

A photograph of a multi-story school building with a white facade and grey accents. The building has many windows and balconies. In the foreground, there are lush green trees. The sky is clear and blue. The text is overlaid on the image.

St. Francis' Canossian College

(APASO Learning Circle)

Principal Kenneth LAW & teachers

St Francis' Canossian College

Live by the Truth in Love

Background



A Catholic Girls' School of the
Canossian Missions

Class structure:
4 classes x 6 levels

Medium of Instruction:
English



School Administration Team (SAT) + Extended SAT

Student Support

(Spiritual & Values Education, Moral & National Education, OLE, SLP, Inclusion Education, School Culture and Health Policy)

Student Support Coordinating Team

Student Formation Team

Spiritual & Values Education

Moral & National Education

Other Learning Experiences & Student Learning Profile

Career & Life Planning Education

Inclusion Education (Support for SEN)

Form & Co-Form Teachers

Academic Development

(Cater for Learners' Diversity, Gifted Education, MOI, Academic Policies, Partnership, Project Learning, SBA and Reading Culture)

Academic Team

Key Learning Areas & Subject Departments

IT Development & STEM Education

Summer Bridging Programme

DEAR Programme, Library Support & Independent Learning Centre

Educational Visit Programme

English Across the Curriculum

Subject Teachers

Major Concerns 2022-2025

- 1. To reinforce values education to enhance whole-person development of Franciscans**
 - *To build a harmonious community through nurturing a respectful heart*
 - *To further infuse values education in both the formal and non-formal curriculum*
 - *To implement values education through home-school collaboration*
- 2. To cater for learner diversity by enhancing classroom teaching efficiency**
 - *To enhance assessment literacy and strengthen middle managers' capacity*
 - *To support professional development on enhancing assessment literacy and strengthening teachers' capacity*

APASO Surveys

APASO Pre-defined Survey (Key Performance Measures 17) – F.1-F.6

59 Questions

APASO User-defined Survey (F.6)

- [School]: Learning and Teaching

APASO User-defined Survey (F.1-5)

Items revised after attending the 1st Learning Circle Meeting

- [Student]: Psychological Health, Physical Health, Self-concept, Generic Skills
- [School]: Learning and Teaching, Homework, Co-curricular Activities
- [National and Global]: Global Perspective

Choice of Scales

Major Concerns for 2022/23 – 2024/25 (in order of priority)



1. To reinforce values education to enhance whole-person development of Franciscans

[Student] Psychological Health, Physical Health, Self-concept, Generic Skills
[School] Homework, Co-curricular Activities
[National and Global] Global Perspective

2. To cater for learner diversity by enhancing classroom teaching efficiency

[School] Learning and Teaching

Choice of Subscales

F.6 22-23 / 23-24

- Learning Atmosphere (Competition)
- Learning Atmosphere (Cooperation)
- Learning Aims (Mastery)
- **Learning Attitude (Perseverance)**
- **Learning Motivation (Intrinsic)**
- **Learning Motivation (Instrumental)**
- **Teaching (Clear Instruction)**
- **Teaching (Teacher Support)**
- Chinese Lessons (No Negative Emotion)
- English Lessons (No Negative Emotion)
- Mathematics Lessons (No Negative Emotion)
- **Recess (Positive Emotion)**
- **Homework (No Negative Emotion)**

F.1-F.5 23/24

- **Affect (No Academic Anxiety)**
- **Sleeping Hours**
- **Self-concept (Emotional Stability)**
- **Learning (Self-initiative)**
- **Learning (Self-monitoring)**
- **Learning (Self-planning)**
- **Learning Attitude (Perseverance)**
- **Learning Motivation (Intrinsic)**
- **Learning Motivation (Instrumental)**
- **Teaching (Clear Instruction)**
- **Teaching (Teacher Support)**
- **Recess (Positive Emotion)**
- **Homework (No Negative Emotion)**
- **Homework/ Revision (School Assigned)**
- **After-school Co-curricular Activities (School Organised)**
- **Global Perspective (Respect for Diversity)**

A photograph of a server room with rows of server racks. The racks are dark with many small, glowing lights, creating a sense of depth and technology. The perspective is looking down a long aisle between the racks.

When to collect data?

APASO: Data Collection Schedule

January 2024

- F.6
- A briefing followed by completion of the survey via tablets in a multi-purpose room

January to February 2024

- F.1-F.5
- A briefing in the Hall followed by completion of the survey via tablets in classrooms / Computer Room

A blue ballpoint pen with a silver-colored tip is positioned diagonally across the upper left portion of the image. The background is a document featuring a bar chart with several blue bars of varying heights, set against a light blue grid. The overall color palette is dominated by shades of blue and white, with a prominent orange horizontal bar at the bottom.

How to use the APASO
results?

Whole school approach to use APASO data in conducting school self-evaluation based on the Enhanced School Development and Accountability framework

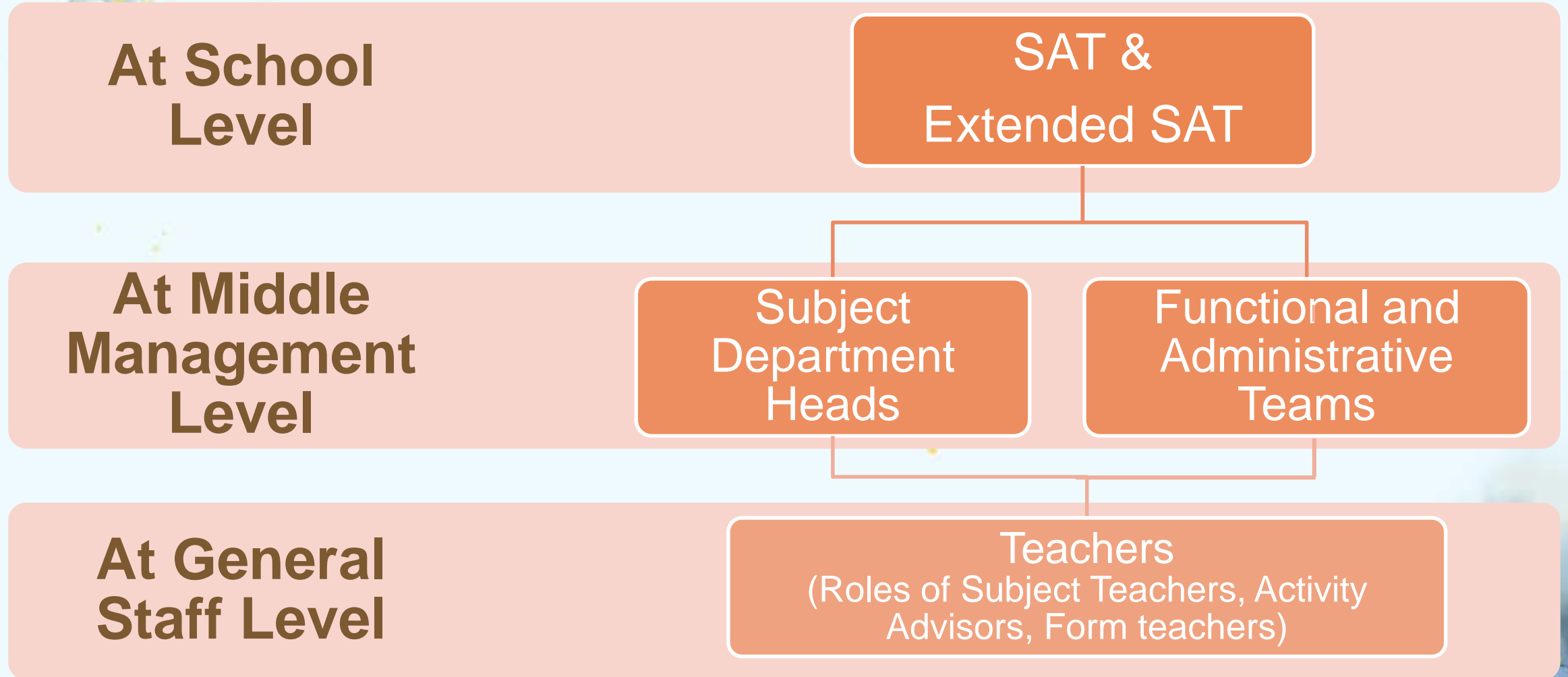
APASO data + other quantitative data + qualitative data → holistic review and triangulation

Evaluation →
Planning →
Implementation →
Evaluation

Immediate response + Long term planning

Objectives & Rationale

Whole school approach: School-based hierarchy



At School level

School Administrative Team (SAT)
+ Extended SAT

Input

- Professional development (EDB workshop for Schools of the same School Sponsoring Body on the use of APASO & SHS data) in January 2024
- Professional interflow (EDB Learning Circle) from January to July 2024

Process

- Collaborative PIE for school improvement (Regular SAT Meetings)

Follow-up

Follow-up work

External
professional
advice

Professional
dialogues

- Meetings with form coordinators
- Meetings with individual functional teams & departments

Experiential
Learning
from other
school in the
Learning
Circle

What about
our students
and
parents?

Students and Parents Levels

Student Focus Group Interviews
(F1, F2, F3, Student Leaders Core Group)

SHS Data from F1-6 parents +
Parents' feedback on Parents' Day
SHS: Parent's views on student learning

APASO + SHS Data from all students
APASO: KPM 17 Affect (No Negative Affect) + SHS:
Student's views on student learning

At Middle Management Level

Middle managers in charge of subject departments, functional & administrative teams

Input

Professional development (school-based workshop) to analysis APASO & SHS data (22-23) for school improvement in Sept 2023

Professional development (EDB online seminar on Enhanced School Development & Accountability framework)

Process

Professional development (school-based workshops) to analyse APASO & SHS data (23-24) for school improvement in March & May 2024

Suggestions collected for school development during Principal's individual Interviews

Follow-up

ST. FRANCIS' CANOSSIAN COLLEGE
School Self Evaluation (Department / Functional Team Level)

Department / Functional Team: _____ Date: _____

School Major Concern 1: To reinforce values education to enhance whole-person development of Franciscans

Targets	Implementation Strategies
1. To nurture students' values on caring for the community by respecting individual needs and differences	<ul style="list-style-type: none"> • Conduct mass programmes at school level and home programmes at class level related to Canossian values and other positive values for the whole school • Encourage students to reflect and share their understanding of the importance of respect • Promote home-school collaboration by providing parents education talk and workshops
2. To help students develop Canossian values and other positive values in both the formal and non-formal curriculum	<ul style="list-style-type: none"> • Facilitate cross-curricular collaboration among subject departments and functional teams • Collaborate with the NGOs and mass media companies to refine and develop School-based Information Literacy (IL) Curriculum in Form 1 & 2 respectively • Conduct Home Programs and Other Learning Experiences Activities to instil students with Canossian values and other positive values

Students' Performance	Relation with Seven Learning Goals	Teachers' Implementation Strategies	Source of Information	Suggestions for Improvement

School Major Concern 2: To cater for learner diversity by enhancing classroom teaching efficiency

Targets	Implementation Strategies
1. To enable students to progress in their learning from summative and formative feedback	<ul style="list-style-type: none">• To enhance teachers' capacity in assessment literacy to cater for learner diversity through staff development workshops and lesson studies in Chinese Language and English Language• To encourage students reflect on their strengths and weaknesses in learning and self- regulate their work for improvement

Students' Performance	Relation with Seven Learning Goals	Teachers' Implementation Strategies	Source of Information	Suggestions for Improvement

At General Staff Level

Roles as Subject Teachers, Activity Advisors, Form teachers

Input

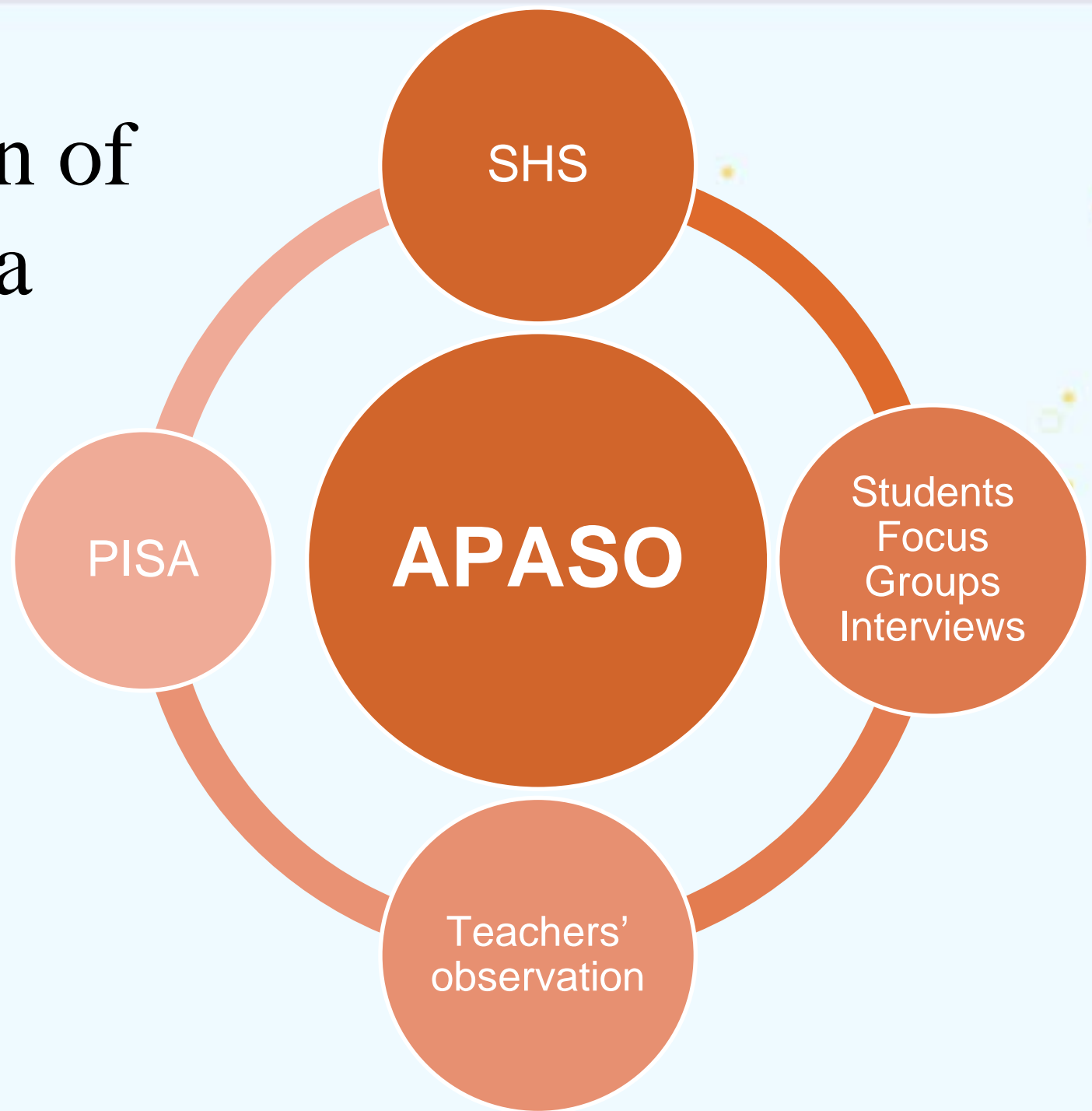
- Knowledge building on APASO III and Enhanced SDA (general staff meeting) in January 2024
- Strategic review of Parents' Day by School EP to echo APASO data (staff seminar) in March 2024

Process

- PIE at department and functional team levels from March to May
- Staff development workshop: Panel discussion, sharing & presentation in June

Follow-up

Triangulation of APASO Data

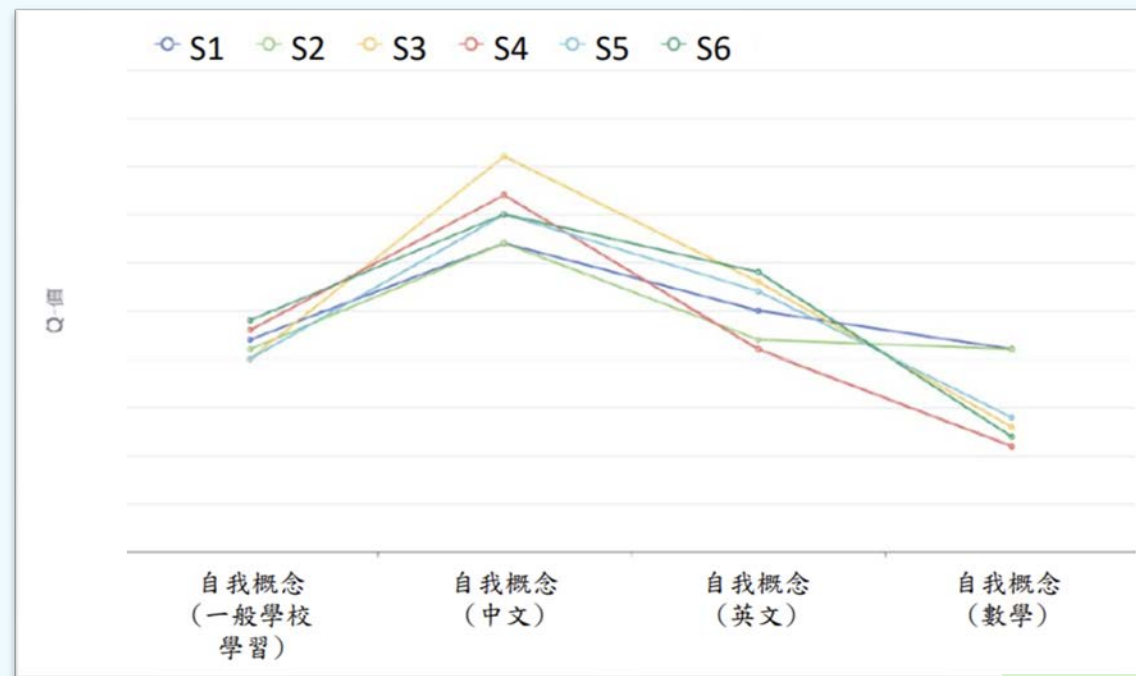
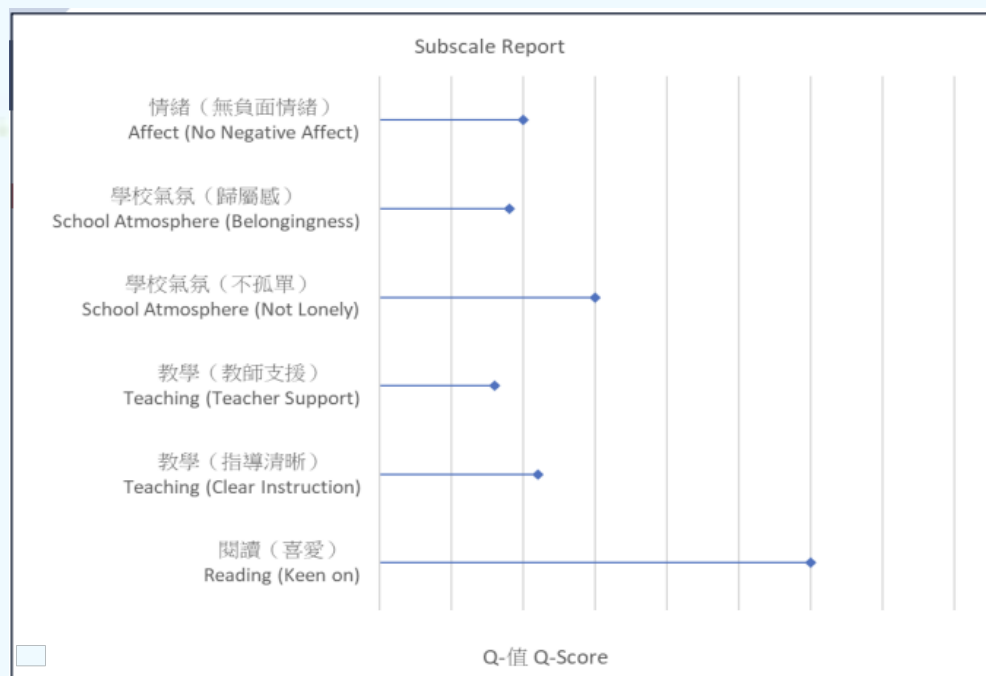




Which APASO Reports
have we used?

Reports used

- Year Report - Subscale Report
- Comparison Report on different subscales
- Year Report – Item Report



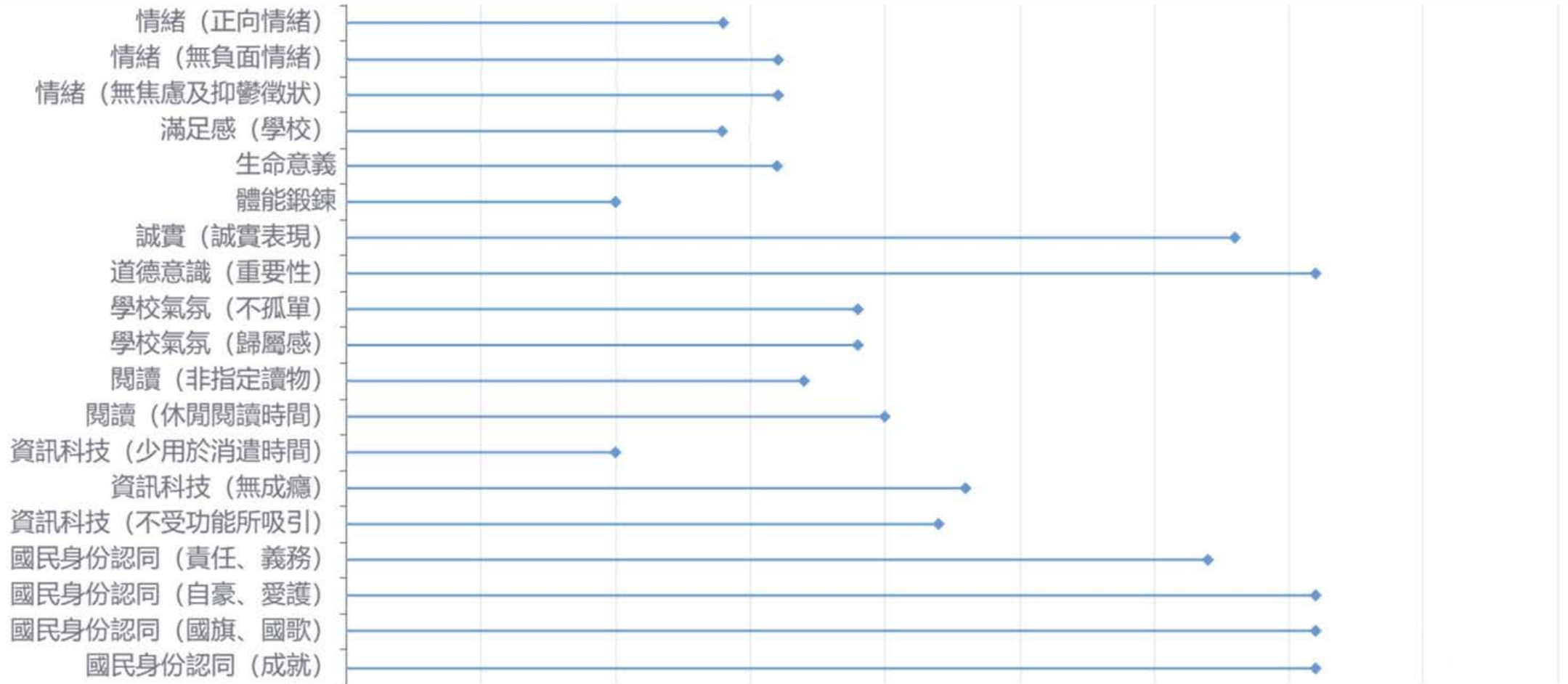
Year Report – Subscale Report

年度報告

調查 = 情意發展 (適用於KPM 17)

回應者組別 = 全部

2024-01-21 ~ 2024-04-29 [所有]

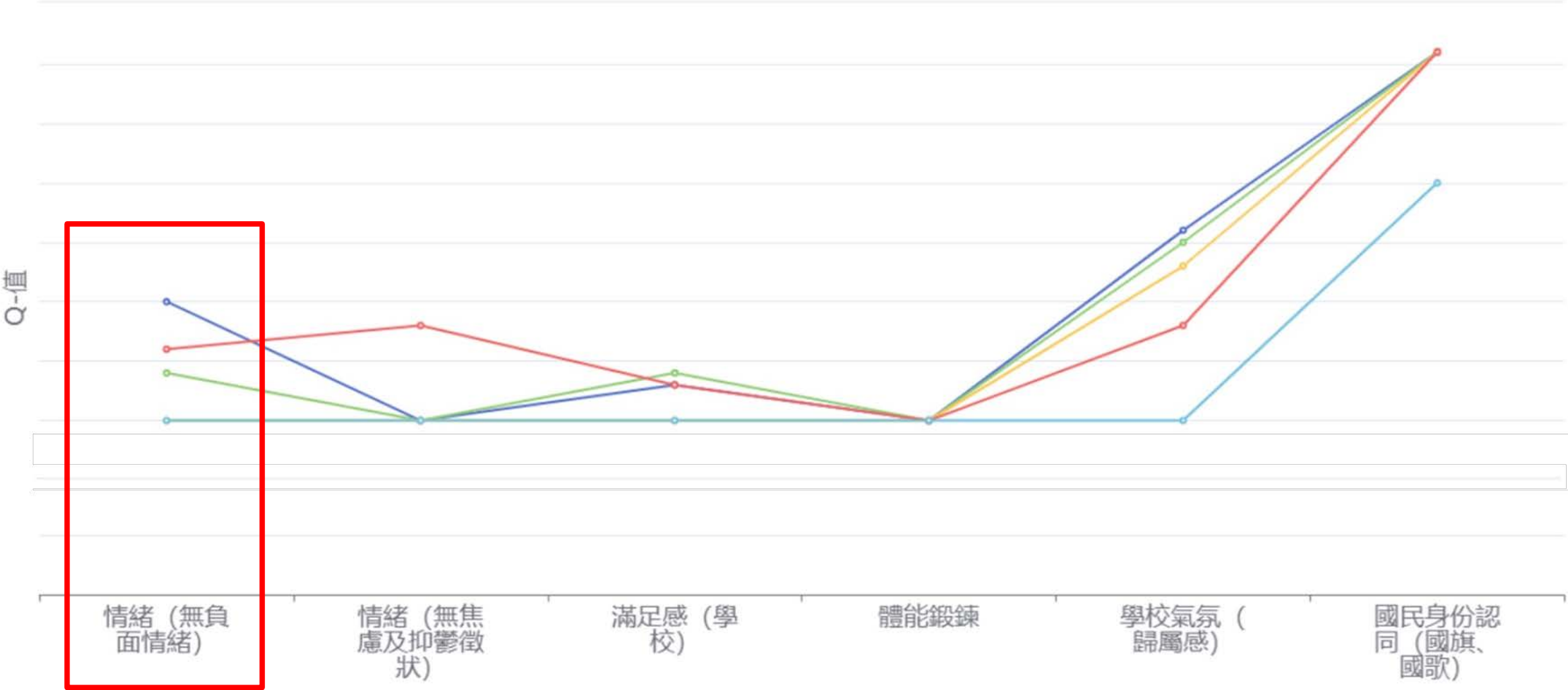


Comparison Report on different subscales

群組 1 群組 2 群組 3 群組 4 群組 5

APASO KPM 17

比較分析報告



Year Report – Item Report

APASO KPM 17 - All vs Individual form level

副量表	題目		百分比(%)				平均數	標準差	
			從來沒有 (1)	幾乎沒有 (2)	有時 (3)	總是 (4)			
情緒 (無負面情緒)	想想自己以及平時的感觉，你有多常感受到以下所描述的感觉？								
	a	恐懼	School Data						
	b	痛苦							
	c	擔心							
	d	難過							

Affect (No Negative Affect)

Year Report – Item Report

APASO User-defined Survey - All vs Individual form level

副量表	題目	百分比(%)					
		沒有家課/溫習	15分鐘或以下	30分鐘	1小時	2小時	3小時
家課及溫習 (學校指定)	平均來說，在上課的日子(星期一至五)，你每天大約用多少時間做學校指定的家課及溫習？						
	a	中文科	<h1>School Data</h1>				
	b	英文科					
	c	數學科					
	d	視覺藝術科、音樂科					
	e	其他學科					

Homework/ Revision (School Assigned)

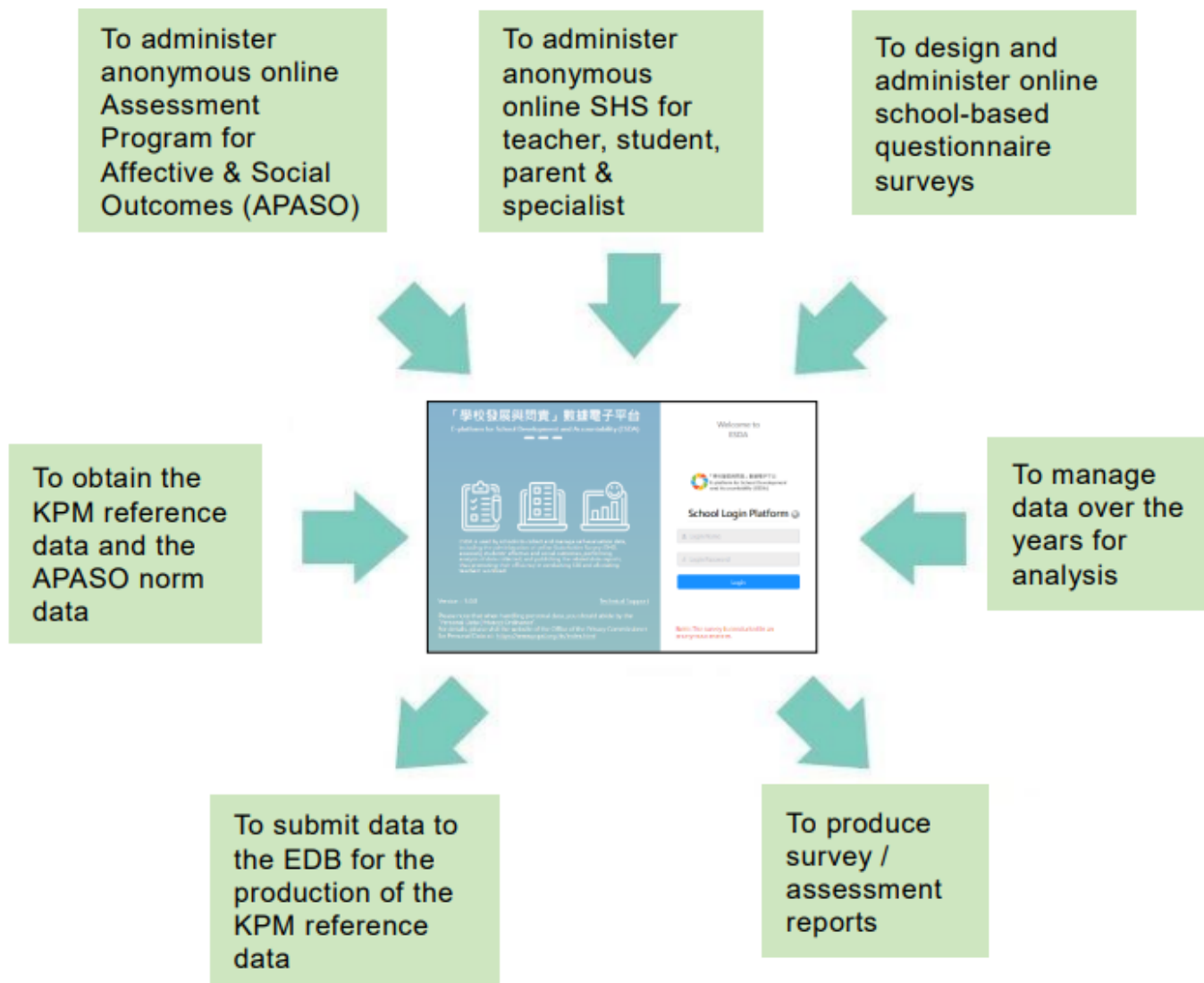
副量表	題目	百分比(%)				平均數	標準差
		完全沒有 (1)	一點點 (2)	頗多 (3)	非常 (4)		
功課 (無負面觀感)	你上一次做功課或溫習時有甚麼感受？						
	a	感到備受考驗	<h1>School Data</h1>				
	b	緊張					

Homework (No Negative Emotion)

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Challenges encountered and reflections

Figure 3: Functions of ESDA





Way Forward

KPM17 情意發展 Affective Development

情緒(正向情緒)
Affect (Positive Affect)

情緒(無負面情緒)
Affect (No Negative Affect)

情緒(無焦慮及抑鬱徵狀)
Affect (No Anxiety, Depressive Symptoms)

體能鍛鍊
Physical Exercise

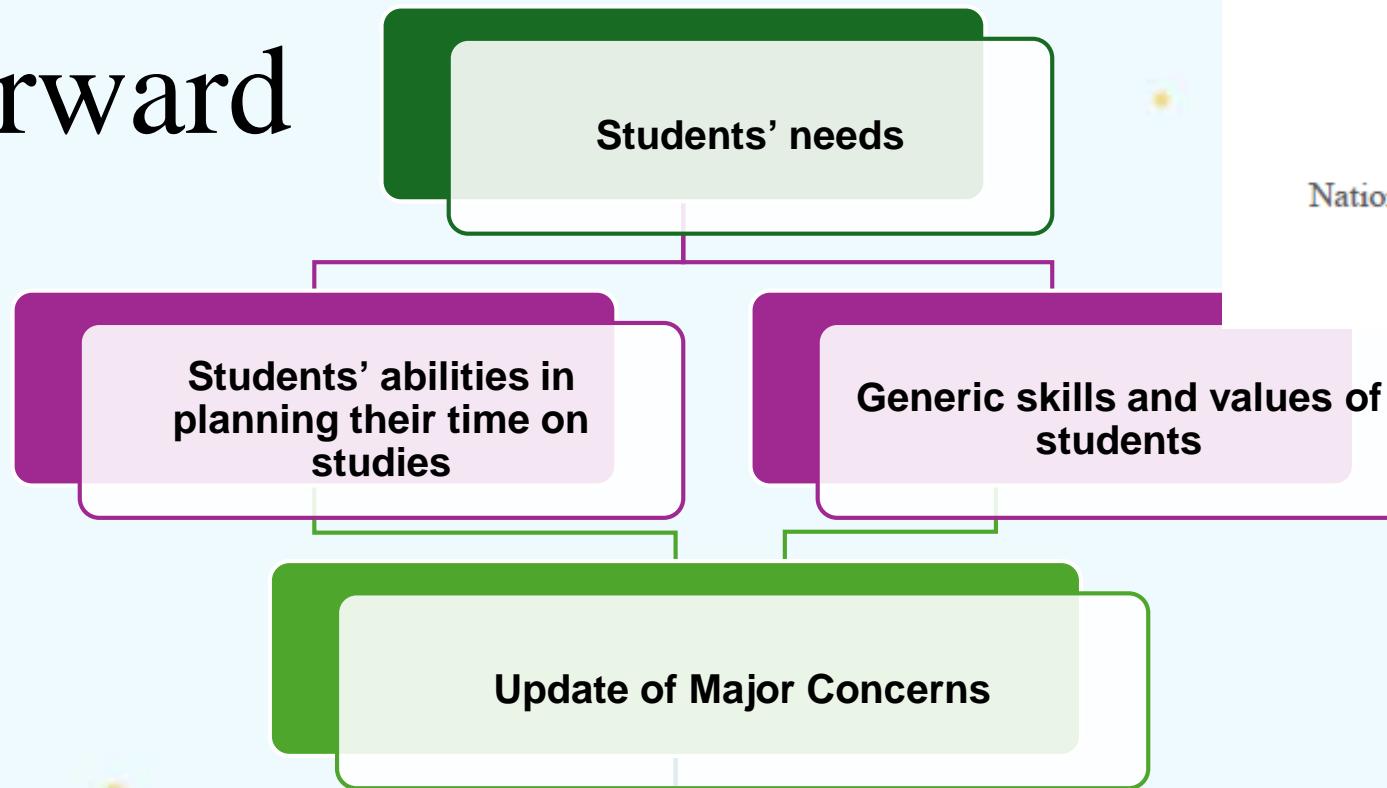
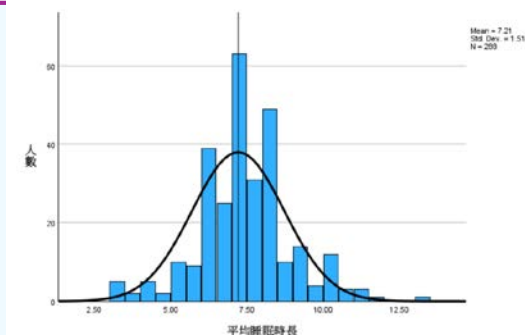
國民身份認同(責任、義務)
National Identity (Responsibility, Obligations)

國民身份認同(自豪、愛護)
National Identity (Proud, Love)

國民身份認同(國旗、國歌)
National Identity (National Flag, Anthem)

國民身份認同(成就)
National Identity (Achievements)

PISA 2022 Hong Kong Results



Academic development

協助學生從小建立健康的生活習慣，有足夠的休息、充足的睡眠和休閒的活動。



教導學生適時放鬆，關顧自己的精神健康及懂得自我關懷。

加強同儕、師生，以及家長與子女之間的關係，提升聯繫感；幫助學生明白自己在不同關係的角色及其重要性，願意承擔責任並作出貢獻。

Student Support

裝備學生適應生活中無可避免的壓力和挫折，教導學生以正面的態度處理情緒、應對壓力和克服困難。

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THANK YOU