



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

Education Plan for 2023/2024

Accountability Statement for the Education Plan

The Education Plan for Christian Alliance P.C. Lau Memorial International School (CAPCL), commencing August 22, 2023, was prepared under the direction of the Board in accordance with the responsibilities under the *Education Act* and Handbook for Accredited International Schools. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the 2023/23 Education Plan for 2023/2024 on May 18, 2023.

Howard Chan, School Supervisor



Outcome 1: Nurture joyful and helpful, confident and competent, responsible and self-motivated citizens through Christian education and character development

Outcome 2: Implement Alberta Curriculum using the bilingual instructional model

Foundation Statements

Vision

To equip **faithful and fruitful** disciples who will grow in wisdom and stature, in favor with God and men, and thereby extending God's kingdom.

Mission

To develop Christ-like **servant leaders who set examples** in speech and behaviour, in love, faith, and purity.

Values

To nurture a Christ-centered, learners-focused, and others-oriented community in which learning and teaching are **relational, relevant, and rigorous**.

School Profile

Founded in 1992, Christian Alliance P.C. Lau Memorial International School (CAPCL) is the first international school set up by the Kowloon Tong Church of the Chinese Christian and Missionary Alliance (KTAC), which oversees two international and fifteen local schools in Hong Kong. Our collective school verse is "The fear of the Lord is the beginning of wisdom, and the knowledge of the Holy One is understanding" (Proverb 9:10). At CAPCL, everyone is encouraged to know, love, and serve God in their life journey.

CAPCL closed down for a large-scale renovation between July 2017 and July 2020. It reopened its doors to provide quality Christian Education for elementary students using the Alberta Programs of Study in August 2020. CAPCL is an Alberta Accredited International School and aims to offer Preparatory to Grade 6 classes by the 2023-2024 academic year.



Student Enrolment by Grade

Year	Grade	Prep	1	2	3	4	5	6	Total
2020-2021	Actual	77	40	22	10	--	--	--	149
2021-2022	Actual	48	74	43	28	21	--	--	214
2022-2023	Actual	36	56	64	40	34	23	--	253
2023-2024	Projected	35	36	60	60	40	36	23	290

Projected Development of Student Enrolment by Grade

- 2020-2021 — Preparatory to G3
- 2021-2022 — Preparatory to G4
- 2022-2023 — Preparatory to G5
- 2023-2024 — Preparatory to G6 (The first graduating class of CAPCL after re-opening)

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CAPCL Education Plan (2022/2023—2024/2025) is created in light of the latest results from provincial and local measures. The two overarching outcomes are to:

1. Nurture joyful and helpful, confident and competent, responsible and self-motivated citizens through Christian education and character development
2. Implement Alberta Curriculum using the bilingual instructional model.

The performance measures and strategic priorities are refined annually with feedback and input from stakeholders.

At the end of the 2023-2024 academic year, CAPCL will have the first graduating class of learners. They are ready for the next stage of their learning in Grade 7 and onward. With a solid moral compass, they value Christian principles and apply their knowledge and skills to serve others. They are fluent in English and Chinese and agree that learning at CAPCL is relational, relevant, and rigorous.

Throughout these years, CAPCL learners are encouraged to be Christ ambassadors who are characterized by the belt of **truth**, the breastplate of **righteousness**, the helmet of **salvation**, the shield of **faith**, the sword of the spirit, which is the **word** of God, and shoes fitted with the **gospel of peace**. With these attributes, they fulfill the school's motto: Be an example in speech and behaviour, in faith, love, and purity.



Outcome 1: Nurture Joyful and Helpful, Confident and Competent, Responsible and Self-motivated Citizens through Christian Education and Character Development

- 1.1: Integrating biblical principles and values into learning and teaching experiences in the school
- 1.2: Students modelling the characteristics of Christ ambassadors and active citizens

Key Words:

- Attributes: joyful, helpful, confident, competent, responsible, self-motivated
- Means: Christian education, moral intelligence, character development, community service

Performance Measures

1. **Report Cards** - In a longitudinal study, many children demonstrate continuous growth in their personal development and learning skills.
 - a. Interpersonal Skills: shows concern for others
 - b. Responsible Behavior: look after self, belongings and school resources
 - c. Self-Control: exhibits self-discipline
 - d. Independence: take responsibility for learning

	21-22 (G2, Q2)	22-23 (G3, Q2)	23-24 (G4, Q2)
Always	76%	80%	> 80%

Sometimes	24%	20%	< 20%
Rarely	0%	0%	0 %

2. **Learning Support** - 90% of identified students with various levels of learning needs are given specific support.
3. **Children Wellness Survey** - Teachers conduct grade-level appropriate wellness surveys twice a year and use the data for lesson planning.
4. **School-wide Growth Mindset Initiative** - Teachers modify a growth mindset survey template and measure students' and teachers' mindsets twice a year.
5. **Bible Memory Verses Challenge** - Over 70% of students take the initiative to recite different memory verses.
6. **G6 graduation** - Many G6 graduates go to their first or second choice of secondary school.
7. **Post-event Survey** - Over 80% satisfaction (for enjoyment) and 80% agreement (for understanding) from various stakeholders that the school events are purposeful in developing the attributes of joyful and helpful, competent and confident, responsible and self-motivated.
8. **Professional Development** - Over 30% of faculty staff (i.e., teachers and TAs) take the initiative for professional development (with or without PD sponsorship by the School) for this outcome.

	With sponsorship		With or without sponsorship
	2021-2022	2022-2023	2023-2024
PD	29%	42%	>30%

9. **Professional Learning Community** - Teachers and TAs meet regularly to develop their professionalism and Christian faith through book study and Bible study.
10. **Parental Participation in the School Community** - Over 100 parents sign up to support various school activities (e.g. Mommy's Group, Daddy's Group, Parent Job Share, CNY fair, Joyful Carnival, Book Club) or other services (e.g. Library volunteering, Flag-selling).
11. **Participation in Community Service** - Over 100 students participate in various community service opportunities (e.g. CACC church service, elderly day care center, flag sale, beach cleaning, etc.).
12. **Participation in Extracurricular Activities** - Over 100 students participate in various ECA classes offered at the school. Over 30 students participate and receive recognition in various ECA outside the school and share their achievements with the school.

Strategies:

- Ensure all stakeholders are aware of and committed to the Individual Education Plan (IEP) strategies and goals for students with learning needs—critical for effective implementation of these support strategies
- Create a positive and supportive learning environment in class—the greatest impact on the academic and social outcomes of children with or without learning needs
- Send home to students praise postcards as a form of motivation and encouragement
- Encourage students to become more independent regarding their own studies
- Review and improve on ways to better use of pastoral time at the end of each instructional day

- Encourage students to share about what's the highlight of their day and what they want to do better during pastoral time (10-minute reflection time before school dismissal)
- Promote growth mindset, social-emotional learning by having regular sharing by students, guided by the Learning Support team, homeroom teachers, and teaching assistants
- Encourage cross-grade interaction (e.g. Reading Buddies - support from higher grade to lower grade)
- Provide opportunities for more community learning (e.g., experiences outside of school or different guests to the school)
- Arrange student community services with agencies such as Christian Action, Changing Young Lives Foundation, HandsOn Hong Kong, Hong Kong Dog Rescue, ImpactHK, Society for the Prevention of Cruelty to Animals (SPCA), The Child Development Centre (CDCHK)
- Provide opportunities for students with various school community helping roles (e.g. student librarian, PE equipment organizer and lunch leader etc.)
- Encourage a growth mindset through the study of biblical characters and models
- Practice Christian values in daily life and on special occasions
- Incorporate biblical values and concepts into various subjects (multidisciplinary learning)
- Let students share and participate in worship song leading, storytelling, scripture reading and recitation during chapel
- Invite parents
 - to talk about their occupations in the community helpers theme and G5-6 Career Talks
 - to read books for students in class during Reading Weeks
 - to participate in and support different school events
- Provide pastoral care self-management program and interview skills training for G5 and 6 students for secondary school transition
- Celebrate elementary school completion with a G6 graduation ceremony and luncheon
- Prepare strategic, meaningful, and engaging professional learning and planning days with sufficient time for teachers and teaching assistants to collaborate, prepare, and review their work (with the incorporation of their ideas and preference)



Outcome 1: Nurture joyful and helpful, confident and competent, responsible and self-motivated citizens through Christian education and character development

Outcome 2: Implement Alberta Curriculum using the bilingual instructional model

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2.1: Implementing the *Alberta Programs of Study* (especially focus on English Language Arts, Mathematics, and Science) through effective planning, instruction, and assessment practices to meet the learning needs of every student

2.2: Cultivating language literacy through the *English-Chinese Bilingual Model*

Key Words:

- New curriculum focus: English Language Arts (ELA), Mathematics, and Science
- Localize focus: STREAM
 - Science
 - Technology
 - Reading & Research
 - Art & Aesthetic
 - Engineering
 - Mathematics
- Bilingual Instruction

Performance Measures

13. **Report Cards** - Most students master the new learning outcomes of English Language Arts (ELA), mathematics, and Science with the rating of working within grade expectation (WW) or working above grade expectation (WA).

	21-22	22-23	23-24
ELA (WA or WW)	70%	80%	>75%
Math (WA or WW)	77%	95%	>80%
Sci (WA or WW)	NA	NA	>70%

14. **Language Fluency** - Over 70% of students read at the grade-level fluency based on the Fountas and Pinnell Benchmark Assessment System (F&P). Over 90% of students have improved their reading level by the end of the academic year.

	2021-2022	2022-2023	2023-2024
Reading at or above grade-level fluency	43%	62%	> 70%
Made improvement	55%	90%	> 90%

15. **Standardized Testing**

- a. **Student Learning Assessments (SLA):** Many G3 students meet or exceed the G2 literacy and numeracy outcomes at the start of G3 and the G3 literacy and numeracy outcomes at the end of G3.

	2021-2022			2022-2023			2023-2024		
	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math
Start of G3	50%	50%	93%	85%	85%	75%	>85%	>85%	>80%
End of G3	79%	79%	95%	NA	NA	NA	>85%	>85%	>80%

- b. Canadian Achievement Test (CAT): Administer CAT to measure G5 students' reading and writing competency compared to G5 native Canadian students in Canada and develop a threshold.
 - c. Provincial Achievement Tests (PAT6): Administer PAT 6 (ELA, Math, Science, and Social Studies) and develop threshold.
16. **Resources** - budget & procure adequate learning materials for teachers and students (such as database, ELA, Math, Science and STREAM materials)
17. **Post-event Survey** - Over 80% satisfaction (for enjoyment) and 80% agreement (for understanding) from various stakeholders that the school events are purposeful in developing ELA, Math, Science and STREAM outcomes (e.g., Reading Weeks, STREAM Fair, Earth Day, Math Fun Day, etc.)
18. **Professional Development** - Over 35% of faculty staff (i.e., teachers and TAs) take the initiative for professional development (with or without PD sponsorship by the School) to meet this outcome

	With school sponsorship		With/Without school sponsorship
	2021-2022	2022-2023	2023-2024
PD	29%	30%	>35%

19. **Participation in Summer Literacy Program** - Many students participate in the summer literacy program at school (e.g. 1st and 2nd week of July).

	2020-2021	2021-2022	2022-2023
Summer Literacy Program (1st Week)	91	120	>100
Summer Literacy Program (2nd Week)	91	120	> 90
Total Student Population	149	214	253

20. **Participation in Summer Literacy Program** - Over 50 students participate in the summer reading program organized by the Treehouse Library of the school.

Strategies:

- Implement different reward systems to encourage regular reading habits
- Enforce the no-Cantonese policy
- Plan for more field trips and outings to enhance learning engagement and curriculum implementation
- Have learning opportunities for teachers and students with specialized workshops/residencies in the areas of music, dance, art, drama and PE
- Cultivate workshops and fun activities for students relating to the event days that are meaningful and intentional (STREAM Fair, Math Fun DAY, Reading Weeks)
- Showcase and celebrate students' school work (e.g. Science projects, ELA writing)
- Employ a *Differentiation Checklist* as part of assessment planning
- Set up the classroom and school-wide display with bilingual posters and artwork
- Search for and employ more bilingual teaching resources
- Implement the co-homeroom systems with English and Chinese homeroom teachers
- Provide tools (by Learning Support Team) for teaching assistants to support the learning needs of students in their classes

- Ensure realistic and continued support for those students who are under the desired level for reading fluency (e.g. F&P results, report card grades)
- Continue area-specific (e.g., STREAM, Math, ELA, Bible) working groups to support student's learning and curriculum development
- Prepare strategic, meaningful, and engaging professional learning and planning days with sufficient time for teachers and teaching assistants to collaborate, prepare, and review their work (with the incorporation of their ideas and preference)



Parental Survey¹

Percentage of stakeholders who agree that students are engaged in their learning at school

Percentage of stakeholders who agree that students feel like they belong and are supported to be successful in their learning

% of Agreement	20-21	21-22	22-23 Apr 20	23-26
Your child finds school work interesting.	99%	97%	99%	>90%
Your child understands what he or she is expected to learn at school.	94%	95%	98%	>90%
Your child is learning what he or she needs to know	NA	NA	99%	>90%
Your child is encouraged at school to try his or her best	99%	99%	100%	>90%
Your child is encouraged at school to be involved in activities that help the community	NA	NA	99%	>90%

¹ School-Based Parent Survey Result

- 2020-2021 academic year, 77/138 families, 56% participation rate
- 2021-2022 academic year, 161/195 families, 82.5% participation rate
- 2022-2023 academic year, 204/226 families, 90.3% participation rate (225/253 replies)

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Percentage of stakeholders who are satisfied that school provides a safe, caring, and healthy learning environment

% of Agreement	20-21	21-22	22-23	23-26
Your child's school is a welcoming place to be.	100%	100%	100%	>90%
Your child is safe at school.	99%	100%	99%	>90%
Teachers care about your child.	100%	100%	98%	>90%
When your child needs it, teachers at school are available to help them	NA	NA	99%	>90%
Your child is treated fairly by adults at school.	100%	100%	100%	>90%

Percentage of stakeholders who are satisfied with the opportunities of students to receive a solid grounding in core subjects

Percentage of stakeholders who are satisfied with the quality of education

% of Agreement or Satisfaction	20-21	21-22	22-23	23-26
The literacy skills your child is learning at school are useful	99%	98%	100%	>90%
The numeracy skills your child is learning at school are useful.	99%	97%	100%	>90%
Satisfaction with the quality of curriculum — Canadian Alberta Education's Bilingual Program — your child is receiving at school.	99%	98%	98%	>90%
Satisfaction with the quality of teaching at school	100%	100%	98%	>90%

Percentage of stakeholders who are satisfied with their opportunity to be involved in decisions about their child's overall education

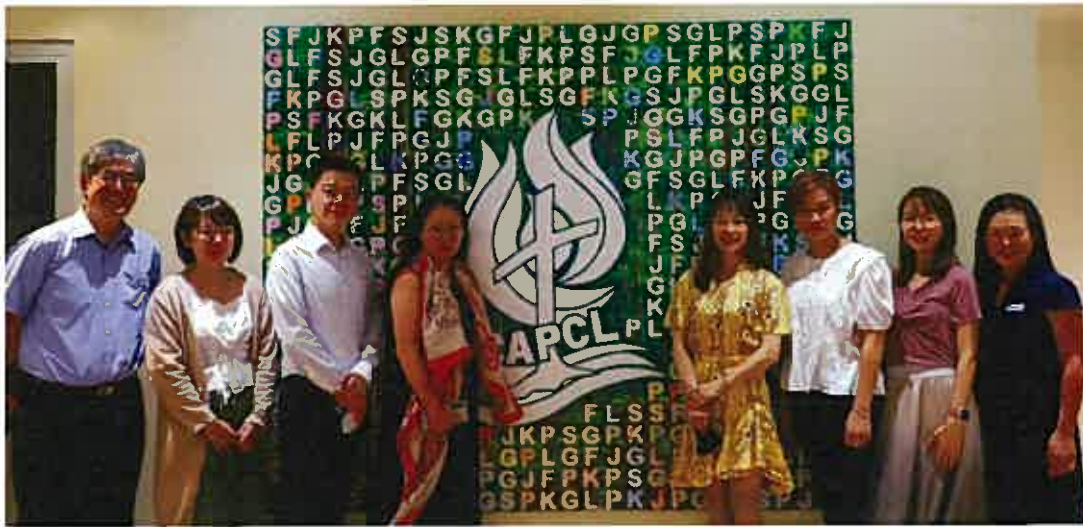
% of Agreement or Satisfaction	20-21	21-22	22-23	23-26
With the opportunity to be involved in decisions about your child's overall education	NA	NA	100%	>90%

Stakeholder Engagement

The Education Plan is prepared through the following steps.

1. Voice, Participation, and Ownership: Clarification of school goals and development of strategies for reaching the desired end goal of the Education Plan from teachers and teaching assistants through working groups
2. Collection of views from parent survey and data analysis
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 Education Plan by the School Board

The School has established the Parent Support Group (PSG) during the 2020-2021 academic year. Current PSG consists of parent representatives from Preparatory to Grade 5, the Chaplain and the Head of School. PSG has met several times each year to discuss school affairs. PSG supports the implementation of strategies as outlined in the Education Plan.



The Education Plan is shared with various stakeholders of the school community through the school intranet. Teachers will develop their annual Teacher Growth Plan based on the Education Plan and the Teaching Quality Standard. Teachers and teaching assistants will regularly review the Education Plan during Professional Learning and Planning Days. There will be regular surveys and interviews with stakeholders to engage their feedback.

Appendix

Outcome 1 fulfills the key elements of

- **Domain One: Student Growth and Achievement** refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests, and aspirations. Some of the key elements are:
 - Students are active, healthy and well.
 - Students apply knowledge, understanding and skills in real life context and situations.
 - Students demonstrate understanding and respect for the uniqueness of all learners.
- **Domain Three: Learning Support** refers to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimum learning for all. Key elements are:
 - Learning environments are welcoming, caring, respectful and safe.
 - Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all.
 - Education partners fulfill their respective roles with a shared understanding of an inclusive education system.
 - Students and their families work in collaboration with education partners to support learning.

Outcome 2 fulfills the key elements of

- **Domain One: Student Growth and Achievement** refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests, and aspirations. The remaining key elements are:
 - Students use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set new learning goals.
 - Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.

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- **Domain Two: Teaching and Leading** refers to teachers and leaders analyzing the learning context: attending to local and societal considerations; and applying appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all. Key Elements are:
 - Teachers and leaders respond with skill and competence to the unique learning needs, interests and cultural social and economic circumstances of all.
 - Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision and evaluation.
 - On-going professional learning programs prepare teachers and leaders to meet the standards for professional practice.
 - Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based continuous learning.
- **Domain Four: Governance** refers to the processes by which policy leaders attend to local and societal context; determine strategic direction; evaluate policy implementation; and manage fiscal resources to ensure learning supports, quality teaching and leading and optimum learning for all. Key elements are:
 - Governors (or School leaders) engage students and their families, staff and community members in the creation and ongoing implementation of a shared vision for student success.
 - Fiscal resources are allocated and managed in the interests of ensuring student success, in alignment with system goals and priorities and in accordance with all statutory, regulatory and disclosure requirements.
 - Curriculum is relevant, clearly articulated and designed for implementation within local contexts.
- **Domain Five: Local and Societal Context** refers to the engagement practices of schools and communities, with support from the broader system, in identifying and responding to the learning needs, interests, aspirations and diverse cultural, social and economic circumstances of all students. Key element is:
 - Education partners anticipate local and societal needs and circumstances and respond with flexibility and understanding.

----- End of Report -----

