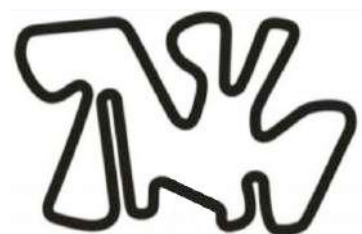


Parent Handbook

2026 – 2027



PLK Tong Nai Kan JS College



About the Handbook

1. This Handbook provides parents with the necessary information regarding school policies and procedures.
2. The word 'Parents' in this Handbook refers to parents or guardians as registered in the school's records.
3. There is an e-version of this Handbook on the College Homepage. The information provided in this Handbook will be accurate and up to date one month before the new school year. Updated information will be posted on the College Homepage whenever necessary. Parents will be informed at the same time of any relevant changes.

To the parents

When parents enroll their children in our college, we assume that they are pledging to work together with teachers and staff members in educating the students. Effective communication between parents and the college is an essential part of this process. You are strongly encouraged to read this Handbook and the students' handbook carefully.

During the school year, please check the Student Handbook every day for messages from the college concerning your child. There is space in the student handbook for you to write to the class teacher of your child too. You are also welcomed to call the General Office regarding any enquiries.

Table of Contents

Section	Title	Page
1.	General Information	
	1.1 School Contact	3
	1.2 Teaching Staff & Technicians	3-5
	1.3 Opening Hours	5
2.	Academic Information	
	2.1 Whole-school Language Policy	6-7
	2.2 Academic Assessment	8
	2.3 Promotion and Graduation Requirements	8
	2.4 Guidelines on Make-up Examination	9
	2.5 Application for Testimonials, Transcripts & Letters of Attendance	9
3.	Other Learning Experiences (OLE)	
	3.1 PLK Houses (Pegasus, Leopard, Kabarda)	10
	3.2 Arrangement of the Gifted Education (School Teams)	11-12
	3.3 Arrangement of the Extra-Curricular Activities Lesson (ECAs)	13
	3.4 Requirement for Services	13
4.	Other School Support	
	4.1 Student Subsidies	14
	4.2 Locker Arrangement	
	4.2.1 Learning Supplies Locker	15
	4.2.2 Phone Locker	15
	4.2.3 iPad and Valuables Locker	15
	4.3 e-Learning Policies	
	4.3.1 BYOD (Bring Your Own Device) Policy	16
	4.3.2 Information Literacy and Information Security Policy	17
	4.3.3 Artificial Intelligence Generated Content (AIGC) Usage Policy	18-22
	4.4 Common Log-on for All Websites and Apps	22
	4.5 Useful Websites	
	4.5.1 School Website [w.TNKJSC]	23-25
	4.5.2 Library Website [l.TNKJSC]	26-29
	4.6 Series of Useful Apps	
	4.6.1 School App [m.TNKJSC]	30-34
	4.6.2 SchoolLink App (Attendance, e-Notice & e-Payment) [p.TNKJSC]	35-37
	4.6.3 Moxo App (e-Message & Online Learning) [x.TNKJSC]	38-40
	4.6.4 e-Book App (Library Book Reservation) [b.TNKJSC]	41-45
	4.6.5 Bio-Tech AR Experiment App – AR Experiment [e.TNKJSC]	46-48
5.	Home-School Connection	
	5.1 Parent Teacher Association	49
	5.2 Notices to Parents	49-50
	5.3 Preventing Communicable Diseases in School	50
6.	Miscellaneous	
	6.1 Location of Special Rooms	51
	6.2 Floor Plan of Campus & Emergency Evacuation Procedures	52-62
	6.3 School Environmental Protection Education Policy	63-64
	6.4 National Security Education Policy	65
	6.5 Child Protection Policy	
	6.5.1 Po Leung Kuk Child Protection Policy	66-67
	6.5.2 Prevention of Bullying and Sexual Harassment Policy	68-69
	6.5.3 School-based Guideline on Mandatory Reporting of Child Abuse Cases	70
	6.6 Guidelines for Handling School Complaints	71-78

Section 1 General Information

1.1 School Contact

Address : 11, Mei Lai Road, Mei Foo Sun Chuen, Kowloon.
Telephone : 2194 5707
Fax : 2194 5718
URL : <https://www.plktnkjsc.edu.hk>
E-mail : plktnkjsc@plktnkjsc.edu.hk

1.2 Teaching Staff & Technicians

1.2.1 Teaching staff and their location

Principal	: Mr Wong Chung Ki	1/F General Office (WW)
Vice-Principals	: Ms Chiu Man Ming	1/F General Office (WW)
	: Ms Wong Hiu Tung	1/F General Office (WW)
Assistant Principal	: Ms Leung Pui Fan	1/F General Office (WW)
Associate Principal (STEM)	: Mr Yeung Wing Shing	1/F General Office (WW)
(IT)	: Mr Lai Chun Fai	1/F 141 (NA)
Assistant Vice-Principals	: Mr Kau Chun Ming	2/F 206A (WW)
	: Mr Kwan Siu Ming	2/F 206B (WW)

Faculty of English

Dean of English	: Mr Cheung Siu Hang	1/F Staff Room 1 (EW)
<i>Department of English Language</i>		
Mr Cheung Siu Hang		1/F Staff Room 1 (EW)
Mr Lam Wai Kin		1/F Staff Room 1 (EW)
Mr Sze Chik Ki		1/F Staff Room 1 (EW)

Faculty of Chinese Language & Culture and History

Dean of Chinese Language & Culture	: Ms Wong Hiu Tung	1/F General Office (WW)
<i>Department of Chinese Language</i>		
Ms Wong Hiu Tung		1/F General Office (WW)
Ms Poon See See		5/F Library (EW)
<i>Department of Putonghua</i>		
Ms Lu Yu Yun		1/F Staff Room 1 (EW)

Faculty of STEM

Dean of STEM	: Mr Yeung Wing Shing	1/F General Office (WW)
	: Mr Kwan Siu Ming	2/F 206B (WW)
<i>Department of Mathematics</i>		
Mr Kau Chun Ming		2/F 206A (WW)
Mr Cheng Yuk		1/F Staff Room 1 (EW)
<i>Department of Science</i>		
Mr Kwan Siu Ming		2/F 206B (WW)
Dr Chan Ka Yee		3/F Bio-Tech Lab (SW)
<i>Department of Information & Technology Studies</i>		
Mr Woo Yue Tin		3/F D&T Lab (EW)
Mr Li Chun Ngan		1/F Staff Room 1 (EW)
<i>Department of Living Technology</i>		
Ms Li Man Yee		1/F Staff Room 1 (EW)
<i>Department of Design & Technology</i>		
Mr Woo Yue Tin		3/F D&T Lab (EW)

Faculty of Humanities

Dean of Humanities	: Mr Wong Hoi Wang	1/F Staff Room 1 (EW)
<i>Department of Integrated Humanities</i>		
Ms Leung Pui Fan (Head of IH, Head of Geography Unit)		1/F General Office (WW)
Ms Chiu Man Ming (Deputy Head of IH, Head of World History Unit)		1/F General Office (WW)
Mr Chan Tsan Sen (Deputy Head of IH, Head of CES Unit)		1/F Staff Room 1 (EW)
Mr Yuen Chun Bong (Assistant Head of IH, Head of CES Unit)		1/F Staff Room 1 (EW)
<i>Department of Chinese History</i>		
Mr Wong Hoi Wang		1/F Staff Room 1 (EW)

Faculty of Creative & Performing Arts

Dean of Creative & Performing Arts	: Mr Sze Chik Ki	1/F Staff Room 1 (EW)
<i>Department of Music</i>		
Ms Wong Cheuk Yan		1/F Staff Room 2 (EW)
<i>Department of Visual Art</i>		
Ms Ng Hoi Ying		1/F Staff Room 1 (EW)

Faculty of Sports Science

Dean of Sports Science	: Mr Kwan Siu Ming	2/F 206B (WW)
<i>Department of Physical Education</i>		
Mr Chung Kai Kin		1/F Staff Room 2 (EW)
Teaching Assistant	: Mr. Tam Ying Yung	3/F D&T Lab (EW)
	: Mr Suzuki Takahiro Jay	1/F Staff Room 1 (EW)
	: Ms Ko Lai Man	1/F Staff Room 2 (EW)
Library Assistant	: Ms Wong Hiu Laam	5/F Library (WW)
Lab Technicians	: Mr Wong Tsun Kit	4/F Phy Lab (SW)
	Ms Chow Hoi Shuen	4/F Phy Lab (SW)
Tech Technician (STEM)	: Mr Chan Chak Ho	6/F Campus TV (SW)

1.2.2 Teaching Staff for Consultation on Specific Area

<u>Area</u>	<u>Teaching Staff</u>	<u>Location</u>
Academic Matters	Ms Wong Hiu Tung	1/F General Office (WW)
	Ms Chiu Man Ming	1/F General Office (WW)
	Mr Yeung Wing Shing	1/F General Office (WW)
	Mr Kwan Siu Ming	2/F 206B (WW)
	Mr Wong Hoi Wang	1/F Staff Room 1 (EW)
Application for Student Subsidy	Ms Wong Yin Man	1/F Staff Room 2 (EW)
	Ms Li Man Yee	1/F Staff Room 1 (EW)
Careers Guidance	Ms Leung Pui Fan	1/F General Office (WW)
	Mr Lam Wai Kin	1/F Staff Room 1 (EW)
Discipline & Guidance	Ms Chiu Man Ming	1/F General Office (WW)
	Mr Kau Chun Ming	2/F 206A (WW)
	Mr Chung Kai Kin	1/F Staff Room 2 (EW)
Extra-Curricular Activities	Ms Wong Yin Man	1/F Staff Room 2 (EW)
	Mr Yuen Chun Bong	1/F Staff Room 1 (EW)
Library Matters	Ms Poon See See	5/F Library (WW)
Lunch Box Arrangement	Ms Wong Yin Man	1/F Staff Room 2 (EW)
	Ms Li Man Yee	1/F Staff Room 1 (EW)
Moral & Civic Education, Community Services	Ms Lu Yu Yun	1/F Staff Room 1 (EW)
Parent Teacher Association	Mr Cheng Yuk	1/F Staff Room 1 (EW)
	Mr Wong Hoi Wang	1/F Staff Room 1 (EW)
School Safety & Insurance	Ms Leung Pui Fan	1/F General Office (WW)
School Website/School Apps	Ms Li Man Yee	1/F Staff Room 1 (EW)

1.2.3 Class Teachers

Class	Class Teachers		Location	
1A	Mr. Woo Yue Tin	Ms. Ning Zining	3/F D&T Lab (EW)	1/F Staff Room 1 (EW)
1B	Mr. Siu Tsz Wang	Ms. Cheung Cho Shan	1/F Staff Room 1 (EW)	1/F Staff Room 1 (EW)
1C	Mr. Chan Hon Shing	Ms. Xiong Yiyun	1/F Staff Room 1 (EW)	1/F Staff Room 1 (EW)
1D	Mr. Yuen Chun Bong	Ms. Chan Kwan Yi	1/F Staff Room 1 (EW)	1/F Staff Room 1 (EW)
1E	Mr. Chan David	Ms. Ng Hoi Ying	1/F Staff Room 1 (EW)	1/F Staff Room 1 (EW)
1F	Mr. Mak Yue Cheung	Mr. Yip Ka Yu	1/F Staff Room 1 (EW)	1/F Staff Room 2 (EW)
2A	Mr. Chu Shiu Cheung	Ms. Chan Wai Ling	1/F Staff Room 1 (EW)	1/F Staff Room 1 (EW)
2B	Ms. Lu Yu Yun	Mr. Sze Chik Ki	1/F Staff Room 1 (EW)	1/F Staff Room 1 (EW)
2C	Ms. Lam Lok Man	Mr. Yeung Yun Loong	1/F Staff Room 1 (EW)	1/F Staff Room 1 (EW)
2D	Ms. Li Man Yee	Mr. Kwok Tsz Fung	1/F Staff Room 1 (EW)	1/F Staff Room 2 (EW)
2E	Ms. Siu Wing Ngan	Mr. Chan Tsz To	1/F Staff Room 2 (EW)	1/F Staff Room 2 (EW)
2F	Ms. Leung Man Nga	Mr. Cheng Yuk	3/F Bio-Tech Lab (SW)	1/F Staff Room 1 (EW)
3A	Ms. Lam Wan Yi	Mr. Cheung Siu Hang	1/F Staff Room 1 (EW)	1/F Staff Room 1 (EW)
3B	Mr. Chan Tsan Sen	Ms. Cheng Sau Chun	1/F Staff Room 1 (EW)	1/F Staff Room 1 (EW)
3C	Ms. Law Hon Yin	Mr. Chan Kwong Chun	4/F Phy Lab (SW)	1/F Staff Room 1 (EW)
3D	Mr. Li Chun Ngan	Ms. Xin Yuchen	1/F Staff Room 1 (EW)	1/F Staff Room 1 (EW)
3E	Mr. Lam Wai Kin	Ms. Wong Cheuk Yan	1/F Staff Room 1 (EW)	1/F Staff Room 2 (EW)
3F	Mr. Wong Hoi Wang	Mr. Wong Ka Yiu	1/F Staff Room 1 (EW)	1/F Staff Room 2 (EW)

1.3 Opening Hours

1.3.1 Official Opening Hours

	School Days Mon – Fri	School Holidays	
		Mon – Fri	Sat
General Office	7:30a.m. – 5:45p.m.	9:00a.m. – 4:00p.m.	9:00a.m. – 12:00n.n.
Library	9:00a.m. – 5:45p.m.	Closed	
Library - Study Room (501)	3:45p.m. – 5:45p.m.	Closed	
Remedial Room (142)	3:45p.m. – 5:45p.m.	Closed	
iMac/Fab Lab (220)	3:45p.m. – 5:45p.m.	Closed	

1.3.2 Stationing Day and Time of School Social Workers

Monday to Friday of school days from 9:00a.m. to 5:00p.m.

Section 2 Academic Information

2.1 Whole-school Language Policy

2.1.1 Aims

- (a) To enhance students' proficiency in languages.
- (b) To enable every student to be prepared for the ever-changing socio-economic demand of Putonghua and English in the 21st century.

2.1.2 Objectives

- (a) To develop students' English proficiency in the four skills: reading, writing, listening and speaking.
- (b) To develop students' Chinese (PTH) proficiency in the two skills: listening and speaking.
- (c) To enhance students' exposure to both Putonghua and English and its use in school.
- (d) To facilitate the use of languages in a variety of meaningful contexts.

2.1.3 Medium of Instruction plans in practice

For Secondary 1:

Primarily in English	English as medium of instruction	English Language, Mathematics, Integrated Science, Information & Technology Studies, Design & Technology, Living Technology, Integrated Humanities, Music, Visual Art, KLA Extended Lesson
Primarily in Chinese	Chinese as medium of instruction	Chinese Language, Chinese History, Information & Technology Studies, Design & Technology, Living Technology, Integrated Humanities, Music, Visual Art, Physical Education, KLA Extended Lesson, Life & Value Education, OLE Lesson
	PTH as medium of instruction	Chinese Language, Putonghua

For Secondary 2:

Primarily in English	English as medium of instruction	English Language, Mathematics, Integrated Science, Information & Technology Studies, Design & Technology, Living Technology, Integrated Humanities, Music, Visual Art, KLA Extended Lesson
Primarily in Chinese	Chinese as medium of instruction	Chinese Language, Chinese History, Information & Technology Studies, Design & Technology, Living Technology, Integrated Humanities, Music, Visual Art, Physical Education, KLA Extended Lesson, Life & Value Education, OLE Lesson
	PTH as medium of instruction	Putonghua

For Secondary 3:

Primarily in English	English as medium of instruction	English Language, Mathematics, Integrated Science, Information & Technology Studies, Design & Technology, Living Technology, Integrated Humanities, Music, Visual Art, KLA Extended Lesson
Primarily in Chinese	Chinese as medium of instruction	Chinese Language, Chinese History, Information & Technology Studies, Design & Technology, Living Technology, Integrated Humanities, Music, Visual Art, Physical Education, KLA Extended Lesson, Life & Value Education, OLE Lesson

For Senior Secondary 1 to 3 (Po Leung Kuk Vicwood K.T. Chong Sixth Form College)

Primarily in English	English as medium of instruction	English Language, Mathematics, Citizenship & Social Development (NCS), Physics, Chemistry, Biology, Business Accounting and Financial Studies (BAFS), Economics, Geography, Information & Communication Technology, Health Management & Social Care, Tourism & Hospitality Studies, Integrated Arts, Physical Education
Primarily in Chinese	Chinese as medium of instruction	Chinese Language, Citizenship & Social Development, Chinese History, Chinese Literature

2.1.4 Provisions and supports

- (a) In the classroom
 - (i) Creating language-rich classrooms (e.g. display students' work, signs, posters, slogans, etc.)
 - (ii) Providing subject learning materials in different languages to support students' self-directed learning and enable them to develop proficiency in both Chinese and English
 - (iii) Providing self-access learning materials and facilities (e.g. books, keynotes, videos, enrichment exercises, etc.)
 - (iv) organising reading activities (e.g. post-reading sharing sessions, book recommendations, extensive reading scheme, etc.)
- (b) Beyond the classroom
 - (i) Setting up language learning corners/rooms (e.g. language laboratory, multi-media learning center, etc.)
 - (ii) Providing enrichment programs (e.g. summer bridging courses, after-school supplementary lessons, etc.)
 - (iii) Providing engaging talks/activities (e.g. writing-sharing sessions, drama performance, etc.)
 - (iv) Creating a language-rich campus (e.g. English & Chinese (Cantonese and PTH) sharing in morning assemblies, English drama activities, etc.)
 - (v) Organizing co-curricular activities/competitions for students of different ability levels.
- (c) Beyond the school
 - (i) Establishing partnership with community to encourage students to participate in public/inter-school competitions (e.g. speech festivals, debates, etc.)
 - (ii) Emphasizing the importance of gaining exposure to English and Chinese through the mass media
 - (iii) Collaborating with local schools/institutions to organize stimulating language-learning activities
- (d) Other supportive measures
 - (i) Providing remedial teaching and adopt split class teaching arrangements for language subjects, where appropriate.
 - (ii) Providing a common timetable slot for language teachers for collaborative lesson preparation.
 - (iii) Engaging Native Speaking Teachers (NETs) to promote a favorable English learning environment for students.

2.2 Academic Assessment

There are three examination periods in each school year. Students' promotion to the next year level is determined by their total marks in the examinations and summative assessments. (Except for ITS, IH – Geography and World History Units)

2.2.1 Calculation of total mark

Item		Content	Percentage
Assessment	First Exam	Exam mark	25%
	Second Exam	Exam mark	20%
	Final Exam	Exam mark	30%
Summative assessment	Quizzes	Quiz mark	25% (Different percentage distribution in different subjects)
	Lesson Quizzes	Quiz mark	
	Self-regulated Learning	Performance in self-regulated learning	
	Daily Homework	Assignments	

2.2.2 Examination regulations

- (a) Students have to come to school for assessment according to the examination timetable. Latecomers must get permission from the chief examiner before entering the exam center. There will be no extra time given for the exam duration.
- (b) During the examination, students are not allowed to leave early or leave the examination center.
- (c) Students who cheat will be penalized and the subject involved may be disqualified and given zero mark for that examination paper.
- (d) All extra-curricular activities and ball games are cancelled one week before the examination and for the duration of the examination period.
- (e) Students must inform the school on the day they take a sick leave during the examination period. Students have to hand in a parents' letter and the sick leave certificate on the day they come back to school and contact the subject teacher for re-examination. No make-up examination will be conducted if students are absent with no reason or play truant.
- (f) Make-up examination papers will be counted as 80% of the total mark.
- (g) If the EDB announces no school for all secondary school on an exam date, the school will set another date for the examination affected. Examination dates for other subjects remain unchanged.

2.3 Promotion and Graduation Requirements

2.3.1 Form 1 and Form 2

- (a) Students should get all passes in the three core subjects: English, Chinese and Mathematics.
- (b) The average mark of all subjects should reach 50 marks or above.
- (c) The conduct grade should be Grade B or above.
- (d) Students should have not less than 95% attendance rate.

2.3.2 Form 3 (Promote to Sixth Form College)

- (a) Students should get all passes in the three core subjects: English, Chinese and Mathematics.
- (b) The average mark of all subjects should reach 50 marks or above.
- (c) The conduct grade should be Grade B or above.
- (d) Students should have not less than 95% attendance rate.

It will be regarded as a permitted promotion, trial promotion or repetition if students cannot meet the promotion requirements.

2.4 Guidelines on Make-up Examination

- 2.4.1 Make-up examination will be arranged for sick leave or casual leave (must apply in advance) only. Make-up examined subjects will be counted as 80% of the total mark.
- 2.4.2 No make-up examination will be conducted if students are absent with no reason.
- 2.4.3 Latecomers will not be given extra exam time or make-up examination.
- 2.4.4 Make-up examination will be held on or before the next school day of the last exam day.

2.5 Application for Testimonials, Transcripts & Letters of Attendance

- 2.5.1 All Form 3 students will receive their testimonials and transcripts from class teachers on the day of the Form 3 Graduation Ceremony at the end of an academic year.
- 2.5.2 Parents can apply for the recommendation letters, transcripts and/or letters of attendance for their child if they have the need for pursuing further studies.
- 2.5.3 Application forms are available in General Office.
- 2.5.4 Completed application form should be submitted in person to the General office at least 10 working days beforehand. Normal processing time required upon receipt of the application form is 10 working days (excluding Saturday, Sunday and public holidays).
- 2.5.5 Only one copy will be issued to the applicant. Applicants are advised to make copies of the recommendation letters / certificates if necessary. The school will issue more recommendation letters/ certificates upon the receipt of written requests from other academic institutes only.
- 2.5.6 The recommendation letter / certificate will be distributed to the respective applicant through the class teacher once it is ready.

Samples of the Application Forms

PLK TONG NAI KAN JUNIOR SECONDARY COLLEGE 保良局唐乃勤初中書院																					
Application for Recommendation Letter 班主任／老師推薦信申請表 (For current students only) Please read the information overleaf before completing this form. I. Particulars of Applicant Name: _____ / _____ (in English, BLOCK letters) (in Chinese, if applicable) HKID Card No.: <table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table> () Date of birth: _____ (day) / _____ (month) / _____ (year) Class: _____ Class No.: () No. of Copy: <u> 1 </u> Date of admission: _____ / _____ / 20__ II. Outstanding Other Learning Experiences at JSC <table border="1" style="width: 100%; border-collapse: collapse;"><thead><tr><th style="width: 15%;">Year</th><th>Activities / Duties</th></tr></thead><tbody><tr><td style="height: 30px;"></td><td></td></tr><tr><td style="height: 30px;"></td><td></td></tr><tr><td style="height: 30px;"></td><td></td></tr><tr><td style="height: 30px;"></td><td></td></tr></tbody></table> Signature of Applicant: _____ Signature of Parents/Guardian: _____ Date: _____ III. For Urgent Cases Date required: _____ (Supporting document is attached.) For Official Use Only a) Application received on _____ by _____ on behalf of _____ class teacher. b) Drafted letter approved by CGC _____ on _____. c) Proof read by _____ on _____. d) Letter approved by CGC _____ on _____. e) Letter prepared by G.O. _____ on _____. f) Signature of the recipient: _____ Date: _____ CGC/certificates/application forms/1_recommendation letter											Year	Activities / Duties									PLK TONG NAI KAN JUNIOR SECONDARY COLLEGE 保良局唐乃勤初中書院 11 Mei Lai Road, Shamshuipo, Kowloon. Tel: 21945707 Fax: 21945718 九龍深水埗美荔道 11 號
Year	Activities / Duties																				
Application for Transcript 「歷年成績紀錄」申請表 (For current students only) Please read the information overleaf before completing this form. I. Particulars of Applicant Name: _____ / _____ (in English, BLOCK letters) (in Chinese, if applicable) HKID Card No.: <table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table> () Date of birth: _____ (day) / _____ (month) / _____ (year) Class: _____ Class No.: () No. of Copy: <u> 1 </u> Date of admission: _____ / _____ / 20__ II. Reason for the application _____ _____ Signature of Applicant: _____ Signature of Parents/Guardian: _____ Date: _____ III. For Urgent Cases Date required: _____ (Supporting document is attached.) For Official Use Only a) Application received on _____ by _____ on behalf of _____ class teacher. b) Signature of the recipient: _____ Date: _____ CGC/certificates/application forms/2S_transcripts (current students)																					

Section 3 Other Learning Experiences (OLE)

In order to achieve the learning objectives of OLE, our school is providing students with a broad and balanced curriculum with diverse learning experience to foster whole-person development through the four areas of OLE (Moral and Civic Education, Community Service, Career-related Experience, Aesthetic Development).

Aims and Expected Outcomes of Other Learning Experiences (OLE):

- (a) To widen students' horizons, and to develop their life-long interests;
- (b) To nurture positive values and attitude; and
- (c) To provide students with a broad and balanced curriculum with essential learning experiences in order to nurture the five essential Chinese virtues, 'Ethics, Intellect, Physical Development, Social Skills and Aesthetics'; and
- (d) To facilitate students' all-round development as life-long learners with a focus on sustainable capacities.

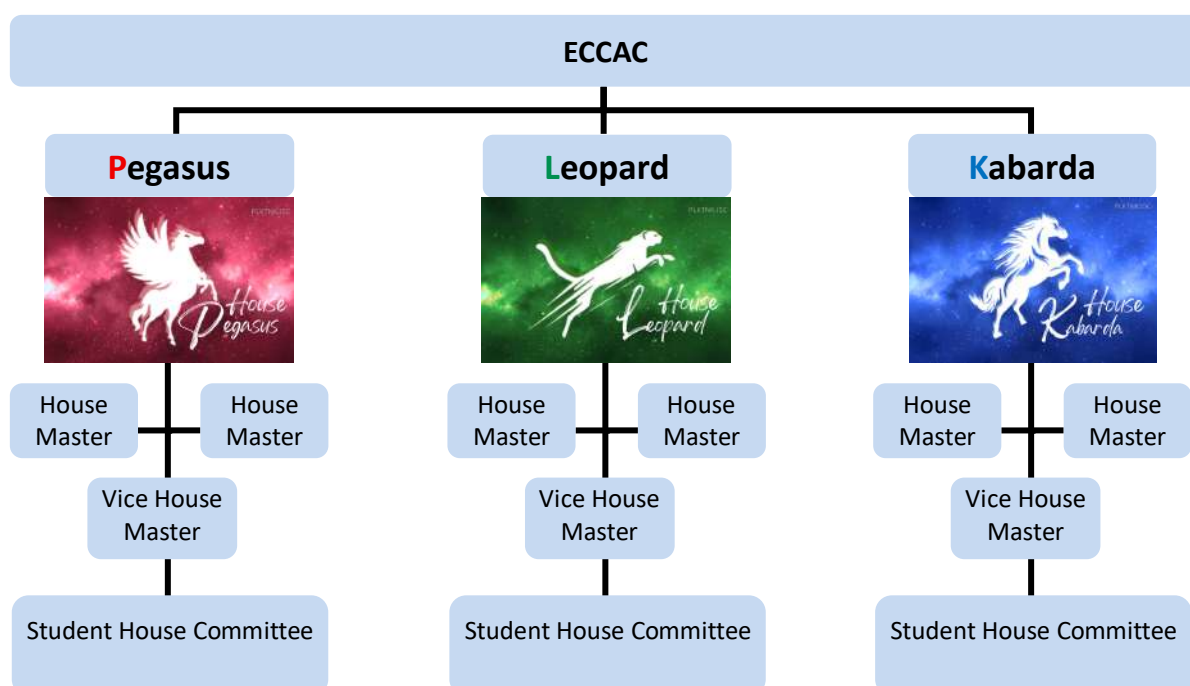
3.1 PLK Houses (Pegasus, Leopard, Kabarda)

3.1.1 Objectives

- (a) To provide an enjoyable school life.
- (b) To strengthen students' sense of belonging to the school.
- (c) To enhance students' participation in school activities and cultivate team spirit.
- (d) To nurture leadership skills among house committee members.

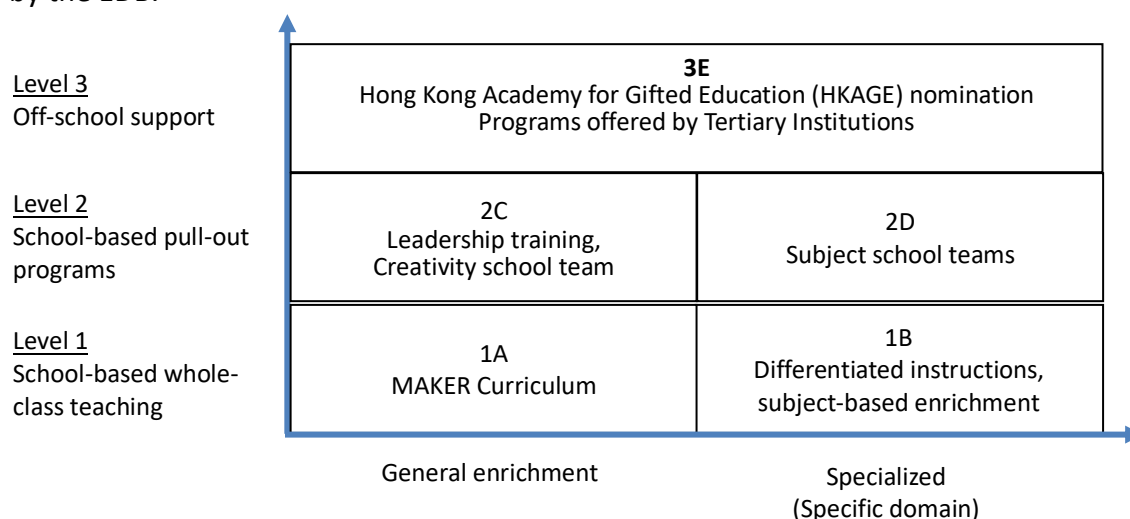
3.1.2 Basic Principles

- (a) All students are evenly assigned to three houses upon admission: HOUSE PEGASUS, HOUSE LEOPARD, and HOUSE KABARDA. Students will not switch houses during their school years.
- (b) Each house has two House Masters and one Vice House Master responsible for coordinating all inter-house activities. Other teachers are evenly distributed among the three houses to assist with these activities.
- (c) Each house has a "House Committee" composed of students, including a House Captain, Vice-Captain, Recreation Officer, Treasurer, and Class Representatives (one per form), making a total of seven core members.
- (d) Each house must participate in all school-organized activities and competitions. Each form of students must also have representatives for every activity and competition.



3.2 Arrangement of the Gifted Education (School Teams)

The Gifted Education in our school is planned in accordance with the Three-tier Implementation Model articulated by the EDB.



- Various school teams are provided for our students.
- The updated information of the school teams will be uploaded to the school homepage by the end of August every year.
- Students can join the school teams of their own choices in mid-September every year. The selection of school teams will also be carried out at the same time.

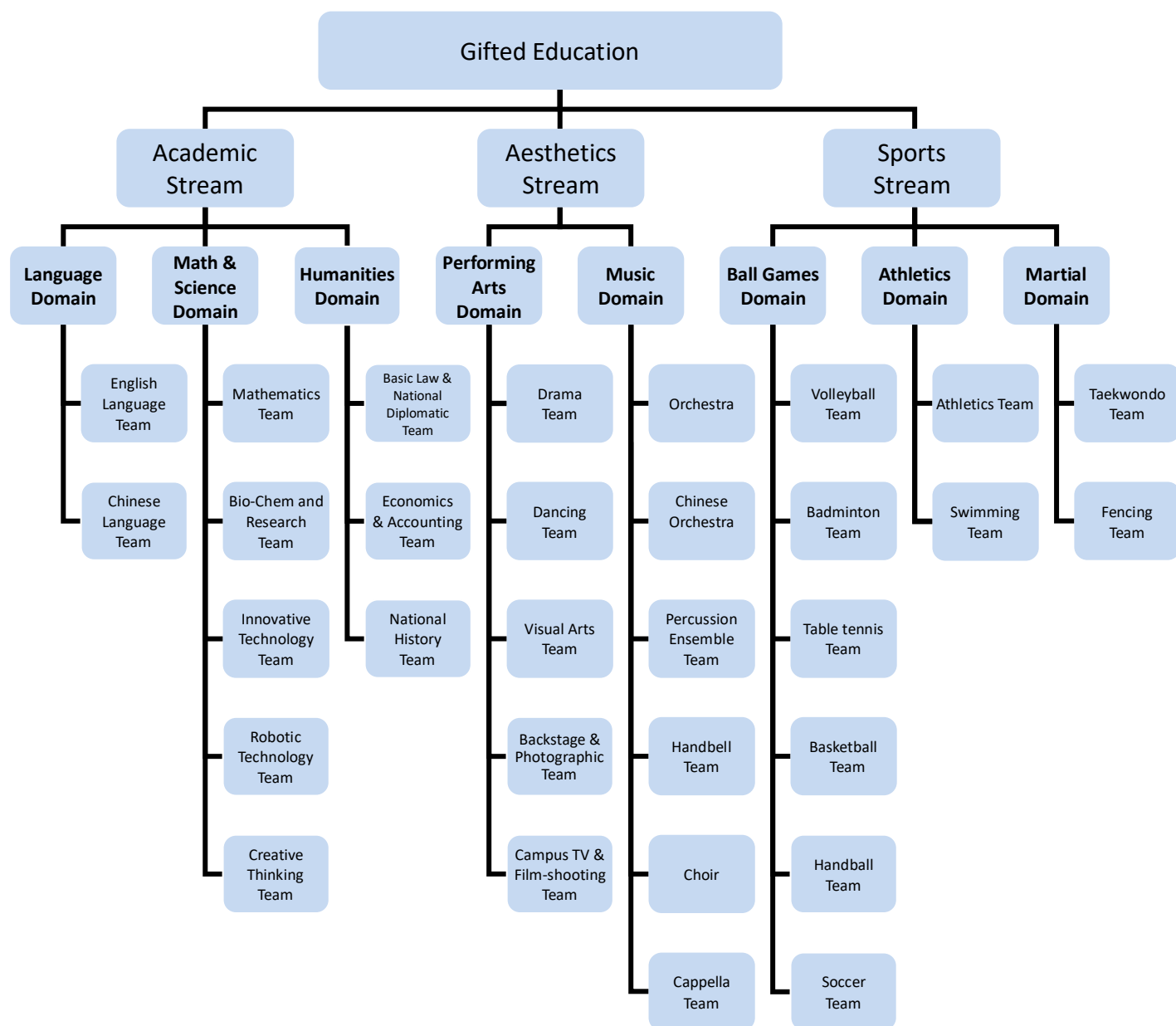
3.2.1 Level 3 Off-School Support

- Information regarding gifted programs offered by local universities will be disseminated to parents and students via parents' letter. These programs aim to offer accelerated learning experiences or enrich students' knowledge beyond regular classrooms.
- The school-based talent pool will be utilized in nominating students for the screening test of the Hong Kong Academy for Gifted Education. Selected students will be arranged to take the online test at school.
- Major Level 3 Gifted Education Programs:

(for reference, information will be released via parents' letters and on school website when confirmed)

<u>Program</u>	<u>Organizer</u>	<u>Application period</u>
1. Dual Program	The Hong Kong University of Science and Technology (HKUST)	September
2. Program for the Gifted and Talented	The Chinese University of Hong Kong (CUHK)	October and April
3. Screening Test for New Members Application	The Hong Kong Academy for Gifted Education (HKAGE)	January / February

The following chart summarizes the details of the Gifted Education (School Teams).



3.3 Arrangement of the Extra-Curricular Activities Lesson (ECAs)

- According to students' interests and school's situation, various clubs or classes are established.
- Several ways, such as bulletins, posters, banners, public announcements, newsletters and personal contacts will be used to keep students and parents be informed about the activities.
- Students can choose their interested ECAs on Recruitment Day by filling in the ECA application form.
- Some ECAs may require students to pay for the course materials / coach fee.

The following table shows the details of the extra-curricular activities:

Extra-curricular Activities	
Academic Series	
Chinese Language Club@	Geography Club@
English Language Club@	Archaeology Club@
Mathematics Club@	Science & Technology Club@
Korean Class*#	Spanish Class*#
Japanese Class*#	French Class*#
Physique Series	
Magic Class*	Juggling Class*
Balloon Twisting Class*	
Interest Series	
Origami Class*	Bridge Chess & Boardgame Class*
Cartoon Drawing Class*	Short Film Production Class*
Mobile Photography Class*	
Services Series	
St. John Ambulance #	Customs YES
Scout#	Girl Guides #
School Team	
Choir	Campus TV & Film-shooting Team
Orchestra*#	BackStage & Photographic Team
Chinese Orchestra*#	Dancing Team*#
Percussion Ensemble Team*#	Visual Arts Team*#
Handbell Team*#	Drama Team
Chinese Language Team*#	Basketball Team*#
English Language Team*#	Table Tennis Team*#
Mathematics Team*#	Badminton Team*#
Bio-Chem and Research Team*#	Volleyball Team*#
Robotic Technology Team*#	Soccer Team*#
Innovative Technology Team*#	Swimming Team*#
Basic Law & National Diplomatic Team#	Athletics Team*#
National History Team#	Handball Team*#
Economics & Accounting Team#	Taekwondo Team*#
Creative Thinking Team*#	Fencing Team*#

- @ Organized by teachers and students
 * Outsourced activities
 # Activity fee /tuition fee is needed

Remarks: The finalized list of the activities depends on the actual enrolments of the students.

Section 4 Other School Support

4.1 Student Subsidies

4.1.1 Application for Student Health Service

- (a) The applications for the Student Health Service will be submitted online. Parents are advised to pay attention to the relevant application details.
- (b) Parents will receive a login account and a dedicated application link for our school in early September. It is essential for parents to register their children online for the Student Health Service within the specified dates.

4.1.2 Application for Personalized Octopus Card (Student Travel Scheme)

- (a) Students who would like to apply for the MTR Student Travel Scheme must apply for a Personalized Octopus Card first.
- (b) Students can apply for a Personalized Octopus with "Student Status", or to activate or renew the "Student Status" on their existing Personalized Octopus online through the MTR webpage: http://www.mtr.com.hk/en/customer/tickets/student_travel_scheme.html.
- (c) Besides, application form can also be obtained from the MTR Customer Service Centre. All application forms should be submitted to the General Office before 31st October for the school stamp. After obtaining the stamp, students should submit the stamped application form and pay the fee to the MTR Customer Service Centre in person.

4.1.3 Application for the School Textbook Assistance / Student Travel Subsidy Schemes / Subsidy Scheme for Internet Access Charges

- (a) Parents can apply for the Assessment of Eligibility from May each year.
- (b) If applicants have provided all necessary information and can pass the means test, a notification of the result will be issued by the Student Financial Assistance Agency (SFAA) to the applicants in late August of the same year.
- (c) For families who can pass the means test, Eligibility Certificates (ECs) will be issued to those children whom the applicants have indicated the need for an EC in the application form.
- (d) Parents receiving the Eligibility Certificates should select the appropriate scheme(s) in the ECs for their children and submit the completed ECs to the class teacher.
- (e) In general, the SFAA will not accept any EC submitted after the deadline. Parents should fill in the Eligibility Certificate and return it to school on or before the deadline within the academic year.
- (f) From the date of 1st September until January, parents should submit the Eligibility Certificate to class teachers or SAC teacher-in-charge as soon as possible during this period. Otherwise, the financial assistance will not be released after the deadline even if they pass the means tests.
- (g) Families that have serious financial difficulties should apply for the scheme with a written letter and return it to the school with the Eligibility Certificate.
- (h) For those who have not received any Eligibility Certificates and would like to apply for the Assessment of Eligibility within the academic year, Application Form A can be obtained from the General Office, the Home Affairs Department, the Regional Education Office or the Student Financial Assistance Agency within the office hour on or before March each year.
- (i) For those who have any enquiries concerning the eligibility and application procedures may visit the SFAA website: <https://www.wfsfaa.gov.hk/sfo/en/index.htm> or contact the SFAA at 2802 2345.

4.2 Locker Arrangements

- The aim of providing lockers is to build self-management skills of our students.
- Students are required to lock their lockers properly and are responsible for taking care of their personal belongings.

4.2.1 Learning Supplies Locker

- (a) A learning supplies locker is assigned to each student in September of every academic year.
- (b) The lockers are located in the corridor of each floor.
- (c) Students are required to take their belongings home during long holidays.
- (d) Students may use their lockers until the last day of the final term.
- (e) No food or drinks are allowed to be stored in the lockers.
- (f) Students need use their student cards to open their lockers.

4.2.2 Phone Locker

When on campus, students should always turn off their mobile phones and lock them in their phone lockers.

- (a) A phone locker is assigned to each student in September of every academic year.
- (b) The phone lockers are located outside the tuck shop on the ground floor (G/F).
- (c) Students must place their phones in their phone lockers upon arriving at school.
- (d) Students must collect their phones from their phone lockers before leaving the school.
- (e) Students may use their phone lockers until the last day of the final term.
- (f) No food or drinks are allowed to be stored in the lockers.
- (g) All students can only open their phone lockers with their own student card.

4.2.3 iPad and Valuables Locker

When on campus, students should keep their iPads in their iPad lockers.

- (a) An iPad locker is assigned to each student in September of every academic year.
- (b) The iPad lockers are located in each home classroom.
- (c) Students are required to place their iPads in their iPad lockers when they arrive in the classroom, unless using their iPads for online learning under a teacher's supervision.
- (d) Students must collect their iPads from their iPad lockers before leaving the school.
- (e) Students may use their iPad lockers until the last day of the final term.
- (f) No food or drinks are allowed to be stored in the lockers.
- (g) All students can only open their iPad lockers with their own student card.

4.3 e-Learning Policy

4.3.1 BYOD (Bring Your Own Device) Policy

A. Objective

- By the development of BYOD and fully implementation of e-learning, students' learning will become more personized and mobile.
- Various IT teaching and learning materials will be adopted in lessons, to raise the learning effectiveness.

B. Rules

When on campus, students can use approved tablet computers or headsets for learning activities during lesson and non-lesson periods under the instructions of teaching staff.

- (a) Without the school's permission, students cannot use their tablet for learning activities in school such as photo taking, video recording, and sound recording.
- (b) Except for the tablets that have been enrolled in the device management (MDM) system and under the school's supervision, students must not bring other electronic devices into the classroom.
- (c) Smart lockers for mobile phones and smart watches are placed on the G/F outside the tuck shop. Upon entering the campus, students must place their mobile phones and smart watches into the phone lockers immediately. They must switch off their phones and smart watches and disable the timer/alarm beforehand.
- (d) If students forget to bring their student cards or are late for school, they should keep their mobile phones in the smart lockers in the DGC room.
- (e) Students who have applied for early leave should go to the General Office and seek help from the staff to open their smart lockers.
- (f) Smart lockers for iPads are provided in each home classroom.
- (g) If students have school team trainings after the end of the school day, they should retrieve their electronic devices before leaving. Other students should retrieve their electronic devices before 5:45 p.m. (or 2:00 p.m. during examination weeks).
- (h) All electronic devices must not be kept in storage overnight. The school will not take the responsibility if there is any electronic device loss or damage after the school closes.
- (i) Students must ensure that their iPads are always kept properly and safely, and parents should also remind students to use them wisely. Students are solely responsible for any electronic device losses, thefts or damages resulting from their negligence. The school will not take any responsibilities for such matters.
- (j) Students are responsible for the maintenance and charging of the battery of their devices. To ensure productivity, students are expected to come to school every day with a fully charged iPad.

4.3.2 Information Literacy and Information Security Policy

A. Objective

- Information literacy and information security are important skills for students today.
- Being information literate also helps students be more thoughtful, ethical, and respectful when using information.
- It supports an academic and social environment where people understand and respect each other.

B. Rules

When on campus, students should observe the following rules:

- (a) All student iPads are under full control and management by the school, where they are not permitted to download any apps by themselves.
- (b) All student iPads are connected to the internet via the Wi-Fi set up by the school only, where the password is hidden for security purposes.
- (c) Access to the internet by students is all subject to the school firewall protection, where inappropriate and irrelevant contents will be blocked from their access.
- (d) Students should use their electronic devices properly in school, and in a way that respects others.
- (e) Students should obey the intellectual property laws of the HKSAR, and should not use unauthorized photos, sound effects, music pieces or videos in their homework.
- (f) If students use the electronic devices improperly, a penalty will be given according to the severity of the misbehavior. If students violate the regulations a second time, the electronic devices will be kept in the school, and parents are required to come to school to get them back.
 - Improper Use of Electronic Devices (Mobile Phones/ Smart Watches and the like) (moderate level): including, but not limited to, playing mobile games in the Mei Foo area, browsing websites with improper content, using electronic devices when crossing the road, etc.
 - 9 conduct marks will be deducted for the first violation,
 - 9 conduct marks and 1 demerit will be deducted for the second violation, and
 - 9 conduct marks and 1 minor offence will be deducted for the third or more violations.
 - Improper Use of Electronic Devices (Mobile Phones/ Smart Watches and the like) (serious level): including, but not limited to, taking photos or videos inside the school campus, taking photos or videos of any teacher or classmate, or recording their sound without the school's permission, etc.
 - 27 conduct marks and 1 minor offence will be deducted for the first violation,
 - 27 conduct marks and 2 minor offences will be deducted for the second violation, and
 - 27 conduct marks and 1 major offence will be deducted for the third or more violations.
- (g) Both parents and students will need to agree with the policy listed out in the acceptance use policy while using their iPads at school.

4.3.3 Artificial Intelligence Generated Content (AIGC) Usage Policy

A. Introduction and Purpose

This policy provides clear guidelines for the ethical, effective, and responsible integration of Artificial Intelligence Generated Content (AIGC) tools (e.g., Large Language Models, image generators) by all members of the school. We encourage responsible exploration while safeguarding **Academic Integrity, Data Privacy, Critical Thinking, and Intellectual Property**. The use of AI must be guided by the fundamental values of **Respect for Others, Responsibility, Commitment, Law-abidingness, and Integrity** (as aligned with the EDB).

Core Principles for All Users:

- (a) **Academic Integrity:** All work submitted must genuinely reflect the student's own understanding and effort. Unauthorised use of AIGC to complete assignments is strictly prohibited and constitutes plagiarism.
- (b) **Critical Evaluation and Verification (EDB Information Literacy):**
 - Users must **always critically evaluate, fact-check, and verify** the accuracy, authority, timeliness, and potential biases of AI outputs, as AI may produce incorrect, biased, or fabricated content ("hallucinations").
 - **Active Engagement:** Users must actively engage in the learning process. Avoid Cognitive Risks (e.g., reduced memory retention, passive thinking, loss of originality) and prevent AI from "stealing the struggle" of learning.
- (c) **Transparency and Attribution:** When AIGC tools are used as an aid, their role must be clearly, honestly, and appropriately disclosed and cited.
- (d) **Ethical and Responsible Use:** Users must respect Intellectual Property Rights (copyright) and Data Privacy, and refrain from generating or disseminating content that is illegal, discriminatory, harmful, offensive, or violates school rules and the Law, including the National Security Law.

B. Student Policy: Permitted Use and Responsibilities

I. Permitted Uses (Subject to Teacher Approval)

Teachers have the discretion to specify whether AI use is permitted, limited, or not allowed for a given assignment, based on its learning objectives. **When permitted, AI must be used as a support tool, not a substitute.**

Category	Acceptable Use Guidelines
Idea Generation	Utilize AI to generate ideas, explore themes, or overcome creative blocks. Students are encouraged to develop skills in Prompt Engineering to maximize the utility of AI.
Research Support	Utilize AI to summarize complex texts or suggest potential references, but all facts and sources must be verified against reliable academic materials.
Drafting Assistance	Utilize AI to help structure an outline, check grammar, refine style, or translate short phrases. Such modifications must be minimal and not alter the substantive content of the document.
Concept Clarification	Request AI to explain complex concepts or suggest problem-solving approaches, followed by self-verification and active recall to enhance cognitive engagement.

II. Prohibited Misconduct (Academic Misconduct)

The following actions are strictly prohibited and constitute a breach of academic integrity:

- (a) **Plagiarism/Misrepresentation:** Submitting work (entirely or in **substantial part**) generated by AI in assignments, tests, or exams, without explicit permission and proper citation, and claiming it as original work.
- (b) **Unauthorised Use:** Employing AI tools in assessments or tasks where their use has been explicitly **prohibited** by the teacher or using AI to complete tasks that require the demonstration of personal analysis, calculation, or critical thought.
- (c) **Over-Reliance:** Relying entirely on AI for information or task completion, thereby circumventing

independent thinking or research and submitting work with **intentionally incomplete or misleading references** or bibliographies.

- (d) **Data and Ethics Breach:** Uploading **personal, sensitive, or confidential data** (including Personal information of self/others or school information) into public AI tools and intentionally using AI to create or disseminate false or misleading information.

III. Transparency and Citation Requirements

If the use of AI is permitted, students must clearly acknowledge and cite its use:

- (a) **Mandatory Disclosure:** Include an **AIGC Usage Declaration** in the submission, detailing which tool was used, how it was used, and the specific purpose (e.g., "ChatGPT 4.0 was used to brainstorm five ideas on X topic on [Date]. I verified the ideas and wrote the essay independently.").
- (b) **Proper Citation:** Follow the citation format provided by the teacher or school (e.g., APA Style) for any AI-generated content or ideas included in the work.

(e.g. Google. (2025, May 22). High school grammar concepts overview [Generative AI chat]. Gemini 2.5 Flash. <https://g.co/gemini/share/a1306ce12929>)

C. Teacher Policy: Pedagogical and Professional Responsibilities

I. Guidelines for Teaching and Assessment

- (a) **Model Ethical Use:** Teachers must model ethical and transparent use of AI in lesson planning and administrative tasks. Acknowledge any AI-assisted content presented to students.
- (b) **Facilitate Digital Literacy:** Actively educate students on AI's strengths, limitations, and ethical implications. Promote the critical evaluation of AI-generated responses (EDB Information Literacy).
- (c) **Assessment Design:** Implement assessment strategies (e.g., oral examinations, in-class writing, or project-based tasks requiring original data) that require **Higher-Order Thinking** to mitigate AI's cognitive risks and promote independent work.
- (d) **Assessment Integrity:** Teachers **must not solely rely** on AIGC tools for grading or feedback. Final assessment and pedagogical judgment must be human-led to ensure fairness and transparency (aligned with EDB advice).
- (e) **Scaffolded Assignments:** Break down complex tasks into stages (e.g., outline review, draft feedback) to monitor student progress and ensure active, independent thinking in the early stages.

II. Professional and Ethical Responsibility

- (a) **Data Privacy:** Teachers must ensure that **no sensitive or confidential student data or school information** is uploaded to external, non-vetted AIGC services.
- (b) **Transparency:** Clearly communicate to students the extent and manner of AI use in the teaching process (e.g., "The practice questions were AI-generated and reviewed by the teacher") to build trust.
- (c) **Bias and Moderation:** Be aware that AI output may contain inherent biases. Teachers must review and moderate all AI-generated material before presenting it to students to ensure fairness and accuracy.
- (d) **Continuous Professional Development:** Engage in ongoing professional development to stay informed about new AI tools, cognitive risks, and best practices in teaching and learning.
- (e) **Monitoring:** Provide clear guidance and monitor student work through traditional methods (e.g., oral defence, draft reviews) and approved online AI detection tools to verify authenticity.

III. Subject Application Examples: How to use AIGC properly

The following are specific expectations and regulations regarding the use of AI in assignments across different subjects:

Subject	Permitted Uses	Prohibited Uses
English Language	As an Editing Assistant: Use AI to check and correct grammar, spelling, and sentence structure in a completed essay, or to polish the wording of non-core parts	Content Generation: Having AI ghostwrite the core arguments or main paragraphs of an essay, report, book review, or debate script
History	As a Hypothesis Exploration Tool: Asking AI to propose multiple potential explanations for a specific historical event based on provided sources, which the student then critiques and verifies against academic resources	Fact Generation: Letting AI summarize the definitive conclusion or historical facts of a historical event and submitting it as a verified historical truth
Integrated Science	As a Programming Aid: Allowing AI to check the student-written programming code (e.g., Python code) for errors during data analysis or experiment simulation	Data Fabrication: Using AI to create or fabricate experimental data, charts, or calculation results to replace actual operation and analysis

Teachers may adjust the utilization of AIGC based on the core principles and sound subject-based reasons, which should be discussed thoroughly, agreed unanimously and recorded in the meeting minutes of the subject under the supervision of the Dean of the Subject Faculty/Head of the Subject Department.

IV. Special Provisions for Students with Special Educational Needs (SEN)

The use of AIGC can be a powerful assistive technology to promote inclusion and equal opportunities for students with SEN.

- Individualized Education Programme (IEP) Alignment: For students with an IEP, the use of specific AI tools (e.g., text-to-speech, speech-to-text, sophisticated grammar/spelling checkers) may be explicitly permitted as a form of reasonable accommodation to overcome functional barriers, even in tasks where other students are restricted.
- Teacher and SENCO Consultation: The decision to permit, restrict, or modify AI use for a student with SEN must be made in consultation with the Special Educational Needs Coordinator (SENCO) and the subject teacher, following the principles of the Whole School Approach to Integrated Education.
- Focus on Core Learning: Any permitted AI use must be carefully monitored to ensure it supports the student in demonstrating their core learning outcomes and does not circumvent the intended cognitive demands of the task.

D. Parent Policy: Supporting Students' Responsible Use of Artificial Intelligence (AI)

I. Essential Family Rules for AI Use

Parents are encouraged to discuss and establish the following "Three Dos and Three Don'ts" principles with their children regarding AI tool usage at home:

Principle	Explanation
DO 1: Be Critical	Remind students that AI often "makes up" facts (known as "hallucinations"). They must treat AI output as suggestions or starting points , not final answers. Ask them to cross-reference with at least two reliable sources.
DO 2: Be Transparent	Remind students that if an assignment permits the use of AI, they must complete the AIGC Student Usage Declaration truthfully. Honesty is more important than any AI-generated answer.
DO 3: Prioritise Data Privacy	Instruct students that they must never input any Personally Identifiable Information (PII), passwords, or confidential school data into public AI chat tools.

Principle	Explanation
DON'T 1: Replace Thinking	AI can help organize thoughts, but it cannot replace thinking. If a student is struggling with a stage of learning, that is precisely where learning happens. They should not immediately resort to AI for the answer.
DON'T 2: Cheat on Assessments	Remind students that they must adhere to the teacher's specific instructions for every task. Using AI in exams or assessments where it is forbidden constitutes academic dishonesty.
DON'T 3: Generate Harmful Content	Students must not use AI to generate discriminatory, hateful, defamatory, or any illegal/pornographic content.

II. Specific Actions Parents Can Take

Area	Parental Guidance Suggestions
Ask Probing Questions	When students present an assignment or research, ask them: "What specifically did the AI help you with this assignment?" or "How did you verify the fact that the AI told you? " Steering the conversation towards critical verification.
Role Reversal	Encourage students to be your " AI Coach. " Let them teach you how to use a specific AI tool and explain its strengths and limitations. This reinforces their understanding of AI's constraints.
Model Editing	When AI has generated content, work with students to edit the AI's output. Show them how to transform the AI's generic language into content that has a personal voice and unique insight.
Co-Learning	Discuss recent news stories and ethical dilemmas raised by AI (e.g., deepfakes, copyright issues). Treat AI as a subject for family co-learning and growth.

E. Enforcement, Sanctions, and Support

I. Non-Compliance and Sanctions

Failure to comply with this policy is a violation of academic integrity and will result in disciplinary action. Consequences may include, but are not limited to:

- A failing mark (zero grade) for the assignment or assessment.
- Being required to redo the assignment with a capped grade.
- Formal disciplinary action according to the school's code of conduct.
- **Authentication Statements:** For major assessments, students may be required to sign authentication statements confirming the originality of their work.

The school reserves the right to use AI detection tools (in accordance with appropriate protocols) and academic judgment to identify unauthorized AI use.

II. Appeals Mechanism for AI-Related Assessment Decisions

To ensure fairness and transparency in an AI-assisted environment, students have the right to appeal assessment decisions where the alleged misconduct is related to the unauthorized use of AIGC.

- Appeal Submission:** A student who receives a disciplinary sanction (e.g., a zero grade) based on an AI-related academic misconduct finding (e.g., an AI detection tool flagging a submission) may request a review within **two school days** of notification.
- The request must be submitted in writing to the teacher who issued the sanction, detailing their grounds for appeal, which may include:
 - Evidence of the student's process (e.g., drafts, notes, human-written portions of the work).
 - A demonstration of their understanding through an oral defense of the work.
 - A challenge to the validity of the AI detection tool's finding, if applicable.
- Final Decision:** The **Academic Appeals Panel (AAP)**, consisting of the Head of Academic Committee, Head of Subject Faculty/Department, a designated Senior Teacher and the school SENCO (if the

student has an IEP), reviews all evidence and interviews the student and the teacher. The AAP's decision on the grade and/or sanction will be the **final school decision**, conveyed in writing to the student within a set timeframe.

III. Training and Resources

The school will regularly review the AIGC Usage Policy, provide ongoing Professional Development (for teachers), Information Literacy sessions (for students) and a school letter (for parents) to support this policy. Students are encouraged to discuss any questions they may have regarding the use of Generative AI tools with their teachers. Open communication is key to successfully navigating these new technologies.

4.4 Common Log-on for All Websites and Apps

To help parents manage various school app accounts conveniently, the school has provided a Google account for all parents and students for common log-on purposes. Parents can use the **assigned school Google account** to log into the following:

- school website: **w.TNKJSC**
- school library website: **l.TNKJSC**
- various school app services, including:
m.TNKJSC, p.TNKJSC, x.TNKJSC, b.TNKJSC and **e.TNKJSC**.

Account details:

Example student's account:	s1234@plktnkjsc.edu.hk
Example parent's/guardian's account:	p1234@plktnkjsc.edu.hk

Log-in passwords:

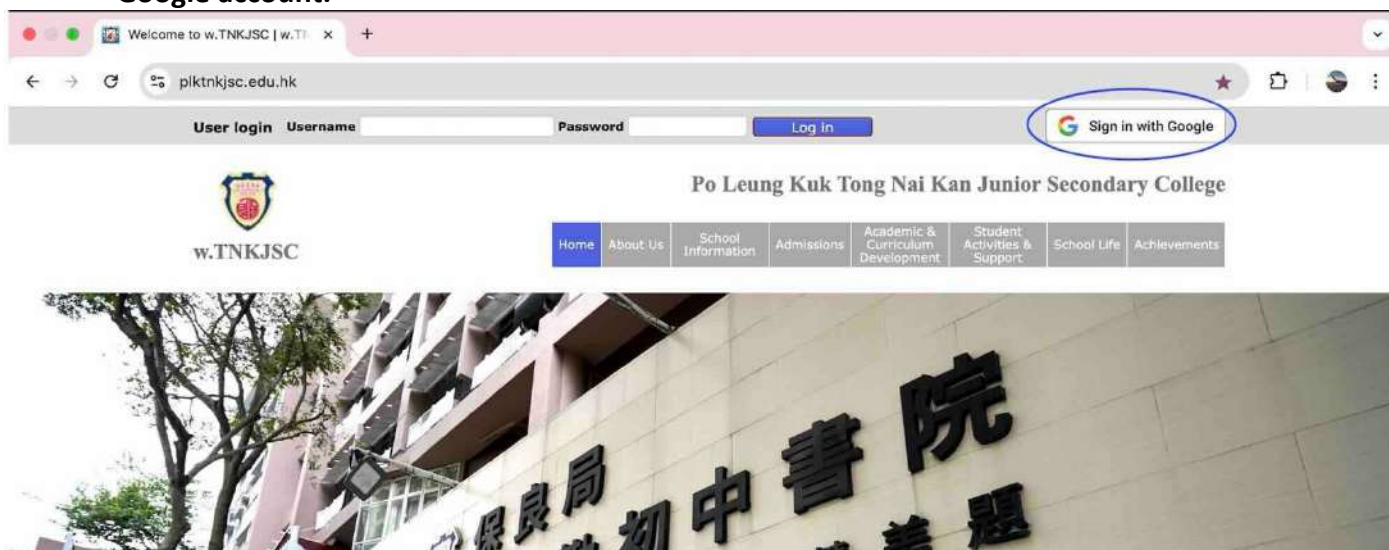
- For Form 1, the default passwords are pre-set by the school and distributed to parents during the S1 Orientation Day.
- For Form 2 and Form 3, the passwords remain the same as those currently in use.

4.5 Useful Websites

4.5.1 School Website [w.TNKJSC]

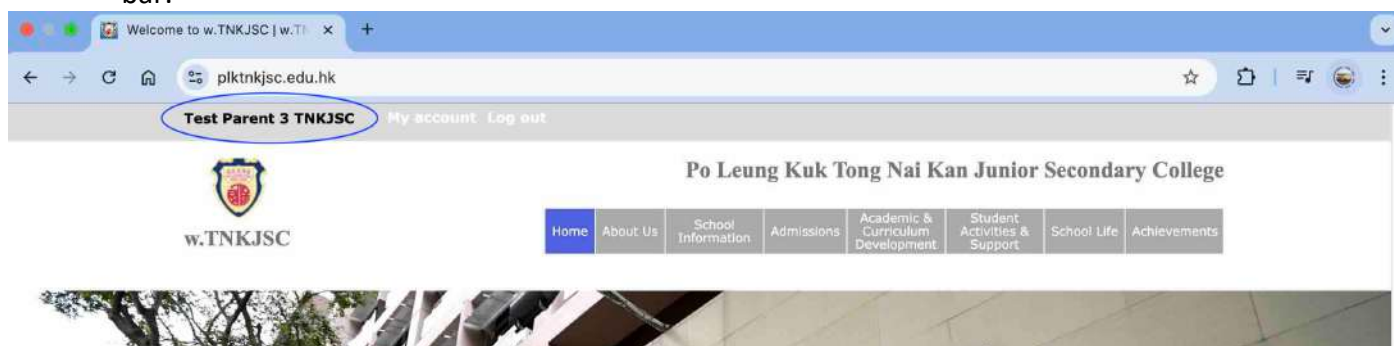
A. Login & account settings

Step 1) Log into the school website via the following URL: <https://www.plktnkjsc.edu.hk/> with **your school Google account**.



Example student's account: **s1234@plktnkjsc.edu.hk**
Example parent's/guardian's account: **p1234@plktnkjsc.edu.hk**

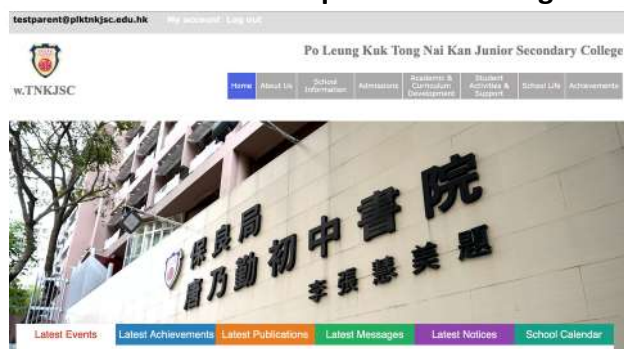
Step 2) If you have successfully logged in, **your Google account name** will be displayed on the top menu bar.



B. Website sessions

1) Frontpage

- On the frontpage, you may find the navigation menu and homepage tabs at the top, and the sitemap at the bottom.
- Some information **requires users to log in** to access.



Navigation menu and homepage tabs



Sitemap

2) Latest Notices (requires log in)

- Parents may find electronic copies of school notices in 'Latest Notices' (or under 'School Life' > 'Notice to Parents').
- The school notices are in PDF format. Click on the PDF link to view and download the notice.



Downloading the Adobe Acrobat Reader for Viewing the Notices.

- If you are using a Windows platform, you may need to install Adobe Acrobat Reader to view the e-copies. You can download the software from the Adobe Homepage using the link below:
<http://get.adobe.com/tw/reader/>
- Refer to the steps below to download and install the software:

1. 顯示「開啟」對話方塊時，單擊「儲存」。



3. 顯示「安全警告」對話方塊時，單擊「執行」。



2. 顯示「下載」視窗時，雙擊檔。

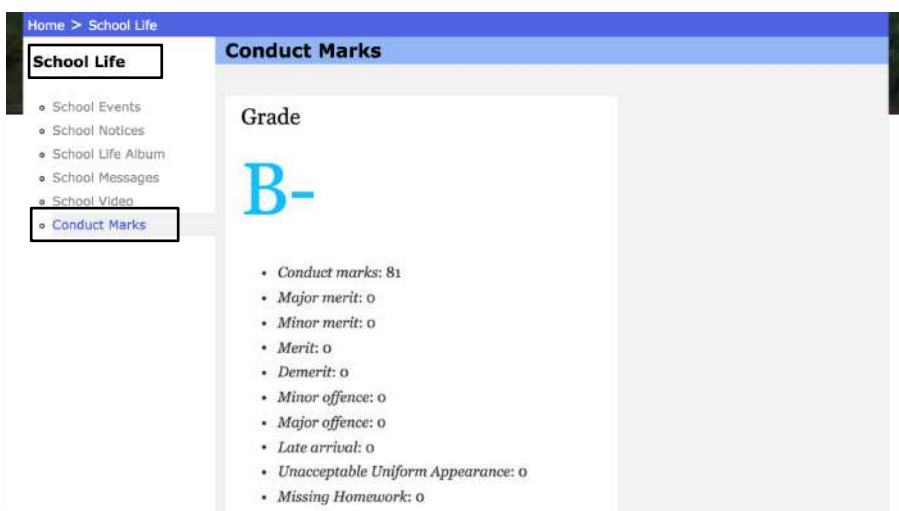


4. 顯示「使用者帳戶控制」對話方塊時，單擊「是」。



3) Student Conduct Marks (requires log in)

- Students and their parents can view their conduct mark summary under 'School Life' > 'Conduct Marks'.



4) Calendar (requires log in)

- School Calendar shows all relevant events to the corresponding users (or under the ‘School information’ > ‘School Calendar’).

Latest Events

Latest Achievements

Latest Publications

Latest Messages

Latest Notices

School Calendar

Calendar

Homework Records

After School

Lessons/Activities

Detentions

August 2026

« Prev Next »

Sun	Mon	Tue	Wed	Thu	Fri	Sat
26	27	28	29	30	31	1 Summer Vacation (49)
2 Summer Vacation (49)	3 Summer Vacation (49)	4 Summer Vacation (49)	5 Summer Vacation (49)	6 Summer Vacation (49)	7 Summer Vacation (49)	8 Summer Vacation (49)
9 Summer Vacation (49)	10 Summer Vacation (49)	11 Summer Vacation (49)	12 Summer Vacation (49)	13 Summer Vacation (49)	14 Summer Vacation (49)	15 Summer Vacation (49)
16 Summer Vacation (49)	17 Summer Vacation (49)	18 Summer Vacation (49)	19 Summer Vacation (49)	20 Summer Vacation (49)	21 Summer Vacation (49)	22 Summer Vacation (49)
23 SI Orientation and Parents' Day	24 Summer Vacation (49)	25 Summer Vacation (49)	26 Summer Vacation (49)	27 Summer Vacation (49)	28 Summer Vacation (49)	29 Summer Vacation (49)

- There are several frequently used calendars in this tab, which shows all relevant records and events according to the classes, study groups and activity groups of the corresponding users.

After School Lessons / Activities

School Information > School Calendar > Calendar

School Information

- School Administration
- Staff
- Students
- School Plans & Reports
- Handbooks
- School Calendar
 - Calendar
 - Calendar
 - Homework Records
 - After School Lessons/Activities
- School Connection

After School Lessons / Activities

Saturday, August 1, 2015

Prev
Next

Sun	Mon	Tue	Wed	Thu	Fri	Sat
26	27	28	29	30	31	1 Clarinet and Saxophone Class
2	3	4	5 Brass Class	6 Percussion Class	7 Wind Orchestra (Junior)	8 Clarinet and Saxophone Class
9	10	11	12 Brass Class	13 Wind Orchestra (Junior)	14	15
				Percussion Class		
				Wind Orchestra (Intermediate)		
16	17	18	19 Brass Class	20	21	22
23	24	25	26	27	28	29

Detention

School Information

- School Administration
- Staff
- Students
- School Plans & Reports
- Handbooks
- School Calendar
 - Calendar
 - Calendar
 - Homework Records
 - Homework Records
 - After School Lessons/Activities
 - Detentions
- School Connection

Calendar

Saturday, August 1, 2015

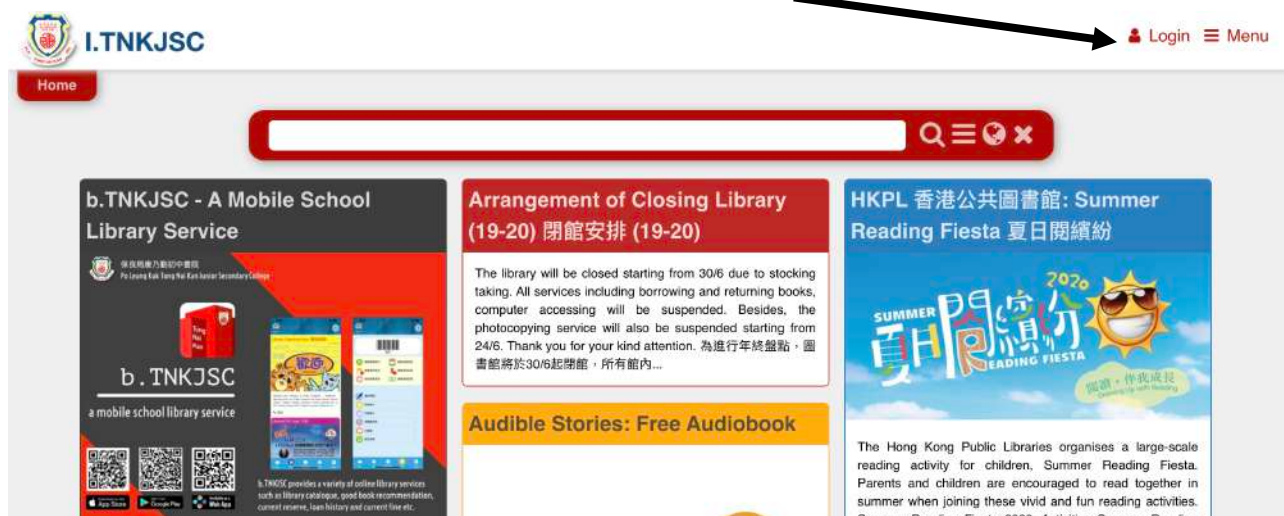
« Prev Next »

Sun	Mon	Tue	Wed	Thu	Fri	Sat
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17 Lunchtime detention	18	19	20	21	22
23	24	25	26	27	28	29
30	31	1	2	3	4	5

4.5.2 Library Website [I.TNKJSC]

A. Login & account settings

Step 1) Once you **have** been given your user credentials, you can log in to the school website by opening <http://library.plktnkjsc.edu.hk> in your web browser and **log in** at the top right corner of the page.



Step 2) To use Google mail to **log in**, press “Google Login” in the middle of the page.

The screenshot shows the login form on the library website. The form has a red background and contains fields for 'Barcode' and 'Password', a 'Google Login' button, and a 'Login' button. A black arrow points from the text 'Google Login' in the step description to the 'Google Login' button in the form.

Step 3) You can log in by using your assigned school Google account.

The screenshot shows the Google sign-in page. The page has a white background and contains a 'Sign in' section with a text input field for 'Email or phone', a 'Forgot email?' link, a 'Create account' link, and a 'Next' button. A black arrow points from the text 'using your assigned school Google account' in the step description to the 'Sign in' section of the Google page.

Step 4) Log Out – Simply click “Logout” in the “Menu” to **log out** your account.

I.TNKJSC

Home

Rules and Regulations

Student Librarian Roster 2023-2024

Joy of Reading

Opening Hours 開放時間

Student Librarian

Reward Area

Home Browse New Books Recommended Top List Information Box

My Profile My Favorites Book Review Overdue Notice Current Fine Current Loan

Current Reserve Loan History Fine History Logout

B. Functions

- There are many functions you can use under the “Menu” section. The “Home” button directs you to the homepage.
- 1) Browse
 - You can browse all the books which are collected in the library. “Search” function is also available. You can simply enter the keywords and related information, such as ISBN, to the search bar and search the books.

Search bar

Title

ISBN

Call No.

Other Title

Authority Control

Language

Branch

Location

GMD

Curriculum Areas

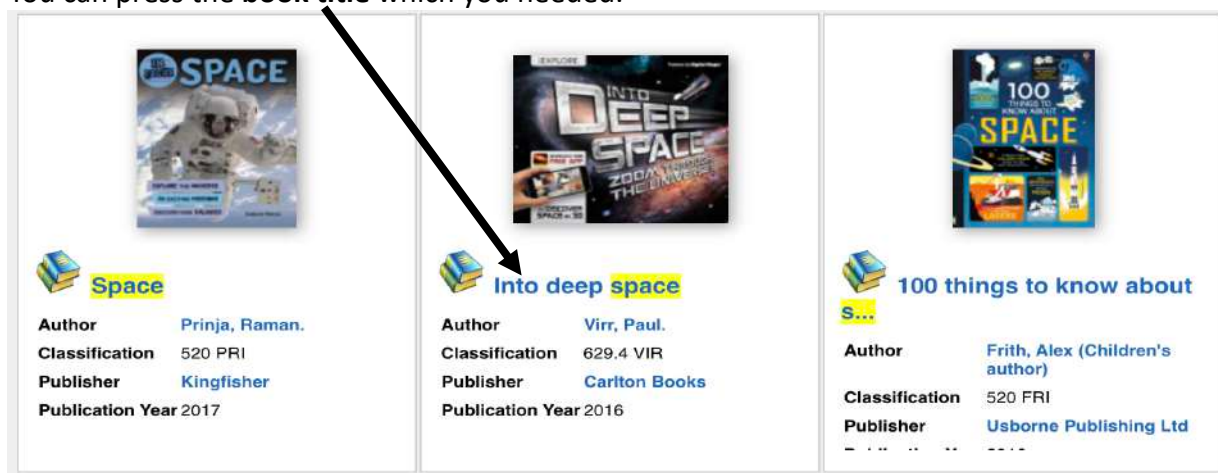
Suitable

From 1 To 99

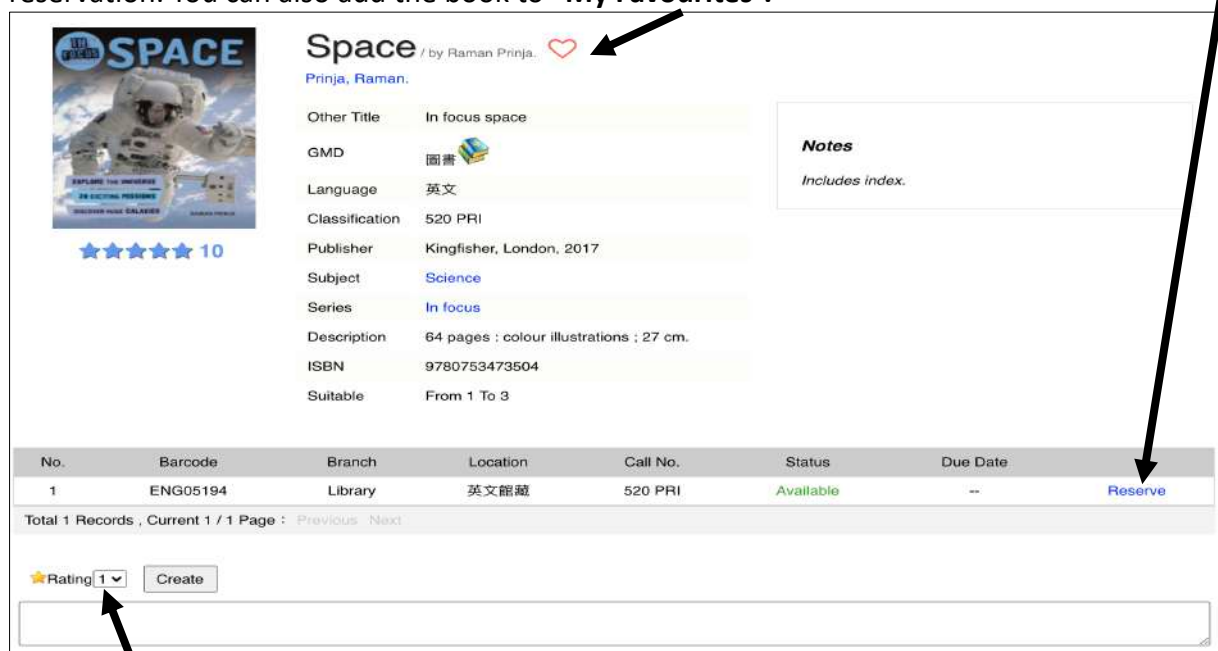
Show all eResources?

eResources Keyword

- You can press the **book title** which you needed.



- You can check the detailed information, such as author, publisher, call number, and make reservation. You can also add the book to **“My Favourites”**.



- You can rate the book and submit an online book review.

2) New Books

- You can browse the new arrivals.

3) Recommended

- You can browse the recommended booklists.

4) Top List

- You can browse different statistical reports, such as top resources, top borrowers and top classes.

Resources Borrower Class Year Points					
2019-09-01 - 2020-08-31					
Ranking	Title	Author	Publisher	Publication Year	Total
	天下事全知道：名人逸事		新雅文化事業有限公司	2002	73
	醫生札記	梓翔 作者	突破出版社	2003	72
	邊城	沈從文 作者	鴻光書店	1990	63

5) Information Box

- You can check the updated information of the library.



6) My profile

- You can browse your profile, e.g. name and email.

 Upload Image Change Password	Barcode DEMO003	Sex Male
	F.Name 測試用帳戶	P.Name Demo003 Library
	Nickname	Contact Person
	Email demo003@plktknjisc.edu.hk	Telephone
	Address	
	Remarks	

7) My Favorites

- You can see the books you added to “My Favorites”.

8) Book Review

- You can see the book reviews that you have written before.

9) Overdue Notice

- You can see the overdue notice.

10) Current Fine

- You can see the fine history.

11) Current Loan

- You can see your current loan. If renewal is allowed, you can go to “current loan” to renew the books that you borrowed.

12) Current Reserve

- You can see the status of your reservation.

13) Loan History

- You can see the booklist that you borrowed and returned.

14) Fine History

- You can see the payment history.

4.6 Series of Useful Apps

4.6.1 School App [m.TNKJSC]

- m.TNKJSC is a universal app for both Android and iOS devices.
- It displays updated information about the school.



Android phone



iOS devices



A. Procedure for downloading



(a) From the school website

- You may go to the school website using your Android or iOS device(s) (Android Phone, iPhone or iPad), and navigate to 'School Connection' > 'School Apps' to find the download links.
- You may also scan the following QR codes to get to the download pages directly.



For iOS in App Store



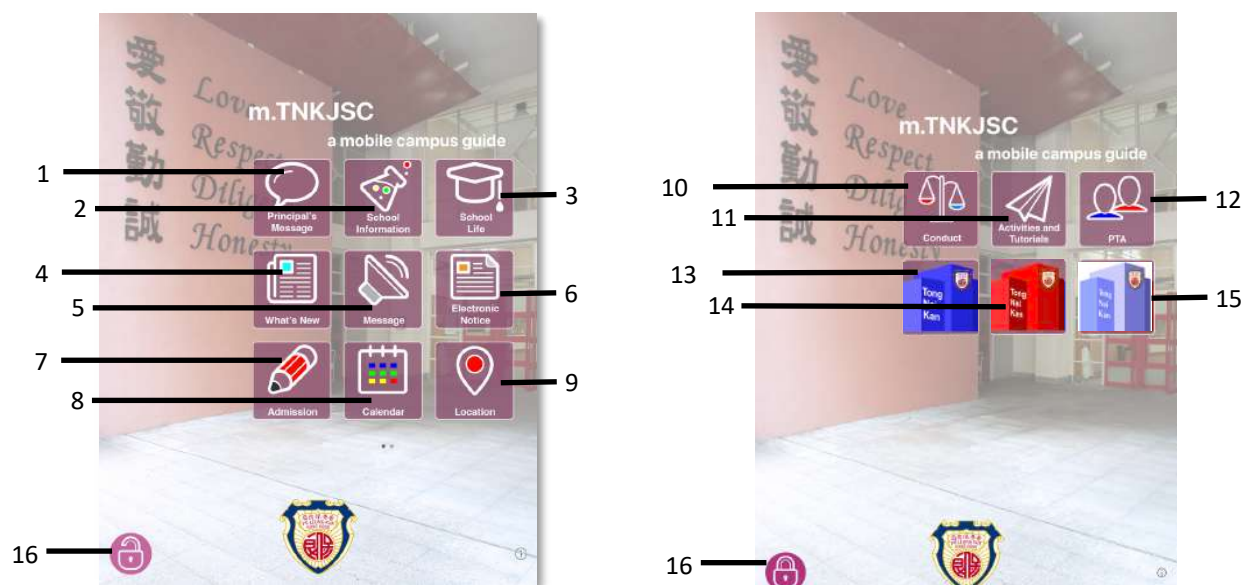
For Android in Google Play

(b) Search in App Store / Google Play

- You may go to the App Store (for iOS devices) or Google Play (for Android devices) and search for 'm.TNKJSC' to download the app.

B. App Functions

(a) Home



- There are 2 pages of icons for the users to access in the app. Swipe left or right on the home screen to switch between the pages.

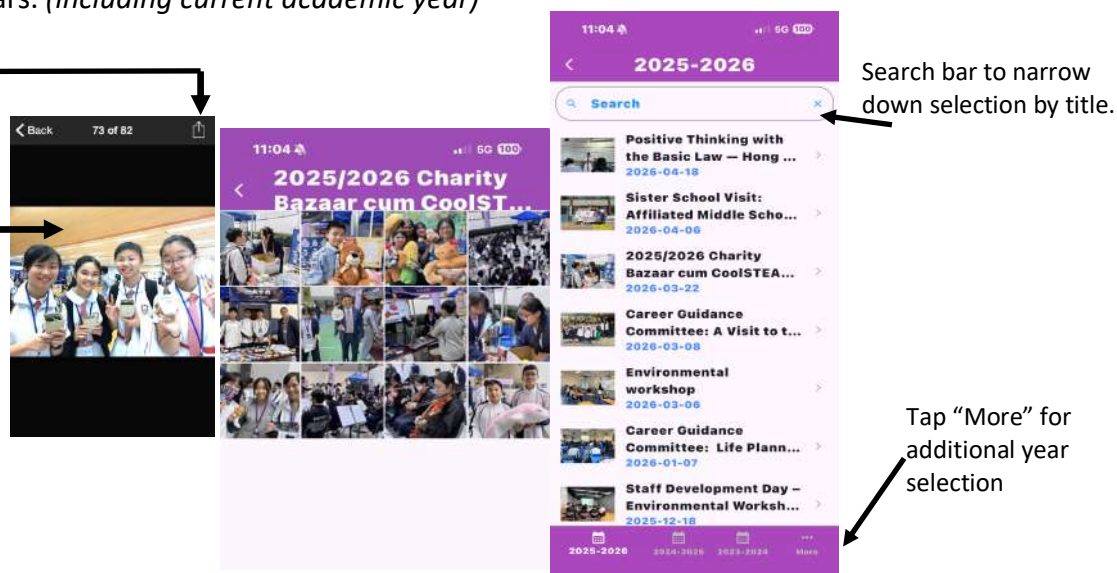
1. Principal's Message	10. Conduct
2. School Information	11. Activities and Tutorials - After school activities
3. School Life - Photos and Videos	12. PTA
4. What's New - News & Events and Achievements	13. x.TNKJSC (Communication App)
5. Message - School announcements	14. b.TNKJSC (Library App)
6. Electronic Notice - School notices	15. p.TNKJSC (SchoolLink App)
7. Admission	16. Login - user log in status
8. Calendar - Important events and holidays, including school days and cycle info	
9. Location - Contact details, including map and street view	

(b) School Life

- In this section, users can access to the school photos and videos, users can search photos for up to 6 academic years. *(including current academic year)*

Action button for Save, Copy, or Email current photo.

You can use the spread and pinch gestures to zoom in the photos, as well as swiping left or right to flick through the photos just like the iOS's built-in Photos app.

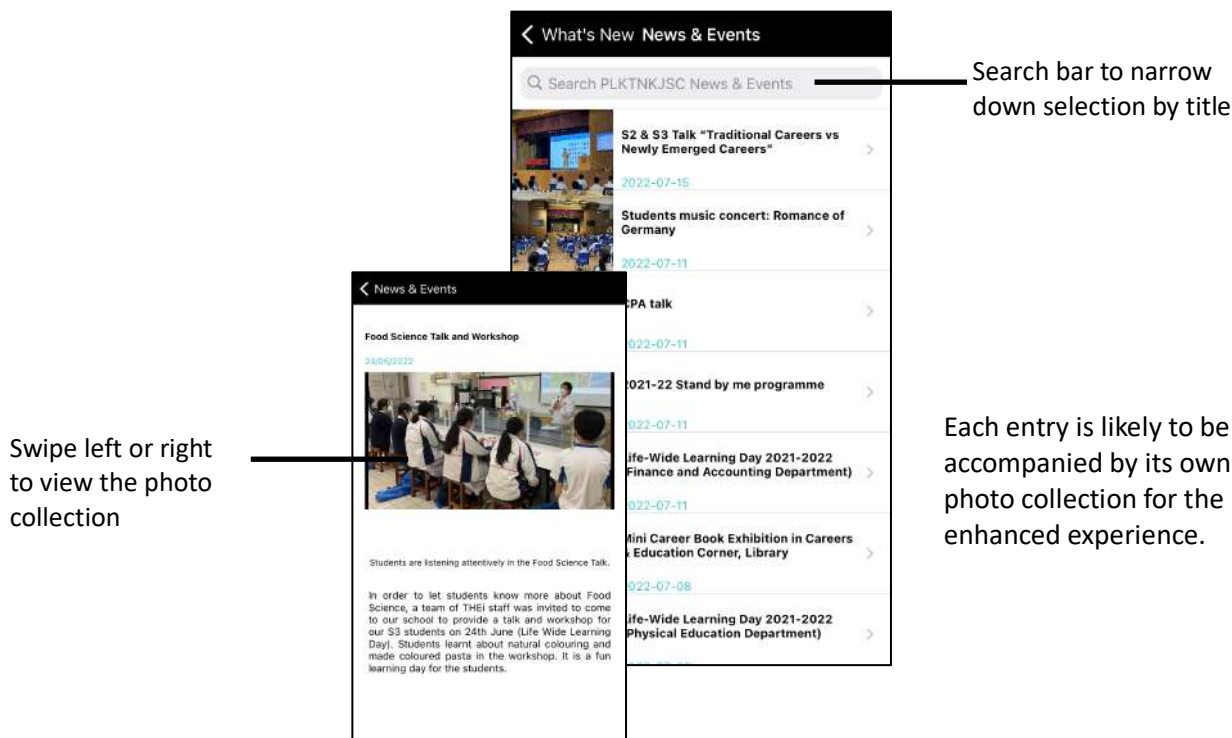


(c) What's New

- Under "What's New", there are two sections, including the **"News and Events"** and **"School Achievements"**

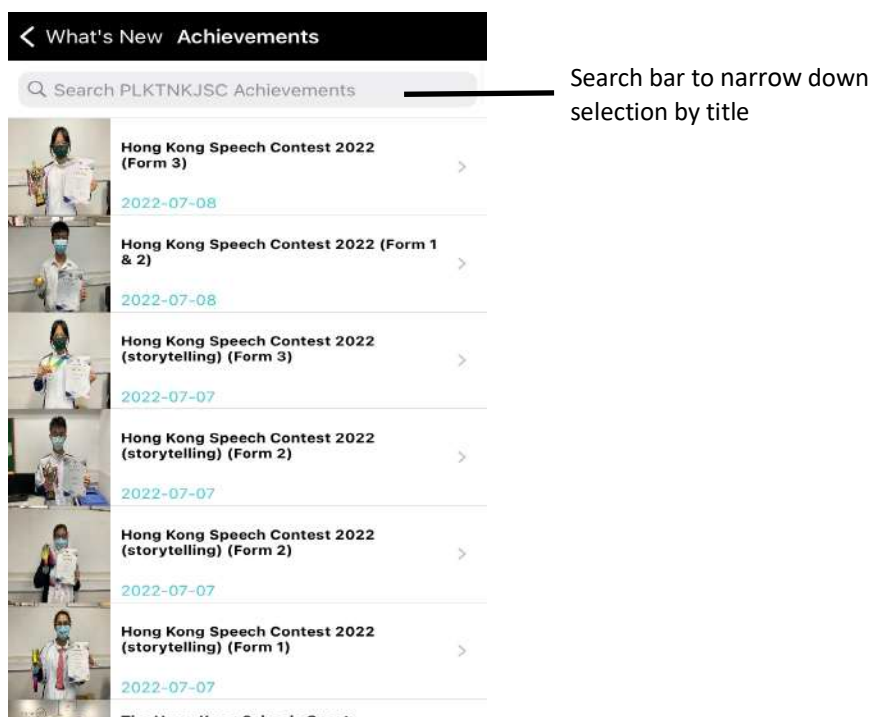
(i) News and Events

- The News & Events section keeps you inform of the latest news at the school.
- Users can get more details including the descriptions and the photos of different events.



(ii) School Achievements

- The Achievements section lists students' scholarships and both academic and non-academic achievements.
- You can quickly narrow down entries of interest using title search and type filtering.
- By tapping on the desired entry, a list of student names will be displayed.



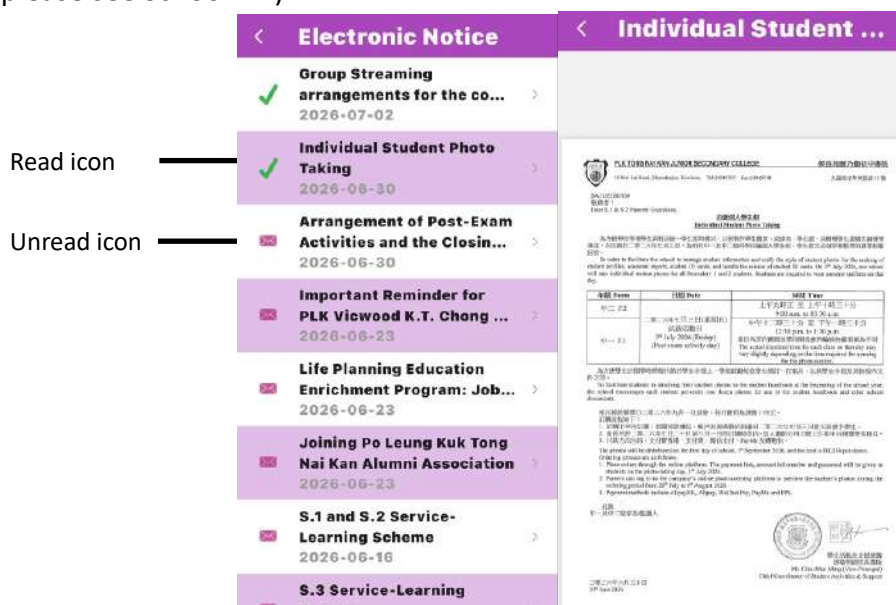
(d) Messages

- The message section allows teacher users to send messages to individuals, specific groups of students, particular classes, or even an entire form of students. *(User menu and procedures for uploading and sending messages will be provided when the function is ready for use.)*
- This section also lists the latest school announcements and personalized messages for logged-in users *(see the Log in section).*



(e) Electronic Notices

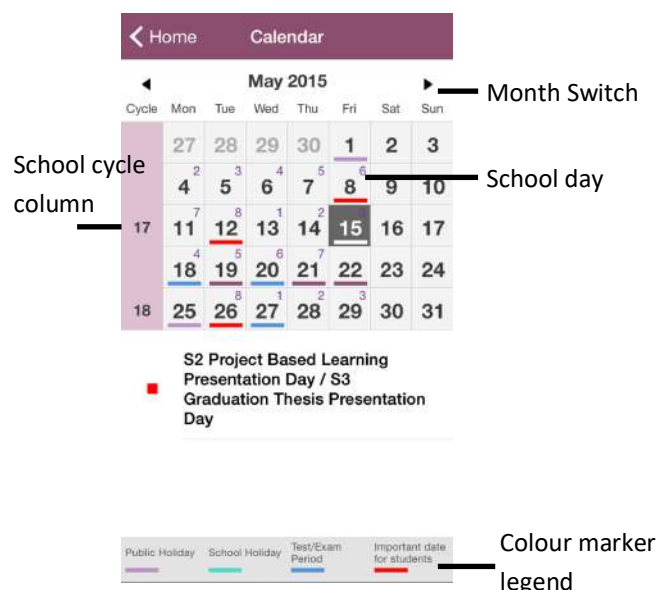
- Electronic notices are available for logged-in users only. (For instructions on signing the e-notices, please see SchoolLink)



Notices can be zoomed in and out by the spread and pinch gestures.

(f) Calendar

- Users can refer to the calendar to view the important days in each month, the school cycle and the day in the cycle.
- The calendar is filled with important school events and holiday details.
- All the events of the month are listed below the calendar, and you can tap on a specific date to view only the events for that date.
- Different events are individually colour-coded, with explanations provided in the legend at the bottom.
- The current month is displayed by default, but you can switch to different months using the month switch arrows at the top of the calendar.
- School cycle information is displayed on the left column.
- School day information is shown in the top right corner of each date cell.



(g) Activities and Tutorials

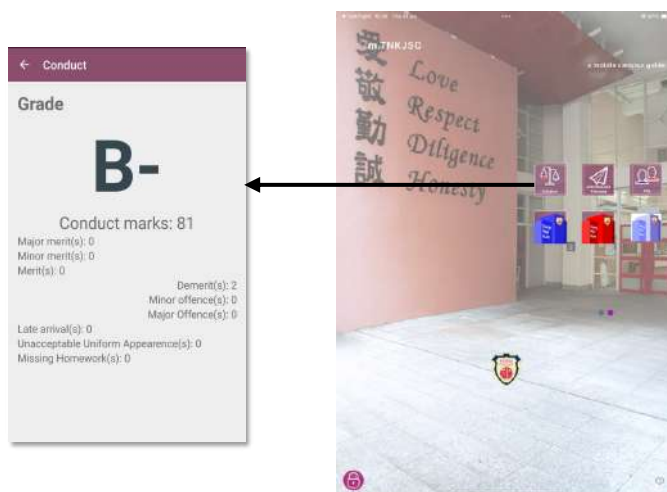
- This section enables users to check after-school activities or tutorials that students need to attend.



- After-school activities, tutorials and the students involved can be viewed.
- Available records are marked on the calendar.
- The current month is displayed by default, but you can switch to different months by using the month switch arrows at the top of the calendar.
- Tapping on the entries below the calendar will list the students involved.

(h) Student Conduct Marks

- Student conduct marks can be checked in the mobile school app **m.TNKJSC**.
- Swipe to the 2nd page of icons and tap **"Conduct"** icon to view conduct marks summary.



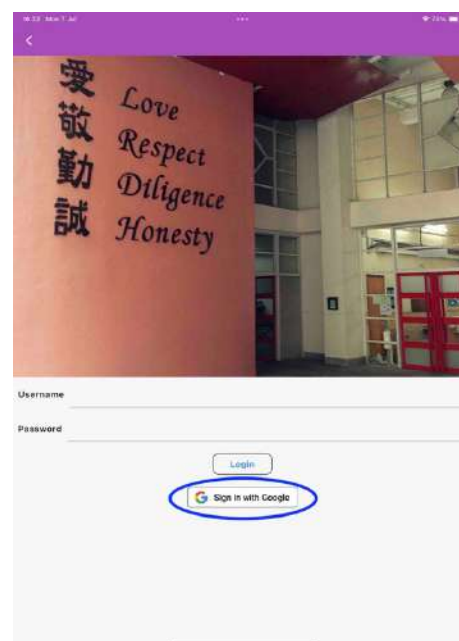
(i) Log in

- School users can log in with their **assigned school Google account** for a personalized experience, which includes personal messages and electronic notices.



The login button can be found on the home screen:

- Closed padlock:** Logged out.
- Opened padlock:** Logged in; more information can be viewed.



A logged-in user (refer to the Login section) may receive personal messages and has the option to send replies back to the school.

4.6.2 SchoolLink App (Attendance, e-Notice & e-Payment) [p.TNKJSC]

The school has introduced the SchoolLink App to provide electronic services to various stakeholders, including teachers, parents and students.



p.TNKJSC

Services include:

(a) e-Notice and e-Payment

- Parents can read and sign electronic notices online through the mobile app.
- Electronic payments can be made via the platform with proper credit card association.

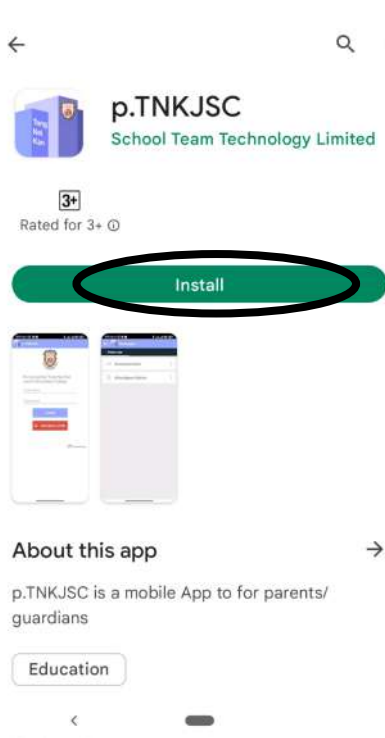
Step 1) Search for and download the mobile app “**p. TNKJSC**” from the App Store (iOS) or Google Play Store (Android).



For **iOS** in App Store

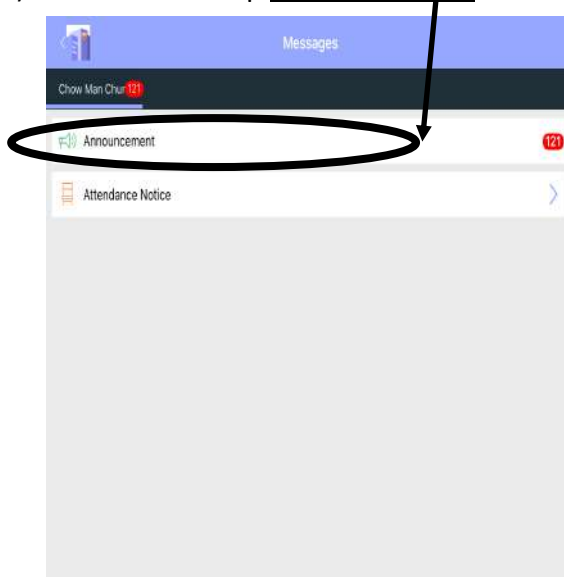


For **Android** in Google Play



Step 2) Click **Google Login** to log in using **your assigned school Google account**.

Step 3) Parents can tap **Announcement** to view and sign the notices.



Step 4) Parents may tap the **send** to process e-payment.

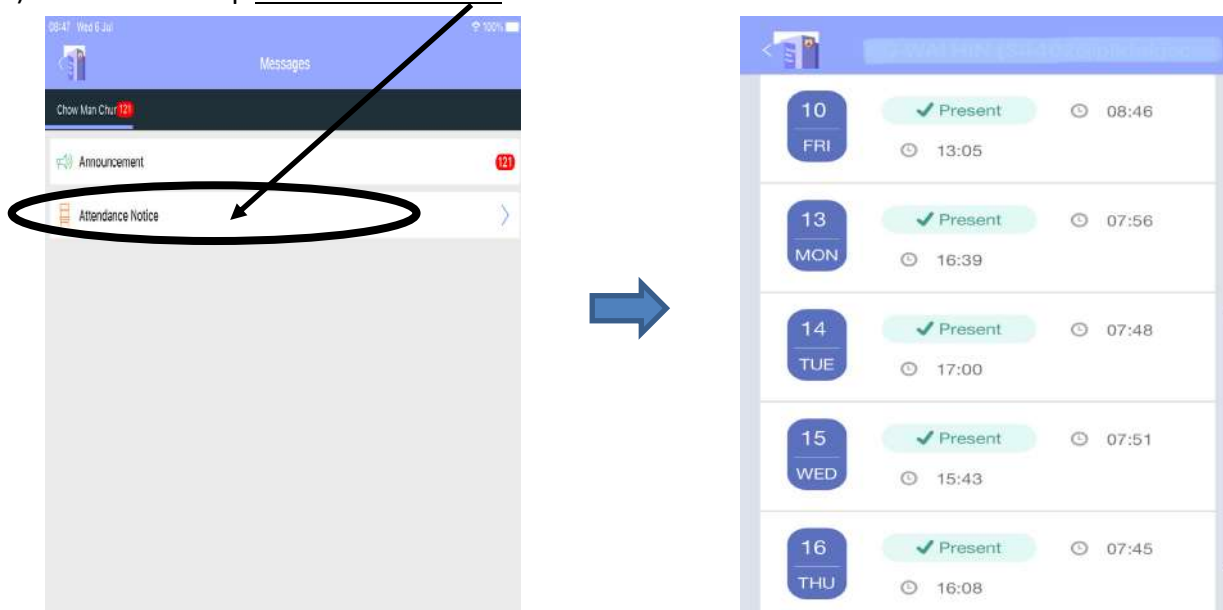
Step 5) Enter **p.TNKJSC password** for e-payment and select AilpayHK. Then Parents may tap the confirm button to finish the payment process.



(b) Attendance

- Parents and teachers can check students' daily arrival status using card swiping records.
- Push notifications will be sent to parents, and both teachers and parents can view students' arrival status online.

Step 1) Parents can tap **Attendance Notice** to view their child's arrival status and attendance record.

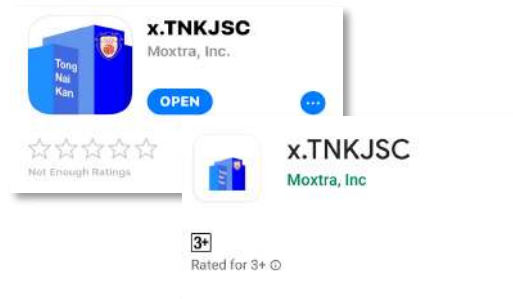


4.6.3 Moxo App (e-Message & Online Learning) [x.TNKJSC]



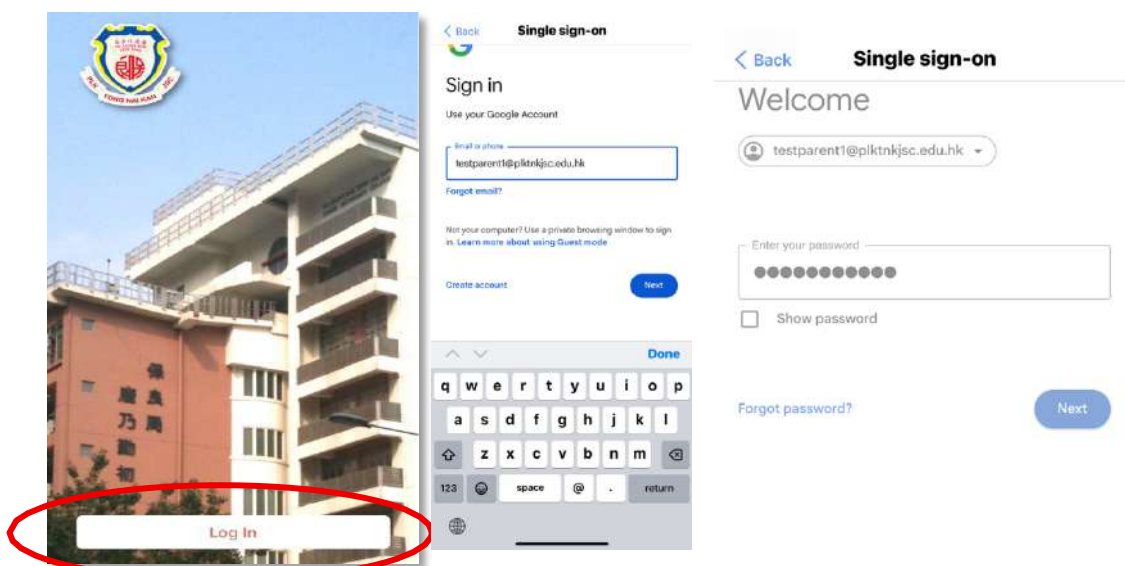
A. Procedure for downloading, installation, login and messaging

Step 1) Visit the school website using your Android or iOS device (Android Phone, iPhone or iPad). Navigate to **'School Connection' > 'School Apps'** to find the download links. Parents, guardians and students can also download "x.TNKJSC" from the App Store (iOS) or Google Play (Android).



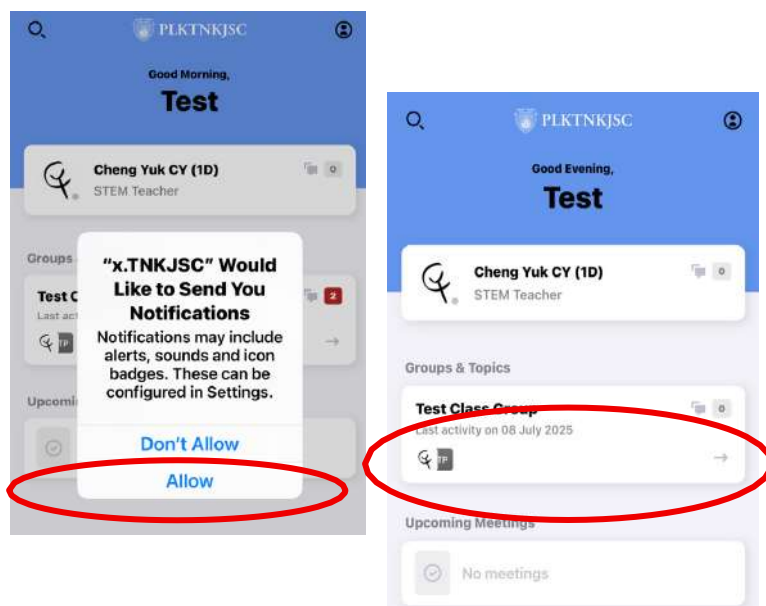
Step 2) Open the app after installation and login for messaging.

- i. Choose **'Log in'** and enter the **assigned school Google account** to login.



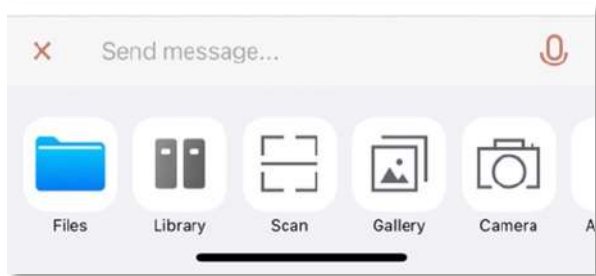
Please refer to the section of Common Log-on for Google login details.

- ii. Click **'Allow'** to enable using Google login and push notification function.
- iii. Upon successful login, parents and students can **tap on the contacts and groups** on the front page to communicate with related parties.



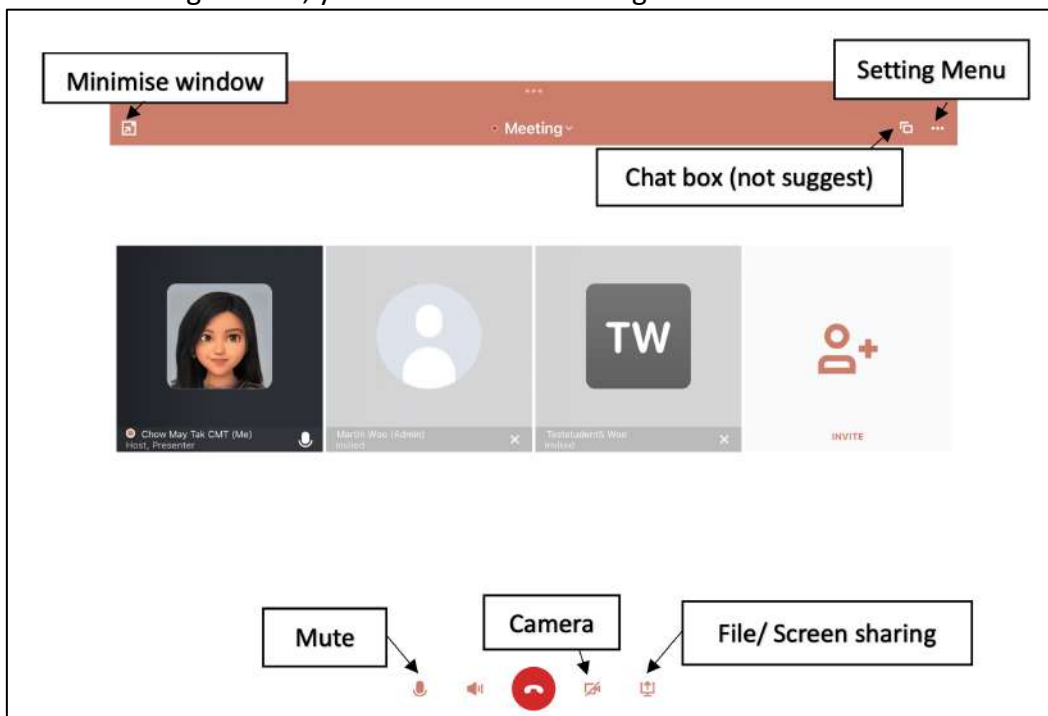
B. Useful functions

Users may use different functions at the bottom of the conversation window, such as instant messaging, file transfer, whiteboard, video conferencing, etc.

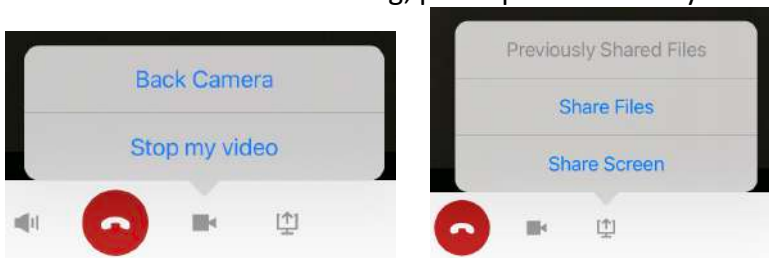


1) Video Conferencing

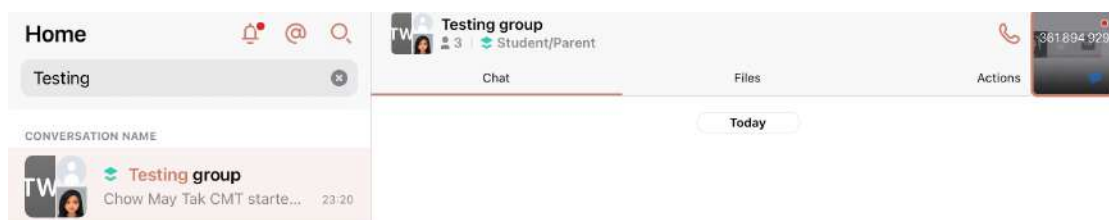
- After answering the call, you can see the following conference interface:



Step 1) Select **“Camera”** icon to turn on front/back camera. Select **“File/Screen Sharing”**, to send or share a file. For Screen Sharing, participants can see your screen.

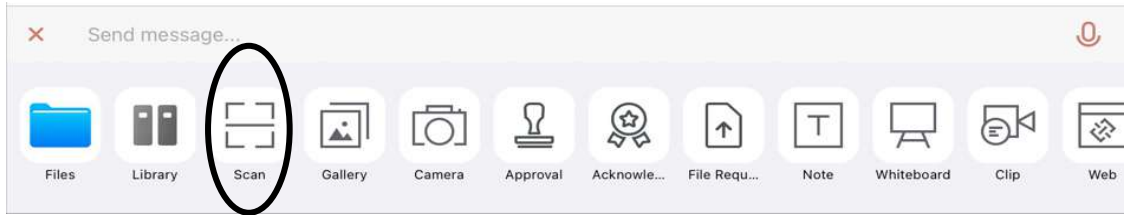


Step 2) Select **“Minimize Window”** to see the conversation and chat there.

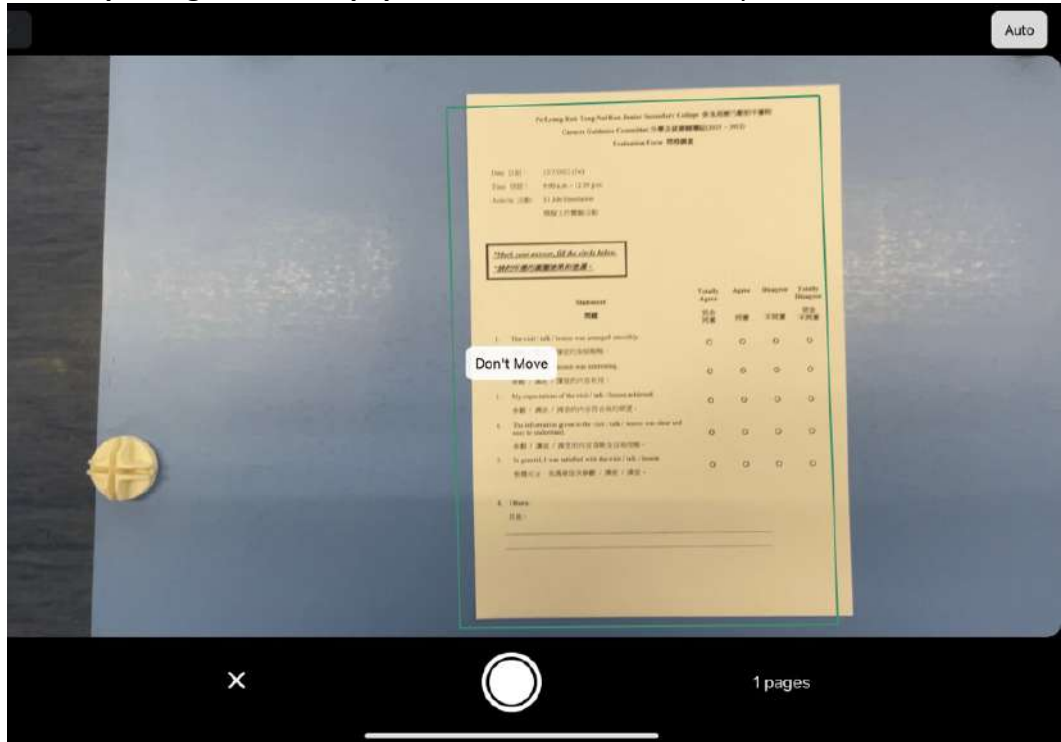


2) Scan

Step 1) Click “+”, select “Scan”.



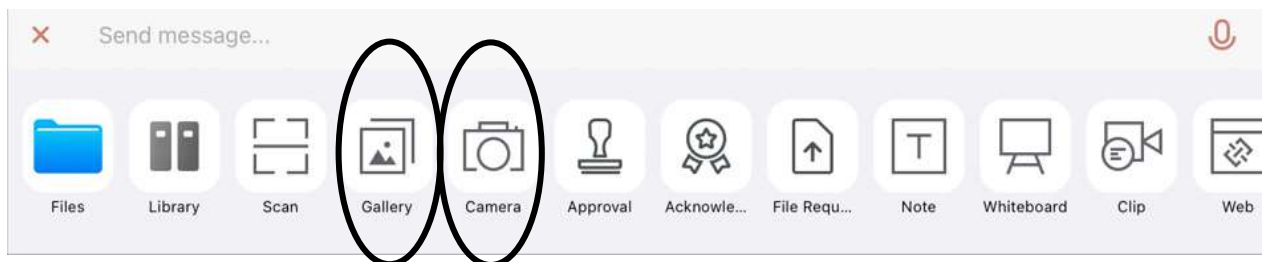
Step 2) Make sure capturing the whole paper, and it will automatically scan the file.



Step 3) Click “Send”, a pdf file will be sent out.

3) Camera

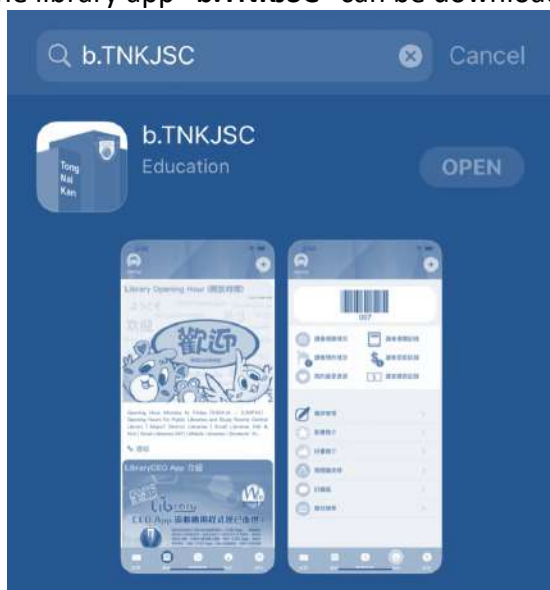
Step 1) Click “+”, select “Gallery” or “Camera” to send a photo.



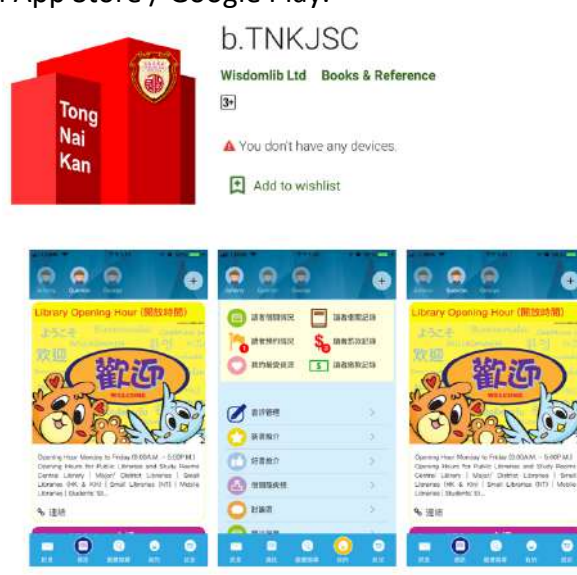
4.6.4 e-Book App (Library Book Reservation) [b.TNKJSC]

A. Installation & Login

Step 1) The library app “b.TNKJSC” can be downloaded from App Store / Google Play.

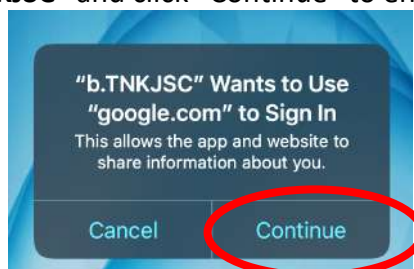


App Store

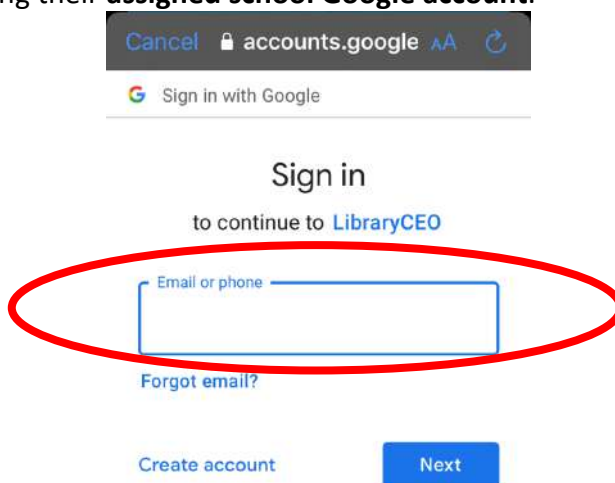


Google Play

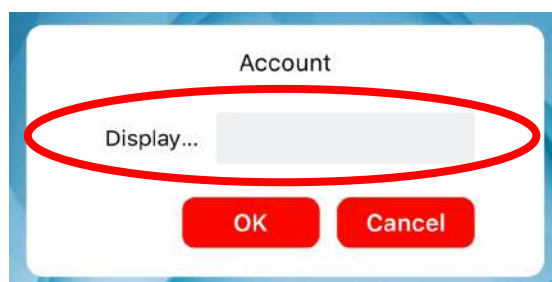
Step 2) After installation, open “b.TNKJSC” and click “Continue” to enter the login page.



Step 3) Users can login by using their **assigned school Google account**.



Step 4) Enter “Display Name” for the account, such as user’s name.



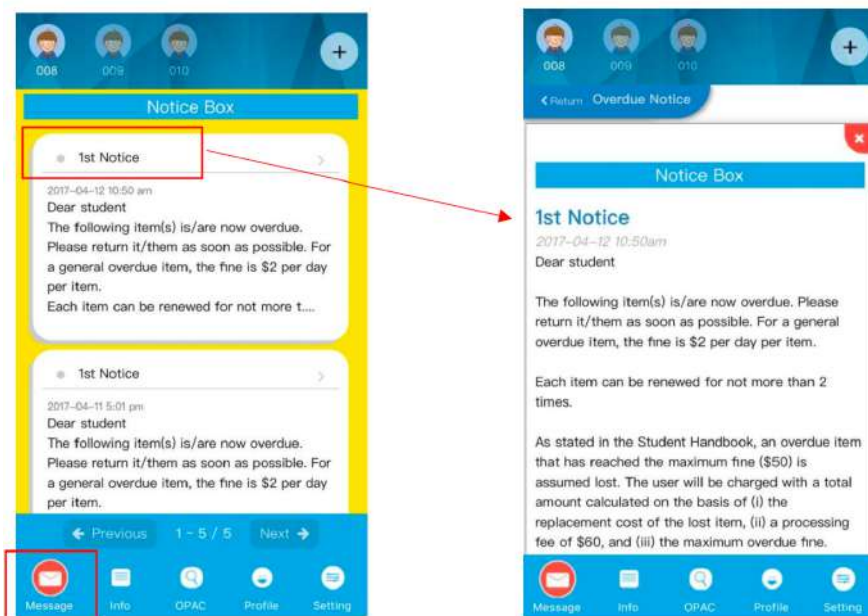
Step 5) Login successfully.



B. Features

1) Message

- To read messages, press the **“Message”** button at the bottom.
- Tap the title of the message to view the full content.



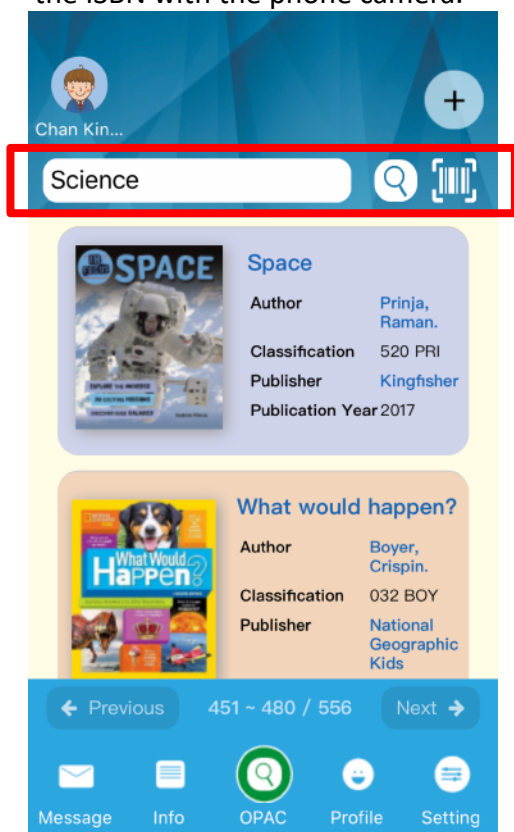
2) Info

- To browse the latest library news, press the **“Info”** button at the bottom.

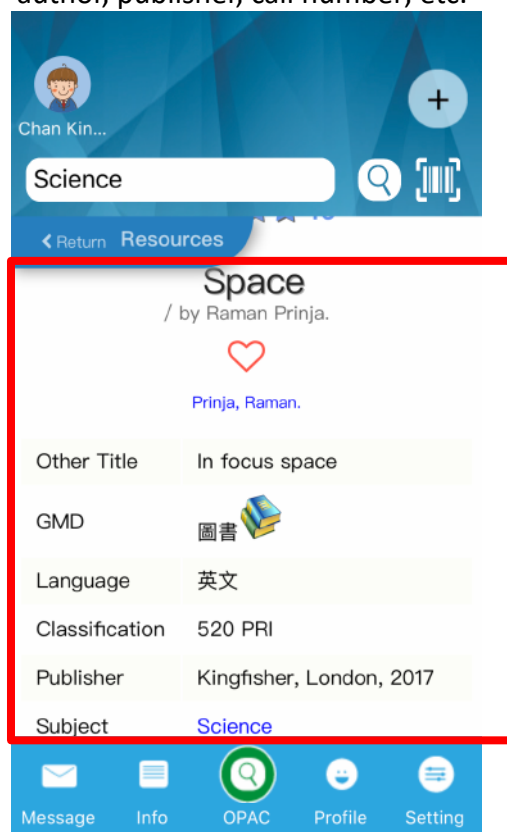


3) OPAC

(a) Please press the "OPAC" button at the bottom and enter the keywords or scan the ISBN with the phone camera.



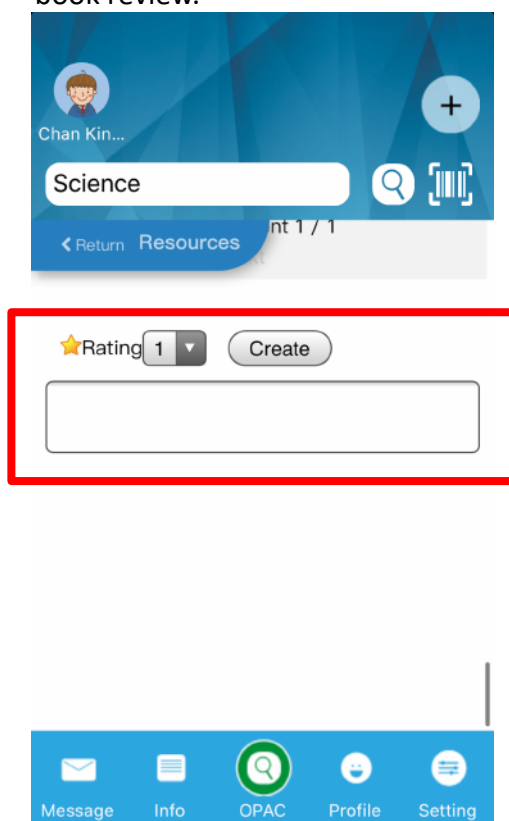
(b) Press the book title which you need and check the detailed information, such as author, publisher, call number, etc.



(c) Make reservation.

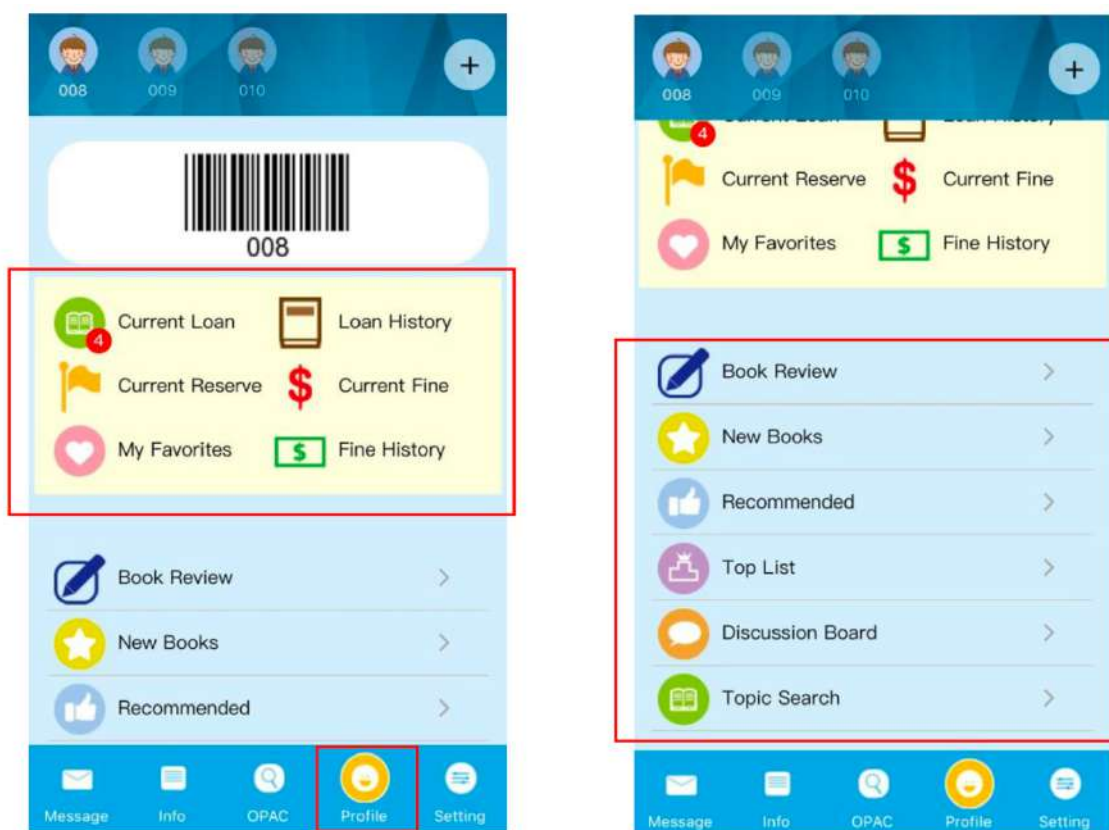


(d) Score the book and submit your online book review.

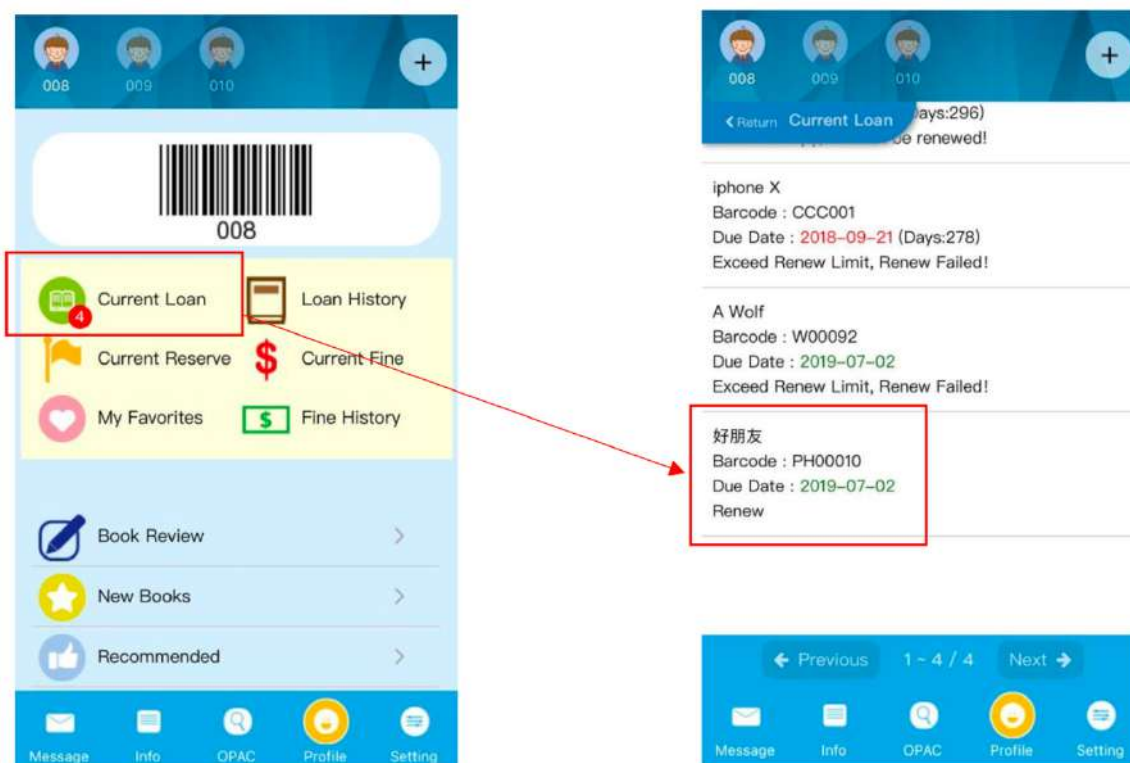


4) Profile

- Press the “Profile” button at the bottom.
- You can check current loan, current reserve, my favorites, loan history, current fine, fine history, book review, new books, recommended, top list, discussion board and topic search.



- If renewal is allowed, you can go to “current loan” to renew the books that you borrowed.



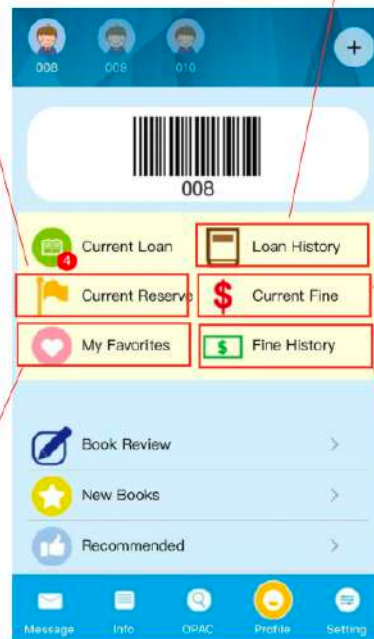
In 'Current Reserve', you can see the status of your reservation.

In 'Loan History', you can see the book list that you borrowed and returned.

In 'Current Fine', you can see the fine history.

In 'My Favorites', you can see the books you added to 'my favorites'.

In 'Fine History', you can see the payment history.



5) Others

- Double-clicking on the "Message", "Info", "OPAC" or "Profile" button can enable you to return to the information of that button's first page.



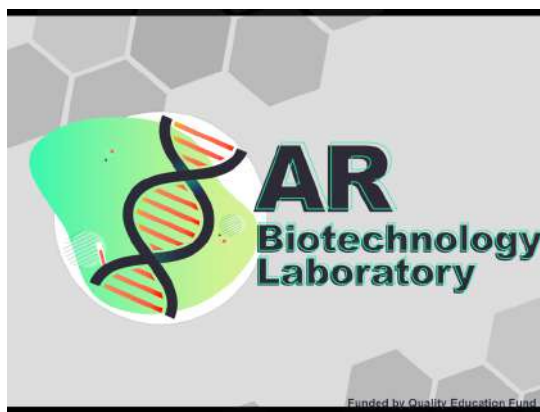
Double click



4.6.6 Bio-Tech AR Experiment App – AR Experiment [e. TNKJSC]

1. Introduction

This application is mainly used to popularize the application method of scientific tools, and the specific operation method of some experiments.



2. Compatibility

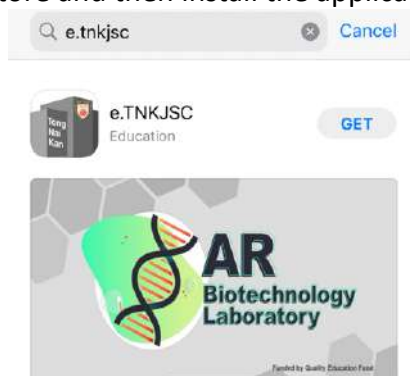
e. TNKJSC is compatible with Apple devices. Below is a list of compatible devices.

- iPhone requires iOS 11.0 or later.
- iPad requires iPadOS 11.0 or later.
- iPod touch requires IOS 11.0 or later.
- Mac requires masOS 11.0 or later and a Mac with Apple M1 chip or later.

3. Installation

For Apple Devices:

- Search **"e.TNKJSC"** in the App Store and then install the application.



- Home

From the home screen, you can choose **"Apparatus"** or **"Experiment"**.



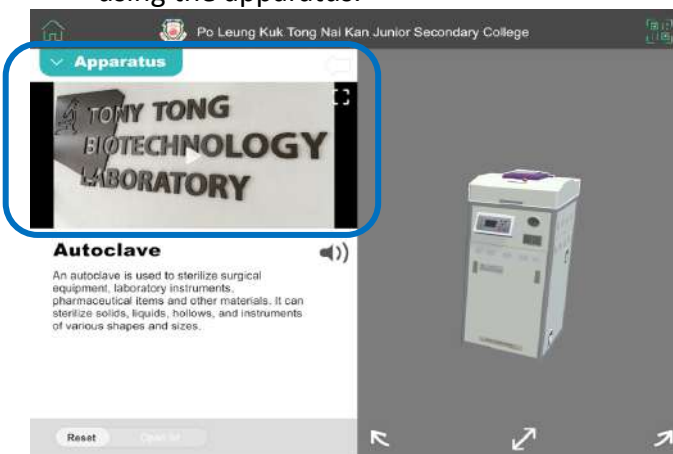
iii. Apparatus

There is a list of 15 apparatus.

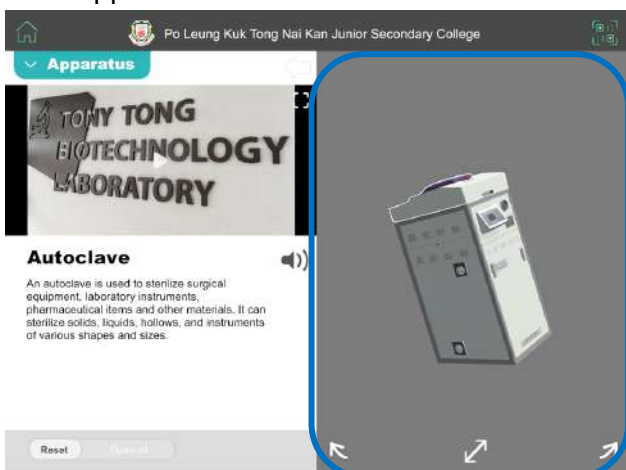
1. Select an apparatus.



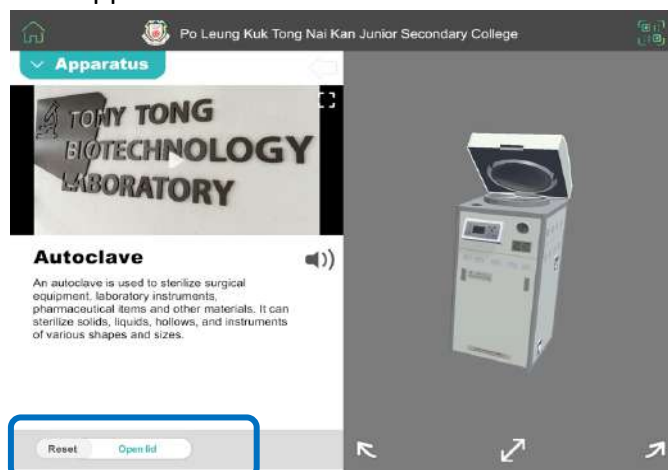
2. Play the video to watch the demonstration of using the apparatus.



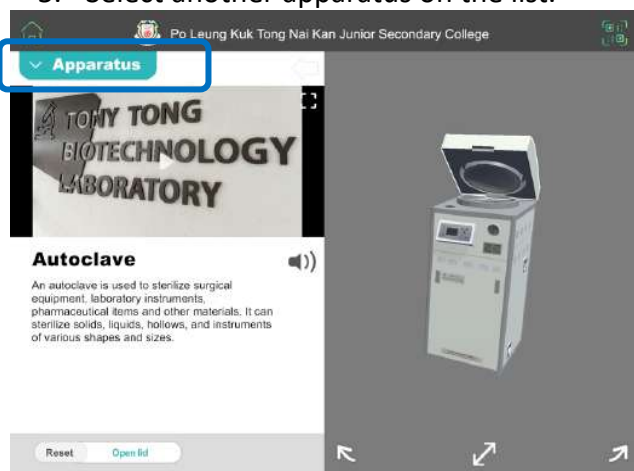
3. Rotating the 3D model to show the apparatus in 360° view.



4. Touch the button to view the features of the apparatus.



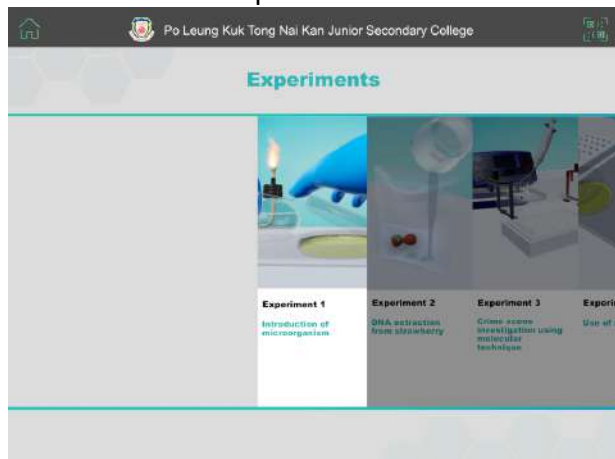
5. Select another apparatus on the list.



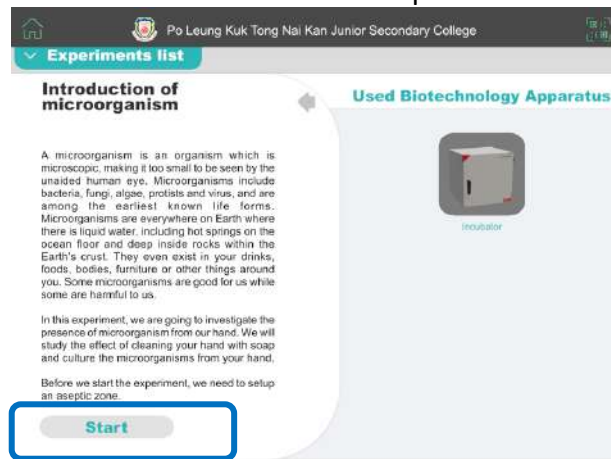
iv. Experiment

There is a list of 12 experiments.

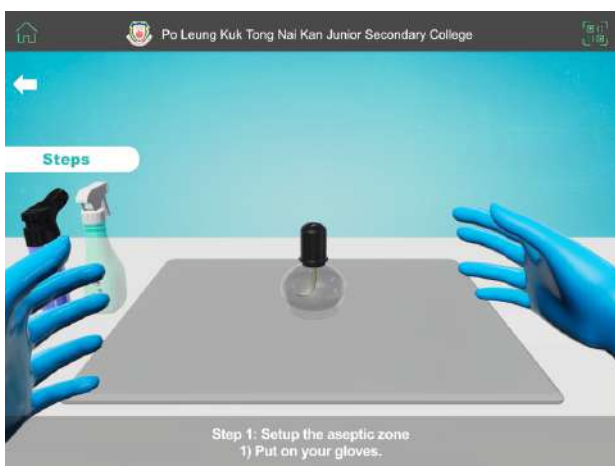
1. Select an experiment.



2. Touch "Start" to start the experiment.



3. Perform the experiment step by step.



4. Touch the arrow to continue to the next step.

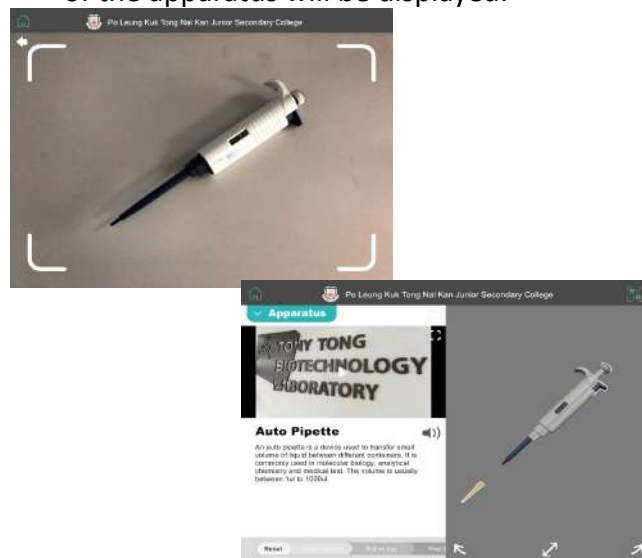


v. 3D Object Detection

1. Touch this icon.



2. Scan the apparatus of interest. The details of the apparatus will be displayed.



Section 5 Home-School Connection

5.1 Parent Teacher Association

Name in English : Po Leung Kuk Tong Nai Kan Junior Secondary College Parent Teacher Association
 Name in Chinese : 保良局唐乃勤初中書院家長教師會
 Address : Inside Po Leung Kuk Tong Nai Kan Junior Secondary College, 11 Mei Lai Road,
 Mei Foo Sun Chuen, Kowloon
 E-mail : pta@plktnkjsc.edu.hk

5.1.1 Objectives:

- a) To strength collaboration between teachers and parents in order to achieve the best possible educational outcomes for students.
- b) To foster a positive relationship between the school and parents and facilitate effective communication.
- c) To establish a close partnership between parents and teachers in support of students' personal development and academic achievement.

5.1.2 PTA Executive Committee:

Post	Parents (mid 10/2025 - early 10/2026)	Teacher (2026/27)	Parents (mid 10/2026 - early 10/2027)
Chairperson	Ms. WONG Ka Yan (S1&S2)	--	- To be elected at the AGM on 9/10/2026 - The posts will be elected at the 1st Meeting of the 22nd PTA Executive Committee in mid 10/2027
Vice-Chairperson	Ms. SU Wending (S3)	Mr. CHENG Y	
Treasurer	Mr. KWOK Wai Kin (S3)	Mr. CHAN KC	
Secretary	Ms. LIANG Baohua (S2)	Mr. YIP KY	
Recreation	Ms. CHENG Ting Shan (S2)	Mr. WONG HW	
Publicity	Ms. KWONG Sin Kei (S1&S4)	Mr. CHAN D	
Publication	--	Ms. POON SS	

The executive committee shall meet at least three times during the relevant academic year.

5.2 Notices to Parents

- 5.2.1 School notices foster communication between the school and parents/guardians. They are distributed to keep parents informed about school policies, programs and activities.
- 5.2.2 All signed reply slips for hard copies of school notices should be collected the following day.
- 5.2.3 Please read all notices carefully to understand school policies and programs. Reply slips must be signed by parents and/or approved guardians.
- 5.2.4 The signature on all school documents must match the signature on record in the student handbook.
- 5.2.5 School notices regarding the special examination arrangements for students with special educational needs are issued in early September. Parents are welcome to contact the Student Support Team or SENCO for more information.
- 5.2.6 Other means of communication
 To ensure high quality education for our students, it is important for teachers, parents and students to get involved and stay informed of the educational process. Apart from regular notices, the school communicates with parents through a variety of means:
 - a) S1 Parents Orientation Day and S2 & S3 Parents Night are held in late-August and mid-September respectively to present the academic curriculum and other important aspects of school life.
 - b) Parents are kept informed of their child's progress via report cards that are issued three times

- per year.
- c) Parents' Days are held in January, April and July each year.
 - d) Parents are advised to check and sign the *Record of Merit / Demerit* and *Message from school to parents* in the student handbook / p.TNKJSC regularly.
 - e) Important and urgent messages are posted on our school webpage.
 - f) Students are requested to call their parents if they need to stay after school for homework or study issues.
 - g) Parents are encouraged to call the school to discuss with teachers if they have questions or concerns.

5.3 Preventing Communicable Diseases in School

With reference to the guidelines provided by the Department of Health, the diseases shown in the following list are communicable. To prevent the outbreaks of such diseases, parents must refrain from letting their children go to school until they have fully recovered if they have contracted any of these diseases.

The followings are examples of statutory notifiable communicable diseases, please refer to the following link for the most updated list from Centre for Health Protection:

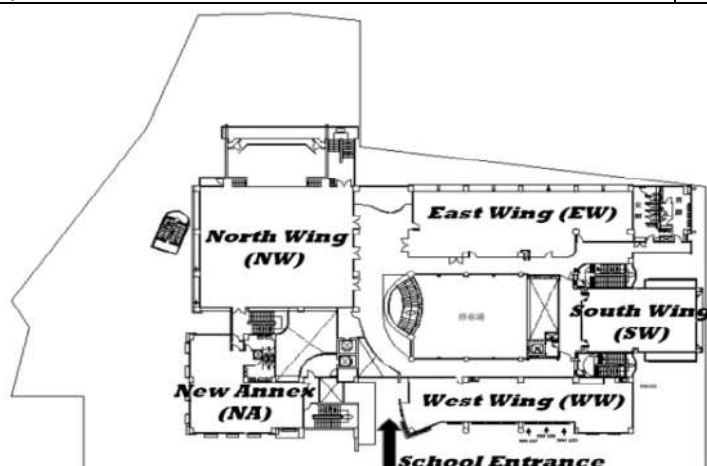
https://cdis.chp.gov.hk/CDIS_CENO_ONLINE/disease.html

- Bacillary dysentery, 桿菌痢疾
- Chickenpox, 水痘
- Cholera, 霍亂
- Conjunctivitis, 紅眼症
- Coronavirus disease 2019 (COVID-19) , 2019 冠狀病毒病
- Diphtheria, 白喉
- Hand, foot and mouth disease, 手足口病
- Measles, 麻疹
- Meningococcal infections, 腦膜炎雙球菌
- Mumps, 腮腺炎
- Poliomyelitis, 小兒麻痺症
- German measles, 德國麻疹
- Scarlet fever, 猩紅熱
- Tuberculosis, 肺結核
- Typhoid fever, 傷寒
- Viral gastroenteritis, 腸道傳染病
- Viral hepatitis A, 甲型肝炎

Section 6 Miscellaneous

6.1 Location of Special Rooms

Room/Place	Location	
	Block	Floor
Aero Lab (509)	EW	5
Bio-Tech Lab (320)	SW	3
Campus TV Room (621)	SW	6
Chemistry/IS Laboratory (520)	SW	5
Conference Room 1 (120)	SW	1
Debate Room / Conference Room 2 (620)	SW	6
Design & Technology Lab (308)	EW	3
Detention Room (142)	NA	1
Fab Lab (220)	SW	2
Geography Room (208A)	EW	2
Hall (110)	NW	1
Language Centre (309B)	EW	3
Learning Common (Canteen)	NW	G
Lecture Theatre (G41)	NA	G
Reception Room (121)	SW	1
Library (503)	WW	5
Living technology Lab (407)	EW	4
Multi-Media Learning Centre / Computer Room (434)	NW	4
Multi-Purpose Room (508)	EW	5
Music Room (445)	NA	4
Physics Lab (420)	SW	4
Student Activity Centre 1 (G03)	WW	G
Student Activity Centre 2 (143)	NA	1
Student Activity Centre 3 (720)	SW	7
Study Room (501)	WW	5
Visual Art Room (209)	WW	2
VR Lab (510)	EW	5
Assistant Vice-Principal (Academic & Development) Office (206B)	WW	2
Assistant Vice-Principal (Student Activities & Support) Office (206A)	WW	2
Associate Principal (IT) Office (141)	NA	1
Education Psychologist Office (505)	WW	5
General Office (102 – 108) Vice-Principal (Academic & Development) Office Vice-Principal (Student Activities & Support) Office Assistant Principal (Administration & Public Liaison) Office Associate Principal (STEM) Office Medical Room	WW	1
PTA Office (541)	NA	5
Social Workers Office (405)	WW	4
Speech Therapist (507)	EW	5
Staff Room 1 (112)	EW	1
Staff Room 2 (115)	EW	1



6.2 Floor Plan of Campus & Emergency Evacuation Procedures

6.2.1 Floor Plans & Emergency Escape Routes of Campus

南翼 SW

7 th Floor	
720	
SAC 3 / SR 10	

6 th Floor	
620	621
CR2/DR	Campus TV

5 th Floor	
520	
IS/Chem Lab	

4 th Floor	
420	
Physic Lab	

3 rd Floor	
320	
IS/Bio-Tech Lab	

2 nd Floor	
220	
Fab Lab	

1 st Floor	
120	121
CR1	RR

西翼 WW

5 th Floor				
501	502	503	504	505
SSR2/SR9	Library			EPO

4 th Floor				
401	402	403	404	405
SR 6	3C	3D	3E	SWO

3 rd Floor				
301	302	303	304	305
2A	2B	2F	2D	SUO

2 nd Floor					
201	202	203	205	206A	206B
3A	3B	3F	3D	AVPO1	AVPO2

1 st Floor						
102	103	104	105	106	107	108
APO1	PR	PR1	APO2	VPO1	VPO2	PO
General Office						

Ground Floor		
G02	G03	G03A
JCR	SAC 1	Houses Office

東翼 EW

5 th Floor				
507	508A	508B	509	510
STO	SR 7	SR 8	Aero Lab	Music Room 2
Multi – Purpose Room				

4 th Floor	
407	408
Living Technology Lab	SR 5

3 rd Floor		
308	309B	309A
D&T Lab	English Corner	2C

2 nd Floor		
208	208A	209
3C	Geography Room	Visual Arts Room

1 st Floor		
112	115	116
Staff Room 1	Staff Room 2	Store Rm

Ground Floor	
G11	G16
Male Changing Room	Female Changing Room

北翼 NW

4 th Floor			
431	432	433	434
1A	1B	1C	CAL Rm

1 st Floor		
110	111A	111B
HALL	Prefect Office	Makeup Rm

Ground Floor		
G09	G20	G21
LC	Store Rm	Store Rm

新翼 NA

5 th Floor		
541	542	543
PTAO	Store Rm	SCR

4 th Floor				
441	442	443	444	445
Practice Room 1	Practice Room 2	Practice Room 3	Store Room	Music Room 1

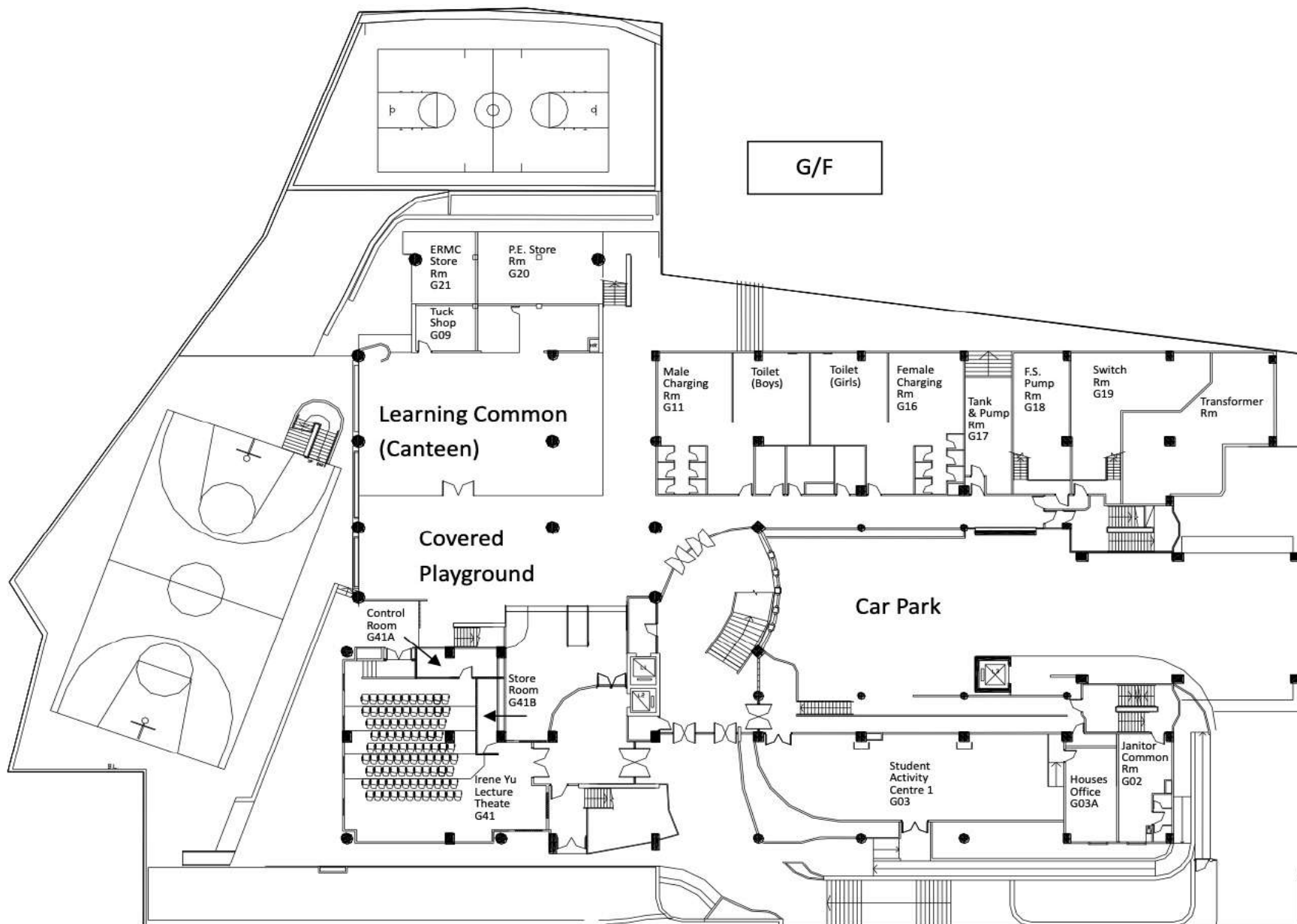
3 rd Floor		
341	342	343
2E	SR 3	SR 4

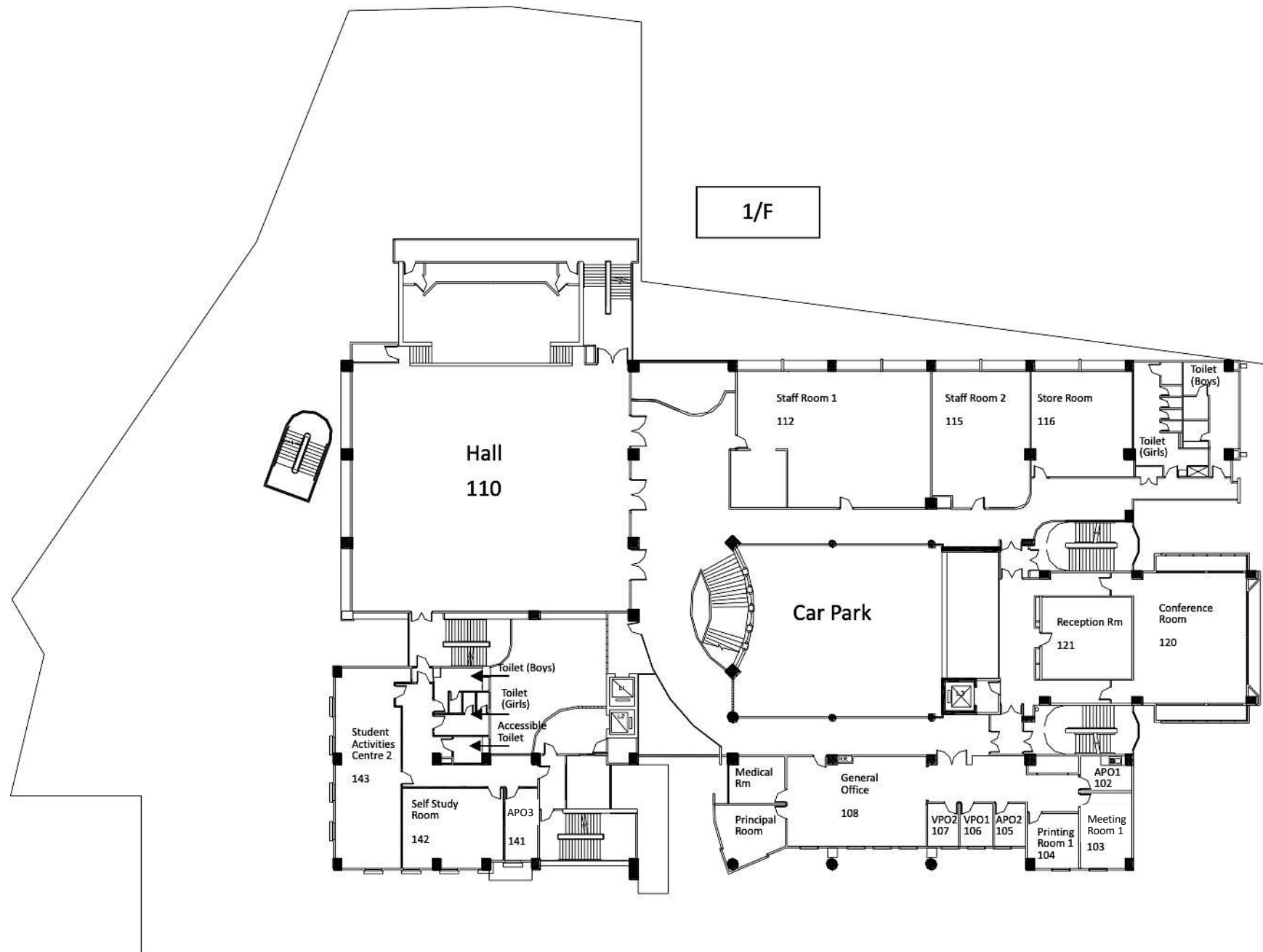
2 nd Floor		
241	242	243
3E	SR 1	SR 2

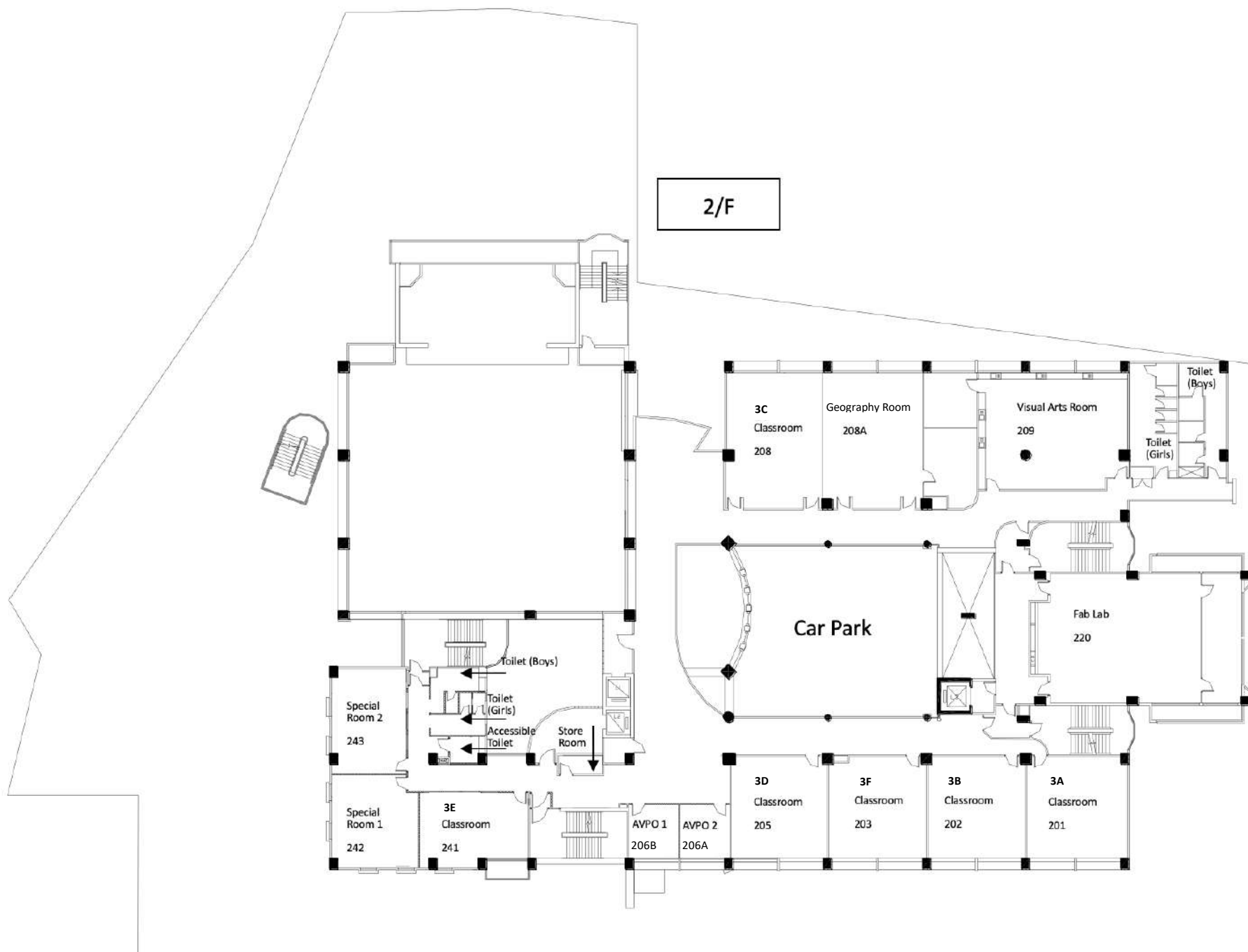
1 st Floor		
141	142	143
APO3	SSR 1	SAC 2

Ground Floor	
G41	
Lecture Theater	

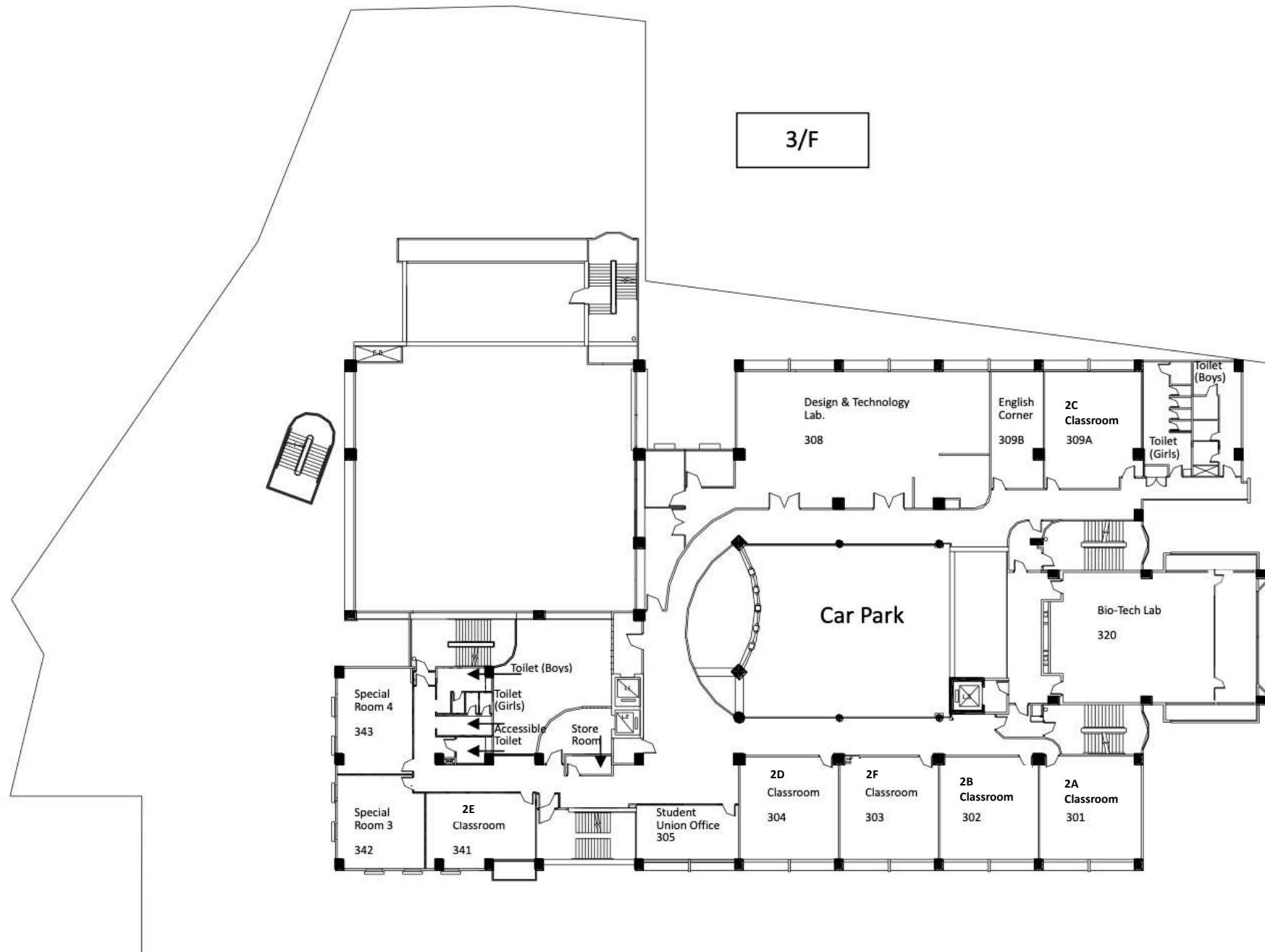
APO – Assistant / Associate Principal Office
 AVPO – Assistant Vice-Principal Office
 CR – Conference Room
 DR – Debate Room
 EPO – Education Psychologist Office
 JCR – Janitor Common Room
 LC – Learning Common (Canteen)
 MR – Meeting Room
 PO – Principal Office
 PR – Printing Room
 PTAO – PTA Office
 RR – Reception Room
 SAC – Student Activities Centre
 SCR – Staff Common Room
 SR – Special Room
 SSR – Self Study Room
 STO – Speech Therapist Office
 SUO – SU Office
 SWO – Social Worker Office
 VPO – Vice-Principal Office



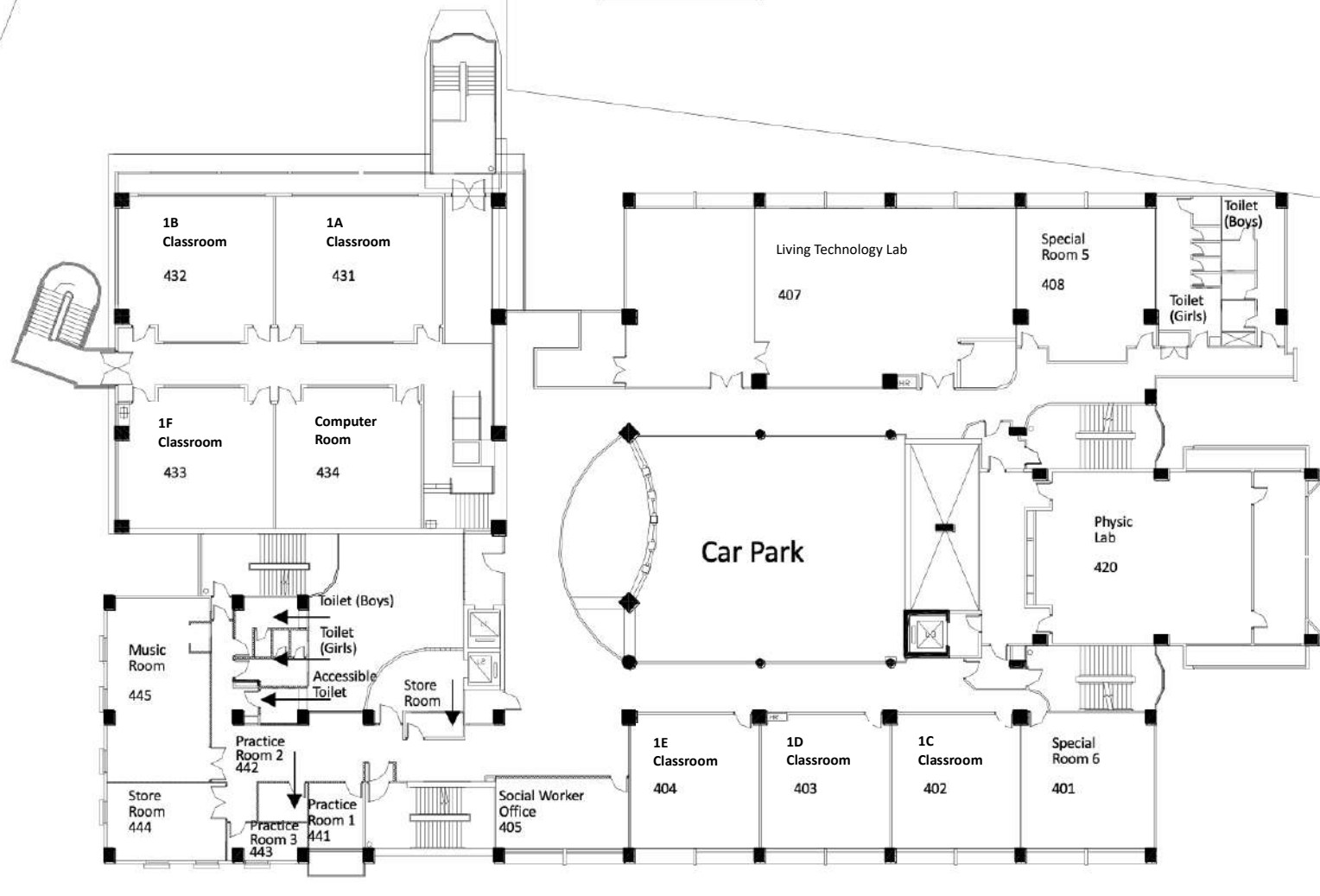


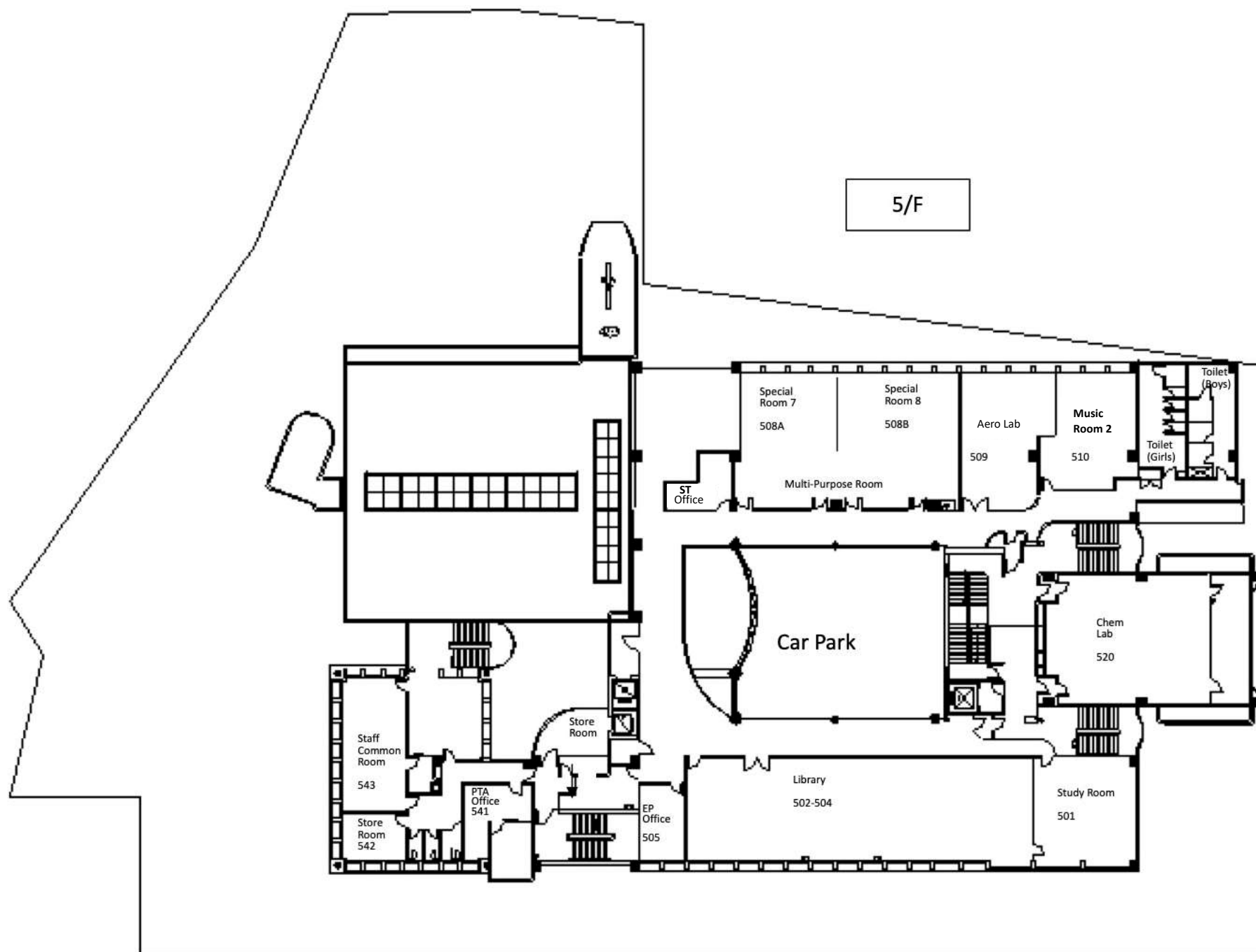


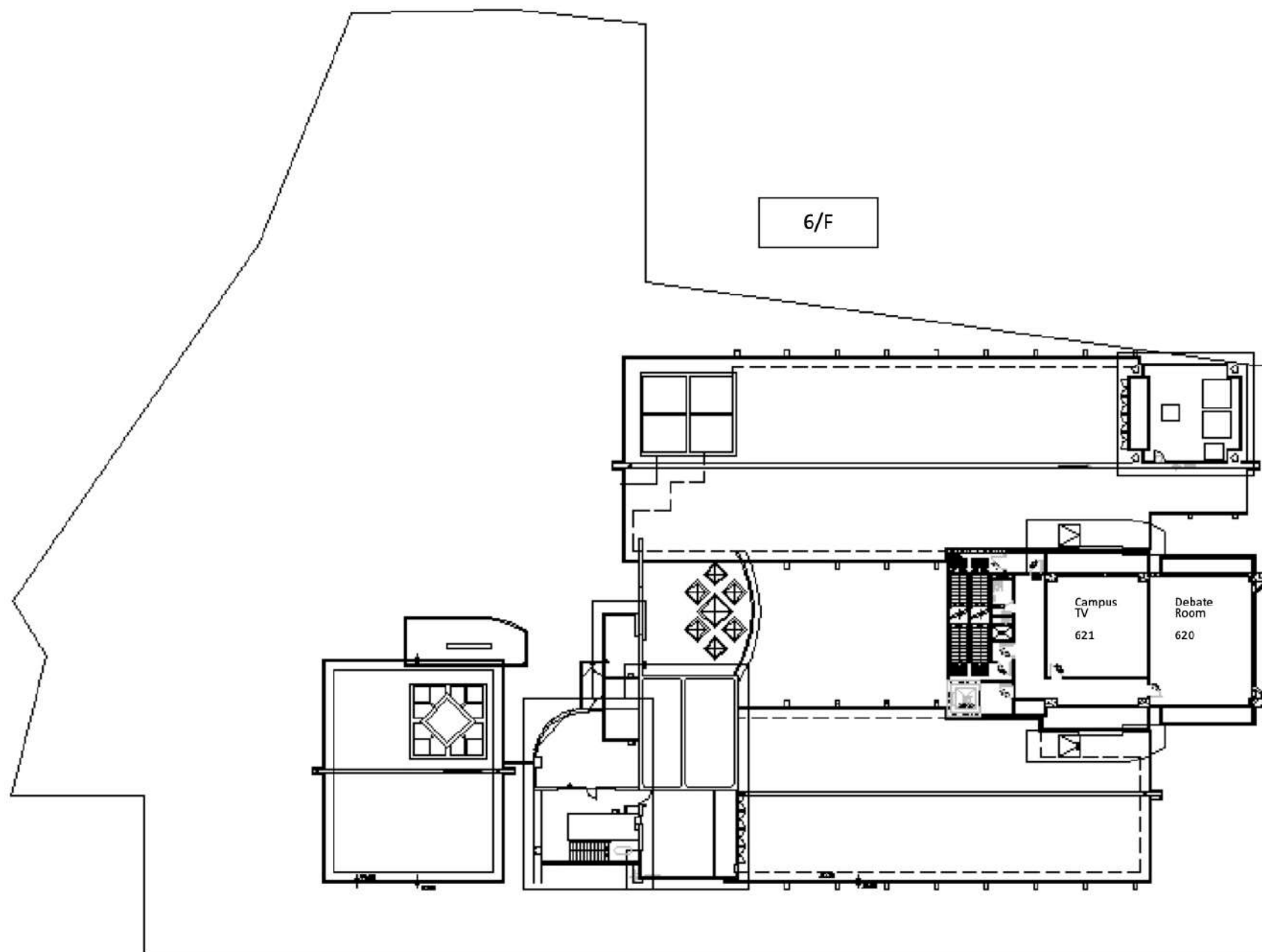
3/F

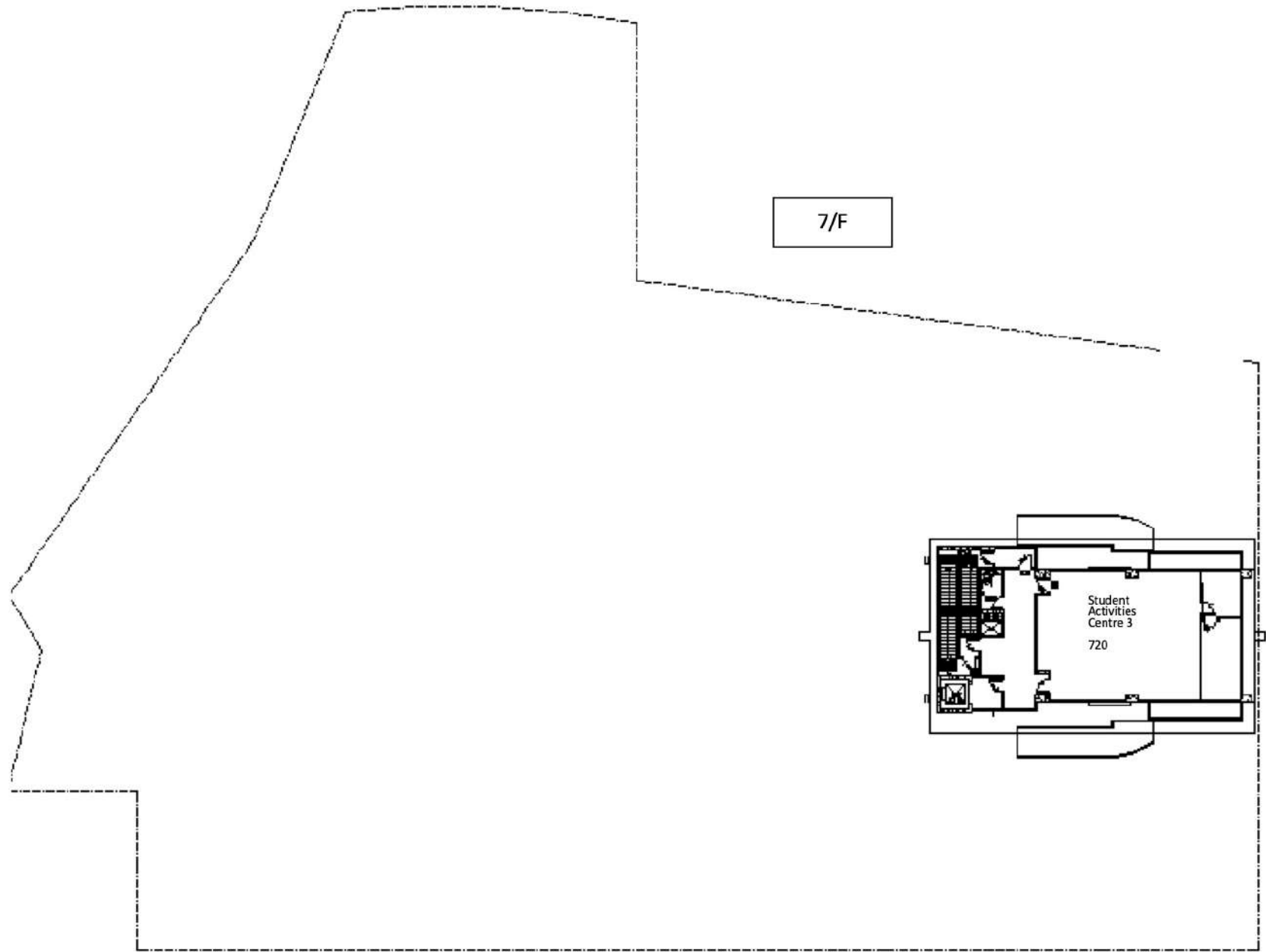


4/F



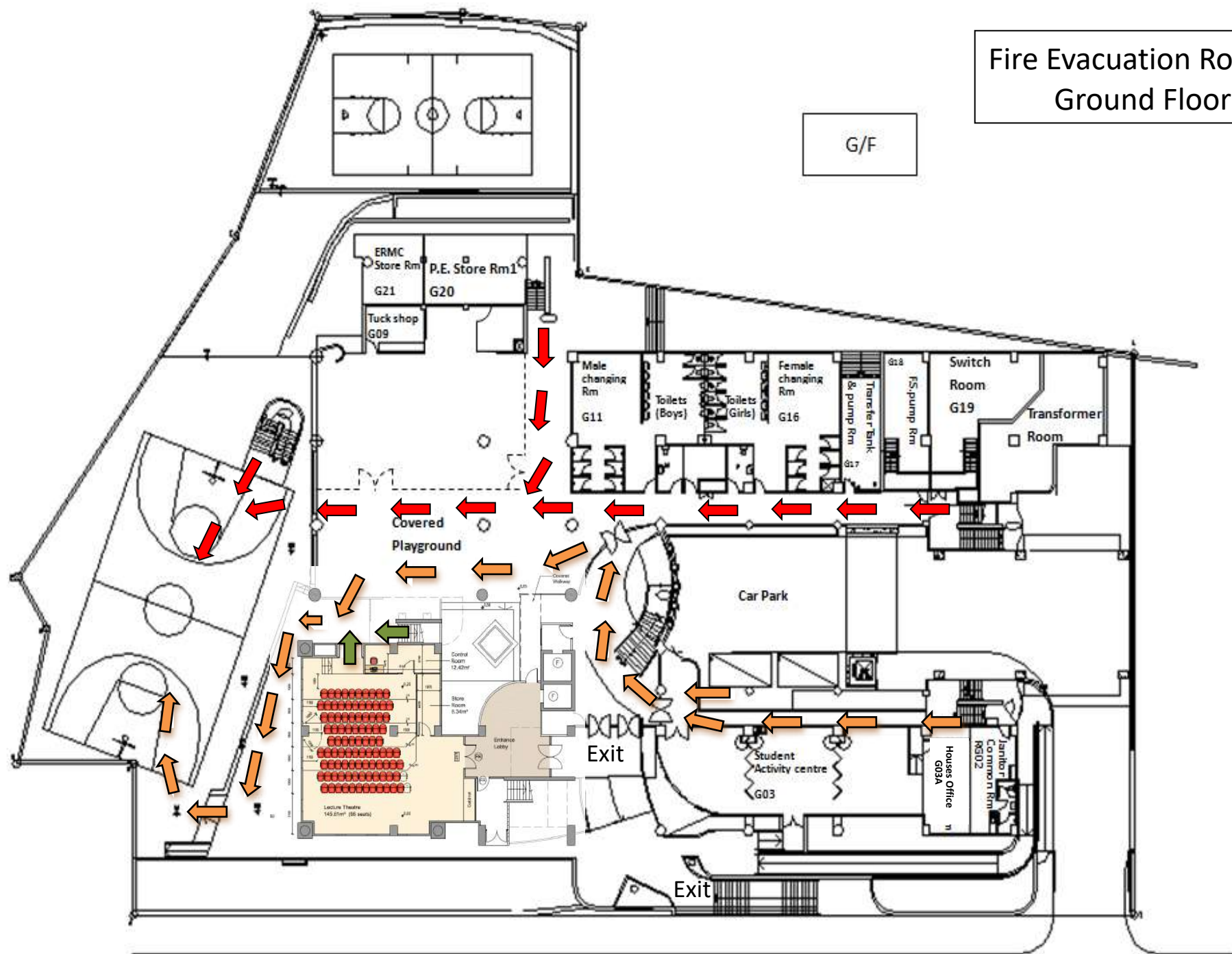






Fire Evacuation Routes Ground Floor

G/F



6.2.2 Whole School Emergency Evacuation Procedure

- (a) All students and staff are required to evacuate the building immediately when a fire alarm sounds, or some other evacuation signal is given.
- (b) Follow the evacuated layout instructions posted in each room to leave the building and assemble in the school playground.
- (c) The last person to leave an office, classroom, or lab will close the door behind them.
- (d) Keep calm and follow the instruction of teachers.
- (e) Use the nearest exit to leave the building.
- (f) Use the stairwell only (hold on to the handrails).
- (g) Do not use elevators.
- (h) Never attempt to travel through smoke-filled or other imminently hazardous areas.
- (i) If you encounter smoke in the stairwells, close the door and use a different exit.
- (j) Never assemble near exits or fire lanes.
- (k) Do not return to the evacuated building unless you are told to do so by the teachers in-charge.

6.2.3 Bad weather warning procedures

(Tropical Cyclone Warning Signal No.8 or above / Red or Black Rainstorm Warning Signal)

Bad Weather Warning Hoisting Time	School Condition	Notice to parents
Before 6:15 a.m.	School is closed	Parents should pay attention to the announcements of the Hong Kong Observatory or Education Bureau (EDB) about school suspension on TV/Radio.
During 6:15 a.m. to 8:00a.m. (school starting time)	School remains open for the arriving students	- Staff/Teachers will look after arrived students. - Students will remain in school until a parent or guardian picks them up. - If parents or guardians cannot come to the school, students will remain on the school premises. With permission from parents or guardians, students can leave the school after contacting them by telephone under safe condition. - When the Hong Kong Observatory announces that the bad weather conditions are persisting and will worsen imminently, all students will be arranged to leave the school for home <u>within 1 hour</u>. Students should contact their parents or guardians by telephone before leaving the school.
Tropical Cyclone Warning Signal No.8 or above is/will be hoisted during 8:00 a.m. to 3:45/4:30 p.m. (school time)		
Red or Black Rainstorm Warning Signal is/will be hoisted during 8:00 a.m. to 3:45/4:30 p.m. (school time)	School remains open	- School operates as normal. - If the bad weather conditions persist after school, students will remain at school until the weather improves. - If parents want to pick up students themselves, they may contact the school (Tel. No.: 2194 5707) before 3:30 p.m. Students will be arranged to stay at school until 5:30 p.m.

6.2.4 Suspected gas leakage

- (a) In case of suspected toxic gas leakage, the school will immediately inform the police and the Fire Services Department.
- (b) If it is determined that the school is not safe to remain, all students will be dismissed. Class teachers will individually contact the parents or guardians by telephone.
- (c) A school notice will be sent to parents on the next school day.

6.3 School Environmental Protection Education Policy

The school organizes many activities and implements various measures to enhance students' sense of responsibility to the community and the world, particularly in the area of environmental education. The goal is to cultivate their awareness of the Earth and the importance of natural resources.

This policy is designed to enable every member of the school to work together and take advantage of every opportunity to avoid waste. The aim is to raise students' awareness and empower them to take action through personal experience. Teachers teach students the knowledge, attitudes, and skills needed for environmental education and encourage students to take the initiative to protect the environment.

Measures on:

(a) Energy Saving

- Use more energy-efficient electrical appliances.
- Turn off all power when leaving the classroom.
- Choose air conditioner models with appropriate cooling capacity for the room size.
- Clean air conditioners and air filters regularly.
- Keep doors and windows closed to prevent hot air infiltration when air conditioners are on.
- Open windows when the temperature is lower than 25.5 °C.
- Maintain the temperature at 23-25 °C when using air conditioners.
- Use blinds to reduce room temperature when sunlight enters directly through windows.
- Encourage use of natural light when possible.
- Install energy-efficient T5 light tubes in all classrooms.
- Apply insulation film to some classroom windows to reduce temperature.
- Only turn on computers and projectors when necessary, and turn them off when not in use.
- Constantly remind teachers and students to save resources.
- Regularly broadcast videos about "carbon footprint" on campus.
- Install a smart classroom system on the 2/F and 3/F to manage energy usage efficiently.

(b) Paper Saving

- Encourage employees to use "green paper" or double-sided printing/photocopying.
- Set up "paper recycling bins" next to the photocopiers.
- Place "paper recycling bins" in all classrooms, special rooms and on all floors.
- Encourage students to reuse old exercise books.
- Use electronic systems to archive and compile documents.
- Delete unnecessary electronic files, merge/shrink forms, records and notices.
- Use green paper as draft paper.
- Utilize "Duplex" and "Multi-page to print on 1 page" functions to save paper.
- Use recycled single-sided paper for original copies or prints.
- Collect used envelopes for reuse.
- Communicate and deliver messages via e-mail.
- Store and distribute documents/school info using electronic archives.
- Encourage students to use e-cards for congratulating staff and classmates.
- Install dry handsets in all toilets to reduce paper towel usage.

(c) Water Saving

- Save water consumption.
- Encourage all members to save water, cherish resources, and remember to close taps after use.
- Install infrared sensor device in all toilets to save water.

(d) Environmental Management and Maintenance

- Focus on maintaining the beauty, tidiness, and security of the campus environment.
- Encourage employees and students not to casually place items around.
- Encourage employees and students to cherish the school's public facilities and equipment, and make good use and preservation of them.
- Develop good habits and self-discipline attitudes among members regarding the use of school facilities and the importance of keeping the campus clean.

(e) Environmental Procurement

- Buy environmentally friendly cleaning agents for campus cleaning, to reduce environmental pollution.
- Buy durable and easy-to-repair products.
- Buy refillable or partially refillable products.
- Purchase products that can be recycled.

(f) Waste Utilization

- Reuse old envelopes, notice board decorations or single-sided used paper.
- Set up recycling/environmentally friendly boxes in the staff room and school office.

(g) Green Campus

- Place waste paper and waste plastics recycling bins in each classroom.
- Encourage students to put plastic bottles and aluminum cans in the collection boxes in the covered playground.
- Encourage students to actively participate in the school's recycling activities.
- Encourage staff to put waste paper and waste plastics into the recycling boxes in the staff rooms.

(h) Green Plant Campus

- Plant a variety of plants on campus to help students appreciate nature and cherish the environment.
- Offer students the opportunity to participate in planting activities to cultivate their appreciation for life.

Environmental activities of the school:

- "School Recycling Campaign"
- "Environmental Ambassadors" and "Energy Ambassadors"
- "Light off half an hour" Plan
- "After school three minutes tidy up" Program
- "Understanding the Carbon Footprint"
- "Environmental School"
- "No Air Conditioning Day"
- "Environmental Training Seminar"
- "Green Christmas"
- "Beam Plus 2.0"
- "Feed-in Tariff Scheme"

6.4 National Security Education Policy

National Security Education (NSE) is an important component of value education, which is inseparable from national education and indispensable in school curriculum. To better implement national security education in the school, different committees and subjects will carry out the following:

(a) Academic Committee (AC)

- Instruct all subjects to review the curriculum according to the National Security Education Curriculum Framework and Value Education Curriculum Framework of the Education Bureau, to ensure the curriculum complies with the regulations.
- Review all subject curricula to ensure major fields of national security are covered, and organize learning activities for areas that are not covered.
- Develop policies to instruct all subjects to review teaching and learning materials to fully comply with national security education regulations.

(b) Moral, Civic and National Education Committee (MCNEC)

According to the National Security Education Framework of the Education Bureau, Moral, Civic and National Education Committee promotes national security education through classroom teaching and life-wide learning activities, such as flag-raising ceremonies, lectures, workshops, visits, etc., to strengthen students' understanding of the law, national situation, and the importance of national security, to enhance students' national identity. In addition to national security, relevant content also helps students learn about national situation, strengthen their understanding of the country's history, culture and latest development, and to deepen their understanding of national security, the Constitution and the Basic Law.

(c) Subjects

- Follow the instructions of the Academic Committee (AC) to:
 - review the curriculum according to the National Security Education Curriculum Framework of the Education Bureau to ensure compliance with the regulations;
 - review the curriculum according to the Value Education Curriculum Framework of the Education Bureau to ensure compliance with the regulations;
 - review the subject curriculum to identify major fields covered in the curriculum for national security education.
- According to AC's policy, review all teaching and learning materials to ensure they fully comply with the national security education regulations.
- Cooperate with the AC and MCNEC to organize national security education activities so that students can understand different fields of national security.

6.5 Child Protection Policy

6.5.1 Po Leung Kuk Child Protection Policy

6.5.1.1 Introduction and Objectives

1. Introduction

- 1.1 Po Leung Kuk (hereinafter referred to as "the Kuk") adheres to the mission of "protecting the young and the innocent." Initially focused on saving abducted women and providing protection and education for victims, with the changes in Hong Kong society, it has now become one of the longest-standing and large-scale charitable organizations in Hong Kong. This mission is consistent with the core philosophy of the "Child Protection Policy" in safeguarding children's rights and maintaining their safety and development.
- 1.2 The "Mandatory Reporting of Child Abuse Cases Ordinance" ("the Ordinance") was passed by the Legislative Council on July 11, 2024, and gazetted on July 19, 2024. To comply with the Ordinance effective from January 20, 2026, the government has introduced various support measures, including the formulation of the "Guide on Mandatory Reporting of Child Abuse Cases" ("the Guide"), to provide practical guidelines for specified professionals (i.e., designated professionals or mandatory reporters) as stipulated in the Ordinance for their reference.
- 1.3 The Kuk has formulated the "Po Leung Kuk Child Protection Policy" to prevent and handle cases of suspected child abuse, ensuring the safety and physical and mental development of children, and enabling them to grow up in a loving environment.

2. Objectives

2.1 Policy Statement

- 2.1.1 The Kuk abides by Hong Kong laws and relevant guidelines to safeguard children's safety.
- 2.1.2 The Kuk adopts a zero-tolerance attitude towards any form of child abuse and is committed to upholding children's rights, creating and actively maintaining the Kuk's culture and a safe environment, preventing, discovering, and stopping any behavior that would cause children to suffer from any form of violence and harm, and providing appropriate support and referrals.
- 2.1.3 The Kuk believes that all children possess equal rights, regardless of status, gender, religion, or race, and all require protection and freedom from harm or abuse.

2.2 Policy Goals

- 2.2.1 The "Po Leung Kuk Child Protection Policy" refers to the "Ordinance" and the "Guide" in formulating the Kuk's relevant policies, measures, and procedures, to assist specified professionals and persons who may come into contact with children (including staff, interns, volunteers, suppliers, contractors, and other community members) within the "Ordinance" to grasp the principles of child protection, and to identify cases that should be reported according to their legal obligations. Chapter 2 explains effective child safety and protection measures, indicating the various measures and responsibilities the Kuk has implemented. Chapter 3 details the assessment process and execution guidelines.
- 2.2.2 Protect all service recipients under the Kuk's service units and schools, including but not limited to all children under the age of 18 within education, social services, recreation, cultural services, and medical and comprehensive health services.
- 2.2.3 Except for the professionals specified by the "Ordinance," the Kuk will provide training to staff and service recipients' parents/guardians in its service units and schools; assist frontline staff in comprehensively understanding the principles of child protection, definitions of child abuse, and relevant knowledge; and handle suspected child abuse cases according to relevant policy guidelines.

2.2.4 Promote children's rights, welfare, and development.

2.3 Main Principles

2.3.1 Child safety and welfare are the primary considerations. When handling relevant cases, the principle of protecting children must be the starting point, first ensuring the current safety of the children concerned.

2.3.2 Ensure that children's rights to protection are not violated, and avoid them being subjected to various forms of abuse, harm, and exploitation, safeguarding their growth environment.

2.3.3 Staff of service units and schools must treat any suspected cases of harm/abuse of children seriously and handle them in a timely manner. Upon discovering a case, report it to superiors or responsible persons as soon as possible, so that timely intervention can be made to prevent the situation from worsening. During the process, no one shall intentionally obstruct/hinder designated professionals from reporting or disclose the identity of the reporting designated professional.

2.3.4 All information involved in the case must be strictly subject to relevant confidentiality measures to protect the privacy of children and relevant parties.

2.3.5 Personnel at all levels and from different sectors shall work together to ensure that children can receive appropriate protection and follow-up care, and support relevant children and families, safeguarding the safety and best interests of children. The Kuk will also make every effort to ensure that all relevant parties, such as parents, caregivers, and personnel and organizations from different sectors (including volunteers, interns, suppliers, service contractors, etc.), work together to effectively build a safe environment, give children sufficient protection for their growth and development, and fulfill social responsibilities.

2.4 Policy Scope

This policy applies to all staff and relevant partners in all service units and schools under the Kuk; the Kuk's Board of Directors, all staff, volunteers, service contractors, etc., must comply with the "Po Leung Kuk Child Protection Policy".

6.5.1.2 Reporting Scope and Procedures

1. "Serious harm" includes injuries related to physical abuse, psychological abuse, sexual assault, and neglect.
2. If designated professionals (such as teachers, social workers, educational psychologists, clinical psychologists, speech therapists, etc.) have reasonable grounds to suspect that a child is experiencing serious harm or is at actual risk of serious harm, they must report the case as soon as possible under the mandatory reporting mechanism.
3. In urgent situations requiring immediate protective action for the child, the injured child will first be taken to the hospital for examination, or law enforcement may be requested to intervene immediately to protect the child in question.
4. The following situations may be exempt from reporting:
 - Serious harm resulting from an accident not caused by the negligence of the person responsible for the child;
 - Serious harm inflicted by the child themselves;
 - Serious harm caused by other children (excluding harm resulting from sexual acts).

6.5.1.3 Procedures for Handling

Relevant policies, including Effective Child Safety and Protection Measures and Assessment Procedures and Implementation Guidelines, have been uploaded in full to the school website.

6.5.2 Prevention of Bullying and Sexual Harassment Policy

6.5.2.1 Objectives

To maintain a safe, orderly and respectful school environment in which all students are protected from bullying and sexual harassment. The school adopts a zero-tolerance approach to bullying and sexual harassment and is committed to prevention, early identification, timely intervention and appropriate follow-up action in accordance with relevant Education Bureau guidelines and applicable legislation.

6.5.2.2 Policy Scope

1. This policy applies to all students, staff members, school personnel, parents, volunteers, contract workers, service providers, agents and other persons who are on school premises or involved in school activities.
2. This policy covers conduct occurring during lessons, recess, lunch breaks, after-school activities, off-campus school activities, online interactions related to school life, and other circumstances that may affect the school environment or students' well-being.
3. The school will handle all reported or suspected cases of bullying and sexual harassment seriously, fairly and confidentially, with due regard to the safety and well-being of the persons concerned.

6.5.2.3 Defections

1. Bullying refers to repeated or intentional behaviour by an individual or a group that causes physical, psychological or social harm to another person who may find it difficult to defend themselves. Bullying may take different forms, including physical, verbal, relational, social and cyber bullying.
2. Sexual harassment refers to any unwelcome conduct of a sexual nature, including unwelcome sexual advances, requests for sexual favours, or other unwelcome conduct of a sexual nature which makes a person feel offended, humiliated or intimidated.
3. Sexual harassment also includes any conduct of a sexual nature that creates a sexually hostile or intimidating environment in an educational setting.

6.5.2.4 Prevention Measures

1. The school shall implement a whole-school approach to the prevention of bullying, including policy formulation, staff collaboration, student education, parental involvement and regular review of preventive measures.
2. The school shall promote mutual respect, self-discipline, empathy and responsible behaviour through assemblies, class teacher periods, guidance programmes, talks, campaigns and other educational activities.
3. The school shall strengthen students' awareness of the harmful effects of bullying and sexual harassment, and encourage them to seek help promptly when needed.
4. The school shall take reasonably practicable steps to ensure that the campus remains free from a sexually hostile or intimidating environment, including the dissemination of relevant information to students and staff and the establishment of suitable complaint-handling procedures.

6.5.2.5 Reporting Mechanism

1. Any student who experiences, witnesses or suspects bullying or sexual harassment should report the matter as soon as possible to a class teacher, subject teacher, guidance personnel, social worker, vice principal, principal or other trusted school staff member.
2. Parents may also report concerns to the school through appropriate school channels so that timely follow-up support may be arranged.
3. All reports shall be handled with appropriate sensitivity and confidentiality, subject to the need to protect student safety and to carry out proper investigation and follow-up.

6.5.2.6 Handling Procedures

1. Upon receiving a report or complaint, the school shall conduct an initial assessment of the nature, seriousness and urgency of the case and take immediate protective measures where necessary.
2. The school may meet with the persons concerned, collect relevant information, contact parents, seek professional support, and implement suitable educational, guidance or disciplinary measures according to the circumstances of the case.
3. Where a case may involve criminal conduct, child protection concerns, or immediate risk to safety, the school shall refer the matter to the relevant authorities or seek emergency assistance as appropriate.
4. Records of complaints, investigations and follow-up actions shall be properly maintained in accordance with school procedures and relevant requirements.

6.5.2.7 Support and Follow-up

1. The school shall provide appropriate support to affected students, which may include counselling, guidance, referral, classroom support or other suitable assistance according to individual needs.
2. Follow-up educational measures may also be arranged for students involved in bullying or sexual harassment cases, with a view to promoting reflection, behaviour improvement and restoration of a harmonious school environment.
3. The school shall review relevant cases and preventive measures from time to time in order to strengthen policy implementation and enhance the effectiveness of school-based support.

6.5.3 School-based Guidelines on Mandatory Reporting of Child Abuse Cases

6.5.3.1 Introduction and Objectives

1. The Mandatory Reporting of Child Abuse Ordinance (the Ordinance) came into operation on 20 January 2026. The Government has introduced the Guide for Mandated Reporters and relevant support measures to facilitate specified professionals in fulfilling the mandatory reporting obligation.
2. In line with Education Bureau Circular No. 15/2025 on Handling Suspected Cases of Child Abuse/Maltreatment and Domestic Violence, schools should refer to the Child Protection Guide, the Guide for Mandated Reporters, and relevant EDB/SWD circulars, guidelines and codes of practice from time to time to establish or enhance internal mechanisms, procedures and measures for the prevention and proper handling of suspected child abuse cases.
3. The school-based guideline is formulated with reference to the Ordinance, the Guide for Mandated Reporters, the Child Protection Guide, EDB Circular No. 15/2025, and the flowchart on identification and reporting of suspected child abuse/maltreatment cases.

6.5.3.2 Reporting Scope and Procedures

1. "Serious harm" includes injuries related to physical abuse, psychological abuse, sexual assault, and neglect.
2. If designated professionals (such as teachers, social workers, educational psychologists, clinical psychologists, speech therapists, etc.) have reasonable grounds to suspect that a child is experiencing serious harm or is at actual risk of serious harm, they must report the case as soon as possible under the mandatory reporting mechanism.
3. In urgent situations requiring immediate protective action for the child, the injured child will first be taken to the hospital for examination, or law enforcement may be requested to intervene immediately to protect the child in question.
4. The following situations may be exempt from reporting:
 - Serious harm resulting from an accident not caused by the negligence of the person responsible for the child;
 - Serious harm inflicted by the child themselves;
 - Serious harm caused by other children (excluding harm resulting from sexual acts).

6.5.3.3 Procedures for Handling

Relevant policies, including Effective Child Safety and Protection Measures and Assessment Procedures and Implementation Guidelines, have been uploaded in full to the school website.

6.6 Guidelines for Handling School Complaints

6.6.1 Objective

The school would like to establish a good communication culture and maintain a close partnership with our stakeholders so as to enhance the effectiveness of handling of public enquiries, opinions and complaints.

6.6.2 Scope of Application

- (a) This is applicable to the handling of the following types of complaints lodged by parents, students, or the public through various means, including post, fax, email, phone or in person:
- In the spirit of school-based management, the Education Ordinance has entrusted the Incorporated Management Committees (IMCs) with the power and responsibility to manage schools. Schools should, therefore, collaborate closely with their sponsoring bodies to develop their school-based mechanism and procedures for handling school affairs, including complaints related to schools. A complainant should lodge his/her complaint directly to the school for effective handling if it concerns the daily operation and internal affairs of the school;
 - The school should handle complaints about daily operation and internal affairs in accordance with the Education Ordinance, Education Regulations, Codes of Aid, relevant circulars, guidelines and codes of practice to ensure compliance with the relevant requirements;
 - If a complaint is about education policies, Education Ordinance and services directly provided by the EDB, it should be lodged to the EDB for direct handling, even though the case may have taken place in the school. If complaints related to suspected breaches of other legislations of Hong Kong should be lodged to and handled by the relevant law enforcement agencies (e.g. the ICAC, Hong Kong Police Force);
 - If a complaint involves both school(s) and the EDB, it should be handled by the particular school(s) and related division(s)/section(s) of the EDB.
- (b) The Guidelines are **not applicable** to handling of the following types of complaints:
- Complaints related to ongoing legal proceedings;
 - Complaints under the jurisdiction of other organisations / government departments;
 - Complaints governed by other ordinances or statutory regulations such as complaints against corruption, fraud or theft;
 - Complaints lodged by school staff (if a school receives any such complaints, it should handle them in accordance with the specifications of the school-based or the sponsoring body's mechanism and guidelines for staff complaints [if applicable]; if the EDB receives such complaints, it will handle them in accordance with the current procedures and reply to the complainant direct.)
- (c) In general, the school **need not handle** the following types of complaints:
- (i) Anonymous complaints
- Whether the complaint is made in written form or in person, the complainant should provide his/her name, correspondence/e-mail address and/or contact phone number. If in doubt, the school may request the complainant to show his/her identity documents. Should the complainant fail or refuse to provide these personal details, thus rendering it impossible for the school to investigate the complaint and reply in writing, the complaint will be deemed anonymous and the school may not handle it.
 - However, under special circumstances (e.g. when there is sufficient evidence or when the case is serious or urgent), the middle or senior management of the school may decide whether to follow up with an anonymous complaint, such as treating it as an internal reference, informing the respondent about the complaint, or taking appropriate remedial and improvement measures. If follow-up actions are considered unnecessary, the school should briefly state the reasons and put on file for record.

- (ii) Complaints not made by the person concerned
 - Generally speaking, the person concerned should lodge the complaint by himself/herself. Anyone who seeks to file a complaint on behalf of the person concerned has to obtain his/her prior written consent. If the case involves a student (or a minor, or an intellectually disabled person), then his/her parents/guardian, or the person authorised by the parents/guardian, may lodge a complaint on his/her behalf.
 - If a complaint is lodged by more than one person on behalf of the person concerned, the school may require the person concerned to appoint one of them as the contact person.
 - Sometimes a complaint is lodged on behalf of the person concerned or referred by other organisations/groups such as Legislative councillors, district councillors, trade unions or the media. Since there is no current legislation which empowers any organisation/group to complain on behalf of someone else, schools/sponsoring bodies may stipulate in their school-based mechanism whether they would accept such kind of complaint. If, however, the organisation/group has obtained prior written authorisation from the person concerned, schools should handle the complaint in accordance with their prescribed procedures.
- (iii) Complaints involving incidents that happened more than one year
 - Normally, complaints related to the daily operation of school should be lodged within the same school year. If the incident involved had happened more than one year, the environment might have changed or evidence might have disappeared, or the complainant/respondent might have already left his/her post or the school. The school will not be able to investigate the complaint because of the difficulty in collecting evidence. To provide greater flexibility, the one-year limit within which a complaint may be lodged should be one calendar year from the occurrence of the incident involved.
 - Even though the complaint is filed after the incident had taken place more than one year, the school may decide to conduct an investigation under special circumstances, e.g. when there is sufficient evidence, or when the nature of the complaint is serious and urgent.
- (iv) Complaints with insufficient information
 - The school may require the complainant to provide concrete information regarding a case. If the complainant fails to provide sufficient information to allow investigation to proceed, the school may not handle the complaint concerned.

6.6.3 Guiding Principles for Handling Complaints

(a) Clear and transparent mechanism

- The school will consult teachers and parents to ensure that the relevant procedures are accepted by all stakeholders.
- The school will prepare guidelines for stakeholders on the relevant policies, procedures and responsible staff for handling complaints. We may make parents and staff fully aware of the details of the procedures through different channels, e.g. school websites, circulars, student handbooks, staff meetings, parent-teacher meetings, seminars and school events.
- The school will ensure that all staff responsible for handling inquiries and complaints understand and comply with the relevant policies and guideline.
- The school will regularly review the complaint handling policies and guidelines by consulting our staff and parents, and revise the handling procedures whenever necessary.

(b) Timely and efficient handling

- The school will handle and respond to all verbal or written inquiries, opinions or complaints as soon as possible to prevent any uninviting situation from worsening. Upon receipt of an inquiry/a complaint, our frontline staff will either directly handle it or immediately refer it to the designated staff/task force for action. If the responsible staff cannot resolve the problem, they will seek help from their seniors.

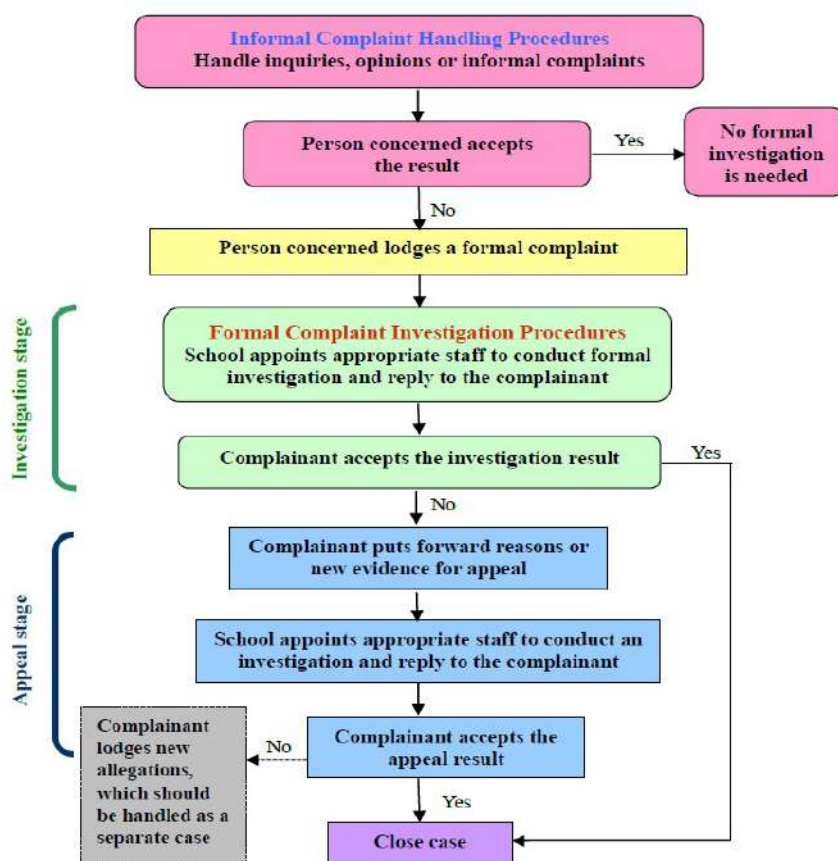
(c) Confidentiality

- All contents and information of complaints should be kept strictly confidential and restricted to internal reference or reference by relevant persons only.
- When the school need to collect personal data during the handling process or when they receive requests for the disclosure of data/records in respect of the complaint case, they should observe the regulations and recommendations laid down in the Personal Data (Privacy) Ordinance. This includes clearly stating the purpose and the form of collection of personal data, and that the data will only be used for handling the complaint or appeal cases.
- The school should adopt appropriate security measures to protect personal data and privacy, such as keeping the data in safe places (e.g. cabinets under lock and key).
- The school should establish procedures to ensure that only authorised persons are allowed access to information relating to the case. The responsible persons should not disclose or discuss in public any contents or information relating to the case without authorisation.
- The school can incorporate the arrangements for interviews or meetings with relevant parties into the school-based complaint handling mechanism. To avoid misunderstanding, schools should:
 - (I) state clearly whether the person(s) concerned can be accompanied by others (e.g. relatives, legal representatives) during the interview/meeting and reiterate this stance before the interview/meeting starts; and
 - (II) indicate before the interview/meeting starts whether audio/video recording is prohibited or whether the consent of all attendees must be obtained if the session is to be audio/video recorded. This stance should be reiterated before the end of the interview/meeting.

(d) Fair and impartial handling

- The school should approach complaints positively and treat the complainants and respondents of the complaints fairly. The school should ensure that sufficient appeal channels are provided and consider inviting independent persons to participate in the complaint/appeal handling process, if necessary.
- Before an investigation begins or where appropriate, the designated staff and related individuals should declare interests. If there is any conflict of interest, the persons concerned should not be involved in handling the case or have access to information relating to it.
- To avoid conflict of interest, any staff member who is the respondent of the complaint should not be involved in handling the case, supervising the investigation, or signing and issuing letters to the complainant.
- The school should see to it that the rights of the complainants or other persons involved in the complaint are being protected and that their future communication and contact with the school would not be affected.

Diagram 1: Flowchart of School Complaint Handling Procedures



(a) Informal Complaint Handling Procedures

(i) Immediate/prompt handling

- If the school receives an inquiry, opinion or informal complaint from the public, whether verbal or written, the frontline staff should clearly distinguish its nature and take appropriate action. In general, if the case does not require an investigation involving evidence collection, or the person concerned does not request a formal written reply, the frontline staff may handle the matter following the informal complaint handling procedures of the school.
- The frontline staff should listen to the concerns of the inquirer/complainant with care and understanding. If the incident is not serious, they should provide whatever assistance or information required or promptly respond to the concerns raised by the inquirer/complainant and help resolve the problems involved.
- If necessary, the school staff in charge of the relevant issue should have direct talks or interviews with the person(s) concerned to explain the schools' stance and remove any misunderstanding, misgivings or worries of them.
- If necessary, the frontline staff should refer the case to a designated staff or a senior officer for prompt follow up actions and resolutions. The principal may decide whether to take up the handling of the case, depending on the situation of the school and the nature of the case.

(ii) Replying to complaints

- For verbal inquiries/opinions/complaints handled by the informal complaint handling procedures, oral replies will suffice and written replies are normally not required. For opinions/complaints which are presented in written form or if the school wishes to make clear its stance or provide necessary details, the responsible staff may decide whether a simple written reply to the person(s) concerned/complainant is appropriate.

(iii) Complaint records

- Cases handled by the informal complaint handling procedures normally need not be documented in formal written records. If an inquiry/complaint has been answered or resolved instantly, it is suggested that the designated staff or the principal may record the key points in a log book for future reference.

(iv) Appropriate follow-up

- The school should review whether the policies or procedures regarding complaints have been properly followed and suggest appropriate measures to improve the handling of similar cases or prevent similar cases from recurring. If necessary, the responsible staff may brief the person(s) concerned on the follow-up actions that the school has adopted and the results that follow.

(b) Formal Complaint Investigation Procedures

If the school has made its best efforts to resolve the problem through the informal complaint handling procedures but the complainant still does not accept the school's response or the problem remains unresolved, the formal complaint investigation procedures will be initiated by the school.

Investigation Procedures:

If the school receives any formal complaints, a special complaint investigation team with not less than 3 persons will be setting up by the school to follow the complaints; if the complaint is regarding the Principal, the case will then be referred to PLK education department to follow.

(i) Handling Time

- acknowledge receipt of the complaint within 7 working days, seek the complainant's consent to obtain his/her personal data and information relating to the complaint, and inform him/her of the name, post title and phone number of the staff responsible for handling the case for contact purposes.
- the school will complete the investigation within two months after sending out the acknowledgement of complaint, and send a written reply to inform the complainant of the investigation result. Meanwhile, a copy of the investigation result will be sent to PLK education department. If the investigation is still in progress, the school will also inform the progress of the complaint to complainant; an appeal system will also be embedded into the written reply so that complainant will know the whole system thoroughly.

(ii) Investigation Stage

- when school receives formal complaints, assign appropriate staff or special team to investigate the complaint;
- all complaint details should be recorded in the complaint register;
- the designated staff or the special team will start the preliminary checking to see if all the evidences are valid. If yes, the designated staff or the special team will start the investigation; if no, the case will be closed and be recorded;
- if necessary, contact the complainant and other persons involved or arrange meetings with them in order to have a better grasp of the situation or request them to provide relevant information;
- handle the complaint according to our committed handling time, and send a reply to inform the complainant of the investigation result;
- if the complainant accepts the investigation result, conclude the case officially, but if the complainant does not accept the investigation result or the way the school handled the complaint, and is able to provide new evidence or sufficient justification, the complainant can lodge an appeal.

(iii) Reporting Procedure

Reporting to IMC

The school should report to IMC regularly about all complaint cases.

Complaints about the staff

The special complaint investigation team should report the result and all follow up work to the Principal. After seeking the approval by school supervisor, Principal can issue warning to the staff who has been proved to be misbehaved or under-performed.

Complaints about the Principal

The case will be followed by PLK Education Department and the result will be reported to CEO and school supervisor. Reply to complainant will be signed by school supervisor.

Appeal system

- if the complainant accepts the investigation result, conclude the case officially; and
- if the complainant does not accept the investigation result or the way the school handled the complaint, and is able to provide new evidence or sufficient justification, he/she may lodge an appeal in writing against the school's decision within 14 days from the date of its reply. PLK Education Department will be responsible for all appeal cases. PLK Education Department will complete the investigation within a month and send a written reply to inform the complainant of the appeal result.
 - ❖ if the complainant accepts the appeal result, conclude the case officially;
 - ❖ if the complainant does not accept the appeal result or the way the PLK Education Department handled the appeal, the PLK Education Department should cautiously review the appeal process to ensure that proper procedures have been followed;
 - ❖ if the complainant raises other new allegations, the school/PLK Education Department should handle them separately to avoid mixing up the old complaints with the new ones.

(iv) Monitoring

- If the case is handled by the school, the school should keep a clear record, including correspondences, investigation reports and interview records. This record should be signed by the Principal.
- If the case is followed by the PLK Education Department, PLK will keep a clear record. The record will be signed by CEO regularly.

The school should keep statistics of complaints and appeals lodged through either the informal or formal handling procedures for 3 years for future reference.

6.5.5 Review of Complaints

- (a) Some complaints may remain unresolved after the investigation and appeal stages. Complainants or relevant organizations (including schools/the EDB) may request the "Review Board on School Complaints" (Review Board) to review these cases under the following circumstances:
- The complainant provides substantial grounds or new evidence to show that the school/EDB has handled the case improperly.
 - The complaint has been properly dealt with through established procedures by the school/EDB but the complainant refuses to accept the investigation result and continues to complain.
- (b) All review cases should have already passed through the investigation process and appeal arrangement by the school and the PLK Education Department respectively. In requesting a review, the complainant should state explicitly in the application the reasons for his/her discontent (e.g. the case has not been handled according to proper procedures or the investigation result is prejudiced) and provide substantial justifications or new evidence. The EDB will then forward the case to the Panel to decide whether a review should be conducted.
- (c) For the membership of the review board, the functions and powers of the review board, review procedures and the result of review, please refer to the Guideline Handbook for handling school complaint provided by EDB.

6.6.6 Handling of Unreasonable Behaviour

Under general circumstances, schools should not put any restrictions on complainants making contact with the school. However, sometimes certain unreasonable behaviour of complainants may have a negative impact on schools, e.g. draining a considerable amount of the schools' human resources, interrupting their operations or services, as well as threatening the safety of staff and other stakeholders. Schools may therefore develop appropriate policies and measures to handle this kind of unreasonable behaviour to ensure that their operation would not be affected.

(a) Definition of unreasonable behavior

Complainants' unreasonable behaviour can generally be classified into the following three types:

(i) Unreasonable attitude or behaviour, such as:

- Acts of violence or intimidation
- Making complaints with abusive language or in an insulting and discriminatory tone
- Providing false data or deliberately concealing facts

(ii) Unreasonable demands, such as:

- Requesting a huge amount of information or demanding special treatment
- Making telephone calls incessantly to ask for a dialogue or an interview, or to command a certain staff member to reply
- Commanding a certain staff member to meet at a specific time and place

(iii) Unreasonable persistent complaints, such as:

- Insisting on rejecting the explanations and findings of the school/EDB, and/or requiring the school/EDB to discipline certain person(s), even after appropriate investigation procedures have been taken
- In respect of the same case, repeatedly making the same complaints or presenting similar justifications as before without providing any new evidence
- In respect of the same case, persistently bringing in new allegations or new complaint targets, but failing to present concrete evidence
- Interpreting things in an unreasonable or irrational manner, or wrangling over trivial details

(b) Handling of unreasonable behaviours

(i) Unreasonable attitude or behaviour

- Any unreasonable attitude or behaviour, including acts of violence, intimidation, and abusive/offensive conduct or language, whether performed face-to-face, by phone, or in writing are unacceptable. The staff member handling the complaint should convey this message clearly to the complainant and demand that he/she stop acting in such a way. If the complainant refuses to comply after the warning, the staff member may terminate the meeting or conversation with him/her.
- Schools should develop contingency measures and guidelines to remind staff responsible for handling complaints to stay alert and take suitable action to protect their own safety. Schools should empower the staff member to make decision, depending on the situation, on whether to terminate the interview or dialogue with the complainant and ask the complainant to leave, if his/her behaviour poses an immediate threat to the staff's personal safety or damages their personal interests. In an emergency or if it is deemed necessary, the school should take appropriate and decisive action, such as reporting to the police or taking legal action.

(ii) Unreasonable demands

- If a complainant makes unreasonable demands which have an adverse impact on the school, e.g. interrupting its operation/services or other stakeholders are affected by the unreasonable behaviour of the complainant, the school may consider putting restrictions on the complainant's contacts with the school, including specifying the time, frequency, date, duration and modes of communication (for example, requiring the complainant to make an appointment before visiting the school, submit his/her views in writing, or contact only with the staff designated by the school). The school must notify the complainant in writing of such arrangements and handling procedures.
- If the complainant's behaviour improves, the school may consider whether the restrictions should be lifted. If the school decides to keep the restrictions, it should regularly review the conditions for imposing them.

(iii) Unreasonable persistent complaint

- Faced with these complaints, if the school has carefully examined the case and handled it properly under the prescribed investigation and appeal procedures, and sent a detailed and unbiased written explanation regarding the outcome to the complainant, the school may decide whether to restrict or stop contacts with the complainant, and cease handling the case altogether.
- To avoid any unrealistic expectations on the part of the complainant, the school should communicate to him/her in a firm manner that a final decision has been made regarding the case and that the decision is irreversible.
- In response to these complaints, the school may send a "Reply Card" to the complainant, referring him/her to the replies previously given, and reiterate that the school will neither respond to the same complaint nor contact him/her again.