

## **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 school sponsoring 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 also make reference to the 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 mission should be able to be used as a reference for decision-making by the school.

#### (c) Implementation Strategies

- Strategy as to how all the proposals are to be carried out, in line with the latest education and curriculum development.
- 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 arrangement of using 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 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 and scholarship schemes, etc. (applicable to application for allocation of a 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-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.

## 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**

- (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 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 arrangement (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 reprovisioning plan of the school