

Proposed Format of School Plan

You may wish to provide in your school proposal information as in accordance with the following format. Information provided will help the School Allocation Committee to comprehend the applicant body in terms of its vision and mission, management and organisation, learning and teaching, support to children and school culture, etc. Omission of information which has been suggested in the proposed plan below may adversely affect the assessment of the school proposal submitted. For existing school operators, 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 current local educational issues.)

(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.
- Aims of pre-primary institution.
- The guiding principle and focus of work that help staff understand their shared commitment to the school's educational aims.
- The mission should be able to be used as a reference for decision-making by the school.

(c) Implementation Strategy

- Strategy as to how all the proposals are to be carried out, in line with the existing and future education policies and measures, among which, strategies to implement the Free Quality Kindergarten Education Policy and related measures.
- Specific implementation plan and targets: Medium-term and long-term targets to be achieved (e.g. in the first five/ ten years) and the related implementation plan.

2. Management and Organisation

(a) Applicant Body and School Management Committee (SMC)

- The background of the Applicant Body and the composition of the SMC (including qualifications of the SMC members).

(b) Leadership

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

(c) Organisational structure and administration

- Management structure, duties and responsibilities, deployment, coordination, communication and collaboration of staff

(d) Staff management

- Employment strategy, establishment, appraisal and plan for enhancing teachers' professional development.

(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.
- Arrangement for meals and afternoon naps in whole-day sessions (if applicable).
- Arrangement and utilization of space to facilitate implementation of various learning activities.
- Sanitary, fire precaution and safety measures.

3. Learning and Teaching

(a) Curriculum and Assessment

- Planning and content of a child-centered curriculum
- Allocation of learning time/ use of classroom time/ planning of daily schedules.
- Setting up of learning environment.
- Assessment policy and measures to promote assessment for learning.

(b) Teaching and Caring for Children

- The formulation of teaching strategies and plans.
- Maintenance of routines and orders in the classrooms and activity areas.
- Awareness and caring of the children's health conditions.

- Measures to cater for learner diversity and children's behavioural problems.
- Cultivation of children's good living habits and attitudes, as well as the spirit of cooperation and compliance with rules.
- Mastery of the principles and trend of pre-primary education.

(c) Children's Learning

- Building up of children's interest in learning.
- Building up of confidence in children and cultivation of sharing and cooperative attitudes among children.
- Use of diversified learning and teaching activities to facilitate children's learning.

4. Support for Children and School Culture

(a) Caring and Supporting Services

- Services for children with special educational needs (e.g. children with learning difficulties, emotional problems or chronic illness, etc.).
- Support to children in need (e.g. children with family needs, newly arrived and non-Chinese speaking children, etc.).

(b) Linkage with Parents and External Organisations

- How to use existing and community resources to enhance children's learning.
- How to coordinate with support to children via home-school cooperation.

(c) School Culture

- Climate
How to cultivate the desired atmosphere in school and motivate stakeholders' participation in school's development.
- Interpersonal relationship
How to cultivate good interpersonal relationship among staff, children and parents.

5. Children's Development Target

(Children's development target reflects the targeted output of pre-primary 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) Cognitive Development

- Thinking ability
- Language ability

(b) Physical Development

- Physical movement
- Health habits

(c) Affective and Social Development

(d) Aesthetic and Cultural Development

- Aesthetic development and knowledge and appreciation of different cultures

6. Self-evaluation Indicators

(Given the variations in development focus and school's 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 school-specific and target-oriented, and conducted holistically with a focus. The self-evaluation indicators should cover the areas concerned, and be provided with the respective success criteria and assessment methods. Success criteria should be definable in quantitative or qualitative terms, and be attainable, reliable and valid. Schools may make reference to the Performance Indicators (Pre-primary Institutions) issued by the Education Bureau ("EDB") when formulating up their school-based Performance Indicators for self-evaluation.)

- (a) Management and organization
- (b) Learning and teaching
- (c) Support to Children and School Culture
- (d) Children's Development Target

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, including :
 - ♦ No. of half day and/or whole day kindergarten classes and places.
 - ♦ Whether child care services would be provided at the school.

(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.
- The admission policy should comply with the KG admission guidelines as devised by EDB.

(e) Linkage with primary schools, if any

(f) Views from parents and teachers about the relocation plan of existing school (applicable to application for relocation of kindergarten only)

(g) Closure plan for existing kindergarten (applicable to application for relocation of kindergarten only)

- Please provide details on planned arrangements with respect to existing staff, students and closure of existing kindergarten upon relocation.