

Replacement of Appendix 2 to the Code of Aid for Special Schools

Upon the implementation of New Senior Secondary (NSS) academic structure starting from the 2009/10 school year, the teacher-to-class ratios are revised according to the recommendation about aided special schools offering ordinary curriculum made in the report “Action for the Future- Career-oriented Studies and the New Senior Secondary Structure for Special Schools” published in August 2006, the experience gained from the Research and Development Project on trying out the NSS curriculum for students with intellectual disabilities (ID), as well as the prevailing practice of calculating the teaching staff establishment of aided special schools. The revised teacher-to-class ratios have embedded the provisions of additional teachers to all special schools including Resource Teacher for Supportive Educational Programmes, Teacher Librarian and teachers for split-class teaching. Details on the basis of calculation/provision of these additional teaching posts prior to the 2009/10 school year are found in the attached Appendix 2 to the Code of Aid for Special Schools (version as at 31 August 2009) for reference purpose.

It should be noted that subsuming the above top-up provision of teaching posts in the revised teacher-to-class ratios aims to provide higher stability, enhance flexibility and reduce administrative processes for schools. It is neither a deletion of these posts from the regular staff establishment nor an abolition of the corresponding duties. Schools are required to refer to the attached and make school-based arrangements on deploying teachers to perform the relevant duties as appropriate.

1 September 2009

Appendix 2**Staff Establishment****A. SCHOOL SECTION****1. Teaching Staff Establishment****(a) Staffing Ratios**

The staffing ratios for all levels will be 1.5 teachers per class. The number of teachers will be calculated separately for the primary and secondary sections. In order to avoid the use of fractions of a teacher, where 0.5 of a teacher results from the application of this ratio, it will be rounded up to the nearest whole number, except where 0.5 of a teacher results for both sections. In this case, the 0.5 will be rounded up in the section with the minority number of classes, and the 0.5 in the section with the majority number of classes will be rounded down. Teachers for split classes and mobility instructors, where approved, will be included in the calculation of the teaching establishment for the relevant section before the rounding up or down of fractional staff.

(b) Head of School

In schools with more than 3 classes, the calculation is exclusive of the post of the Head of the school. For grading of the Head of School, please refer to Attachment A.

(c) Senior Teachers

Senior Teachers for the primary section are included in the teaching establishment. The rank of a Senior Teacher will be Senior Primary School Master/Mistress (SPSM), Primary School Master/Mistress (PSM) or Assistant Master/Mistress (AM). Senior Teachers will be required to undertake specific duties in addition to class teaching. In a primary special school or special school with primary section with 12 – 23 equivalent ordinary primary classes, one PSM post will be re-ranked to the SPSM rank for the deputy head, and in a primary special school or special school with primary section with 24 equivalent ordinary primary classes or more, two PSM posts will be re-ranked to the SPSM rank for deputy heads. For special schools with both primary and secondary sections, they are allowed to opt for the provision of deputy heads either at the secondary level or the primary level, but not both. The option once made is irrevocable. All teachers in the PSM or AM rank may be appointed by promotion or direct appointment to take up the deputy head posts. (*updated on 1 September 2008*)

(d) Teachers for Split Classes

At the request of the Head of the school, the Permanent Secretary may approve the provision for additional teaching staff under the terms of the Salaries Grant to cover staffing needs in respect of approved additional class periods for split classes, for practical/equipment-based instruction, and specialist teaching requirements in special schools.

(e) Part-time Teachers

To determine the appropriate fraction for a part-time teacher, the following formula should be used :

$$1.5 \quad \times \quad \frac{\text{Number of periods taught by teacher per week}}{\text{Total number of periods taught per week}}$$

(f) Teachers Assisting in Speech Therapy (TAST)

Schools for children with hearing impairment may appoint TASTs at the ratio of 1 for 3 classes of which one post must be offset by a speech therapist.

The number of TASTs should be calculated for the school as a whole. Where fractional staff results, this will be rounded up when it reaches 0.5, otherwise it will be rounded down. The resulting number will then be apportioned between the primary and secondary sections of the school in accordance with the number of classes in each section, in such a way that no fractional staff for either section will result. TASTs will form part of the non-graduate teaching establishment of the school.

(g) Mobility Instructors

A school for the visually impaired or the visually impaired with intellectual disability may appoint 0.5 mobility instructor per class. Mobility instructors will then be apportioned between the primary and secondary sections of the schools in accordance with the number of classes in each section and be included in the calculation of the teaching establishment for the relevant section before the rounding up or down of fractional staff. Mobility Instructors will be reckoned as members of the non-graduate teaching establishment of the school.

(h) Resource Teachers(i) Resource Teachers for Children with Visual Impairment

A school for the visually impaired may appoint resource teachers to teach children with visual impairment (those with total blindness, severe low vision or moderate low vision) who register with the school for the visually impaired for resource support and attend ordinary schools and special schools other than those for the visually impaired, at the ratio of 0.5 teacher for 1-4 students. Such teachers for secondary students of ordinary schools will be reckoned as members of the graduate teaching establishment of the secondary section while those for students of primary classes of ordinary schools and special schools will be reckoned as members of the non-graduate teaching establishment of the primary section. In calculating the number of resource teachers for children with visual impairment at Graduate Master/Mistress (GM) and Certificated Master/Mistress (CM) ranks, when dividing both numbers of target students by 4 leaves 2 remainders and the sum of the remainders does not exceed 4, the remainders should be added together for calculation of resource teacher establishment at the GM rank.

(ii) Resource Teachers for Autistic Children

A special school for children with mild and/or moderate intellectual disability may appoint 1 additional non-graduate resource teacher in its primary section for children with autistic disorder, taking into account their needs for varying degree of remedial support at the following provision ratio :

<u>No. of children with autistic disorder</u>	<u>No. of teachers provided</u>
Every 8 requiring intensive remedial teaching programme	1
Every 16 requiring less intensive remedial teaching programme	1

The additional teaching post is approved on the understanding that the operation of remedial teaching programme for autistic children is justified by the actual enrolment of such pupils in the school. The post will be clawed back when it is no longer justified.

(iii) Resource Teachers for Supportive Educational Programmes

Special schools operating secondary classes may appoint additional non-graduate teachers in accordance with the following ratios to strengthen the support for library service, computer education, civic education, sex education and school leavers' programme :

<u>Size of school (with secondary classes)</u>	<u>Provision of additional teachers</u>
Less than 6 classes	0
6 - 9 classes	0.5 *
10 classes or above	1

The resource teacher will be included in the establishment of the non-graduate teachers of the secondary section as net additional provision and will not be rounded up if 0.5 additional teacher is provided.

For combined grades special schools for the intellectually disabled, the provision will apply to each section separately.

* To be provided only when there is no rounding up of the non-graduate teaching establishment of the school.

(iv) Resource Teachers for Supportive Remedial Service

(a) A special school for children with hearing impairment may appoint 1 additional non-graduate resource teacher in its primary section to provide remedial teaching support to pupils with hearing impairment who are attending ordinary primary schools and are identified to be backward academically, at the ratio of 1 teacher for 1 unit. The size of a unit is 1-20 pupils.

(b) A special school for children with hearing impairment may appoint 1 additional resource teacher at GM grade in its secondary section to provide remedial teaching support to students with hearing impairment who are at junior secondary level in ordinary schools, at the ratio of 1 teacher for 1 unit. The size of a unit is 1-10 students.

(i) Low-vision Training Teacher

A special school for the visually impaired or the visually impaired with intellectual disability may, subject to the needs identified, appoint not more than 1 additional non-graduate teacher in its primary section for delivering low-vision training programme. The school may be entitled to 0.5 or 1 additional non-graduate teacher should the workload of the low-vision training service be below or over 50% of the workload of a full-time teacher respectively.

(j) Teacher Librarians

A teacher librarian post at the CM rank will be provided to aided special schools with six classes or more. The teacher librarian post will be an additional regular post not included in the normal teaching establishment of the schools.

(k) Additional Senior Teacher Posts of English

An additional Senior Teacher post, to be offset by a post in the rank of CM or Assistant Primary School Master/Mistress (APSM) as appropriate, is provided to each primary special school/special school with primary section that operates six or more primary classes and adopts the ordinary school curriculum to provide curriculum leadership in the teaching of English to improve co-ordination, planning and methodology. The conditions for appointment to the additional post are at Appendix 5.

(l) Primary School Curriculum Leader

With effect from the 2007/08 school year, an additional Primary School Curriculum Leader post at the PSM rank is provided for a special school with 12 or more approved primary classes; and for a special school with 6 to 11 approved primary classes, the post is at the APSM rank. *(updated on 1 September 2008)*

(m) Expansion of Graduate Posts in Special Schools with a Secondary Section

For higher teaching standards, a special school with a secondary section may upgrade a maximum of four non-graduate teaching posts to graduate teaching posts. With effect from 1 September 2008, this provision of graduate posts upgraded from non-graduate posts is subsumed under the enhanced graduate teacher ratio. *(updated on 1 September 2008)*

(n) Graded Posts within the Establishment

The number of posts in each grade shall be determined by making reference to the following attachments :

Attachment B - Teaching Staff Establishment for Primary Classes in Special Schools

Attachment C - Teaching Staff Establishment for Secondary Classes in Special Schools
(updated on 1 September 2008)

(o) Flexibility in Teaching Staff Structure

In view of the varying needs of different categories of special schools, Heads and the School Management Committee may propose, for the approval of the Permanent Secretary, teaching staff structures for the secondary sections of their schools with a higher proportion of non-graduate posts than in the standard manning scales, subject to the following conditions :

- (i) No serving teacher's service may be terminated for the purpose of taking advantage of this provision; and

- (ii) When a teaching staff structure of a school has been approved and implemented which involves additional AM or Senior Assistant Master/Mistress (SAM) posts, it will only be possible to raise the proportion of graduate posts when the AM and SAM posts fall vacant. It will not then be possible to replace a departing CM with a GM.

2. Workshop Teachers

- (a) In special schools with workshops in the secondary section, one Certificated Master/Mistress (Workshop Teacher) may be appointed per approved workshop.
- (b) In special schools with workshops in the secondary section, one Assistant Master/Mistress (Workshop Teacher) may be appointed for every 4 approved workshops.

3. Laboratory Technicians

- (a) Laboratory Technicians II/III for science laboratories may be appointed on the following scale :

<u>Number of Laboratories</u>	<u>Number of Laboratory Technicians</u>
1	1
2	2
3	3

- (b) In schools for the hearing impaired with up to 17 classes, an additional Laboratory Technician II/III may be appointed for the maintenance of audiological equipment and hearing aids. A second additional laboratory technician may be appointed in schools for children with hearing impairment with 18 classes or more.
- (c) In special schools with five or more laboratories in the secondary section, one of the laboratory technicians may be appointed at the Laboratory Technician I level.
- (d) In a special school for children with hearing impairment with more than 17 classes, one of the laboratory technicians appointed for the maintenance of audiological equipment and hearing aids may be appointed at the Laboratory Technician I level.
- (e) In a special school for the visually impaired (special school for the visually impaired with intellectual disability excluded), a Laboratory Technician II/III may be appointed for the maintenance of special equipment/technical aids, and for providing technical assistance in setting up and operating the equipment.

4. Special School Social Workers

- (a) Special schools may appoint 0.5 special school social worker for every 35 pupils. However, where a sponsor operates two or more special schools, the ratio of provision may be applied to the combined capacity of the schools as if they were a single school.
- (b) Special school social workers should, in general, be ranked at the Senior Social Work Assistant level.

- (c) Social workers in the following categories of special schools should be ranked at the Assistant Social Work Officer level, if graduate social workers are employed; or at the Senior Social Work Assistant level if the posts are filled by non-graduate social workers;
- (i) schools for social development;
 - (ii) schools with senior secondary classes; or
 - (iii) schools where there are three or more professional disciplines (e.g. speech therapists, physiotherapists, occupational therapists and nurses) in addition to teachers and social workers, and where the social workers are given the additional responsibilities of a rehabilitation co-ordinator.

5. Speech Therapists (ST)

Schools for the hearing impaired, for the visually impaired with intellectual disability, for the physically disabled, and for the intellectually disabled may appoint STs on the following scale:

Type of School	No. of Classes	No. of ST
(i) Visual impairment with intellectual disability, Physical disability, Mild intellectual disability, Moderate intellectual disability, and Combined mild and moderate intellectual disability	1 - 5	1
	6 - 10	2
	11 - 15	3
	16 - 20	4
(ii) Severe intellectual disability	1 - 5	1
	6 - 10	2
	11 - 15	2.5
	16 - 20	3
(iii) Hearing impairment	1 ST by offsetting 1 of the TAST posts	

6. Physiotherapists and Artisans

- (a) Schools for children with physical disability and severe intellectual disability may appoint 0.5 physiotherapist for every 15 pupils and one artisan to support every two physiotherapists.

- (b) The Staff Structure for Physiotherapists (PTs) should be as follows :

No. of PTs entitled	Ranking of staff		
	SPT	PT I	PT II
1		1	-
1.5		1	0.5
2		1	1
2.5		1	1.5
3		1	2
3.5		1	2.5
4		2	2
4.5		2	2.5
5		2	3
5.5		2	3.5
6	1	2	3

7. Occupational Therapists and Occupational Therapy Assistants

- (a) Schools for children with physical disability and severe intellectual disability may appoint 0.5 occupational therapist and 0.5 occupational therapy assistant for every 15 pupils.
- (b) The Staff Structure for Occupational Therapists (OTs) should be as follows:

No. of OTs entitled	Ranking of staff		
	SOT	OT I	OT II
1		1	-
1.5		1	0.5
2		1	1
2.5		1	1.5
3		1	2
3.5		1	2.5
4		2	2
4.5		2	2.5
5		2	3
5.5		2	3.5
6	1	2	3

8. Educational Psychologists

- (a) Sponsoring bodies operating a minimum of 30 special school classes (except hospital schools) may appoint school-based educational psychologists. While each psychologist may serve more than one special school under a particular sponsor, he/she will be employed by and stationed at one of the schools and considered as a member of the non-teaching specialist staff of that school. Provision ratios for educational psychologists to be employed by special schools are as follows :

<u>No. of Classes</u> <u>Operated by the Same Sponsor</u>	<u>Provisions of Psychologist(s)</u>
30 - 59	1
60 - 99	2
100 - 139	3
140 - 179	4

- (b) School-based educational psychologists should, in general, be ranked at Educational Psychologist I level. When fully qualified educational psychologists are not available in the job market, a candidate without a Post Graduate Certificate in Education and 6 years' relevant experience may be appointed as Educational Psychologist II, should he/she meet the entry requirements for this rank.

9. School Nurses

Special schools for children with physical disability, intellectual disability and for the visually impaired with intellectual disability may appoint full-time registered nurses on the following scale:

<u>Type of School</u>	<u>No. of Pupils</u>	<u>No. of School Nurses</u>
(i) Physical disability or Severe intellectual disability	40 - 129	1
	130 or more	2
(ii) Mild intellectual disability, Moderate intellectual disability, Combined mild and moderate intellectual disability, or Visual impairment with intellectual disability	40 or more	1

10. Clerical Staff

Special schools may appoint clerical staff on the following scale, which shall also apply in calculating the amount of the Administration Grant payable to it :

<u>Capacity at Full Development</u>	<u>No. of Clerical Staff</u>
up to 49	1 Clerical Assistant
50 - 99	1 Clerk Class II/Assistant Clerical Officer
100 - 149	1 Clerk Class II/Assistant Clerical Officer and 1 Clerical Assistant
150 or more	2 Clerk Class II/Assistant Clerical Officers

11. Braille Staff

Special schools for the visually impaired operating resource support programme for pupils with visual impairment may appoint braille staff at the following ratios :

<u>No. of Students with Visual Impairment registered under the Resource Support Programme</u>	<u>Provision of Braille Staff</u>
8	0.5
16	1

12. Workshop Attendants

Special schools may appoint one workshop attendant for each approved workshop.

13. Janitor Staff

The following scale shall apply in calculating the amount of the Administration Grant or the Revised Administration Grant payable to the school:

One third janitor staff may be allowed for every operating class and approved special room. In schools for children with physical disability and severe intellectual disability, 0.75 janitor staff may be allowed for every operating class and 0.5 for every approved special room. Fractional staff will be rounded up after summation.

14. Motor Drivers

- (a) Special schools for children with visual impairment, physical disability, moderate intellectual disability, severe intellectual disability, hearing impairment and schools for social development may appoint motor drivers for registered special school buses.
- (b) Drivers who are required to drive a registered school bus with 30 or more seats will be appointed as Special Drivers. Those who are assigned to drive registered school buses with fewer than 30 seats will be appointed as Motor Drivers.

15. Teacher Assistants

Teacher Assistants may be appointed in the following categories of special schools at the ratio of 0.5 teacher assistant per class :

- (i) schools for the severely intellectually disabled;
- (ii) school for the visually impaired with intellectual disability;
- (iii) schools for the physically disabled; and
- (iv) psychiatric units in hospital schools.

(Updated on 16 November 2006)

B. BOARDING SECTION

All special schools with an approved boarding section subvented by the Education Bureau may be provided with the following staff :

1. Wardens

- (a) Special schools may appoint one warden for the boarding section.
- (b) The warden should, in general, be ranked at the Assistant Social Work Officer level.
- (c) As an alternative rank for the warden grade, the post can be filled by non-graduate social workers at the Chief Social Work Assistant level for a boarding section with a capacity of 50 boarders and above, or the Senior Social Work Assistant level for a boarding section with a capacity of less than 50 boarders.

2. Assistant Wardens

An assistant warden may be appointed among the approved establishment of houseparents and programme workers. The assistant warden should be ranked at the Senior Social Work Assistant level for a boarding section with a capacity of 50 boarders and above, and at the Social Work Assistant level for a boarding section with a capacity of less than 50 boarders.

3. Houseparents-in-charge

For a boarding section with a capacity of 50 boarders and above, a houseparent-in-charge may be appointed amongst every 4 posts of houseparent. The houseparent-in-charge should be ranked at the Social Work Assistant level.

4. Houseparents

Houseparents at Social Work Assistant level may be appointed on the following scale :

<u>Categories of boarders</u>	<u>Week-day ratio</u>	<u>Week-end & Sunday ratio (in addition to the week-day provision)</u>
Hearing impairment or Visual impairment	2 for 15 boarders	1.2 for 15 boarders
Moderate intellectual disability	2 for 12 boarders	1.2 for 12 boarders
Physical disability, Severe intellectual disability, or Visual impairment with intellectual disability	2 for 8 boarders	1.2 for 8 boarders

5. Programme Workers

Programme workers at Social Work Assistant level may be appointed on the following scale :

<u>Number of boarders</u>	<u>For week-days</u>	<u>For week-ends & Sundays (in addition to the week-day provision)</u>
60 or less	1	0.5
61 - 120	2	1.0
121 or more	3	1.5

6. Nurses

Nurses may be appointed on the following scale :

<u>Categories of boarders</u>	<u>Week-day ratio</u>	<u>Week-end & Sunday ratio (in addition to the week-day provision)</u>
Hearing impairment, Visual impairment or Moderate intellectual disability	1 Enrolled Nurse for 20 or more boarders	0.6 Enrolled Nurse for 20 or more boarders
Physical disability, Severe intellectual disability, or Visual impairment with intellectual disability	1 Registered Nurse or Enrolled Nurse for 25 boarders	0.6 Registered Nurse or Enrolled Nurse for 25 boarders

Where fractional staff results, this will be rounded up to the next whole number.

For boarding sections of special schools for the moderately intellectually disabled, the severely intellectually disabled, the physically disabled or for the visually impaired with intellectual disability, the minimum provision will be one nurse at any one time during the operational hours of the boarding section irrespective of its size.

7. Clerical Assistants

1 clerical assistant may be appointed for each boarding section. This shall also apply in calculating the amount of the Administration Grant payable to the school.

8. Cooks

Cooks may be appointed on the following scale :

<u>Number of boarders</u>	<u>Number of cooks</u>
39 or less	2
40 - 79	3
80 or more	4

9. Watchmen

2 Watchmen may be appointed for each boarding section.

10. Janitor Staff

The following scale shall apply in calculating the amount of the Administration Grant or the Revised Administration Grant payable to the school:

<u>Categories of boarders</u>	<u>Week-day ratio</u>	<u>Week-end & Sunday ratio (in addition to the week-day provision)</u>
Hearing impairment	One for 20 or fewer boarders	0.6 for 20 or fewer boarders
Visual impairment or Moderate intellectual disability	One for 15 or fewer boarders	0.6 for 15 or fewer boarders
Physical disability, Severe intellectual disability, or Visual impairment with intellectual disability	One for 10 or fewer boarders	0.6 for 10 or fewer boarders

11. Calculation of Part-time Staff for Houseparents, Programme Workers & Janitor Staff

In calculating the number of staff, individual fractions of these three grades will be added together and the fraction resulting, if any, will be rounded up to the next whole number. Posts created after summation and rounding up of the fraction may be appointed as houseparent/programme worker/janitor staff at the discretion of the school to meet operational needs.

Appendix 2/Attachment A**Ranking of Heads of Special Schools****A. Special schools with combined levels or junior secondary classes only**

1. The ranking of Heads of aided special schools with combined levels or junior secondary classes only is determined on the basis of the number of equivalent full-streamed ordinary secondary classes worked out according to the following weighting system and relativity ratio :
 - (a) Weighting system
 - (i) 1 special primary class = 0.6 full-streamed special secondary class
 - (ii) 1 special junior secondary class = 0.8 full-streamed special secondary class
 - (iii) 1 special senior secondary class = 1 full-streamed special secondary class
 - (b) Relativity of headship ranking between special schools and ordinary schools :

A school with 18 equivalent full-streamed special secondary classes = a school with 24 ordinary secondary classes
2. The converted number of equivalent ordinary secondary classes, with fractional numbers rounded down, will determine the headship rank for a special school in accordance with the following scale :

<u>Number of equivalent full-streamed ordinary secondary classes</u>	<u>Headship rank</u>
24 or more	Principal II (Pr II)** Principal I (Pr I)
15 to 23	Principal II (Pr II)
14 or less	Principal Graduate Master/Mistress (PGM)

Where fractional class results, this will be rounded down.

** Principal I (Pr I) post will only be provided for special schools operating senior secondary class(es) with 24 or more equivalent full-streamed ordinary secondary classes.

B. Primary special schools

1. The ranking of Heads of aided primary special schools is determined by the number of equivalent ordinary primary classes worked out according to the following relativity ratio :

A school with 18 special primary classes = a school with 24 ordinary primary classes

2. The converted number of equivalent ordinary primary classes, with fractional numbers rounded down, will determine the headship rank for a special school in accordance with the following scale :

<u>Number of equivalent ordinary primary classes</u>	<u>Headship rank</u>
24 or more	Headmaster/Headmistress I (HM I)
12 to 23	Headmaster/Headmistress II (HM II)
11 or less*	Senior Primary School Master/Mistress (SPSM) <i>(updated on 1 September 2008)</i>

- * The teaching establishment is inclusive of the Head of the school (Senior Primary School Master/Mistress level) with four equivalent ordinary primary classes.

Appendix 2/Attachment B**Teaching Staff Establishment for
Primary Classes in Special Schools**

Total Staff Entitlement (Excl. Head)	# Number of Posts in Each Rank	
	* AM	CM
1	-	1
2	-	2
3	1	2
4	1	3
5	1	4
6	1	5
7	2	5
8	2	6
9	2	7
10	2	8
11	3	8
12	3	9
13	3	10
14	3	11
15	4	11
16	4	12
17	4	13
18	4	14
19	5	14
20	5	15
21	5	16
22	5	17
23	6	17
24	6	18
25	6	19
26	6	20
27	7	20
28	7	21
29	7	22
30	7	23
31	8	23
32	8	24
33	8	25
34	8	26
35	9	26
36	9	27
37	9	28
38	9	29
39	10	29
40	10	30
41	10	31
42	10	32
43	11	32
44	11	33
45	11	34
46	11	35
47	12	35
48	12	36

Note : * In a primary special school or special school with primary section with 12 – 23 equivalent ordinary primary classes, one PSM post will be re-ranked to the

SPSM rank for the deputy head, and in a primary special school or special school with primary section with 24 equivalent ordinary primary classes or more, two PSM posts will be re-ranked to the SPSM rank for deputy heads. For special schools with both primary and secondary sections, they are allowed to opt for the provision of deputy heads either at the secondary level at PGM rank (see Appendix 2/Attachment C) or at the primary level at SPSM rank, but not both. The option once made is irrevocable.

- # The respective numbers of Senior Teachers and teachers by rank (i.e. SPSM, PSM, AM, APSM and CM) entitled by a school shall be determined in accordance with the grade structure it has adopted or as endorsed by the Education Bureau as appropriate, subject to the total number of graduate teacher posts entitled the by school not being exceeded.

(updated on 1 September 2008)

- (1) The recommended grade structure is as follows –
 - (a) 45% (in the 2008/09 school year) and 50% (from the 2009/10 school year onwards) of the senior teacher posts excluding the headship and the deputy headship posts should be graduate teacher posts; and
 - (b) The remaining graduate posts should be allocated to the basic rank teacher level.

(updated on 1 September 2008)

- (2) Notwithstanding (1) above, a school has the flexibility to determine an alternative grade structure, and the following should apply :
 - (a) Grade structure with the number of PSM posts not exceeding 50% of the total number of senior teacher posts
 - (i) The sponsor/School Management Committee should draw up a school-based grade structure after consulting the teaching staff.
 - (ii) The headship and the deputy headship posts should remain at the graduate level.
 - (iii) Flexibility may be allowed in determining the percentage of graduate posts in the senior teacher rank and the basic rank on condition that:
 - The number of senior teachers at the graduate rank does not exceed the 50% limit; and
 - The total number of senior teacher posts, graduate teacher posts and the staff entitlement in each school are not exceeded.
 - (iv) The sponsor/School Management Committee should inform the Education Bureau of the grade structure and the reasons for adopting the structure. Any subsequent changes should be made six months before implementation, and the Education Bureau should also be informed accordingly.

- (b) Grade structure with the number of PSM posts exceeding 50% of the senior teacher posts :
 - (i) The sponsor/School Management Committee should consult all the teaching staff and obtain their consensus before determining the grade structure.
 - (ii) The headship and the deputy headship posts should remain at the graduate level.
 - (iii) Flexibility may be allowed in determining the percentage of graduate posts in the senior teacher rank and the basic rank, subject to the total number of senior teacher posts, graduate teacher posts and the staff entitlement in each school not being exceeded.
 - (iv) The sponsor/School Management Committee should forward the proposed grade structure with justifications to the Education Bureau for endorsement. It should also consult all the teaching staff and obtain their consensus before proposing any subsequent changes to the grade structure adopted six months in advance. Prior consent from the Education Bureau should be obtained before implementation.

Appendix 2/Attachment C
(updated on 1 September 2008)

**Teaching Staff Establishment for Secondary Classes
in Special Schools
(Effective from 1 September 2008 up to 31 August 2009)**

(The number of posts in the table below includes teachers provided according to the current teacher-to-class ratios, teachers for split classes, teacher librarians and Resource Teachers for Supportive Educational Programmes.)

<u>Total Staff Entitlement</u> (Excluding Head)	<u>No. of Posts in Each Rank</u>						
	<u>Graduate</u>			<u>Non-graduate</u>			
	<u>SGM</u>	<u>GM</u>	<u>Sub-total</u>	<u>SAM</u>	<u>AM</u>	<u>CM</u>	<u>Sub-total</u>
2	1	1	2	0	0	0	0
3	1	1	2	0	0	1	1
4	1	2	3	0	0	1	1
5	2	2	4	0	0	1	1
6	2	3	5	0	0	1	1
7	2	4	6	0	0	1	1
8	2	4	6	0	1	1	2
9	3	4	7	0	1	1	2
10	3	5	8	0	1	1	2
11	4	5	9	0	1	1	2
12	4	6	10	0	1	1	2
13	4	6	10	0	1	2	3
14	5	6	11	0	1	2	3
15	5	7	12	0	1	2	3
16	5	8	13	0	1	2	3
17	6	8	14	0	1	2	3
18	6	8	14	1	1	2	4
19	6	9	15	1	1	2	4
20	7	9	16	1	1	2	4
21	7	10	17	1	1	2	4
22	7	11	18	1	1	2	4
23	7	11	18	1	1	3	5
24	8	11	19	1	1	3	5
25	8	12	20	1	1	3	5
26	9	12	21	1	1	3	5
27	9	13	22	1	1	3	5

**Teaching Staff Establishment for Secondary Classes
in Special Schools
(Effective from 1 September 2008 up to 31 August 2009)**

<u>Total Staff Entitlement</u> (Excluding Head)	<u>No. of Posts in Each Rank</u>						
	<u>Graduate</u>			<u>Non-graduate</u>			
	<u>SGM</u>	<u>GM</u>	<u>Sub-total</u>	<u>SAM</u>	<u>AM</u>	<u>CM</u>	<u>Sub-total</u>
28	9	13	22	1	2	3	6
29	10	13	23	1	2	3	6
30	10	14	24	1	2	3	6
31	10	15	25	1	2	3	6
32	11	15	26	1	2	3	6
33	11	15	26	1	2	4	7
34	11	16	27	1	2	4	7
35	12	16	28	1	2	4	7
36	12	17	29	1	2	4	7
37	12	18	30	1	2	4	7
38	12	18	30	2	2	4	8
39	13	18	31	2	2	4	8
40	13	19	32	2	2	4	8
41	14	19	33	2	2	4	8
42	14	20	34	2	2	4	8
43	14	20	34	2	2	5	9
44	15	20	35	2	2	5	9
45	15	21	36	2	2	5	9
46	15	22	37	2	2	5	9
47	16	22	38	2	2	5	9
48	16	22	38	2	3	5	10
49	16	23	39	2	3	5	10
50	17	23	40	2	3	5	10
51	17	24	41	2	3	5	10
52	17	25	42	2	3	5	10
53	17	25	42	2	3	6	11
54	18	25	43	2	3	6	11
55	18	26	44	2	3	6	11
56	19	26	45	2	3	6	11
57	19	27	46	2	3	6	11
58	19	27	46	3	3	6	12
59	20	27	47	3	3	6	12
60	20	28	48	3	3	6	12
61	20	29	49	3	3	6	12

**Teaching Staff Establishment for Secondary Classes
in Special Schools
(Effective from 1 September 2008 up to 31 August 2009)**

<u>Total Staff Entitlement</u> (Excluding Head)	<u>No. of Posts in Each Rank</u>						
	<u>Graduate</u>			<u>Non-graduate</u>			
	<u>SGM</u>	<u>GM</u>	<u>Sub-total</u>	<u>SAM</u>	<u>AM</u>	<u>CM</u>	<u>Sub-total</u>
62	21	29	50	3	3	6	12
63	21	29	50	3	3	7	13
64	21	30	51	3	3	7	13
65	22	30	52	3	3	7	13
66	22	31	53	3	3	7	13
67	22	32	54	3	3	7	13
68	22	32	54	3	4	7	14
69	23	32	55	3	4	7	14
70	23	33	56	3	4	7	14
71	24	33	57	3	4	7	14
72	24	34	58	3	4	7	14
73	24	34	58	3	4	8	15
74	25	34	59	3	4	8	15
75	25	35	60	3	4	8	15
76	25	36	61	3	4	8	15
77	26	36	62	3	4	8	15
78	26	36	62	4	4	8	16
79	26	37	63	4	4	8	16
80	27	37	64	4	4	8	16
81	27	38	65	4	4	8	16
82	27	39	66	4	4	8	16
83	27	39	66	4	4	9	17
84	28	39	67	4	4	9	17
85	28	40	68	4	4	9	17
86	29	40	69	4	4	9	17
87	29	41	70	4	4	9	17
88	29	41	70	4	5	9	18
89	30	41	71	4	5	9	18
90	30	42	72	4	5	9	18

Note :

1. With effect from 1 September 2009, the ratio of graduate teacher posts will be 85%. The 85% graduate post entitlement of a school will be worked out based on the total number of teaching posts provided under the revised teacher-to-class ratios under the new senior secondary (NSS) academic structure as announced in the Report on "The New Academic Structure for Senior Secondary Education and Higher Education". This attachment will be further updated on 1 September 2009.

2. A special school operating a secondary section and with 15 or more equivalent full-streamed ordinary secondary classes will continue to be entitled to two deputy heads at Principal Graduate Master/Mistress (PGM) rank to be offset by an equivalent number of Senior Graduate Master/Mistress (SGM) posts.
3. The arrangements in 3(a) and 3(b) below have ceased since 1 September 2008 upon the enhancement of the graduate teacher ratio:
 - (a) upgrading one Principal Assistant Master/Mistress (PAM) post as deputy head for every two Senior Assistant Master/Mistress (SAM) posts with the PAM post offset by the deletion of one SAM post, if the number of SGM posts is insufficient to allow the provision of PGM posts to the maximum number entitled in case of Paragraph 2 above; and
 - (b) upgrading one SAM post to a PAM post for a special school operating a secondary section with 24 or more equivalent full-streamed ordinary secondary classes.

- Note:
- (i) With effect from 1 September 2008, serving PAMs with a recognised degree plus teacher training (or equivalent) may apply for regrading to SGMs.
 - (ii) Upon successful regrading or natural wastage of a serving PAM, the existing practice of upgrading an SAM post to a PAM post will cease with immediate effect. If a serving PAM does not apply for regrading to SGM, he/she can continue to be accommodated in his/her existing rank of PAM to hold against an SGM post created under the enhanced graduate teacher ratio accordingly. The respective proportions of SAM, AM and CM posts will not be affected by the cessation of this practice.
 - (iii) Exceptions to the arrangement spelt out in (ii) above are allowed during the two-year transition period from 1 September 2008 to 31 August 2010. If a PAM post is vacated due to natural wastage or other reasons (excluding regrading to SGM), the school may consider promoting a serving SAM to fill the vacancy and an SGM post created under the enhanced graduate teacher ratio should be held against accordingly. In case the PAM incumbent is regraded to SGM during the transition period, the arrangement in (ii) above will apply.

4. One post in the rank of GM is upgraded to SGM in an aided special school operating 15 or more equivalent full-streamed ordinary secondary classes.
5. Among the graduate teaching posts, the proportion of SGM and PGM posts should not exceed five-twelfths. This proportion excludes one GM post upgraded to SGM in an aided special school operating 15 or more equivalent full-streamed ordinary secondary classes. Among the non-graduate teaching posts, the proportion of SAM posts should not exceed one-quarter; and the combined proportion of SAM and AM posts should not exceed one-half.