



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

## Education Plan for 2026/2027

### Accountability Statement for the Education Plan

The Education Plan for Christian Alliance P.C. Lau Memorial International School (CAPCL), commencing August 24, 2026, 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 Education Plan for 2026/2027 on May 19, 2026.

David Yu, School Supervisor



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

2025-2026  
Staff



## 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"* (Proverbs 9:10). At CAPCL, everyone is encouraged to know, love, and serve God in their life journey.

In August 2020, CAPCL reopened its doors to provide quality Christian Education for elementary students using the Alberta Programs of Study. CAPCL is an Alberta-accredited international school that offers Preparatory to Grade 6 classes.

The 2026-2027 school year marks our 35th Anniversary, a milestone we will celebrate through several key events—from the publication of a bilingual Literacy Book this September to a Thanksgiving Worship Service in January. We continue our celebrations with a creative Red Packet design and the Alliance Inter-school Soccer Tournament, all held to honour God's guidance over the years.

CAPCL Education Plan (2026/2027) is created in light of the latest results from the Alberta Education Results Report (AERR) and the Bei Shan Tang Foundation Positive Education and Resilience Survey. The three overarching outcomes focus on wellness development, STREAM education, and bilingual literacy. The specific goals and strategic priorities are refined annually with feedback and input from stakeholders.

Christian Education at CAPCL is built on the framework of PERMA (Positive emotions, Engagement, Relationship, Meaning/Mattering, and Achievement). Our theme for the 2026/2027 academic year is Blessings. The scripture verse is *"God is able to bless you abundantly, so that in all things at all times, having all that you need, you will abound in every good work"* (2 Corinthians 9:8). We work together to build up our learners as Christ Ambassadors with these attributes: joyful, helpful, confident, competent, responsible, and self-motivated.



Photo taken for the 25th Anniversary



Photo taken for the 30th Anniversary



35th Anniversary Logo designed by our student

**Outcome 1: Foster wellness by supporting each student's physical health, emotional intelligence, spiritual growth, social connections and intellectual development. Through our caring, faith-based community, we want to help children build lifelong habits of wellbeing while discovering their God-given potential.**

**Specific Goals:**

1. Improve from 83% (Spring, 2025) to 88% rating in the Alberta assurance student surveys measure of Citizenship, particularly on the survey construct of students following the rules, taking responsibility for their actions, and helping each other.
2. Improve from 85% (Spring, 2025) to 90% rating in the Alberta assurance student surveys measure of Welcoming, Caring, Respectful, and Safe Learning Environment, particularly on the survey construct of students caring about each other and respecting each other.
3. Use the Bei Shan Tang Foundation Positive Education and Resilience Survey as a tool for measurement, aiming to reduce students' perceptions of stress to the same level as the norms established by the participating schools, especially G4 students.
4. Launch girls' sports teams and increase the total number of sports and ECA offerings by 5%.

**Strategies:**

Spiritual Wellness

- Update the A–Z Bible Memory Verses and encourage student scriptural memorization
- Empower students to utilize their unique talents by serving within the worship team
- Promote active participation during chapel services by encouraging students to lead scripture readings integrated with physical actions or gestures
- Conduct morning devotionals in English and Mandarin to support student growth through personal reflection
- Organize a 3-day-2-night G6 gospel camp, followed by discipleship sessions to foster deeper spiritual reflection and commitment
- Promote reflection and gratitude through the Grade 6 Graduation Exhibition to mark the culmination of the students' CAPCL journey
- Equip teachers and teaching assistants (TAs) to learn and apply the PERMA framework, fostering Christian positive education that promotes student well-being and resilience
- Utilize character strength assessments for staff and upper primary students to empower individuals to serve the school community through their distinct talents.
- Analyze Positive Education survey data to establish targeted pathways and allocate resources that cultivate student resilience and a growth mindset within the PERMA framework
- Implement a Biblical restorative disciplinary system that fosters reconciliation, accountability, self-regulation and spiritual growth among students

Social and Physical Wellness

- Foster friendships across different grades and a sense of belonging to the school community through regular house meetings
- Develop the leadership skills of house captains and house helpers/buddies
- Design and wear house T-shirts to promote unity and a sense of belonging among houses
- Promote physical wellness and cultivate sportsmanship, teamwork, and perseverance through an engaging Sports Day
- Organize an inter-school sports tournament for Alliance primary schools within our sponsoring body to foster sportsmanship, camaraderie, and lasting community connections
- Cultivate student leadership and community engagement through structured service-learning initiatives, such as the Christ Ambassador and Study Buddy programs

- Promote physical and social wellness by encouraging student participation in diverse sports teams and clubs that foster teamwork and healthy lifestyles
- Promote a culture of responsibility by engaging and reminding students to keep the school environment clean and tidy

#### Emotional Wellness

- Implement a school-wide Zone of Regulation approach to enhance students' emotional awareness and self-regulation skills

#### Holistic Wellness

- Implement grade-level student-focused action meetings to identify, discuss and take action to address various wellness needs of students
- Establish a multi-tiered system of support for students with diverse learning needs. By liaising with external professionals, the school will integrate expert recommendations into the school setting and conduct ongoing reviews to determine the requirement for further external intervention
- Collaborate with the Educational Psychologist to support students through targeted observations and parental consultations. This partnership will also extend to enhancing staff capacity through professional development and empowering the wider community through specialized parent workshops.
- Provide counselling and coaching for G5 and G6 students (and their families) to facilitate a smooth transition to secondary schools, ensuring they are prepared for graduation and future challenges

#### Community Engagement

- Foster strong home-school and church-school collaboration by engaging parents in educational activities and parenting workshops to support student success
- Establish grade-level parenting workshops grouped by developmental stages (Prep/G1, G2/G3, and G4–G6), supported by ongoing collaborative dialogue facilitated by Parent Support Group representatives to maintain responsive topics to evolving family needs



*Kindness Day*



*Worship Team at Chapel*



*Walk Together Parenting Workshop*

**Outcome 2: Integrate science, technology, research, engineering, art and mathematics disciplines to provide students with a comprehensive understanding of these subjects and their real-world applications while equipping them with problem-solving, creativity, critical thinking, communication, and collaboration skills.**

#### **Specific Goals:**

- Maintain an over 90% satisfaction rate (92%, Spring 2025) in the Alberta assurance student and teacher surveys measure on Education Quality
- Improve from 72% (Spring, 2025) to 80% in the Alberta assurance student survey measure of Student Learning Engagement, particularly improve from 65% (Spring, 2025) to 75% in the response of math learning
- Provide additional support for students (approximately 5%) who are identified with needs by the Alberta Diagnostic Numeracy Assessments for Preparatory to G4 students Alberta Numeracy Screening Report

- Draft and implement a Prep–G6 AI Literacy curriculum while advancing teacher proficiency in AI-integrated instruction. Success will be tracked through internal surveys reflecting elevated teacher confidence and student assessments measuring foundational knowledge, engagement, and responsible digital citizenship
- Build family awareness and understanding of the school's AI Literacy initiative. Parents and guardians demonstrate awareness and understanding of the school's AI initiatives, as measured by participation rates in parent information sessions and survey feedback indicating confidence in the school's approach to responsible AI education.

### **Strategies:**

#### AI Development

- Draft and trial a school-wide AI literacy curriculum while evaluating new technologies and robotics suitable for CAPCL integration
- Guide our G4-6 students using AI platform (e.g. Flint) for research and learning
- Deliver a structured AI professional development program for teaching staff, focusing on hands-on tool mastery, ethical standards, and meaningful cross-curricular integration to enhance lesson planning and instructional delivery
- Communicate with families on the school's AI Literacy initiative, the purpose of AI integration in the classroom, and how parents can support responsible AI use at home

#### STREAM

- Showcase student mastery of the design process by requiring them to present their STREAM Fair projects through a detailed explanation of their methodologies and innovative solutions.
- Explore new STREAM and Positive Education initiatives through gardening and plant science
- Cultivate student creativity through a curated art exhibition, enabling them to showcase a diverse range of original works that reflect their perspectives and artistic expression.
- Expand differentiated and experiential learning opportunities for Grade 4–5 students by integrating local camps and overseas excursions. These initiatives are designed to bridge classroom theory with real-world application, fostering independence and global awareness
- Develop and align school-based, bilingual math resources with the new curriculum. This includes designing new workbooks for G1–2, refining existing G4 booklets, and expanding their implementation to G3

**Outcome 3: Nurture students’ ability to read and write effectively, enabling them to understand, interpret, and communicate information through English and Chinese. It encompasses a range of skills, including reading comprehension, writing proficiency, and critical thinking.**

- **Reading comprehension: Students understand and interpret written texts.**
- **Writing proficiency: They express thoughts and ideas clearly and coherently in written form.**
- **Critical thinking: They analyze and evaluate information to make informed decisions.**

### **Specific Goals:**

1. Improve from 72% (Spring, 2025) to 80% in the Alberta assurance student survey measure of Student Learning Engagement, particularly improved from 79% (Spring, 2025) to 85% in the response of language arts learning.
2. Provide additional support for all students (fewer than five students per grade) who are identified with needs by the Alberta Diagnostic Literacy Assessments for Preparatory to Grade 4
3. Increase overall Grade 6 PAT acceptable achievement to 80%, while working toward a long-term target of 90%.
4. Accelerate reading proficiency for English Language Learners (ELL) by targeting 5–8 levels of annual growth, as measured by the Fountas & Pinnell Benchmark Assessment System, with differentiated targets based on individual student baseline data.

## **Strategies:**

### English Language Arts

- Align the ELA curriculum vertically with the lead of the Learning and ELA Curriculum Support teacher in collaboration with English homeroom teachers
- Implement the University of Florida Literacy Initiative (UFLI) Foundations program for Preparatory through Grade 2 to provide a systematic and explicit framework for phonics instruction and phonemic awareness development
- Maintain biannual F&P assessments to monitor student growth in comprehension and fluency. For Grade 5, the second assessment will be scheduled prior to family meetings regarding secondary school options (perhaps after Chinese New Year Break).
- 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)
- Include reading progress in report cards and discuss the student's F&P results and needs during Parent-Teacher interviews
- Comprehensive English Language Learning (ELL) support for newcomers includes an orientation week, integrated push-in or pull-out services, and mandatory extracurricular activities (ECA) held after school or on Saturday mornings.

### Chinese Language Arts

- Update the Chinese Language Arts (CLA) curriculum, beginning with new textbooks and resources in Preparatory and Grade 1. The revised framework prioritizes a scaffolded approach to character acquisition and writing fundamentals, utilizing multimedia tools and child-friendly visual design to foster early linguistic engagement.
- Strengthen reading proficiency and pronunciation accuracy for Grades 4–6 by integrating pinyin-based supplementary resources and textbooks.
- Build and continue to review Pinyin and phonetic awareness with Prep to G2 students
- Explore Chinese digital writing with grade 3 to 6 students using Chinese typing software
- Investigate differentiated curricula for non-native learners to better support diverse levels of Chinese language proficiency

### Bilingual Initiatives

- Facilitate professional development on Universal Design for Learning (UDL) to equip educators with the strategies necessary to remove barriers to learning and enhance student engagement through multiple means of representation and expression
- Provide tools and professional development (by the Learning Support Team) for TAs to support students with learning needs in their classes
- Support diverse learners with differentiated assessment methods
- Promote reading habits and implement reading log booklets school-wide. Students will set reading goals at the beginning of the school year.
- Implement a Peer Reading Buddy initiative to develop leadership skills in older students while providing targeted reading support and encouragement to younger learners
- Organize events including Literacy Week, book fair, calligraphy appreciation, etc.
- Invite author visits and drama performances
- Conduct writing workshops
- Support peer observation, where teachers can arrange class visits and learn from each other
- Review and explore appropriate admissions assessment tools, identifying students' needs and ways for language support as needed
- Review and explore the instructional language weightings in Grades 4–6 to optimize the balance between English and Chinese delivery

## Parental Survey<sup>1</sup>

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	23-24	24-25	25-26
Your child finds school work interesting	NA	98%	98%
Your child understands what he or she is expected to learn at school	97%	95%	96%
Your child is learning what he or she needs to know	96%	97%	98%
Your child is encouraged at school to try his or her best	NA	100%	99%
Your child is encouraged at school to be involved in activities that help the community	98%	99%	98%
Your child is engaged in a variety of learning experiences	NA	99%	99%
With the opportunities your child has to demonstrate their learning in a variety of ways	NA	99%	99%

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

% of Agreement	23-24	24-25	25-26
Your child's school is a welcoming place to be	100%	100%	100%
Your child is safe at school	99%	98%	98%
Teachers care about your child	99%	100%	98%
When your child needs it, teachers at school are available to help them	97%	99%	98%
Your child is treated fairly by adults at school	NA	99%	99%
The School encourages cultural diversity and creates an atmosphere of respect for all people	NA	100%	100%

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	23-24	24-25	25-26
The literacy skills your child is learning at school are useful	NA	99%	98%
The numeracy skills your child is learning at school are useful	NA	98%	97%
Satisfaction with the quality of curriculum — Canadian Alberta Education's Bilingual Program — your child is receiving at school	97%	99%	100%
Satisfaction with the quality of teaching at school	98%	98%	96%

<sup>1</sup> Parent Survey Participation Rate

- 2023-2024 school year, 72.4% participation rate (conducted during school audit visit by Alberta Education in March, 2024)
- 2024-2025 school year, 81.3% participation rate
- 2025-2026 school year, 88% participation rate

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

% of Agreement or Satisfaction	23-24	24-25	25-26
You receive information about what your child is learning	NA	97%	98%
You receive specific feedback on your child's educational progress in a timely manner	NA	95%	97%
With the opportunity to be involved in decisions about your child's overall education	95%	99%	97%

## Stakeholder Engagement

The Education Plan is prepared through the following steps.

1. To align with the Education Plan's overarching outcomes, various school leaders—including coordinators for Wellness, STREAM, and Literacy—design specific goals and strategies. These leaders facilitate regular teacher working groups to collaborate on translating high-level objectives into actionable, classroom-ready practices.
2. The school gathers parental feedback via comprehensive surveys and conducts data analysis to inform decision-making.
3. Parent Support Group with representatives from Preparatory to G6 meets and discusses the Education Plan.
4. The Parent Forum serves as a platform for school leaders to update families on school growth and collaborate on the vision for the following year's Education Plan.
5. Once the Education Plan is presented and clarified at the RMC meeting, it is approved by the School Board and officially signed by the School Supervisor.

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.



*Drama Performance in Literacy Week*



*Reading Buddy in Literacy Week*



*Author Talk in Literacy Week*

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