

Proposed School Plan and Other Information Required from Applicant Schools

To facilitate assessment of the merits of each application, applicant school is required to submit a Proposed School Plan setting out the following information –

1. General Information

- (a) Name of school
- (b) Address of school
- (c) Proof of non-profit-making status (with supporting documents)
- (d) Whether co-educational, boys or girls
- (e) Class structure and class size
 - Class structure in the past three school years and current school year;
 - Planned class structures for the subsequent years as required to arrive at an ultimate class structure with full transition to the Direct Subsidy Scheme (DSS);
 - Class size at each level in the current and subsequent school years.

2. Vision and Mission

- (a) Vision
 - Long-term goal(s) that the DSS school is (are) committed to achieve; inspired target(s);
 - Mid-term or long-term desirable results.
- (b) Mission
 - Aim(s) of operating the DSS school;
 - Tasks to be accomplished in order to realise the vision;
 - The guiding principle and focus of work that help staff understand their shared commitment to the school's educational aims.
- (c) Implementation Strategies
 - Strategy as to how all proposals are to be carried out;
 - School development plan: major concerns, targets, strategies and time scale to be set out in the first school development cycle, which are in line with the school's "Vision and Mission".

3. Management and Organization

- (a) School Sponsoring Body (SSB) and School Management Committee (SMC) / Incorporated Management Committee (IMC)
 - The name and background of the SSB, the planned composition of the proposed SMC¹/ IMC² (including SMC/ IMC members' names and their qualifications);
 - The professional knowledge and leadership of the SMC/ IMC members and the senior management.
- (b) Governance and Management Structure
 - Management structure, deployment of staff (teaching and non-teaching staff), coordination, powers and responsibilities;

¹ The SMC of DSS schools should comprise the principal, representatives from the SSB, parents and teachers, other community members or professionals and, when appropriate, alumni.

² The SSB may decide to establish an IMC in respect of the school under the Education Ordinance, Cap 279 (EO). To this end, the SSB should follow the relevant provisions in relation to the establishment of an IMC in accordance with the EO.

- School operation demonstrating the utilization of the flexibilities under the DSS;
 - Performance targets and indicators for self-evaluation.
- (c) Staffing, Staff Management and Development
- Staffing establishment and structure (teaching and non-teaching);
 - Qualifications and relevant experience of the serving staff and staff to be recruited;
 - Remuneration policies, including provident fund arrangement;
 - Appraisal and professional development of newly appointed and serving staff.
- (d) Infrastructure, Facilities and Accommodation
- Number of registered classrooms;
 - Number, type and size of registered special rooms;
 - Ancillary facilities such as school hall, playground, swimming pool, basketball court, tennis court, football pitch, etc.;
 - Any special / innovative school building design / facilities to facilitate the delivery of the school-based curriculum;
 - Proposed plan on how to utilize the school premises.
- (e) Administration and Resources management
- Any other flexible administration and resources management systems to support the implementation of proposed initiatives.
- (f) Admission Policy
- Admission criteria;
 - Admission strategies of targeted students;
 - Through-train and other special arrangement (if applicable).

4. Learning and Teaching

- (a) Curriculum and Assessment
- School characteristics and uniqueness to develop under the DSS;
 - Whole-school curriculum planning, content, organisation and implementation;
 - Assessment policy and measures to promote assessment for learning;
 - Medium of instruction (MOI) currently used and proposed MOI after joining the DSS³;
 - The subjects offered at various levels, any specialist subjects offered;
 - Allocation of learning time;
 - How diversified learning experiences are provided to students;
 - Measures to cater for learner diversity; any specific learning projects.
- (b) Learning and Teaching Strategies
- Learning and teaching strategies, including those to help students construct knowledge, develop independent learning capabilities, positive values and attitudes and cater for developmental needs for the students;
 - Diversified learning and teaching strategies for learner differences.
- (c) Others
- Any other characteristic and diversified educational services for students;
 - Any educational programmes tailored to meet the needs of target students;
 - Any educational programmes to meet the diverse learning needs of students.

³ DSS schools should choose what they consider to be the most suitable MOI for different subjects in their curriculum. They will be required to consider testing their intakes to ensure that their students would be able to benefit from the MOI chosen. They will also be required to propose evaluation criteria to assess in due course whether their students are indeed benefiting from the selected MOI for individual subjects.

5. Student Support and School Ethos

- (a) Policies and Measures for Supporting Student Development
 - Support to foster the personal and social development of students, including overall school-based student support services, discipline and guidance, moral and civic education, extra-curricular activities and community services.
- (b) Support to Students with Diverse Learning Needs
 - Support to help students with diverse learning needs (including those with special educational needs) to integrate into school life and develop their potentials e.g. scheme(s) to ensure basic standards and to nurture excellence, Individual Education Plan, systematic peer support programmes and development of an inclusive school culture, etc.
- (c) School Climate
 - Ways to foster staff relationships, teacher-student relationships and student-student relationships.
- (d) Home-school Cooperation
 - Home-school cooperation policy to tie in with support for students, e.g. parent education, formation of parent-teacher association.
- (e) External Network
 - Ties with the community and external organizations, such as bring in external expertise for enhancing professional exchange and collaboration with teachers, strong cohesion in alumni association;
 - Connection with the community, tertiary education sector, or innovative industries, if any.

6. Student Performance Targets

- Students' performance targets to reflect the targeted output of school education, which should be in line with the school's "Vision and Mission";
- Attitude and Behaviour (affective development and attitude, and social development);
- Participation and achievement.

7. Fee Levels and Finance

- Proposed school fees and charges of each level;
- Other source of financing, such as long-term financial undertaking to ensure the sustainability of the proposed DSS school;
- Fee remission and scholarship schemes for deserving students;
- A detailed 6-year financial budget under the DSS ([template](#)) (English version only) with, among others, total expenditure of proposed initiatives to demonstrate the characteristic and diversified education services;
- A set of the school's latest Audited Financial Statements.

8. Consultation with Stakeholders

- Information on the procedures and results of school's formal consultation on the conversion to DSS operation with stakeholders, such as parents of applicant school, teachers, non-teaching staff, alumni and parents of its feeder / nominated / through-train primary school, if applicable, and whether their concerns are duly

addressed.

9. Others

- Information of parent teacher association and alumni association; other information, if appropriate.

The above information should be provided by the applicant school when it submits application to join the DSS. Some of the items are identical to those required for the annual prospectus to be published by every DSS school (in digital and/or hard-copy form)⁴. The applicant school should send in the draft prospectus together with the application.

⁴ Please refer to [S/S Section 10](#) of the Explanatory Notes for the information to be contained in the prospectus for DSS schools.