



CHRISTIAN ALLIANCE  
INTERNATIONAL SCHOOL

宣道國際學校

Christian Alliance International School

Annual Education Plan 2022/23

**Outcome Three: PAT and Diploma Exams**

At CAIS, it is our goal that all Grade 6, 9 and Diploma students achieve higher levels of academic results in the provincial tests than their counterparts in Alberta.

**Domains:**

Domain 1: Student Growth and Achievement

Domain 2: Teaching and Leading

**Alberta Education Assurance Measure (AEAM):**

PAT 6, PAT 9, Diploma Examinations

**Link to CAIS Strategic Goal 2021/22 to 2025/26**

1.1 - To provide an academically rigorous education where students faithfully cultivate their talents to love God and serve humanity.

3.1 - Ensure the curriculum is responsive in meeting the needs of students, is Christ-centered and authentically infused with biblical truth.

**A: Data Analysis**

1. The overall percentage of students in Grades 6 and 9 who achieved the acceptable standard and the overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests.
2. In 2020, the PATs were cancelled by Alberta Education. In 2021, Science and Social Studies PATs were canceled by Alberta Education and participation in PATs ELA and Social Studies was optional; due to online schooling in Hong Kong, CAIS did not participate. In 2022, CAIS students wrote the PAT and Diploma exams, however as of the writing of this report the results were not yet received. Without further test data to examine, the CAIS targets remain fixed from the previous year.
3. In January 2022, the Math honours students wrote the PAT 9 exams. These students achieved a 100% acceptable standard, and a 91% standard of excellence.



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\*Results are based on number writing (Table 2.2 in reports from Alberta)

<b>English Language Arts</b>	CAIS Actual 2019*	Alberta Results 2019*	CAIS Actual 2022*	Alberta Results 2022*	CAIS Target 2022-23
Grade 6 Acceptable Standard %	96.9	91.9	97.2	84.8	95
Grade 6 Standard of Excellence %	16.0	19.6	19.1	22.3	20
Grade 9 Acceptable Standard %	91.5	84.9	95.8	85.4	95
Grade 9 Standard of Excellence %	10.6	16.7	28.4	15.8	30

<b>Mathematics</b>	CAIS Actual 2019	Alberta Results 2019	CAIS Actual 2022	Alberta Results 2022	CAIS Target 2022-23
Grade 6 Acceptable Standard %	95.4	79.4	90.2	74.5	95
Grade 6 Standard of Excellence %	19.8	16.4	16.1	14.7	20
Grade 9 Acceptable Standard %	89.4	66.5	89.4	62.7	95
Grade 9 Standard of Excellence %	25.5	20.8	43.6	19.6	45

<b>Science</b>	CAIS Actual 2019	Alberta Results 2019	CAIS Actual 2022	Alberta Results 2022	CAIS Target 2022-23
Grade 6 Acceptable Standard %	92.4	85.9	85.9	84.0	95
Grade 6 Standard of Excellence %	29.8	32.4	23.6	28.7	30
Grade 9 Acceptable Standard %	97.9	84.1	92.7	82.0	95
Grade 9 Standard of Excellence %	42.6	29.7	51.0	27.6	50

<b>Social Studies</b>	CAIS Actual 2019	Alberta Results 2019	CAIS Actual 2022	Alberta Results 2022	CAIS Target 2022-23
Grade 6 Acceptable Standard %	92.4	84.5	81.7	80.2	95
Grade 6 Standard of Excellence %	18.3	27.9	12.7	24.5	25
Grade 9 Acceptable Standard %	93.6	76.9	91.7	72.4	95
Grade 9 Standard of Excellence %	25.5	23.1	28.1	20.6	30



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^Results are based on weighted average in Table 2 of reports from Alberta

<b>Diploma Exams</b>	CAIS Actual 2019 <sup>^</sup>	Alberta Results 2019 <sup>^</sup>	CAIS Actual 2022 <sup>^</sup>	Alberta Results 2022 <sup>^</sup>	CAIS Target 2023-24
Acceptable Standard %	86.7	83.6	82.7	76.8	88
Standard of Excellence %	33.7	24.1	24.1	21.6	35

Measure Category	Measure	Christian Alliance International School 2019			Alberta 2019			Measure Evaluation 2019		
		Current Result	Prev Year Result	Prev 3-Year Average	Current Result	Prev Year Result	Prev 3-Year Average	Achievement	Improvement	Overall
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	83.4	90.1	88.8	83.6	83.7	83.1	Intermediate	Maintained	Acceptable
	Diploma: Excellence	30.4	37.1	34.9	24.0	24.2	22.5	Very High	Maintained	Excellent

### **B: Stakeholder Feedback**

1. Parent surveys indicate a high priority to be placed on academic results. In 2022-23, we again held academic pathways sessions for both high school and grade 6 families, touting the rigor of the Alberta curriculum.

### **C: Strategies to Attain This Outcome**

#### **School-Wide Approach**

- High School Teacher professional learning has a focus on high-impact instruction (Jim Knight) and a shared framework of teaching and learning for all CAIS teachers.
- Review PAT academic results with teachers to identify areas of celebration and improvement.

#### **PAT 6 Preparation**

- Grade 6 teachers have moved the teaching of Poetry to the time period earlier in the year, prior to the writing of Grade 6 PATS, in order to help students improve in their creative writing on the PATs.



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- To help Grade students become more familiar with the style of questions on the PATs, Grade 6 teachers have included more graphing questions on Science assessments and have included more Multiple-Choice questions on Social Studies and ELA Reading assessments.
- To help further prepare the students for PATs. from the month of April onwards, Grade 6 teachers have increased PAT preparation work in English Language Arts writing.

### **PAT 9 Preparation**

- The pastoral care team has expanded to include four teachers, who work with the high school senior leadership team to identify and monitor students who are at risk. The enhanced communication with teachers, counselors, and parents, aims to improve communication and provide support structures for student success in all forms.
- Teachers have developed after-school clubs that support student learning, including a weekly Math tutorial session, STEM Club, Mechanical Engineering Club, and a peer tutoring club that involves teachers and older students to teach and support younger students.
- Enhance communications at home regarding students' performance and provide targeted home learning practices.
- Students with Individual Student Profiles (ISP) are provided to staff and parents, and exam accommodations are provided as necessary to support student success.
- CAIS students all sit a field test before writing PAT and diploma exams.
- Rigorous moderation for major assessments (such as mid-term examination and final examination).
- Participate in Canadian Math Contests and Science Competitions (such as UBC Michael Smith Science Challenge and National Biology Competition by the University of Toronto) to arouse interest and provide challenges in Science and Mathematics.

### **D: Measures to Determine Success**

#### 1. Provincial Measures

- a. AEAM: Targets for improving the acceptable and Standard of Excellence for PATs and Diploma Examination.





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## 2. Local Measures

- a. Teachers use midterm exams (all grades) and mock exams (grade 12s) to assess student achievement. This includes pre-assessment moderation of questions and post-assessment moderation of results.
- b. Teachers write a report of results to carry forward to the next cohort of students and their teachers.

### **E: Plan for Implementation**

August – September 2022:

Teachers introduce PAT and diploma exams to students, including providing a diagnostic test and engaging the student in personal goal setting. Students are given unlimited access to Exambank.com for practice tests, and QuestA+ is also introduced to students.

November – December 2022:

Midterm exams are assessed according to provincial standards, and teaching teams meet to do data analysis of results and address areas of concern for the second semester. Quarterly analysis of student achievement and monitoring of at-risk students.

January 2023:

Math honours students write the first PAT exams of the academic year.

March 2023:

A letter is sent from the school to all parents and guardians of students who will take PAT and diploma exams.

April 2023:

Field testing, as made available by Albert Education, is typically carried out for all students writing PAT and diploma exams.

May – June 2023:

Mock exams for students who write diploma examinations and extra tutorial sessions are provided for enhanced exam preparation.



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## **F: Additional Information**

### 1. Responsibility for strategies

With the addition of the high school principal, together with the two assistant principals, the senior leadership team will oversee the implementation plan and strategies. We ascribe to the statement that “the most powerful way that school leaders can make a difference to the learning of their students is by promoting and participating in the professional learning and development of their teachers,” (Viviane Robinson, Student-Centered Leadership) and the raising of academic achievement is not limited to the teachers of students who write a PAT or Diploma examination.

An additional consideration is to further examine the possible impacts of the pandemic on teaching and learning, as schools in Hong Kong have reverted to online learning for varying lengths in each of the last three academic years.

### 2. Budget

The 2022/23 Budget contains resources to support all the strategies to attain this Outcome.

## Appendix 1:

Quarterly Report of Academic Measures  
Grades 7-12: ELA, Social Studies, Math, and Sciences

### Standard Procedure and Guidelines for Use:

The quarterly report of academic measures is generated after each report card, and shared with the English, Social Studies, Math, and Science team leaders. Additional individual subject reports may be shared with specialty team leaders, although only for their specific subject. The academic report(s) are not intended for sharing with teachers.

On its own, the report of academic measures is of limited use without an understanding of how teachers implement assessment planning and moderation. There is no intention to have a numeric aim or bell curve for class grades. Instead, the data should be used to better inform practice so that all student achievement can be raised.



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English, Social Studies, Math, and Science team leaders should look for trends in the data. Conclusions are not made until lines of inquiry have been followed. Team leaders are aware that subsequent discussions may lead them to engage in difficult conversations, but also to celebrate growth and achievement in both teachers and students.

For example, teachers that consistently have high or low achieving classes may guide a team leader to identify various underlying causes, such as: effective teaching strategies, inconsistent standards and moderation, or a specific class of students with academic strength or deficit.

Similarly, a class that is particularly high or low achieving can be cross-referenced for consistent performance across the subjects.

Another point of evaluation is if a differential between the grade average within one discipline holds steady from one year to the next (for example, consistently higher marks than the grade above and below), this may reveal that the grades reflect a variation in assessment strategies more so than student performance. Note that one exception may be grade 12s, as the yearly trend of (generally) higher scores reflects the efforts accompanied by university applications.

There are many more ways to evaluate the data. It is important, however, that we are not “data-driven,” but rather “data-informed.” Whereas the former directly guides decision making, the latter assists with lines of inquiry that creates professional engagement and opportunities for reducing in-school variation. The ultimate aim is always to upskill all teachers so that students are met with high expectations and given every opportunity for success.

Subject Averages: **ELA**

		%
8A	(Teacher)	78.4
8B	(Teacher)	70.9
8C	(Teacher)	72.1
8D	(Teacher)	75
8E	(Teacher)	78.8
8M	(Teacher)	76
	AVG:	75.2