

# **School Administration Guide (2017/18 school year)**

**Education Bureau**

### **【Points to Note】**

- This Guide is applicable to aided schools.
- The term “School Management Committee” (SMC) in this Guide covers the Incorporated Management Committee (IMC).
- Schools should also make reference to the Education Ordinance, Education Regulations, Codes of Aid and the relevant legislations in Hong Kong.
- Aided IMC schools should read this Guide in conjunction with the [“Supplement to the School Administration Guide”](#).
- The Education Bureau circulars/ circular memoranda mentioned in the various chapters of this Guide are highlighted in **RED**. The relevant circulars/ circular memoranda can be searched and retrieved via the [“Circular”](#) section in “About EDB” at EDB homepage.
- Hyperlinks provided in this Guide are highlighted in **BLUE**.

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# **Chapter 1 School-based Management**

## **1.1 Background**

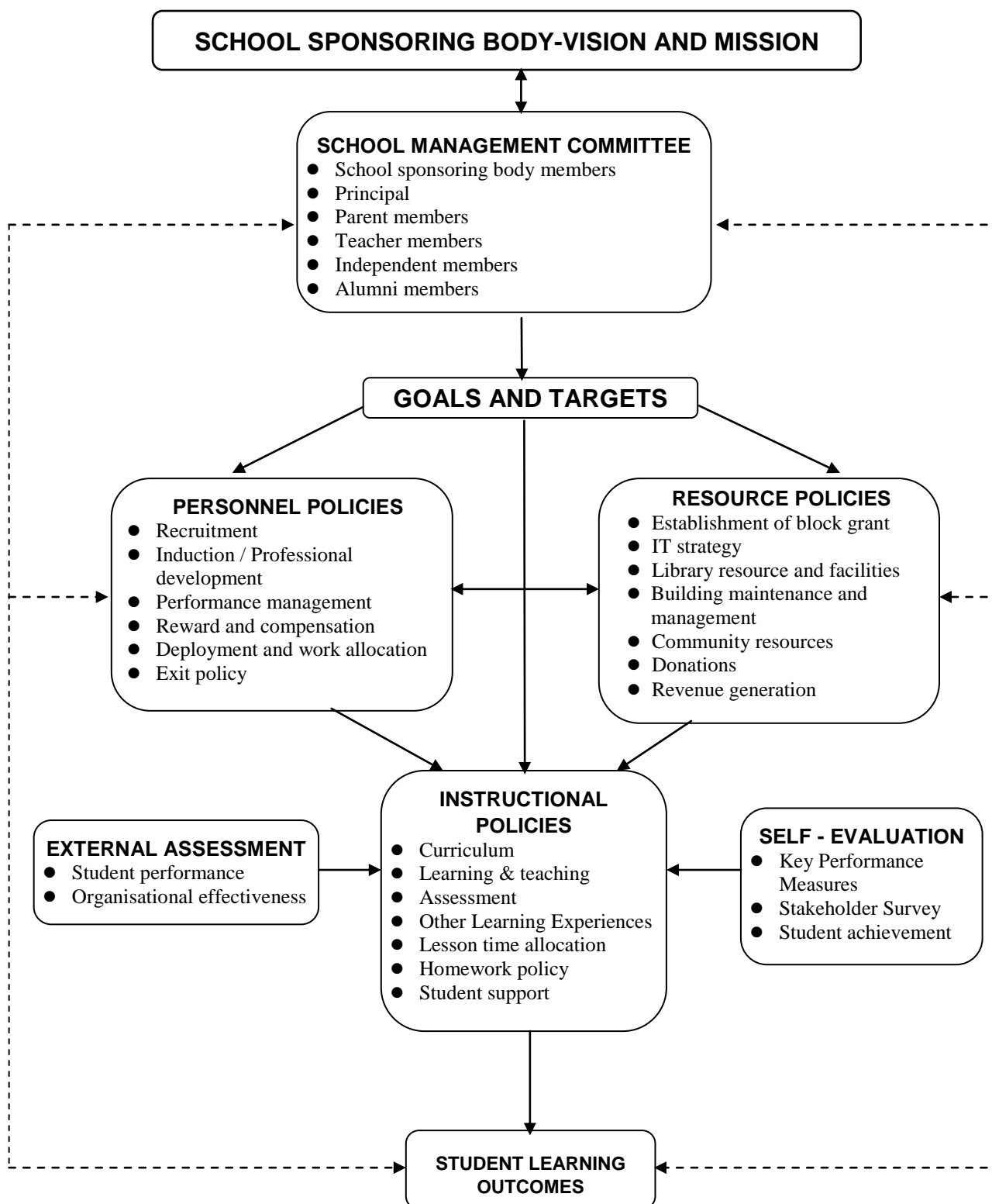
Back in 1991, the then Education Department (ED) introduced the School Management Initiative (SMI) Scheme, which offered a school-based management (SBM) framework for enhancing the effectiveness of schools. In the Report No.7 on Quality Education issued in 1997, the Education Commission formulated recommendations to improve school management and performance for the provision of quality school education, to prepare our young people to face the challenges and competition which lie ahead in a global and knowledge-based economy. One of the recommendations is that schools should practise SBM, in the spirit of the SMI Scheme, to develop their own ways of meeting the needs of the students and enhancing learning outcomes.

SBM is the decentralization of decision-making from the Education Bureau (EDB) to schools regarding personnel procedures, financial matters and the design and delivery of curriculum. But schools must still satisfy the government regulatory requirements and the Codes of Aid (COA).

Since 1999, measures have been taken to facilitate schools' implementation of SBM, including more flexible funding arrangements, streamlining of administrative procedures, and devolution of more responsibilities to schools in personnel, financial and curriculum matters. All these measures are to create more room for schools to develop quality education with their own characteristics and provide schools with more flexibility in the use of public funds. Schools can find more information on the background and implementation of SBM at the [“School-based Management” webpage](#).

## 1.2 Objectives

1. SBM aims to enable schools to manage their operation and resources in an effective and accountable manner so as to raise the standards of learning and teaching and thus improve the students' learning outcomes. Hence, schools are devolved more responsibilities and provided with the necessary resources, autonomy and flexibilities so that they can respond proactively to the needs of the students and the community in the delivery of educational services.
2. The objective is that schools will develop a management framework for building a shared vision and ownership among all members of the school community, and strengthening the partnership among the various stakeholders through participatory decision-making. The key stakeholders can contribute their views and expertise for the betterment of the school.
3. We envisage that our schools will be professional learning communities wherein decisions are made by those who work directly with the students and continuous improvement is ensured through more systematic planning and self-evaluation processes.
4. The Figure below illustrates how SBM influences student learning outcome and the interaction/ inter-relationship among the various elements of the school operation:



### 1.3 Key elements

1. The SBM is a school-based, student-centred and quality-focused framework for school management.
2. The Education Commission recommended that schools have to be more accountable for their performance and more transparent in their operation and SBM should comprise the following five key elements:
  - a. development of formal procedures for setting school goals and evaluating progress towards these goals;
  - b. provision of a school development plan, a school profile, school budgets and means of evaluating progress;
  - c. preparation of a written constitution for the School Management Committee (SMC);
  - d. participation of teachers, parents and alumni in school management, development planning, evaluation and decision-making; and
  - e. development of formal procedures and resources for staff appraisal and staff development according to teachers' needs.

For the planning of school development, self-evaluation and preparation of school budget, please refer to Chapter 5. For the establishment of a formal staff appraisal system in school, please refer to Section 7.7.

3. According to the [“Education Ordinance”](#) (Chapter 279 of the Laws of Hong Kong), all aided schools are required to set up Incorporated Management Committee (IMC) to manage the school through participatory governance.
4. The composition of IMC comprises six categories of school managers: SSB Managers; Principal (as ex-officio manager); Teacher Managers elected by all teaching staff; Parent Managers elected by the Recognized Parent Teacher Association, Alumni Managers elected by Recognized Alumni Association and Independent Managers nominated by the SSB. Despite the difference in background, school managers should collaborate closely as members of an effective team.
5. Acting in good faith and personal capacity, school managers of all categories shall participate actively in the discussion concerning school affairs and make decisions in an impartial manner for the best interests of students and school development. For the roles and responsibilities of School Managers, please refer to the "School Managers' Handbook", "Tips for School Managers" and other related information posted on the [“School-based Management” webpage](#).

## 1.4 Parameters

1. A self-managing school is not free from regulation. It operates within a framework of policies, standards and accountability. In parallel with the autonomy given to schools in the context of school-based management, schools are also required to be publicly accountable for their educational achievements and proper use of public funds.
2. The SBM framework operates in the following ways:
  - a. There will be increased transparency of school governance through direct participation of the key stakeholders in school decision-making and management.
  - b. Schools shall comply with the rules and regulations under the Education Ordinance and Education Regulations as well as the other related ordinances; the relevant COA; instructions as may be issued by EDB from time to time and the guidelines from the school sponsoring bodies.
  - c. Schools shall measure and report on their own performance through self-evaluation processes.
  - d. EDB oversees quality assurance and offers schools an external perspective on their performance.
  - e. EDB develops performance indicators and assessment tools for the schools' reference in conducting their self-evaluation.

## **1.5 Major Requirements and Regulations for School Operation**

### **1. Learning and Instructional Matters**

#### ***Education Regulations: R92(12)***

- The responsible person shall inform the Permanent Secretary for Education of any change in the hours of school work.

#### ***Education Regulations: R98(1)***

- No instruction, education, entertainment, recreation or activity of any kind which, in the opinion of the Permanent Secretary for Education, is in any way prejudicial to the welfare of the students or to their education generally shall be permitted on any school premises or on the occasion of any school or classroom activity.

### **2. Student Matters**

#### ***Education Regulations: R58***

- No teacher shall administer corporal punishment to a student.

#### ***Education Ordinance: S73 - S78***

- The Permanent Secretary for Education may issue an Attendance Order requiring a student to attend regularly at primary or secondary school specified in the order.

#### ***Education Regulations: R55(1)-(4)***

- At least one first aid box shall be provided on the premises of every school.
- At least 2 teachers in every school shall be trained in administering first aid.
- First aid boxes shall be maintained fully equipped at all times. First aid boxes must be fitted outside and adjacent to all science laboratories and school workshops. All science teachers, workshop instructors and their assistants must be familiar with the contents and use of the first aid boxes.

#### ***Education Regulations: R53***

- The Principal shall immediately report to a medical officer of schools any suspected or known case of infectious disease amongst teachers, students or employees of a school, or when he/ she suspects or knows that any such person has been in contact with a case of infectious disease. The management

authority shall cause the exclusion of such teachers, students, or employees from school if so required by the medical officer of schools.

***Education Regulations: R57(1)***

- The responsible person of every boarding school shall ensure that every student is medically examined before he/ she is admitted as a boarder.

***Education Regulations: R94***

- The management authority shall submit information concerning the school or students as may be required by the Permanent Secretary for Education.

**3. School Finance Matters**

***Education Regulations: R60A, R61***

- Fees other than the inclusive fees printed on the fees certificate are prohibited unless such collection has been previously approved by the Permanent Secretary for Education.

***Education Regulations: R67***

- The school shall exhibit the fees certificate in a conspicuous place on the school premises.

***Education Regulations: R65***

- Any change of the inclusive fee requires the Permanent Secretary for Education's written approval.

***Education Regulations: R66(2)***

- No manager or teacher of a school shall make collection among students without the Permanent Secretary for Education's written permission.  
(not applicable to schools with incorporated management committee (IMC)).

***Education Regulations: R63***

- The school shall issue formal receipts in respect of every payment made by students/ parents/ guardians.  
(not applicable to IMC schools)

***Education Regulations: R99A***

***App 1, COA for PS, App 1, COA for SS***

***App 1, COA for SPS, Vol. I & Vol. II***



- The SMC shall obtain the Permanent Secretary for Education's prior written permission in any of the following cases
  - to operate or to allow any person to operate any business or trading undertaking on the school premises; or
  - to enter into any business or trading arrangements, directly or indirectly, with any person for the supply of any items for students.
- The SMC shall furnish to the Permanent Secretary for Education an annual audited statement of accounts of every such business or trading undertaking, or business or trading arrangements, together with a statement indicating how the profits have been applied or are intended to be applied, within 4 months after the end of the financial year of the school.
- No SMC member shall apply the profits for any purpose not directly benefiting the students of the school without the prior permission in writing of the Permanent Secretary for Education.

***Education Regulations: R99B***

***S14.5(g) of COA for Aided Schools***

- Education Regulations: R99A is not applicable to IMC schools. IMC schools shall comply with Education Regulations: R99B.
- The IMC shall not apply any profits arising from trading operations for any purpose not directly benefiting the pupils of the school without the prior written permission of the Permanent Secretary for Education.
- The IMC shall furnish EDB with its annual audited financial statements which include the profits arising from such businesses or trading undertakings or trading arrangements within 6 months after the end of the financial year/ the year end date of the school.

***Education Regulations: R64***

- The management authority shall keep proper accounts and retain the accounts and relevant vouchers for a period of not less than 7 years for inspection by the Permanent Secretary for Education.

***S14(b), COA for PS, S14(c), COA for SS***

***S15(c), COA for SPS, Vol. I***

***S12, COA for SPS, Vol. II***

- Income arising from subscriptions may not be transferred to any other body or any other fund separately kept by the sponsoring body unless the school has previously obtained the written permission of the Permanent Secretary for Education.

***S14.3(e), COA for Aided Schools***

- An IMC school must not transfer income arising from the approved collection of other fees and charges to any other body, or to a fund separately kept by the IMC for educational development or any other purpose unless such transfer has been approved by the Permanent Secretary for Education in writing.

***S17, COA for PS, S17, COA for SS***

***S18, COA for SPS Vol. I***

***S15, COA for SPS Vol. II***

***S14.4, COA for Aided Schools***

- The SMC should seek approval from the Permanent Secretary for Education before accepting donations which may incur recurrent expenditure from the Government.
- All such income must be properly reflected in the Subscriptions/Capital Reserve Fund Account.

#### **4. Personnel Matters**

***Education Ordinance: S42 - S44 & S48 - S49***

***Education Regulations: R68 - R70***

- No person shall teach in a school unless he is a registered teacher or a permitted teacher. Applications for registration as a teacher or permission to employ a permitted teacher shall be made on the specified form and accompanied by the documents specified.

***Education Ordinance: S87(3)***

- It is an offence for any person who is not a registered teacher or permitted teacher to teach in a school and the person who employs or permits him to teach is also guilty of an offence.

***Education Ordinance: S87(5)***

- A period of exemption is provided under the Education Ordinance for the first application for teacher registration.

***Education Ordinance: S53 & S57***

- The Permanent Secretary for Education's approval is required for the appointment of principal within one month after the registration or provisional registration of a school, the SMC shall recommend, for the approval of the Permanent Secretary for Education, a teacher of the school to be the principal.

***S22&App 3 - 6, COA for PS, S21, App 3-5 & App 9, COA for SS***

***S23, App 3 - 5, COA for SPS, Vol. I & Vol. II***

***S10.1 & S13.2(b), COA for Aided Schools***

***S2 & S4, Compendium to COA for Aided Schools***

- For the employment of staff paid out of the Salaries Grant, the SMC has to ensure that the appointee possesses the qualifications required for the respective grade or post as stipulated in the COA.

***Education Regulations: R76***

- The appointment of any teaching staff shall be approved by the majority of the managers of the school.
- The dismissal of any teaching staff shall be approved by the majority of the managers of the school at an SMC meeting.

***Education Regulations: R77***

- The management authority shall be responsible for issuing to all teachers letters of appointment which shall set out the conditions of service, salary scale and conditions of termination of appointment.

***Employment Ordinance***

- The terms and conditions of employment shall not violate the provisions of the Employment Ordinance. Any term of an employment contract which purports to extinguish or reduce any right, benefit or protection conferred upon the employee by the Employment Ordinance shall be void.

***Sex Discrimination Ordinance, Disability Discrimination Ordinance,  
Family Status Discrimination Ordinance, Race Discrimination Ordinance***

- The SMC, as the employer, has to ensure that there is no discrimination at work on any grounds, including sex, marital status, pregnancy, disability, family status or race.
- Sex or disability discrimination by an employer in recruiting for a job or in providing opportunities for promotion or transfer to, or training for, a job is not unlawful where sex or the absence of disability is a genuine occupational qualification.

***Education Ordinance: S85 and its subsidiary legislation***

- All teaching staff are required to join the Provident Fund Scheme.

***Mandatory Provident Fund Schemes Ordinance***

- All non-teaching staff are required to join the Mandatory Provident Fund Schemes unless they are exempted under the Ordinance.

***The Prevention of Bribery Ordinance- S9***

- The SMC, as an employer, is responsible for determining the advantages which may or may not be accepted by the staff of the school.

***S57, App 7 & App 8, COA for PS, S57, App 6 & App 7, COA for SS***

***S62, App 7 & App 8, COA for SPS, Vol. I, App 6 & App 9, COA for SPS, Vol. II***

***S6, Compendium to COA for Aided Schools***

- The SMC shall follow the relevant procedures for dismissal and termination of employment (including non-renewal of contract) of teaching staff as laid down in the COA.

***Occupational Safety and Health Ordinance***

***Occupational Safety and Health Regulation***

- The SMC, as an employer, has a general duty to ensure, so far as reasonably practicable, the safety and health of their employees at work.

***Employment Ordinance***

- The SMC must keep employment and wages records for all staff and such records shall be retained for at least 6 months after the employee ceases to be employed.

***Employees' Compensation Ordinance***

- The Supervisor is required to obtain insurance against employer's liability, as well as to sign and display the Notice of Insurance on the school premises.

**5. School Premises and Safety**

***Education Regulations: R98***

***S48, COA for PS, S47, COA for SS***

***S52, COA for SPS, Vol. I, S53, COA for SPS, Vol. II***

***S16.1, COA for Aided Schools***

- The school premises shall not be used in any way prejudicial to the welfare of the students and to their education generally.

***S18, COA for PS, S18, COA for SS, S19, COA for SPS, Vol. I, S16, COA for SPS, Vol. II***

***S14.2(d), COA for Aided Schools***

- The profit received from hiring out the school premises shall be credited to the school's accounts.

***Education Ordinance: S20, Education Regulations: R10***

The Permanent Secretary for Education's approval is required for the following matters:

- additional premises, alternative premises and deletion of premises;
- structural alterations to the school premises;
- alteration to the latrine accommodation or the sanitary arrangements of the school;
- alteration to the ventilation or lighting of a classroom; and
- any subdivision of a classroom.

***Education Regulations: R16***<sup>1</sup>

- No roof or balcony shall be used for physical education or recreational purposes without the written approval of the Permanent Secretary for Education.

***Education Regulations: R17***

- The school shall obtain a certificate of stability issued by an authorized person, who certifies the suitability of using the roof as a playground, and specifies the maximum number of students at any one time.

***Education Regulations: R18***

- Students using roof playgrounds or balcony shall be under supervision of a teacher.

***Education Regulations: R21(2)(a)***

- Instruction shall be given in the use of tools or the operation of machines or in science experiments by a responsible teacher.

***Education Regulations: R22***

- No machinery or machine tools shall be installed or used in a school workshop except in accordance with the written consent of the Permanent Secretary for Education.

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Note<sup>1</sup> If the roof is used to conduct PE lessons or co-curricular physical activities, it is recommended to have the total height of the parapet wall and the metal fence at a minimum of 6.0m continuous all the way round. For the above information, please refer to the following link:  
[http://www.edb.gov.hk/attachment/en/curriculum-development/kla/pe/references\\_resource/safety-guidelines/Safe\\_e.pdf](http://www.edb.gov.hk/attachment/en/curriculum-development/kla/pe/references_resource/safety-guidelines/Safe_e.pdf)  
 (page 3)

***Education Regulations: R21, R22A, R22B, R32 & R33***

- A teacher shall be appointed to be in charge of (i) every workshop; and (ii) every science laboratory and store room. The teachers shall be responsible for ensuring that all necessary safety precautions are adopted.

***Education Regulations: R27***

- No student shall be permitted to enter any school workshop or science laboratory unless a teacher is present.

***Education Regulations: R28***

- Not more than 20 students may be taught in a school workshop at the same time by any one teacher without the approval of the Permanent Secretary for Education.

***Fire Service (Installation and Equipment) Regulations***

- Fire service installations or equipment must be kept in efficient working order and inspected by a registered contractor at least once every 12 months.

***Education Regulations: R39(1)***

- All fire service installation and equipment on the school premises must be kept in good condition at all times.

***Education Regulations: R40 - R50***

- The school shall comply with the requirements regarding health and sanitation.

***Education Regulations: R56***

- Boarding schools shall comply with the requirements regarding facilities and management of the dormitory.

***Education Regulations: R51***

- No smoking and spitting shall be permitted on the school premises.

## **6. General Administration**

***Personal Data (Privacy) Ordinance***

- Schools shall ensure that the purpose and manner of collection of personal data, the use of personal data, the security measures for personal data, and

access to personal data, etc. are in line with the respective legislation. Each school shall keep and maintain a log book of refusals to comply with data access or correction requests.

***Education Regulations: R79 - R82***

- Schools shall send to the Permanent Secretary for Education before 15 August in each year notice of all holidays it is intended to give in the coming school year. Holidays not mentioned in the notice shall only be given with the approval of the Permanent Secretary for Education.

***Education Regulations: R83***

- The school holiday list signed by the Principal and/ or countersigned by the Supervisor shall be posted at all times in a conspicuous place on the school premises.

***Education Regulations: R90***

- A separate attendance register in a form approved by the Permanent Secretary for Education shall be kept for each class.

***Education Regulations: R38***

- The Principal shall draw up a practical scheme for the evacuation of the school premises in case of fire. Fire drills carried out by teachers and students, and the time taken to evacuate the school premises, shall be recorded in a school log book.

***Copyright Ordinance***

- School practices shall be in conformity with the legislation on copyright, in particular, photocopying, use of computer software, etc.

***Disability Discrimination Ordinance, Sex Discrimination Ordinance,  
Family Status Discrimination Ordinance, Race Discrimination Ordinance***

- Schools shall eliminate all forms of discrimination in their policies, procedures and daily operation.
- Schools shall take reasonably practicable steps to ensure that the school is free from any sexually hostile or intimidating environment, including developing a school policy (in written form) to eliminate sexual harassment, raising the understanding and awareness of both staff and students about sexual harassment and setting up complaint handling mechanism to resolve sexual harassment complaints.

## Chapter 2 Learning and Instructional Matters

### 2.1 School-based curriculum planning

#### 2.1.1 Introduction

Students are entitled to the learning experiences provided in the central curriculum. Therefore, schools and teachers are encouraged to adapt the central curriculum in developing their school-based curriculum to enhance student learning for achieving the learning targets and aims of education. Adaptation measures may include readjusting the learning targets, varying the organisation of contents, offering optional studies, and adopting diverse learning, teaching and assessment strategies. Hence, when developing a school-based curriculum, apart from adopting the guidelines from the Curriculum Development Council (CDC), schools should also take into account teachers' professional views when making school-based adaptations, and strike a balance between such considerations.

While designing the school-based curriculum, schools should develop a practical whole-school curriculum plan which is based on the reflections on their strengths, the mission of their school as well as the targets of the curriculum reform. This systematic plan can ensure that every member of the school works towards achieving the priority learning goals set by the school through planning targets of different phases and strategic steps of the school curriculum development.

The [“Basic Education Curriculum Guide – To Sustain, Deepen and Focus on Learning to Learn \(Primary 1 - Primary 6\)”](#) (2014) and the [“Secondary Education Curriculum Guide”](#) (2017) developed by the CDC provide schools with very comprehensive guidelines and suggestions on curriculum planning, learning, teaching and assessment. Please visit the [“Curriculum Development Institute”](#) webpage for details.

Schools have to ensure that the school-based curriculum is in line with the Overall Aims of Education set out by the Education Commission and the Overall Aims of the School Curriculum set out by the CDC:

#### **Overall Aims of Education set out by the Education Commission**

- To enable every person to attain all-round development in the domains of ethics, intellect, physique, social skills and aesthetics according to his/ her own attributes so that he/ she is capable of lifelong learning, critical and exploratory thinking, innovating and adapting to change; filled with self-confidence and a team spirit; willing to put forward continuing effort for the prosperity, progress, freedom and democracy of society, and contribute to the future well-being of the nation and the world at large.



## **Overall Aims of the School Curriculum set out by the CDC**

- The school curriculum should provide all students with essential lifelong learning experiences for whole-person development in the domains of ethics, intellect, physical development, social skills and aesthetics, according to individual potentials, so that all students can become active, responsible, and contributing members of society, the nation and the world.
- The school curriculum should help students to learn how to learn through cultivating positive values, attitudes, and a commitment to lifelong learning; develop generic skills to acquire and construct knowledge, which are essential for whole-person development to cope with the challenges of the 21st century.
- A quality curriculum for the 21st century should therefore set the directions for teaching/ learning through a coherent and flexible framework which can be adaptable to changes and the different needs of students and schools.

### **2.1.2 Goals**

Schools also have to ensure that the school curriculum is in line with the goals and learning aims at each stage of schooling. In view of the contexts of Hong Kong and the development strategies proposed below, we hope students will be able to:

1. recognise their roles and responsibilities as members of the family, society and the nation, and show concern for their well-being;
2. understand their national identity and be committed to contributing to the nation and society;
3. develop creative thinking and master independent learning skills;
4. engage in discussion actively and confidently in English and Chinese, including Putonghua;
5. develop a habit of reading independently;
6. possess a breadth and foundation of knowledge in the eight key learning areas; and
7. lead a healthy lifestyle, and develop an interest in and appreciation of aesthetic and physical activities.

For details, please browse the [“Curriculum Development Institute”](#) webpage.

### **2.1.3 Guiding principles**

In planning the school-based curriculum, schools are advised to observe the following guiding principles:

1. Students should learn how to learn, which involves developing their independent learning capabilities leading to lifelong learning and whole-person development.
2. A learner-focused approach should be used to make decisions in the best interests of students.
3. All students have the ability to learn, though they might have their own different ways of learning. Therefore, they should be entitled to opportunities for essential

learning experiences for whole-person development, as well as opportunities for developing diverse potentials.

4. Both the basic education and senior secondary curricula should be broad and balanced, comprising five essential learning experiences and eight key learning areas, in order to lay a good foundation for students' future life, employment, further studies and lifelong learning.
5. In addition, the senior secondary curriculum should be broad and balanced with diversification and sufficient choices, providing students with a variety of options for some specialisation to cater for their different interests, aptitudes and abilities.
6. Curriculum development should be a continuous improvement process to help students learn better. The school-based curriculum should be adjusted with time and with reference to the contexts of specific schools.

### **2.1.4 Learning experiences**

Learning experiences are the contexts of learning processes and learning contents, and the social environment in which students learn how to learn. Students should be entitled to the five essential learning experiences that correspond to the aims of "moral, intellectual, physical, social and aesthetic" development in education:

1. moral and civic education to develop personal character and interpersonal skills, the creativity to innovate, the spirit to live up to expectations and enjoy learning;
2. intellectual development to lay a firm foundation of knowledge;
3. community service to develop commitment and responsibility;
4. physical and aesthetic development to lead to active and healthy living styles and the appreciation of aesthetic qualities; and
5. career-related experiences to link studies with career aspirations and job opportunities.

The five essential learning experiences listed above are to be developed throughout all stages of schooling to facilitate whole-person development.

### **2.1.5 Life-wide learning**

Life-wide learning generally refers to the learning experiences that take place beyond the classroom. It requires teachers to make good use of resources and facilities available at their schools and in the communities, in order to create suitable learning environments (combinations of time, place and people) for particular educational purposes. Such experiential learning in authentic environments enables students to achieve certain learning goals that are difficult to attain through classroom learning.

Schools should make flexible use of learning time to provide students with essential learning experiences beyond the classroom. For example, some co-curricular activities could be included in a more flexible timetable.

Students are entitled to the five essential learning experiences. Under the overarching concept of life-wide learning, learning inside and outside classroom should complement each other to achieve the aim of lifelong learning and whole-person development. Schools have to ensure that the school curriculum provides students with sufficient opportunities for life-wide learning.

In a school curriculum framework, life-wide learning plays the following important roles:

1. to extend classroom learning experience in the eight Key Learning Areas, e.g. field studies and science museum trips;
2. to enrich students' learning experience beyond the Key Learning Areas, e.g. community service and extra-curricular activities; and
3. to enable students to develop essential skills and attitudes for both classroom learning and their daily lives, e.g. leadership training, thinking skills development, adventure training and emotional management.

For life-wide learning, it is not quantity but quality that matters, i.e. teachers need to ensure that the experience is aligned with the aims being pursued, and that students reflect on what has occurred and learn from it. Cost-effectiveness should be considered when organising activities. Expensive activities are not necessarily more effective than those that cost less. It is also necessary for schools to develop a mechanism to promote life-wide learning in a more holistic and well-planned manner. For more details, please browse the [“Life-wide Learning” webpage](#).

## 2.2 What is to be learnt in the school curriculum

### 2.2.1 Components of the school curriculum

The Curriculum Development Council develops a Curriculum Framework as the basic structure for learning and teaching throughout all stages of schooling. The Curriculum Framework allows for different interpretations of contents and flexible use of different learning strategies and styles to suit individual needs.

The curriculum framework has three interconnected components, namely:

1. **Key learning areas (knowledge/ concepts)**
2. **Generic skills**
3. **Values and attitudes**

### 2.2.2 Key learning areas

The organisation of the school curriculum is structured around fundamental and connected concepts of major knowledge domains. These provide the context for the development and application of generic skills, values and attitudes. The existing subjects are grouped under eight Key Learning Areas (KLAs), namely:

1. **Chinese Language Education**
2. **English Language Education**
3. **Mathematics Education**
4. **Personal, Social and Humanities Education**
5. **Science Education**
6. **Technology Education**
7. **Arts Education**
8. **Physical Education**

Details about subjects under the eight KLAs are accessible at the [“Curriculum Development Institute” webpage](#).

### 2.2.3 Generic skills

Generic skills are fundamental to help students learn how to learn. They are to be developed through learning and teaching in the context of different subjects or KLAs, and are transferable to different learning situations. Nine types of generic skills are identified as essential:

1. **Collaboration skills:** For example, listening, appreciation, group work, helping one another and negotiation help students to engage effectively in tasks and teamwork, and to benefit from collaborative relationships.

2. **Communication skills:** For example, making speeches, responding to questions, listening and writing help students to interact with people and express their ideas effectively.
3. **Creativity:** For example, thinking from different perspectives, suggesting alternatives for doing things and accepting different answers help students to develop the ability to produce original ideas and solve problems appropriate to contexts.
4. **Critical thinking skills:** For example, independent thinking, identifying right and wrong and self reflection help students to draw out meaning from given data or statements, generate and evaluate arguments, and make their own judgements.
5. **Information technology skills:** For example, finding information on the Internet, word processing, using spreadsheets and communicating with electronic mail help students to seek, absorb, analyse, manage and present information critically and intelligently in an information age and a digitised world.
6. **Mathematical skills (known as Numeracy skills at primary level):** For example, budgeting, manual calculation, using the calculator and analysing statistical data help students to master basic computation in daily life, use basic mathematical concepts in practical situations, make reasonable estimates, understand and interpret graphs, charts, and data.
7. **Problem-solving skills:** For example, handling problems, resolving conflicts, facing crises and making decisions help students to use thinking skills to resolve a difficulty and determine the best course of action.
8. **Self-management skills:** For example, preserving emotional stability, handling stress, managing one's time and finances and leading a healthy life help students to build up self-esteem and accomplish goals.
9. **Self-learning skills (known as Study skills at primary level):** For example, collecting and processing information, using different learning tools and applying what is learnt in daily life help students to develop good learning habits, and the abilities and attitudes to enjoy learning.

#### 2.2.4 Values and attitudes

1. Values are qualities that students should develop as principles for conduct and decision, e.g. rights and responsibilities, commitment, honesty and national identity, while attitudes are the personal dispositions needed to perform a task well, e.g. open-mindedness and co-operativeness. Values and attitudes affect the development of each other.
2. Values can be learned as key concepts, for instance, filial piety and honesty in school subjects such as Chinese Language and General Studies, sustainability in Science and Geography, hospitality in Tourism and Hospitality Studies, or they

can be applied to specific themes for relevant understanding and decision-making, e.g. respect for law.

3. Suitable attitudes are to be cultivated whenever the learning activities help, e.g. perseverance in Physical Education, integrity in project learning. Meanwhile, teachers should also employ those attitudes as pedagogical principles to guide student learning, e.g. giving students freedom to choose a topic of interest, being open-minded and respecting evidence in the development of critical thinking.
4. As recommended in the curriculum reform, schools should consider developing students' seven priority values and attitudes, ie, perseverance, respect for others, responsibility, national identity, commitment, integrity, and caring for others, and selecting other values and attitudes in accordance with the school mission and students' needs, as the direction of Moral and Civic Education. In addition, schools are also encouraged to strengthen the connection among learning activities of values education in various cross-curricular domains, such as sex education, family education, education for sustainable development, media education, Basic Law education, life education, etc with a view to providing students with holistic learning experience, and facilitate their whole-person development.

## **2.3 Enhancing students' learning**

### **2.3.1 Principles of facilitating learning and teaching**

The following principles are based on research evidence, literature from various sources as well as the practical experience of schools:

- opportunities for learning and the learning environment
- improving the curriculum
- learning and teaching strategies
- assessment for learning
- home-school co-operation and parental support

#### **1. Opportunities for learning and the learning environment**

Opportunities to learn are to be found in a variety of environments: the school, the classroom, the community, the home, the physical environment, the Internet and the workplace. Efforts should be made to expose students to learning opportunities geared towards achieving the aims of the school curriculum. The general principles are:

- a. physical qualities such as adequate space, ventilation, lighting and furnishing should be catered for;
- b. the environment should be safe and caring, with positive feedback and encouragement and without threats, humiliation and embarrassment;
- c. the environment should provide a variety of learning resources and stimulate learning;
- d. the environment should provide room for students to progress through both collaborative and independent learning;
- e. the learning environment may be outside the school to expose students to relevant, authentic and meaningful experiences; and
- f. the learning environment should value diversity in students' dispositions as well as learning outcomes.

#### **2. Improving the curriculum**

- a. The answer to "what is worth learning" is an important aspect of deciding whether students will learn how to learn. The contents of learning include knowledge/concepts, skills, values and attitudes. They will change with time as the needs of students and society change. Therefore the curriculum, as learning experiences, should be continuously improved in order to keep abreast of changes.
- b. Each school should have a curriculum and learning plan that are carefully set. The policy is to be reviewed and adjusted in response to evidence of students' changing

needs. The following principles can be used for schools to set their curriculum and learning plans:

- The goals of the curriculum should be broad enough to achieve whole-person development and to enable every student with diverse needs to learn to his/ her full potential.
- The plan should be holistic and coherent to help students build up conceptual structures, connect ideas, see things from different perspectives, and construct their own knowledge, experiences and judgements.
- The school should consider the developmental characteristics of children and arrange for suitable progression and continuity.
- There should be flexibility in the use of time, space, the environment and resources, in order to accommodate the diverse learning/ teaching activities needed for different purposes of learning, and the learning needs, styles and abilities of students.
- The school should recognise the impact of interface in schooling on learning, especially at kindergarten/ primary 1, and the need to help students to adapt to the transition. Schools should refer to the [“Basic Education Curriculum Guide – To Sustain, Deepen and Focus on Learning to Learn \(Primary 1 - Primary 6\)”](#) (2014) and the [“Secondary Education Curriculum Guide”](#) (2017) for suggestions on how the interface at KG/P1, P6/S1 and S3/S4 can be addressed.

### **3. Learning and teaching strategies supporting students of different abilities**

Learning effectiveness does not depend solely on teaching methods, especially when self-directed learning is much emphasized. However, teaching activities are equally important, as learning and teaching are interactive processes. They involve complex and dynamic relationships between the individual learner, the teacher, and the learning context. The principles that are generally found to promote effective student learning are:

- a. Motivate students through a variety of ways, such as letting them know the goals/ expectations of learning, building on their successful experiences, meeting their interests, considering their emotional reactions, and caring about their self-esteem. These principles apply especially to students with weaker performance.
- b. Draw on or help students to develop a wide range of generic skills, e.g. communication skills, critical thinking skills and creativity, through the learning activities they engage in across the curriculum. Help students to construct knowledge and take risks.
- c. Use diversified learning/ teaching approaches and strategies which allow every student the opportunity to learn in ways suited to him/ her. Different types of learning/ teaching strategies and activities have different purposes and strengths in specific contexts. It is dangerous to suggest that any one activity, e.g. student-centred group teaching, is in general better than another, e.g. teacher-centred whole class teaching. Examples of learning/ teaching approaches



and strategies are available from the [“Curriculum Development Institute” webpage](#).

- d. Vary the roles of teachers, parents and students according to the needs of learning/teaching strategies. Teachers' roles will range from a transmitter of established truths and knowledge to multiple roles such as a resource person, a facilitator, a consultant, a counsellor and an assessor.
- e. Use a diversity of learning/teaching resources, e.g. electronic, print and human, rather than focusing only on textbooks. Capitalise on opportunities (e.g. current affairs, school/ classroom contextual situations) to facilitate spontaneity and change in response to different demands and situations. This widens the exposure of students and helps them to learn in a changing environment.
- f. Widen the space of learning through using authentic life-wide learning opportunities outside the classroom, such as on the school premises, in the home and in the community, and organise co-curricular activities to complement classroom learning. Partner with community sectors in providing the five essential learning experiences.
- g. Provide students with quality homework that helps students to develop independence of learning at home, as an extension of learning at school. Homework should cover a variety of meaningful activities such as reading, observation, lesson preparation and revision, rather than mechanical and repetitive exercises.
- h. Teachers should conceptualise and understand the needs of the students and the rationale, underlying principles and relevant contexts of good practices, rather than drawing directly on the successful experience of others.

#### **4. Assessment for learning**

Assessment practice is an integral part of the learning/teaching cycle rather than a separate exercise to be done at the end of teaching. Assessment can facilitate learning to learn, depending on the function of assessment, what it assesses and how it is designed. Assessment for learning is underpinned by the confidence that every student can improve. In the venture of widening the opportunities for learning, the general principles of assessment for learning are:

- a. Formative assessment should be used to provide effective feedback (e.g. corrective, diagnostic) that motivates and improves learning. For instance, feedback may lead to students recognising their next steps and how to move forward. The feedback may be formal or informal. Assessment practices that inhibit or narrow learning opportunities should be reduced to a minimum. These practices include counting the quantity rather than the quality of tests; spending time unproductively on detailed recording for administrative purposes; awarding marks/ grades which lower the self-esteem of some students; and demoralising some students through negative comments.

- b. Students should be assessed through a diversity of assessment modes which focus on the purpose and process of learning, not just on academic outcomes. For instance, observation may be used to assess participation in discussion, written assessment for the expression of personal views, and project work for interdisciplinary thinking. In basic education, it is not recommended to assess students in the format of public examinations.
- c. Share with students the goals of learning and let them know and recognise the standards they are aiming for.
- d. Teachers should adjust and improve teaching in the light of the results of assessment.
- e. Student self-assessment should be encouraged, to enable them to learn from understanding their own learning. This is particularly crucial to encouraging lifelong learning.
- f. Students who fail to meet the minimum standard at a certain level should be given appropriate support, e.g. more in-depth diagnosis of learning needs, together with appropriate and differentiated instructional strategies.
- g. Opportunities should be provided for both teachers and students to review and reflect on assessment data together.
- h. Changes in assessment have to be viewed in conjunction with teachers' perceptions, school management factors, parental expectations and societal expectations.

## **5. Home-school communication**

Home-school communication is essential to enhancing the use of resources and strengthening the concerted efforts of both the school and the family in improving students' learning. Schools are advised to:

- a. Establish a partnership with parents in educating their children.
- b. Help parents understand that standardised processes and materials of learning and teaching alone cannot help children to achieve all-round development. Rather, diversified styles, strategies, contexts and resources of learning and teaching can maximise the different potential of different students.
- c. Help parents understand the purposes of assessment. The rank order of their children in class through aggregated scores does not necessarily reflect the actual abilities of their children. Knowing the strengths and weaknesses of their children is more essential for genuine improvement and progress.
- d. Communicate with both parents and students, e.g. by means of a school newsletter, open-door parent-teacher conferences, a parent bulletin board and assignment notebooks.
- e. Use different strategies to engage all families in the learning of their children. Children do well in schools when parents have expectations of their studies, encourage the productive use of their time and provide learning experiences as a regular part of family life.

### 2.3.2 Meaningful homework

1. Meaningful homework has positive and beneficial effects in reinforcing and facilitating classroom learning, stimulating thinking, encouraging active independent learning, developing interests and fostering a closer relationship between learning in school and at home. Moreover, it facilitates a closer liaison between parents and the school.
2. Homework should not be set for its own sake, but should have expected learning outcomes. In view of the wide variation in students' learning needs, abilities and home environment, there are no hard-and-fast rules about the frequency, amount and type of homework that should be set at each class level. This is a matter in which teachers are expected to exercise professional judgment in accordance with the needs of their students. Homework that focuses on mechanical drilling, repeated copying and rote learning should be reduced to the minimum.
3. In devising a homework policy, schools should take into account the students' physical and mental development and other important demands on their after-school time. It is important that each school should have a written homework policy and that the head of school can work with or appoint the primary school curriculum leader/class teachers to monitor and review the implementation of homework policy at different classes. The policy should be worked out in consultation with the teaching staff and parents. It should be reviewed constantly, so that a balance is maintained between the demands of various subjects and the learning needs of the students. For more details of guidelines on homework, please refer to [EDBC018/2015 “Guidelines on Homework and Tests in Schools – No Drilling, Effective Learning”](#), Chapter 8 of the [“Basic Education Curriculum Guide – To Sustain, Deepen and Focus on Learning to Learn \(Primary 1 - Primary 6\)” \(2014\)](#) and Booklet 4 on “Assessment Literacy and School Assessment Policy” of the [“Secondary Education Curriculum Guide” \(2017\)](#).
4. The following are some examples of variety in homework:

**a. Reading outside class**

Teachers may advise students on how to choose suitable reading materials according to the contents of teaching, which is very important in education. After students have finished reading, teachers may ask them to share with other classmates the content of the book or to give their views on how the content is related to the aim of the lesson or daily life experiences. Students are therefore trained to speak to the whole class, which in turn helps enhance their confidence and ability in verbal expression and raises their interest in reading.

**b. Collecting information**

Teachers may ask students to collect pictures, information or models relating to the contents of a lesson. Such training enhances students' ability to collect useful information and their interest in learning.

**c. Project learning**

Teachers can reinforce students' learning by engaging them in project learning set in line with the contents of teaching. Through such training, students learn how to co-operate with others and understand the importance of division of labour. Project learning also helps students develop their proactive attitude, problem-solving ability and creativity.

**d. Listening to tapes/ CDs, watching education documentaries or television programmes**

Teachers may ask students to listen to tapes/ CDs on various topics such as stories, music and phonics. They may also introduce education documentaries and television programmes to students so as to widen their knowledge in different areas.

**e. Snippets of information about activities**

Students may be asked to make a record of the snippets of information about outdoor activities or visits organised by schools. The exchange of findings and views amongst students helps strengthen students' powers of observation and their expressive ability.

**f. Feature talks and role-plays**

Students may be asked to collect information and conduct feature talks or role-plays which are relevant to the contents of teaching, current issues or extensive reading. Students of higher grade levels may be engaged in topical debates as well. All these activities help students consolidate their organisational skills and expressive ability.

### **2.3.3 Flexible use of learning time**

1. The learning time provided by the school includes all school days for lessons as well as activities such as open days, school picnics, sports days and other learning activities organised within and outside school after lessons and in the holidays. To help schools use school days effectively for learning and teaching, [EDBC7/2005 "School Holiday List and Student Learning Time"](#) suggests ways to increase the number of active school days and maximise the learning time for students.
2. Schools have to exercise flexibility in using lesson time by allocating time to subjects/ key learning areas based on a percentage of the curriculum time on a yearly basis. A brief summary of the suggested lesson time allocation for primary, secondary and senior secondary levels is at the Appendix. More details are also provided in the ["Basic Education Curriculum Guide – To Sustain, Deepen and Focus on Learning to Learn \(Primary 1 - Primary 6\)" \(2014\)](#) and the ["Secondary Education Curriculum Guide" \(2017\)](#). Besides, [EDBCM48/2013 "Recommendations for the Review of the New Senior Secondary \(NSS\) Curriculum & Assessment"](#) and [EDBCM106/2015 "Implementation of the New Academic Structure for Senior Secondary Education and Higher Education"](#) informed schools of the fine-tuned NSS curriculum and assessment which include providing a flexible range of total lesson time to optimise the implementation of the NSS curriculum and assessment.

3. In preparing the timetable, schools may adopt the following practices in accordance with teachers' readiness, students' abilities and interests, and the availability of the necessary facilities and resources:
  - a. vary the timetable for different terms of the school year according to practical needs;
  - b. vary the length of lessons or learning sessions;
  - c. reserve sessions for reading and collaborative learning such as project work, cross-subject and cross-key learning area activities;
  - d. reserve sessions to address the needs of different students, such as through remedial teaching, self-study and completion of assignments under supervision;
  - e. allocate more time to take care of the personal growth of students, especially at junior primary level;
  - f. allocate more time for students to use school facilities such as computers and the school library;
  - g. keep the school open to students after formal school hours for self-learning and for students who need to use school facilities such as the school library in completing assignments and other learning activities; and
  - h. adopt a flexible time-tabling arrangement to provide senior secondary students with the opportunities to gain access to different elective subjects. Schools also need to ensure effective use of their available teaching space. In planning the senior secondary curriculum, students' choices should always be accorded top priority in time-tabling arrangements.

### **2.3.4 Selection of textbooks and learning/teaching materials**

1. To enhance learning effectiveness, it is imperative that textbooks and learning materials used by schools should meet the educational needs and abilities of the students, without imposing an undue financial burden on parents.
2. The “Policy of Debundling Textbooks and Teaching / Learning Materials for Pricing” (Debundling Policy) has been fully implemented since the 2014/15 school year. This policy applies to all printed and e-textbooks including those not on the Recommended Textbook List and the Recommended e-Textbook List. To tie in with the principles of waste-reduction and cost-efficiency behind the Debundling Policy so as to alleviate the pressure of increasing textbook prices, schools should observe the following in selecting textbooks and learning materials:
  - a. Schools are not allowed to accept or solicit from textbook publishers complimentary teaching and learning materials (except for free inspection copies of textbooks and on conditions free teacher's handbooks). For details, please refer to “Specifications of Free Teacher's Handbook” at **Annex 2 of EDBCM 29/2017**;
  - b. Schools are not allowed to accept any donations, or any form of benefits from textbook publishers or textbook retailers such as equipment, teaching aids or

supplementary teaching resources on free loan (e.g. projectors, television sets, tablet computers, computer software), free on-site services or teacher training (except for essential after-sale technical support for e-textbooks), cash grants for the purchase of equipment or teaching aids, sponsorship for school functions, advertisements in school publications, floral baskets, scholarships, prizes, etc., so as not to increase the cost of textbooks or allow the selection of textbooks to be in any way influenced. In addition, teachers should not accept advantages or luxurious entertainment offered during the promotional activities of textbooks to avoid public criticism and adverse impacts on the school reputation and teachers' professional image;

- c. Due consideration should be given to the selection and use of teaching and learning materials accompanying textbooks. It is not necessary for schools to select teaching / learning materials that accompany the textbooks. Schools may, at their discretion, select teaching materials / learning materials (including e-learning resources) developed by different publishers for reference and make flexible use of these materials as appropriate in teaching, instead of solely relying on the materials accompanying the textbooks;
- d. Schools should set up an individual textbook selection committee for different subjects to select textbooks for use by students, work out a set of predetermined evaluation criteria each with a weighing factor according to their importance before the textbook selection commences and properly record the recommendations and the final decision made by the textbook selection committee. The School Management Committee / Incorporated Management Committee should play a monitoring role (For details, please refer to “Notes on Selection of Textbooks and Learning and Teaching Resources for Use in Schools” at [Annex 1 of EDBCM 29/2017](#));
- e. Schools should put in place proper procedures to require members of textbook selection committees to declare any conflict of interest that might influence, or appear to influence, their judgement made in the performance of the duties of textbook selection. Schools may make reference to the sample of “Declaration of Conflict of Interest” at [Annex 3 of EDBCM 29/2017](#);
- f. Schools should encourage their teachers to refer to the criteria listed in the “Guiding Principles for Quality Textbooks” (2016) in the selection of textbooks. This set of reference materials can be downloaded from the “Textbook Information” webpage ([www.edb.gov.hk/textbook](http://www.edb.gov.hk/textbook));
- g. When selecting textbooks, the textbook selection committees of different subjects should compare the prices of the textbooks / learning materials in addition to their quality. When more than one set of textbooks / learning materials with comparable quality is available, the set of textbooks with the lowest price should be considered so as to maximise the value for money. The reason(s) for not selecting the cheaper textbook or learning material must be properly recorded and endorsed by the SMC / IMC. Due consideration should also be given to the selection of the textbooks without pricing information. Should these textbooks be selected for use in schools, reasons for the selection must be properly recorded and should be endorsed by the SMC / IMC;



- h. Textbooks are not the only learning materials. Teachers should exercise their professional judgement in the preparation and selection of learning and teaching materials to meet the needs of their students. Teachers may use free resources provided by the EDB such as learning and teaching resource kits of subjects, resources at the “EDB One-stop Portal for Learning and Teaching Resources” ([www.hkedcity.net/edbosp](http://www.hkedcity.net/edbosp)), and everyday authentic materials as supplementary teaching materials to enhance teaching effectiveness and reduce their reliance on textbooks;
- i. For those Senior Secondary subjects for which the EDB does not accept submission of textbooks for review nor recommend schools to use textbooks, the EDB will provide teachers and schools with resources (and their associated webpages) produced either by the Curriculum Development Institute alone or jointly with other organisations. For example, resources for Liberal Studies are accessible via the “Web-based Resource Platform for Liberal Studies” (<http://ls.edb.hkedcity.net>) for teachers’ use. Schools are reminded that some textbook publishers may still publish reference books for these subjects and due care should be taken in the selection of these materials as they have not been reviewed by the EDB;
- j. When selecting textbooks and learning materials, schools can make reference to the Recommended Textbook List and the Recommended e-Textbook List issued by the EDB, but they are not required to select textbooks or learning materials on the lists;
- k. Schools should, through communication with Parent-Teacher Associations and other channels, provide adequate information to parents, collect as well as reflect parents’ views and suggestions on the textbook lists to textbook publishers. Schools should inform parents that the EDB will upload the latest information on the supply of textbooks, packages of textbooks and learning materials, debundled learning materials as well as the contact telephone numbers of the textbook publishers concerned on the “Textbook Information” webpage ([www.edb.gov.hk/textbook](http://www.edb.gov.hk/textbook)) from mid-July to September every year for the reference of students and parents. The information will be updated every week during the said period;
- l. The School Textbook Assistance Scheme, administered by the Student Finance Office (SFO) of the Working Family and Student Financial Assistance Agency, provides assistance to needy primary and secondary students in government, aided, per caput grant schools and local schools under the Direct Subsidy Scheme for covering the costs of essential textbooks and miscellaneous school-related expenses. According to the present arrangement, if applicants who have been disbursed with School Textbook Assistance in the preceding school year have provided all necessary information and supporting documents when submitting applications on or before 31 May, met the eligibility criteria and passed the means test, the SFO will release the provisional School Textbook Assistance to eligible student applicants by autopay in end July / August. For details about the School Textbook Assistance Scheme, please visit the SFO’s website ([www.wfsfaa.gov.hk/sfo/en/primarysecondary/tt/general/details.htm](http://www.wfsfaa.gov.hk/sfo/en/primarysecondary/tt/general/details.htm));

- m. Schools should seriously consider the total price of textbooks on the “school textbook list”. Careful consideration should also be given to the need of selecting supplementary exercises and / or assessment-related exercises. Under the Debundling Policy, publishers should provide separate pricing for textbooks and the debundled teaching / learning materials;
  - n. Schools should clearly state on the school textbook lists the applicable edition(s) of textbooks, including “reprinted with minor amendments” version for the benefit of students using second-hand printed textbooks;
  - o. The school textbook lists should provide the date of compilation and indicate that the textbook prices quoted are for reference only. Parents and students should be informed that they can purchase their textbooks from whichever bookstore they wish; and
  - p. It is advisable that schools, when preparing their Senior Secondary textbook lists, should include only the textbooks required for that particular school year / level. Students should not be required to purchase textbooks for more than one school year / level to minimise the financial burden on parents..
3. For details on the selection of textbooks and learning materials, please refer to:
- **EDBCM 29/2017 “Selection of Quality Textbooks and Learning and Teaching Resources for Use in Schools”**
4. For the details on the “Debundling Policy”, please refer to:
- **EDBCM 172/2015 “The Implementation of the Policy of Debundling Textbooks and Teaching / Learning Materials for Pricing”**
5. Schools should observe the copyright issue while developing their school-based learning materials. Please refer to:
- **EDBCM 164/2015 “New Licence Agreements on Scanning and Photocopying of Copyright Materials”**
  - **EDBCM 163/2016 “Licence Scheme for Photocopying and Facsimileing of Hong Kong Newspapers and Magazines by The Hong Kong Copyright Licensing Association Limited”**

### **2.3.5 Weight of school bags**

1. Over-weight school bags may bring additional stress and fatigue to students. The Department of Health recommends that, as a precautionary measure, students should avoid carrying school bags which exceed 10% of their body weight for long periods of time. Schools are encouraged to implement measures which are practicable and effective in their own circumstances to reduce the weight of school bags. The following are some guidelines for schools to consider:
  - a. To give advice to students to foster the habit of packing school bags every day, and to remind them that magazines, toys and other unnecessary items should not be brought to school;



- b. To obtain co-operation from parents, e.g. to select school bags and stationery items which are made of light-weight materials and help their children develop a habit of packing school bags according to the time-table and instructions of the teachers;
  - c. To review the time-table and minimise the number of subjects for each day so that lessons requiring students to bring plenty of learning materials are evenly spread over the week;
  - d. To take the price, weight and size into account in addition to their educational value for teaching and learning when schools select textbooks; textbooks which are separated into thin volumes or printed in separate modules should be given preference;
  - e. To adopt different ways for the submission of homework and design a variety of approaches and styles of assignments, such as using loose-leaf worksheets, searching information from the Web, doing experiments, having oral presentations etc; and
  - f. To provide storage facilities to avoid students from carrying unnecessary items to and fro every day.
2. For more detailed guidelines and references on reducing the weight of school bags, please refer to [EDBC17/2015 “Guidelines on Reducing the Weight of School Bags”](#) and [“Primary Education – Curriculum Resource Reference Materials” webpage](#).

## 2.4 Development strategies to support schools and teachers

Professional support to teachers and schools is essential in enhancing the quality of teaching and learning. Since different needs require different strategies and no one strategy is all-powerful, multiple interactive development strategies are planned to support teachers and schools.

### 2.4.1 Curriculum support materials

EDB is developing a variety of curriculum support materials for schools' reference:

- a curriculum guide for each KLA and revised/ new subject guides;
- a bank of exemplary teaching/ learning/ assessment materials for the curriculum, to be generated by development and research projects and contributed by schools;
- textbooks to be made available by publishers; and
- other relevant publications such as research and development reports and newsletters.

For further information regarding the [“Resources and Support”](#) and [“Key Learning Areas”](#), please browse the Curriculum Development Institute webpage.

### 2.4.2 Teacher development programmes

1. A variety of professional development programmes are provided to in-service teachers and school heads based on the needs of curriculum change, the purpose of different modes, the demand from schools, and other opportunities available in Hong Kong. Teachers may choose to study those that are relevant to their needs. Two broad categories of professional development programmes are provided:
  - a. courses to enhance the overall professional knowledge of teachers, e.g. understanding and mastery of whole-school curriculum planning, implementation and evaluation, enhancing assessment literacy, catering for learner diversity, motivation, critical thinking skills, curriculum and assessment, gifted education, moral, civic and national education, Chinese culture, media education, curriculum management and leadership; and
  - b. KLA/ subject specific courses to meet the needs of the new curriculum framework, and sustain the curriculum and assessment reform.
2. Information about most programmes is accessible at the [“Curriculum Development Institute”](#) webpage and [“Training Calendar System”](#).
3. A range of collaborative research and development projects on key curriculum changes has been conducted in partnership with schools and consultants/ universities. Priority has been given to the following emphases:
  - a. curriculum planning, learning and teaching strategies in KLAs;

- b. development of critical thinking and creativity through learning activities;
- c. assessment for learning (to improve learning and teaching);
- d. four key tasks (project learning, reading to learn, moral and civic education, and information technology for interactive learning); and
- e. school-based curriculum development

The above projects will serve the following purposes:

- to generate useful experiences for the reference of other schools, including evidence-based learning/ teaching/ assessment materials;
  - to enable schools and teachers to be reflective practitioners and curriculum leaders to enhance the capacity of reform; and
  - to serve as an impetus to school-based curriculum development.
4. The School-based Curriculum Development (Primary) Section and the School-based Curriculum Development (Secondary) Section of the School-based Support Services will provide on-site support to assist schools in strengthening learning in the existing curricula, in promoting curriculum leadership, and in developing a school-based curriculum along the lines of the new curriculum framework.
  5. Schools may also use the Capacity Enhancement Grant, the services of the Regional Education Offices and other sources of flexible funding such as the Quality Education Fund to meet different needs.
  6. Schools and teachers will be networked to facilitate the sharing of experiences and dissemination of good practices through the Curriculum Development Institute, Regional Education Offices and other means.

## **2.5 The roles of change agents in schools**

It is generally recognised that school heads, primary school curriculum leaders, senior teachers and panel heads, teachers and teacher-librarians are change agents for helping students' learning.

### **2.5.1 School heads**

The suggested roles of school heads are to:

1. plan curriculum, instructional and assessment policies;
2. set targets and priorities for development;
3. build up a good learning environment;
4. nurture staff's curriculum and instructional leadership;
5. set targets and phases for organisational change;
6. value quality rather than quantity in teaching and learning;
7. create curriculum space and time for teachers;
8. manage resources and enhance the transparency in the deployment of resources;
9. co-ordinate departments and support the autonomy of departments;
10. commend progress and improvements made;
11. communicate effectively with staff;
12. remove barriers;
13. share knowledge and experiences; and
14. communicate with parents.

Please also refer to **EDBC004/2006 “Measures to Relieve Teachers’ Workload”**.

### **2.5.2 Primary school curriculum leaders**

The suggested roles of primary school curriculum leaders are to:

1. assist school heads to lead and coordinate whole school curriculum planning and facilitate implementation of the plans;
2. support school heads in planning and coordinating school assessment policy and assessment practices;
3. lead teachers/ specialist staff in improving learning and teaching strategies and assessment practices through collaborative lesson preparation and professional development programmes;
4. promote a professional exchange culture within the school and to establish links with other schools for sharing of experiences in learning, teaching and curriculum development; and
5. take up a reasonable teaching load (which should be about 50% of the average teaching load of a teacher of the school) for trying out or piloting different learning, teaching and assessment strategies for further curriculum development.

### **2.5.3 Senior teachers and panel heads**

The suggested roles of senior teachers and panel heads are to:

1. lead curriculum and instructional changes;
2. support the professional judgement of teachers;
3. keep abreast of the latest developments and changes;
4. liaise with other KLAs co-ordinators, across subject areas;
5. manage resources and flexible use of resources;
6. share issues, knowledge and experiences;
7. facilitate professional development; and
8. commend success and provide appropriate feedback.

### **2.5.4 Teachers**

The suggested roles of teachers are to:

1. strengthen learning-to-learn skills in learning and teaching;
2. be resourceful;
3. keep abreast of the latest developments and changes;
4. foster a quality learning environment;
5. be ready to try out and work on strategies;
6. collaborate with community workers;
7. be reflective;
8. share issues, knowledge and experiences; and
9. formulate a personal professional development plan.

### **2.5.5 Teacher-librarians**

The suggested roles of teacher-librarians are to:

1. plan and manage the daily operation of the school library;
2. coordinate library periods (not subject teaching) and manage reading materials and curriculum-related resources to promote students' reading to learn abilities;
3. support the implementation of all sorts of reading schemes and organising library programmes to support the school curriculum;
4. develop students' information literacy in using information appropriately and effectively and ethically to construct and communicate knowledge;
5. collaborate with teachers of different Key Learning Areas (KLAs) and across KLAs in the selection of appropriate resources based on student needs and curriculum requirements to promote Reading Across Curriculum, project learning, life-wide learning, etc.; and
6. advise the school head and other teachers on matters concerning the development of the school library.

## **Appendix School days and suggested lesson time allocation for primary, junior secondary and senior secondary levels**

### **1. Primary (P1-P6)**

#### **Total number of school days**

For whole-day schools, the total number of school days in a school year should not be less than 190 days. For bisessional primary schools the total number of school days should not be less than 209 days. The minimum number of school days is calculated as follows:

**365 days in a whole year –**

**90 days for school holidays –**

**3 additional discretionary holidays –**

**3 staff development days during which students do not need to attend school –**

**79 Saturdays and Sundays not included in the school holiday list = 190 days**

For more details, please browse [EDBC7/2005 “School Holiday List and Student Learning Time”](#) and [“Guidelines on Drawing up the School Calendar”](#). Related documents have been uploaded onto EDB webpage. (Website: <http://www.edb.gov.hk/en/curriculum-development/resource-support/guidelines-sch-calendar/index.html>).

#### **Suggested lesson time allocation**

<b>Key Learning Areas</b>	<b>Subjects</b>	<b>Suggested Percentage of Lesson Time Allocation*</b>
Chinese Language Education	Chinese Language, Putonghua	25% - 30%
English Language Education	English Language	17% - 21%
Mathematics Education	Mathematics	12% - 15%
Science Education Technology Education Personal, Social and Humanities Education	General Studies	12% - 15%
Arts Education	Visual Arts, Music	10% - 15%
Physical Education	Physical Education	5% - 8%

## Lesson Time for Flexible Use

Schools can use the time (approximately 19%) for activities that meet their individual needs and contexts, e.g. activities/ learning programmes for remedial, enrichment and enhancement purposes, cross-curricular activities, fieldwork, promoting reading, etc.

More details about the calculation of school days and suggested lesson time allocation are given in [EDBC7/2005 “School Holiday List and Student Learning Time”](#) and Chapter 2 of the [“Basic Education Curriculum Guide – To Sustain, Deepen and Focus on Learning to Learn \(Primary 1 - Primary 6\)”](#) (2014).

## 2. Junior Secondary (S1-S3)

### Total number of school days

The total number of school days in a school year should not be less than 190 days.

### Suggested lesson time allocation

Key Learning Areas	Suggested Percentage Lesson Time Allocation
Chinese Language Education	17% - 21%
English Language Education	17% - 21%
Mathematics Education	12% - 15%
Science Education	10% - 15%
Technology Education	8% - 15% All secondary schools should allocate about 25 lesson hours to the teaching of programming concepts including coding within the Information & Communication Technology knowledge context under the TE KLA at the JS level.
Personal, Social and Humanities Education	15% - 20% All secondary schools should allocate about 138 lesson hours, or about two lessons per week, to the study of Chinese history under the PSHE KLA at the JS level, i.e. about 5% of the total lesson time for the JS level.
Arts Education	8% - 10%
Physical Education	5% - 8%

## Lesson Time for Flexible Use

Schools can use the time (approximately 8%) for activities that meet their individual needs and contexts. These activities and programmes can be for remedial, enrichment and enhancement purposes in the form of additional study within the key learning areas, or for school programs or activities such as activity weeks, visits to the mainland, outward bound experiences, leadership training camps, etc.

More details about the calculation of school days and suggested lesson time allocation are given in [EDBC7/2005 “School Holiday List and Student Learning Time”](#), [EDBCM76/2017 “Ongoing Renewal of the School Curriculum: the Secondary Education Curriculum Guide”](#) and Booklet 2 on “Learning Goals, School Curriculum Framework and Planning” of the [“Secondary Education Curriculum Guide” \(2017\)](#).

### 3. Senior Secondary Level (S4-S6)

#### Whole-school curriculum planning

In planning the whole-school curriculum and developing strategies for achieving the learning goals, schools are encouraged to make reference to the [“New Academic Structure Web Bulletin”](#), the [“Curriculum Development Institute”](#) and the [Hong Kong Examinations and Assessment Authority websites](#) to obtain up-to-date information on:

- [Curriculum and Assessment Guides](#);
- [Learning & Teaching Resources](#); and
- [Tools, Examples and Reference Materials for Planning Senior Secondary Curriculum](#)

In planning the whole-school curriculum, consideration should be given to all related items including time allocation for the different components of the student programme; the elective subjects offered in various levels and classes; flexible grouping and block time-tabling arrangements; the deployment of teachers; and teachers’ professional development and knowledge management; as well as other resources. All these are intertwined.

#### Three components in the senior secondary curriculum

The senior curriculum is made up of three components, namely Core subjects, Elective subjects and Other Learning Experiences (OLE) as depicted below. It provides a student programme for whole-person development which aims to develop the potential of each student.

Components of the Senior Secondary Student Programme		% of Time Allocation
Core Subjects	Chinese Language, English Language, Mathematics and Liberal Studies as core subjects for ALL students	45% - 55%



Elective Subjects	2 or 3 subjects chosen from 20 elective subjects, a range of Applied Learning Courses and other languages	20% - 30%
OLE	Moral & civic education, aesthetic development, physical development, community service, career-related experiences	10% - 15%

## Time allocation

Lesson time is the time when students are in close contact with teachers for purposeful learning, normally in the classroom, but not necessarily so. Flexible timetabling should be explored to ensure students' entitlement and make effective use of strategies and resources to enhance student learning. To ensure learning effectiveness, some activities (especially OLE) may not be timetabled and schools should decide on how to arrange them effectively so that they are in line with their schools' mission and culture, and provide students with essential learning experiences, including intellectual development, moral and civic education, aesthetic development, physical development, community service and career-related experiences. In general, the 10% – 15% of lesson time for OLE could be allocated in formal time-table or outside to provide choices for students for whole-person development.

A flexible range of total lesson time at 2 200 – 2 600 hours over three years is recommended for school-based planning purposes to cater for school diversity and varying learning needs while maintaining international benchmarking standards. The flexible lesson time recommended, based on the evidence collected, is for schools' reference. To cater for students' diverse interests, needs and abilities, schools should provide a reasonable number of elective subjects (i.e. at least ten elective subjects including Other Languages, Applied Learning courses and network programmes) and OLE by exercising professional judgement and flexibility.

Schools should avoid spending too much time on unnecessary tests and examinations. Emphasis should be put on assessment for learning. Please see Booklet 4 on “Assessment Literacy and School Assessment Policy” of the [“Secondary Education Curriculum Guide” \(2017\)](#).

The suggested time allocation for each senior secondary subject and other components over three years, taking 2 500 lesson hours as the basis, is as follows:

Subject/Other components	Suggested time allocation
Chinese Language	310 to 375 hours
English Language	310 to 375 hours
Mathematics	

Compulsory Part	250 to 310 hours
Compulsory and Extended Part	375 hours
Liberal Studies	250 hours
Each elective subject	250 hours
Other Learning Experiences	250 to 375 hours (10% – 15%)
Moral and Civic Education	
Aesthetic Development	
Physical Development	
Community Service	
Career-related Experiences	
Each Applied Learning course	180 hours over two years in S5 and S6

## **Chapter 3 Student Matters**

### **3.1 Introduction**

The SMC should ensure that a safe, hygienic and healthy learning environment is maintained, that the all-round development of the students is properly promoted, and that adequate safety measures are taken in all school activities. Despite the implementation of SBM, EDB will continue to take up the following responsibilities in relation to schooling:

- laying down requirements and issuing guidelines on safety and health matters of the students;
- upholding students' right to education;
- administering school places allocation; and
- rendering professional services to students and teachers.

## **3.2 Admission, attendance and absence, dropout, transfer**

### **3.2.1 Admission**

1. Students are usually admitted to ordinary public sector schools through the school places allocation system for P1 and S1 or through a central referral and placement mechanism to special schools. Ordinary schools may admit students to take up the discretionary places as specified by EDB in Primary 1 and Secondary 1 during each of the allocation cycle and fill up vacancies at other levels. Schools should ensure that their admission requirements are in compliance with the laws of Hong Kong and legislation on equal opportunities (including among others the Disability Discrimination Ordinance and Race Discrimination Ordinance). Schools should also comply with the Personal Data (Privacy) Ordinance and/ or Prevention of Bribery Ordinance where appropriate.
2. The Permanent Secretary for Education (PSEd) may direct an aided school to admit a child who is referred by PSEd to fill an available vacant place. In the case of ordinary schools, the school head may also use his / her discretion to fill up the vacant school places other than those arranged by the allocation system. To ensure that these vacancies in schools are filled in a fair, just and transparent manner, schools are advised to consider drawing up admission policy for endorsement by their respective school management committees and inform potential applicant parents / students of their admission criteria. The admission policy should cover the various aspects of the student admission procedures, for example:
  - a. acknowledge receipt of applications;
  - b. formulate a set of criteria for short-listing students for interviews and inform the short-listed students of the interview dates;
  - c. prepare a pool of topics / questions for random use to select students;
  - d. set up interview panels comprising at least 2 teachers to select applicants;
  - e. require all staff who are involved in the selection of applicants to declare interests. Declarations should be documented and schools should also re-assign the interview to another person if a member has declared a conflict;
  - f. devise a marking scheme to set out the various assessment criteria to be considered during the interview;
  - g. document admission criteria, particulars of applicants (e.g. application forms and school reports, etc.) and records of interviews (e.g. assessment records, selection results and justifications for admitting an applicant, etc.); and
  - h. publicise the admission policy for the information of parents through various channels, for example, on their school websites.
3. To avoid imposing undue pressure on students, when ordinary public sector schools administer their own student admission mechanism to fill up the vacancies,

they must use their professional knowledge and judgement and adopt appropriate selection methods. To fill up vacancies at Primary 1, schools should neither conduct any written test and examination, nor test the student's acquired curriculum knowledge, language skills and arithmetical operations, etc. If interviews are arranged, they should be conducted in the form of free and informal conversations related to a student's everyday experience in a relaxing and casual atmosphere. The student's mother tongue should be used during the interview.

4. Schools should not offer cash or material incentives to recruit or retain students so as to maintain their enrolment. Such a practice is considered unacceptable and unethical. Should the offering of pecuniary or material incentives be meant for awarding students' meritorious achievement or helping students with financial difficulty, vetting criteria should be put in place and that parents should be clearly informed of the purposes.
5. Schools shall maintain a system of records of each student. Please refer to Section 3.3.1 for details.
6. In handling non-Chinese speaking applicants, schools should treat them alike as any other local parents and students, notwithstanding the difference in culture and customs. Translation into major ethnic minority (EM) languages, if required, should be offered and schools may make use of the interpretation services provided by the [CHEER Centre](#) funded by the Home Affairs Department, etc..

### **3.2.2 Attendance and absence**

1. Schools have the fundamental role to uphold students' right to education. Schools should develop school attendance and related policies that promote student's regular attendance, positive student behaviour, harmonious teacher-student relationship, a caring school atmosphere and close partnership between the school and home.
2. The school hours shall be as approved by PSEd. Whole-day schools shall normally include both morning and afternoon sessions. Schools shall keep their respective Regional Education Offices informed of any changes in the hours of school work or time-table arrangements.
3. Schools should keep all parents fully informed of the school hours, time-table arrangements and days during which students do not need to attend school. There should be clear procedures for notifying the parent if a student is required to stay behind after normal school hours.
4. The attendance and absence of students should be carefully recorded in attendance registers. R90 of the Education Regulations stipulates that a separate attendance register in a form approved by PSEd shall be kept for each class. Schools should note the following:

- a. As the attendance register is an important official document, its completion should not normally be delegated to students.
  - b. The attendance for each class shall be recorded as soon as possible, preferably within one hour of the commencement of each school session.
  - c. The school head shall keep a daily summary showing the attendance of each class.
5. Any student who has been absent must produce satisfactory evidence from the parent or guardian stating the reason(s) for absence. Students who wish to be absent for any reason of which they are aware in advance should obtain the prior permission of their class teacher. Frequent absence for trivial reasons must not be permitted.
  6. Depending on the duration of the absence, medical certificates may be required in the case of absence resulting from sickness. Any student who has been suffering from an infectious disease or contagious disease must produce a medical certificate of freedom from infection before returning to school. For more information on infectious disease, please refer to Para. 3.5.4.
  7. It is of utmost importance that school heads should report the case without delay to EDB on the 7<sup>th</sup> day of the student's continuous absence regardless of their age, class level and reasons for absence.
  8. In case of poor weather/ road/ slope/ traffic/ transport conditions, alternative arrangements for tests or examinations should be made for students who cannot come to school or who arrive late. Students who arrive late should also be handled sensibly and flexibly.

### **3.2.3 Dropout**

1. To uphold students' right to education, schools should comply strictly with the requirements of reporting students' non-attendance and dropouts without delay to EDB on the 7<sup>th</sup> day of the students' continuous absence, regardless of their age, class level and reasons for absence, as stipulated in **Appendix II of EDBC001/2009 "Upholding Students' Right to Education"**.
2. To ensure timely intervention, schools should report students' non-attendance and dropouts to EDB within the stipulated timeframe. The earlier the intervention, the greater is the likelihood of a dropout resuming school. Or otherwise, the longer the students are out of school, the more difficult it will be for them to re-integrate into school, and the higher the risk of becoming a social burden in the longer term.
3. A holistic early intervention approach should be in place. School heads should involve class teacher, guidance and discipline personnel to devise and co-ordinate various measures and strategies to handle suspected dropout cases. Whenever there is truancy, unexplained absence or irregular attendance, schools should make early intervention through concerted efforts of staff members. If necessary, the

School Social Worker should discuss the case with the Inspector of the Non-attendance Cases Team whereas the Student Guidance Officer / Student Guidance Teacher / Student Guidance Personnel consult the School Development Officer (Guidance and Discipline) of EDB.

4. It is incumbent upon public-funded schools to accept school dropouts who are ready for schooling again, as long as the school is found to be suitable and there are vacancies. Schools have the obligation to re-admit their own dropouts unless the students or their parents decline the offer. Schools admitting or re-admitting dropouts should allow these students to attend class immediately rather than to defer to the next school term or exclude the re-admitted students from attending lessons. Experience reveals that remedial services for these student dropouts would be more effective if such services were taken forward within the school context.

### **3.2.4 Transfer**

1. School heads should submit the relevant form regarding school transfer and cases of emigration of the students concerned to the School Places Allocation Section within 7 days of the student's departure. Schools participating in the Web-based School Administration Management System (WebSAMS) may forward their reports through the Communication Delivery System (CDS). Other schools should forward their reports through eForm available at the [“School Portal”](#) allocated to them by EDB.
2. School heads are requested to report particulars of every re-admitted student (including a student who has been reported absent but resumed school later on), or newly admitted student transferred from another school, by using the relevant form which should be completed and returned to the School Places Allocation Section within 10 days after his/ her first day of attendance.
3. Schools should report students departed, newly admitted or re-admitted in accordance with the procedures listed in the [“Guidelines for the Student Information Management System”](#).
4. If ordinary schools are of the view that specific students may benefit from attending special schools, the school social worker/ Student Guidance Officer/ Teacher/ Personnel may first discuss the cases with the school-based educational psychologist or educational psychologist of the Bureau serving the school. If a student is confirmed to be suitable for special school placement and with consent from the parents, the student's school has to submit his/ her application together with latest assessment report/ relevant information to the Special Education Support 2 Section for follow-up.

### **3.3 Records, promotion, repetition and progression**

#### **3.3.1 Records**

##### **1. Establish a well-planned student record system**

- a. The school should keep proper records of its students which should be maintained timely and retrieved easily.
- b. These records, among other things, provide important information for other schools, the tertiary institutes or intending employers about the performance, conduct and achievement of its former or present students.
- c. When handling the students' personal data including data collection, use of data, data security and data access, etc., schools should observe the provisions of the Personal Data (Privacy) Ordinance.

##### **2. Set up rules governing access to student records**

- a. The school should be aware that the disclosure of the students' personal data should be in line with the Personal Data (Privacy) Ordinance.
- b. Each school shall keep and maintain a log book documenting any refusals to requests for data access or correction.

##### **3. Student Information Management System**

- a. The EDB computerized record system will keep the information of full-time students from P1 to S6 reported by the schools through WebSAMS or [School Portal](#). For each student, EDB will compile his/ her personal particulars on an EDB Record List for the school's verification. The EDB Record List of a particular school will be sent to the school through the Communication and Delivery System.
- b. The EDB Record List is to be kept by the school. Schools should inform EDB, by means of the prescribed forms, when there are changes on the particulars or the status of their students, e.g. when a student leaves school or repeats in a new school year.
- c. Schools should refer to the uploaded "[Guidelines for the Student Information Management System](#)" for details of the operation of the Student Information Management System.

#### **3.3.2 Promotion and repetition**

##### **1. Promotion**

- a. Students should normally be promoted at the end of each academic year and retention of a student in a particular class to repeat a whole year's work should be the exception rather than the rule.



- b. Exceptions to the general rule of promotion from one class to another may however be allowed at the discretion of school heads where it is clear that it is in the best interests of a student that he/ she should be allowed to repeat an academic year for educational reasons.
- c. All P6 students shall be presented for the allocation of secondary school places through the Secondary School Places Allocation (SSPA) System except as PSEd may otherwise approve.

## **2. Repetition**

- a. Repetition is not a desirable course of action. It is more appropriate for schools to adopt remedial measures to assist students with weak academic performance to cater for individual needs.
- b. It is especially important that repetition should not be associated with failure to obtain a fixed mark in any test or examination and it should not be made automatic in such cases.
- c. Schools are discouraged from allowing students to repeat for the following reasons:
  - students may become overaged;
  - they may take up school places which should be given to others;
  - Without appropriate remedial measures and follow-up work, repetition may only reduce the students' interest in learning.
- d. Whether a student is required to repeat or not should be decided by the principal in accordance with the principles of education and the student's individual situation. Under normal circumstances, schools should not ask a lot of students to repeat at a certain level.
- e. PSEd may from time to time consult the school councils and prescribe a maximum rate of repetition either of the whole school or at particular education levels. Restrictions on repetition for ordinary primary and secondary school students are as follows:

### Primary schools

- The maximum number of repeaters should not exceed 3% of the total enrolment of the school.
- Students should only be allowed to repeat once in the whole primary course.
- Students are not allowed to repeat in P6.

### Secondary schools

- The maximum repetition rate of the whole school should not exceed 5% of the total enrolment.

### **3.3.3 Progression of students in special schools**

1. According to the Code of Aid for Special Schools, schools for children with hearing impairment, physical disability, intellectual disability, and visual impairment cum intellectual disability are provided with a pre-set quota to allow students with such a need and valid reasons to extend their years of study in these schools.
2. In exercising school-based professional judgment to arrange students to extend their years of study, the schools concerned are required to put in place a proper mechanism in accordance with the requirements/guidelines as set out in **EDBC003/2010 on “Improvement Measures on Extension of Years of Study for Students of Aided Special Schools”**.

## 3.4 Safety matters

### 3.4.1 Safety precautions and guidelines

#### 1. Safety precautions

- a. Schools should ensure that all school equipment and installations are properly installed and maintained by qualified personnel. Students should not be allowed to perform dangerous practical experiments. All reasonable precautions should be taken to minimise risks and to guard against accidents. All hazardous chemicals / poisons should be clearly labelled, kept in a locked cupboard, and checked regularly by qualified personnel.
- b. In order to ensure the safety of the students, students must be taught to be aware of the possible risks in connection with the use of machine tools, electrical appliances, lifts, sharp tools, inflammable and hazardous substances, etc. Clear guidelines for both staff and students will certainly help prevent the occurrence of such mishaps and ensure that proper actions are taken in case of such incidents or accidents.
- c. To guard against accidents to students during school hours, the school head should assign adequate members of staff to be on duty and patrol the school premises during recess and also during lunch time when students stay at school for lunch. The school head should also arrange for members of staff to be on duty to ensure that students leave the school premises safely at the end of the school session.
- d. Schools should formulate a contingency plan in advance to deal with suspension of classes due to inclement weather. Measures to be taken under such weather conditions are set out in circular issued by EDB, the latest issue of which is [EDBC004/2016 “Tropical Cyclones and Heavy Persistent Rain Arrangements for Kindergartens and Day Schools”](#).
- e. For information about school safety, please visit the [“School Safety & Insurance” webpage](#).

#### 2. Safety precautions during lessons and school activities

##### a. Science subjects

- For the latest information about science laboratory safety, such as guidelines on safety precautions, the setting up of a “Standing Committee on Laboratory Safety” and the drawing up of an Emergency Plan, please refer to the [“Science Education - Laboratory Safety and Management” webpage](#).
- ##### b. Technology Education Key Learning Area subjects
- [“Safety in School Workshops” \(2009\)](#)

- [“Teaching Technology and Living/Home Economics in Secondary Schools Safety Booklet”\(2010\)](#)
- c. **Visual Arts**
  - [“Guidelines on Safety for Visual Arts in Primary Schools”](#)
  - [“Guidelines on Safety for Visual Arts in Secondary Schools”](#)
- d. **Physical Education and Co-curricular Physical Activities**
  - [“Safety Guidelines on Physical Education Key Learning Area for Hong Kong Schools”](#)
- e. **Games day, swimming and athletics activities**
  - Relevant guidelines are included in Chapter 2, 3, 7, 11 & 12 of the [“Safety Guidelines on Physical Education Key Learning Area for Hong Kong Schools”](#).
- f. **Extra-curricular activities, outdoor activities and study tours**
  - [“Guidelines on Extra-curricular Activities in Schools”](#)
  - [“Guidelines on Outdoor Activities”](#)
  - [“Guidelines on Study Tours Outside Hong Kong”](#)
  - EDBC002/2001C “Guidance Notes for the Arrangement of School Visits to Historic Monuments and Archaeological Sites in Hong Kong”

### **3.4.2 Handling accidents and medical emergency**

(Similar courses of action should be taken in case the injured is a staff member of the school.)

If there is an accident, the school should take immediate action to ensure students’ safety. The school should observe the condition of the injured student closely and provide first aid treatment to the student as far as practicable until a satisfactory recovery is achieved or the student is taken care of by medical professional. If the student is seriously injured or the condition of the student is deteriorating, or further medical treatment is required, the school should activate its crisis management mechanism to exercise professional judgement and decide on the appropriate course of actions. Due priority should be given to the safety of students. If there is doubt on the degree of the student’s injury, the case should be handled as a serious accident.

For details about crisis management, please refer to Section 8.4.

#### **1. Handling minor accidents**

For minor accidents resulting in injury that immediate treatment can be given in school (such as incidents leading to sprain, abrasion, bruises, minor cuts, minor burns and minor insect bite), the injured student should be given first aid treatment. Parents and the insurance company should be informed forthwith of the accident, if necessary. School should pay attention to the student to detect early if his/her condition changes. The school should ensure that if the student is taken home, there is someone to take over the responsibility of looking after him/her.

## **2. Handling serious/life-threatening accidents**

Any accidents (e.g. head injury, falling from stairs, accident in doing physical exercise, gas leakage in laboratory, moderate burns, insect bite with generalized rash or lip/tongue swelling, animal bite, etc.) leading to severe injury or requiring immediate hospital treatment are serious accidents. Life-threatening accident may lead to death and emergency treatment in hospital is required, for example, organ damage, severe burns, inhalation of unknown gas leading to breathing difficulty, heavy bleeding, vomiting/loss of consciousness/confusion/convulsion/coma after head injury, falling from height and near drowning. School should activate the crisis management mechanism and assess the situation promptly and exercise professional judgement for appropriate actions, including dialing 999 immediately for emergency assistance or calling for ambulance service. Staff are advised to monitor vital signs of the student before the arrival of health care personnel including pulse, patency of airway, breathing rate, consciousness and blood pressure if equipment available. The school head's duties are to:

- a. ensure that there is a teacher to look after the student, including accompanying him/her in an ambulance to hospital and report student's condition and injury mechanism to medical professional; ensure there is a member of staff for crowd management and to look after other students;
- b. inform forthwith the parents and inform the Senior School Development Officer of the accident immediately and submit a written report giving all the details of the accident;
- c. if other students are likely to be affected psychologically by the accident, school should solicit support from its Student Guidance Officer/Student Guidance Teacher/Student Guidance Personnel or School Social Worker to provide them with counselling services; and
- d. inform the insurance company of the accident.

## **3. Medical emergency**

If any student falls sick or suffers from the attack of illness (for example, asthma attack, epilepsy attack or chest/heart discomfort) at school and is unable to continue attending classes, the parent or guardian should be informed at once. The school should make immediate arrangements to send the student concerned to a hospital for treatment. School should consult parents and inform them of the measures adopted by the school on sending students to Accident and Emergency (A&E) Department of public hospitals for medical treatment so as to ensure that timely and proper A&E services are available to students in case of accidents or emergencies. School should also draw parents' attention to the fees / charges for A&E services. Please refer to the [“Fees and Charges”](#) on the Hospital Authority website for the charges for accident and emergency services at public hospitals. For details of calling ambulance and simple treatment for common emergencies, please refer to the [guidelines issued by the Fire Services Department](#).

## **4. First aid training**

Schools should encourage teachers (not limited to PE teachers, teachers of science subjects or teachers responsible for ECA, etc.) to attend first aid training courses regularly to ensure the proper care of students in distress, before the arrival of ambulance services. For updated information on first aid training courses, please browse the “[Training Calendar](#)”.

## **5. Record/Surveillance**

The school head should keep a comprehensive record of all accidents and details of treatment given, either in electronic or paper format. Details on the cause of injury (i.e. unintentional, intentional self-harm, assault, fighting, etc.), mechanism of injury, object producing injury, place of occurrence, activity when injured, alcohol and drug use should be recorded.

### **3.4.3 First aid**

1. There shall be provided in the premises of every school at least one first aid box.
2. At least 2 teachers in every school shall be trained in administering first aid.
3. First aid boxes must be fitted outside and adjacent to all science laboratories and school workshops. All science teachers, teachers teaching in workshops and their assistants must be familiar with the contents and their use.
4. First aid boxes shall be maintained fully equipped at all times.
5. The PSEd may require the provision of a suitable room for medical inspection and first aid in the premises of any school which has more than 100 students.
6. The recommended first aid items in the First Aid Box are listed at Appendix 1.

### **3.4.4 School bus services**

1. Schools may arrange for the provision of school bus service for their students. The school bus services (including the school private light bus, school bus or school hire car services) should be properly chosen and supervised by a committee. To monitor the school bus service, an independent School Bus Service Committee should be set up as soon as possible, or the work be taken up by the Monitoring Committee on Trading Operations set up to handle various types of trading operations.
2. After establishing the needs of parents for school bus service, the Committee should:
  - a. draw up detailed routes and stops in consultation with parents, call for quotations/tenders for the service and select the most suitable offer through proper procurement procedures.
  - b. disseminate to parents information on the school bus service available (including the fares for the various routes) together with the application procedures, stressing that it is not compulsory for students to use the specified school bus service and

that claims and compensation for injuries in the event of a traffic accident should be dealt with between parents and the service operator; and

- c. draw up guidelines for the school, students, parents/ guardians, the operator(s), escorts and drivers with reference to the [“Guidelines for Ensuring Safety of Pupils on School Transport Vehicles”](#), and ensure that guidelines are adhered to.
3. Besides, as a licensing condition in the Passenger Service License, every school bus (passenger seating capacity of 17 or more) and school private light bus (passenger seating capacity of 16 or less) carrying primary and kindergarten students should provide an escort while in operation. For details, please refer to [“Guidelines for Ensuring Safety of Pupils on School Transport Vehicles”](#).

### **3.4.5 Flag days**

1. Schools are requested from time to time by charitable organizations to ask students to assist in selling flags on approved flag days. EDB fully supports such community service and encourages all schools to participate. PSEd has given schools the permission since September 1999 to conduct fund-raising activities as stipulated in Para. 6.2.2 of Chapter 6. School heads should be aware that student participation in the events must be on an entirely free and voluntary basis and that the prior consent of parents should be obtained.
2. School should inform participating pupils assisting charitable organizations in selling flags outside school premises the following points:
  - the necessity to wear school uniform and be accompanied by other flag sellers nearby during the events.
  - the choice of safe locations not too close to busy traffic;
  - the steps to be taken to summon help should they run into difficulties;
  - their responsibilities for safekeeping and return of the money raised;
  - the importance of avoiding causing inconvenience to the public;
  - the need for courtesy when approaching the public for donations;
  - the avoidance of exerting pressure on any person to subscribe.
3. Schools should refer to [EDBC004/2016 “Tropical Cyclones and Heavy Persistent Rain Arrangements for Kindergartens and Day Schools”](#), EDB’s webpage on [“Dos & Don’ts for Arranging Physical Activities During the Health Risk Category at High, Very High and Serious Levels \(Applicable to Primary and Secondary Schools\)”](#) and [EDB’s Letter to Schools on “Air Quality Health Index”\(18 December 2013\)](#). Schools should also remind those participating pupils to be aware of the latest weather information on the day of selling flags outside school premises and the appropriate actions they should follow when Tropical Cyclone Warning Signal No.3 or above, or the AMBER/RED/BLACK rainstorm warning signal is issued by the Hong Kong Observatory, or when the “Air Quality Health Index” reaches high, very high or serious level.

4. Regarding the relevant conditions for organizing a flag day, please browse the [“Control of Charitable Fund-raising Activities-Flag Days”](#) webpage of the Social Welfare Department.

### **3.4.6 Insurance**

1. On behalf of all aided schools, the Government arranges the Block Insurance Policy which comprises Public Liability and Group Personal Accident coverage for students. For details, please browse the [“School Safety and Insurance”](#) webpage and refer to [EDBCM138/2017 “Block Insurance Policy for Public Liability, Employees’ Compensation and Group Personal Accident for 2017/18 and 2018/19 School Years”](#).
2. Public Liability Insurance covers legal liabilities arising from injuries of students. Group Personal Accident Insurance provides nominal benefit to students who suffer from accidental death or permanent disablement whilst participating in any school activities. EDB will notify schools of the insurance contractor for each contractual period and the insurance specifications under the Block Insurance Policy.
3. Schools may, on behalf of parents, arrange separate additional cover for group personal accidents of students with any insurance company, if necessary. However, parents should be given full discretion in accepting the afore-said arrangement, if any. Besides, the Group Personal Accident Insurance under the BIP should not be considered as a comprehensive personal insurance coverage for students. If parents wish to have a comprehensive personal insurance coverage for their children, they may acquire it separately at their own costs from any insurance company.



## 3.5 Health matters

### 3.5.1 Healthy learning environment

1. To ensure students can receive an all round education, it is important to cultivate a sense of physical and mental health awareness among them so that they have the necessary knowledge, attitudes and skills for maintaining good health.
2. Schools should provide students with integrated and positive experiences and structures that promote and protect their health, through strengthening those factors which produce a healthy setting for growth, development and learning. Hence, schools should work in collaboration with parents, students and relevant parties to develop policies, practices and structures towards this goal.
3. Under the Smoking (Public Health) (Amendment) Ordinance 2006, schools have been designated as no smoking areas. For details, please refer to [EDBC002/2007 “Smoking Ban in Schools”](#).

### 3.5.2 Points to note

#### **1. Schools should keep students’ health records properly**

- a. Schools should issue a circular letter annually to parents to solicit their co-operation in reporting the medical history of their children. However, this should be on a voluntary basis and parental choice should be respected. A sample record form is at Appendix 2.
- b. Schools should keep students’ health records for reference. Schools must ensure that such information is for internal reference only and should not be divulged to other parties without the consent of the parents concerned. Schools should observe the Personal Data (Privacy) Ordinance in handling the concerned records.

#### **2. Schools should follow doctors’ advice to arrange appropriate amount of physical exertion for students with health problems**

- a. If students suffer from cardiovascular diseases, respiratory diseases, epilepsy, anaemia, diabetes mellitus, etc., schools should advise their parents/ guardians to submit a medical certificate issued by an attending physician stating the appropriate level of physical exertion suitable for their children. Schools should make suitable arrangements for the above-mentioned students and follow doctors’ advice to arrange appropriate amount of physical exertion for them, especially during PE lessons, extra-curricular activities, etc.
- b. Schools should be watchful for the health conditions of their students, in particular those with a known history of diseases. When conducting school activities, teachers responsible should ask unwell students to take a rest, check their

conditions and medical history, and inform their parents/ guardians when necessary. In case of serious illnesses, schools should send the students to hospital for treatment and contact their parents/ guardians at once.

- c. If the Air Quality Health Index (AQHI) reaches a level of “High” or “Very high” (AQHI band 7 or 8-10) at the district where the activities are conducted, schools should arrange for all students to reduce or reduce to the minimum outdoor physical exertion, and the time of staying outdoors, especially in areas with heavy traffic. If the AQHI reaches a level of “Serious” (AQHI band 10+) at the district where the activities are conducted, schools should arrange for all students to avoid physical exertion and staying outdoors, especially in areas with heavy traffic. For details, schools should refer to the [EDB website](#), [EDB's Letter to Schools on “Air Quality Health Index” dated 18 December 2013](#), [“Dos & Don'ts for Arranging Physical Activities During the Health Risk Category at High, Very High and Serious Levels” \(Applicable to Primary and Secondary Schools\)](#), [AQHI Frequently Asked Questions](#) and the AQHI's website of the Environmental Protection Department, <http://www.aqhi.gov.hk/en.html>.

### **3. Schools should take proper care of students with mental health problems**

- a. Students diagnosed with mental illnesses need treatment from the medical professionals. Usually, these students will be followed up by psychiatrists, clinical psychologists or medical social workers. Schools play a complementary role in coping with the advice on treatment and rehabilitation given by the medical professionals, and help the students overcome the difficulties they are facing, which are transient in nature. With parental consent and having regard to the students' conditions and needs, schools should arrange the school social worker or guidance personnel to provide them with necessary support. Upon parents' request and with their written consent, schools could make appropriate assistance/ arrangement to facilitate the students in taking medication as prescribed by the doctor. Schools could also seek professional advice and support from educational psychologists to provide students with counselling, assist teachers and parents to handle students' emotions, social integration and learning problems, etc. Should there be a need to arrange multi-disciplinary case conferences on the students, educational psychologists and the school personnel should jointly discuss with the medical professionals, such as psychiatrists appropriate support strategies. [The Early Assessment Service for Young People \(E.A.S.Y.\) Programme](#) under the Hospital Authority has established seven district E.A.S.Y. centres in Hong Kong. These centres provide one-stop service including assessment, seminar / workshop and ongoing treatment services. Schools could contact the relevant district service centres to seek their expert advice and support when needed. [The contact number of seven E.A.S.Y Centres](#) have been uploaded onto the EDB website for schools' reference.
- b. For information on various mental illnesses, please refer to the [“Mental Health Education” website of the Hospital Authority](#), [“Integrated Community Centre for Mental Wellness” website of the Social Welfare Department](#) and [“Disability and Education Series” website of the Equal Opportunities Commission](#). For

rendering support to these students, schools can also refer to EDB's guideline entitled "[How Schools can Help Students with Mental Health Problems](#)", accessible from the EDB website.

### **3.5.3 Health services**

#### **1. School Dental Care Service**

- a. Parents of primary school students should be encouraged to enroll in the School Dental Care Service through their schools. Parents should complete an application form and return it to the schools with a nominal fee. The enrollment information will be posted on the "[School Dental Care Service](#)" website of the Department of Health in August and September each year. A link to this website will also be uploaded on the website of EDB to facilitate schools in downloading the enrollment information and collection forms.
- b. School Dental Care Service provides basic dental treatment to students and promotes good oral health care habits for the prevention of dental diseases.
- c. Enrolled students will receive service at designated school dental clinics near their schools. With the agreement from schools, students will be provided with return bus trip from schools to clinics for the annual dental check-up.
- d. Parents and children can make use of the School Dental Care Service Information Hotline 2928 6132 or browse the "[School Dental Care Service](#)" website for detailed information on relevant service. Enrolled students can register as School Dental Care Service online users to enjoy the online services.

#### **2. Student Health Service**

- a. Parents should also be encouraged to enroll their children in the Student Health Service introduced by the Department of Health. It aims to safeguard both the physical and psychosocial health of students through comprehensive, promotive and preventive health programmes and enable them to gain the maximum benefits from the education system and develop their potential.
- b. The Department of Health would normally issue invitation letters and related documents on Student Health Service to all primary and secondary day schools in August each year. For the schools not participating in the Service, they should provide relevant information on the Service to the parents and inform the Department of Health of the total number of students so that the Department could provide sufficient application forms to the schools for distribution to the parents for information.
- c. Enrolled students will be given an annual appointment to attend a Student Health Service Centre for a series of health services. The services include physical examination; screening for health problems related to growth, nutrition, blood pressure, vision, hearing, spine, psychological health and behaviour; individual health counseling and health education. Please refer to the "[Student Health Service](#)" website of the Department of Health for the details of the services. Students found to have health problems will be referred to the special assessment

centres, specialist clinics or other institutions for detailed assessment and follow-up. The Department of Health might also refer student cases to schools for follow-up through a referral form when necessary. Schools should complete and return the reply slip of the referral form to the Department of Health to confirm that the case is being followed up by them.

- d. The staff of the Adolescent Health Programme reach out to schools to provide school based health promotion services for adolescents through interactive activities and workshops.

### **3. School Immunisation Service**

The School Immunisation Teams (SIT) under the Centre for Health Protection (CHP) of the Department of Health implement two immunisation campaigns for primary one and six students, i.e. Hepatitis B and Measles/ Mumps/ Rubella in the first school term and Diphtheria/ Tetanus/ Acellular Pertussis and Inactivated Polio Vaccine in the second school term. Details of the immunisation campaign are available at the Health Education 24 hours Hotline 2833 0111. SIT also deliver health education concerning school immunisation on a need or invitation basis. For any enquiries, schools may contact the School Immunisation Teams at 2615 8585 / 2615 8563 or 2615 8580 during service hours (Monday to Friday 9am-1pm, 2pm-5:30pm; Closed on Saturdays, Sundays and public holidays).

#### **3.5.4 Handling incidents of infectious diseases**

1. The CHP assists schools to prevent and control infectious disease outbreaks. For information on or notification of particular communicable diseases, schools may contact the Central Notification Office of the CHP (Tel: 2477 2772; Fax: 2477 2770).
2. Schools should refer to [“Guidelines on Prevention of Communicable Diseases in Schools/Kindergartens/Kindergartens-cum-Child Care Centres/Child Care Centres”](#) issued and distributed to schools by the CHP. The Guidelines and health information on common childhood communicable diseases can also be downloaded from the [“CHP” website](#). The following practices will help handle such incidents effectively:
  - a. Designate a staff to take up the responsibility of coordinating and monitoring the implementation of preventive measures for communicable diseases.
  - b. Keep an up-to-date sick leave record of students and staff.
  - c. Obtain prior consent from parents/ guardians at the beginning of a school year for the release of their personal data, such as names and telephone numbers, to the CHP for investigation of infectious disease outbreaks in schools.
  - d. Inform CHP when there are signs of outbreak of infectious diseases or abnormal upsurge in the number of absentees with similar symptoms in the school.
3. When a student is obviously not well, the parents should be contacted in the first instance, if possible, and the student sent home with a note suggesting medical attention. If the student is seriously ill, he/ she should be sent to the nearby

Accident and Emergency Department if the parents/ guardians cannot be contacted.

4. Schools should remind parents to keep sick children at home and not to bring them to school until symptoms have improved and fever has subsided for at least 2 days. Schools should also require parents to notify the school immediately should their children develop symptoms of infectious diseases or be admitted to hospital.
5. Teachers or other staff with symptoms suggestive of tuberculosis should seek medical consultation promptly. If a student has such symptoms, the parents should be contacted and advised to seek medical consultation for the student. For telephone numbers of the Chest Clinics, please browse the [“Tuberculosis and Chest Service” website of the Department of Health](#).
6. Since infectious diseases can be controlled with appropriate treatment, students suffering from such diseases can resume schooling on the advice of their attending doctor.
7. The recommended sick leave duration for common childhood infections is tabulated below:

<b>Communicable Disease</b>	<b>Recommended Sick Leave Period#</b>
Bacillary dysentery*	Until diarrhoea ceases and at least 2 consecutive stool samples collected no less than 24 hours apart are tested negative for such bacteria (the first stool sample has to be collected 48 hours after the completion of the antibiotic course)
Chickenpox*	About 1 week or until all vesicles have dried up
Cholera*	Until non-infection is confirmed (test is to be done on three stool samples collected at least 1 day apart following 48 hours after the completion of the antibiotic course)
Acute conjunctivitis	Until no abnormal secretion from the eyes
Diphtheria*	Until non-infection is confirmed by negative result on sample culture test (test is to be done on two nasopharyngeal swabs collected at least 24 hours apart following 24 hours after the completion of the antibiotic course)
Hand, foot and mouth disease	Until all vesicles dry up or as advised by the doctor. If enterovirus 71 is confirmed to be the pathogen, take 2 more weeks of sick leave after all vesicles have dried up

Measles *	4 days after the day of appearance of rash
Mumps *	5 days after the day of appearance of gland swelling
Rubella*	7 days after the day of appearance of rash
Scarlet fever*	Until fever down and 24 hours after starting of appropriate antibiotic
Tuberculosis *	As advised by the doctor
Typhoid fever*	Until at least 3 consecutive stool samples collected no less than 24 hours apart are tested negative for such bacteria (the first stool sample has to be collected 48 hours after the completion of the antibiotic course)
Viral gastroenteritis	Until 48 hours after the last episode of diarrhoea or vomiting
Hepatitis A*	Until at least 1 week after the appearance of jaundice or as advised by the doctor
Whooping cough *	5 days from starting the antibiotic course or as advised by the doctor

# The recommendation made above is based on the general infection period only. Other factors, such as the clinical conditions of the sick child, have to be considered as well. The attending doctor should exercise his/ her professional judgement when making the final decision on the length of sick leave.

\* Notification of these communicable diseases to the CHP is required by law.

The above list is not exhaustive. Information concerning other infectious diseases may be obtained from the Centre for Health Protection medical officers of schools as defined in S79 of the Education Ordinance. For more updated information, please browse the [“Infection Control Corner”](#) of the CHP website.

8. For the latest information, please browse:

- a. [“Virtual AIDS Office”](#) website of the Department of Health
- b. [“Prevention of Communicable Diseases in Schools”](#) webpage

### **3.5.5 Healthy meal**

#### **1. Meal Arrangements**

- a. Schools should make their meal arrangements for pupils according to their individual situations. Schools should set up co-ordination groups to work out the healthy and environmentally friendly meal policy and practices for school, to supervise, co-ordinate and improve meal arrangements for their pupils. The group should be chaired by a senior member of the teaching staff and comprise



teachers' and parents' representatives. Alternatively, schools may set up one committee overseeing tuck-shops, meal arrangements and other trading activities.

- b. To make the meal arrangements in schools more effective, schools should refer to the following guidelines to define food requirements and ways of waste reduction as the core component in the contracts signed with lunch suppliers:
- [EDBC017/2009 “Meal Arrangements in School”](#)
  - [EDBC003/2016 “Arrangements for Green Lunch and Reduction of Food Waste in School”](#)
  - [EDB “Guidelines on Meal Arrangements in School”](#)
  - [Department of Health “Nutritional Guidelines on Lunch for Students”](#)
  - [Department of Health “Handbook of Selection of Lunch Suppliers”](#)
  - [Environmental Protection Department “Guideline on How to Promote Green Lunch in Schools”](#)
- c. The responsible team or committee is expected to perform the following duties:
- request the food suppliers to provide documents to prove that they possess valid food factory licences from the Food and Environmental Hygiene Department with endorsement for the manufacture/ preparation of lunch boxes;
  - assist to establish appropriate procedures to select the lunch supplier most capable of providing nutritious and environmentally friendly meals for pupils;
  - take notice of the nutrition value of the food, the method of packing, transportation and treatment of the used containers used by the food suppliers;
  - encourage the lunch suppliers to use reusable containers and cutlery such as those made of stainless steel and plastic for the meal boxes;
  - encourage parents to co-operate by providing healthy meal boxes/ snacks for their children and to cultivate in them healthy and environmentally friendly eating habits;
  - discourage students from patronizing illegal hawkers;
  - assist teachers to enhance pupils’ knowledge about healthy and environmentally friendly eating and to inform parents of the healthy and environmentally friendly policy on meal arrangement adopted by the school; and
  - advise tuck-shop operators to sell and promote healthy snacks. School should refer to [“Nutritional Guidelines on Snacks for Students”](#) issued by the Department of Health.
- d. Schools should strive to provide a positive and enabling environment so that students are encouraged and supported to practise healthy eating and active living. Where schools may exercise control, students’ access to unhealthy foods (meals and snacks) should be limited and reduced as far as possible, coupled with stakeholder communication and education. Specific examples that merit attention may include:

- Not accepting commercial sponsorships that promote unhealthy food products or brands;
- Not allowing tuck shop vendors to offer unhealthy snacks to students;
- Avoidance of using food items as gifts and rewards to children.

## **2. “EatSmart@school.hk” Campaign**

- a. The Central Health Education Unit of the Department of Health works with schools under the “EatSmart@school.hk” campaign to promote healthy eating among primary school students. Professional advice is offered for the formulation of healthy eating policies and planning, organization and implementation of health enhancing interventions and activities. Specific guidance on selection of school lunch suppliers, surveillance of nutritional quality of school meals and choice of healthy snacks is also provided.
- b. For detailed information, please refer to [EDBC017/2009 “Meal Arrangements in School”](#) and [“EatSmart@school.hk Campaign”](#) webpage of the Department of Health.



## 3.6 Discipline

### 3.6.1 General principles

1. The school should be a place where care, concern, support and mutual respect are practised. Such principles should be strictly observed in handling students with discipline problems. All teachers should understand that discipline is the concern of every teacher and not just of discipline teachers. Hence, a Whole School Approach to discipline, involving teachers, students and their parents, should be adopted.
2. Every school should have its own discipline policy and procedures, and a discipline team headed by the discipline master/ mistress to oversee the planning, organization, development and monitoring of matters relating to student discipline at school. School should formulate policy and measures to prevent students' behavioural problems, such as bullying, discrimination and sexual harassment, etc., in order to cultivate a safe and orderly learning environment for the students. The school should refer to [“Guidelines on Student Discipline” \(1999\)](#).
3. The guidance and discipline teams are the two most important pastoral service teams in the school. The two teams should join hands in helping students with discipline problems. Some schools may prefer a discipline-cum-guidance team to foster better coordination and cooperation between the two units. Schools should encourage the teachers to attend the professional training related to the guidance and discipline work, e.g. the courses organized by the tertiary institutes as well as the thematic seminars and workshops organized by EDB.
4. Wherever possible, good discipline should be achieved through democratic rather than autocratic means.

### 3.6.2 School rules

1. School rules are a system of rules for conduct. The system should aim at developing self-discipline in students and creating a harmonious environment where effective learning and teaching can take place.
2. The basic belief of an "Educative Approach to Discipline" is that most students misbehave not out of willful decision to misbehave. They need guidance from teachers to steer them towards the appropriate response in class and during social interactions.
3. A set of school rules should be drawn up with input from teachers, parents and students. Besides, discussion and promotion activities can be organized to enable students to apprehend the meaning of the school rules as well as to reach a common understanding and consensus towards school rules. Students and parents should be provided with a school document setting out the specific rules of the school prior to admission and at the beginning of each school year. Schools should also review the school rules periodically.

4. The school rules should cover basic behaviour of students around the school.
5. Schools should make reference to the Guide on “[Racial Equality and School Uniform](#)” issued by the Equal Opportunities Commission when drawing up school rules relating to school uniform.
6. School rules should be :
  - a. simple, clear, reasonable and kept to a minimum;
  - b. meant to teach, guide and protect students; and
  - c. enforced fairly and consistently.

### **3.6.3 Reinforcing positive behaviour**

1. Good discipline is not just a matter of rules and punishment. Schools should make good use of praise and rewards to promote students’ good behaviour.
2. A system of commendations or merit marks can be very effective in motivating students to strive for positive achievements and improvements.
3. Students with successful experiences will strive towards greater achievement. Schools may set up their own awards schemes to give students encouragement for improvement. Students who work hard and attain improvement in academic attainment, extra-curricular activities, conduct, service or overall performance can be nominated for awards to recognize their efforts and encourage them to strive for even better results.

### **3.6.4 Handling misbehaviour**

#### **1. General principles**

- a. The purpose of all disciplinary measures is to bring about positive changes in students' behaviour and to teach them self-discipline.
- b. School Personnel (including school staff and those employed through hiring of services from other organizations) are encouraged to adopt more positive means to develop students’ good behaviour.
- c. Clear guidelines on disciplinary procedures should be drawn up and discussed among staff so as to maintain fairness and consistency during implementation.
- d. There is also a need to let parents know about the disciplinary system and measures within the school prior to admission and / or at the beginning of each school year.
- e. Whenever necessary, schools may approach the respective Regional Education Offices for consultation and professional support regarding students with persistent lack of academic progress or behaviour problems.

#### **2. Points to note when administering disciplinary measures**

- a. Punishment should be exercised promptly to avoid unnecessary anxiety on the part of the students.

- b. Punishment should be meaningful and educational.
- c. Punishment should be in proportion to the severity of the offence committed.
- d. Under all circumstances, school personnel should observe and administer school discipline in a manner consistent with students' human dignity, rights to education, individual differences and health conditions, including the physical, psychological and mental health conditions and in conformity with the present laws. In accordance with regulation 58 of the Education Regulations, no teacher shall administer corporal punishment to a pupil.
- e. Effort should be made to ensure that the student and his/ her parents understand what wrong he / she has committed and its related moral values.
- f. A monitoring system should be set up to ensure that punishment is not overused by school personnel.
- g. Teachers should directly inform parents of the misconduct of students and/ or disciplinary measures to be taken.
- h. Students should be supervised during detention and work should be assigned to them.
- i. In the case of students studying in primary schools and special schools, school needs to make arrangements for parents to bring the students back home after detention.

### **3. Searching students and their belongings at school**

#### **a. General principles**

During school hours, the authority of a school teacher is the same as that of a parent. When a parent sends his child to a school, he delegates to the school principal and other teachers his own authority, so far as is reasonable and necessary for the child's welfare and maintenance of discipline with regard to the child's interests and those of the school as a whole. However, the "[General Principles for Searching Students and Their Belongings at School](#)" should be noted.

#### **b. Search of a student's belongings**

To search a student's belongings is an interference with his privacy and can only be justified if such interference is lawful and not arbitrary. If in doubt, school should consult the respective Police School Liaison Officers or the school's legal advisor. In the event that a search is inevitable and judged to be lawful and not arbitrary, the "[Principles and Procedures for Searching a Student's Belongings](#)" should be observed.

#### **c. Search of a student's body**

To conduct search of a student's body is a very serious interference with his privacy; therefore, it is not recommendable, and the school also bears the burden of justifying the search. Under no circumstances, even if parental consent has

been obtained, should a student be subject to strip search or be required to take off his/ her clothes. Under no circumstances, even if parental consent has been obtained, should a search of a student's body be conducted if the student objects to the arrangement. In the rare case where a school considers it lawful, necessary and appropriate to conduct a body search, the "[Principles and Procedures for Searching a Student's Body](#)" should be noted.

#### **4. Suspension from class**

- a. When a student continually exhibits behavioural and emotional problems after the teachers have exhausted all other means of classroom management, the teachers might consider temporary time-out of the student or suspending the student from class. Suspension from class is a strategy for managing students' behavioural or emotional problems. By temporarily removing a student from the original learning environment or activities, the student can be calmed down and has self-reflection on his/ her inappropriate behaviour or emotional expression.
- b. In administering class suspension, schools should consider the student's dignity, rights to education, individual differences and health conditions, including the physical, psychological and mental health conditions. Class suspension should be kept to the shortest duration. When the student concerned regains his / her self-control, he / she should be arranged to return to the normal classroom learning activities. When class suspension is completed, school should provide relevant academic support and follow-up counseling service to the student concerned.
- c. Schools should collect views from teachers, parents and students to reach a consensus and common understanding of class suspension. The purpose and criterion of class suspension should be made known to them.
- d. When a student is removed from the classroom during the suspension from class, he / she should be arranged to stay in a safe environment with supervision from a school personnel. During the suspension from class, suitable reflection activities or class-work should be assigned to the student to minimize the negative impact of suspension.
- e. If a school finds that suspension from class is not able to decrease the disruptive behaviour of a student or arouse even stronger behavioural or emotional response from him / her, the school should cease the suspension from class. Given parents' consent, the student should be referred to receive further counseling service.
- f. For review purpose, each school should document the records of students being suspended from class including the reasons, time, duration and evaluation of the effectiveness.

#### **5. Suspension of students**

- a. Suspension from school is not an appropriate way to treat a student who has misbehaved. Under most circumstances, the student in question should be allowed to continue normal schooling, pending the outcome of any investigation by the school into the cause of his/ her misbehaviour.
- b. A student may be suspended from class for a short period of time if he / she exhibits serious misbehaviour and shows no improvement after repeated warnings and notifications to the parents or guardians. Students on suspension from class should receive proper supervision and counseling from the school.
- c. PSEd shall be informed of all cases of suspension from school for more than 3 school days.
- d. All schools shall keep a record of all suspension and expulsion cases with supporting reasons for each case and the approval of PSEd, if applicable.
- e. In most cases, the main reason for misbehaving is learning or adjustment difficulties in schools. As a preventive measure, the school should adopt the Whole School Approach to guidance and discipline, whereby all teachers in a school participate actively in the creation of a positive learning environment and helping students resolve their problems. All teachers should have a part in developing a healthy and positive school ethos.

## **6. Expulsion of students**

- a. EDB disapproves of the practices of some schools which advise students to leave school voluntarily and is of the view that such practices are educationally undesirable. They defeat the purposes of providing schools with various resources to promote education for all abilities and to provide free and universal basic educational opportunities for all children, including children with diverse needs, up to junior secondary level.
- b. Students admitted into the primary course (P1-P6), junior secondary course (S1-S3) and the senior secondary course (S4-S6) should normally be allowed to complete that course. No primary student or junior secondary student aged under 15 years should be expelled without proper warning and notice to parents and without the approval of PSEd. No senior secondary student should be expelled without proper warning and notice to parents and PSEd should be kept informed of all such cases at the warning stage.
- c. If the school head is contemplating the expulsion of a student, every effort must be made to interview the parents. A warning letter shall be sent to the parents or guardians and at the same time a full report shall be submitted to PSEd for his/ her consideration.
- d. Students must not be expelled solely on the ground that they are academically weak.
- e. No student should be considered for expulsion except on grounds of:
  - a repeated breach of school discipline after reasonable measures to enlist the co-operation of parents have proved unsuccessful ; or
  - non-payment of fees printed on the fees certificate.

【Note: SMCs and school heads are expected to investigate the circumstances and, if they are convinced that the non-payment is genuinely deliberate, to inform PSEd accordingly before expelling the student. This applies to all students, whether they are subject to universal basic education or not.】

## 3.7 Serious Student Behavioural Problems

### 3.7.1 Student suicide cases

#### Understanding Suicidal Behaviours

1. Categories of suicidal behaviours:
  - a. **Suicidal ideation:** Any self-reported thoughts or fantasies about engaging in suicide-related behaviours.
  - b. **Suicide threat:** Any action, verbal or non-verbal, expressing a self-destructive desire to others, but does not result to a real self-harmful act.
  - c. **Suicide attempt:** A non-fatal outcome for which there is evidence (either explicit or implicit) that the person believes at some level that the act would cause death. Attempted suicides include acts by persons whose determination to die is thwarted because they are discovered and resuscitated effectively, or the chosen method is not lethal.
  - d. **Suicide death:** Someone takes his or her own life with conscious intent by lethal means, for example, jumping from height, hanging, poisoning.
2. Schools can refer to [“A Resource Handbook for Schools: Detecting, Supporting and Making Referral for Students with Suicidal Behaviours”](#) for information on early detection of students with suicidal risk (including identification of protective factors, risk factors and warning signs of suicidal behaviours). The handbook is accessible from the EDB website for school personnel’s reference.

#### Handling Cases with Suicidal Risk

3. If students are suspected to have suicidal risk, schools should arrange school guidance personnel (for example, Student Guidance Teacher/Student Guidance Personnel or School Social Worker) promptly for support. If necessary, schools should solicit professional support from educational/clinical psychologists, psychiatrists, medical and/or police officers to ensure that appropriate intervention measures will be taken.
4. The Dos and Don'ts in handling suicidal behaviours are:

#### *Dos*

- a. do take seriously every suicide threat, comment or act;
- b. do be willing to listen and understand, showing care;

- c. do ensure the student's safety, take away objects that may cause injury;
- d. do contact parents/ guardians and request their prompt presence at school;
- e. do stay with the student until the crisis is over;
- f. do ensure that adults/relatives to whom the youngster feels close to are around to share his/ her feelings and facilitate possible alternatives; and
- g. do keep close contact with the parent, conduct continuous assessment and follow-up on the mental health condition of the student.

### ***Don'ts***

- a. don't underestimate any suicide threat and the seriousness of its consequence;
  - b. don't criticize or challenge, e.g. by saying "go ahead and do it";
  - c. don't argue with the student about whether he should live or die;
  - d. don't assume that given time students can cope with stress and pain by themselves; and
  - e. don't dramatise and play down the suicidal behaviors.
5. Should a student display abnormal emotional or behavioural reactions at school, before professional assistance is available, people around can help to stabilize the student's emotions but they themselves should keep calm and assess the situation carefully. In case there are students having a serious injury or in a life-threatening situation; or situation requiring immediate support, schools should activate its Crisis Management Team and take appropriate actions promptly, including dialing 999 for emergency assistance. For details, please refer to paragraph 3.4.2.

### **Handling Suicide Death Cases**

- 6. School heads should report to their respective SSDOs of all student suicide death cases which come to their knowledge through calls from parents, classmates, teachers or through the police and the media. The school concerned should promptly activate its Crisis Management Team to assess the impact, formulate a crisis management plan and take appropriate measures in response to the critical incident.
- 7. Other students may be affected psychologically by a suicide incident. Schools should solicit support from their Student Guidance Officer/Student Guidance Teacher/Student Guidance Personnel or School Social Worker to provide them with counselling services. School can refer to "[The Handbook on School Crisis Management: Intervention and Psychological Support in the Aftermath of Crises](#)" for information on crisis aftermath intervention and psychological support. When a crisis is over, the school should conduct an evaluation on the effectiveness of its crisis management work and adopt appropriate precautionary measures to prevent recurrence of similar incidents in the future.



### 3.7.2 Drug taking and trafficking

#### 1. Prevention

To enhance students' awareness of the detrimental effects of taking drugs (including psychotropic substances) and help them stay away from drugs, schools are advised to strengthen anti-drug education. Schools should take seriously the severe harm caused by psychotropic substances such as “Ketamine”, “ICE”, “Cocaine” and “Ecstasy” and traditional drugs such as heroin to the physical and mental well-being of youths. In view of the growing trend of hidden youth drug abuse and the unobvious harmful effects on the body at the early stage of drug abuse, it increases the difficulties of teachers in early identification and provision of assistance to students. Schools may refer to [EDBC002/2010 “Healthy School Policy”](#) to formulate a school-based Healthy School Policy with an anti-drug element to institutionalize a drug-free school culture. For details of the policy, please browse the [“Healthy School Policy” webpage of the EDB](#). The policy should include the following features:

- a. appoint an experienced member of staff with overall responsibility for all health issues within the school;
- b. ensure school members are aware of and support the Healthy School Policy;
- c. review the school-based Healthy School Policy regularly and evaluate effectiveness for improvement;
- d. develop a school-based anti-drug education programme to enrich students' knowledge, skills and values conducive to adopting a healthy lifestyle;
- e. adopt a whole school approach to anti-drug education by integrating anti-drug messages into the school curriculum; of which teaching objectives should include correcting students' misconceptions about drugs, and supporting students with guidance services;
- f. promote a caring school atmosphere that facilitates students' healthy growth and development of positive values;
- g. arrange anti-drug education activities for parents to strengthen their anti-drug knowledge and skills for identifying drug abuse children;
- h. encourage, support and arrange teachers to attend relevant training so as to update their knowledge and skills of anti-drug education;
- i. proactively communicate with the professional organisations (including government and non-governmental organisations at Appendix 3) in order to arrange for the anti-drug education activities and counselling service; and
- j. draw up clear guidelines/ protocols and procedures on internal sharing of information in order to identify students who may need help and putting in place a referral system.

To help schools formulate a Healthy School Policy with an anti-drug element, the Action Committee Against Narcotics, Narcotics Division of the Security Bureau and the EDB have commissioned the Hong Kong Federation of Youth Groups to produce an Anti-drug Resource Kit for Schools. For details, please browse the [“Anti-drug](#)



[Resource Kit for Schools](#)” webpage of the Security Bureau. Besides, we encourage schools to upload the HSP documents onto their school website for stakeholders’ reference.

## **2. Management of drug-related incidents**

According to the [“Dangerous Drugs Ordinance”](#) (Chapter 134 of the Laws of Hong Kong), taking, possession and trafficking of dangerous drugs are illegal. Schools should pay special attention when handling suspected drug cases.

### **a. Drug Taking**

When students are suspected to have taken drugs, schools should:

- contact the parents concerned and get to know more about the students;
- consult the respective Police School Liaison Officer of your district; and
- seek as early as possible the support of the following personnel or organisations in providing appropriate counselling and follow-up services for the students concerned:
  - student guidance officer/ student guidance teacher/ student guidance personnel of primary schools;
  - school social worker of secondary schools; and
  - the organisation which provides professional counselling services to drug abusers.

### **b. Drug Intoxication**

When students are suspected to be suffering from the harmful effects of drugs and are in need of medical care, schools should:

- send them to hospital at once accompanied by a member of the teaching/ non-teaching staff of the school. If possible, the sample and the container of the suspected drugs found should also be taken to the hospital for analysis. The suspected drugs should be properly preserved to avoid contamination;
- notify the parents concerned at once;
- consult the respective Police School Liaison Officer of your district; and
- seek as early as possible the support of the following personnel or organisations in providing appropriate counselling and follow-up services for the students concerned.
  - student guidance officer/ student guidance teacher/ student guidance personnel of primary schools;
  - school social worker of secondary schools;
  - where appropriate, an organisation which provides professional counselling services to drug abusers.

### **c. Drug Possession or Trafficking**

When students are suspected to be in possession of drugs or involved in drug trafficking, schools should:

- consult the respective Police School Liaison Officers of your district or report to the police direct;
- inform parents concerned of the actions taken by schools;
- wait for the police's arrival to handle the case; and
- properly preserve the suspected drugs to avoid contamination.

The Police regularly provide general information on drug-related offences involving students to EDB. Although the information does not reveal the names of individual students, given that the information is sensitive in nature, only the school head will be notified of the details of the drug case through respective Senior School Development Officer. The school head should report the case to the SMC and seek its endorsement to formulate and enhance comprehensive anti-drug programmes as well as support measures to help at-risk students.

### **3.7.3 Sex related problems**

1. Students often face challenges and temptations during their development. Schools should organize preventive and developmental guidance activities for students to explore the issues of gender awareness, relationship with the opposite sex, dating, intimate behaviors, attitude towards sex, etc in order to help them develop appropriate values and attitude, such as equality and respect. This is to enable students to handle the related problems with rational analysis and make responsible decisions.
2. If students are found to be involved in sex-related problems, teachers should work closely with the student guidance personnel/ school social workers and provide counseling to these students. According to the nature and seriousness of the problem, student guidance personnel/ school social workers should refer students to related organizations or departments for appropriate services and closely monitor the case through multidisciplinary collaboration.
3. If the cases are suspected to involve sexual abuse, schools should follow the [“Procedural Guide for Handling Child Abuse Cases \(Revised 2015\)”](#) of the Social Welfare Department to consult the Family and Child Protective Services Unit of the Social Welfare Department or the Child Abuse Investigation Team of the Police Department for appropriate actions. For cases suspected to involve criminal offence, schools should report to the Police.

### **3.7.4 Pornographic materials**

1. This issue is best dealt with nurturing in students healthy attitude towards sex through education programmes in both the school curricula and other learning experiences, so as to guard against negative impacts and harms of pornography.

2. For enquiries or complaints on the regulation of obscene and indecent articles, please contact the [“Office for Film, Newspaper and Article Administration”](#) through –

Telephone:	2594 5883(enquiry) / 2676 7676(complaint)
Email:	enquiry@ofnaa.gov.hk (enquiry) / naa@ofnaa.gov.hk (complaint)
Post:	39/F, Revenue Tower, 5 Gloucester Road, Wanchai

### 3.7.5 Gambling

Schools should always be on the alert for students' interest in gambling and gambling activities in school. A proactive whole school approach has to be adopted to help students stay away from the bad habit. Education is indispensable for not only enhancing students' awareness and understanding of the adverse impact of gambling, but also for instilling into students a sense of responsibility and positive values, and training them to be able to think critically and resist the temptations of everyday life. The following measures are suggested to combat gambling problem in school:

#### 1. Prevention

- a. reach a consensus as to the stance of the school on gambling and work out a whole-school policy on the issue so that concerted efforts can be made to deter students from gambling;
- b. review on a regular basis the school policy and regulations on gambling behaviour and activities in school;
- c. explain to all students the revised policy and regulations so that they know clearly the school's stance on gambling;
- d. inform parents of the school policy and regulations concerned so that they can cooperate with the school in preventing and combating gambling;
- e. watch out for students displaying signs and symptoms of gambling addiction as follows:
  - Unaccounted absences from school
  - Unsatisfactory performance in class or a sudden drop in academic results
  - Decreased participation in social activities or family functions
  - Sudden change in behaviour and personality
  - Unusual interest in newspapers and magazines with betting rates of horse racing and football matches
  - Frequent use of gambling terms in conversations
  - Participation in games with gambling element
  - Possession of sports gambling tickets or lottery tickets
  - Boasting about experience in winning in gambling

- Exaggerated display of unreasonable amount of money and valuables
  - Shortage of money even with an adequate supply of pocket money
  - Borrowing money or in debt
- f. contact organizations with expertise in gambling related issues for mass preventive programmes and/ or individual/ group counseling and follow-up services. Information of some of the organizations is as follows:

[Caritas Addicted Gamblers Counselling Centre](#)

Room 1708-9, 17th Floor, Chinachem Tsuen Wan Plaza, 455 - 457 Castle Peak Road, Tsuen Wan, N.T.

Tel: 2499 7828                      Fax: 2499 7820

Gamblers' Hotline: 1834 633 (Press 2)

[TWGHs Even Centre](#)

11/F, Tung Sun Commercial Centre, 194-200, Lockhart Road, Wanchai

Ping Wo Hotline: 2827 4321                      Fax: 2827 4884

Gamblers' Hotline: 1834 633 (Press 1)

[Sunshine Lutheran Centre](#)

Room A, 2/F, Mee Tak Building, 33 Kwong Fuk Road, Tai Po

Tel: 2661 7048                      Fax: 2667 2199

Gamblers' Hotline: 1834 633 (Press 4)                      Hotline: 8108 3933

[Zion Social Service Yuk Lai Hin Counselling Centre](#)

Room 1015, 10/F, Hewleet Centre, 52-54 Hoi Yuen Road, Kwun Tong, Kowloon

Tel: 2703 9893                      Fax: 2703 9311

Gamblers' Hotline: 1834 633 (Press 3)                      Direct Helpline: 2703 9811

- g. call 3509 8095 or 3509 8008 of the Home Affairs Bureau, to make comments and complaints, if any, in connection with the regulation of football betting. For publicity materials on anti-gambling, please visit the [“Do Not Gamble” website](#);
- h. encourage teachers to acquire anti-gambling related knowledge and skills to help students recognize the hazards of gambling and stay away from gambling;
- i. organise educational programmes on gambling prevention in both the school curriculum and other learning experiences to inculcate in them anti-gambling messages. For teaching materials on anti-gambling, please browse the [“Moral, Civic and National Education” webpage](#).

## **2. Intervention**

- a. If a student is found to be involved in gambling activities, he/ she should be referred to student guidance personnel/ school social workers for counseling and follow-up services and parents concerned have to be informed.
- b. If a student is found to be involved in illegal gambling activities, schools should seek advice from their respective Police School Liaison Officers, and notify

parents concerned at once. The student should also be referred to relevant professionals for counseling and follow-up services.

### 3.7.6 Bullying

1. In general, bullying is a repeated and intended act of harm or oppression by a person or a group of persons who is more powerful or in the majority. It has three elements in common:
  - Repetition
  - Malicious intent
  - Imbalance of power
2. The Education Bureau will not tolerate bullying in schools in any form (including verbal, physical and cyber bullying) on any grounds (including physical build, ability, religion, race and sexual orientation). Schools should take positive measures to ensure the safety of students and against bullying in school. Regarding the definition, prevention and handling procedures of bullying incidents, schools should refer to:
  - EDBC018/2008 “Creating Harmonious School”
  - the resource package on [“Co-creating a Harmonious School Resource Package”](#)
  - the resource package on [“Co-creating a Harmonious School – Stop Bullying” Resource Package](#)
3. Schools should adopt a “Whole School Approach” to formulate and implement anti-bullying strategies. Principles of an anti-bullying policy should include:
  - Clear standpoint of “Zero Tolerance”;
  - Reporting mechanism and handling procedures;
  - Monitoring with high transparency;
  - Handling each bullying incident with proactive and serious attitudes.
4. If bullying incidents occur, schools should handle the incidents according to the principles of education, counseling and protecting students. In order to restore a harmonious school environment, schools should follow the [“Flowchart for Handling Bullying Incidents in Schools”](#) in the related EDB web resources, to intervene and follow up the bullying incidents as soon as possible.
5. Owing to the rapid development of information technology, cyber bullying happens sometimes. Schools should teach students to use information technology appropriately and protect their private information carefully. In addition, schools should also foster students’ attitude in respecting each other and to master communication and social skills as well as conflict management skills. For details, schools should refer to [“Handling Cyber Bullying”](#) in the related EDB web resources.

### **3.7.7 Gang activities**

1. It is in the interests of students and schools to make effort to detect, curb and eradicate gang activities. In this regard, preventive, developmental and remedial work/ activities should be conducted to facilitate the healthy growth of students.
2. School heads are urged to make teaching staff and students aware of the grave dangers of conniving at such activities, and to encourage them to report to the school authorities any instance of suspected gang activity.
3. School heads may consider soliciting support from the respective Police School Liaison Officers to protect students from being endangered by gang activities. For details of the Police School Liaison Programme, please refer to Section 4.5.2 and browse the [“Police School Liaison Programme” of the Hong Kong Police Force webpage](#).

### **3.7.8 Suspected student illegal behaviour**

Besides the serious student behavioural problems mentioned above, if students are suspected to have been involved in illegal behaviour, such as hurting people, theft, indecent assault, peeping Tom, etc., schools should consult the respective Police School Liaison Officer. For serious cases, schools should report to the police immediately to seek assistance.

## **3.8 Support services**

### **3.8.1 Counseling and guidance services**

Counseling and guidance in schools caters for the developmental needs of students by providing developmental, preventive and remedial service to students so that the ultimate educational goal of enhancing students' whole person development and life-long learning can be achieved.

#### **1. Objectives**

- a. to cultivate a positive and caring school culture;
- b. to build a mechanism for school self-evaluation to ensure the effective implementation of the student guidance service;
- c. to provide teachers with professional training and consultation related to guidance;
- d. to promote home-school cooperation and develop parent education;
- e. to develop and maximize potentials of students and to help them acquire basic knowledge, skills and attitude in the four areas of personal, social, academic and career development;
- f. to help students with individual needs through individual and group counseling; and
- g. to identify, counsel and refer students with behavioral, family, psychological, mental health problems, etc. to relevant professional support services.

#### **2. Existing services**

- a. Schools are encouraged to integrate student guidance service with other school systems, such as Management and Organisation, Learning and Teaching, Professional Development for Teachers and Parent Education etc. to develop a comprehensive student guidance service mechanism.
- b. In most aided primary schools and some government primary schools, student guidance service is provided by the Student Guidance Teachers (SGTs) of the school or Student Guidance Personnel (SGP) hired with the Student Guidance Service Grant (including the Top-up Grant). Such service in some government primary schools and some small-sized aided primary schools is provided by the Student Guidance Officers (SGOs) of the Guidance and Discipline Section of EDB.
- c. For secondary schools, guidance service is provided by guidance teachers with professional support from school social workers of Non-Governmental Organisations (NGOs). Details of the School Social Work Service are outlined in Para. 3.8.2.
- d. Guidance personnel of the primary and secondary schools should keep systematic records of student casework with timely update and review as reference basis for regular viewing of case progress and service improvement.



- e. In special schools, the student guidance service is provided by teachers and school social workers.

### **3. Related supporting services**

Educational psychologists (EPs) provide educational psychology services for the schools they serve. Such services cover assessment and intervention for students, support and professional development for teachers as well as consultation to schools concerning policy and mechanism to cater for students' diverse educational needs. EPs also support schools on the management of crisis and critical incidents.

#### **3.8.2 School social work service for secondary schools**

1. The general objectives of the School Social Work Service are to:
  - a. help students develop their potentials to the fullest, achieve healthy personal growth, attain adequate and proper school education, establish harmonious human relationship and elicit their concern for the community;
  - b. help students with their personal, family and interpersonal relationship or schooling problems; and
  - c. strengthen the linkage among students, families, the school and the community.
2. School social workers work closely with the school personnel, collaborate with other welfare service units, other youth services and local stakeholders, mobilize the community resources and make appropriate referral in providing necessary professional support to the needy students.
3. The Social Welfare Department (SWD) is responsible for coordinating the School Social Work Service provided by the Non-Governmental Organisations (NGOs). Schools may contact the NGOs or the Youth Section of the SWD for all matters relating to the provision of the service.
4. Schools should work closely with the School Social Worker to provide guidance and help for their students.

#### **3.8.3 Life planning education and career guidance for secondary schools**

##### **1. Life planning education and career guidance**

- a. Life planning is an ongoing and lifelong process for personal fulfillment, with different foci at different stages of the life time. At the schooling stage, life planning education aims at fostering students' positive value, self-understanding, personal planning, goal setting and reflective ability. Our ultimate goal is to see all students, irrespective of their abilities and levels of study, being able to:
  - understand their own career/academic aspirations;
  - develop positive attitudes towards work and learning;
  - connect/integrate their career/academic aspirations with/into whole-person development and life-long learning; and
  - utilise the acquired knowledge, skills and attitudes whenever necessary.



- b. Proposed life planning or career development model consists of three components, i.e. “Self-understanding and Development”, “Career Exploration”, and “Career Planning and Management”. The career related knowledge, life planning and work skills as well as work attitude that we expect from students can be expressed through the proposed model which suggests a positive relationship among its three components. Moreover, effective life planning education should be integrated with the school’s curriculum as it also supports the whole-person development and life-long learning of students.

## **2. Functions of career team/life planning team**

- a. Career guidance is not new to schools. Most secondary school must have set up a Career Team/Life Planning Team responsible for planning and implementing life planning education and career guidance service.
- b. To facilitate students in life planning/career development, we advocate schools to plan and implement life planning education in a comprehensive manner. Hence, the service cannot be solely the responsibility of the Career Team/Life Planning Team. It should be led by the school leaders, organized and supervised by the Career Master/ Mistress with the support of class teachers, subject teachers and other school personnel.
- c. The Career Teams/Life Planning Team of a school may consist of the following members:
  - Principal, vice principal or a senior teacher (Career Master/Mistress) as the co-ordinator;
  - Career teachers;
  - Class teachers and subject teachers; and
  - Other school personnel, such as Curriculum development leaders, guidance teachers, school social workers, I.T. coordinators, administrative support staff.
- d. Depending on the school context, Career Team/Life Planning Team may perform administration, operation and support functions. Administrative-wise, the Career Team/Life Planning Team assists in the formulation of school-based policy and work plan; and advises on the co-ordination and collaboration of life planning education and career guidance programmes and activities.
- e. In operation level, the Career Team/Life Planning Team organises life-planning education and career guidance programmes, liaise with external parties; and evaluate the effectiveness of life planning education and career guidance service for continuous improvement.
- f. To perform the support function, the Career Team/Life Planning Team supports the other school personnel, e.g. class teachers and subject teachers, guidance teachers, school social workers etc. in the delivery of life planning education and career guidance service; builds up partnership with parents, functional and subject committees in school, employers in the business and industrial sectors, and

establishes networks with local and overseas institutes and Non-Governmental Organisations (NGOs) for collaboration in career guidance service. It also supports students through group and individual career advisory service.

### **3. Career and Life Planning (CLP) Grant**

- a. Starting from the 2014/15 school year, public sector and Direct Subsidy Scheme schools operating classes at senior secondary levels are provided with a recurrent CLP Grant to enhance and enrich life planning education elements for students. Please refer to [EDBC6/2014 “Career and Life Planning Grant”](#) for details of the CLP Grant.
- b. The prime aim of providing the CLP Grant is to empower and enhance the capacity of schools and their responsible teaching team. To ensure that the recurrent grant is purposefully utilized to achieve the intended objectives, school should designate their Career Master/Mistress to co-ordinate life planning education in a more coordinated and systematic approach. Through comprehensive life planning education, all students are helped to understand their interests, abilities career/academic aspiration and acquired positive attitude towards work and learning, thereby to develop a feasible life plan.
- c. Schools are not expected to retain surplus of this grant in principle. However, under exceptional circumstances and cogent reasons, some schools might fail to fully utilize their funding. Schools are allowed to retain the unspent balance of the CLP Grant up to 20% of the total provision disbursed for each year.
- d. Schools should devise school-based work plan in accordance with the intended objectives of the CLP Grant, school context and students’ needs. The work plan and details on the use of the CLP Grant should be endorsed by IMC/SMC and uploaded onto the school’s homepage by December each year.
- e. Starting from the 2016/17 school year, school may turn CLP Grant into regular teaching posts. This policy would facilitate the consolidation of the school-based experiences on the implementation of life planning education and provide stable capacity and strength of the career guidance team that enhance the quality of life planning education. Please refer to [EDBCM36/2016 “Turning Senior Secondary Curriculum Support Grant and Career and Life Planning Grant into Regular Teaching Posts”](#) for details.
- f. In planning for the school-based career guidance service, schools may make reference to the following:
  - [“The Guide on Life Planning Education and Career Guidance for Secondary Schools”](#) ; and
  - [“FAQs on CLP Grant”](#) (Chinese Version only).
- g. To enhance support for schools, apart from issuing an implementation guide, the

EDB organises teacher training courses and various professional development activities, conducts school visits to provide on-site support, develops learning and teaching materials, identifies Professional Development Schools to disseminate good practices, sets up a teacher network and enhance the Business-School Partnership Programme. Beside, the EDB provides teachers, parents and students with updated career information through the [“Life Planning” website](#), organising Career Information Expos and seminars on local/ non-local further studies, etc. For details on non-local studies, schools may refer to [EDBCM82/2017 “Non-local Further Education”](#).

#### **4. Business School Partnership Programme (BSPP)**

- a. BSPP was first launched in 2005. The aim of BSPP is to promote better co-operation and closer partnership between the business sector and schools. It leads students out of the classroom to gain a wider perspective of the world so that they can get prepared for life in the society. Through this non-traditional learning platform provided by the business sector, students will be able to learn about different careers and understand the requirements of employers, enhance generic skills, develop appropriate work attitude and values which enable them to adapt to economic and social changes, hence ultimately achieve the goal of whole-person development.
- b. To effectively assist students in planning for life and career development, besides providing them with different career exploration opportunities, guidance from teachers and support from parents are vital. Therefore, BSPP organises activities for students, teachers and parents. Student activity mainly focuses on career exploration, includes talks, workshops, workplace visits, mentoring programmes, job shadowing programmes, work experience programmes and tours to business entities in the Mainland, etc. Teacher activity includes workshops, professional development programmes and workplace visits. Parent activity is mainly introducing the latest developments in different trades.
- c. Since December 2014, the EDB has launched the revamped [“Business School Partnership Programme” website](#) to provide schools and the business partners with more updated information on BSPP activities as well as an on-line application system to facilitate enrolment to the BSPP programmes. Schools are encouraged to join the BSPP activities in order to make use of the community resources.

#### **3.8.4 Support for students with special educational needs**

1. Schools are encouraged to adopt the Whole School Approach (WSA) to providing systematic and comprehensive support for students with special educational needs (SEN) to develop their potential through inclusive policy, culture and practices. Ordinary schools adopting the WSA are provided with additional resources, teacher training and professional support from the EDB.
2. Curriculum materials for students with SEN can be downloaded from the [“Special](#)

[Educational Needs” webpage](#). For the implementation details of WSA, related resources and professional support available, please refer to the following:

- EDBC008/2017 “Learning Support Grant”
- EDBC012/2014 “Enhancement of Learning Support Grant for Primary and Secondary Schools”
- EDBC008/2015 “Top-up Fund for Procurement of Special Furniture and Equipment or Carrying Out Minor Conversion Work for Students with Disabilities in Ordinary Schools”
- EDBC012/2015 “Teacher Professional Development on Catering for Students with Special Educational Needs”
- EDBC011/2010 “Schools for Social Development/Residential Homes”
- EDBCM013/2017 “Enhanced Speech Therapy Grant”
- EDBC009/2013 “Transfer of Information of Students with Special Educational Needs”
- EDBCM154/2017 “School Partnership Scheme in Supporting Students with Special Educational Needs for the 2017/18 and 2018/19 School Years”
- EDBCM126/2017 “Enhancement on Mental Health Promotion and Support for Students with Mental Health Needs”
- [“Whole School Approach to Integrated Education” webpage](#)
- [“Operation Guide on The Whole School Approach to Integrated Education”](#)

### **3.8.5 Support for gifted students**

1. The Education Bureau encourages schools to cater for gifted students via the Three-tier Model, and adopt a school-based approach (i.e. Level 1 - whole class approach and Level 2 - school-based pull-out approach) to nurture and develop the potential of gifted students. A broad definition of giftedness using multiple criteria should be adopted in identifying students for gifted programmes.
2. A range of web-based curriculum resources including “Teacher Training Packages for School-based Gifted Programmes”, “Guidelines on School-based Gifted Development Programmes”, “Reference Manual in Implementing Gifted Education in School: Acceleration Programmes”, exemplars and resource packages of the “Cluster School Gifted Projects” and pilot school-based pull-out programmes can be downloaded from the [“Gifted Education” webpage](#). Printed copies of most of the resources were also sent to schools for reference.
3. The EDB organises various territory-wide competitions every year, covering areas such as languages, mathematics, sciences, and humanities, etc., so as to provide channels for gifted students to further develop their potential by learning from each other as well as to set examples for schools to organise similar activities at school-based level in order to benefit more students. Besides, web-based learning courses are also developed by the EDB to provide a more flexible

learning environment for gifted students. For details, please refer to the “[Gifted Education](#)” webpage.

4. The EDB organises regular briefings, experience sharing, seminars and workshops to familiarise relevant school personnel with various aspects and the developments of gifted education in Hong Kong. Gifted Education Teacher Network and Gifted Education School Network are also developed to encourage exchanges among schools and teachers, promoting the sharing of experiences and resources in implementing gifted education.
5. Since 2009/10 school year, the EDB has been providing a Diversity Learning Grant, in the form of cash, to support the diversification of the NSS school curriculum to cater for the needs of students. Schools are encouraged to make use of the grant to offer school-based pull-out programmes or to support off-site gifted education programmes for selected students.
6. Furthermore, the EDB would also liaise with related organisations/ bodies and network community resources to promote gifted education in Hong Kong.
7. Since September 2008, the [Hong Kong Academy for Gifted Education \(HKAGE\)](#) has started to provide a series of free-of-charge programmes for gifted students aged 10-18 and their teachers. Other than collaborating with the EDB and tertiary institutions in providing diversified face-to-face programmes in the domains of mathematics, science, humanities and leadership, the HKAGE also organises online courses for students and teachers. Besides, starting from September 2014, the HKAGE has extended services to all primary schools.
8. The HKAGE runs a Consultation and Assessment Centre in which its Helpline offers information and advice for parents on gifted education. Besides, the HKAGE will collaborate with local and overseas universities to offer parent programmes, as well as to conduct research on gifted education so as to provide feedback and suggestions on the curriculum and policy related to fostering gifted students.
9. The EDB and HKAGE have jointly developed a professional development framework in gifted education for all teachers in Hong Kong. This framework aims at providing a clear pathway of professional development for teachers by fully utilising the resources available from both the EDB and the HKAGE. For details of the goals, target participants and linkages of the various courses, please refer to the webpage, [http://www.edb.gov.hk/en/curriculum-development/major-level-of-edu/gifted/resources\\_and\\_support/pdp/pd-framework/index.html](http://www.edb.gov.hk/en/curriculum-development/major-level-of-edu/gifted/resources_and_support/pdp/pd-framework/index.html).

### **3.8.6 Support services for newly-arrived children and returnee children**

Schools should take care of the adjustment problems and learning difficulties of newly-arrived children, namely, newly-arrived children from the Mainland,

newly-arrived non-Chinese speaking children and returnee children. Heads of schools are requested to make use of the following support services to help these children:

- a. The Induction Programme
- b. The School-based Support Scheme Grant
- c. The Full-time Initiation Programme

For details of these services, please browse the [“Education and Support Services for Newly-arrived Children”](#) webpage.

### **3.8.7 Support for non-Chinese speaking students<sup>1</sup>**

1. The Government is committed to encouraging and supporting non-Chinese speaking (NCS) students’ integration into the community, including facilitating their early adaptation to the local education system and mastery of the Chinese language. A series of policy initiatives were announced in the 2014 Policy Address to enhance support for EMs, in particular the learning of the Chinese language by NCS students. It is worth noting that the policy intent is to encourage parents of NCS students, notably EM parents, to arrange their children to study in schools with an immersed Chinese language environment as early as possible to facilitate their mastery of the Chinese language while the Government ensures equal opportunities in school admission for all eligible children including NCS children in public sector schools.
2. Capitalising on the experience in supporting NCS students since the 2006/07 school year, and taking into account views of stakeholders, EDB has, starting from the 2014/15 school year, specifically implemented the “Chinese Language Curriculum Second Language Learning Framework” (“Learning Framework”) in primary and secondary schools to help NCS students overcome the difficulties in learning Chinese as a second language with a view to enabling them to bridge over to mainstream Chinese Language classes. Enhanced additional funding has been provided to schools admitting 10 or more NCS students ranging from \$0.8 million to \$1.5 million per year to facilitate schools’ implementation of the “Learning Framework” and creation of an inclusive learning environment in schools. As regards schools admitting a handful (i.e. 1 to 9) of NCS students, their NCS students can benefit from the immersed Chinese language environment of the school as well as the “Learning Framework”. From the 2014/15 school year, they may also have an additional funding of \$50,000 per year on a need basis to offer diversified after-school support programmes in learning Chinese to consolidate what their NCS students have learnt in classes. In tandem, EDB will continue to enhance teachers’ professional development in teaching Chinese as a second language and offer school-based professional support services.

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<sup>1</sup> For the planning of educational support measures, students whose spoken language at home is not Chinese are broadly categorised as non-Chinese speaking students.



3. Channels to obtain alternative Chinese qualifications recognised for further studies and employment under the multiple pathways are provided to NCS students. Applied Learning Chinese (for NCS students) (ApL(C)) courses have been introduced at senior secondary levels from the 2014/15 school year. Schools are provided with the Chinese Language Assessment Tools in conjunction with the “Learning Framework” to assess the attainment of NCS students as their on-going internal assessment with reference to the expected learning outcome of different levels. As such, apart from adjusting the learning objectives and teaching strategies as appropriate, schools could make evidence-based recommendations as to whether individual NCS students could bridge over to mainstream Chinese Language classes and help those reaching the Secondary 4 level make an informed choice for articulation to take the mainstream Chinese Language examination in the Hong Kong Diploma of Secondary Education, or the ApL(C) courses and/or attain other internationally recognised Chinese Language qualifications (such as the General Certificate of Education (GCE), the International General Certificate of Secondary Education (IGCSE) and the General Certificate of Secondary Education (GCSE) with subsidies for the examinations) having regard to their Chinese proficiency, needs and aspirations.
4. Details of the afore-mentioned support are set out in:
  - **EDBC008/2014 “Enhanced Chinese Learning and Teaching for Non-Chinese Speaking Students”**
  - **EDBC019/2012 “Education Support for Non-Chinese Speaking Students Expanded Examination Subsidy”**
  - [Training Calendar System](#) - Schools are encouraged to arrange teachers (including teaching assistants) to participate in the relevant programmes to raise their empathy and cultural and religious sensitivity in handling NCS students. Besides, diversified and progressively advanced professional development programmes on teaching Chinese as a second language to NCS students are available specifically for Chinese Language teachers.
  - Website [“School-based Support Services”](#) - Schools are also encouraged to join the diversified modes of school-based professional support services that include on-site support provided by the school-based support sections of EDB as well as the University-School Support Programmes and Professional Development Schools Scheme financed by the Education Development Fund. Schools are invited to apply for relevant school-based support services through a circular memorandum according to their needs in April every year.
  - Website [“Education services for non-Chinese speaking students”](#) for a holistic picture of the support measures.
5. Schools are encouraged to communicate with parents of NCS students in a more proactive manner by arranging translation for them through various ways, such as appointing EM assistants or procuring translation services by means of the afore-mentioned enhanced additional funding, soliciting support from other EM parents, making use of the interpretation services provided by the [CHEER Centre](#)

funded by the Home Affairs Department, etc. To facilitate parents of NCS students' understanding of the local education system including the relevant support services and seeking admission to schools, in particular entry levels of Primary 1 and Secondary 1, the essential information or publications have been translated into major EM languages. Apart from Regional Education Offices and District Offices, printed version of the major publications in major EM languages is also available at Maternal and Child Health Centres and Support Services Centres for EMs funded by Home Affairs Department. EDB has, starting from the 2015/16 school year, distributed the English version of the School Profiles to each NCS student to help their parents grasp the basic information of all public sector schools. Schools are encouraged to keep on enriching the contents of the English School Profiles and school websites.

### **3.8.8 Student financial assistance schemes**

1. The Student Finance Office (SFO) of the Working Family and Student Financial Assistance Agency provides / administers the following financial assistance schemes for needy primary and secondary students:
  - a. the School Textbook Assistance Scheme;
  - b. the Student Travel Subsidy Scheme;
  - c. the Subsidy Scheme for Internet Access Charges; and
  - d. the Examination Fee Remission Scheme.
2. The School Textbook Assistance Scheme provides assistance to needy Primary 1 to Senior Secondary 3 / Secondary 6 students in government, aided, per caput grant schools and local schools under the Direct Subsidy Scheme for covering the costs of essential textbooks and miscellaneous school-related expenses. The Scheme is means-tested.
3. The Student Travel Subsidy Scheme provides travel subsidy to needy students receiving formal primary or secondary education. The student should reside beyond 10-minute walking distance from school and has to travel to school by public transport. The Scheme is means-tested.
4. The Subsidy Scheme for Internet Access Charges provides subsidy to needy families whose children are full-time students receiving education at primary or secondary level, or full-time students pursuing Diploma Yi Jin (known as Yi Jin Diploma before 2016) programmes or equivalent courses of the Vocational Training Council to reduce the burden in meeting the Internet access charges for e-learning at home for their children. The subsidy is granted on a household basis. The Scheme is means-tested.
5. Families which have been disbursed with financial assistance under the above schemes in previous school year will receive pre-printed household application forms from the SFO to facilitate their continual application in the new school year. For other students especially those newly admitted students (including NCS



students who have not applied for the schemes before), schools should inform parents of the financial assistance schemes and distribute the application forms and related documents by drawing reference to the letter issued by the SFO around April/May every year. Information leaflet and sample form on household application for student financial assistance schemes are available in six major EM languages.

6. The Examination Fee Remission Scheme provides assistance to needy students (including NCS students) attending public examinations conducted by the Hong Kong Examinations and Assessment Authority (HKEAA). The Scheme also covers eligible NCS students participating in other Chinese Language examinations under GCSE, IGCSE and GCE through HKEAA. Please refer to the annual Circular on Applications for Examination Fee Remission issued by the HKEAA for details of application and eligibility criteria.
7. A number of scholarship, grant and loan schemes are available to students studying at primary and secondary levels. Some of the schemes are administered by the SFO and Home Affairs Bureau.
8. For details, please browse the [“SFO” website](#) or call the 24-hour hotline at 2802 2345.

### **3.8.9 Handling of child abuse cases**

#### **1. Definition of Child Abuse**

- a. In a broad sense, child abuse is defined as any act of commission or omission that endangers or impairs a child's physical/ psychological health and development of an individual under the age of 18. Such act is judged on the basis of a combination of community standards and professional expertise. It is committed by individuals, singly or collectively, who by their characteristics (e.g. age, status, knowledge, organisational form) are in a position of differential power that renders a child vulnerable. Child abuse is not limited to a child-parent/ guardian situation but includes anyone who is entrusted with the care and control of a child such as child-minders, relatives, teachers, etc. For child sexual abuse, the acts may also be committed by strangers to the child.
- b. The above definition of child abuse is provided to facilitate relevant professionals or personnel to safeguard the welfare of children being abused or at risk of abuse. It is not a legal definition. In determining whether a case should be defined as a child abuse case, the responsible professionals should make assessment based on individual case merits and take into consideration various factors (e.g. the child's age, the act, the consequences of the act on the child, etc.) instead of just focusing on the frequency and nature of incident that has occurred.

#### **2. Classification of common child abuse behaviours**

- a. Physical abuse

An act that causes physical injury or physical suffering to a child (including non-accidental use of force, deliberate poisoning, suffocation, burning, Munchausen's Syndrome by Proxy etc.), where there is a definite knowledge, or a reasonable suspicion that the injury has been inflicted non-accidentally.

b. Neglect

Severe or a repeated lacking in attention to a child's basic needs that endangers or impairs the child's health or development. Neglect may be:

- **Physical:** e.g. failure to provide necessary food, clothing or shelter, failure to prevent physical injury or suffering, lack of appropriate supervision or left unattended
- **Medical:** e.g. failure to provide necessary medical or mental health treatment
- **Educational:** e.g. failure to provide education or ignoring educational needs arising from a child's disability
- **Emotional:** e.g. ignoring a child's emotional needs, failure to provide psychological care

c. Sexual abuse

The involvement of a child in sexual activity which is unlawful (e.g. rape, oral sex), or to which a child is unable to give informed consent. This includes direct or indirect sexual exploitation and abuse of a child (e.g. production of pornographic material). It may be committed by individuals whether inside the home or outside. It may be committed by parents, or carers or other adults singly or acting in an organised way, or children. It includes acts which may be rewarded or apparently attractive to the child. It may be committed by individuals either known or strangers to the child; (Child sexual abuse differentiates from casual sexual relationship e.g. between a boy and a girl that does not include any sexual exploitation, though the boy can be liable for offences like indecent assault or unlawful sexual intercourse with an underaged girl.)

d. Psychological abuse

The repeated pattern of behaviour or attitudes towards a child or extreme incident that endangers or impairs a child's emotional or intellectual development. Examples include acts of spurning, terrorizing, isolating, exploiting/ corrupting, denying emotional responsiveness, conveying to a child that he / she is worthless, flawed, unwanted or unloved. Such act damages immediately or ultimately the behavioural, cognitive, affective, or physical functioning of the child.

### 3. **Procedures of handling child abuse cases**

On prevention and handling of child abuse (including sexual abuse) incidents, the Social Welfare Department (SWD) has compiled the "[Procedural Guide for Handling Child Abuse Cases \(Revised 2015\)](#)" ("Procedural Guide") for reference of professionals whose work brings them into close contact with children. The

Education Bureau has also issued **EDB Circular No. 1/2016 “Handling Child Abuse and Domestic Violence Cases”** to all the schools urging them to pay close attention to the welfare and safety of students. Schools are advised to keep an eye on the behaviour and emotion of students for early identification of whether they have been abused and provision of necessary assistance. In case the students are suspected of being abused, schools should observe the circular and the “Procedural Guide” mentioned. The related procedures are outlined as follows:

- a. When a suspected case of child abuse comes to the attention of a school, the first person in contact of the child should inform the school supervisor/ principal and consult the school supervisor/ principal/ School Social Worker (SSW)/ Student Guidance Officer (SGO)/ Student Guidance Teacher (SGT)/ Student Guidance Personnel (SGP)/ designated personnel, and the SSW/ SGO/ SGT/ SGP/ designated personnel should handle and follow up the case.
- b. If the school identifies a suspected child abuse case, the school supervisor/ principal may consult the Family and Child Protective Services Unit (FCPSU) of SWD for further professional advice.
- c. Parent(s) is/are to be informed when making a referral of the suspected child abuse case. Nonetheless, special attention has to be paid when parent(s) / guardian(s) is/are suspected to be involved in the abuse. For intra-familial sexual abuse cases, consultation with FCPSU is to be made on the strategy planning, including when and how to contact the parent(s) as needed to avoid threats or other pressures be applied to prompt the student to retract. (Please refer to Appendix IV of the “Procedural Guide” for Guide to People Working with Children Who Disclose Sexual Abuse.)
- d. The investigating social welfare unit should convene the “Multi-Disciplinary Case Conference on Protection of Child with Suspected Abuse” (MDCC) at the earlier available date. It should take place within 10 days after receipt of referral / report of the case in order to formulate the welfare planning of the child. The relevant school personnel are requested to attend the MDCC, if invited, and prepare a written report for reference of the Conference. (Relating to the conduction of the MDCC, please refer to Chapter 11 of “Procedural Guide” for details.)
- e. When it is apparent that urgent medical attention is called for, the school should take the child to the public hospital for medical examination/ treatment (with the assistance from the Police, if necessary). If consent from parent has been sought, the Medical Coordinator on Child Abuse of the Hospital Authority can be contacted for direct admission of the student to the Paediatric Ward as required. Otherwise, the student can be arranged to Accident and Emergency Department for medical attention.
- f. For cases suspected to involve criminal offence, school should report to the Police.
- g. In handling suspected child sexual abuse cases that involve a staff member of the school, the school supervisor/ principal should inform the School Development Officer of the respective Regional Education Office. The school supervisor/ principal should maintain effective communication among the caseworkers concerned, the school and EDB with reference to the “Communication Flow for

Handling Child Sexual Abuse Cases Involving School Staff” stipulated in **EDBC No. 1/2016 “Handling Child Abuse and Domestic Violence Cases”**. For details, please refer to said Circular.

- h. The designated personnel involved should have close communication among themselves and adhere strictly to the principle of confidentiality in the course of handling the suspected child abuse cases.
- i. All records must be kept centrally by the principal / SGO / SGT / SGP / SSW. Access to these records within the school must be restricted. On no account should these records be kept with the child's general records. (Schools should pay attention to Chapter 4 of the “Procedural Guide” regarding the Information Sharing and Confidentiality in details.)

## **Appendix 1 Recommended list of first aid items <sup>1</sup>**

1. Sterilised normal saline or distilled water (for cleaning wounds)
2. Alcohol (for cleaning first aid equipment)
3. Disposable plastic gloves (to avoid direct contact with wounds or blood)
4. Surgical masks
5. Sterile dressings/ dressing packs/ gauze (individually packed)
6. Elastic tensor bandages (of different widths)
7. Triangular bandages
8. Cotton sticks and cotton wool
9. Adhesive plaster (of different sizes)
10. Scissors
11. Forceps
12. Spray bottles or eye cups for washing eyes
13. Cold pack <sup>2</sup>
14. Electronic thermometer
15. CPR face shield (disposable) or CPR pocket masks for resuscitation
16. Emergency helpline information (such as contact phone number of the nearby ambulance station)

### **\*Additional items recommended:**

Automatic External Defibrillators (AED) (schools are encouraged to install an AED to provide extra protection to their students, staff, etc.)

Note: The person(s) in charge of the first aid boxes should ensure that

- the first aid box content list is included;
- all the medicines are labeled properly;
- the contents are checked regularly to see if any refill is needed; and
- the expiry dates of medicine are checked so that replacements can be made accordingly.

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<sup>1</sup> To note the purchase or expiry dates of various first aid items and to make supplyments or replacements.

<sup>2</sup> Some cold packs must be stored in the freezer of a refrigerator; for safety guidelines on the use of cold packs, please visit the Health Department website: [http://www.mdco.gov.hk/english/emp/emp\\_gp/emp\\_gp\\_hcgp.html](http://www.mdco.gov.hk/english/emp/emp_gp/emp_gp_hcgp.html)

## Appendix 2 Medical history of student (Sample)

(for the completion of parent/ guardian on voluntary basis)

### Medical History of Student

(Restricted - The information provided will only be used for the purpose of the student's health reference)

Name of Student : \_\_\_\_\_ Sex : \_\_\_\_\_ Class: \_\_\_\_\_ Class No.: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Name of Parent/Guardian: \_\_\_\_\_

Emergency Telephone Number: 1. \_\_\_\_\_ 2. \_\_\_\_\_

1. If the student has ever had the medical condition(s) below, please put a “✓” in the appropriate box(es) and give details.

	Age detected	Details of Disease	Recommended treatment (if applicable)
<input type="checkbox"/> G6PD deficiency			
<input type="checkbox"/> Bronchial asthma			
<input type="checkbox"/> Epilepsy			
<input type="checkbox"/> Fits due to fever			
<input type="checkbox"/> Kidney disease			
<input type="checkbox"/> Heart disease			
<input type="checkbox"/> Diabetes mellitus			
<input type="checkbox"/> Hearing defect			
<input type="checkbox"/> Haemophilia			
<input type="checkbox"/> Anaemia			
<input type="checkbox"/> Other blood disease			
<input type="checkbox"/> Allergy to drugs			
<input type="checkbox"/> Allergy to vaccines			
<input type="checkbox"/> Allergy to food			
<input type="checkbox"/> Other allergies (Please specify: _____)			
<input type="checkbox"/> Tuberculosis			
<input type="checkbox"/> Minor operation			
<input type="checkbox"/> Major operation			
<input type="checkbox"/> Mental problems (eg. psychosis, depression, anxiety disorder, obsessive compulsive disorder, etc.)			
<input type="checkbox"/> Others			

2. If the student is considered not suitable for participation in PE lessons or any other type of school activities, please specify and submit a medical certificate for school's reference.

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3. Other supplementary information :

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(Signature of Parent/Guardian)

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(Name of Parent/Guardian)

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Date

### **Collection of Personal Data**

#### **Purpose of Collection:**

Personal data collected from your child is only used for handling matters relating to his / her health and safety. Though the provision of such data is done entirely on a voluntary basis, insufficiency of information may make the school unable to have a clear picture of your child's medical history. We may not be able to provide proper assistance to him / her in case of accident.

#### **Access to Personal Data**

According to Personal Data (Privacy) Ordinance, you have the right to access and correct the data supplied. Please contact the school if necessary.

### Appendix 3 Government and Professional Organisations Promoting Anti-drug Education

**Organisation** Narcotics Division, Security Bureau  
**Address** 30/F, High Block, Queensway Government Offices, 66 Queensway, Hong Kong  
**Services provided**

- Provide anti-drug education services
- Produce anti-drug education resources, publications and posters

**Areas served** Territory-wide  
**Tel & Fax** Anti-drug abuse hotline: 186 186 Fax: 2810 1790  
**Website** <http://www.nd.gov.hk/en/index.htm>  
**Remarks** Government Bureau

**Organisation** Hong Kong Jockey Club Drug InfoCentre  
**Address** Roof Floor, Low Block, Queensway Government Offices, 66 Queensway, Hong Kong  
**Services provided**

- Guided tour service
- Preventive anti-drug education programmes
- Provide anti-drug education audio-visual resources and promotional materials

**Areas served** Territory-wide  
**Tel** 2867 2831  
**Website** <http://www.nd.gov.hk/en/druginfocentre.htm>  
**Remarks** Free of charge

**Organisation** Life Education Activity Programme  
**Address** 107-113, G/F, Lok Yiu House, Lai Yiu Estate, Kwai Chung, New Territories  
**Services provided**

- Anti-drug education programmes for students in primary and secondary schools
- Display board, mobile classrooms, parent programme

**Areas served** Territory-wide  
**Tel & Fax** Tel: 2530 0018 Fax: 2524 8878  
**Website** <http://www.leap.org.hk>  
**Remarks** Fee-charging

**Organisation** Community Drug Advisory Council  
**Address** G/F, 12 Borrett Road, Central, Hong Kong  
**Services provided**

- Anti-drug education programmes for students and teachers in primary and secondary schools
- Consultation service for schools on drug issues
- Production of resources on drug issues
- Drugs information resource library

**Areas served** Territory-wide  
**Tel & Fax** Tel: 2521 2880 Fax: 2525 1317  
**Website** [http://www.cdac.org.hk/eng\\_news.htm](http://www.cdac.org.hk/eng_news.htm)



Remarks	Free of charge
<b>Organisation</b>	<b>Caritas – Hong Kong, Caritas Lok Heep Club</b>
Address	Hong Kong Centre : 12/F, Southorn Centre, 130 Hennessy Road, Wanchai, Hong Kong Kowloon Centre : Unit 1-4, G/F, Yiu Tung House, Tung Tau Estate, Kowloon
Services provided	<ul style="list-style-type: none"> <li>• Anti-drug education programmes</li> <li>• Counselling and rehabilitation services for drug abusers and ex-drug abusers</li> <li>• Counselling and support services for family members of drug abusers and ex-drug abusers</li> </ul>
Areas served	Territory-wide
Tel & Fax	Hong Kong Centre : Tel: 2893 8060 Fax: 2574 1726 Kowloon Centre : Tel: 2382 0267 Fax: 2383 0983
Website	<a href="http://www.caritaslokheepclub.org.hk">http://www.caritaslokheepclub.org.hk</a> (Chinese website only)
Remarks	Free of charge
<b>Organisation</b>	<b>Community Education and Crime Prevention Service, The Society of Rehabilitation and Crime Prevention, Hong Kong</b>
Address	5D, Shan Ha Wai, Shatin, New Territories
Services provided	<ul style="list-style-type: none"> <li>• Anti-drug education programmes for students and teachers in primary and secondary schools</li> </ul>
Areas served	Territory-wide
Tel & Fax	Tel: 2726 0611 Fax: 2327 7909
Website	<a href="http://www.sracp.org.hk/cecps/">http://www.sracp.org.hk/cecps/</a> (Chinese website only)
Remarks	Fee-charging
<b>Organisation</b>	<b>Barnabas Charitable Service Association Ltd</b>
Address	Wing A & B, G/F, Lee Wah House, Lee On Estate, Ma On Shan, NT
Services provided	<ul style="list-style-type: none"> <li>• Anti-drug education programmes for students and teachers in primary and secondary schools</li> </ul>
Areas served	Territory-wide
Tel & Fax	Tel: 2640 1683 Fax: 2640 0391
Website	<a href="http://www.barnabas.com.hk">http://www.barnabas.com.hk</a> (Chinese website only)
Remarks	Free of charge (secondary schools) / Fee-charging (primary schools)
<b>Organisation</b>	<b>Kely Support Group</b>
Address	2/F, East Wing, 12 Borret Road, Central, Hong Kong
Services provided	<ul style="list-style-type: none"> <li>• Anti-drug education programmes for students in international schools (including English School Foundation schools) and local schools with non-chinese speaking students</li> </ul>
Areas served	Territory-wide
Tel & Fax	Tel: 2521 6890 Fax: 2521 6853
Website	<a href="http://www.kely.org/en/index.html">http://www.kely.org/en/index.html</a>
Remarks	Free of charge

**Organisation** **Tung Wah Group of Hospitals, CROSS Centre : Central Western, Southern and Islands Office**

**Address** Room 1501-1504, Tung Ning Building, 2 Hillier Street, Sheung Wan, Hong Kong  
Tung Chung Sub-office : Wing C, G/F, Mei Yat House, Yat Tung (2) Estate, Tung Chung, Lantau Island, N.T.

**Services provided**

- Anti-drug education programmes for students in secondary schools
- Anti-drug education talks for teachers and social workers
- Counselling and rehabilitation services for psychotropic substance abusers

**Areas served** Central Western, Southern and Islands

**Tel & Fax** Tel: 2884 0282 Fax: 2884 3262

**Website** <http://crosscentre.tungwahcsd.org/v3/index.php>

**Remarks** Free of charge

**Organisation** **Tung Wah Group of Hospitals, CROSS Centre : Eastern and Wanchai Office**

**Address** 9/F, TWGHs Fong Shu Chuen Social Service Bldg., 6 Po Man Street, Shaukeiwan, Hong Kong

**Services provided**

- Anti-drug education programmes for students in secondary schools
- Anti-drug education talks for teachers and social workers
- Counselling and rehabilitation services for psychotropic substance abusers

**Areas served** Eastern and Wanchai

**Tel & Fax** Tel: 2884 0282 Fax: 2884 3262

**Website** <http://crosscentre.tungwahcsd.org/v3/index.php>

**Remarks** Free of charge

**Organisation** **Hong Kong Lutheran Social Service, the Lutheran Church – Hong Kong Synod Limited, Evergreen Lutheran Centre**

**Address** 2 Horse Shoe Lane, Kwun Tong, Kowloon

**Services provided**

- Anti-drug education programmes for students in secondary schools
- Anti-drug education talks for teachers and social workers
- Counselling and rehabilitation services for psychotropic substance abusers

**Areas served** Kwun Tong

**Tel & Fax** Tel: 2712 0097 Fax: 2712 9906

**Website** <http://evergreen-ccpsa.hklss.hk/> (Chinese website only)

**Remarks** Free of charge

**Organisation** **Hong Kong Lutheran Social Service, the Lutheran Church – Hong Kong Synod Limited, Rainbow Lutheran Centre**

**Address** 1/F, Yee Yan House Annex, Yee Ming Estate, 6 Chi Shin Street, Tseung Kwan O, N.T.

**Services provided**

- Anti-drug education programmes for students in secondary schools
- Anti-drug education talks for teachers and social workers
- Counselling and rehabilitation services for psychotropic substance

	abusers
Areas served	Wong Tai Sin and Sai Kung
Tel & Fax	Tel: 2330 8004 Fax: 2330 8071
Website	<a href="http://rainbow-ccpsa.hklss.hk/">http://rainbow-ccpsa.hklss.hk/</a> (Chinese website only)
Remarks	Free of charge
<b>Organisation</b>	<b>Hong Kong Christian Service, PS33 – Tsimshatsui Centre</b>
Address	33 Granville Road, Tsimshatsui, Kowloon
Services provided	<ul style="list-style-type: none"> <li>• Anti-drug education programmes for students in secondary schools</li> <li>• Anti-drug education talks for teachers and social workers</li> <li>• Counselling and rehabilitation services for psychotropic substance abusers</li> </ul>
Areas served	Kowloon City and Yau Tsim Mong
Tel & Fax	Tel: 2368 8269 Fax: 2739 6966
Website	<a href="http://www.hkcs.org/gcb/ps33/ps33-e.html">http://www.hkcs.org/gcb/ps33/ps33-e.html</a>
Remarks	Free of charge
<b>Organisation</b>	<b>Hong Kong Christian Service, PS33 – Shamshuipo Centre</b>
Address	Unit 11-16, G/F., Nam Yiu House, Nam Shan Estate, Shamshuipo, Kowloon
Services provided	<ul style="list-style-type: none"> <li>• Anti-drug education programmes for students in secondary schools</li> <li>• Anti-drug education talks for teachers and social workers</li> <li>• Counselling and rehabilitation services for psychotropic substance abusers</li> </ul>
Areas served	Shamshuipo
Tel & Fax	Tel: 3572 0673 Fax: 3188 1221
Website	<a href="http://www.hkcs.org/gcb/ps33/ps33-e.html">http://www.hkcs.org/gcb/ps33/ps33-e.html</a>
Remarks	Free of charge
<b>Organisation</b>	<b>Hong Kong Children and Youth Services, Sane Centre</b>
Address	Units 03-04, 16/F, No. 99 Tai Ho Road, Tsuen Wan, N.T.
Services provided	<ul style="list-style-type: none"> <li>• Anti-drug education programmes for students in secondary schools</li> <li>• Anti-drug education talks for teachers and social workers</li> <li>• Counselling and rehabilitation services for psychotropic substance abusers</li> </ul>
Areas served	Tsuen Wan and Kwai Tsing
Tel & Fax	Tel: 2402 1010 Fax: 2614 2695
Website	<a href="http://www.sanecentre.net/express">http://www.sanecentre.net/express</a>
Remarks	Free of charge
<b>Organisation</b>	<b>Hong Kong Sheng Kung Hui Welfare Council Limited, Hong Kong Sheng Kung Hui Welfare Council, Neo-Horizon</b>
Address	G/F, Chung Kwan House, Chung On Estate, Ma On Shan, Shatin, N.T.
Services provided	<ul style="list-style-type: none"> <li>• Anti-drug education programmes for students in secondary schools</li> <li>• Anti-drug education talks for teachers and social workers</li> <li>• Counselling and rehabilitation services for psychotropic substance abusers</li> </ul>

Areas served	Sha Tin
Tel & Fax	Tel : 8202 1313                      Fax : 2633 9331
Website	<a href="http://neoh.skhw.org.hk">http://neoh.skhw.org.hk</a> (Chinese website only)
Remarks	Free of charge
<b>Organisation</b>	<b>Hong Kong Lutheran Social Service, the Lutheran Church – Hong Kong Synod Limited, Cheer Lutheran Centre</b>
Address	G/F, Ching Chung House, Ching Ho Estate, Sheung Shui, N.T.
Services provided	<ul style="list-style-type: none"> <li>• Anti-drug education programmes for students in secondary schools</li> <li>• Anti-drug education talks for teachers and social workers</li> <li>• Counselling and rehabilitation services for psychotropic substance abusers</li> </ul>
Areas served	Tai Po and North
Tel & Fax	Tel: 2660 0400                      Fax: 2662 0444
Website	<a href="http://cheer-ccpsa.hklss.hk/">http://cheer-ccpsa.hklss.hk/</a> (Chinese website only)
Remarks	Free of charge
<b>Organisation</b>	<b>Caritas – Hong Kong, Caritas HUGS Centre</b>
Address	Unit 41-44, G/F, Hing Shing House, Tai Hing Estate, Tuen Mun, N.T.
Services provided	<ul style="list-style-type: none"> <li>• Anti-drug education programmes for students in secondary schools</li> <li>• Anti-drug education talks for teachers and social workers</li> <li>• Counselling and rehabilitation services for psychotropic substance abusers</li> </ul>
Areas served	Tuen Mun
Tel & Fax	Tel: 2453 7030                      Fax: 2453 7031
Website	<a href="http://hugs.caritas.org.hk">http://hugs.caritas.org.hk</a> (Chinese website only)
Remarks	Free of charge
<b>Organisation</b>	<b>ELCHK, Social Service Head Office, ELCHK, Enlighten Centre</b>
Address	Unit 102, 1/F, Ting Ching Amenity and Community Building, Tin Ching Estate, Tin Shui Wai, Yuen Long, N.T.
Services provided	<ul style="list-style-type: none"> <li>• Anti-drug education programmes for students in secondary schools</li> <li>• Anti-drug education talks for teachers and social workers</li> <li>• Counselling and rehabilitation services for psychotropic substance abusers</li> </ul>
Areas served	Yuen Long
Tel & Fax	Tel : 2446 9226                      Fax :2446 9456
Website	<a href="http://ec.elchk.org.hk/">http://ec.elchk.org.hk/</a> (Chinese website only)
Remarks	Free of charge

※ Source of information: provided by respective organisations.

## **Chapter 4 Home-School-Community Partnership**

### **4.1 Introduction**

Parents have a unique knowledge and understanding of their children, being their first and most influential educators. Home-school cooperation is thus important to the educational outcome of children. Much research has concluded that active parental communication with schools is one of the key variables associated with school effectiveness. The more effective involvement the parents are with their children's schooling, the more the children are likely to do well. To keep in pace with the educational development and strengthen the sense of responsibilities of the younger generation, both parents and teachers need to acquire and improve their skills in working with one another.

Schools should take the initiative to enhance home-school cooperation and communicate with parents. With their initiation, this would assist in deepening home-school cooperation. The school can serve the community through the provision of multi-learning experiences for students' whole person development. The active participation of the school head and staff in community activities will foster stronger ties with the community, which will bring about positive image for the school concerned.

An effective home-school-community partnership will allow schools to tap more fully into the resources of other stakeholders in the community in order to enrich the quality of education offered. Furthermore, it will facilitate better co-ordination of these resources for the promotion of students' development in their life-long learning.

## 4.2 Roles and responsibilities of parents

In the belief that strengthening the roles and responsibilities of parents will enhance home-school cooperation, the following paragraphs give an overview of the roles and responsibilities of parents

### 1. As partners of the school, parents' roles should include:

- a. playing an active role in the education of their children;
- b. understanding the learning and development of their children;
- c. showing an active interest in their children's schooling;
- d. participating in activities related to the education of their children;
- e. providing active support to the school in understanding more about parents' expectations;
- f. co-operating with the school and other parents in the interests of their children's education;
- g. joining Parent-Teacher Association (PTA) of the school and actively participating in home-school activities;
- h. understanding the school vision and mission and playing an active role in communicating with schools;
- i. be supportive to school's implementation of educationally desirable policies;
- j. be aware of their rights and responsibilities in relation to the education of their children and to become school's assets for the school's smooth operation; and
- k. providing opinions and suggestions for school improvement.

### 2. As clients of the school, the responsibilities of parents should include:

- a. understanding the learning process of their children;
- b. understanding the operation of the school;
- c. appreciating the child's performance at school;
- d. understanding the assessment mechanism of the school; and
- e. exploring other matters related to the educational development of their children.

### 3. As decision-makers of the school, parents should:

- a. vote in or stand for the election of parent managers on the SMC; and
- b. put forward views about what the school is doing and make suggestions on how it should be run.

### 4. As home-educators, parents should:

- a. provide basic care and guidance towards the good behaviour and habits for the whole person development of their children; and

- b. keep school staff informed of their children's progress and significant events that may affect their children's learning.

## **4.3 Home-School partnership**

### **4.3.1 Policy and opportunities for parental participation**

#### **1. To develop a home-school cooperation policy**

Schools should develop their own policy to promote the role of parents in school affairs, including parental participation in decision-making. An open and inviting school atmosphere will certainly encourage parents to participate in the school's affairs and help foster mutual trust. In drawing up the policy, the SMC has to consider the needs of the students and build on the strengths of the school.

#### **2. To provide opportunities for parental participation**

There are sundry ways of involving parents in the education of their children on a regular or ad hoc basis. Common practices that involve them in the day-to-day school work include:

- a. assisting students with their class activities;
- b. adjudicating in student competitions;
- c. helping in school functions/ ceremonies;
- d. coaching for extra-curricular activities; and
- e. assisting in the preparation of teaching aids and other non-teaching tasks.

Schools may also invite parents to serve on school committees, in particular those relating to student affairs, such as school bus committees, student discipline committees, tuckshop committees and fund-raising committees. Such involvement allows parents to join hands with teachers in contributing their ideas, experience and resources for improving school operations.

Parents can also serve on the SMC as managers to raise their concerns and give advice on the education that students receive. Partnership with parents in school governance will provide management with wider perspectives and better knowledge when making decisions.

The spirit of SBM is thus realized through the broadening involvement of key stakeholders (including parents and the community) in school education. In particular, the process of decentralization from EDB to SMCs and SMCs in turn sharing this decision-making power with other key stakeholders will harness the support of the community for bottom-up initiatives pertinent to the needs of individual schools.



### **4.3.2 Means of effective communication**

It is important that there are channels for two-way communication between schools and parents. The following are some examples:

#### **1. To develop a climate and setting conducive to home-school cooperation**

Schools should instill a warm atmosphere to encourage parents to visit and attend school functions. Parents should be made to feel that their presence is welcome and their involvement appreciated. In interviews related to children's problems, there should be sensitivity to parents' feelings and respect for their points of view. Moreover, schools should take care to protect the privacy of students and parents. Suitable rooms can be arranged for interviews and meetings. Space permitting, schools may also consider designating an activity room/ meeting area to conduct various home-school activities. Such moves will build up the goodwill which is a prerequisite for effective home-school partnership.

#### **2. To facilitate the communication between parents and school personnel**

To a large extent, the quality of home-school cooperation hinges on teachers and staff having active contacts with parents. The school personnel should be trained and encouraged to enhance communication with parents whole-heartedly to establish an ambience in school with mutual appreciation and respect.

#### **3. To set up a parents' network**

- a. Another useful idea is for the school/ class teacher to build up a network for parents so that the problems related to children's development can be solved through support and help among themselves. The parents' network will also help the school to promulgate the principles underlying their policies and gain direct access to parents' views.
- b. Parents may also be encouraged to form small groups for experience-sharing on parenting and guidance to students.
- c. On a more formal level, the establishment of a PTA serves as an official channel for communication between the school and parents, for example in the formulation of school policies. Parent representatives will be elected from members of the PTA to serve as managers on the SMC. For information regarding the setting up of a PTA, please visit the [“Committee on Home-School Co-operation” website](#).
- d. Furthermore, parents' network can be extended to the community through active participation in the programmes organized by the Federations of Parent-Teacher Associations so that they can learn and support each other. For relevant information, please visit the [“Committee on Home-School Co-operation” website](#).

#### **4. To keep parents well informed**

- a. A more transparent and accountable management means better school management. Hence, schools should provide parents with regular up-to-date school information, including curriculum matters and major school development

items. Difficulties encountered when implementing various initiatives should be adequately communicated so that parents may render support.

- b. The information can be disseminated through newsletters, parents' meetings and the school's homepage on the Internet. A list of school information and documents to be provided for parents is suggested as follows:
- School Development Plan, Annual School Plan and School Report
  - Procedures for dealing with student matters (typhoon and heavy rain, traffic arrangements in bad weather, school rules, reward/ punishment system, sick leave reporting system, channels/ arrangements for parent-school communication)
  - School calendar and holiday list
  - A statement of school fees, and scholarship schemes if any. A list of all other approved collections
  - A financial statement (at the end of the school year) of the expenses related to collections for specific purposes and also every incident of fund-raising activities for school purposes
  - Means of communication between schools and parents
  - Other relevant information e.g. information on schools' current development can be retrieved from the "Profiles of Kindergartens and Kindergarten cum Child Care Centres", "Primary School Profiles", "Secondary School Profiles" and "Special School Profiles". Schools are held responsible for the information they provided in the school profiles. These profiles can be retrieved from the "[Committee on Home-School Co-operation](#)" website.
- c. It is also a common practice for schools to publish school brochures for parents and the public. The following are the suggested items to be included in the brochures:
- School history, motto/ mission, etc.
  - Enrolment
  - Class organization
  - Teacher - student ratio
  - Profile of the teaching staff (including qualifications and experience)
  - Admission policy and application procedures
  - Curriculum policies
  - Time-tabling arrangements (including the summer timetable or examination arrangements)
  - Homework policy
  - Medium of instruction
  - Extra-curricular activities
  - School facilities

- Long-term plan and brief summary of the annual school plan for the following year, highlighting the major concerns of the year and the arrangements to achieve the school goals (Please note that the Annual School Plan in full should be available on the school's website.)
- Activities of school's PTA or matters in relation to home-school cooperation
- Other distinctive features

### **4.3.3 Parent education programmes**

Schools or the PTA may organise parent education programmes with the help of social workers, counselors, the community and relevant government departments. Due emphasis should be placed on parenting and communication skills. Not only will this enrich parents' knowledge and skills, they will also be more confident and have a wider perspective when they have a thorough understanding on school/ educational matters. In organising parent education programmes, schools may, apart from deploying the school resources, apply for the Home-School Cooperation Grants, the Quality Education Fund, and collaborate with Non-Governmental Organisations.

## 4.4 Strategies for handling complaints

Parents and members of the community may have diverging views on school policies or criticisms relating to the performance of individual staff. It is desirable that all views and criticisms, whether lodged orally or in writing, anonymous or otherwise, be dealt with at an early stage lest the situation should escalate. These cases should be handled with care and sensitivity. The SMC should look into all complaints against staff and school administration and take appropriate follow-up actions afterwards.

Under the Project on Enhancement of Complaint Management in Schools, which was launched in the form of a pilot project in the 2012/13 school year with the aim of enhancing the effectiveness of the schools in handling public complaints, schools are required to set up their school-based complaint handling mechanism and procedures with reference to the “Guidelines for Handling School Complaints” provided by EDB. For details, please refer to the [“Project on Enhancement of Complaint Management in Schools” webpage](#).

### 4.4.1 Guidelines on handling complaints

#### 1. Set up clear and efficient complaint handling procedures

- a. There should be clear procedures that are
  - simple to operate, with clearly defined stages of investigation and responsibilities;
  - efficient, offering expeditious action and resolution within pre-determined or pledged time limits;
  - objective and free from undue influence or interference; and
  - confidential so as to protect the privacy of the personnel concerned, including the complainant.
- b. The SMC should formulate these procedures in consultation with teachers and parents so that they are acceptable to all parties concerned. All procedures so formulated should be made known to and understood by all parents and members of staff.

#### 2. Assign suitable post(s) to deal with complaints

- a. Suitable person(s) should be assigned to deal with complaints. All staff are required to report complaints to the assigned person(s). Depending on the nature and implications of the complaint, the SMC or its authorized team (not a single person) will deal with it.
- b. Any staff member who is the subject of a particular complaint should not handle the case concerned, supervise the investigation, or sign any correspondence to be directed to the complainant.

- c. Where a complaint involves persons known in their private capacity to a staff member responsible for handling the case, or concerns matters in which the staff member has a vested interest, he/ she should declare interest. If a case of conflict or potential conflict of interest is established, the staff member concerned should be denied further access to any information relating to that complaint.
- d. To avoid possible conflict of interest, the staff and related individuals designated to handle the case should declare interest to the school authority.

### **3. Respond to the complainants readily**

The school should respond promptly to complaints. In the case of a complaint reported in the mass media, the school should respond to both the complainant and the media expeditiously. Para. 4.4.2 gives schools more suggestions on how to deal with situations when complaints are reported by the media. Complainants should be advised of the person to contact if they would like to enquire about the progress of the investigation. When it is anticipated that the investigation cannot be completed within a short time, an interim reply reporting the progress made should be issued to the complainant. After the investigation, the complainant should be informed of the result as soon as possible, including the remedial actions taken and/ or to be introduced.

### **4. Make referral whenever necessary**

When there is suspicion of corruption or other criminal offence, the SMC should refer the case to the ICAC or police for further investigation.

### **5. Solicit suggestions from the complainants**

The complainants should be encouraged to suggest ways for improvement. If the problem has been fully discussed in a positive way, both the school and the complainant will have a better understanding of each other, thus inculcating a culture of collaboration.

### **6. Keep confidentiality for all complaint cases**

All complaints should be dealt with in the strictest confidence. Information should be confined to those person(s) responsible for the investigation. The investigator(s) should avoid disclosing any information to other members of the school or even their spouse.

### **7. Document the information properly**

Complaints are valuable pieces of information for reflection and review of existing policies and practices. As such, they should be recorded properly for future reference when deliberating on improvement or preventive measures. The SMC should maintain a register of complaints, monitor progress and enquire about outstanding cases at appropriate intervals. Upon closure of a particular case, a concise report containing the findings, recommendations and follow-up actions (if any) should be filed in the school complaint register.

### **8. Provide a channel for appeal**

The complainant has the right to appeal to the SMC if he/ she is not satisfied with the result of the investigation. However, he/ she should be prepared to provide solid reason(s) and documentary support.

#### **4.4.2 Dealing with the media and public bodies**

Complainants may sometimes approach the media or public bodies for assistance. When the complaint is reported in the media or referred by outside bodies such as the ICAC and the Consumer Council, the situation will be more complex. The SMC must stay calm and exercise tact lest the case should have a detrimental effect on the school's image. The following paragraphs outline some hints for schools and many of the principles in Para. 4.4.1 are also relevant:

##### **1. Credibility**

Preferably, such incidents are to be handled by the SMC direct. Should the SMC decide to delegate school staff to handle the investigation, the authorized team should comprise senior management staff. Lay members or parent representatives may also be invited so as to gain public confidence.

##### **2. Communication**

- a. The investigation team may arrange meeting(s) to discuss matters with the complainants or their representatives or the referring party, so as to obtain a clear picture of what the complaint is about in the first instance.
- b. The SMC should make sure that all staff are fully informed of the incident and watch out for the spread of negative feelings among the staff.

##### **3. Support**

The SMC may consider seeking third party support on professional issues, for instance, psychologists and solicitors.

##### **4. Good public relations practices**

- a. To ensure consistency in the messages conveyed, there should be a spokesperson for the school authority to answer the public or mass media. This person must be in the full picture regarding the case and familiar with the school's policies and operation.
- b. The school should give a quick response to the public about the complaint, that is, the school may announce what actions it has taken or the preliminary investigation results within one or two days.
- c. The SMC should decide on further actions, such as arranging press releases, or giving the complainant or referring party interim replies at appropriate intervals in the course of the investigation.
- d. In giving information to the press, the SMC should consider whether there will be any legal implications. The information should be clear and to the point. The SMC should observe the relevant provisions in the Personal Data (Privacy)

Ordinance and ensure that the information so released is, to the best of its knowledge, correct and unbiased.

## **5. Review**

Upon the completion of a case, the SMC should evaluate the whole matter, in particular the public relations strategy employed. Conclusions should be drawn from the incident so that improvement may be made in ways to tackle similar complaints in future. All such incidents, including the evaluation, should be recorded.

## **4.5 District and community resources**

### **4.5.1 Regional Education Offices**

Four Regional Education Offices (REOs) provide comprehensive and integrated services to schools and the public. The REO positions itself to take a lead in education development in its region. It is responsible for, and responsive to, the needs of students, teachers, schools and other stakeholders it serves. The main duties of REOs are as follows:

1. enhancing school development;
2. networking teachers/ schools at the district level for dissemination of good practices and experience-sharing with a view to promoting quality education;
3. implementing education policies;
4. overseeing the quality of education in schools and providing professional support to schools on administration matters as well as learning and teaching;
5. handling matters relating to closure and reprovisioning of schools;
6. regulating kindergartens and other private schools; and
7. providing other services, including handling public enquiries and complaints, providing placement services to students in need, etc.

### **4.5.2 Government departments**

A number of government departments provide resources and support for district-based activities regarding youth work, family services and health issues.

#### **1. Home Affairs Bureau**

##### **a. The Commission on Youth**

[The Commission on Youth](#) encourages better cooperation among Government departments, voluntary agencies, district organisations and private organisations that provide service to youth.

##### **b. Family Council**

The Family Council is an advisory body to the Government. The Council actively promotes family core values, namely "love and care", "respect and responsibility" and "communication and harmony". The attainment of these core values will help foster greater harmony among families and the community. The ["Happy Family Info Hub"](#) is established to promote a culture of loving families. It provides links to a wide array of family-related information.



## **2. The Hong Kong Police Force**

### **Police School Liaison Programme (PSLP)**

The Hong Kong Police Force first introduced a school liaison programme in 1974. Currently, there are 48 (\*) School Liaison Officers [SLO] and 69 School Liaison Officers (Secondary) [SLO(S)] under the [Police School Liaison Programme](#). Objectives are as follows:

- a. to establish a good relationship between the police and the school community - children, teachers and parents;
- b. on the basis of this relationship, to give school children an understanding of the role of the police and a respect for law and order;
- c. to make school children aware of various dangers which they may encounter, such as the dangers of involvement in crime, drug abuse, triad association, hooliganism, sexual temptations and abuse and road traffic etc.;
- d. to alert school children and school authorities to the need for crime prevention in all its aspects;
- e. to instil a sense of discipline and positive values in school children at risk through group or individual discussions with them;
- f. to refer suitable cases to the relevant multi-agency programme for follow-up action, in consultation with the social workers, school management and parents; and
- g. to act as the focal point of contact on behalf of the Police Community Relations Officer between local Police and the District Social Welfare Office as well as the school management.

(\*) *A School Liaison Officer is established and attached in Police Public Relations Branch. The duties are to conduct and co-ordinate necessary matters relating to SLOs / SLO(S)s, to maintain close contact and liaison with them in order to promote and execute the Police School Liaison Programme (PSLP) related under the policy directions.*

### **Roles of School Liaison Officers and School Liaison Officers (Secondary) include:**

- a. advise school management on the enforcement of the law in regard to unruly behaviour of students in the school;
- b. conduct group/ individual discussion with school children at risk to instil a sense of discipline and positive values in them;
- c. after discussion with the school management and parents, refer suitable cases to the relevant multi-agency programme for follow-up action; and

- d. give lectures on crime related topics including drugs, triad and other relevant issues to strengthen students' awareness in various crimes with a view to preventing them from falling into preys of bad elements.

### **3. Independent Commission Against Corruption**

#### **a. Services provided by Community Relations Department**

- produces moral education packages for secondary / primary schools and kindergartens which dovetail with the curriculum;
- produces moral education e-books and cartoons with anti-corruption messages for young kids;
- produces parenting books and videos to support parents and educators the teaching of positive values to young kids;
- organises learning projects for students on the importance of upholding positive values;
- disseminates anti-corruption messages to students in secondary schools and tertiary institutions through various means, such as interactive dramas, and talks on personal and professional ethics;
- jointly organises territory-wide projects with schools, tertiary institutions and youth related organisations to engage young people in promoting probity messages;
- maintains a “[Moral Education Website](#)” to facilitate teachers’ access to moral education resources produced by the ICAC; and
- operates a youth website “[iTeen Camp](#)” that inculcates positive values in the younger generation.

#### **b. Services provided by Corruption Prevention Department**

- provides free and confidential corruption prevention advisory services to schools;
- develops best practice checklists to help schools strengthen their governance structure and inject appropriate internal control measures in their daily operations;
- collaborates with the Education Bureau to conduct thematic corruption prevention seminars for schools; and
- operates the “[Corruption Prevention Advisory Service](#)” web portal to provide information on corruption prevention.

### **4. Department of Health**

- a. The Department of Health safeguards the health of the community through promotive, preventive, curative and rehabilitative services as well as fostering community partnership and international collaboration. For more information, please visit the following websites:
  - “[Department of Health](#)”

- [“Centre for Health Protection”](#)
  - [“School Dental Service”](#)
  - [“Student Health Service”](#)
- b. The Department of Health, together with the Education Bureau, also organises the “EatSmart@school.hk Campaign” and the “StartSmart@school.hk Campaign” for primary schools and pre-primary institutions respectively to create an environment that is conducive to healthy living in schools. For more information, please visit the following websites:
- [“EatSmart@school.hk Campaign”](#)
  - [“StartSmart@school.hk Campaign”](#)

## **5. Social Welfare Department**

- a. The Social Welfare Department, through subvented Non-Governmental Organisations, provides a continuum of preventive, developmental and remedial welfare services to young people aged between 6 and 24 to address their multifarious and changing needs in a holistic and integrated mode of service and nurture our youths to become responsible and contributing members of society.
- b. The Social Welfare Department has also developed a comprehensive network of welfare services to cater for family needs through the provision of a continuum of preventive, supportive and remedial services with objectives to preserve and strengthen family as a unit, to develop caring interpersonal relationships, to enable individuals and family members to prevent personal and family problems and to provide suitable services to meet needs that cannot be adequately met within the family.
- c. For details of youth work and family services, please refer to the [“Services for Young People”](#) and [“Family and Child Welfare”](#) webpages of the Social Welfare Department.

## **6. Environmental Protection Department**

### **a. Hong Kong Green School Award (HKGSA)**

- The Environmental Campaign Committee (ECC), the Environmental Protection Department (EPD) and the Education Bureau (EDB) have jointly organised the HKGSA since 2000. The Scheme is divided into Pre-school, Primary School and Secondary School Categories.
- HKGSA aims to encourage schools to formulate a school environmental policy and implement an environmental management plan towards a green school, enhance environmental awareness, develop environmentally-friendly attitude and promote green practices among school managers, teachers, non-teaching staff, students and their families.

- The assessment criteria for the Primary School and Secondary School Categories are Environmental Policy and Campus Environment, Environmental Management Measures, Environmental Education Plan and Implementation, and Environmental Education Effectiveness.
- For details, please refer to the [“ECC Schools Go Green” website](#).

**b. Student Environmental Protection Ambassador Scheme (SEPAS)**

- The ECC, the EPD and the EDB have jointly organised the SEPAS since 1995 for all primary and secondary schools.
- SEPAS aims to develop in students a sense of responsibility towards the environment, nurture leadership among them and encourage them to take positive initiatives in improving the environment.
- The ECC provides Student Environmental Protection Ambassadors (SEPAs) with Basic Environmental Badge (BEB) and Specific Environmental Badge training to enable them to acquire basic environmental knowledge and skills, and in-depth knowledge on specific environmental topics respectively.
- With a “train-the-trainer” approach, training for the BEB Assessment is organised for teachers to train them to be Qualified Assessors of the BEB for their SEPAs.
- For details, please refer to the [“ECC Schools Go Green” website](#).

**c. Environment and Conservation Fund**

- The Environment and Conservation Fund (ECF) provides funding support to local non-profit making organisations for the implementation of environmental education programmes or activities and installation of green features, such as green roof and renewable energy facilities, at their premises.
- These projects aim to enhance the environmental awareness and knowledge of the participants, mobilise action and induce behavioural changes to improve the environmental problems.
- Project applications are vetted by the Environmental Education and Community Action Projects Vetting Subcommittee.
- The ECF also provides funding for on-site meal portioning projects with an aim to reducing food waste and avoiding the use of disposable lunch boxes at schools. The on-site meal portioning projects are vetted by the Waste Reduction Projects Vetting Subcommittee.
- For details, please refer to the [“ECF” website](#).

**d. Environmental Resource Centres**

- The Environmental Protection Department (EPD) has established 3 environmental resource centres in Hong Kong as well as a mobile centre, namely:
  - Fanling Environmental Resource Centre
  - Wan Chai Environmental Resource Centre
  - Lung Fu Shan Environmental Education Centre

- Mobile Environmental Resource Centre (mainly visits schools, housing estates and shopping centres)
- All centres offer a variety of educational displays, information and activities, each with its own special attractions for public, schools and organisations to visit and participate.
- The services provided by the centres mainly include:
  - Guided visits;
  - Green trail walks (Outdoor);
  - Educational programmes and workshops;
  - Internet services; and/or
  - Loan service for education materials.
- For details, please refer to the “[EPD](http://www.epd.gov.hk/epd/english/news_events/events/events.html)” website:  
[http://www.epd.gov.hk/epd/english/news\\_events/events/events.html](http://www.epd.gov.hk/epd/english/news_events/events/events.html)

## **7. Office for Film, Newspaper and Article Administration**

- a. Joins hands with other government departments and voluntary organisations in organising public education programmes to protect youngsters and children from the harmful effects of indecent and obscene articles. Major activities organized or to be organised include:
  - a Healthy Mobile Phone/Tablet Apps Contest to promote the use of applications that are healthy and of good educational value to youngsters;
  - a Meritorious Website Contest to promote safe and smart use of the Internet;
  - an educational drama tour to promote the Control of Obscene and Indecent Articles Ordinance (COIAO) to students of primary and secondary schools;
  - an Internet video contest to promote the healthy use of the Internet among youngsters;
  - a student ambassador training scheme to recruit students to help promote the COIAO and the importance of healthy information;
  - a Healthy Comic Strip Contest to encourage youngsters to stay away from obscene and indecent articles; and
  - a Healthy Game Coding Contest to promote the COIAO especially among the youngsters.
- b. Conducts about 210 school talks and parental workshops each year to promote the safe use of the Internet, including the use of filtering software and the distribution of free filtering software to parent participants.

### **4.5.3 Non-Governmental Organisations**

1. The personnel of the Non-Governmental Organisations (NGOs), mostly professionals in various fields, may have served the district for a long period of time. Their services will complement the educational services in the community. Schools may consider working with the local NGOs in planning school activities on civic education and social services.
2. Schools and NGOs working in collaboration can avoid duplication of effort and teachers can, as a result, spend more time on the area of teaching and learning. In participating in programmes organised by NGOs, schools may establish better relations with the community. Their active participation in community activities will enhance the image of the school, thereby gaining better community support.

## Chapter 5 Planning, School Self-evaluation and Budgeting

### 5.1 Introduction

The major sources of finance for aided schools are government subventions and collections from parents/students. School Management Committee (SMC) is therefore held accountable for ensuring effective use of resources and also the quality of education services. The capacity of schools to plan their work strategically and develop a culture of reflective practice is fundamental to their continuous development and improvement. To these ends, schools should have formal and systematic procedures in place to set out the development focuses with related strategies in the School Development Plan for assigning work priorities, devising implementation details in the Annual School Plan, allocating resources and evaluating results. Furthermore, information about school activities within the academic year and the School Report which can reflect the progress made and school performance should be provided to the key stakeholders and the EDB.

For detailed information on the preparation of school plans and reports, schools may refer to the following documents:

- [Performance Indicators for Hong Kong Schools](#)
- [Guidelines on the Compilation of School Development Plan, Annual School Plan, School Report: To Promote School Development and Accountability through Strategic Planning](#)
- Template:
  - [School Development Plan](#)
  - [Annual School Plan](#)
  - [School Report](#)

For details of planning, school self-evaluation and reporting, schools may refer to the following circular:

- **EDBC011/2015: “Implementation of the Next Phase of the School Development and Accountability Framework ”**

## **5.2 School mission, philosophy and goals**

It is of paramount importance for a school to define its mission, which is built upon its philosophy and on which its goals are established. The philosophy states a school's beliefs; the mission defines a school's intentions, and the goals are the specific expressions of how the mission will be attained. Every school has its own unique mission which needs to be defined and which should be addressed in the planning of its annual programmes.

A school needs to express its mission, philosophy and goals in writing if they are to be reviewed, understood, and put into practice by all members of the school community. The mission statement defines the overall purpose of the school, incorporating the beliefs, concepts and values on which the school's policy and programmes are based and the goals towards which the school's efforts are directed. All in all, the mission statement serves as a framework for everything the school does.



## 5.3 Planning and School Self-Evaluation

The “[School Development and Accountability framework](#)” devised by the EDB in the 2003/04 school year aims to promote systematic implementation of School Self-evaluation (SSE) by integrating the process of “Planning-Implementation-Evaluation” into the school development cycle. The ultimate aim is enhancement of school development and improvement of students’ performance in learning.

Schools should embed SSE in school practice for strategic school planning, with a sharp focus on learning and teaching and students’ whole-person development for continuous school improvement. The School Development Plan (SDP), Annual School Plan (ASP) and School Report (SR) are primarily a school’s working documents in support of its development planning cycle. They should be based on the school’s self-evaluation of its current state of performance, strengths and areas for improvement, development priority and targets for improvement. Towards the end of the school development planning cycle, schools should conduct a holistic review with reference to the “[Performance Indicators](#)” framework and make use of the evaluation findings to strategically plan for the next cycle of development.

Schools should invite school personnel to fully participate in drawing up the SDP, ASP and SR. In this regard, the SMC should perform its guidance and monitoring roles, and duly offer advice. Schools have to upload the SDP, ASP and SR, which have been endorsed by the SMC, on their websites before the end of November.

### 5.3.1 School Development Plan

The purpose of the SDP is for the school to set out clear direction for development, the major concerns, the targets, the time scale and a general outline of strategies, on the basis of a holistic review on school performance, which are in line with the school’s vision and mission and the education policy of the territory. The SDP is the blueprint for school development. Through strategic planning, implementation and continuous monitoring as well as evaluation of effectiveness, the ultimate aim of enhancing student learning will be achieved. An SDP usually has a three-year developmental cycle, and comprises the following key elements:

- School Vision and Mission
- Holistic Review
- Major Concerns
- Targets
- Time Scale
- A General Outline of Strategies

### **5.3.2 Annual School Plan**

The ASP is a concrete action plan for implementing the SDP. It enables school personnel to have an understanding of the targets, strategies, success criteria, methods of evaluation, time scale, people in charge, and resources required, of the major concerns so that they can support the implementation. The ASP should incorporate tasks promoting school development rather than a listing of routine tasks. Since the ASP is an action plan at the school level, concrete implementation strategies of the ASP should be set in the light of the major concerns and targets of the SDP. The key elements of an ASP include the following:

- School Vision and Mission
- Major Concerns
- Targets
- Strategies
- Success Criteria
- Methods of Evaluation
- Time Scale
- People in Charge
- Resources Required

### **5.3.3 School Report**

The SR should aim to provide an account of the effectiveness of school work and the extent to which the school's major concerns are achieved, with reference to data analysis and evaluation results. By reflecting on past performance, it serves to inform future planning and puts continuous improvement in action. The report should be evidence-based and data-driven, and truly reflect the school's achievements and areas for improvement. The SR also provides a channel for the school to report to stakeholders on the major tasks in various areas, thus enhancing accountability. The key elements of an SR include the following:

- Our School
- Achievements and Reflection on Major Concerns
- Learning and Teaching
- Support for Student Development
- Student Performance
- Financial Summary
- Feedback on Future Planning
- Appendix

### 5.3.4 Schedule for drawing up the School Development Plan, Annual School Plan and School Report

Suggested timeframe	Major activities	
	The year of completion of SDP cycle	Other years of SDP cycle
<b>January to February</b>	<ul style="list-style-type: none"> <li>• Administer the Stakeholder Survey (SHS) as scheduled by schools;</li> <li>• Collection of the Key Performance Measures (KPM) data &amp; other evidence.</li> </ul>	
<b>February to May</b>	<ul style="list-style-type: none"> <li>• Submission to the EDB the latest KPM and SHS data via the E-platform for School Development &amp; Accountability (ESDA). (For details, please refer to the relevant circular memorandum issued by the EDB.)</li> </ul>	
<b>May to June</b>	<ul style="list-style-type: none"> <li>• Schools are recommended to conduct a holistic review, the results of which can serve as reference for the preparation of the next SDP.</li> </ul>	<ul style="list-style-type: none"> <li>• Schools are recommended to conduct a review on the school's major concerns as stipulated in the ASP; and to gather related data and information for evaluating the effectiveness of the major concerns.</li> </ul>
<b>July to August</b>	<ul style="list-style-type: none"> <li>• Start to draft the SR;</li> <li>• Schools can start to draw up the next SDP and ASP.</li> </ul>	<ul style="list-style-type: none"> <li>• Start to draft the SR;</li> <li>• Schools can start to draw up the next ASP.</li> </ul>
<b>Before end-October</b>	<ul style="list-style-type: none"> <li>• Schools should submit the SDP, ASP and SR to the SMC for endorsement.</li> </ul>	<ul style="list-style-type: none"> <li>• Schools should submit the ASP and SR to the SMC for endorsement.</li> </ul>
<b>Before end-November</b>	<ul style="list-style-type: none"> <li>• Upload the endorsed SDP, ASP, and SR onto the school's website.</li> </ul>	<ul style="list-style-type: none"> <li>• Upload the endorsed ASP and SR onto the school's website.</li> </ul>

## **5.4 Budgeting**

A budget can be regarded as an expression of the school plan in monetary terms. It provides information that facilitates a more effective cost benefit analysis and also the SMC's/ head's control over school expenditure.

### **5.4.1 Principles of budgeting**

1. As planning has to be conducted in the context of resources, budgeting serves to match the school activities with the available resources, including finance, staff time and space, etc.
2. The objectives of the school will determine which proposals should be given priority. Hence, all those involved in the planning process should know the criteria, targets and assumptions as well as the constraints in considering the competing priorities.

### **5.4.2 Programme budgeting**

1. Traditional budgets are prepared in which the income and expenditure are classified by items as listed in the audited accounts. Programme budgeting attempts to link all the resources needed to support a particular programme, such as an individual subject.
2. The principal features of programme budgeting are that it relates to objectives and outputs, and emphasizes the future and choice. In the school context, programme budgeting reflects an educational plan. It attempts to enable a school to identify its goals and to channel the resources into the individual programmes that meet its goals.
3. Whilst every school has its own priorities and programme structure, the following programmes should be included in the school budget:
  - a. Programmes related to the learning of languages;
  - b. Support services for students to cope with their diverse needs;
  - c. Staff training and development programmes; and
  - d. Home-school-community programmes.

### **5.4.3 Budgeting process**

1. Schools should establish formal procedures for preparing the budget, for monitoring the use of resources and for ensuring that all financial and non-financial information is available at appropriate times. Computers together with appropriate software under SAMS will assist schools in the resources allocation exercise.

2. The key procedures are the following:
  - a. identification of school goals;
  - b. determination of policies and priorities;
  - c. identification of programme budgets;
  - d. estimation of resources needed;
  - e. estimation of resources available;
  - f. examination of expenditure trends/ past performance;
  - g. allocation of resources, including provision for contingency;
  - h. approval of school budget;
  - i. informing staff with financial responsibilities of their programme budgets approved and any constraints imposed;
  - j. informing stakeholders of the approved budget;
  - k. monitoring of the school budget;
  - l. review and amendment of the budget; and
  - m. evaluation and report.
3. The SMC may consider establishing a resource committee to vet the budget and make recommendations for the SMC's approval. The membership of the committee must be endorsed by the SMC and views of teachers should be considered in the process. Generally speaking, the school head and the deputy heads should serve on the committee. Other managers and teachers may also be appointed as necessary.
4. A summary budget should be prepared which comprises the summaries of all anticipated receipts and payments required for the operation of each programme budget.
5. The expenditure should be monitored against the approved budget by the relevant staff member in-charge-of the programme throughout the year. SMCs may require the submission of a position report comparing the actual income and expenditure with the approved budget at regular intervals for scrutiny and monitoring. Appropriate action should be taken during the year to deal with variations between actual and budgeted income and expenditure.
6. Aided IMC schools should read in conjunction with Section 4 of the [“Guide to Financial Management for Aided Schools Operated by Incorporated Management Committees”](#).

## Chapter 6 School Finance Matters

### 6.1 Introduction

1. The autonomy and flexibility accorded to schools under school-based management encompass the use of moneys. Starting from 2000/01 school year, the increased flexibility takes the form of the Operating Expenses Block Grant (OEBG), which gives schools greater control over their operating expenses in the achievement of school-based objectives. For aided IMC schools, it is disbursed in the form of Expanded Operating Expenses Block Grant (EOEBG).
2. The SMC is responsible for establishing a proper framework, putting in place formal procedures for financial planning, monitoring and evaluation of results, to ensure that the government subventions are applied in accordance with the ambits of the grants and the objectives and priorities outlined in the school plan. Schools are expected to exercise due care, diligence and economy to ensure that the expenditure does not exceed the approved budget and that funds are spent in the most cost-effective manner and in the best interests of student learning.
3. The management of financial resources should be guided by the principles of prudence and propriety. Proper checks and balances need to be established to safeguard the use of funds. For this purpose, schools have to give due regard to enhancing the accountability and transparency of their operations, which includes relating the school budget to the annual school plan and publishing the audited financial statement in the annual report. Furthermore, accounting and internal control systems and procedures should be developed to bring all income and expenditure into proper account, and there should be a mechanism for reporting to the various stakeholders on the use of funds.
4. This section gives an overview of the financial resources available to schools and highlights practices that facilitate the development of an appropriate framework for financial administration and control within schools. The recommended practices or procedures as described in the following paragraphs are not however meant to be exhaustive. Schools should always follow the circulars about financial management issued by EDB and ensure that adequate internal control procedures are put in place having regard to their own circumstances.
5. Aided IMC schools should also read the [“Guide to Financial Management for Aided Schools Operated by Incorporated Management Committees”](#).

## 6.2 School Revenue

### 6.2.1 Government subventions

1. In general, over 90% of the operating expenses of aided schools are met from government grants. Such a provision enables an aided school to provide education of a standard acceptable to the Permanent Secretary for Education (PSEd). Grants received by schools comprise the following:

2. **Recurrent Grants**, which include, inter alia

- a. **Salaries Grant**

The grant consists of

- the approved salaries and allowances of the staff of the school;
- the payment to supply staff substituting for staff on approved leave in accordance with the COA; and
- long service payment and severance payment in accordance with the Employment Ordinance.

This grant enables schools to pay salaries to the following categories of staff subject to the approved establishment

- all teaching staff;
- specialist staff;
- laboratory technicians in secondary schools and special schools;
- non-teaching staff
  - excluding clerical and janitor staff in secondary schools
  - excluding clerical and janitor staff in primary schools and special schools which have opted for Administration Grant
  - excluding janitor staff in primary schools and special schools which have opted for the Revised Administration Grant

Please also refer to **EDBC010/2015 “Payment of Salaries Grant for Teaching Staff and Non-teaching Staff in Aided Schools”**.

- b. **Operating Expenses Block Grant (OEBG)**

- The OEBG covers most recurrent grants, except for the Salaries Grant and those disbursed on an actual claim or reimbursement basis.
- The OEBG comprises the General Domain and Special Domain, and their key features are as follows:

	<b>General Domain</b>	<b>Special Domain</b>
<b>Allocations of the constituent grants</b>	Can be flexibly deployed	Cannot be vired among constituent grants
<b>Use of surpluses</b>	Can be retained or deployed to top up expenditure of constituent grants in the Special Domain	Can be retained, but not deployed to meet other purposes, except for meeting the existing contractual obligation to the continued employment of the janitor/ clerical staff paid by Administration Grant/ Revised Administration Grant provided that the conditions set out in section 4.9 of the <a href="#">“OEBG User Guide”</a> are met.
<b>Retention of surplus</b>	Up to 12 months' provision of the OEBG	

- In exercising the funding flexibility, schools should ensure that the total expenditure is kept within the amount of the OEBG. Any deficit will have to be met by the school's own fund.
- Details of the constituent grants of OEBG & EOEBG are at Appendices 1 & 2 respectively.
- For more details, please refer to [EDBCM137/2017 “Operating Expenses Block Grant, Expanded Operating Expenses Block Grant and Composite Furniture and Equipment Grant for Aided Schools for the 2017/18 School Year”](#).

**c. Subsidies for employers' contribution to the Provident Funds**

- This grant covers the employers' contribution towards the two statutory provident funds for teaching staff as required under the Subsidized Schools Provident Fund Rules and the Grant Schools Provident Fund Rules, and also the contribution towards provident fund or occupational retirement schemes exempted from the Mandatory Provident Fund Schemes Ordinance (MPFSO) or in accordance with the provisions of the MPFSO for staff paid from the Salaries Grant and Administration Grant/Revised Administration Grant.
- Regarding the funding arrangements for retirement benefits of staff in the aided and caput schools after the introduction of the Mandatory Provident Fund Scheme in 2000, please refer to [EDBC048/2000 on “Funding of Retirement Benefits Upon Introduction of the Mandatory Provident Fund Scheme”](#).
- For the payment arrangement, please refer to [EDBC010/2015 “Payment of Salaries Grant for Teaching Staff and Non-teaching Staff in Aided Schools”](#) and [EDBC006/2010 “Payment and Accounting Arrangements for Subsidy for Employer’s Provident Fund/Mandatory Provident Fund Contributions in respect of](#)



Staff in Aided Schools Employed under Administration Grant/ Revised Administration Grant”.

**d. Subsidy of rent, rates and Government rent**

The Government provides subsidy to eligible schools for the payment of rent, rates and Government rent in respect of premises used for school purposes. Procedures for the payment of subsidy are outlined in [EDBC014/2007 “Refund of Rates and Government Rent”](#).

**e. Composite Furniture and Equipment Grant (CFEG)**

The CFEG provides schools with greater flexibility in the use of resources for the purchase of major Furniture and Equipment items. In this regard, schools should set their spending priorities and allocations in line with the objectives and policies laid down by their SMC/IMC. For details, please refer to [EDBCM137/2017 “Operating Expenses Block Grant, Expanded Operating Expenses Block Grant and Composite Furniture and Equipment Grant for Aided Schools for the 2017/18 School Year”](#).

**f. Passage Grant**

**g. Various cash grants to meet special education purposes**

**3. Non-recurrent Grants**

**a. Capital Cost for Building, and related Furniture and Equipment Subsidy**

- These grants may cover the costs of the construction of new school premises for reprovisioning, extension and redevelopment of existing schools and the costs of fully furnishing and equipping the schools to the approved scales and standards.
- For redevelopment and reprovisioning cases, and extension to existing schools: The Government shall provide a subsidy for furnishing and equipping the School to the required standard. The maximum government subsidy may be adjusted by deducting the total amount of serviceable furniture and equipment items in the existing school.
- For cases other than the above (excluding cases involving allocation of vacant school premises for purpose other than whole-day conversion): The SSB shall donate to the IMC a sum, which shall exclude any subsidy from the Government and other incomes of the School, equivalent to the costs of furnishing and equipping the School to standards as recommended by the Government.
- For special schools, the construction as well as the furniture and equipment costs are usually borne by the Government.
- An approval letter specifying the approval ceiling of the non-recurrent subsidy for furniture and equipment arising from the reprovisioning and redevelopment, and extension of existing schools will be issued by EDB.

**b. Furniture and Equipment Grant**

- Non-recurrent subsidy for furniture and equipment is provided for replacement and additional furniture and equipment requiring a subsidy of not more than \$500,000 each and that is not covered by the recurrent Composite Furniture and Equipment Grant.
- c. Grant for repairs, maintenance, minor improvements and emergency repairs**
  - Expenditure on routine inspection, maintenance and minor repairs should be charged to the School and Class Grant under OEBG.
  - For details of application for major repairs and emergency repairs, please refer to Chapter 8.5 “Maintenance of school premises”.
- d. Removal Allowance**
- e. Various one-off or initial grants for special projects/ initiatives**
- 4. Settlement of claims**
  - a. Unless otherwise specified by EDB, schools' claims for payment of grants must be supported by valid and original documents such as demand notes, certified receipted bills, invoices, or original copies of architects' certificates.
  - b. Circular on year-end arrangements for claiming recurrent and non-recurrent grants will be issued to schools before the end of the financial year, normally in December or January. Supervisors and school heads are required to follow the arrangements strictly.
  - c. The preceding paragraphs describe in brief the major grants provided to aided schools. Schools should refer to the COA and the relevant circulars issued by EDB for the terms and conditions of payment and for details of payment arrangements.

### **6.2.2 Other sources of school income**

1. Other sources of school income and the conditions/ requirements for generating such income are as follows:
  - a. Subscriptions (Tong Fai)**
    - No subscriptions to be charged from P1 to S3 except with the permission of PSEd.
    - Ceiling rate stipulated for S4 to S6.
    - PSEd's approval is required for collection of subscriptions in excess of the ceiling rate.
    - Planned use of Tong Fai and the actual expenditure should be made known to parents.
    - For details, please refer to **EDBC006/2008 “Arrangements for School Fees and Tong Fai”**.
  - b. Collection of other charges**

- Collections within the approved list and approved ceilings at SMC's full discretion. Any fee collections or charges above the ceiling rates of those listed in Appendix 3 should have PSEd's prior approval.
- Aided schools with IMC should also refer to Sections 3.4, 6.2(iii) & 6.3(d) of the [“Guide to Financial Management for Aided Schools Operated by Incorporated Management Committees”](#).

**c. Collections for specific purposes**

- Subject to parents' consent.
- Approval of PSEd not required for collection within the approved limit.
- Detailed procedures at Appendix 4.
- Aided schools with IMC should refer to Sections 3.4, 6.2(iii) & 6.3(d) of the [“Guide to Financial Management for Aided Schools Operated by Incorporated Management Committees”](#).

**d. Fund-raising**

- For the purpose of R66 of the Education Regulations, PSEd has given schools the permission since September 1999 to conduct the following fund-raising activities:

Activities	Points to note
Raise funds for approved charitable institutions or trusts of a public character exempt from taxes under Section 88 of the Inland Revenue Ordinance.	<ul style="list-style-type: none"> <li>• Documentary proof of the status of these institutions should be obtained.</li> <li>• Schools should be satisfied that the organizers have obtained approval from respective competent authorities as appropriate.</li> <li>• Observe the accounting requirements stipulated in point 3 of Para. 6.5.2.</li> </ul>
Raise funds for organizations specifically approved by the PSEd under Regulation 66(1) of the Education Regulations.	<ul style="list-style-type: none"> <li>• Documentary proof of PSEd's approval should be obtained.</li> <li>• Schools should be satisfied that the organizers have obtained approval from respective competent authorities as appropriate.</li> <li>• Observe the accounting requirements stipulated in point 3 of Para. 6.5.2.</li> </ul>
Raise funds for own school purposes.	<ul style="list-style-type: none"> <li>• Obtain approval from respective competent authorities as appropriate.</li> <li>• Observe the accounting requirements stipulated in point 3 of Para. 6.5.2.</li> </ul>
Allow students to assist in fund raising activities outside school premises.	<ul style="list-style-type: none"> <li>• Obtain prior consent from parents.</li> <li>• Schools should be satisfied that the organizers have well planned-out safety measures.</li> <li>• For the arrangement of selling flags, please refer to Para. 3.4.5.</li> </ul>

- PSEd has also given permission to those approved charitable institutions or trusts of a public character exempt from taxes under Section 88 of the Inland Revenue Ordinance (Cap. 112) for appealing to pupils for subscriptions and/ or making collection among pupils in schools. However, other organizations which intend to raise funds in schools must seek prior approval from PSEd. Approval from other competent authorities is required, depending on the nature and form of activities. A reference list of related requirements is at Appendix 5.
- Participation of students or donations by students in fund-raising activities must be on an entirely voluntary basis. In communication with parents, the intended purposes of the fund-raising activity should be explicitly specified and there must be no suggestion that there is any connection between a student's or an applicant's standing and the contributions the parents might make, nor should any particular amount be suggested. Schools are also reminded to observe the Prevention of Bribery Ordinance (Cap. 201) currently in force.
- Aided schools with IMC should refer to Section 6.3(c) of the [“Guide to Financial Management for Aided Schools Operated by Incorporated Management Committees”](#).

**e. Donations**

- Principles stipulated in relevant circulars to be adhered to.
- PSEd's prior approval required for donations involving recurrent expenditure from government funds.
- Acceptance of donation should be approved by SMC.
- Schools are required to register details of all donations and record them in the School Report.

**f. Hiring charges of school premises**

- Recommended rates stipulated in the [“Guidelines for Levying Charges for Hire of Accommodation in Aided Schools”](#).
  - In general, no organization should make use of the facilities in an aided school without being charged, as this represents a hidden subsidy to the organization.
  - For details, please refer to **EDBC005/2011 “Hire of Accommodation in Aided Schools”**.
2. Schools should comply with Part IX of the Education Regulations regarding “Fees and Collections”.
  3. Transparency in school operation may require the involvement of parents, teachers, and students, where appropriate, in the following processes:
    - a. approval of the school budget and the school plan;
    - b. vetting proposals on fund-raising activities, trading operations and making collections, etc.; and

- c. committee work overseeing the conduct of fund-raising activities, trading operations and collections, etc.
- 4. The fees certificate or approval letter or list of approved collections, if applicable, should be displayed at a prominent place on the school premises.
- 5. Funds in the Subscriptions Account, General Funds Account or Capital Reserve Fund Account shall be expended to meet educational and school needs. The guiding principle in all decisions is that the interests of students must come first.

### 6.3 Trading Operations

1. In handling trading operations in aided schools, please refer to [EDBC010/2016 “Trading Operations in Schools”](#) and the [“Reference Materials on Trading Operations”](#) webpage.
2. Aided schools without IMCs should seek prior approval from PSEd for conducting trading operations. For IMC schools, trading operations should be approved by the IMC and the procurement procedures for acquisition of services as stipulated in the [EDBC004/2013 “Procurement Procedures in Aided Schools”](#) should be followed. IMC schools should also refer to Sections 3.3, 6.2(ii) & 6.3(a) of the [“Guide to Financial Management for Aided Schools Operated by Incorporated Management Committees”](#).
3. In conducting trading operations, schools should observe the following fundamental principles:
  - a. No purchase or acceptance of paid services should be compulsory;
  - b. As a rule, schools should not solicit or accept donations or advantages in any form from trading operators/ suppliers;
  - c. Acceptance of donations or advantages from the trading operators/ suppliers should be considered only in very exceptional circumstances with justification of compelling reasons and should be approved by school management committees/ incorporated management committees;
  - d. The profits/ net income arising from trading operations should be applied for the purposes of directly benefiting the students of the schools as stipulated in the regulations 99A(3) and 99B(2) of the Education Regulations. Non-compliance of the regulations may lead to prosecution;
  - e. Profits/ Net income arising from trading operations should not be transferred to the respective parent-teacher associations or school sponsoring bodies; and
  - f. Schools should select the trading operators/ suppliers through competitive quotation/ tender exercises at regular intervals, preferably not exceeding three years.
4. Schools should also note the following points:
  - a. Items for the exclusive use of students in one particular school (e.g. items bearing special insignia) should be kept to the minimum.
  - b. Subject to sound educational practice, the total cost of items needed by students to pursue their course of study should be kept as low as possible.
  - c. For sale of textbooks, the financial burden upon parents should be reduced whenever possible, and no profit would be generated from sale of textbooks.

- d. The profit from sale of exercise books, school uniforms, stationery, equipment and other items (other than textbooks) should be limited to 15% of the cost price at which they are purchased from the suppliers. The profit limit of 15% should also cover paid services provided to students. The profits should be applied for the purposes of directly benefiting the students of the schools.
- e. The Administration has accepted the recommendation of the Law Reform Commission to establish the Sexual Conviction Record Check (SCRC) Scheme and the Hong Kong Police Force has implemented the scheme on 1 December 2011. The scheme is only applicable to prospective employees seeking child-related work or work relating to mentally incapacitated persons in organizations or enterprises (including staff, who have frequent or regular contact with children, deployed by suppliers/contractors to work in schools). Given the importance of protecting our students, schools are strongly advised to adopt the scheme and ask suppliers/contractors to request their staff who are to fill positions that conform to one of the above criteria to undergo SCRC and to allow schools to have access to the checking results. Applications for SCRC should be submitted by the staff concerned voluntarily. Details of the SCRC scheme (including the protocol, application procedures and template of documentary proof) are available at the website of SCRC ([http://twdc.police.gov.hk/ppp\\_en/11\\_useful\\_info/scrc.html](http://twdc.police.gov.hk/ppp_en/11_useful_info/scrc.html)).

## 6.4 Procurement of stores and services

### 6.4.1 Guiding principles

In the spirit of school-based management, schools have been given the authority and autonomy to invite, vet and approve quotations/ tenders. As the stores and services are procured out of public funds, the SMC is publicly accountable for the conduct of its affairs and related expenditure. The following principles shall be observed in all procurement processes:

1. The designated purpose(s) of each government grant must be met;
2. All procurement must be conducted on a fair and competitive basis;
3. The [“Guidelines on Procurement Procedures in Aided Schools”](#) must be observed and details are at Para. 6.4.2;
4. The accounting or reporting requirements as contained in the COA or circulars issued by EDB from time to time must be followed; and
5. Procured items (e.g. furniture and equipment) of the same category should be grouped in the same quotation/ tender schedule before inviting suppliers to bid. Schools should not evade the financial limits by dividing procurement requirements into instalments or by reducing the usual duration of contracts.

### 6.4.2 Procurement requirements

1. The SMC should establish formal procurement procedures for the procurement of stores and services so that the available resources are utilized to the best advantage, in accordance with the [“Guidelines on Procurement Procedures in Aided Schools”](#) attached to EDBC004/2013 [“Procurement Procedures in Aided Schools”](#). These guidelines are generally based on current government practices and are formulated in consultation with the Independent Commission Against Corruption.
2. Schools should note the following salient points in handling procurements:
  - a. Schools should conduct procurement in accordance with the financial limits of procurement and their corresponding procurement arrangements and approving authorities:



<b>Financial limits</b>	<b>Procurement arrangements</b>	<b>Approving authorities</b>
\$5,000 or below	Competitive bidding not required for procurement of any stores or services provided that a member of school staff at an appropriate level certifies that such procurement is essential and the prices are fair and reasonable	Principal/Deputy Head  <i>[Note: For schools without Deputy Head, the approving authority rests with the Principal.]</i>
Above \$5,000 to \$50,000	By oral quotations (at least two)	
Above \$50,000 to \$200,000	By written quotations (at least five)	Principal
Above \$200,000	By tenders (at least five)	Tender Approving Committee comprising the School Supervisor/Manager, the Principal, a teacher and a representative of the Parent-Teacher Association or a parent manager

- b. Schools are responsible for inviting, vetting and approving quotations and tenders.
- c. Schools should inform the suppliers in writing that it is an offence under the Prevention of Bribery Ordinance for them to offer advantages to school staff in connection with the latter's official duties.
- d. There should not be an evasion of the financial limits by dividing procurement requirements into instalments or reducing the usual duration of contracts to bypass proper procurement procedures.
- e. For single purchases from above \$50,000 to \$200,000 and exceeding \$200,000, written quotations and tenders should be invited from at least five suppliers respectively. When inviting suppliers, the last successful supplier should always be invited to bid subject to satisfactory performance. For the remaining suppliers, schools may refer to the Supplier List provided by the EDB or other possible sources of supply identified. Suppliers should be invited by rotation to ensure equity. Schools are encouraged to post written quotation/ tender notices on their websites so that other potential bidders not on the invitation list may have a fair chance to compete with the invitees. Prior approval from SMC should be obtained if it has not been possible to invite sufficient number of suppliers and such records should be properly documented.

- f. Schools should specify the deadline for the suppliers to submit quotations/ tenders. In principle, late quotations/ tenders should not be considered unless only one supplier has been invited.
- g. Specifications of stores/ services and the pre-determined assessment criteria should be clearly spelt out in the written quotation/ tender documents. If it is considered necessary to obtain information on the stores/ services to be procured before drawing up the written quotation/ tender documents, schools should obtain the information from a number of suppliers preferably offering different varieties of the stores/ services, digest the information obtained, identify their own needs and draw up their stores/ services specifications in generic terms, and avoid stipulating a brand/ model of store/ service in the specifications. To enhance checks and balances, schools may consider forming a panel to vet the specifications before issue to ensure they are not too restrictive to put off competitive bids.
- h. All suppliers should be provided with sufficient and equal knowledge of the quotation/ tender requirements and specifications of stores/ services.
- i. Normally, the lowest offer to the specifications should be selected. Justifications and reasons for not accepting the lowest quotation/ tender should be properly documented.
- j. For written quotations, two staff members at an appropriate level will be appointed by the Principal for opening, vetting and referring written quotation documents to the appropriate subject teacher(s) and administrative staff for evaluation and recommendation before referring the written quotation documents to the Principal for consideration and approval. For tenders, two separate committees for tender opening and vetting as well as tender approval with defined approving authorities should be set up.
- k. Membership of the Tender Opening and Vetting Committee and the Tender Approving Committee should differ. For requirements regarding the membership of these committees, schools should refer to the [“Guidelines on Procurement Procedures in Aided Schools”](#).
- l. Quotation and tender information should be kept confidential with restricted access on a need-to-know basis and security measures should be taken to prevent leakage of quotation/ tender information.
- m. Proper records of the quotations and tenders must be available for inspection, including the reasons for cases where the lowest offer is rejected.
- n. The Hong Kong Police Force has implemented the Sexual Conviction Record Check (SCRC) scheme on 1 December 2011. The scheme is only applicable to prospective employees seeking child-related work or work relating to mentally incapacitated persons in organizations or enterprises (including staff, who have frequent or regular contact with children, deployed by suppliers/contractors to work in schools). Given the importance of protecting our students, schools are strongly advised to adopt the scheme and ask suppliers/contractors to request their staff who will be deployed to schools to undertake duties involving or likely involving frequent or regular contacts with students to undergo SCRC and to pass their check result to schools. In this connection, schools should specify this

requirement in the procurement document as one of the quotation/ tender requirements. Please refer to Appendix 6 for a sample service specification for inclusion in the quotation/ tender documents.

[Applications for SCRC should be submitted by the staff concerned voluntarily. Details of the SCRC scheme (including the protocol, application procedures and template of documentary proof) are available at the website of SCRC (<http://www.police.gov.hk/scrc>).]

3. The above guidelines are for procurement involving government subsidies and the set-up funds of new schools. Nevertheless, the SMC is advised to formulate similar procurement procedures for procurement using other school funds.
4. The practices of improper sales of some suppliers have been noted. Schools may wish to refer to the [“Points to Note on Handling Improper Sales by Schools”](#) to handle improper sales.

## **6.5 Accounting and financial control**

### **6.5.1 Statutory requirements**

In accordance with R64 of the Education Regulations, the Supervisor of every school shall:

1. keep proper accounts;
2. make the accounts and any vouchers relating to the accounts available at all reasonable times for inspection by PSEd or any inspector of school; and
3. retain the accounts and vouchers for a period of not less than seven years.

### **6.5.2 Recommended practices**

#### **1. Books of accounts**

Proper accounts must be kept in respect of all income and expenditure. Separate bank accounts should be maintained for government funds and school funds. The Supervisor is also strongly advised to maintain a separate ledger account for each of the government grants and keep them up-to-date so as to avoid overspending. A set of proper books of accounts should comprise the following:

- a. cash books for bank accounts and petty cash;
- b. an attendance register and register of fees/ subscriptions/ other charges showing inter alia receipt numbers and the amount of subscriptions and other charges, if any, against the name of each student;
- c. revenue receipt counterfoils and the Daily Collection Summary in respect of subscriptions, donation, other charges and any other income. A Daily Collection Summary proforma is at Appendix 7;
- d. payment vouchers in respect of all expenditure;
- e. a register of fixed assets. A proforma Fixed Assets Register is at Appendix 8;
- f. a register of non-recurrent grants received for building, furniture and equipment;
- g. a general ledger and subsidiary ledgers showing accounts in respect of all items of recurrent income and expenditure;
- h. an Attendance Register for teaching staff, non-teaching staff and supply teachers;
- i. provident fund and MPF records for individual staff;
- j. a register of hire of school accommodation;
- k. stock and sales records for exercises books, stationery, etc., if necessary; and
- l. Accession Record for library books.

#### **2. Use of bank accounts**

- a. An undertaking duly completed by the authorised signatories to school bank accounts should be submitted to EDB to effect payment. An updated certified

bank mandate of the authorised bank signatories should be kept in the school for audit purposes. A proforma undertaking and notification of bank signatories are at Appendices 9 and 10.

- b. Aided IMC schools should read in conjunction with Section 5.2.4 of the [“Guide to Financial Management for Aided Schools Operated by Incorporated Management Committees”](#).

### **3. Fund-raising activities**

#### **a. Raising funds for school purposes**

- Prenumbered receipts/ tickets should be used for the collection of funds.
- The funds so collected as well as all expenditure, must also be properly reflected in the school's accounts.
- A list of donations exceeding \$5,000 each should be kept for record purposes.
- A financial statement for each fund-raising activity should be properly compiled as per the sample at Appendix 11. It should be displayed for a reasonable period of time on the school's notice board for the information of teachers, parents and students, after which it shall be retained for audit purposes.

#### **b. Raising funds for outside organizations**

- Schools should keep proper records of funds collected and obtain official receipts from charitable organizations concerned. The documents should be displayed for a reasonable period of time on the school's notice board for the information of teachers, parents and students, after which it shall be retained for record purposes.
- If the fund-raising activities incur expenditure from the funds collected, a financial statement should also be compiled, displayed and retained for audit purposes.

### **4. Trading operations**

For trading operations carried out by schools on the school premises, proceeds derived therefrom should be properly reflected in the school account, usually Subscriptions (Tong Fai) Account, General Funds Account or Capital Reserve Fund Account.

## **6.6 Internal control**

### **6.6.1 Guiding principles**

1. Internal control procedures are considered vital to the operation of an effective accounting system which will minimise fraud and negligence and ensure the proper use of government subventions. It is the responsibility of the SMC to determine the extent of the accounting and internal control system appropriate to its circumstances and to ensure that the school is managed and run in accordance with the Education Ordinance, the Education Regulations, the COA and the circulars issued by EDB. Schools are also required to follow the internal control procedures recommended by PSEd or their auditors.
2. In setting up the school's internal control system, the SMC needs to consider the following aspects:
  - a. organization, defining the terms of reference, responsibilities and extent of authority at each level of responsibility within the organizational structure
  - b. code of ethics for staff involved
  - c. authorization and supervision
  - d. documentation, including the accounting system, operating procedures and record keeping of major financial decisions in the minutes of meetings
  - e. review mechanism
  - f. segregation of duties
  - g. arranging job rotation where possible

### **6.6.2 Allocation of accounting duties**

1. The following principles shall be observed in the allocation of accounting duties to ensure the propriety of the accounting transactions :
  - a. The duties of calculating, checking and recording sums due to or from the school shall be separated as completely as possible from the duties of collecting or disbursing those sums. Segregation of duties reduces the risk of intentional manipulation or error.
  - b. The checking and reconciliation of any bank account and cash balances relating to all funds shall be carried out by employees who are not themselves involved in the day to day administration of those accounts.
  - c. Every transfer of moneys from one employee to another shall be evidenced in an appropriate record by the signature of the receiving employee and retained for a period similar to that of cash records.
  - d. All transactions should require authorisation or approval by an appropriate responsible person.

- e. There should be procedures to ensure that personnel have capabilities commensurate with their responsibilities. Schools should have a plan of their organization, defining and allocating responsibilities and identifying lines of reporting for all aspects of the school's operation.
2. As well as the propriety of spending, school heads should also consider the relevance of best value principles to the expenditure of funds under their control.

### **6.6.3 Handling of school income**

In the interests of the school as well as the Government, all income received by the school from the Government or other sources should be kept in a manner that involves the minimum risk. School income derived from all sources must be kept intact and utilised for approved educational purposes and facilities of the school. The following guidelines are recommended:

1. Surplus funds which are not immediately required for use may be placed in time deposits or savings accounts with licensed banks. Schools should reduce risk by spreading the deposits with several licensed banks. Interest earned should be retained in the account concerned and utilized in accordance with the intended purpose of the grant. For details, please refer to **EDBC014/2015 “The Choice of Bank Counterparties in Investment”**.
2. Keeping large sums of cash in schools should be avoided. SMCs should consider their actual operational requirements and security arrangements in deciding on their levels of cash holding, within the allowable limit specified in the circular currently in force. However, this should not be taken to mean that schools must indiscriminately maintain their cash holding at these levels.
3. No post-dated cheques should be accepted. Uncrossed cheques received should be immediately crossed and made payable to "A/C Payee Only".
4. Spoiled cheques should be immediately marked off as "Cancelled" and attached to the cheque stub to prevent from re-use. They should not be destroyed before the retention period.
5. In accordance with R63 of the Education Regulations, a school without IMC shall issue official receipts with counterfoils or duplicate copies for every sum of money received. Aided IMC schools should refer to Section 6.2(iv) of the [“Guide to Financial Management for Aided Schools Operated by Incorporated Management Committees”](#). The receipts should be in prescribed form, serially numbered, issued in sequence, dated and stamped with the school chop. They should also bear the name of the payee and the amount collected. The Supervisor as well as the Principal must ensure that the internal control system of the school is sound and effective to prevent fraud/ misappropriation of funds and in particular all collections are promptly banked in and all collections are properly accounted for. In view of administrative difficulties which may be encountered by some aided schools, school may refer to the relaxed requirements for the issue of official

receipts for the types of collection stated at Appendix 12. However, separate receipts to students should be issued upon request.

6. Spoiled/ obsolete official receipts should be immediately marked "Cancelled". Destruction of them at the end of the retention period should be verified and witnessed by the school head.
7. An official receipt register should be maintained to control the stock and issue of the official receipt books. Unused or partly used official receipt books should be kept under lock.
8. All school income, including fees or government grants or income received from other sources such as hire charges and donations, shall be paid into the appropriate bank accounts maintained in the name of the school. Money received should be banked promptly. A Daily Collection Summary should be prepared to record the date of receipt, serial numbers of official receipts issued, the nature of the income, the amount collected and the date of banking.
9. To minimise the risk of cash losses during transit, collections and payments should be made as far as possible through bank accounts. For example, collection of fees through the autopay system is strongly recommended. Schools should liaise with their banks for appropriate arrangements. For details, please refer to [EDBC15/2014 "Use of Autopay Services for Payments"](#).
10. SMCs are strongly advised to review their existing system of internal control and security measures for the safe custody of cash and to strengthen these aspects to guard against loss.

#### **6.6.4 Making payments**

1. All expenses must be properly authorised before payments are made. All payments must be supported by payment vouchers. Original invoices with full details of stores and services provided should be attached to payment vouchers.
2. The preparation and authorisation of payment vouchers should not be conducted by the same person.
3. The person responsible for approving payments should assess the reasonableness of the payment amounts having regard to the nature of the expenses and invite quotations for reference as appropriate. He/she should be alert to any falsified payment claims and report to the police immediately should he/she note any suspected malpractices in the payment claims.
4. The staff member responsible for checking should ensure that stores or services have been received or are due for advance payment, quality of stores or services up to school's satisfaction has been certified, approval for payments has been obtained and there is no previous payment on the same invoices. Advance payment should be avoided as far as possible.



5. All paid vouchers and invoices must be stamped with the word "PAID" and dated by the paying staff to prevent duplicate payment.
6. Payment should be made by crossed cheque as far as possible.

### **6.6.5 Safe keeping school assets and other valuables**

Capital assets which are of value to the school in the provision of services for a period of time longer than one year should be recorded as fixed assets. Examples are photocopiers, computers, furniture and equipment, etc. Schools are advised to keep a Fixed Assets Register to record the existing items of fixed assets under their control. A proforma Fixed Assets Register is at Appendix 8. Schools are also responsible for making proper arrangements for the safe custody of buildings, cash and other valuables under their control in accordance with the following guidelines:

1. Schools shall nominate a member of staff to be responsible for the preparation and control of the Fixed Assets Register.
2. Physical checking of assets should be conducted at least once a year. The results and records of the checking should be retained. Any discrepancies found should be investigated and reported to the SMC.
3. All cash and other valuables and important documents must be kept under lock. Surprise cash counts should be conducted by the school head to detect and deter loss/ misappropriation of cash. The surprise check should be carried out by a staff member at irregular intervals in a year, say at least three times a year. The staff member should sign, date and record the result of the checking in a log book. Any discrepancies found should be reported to the SMC.
4. Any write-off or adjustment to the register of capital assets and other valuables may only be done with the approval of the school head. A report on the write-off or adjustment should be passed to the SMC for information. Aided schools with IMC should observe the procedures stipulated in paragraphs 3.5.6.5, 6.75 and 6.76 of the [“Manual for Change-over Arrangements”](#).
5. Schools may consider taking out insurance to protect schools against damage or loss of above-standard or non-standard items caused by theft and burglary and loss of cash (non-government funds) in transit. Please refer to Section 8.7 for insurance and settlement of claims for loss of standard items.
6. Schools should maintain a Loan Register when equipment is on loan to staff/ students. A Loan Register proforma is at Appendix 13.

### **6.6.6 Operating bank accounts and signing cheques**

School Supervisors are responsible for the control and operation of bank accounts. They should ensure that the following principles are followed:

1. Bank accounts should be in the name of the school and one shall be kept solely in respect of moneys received from the Government.
2. Bank accounts (include Fixed/ Time Deposits and cheques) should be signed jointly by the School Supervisor and one registered manager. If internet banking is used for managing and operating bank accounts, the procedures for approving payments through internet banking as well as personnel authorizing modification of access control and transaction limits should remain the same as the arrangements for cheque payments, i.e. should be jointly approved by the School Supervisor and one registered manager. Aided IMC schools should refer to Section 5.2.4 of the [“Guide to Financial Management for Aided Schools Operated by Incorporated Management Committees”](#).
3. If collections of fees for examinations, activities or services arranged for students are required, the school head may seek approval from the SMC to open a separate bank account in the name of the school to be jointly operated by the school head and the deputy school head or such other school personnel as authorised by the SMC.
4. Only a reasonable cash balance shall be kept from time to time to meet small payments.
5. Cheques should not be pre-signed. They should only be signed upon presentation of properly authorised documents. All cheques should be crossed and marked "A/C Payee Only". Use of cash cheques should be avoided except for the purpose of replenishing the petty cash float.
6. Cheque books received should be recorded in a register and their issue must be controlled by recording the recipient's name, signature and date.
7. Unused cheque books should be kept under lock by the School Supervisor or school head.
8. The School Supervisor or school head should handle the inward mail from the bank personally, e.g. bank statements received from the bank should be opened by the School Supervisor or school head. The bank statements should then be examined and initialled before being passed to the staff who is responsible for preparing bank reconciliation statements.
9. The school head should review the cash books and bank reconciliation statement prepared monthly by the school clerk. The school head should also investigate any unusual items and cheques which have been outstanding for over one month. The school head should initial and date the cash books and bank reconciliation statement after checking.

## 6.7 Annual audited accounts

1. Unless approval has been given by PSEd, audited accounts should be prepared on a school year basis (or financial year basis where PSEd's approval is obtained) and submitted to EDB at such times and in such manner as required. If a school fails to submit annual audited accounts without acceptable reasons, PSEd may temporarily withhold payment of grants to the school. In appointing auditors, schools are advised to observe the guidelines on the appointment of auditors and audit engagement letter as set out in EDBC005/2014 “Appointment of Auditors and Audit Engagement Letter”.
2. The accounts must be audited by certified public accountants (practising) registered under the Professional Accountants Ordinance. The audit fee is chargeable to the School and Class Grant.
3. In addition, schools should make the accounts available for inspection by inspectors of schools, pursuant to R64 of the Education Regulations.
4. If anomalies in accounting operations and/ or procurement activities are found during the financial audit inspections conducted by EDB, the schools concerned should step up their efforts to rectify the situation. In the audit inspection letter issued to the school's supervisor, EDB may, where necessary, request a school to :-
  - a. table the letter for deliberation and discussion of possible improvement measures at a meeting of its SMC;
  - b. send a copy of the letter to the auditors who are appointed to audit the annual accounts of the school for information and copy the covering letter to EDB; and
  - c. seek the endorsement of its SMC on the responses to the letter.

## **6.8 Retention of accounting records**

1. Records of a permanent nature, e.g. fixed asset register, annual accounts, inventories, records of capital expenditure and Government non-recurrent subsidies, records in connection with school building funds/ donations etc., shall not be destroyed without the prior approval of PSEd. However, the following records may be destroyed after a certain period of retention, as specified below -
  - a. Minimum period of retention - 7 years
    - Books of accounts, i.e. cash books, Ledgers, etc
    - All types of vouchers, bank statements
  - b. Minimum period of retention - 2 years
    - Quarterly returns (duplicates), Paysheets (duplicates)
    - Fees receipts/ school attendance registers
    - Register of hire of school accommodation
2. Schools should ensure that there are adequate and appropriate controls governing the retention, storage and destruction of accounting records. Within the retention period, the records should be systematically stored in order to facilitate efficient retrieval of documents as and when required.

## **Appendix 1 Components of the Operating Expenses Block Grant**

### **Constituent Grants of the General Domain**

#### Secondary Schools

- Practical/ Technical Subjects
- Administration Grant/ Revised Administration Grant
- Administration Grant for Additional Clerical Assistant
- Recurrent English Language Grant
- Noise Abatement Grant
- Training and Development Grant
- Supplementary Grant
- Composite Information Technology Grant
- Air-conditioning Grant for Preparation Room of Laboratories
- Enhancement Grant
- School and Class Grant
- Lift Maintenance Grant
- Consolidated Subject Grant

#### Primary Schools

- School Curriculum Development Grant
- Putonghua
- Moral and Civic Education
- Composite Information Technology Grant
- School and Class Grant
- Administration Grant/Revised Administration Grant
- Administration Grant for Additional Clerical Assistant
- Noise Abatement Grant
- Enhancement Grant
- Supplementary Grant
- Training and Development Grant
- Lift Maintenance Grant

#### Special Schools

- School Curriculum Development Grant
- Composite Information Technology Grant
- Putonghua
- Activities Grant for Maladjusted Children
- Moral and Civic Education
- Computers as Communication/Rehabilitation Aids
- Traveling Grant for Certificated Master/Mistress Teaching Home-bound Pupils
- Computers for Assisted Learning Activities
- Practical/Technical Subjects
- School and Class Grant
- Administration Grant/Revised Administration Grant

- Administration Grant for Additional Clerical Assistant
- Noise Abatement Grant
- Supplementary Grant
- Air-conditioning Grant for Preparation Room of Laboratories
- Enhancement Grant
- Travelling Grant for Resource Teachers
- Training and Development Grant
- Resource Material Grant for Visually Impaired Students
- Air-conditioning Grant for Schools for Physically Disabled/ Severely Intellectually Disabled Children
- Senior Secondary Support Programme Grant
- Consolidated Subject Grant

Note: Lift Maintenance Grant is disbursed on a reimbursement basis to meet the maintenance and electricity expenses of the lifts approved in special schools.

## **Constituent Grants of the Special Domain**

### Secondary Schools

- Capacity Enhancement Grant
- Boarding Grant
- School-based Support Scheme for Newly Arrived Children
- Whole School Approach to Integrated Education
- Programme Funds for Whole-school Approach to Guidance and Discipline
- School-based Educational Psychology Service Grant

### Primary Schools

- School-based Support Scheme for Newly Arrived Children
- Student Guidance Service Grant (including Top-up Student Guidance Service Grant)
- Capacity Enhancement Grant
- Understanding Adolescent Project (Primary) Grant
- Whole School Approach to Integrated Education
- Programme Funds for Whole-school Approach to Guidance and Discipline
- Enhanced Speech Therapy Grant
- School-based Educational Psychology Service Grant

### Special Schools

- School-based Support Scheme for Newly Arrived Children
- Understanding Adolescent Project (Primary) Grant
- Programme Funds for Whole-school Approach to Guidance and Discipline
- Supportive Remedial Service for Hearing Impaired Students Attending Ordinary Secondary Schools
- Enhanced Support Service for Hearing Impaired Students Attending Ordinary Primary Schools
- Capacity Enhancement Grant

- Maintenance Grant for Sewage Treatment Plant
- Boarding Grant
- Top-up Boarding Grant

## **Appendix 2 Components of the Expanded Operating Expenses Block Grant**

### Secondary & Primary schools

- Consolidated Subject Grant (for secondary schools)
- Moral and Civic Education
- Putonghua
- Administration Grant for Additional Clerical Assistant
- Administration Grant/Revised Administration Grant
- Air-conditioning Grant for Preparation Room of Laboratories
- Capacity Enhancement Grant
- Composite Furniture and Equipment Grant
- Composite Information Technology Grant
- Enhancement Grant
- Lift Maintenance Grant
- Noise Abatement Grant
- Programme Funds for Whole-school Approach to Guidance and Discipline
- Recurrent English Language Grant
- Refund of fees for certificates on fire safety
- Refund of fees for certificates on structural safety
- School and Class Grant
- School Curriculum Development Grant
- School-based Support Scheme for Newly Arrived Children
- Student Guidance Service Grant (including Top-up Student Guidance Service Grant)
- Supplementary Grant
- Training and Development Grant
- Understanding Adolescent Project (Primary) Grant
- Whole School Approach to Integrated Education
- Boarding Grant
- Practical/Technical Subjects
- Enhanced Speech Therapy Grant
- School-based Educational Psychology Service Grant

### Special schools

- Consolidated Subject Grant
- Moral and Civic Education
- Practical/Technical Subject
- Putonghua



- Activities Grant for Maladjusted Children
- Administration Grant for Additional Clerical Assistant
- Administration Grant/Revised Administration Grant
- Air-conditioning Grant for Preparation Room of Laboratories
- Air-conditioning Grant for Schools for Physically Disabled/Severely Intellectually Disabled Children
- Boarding Grant
- Top-up Boarding Grant
- Capacity Enhancement Grant
- Composite Furniture and Equipment Grant
- Composite Information Technology Grant
- Computers as Communication/Rehabilitation Aids
- Computers for Assisted Learning Activities
- Enhancement Grant
- Lift Maintenance Grant
- Maintenance Grant for Sewage Treatment Plant
- Noise Abatement Grant
- Programme Funds for Whole-school Approach to Guidance and Discipline
- Refund of fees for certificates on fire safety
- Refund of fees for certificates on structural safety
- Resource Material Grant for Visually Impaired Students
- School and Class Grant
- School Curriculum Development Grant
- School-based Support Scheme for Newly Arrived Children
- Supplementary Grant
- Supportive Remedial Service for Hearing Impaired Students Attending Ordinary Secondary Schools
- Enhanced Support Service for Hearing Impaired Students Attending Ordinary Primary Schools
- Training and Development Grant
- Travelling Grant for Certificated Master/Mistress Teaching Home-bound Pupils
- Travelling Grant for Resource Teachers
- Understanding Adolescent Project (Primary) Grant
- Senior Secondary Support Programme Grant

### Appendix 3 Approved list of fines/ charges & fees

The Permanent Secretary for Education has given aided and caput schools blanket approval by EDBC014/2012 “Collection of Fines, Charges and Fees for Specific Purposes, and Use of the Subscription (Tong Fai) / General Funds / Capital Reserve Fund Account in Aided and Caput Schools” to collect fines, charges and fees for specific purposes from students in ways as detailed in and subject to the requirements below.

<u>Items</u>	<u>Approved ceilings</u> (effective from the 2012/13 school year and subject to revision)
1. Entrance examination fee	\$50
2. Replacement of student card	\$10 per copy
3. Replacement of graduation certificate	\$25 per copy
4. Transcript (second copy)	\$25 per copy
5. Locker deposit	\$10 per student (to be refunded to student on leaving school)
6. Fine for serious damage to or loss of library book	The original cost of the book plus 20% for handling charges
7. Fine for overdue library book	The rate imposed by Public Library
8. Replacement charge for loss of library card	- ditto -
9. Breakage and damage of science equipment	\$50 per item
10. Breakage of school property other than science equipment	\$50 for individual student \$100 for the whole class responsible
11. Wilful damage to school property	The full cost of repair/ replacement of the item
12. Stored-value photocopying card	\$25 deposit per card (unused value to be refunded to student)
13. Charges for non-standard items (See Appendix 4)	\$310 in total per student per annum

## **Appendix 4    Approved collections for specific purposes**

### **1.    Background**

Schools are given the discretion, subject to compliance with the conditions stated in paragraph 2, to make collections from parents for expenses on above-standard and non-standard items to provide "extras" over a basic education to students. For example, schools may use the income to pay for additional teachers to teach subjects outside the normal curriculum, or instructors' fees for various cultural activities, or electricity charges for air-conditioning the school portion.

### **2.    Conditions**

Prior approval of PSEd is not required if the following conditions are fulfilled:

- a.    The amount of collection falls within the current ceiling set by PSEd.
- b.    Parents have been consulted on the proposed plan(s) in advance, preferably at the beginning of a school year, and they endorse the proposal.
- c.    A detailed list of all agreed collections should be issued to all parents, and displayed at a prominent place in the school.
- d.    Needy parents will not be compelled to subscribe to the collection.
- e.    At the end of the school year, a financial statement is sent to all parents, informing them of how the collections have been spent.
- f.    A separate ledger account is kept to record all income and expenditure pertaining to such collections for each specific purpose, and upon request is produced for EDB's inspection.
- g.    A separate statement is included in the annual audited financial statement of accounts, showing all the income and expenditure relating to such collections.

### **3.    Important points to note**

- a.    If the majority of parents object to the plan(s) in the course of consultation, the school should withdraw the proposal. The SMC/IMC should examine parents' concern, re-assess the needs of the school and review the plan before putting forward new proposals for parents' consultation again.
- b.    The respective SSDOs should be notified of such collections.
- c.    The SMC/IMC may devise further procedures governing the collection to safeguard against abuses and to foster parents' support and trust.

## **Appendix 5     Requirements in connection with fund-raising activities from other government departments**

For Reference Only - This list is by no means exhaustive. Schools and organizers of fund-raising activities should consult respective competent authorities in case of doubt.

### **1.     Public Entertainment**

Before any public entertainment can be held within the school premises, a licence is required under the Places of Public Entertainment Ordinance. Public entertainment includes the following events/ activities to which the general public are admitted, with or without payment for admission:

- a. a concert, opera, ballet, stage performance or other musical, dramatic or theatrical entertainment;
- b. a cinematography or laser projection display;
- c. a circus;
- d. a lecture or story-telling;
- e. an exhibition of any one or more of the following, namely, pictures, photographs, books, manuscripts or other documents or other things;
- f. a sporting exhibition or contest;
- g. a bazaar;
- h. an amusement ride within the meaning of the Amusement Rides (Safety) Ordinance or any mechanical device (other than such an amusement ride) which is designed for amusement; and
- i. a dance party.

Applications should reach the Director of Food and Environmental Hygiene at least 42 days before the commencement of functions. In respect of the place where the public entertainment is held, fire services requirements must be complied with. For functions with erection of structures, requirements of the Buildings Department should be observed.

### **2.     Film**

A certificate of approval/ exemption is required under Section 8 of the Film Censorship Ordinance from the Film Censorship Authority before public exhibition of a film (a film means a cinematograph film, a video tape or laserdisc, a still film or any other record of visual moving images).

### **3.     Lottery**

A lottery licence is required under Section 22(1)(a)(i) of the Gambling Ordinance from the Commissioner for Television and Entertainment Licensing if fund-raising activities are conducted in the form of a lottery. Lottery includes, inter alia, a raffle and any game, method, device or scheme for distributing or allotting prizes by lot or chance, whether promoted, conducted or managed in or outside Hong Kong. Prior written approval from the Commissioner is also required if lottery tickets are sold on public streets.

#### **4. Game of Amusement with Prizes**

For a game such as wheel of fortune, roll a dice etc. with prizes, a licence is required under Section 22(1)(a)(iii) of the Gambling Ordinance from the Commissioner for Television and Entertainment Licensing for conducting a game of amusement with prizes on premises licensed under Section 4 of the Places of Public Entertainment Ordinance.

#### **5. Selling of Liquor or Use of Starting Pistols**

Licences or permits from the Commissioner of Police have to be applied for activities which include the selling of liquor and the use of starting pistols. Applications for a temporary liquor licence and exemption permits for starting pistols should be submitted at least 14 working days before the commencement of functions.

#### **6. Fund-raising Activities in Public Places**

According to Section 4(17)(i) of the Summary Offences Ordinance, any person or organization that organizes, provides equipment for, or participates in any collection of money or exchange for donation of badges, tokens or similar articles in a public place for charitable purposes should apply for a permit from the Director of Social Welfare. The permit as referred to above is the Public Subscription Permit which covers two types of charitable fund-raising activities, namely flag days and general charitable fund-raising activities.

#### **7. Race on Road and Walkathon**

Races on a road where any competition is involved require a Road Event Permit issued under the Road Traffic Ordinance. Applications for permits should be made to the appropriate Police Regional Commander (Kowloon East, Kowloon West, Hong Kong, New Territories North and New Territories South) in whose region the event will occur.

Walkathons are controlled by the Police under the Public Order Ordinance and prior notification of at least seven days in advance of the proposed event is required. Pre-printed notification forms are available at any Police Station and should be used to ensure all necessary information is furnished to the Police. Completed notifications should be delivered by hand to the Duty Officer of any police station by the organizer or his representative.

If a walkathon or race involves collection of money or exchange for donation of badges, tokens or similar articles in a public place for charitable purposes, approval from the Director of Social Welfare must be obtained.

#### **8. Publicity**

If fund-raising activities are publicised by bills or posters, Section 104A of the Public Health and Municipal Services Ordinance, restricting the display of bill and posters, has to be complied with.

## Appendix 6 Sexual Conviction Record Check Sample Service Specification

The Contractor<sup>(see Note)</sup> shall require the Contractor Employees to

- (a) declare in the job application form and/or other related documents whether they have been convicted of any criminal offence in Hong Kong or elsewhere, and to provide the details; and
- (b) undergo the Sexual Conviction Record Check with the Hong Kong Police Force.

The Contractor shall seek the consent of the employees to pass the information regarding (a) and (b) to [Name of School] for its consideration of the suitability of the Contractor's prospective employees.

Note:

The Contractor shall inform the employees of the following:

1. It is obligatory for the employees to provide the information required;
2. Refusing to disclose the required information or intentionally providing false information and/or withholding any material information may render them unsuitable for the post(s);
3. The information provided by the employees is used by [Name of School] for the consideration of their suitability for the post(s);
4. Any conviction of criminal offence(s) may not necessarily render them unsuitable for the post(s); and
5. The employees have the right to request for access and correction of the information provided by sending a written request to the Contractor.

## Appendix 7 Daily Collection Summary

### Daily Collection

Date	Particulars of Receipts	Receipt No.	Amount \$	Date Banked	Initial of Responsible Staff	Account Credited	
						Government Grants \$	Subscriptions/ General Funds/ Capital Reserve Fund \$

## Appendix 8 Proforma Fixed Assets Register

### Fixed Assets Register

**\*Location:**

Item	Description	Date of Purchase	Cost		Quantity	Location	Date & Reason of Write-off	Supervisor's/ School Head's Signature	Remarks
			Govt. Funds	School Funds					

**\*One separate sheet for each location.**



## Appendix 9 Proforma Undertaking by School Supervisor

### PROFORMA

\_\_\_\_\_(Name of School)  
\_\_\_\_\_(Address of School)  
\_\_\_\_\_(Date)

To: Permanent Secretary for Education, Hong Kong.

(Attn: \_\_\_\_\_)

### Recurrent Subsidy

In consideration of the HKSAR from time to time advancing recurrent grants to the management committee of the above-named school on the terms and conditions set out in the Code of Aid for Primary/ Secondary/ Special/ Aided\* Schools, I, \_\_\_\_\_, Supervisor of the said school, hereby guarantee the repayment of the balance of any recurrent subsidy which is unused at the time of any of the following events -

1. Closure of the school; or
2. Suspension of the school's operations; or
3. Withdrawal or removal of the school from the Aided School Lists maintained by the Education Bureau.

\_\_\_\_\_(Supervisor's Signature)

\_\_\_\_\_(Name)

Witness: \_\_\_\_\_

Witness: \_\_\_\_\_

Date: \_\_\_\_\_

\*Delete as appropriate.

## **Appendix 10 Proforma notification of Bank Signatories and Bank Account**

### **Notification of Bank Signatories and Bank Account**

To: Permanent Secretary for Education, Hong Kong.

Please pay the recurrent and non-recurrent grants for my school into the following bank account:

Name of School : \_\_\_\_\_

Name of Account (in English): \_\_\_\_\_

(Maximum 73 characters including space)

Account No. : \_\_\_\_\_

Name of Bank (and branch, if any): \_\_\_\_\_

Name of three signatories for signing cheques:

(1) \_\_\_\_\_ (Supervisor)

(2) \_\_\_\_\_ (Manager)

(3) \_\_\_\_\_ (Manager)

Note: Cheques should be signed by the Supervisor and one other registered manager. For IMC schools, bank accounts should be operated by joint signatories of IMC managers and the supervisor being signatory is not mandatory.

I certify that the above account has been opened. I hereby agree that the Bank's acknowledgement will be sufficiently discharged in lieu of my personal acknowledgement.

\_\_\_\_\_ (Supervisor's Signature)

\_\_\_\_\_ (Name of Supervisor)

\_\_\_\_\_ (Date)

## Appendix 11 Financial Statement (Fund Raising Activities) - Sample of a Standard Income and Expenditure Account

### Financial Statement (Fund Raising Activities)

Name of School: \_\_\_\_\_

Fund Raising Activity: (e.g. Fund Raising Concert 20xx) \_\_\_\_\_

Purpose of the Fund Raising Activity: \_\_\_\_\_

### Income and Expenditure Account

Income (Schedule 1)

Donations	\$ XXXX	
Sales of tickets	\$ XXXX	\$ XXXX
Less : Expenditure (Schedule 2)		<u>\$ XXXX</u>

**Surplus/(Deficit) \$ XXXX**

Represented by :

Fixed Deposit with XXX Bank	\$ XXXX
Savings Account with XXX Bank	\$ XXXX
Fund Raising Activity Current Account No. XXX	\$ XXXX
Amount donated to: [ Name of charitable organization(s) ]	
(supported with copies of receipt(s))	<u>\$ XXXX</u>
	<u><b>\$ XXXX</b></u>

Prepared by: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_

Position: \_\_\_\_\_

Checked by: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_

Position: \_\_\_\_\_

Certified by Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_

## Financial Statement (Fund Raising Activities)

### Schedule 1

#### Fund Raising Concert 20xx

#### Income

Donations from	\$	\$
e.g. Sponsoring body	XXX	
V.I.P.s	XXX	
Alumnae and friends	XXX	
Secondary school teaching staff	XXX	
Secondary school non-teaching staff	XXX	
Primary school teaching staff	XXX	
Primary school non-teaching staff	XXX	
Kindergarten teaching staff	XXX	
Kindergarten non-teaching staff	XXX	
Secondary school parents	XXX	
Others	XXX	XXX

#### Sales of Tickets (Note)

Alumnae	\$	
No. of tickets sold		
\$10 each :	XXX	
\$20 each :	XXX	XXX

Teaching Staff		
No. of tickets sold		
\$10 each :	XXX	
\$20 each :	XXX	XXX

Students		
No. of tickets sold		
\$10 each :	XXX	
\$20 each :	XXX	XXX

Others		XXX
(Please specify in Schedule 3 separately)		

**Total Receipts:** XXX

Note:

All receipts for donations and tickets should be serially numbered and a separate record of the receipts issued and tickets sold, with the serial numbers indicated, should be kept.

## Financial Statement (Fund Raising Activities)

### Schedule 2

#### Fund Raising Concert 20xx

#### Expenditure (Note)

	\$
e.g. Rent for Hall, Theatre etc.	XXX
Sound system & equipment	XXX
Programme-printing	XXX
Ticket-printing	XXX
Poster-printing	XXX
Receipts-printing	XXX
Transportation	XXX
Music	XXX
Refreshment	XXX
Postage and stationery	XXX
Miscellaneous	XXX
	<u>XXX</u>

Note: All invoices and receipts should be kept.

## **Appendix 12 Relaxed requirements for the issue of official receipts for certain types of collections**

### **1. School Dental Care Service**

A Collection Summary detailing the name of the students, the amount collected, the date of collection and the date of bank-in etc. should be prepared. The Summary should be reconciled with the amount as stated in the demand note issued by the organizations concerned. The Summary should be signed by both the school staff preparing the summary and the Principal as evidence of checking.

### **2. Donations Raised from Students**

Donations raised from students towards the Hong Kong Tuberculosis, Chest and Heart Diseases Association, Community Chest and approved collections for school or charitable purposes should be made in front of a responsible member of staff into a sealed and lockable box. The box should be opened and the money contained therein counted by another responsible member of staff in the presence of the principal who should sign a cash certificate authenticating the amount so collected. A Collection Summary by each type of donation should be prepared by the school staff and checked by the Principal with both signatories on the Summary.

### **3. Sale of School Textbooks, Exercise Books, School Uniform and Badges and Stationery Items etc**

Principles stipulated in relevant circulars should be followed when conducting trading operation in the school. Since sale of school textbooks, exercise books, school uniform and badges and stationery items etc to students is on a Cash on Delivery basis, a sales record containing the daily quantity of each type of the above trading items sold, the total amount of cash collections as well as the date of banking should be kept. Stock records should also be kept for each type of stock of the trading items. The entries in the sales records should tally with those in the stock records. The sales record should be checked and signed by the Principal. Stock movements (e.g. purchases, sales etc.) should be promptly entered in the stock records so as to reflect the cost and quantity of stock in hand properly. The stock records should be checked periodically by a staff independent of making purchases and sales to ensure proper stock control.

### **4. Fees for carrying out extra-curricular activities including educational visits and making payments on behalf of students**

Aided schools should utilize the School and Class Grant for carrying out extra-curricular activities. If the aided school considers that it is necessary to collect fees from students and the money so collected is for making payments on behalf of the students, a Collection Summary by each type of activity should be prepared. The Summary should be signed by both the school staff preparing the Summary and the Principal as evidence of checking.

## Appendix 13 Proforma Loan Register

### Loan Register

Item	Description	Location	Date Out	Date Returned	Borrower (status)

## Chapter 7 Personnel Matters

### 7.1 Introduction

1. With the implementation of school-based management, the SMC, as the employer of all school staff, exercises greater autonomy and responsibilities in personnel matters. To ensure effective deployment and management of human resources, it is important for explicit policies and procedures to be in place for recruitment, promotion, acting appointments, regrading, performance management, retirement and succession planning, etc. Moreover, these policies and procedures must be fair and open. This will avoid any actual or perceived conflict of interest as well as any allegation of favoritism that will undermine staff morale and the accountability of management processes.
2. Schools should refer to the following, and any other relevant legislation, in drawing up their personnel policies or procedures:
  - a. Education Ordinance and Education Regulations (Cap.279 and 279A, the Laws of Hong Kong)
  - b. Codes of Aid
  - c. Employment Ordinance (Cap.57, the Laws of Hong Kong)
  - d. Employees' Compensation Ordinance (Cap.282, the Laws of Hong Kong)
  - e. Minimum Wage Ordinance (Cap.608, the Laws of Hong Kong)
  - f. Personal Data (Privacy) Ordinance (Cap.486, the Laws of Hong Kong) and the Code of Practice on Human Resource Management
  - g. Legislation on equal opportunities, such as the Sex Discrimination Ordinance (Cap. 480, the Laws of Hong Kong), the Disability Discrimination Ordinance (Cap. 487, the Laws of Hong Kong), the Family Status Discrimination Ordinance (Cap. 527, the Laws of Hong Kong), the Race Discrimination Ordinance (Cap. 602, the Laws of Hong Kong), and the related Codes of Practice on Employment issued by the Equal Opportunities Commission
  - h. [Code of Practice against Discrimination in Employment on the Ground of Sexual Orientation](#) issued by the Constitutional and Mainland Affairs Bureau
  - i. Prevention of Bribery Ordinance (Cap.201, the Laws of Hong Kong)
  - j. Mandatory Provident Fund Schemes Ordinance (Cap.485, the Laws of Hong Kong)
  - k. "Occupational Safety and Health Ordinance" and the subsidiary legislation (Cap.509, the Laws of Hong Kong)
  - l. Code for the Education Profession of Hong Kong
  - m. relevant EDB circulars, webpages and guidelines
3. With respect to school personnel matters, EDB continues to take up the following responsibilities:



- a. approving the staff establishment of aided schools
- b. setting the entry and promotion requirements for all teaching and specialist staff
- c. setting the salary scales for all grades and ranks of teaching and specialist staff
- d. providing subsidy for salary expenses
- e. approving the appointment of the following categories of staff on the salaries grant payroll:
  - school heads
  - teachers directly appointed to promotion ranks
  - teachers on overseas terms
  - temporary Native-speaking English Teachers (NETs)
  - registered teachers by merit of 10 years recognized teaching experience (R-10 teachers)
  - unqualified teachers
  - school heads and teachers above retirement age
4. For more information on teaching staff establishment, including the provision of teacher-librarians in aided primary schools, turning the specialised teaching posts into permanent posts, turning the primary curriculum leader posts into permanent posts, improving student guidance services, and providing additional teachers to schools with Band 3 and Bottom 10% students at S1 - S3, please refer to the following circulars:
  - EDBC 030/2001 “Provision of Teacher-Librarians in Aided Primary Schools”
  - EDBC 004/2006 “Measures to Relieve Teachers’ Workload”
5. Aided IMC schools should read this Chapter in conjunction with the [“Supplement to School Administration Guide”](#).

## **7.2 Appointment, regrading, promotion and acting appointment**

### **7.2.1 Appointment of teaching staff**

#### **1. Guiding Principles**

To ensure the quality of education, schools should consider giving priority to trained teachers in appointment. In handling the appointment of teachers, SMCs are reminded to note, in particular, the entry qualifications stipulated in the COAs, the language proficiency requirement and the eligibility to teach physical education for teachers, as well as the requirements for teacher registration stated in S42, S44, S48 and S49 of the Education Ordinance and the Second Schedule of the Education Regulations. Please refer to Section 7.3 for more details on principles and procedures of staff selection.

#### **2. Responsibilities of SMC**

The SMC should be responsible for ensuring that the following procedures are properly executed, approving the appointment, issuing letters of appointment to and entering into agreement on the terms of contract with the appointees.

- a. Schools should assess the fitness and suitability of candidates for employment and ensure that the candidates are registered teachers or possess the necessary qualifications for registration as a registered or permitted teacher, with reference to the minimum entry requirements for the respective rank/ grade stipulated in the COAs.
- b. For selection of suitable candidates to fill the teaching vacancies, schools should verify carefully the qualification documents of the applicants, including their Certificate of Registration as a Teacher and Certificate of Service from their previous employers, and require the applicants to declare in the job application form and/or other related documents whether they have been convicted of any criminal offence in Hong Kong or elsewhere, or whether their registered teacher or permitted teacher status has been cancelled/ refused, and to provide the details. Schools should also state in the contract of services the consequences of intentionally providing false information/ withholding any material information (including the disciplinary action).
- c. With the applicants' prior consent, schools should consult their previous employers about their job performance to ensure that the selected candidate is suitable for the post.
- d. The Hong Kong Police Force has launched the Sexual Conviction Record Check (SCRC) scheme since 1 December 2011. To further safeguard the well-being of students, schools are strongly advised to adopt the SCRC scheme to check whether their prospective employees have any sexual conviction records and request them to undergo SCRC at the advanced stage of the employment process. Applications for SCRC should be submitted by the prospective employees voluntarily. Should

the SMC decide not to request certain types of or individual prospective employees to undergo SCRC, there should be thorough deliberation on the reasons in a meeting of the Committee and the justifications have to be properly documented in the notes of meeting.

- e. The above paragraphs a to d are also applicable to teaching staff appointed on temporary/ contract/ part-time basis, NETs directly employed by schools, daily-rated supply teachers, teaching staff paid out of other cash grants, etc.
- f. Schools should determine the nature of appointment, e.g. offering appointment on regular or temporary terms, on full-time or part-time basis, etc. Schools should note the employment of regular teachers with Defined Contract Period, if any, must be based on the development needs of the school with cogent reasons. Schools should refrain from using this form of employment as a management tool, nor employing regular teachers with Defined Contract Period because they are on probation.
- g. Schools should approve the salary entitlement in accordance with the principles set out in the COA and the [“Guide to Salary Assessment”](#).
- h. For the appointment of any teacher to occupy a teaching post in the staff establishment or for a term not less than 6 months, schools should obtain approval from the majority of managers of the school.
- i. For the dismissal (including non-renewal of the employment contract after expiry) of any teacher occupying a teaching post in the staff establishment or for a term not less than 6 months, the decision should be approved by the majority of the managers of the school at the SMC meeting.
- j. Regarding the detailed arrangement of staff appointment, please refer to:
  - EDBC005/2005 “Appointment of Staff in Schools”
  - EDBCM065/2010 “Measures for Strengthening the Protection of Students: Appointment Matters of Schools”
  - EDBCM179/2011 “Sexual Conviction Record Check Scheme”
  - [“Appointment Matters”](#) webpage.

### **3. Appointment of school head**

- a. The functions of the school head have been defined in S58 of the Education Ordinance. S53 and S57 of the Education Ordinance and relevant sections of the COA also stipulate that the appointment of the school head should be approved by the Permanent Secretary for Education (PSEd). For application for the appointment of school head, please refer to the list of necessary documents to be submitted at Appendix 1.
- b. Furthermore, SMCs should observe the requirements on Certification for Principalship as specified in
  - EDBC001/2017 “Certification for Principalship”
  - EDBC003/2017 “Arrangements for Renewing the Certification for Principalship”

- c. As professional leadership is a key factor contributing to school effectiveness, it is essential that the headship be taken up by a person who demonstrates the qualities to inspire and lead the staff and students. SMCs should also make reference to the booklet [“Selection and Appointment of a School Principal”](#).

#### **4. Appointment of temporary teacher**

The SMC may approve the employment of a temporary replacement on monthly terms under the following circumstances:

- a. to substitute for teaching staff who have been granted sick leave, maternity leave, study leave or any approved leave for a period of not less than 90 days.
- b. to fill a teaching vacancy under exceptional circumstances, justifications for which should be properly documented.

#### **5. Appointment of unqualified teacher**

Under no circumstances should a person unable to satisfy the minimum qualifications required for entry to the teaching profession be considered for appointment except with strong justifications. In such cases, the SMC has to obtain the prior approval of PSEd.

#### **6. Appointment of supply teacher**

- a. The SMC is responsible for the appointment of supply teachers who are paid on fixed daily rates according to the principles set out in the relevant COA. Application for reimbursement should be directed to the Recurrent Subventions Section of EDB.
- b. For details, please refer to “Guidelines for Employment of Daily-rated Supply Teachers in Aided Schools” available at [“Supply Teacher” webpage](#).

### **7.2.2 Regrading**

1. The regrading of serving non-graduate teachers of aided schools to fill the vacancies of the graduate teacher posts should be approved by the SMC. All the necessary procedures for regrading should be completed before the effective date, including the approval by the SMC. Under normal circumstances, there should be no retrospective effect for the date of regrading.
2. The regrading of serving non-graduate teachers to fill the vacancies of the graduate teacher posts should be processed through a proper selection procedure, in accordance with the relevant circulars and the entry requirements for graduate posts as stipulated in the COA. Schools should also develop a set of school-based criteria which are objective, fair and transparent to assess the suitability of candidates with reference to the skills and attributes required for the posts.
3. Please refer to Section 7.3 for more details on the principles of and procedures for staff selection. Regarding the enhancement of the ratio of graduate teacher posts in public sector primary and secondary schools, please refer to:
  - **EDBC005/2015 “Enhancing the Ratio of Graduate Teacher Posts in Aided Primary Schools”**

- EDBC004/2008 “Enhancement of Graduate Teacher Ratio in Aided Secondary Schools”
- 4. The SMC should use the form for regrading to inform the Funds Section of the Education Bureau of the school’s decision on granting approval for the teachers’ regrading applications so as to facilitate the adjustment of the teachers’ salary particulars. Schools should also assess the teachers’ salary entitlement in accordance with the principles detailed in the [“Guide to Salary Assessment”](#). The regrading form should be copied to the respective District School Development Sections. Schools may access the relevant form on the [“Appointment Matters”](#) webpage.

### **7.2.3 Appointment of non-teaching staff**

1. The SMC of an aided school is responsible for the appointment of non-teaching staff in accordance with the provisions of the COA. The appointment of specialists in aided secondary schools, primary schools and special schools should also comply with the qualifications, job requirements, staff establishment, salary scales and conditions of appointment laid down in the COA. Appendix 2 gives a summary of the various non-teaching posts in aided schools.
2. To ensure that the job applicants have met the appointment requirements for selection purposes, schools should also follow paragraphs 2b to 2d of Section 7.2.1 above with prudence when employing non-teaching staff.
3. Schools in receipt of the Administration Grant/ Revised Administration Grant can use the Grant flexibly to employ administrative staff, workshop attendants and janitors to meet their specific needs. For example, they can employ staff or contract out the cleaning or clerical duties, decide on the offer of full-time or part-time appointment and determine the staff remuneration.
4. Schools in receipt of the Revised Administration Grant are allowed to pay the actual salary of their clerical staff through the Salaries Grant and the salary of the janitor staff through the Revised Administration Grant. Clerical staff paid out of the Salaries Grant includes the grades of Assistant Clerical Officer and Clerical Assistant. Schools should refer to the conditions of appointment and salary scale stipulated in the COA. Incremental credits would be awarded to clerical staff for past experience in aided schools without break of service. Schools are allowed to use the Revised Administration Grant flexibly in the same way as the Administration Grant, i.e. to employ janitor staff, contract out services and provide extra clerical services to meet their specific needs.
5. Administration Grant and the Revised Administration Grant are calculated as follows :

#### Administration Grant (per annum)

(No. of clerical staff per approved establishment for the current school year x mid-point salary of the clerical staff + No. of janitor staff per approved establishment for the current school year x maximum point salary of the janitor

staff) x 12

Revised Administration Grant (per annum)

No. of janitor staff per approved establishment for the current school year x  
maximum point salary of the janitor staff x 12

6. The provision of the Revised Administration Grant is a transitional measure. In the long run, it is expected that schools would pay the salaries of both clerical and janitor staff through the Administration Grant. Hence, schools which have opted for the Revised Administration Grant may opt for the Administration Grant if they prefer so. The option once exercised in favour of the Administration Grant is final and irrevocable.
7. Schools are requested to keep a separate ledger account named “Administration Grant/ Revised Administration Grant Account” to reflect all income and expenditure chargeable to it. The Administration Grant and the Revised Administration Grant have been included in the constituent grants under the Operating Expenses Block Grant (OEBG) with effect from the 2000/01 school year and the Expanded Operating Expenses Block Grant (EOEBG) starting from the 2005/06 school year. Please refer to the reference materials of OEBG/ EOEBG on the EDB webpage for details.
8. The proforma statement of the OEBG/ EOEBG is attached to the relevant Circular Memorandum on submission of annual accounts by aided schools. The completed proforma should be forwarded to the Audit Section of this Bureau together with the Audited Accounts by the date specified in the Circular Memorandum.
9. Provision of School-based Educational Psychologists in Aided Primary and Secondary Schools
  - a. As recommended by the “Education Commission Report No. 4”, the former Education Department had created 12 Educational Psychologists (EP) posts in the aided sector since 1993/94 under the Schools Support Scheme (SSS) to allow major sponsoring bodies of aided secondary schools operating a minimum of 6 schools to employ school-based EPs for providing psychological services according to the following scale:

<b>No. of aided secondary schools operated by the same sponsor</b>	<b>Provision of EPs</b>
6 - 10	0.5
11 -15	1.0
16 - 20	1.5
21 - 25	2.0

- b. To step up support for schools in catering for students' diverse educational needs, the EDB has started to extend progressively the provision of School-based Educational Psychology Service (SBEPS) by creating new EP posts in aided primary and secondary schools, starting from the 2008/09 school year. School sponsoring bodies (SSBs) are invited to apply for these EP posts to provide SBEPS to schools assigned by the Bureau. The SSBs previously awarded EP posts under SSS shall pool together all EP resources under SSS and SBEPS to serve all schools assigned. This can allow all secondary schools under SSS be simultaneously improved with more frequent EP visits, enhanced professional supervision and better service coordination.
- c. The SSB awarded EP post is to arrange a 'base school' under its sponsorship to employ the EP as a member of its non-teaching specialist staff and to provide SBEPS for schools assigned by the Bureau. The 'base school' shall work jointly with the SSB to oversee and monitor the staffing matters of the EP, such as appointment and promotion in accordance with the principles set out in the COA.
- d. For the above-mentioned SBEPS, EPs will support school development at the school system, teacher support and student support levels through regular school visits. General duties of EP are laid down in the COA. Where possible, the facilities listed below should be made available in schools where the EP is stationed on designated days:
  - interviewing room for individual assessment/counselling or other consultation work; and
  - other amenities in school e.g. a filing cabinet with lock, computer, printing facilities and stationery.

#### **7.2.4 Promotion and acting appointment**

1. As regards promotion and acting appointment, the responsibilities of the SMC are:
  - a. to define clearly and make known the distribution of responsible posts, including the delineation of duties in accordance with the organization structure of the school;
  - b. to ensure a fair distribution of workload;
  - c. to set requirements on top of the minimum requirements to meet schools' needs as necessary;
  - d. to select suitable candidates to take up the responsible posts with reference to the respective selection criteria;
  - e. to complete all the necessary procedures before the effective date, including the approval by the SMC (under normal circumstances, there should be no retrospective effect for the date of promotion and acting appointment);
  - f. to approve acting appointments and promotions of laboratory technicians and specialist staff;

- g. to provide for reversion and change of responsible posts; and
  - h. to put in place an appeal mechanism to handle staff queries.
2. For aided schools to make arrangement for acting appointment and granting of acting allowance, the SMCs are required to observe the rules set out in **EDBC008/2004 “Acting Appointment and Acting Allowance”**. Please refer to Section 7.3 for more details on principles and procedures of staff selection.
  3. For general principles of promotion, acting appointment and regrading of teachers/ specialists in aided schools, please refer to **EDBC030/2000 “Promotion, Acting Appointment, Regrading of Teachers/ Specialists and Passage over Efficiency Bar of Specialist Staff in Aided Schools”** and **EDBC036/2001 “Provision of One Additional Senior Teacher Post in Aided Primary Schools”**.



## 7.3 Staff selection

### 7.3.1 General principles and procedures

1. The SMC has to draw up guidelines and procedures governing the appointment, regrading and promotion of teachers. Selection of staff must be determined solely on the basis of merit and ability assessed according to a set of criteria relevant to the requirements of the work to be performed. All selection exercises (including appointments, regrading and promotions) should be handled by a selection panel, the role of which is to assess the relative suitability of applicants and to make recommendations on the applicants who best meet the criteria. A checklist on staff recruitment procedures and a flow chart on promotion and acting appointment are at Appendices 3, 4 & 5. Appendix 6 details the procedures for regrading in primary schools, and similar procedures can be adopted for secondary schools.
2. The basic principles and some key features of an effective selection system are highlighted below to facilitate the formulation of school policies and procedures.

#### a. Fairness and transparency

- Formal selection procedures should be set up under the principles of fairness and transparency.
- All vacancies should either be advertised in the press, or circulated by internal circulars (for promotions, acting appointments and regrading of serving staff only) as appropriate. Information in the advertisement should be gender-neutral and discrimination-free (including race, religion, sex, marital status, pregnancy, disability, family status, etc.). The number of vacant posts for appointment, regrading, acting appointment or promotion should be made known to applicants.
- Selection procedures for appointment, regrading, acting appointment and promotion (such as any arrangement for written assessment, number of interviews and the time for the announcement of result(s)), should be clearly understood by applicants and should be made known to parties concerned. Any deviation from the specified procedures should be justified and approved by the SMC.
- Applicants who meet the stipulated minimum requirements should be given equal opportunity for selection.
- If the school has a well-established appraisal system, the candidates' performance appraisal reports over a specified period may also be taken into account in promotion exercises.
- An independent selection panel should be appointed to consider all applications.
- Applicants should be assessed according to predetermined criteria and specified procedures. A standard form should be used to record assessments made by individual panel members. Assessment criteria relevant to the work to be performed, whether for shortlisting applicants or assessment purposes, must be

free from bias and discrimination in terms of disability, sex, marital status, pregnancy, etc. The criteria must be documented and made available to all applicants.

**b. Documentation**

- The composition and deliberations of the selection panel should be properly documented and recorded on an assessment form. All personal data must be handled with care in accordance with the requirements of the Personal Data (Privacy) Ordinance. In case of doubt, schools may consult the [Office of the Privacy Commissioner for Personal Data \(PCPD\)](#).
- Schools should note that the assessment record will be subject to data access by the individuals concerned after the completion of the selection exercise. Hence, the reasons for recommending or not recommending applicants should be noted clearly on the assessment form.
- It is also preferable for separate records to be kept of the individual assessment and overall recommendations. The panel's comparison of the relative merits of individual candidates and the recommendations made by the panel should be classified "restricted". Decisions of the SMC should also be properly documented. Please refer to Appendix 8 for the period suggested for the retention of such data.

**c. Review**

- The SMC may have to appoint an independent review panel on an ad hoc basis to handle any complaint made by unsuccessful applicants. The review should also be documented.
- The SMC also needs to conduct regular overall reviews of the selection criteria and procedures in adequate consultation with the staff concerned. For the sake of fairness, the composition of the review panel should differ from the selection panel.

### **7.3.2 Selection panel**

**1. Membership**

- a. To ensure that decisions are made objectively, the shortlisting and interviewing of applicants should not be conducted by one person.
- b. For impartiality in decision-making, the selection panel should comprise a good representation of stakeholders. It is also essential to include professionals familiar with the job requirements of the vacant post.
- c. For recruiting staff other than the school head, it is recommended that the panel should comprise the following members:
  - an SMC member other than the school head
  - the school head
  - a senior teacher of the respective subject such as the Head of the History Panel for the recruitment of history teachers, or a senior administrative staff, depending on the nature of the post to be filled

- d. For recruiting the school head, the SMC should consider appointing a panel comprising representatives of the following stakeholders:
  - the school sponsoring body
  - parents of students at the school
  - independent persons
  - alumni
- e. An EDB representative may also join the panel as an observer upon invitation or when PSEd considers this necessary.
- f. The membership of all selection panels should be approved by the SMC and communicated to all parties concerned.

## **2. Conflict of interest**

- a. To safeguard fairness in decisions, all managers and staff including the school head and individuals involved in the selection or approval process should be required to:
  - declare conflict of interest if any applicant is his/ her family member, relative, friend or a person to whom he/ she owes a favour or is obligated in any way; and
  - refrain from taking part in the selection assessment if there is any conflict of interest.
- b. Such declarations should be recorded, e.g. in the standard assessment form used for evaluating candidates or the notes of panel meetings. Appendix 11 elaborates in more detail on the subject of conflict of interest.

## **3. Implementation**

- a. The Chairperson, Secretary and members of the selection panel should understand their roles and responsibilities before conducting the selection exercise.
- b. To facilitate a decision by vote, there should be an odd number of members on the panel.
- c. Panel members are required to sign all documents, which should include assessment forms in respect of individual candidates and recommendations of the panel. The records should be kept for a prescribed period of time.

## **7.4 Administrative procedures for the appointment of school staff**

### **7.4.1 Physical check-up**

1. All teaching staff (other than supply teachers paid on daily rates) should, before appointment, undergo a physical check-up by registered medical practitioners. Serving registered teachers on transfer from one aided school to another without break of service are exempted from this requirement.
2. The SMC may exempt teachers and other staff from a pre-employment X-ray examination under the conditions specified in the COA and the conditions as set out in [“Medical Examination and Health Condition of Staff”](#).

### **7.4.2 Verification of qualifications and experience**

1. The School head shall verify the qualifications, experience and other personal particulars of the applicant. The related appendices of the COA and the [“Guide to Salary Assessment”](#) are relevant.
2. The SMCs are reminded to check whether the staff to be appointed has fully complied with all the terms of the contract he/ she signed with his/ her previous employers before offering appointment.
3. The SMC should ensure that the teacher to be appointed has fulfilled the minimum requirements. Prior to employing teaching staff holding non-local academic and/or professional qualifications, the SMCs are required to ascertain whether their qualifications are comparable to the local qualifications required for appointment. Please refer to **EDBC001/2005 “Assessment of Non-local Qualifications for Appointment to Teaching Posts in Aided Schools and Registration of Teachers for All Non-government Schools”**.
4. Before employing teaching or non-teaching staff, schools
  - a. must verify carefully the original copy of the identity and teacher registration documents produced by candidates (including teachers employed on short-term contracts) and keep record of copies of teacher registration documents (applicable to both registered and permitted teachers) for future checking. In case of doubt about a potential appointee’s teacher registration status, schools may apply to the EDB for enquiry on his/her registration status and the relevant information upon obtaining his/her consent. The application form can be downloaded from the EDB webpage on [“Teacher Registration”](#);
  - b. should require the applicant to declare in the job application form and/or other related documents whether he/ she has been convicted of any criminal offence in Hong Kong or elsewhere, or whether his/ her registered teacher or permitted teacher status has been cancelled/ refused, and to provide the details;

- c. should request prospective employees to undergo Sexual Conviction Record Check (SCRC) (which is voluntary in nature) at the advanced stage of the employment process (Note: If the SMC decides not to request certain types of or individual prospective employees to undergo SCRC, there should be a thorough deliberation on the reasons in a meeting of the Committee and the justifications have to be properly documented in the notes of meeting.);
- d. should inform the candidates that their job applications will not be considered if they refuse to disclose the necessary information or undergo SCRC, and that any conviction of criminal offence(s) may not necessarily render their applications unsuccessful;
- e. may consult the applicant's previous employers about his/ her job performance with his/ her prior consent;
- f. should request the staff who are self-employed and the outsourced service providers to ask their staff to be deployed to work in schools to
  - declare in the job application form and/or other related documents whether he/she has been convicted of any criminal offence in Hong Kong or elsewhere, and to provide the details; and
  - undergo SCRC and pass their check results to schools though they are not school employees.

(Please also refer to the Checklist for recruitment procedures at **Appendix 4.**)

5. In making appointment considerations, the SMCs are also requested to observe the following requirements:
  - a. Any teacher who has participated in the Early Retirement Scheme (ERS) for aided school teachers or in the ERS for teaching grades staff in EDB is not allowed to take up full-time or part-time teaching employment (including teaching posts created by government funds which are for the purpose of providing additional teachers to schools, but excluding those daily-rated part-time jobs each of duration not more than 90 days) in government, aided, caput and DSS schools with effect from the date of early retirement. Schools should not employ any ERS takers in violation of the above re-employment restriction. Any salary expenditure incurred (such as contribution to Mandatory Provident Fund, any statutory benefits conferred by the Employment Ordinance, etc.) as a result of improper employment of ERS takers in schools has to be borne by schools' own funds.
  - b. Any new English/ Putonghua teacher holding a permanent post in all primary and secondary schools should at least have met the Language Proficiency Requirement (LPR) in all the papers (except for Classroom Language Assessment (CLA)) of the respective subject(s) in the Language Proficiency Assessment for Teachers prior to teaching the language subject. He/ She will have to meet the LPR in CLA within the first year he/ she takes up his/ her teaching duties. For details, please refer to:

- EDBCM124/2016 “Administrative Arrangements for Applications related to Language Proficiency Requirement (LPR) for Teachers of English/ Putonghua (PTH)”
  - [“Language Proficiency Requirement” webpage](#)
  - c. New Chinese and English Language teachers in all primary and secondary schools should hold the degree and teacher training qualifications as required in EDBCM054/2004 “Implementation of Recommendations of Standing Committee on Language Education and Research on Language Teacher Education and Qualifications”. For details, please refer to the [“Recommendations of Standing Committee on Language Education and Research on Language Teacher Education and Qualifications” webpage](#).
  - d. For advice on appointment of specialist staff, schools may approach their respective SSDOs.
6. Schools should open an account on the e-Services Portal for newly-appointed monthly-rated teacher(s) (including regular and temporary teachers who are paid by the Salaries Grant, government funds or other funding sources) as soon as possible. Where necessary, schools may also create an account for daily-rated supply teacher(s). The system will verify the registration status of the teachers automatically. In case of irregularities in the registration of the teacher(s) concerned, the system will prompt the school to contact the EDB.

### 7.4.3 Teacher registration

#### 1. Provision in the Education Ordinance

- a. S42(1) of the Education Ordinance stipulates that - "No person shall teach in a school unless he/ she is - (a) a registered teacher; or (b) a permitted teacher."
- b. Under S87(3) of the Education Ordinance, it is an offence for any person who is not a registered or permitted teacher to teach in a school and the person who employs or permits him to teach is also guilty of an offence. However, subsection (5) provides a period of exemption for the application for registration to be processed and ensures that the teacher and the employer are not placed in the position of committing an offence during this period. The period of exemption from penalty applies to a first application only.
- c. Under S72(2) of the Education Ordinance, no person shall, without the permission in writing of the Permanent Secretary for Education, enter or remain in any school if at any time he/she has had his/her registration cancelled/ has been refused registration.
- d. Under S87(2) of the Education Ordinance, any person who contravenes S72(2) shall be guilty of an offence.

#### 2. Registration procedure

- a. Supervisors and school heads should ensure that all teachers have undergone the registration formalities. Teachers possessing the requisite qualifications for registration as set out in Part I of the Second Schedule of the Education Regulations must make their application in a prescribed form (Form 8), which has to be submitted to the Teacher Registration Team of EDB for processing prior to their assumption of duties. A Certificate of Registration as a Teacher (Form 9) will be sent to the applicant after vetting and approval.
- b. If no suitable registered teacher is available, the Supervisor may apply for permission to employ an applicant as a permitted teacher. The Supervisor should complete as soon as the appointment of teacher has been confirmed and submit prior to the teacher's assumption of duty a Form 10 (for a person who has never been employed as a permitted teacher before) or a Form 11 (for a person who has previously been a permitted teacher) in duplicate to the Teacher Registration Team. If the application is approved after vetting, a Permit to Employ an Unregistered Teacher (Form 12) specifying, where necessary, the limitation on the subjects and levels permitted to teach will be sent by the Teacher Registration Team to the Supervisor, with a copy to the teacher concerned. The Permit will automatically be cancelled upon cessation of his/ her employment with the school specified therein. As such, when the permitted teacher is employed by another school, the school concerned has to apply for another permit to teach by completing a Form 11 even though the teacher concerned has already been registered as a permitted teacher previously.
- c. In case of doubt about a potential appointee's registration status, the school may seek his/ her consent to apply to EDB for the release of teacher registration information to the school.
- d. For details, please refer to:
  - ["Teacher Registration" webpage](#)
  - **EDBC011/2007 "Revised Procedures for Teacher Registration"**

### **3. Restrictions imposed by the EDB on persons who have had their registration cancelled/ have been refused registration**

- a. Unless with the permission in writing of the Permanent Secretary for Education, persons who have had their registration cancelled/have been refused registration shall not enter or remain in any school.
- b. Persons whose teacher registration has become invalid should no longer teach or take up non-teaching duties in a school and the school should not remunerate these persons out of government funds.

## **7.4.4 Employment contract**

### **1. Provision in the Education Regulations**

In accordance with R77, the SMC shall be responsible for issuing to all teachers letters of appointment that shall set out - conditions of service, salary scale and

conditions of termination of appointment. The supervisor should, on behalf of the SMC, sign on every copy of the letter of appointment for teachers.

## **2. Provision in the Employment Ordinance**

In preparing the employment contract or letter of appointment, the SMC should pay attention to S70 of the Employment Ordinance, which stipulates that – “Any term of a contract of employment which purports to extinguish or reduce any right, benefit or protection conferred upon the employee by this Ordinance shall be void.”

## **3. Key elements to be included in the Employment Contract/ Letter of Appointment**

The SMC shall refer to all relevant legislation, the Codes and the circulars currently in force in drawing up the terms and conditions of the appointment. The following are key elements recommended for inclusion in the letter of appointment:

- a. Period of probation
- b. Salary scale, incremental date and payment of salary
- c. Nature of employment (e.g. regular teacher/ regular teacher with Defined Contract Period/ contract teacher / temporary teacher, full time/ part time, etc)
- d. Rank (e.g. Certificated Master/Mistress, Assistant Primary School Master/Mistress, Graduate Master/Mistress, etc.). For the appointment of contract teachers, schools should determine the rank of the teachers by making reference to the qualifications and duty requirements listed in the Codes of Aid and the duties of the teachers, including teaching load, number of teaching periods, subjects, levels and number of classes to be taught, as well as other duties
- e. Description of duties
- f. Outside work
- g. Staff benefits such as provident fund and leave provisions
- h. Absence from duties
- i. Standards of professional conduct/ code of conduct
- j. The requirement for staff to report forthwith any criminal proceedings against them and the consequences of intentionally providing false information/ withholding any material information
- k. Policy on staff performance management
- l. Termination of appointment and period of notice
- m. Conditions for payment of salary on commencement/ termination of appointment
- n. Retirement
- o. Duty arrangements during bad weather such as typhoon, Black Rainstorm Warning
- p. Future promotion prospects



- q. Other employment conditions, including language proficiency requirement for English/ Putonghua teachers, degree and teacher training qualifications for Chinese and English Language teachers and Certification for Principalship for school principals.

**4. Major points to note in drafting the employment contract:**

- a. The Employment Ordinance stipulates that an employee who works continuously for the same employer for four weeks or more, with at least 18 hours in each week, is regarded as working under a continuous contract.
- b. According to R77 of the Education Regulations, the responsibilities and duties required of the teacher have to be specified in the employment contract.
- c. A teacher employed full-time in a school administered under the terms of the relevant COA shall not engage in duties outside the school in which he/ she is so employed, except with the prior approval of the Supervisor. The SMC should consider whether the outside work of the teacher would affect his/ her daily duties or the work may give rise to a conflict of interest. It is advisable for the SMC to state clearly the school's policy regarding outside work.
- d. In accordance with S85 of the Education Ordinance and its subsidiary legislation, a teacher has to contribute to the Provident Fund Scheme and such an arrangement should be included in the contract. The Grant Schools Provident Fund and the Subsidized Schools Provident Fund are exempted from the Mandatory Provident Fund Schemes Ordinance.
- e. For employees who should enroll in a registered Mandatory Provident Fund (MPF) Scheme according to the MPF Schemes Ordinance, schools, as an employer, should for each contribution period
- make the employer's mandatory contribution to the trustee of the Mandatory Provident Fund Scheme, and
  - deduct the employee's mandatory contribution from the employee's relevant income (and NOT to include the employer's contribution in the employee's relevant income).
- f. Leave provision should be in compliance with the COA or the Employment Ordinance as appropriate.
- g. It is desirable to include in the contract the provision for disciplinary actions, as well as the procedures for handling staff discipline and grievances.
- h. Regular teachers with Defined Contract Period are teachers within the approved establishment, requirements as stipulated in the COA should be complied with in the appointment /termination of the employment of the teachers.
- i. The conditions, requirements and selection criteria for teacher promotion should be laid down in the contract.
- j. The arrangements and conditions for retirement and extension of service should be spelt out clearly.

- k. Other conditions may be added provided that they are in conformity with the provisions of the legislation of Hong Kong, the COA and the instructions that PSED may issue to schools from time to time.
- l. Conditions of employment, qualifications requirements and fringe benefits for NETs in aided primary/ secondary schools should be drawn up in accordance with the Code of Aid for Primary/ Secondary Schools and the contents of relevant circulars or circular memoranda on the programmes issued by the EDB. For details, please refer to the following circulars or circular memoranda issued by the EDB:
  - EDBC008/2009 “Native-speaking English Teacher (NET) Scheme in Primary Schools – Payment of Fringe Benefits”
  - EDBC009/2009 “Enhanced Native-speaking English Teacher (NET) Scheme in Secondary Schools – Payment of Fringe Benefits”
  - EDBC004/2012 “Native-speaking English Teacher Scheme in Primary Schools – Payment of Contract Gratuity and Payment of Tax before Leaving Hong Kong”
  - EDBC005/2012 “Enhanced Native-speaking English Teacher Scheme in Secondary Schools – Payment of Contract Gratuity and Payment of Tax before Leaving Hong Kong”
  - EDBC002/2013 “Retention Incentive for Native-speaking English Teachers (NETs) under the Enhanced NET Scheme in Secondary Schools/NET Scheme in Primary Schools”
  - EDBCM057/2017 “Native-speaking English Teacher (NET) Scheme in Primary Schools - Appointment and Re-appointment of NETs in the 2017/18 School Year”
  - EDBCM058/2017 “Enhanced Native-speaking English Teacher (NET) Scheme in Secondary Schools - Appointment and Re-appointment of NETs in the 2017/18 School Year”
  - EDBC007/2013 “Native-speaking English Teacher (NET) Scheme in Primary Schools – Letter of Appointment”
  - EDBC008/2013 “Enhanced Native-speaking English Teacher (NET) Scheme in Secondary Schools – Letter of Appointment”
- m. As employment contracts are private contracts, schools should note that the actual terms upon which a school engages its teachers constitute a matter of a private contract. Schools are also required to include all relevant requirements for appointment in the conditions of service and make modifications to the letters of appointment and conditions of service to suit the circumstances of each appointment.
- n. When using various cash grants to employ teaching and non-teaching staff, schools should adopt the practices of good employers in setting reasonable remuneration for the staff and maintain good communication with them on employment matters such as salaries and benefits, etc. For details, please refer to the relevant paragraphs in the yearly EDBCM regarding Operating Expenses Block Grant, Expanded Operating Expenses Block Grant and Composite Furniture and Equipment Grant for Aided Schools. Besides, please refer to

**EDBC010/2017 “Optimising the Use of Teaching Manpower Resources”** and cooperate fully by optimising the use of the teaching manpower resources through the implementation of measures set out in the guidelines contained in the circular and provide reasonable remunerations and appropriate support for appointing contract teachers.

- o. Before signing the contract, schools should allow reasonable time for the teaching and non-teaching staff to read through and enquire about the contents of the letter of appointment and conditions of service. A signed copy of which should also be provided to the staff for retention.

#### **7.4.5 Staff data and personal file**

1. The personal data of every member of staff in the school should be kept in a staff personal file.
2. In formulating their policies and procedures for collecting and handling personal information of staff, schools should refer to the Code of Practice on Human Resource Management issued by the Office of the Privacy Commissioner for Personal Data (PCPD). Schools should note that the Personal Data (Privacy) Ordinance provides for a data subject the right of access to both factual and evaluative personal data, except for the exemptions provided in Part VIII of the said Ordinance. The [guidelines](#) set out in the Ordinance must be observed in handling such a request. In case of doubt, schools may browse the [“PCPD” website](#). Schools can also download the Data Access Request Form specified by the PCPD and other resource materials relating to data privacy.
3. Employment-related data should be properly kept. The information/ documents recommended for inclusion in the staff personal file and their retention periods are at Appendices 7 and 8.

## **7.5 Rights and benefits of school employees**

### **7.5.1 Employment protection under the Employment Ordinance**

As stipulated in Part VIA of the Employment Ordinance, an employee may claim remedies for unreasonable dismissal, unreasonable variation of the terms of the employment contract, and unreasonable and unlawful dismissal. The SMC must familiarize themselves with the related provisions.

### **7.5.2 Staff safety and staff injured on duty**

#### **1. Provisions in relevant ordinances**

With the implementation of the Occupational Safety and Health Ordinance, employers have a general duty to ensure, so far as reasonably practicable, the safety and health of their employees at work. Employees at work are required to take care of others and to co-operate with the employers or other persons in order to comply with the requirements of the Ordinance. The Labour Department has issued the [“Occupational Safety and Health in Schools”](#), suggesting precautionary measures to prevent accidents and occupational diseases in schools.

#### **2. Sick leave for injury on duty and compensation**

- a. Subvented staff injured on duty will be paid full salary during the sick leave period, and compensation in accordance with the Employees’ Compensation Ordinance. The sick leave will not count against the staff’s normal sick leave entitlement.
- b. Non-subvented staff injured on duty will be paid periodical payments and compensation in accordance with the Employees’ Compensation Ordinance.
- c. For details, please refer to the [“Staff Injured on Duty” webpage](#).

#### **3. Insurance**

- a. The Government has taken out an employees’ compensation insurance under the Block Insurance Policy for aided schools in respect of staff subvented by EDB. The Government has also taken out a Medical Malpractice Insurance Policy for paramedical and nursing staff in aided special schools.
- b. For staff whose salaries are not paid by EDB subventions, schools should arrange their own employees’ compensation insurance to cover them, and the premium should be borne by the schools’ own funds.
- c. Schools should notify the insurance company of staff injury cases as soon as possible and claim reimbursement according to the procedures laid down in the relevant policy.
- d. For details, please refer to [EDBCM138/2017 “Block Insurance Policy for Public Liability, Employees’ Compensation and Group Personal Accident for 2017/18 and 2018/19 School Years”](#).

### 7.5.3 Leave matters

#### 1. Policy formulation

- a. Policies relating to granting of leave should be developed in consultation with staff to ensure impartiality and consistency. The details of these policies, including the application and processing procedures, leave entitlement and principles for granting leave (including school-based principles of handling unusual situation) should be communicated to all staff to ensure that they are aware of the policies and comply with them.
- b. The SMC may grant leave to staff in accordance with the conditions stipulated in the COA, the Employment Ordinance and any instruction PSEd may issue from time to time. Appendix 9 gives a summary of the leave provisions for staff appointed in aided schools. Depending on the nature of the leave taken, the SMC may delegate to the school head the approving authority for granting leave. Appendix 10 outlines the approving authority for various types of leave and also suggests delegation arrangements for schools' reference.

#### 2. Leave records

- a. Schools should keep up-to-date leave records for their staff and such records shall be available for EDB's inspection as and when required. Schools may refer to [EDBC001/2006 "Granting of Leave in Aided Schools"](#) and ["Guidelines for Granting of Leave"](#) available on EDB Homepage for samples of leave records for teaching and non-teaching staff.
- b. Schools are required to send to EDB annual records of leave granted to teachers for PSEd's endorsement in August each year. As for non-teaching staff, the leave records are not required to be sent to PSEd for endorsement but schools are reminded to keep proper and up-to-date records.

#### 3. Leave for teaching and non-teaching staff

##### a. Teaching staff

- All teaching staff shall be eligible for sick leave, special tuberculosis leave, study leave, and other paid leave, according to the conditions and entitlement laid down in the COA.
- All female teaching staff are entitled to maternity protection under the Employment Ordinance and receive full pay during the period of maternity leave in accordance with the provision of the COA.
- Male teaching staff fulfilling the related requirements as stipulated in the Employment Ordinance are entitled to paternity leave. Please refer to [EDBC016/2015 "Granting of Paternity Leave to Staff in Aided, Caput and Direct Subsidy Scheme Schools"](#) for details.
- Daily-rated supply teachers regarded as working under a continuous contract under the Employment Ordinance may enjoy leave entitlement as laid down in that Ordinance.

#### **b. Non-teaching staff**

- Laboratory technicians and specialist staff (including school social workers, speech therapists, nurses, wardens, educational psychologists, etc.) are provided with the same paid sick leave, special tuberculosis leave and study leave endorsed by the PSEd in advance as those accorded to teaching staff.
- Laboratory technicians and specialist staff are not entitled to school holidays, but may be granted paid annual leave according to the entitlement stipulated in the COA.
- Clerical staff paid out of the Salaries Grant are also entitled to paid annual leave according to the entitlement stipulated in the COA. Other than this, the provisions of the Employment Ordinance shall apply.
- All other non-teaching staff including janitor staff, drivers, cooks, etc. shall enjoy the leave benefits stipulated in the Employment Ordinance. All female non-teaching staff, including laboratory technicians and specialist staff, are entitled to the maternity leave provided under the Employment Ordinance. Male non-teaching staff, including laboratory technicians and specialist staff, fulfilling the related requirements as stipulated in the Employment Ordinance are entitled to paternity leave. Schools may refer to [EDBC016/2015 “Granting of Paternity Leave to Staff in Aided, Caput and Direct Subsidy Scheme Schools”](#) for details.
- Daily-rated supply staff regarded as working under a continuous contract under the Employment Ordinance may enjoy leave entitlement as laid down in that Ordinance.

### **7.5.4 Provident Fund Scheme**

#### **1. Teaching staff**

- a. All teaching staff who are approved under the Code of Aid, except those temporary teachers and teachers over the age of 55 on first appointment to aided schools, are required to join the Provident Fund Scheme and contribute to either the Grant Schools Provident Fund or the Subsidized Schools Provident Fund. Please refer to EDB webpage for details relating to Provident Fund. An extract from the Provident Fund Rules stating the benefits that a teacher-contributor may receive from the Funds is in an appendix of the relevant COA.
- b. The employer's donation, together with interests/ dividends in the provident fund and/or any retirement gratuity of the teaching staff, will be offset against the severance pay or long service payment upon dismissal/ resignation/ retirement as stipulated in the Employment Ordinance.
- c. If a teacher ceases to contribute to G/SSPF, either temporarily or permanently, for reasons like retirement, resignation, change of employment terms and so on, his/her serving school should remind him/her to follow up with his/her G/SSPF Account properly and promptly, e.g. application for keeping his/her G/SSPF Account open for the period of the break of service or withdrawal of his/her G/SSPF. For details, please refer to the relevant FAQs on the [EDB webpage](#). Schools may issue a letter to teachers who have tendered resignation or retirement

to alert them of the above. A [sample letter](#) is available on the relevant EDB webpage.

- d. If the teachers concerned are compulsorily retired, or dismissed or their contracts are terminated (on completion or otherwise), or voluntarily retire, resign or terminate their contract (on completion or otherwise) in order to avoid compulsory retirement, dismissal, or termination of their contract due to professional misconduct or conviction of offence(s), schools should inform their respective SSDO when handling applications for Provident Fund withdrawal.
- e. Temporary teachers appointed for 60 days or more and new recruits over the age of 55 on first appointment to aided schools are required to join the Mandatory Provident Fund (MPF) Scheme.

## **2. Non-teaching staff**

Unless specifically exempted under the Mandatory Provident Fund Schemes Ordinance (MPFSO) or employed for less than 60 days, all employees are required to contribute to a registered MPF scheme or “Occupational Retirement Schemes Ordinance” schemes exempted from the MPFSO.

### **7.5.5 Long Service Payment/ Severance Payment for non-teaching staff**

Upon dismissal/ resignation/ retirement of non-teaching staff, schools are required to pay Long Service Payment/ Severance Payment in accordance with the amount due to the staff as stipulated in the Employment Ordinance. The amount paid to the staff must be offset against the employer's contribution to the Provident Fund/ Mandatory Provident Fund Scheme together with any interest/ dividends and/or any gratuity. For details, please refer to the [“Severance Payment and Long Service Payment” webpage](#).



## 7.6 Staff development

### 7.6.1 Introduction

The professional competence and performance of staff have an important bearing on the quality of education and influence directly on the development of students. To cope with the challenges of the education system and the ever-changing societal needs, principals and teachers have to develop their professional knowledge and skills through continuing professional development (CPD) to keep abreast of the latest trends and demands. For details of CPD of principals and teachers, please refer to [EDBC031/2002 “Principals’ Continuing Professional Development”](#) and the [documents on teachers’ CPD issued by the ex-Advisory Committee on Teacher Education and Qualifications](#), which was renamed the Committee on Professional Development of Teachers and Principals on 1 June 2013.

### 7.6.2 Responsibilities of the SMC

The SMC should draw up a policy for staff development in consultation with staff (including the principal and teachers) and set up a committee to identify staff professional development needs and oversee the planning of appropriate staff development programmes. To facilitate active participation of staff in these programmes, school should nurture a learning climate and provide timely support and appropriate resources for staff development.

### 7.6.3 Staff development planning

1. Staff development planning is an important component of school development. Schools should ensure that their school-based CPD policy is in line with the major concerns of their school development plan taking into consideration their specific needs and contexts. For instance, for schools with a significant number of newly-appointed teachers, teacher induction and mentoring programmes should form an integral part of their CPD policy, whereas for schools with anticipated staff changes in the school management, leadership training for senior teachers and succession planning should be accorded higher priority.
2. Teachers’ CPD caters for both personal and school development needs. The prioritisation of CPD is a matter of agreement between individual teachers and their schools, with the ultimate aim to serve the educational interests of students. At individual level, teachers could apply the [Teacher Competencies Framework \(TCF\)](#), which covers the four domains of “Teaching and Learning”, “Student Development”, “School Development” and “Professional Relationships and Services”, in their own CPD planning for all-round development of their professional knowledge and skills. When discussing the CPD plan with individual teachers, schools should focus on their professional needs at different stages of career and professional growth. For example, for Chinese and English Language teachers, they should consider when and how to attain the training and



qualifications requirements as recommended by the Standing Committee on Language Education and Research. At school level, schools could gain a better understanding of the collective competency of their staff in respect of each domain by making reference to the TCF and devise their school-based CPD policy according to the school development needs. To foster consensus building, schools should engage teachers in the identification and prioritisation of CPD.

3. When implementing their school-based CPD policy, schools should appropriately deploy manpower and other resources as well as properly use the grants or subsidies available to facilitate staff training and development.
4. At regular intervals, schools should collect feedback from staff and evaluate the effectiveness of their school-based CPD policy. Besides reporting the evaluation findings to the SMC, schools should make good use of such findings to inform future planning.

#### **7.6.4 Recognition and Incentive**

1. Schools are encouraged to nominate eligible teachers to participate in the following two annual territory-wide events to give recognition to accomplished teachers and to enhance teachers' professional image and social status:
  - a. Teachers' Day organized by the Committee on Respect Our Teachers Campaign (CROTC) with sponsorship from the EDB which serves as a reminder to all of the enduring importance of the teaching profession. For details, please visit the ["CROTC" website](#); and
  - b. The Chief Executive's Award for Teaching Excellence (CEATE) organized by EDB with funding support from the Quality Education Fund which aims to express Government's regards and respect to teachers involved in the teaching of different areas. For more information, please refer to the ["CEATE" website](#) and [EDBCM111/2017 "Chief Executive's Award for Teaching Excellence \(2017/2018\)"](#).
2. Schools are encouraged to release the awarded teachers from their school work as deemed appropriate so that the awarded teachers can share their professional knowledge with other teachers. To foster a culture of sharing to enhance professional growth in the teaching profession, the awarded teachers can conduct seminars and demonstration lessons to disseminate their good practices, help other teachers undergo professional development during study tours and take part in secondment which provides opportunities for the exchange of expertise and experience. The related details will be announced through EDBCM.

## 7.7 Staff appraisal

1. Formal procedures for conducting staff appraisal should be laid down. In consultation with staff, schools should develop a fair and open appraisal system that serves to evaluate the strengths and weaknesses of staff and identify corresponding professional development needs.
2. The lines of reporting should be prepared at the beginning of the appraisal cycle. Agreement should be reached between the appraiser and appraisee on the performance targets at the beginning of the appraisal cycle. A mechanism for review and moderation of the appraiser's assessment should be in place. This may include review by a countersigning officer.
3. The appraisee should be allowed to read the appraisal report and an appraisal interview should be held to discuss its content.
4. An appeal mechanism should be in place whereby appeals are dealt with by the SMC or a committee it appoints. Those involved in the appraisal, i.e. the appraisee and appraiser, should not serve on the committee.
5. The appraisal of the school head should be conducted by the SMC. To help schools develop their appraisal systems, a guide entitled Teacher Performance Management is available at [“School-based Management” webpage](#).
6. All appraisal exercises should be documented. Schools should establish a filing system for keeping all staff appraisal records in line with the Personal Data (Privacy) Ordinance.

## 7.8 Staff conduct and discipline

Schools should take up the responsibilities in matters relating to staff conduct and discipline so as to maintain and enhance the professional standards of teachers.

### 7.8.1 Standards of professional conduct

1. Schools should convey to all staff their expectations regarding teacher conduct and performance on a regular basis through a variety of channels, such as staff meetings and the teachers' handbook. The "[Code for the Education Profession of Hong Kong](#)" (extracted by the Council on Professional Conduct in Education) provides some principles for setting standards of professional conduct for teachers. It stipulates norms of behaviour, moral standards and social obligations widely accepted by the teaching profession. Please refer to **Chapter 2 of the aforesaid Code** for the standards of professional conduct for teachers.
2. A professional education worker is obliged to respect and abide by the law. Staff members who are in breach of the law may threaten the interests of students and bring disrepute to the school. In the event that criminal proceedings are instituted against a staff member, regardless of whether the offence is committed during office hours and whether it is duty-related, the staff member is obliged to report the proceedings to his/ her employer (i.e. the school). If a staff member is convicted of an offence by the court, disciplinary action may be imposed on him/ her by the school in consideration of the seriousness of the offence. Besides, schools should report all suspected serious offence/ misconduct cases to the Education Bureau.

### 7.8.2 Conflict of interest

1. All staff are subject to S9 of the Prevention of Bribery Ordinance. No staff may accept an advantage without the permission of the employer, i.e. the SMC. Any member of staff who wishes to accept an advantage must consult the school head, who may, if so authorized by the SMC, give permission or refer the matter to the SMC for decision.
2. The SMC should make sure that the relevant sections of the Prevention of Bribery Ordinance are brought to the notice of all staff. Detailed guidelines on acceptance of advantages are laid down in the relevant Administration Circular, the latest issue of which is EDBC014/2003 "[Acceptance of Advantages and Donations by Schools and their Staff](#)".
3. Schools should formulate their policies and provide staff clear guidelines on the avoidance of conflict of interest and the appropriate course of action to be taken in case a conflict or perceived conflict of interest arises. More details are outlined in Appendix 11.

### 7.8.3 General principles in taking disciplinary actions

1. To maintain the necessary performance standards, the school management should take action in respect of staff misconduct. Criteria used in determining any disciplinary actions must be clear, reasonable, sufficient and legal. To avoid resentment and disputes, it is advisable to formulate a policy on disciplinary measures in consultation with staff. More details are outlined in Appendix 12 “Reference Points for Handling Cases of Teacher Misconduct”.
2. The conditions and procedures for disciplinary matters should be made known to all staff. It is desirable to include such provisions in the employment contract.
3. Subject to the provision of the Employment Ordinance and the Codes, the SMC may decide on the appropriate disciplinary action to be taken in managing staff performance, including:
  - a. withholding an annual increment;
  - b. suspending a teacher from normal duties;
  - c. dismissal; and
  - d. summary dismissal.
4. Schools must comply with the following requirements stipulated in the Codes:
  - a. the notification period for withholding an annual increment;
  - b. the procedures for dismissal; and
  - c. the payment of salaries on termination of service.
5. Before any disciplinary action, other than summary dismissal, is taken, every effort should be taken to ensure that staff are provided with the necessary support and guidance to make improvement. As for cases which may warrant summary dismissal, schools should observe the relevant sections stipulated in the Codes.
6. Staff concerned must be given adequate opportunity and reasonable time to improve their performance and to address/ redress an accusation. The grievance procedures should be clearly communicated to all staff, for example, by incorporating the arrangements into the employment contract. Schools may make provisions for past disciplinary records to be removed after a reasonable period of time.

## 7.9 Handling staff complaints

1. Occasionally, staff members may express their dissatisfaction or feeling of injustice about the treatment they have received. The SMC should, in general, handle staff grievances, disputes and complaints according to their own policies and procedures.
2. Basic principles for the establishment of procedures for handling staff complaint are as follows:
  - a. A school-based policy and procedure for handling staff complaint should be drawn up in consultation with staff.
  - b. The policy and procedure, including the appeal mechanism, should be clearly defined, made known and understood by all staff.
  - c. A system should be set up so that complaints against staff of different ranks are investigated by an independent member of staff of the appropriate rank and reviewed by a senior member of staff.
  - d. If possible, staff grievances should be settled at the lowest level, that is, the immediate supervisor of the complainant. If the grievance cannot be settled, it should be handled at a higher level of management.
  - e. If the grievance involves a complaint against the immediate supervisor, it is advisable for the grievance to be dealt with by the next higher rank or an independent committee, whichever is more applicable. Complaints about sexual harassment should be handled by staff of the same sex as the complainant.
  - f. The SMC or a committee assigned should be responsible for handling complaints and taking any necessary follow-up actions if grievances/ complaints are lodged against the school head or have not been satisfactorily settled at the level of the school head.
  - g. Staff with a grievance should know whom to approach initially and the subsequent steps that may be taken. It is also essential to define clearly the persons responsible for receiving grievances at the various levels and how the grievances are to be processed.
  - h. The staff member receiving the complainant should understand that he/ she is representing the school in the inquiry. He/ she must ensure that the school's viewpoint is represented at the initial step of the grievance procedure.
  - i. Complaints should be handled speedily lest they may escalate. Time limits must be stated within which answers or decisions will be given at various stages. As part of the policy and procedure, it is desirable for immediate supervisors to be given the authority to make decisions on grievances, particularly those of a minor nature.
  - j. Complainants should be provided with a formal reply.
  - k. The school should keep a proper record of all complaint cases, including all interviews and investigation reports. All contents and information of the complaint

cases should be kept strictly confidential and restricted to the access of authorized persons only.

## 7.10 Staff resignation, retirement and extension of services

1. The SMC shall approve the resignation and retirement of all staff. Before granting approval for the resignation or retirement of staff on the Salaries Grant payroll, SMC should:
  - a. check whether the staff member has given sufficient notice in accordance with the conditions of the COA or the Employment Ordinance as appropriate. A teacher who has satisfactorily completed a probationary period should terminate his/ her service by giving three months' notice in writing. If a teacher fails to give sufficient notice, he/ she should be required to pay an amount equivalent to his/ her salary of the number of insufficient days of notice. The amount is capped at the level of one months' salary. The existing practice regarding the SMC's authority, provided in the COA, to waive the payment in lieu of sufficient notice remains unchanged. The SMC should keep the record properly and inform the Permanent Secretary of such a waiver and the reasons thereof. If the teacher who tenders resignation is suspected of misconduct, school should also read this Section in conjunction with "Reference Points for Handling Cases of Teacher Misconduct" at Appendix 12.
  - b. check the last day of employment of the staff member concerned. The salaries of that staff member shall normally cease immediately after the last day of performance of full duties, except as provided for in the COA; and
  - c. issue replies, with reference to the sample letters available on EDB Homepage, to the staff on the salaries grant payroll regarding his/her resignation or retirement with copy to the respective Senior School Development Officer and relevant sections of EDB. For cases of resignation or termination of contract, the letter should include the message alerting the staff member to apply for keeping his/her Grant/Subsidized Schools Provident Fund Account open. School may access the sample letters on the "[Appointment Matters](#)" webpage in our official website. For details about provident fund matters, please refer to the relevant FAQs on the [EDB webpage](#).
2. The SMC should specify in the Certificate of Service for a school head or teacher (including contract teachers) the reason(s) for leaving the school (major types include resignation, retirement, expiry of contract, dismissal, summary dismissal, etc.) and other relevant employment details. Generally speaking, on transfer to another school, a teacher should provide the new employer with a certificate of service issued by his/her previous employer. The certificate should contain information such as the dates of employment and resignation, rank of appointment, full-time or part-time basis (for part-time job, should specify the percentage of a full-time job), source of funding, number of days of no-pay leave, etc. to enable the new employer to assess the teacher's salary, incremental date and sick leave benefits etc. accurately. If a teacher requests the school to issue the Certificate together with a reference letter without indicating some of the items (such as sick leave balance, no-pay leave taken and provident fund/severance payment/ex-gratia

payment under the Early Retirement Scheme), the teacher must be informed that it is his/her responsibility to provide complete employment information to the new schools. School may access the sample Certificate of Service on the “[Appointment Matters](#)” webpage in our official website.

3. The SMC / IMC must observe the sections 58A and 58B of the Education Ordinance on retirement age of teachers and principals of aided schools. The school head or any teacher who has attained the age of 60 before the commencement of the school year shall not continue to be so employed, except with the written permission of PSEd. The provisions do not apply to the appointment of a temporary replacement for a teacher absent from duty or the appointment of teachers beyond the approved staff establishment.
4. It is the responsibility of the SMC / IMC to observe the above provisions on retirement age and then plan ahead for succession through training and assigning duties as a good practice on human resources management. Applications for extension of service of a teacher or principal who is due to retire will not be granted except under very special circumstances. As such, extension of service should only be seen as an exception rather than the rule. For details, please refer to the latest circular memorandum on extension of service of teachers and principals in aided schools.



## **Appendix 1 Documents / Information to be submitted for application for the appointment of school head**

The information below is by no means exhaustive. Schools might be required to submit additional supplementary information or documentary proof as and when necessary.

<b>For appointment of principals through open recruitment / internal promotion</b>	<b>For redeployment of principals among schools under the same SSB (applicable to IMC schools only)</b>
<p>1. Information / documents related to the recruitment exercise and selection procedures –</p> <ol style="list-style-type: none"> <li>a. an account of the recruitment process, including: <ul style="list-style-type: none"> <li>• how the vacancy was announced (e.g. advertisement / internal circular etc.)</li> <li>• number of applications received</li> <li>• number of short-listed and interviewed applicants</li> <li>• candidate selected, etc.</li> </ul> </li> <li>b. evidence of open recruitment (e.g. copy of the advertisement / internal circular)</li> <li>c. selection criteria</li> <li>d. assessment records of applicants short-listed and interviewed (e.g. assessment forms and results)</li> <li>e. composition of principal selection committee (applicable to IMC schools) / selection panel appointed by the SMC (applicable to schools which have yet to set up IMC)</li> <li>f. reasons of recommending the aspiring principal, if any</li> <li>g. endorsement of appointment of aspiring principal by the IMC / SMC</li> </ol>	<p>1. Information / documents (e.g. letters from SSB and respective IMCs) showing / stating –</p> <ol style="list-style-type: none"> <li>a. the request / decision and the reasons of SSB for redeploying the principal of one school to another school under the same SSB is in accordance with S40AG (1)(a) &amp; (2) of Education Ordinance (Cap. 279);</li> <li>b. the IMC of the school the principal currently serving has endorsed / will endorse the termination of his/her employment as the principal of the school; and</li> <li>c. the IMC of the applicant school has endorsed the recommendation on the appointment of principal.</li> </ol> <p>[Note: For redeployment of principals among schools under the same SSB, setting up of principal selection committee is not necessary, S57A (6)(a) of Education Ordinance (Cap. 279) refers.]</p>
2. Particulars of the principal, such as proof of teacher registration, employment visa for non-Hong Kong citizen, certificates of academic attainment, letter of service certifying previous working experience and substantive rank(s) in the last school served etc.	
3. Proposed rank (substantive rank and acting rank, if applicable) of the principal	
4. Other information deemed appropriate and necessary	

Note: All copies of documents should be certified by the school supervisor.

## Appendix 2 Non-teaching staff employed in various types of aided schools

### Non-specialist Staff

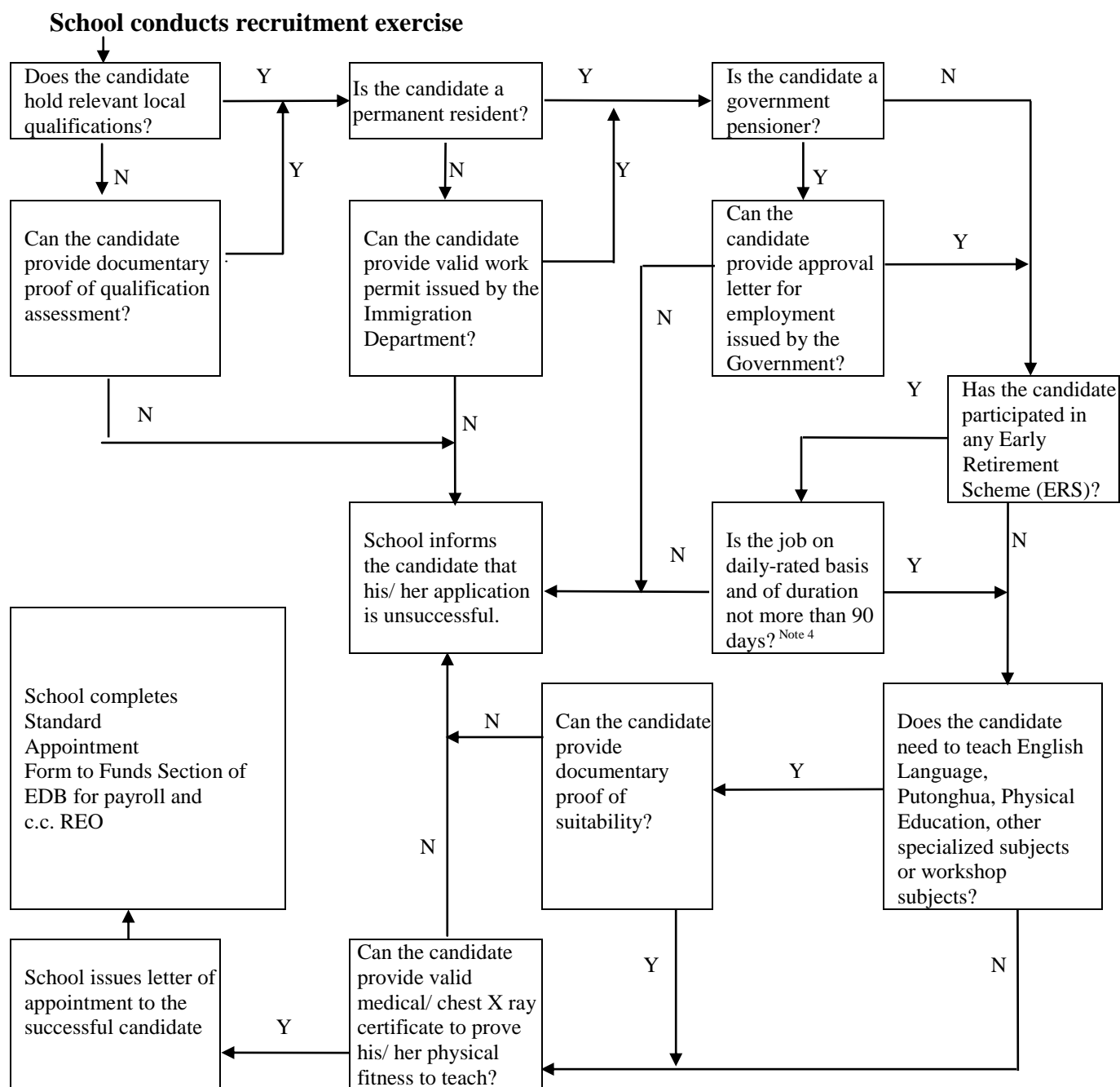
	Secondary School (Note)	Primary School	Special School
Clerk	✓	✓	✓
Clerical assistant	✓	✓	✓
Workshop attendant	✓		✓
Janitor staff	✓	✓	✓
Artisan			✓
Motor/ Special driver			✓
Cooks	✓		✓
Watchman	✓		✓
Teacher assistant	✓		✓
Laboratory Technician	✓		✓

### Specialist Staff

	Secondary School (Note)	Primary School	Special School
School social worker	✓		✓
Educational psychologist	✓	✓	✓
Speech therapist			✓
Physiotherapist			✓
Occupational therapist			✓
Occupational therapist assistant			✓
School Nurse			✓
Warden	✓		✓
Assistant Warden	✓		✓
Houseparent-in-charge			✓
Houseparent			✓
Programme worker			✓
Boarding service master/ mistress	✓		
Brailling staff			✓

Note: including mainstreamed practical schools and skills opportunity schools

### Appendix 3 Appointment of teaching staff (Note)



**Note:**

1. The recruitment exercise as described in this Appendix is NOT applicable to the appointment of Native-speaking English Teachers (NETs) under the NET Schemes. For details of appointment of NETs, schools should refer to the relevant circulars/ circular memoranda issued by the Education Bureau.
2. For enhancement measures on appointment of teachers, please refer to the relevant sections of this Chapter (including 7.2.1, 7.4.2, 7.4.3, 7.4.4, 7.8.1, 7.10 and Appendix 4 ).
3. In case of doubt, school may consult SSDO on candidate's eligibility. For the appointment of language teachers, please refer to EDB webpage on Language Proficiency Requirement. For the eligibility to teach Physical Education, please refer to the following link: [http://cd1.edb.hkedcity.net/cd/pe/en/bb/PE\\_Teacher\\_Qualification\\_E.htm](http://cd1.edb.hkedcity.net/cd/pe/en/bb/PE_Teacher_Qualification_E.htm)
4. Schools should not employ any ERS takers in violation of the re-employment restriction. Any salary expenditure incurred (such as contribution to Mandatory Provident Fund, any statutory benefits conferred by the Employment Ordinance, etc.) as a result of improper employment of ERS takers in schools has to be borne by schools' own funds.

## Appendix 4 Checklist for recruitment procedures

1. The school should prepare job description and selection criteria for the post before advertising the vacancy. All applications should be date-stamped and a register should be kept of all the applications received.
2. The school should shortlist candidates for interview, according to the criteria endorsed by the SMC. Shortlisting should be handled by more than one person as far as possible. Otherwise, those applications not shortlisted should be screened or randomly checked by a senior staff or an SMC member to ensure that qualified applicants have not been left out. Reasons for elimination should be noted on the application form.
3. To ensure that the job applicants (Note 1) have met the appointment requirements for selection purposes, schools should require the applicants to provide relevant personal particulars including academic qualifications, relevant working experience and skills, etc. Schools must verify carefully the qualification documents of the applicants, including their Certificate of Registration as a Teacher and Certificate of Service from their previous employers. Schools should also require the applicants to declare in the job application form and/or other related documents whether (i) they have joined the Early Retirement Schemes for teachers; (ii) they have been convicted of any criminal offence in Hong Kong or elsewhere, (iii) or whether their registered teacher or permitted teacher status has been cancelled/ refused, and to provide the details (Note 2).
4. In order to ascertain whether the prospective employees have previous convictions for sexual offences, schools are strongly advised to adopt the Sexual Conviction Record Check (SCRC) scheme (Note 3) and request them to undergo SCRC at the advanced stage of the employment process (Note 4). Applications for SCRC should be submitted by the prospective employees voluntarily.
5. Schools may consult the applicants' previous employers about their job performance with their prior consent to ensure that the selected candidate is suitable for the post.
6. The school may arrange test or examination or other means of assessment as necessary and appropriate.
7. The school should prepare for selection interviews, including pre-interview briefing for the selection panel.

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Note 1 Applicants include staff appointed on temporary/contract/part-time basis, NETs directly employed by schools, daily-rated supply teachers/staff, staff paid out of other cash grants, teaching assistants, coaches/instructors leading extra-curricular activities and/or those self-employed persons/ staff deployed to work in schools by service contractors.

Note 2 Schools should inform the candidates that their job applications will not be considered if they refuse to disclose the necessary information or undergo SCRC, and that any conviction of criminal offence(s) may not necessarily render their applications unsuccessful.

Note 3 The Sexual Conviction Record Check (SCRC) is an administrative scheme to enable employers of persons undertaking child-related work and work relating to mentally incapacitated persons (MIPs) to check whether their prospective employees have any sexual conviction records. This scheme serves to help employers assess the suitability of applicants for child or MIP-related work and afford better protection to children and MIPs from sexual abuse. Details of the SCRC scheme are available at [the Hong Kong Police Force homepage](#).

Note 4 For self-employed staff and those to be deployed by outsourced service providers to work in schools, schools should also request them and the outsourced service providers to ask their staff to undergo SCRC and pass their check results to schools though they are not school employees.

8. Selection panel must conduct selection interviews, assess each candidate according to the predetermined criteria and compile the selection panel report.
9. The school must ensure that individual assessment records and the report on the panel's recommendations are separately documented.
10. Panel may consider approaching referees for views.
11. The recommendations of the selection panel must be forwarded to the SMC for approval.
12. In case of doubt about a potential appointee's registration status, the school may seek his/her consent to apply to EDB for the release of teacher registration information to the school.
13. The school may notify candidates who are not selected or who are waitlisted.
14. The school must arrange appointment formalities for selected candidates, such as physical examination and teacher registration.
15. The school must keep proper records of all documents relating to the recruitment exercise for a reasonable period. Please refer to Appendix 8 for more details.

## Appendix 5 Staff promotion and acting appointment

SMC should consider the following before contemplating a promotion exercise and acting appointments :

- vacancy exists in the staff establishment (Note)
- functional responsibilities assigned to the post are commensurate with the rank
- distribution of functional responsibilities can take care of the balanced development of the school
- no overlapping of responsibilities among the promotion posts
- length of the post vacant for acting appointment (at least 30 days)



SMC should endorse the selection criteria, assessment methods and selection procedures.



Invites applications, making known the job description of the post(s), the selection criteria, selection procedures and composition of the selection panel



Screens all applications, draws up a list of eligible candidates based on the criteria set, and where applicable takes into consideration the candidates' performance appraisal reports over a specified period. If the list of applicants appears not to include a person of sufficient quality, it is better to halt proceeding and make a second invitation at a later time.



SMC or the selection panel interviews all eligible candidates and records observations/ recommendations on their suitability. Where interviews are conducted by a selection panel, the SMC will consider its recommendations and ensure that the predetermined criteria and procedures have been complied with.



SMC approves the promotion/ acting appointment and informs the staff concerned, as well as all staff, of the outcome.



School head assesses the salary of the staff selected for promotion or acting appointments.



SMC issues letter(s) to the teacher(s), confirming the effective date and the salary particulars. The approval letter should be copied to :

- Funds Section & REO, EDB
- Commissioner of Inland Revenue



The school updates the staff establishment record and the e-Services Portal.

Note:

- For a School Sponsoring Body (SSB) operating more than one aided primary school, senior teacher/headship vacancies in any school should be counted as available vacancies for redeployment of redundant senior teachers/ over-ranked heads of another school at the corresponding rank. Where circumstances warrant the SSB concerned may offset vacant senior teacher post(s) / headship rank in one school against all types of redundant senior teacher(s) / over-ranked head in another. For details, please

refer to Appendix I of EDBCM052/2017 “Arrangements for Redundant Teachers of Aided Primary Schools in the 2017/2018 School Year”.

- All the necessary procedures for promoting a teacher should be completed before the effective date, including the approval by the SMC. Under normal circumstances, there should be no retrospective effect for the date of promotion and acting appointment.

## **Appendix 6    Regrading of serving teachers of aided primary schools in the non-graduate teaching grades to the graduate teaching grades**

### **Regrading of serving teachers of aided primary schools in the non-graduate teaching grades to the graduate teaching grades**

(including primary special schools and special schools with primary section)

a. Vacancy/ Vacancies is/ are available in the PSM grade in the staff establishment.



b. The SMC invites applications from teaching staff for regrading through publicizing the vacancies available, the qualification requirements and the selection criteria.



c. The SMC conducts the selection exercise. The SMC may decide whether selection interviews should be conducted where appropriate.



d. The SMC assesses the suitability of all eligible serving teachers according to their qualifications, character, ability, performance, duties, potential and overall suitability for appointment. The school should request the prospective teachers to approach the Hong Kong Council for Accreditation of Academic & Vocational Qualifications for an assessment of their non-local qualifications if necessary.

e. The SMC makes recommendations for filling the graduate teacher posts.



f. The SMC approves the regrading applications and issues letters to the staff concerned, confirming the rank, effective date of regrading and salary particulars, including responsibility allowance (if any).

g. Under normal circumstances, there should be no retrospective effect for the date of regrading.

h. The SMC informs Funds Section of the EDB, and the respective SSDO of REOs of the necessary details, using the standard form specified in the relevant circular.

i. The SMC informs the Commissioner of Inland Revenue of the salary particulars.



j. The school updates the staff establishment record and the e-Services Portal.



## **Appendix 7 Suggested list of information to be kept in staff's personal file**

1. Personal particulars such as name, I.D. number, name of next of kin and his/ her telephone number and address
2. Qualifications and experience
  - an updated list of academic and professional qualifications supported by copies of documentary evidence
  - an updated list of working experiences supported by copies of Certificate(s) of Service issued by the staff's previous employer(s)
3. Employment record in present school
  - date of appointment and date of subsequent changes in rank due to promotion/ regrading as appropriate
  - post/ duties taken up
  - salary and incremental date on appointment and subsequent change(s) of incremental date
  - date of termination of employment and reason, e.g. resigned on (day/ month/ year), retired on (day/ month/ year), etc.
  - relevant documents such as letter of resignation from staff, approval letters issued by the SMC, certificate of service issued to staff, etc.
4. Payment of salary
  - the bank account number through which the payment of salary is made
  - wages in respect of each wage period
5. Provident Fund account
  - statements of the provident fund account of the staff issued annually by the Funds Section of EDB or the bank
6. Leave records
  - leave entitlement and balance calculated in accordance with the COA or Employment Ordinance as appropriate
  - Date(s) and nature of leave taken
7. Paid outside work
  - records of all paid outside work undertaken
  - records of approval granted by the Supervisor
8. In-service training
  - Records of all in-service training received, including seminars, workshops and courses attended
9. Performance appraisal reports, disciplinary actions taken in respect of the staff, assessment sheets of the selection panels for promotion exercises
10. Complaints against the staff and investigation reports

## **Appendix 8 Suggested Retention Periods for Employment - Related Personal Data**

<b>Factual Data</b>	<b>Retention Period</b>
<b>Serving/ Former staff</b>	
a. Personal particulars of staff b. Copies of certificates of qualifications and professional training c. Copies of certificates of service of previous employment d. Record of salary particulars, annual statement of individual provident fund account, leave, outside work e. Employment contract or appointment letter f. Declaration of interest, if any	1 year after the staff has left the service
<b>Applications for appointment, regrading and promotion</b>	
a. Application forms and related documents of successful applicant	File on staff personal file as appropriate
b. Application forms and related documents of waitlisted or unsuccessful applicant	1 year after completion of the selection exercise or 1 year after resolution of any claim/ appeal/ complaint whichever is the later

<b>Evaluative Data</b>	<b>Retention Period</b>
<b>Serving/ Former staff</b>	
a. Appraisal Report(s) b. Previous employers' or personal reference c. Other evaluative personal data	1 year after the staff has left the service
d. Medical examination/ chest X-ray report(s)	as appropriate
e. Documents relating to claims for employees' compensation	no longer than 7 years after the staff has left the service or 1 year after resolution of any claim/ appeal/ complaint, whichever is the later
f. Certificate of service or testimonial	no longer than 7 years after the staff has left the service

<b>Evaluative Data</b>	<b>Retention Period</b>
<b>Individual assessment record in appointment/ promotion/ regrading exercises</b>	
a. Assessment sheet(s)/ test score sheet(s) of successful applicant	File on staff personal file as appropriate
b. Assessment sheet(s), medical examination/ chest X-ray report(s) of waitlisted and unsuccessful applicant for appointment	1 year after the completion of recruitment exercise or 1 year after resolution of any claim/ appeal/ complaint whichever is the later
c. Assessment sheet(s) of applicant for regrading or promotion	1 year after staff has left the service if the applicant is a serving staff member and 1 year after the completion of the exercise for other applicants or 1 year after resolution of any claim/ appeal/ complaint whichever is the later
d. Reports of all selection panels in appointment/ regrading/ promotion exercises	No longer than 2 years after completion of the selection exercise or 1 year after resolution of any claim/ appeal/ complaint, whichever is the later
e. Investigation reports on staff misconduct	1 year after the staff has left the service or 1 year after resolution of any claim/ appeal/ complaint, whichever is the later

**Note:**

1. The list of employment-related personal data is by no means exhaustive. The suggested retention period does not imply that the personal data in each category must be held for the period shown. Schools are advised to refer to the Code of Practice on Human Resource Management issued by PCPD in drawing up their policies on the collection and retention of personal data.
2. Data users should always bear in mind the requirements of Data Protection Principle 2 in Schedule 1 of the Personal Data (Privacy) Ordinance that personal data must not be kept longer than is necessary for the fulfillment of the purpose for which the data are to be used.

## Appendix 9 Leave entitlement for staff in Aided Schools

Teaching Staff (Note A)	Non-teaching staff	
	Specialist staff (Note B)/ Lab. Technicians (LTs)	Non-specialist staff (Note C)
Leave for teaching staff, specialist staff and LTs shall be granted in accordance with the provision of the COA and in compliance with the Employment Ordinance. In case of doubt, schools should consult REO or the Labour Department as appropriate.		Leave for non-specialist of non-teaching staff shall be granted in accordance with the provisions of the COA and in compliance with the Employment Ordinance. In case of doubt, schools should consult REO or the Labour Department as appropriate.

### 【Sick Leave】

#### 1. Monthly-paid Teaching and Non-teaching staff

Teaching Staff (Note A)	Non-teaching staff	
	Specialist staff (Note B)/ Lab. Technicians (LTs)	Non-specialist staff (Note C)
<p>a. 28 days on appointment, and 48 days on completion of each succeeding year of service</p> <p>b. Paid sick leave can be accumulated up to a maximum of 168 days</p> <p>c. Same entitlement for full-time and part-time monthly-paid teachers appointed on regular or temporary basis</p> <p>d. Full pay within the maximum paid sick leave entitlement</p> <p>e. Once the sick leave balance of a staff has been exhausted, no-pay sick leave may be granted (Note H)</p> <p>f. Sick leave should be taken with half-day as the smallest unit.</p> <p>g. Sick leave application exceeding 2 days must be supported by a valid medical certificate (Note F)</p> <p>h. For teaching staff (Note A), sick leave balance will be forfeited with a break of service of more than one year (with effect from 1 September 2006)</p> <p>i. For Specialist staff (Note B)/ Lab. Technicians (LTs), sick leave balance will be forfeited with a break of service of more than 45 days.</p>		<p>a. For staff under a continuous contract (Note D), 2 days for each completed month of employment during the first 12 months of employment, and 4 days for each completed month of employment thereafter</p> <p>b. Paid sick leave can be accumulated up to a maximum of 120 days (Note E)</p> <p>c. For staff paid out of the Salaries Grant, full pay within the maximum paid sickness days; the provision of Employment Ordinance applies for other staff.</p> <p>d. Once the sick leave balance of a staff has been exhausted, no-pay sick leave may be granted</p> <p>e. Sick leave application must be supported by a valid medical certificate</p> <p>f. For sick leave application in excess of the leave balance in Category 1 (Note E), the staff may be required to produce a medical certificate issued by a hospital registered medical practitioner, registered Chinese medicine practitioner or registered dentist.</p>

## 2. Daily-Rated Supply Staff

Teaching Staff (Note A)	Non-teaching staff	
	Specialist staff (Note B)/ Lab. Technicians (LTs)	Non-specialist staff (Note C)
a.	Daily-rated supply staff who have worked under a continuous contract are eligible for sickness allowance in accordance with the Employment Ordinance	
b.	Sick leave should be supported by a valid medical certificate	

### 【Maternity Leave For Female Staff】

Teaching Staff (Note A)	Non-teaching staff	
	Specialist staff (Note B)/ Lab. Technicians (LTs)	Non-specialist staff (Note C)
a.	Maternity leave follows the provision of the Employment Ordinance, except as specified otherwise	
b.	Staff under a continuous contract before the commencement of maternity leave are entitled to: <ul style="list-style-type: none"> <li>• a continuous period of 10 weeks' leave, including the actual date of confinement (Note G);</li> <li>• a further period equal to the number of days from the day after the expected date of confinement to the actual date of confinement if confinement occurs later than the expected date of confinement; and</li> <li>• an additional period of leave for not more than 4 weeks on the grounds of illness or disability due to pregnancy or confinement. (For teachers/ specialist staff/ LTs, the additional maternity leave may be granted as no-pay leave to bring the total absence up to 6 months.)</li> </ul>	
c.	The period of paid maternity leave is confined to 10 weeks. (Note G) .	
d.	Staff fulfilling the following criteria are eligible for paid maternity leave: <ul style="list-style-type: none"> <li>• completed 40 weeks of resident service before the commencement of maternity leave for teachers/ specialist staff/ LTs</li> <li>• completed 40 weeks of service under a continuous contract before the commencement of maternity leave for staff paid out of the Administration Grant/ Revised Administration Grant</li> </ul>	
e.	Rate of pay <ul style="list-style-type: none"> <li>• full pay for teachers/ specialist staff/ LTs and non-teaching staff paid out of the Salaries Grant</li> <li>• the provision of the Employment Ordinance applies for staff paid out of the Administration Grant/ Revised Administration Grant</li> </ul>	
f.	The member of staff has to serve the school with notice of pregnancy and her intention to take maternity leave after her pregnancy has been confirmed by a valid medical certificate issued by a registered medical practitioner, a registered midwife or a registered Chinese medicine practitioner (except for the certificate of the actual date of confinement). The school may require her to produce a medical certificate which specifies the expected date of confinement or the actual date of confinement as appropriate.	
g.	The teachers/ specialist staff/ LTs will be eligible for full pay for any part of the maternity leave which falls wholly or partly within a major school holiday, i.e. Christmas, Chinese New Year, Easter and Summer Vacation : <ul style="list-style-type: none"> <li>• staff whose maternity leave exceeds their entitled 10-week paid maternity leave; or</li> <li>• staff having less than 40 weeks' resident service.</li> </ul>	
h.	Maternity leave entitlement for part-time monthly-paid teachers should be the same as that for full-time monthly paid teachers.	

**【Paternity Leave For Male Staff】 (w.e.f. 1.9.2015)**

Teaching Staff (Note A)	Non-teaching staff	
	Specialist staff (Note B)/ Lab. Technicians (LTs)	Non-specialist staff (Note C)
<p>a. Male staff fulfilling the related requirements as stipulated in the Employment Ordinance are entitled to paternity leave. Concerned staff with not less than 40 weeks continuous service (Note D) immediately before taking paternity leave are eligible for paid paternity leave.</p> <p>b. Up to 5 working days with full-pay may be granted on each occasion of childbirth.</p> <p>c. Eligible staff may choose to take paternity leave during the period from 4 weeks before the expected date of childbirth to 10 weeks beginning on the actual date of childbirth.</p> <p>d. Paternity leave may be taken in one stretch or in splits with half-day leave as the smallest unit.</p> <p>e. Any untaken paternity leave after the above stated period will not be allowed to be encashed nor carried forward.</p> <p>Please refer to the <a href="#">EDBC016/2015</a> for details.</p>		

**【Special Tuberculosis Leave】**

Teaching Staff (Note A)	Non-teaching staff	
	Specialist staff (Note B)/ Lab. Technicians (LTs)	Non-specialist staff (Note C)
<p>a. Terms in granting paid special tuberculosis leave:</p> <ul style="list-style-type: none"> <li>• &gt; 1 but &lt; 4 years of service: up to 3 months</li> <li>• ≥4 but &lt; 8 years of service: up to 6 months</li> <li>• ≥8 years of service: 6 months' leave PLUS 2 weeks' leave for each additional year of service after having served for 8 years, which is capped at a maximum of 12 months' entitlement.</li> </ul> <p>b. Full pay leave will be granted within the allowable maximum with the support of a valid medical certificate.</p> <p>c. Sick leave balance may be used if special tuberculosis leave balance has been exhausted. Upon exhaustion of special tuberculosis leave balance and sick leave balance, no-pay special tuberculosis leave may be granted. (Note H)</p>		
		Nil

**【Paid Study Leave】**

Teaching Staff (Note A)	Non-teaching staff	
	Specialist staff (Note B)/ Lab. Technicians (LTs)	Non-specialist staff (Note C)
Paid study leave is simultaneously endorsed when a teacher is selected by PSEd for a course of training.	Specialist staff and LTs shall enjoy the same study leave benefit as the teaching staff	Nil

**【Paid Leave For Special Events】**

Teaching Staff (Note A)	Non-teaching staff	
	Specialist staff (Note B)/ Lab. Technicians (LTs)	Non-specialist staff (Note C)
<p>a. Not more than 14 days paid leave may be granted per school year:</p> <ul style="list-style-type: none"> <li>• to represent HKSAR in national/ international conferences or events e.g. the Asian Games or the Olympic Games</li> <li>• being invited to present paper or speak at national/ international conferences in connection with education</li> <li>• to participate in training or camping exercises of the Civil Aid Service, Auxiliary Police Force or Auxiliary Medical Service</li> </ul> <p>b. There should be sufficient justification to support the granting of paid leave by schools.</p> <p>Please refer to the Annex “Guidelines for Granting of Leave” of the <b>EDBC001/2006</b> for details.</p>	Nil	Nil

### 【Holidays/ Annual Leave】

Teaching Staff (Note A)	Non-teaching staff										
	Specialist staff (Note B)/ Lab. Technicians (LTs)	Non-specialist staff (Note C)									
<ul style="list-style-type: none"> <li>May enjoy school holidays subject to there being no operational needs</li> </ul>	<ul style="list-style-type: none"> <li>Not entitled to school holidays. Annual leave should be taken during the major school holidays subject to mutual agreement between the school and the staff</li> <li>Non-accumulative</li> </ul> <p><b>Staff paid out of the Administration/ Revised Administration Grant-according to the provision of the Employment Ordinance</b></p> <ul style="list-style-type: none"> <li>Staff under a continuous contract for every 12 months are entitled to paid annual leave</li> <li>7-day paid annual leave for those with 1 to 2 years of service, and 1 additional paid annual day for every additional year of service thereafter. Paid annual leave could be accumulated to a maximum of 14 days</li> </ul> <p><b>Staff paid out of the Salaries Grant</b></p> <ul style="list-style-type: none"> <li><b>Appointed before 1.6.2000 (Note I)</b> <ul style="list-style-type: none"> <li>LTs and specialist staff may be granted not less than 22 days of paid leave on an annual basis</li> <li>clerical staff with less than 10 years of service may be granted 14 days of paid leave on an annual basis; those with 10 years of service or over may be granted 22 days of paid leave on an annual basis</li> </ul> </li> <li><b>Appointed on/ after 1 June 2000</b> <ul style="list-style-type: none"> <li>Paid Leave Entitlement (per annum) <table border="1"> <tr> <th>Salary Point</th><th>&lt; 10 years of service</th><th>≥ 10 years of service</th></tr> <tr> <td>MPS Pt. 0-13 &amp; Model Scale I</td><td>14 days</td><td>18 days</td></tr> <tr> <td>MPS Pt. 14 or above</td><td>18 days</td><td>22 days</td></tr> </table> </li> </ul> </li> </ul>		Salary Point	< 10 years of service	≥ 10 years of service	MPS Pt. 0-13 & Model Scale I	14 days	18 days	MPS Pt. 14 or above	18 days	22 days
Salary Point	< 10 years of service	≥ 10 years of service									
MPS Pt. 0-13 & Model Scale I	14 days	18 days									
MPS Pt. 14 or above	18 days	22 days									

### 【Special Paid Leave】

Teaching Staff (Note A)	Non-teaching staff	
	Specialist staff (Note B)/ Lab. Technicians (LTs)	Non-specialist staff (Note C)
<p>a. A maximum of 2 days per academic year on the grounds of urgent private affairs of grave importance</p> <p>b. Non-accumulative</p>	Nil	



- Note A Teaching staff include school heads, teachers of ordinary and special schools and the following categories of staff of special school: teachers assisting in speech therapy (TAST), resource teachers, mobility instructors, low-vision training teachers.
- Note B Specialist staff include educational psychologists of ordinary and special schools and the following categories of staff of special schools: school social workers, speech therapists, physiotherapists, occupational therapists, occupational therapist assistants, nurses, wardens, assistant wardens, houseparents-in-charge, houseparents, programme workers, boarding service masters/ mistresses I, boarding service masters/ mistresses II and braille staff.
- Note C Non-specialist staff include clerks, clerical assistants, artisans, workshop attendants, special drivers, motor drivers, cooks, watchmen, janitor staff and teacher assistants.
- Note D In accordance with the Employment Ordinance, an employee who works continuously for the same employer for four weeks or more, with at least 18 hours in each week, is regarded as working under a continuous contract.
- Note E In accordance with the Employment Ordinance, paid sickness days are divided into two categories - firstly, accumulated up to 36 days as Category 1, and then any excess up to 84 days as Category 2.
- Note F A valid medical certificate is a medical certificate issued by a registered medical practitioner, registered Chinese medicine practitioner or registered dentist (with effect from 1 December 2006).
- Note G Under section 12AA of Employment Ordinance, a pregnant staff member may, with the agreement of the employer, decide on the date of commencement of her 10 weeks maternity leave, provided that such date is within a period of not less than 2 weeks before, and not more than 4 weeks before, the expected date of confinement. If the staff member does not exercise her option, the date of commencement of maternity leave shall be 4 weeks immediately before the expected date of confinement.
- Note H
1. No-pay leave (including no-pay sick/ maternity/ special tuberculosis leave) will not be counted as continuous contributory service for Grant/ Subsidised Schools provident fund purposes and promotional purposes. For incremental purposes, such leave shall be subject to such instruction as PSEd issues from time to time.
  2. The adjustments of incremental date (I.D.) are listed below:
    - 1 - 15 days no-pay leave: I.D. unchanged
    - 16 - 45 days no-pay leave continuously: I.D. to be deferred 1 month
    - 46 - 75 days no-pay leave continuously: I.D. to be deferred 2 months, and so on
  3. Starting from the 2012/13 school year, schools may use the surplus of the OEBG/EOEBG for the payment of statutory holidays/annual leave arising from specific no-pay leave for their staff remunerated under Salaries Grant. Specific no-pay leave only includes no-pay sick/maternity/special tuberculosis leave (referred to as no-pay sick leave), no-pay study leave for attending education-related courses, no-pay leave granted due to poor health condition with medical documentary proof, and no-pay leave granted for alleviating the redundancy problem of an individual school/schools under the same Sponsor (prior confirmation from the school's respective School Development Officer to ascertain the genuine redundant case is needed). For no-pay leave other than the above listed, schools should take own responsibility to fulfill all statutory requirements including meeting any possible expenditure out of non-government funds.
  4. The school should notify Regional Education Office and Finance Division of EDB by using the standard letter ([Attachment 1 of EDBC001/2006 "Granting of Leave in Aided Schools"](#)).
- Note I The revised leave entitlement does not apply to non-teaching staff who are paid by the Salaries Grant and were offered appointments to aided schools before 1 June 2000 as long as
- they remain in their present rank or get promoted to a higher rank in the same grade in

their school

- they are deployed to the same rank from one aided school to another under the same SSB
- they transfer to the same rank without a break of service within the aided school sector.

## Appendix 10 Approving authority for granting of leave

Applicant	Type of leave	Approving authority (Note)	
		SMC	Head
Teaching staff (Appendix 9, Note A)	Paid sick leave, maternity leave, special tuberculosis leave and leave for injury at work. *		✓
	No-pay sick leave, maternity leave and special tuberculosis leave. *	✓	
	Casual leave (a maximum of 2 days paid leave per academic year on grounds of urgent private affairs of grave importance)		✓ (2)
	Paid study leave (simultaneously endorsed when selected by PSEd for a course of training, e.g. refresher courses)*	✓ (1)	
	Special paid leave up to a maximum of 14 days on justified grounds, e.g., performing community services, representing Hong Kong in international events/ educational conferences and attending training activities of auxiliary forces	✓ (2)	
	Other types of no-pay leave	✓ (for IMC schools only) (3)	
Non-specialist staff (Appendix 9, Note C)	All cases of paid and no-pay leave		✓
All staff	Paid leave to serve as jurors or if required to appear in court as witnesses		✓
	Paternity leave	✓  (unusual cases)	✓  (general cases)

Note:

For all cases of leave taken by the school heads, the approving authority is the SMC.

\* also applicable to specialist staff (Appendix 9. Note B) / Lab. Technicians.

1. Prior approval of PSEd is required for study leave which has not been endorsed by PSEd in advance and other leaves not specified above.
2. Prior approval of PSEd is required if the maximum limit is exceeded.
3. For SMC schools, prior approval of PSEd is required in granting other types of no-pay leave to teaching staff.

## **Appendix 11 Conflict of interest**

A conflict of interest is likely to arise when a member of the school personnel's loyalty to the school conflicts with his/ her own interest or his/ her loyalty to:

- family and other relations;
- personal friends; and
- any person to whom he/ she owes a favour or is obligated in any way.

### **Examples of conflict of interest situations**

1. A staff member taking part in the evaluation and selection of textbooks, reference books or learning materials which are written or edited by his spouse, family, relatives or personal friends, or published by a company in which he or any such person has a financial interest.
2. A staff member taking part in the evaluation and selection of a supplier/ contractor from a number of bidders one of which is operated by his spouse, family, relatives or personal friends, or in which he or any such person has a financial interest.
3. Common examples are:
  - selection of a textbook supplier
  - selection of school uniform supplier
  - selection of an exercise book supplier
  - selection of a supplier of computer systems
  - selection of a contractor for renovation project
  - selection of a school bus operator
  - selection of a tuck shop operator
4. A staff member accepting frequent or lavish entertainment from a supplier/ contractor who has business dealings with the school.
5. A staff member selecting candidates for admission to a school interviewing or deciding on a candidate who is the son or daughter of his relative or personal friend.
6. A staff member serving as a member of a Board to consider the recruitment, posting or promotion of staff, one of the candidates being his family member, relative or personal friend.
7. A staff member making nominations or selecting staff for training courses or study trips, one of the nominees/ candidates being his family member, relative or personal friend.
8. A staff member referring his pupils to attend private tutorial schools in which he, his family, relatives or personal friends have a financial interest.
9. A staff member responsible for the investigation of a complaint, one of the complainants being his family member, relative or personal friend.

## **Declaration of conflict of interest**

SMCs should put in place proper procedures to require the school personnel, including school managers and staff, to declare any conflict of interest that might influence, or appear to influence, his/ her judgement in the performance of his/ her duties. Such duties include recruitment, duty assignment, promotion, performance appraisal, selection of staff for training courses and study leave, etc. SMC members and school staff should be advised to:

1. refrain from handling official matters or making a decision or taking part in making a decision in matters which may conflict with their private interest;
2. refrain from acquiring any investment or financial interests which may lead to conflict of interest with their official duties;
3. decline to provide assistance, advice or information on official matters to their relatives, friends, or any club/ organisation of which they are members, when this may result in the recipients having an unfair advantage over other persons/ organizations; and
4. familiarise themselves with the rules and guidelines on conflict of interest, and act accordingly in such situations.

A declaration of conflict or perceived conflict of interest should be made in writing, preferably on a standard form, or recorded in the notes of a meeting as appropriate. Records of such declarations should be duly kept. When such a situation arises, the SMC, or the school head as appropriate, should decide whether the person disclosing an interest shall be required to abstain from the duty assigned.

The staff member declaring conflict of interest in a matter should refrain from handling the matter or there should be sufficient monitoring by senior staff or a second party to ensure impartiality. As a general rule, any person who or whose family member has an interest in the promotion, acting appointment, or regrading must not be in the selection board/ appeal board.

## **Avoidance of conflict of interest**

Apart from having declaration arrangements in place, school managers and school staff alike should seek to avoid it in the first place. For example, it is highly undesirable to make any investment or any financial or other interest which may lead to a conflict of interest with one's duties in the school. Furthermore, one should avoid putting oneself in a position of obligation, e.g. accepting free service and frequent/ lavish entertainment, offered to any person who has or may have official duty.

## **Appendix 12 Reference Points for Handling Cases of Teacher Misconduct**

### **Introduction**

1. In general, teacher misconduct refers to improper or unacceptable acts or behaviour which is normally in breach, without reasonable excuse, of school regulations which are considered legal and reasonable, official instructions (whether oral or written), norm of the trade, code of practice, professional ethics, or socially acceptable behaviour. Examples of teacher misconduct include corporal punishment, indecent assault, corruption and the like in which criminal offences may involve, unauthorized absence from duty, wilful negligence of proper duties, outside work without school's prior permission, taking advantage of his/her professional relationships with students for private gain, misuse of the student's personal data, showing discrimination in students' ethnicity, religious belief, sex, family background, or disability, etc.
2. Under school-based management, individual schools are required to establish their own procedure and mechanism to handle teachers' misconduct. Such mechanism must be transparent, fair, reasonable and known to all teachers.

### **General Reference**

1. As the employer, the school authority has the responsibility to follow up all suspected cases of teacher misconduct.
2. It is of foremost importance for school to note that resignation from the teacher concerned is by no means a solution to the misconduct case. It is against the interest of the students. School should prevent a teacher with serious misconduct, especially of criminal nature, from impeding the investigation and concealing his/her records of misconduct by resignation so that he/she could attempt to teach in another school. If a teacher with suspected misconduct tenders resignation, without giving sufficient notice, he/ she should be required to pay an amount equivalent to his/ her salary of the number of insufficient days of notice. The amount is capped at the level of one months' salary. Although the SMC may waive the payment of salary in lieu of notice in accordance with the provisions of the COA, the SMC must prudently consider whether the explanation given by the teacher concerned is justified. Otherwise, school should not waive his/her payment in lieu of sufficient notice.
3. In cases where the teacher suspected of misconduct of criminal or non-criminal nature is under investigation, and it is possibly against the interest of the school and the safety of the students for him/her to continue to teach in the classroom and/or conduct school activities, schools should refer to the relevant sections of the Code of Aid for proper actions such as suspending the teacher from his/her normal duties. Such suspension should carry no presumption of guilt implied.
4. Schools should also draw reference to the [“Code for the Education Profession of Hong Kong”](#) while handling the cases of teacher misconduct.

### *Cases of Non-criminal Nature*

5. The school authority should refer to Flowchart A in this Appendix for detailed workflow.

### *Cases of Criminal Nature*

6. When it comes to the attention of the school that there is a suspected case of teacher misconduct which may lead to criminal proceedings, school should take prompt action to collect relevant information in order to assess the seriousness and nature of the misconduct.
7. If the information collected shows that the misconduct is of criminal nature, school must report the case to the police/ICAC immediately because any delay in reporting cases of this kind may possibly endanger the safety of the students. At the same time, school should also take precautions to avoid alerting the teacher suspected, who may then destroy the evidence or intimidate the victims or witnesses.
8. Schools should stop taking any further investigation once the misconduct case has been reported to the Police/ICAC by the school, the victim or any other persons.
9. The school authority should refer to the Flowchart B in this Appendix for detailed workflow.

### *Cases of Specific Nature*

10. If sexual harassment is involved, the school should refer to [EDBC002/2009 “Amendment to the Sex Discrimination Ordinance \(Cap. 480\)”](#) and the [“Questions and Answers on Preventing Sexual Harassment in Schools”](#) on EDB homepage for advice on handling this kind of cases. If it is of criminal nature, the school should report the case to the Police for investigation.
11. In child sexual abuse case involving school staff, the paramount concern is the welfare of the child. The principal should consult Family and Child Protective Services Unit of the Social Welfare Department or the responsible Police unit as soon as possible and before interviewing the suspect. Prompt provision to address the psychological, emotional and physical needs of the child should be rendered. To avoid requiring the child to describe the incident(s) repeatedly, it is crucial to only involve the designated person<sup>Note 1</sup> (and other relevant staff in need) in the process of handling suspected child sexual abuse case involving school staff. School should refer to the [“Procedural Guide for Handling Child Abuse Cases \(Revised 2015\)”](#) published by the Social Welfare Department and [EDBC001/2016 “Handling Child Abuse and Domestic Violence Cases”](#) for details.

### *Taking disciplinary action*



12. Schools may refer to the following principles when taking disciplinary actions against the teacher concerned:
  - a. Disciplinary actions and punishment should be taken on a timely, fair and equitable basis to demonstrate that misconduct will not be tolerated by the school.
  - b. The decision to institute disciplinary measures must rest with the SMC/IMC according to relevant Codes of Aid.
  - c. Schools should consider the circumstances of the case and various factors, in particular, the gravity of the misconduct, disciplinary and service record of the teacher concerned, mitigating factors and customary level of punishment.
  - d. Levels of punishment in accordance with the Code of Aid for Aided Schools or relevant Codes of Aid:
    - For relatively minor and isolated cases of misconduct, such as occasional lateness for duty, it may take the form of either a verbal or written warning.
    - For serious misconduct or criminal offences, the school may consider withholding the annual increment, suspending the teacher from normal duties, executing dismissal or summary dismissal.
13. As disciplinary actions may be imposed on the teacher involved, the school should ensure that the laws of Hong Kong, Education Ordinance and Regulations, Code of Aid and the relevant EDB circulars are followed and properly document relevant information for reference in case of complaints.
14. If the teacher being accused is suspected to be mentally ill, the school, with the consent of the teacher concerned, should seek advice from a medical doctor to ascertain whether his/her mental state exculpates him/her from misconduct or provides a mitigating factor, and whether he/she is fit to attend a disciplinary inquiry/interview.
15. Upon completion of the investigation, the teacher concerned should be informed of the investigation result and provided with an opportunity to make representations.
16. The teacher concerned should be provided with support and guidance for improvement and opportunity to redress regardless of any disciplinary actions, other than summary dismissal, deemed necessary.

### **Checklist on Handling Cases of Teacher Misconduct**

1. How serious is the misconduct case?
2. Who should be assigned to handle the case?
3. Does the crisis management team need to be activated?
4. Is a Line-to-take or press release for media enquiry<sup>Note 2</sup> required?
5. Has the case been made known to parents? If yes, how would the school respond to the parent enquiries?
6. Are interview records and information collected properly kept?

7. Does the written statement contain a detailed account of what has happened? Is information including date/time/place of the misconduct case and specific acts of the accused teacher properly recorded? Has the statement made individually been properly signed and dated?
8. Should the teacher with suspected misconduct be suspended from duties?
9. Should the school liaison officer of the Police be consulted?
10. Is the misconduct case of criminal nature?
11. Has the misconduct case of criminal nature been reported to the Police/ICAC, whichever is appropriate, yet?
12. Is child abuse involved? If so, has the school social worker/student guidance personnel been engaged and the Family and Child Protective Services Unit of the Social Welfare Department (SWD) been contacted? Are the relevant materials, including EDBC001/2016 “Handling Child Abuse and Domestic Violence Cases”, Chapter 3 of this School Administration Guide and Chapters 5-7, 23 and 27 of the “[Procedural Guide for Handling Child Abuse Cases \(Revised 2015\)](#)” published by SWD, available for reference?
13. Has an SMC/IMC meeting been summoned to consider the findings of the investigation, any disciplinary actions deemed necessary and/or the actions required after the criminal proceedings?
14. Have the misconduct case together with any relevant materials, including the investigation reports, details of the court verdict if available, etc., been reported to the respective District School Development Section yet?

### Reference Materials

- Section 3.8.9 <Handling of Child Abuse Cases> of this School Administration Guide
- EDBC001/2016 “Handling Child Abuse and Domestic Violence Cases”
- EDBCM065/2010 “Measures for Strengthening the Protection of Students: Appointment Matters of Schools”
- [Measures for Strengthening the Protection of Students: Appointment Matters of Schools Questions and Answers](#)
- [EDB Homepage: <http://www.edb.gov.hk> > Teachers Related > Appointment & Related Matters > Appointment Matters > Measures for Strengthening the Protection of Students: Appointment Matters of Schools > Questions & Answers]
- “[Code for the Education Profession of Hong Kong](#)” prepared by the Preparatory Committee, Professional Code for Educational Works  
[CPC Homepage: <http://cpc.edb.org.hk> > Professional Code > Code for the Education Profession of Hong Kong]
- [“Handbook on School Crisis Management: Intervention and Psychological Support in the Aftermath of Crises”](#)

[EDB Homepage: <http://www.edb.gov.hk> > Students and Parents Related > Programs and Services > Programs > Student Suicide and School Crisis Management > School Crisis Management]

- Chapter 5-7, 23 and 27 of the [Procedural Guide for Handling Child Abuse Cases \(Revised 2015\)](#) published by the Social Welfare Department (SWD)

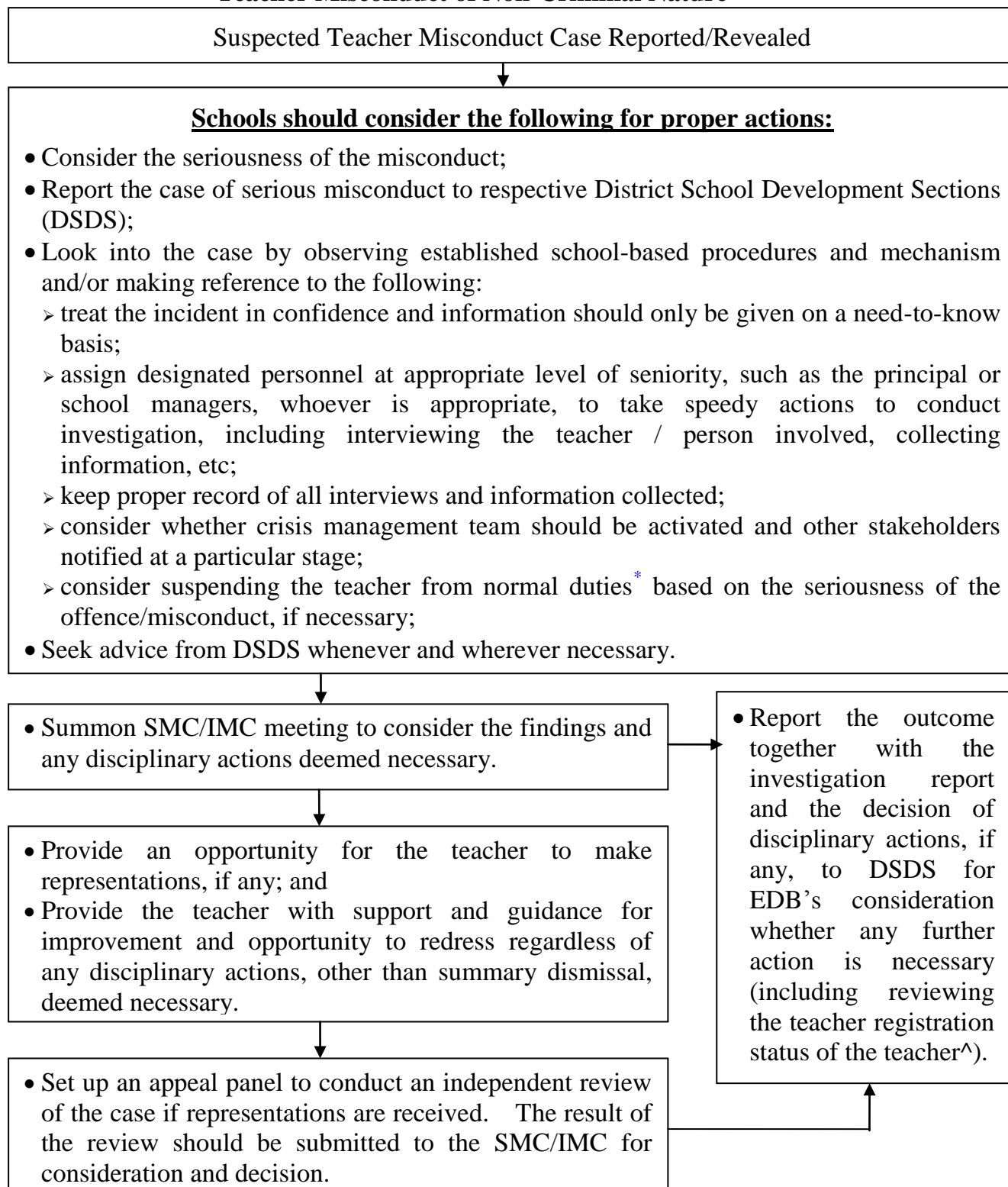
[SWD Homepage: <http://www.swd.gov.hk> > Family and Child Welfare Services > Procedural Guidelines > Procedural Guide for Handling Child Abuse Cases (Revised 2015)]

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Notes:

1. Officer responsible for conducting investigative/assessment interview on the suspected child sexual abuse case.
2. Please refer to section 4.4.2 "Dealing with the Media and Public bodies" of School Administration Guide for further details.

### Workflow for Schools in Handling Cases of Teacher Misconduct of Non-Criminal Nature

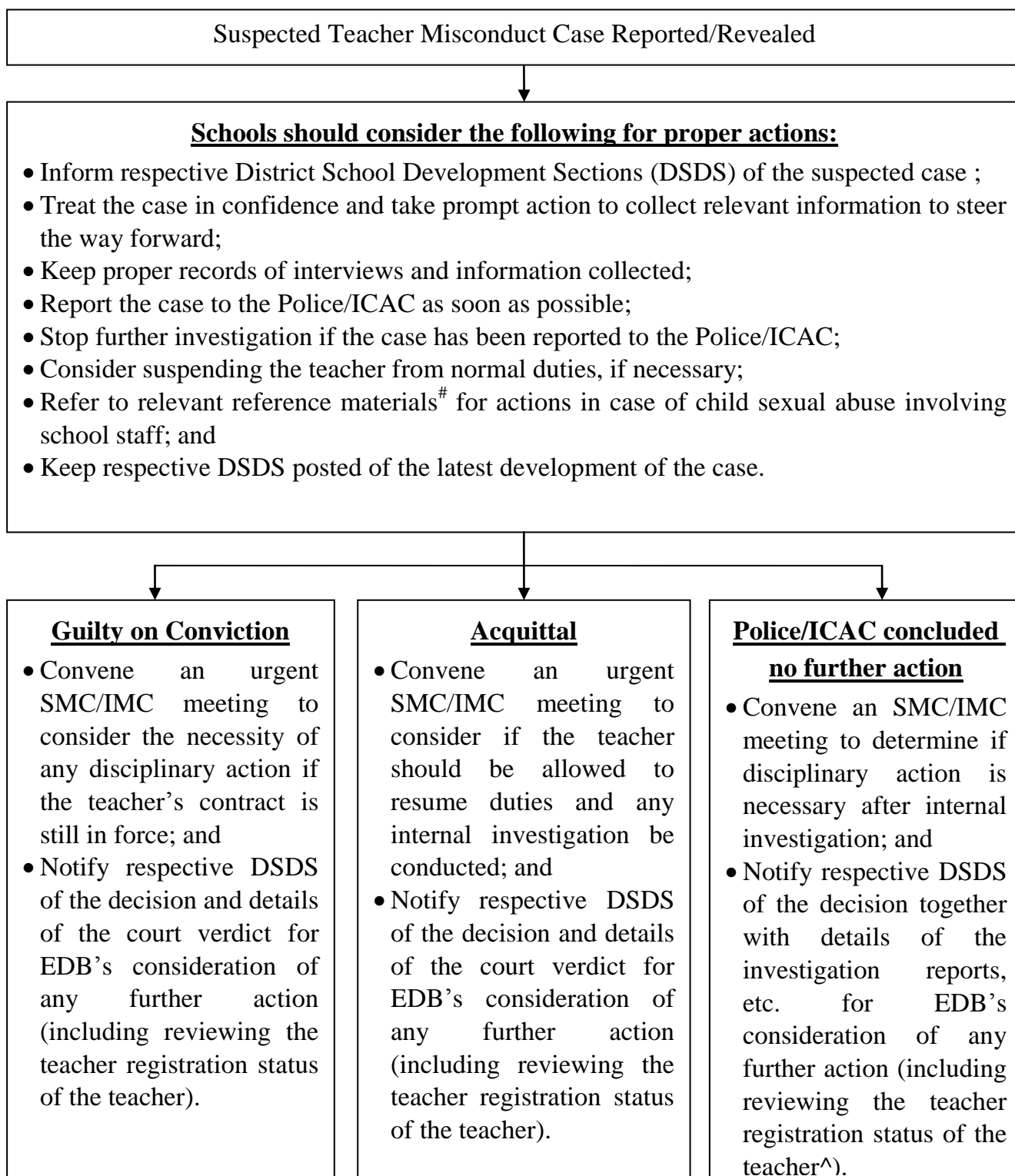


\* Please refer to the following sections of the Code of Aid for further details

- (i) Aided SMC Secondary Schools – para. 57 (f)    (ii) Aided SMC Primary Schools – para. 57(f)  
 (iii) Aided SMC Special Schools – para. 62(f)    (iv) IMC Schools – para. 13.5 (d)

<sup>^</sup> When a teacher committed misconduct, the EDB will, upon conclusion of the related case(s) involving the teacher, make reference to the relevant investigation reports. Depending on the circumstances and severity of the case, the EDB will prudently review the teacher registration status of the teacher, including cancelling the teacher's registration, issuing reprimand, warning or advisory letter to the teacher.

### Workflow for Schools in Handling Cases of Teacher Misconduct of Criminal Nature



# EDBC001/2016 "Handling Child Abuse and Domestic Violence Cases", section 3.8.9 of this School Administration Guide, Chapters 5-7, 23 and 27 of the [Procedural Guide for Handling Child Abuse Cases \(Revised 2015\)](#) published by the Social Welfare Department.

<sup>^</sup> When a teacher committed offence or misconduct, the EDB will, upon conclusion of the related case(s) involving the teacher, make reference to the court documents and/ or relevant investigation reports. Depending on the circumstances and severity of the case, the EDB will prudently review the teacher registration status of the teacher, including cancelling the teacher's registration, issuing reprimand, warning or advisory letter to the teacher.

## **Chapter 8 School Premises and Safety**

### **8.1 Introduction**

1. The SMC is responsible for maintaining the school premises in a safe and hygienic condition. In addition, the school should ensure that the school premises are fully utilized in a well-planned way for the delivery of quality school education.
2. The SMC is also responsible for furnishing and fitting out the school with all necessary furniture and other equipment, maintaining and managing the school premises, and arranging maintenance works as necessary.
3. Schools should consider setting up a committee, preferably headed by a senior teacher, to look after matters such as safety and security, repairs and maintenance, and coordination of the use of the school premises.
4. The SMC should ensure compliance with the requirements set out in the Education Ordinance and the Education Regulations, the COAs and any other relevant Ordinances, in particular the Occupational Safety and Health Ordinance.

## **8.2 Use of school premises**

### **8.2.1 Requirements in the Codes of Aid and legislations**

1. The premises of a school shall be used for the approved activities except as may be permitted by the Permanent Secretary for Education (PSEd). The relevant sections of the Codes are as follows:
  - S48 of the COA for Primary Schools
  - S47 of the COA for Secondary Schools
  - S52 of the COA for Special Schools (Vol. I)
  - S53 of the COA for Special Schools (Vol. II)
2. The classrooms and ancillary facilities should be made available at the request of PSEd for the non-profit making school operators commissioned by EDB to operate evening courses. Before making such request, PSEd will take into consideration any special difficulties and existing commitments, and will fully consult the school concerned. The school may levy charges on the hirers for hire of accommodation and electricity.
3. Approval by PSEd shall be sought on change of room use involving structural alteration, as stipulated in S20 of the Education Ordinance and R10 of the Education Regulations. The school should also apply for approval by PSEd for changes such as additional premises, alternative premises and deletion of premises.
4. Schools should note the restrictions on the use of roof playground, arrangement of gymnastics/ other form of physical education, assembly of students and furnishing of classrooms, as laid down in R12 to R14 and R16 to R20 of the Education Regulations.
5. Schools should be aware of the requirements of boarding schools as stipulated in R56 to R57 of the Education Regulations.
6. In accordance with S21 of the Education Ordinance, if in the opinion of the Director of Fire Services and Building Authority any changes in the design, structure or use of school premises may increase the fire risk of the school, PSEd may require the school to comply with the provisions considered necessary by the Director of Fire Services and Building Authority. For details, please refer to the [“School Safety & Insurance” webpage](#).

### **8.2.2 Hire of accommodation**

1. As aided school premises are maintained by public funds, the hiring of school accommodation should be taken as a service to the community to foster better cooperation between the schools and the community. Hence, the nature and purpose of the activity organized by the applicant should be carefully examined. It

is not desirable to hire out the premises for activities not connected with education, recreation or community services. The activities of the hirers should, in no case, hinder the normal school activities.

2. It should be noted that no organization should make use of the facilities in an aided school without being charged, as this represents a hidden subsidy to the organization. Schools should refer to the rates recommended in **EDBC005/2011 “Hire of Accommodation in Aided Schools”**.
3. Applications for hire of school accommodation should be vetted by a committee in accordance with the principles and procedures endorsed by the SMC.
4. The holding of public performances in school halls is subject to the Licensing Regulations currently in force. These regulations are administered by the Commissioner for Television and Entertainment Licensing and his/ her prior approval is required.
5. Those who hire the school accommodation should be advised to enquire from the Commissioner of Inland Revenue whether or not entertainment tax is chargeable in respect of any concert or performance for which an admission fee is proposed.
6. Receipts should be issued to the hiring organizations and copies should be retained for auditing.
7. A log book should be maintained to record details of all hirings (whether free or chargeable).
8. Justification should be given for free hiring of school premises. The log book is subject to inspection by the audit inspection team of EDB. A specimen of the maintenance record is at Appendix 1. The log book for hiring accommodation should be submitted to the SMC regularly, say on a quarterly basis.
9. The profit received from hiring out school premises shall be credited to the school accounts as determined by PSEd as set out in S18, S18, S19 and S16 of the COA for Secondary Schools, Primary Schools, Special Schools (Vol. I) and Special Schools (Vol. II) respectively.

### **8.2.3 Proper use of lockers**

Schools should draw up and implement effective and applicable measures and safety precautions according to their own circumstances to ensure the proper use of lockers by students. The following guidelines are set out as reference:

#### **1. Locations**

Lockers should be installed in appropriate locations easily accessible to pupils and should not obstruct the means of escape.



## **2. Records**

A record on the allocation of lockers to respective pupils should be kept by the school.

## **3. Keys**

- a. A locker key should be issued to each pupil user free of charge and a duplicate key should be retained by the school. Pupils should return the key to the school at the end of the school year.
- b. Pupils should be reminded to keep safe custody of their keys. A sum of not more than \$5.00 may be charged for each replacement key. These charges should be credited to the School & Class Grant Account or General Funds Account as appropriate.

## **4. Use of lockers**

Proper guidance should be given to pupils, particularly those of lower classes, on the use of lockers. Pupils should be informed that the provision of lockers in schools is to obviate the need for their carrying certain textbooks, exercise books, stationery items, art materials, equipment, water bottles and other relevant articles to and from school every day. Lockers should not be used to store items not intended for this purpose.

## **5. Inspection**

Schools should conduct regular inspections to ensure that the lockers are properly used.

## 8.3 Security and safety measures

### 8.3.1 Security measures in schools

1. The School head is entrusted with the responsibility for safeguarding the property in his/ her charge and guarding against wastage, damage, theft and burglary. He/ she needs particularly to ensure that
  - a. unauthorised persons are not allowed to trespass on the school premises or use the school facilities without prior permission;
  - b. valuable or dangerous items are under lock and key and that the keys are kept in a safe place;
  - c. minor staff secure all gates, doors and windows after school hours and during school holidays ; and
  - d. minor staff residing in the school know what action to take in case of emergency.
2. Schools should formulate their security policy based on an environmental analysis and take appropriate security measures that fit their situation best. However, some security measures are recommended below to safeguard the day-to-day security of the school :
  - a. Good perimeter lighting provides an effective deterrent to scaling attacks on fencing or walls. Regular maintenance checks should be conducted to ensure that goods are not stacked on either side of the fence or wall. Entry or exit points on the perimeter should be kept to a minimum. Gates should afford the same security protection as the perimeter on which they are set. Clear direction signs should be used to indicate reception areas for visitors.
  - b. If schools consider installation of closed-circuit television (CCTV) systems or covert monitoring a necessary means to prevent crime having regard to its special environmental circumstances, measures it takes to that end should comply with the [Guidance on CCTV Surveillance and Use of Drones](#) published by the Office of the Privacy Commissioner for Personal Data.
  - c. Windows which are easily accessible are best protected by mild steel window bars properly grouted into surrounding masonry. Umbrella spikes should be fitted to exposed piping to prevent scaling access to upper floors.
  - d. Where possible, secure storerooms should be created for more expensive equipment and teaching aids. Where large amounts of audio-visual equipment are widely distributed, they should be mounted in security frames.
  - e. Some sort of marking such as school names may be painted/ embossed on a conspicuous part of valuable items. Valuable equipment such as computers and video cassette recorders should be clearly marked and identified as school property. Serial/ model numbers should also be recorded to assist in recovery in the event of theft.

- f. Members of staff should be designated as “security officers” to ensure that doors and windows are locked at the end of the school day.
- g. Schools should appoint key-holder(s) who will return to schools to see to the situations in the event of alarm activations.
- h. Petty cash (Government portion and school portion, if any) kept in schools should not exceed the limits prescribed in the relevant EDB circular currently in force. It is also advisable that collections and payments should be made through bank accounts as far as possible, to minimize the risk of cash losses. Cash collections, if any, should be banked as soon as practicable to reduce the risk of keeping or transporting cash in large sums.
- i. Schools should consider security arrangements in transporting cash, e.g. assigning enough staff to escort the transportation of large sums of cash. Some suggestions for security measures are at Appendix 2.
- j. Please refer to Appendix 3 for the procedures for assessment and settlement of claims for damage or destruction of standard items or loss of school assets.
- k. Any loss of property or damage must be reported to the police and the relevant Senior School Development Officer (SSDO) immediately.

### **8.3.2 Security measures in classroom**

#### **1. Physical security**

Ceiling mounted projectors and other fixed equipment may be secured in place using mild steel brackets, which can deny its removal whilst still permitting operational adjustment. Brackets should be fitted with bolts, with the ends burred over. Such measures can effectively counter theft from unattended classrooms and extend the time required to effect a burglary (an unattractive prospect for the intruder seeking to steal several items) and are cheaper to install than the window bars, solid doors and mortise deadlocks required to secure classrooms per se.

#### **2. Property marking**

The use of permanent marking, via chemical etching, serves as a deterrent to theft by rendering the re-sale of stolen property difficult. Permanent markings are difficult, if not impossible, to erase or remove and represent an easy, practicable and cost-effective security measure which can also facilitate inventory control. This security tool is already employed by many schools to protect computer equipment. The costs involved in extending its application to audio visual equipment may therefore be further reduced in many cases.

#### **3. Intruder Alarms**

The deployment of intruder alarm systems affording extensive coverage of school premises and commercial monitoring is acknowledged as impractical. However, simple, magnetic contact based system with on-site audible alert should be considered for classrooms where expensive audio visual equipment is deployed. These can serve as a useful deterrent to theft from unattended classrooms and,

where caretakers reside on-site overnight, can also be linked to an alert panel at their residence.

### **8.3.3 Fire prevention measures**

1. Fire safety talks will be conducted by the Fire Services Department upon request to school staff and students in order to strengthen their fire safety knowledge and raise their awareness of the importance of fire precautions in their daily life. For details, please refer to the [“School Safety & Insurance” webpage](#).
2. Exits from classrooms and the school premises should be free from obstruction at all times.
3. All schools, as required by the Director of Fire Services, shall be equipped with fire extinguishers which should be kept in easily accessible places and be properly maintained. All fire services installation or equipment in school premises must be kept in good condition at all times. Laboratories shall in addition be supplied with buckets of sand and water.
4. Fire escape routes should be displayed in all classrooms and dormitories. Fire drills, when all pupils must leave the school building and roll calls be taken, should be carried out at least once every six months and records kept in a log book. Fire drills shall also be held for the boarding section.
5. The responsibility for sounding a fire alarm in a school should not be delegated to one individual. It should be the duty of any person discovering or suspecting an outbreak of fire to give the alarm. Where a school has more than one fire alarm bell, arrangements should be made to ensure that when an alarm is sounded on one, it is immediately relayed to all other alarm bells. Fire alarms and drills shall always include clerical, kitchen and maintenance staff, as well as teachers and pupils.
6. No cooking or naked flame is allowed on the school premises, except in specifically designed and constructed kitchens approved by the Director of Fire Services.
7. The points to note and fire safety recommendations in organizing barbecues and hot pot activities in school are at Appendix 4.
8. Smoking should be prohibited in schools. Visitors should be asked not to smoke.

### **8.3.4 Safety measures**

Stair wells or other kinds of light wells on school premises might pose a risk for students or school users in falling from height. Schools should construct safety nets on every floor for the sake of the safety. For details, please refer to [EDBC023/2001 “Safety Nets at Stair Wells in School Premises”](#).

## 8.4 Crisis management

School crises include the suicide of a student or staff, accidental death, a critical injury, a violent incident and natural disasters. Crises often occur suddenly, disrupting normal school routine. Schools have to respond rapidly to eliminate the harmful effects of the crisis. In the event of a crisis, schools should give due priority to the safety of all students and staff and exercise professional judgement to take appropriate actions as the specific situation warrants. When students are in serious body injury, life-threatening situation; or situation requiring immediate support, schools should dial 999 promptly for emergency assistance; for other non-emergency assistance (for example non-serious injury), schools may call the nearby [Police Stations](#) or ambulance service. For details of calling ambulance, please refer to the [guidelines issued by the Fire Services Department](#).

### 8.4.1 Common crises

1. In case the following crises happen in schools, please refer to the relevant paragraphs that cover the preventive measures and handling procedures:
  - Handling Accidents and medical emergency Para. 3.4.2
  - Handling incidents of infectious diseases Para. 3.5.4
  - Student suicide cases Para. 3.7.1
  - Gas leakage Para. 8.4.2
  - Bomb calls Para. 8.4.3
2. Schools are required to draw up a contingency plan to deal with special arrangements including suspension of classes due to emergency situations. For details of the arrangements under emergency situations, please refer to [EDBC009/2015 “Handling Emergency Situations in Schools”](#).

### 8.4.2 Gas leakage

In handling incidents involving odours of gas (including those from unknown sources), prompt actions must be taken including dialing 999 for emergency assistance, giving the students proper attention, notifying the parents and alerting the respective SSDO. Full records of the classes and persons affected with date, location and time should also be kept by the school head. For details, please adhere to the “[Guidelines on measures to be taken in case of incidents involving odours of gas including those from unknown sources](#)”.

### 8.4.3 Bomb calls

Bomb calls should be taken very seriously. Unless it can be definitely and reasonably assumed that the threat is a hoax, the school should dial 999 to call the

police. Under no circumstances should a suspect item be touched or handled in any way. The police will advise whether there should be a search of the premises with or without an evacuation of the students.

#### **8.4.4 Crisis management team**

1. Schools should set up a Crisis Management Team to formulate mechanisms, procedures and contingency plans for effective handling of crises. The team may comprise the school head, representatives of teachers, clerical staff and specialists (such as School Social Worker, Educational Psychologist).
2. Schools should formulate the roles and functions of the Crisis Management Team and ensure the contingency plans are comprehensive and appropriate. In addition, the team should conduct safety audits for the school by thorough assessments of the potentially dangerous situations.
3. When a staff notices a crisis is arising, he/she should make professional judgement to seek suitable assistance and notify the school management at the soonest possible time. The Crisis Management Team should be activated according to the school-based procedure, notify the Education Bureau and take charge of the crisis to ensure the immediate safety of all students and staff and re-establish the stability of the school routine as soon as possible.
4. In the event of a crisis, the Crisis Management Team should coordinate the handling of the crisis. Members of the team should keep close contact with the school head and arrange appropriate interventions. The team should provide counselling to staff and students in cooperation with guidance and discipline personnel, social workers and educational psychologists. Schools should make reference to the "[Handbook on School Crisis Management: Intervention and Psychological Support in the Aftermath of Crises](#)". The team should also handle media enquiries and give responses as far as possible. In case of police investigation, the team should arrange teachers or parents to accompany the students concerned for interview.
5. Schools should be well-prepared for crises. Drills should be conducted periodically in order to ensure that all staff and students know exactly what they should do in a specific crisis. Besides, the team should prepare a resource directory so that various resources can be coordinated and deployed to minimize the impact of crises. The sample can be found in Appendix 5.
6. Staff need to have training in first aid and management of students' behavioural problems, including identifying behaviour that signals potential danger. Clear guidelines on behaviour management should be drawn up and all staff should familiarize themselves with them.
7. Schools should also plan for "What if" scenarios. For example, the school should have a staff deployment plan to take charge of the crisis, even if the school head or

an important member of the Crisis Management Team is not at the school during the crisis, and the opening-up of the school premises.

## **8.5 Maintenance of school premises**

While schools are responsible for maintenance of school premises, the government departments concerned provide relevant professional support to aided schools on school premises maintenance matters, the arrangement of which is outlined below:

### **1. Non-estate Aided School**

Starting from March 2010, EDB has undertaken to deliver approved repairs projects each costing \$2 million or below besides providing technical advisory services in respect of school premises maintenance and the Property Services Branch of Architectural Services Department (ArchSD) will continue to handle repairs projects of estimated cost exceeding \$2 million each as approved by EDB.

### **2. Estate Aided School**

With effect from 1 April 2014, EDB has taken up the delivery of repairs projects approved for 2014-15 or after as well as provide technical advisory services in respect of school premises maintenance.

#### **8.5.1 Minor repairs**

1. The school head should arrange regular inspection of the school premises, including both school building and slopes under the maintenance responsibility of the school, if applicable, and take prompt actions to keep the building/ slopes in good condition. School's particular attention is drawn to the requirements on the inspection and maintenance of school premises and associated facilities as imposed by various government departments, e.g. inspection and maintenance of fire services installation, lift, building and window, etc.
2. Expenditure on routine inspection, maintenance and minor repairs should be charged to the School and Class Grant under OEBG.
3. For repairs items each costing \$3,000 or above for primary schools and special schools/ \$8,000 or above for secondary schools, the school may apply for capital subventions to carry out the required repairs works.

#### **8.5.2 Major repairs**

### **1. Responsible Government Departments**

#### **a. Non-estate Aided School**

Repairs projects each costing \$2 million or below will be undertaken by EDB while ArchSD will continue to administer those approved projects of estimated cost exceeding \$2 million each.



## **b. Estate Aided School**

Repairs projects approved in 2014-15 or after will be undertaken by EDB.

## **2. Application Procedure**

- a. The SMC may apply for capital subventions by responding to the annual call circular / letter issued by EDB in April/ May each year. Schools should estimate their requirements for major repairs and, effective from 2016-17 financial year, submit their on-line applications via the School Maintenance Automated Rapport Terminal (SMART) system set up by EDB.
  - b. Applications will be vetted by the term consultants appointed by the EDB for non-estate and estate aided schools. Schools will be informed of the results of their applications by the respective SSDOs once available. Approval for government subsidy, however, depends on the availability of funds.
  - c. For schools with approval given, the professional officers of the respective government departments or the term consultants appointed by the EDB will liaise with schools direct to arrange for the works programme.
3. User manual and demonstration video for school users of the SMART system are available on the [“School Premises Maintenance” \(SPM\) webpage](#).

### **8.5.3 Emergency repairs**

1. An aided school in need of emergency repairs (ER) is required to submit its request to the responsible parties for processing. As from October 2014, schools should submit their on-line applications via the SMART system.

### **8.5.4 Maintenance of slopes and drainages**

1. In general the responsibility for the maintenance of land, including slopes and retaining walls, rests with the owner of a property. It is also necessary to identify and locate all the water-carrying services and buried drainages affecting slopes.
2. In some cases, the responsibility for the maintenance of land may extend beyond the school boundary. Schools are advised to check the lease conditions of their schools to ascertain the maintenance responsibility for slopes and water-carrying services both within the school boundary and in the vicinity. Slopes under Government ownership, situated within the allocated site boundaries of non-estate aided schools, are under the maintenance responsibility of ArchSD. Estate aided schools, if being advised to maintain the slopes within the school boundary, should approach EDB for advice.
3. Regular maintenance is essential for all slopes and retaining walls to maintain stability and avoid deterioration. Routine Maintenance Inspections and Engineer Inspections for Maintenance are the common maintenance inspections for the slopes of the schools.

- a. A Routine Maintenance Inspection can be carried out by any responsible person at least once every year. Details of the inspections are set out in the [“Layman's Guide to Slope Maintenance”](#) issued by the Geotechnical Engineering Office (GEO) of the Civil Engineering and Development Department (CEDD).
  - b. An Engineer Inspection for Maintenance should be carried out by a professionally qualified geotechnical engineer at least once every 5 years. A list of Registered Professional Engineers (Geotechnical) can be obtained from the Engineer Registration Board.
  - c. A set of “Points to note for Routine Maintenance Inspections and Engineer Inspections for Maintenance of Slopes” is available on the [“SPM” webpage](#) for schools’ reference.
4. Schools with or near a slope which has been identified as sub-standard should, as a precaution, draw up a contingency plan.
- a. Heads of schools could contact the GEO and the respective SSDO for advice.
  - b. For schools with a Dangerous Hillside Order (DHO), a contingency plan should be drawn up in consultation with the appointed Authorized Person (AP) and/or consultant, and with GEO in the case of schools being affected by upgrading of Government slopes under the Landslip Prevention and Mitigation Programme (LPMitP).
  - c. The plan should include criteria for closing the school during adverse weather such as a Landslip Warning being issued by the Hong Kong Observatory. The criteria for school closure should also take into account geotechnical and non-geotechnical factors such as any known conditions of the slopes, the whereabouts of students (i.e. already in the school or at home) and traffic conditions.
  - d. For more details on actions to be taken in the case of schools affected by sub-standard Government slopes being upgraded under the LPMitP or with a DHO, please refer to **EDBC25/1998 “Administrative Procedures for Safety of Schools in the Vicinity of Slopes”**. Schools are advised to approach the respective SSDOs for advice and obtain relevant updated reference materials on the [“SPM” webpage](#) as and when required.

## **8.6 Alterations to school premises**

### **8.6.1 Improvement and extension to school buildings**

1. Any improvement and extension to the school premises, including structural alteration and conversion, is subject to the approval of PSEd. Schools should forward to EDB their proposals for change together with sketch plans drawn to scale and state the source of funds (government funds or school funds) for the proposed works.
2. When the proposed works may not be exempted works under the Buildings Ordinance, such as involving the structure of the school premises, affecting the Means of Escape arrangement, etc., the SMC should note that approval from either the Independent Checking Unit of the Transport and Housing Bureau (ICU of THB) (for estate schools) or Buildings Department (BD) (for non-estate schools) should be sought. If necessary, the SMC should consult other departments such as Department of Health (DH), Fire Services Department (FSD), etc. and send the relevant information to the respective Regional Education Offices. In case of doubt, the school should enlist the professional advice from the Authorized Person (AP).
3. The SMC should send the as-built drawings/ records to the ICU of THB (for estate schools)/School Premises Maintenance Section of this Bureau (for estate and non-estate schools) and the respective Regional Education Offices for record.
4. Schools should inform EDB upon completion of the works (including confirmation of compliance of requirements set by relevant Government departments, if any). EDB will issue updated Certificates of Accommodation, where appropriate, and/or register extensions so as to be in compliance with S19(1) of the Education Ordinance which stipulates that “no school shall be operated in any premises other than the premises specified in the certificate of registration or provisional registration of the school”.

### **8.6.2 Change of room use**

1. Subject to the following conditions, the SMC may decide on the change of room use without prior approval from PSEd:
  - a. adequate classrooms, special rooms and facilities are available in the school for the effective teaching and learning of all the subject groups or areas of learning and experience;
  - b. the change of room use will not result in floating classes or affect the approved class structure;
  - c. the change of room use does not involve any structural alterations to the school premises, any alteration to the latrine accommodation or the sanitary arrangements

of the school or in the ventilation or lighting of a classroom and/or subdivision of a classroom; and

- d. no additional subsidy by the Government will be incurred.
2. Before proceeding, schools are required to give prior notice to the respective SSDO of the proposed change of room use and report in writing upon completion of the project. If necessary, a new Certificate of Accommodation will be issued to schools subsequently.
3. Schools must ensure compliance with the relevant legislation in making changes of room use. Many such cases, particularly those not involving structural alterations, should not give rise to concerns about safety of students and staff, building structure, fire safety or environmental hygiene. In case of doubt, the SMC may consult either their AP, if any, or the relevant government departments (ICU of THB for estate schools or BD for non-estate schools, DH and FSD, etc. as appropriate) on whether the new room use violates any legislation and how the issues can be resolved. Schools may consider using the letter template at Appendix 6 to approach the departments concerned.
4. The SMC should send the as-built drawings/ records to the ICU of THB (for estate schools)/ School Premises Maintenance Section of this Bureau (for estate and non-estate schools) and the respective Regional Education Offices for record.
5. Expenditure on works may be charged to the School and Class Grant under OEBG. For works costing \$3,000 or above for aided primary schools and special schools and \$8,000 or above for aided secondary schools, the SMC may apply for capital subventions for major repairs/ alterations. Approval for Government subsidy, however, depends on the necessity of the works and the availability of funds. Alternatively, the SMC may consider carrying out the works required with private funds.

## **8.7 Damage/loss to School Premises**

1. The COAs stipulate that the Government shall carry the risk of damage or loss to the school premises of aided schools, including furniture and equipment, caused by fire, natural disasters such as typhoons, earthquakes, flooding, and other perils such as aircraft crash, explosion, impact by any road vehicle, sprinkler leakage or bursting or overflowing of water tanks, apparatus and pipes, riots or malicious acts of any person, and damage caused by construction or excavation work by a third party adjacent to the school or in its vicinity; loss of standard items by theft and burglary; and loss of cash (Government funds only) in transit.
2. Details concerning the procedures for the assessment and settlement of claims for damage, destruction or loss of standard items caused by fire, natural disaster or perils, theft and burglary, and related security measures are set out in Appendix 3.
3. However, schools should themselves decide whether to take out an insurance policy for non-school portions and non-standard items of furniture, equipment and buildings. The premium for non-standard furniture and equipment of the school can be charged to the Composite Furniture and Equipment Grant.

## Appendix 1 Proforma record of hire accommodation

### Hire of School Hall

Date	Time	Charges						Name of Hirer	Signature of Hirer	Receipt No. and Date	Certified by School Head	Account Credited	
		Nature of Hirer	School Hall	Lighting	Grand Piano	Additional Air-cond. charge	Total					School & Class Grant	Subscriptions

### Hire of Classroom

Date	Classroom	Time	Charges				Name of Hirer	Signature of Hirer	Receipt No. and Date	Certified by Head of School	Account Credited	
			Nature of Hirer	Without Air-cond	Additional Air –Cond charge	Total					School & Class Grant	Subscriptions

## **Appendix 2    Some hints on security measures for transporting cash**

1. The timing, escorting, transporting personnel and vehicles involved should be varied as much as possible. In order to reduce the value of inside help to a potential robber, these details should not be provided to the staff involved until it is necessary to do so. Movements of cash are on a "need-to-know" basis only. The route should always be the most direct, avoiding side streets.
2. As far as possible, no female staff should be assigned cash transport duties.
3. Staff involved should watch out for:
  - a. vehicles with occupants waiting at the kerbside or double parked in the vicinity of the cash carrying vehicle;
  - b. persons loitering nearby in doorways or at shop windows etc. who may be carrying concealed weapons; and
  - c. nearby road junctions, alleyways, or similar hazards from which an attack could come.
4. It cannot be too strongly emphasised that, while staff are expected to safeguard monies in their care to the best of their ability, the prime consideration in such a situation is to avoid jeopardising their lives and those of members of the public who are in the vicinity of the hold-up or attempted hold-up.
5. The transport of cash on foot is not desirable and should not in any case occur for journeys of more than three hundred metres; alleyways and crowded places should be avoided.
6. When the amount of cash transported exceeds \$10,000, it is suggested that school should consider hiring commercial security guards.

## **Appendix 3 School assets and replacement of lost items**

### **Procedures for handling of damage or destruction of standard items caused by fire, natural disaster or perils**

1. When there is a fire or natural disaster or an occurrence of the perils as described in the relevant sections of the COA, the Supervisor/ Head of the school, apart from reporting the incident immediately to the relevant government departments such as the Hong Kong Police Force (HKPF), Fire Services Department (FSD), must also report the matter immediately to the respective SSDO. In the case of fire, a report from the FSD on the incident will be necessary.
2. Schools may make use of the CFEG or the surplus of OEBG/EOEBG to replace the standard F&E items lost in natural disaster, burglary, theft, fire, etc.

### **Procedures for handling losses of standard furniture and equipment caused by theft and burglary**

1. When there is a loss of standard items in an aided school, the Supervisor/ Head of the school must report the loss immediately to the nearest police station of the HKPF and make a preliminary report to the respective SSDO. An investigation report from the HKPF on the incident will be necessary.
2. The Supervisor/ Head of the school will then proceed to investigate the loss fully and as soon as practicable, forward his/ her detailed report with the following information, together with copies of other relevant documents, e.g. police reports, to the respective SSDO:
  - a. details of the occurrence, including date, time, detailed description and cost (original/ replacement) of furniture/ equipment found lost;
  - b. progress of internal investigation; and
  - c. recommendations for making up the loss and any action considered necessary to prevent a similar occurrence.
3. The Supervisor/ Head of the school is required to certify in each case that no fraud, suspected fraud, negligence or violation of any important principle of safety measures is involved.
4. Schools may make use of the CFEG or the surplus of OEBG/EOEBG to replace the standard F&E items lost in natural disaster, burglary, theft, fire, etc.



## **Appendix 4 Points to note and fire safety recommendations in organizing barbecues and hot pot activities in school**

### **Points to Note**

1. School should consider and satisfy the following criteria when planning for barbecue or hot pot activities (with electric cooker only) in school:
  - a. There is a genuine need of the school to hold such an activity on school premises.
  - b. The activity should be held after normal school hours.
  - c. All fire safety measures listed on the “Fire Safety Recommendations for Barbecue and Hot Pot Activities” provided by the Fire Services Department (FSD) below should be satisfied and observed.
2. When organizing barbecue and hot pot activities, school should conduct risk assessment to determine the upper limit of participants for any particular locations.

#### **a. Barbecue activities**

From fire safety point of view, the upper limit in the number of participants will depend on whether there are sufficient school staff supervising the safe conduct of the barbecue and whether the location of the school premises for barbecue is suitable and safe. For example, more school staff is required for looking after younger students than those in the upper forms. Parents may be enlisted to assist in supervising the barbecue.

#### **b. Hot pot activities**

School should assess whether the location for hot pot activity is adequately spacious and with sufficient emergency exits to safely accommodate the number of participants where such activity is being conducted. When deciding on the upper limit in the number of participants of hot pot activity for a particular location, school should consider the following:

- whether the number of exits at the location is sufficient should an emergency occur which necessitate an immediate evacuation;
- the number of supervising school staff;
- the age of students taking part;
- the tripping hazards of electric cable, extension board, etc, lying on the floor;
- the stability of the table on which the hot pot and electric cooker are placed;
- the stability of the cooker and the pot; etc.
- the adequacy of means of escape of a classroom with reference to the design population/ capacity and the number and width of exits in accordance with the “Code of Practice for the Provision of Means of Escape in case of Fire 1996”. For other rooms, the upper limit of accommodation should not exceed the figure allowed on the latest plan (i.e. usually shown on the means of escape table) approved by the Buildings Department (BD). If school does not have a copy of the record plan for such information, school may approach the Building Information Centre of BD to view the latest approved plan record. In case school

wishes to exceed the limit, the service of an Authorized Person to reassess the upper limit of the room is required.

3. Wet or humid weather will affect the safe conduct of hot pot activity in the open ground. The electrical insulation of electrical appliances, wiring, extension board, etc, are adversely affected by humidity, dampness, rain, water, etc, unless they are of the weatherproof types. The use of electrical appliances and equipment in wet or humid weather may cause short circuits and electric shocks. Hence, hot pot activity in schools in the open ground is NOT recommended. In this respect, schools may refer to the relevant safety publications available at the [“Electrical Mechanical Services Department” website](#) for ensuring electrical safety.

## **Fire Safety Recommendations for Barbecue and Hot Pot Activities**

### **1. Barbecue Activities (BBQ)**

- a. They should be conducted out of school hours;
- b. The BBQ site should be on open ground and not cause obstruction to emergency vehicular access;
- c. A safety distance of at least 9 m should be maintained between the BBQ site and any dangerous goods stores/ temporary structures/ collection of combustible materials;
- d. The number of BBQ fires and the stock of charcoal should be kept to the minimum;
- e. NO flammable liquid or dangerous substance is allowed to be used to light BBQ fires or as fuel;
- f. Two 9-litre water or 4.5 kg carbon dioxide type fire extinguishers should be placed at the BBQ site;
- g. During BBQ, sufficient staff should be available to ensure fire safety; and
- h. NO other school activities should be conducted at the BBQ site concurrently with the BBQ.

### **2. Hot Pot Activities**

- a. They should be conducted out of school hours;
- b. ONLY electricity should be used, other fuels or open flame are NOT allowed;
- c. AVOID electric overload, and use appropriate types of cooker and cooking utensils to prevent hazards arising from boiling over and overturning;
- d. Ensure good ventilation whilst conducting hot pot activities indoors;
- e. In the place where hot pot activities are being conducted, the capacity of the place should not exceed that stated in the “Certificate of Accommodation” issued by the EDB;
- f. Two 4.5 kg carbon dioxide type fire extinguishers should be made readily available at the location of the hot pot activities; and
- g. During hot pot activities, sufficient staff should be available to ensure fire safety.

## **Appendix 5 Sample of the resource directory**

<b>Agency</b>	<b>Telephone no.</b>	<b>Name</b>	<b>Post</b>
Education Bureau			
Social Welfare Department			
Police Station			
Ambulance Service			
Social Work Agency			
Fire Services Department			
Hospital			

- \* In case of emergency (for example serious body injury, life-threatening situation or situation requiring immediate support), schools should dial 999 for emergency assistance.

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## Appendix 7    Contact points of the respective government departments in processing room conversion

District	Fire Services Department	Other government departments
Central & Western Southern Wan Chai Hong Kong East Islands	Senior Divisional Officer Hong Kong Regional Office M/F, Sheung Wan Fire Station 2 Western Fire Services Street Hong Kong	<u>Buildings Department</u> Chief Building Surveyor Room 2105, 21/F, Pioneer Centre 750 Nathan Road Kowloon
Shamshuipo Yau Tsim Mong Kowloon City Wong Tai Sin Kwun Tong	<u>Kowloon West</u> Senior Divisional Officer Kowloon West Sub-regional Office Room 601, 6/F, Tsim Sha Tsui Fire Station 333 Canton Road Tsim Sha Tsui, Kowloon  <u>Kowloon East</u> Kowloon East Sub-regional Office Room 403, 4/F, West Wing, Tsim Sha Tsui Fire Station Complex 333 Canton Road Tsim Sha Tsui, Kowloon	<u>Independent Checking Unit, Office of the Permanent Secretary for Transport and Housing (Housing)</u> 8/F, Lung Cheung Office Block, 138 Lung Cheung Road, Wong Tai Sin, Kowloon  <u>Department of Health</u> Office for Regulation of Private Healthcare Facilities Rm 402, 4/F, Cityplaza 3 14 Taikoo Wan Road Quarry Bay, Hong Kong
Sai Kung Tai Po North Shatin Kwai Tsing Tsuen Wan Tuen Mun Yuen Long	Senior Divisional Officer New Territories Regional Office Room 402, 4/F, West Wing, Tsim Sha Tsui Fire Station Complex 333 Canton Road Tsim Sha Tsui, Kowloon	

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- ★ Department of Health
- ★ Social Welfare Department
- ★ Environmental Protection Department
- ★ Office for Film, Newspaper and Article Administration
- ★ Student Finance Office