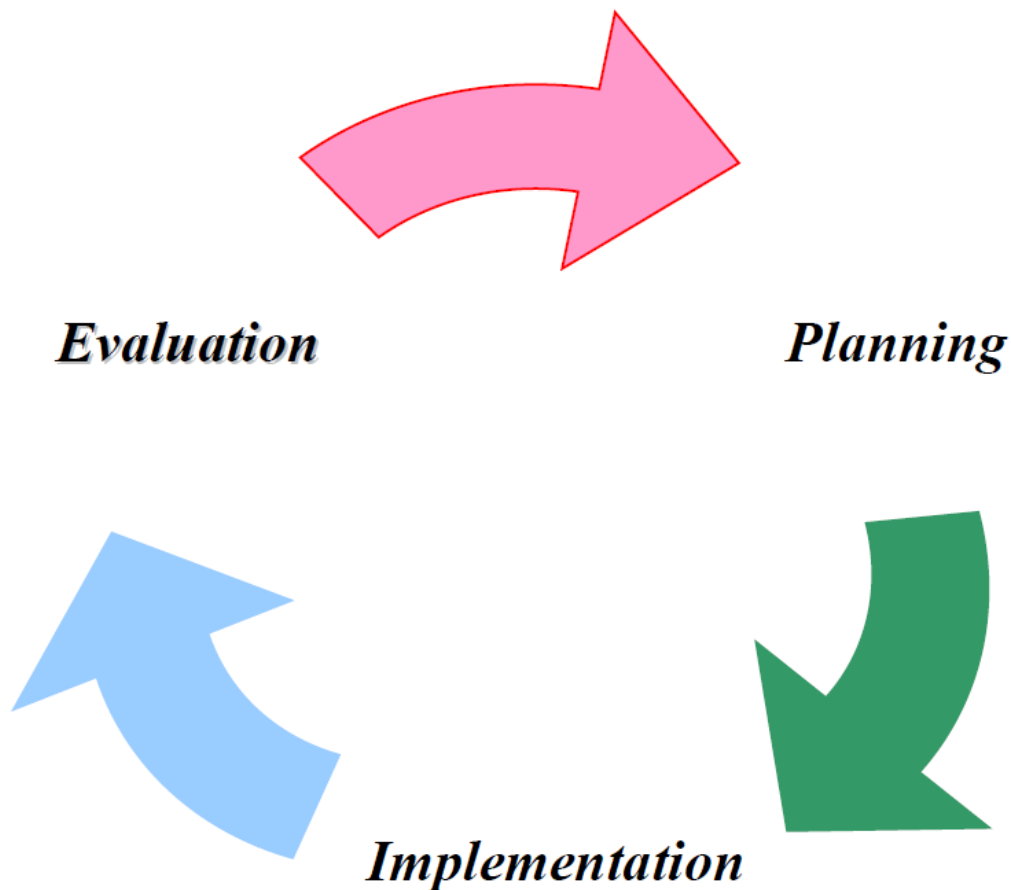# Guidelines on the Compilation of
School Development Plan
Annual School Plan
School Report

Evaluation-driven and Data-based
Promoting Schools' Sustained Development and Accountability
through Strategic and Focused Planning

Evaluation

Planning

Implementation

Education Bureau
Quality Assurance Division
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Contents

1   Introduction

1.1   The capacity of schools to plan their work strategically and be reflective is fundamental to their sustainable improvement and development.   The "School Development and Accountability (SDA) framework" was introduced by the Education Bureau (EDB) in the 2003/04 school year and updated as the "enhanced SDA framework" (Figure 1) in the 2022/23 school year to gear school work towards the seven learning goals of school education, thereby promoting a more focused and systematic school self-evaluation (SSE) through the "Planning-Implementation-Evaluation" (P-I-E) cycle.   The ultimate goal is to enhance schools' sustainable development and improve students' performance in learning.

Figure 1 – The enhanced School Development and Accountability framework
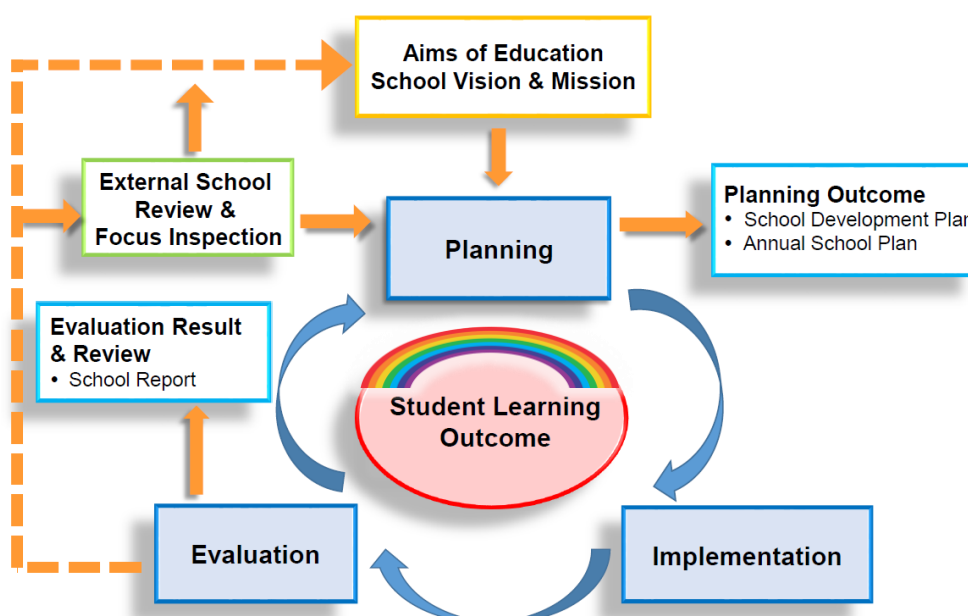
1.2   Under the "enhanced SDA framework", SSE remains a core element of school-based management (SBM), under which schools are to be held accountable for the provision of quality education.   A range of evaluation tools, such as the Performance Indicators for Hong Kong Schools (PI), Key Performance Measures (KPM) and questionnaires of the Stakeholder Survey (SHS), has been made available for schools for their self-evaluation.   These evaluation tools are updated from time to time to serve schools' needs and tie in with the latest education development.   Schools conduct a holistic review of their work effectiveness with reference to the PI, including their major strengths and areas for improvement, by means of an evidence-based and data-driven evaluation to feed back into strategic planning.   Schools then set out their major concerns with related development focuses and 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. Schools could apply the concept of portfolio to systematically organise and keep the necessary evidence for illustrating their sustainable development and achievements, such as SDP, ASP, SR, information and data for SSE as well as inspection reports, for self-evaluation and stakeholders' reference.

1.3   SSE is complemented and supported by External School Review (ESR) and Focus Inspection.   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 schools' self-reflection.   For enhanced transparency of management and accountability, **schools should upload their SDP, ASP and SR to their websites for public reference**.

1.4   As schools have practised SBM for many years, they are experienced in the compilation of SDP, ASP and SR.   With reference to the "Impact Study on the Implementation of the Current Phase of the School Development and Accountability (SDA) Framework for Enhancing School Improvement in Hong Kong" commissioned to the Education Policy Unit, the Faculty of Education of the University of Hong Kong by the EDB, schools were able to deepen their understanding of the importance of SSE through implementing the P-I-E cycle in their daily work.   However, there is still room for further improvement in SSE as the mastery of the concept of the P-I-E cycle, the depth of reflection through SSE, and the capacity to integrate, interpret and use data vary across schools and among teachers.   To enhance the effectiveness of self-evaluation, schools should focus more on the seven learning goals [1] set by the Curriculum Development Council in conducting SSE.   The goals serve as the focus for reflection in the process of reviewing holistically the effectiveness of school work in fostering whole-person development and lifelong learning of students, so as to plan the direction for future development and promote continuous improvement and development of schools.
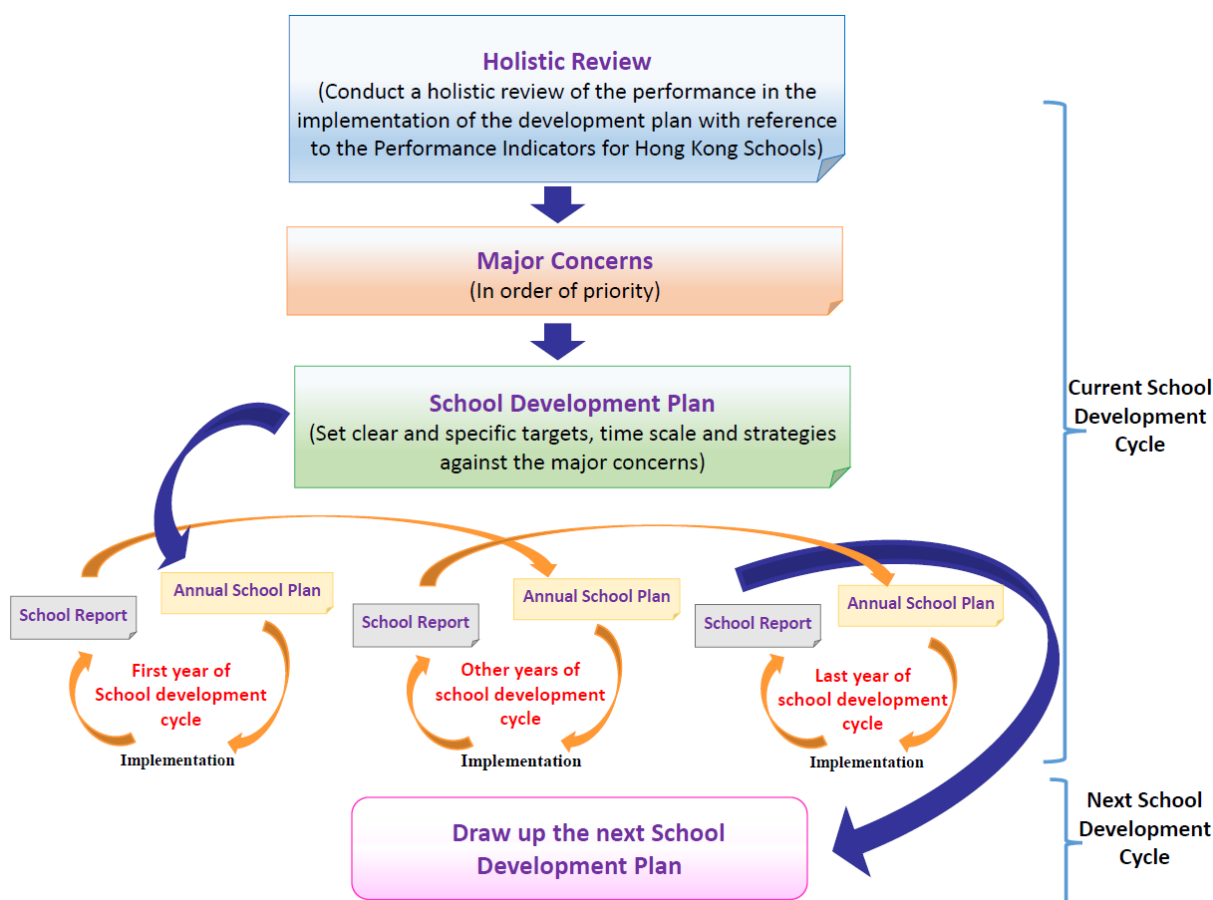
2   School Development Planning Process

The following flowchart (Figure 2) shows the process of compiling SDP, ASP and SR [2].   SDP is a blueprint for school development, which sets out a clear direction for development.   As for ASP and SR, the former serves the purpose of formulating implementation strategies based on the SDP, and the latter serves to review the effectiveness of the implementation so as to feed back into future planning.   Drawing up SDP and major concerns that best suit the needs of schools hinges on thorough review of school effectiveness and reflection.

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[1] The seven learning goals of primary education are national identity, positive values and attitudes, knowledge of key learning areas, language skills, generic skills, reading and information literacy, and healthy lifestyle.   The seven learning goals of secondary education are national and global identity, breadth of knowledge, language proficiency, generic skills, information literacy, life planning, and healthy lifestyle.

[2] Relevant templates are available at the EDB website (https://www.edb.gov.hk/sse/en) for schools' reference.

Figure 2 - School Development Planning Process

3 School Development Plan

3.1 Purpose

The purpose of SDP is for the school to set out a clear direction for development in line with the school's vision and mission as well as the latest education development. At the end of each school development cycle, the school should review the effectiveness of its work, including student performance, based on the reflection against the seven learning goals so as to formulate a SDP. SDP is the blueprint for school development, which includes major concerns, targets, time scale and broad strategies. During the planning process, discussions should be made with different stakeholders for reaching consensus. Through strategic planning, implementation and continuous monitoring as well as effective evaluation and feedback, school effectiveness will be enhanced with a view to providing quality education for students.

3.2 Points to note

3.2.1 The duration of SDP depends on the time required to address the major

concerns. It is usually a three-year school development cycle. Unless warranted by special circumstances, schools are not advised to re-write their SDP every year.

3.2.2 SDP is a blueprint for planning at the school level. It is not a requirement of the EDB for subject panels and functional committees (panels and committees) to prepare development plans. Notwithstanding this, schools should lead panels and committees to formulate implementation plans in alignment with the school's development focuses for facilitating school development.

3.2.3 **Major concerns** are schools' key focuses of work in the next few 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 with targets directly related to student learning. Major concerns should be flexibly intertwined with different PI domains and aligned with the seven learning goals in fostering whole-person development and lifelong learning of students. Major concerns **should be well-defined and focused.** Setting too many major concerns will result in a lack of focus on their work priorities. 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 in light of the school context.

3.2.5 The KPM have been refined. To further strengthen schools' capacity to use data, to conduct SSE with the seven learning goals as the focus for reflection, and to realise accountability under SBM, starting from the 2023/24 school year, schools will need to annually collect KPM data to conduct SSE. In addition to reporting the data to the Incorporated Management Committee/School Management Committee, schools should submit the data to the EDB for compilation of reference data to facilitate SSE and for a better understanding of the current situation of school education. For this school year (i.e. the 2022/23 school year), schools should continue the current practice of submitting KPM data to the EDB at the end of the school development cycle.

3.3 Major considerations in formulating a school development plan

3.3.1 Holistic review of school performance

At the end of a school development cycle, schools should conduct a holistic review of the overall performance in their implementation of the SDP. The following points should be considered when conducting the review:

(a)   Effectiveness of the SDP for the previous development cycle

- The effectiveness of the SDP should be evaluated with reference to the targets and the corresponding success criteria set.

- Schools should report on the extent of achievement against the targets and deliberate on the reasons for the level of achievement.

- Schools should decide how individual major concerns are to be followed up if the targets are not fully achieved.   They should consider revising the major concerns with enhanced implementation strategies.   For major concerns with fully achieved targets, schools may incorporate them in the schools' routine work or think of further development for the next school development cycle.

(b)   Evaluation of the school's overall performance

- Schools should refer to the focus questions of the latest edition of the PI and make good use of SSE tools to review their **overall performance** in fostering **whole-person development and lifelong learning** of students based on the **reflection against the seven learning goals**.

- Schools should focus on analysing **how good they are** in helping students achieve the seven learning goals.   It includes the holistic review of **the effectiveness of their work** and **identifying the areas which need to be strengthened** to inform **how they can do better** and in turn set development priorities and formulate major concerns [3].   The report should be **concise** and recorded in the SDP.   Listing of routine work is not advisable. (Please refer to the Appendix.)

- Schools should fully consider the views of stakeholders, including all staff, students and parents.   Participatory decision-making is encouraged to enhance consensus building.

- Founded on evidence and data, performance in various aspects should be holistically reviewed and evaluated **by flexibly intertwining different**

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[3] All along, school work has always been related to the seven learning goals.   Apart from the major concerns, schools should help students achieve the seven learning goals to foster their whole-person development and lifelong learning through routine work, which does not need to be recorded in the SDP.

PI domains. **(There is no need to report the school performance in different PI areas and the seven learning goals one by one.)**

4   Annual School Plan

4.1   Purpose

ASP is a concrete action plan for implementing SDP.   It enables panels and committees to have an understanding of the targets, strategies, success criteria, methods of evaluation, time scale, responsible person(s), and resources required for the implementation of priority tasks in addressing the major concerns.

4.2   Points to note

4.2.1   ASP involves strategic tasks for promoting school development **rather than routine work**.   Since ASP is a working document at the school level, concrete implementation strategies of ASP should be set in light of the major concerns and targets of SDP.   Schools should review the annual work using the seven learning goals as the focus for reflection in SSE.   Schools may need to adjust the ASP, for example, in the targets and implementation strategies of the major concerns, and/or routine work to enhance their work in better alignment with the seven learning goals, thereby fostering whole-person development and lifelong learning of students.

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, aligned with the expected targets and focused on students' learning outcomes.   There should be a balance between qualitative and quantitative data to be collected.   It suffices to set the success criteria against the targets rather than for every task or strategy.

4.2.3   Methods of evaluation should be appropriate for the targets.

4.2.4   ASP should briefly list the feedback from the previous school year and the follow-up as a reference when revising the plan.   The revised items could be highlighted for easy identification and follow-up actions by the panels and committees.

5   School Report

5.1   Purpose

SR is a summary of annual SSE.   The effectiveness of school work and the extent of achievement against the targets under school's major concerns should be reported. The school should make use of the evaluation findings to inform future planning and put continuous improvement into action.   At the same time, the school should also provide a channel to report to its stakeholders on the achievement of targets under the major concerns, thus enhancing accountability.

5.2   Points to note

5.2.1   To enhance accountability and transparency, the school should publish SR annually for public reference.

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 school work in the ASP according to the relevant success criteria.   The impact of the implementation strategies on the achievement against the targets under the major concerns rather than the completion of tasks should be reported.

5.2.4   The school could report the implementation of its plans and strategies, as well as their effectiveness in any format (text, statistics, diagrams, etc.) in a concise manner according to the school context, with a view to minimising teachers' workload.   However, the school should abide by the protocol that sensitive information should not be released for publicity purposes.

5.2.5   In the last year of a school development cycle, the school could record the extent of overall achievement against the targets under the major concerns and follow-up actions in the SDP for the next school development cycle.

6 Suggested Schedule for drawing up the School Development Plan, Annual School Plan and School Report

Suggested timeframe	Major activities	
	The year of completion of school development cycle	**Other years of school development cycle**
January to April	• Administer the SHS as scheduled by schools • Collect KPM data as well as other SSE data and information	
May to June	• Submit the KPM and SHS data for the school year to the EDB via the E-platform for School Development and Accountability • Conduct a holistic review of the performance of the school, using the seven learning goals as the focuses for reflection, the results of which can serve as a reference for the preparation of the next SDP	• Submit the KPM and SHS data for the school year to the EDB via the E-platform for School Development and Accountability • Conduct a review of the effectiveness of school work in addressing the school's major concerns as stipulated in the ASP and consider whether revision of the plan is needed
July to August	• Draw up the SR • Draw up the next SDP and ASP	• Draw up the SR • Draw up the next ASP
Before the end of October	• Submit the SDP, ASP and SR to the School Management Committee/ Incorporated Management Committee (SMC/IMC) for endorsement	• Submit the ASP and SR to the SMC/IMC for endorsement
Before the end of November	• Upload the endorsed SDP, ASP, and SR onto the school's website	• Upload the endorsed ASP and SR onto the school's website

7 Conclusion

The "enhanced SDA framework" aims to empower schools to strengthen their self-evaluation, which is more focused on the seven learning goals for continuous improvement while enhancing accountability and transparency. SSE, the core business inherent in SBM to enhance school development, should be embedded in school practices.

SDP, ASP and SR are primarily a school's working documents in support of its development cycle. To practise P-I-E effectively, a whole-school approach to

formulating SDP should be adopted.   Based on SDP, a clear and specific ASP is devised for engaging the collaborative efforts of different panels and committees in the implementation stage.   At the end of a school year, a careful review should be conducted on the basis of SSE data collected and an account of the effectiveness of school work against the set targets should be included in SR for leading continuous improvement and development.   At the end of the school development cycle, schools should conduct a holistic review of the effectiveness of their school work in promoting student achievement of the seven learning goals from a macro perspective so as to formulate the plan for the next school development cycle.

To help schools review how good they are in helping students achieve the seven learning goals and how they can do better so as to set development priorities and identify appropriate major concerns, six questions are provided below as a framework for reflection.   Before the end of each development cycle, schools could use the seven learning goals as the focus for reflection to review the effectiveness of their work and identify the areas which need to be strengthened in order to formulate a SDP for the next cycle.   The following three questions serve as a reference for schools to reflect on how good they are in fostering whole-person development and lifelong learning of students.   In the process of reflection, reference could be made to the relevant PI areas and their focus questions.

◆   How good is my students' performance in achieving the seven learning goals?

(Note: The students' performance is primarily reflected in domain IV of the PI.   Schools could conduct a holistic review of students' performance in achieving the seven learning goals, including students' values and attitudes, knowledge and generic skills, their academic and non-academic performance as well as areas for improvement, etc.   Schools could refer to the PI for the focus questions under 4.2 Learning Performance, 7.1 Affective Development and Attitude, etc.)

◆   How good is my school in enriching students' learning experiences for their whole-person development and lifelong learning?

(Note: The school's performance in this aspect is primarily reflected in domains II and III of the PI.   Schools could conduct a holistic review of their work and effectiveness in enriching students' learning experiences, such as whether and how they are providing a broad and balanced curriculum, including life-wide learning activities, to broaden students' horizons and develop their lifelong learning skills.   Schools could refer to the PI for the focus questions under 3.1 Curriculum Organisation, 5.1 Support for Student Development, etc.)

◆   How good is my school in leading its continuous improvement and development for students' whole-person development and lifelong learning?

(Note: The school's performance in this aspect is primarily reflected in domain I of the PI. Schools could review their performance in leading continuous improvement and development in terms of consensus building among stakeholders, professional leadership and development, deployment of human and financial resources, collaboration and support, etc.   They could also reflect on how to enhance the effectiveness of other domains of work through school management and organisation.   Schools could refer to the PI for the focus questions under 1.1 Planning, 2.1 Leadership and Monitoring, etc.)

Building on the above reflection, schools could further consider how they can do better in helping students achieve the seven learning goals based on students' needs and the school's

capacity for continuous improvement and development when setting out development priorities:

◆ What are my students' needs?

(Note: Schools could consolidate the reflections on the first question in the previous paragraph – students' performance in achieving the seven learning goals, and reflect on the areas that can be further promoted for the whole-person development of students in light of their interests, abilities, learning and developmental needs at different key stages.)

◆ What is my school's capacity for continuous improvement and development?

(Note: Schools could consolidate the reflections on the second and third questions in the previous paragraph – schools' enrichment of students' learning experiences and their leadership in fostering continuous improvement and development –, and consider their own strengths and areas for further improvement, such as SSE effectiveness, professional capacity of and consensus among teaching staff, support of parents as well as human and financial resources available, so as to strengthen their professional leadership and enhance their capacity for continuous improvement and development with a view to promoting the effectiveness of learning and teaching.)

◆ What are the development priorities of my school for enhancing the whole-person development and lifelong learning of my students?

(Note: Schools could consolidate the reflections on the first two questions in this paragraph – students' needs and school's capacity for continuous improvement and development –, and deliberate how to optimise the school's capacity to foster the whole-person development of students as well as formulate the key focuses of work in the next school development cycle.)

Apart from the six questions listed above, schools may also develop their own questions or frameworks for reflection in light of their school context and development, and conduct self-evaluation to enhance continuous improvement and development of schools.