

Format of Proposed School Plan

(I) School Portion

You may wish to provide in each of the following sections the information appropriate to your school proposal which can help the School Allocation Committee to comprehend your proposal for the new school premises in terms of vision and mission, management and organisation, learning and teaching, school ethos and support for student, etc. You may elaborate the principles and approaches that will be employed in the new school premises in the aspects of “Vision and Mission”, “Management and Organisation”, “Learning and Teaching” and “School Ethos and Support for Student”, and present the expected outcomes in the aspect of “Students’ performance”. For the aspect of “Self-evaluation Indicators”, you may elaborate the performance indicators for reviewing the development and effectiveness of the school. For existing school sponsoring bodies, you may make reference to other 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 Incorporated Management Committee (IMC)

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

(b) Leadership

The professional knowledge and leadership of the 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 students with moderate to severe emotional and behavioural difficulties.
- Measures to cater for learner diversity.

(c) Others

- Plans for developing teachers' professional capacity, including the capability of catering for students with moderate to severe emotional and behavioural difficulties as well as learner diversity in the classroom.
- Plans for collaboration between teaching and non-teaching staff of the school for social development to enhance learning and teaching effectiveness.
- Use of existing and community resources to enhance learning and teaching effectiveness.
- Plans for collaboration between the school for social development and the co-existing residential home to enhance learning and teaching effectiveness.

4. Support for Students and School Ethos

(a) Support, guidance, and counseling for students

Analyse and meet students' special educational needs by support, guidance, counseling and discipline strategies.

(b) Individual, social and cultural development

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

(c) Financial support

Provide financial assistance for students, e.g. fee remission/ assistance, award scheme, scholarship, fee assistance, etc.

(d) Home-school cooperation

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

(e) External network

Use of community resources.

(f) Extra-curricular activities and community services

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

(g) School ethos

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

5. Students' Performance

(Set out expected outcomes of students' performance which should be in line with those set out in the vision and mission. They should also reflect students' 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, including success criteria and evaluation tools, 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. Please refer to "Performance Indicators for Hong Kong Schools 2008" which can be downloaded from the Education Bureau Website (<http://www.edb.gov.hk/pi>) for more details.)

(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.

(II) Residential Home Portion

The following information should be provided in the proposal for residential home for assessment in sequential order as stipulated below -

Core Service Provision

- To provide a stable, safe and warm group living environment for boys/ girls with behavioural problem
- To provide counselling on development of potential, responsibility, self-esteem, self-care, social relationship and adjustment to residential care
- To provide specially designed programmes and structured routines to address the problems leading to placement
- To provide programmes in conjunction with relevant others through regular case discussions and review meetings to ensure attainment of the child care plan
- To encourage contact with natural families/guardians and arrange home leave in preparing children for future restoration

Performance Management

- Quality control plan covering the standard of the services
- Procedure and measures for collecting feedback from the residents and stakeholders
- Procedure for making continuous improvements

Human Resources Management

- Manpower plan covering number of different ranks of staff, qualification of staff, duty list of each rank of staff, and division of labour with clearly defined duties
- Supervision system and management support
- Staff training and development

Planning of Service Commencement

- Implementation schedule
- Contingency plan for coping with unexpected or crisis situations

Financial Management

- Budgeting and auditing

Innovative and Value-added Measures

- Innovative initiatives and value-added items