

CHRISTIAN ALLIANCE  
INTERNATIONAL SCHOOL  
宣道國際學校

Annual Education Results Report  
(AERR)  
2021 - 2022





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## School Profile

### Christian Alliance International School

School: 1374

Authority: 0231

Christian Alliance International School (CAIS) is accredited to deliver the Alberta Program of Studies, enabling graduates to attain an Alberta High School Diploma. CAIS, located in Hong Kong, has 1,550 students, representing a diverse mix of cultural, ethnic and religious backgrounds.

CAIS has some of the finest educational facilities for its students in Hong Kong. A stunning new Amenities Building was opened in 2022 providing students with state of the art music, drama and physical education facilities.

In addition to fulfilling accreditation requirements for Alberta Accredited International Schools, CAIS is working towards compliance of its Service Agreement with the HK Education Bureau. This includes achieving the required student-mix ratio of local Hong Kong students and students holding international passports; introduction of the International Baccalaureate Diploma Program, offering support for students with special needs, and sharing school facilities with the community.

The school continues to focus on improvement through its philosophy of 'Kaizen': change for better. Each day the school refines its systems and processes to ensure the very best learning environment and culture for our students.

*Alberta*   
Accredited  
International School  
Canada 



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## CAIS FACTS

220

Staff with a united vision to enhance effective student learning.

1520

Students in June 2021; up from 1484 in June 2020.





IB Diploma introduced.



Online learning with Microsoft Teams.

2

New languages introduced: French  & Spanish .

16

New staff

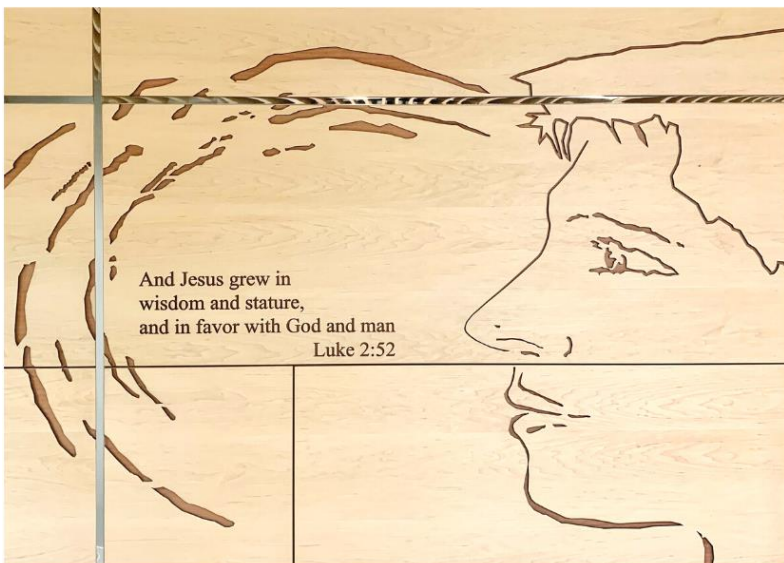
# Foundational Statements



## Mission Statement

To cultivate learners with knowledge, skills, integrity and discernment, growing in love for God and service to humanity.

## Core Values



## School Bible Verse





## Foundational Principles

CAIS is committed to the ongoing development of a student-centered learning community where teaching and learning is:

- **Personalized:** Based upon student interests and abilities
- **Differentiated:** Employing diverse instructional methods to facilitate different learning styles, preferences and needs
- **Inquiry Rich:** Encouraging students to ask relevant questions and seek answers to their queries
- **Authentic:** Requiring students to demonstrate understanding by presenting knowledge, ideas and skills under the scrutiny of a critical audience of peers and adults
- **Technology Infused:** Utilizing a wide variety of media and internet-based resources

As teachers, we create a nurturing environment where each student:

Develops an enjoyment of learning

Is accepted, valued, and treated fairly

Feels a sense of pride in and ownership of the School

Enjoys fulfilling relationships with peers and teachers

Becomes aware of and develops their gifts and abilities

Experiences meaning and purpose in life  
through a personal relationship with God

As a Christian school, we believe that:

- **Every student is special, unique and valuable.**

*“For you created my inmost being.” (Psalm 139:13)*

- **God has a plan and purpose for each student.**

*“For I know the plans I have for you, declares the Lord, plans to prosper you and not to harm you, plans to give you hope and a future.” (Jeremiah 29:11)*

- **Every student needs God.**

*“He who has the Son has life.” (1 John 5:12)*

## Significant Events in 2021/22

- Appointment of Jon Keelty, Deputy Head of School, a newly created position to build senior leadership capacity
- Appointment of David Best as Primary School Principal
- Appointment of Primary School 'Coach of Teaching and Learning' Jade Du Toit. Newly created position
- Commencement of the first cohort of IB Diploma students
- Wide range of student academic, sporting and cultural achievements
- Appointment of competent Christian staff from around the world
- Increased enrolments in the face of social events and emigration out of Hong Kong
- Building Professional capacity with team leaders
- Navigated through Covid-19 pandemic while maintaining high levels of engagement and satisfaction with school learning
- Introduced leadership courses for all Grades 7-9 students
- Introduced French and Spanish languages Grades 7-12
- Online learning January 24 to April 19, 2022
- Internal, after-school clubs run by teachers were introduced
- Creation of Staff Wellness Committee near end of year
- Addition of 2 ELL staff
- Introduction of new Educational Assistant initiative



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# Student Growth and Achievement

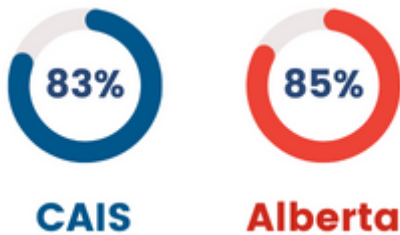
## Student Learning Engagement

Teachers and students who agree that students are engaged in their learning at school.

## Strengths

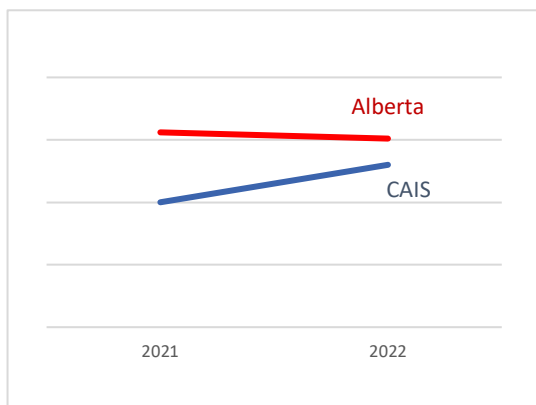
- Rising trend over two years.
- Nearly all Grade 7-9 students are engaged in their learning.

## Data Comparison



## Areas of Growth

- Reduce the disparity between teacher perception 95.1% and student perception (reality) 71.2%, in particular, grades 4-6 where the gap was the largest (98.5% to 67.1%).





This is the second year of measurement for this assurance indicator and it is pleasing to note an improvement in results for teachers and students. Most noticeable was an increase from 65.7% (2021) to 71.2% (2022) from the students' perspective. In light of ongoing disruption to learning during 2021/22 due to Covid, this is testament to the quality of teaching that took place during online learning and the return of face-to-face learning.

In January 2022, Grade 9 Maths Honours students wrote PAT9 exams. These students achieved a 100% acceptable standard and a 91% standard of excellence. At the time of writing, we are waiting for the June PAT6 and PAT9 results to be published for our review.

In 2022, CAIS had 57 students who wrote 91 AP tests in 18 different subjects, with an 83% pass rate. 9 students achieved the "AP Scholar" academic award, 7 students achieved the "AP Scholar with Honor" academic award, and 3 students received the "AP Scholar with Distinction" academic award.

In order to help Grade 6 students with creative writing on PAT6, Grade 6 teachers moved the teaching of poetry to earlier in the school year.

Grade 6 teachers exposed students to more multiple-choice style questions in social studies and integrated more graph-related work in science to help prepare Grade 6 students for the science and social studies PATs.

We have yet to receive the results of PATs.

### *Implications and Alignment to our Education Plan*

1. Outcome Three of the 2021/22 Education Plan has the stated goal of raising student achievement levels at PAT6, PAT 9 and Diploma exams. During the year the school has focused on "High Impact Teaching Strategies" by Jim Knight to shape teaching practice. This will continue in 2022/23.
2. The pastoral team has been expanded to include four teachers who work with "at-risk" students to ensure every student has learning support mechanisms in place.
3. Staff ran a number of after-school tutorial classes, as well as facilitating peer-tutoring clubs, to assist students in their learning.



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# Student Growth and Achievement

*At CAIS, students learn within a culture of excellence with Christ's character permeating every aspect of their school life.*

## Measure

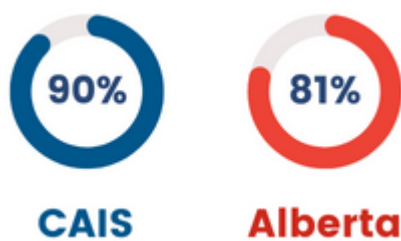
### Citizenship

### 2021/22 Measure Evaluation

Measure Evaluation		
Achievement	Improvement	Overall
Very High	Improved Significantly	Excellent

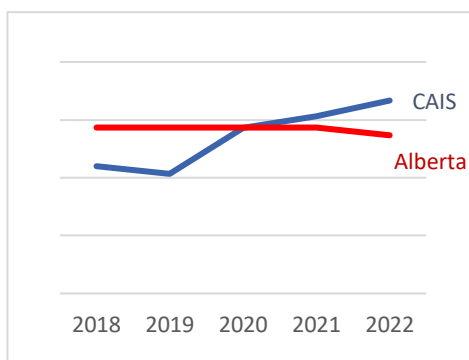
Teachers, parents and students are satisfied that students model the characteristics of active citizenship.

### Data Comparison



### Strengths

- Very high levels of students report that they are encouraged to do their best.
- Well above Alberta average over past two years.
- High levels of respect between students shown in the school.



For both student and teacher responses, CAIS “improved significantly” to an overall “excellent” standard, above Alberta schools by comparison. Of special note is the rating by CAIS students in the citizenship measure (84.5%) compared to students in Alberta schools (72.1%). This implies that CAIS students do recognise the virtues which are taught and lived within the school.

*Some specific highlights include:*

a. Students respect each other

	2022	2018
<b>Grade 7-9 students</b>	80%	45%
<b>Grade 10-12 students</b>	79%	56%

b. I am encouraged to try my best.

	2022	2018
<b>Grade 7-9 students</b>	96%	83%

*Implications and alignment to our Education Plan:*

- 2021/22 saw the introduction of compulsory leadership courses at Grades 7,8 and 9. We believe the focus on the qualities of a “good” leader/ role model, positively impacted the way Grade 7-9 students interacted with each other.
- Student volunteerism has been included in leadership courses, and students are more visibly serving in the school and community.
- In school assemblies, a culture of recognition for student excellence and service has brought positive citizenship into focus for the student body.
- In Upper Primary, regular, grade-level assemblies focused on these themes:  
Grade 4 – **TEAM**: Tenacity, Empathy, Attitude, Made in God’s image  
Grade 5 – **SHINE**: Service, Humility, Integrity, Never give up, Excellence  
Grade 6 – **ACTION**: Achieve for Christ, Take responsibility for performance, Inspire high standards, Overcome hurdles, Never give up  
 Students received certificate at the end of the year.





# Teaching and Leading

*At CAIS, students learn within a culture of excellence with Christ's character permeating every aspect of their school life.*

## Measure

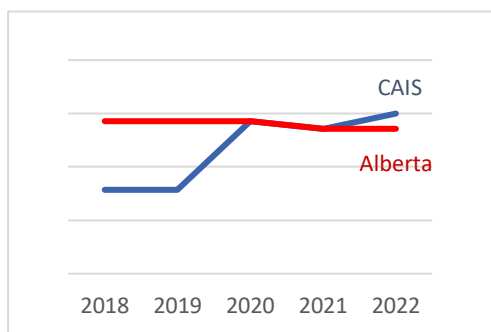
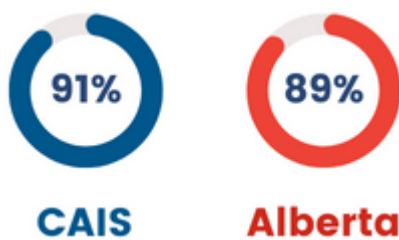
### Education Quality

#### 2021/22 Measure Evaluation

Measure Evaluation		
Achievement	Improvement	Overall
Very High	Improved Significantly	Excellent

Teachers and students satisfied with the overall quality of basic education.

### Data Comparison



### Strengths

- High level of satisfaction with the quality of education from students and teachers.
- 98% of Grade 4-6 students satisfied with the quality of their education.
- 93% of Grade 7-9 students satisfied with the quality of their education.
- 90% satisfaction for Grade 10-12 students.

### Areas of Growth

- Only 56% of Grade 10-12 students found their schoolwork interesting.

In the 2021/22 overall measurement of this indicator, CAIS was rated “excellent” with significant improvement. In the “high expectations” culture of Hong Kong, to achieve this rating in the face of online learning, disruptions to schedule is truly wonderful. CAIS continues to build a culture of effective teaching where both teachers and students see the impact of teaching on the learning.

The school continues its ethos of ‘kaizen’ – change for better, as the motivation to have incremental improvements ultimately leads to radical change.

Our results show that students in Grades 4-6 are very satisfied with the quality of basic education (98%) but we see a decline in Grades 7-9 (84%) and further in Grades 10-12 (79%). Possible reasons for this include moving from a sole Homeroom teacher to multiple teachers, and a higher expectation from students of what effective teaching looks like.

However, in response to the question “Is the quality of teaching in your school good or very good”, we see the following levels of agreement:

	2022	2019
<b>Grade 7-9 students</b>	94%	79%
<b>Grade 10-12 students</b>	83%	81%

*Implications and alignment to our Education Plan:*

1. Our Education Plan has a focus on providing a high-quality education and experience for all students. While we had a specific focus for 2021/22 on Learning Support and PAT/ Diploma results, there are many other improvements taking place in the school that are improving the quality of education students receive, such as increased leadership opportunities, the House system, a change in the timetable structure and enhanced communication with parents.
2. Student, staff and parent consultation around the proposal of a new 5-day timetable. It was seen as a great improvement over the previous more complicated 6-day timetable.
3. Created in-house videos and training materials to assist teachers with implementation of new Alberta curriculum.
4. Conducted weekly training and support sessions for teachers implementing the new curriculum.





## Learning Supports

*At CAIS, students experience a culture that affirms the uniqueness of their individual giftings and are part of a connected community.*

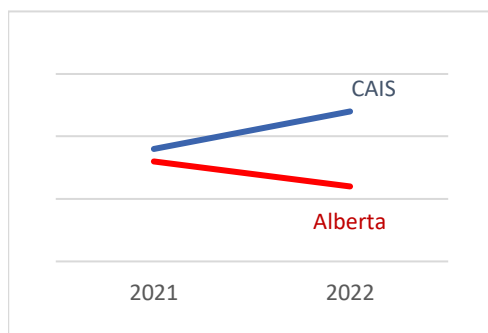
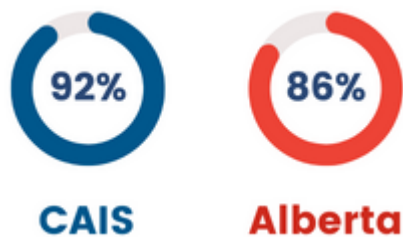
### Measure

Welcoming, Caring, Respectful, and Safe Teaching and Learning Environment

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Teachers and students who agree that their learning environments are welcoming, caring, respectful and safe.

### Data Comparison



### Strengths

- Very high levels of agreement that CAIS is a welcoming, caring, respectful, and safe learning environment especially in the High School.
- Very high levels of students indicated that they felt their teachers cared about them.

## 2021/22 Education Plan

	2021/22 Target	2021/22 Actual
<b>Overall</b>	89.5%	91.9%
<b>Student</b>	83.5%	86.4%
<b>Teacher</b>	95%	97.3%

2021/22	Grade 4-6		Grade 7		Grade 10-12	
Measure: Students agree that:	Target	Actual	Target	Actual	Target	Actual
I am treated fairly by adults	85%	92%	85%	82%	85%	80%
Students care for each other	80%	81%	85%	77%	80%	83%
I feel I belong	80%	91%	85%	78%	85%	78%
I feel welcome at school	92%	95%	90%	86%	92%	85%
Students treat each other well	90%	88%	95%	87%	95%	90%
My teachers care for me	95%	97%	95%	88%	95%	89%

Grades 4-6 students met all targets except one which is an outstanding achievement given the very high target levels.

While there is room for improvement in the High School, what was pleasing to see was that in each category, the result for 2021/22 was higher than that for 2020/21. We continue to hold a strong safe culture in the High School coupled with high expectations. Like many schools, we face higher incidences of cyber-bullying which often takes place out of school hours.





This was the second year of measurement for this indicator, and it was pleasing to note an improvement across both teachers and students' experiences in 2021/22. This is a particularly important measure for a Christian school, as at the heart of this school is a community that cares for each other.

Our 2021/22 Education Plan had this as Outcome 1 with target of 89.5% overall, 83.5% for students and 95% for teachers. The actual results were 91.9%, 86.4% and 97.3% respectively.

Looking at the questions in the survey that the students responded to, it was pleasing to note that the Grade 4-6 students' responses improved across all questions. To have 97% of 465 students say "Yes" to the question – "Do your teachers care about you?" is the bedrock of a safe, caring, respectful environment that is conducive to effective learning.

*Implications and alignment to our Education Plan:*

A wide range of strategies were implemented to build this type of school culture and examples of these were:

- Kindness week
- Anti-bullying programs and raising awareness
- School theme "Called by love, called to love"
- Pastoral advisory and care teams established in the High School
- Grades 7-9 Leadership courses
- The Inaugural year of the House System included 13 events, and the four Houses established are: Aylward, Simpson, Taylor, and Yu; each named after significant missionaries who had an impact in China and/or Asia
- On September 30th, we hosted our first "Orange Shirt Day"
- Updated "Welcoming, Caring, Respectful, and Safe Teaching and Learning Environment" policy and added this to school policies section on website
- Establishment of Staff Wellness Committee to help encourage staff – we believe this will have a positive impact on teaching and learning







# Learning Supports

*At CAIS, students experience a culture that affirms the uniqueness of their individual giftings and are part of a connected community.*

## Measure

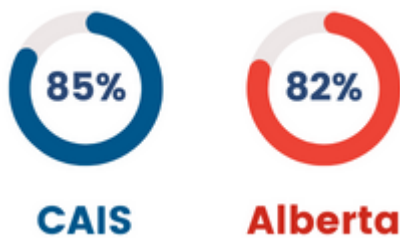
### Access to Supports and Services

Teachers and students who agree that students have access to the appropriate supports and services at school.

## Strengths

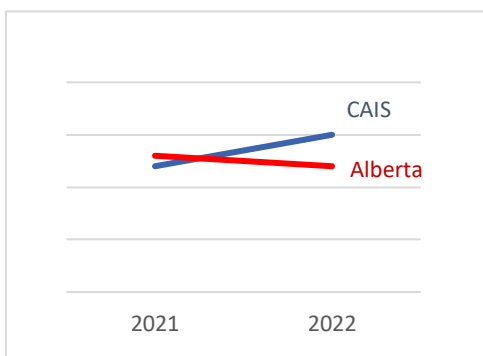
- High number of students say that teachers are available for help if needed.

## Data Comparison



## Areas of Growth

- Many Grade 10-12 students are seeking more help on issues unrelated to schoolwork.



This is another new measure that commenced in 2020/21. As with the other new measures, CAIS improved from 2020/21 to 2021/22 and for each group of respondents CAIS scores were higher than Alberta.

Of particular pleasing note was the very high percentage of students who agreed that when they needed help, their teachers were available to help them. Scores ranged from 89% for High School students to 95% for Upper Primary School students.

Another excellent result was that 94% of Grades 4-6 students said they felt safe at school. Our focus is on the 6% who were unsure or did not feel safe. Students feeling safe is key to engaging in learning.

*Implications and alignment to our Education Plan:*

1. Over the 2021/22 year, we were blessed with a very dedicated and expert Learning Support Team. The Board increased staffing in this area for the second year running. The English Language Learning department grew by one staff member to support increasing numbers of students with ELL needs.
2. In 2022/23, we will open the “Oasis”, a specially designed area for SEN students and their parents.
3. At the end of 2021/22, we created an ELL team leader position, so the team has increased in number and more students can receive support in ELL.
4. ELL students were identified and supported with Individualized Language Plans.
5. A new, very experienced learning support teacher was hired for 2022-23.



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# Governance

*At CAIS, the Board (RMC), Senior Leadership Team and School Council work together united in purpose, like-minded in action and thought.*

## Measure

### Parental Involvement

#### 2021/22 Measure Evaluation

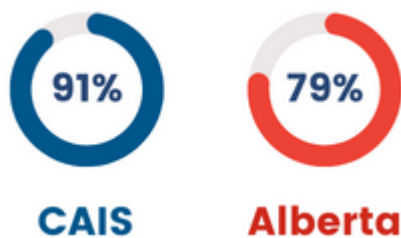
Measure Evaluation		
Achievement	Improvement	Overall
Very High	Improved Significantly	Excellent

Teachers are satisfied with parental involvement in decisions about their child’s education.

### Strengths

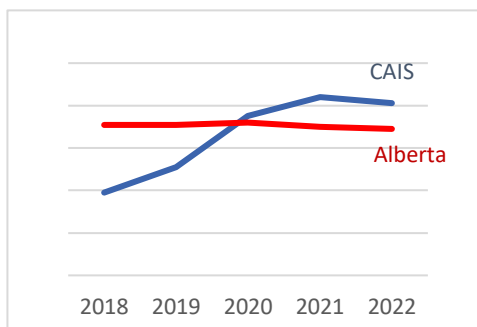
- High levels of teachers indicated satisfaction with parent involvement in their child’s education.

### Data Comparison



### Areas of Growth

- To survey CAIS parents using the same questions as the Alberta Assurance Education Measure questions.



CAIS at this stage does not survey parents about their level of satisfaction with their involvement in decisions about their child’s education. It would be useful if Alberta Education was able to send international schools access codes for parents.

However, our anecdotal evidence shows a high level of satisfaction from parents. Attendance at school events, Parent-Teacher Interviews, meet the teacher nights is extremely high. We receive regular feedback from parents at the school gate who pass on their gratitude and compliments about having their children in the school.

We have a vibrant school council who meet regularly during the year.

*Implications and alignment to our Education Plan:*

As we have done in the past, we will hold Parent Education Events on topics such as screen-time and dealing with anxiety. Our partnership with the local church has meant we were able to hold Parenting Courses during the day.





## Supplemental Alberta Education Assurance Measures

Measure	Christian Alliance International School		Alberta		Measure Evaluation		
	Current Result	Prev 3 Year Average	Current Result	Prev 3 Year Average	Achievement	Improvement	Overall
In-Service	72.2	52.9	83.7	85.1	Very Low	Improved Significantly	Acceptable
Lifelong Learning	92.4	76.7	81	72	Very High	Improved Significantly	Excellent
Program of Studies	81.9	62.1	82.9	82.3	Very High	Improved Significantly	Excellent
Program of Studies - At Risk Students	87	84.7	81.9	84.8	High	Improved	Good
Safe and Caring	93.2	86.4	88.8	89.2	Very High	Improved Significantly	Excellent
Satisfaction with Program Access	78.2	70.5	72.6	74.1	High	Improved Significantly	Good
School Improvement	87.3	68.5	74.2	81.3	Very High	Improved Significantly	Excellent
Work Preparation	91.6	83	84.9	83.5	Very High	Improved	Excellent

### In-service needs

While CAIS has improved significantly in relation to the 3-year average, we are concerned that only 72.2% of our staff felt that the in-service provided to them contributed significantly to their professional growth. In 2022/23, we will survey staff to identify why they felt we missed the mark. The senior leaders are also reading the book “Student-Centred Leadership” by Viviane Robinson which has a chapter on effective professional development.

All the other supplemental assurance measures remain at very high levels of achievements. One measure of great delight for the Board and senior leaders is the high percentage of staff who agreed that the school had improved or stayed the same over the past 3 years. This figure increased to 87.3% compared to the previous year of 83.4% and a 3-year average of 68.5%. The culture of kaizen (change for better) and high expectations is now embedded at CAIS!





## **Parental Involvement and Communication Plan**

The CAIS School Advisory Council comprises of parent representatives from Preparatory to Grade 12, students and staff representatives as well as four senior leaders. School Advisory Council meetings take place during the year, and input is given by the Advisory Council on Education Plans, uniform, fundraising, connecting with parent events, transportation and school lunches.

Creation of Parent Community Liaison Groups (CLG) on WhatsApp to further improve communication with parents and enable rapid dissemination of important information to every grade-level class representatives.



## Accountability Statement for the Annual Education Results Report

The Annual Education Results Report for Christian Alliance International School for the 2021/2022 school year was prepared under the direction of the Board in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board 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 2021/2022 was approved by the Board on 15th October 2022.

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Mr. Martin Lau  
School Supervisor

Date: \_\_\_\_\_

