

Alberta Accredited International School

On-Site Monitoring Report 2023/24 Summary

The purpose of the Off-site monitoring process is to:

- provide evidence to the Minister of Education that the school is in compliance with accreditation requirements, to make preliminary accreditation recommendations;
- provide accountability and assurance to Alberta Education and school stakeholders;
- ensure that the Alberta schools have met policies and standards, legislation and regulations;
- ensure that the individuals employed to teach and lead have met Alberta certification requirements;
- report to the Minister of Education as to the potential and success of the Alberta program and identify requirements not met; and
- facilitate continuous improvement within Alberta program schools.

Feedback from Alberta Education for 2023/24 On-Site Report

Successes, recommendations, outstanding requirements, response/mitigation strategies and next steps, as they relate to the continuous improvement cycle.

Alberta Education Assurance Measures (AEAMs) results from 2022/2023:
Fall 2023 Required Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	Christian Alliance Internation			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	79.9	83.2	83.2	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	86.7	90.2	86.9	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	91.5	87.5	n/a	63.3	64.3	n/a	Very High	n/a	n/a
	PAT: Excellence	37.9	30.3	n/a	16.0	17.7	n/a	Very High	n/a	n/a
	Diploma: Acceptable	84.0	82.7	n/a	80.3	75.2	n/a	Intermediate	n/a	n/a
Teaching & Leading	Diploma: Excellence	24.4	24.1	n/a	21.2	18.2	n/a	Very High	n/a	n/a
	Education Quality	90.4	90.7	90.3	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRESLE)	90.3	91.9	91.9	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	86.4	84.7	84.7	80.6	81.6	81.6	n/a	Improved	n/a
Governance	Parental Involvement	89.2	91.1	88.1	79.1	78.8	80.3	Very High	Maintained	Excellent

CAIS has strong academic results in provincial assessments, performing higher than the province in both acceptable and standard of excellence. The AERR (November 2023) reflects in-depth data analysis and reflection on implementing strategies to support any assurance measures that may require attention. The leadership team has identified clear links to the Education Plan, outlining implications and alignments to further the cycle of continuous

improvement. Many of these strategies were witnessed throughout the on-site evaluation, reflecting intentional focus on sustaining/adjusting where necessary to foster success.

Recommendations

1) **School Initiatives** – As a testament to the calibre of teaching and the professionalism of CAIS staff, there are many opportunities to learn together and create opportunities for students. The school is moving forward with many initiatives ranging from the classroom level (PD- literacy/assessment/) to local/community/citizenship initiatives (Chapel, Assemblies, Student Leadership programs, extracurricular activities) to international initiatives (Discovery Days and sports trips). CAIS Staff are driven and motivated by continuous improvement, learning and doing what is best for students and report that they feel they have a good support system. Staff discussions and survey result however, indicate there is a perception that there may be too many initiatives. Consider examining the potential impacts of current initiatives on student learning and streamlining/limiting new initiatives. A focused approach to maximize effect may result in more quality improvements and lasting impact without teacher burnout.

2) **Streamline Communication** - The school does a fantastic job of communication with parents and students. Parents have expressed that there are What's App groups, newsletters and classroom parent groups. It is recommended that CAIS consider examining the multiple pathways for parent communication as parents, particularly those with more than one child at CAIS, have expressed challenges in managing several platforms to remain informed.

3) **Student Behaviour** – CAIS prides itself on student leadership and permeating faith in all aspects of school life. There is a sense of belonging and pride that is exhibited and celebrated by Student Ambassadors and the Student Representative Council. Student survey results indicate a discrepancy in satisfaction levels with behavioural expectations and consequences. It is recommended that the school consider looking further into the perception of students on steps that are taken to manage behaviour and possibly revisit the consistent expectations and consequences that correlate with the Student Code of Conduct.

Successes for 2023/24

1) The Board is to be commended for building a strong working relationship with the Senior Leadership Team. Their commitment to the Alberta program and financial support to foster a strong learning environment is outstanding.

- **Facilities** –including state of the art Amenities Building, green space, roof top soccer pitch, music practice and recording studios, future swimming pool. There is a consistent drive to ensure that CAIS continues to grow and offer a wide range of programming and opportunities to students.

- **Staffing** – with the increased enrollment, the school/board have ensured appropriate support through the addition of team leads, academic counsellors, learning coaches, mental health supports, the worship team and administration support. This support has been intentionally added to support both staff and students.
- **Professional Development** – the board invests in the professional development of staff both collectively and individually and values a data driven approach to learning and improvement.
- **Relationship**- there is an obvious trusting relationship that exists between the board and the senior leadership team with a common focus on continuous improvement as witnessed by the accreditation team at the attendance of the board meeting.

2) The Head of School, Mr. Vanderpyl, is to be commended for his vision and charismatic approach to the community. Students, parents and staff all indicated that he has inspired and mentored all those around him with his servant leadership and ability to build relationships. He has not only a vision, but a connection to each person in the CAIS community. His leadership has filtered down into the dedicated calibre of his Senior Leadership team, the team leads, staff and student leaders.

3) The Senior Leadership team is to be commended for the palpable sense of belonging and trust that is evidenced by the staff, parents, and students. All speak to the culture and high standards for students spiritually, emotionally, and academically at the school. While enrollment has increased significantly, the sense of distributed leadership and clear vision has created an unwavering ship that just continues to build and sail, while maintaining the feel of a school that is small enough to include everyone, yet large enough to offer so many opportunities to all. The extra time and commitment of the staff to provide so many activities for students and nurture such a sense of servant leadership and ownership in all students is outstanding.

4) The school has done remarkable job in building a learning community that extends beyond the walls of the school. Students, school staff and parents are proud of the school and strive to live their mission: **“to be the best school for Hong Kong, for the world and for Christ”**. This learning organization has achieved synergy by working together and creating an environment that is collaborative, creative, and focused on continuous improvement. It is clear that staff are passionate and include children in their decision making and planning and work diligently to support all learners. The academic results speak to the high-quality teaching at the school and the culture of service through leadership speaks to the education of the whole child. Christian Faith is permeated in all that is done and forms part of the fabric of the school.

Compliance Statement & Preliminary Accreditation Recommendation

It is recommended that Christian Alliance International School be granted Tier 4 accreditation for Grades 3-12 in 2024/25, contingent upon meeting the requirements as outlined in this report.



Date: June 17, 2024

Sandra Cimino

School Accreditation Officer / School Accreditation, Standards and Print Services



Date: June 17, 2024

Cheryl LaBuick

School Accreditation Officer / School Accreditation, Standards and Print Services