

# WWF-Hong Kong Mainstreaming Sustainability into Local Primary School Curriculum

## Self-evaluation Guideline of Whole School Approach Indicator

The guideline aims to provide schools with a blueprint for self-evaluation using the six assessment criteria of the Whole School Approach Indicator. Schools can use the indicator to review the current status of promoting education for sustainable development (ESD), and to enhance areas needing improvement for yearly school planning.

### Steps of Whole School Approach Annual Self- Evaluation

1

#### Planning for a workshop

How long: 90-120 minutes    Where: On campus    Who: All staff  
Materials: This guide, papers, pens, self-evaluation table (Appendix), coloured round stickers (large and small)

2

#### Discussion

Divide into 6 teams, each team assesses one of the six aspects according to the assessment criteria and select a mark (3 marks as maximum)

3

#### Sharing

Each team shares comments on the assigned aspect and the host posts the marks on a chart with large blue round stickers (see picture1)

4

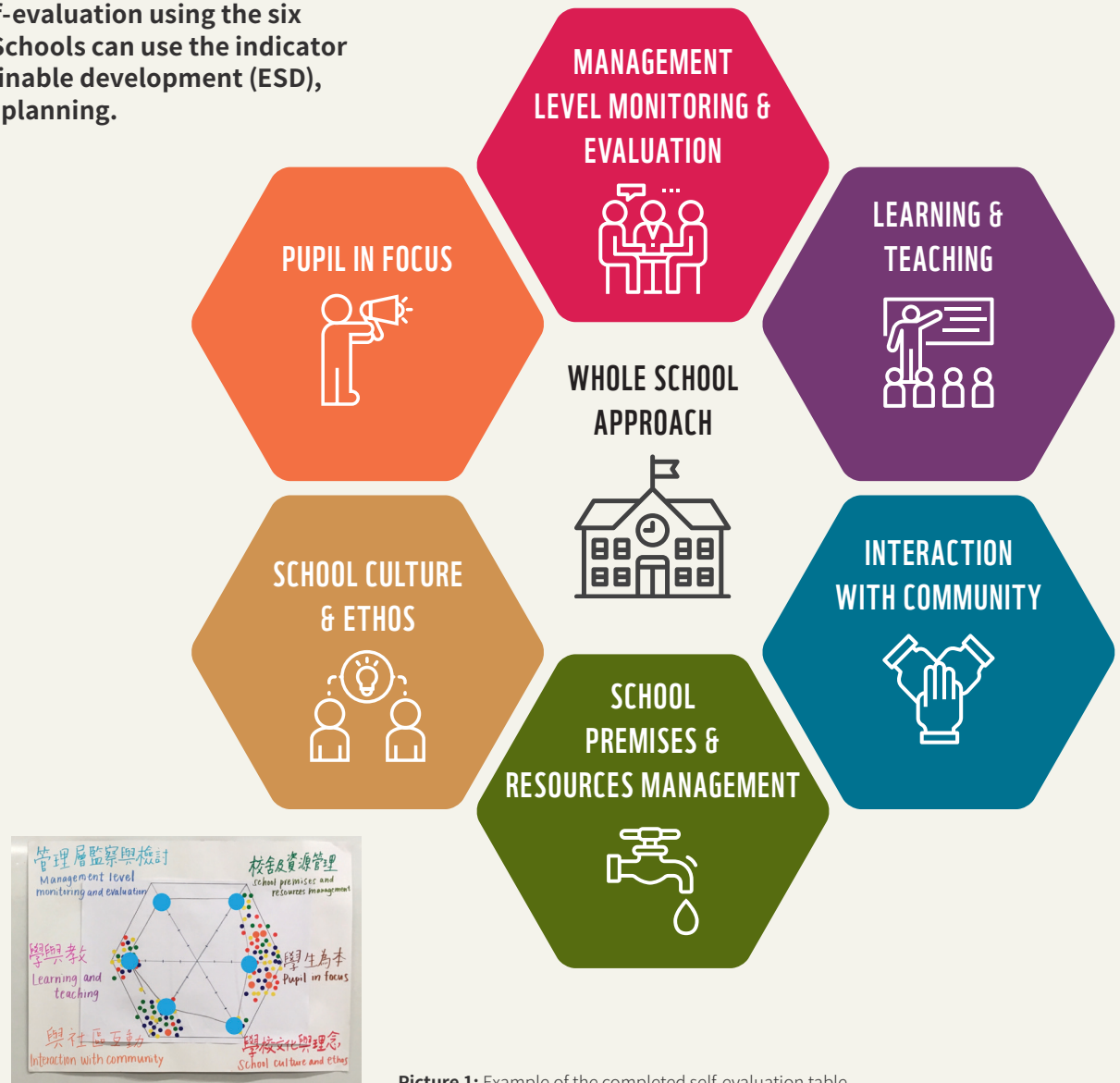
#### Brainstorming

Invite all school personnel to vote for the aspects that they think need improvement by placing 3 coloured small stickers on the chart. Invite each team to discuss and offer suggestions

5

#### Follow-up

School management sets up a team to look into the suggestions (P. 12)



Picture 1: Example of the completed self-evaluation table



## Aspect 1: Learning and Teaching

- Schools promote Education for Sustainable Development (ESD) in a holistic and action-oriented approach
- Schools value the comprehensive growth of students in terms of knowledge, values and attitudes acquired
- Offer teacher ESD training opportunities

### Assessment Criteria

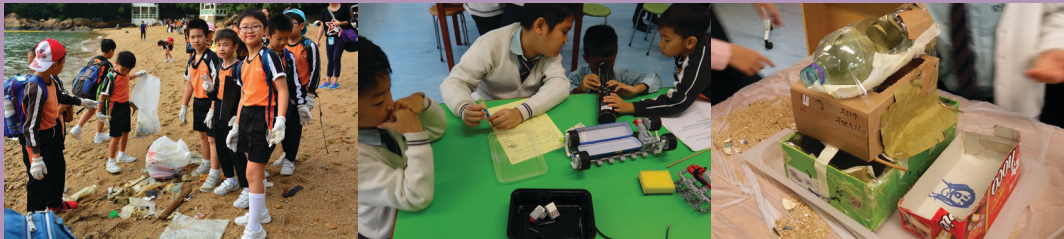


Indicator	3 marks: Advance	2 marks: Intermediate	1 mark: Elementary	0 mark: Yet to implement
<b>1.1 Diversified Learning and Teaching Approach</b>	<ul style="list-style-type: none"> <li>• Integrate sustainable living into school curriculum with <b>comprehensive plan of syllabus and activities</b></li> <li>• School curriculum includes <b>outdoor learning and interdisciplinary learning experiences</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Most</b> teachers have attempted to use a variety of teaching and learning methods</li> <li>• Promote <b>students' autonomy with inspirational teaching approach</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>A few</b> teachers have attempted to use a variety of teaching and learning methods</li> <li>• School attempts to incorporate <b>fun, engagement and real experience in school curriculum</b></li> </ul>	<ul style="list-style-type: none"> <li>• The school uses conventional teaching and learning methods</li> <li>• Teacher-centred learning within classrooms</li> </ul>
<b>1.2 Value and Attitude</b>	<ul style="list-style-type: none"> <li>• Nurture positive change among students <b>gradually in the long run</b></li> <li>• Provide <b>opportunity for practices</b> and an <b>evaluation system</b></li> </ul>	<ul style="list-style-type: none"> <li>• Transform students' value and attitude actively through a more <b>interactive</b> teaching approach</li> <li>• Apply this element <b>in most of the curriculum and the activities</b></li> </ul>	<ul style="list-style-type: none"> <li>• School values knowledge gains and attempts to incorporate positive values and attitudes in <b>teaching</b></li> <li>• ESD in school is <b>unilateral</b>, such as putting up signages and giving reminders</li> </ul>	<ul style="list-style-type: none"> <li>• Focus solely on students' gaining <b>knowledge</b></li> </ul>
<b>1.3 Professional Development for Teachers</b>	<ul style="list-style-type: none"> <li>• <b>All</b> teachers participate in ESD teacher training</li> <li>• Provide <b>regular</b> training opportunities every year</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Most</b> teachers participate in ESD teacher training</li> <li>• Provide <b>occasional</b> training opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Some</b> teachers participated in ESD teacher training</li> </ul>	<ul style="list-style-type: none"> <li>• <b>None</b> of the teachers participated in ESD training</li> </ul>



## Aspect 1: Learning and Teaching

### Exemplar

School	Content
<b>Chung Sing School</b>	(1) Interdisciplinary learning: conduct interdisciplinary project with 'Sustainable Development' and practicing 'green living' as the main themes (2) Continuous promotion of moral and civic education, nurture positive value and attitude among students (Using "Appreciation" as the central theme across a school year and cultivate appreciation towards humanity and nature)
<b>Xianggang Putonghua Yanxishe Primary School of Science and Creativity</b>	Teachers regularly participate in training and workshops on environmental protection - Green school teacher workshops - Attend "Eco-tourism training courses"
<b>Shun Tak Fraternal Association Ho Yat Tung Primary School</b>	Integrate ESD into all subjects of all grades. For example, P.2 students conduct surveys on classmates' habits on waste reduction in Maths lesson and present the results in bar charts
<b>Combine marine litter and STEM for project-based learning</b>	
<b>Shek Lei St. John's Catholic Primary School</b>	Collect plastic bottles for making stop-motion animation and 3D artwork.
<b>Sha Tin Wai Dr. Catherine F. Woo Memorial School</b>	Beach clean-up at Hoi Mei Wan Beach and conduct further discussion at school. Students brainstorm ways to make their own "waste classifying tool".
<b>C.C.C Wan Chai Church Kei To Primary School (Kowloon City)</b>	After collecting and categorising marine beach litter, students make their own device for filtering plastic debris from the sand. 



## Aspect 2: Pupil in Focus

- Encourage and appreciate students' creativity in ESD and provide opportunities for practical application
- Involve students in developing school-based policies related to sustainability

### Assessment Criteria



Indicator	3 marks: Advance	2 marks: Intermediate	1 mark: Elementary	0 mark: Yet to implement
Participation and Autonomy	<ul style="list-style-type: none"> <li>· Develop a student participatory mechanism to regularly <b>collect feedback</b> and provide <b>practice opportunities</b></li> <li>· <b>All students</b> can take part in policy making</li> </ul>	<ul style="list-style-type: none"> <li>· Teachers arrange time for student to <b>reflect and provide feedback</b> in some subjects or other learning opportunities</li> <li>· <b>Student representatives</b> can take part in policy making</li> </ul>	<ul style="list-style-type: none"> <li>· <b>Top-down approach</b> in policy decisions</li> <li>· Some students are consulted but <b>their opinions are less likely to be considered</b></li> </ul>	<ul style="list-style-type: none"> <li>· <b>Top-down approach</b> in policy decision</li> <li>· Students are never consulted</li> </ul>

### Exemplar


School	Content
<b>Carmel Alison Lam Primary School</b>	<b>"Young Pioneers" of environmental protection</b> <ol style="list-style-type: none"> <li>1. Central broadcast of weather report in school e.g. temperature, humidity, weather warnings etc.</li> <li>2. Students vote for whether they would turn off air conditioning in their own classroom during recess</li> <li>3. Teacher set goals (e.g. turn off air-conditioning for at least 10 days a month) at each stage and reward class for achieving the goals</li> <li>4. Analyse and report the effectiveness of electricity usage to students</li> </ol>
<b>Dr. Catherine F. Woo Memorial School</b>	<div> <b>Student consultation committee</b> <ol style="list-style-type: none"> <li>1. Promote civic education through student council, provide a platform for students to experience fair election and to voice their opinions</li> <li>2. All students vote and elect class representatives for the student committee</li> <li>3. Class representatives collect students' opinions and attend meetings four times a year to reflect the collected opinions</li> </ol> </div> <div> <b>Nature Protector</b> <ol style="list-style-type: none"> <li>1. Teacher-in-charge nominates 20 members</li> <li>2. Teacher organises learning activities according to members' interests</li> <li>3. Encourage members to work on independent projects according to their interest</li> <li>4. The team regularly monitors the progress of sustainable living in school and gives suggestions for improvement, e.g. promoting during morning assembly less use of plastic cutlery and containers</li> </ol> </div>
<b>Xianggang Putonghua Yanxishe Primary School of Science and Creativity</b>	<b>"No Plastic Fast Lane"</b> <ol style="list-style-type: none"> <li>1. Students participate in WWF's Agent Green Student Ambassador Training Programme (2017-2018), which aims to develop students passion in promoting a sustainable campus through interactive and student-centred learning approach</li> <li>2. Students observe the use of disposable products on campus with teacher assistance</li> <li>3. Students initiate their own campus action at the tuck shop based on the observation. Students who bring their own reusable utensils and containers could buy snacks in the fast lane</li> <li>4. At morning assembly students promote the importance of bringing own cutlery and containers and review daily effectiveness of the fast lane</li> </ol>



## Aspect 3: School Premises and Resources Management

- Responsible use of resources: integrate sustainability principles in policies related to procurement, waste management, energy and water usage
- Design and manage school premises according to sustainability principles, such as using natural lighting, solar energy and optimising building location and orientation to enhance air ventilation
- Make school operation an exemplar for sustainability

### Assessment Criteria

Indicator	 3 marks: Advance	2 marks: Intermediate	1 mark: Elementary	0 mark: Yet to implement
3.1 Procurement	<ul style="list-style-type: none"> <li><b>All</b> procurement is done with sustainable development as the primary consideration</li> </ul>	<ul style="list-style-type: none"> <li><b>Some</b> procurement is done with sustainable development as the primary consideration</li> </ul>	<ul style="list-style-type: none"> <li>Possess <b>knowledge</b> of green procurement principles</li> <li>Consider <b>other factors</b> before sustainable development in procurement</li> </ul>	<ul style="list-style-type: none"> <li><b>Do not possess knowledge</b> of green procurement principles</li> </ul>
3.2 Waste Management	<ul style="list-style-type: none"> <li><b>Ban</b> the use of disposable products</li> <li><b>Zero food waste</b> on campus</li> </ul>	<ul style="list-style-type: none"> <li><b>Minimise</b> the use of disposable products</li> <li><b>Minimise</b> food waste</li> </ul>	<ul style="list-style-type: none"> <li><b>Encourage recycling, reuse and replacement</b></li> <li><b>Yet to reach the goal of minimising</b> the use of disposable products (plastic, metal, paper etc.)</li> </ul>	<ul style="list-style-type: none"> <li><b>Do not know</b> how to integrate principles of sustainable development into use of resources</li> </ul>
3.3. Design and Management of School Premises	<ul style="list-style-type: none"> <li>Use of <b>renewable energy</b></li> <li>Practising minimal use of energy, water and paper</li> </ul>	<ul style="list-style-type: none"> <li>Practising <b>minimal use</b> of energy, water and paper</li> </ul>	<ul style="list-style-type: none"> <li><b>Traditional use of</b> energy and water</li> </ul>	<ul style="list-style-type: none"> <li><b>Do not know</b> how to integrate principles of sustainable development into design and management of school premises</li> </ul>
3.4 Monitoring and Evaluation	<ul style="list-style-type: none"> <li>Regularly collect and record data of resource use in <b>all aspects</b></li> <li><b>Regularly</b> evaluate data and improve the effectiveness of resource use</li> </ul>	<ul style="list-style-type: none"> <li>Regularly collect and record data of resource use in <b>most aspects</b></li> <li><b>Occasionally</b> evaluate data and improve the effectiveness of resource use</li> </ul>	<ul style="list-style-type: none"> <li>Regularly collect and record data of resource use in <b>a few aspects</b></li> <li>But the data is <b>never checked out</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Do not have</b> a monitoring and evaluation system for use of resources</li> </ul>



## Aspect 3: School Premises and Resources Management

### Exemplar

#### School

#### Chiu Yang Por Yen Primary School

#### Content

Established a detailed guideline of measures on sustainable use of water, electricity, and paper, and emphasises regular evaluation and follow-up.

### 妥善處理廢物及紙製品指引

學校為減少廢物的產生，就以下各方面制定指引：

#### 1. 減少廢物的安排

- 校內各處張貼告示及備忘，鼓勵教職員及學生減少製造廢物。

#### 2. 重用及減少應用紙製品的方法

1. 在教室內張貼紙張回收指引；
2. 在學校擺放廢紙、海報、信箋及公文袋回收箱，收集不能再用的紙類製品；
3. 在教員室打影機旁擺放單面廢紙及廢紙回收箱，將紙張分類重用；
4. 各班在課室內設置廢紙回收箱；
5. 鼓勵老師利用舊海報、單面廢紙等作教學用途；
6. 鼓勵教職員、學生及家長利用內聯網的電郵系統發佈資訊，避免紙張浪費；
7. 鼓勵老師雙面影印；
8. 教職員會考慮清楚宣傳品的印刷量；
9. 傳閱各活動計劃書，並將文件檔案儲存於內聯網的佈告板內，方便同事閱覽，以代替每人一份文件；
10. 重用信封及公文袋；
11. 重用用過一面的紙張，如製成便條紙；
12. 利用海報包裝禮物，或不用包裝紙。

#### 3. 回收廢物的途徑

- 設立廢物分類回收箱；
- 儲存經分類的廢物，待有適當份量後再聯絡廢物收集商作回收。
- 每年舉行「環保月」，鼓勵各持分者將舊衣物、玩具、廢紙、校服等回收。

(In Chinese only. Retrieved from [http://www.cypy.edu.hk/green\\_school/](http://www.cypy.edu.hk/green_school/))



### WWF-Hong Kong School Procurement Policy 2019

To encourage sustainable living in schools' daily operation, WWF-Hong Kong has designed a "School Procurement Policy" listing common procurement items, recommended green specifications and the importance thereof.

Schools could integrate the recommendations in their environmental policy, and monitor continuously the usage of resources. Some partner school teachers have even used these green products as teaching materials, demonstrating the way to live sustainably in campus!



Procurement Items	Recommended Green Specifications for Products	Importance	Additional Information
 Cleaning products (Sanitary Detergent and soap, etc.)	<ul style="list-style-type: none"> <li>Products should not contain halogenated substance or solvents, (Alkylphenol ethoxylates (APEOs), including reactive chlorine compounds (Ethylenedi-aminetetraacetic acid, (EDTA))</li> <li>Purchase only products with the following product declarations: <b>No chlorine compounds/ No phosphate or phosphonates / Biodegradable!</b></li> </ul>	<ul style="list-style-type: none"> <li>APDEs are persistent in wastes. They tend to bioaccumulate and their toxicity have detrimental impact on aquatic organisms!</li> <li>EDTA might affect human health!</li> </ul>	<ul style="list-style-type: none"> <li>Refer to Hong Kong government green procurement by the Environmental Protection Department and learn about green specifications!</li> <li>Some examples of products (for reference only): <ul style="list-style-type: none"> <li>Orange House<sup>1</sup></li> <li>OT Farm<sup>2</sup></li> <li>Panda Shop Good Natured<sup>3</sup></li> <li>Homemade natural cleaning solution<sup>4</sup></li> </ul> </li> </ul>
 Plastic products	<ul style="list-style-type: none"> <li>Do not purchase and provide single-use plastic products (Examples at the tuck shop are plastic food bags, Styrofoam containers, cutlery and plastic bottled soft drinks from vending machines etc.)</li> <li>Use <b>reusable containers</b> and ideally encourage students to bring their own food containers and reusable cutlery</li> </ul>	<ul style="list-style-type: none"> <li>Plastic is the third largest category of solid waste in Hong Kong, takes up nearly 20% of all waste<sup>5</sup></li> <li><b>60-80%</b> of waste collected from the coastline, coastal waters and underwater are plastic products. The ten most common categories are all <b>disposable plastic products</b> which cause serious threat to the marine habitat<sup>6</sup></li> <li>A plastic bottle requires one fourth of its volume of crude oil in its production. Crude oil is a type of non-renewable resources. The refinery process and transportation of crude oil always cause serious pollution to the surrounding environment!</li> </ul>	

WWF-Hong Kong School Procurement Policy 2019



WWF has tailor-made a "Green Procurement Policy" for local schools. The policy includes a whole range of product types such as cleaning supplies, plastic products, electronics, wooden furniture and paper products, stationery, textile and clothing, coach hiring, food and palm oil.



## Aspect 4: Interaction with Community

- Schools actively promote sustainability to parents and the neighbourhood
- Schools appreciate the participation of parents, school staff and the government
- Students are competent in promoting sustainability to the community

### Assessment Criteria



Indicator	3 marks: Advance	2 marks: Intermediate	1 mark: Elementary	0 mark: Yet to implement
<b>Interacting with parents, government, school board and the community</b>	<ul style="list-style-type: none"> <li>· School <b>officially</b> establishes long-term interaction and cooperation with parties below and builds good exemplar of sustainable development               <ul style="list-style-type: none"> <li>- Parents</li> <li>- Parent Teacher Association (PTA)</li> <li>- School board</li> <li>- Government</li> <li>- Community and organisation nearby</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>· School and community have begun establishing an <b>interactive partnership</b> or established close partnership with certain parties</li> <li>· Parents are involved in campus life and have an understanding of sustainable development</li> <li>· Students establish a partnership with the community to actively address local environmental problems</li> </ul>	<ul style="list-style-type: none"> <li>· Limited <b>cooperation</b> with community on <b>certain issues</b></li> <li>· Communicate, promote and share green measures on campus with the community</li> </ul>	<ul style="list-style-type: none"> <li>· <b>Do not establish any partnership</b> with community but invite cooperation when necessary</li> <li>· Do not have frequent communication with community</li> </ul>

School may consider establishing long-term cooperation with:



**Social Welfare Organisations**



**Green Groups**



**Social Enterprises**



**Community Organisations**





**Small Shops in the Community**





## Aspect 4: Interaction with Community

### Exemplar

School	Content
Shek Lei St. John's Catholic Primary School	Co-organise "Service Learning Day" with The Boys' and Girls' Clubs Association of Hong Kong; F.4 students run community booth promoting "Say no to shark fin" and "Reducing food waste"
Tseung Kwan O Government Primary School	<p>Easy Exchange programme: student donates new stationery to the "Stationery Bank"</p> 
Chiu Yang Por Yen Primary School	<p>Environmental Protection Week: school invites parents volunteers. Parents help out in activities and gain a better understanding of ESD</p> 





## Aspect 5: Management Level Monitoring & Evaluation

- Schools actively organise, practice, monitor, evaluate, reflect and review items, policies and activities related to sustainability
- Develop good exemplars through consistent monitoring and evaluation of green actions on campus

### Assessment Criteria



Indicator	3 marks: Advance	2 marks: Intermediate	1 mark: Elementary	0 mark: Yet to implement
<b>School-based Assessment</b>	<ul style="list-style-type: none"> <li>• <b>Most students</b> can take part in monitoring and evaluation</li> <li>• Management level implements <b>policy for evaluation</b>, equips teachers with effective skills to evaluate, and utilises assessment data / information to review the effectiveness of school policy</li> <li>• <b>Develop good exemplar</b> through constant monitoring and evaluation of green actions and campus policies</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Some students</b> take part in monitoring and evaluation</li> <li>• Management level or a dedicated ESD team <b>monitors and evaluates most of the green measures</b></li> <li>• Introduce <b>diversified assessment mode</b> to reflect students' general performance and effectiveness of sustainable actions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Student-led environmental group</b> takes part in evaluation of green actions on campus</li> <li>• Management level or a dedicated ESD team <b>only monitors and evaluates a few green measures</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>No management or monitoring</b> on green measures and actions on campus and therefore cannot provide objective evaluation on their effectiveness</li> </ul>

### Exemplar

School	Content																																																																															
Ma On Shan Ling Liang Primary School	<p>Teachers and students together measure the amount of weekly food waste and display food waste records at eye-catching spots on campus</p> <table><tr><th colspan="10">馬鞍山靈糧小學 每星期廚餘統計表</th></tr><tr><th rowspan="2">日期</th><th colspan="3">地下飯堂</th><th colspan="3">天台飯堂</th><th colspan="3">教員室</th></tr><tr><th>人數</th><th>廚餘重量</th><th>平均廚餘 (每人)</th><th>人數</th><th>廚餘重量</th><th>平均廚餘 (每人)</th><th>人數</th><th>廚餘重量</th><th>平均廚餘 (每人)</th></tr><tr><td>11/9</td><td>445</td><td>2.6 kg</td><td>0.0058 kg</td><td>395</td><td>2.4 kg</td><td>0.0061 kg</td><td>20</td><td>0.04 kg</td><td>0.002 kg</td></tr><tr><td>12/9</td><td>445</td><td>2.2 kg</td><td>0.0049 kg</td><td>395</td><td>2.1 kg</td><td>0.0053 kg</td><td>22</td><td>0.03 kg</td><td>0.0014 kg</td></tr><tr><td>13/9</td><td>445</td><td>2.3 kg</td><td>0.0052 kg</td><td>395</td><td>2.2 kg</td><td>0.0056 kg</td><td>19</td><td>0.02 kg</td><td>0.0011 kg</td></tr><tr><td>14/9</td><td>445</td><td>2.5 kg</td><td>0.0056 kg</td><td>395</td><td>2.3 kg</td><td>0.0058 kg</td><td>23</td><td>0.05 kg</td><td>0.0022 kg</td></tr><tr><td>19/9</td><td>445</td><td>2.4 kg</td><td>0.0054 kg</td><td>395</td><td>2.5 kg</td><td>0.0063 kg</td><td>21</td><td>0.03 kg</td><td>0.0014 kg</td></tr></table>	馬鞍山靈糧小學 每星期廚餘統計表										日期	地下飯堂			天台飯堂			教員室			人數	廚餘重量	平均廚餘 (每人)	人數	廚餘重量	平均廚餘 (每人)	人數	廚餘重量	平均廚餘 (每人)	11/9	445	2.6 kg	0.0058 kg	395	2.4 kg	0.0061 kg	20	0.04 kg	0.002 kg	12/9	445	2.2 kg	0.0049 kg	395	2.1 kg	0.0053 kg	22	0.03 kg	0.0014 kg	13/9	445	2.3 kg	0.0052 kg	395	2.2 kg	0.0056 kg	19	0.02 kg	0.0011 kg	14/9	445	2.5 kg	0.0056 kg	395	2.3 kg	0.0058 kg	23	0.05 kg	0.0022 kg	19/9	445	2.4 kg	0.0054 kg	395	2.5 kg	0.0063 kg	21	0.03 kg	0.0014 kg
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### Diversified assessment modes for General Studies

The Education Bureau sets up different assessment modes for General Studies for teachers to recognise students learning process

(Reference: A Framework of Assessment Practices for General Studies, p.158, Adapted from Shirley Clarke, 2001)






## Aspect 6: School Culture and Ethos

- Create a campus vision of "living in harmony with nature"
- Involve all school staff in decision-making
- Incorporate ESD into school ethos, vision and policies

### Assessment Criteria

Indicator	 3 marks: Advance	2 marks: Intermediate	1 mark: Elementary	0 mark: Yet to implement
6.1 Whole School Approach	<ul style="list-style-type: none"> <li>• All students, teachers, school staff and Parents Teachers Association (PTA) involve in decision-making and actively promote ESD</li> <li>• School cooperates with the community to foster sustainable development</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All students, teachers, and school staff are in the process</b> of implementing whole school approach to promote ESD</li> </ul>	<ul style="list-style-type: none"> <li>• <b>A few teachers are aware of and are interested in</b> implementing whole school approach to promote ESD</li> </ul>	<ul style="list-style-type: none"> <li>• School <b>is not aware of or does not understand</b> the concept of ESD. <b>School leadership team</b> makes related decisions.</li> </ul>
6.2 Whole School Policy	<ul style="list-style-type: none"> <li>• School <b>has embedded ESD</b> in school mission, vision and school policies, and is supported and recognised by <b>all school stakeholders such as parents and the community</b>.</li> <li>• School <b>has established</b> management policies based on ESD principles</li> </ul>	<ul style="list-style-type: none"> <li>• School <b>values ESD in school operation</b> and emphasises ESD as main focus of school policy. School staff and students understand it</li> <li>• School is <b>establishing</b> management policies based on ESD principles</li> </ul>	<ul style="list-style-type: none"> <li>• School <b>is considering or has embedded</b> ESD in school operations within limited areas</li> <li>• School <b>intends to establish</b> management policies that are based on ESD principles</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Few or no school members</b> understand ESD and have no intention to incorporate it as part of school policy</li> <li>• School has <b>no intention of incorporating</b> ESD as principle for management policies</li> </ul>



## Aspect 6: School Culture and Ethos

### Exemplar

School	Content
<b>Chung Sing School</b>	<ol style="list-style-type: none"> <li>Incorporate "Sustainable Development" into school development concerns and enhance the implementation of environmental education:</li> <li>School development plan 2018-2019               <ol style="list-style-type: none"> <li>Use information and technology effectively and practice self-directed learning</li> <li>Actualise the principle of sustainable development and create a caring, environmentally friendly campus</li> <li>Strengthen moral education and develop positive values towards life (especially relating to respect)</li> </ol> </li> </ol>  <p>(In Chinese only. Derived from <a href="http://www.chungsing.edu.hk/year/report/1819/C1.pdf">http://www.chungsing.edu.hk/year/report/1819/C1.pdf</a>)</p>
<b>Tseung Kwan O Government Primary School</b>	<p>Set up a dedicated page for environmental education on school website and regularly update campus' environmental information</p> 

### Feature Stories of School Culture and Ethos:



Chung Sing School



Xianggang Putonghua Yanxishe Primary School of Science and Creativity



Marymount Primary School



Ma On Shan Ling Liang Primary School



Tseung Kwan O Government Primary School



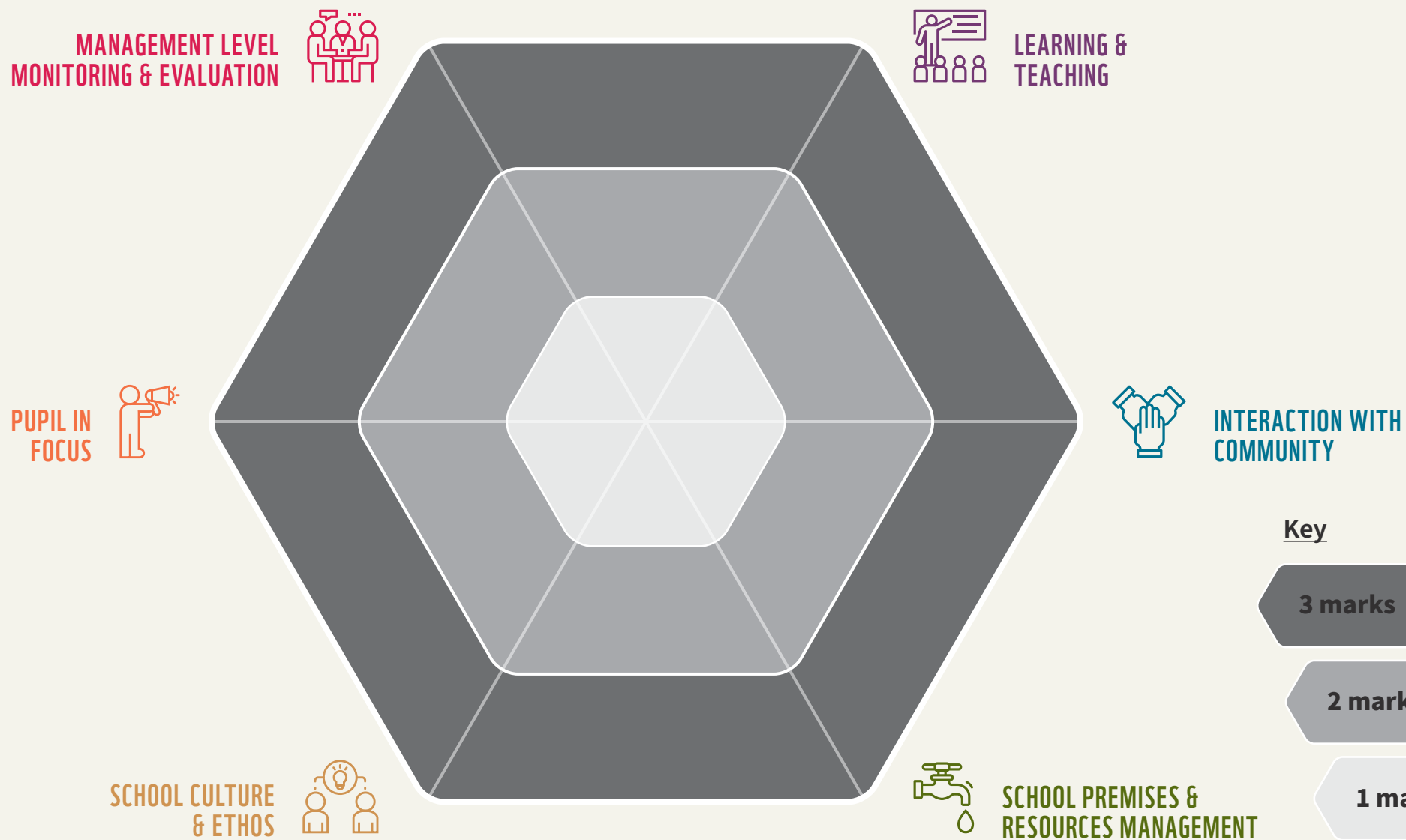
Shun Tak Fraternal Association Ho Yat Tung Primary School

**After a thorough discussion on the Whole School Approach, a dedicated team may complete the sheet below based on the chosen aspect for improvement, and to further promote ESD.**

<b>Name</b>	
<b>Action Plan</b>	
<b>Time frame</b>	
<b>Project members (e.g. Curriculum Development Officer, Subject Panel)</b>	
<b>Relevance to sustainable development programme</b>	
<b>Project aim</b>	
<b>Project outcome</b>	
<b>Evaluation (e.g. student questionnaire, teacher comments)</b>	
<b>Estimated resources for the project (e.g. capital, professional skills and guidance, etc.)</b>	

# Whole School Approach Self-evaluation Table

## APPENDIX



School name \_\_\_\_\_

Date of assessment \_\_\_\_\_