

# **ABC School School Development Plan**

**20xx/xx - 20xx/xx**

## **Template**

(For reference by primary,  
secondary and special schools)

Updated in November 2022

**When drawing up School Development Plan, please refer to the related  
compilation guidelines available on the EDB website  
(URL: <https://www.edb.gov.hk/sse/en>)**

# ABC School

1. School Vision and Mission
2. School Goals
3. School Motto

#### 4. Holistic Review of School Performance

##### a. Effectiveness of the School Development Plan in the cycle of 20xx/xx - 20xx/xx<sup>1</sup>

Major Concern and target	Extent of the target achieved, e.g.  Fully achieved; Partly achieved; Not achieved	Follow-up action(s), e.g.  Incorporated as routine work; Continue to be a major concern for the next development cycle with adjusted target(s); Others	Remarks
Major Concern 1:  Target(s):			
Major Concern 2:  Target(s):			
Major Concern 3:  Target(s):			

<sup>1</sup> At the end of a school development cycle, schools should conduct a holistic review of the overall performance in implementing the SDP. The following points should be considered when conducting the review: (1) The effectiveness of the SDP should be evaluated with reference to the targets and the corresponding success criteria set; (2) Schools should report on the extent of achievement against the targets and deliberate on the reasons for the level of achievement; and (3) 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 targets fully achieved, schools may incorporate them in their routine work or think of further development for the next school development cycle. For details, please refer to paragraph 3.3.1(a) of the related compilation guidelines.

**b. Based on the reflection against the seven learning goals<sup>ii</sup>, conduct school self-evaluation to review how good the school is in fostering whole-person development and lifelong learning of students.**

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. The school should holistically review and evaluate the performance in various aspects, based on evidence and data, by flexibly intertwining different PI domains (There is no need to report the school performance in different PI areas and the seven learning goals one by one) and identify the areas which need to be strengthened. **For details, please refer to paragraph 3.3.1(b) and the appendix of the related compilation guidelines.**

- ◆ How good is my students' performance in achieving the seven learning goals?  
(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?  
(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?  
(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.)

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<sup>ii</sup> 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.

### c. How Can My School Be Better

Building on the reflection in the previous part (4b), 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. **For details, please refer to paragraph 3.3.1(b) and the appendix of the related compilation guidelines.**

- ◆ What are my students' needs?  
(Schools could consolidate the reflections on the first question in the previous part (4b) – 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?  
(Schools could consolidate the reflections on the second and third questions in the previous part (4b) – 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?  
(Schools could consolidate the reflections on the first two questions in this part – 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.)

## **5. Major Concerns of the 20xx/xx – 20xx/xx School Development Cycle**

◆ Based on the above holistic review of school performance, the major concerns in order of priority are:

- 1.**
- 2.**
- 3.**

## School Development Plan (20xx/xx - 20xx/xx)

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals  (Related Learning Goals of <u>Primary Education/</u> <u>Secondary Education</u> *) <sup>III</sup>
		Year 1	Year 2	Year 3		
1.	•				•	
2.	•				•	
3.	•				•	

\*delete where inappropriate

<sup>III</sup> All along, school work has always been related to the seven learning goals. Schools could consider how the major concerns relate to the seven learning goals and list the related learning goal(s) in this column when setting major concerns. 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. 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.