

**Enhancing the Ranking and Deployment Arrangements for  
the Management of Public Sector Schools**

**Enhancement measures**

Starting from the 2020/21 school year, the following measures will be implemented to enhance the ranking and deployment arrangements for the management of public sector schools:

**Public sector primary schools**

**(a) Improving the manpower of deputy heads in public sector primary schools**

2. In the 2008/09 school year, the Government created the posts of deputy heads at the rank of Senior Primary School Master/Mistress (SPSM) in public sector primary schools (including special schools with a primary section). In public sector primary schools operating 12 – 23 and 24 or more approved classes, one and two Primary School Master/Mistress (PSM) post(s) was/were upgraded to the rank of SPSM to take up the office of deputy head(s) respectively. For aided special schools with a primary section, the number of approved classes refers to the number of equivalent ordinary primary classes converted according to the requirements set out in the Code of Aid for Special Schools.

3. In order to strengthen the coordination and planning of school development work and enhance the effectiveness of school management, hence leading the schools to better take forward the work of curriculum development, student support, school administration, etc. and implement various new education initiatives, the manpower of deputy heads will be improved in the following ways in public sector primary schools (including aided special primary schools<sup>6</sup>) starting from the 2020/21 school year:

- (i) in primary schools operating 12 – 17 approved classes, one PSM post will be re-ranked to the SPSM rank for deputy head;
- (ii) in primary schools operating 18 – 23 approved classes, two PSM posts will be re-ranked to the SPSM rank for deputy heads; and
- (iii) in primary schools operating 24 or more approved classes, three PSM posts will be re-ranked to the SPSM rank for deputy heads.

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<sup>6</sup> Improvement arrangements for aided special schools with both primary and secondary sections are detailed in paragraphs 16 to 20 of this Annex.

**(b) Upgrading the Primary School Curriculum Leader post in public sector primary schools operating fewer classes**

4. Currently, public sector ordinary primary schools operating 6 – 11 and 12 or more approved classes are entitled to the provision of an Assistant Primary School Master/Mistress (Curriculum Development) (APSM(CD)) post and a Primary School Master/Mistress (Curriculum Development) (PSM(CD)) post respectively, while those operating 5 or fewer approved classes are entitled to the provision of the Curriculum Leadership Grant (CLG). In special schools operating 6 or more approved classes, the arrangement in respect of the Primary School Curriculum Leader post is the same as that in ordinary schools, while special schools operating 5 or fewer approved classes are entitled to the provision of an APSM(CD) post. For aided special schools, the number of approved classes refers to the number of approved primary classes.

5. To tie in with the implementation of the recommendations of the Task Force on Professional Development of Teachers and enable Primary School Curriculum Leaders in schools of a smaller scale to perform their curriculum leadership duties more effectively, starting from the 2020/21 school year, the Primary School Curriculum Leader posts in public sector primary schools operating 11 or fewer approved classes will be upgraded from the provision of an APSM(CD) post or the CLG to a PSM(CD) post. With this, each public sector primary school (including special schools with a primary section), regardless of the number of approved classes, is entitled to the provision of a PSM(CD) post under the new measure.

6. For the roles and duties of the Primary School Curriculum Leader, and information on relevant professional development programmes, please visit the Education Bureau (EDB) website (Home > Curriculum Development > Primary Education > Primary Education – Primary School Curriculum Leaders).

7. With the upgrading of the CLG to a PSM(CD) post, there will be no disbursement of the CLG from the 2020/21 school year onwards. If there is any unspent balance, schools may continue to deploy the remaining portion of the CLG up to 31 August 2021. After that date, the unspent balance of the CLG will be entirely clawed back to the EDB according to the annual audited accounts of the schools.

**Public sector secondary schools**

**(c) Improving the demarcation arrangements for headship rankings in public sector secondary schools**

8. Currently, headship rankings in public sector secondary schools are determined according to the number of approved classes. In public sector secondary schools operating 24 or more, 15 – 23 and 14 or fewer approved classes, the principal post is at the rank of Principal I, Principal II and Principal Graduate Master/Mistress (PGM)<sup>7</sup> respectively. For aided special schools with a secondary section, the number of approved classes refers to the number of equivalent ordinary secondary classes converted according to the requirements set out in the Code of Aid for Special Schools. The EDB will also enhance the conversion arrangements starting from the 2020/21 school year. For details, please refer to paragraph 16 of this Annex.

9. Starting from the 2020/21 school year, the EDB will improve the demarcation arrangements for headship rankings in public sector secondary schools. The qualifying criterion for the provision of a Principal I and Principal II post will be lowered to support school operation and suitably reflect the responsibilities shouldered by principals serving in secondary schools of different scales. The demarcation arrangements for headship rankings in public sector secondary schools will be improved in the following ways:

- (i) in secondary schools operating 18 or more approved classes, the principal post will be at the rank of Principal I;
- (ii) in secondary schools operating 12 – 17 approved classes, the principal post will be at the rank of Principal II; and
- (iii) in secondary schools operating 11 or fewer approved classes, the principal post will be at the rank of PGM.

**(d) Improving the manpower of vice-principals in public sector secondary schools**

10. Currently, in public sector secondary schools operating 15 or more approved classes, two Senior Graduate Master/Mistress (SGM)<sup>8</sup> posts are upgraded to PGM posts for vice-principals. For aided special schools with a secondary section, the number of approved classes refers to the number of equivalent ordinary secondary classes converted according to the requirements set out in the Code of Aid for Special Schools.

11. In order to strengthen the coordination and planning of school development work and enhance the effectiveness of school management, hence leading the schools to better take forward the work of curriculum development, student support, school

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<sup>7</sup> The corresponding rank in government schools is Senior Education Officer.

<sup>8</sup> The corresponding rank in government schools is Education Officer.

administration, etc. and implement various new education initiatives, the manpower of vice-principals will be improved in the following ways in public sector secondary schools (including aided special secondary schools<sup>9</sup>) starting from the 2020/21 school year:

- (i) in secondary schools operating 12 – 23 approved classes, two SGM posts will be re-ranked to the PGM rank for vice-principals; and
- (ii) in secondary schools operating 24 or more approved classes, three SGM posts will be re-ranked to the PGM rank for vice-principals.

**(e) Including the additional teaching posts generated from the 0.1 increase in teacher-to-class ratio from the 2017/18 school year in the calculation of promotion posts in public sector secondary schools**

12. Since the 2017/18 school year, the teacher-to-class ratio (T/C ratio) for public sector secondary schools has been increased by 0.1 across the board to provide additional teaching staff for schools to take forward various education initiatives. In this regard, the T/C ratio is 1.8 teachers per junior secondary class (S1 – S3) and 2.1 teachers per senior secondary class (S4 – S6) in public sector ordinary secondary schools. For special schools, at junior secondary level (S1 – S3), the T/C ratio is 1.8 teacher<sup>4</sup>per class. At senior secondary level (S4 – S6), the T/C ratio for schools for children with intellectual disability is 2 teachers per class whereas that for special schools offering the ordinary curriculum is 2.1 teachers per class.

13. To provide schools with additional manpower at middle management level to coordinate the implementation of various education initiatives for their long-term planning and development, the additional teaching posts generated from the 0.1 increase in T/C ratio from the 2017/18 school year will be included in the calculation of promotion posts in public sector secondary schools starting from the 2020/21 school year.

**Aided special schools**

14. In addition to the above-mentioned measures, the ranking arrangements for school management in aided special schools will also be improved in the following ways:

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<sup>9</sup> Improvement arrangements for aided special schools with both primary and secondary sections are detailed in paragraphs 16 to 20 of this Annex.

**(f) Improving the conversion arrangements for determining the headship ranking and provision of vice-principals/deputy heads in aided special schools**

15. To determine the headship ranking and provision of vice-principals/deputy heads, special primary, junior secondary and senior secondary classes are converted into an equivalent class using a weighting system under the current arrangement.

16. In order to duly reflect the responsibilities of principals in aided special schools and ensure the stability of headship ranking by minimising the impact of any year-on-year fluctuations in the number of classes in primary and secondary sections, starting from the 2020/21 school year, the EDB will improve the conversion arrangements for determining the headship ranking. The weighting for converting primary, junior secondary and senior secondary classes in special schools into equivalent classes is adjusted from 0.6, 0.8 and 1 respectively to 1 across the board. The number of equivalent classes so derived will be further converted by applying a ratio of a 18 equivalent classes to 24 ordinary secondary classes, with the resulting number rounded off, for determining the headship ranking in aided special schools. The conversion arrangement is also applicable to the provision of vice-principals/deputy heads in aided special schools.

**(g) Improving the manpower arrangements for vice-principals/deputy heads in aided special schools operating both primary and secondary sections**

17. Currently, aided special schools with both primary and secondary sections are allowed to opt for the provision of vice-principals/deputy heads either at the secondary level or the primary level, but not both. The choice once made is irrevocable. Moreover, no vice-principal/deputy head posts are provided in schools of a smaller scale (i.e. upon conversion the number of equivalent ordinary primary classes is under 12 or the number of equivalent ordinary secondary classes is under 15).

18. In order to better support aided special schools with both primary and secondary sections, so as to enhance the coordination and leadership and the effectiveness of school management, starting from the 2020/21 school year, the EDB will provide a deputy head post for aided special schools with both primary and secondary sections that operate 11 or fewer equivalent ordinary classes by re-ranking a PSM post to the SPSM rank. Furthermore, to match the organisation structure of special schools with both primary and secondary sections, the EDB will improve the arrangements for vice-principal/deputy head posts therein to assist the principals in leading the school effectively and enhancing the effectiveness of school management.

19. Premised upon the above improvement measures (including those set out in paragraphs 3, 11, 16 and 18), starting from the 2020/21 school year, the manpower arrangements for vice-principals/deputy heads in aided special schools with both primary and secondary sections will be enhanced as follows:

- (i) in aided special schools approved to operate 8 or fewer classes (i.e. 11 or fewer equivalent ordinary classes), one PSM post in the primary section is re-ranked as an SPSM post for deputy head;
- (ii) in aided special schools approved to operate 9 – 17 classes (i.e. 12 – 23 equivalent ordinary classes), one vice-principal post and one deputy head post will be provided in the secondary and primary sections respectively by re-ranking one SGM post to the PGM rank in the secondary section and one PSM post to the SPSM rank in the primary section; and
- (iii) in aided special schools approved to operate 18 or more classes (i.e. 24 or more equivalent ordinary classes), a total of three vice-principal/deputy head posts will be provided for secondary and primary sections. Upon having one vice-principal post in the establishment of the secondary section and one deputy head post in the establishment of the primary section (i.e. one SGM post re-ranked to the PGM rank in the secondary section and one PSM post re-ranked to the SPSM rank in the primary section), the Incorporated Management Committee (IMC) of the school may, premised upon the school's own needs, resolve to have the remaining one (i.e. the third one) in the establishment of either the secondary or primary section. (Aided special schools entitling three vice-principal/deputy head posts are required to inform the EDB of their choice in respect of the third vice-principal/deputy head post<sup>10</sup> by submitting the duly completed Appendix 1 hereto to the respective Chief School Development Officer (CSDO) by 24 June 2020 (Wednesday) for necessary action.)

20. For aided special schools currently entitled two vice-principal/deputy head posts in the same section, should there be a practical need, their IMCs may decide to retain the current establishment of vice-principals/deputy heads as a transitional arrangement. However, schools should rectify the situation as soon as a suitable opportunity arises (e.g. when a vice-principal/deputy head post is vacant, when the school is entitled to the provision of the third vice-principal/deputy head post due to an increase in the number

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<sup>10</sup>Schools that wish to change the choice already made for a particular school year should inform the respective Chief School Development Officer in writing by 30 April before the commencement of that school year. A choice made in respect of the arrangements for vice-principal/deputy head posts should be valid throughout the school year and it is only when there are strong justifications will the EDB entertain a request for changing the existing arrangement in the middle of a school year.

of approved classes, etc.). If schools envisage the need to temporarily maintain the above-mentioned vice-principal/deputy head establishment as a transitional arrangement starting from the 2020/21 school year, they should submit the duly completed Appendix 2 hereto to the respective Chief School Development Officer (CSDO) by 24 June 2020 (Wednesday) for necessary action.

### **Appropriate manpower deployment for capacity building and professional growth**

21. Schools should take the opportunities of enhancing the manpower of vice-principals/deputy heads and middle management in public sector schools to review the roles and functions of vice-principals/deputy heads and senior teachers, and make plans for manpower deployment in light of their own needs, with a view to enhancing the effectiveness of school management and the professional capacity of their teaching force, and promoting the professional growth of teachers. Having regard to their own needs, schools should review and arrange the duties of existing and additional vice-principals/deputy heads. In addition to class teaching, vice-principals/deputy heads are required to assist the principal in steering, planning and coordinating school development work in various aspects to strengthen the professional capacity of the teaching force so as to further enhance the quality of education. Moreover, in order to promote continuous school development, schools should consider deploying manpower to strengthen leadership in major new projects or areas that have been neglected previously due to resource constraints.

### **Arrangements for filling the additional vice-principal/deputy head and promotion rank posts**

22. Schools may fill the additional vice-principal/deputy head and promotion rank posts newly created from the 2020/21 school year by means of acting appointment, promotion or direct appointment. Aided schools should follow relevant requirements in the Codes of Aid and School Administration Guide as well as relevant circulars and guidelines issued by the EDB to establish in advance a set of school-based mechanism and formal selection procedures under the principles of fairness and transparency.

23. Schools should absorb their own redundant/surplus teachers at the corresponding promotion rank by the newly created promotion rank posts. School Sponsoring Bodies (SSBs) operating more than one school should work out with best effort arrangements for redeploying their own redundant/surplus teachers at the corresponding promotion rank to take up the newly created promotion rank posts in schools under their sponsorship. For aided primary schools, where circumstances warrant, SSBs may

offset newly created promotion rank post(s) (including the post(s) of deputy heads at the SPSM rank but excluding the posts of Student Guidance Teacher (SGT), the additional senior teacher post of English (ST(Eng)), PSM(CD) and Special Educational Needs Coordinator (SENCO) at promotion rank) in one school under their sponsorship against all types of redundant teacher(s) at promotion rank in another. If there are still vacant posts after the above accommodation of redundant/surplus teachers at promotion rank, schools and SSBs may arrange for acting appointment, promotion or direct appointment. For arrangements for redundant/surplus teachers at promotion rank in aided schools in the 2020/21 school year, please refer to EDB Circular Memoranda No. 34/2020 and 46/2020.

24. All the necessary procedures for appointment, promotion or acting appointment of teachers should be completed before the effective date, including the approval by the School Management Committee/Incorporated Management Committee. Under normal circumstances, there should be no retrospective effect for the date of appointment, promotion or acting appointment.

25. The above measures for enhancing the ranking arrangements for the management of public sector schools will be implemented starting from 1 September 2020.

### **Caput schools and schools under the Direct Subsidy Scheme (DSS)**

26. Caput schools should make necessary arrangements according to paragraphs 8 to 13 and 21 to 25 above. The EDB will take the related expenses into account when calculating the Fee Subsidy for these schools. As for DSS schools, the expenses arising from implementing the above measures in aided schools will be incorporated into the DSS unit subsidy rates.

### **Amendments to the Codes of Aid**

27. In view of the implementation of the above measures, relevant provisions in the Code of Aid for Primary Schools, Code of Aid for Secondary Schools, Code of Aid for Special Schools, Code of Aid for Aided Schools and Compendium to Code of Aid for Aided Schools will be updated accordingly.