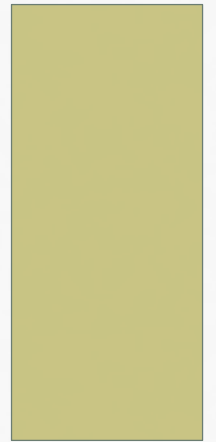


ST. PAUL'S SCHOOL  
(LAM TIN)

APASO LEARNING CIRCLE





# SCHOOL BACKGROUND

- A girl catholic school founded by the Sisters of St. Paul de Chartres in 1970
- Diverse socioeconomic status
- Students have high expectation on their academic outcomes





# ALL THINGS TO ALL PEOPLE

**The primary concern of education is  
the formation of youth into mature individuals  
who,  
self-confident of their worth as individuals  
and  
as children of God,  
are intellectually,  
morally  
and  
spiritually prepared  
to face the challenges of life and society,  
and  
responsive to human needs.  
It seeks to develop in students  
the Christian values of love,  
goodness and truth.**

# “PILGRIMS OF HOPE”

Our Paulinians will be

- > Hopefully and gratefully living the gospel
- > Having deep faith, living hope and active charity

## Major concern 1 Relationship - Culture

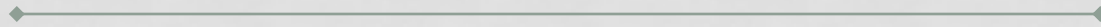
- To foster in our school an atmosphere of **mutual trust, understanding and unity** in which individual students and teachers are able to grow.
- Our personal development shall
  - ♦ Take root in Catholic nurturing values of “**Love, Truth, Life, Justice and Family**” and the Paulinian caring spirit of “**All to All**”
  - ♦ Contribute to the **wellbeing of self and others**

## Major concern 2 Agency – Ethos

- To form our students into **integrated women** who are **academically prepared** and **fully equipped** to take their place in society and carry on their various responsibilities particularly in the home, in their profession and in the community in which they live.
- Our education shall
  - ♦ Centre on **whole-person development**
  - ♦ Nurture **future-ready skills, dispositions and qualities**

# RATIONALE

## PLANNING, IMPLEMENTATION, EVALUATION, annual reflective journey



◎ Data ►► ◎ Planning ►► ◎ Interpretation ►► ◎ Reflection ►► ◎ Adjustment ►►

- > *Observe, Ask, Predict*
- > *A means to an end, not an end by itself*
- > *For school reflective use & growth-oriented*
- > *Data-informed decision-making*

# RATIONALE

## PLANNING, IMPLEMENTATION, EVALUATION, annual reflective journey



◎ Data ►► ◎ Planning ►► ◎ Interpretation ►► ◎ Reflection ►► ◎ Adjustment ►►

- > *Observe, Ask, Predict*
- > *A means to an end, not an end by itself*
- > *For school reflective use & growth-oriented*
- > *Data-informed decision-making*

- > *Data item analysis*
- > *Activity evaluation*
- > *Align with school MCs & student needs*
- > *Fine-tune targets, strategies, success criteria & evaluation mechanism*
- > *Impact teacher professional growth & student learning outcomes*
- > *Sustain school continuous improvement*

# CHOICE OF SUBSCALES

- Key Performance Measures 17
- Self-concept (Emotional Stability)
- Volunteering Work Frequency
- Learning Attitude (Perseverance)
- Learning Motivation (Intrinsic)
- Teaching (Clear Instruction)
- Teaching (Teacher Support)
- Reading (Keen on)
- Life Planning (Search for Information)
- Educational Aspiration (Education Level)
- Multi-perspective Thinking

# VALUES PROMOTED

## EDB Values Education

## Catholic Education Core Values





# CHOICE OF SUBSCALES

## MC1 Relationship

- Social and Emotional Development
  - Self-concept (**Emotional Stability**)
- Values promoted
  - EDB: **Respect & Care for Others**
  - Catholic education: **Love**



# CHOICE OF SUBSCALES

## MC1 Culture

- Ethical and Moral Development
  - Volunteering Work Frequency
- Values promoted
  - EDB: **Empathy**
  - Catholic education: **Justice**



# CHOICE OF SUBSCALES

## MC2 Ethos

- Academic development
  - Learning Attitude (Perseverance)
  - Learning Motivation (Intrinsic)
- Values promoted
  - EDB: **Perseverance, Commitment**
  - Catholic education: **Life**



# APASO SCHEDULE

Forms	Time period
S1 - 5	Late March to early April 2023
S6	December

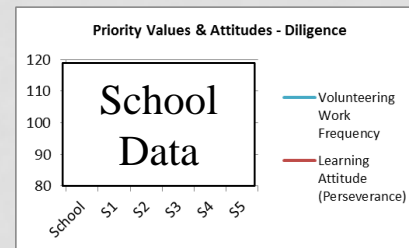
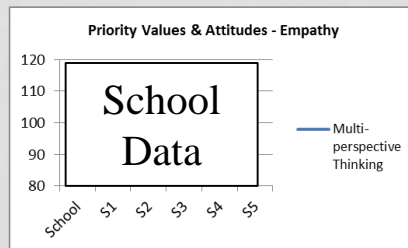
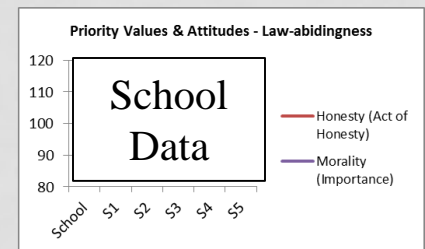
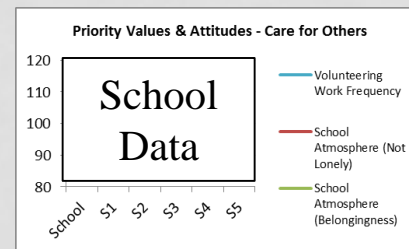
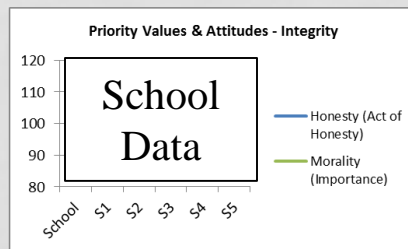
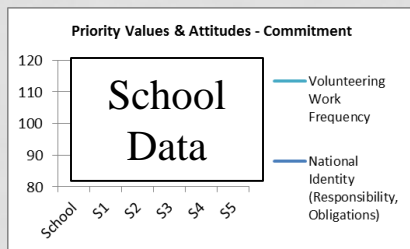
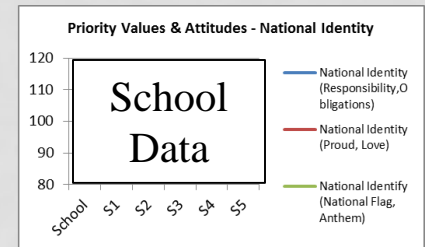
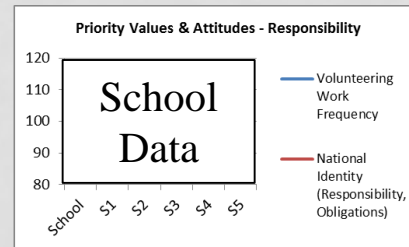
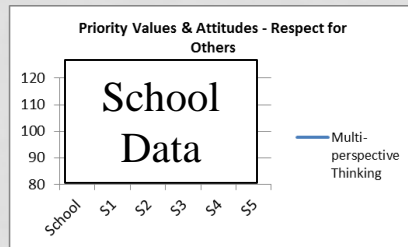
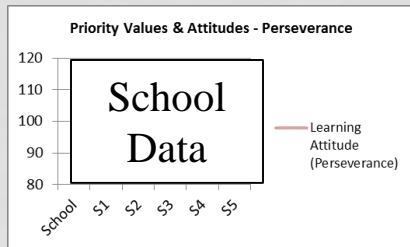
# HOW WE USE THE APASO RESULTS

- Aim:
  - All colleagues know about APASO III
  - Make use of APASO results in self-evaluation and do planning for the next year
  - Use other APASO questions to do evaluation

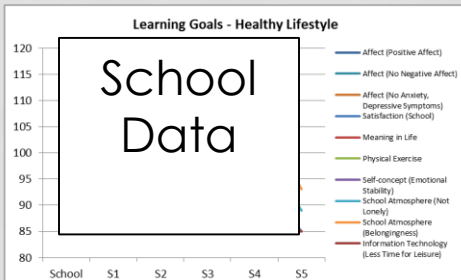
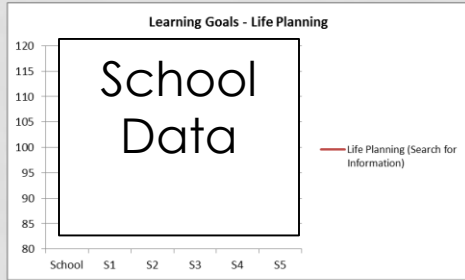
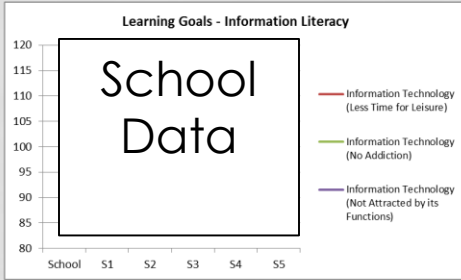
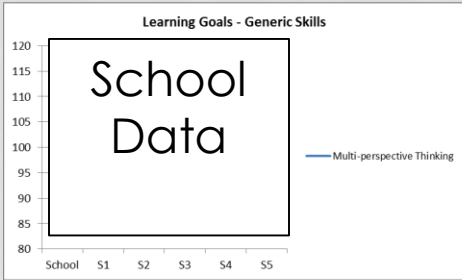
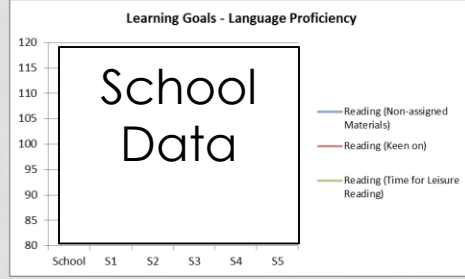
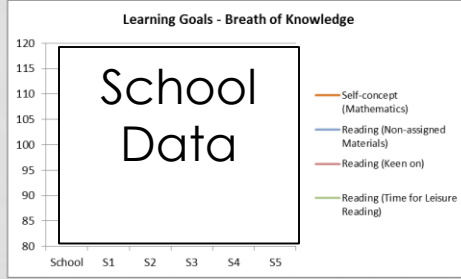
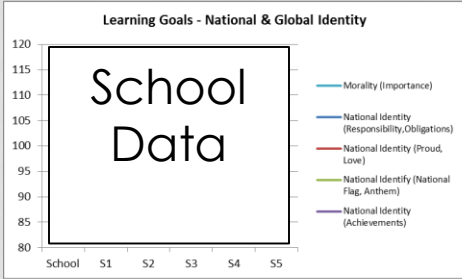
# HOW WE USE THE APASO RESULTS

- April
  - Generating both overall and item reports
    - Whole school
    - By form
    - By class
  - Analyzing the results
    - Special features (whole school and individual classes)
    - Correlation with SHS
    - Matching APASO and SHS items with major concerns of our school, EDB priority values and attitudes, EDB learning goals

# Correlation with EDB Priority Values & Attitudes

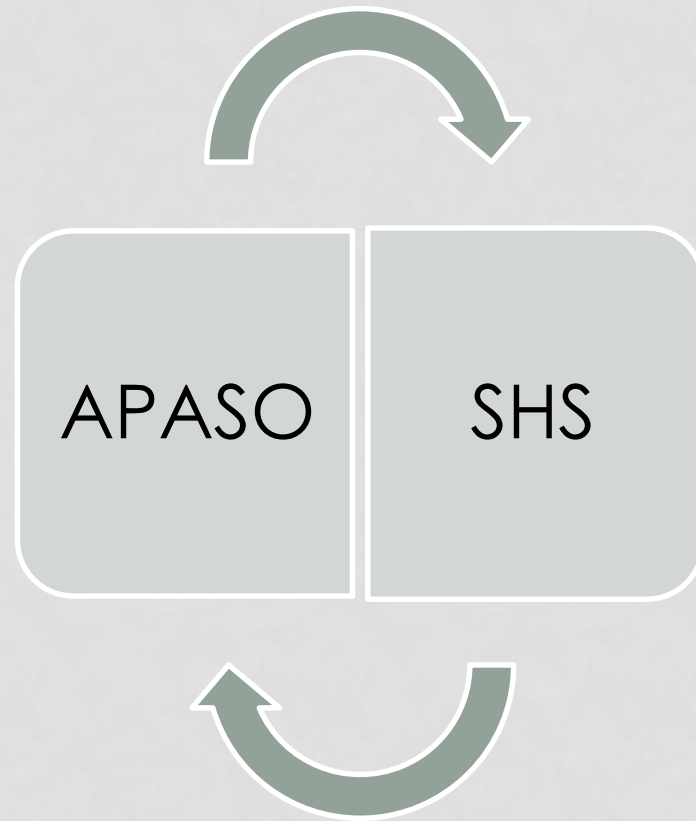


# Correlation with EDB Learning Goals





# Correlation with other SSE data



# HOW WE USE THE APASO RESULTS

- May
  - Meeting with counselling form coordinators
  - Meeting with form teachers
    - Form teachers can do follow up action based on their own class results
    - Form teachers can also give qualitative feedback on their class

# HOW WE USE THE APASO RESULTS

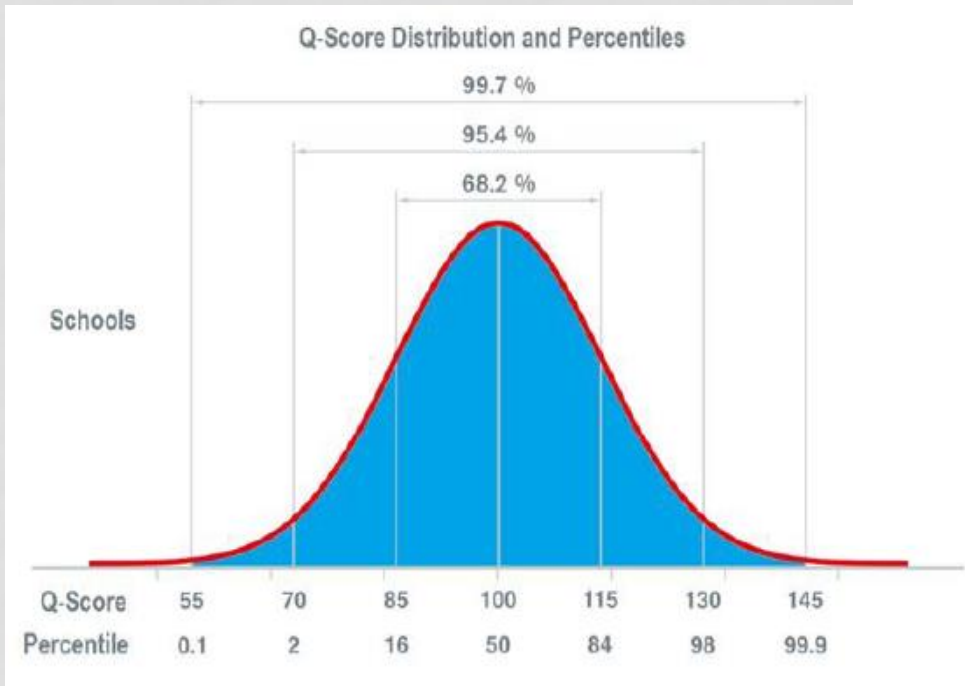
- June
  - Present APASO findings in staff meeting, panel head meeting and student support meeting
    - General features of the results were shown in staff meeting
    - Concerns and strengths related to L&T domain and student support domain were presented respectively
    - Other questions in APASO which are not used this year were introduced to teachers

# MEETING WITH FORM COORDINATORS

- Introducing P-score & Q-score
- Year Report By Form
- Item Analysis By Form

Conversion between Quotient (Q)-Scores and Percentile (P)-Scores

Q	P	Q	P
85	15.9	101	52.7
86	17.5	102	55.3
87	19.3	103	57.9
88	21.2	104	60.5
89	23.2	105	63.1
90	25.2	106	65.5
91	27.4	107	68.0
92	29.7	108	70.3
93	32.0	109	72.6
94	34.5	110	74.8
95	36.9	111	76.8
96	39.5	112	78.8
97	42.1	113	80.7
98	44.7	114	82.5
99	47.3	115	84.1
100	50.0	116	85.7



# MEETING WITH FORM COORDINATORS

- Highlight those subscale that is less well performed

Subscale	Q-Score	P-Score
Affect (Positive Affect)	[ ]	[ ]
Affect (No Negative Affect)	[ ]	[ ]
Affect (No Anxiety, Depressive Symptoms)	[ ]	[ ]
Satisfaction (School)	[ ]	[ ]
Physical Exercise	[ ]	[ ]
Self-concept (Emotional Stability)	[ ]	[ ]
Learning (Self-monitoring)	[ ]	[ ]

School Data

[ ]	Q score lower than 100
[ ]	P score lower than 50

# MEETING WITH FORM TEACHERS

- Introducing P-score & Q-score

# FOLLOW UP

- Different than expected:

**Scale:** Student: Self-concept

**Subscale:** Self-concept (Mathematics)

# FOLLOW UP

- Relatively better scores in
  - Reading
  - Career life planning
  - National and global citizenship
- Feedback given to the related committees



# FOLLOW UP

- Relatively low scores in
  - Physical exercise
- In PE panel:
  - Increasing the number of sessions in physical training in PE lessons
  - Cultivate a healthy lifestyle among students

# FOLLOW UP

- Relatively low scores in
  - Psychological health
  - Learning perseverance

# FOLLOW UP

In Guidance and counselling committee:

- ❑ Strengthen the **perseverance** and **resilience** of students
- S3 team building activity
- 21-day challenge to develop and enhance students' growth mindset



# FOLLOW UP

In Guidance and counselling committee:

□ Build up and maintain a **harmonious** and **happy school atmosphere**

- Game booths
- Art and dance activities
- Positive psychology in S1

# CHANGES TO BE MADE...

BEFORE



ALL students participate  
in ALL surveys  
(SHS/APASO)

AFTER



Separate students into  
two groups to avoid  
survey fatigue

Group A: odd numbers in class  
Group B: even numbers in class

# CHANGES TO BE MADE...

BEFORE



One survey per event

AFTER



Decrease the number of survey that students need to complete

# CHANGES TO BE MADE...

BEFORE



Data processed by  
teachers in charge

AFTER



Form Coordinators from  
G&C Team to analyze  
the results

# CHANGES TO BE MADE...

BEFORE



Only a small number of colleagues look into details of APASO results

AFTER



Form Teachers

Panel Heads/  
Committee Heads

Subject Teachers



# CHANGES TO BE MADE...

BEFORE



Depends mainly on  
quantitative data

AFTER



Interview with students  
will be included

Integrate data from different  
sources (both qualitative &  
quantitative) to provide  
comprehensive insights

# CHANGES TO BE MADE...

BEFORE



Mainly focus on the weak areas for improvement

AFTER



Include the analysis of success factors for strengths

THANK YOU