

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”, “Students’ Performance 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 or local educational issues at present.)

(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.
- 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 education and curriculum development.
- 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 SMC/ IMC members’ names and their qualifications)
- The professional knowledge and leadership of the SMC/ IMC members and the senior management.

(b) Organisational structure and administration (for application for allocation of new school premises with boarding facilities, i.e. Site B, please cover both the school section and the boarding section)

- Management structure, deployment of staff (teaching and non-teaching staff), coordination, powers and responsibilities.

- (c) Staff management (for application for allocation of new school premises with boarding facilities, i.e. Site B, please cover both the school section and the boarding section)
- Employment strategy, establishment, appraisal and development of newly appointed and serving staff.
- (d) Financial planning, management and monitoring (for application for allocation of new school premises with boarding facilities (Site B), please cover both the school section and the boarding section)
- Devise a plan for the use of funds to support major development items.
- (e) Resource
- Use of internal and external resources to support the school development.
- (f) Accommodation
- Proposed plan on how to utilise the school premises.
 - Proposed plan of boarding facilities of the school premises (applicable to application for allocation of new school premises with boarding facilities, i.e. Site B).

3. Learning and Teaching

- (a) Curriculum and Assessment
- Whole-school Curriculum planning, organisation, and implementation.
 - Allocation of learning time.
 - How diversified learning experiences are provided to students.
 - Teaching strategies to cater for the learning diversity and educational needs of children with mild and moderate intellectual disability (where appropriate). Assessment policy and measures to promote assessment for learning.
- (b) Student Learning and Teaching
- Strategies to help students construct knowledge, develop their generic skills, independent learning capabilities, positive values and attitudes and cater for developmental needs for the students.
- (c) Others
- Plans for developing teachers' professional capacity, including the capability of catering for children with mild and moderate intellectual disability (where appropriate) 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 resources and community resources to enhance learning and teaching

effectiveness.

- Plans for effective use of the school to enhance learning and teaching effectiveness.
- Plans for effective use of the boarding facilities to enhance learning and teaching effectiveness (applicable to application for allocation of new school premises with boarding facilities, i.e. Site B).

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 Support Plans

- 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 (*applicable to application for allocation of new school premises with boarding facilities, i.e. Site B*)

- 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 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, 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