



Tools and Data

for School Self-evaluation

For Secondary, Primary and Special Schools

Quality Assurance Division
Education Bureau
2026



Foreword

In line with the implementation of the School Development and Accountability framework, the Education Bureau (EDB) has developed the following evaluation tools and data in support of school self-evaluation (SSE) work:

- I Key Performance Measures (KPM)** – A data system developed on the basis of the framework of the *Performance Indicators for Hong Kong Schools* (PI), which serves as a common platform for SSE and reporting school performance;
- II Stakeholder Survey (SHS)** – A set of self-evaluation questionnaires for schools to collect the views of teachers, specialists, parents and students on school work;
- III Schools Value-Added Information System (SVAIS)** – An online information system to provide secondary schools with subject specific academic value-added information, so that they can get a grasp of student performance from the perspective of value added;
- IV The Assessment Program for Affective and Social Outcomes (APASO)** – An assessment tool to examine students' development and needs in the affective and social domains;
- V E-platform for School Development and Accountability (ESDA)** – A one-stop system for managing SSE data which helps schools enhance their efficiency in SSE and alleviate teachers' workload.

The evaluation tools and data are developed according to the PI framework. They help schools collect useful information and data to serve as references in SSE. Schools should flexibly use the evaluation tools and data according to their own SSE mechanism and school-based factors. Schools should also report their SSE results and data to key stakeholders so as to enhance the transparency of their operations and management, and to actualise the spirit of accountability.

This booklet has been revised in 2026. It aims to enhance schools' understanding of the content of the latest evaluation tools and data. The EDB will update the content of the evaluation tools and data in a timely manner according to education development and schools' needs in SSE. Schools can visit the webpages cited in this booklet to obtain detailed and the latest information.



I. KPM

KPM is

- a set of key data for SSE, which is built on the PI framework.
- a set of quantitative and objective data to supplement the PI, which are mainly qualitatively-oriented.
- a common platform for depicting school performance.

The functions of KPM are to

- help schools review the effectiveness of their work with a view to enhancing self-improvement and sustainable development.
- help schools report their performance to key stakeholders, thus enhancing the transparency of their operation and management, and actualising the spirit of accountability.
- enable the EDB to have a good grasp of the current state of local school education, thus providing schools with appropriate support and enhancing the quality of school education.

The KPM framework is

- formulated in accordance with the four domains of PI. There is a total of 25 items (Table 1).

Things to note about KPM

- The KPM data are mostly regular school data, which are easy to collect, and schools do not need to invest substantial resources and manpower in the collection process.
- Schools should use KPM data to review the effectiveness of their work every year. The evaluation will inform schools' formulation of their follow-up measures, so as to promote sustainable development.
- Starting from the 2023/24 school year, schools are required to annually collect the KPM data, including the relevant data of the SHS and APASO, to conduct SSE. In addition to reporting the data to Incorporated Management Committee/ School Management Committee, schools should submit the data to the EDB for compilation of reference data to facilitate SSE. It will also enable the EDB to have a good grasp of the current situation of school education. The reference data are available in the "Download Area" of the following webpage: <https://edb.gov.hk/esda>.
- To facilitate reviewers of the External School Review (ESR) to have a better understanding of the self-evaluation work of schools, if there are any updates on the KPM data after annual submission, schools should submit the updated KPM data via the ESDA prior to the ESR.
- Schools should regularly report KPM data to their key stakeholders.
- Schools should not use KPM data for publicity purposes.
- Schools should make good use of ESDA for collecting and managing KPM data, and producing KPM report, thus enhancing the efficiency of their SSE and alleviating teachers' workload.
- For details and the latest news of KPM, please visit the following webpage: <https://edb.gov.hk/kpm>.

Table 1: Framework of KPM

Management & Organisation	1. Stakeholders' perception of School Management 2. Resources deployment 3. Stakeholders' perception of Professional Leadership 4. Stakeholders' perception of Teachers' Professional Development 5. Teachers' professional training ##
Learning & Teaching	6. Number of active school days 7. Percentage of lesson time for Key Learning Areas 8. Learning experiences relevant to national education/ patriotic education 9. Subject choices at senior secondary levels * 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. Affective Development ^ 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 22. Percentage of students participating in uniformed groups or community services 23. Students' attendance rate 24. Percentage of students within the acceptable weight range 25. Physical fitness performance

* Not applicable to primary schools

Partly not applicable to special schools

Not applicable to special schools

^ Relevant data can be obtained from APASO



II. SHS

SHS is

- a set of self-evaluation questionnaires for schools to collect the views of teachers, specialists, parents and students on school work.
- complementary to evaluation work using the PI with a view to enhancing schools' self-improvement and sustainable development.
- an important component of the KPM.

The design of SHS

- consists of a set of four questionnaires, including Teacher Questionnaire, Student Questionnaire, Parent Questionnaire, and Specialist Questionnaire that is applicable to special schools only (Table 2).

Things to note about SHS

- When arranging the surveys (whether in paper or electronic format), schools should provide stakeholders with sufficient time to complete the questionnaire independently, and should ensure that survey completion and collection are both carried out in a confidential and an anonymous manner.
- As all SHS questionnaires have been subjected to validation, schools should not make changes or omit any questions in the questionnaires to ensure the reliability of the survey.
- The Student Survey of the SHS is suitable for local students from Primary 3 to Primary 6 and secondary school students of all levels. It is applicable to all primary and secondary schools in Hong Kong. Special schools should decide on whether to administer the student questionnaire based on their students' ability.
- Schools have to conduct the SHS annually to facilitate evidence-based self-evaluation under the enhanced SDA framework.
- To facilitate the participation of all stakeholders (including students prior to their graduation), schools may administer the surveys between January and April every year.
- Schools should make good use of ESDA for conducting the SHS and producing survey reports to reduce the workload in collecting and managing the survey data and minimise paper usage. Upon completing the surveys, schools can export the SHS reports via the ESDA for reference in the SSE.
- For details and the latest news of the SHS, please visit the following webpage:
<https://edb.gov.hk/shs> .



Table 2: Survey Items and Target Respondents of SHS

Area	Survey item	Target respondent			
		Teacher	Specialist*	Student [#]	Parent
School Management	Stakeholders' perception of School Management	•	•		
Professional Leadership	Stakeholders' perception of "Leadership and Monitoring" and "Collaboration and Support" for principal, vice-principal(s) and middle managers	•	•		
	Stakeholders' perception of Teachers' Professional Development	•	•		
Curriculum and Assessment	Stakeholders' perception of Curriculum and Assessment	•			
Student Learning and Teaching	Stakeholders' perception of Teaching	•		•	
	Stakeholders' perception of Student Learning	•	•	•	•
Student Support	Stakeholders' perception of Support for Student Development	•	•	•	•
	Stakeholders' perception of School Climate	•	•	•	•
Partnership	Stakeholders' perception of Home-School Cooperation				•

* Applicable to special schools

Should be adopted appropriately by special schools according to their students' ability

III. SVAIS

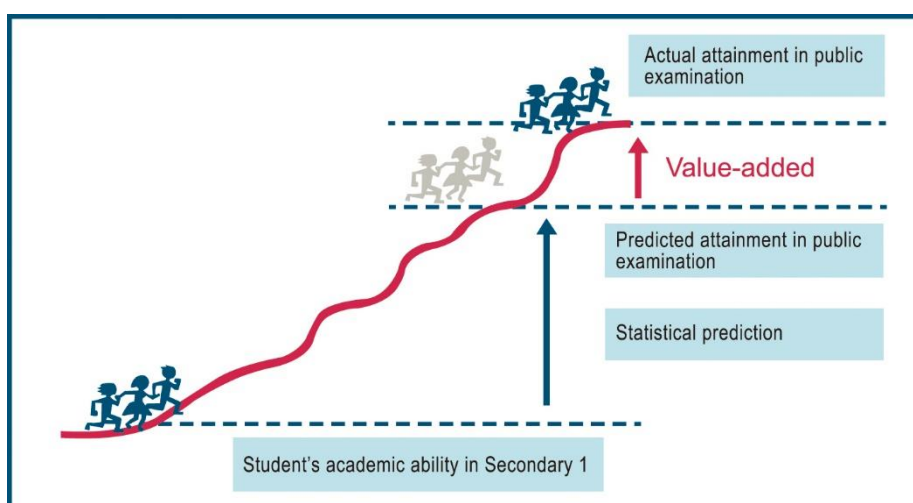
SVAIS is

- an online information system with confidentiality for releasing the academic value-added information of secondary schools.

The calculation of academic value-added information is

- arrived by using statistical methods to produce estimates about the public examination results that students will score, which are then compared to the actual public examination results of these students (Figure 1); the comparison result reflects the relative effectiveness of the school in adding value to students' academic performance, which can be above, on a par with or below expected performance.

Figure 1: Calculating Academic Value-added Information



- objective and comprehensive. To reflect students' academic performance more effectively, the calculation of value-added performance has taken into consideration factors related to academic performance, which include students' academic ability on entry to Secondary 1, the average academic ability of all students in the school on entry to Secondary 1, the gender of students, all girls or all boys school and among others.



The functions of academic value-added information are

- to serve as one piece of important information for SSE, with a view to helping schools better grasp students' academic performance.
- to inform various Key Learning Areas in their review of the effectiveness of learning and teaching strategies with reference to their subjects' value-added performance, in a bid to continuously improve student learning.
- to report value-added performance to schools' key stakeholders, thus enhancing the schools' transparency and accountability.

Things to note about academic value-added information

- In interpreting academic value-added information, schools should consider their own contextual factors and their learning and teaching, such as the number of students included in the value-added analysis for each subject; they should also use academic value-added information for the sake of self-improvement and sustainable development, as well as enhancing student learning.
- As academic value-added information is derived from statistical analysis, to get an accurate grasp of subjects' value-added performance, schools should observe trends of changes in the academic value-added information across years.
- Academic value-added information reflects only students' academic performance. Schools should interpret them in conjunction with students' non-academic performance, e.g. their performance in the affective and social domains in order to fully understand their needs and provide them with suitable support accordingly.
- Academic value-added information is essentially subject-specific. So far there is no single value-added score for summarising the value-added performance of the whole school.
- Schools should not use academic value-added information for publicity purposes. If a school chooses to release its VA information to other parties (including parents and the public), the school is obliged to disclose the full set of VA information, but not selectively, in order to avoid misleading the recipients. Once the school has chosen to release the VA information to other parties, the school has to stick to this practice in subsequent years. Should the school fail to comply with the relevant agreement, the EDB will consider suspending the provision of value-added data to that school.
- For details and the latest news of academic value-added information, please visit the following webpage:
<https://edb.gov.hk/svais> .



IV. APASO

APASO.....

- is an assessment tool to examine the development and needs of primary and secondary students in the affective and social domains.
- facilitates schools to collect quantitative and objective data for the purpose of reviewing students' needs in their whole person development and the effectiveness of related measures at school.

The scales of APASO

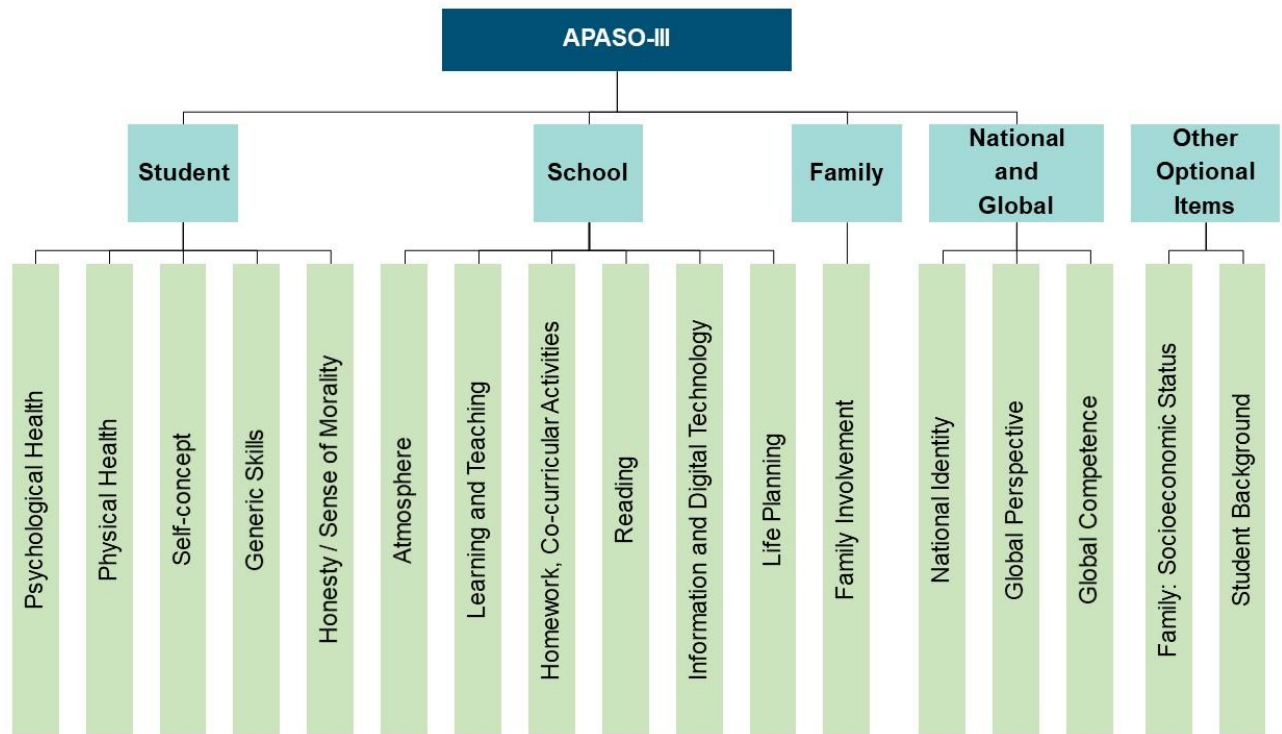
- are developed in line with schools' education aims and needs and, through validation, they are applicable to Primary 3 to Primary 6 students and all secondary students.
- cater for the needs of students at different developmental stages in the social and affective domains. There are 17 scales applicable to primary schools and secondary schools respectively (Figure 2).
- meet the needs of SSE. Among them, some subscales are incorporated into one of the KPM, namely, "Affective Development".

Things to note about APASO

- Schools have to formulate clear assessment goals and select suitable scales or subscales on a need basis to collect data.
- Schools should assign suitable teachers or working groups to coordinate the use of APASO and make use of ESDA to carry out related assessment work so as to enhance the effectiveness of work and alleviate the workload of teachers.
- APASO mainly examine the development and needs of all students at school or a specific group of students at school in the social and affective domains, rather than the performance of any individual student. Special schools could administer APASO according to the nature of their students.
- Schools should avoid using the same scale too frequently. There should be an interval of at least 6 months and preferably an academic year before using the same scale again.
- The number of assessment items to be used each time depends on students' age, their ability and the ultimate purpose of using these assessment tools. It is suggested that, in each assessment, the maximum number of assessment items should range from 80 to 100 so that students will not be overloaded.
- Schools should arrange students to be assessed in a confidential and anonymous manner and they should ensure that students have ample time to complete the assessment.
- For details and the latest news of APASO, please visit the webpage of APASO (<https://edb.gov.hk/apaso3>).



Figure 2: The Structure of APASO-III





V. ESDA

ESDA is

- a one-stop system for managing SSE data (Figure 3).
- used to enhance schools' efficiency in conducting SSE and alleviate teachers' workload.

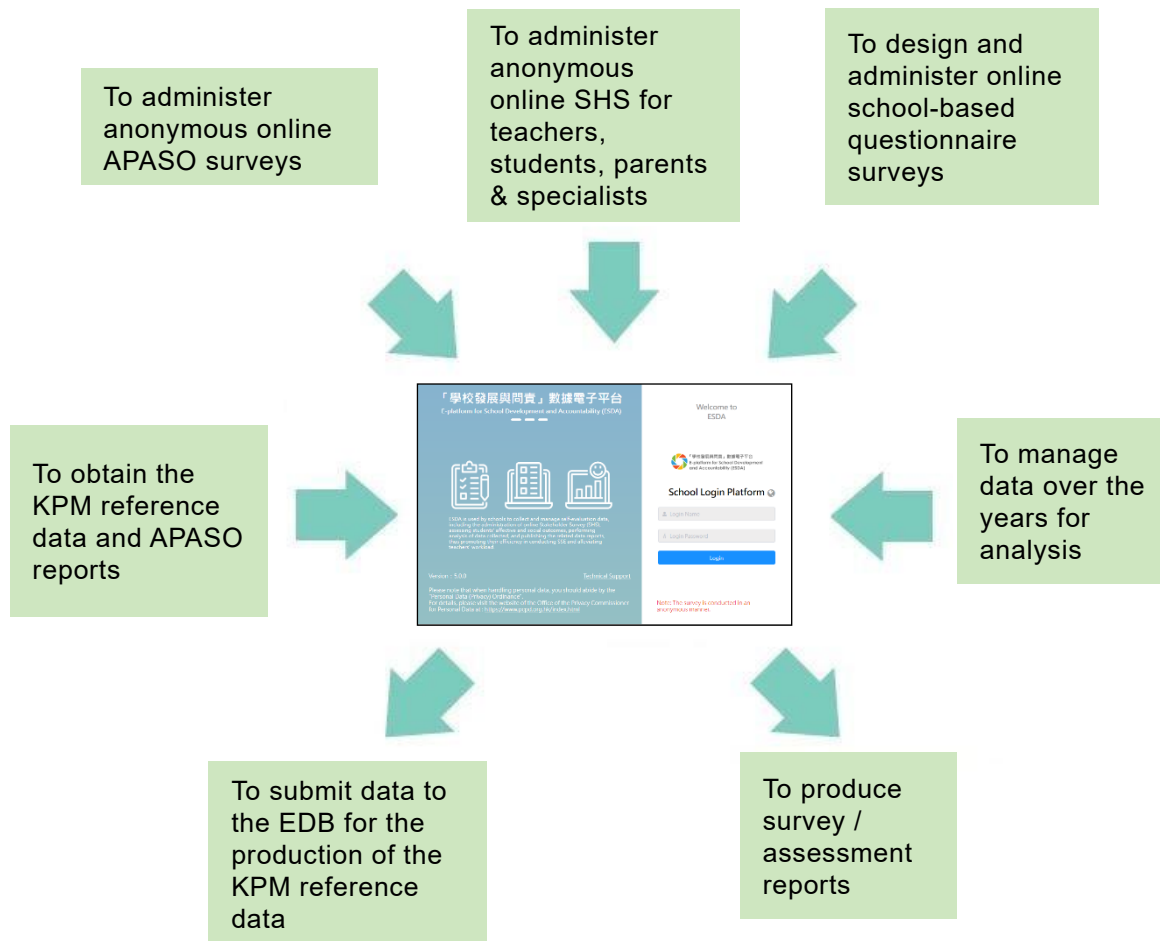
The functions of ESDA are

- to collect and manage self-evaluation data, including the administration of anonymous online SHS and survey of APASO, performing analysis of data collected, and publishing the related data reports, etc.
- to facilitate schools' submission of KPM data annually, including SHS and relevant APASO data, to the EDB, which helps its compilation of the KPM reference data.
- to facilitate schools in their application of the related KPM and APASO data, which enhances their effectiveness of using SSE data.
- to assist schools in implementing their school-based questionnaire surveys.

Things to note about ESDA

- Schools should optimise ESDA in supporting their SSE and alleviating teachers' workload in this regard.
- ESDA and SSE tools will be updated from time to time. School personnel should browse the relevant websites to obtain the latest versions of the system and tools, reference data and the latest news.
- As ESDA involves the use of data from CloudSAMS, schools should assign a person familiar with CloudSAMS to take charge of ESDA.
- For details and the latest news of ESDA, please visit the following webpage:
<https://edb.gov.hk/esda> .

Figure 3: Functions of ESDA





Support

Websites

The use of SSE data is an essential part of SSE. The EDB will update the evaluation tools and data in a timely manner according to education development and schools' needs in SSE. Schools may obtain detailed information and latest news on the evaluation tools and data by visiting the following websites:

• Key Performance Measures	https://edb.gov.hk/kpm
• Stakeholder Survey	https://edb.gov.hk/shs
• Schools Value-Added Information System	https://edb.gov.hk/svais
• Assessment Program for Affective and Social Outcomes (3rd Version)	https://edb.gov.hk/apaso3
• E-platform for School Development & Accountability	https://edb.gov.hk/esda

How to contact us

The EDB welcomes schools to share with us their opinions and good practices in using SSE data. Please contact Indicators Section, Quality Assurance Division, EDB to express any views and suggestions, or share experiences:

Address: 6/F, South Tower, Tseung Kwan O Government Offices, 30 Tong Yin Street, Tseung Kwan O, New Territories

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