

## **Format of Proposed School Plan**

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 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”, “Students’ Performance Targets” and “Self-evaluation indicators”, etc. You may elaborate the principles and approaches that will be employed for the provision of primary education, especially in the context of physical extension of the existing aided primary school for a time-limited period/ operation of a new time-limited aided primary school.

### **1. Vision and Mission**

- (a) (In order to address the students’ needs and local educational issues at present) School philosophy, goal(s) which the school is committed to achieve, and desirable results.
- (b) Targets to be achieved / Implementation Plan within a specified timeframe to deploy the extension premises for a time-limited period / operate a new time-limited aided primary school to provide primary education to students in need (e.g. plan for future class structures, number of school places to be provided, etc.).

### **2. Management and Organisation**

- (a) Existing Position
  - Leadership demonstrated by the Incorporated Management Committee (IMC) members and senior management.
  - Organisational structure and administration.
  - Staff management and development.
  - Financial planning, management and monitoring.
- (b) Planned Arrangement for Newly Allocated Premises
  - Resources requirement for management of the extension premises / operating a new time-limited aided primary school, and measures to acquire and deploy resources to ensure the provision of primary education in the extension premises / new time-limited aided primary school by September 2018 so as to alleviate the pressure on P1 school places in the concerned districts.
  - Management structure and responsibility of the team responsible for managing the newly acquired school premises (applicable to physical extension of an existing aided primary school).
  - Coordination with existing management team or between management teams (applicable to physical extension of an existing aided primary school).
  - Staffing arrangement (i) for commencement of operation of classes / additional classes in the premises allocated and (ii) upon closure of the new time-limited aided primary school / extension of the existing aided primary school.
- (c) Plan on use of existing premises and additional premises (applicable to physical extension of an existing aided primary school).

- (d) Plan on use of the school premises allocated (applicable to setting up of a new time-limited aided primary school).

### **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.
- Any special arrangements in terms of curriculum and teaching strategies in view of the operation of the school at two premises in the case of application for physical extension of an existing aided primary school.

### **4. School Ethos and Support for Students**

- (a) Support, discipline and guidance strategies to meet students' needs, especially in view of the characteristics of population in the concerned districts.
- (b) Support to be rendered to students and parents.
- (c) Special support to be rendered to students in view of the operation of the school at two different premises, if necessary, in the case of application for physical extension of an existing aided primary school.
- (d) Special support to be rendered to students in view of the setting in a time-limited aided primary school, in the case of the operation of a new time-limited aided primary school.
- (e) Measures to foster the individual, social and cultural development of students, including extra-curricular activities and community services to the students.
- (f) Support for students with special educational needs.
- (g) Home-school cooperation policy to tie in with support for students.
- (h) Use of community resources.
- (i) Creation of caring atmosphere, life-long learning.

## 5. Students' Performance Targets

(Students' 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 school-specific and target-oriented, and conducted holistically with a focus. The **self-evaluation indicators** should cover the four domains below, 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 for Hong Kong Schools 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>  
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(a) Management and Organisation

(b) Learning and Teaching

(c) Student Support and School Ethos

(d) Student Performance

## 7. Others

(Please provide any other information which may supplement the school's proposal, e.g. financial support from the applicant body and the source of funding, admission policy, school fees and charges (if required), views from parents and teachers about the extension of school premises, if applicable.)