



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 2023/2024

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 2023/2024 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 2023/2024 was approved by the RMC on November 12, 2024.

A handwritten signature in blue ink, reading 'David YU', is positioned above a horizontal line.

David YU, School Supervisor



Table of Contents

- (I) Local and Societal Context — 3
- (II) Spring 2024 Required Alberta Education Assurance Measures - Overall Summary — 4
- (III) Commentary on Results — 4
- (IV) Causes for Celebration — 6
- (V) Areas for Growth — 8
- (VI) Stakeholders Engagement — 9



First Day of School



Knitting Club



Family Outing



Remembrance Day

(I) Local and Societal Context

The Annual Education Results Report (AERR) reflects CAPCL's fourth year of operation after a 4-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 the overall student population at elementary schools in Hong Kong, CAPCL had a 9%³ increase in enrollment from the 22/23 to 23/24 academic year, resulting in approximately 275 Preparatory to Grade 6 students.

CAPCL welcomed Sandra Cimino and Cheryl Labuick from Alberta, Canada in March 2024. As a part of the accountability measure, they conducted surveys with and interviewed parents, teachers, and G4-6 students. Data analysis showed that CAPCL was a welcoming place where children felt safe and nurtured. There was a strong partnership between parents and the school. Both children and parents highly appreciated the dedication and support of our teachers. Children found their teachers helpful and approachable, fostering an environment where they felt supported and encouraged to excel in their studies. Our students believed they could seek assistance from the school whenever needed, and they actively engaged in their learning. CAPCL's collaborative team approach to delivering Christian bilingual education was strong. The freedom given to children to express their ideas and the emphasis on creating a nurturing environment were recognized as valuable assets. Moving forward, the school will follow Sandra and Cheryl's advice, investing time and resources in curriculum alignment and developing strategies following the Universal Design for Learning. CAPCL continues to expand her leadership capacity with more coordinators and leads: Literacy Coordinators (3), Chinese Team Lead (1), Wellness Coordinator (1), STREAM Coordinator (1), Teaching Assistant Lead (1), English Language Learner Lead (1), and Sports Lead (1).

Furthermore, CAPCL has its first G6 graduation class. Gospel camp, graduation ceremony and luncheon were among the top three highlights of their year, in addition to completing the Provincial Achievement Tests in Science and Social Studies. Our students have been accepted to quality secondary international and local schools in Hong Kong (70% to CAIS with Alberta curriculum, 12% to other international schools with Advanced Placement-US and GCSE-UK curriculums, and 6% to local schools) and overseas (12% to Canada). We are incredibly proud of their achievements and excited for them to thrive in their next chapter.

If you want to walk fast, walk along. If you want to walk far, walk together. CAPCL launched a *Walk Together* series, inviting parents to meet at the school campus to discuss common topics of interest and fellowship together. We aim to enhance parents' sense of belonging in the school community. Moreover, there were bi-weekly Zoom book chat meetings with parents on parenting topics. CAPCL will continue exploring ways to engage parents and build our community spirit.

¹ From July 2017 through August 2020

² School Authority and School Sponsoring Body

³ 22/23 - 253 students 23/24 - 275 students (data from CAPCL Education Plan for 2024/25)

Overall, the school community had grown larger, our offering of services to students broader, our leadership capacity greater, our stakeholders support stronger, our bonding closer, and our spirits higher in the academic year of 2023-2024. To Him be honour and glory! Praise the Lord for His abundant grace, protection, and guidance.

(II) Spring 2024 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	94.6	93.7	93.9	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	95.2	97.4	97.2	79.4	80.3	80.9	Very High	Maintained	Excellent
Teaching & Leading	Education Quality	97.5	97.8	98	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	96.1	98.3	97.9	84	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	96.0	97.4	95.8	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	90.4	97.5	98.2	79.6	79.1	78.9	Very High	Declined	Good

**Alberta schools' average score

(III) Commentary on Results (Participation in the 2024 survey: 23 teachers, 88 students, and 199 parents)

Student Growth and Achievement

Overall, results from **Student Learning Engagement** (94.6%) were high. Teachers (100%) and students (89.2%) agreed that students were engaged in their learning at school. Parents (95.5%) agreed that their children were engaged in various learning experiences. Among G4-6 students, 92% liked learning language arts, and 86% liked learning math. The School will continue to focus on multi-disciplinary approaches (e.g. STREAM) to learning and teaching. STREAM stands for Science, Technology, Reading&Research, Art, and Mathematics. The school will continue to promote language and math learning through various curricular, co-curricular, and extra-curricular activities. Furthermore, our Literacy Lead and Coordinators will lead and guide our teachers in curriculum development and alignment in the 2024-2025 school year.

Results from **Citizenship** (95.2%) were high. Teachers (100%) and students (90.3%) were satisfied that students modelled the characteristics of active citizenship. 97.8% of parents agreed that their children were encouraged at school to be involved in activities that supported the community. 100% 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 (84%), helped each other when they could (92%) and respected each other (88%). Most importantly, 98% of students agreed they were encouraged to try their best. The school has focused on nurturing joyful and helpful, confident and competent, responsible and self-motivated learners. We also started the Christ Ambassador student leadership program, highlighting the important message of being an example in speech and behaviour, in love, faith and purity. Our Christ Ambassadors were role models who demonstrated the importance of making good choices and serving others at school and in our community.

Teaching and Leading

Results from **Education Quality** (97.5%) were high. 100% of teachers agreed that students were learning what they needed to know, and they clearly understood what they were expected to learn at school. 96% of students agreed that their teachers were good, and 99% agreed that CAPCL was good. 98% of parents were satisfied with the quality of Alberta curriculum and teaching at CAPCL. 94% of parents agreed that their children were learning what they needed to know to be successful. The school has focused on differentiation and push-in/pull-out support for students with diverse learning needs. We will continue to explore how to implement Universal Design for Learning and Zone of Regulation to benefit students at CAPCL.



Spirit of Canada Award



Grade 6 Graduation

Learning Supports

Teachers (100%), students (92.1%), and parents (100%) agreed that CAPCL learning environments were **Welcoming, Caring, Respectful and Safe**. 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, 91% of students felt like they belonged, and 94% felt welcome at school. The school had scheduled pastoral time at the end of each instructional day for G2-6 classes. Teachers used the time to discuss relevant social and emotional issues with students in a timely manner, including conflict resolution strategies. Community time was also scheduled to build strong bonds with students of different grades.

Furthermore, the results for **Access to Support and Services** (96%) were high. 95.4% of students and 96.5% of teachers agreed that students had access to the appropriate support and services at school. Many students 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. 95% of teachers agreed that support and services that helped students be successful in their learning were available in a timely manner. This could result from teaching assistants (TAs) providing push-in support for tier 1 and 2 students with learning needs in their inclusive learning environments. TAs underwent online professional development training across several months to support students with diverse needs in classroom settings. There were also monthly training and briefings with the Learning Support Team. In the coming year, the Learning Support Team will continue to guide, mentor, and equip teachers with strategies to enhance the learning and teaching of students through professional development, planning, and learning.

Governance

90.4% of teachers and 90.5% 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, annual event calendar, schedule of breaks, and feedback from various major school events. They actively participated in the tendering process (when applicable) for the school buses, uniforms, catering providers, and class photo services. They monitored the quality of these services and reflected parents' expectations and satisfaction. They were supportive and patient in clarifying and promoting the school policies and strategies. They actively participated in and encouraged other parents to join in school activities such as Back to School Night, Family Outing, Chinese New Year Fun Fair, Easter Carnival, and Open House. Two parent Forums are conducted yearly to discuss annual tuition fees, school initiatives and fundraising plans. Furthermore, parents had different opportunities for school involvement, such as volunteering in the library, participating in various field trips, and being guest speakers and mystery readers.



Walk Together Parent Workshop



Alberta Visits (Meeting with Parent Reps)

(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. (G1-G3)

G1, G2 and G3 students met or exceeded the literacy and numeracy screening assessment at the start of their academic year.

Grade	Literacy		Numeracy
	Letter Name-Sound (LeNS)	Castles and Coltheart 3 (CC3)	
G1	70.5%	84.1%	N/A
G2	90%	72%	96%
G3	97%	97%	97%

2. **Language Fluency** - The School used the Fountas and Pinnell Benchmark System (F&P) to measure the literacy development of our learners. For the 2023-2024 academic year, 65% of our learners read at and above their grade level fluency, and 91% of our learners made improvements in their language fluency.
3. **Official On-site School Visit from Alberta Education:** The on-site evaluation report stated that CAPCL teachers and staff were to be commended for their efforts with the implementation of the Alberta Program within a bilingual context. They were deeply committed and passionate with a strong desire to improve, meet/exceed the standards and be the best teachers that they could be. They were open to professional development and collaboration to share strategies/resources and learn from one another. The School Learning Team and the literacy coordinators strived to foster connections with teachers to best support both individual student needs and classroom strategies. The staff values the close knit, supportive school community that has been formed and nurtured at CAPCL.
4. **Leadership Development:** Two new leadership positions were added this year. Our Literacy Coordinator and STREAM Coordinator were keen to strengthen the academic development of the school. As a new initiative, Think Tank was a platform that aimed to support the current and future development of the school in various ways. Teachers shared perspectives respectfully based on evidence and analysis of Christian principles and sound educational practices and infused new ideas or approaches to focus/re-focus the school's direction in honouring God in CAPCL ministry.
5. **Together Everybody Achieves More (TEAM):** Teachers worked collaboratively in planning the implementation of the new Alberta curriculum. They shared their findings and ideas during Professional Planning and Learning Days. The Learning Support Team helped teachers apply differentiated strategies in a mixed-ability learning environment.
6. **Co-Homeroom Teachers:** It was a new initiative in which two homeroom teachers shared the responsibilities of caring for their students in a class. It aimed to provide greater care for students in class and better support for their parents in the school community. E.g., We had several new students from mainland China. Their parents did not speak much English, but they could have a better understanding of the school community through the Chinese homeroom teachers. Teachers leveraged recess, pastoral time, and dismissal time to address students' social, emotional, and academic needs. Teachers communicated with parents proactively.
7. **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 a special presentation about the Bee Hotel and active participation from students and parents. The Work of Wonder (WOW) STREAM Workshop was a new learning space to support our children's learning. Throughout the year, there were many experiential learning opportunities for students, such as 3D Printing & Design, City Planning, AI, Stop Motion Video, and Beetle workshops.
8. **Parent Engagement:** Parents may meet for prayers and/or workshops at the school or book study through Zoom. It takes a village to raise a child. We aim to walk together with parents, discussing the joy and challenges of parenting.

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

9. **Sports Day and Sports Teams:** CAPCL held its first Sports Day on the coldest day in 2024. Furthermore, students had opportunities to represent CAPCL in public competitions. They were proud members of our swimming, track and field, or basketball teams or soccer club.
10. **PAT 6, G6 Graduation and Secondary Option:** The G6 students completed the Provincial Achievement Tests(PAT) for Science and Social Studies. Over 90% of Grade 6 students met or exceeded the Science and Social Studies assessments during the PAT tests.

2023-2024 PAT 6 Results	CAPCL
Science Acceptable Standard	69%
Science Standard of Excellence	31%
Science Below Acceptable	0%
Social Studies Acceptable Standard	94%
Social Studies Standard of Excellence	0%
Social Studies Below Acceptable	6%

They also enjoyed their first overnight gospel and team-building camp before graduation. We held our first G6 graduation and luncheon after school reopening on June 15.

11. **Spirit of Canada Award:** The Consulate General of Canada to Hong Kong and Macao agreed to present the Spirit of Canada Award to one graduating student this year and annually thereafter. The awardee is a G6 student who has had an outstanding contribution in the service of others within the School, leading by example through a combination of participation, diligence, maturity, respect and integrity
12. **Secondary Schools Fair:** CAPCL held its first Secondary Schools Fair, in which nine schools presented their secondary programs to our G5 families. CAPCL has gradually expanded our connections with different international/non-local curricular schools in Hong Kong, providing more options for our future graduates.

(V) Areas for Growth

1. **Curriculum Alignment:** Vertical alignment across Prep to Grade 6, especially in English and Chinese Language Arts, is pivotal to the overall success of our students. One team leader and three coordinators work closely with teachers to further develop the school's literacy program.
2. **Leadership Development:** The school board is thrilled to identify and appoint several devoted and competent staff as leads and coordinators.
3. **Literacy and Numeracy Screening Assessment:** Our Literacy Coordinators and Lead will guide our teachers in studying the data collected from these diagnostic tools. We aim to identify learners' needs and provide appropriate interventions and scaffolding.
4. **PAT 6:** Based on the past year's experience, the G6 teaching team will evaluate the available data and prepare students for these provincial assessments.

5. **Learning Support:** Teachers and TAs work closely with the Learning Support Team to provide differentiated instructions and various push-in and pull-out supports. In our second year of implementation, TAs continue to support students with tier 1 and 2 learning needs in classes, and the Learning Support Team provides professional guidance and resources for TAs. Teachers, in collaboration with the Learning Support Team, 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. **Zone of Regulation:** The Learning Support Team will lead this initiative, adopting this framework to help students develop emotional self-regulation and control.
7. **Professional Development:** The school aims to strategize ongoing professional training, dialogues, and reflection for teachers to support diverse learning needs. 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. We will arrange collaboration meetings and visits with CAIS and provide online workshops for all teachers through the Association of Independent Schools & Colleges in Alberta (AISCA).
8. **House System:** All teachers, TAs, students, and parents are allocated to five houses. Initially, we will create our house names with the initials C.A.P.C.L. We will select house captains. There will be various activities throughout the school year to develop our active citizenship and collective sense of belonging in the school community.
9. **Overseas Summer Trip:** To expand students' learning experience and interest in STEM, we plan to have an educational tour to Edmonton, Alberta, in early July.

(VI) Stakeholder Engagement

The Annual Education Results Report AERR (2023-2024) 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 and collect feedback from Think Tank
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 (2023-2024) by the RMC
6. The AERR (2023-2024) is shared with various stakeholders of the school community through the school intranet.

---- End of Report ----