

11 November 2022

Education Bureau Circular No. 15/2022

The enhanced School Development and Accountability framework

[Note: This circular should be read by –

- (a) Supervisors and heads of all government, aided schools (including special schools), caput schools and schools under the Direct Subsidy Scheme – for action; and
- (b) Heads of Sections – for information.]

Summary

This circular informs schools of the implementation details about the enhanced School Development and Accountability (SDA) framework. The Education Bureau (EDB) Circular No. 11/2015 dated 19 June 2015 is hereby superseded.

Background

2. To tie in with the implementation of school-based management (SBM), the SDA framework was introduced in the 2003/04 school year to promote school self-evaluation (SSE) for continuous improvement through the “Planning-Implementation-Evaluation” (P-I-E) cycle while enhancing transparency and accountability in the spirit of SBM. The EDB ensures quality assurance for schools and puts in place support measures. In addition to regular school visits paid by various Divisions, the Quality Assurance Division conducts External School Review (ESR) and Focus Inspection (FI) to validate school performance in SSE and provide feedback and suggestions to facilitate schools’ continuous development. In tandem, the Regional Education Offices continue to support schools in the formulation and implementation of the School Development Plan (SDP) and follow up on the improvement measures that schools take to address the recommendations of ESR and FI.

3. The EDB has been continually reviewing and refining the implementation of the SDA framework in a timely manner, including streamlining ESR procedures in the 2008/09 school year and ESR no longer being bound by a fixed cycle starting from the 2015/16 school year, etc. The Education Policy Unit of the Faculty of Education, the University of Hong Kong, has completed the

*Impact Study on the Implementation of the Current Phase of the SDA Framework for Enhancing School Development in Hong Kong*¹ (Impact Study) commissioned by the EDB. The findings of the Impact Study further affirm that the SDA framework has brought about positive impacts on the promotion of continuous self-improvement in schools. For example, the SDA framework has effectively enhanced schools' understanding of the importance of SSE as well as the development of a reflective culture within schools. There is also an increased awareness of and confidence in the use of evidence and data in conducting SSE among teachers. On the other hand, the Impact Study notes that there is still room for improving SSE as the depth of reflection and the capacity to integrate, interpret and use data vary across schools and among teachers. The Impact Study suggests publishing the key findings and recommendations of school inspection reports so as to further enhance transparency and accountability in the spirit of SBM. Building on the experience gained from the existing SSE and making reference to the suggestions made by the Impact Study, the EDB has further enhanced the SDA framework. The details, such as related enhancement measures and support provided by the EDB, are as follows:

Details

Enhancement Measures

School Self-Evaluation

4. The seven learning goals² of primary and secondary education set out the qualities desired for students at different key stages of learning. Subsequent to the update of the *Secondary Education Curriculum Guide* in 2017, the EDB issued the *Primary Education Curriculum Guide (Pilot Version)* in 2022 to better align and connect the learning goals of primary and secondary education. To enhance the effectiveness of SSE through the P-I-E cycle and give impetus to the improvement of student learning outcomes as the core of the SDA framework, starting from the 2022/23 school year, schools should focus more on the seven learning goals in conducting SSE. Using the seven learning goals as the focus for reflection, together with the integrative use of Performance Indicators for Hong Kong Schools (PI), as well as SSE information and data, schools should holistically evaluate how good they are in nurturing the desired qualities in students, which reflects their effectiveness in improving student learning outcomes. This will then facilitate schools' forward planning for continuous improvement through the P-I-E cycle, including strengthening the work related to the seven learning goals, such as national identity and healthy lifestyle.

¹ The findings and recommendations of the Impact Study are available on the EDB website. (https://www.edb.gov.hk/attachment/en/sch-admin/sch-quality-assurance/reports/expert-advice-report/Findings_And_Recommendations_Impact_Study_Current_Phase_EN.pdf)

² Please refer to the EDB website for the seven learning goals of primary education at <https://www.edb.gov.hk/en/curriculum-development/7-learning-goals/primary/index.html> and the seven learning goals of secondary education at <https://www.edb.gov.hk/en/curriculum-development/7-learning-goals/secondary/index.html>.

5. While SSE promotes reflection and self-improvement in schools, data facilitates objective analysis and evaluation of work effectiveness. To further strengthen schools' capacity to use data, conduct SSE using the seven learning goals as the focus for reflection, and ensure accountability in the spirit of SBM, starting from the 2023/24 school year, schools will be required to annually collect the Key Performance Measures (KPM) data (Annex 1), including the relevant data of the Stakeholder Survey (SHS) and Assessment Program for Affective and Social Outcomes (APASO), to conduct SSE. In addition to reporting the data to the Incorporated Management Committee/School Management Committee, schools should submit the data to the EDB for compilation of reference data to facilitate SSE, and for better understanding of the current situation of school education. As for this school year (i.e. the 2022/23 school year), schools should continue the existing practice of submitting the KPM data as detailed at Annex 1 to the EDB at the end of their school development cycle.

Inspection reports

6. To further enhance schools' transparency and accountability, the EDB will upload the inspection reports to the EDB website for public access in a progressive manner. Starting from the 2nd term of the 2023/24 school year, the EDB will upload the concluding chapter of the ESR reports to its website. Gradually, FI reports will also be uploaded as needed.

Support Measures Provided by the EDB

7. To support schools in taking forward the aforementioned enhancement measures related to SSE, the EDB has revised the SSE tools, including the PI, KPM (Annex 1), SHS questionnaires and APASO. The templates for and guidelines³ on the compilation of SDP, Annual School Plan (ASP) and School Report (SR) have also been updated for schools' formulation of plans and reports.

8. The EDB has been providing ongoing training for schools and will organise briefing sessions to introduce the enhanced SDA framework in December 2022. Please visit the EDB Training Calendar System for details and enrolment (Course ID.: QA0020230001). Seminars-cum-workshops will also be held in batches from April 2023 to help schools understand the enhanced work on SSE through illustrations, including the formulation of school plans and reports in alignment with the P-I-E cycle. Please refer to the webpages on Quality Assurance for Schools (<https://www.edb.gov.hk/qa/en>) for details and enrolment.



³ Please refer to the EDB website for the templates for and guidelines on the compilation of SDP, ASP and SR at <https://www.edb.gov.hk/sse/en>.

ESR

9. In line with the existing practice, the aims and procedures of ESR and the school documents (e.g. the latest two SDP, ASP and SR) to be submitted to the ESR Team remain unchanged under the enhanced SDA framework. The EDB will continue to conduct ESR in a school-specific and focused manner through document review, observation and discussion with stakeholders to validate the effectiveness of and how good the schools are in conducting SSE with the use of the seven learning goals as the focus for reflection.

Enquiries

10. Schools may refer to the gist of the major enhancement measures under the enhanced SDA framework at Annex 2 and browse the webpages on Quality Assurance for Schools (<https://www.edb.gov.hk/qa/en>), including frequently asked questions, for further information. Enquiries concerning the content of this circular can be directed to the Quality Assurance Sections, EDB, at 3902 3737 or 3902 3741.

Joe NG
for Secretary for Education

Updated Key Performance Measures (KPM)

KPM is a set of key data for school self-evaluation (SSE), which is built on the framework of the Performance Indicators for Hong Kong Schools (PI). Under the enhanced School Development and Accountability framework, the framework of the updated KPM remains unchanged and continues to comprise four domains in accordance with the PI. To facilitate the use of the seven learning goals as the focus for reflection in SSE, three new items are added in the KPM, in addition to the new sub-items under some of the existing items. Schools can integrate, interpret and use the enriched KPM data together with other data and information of schools to conduct SSE. The framework of the refined KPM is shown in the following table with the key updates indicated in bold:

Domain	KPM Item
Management & Organisation	1. Stakeholders' perception of School Management 2. Resources Deployment [Newly-added item] 3. Stakeholders' perception of Professional Leadership 4. Stakeholders' perception of Teachers' Professional Development 5. Teachers' Professional training ## [Data of professional training on national education and STEM/STEAM education are newly-added]
Learning & Teaching	6. Number of active school days 7. Percentage of lesson time for Key Learning Areas 8. Learning experiences relevant to national education [Newly-added item] 9. Subject choices at senior secondary levels* [Data on senior secondary students' enrolment for Applied Learning and Other Languages are newly-added] 10. Stakeholders' perception of Curriculum and Assessment 11. Stakeholders' perception of Teaching 12. Stakeholders' perception of Student Learning
School Ethos & Student Support	13. Stakeholders' perception of Support for Student Development 14. Stakeholders' perception of School Climate 15. Destinations of graduates* 16. Stakeholders' perception of Home-school Cooperation
Student Performance	17. Students' Attitudes to the Nation and School (for Primary); Affective Development (for Secondary) [Primary School: the sub-scale related to national education is newly added to the existing scales; Secondary School: in line with APASO-III] 18. Pre-S1 Hong Kong Attainment Test*# 19. Public examination results* 20. Academic value-added performance*# 21. Percentage of students participating in territory-wide inter-school competitions [Categories of competitions are added] 22. Percentage of students participating in uniform groups/ community services 23. Students' attendance rate 24. Percentage of students within the acceptable weight range 25. Physical fitness performance [Newly-added item]
## Partly not applicable to special schools * Not applicable to primary schools # Not applicable to special schools	

The enhanced School Development and Accountability (SDA) framework Major Enhancement Measures

To enhance the effectiveness of school self-evaluation (SSE) and ensure accountability in the spirit of school-based management, the Education Bureau (EDB) has launched the enhanced SDA framework. The major enhancement measures include:

- Starting from the 2022/23 school year, schools should focus more on the seven learning goals in conducting SSE. Using the seven learning goals as the focus for reflection, together with the integrative use of Performance Indicators for Hong Kong Schools, as well as SSE information and data, schools should holistically evaluate the effectiveness of their work in nurturing the desired qualities in students.
- Starting from the 2023/24 school year, schools will be required to collect the Key Performance Measures (KPM) data (Annex 1) annually, including the relevant data of the Stakeholder Survey and Assessment Program for Affective and Social Outcomes, to conduct SSE. In addition to reporting the data to the Incorporated Management Committee/School Management Committee, schools should submit the data to the EDB for compilation of reference data and for better understanding of the current situation of school education. As for this school year (i.e. the 2022/23 school year), schools should continue the existing practice of submitting the KPM data as detailed at Annex 1 to the EDB at the end of their school development cycle.
- Starting from the 2nd term of the 2023/24 school year, the EDB will upload the concluding chapter of the External School Review reports to its website for public access. Gradually, Focus Inspection reports will also be uploaded as needed.