

## School-based Management Document

# What is School-based Management?

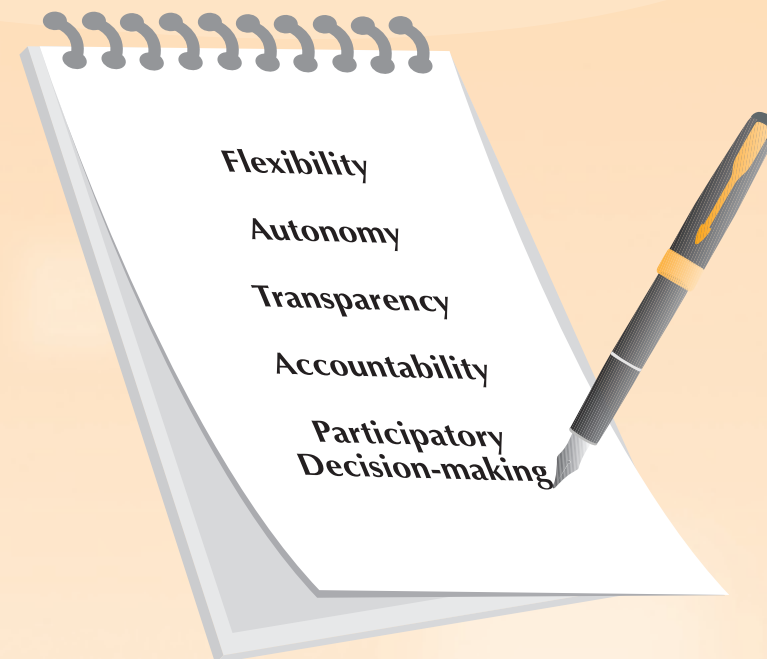
# School-based Student-centred Quality-focused

Over the past decades, education systems all over the world have been evolving from largely centralized structures to more decentralized ones. This has become the general trend in school management.

School-based Management (SBM) is a management framework which is **school-based, student-centred and quality-focused**. Its purpose is to devolve the decisions on student learning and resource deployment to the school to enable it to make school-based policies which better meet the needs of students and enhance their learning outcomes.

However, a self-managing school is not independent. It operates within a centrally determined framework of authorities and responsibilities. For example, its accounts are audited by a certified public accountant (practising), and it is publicly accountable for its performance.

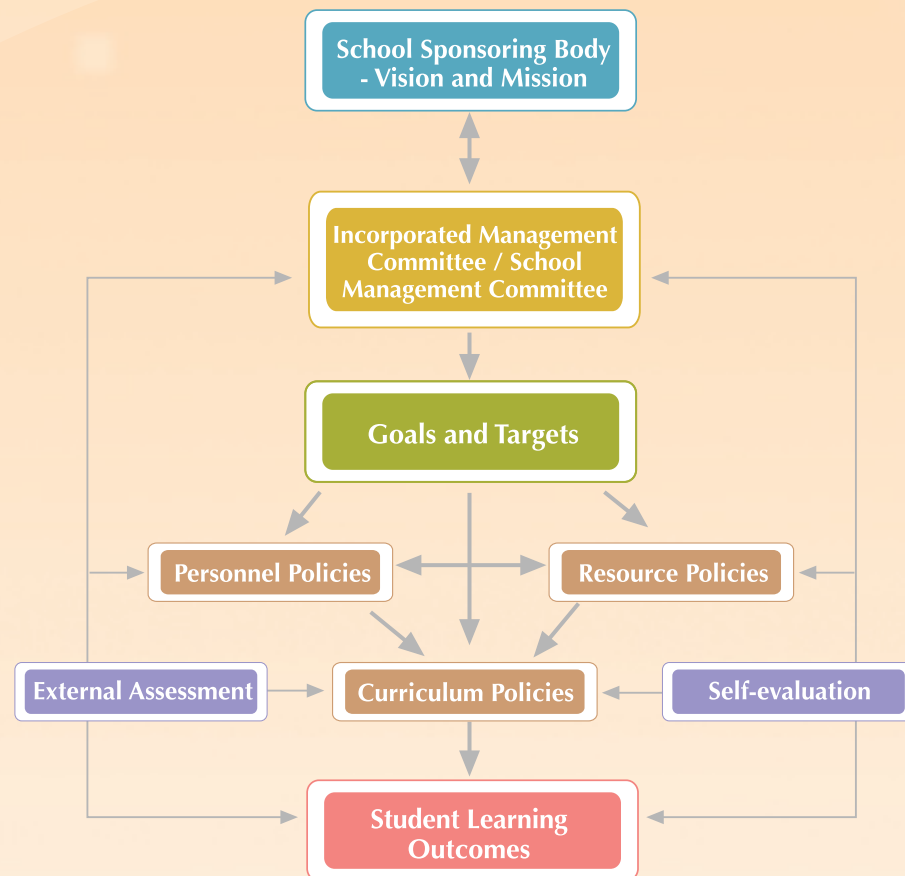
## 1. Basic Principles of SBM



- To provide schools with enhanced flexibility and autonomy in managing their own operation and resources according to the needs of their students.
- To enhance the transparency and accountability in the use of public funds, school operation and performance by providing a participatory decision-making mechanism where all key stakeholders are involved.

We believe that individual schools are in the best position in setting their own school goals and developing quality indicators that best meet the needs of their students.

The theoretical framework of SBM below illustrates how the various components of SBM would interplay to help achieve the end vision of SBM --- Enhancement of students' learning outcomes.



**How SBM Influences Learning Outcomes**

## 2. Elements of SBM

- **Defining responsibilities**

Preparation of a constitution for the school management committee, setting out the composition of the school management committee, the term of office of the managers, their responsibilities, nomination and election, the selection of Supervisor and office bearers as well as the development of standing orders and procedures for participation of stakeholders in school decision-making.

- **Widening participation**

Giving stakeholders the chance to participate in major decision-making, school planning and development and in the evaluation of school effectiveness.

- **Developing professionalism**

Development of formal procedures for staff appraisal and provision of necessary resources for staff development according to teachers' needs.

- **Setting goals**

Setting school goals, preparing a school budget, a school development plan, a school report and financial reports.

- **Evaluating effectiveness**

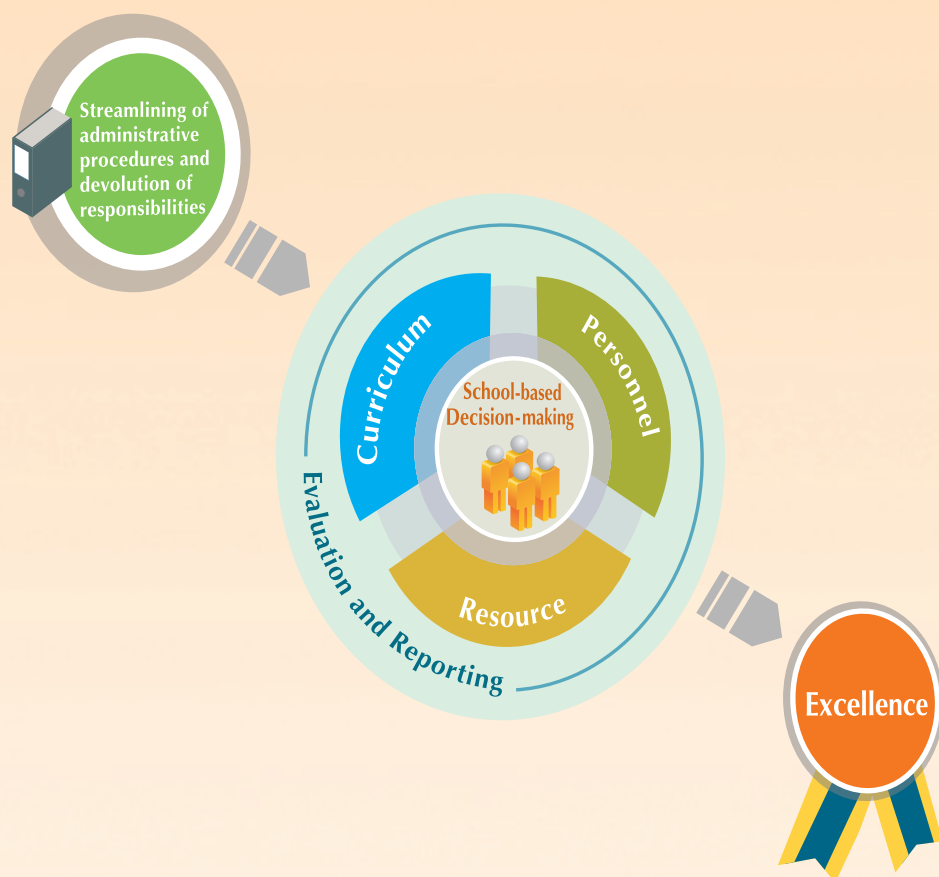
Evaluation of the progress of school programmes and preparation of evaluation reports at the end of the school year for follow-up actions.

- **Developing characteristics**

Displaying fully the spirit of SBM by adopting flexibly a school-based model designed specifically according to the actual circumstances of the school, and developing a culture and characteristics unique to the school.

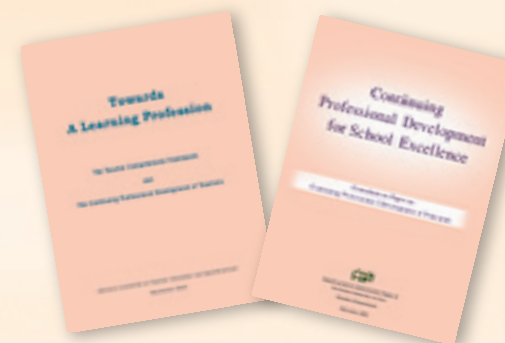
### 3. Implementation of SBM

Measures to facilitate schools' implementation of SBM include the streamlining of administrative procedures and the devolution of more responsibilities to schools in personnel management, resource deployment and the design and delivery of curriculum. All these measures are to create more room for schools to develop quality education with their own characteristics.



#### Personnel Policies

- Schools are given the authority to approve appointment, acting appointment, regrading and promotion of teachers, employ substitute teachers and approve leave applications etc.
- The principal is the leader of a school.  
To enhance the professionalism and competence of school principals, the Government has developed a principals' continuous professional development framework to ensure the ever-improving capacity of aspiring, newly appointed and serving principals as professionals and competent leaders of schools in facing the challenges of a knowledge-based society.
- Performance of teachers and principals is a critical factor for quality school education. The Government requires all public sector schools to put in place a fair and open appraisal system. The staff appraisal system can serve both the purposes of professional development and accountability as it can provide information on the quality of staff performance and their training needs.



## Resource Policies

- The Government has introduced a block grant funding arrangement for schools so as to facilitate their implementation of SBM and formulation of long-term development plans. By consolidating various non-salary recurrent grants, the block grant enables schools to deploy their resources more flexibly to implement long-term strategic planning.
- The Government has provided schools with the Capacity Enhancement Grant for contracting out services or employing additional staff. The purpose is to relieve teachers' non-teaching workload so that they will have enhanced capacity to concentrate on learning and teaching activities.
- Other arrangements introduced include revising the tendering and purchasing procedures, devolving to schools the autonomy in the use of non-government funds for educational purposes as well as for staff professional development.



## Curriculum Policies

- Schools should, having regard to their own circumstances, devise a broad, balanced, flexible and coherent school-based curriculum in line with the objectives of education in Hong Kong. The curriculum should provide students with essential learning experiences, a happy and open learning environment, proper support measures and diversified learning activities to ensure all-round and healthy development of students.
- Teaching should be student-centred, with clear objectives to help students construct knowledge, stimulate thinking, learn how to learn and develop positive attitudes and values.
- To facilitate progress in learning, schools should design a clear assessment policy whereby effective methodologies are used to gauge and reflect the overall performance of a student. Schools should also make good use of the assessment results to provide students with different feedback with the aim of enhancing the effectiveness of learning and teaching.



## 4. SBM Governance Framework

While additional autonomy is given, schools have to be more transparent in their operations and accountable to the community. The Government supports a participatory school governance framework involving school sponsoring body (SSB) representatives, principals, teachers, parents, alumni and community members in decision-making. This framework would enhance the transparency and accountability of school management, thus enabling the betterment of the school.



The Education (Amendment) Ordinance 2004 has come into operation since 1 January 2005. It states that SSBs of all aided schools are required to submit, in respect of each of their aided schools, a draft constitution of its incorporated management committee (IMC) by 1 July 2009 in order to set up an IMC. Schools joining the Direct Subsidy Scheme (DSS) and specified schools (set out in Schedule 3 of the Education Ordinance) may, according to their own needs, opt to establish an IMC.

## Functions and Powers of an Incorporated Management Committee



### An IMC of a school shall be responsible for :

- formulating education policies of the school in accordance with the vision and mission set by the SSB;
- planning and managing financial and human resources available to the school;
- accounting to the Permanent Secretary and the SSB for the performance of the school;
- ensuring that the mission of the school is carried out;
- ensuring that the education of the pupils of the school is promoted in a proper manner; and
- school planning and self-improvement of the school.



## 5. Support Measures provided by the Government

- The Government has provided a sample IMC constitution, manager election guides, manager training, a web page entitled "Legal Support Services for IMCs" and an SBM Legal Advisory Panel to help schools resolve related legal problems.
- Starting from the 2005/06 to 2008/09 school years, schools that are going to set up an IMC can obtain a one-off cash grant of \$350,000 to meet the necessary expenditure, including charges for legal and accounting services, for setting up the IMC.
- The Government has taken out an insurance policy to indemnify the liabilities of IMCs and their managers.
- Aided schools with an IMC can be entrusted with greater funding flexibility and autonomy under the expanded Operating Expenses Block Grant and the Teacher Relief Grant.
- Information on school-based management is also available at the website of the EMB (<http://www.emb.gov.hk/sbm>).



Note : An IMC must comply with the Education Ordinance, Code of Aid and other relevant guidelines in exercising its powers.

## 6. Conclusion





SBM aims to enhance teaching standards and learning outcomes. Through SBM, schools have more autonomy to develop an environment that facilitates continuous school improvement and put in place a self-evaluation mechanism to assure the quality of learning and teaching.

With enhanced transparency and accountability by involving key stakeholders in decision-making, IMC schools are well-positioned to be devolved with more responsibilities.

The Government will assist IMC schools to put in place a more rigorous checks and balances mechanism. We believe that under a transparent, accountable and participatory decision-making system, IMC schools are able to sustain improvement and enhance the effectiveness of learning and teaching.

Views and comments on this booklet could be sent to the following address :

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