Format of Proposed Plan

You may wish to provide in each of the sections the information appropriate to your school proposal which can help the School Allocation Committee to comprehend your proposal in terms of vision and mission, management and organisation, learning and teaching, school/ kindergarten ethos and support for student, etc. For existing school sponsoring bodies, you may make reference to other kindergarten(s)/ school(s) that you are operating to substantiate your case.

1. **Vision and Mission**

   (To propose distinctive and innovative school philosophy to address students' needs or local educational issues at present.)

   (a) Vision

   - A long-term goal that the school is committed to achieve; an inspired target.
   - Mid-term or long-term desirable results.

   (b) Mission

   - 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.
   - The reference for making decision and choice.

   (c) Implementation Strategy

   - Strategy as to how all the proposals are to be carried out, in line with the education and curriculum reforms.
   - Specific implementation plan and targets: Targets to be achieved in the first five/ten years and the related implementation plan.

2. **Management and Organisation**

   (a) School Sponsoring Body (SSB) and School Management Committee (SMC)/ Incorporated Management Committee (IMC)

   The background of the SSB and the composition of the SMC/ IMC (including qualifications of the SMC/ IMC members).

(b)   Leadership

The professional knowledge and leadership of the SMC/ IMC members and the senior management.

(c)   Organisational structure and administration

Management structure, deployment of staff, coordination, powers and responsibilities.

(d)   Staff management

Employment strategy, establishment, appraisal and development of newly appointed and serving staff.

(e)   Financial planning, management and monitoring

Devise a plan for the use of funds to support major development items.

(f)   Resource and accommodation

Use of internal and external resources, proposed layout plan of the school premises.

3.   Learning and Teaching

(a)   Curriculum and Assessment

- Planning and content of the whole-school curriculum.
- Allocation of learning time.
- Assessment policy and measures to promote assessment for learning.

(b)   Learning and Teaching Strategies

- Strategies to help students construct knowledge, and develop independent learning capabilities, positive values and attitudes.
- How diversified learning experiences are provided to students.
- Measures to cater for learner diversity.

(c)   Others

- Plans for developing teachers' professional capacity, including the capability of catering for learner diversity in the classroom.
- Use of existing and community resources to enhance learning and teaching effectiveness.

4. **School/ Kindergarten Ethos and Support for Students**

   (a) Support, guidance, and counseling for students

       Analyse and meet students' needs by formulating support, discipline and guidance strategies, e.g. support scheme for newly arrived children.

   (b) Individual, social and cultural development

       Measures to foster the individual, social and cultural development of students

   (c) Students with special educational needs

       Provide support for students with special educational needs, e.g. scheme to ensure basic standards and to nurture excellence, Individual Education Plan, systematic peer support programmes and development of an inclusive school culture, etc.

   (d) Financial support

       Provide financial assistance for students, e.g. fee remission, award scheme, scholarship, fee assistance, etc (applicable to application for allocation of a private independent school or Direct Subsidy Scheme school only).

   (e) Home-school cooperation

       Home-school cooperation policy to tie in with support for students.

   (f) External network

       Use of community resources.

   (g) Extra-curricula activities and community services

       Provide some examples, such as development of students' multi-intelligence and their sense of social responsibilities.

   (h) School/ Kindergarten ethos

       Caring atmosphere, life-long learning, e.g. Big Brothers/ Sisters Scheme, teacher partnership scheme.

5. **Student Performance Targets**

   (The indicators should be in line with the targets set out in the vision and mission. They should also reflect students' both academic and non-academic performance, e.g. the balanced development in the domains of ethics, intellect, physique, social skills and aesthetics.)

(a) Academic

- Standards must be definable in quantitative or qualitative terms, and be attainable, credible and effective.
- School-based and territory-wide indicators (if applicable).

(b) Non-academic

- Standards must be definable in quantitative or qualitative terms, and be attainable, credible and effective.
- School-based and territory-wide indicators (if applicable).

6. Self-evaluation Indicators

(Formulate school-based indicators with particular reference to the school's characteristics and development focuses, by means of "valued-added" concepts. Standards must be definable in quantitative or qualitative terms, and be attainable, credible and effective.)

(a) Management and organisation

(b) Learning and Teaching

(c) Support and ethos

(d) Students' performance

7. Others

(a) Source of financing

Set-up fund and other long-term financial support.

(b) Class structure

Proposed class structure in the first five years and the ultimate class structure.

(c) School fees and charges (if required)

Monthly/ annual school fee and charges of each level.

(d) Admission policy

The admission policy should be fair and reasonable, and must be made known to the public.

(e) Through-train and other special arrangements (if applicable)

The linkage between secondary and primary school, etc.

(f) Building plan and financial arrangements (applicable to application for allocation of a site only)

(g) Views from parents and teachers about the relocation plan of existing school (applicable to reprovisioning application only)