

STUDENT GUIDANCE SERVICE

Implementation of Comprehensive Student Guidance Service

In accordance with the recommendations of the Education Commission Report No. 4, a whole-school approach to guidance has been adopted in primary schools since 1992. The approach aims at enlisting the collaboration of all teachers to create a caring and inviting learning atmosphere so as to maximize students' potentials, develop their self-esteem and foster their healthy growth.

Entering the new Millennium, Student Guidance Service plays its prime significance, not only in catering for the developmental needs of students, but also to cohere with the Education and the Curriculum Reforms. From 2002/03 school year, the then Education Department encourages schools to implement the Comprehensive Student Guidance Service, making it an integral part of education, by integrating the service with other sub-systems at schools such as management and organization, teaching and learning, staff development, and parent education. Working in collaboration with all the staff members, parents and the community resources at large, the guidance personnel aims to help students achieve an all-round development in the domains of ethics, intellect, physique, social skills and aesthetics according to their attributes so that they are capable of life-long learning, critical and exploratory thinking, innovating and adapting to change.

Manning Ratio of Student Guidance Teachers/ Student Guidance Officers/ Student Guidance Personnel (SGTs / SGOs/SGP)

Starting from the 2006/07 school year, the manning ratio of student guidance personnel has been improved to 1 for each primary school with 18 classes or more, or 0.5 for each primary school with 5 to 17 classes. The student guidance service is improved by the provision of a new Student Guidance Service Grant (SGSG). Sponsoring bodies of aided primary schools with 5 classes or more may either employ SGTs or be allocated with SGSG according to the number of classes operated to employ SGP or hire appropriate student guidance service from non-government agencies. SGOs of the Education Bureau will assist in the implementation of the service for government and private primary schools as well as aided primary schools with 4 classes or less.

Top-up Student Guidance Service Grant (Top-up Grant)

As from the 2012/13 school year, a Top-up Student Guidance Service Grant (Top-up Grant) will be provided for all public sector primary schools with 5 or more classes. The calculation basis of the Top-up grant is \$15,000

per operating class. For schools with at least 18 classes, in addition to one student guidance officer / teacher / SGS Grant, an amount of \$15,000 will be provided for each class starting from the 18th class. For schools with fewer than 18 classes, in addition to half a student guidance officer / teacher / SGS Grant, an amount of \$15,000 will be provided for each class starting with the fifth class.

Scope of the Comprehensive Student Guidance Service

All schools have to provide comprehensive student guidance service in the following four aspects:

- Policy and Organization
Establishing a guidance team to formulate guidance policy, plan and coordinate the guidance service, set up the internal and external referral system, cultivate a positive and caring school culture and exercise a mechanism for school self-evaluation to monitor an effective implementation.
- Personal Growth Education
Promoting school-based Personal Growth Education to develop students' competencies, skills, positive attitude and values in the areas of personal, social, academic and career development which are prerequisites in meeting new challenges in a changing society.
- Supportive Service
Providing teachers with opportunities for professional development on guidance, cultivating a shared vision, enhancing a supportive and communicative atmosphere among staff members. The school also provides consultation and support to teachers in handling students' difficulties, promotes home-school cooperation, develops parent education and establishes close partnership with the non-government agencies to facilitate the delivery of the service.
- Responsive Service
Providing additional supportive service to students with educational needs either individually or through group work. The school also provides timely crisis intervention and stress management in response to critical incidents. Moreover, the school is responsible to enforce the Universal Basic Education by providing supportive service to dropouts to ensure all students can complete the primary school education.