

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”, “Support to Children and School Culture”, “Children’s Development Targets” and “Self-evaluation Indicators”, etc. You may also make reference to all school(s)(if any) that you are operating to substantiate your case.

1. Vision and Mission

(To propose distinctive and innovative school philosophy to address students’ needs, to tie in with the kindergarten education policy of the government, and promote positive development of kindergarten education in Hong Kong)

(a) Vision

- Long-term goal(s) that the school is(are) committed to achieve; inspired target(s).
- Mid-term or long-term desirable results.

(b) Mission

- Tasks to be accomplished in order to realise the vision.
- Aims of operating the kindergarten.
- The guiding principle and focus of work that help staff understand their shared commitment to the school’s educational aims.

(c) Implementation Strategies

- Strategy as to how all the proposals are to be carried out, in line with the latest kindergarten education policies and measures, among which, strategies to implement the kindergarten education scheme and related measures launched from the 2017/18 school year.
- 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 SMC members’ names and their qualifications).
- The professional knowledge and leadership of the SMC members and the senior management.

(b) Organisational structure and administration

- Management structure, employment, remuneration, career ladder, roles, coordination,

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powers and responsibilities of staff (teaching and non-teaching staff), and plan for enhancing teachers' professional development, etc.

- (c) Financial planning, resource management and monitoring
 - Devise a plan on the use of funds to support operation and development needs, and accountability for resource deployment.
 - Any plans of charging fees and considerations, including whether free half-day services will be provided and the preliminary proposal for whole-day fees. Please specify the monthly/ annual school fee and charges of each level if it is planned to charge.
- (d) 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.
 - Use diversified learning and teaching activities to facilitate children's learning.
 - Measures to cater for diverse needs of students (including non-Chinese speaking students and students at risk of developmental delay).
 - Assessment policy and measures to promote assessment for learning.
- (b) Teaching and Caring for Children
 - Strategies to help children construct knowledge, acquire self-caring abilities and cultivate interest in learning, positive values and attitudes.
 - Maintenance of routines and orders in the classrooms and activity areas.
 - Awareness and caring of the children's health conditions.
 - Cultivation of children's good living habits and attitudes, as well as the spirit of cooperation and compliance with rules.
 - The Management's and teachers' mastery of the principles and trend of kindergarten 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.

4. Support for Children and School Culture

(a) Caring and Supporting Services

- Support to children with diverse needs (e.g. non-Chinese speaking children, children at risk of developmental delay, children with emotional instability, children with family needs, newly arrived children, children with chronic illness, etc).

(b) Linkage with Parents and External Organisations

- How to use existing and community resources to enhance children's learning.
- How to strengthen support to children via home-school cooperation.
- How to promote parents' involvement taking into account the characteristics of the districts in which the applicant premises is located; and/or need of the children to be admitted in light of the expected student profile.

(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 Targets

(Children's development target **reflects the expected output of kindergarten education** and should be **in line with the school's "Vision and Mission"**. It should also be **set at reasonable levels according to school/children 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 their development focus and characteristics, schools should take into

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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 (Kindergartens) issued by the Education Bureau (“EDB”) when formulating up their school-based Performance Indicators for self-evaluation.)

- (a) Management and Organisation
- (b) Learning and Teaching
- (c) School Culture and Support for Children
- (d) Children’s Development

7. Others

- (a) Source of financing
 - Set-up fund and other long-term financial support.
- (b) Class structure
 - Proposed class structure (including places) in the first five years and the ultimate class structure, including :
 - No. of half day and/ or whole day kindergarten classes and places, and
 - Whether child care services would be provided at the school.
- (c) Admission policy
 - The admission policy should be fair and reasonable, and must be made known to the public.
 - The admission policy should ensure equal opportunities in admission for all children regardless of their race, gender and ability.
 - The admission policy should comply with the kindergarten admission guidelines as devised by EDB.
- (d) Linkage with primary schools, if any
- (e) Views from parents and teachers about the relocation plan of existing school (applicable to application for relocation of kindergarten only)
- (f) 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.