

S.K.H. Lam Woo Memorial Secondary School  
Notes on 2021/22 SHS and APASO

In this article, we would like to introduce our methodology in analysing Stakeholder Survey (SHS) and Assessment Program for Affective and Social Outcomes (APASO), and result summaries of these two important surveys conducted in 21/22 academic year.

### **What are SHS and APASO?**

SHS is a set of questionnaires developed by the Education Bureau (EDB) which helps schools collect the views of teachers, students and parents. Their views are regarded as an important set of school self-evaluation (SSE) data in the Key Performance Measures (KPM).

APASO is another set of students' questionnaires developed by EDB which helps schools examine their students' development and needs in the social and affective domains and the effectiveness of the related measures.

### **SHS: Methodology and results**

The whole questionnaire comprises of a total of 107 questions, with 4 to 7 questions in each of the 11 aspects. Since some aspects such as 'Student Support' and 'School Climate' are relevant to more than one group of stakeholders, there are a total of 18 aspects, with 10 in the teachers' questionnaire, 4 in the students' questionnaire and 4 in the parents' questionnaire. In each question, stakeholders can rate the statement from 1 (lowest) to 5 (highest).

The scores in 2021/22 can be summarized as follows:

#### **Score Summary (18 Aspects)**

<b>Score</b>	<b>Teacher</b>	<b>Student</b>	<b>Parents</b>	<b>Total</b>
3.5 – 3.9	3	4	3	10
4.0 – 4.4	7		1	8
Total	10	4	4	18

<b>Stakeholders</b>	<b>Aspect with highest score</b>	<b>Score</b>
Teachers	Professional Leadership (Principal)	4.2
Students	School Climate	3.9

Parents	School Climate	4.1
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#### Score Summary (107 questions)

Score	Teacher	Student	Parents	Total
3.0 – 3.4	1	2	2	5
3.5 – 3.9	18	22	16	56
4.0 – 4.4	37	3	5	45
4.5 – 4.9	1			1
Total	57	27	23	107

Stakeholders	Question with highest score	Score
Teachers	<i>"I often adjust the teaching contents and strategies according to students' learning progress in lessons".</i>	4.5
Students	<i>"I get along well with my schoolmates".</i>	4.1
Parents	<i>"I am pleased to let my child study in this school".</i>	4.4

To have a more holistic and longitudinal analysis of the data, apart from solely observing the magnitude, our school used "effect size", a statistical tool which can compare the difference in scores from 20/21 academic year to 21/22 academic year, and categorize the improvement or drop in scores as "very large", "large", "moderate", "small" or "negligible".

The effect size in 2021/22 (compared to 2020/21) can be summarized as follows:

#### Effect Size Summary (18 Aspects)

Difference	Teachers	Students	Parents	Total
Small Improvement	3			3
Negligible	7	4	4	15
Total	10	4	4	18

#### Effect Size Summary (107 questions)

Difference	Teachers	Students	Parents	Total
Moderate Improvement	2			2
Small Improvement	19			19
Negligible	36	27	23	86
Total	57	27	23	107

The two questions with moderate improvements were *“I often adjust the teaching contents and strategies according to students’ learning progress in lessons”* and *“My students often complete their assignments seriously”*.

### **APASO: Methodology and results**

The table shows a list of surveys and subscales used in APASO for our school:

<b>Survey</b>	<b>Subscales</b>	<b>Level</b>
Attitude to School	7 (Achievement, Experience, General Satisfaction, Negative Affect, Opportunity, Social Integration, Teacher-student relationship)	F.1 to 5
Health & Well Being	1 (Test Anxiety)	F.3 and 5
Leadership	1 (Leadership)	F.5
Learning	5 (Academic Affect, Academic Monitoring, Academic Self Concept, Change to Improve, Value of School Work)	F.2 and 4

Each subscale includes 5 to 10 questions. In our study, we grouped the data collected from each form. In total, there are 48 subscales and 313 questions. In each question, students can rate the statement from 1 to 4.

As the implication of each question in the surveys can hardly be generalized, a simple score summary may not give the school a clear and comprehensive picture of the students’ situations. Therefore, the school adopted the “effect size” introduced in the SHS section and compared our scores against the norm scores from schools in Hong Kong collected by EDB in 2010. A “positive” difference implies that Lam Woo gains a relatively better score, compared to the norm score, and vice versa.

The effect size comparison with the norm score can be summarized as follows:

<b>Difference</b>	<b>Subscales</b>	<b>Questions</b>
Small negative	1	3
Negligible	13	166
Small positive	32	139
Moderate positive	2	5
Total	48	313

A list of subscales/ questions with moderate difference can be seen below.

<b>Form</b>	<b>Subscale / Questions</b>	<b>LW 21/22 score</b>	<b>Norm Score</b>
F.2	Attitude to School – General Satisfaction	2.86	2.54
F.2	Learning – Academic Monitoring	2.91	2.58
F.1	<i>“People at school look up to me”.</i>	3.17	2.71
F.2	<i>“I always miss my school very much”.</i>	2.63	2.20
F.2	<i>“After reading for a while, I take a break to reflect upon the main points of what I have read”.</i>	2.93	2.52
F.4	<i>“I always miss my school very much”.</i>	2.54	2.12
F.4	<i>“After completing each chapter, I try out some exercises to assess myself”.</i>	2.56	2.19

Apart from the comparison with the norm scores at the territory level, the school also compared the scores against the APASO scores from their F4 counterparts in previous cohorts (e.g. comparing 21/22 F.4 results with 20/21 F.4 results) as well as the APASO scores from the same group in previous years (e.g. comparing 21/22 F.4 results with 19/20 F.2 results). In both comparisons, the school recorded only “small” or “negligible” differences among all 48 subscales and 313 questions. Therefore we may conclude that the APASO scores of 2021/22 is comparable to the scores in previous years.

To optimise the use of this set of comprehensive data, class-based APASO scores were distributed to class teachers. After analysing the scores and the effect sizes compared with the norm scores in each subscale and each question, class teachers can enhance their understandings of the learning styles and needs of the students in each class.