



CHRISTIAN ALLIANCE  
INTERNATIONAL SCHOOL  
宣道國際學校

**Annual Education Results Report  
(AERR)  
2022 - 2023**





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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 with its Service Agreement with the Hong Kong 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 Programme, 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 best learning environment and culture for our students.

*Alberta*   
Accredited  
International School  
Canada 



LOVE



WISDOM



INTEGRITY



SERVICE



COMMUNITY



## CAIS FACTS

**239**

Staff with a united vision to enhance effective student learning

**1550**

Students in June 2022; up from 1520 in June 2021



IB Diploma Programme



Online learning with Microsoft Teams

**18**

New staff

**School  
Buildings**

Amenities Building opened: Music, PE, Drama, Alliance Hall



## Foundational Statements

### Vision Statement

At Christian Alliance International School, we aspire to be the best school for Hong Kong, for the world, and for Christ.

### Mission Statement

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

### Core Values



And Jesus grew in  
wisdom and stature,  
and in favor with God and man  
Luke 2:52

### School Bible Verse





## Foundational Principles

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

- **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 2022/23

- Increased enrolments in the face of social events and emigration out of Hong Kong
- Opening of Amenities Building
- First post-Covid School Musical: The Wizard of Oz
- First Theatre event in the School's Drama Studio
- Appointment of High School "Coach of Teaching and Learning"
- First cohort of IB Diploma students completed the Diploma Programme
- Wide range of student academic, sporting, and cultural achievements
- Appointment of competent Christian staff from around the world
- Building professional capacity with team leaders
- Addition of 2 ELL, Learning Support Staff
- First ever "Open Morning" for prospective Primary & High School Parents
- 4 new Primary Team Leaders appointed; 6 new High School Team Leaders appointed
- Vitalize, the Staff Wellness Committee, hosted nine different types of events targeted at promoting staff wellness



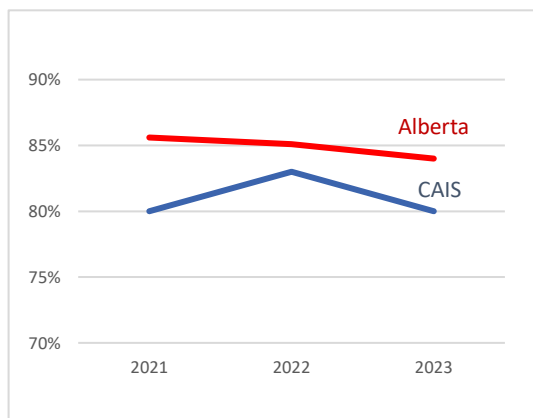
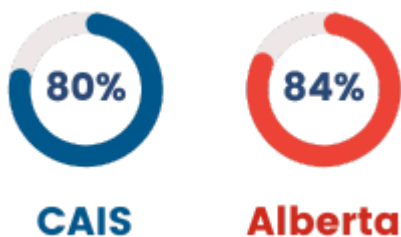


## Student Growth and Achievement

### Student Learning Engagement

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

### Data Comparison

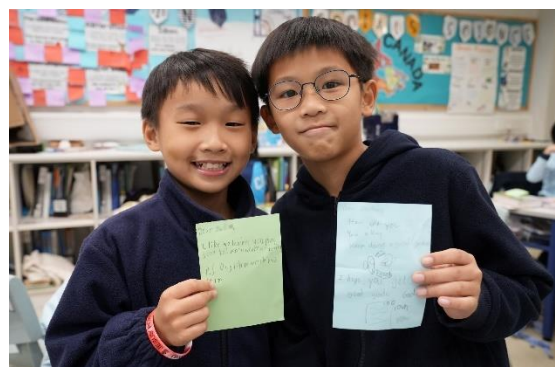


### Strengths

- High levels of student engagement in their learning.

### Areas of Growth

- Literacy engagement of students and staff in the Primary School.
- Articulating to students what they are learning.





This is one of the two areas in the AEAM results that show a slight decline. The positive aspect is that the teachers provided a 91.6% response for student learning engagement, however, students' response shows only 68.1%.

Factors that we have considered include the return to full-time, face-to-face instruction, for the first time in three years, and 25% of the Grades 11 and 12 students who take the IB Diploma Programme, not participating in the survey.

Regardless, areas of learning engagement have become an area of focus for the coming year, including student-centered mathematics instruction in Primary, a primary-wide focus on literacy teaching and learning, and a re-design of middle school assessments.

At the same time, the PAT and Diploma results from 2022 are excellent. Regarding the acceptable standard and standard of excellence categories, CAIS Grade 6 students outperformed their counterparts in Alberta in 5 out of 8 categories, CAIS Grade 9 students outperformed their counterparts in Alberta in all categories, and Grade 12 students outperformed their counterparts in Alberta in 8 out of 12 categories.

The academic achievements of our students in the 2023 PAT and Diploma results continue to be outstanding. Notably, Grade 6 students have shown significant improvements across all acceptable standards and standard of excellence categories. In particular, our CAIS Grade 9 students have excelled, surpassing their counterparts in Alberta by a margin of over 20% in all four subjects within the standard of excellence category. This exceptional performance is a testament to their commitment to academic excellence and the effectiveness of our educational programs. Furthermore, our Grade 12 students have also demonstrated outstanding performance, outperforming their Alberta counterparts in 10 out of 12 categories.

<b><u>English Languages Arts</u></b>	CAIS Actual 2022	Alberta 2022	CAIS Actual 2023	Alberta 2023
G6 Acceptable Standard	97.2	84.8	98.8	90.4
G6 Standard of Excellence	19.1	22.3	31.3	21.9
G9 Acceptable Standard	95.8	85.4	94.1	85.1
G9 Standard of Excellence	28.4	15.8	39.2	15.9
<b><u>Mathematics</u></b>	CAIS Actual 2022	Alberta 2022	CAIS Actual 2023	Alberta 2023
G6 Acceptable Standard	90.2	74.5	91.6	76.9
G6 Standard of Excellence	16.1	14.7	34.1	18.8
G9 Acceptable Standard	89.4	62.7	91.2	64.0
G9 Standard of Excellence	43.6	19.6	39.2	15.6
<b><u>Science</u></b>	CAIS Actual 2022	Alberta 2022	CAIS Actual 2023	Alberta 2023
G6 Acceptable Standard	85.9	84.0	88.7	79.9
G6 Standard of Excellence	23.9	28.7	26.8	27.0
G9 Acceptable Standard	92.7	82.0	94.1	78.5
G9 Standard of Excellence	51.0	27.6	45.1	24.1



<b><u>Social Studies</u></b>	CAIS Actual 2022	Alberta 2022	CAIS Actual 2023	Alberta 2023
G6 Acceptable Standard	81.7	80.2	89.3	79.1
G6 Standard of Excellence	12.7	24.5	29.8	22.1
G9 Acceptable Standard	91.7	72.4	92.2	69.0
G9 Standard of Excellence	28.1	20.6	42.2	19.0

<b>Subject</b>	<b>Standard</b>	2022 #	CAIS Diploma 2022	Alberta 2022	2023 #	CAIS Diploma 2023	Alberta 2023
ELA	Acceptable Standard	36	88.9	79.4	31	77.4	81.9
	Standard of Excellence		13.9	9.9		9.7	10.8
Math	Acceptable Standard	34	67.6	64.4	21	71.4	69.4
	Standard of Excellence		29.4	24.2		23.8	29.5
SoSt	Acceptable Standard	36	88.9	82.1	32	93.7	85.4
	Standard of Excellence		19.4	16.1		18.8	17.4
Biology	Acceptable Standard	20	95.0	74.8	18	83.3	83.5
	Standard of Excellence		30.0	25.5		44.4	34.0
Chemistry	Acceptable Standard	25	76.0	77.7	13	92.3	78.8
	Standard of Excellence		32.0	31.6		38.5	36.1
Physics	Acceptable Standard	11	81.8	79.6	2	100.0	82.2
	Standard of Excellence		27.3	35.5		100.0	40.0

High school saw the exact same number of students (57) writing AP exams as the previous year. However, the most amazing result is that the number of students receiving the “AP Scholar” award rose from 3 to 19—our highest number ever.

In order to help prepare Grade 6 students for writing PATs, the Grade 6 teachers regularly integrated questions on assignments that utilized a similar format and style to those employed on the PATs, in particular, more graphing questions on the Science assessment and have included more Multiple-Choice questions on the Social Studies and ELA writing.

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

1. Outcome Three of the 2022/23 Education Plan has stated the goal of raising student achievement levels at PAT6, PAT9, and Diploma exams. During 2022/23 the school has again focused on “High Impact Teaching Strategies” by Jim Knight to shape teaching practice.
2. Review PAT/Diploma academic results with teachers to identify areas of celebration and improvement.
3. The pastoral team has continued to expand, with six Deans who work with students who may be at risk or require support with behavioural or emotional aspects of school life; they work closely with school counselors.
4. A Coach of Teaching and Learning will be employed in High School to contribute to the enhancement of effective teaching practice in high school.
5. In both Primary and High School, academic support has been provided after school.
6. Arranged students to sit the field testing before writing the PAT and diploma exams.
7. Enhanced communications at home regarding students’ performance and provide targeted home learning practices.

## 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

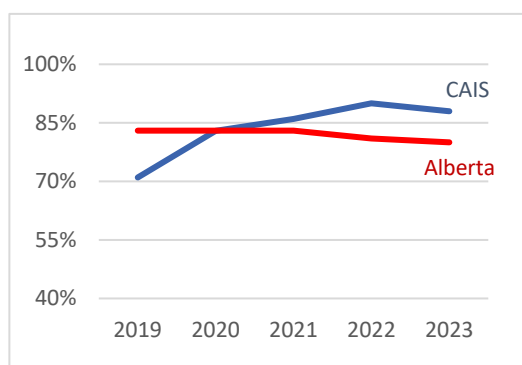
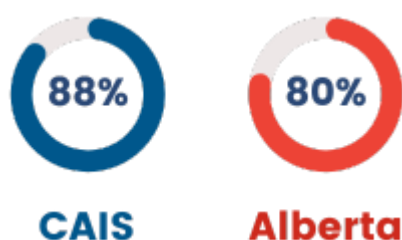
#### Citizenship

### 2022/23 Measure Evaluation

Measure Evaluation		
Achievement	Improvement	Overall
Very High	Maintained	Excellent

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

### Data Comparison



### Strengths

- Very high levels of students report that they are encouraged to do their best.
- Well above Alberta average over past three years.

### Areas of Growth

- Clarify and insist on learning culture expectations for students.
- Promote citizenship characteristics with students.





CAIS maintained an overall “Excellent” standard for both student and teacher responses. In comparison to Alberta schools, of special note is the citizenship measure for CAIS of 81.1%, compared to 71.3% across Alberta. A slight decrease from 2022 is noted for CAIS, although we are still very pleased that our students espouse the school values of community, love, integrity, service, and wisdom.

*Some specific highlights include:*

- a. Students respect each other.

	2023
<b>Grade 7-9 students</b>	80%
<b>Grade 10-12 students</b>	79%

- b. I am encouraged to try my best.

	2023
<b>Grade 7-9 students</b>	96%

*Implications and alignment to our Education Plan:*

1. In the second year of our student leadership courses in Grades 7, 8, and 9, the students completed the “Green Bird in Action” Hong Kong Awards for Young People program and earned a badge for achieving the requirements for four areas of learning: skills, physical recreation, excursions, and service.
2. Parents have been invited to submit photos, awards, certificates, and other realia of student leadership and service in the wider community, and during school assemblies, we recognize the work that our students do in service to others.
3. Students have been provided with an avenue to initiate projects and initiatives to the school leaders, and an increase in student agency has been noticeable in the High School. Student-led initiatives included: a Red Cross blood drive, a “Club Fair” for all student clubs to promote their activities, a food drive for “Feeding Hong Kong,” and a gift box drive, called “Peacebox,” of essential items for those in need. Overall, the students have shown us the way and demonstrated a genuine heart to put love and learning in action!

# Teaching and Leading

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

## Measure

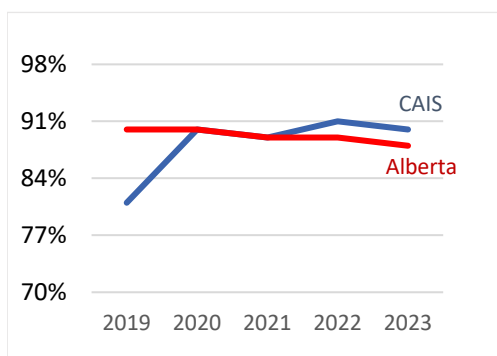
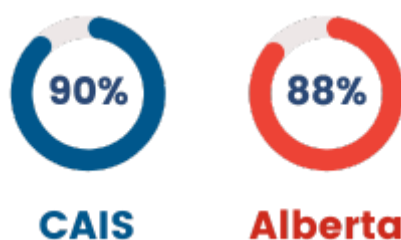
### Education Quality

#### 2022/23 Measure Evaluation

Measure Evaluation		
Achievement	Improvement	Overall
Very High	Maintained	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.
- 98% of Grade 4-6 students satisfied with the quality of their education.
- 99% of Primary School students say their teachers are very good/ good.
- 98% of Primary School students say their school is very good/ good.

### Areas of Growth

- To clarify for students what they need to learn.





In the 2022/23 overall measurement of this indicator, CAIS maintained its rating of “excellent.” This is very encouraging, considering this was the first full year of face-to-face classes experienced by students and staff since the lifting of Covid restrictions in early 2023 in Hong Kong.

Our results show that 98% of students in Grades 4-6 feel the school is good or very good. When asked about the quality of teaching in the school, 94% of students in Grades 7-9 agreed that it was good or very good, a level that was maintained from last year, with students in Grades 10-12 increasing to 87% from 83% the previous year in response to the same question.

*Implications and alignment to our Education Plan:*

1. The Second Outcome of the Education Plan has been specifically focused on the development and implementation of the new Primary School Curriculum.
2. Sent a number of staff to overseas conferences, including events held in Alberta, to promote teaching and learning.
3. Promotion of PD sessions offered by the ERLC related to new curriculum implementation.
4. Continued to create in-house videos and training materials to assist teachers with the implementation of the new Alberta Primary Curriculum.
5. Dedicated large portions of professional learning times, including weekly sessions, and subject-specific training sessions for and by grade-level subject leaders to train teachers in understanding, planning for, and implementation of the new Alberta Primary Curriculum.



## Learning Supports

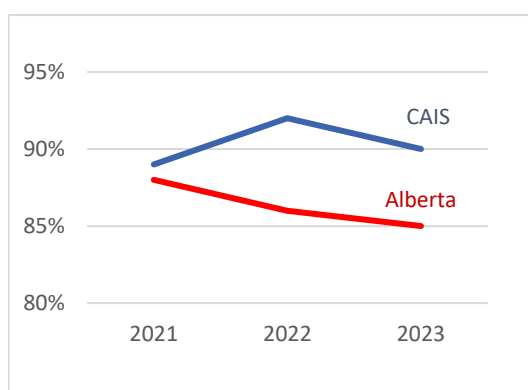
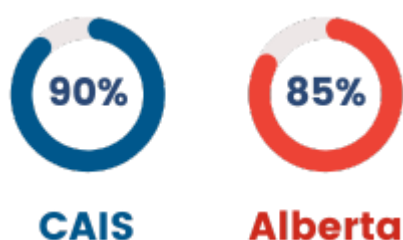
*At CAIS, students experience a culture that affirms the uniqueness of their individual giftings and are part of a connected community.*

### Measure

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

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.

### Areas of Growth

- To reinforce the learning culture expectations around student behavior.



## 2022/23 Education Plan

	2022/23 Target	2022/23 Actual
<b>Overall</b>	91%	90.3%
<b>Student</b>	86%	85.1%
<b>Teacher</b>	95%	95.4%



2022/23	Grade 4-6		Grade 7		Grade 10-12	
Measure: Students agree that:	Target	Actual	Target	Actual	Target	Actual
I am treated fairly by adults	88%	87%	85%	83%	85%	75%
Students care for each other	80%	79%	85%	76%	80%	75%
I feel I belong	85%	89%	85%	84%	85%	76%
I feel welcome at school	94%	93%	90%	90%	92%	87%
Students treat each other well	90%	84%	95%	88%	95%	90%
My teachers care for me	95%	97%	95%	91%	95%	84%

Grades 4-6 met the targets in two of the six categories, and only fell short by 1% of the targets in three of the categories. In Grades 7-9, we met the target of 90% that students feel welcome at school. There is room for improvement in High School, most noticeably in the upper grades.

The overall “WCRSLE” category shows modest declines from the previous year, however, one very important indicator to us is that 85.1% of students agree that they have a welcoming, caring, respectful, and safe school. In comparison to 76.6% in Alberta, we see reassurance that CAIS is on the right track and the students reflect this in our school community.

Consistent with last year’s results, 97% of Grades 4-6 students say that their teachers care about them, and an increase in this area in Grades 7-9 is a very positive trend.



### *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
- High School commemorated Orange Shirt Day
- Anti-bullying awareness week and initiatives
- School theme: Walk in Wisdom: From the Word to the world
- Expansion of Pastoral Advisory and Care Teams in High School
- Grade 7-9 Leadership courses
- The High School House system boasted 25 events throughout the year, and the Primary School House launch team was formed.
- Staff Wellness Committee, dubbed “Vitalize”, sponsored a number of events, both on and off campus. Staff gave very positive feedback related to these events.
- The opening of the Amenities Building has played a significant role in improving the school environment.







## Learning Supports

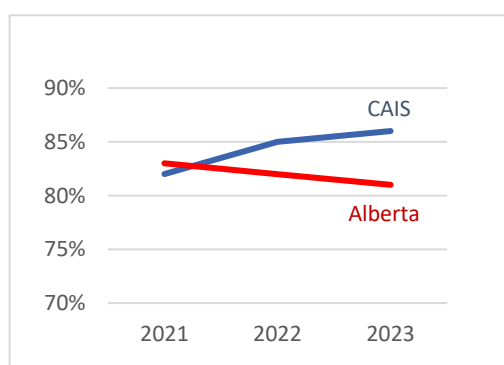
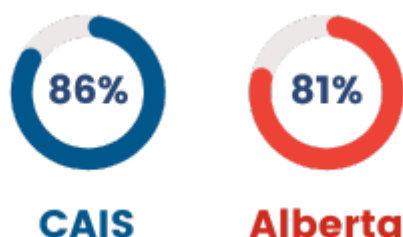
*At CAIS, students experience a culture that affirms the uniqueness of their individual giftings and are part of a connected community.*

### Measure

#### Access to Supports and Services

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

### Data Comparison



### Strengths

- High number of students say that teachers are available for help if needed.
- Improved results for 2022/23.

### Areas of Growth

- Grade 10-12 students are seeking more help on issues unrelated to schoolwork.
- Improve awareness of supports and services in the Primary School.



Similar to 2022, continued growth and strength in this area are reflected by increases in all categories. Fundamental responses from students, such as saying that their teachers are available to help them when needed, range from 89% to 94% across the grade levels.

The single question that stands out as a concern is the matter of students feeling as though they can get help with problems that are not related to schoolwork; in addition to strong counselling and pastoral care teams, we will be appointing a careers counsellor in the coming year. Due to continued school growth and a need for specialization, Student Services has been bifurcated into a counselling department and a learning support team.

*Implications and alignment to our Education Plan:*

1. Outcome One of the Education Plans was to improve the awareness of and access to, Learning Support Services from Prep to Grade 12. The LS team conducted PD sessions during the year.
2. Surveys on support provision were distributed to teaching staff in early February.
3. In 2022/23, we opened the Oasis in the Amenities Building. The Learning Support Team made very good use of this area as they worked with SEN students and used the spaces for meetings related to IEPs and IPPs.
4. At the end of 2022/23, the Board approved the hiring of an additional ELL teacher for the team.
5. The Deputy Head of School established regular meeting times for the Counselling and ELL Team Leaders with the Primary and High School Principals.



## Governance

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

### Measure

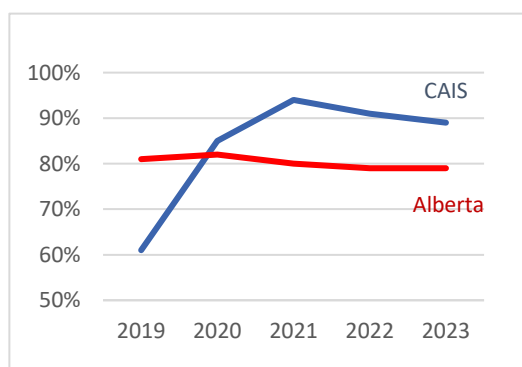
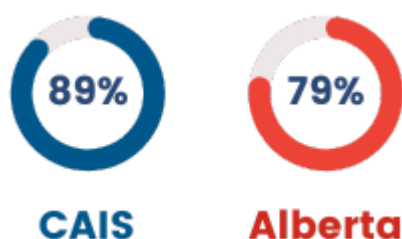
#### Parental Involvement

#### 2022/23 Measure Evaluation

Measure Evaluation		
Achievement	Improvement	Overall
Very High	Maintained	Excellent

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

#### Data Comparison



#### Strengths

- School Administered survey shows high levels of agreement from parents.

#### Areas of Growth

- Identify strategies to increase Primary teacher perspective on parent involvement in education.



In last year's AERR summary report, we made that comment that "CAIS at this stage does not survey parents about their level of satisfaction with their involvement in decisions about their child's education." Following this, we took the initiative to adapt the AEAM survey and distribute it to our own parents, as Alberta Education does not survey parents outside of Alberta.

We are very delighted to report that we received 460 parent responses, and in Primary School, 88% of parents were satisfied or very satisfied. In High School, the response was 88% as well!

This is a survey that we are certain to continue each year, and the messages from parents were loud and clear about their satisfaction with the quality of education. For example, to the question "Your child is encouraged at school to try their best," 95% of Primary School parents agreed, and 94% of High School parents agreed.

In addition to surveys, we do ensure that parents are on-site, and the communication is personal and open. For example, a morning "Coffee with the Head of School" was held for interested parents from each grade level in Primary and High School. This was a time for parents to come in and meet with the Head of School and Primary or Senior leaders, and to get to know them and ask questions while learning more about the school and its various programs.

In another effort to increase parent voice, we administered a survey to all parents from Preparatory to Grade 12 that dealt with our extracurricular (ECA) programs. The survey showed strong parental support for our current ECA programs, and through it, parents provided the school with a number of actionable ideas for improving our ECA offerings.

#### *Implications and alignment to our Education Plan:*

We will continue to survey our parents, elicit feedback, and to take reasonable and proactive steps to respond to their suggestions.









## 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	79	68	82	84	Low	Improved	Acceptable
Lifelong Learning	87	88	80	77	Very High	Maintained	Excellent
Program of Studies	86	74	83	83	Very High	Improved Significantly	Excellent
Program of Studies - At-Risk Students	88	86	81	83	High	Improved	Good
Safe and Caring	93	92	87	89	Very High	Improved	Excellent
Satisfaction with Program Access	83	75	73	74	Very High	Improved Significantly	Excellent
School Improvement	87	84	75	78	Very High	Improved	Excellent
Work Preparation	91	90	83	85	Very High	Maintained	Excellent

The supplemental measures metrics show a strong color scheme of green and blue, indicating a healthy level of growth and sustained progress in a number of areas. We do celebrate this, and in particular, the significant improvement in “satisfaction with program access” is attributed to a depth of investment by the Registered Management Committee in this area.

The sole area for continued focus is in the area of “in-service jurisdiction needs,” but again, we do celebrate the strides made in this area with a 6.5% improvement from the previous year.

Under “School Improvement,” we are very pleased to see that not one teacher has responded that they believe the school has declined over the past three years, indicating a strong coherence with the overall vision and mission of the school. In addition to phrases that are now very familiar to all staff, such as “Kaizen” (change for better) and “Ora et labora” (pray and work), we have launched a more precise guideline entitled “Our Working Together: Principles and Practices” that sets out to articulate the CAIS way. It is these fundamental beliefs that we aspire to embed into our culture so that we can continue to flourish in all areas of school life and governance.

## Parental Involvement and Communication Plan

The School Council is the central platform for parent and student representatives to advise the School Leadership Team and Registered Management Committee on school-related matters and to provide their voice on the issues that matter most to them. The School Council also includes two teacher representatives, the Head of School, the Deputy Head of School, and both Primary and High School principals.

The Community Liaison Groups (CLG) have become a supplementary avenue for communicating with parents, and parent representatives rapidly disseminate updates when needed. This method of communication is also used to share reminders about upcoming events and to thank parents for their partnership in these events.

The School Council “connecting with parents” task force hosted an excellent evening at school in order for interested parents to bring forward their ideas for opportunities for greater parent involvement. Significantly, this event was catered, food being the great uniter. This event was very successful, and several events and plans were put in place after this evening.

One notable area of progress was a discussion with the High School parents about their desire to see more communication about university and career opportunities, and on May 11th, we held the “CAIS Spring University and Career Evening.” In addition to Harvard, Newcastle, and Warwick universities, most Hong Kong universities, and a number of CAIS parents who hosted career booths were present. In the end, we have seen how parent engagement only furthers and deepens the opportunities for strengthening community relationships.

In addition to the above, the “connecting with parents” event yielded a number of points/questions of concern raised by several parents. This became a springboard to follow-up discourse and meetings with the Primary Senior Leadership Team, enabling the school to effectively implement measures to address the questions/concerns raised during the connecting with parents’ event.





## **Accountability Statement for the Annual Education Results Report**

The Annual Education Results Report for Christian Alliance International School for the 2022/2023 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 2022/2023 has been approved by the Board.

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Mr. Martin Lau  
School Supervisor

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