

Dissemination Seminar for the Learning Circle on “The Use of APASO in Conducting School Self-evaluation”

Wa Ying College



Experience Sharing

- **Background and promotion of data literacy**
- **Use of APASO**
- **Administrative measures and Engagement**
- **Reflections and learning from other schools**

Part 1

Background and promotion of data literacy

Background

From 1913 / 1971

Christian, EMI School

2021-2024 Major Concerns

- Cultivate a school for every student to **shine in their uniqueness, embracing obstacles and setbacks** as indispensable in the learning process.
- Empower students to be **effective and mature self-directed learners** through comprehensive strategies in learning, teaching and assessment.

Four targets under each MC

Promotion of Data Literacy

- a. Revisit School MC
- b. Confirm scales and subscale
- c. Confirm collecting arrangement
- d. Attend EDB course

1. Compiling APASO III

2. Collecting data

- a. APASO
- b. SHS
- c. Other KPMs
- d. Qualitative and quantitative data we have collected

- a. Identify concerns
- b. Develop investigation arrangement

3. Interpreting and analyzing data (1st round)

Promotion of Data Literacy

- a. School SE Meeting
- b. Board level SE
- c. Committee, department and subject level SE

**4. Interpreting and analyzing data
(2nd round)**

5. Report and make use of analyzed results

- a. Report in Staff Meeting (12/6/2024)
- b. Identify related targets, strategies and measures in 2024-25 annual plans

Part 2

Use of APASO

Procedure of selecting Scales & Subscales

	Scales	Subscales	No. of Items selected
Initial	12	69	244
Final	7	20	67

Procedure of selecting Scales & Subscales

Previous Arrangement

- **APASO II**
- **Completion of all Items**
- **Sample Size of each item \approx 192 (about $\frac{1}{4}$ of all students)**

Class Number	Subscales
1, 5, 9, 13, 17, 21, 25, 29	學習能力，獨立學習能力
2, 6, 10, 14, 18, 22, 26, 30	領袖才能，道德操守，國民身份認同，人生目標
3, 7, 11, 15, 19, 23, 27, 31	身心健康，對學校的態度，動力
4, 8, 12, 16, 20, 24, 28, 32	自我概念，壓力管理，人際關係

Procedure of selecting Scales & Subscales

2023-2024 Arrangement (1st Draft)

- APASO III
- Consideration
 1. School's Major Concerns
 2. Coverage
 3. Sampling method: Similar to previous year
- Subscales: 69
- No. of Items selected: 244

Procedure of selecting Scales & Subscales

Feedback and Advice from EDB's meeting

- **Sample Size (at least 50% of all students)**
- **Focus (e.g. School's Major Concerns, ...)**
- **Total number of Items \leq 100**

Procedure of selecting Scales & Subscales

2023-2024 Arrangement (Final Draft)

□ Self Evaluation Meeting

- 1. Principal**
- 2. Vice Principals**
- 3. Assistant Principal**
- 4. Head of Counselling and Guidance Committee**
- 5. Educational Psychologists (In attendance)**

Procedure of selecting Scales & Subscales

- **Review Scales, Subscales & Items in APASO III**
- **Consideration (with Focus)**
 - Selected Scales/Subscales are related to**
 - (1) School's major concerns**
 - (2) School Culture**
 - (3) Cross check with KPM17 Items**
- **Subscales: 20**
- **No. of Items selected : 67**

Procedure of selecting Scales & Subscales

1 Review Subscales

附錄 A：副量表概覽

學生			
量表名稱	副量表名稱	題項數目	目的
學生：心理健康	情緒（正向情緒）	4	此副量表量度學生的正面情緒（例如感到充滿活力或高興）。
	情緒（無負面情緒）	4	此副量表量度學生的負面情緒（例如感到恐懼或擔心）。
	情緒（無恐懼失敗）	3	此副量表量度學生對失敗的恐懼。
	情緒（無焦慮及抑鬱徵狀）	4	此副量表量度學生的焦慮和抑鬱徵狀（例如感到緊張或憂慮）。
	情緒（無學業焦慮）	4	此副量表量度學生的學業焦慮。
	情緒（無心身徵狀）	5	此副量表量度學生的心身徵狀（如頭暈或胃痛）。
	滿足感（個人身體）	2	此副量表量度學生對其身體健康和外表的滿意度。
	滿足感（家庭及朋友）	4	此副量表量度學生對家庭和朋友，包括學生所居住社區的滿意度。
	滿足感（學校）	3	此副量表量度學生對學校生活的滿意度。
	生命意義	3	此副量表量度學生對生命意義的看法。
	社交表現（好友數目）	1	此副量表量度學生親密好朋友的數量。
	社交表現（與朋友一起時間）	1	此副量表量度學生放學後與朋友共處的頻次。

2 Review Items

情意及社交表現評估套件 (第三版)

KPM 17 情意發展

班別：

性別：男 / 女

這份問卷的問題是關於你或是你的感受。請把最合適選項的圓圈填黑，或是在橫線上填寫答案。

從來沒有 幾乎沒有 有時 總是

1. 想想自己以及平時的感覺，你有多常感受到以下所描述的感覺？

- | | | | | |
|---------|---|---|---|---|
| a. 快樂 | ① | ② | ③ | ④ |
| b. 充滿活力 | ① | ② | ③ | ④ |
| c. 高興 | ① | ② | ③ | ④ |
| d. 開朗 | ① | ② | ③ | ④ |

2. 想想自己以及平時的感覺，你有多常感受到以下所描述的感覺？

- | | | | | |
|-------|---|---|---|---|
| a. 恐懼 | ① | ② | ③ | ④ |
| b. 痛苦 | ① | ② | ③ | ④ |
| c. 擔心 | ① | ② | ③ | ④ |
| d. 難過 | ① | ② | ③ | ④ |

About School's Major Concerns

2021 - 2024

Cultivate a school for every student to **shine in their uniqueness, embracing obstacles and setbacks** as indispensable in the learning process

Empower students to be **effective and mature self-directed learners** through comprehensive strategies in learning, teaching and assessment

About School Culture

- 以師生關係帶動成長
- 科學與人文並重

Finalizing Scales & Subscales

Major Concern 1 & Relationship

量表名稱	副量表名稱	題項數目	KPM17	School
學生：心理健康	情緒（正向情緒）	4	1	
	情緒（無負面情緒）	4	1	
	情緒（無恐懼失敗）	3		1
	情緒（無焦慮及抑鬱徵狀）	4	1	
	情緒（無學業焦慮）	4		1
	情緒（無心身徵狀）	5		1
	滿足感（學校）	3	1	
	生命意義	3	1	

Finalizing Scales & Subscales

Major Concern 1 & Relationship

量表名稱	副量表名稱	題項數目	KPM17	School
學生：生涯規劃	職業願景（考慮他人期望/計劃）	2		1
	職業願景（考慮個人能力）	4		1
學生：家庭參與	家庭參與（校園生活）	3		1

Finalizing Scales & Subscales

Major Concern 2 & Academic Pursuits

量表名稱	副量表名稱	題項數目	KPM17	School
學生：自我概念	自我概念（一般學校學習）	5		2
	自我概念（英文）	5		2
學生：共通能力	學習（自我監控）	3		2
	學習（自我規劃）	2		2
	學習（目標清晰）	3		2
	慎思明辨	3		2

APASO III reports

Year Report - Subscale Report

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graph TD; A[Year Report - Subscale Report] --> B[Year Report - Item Report]; A --> C[Comparison Report];
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Year Report - Item Report

Comparison Report

APASO III reports

Subscales: $Q \leq 90$, $Q \geq 110$, $90 < Q < 110$

調查 = 情意及社交表現評估套件(校本版)

量表	副量表	回應者組別 =	回應者組別 =
		初中	高中
		Q-值	Q-值
學生： 共通能力	學習（自我監控）	■	■
	學習（自我規劃）	■	■
	學習（目標清晰）	■	■
	慎思明辨	■	■
學校： 學習和教學	學習氣氛（合作）	■	■
	學習目標（通達）	■	■
	學習態度（堅毅）	■	■
	學習動機（內在）	■	■

APASO III reports

Subscales: $Q \leq 90$, $Q \geq 110$, $90 < Q < 110$

調查 = 情意發展 (適用於KPM 17)

量表	副量表	回應者組別 = 初中	回應者組別 = 高中
		Q-值	Q-值
學生： 心理健康	情緒 (正向情緒)	■	■
	情緒 (無負面情緒)	■	■
	情緒 (無焦慮及抑鬱徵狀)	■	■
	滿足感 (學校)	■	■
學生： 誠實/道德意識	道德意識 (重要性)	■	■
學校：氣氛	學校氣氛 (歸屬感)	■	■

APASO III reports

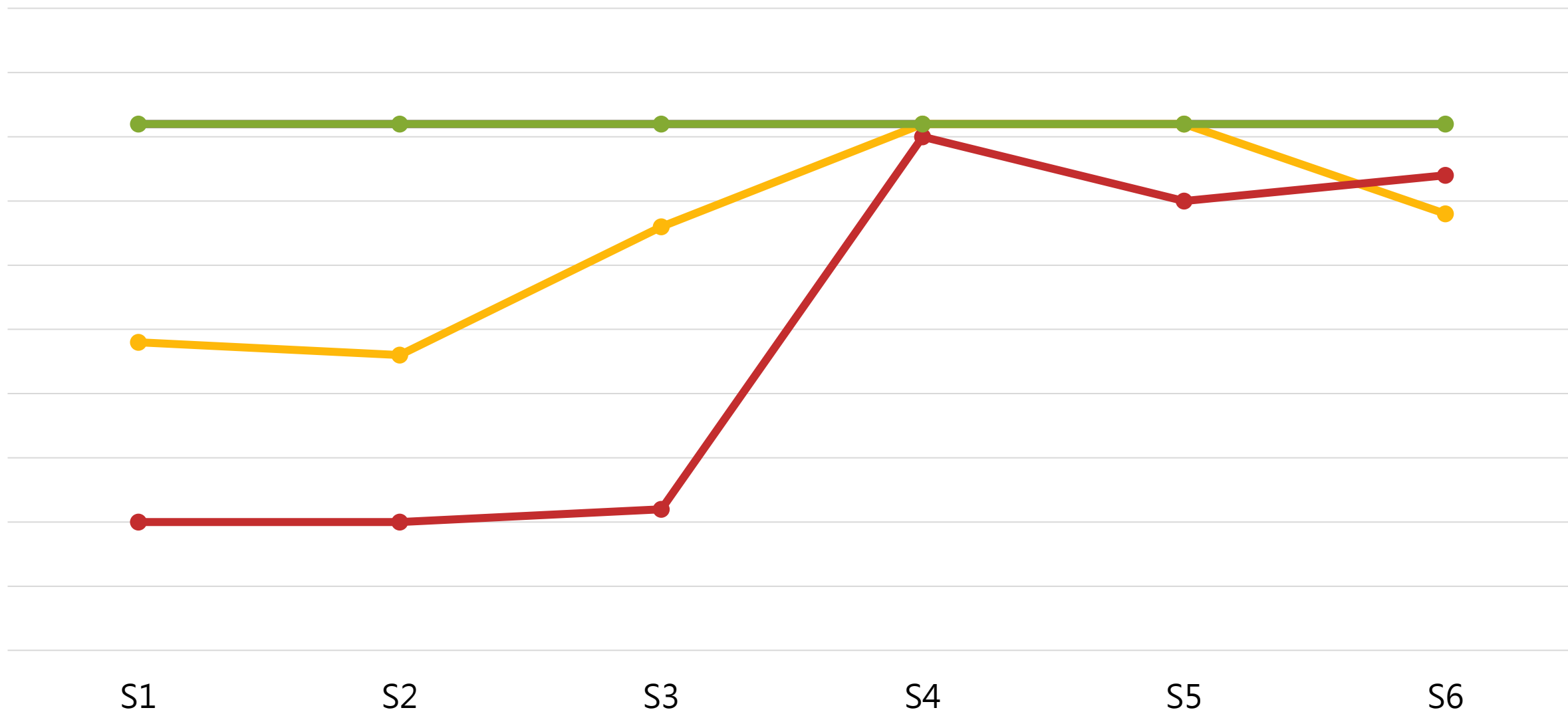
Subscales: $Q \leq 90$, $Q \geq 110$, $90 < Q < 110$

調查 = 情意發展 (適用於KPM 17)

量表	副量表	回應者組別 = 初中	回應者組別 = 高中
		Q-值	Q-值
學校：閱讀	閱讀 (非指定讀物)	■	■
	閱讀 (休閒閱讀時間)	■	■
學校：資訊科技	資訊科技 (少用於消遣時間)	■	■
	資訊科技 (無成癮)	■	■
	資訊科技 (不受功能所吸引)	■	■

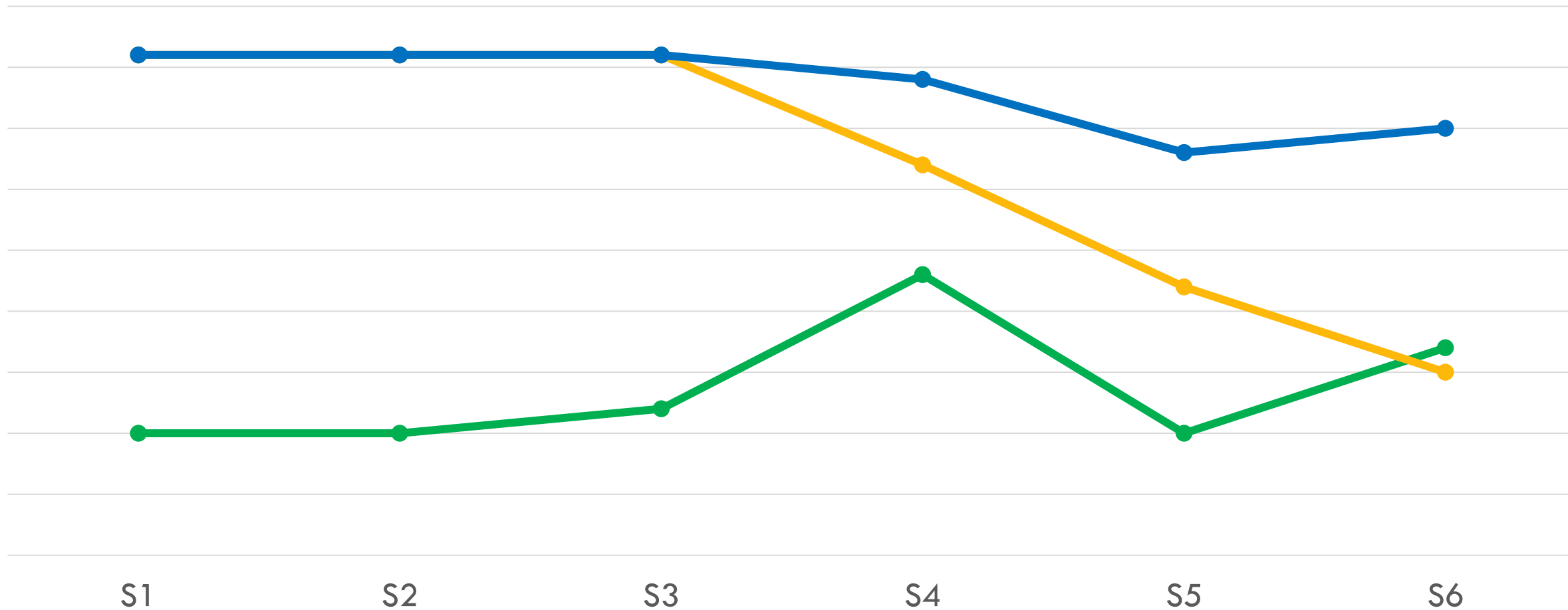
APASO III reports

學習 (自我監控) 學習 (自我規劃) 學習 (目標清晰) 慎思明辨



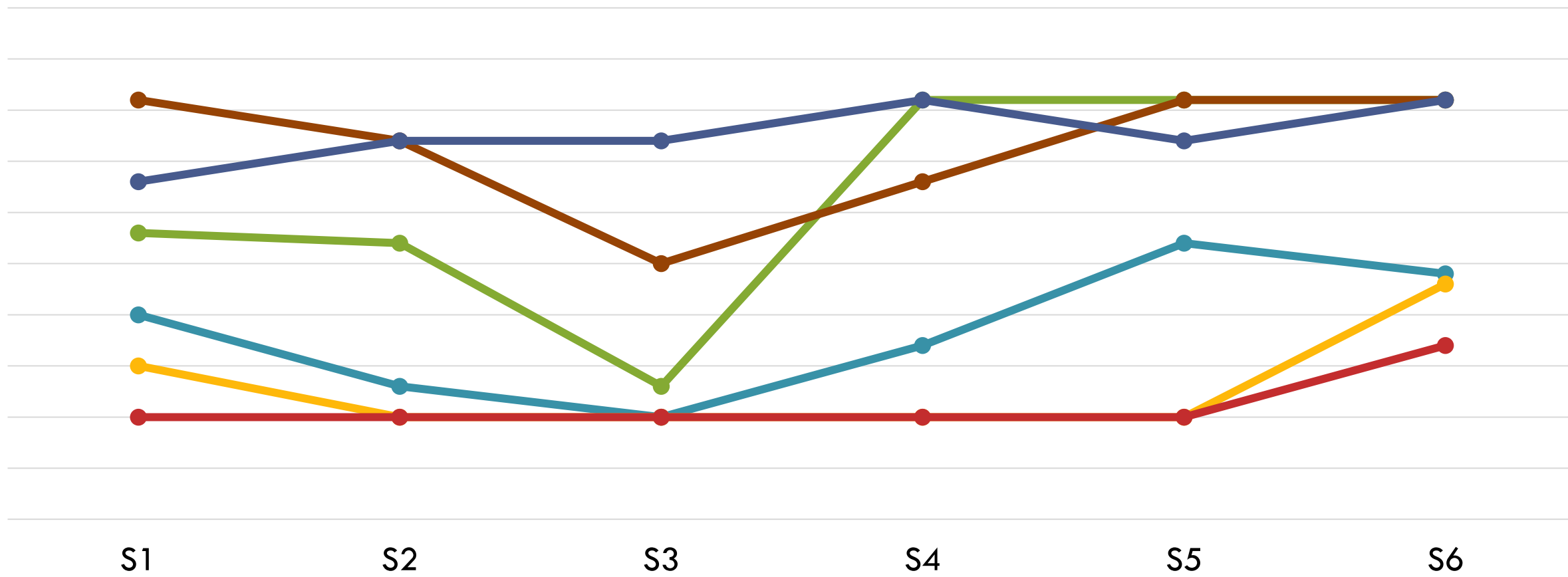
APASO III reports

● 資訊科技 (少用於消遣時間) ● 資訊科技 (無成癮) ● 資訊科技 (不受功能所吸引)



APASO III reports

- 情緒 (正向情緒)
- 情緒 (無負面情緒)
- 情緒 (無焦慮及抑鬱徵狀)
- 滿足感 (學校)
- 道德意識 (重要性)
- 學校氣氛 (歸屬感)



Part 3

Administrative measures and Engagement

Administrative measures

Data principles set a clear standard which promotes public trust in our data handling and provides high quality, inclusive and trusted statistics

Maximize the value of data through multiple uses of the same dataset and enable data re-use through the implementation of a strategic data store which can be accessed by multiple users in a controlled way. Using the same dataset for multiple purposes maximizes the value of data by reducing burden on data providers and suppliers and preventing them from being asked for the same information multiple times.

Administrative measures

Jan
2024

- **SPC Meeting I**
Kick-off & SSE action plan
APASO III LC

Feb
2024

- **SSE Meeting I**
Confirm scope of SSE
Invite Core Team
Confirm APASO items
SSE in different levels

Mar
2024

- **SPC Meeting II**
2021-2024 target review
2024-2027 MC suggestions
General Staff Meeting I
Brief introduction
APASO and SHS

Apr
2024

- **SSE Meeting II**
Review SPC comments
Interpreting APASO and SHS
General Staff Meeting II
Core SSE discussion
Suggest 2024-2027 MCs

May
2024

- **SSE Core Meetings**
Board Meetings
Further interpret data
Review concerns
SPC Meeting III
Confirm SSE report
Confirm 2024-2027 MCs

Jun
2024

- **General Staff Meeting III**
Report to all teaching staff
Work on the annual plan,
HR and other plans

Engagement and workload – Documentation

2021-2024 School Major Concern 1 - Cultivate a school for every student to shine in their uniqueness, embracing obstacles and setbacks as indispensable in the learning process.

Target	Strategies	Whole school	Junior Form	Senior Form	Initial Reflection
1.1 Foster purpose-driven learners with positive pursuit in life-planning	<ul style="list-style-type: none"> Facilitate students to identify their goals, visualize the best possible outcomes, anticipate potential obstacles and develop coping strategies when encountering setbacks Foster students' belief in their strengths in all possible aspects, like academic, social, emotional, physical or aesthetics, with recognition of multiple intelligence and provision of multiple pathways; plus, guidance to recognize their own character strengths and put their strengths into learning and development Empower students to develop a sense of purpose through 'motivation' and 'skills' training 	<ol style="list-style-type: none"> Formulate form-level development plans and directions, strengthen the strategic coherence and communication among school development, development of committee, form and class teachers Enhance student handbooks, student activity handbooks, school-based materials for life education and career planning education Launch school-based talent pool 	<ol style="list-style-type: none"> Offer tasting experience for Form 3 students and help them choose elective subjects more maturely 	<ol style="list-style-type: none"> Rearrange service-learning for all students in Form 4 	<ul style="list-style-type: none"> Have we fostered purpose-driven learners? With positive pursuit in life-planning?
1.2 Provide positive learning experiences to enable students to view their intelligence as a malleable entity that can be increased with effort and learning	<ul style="list-style-type: none"> Offer activities and learning processes to facilitate students' high level of school engagement Cultivate students' positive mindset through positive tracking, positive dialogue, positive conversion and proper interventions during and after the learning experiences Foster students' resilience in face of setbacks by developing their optimistic thinking skills, helpful thinking skills, adaptive distancing skills, using humour and seeking assistance whenever needed Enhance class teachers' periods, assemblies, performance opportunities, extracurricular activities and other learning experiences to facilitate students' understanding of their strengths in different fields, with heightened opportunities to unleash their potentials Tap external resources to develop students' potentials, including alumni, parents, universities, business enterprises and NGOs 	<ol style="list-style-type: none"> Cross-committee collaboration for Christmas market Renovate the counseling room to provide a better counseling environment for social workers, educational psychologists and speech therapists Optimize the Life Ambassador program and arrange small counseling groups to train students in goal setting and coping strategies for adversity Arrange the assemblies in the afternoon to facilitate the invitation of guests and preparation before the weekly meeting Combined with the weekly flag-raising ceremony, rearrange the programs for daily 8:00-8:15 program Arrange a series of workshops by teachers and alumni during the epidemic to cultivate a sharing culture Update school anniversary arrangements, set up Form 4 blessing ceremony and alumni commendation ceremony 			<ul style="list-style-type: none"> Have our students viewed their intelligence as a malleable entity that can be increased with effort and learning? With positive learning experiences to enable them?
1.3 Foster positive network for support and mentorship in learning, personal growth and life pursuit	<ul style="list-style-type: none"> Maximize opportunities for students to work together in small groups for support and teamwork, in the same level and/or across levels, through the provision of a wide variety of meaningful activities and project works Refine the mentorship scheme so as to ensure every student will have a mentor from senior students, student leaders, alumni, teachers, coaches or parent volunteers for learning, personal growth or life pursuit Enlist parents' support in the mentorship scheme with parent seminars and workshops Offer training to student, alumni, teacher and parent mentors 	<ol style="list-style-type: none"> Establish ASU to coordinate strategies to take care of lower achievers Establish a SEN team to coordinate, arrange and follow-up for students with special learning needs. Use alumni and other resources to offer tutorials for students 		<ol style="list-style-type: none"> Divide students into 5 sections for career planning support 	<ul style="list-style-type: none"> Have we fostered positive network for support and mentorship in learning, personal growth and life pursuit?
1.4 Foster positive campus life with enhanced school administrative system and facilities	<ul style="list-style-type: none"> Enhance our school administrative digital system in order to facilitate efficient communication and effective use of student and school data for cultivation of a positive school Enhance the school facilities for students' learning effectiveness and joyful campus life Maximize opportunities to display students' success and achievements in the school campus or online media 	<ol style="list-style-type: none"> Set up an administration hub to help colleagues realize school activities and other information Set up 3.7 Café to enhance sitting, eating and presenting areas Set up sitting areas on the first and second floors Set up a fitness room Renovate the teachers' common room Optimize the school photo library to display school activities and student performance Stabilize the direction of the Information Day to showcase school development and student achievements 			<ul style="list-style-type: none"> Have we fostered positive campus life? With enhanced school administrative system and facilities?
Others					

Initial Reflection

Engagement and workload – Documentation

2021-2024 School Major Concern 2 - Empower students to be effective and mature self-directed learners through comprehensive strategies in learning, teaching and assessment.

Target	Strategies	Whole school	Junior Form	Senior Form	Initial Reflection	
2.1 Enhance students' self-directed learning capabilities with subject-based learning roadmaps, useful platforms and relevant resources	<ul style="list-style-type: none"> Provide students with learning outlines and guidelines, homework and assessment plans at the beginning of the semester so as to facilitate students' planning on how to master subject knowledge and address assessment requirements for the semester and/or school year Create space for self-study in the timetable: There should be no less than one-tenth of the learning time in the timetable for students to conduct lesson preparation, consolidate learning, seek academic counseling, or participate in other meaningful school activities/other learning experiences Provide students with an online learning resource system, which is part of the teaching system of the subject, for them to preview learning, review what they have learned and tackle learning difficulties on their own Provide students with a common list of apps that can be frequently used within and across subjects so as to facilitate students' learning in class, note-taking and consolidating learning with organizers 	1. Distribute learning and assessment syllabus for students to plan in advance			<ul style="list-style-type: none"> Have we enhanced students' self-directed learning capabilities? With subject-based learning roadmaps and 	
		2. Distribute weekly study guides and homework arrangements during the epidemic for students to plan their study time				
		3. Set up a self-study period from 3:00-3:50 to encourage students to preview or complete other learning tasks	5. Set up study skills workshops from 3:00-3:50, supplemented by handbook design to strengthen students' habit building and note-writing skills			
		4. Set up tutorial classes from 3:00-3:50 to support students in Chinese, English and Mathematics				
2.2 Enhance students to be effective mature learners with exposures and challenges for potentials development	<ul style="list-style-type: none"> Provide both junior and senior students with a comprehensive list of cross-disciplinary/subject-based reading materials, including feature articles, books, videos, etc., for exposure and enrichment Provide students with a comprehensive list of subject-based and cross-disciplinary activities and competitions for aspiration or potentials development: students can plan for their development through participation in these activities; or their teacher mentors can facilitate their planning; or subject heads/teachers can plan and make recommendations to stretch talented/potential students 	6. Provide online learning platforms and resources in various subjects, allowing students to download materials for self-study, preview, exam preparation, etc.			<ul style="list-style-type: none"> Have we enhanced students to be effective mature learners? With exposures and challenges for potentials development? 	
		7. Provide students with a series of software and students master the application through learning workshops				
2.3 Enhance learning with effective teaching and assessment for learning	<ul style="list-style-type: none"> Further conduct cross-stage student performance analysis to facilitate cross-level curriculum planning and design Spell out good subject-based classroom teaching expectations for both junior and senior forms, and practice them through common lesson preparation and lesson observation Conduct a holistic implementation of language across curriculum learning system in junior forms, including vocabulary across curriculum, reading across curriculum, note-taking across curriculum, writing across curriculum and examination skills across curriculum; plus, in compliance with the MOI policy Revise the assessment plan in terms of frequency, length and format of assessments for a balanced provision of teaching, learning, assessment, and other areas of development, like physical and emotional wellbeing Formulate expectations for students' performance in each major assessment and offer academic counselling for progressive learning/achievement or devise support measures for timely intervention 	8. Set up regular reading classes at 8:00-8:15 and 3:00-3:50 to develop reading habits			<ul style="list-style-type: none"> Have we enhanced learning? With effective teaching and assessment for learning? 	
		9. Promote Hyread /金閱閣 and other electronic reading resource libraries				
		10. Schedule 3 minutes sharing about reading on Tuesdays	11. Provide opportunities and choices for whole-level learning/outing activities or alternative courses from 3:00-3:50 to enrich students' learning experience or effectiveness	12. Combine the 5th period and 3:00-3:50 so that 110-minute sessions are arranged according to the needs of various subjects for experiments, assessments, outings, time-test or practice		
		13. Incorporate predictions into the preparation process of exam papers to improve question preparation and review efficiency		14. Embed cross-year analysis and comparison, school and students' prediction comparisons into the DSE and SV AIS review of each subject		
		16. Promote a design that combines internal and external aspects of classroom teaching to encourage students to prepare well before class, and conduct class observations in this regard	17. Revise the lesson observation form and conduct a series of teacher workshops on how to design and observe good lessons	15. Analyze DSE score calculation method and cutting scores		
		18. Carry out LAC workshop in Form 2	19. Design a series of cross-disciplinary English reading articles for all levels	20. Carry out LAC projects with external support		
22. Revise Test & Exam Circulation System	23. Revise Test & Exam Evaluation System	21. Promote new reading scheme in Chinese subjects and help students strengthen their language skills through reading and writing.	24. Arrange a second mock test to help students maintain their test-taking ability, attitude and habits of living			
25. Provide systematic and targeted support to students who performed unwell last semester, including asking students to review their performance, providing support in the process and offering academic counselling program during summer holiday			26. In addition to providing the prediction report, add self-predictions and self-reflection for Form 5 and Form 6 students			
28. Coordinate departments to carry out value and national security education in subjects			27. Invite Alumni to share their study method for S6 student			
2.4 Meet the challenges of current curriculum reform	<ul style="list-style-type: none"> Revise the curriculum, teaching materials, assessment and instructional design in accordance with the latest policy set by the Education Bureau 				<ul style="list-style-type: none"> Have we met the challenges of current curriculum reform? 	
Others			29. Set up a session for tests from 3:00-3:50. If there is no test, students can dismiss early			

Initial Reflection

Engagement and workload – Facilitation

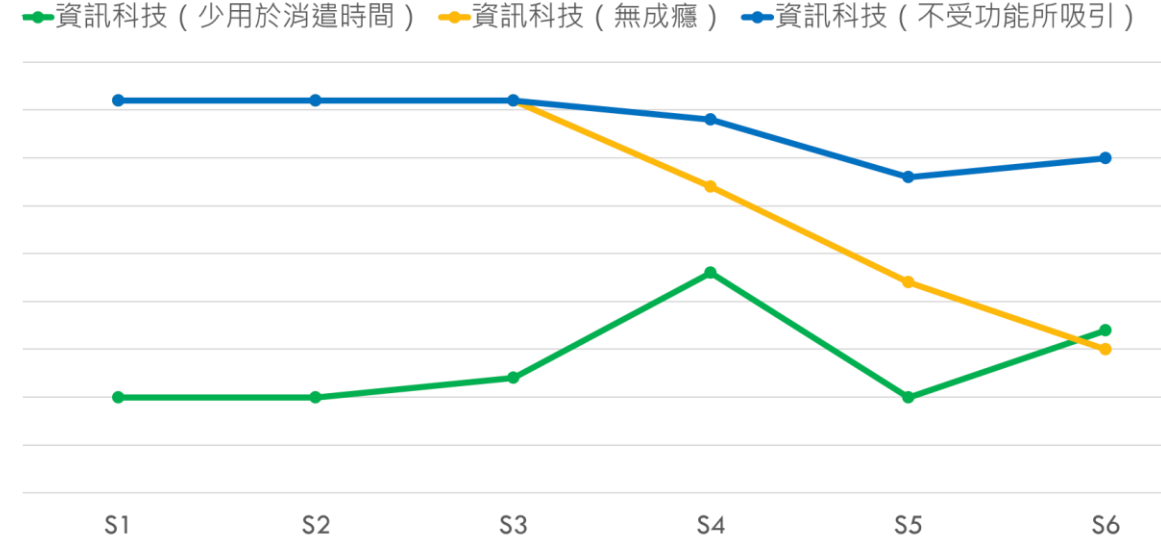
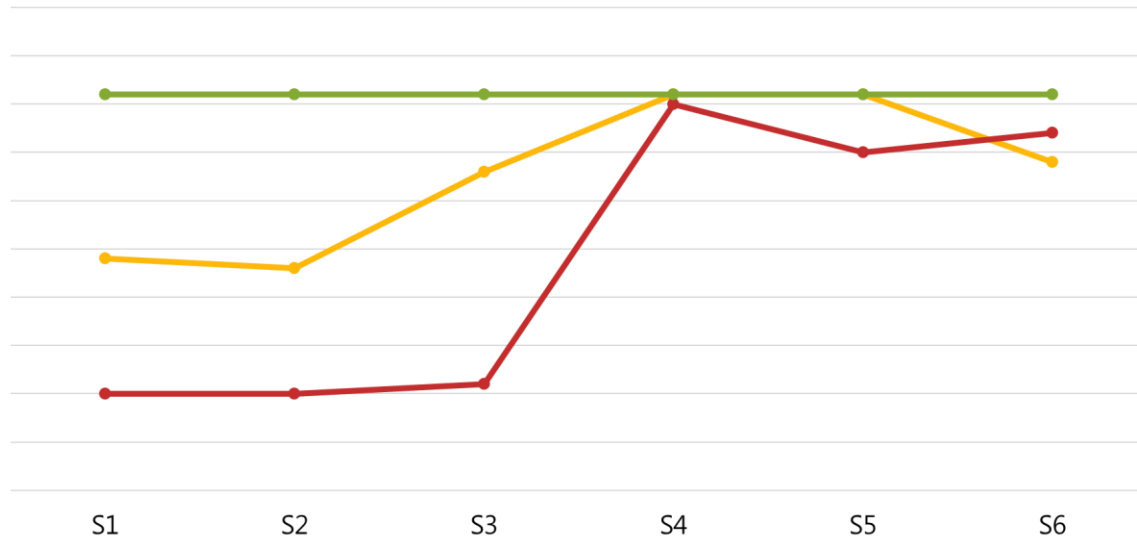
Subscales: $Q \leq 90$, $Q \geq 110$, $90 < Q < 110$

	初中	高中
閱讀 (非指定讀物)	■	■
資訊科技 (少用於消遣時間)	■	■
資訊科技 (無成癮)	■	■
資訊科技 (不受功能所吸引)	■	■
學習氣氛 (合作)	■	■
學習目標 (通達)	■	■
學習態度 (堅毅)	■	■
學習動機 (內在)	■	■
學習 (自我監控)	■	■
學習 (自我規劃)	■	■
學習 (目標清晰)	■	■
慎思明辨	■	■

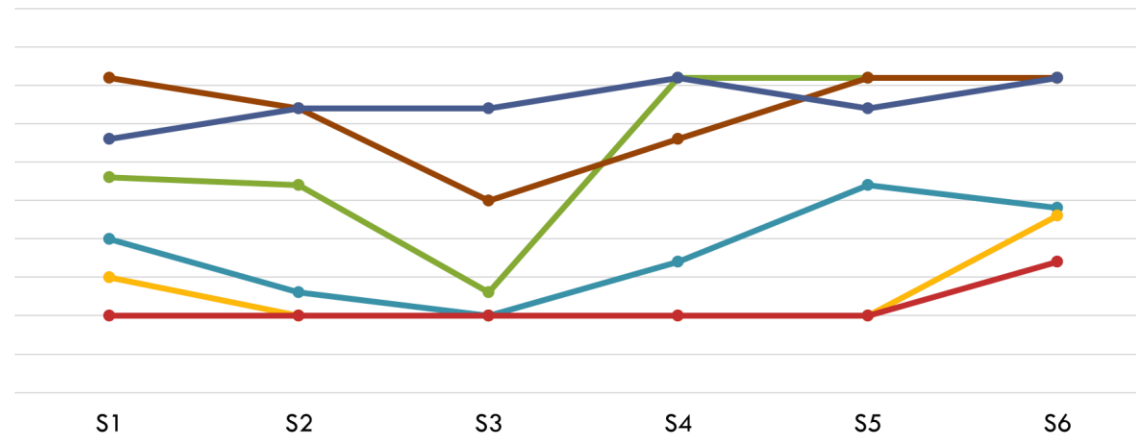
	初中	高中
情緒 (正向情緒)	■	■
情緒 (無負面情緒)	■	■
情緒 (無焦慮及抑鬱徵狀)	■	■
滿足感 (學校)	■	■
學校氣氛 (歸屬感)	■	■
道德意識 (重要性)	■	■
國民身份認同 (責任、義務)	■	■
國民身份認同 (自豪、愛護)	■	■
國民身份認同 (國旗、國歌)	■	■
國民身份認同 (成就)	■	■
家庭：家庭參與	■	■

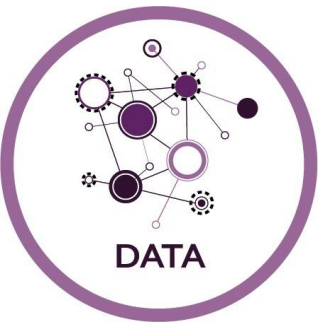
Engagement and workload – Facilitation

學習 (自我監控) 學習 (自我規劃) 學習 (目標清晰) 慎思明辨



情緒 (正向情緒) 情緒 (無負面情緒) 情緒 (無焦慮及抑鬱徵狀)
 滿足感 (學校) 道德意識 (重要性) 學校氣氛 (歸屬感)





- KPM
- APASO
- SHS
- Teacher observation
- ...

我想告訴你我的觀感。在華英讀書這幾年，我在學校的滿足感愈來愈大。也許，因為我和老師的關係、學校生活、從學校所學的都很不錯。在學校我很容易結交朋友，其他同學似乎喜歡我，我也對學校有很強的歸屬感。

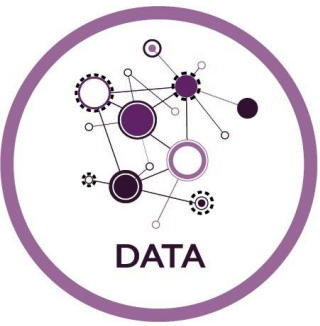
這裡的同學似乎感覺到相互合作的重要性，因此重視合作，我也感到這裡的道德意識高，遵守大眾認同的規則並作出自我反省。當我處身於這樣一所 Band 1 英文學校，我對自己的學習及發展有一定期望和想法。



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先說我的學習。我在學習不同科目的時候都會覺得有趣，我想獲得新知識。我對學習有清晰目標，就是要盡量多些學習，徹底了解甚至完全精通課堂上教授的內容。為此，我會竭力工作，以取得滿足感。

我想分享我的方法。我會思考自己所用的學習策略是否有效、檢討自己是否已改正在學習上所犯的錯誤、因應課業要求調整方法。我會訂下有挑戰性的學習目標，在學期初制訂學習計劃去達到目標。



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另一方面，我想分享自己的成長需要。情緒問題著實是困擾我的。我有時會感到恐懼、痛苦、擔心、難過。在過去六個月，我大概每周都曾有抑鬱、易怒、緊張、憂慮的感覺。也許是在Band 1學校競爭下恐懼失敗、擔心成績不好而來的。初中時我較難感到快樂、高興、開朗、有活力。然而，當我升至高中，或許因為這裡的環境及文化，我的正向情緒不斷提升，有利我面對自己。



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在體能鍛練方面、我覺得自己有不足。在閱讀方面，高中的我只集中於DSE，較難騰出時間閱讀課外書本。至於國家觀念及國民身份認同方面，我是正面的。我也是一個慎思明辨的人。

老師，多謝你細心聆聽我的想法。

Engagement and workload – PIEP

	初中	高中
情緒 (正向情緒)	■	□
滿足感 (學校)	□	■
學習 (目標清晰)	■	■



1. Students' self-confidences are not strong enough. [Gp 2]
2. Students are not confident enough [Gp 10]
3. Students showed lower interest or initiative in participating in external competitions or activities, possible reasons: low confidence, lack motivation, dependence/over-reliance on electronic devices: occupy a big part of students' attention or time, lack sense of accomplishment, lack opportunities to showcase their talents or develop their abilities (post-pandemic effect) [Gp 9]
4. Opportunities to showcase students' talent in school (e.g. exhibiting students' artwork) so as to build students' confidence and sense of accomplishment, the key is to make the students' effort visible, especially on the whole-school level [Gp 9]
5. More prize-giving assemblies can be given to recognize students' abilities and build their self-confidence [Gp 5]
6. Small-sized awards in short assembly can appreciate students work frequently [Gp 8]
7. To enhance students' ownership (through renovating sch campus), students should be given the opportunity to express their creativity within a supportive framework, taking into account the availability of sufficient resources and guidance [Gp 6]
8. The average students might not have the best support to stretch their potentials under the current policies [Gp 7]
9. Better understanding of students' preferences starting from an earlier stage for better life

↳ Fostering student potentials with holistic school system.

- *Through the collaborative efforts of three boards, we aim to enhance students' potential cohesively with classroom teaching, curriculum design, life and life planning education system- and phased-approach.*

Role of school leaders

- **Start with the end and the process in mind**
- **Break the down and assign the roles**
- **Effectiveness with clear focus and steps**
- **Demonstration, facilitation and explanation**
- **Purposeful and ethical use of data**

Part 4

Reflections and learning from other schools

Reflections and learning from other schools

- 1. Different key stages and forms**
- 2. Different classes**
- 3. Boys and girls**
- 4. Different years**
- 5. Q and P scores**

Reflections and learning from other schools

6. Limitations and triangulation

7. Suggested measures and follow up

8. Teachers' literacy on data application

9. Celebration and recognition

10. Creative use of data analysis

Thank you

Wa Ying College

