

St. Paul's School (Lam Tin)
Using Assessment Program for Affective and Social Outcomes (3rd Version)
in Schools' Self-evaluation
Experience Sharing

1. School Background

- Aided girl Catholic school

2. Major Concerns

- (i) To foster in our school an atmosphere of mutual trust, understanding and unity in which individual students and teachers are able to grow.
- (ii) 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.

3. Selection of Subscales

The selection of subscales for our school was based on two key factors:

- the priority values and attitudes outlined by the Education Bureau (EDB) and the core values of Catholic education.
- subscales that closely align with our two major concerns.

We hoped to fine-tune our targets, strategies, success criteria and evaluation mechanism. The subscales also helped to sustain the school's continuous improvement. The following were the subscales we used in 2022/2023:

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

Sampling and time to conduct the assessment

- The APASO was done in December for S6 and in April for S1 to S5. The students finished the APASO survey using tablets during lesson time.

4. Data Analysis

To analyse the survey results, our school adopted the following approaches:

- Generated overall subscale and item reports: We generated reports that provided an overview of the results for the entire school, as well as breakdowns by form and class. These reports allowed us to identify trends and patterns in the data, pinpointing areas of strength and areas that may require improvement.
- Identified special features: We examined the overall results of the school and individual classes to identify any notable features. While the overall reports presented an overall picture, the item reports offered useful insights when discrepancies between the data and other sources were found.
- Matched with major concerns, the priority values and attitudes set by the EDB and the core values of Catholic education: We analysed the results in the context of the major concerns of our school and compare the results with the corresponding items in the APASO and stakeholder surveys to identify any correlations or discrepancies. This process helps us comprehensively evaluate the effectiveness of our efforts in addressing the major concerns and aligning with the priority values and attitudes set by the EDB and the core values of Catholic education.

5. Feedback and Follow-up

Targets of the follow-up measures (examples)	Follow-up measures (examples)
<p>To ensure that APASO-III is widely recognised and acknowledged among all colleagues</p> <p>To ensure teachers understand that the data is used for evaluation and making informed planning decisions</p>	<ul style="list-style-type: none"> • During the School Improvement Team meeting, the major findings and interpretations were shared with the senior staff for the annual review of the primary concerns. • In May, two important meetings took place in the school. The first involved counselling form coordinators, focusing on student well-being and support. The second meeting involved form teachers, who reviewed class results and took follow-up actions. The meetings enhanced evaluation and provided qualitative feedback for holistic student development and support.
<p>To leverage the results of APASO for self-evaluation and strategic planning for the upcoming year</p>	<ul style="list-style-type: none"> • In June, important meetings were held to present the findings of the APASO assessment, such as relatively better scores, relatively low scores and the results that were different from expected. The staff meeting provided an overview of the results, while the panel head meeting focused on teaching and learning concerns. The student support meeting addressed student support issues. Teachers were introduced to additional APASO subscale questions for future evaluations. The meetings promoted a comprehensive

Targets of the follow-up measures (examples)	Follow-up measures (examples)
	and collaborative approach to address assessment outcomes and improve the educational experience for students.
To cultivate a healthy lifestyle among students	<ul style="list-style-type: none"> • To strengthen the perseverance and resilience of students by conducting a 21-day challenge to develop and enhance students' growth mindset. • To build up and maintain a harmonious and happy school atmosphere by arranging game booths, art and dance activities and establishing positive psychology at S1.

6. Reflections and Experiences Gained

- After sharing experiences among schools in the APASO learning circle, it has been observed that students feel overwhelmed by completing multiple surveys, including stakeholder survey and APASO. One way to deal with this issue is to divide students into two groups, each completing only one survey.
- Teachers are also reducing the number of school-based surveys that students have to complete.
- More teachers are involved in analysing APASO data, and form teachers are informed about the results.
- The analysis focuses on both weaknesses and strengths, allowing for balanced assessments and comprehensive strategies for school improvement.
- Both quantitative and qualitative data and information are important to understand students' needs in their whole-person development.