

**3 July 2008**

**EDUCATION BUREAU CIRCULAR NO. 13/2008**

**The School Development and Accountability Framework –  
the Next Phase of Continuous School Improvement**

[Note: This circular should be read by –

- (a) Supervisors and Heads of Government and Aided Primary, Secondary and Special Schools including Caput Schools and Schools under the Direct Subsidy Scheme – for action;
- (b) Schools joining the Direct Subsidy Scheme under the Service Agreement – for reference, and
- (c) Heads of Sections – for information. ]

**SUMMARY**

This circular sets out the streamlined procedures for the next phase of the School Development and Accountability (SDA) framework starting from the 2008/09 school year. Heads of primary, secondary and special schools are requested to bring this circular to the attention of their teachers.

**BACKGROUND**

2. The SDA framework introduced in 2003 emphasises school's self-evaluation in recognition of the school's central role in its own improvement. School self-evaluation (SSE) is complemented by external school review (ESR) to give schools the benefit of feedback and suggestions for improvement from a team of reviewers (including teachers/principals from other schools) with perspectives across schools.

3. The Impact Study on the Effectiveness of ESR in Enhancing School Improvement through SSE in Hong Kong (the Impact Study), an independent study led by Professor John MacBeath from the University of Cambridge,

affirms the positive impact of the SDA framework on school improvement and the wider support gained for ESR as the first cycle of SDA proceeded.

4. In preparation for the next phase of development under the SDA framework, the Education Bureau (EDB) has made reference to the findings of the Impact Study ([the Final Report](#) has been uploaded onto the EDB website), and consulted key stakeholders in order to address their main areas of concern and to seek suggestions to improve the process. EDB has further solicited feedback on the revised SSE tools and procedures during a series of briefing sessions/workshops for school personnel held between April and June this year. The next phase of the SDA framework will be supported by the following enhanced measures.

## **DETAILS**

### ***Revised Performance Indicators framework to bring it in line with the development stage of school education***

5. To facilitate SSE in a more focused manner and alleviate teachers' workload, the Performance Indicators (PI) framework, Key Performance Measures (KPM) and Stakeholder Survey (SHS) have been revised, based on the principles of simplification, re-organisation and refinement.

6. PI areas are simplified and re-structured from 14 to 8 and the number of PI is reduced from 29 to 23, with clearer content to support holistic review of school key tasks by school personnel. KPM and SHS have also been revised accordingly to align with the collection of data and evidence. In order to avoid excessive detail and repetition, evidence of performance is exemplified against each PI area instead of against the components of each PI.

7. *Performance Indicators for Hong Kong Schools 2008 (PI2008)* will be used for conducting SSE by primary, secondary and special schools from the 2008/09 school year onwards. For details of *PI2008* and the revised SSE tools, please access the EDB website (<http://www.edb.gov.hk/pi>).

### ***Collection of data through e-means***

8. Corresponding enhancement has been made to the E-platform for School Development and Accountability (ESDA) in line with the revised PI framework. The enhancement aims to facilitate schools' collection of the KPM

and SHS data. The KPM and SHS reports generated by ESDA also incorporate more useful statistical information to facilitate interpretation of SSE data and better support SSE.

9. Schools are encouraged to optimise their use of ESDA to enhance their efficiency in data collection and management, which in turn will alleviate teachers' workload. In addition, schools are advised to align the collection of their KPM and SHS data with the review and formulation of their School Development Plan, which usually runs on a three-year planning cycle. School's KPM and SHS data can be sent electronically via ESDA to EDB to support the production of KPM reference data for school's self-evaluation. For details on the submission of KPM and SHS data to EDB, as well as how to obtain KPM reference data for SSE purpose, please access the EDB website (<http://kpm.edb.gov.hk>).

### ***Embedding school self-evaluation***

10. Fundamental to school development and improvement is the ability of the school to self-evaluate against the targets set for the stated major concerns of its SDP. Embedding SSE in school practice for strategic school planning, with a sharp focus on learning and teaching and whole-person development is a prime concern for continuous school improvement in the next phase of SDA. A range of information and data will continue to be made available and updated for schools for their self-evaluation.

11. The School Development Plan (SDP), Annual School Plan (ASP) and School Report (SR) are primarily the school's working documents in support of its development planning cycle. They should be based on the school's self-evaluation of its current state of performance, strengths and areas for improvement, priority setting and targets for improvement. Schools may determine what data and evidence are needed for their annual review. Towards the end of the school development planning cycle, schools should conduct a holistic review with reference to the revised PI framework and make use of the evaluation findings to strategically plan for the next cycle of development.

12. Excessive documentation might be considered as a symptom of a school's lack of clarity and sense of purpose for SSE/ESR. School documents should focus on key issues and outcomes of analysis of the current level of performance. [Templates of SDP, ASP and SR](#) together with the [writing](#)

[guidelines](#) have been revised and uploaded onto the EDB website for reference.

### ***School-specific and focused ESR***

13. ESR will be school-specific and focused, taking the school's own priorities as the starting point and making reference to the improvements suggested in the previous ESR report. The collection of data and evidence by schools should serve the need for self-evaluation and development planning. In preparation for ESR, schools need not compile a school self-assessment report, nor specifically administer SHS or collect KPM data outside their normal work schedule. They only need to have their SDP, ASP and SR ready, which are documents already available. ESR will continue to be improvement-oriented.

14. The next phase of SDA will take about six years, between 2008/09 and 2013/14, to cover all public sector schools. The timing for conducting ESR for individual schools will follow approximately the sequence of the first round of ESR. Schools will receive notification of the exact ESR dates from Team Leaders six weeks prior to ESR. The next phase of ESR will start in primary schools from the second term of the 2008/09 school year, and in secondary and special schools from the 2009/10 school year.

15. As in the first SDA cycle, ESR reports are not to be uploaded onto the EDB website at this moment in time. Schools will continue to be required to make ESR reports available to the School Management Committee/Incorporated Management Committee, teachers and parents for school level accountability, information and feedback for improvement.

### ***Sharing of effective practice***

16. EDB will step up the dissemination of good practice and experience sharing among schools. [The Online Interactive Resource on Enhancing School Improvement through SSE and ESR \(OIR\)](#) will continue to provide a platform for school personnel and other key stakeholders to share their experience in school improvement. Web-based resources on the EDB website, including OIR and seminar/workshop materials, will be updated regularly for reference of schools.

### ***Schools joining the Direct Subsidy Scheme under the Service Agreement***

17. Schools joining the Direct Subsidy Scheme (DSS) from the 2000/01 school year onwards are required to enter into a service agreement with the

government. Under the service agreement, a Comprehensive Review (CR) on the performance of schools is required. Please refer to [the information on CR for DSS schools](#) in the EDB website for details.

## ENQUIRY

18. Schools are advised to refer to the EDB website (<http://www.edb.gov.hk> -> [Kindergarten, Primary and Secondary Education](#) -> [Quality Assurance for Schools](#)) for further information about the next phase of the SDA framework. Enquiries concerning the content of this circular can be directed to the Inspection Section, Quality Assurance Division, EDB at 3540 6980.

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for Secretary for Education