



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 2022/2023

Accountability Statement for the Annual Education Results Report

The Annual Education Results Report for Christian Alliance P.C. Lau Memorial International School (CAPCL) for the 2022/2023 school year was prepared under the direction of our school board, the Registered Management Committee (RMC) in accordance with the responsibilities under the Education Act and the Handbook for Alberta Accredited International Schools. The RMC 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 2022/2023 was approved by the RMC on November 27, 2023.

Howard CHAN, School Supervisor



Pink Shirt Day

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First Week of School



International Day



Family Outing



Remembrance Day

(I) Local and Societal Context

The Annual Education Results Report (AERR) reflects CAPCL's third year of operation after a 3-year closure¹. Founded in 1992, CAPCL is the first international school set up by the Kowloon Tong Church of the Chinese and Missionary Alliance². Despite the decline in overall student population at elementary schools in Hong Kong, CAPCL had an 18%³ increase in enrollment from the 21/22 to 22/23 academic year, resulting in approximately 255 Preparatory to Grade 5 students.

Hooray! It was the first year since the school's reopening that students could attend whole-day face-to-face classes every day. Our community paid close attention to children's wellness during and after the epidemic lockdown. Teachers conducted wellness surveys with parents and students regularly and used these data to adjust their pace and content. Teachers and teaching assistants used the daily pastoral time to resolve conflicts among children, discussed welcoming behaviour during recess, and provided guidance, counselling, and additional academic support.

In addition to daily engaging classes, we had so much fun with co-curricular activities, excursions, and large-scale community-building events such as Chapels, Family Outing, International Day, grade-level picnics, school-wide Ocean Park field trip, Christmas Worship, Chinese New Year Fun Fair, and Easter Carnival & Open House. We also expanded the extra-curricular activities (ECA) options and lengthened the season so that more students could join our ECA program after regular school dismissal. Some upper primary students presented a self-initiated basketball club proposal to the school, and we began our promotion, selection and training in the second semester.



Christmas Worship



Chinese New Year Fun Fair



Easter Carnival & Open House

CAPCL students reached out to our wider community and served at a local elderly day care center, distributing masks and cookies and carolling. They supported several charity organizations in Hong Kong by selling flags on Saturdays. As selective members of our choir, some children shared worship songs during Sunday services at the Christian Alliance College Church, housed in the same building as CAPCL.

In our Professional Learning Community, teachers and teaching assistants read and discussed *Teaching to Change Lives* by Dr. Howard Hendricks. Teachers in different curriculum working groups were eager to contribute their talents and shared with others during Professional Learning and Planning Days. There were also two leadership retreats to explore and examine Biblical leadership among our leaders.

¹ From July 2017 through August 2020

² School Authority and School Sponsoring Body

³ 21/22 - 214 students 22/23 - 253 students (data from CAPCL Education Plan for 2023/24)

Lastly, providing suitable and good-quality high school options for our upcoming G6 graduates is vital to our students, their families, and our entire community. CAPCL entered into a collaboration agreement with Christian Alliance International School (CAIS). As part of the collaboration, our G6 graduates would be given early-bird admission privileges. Furthermore, CAPCL proactively connected with five other international secondary or through-train schools. Overall, the school community had grown larger, our programs broader, our stakeholder support stronger, our bonding closer, and our spirits higher in the academic year of 2022-2023. To Him be honour and glory! Praise the Lord for His abundant grace, protection, and guidance.



ECA Program



Christmas Cookies distribution



Collaboration with CAIS

(II) Spring 2023 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	93.7	94.1	94.1	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	97.4	97.1	97.1	80.3	81.4	82.3	Very High	Maintained	Excellent
Teaching & Leading	Education Quality	97.8	98.1	98.1	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	98.3	97.4	97.4	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	97.4	94.1	94.1	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	97.5	98.9	98.9	79.1	78.8	80.3	Very High	Maintained	Excellent

(III) Commentary on Results (Participation in the 2023 survey: 24 teachers, 57 students, and 225 parents)

Student Growth and Achievement

Overall, results from **Student Learning Engagement** (93.7%) were high. Teachers (97.2%) and students (90.3%) agreed that students were engaged in their learning at school. Parents (99%) agreed that their children found schoolwork interesting. Among G4-6 students, 94% of them liked learning language arts, and 84% of them liked learning math. The School will continue to promote math learning through various curricular, co-curricular, and extra-curricular activities such as Math Fun Day and STREAM Fair.

Results from **Citizenship** (97.4%) were high. Teachers (97.5%) and students (97.3%) were satisfied that students modelled the characteristics of active citizenship. 99% of parents agreed that their children were encouraged at school to be involved in activities that helped the community. 96% of teachers agreed that students followed the rules, helped each other when they could and respected each other. Many students concurred with the teachers' opinions. They agreed that students followed the rules (95%), helped each other when they could (98%) and respected each other (96%). Most importantly, 100% of students agreed that they were encouraged to try their best in the 2022 and 2023 surveys, and 100 % of parents had the same agreement in the 2023 survey.

Teaching and Leading

Results from **Education Quality** (97.8%) were high. 96% of teachers agreed that students were learning what they needed to know and they clearly understood what they were expected to learn at school. 100% of students agreed that their teachers were good in the 2022 and 2023 surveys. 100% of students agreed that CAPCL was good. 98% of parents were satisfied with the quality of Alberta curriculum and teaching at CAPCL. 100% of parents agreed that the literacy and numeracy skills their children were learning at the school were useful.



Picnic Week



Math Fun Day



STREAM Fair

Learning Supports

Teachers (98.2%), students (98.4), and parents (100%) agreed that their learning environments were **Welcoming, Caring, Respectful and Safe Learning Environments**. Children were safe at the school. They were treated fairly by adults at the school. Students treated each other well, and teachers cared about their students. Most importantly, 100% of students felt like they belonged in the 2022 and 2023 surveys, and 100% of them felt welcome at school in the 2023 survey. The school will continue to emphasize moral intelligence in developing various habits such as empathy, conscience, self-control, kindness, respect, tolerance, and fairness.

Furthermore, results about **Access to Support and Services** (97.4%) were high. 98.2% of students and 96.6% of teachers agreed that students had access to the appropriate support and services at school. Many students (98%) agreed that (1) they could get help at school with problems that were not about their school work, (2) it was easy to get help with school work if they needed it, and teachers were available to help them. Upper primary students commonly used Google Classroom to communicate with classmates and teachers. Teachers also spent time checking on students' wellness during pastoral time daily. Only 92% of teachers agreed that support and services that helped students be successful in their learning were available in a timely manner. In the coming year, teaching assistants will focus on providing push-in support for tier 1 and 2 learning needs students in their inclusive learning environments. We strive to support as many students as our resources are available.

Governance

Results from **Parental Involvement** (97.5%) were high. 97.5% of teachers and 100% of parents were satisfied with parental involvement in decisions about their child's education. Parental inputs were highly valued. Members of the Parent Support Group met bimonthly with the Head of School. The meeting agenda included school goals, an event calendar, and feedback from various major school events. They actively participated in the tendering process of the school buses, uniform, catering provider and class photo services. 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 such as Back to School Night, Family Outing, Chinese New Year Fun Fair, and Easter Carnival and Open House. Furthermore, two Parent Forums are conducted yearly to discuss annual tuition fees, school initiatives and fundraising plans.



Closing Assembly



Graduation

(IV) Causes for Celebration

1. **Student Learning Engagement:** Many students across different grades met learning outcomes and expectations (e.g. working within and working above the expectations). Students in Grades 2 and 3 had good standardized assessments.

E.g. 1: Many G3 students met or exceeded the G2 literacy and numeracy outcomes at the start of G3 and the G3 literacy and numeracy outcomes at the end of G3.

	2022-2023		
	Writing	Reading	Math
Start of G3	85%	85%	75%
End of G3	92.6%	92.6%	85%

E.g. 2: Many G2 and G3 students met or exceeded the literacy and numeracy screening assessment at the start of their academic year.

	Literacy	Numeracy
G2	95%	NA
G3	92%	88%

2. **Language Fluency** - The School used the Fountas and Pinnell Benchmark System (F&P) to measure the literacy development of our learners. For the 2022-2023 academic year, 81% of our learners read at and above their grade level fluency, and 91% of our learners made improvements in their language fluency.
3. **Together Everybody Achieves More (TEAM):** Teachers worked collaboratively in planning the new Alberta curriculum implementation. They served in different working groups to ensure curriculum alignment across grade levels. They shared their findings and ideas during Professional Planning and Learning Days. Learning support teachers help teachers apply differentiated strategies in a mixed-ability learning environment.
4. **Wellness and Care:** Teachers and teaching assistants were intentional in building a safe and welcoming school-wide learning community. They leveraged recess, pastoral time, and dismissal time to address students' social, emotional, and academic needs. Teachers communicated with parents proactively.
5. **STREAM Education:** The goal of STREAM Education was to develop learners' creative thinking, critical thinking, collaborating, and communicating skills⁴ through cross-curricular project-based interactive learning approaches. Teachers planned and guided children in completing different STREAM projects. The STREAM Fair was a great success, with active participation from parents.
6. **Facility Improvement:** The school community raised funds to enhance our STREAM⁵ education by renovating the Work of Wonder (WOW) STREAM Workshop.
7. **Parental Involvement:** Many parents volunteered in school activities such as G5 Career Talk, Treehouse Library Book Preparation, Chinese New Year Fair, Ocean Park Field Trip and Joyful Carnival.
8. **High School Preparation:** Many G5 students and parents attended several secondary international school information sessions organized by the school. Our school counsellor worked closely with G5 students and their families and planned together. The School and its affiliated church provided learners with year-long learning and pastoral opportunities to prepare for their upcoming transition. G5 students began their preparation and planning for their high school journey.
9. **Connecting with other Alberta Teachers:** Four teachers joined the Alberta eExchange Program.

(V) Areas for Growth

1. **Co-Homeroom Teachers:** It is a new initiative in which two homeroom teachers share the responsibilities of caring for their students in a class. It aims to provide greater care for students in class and better support for their parents in the school community.
2. **Curriculum Coordination and Leadership:** Two newly appointed coordinators help further develop the school's literacy program and STREAM education.
3. **Literacy and Numeracy Screening Assessment:** Teachers use these diagnostic tools to identify learners' needs and provide appropriate interventions and scaffolding.
4. **Learning Support:** Teachers and teaching assistants work closely with the Learning Support Team to provide differentiated instructions and various push-in and pull-out supports. Teaching assistants focus on supporting tier 1 and 2 learning needs students in classes, and the Learning Support Team

⁴ There are the 4Cs of the 21st century learning skills.

⁵ STREAM stands for Science, Technology, Reading & Research, Art, and Mathematics

5. provides professional guidance and resources for teaching assistants. Teachers create Individual Education Plans 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 strategies.
6. **Professional Development:** Teachers are encouraged to join the Alberta eExchange Program. The school aims to develop more connections with other Alberta schools. When available and if applicable, we provide professional learning opportunities in specialty subject areas and more preparation time, especially at the end of the school year, for closure and further planning.
7. **Community Building:** Staff have community gatherings regularly on Friday after school dismissal. Upper and lower elementary classes have community time, meeting for purposeful activities throughout the year to enhance bonding among children.
8. **Growth Mindset:** Through book study, teachers and teaching assistants have a better understanding of growth and fixed mindsets. Teachers use The Big Life Journal as a resource to prepare growth mindset learning moments with children.
9. **Teams and Clubs:** There are new initiatives such as parent-initiated swimming team, student-initiated basketball team, teacher-initiated soccer club, and church-initiated track and field team.
10. **PAT 6 and High School Preparation:** The school will administer the first PAT 6 assessments after reopening. The G6 teaching team and students will prepare for these provincial assessments along with high school preparation. We are thrilled to have a graduation overnight camp, graduation ceremony and luncheon.

(VI) Stakeholder Engagement

The Annual Education Results Report AERR (2022-2023) 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 RMC
5. Presentation, clarification, and final approval of the AERR (2022-2023) by the RMC
6. The AERR (2022-2023) is shared with various stakeholders of the school community through the school intranet

---- End of Report ----