

CHRISTIAN ALLIANCE
INTERNATIONAL SCHOOL
宣道國際學校

**Annual Education Results Report
(AERR)
2023 - 2024**





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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 1585 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. Our Amenities building had its first full year of use by the school and surrounding community. The school made very good use of its facilities during the day, while many community groups rented them out during the evenings and on weekends. The school has quickly become a highly desired venue for many types of functions because of its new amenities.

In addition to fulfilling accreditation requirements for Alberta Accredited International Schools, CAIS continues to work towards compliance with its Service Agreement with the Hong Kong Education Bureau. The school has taken further strides towards achieving the required student-mix ratio of local Hong Kong students and students holding international passports, has had its second set of graduates from the International Baccalaureate Diploma Programme, and has increased learning support staff to offer support for students with special needs.

The philosophy of “Kaizen: change for better”, continues to be followed, with school staff at all levels and from all teams consistently looking for and sharing small ways in which we can ‘our students.

* It should be noted that the 2023-24 survey results do not include input from the school’s teachers. The school did not administer the teacher survey due to a misunderstanding.



CAIS FACTS

241

Staff with a united vision to enhance effective student learning

1585

Students in June 2023; up from 1550 in June 2022



IB Diploma Programme



Online learning with Microsoft Teams

24

New staff

School
Buildings

Aquatic Center completed and to begin operation in fall of 2024

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 2023/24

- Resumption of Thanksgiving Carnival with highest attendance ever
- First Large-scale, full-school Musical: Oliver Jr, performed in new Alliance Hall
- Appointment of two Principals and two Assistant Principals for 2024-25 year
- Second 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
- Resumption of Overnight Camps for Grade 4-6 students
- Growth of Student Leadership programs
- School received Alberta Accredited International School Tier 4 Rating
- Steady growth in High School enrollment
- Hosted numerous groups of visitors, including Pastors, teachers-in-training, and educators from various countries
- Hosted Alberta Accredited International School Onsite Monitoring Meeting
- Resumed overseas programs including mission trip to France, sports tournament in Beijing and Malaysia, and several mission/service programs (called Discovery Days) to destinations such as China, Taiwan, France, Spain, Malawi, Thailand, Philippines, and Bali.
- Opened our Academic & Careers Counselling Center, with two full-time A&C Counsellors
- Hosted first CAIS International University Fair with 1000 attendees over two evenings



LOVE



WISDOM



INTEGRITY



SERVICE



COMMUNITY



Student Growth and Achievement

Student Learning Engagement

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

Strengths

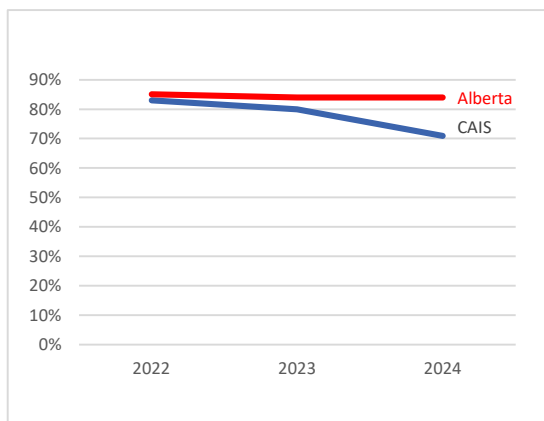
- In all grade levels (G4-6; G7-9; G10-12), students reported a higher level of engagement than the previous year.

Data Comparison



Areas of Growth

- Articulating to students the usefulness of what they are learning and making it more engaging.



This is an area in the AEAM results that shows a decline from last year because the teacher survey data is missing. However, students in Grades 4-6 showed an increase in engagement, a small increase in grades 7-9, and a significant increase in grades 10-12.

Overall, students' response shows a slight increase from the previous year's 68.1% to 70.6%. A factors to consider is that Grades 11 and 12 students who take the IB Diploma Programme did not participate in the survey.

Areas of learning engagement will continue to be an area of focus for the coming year, including a continuation of a primary-wide focus on literacy in the primary school, and developing student leadership and agency in the high school. The academic achievements of our students in the 2024 PAT and Diploma results continue to be outstanding, and the year-on-year comparison for CAIS students shows higher results in 19 out of 24 measurements.

Due to Alberta Education Curriculum reform in the 2023/2024 school year, the Grade 6 English Language Arts and Literature and Math Provincial Achievement Tests were not administered. Regarding the acceptable standard and standard of excellence categories, CAIS Grade 6 students are at par or outperformed their counterparts in Alberta, CAIS Grade 9 and Grade 12 students outperformed their counterparts in Alberta in all categories.

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%-36% 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 all categories. There is a significant improvement of the standard of excellence in the English Language Art diploma exam results, increased from 9.7% to 26.5%.

| English Languages Arts | CAIS Actual 2023 | Alberta 2023 | CAIS Actual 2024 | Alberta 2024 |
|-------------------------------|------------------|--------------|-------------------------|-------------------------|
| G6 Acceptable Standard | 98.8 | 90.4 | <i>Not administered</i> | <i>Not administered</i> |
| G6 Standard of Excellence | 31.3 | 21.9 | <i>Not administered</i> | <i>Not administered</i> |
| G9 Acceptable Standard | 94.1 | 85.1 | 100 | 83.4 |
| G9 Standard of Excellence | 39.2 | 15.9 | 34.3 | 13.7 |
| Mathematics | CAIS Actual 2023 | Alberta 2023 | CAIS Actual 2024 | Alberta 2024 |
| G6 Acceptable Standard | 91.6 | 76.9 | <i>Not administered</i> | <i>Not administered</i> |
| G6 Standard of Excellence | 34.1 | 18.8 | <i>Not administered</i> | <i>Not administered</i> |
| G9 Acceptable Standard | 91.2 | 64.0 | 95.3 | 61.1 |
| G9 Standard of Excellence | 39.2 | 15.6 | 51.9 | 15.9 |
| Science | CAIS Actual 2023 | Alberta 2023 | CAIS Actual 2024 | Alberta 2024 |
| G6 Acceptable Standard | 88.7 | 79.9 | 85.2 | 81.4 |
| G6 Standard of Excellence | 26.8 | 27.0 | 32.5 | 28.7 |
| G9 Acceptable Standard | 94.1 | 78.5 | 97.2 | 78.4 |
| G9 Standard of Excellence | 45.1 | 24.1 | 45.3 | 23.5 |



| Social Studies | CAIS Actual 2023 | Alberta 2023 | CAIS Actual 2024 | Alberta 2024 |
|---------------------------|------------------|--------------|------------------|--------------|
| G6 Acceptable Standard | 89.3 | 79.1 | 90.5 | 80.7 |
| G6 Standard of Excellence | 29.8 | 22.1 | 23.7 | 24.0 |
| G9 Acceptable Standard | 92.2 | 69.0 | 97.2 | 70.8 |
| G9 Standard of Excellence | 42.2 | 19.0 | 52.8 | 19.6 |

| Subject | Standard | 2023 # | CAIS Diploma 2023 | Alberta 2023 | 2024 # | CAIS Diploma 2024 | Alberta 2024 |
|----------------|------------------------|--------|-------------------|--------------|--------|-------------------|--------------|
| ELA | Acceptable Standard | 31 | 77.4 | 81.9 | 34 | 100.0 | 84.0 |
| | Standard of Excellence | | 9.7 | 10.8 | | 26.5 | 11.0 |
| Math | Acceptable Standard | 21 | 71.4 | 69.4 | 38 | 84.2 | 71.6 |
| | Standard of Excellence | | 23.8 | 29.5 | | 42.1 | 31.3 |
| SoSt | Acceptable Standard | 32 | 93.7 | 85.4 | 34 | 100.0 | 85.4 |
| | Standard of Excellence | | 18.8 | 17.4 | | 23.5 | 19.3 |
| Biology | Acceptable Standard | 18 | 83.3 | 83.5 | 17 | 94.1 | 81.9 |
| | Standard of Excellence | | 44.4 | 34.0 | | 47.1 | 33.3 |
| Chemistry | Acceptable Standard | 13 | 92.3 | 78.8 | 10 | 90.0 | 82.9 |
| | Standard of Excellence | | 38.5 | 36.1 | | 50.0 | 40.7 |
| Physics | Acceptable Standard | 2 | 100.0 | 82.2 | 4 | 100.0 | 83.3 |
| | Standard of Excellence | | 100.0 | 40.0 | | 50.0 | 39.3 |

High school saw a small increase in number of students (63) writing AP exams compared to the previous year. Of the 86 exams written by CAIS students, the pass rate continues to be very high, with 86% of the exams receiving a score of three or higher.

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 2023/24 Education Plan has stated the goal of raising student achievement levels at PAT6, PAT9, and Diploma exams. During 2023/24 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 seven 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 counsellors.
4. Two Coach of Teaching and Learning are working effectively with teachers to contribute to the enhancement of effective teaching practice in the school.
5. In both Primary and High School, academic support has been provided after school.
6. Enhanced communications at home regarding students’ performance and provide targeted home learning practices.

Early Years Literacy & Numeracy Screening Assessments

Summary of Grade 3 Literacy and Numeracy Screening Results

| | |
|--|--|
| Alberta Education approved screening assessments used | <u>Literacy:</u> Castles & Coltheart 3 (CC3) Assessment English <u>Numeracy:</u> Provincial Numeracy Screening Assessment |
| Total number of students assessed at the beginning of school year | 144 |
| Total number of students identified as being at risk at the beginning of the school year | Literacy: 3 Numeracy: 1 |
| Total number of students identified as being at risk at the end of the school year | --- |
| The average number of months behind grade level after the administration of the initial assessments for at risk students | --- |
| The average number of months gained at grade level after the administration of the final assessment for at risk students | --- |
| A summary report of support strategies used for students identified as being at risk at each grade level | <u>Literacy & Numeracy Support Strategies used:</u> -Adjusted work load -Employed personal anchor charts as visual aids -Did additional reading (Epic, library books, home reading) for fluency and building vocabulary and background knowledge -Provided scaffolding (such as prompting) during assessments -Part of small group intervention for UFLI. -Additionally, joined ELL support with other ELL students in class. -Provided differentiated tasks during center work -Suggested to do short journaling and tutoring |



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

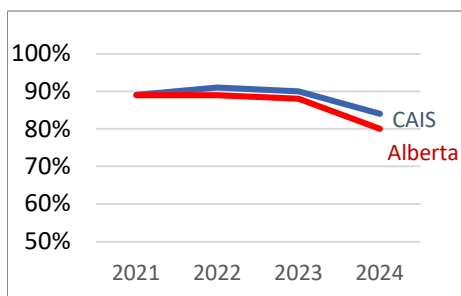
Citizenship

2023/24 Measure Evaluation

| Measure Evaluation | | |
|--------------------|------------------------|------------|
| Achievement | Improvement | Overall |
| Very High | Declined Significantly | Acceptable |

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, and help people in their community
- Well above Alberta average over the past four years.

Areas of Growth

- Promote citizenship characteristics with students, particularly with grades 7-9 students

CAIS' overall response in this area declined by 3% in 2023, due in part to the absence of teacher data, although the 3-year rolling average is 6.5% above Alberta, and the 2023 score for student learning engagement (student responses) increased from the previous year by nearly 2%.

As shown below, it is clear that the students believe that they are encouraged to try their best, and that students do help each other. The areas for growth are to work with the grades 4-6 and 7-9 students on knowing school expectations and how to meet them, as well as to have positive citizenship talks with them (ie., digital citizenship), to celebrate students who are committed to service in the school and wider community, and to reinforce that all students are expected to espouse the school values of community, love, integrity, service, and wisdom.

Some specific highlights include:

- a. At school, I am encouraged to try my best (student responses):

| | 2024 |
|-----------------------------|-------------|
| Grade 4-6 students | 96% |
| Grade 7-9 students | 96% |
| Grade 10-12 students | 94% |

- b. At school, students help each other (student responses):

| | 2024 |
|-----------------------------|-------------|
| Grade 4-6 students | 89% |
| Grade 7-9 students | 85% |
| Grade 10-12 students | 92% |

Implications and alignment to our Education Plan:

1. In student leadership courses for Grades 7, 8, and 9, the students in Grade 8 complete the "Green Bird in Action" Hong Kong Awards for Young People program and earn a badge for achieving the requirements for four areas of learning: skills, physical recreation, excursions, and service.
2. High School assemblies conclude with a "Celebrating Achievements" section, which includes recognition of students that have had exemplary efforts in academic, sports, cultural, or service to the community. Parents, students, and teachers share these celebrations with the school.
3. Student-led initiatives in the year included: a second-hand uniform shop led by the Green Team and parents of the School Council, a food drive, a gift box drive, called "Peacebox," of essential items for those in need, a "fashion re-imagined" clothes swap and giveaway, and more. Teachers led annual events such as Orange Shirt Day, Kindness Week, and Bullying Awareness week.





Teaching and Leading

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

Measure

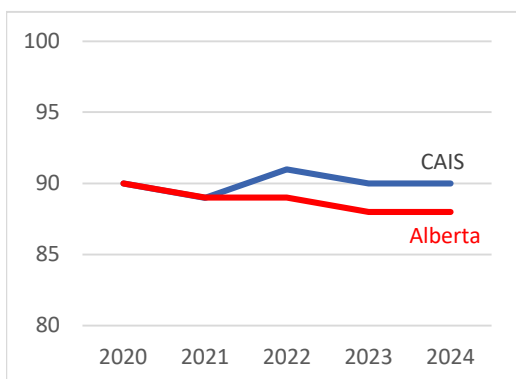
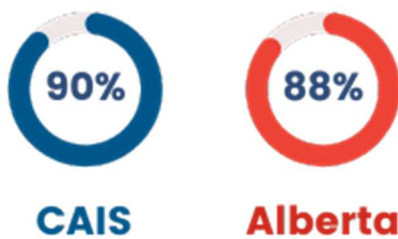
Education Quality

2023/24 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 has continued.
- 97% of Grade 4-12 students satisfied with the quality of their education.
- 98% 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 relevance of core subjects for students and make lessons more interesting

In the 2023/24 overall measurement of this indicator, CAIS maintained its rating of “excellent.” We are very pleased with these results. This was the first full year of face-to-face classes experienced by students and staff with no Covid restrictions in place.

For the third year in succession, 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, 95% of students in Grades 7-9 agreed that it was good or very good, a level that has increased from last year. When responding to the same question, students in Grades 10-12 showed an increase to 91% from 87% the previous year.

Implications and alignment to our Education Plan:

1. The First Outcome of the Education Plan has been specifically focused on the development and implementation of the Primary School Literacy.
2. The Primary Senior Leaders, & Coach of Teaching and Learning, worked closely with Erin Kent Consulting to run several in-house professional learning sessions focused on literacy (DIBELS, UFLI, Words Their Way), which included collecting and utilizing related data.
3. Continued promotion of PD sessions offered by the ERLC related to new curriculum implementation.
4. Primary literacy scaffolding documents were created and used effectively in the literacy focused lessons.
5. High School Teams continued to work on learning more about high-impact instructional strategies and implemented them in their classrooms.
6. High School Teachers began and carried out their second cycle of the spiral of inquiry for professional growth.





Learning Supports

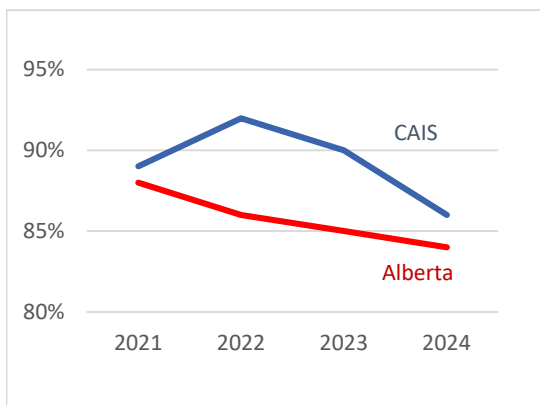
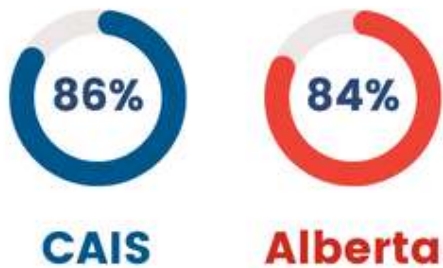
At CAIS, students experience a culture that affirms the uniqueness of their individual giftings and are part of a connected community.

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.
- Very high levels of students indicated that they felt welcome at school and that their teachers cared about them.

Areas of Growth

- To reinforce a culture of mutual respect among students in all grade levels
- To focus efforts on Grades 7 to 9

In the 9 areas rated by students, results in Grade 4-6 stayed the same in 3 categories, increased in 4, and declined in only 2. Student ratings in Grades 10 to 12 increased in 7 of 9 categories, declining only slightly in 2 categories. We saw the biggest decline in the ratings from students in Grades 7 to 9, where ratings increased and stayed the same in two categories, but fell in 7 of 9 categories.

The overall “WCRSLE” category shows only a slight decline from the previous year in the student measured. That being said, it is important to note that 85.9% of students agree that they have a welcoming, caring, respectful, and safe school, in comparison to 75.2% in Alberta.

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:

- School theme: Integrity In Action. Throughout the year, teachers, PACT teachers, Pastors, and School Leaders spoke about what it means to be young people of integrity.
- Kindness Week, in both primary school and high school
- Appropriate cultural and historical awareness events, such as United Nations Week, and Remembrance Day assemblies
- High School students and staff participated in Orange Shirt Day
- Bullying Awareness Week and initiatives, such as the “You Can Sit With Me” bracelets
- The Pastoral and Advisory Care Teams (PACT) in high school continues to grow in size and the number of events each year
- The High School House system held over 20 events throughout the year, and the Primary School House system was officially launched.
- Staff Wellness Committee continued to sponsor a number of events, both on and off campus, to promote positive relationships and avenues for well-being activities
- Our Amenities building has become a popular venue for events in Hong Kong, and we use our Student Ambassadors to greet visitors and do school tours





Learning Supports

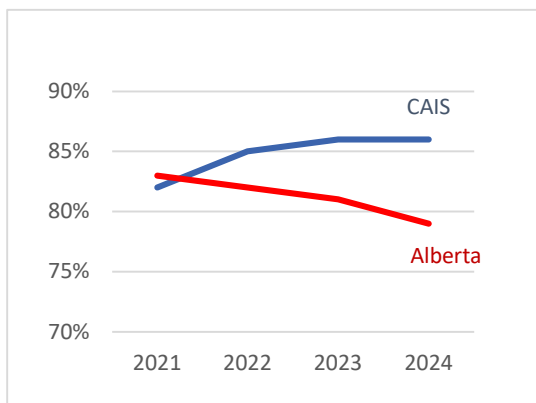
At CAIS, students experience a culture that affirms the uniqueness of their individual giftings and are part of a connected community.

Measure

Access to Supports and Services

Students at each grade level agree that they 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.
- Results improved for all students from Grades 4 – 12
- Improvement in number of High School students who feel they can get help with non-school related matters

Areas of Growth

- Continue to raise awareness among Grades 7- 12 students that they can get help at school with non-school related matters

Like 2023, there is continued growth and strength in this area of measurement especially in Grades 10 - 12. This was a significant increase which is likely due to the creation of the new “Academic and careers Guidance Counselling” department and bespoke room. In our Education Plan for the year, we focused on improving the awareness of, and access to, Learning Support Services. We have seen the fruit of making this a focus. It is pleasing to see that across-the-board students identify that their teachers are available to help them when needed.

With the opening of the Oasis in 2022/23, the school has provided a safe environment for students with Learning needs to access staff to support them in their learning. For the 2024/25 school year, the Board have increased the headcount for Primary School Learning Support.

Implications and alignment to our Education Plan:

1. Surveys on support provision will be distributed to teaching staff in early February.
2. At the end of 2023/24, the Board approved the hiring of an additional Learning Support teacher for the team.





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

2023/24 Measure Evaluation

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



Strengths

- School Administered survey shows high levels of agreement from parents.
- Parents were given multiple opportunities during the year to share views via surveys

Areas of Growth

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

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.

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 (2024) | Prev 3-Year Average (2022-24) | Current Result (2024) | Prev 3-Year Average (2022-24) | Achievement | Improvement | Overall |
| Program of Studies | 88 | 84 | 83 | 83 | Very High | Improved | Excellent |
| Program of Studies - At-Risk Students | 86 | 87 | 81 | 81 | Intermediate | Maintained | Acceptable |
| Safe and Caring | 89 | 93 | 87 | 88 | Very High | Declined Significantly | Acceptable |
| Satisfaction with Program Access | 85 | 81 | 72 | 73 | Very High | Improved Significantly | Excellent |
| School Improvement | 84 | 87 | 76 | 75 | Very High | Declined | Good |

With the absence of teacher data in these results, comparison to the previous year is not possible. Based on data from the previous three years, we would likely have seen no “Declined Significantly” for Safe and Caring, nor “Declined” for Satisfaction with Program access. Both areas have always proven to be strong from the teacher’s perspective.

In saying that, it is very pleasing to have such high ratings for all five measures from the student perspective! Students are the stakeholders who “experience” the culture of the school and to be above Alberta Schools in all five areas, some significantly, is a delight. Nearly 90% of the student population indicating the school is “Safe and Caring” is testament to the work of both teachers and students looking after each other.



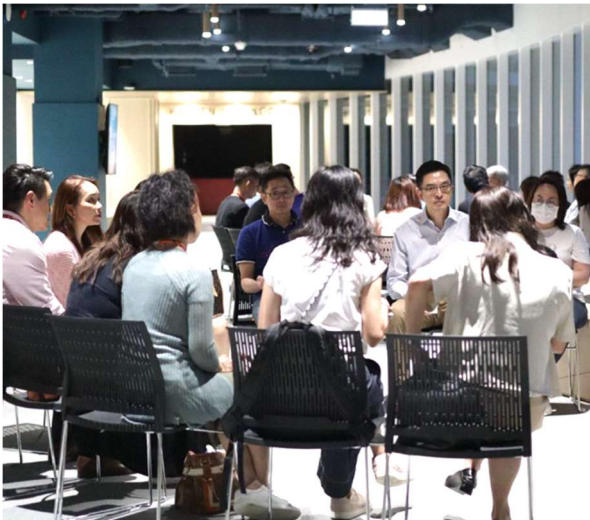


Parental Involvement and Communication Plan

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 Principal (Administration), 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's "Connecting With Parents" task force hosted an excellent evening at school to facilitate interested parents bringing 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 as a result of this evening.



Accountability Statement for the Annual Education Results Report

The Annual Education Results Report for Christian Alliance International School for the 2023/2024 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 2023/2024 has been approved by the Board.



Mr. Howard Chan
School Supervisor

Date: 24/11/24



LOVE



WISDOM



INTEGRITY



SERVICE



COMMUNITY