School Administration Guide

November 2024 edition
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

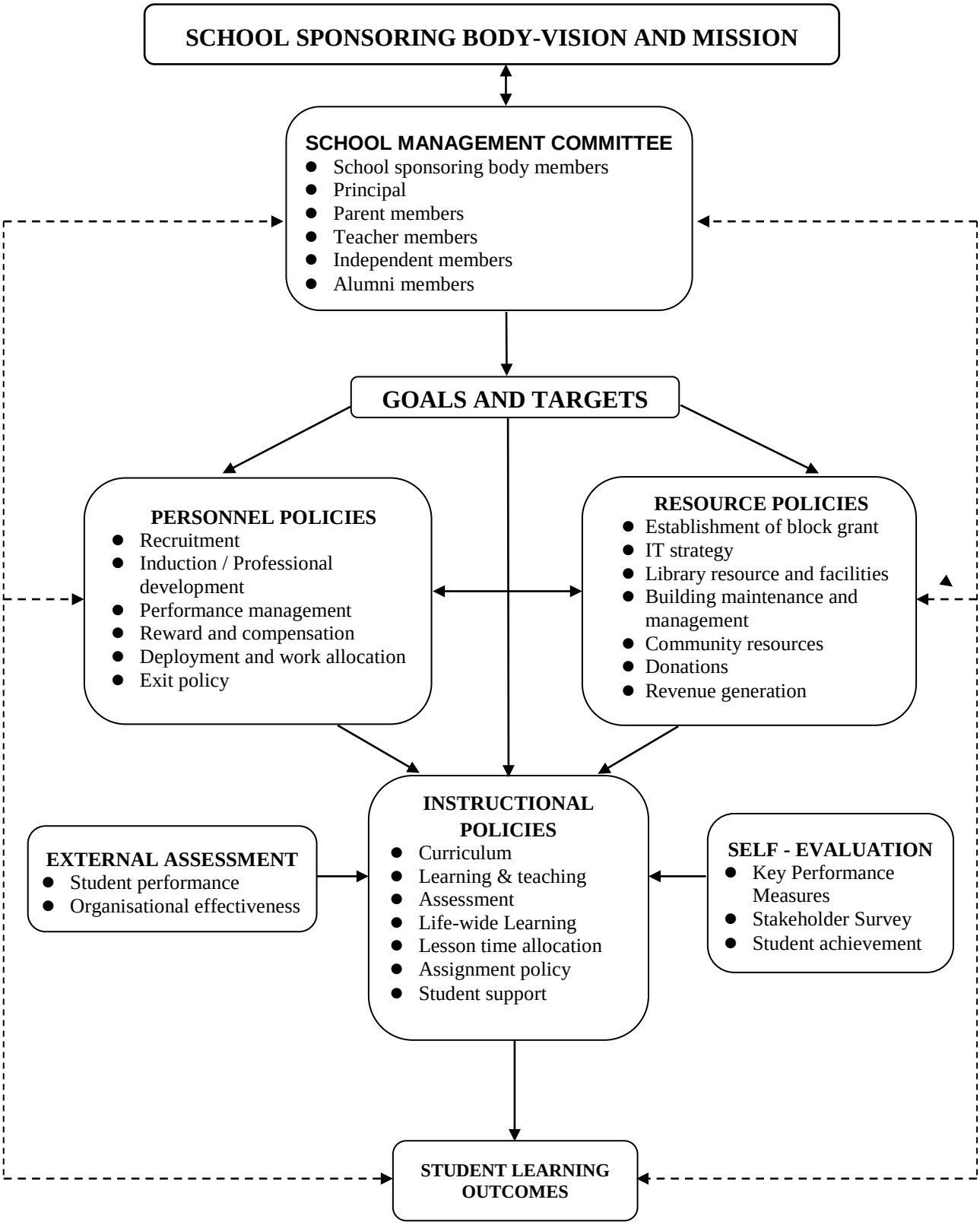
Back in 1991, the then Education Department (ED) introduced the School Management Initiative (SMI) Scheme, which offered a school-based management (SBM) framework for enhancing the effectiveness of schools. In the Report No.7 on Quality Education issued in 1997, the Education Commission formulated recommendations 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 decentralisation of decision-making from the Education Bureau (EDB) to schools regarding personnel procedures, financial matters and the design and delivery of curriculum. Nevertheless, schools are required to operate in compliance with 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 Information Online".

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 as well as develop schools' characteristics 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 outcomes and the interaction/ inter-relationship among the various elements of school operation:


SCHOOL SPONSORING BODY-VISION AND MISSION
SCHOOL MANAGEMENT COMMITTEE
School sponsoring body members
Principal
Parent members
Teacher members
Independent members
Alumni members
GOALS AND TARGETS
PERSONNEL POLICIES
Recruitment
Induction / Professional development
Performance management
Reward and compensation
Deployment and work allocation
Exit policy
RESOURCE POLICIES
Establishment of block grant
IT strategy
Library resource and facilities
Building maintenance and management
Community resources
Donations
Revenue generation
EXTERNAL ASSESSMENT
Student performance
Organisational effectiveness
INSTRUCTIONAL POLICIES
Curriculum
Learning & teaching
Assessment
Life-wide Learning
Lesson time allocation
Assignment policy
Student support
SELF - EVALUATION
Key Performance Measures
Stakeholder Survey
Student achievement
STUDENT LEARNING OUTCOMES

1.3 Key elements

1. 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 an incorporated management committee (IMC) to manage the school through participatory governance.
4. The composition of IMC comprises six categories of school managers: sponsoring body managers; the principal (as an ex-officio manager); teacher managers elected by all teaching staff; parent managers elected by the recognised parent-teacher association, alumni manager(s) elected by the recognised alumni association and independent manager(s) nominated by the IMC. 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 Information Online".

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 regulations and requirements for school operation

1. Learning and Instructional Matters

a. Education Regulations: R92(12)

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

b. 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

a. Education Regulations: R58

- No teacher shall administer corporal punishment to a student.

b. 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.

c. 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.

d. 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.

e. 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.

f. 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

a. 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.

b. Education Regulations: R67

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

c. Education Regulations: R65

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

d. 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)).

e. Education Regulations: R63

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

f. Education Regulations: R99A

App 1, COA for PS

App 1, COA for SS

App 1, COA for SPS

App 1, COA for SPS, 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.

g. 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 to the Permanent Secretary for Education the 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.

h. 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.

i. S14(b), COA for PS

S14(c), COA for SS

S15(c), COA for SPS

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.

j. 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.

k. S17, COA for PS

S17, COA for SS

S18, COA for SPS

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

a. 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.

b. 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.

c. Education Ordinance: S85 and its subsidiary legislation

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

d. 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.

e. Education Ordinance: S87(5)

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

f. 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.

g. 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.

h. S22&App 3 - 5, COA for PS

S21, App 3-5 & App 9, COA for SS

S23, App 3 - 5, COA for SPS

S23, App 3 - 5, COA for SPS, 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.

i. S57, App 6 & App 7, COA for PS

S57, App 6 & App 7, COA for SS

S61, App 7 & App 8, COA for SPS

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.

j. 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.
- 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.

k. 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.

l. 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.

m. 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.

n. 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.

o. 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.

5. School Premises and Safety

a. Education Regulations: R98

S48, COA for PS

S47, COA for SS

S51, COA for SPS

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.

b. 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.

c. Education Regulations: R16[1]

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

Note[1] 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: https://www.edb.gov.hk/attachment/en/curriculum-development/kla/pe/references_resource/safety-guidelines/Safe_e.pdf (page 3 of Chapter ONE)

d. Education Regulations: R17

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

e. Education Regulations: R18

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

f. 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.

g. 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.

h. 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.

i. Education Regulations: R27

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

j. 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.

k. 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.

l. Education Regulations: R39(1)

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

m. Education Regulations: R40 - R50

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

n. Education Regulations: R56

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

o. Education Regulations: R51

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

p. S18, COA for PS
S18, COA for SS
S19, COA for SPS
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.

6. General Administration

a. 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.

b. Copyright Ordinance

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

c. 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.

d. 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.

e. 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.

f. Education Regulations: R90

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

g. 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.

Chapter 2 Learning and Instructional Matters

The "Primary Education Curriculum Guide (2024)", the "Secondary Education Curriculum Guide (2017)", the "Supplementary Notes to the Secondary Education Curriculum Guide (2017)" and curriculum documents of other subjects, cross disciplinary areas (such as Values Education and National Security Education) and other learning experiences prepared by the Curriculum Development Council (CDC) and published for use in schools by the EDB, provide schools with comprehensive guidelines and suggestions on curriculum planning, learning, teaching and assessment. Details about "Ongoing Renewal of the School Curriculum" are accessible at the EDB webpage on "Curriculum Development and Support".

2.1 School-based curriculum planning

2.1.1 Introduction

Students are entitled to holistic learning experiences. Schools and teachers should adopt the curriculum documents published by the CDC and observe the guidelines from the Curriculum Development Institute (CDI), taking into account their own contexts, in developing and making adaptations to their school-based curriculum. To facilitate students lay a solid knowledge foundation, nurturing generic skills, proper values, attitudes, and behaviours, schools should adopt measures conducive to student learning, including setting the learning targets, varying the organisation of learning and teaching contents, offering subject choices, and adopting diversified learning, teaching and assessment strategies. When developing a school-based curriculum in accordance with the curriculum documents published by the CDC, schools should take into account students' learning needs and teachers' professional judgements. To facilitate home-school co-operation, parents may also be invited to give their views on the school-based curriculum (e.g. through parent-teacher association).

Schools should develop a feasible whole-school curriculum plan, which is based on the school's strengths, its mission as well as the curriculum aims. A systematic and strategic plan allows every member of the school to work towards a shared goal.

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 their 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 potential, 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 proper values, attitudes, and a commitment to lifelong learning, and through developing generic skills to acquire and construct knowledge. These qualities 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 and learning through a coherent and flexible framework which can be adapted to changes and the different needs of students and schools, in order to enable students to become a quality citizen with commitment to society, a sense of national identity, love for Hong Kong and an international perspective.

2.1.2 Learning Goals

Schools have to ensure that the school curriculum is in line with the goals and learning objectives at each stage of schooling. In view of the contexts of Hong Kong and the development strategies proposed below, students at the primary level should be able to:

1. understand our country and the Chinese culture, and cultivate a sense of belonging and national identity towards our country through national education and national security education;
2. know how to distinguish right from wrong, fulfil their duties as members of the family, society and our country, and demonstrate proper values and attitudes such as perseverance, respect for others, integrity and benevolence, as well as thoughtful and sensible judgements and behaviour;
3. be equipped with a solid knowledge base and perspectives across the eight Key Learning Areas (KLAs) to facilitate personal growth and development;
4. be proactive in biliterate and trilingual communication;
5. develop generic skills and inquiry thinking holistically, and learn independently and actively;
6. cultivate an interest in extensive reading and develop an active reading habit, and use information and information technology in a rational and responsible manner; and
7. lead a healthy lifestyle, develop personal hobbies and talents, take pleasure in engaging in different communities, and foster interests and essential skills to appreciate aesthetic and physical activities in order to achieve balanced physical and psychological development.

For students at the secondary level, they should be able to:

1. become an informed and responsible citizen with a sense of national and global identity, appreciation of proper values and attitudes as well as Chinese culture, and respect for pluralism in society;
2. acquire and construct a broad and solid knowledge base, and to understand contemporary issues that may impact on students' daily lives at personal, community, national and global levels;
3. become proficient in biliterate and trilingual communication for better study and life;
4. develop and apply generic skills in an integrative manner, and to become an independent and self-directed learner for future study and work;
5. use information and information technology ethically, flexibly and effectively;
6. understand one's own interests, aptitudes and abilities, and to develop and reflect upon personal goals with aspirations for further studies and future career; and
7. lead a healthy lifestyle with active participation in physical and aesthetic activities, and to appreciate sports and the arts.

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-centred approach should be adopted in the best interests of students and in line with the curriculum documents published by the CDC.
3. All students have the ability to learn, though they might have their own 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 primary and 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. 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 keep up with the times and be geared to the school contexts.

2.1.4 Learning experiences

Learning experiences are the contexts of learning processes, 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. **Values Education**: to foster proper values and attitudes so as to deal with the challenges in their life;
2. **Intellectual Development**: to enrich and extend learning in KLAs and cross-curricular studies to lay a firm foundation of knowledge;
3. **Community Service**: to nurture care and respect for others, and to develop commitment and responsibility;
4. **Physical and Aesthetic Development**: to develop an active and healthy lifestyle and aesthetic appreciation; and
5. **Career-related Experiences**: to provide information on vocational and professional education and training (VPET) and the world of work for developing career aspirations and nurturing work ethics.

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 extends learning beyond the classroom to other contexts, and attaches great importance to learning in authentic settings as it enables students to achieve learning objectives which are difficult to achieve through classroom learning alone. The knowledge, skills, proper values and attitudes that students acquire in experiential learning is important in developing their lifelong learning capabilities and fostering their whole-person development. Starting from the 2019/20 school year, the EDB has been providing public sector schools[1] (including special schools) a recurrent Life-wide Learning Grant (the Grant) to support schools in taking forward, on the present foundation, life-wide learning with enhanced efforts. Schools should make good use of the Grant, in conjunction with other suitable resources provided by the EDB, to organise diversified life-wide learning activities. Schools may deploy the Grant to –

1. organise out-of-classroom experiential learning activities and infuse life-wide learning into different KLAs / subjects and cross-curricular teaching;
2. enrich students' learning experiences, including values education, intellectual development, community service, physical and aesthetic development, and career-related experiences;
3. procure equipment (including repair and maintenance fees), consumables, and learning resources for promoting life-wide learning; and

[1] Excluding Caritas Chan Chun Ha Field Studies Centre, Ho Koon Nature Education cum Astronomical Centre, and Arts and Technology Education Centre.

4. defray the expenses incurred by teachers for leading student activities.

Schools are required to observe relevant EDB guidelines when using the Grant and are accountable for its proper use. In line with the principle of school-based management, schools are required to upload the Annual School Plan and School Report (which consist of the Plan and Report on the Use of the Life-wide Learning Grant respectively) endorsed by their SMCs onto the homepage of the schools for the sake of enhancing transparency and in accordance with the established practice. For more details, please visit the "Life-wide Learning" webpage on the EDB website.

2.2 What is to be learnt in the school curriculum

2.2.1 Components of the school curriculum

The CDC develops a school curriculum framework as the basic structure for learning and teaching throughout all stages of schooling. The curriculum framework allows flexibility for schools to organise learning experiences, adjust the breadth and depth of the learning content, and adopt various learning strategies and modes to cater for individual needs.

The curriculum framework comprises three interconnected components, namely:

1. **Knowledge in Key Learning Areas**
2. **Generic Skills**
3. **Values and Attitudes**

2.2.2 Key Learning Areas

Key Learning Areas (KLAs) are 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 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**

(4–6: **General Studies for Primary Schools**[1])

Details about "Subjects under the eight KLAs" are accessible at the EDB webpage on "Curriculum Development and Support".

2.2.3 Generic skills

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

[1] Starting from the 2025/26 school year, all primary schools in Hong Kong will be required to implement Primary Humanities/Primary Science at Primary 1 and Primary 4, and extend to all levels in the 2027/28 school year.

1. **Communication skills**
2. **Mathematical skills**
3. **Information Technology skills**
4. **Critical Thinking skills**
5. **Creativity**
6. **Problem-solving skills**
7. **Self-management skills**
8. **Self-learning skills**
9. **Collaboration skills**

For the primary and secondary levels, an integrative approach is recommended. Meaningful contexts should be provided for the development of the nine generic skills for better integrative understanding and application in a holistic manner. Please refer to the "Primary Education Curriculum Guide (2024)"; Booklet 2 on "Learning Goals, School Curriculum Framework and Planning" of the "Secondary Education Curriculum Guide (2017)"; the "Supplementary Notes to the Secondary Education Curriculum Guide (2017)" and curriculum documents of other subjects and other learning experiences for details.

2.2.4 Values and attitudes

1. Schools should holistically plan their school-based values education curriculum to promote values education by adopting the approaches of "organic integration", "natural connection", "diversified strategies", "mutual coordination", "learning within and beyond the classroom", and "whole-school participation", including through the learning of different subjects, for example, nurturing in students proper values and attitudes such as benevolence, filial piety, law-abidingness and integrity in Chinese Language, English Language and General Studies/Primary Humanities[1]; teaching students to be grateful and cherish natural resources in Science and Geography; teaching the learning content related to sex education, such as personal growth, making friends, cherishing and protecting oneself, and gender relationships in General Studies/Primary Humanities as well as Citizenship, Economics and Society so as to help students develop proper values and attitudes, as well as to practise appropriate behaviours. In addition, through project learning or diversified life-wide learning and service learning activities, schools may create different life scenarios to deepen students' understanding and appreciation of proper values and enable them to practise appropriate behaviour so as to realise the equal emphasis on cognition, affection and action. Schools should also foster a positive learning atmosphere, and collaborate with different stakeholders (including parents) of the school to help students develop good virtues.

[1] Starting from the 2025/26 school year, all primary schools in Hong Kong will be required to implement Primary Humanities at Primary 1 and Primary 4, and extend to all levels in the 2027/28 school year.

2. The EDB recommended a series of Priority Values and Attitudes for schools, namely perseverance, respect for others, responsibility, national identity, commitment, integrity, benevolence, law-abidingness, empathy, diligence, filial piety and unity. In accordance with the school mission and students' needs, schools may select other proper values and attitudes as the development direction of their school-based values education. Values education is not an independent subject but implemented by adopting a comprehensive and integrated approach. Therefore, schools should clearly and concretely explain how they plan, implement and evaluate works related to values education. Schools are also encouraged to further integrate the learning activities of various cross-curricular domains in values education, for instance, national education (including Constitution, Basic Law and national security education), sex education, life education, education for sustainable development, media and information literacy education, etc., with a view to providing students with holistic and real-life learning experiences, and strengthening the connection among the domains, thereby facilitating the whole-person development of students. Schools should holistically plan their school-based values education curriculum with reference to the expected learning outcomes for students in each key learning stage as set out in the "Values Education Curriculum Framework (Pilot Version)", school features and students' needs, and select appropriate learning materials according to the psychological and cognitive development as well as growth needs of students, so as to help students develop and practise proper values, attitudes and behaviours. Please refer to "Values Education Curriculum Framework (Pilot Version) (2021)" and EDBCM183/2023 "Enriching the Values Education Curriculum Framework (Pilot Version) – Optimisation of 'Priority Values and Attitudes'" for details.

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, e.g. 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, 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 plan that is in line with the curriculum documents published by the EDB. Relevant policies are to be reviewed and

adjusted in response to the changing needs of students. The following principles can be used for schools to set their curriculum and learning plans:

- Guided by the goals of the curriculum, broad and balanced learning experience should be provided 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 students and arrange for suitable progression and continuity.
- There should be flexibility in the use of time, space, the environment and resources, in order to facilitate the diverse learning/teaching activities needed for different purposes of learning and cater for the different 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 Chapter 9 on "Interfaces at Various Key Stages" of the "Primary Education Curriculum Guide (2024)", the "Secondary Education Curriculum Guide (2017)" and curriculum documents of other subjects and other learning experiences for suggestions on how the interfaces 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 emphasised. 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 be able to promote students' effective 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. Help students develop a wide range of generic skills, e.g. communication skills, critical thinking skills and creativity, through learning activities across the curriculum, construct knowledge and undertake endeavours.

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. For more details of the examples of

learning/teaching approaches and strategies, please refer to Chapter 4 on "Effective Learning and Teaching" of the "Primary Education Curriculum Guide (2024)", Booklet 3 on "Effective Learning and Teaching: Developing Lifelong and Self-directed Learners" of the "Secondary Education Curriculum Guide (2017)" and curriculum documents of other subjects and other learning experiences.

d. Vary the roles of teachers, parents and students according to the needs of learning/teaching strategies. Teachers' roles range from a transmitter of established truths and knowledge to a resource person, a facilitator, a consultant, a counsellor and an assessor.

e. Make good use of a variety of learning/teaching resources, e.g. multimedia and online resources, 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. However, when students use multimedia and online resources for learning, they should avoid prolonged use of electronic screen products and being addicted to the Internet. Schools can refer to the relevant content of the "Information Literacy for Hong Kong Students" Learning Framework (2024) to promote students' healthy use of the Internet.

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. Design diversified and quality assignments that help students consolidate what they have learnt, extend their learning within and beyond the classroom and develop confidence as well as self-directed learning capabilities. Schools are recommended to adopt different types and modes of assignments to cater for learner diversity and avoid meaningless and mechanical drills or copying.

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 belief 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 students and enhances learning effectiveness. For instance, feedback may inform students their next steps and

move forward. The feedback may be formal or informal. Assessment practices that inhibit or narrow learning opportunities should be avoided. These practices include focusing on the quantity rather than the quality of tests; spending time unproductively on detailed records 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 different assessment modes which focus on the purpose and process of learning, not just on academic outcomes. For instance, observation may be used for assessing participation in discussion, written assignments for the expression of personal views, and project work for students' integration of their learning from different subjects. At the primary level, schools are recommended to explore if the traditional pen-and-paper assessments could be replaced by alternative assessment modes and the frequency of dictations, tests and examinations could be reduced or even abolished at certain levels. In particular, diversified modes of assessments should be adopted to replace tests and examinations in the first school term for Primary 1. For details, please refer to Chapter 5 on "Assessment for Enhancement in Learning" of the "Primary Education Curriculum Guide (2024)". At the primary and junior secondary levels, it is not recommended to assess students in the format of public examinations.

c. Formulate a mechanism to coordinate among subject panels the time arrangement of assessments and avoid arranging tests and examinations immediately after long holidays, lest students would face excessive assessments and assignments concurrently, affecting their physical and psychological balanced development.

d. Share with students the goals of learning and let them know and recognise the standards they are aiming for.

e. Teachers should adjust and improve teaching strategies in the light of the results of assessments.

f. Student self-assessment should be encouraged, to enable them to learn from understanding their own performance. This is particularly crucial to encouraging lifelong learning.

g. Students who fail to meet the minimum standard at a certain key stage should be given appropriate support, e.g. more in-depth diagnosis of learning needs, together with suitable instructional strategies.

h. Opportunities should be provided for both teachers and students to review and reflect on assessment data together.

i. Changes in assessments have to be considered in conjunction with teachers' perceptions, school management factors, parental expectations and societal expectations.

5. Home-school communication

Home-school communication is essential to strengthening the concerted efforts of schools and parents in improving students' learning. Schools are advised to:

a. Establish a partnership with parents in educating their children.

b. Help parents understand that standardised learning and teaching processes and materials alone cannot help children achieve all-round development. Rather, diversified learning and teaching modes, strategies, contexts and resources can maximise students' potential.

c. Upload the assessment and assignment policies onto the school webpage and help parents understand the purposes of assessments. The rank order of their children in class through aggregated scores does not necessarily reflect the actual abilities of their children. A better understanding of the strengths and weaknesses of children enables parents to help them make 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 and collect views of parents regularly for ongoing review and optimisation of the school assessment and assignment policies, and formulating relevant support measures for students and parents in need.

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 Assignment

1. Meaningful assignment 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. Assignments should not be set for their 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 assignments 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 and provide learning support such as scaffolding and learning cues. Assignments that focus on mechanical drilling, repeated copying and rote learning should be avoided. School can assign appropriate self-learning tasks (e.g. reading, physical activities, online learning, visits) in lieu of traditional written assignments and supplementary exercises for the long holidays to allow students make good use of the holidays for sufficient rest, self-directed learning and development of personal interests.

3. In devising their assignment policy, schools should take the initiative to create space for students to facilitate their whole-person development. Schools should also consider the balance between the quality and quantity of assignments, so that students can have time after school to participate in social or extra-curricular activities that are beneficial to their physical and psychological development, develop their personal interests, and have sufficient rest and sleep to build up an active and healthy lifestyle. It is important that each school should formulate their assignment policy appropriately including a mechanism to coordinate among subject panels the amount of assignments for different year levels and that the head of school can work with or appoint the primary school curriculum leader/class teachers to coordinate and monitor the implementation of assignment policy at different classes. Schools should regularly review their school-based assignment (including homework) policy and communicate with various stakeholders, including teachers, parents, counsellors or educational psychologists, and students, to collect their views for optimisation of the school assessment and assignment policies, and formulating relevant support measures for students and parents in need. For more details of guidelines on assignments, please refer to EDBC18/2015 "Guidelines on Homework and Tests in Schools – No Drilling, Effective Learning", Chapter 6 on "Meaningful Assignments" of the "Primary Education Curriculum Guide (2024)", Booklet 4 on "Assessment Literacy and School Assessment Policy" of the "Secondary Education Curriculum Guide (2017)" and curriculum documents of other Key Learning Areas (KLAs), subjects and other learning experiences.

4. The following are some examples of variety in assignments (but not limited to the following):

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. Making good use of multimedia resources

Teachers may ask students to listen to audio clips 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. For more details of multimedia resources recommended by the Education Bureau, please visit the webpage of "EDB Educational Multimedia".

e. Reflections about activities

Students may be asked to make a record of the experiences and reflections about the outdoor activities or visits organised by schools. The exchange of views amongst students helps strengthen their abilities of observation, expression and self-reflection.

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 Key Learning Areas/subjects based on a percentage of the curriculum time on a yearly basis. A brief summary of the suggested lesson time allocation for primary, junior secondary and senior secondary levels is at the Appendix 1. More details are also provided in Chapter 2 on "Whole-school Curriculum Planning — Organic Integration, Natural Connection, Diversified Strategies, Mutual Coordination, Learning within and beyond the Classroom, Whole-school Participation" of the "Primary Education Curriculum Guide (2024)", the "Secondary Education Curriculum Guide (2017)", the "Supplementary Notes to the Secondary Education Curriculum Guide (2017)" and curriculum documents of other subjects and other learning experiences.

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 study 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 and teaching resources

1. To enhance learning effectiveness, it is imperative that textbooks and learning and teaching resources 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" (the Debundling Policy) has been fully implemented. This policy applies to all printed and e-textbooks no matter the textbooks are on the Recommended Textbook List/Recommended e-Textbook List or not. 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 and teaching resources:

a. Schools must not accept or request complimentary learning and teaching resources from textbook publishers (except for inspection copies of textbooks for textbook selection purposes and free teacher's books which meet the related specifications). For details, please refer to "Specifications of Free Teacher's Book" at Annex 2 of EDBCM39/2024 "Schools' Selection of Quality Textbooks and Learning and Teaching Resources";

b. Schools must not accept any form of donations or benefits from textbook publishers or textbook retailers, such as the provision of equipment, teaching aids or supplementary teaching packages on free loan, free on-site support service or teacher training (except for essential after-sale technical support for e-textbooks), cash grants for purchase of equipment or teaching aids, funding for school functions, advertisements placed in school publications, gifting floral baskets, scholarships and prizes, so as not to increase textbook publishers' cost of publishing textbooks and to avoid being affected by the above interests when selecting textbooks. In addition, teachers should not accept advantages or lavish entertainment offered by textbook publishers at any time, in particular during the textbook promotional activities, to safeguard the school reputation and teachers' professional image;

c. Schools should prudently consider if they should choose the learning and teaching resources that accompany textbooks. It is not necessary for schools to select learning and teaching resources that accompany the textbooks. Schools may, at their discretion, select learning and teaching resources (including e-learning resources) developed by different publishers for reference and make flexible use of appropriate learning and teaching resources in teaching, instead of solely relying on the resources accompanying the textbooks;

d. Schools (including kindergartens) should set up subject/Key Learning Area (KLA)/kindergarten textbook selection committees (TSC) to select textbooks for use by students. Schools should also formulate clear school-based criteria for the selection of textbooks and learning and teaching resources, and all final decisions and recommendations of the textbook committee should be properly recorded. The School Management Committee (SMC)/Incorporated Management Committee (IMC) should play a monitoring role (For details, please refer to "Notes on Schools' Selection of Textbooks and Learning and Teaching Resources" at Annex 1 of EDBCM39/2024 "Schools' Selection of Quality Textbooks and Learning and Teaching Resources");

e. Schools should put in place proper procedures and require members of TSC to declare any conflict of interest that might influence, or appear to influence, their judgement 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 EDBCM39/2024 "Schools' Selection of Quality Textbooks and Learning and Teaching Resources". For details about the acceptance of advantages and donations by schools and their staff, please refer to EDBC3/2022 "Acceptance of Advantages and Donations by Schools and their Staff";

f. Schools should encourage their teachers to refer to the criteria listed in the "Guiding Principles for Quality Textbooks" in the selection of textbooks. This set of reference materials can be downloaded from the "Textbook Information" webpage;

g. When selecting textbooks, the TSC of different subjects must pay attention to the price of textbooks and learning and teaching resources and the financial burden on parents in addition to the quality of textbooks and learning and teaching resources. When more than one set of textbooks or learning and

teaching resources of comparable quality are available for selection, schools should consider selecting the set of textbooks with the lowest price. In addition, schools should prudently consider if they should choose the learning and teaching resources that accompany textbooks and the textbooks that come without pricing information. Should these learning and teaching resources or textbooks be selected, the justifications of the TSC's choices must be properly recorded with the endorsement of the SMC/IMC;

h. There is a wide range of learning and teaching resources from diversified sources, and textbooks are not the only resources that facilitate learning and teaching. Teachers may make good use of resources provided by the EDB such as the learning and teaching resource kits for different subjects, resources uploaded on the "EDB One-stop Portal for Learning and Teaching Resources" (www.hkedcity.net/edbosp) as well as EDB Educational Multimedia (emm.edcity.hk), and everyday authentic materials as supplementary teaching materials to enhance learning and teaching effectiveness and reduce reliance on using textbooks;

i. When selecting and developing the school-based learning and teaching resources (including textbooks, school-based learning and teaching materials, library books as well as other reading materials), the school management has the responsibility to ensure that these resources are in line with the aims and objectives of the central curriculum. The content and information of learning and teaching resources must be correct, complete, objective and impartial. Teachers should make effective use of the learning and teaching resources to help students acquire relevant knowledge and skills, and nurture their proper values and attitudes;

j. With the development and prevalence of e-reading, schools should carefully review, select, recommend and procure e-reading resources, including e-books, online reading platforms and online reading programmes, in accordance with the same principle. To safeguard the quality of students' reading, it is also important to refrain from subscribing to services that provide electronic platforms or affiliated local or overseas platforms for students to access books or resources freely;

k. Schools should devise a review mechanism for evaluating and updating schools' learning and teaching resources, including school-based learning and teaching resources. Schools should also formulate clear school-based criteria for the selection of textbooks and learning and teaching resources. For details about the development and management of learning and teaching resources, please refer to the "Secondary Education Curriculum Guide (2017) Booklet 10: Quality Learning and Teaching Resources", Chapter 7 on "Teachers as Facilitators of Learning Experiences" of the "Primary Education Curriculum Guide (2024)" and curriculum documents of other subjects and other learning experiences;

l. Schools are also required to establish/strengthen their school-based monitoring mechanism. The school management leads teachers to conduct a regular review and update of the content and quality of the learning and teaching resources (including school-based learning and teaching resources, printed and

electronic library collections and other reading and curriculum materials for students) of individual Key Learning Areas (KLAs) and cross-curricular subjects in the school. Schools should also devise appropriate reference booklists for students in accordance with the relevant EDB guidelines, circulars/circular memoranda and curriculum documents, which are listed on the EDB "School Library Services" webpage (www.edb.gov.hk/en/curriculum-development/resource-support/sch-lib-services/index.html);

m. Schools should make reference to the RTL and eRTL (www.edb.gov.hk/rtl) when selecting textbooks. Textbooks on the RTL and eRTL are written in accordance with the curriculum documents of all subjects prepared by the Curriculum Development Council. The content, learning and teaching, structure and organisation, language, textbook layout (applicable to printed textbooks), e-learning pedagogy and technical and functional requirements (applicable to e-textbooks) of these textbooks have undergone the review of the EDB's textbook review panels;

n. Schools should, through channels such as Parent-Teacher Associations, provide parents with information on consumer rights, collect their views on the textbooks on the school textbook lists and then reflect their views to the textbook publishers. Schools should also inform parents that the EDB will update the "Information on the Supply of Textbooks and their Accompanying Learning Materials for the New School Year", which is provided by the publishers, from late-July to September every year on the EDB's "Textbook Information" webpage for students' and parents' reference, avoiding any hassle of purchasing textbooks that are not yet published;

o. When compiling school textbook lists, schools should prudently consider the total price of the textbooks and the learning materials on the school textbook lists that parents are required to purchase. Under the Debundling Policy, publishers should provide separate pricing for textbooks and the debundled learning materials / teaching materials;

p. Schools should clearly state on the school textbook lists the applicable edition(s) of textbooks, including "reprinted with minor amendments" version to facilitate students to use second-hand printed textbooks;

q. The school textbook lists should clearly indicate the date of compilation and clearly state that the textbook prices quoted are for reference only. Schools should inform parents and students that they could purchase their textbooks from whichever textbook retailers they wish; and

r. When compiling the textbook lists for the senior secondary level, schools should include the textbooks required for that particular school year/level only, so as not to create additional financial burden on parents.

3. For details on the selection of textbooks and learning and teaching resources, please refer to:

- EDBCM39/2024 "Schools' Selection of Quality Textbooks and Learning and Teaching Resources"

4. For the details on the "Debundling Policy", please refer to:

- EDBCM172/2015 "The Implementation of the Policy of Debundling Textbooks and Teaching/Learning Materials for Pricing"

5. Copyright protection is a Government policy. Schools should observe the copyright issue while developing their school-based learning materials.

a. In order to respect the rights of copyright owners, teachers should try their best to avoid photocopying or scanning of copyright materials or communication of copyright materials by any mode of electronic transmission, if there are other means or resources available to achieve the same teaching effectiveness. If teachers do have genuine needs to make, distribute or circulate certain copies of copyright materials to achieve the teaching objectives, they should keep the number of copies to the minimum. For details of the guidelines on the use of copyright works in the course of learning and teaching, please refer to EDB webpage at www.edb.gov.hk/en/sch-admin/admin/about-teaching/copyright and the following circular memoranda:

- EDBCM74/2023 "Note for Educational Establishments on Copyright (Amendment) Ordinance 2022"
- EDBCM199/2023 "Licence Scheme for Photocopying and Facsimileing of Hong Kong Newspapers and Magazines at Schools"
- EDBCM163/2023 "New Licence Agreements on Photocopying, Scanning and Communication of Printed Copyright Materials"
- EDBCM137/2010 "Note for Non-profit Making Educational Establishments relating to the Use of Copyright Works in the Course of Teaching and Learning"

b. According to section 43 of the Copyright Ordinance, the playing or showing of a sound recording, film, broadcast or cable programme at an educational establishment before teachers, students, their parents or guardians and other persons directly connected with the activities of the educational establishment for the purpose of giving or receiving instruction is permissible without infringing copyright. The relevant act, however, must be done for the purpose of giving or receiving instruction. For details, please refer to EDB webpage at www.edb.gov.hk/en/sch-admin/admin/about-teaching/copyright/films.

6. 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 secondary and primary students in government schools, aided schools, caput schools and local schools under the Direct Subsidy Scheme for covering the costs of essential textbooks and miscellaneous school-related expenses. For details about the School Textbook Assistance Scheme, please visit the SFO's webpage (www.wfsfaa.gov.hk/sfo/en/index.htm).

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 assignments 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.;

f. To provide storage facilities to avoid students from carrying unnecessary items to and fro every day; and

g. To conduct random check on the weight of school bags and informing parents if bags are found overweight.

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 the CDI webpage on "Primary Education – Learning and Teaching Resources".

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:

1. a curriculum guide for each KLA and revised/ new subject guides;
2. a bank of exemplary teaching/ learning/ assessment materials for the curriculum, to be generated by development and research projects and contributed by schools;
3. textbooks to be made available by publishers; and
4. 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 EDB webpage on "Curriculum Development and Support".

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 for improving curriculum management and leadership as well as their capacity in different scopes, including catering for learner diversity, gifted education, values education (including Constitution, Basic Law and National Security Education), Chinese culture, STEAM Education, media and information literacy education, curriculum management and leadership; and

b. KLA/subject specific courses to meet the needs of the curriculum framework, and sustain the curriculum and assessment reform.

2. Information about most programmes is accessible at "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. The projects will serve the following purposes:

a. to generate useful experiences for the reference of other schools, including evidence-based learning/teaching/assessment materials;

b. to enable schools and teachers to be reflective practitioners and curriculum leaders to enhance the capacity of reform; and

c. to serve as an impetus to school-based curriculum development.

4. Language Learning Support Section, School-based Curriculum Development (Primary) Section, School-based Curriculum Development (Secondary) Section and School-based Professional Support Section provide school-based support services to assist schools in enhancing learning and teaching, strengthening curriculum leadership and developing school curriculum according to the seven learning goals of primary and secondary education, as well as taking into account schools' development needs and trends in education.

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 the facilitators of school development

It is generally recognised that school heads, primary school curriculum leaders, senior teachers and panel heads, teachers and teacher-librarians are the facilitators of 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 curriculum and instructional leadership of staff through formulating professional development plans for teachers;
5. set targets and phases for organisational change;
6. value quality rather than quantity in learning and teaching;
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.

2.5.2 Primary school curriculum leaders

The suggested roles of primary school curriculum leaders are to:

1. assist the school head to lead whole-school curriculum planning and facilitate implementation of the plans;
2. support the school head in planning and coordinating assessment policy and assessment practices;
3. co-ordinate the collaboration of KLAs/subjects in promoting cross-curricular learning;
4. lead teachers/specialist staff in improving learning and teaching strategies;
5. promote a professional exchange culture; and
6. take up a reasonable teaching load (about 50% of the average teaching load of a teacher in the school) for trying out or piloting different strategies to facilitate further curriculum development.

2.5.3 Senior teachers and panel heads

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

1. lead the curriculum and instructional development;
2. support the professional judgement of teachers;
3. keep abreast of the latest developments in the school curriculum;
4. co-ordinate/liaise the collaboration of KLAs/subjects in promoting cross-curricular learning;
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 of students;
2. be resourceful;
3. keep abreast of the latest developments in the school curriculum;
4. foster a quality learning environment;
5. be ready to try out and take on different learning and teaching 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 follow closely the school administration and education guidelines, curriculum documents and relevant circulars issued by EDB to promote Reading across the Curriculum, project learning, life-wide learning, etc.;

6. coordinate and communicate with the school management and subject panels to regularly review the content and quality of the learning and teaching resources, and to ensure that the school library provides quality curriculum resources (including printed and electronic books as well as other reading and curriculum materials) without any elements that endanger national security or any content which is unsuitable for student reading. If these curriculum resources are found to involve serious crimes or moral impropriety, potentially breach the law or contain elements that endanger national security or are contrary to the interests of national security, they should be removed or withdrawn from use immediately so as to avoid causing negative impacts on students; and
7. advise the school head and other teachers on matters concerning the development of the school library.

Appendix 1 School days and suggested lesson time allocation for primary, junior secondary and senior secondary levels

1. Primary (P1-P6)

Total number of school days in general

Under normal circumstances, for whole-day schools, the total number of school days in a school year should not be less than 190 days in general. The minimum number of school days is calculated in general as follows:

365/366 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 –

79/80 Saturdays and Sundays not included in the school holiday list = 190 days

For more details, please refer to 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).

From the 2020/21 school year, the day after major public election is designated as a school holiday, for more details, please refer to EDBC5/2020 "Designating the Day after Election as a School Holiday".

Suggested lesson time allocation

Key Learning Areas/Subjects		Percentage of Lesson Time Allocation (%)
Chinese Language Education	Chinese Language, Putonghua	Not less than 23%
English Language Education	English Language	Not less than 16%
Mathematics Education	Mathematics	Not less than 11%
General Studies for Primary Schools# Not less than 11%	Primary Humanities	Not less than 7%
	Primary Science	Not less than 7%
Science Education Technology Education Personal, Social and Humanities Education	General Studies for Primary Schools	Not less than 11%

Arts Education	Visual Arts, Music	Not less than 9%
Physical Education	Physical Education	Not less than 5%

[#] *Starting from the 2025/26 school year, all primary schools in Hong Kong will be required to implement Primary Humanities at Primary 1 and Primary 4, and extend to all levels in the 2027/28 school year.*

Lesson time for flexible use

Primary schools can make good use of not more than 22% of the lesson time for arranging learning activities that meet the school contexts and needs of students. For examples:

- Life-wide learning activities for strengthening values education (covering national education [including patriotic education, national security education] and life education), such as mainland exchange visits;
- Activities related to life planning education or healthy school, such as anti-drug education talks;
- Activities of cross-curricular learning or reading across the curriculum, such as museum visits;
- Activities related to STEAM education as well as media and information literacy, such as theme-based science inquiry learning.

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 on "Whole-school Curriculum Planning — Organic Integration, Natural Connection, Diversified Strategies, Mutual Coordination, Learning within and beyond the Classroom, Whole-school Participation" of the "Primary Education Curriculum Guide (2024)".

2. Junior Secondary (S1-S3)

Total number of school days

Under normal circumstances, the total number of school days for whole-day schools in a school year should not be less than 190 days.

Suggested lesson time allocation

Key Learning Area	**Suggested Percentage of 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 devote a quarter (25%) of the total lesson time allocated to this KLA at the JS level, or about two lessons per week, to the study of Chinese History.
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 programmes 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", Booklet 2 on "Learning Goals, School Curriculum Framework and Planning" of the "Secondary Education Curriculum Guide (2017)" and the "Supplementary Notes to the Secondary Education Curriculum Guide (2017)".

From 2020/21 school year, the day after major public election is designated as a school holiday, for more details, please refer to EDBC5/2020 "Designating the Day after Election as a School Holiday".

3. Senior Secondary (SS) 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 EDB webpage on "Curriculum Development and Support"and the "Hong Kong Examinations and Assessment Authority" website to obtain up-to-date information on:

- "Curriculum and Assessment Guides";

- "Learning & Teaching Resources"; and
- "Tools for Planning Senior Secondary Curriculum" (Student Option Programme)

In planning the whole-school curriculum, consideration should be given to all related factors, 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.

From 2020/21 school year, the day after major public election is designated as a school holiday, for more details, please refer to EDBC5/2020 "Designating the Day after Election as a School Holiday".

Three components in the SS curriculum

Subsequent to the implementation of the optimising measures of the four SS core subjects with effect from Secondary 4 in the 2021/22 school year, space has been created and flexibility provided for schools to utilise the three-year lesson time and adapt the school-based curriculum to cater for the diverse learning needs of their students. With reference to the curriculum documents of the relevant subjects and the suggested time allocation for each component of the SS student programme below, there is flexibility for schools to vary the percentage of time allocated. All students studying the local SS curriculum should study the four core subjects, and choose two or three elective subjects (up to a maximum of four) from all elective subjects from KLAs, Applied Learning and Other Languages.

Component of the SS Student Programme ***(From S4 in the 2021/22 school year)***		**% of Time Allocation**
Core Subjects	• Chinese Language • English Language • Mathematics • Citizenship and Social Development	≤50%
Elective Subjects	• Subjects from KLAs • Applied Learning • Other Languages (up to a maximum of 4)[1]	≥20%
OLE	• Values Education • Community Service • Career-related Experiences • Aesthetic Development • Physical Development	≥10%

[1] From the 2021/22 Secondary 4 cohort, the restriction on the fourth elective subject is removed in tandem with the implementation of the optimising measures on the four SS core subjects. The 2024 HKDSE Examination Regulations has been revised accordingly to remove the restriction on the eighth subject.

For details, please refer to the following:

- EDBCM39/2021 "Measures to Optimise the Four Senior Secondary Core Subjects"
  https://applications.edb.gov.hk/circular/upload/EDBCM/EDBCM21039E.pdf

- EDBCM72/2021 "Curriculum Documents in Support of the Optimised Senior Secondary Core Subjects and Supplementary Notes to the Secondary Education Curriculum Guide (2017)"
  https://applications.edb.gov.hk/circular/upload/EDBCM/EDBCM21072E.pdf

- EDB webpage on "Optimising the Senior Secondary Curriculum"
  https://www.edb.gov.hk/en/curriculum-development/renewal/opt_ss_curriculum.html

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:

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

To enhance students' safety and health management, schools are required to assign dedicated personnel to coordinate and implement various measures laid down in the "Checklist of Student Safety and Health Measures", and also enrich the content based on schools' circumstances and need, as well as conduct regular review and make refinement in order to abate potential safety hazards and provide students with safe environment, facilitating their effective learning and healthy development. A sample of the Checklist is attached to Appendix 1 of this Guide for use by schools.

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, including legislation on equal opportunities such as 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 parents should be clearly informed of the purposes.
5. When admitting students to fill up the vacant school places, schools should professionally assess their abilities and needs to determine their class level. Schools should not arrange for students to change their class levels within the same school year to avoid affecting their learning.
6. Schools shall maintain a system of records of each student. Please refer to Section 3.3.1 for details.
7. Schools should handle applications from non-Chinese speakers fairly, notwithstanding the differences in their cultures and customs from those of Chinese-speaking students and parents. Interpretation and/or translation services, if necessary, should be arranged for applicants and schools may make use of the interpretation and/or translation services in languages of different races provided by the "Centre for Harmony and Enhancement of Ethnic Minority Residents" (CHEER) funded by the Home Affairs Department.

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 by the school in the case of absence resulting from sickness. Any student who has been suffering from communicable disease should not go to school until he/she has recovered. For more information on communicable diseases (including recommended sick leave for students and related considerations), please refer to Section 3.5.4.

7. It is of utmost importance that school heads should report the case without delay to EDB on the 7th school day of the student's continuous absence disregard of their age, class level and reasons for absence.

8. In general, schools should take the duration and reasons of absence into consideration to determine whether school places are reserved for the students who are absent. Public sector schools with vacant school places have the obligation to admit students who are referred by EDB, therefore schools should not reserve school places for the students who are persistently absent without acceptable reasons.

9. In case of poor weather/ road/ slope/ traffic/ transport conditions, alternative appropriate 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.

10. Schools should not compel students to receive religious education or partake in religious rituals/ activities. With the provision of adequate and reasonable justifications, parents may submit individual applications for exemption from religious education or rituals/ activities for their children. In this regard, schools are required to clearly lay down the school-based principles for consideration of the said exemption to be granted and prudently process every

application. Alternative arrangements should then be made appropriately for the students granted exemption from religious education[1].

3.2.3 Dropout

1. To uphold students' right to education, schools should comply strictly with the requirements of reporting student non-attendance / dropouts and departure cases without delay to EDB on the 7th school day of the students' continuous absence, regardless of their age, class level and reasons for absence, as stipulated in Appendix II of EDBC21/2024 "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

[1] Applications of individual ethnic minority parents for their children's exemption from religious education based on ethnic cultural traditions and religious regulations have been successfully made and approved by the schools. These schools offered structured learning activities or diversified learning experiences for students granted exemption from religious education, for example, arranging students to undertake project learning, or participate in appropriate language, music, sports or arts activities in accordance with their potentials and interests. In addition, some schools also arranged related learning activities for students in line with their respective annual school plans.

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 "Common Log-on System" 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 special educational needs coordinator, school social worker/ Student Guidance Officer/ Teacher/ Personnel may first discuss the cases with the school-based educational psychologist. 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 and 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 computerised record system will keep the information of full-time students from P1 to S6 reported by the schools through WebSAMS or Common Log-on System. 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 (no matter internal or transferred 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 based on professional judgement 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:

<u>Primary schools</u>

- The overall repetition rate of the school 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.

<u>Secondary schools</u>

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

3.3.3 Progression of students in special schools

1. According to the Code of Aid for Special Schools, schools for children with intellectual disability, physical disability, hearing impairment, and visual impairment 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 EDBC2/2022 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 room, or a locked cupboard located at laboratories or chemical storerooms, and checked regularly by qualified personnel.

b. If schools possess sealed radioactive sources for teaching purposes, the schools should refer to the "Code of Practice on the Use of Sealed Radioactive Sources for Teaching Purposes in Schools" to carefully handle the procurement, storage, issuance, return and disposal of sources, etc. The custodian shall arrange "Wipe Test" for all sealed sources at intervals not exceeding 12 months.

c. 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.

d. 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.

e. 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 EDBC5/2022 "Tropical Cyclones and Heavy Persistent Rain Arrangements for Kindergartens and Day Schools".

f. For information about school safety, please visit the "School Safety & Insurance" webpage.

2. Safety precautions during lessons and school activities

a. Science Education Key Learning Area subjects

- For the latest information about science laboratory safety and management, 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.

- For safety consideration and guidelines for conducting inquiry activities in Primary Science, please refer to the "Safety Handbook for Primary Science" (2024) (Chinese version only).

b. Technology Education Key Learning Area subjects

- For the latest information about safety in school workshops, please refer to the "Technological Subjects - Safety in School Workshops" webpage.
- "Teaching Technology and Living/Home Economics in Secondary Schools Safety Booklet (2010)"

c. General Studies for Primary Schools

- "Safety Handbook for General Studies for Primary Schools"

d. Visual Arts

- "Guidelines on Safety for Visual Arts in Primary Schools"
- "Guidelines on Safety for Visual Arts in Secondary Schools"

e. Physical Education and Co-curricular Physical Activities

- "Safety Guidelines on Physical Education Key Learning Area for Hong Kong Schools"

f. 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".

g. 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"
- "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 generalised 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 dialling 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 respective 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;

d. inform the insurance company of the accident; and

e. For aided special schools, in addition to informing the respective SSDO immediately of the serious/life-threatening accidents involving boarders in the boarding sections subvented by EDB, schools are also required to submit a "Report on Serious/Life-threatening Accidents involving Boarders in Boarding Sections of Aided Special Schools" (Appendix 2) to the respective SSDO within 3 calendar days (including public holidays) after the accident. If there are specific issues pending investigation or clarification, schools should simply complete the Report with the information available at the time, and submit it without having to wait for the conclusion of the investigation, so as to avoid causing delays in follow-up actions. Examples of serious/life-threatening accidents involving boarders in the boarding sections of aided special schools include:

- severe injury or possible death/death of boarders
- boarders requiring immediate/emergency treatment in hospital
- missing of boarders requiring police assistance
- serious medical/medication incident

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 injury, 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. The recommended first aid items in the First Aid Box are listed at Appendix 3.
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.

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 20 or more) and school private light bus (passenger seating capacity of 19 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 organisations 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 Section 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 organisations in selling flags outside school premises the following points:

a. the necessity to wear school uniform and be accompanied by other flag sellers nearby during the events;

b. the choice of safe locations not too close to busy traffic;

c. the steps to be taken to summon help should they run into difficulties;

d. their responsibilities for safekeeping and return of the money raised;

e. the importance of avoiding causing inconvenience to the public;

f. the need for courtesy when approaching the public for donations;

g. the avoidance of exerting pressure on any person to subscribe.

3. Schools should refer to EDBC5/2022 "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, or the information "The combined effect of strong wind and prolonged rainstorm is affecting/expected to affect Hong Kong" 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 organising a flag day, please browse the "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 EDBCM136/2023 "Block Insurance Policy for Public Liability, Employees' Compensation and Group Personal Accident for 2023/24 and 2024/25 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 EDBC2/2007 "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 4.

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 type and/or the appropriate level of physical activities 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 to 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 (https://www.aqhi.gov.hk/en.html).

d. Schools should stay vigilant always to students' physical conditions when they are engaging in vigorous or prolonged physical activities under hot and humid environment, especially during very hot weather or extremely hot weather (temperatures 35 degrees or above). Students should be reminded to replenish water timely and take necessary precautions measures against hot weather. Schools should take note of the relevant weather warnings issued by the Hong Kong Observatory (HKO) and other information, including the "Points to Notes for Physical Activities in Hot and Humid Weather", HKO's "Actions to be taken for Very Hot Weather Warning" and Department of Health's "Beware of Heat Stroke", and make appropriate contingency measures to ensure student safety.

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

a. Students diagnosed with mental illnesses need treatment from the healthcare professionals. In principle, 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 healthcare professionals, and help the students overcome the difficulties they are facing, which are transient in nature. With parental consent, schools should arrange the school social worker or guidance personnel to provide them with necessary support according to their conditions and needs. Upon parents' request and with their written consent, schools could provide assistance or make appropriate arrangement to facilitate the students in taking medication as prescribed by the doctor. Schools could also seek professional advice and support from the school-based educational psychologist, who may assist teachers and parents to handle students' emotions and difficulties in social integration, behaviour and learning. If necessary, schools could arrange multi-disciplinary case conferences on the students to jointly discuss with the professionals, such as a psychiatrist and the school-based educational psychologist, for 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. Schools could contact relevant district service centres to seek their expert advice and support when needed. Besides, the mental health related helpline and community resources have also been uploaded onto the Mental Health@School website.

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 "Learn About Mental Illness" 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" and the "Teacher's Resource Handbook on Understanding and Supporting Students with Mental Illness" jointly developed with the Hospital Authority, which are accessible from the Mental Health@School website.

3.5.3 Health services

1. School Dental Care Service

a. Parents of primary school students should be encouraged to enrol 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 enrolment information will be posted on the "School Dental Care Service" website of the Department of Health (DH) in August and September each year, which will also be linked to the website of EDB to facilitate schools in downloading the enrolment 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 enrol their children in the Student Health Service introduced by the DH. It aims to safeguard both the physical and psychosocial health of students through health promotion and disease prevention services.

b. The DH 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 DH 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 growth monitoring, screening for vision, hearing and scoliosis, physical examination, self-administered Health Assessment Questionnaires on health behaviours and psychosocial well-being, individual health counselling, health education and mop-up vaccinations. Please refer to the "Student Health Service" website of the DH for the details of the services. Students found to have health problems will be referred to the Special Assessment Centres of the Student Health Service, specialist clinics of the Hospital Authority or other institutions for further assessment and management. The DH 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 DH to confirm that the case is being followed up by them.

d. The DH invites all primary and secondary schools to join the "Whole School Health Programme". Taking reference to the "Health Promoting School" framework advocated by the World Health Organization, the DH assists schools to systematically review and set out health promotion measures regarding physical activity, healthy eating, mental health and social well-being, so as to become a healthy setting for living, learning and working. Please refer to the "Whole School Health Programme" webpage of the DH for details.

3. School Immunisation Service

The School Immunisation Teams (SIT) under the Centre for Health Protection (CHP) of the DH implement two immunisation campaigns for primary one and six students, i.e. Diphtheria, Tetanus, Acellular Pertussis and Inactivated Poliovirus Vaccine in the first school term, and Measles, Mumps, Rubella and Varicella vaccine[1] and Hepatitis B vaccine in the second school term. Starting from the second school term of 2019/20 school year, SIT provide the first dose of Human Papilloma Virus vaccine (cervical cancer vaccine) to primary five female students at their schools, and the second dose when these girls reach primary six in the following school year. Details of the immunisation campaign are available at the Health Education Infoline 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).

[1] Varicella vaccine has been incorporated into the Hong Kong Childhood Immunisation Programme and is applicable to children born on or after 1 January 2013. School Immunisation Teams would arrange MMRV vaccine for these children. Children who were born before this date would continue to receive Measles, Mumps and Rubella vaccine.

4. Seasonal Influenza Vaccination School Outreach Programme

a. The annual Seasonal Influenza Vaccination School Outreach (Free of Charge) Programme (SIVSOP) aims to facilitate schools in arranging outreach vaccination, so as to increase the seasonal influenza vaccination coverage for school children, to reduce school absenteeism, influenza related complications, hospitalisations and deaths, and to reduce influenza transmission in the community. All schools (including special schools) can join the SIVSOP, under which all school children of the participating schools can receive free seasonal influenza vaccination, through Public-Private-Partnership (PPP) vaccination teams. School may choose their PPP vaccination team through either School Self-selection of Doctors or by DH-matching. For School Self-selection of Doctors, schools can choose a private doctor/ medical organisation from the list posted on the Centre for Health Protection website: https://www.chp.gov.hk/en/features/101413.html. For any enquiries, please call the programme enquiry line at 2125 2128.

b. Alternatively, schools can invite private doctors from the Vaccination Subsidy Scheme (VSS) School Outreach (Extra Charge Allowed) (website: http://www.chp.gov.hk/en/features/101452.html) to provide outreach vaccination at schools. All school children of the participating schools can receive seasonal influenza vaccination with subsidy from the Government. Private doctors under the Scheme may impose extra charges. Schools can discuss with the private doctors for the type of vaccine to be used. School staff and students' family members can also receive vaccination under the outreach vaccination activity. The Government will provide subsidy to persons of VSS eligible groups. Non-eligible persons can join the activity via self-payment. For any enquiries, please call the programme enquiry line at 2125 2299 / 3975 4806.

3.5.4 Handling incidents of communicable diseases

1. The CHP assists schools to prevent and control communicable 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 communicable disease outbreaks in schools.

d. Inform CHP when there are signs of outbreak of communicable 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 with symptoms of communicable diseases at home, not to bring them to school and seek medical consultation as soon as possible. Schools should also require parents to notify the school immediately should their children develop symptoms of communicable 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.

6. When the infectious period is over, students suffering from communicable diseases can resume schooling on the advice of their attending doctor. Students with antibiotics prescribed by doctor should follow the doctor's advice when taking antibiotics and should not stop taking antibiotics on their own even if feeling better.

7. The recommended sick leave duration for some infections which may affect children is tabulated below:

Communicable Disease	**Recommended Sick Leave Period#**
Acute conjunctivitis	Until no abnormal secretion from the eyes
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)
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)

Communicable Disease	Recommended Sick Leave Period#
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.
Hepatitis A*	Until at least 1 week after the appearance of jaundice or as advised by the doctor
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
Whooping cough *	5 days from starting the antibiotic course or as advised by the doctor
Coronavirus disease 2019 @*	If a student with a positive Rapid Antigen Test result has developed symptoms (such as fever, cough, etc.), he/she should take sick leave during the period until the symptoms subside 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.

@ Concerning COVID-19 reporting, with effect from 30 January 2023, doctors only need to report severe and death cases succumbed within 28 days of the first positive specimen collection date to the CHP.

The above list is not exhaustive. Information concerning other communicable 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. Appendix 5 "Health Protection Measures for Prevention of Communicable Diseases in Schools"

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. Normally, schools should arrange a lunch break of about 1 hour per school day. 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/vending machines, lunch arrangements and other trading activities.

b. To make the meal arrangements in schools more effective, schools should refer to the following documents to define food requirements and ways of waste reduction as the core component in the contracts signed with lunch suppliers:

- EDBC17/2009 "Meal Arrangements in School"
- EDBC19/2024 "Arrangements for Green Lunch and Reduction of Food Waste in Schools"
- EDB "Guidelines on Meal Arrangements in School"
- DH "Nutritional Guidelines on Lunch for Students"
- DH "Classification of Food Items for School Lunch"
- DH "Nutritional Guidelines on Snacks for Students"
- DH "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 lunch 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. Reference can be made to "Contact Information of School Lunch Suppliers" and "Salt Reduction Scheme for School Lunches – Database of Participating Lunch Suppliers" of the DH);
- take notice of the nutrition value of the food (reference can be made to the "Classification of Food Items for School Lunch", issued by the DH), the method

of packing, transportation and treatment of the used containers used by the lunch suppliers;

- encourage the lunch suppliers to use reusable containers and cutlery such as those made of stainless steel and plastic for the meal boxes;
- discuss with lunch suppliers and parents on the provision of fruit in schools so that students can have at least one serving of fruit at school per day;
- ensure that the school lunch provides at least one serving of vegetables;
- 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 patronising illegal hawkers and purchasing unhealthy lunch/snacks;
- 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
- request tuck shop/vending machine operators to sell and promote healthy snacks. School should refer to the "Nutritional Guidelines on Snacks for Students" issued by the Department of Health and make good use of the "Healthy Snack Checker" available at the "EatSmart@school.hk Campaign" webpage of the Department of Health to facilitate the identification of healthy snacks.

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/vending machine to offer unhealthy snacks to students; and
- avoidance of using food items as gifts and rewards to children.

2. "EatSmart@school.hk" Campaign

a. The Department of Health (DH), together with the Education Bureau, organise the "EatSmart@school.hk" Campaign (consisting of three major components, namely "EatSmart School Accreditation Scheme", "Joyful Fruit Month", and "Salt Reduction Scheme for School Lunches") to promote healthy eating among students in primary schools. Professional advice is offered by the DH for the formulation of healthy eating policies, as well as the planning, organisation and implementation of health enhancing interventions and activities. The DH also provides guidelines to help schools in the selection of school lunch suppliers, surveillance of nutritional quality of school meals and choice of healthy snacks.

Schools are encouraged to join the "EatSmart@school.hk" Campaign and obtain accreditation.

b. For detailed information, please refer to EDBC17/2009 "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, organisation, 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 organised by the tertiary institutes as well as the thematic seminars and workshops organised 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 wilful 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 organised 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 recognise 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 organisations) should understand the causes of students' misbehaviour and are encouraged to adopt more positive means to help students improve inappropriate 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 temporary 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 counselling 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 minimise 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 counselling 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 counselling 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 thoughts or ideas about engaging in suicide-related behaviours which may not necessarily been disclosed to others.

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 the school-based educational psychologist, 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 suicidal ideation, threat or act;

b. do be willing to listen and understand the problems, showing care to the student;

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 trusted adults/relatives are around to share his/her feelings and facilitate possible alternatives in problem solving;

g. do refer the student to specialised helping professionals with parental consent, e.g. school social workers, school-based educational psychologists, clinical psychologists and medical officers as deemed appropriate; and

h. 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 criticise 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 glorify the suicidal behaviours.

5. Should a student display abnormal emotional or behavioural reactions at school, before professional assistance is available, people around can help to stabilise the student's emotions but they themselves should keep calm and assess the situation carefully. In case there are students having 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 dialling 999 for emergency assistance. For details, please refer to Section 3.4.2.

Handling Suicide Death Cases

6. School heads should report promptly 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 school staff and 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 or Educational Psychologist to provide them with aftermath services. The school can refer to "School Crisis Management: Handbook of aftermath intervention and psychological support (Applicable to injury and death of students and staff)" for information on impact assessment, 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

According to the statistics provided by the Central Registry of Drug Abuse, the number of reported young drug abusers aged under 21 in 2023 accounted for 12% of the number of total reported drug abusers. Young arrestees under aged 21 accounted for 9% of the number of persons arrested for drug offences in 2023. The number of young people aged 10 to 20 arrested for serious drug offences was 178, among them nine people were students aged 13 to 14. This reflected youth involvement in durg offences is on a growing trend. Besides, there are online drug traps which include different groups inviting others to join drug taking activities through instant messaging and dating applications. These problems warrant particular attention. Schools should vigorously implement anti-drug education to enhance students' awareness of the detrimental effects of taking drugs (including psychotropic substances) and help them stay away from drugs, and raise their awareness of the dire consequences of drug trafficking. Schools may refer to EDBC2/2010 "Healthy School Policy" to formulate a school-based Healthy School Policy with an anti-drug element to institutionalise 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 teaching staff with overall responsibility for all health issues within the school;

b. ensure all 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 values education (including anti-drug education) curriculum to enhance students' knowledge of the harms of drugs and related criminal liability, cultivate resistance skills and proper 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 in need with counselling 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 6) in order to arrange for the anti-drug education activities and counselling services; 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.

We encourage schools to upload the Healthy School Policy documents onto their school website for stakeholders' reference. Besides, the Narcotics Division of the Security Bureau has been providing diversified anti-drug education resources to primary and secondary schools, including implementation of the "Healthy School Programme with a Drug Testing Component" and the "Beat Drugs with Sports" Programme in secondary schools, the provision of anti-drug education programmes to students at upper primary level through diversified learning modes and/or interactive drama programmes, as well as operating an thematic anti-drug education exhibition centre, namely the Hong Kong Jockey Club Drug InfoCentre. Apart from these initiatives, the Government has produced anti-drug cartoons, videos and micro-movies, etc., to enhance young people's skills to refuse drugs, strengthen their ability to make wise decisions and say no to drugs. The Narcotics Division have prepared lists of these relevant videos which schools may obtain for reference. We encourage schools to make use of the above resources proactively during the course of formulating the Healthy School Policy, thereby promoting a healthy and drug-free culture on campus.

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; and
  - 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 arrival of the Police 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 growth stages. Schools should implement holistic values education (including life education and sex education) and organise preventive and developmental guidance activities for equipping students with knowledge relating to sex issues, refusal skills, and proper values and attitudes. While discussing topics such as gender equality, gender relationships, making friends, dating, intimate behaviour and attitudes towards sex, schools shall raise students' awareness of self-protection and cultivate in them the proper values and attitudes of cherishing ourselves, respect for others, empathy, self-discipline, law-abidingness and responsibility, etc., and build healthy interpersonal relationships. This is to enable students to handle the related problems with rational analysis and judgement, make responsible, legal and ethical decisions and behaviour. To reduce the risk of

contracting sexually transmitted infections and HIV/AIDS, apart from teaching related topics in the subjects of current school curriculum as a preventive measure, schools should make use of effective mechanisms, e.g. class teacher periods, morning/weekly assemblies, school-based lessons, student support programmes, and concurrently visit "Red Ribbon Centre" webpage to learn more about HIV/AIDS prevention and health promotion and make use of the teaching aids in the webpage to organise and implement HIV/AIDS-related health promotion and education programmes for students.

2. If students encounter sex-related problems or difficulties, teachers should work closely with the student guidance personnel/ school social workers and relevant professionals to provide counselling and assistance to them. According to the nature and seriousness of the problem, student guidance personnel/ school social workers should refer students to related organisations 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 "Protecting Children from Maltreatment – Procedural Guide for Multi-disciplinary Co-operation (Revised 2020)" of the Social Welfare Department to consult the Family and Child Protective Services Unit of the Social Welfare Department or the Child Abuse Investigation Unit of the Hong Kong Police Force 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 by teaching students the correct knowledge, refusal skills and proper values through education programmes in the school curriculum and other learning experiences, so as to guard against negative impact and harms of pornography and help them take legal and responsible actions.

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:	3847 7799 (enquiry) / 2676 7676 (complaint)
Email:	enquiry@ofnaa.gov.hk (enquiry) / naa@ofnaa.gov.hk (complaint)
Post:	3/F, Treasury Building, 3 Tonkin Street West, Cheung Sha Wan, Kowloon

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 a sense of responsibility and proper values in students, and developing critical-thinking skills, so as to 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 organisations with expertise in gambling related issues for mass preventive programmes and/or individual/ group counselling and follow-up services. Information of some of the organisations 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

9/F, Tung Chiu Commercial Centre, 193, Lockhart Road, Wanchai

Ping Wo Hotline: 2827 4321 Fax: 2827 4884

Gamblers' Hotline: 1834 633 (Press 1)

Sunshine Lutheran Centre (Chinese website only)

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 2591 6690 or 3509 8095 of the Home and Youth 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 "The Ping Wo Fund" website;

h. encourage teachers to acquire anti-gambling related knowledge and skills to help students understand the harms of gambling and proper values of financial management to stay away from gambling;

i. organise educational programmes on gambling prevention in both the school curriculum and life-wide learning activities to inculcate anti-gambling messages in students. For teaching materials on anti-gambling, please browse the "Values 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 counselling 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 counselling 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:

a. Repetition

b. Malicious intent

c. 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:

a. EDBC18/2008 "Creating Harmonious School" and EDBCM97/2024 "Harmonious School: One-Stop Hotline and Counselling Services"

b. the resource package on "Co-creating a Harmonious School Resource Package"

c. 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:

a. Clear standpoint of "Zero Tolerance";

b. Reporting mechanism and handling procedures;

c. Monitoring with high transparency;

d. 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, counselling 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. Schools should notify the respective Regional Education Offices of the EDB if the school bullying cases are of a more severe nature (e.g. teachers being the bullies, incidents involving brutal violence, injuries or deaths) so that assistance could be offered to schools. If suspected child maltreatment is involved, please refer to Section 3.8.9 of Chapter 3 of this Guide on handling and following-up the incidence.

6. Along with the rapid development of information technology, the EDB also embeds the learning elements of information literacy in different learning stages of school curriculum. Cyber bullying happens sometimes. Schools should teach students to use information technology properly and ethically and protect their private information carefully by strengthening media and information literacy of students with a view to enabling them to protect themselves on the internet, identify and refuse access to indecent or pornographic information in the media, to decline inappropriate and unreasonable invitations on social media. In addition, schools should also nurture students to uphold the attitude of mutual respect, master communication and social skills as well as to know how to handle conflicts. 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 Counselling and guidance services

Counselling 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 co-operation and develop parent education;

e. to develop and maximise 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 counselling; and

g. to identify, counsel and refer students with behavioural, 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 aided primary schools and government primary schools, student guidance service is provided by the Student Guidance Teacher (SGT) / Assistant Social Work Officer (ASWO) or School Social Worker (SSW) / Student Guidance Personnel (SGP) hired with the School Social Work Service Grant and the Top-up Grant.

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 Section 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 assist schools in providing intervention and psychological support in the aftermath of crises and critical incidents.

3.8.2 School Social Work service for secondary schools

1. The objectives of the School Social Work service are to:

a. help students develop their potentials to the fullest, achieve healthy personal growth, attain 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;

c. enhance students' mental health and stress resilience; and

d. strengthen the linkage among students, families, the school and the community.

2. School social workers work closely with the school personnel, collaborate with community stakeholders (e.g. Integrated Community Centre for Mental Wellness, Integrated Family Service Centre/Integrated Services Centre, Family and Child Protective Services Unit, Integrated Children and Youth Services Centre, Counselling Centre for Psychotropic Substance Abusers, medical teams, etc.), mobilise 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 workers 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 fulfilment, 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, organised and supervised by the Career Master/Mistress with the support of class teachers, subject teachers and other school personnel.

c. The Career Team/Life Planning Team of a school may consist of the following members:

- Principal, vice principal or a senior teacher (Career Master/Mistress/Head of Life Planning Team) 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. Additional resource/ manpower

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. Starting from the 2016/17 school year, public sector schools 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. Starting from the 2019/20 school year, the regular teaching post converted from the CLP Grant is counted towards the calculation of promotion post entitlement in order to strengthen the middle management manpower for taking relevant initiatives forward. Starting from 2022/23 school year, all public sector schools have converted the CLP Grant into regular teaching posts. Please refer to EDBC5/2019 "Enhancement Measures for Turning Senior Secondary Curriculum Support Grant and Career and Life Planning Grant into Regular Teaching Posts" for details.

c. The additional regular teaching posts should be tasked with empowering the schools and responsible teaching teams (e.g. unleashing capacity for career teachers), so as to expand and enrich their existing career guidance service, and strengthen the coordination of life planning education and the collaboration with the business sector. Through the coordinated arrangements for different life planning and career exploration activities, students are helped to identify their interests, abilities and orientations, develop positive attitudes and values, and learn more about different industries and study and career pathways for setting personal goals, making informed choices about further studies and employment, and planning for their future.

d. 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" (2nd Edition); and
- "Information Note on the Framework of Implementation Strategies for Life Planning Education at Schools" (2nd Edition).

e. 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, forms learning circles under the District Development Networks and enhances the Business-School Partnership Programme. Besides, the EDB provides teachers, parents and students with updated career information through the "Life Planning Information" website, organising Career Information Expos and seminars on local/ non-local further studies, etc. For details on non-local studies, schools may refer to EDBCM81/2024 "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 study tours organised by BSPP partners under "Greater Bay Area Career Exploration Tours" Programme, etc. Teacher activity includes workshops, professional development programmes and workplace visits. Parent activity is mainly introducing the latest developments in different trades.

c. The EDB has launched the "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. The EDB has been providing public sector ordinary schools with additional resources, teacher training and professional support to help them implement the Whole School Approach (WSA) to integrated education (IE). Through the alignment of inclusive policy, culture and practices, teachers are motivated to cater for students with special educational needs (SEN) and develop their potential.

2. For the implementation details of the WSA to IE, related resources and professional support available, please refer to the following:

a. EDBC8/2015 "Top-up Fund for Procurement of Special Furniture and Equipment or Carrying Out Minor Conversion Works for Students with Disabilities in Ordinary Schools"

b. EDBC6/2019 "Learning Support Grant"

c. EDBC7/2019 "Allocation of Learning Support Grant to Direct Subsidy Scheme Schools"

d. EDBC8/2019 "Special Educational Needs Coordinator"

e. EDBC9/2019 "Grant for Supporting Non-Chinese Speaking Students with Special Educational Needs"

f. EDBC13/2019 "Enhanced School-based Speech Therapy Service"

g. EDBC10/2022 "Schools for Social Development/Residential Homes"

h. EDBC23/2019 "Policy and Practice in Early Identification and Intervention for Students with Special Educational Needs"

i. EDBC10/2021 "Teachers' Continuing Professional Development in Catering for Students with Special Educational Needs"

j. EDBCM84/2023 "School Partnership Scheme in Supporting Students with Special Educational Needs for the 2023/24 and 2024/25 School Years"

k. EDBC4/2022 "Transfer of Information of Students with Special Educational Needs"

l. EDBCM200/2022 "'Mental Health@School' Teacher Professional Network"

m. "Whole School Approach to Integrated Education" webpage

n. "Operation Guide on the Whole School Approach to Integrated Education"

o. "Special Educational Needs Coordinator (SENCO)" webpage

3. Regarding support for students with SEN having serious emotional and behavioural problems (including guideline on the use of physical restraint or seclusion), please refer to the hyperlinked guideline.

4. The EDB will, subject to the assessment and recommendation of specialists and the consent of parents, refer students with more severe or multiple disabilities to aided special schools for intensive support services. Some special schools with a boarding section funded by the EDB provide boarding service to cater for students' long-term residential needs and hence facilitate their schooling during school days. Special schools with a boarding section can refer to the hyperlinked Guide to plan and manage the support services of their boarding section and constantly conduct self-evaluation to continuously improve the support services for boarders.

3.8.5 Support for gifted students

1. The Education Bureau encourages schools to cater for gifted students via the Three-tier Implementation Model, and adopt a school-based approach (i.e. Level 1 - school-based whole class teaching and Level 2 - school-based pull-out programmes) 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 education programmes.
2. A range of curriculum resources including "Guidelines on School-based Gifted Development Programmes", "Reference Manual for Implementing Gifted Education in School: Acceleration Programmes", examples and resource packages of the "Gifted Education School Network", "School-based Gifted Education and Talent Pool Resource Kit" 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 different subjects, so as to provide channels for gifted students to further demonstrate 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 mode for gifted students. For details, please refer to the "Gifted Education" webpage.
4. The EDB regularly organises diversified professional development programmes to familiarise relevant school personnel with various aspects in the developments of gifted education in Hong Kong. School networks are also developed to encourage exchanges among schools and teachers, promoting the sharing of experiences and resources in implementing gifted education.
5. Schools could apply for the Diversity Learning Grant provided by the EDB each school year to support the diversification of the Senior Secondary 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-school gifted education programmes for selected students.
6. Furthermore, the EDB would also collaborate with related organisations/ bodies to promote gifted education in Hong Kong.
7. The Hong Kong Academy for Gifted Education (HKAGE), a non-governmental organisation subvented by EDB, provides exceptionally gifted students aged 10-18 with off-school gifted education programmes including competition training, advanced learning programmes, etc. Schools could strengthen the support for exceptionally gifted students by nominating students of appropriate age to become student members of HKAGE through "School Nomination" (including "Principal's Nomination") and encourage parents to nominate their children through "Parent Nomination" each school year. HKAGE also admits students through "Web-based Learning Courses for Gifted/ More Able Students" and "Nurturing the Gifted Scheme". For details, please refer to the website of HKAGE. If schools have any enquiries on the services of HKAGE or the

above nomination schemes, please contact the School and Student Services Team at 3940 0101 or by email (sss@hkage.org.hk).

8. Funded by the Gifted Education Fund, a variety of off-school advanced learning programmes for exceptionally gifted students are offered by different stakeholders such as post-secondary institutions and non-government organisations to further develop their potential in different areas of talents. For details, please refer to the webpage of the Gifted Education Fund.

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:

1. The Induction Programme
2. The School-based Support Scheme Grant
3. 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[1]

1. The Government is committed to encouraging and supporting the integration of non-Chinese speaking (NCS) students into the community, including facilitating their early adaptation to the local education system and mastery of the Chinese language. EDB has been providing NCS students with all-encompassing learning support from pre-primary to secondary levels through diverse strategies, including curriculum development, learning and teaching resources, teacher training, professional support, additional funding, multiple pathways, parent education and support for parents, etc., to help NCS students master the Chinese language and integrate into the community. The policy intent is to encourage parents of NCS students to arrange for their children to study in schools with an immersed Chinese language environment as early as possible to facilitate their mastery of the Chinese language. The prevailing education system, including the school places allocation systems, provides NCS students with equal opportunities for admission to public sector schools as their Chinese-speaking peers.
2. Capitalising on the experience in supporting NCS students' learning of the Chinese language since the 2006/07 school year, and taking into account views of stakeholders, EDB has, starting from the 2014/15 school year, implemented the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") in primary and secondary schools to help NCS

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

students learn Chinese. To facilitate the implementation of the "Learning Framework" and creation of an inclusive learning environment in schools, all public sector and Direct Subsidy Scheme primary and secondary schools offering the local curriculum and admitting 10 or more NCS students are provided with an additional funding ranging from about $0.8 million to about $1.5 million per year depending on the number of NCS students admitted. These schools are required to use the "Chinese Language Assessment Tools for NCS students" ("Assessment Tools") to assess the learning performance of NCS students each school year. They should also make reference to the expected learning outcomes at different learning levels as set out in the "Learning Framework" and adopt a "small-step" progressive learning approach to set appropriate learning targets and plan the support for all NCS students admitted. This includes adopting appropriate teaching strategies and learning and teaching materials, and arranging additional manpower to adopt diversified intensive learning and teaching modes (such as pull-out learning, split-class/group learning, increasing Chinese Language lesson time, learning Chinese across the curriculum, after-school consolidation, etc.) as appropriate according to the learning needs of NCS students, with a view to helping NCS students learn Chinese systematically. Besides, each special school admitting 6 or more NCS students is provided with an additional funding ranging from about $0.65 million to about $1.5 million per year depending on the curriculum offered and the number of NCS students admitted. Starting from the 2020/21 school year, EDB has further extended the scope of beneficiary schools so that all schools admitting NCS students can be provided with an additional subsidy depending on the number of NCS students admitted. EDB has enhanced the funding mode for public sector and Direct Subsidy Scheme primary and secondary schools offering the local curriculum and admitting 1 to 9 NCS students, as well as special schools admitting less than 6 NCS students, under which these schools are provided with an additional funding of about $0.15 million or about $0.3 million per year depending on the number of NCS students admitted. The amount of the funding provided to schools admitting NCS students will be adjusted on a school year basis according to the year-on-year movement of the Composite Consumer Price Index or the annual rate of the Civil Service Pay Adjustment.

3. NCS students can obtain Chinese Language qualifications through various channels to prepare for further studies and career pursuits and articulation to multiple pathways. In this regard, schools should continue to make optimal use of the "Assessment Tools" and internal assessment to understand the learning progress of NCS students and adjust the teaching strategies as appropriate. As such, schools could help Secondary 4 NCS students enter for the mainstream Chinese Language examination in the Hong Kong Diploma of Secondary Education, or the Applied Learning Chinese (for NCS students) provided at senior secondary levels starting from the 2014/15 school year and/or attain internationally recognised alternative Chinese Language qualifications, including those under the General Certificate of Education (GCE), the International General Certificate of Secondary Education (IGCSE) and the

General Certificate of Secondary Education (GCSE) having regard to their needs and aspirations.

4. Details of the afore-mentioned support are set out in:

a. EDBC8/2020 "New Funding Arrangements for Enhancing Support for Learning and Teaching Chinese for Non-Chinese Speaking Students"

b. EDBC8/2014 "Enhanced Chinese Learning and Teaching for Non-Chinese Speaking Students"

c. EDBC19/2012 "Education Support for Non-Chinese Speaking Students Expanded Examination Subsidy"

d. Training Calendar System - Schools should encourage and arrange for teachers (including teaching assistants) to participate in the relevant programmes to raise their cultural and religious sensitivity in taking care of NCS students. Besides, Chinese Language teachers are able to enhance their professional capability on teaching Chinese as a second language through participation of structured and diversified modes of professional development programmes.

e. Webpage on "School-based Support Services" - Schools may join the diversified modes of school-based support services that include on-site support and professional learning communities. The EDB issues a circular memorandum in March / April every year, inviting schools to apply for relevant school-based support services based on curriculum development / teacher professional development / student learning needs.

f. Webpage on "Education services for non-Chinese speaking students" for a holistic picture of the support measures.

5. Schools should communicate with parents of NCS students in a proactive manner by, if necessary, arranging interpretation and/or translation services for them through various means, such as employing assistants of different races or procuring interpretation and/or translation services by deploying the aforementioned additional funding, soliciting support from parents of different races, making use of the interpretation and/or translation services in languages of different races provided by CHEER funded by the Home Affairs Department, etc. Schools can also remind parents of NCS students to make reference to the related information with a view to enhancing their understanding of the local education system. Printed versions of the essential information or publications on the relevant support services and admission for schools, in particular Primary 1 and Secondary 1 admission, are available in languages of different races, and distributed through Regional Education Offices, District Offices, Maternal and Child Health Centres and Support Services Centres for EMs funded by Home Affairs Department. To enhance the transparency of schools' deployment of the additional funding to provide relevant support measures, and to provide parents of NCS students with more comprehensive information on making school choices, starting from the 2018/19 school year, a separate column on "Education Support for NCS Students" has been added to the School Profiles for schools to provide information on their support for NCS students. All schools provided with the additional funding are required to specify their

additional support measures for enhancing NCS students' learning of Chinese and the creation of an inclusive learning environment in the schools under the column. The EDB encourages schools to keep disseminating relevant information through diversified channels, such as enriching the content of the Chinese and English versions of the School Profiles and school webpages, creating a prominent icon on the homepage of their school webpages directing to the English version of the School Profiles, or providing information of contact persons who are able to communicate in English/other languages so as to facilitate parents of NCS students in making enquiries and obtaining relevant information. In addition, starting from the 2021/22 school year, schools are required to provide a bilingual summary in both Chinese and English, elucidating how they have supported NCS students' learning of Chinese and created an inclusive learning environment in the schools in the preceding school year. The summary should be uploaded to their school webpages for parents' reference.

6. The EDB has been providing a series of parent education programmes to NCS parents starting from the 2020/21 school year, with a view to helping parents support their children's learning, encourage their children to master the Chinese language, and have a more comprehensive understanding of the multiple pathways available to their children. For details, please refer to the webpage on "NCS students - Support to parents and students".

3.8.8 Student financial assistance schemes

1. The Student Finance Office (SFO) of the Working Family and Student Financial Assistance Agency (WFSFAA) 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 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 attending primary or secondary school. The students should reside more than 10-minute walking distance away from their schools and need 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 of Applied Education 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. For families which have been disbursed with financial assistance under the above schemes in preceding school year, the SFO will, according to their respective options, issue an Access Code for getting the pre-filled electronic household application form online and other relevant information or paper-based pre-filled household application form to them 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 March every year. Leaflet and sample form on household application for student financial assistance schemes printed in eight languages other than Chinese and English are available to assist parents of NCS students.

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 entering for non-local Chinese Language examinations under GCSE, IGCSE and GCE through the examination body commissioned by EDB[1]. 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 and Youth Affairs Bureau.

8. For details, please browse the "WFSFAA" website or call the 24-hour hotline at 2802 2345.

3.8.9 Handling of child maltreatment cases

1. Definition of child maltreatment

a. In a broad sense, child maltreatment is defined as any act of commission or omission that endangers or impairs the physical/psychological health and development of an individual under the age of 18.

b. Child maltreatment 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 maltreatment is not limited to occur between child and parent or guardian, but also includes those who have assumed responsibility for the care or supervision

[1] Eligible NCS students entering for these examinations are only required to pay a "subsidised examination fee" on par with that of the Hong Kong Diploma of Secondary Education Examination (Chinese Language).

of the child or play a role in the care or supervision of the child owing to their statuses/identities e.g. relatives, teachers, childminders and elders. In child sexual abuse cases, the perpetrators also include other individuals who are in a position of differential power to the child and may be known or unknown to the child. These individuals can be either adults or children.

c. The above broad definition of "child maltreatment" adopts the **perspective of safeguarding children's best interests** for the following purposes: preventing harm to children, early identifying and supporting families prone to child maltreatment and protecting the safety of children having been maltreated or suspected to be maltreated. Since each case has different circumstances and there are no absolute standards, personnel should evaluate the merits of individual cases. The primary consideration is the harm and the potential impact on the child's physical/psychological health and development by the behaviour rather than whether the individual commits/omits the behaviour with an intent to harm the child.

2. Types of child maltreatment

a. Physical harm/abuse

This refers to physical injury or suffering inflicted on a child by violent or other means (e.g. punching, kicking, striking with an object, burning), where there is a definite knowledge, or a reasonable suspicion that the injury has been inflicted non-accidentally.

b. Sexual abuse

This refers to forcing or enticing a child to take part in any acts of sexual activity for sexual exploitation or abuse and the child does not consent to or fully understand or comprehend this sexual activity that occurs to him/her due to mental immaturity. This sexual activity includes acts that have or do not have direct physical contact with children. Sexual abuse may be committed inside or outside the home or through social media on the internet by perpetrators acting individually or in an organised manner. It includes luring a child through rewards or other means for abuse, including sexual grooming which refers to designedly establish a relationship/an emotional connection with a child by various means for gaining his/her trust with an intent to sexually abuse him/her (e.g. communicating with a child through mobile phone or the Internet).

c. Neglect

This refers to a severe or a repeated pattern of lack of attention to a child's basic needs that endangers or impairs the child's health or development. Neglect may be caused by the following forms:

- Physical neglect: includes failure to provide necessary food/clothing/shelter, failure to prevent physical injury or suffering, lack of appropriate supervision or leaving a young child unattended, improper storage of dangerous drugs resulting in accidental ingestion by a child or allowing a child to stay in a drug-taking environment resulting in inhalation of the dangerous drugs by a child; or

- Medical neglect: includes failure to provide necessary medical or mental health treatment to a child; or
- Educational neglect: includes failure to provide education or ignoring the educational/training needs arising from a child's disability.

d. Psychological harm/abuse

This refers to a repeated pattern of behaviour and/or an interaction between carer and child, or an extreme incident that endanger(s) or impair(s) the child's physical and psychological health (including emotional, cognitive, social and physical development).

3. Procedures of handling suspected child maltreatment cases

On prevention and handling of suspected child maltreatment (including sexual abuse) incidents, the Social Welfare Department (SWD) has, in collaboration with the Labour and Welfare Bureau, the Education Bureau, the Department of Health, the Hong Kong Police Force, the Hospital Authority, the Hong Kong Council of Social Service, and relevant non-governmental organisations (NGOs) and professionals, drawn up the "Protecting Children from Maltreatment – Procedural Guide for Multi-disciplinary Co-operation (Revised 2020)" ("Child Protection Guide" hereafter) for reference by different professionals and those who may come into close contact with children because of their job nature (including school personnel) to take necessary actions for suspected child maltreatment cases including initial assessment, immediate child protection actions, child protection investigation, convening Multi-disciplinary Case Conference on Protection of Child with Suspected Maltreatment (MDCC) and follow-up services. For the handling procedures and points to note as set out in the "Child Protection Guide", references have been made to the "Declaration of the Rights of the Child" and the "Convention on the Rights of the Child" of the United Nations. Personnel, when helping a child who is being harmed/has possibly been harmed, should take into consideration of the child's need for growth and development and his/her vested rights.

The Education Bureau has also issued EDBC1/2020 "Handling Suspected Cases of Child Maltreatment and Domestic Violence" to all schools urging them to pay paramount concern to the safety and best interests of children and pay close attention to students' physical, behavioural, emotional indicators of child maltreatment. No matter the student attends school as usual, or is absent from school continuously or intermittently, school personnel should observe the circular and the "Child Protection Guide" for taking appropriate actions promptly.

The related procedures are outlined as follows (Details please refer to the EDBC1/2020, Paras. 4 to 10 and Paras. 13 to 15):

a. The first personnel who comes into contact with the student suspected being maltreated concerned should inform the principal immediately and the school should activate its school-based contingency mechanism/Crisis Management Team and assign school social worker (SSW) (if any) and designated personnel (e.g. designated teacher, Student Guidance Personnel) to make a preliminary enquiry to the student's conditions simultaneously. The established principles

and procedures should be followed in the follow-up and handling of suspected child maltreatment cases. During the handling process, care should be taken to avoid having the child repeatedly described the maltreatment incident.

b. SSWs of individual kindergartens, kindergarten-cum-child care centres and public sector secondary schools should follow through the procedures set out in Chapters 4 to 10 of the "Child Protection Guide" in handling their "known cases" of which child maltreatment is suspected. School designated personnel may, as necessary, consult the social worker of Family and Child Protective Services Unit (FCPSU) of SWD first.

c. SSWs of public sector primary schools, special schools and private schools (including international schools) may report his/her "known case" to FCPSU for conducting initial assessment in accordance with the procedures as stipulated in Chapter 4 of the "Child Protection Guide"[1].

d. If the case of the student is not followed up by SSWs but it is known that the student or his/her family is a "known case" of SWD or an NGO, the school should inform the responsible social worker of the unit concerned as soon as possible for an initial assessment. If the case is not a "known case", report should be made to FCPSU for conducting initial assessment. For reporting suspected child maltreatment cases outside office hours, it could be made through SWD Hotline (Telephone number: 2343 2255). The outreaching team of SWD handling child maltreatment cases will take necessary actions.

e. For suspected sexual abuse case between family members or involving multiple child victims, the case can also be reported to FCPSU even it is a "known case" of a casework unit. Social worker of FCPSU will discuss the handling strategy and collaborate with the reporting personnel or responsible social worker in taking necessary actions.

f. While a report of suspected child maltreatment case is made by the school, the school should also discuss with the relevant unit on whether immediate actions are to be taken to protect the child.

g. Designated personnel should inform the parent(s)/guardian(s) about the report. However, if the parent(s)/guardian(s) is/are involved in the child maltreatment, the school does not have to obtain the prescribed consent of the student's parent(s)/guardian(s) for making the report. If it is necessary for the school to contact the parent(s)/guardian(s) during the assessment, advice or assistance may first be sought from the social worker of the unit concerned/FCPSU regarding the handling approach.

h. In circumstances that suggest a criminal offence may have been committed, or if the case is serious or the personal safety/life of the child concerned is under immediate threat and instant action has to be taken (such as serious physical

[1] If the student guidance personnel of public sector primary schools, special schools and private school (including international schools) is a registered social worker employed by an NGO, he/she may also take up the role of conducting initial assessment and child protection investigation for his/her "known cases" as set out in Chapters 4 to 8 of the "Child Protection Guide", subject to mutual agreement of the school, NGO and SWD.

abuse), schools should call the Police for reporting the case as soon as possible. Concealing the incident or delayed reporting may pose threat to the child concerned or other children. Under no circumstances will the child being harmed/maltreated be obliged to report the case in person at a police station. If the school personnel encounters any difficulties in the course of reporting the case, he/she may consult FCPSU.

i. If the school considers that the student is likely to be in urgent need of medical service, arrangement should be made for the student to undergo medical examination/treatment in a public hospital (if necessary, police assistance may be sought). FCPSU may also assist in contacting Medical Co-ordinator on Child Abuse of the Hospital Authority so as to arrange for admission of the child into a hospital for medical examination.

j. In handling suspected child maltreatment cases, including child sexual abuse cases, where the alleged perpetrator is a staff member of the school, the school supervisor/principal should inform the relevant Regional Education Office/the Joint Office for Kindergartens and Child Care Centres of the Education Bureau and consult the relevant School Development Officer/Services Officer. The school supervisor/principal should refer to Appendix 12 "Reference Points for Handling Cases of Teacher Misconduct" of Chapter 7 of this Guide when handling staff management of the relevant teacher. If suspected sexual abuse is involved, they should make reference to Appendix 9 "Procedures in Handling Suspected Child Sexual Abuse Cases Involving School Staff as the Alleged Perpetrators" as stipulated in EDBC1/2020 "Handling Suspected Cases of Child Maltreatment and Domestic Violence" and strengthen the communication among the caseworkers concerned, the school and the EDB.

k. Besides, the school should not reach any private agreement of compromise with the staff involved, such as agreeing to terminate relevant investigations if the staff involved agrees to resign.

l. An MDCC will be convened by the unit responsible for child protection investigation so as to formulate a follow-up plan for the student concerned. The school personnel concerned should attend MDCC and prepare a written report for facilitating discussion in the conference.

m. The designated personnel, in the course of handling suspected child maltreatment cases, should adhere strictly to the principle of confidentiality. The information collected should be shared on a need-to-know basis with relevant parties concerned (such as the principal, the responsible social worker and the Police) as soon as possible.

n. All records must be kept centrally and access to these records within schools must be restricted and recorded by the principal/designated personnel. Under no circumstances should these records be kept with the general records of the student concerned.

4. Protecting children from sexual abuse

a. The EDB encourages schools (including kindergartens, primary schools, secondary schools and special schools) to raise students' awareness of self-protection through different means and organise sex-related preventive and developmental guidance activities to teach students how to protect their bodies, say no when they feel offended, and seek help when necessary from teachers, family members, guidance personnel or relevant organisations.

b. Schools are also encouraged to use the teaching resources provided by the EDB when providing guidance services, and strengthen related parent education to remind parents of the need to protect their children against sexual assaults.

c. To further safeguard the well-being of children, schools must adopt the Sexual Conviction Record Check (SCRC) Scheme in their appointment procedures. For details of the SCRC Scheme, schools may refer to the website (https://www.police.gov.hk/ppp_en/11_useful_info/scrc.html) and the relevant circulars/guidelines issued by the EDB from time to time.

Appendix 1 Checklist of Student Safety and Health Measures

To: Chief School Development Officer, _____ District School Development Section

Name of School: _____

Contact Person and Position Held: _____ (_____)

Checklist of Student Safety and Health Measures (20____ /____ school year)

[Please submit on or before 30 November]

Item	Chapter and Paragraph in School Administration Guide	Key Content and Guidelines/Handbooks	Name(s) of Responsible Person(s)	Position	Date of Completing Review and Follow-up
1. General safety					
a) School equipment and installations	3.4.1 Paragraph 1a to 1c	• Properly install and maintain school equipment • All hazardous chemicals/ poisons should be clearly labelled and kept in locked rooms / cupboards • All sealed radioactive sources should be labelled and stored properly according to "Code of Practice on the Use of Sealed Radioactive Sources for Teaching Purposes in Schools" • Students are only allowed to enter science laboratories in the presence of and with the permission of teachers • The preparation rooms and chemical storerooms should not be accessible to students and unauthorised staff • Develop clear usage guidelines			
b) Recess, lunch time and school dismissal	3.4.1 Paragraph 1d	• Assign adequate members of staff to be on duty and patrol the school premises			

(revised in August 2024)

Item	Chapter and Paragraph in School Administration Guide	Key Content and Guidelines/Handbooks	Name(s) of Responsible Person(s)	Position	Date of Completing Review and Follow-up
c) Inclement weather	3.4.1 Paragraph 1e	• Formulate a contingency plan			
2. During lessons and school activities					
a) Subjects under Science Education Key Learning Area	3.4.1 Paragraph 2a	• Establish an effective safety management system (e.g. setting up a standing committee on laboratory safety) to ensure that safety measures are properly implemented and any emergencies occurring in science laboratories are dealt with in an effective and efficient manner • Formulate or revise laboratory safety policies and laboratory rules, and the emergency plan for laboratories • Ensure that risk assessment has been conducted before conducting practical activities to evaluate the potential hazards in practical activities and ensure appropriate control measures have been taken • Give clear instructions to students before each experiment, and remind them of the potential hazards and safety precautions to take • Note the health conditions of students as far as possible so that precautions can be taken where appropriate • Give sufficient supervision and guidance to students during experiments • "Science Education - Laboratory Safety and Management" webpage			

Item	Chapter and Paragraph in School Administration Guide	Key Content and Guidelines/Handbooks	Name(s) of Responsible Person(s)	Position	Date of Completing Review and Follow-up
		• "Code of Practice on the Use of Sealed Radioactive Sources for Teaching Purposes in Schools" • "Safety Handbook for Primary Science" (2024) (Chinese version only)			
b) Subjects under Technology Education Key Learning Area	3.4.1 Paragraph 2b	• "Technological Subjects - Safety in School Workshops" webpage • "Teaching Technology and Living/ Home Economics in Secondary Schools Safety Booklet" (2010)			
c) General Studies for primary schools	3.4.1 Paragraph 2c	• "Safety Handbook for General Studies for Primary Schools" (2011)			
d) Visual Arts	3.4.1 Paragraph 2d	• "Guidelines on Safety for Visual Arts in Primary Schools" (2023) • "Guidelines on Safety for Visual Arts in Secondary Schools" (2023)			
e) Physical Education, co-curricular physical activities, games day, swimming and athletics activities	3.4.1 Paragraph 2e & f	• "Safety Guidelines on Physical Education Key Learning Area for Hong Kong Schools" (2023)			
f) Extra-curricular activities, outdoor activities and study tours	3.4.1 Paragraph 2g	• "Guidelines on Extra-curricular Activities in Schools" • "Guidelines on Outdoor Activities" • "Guidelines on Study Tours Outside Hong Kong"			

Item	Chapter and Paragraph in School Administration Guide	Key Content and Guidelines/Handbooks	Name(s) of Responsible Person(s)	Position	Date of Completing Review and Follow-up
		• "Guidance Notes for the Arrangement of School Visits to Historic Monuments and Archaeological Sites in Hong Kong"			
3. Handling accidents and medical emergency	3.4.2 & 3.4.3	• Establish a crisis management mechanism, follow up minor, serious or life-threatening accidents and medical emergencies properly • At least 2 teachers are trained in administering first aid • Encourage teachers to attend first aid training courses regularly • Keep a comprehensive record of all accidents, with details of each accident and the treatment given to the injured students, etc. • Maintain fully equipped first aid boxes and fit them in appropriate locations • All science teachers, teachers teaching in workshops and their assistants are familiar with the contents in the first aid boxes and their use • Provide a suitable room for medical inspection and first aid			
4. School bus services	3.4.4	• Choose and supervise school bus services properly • Draw up guidelines for ensuring safety of pupils on school transport vehicles for stakeholders' adherence • Every school bus and school private light bus provides an escort while in operation			

Item	Chapter and Paragraph in School Administration Guide	Key Content and Guidelines/Handbooks	Name(s) of Responsible Person(s)	Position	Date of Completing Review and Follow-up
		• "Guidelines for Ensuring Safety of Pupils on School Transport Vehicles"			
5. Students' health matters					
a) Students' health records	3.5.2 Paragraph 1	• Issue a circular letter annually to parents to solicit their co-operation in reporting the medical history of their children • Keep students' health records properly • Handle students' health records in accordance with the Personal Data (Privacy) Ordinance			
b) Appropriate arrangements for students with health problems	3.5.2 Paragraph 2	• Advise student's parents/ guardians to submit a medical certificate issued by an attending physician • Follow doctors' advice to arrange appropriate amount of physical exertion for students • Comprehend student's conditions and medical history and be watchful for the health conditions of students • Take Air Quality Health Index into consideration when conducting activities			
c) Healthy meals	3.5.5 Paragraph 1	• Arrange a lunch break of about 1 hour per school day • Set up co-ordination groups to work out the healthy and environmentally friendly meal policy and practices, to supervise, co-ordinate and improve meal arrangements for students			

Item	Chapter and Paragraph in School Administration Guide	Key Content and Guidelines/Handbooks	Name(s) of Responsible Person(s)	Position	Date of Completing Review and Follow-up
		• Refer to relevant EDB circulars and guidelines as well as the guidelines issued by other relevant Government departments (including the Department of Health and the Food and Environmental Hygiene Department)			
6. Discipline	3.6.1	• Draw up discipline policies and procedures • Establish a discipline team to oversee the planning, organisation, development and monitoring of matters relating to student discipline at school • Formulate policy and measures to prevent students' behavioural problems, such as bullying, discrimination and sexual harassment, etc., and cultivate a safe and orderly learning environment for the students • "Student Guidance and Discipline Services" webpage			
7. Serious student behavioural problems					
a) Suicidal behaviours	3.7.1	• Formulate school-based policies and measures for early detection of and support to students with suicidal behaviours • "A Resource Handbook for Schools: Detecting, Supporting and Making Referral for Students with Suicidal Behaviours"			

(revised in August 2024)

Item	Chapter and Paragraph in School Administration Guide	Key Content and Guidelines/Handbooks	Name(s) of Responsible Person(s)	Position	Date of Completing Review and Follow-up
		• "School Crisis Management: Handbook of aftermath intervention and psychological support (Applicable to injury and death of students and staff)"			
b) Drug taking and trafficking	3.7.2	• Formulate a school-based Healthy School Policy with an anti-drug element to institutionalise a drug-free school culture, review the preventive measures regularly and evaluate effectiveness • Handle suspected drug cases prudently, including handling cases of which students suspected to have taken drugs/in possession of drugs or involved in drug trafficking according to the relevant guidelines • "Healthy School Policy" webpage			
c) Bullying	3.7.6	• Adopt a "Whole School Approach" to formulate and implement anti-bullying strategies, take positive measures to ensure the safety of students and against bullying in school • EDBC18/2008 "Creating Harmonious School"			

Item	Chapter and Paragraph in School Administration Guide	Key Content and Guidelines/Handbooks	Name(s) of Responsible Person(s)	Position	Date of Completing Review and Follow-up
8. Guideline on the use of physical restraint or seclusion to handle students with special educational needs having serious emotional and behavioural problems (if applicable)	3.8.4 Paragraph 3	• Develop school-based policies and guidelines on physical restraint or seclusion in accordance with the "Guideline on the use of physical restraint or seclusion to handle students with special educational needs having serious emotional and behavioural problems" • Arrange relevant professional training for relevant school personnel	School Section: Boarding Section:	School Section: Boarding Section:	School Section: Boarding Section:
9. Boarding service of aided special schools (if applicable)	3.8.4 Paragraph 4	• In accordance with the "Practice Guide for Special Schools on Planning and Managing Boarding Service" (Practice Guide), lay down school-based policies and relevant guidelines for planning and managing the service and daily operation of the boarding section, incorporating fundamental elements and requirements of daily operation of the boarding section, for compliance by the staff concerned, including but not limited to: – self-improvement mechanism: lay down arrangements for school's Incorporated Management Committee to inspect the boarding section every school year, including defining the items to be inspected and inspection record templates – facilities and safety measures: formulate relevant measures, such as inspect the boarding section	School Section: Boarding Section:	School Section: Boarding Section:	School Section: Boarding Section:

(revised in August 2024)

Item	Chapter and Paragraph in School Administration Guide	Key Content and Guidelines/Handbooks	Name(s) of Responsible Person(s)	Position	Date of Completing Review and Follow-up
		regularly, check equipment and deploy staff to perform or review relevant tasks – medical examination: ensure that boarders are medically examined by a medical practitioner before being admitted – nursing service: formulate working processes and guidelines for daily care and special nursing – meal arrangements: formulate mechanisms and arrangements for providing meals – safety measures: lay down duty roster and inspection arrangements to ensure adequate staff to take care of boarders during both daytime and nighttime – closed-circuit television (CCTV) systems: formulate school-based policies and mechanisms for the monitoring and review of CCTV video footage – identifying, preventing, and handling suspected cases of child maltreatment: formulate working guidelines for staff – prevention of communicable diseases: formulate school-based policies and guidelines for preventing communicable diseases – serious/life-threatening accidents involving boarders in the boarding			

Item	Chapter and Paragraph in School Administration Guide	Key Content and Guidelines/Handbooks	Name(s) of Responsible Person(s)	Position	Date of Completing Review and Follow-up
		sections of aided special schools: formulate school-based policies and guidelines for handling respective incidents – maintain related records to complement the above operational needs			
10. Legislations of school premises	8.2.1 Paragraph 4	• Formulate school-based guidelines and measures to ensure that the restrictions on the structural requirements and use of roof playground, arrangement of gymnastics/ other form of physical education, assembly of students and furnishing of classrooms are properly observed			
11. Security measures in schools	8.3.1	• Ensure that the school has sufficient security measures in place to protect school property from misuse, damage, theft, and burglary • Formulate school-based security policy • Assign staff members as "security officers" • Comply with the "Guidance on CCTV Surveillance and Use of Drones" published by the Office of the Privacy Commissioner for Personal Data			
12. Fire prevention measures	8.3.3	• Keep exits from classrooms and the school premises free from obstruction at all times			

Item	Chapter and Paragraph in School Administration Guide	Key Content and Guidelines/Handbooks	Name(s) of Responsible Person(s)	Position	Date of Completing Review and Follow-up
		• Ensure that all fire services installations and equipment, including fire extinguishers, are in good condition and easily accessible • Provide additional buckets of water and sand in laboratories for extinguishing fire • Display the fire escape routes plan in all classrooms and dormitories • Conduct fire drills at least once every six months and ensure that all members of the school participate • Ensure that when an alarm is sounded on one fire alarm bell, it is immediately relayed to all other alarm bells • Adhere to the restrictions and requirements for the use of naked flame on school premises			
13. Stair wells or other kinds of light wells	8.3.4	• Construct safety nets on every floor of stair wells or other kinds of light wells for the sake of the safety			
14. Crisis management	3.7.1 & 8.4	• Set up a Crisis Management Team to formulate school-based mechanisms, procedures, guidelines and contingency plans, which should be regularly reviewed and updated as necessary, for effective handling of crises • Conduct drills periodically			

Item	Chapter and Paragraph in School Administration Guide	Key Content and Guidelines/Handbooks	Name(s) of Responsible Person(s)	Position	Date of Completing Review and Follow-up
15. Others (if applicable)					

Please note: This checklist only lists the key topics in relation to student safety and health and is by no means exhaustive. Schools are required to comply with the Education Ordinance, Education Regulations, Code of Aid, circulars, guidelines and handbooks issued and updated by the EDB from time to time as well as the provisions of the relevant laws in Hong Kong. Schools may, having regard to their school-based circumstances and needs, suitably enrich the content of this checklist.

I confirm that the above information is accurate and was endorsed by Incorporated Management Committee/School Management Committee at the meeting on _____(dd/mm/yyyy).

School Chop

Signature of School Principal： _____

Name of School Principal： _____

Date： _____

(revised in August 2024)

Appendix 2 Report on Serious/ Life-threatening Accidents involving Boarders in Boarding Sections of Aided Special Schools

[This report is required to submit to the respective Senior School Development Officer within 3 calendar days (including public holidays) after the accident]

(1) General information:

Name of school:_____

Name of boarding section warden:_____ Contact tel. no.:_____

Name of boarder involved:_____ Sex:_____ Age:_____

Location of accident:_____

Date of accident:_____ Time of accident:_____

Activity undertaken at time of accident:_____

****

(2) Notification: (Please put a ✓ in the appropriate box(es))

☐ Parent/guardian of boarder involved has been notified.

Name and relationship:_____ Date and time of notification:_____

Name and post of staff making notification:_____

[If the parent/guardian of the boarder has not been notified, please state the reason(s):

_____]

☐ Respective Senior School Development Officer has been notified.

Name and post title:_____ Date and time of notification:_____

Name and post of staff making notification:_____

☐ Subject to compliance with the Personal Data (Privacy) Ordinance, the following person(s) has/have been notified of the accident. (Please put a ✓in the appropriate box(es) if applicable)

	Name	Relationship with boarder	Date and time of notification	Name and post of staff member making notification
☐ Relative of boarder involved				
☐ Staff involved				
☐ Social worker involved				
☐ Other person(s) involved (e.g. emergency contact given by boarder's parent(s) in advance)				

****

(3) Details/occurrence of accident and handling on the spot:

_____

_____

_____

_____

(Please put a ✓ in the appropriate box(es))

☐ Boarder involved sent to hospital.

Time of sending boarder to hospital:_____

Name of hospital:_____

Name and post of accompanying staff:_____

☐ Accident reported to the police.

Reporting date and time:_____

Reference no.:_____

****

(4) Follow-up action(s) taken by the boarding section (such as making relevant treatment arrangements, conducting multi-disciplinary case conferences, adopting measures to protect other boarders, and responding to concerns/enquiries of external parties (e.g. concern groups, District Councils, Legislative Council)):

_____

_____

_____

_____

_____

_____

****

(5) Suggestion(s) or measure(s) to be taken to prevent the recurrence of similar incident(s):

_____

_____

_____

_____

_____

School Chop

Signature of School Head : _____

Name of School Head : _____

Date : _____

Appendix 3 Recommended list of first aid items[1]

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 of different sizes (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 [2]
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 labelled 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.

[1] To note the purchase or expiry dates of various first aid items and to make supplements or replacements.

[2] 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: https://www.mdd.gov.hk/filemanager/common/information-publication/hot_and_cold_eng_20200121_v6_with_photo.pdf

Appendix 4 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)
☐	G6PD deficiency			
☐	Bronchial asthma			
☐	Epilepsy			
☐	Fits due to fever			
☐	Kidney disease			
☐	Heart disease			
☐	Diabetes mellitus			
☐	Hearing defect			
☐	Haemophilia			
☐	Anaemia			
☐	Other blood disease			
☐	Allergy to drugs			
☐	Allergy to vaccines			
☐	Allergy to food			
☐	Other allergies (Please specify:_____)			
☐	Tuberculosis			
☐	Minor operation			
☐	Major operation			
☐	Mental problems (e.g. psychosis, depression, anxiety disorder, obsessive compulsive disorder, etc.)			
☐	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.

_____

_____

_____

3. Other supplementary information :

_____

_____

_____

_____
(Signature of Parent/Guardian)

_____
(Name of Parent/Guardian)

_____
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 5 Health Protection Measures for Prevention of Communicable Diseases

1. Health Protection Measures for Prevention of Communicable Diseases

1.1 General Principles

- Maintain appropriate social distance with other people, avoid going to crowded or staying in poorly ventilated places;
- Maintain good personal hygiene, perform hand hygiene properly and avoid touching eyes, noses and mouths;
- Maintain good environmental hygiene by frequent cleaning and disinfection;
- Maintain healthy life style, maintain a balanced diet, exercise regularly, take adequate rest, keep strong, and strengthen the immune system;
- If having fever or respiratory symptoms, avoid going to crowded places, should wear well-fitted surgical masks and seek medical advice immediately.

1.2 Environmental Hygiene

1.2.1 Ventilation

- Schools should maintain good indoor ventilation. Doors/windows of school halls, classrooms and special rooms should be kept open as appropriate to increase flow of fresh air. If fans (e.g. wall, circulating or exhaust fans) are used in indoor areas, exchange of outdoor air should be increased at the same time by, say, opening windows or maximising fresh air intake of air conditioners. Schools should minimise as far as possible having air blowing directly from one person (or a group of people) to another. If air-conditioning systems are used, schools should open windows from time to time to ensure there is sufficient fresh air supply, and should ensure that the air-conditioning systems function normally. For rooms without windows or are poorly ventilated, schools should install adequate air purifiers in order to minimise indoor pollutants or viruses. The dust-filters of air-conditioning systems should be cleaned and the filters of air purifiers should be replaced regularly. Schools should also ensure that exhaust fans are located on the different walls / far from the air conditioners to reduce the risk of drawing back the exhausted air into the indoor areas. The ventilation inlets or outlets must not be obstructed.
- Schools should refer to the guidelines "A Supplement on Ventilation" issued by the Department of Health (DH) in 2022 and observe the relevant stipulations. For details, please refer to the website:

  (https://www.chp.gov.hk/files/pdf/supplement_on_school_ventilation_eng.pdf)

1.2.2 Cleaning and Disinfection

- School premises (including boarding section, if applicable) including frequently used classrooms, special rooms, tuck shops/canteens (if any), toilets, etc., should be frequently cleaned and disinfected to ensure their cleanliness and hygiene. To disinfect the school premises, first use 1 in 99 diluted household bleach (mixing 1 part of household bleach containing 5.25% sodium hypochlorite with 99 parts of water) to wipe, leave for 15-30 minutes, and then rinse with water and wipe dry. For metallic surfaces, disinfect with 70% alcohol. For schools with boarding section, a cleansing timetable should be prepared and staff should pay special attention to frequently touched utilities such as door handles, elevator buttons etc. Schools should ensure that there are masks, gloves, 70-80% alcohol-based hand sanitisers, household bleaches and thermometers in the dormitory for use when needed.
- Schools should adhere to the "Health Advice on Using Water Dispensers" issued by the Centre for Health Protection (CHP) of the DH : (https://www.chp.gov.hk/files/pdf/guidelines_on_use_of_drink_fountain_public.pdf)
- Liquid soap and disposable paper towels should be provided at places where there are handwashing facilities, e.g. toilets, kitchens, pantries, tuck shops, canteens, art rooms, home economics rooms and other activity rooms. 70-80% alcohol-based hand sanitisers should be provided in places where handwashing facilities are not available, e.g. entrances of school and individual floor of school buildings.
- Schools should keep toilets clean and dry and provide adequate hand washing facilities including liquid soap, disposable paper towels and lidded rubbish bins. Besides, schools should ensure that the flushing system of the toilets are in proper function at all times, and that users keep toilet lids closed when flushing. For cases where there are no lids for the toilets (such as squat toilets), it is suggested that schools should reduce the amount of objects stored inside the concerned toilet compartments to ensure that the ventilation facilities (e.g. exhaust fans) function normally and to maintain good ventilation. Schools should also disinfect such toilets with 1 in 49 diluted household bleach regularly, and consider installing lids for the toilets or replace the squat toilets with seating toilets. Schools should not alter the drains and pipes without prior authorisation, and should pour about half a liter of water into each drain outlet once a week.
- When school premises are contaminated by secretions, vomitus or excreta spillage, use strong absorbent disposable paper towels to wipe them away, then disinfect the surface and the neighbouring area with 1 in 49 diluted household bleach (mixing 1 part of household bleach containing 5.25% sodium hypochlorite with 49 parts of water), leave for 15-30 minutes, rinse

with water and wipe dry afterwards. For metallic surfaces, disinfect with 70% alcohol. For places contaminated by blood, use 1 in 4 diluted household bleach instead.

Recommended Use of Household Bleach (5.25% hypochlorite solution)

Dilution ratio	Concentration	Preparation	Usage
1 in 4	10,000 ppm (1%)	One part of household bleach (5.25% hypochlorite solution) in 4 parts of water	For facilities contaminated with blood spillage
1 in 49	1,000 ppm (0.1%)	One part of household bleach (5.25% hypochlorite solution) in 49 parts of water	For surfaces or articles contaminated with vomitus, excreta or secretions
1 in 99	500 ppm (0.05%)	One part of household bleach (5.25% hypochlorite solution) in 99 parts of water	For general environmental cleaning

1.3 Hygiene and Seating Arrangements of School Buses and School Private Light Buses

- Schools should also ensure that school bus compartments are clean and disinfected. First use 1 to 99 diluted household bleach to wipe, leave for 15-30 minutes, and then rinse with water and wipe dry. For metallic surfaces, disinfect with 70% alcohol. Special attention should be paid to the seats, handrails, seat belts and their locks as well as the gas ports.
- School bus drivers and nannies should maintain good ventilation in school bus compartments, ensure smooth operation of the air conditioning systems, and wash and check the filtering facilities and pipes regularly so as to ensure their proper operation. Ensure that there is sufficient supply of fresh air in school bus compartments, and open the windows if possible and safe.
- If drivers and nannies have a fever, they must not get on board and drive, and must inform the schools and parents immediately for alternative arrangement.

1.4 Personal Hygiene

- Schools should remind staff and students to take good care of personal hygiene. Whenever coughing or sneezing, students should use tissue paper to cover their mouth and nose. They should dispose of soiled tissue paper in lidded rubbish bins properly and wash hands thoroughly with liquid soap and water.
- Schools should post notices to urge staff and students to wash their hands with liquid soap. To prevent infection, schools are reminded not to provide shared towels for using.
- Schools should remind the staff and students to pay attention to the following practices of personal hygiene:

1.4.1 Proper Hand Hygiene

- Hand hygiene procedures should be performed properly before touching eyes, noses or mouths, before eating, after using the toilets and touching public facilities such as escalator handrails, elevator control panels, door knobs, or when hands are contaminated by secretion of respiratory tract (e.g. after coughing or sneezing). When hands are visibly soiled, liquid soap with water should be used to wash hands. If hand washing facilities are not available, or when hands are not visibly soiled, hand hygiene with 70 to 80% alcohol-based handrub may be considered. As alcohol does not effectively kill norovirus, alcohol-based handrub should not substitute hand hygiene with liquid soap and water. For methods and steps on performing hand hygiene procedures, schools can make reference to CHP's guidelines:
  (https://www.chp.gov.hk/en/healthtopics/content/460/19728.html)

1.4.2 Proper Use of Masks

- Wearing masks can effectively reduce the risk of viral transmission and at the same time, protect the wearer and other persons. If teachers, school staff and students have fever or respiratory symptoms, they should wear well-fitted surgical masks according to the CHP's recommendations. They should not go to work or school and should avoid going to crowded environments. They should seek medical advice as soon as possible. Boarding sections of special schools are regarded as premises with higher risks, schools may arrange teachers, school staff and students to wear well-fitted surgical masks or other preventive measures, such as wearing face shields or "anti-droplet hats with face shield". For details of mask wearing for the related situations, please refer to the following webpage:

  (https://www.chp.gov.hk/files/pdf/mask_wearing.pdf)
- For the proper way of using masks, schools can make reference to CHP's following designated website :

  (https://www.chp.gov.hk/en/healthtopics/content/460/19731.html)

2. Administrative Arrangements for Schools

2.1 Paying Attention to the Overall Health Conditions of Teachers and Students

- Schools should pay attention to the overall health conditions of teachers/ school staff and students in order to prevent the spread of communicable diseases in schools. If teachers/ school staff or students develop symptoms (e.g. fever and cough), they should seek medical advice as soon as possible and should not go to school.

- To strengthen the preventive measures and heighten the vigilance of staff towards students' health, principals and teachers should pay attention to the mental and physical health conditions of their teachers/ school staff and students. In case any peculiar symptoms are observed, schools should take body temperatures for the teachers/ school staff and students. If any teachers/ school staff and students feel unwell, schools should arrange the patients to the medical room to take rest and require them to put on a well-fitted surgical mask according to the CHP's recommendations. Schools should prevent staff or students who feel unwell from taking off their masks in the school campus. If the patient is a student, schools should inform the parents immediately to take the student back home and advise the parents to arrange the student to seek medical advice. In case the student has a fever or is seriously ill, but the school cannot contact his/her parents or guardians, the student should be sent to the emergency department of a nearby hospital for medical treatment. The staff who are temporarily taking care of the student should wear a well-fitted surgical mask and gloves and put in place all precautionary measures according to the CHP's recommendations.
- Schools should remind students to pay attention to the health conditions of themselves and their counterparts. In case anyone feels unwell, one should inform teachers or school staff as soon as possible.
- For staff or students who are absent from schools, schools should keep close contact with the staff or parents/ guardians concerned to find out their reasons for absence and keep proper sick leave records for early identification of illnesses.

2.2 Reporting and Handling of Suspected Cases of Communicable Disease

- If a suspected outbreak of communicable disease such as COVID-19 or Upper Respiratory Tract Infection is emerged, schools should refer to the reporting mechanism set out in the "Guidelines on Prevention of Communicable Diseases in Schools/ Kindergartens/ Kindergartens-cum-Child Care Centres/ Child Care Centres" issued by CHP of the DH (website: https://www.chp.gov.hk/en/healthtopics/content/460/24522.html) to report the cases concerned to CHP.
- The CHP will initiate epidemiological assessment for reported cases of suspected communicable diseases, and consider taking the appropriate follow-up measures, including assessing the need to suspend face-to-face classes in accordance with the outbreak situation of the school, requiring the school to conduct thorough disinfection and requiring the school to enhance ventilation. Schools should report the relevant situations to the Incorporated Management Committee / School Management Committee / KG Operators. If the CHP suggests suspension of face-to-face classes, schools should inform the stakeholders (including parents, students, staff and school sponsoring bodies, etc.) and the respective school development

sections / Joint Office for Kindergartens and Child Care Centres of the Education Bureau (EDB) of the suspension arrangements.

- If suspension of face-to-face classes and school activities are required, schools must remain open during the period to take care of students who have to return to schools because of the lack of carers to take care of them at home.

Cleansing and Disinfection of School Premises when there is/are suspected outbreak(s) of communicable diseases

- Schools should strengthen the disinfection measures of the school premises, and remind all staff and students to step up preventive measures based on the advice. Staff responsible for cleansing should wear appropriate personal protective equipment including well-fitted surgical masks, latex gloves, disposable gowns, eye protections (goggles/face shields) and caps (to be used when necessary) according to the CHP's recommendations. After the cleansing procedure, staff should carefully dispose of the wastes, take off and handle the personal protective equipment and perform hand hygiene procedures.
- Regarding points to note on cleansing and disinfection, schools may refer to paragraph 1.2.2 of the above.

Appendix 6 Government and professional organisations promoting anti-drug education

(I) Government

1	**Organisation**	**Narcotics Division, Security Bureau**
	Address	30/F, High Block, Queensway Government Offices, 66 Queensway, Hong Kong
	Services provided	Regarding the anti-drug preventive education and publicity works in primary and secondary schools, Narcotics Division (ND) provides the following services: • Implementation of the "Healthy School Programme with a Drug Testing Component" and the "Beat Drugs with Sports" Programme in secondary schools • Provision of anti-drug education programmes to students at upper primary level and in international schools through diversified learning modes and/or interactive drama programmes • Commissioning NGOs to provide anti-drug training programmes for key school personnel, teachers and school social workers • Providing free anti-drug education videos, posters, leaflets, exhibition boards and infographics, etc. to schools
	Telephone	2867 2767
	Fax	2810 1790
	Anti-drug enquiry hotline	186 186
	Website	https://www.nd.gov.hk/en/index.html

2	**Organisation**	**Hong Kong Jockey Club Drug InfoCentre (DIC)**
	Address	Roof Floor, Low Block, Queensway Government Offices, 66 Queensway, Hong Kong
	Services provided	The DIC is a permanent anti-drug educational exhibition centre with two storeys and a total floor area of around 900 m². It provides visitors with full-sensory anti-drug journey with visual, auditory and sensory experiences through free multi-media presentations, interactive games and participatory processes, coupled with real-life cases and sharing. Visitors will get to know more about drugs during the journey. DIC provides the following free services: • Guided tour service • Preventive anti-drug education programmes and talks • Provide anti-drug education interactive multi-media resources and promotional materials

Telephone	2867 2935
Website	https://www.druginfocentre.hk/en/index.html

(II) Non-government Organisations

1	**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
	Telephone	2530 0018
	Fax	2524 8878
	Website	http://www.leap.org.hk/en/
2	**Organisation**	**Community Drug Advisory Council**
	Address	Unit 7, G/F, The Centre, 99 Queen's Road Central, Hong Kong
	Services provided	• Anti-drug education programmes • Consultation service for schools on drug issues • Production of resources on drug issues • Drugs information resource library
	Telephone	2521 2880
	Fax	2525 1317
	Website	http://cdac.org.hk/en/home/
3	**Organisation**	**Lok Sin Tong Benevolent Society, Kowloon**
	Address	61 Lung Kong Road, Kowloon City
	Services provided	• Anti-drug education programmes for students in primary schools (Hong Kong Island and the outlying islands, Kowloon and New Territories East)
	Telephone	2382 1576
	Fax	2718 4634
	Website	https://www.loksintong.org/
4	**Organisation**	**Student Guidance and Support Services, Po Leung Kuk**
	Address	66 Leighton Road, Causeway Bay, Hong Kong
	Services provided	• Anti-drug education programmes for students in primary schools (New Territories West)
	Telephone	2277 8360
	Fax	2881 7447
	Website	https://www.poleungkuk.org.hk/en

5	**Organisation**	**Caritas – Hong Kong, Caritas Lok Heep Club**
	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, Wong Tai Sin, Kowloon
	Services provided	• Anti-drug education programmes • Counselling and rehabilitation services for drug abusers and ex-drug abusers • Counselling and support services for family members of drug abusers and ex-drug abusers
	Telephone	Hong Kong Centre : 2893 8060 Kowloon Centre : 2382 0267
	Website	http://www.caritaslokheepclub.org.hk/en/
6	**Organisation**	**Community Education and Crime Prevention Service, The Society of Rehabilitation and Crime Prevention, Hong Kong**
	Address	5D, Shan Ha Wai, Shatin, New Territories
	Services provided	• Anti-drug education programmes
	Telephone	2726 0611
	Fax	2327 7909
	Website	https://cecps.sidebyside.org.hk/en-us/page/tgv (Chinese website only)
7	**Organisation**	**Kely Support Group**
	Address	2/F, East Wing, 12 Borret Road, Central, Hong Kong
	Services provided	• Anti-drug education programmes for students in international schools (including English School Foundation schools) and non-Chinese speaking students
	Telephone	2521 6890
	Fax	2521 6853
	Website	https://kely.org/

(III) Interactive anti-drug drama programme

1	**Organisation**	**Spring-Time Experimental Theatre**
	Address	Unit A, 10/F., Mai Hong Industrial Building, 160 Wai Yip Street, Kwun Tong, Kowloon, HK.
	Services provided	To enhance students' knowledge to drugs and drug harms, ND has commissioned the Spring-Time Experimental Theatre to provide interactive anti-drug drama programme to primary schools in Hong Kong. The programme promotes anti-drug messages (including drug knowledge, skills to refuse drugs,

	etc.) to students at Primary 3 to 6 levels through interactive and interesting drama shows, thereby help them to develop healthy and positive value towards life.
Telephone	2793 1123
Fax	2793 1134
Website	http://www.springtime.com.hk/ (Chinese website only)

(IV) Counselling Centre for Psychotropic Substance Abusers

1	**Organisation**	**Tung Wah Group of Hospitals, CROSS Centre**
	Address	Eastern and Wanchai Office: 9/F, TWGHs Fong Shu Chuen Social Service Building, 6 Po Man Street, Shau Kei Wan, Hong Kong. Central Western, Southern and Islands Office: 15/F, 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
	Area(s) served	Eastern, Wanchai, Central Western, Southern and Islands
	Telephone	2884 0282
	Fax	2884 3262
	Website	http://crosscentre.tungwahcsd.org/v3/index.php
2	**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
	Area(s) served	Kwun Tong
	Telephone	2712 0097
	Fax	2712 9906
	Website	http://evergreen-ccpsa.hklss.hk/ (Chinese website only)

3	**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
	Area(s) served	Wong Tai Sin and Sai Kung
	Telephone	2330 8004
	Fax	2330 8071
	Website	http://rainbow-ccpsa.hklss.hk/ (Chinese website only)
4	**Organisation**	**Hong Kong Christian Service, PS33 – Tsimshatsui Centre**
	Address	G/F, 33 Granville Road, Tsimshatsui, 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
	Area(s) served	Kowloon City and Yau Tsim Mong
	Telephone	2368 8269
	Fax	2739 6966
	Website	http://www.hkcs.org/en/services/ps33tstc
5	**Organisation**	**Hong Kong Christian Service, PS33 – Shamshuipo Centre**
	Address	Unit 11-16, G/F., Nam Yiu House, Nam Shan Estate, Shamshuipo, 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
	Area(s) served	Shamshuipo
	Telephone	3572 0673
	Fax	3188 1221
	Website	http://www.hkcs.org/en/services/ps33sspc

6	**Organisation**	**Hong Kong Children and Youth Services, Sane Centre**
	Address	Units 01-03, 11/F., 99 Plaza, No. 99 Tai Ho Road, Tsuen Wan, N.T., 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
	Area(s) served	Tsuen Wan and Kwai Tsing
	Telephone	2402 1010
	Fax	2614 2695
	Website	https://www.sanecentre.org/ (Chinese website only)
7	**Organisation**	**Hong Kong Sheng Kung Hui Welfare Council, Neo-Horizon**
	Address	Unit 2, G/F., Ming Chuen House, Phase 2, Shui Chuen O Estate, Shatin, 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
	Area(s) served	Sha Tin
	Telephone	8202 1313
	Fax	2633 9331
	Website	http://neoh.skhwc.org.hk (Chinese website only)
8	**Organisation**	**Hong Kong Lutheran Social Service, the Lutheran Church – Hong Kong Synod Limited, Cheer Lutheran Centre**
	Address	G/F, Ching Chung House, Ching Ho Estate, Sheung Shui, N.T.
	Services provided	• Anti-drug education programmes for students in primary and secondary schools • Anti-drug education talks for teachers and social workers • Counselling and rehabilitation services for psychotropic substance abusers
	Area(s) served	Tai Po and North
	Telephone	2660 0400
	Fax	2662 0444
	Website	http://cheer-ccpsa.hklss.hk/ (Chinese website only)

9	**Organisation**	**Caritas – Hong Kong, Caritas HUGS Centre**
	Address	Unit 41-44, G/F, Hing Shing House, Tai Hing Estate, Tuen Mun, 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
	Area(s) served	Tuen Mun
	Telephone	2453 7030
	Fax	2453 7031
	Website	http://hugs.caritas.org.hk (Chinese website only)

10	**Organisation**	**ELCHK, Social Service Head Office, ELCHK, Enlighten Centre**
	Address	Unit 102, 1/F, Ting Ching Amenity and Community Building, Tin Ching Estate, Tin Shui Wai, Yuen Long, 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
	Area(s) served	Yuen Long
	Telephone	2446 9226
	Fax	2446 9456
	Website	http://ec.elchk.org.hk/ (Chinese website only)

※ 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 co-operation 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 learn from and co-operate with one another.

Schools should take the initiative to enhance home-school co-operation and communicate with parents in a proactive manner. Their initiation would assist in deepening home-school co-operation. Through diversified network, the school can enrich students' learning experiences and facilitate their whole person development, enabling them to serve the community in future. 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 raise 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 positive development of home-school co-operation, 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, physical and psychological 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 the 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 the 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 experiences of their children;

b. understanding the operation of the school;

c. appreciating their children'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 joint-decision-makers of the school, parents should:

a. vote in or stand for the election of parent managers of the SMC; and

b. put forward views about what the school is doing and make suggestions on how it should be run.

4. As <u>home-educators</u>, 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 co-operation policy

Schools should develop their own policy to promote the role of parents in school affairs, and encourage 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 as-needed 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 in 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 realised through the broadening involvement of key stakeholders (including parents and the community) in school education. In particular, the process of decentralisation 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 co-operation

Schools should instil 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. If space permits, 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 co-operation 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 on enhancing communication with parents 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 underlying principles of 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, parents' views can be solicited in the formulation of school policies. Parent representatives will be elected by the PTA to serve as managers of 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, for example, active participation in the programmes organised by the Federations of Parent-Teacher Associations so that they can learn and support each other and become the network of the districts. 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 to be provided for parents is suggested as follows:

- School Development Plan, Annual School Plan and School Report
- Procedures for dealing with student matters (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, scholarship schemes, if any, and 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' latest development can be retrieved from the "Profile of Kindergartens and Kindergarten-cum-Child Care Centres", "Primary School Profiles", "Secondary School Profiles" and "Special School Profiles". The information in the school profiles is provided and verified by schools. 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 to understand the schools' characteristics. The following are the suggested items to be included in the brochures:

- School history, motto and mission, etc.
- Enrolment
- Class organisation
- Teacher - student ratio
- Profile of the teaching staff (including qualifications and experience)
- Admission policy and application procedures
- Curriculum
- Time-tabling arrangements (including the summer timetable or examination arrangements)
- Assignment 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 special 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 the school's PTA or matters in relation to home-school co-operation
- Other distinctive features

4.3.3 Parent education programmes

Schools or the PTA may organise parent education programmes with the help of social workers, counsellors, the community and relevant government departments. Due emphasis should be placed on promoting positive parenting and enhancing parent-child 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. When organising parent education programmes, schools may, apart from deploying the school resources, apply for the Home-School Co-operation Grants, the Quality Education Fund, and collaborate with non-governmental organisations. Besides, schools may visit the parent education website "Smart Parent Net" regularly to obtain and disseminate useful information on supporting physical and psychological development of students to parents with a view to promoting parent education. The "Committee on Home-School Co-operation" website also disseminates information on home-school co-operation and parent education activities timely for parents' and schools' reference.

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.

EDB launched the "Project on Enhancement of Complaint Management in Schools" in the form of a pilot project between the 2012/13 and 2014/15 school years. The participating schools were assisted to establish a fair, just and transparent mechanism, namely the "Enhanced School Complaint Management Arrangements", for handling complaints relating to their daily operation and internal affairs lodged by parents, students or members of the public. In view of the positive evaluation results of the pilot project, the "Enhanced School Complaint Management Arrangements" was launched in all public sector and Direct Subsidy Scheme schools by phases and has been fully implemented since 1 September 2017. 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 person(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 authorised 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. Section 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 Section 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 authorised 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/ organisations

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

1. Home and Youth Affairs Bureau

a. Youth Development Commission

The Government established the Youth Development Commission (YDC) in 2018 to enhance policy coordination within the Government and enable a more holistic and effective examination of and discussion on issues of concern to young people. The YDC has endeavoured to foster cross-bureau and interdepartmental collaboration and to actively promote youth development, including facilitating young people's selection of suitable study pathways, assisting in their career development and upward mobility, strengthening communication channels with young people, as well as nurturing young people's positive thinking. The YDC organises or sponsors non-governmental organisations to organise a wide spectrum of youth development programmes. It aims to nurture a new generation of Hong Kong young people with a sense of loving our country and Hong Kong who are also equipped with global perspectives, professional skills, a proactive mindset of lifelong learning, and positive thinking.

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. 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 Public Relations Wing of Hong Kong Police Force. 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. Moral Education Resources and Activities

- produces moral education packages for secondary / primary schools and kindergartens which dovetail with the curriculum;
- produces moral education picture books, e-books and cartoons with probity messages for young kids;
- produces parenting books and videos to support parents and educators the inculcation of positive values in young kids;
- organises youth engagement programmes and values education activities such as interactive dramas, and talks on personal ethics and corruption prevention to disseminate anti-corruption messages to students at different developmental stages;
- 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 publishes the "ICAC Periodical" for teachers' references; and
- operates a youth website "iTeen Camp" that inculcates positive values in the younger generation.

b. Corruption Prevention Services on School Administration

- provides free, confidential and tailor-made corruption prevention advisory services to schools;
- develops corruption prevention guides to help schools strengthen their governance structure and build in appropriate internal control measures in their daily operations;
- arranges corruption prevention talks for teachers and school administration staff; and
- maintains 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 Care Service"
- "Student Health Service"
- "Red Ribbon Centre" (Schools could make use of the teaching aids in delivering HIV prevention and health promotion programmes to students)

b. The Department of Health, together with the Education Bureau and the Leisure and Cultural Services Department, also organises the "StartSmart@school.hk Campaign" for kindergartens and child care centres to create an environment that is conducive to healthy living in schools. For more information, please visit the "StartSmart@school.hk Campaign" website.

5. Social Welfare Department

a. The Social Welfare Department subvents and monitors Non-Governmental Organisations to provide a range of preventive, developmental and remedial services to young people to address their multifarious and changing needs in a holistic and integrated approach and nurture them to become mature, 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 to preserve and strengthen family as a unit, to develop caring interpersonal relationships, to enable individuals and family members to prevent or deal with 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. Environment and Ecology Bureau

a. Hong Kong Awards for Environmental Excellence (HKAEE) (Schools Sector)

- Funded by the Environment and Conservation Fund, the Environmental Campaign Committee (ECC), the Environment and Ecology Bureau (EEB) and the main chambers of commerce in Hong Kong have jointly organised the HKAEE since 2008. It is one of the most prestigious environmental awards in Hong Kong, under which the Schools Sector is divided into three sub-sectors namely pre-schools, primary schools and secondary schools, to recognise schools with excellent environmental performance.
- The HKAEE (Schools Sector) aims to encourage schools to implement environmental management and environmental education, measure schools'

performance and their commitment to the environmental management within the Schools Sector. The assessment criteria include Green Leadership, Programme and Performance and Partner Synergy. Special awards are also set up to recognise schools with outstanding performance in specific aspects.

- For details, please refer to the ECC Schools Go Green "HKAEE (Schools Sector)" website.

b. Student Environmental Protection Ambassador (SEPA) Scheme

- Funded by the Environment and Conservation Fund, the ECC, the EEB and the EDB have jointly organised the SEPA Scheme since 1995 for all primary and secondary schools.
- The SEPA Scheme 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 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 "SEPA Scheme" website.

c. GreenLink - Environmental Education Support Programme (GreenLink - EESP)

- Funded by the Environment and Conservation Fund, the ECC and the EEB have jointly organised the GreenLink - EESP since 2023.
- The GreenLink - EESP aims to provide schools with one-stop service to reduce the administrative work of teachers in arranging related activities for students, so as to facilitate schools' participation in various environmental education activities, and enhance students' environmental awareness and knowledge about Carbon Neutrality.
- For details, please refer to the "GreenLink – EESP" website.

d. Green Prefect (GP) Programme

- The ECC, the EEB and the EDB have jointly organised the GP Programme through the Environment and Conservation Fund since 2020 for all primary and secondary schools.
- The GP Programme aims to facilitate schools in developing a group of energetic and resourceful Green Prefects (GPs) with deeper understanding of environmental issues, to arouse their peers' environmental awareness through encouragement and monitoring their green habits on campus, and ultimately help improve their schools' environmental performance.

- Each participating school will be provided with a soft copy of the GP Handbook. The handbook contains best practices in various environmental aspects and environmental checklists for GPs to carry out monitoring duties on campus on a monthly basis. GPs may also participate in the training workshops and inter-school sharing session newly provided in this school year.
- For details, please refer to the ECC Schools Go Green "GP Programme" website.

e. Environment and Conservation Fund

- The Environment and Conservation Fund (ECF) provides funding support to eligible local organisations and schools for the implementation of environmental education programmes or activities and installation of green features, such as renewable energy facilities and food composters, 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 Community Waste Reduction Projects Vetting Subcommittee.
- For details, please refer to the "ECF" website.

f. kNOw Carbon House (Former Wan Chai Environmental Resource Centre)

- Under the theme of "Carbon Neutrality", the kNOw Carbon House located in Wan Chai offers a variety of environmental education interactive experience, information and activities for visit by the citizens, schools and organsiations with a view to promoting low carbon living style to members of the public. The services provided by the kNOw Carbon House mainly include:
  - Guided visits; and
  - Environmental educational programmes and workshops.
- Individuals, schools, and organisations can make online reservation prior to the visit.
- For details, please refer to the "kNOw Carbon House" website.

7. Office for Film, Newspaper and Article Administration

a. Joins hands with other government departments and Non-Governmental Organisations in organising public education programmes to protect youngsters and children from the harmful effects of indecent and obscene articles. Major activities organised or to be organised include:

- a Healthy Mobile Phone/Tablet Apps Contest to promote the use of healthy applications in mobile phones or tablet computers;

- a Meritorious Website Contest to promote safe and smart use of the Internet;
- provision of educational drama or videos to promote the Control of Obscene and Indecent Articles Ordinance (COIAO) to students of primary and secondary schools;
- a student 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;
- a Healthy Mobile App Sticker Design Competition in 2024/25 to encourage youngsters to stay away from unhealthy materials and electronic games; and
- a Chinese Public Speaking competition in 2024/25 to promote the COIAO among youngsters.

b. Aims at conducting around 250 school talks, parental workshops and online seminars each year to promote the safe and smart 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. Conducting School Self-evaluation (SSE) through the "Planning-Implementation-Evaluation" cycle is a core element of school-based management. To these ends, schools should systematically devise their School Development Plan (SDP), which includes setting out their major concerns with the development focuses and strategies as well as assigning work priorities based on the needs of school development and students. The implementation details should be stated in the Annual School Plan (ASP), and a holistic review of their SDP at the end of their school development cycle should be conducted to inform forward planning. Furthermore, the School Report (SR) which can reflect the progress made and school performance should be provided to the key stakeholders and the EDB. Schools could apply the concept of portfolio to systematically organise and keep the necessary evidence for illustrating their sustainable development and achievements.

For detailed information on the preparation of School Development Plan, Annual School Plan and School Report, schools may refer to the following documents (uploaded to the EDB webpage: https://www.edb.gov.hk/qa/en):

- Performance Indicators for Hong Kong Schools
- Guidelines on the Compilation of School Development Plan, Annual School Plan and School Report
- Templates:
  - School Development Plan
  - Annual School Plan
  - School Report

For details of planning, SSE and reporting, schools are advised to study the following circular:

- EDBC15/2022 "The enhanced 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 SSE

The School Development and Accountability (SDA) framework was introduced by the EDB in the 2003/04 school year and updated as the "enhanced SDA framework" in the 2022/23 school year to gear school work towards the seven learning goals of school education, thereby promoting a more focused and systematic SSE through the "Planning-Implementation-Evaluation" (P-I-E) cycle. The ultimate goal is to enhance schools' sustainable development and improve students' performance in learning.

Schools should embed SSE in school practices for strategic school planning, to enhance the effectiveness of self-evaluation, schools should focus more on the seven learning goals set by the Curriculum Development Council in conducting SSE. Using the seven learning goals as the focus for reflection, together with the integrative use of Performance Indicators for Hong Kong Schools (PI), as well as SSE information and data, schools should holistically evaluate how good they are in nurturing the desired qualities in students, which reflects their effectiveness in improving student learning outcomes. This will then facilitate schools' forward planning for continuous improvement through the P-I-E cycle, including strengthening the work related to the learning goals, such as national identity and healthy lifestyle. The SDP, ASP and SR are primarily a school's working documents in support of its development cycle. They should be developed based on the school's self-evaluation of its current state of performance, including strengths and areas for improvement so as to set the development priorities and work targets. Towards the end of the school development cycle, schools should conduct a holistic review with reference to the PI 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. To enhance transparency and accountability in the spirit of school-based management, schools have to upload the SDP, ASP and SR, endorsed by the SMC, onto their websites before the end of November for public information.

5.3.1 School Development Plan

The purpose of the SDP is for the school to set out a clear direction for development, in line with the school's vision and mission as well as the latest education development based on the holistic review on school performance. At the end of each school development cycle, the school should review the effectiveness of its work, including student performance, based on the reflection against the seven learning goals so as to formulate an SDP. The SDP is the blueprint for school development, which includes major concerns, targets, time scale and broad strategies. During the planning process, discussions should be made with different stakeholders for reaching consensus. Through strategic planning, implementation and continuous monitoring as well as effective evaluation and feedback, school effectiveness will be enhanced with a view to providing quality education for students. An SDP usually has a three-year development cycle, and comprises the following key elements:

1. School Vision & Mission
2. School Goals
3. School Motto
4. Holistic Review of School Performance
5. Major Concerns

a. Targets
b. Time Scale
c. A General Outline of Strategies
d. Related Learning Goals

5.3.2 Annual School Plan

The ASP is a concrete action plan for implementing the SDP. It enables panels and committees 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 involves strategic tasks for promoting school development rather than routine work. Since the ASP is a working document 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. Schools should review the annual work using the seven learning goals as the focus for reflection in SSE. The key elements of an ASP include the following:

1. School Vision & Mission
2. Major Concerns

a. The feedback and follow-up actions from the previous school year
b. Targets
c. Implementation Strategies
d. Success Criteria
e. Methods of Evaluation
f. Time Scale
g. People in Charge
h. Resources Required

5.3.3 School Report

SR is a summary of annual SSE. The effectiveness of school work and the extent of achievement against the targets under school's major concerns should be reported. The school should make use of the evaluation findings to inform future planning and put continuous improvement into 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 achievement of targets under the major concerns, thus enhancing accountability. The key elements of an SR include the following:

1. Our School
2. Achievements and Reflection on Major Concerns; Feedback and Follow-up
3. Student Performance
4. Financial Summary
5. Appendix

5.3.4 Suggested 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**
January to April	• Administer the Stakeholder Survey (SHS) as scheduled by schools • Collect Key Performance Measures (KPM) data as well as other SSE data and information	
May to June	• Submit the KPM and SHS data for the school year to the EDB via the E-platform for School Development & Accountability (ESDA) (Starting from the 2023/24 school year, schools will need to annually collect KPM data to conduct SSE. (For details, please refer to EDBC15/2022 "The enhanced School Development and Accountability framework") • Conduct a holistic review of the performance of the school, using the seven learning goals as the focuses for reflection, the results of which can serve as a reference for the preparation of the next SDP	• Submit the KPM and SHS data for the school year to the EDB via the E-platform for School Development and Accountability • Conduct a review of the effectiveness of school work in addressing the school's major concerns as stipulated in the ASP and consider whether revision of the plan is needed
July to August	• Draw up the SR • Draw up the next SDP and ASP	• Draw up the SR • Draw up the next ASP
Before end-October	• Submit the SDP, ASP and SR to the SMC for endorsement	• Submit the ASP and SR to the SMC for endorsement
Before end-November	• Upload the endorsed SDP, ASP, and SR onto school's website	• Upload the endorsed ASP and SR onto school's website

5.4 Implementation of measures related to safeguarding national security and national security education

Upon implementation of the Law of the People's Republic of China on Safeguarding National Security in the Hong Kong Special Administrative Region (the National Security Law), schools should fully implement and review continuously measures related to safeguarding national security and national security education with a view to maintaining a safe and orderly learning environment in schools and nurturing students to become good law-abiding citizens.

5.4.1 Background

Article 9 of the National Security Law clearly stipulates that the Hong Kong Special Administrative Region (HKSAR) shall strengthen its work on safeguarding national security and prevention of terrorist activities. The Government of the HKSAR shall take necessary measures to strengthen public communication, guidance, supervision and regulation over matters concerning national security, including those relating to schools, universities and social organisations. Article 10 stipulates that the HKSAR shall promote national security education in schools and universities and through social organisations, the media, the internet and other means to raise the awareness of Hong Kong residents of national security and of the obligation to abide by the law.

Safeguarding national sovereignty, security and development interests is the constitutional duty of the HKSAR. This is also the common responsibility of all Hong Kong residents, including school staff, parents and students. All levels of school personnel must acquire a correct understanding of and abide by the law, including the National Security Law and the Safeguarding National Security Ordinance, and educate students accordingly.

5.4.2 Fundamental principles

The National Security Law is enacted for the purpose of preventing, suppressing and imposing punishment for acts and activities that endanger national security. In particular, preventive efforts should be accorded priority in order to minimise the need for suppression and punishment. As far as prevention and education are concerned, schools have a significant role to play. It is incumbent on them to devise appropriately and review continuously measures related to safeguarding national security and national security education in respect of school planning and management, staff management, learning and teaching, student guidance, discipline and support, and home-school cooperation, etc. to facilitate students' effective learning, which should include:

1. ensuring all school staff to uphold professional ethics, abide by the law and observe the code of conduct acceptable to the society in order to live up to society's expectations on their ethics and professions;
2. stepping up the prevention and suppression of teaching or other school activities that are in breach of the Basic Law, the National Security Law, the Safeguarding

National Security Ordinance and all laws applicable to Hong Kong; preventing political or other illegal activities from permeating schools and handling such matters so that the school's normal operation and students' learning are not affected; and following up promptly on rule-breaching behaviours; and

3. helping students gain a correct understanding of the legislative background, message, importance and significance of the National Security Law and the Safeguarding National Security Ordinance as well as the important concepts covered by national security, so as to facilitate students' learning of the spirit of the rule of law, and enhance their national security and law-abiding awareness, thereby nurturing them to become good law-abiding citizens.

5.4.3 Follow-up measures

All levels of school personnel should perform their respective functions and work in collaboration to facilitate the effective formulation and implementation of measures for safeguarding national security in schools. This is to ensure that relevant measures are timely devised and implemented in areas such as school administration, staff management and training, learning and teaching, student guidance, discipline and support, as well as home-school co-operation to enable staff and students to understand the importance of national security and to enhance their law-abiding awareness and sense of national identity. For details, please refer to EDBC9/2023 "National Security: Maintaining a Safe Learning Environment Nurturing Good Citizens" and EDBC6/2024 "National Flag, National Emblem, National Anthem, Regional Flag and Regional Emblem".

5.5 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.

5.5.1 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.

5.5.2 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 emphasises 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.

5.5.3 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 WebSAMS 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 read in conjunction with 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 EDBC10/2015 "Payment of Salaries Grant for Teaching Staff and Non-teaching Staff in Aided Schools".

b. Operating Expenses Block Grant (OEBG)/
Expanded Operating Expenses Block Grant (EOEBG)

- The OEBG/EOEBG 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:

	General Domain	Special Domain
Allocations of the constituent grants	Can be flexibly deployed	Cannot be vired among constituent grants
Use of surpluses	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 "OEBG User Guide" are met.
Retention of surplus	Up to 12 months' provision of the OEBG	

- The EOEBG is provided as one block grant, and the key features are as follows:

Allocations of the constituent grants	The demarcation between the General Domain and Special Domain is removed and schools are free to deploy the funding flexibly
Use of surpluses	Can be retained or deployed to top up ▪ non-recurrent expenses for projects approved/funded by EDB; ▪ 50% of recurrent cost arising from government-funded projects; and ▪ 25% of recurrent cost arising from furniture and equipment and other facilities or educational service acquired through private donations or other fund-raising schemes
Retention of surplus	Up to 12 months' provision of the EOEBG

- In exercising the funding flexibility, schools should ensure that the total expenditure is kept within the amount of the OEBG/EOEBG. 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 EDBCM156/2024 "Operating Expenses Block Grant, Expanded Operating Expenses Block Grant and Composite Furniture and Equipment Grant for Aided Schools for the 2024/25 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 Subsidised 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 EDBC48/2000 "Funding of Retirement Benefits Upon Introduction of the Mandatory Provident Fund Scheme".
- For the payment arrangement, please refer to EDBC10/2015 "Payment of Salaries Grant for Teaching Staff and Non-teaching Staff in Aided Schools" and EDBC6/2010 "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 EDBC14/2007 "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 EDBCM156/2024 "Operating Expenses Block Grant, Expanded Operating Expenses Block Grant and Composite Furniture and Equipment Grant for Aided Schools for the 2024/25 School Year".

f. Passage Grant

g. Various cash grants to meet special education purposes

3. Capital Subventions and 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 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, 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 for bringing the schools up to the approved scales and standards 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 or EOEBG.
- For details of application for major repairs and emergency repairs, please refer to Section 8.5 “Maintenance of school premises”.

d. 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 refund of rates and government rent and capital subventions 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 EDBC6/2008 "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 IMC schools 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".

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 IMC schools 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.	• Documentary proof of the status of these institutions should be obtained. • Schools should be satisfied that the organisers have obtained approval from respective competent authorities as appropriate. • Observe the accounting requirements stipulated in point 3 of Section 6.5.2.
Raise funds for organisations specifically approved by the PSEd under Regulation 66(1) of the Education Regulations.	• Documentary proof of PSEd's approval should be obtained. • Schools should be satisfied that the organisers have obtained approval from respective competent authorities as appropriate. • Observe the accounting requirements stipulated in point 3 of Section 6.5.2.
Raise funds for own school purposes.	• Obtain approval from respective competent authorities as appropriate. • Observe the accounting requirements stipulated in point 3 of Section 6.5.2.
Allow students to assist in fund raising activities outside school premises.	• Obtain prior consent from parents. • Schools should be satisfied that the organisers have well planned-out safety measures. • For the arrangement of selling flags, please refer to Section 3.4.5.

- 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 organisations 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 IMC schools 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 the government.
- 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 organisation should make use of the facilities in an aided school without being charged, as this represents a hidden subsidy to the organisation.
- For details, please refer to EDBC5/2011 "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 EDBC10/2016 "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 EDBC4/2013 "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 organisations 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 must 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 pass their checking result to schools. 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).

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 Section 6.4.2;
4. The accounting or reporting requirements as contained in the COA and 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 utilised to the best advantage, in accordance with the "Guidelines on Procurement Procedures in Aided Schools" attached to EDBC4/2013 "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:

Financial limits	**Procurement arrangements**	**Approving authorities**
$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 *[Note: For schools without Deputy Head, the approving authority rests with the Principal.]*
Above $5,000 to $50,000	By oral quotations (at least two)	

Financial limits	Procurement arrangements	Approving authorities
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/ 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 or exceeding $200,000, written quotations or tenders should be invited from <u>at least five suppliers</u> 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 organisations 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 must 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 checking 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.

   [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 by School Supervisor and proforma Notification of Bank Signatories and Bank Account 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 organisations

- Schools should keep proper records of funds collected and obtain official receipts from charitable organisations 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. organisation, defining the terms of reference, responsibilities and extent of authority at each level of responsibility within the organisational structure

b. code of ethics for staff involved

c. authorisation 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

organisation, 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 utilised in accordance with the intended purpose of the grant. For details, please refer to EDBC14/2015 "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 authorising 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 EDBC5/2014 "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
- Air-conditioning 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
- Base School School-based Speech Therapy Administration Recurrent 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
- Air-conditioning Grant
- Enhancement Grant
- Supplementary Grant
- Training and Development Grant
- Lift Maintenance Grant
- Base School School-based Speech Therapy Administration Recurrent Grant

Constituent Grants of the Special Domain

Secondary Schools

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

- School-based Management Top-up Grant
- School-based Speech Therapy Administration Recurrent 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
- Programme Funds for Whole-school Approach to Guidance and Discipline
- Enhanced Speech Therapy Grant
- School-based Educational Psychology Service Grant
- School-based Management Top-up Grant
- School-based Speech Therapy Administration Recurrent 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
- Air-conditioning 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
- Boarding Grant
- Practical/Technical Subjects
- Enhanced Speech Therapy Grant
- School-based Educational Psychology Service Grant
- School-based Management Top-up Grant
- School-based Speech Therapy Administration Recurrent Grant
- Base School School-based Speech Therapy Administration Recurrent 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
- 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
- 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
- Administration Grant for Enhanced Support Service for Students with Hearing Impairment
- Training and Development Grant
- Travelling Grant for Certificated Master/Mistress Teaching Home-bound Pupils
- Travelling Grant for Resource Teachers
- Understanding Adolescent Project (Primary) Grant
- School-based Management Top-up Grant

Appendix 3 Approved list of fines/ charges & fees

The Permanent Secretary for Education has given aided and caput schools blanket approval by EDBC14/2012 "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.

Items	**Approved ceilings** (effective from 1 September 2023 and subject to revision)
1. Entrance examination fee	$75
2. Replacement of student card	$50 per copy
3. Replacement of graduation certificate	$35 per copy
4. Transcript (second copy)	$35 per copy
5. Locker deposit	$15 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	$75 per item
10. Breakage of school property other than science equipment	$75 for individual student $150 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	$35 deposit per card (unused value to be refunded to student)
13. Charges for non-standard items (See Appendix 4)	$450 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.

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 organisers 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 Office of the Licensing Authority (OLA) of the Home Affairs Department 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 OLA 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 OLA 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.

6. Fund-raising Activities in Public Places

According to Section 4(17)(i) of the Summary Offences Ordinance, any person or organisation that organises, 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 mainly covers three types of charitable fund-raising activities, namely flag days and general charitable fund-raising activities and solicitation of signed authorisation forms.

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 in writing to the Commissioner of Police not less than one month prior to the intended road event.

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(see Note) 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 result in their job applications not being further processed;
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 Proforma Daily Collection Summary

Daily Collection Summary

Date	Particulars of Collection	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)		$ XXXX
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 organisation(s)] (supported with copies of receipt(s))		$ XXXX
		$ XXXX

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
		XXX

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 organisations 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 utilise 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 favouritism 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 (COA)

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 issued by the Office of the Privacy Commissioner for Personal Data

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. "Guidelines on Teachers' Professional Conduct"

m. Best Practice Checklist: Governance and Internal Control in Schools - Chapter 6 Staff Administration issued by Independent Commission Against Corruption

n. 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 non-teaching staff on the staff establishment of aided schools

c. setting the salary scales for all grades and ranks of teaching and non-teaching staff on the staff establishment of aided schools

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 (only applicable to schools which have yet to set up IMC)
- teachers on overseas terms
- temporary Native-speaking English Teachers (NETs)
- registered teachers by merit of 10 years recognised 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 as well as the primary curriculum leader posts, improving student guidance services, providing additional teachers to schools with Band 3 and Bottom 10% students at S1 - S3, enhancing the ranking and deployment arrangements for the management of public sector schools, and improving manpower at the middle management level in public sector primary schools, please refer to the following circulars and webpage:

a. EDBC30/2001 "Provision of Teacher-Librarians in Aided Primary Schools"

b. EDBC6/2020 "Implementation of the Recommendations of the Task Force on Professional Development of Teachers"

c. EDBC9/2022 "Improving Manpower at the Middle Management Level and Rationalising Salaries for School Heads and Deputy Heads in Public Sector Primary Schools"

d. "Staff Entitlement Matters of Aided Schools" webpage

5. For more information on non-teaching staff establishment, including Primary School Assistant Social Work Officer, School-based Speech Therapist and School Executive Officer, please refer to the following circulars/circular memoranda:

a. EDBCM36/2018 "The Policy of 'One School Social Worker for Each School' in Primary Schools"

b. EDBC13/2019 "Enhanced School-based Speech Therapy Service"

c. EDBCM37/2019 "'One Executive Officer for Each School' Policy"

6. 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 COA, 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 (including principals).

Moreover, under the all-graduate teaching force policy, the ratio of graduate teacher posts in aided schools was increased in one go to 100% in the 2019/20 school year, so that all teaching posts on the approved establishment of aided schools are graduate teacher posts. Hence, newly-joined teachers appointed in aided schools within the approved establishment (regular teachers) from the 2019/20 school year onwards should possess a local bachelor's degree (or equivalent) and satisfy all the entry requirements and standing conditions set out for graduate teachers in the COA.

Please note that newly recruited candidates of Assistant Primary School Master/ Mistress (APSM) should possess a recognised local bachelor's degree (or equivalent) AND recognised teacher training in primary education in accordance with the COA. In this connection, prior to the appointment of APSM, schools should ensure that the candidates have already possessed teacher training in primary education. For details about how schools should check the teacher training qualifications of the candidates, please refer to the relevant section of the Guide to Salary Assessment in Aided Primary Schools.

Starting from the 2023/24 school year, all newly-appointed teachers in public sector schools, Direct Subsidy Scheme (DSS) schools and Scheme-KGs (including newly-joined teachers and teachers changing schools) are required to pass the Basic Law and National Security Law Test (BLNST) in order to be considered for appointment. The requirement applies to all ranks of the teacher grade (including principals). The requirement is not applicable to daily-rated supply teachers, teachers employed under the Native-speaking English Teacher (NET) Scheme in public sector schools, or NETs appointed on terms comparable to the NET Scheme for performing the same kind of duties in DSS schools, NETs in Scheme-KGs. For cases where BLNST requirement is not applicable, schools may refer to EDBC13/2022 "Requirement for Newly-appointed Teachers to Pass the Basic Law and National Security Law Test" and Question 2 of Frequently Asked Questions which have been uploaded on the EDB webpage (https://www.edb.gov.hk/en/blnst).

Prior to appointing teachers, schools should verify whether the teachers to be appointed have passed the BLNST and submit the information of their newly-appointed

teachers for that school year to EDB through the e-Services Portal. Schools shall bear the responsibility and pay the salaries on their own if the newly-appointed teachers fail to meet the BLNST requirement. Besides, starting from the 2023/24 school year, schools must properly keep the employment records of the newly-appointed teachers and copies of teachers' pass results in the BLNST for not less than two years for EDB's inspection as and when necessary. For details, please refer to the EDBC13/2022 and the letter to Schools dated 18 May 2023.

When selecting teachers, in addition to the applicants' academic qualifications, expertise, work experience, passion for education and attainment of a pass result in BLNST, schools should also take into account their potential to cultivate the younger generation with virtues and talents, an affection for their country and their home as well as a global perspective, for example, whether the applicants can correctly understand the Constitution of the People's Republic of China, the Basic Law of the Hong Kong Special Administrative Region of the People's Republic of China and the Law of the People's Republic of China on Safeguarding National Security in the Hong Kong Special Administrative Region, and consciously safeguard national security, social order and public interest; fulfil social responsibility and civic obligations; actively support and promote national education; and cultivate in students a sense of belonging towards the country.

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 ensure that the criteria and procedures for the appointment and selection of staff are fair, open and transparent, and all the necessary procedures for any form of appointment of a teacher should be completed before the effective date, including the approval by the SMCs. Under normal circumstances, there should be no retrospective effect for the date of appointment.

b. Schools should pre-determine and document the shortlisting criteria for assessing 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 COA.

c. For selection of suitable candidates to fill the teaching vacancies, schools should verify carefully the originals of the qualification documents of applicants, including their Certificate of Registration as a Teacher and Certificate of Service from their previous employers, and require the applicants to declare the following in the application forms for the posts and/or other related documents; and to provide details accordingly: whether their registered teacher or permitted teacher status has been cancelled/ refused; whether EDB has issued reprimand/warning/advisory letter due to their professional misconduct to the best of their knowledge; whether they were/are being investigated by schools or EDB over professional misconduct allegations to the best of their knowledge; whether they have been convicted of any criminal offence in Hong Kong or elsewhere; and

whether they are involved in any ongoing criminal proceedings or investigations (including but not limited to arrest or apprehension by the police) to the best of their knowledge. Schools should state clearly on the application forms for the posts and/or other related documents that if the appointees provide false information or withhold material information, they are subject to the dire consequences of criminal prosecution, and they may be dismissed by the schools.

d. 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.

e. 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 must adopt the SCRC scheme and request the prospective employees to undergo SCRC at the advanced stage of the employment process and keep the record properly with a view to verifying the sexual conviction records as declared by them. This can facilitate schools to make an informed decision on selecting suitable staff for working in schools.

f. Starting from the 2023/24 school year, for appointment of teachers who have already left their prior service in a local primary/secondary school or kindergarten for one year or more, schools should require them to declare whether he/she has been convicted of any criminal offence in Hong Kong or elsewhere, and upon obtaining the consent of the teachers, submit the details to EDB for verification with relevant Government bureaux/departments.

g. Schools should require prospective teachers to study the "Guidelines on Teachers' Professional Conduct" promulgated by EDB to make themselves aware of the expectations of EDB, school and the community on teachers' professional conduct.

h. The above paragraphs a to g are also applicable to teaching staff appointed on temporary/ contract/ part-time basis, NETs, supply teachers, teaching staff paid out of other cash grants, etc.

i. 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 genuine needs of the school with cogent reasons. Schools should refrain from using this form of employment as a personnel management tool, nor employing regular teachers with Defined Contract Period because they are on probation.

j. Schools should assess the salary particulars in accordance with the principles set out in the COA and the Guide to Salary Assessment for Aided Secondary/ Primary Schools.

k. 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.

l. 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.

m. If schools need to arrange the newly-recruited teachers to return to schools to perform preparatory work before the commencement of the school year, schools should have adequate communication with the teachers in advance. In addition, schools should not request the newly-recruited teachers to perform regular duties before the commencement of the school year. For example:

- leading student activities/attending sister school exchange tours,
- conducting enrichment courses/remedial classes/supplementary classes,
- conducting student assessments/marking students' assignments, etc.

To address the needs of students while taking into account the interests of the employees, schools may use the cash grants disbursed by the EDB to employ additional staff on relevant contract terms to assist the teaching duties of serving teachers during the summer vacation. Schools, however, are required to use the cash grants in accordance with their ambit, principles and rules.

n. Regarding the detailed arrangement of staff appointment, please refer to:

- EDBC5/2005 "Appointment of Staff in Schools"
- EDBC14/2023 "Measures for Strengthening the Protection of Students: Appointment of Teaching and Non-teaching Staff in Schools"
- "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

- EDBC1/2024 "Certification for Principalship"
- EDBC3/2024 "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 monthly-paid temporary teacher and daily-rated supply teacher

a. The SMC may approve the appointment of a temporary replacement on monthly terms in accordance with the conditions stipulated in the COA under the following circumstances:

- to substitute for teaching staff who have been granted approved leave (e.g. sick leave, maternity leave, study leave, etc.) for a period of not less than 90 days.
- to fill a teaching vacancy under exceptional circumstances, justifications for which should be properly documented.

b. The SMC may approve the appointment of supply teachers who are paid on fixed daily rates in accordance with the conditions stipulated in the COA under the following circumstances:

- to substitute for teaching staff who have been granted approved leave (e.g. sick leave, maternity leave, study leave, etc.) for a period of less than 90 days.

c. For details of appointment of monthly-paid temporary teacher/ daily-rated supply teacher, please refer to "Guidelines for Employment of Substitute Teachers in Aided Schools" available at the "Supply Teacher" webpage.

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.

7.2.2 Regrading

1. Starting from the 2019/20 school year, under the implementation of all-graduate teaching force policy, all non-graduate regular teachers in the approved teaching staff establishment currently appointed in aided schools holding a local bachelor's degree (or equivalent) who are willing to shoulder the duties of graduate teachers may be regraded as graduate teachers in the corresponding rank. 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. Regarding the details of all-graduate teaching force policy in aided schools, please refer to EDBC11/2019 "An All-Graduate Teaching Force in Aided Schools".
3. The SMC should use the form for regrading to inform the Funds Section of the EDB 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 particulars in accordance with the principles detailed in the Guide to Salary Assessment for Aided Secondary/ Primary Schools. The regrading form should be copied to the respective Regional Education Office, EDB. Schools may access the relevant form on the

"Appointment Matters" webpage. Appendix 6 details the procedures for regrading in primary schools, and similar procedures can be adopted for secondary schools.

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 2a to 2e of Section 7.2.1 above with prudence when employing non-teaching staff. Schools may stipulate requirements of staff conduct with reference to the "Guidelines on Teachers' Professional Conduct" for non-teaching staff (including the specialists and personnel of different grades in special schools), so as to safeguard the well-being of students.
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 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. In principle, the aforesaid clerical staff would be awarded incremental credits for relevant experience paid under the Administration Grant/ Salaries Grant in aided schools upon transfer without a break in service. Schools are allowed to use the Revised Administration Grant flexibly to employ janitor staff, contract out services and/or employ extra clerical staff 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:

No. of aided secondary schools operated by the same sponsor	**Provision of EPs**
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. From the 2016/17 school year, all aided primary and secondary schools have been provided with SBEPS. The EDB has also progressively created more new EP posts in aided primary and secondary schools with comparatively large number of students with special educational needs for provision of Enhanced SBEPS.

d. 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.

e. 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 organisation 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 ensure the fulfilment of training requirements for promotion by teachers;

f. 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);

g. to approve acting appointments and promotions of laboratory technicians and specialist staff;

h. to provide for reversion and change of responsible posts; and

i. 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 the relevant COA and EDBC8/2004 "Acting Appointment and Acting Allowance". If a principal/teacher on acting appointment is granted leave or absence for more than

3 consecutive days which affects the calculation of the qualifying period and/or involves the forfeiture of acting allowance, the SMC is required to notify the EDB for calculation of the qualifying period and the acting allowance.

3. Please refer to Section 7.3 for more details on principles and procedures of staff selection. For general principles of promotion, acting appointment and regrading of teachers/ specialists in aided schools, please refer to EDBC30/2000 "Promotion, Acting Appointment, Regrading of Teachers/ Specialists and Passage over Efficiency Bar of Specialist Staff in Aided Schools" and EDBC36/2001 "Provision of One Additional Senior Teacher Post in Aided Primary Schools".

4. Please refer to para. 15 to 17 and Annex 4 of EDBC6/2020 "Implementation of the Recommendations of the Task Force on Professional Development of Teachers" for details of the training requirements for promotion of teachers in aided 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 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 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.
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 and acting appointments 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, acting appointment or promotion should be made known to applicants.
- Selection procedures for appointment, 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/IMC 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 IMC school should, pursuant to section 57A of the Education Ordinance, appoint a principal selection committee (Note), which shall

(a) be accountable to the IMC; and

(b) be composed of

(i) representatives of the sponsoring body of the school;

(ii) managers of the school acting as representatives of the IMC; and

(iii) (where applicable) such other persons as may be provided for in the constitution of the IMC.

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/IMC 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 any potential or actual conflict of interest if any applicant is his/her family and other relations, personal friends, associations, clubs and societies to which he/she belongs to, any other groups of people with whom he/she has personal or social ties, or any person to whom he/she owes a favour or to whom he/she may be 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. An objective assessment system should be devised, including the setting of pre-determined and consistent assessment criteria and standard forms for recording the assessments made by individual panel members.

c. To facilitate a decision by vote, there should be an odd number of members on the panel.

Note: Schools which have not established an IMC are required to set up a selection committee involving representatives from the school sponsoring body (not more than 60% of the committee) and independent members who should include parents and/or alumni as far as possible. Independent members must not be a member of the SMC concerned, the SMC / IMC of other schools under the same sponsoring body or the school sponsoring body.

d. 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 for Aided Secondary/ Primary Schools 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 EDBC1/2005 "Assessment of Non-local Qualifications for Appointment to Teaching Posts in Aided Schools and Registration of Teachers for All Non-government Schools" for details.
4. Starting from the 2023/24 school year, prior to appointing teachers, schools must verify whether the teachers to be appointed have obtained a pass result in the BLNST issued by EDB, Civil Service Bureau or government departments before the appointment is effective. Teachers applying for graduate teaching posts should obtain a pass result in BLNST (degree level) to fulfil the requirement; teachers applying for non-graduate teaching posts should obtain a pass result in BLNST (non-degree level) or (degree level) to fulfil the requirement.
5. Before employing teaching or non-teaching staff, schools

a. should carefully check the original copy of the identity documents, teacher registration certificates and qualification documents produced by candidates (including supply teachers employed on a daily-rated basis or short-term contracts) and keep record of copies of teacher registration documents (applicable to both registered and permitted teachers) for future inspection. Schools should, upon seeking the potential appointee's consent explicitly, apply to the EDB for releasing information regarding his/her registration status. The application form can be downloaded from the EDB webpage on "Teacher Registration";

b. should require the applicants to declare the following in the application forms for the posts and/or other related documents; and to provide details accordingly: whether their registered teacher or permitted teacher status has been cancelled/ refused; whether EDB has issued reprimand/warning/advisory letter due to their professional misconduct to the best of their knowledge; whether they were/are being investigated by schools or EDB over professional misconduct allegations to the best of their knowledge; whether they have been convicted of any criminal offence in Hong Kong or elsewhere; and whether they are involved in any ongoing criminal proceedings or investigations (including but not limited to arrest or apprehension by the police) to the best of their knowledge. Schools should obtain details and proof of the incidents from applicant if he/she is found to be involved in professional misconduct or illegal acts. Whether the applicant is employed or not, the SMCs should discuss the decision and record the deliberations;

c. must observe the provisions of the Personal Data (Privacy) Ordinance when handling the applicants' personal data. Hence, schools should state clearly on the job application forms and/or other related documents that, among others, the personal information collected will be used for processing the job applications and assessing the suitability of candidates for the job. The applicants shall provide all relevant information and try their best to obtain the information as and when required by the school/ EDB, and failure to do so may result in the application not being processed;

d. should request prospective employees to undergo Sexual Conviction Record Check (SCRC) at the advanced stage of the employment process and keep the record properly with a view to verifying the sexual conviction records as declared by them. This can facilitate schools to make an informed decision on selecting suitable staff for working in schools;

e. should inform the candidates that their job applications will not be considered if they refuse to disclose the necessary information or undergo SCRC; schools should explain with justifications to the EDB if they intend to employ any applicants who refuse to give consent to the above enquiries or checks;

f. should check the certificates of service issued by the candidates' previous employers and with the candidates' consent, consult their previous employers about their performance including whether, to the best of their previous employers' knowledge, they are being investigated over professional misconduct allegations;

g. 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, or whether they are involved in any ongoing criminal proceedings or investigations, including but not limited to arrest or apprehension by the police, 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**.)

h. Schools should state clearly their requirements and expectations regarding teachers' professional conduct through different channels (such as requesting teachers to sign an undertaking for such pledges or issuing guidelines to teachers) and remind applicants that once they are employed, they must be committed to upholding teachers' professional conduct and serving as role models for their students. They should also be mindful about their words and deeds, including their messages posted on the social media, as they may affect students' and our community's confidence on the teaching profession. Non-teaching staff (such as specialists) must also be committed to upholding their relevant professional conduct to protect students' well-being.

6. 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 regular post in all primary and secondary schools should at least have attained the stipulated requirement of Language Proficiency (except for Classroom Language Assessment (CLA)) of the respective subject(s) prior to teaching the language subject. He/She will have to meet the stipulated requirement in the CLA within the first year he/she takes up his/her teaching duties. For details, please refer to:

- EDBCM74/2024 "Enhanced Language Proficiency Requirement (LPR) for Teachers of English/Putonghua"
- "Language Proficiency Requirement" webpage

c. New Chinese and English Language teachers holding a regular post in all primary and secondary schools should hold the degree and teacher training qualifications as required in EDBCM54/2004 "Implementation of Recommendations of Standing Committee on Language Education and Research on Language Teacher Education and Qualifications". Schools should, when offering an appointment to new language teachers without the required qualifications, set conditions in the employment contract that the teachers concerned must acquire the required qualifications within 3 or 5 years as appropriate. For details, please refer to the "Recommendations of Standing Committee on Language Education and Research on Language Teacher Education and Qualifications" webpage.

d. Physical education (PE) lessons in primary and secondary schools should be conducted by those teachers who have completed subject-training in the teaching of PE. If in doubt about personal qualifications, advice should be sought from the Education Bureau with detailed information about the qualifications and previous training, e.g. academic results, transcripts, etc. for scrutiny. For details, please refer to the "Teachers' Eligibility to Teach PE" webpage.

e. For advice on appointment of specialist staff, schools may approach their respective SSDOs.

7. Schools should create e-Services Portal accounts for newly-appointed monthly-paid teacher and teaching assistant (excluding "Teacher Assistants" of special schools) as soon as possible, including teaching staff who are paid by Salaries Grant, cash grants from the government or schools' private funding. Where necessary, schools may also create an account for daily-paid supply teacher. In case, when creating the e-Services Portal accounts, system prompts indicate irregularities in teacher registration of the staff involved, the school should, upon seeking the consent of the staff concerned, apply to the EDB for releasing information regarding their teacher registration status. The application form can be found on EDB website Home > Teachers Related > Qualifications, Training and Development > Qualification > Teacher Registration > 4. Enquiring Teacher Registration Information.

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. Schools should, upon seeking the potential appointee's consent, apply to EDB for the release of teacher registration information to the school.

d. Schools should remind teachers that they should inform the schools as soon as possible and inform EDB within 1 month if there are any changes of personal particulars (e.g. correspondence address, telephone number) in order to update their teacher registration records. When EDB reviews the teachers' registration status, EDB may take further action or make a decision in respect of the teachers' registration status without considering their representation if EDB fail to serve the relevant letters (including inviting representations from the teachers, informing them of the follow-up actions or decisions, etc.) to the teachers according to the latest correspondence address provided.

e. For details, please refer to:

- "Teacher Registration" webpage
- EDBC11/2007 "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 teacher registration cancelled/ refused 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 of the Education Regulations, 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 COA 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 COA 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 ongoing criminal proceedings or investigations, including but not limited to arrest or apprehension by the police, or any investigation by another school or the EDB over professional misconduct

allegation(s) 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 SMC. 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. More details are outlined in Section 7.8.2. 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 enrol 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 <u>NOT</u> 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 COA 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:

- EDBC8/2009 "Native-speaking English Teacher (NET) Scheme in Primary Schools – Payment of Fringe Benefits"
- EDBC9/2009 "Enhanced Native-speaking English Teacher (NET) Scheme in Secondary Schools – Payment of Fringe Benefits"
- EDBC4/2012 "Native-speaking English Teacher Scheme in Primary Schools – Payment of Contract Gratuity and Payment of Tax before Leaving Hong Kong"
- EDBC5/2012 "Enhanced Native-speaking English Teacher Scheme in Secondary Schools – Payment of Contract Gratuity and Payment of Tax before Leaving Hong Kong"
- EDBC2/2013 "Retention Incentive for Native-speaking English Teachers (NETs) under the Enhanced NET Scheme in Secondary Schools/NET Scheme in Primary Schools"
- EDBCM63/2024 "Native-speaking English Teacher (NET) Scheme in Primary Schools - Appointment and Re-appointment of NETs in the 2024/25 School Year"
- EDBCM64/2024 "Enhanced Native-speaking English Teacher (NET) Scheme in Secondary Schools - Appointment and Re-appointment of NETs in the 2024/25 School Year"
- EDBC7/2013 "Native-speaking English Teacher (NET) Scheme in Primary Schools – Letter of Appointment"
- EDBC8/2013 "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 EDBC10/2017 "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 familiarise 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. The Employees' Compensation Insurance section of the Block Insurance Policy covers any teacher-to-be/teacher changing schools who has signed an employment contract with a prospective school, whose salary will be subvented by the EDB (regardless of whether they are regular teachers within the approved establishment or additional teachers remunerated with cash grants disbursed by EDB on contract terms) effective from the date of appointment being injured or killed whilst performing preparation work (e.g. attending meeting and lesson preparation) within the premises of the prospective school before the commencement of the employment contract.

c. 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.

d. 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.

e. For details, please refer to EDBCM136/2023 "Block Insurance Policy for Public Liability, Employees' Compensation and Group Personal Accident for 2023/24 and 2024/25 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.

c. For details of granting of leave in aided schools, please refer to EDBC1/2006 "Granting of Leave in Aided Schools".

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 EDBC1/2006 "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. Schools may refer to EDBC16/2018 "Extension of Maternity Leave for Staff in Aided, Caput and Direct Subsidy Scheme Schools" for details.
- Male teaching staff fulfilling the related requirements as stipulated in the Employment Ordinance are entitled to paternity leave. Please refer to EDBC16/2015 "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, specialist staff (including school social workers, speech therapists, nurses, wardens, educational psychologists, etc.) and school executive officers are provided with the same paid sick leave, special tuberculosis leave, maternity leave, paternity leave and study leave endorsed by the PSEd in advance as those accorded to teaching staff.
- Laboratory technicians, specialist staff and school executive officers 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 and maternity 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 remunerated under cash grants including janitor staff, drivers, cooks, etc. shall enjoy the leave benefits stipulated in the Employment Ordinance.
- All female non-teaching staff remunerated under EDB's grants are entitled to the maternity leave stipulated in EDBC16/2018 "Extension of Maternity Leave for Staff in Aided, Caput and Direct Subsidy Scheme Schools". Male non-teaching staff, including laboratory technicians, specialist staff and school executive officers, fulfilling the related requirements as stipulated in the Employment Ordinance are entitled to paternity leave. Schools may refer to EDBC16/2015 "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 COA, 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 (GSPF) or the Subsidized Schools Provident Fund (SSPF). 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 "Provident Fund" 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 "Appointment Matters" 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 EDBC31/2002 "Principals' Continuing Professional Development", EDBC6/2020 "Implementation of the Recommendations of the Task Force on Professional Development of Teachers" 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 (COTAP) 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 as well as to monitor staff's fulfilment of relevant training requirements as appropriate. To facilitate active participation of staff in these programmes, school should nurture a learning climate, foster a culture of mutual care and respect 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 caters for their school contexts and school development plans. For instance, to provide all teachers with training related to the major concerns, to render support to newly-joined teachers through induction and mentoring programmes, or to arrange aspiring middle leaders to receive training on leadership and management as well as to make succession planning.
2. "Continuing Professional Development Framework for School Principals" and "Teacher Competencies Framework" (TCF) were introduced by the then Advisory Committee on Teacher Education and Qualifications in 2002 and 2003 respectively to illustrate the competencies, skills, knowledge and attitude required of principals and teachers in different areas of work and at different development stages. To promote teachers' professional growth and enhance teachers' professional status, the EDB has implemented the Professional Ladder for Teachers since 2020/21 s.y. The Professional Ladder adopts the professional roles of teachers and principals as portrayed in T-standard+ as the goals for

teachers' professional development. T-standard+, developed by COTAP, presents a set of student-centred expectations and goals, and portrays the vision and mission of teachers and principals. It depicts the professionalism that teachers and principals are expected to demonstrate at different stages of professional growth.

3. When devising their school-based CPD policy, schools should cater for both teacher and school development needs, making reference to the Professional Ladder and TCF. When discussing the CPD plans with individual teachers, schools should focus on their needs at different stages of professional growth to set feasible plans with them and facilitate their fulfilment of training requirements. At the school level, schools could devise their school-based CPD policy according to the school development needs. Schools should fully engage teachers in the identification and prioritisation of CPD to foster its acceptability.
4. 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, with due regard to the enhanced training requirements applicable to newly-joined teachers, in-service teachers and teachers aspiring for promotion starting from the 2020/21 school year. Please refer to EDBC6/2020 and EDBC10/2023 for more details of the training requirements.
5. At regular intervals, schools should review the training records of staff, collect feedback from them and evaluate the effectiveness of the school-based CPD policy to inform 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 organised by the Committee on Respect Our Teachers Campaign (CROTC) with sponsorship from the EDB aims at fostering a culture of respect for teachers and serving 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) organised by the EDB with funding support from the Quality Education Fund aims to recognise accomplished teachers who demonstrate exemplary teaching practices and foster professional development. For more information, please refer to the "CEATE" website and EDBCM145/2024 "Chief Executive's Award for Teaching Excellence (2024/2025)".

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 collaboration and excellence, the awarded teachers would participate in or organise professional development activities.

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 Information Online".
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 Professional conduct

1. Schools should enhance staff management and require all staff to study the "Guidelines on Teachers' Professional Conduct" (the Guidelines) promulgated by EDB to make themselves aware of the requirements and expectations of EDB, schools and the community on teachers' professionalism and conduct, and to perform their teaching and educating responsibilities in accordance with the Guidelines. Schools should enrich the school-based guidelines on staff conduct by integrating the vision, mission and requirements on staff of the School Sponsoring Bodies with the Guidelines for the reference and compliance of teachers and remind them of the importance of upholding professional conduct at all times and the dire consequences of violating professional conduct. School personnel are required to be law-abiding and shoulder the co-responsibility of creating a peaceful and orderly environment and atmosphere in school.
2. The Guidelines clearly stipulate the professional conduct and norms of behaviour required of teachers so that they could have self-awareness and self-discipline in upholding professionalism, and remind each other to abide by the Guidelines together, so as to protect students' well-being, ensure the quality of education, safeguard the education profession, national security and social order. The Guidelines compiled eight codes of professional conduct required of teachers and set out the examples of the "dos" and "don'ts" of behaviour respectively for teachers' observance and compliance. School Sponsoring Bodies may make reference to the Guidelines and give directives to the school governance authorities (including Incorporated Management Committees/ Management Committees/ School Management Committees) under their sponsorship. School governance authorities may make reference to the Guidelines when devising measures on staff management and professional development plans.
3. 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 authorised 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 EDBC3/2022 "Acceptance of Advantages and Donations by Schools and their Staff".
3. The SMC could devise their school-based personnel management policy governing outside work in consultation of staff, including outside activities out of normal school hours without any remuneration in cash or in kind that do not constitute actual or potential conflicts of interest with their own duties. However, if the school staff intend to engage in the following outside work, they must apply to the SMC:

a. all paid outside work, during or out of normal school hours;

b. any unpaid outside work during normal school hours; and

c. outside work, during or out of normal school hours, which may constitute real, potential or perceived conflict of interest with his official duties, or may affect his effectiveness of performing his normal duties.

The SMC could only permit the relevant staff to engage in outside duties in accordance with the relevant provisions of the COA and on the condition that the SMC must be satisfied that such duties contribute to the public good and are not such as to interfere with the efficient performance of the staff's normal duties, and the outside duties undertaken would not give rise to any conflict of interest.

4. 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 COA, 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 COA:

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 COA.

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 authorised 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 month's 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 G/SSPF 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 "Provident Fund" 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 rank of appointment, the dates of employment and resignation, source of funding, full-time or part-time basis (for part-time job, the percentage of a full-time job should be specified), number of days of no-pay leave taken (if any), last monthly salary/ salary point, incremental date and sick leave balance, 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 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 to observe and comply with the above provisions on retirement age and plan ahead for succession in anticipation of retirement of the incumbent. As a good practice on human resources management and for the sustainable development of the schools, the SMC should groom up a team of teachers and enrich their experience and exposure through training and assigning duties to them. 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.

5. When a Permitted Teacher ceases to be employed in the school specified in the permit, the school should update the record of employment cessation of the teacher through the e-Services Portal. If the Permitted Teacher does not have an e-Services Portal account, the school should inform the Teacher Registration Team of EDB in writing about the details of the Permitted Teacher who has ceased his/her employment. Besides, starting from the 2023/24 school year, the school must collect the teacher's copy of the Permit to Teach, and return both the copy and the original to EDB. If he/she fails to return the copy of the Permit to Teach, the school should document the reason for not returning the copy properly in writing. The school should return the above-mentioned documents (i.e. both the original and the copy of the Permit to Teach and/or the reason for not returning the copy) to the Teacher Registration Team of EDB, by the end of the school year. If schools are unable to return the required documents as scheduled, EDB will approach the schools to learn about their situation and may take necessary follow-up actions.

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.

For appointment of principals through open recruitment / internal promotion	For redeployment of principals among schools under the same SSB (applicable to IMC schools only)
1. Information / documents related to the recruitment exercise and selection procedures – a. an account of the recruitment process, including: • how the vacancy was announced (e.g. advertisement / internal circular, etc.) • number of applications received • number of short-listed and interviewed applicants • candidate selected, etc. b. documents on declaring conflict of interest from the staff involved in the recruitment process c. evidence of open recruitment (e.g. copy of the advertisement / internal circular, etc.) d. selection criteria (e.g. weighting of different aspects and assessment standards) e. assessment records of applicants short-listed and interviewed (e.g. assessment forms and results) f. composition of principal selection committee (applicable to IMC schools) / selection committee appointed by the SMC (applicable to schools which have yet to set up IMC) g. reasons of recommending the aspiring principal, if any h. endorsement of appointment of aspiring principal by the IMC / SMC	1. Information / documents (e.g. letters from SSB and respective IMCs) showing / stating – 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) & (2) of Education Ordinance (Cap. 279); 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 c. the IMC of the applicant school has endorsed the recommendation on the appointment of principal. [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.]

2. Particulars of the aspiring principal, including a. proof of teacher registration; b. employment visa for non-Hong Kong citizen; c. certificates of academic attainment; d. letter(s) of service certifying previous working experience and substantive rank(s) in the previous school(s) served; e. duly completed Checking Form on Sexual Conviction Record Check (SCRC) for Prospective Employees (not required if the principal is selected through internal promotion) [Note: Part II on "SCRC Checking Record" has to be completed. The form can be downloaded on the EDB website: EDB Homepage > School Administration and Management > Administration > About School Staff > Appointment matters]; f. documentary proof of a pass result of BLNST (not required if the principal is selected through internal promotion) [Note: For details, please refer to the EDBC13/2022 "Requirement for Newly-appointed Teachers to Pass the Basic Law and National Security Law Test"]; and g. duly completed Application Form for Enquiring Teacher Registration Information (not required if the principal is selected through internal promotion) [Note: The form can be downloaded on the EDB website: EDB Homepage > Teachers Related > Qualifications, Training and Development > Qualification > Teacher Registration]
3. Proposed rank (substantive rank and acting rank, if applicable) of the aspiring principal
4. Other information deemed appropriate and necessary

Note: All copies of documents should be certified by the school supervisor containing the following:

(a) school supervisor's signature against the words "Original Seen";

(b) school supervisor's name and post; and

(c) date of sighting the original documents.

Appendix 2 Non-teaching staff employed in various types of aided schools

Non-specialist Staff

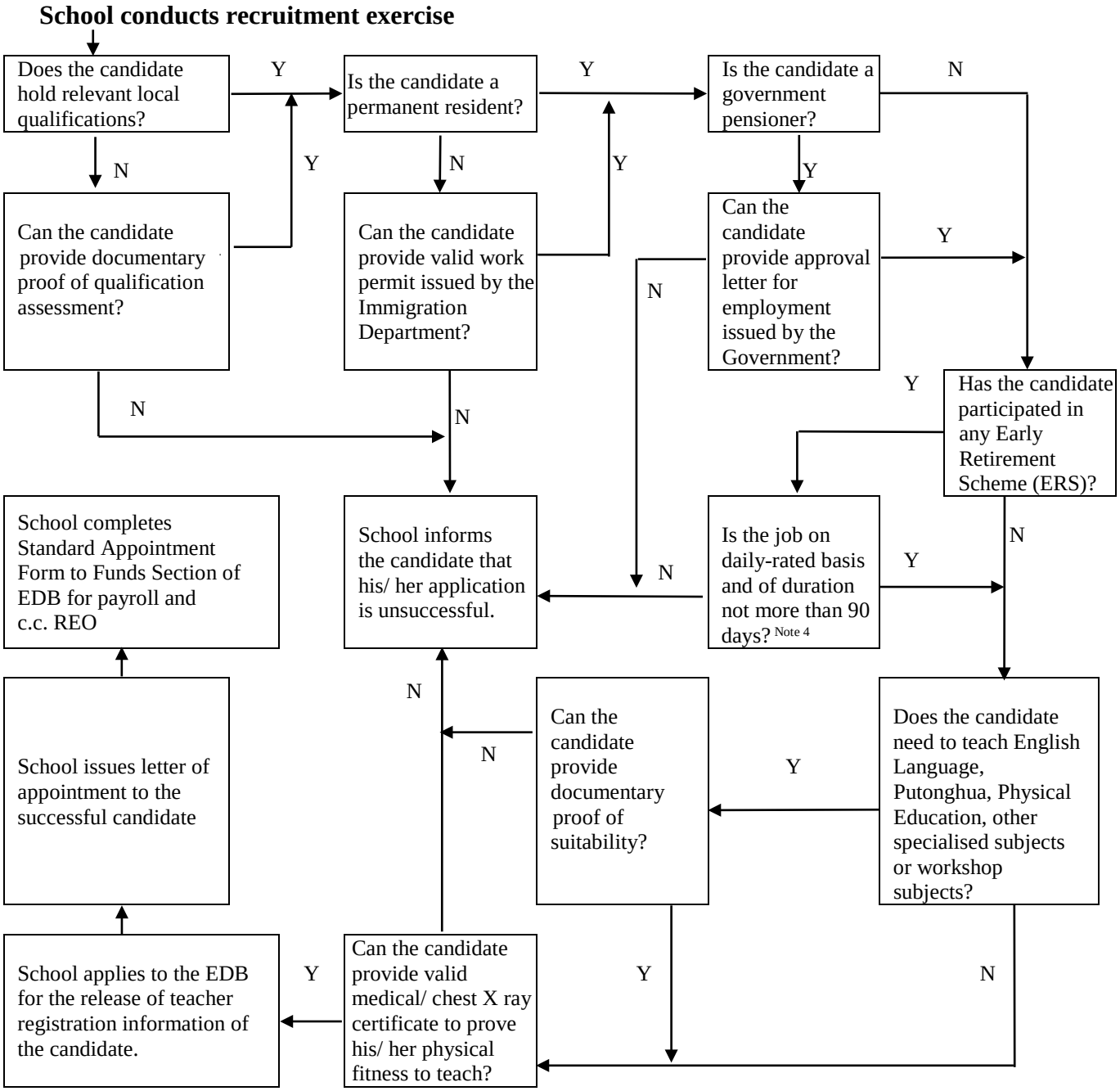
	Secondary School (Note)	**Primary School**	**Special School**
School Executive Officer	✓	✓	✓
Clerk	✓	✓	✓
Clerical assistant	✓	✓	✓
Workshop attendant	✓		✓
Janitor staff	✓	✓	✓
Artisan			✓
Driver			✓
Cook	✓		✓
Watchman	✓		✓
Teacher assistant	✓		✓
Laboratory Technician	✓		✓

Specialist Staff

	Secondary School (Note)	**Primary School**	**Special School**
School social worker	✓	✓	✓
Educational psychologist	✓	✓	✓
Speech therapist	✓	✓	✓
Physiotherapist			✓
Occupational therapist			✓
Occupational therapy assistant			✓
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 the respective 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: https://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

Points to Check		✓, × or NA	Remarks
I. Before launching a recruitment exercise			
1	Job description and selection criteria for the post are prepared before advertising the vacancy.		
2	The selection criteria and specified selection procedures are endorsed by the SMC and documented.		
3	The vacancy is advertised in the press as appropriate.		
4	In the advertisement, applicants (Note 1) are requested to provide relevant personal particulars including academic qualifications, relevant working experience and skills, etc.		
II. Formation of a selection panel			
5	The selection panel comprises a good representation of stakeholders and there should be an odd number of members on the panel (Note 2).		
6	All school managers, staff and individuals involved in the selection or approval process have made declaration of actual or potential conflict of interest as appropriate. Another person is reassigned to take over the process should there be a conflict of interest (Note 3).		
7	The membership of the selection panel has been approved by the SMC and communicated to all parties concerned.		
III. Shortlisting of eligible candidates			
8	All applications have been date-stamped and a register has been kept for all the applications received.		

Note 1 Applicants include staff appointed on temporary/contract/part-time basis, NETs, 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 For the composition of the selection panel, please refer to Section 7.3.2 para. 1 for details.

Note 3 For details on the subject of conflict of interest, please refer to Section 7.3.2 para. 2 and Appendix 11.

Points to Check			✓, × or NA	Remarks
9	Candidates for interview are shortlisted according to predetermined selection criteria.	Shortlisting is handled by more than one person, and/or		
		Applications not shortlisted are screened or randomly checked by a senior staff or an SMC member		
10	Reasons for elimination have been noted on the application form.			
IV. Vetting and Selection Procedures				
11	Original copy of the teacher registration documents and all qualification documents of the applicants have been verified.	Certificate of Registration as a Teacher		
		Certificate of Service from previous employers		
		Other qualification documents		
12	Applicants' declaration in the job application form and/or other related documents have been checked (Note 4).	Declaration of not joining the Early Retirement Schemes for teachers		
		Declaration of no criminal conviction in Hong Kong or elsewhere, or not being involved in any ongoing criminal proceedings or investigations, including but not limited to arrest or apprehension by the police		
		Declaration of teacher registration not cancelled/refused		
		Declaration of not being the subject of investigation by another school or the EDB over professional misconduct allegation(s)		

Note 4 Schools should inform the candidates that their job applications will not be considered if they refuse to disclose the necessary information or to undergo Sexual Conviction Record Check (SCRC), and that any conviction of criminal offence(s) may not necessarily render their applications unsuccessful. Details of the SCRC scheme are available at the Hong Kong Police Force homepage.

Points to Check			✓, × or NA	Remarks
13	With the applicants' consent, the applicants' previous employers are consulted about their job performance.			
14	Schools should state clearly on the job application forms and/or other related documents that, among others, the personal information collected will be used for processing the job applications and assessing the suitability of candidates for the job. The applicants should provide all relevant information/be cooperative in procuring the same as and when required by the school/EDB, failure to do so may result in the application not being processed.			
15	Unified assessment(s) has/have been arranged.	Test(s)/Examination(s)		
		Interview(s)		
		Other means of assessment		
15a	If selection interview is used as a tool of assessment, pre-interview briefing for the selection panel has been conducted.			
15b	Candidates are assessed in the selection interview(s) according to the predetermined criteria, and the selection panel report is compiled.			
16	Individual assessment records and the report on the panel's recommendations are separately documented (Note 5). The reasons for recommending or not recommending the applicants are noted clearly on the assessment forms.			
17	Referees are approached for views if necessary.			
V. Making recommendations to the SMC				
18	The applicants' sexual conviction record has been checked at the advanced stage of the employment process (Note 4).			
19	School should, upon seeking the potential appointee's consent, apply to EDB for the release of teacher registration information.			

Note 5 Schools should note that the assessment record will be subject to data access by the individuals concerned after the completion of the selection exercise.

Points to Check			✓, × or NA	Remarks
20	The potential appointee is checked to have fully complied with the terms of contract he/she signed with his/her previous employers.			
21	The recommendations of the selection panel have been put up to the SMC for approval.			
22	Candidates are notified if they are selected or waitlisted.			
VI. Recruitment formalities				
23	School has arranged appointment formalities for selected candidates.	Physical examination		
		Verification of qualifications and experience (Note 6)		
		Teacher registration		
		Preparing the employment contract		
		Keeping staff data in personal file		
VII. Making offer of appointment				
24	All the necessary procedures for any form of appointment of a teacher are completed before the effective date, including the approval by the SMC.			
VIII. Other Administrative Arrangement (after completion of the recruitment exercise)				
25	Proper records of all documents relating to the recruitment exercise must be kept for a reasonable period. (Please refer to Appendix 8 for more details.)	Retention period: ____		
26	Documents pertaining to successful candidates have been migrated to the staff's personal files as appropriate.			
27	Documents pertaining to waitlisted or unsuccessful candidates have been destroyed 1 year after completion of the selection exercise or 1 year after resolution of any claim/appeal/complaint, whichever is the later.			

Note 6 Prior to appointing teachers, schools must verify whether the teachers to be appointed have obtained a pass result in the BLNST issued by EDB, Civil Service Bureau or government departments before the appointment is effective.

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, including to ensure the candidates have fulfilled the relevant training requirements to be eligible for substantive promotion and have attained a pass result of BLNST (not required if the candidate is selected through internal promotion), etc.

↓

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 record (excluding acting appointment).

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 EDBCM37/2024 "Arrangements for Redundant Teachers of Aided Primary Schools in the 2024/25 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. Starting from the 2019/20 school year, with the full implementation of the all-graduate teaching force policy, serving non-graduate regular teachers holding a local bachelor's degree (or equivalent) who are willing to shoulder the duties of graduate teachers may be regraded as graduate teachers in the corresponding rank.

↓

b. Teaching staff apply for regrading.

↓

c. The SMC diligently follows and implements the school-based policies formulated, 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). Under normal circumstances, there should be no retrospective effect for the effective date of regrading.

d. The SMC completes the relevant form(s) on the EDB webpage to inform Funds Section of the EDB, and the respective SSDO of REOs of the necessary details.

e. The SMC informs the Commissioner of Inland Revenue of the salary particulars.

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f. The school updates the staff establishment record and the e-Services Portal record.

Note:

- If schools decide to regrade serving teachers as graduate teachers by stages in or before the 2020/21 school year in light of school-based circumstances, they are required to first formulate objective, fair and transparent school-based policies with reference to the prevailing procedures for regrading and in full consultation with all teachers. These policies should be endorsed by SMC and made known to all teachers. Moreover, schools should ensure that the principles and rules set out in EDBC11/2019 "An All-Graduate Teaching Force in Aided Schools" are observed when formulating their school-based policies.
- If serving non-graduate teachers choose not to be regraded as graduate teachers of their own accord, or their qualifications cannot meet the requirement for regrading, they may stay in their serving aided schools as non-graduate teachers. Schools not fully utilising the provision of graduate teacher posts because of the above situations are required to offset the equivalent number of graduate teacher posts in the corresponding rank so that serving non-graduate teachers can be accommodated in their current posts until they leave service because of natural wastage or obtain the required qualifications and choose to be regraded as graduate teachers.
- Aided schools should maintain a record for the above two types of teachers (including proof of academic qualifications or their choice of not being regraded as graduate teachers) for the inspection of EDB officers, when necessary.
- After the 2020/21 school year, if serving non-graduate regular teachers with a recognised degree wish to be regraded as graduate teachers, they should inform their schools by 31 May in the respective year of their intention to be regraded as graduate teachers in the next school year, so that the schools could make appropriate arrangements.

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 approval letters issued by the SMC, letter of resignation from staff, 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. Outside work

- records of all outside work approved 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

Factual Data	Retention Period
Serving/ Former staff	
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
Applications for appointment, regrading and promotion	
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

Evaluative Data	Retention Period
Serving/ Former staff	
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

Evaluative Data	Retention Period
Individual assessment record in appointment/ promotion exercises	
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 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/ 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 fulfilment 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)/ School Executive Officers (School ExOs)	**Non-specialist staff (Note C)**
Leave for teaching staff, specialist staff, LTs and School ExOs 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)/ School Executive Officers (School ExOs)	**Non-specialist staff (Note C)**
a. 28 days on the first year of appointment, and 48 days in total on completion of each succeeding year of service b. Paid sick leave can be accumulated up to a maximum of 168 days c. Same entitlement for full-time and part-time monthly-paid teachers appointed on regular or temporary basis d. Full pay within the maximum paid sick leave entitlement e. Once the sick leave balance of a staff has been exhausted, no-pay sick leave may be granted (Note H) f. Sick leave should be taken with half-day as the smallest unit. g. Sick leave application exceeding 2 days must be supported by a valid medical certificate (Note F) 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) i. For Specialist staff (Note B)/ LTs/ School ExOs, sick leave balance will be forfeited with a break of service of more than 45 days.		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 b. Paid sick leave can be accumulated up to a maximum of 120 days (Note E) 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. d. Once the sick leave balance of a staff has been exhausted, no-pay sick leave may be granted e. Sick leave application must be supported by a valid medical certificate 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.

2. Daily-Rated Supply Staff

Teaching Staff (Note A)	Non-teaching staff	
	Specialist staff (where applicable) (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】

(According to EDBC16/2018, for staff within the approved establishment of aided schools or contract staff remunerated under other EDB's grants (i.e. cash grants), who have completed 40 weeks of continuous service immediately before taking the maternity leave and their actual date of confinement or expected date of confinement falls on 1 January 2019 or after, schools have to provide the staff concerned with 14 weeks of paid maternity leave.)

Teaching Staff (Note A)	Non-teaching staff	
	Specialist staff (Note B)/ Lab. Technicians (LTs)/ School Executive Officers (School ExOs)	**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: • a continuous period of 14 weeks' leave, including the actual date of confinement (Note G); • 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 • 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/ School ExOs, the additional maternity leave may be granted as no-pay leave to bring the total absence up to 6 months.) c. The period of paid maternity leave is confined to 14 weeks (Note G). d. Staff fulfilling the following criteria are eligible for paid maternity leave: • completed 40 weeks of resident service immediately before the commencement of scheduled maternity leave for teachers/ specialist staff/ LTs/ School ExOs/ non-teaching staff paid out of Salaries Grant • completed 40 weeks of service under a continuous contract in the school immediately before the commencement of scheduled maternity leave for staff paid out of the Administration Grant/ Revised Administration Grant and other EDB's cash grants e. Rate of pay • full pay for teachers/ specialist staff/ LTs/ School ExOs/ non-teaching staff paid out of the Salaries Grant • the provision of the Employment Ordinance applies for staff paid out of the Administration Grant/ Revised Administration Grant and other EDB's cash grants 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.		

Teaching Staff (Note A)	Non-teaching staff	
	Specialist staff (Note B)/ Lab. Technicians (LTs)/ School Executive Officers (School ExOs)	Non-specialist staff (Note C)
g. The teachers paid out of Salaries Grant 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: • staff whose maternity leave exceeds their entitled 14-week paid maternity leave; or • staff having less than 40 weeks' resident service. 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. 11.12.2020)

Teaching Staff (Note A)	Non-teaching staff	
	Specialist staff (Note B)/ Lab. Technicians (LTs)/ School Executive Officers (School ExOs)	Non-specialist staff (Note C)
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. b. Up to 5 working days with full-pay may be granted on each occasion of childbirth. c. Eligible staff may choose to take paternity leave during the period from 4 weeks before the expected date of childbirth to 14 weeks beginning on the actual date of childbirth. d. Paternity leave may be taken in one stretch or in splits with half-day leave as the smallest unit. e. Any untaken paternity leave after the above stated period will not be allowed to be encashed nor carried forward. Please refer to the EDBC16/2015 for details.		

【Special Tuberculosis Leave】

Teaching Staff (Note A)	Non-teaching staff	
	Specialist staff (Note B)/ Lab. Technicians (LTs)/ School Executive Officers (School ExOs)	Non-specialist staff (Note C)
a. Terms in granting paid special tuberculosis leave: • > 1 but < 4 years of service: up to 3 months • ≥4 but < 8 years of service: up to 6 months • ≥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. b. Full pay leave will be granted within the allowable maximum with the support of a valid medical certificate. 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)		Nil

【Paid Study Leave】

Teaching Staff (Note A)	Non-teaching staff	
	Specialist staff (Note B)/ Lab. Technicians (LTs)/ School Executive Officers (School ExOs)	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, LTs and Sch ExOs 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)/ School Executive Officers (School ExOs)	Non-specialist staff (Note C)
a. Not more than 14 days paid leave may be granted per school year: • to represent HKSAR in national/ international conferences or events e.g. the Asian Games or the Olympic Games • being invited to present paper or speak at national/ international conferences in connection with education • to participate in training or camping exercises of the Civil Aid Service, Auxiliary Police Force or Auxiliary Medical Service b. There should be sufficient justification to support the granting of paid leave by schools. Please refer to the Annex "Guidelines for Granting of Leave" of the EDBC1/2006 for details.	Nil	Nil

【Holidays/ Annual Leave】

<table>
<tr><th rowspan="2">Teaching Staff
(Note A)</th><th colspan="2">Non-teaching staff</th></tr>
<tr><th>Specialist staff (Note B)/
Lab. Technicians (LTs)/ School Executive Officers (School ExOs)</th><th>Non-specialist staff (Note C)</th></tr>
<tr><td>• May enjoy school holidays subject to there being no operational needs</td><td colspan="2">• 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
• Non-accumulative

Staff paid out of the Administration/ Revised Administration Grant-according to the provision of the Employment Ordinance
• Staff under a continuous contract for every 12 months are entitled to paid annual leave
• 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

Staff paid out of the Salaries Grant
• Appointed before 1.6.2000 (Note I)
▪ LTs and specialist staff may be granted not less than 22 days of paid leave on an annual basis
▪ 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

• Appointed on/ after 1 June 2000
▪ Paid Leave Entitlement (per annum)
<table>
<tr><th>Salary Point</th><th>< 10 years of service</th><th>≧ 10 years of service</th></tr>
<tr><td>MPS Pt. 0-13 & 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></td></tr>
</table>

【Special Paid Leave】

<table>
<tr><th rowspan="2">Teaching Staff
(Note A)</th><th colspan="2">Non-teaching staff</th></tr>
<tr><th>Specialist staff (Note B)/
Lab. Technicians (LTs)/
School Executive Officers (School ExOs)</th><th>Non-specialist staff (Note C)</th></tr>
<tr><td>a. A maximum of 2 days per academic year on the grounds of urgent private affairs of grave importance
b. Non-accumulative</td><td colspan="2">Nil</td></tr>
</table>

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, speech therapists and school social workers of ordinary and special schools and the following categories of staff of special schools: physiotherapists, occupational therapists, occupational therapy assistants, nurses, wardens, assistant wardens, houseparents-in-charge, houseparents, programme workers, boarding service masters/ mistresses I, boarding service masters/ mistresses II and brailling staff.

Note C Non-specialist staff include clerks, clerical assistants, artisans, workshop attendants, 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 A pregnant staff member may, with the agreement of the employer, decide on the date of commencement of her 14 weeks maternity leave. Under section 12AA of Employment Ordinance, such date should be 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/ Subsidized 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 fulfil 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 EDBC1/2006 "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/ School Executive Officers.

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;
- associations, clubs and societies to which he/she belongs to;
- any other groups of people with whom he/she has personal or social ties; and
- any person to whom he/she owes a favour or may be obligated in any way.

Examples of conflict of interest situations

Procurement

a. A staff member has a financial interest in or is closely related with a company which is a supplier of goods or contractor of service (e.g. maintenance contractor, education materials supplier) to the school.

b. A staff member evaluates and selects a supplier/contractor from a number of bidders, and he, his spouse, family member, relative or personal friend, has a financial interest in one of the bidders, e.g. a bidder is operated by his spouse.

c. A staff member who is responsible for contract administration solicits services from contractors of the school for his personal interests (e.g. request the contractor to provide renovation service for his or his relative's home).

Staff Recruitment

d. A Principal appoints his relative or friend to take up a post in the school without following the established recruitment procedures.

e. A staff member interviews and recruits his relative or friend applying for a job in the school.

Student Admission/Assessment

f. A staff member interviews and recommends admission of a student who is his or his close friend's child or relative.

g. A staff member influences the admission interview result or performance assessment of a student who is his or his close friend's child or relative.

Confidentiality of Information

h. A staff member leaks confidential information relating to the school's operations (e.g. questions set for admission interview, maintenance plans) to favour his friends or relatives.

Others

i. A staff member enters into business relationship with parents, or performs outside work for parents or students (e.g. private tuition), or takes up part-time jobs for contractors of the school.

j. A staff member leases or sells his property to the school.

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 school 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 roles and duties in schools;
3. decline to provide assistance, advice or information on school matters to their relatives, friends, or any associations/clubs/societies of which they are members, any other groups of people with whom they have personal or social ties, and any person to whom they owe a favour or to whom they may be obligated in any way, when this may result in the recipients having an unfair advantage over other persons/ organisations; 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 appointment, 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. 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. Furthermore, school management authorities should also remind their staff to avoid any potential or perceived conflict of interest in performing their daily duties or when dealing with students/parents. For example, even if school staff intend to recommend fee-charging courses, activities or services provided by individual private organisations to students in light of their genuine need, they should first declare to their school and state the

reasons for such recommendation before doing so notwithstanding that they do not have any private interests involved with the organisation. Relevant records should also be properly kept. Staff should make it clear to students/parents that participation in any course, activity or service is entirely voluntary. However, school staff, in principle, should not refer students to fee-charging courses, activities or services provided by private profit-making organisations such as tutorial schools.

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, unauthorised 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 and, in compliance with the relevant provisions in the Employment Ordinance, consider proper actions such as suspending the teacher from his/her normal duties. Such suspension should carry no presumption of guilt implied. If a teacher is found to have omitted or withheld any details, taking into account

the nature and severity of the incident, schools should take appropriate actions which may include considerations of suspending the teacher from his/her teaching duties, and even dismissal;

4. For cases of teachers' professional misconduct or unlawful acts, schools can make reference to the "Guidelines on Teachers' Professional Conduct" to follow up with the cases.

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 or investigations, or that a teacher has been involved in any ongoing criminal proceedings or investigations, including but not limited to arrest or apprehension by the police, the 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 EDBC2/2009 "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 handling child sexual abuse cases 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 investigation unit of the Police 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 [Note 1] (and other relevant staff in need) in the process of handling suspected child sexual abuse cases involving school staff. School should refer to the "Protecting Children from Maltreatment – Procedural Guide for Multi-disciplinary Co-operation (Revised 2020)" published by the Social Welfare Department and EDBC1/2020 "Handling Suspected Cases of Child Maltreatment and Domestic Violence" 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 [Note 2] 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 EDBC1/2020 "Handling Suspected Cases of Child Maltreatment and Domestic Violence", Chapter 3 of this School Administration Guide and Core Procedures, Annexes 10 and 11 of the "Protecting Children from Maltreatment – Procedural Guide for Multi-disciplinary Co-operation (Revised 2020)" 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 or investigations, including but not limited to arrest or apprehension by the police?
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 maltreatment cases> of this School Administration Guide
- EDBC1/2020 "Handling Suspected Cases of Child Maltreatment and Domestic Violence"

- EDBC14/2023 "Measures for Strengthening the Protection of Students: Appointment of Teaching and Non-teaching Staff in Schools"
- "Guidelines on Teachers' Professional Conduct"
- "School Crisis Management: Handbook of aftermath intervention and psychological support"

  [EDB Homepage: http://www.edb.gov.hk > Teachers Related > School Crisis Management]

- "Protecting Children from Maltreatment – Procedural Guide for Multi-disciplinary Co-operation (Revised 2020)" published by the Social Welfare Department (SWD)

  [SWD Homepage: http://www.swd.gov.hk > Public Services > Family and Child Welfare > Information Corner > Procedural Guidelines > Protecting Children from Maltreatment – Procedural Guide for Multi-disciplinary Co-operation (Revised 2020)]

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.

Flowchart A

Workflow for Schools in Handling Cases of Teacher Misconduct of Non-Criminal Nature

Suspected Teacher Misconduct Case Reported/Revealed

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Schools should consider the following for proper actions:

- Consider the seriousness of the misconduct;
- Report the case of serious misconduct to respective District School Development Sections (DSDS);
- Look into the case by observing established school-based procedures and mechanism and/or making reference to the following:
  - treat the incident in confidence and information should only be given on a need-to-know basis;
  - assign designated personnel at appropriate level of seniority, such as the principal or school managers, whoever is appropriate, to take speedy actions to conduct investigation, including interviewing the teacher / person involved, collecting information, etc.;
  - keep proper record of all interviews and information collected;
  - consider whether crisis management team should be activated and other stakeholders notified at a particular stage;
  - consider suspending the teacher from normal duties* based on the seriousness of the offence/misconduct, if necessary;
- Seek advice from DSDS whenever and wherever necessary.

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- Summon SMC/IMC meeting to consider the findings and any disciplinary actions deemed necessary.

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- Provide an opportunity for the teacher to make representations, if any; and
- Provide the teacher with support and guidance for improvement and opportunity to redress regardless of any disciplinary actions, other than summary dismissal, deemed necessary.

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- Set up an appeal panel to conduct an independent review of the case if representations are received. The result of the review should be submitted to the SMC/IMC for consideration and decision.

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- Report the outcome together with the investigation report and the decision of disciplinary actions, if any, to DSDS for EDB's consideration whether any further action is necessary (including reviewing the teacher registration status of the teacher^).

* 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)

^ 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.

Flowchart B

Workflow for Schools in Handling Cases of Teacher Misconduct of Criminal Nature

Suspected Teacher Misconduct Case Reported/Revealed

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Schools should consider the following for proper actions:

- Inform respective District School Development Sections (DSDS) of the suspected case;
- Treat the case in confidence and take prompt action to collect relevant information to steer the way forward;
- Keep proper records of interviews and information collected;
- Report the case to the Police/ICAC as soon as possible;
- Stop further investigation if the case has been reported to the Police/ICAC;
- Consider suspending the teacher from normal duties, if necessary;
- Refer to relevant reference materials# for actions in case of child sexual abuse involving school staff; and
- Keep respective DSDS posted of the latest development of the case.

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Guilty on Conviction

- Convene an urgent SMC/IMC meeting to consider the necessity of any disciplinary action if the teacher's contract is still in force; and
- Notify respective DSDS of the decision and details of the court verdict for EDB's consideration of any further action (including reviewing the teacher registration status of the teacher).

Acquittal

- Convene an urgent SMC/IMC meeting to consider if the teacher should be allowed to resume duties and any internal investigation be conducted; and
- Notify respective DSDS of the decision and details of the court verdict for EDB's consideration of any further action (including reviewing the teacher registration status of the teacher).

Police/ICAC concluded no further action

- Convene an SMC/IMC meeting to determine if disciplinary action is necessary after internal investigation; and
- Notify respective DSDS of the decision together with details of the investigation reports, etc. for EDB's consideration of any further action (including reviewing the teacher registration status of the teacher^).

EDBC1/2020 "Handling Suspected Cases of Child Maltreatment and Domestic Violence", Section 3.8.9 of this School Administration Guide, "Protecting Children from Maltreatment – Procedural Guide for Multi-disciplinary Co-operation (Revised 2020)" published by the Social Welfare Department.

^ 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 utilised 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, the Education Regulations, the COA and any other relevant Ordinances, in particular the Occupational Safety and Health Ordinance.

8.2 Use of school premises

8.2.1 Requirements in legislations and the Codes of Aid

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 legislations and sections of the Codes are as follows:

a. S48 of the COA for Primary Schools

b. S47 of the COA for Secondary Schools

c. S51 of the COA for Special Schools

d. 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.

7. School premises play a key role in major public elections. As stipulated in Electoral Affairs Commission (Electoral Procedure) (Legislative Council) Regulation (Cap. 541D), Electoral Affairs Commission (Electoral Procedure) (District Councils) Regulation (Cap. 541F), and Electoral Affairs Commission (Electoral Procedure) (Election Committee) Regulation (Cap. 541I), the Chief Electoral Officer may require premises of any schools in receipt of government subvention for use as polling stations and/or counting stations for Legislative Council elections, District Council elections, and Election Committee Subsector Elections. An authorised person of Chief Electoral Officer should be allowed to

carry out site visits and preparatory work as well as store materials. Schools should comply with the relevant requirements.

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, such as opening up school facilities for sports organisations to hold sports activities with a view to promoting sports in the community. Hence, the nature and purpose of the activity organised 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 organisation should make use of the facilities in an aided school without being charged, as this represents a hidden subsidy to the organisation. Schools should refer to the rates recommended in EDBC5/2011 "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 organisations 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 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 minimise 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. Unless approved by the Director of Fire Services, no cooking or naked flame is allowed in any places other than kitchen.
7. All barbecue and hot pot activities can only be conducted upon satisfaction of the "points to note and fire safety recommendations in organising barbecues and hot pot activities in school" (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 EDBC23/2001 "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 sections that cover the preventive measures and handling procedures:

a.	Handling Accidents and medical emergency	Section 3.4.2
b.	Handling incidents of communicable diseases	Section 3.5.4
c.	Student suicide cases	Section 3.7.1
d.	Gas leakage	Section 8.4.2
e.	Bomb calls	Section 8.4.3
f.	Acts and activities with elements to endanger national security	Section 8.4.4

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 EDBC9/2015 "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 dialling 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 Acts and activities with elements to endanger national security

Schools should, having regard to their own context and their crisis management mechanisms, formulate specific strategies and contingency measures to deal with acts and activities that involve elements endangering national security. This includes handling of emergencies in a timely manner and reporting the incidents to EDB as soon as possible. If a student is found to have breached the rules or behaved improperly, including acts which are suspected to involve elements endangering national security, teachers should stop such behaviour of the student concerned immediately to contain the influence of his/her acts. The case should be reported to the Discipline and Guidance Masters/ Principal, provided that the safety of the teacher and student concerned has been assured. If suspected illegal acts and activities are involved, the school may consult the Police Community Relations Officer/ School Liaison Officer of the Police district concerned. In case of a grave/ emergency situation, the school should report to the Police immediately. For details, please refer to EDBC9/2023 "National Security: Maintaining a Safe Learning Environment Nurturing Good Citizens".

8.4.5 Crisis management team

1. Schools should set up a Crisis Management Team to formulate school-based mechanisms, procedures, guidelines and contingency plans, which should be regularly reviewed and updated as necessary, for effective handling of crises. Other than the school head and responsible teachers, the team may comprise clerical staff and specialists (such as School Social Worker, Educational Psychologist). Please make reference to the "School Crisis Management: Handbook of aftermath intervention and psychological support" for the composition of Crisis Management Team.
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 EDB and take charge of the crisis to immediately ensure the 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, evaluate the impact of the crisis to the school and arrange appropriate interventions. The Team should provide counselling to staff and students in cooperation with guidance personnel, social workers and educational psychologists

as deemed necessary. Schools should make reference to the "School Crisis Management: Handbook of aftermath intervention and psychological support". 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 interviews.

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 minimise the impact of crises. The sample of resource directory 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 familiarise 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

Schools shall ensure that all school premises shall at all times be kept in a satisfactory state of repairs. Schools shall refer to EDBC14/2024 "Inspection and Maintenance of School Premises" for details on the responsibilities and arrangement in 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. In addition, EDB has taken up the delivery of approved repairs projects of estimated cost exceeding $2 million each from the Property Services Branch of Architectural Services Department (ArchSD) with effect from 1 April 2019 and ArchSD will continue to handle repairs projects of estimated cost exceeding $2 million each as approved by EDB before 2019-20.

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 providing 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/EOEBG.
3. For repairs items each costing at or above a specified threshold, the school may apply for capital subventions to carry out the required repairs works. With effect from 1 September 2024, the threshold for primary and special schools is adjusted from $3,000 to $6,000 and that for secondary schools is adjusted from $8,000 to $10,000. The threshold is subject to review and adjustment by EDB from time to time.

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. With effect from 1 April 2019, EDB has taken up the delivery of approved projects exceeding $2 million each from ArchSD while ArchSD will continue to administer those projects of estimated cost exceeding $2 million each approved before 2019-20.

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 submit their on-line applications to the School Maintenance Automated Rapport Terminal (SMART) system via EDB's "Common Log-On System" (CLO).

b. Applications will be vetted by the term consultants appointed by EDB. Schools will be informed of the results of their applications via the SMART system once available. Approval for government subsidy, however, depends on urgency of the repairs and 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 of the SMART system are available on the "School Premises Maintenance" (SPM) webpage.

8.5.3 Emergency repairs

1. Aided school in need of emergency repairs (ER) is required to submit on-line applications to the SMART system via EDB's "Common Log-On System" (CLO). Applications will be vetted by the term consultants appointed by EDB. Schools will be informed of the results of their applications via the SMART system once available.

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 drainage channels 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 or the party as specified in the tenancy agreement entered between the Government and the school sponsoring body. Estate aided schools, if being advised to maintain the slopes within the school boundary, should approach EDB for advice.

3. Schools are required to arrange regular maintenance for the slopes under the school's maintenance responsibility to ensure functionality and avoid deterioration of the man-made slopes and retaining walls. Routine Maintenance Inspections and Engineer Inspections for Maintenance are the common maintenance inspections for the slopes of the schools.

a. A Routine Maintenance Inspection should 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 Engineers 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 Authorised 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 Housing Bureau (ICU of HB) (for estate schools) or Buildings Department (BD) (for non-estate schools) should be sought. In case of doubt, the school should enlist the professional advice from the Authorised Person (AP). If necessary, the SMC should also consult other departments such as Department of Health (DH), Fire Services Department (FSD), etc. When all necessary information is ready, schools should send all relevant information to the respective Regional Education Offices to commence the works upon approval.
3. Upon completion of the works, the SMC should send the as-built drawings/ records to the ICU of HB (for estate schools)/ BD (for non-estate schools)/ School Premises Maintenance Section of this Bureau (for estate and non-estate schools) and the respective Regional Education Offices for record.
4. Furthermore, schools should also inform the respective Regional Education Office to confirm their works comply with requirements set by relevant Government departments (if any). If the completed works involve any classroom(s), schools should inform the respective Regional Education Office and School Registration and Compliance Section for issuance of updated Certificates of Accommodation. If the completed works involve extension of school premises (e.g. a new floor or a new annex block), schools should inform and submit application with the required documents (such as approved layout plans, occupation permit, etc.) to School Registration and Compliance Section for registration of the proposed 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". Before granting the registration of the extension of school premises, EDB would consult other relevant government departments such as BD/ICU, FSD, etc. and request schools to submit supplementary information, as and when necessary, to ascertain that the proposed extensions are safe and in compliance with the requirements of relevant departments.

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 room and/or subdivision of a room; 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. If the room concerned is confirmed by EDB as "eligible facility", schools can apply for capital subventions for major repairs / alterations to install air-conditioning systems in that room while electricity charges and routine maintenance costs of the room can be paid from the Air-conditioning Grant. Please refer to "Air-conditioning Grant for Aided Schools" for details.

4. 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, etc. In case of doubt, the SMC may consult either their AP, if any, or the relevant government departments (ICU of HB 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.

5. The SMC should send the as-built drawings/ records to the ICU of HB (for estate schools)/ BD (for non-estate schools), School Premises Maintenance Section of this Bureau (for estate and non-estate schools) and the respective Regional Education Offices for record.

6. Expenditure on works may be charged to the School and Class Grant under OEBG/EOEBG. For works costing at or above the specified threshold mentioned in Section 8.5.1, 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 COA 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. Physically fit and reliable 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 organising 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 organising 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 Fire Safety in Buildings 2011". 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 Authorised 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 and 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 minimum safety distance of 6m shall 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

Agency	Telephone no.	Name	Post
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.

Appendix 6 Template of letter to government departments applying for change of room use

To : Distribution

Dear Sir/Madam,

Application for Change of Room Use

School Name: _____

School Address: _____

_____

I am writing to seek your advice on the proposed change of use of Room (Room Number) originally used as a (purpose of the room before conversion) to a (purpose of the room after conversion) in my school.

Attached please find the layout plans for the room and the proposed changes.

I should be grateful if you would provide me with your comments on the proposed change of room use at your earliest convenience. For enquiries, please feel free to contact (responsible person) at (telephone number).

Yours sincerely,

_____

( )

Supervisor/ School Head (Name)

Distribution

1. Chief Building Surveyor, Buildings Department or Independent Checking Unit, Office of the Permanent Secretary for Housing
2. Senior Divisional Officer, Fire Services Department
3. Senior Executive Officer (Planning and Development), Department of Health

(Please refer to Appendix 7 for details of addressee and address.)

Appendix 7 Contact points of the respective government departments in processing room conversion

<table>
<tr><th>District</th><th>Fire Services Department</th><th>Other government departments</th></tr>
<tr><td>Central & Western
Southern
Wan Chai
Hong Kong East
Islands</td><td>Senior Divisional Officer
Hong Kong Regional Office
M/F, Sheung Wan Fire Station,
2 Western Fire Services Street,
Sheung Wan, Hong Kong</td><td rowspan="3">Buildings Department
CO i/c Licensing
New Buildings Division 1
New Territories East (1) and Licensing Section
Licensing Unit Registry
Buildings Department Headquarters,
North Tower,
West Kowloon Government Offices,
11 Hoi Ting Road,
Yau Ma Tei, Kowloon

Independent Checking Unit, Office of the Permanent Secretary for Housing
8/F, Lung Cheung Office Block,
138 Lung Cheung Road,
Wong Tai Sin, Kowloon

Department of Health
Senior Executive Officer (Planning and Development)
Regulatory Affairs
Office for Regulation of Private Healthcare Facilities
Quality and Standards Division
Room 1001, 10/F,
Guardian House,
32 Oi Kwan Road,
Wan Chai, Hong Kong</td></tr>
<tr><td>Shamshuipo
Yau Tsim Mong
Kowloon City
Wong Tai Sin
Kwun Tong</td><td>Kowloon West
Senior Divisional Officer
Kowloon West Sub-Regional Office
6/F, Tsim Sha Tsui Fire Station Complex,
333 Canton Road,
Tsim Sha Tsui, Kowloon

Kowloon East
Senior Divisional Officer
Kowloon East Sub-Regional Office
Unit 1809-1810, 18/F, Skyline Tower,
39 Wang Kwong Road,
Kowloon Bay, Kowloon</td></tr>
<tr><td>Sai Kung
Tai Po
North
Shatin
Kwai Tsing
Tsuen Wan
Tuen Mun
Yuen Long</td><td>Senior Divisional Officer
New Territories Regional Office
Unit 1809-1810, 18/F, Skyline Tower,
39 Wang Kwong Road,
Kowloon Bay, Kowloon</td></tr>
</table>

Acknowledgement

Special thanks to the following government departments/ organisations for providing information:

- ★ Home and Youth Affairs Bureau
- ★ Hong Kong Police Force
- ★ Independent Commission Against Corruption
- ★ Department of Health
- ★ Social Welfare Department
- ★ Environment and Ecology Bureau
- ★ Office for Film, Newspaper and Article Administration
- ★ Student Finance Office