Format of Proposed School Plan

You may wish to provide in each of the following sections information appropriate to your school proposal which can help the School Allocation Committee to comprehend the proposal of the applicant body in terms of its "Vision and Mission", "Management and Organisation", "Learning and Teaching", School Ethos and Support for Students" etc.   For existing school sponsoring bodies, you may also 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

    - Key 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 Strategies

    - Indicate how all the proposals are to be carried out, in line with the latest education and curriculum developments.
    - 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.

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) Professional Leadership

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

    (c) Organisational structure and administration (cover both the school section and the boarding section)

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

school self-evaluation mechanism.

(d) Staff management (including boarding services)

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

(e) Financial planning, management and monitoring (including boarding services)

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 and boarding facilities of the school premises.

3. Learning and Teaching

(a) Curriculum and Assessment

- Curriculum planning, organisation, implementation and evaluation.
- Allocation of learning time.
- Assessment policy and measures to promote assessment for learning.

(b) Student Learning and Teaching

- Strategies to help students construct knowledge, and develop their generic skills, positive values and attitudes.
- How diversified learning experiences are provided to students.
- Teaching strategies to cater for the learning diversity and educational needs of children with mild, moderate and severe intellectual disability.
- Measures to cater for learner diversity.

(c) Others

- Plans for developing teachers' professional capacity, including the capability of catering for children with mild, moderate and severe intellectual disability as well as learner diversity in the classroom.
- Plans for collaboration between teaching and non-teaching staff of the special school for educational development to enhance learning and teaching effectiveness.
- Use of existing and community resources to enhance learning and teaching effectiveness.
- Plans for effective use of the school and boarding facilities to enhance learning and teaching effectiveness.

4. School Ethos and Support for Students

(a) Support, guidance, and counseling for students

Analyse and meet students' personal development and social needs by formulating support, discipline and guidance strategies.

(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.

(e)   Home-school cooperation

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

(f)   External / Community network

Use of community resources, plans for students to integrate and establish linkage with the local community.

(g)   Co-curricular activities and community services

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

(h)   School ethos

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

(i)   Boarding services

Residential care and meal arrangement, as well as training, support and social recreational activities provided for boarders to enhance their communication and independent living skills and enable them to integrate into the community.

5.   Students' Performance Targets

(Student performance target reflects the targeted output of school education and should be in line with the school's vision and mission.   It should also be set at reasonable levels according to school context.)

(a)   Attitude and Behaviour

- •   Affective Development and Attitude

- Social Development

(b)   Participation and Achievement

- Academic

- Non-academic

6.   Self-evaluation Indicators

(Given the variations in their development focus and characteristics, schools should take into full consideration their own context and the "value-added" concept when formulating school-based Performance Indicators for self-evaluation. School self-evaluation should be focused, evidence-based and conducted holistically with reference to the success criteria for the Performance Indicators to inform future planning. The success criteria should be clearly defined and a balance should also be struck between quantitative and qualitative data. Schools may make reference to the Performance Indicators for Hong Kong Schools 2008 issued by the Education Bureau when formulating up their school-based Performance Indicators for self-evaluation. Please refer to <http://www.edb.gov.hk/en/sch-admin/sch-quality-assurance/performance-indicators/index.html> for more details.)

(a)   Management and Organization

(b)   Learning and Teaching

(c)   Student Support and School Ethos

(d)   Student 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, boarding fees and other charges (if required)

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