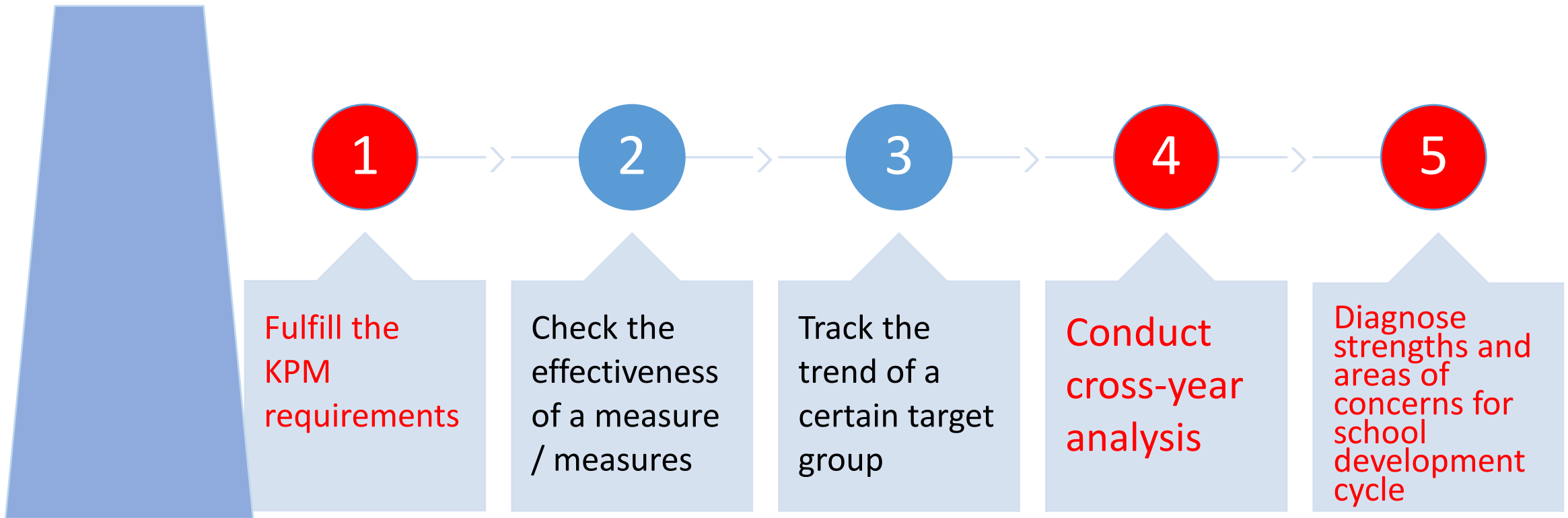


Sharing Session on the Experience and Reflection in “Using Assessment Program for Affective and Social Outcomes (APASO) for School Self-evaluation” (Secondary schools)

應用《情意及社交表現評估套件》於學校
自評經驗及反思分享會（中學）



How schools use APASO in school self-evaluation (SSE) ?



A blurred background image on the left side of the slide showing a person in a library or bookstore, with bookshelves and a person's head visible.

Our CHOICE of tools

- SHS_Teachers
- SHS_Students
- SHS_Parents
- APASO II (Attitudes to School)
- Other school-based data

Sample Size

	Issued	Retrieved	%
Teachers	56	56	100
Students	827	791	95.6
Parents	827	575	69.5

How the APASO data are **analysed** and how are they (together with other SSE data) **inform school planning**?

- Scenario 1 : APASO + Qualitative observations + School-based data
➡ measures / policies
(Examples: Teacher-student relationship/ Negative Affect)
- Scenario 2 : Cross year analysis SHS_T/ SHS_S + APASO+ Qualitative observations + School-based data ➡ School Major Concerns
(Examples: Outside classroom activities / Learning & Teaching / Students' support)

“Attitudes to School”

Subscale / 副量表		Lower Bound / 下限	Mean / 平均數	Upper Bound / 上限	Standard Deviation / 標準差	No. Of Respondents / 回應人數	Effect Size / 效應量
Achievement / 成就感	SACH(HK)		2.65		0.67	21593	—
	SACH	2.43	2.71	3.00	0.81	33	Negligible / 微
Experience / 經歷	SEXP(HK)		2.66		0.67	21617	—
	SEXP	2.39	2.73	3.00	0.81	33	Negligible / 微
General Satisfaction / 整體滿意感	SGES(HK)		2.58		0.63	21611	—
	SGES	2.26	2.58	2.85	0.63	33	Small / 小
Negative Affect / 負面情緒	SNEG(HK)		1.71		0.69	21601	—
	SNEG	1.53	1.77	2.01	0.69	33	Negligible / 微
Opportunity / 機會	SOPP(HK)		3.11		0.53	2416	—
	SOPP	2.68	3.11	3.33	0.53	33	Small / 小
Social Integration / 社群關係	SSOI(HK)		3.11		0.58	2420	—
	SSOI	2.58	3.12	3.33	0.75	33	Negligible / 微
Teacher-Student Relationship / 師生關係	STEa(HK)		3.14		0.54	21604	—
	STEa	2.46	2.76	3.06	0.84	33	Moderate / 中等

1. Study the data and compare them with the HK norm
2. Check the Effect Size

Achievement

Experience

General Satisfaction

Negative Affect

Opportunity

Social Integration

T-S relationship

	1A	1B	1C	1D
Achievements	✓✓		✓✓	✓
Experience	✓		✓	✓
General Satisfaction		×	✓	✓
Negative Affect	×			✓
Opportunity		×		
Social Integration				✓
T-S Relationship	×	xx		

	4A	4B	4C	4D
Achievements	✓✓	✓✓	✓✓✓✓	✓
Experience	✓✓	✓✓	✓✓✓	✓
General Satisfaction	✓✓	✓✓	✓✓✓✓	✓
Negative Affect	×	×		×
Opportunity	✓		✓✓	
Social Integration			✓	
T-S Relationship	✓		✓✓✓	

Effect Size

Less satisfactory than "norm"		Better than "norm"	
x	small	✓	small
xx	moderate	✓✓	moderate
xxx	large	✓✓✓	large
xxxx	Very large	✓✓✓✓	Very large

Scenario 1

情意及社交表現評估套件(第二版) APASO II_ Attitude to School

	1A	1B	1C	1D
Achievements	✓✓		✓✓	✓
Experience	✓		✓	✓
General Satisfaction		×	✓	✓
Negative Affect	×			✓
Opportunity		×		
Social Integration				✓
T-S Relationship	×	×		

More reader-friendly

Observation

Y

N

Effect Size: ✓ (higher than norm); × (lower than norm) except Negative Affect

General Satisfaction (整體滿足感)

General Satisfaction/整體滿足感 (Q.12-Q.17)

Q.12 我每天都喜愛上學。 / I really like to go to school each day.

Q.13 我喜歡學校。 / I like to be at school.

Q.14. 我在學校感到快樂。 / I feel happy at school.

Q.15. 我在學校得到樂趣。 / I get enjoyment from being at school.

Q.16. 我經常掛念學校。 / I always miss my school very much.

Q.17 我在假期也想回校。 / I want to go to school even on holidays.

Effect Size (x) :
Small

Opportunity (機會)

Opportunity/機會 (Q.25-Q.31)	Q.25. 學校能為我前途作好準備。 / The work at school is a good preparation for my future.	Effect Size (x) : Small
	Q.26. 我在學校能學習到對我重要的知識。 / The things I learn at school are important to me.	
	Q.27. 我在學校所學的，能為我大學生活作準備。 / The things I learn at school will help me in my tertiary education.	
	Q.28. 我在學校能學到我需要知道的东西。 / I can learn what I need to know at school.	Q.29. 我在學校能學習到有用的東西。 / What I learn at school will be useful.
		Q.30. 我在學校學會如何應付各樣問題。 / I know how to cope with the work at school.
		Q.31. 我能趕上學校的學習進度。 / I can keep up with the work at school.

Teacher-student relationship (師生關係)

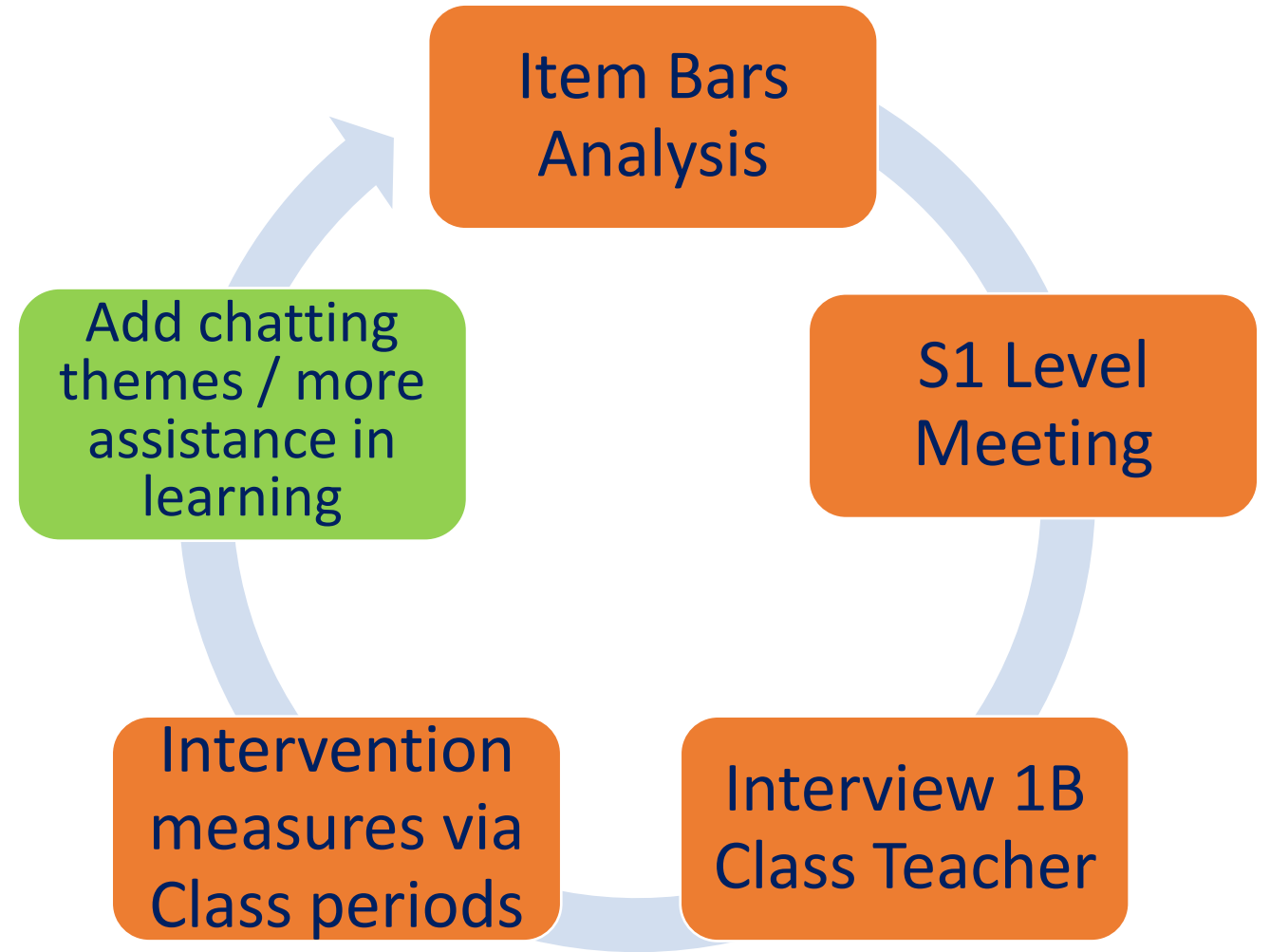
	Q.39. 老師公正地對待我 • / My teacher is fair to me.		Q.41. 老師樂於聆聽我傾訴 • / My teacher listens to what I say.
	Q.40. 老師樂於在學習上幫助我 • / My teacher takes an interest in helping me with my work.		Q.42. 老師協助我做到最好 • / My teacher helps me to do my best.
Teacher-Student Relationship/師生關係 (Q.39-Q.45)			
			Q.43. 我得到老師在班上公平對待 • / My teacher treats me fairly in class.
			Q.44. 老師樂於助我解決疑難 • / My teacher helps me solve problem.
			Q.45. 老師耐心地指導我 • / My teacher guides me patiently.

Effect Size (x) :
Moderate

Effect Size (x) :
Large

Follow-up actions

(a flexible adjustment in roll call period is suffice)



	1A	1B	1C	1D
Achievements	✓✓		✓✓	✓
Experience	✓		✓	✓
General Satisfaction		×	✓	✓
Negative Affect	×			✓
Opportunity		×		
Social Integration				✓
T-S Relationship	×	xx		

Effect Size

Less satisfactory than "norm"		Better than "norm"	
x	small	✓	small
xx	moderate	✓✓	moderate
xxx	large	✓✓✓	large
xxxx	Very large	✓✓✓✓	Very large

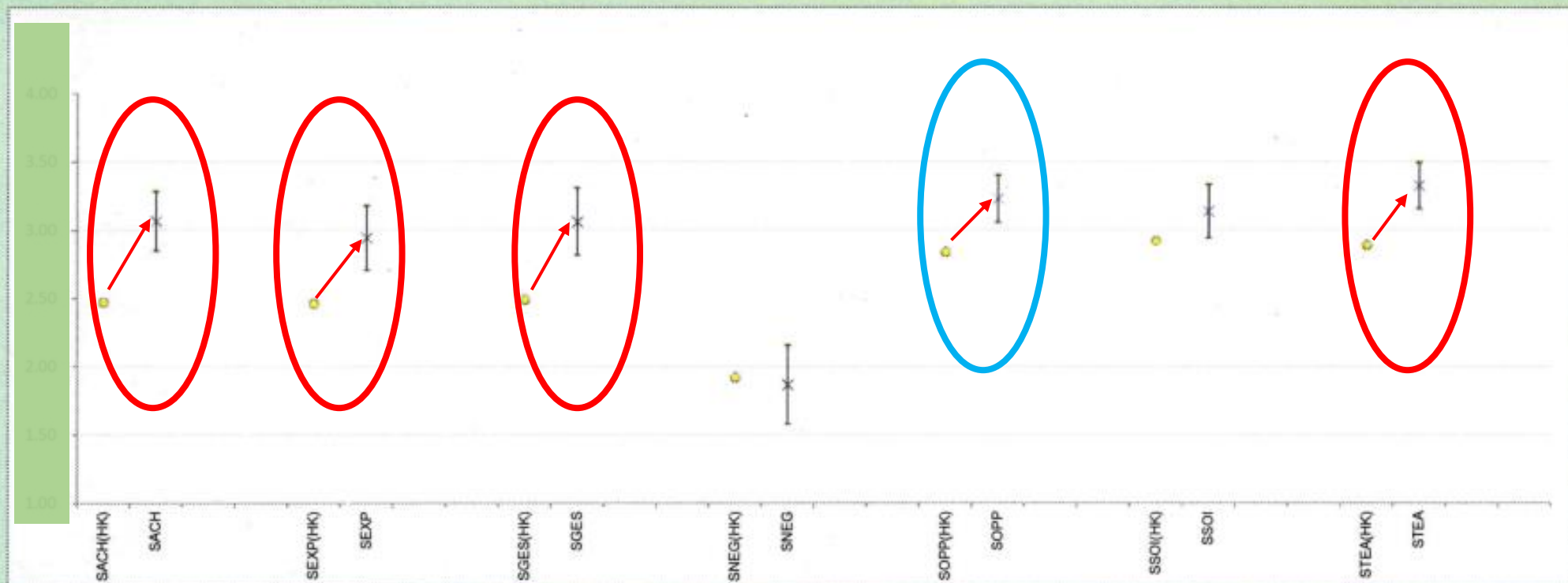
	4A	4B	4C	4D
Achievements	✓✓	✓✓	✓✓✓✓	✓
Experience	✓✓	✓✓	✓✓✓	✓
General Satisfaction	✓✓	✓✓	✓✓✓✓	✓
Negative Affect	×	×		xx
Opportunity	✓		✓✓	
Social Integration			✓	
T-S Relationship	✓		✓✓✓	

Pre-defined Survey = Attitudes To School (Applicable to KPM15)

預設問卷 = 對學校的態度 (適用於KPM15)

Mean plot--Raw Score(4C)--HK NORM(S4)--Class Report

平均圖—原始分數(4C)—香港常模(S4)—班別報告



Key / 索引:

Mean / 平均數



HK Schools / 香港學校

Upper Bound / 上限

Mean / 平均數

Lower Bound / 下限



This School / 本校

Achievements (成就感)

	Q.1 我是個成功學生。 / I am a success as a student.
	Q.2 我的習作表現良好。 / I am good at schoolwork.
	Q.3 我於學業上常常有滿意表現。 / I achieve a satisfactory standard in my work.
Achievement/成就 感 (Q.1-Q.6)	Q.4 在學校，我經常享受成功經驗。 / I always enjoy successful experience at school.

Effect Size (✓):
Large

Effect Size (✓):
Moderate

Q.5 我很投入做習作。 / I really get involved in my schoolwork.

Q.6 在學校，我知道我能夠成功。 / I know I can do well enough to be successful at school.

Experience (經歷)

Experience/經歷 (Q.7-Q.11)	Q.7. 在學校・我喜愛做額外工作・ / I like to do extra work at school.
	Q.8. 我享受在班上所做的一切・ / I enjoy what I do in class.
	Q.9. 我對我們在學校所做的習作感到興奮・ / I get excited about the work we do at school.
	Q.10. 我對我們在學校所做的習作感到興趣・ / The work we do at school is interesting.
	Q.11. 在學校・我可經常做我喜歡的事情・ / I can often do the work that really interests me at school.

Effect Size (✓) :
Moderate

Effect Size (✓) :
Large

General Satisfaction (整體滿足感)

General Satisfaction/整體滿足感 (Q.12-Q.17)	Q.12 我每天都喜愛上學。 / I really like to go to school each day.
	Q.13 我喜歡學校。 / I like to be at school.
	Q.14 我在學校感到快樂。 / I feel happy at school.
	Q.15 我在學校得到樂趣。 / I get enjoyment from being at school.
	Q.16 我經常掛念學校。 / I always miss my school very much.
	Q.17 我在假期也想回校。 / I want to go to school even on holidays.

Effect Size(✓):
Large

Effect Size (✓):
Moderate

Teacher- student relationship (師生關係)

Q.39. 老師公正地對待我。 / My teacher is fair to me.
Q.40. 老師樂於在學習上幫助我。 / My teacher takes an interest in helping me with my work.

Q.41. 老師樂於聆聽我傾訴。 / My teacher listens to what I say.
Q.42. 老師協助我做到最好。 / My teacher helps me to do my best.

Effect Size(✓) :
Large

Effect Size(✓) :
Moderate

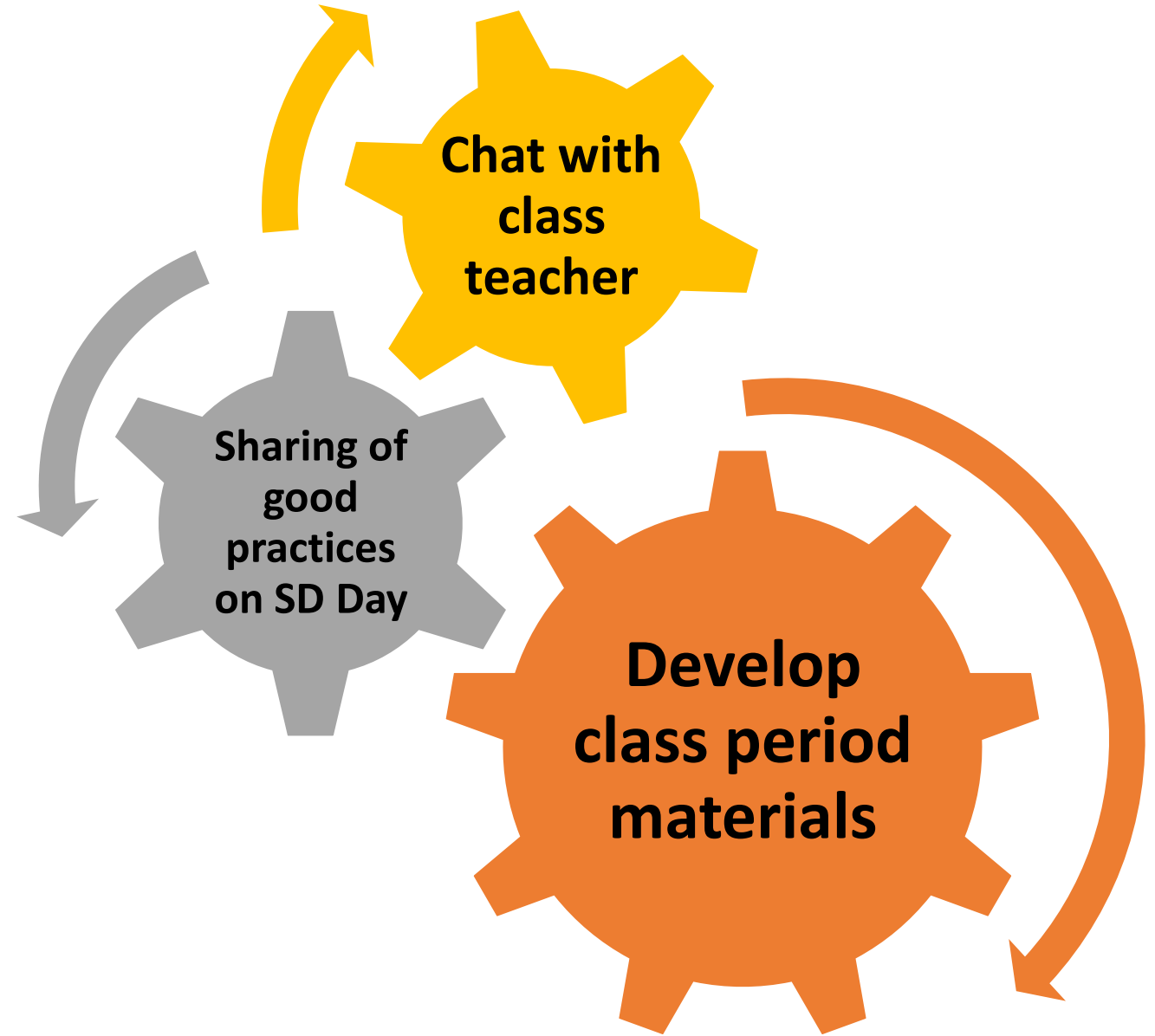
Teacher-Student
Relationship/師生
關係 (Q.39-Q.45)

Q.43. 我得到老師在班上公平對待。 / My teacher treats me fairly in class.

Q.44. 老師樂於助我解決疑難。 / My teacher helps me solve problem.

Q.45. 老師耐心地指導我。 / My teacher guides me patiently.

Follow-up actions



Scenario 2

	1A	1B	1C	1D		2A	2B	2C
Achievements	✓✓		✓✓	✓		✓✓	✓✓	✓
Experience	✓		✓	✓		✓	✓✓	
General Satisfaction		*	✓	✓		✓	✓✓	
Negative Affect	*			✓			*	
Opportunity		*					✓	
Social Integration				✓			✓	
T-S Relationship	*	**				✓		

Analysis of subscales across levels

Achievements, Experience and General Satisfaction show good effect size

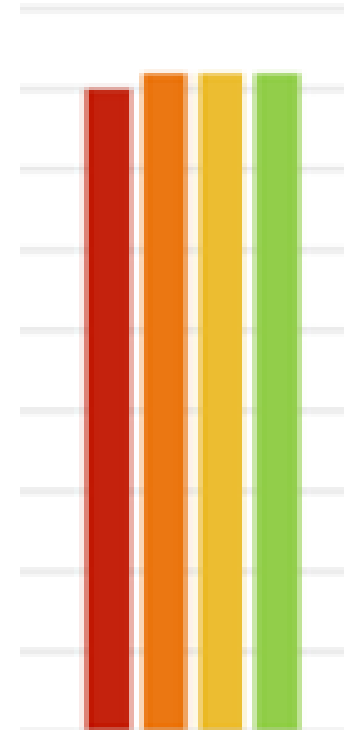
	4A	4B	4C	4D		5A	5B	5C	5D		6A	6B	6C	6D
Achievements	✓✓	✓✓	✓✓✓✓	✓		✓	✓✓	✓✓✓	✓		✓✓	✓✓	✓✓	✓
Experience	✓✓	✓✓	✓✓✓	✓			✓	✓✓	✓		✓		✓✓	✓
General Satisfaction	✓✓	✓✓	✓✓✓✓	✓		✓	✓	✓	✓✓		✓		✓✓	✓
Negative Affect	*	*		**			*	*	*		*		**	*
Opportunity	✓		✓✓				✓	✓	✓		✓		✓✓	
Social Integration														
T-S Relationship	✓		✓✓✓	*							*		✓✓	

Worth addressing students' needs shown in "Negative Affect"

Effect Size: ✓ (higher than norm); * (lower than norm)

Cross-year Analysis _SHS_Teachers

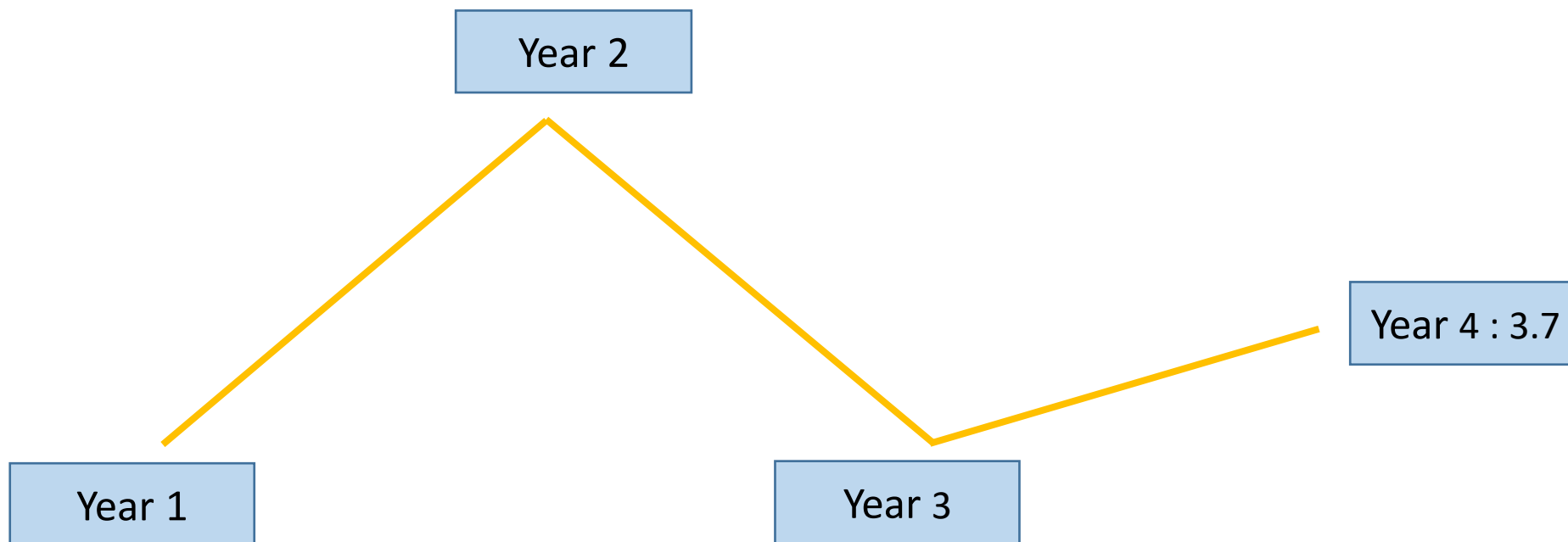
Teachers' "views on support for student development" are rather stable.



Year 2-4 :
4.1

我對學生成長支援的觀感

Cross-year Analysis _SHS_Students



■ 我對學生成長支援的觀感

Students' "views on support for student development"
show fluctuation

SHS_Students' views about the school

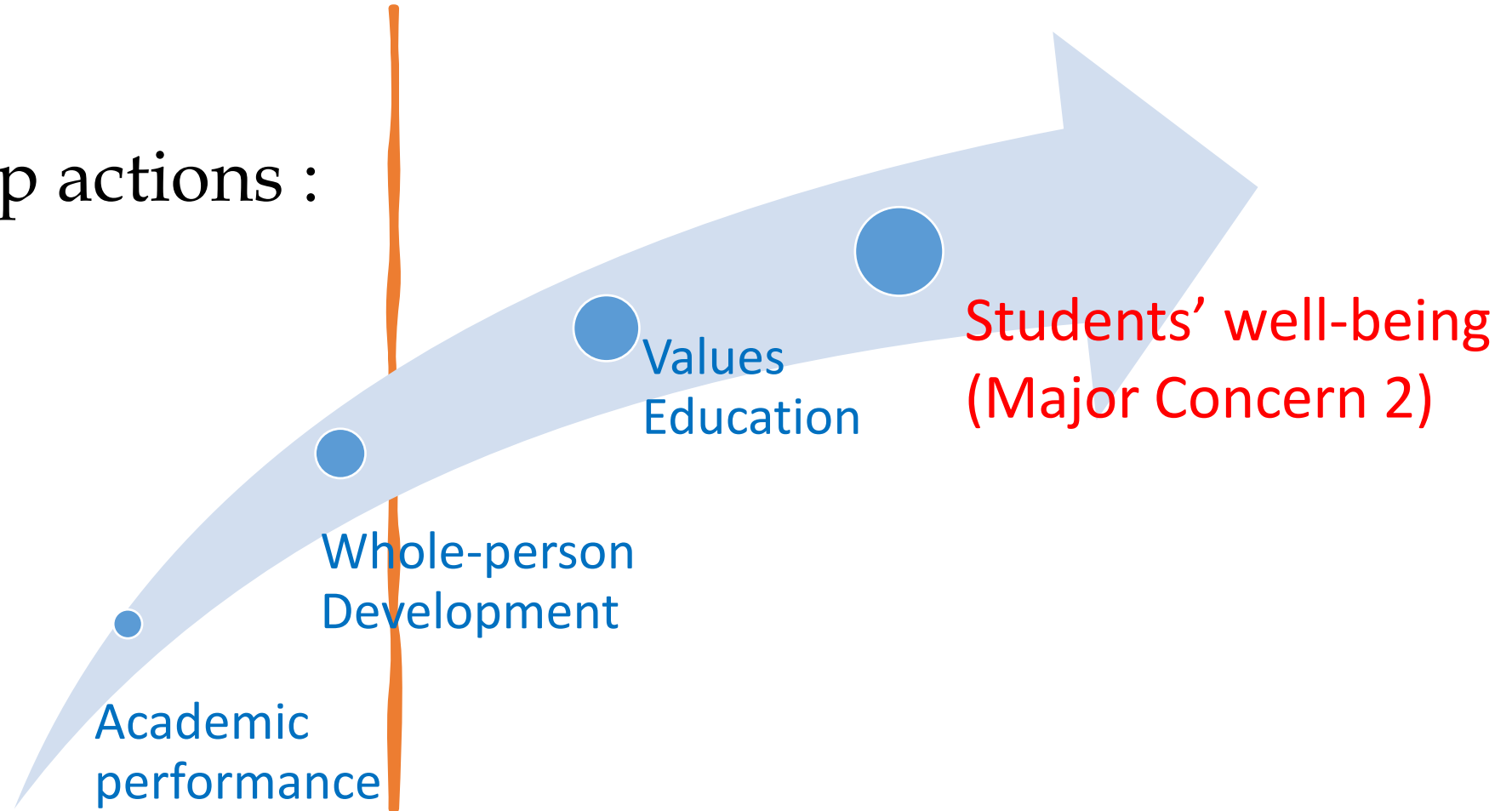
My views on support for student development	(15)	The teachers are able to help us solve problems we encounter in our growing process, such as in our physical and mental development, making friends and academic performance.
	(16)	My schoolmates are self-disciplined and abide by school regulations.
	17	The school is intent on fostering our leadership.
	18	The school actively guides us to acquire the skills to get along with others well.
	19	The school actively fosters our virtues.
	20	My schoolmates actively participate in extra-curricular activities.
	21	Through participation in the school's extra-curricular activities, my learning opportunities in respect of extra-curricular knowledge and life skills, etc. are increased.
My views on school climate	(22)	The students respect the teachers.
	23	I like my school.
	24	I get along well with my schoolmates.
	(25)	The teachers care about me.
	26	The teachers have high expectation for us.
	(27)	Our school actively responds to the comments from the students.

Items analysis + APASO + Other school-based data (e.g. Class Teachers' meetings / Level meetings / LWL students' survey etc)

Support for student development	Compare the findings of these items			
1. Teachers are able to help ...	T_Q.46	S_Q.15	P_Q.6	APASO Q.39-45
2. Self-discipline		S_Q.16	P_Q.7	
3. Teachers care about me	T_Q.46	S_Q.25		APASO Q.39-45

SHS_TQ	Q.46 The school's discipline and guidance work is geared to students' development needs
SHS_SQ	Q.15 The teachers are able to help us solve problems we encounter in our growing process, such as in our physical and mental development, making friends and academic performance
SHS_PQ	Q.6 The school is able to help my child solve problems we encounter in our growing process, such as in our physical and mental development, making friends and academic performance
SHS_SQ	Q. 25 The teachers care about me.

Follow-up actions :





Wellbeing



Mindfulness
activities



Class-based
activities



Chinese
Cultural
activities

← Optimization of Life-wide Learning Activities →

Tips

DOs

- Build common language and evidence and data-based culture
- TREND more important than NUMBERS
- Supplement by qualitative evidence
- Think BIG but start SMALL

DONTs

- Overreact to numbers
- Fault-finding or criticizing



