

## **Replacement of Appendix 2 to the Code of Aid for Secondary 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 specified in Chapter 11 of the report on “The New Academic Structure for Senior Secondary Education and Higher Education” published in May 2005. The revised teacher-to-class ratios have embedded the provisions of additional teachers to all schools including additional teachers for split-class teaching, school librarian, additional Chinese language teachers, additional teachers for remedial teaching, counselling and extra-curricular activities and additional non-graduate teachers under Education Commission Report No. 5. 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 Secondary 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



- (i) one additional second language (if the number of pupils at any level is 20 or above); or
- (ii) Technology Education subjects in S1-3, such as Home Economics, Design and Technology, Computer Literacy and Business Fundamentals where proper facilities have been provided and where workshops are designed to accommodate fewer than 40 pupils; or
- (iii) an integrated study of two or more practical/equipment-based subjects in junior secondary classes; or
- (iv) Computer and Information Technology (or Information Technology/Computer Studies which will be phased out in 2004-05 school year), Visual Arts (formerly known as Art & Design) and Music at senior secondary level provided that the school offers these subjects in public examinations; or
- (v) Advanced and Advanced Supplementary Level subjects in Secondary 6 and 7.

Split class teachers will not be approved for the teaching of technical subjects where workshops are designed to accommodate 40 pupils and where workshop teachers are provided under the provisions of paragraph 3 of this Appendix.

- (d) Teachers on Overseas Terms (*applicable only to schools with serving teachers on overseas terms*)

Subject to the provisions of Appendix 10, teachers of English may be employed on overseas terms according to the following quotas : -

- (i) for all secondary schools of 12-23 classes, 2 teachers may be employed on overseas terms;
- (ii) for all secondary schools of 24 or more classes, 3 teachers may be employed on overseas terms.

- (e) Part-time Teachers

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

$$1.3 \times \frac{\text{Number of periods taught by teacher per week/cycle}}{\text{Total number of periods taught per week/cycle}}$$

- (f) School Librarian

A school having 18 classes or more is provided with a non-graduate teacher to be in charge of the school library on a full-time basis. For a school with less than 18 operating classes, a 0.5 school librarian may be appointed. The non-graduate school librarian should have a minimum of two years' post-qualification teaching experience, and service as a school librarian will count as teaching experience for promotion purpose. All these school librarians are required to attend a two-year part-time day release training course on first appointment. However, subject to the availability of a

graduate post within the approved establishment, a school may employ a suitable qualified teacher librarian for appointment to the graduate post.

(g) Additional Teachers

- (i) For schools with less than 18 classes, an additional 0.5 non-graduate teacher of Chinese is provided to strengthen the teaching of Chinese. Such provision when combined with the 0.5 school librarian post in these schools will result in the provision of one additional non-graduate teaching post in the schools.

For schools with 18 classes or more, one additional graduate teacher of Chinese is provided to improve the quality of Chinese Language teaching.

- (ii) Additional teachers of English are provided to individual schools which adopt Chinese as the medium of instruction for subjects other than language subjects, practical and technical subjects, Chinese History, Chinese Literature and English Literature. The purpose of the additional resources is to help schools that adopt Chinese as the medium of instruction to strengthen the teaching of English. The eligibility for additional teachers of English is determined in accordance with the amount of Chinese language instruction offered. Details concerning the calculation of additional teachers of English are in Attachment B.

- (iii) Additional graduate and non-graduate teachers are also provided to enable schools to strengthen the following services -

- remedial teaching in Chinese, English and other subjects in Secondary 1-3;
- pupil counselling and guidance, including careers advice; and
- community involvement and extra-curricular activities which complement and reinforce the formal curriculum.

The additional teachers are provided in accordance with the following scale-

<u>No. of Secondary 1-5 Classes</u>	<u>No. of Graduate Teachers entitled</u>	<u>No. of Non-graduate Teachers entitled</u>	<u>Total No. of Teachers entitled</u>
3-9	1	-	1
10-14	2	-	2
15-19	2	1	3
20-24	3	1	4
25-28	3	2	5
29-35	4	2	6
36-38	5	2	7
39-42	5	3	8
43-48	6	3	9
49-50	6	4	10

- (iv) One additional non-graduate teaching post is provided to a school with 30 classes or less and two non-graduate teaching posts to a school with more than 30 classes for higher teaching standard and additional services such as the whole-school approach to guidance and school-based induction programmes.
- (v) Enhanced Native-speaking English Teacher (NET) Scheme

NETs will be provided as additional English teachers regardless of the choice of medium of instructions (MOI), in the following scale –

<u>Total no. of Operating Classes</u>	<u>No. of additional NET</u>
Below 40	1
40 or above	2

Schools adopting Chinese as the MOI may employ one more NET to fill one of the additional English teacher posts at GM rank allocated to them in accordance with Attachment B.

- (vi) With effect from 1 September 1996, new schools are provided with one additional Graduate Master/Mistress in the initial two years of operation.
- (vii) With effect from 1 September 2006, Additional graduate teachers are provided for individual schools to support academic low achievers in Secondary 1-3. An additional 0.7 Graduate Master/ Mistress per class of territory bottom 10% students enrolled and an additional 0.3 Graduate Master/Mistress per class of territory Band 3 students enrolled not within the Bottom 10% are provided.
- (h) Expansion of Graduate Posts in Secondary Schools

For higher teaching standard, a secondary school 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*)

- (i) Graduate Posts for Practical, Technical or Cultural Subjects

With effect from 1 September 2008, the provision of graduate posts for teachers in charge of practical, technical or cultural subjects at the senior secondary level is subsumed under the graduate teacher ratio. (*updated on 1 September 2008*)

## 2. Flexibility in Staff Structure

In view of the variety of curricula and of class organisations within the aided sector, the School Management Committee and the Principal of a school may propose for the approval of the Permanent Secretary a staff-structure for the school with a higher number of non-graduate posts than the standard manning scale subject to the following conditions –

- (a) (i) Among the graduate teaching posts, the proportion of Senior Graduate

Master/Mistress (SGM) and Principal Graduate Master/Mistress (PGM) posts shall not exceed five-twelfths. This proportion excludes one Graduate Master/Mistress (GM) post upgraded to SGM in a secondary school with 15 or more classes with effect from 1 September 1994.

- (ii) Among the non-graduate teaching posts, the proportion of Senior Assistant Master/Mistress (SAM) posts shall not exceed one-quarter; and the combined proportion of SAM and Assistant Master/Mistress (AM) posts shall not exceed one-half. The upgrading arrangement of an SAM post to a PAM post for a secondary school with 24 or more classes has ceased since 1 September 2008 upon the enhancement of the graduate teacher ratio.

Note: With effect from 1 September 2008, serving PAMs with a recognised degree plus teacher training (or equivalent) may apply for regrading to SGMs to fill up new SGM posts created under the enhanced graduate teacher ratio. Upon successful regrading or natural wastage of a serving PAM, the practice of upgrading an SAM post to a PAM post will cease with immediate effect. The respective proportions of SAM, AM and Certificated Master/Mistress (CM) posts will not be affected by the cessation of this practice. If a serving PAM teacher does not apply for regrading to SGM, he/she can continue to be accommodated in his/her existing rank of PAM holding against an SGM post created under the graduate teacher ratio accordingly. *(updated on 1 September 2008)*

- (iii) The proportion of graduate teaching posts shall not exceed eight-tenths of the teaching staff entitlement, calculated according to the approved teacher-to-class ratios, the provision for split-class teaching, if any, and additional teachers provided in paragraphs 1(f) and g(i), (iii) and (iv). This proportion excludes the additional graduate and non-graduate teaching posts provided in paragraphs 1(g)(ii), (v), (vi) and (vii). *(updated on 1 September 2008)*

- (iv) In calculating the proportions of promotion posts, posts provided for the Principal and those in paragraphs 1(g)(v), (vi) and (vii) shall be excluded, but posts provided for split-class teaching and additional teachers in paragraphs 1(f) and (g)(i), (ii), (iii) and (iv) shall be included. *(updated on 1 September 2008)*

- (b) No serving teacher's service may be terminated for the purpose of taking advantage of this provision.
- (c) When a staff structure of a school has been approved and implemented which involves a greater proportion of non-graduate teachers and additional AM or SAM posts beyond those provided on the above basis, the proportion of graduates should be raised as and when AM and SAM posts fall vacant. The Permanent Secretary may, however, approve the school to replace a departing Certificated Master/Mistress with a Graduate Master/Mistress to meet a demand for graduate teachers on justifiable grounds, subjects to no overall increase in the number of promotion posts.

### 3. Workshop Teachers

In schools with workshops designed to accommodate 40 pupils, one workshop teacher may be appointed per workshop. In schools with workshops designed to accommodate fewer than 40 pupils, split class teachers may be appointed.

4. Laboratory Technician

The manning scale of Laboratory Technician is shown in Attachment C.

5. Guides to Appointment

The requisite qualifications for appointment to teaching and non-teaching grades are shown in Appendix 4.

Teaching Establishment in  
Aided Secondary Schools

(The number of posts in the table below includes teachers provided according to the current teacher-to-class ratios, teachers for split-class teaching, school librarians, additional Chinese Language teachers, additional teachers for remedial teaching, counseling and extra-curricular activities and additional non-graduate teachers provided on the recommendation of the Education Commission Report No. 5.)

Total Staff Entitlement	<u>No. of posts in each rank</u>				<u>Non-graduates</u>			
	<u>Principal</u>	<u>Graduates</u>		<u>Total</u>	<u>Non-graduates</u>			<u>Total</u>
		<u>S.G.M.</u>	<u>G.M.</u>		<u>S.A.M.</u>	<u>A.M.</u>	<u>C.M.</u>	
7	1	2	3	5	0	0	1	1
8	1	2	4	6	0	0	1	1
9	1	2	4	6	0	1	1	2
10	1	3	4	7	0	1	1	2
11	1	3	5	8	0	1	1	2
12	1	4	5	9	0	1	1	2
13	1	4	6	10	0	1	1	2
14	1	4	6	10	0	1	2	3
15	1	5	6	11	0	1	2	3
16	1	5	7	12	0	1	2	3
17	1	5	8	13	0	1	2	3
18	1	6	8	14	0	1	2	3
19	1	6	8	14	1	1	2	4
20	1	6	9	15	1	1	2	4
21	1	7	9	16	1	1	2	4
22	1	7	10	17	1	1	2	4
23	1	7	11	18	1	1	2	4
24	1	7	11	18	1	1	3	5
25	1	8	11	19	1	1	3	5
26	1	8	12	20	1	1	3	5
27	1	9	12	21	1	1	3	5
28	1	9	13	22	1	1	3	5
29	1	9	13	22	1	2	3	6
30	1	10	13	23	1	2	3	6
31	1	10	14	24	1	2	3	6
32	1	10	15	25	1	2	3	6
33	1	11	15	26	1	2	3	6
34	1	11	15	26	1	2	4	7
35	1	11	16	27	1	2	4	7
36	1	12	16	28	1	2	4	7
37	1	12	17	29	1	2	4	7
38	1	12	18	30	1	2	4	7
39	1	12	18	30	2	2	4	8
40	1	13	18	31	2	2	4	8
41	1	13	19	32	2	2	4	8
42	1	14	19	33	2	2	4	8
43	1	14	20	34	2	2	4	8
44	1	14	20	34	2	2	5	9
45	1	15	20	35	2	2	5	9



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Total Staff Entitlement	<u>No. of posts in each rank</u>				<u>Non-graduates</u>			<u>Total</u>
	<u>Principal</u>	<u>S.G.M.</u>	<u>G.M.</u>	<u>Total</u>	<u>S.A.M.</u>	<u>A.M.</u>	<u>C.M.</u>	
46	1	15	21	36	2	2	5	9
47	1	15	22	37	2	2	5	9
48	1	16	22	38	2	2	5	9
49	1	16	22	38	2	3	5	10
50	1	16	23	39	2	3	5	10
51	1	17	23	40	2	3	5	10
52	1	17	24	41	2	3	5	10
53	1	17	25	42	2	3	5	10
54	1	17	25	42	2	3	6	11
55	1	18	25	43	2	3	6	11
56	1	18	26	44	2	3	6	11
57	1	19	26	45	2	3	6	11
58	1	19	27	46	2	3	6	11
59	1	19	27	46	3	3	6	12
60	1	20	27	47	3	3	6	12
61	1	20	28	48	3	3	6	12
62	1	20	29	49	3	3	6	12
63	1	21	29	50	3	3	6	12
64	1	21	29	50	3	3	7	13
65	1	21	30	51	3	3	7	13
66	1	22	30	52	3	3	7	13
67	1	22	31	53	3	3	7	13
68	1	22	32	54	3	3	7	13
69	1	22	32	54	3	4	7	14
70	1	23	32	55	3	4	7	14
71	1	23	33	56	3	4	7	14
72	1	24	33	57	3	4	7	14
73	1	24	34	58	3	4	7	14
74	1	24	34	58	3	4	8	15
75	1	25	34	59	3	4	8	15
76	1	25	35	60	3	4	8	15
77	1	25	36	61	3	4	8	15
78	1	26	36	62	3	4	8	15
79	1	26	36	62	4	4	8	16
80	1	26	37	63	4	4	8	16
81	1	27	37	64	4	4	8	16
82	1	27	38	65	4	4	8	16
83	1	27	39	66	4	4	8	16
84	1	27	39	66	4	4	9	17
85	1	28	39	67	4	4	9	17
86	1	28	40	68	4	4	9	17
87	1	29	40	69	4	4	9	17
88	1	29	41	70	4	4	9	17
89	1	29	41	70	4	5	9	18
90	1	30	41	71	4	5	9	18

Teaching Establishment in  
Aided Secondary Schools

Total Staff Entitlement	<u>No. of posts in each rank</u>							
	Principal	<u>Graduates</u>			<u>Non-graduates</u>			Total
S.G.M.		G.M.	Total	S.A.M.	A.M.	C.M.		
91	1	30	42	72	4	5	9	18
92	1	30	43	73	4	5	9	18
93	1	31	43	74	4	5	9	18
94	1	31	43	74	4	5	10	19
95	1	31	44	75	4	5	10	19
96	1	32	44	76	4	5	10	19
97	1	32	45	77	4	5	10	19
98	1	32	46	78	4	5	10	19
99	1	32	46	78	5	5	10	20
100	1	33	46	79	5	5	10	20
101	1	33	47	80	5	5	10	20

(updated on 1 September 2008)

Note :

- (a) 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. (updated on 1 September 2008)
- (b) With effect from 1 September 1991, 2 posts in the rank of Principal Graduate Master/Mistress (PGM) are provided in an aided secondary school with 15 or more operating classes to be offset by an equivalent number of Senior Graduate Master/Mistress (SGM) posts.
- (c) The upgrading arrangement of an SAM post to a PAM post for a secondary school with 24 or more classes has ceased since 1 September 2008 upon the enhancement of the graduate teacher ratio. With effect from 1 September 2008, serving PAMs with a recognised degree plus teacher training (or equivalent) may apply for regrading to SGMs to fill up new SGM posts created under the graduate teacher ratio. Upon successful regrading or natural wastage of a serving PAM, the practice of upgrading an SAM post to a PAM post will cease with immediate effect. The respective proportions of SAM, Assistant Master/Mistress (AM) and Certificated Master/ Mistress (CM) posts will not be affected by the cessation of this practice. If a serving PAM teacher does not apply for regrading to SGM, he/she can continue to be accommodated in his/her existing rank of PAM holding against an SGM post created under the graduate teacher ratio accordingly. (updated on 1 September 2008)
- (d) With effect from 1 September 1994, 1 post in the rank of Graduate Master/Mistress (GM) is upgraded to SGM for an aided secondary school with 15 or more operating classes.

Language Improvement Measures

Major items of the improvement measures, which are designed to discriminate positively in favour of the use of Chinese as the medium of instruction, and at the same time strengthen the teaching of English and Chinese, are as follows : -

(I) Additional Teachers of English(A) Secondary 1 to 3

- (i) Secondary schools in which full use is made of Chinese as the medium of instruction (MOI) in Secondary 1 to 3 are provided with additional teachers of English to enable English lessons in junior secondary forms to be conducted in smaller classes for more effective teaching. (Any alternative proposals for the deployment of the additional teachers would be subject to the approval of the Permanent Secretary.) The allocation of additional teachers of English to individual schools will be based on the following scale -

Total no. of Secondary 1-3 classes	No. of additional teachers of English
14 or below	1 (1 graduate)
15-23	2 (1 non-graduate, 1 graduate)*
24-29	3 (1 non-graduate, 2 graduates)
30-35	4 (2 non-graduates, 2 graduates)

\*See Attachment B1 for principles of calculation.

- (ii) With respect to schools using both English and Chinese as the medium of instruction for different subjects and in different classes, the following rules are applied to determine the number of additional teachers of English to be given -

Let T = Total number of teaching periods in subjects other than language subjects (i.e. English, Chinese, Putonghua, etc), practical and technical subjects (i.e. Visual Arts (formerly known as Art and Design), Home Economics, Design and Technology, Computer Literacy, Physical Education and Music) and Chinese History in Secondary 1 to 3.

Let C = Total number of teaching periods in subjects other than language subjects (i.e. English, Chinese, Putonghua, etc), and practical and technical subjects (i.e. Visual Arts (formerly known as Art and Design), Home Economics, Design and Technology, Computer Literacy, Physical Education and Music) and Chinese History in Secondary 1 to 3 in which Chinese is used as the medium of instruction.

(1) Secondary Schools with a total of 3-14 Secondary 1 to 3 classes

- (a) If C is less than 50% of T, no additional teacher of English will be given.
- (b) If C is 50 % or more of T, one additional graduate teacher of English will be given.

(2) Secondary Schools with a total of 15-23 Secondary 1 to 3 classes

- (a) If C is less than 25% of T, no additional teacher of English will be given.
- (b) If C is between 25% and 74% of T, one additional non-graduate teacher of English will be given.
- (c) If C is 75% or more of T, two additional teachers of English (a graduate and a non-graduate) will be given.

(3) Secondary School with a total of 24-29 Secondary 1 to 3 classes

- (a) If C is less than 25% of T, no additional teacher of English will be given.
- (b) If C is between 25% and 74% of T, two additional teachers of English (a graduate and a non-graduate) will be given.
- (c) If C is 75% or more of T, three additional teachers of English (2 graduates and a non-graduate) will be given.

(4) Secondary Schools with a total of 30-35 Secondary 1 to 3 classes

- (a) If C is less than 25% of T, no additional teacher of English will be given.
- (b) If C is between 25% and 74% of T, three additional teachers of English (2 graduates and a non-graduate) will be given.
- (c) If C is 75% or more of T, four additional teachers of English (2 graduates and 2 non-graduates) will be given.

(B) Secondary 4 to 5

- (i) To strengthen the teaching of English in senior forms, schools under the following categories are provided with an additional graduate teacher of English -
  - (a) Schools with a total of four or more Secondary 4 to 5 classes and their C to T ratio is equal to or larger than 0.25; or
  - (b) Schools with less than four Secondary 4 and 5 classes and their C to T ratio is equal to or larger than 0.5,

where T = Total number of teaching periods in subjects other than language subjects (i.e. Chinese, English, French, Chinese Literature, English Literature, Putonghua, etc.), practical and technical subjects (i.e. Visual Arts (formerly known as Art and Design), Home Economics, Design and Technology, Computer Studies,

Physical Education, Music, etc.) and Chinese History in Secondary 4 and 5.

C = Total number of teaching periods in subjects other than language subjects (i.e. Chinese, English, French, Chinese Literature, English Literature, Putonghua, etc.), practical and technical subjects (i.e. Visual Arts (formerly known as Art and Design), Home Economics, Design and Technology, Computer Studies, Physical Education, Music, etc.) and Chinese History in Secondary 4 and 5 in which Chinese is used as the MOI.)

- (ii) A subject or class will be considered as being taught in Chinese only if all related textbooks, school examinations and tests materials in that subject are also conducted in Chinese.
- (iii) Heads are reminded that additional teachers of English are provided in order to improve pupils' language ability. This provision must not be exploited to reduce the number of periods taught by any teacher in any subject.

## (II) Additional Teaching Spaces

- (i) To enable split-class English Language teaching to be carried out in junior secondary forms, extra accommodation is provided. As the split classes are smaller in size, they can be accommodated in half-sized classrooms. Hence schools eligible for one or more additional teachers of English will be allowed to partition some of their existing classrooms to create the additional rooms required. Individual schools will be informed of the maximum number of classrooms to be partitioned and converted into smaller rooms for split classes in English in accordance with the maximum number of additional teachers of English provided for such classes.
- (ii) The partitioning can either be of a fixed or movable type, depending on the preference of schools. Individual eligible schools will be invited to make application to the Permanent Secretary to carry out the work as a major repairs project.

## (III) Additional Teaching Aids

To further support the teaching of English, schools which are eligible for one or more additional teachers of English will be provided with a one-off library grant for the purchase of additional reading materials in English as well as other teaching/learning aids. They may also be provided with a second wirefree induction loop system.

Principles of Calculation of Additional Teachers of English

A standard-sized secondary school (6664422) in which full use is made of Chinese as the medium of instruction in Secondary 1 to 3 will be provided with two additional teachers of English to enable English classes in at least Secondary 1-2 to be split for more effective teaching. The requirement for two additional English teachers is calculated as follows: -

- (a) No. of Secondary 1-2 classes :  $6 \times 2 = 12$ .
- (b) No. of English periods per class per week (Curriculum Development Committee recommendation) : 7.
- (c) No. of additional English periods necessary for split classes in Secondary 1-2 :  $12 \times 7 = 84$ .
- (d) Normal 5-day weekly teaching load per English teacher : 30.
- (e) Total no. of additional English teachers required :  $84 \div 30 = 3$  (rounded up).
- (f) No. of additional English teachers already approved in September 1982 for remedial teaching in English : 1.
- (g) Therefore no. of additional English teachers to be provided :  $3 - 1 = 2$ .

With a total of three additional teachers of English, a school should be able to split all the English classes in Secondary 1 and 2 for small-group teaching and have six periods of remedial teaching in Secondary 3.

### Manning Scale of Laboratory Technicians

1. The manning scale of Laboratory Technicians is based on the number of practical periods in the whole school in accordance with the number of operating classes and the type of syllabuses adopted and calculated as follows: -

$$\text{No. of Laboratory Technicians} = \frac{\text{No. of practical periods per week for the whole school} *}{54}$$

\* For schools operating 6-day or 7-day cycles, the number of practical periods per cycle needs to be converted into number per week by multiplying it with 5/X, where X represents the number of days per cycle.

2. The following rules will also apply in the above manning scale : -
- (a) any fraction of a post of Laboratory Technician of half or above will be considered as one post;
  - (b) for a developing school where less than two Laboratory Technician posts are justified, any fraction derived will be considered as one post;
  - (c) the maximum number of Laboratory Technicians should not, in any case, be greater than the number of laboratories in the school.
3. In the calculation of the number of practical periods per week, the following standard numbers of practical periods for different types of syllabuses in each class are to be used : -

Subject	Level	S1	S2	S3	S4	S5	S6 ASL	S6 AL	S7 ASL	S7 AL
Integrated Science/ Science (S1-3)		4	4	4	-	-	-	-	-	-
Human Biology		-	-	-	3	3	-	-	-	-
Biology		1	1	2	3	3	3	6	3	6
Chemistry		1	1	2	3	3	3	6	3	6
Physics		1	1	2	3	3	3	6	3	6
Engineering Science		-	-	-	3	3	-	6	-	6
Science and Technology		-	-	-	3	3	-	-	-	-

Where schools are assigning less than the standard numbers of practical periods per week to any class, the actual number should be used in working out the entitlement.

4. (a) One of the Laboratory Technician posts provided will be ranked at Laboratory Technician I in a school where there are four or more laboratories and three or more Laboratory Technicians; and
- (b) One Laboratory Technician I post will be provided at the initial stage for a developing school planned to have four or more laboratories and three or more Laboratory Technicians by the third year of its operation.
5. Where a school is operating Secondary 6 and 7 and has one or more demonstration rooms, one demonstration room only shall count as a laboratory for staffing purposes.