

Developing a School Self-evaluation (SSE) Culture

Good Hope School

26 Jul 2022

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School background

- A Catholic secondary girls' school located at Clear Water Bay Road
- A DSS school with intake mainly from Good Hope Primary School cum KG
- Medium of instruction: English
- No of classes: 36
- Sponsoring body: the Missionary Sisters of the Immaculate Conception

Management structure



How did we address the issues raised in the last ESR and where are we today?

School's needs

- Consensus building
- Collaborative effort



Today

- Empowering teachers of all levels
- Embedding the SSE culture in different levels of school's work

Key success factors underpinning the SSE culture

- A. Participatory approach at all stages of the P-I-E cycle**
- B. Being data literate and data-driven**
- C. Capacity building**
- D. Constant review and flexibility in fine-tuning and re-engineering the strategies**
- E. Attitude**

The P-I-E cycle

stakeholders' surveys, APASO, appraisal, formal and informal dialogue, value-addedness report, major assessment data, school-based surveys and student performance data, student learning outcomes, observation...

resources and roadmap, capacity building and empowerment, devising the strategies, consensus building, offering timely support, celebration of achievements

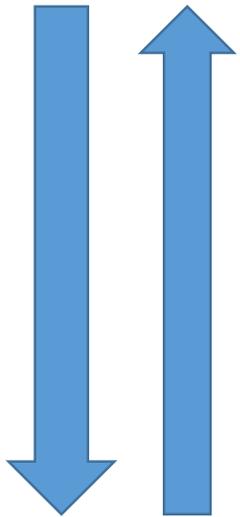


formulate the major concerns at different levels



constant review, with different stakeholders using different modes / formats

A. Participatory approach at all stages of the P-I-E cycle



How

- Discussion in SLT
- Discussion in AAC/SAC
- Feedback from KLA heads / panels
- Feedback from frontline teachers (e.g. Google forms)

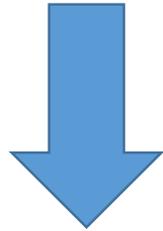
Why

- Strengthen the **three-way communication** between school leadership, middle managers and frontline teachers
- Facilitate **consensus building**

Academic Affairs

Planning

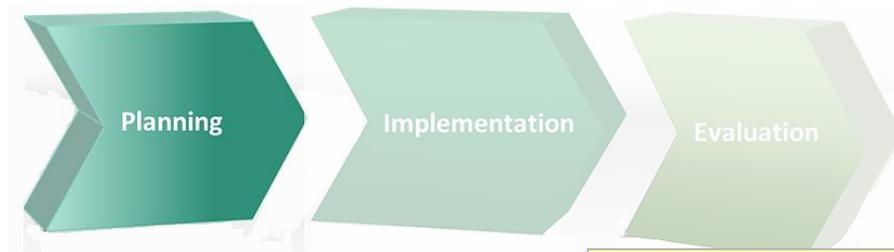
Key success factor



B. Being data literate and data-driven

B. Being data literate and data-driven (Contextual evaluation / diagnosis)

Data



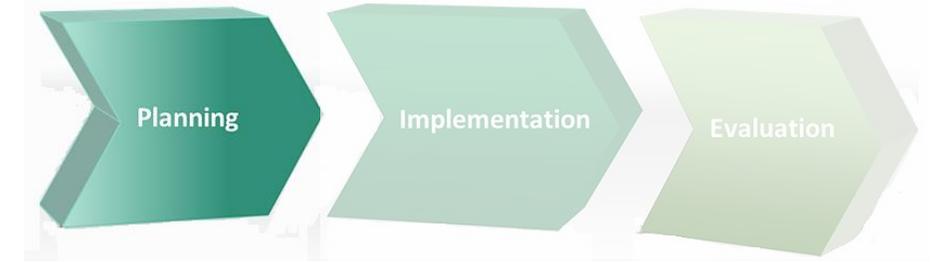
| | |
|---|--|
| <i>Student performance</i> | Pre-S1 attainment test performance (KPM16), TSA item analysis report, DSE results (KPM18), DSE item analysis report, SVAIS (KPM19), internal assessment data |
| <i>Stakeholders' perception towards learning and teaching</i> | Stakeholders' survey (SHS) (KPM8, 9 and 10) |
| <i>APASO</i> | Self-school (motivation, learning competency and independent learning capacity) |

- Engaging different stakeholders
- Using a wide variety of tools and methods to have a more accurate diagnosis of the existing situation (multiple perspectives)

Other sources of information

- Student intake
- Committee-based and panel-based SWOT analysis (in general and based on major initiatives)
- Observation / lesson observation / homework scrutiny
- Informal and formal exchanges with parents, students and teachers
- ESR report

Some conclusions after the contextual evaluation / diagnosis



Students

- with potential, yet not fully developed
→ can be challenged further and can achieve more
- very busy

Teachers

- diligent / eager to help
- big panels, teachers with different years of experience / backgrounds / expectations
- common goal: we all want our students to excel / achieve more

Parents

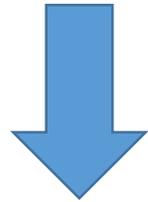
- supportive of the school in general
- want to see their daughters excel in their studies

Target identified:

Enhance learning and teaching effectiveness in classroom learning (more focused / less is more)

Implementation

Key success factor



C. Capacity building

C. Capacity building



How

Participative and reflective professional development through

- External resources (e.g. mentoring, shadowing and coaching)
- Internal learning community (e.g. sharing at all levels)

Why

- External support focusing on practicalities
- Consensus building with common language first among the middle managers, then the entire staff (e.g. what makes a good lesson)

Consolidating experience through sharing at all levels – learning community

| Date | Topic |
|-------------|---|
| 8 July 2019 | Design Thinking |
| | Sharing on CLP Experience |
| 24 Aug 2020 | Interim-Sharing by Maths Panel about Diversity Management |
| | Sharing on CSET experience |

| Date | Topic |
|------------------------------|---|
| 10 April 2017 | Handling Learner Diversity in the Classrooms (Part 1) |
| 1 June 2017 | Handling Learner Diversity in the Classrooms (Part 2) |
| 19 Jan 2018 | Reading Ability of S1-2 Students |
| 6 June 2018 | Assessment Literacy |
| 23 Nov 2018 | KS3 ICT Curriculum Revamp |
| 12 April 2019 6 June 2019 | Sharing on CLP experience |

Celebrate / acknowledge achievements from time to time

→ provide the impetus to move on

Knowledge management for sustainability – clear documentation

2021-2022 Collaborative Lesson Planning

| | |
|--|--|
| Subject | |
| Form | |
| Project Coordinator | |
| Teachers involved | |
| Pedagogies <ul style="list-style-type: none"> With enhancing students engagement in classroom learning as the primary goal may try out different pedagogies in different classes with the objective of catering to learner diversity | |

The P-I-E cycle embedded in the record form

| | | | | |
|--------------------|----------------------------|--------------|---------------|-----------------|
| Time Frame | Date | Event | PIC(s) | Remarks |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| Documents attached | Planning | Date | | Document |
| | (minutes, lesson plans) | | | |
| | Implementation | | | |
| | (lesson observation forms) | | | |
| | Evaluation | | | |
| | (minutes) | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| Next steps | | | | |

Shortcuts simplify My Drive
Over the coming weeks, items in more than one folder will be replaced by s

Name

21-22 CLP L&S

21-22 CLP RE

21-22 CLP VA

21-22 CLP TL

21-22 CLP MATH

21-22 CLP MUS

21-22 CLP PHY

21-22 CLP LS (C&S)

21-22 CLP IS

21-22 CLP ICT

21-22 CLP ELIT

21-22 CLP ENG

21-22 CLP GEOG

21-22 CLP HIST

21-22 CLP CLIT

21-22 CLP ECON

21-22 CLP CHIS

21-22 CLP CHIN

21-22 CLP BIO

21-22 CLP CHEM

21-22 CLP BAFS

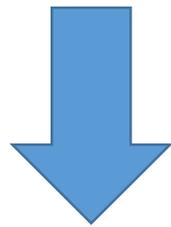
CLP_record_form.docx

**Common channel of
communication**

→ offer timely support and
feedback

Evaluation

Key success factor



D. Constant review and flexibility in fine-tuning and re-engineering the strategies

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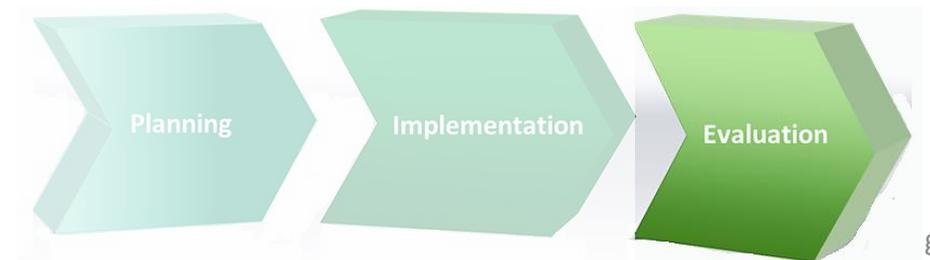
- Engage different parties (can be at different levels)
 - ❑ School-based
 - ❑ Committee-based
 - ❑ Team-based
 - ❑ Panel-based

Example:

AAC - Preparing for the Next Strategic Plan

SWOT Analysis

- Focus on major initiatives e.g. self-directed learning (SDL)
- Use different colours to indicate **panel and school levels**

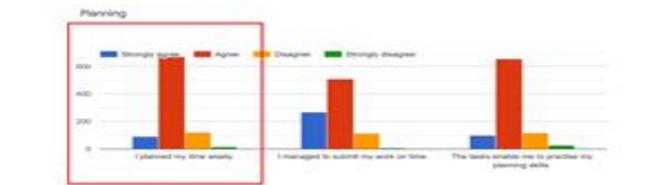


D. Constant review and flexibility in fine-tuning and re-engineering the strategies

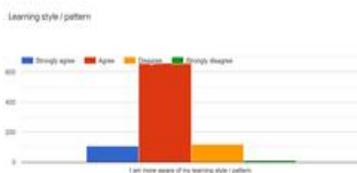
- Use various kinds of data
 - ❑ Quantitative (e.g. surveys)
 - ❑ Qualitative (e.g. observation, formal and informal exchanges)

AAC - Post Remote Assessment Reflection

Please share your experiences / observations / thoughts about the following:



| | Strongly agree | Agree | Disagree | Strongly disagree | Total |
|-----|----------------|--------------|-------------|-------------------|-------------|
| S1 | 53.8% (270) | 36.5% (1743) | 9.2% (44) | 1.5% (7) | 500 (2000) |
| S2 | 50.4% (272) | 37.7% (2034) | 10.9% (572) | 1.5% (8) | 533 (2000) |
| S3 | 53.2% (252) | 36.1% (1684) | 7.9% (36) | 1.8% (8) | 473 (1800) |
| S4 | 8.7% (33) | 79.3% (287) | 10.9% (39) | 1.1% (4) | 381 (1500) |
| S5 | 4.6% (16) | 78.8% (285) | 13.0% (47) | 3.8% (13) | 347 (1500) |
| all | 34.0% (660) | 36.4% (728) | 13.7% (274) | 1.6% (32) | 1934 (5500) |



| | Strongly agree | Agree | Disagree | Strongly disagree | Total |
|-----|----------------|--------------|-------------|-------------------|--------------|
| S1 | 34.8% (169) | 33.4% (164) | 19.2% (93) | 1.5% (7) | 483 (1380) |
| S2 | 34.8% (169) | 34.4% (167) | 19.4% (93) | 1.4% (7) | 483 (1380) |
| S3 | 33.8% (164) | 36.1% (176) | 17.9% (86) | 1.2% (6) | 483 (1380) |
| S4 | 9.2% (45) | 76.1% (368) | 13.6% (65) | 1.1% (5) | 483 (1380) |
| S5 | 3.5% (17) | 73.4% (356) | 18.4% (89) | 4.6% (22) | 483 (1380) |
| all | 12.8% (620) | 39.4% (1910) | 15.9% (773) | 2.4% (117) | 5099 (15200) |

AAC major concern evaluation

Form description

This form is automatically collecting email addresses for Good Hope School users. [Change settings](#)

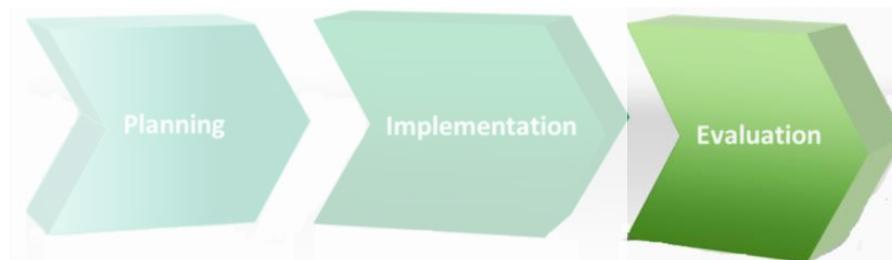
Students agree that they have learnt the panel identified self-directed skills *

Strongly disagree

Disagree

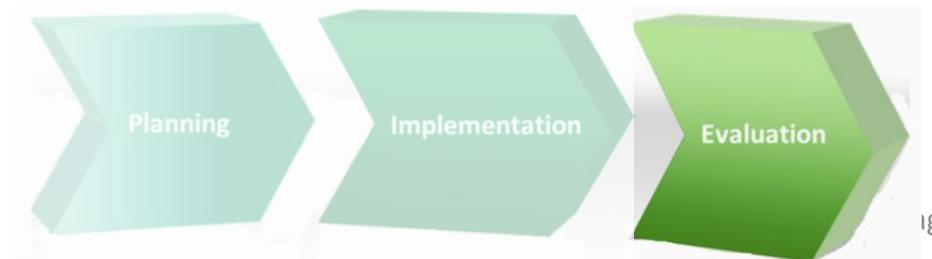
Agree

| | |
|--|--|
| <p>Question-setting for remote assessments conducted in open-book mode</p> <p><i>What principles govern the process of question selection or resetting?</i></p> | |
| <p>Students' performance</p> <p><i>How do students perform in general? Are they doing better?</i></p> <p><i>Do higher achievers perform better as expected? If yes, what do you think has contributed to their better results? If not, what could be the possible reasons?</i></p> <p><i>What about the lower achievers? Are their results as expected?</i></p> | |
| <p>How does the experience add to your understanding of students' learning?</p> <p><i>Do you learn more about students' study skills? / learning styles?</i></p> | |
| <p>How does the experience add to your understanding of teaching?</p> <p><i>On top of subject knowledge, what else would you like to equip your students with to better prepare them?</i></p> | |
| <p>What would you have done differently if you were to experience this whole process again?</p> | |



D. Constant review and flexibility in fine-tuning and re-engineering the strategies

- Inform planning
 - ❑ Fine-tune and re-engineer our strategies/approaches (e.g. SDL focusing on skills → attitudes)
 - ❑ Provide time and space
 - ❑ Identify handy tools to facilitate the evaluation process to allow for timely intervention
 - ❑ Be aware of resources available out there



Student Affairs

Introducing the P-I-E cycle to students – Why?

“Strengthening the sense of well-being within the GHS community while nurturing leaders for tomorrow.” (one of our Previous 5-Year Plans 2016-21)

→ Cultivating and sustaining student leadership



P-I-E for every student – How?

Planning

- Review / Understand
 - character strengths
 - multiple intelligences
 - learning styles
- Set goals for the 1st term



Implementation

- Implement the strategies



Evaluation

- Review progress at the end of each term
- Goals & progress are communicated to the parents to earn their support



Goal Setting

1st Term

PART 1: LEARNING GOAL(S)

Step 1: Evaluation

Before you set learning goals for this school term, you need to know what sort of a learner you are. The **multiple intelligences, learning styles** and even **VIA** survey results will definitely help you in this respect.

Step 2: Goal Setting and Devising Strategies

| My First Learning Goal | |
|--|------------|
| Goal: _____ | |
| Objectives: To improve my learning attitude / habit / performance / skill <i>(delete as appropriate)</i> and/or: _____ | |
| Strategies | Time Frame |
| | |
| | |

Step 3: Progress Report

Record your successes throughout the term which have brought you closer to your learning goal(s).

| My First Learning Goal | |
|------------------------|-----------|
| Date | Successes |
| | |
| | |
| | |
| | |

Decide on 1 or 2 character strength(s) you would like to boost.
For each of them, write down your goal and strategies in point-form below.

Character Strength.(s)

Goal.(s)

Strategies

| | | |
|--|--|--|
| | | |
| | | |

Sample

Conclusion:
Based on the above review, analyse your **strengths** and **areas for improvement** as a learner.

| Strengths | Areas for Improvement |
|---|--|
| Kindness, Love, Honesty, Love of Learning, Gratitude. | creativity, Self-Regulation, Humor, Appreciation of Beauty and Excellence, Spirituality. |

Step 2: Goal Setting and Devising Strategies

| My First Learning Goal | |
|---|---|
| Goal: <u>Improve Maths (areas, volumes, trigonometry, 3D-shapes) in the term</u> | |
| Objectives: To improve my learning attitude / habit / performance / <u>skill</u> (delete as appropriate) and/or: | |
| Strategies | Time Frame |
| Do maths exercises everyday | SEP - NOV 10 questions each day (about topic that were taught) |
| Pay more attention in lessons | SEP - NOV Every maths lesson. |

| My Second Learning Goal | |
|---|---|
| Goal: <u>Improve in Science and score at least 75%.</u> | |
| Objectives: To improve my learning attitude / habit / <u>performance</u> / skill (delete as appropriate) and/or: | |
| Strategies | Time Frame |
| Revise taught topics everyday in Biology and physics | SEP - NOV Everyday, revise taught topics of science subjects |
| Pay attention in class and actively participate. | SEP - NOV Everyday, concentrate in class. |

Sample

Step 3: Progress Report

Record your successes throughout the term which have brought you closer to your learning goal(s).

| My First Learning Goal | |
|------------------------|--|
| Date | Successes |
| 13/10 | - understood topics of volumes more - Got a decent mark in Maths Quiz. |
| 29/10 | - understood topics of trigonometry (using USB pen) |
| 23/01 | - Got a great rank in Maths in the report card - improved rank compared to last year. |
| / | / |

| My Second Learning Goal | |
|-------------------------|--|
| Date | Successes |
| 27/09 | - Thoroughly understood Physics, Chapter 1, Light - Got full marks in Physics Quiz. |
| 06/10 | - Thoroughly understood and revised Biology, Chapter 5, nutrition - Got upper median in Biology Quiz. |
| 11/01 | - Got Highest mark in class for Biology Exam. |
| 23/01 | - Great rank in Biology in the report card - Decent rank in Physics in the report card. |

PART 2: PERSONAL DEVELOPMENT

Decide on 1 or 2 character strength(s) you would like to boost.
For each of them, write down your goal and strategies in point-form below.

Character Strength(s)

Goal(s)

Strategies

Self-Regulation

Controlling my emotions effectively
not lashing out or snapping at people

Control my emotions by brainstorming about positive and negative impacts on others and taking deep breaths when I feel agitated.

Creativity

Try to put my brain to work and be creative.

Read more poems, listen to more music.

P-I-E for student leaders – How?

e.g. Central Board (CB)

On individual level

- Self-evaluation as a student leader

On organisation level

- Evaluation of events
- From evaluation to planning

e.g. Central Board (CB)

On individual level **Self-evaluation**

Sample questions:

1. Recalling the goals you set for yourself during the CB platform, are they achieved? Why or why not? If not, would you like to do so in your remaining term of service?
What are the major difficulties that you have encountered so far? How did you tackle them?
2. Do you have a better understanding of your strengths and weaknesses? If so, explain them.
3. How would you rate the cooperation among the Executive Committee members? What has been done well? What could be improved?
4. How would you rate your leadership in your sub-committee, if any? Do you meet them regularly? What has been done well? What could be done better?
5. Please share any other feelings and learning if you have any.

Sample

2. What are the major difficulties that you have encountered so far? How did you tackle them?

Student's self-evaluation

The first major difficulty I have encountered in the CB is discussion with certain CB members. Everyone in the CB has their opinions and is passionate about their work, which I am grateful for. But there are times, especially when it comes to design, where I feel my opinions are not valued and continuously shut down. To tackle this I have tried to justify my choices better and quote feedback from schoolmates to explain why I created certain designs in a certain way. (This will happen a lot in your life in the future. We can think of how we can keep calm and deal with it diplomatically.)

Teacher's feedback

Student's reflection

(yes, responding emotionally usually just starts arguments and makes the situation worse. I'll try my best to remain calm and explain myself logically while also listening to others so we can all figure out what is the best way to go about a situation) :)

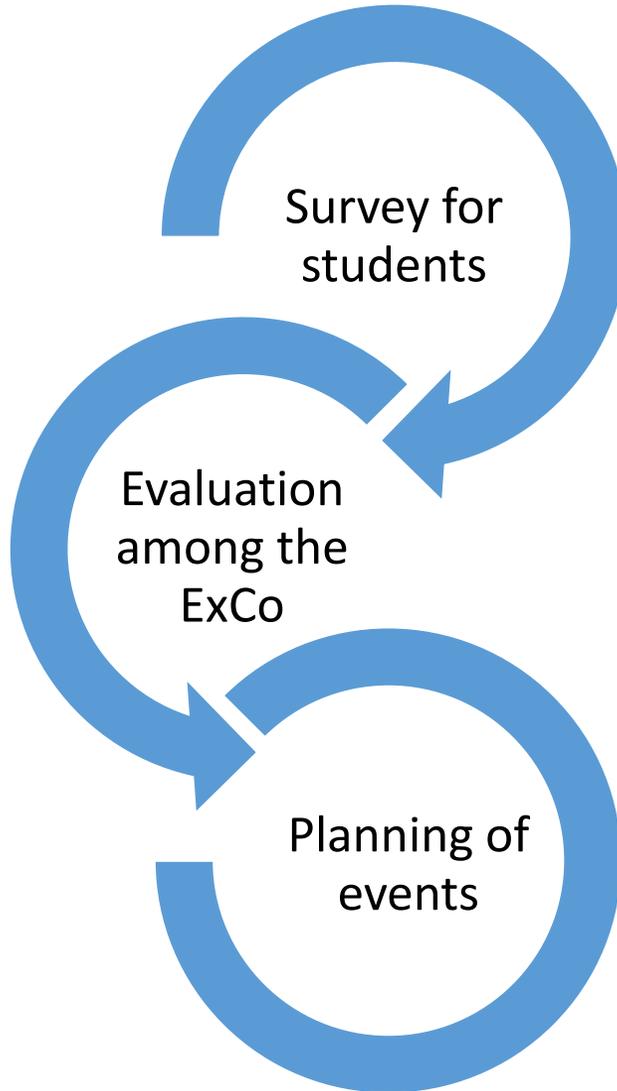
3. Do you have a better understanding of your strengths and weaknesses more? If so, explain them.

Yes, I do. I usually would be effective and quick in finishing my tasks, such as writing up emails or proposals, since I am able to focus when I start working. Owing to myself being responsible for tasks in my hand, I wish to have them done quickly once starting. Moreover, I am rather collaborative. While working with someone, we can quickly come to a consensus involving our opinions and generate a conclusion. However, sometimes, I would default to believing that I can solve the problem on my own since I do not want to bother others. But then, while working in a team, it is crucial to work together and ask for help when things get out of hand. (I feel the same way. I sometimes find seeking help means that I am not capable. But I've recently realised / have to learn that it's fine to seek help. No one is perfect. Working with others openly is a way to respect their strengths aiming at a better outcome. Just sharing my thoughts.) Furthermore, though I have mentioned I am effective, I can procrastinate a lot due to distractions. Hence, I would like to improve myself on these aspects. (Usually what are your distractions? How can you prevent them from disturbing you?)

Teachers provide feedback / questions to stimulate 1 more round of reflection.

e.g. Central Board (CB)

On organisation level



The impact on students

- A P-I-E culture
- Better planning beforehand
- Cooperation
- Communication
- Confidence

Thank You