

EDUCATION AND MANPOWER BUREAU CIRCULAR NO. 23/2003

**Enhancing School Development and Accountability
through School Self-evaluation and External School Review**

[Note : This circular should be read by –

- (a) Supervisor/ Heads of Government and Aided Schools (including Caput Schools and Schools under the Direct Subsidy Scheme) – for necessary action; and
- (b) Heads of Sections – for information.]

Summary

Further to PSEM' s letter dated 9 May 2003 on the above subject (available on EMB' s homepage under the heading “Enhancing School Development and Accountability”), this circular serves to advise schools on the operational details of their planning, self-evaluation and reporting under the enhanced school development and accountability (SDA) framework with effect from the 2003/04 school year. Particulars with regard to the Annual School Plan, Annual Report and School Profile set out in Administration Circular No. 49/2000 dated 9 November 2000 are hereby superseded.

School Planning, Self-evaluation and Reporting under Enhanced SDA

2. School planning, self-evaluation and reporting are not new to schools as they form part of school-based management (SBM) which schools have started to implement since 2000. Under SBM, schools are to be held accountable for the provision of quality education through evaluative activities. While schools are required to conduct school self-evaluation (SSE) as an internal quality assurance (QA) process, the Education and Manpower Bureau (EMB) conducts inspections as an external QA mechanism. Indeed, SSE is a core element of the School Management Initiative promulgated in 1991 and is a core business inherent in SBM. To enhance school development and accountability, schools need to strengthen their SSE, which will be validated by an external school review (ESR) with effect from the 2003/04 school year.

3. At present, schools are required to submit annual school plans and annual reports to EMB. These documents serve for developmental as well as accountability purposes. Under the enhanced SDA framework, schools should see the importance of an integrated approach to planning and reporting in achieving school development and accountability. Schools should first

compile their strategic plan in a School Development Plan (SDP) to cover, say, a 3-year period and to devise corresponding action in an Annual School Plan (ASP) to map out the implementation details. Schools should then report on progress made, evaluation and effectiveness of their ASP in a School Report (SR) (previously known as Annual Report) annually.

4. In addition to giving an account of the progress and evaluation of ASP and other basic information, the SR has to provide school-level information on a number of key performance measures (KPM) in the four domains of the *Performance Indicators for Hong Kong Schools*. The use of KPM corresponds to an increasing demand for public accountability for school performance and improved student learning. The KPM provide a balanced coverage and a common platform for assessment of different aspects of schoolwork and student performance for SSE and ESR. For KPM to work, it is necessary to have territory-wide norms against which school performance can be compared and assessed. Hence, schools will be required to provide school-level information on KPM to enable EMB to generate territory-wide norms. The feedback to schools of these norms will significantly enhance the school evaluation process. The KPM selected for mandatory reporting in the 2003/04 reporting cycle are:

- Composition of School Management Committee
- Teachers' professional development (including principal's continuing professional development)
- Teachers' qualification and experience (including Language Proficiency Requirement)
- Number of active school days
- Lesson time for the 8 Key Learning Areas
- Students' reading habit
- Destination of exit students including early exits (for secondary schools)
- Hong Kong Attainment Test
- Hong Kong Certificate of Education Examination (for secondary schools)
- Hong Kong Advanced Level Examination (for secondary schools)
- Students' attendance

5. Instead of sending to EMB hard copies of their school plans and reports, schools are requested to upload them onto their own homepage. If a school does not have its own homepage, please approach the Regional Support Section (at telephone number: 3123 8228) of EMB for assistance. In line with the current requirements under SBM, the SDP, ASP and SR are to be endorsed by the School Management Committee (SMC) before they are uploaded onto the school's homepage.

6. You may find the following websites on SSE and related processes useful:

<http://www.scotland.gov.uk/hmie>

(Her Majesty's Inspectorate of Education, Scottish Executive)

<http://www.gov.bc.ca/bced>

(Ministry of Education, British Columbia, Canada)

<http://www.ofsted.gov.uk/publications/docs/1033.pdf>

(A publication on “Action Planning for School Improvement”, Office for Standards in Education)

<http://www.emb.gov.hk/qai/qai.htm>

(Quality Assurance Division, Education and Manpower Bureau, HKSAR)

Major Points to Note

School Development Plan

7. Starting from the 2003/04 school year, schools shall set out their strategic planning in the SDP, which serves as a blueprint for development. The SDP should set out the priorities and strategies for, say, a three-year period. As far as possible, the number of major concerns for each year should not be more than **three**.

Annual School Plan

8. Based on the SDP and the major concerns defined for each year, implementation details are to be set out in the ASP. The information includes tasks, expected outcomes, success criteria, methods of evaluation, responsible persons, resources required and time frame of each major concern. The SDP and ASP should not be bulky documents and should be seen as complementary to each other.

School Report

9. Schools should report the SSE findings, their reflection of achievements and follow-up actions in the SR. From the 2003/04 school year onwards, schools will be required to include performance in the mandatory KPM in their SR. EMB will update the list of KPM regularly. The full list of KPM, “Guidelines on Compiling SDP, ASP and SR” and the templates of these documents as well as some frequently asked questions and their answers (FAQs) are available on EMB’s homepage. Please make reference to the templates when compiling the SDP, ASP and SR. Standard stakeholder (parents, teachers and students) survey questionnaires and tools for their analysis will be provided to schools. Schools will need to use the standard survey questionnaires and tools to conduct self-evaluation, and the questionnaire findings will be used by EMB to generate territory norms. These standard survey questionnaires will be uploaded onto EMB’s homepage in due course. Schools will be able to develop their own school specific questions to complement the standard survey questionnaires provided by EMB.

10. We shall invite schools to participate in the first batch of ESR shortly. If a school is going to undergo ESR, the SR should also include a broad view of their performance and an evaluation of 14 areas under the four domains set out in the school performance indicators framework. The review should be evidence-based and data-driven with reference to information obtained from

KPM, standard stakeholder surveys and other school-level data. An SR in this regard is known as SR(ESR). For details, please refer to the guidelines and the template.

Timeframe

11. The suggested timeframe of SDP, ASP and SR is set out in the guidelines. The major activities of SDA are highlighted below:

Suggested timeframe	Major activities
May to June	Start to draw up the SDP and/or ASP for the next school year based on the SSE findings for the current school year and relevant information collected
July-August	Finalise the SDP and/or ASP
September	Submit the SDP and/or ASP to the SMC for endorsement Start to compile the SR or SR(ESR) for the last school year
Before end-October	Upload the endorsed SDP and/or ASP onto school's homepage Submit the SR or SR(ESR) for the last school year to the SMC for endorsement
Before end-November	Upload the endorsed SR or SR(ESR) for the last school year onto school's homepage

Training and Support for Schools

12. The following training and support will be provided to schools:

- In June/ July 2003, seminars for all schools on the benefits in conducting systematic and rigorous SSE for development and accountability
- From June to September 2003, KPM, guidelines on compiling SDP, ASP and SR and their templates, FAQs as well as standard stakeholder survey questionnaires available on EMB's homepage
- From June to December 2003, workshops on SSE for the first 200 schools selected for ESR in 2004
- In September 2003, a Reference Manual on evidence-based and data-oriented SSE for schools

Please note that all information and support materials in this regard will be uploaded onto EMB's homepage under the heading "Enhancing School Development and Accountability" and schools are encouraged to visit the EMB's homepage regularly.

13. Apart from the above, colleagues in the Inspection Section of the Quality Assurance Division (at telephone numbers: 2126 5271/2122 5821) and respective School Development Officers will continue to render support to schools. It is also envisaged that schools can build a close

network among them to share effective practices in strategic and action planning, self-evaluation and reporting which will help generate the momentum for development and accountability.

Enquiry

14. If you have any enquiries, please contact the School Development Officers of your district.

(YF LEE)
for Permanent Secretary for Education and Manpower