How to Compile "School Development Plan"
(for Entering into the First SMC/IMC Service Agreement)

Background

1. With effect from the 2000/01 school year, the school management committees (SMC)/incorporated management committees (IMC) of all new schools (including aided and DSS schools) with premises acquired through the School Allocation Exercise and turned DSS schools are required to sign the SMC/IMC Service Agreement with the Education Bureau (EDB).

2. With effect from the 2010/11 school year, merged schools are required to sign the SMC/IMC Service Agreement except under the following situations:
   - the merged school comprises schools under the same school sponsoring body (SSB); or
   - the merged school, though comprises schools under different SSBs, operates on the premises of its SSB.

3. Schools concerned are required to submit a School Development Plan (SDP).

Guiding Principles and Points to Note

1. The SDP should base on the following document:
   - Proposed School Plan/Proposed Conversion Plan submitted in the application for new school premises; or
   - Proposed Plan of Joining DSS submitted in the application for turning DSS.

2. The SDP should have a broader coverage than the SDP compiled by schools under the "School Development and Accountability Framework".

3. The SDP should be consistent with the Conditions of the School Sponsoring Body Service Agreement (Schedule One), the Proposed School Plan/ Proposed Conversion Plan and the Education Ordinance. As the Proposed School Plan should have covered the four domains of school work, the major objectives delineated in the SDP should likewise include those pledges made in the Proposed School Plan. The goals and targets stated in the SDP should be challenging, practicable and measurable.

4. The SDP should set out clearly the tasks or measures to achieve the targets of those major objectives, the success criteria for assessing the achievement, and the priorities of school development. Schools should collect baseline information (i.e. the performance of students in different areas upon admission) systematically, so as to keep track of the students' achievement in both academic and non-academic areas.

5. The SDP is an accountability tool. It should set out both the long-term goals and

annual targets of school development. These goals and targets should be agreed between the EDB and the school concerned. The school is responsible for attaining the relevant targets.

6. The SDP will be used as a yardstick to assess the performance of the school during the term of the First SMC/IMC Service Agreement. The EDB will assess the progress of school and achievement of the targets and review the operation and management of the school to see if it has achieved the standard pledged in the Plan. If problems are detected or the school fails to achieve the targets, the EDB may request the SMC/IMC to draw up action plans, in order to solve the problems or to improve the situation.

7. As school development is a continuous process, the school may revise and modify, if required, the targets or indicators set out in the SDP subject to the approval of the EDB.

8. Schools may need to revise the targets set out in their Proposed School Plans having regard to the following factors:
   - Ability of the students admitted
   - Family background of the students
   - Characteristics of the district where the school is situated [especially if the school is located in a district which is different from that originally applied for by the sponsoring body], e.g. whether it is developing or has fully developed.
   - Qualifications of the staff
   - Community network and support
   - Initiatives related to education policies, such as school-based management, integrated education, professional development for teachers, language proficiency requirement for teachers, continuous professional development for principals, and curriculum development.

9. In plans and strategies for achieving the targets, schools should indicate whether they will be supported by appropriate software (like staff training) or hardware (such as school facilities or IT equipment).

10. There is no prescribed format for the SDP.

Essential elements
1. Both academic and non-academic goals for students
2. Other targets related to management and organisation, learning and teaching, school ethos and support for students
3. Annual targets and long-term goals (for a period of 3 to 5 years) which should be progressive and related to enhancing quality
4. Indicators and success criteria for measuring performance in various areas

5.   Evaluation mechanisms, including tools, areas covered, targets and time frame
6.   Budget
7.   Criteria for admission of pupils (applicable to DSS schools)

Major aspects

1. Vision & Mission
2. How the vision and mission of the school can be achieved through the following areas:

    A. Management and Organization
    - School Management
    - Professional Leadership

    B. Learning and Teaching
    - Curriculum and Assessment
    - Student Learning and Teaching

    C. Student Support and School Ethos
    - Student Support
    - Partnership

    D. Student Performance
    - Attitude and Behaviour
    - Participation and Achievement

 [Suggested points to be considered in the above key areas are attached at Annex.]

Submission of SDP

1. The proposed SDP should be endorsed by the SMC/IMC and signed by the supervisor.
2. The proposed SDP should be submitted to the respective Senior School Development Officer for approval <u>within six months after the commencement of school operation</u>.
3. If EDB requests any addition, alteration or modification to the proposed SDP, the school shall forthwith comply with such requests.
4. The approved SDP will be incorporated into the SMC/IMC Service Agreement. Any addition, alteration or amendment to the SDP shall require prior written approval of Senior School Development Officer.

Reference Websites

Performance Indicators for Hong Kong Schools
Relevant referencing materials for School Development and Accountability

School-based Management Section
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Suggested points to be considered
in various major aspects covered by
the School Development Plan of new schools

Vision and mission
➢ The school's motto.
➢ Whether the focus has been properly adjusted to suit the developmental stage of students.
➢ Whether the school is able to grasp the new trend of educational policies.
➢ Whether the school is able to make use of social and community resources.
➢ Whether the school is able to address the needs of the community.

Management and organisation
➢ The organization structure of the school
➢ The professional knowledge of SMC/ IMC members.
➢ Whether the accountability and main duties of the SMC/ IMC have been clearly set out.
➢ Whether participatory management has been adopted, so that teachers, parents, alumni and community members are involved in decision making of school policies.
➢ Whether the role of staff of different levels (e.g. school managers, school head, middle managers and teachers) has been clearly defined.
➢ Staff appraisal and staff development policies should be included.
➢ Whether additional resources are available for achieving the goals.
➢ Whether there is any strategy for the promotion of communication and team spirit among members of the school.

Learning and Teaching
➢ Whether learning policies are geared to the needs of students (e.g. curriculum design for the promotion of multiple-intelligence, curriculum for enhancement and remedial purposes, etc.)
➢ The medium of instruction adopted
➢ Assessment and homework policy of the school
➢ Coordination between the curriculum arrangement and the time table (e.g. how it can maximize the effectiveness of whole-day schooling, whether there is a smooth transition from primary to secondary level ("the through-train concept"))
➢ Whether the curriculum design accords with the characteristics of school development (e.g. placing emphasis on students' competencies in IT, music or art.)

- ➢ Should include specific implementation proposals
- ➢ Other supporting measures, such as teacher training, part-time teachers, NETs, IT in education, teaching resources centers, etc.
- ➢ Allocating additional resources or making use of community resources to support teaching strategies
- ➢ Monitoring mechanism for curriculum review should be in place

Student Support and School ethos
- ➢ Any specific schemes to support students with special educational needs or financial difficulties
- ➢ Any support for new arrival children
- ➢ Any measures to deal with students' learning differences
- ➢ Discipline, guidance and counseling policies
- ➢ Moral and civic education programmes and activities
- ➢ Support from the sponsoring body
- ➢ Education and support for parents
- ➢ Home-school cooperation policy

Academic and non-academic performance indicators for students
- ➢ Assessment tools, methodology and time
- ➢ Whether the indicators, both quantitative and qualitative, are measurable
- ➢ Whether the indicators are value-added
- ➢ Whether the students are allowed to participate in the assessment process (e.g. to conduct a survey on the self-image of students)
- ➢ Information from the Assessment Program for Affective and Social Outcomes (APASO) and the School Value Added Information System (SVAIS)

Self-evaluation mechanism and implementation
- ➢ The mechanism and criteria for evaluation
- ➢ Whether the indicators are specific and comprehensive
- ➢ What parties are involved? Are parents and students involved in the evaluation process?
- ➢ Whether the method used in data collection has been specified
- ➢ Time table and priorities should be clearly set out
- ➢ Comparison between schools under the same sponsoring body or within the quality circle
- ➢ Monitoring of Self-evaluation
- ➢ Reporting and follow-up plans for Self-evaluation findings