

Business Process Re-engineering in Schools

Background

Various educational bodies such as the Hong Kong Federation of Education Workers, The Hong Kong Professional Teachers' Union and the Hong Kong Primary Education Research Association had conducted studies on teachers' work. With reference to these studies, the Education Department (ED) commissioned consultants to conduct studies on eight schools at the end of 1999. The studies, through adopting the approach of case studies and from the angle of business process re-engineering, aimed at supplementing the afore-said studies with a view to providing further information and recommendations for improvement measures and concrete proposals specifically for the eight schools so that they may better utilize their existing resources.

2. Findings of our studies revealed that -

- λ teachers worked 40 to 62 hours a week, i.e. 50 hours a week on average,
- λ of which, "non-teaching duties" comprised 15% of their workload.

The above figures only reflected the working conditions of teachers in the eight schools during the period under study. In practice, working hours of teachers and proportion of their 'non-teaching duties' vary among individual teachers and schools and during different periods of a school year and subject to interpretation/definition of 'non-teaching duties'.

3. There is no common view on the definition of 'non-teaching duties' within the teaching profession. In addition, some bounden duties of teachers do involve certain non-professional processes (e.g. while setting examination papers is regarded as a teaching duty, duplicating the papers is not). Hence, the above-mentioned *15% non-teaching duties* referred specifically to work procedures which were, in the views of the consultants, not professional. (For details, please see Appendix A.) **No matter how many hours teachers, in practice, spend on 'non-teaching duties' and 'teaching duties', the focus of the studies was how to reduce teachers' non-teaching duties so that they could concentrate more on their teaching duties.**

Recommendations

Measures to be taken by Government

4. Streamlining administrative procedures and devolving authority to schools : ED should continue its measures of 'streamlining administrative procedures and devolving authority to schools' (such as raising the limit for single purchases by oral quotations and improving the procedures for purchasing books for government schools). In addition, the **Student Financial Assistance Agency (SFAA) should review the operational procedures of its various schemes** to enable schools to better deploy their clerical staff to take up part of the processing work during the summer holidays. (Item 21 of Appendix A is relevant.) SFAA has, in consultation with the school sector, decided to change its operational procedures for the 2000/01 school year, and whereby students can obtain subsidies earlier. As regards the **School Dental Care Service provided by the Department of Health** (item 41 of Appendix A), schools may choose not to use the coach service for Primary 1 to 4 students provided by the Department of Health; instead, parents may take their children to the designated dental clinics direct.

5. To facilitate better utilization of resources by schools : **The existing government funding system was not conducive to schools' full utilization of school resources.** Consultants were in support of ED's introduction of the Operating Expenses Block Grant (OEBG) for schools effective from the 2000/01 school year, which should bring to schools greater flexibility. Schools may then consider using the surpluses of relevant individual constituent grants under OEBG for the employment of additional non-teaching staff. To take for an example, starting from 1999, the Government has been providing a Supplementary Grant for schools to support school-based management, whereby each secondary or primary school is given up to about \$150,000 or \$130,000 respectively. The grant may be used for hiring contract staff and is a constituent grant of OEBG. The total amount of surpluses from the Supplementary Grant and other OEBG constituent grants vary from school to school. Where sufficient surplus is available, schools may consider hiring an additional clerk (whose annual salary is about \$120,000) or even an administrative staff (whose annual salary is about \$200,000). It is roughly estimated that a clerk can take up about one-fifth of the jobs listed in Appendix A. Schools, which may not be able to employ a full-time staff throughout a whole school year, may still have some surplus for the employment of a part-time staff, or a temporary staff during the busy periods of a year so as to be provided with some administrative support.

6. Consultants were of the opinion that schools, when assigning duties to the additional staff employed under the Supplementary Grant or OEBG, should consider reallocating the duties of existing staff. At present, duties of non-teaching staff are centrally co-ordinated. In delineating the duties among the existing and the additional staff, schools should consider making necessary arrangements as far as possible to allow the provision of more direct support to teachers.

Measures to be taken by schools

7. Consultants were of the opinion that schools should review their operational procedures and utilization of resources in line with the spirit of school-based management. On the use of resources, schools should consider adopting the recommended measures stated in paragraphs 5 and 6 above. Consultants opined that when compared with secondary schools, primary schools had less room for manoeuvre in terms of deployment of financial and human resources. Nevertheless, **whether the resources made available, and the authority delegated, to schools by the Government were appropriately used depended very much on how they were used by individual schools.** As revealed in the studies, some schools had not made the best use of their existing non-teaching staff. Over the past two years, the Government has provided each Government and aided school with an additional Clerical Assistant or Assistant Clerical Officer. The additional non-teaching staff provided to a school should be able to relieve some of the non-teaching duties of teachers, if he/she was properly deployed. The clerical staff in the schools under the studies worked from 35 to 54 hours per week, indicating that, in comparison with teachers, individual clerical staff may still have spare capacity to help teachers out with non-teaching duties.

8. It can be seen from Appendix A that **there are multifarious administrative tasks relating to school operation, but the procedures involved are not necessarily complicated in nature. Schools should be capable of conducting a review and map out relevant improvement measures.** Moreover, as different schools are under different circumstances, it is difficult to come up with a standard improvement measure for each task for use by all schools. As a matter of fact, many schools have improved their operational procedures with reference to the resources available to them and their own circumstances. **Appended below are some practical examples of improvement measures undertaken by the eight schools under study and some other schools, which did not take part in the studies.**

Making the best use of existing non-teaching staff and enhancing their service quality

- λ One school required that its janitors should possess skills in wood, electrical and plumbing work so that they could assist in **repairs and maintenance works.**

- λ The same school also assigned a clerk to assist in **obtaining quotations for procurement of stores**.
- λ A number of schools assigned clerks to input into the computer **personal particulars of students** and their attendance and disciplinary records.
- λ Some schools employed clerical staff with knowledge in bookkeeping and use of computer software to assist in **word and data processing**.
- λ Some schools assigned some clerks to provide direct support to teachers. Since these clerks were under the direct supervision of teachers, they were able to render more effective **support to teachers**.

Optimizing the use of financial resources for employing additional staff

- λ One school made use of the Supplementary Grant to employ a temporary clerk tasked to computerize the school library and handle matters relating to **library management**.
- λ Some schools used the Supplementary Grant to employ temporary clerks to provide **clerical assistance** to teachers (e.g. drafting minutes of internal meetings and typing draft meeting minutes, letters and worksheets prepared by teachers).
- λ Some other schools used the Supplementary Grant to employ **information technology (IT) technicians** to assist IT Coordinators and to provide technical support for other teachers (including giving guidance and demonstration on the use of computer software and solving technical problems).
- λ One government school froze two janitor posts, funds for which were used for hiring a contracted cleaning service and for employment of two daily-rated clerks. The two clerks were assigned to handle matters such as **students' attendance, updating of student information, library tasks and production of teaching materials using the computer**.

Making effective use of IT

- λ One school used bar-coded student identity cards for maintenance of **students' attendance record**.
- λ One school was piloting the use of student smart cards to record books borrowed and returned by students and to **collect payments** through bank service.
- λ Some schools were developing item banks for **teachers to check and select appropriate past examination questions** for use.

Enlisting community resources

- λ Some schools, from time to time, arranged students to take part in **extra-curricular activities** and community services organized by children and youth centres so that they did not have to run so many activities.
- λ A number of schools made good use of public libraries and their activity programmes (e.g. reading schemes and block loan services) to support and to co-ordinate **activities in the schools**.
- λ Some schools arranged parents to assist in conducting some **class activities** such as group reading and taking care of students with special education needs, and in maintaining **student discipline** at recess and lunchtime and during extra-curricular activities. They also enlisted assistance from representatives of their Parent-Teacher Associations in arranging **school bus service** with contractors and in the **distribution of lunch-boxes to students**.
- λ Some schools invited alumni to **provide various kinds of support** in their spare time such as conducting 'parent-and-child computer classes'.

Streamlining operational tasks and procedures

- λ Some schools simplified the procedures for purchasing **student uniforms, textbooks and exercise books**. They only played an intermediary role between parents and the suppliers; parents were required to contact and pay the suppliers direct.
- λ A number of schools had their **Open Day** and other school events (e.g. Parents' Day or Christmas celebration) held on the same day to centralize resources and to reduce the number of school activities to be organized.
- λ Some schools combined or re-organized **notices** to parents to lower the frequency of issue and collection of reply slips. The measure also reduced paper consumption.
- λ Some schools did not set up a **tuck shop** or had tuck shop operation outsourced in order to reduce manpower spent on non-teaching matters. Outsourcing tuck shop operation also generated income for the schools.

For details of other procedures, please refer to Appendix A. As the practical examples and recommendations included in Appendix A may not be applicable to each and every school, individual schools should consider which of these measures they may adopt with reference to the particular constraints they are faced with in the area of non-teaching resources.

9. In general, consultants recommended that schools should -

- λ define clearly the scope of duties of non-teaching staff, enhance and broaden their skills to ensure that their service provides greatest flexibility and cost-effectiveness;
- λ review all tasks and items of activities and re-prioritize them to eliminate unnecessary tasks or procedures; and
- λ explore the feasibility of using new technology to save manpower and to improve operational efficiency (such as use of advanced photocopying equipment and installing additional telephone lines in staff rooms).

10. Consultants suggested that the school management should discuss with teachers the following issues -

- λ To identify those non-teaching duties which should be dispensed with (e.g. to close down the tuck shop, to stop selling textbooks and reference materials by schools, etc);
- λ To identify those duties which are currently undertaken by teachers and which can be taken over by non-teaching staff or performed with the help of parents, or which can be outsourced (e.g. to make use of extra-curricular activities organized by children or youth centres; to enlist parents' assistance in arranging with contractors for school bus service and in distributing lunch boxes to students);
- λ To make good use of government funds and schools' own resources for employing additional non-teaching staff to take up non-teaching duties, or to hire additional temporary non-teaching staff to relieve teachers' workload during busy periods (e.g. at the beginning of a school term, when public examination results are announced and when schools conduct an exercise of admission of new students) to help teachers carry out work like preparing teaching materials and documents, stock-taking of library books and mending them as necessary, and to make preparatory arrangement for activities to be held at the beginning of a new school term; and
- λ To identify those procedures which can be further streamlined or computerized in order to reduce teachers' workload (e.g. using bank service for collecting fees and charges), and to reduce, on the condition that education effectiveness is not affected, the amount of homework and the frequency of tests and examinations. Findings of the studies showed that secondary school teachers and primary school teachers currently spent 24.8% and 25.1% respectively of their total

number of working hours on setting and marking test/examination papers and going through these papers with students afterwards.

Effective use of teaching time

11. In addition to reducing "non-teaching duties" of teachers, attention should be paid to teaching time to ensure teaching effectiveness. Both the education sector and ED have been encouraging schools to -

- λ arrange more double periods, or extend the duration of a teaching period (so that time spent on changing from one subject to another subject and on setting up teaching equipment is reduced);
- λ arrange for more collaboration and team work among teachers in the areas of lesson preparation and production of teaching materials; and
- λ to reduce the frequency of dictations, tests and examinations. (As suggested by ED, the number of tests and examinations for primary schools should be limited to one for each per school term.)

Many schools have adopted the above and other measures of "effective use of teaching time". ED will gather more practical examples and produce videotapes on effective teaching activities for distribution to schools for their reference.

Follow-up actions

12. In addition to the above-mentioned work relating to practical examples of "effective use of teaching time", ED will continue its work of "streamlining administrative procedures and devolving authority to schools", and will assist schools to fully utilize the flexibility brought about by OEBG. SFAA and ED will assist schools in implementing the improvement measures to be effective in the 2000/01 school year so that teachers' "non-teaching duties" relating to the concerned assistance schemes are reduced.

13. ED will help the eight schools implement the improvement measures proposed by the consultants. Practical examples of business process re-engineering collected under the studies have been uploaded onto the ED Homepage for schools' reference. Regional Education Offices will provide support to schools whenever necessary. Where necessary, ED will also enlist external support to conduct in-depth studies on business processes for

schools.

14. The Hong Kong Professional Teachers' Union and the Hong Kong Federation of Education Workers will promote, through their various channels, the good management measures and examples identified in the studies. We hope that these good practices will cause in-depth discussions within individual schools and among schools, which will, in turn, lead schools to explore how to make good use of their own resources and the various community resources to enable teachers to retain more time to concentrate on teaching.

Work items applicable to secondary and primary schools	Work procedures currently undertaken by teachers which can be taken over by other staff	Recommended improvement measures
Management and Administration		
<i>School Administration</i>		
1. Issue of notices to parents	1.1 To draft notices and make necessary revision after seeking comments from senior teachers and school heads 1.2 To instruct clerical staff/janitors to print, sort and staple notices 1.3 To distribute notices to class teachers 1.4 To liaise with parents who have not yet returned reply slips and take follow-up action	⇒ Notices be combined and the number be reduced. Some schools have some notices drafted by clerical staff.
2. Collection of fees and charges	2.1 To deposit collections in banks and issue cheques 2.2 To liaise with those parents who have not yet paid or who have paid less and take follow-up action	⇒ Fees and charges be collected through banks to reduce staff workload. An aided school has launched a pilot scheme on collecting payments from students and recording library books borrowed and returned by students through the use of smart cards.
3. Compilation of statistics for reference by ED (e.g. information on new arrival children, students' weights/heights, training of teaching staff and paper consumption, etc)	3.1 To compile statistics 3.2 To submit statistics to ED	⇒ For several schools under the study, these duties are carried out by clerical staff.
4. Student admission	4.1 To collect application forms 4.2 To set up a database of applicants' particulars 4.3 To issue offer letters 4.4 To process students' registration (such as checking birth certificates and identity cards, etc)	⇒ For several schools under the study, these duties are carried out by clerical/secretarial staff.

Work items applicable to secondary and primary schools	Work procedures currently undertaken by teachers which can be taken over by other staff	Recommended improvement measures
	4.5 To input students' particulars into the School Administration and Management System (SAMS) 4.6 To enter students' particulars in students' files	
5. Student withdrawal	5.1 To update SAMS with relevant particulars 5.2 To report relevant particulars to ED	⇒ For several schools under the study, these duties are carried out by clerical staff.
6. Management of students' particulars (e.g. personal particulars, academic reports, non-academic achievements and attendance records)	6.1 To update SAMS 6.2 To print academic reports/certificates and to check particulars through SAMS 6.3 To check student's attendance records 6.4 To update students' files	⇒ Some schools under study have already adopted an automatic system to manage students' particulars. One government school and one aided school have been using bar-coded student cards and smart cards respectively for recording students' attendance. The job of inputting students' particulars into SAMS has been undertaken by non-teaching staff in many schools.
7. Production of student cards	7.1 To input students' data into the system and to scan students' photographs 7.2 To print student cards 7.3 To print replacement cards and collect charges for these cards 7.4 To supply badge bands to students and to collect charges	⇒ Printing of student cards be contracted out.
8. Tests and examinations	8.1 To collect past question papers 8.2 To print question papers	⇒ The possibility of reducing the frequency of tests and examinations be considered. A school-based item bank be set up with the assistance of non-teaching staff.
9. Preparing teaching aids for lessons	9.1 To videotape educational television programmes produced by the Education Television Section under ED 9.2 To prepare the necessary equipment for Physical Education lessons, e.g. to inflate basketballs	⇒ The jobs be taken over by non-teaching staff, or some of them be contracted out. In some schools under study, these duties are carried out by clerical staff or janitors.

Work items applicable to secondary and primary schools	Work procedures currently undertaken by teachers which can be taken over by other staff	Recommended improvement measures
	9.3 To have ready before lessons the necessary IT and audio-visual equipment	
10. Extensive reading schemes and self-learning scheme	10.1 To take stock of library books and keep inventory 10.2 To help distribute new books and worksheets to different classes	⇒ The jobs be carried out by non-teaching staff.
11. Fire drills	11.1 To post notices and routes of escape in classrooms and offices 11.2 To follow up on the logistics of fire safety talks	⇒ The jobs be carried out by non-teaching staff.
<i>Resource Management</i>		
12. School building	12.1 To conduct routine inspection on school furniture and equipment 12.2 To liaise with the Architectural Services Department/contractors on maintenance and improvement works for schools	⇒ For several schools under study, these duties are carried out by non-teaching staff. In some schools, janitors make reports on areas requiring maintenance/repair works.
13. Equipment management (TV sets, audio equipment, overhead projectors, LCD displays, video recorders, VCD players, DVD players, IT equipment and teaching aids)	13.1 To collect information about products 13.2 To procure equipment according to relevant tendering and purchasing procedures : to liaise with suppliers, call for quotations/tenders, place orders, arrange payment and receive goods, etc 13.3 To return defective equipment to suppliers 13.4 To carry out minor repairs 13.5 To liaise with suppliers/contractors for maintenance service 13.6 To write off equipment which is beyond economical repair 13.7 To control inventory	⇒ The jobs be carried out by, or with the assistance of, non-teaching staff, and certain processes of the tendering procedure be contracted out (e.g. collating information, analyzing tenders received and making recommendations). One aided school has contracted out the maintenance service for its IT equipment.

Work items applicable to secondary and primary schools	Work procedures currently undertaken by teachers which can be taken over by other staff	Recommended improvement measures
14. Procurement of consumables	14.1 To procure consumables (e.g. stamps, pen refills, films, tapes and video tapes) 14.2 To control inventory	⇒ For several schools under study, these duties are carried out by clerical staff.
15. Finance management (e.g. funds for school administration, extra-curricular activities and Parent-Teacher Associations)	15.1 To oversee the use of funds allocated 15.2 To supervise clerical staff in work relating to the management of funds allocation	⇒ For several schools under study, non-teaching staff are responsible for duties relating to accounting and bookkeeping.
<i>Human Resource Management</i>		
16. Employment of staff (new recruits/supply teachers/temporary teachers/student teachers and clerical staff)	16.1 To liaise with applicants 16.2 To determine the salary of supply/temporary teachers 16.3 To submit relevant documents to ED	⇒ For several schools under study, these duties are carried out by non-teaching staff.
17. Staff training	17.1 To handle the administrative procedures for applications from teachers for training courses 17.2 To liaise with selected contractors for procuring training service 17.3 To liaise with contractors for training programmes	⇒ Non-teaching staff should assist school heads/senior teachers to complete these jobs.
18. Staff development	18.1 To arrange venues, transport, etc for staff development activities	⇒ These duties be carried out by non-teaching staff.
19. Arranging supply teachers	19.1 To record requests for supply teachers 19.2 To contact prospective supply teachers 19.3 To notify supply teachers to report for duty 19.4 To update records of individual teachers requiring substitution	⇒ For several schools under study, these duties are carried out by clerical staff.

Work items applicable to secondary and primary schools	Work procedures currently undertaken by teachers which can be taken over by other staff	Recommended improvement measures
<i>Student Service and Welfare</i>		
20. Tuck shop management	20.1 To hold regular meetings with School Management Committees to decide on the items to be sold 20.2 To supervise janitors to operate tuck shops 20.3 To conduct quality check on food and drinks sold in tuck shops 20.4 To check the prices of tuck shop items 20.5 To inspect the hygienic conditions of tuck shops 20.6 To audit the accounts of tuck shops 20.7 To maintain discipline of students at tuck shops	⇒ Several schools under study do not operate a tuck shop. Other schools that consider tuck shop service necessary have either contracted out the operation of the service or installed vending machines for snacks and drinks.
21. Student Financial Assistance Schemes (Student Travel Subsidy Scheme, Cross-net Travel Subsidy Scheme and School Textbook Assistance Scheme)	21.1 To instruct janitors to obtain information leaflets and application forms from the Student Financial Assistance Agency (SFAA) 21.2 To issue notices to parents 21.3 To certify the identity of student-applicants 21.4 To check if information required in the application forms and documentary proofs (e.g. statement of income) have been provided 21.5 To check if bank names and account numbers tally with the information provided in the application forms 21.6 To check students' eligibility for the schemes according to the guidelines given by SFAA, and calculate initially the points scored by applicants 21.7 To submit application forms together with supporting documents to SFAA via school heads	⇒ Such duties are carried out by non-teaching staff in some schools under study. ED and SFAA have reviewed the operational procedures of these schemes and have proposed a set of streamlined procedures to enable clerical staff to take up some of the relevant jobs during the summer holidays. Details will be announced.

Work items applicable to secondary and primary schools	Work procedures currently undertaken by teachers which can be taken over by other staff	Recommended improvement measures
	21.8 To notify SFAA of any subsequent corrections of student particulars 21.9 To file relevant information	
22. Placing orders for textbooks, exercise books, school uniforms and supplementary teaching materials	22.1 To liaise with suppliers 22.2 To arrange with suppliers to sell textbooks, exercise books, school uniforms and supplementary teaching materials in schools 22.3 To follow up on cases of underpayment and defective goods	⇒ As most of the schools under study do not have such an arrangement, consideration may be given to do away with this service. Some schools only issue notices and price lists to parents who are to purchase relevant items direct from suppliers.
23. Handling of lost items and property found	23.1 To keep in custody found property 23.2 To return found property to owners 23.3 To keep records	⇒ The jobs are carried out by non-teaching staff in some schools under study. Schools may also consider arranging students to help carry out these duties.
24. Selling exercise books and school ties and badges on an irregular basis	24.1 To purchase relevant items from suppliers 24.2 To sell items to students direct or via class teachers 24.3 To take stock at the end of a school term	⇒ Some schools do not provide such service. Some primary schools have arranged the representatives of their PTAs to take up the jobs.
25. First aid	25.1 To administer first aid to students who are not hurt seriously 25.2 To procure treatment materials 25.3 To work out the list of students for first aid training 25.4 To supervise students who administer first aid to those who are not hurt seriously	⇒ In some schools under study, secretarial staff are required to receive first aid training, and provide first aid service.
26. Management of students' lockers	26.1 To keep records of locker users 26.2 To open lockers for students who have lost their keys 26.3 To arrange repair by janitors/contractors	⇒ The jobs be carried out by non-teaching staff.

Work items applicable to secondary and primary schools	Work procedures currently undertaken by teachers which can be taken over by other staff	Recommended improvement measures
<i>Extra-curricular Activities and Major School Events</i>		
27. Extra-curricular activities (e.g. classes for musical instruments, computer, sports, art and craft and lion/dragon dance)	27.1 To arrange for employment of selected instructors 27.2 To call up individual parents to promote extra-curricular activities	⇒ The jobs may be taken up by non-teaching staff, or schools can make use of community resources (e.g. children and youth centres in organising such activities). Instructors appointed by schools should be tasked to be responsible for promoting the activities concerned, if necessary.
28. Open Day	28.1 To coordinate with other teachers regularly regarding the progress of preparatory work 28.2 To coordinate the printing and distribution of invitation cards 28.3 To arrange pupils from other schools/kindergartens to visit the schools and attend classes 28.4 To supervise the clearing up after the event	⇒ Many schools have the jobs carried out by non-teaching staff, or they arrange students to assist in the work. Schools may consider organizing joint Open Day with other schools, or arrange to hold the Open Day with other activities at the same time so as to maximize the use of resources required.
29. Activities of Parent-Teacher Associations (PTAs) (e.g. talks, visits, picnics, fun fairs and annual dinners)	29.1 To liaise with the executive members of PTAs 29.2 To call up individual parents to invite them to participate in PTA activities 29.3 To compile statistics on participants 29.4 To liaise with organizations concerned to arrange for picnics and visits 29.5 To liaise with restaurants to arrange for annual dinners 29.6 To prepare audio-visual equipment and to decorate venues 29.7 To carry out miscellaneous duties such as printing of pamphlets, selection and purchase of karaoke discs and design and binding of karaoke albums	⇒ The jobs be carried out with the assistance of non-teaching staff.

Work items applicable to secondary and primary schools	Work procedures currently undertaken by teachers which can be taken over by other staff	Recommended improvement measures
30. Talks/performances (e.g. talks on sex education) by guests	30.1 To issue letters of invitation to speakers or to liaise with performers 30.2 To arrange/decorate venues 30.3 To arrange students to attend talks/performances	⇒ The jobs be carried out with the assistance of non-teaching staff.
31. Overseas visits	31.1 To liaise with officials, schools, travel agents and relevant organizations of the cities of visits 31.2 To arrange transportation and accommodation (e.g. air tickets, hotels and transportation in the cities of visits)	⇒ The jobs be carried out with the assistance of non-teaching staff.
32. Activities on Saturday mornings	32.1 To arrange venues for various activities 32.2 To arrange students to participate in various activities according to their interests	⇒ The jobs be carried out by non-teaching staff.
33. Outdoor educational activities (e.g. picnics, visits and camping)	33.1 To obtain information about places suitable for activities 33.2 To submit application forms and fees to organizations concerned 33.3 To coordinate with organizations concerned 33.4 To arrange transportation 33.5 To liaise with the police station in the district where the activity is held	⇒ In some schools under study, the jobs are carried out by non-teaching staff or parents.
34. Inter-school competitions (e.g. sports, music, speech, graphic design and essay-writing)	34.1 To complete application forms and submit them to organizing bodies 34.2 To arrange training venues and transportation, etc	⇒ The jobs be carried out by non-teaching staff.

Work items applicable to secondary and primary schools	Work procedures currently undertaken by teachers which can be taken over by other staff	Recommended improvement measures
35. Decoration of school premises for major activities/events (e.g. festive activities and open days and receiving guests and visitors)	35.1 To conduct manual work such as hoisting flags, setting up display boards and drilling holes with an electric drill 35.2 To supervise the clearing up of venues after functions	⇒ In some schools under study, the duties are carried out by non-teaching staff.
<i>Public Relations and Social Services</i>		
36. Receiving guests and visitors (ED staff, scholars and students, the press, mainland officials and overseas guests)	36.1 To prepare name list/badges/information leaflets 36.2 To prepare refreshments 36.3 To take photographs and arrange videoing	⇒ Some schools under study assign non-teaching staff to carry out these duties, or have some of the work contracted out.
37. Newsletters	37.1 To liaise with contractors for graphic design/editing/printing/delivery 37.2 To follow up on unsatisfactory printing materials and payment matters 37.3 To distribute newsletters to students and other schools	⇒ Some schools under study assign non-teaching staff to carry out these duties and encourage students to participate in the production of newsletters.
38. Fund raising activities	38.1 To liaise with organizations concerned 38.2 To count donations received 38.3 To compile statistics 38.4 To organise activities (e.g. to raise fund by planting and selling plants)	⇒ Non-teaching staff be assigned to carry out these duties. Schools may consider collecting donations through bank service so as to reduce their work. In some schools under study, PTAs also participate in the planning and organization of fund raising activities.

Work items generally applicable to primary schools only	Work procedures currently undertaken by teachers which can be taken over by other staff	Recommended improvement measures
39. Management of library corners	39.1 To purchase new books 39.2 To record and wrap new books and to place them on book shelves 39.3 To take stock of library books and to write off obsolete ones	⇒ Some schools under study have made use of IT to catalogue books and to process the procedures for loan and return of library books. In some other schools, non-teaching staff and students help in running school libraries.
40. School bus service	40.1 To liaise with service providers on the daily operation of the service 40.2 To ensure punctuality is observed 40.3 To handle complaints	⇒ Most secondary schools do not provide the service. Some primary schools are assisted by their PTA representatives.
41. Student Health Service/School Dental Care Service	41.1 To obtain application forms and information leaflets from the Department of Health (DH) 41.2 To check information provided in the application forms by parents 41.3 To compile statistics 41.4 To submit to DH application forms, name lists of students and school calendars 41.5 To put remarks on the attendance records of those students not joining the services 41.6 To receive from DH check-up notices and maps showing the locations of the health centres 41.7 To liaise with DH on missing notices	⇒ For some schools under study, some of the duties are carried out by non-teaching staff. For School Dental Care Service, many schools choose not to use the coach service for Primary 1 to 4 students provided by DH. Instead, the appointments are to be arranged by DH, and parents will take their children to designated dental clinics for the service.

Work items generally applicable to primary schools only	Work procedures currently undertaken by teachers which can be taken over by other staff	Recommended improvement measures
42. Arrangement for vaccination	42.1 To liaise with DH 42.2 To arrange place for vaccination 42.3 To update vaccination records of individual students 42.4 In case there are students who will not receive vaccination, to check whether their parents have so indicated in reply slips, and, if not, to follow up	⇒ For some schools under study, some of the duties are carried out with the assistance of non-teaching staff.

Work items generally applicable to secondary schools only	Work procedures currently undertaken by teachers which can be taken over by other staff	Recommended improvement measures
43. Application for external examinations	43.1 To obtain application forms from examination authorities (e.g. the Hong Kong Examinations Authority) 43.2 To stick photographs of students on their identification forms and to stamp school chop on these forms 43.3 To post up information regarding examination venues for students' reference	⇒ The jobs be carried out by non-teaching staff.
44. Library management	44.1 To purchase new books and other materials (e.g. tapes, video tapes and VCDs, etc) 44.2 To print labels and stamp school chop on books and other materials 44.3 To record and wrap new books and to place them on book shelves 44.4 To take stock of library books and to write off obsolete ones 44.5 To input data of books/other materials into the library system <u>Publications/Newspapers</u> 44.6 To call quotations, place orders, record publications delivered and display publications and newspapers <u>Library equipment</u> 44.7 To see to routine maintenance of, and repairs to, library equipment, e.g. photocopiers, air-conditioners and computers 44.8 To liaise with contractors for repair and to test the functions of the equipment after repair	⇒ In some schools, these duties are carried out with the assistance of non-teaching staff.

Work items generally applicable to secondary schools only	Work procedures currently undertaken by teachers which can be taken over by other staff	Recommended improvement measures
	44.9 To change ribbon/toner cartridge for printers 44.10 To keep inventory <u>Library administration</u> 44.11 To process the procedures for loan and return of library books/other materials by students and teachers 44.12 To check library books/other materials returned and to put them back on shelves 44.13 To check receipts and invoices of library books/other materials procured 44.14 To compile statistics on library users and information on loan of books	
45. Careers guidance	45.1 To post up careers information 45.2 To file careers-related information	⇒ The jobs be carried out by non-teaching staff.
46. Activities of student associations/alumni associations	46.1 To follow up on venues and equipment required for activities run by these associations	⇒ The jobs be carried out by non-teaching staff.