in clarifying and promoting the school policies and strategies. They actively participated and encouraged other parents to join school activities. In recent months, they helped out during Family Session (for newly joined families), Back to School Night, and school-wide Family Outing.

## (IV) Causes for Celebration

1. **Student Learning Assessment (SLA):** Grade 3 students took part in the SLA in October 2021 and May 2022.
  - Reading (Oct): 19% above and 38% at the provincial standard
  - Reading (May): 43% above and 50% at the provincial standard
  - Writing (Oct): 19% above and 27% at the provincial standard
  - Writing (May): 75% above and 21% at the provincial standard
  - Mathematics (Oct): 33% above and 59% at the provincial standard
  - Mathematics (May): 43% above and 50% at the provincial standard
2. **Language Fluency** - The School used the Fountas and Pinnell Benchmark System (F&P) to measure the literacy development of our learners. For the 2021-2022 academic year, 43% of our learners read at and above their grade level fluency, and 55% of our learners made improvements in their language fluency.
3. **Students and Parents' Engagement in a Learning Community:** All children joined different extracurricular activities based on their interests. They built friendships through play and participation. There were monthly chapels focused on the attribute of the Fruit of the Spirit. Students got to know other children of the school beyond their own class and grade through various curricular, co-curricular and extracurricular activities. As an extension, the school had a 3-week summer program (55 % participation) with reading fun and a variety of extracurricular activities in July. Furthermore, the participation and satisfaction rate of Family Outing and Christmas Services (two major schoolwide events) were high.
4. **Collaborative Staff Community:** Staff met regularly during morning devotional meetings and after-school community gatherings. Teachers aligned their growth plan purposefully with the School Education Plan and Teaching Quality Standard. They worked collaboratively in planning, instruction, and assessment.
5. **Mindfulness and Wellness:** During the 10 long weeks of remote learning, the school focused on mindfulness practice and monitored children's wellness through daily virtual interaction and monthly surveys. Everyone began their day with morning assembly and physical exercises through zoom. Teachers and teaching assistants prepared for multi-levelled small group zoom learning sessions. There were regular fun and interactive pastoral care sessions. Parents monitored their children's wellness and completed monthly surveys. In the optional comment section, parents expressed their appreciation of our teachers' professionalism.
6. **30th Anniversary:** Established in 1992, CAPCL celebrated its 30th anniversary during the academic year of 2021-2022. Many stakeholders gathered for a group photo showcasing "30" on November 30, 2021. Many children, teachers, and parents submitted comic stripes on the theme of Be an Example, and the School published the 30th Anniversary Christ Ambassador Comic Book.

7. **Facility Improvement:** The school community raised funds to install partitions at the Covered Play Space so that the area can be air-conditioned for recess and other activities during summer days. In addition to the *Heavenly Studio*<sup>3</sup>, *CloudWork*<sup>4</sup>, *Treehouse Library*, *Dreamland*<sup>5</sup> and *Christ Ambassadors Makerspace*, the school has renovated one more multi-purpose room, which our staff have proposed, voted, and named the *Joyful Corner*.

## (V) Areas for Growth

1. **Curriculum Implementation:** Teachers will form different working groups to further strengthen and prepare for the new Alberta curriculum implementation (e.g., English Language Arts and Mathematics). Purposeful and intentional work will be done in cross-curricular STREAM<sup>6</sup> education. The goal is to develop learners' creative thinking, critical thinking, collaborating, and communicating skills<sup>7</sup>.
2. **Literacy and Numeracy Screening Assessment and Student Learning Assessment:** Teachers will make good use of these diagnostic tools to identify learners' needs and provide appropriate interventions and scaffolding.
3. **Learning Support:** Teachers work closely with the Learning Support Team to provide differentiated instructions and various push-in and pull-out supports. They create IEPs for learners with identified needs and track their progress together. Home-School collaboration and external professional support (if needed) are essential to establish unified goals and consistent implementation of strategies.
4. **Professional Development:** CAPCL has set aside funds for staff's professional development. There are Professional Learning and Planning Days throughout the school year. Teachers welcome ideas and support from Learning Support Team and desire to equip themselves for differentiated instruction.
5. **Community Outreach and Excursions:** Teachers will seek more opportunities for outdoor learning experiences. They draw children's awareness of their community's needs and take action to contribute back to their community. For example, distributing moon cakes and masks to the elderly living in our neighbourhood and packing Christmas gifts for underprivileged children in Hong Kong and nearby regions. The School has begun to establish relationships with different non-government organizations for service opportunities.
6. **Preparation for Secondary School:** CAPCL will have its first graduating class in the 2023-2024 academic year. Our school counsellor has worked closely with G5 students and their families and planned together. There have been and will be more information sessions from several secondary international schools. The School and its affiliated church will provide learners with year-long learning and pastoral opportunities to prepare for this upcoming transition.
7. **Voice, Participation, and Ownership:** Stakeholders have chances to share their feedback and suggestion through surveys and focus group discussions. Teachers design age-appropriated student surveys so children can reflect and learn to monitor their well-being. Teachers have opportunities

<sup>3</sup> Music and Movement Multi-purposes Room

<sup>4</sup> Visual Art Room

<sup>5</sup> Learning Support Resource Room

<sup>6</sup> STREAM stands for Science, Technology, Reading & Research, Art, and Mathematics

<sup>7</sup> There are the 4Cs of the 21st century learning skills.

to share and learn from one another during Professional Learning and Planning Day. Staff pay close attention to the well-being of our children, from nutritional diet to daily physical activities.

8. **Consolidation:** It is the third year of school operation after the major renovation. Stakeholders are keen to consolidate further the implementation of the School's vision and mission. Here are some examples.

- Christian Education and Character Development: start with Why and move on to How and What. Encourage children to reach out and serve their in-school and out-of-school community
- Christian Education and Character Development: teachers meet monthly for book study and discuss ways to integrate their faith into teaching and learning
- Alberta Curriculum with Bilingual Instructional Model: PD training on curriculum design and pedagogy, peer lesson observation, etc.



*Stream Project*



*Learning Support*



*Mooncake Distribution*

## (VI) Stakeholder Engagement

The Annual Education Results Report AERR (2021-2022) 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 (PSG)
4. Discussion meeting with an administrative subcommittee of the School Board
5. Presentation, clarification, and final approval of the AERR (2021-2022) by the School Board
6. The AERR (2021-2022) is shared with various stakeholders of the school community through the school intranet

---- End of Report ----