Guidelines on the Compilation of School Development Plan
Annual School Plan
School Report

*To Promote School Development and Accountability through Strategic Planning*

Quality Assurance & School-based Support Division
Education Bureau
2015
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1. Introduction

1.1 The capacity of schools to plan their work strategically and develop a culture of reflective practice is fundamental to their continuous development and improvement. The School Development and Accountability (SDA) framework (Figure 1) devised by the Education Bureau (EDB) aims to promote systematic implementation of school self-evaluation (SSE) by integrating the process of “Planning-Implementation-Evaluation” into the school development cycle. The ultimate aim is enhancement of school development and improvement of students’ performance in learning.

![Figure 1 - School Development and Accountability Framework](image)

1.2 Under the SDA framework, SSE is a core element of school-based management (SBM), under which schools are to be held accountable for the provision of quality education. A range of evaluation tools, such as the Performance Indicators (PI), Key Performance Measures (KPM) and questionnaires of the Stakeholder Survey, has been made available for schools for their self-evaluation. These evaluation tools will be updated from time to time to serve schools’ needs and tie in with the development of new education initiatives. Schools conduct a holistic review with reference to the PI areas to examine their major strengths and areas for improvement by means of an evidence-based and data-driven evaluation to feed back on strategic planning and draw up major concerns for the next school development cycle. Schools then set out the development focuses with related strategies in the School Development Plan (SDP), devise implementation details in the Annual School Plan (ASP), report on the progress made in the School Report (SR), and conduct a holistic review of their SDP at the end of their school development cycle to inform forward planning.

1.3 School-led self-evaluation is complemented and supported by external school review (ESR). Since its inception, schools acknowledge that the process of conducting self-assessment of their own performance with reference to the PI reinforces their
understanding of school development and SSE, as well as promotes school’s self-reflection. For enhanced transparency of management and accountability, schools upload their SDP, ASP and SR on their websites for public reference.

1.4 As schools have practised school-based management for many years and are experienced in the compilation of SDP, ASP and SR, this guide aims to draw schools’ attention to noteworthy issues about school development planning and reporting.

2. School Development Planning Process

The following flowchart (Figure 2) shows the process of compiling the SDP, ASP and SR. The SDP is a blueprint of school development, which sets out the direction of development and specific major concerns. As for the ASP and SR, the former serves the purpose of formulating implementation strategies based on the SDP, and the latter serves to summarise schools’ performance in different aspects, and to review the effectiveness of priority tasks so as to feed back on future planning. Drawing up the SDP and major concerns that best reflect the need of the school hinges on thorough reviews on school effectiveness and self-reflection.

Figure 2 - School Development Planning Process
3. School Development Plan

3.1 Purpose

Premised on the basis of a holistic review on school performance, the purpose of the SDP is for the school to set out clear direction for development in line with the school’s vision and mission and the education policy of the territory. In other words, SDP is the blueprint for school development. Deliberations on major concerns, targets, time-scale and broad strategies during the planning process are essential to gain consensus among stakeholders concerned. Through strategic planning, implementation and continuous monitoring as well as effective evaluation, school effectiveness will be enhanced with a view to provide quality education for students.

3.2 Points to note

3.2.1 The developmental cycle of an SDP usually spans across three years. Unless warranted by special circumstances, schools are not advised to re-write their SDP every year.

3.2.2 SDP is a blueprint of planning at the school level. It is not a requirement of EDB for individual subject panels/committees to prepare three-year development plans. Notwithstanding this, schools need to solicit the support of subject panels and functional committees to formulate implementation plans in light of the major concerns of SDP in order to achieve co-ordination at all levels of school work.

3.2.3 Major concerns are schools’ major tasks in the next three years or important changes to be effected in a few years’ time. They represent the development priorities of schools instead of their operational routines. SDP usually features not more than three major concerns, and they should be directly related to student learning and enhancing students’ all-round learning performance. Major concerns should be well-defined and focused. Implementation will be fraught with difficulties if they are not concrete enough.

3.2.4 Targets should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART) so that they can be implemented, monitored and evaluated accordingly.

3.2.5 Schools are advised to conduct a holistic review with reference to the data of KPM and Stakeholder Survey, as well as other evidence before formulating a new SDP. Schools are also required to submit KPM and Stakeholder Survey data to EDB via E-platform for School Development and Accountability (ESDA) prior to ESR and at the end of their school development cycle as from the 2015/16 school year. The data collected will be used to generate reference data for feeding back to schools for their SSE.
3.3 Major considerations in planning

3.3.1 Holistic Review

(a) Effectiveness of the previous School Development Plan

- Schools evaluate whether the major concerns in the previous SDP have met the targets so as to decide how individual major concerns are to be followed up, for instance, whether to be reinforced or incorporated in the schools’ routine work. It is not necessary for schools to repeat in detail the progress of the major concerns as this has been accounted for in the SR.
- Schools may exercise discretion whether to release this part for public reference.

(b) Evaluation of the school’s overall performance

- Schools review their performance in the eight PI areas with reference to the Performance Indicators for Hong Kong Schools.
- Schools should focus on the major strengths and areas for improvement in the eight PI areas. The record should be concise and listing of routine tasks is not advisable.
- In the holistic review, schools should fully consider the views of stakeholders, including all staff, students and parents. Participatory decision making is encouraged to enhance consensus building.
- Performance in various aspects should be carefully evaluated and founded on evidence and data.
- Schools may exercise discretion whether to release this part for public reference.

3.3.2 SWOT (Strengths, Weaknesses, Opportunities and Threats) Analysis or other analyses

Schools may conduct an integrated analysis of their strengths, weaknesses, opportunities and threats by taking into consideration PI-based evaluation results, external factors that impact on its development and the school context factors to inform development priorities and identification of major concerns. Major concerns in SDP usually should not be more than three. Setting too many major concerns will only result in a lack of focus in their work priorities.

4. Annual School Plan

4.1 Purpose

The ASP is a concrete action plan for implementing the SDP. It enables teachers to have an understanding of the targets, strategies, success criteria, methods of evaluation, time scale, people in charge, and resources required, of the major concerns so that they can support the implementation.
4.2 Points to note

4.2.1 ASP should incorporate tasks promoting school development rather than a listing of routine tasks. Since ASP is a working document at the school level, concrete implementation strategies of ASP should be set in the light of the major concerns and targets of SDP.

4.2.2 The success criteria enable the school to evaluate whether the targets set have been met so as to inform future planning. Therefore, the success criteria should be clearly defined, and strike a balance between qualitative and quantitative data to be collected. It suffices to set the success criteria against the targets rather than to include them for every task.

4.2.3 Evaluation methods should be appropriate for the targets.

5. School Report

5.1 Purpose

The school report should provide an account of the effectiveness of school work and the extent to which the school’s major concerns are achieved, with reference to data analysis and evaluation results. By reflecting on past performance, it serves to inform future planning and puts continuous improvement in action. The school report also provides a channel for the school to report to stakeholders on the major tasks in various areas, thus enhancing accountability.

5.2 Points to note

5.2.1 To enhance accountability and transparency, the school should publish a school report annually for reference by the Incorporated Management Committee (IMC)/ School Management Committee (SMC) as well as members of the public. The outline of the school report is suggested as follows:

- Our School
- Achievements and Reflection on Major Concerns
- Our Learning and Teaching
- Support for Student Development
- Student Performance
- Financial Summary
- Feedback on Future Planning
- Appendix

(School is reminded to make reference to EDB Circular No. 1/2008 on embedding the simplified reporting requirements for grants and support scheme by way of an annex to the SR.)

5.2.2 The report should be evidence-based and data-driven, and truly reflect the school’s achievements and areas for improvement.

5.2.3 The report should review the effectiveness of the major concerns in the ASP according to the relevant success criteria.

5.2.4 The school may report relevant information in any format (text, statistics or diagrams) according to the school’s context. However, the school should abide by the protocol with EDB that sensitive information should not be released for publicity purpose.

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<tr>
<th>Suggested timeframe</th>
<th>Major activities</th>
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<tr>
<td></td>
<td>The year of completion of SDP cycle</td>
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<td>Other years of SDP cycle</td>
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<tr>
<td>January to February</td>
<td>• Administer the SHS as scheduled by schools;</td>
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<td>• Collection of KPM data &amp; other evidence.</td>
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<td>February to May</td>
<td>• Submission to EDB the latest KPM and SHS data via the ESDA.</td>
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<td>May to June</td>
<td>• Schools are recommended to conduct a holistic review, the results of which can serve as reference for the preparation of the next SDP.</td>
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<td>• Schools are recommended to conduct a review on the school’s major concerns as stipulated in the ASP; and to gather related data and information for evaluating the effectiveness of major concerns.</td>
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<td>July to August</td>
<td>• Start to draft the SR;</td>
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<td>• Schools can start to draw up the next SDP and ASP</td>
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<tr>
<td></td>
<td>• Start to draft the SR;</td>
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<tr>
<td></td>
<td>• Schools can start to draw up the next ASP.</td>
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<tr>
<td>Before end-October</td>
<td>• Schools should submit the SDP, ASP and SR to IMC/SMC for endorsement.</td>
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<tr>
<td></td>
<td>• Schools should submit the ASP and SR to IMC/SMC for endorsement.</td>
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<tr>
<td>Before end-November</td>
<td>• Upload the endorsed SDP, ASP, and SR onto school’s homepage.</td>
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<td>• Upload the endorsed ASP and SR onto school’s homepage.</td>
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7. Conclusion

The SDA framework aims to empower schools to strengthen their self-evaluation for continuous improvement while enhancing accountability and transparency. SSE is a core business inherent in SBM to enhance school development and accountability. It is complemented by an external quality assurance mechanism, in particular, ESR to give schools the benefit of feedback and suggestions for improvement from different perspectives.

Integration of self-assessment into school development planning aims to streamline SSE and internalise SSE as operational routines for the benefit of enhancing school development. To practise “Planning-Implementation-Evaluation”, school should adopt a whole-school approach in formulating the SDP and school-level major concerns, based on which ASP is compiled and detailed implementation plans devised. Continuous improvement can be achieved through school’s monitoring of the implementation and progress of school plans and evaluation on a data-driven and evidence-based approach with follow-up action.