

Guide on Comprehensive Student Guidance Service
(Revised in September 2022)

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Chapter 1

Principles and Scope of Comprehensive Student Guidance Service (CSGS)

1.1 Aims

The Student Guidance Service forms an integral part of education. In catering for the developmental needs of students while tying in with the Education Reform and the Curriculum Reform, a comprehensive student guidance system should be established at school. This system of guidance service will integrate with other systems at school (e.g. Management and Organization, Learning and Teaching, etc.). Through close collaboration with all the staff, parents and members of the community, the student guidance personnel (SGP) at school provide the CSGS to students in order to help them achieve whole-person development and life-long learning. Moreover, support will be given to students to help them develop their self-learning attitude, critical thinking skills, self-exploration, creativity and adaptability so as to meet with life challenges.

1.2 Principles

1.2.1 Humanistic and Student-centred perspectives

It attaches importance to help students develop their positive values and self-respect. Through exposure to various types of learning and practical experiences, students can maximize their own potentials.

1.2.2 Catering for the developmental needs of all students from childhood to adolescence

With an emphasis on developmental work, the student guidance service should cater for different developmental needs of students from childhood to adolescence through a wide range of guidance activities. These activities would address students' psychological and developmental needs in various age groups, including personal, social, academic and career development.

1.2.3 Respecting individual differences of students

Every student is a unique individual. Schools should proactively adopt the preventive and developmental guidance strategies to cater for students' individual needs in facilitating their healthy development.

1.2.4 Collaboration of different systems within school

Different systems within school should enhance their links and collaboration. Sharing the same vision and mission in educating students, the whole school should participate in implementing the student guidance service.

1.3 Scope of Services

The student guidance service forms an integral part of the whole school system, being closely linked with and unable to separate from other systems within school, such as management and

organization, learning and teaching, etc. It is only through the intensive collaboration among these systems that schools would be able to effectively implement the student guidance service for the healthy development of students. The CSGS includes the following four domains of service:

1.3.1 *Policy and Organization*

- (a) To cultivate a caring school culture with reference to the individual characteristics and needs of a school for promotion of healthy development for all students.
- (b) To establish a guidance team which formulates the school guidance policy, plans and coordinates related guidance services. Members of the guidance team may comprise the school head / deputy school head, Student Guidance Teacher (SGT), School Social Worker (SSW) and other SGP, discipline master / mistress and teacher representatives of various grade levels. Division of labour among members should be subject to the nature of their duties in school and the demand for guidance service.
- (c) To promote cross-curricular collaboration to enhance the whole school participation in student development.
- (d) To set up an internal and external referral system for early identification, intervention and referral of students with specific needs for the most appropriate guidance services.
- (e) To formulate a school attendance policy to ensure regular attendance of all students.
- (f) To build a mechanism for school self-evaluation and conduct systematic reviews regularly to ensure effective implementation of the student guidance service.

1.3.2 *Personal Growth Education (PGE)*

- (a) To implement the school-based PGE to cater for the developmental needs of all students.
- (b) To help students build up the basic knowledge, skills and attitude in the four areas of growth, namely personal, social, academic and career development through well-planned learning areas ([Annex I](#)).
- (c) PGE can be conducted in forms of classroom learning, short-term courses, group activities, assemblies, cross-curricular activities, etc., and through interactive and diversified learning programmes to motivate students to learn.
- (d) To design and develop various PGE activities in a gradual and progressive approach with reference to the developmental needs, learning abilities and interest of primary students.
- (e) To enhance self-exploration and self-reflection of students, with emphasis on active experiential learning.
- (f) To enhance applications of acquired knowledge, skills and attitudes in daily life through connecting learning contents with life events.

1.3.3 *Supportive Service*

- (a) To provide teachers with professional training and information related to student guidance and counselling skills. This would enhance -
 - their understanding of students' emotional, behavioural and developmental needs; and
 - their mastering of effective communication skills with students and parents.
- (b) To enhance teachers' mastering of facilitation and debriefing skills in conducting PGE.
- (c) To enhance common vision, mutual support and communication among all the staff in implementing the student guidance service through better exercising of team spirit.
- (d) To establish a mechanism for consultation to support teachers in handling student problems.
- (e) To promote home-school cooperation and develop parent education.
- (f) To develop close communication and partnership with related organizations in the community in promoting student guidance service.

1.3.4 *Responsive Service*

- (a) To help students in need through individual and group counselling.
- (b) To refer students in need of further support and follow-up to relevant external professional services.
- (c) To provide timely intervention and follow-up for crisis incidents.

1.3.5 *Service Review and Continuous Development*

Schools may refer to Key Evaluation Areas for Comprehensive Student Guidance Service ([Annex II](#)) for self-evaluation of the efficacy of the CSGS.

1.4 Roles of Stakeholders

1.4.1 *School Heads / Deputy Heads*

- (a) To lead the SGT, SSW and other SGP in coordinating and formulating the student guidance policy, as well as develop the guidance system, its support measures and a caring school culture through the Whole School Approach.
- (b) To examine the Plan and the Evaluation Report on CSGS.
- (c) To monitor the appointment arrangements of the SGT, SSW and other SGP and coordinate the hiring of the student guidance service.
- (d) To monitor the work of the SGT, SSW and other SGP to ensure that they are in line with the school's mission.
- (e) To supervise the SGT, SSW and other SGP on their professional conduct and discipline and coordinate the work of the social work supervisor.

1.4.2 *Teachers*

- (a) Through collaboration with the SGT, SSW and other SGP, teachers are to prepare, implement and teach PGE of various grade levels conducive to students' healthy development.
- (b) To identify, counsel and refer students with specific needs, e.g. special educational needs, behavioural problems, family problems, psychological and mental health problems, internet addiction, psychotropic substances abuse, etc., to relevant internal and external professional support services.
- (c) To reflect the needs of the staff, students and parents to the guidance team and work closely with the team according to the agreed implementation strategies, major concerns and performance indicators.
- (d) Efforts should be made to motivate students' interest and abilities in learning as well as to create an atmosphere of harmony, openness and acceptance in school.
- (e) To participate in cross-curricular collaboration to enhance the Whole School Approach in student development.

1.4.3 *Student Guidance Personnel (SGP)*

1.4.3.1 Under the CSGS, schools provide comprehensive and extensive guidance services to students through the collaboration of teachers, guidance personnel, social workers or other professionals. Starting from the 2018/19 school year, the Education Bureau (EDB) has been implementing the "one school social worker for each school" policy in public sector primary schools according to school-based circumstances so that each public sector primary school will be ultimately served by at least one school-based registered graduate SSW and the overall quality as well as stability of the student guidance service can be enhanced. For details, please refer to the [EDBCM No. 36/2018](#).

1.4.3.2 The SGP (including the SGT, SSW and other SGP), being the ex-officio members of the guidance team, play an important role in the CSGS. Apart from assisting the school in drawing up the student guidance policy, the SGP should also render assistance in implementing the student guidance service in the following areas: PGE, support service for parents and teachers, as well as responsive service for students.

(a) *Policy and Organization*

- i. Formulating the student guidance policy of the school:
 - To set up and oversee the work of the guidance team; and
 - To assist the school head / deputy head in formulating the school-based student guidance policy.
- ii. Setting objectives and plans:

To help establish a caring school culture, including enhancing the team spirit

among the teaching staff.

- iii. Preparing concrete work plans for various programmes on student guidance service and cross-curricular collaborative projects in accordance with the student guidance policy and annual targets of the school.
- iv. Evaluating and monitoring the student guidance service:
 - To assist the school in setting up a mechanism to evaluate and monitor the implementation, resource allocation and effectiveness of various types of student guidance service;
 - To review the policy, objectives and plans of the student guidance service based on the findings of the evaluation; and
 - To maintain contact and liaison with the EDB via timely completion of plans, review of reports and submission of information on school-based guidance services.
- v. Establishing a support system:
 - To team up with teachers of different key learning areas to promote and implement the Whole School Approach in student guidance and discipline work and to create a caring school culture, through student guidance and discipline programmes, extra-curricular activities and cross-curricular activities;
 - To establish formal and informal communication channels with various subjects panels to coordinate all types of student support service; and
 - To assist the school in liaising with the community and bringing in community resources.

(b) *Personal Growth Education (PGE)*

- i. Catering for the healthy development of students and maximizing their potential by nurturing their self-understanding, interpersonal skills, pursuing of life-long learning and meeting with life challenges:
 - To organize, design, implement and review PGE;
 - To promote PGE through organizing cross-curricular thematic guidance activities in different key learning areas; and
 - The effectiveness and extensive implementation of PGE hinge on the active involvement of all teachers, including the teaching of PGE. Since the SGT, SSW and other SGP need to take up various tasks under different scope of guidance services, the SGP should not replace teachers in teaching PGE, except for specific thematic topics.
- ii. Catering for all students' needs at different developmental stages:
 - To plan and organize guidance activities for students, e.g. Understanding Adolescent Project, Pupil Ambassador Scheme, Class Management and

- Healthy School Programme with an anti-drug element, etc., to help them understand and adapt to the challenges as well as physiological and psychological changes at different stages of development; and
- To help P.1 students adapt to the new learning environment; to support students at the upper primary levels through conducting seminars and training courses concerning transition to secondary schools; and to organize joint guidance activities with guidance teams or social workers of other secondary schools in the community so as to strengthen students' confidence and ability in coping with challenges and facing adaptation problems upon their promotion to secondary schools.

(c) *Supportive Service for Parents and Teachers*

Parent Support Service

- i. Implementing parent education:
 - To provide professional advice for individual parents in need to help them cater for their children's needs at different development stages; and
 - To provide parent education through organizing parent-child activities, parent groups, seminars and workshops to help parents better understand the growth and development of their children and acquire parenting skills and methods.
- ii. Fostering home-school cooperation:
 - To disseminate information on the aims and objectives of the student guidance service, the expectation for students as well as the progress of guidance programmes through the school profile, school newsletters, parents' meetings, open days, the school's homepage, etc.; and
 - To liaise closely with the Parent-Teacher Association and encourage parents to put up their views on guidance services and take part in school activities, such as voluntary work and parent-child activities, actively.

Teacher Support Service

- i. Providing professional support for teachers:

To provide professional advice for teachers on how to handle students with learning, emotional and behavioural problems; and provide suggestions and professional support on the implementation of PGE;
- ii. Providing professional development for teachers:

To organize professional training programmes on student guidance, such as workshops and seminars, and share experiences with teachers on the delivery of the guidance service; and
- iii. Assisting teachers in handling crisis cases, such as student suicide or child abuse

cases.

(d) *Responsive Service*

- i. Helping students deal with learning, emotional or behavioural problems:
 - To provide individual counselling services for students with specific needs and conduct preliminary assessments for students with emotional and behavioural problems as well as assist in devising individual education plans and monitor their progress so as to help them overcome difficulties that may emerge while growing up;
 - To provide group counselling services to students with specific needs (including newly-admitted P.1 students or newly arrived students) for their adaptation to the school life and integration into the new learning environment as soon as possible;
 - As a member of the Student Support Team, to provide support to students with special educational needs in the aspects of emotion and behaviour management, social development and parent-child relationship.
 - To handle and follow up on urgent cases;
 - To conduct home visits as required so as to strengthen home-school cooperation to help students meet the challenges in adversity;
 - To liaise with or refer cases to outside professionals for additional support services, such as psychological services and social welfare services.

- ii. To assist the school in implementing the school attendance policy:
 - To assist the school in formulating the school-based attendance policy and procedures so that all students and parents understand and comply with the relevant requirements;
 - To set up a mechanism of “identifying suspected dropouts” and liaise with parents, teachers, the EDB and relevant organizations to provide timely support services to dropouts, frequent truants and unexplained absentees;
 - To provide individual or group counselling services for dropouts and potential dropouts to help them overcome the learning difficulties and meet with life challenges so that they can resume schooling; and
 - To organize regular preventive activities to enhance students’ sense of belonging to the school.

Chapter 2

Administrative Arrangements of CSGS

2.1 Functions of Guidance Team

The school should set up a guidance team or enhance the effectiveness of the existing guidance team, in order to systematically implement the student guidance service in school, and to ensure the proper use of resources allocated for the guidance service. Major work includes:

- 2.1.1 Formulating the student guidance policy and plans under the Whole School Approach in accordance with the school's vision; achieving a common mission among all teachers and staff in cultivating a caring school culture; and fulfilling the shared value of fostering the development of students.
- 2.1.2 Team members may comprise the school head / deputy school head, the SGT, SSW and other SGP, the guidance / discipline master / mistress and teacher representatives of various grade levels. The guidance team should effectively coordinate and harmonize the guidance service for the whole school and actively promote collaboration with other subject panels at the school, grade, class and individual levels to enhance the Whole School Approach in fostering the development of students.
- 2.1.3 Setting up the internal and external referral system for early identification, intervention and referral of students with specific needs so as to provide them with the most appropriate guidance service.
- 2.1.4 Providing remedial, preventive and developmental student guidance services for all students; individual and group counselling for students with specific needs; and timely intervention and follow-up for crisis incidents.
- 2.1.5 Assisting the school in implementing the school attendance policy.
- 2.1.6 Conducting periodical reviews, through a self-evaluation mechanism, on the progress and effectiveness of all guidance services to ensure quality student guidance service.

2.2 Plan and Evaluation Report on Student Guidance Service (SGS)

- 2.2.1 The guidance team is required to prepare a Plan on Student Guidance Service each year according to the developmental needs of students and the school development, clearly stating the school policy and measures on student guidance, the use of resources in the student guidance service and the measures to evaluate progress and effectiveness. Key areas should include:
 - (a) Review of the present situation and development of the student guidance service so

- as to analyze the needs of all students;
- (b) Setting objectives and the rationale of the student guidance service;
- (c) Implementation strategies, areas of concern, details and performance indicators;
- (d) Evaluation strategies and related measures;
- (e) Manpower and resources allocation; and
- (f) Budgeting.

2.2.2 Schools are required to complete the Plan on Comprehensive Student Guidance Service (illustrated with a sample at [Annex III](#)) with approval of the School Management Board (SMB) / the School Management Committee (SMC) / Incorporated Management Committee (IMC) by **30 September** each year. Schools need not submit the Plan to the EDB, but are required to file it properly so as to make it available for inspection by the EDB officers.

2.2.3 Schools should conduct continuous evaluation throughout the year according to the progress stated in the Plan on Comprehensive Student Guidance Service and enhance the transparency and accountability of the service through a feedback and review mechanism.

2.2.4 Schools should compile an Evaluation Report on CSGS each year, conducting evaluation and analysis, in a scientific and objective manner, of the use of student guidance resources, the effectiveness of the services and the targets achieved, etc. The Evaluation Report should be completed and approved by the SMB / SMC / IMC by the end of each school year. Schools need not submit the Evaluation Report to the EDB, but are required to file it properly for future inspection. Schools should also make available open access to information on the progress of implementation of the Plan for all parents and teachers.

2.3 Coordinating Work of School Sponsoring Body (SSB)

2.3.1 SSBs of aided primary schools shall plan the resources provided for the student guidance service of their respective schools according to the EDB's current manning ratio of the SGP with a view to facilitating the deployment of the SGT or SGS Grant. Under the same SSB, serving SGTs should be allocated first. In making the above-mentioned deployment, the SSB should consider the size, culture, tradition, needs and future development of the schools and report such deployment to the EDB in order to arrange for disbursement of the grant.

2.3.2 For SSBs which have aided primary schools with IMCs established under the Education Ordinance, the relevant aided primary schools may continue to adopt the resource allocation mode of the SGT / SGS Grant applicable at the time of its incorporation, subject to any possible changes arising from certain exceptional circumstances, such as natural wastage of SGTs or redundancy, in the future.

- 2.3.3 If natural wastage (e.g. arising from retirement or resignation) occurs, the SGT vacancy should be filled by recruitment of teachers holding relevant qualifications and serving in the original school(s) under the same SSB or by open recruitment. If the vacancy cannot be filled, the school concerned may make applications to the EDB to opt for the New Funding Mode. If schools / SSBs apply to give up the SGT established posts in exchange for the New Funding Mode, the application will be irrevocable once approved by the EDB.
- 2.3.4 SSBs operating more than one school should arrange to redeploy redundant SGTs, if any, to fill available vacancies arising from retirement and resignation of the SGTs. If such vacancies are not available, the SSBs concerned should redeploy these redundant SGTs to the schools allocated with the SGS Grant. In this case, the SGS Grant would cease to be disbursed after such redeployment. For other administrative arrangements of handling redundant SGTs, please refer to Appendix I of the [EDBCM No. 37/2022](#). Job-sharing arrangements are only applicable to redundant SGTs. For any special arrangements for SGTs, the EDB's prior approval should be obtained before the commencement of the arrangements.

2.4 Continuity of Service

- 2.4.1 In general, enhancing the continuity of student guidance service in school would facilitate the smooth implementation of the CSGS. In this connection, schools opting for the SGS Grant to hire stationing student guidance service from non-governmental organizations (NGOs) may consider entering into contracts with service providers for more than one year according to their school-based needs. However, under the principles of openness and fairness, schools are advised to select quality NGOs at reasonable costs through competitive quotations / tender exercises at regular intervals. Under normal circumstances, the contract period for any service provider should not exceed 3 years. To ensure the stability of social work services and safeguard the well-being of students, the SMC / IMC may consider drawing up contracts with a longer period (e.g. 5 years) under special circumstances with full justifications. Schools should note that the above contract periods are special arrangements for purchasing school-based social work service. Such arrangements should not be considered as a general practice when schools purchase other services.
- 2.4.2 Schools intending to enter into contract with a service provider for more than one year (preferably not exceeding three years) should consider the possible chances arising from the following circumstances:
- (a) For redundancy of SGTs arising from reduction of classes in individual schools, SSBs operating more than one school should first redeploy these redundant SGTs, if any, to fill available vacancies arising from retirement and resignation of the SGTs. If such vacancies are not available, the SSBs concerned should redeploy these redundant SGTs to the schools allocated with the SGS Grant. In this case, the SGS Grant would cease

- to be disbursed after such redeployment.
- (b) If the number of classes is reduced to 4 classes or less, the SGS Grant would cease to be disbursed and a Student Guidance Officer (SGO) would be deployed to provide services for the school concerned.
 - (c) The amount of the Grant will be revised according to the Composite Consumer Price Index each year and / or pay movement.

2.5 Appointment of Student Guidance Personnel (SGP) and Related Matters

- 2.5.1 Starting from the 2018/19 school year, schools adopting the Old Funding Mode may continue using the SGS Grant (including Top-up Grant) to employ SGPs. Under the New Funding Mode, schools may choose to employ a regular Assistant Social Work Officer (ASWO) on the approved staff establishment or receive the School Social Work Service Grant (SSWSG) to employ a school-based registered graduate social worker on their own or hire service of a school-based graduate social worker from a social work service provider. Other SGPs can be employed by combining the above with the Top-up Grant / Consultation Service Grant (CSG) or other resources. For the objectives, work and entry requirements of the social worker employed under the New Funding Mode, please see [Annex IV](#).
- 2.5.2 To safeguard students' well-being, schools should be more stringent in the selection of the SSW and other SGP and strengthen their administrative measures on appointment and related matters to ensure that the SSW and other SGP under its direct appointment or hired from a service provider can fulfill the required standards of professional conduct and qualifications. In using the SGS Grant / SSWSG / CSG / Top-up Grant to hire the stationing student guidance service from NGOs, schools are also required to ensure that the service provider has already completed the procedures of vetting the professional qualifications, registration status, certificates of service in the past employment, etc. of the SSW and other SGP. This will prevent improper persons from serving as the SSW and other SGP. The vetting procedures should include requiring candidates to declare their previous conviction records in Hong Kong or elsewhere, or cancellation / refusal of registration of their relevant profession (e.g. a social worker), and stating clearly in the application form / employment contract the consequences of providing false information or withholding material information. They are subject to the dire consequences of criminal prosecution, and they may be dismissed by the schools. To ensure that all the candidates are fit and proper persons for employment, please refer to the [EDBC No. 7/2021](#).
- 2.5.3 Furthermore, the Hong Kong Police Force has launched the Sexual Conviction Record Check (SCRC) Scheme on 1 December 2011, and schools must adopt the scheme in their appointment procedures. Schools should request all prospective employees (including SGTs or the SGP hired with the SGS Grant / SSWSG / CSG / Top-up Grant, employed under

the school's direct appointment and / or deployed from a service provider hired by the school, any personnel assigned to conduct guidance activities, etc.) seeking child-related work or work relating to children or mentally incapacitated persons to undergo the SCRC so as to reduce the risk of sexual abuse to students. For details, please refer to [EDBC No. 7/2021](#).

- 2.5.4 Regarding the SSW and other SGP directly employed by schools, when handling the appointment, resignation, termination of appointment and dismissal of the SGP, schools must ensure compliance of relevant requirements of the Education Ordinance and Regulations, Employment Ordinance and employment-related ordinances, and relevant provisions of the Code of Aid, including such instructions as the EDB may issue from time to time. All cases of staff management issue should be well documented so that proof of evidence can be available in the event of any possible allegation of impropriety on staff management.
- 2.5.5 SSBs / schools should ensure that the SGTs or regular ASWOs appointed meet the requirements specified in [the Compendium to Code of Aid for Aided Schools](#) or [the Code of Aid for Primary Schools](#). For enquiries about the administrative arrangements for recruitment of the SGTs or regular ASWOs, please contact the respective District Senior / School Development Officer. As for enquiries about matters related to the qualifications in guidance training required for the SGTs to be employed, please contact the Guidance and Discipline Section. Regarding the working experience and qualifications assessment of the regular ASWOs, please contact the Central Salary Verification Team.
- 2.5.6 Under special circumstances, SSBs / schools that wish to alter the arrangements concerning SGTs / regular ASWOs already reported to and approved by the EDB in the new school year (e.g. having two SGTs sharing one teaching post, employing two graduate social workers on a job sharing basis and converting from a regular ASWO post to receiving SSWSG) should apply in writing to the Guidance and Discipline Section in advance. The applications will be considered according to individual circumstances. SSBs / schools must obtain the EDB's approval prior to the commencement of the arrangements.
- 2.5.7 Please inform the Guidance and Discipline Section through SSBs or schools of any changes of SGTs / SSWs / SGPs within the school year to facilitate effective communication and record updates.

2.6 Supervision of SGP

- 2.6.1 Each school choosing the New Funding Mode will be provided with a CSG to purchase consultation, supervision and other support services to SSWs. For use of the CSG, please refer to [Annex V](#). Regarding schools which continue adopting the Old Funding Mode, if

the school considers that professional supervision is required for the stationing SGP with social worker qualifications, it may procure additional professional supervision service from service providers with established professional quality assurance at the time of hiring student guidance services, and work out the mode, details and service hours of supervision with the service provider. Professional supervision may include regular supervision meetings, case consultation, phone consultation on emergencies and urgent cases, on-site support for crisis management, and performance appraisal, etc. The supervisor has to provide suitable assistance and support to the SSW / SGP for handling suspected child abuse cases if necessary. If it is agreed by the school, NGO and the Social Welfare Department (SWD) to let a registered social worker serving in the primary school who is employed by an NGO to take up the role of case manager as stipulated at Chapter 3 of the “Protecting Children from Maltreatment – Procedural Guide for Multi-disciplinary Co-operation (Revised 2020)” (Procedural Guide), the supervisor may provide professional guidance and opinions with regard to the known cases handled by the SSW / SGP and convene the Multi-disciplinary Case Conference (MDCC) to draw up follow-up plans for students and their families. When necessary, Family and Child Protective Services Units (FCPSUs) of the SWD will provide support and assistance to the Chairperson who lacks experience in conducting MDCC. If the supervisor is not available or unsuitable to act as the Chairperson of the MDCC, assistance of the social workers of FCPSUs can be enlisted. For details, please refer to Chapter 11 of the Procedural Guide.

- 2.6.2 To ensure that students are provided with quality student guidance service, a good coordination / management mechanism for duty arrangement on all routine operations should be established among the SSW and other SGP as well as the service provider and the school. Reviews on the mechanism have to be conducted on a regular basis. As the responsible persons of schools, the school head / deputy school head should provide appropriate administrative, personnel and professional supervision and support for the SSW and other SGP through administrative arrangement to optimize their professional capacities. For examples, schools should ensure that the SSW and other SGP comply with all the relevant ordinances and regulations, including but not limited to the Personal Data (Privacy) Ordinance and the Disability Discrimination Ordinance in their delivery of services, act in accordance with the school’s mission, development direction and the Whole School Approach to guidance, and establish comprehensive procedures on case management (including opening a case, progress reporting and closing a case, etc.).
- 2.6.3 Officers of the EDB responsible for student guidance service will also conduct school visits and discuss the work of the SSW and other SGP and matters related to their supervision with the school head / deputy school head concerned. They will review their annual guidance plan and evaluation on guidance services together in order to consolidate the supervision work of the management.

2.7 Guidance Case Management

- 2.7.1 For effective follow-up of casework, schools must keep a proper and systematic record of student cases, covering the student's basic information, the parent / guardian's consent form, reports from professionals, written referrals, case progress, etc. Timely update and review of the cases are also required to provide reference for future follow-up or enhancement of services. All case records should be maintained centrally and such records are subject to access control in the school. Please refer to the principles and major concerns of case records management at [Annex IV](#).
- 2.7.2 The SSW and other SGP should timely prepare interview records and summary progress reports for individual cases, and properly maintain such records for schools' inspection. Schools have the responsibility to formulate the working procedures and format of the case records, and to review and keep track of the progress of the cases on a regular basis in collaboration with the SSW and other SGP and their service providers. In formulating their school-based case management procedures, schools may make reference to the relevant forms uploaded onto the Guidance and Discipline Web-based Information System (<https://gd.edb.gov.hk/>) of the EDB. To ensure the continuity of the service and to minimize the impact of changes in the service provider or the SSW and other SGP, it is necessary for schools to take the lead and be responsible to manage the transfer of cases arising from change of the SSW and other SGP.
- 2.7.3 Under the principle of confidentiality, information related to the case discussion should be restricted only to the relevant stakeholders as authorized by the school. If assistance is required, disclosure of the necessary information to the appropriate party shall be processed by the SSW and other SGP and / or authorized stakeholders in accordance with the ethical professional practice. No information shall be circulated or duplicated without parental consent (with the exception of those cases covered by specific exemption categories where the Personal Data (Privacy) Ordinance is invoked).
- 2.7.4 Prior consent must be obtained from the parent / guardian of the student if the case is to be transferred to another school, the student proceeds to a secondary school or he / she is in need of referral for external services, such as the SWD, the EDB / school-based educational psychologists, NGOs, etc. Subsequently, the referral signed by the school head together with any necessary information of the case should be sent to the organization / officer concerned. All copies and referral records should also be kept properly.
- 2.7.5 To ensure that needy students will receive appropriate support after proceeding to secondary schools, schools should transfer students' information to the secondary schools concerned as soon as possible after obtaining parents' consent. If parents are dubious about this

practice, schools should try to make parents understand the importance of continuous intervention to the students. Before the commencement of a new school year, the SSW and other SGP should input their arrangements for all the primary six student cases concerning the transition to secondary schools into the “Survey on Guidance and Discipline Cases Reporting” System. To guarantee a good primary-secondary interface, SSW and SGP are encouraged to pay attention to the adaptation of those students whose parents refused to send out the case information within the first three months after their promotion to secondary schools. If it is found that students encounter difficulties in secondary schools, the SSW and other SGP may discuss the situation with their parents to see if they agree to transfer students’ information to the secondary schools concerned for continuous guidance services.

- 2.7.6 Regarding the follow-up of non-attendance cases involving students proceeding to secondary schools, the SSW and other SGP must handle the unclosed cases according to the requirements set out on “Follow-up on Non-attendance Cases Promoting to Secondary Schools” issued by the Non-attendance Cases Team (NAC Team) and submit the final “Investigation Report on Suspected Dropout Cases” and / or a referral summary to the NAC Team so as to help the students concerned return to the school at the earliest time.

2.8 Support for SGT, SSW and other SGP

- 2.8.1 Schools should arrange for all the newly recruited SGT, SSW and other SGP to attend a series of “Induction Programme for Newly Recruited Student Guidance Personnel” organized by the EDB in order to equip them for implementing the CSGS in school.
- 2.8.2 To promote the Whole School Approach for guidance service, schools should make arrangements for their school heads, deputy school heads, teachers and others with duties involving guidance and discipline or its team members to attend guidance-related training activities organized by the EDB on a regular basis, including seminars, sharing sessions and network meetings, etc. Furthermore, schools should nominate teachers undertaking relevant duties to attend the Certificate Course on Student Guidance and Discipline for Teachers of Primary Schools and the Course on Management and Leadership for Heads of Guidance and Discipline Teams in Primary and Secondary Schools commissioned to tertiary institutions. For details concerning the training activities and programmes, please refer to the EDB Training Calendar.

2.9 Stationing Service Hours of the SSW and other SGP

- 2.9.1 The daily stationing service hours of the SSW and other SGP are to be determined or adjusted according to the needs of the school concerned. The working hours of the SGP should be tied in with the school hours, under the principle of reasonable arrangements.

2.9.2 No SGP should provide the stationing service for more than 2 schools. For a member of the SGP serving 2 schools under the same SSB, the days of service should be allocated fairly according to the number of operating classes in each school. Detailed arrangements should be determined or adjusted according to the needs of the schools.

2.10 Duties not related to Student Guidance

Since the SSW and other SGP have to perform various duties covering different domains, the school head should avoid assigning them with duties irrelevant to student guidance, such as to substitute teachers on leave, to run Chinese, English, Mathematics tutorial / remedial classes for students, etc. Otherwise, their professional performance as well as the implementation of the CSGS would be affected. For details, please refer to section 7 of [Annex IV](#).

Chapter 3

Use and Financial Arrangements of SGS Grant / School Social Work Service Grant (SSWSG) / Consultation Service Grant (CSG) / Top-up Grant

3.1 Disbursement of Grant

3.1.1 The SGS Grant -

Government / aided primary schools (**except** those with SGTs) will be provided with the SGS Grant for each school year.

Currently, a primary school with 18 classes or more will be allocated with a full SGS Grant, while a primary school with 5-17 classes will be allocated with half of an SGS Grant. If the approved number of operating classes of a school is reduced to 4 or less, the Grant will be ceased.

The rates of the SGS Grant for the 2022/23 school year are appended below for reference:

Approved no. of operating classes	Rates per school per annum* (\$)
18 or more	647,908
5 to 17	323,954

[*Updated information: The rates are subject to adjustment according to movements in the Composite Consumer Price Index (CCPI) between June 2021 and June 2022.]

3.1.2 SSWSG

Under the New Funding Mode, government / aided primary schools opting to receive the SSWSG instead of creating an ASWO post can receive an equivalent subsidy to employ a school-based registered graduate social worker or hire service of a school-based registered graduate social worker from a social work service provider. The SSWSG is determined in accordance with the mid-point salary of the ASWO. According to the salary level of 2022-23, the full year amount is \$658,080. The grant will be adjusted annually according to the salary of the ASWO.

3.1.3 CSG

Each school choosing the New Funding Mode will be provided with a CSG to purchase consultation, supervision and other support services for the SSW, such as casework consultation, urgent support for crisis, regular review and professional training. According to the salary level of 2022-23, the full year grant amount is \$132,552, which will be adjusted annually in accordance with the salary of a Social Work Officer.

3.1.4 Top-up Grant

(a) Schools adopting the Old Funding Mode

All government / aided primary schools with 5 or more classes (including those SGTs) will be provided with the Top-up Grant for each school year. The calculation basis of the Top-up Grant is \$19,003 per operating class. For the list of amount of the Top-up Grant allocated according to the number of operating classes, please refer to [Annex VII](#). In order to enhance student guidance work under the existing funding mode, each school employing an SGT will be provided with additional 6 units of Top-up Grant on top of those under the old arrangement (i.e. \$114,018).

(b) Schools adopting the New Funding Mode

Schools with 12 classes or above will be provided with the Top-up Grant. One unit of Top-up Grant will be provided for each class starting from the 12th class. For the list of amount of the Top-up Grant allocated according to the number of operating classes, please refer to [Annex VIII](#) and [Annex IX](#).

3.1.5 For bi-sessional schools, each session is considered as a separate school for the calculation of the grant amount of the creation of a regular ASWO post or the SGS Grant / SSWSG / CSG / Top-up Grant. As such, the grant released should be solely used by the designated school session.

3.1.6 The SGS Grant / Top-up Grant has been incorporated in the Special Domain of the Operating Expenses Block Grant (OEBG) or the School Specific Grant under the Expanded OEBG for aided schools / the Expanded Subject and Curriculum Block Grant for government schools. The rates are subject to annual adjustments in accordance with the movement of the CCPI. For details of the adjustment concerned, please refer to the circular memoranda on the OEBG and Expanded OEBG issued by the EDB each year.

3.1.7 The SSWSG and CSG are school-specific grants but they will not be included in the OEBG / Expanded OEBG / Expanded Subject and Curriculum Block Grant. The payment will be provided on a half-yearly basis in September and April of the school year and the grant amount will be adjusted annually according to the salary of the ASWO and SWO respectively. Since the SSWSG and CSG aim at enhancing social work and guidance services, schools should make the best use of them to timely cater for the needs of students. Schools should not retain surpluses of these cash grants as a matter of principle. However, in order to cater for the operational needs of the schools, schools are allowed to retain a maximum of 12 months' provision calculated as at the end of each school year. Based on the annual audited accounts, schools should return the surplus which is in excess of the maximum amount to the EDB. As for government schools, the grants are financial year-based and any unspent balance in excess of the cap will lapse at the end of the relevant

financial year.

3.2 Principles and Procedures of Using SGS Grant / SSWSG / CSG / Top-up Grant

3.2.1 Schools receiving these grants should formulate an annual plan on the student guidance service (SGS Plan) in accordance with the principles and scope of work of the CSGS to cater for the service needs of their schools. Schools are required to clearly state in the SGS Plan their student guidance policies and measures, how the grants will be used to hire the student guidance service and the means of evaluating the service. The SGS Plan of individual recipient schools of the SGS Grant / SSWSG / CSG and/or Top-up Grant should also set out the details of the allocation of its grants for such services, such as appointing other SGP and hiring additional student guidance service at the same time, in accordance with the above allocation criteria set.

3.2.2 Appointment requirements for SGP

(a) SGS Grant (including Top-up Grant)

Schools should appoint the following professionals as the supernumerary SGP¹:

- Registered teachers with experiences in guidance and / or teaching;
- Registered social workers; or
- Professionals in guidance with equivalent qualifications*.

(b) SSWSG

Schools receiving the SSWSG should employ at least one graduate social worker on their own or through hiring social work services from NGOs. For details of the appointment of primary SSWs and the use of the SSWSG, please refer to [Annex IV](#) and [Annex X](#) respectively.

(c) CSG

In relation to the supervisor service to provide consultation, supervision and support to SSWs and other SGP, the supervisor must be a registered social worker holding a recognized degree or above in Social Work with at least 10 years' experience working as an ASWO or equivalent, preferably having working experience in primary schools. For more details, please refer to [Annex V](#).

3.2.3 Under the principle of flexible deployment of resources, schools can combine the SGS Grant / SSWSG, Top-up Grant, CSG and / or other school resources according to the

¹For the supernumerary SGP appointed under the SGS Grant who possess the qualifications and experience required of aided school teachers and who are required to perform the same duties of regular teachers or SGTs, their experiences should be counted for incremental purposes when appointed as teachers in aided or government schools.

* For example, a degree or above in Psychology, Educational Psychology, Clinical Psychology, Applied Developmental Psychology and Counselling.

school-based circumstances and the needs of students. After employing an SGT or one full-time graduate social worker, schools may hire more SGP or purchase various student guidance services from NGOs to enhance the existing student guidance services. However, such services must meet the basic requirements for different services imposed by the EDB.

3.2.4 As the SGT, SSW and other SGP also need to implement PGE by means of class periods, short-term courses, group work, assemblies or cross-curricular activities, therefore, once they are confirmed to take up the posts, schools should help them apply for the Permitted Teacher (PT) (except the Registered Teacher (RT)) status to the Teacher Registration Team of the EDB in accordance with Section 42(1) of the Education Ordinance. For details on the application for RT and PT, please refer to the EDB Circulars No. [11/2007](#), [1/2005](#) and [Annex XI](#) of this Guide. If the SSWs and other SGP cannot meet the requirements for registration as a PT, the school can consider the following ways so that they can continue to help implement PGE:

- The SSW and other SGP to teach in class in collaboration with a PT or RT; or
- The SSW and other SGP to be responsible for course coordination and design, while other PTs or RTs to be responsible for teaching PGE lessons.

3.2.5 In hiring of student guidance service or guidance-related goods, schools should observe the Stores and Procurement Regulations, Financial and Accounting Regulations, Standing Accounting Instructions and other related rules and regulations. The followings are some common items **NOT** accepted as guidance-related expenses for reference:

- Employment of clerical / administrative staff;
- Employment of instructors for tutorial classes or hire of tutorial services / remedial teaching services;
- Purchasing furniture, computers / audio-visual equipment (except audio-visual teaching aids to support student guidance service) and electrical appliances;
- Purchasing stationery / toys as gifts; and
- Partial / full funding for the production of non-guidance related publications / works.

3.3 Proper Use of Top-up Grant to Enhance SGS

Schools should utilise the Top-up Grant effectively to complement and supplement their prevailing services so that stepped-up efforts are taken to prevent and handle student problems that may arise, for example, drug abuse, school bullying, child abuse, etc. to achieve specific purposes of guidance service. Some suggestions are set out as follows:

3.3.1 Schools may use the Top-up Grant flexibly according to students' needs and school-based circumstances to hire various student guidance services from NGOs, which include:

- (a) Systematic life-skills training packages and / or thematic developmental training activities for youth development (for example, enhancement of resilience, prevention of drug abuse, internet addiction, relationships with the opposite sex, etc.) to help students stay away from undesirable influences and develop a healthy lifestyle; and / or services for students, such as support groups and individual counselling, etc. to help them overcome their behavioural and emotional difficulties;
- (b) Services for parents, such as parent exchange groups, talks on parenting skills, a series of training programmes for parents, parent networks, etc.;
- (c) Thematic programmes in enhancing teachers' guidance-related skills.

The above guidance activities can be conducted as one-off thematic activities, a series of activities lasting for several days / months or long-term and regular guidance programmes. Services can be provided in the forms of individual or group counselling or services for the whole school.

- 3.3.2 Moreover, for schools with many students or heavy caseloads, they can consider either increasing the stationing days of the SGP from NGOs (ranging from 1 to 5 days) or employing additional SGP to cater for more students in need. Service modes and serving hours of the SGP, either in full-time or part-time basis, can be adjusted according to the school-based circumstances and actual needs of students.

3.4 Use of CSG to Support SGP

To ensure that students are provided with quality school social work / student guidance service, schools have to engage professional consultation services for school-based social workers and other SGPs. For details of the use of the CSG, please refer to [Annex V](#). SSBs can consider coordinating the use of the CSG to support their SSWs / guidance personnel by purchasing services for their schools through quotation / tendering or appointing a social work supervisor so as to make the best use of the CSG. For details of involvement of SSB in schools' procurement activities, please refer to the Guidelines on Procurement Procedures in Aided Schools.

3.5 Financial and Accounting Arrangements

3.5.1 Government schools

- (a) The SSWSG and CSG will be provided on a half-yearly basis in September and April of the school year. As for Top-up Grant, it has been incorporated into the Expanded Subject and Curriculum Block Grant for government schools. The above-mentioned grants are school-specific grants and should be utilised solely for purposes related to student guidance service.

- (b) Government primary schools should comply with the relevant rules and regulations relating to the appointment of SSWs and other SGPs on non-civil service contract (NCSC) terms and enforce the principles of openness and fairness. They should follow the procedures set out in the EDB Internal Circular No. [6/2010](#) on NCSC staff appointment. Schools may also refer to the special arrangements for the contract periods of the school-based social work services stated in the EDBCM No. [36/2018](#) dated 27 April 2018. For the appointment of NCSC staff, government schools should also take note of the statutory duties of the EDB as an employer under the Mandatory Provident Fund Schemes Ordinance (Cap. 485) and should follow the procedures of the EDB for enrolment of relevant employees into a Mandatory Provident Fund (MPF) scheme.
- (c) In hiring of student guidance service or guidance-related goods, government schools should observe the purchasing procedures set in the Stores and Procurement Regulations and the relevant internal circulars and guidelines issued by the EDB, as well as the Financial and Accounting Regulations, Standing Accounting Instructions and other relevant rules and regulations.

3.5.2 Aided schools

- (a) In hiring of services and / or appointment of the supernumerary SSWs and other SGPs (including those with SSBs' involvement), schools should observe the rules and guidelines specified in the EDBC No. [4/2013](#) dated 30 April 2013 on Procurement Procedures in Aided Schools; and the special arrangements for the contract periods of the school-based social work services stated in the EDBCM No. [36/2018](#) dated 27 April 2018. Schools should also follow the Points to Note in Handling Appointment Matters specified in the EDBC No. [5/2005](#) dated 16 June 2005.
- (b) The SGS Grant / Top-up Grant have been incorporated in the Special Domain of the OEBG or the Expanded OEBG. As for the SSWSG and CSG, they will not be included in the OEBG / Expanded OEBG. The payment will be provided on a half-yearly basis in September and April of the school year. The above-mentioned grants are school-specific grants for purposes related to student guidance service. Schools are required to keep a separate ledger account to record all the income and expenditure chargeable to different grants. For details of the financial arrangements, please refer to the EDB website under: Home > School Administration and Management > Financial Management > Information on Subsidy > [Reference Materials on E/OEBG and CFEG](#) or Home > School Administration and Management > School-based Management(SBM) > [Corner for](#)

[Incorporated Management Committee Schools.](#)

- (c) Aided schools should follow related Codes of Aid and relevant chapters in the School Administration Guide in handling the arrangement for regular ASWOs. They are also reminded that the SGTs / SSWs and other SGPs directly appointed under the SGS Grant / SSWSG / CSG / Top-up Grant are not eligible for the Subsidized / Grant Schools Provident Fund contributions. Expenditures like salaries, contributions to the MPF, salaries of supply staff and any statutory benefits conferred by the Employment Ordinance should be met by these grants. Schools should also set aside a portion of the grants for the payment of the Severance Payment or the Long Service Payment of the staff concerned and no additional funding will be provided for the above expenditures. Additional funding will not be provided for the staff's contributions to the MPF. It is, therefore, **NOT** necessary for schools to complete and submit the forms of "Appointment of Teaching Staff in Aided Schools" and "Appointment of Non-teaching Staff in Aided Schools" for these staff to the Funds Section and Recurrent Subventions Section of the EDB respectively.

Key Learning Areas and Focuses of Personal Growth Education

Four Key Learning Areas	Twelve Learning Focuses
1. Personal Development	<ul style="list-style-type: none"> ● Self-concept ● Problem-solving ● Self-management
2. Social Development	<ul style="list-style-type: none"> ● Acceptance and respect of others ● Communication skills and sociability ● Coping skills and conflict management skills
3. Academic Development	<ul style="list-style-type: none"> ● Study skills and learning attitude ● School success ● Pleasant school life
4. Career Development	<ul style="list-style-type: none"> ● Life planning / Commitment ● Working attitude ● Career awareness and information

Remark: For reference materials and worksheets on PGE, please search from the following address:

<https://www.edb.gov.hk/en/teacher/student-guidance-discipline-services/gd-resources/resources-personal-growth-edu/resources-personal-growth-edu.html>

Key Evaluation Areas for Comprehensive Student Guidance Service (CSGS)

1. Management and Organization

- 1.1 The school has formulated appropriate CSGS policies and objectives specific to the needs of students in achieving whole-person development. With specific objectives and clear procedures, these policies allow teaching staff to act effectively in accordance with the Education Ordinance and guidelines to cater for the diverse needs of students (e.g. potential dropouts / newly-arrived children / non-Chinese speaking students / students with special educational needs).
- 1.2 The school has developed an annual plan on CSGS to provide a concrete blueprint for the purpose of enhancing student development.
- 1.3 The school has developed a caring and supportive culture where there is mutual respect and trust between teachers and students. All staff members share the vision and principles of CSGS, and commit themselves to cross-curricular collaboration while students are encouraged to embrace an active school life.
- 1.4 The Guidance Team is effective in performing its organizational, coordinating and monitoring functions. All staff members also work together to promote interdisciplinary cooperation and the Whole School Approach. Service delivery is reviewed properly through self-evaluation with systematic use of objective evaluation tools for better strategic planning accordingly.

2. Personal Growth Education (PGE)

- 2.1 The school has developed appropriate school-based PGE policy and targets based on the EDB's guidelines on PGE, reviewed them on a regular basis and made adjustments to cater for students' learning abilities, interests and needs at various developmental stages.
- 2.2 The school-based PGE places emphasis on daily-life applications. Its curriculum framework has connected the key values and elements of moral and civic education for a balanced development in personal, social, academic and career areas among students through scheduled activities and specific learning experiences.
- 2.3 The school can flexibly incorporate PGE into other learning areas and integrate with students' generic skills across various learning areas according to the school-based needs, as well as effectively motivate students to apply the knowledge, skills and attitudes they have acquired in their daily life.
- 2.4 Teachers / SGP (including the SGT, SSW and other SGP) maintain good rapport with each other. They can make good use of diversified interactive modes and lively debriefing skills to conduct PGE. Exchange and sharing of personal experiences and

feelings allow students to actively participate in classroom activities and have better understanding, reflection and applications of PGE, which help create an open, respectful and receptive atmosphere.

3. Supportive Service

- 3.1 The school has kept parents well informed of its CSGS through various channels and established an effective consultation mechanism and parent support network to give parents prompt professional advice and assistance in tackling their children's developmental problems and fostering home-school cooperation for healthy development of students.
- 3.2 The school has put in place an effective support mechanism to provide teachers with appropriate professional advice and recommendations in handling student problems.
- 3.3 The school has effectively coordinated and implemented training on student guidance, encouraged teachers' participation in related professional development programmes, and established an effective communication or professional resources network to enhance their knowledge and skills, facilitate the sharing of experience and promote a consensus on guidance amongst the whole school.

4. Responsive Service

- 4.1 The school has provided appropriate individual support and / or group counselling sessions for students in need through mutual support and close collaboration among SGP (including the SGT, SSW and other SGP), related specialists and teachers.
- 4.2 The school has worked closely together with parents and related professionals to examine carefully the causes of problems faced by individual students, kept track of their progress, mapped out appropriate follow-up programmes, conducted case reviews, provided feedbacks and revised the objectives of counselling as well as short-term and long-term work plans whenever appropriate to ensure the efficacy of counselling.
- 4.3 Guidance personnel have provided timely case updates, clear analyses of problems and accurate crisis assessments, adopted appropriate strategies and adjusted the direction of counselling etc., to keep the relevant parties (including referring teachers, collaborating staff, parents and students) fully informed of the progress.

**SAMPLE of the
Plan on Comprehensive Student Guidance Service
of XXX Primary School (20XX/XX)**

The Chinese Version is available in this link (Annex III of Web Guide):

<https://www.edb.gov.hk/tc/teacher/student-guidance-discipline-services/projects-services/sgs/comprehensive-student-guidance/index.html>

Appointment of School Social Workers in Primary Schools

1. According to the policy of “one school social worker for each school”, there will be a full-time school-based graduate school social worker in every primary school that adopts the New Funding Mode. School social worker is a position created for handling student welfare matters at school.
2. The overall goals of school social work services are:
 - To help students develop their potential to the fullest, achieve healthy physical and psychological development, receive appropriate education, establish harmonious interpersonal relationships, and to elicit their concern for the community;
 - To help students with their personal, family and interpersonal relationships or problems with their studies; and
 - To strengthen the linkage between students, families, schools and the community.
3. Primary school social workers serve preventive, developmental as well as remedial functions. Their services mainly include: casework; group work and programmes; consultation; coordination and mobilisation of community resources. Their work includes the following:

Casework and consultation services

- To conduct preliminary assessments for students with emotional and behavioural problems, design counselling programmes and monitor their progress so as to help them overcome difficulties that may emerge while growing up;
- To handle / provide support for students struggling with family issues (e.g. child abuse, parents’ breakup, poor parent-child relationship and loss of family member(s));
- To provide individual or group counselling services for students with specific needs (including newly-admitted P.1 students or newly arrived students) for their adaptation to the school life and integration into the new learning environment as soon as possible;
- To provide support for students with special educational needs in the aspects of emotion and behaviour management, social development and parent-child relationship;
- To provide individual or group counselling services for dropouts and potential dropouts to help them overcome the learning difficulties and face life challenges so that they can resume schooling;
- To handle and follow up on urgent cases;
- To attend and / or chair case conferences and study the cases with school administrators and related professionals (e.g. school-based educational psychologists);
- To conduct home visits as required so as to strengthen home-school cooperation to help students meet the challenges in adversity;
- To liaise with or refer cases to outside professionals and bring in community resources to provide multidisciplinary professional support services for students, such as psychological services and social welfare services; and

- To provide professional advice for teachers on how to handle students with learning, emotional and behavioural problems; and provide advice and professional support on the implementation of personal growth education.

Group work and programmes

- To plan, organise and arrange guidance activities for students (e.g. Understanding Adolescent Project, Pupil Ambassador Scheme, Class Management and Healthy School Programme with anti-drug elements) with the guidance team to help students understand and adapt to the challenges as well as physiological and psychological changes at different stages of development;
- To organise activities that help P.1 students adapt to the new learning environment; to support students at the upper primary levels through conducting seminars and training courses concerning the transition to secondary schools; and to organise joint guidance activities with guidance teams or social workers of secondary schools in the same district so as to strengthen students' confidence and abilities to cope with challenges and face adaptation problems upon their promotion to secondary schools;
- To attend Parent-Teacher Association meetings to offer suggestions for home-school cooperation and provide relevant support;
- To plan, coordinate and organise parent training courses, parent groups, talks on parenting skills, a series of training programmes for parents, parent networks, etc. to strengthen home-school cooperation so that children can grow up healthily under the care of parents and school; and
- To organise professional training programmes on student guidance for teachers, such as workshops and seminars; and share experiences with teachers on the delivery of the guidance services so as to strengthen their understanding of students' diverse needs and their abilities to identify students with emotional and behavioural problems/at high risk as well as class teachers' classroom management strategies, etc.

Students' personal growth

- To organise, design, implement and review personal growth education, and to teach specific thematic topics.

School guidance policy

- As an ex-officio member of the guidance team, to cooperate with other members to formulate an annual guidance plan that lays out clearly the objectives of the current school year with the ultimate goal of promoting students' personal growth;
- To formulate the school guidance policy, plan and coordinate related guidance services with the guidance team;
- To set up an internal and external referral system for early identification, intervention and referral of students with specific needs for appropriate guidance services;
- To assist the school in formulating a school attendance policy to ensure regular attendance and punctuality of all students; and

- To assist the school in building a mechanism for school self-evaluation and conducting systematic reviews regularly to ensure effective implementation of the student guidance service.
4. To be eligible for appointment as a school social worker in a primary school, a candidate must have attained professional accredited training and the following qualifications:
 - (a) registered under the Social Workers Registration Ordinance, Chapter 505;
 - (b)
 - (i) a local degree in Social Science majoring in Social Work, or equivalent; or
 - (ii) a local degree, or equivalent, and has successfully completed a one-year post-graduate course in Social Work at an approved institution; or
 - (iii) a local degree, or equivalent, and has successfully completed an approved two-year post-graduate course in social study/social work; or
 - (iv) a local degree, or equivalent, and a Master's Degree in Social Work obtained at an approved institution;
 - (c) English Language (Syllabus B) and Chinese Language at Grade E or above in the Hong Kong Certificate of Education Examination, or equivalent; and
 - (d) the ability to speak fluent Cantonese.
 5. Schools may request the primary school social worker to handle a certain number of cases and organise a certain number of programmes having regard to their own circumstances in each school year. Schools are advised to strike a proper balance between the two requirements.
 6. Responsibilities of school social workers - School social workers should demonstrate professional conduct at work and comply with the Guidelines on Code of Practice for Registered Social Workers drawn up by the Social Workers Registration Board when providing services for primary schools. (For details, please visit the website of the Social Workers Registration Board, <https://www.swrb.org.hk>.)
 7. To ensure that professional social workers perform their duties efficiently, schools should not allocate the following duties to social workers:
 - Learning and teaching, for example, substituting teachers on leave; teaching remedial classes or subject-specific tutorial classes; invigilating, acting as presiding invigilators or assisting in assessment;
 - Daily operation of the school, for example, being on duty at recess, lunchtime or after school regularly; being on duty at school activities (e.g. acting as timekeepers or presenting gifts on Sports Day);
 - Clerical work, for example, paperwork, display boards and chores that are irrelevant to social work.

Uses of Consultation Service Grant (CSG)

To ensure that students are provided with quality school social work / student guidance service, schools have to engage professional consultation services for school-based social workers / SGP. When making use of the CSG to procure additional professional supervision service from service providers with established professional quality assurance, schools may refer to the following recommendations and make adjustments based on the needs of schools:

1. In relation to the supervisor service to provide consultation, supervision and support to SSWs / SGP, the supervisor must be a registered social worker holding a recognized degree or above in Social Work with at least 10 years' experience working as an ASWO or equivalent, preferably having working experience in primary schools. In respect of special schools, work experience in special schools is preferable.
2. Providing the following consultation, supervision and support to SSW / SGP:
 - (a) Casework - e.g. assessment and intervention skills, report writing, consultation skills to school and parents, and providing advice and intensive support on the handling of exceptionally difficult cases;
 - (b) Teacher support level - e.g. assisting in planning teacher training according to needs;
 - (c) School system level - e.g. (i) assisting in the analysis of overall emotional and behavioural performance of students; (ii) advising on the mechanism and policy of student support, crisis management and school-based guidance strategies; and (iii) providing review reports to schools for reference and filing at the end of the school year;
 - (d) Professional issue and development level - e.g. arranging professional training, professional ethics, sharing of updated resources development and researches in social work;
 - (e) Individual level - e.g. discussing with SSW / SGP of their strengths and areas for improvement, participating in annual appraisals of these colleagues, providing special coaching to SSW / SGP in need;
 - (f) SSB level - e.g. advising, facilitating and advancing the overall development of the CSGS of the schools under the SSB.
3. Consultation, supervision and support can take the following forms:
 - (a) The supervisor conducts regular visits to school to have meetings with the SSW individually or in small group and a review meeting with school each year with the records properly maintained;
 - (b) Providing regular professional training to SSW / SGP, (The number of training programmes or number of training hours each year may be set out);

- (c) Reviewing the documents (e.g. case records, minutes of meetings, activities plans and evaluation and CSGS Annual Plan) written by SSW / SGP and suggest improvement;
- (d) Providing individual coaching and on-site support whenever deemed necessary (including ad hoc issues, urgent / complicated cases or service disruptions) as well as the deployment of manpower as appropriate;
- (e) Assisting SSW / SGP in handling suspected child abuse cases and taking follow-up actions by providing him / her with appropriate coaching and support in accordance with the *Protecting Children from Maltreatment – – Procedural Guide for Multi-disciplinary Co-operation (Revised 2020)* (“Procedural Guide”), prepared by the SWD in collaboration with relevant bureaux / departments, NGOs and professionals and issued by the SWD. In cases where a registered social worker employed by an NGO and deployed to a primary school is taking up the role as a case manager as set out in Chapter 3 of the Procedural Guide, with the consent of the school, NGO and the SWD, a supervisor may offer professional coaching and advice in relation to “known cases” processed by the SSW / SGP (please refer to Chapter 11 of the Procedural Guide for information).

Managing Records of Guidance Cases

The principles and major concerns in managing case records by schools are as follows:

1. It is stipulated in Student Matters (Chapter 3) in the School Administration Guide that “the school should keep proper records of its students which should be maintained timely and retrieved easily” (paragraph 3.3.1). Case files, which are assets owned by the school, should be kept and locked properly. They should not be taken out of the school without prior permission from the school head.
2. When handling students’ personal data and records, no matter in hard or soft copies, the school should observe the provisions of the [Personal Data \(Privacy\) Ordinance](#) in areas such as objectives and methods of data collection, use of data, data security and data access, etc. Details of the Ordinance have been uploaded to the websites of the EDB and [the Office of the Privacy Commissioner for Personal Data](#).
3. When keeping and transferring sensitive data like soft copies of the guidance cases, the school has to follow the principles and guidelines set out in Data Security (Chapter 5) in IT Security in Schools, review the relevant measures regularly to assess the security risks, and ensure no leakage of such sensitive personal data, otherwise, the school should bear the consequences thereof. For the [Information Security in Schools – Recommended Practice](#), please refer to the EDB website.

IT security measures should cover but not limited to the following:

- (a) Schools have to protect against unauthorized or accidental access, erasure, processing or other use of personal data;
- (b) Data in the school systems and networks should be classified according to their sensitive levels. Different data classes should be assigned upon appropriate access privileges. Restricted data are intended for pre-defined groups or persons only;
- (c) Use security measures (such as firewall systems, anti-virus and malicious code detection as well as repair software) to safeguard the security of restricted and confidential information;
- (d) Avoid saving restricted information in portable electronic storage devices. If using portable electronic storage devices is unavoidable, personal data should be encrypted to ensure security. Delete such data from the devices immediately when they are no longer needed; and
- (e) Report to the school immediately when there is a loss of the device containing personal or classified information.

Old Funding Mode:**Amount of Student Guidance Service (SGS) Grant (including Top-up Grant)**

Approved number of operating classes	Existing student guidance resources for government / aided primary schools	Top-up Grant² (2022/23 school year)	Total amount of half/full SGS Grant¹ received by school (2022/23 school year)
5	Half Student Guidance Service Grant (Rate of Grant \$323,954)	19,003	342,957
6		38,006	361,960
7		57,009	380,963
8		76,012	399,966
9		95,015	418,969
10		114,018	437,972
11		133,021	456,975
12		152,024	475,978
13		171,027	494,981
14		190,030	513,984
15		209,033	532,987
16		228,036	551,990
17		247,039	570,993
18	Full Student Guidance Service Grant (Rate of Grant \$647,908)	19,003	666,911
19		38,006	685,914
20		57,009	704,917
21		76,012	723,920
22		95,015	742,923
23		114,018	761,926
24		133,021	780,929
25		152,024	799,932
26		171,027	818,935
27		190,030	837,938
28		209,033	856,941
29		228,036	875,944
30		247,039	894,947
31		266,042	913,950
32		285,045	932,953
33		304,048	951,956
34		323,051	970,959
35		342,054	989,962
36		361,057	1,008,965
37		380,060	1,027,968
38		399,063	1,046,971
39		418,066	1,065,974
40		437,069	1,084,977
41		456,072	1,103,980
42		475,075	1,122,983
43		494,078	1,141,986
44		513,081	1,160,989
45		532,084	1,179,992

² The rates of the SGS Grant (including Top-up Grant) are subject to annual adjustments in accordance with the movement of the CCPI.

**New Funding Mode:
Amount of Top-up Grant and Consultation Service Grant (CSG)
received by school for creation of an Assistant Social Work Officer (ASWO) post**

Approved number of operating classes	Aided primary schools	Top-up Grant ³ (2022/23 school year)	Total amount of CSG and Top-up Grant received by school 2022/23 school year)
1	1 unit of CSG ⁴ : \$132,552 (2022/23 school year)	0	132,552
2		0	132,552
3		0	132,552
4		0	132,552
5		0	132,552
6		0	132,552
7		0	132,552
8		0	132,552
9		0	132,552
10		0	132,552
11		0	132,552
12		19,003	151,555
13		38,006	170,558
14		57,009	189,561
15		76,012	208,564
16		95,015	227,567
17		114,018	246,570
18		133,021	265,573
19		152,024	284,576
20		171,027	303,579
21		190,030	322,582
22		209,033	341,585
23		228,036	360,588
24		247,039	379,591
25		266,042	398,594
26		285,045	417,597
27		304,048	436,600
28		323,051	455,603
29		342,054	474,606
30		361,057	493,609
31		380,060	512,612
32		399,063	531,615
33		418,066	550,618
34		437,069	569,621
35		456,072	588,624
36		475,075	607,627
37		494,078	626,630
38		513,081	645,633
39		532,084	664,636
40		551,087	683,639

³ The amount of the Top-up Grant will be revised according to the CCPI each year.

⁴ The amount of the CSG will be subject to annual adjustment according to the salary of the Social Work Officer.

**New Funding Mode:
Amount of School Social Work Service Grant (SSWSG), Consultation Service Grant (CSG) and
Top-up Grant received**

Approved number of operating classes	Government/Aided primary schools	Top-up Grant ⁵ (2022/23 school year)	Total amount of SSWSG, CSG and Top-up Grant received by school (2022/23 school year)
1	1 unit of SSWSG ⁶ \$658,080 and CSG \$132,552 ⁷ (based on the 2022/23 school year)	0	790,632
2		0	790,632
3		0	790,632
4		0	790,632
5		0	790,632
6		0	790,632
7		0	790,632
8		0	790,632
9		0	790,632
10		0	790,632
11		0	790,632
12		19,003	809,635
13		38,006	828,638
14		57,009	847,641
15		76,012	866,644
16		95,015	885,647
17		114,018	904,650
18		133,021	923,653
19		152,024	942,656
20		171,027	961,659
21		190,030	980,662
22		209,033	999,665
23		228,036	1,018,668
24		247,039	1,037,671
25		266,042	1,056,674
26		285,045	1,075,677
27		304,048	1,094,680
28		323,051	1,113,683
29		342,054	1,132,686
30		361,057	1,151,689
31		380,060	1,170,692
32		399,063	1,189,695
33		418,066	1,208,698
34		437,069	1,227,701
35		456,072	1,246,704
36		475,075	1,265,707
37		494,078	1,284,710
38		513,081	1,303,713
39		532,084	1,322,716
40		551,087	1,341,719

⁵ The amount of the Top-up Grant will be revised according to the CCPI each year.

⁶ The SSWSG is determined on the basis of the mid-point salary of the ASWO. The amount will be subject to annual adjustment according to the salary of the ASWO.

⁷ The amount of the CSG will be subject to annual adjustment according to the salary of the Social Work Officer.

Use of School Social Work Service Grant (SSWSG) and Top-Up Grant

The use of the SSWSG and Top-up Grant are basically the same as SGS Grant and the Top-up grant listed in the Guide on Comprehensive Student Guidance Service uploaded to the EDB webpage. Schools can combine the grants with other school resources flexibly according to students' needs and school-based circumstances. Aside from employing at least one graduate social worker on their own or hire social work services from NGOs, they can purchase various student guidance service from NGOs:

- (a) Increasing the stationing days of the SSWs / SGP deployed by NGOs (ranging from 1 to 5 days) or employing additional full-time or part-time SSWs / SGP to cater for more students in need. The SGP are required to be registered social workers, registered teachers with experiences in guidance and / or teaching or other professionals with qualifications on counselling.
- (b) Systematic life-skills training packages and / or thematic developmental training activities for youth development (on themes such as enhancement of resilience, prevention of drug abuse / bullying, internet addiction, relationships with the opposite sex) to help students stay away from undesirable influences and develop a healthy lifestyle; and / or support groups for students and individual counselling service to help them overcome their behavioural and emotional problems in order to prevent student problems in school. The above guidance programmes can be conducted as one-off thematic activities, a series of activities lasting for several days / months or long-term and regular guidance programmes. Services can be provided in the form of group counselling or services for the form / whole school;
- (c) Services for parents, such as parent groups, talks on parenting skills, a series of training programmes for parents, parent networks to strengthen home-school cooperation so that children can grow up healthily under the care of parents and school; and
- (d) Professional development programmes to enhance teachers' guidance skills so as to strengthen their understanding of students' needs and their abilities to identify students with emotional and behavioural problems / at high risk as well as teachers' classroom management strategies.

Revised Reference Notes for Registration of Student Guidance Personnel as Permitted Teachers

Under the existing Education Regulations, any person who wishes to be a permitted teacher (PT) in a primary or secondary school must possess the following qualification(s):

- (a) A higher diploma or an associate degree conferred by a specified institution⁸; or
 - (b) Any other educational training or practical experience which in the opinion of the Permanent Secretary for Education (PS[Ed]) is equivalent to the higher diploma or associate degree qualification stated above.
- (1) For a registered social worker holding only a local Diploma in Social Work or equivalent, his / her application to be a PT will be considered on the merit of (b) above. In general, the diploma is regarded as comparable to a higher diploma or an associate degree in the course of vetting if the award satisfies one of the conditions below:
- The diploma was awarded on successful completion of a 4-year full-time diploma course with an entry requirement of completed Secondary 5 studies or above in any of the specified institutions.
 - The diploma was awarded on successful completion of a 3-year full-time diploma course with an entry requirement of 5 passes in the Hong Kong Certificate of Education Examination (including English Language (Syllabus B) or Chinese Language) or above in any of the specified institutions.
 - The diploma was awarded on successful completion of a 2-year full-time diploma course with an entry requirement of completed Secondary 7 studies or above in any

⁸ Specified institution means the Lingnan University, the Education University of Hong Kong, the University of Hong Kong, the Hong Kong Polytechnic University, the Chinese University of Hong Kong, the Hong Kong Baptist University, the City University of Hong Kong, the Hong Kong Academy for Performing Arts, the Hong Kong University of Science and Technology, Hong Kong Metropolitan University, the Hong Kong Shue Yan University or any post-secondary college registered under the Post Secondary Colleges Ordinance.

of the specified institutions.

- (2) Section 52(2) (a) of the Education Ordinance (the Ordinance) provides that a permit to teach shall be deemed to be cancelled if the PT ceases to be employed in the school specified in the permit. Accordingly, the SGP who continue to serve in the same schools (i.e. without leaving service) are not required to re-apply for a permit to teach in the new school year. Similarly, in cases where their schools have changed names as a result of merging while the School Registration Numbers remain unchanged, no re-registration as PTs is required of them either. However, if new School Registration Numbers are assigned by the School Registration and Compliance Section in the course of merging (i.e. the schools are registered as new schools), the SGP concerned are then required to re-apply for a permit to teach with our Teacher Registration Team.