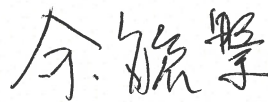


Annual Education Results Report for 2024/2025

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 2024/2025 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 2024/2025 was approved by the RMC on November 11, 2025.



David YU, School Supervisor



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*Summer Program:
CAPCL x University of Alberta*



*Community Service Opportunity:
Christmas Cookies Distribution at a local elderly center*



Canadian Thanksgiving Celebrations



Canadian Commemoration Ceremony

(I) Local and Societal Context

Hong Kong is currently experiencing a gradual economic recovery, accompanied by significant changes in business structures that are reshaping the workforce landscape. Additionally, the ongoing low birth rate has led to a decrease in the number of school-age children, placing pressure on school enrollment figures, particularly in fee-paying private schools. Despite these challenges, it is encouraging to see a steady growth in the student population.

At CAPCL, we believe that everyone is wonderfully and fearfully made, each possessing unique talents and strengths. We take pride in serving a diverse range of learners, supported by our dedicated Learning Support Team. Our teachers and Teaching Assistants (TAs) are committed to equipping themselves with effective strategies that foster an inclusive learning environment. We strive to provide differentiated instruction and assessments tailored to individual needs, while also collaborating closely with parents and external service agencies. To ensure a cohesive framework for behaviour and expectations, we have developed a Biblical Disciplinary Plan that consists of three tiers. This plan aligns students, teachers, TAs, and parents in understanding their roles in creating a safe, caring, and inclusive learning community. When necessary, our Disciplinary Committee evaluates appropriate consequences, particularly for students with identified needs, reinforcing our commitment to character development and responsible behaviour.

Additionally, we are pleased to welcome students from the mainland, providing them with English Language Learning Support in small groups during school hours, as well as offering extracurricular classes. This initiative aims to enhance their language acquisition and integration into the school community, fostering a richer educational experience for all.

We continue to develop in three key areas: wellness, literacy, and STREAM (Science, Technology, Reading & Research, Engineering, Arts, and Mathematics). By focusing on these areas, we strive to create a holistic educational framework that promotes both academic success and personal growth, preparing our students to thrive in an ever-changing world.

(II) Spring 2025 Required Alberta Education Assurance Measures

Assurance Domain	Measure		2024	2025	2025
			CAPCL		Alberta Schools
Student Growth and Achievement	Student Learning Engagement	Student	89.2	72.2	64.4
		Teacher	100	93.1	95
	Citizenship	Student	90.3	83	72.3
		Teacher	100	93.3	90.5
Teaching & Leading	Education Quality	Student	97.2	97.4	93
		Teacher	97.8	92.3	93.9
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments	Student	92.1	85.4	78.1
		Teacher	100	91.6	92.3
	Access to Supports and Services	Student	95.4	85.3	79.7
		Teacher	96.5	81.2	86
Governance	Parental Involvement	Student	NA	NA	NA
		Teacher	90.4	85	84.3

(III) Commentary on Results (Participation in the 2025 survey: 24 teachers, 117 students, and 230 parents)

Student Learning Engagement: Over 90% of teachers and parents agree that students are engaged in their learning at school. However, there has been a decline in G4-6 students' enthusiasm for language arts and mathematics. In response, the school has developed school-based math resources aligned with the new curriculum, providing materials in both English and Chinese for Grade 4 students. For Grades 5 and 6, math instruction is delivered by English homeroom teachers to better prepare students for secondary school and provincial assessments. Teachers are encouraged to incorporate more interactive teaching strategies in their math lessons. With the increasing number of English Language Learners in G4-6, the school offers pull-out support for students from mainland China, as well as English enrichment extracurricular activities to enhance language skills. To support overall literacy development, three teacher leaders coordinate various initiatives, alongside an additional teacher dedicated to English Language Arts and Literature (ELAL) curriculum alignment. We aim to provide differentiated instruction and assessment strategies tailored to meet the diverse needs of all students.

Student Learning Engagement		2024	2025
Students at your school are learning what they need to know	teachers	100	96
	parents	96	94
The literacy skills students are learning at your school are useful	teachers	100	92
	parents	NA	99
The numeracy skills students are learning at your school are useful	teachers	100	92
	parents	NA	98
Do you like learning language arts	students	92	79
Do you like learning math	students	86	65

Citizenship: Teachers (100%), parents (100%), and students (94%) agree that students are encouraged to do their best. To enhance consistency in behavioural expectations, teachers have reached a consensus on a unified approach. This school year, we have implemented a 3-tier Biblical Disciplinary Protocol, ensuring clear communication of behavioural expectations so that teachers, TAs, parents, and students are well-informed. Additionally, visual illustrations in common areas aid in understanding and applying conflict resolution strategies, helping students navigate conflicts more effectively and fostering a positive school environment.

The school is dedicated to nurturing joyful, helpful, confident, competent, responsible, and self-motivated learners. Alongside the Christ Ambassador student leadership program, we have launched the Study Buddies program. There are many student leadership opportunities, such as house captains/ vice-captains and sports team captains. These students serve as positive role models of good citizens, making good choices and serving others both at school and in the community, living out our school motto of being an example in speech and behaviour, in love, faith and purity.

Lastly, it is important to note that nearly 10% of students selected "don't know" when asked whether most students follow the rules or respect one another. This may suggest that while students can reflect on their own experiences, they feel uncertain about evaluating the behaviours of their peers.

Citizenship		2024	2025
Students are encouraged at your school to be involved in activities that help the community	teachers	100	100
	parents	98	99
Students are encouraged at your school to try their best	teachers	100	100
	parents	NA	100
Students at your school follow the rules	teachers	100	75
Students at your school help each other when they can	teachers	100	100
Students at your school respect each other	teachers	100	92
Students at your school take responsibility for their actions	teachers	100	75
At school, do most students help each other	students	92	85
At school, do most students follow the rules	students	84	77
At school, do most students respect each other	students	88	77



Study Buddies



Christ Ambassadors packing Christmas Cookies

Education Quality: Teachers, parents, and students all express satisfaction with the quality of education at the school, reflecting a clear understanding of learning expectations. Educators regularly meet within their respective grade levels to plan and reflect on instructional and assessment strategies. We have also trialed Student-Focused Action Meetings for several students in each grade, aiming to identify individual needs, share insights on academic and social-emotional progress, and develop tailored action plans to support each student's unique learning journey. Additionally, teachers actively communicate learning outcomes, assessment rubrics, and evaluation plans to both parents and students through eClass and Google Classroom. By utilizing a diverse array of assessment tools, teachers consistently incorporate formative assessments and provide ample practice opportunities before summative evaluations. It is encouraging to note that students have confidence in their teachers and appreciate the high quality of instruction they receive.

Education Quality		2024	2025
Students at your school are learning what they need to know	teachers	100	96
	parents	96	97
Students at your school clearly understand what they are expected to learn at school	teachers	100	88
	parents	97	95
Students at your school find school work interesting	teachers	100	100
	parents	NA	98
Satisfaction with the quality of education students are receiving at your school	teachers	100	91
	parents	97	99
Satisfaction with the quality of teaching at your school	teachers	100	92
	parents	98	98
Students at your school have opportunities to demonstrate what they have learned	teachers	100	96
	parents	NA	99
The teachers are good in your school	students	96	96
You think your school is good	students	99	99

Welcoming, Caring, Respectful and Safe Learning Environments: Both teachers and parents express confidence that students feel safe at school and recognize the genuine care teachers have for their well-being. Many teachers observe that many students exhibit caring and respectful behaviours. Students, in turn, feel that their teachers are supportive and welcoming. However, it is noteworthy that nearly 10% of students selected "don't know" in response to questions about whether most students care for or respect one another. This may indicate that students are reflecting on their personal experiences and feel uncertain when it comes to assessing the behaviours of their peers.

Welcoming, Caring, Respectful and Safe Learning Environment		2024	2025
Students are safe at your school	teachers	100	79
	parents	99	98
Teachers at your school care about their students	teachers	100	100
	parents	99	100
Students at your school care about each other	teachers	100	92
Students at your school respect each other	teachers	100	92
Students treat each other well at your school	teachers	100	91
I feel like I belong	students	91	89
I feel welcome at school	students	94	90
My teachers care about me	students	98	94
I feel safe at school	students	92	85
At school, do most students care about each other	students	88	79
At school, do most students respect each other	students	88	79

Access to Support and Services: It is reassuring to know that teachers at the school are readily available to provide support when students need help. Many students also find assistance for issues unrelated to their schoolwork. We have a diverse range of learners with varying needs, and our teachers and TAs have received ongoing professional development training to support them in the classroom. TAs will continue to receive additional training in the upcoming school year, alongside regular monthly training and briefings with the Learning Support Team.

Some diverse learners participate in regular push-in and pull-out sessions, and some have Individual Education Plans (IEPs), which involve regular meetings between families and the Learning Support Teachers. Occasionally, we suspect that certain students may have additional needs, and it can take several

meetings with families before they are open to pursuing further assessments. This process can sometimes delay the support available to students.

Access to Supports and Services		2024	2025
When students need it, teachers at your school are available to help them	teachers	96	96
When I need it, teachers at my school are available to help me	students	97	91
Students can get help at your school with problems that are not related to school work	teachers	96	79
I can get help at my school with problems that are not about my school work	students	93	80
Supports and services that help students be successful in their learning are available in a timely manner	teachers	95	78
Your school's continuum of supports and services are responsive to students' needs	teachers	96	74

Parental Involvement: We are pleased to see that many parents are satisfied with their involvement in their child's learning at CAPCL. Two parent forums are held annually to discuss tuition fees, school initiatives, and fundraising plans. Additionally, parents have various opportunities to get involved, such as volunteering in the library, participating in field trips, and serving as guest speakers or mystery readers.

The Parent Support Group plays a vital role in welcoming new families and organizing activities. Members of the Parent Support Group meet with the Head of School several times each year to discuss important topics, including school goals, the annual event calendar, break schedules, and feedback from major school events. They are supportive and patient in clarifying and promoting school policies and strategies. Furthermore, they encourage other parents to engage in school activities, including Back to School Night, Family Outing, Chinese New Year Fun Fair, Easter Carnival, and Open House.

Parental Involvement		2024	2025
Satisfaction with the opportunity to be involved in decisions about my child's overall education	parents	95	99
Satisfaction with information about what my child is learning	parents	NA	97
Satisfaction with specific feedback on my child's educational progress in a timely manner	parents	NA	95
Parents or guardians are involved in decisions about their children's overall education	teachers	96	96
Parents or guardians are involved in decisions about your school	teachers	91	86
Satisfaction with the opportunities for parents or guardians to be involved in decisions about their children's overall education	teachers	91	83
Satisfaction with the opportunities for parents or guardians to be involved in decisions about your school	teachers	87	91

(IV) Causes for Celebration

1. **Provincial Achievement Tests:** The G6 students completed the Provincial Achievement Tests(PAT) for English Language Arts, Mathematics and Social Studies. Given our inclusive approach, over 70% of Grade 6 students met or exceeded the required standards.

2024-2025 PAT 6 Results	CAPCL
ELA Acceptable Standard	70%
ELA Standard of Excellence	6.70%
ELA Below Acceptable	23.30%
Math Acceptable Standard	41.94%
Math Standard of Excellence	41.94%
Math Below Acceptable	16.13%
Social Studies Acceptable Standard	70%
Social Studies Standard of Excellence	3.33%
Social Studies Below Acceptable	26.67%

2. **Longitudinal Tracking of English Language Development** - The School used the Fountas and Pinnell Benchmark System (F&P) to measure the literacy development of our learners. For the 2024-2025 school year, 72% of our learners read at and above their grade level fluency, and 93% of our learners made improvements in their language fluency.
3. **Houses** - CAPCL has launched the Houses system. Teachers discussed and came up with the house names. There are five houses: Cepheus, Alpha, Pi, Chi, and Lambda. We aim to foster a strong sense of community, promote positive relationships, and provide leadership opportunities. The Houses system also encourages healthy competition, boosts school spirit, and creates a more supportive and inclusive environment.
4. **Sports Teams:** We are continuously enhancing the quality of our swimming, track and field, basketball, and soccer teams. Our students have had opportunities to represent CAPCL in public competitions, with several improving their personal bests and a few finishing in the top 8.
5. **Teacher Leadership Development:** For the 2024-2025 school year, we had 1 Wellness Coordinator, 1 STREAM Coordinator, 3 Literacy Coordinators and 1 Chinese Team Lead. We encouraged them to enroll in programs such as the Harvard Graduate School of Education Certificate in School Management and Leadership. These online modules offer valuable insights into effective leadership practices and prepare teachers for future roles. Additionally, we organized the annual Lead Like Jesus retreat to help aspiring leaders cultivate their spiritual leadership skills. We also collaborated with AISCA to provide three online professional development sessions on the topic of supporting diverse learners for our teachers and TAs.
6. **Student Leadership Development:** Over 17 students received servant leadership training as our Christ Ambassadors, and they shared their school experiences during International School Fairs and school tours. They organized a schoolwide kindness campaign and greeted parents during monthly

chapels. They also assisted teachers during major school events such as Experience Days and Graduation Ceremonies. There were more leadership opportunities for students, such as House captains and vice captains, sports team captains and managers, study buddies, MCs of various school events, etc.

7. **CAPCL x University of Alberta Summer Program:** 16 students joined the University of Alberta Science and Engineering Summer Camp for two weeks. At the Alberta summer camp, students engaged in hands-on learning in Science and Engineering, enhancing their critical and creative thinking while enjoying trips that deepened their understanding of Canadian culture. Additionally, they developed essential independent living skills, fostering confidence and self-sufficiency through practical experiences.
8. **Facilities Improvement:** We resurfaced the Outdoor Play Space, introducing better flooring materials and a variety of new activities. Students can now enjoy two running tracks, a pickleball court, hopscotch areas, and speed ladders, creating a vibrant environment that encourages physical activity and play.
9. **Parent Engagement:** The school offered monthly Walk Together Parenting sessions where parents gather in the assembly hall to discuss various parenting topics. Additionally, we hosted book chats via Zoom during lunchtime, focusing on "The Whole-Brain Child." Many parents also participated in school chapels, coming together to worship as a community. We aim to support parents as we navigate the joys and challenges of parenting together.
10. **G6 Graduation and Secondary Options:** CAPCL had 31 graduates from Grade 6, all of whom were accepted into various secondary schools for further studies. Notably, twenty students gained admission to CAIS through the CAPCL-CAIS Early Bird Admissions Scheme. Additionally, CAPCL has established connections with 14 different international and non-local curriculum schools in Hong Kong, offering more options for our future graduates.
11. **Steady Growth of Enrollment:** We have 305 students enrolled across 15 classes. The attrition rates for the 2023-24 and 2024-25 school years are 10.6% and 7.1%, respectively. We warmly welcome students from the mainland to CAPCL and provide daily English Language Learning (ELL) support in small group settings. Additionally, there are English enrichment extracurricular activities available for our ELL learners after school.



CAPCL Soccer Team



CAPCL Swim Team



CAPCL Basketball Team



CAPCL Athletic Team



Renovation of the Outdoor Play Space: Before



Renovation of the Outdoor Play Space: After

(V) Areas for Growth

1. **ELAL Learning:** We are focused on aligning the English Language Arts and Literature (ELAL) curricular outcomes to ensure coherence and effectiveness in our teaching approach. This involves discussing and implementing a variety of teaching strategies that emphasize differentiated instruction and tailored assessments to meet the diverse needs of our students. By enhancing our instructional methods and assessment practices, we aim to improve student engagement, encouraging a deeper connection to the material and fostering a more inclusive learning environment.
2. **Mathematics Learning:** We are committed to developing new school-based math resources and materials aligned with the new math curriculum. By incorporating more interactive teaching strategies, we aim to enhance student engagement and foster greater interest in mathematics. These resources will not only support diverse learning styles but also create a more dynamic and participatory learning environment, encouraging students to actively explore and enjoy mathematical concepts.
3. **Biblical Disciplinary Plan:** The implementation of a Biblical Disciplinary Plan with three tiers represents a consistent alignment of behavioural expectations across the school community. By clearly communicating these expectations to students, parents, teachers, and teaching assistants, we create a unified approach that reinforces accountability and respect. Proper documentation of incidents ensures transparency and aids in tracking behavioural patterns. At the same time, the establishment of a Disciplinary Committee enables a fair evaluation of consequences for tier 3 misbehaviours, ensuring that responses are both appropriate and restorative. This structured plan

not only promotes a positive learning environment but also encourages personal growth and moral development among students.

4. ***Student-Focused Action Meetings:*** We aim to have Student-Focused Action Meetings five times a year for each grade level. These meetings facilitate in-depth discussions about each identified student's academic progress, social-emotional development, and specific challenges, allowing for tailored strategies and interventions. By involving teachers, TAs, and school leaders in these discussions, we create a holistic support network that empowers students in their learning journey.
5. ***Distributed Leadership:*** We have dedicated STREAM, Literacy, and Wellness coordinators, and all teachers participate in working groups focused on these key areas. By encouraging distributed leadership, we empower school leaders to take initiative and share responsibilities, which not only enhances their professional growth but also cultivates a sense of ownership and accountability across the staff. Providing the necessary support for these leaders—such as resources, training, and mentorship—ensures that they can effectively guide their teams and implement innovative strategies that benefit the entire school community, ultimately leading to improved student outcomes and a more cohesive educational experience.
6. ***Learning Support:*** Teachers and TAs collaborate closely with the Learning Support Team to deliver differentiated instruction and a range of push-in and pull-out supports tailored to meet diverse learning needs. TAs play a vital role in assisting students with tier 1 and tier 2 learning requirements within the classroom, while the Learning Support Team offers professional guidance and resources to enhance their effectiveness. Additionally, there are professional online workshops and discussions through AISCA aimed at equipping TAs with the skills necessary to support diverse learners. In partnership with the Learning Support Team, teachers develop Individual Education Plans (IEPs) for students with identified needs, collaboratively tracking their progress to ensure continuous improvement. Furthermore, strong home-school collaboration, along with external professional support when necessary, is essential for establishing unified goals and implementing consistent strategies that foster student success.
7. ***Professional Dialogue with Another Alberta School:*** The new collaboration between CAPCL and SML Christian Academy presents an exciting opportunity for teachers from both schools to engage in meaningful exchanges. This partnership allows educators to collaborate on the implementation of the new Social Studies and math curriculum, fostering a rich dialogue about best practices and innovative teaching strategies. Additionally, both schools emphasize the integration of faith into their teaching and learning processes, providing a unique context for teachers to explore how spiritual principles can enhance academic instruction.
8. ***Secondary School Pathways:*** The school is actively working to expand secondary options for our G6 graduates by forging connections with various secondary international schools in Hong Kong. This initiative aims to provide our students with a broader array of educational pathways, ensuring they have access to diverse programs that align with their interests and aspirations. Additionally, we are following up with recent graduates to gather insights into their transition experiences, which will inform our efforts to better prepare current students for secondary education.

(VI) Stakeholder Engagement

The Annual Education Results Report AERR (2024-2025) is prepared through the following steps.

1. Collection of inputs and feedback from teachers and TAs through working groups
2. Draft by the School Leadership Team
3. Presentation, clarification, and final approval of the AERR (2024-2025) by the RMC
4. The AERR (2024-2025) is shared with various stakeholders of the school community through the school intranet.



House Champion



World Book Day



Secondary Schools Fair

---- End of Report ----