



Excellence in learning through
commitment to students
卓越教育 作育英才

HANDBOOK FOR SCHOOL COUNCILLORS

2008 – 2009

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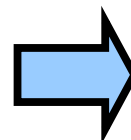
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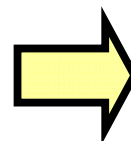
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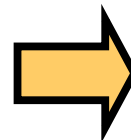
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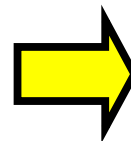
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THAT SCHOOLS MAY CHOOSE TO USE



ESF ORDINANCE/REGULATION



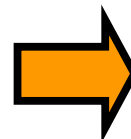
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ABOUT ESF



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DEVELOPMENT OF THE FOUNDATION

The English Schools Foundation was established in 1967 to provide a modern liberal education through the medium of the English language for those who could benefit from it. ESF prides itself on the significant and essential contribution it makes to Hong Kong's role as an international centre by providing high quality and cost-effective education through the English language. Our logo is "Excellence in learning through commitment to students".

All ESF schools are co-educational day schools with a non-selective intake. The only admission requirement is the ability to benefit from an education in the medium of English. All ESF primary schools are introducing the Primary Years Programme (PYP) of the International Baccalaureate Organisation (IBO). The Primary Curriculum Scope and Sequence Documents draw from the English National Curriculum, particularly as regards English, Mathematics and Science as well as from the International Baccalaureate Organisation's Learners' Profile. Students' progress in learning is monitored carefully through regular assessment – we use external assessment tools like the Primary and the Interactive Computerised Assessment System (InCAS), both from the University of Durham, England, for some year groups.

We are currently debating the shape of the curriculum for 11 – 16 year olds. Currently it is largely based on the English National Curriculum, adapted to a Hong Kong context. Students sit the English GCSE examinations at 16, and some students take certain subjects early. The International Baccalaureate Diploma has been in place in all secondary school for post-16 students from August 2007. The ability range of many students is high. ESF students achieve high standards and a large proportion go on to the best universities world-wide.

ESF has grown from two original schools (Island and Beacon Hill) to its current portfolio of nine primary schools, five secondary schools and one school for children with severe learning difficulties. Eight schools, six primary and two secondary, have specific provision for students with special educational needs. Additionally, ESF has invested in two Private Independent Schools and ESF Educational Services runs three kindergartens for children from 3-5 years. From an original intake of students that was 70% British expatriate, ESF has increasingly served new 'markets'; returning Hong Kong families holding foreign passports, local families and foreigners who are permanent residents. In 2005, 76% of ESF students were permanent residents, and over half were ethnically Chinese.

ESF schools (except the Private Independent Schools and Kindergartens) have traditionally been grant aided or subvented by the Hong Kong Government. The subvention amounts to just under 25% of our budget. All students pay a fee (secondary fees are higher than those for primary schools); children with special educational needs pay the same fees as mainstream students, but in some cases parents fund one-to-one support for their child. The Hong Kong Government has indicated its intention to review the subvention once the new governance arrangements are in place.

GUIDANCE FOR SCHOOL COUNCILLORS

WHO ARE SCHOOL COUNCILLORS AND WHAT DO SCHOOL COUNCILS DO?

The terms of reference for, and the functions of, School Councils are laid down in the Ordinance and Regulation (a copy of the ESF Ordinance and Regulations are included with this document).

School councillors come from many different backgrounds, reflecting the many varied groups in ESF schools and the wider community. They are people with a genuine interest in education and a commitment to ensuring the best possible education for students in ESF schools. They undertake their roles on a voluntary basis. School councillors are prepared to share their knowledge, skills and experience for the good of the school as a whole.

COMPOSITION OF SCHOOL COUNCIL**(extract from The English Schools Foundation Ordinance 2008)**

- (1) The School Council of a school shall comprise the following members –
 - (a) a Chairman, appointed by the Board, who is neither an employee of the Foundation nor the parent of a student of the school;
 - (b) an equal number, being not less than 2 and not more than 4, of each of the following groups of persons –
 - (i) persons from the general community who are neither employees of the Foundation nor parents of students of the school, appointed by the Board;
 - (ii) persons elected by the members of the teaching staff of the school from among their own number; and
 - (iii) a group comprising –
 - (A) one person, who is not an employee of the Foundation, elected by the parent members of the Committee of the Parent Teacher Association of the school from among their own number; and
 - (B) one or more persons, who are not employees of the Foundation, elected by the parents of students of the school from among their own number;
 - (c) one person elected by the members of the support staff of the school from among their own number;
 - (d) the Chief Executive Officer, ex officio; and
 - (e) the Principal of the school, ex officio.
- (2) The Chairman of the School Council of a school shall, in consultation with the Board of Governors, determine the number that shall apply for the purposes of subsection (1)(b).
- (3) The term of office of a member, other than an ex officio member, shall be 3 years.
- (4) A member is eligible for reappointment or re-election at the expiry of his term as a member, but a person shall not serve as a member consecutively for more than 2 terms.
- (5) Neither the Chief Executive Officer nor the Principal of the school shall have a vote in any matter to be decided by a vote of the members of the School Council.
- (6) The Chief Executive Officer may nominate a representative to attend any meeting of a School Council on his behalf.

A School Council may invite other persons to attend meetings of the Council in order to broaden the range of experience or expertise, but they are not eligible to vote on any matter decided by a vote of Council members. School Councils may invite students of the school to attend meetings as observers.

SUMMARY

must be
in equal
numbers

Role	Appointed or elected	By whom
Chairman	Appointed	Board
Community representatives	Appointed	Board (may be nominated by the school or the Council)
Parent representatives	Elected	One elected by the parent members of the PTA committee Remainder elected by the parents from among their own number
Teacher representatives	Elected	Elected by the teaching staff from among their own number
Support staff representative	Elected	Elected by the support staff from among their own number
The Chief Executive Representative	Appointed	Chief Executive

Although elected or chosen by different groups, school councillors are not delegates of the body or group that elected or appointed them. They make up their own minds about matters that come before the Council and act in the best interests of the school and its students, whatever they perceive this to be. All councillors are expected to play a full part in the meetings and they have equal status. Decisions are taken after the views of all members have been considered. In most instances, this full and open discussion leads to consensus and it is not necessary for a vote to be taken. On those occasions when a vote is necessary, the business is decided by a majority of votes cast at the meeting of the Council. If there are equal votes, the Chairman of the meeting has a casting or second vote.

ELECTION PROCEDURES:

- There is to be a secret ballot for each elected post.
- The ballot for school-level elections is organised by the school following guide-lines provided by the Chief Executive Officer.
- There should be a proposer for each candidate.
- Candidates should provide a simple statement giving brief details of their relevant experience and what they intend to contribute to the School Council if elected.
- This statement to be circulated to all those eligible to vote in that category before the proposed election day in accordance with the time-table for the election.
- For teachers and support staff, only people who work full-time or are employed for at least 15 hours per week can stand as a candidate or vote. Vice-principals, but not Principals, can take part in the ballot for teacher representatives. One vote per person.
- For parents, any parent who is not an employee of the Foundation can stand as a candidate. A family has a maximum of two votes irrespective of the number of children they have in the school.

MEMBERSHIP OF SCHOOL COUNCILS**(extract from The English Schools Foundation (General) Regulation)**

- (1) If a member of a School Council is absent from 3 meetings of the Council in succession or from half the meetings of the Council in any calendar year, and the Chairman of the Council receives no satisfactory explanation for the absence, the Chairman may declare the member's position to be vacant.
- (2) Where a vacancy occurs in the membership of a School Council, the Council may co-opt a person to fill the vacancy pending the holding of an election under the Ordinance for membership of the Council.
- (3) If a member of a School Council has given notice of his intended absence from Hong Kong for 3 months or more, the Council may appoint another person to act as member in his place during that absence; but an acting appointment so made shall cease to have effect on the return of the absent member to Hong Kong.
- (4) If a member of a School Council ceases to be eligible for election or appointment as a member for the purposes of the provision of the Ordinance under which he was elected or appointed as a member, the Chairman of the Council shall, upon the matter coming to his knowledge, declare the member's position to be vacant.
- (5) The members of a School Council may elect a Vice-chairman from among their own number.
- (6) The person who is the Chairman or Vice-chairman of a School Council may resign his office by giving notice in writing to the Council.
- (7) The person who is the Chairman of a School Council may be removed from office by resolution of the Board of Governors approved at a meeting of the Board by two-thirds of the members of the Board who are eligible to vote on the resolution.
- (8) Any member of a School Council may resign his membership by giving notice in writing to the Council.

MEETINGS OF THE SCHOOL COUNCIL**(extract from The English Schools Foundation (General) Regulation)**

- (1) Each School Council shall meet at least 3 times in each academic year.
- (2) If any 3 members of a School Council request the Chairman of the Council in writing to convene a meeting of the Council, the Chairman shall call a meeting of the Council to be held on a date within 14 days of his receipt of the request.
- (3) A formal record shall be kept of the proceedings of every meeting of a School Council, and a copy of that record shall be provided to the Board of Governors as soon after the meeting as is reasonably practicable.
- (4) Except for matters of a minor and routine nature, which may be dealt with by circulation of information among members, all business of a School Council shall be decided by a majority of votes at a meeting of the Council; in the case of an equality of votes the Chairman of the meeting shall have a second or casting vote.
- (5) Not less than 1 month before the end of each academic year, the Chairman of each School Council shall publish the dates for meetings of the Council for the next academic year (but nothing in this section shall preclude the calling or holding of a meeting under any other provision of this Regulation).
- (6) The Chairman of a School Council may at any time call a meeting of the Council by giving to the members, not less than 14 days before the meeting, notice in writing of the meeting and of the nature of the business to be transacted at the meeting.
- (7) Each School Council shall report regularly to the Chief Executive Officer and the Board of Governors.
- (8) The Chief Executive Officer may nominate a representative to attend a meeting of a School Council on his behalf.
- (9) A School Council may invite other persons to attend meetings of the Council, in order to broaden the range of experience and expertise available to it.
- (10) A School Council may invite students of the school to attend its meetings as observers.
- (11) Where for any reason a date fixed for a meeting of a School Council under subsection (5) is vacated the Chairman of the Council shall fix an alternative date and shall give the members notice in writing of the alternative date.

ROLES, VALUES AND BEHAVIOUR OF THE SCHOOL COUNCIL

The Principal is the professional leader of the school and is responsible for the day-to-day management and administration of the school. The main responsibility of a School Council is to determine the aims and overall conduct of the school with a view to promoting high standards of learning and achievement. School Councils work with the Principal to set the strategic direction for the school, within the framework set by ESF Board, and decide how the school's budget should be spent.

The key roles of a School Council include :

- provide a strategic overview;
- act as a critical friend;
- ensure accountability.

School Councils do:	School Councils don't:
<p>From the Ordinance :</p> <p>i) There shall be for each of the schools of the Foundation that provides primary or secondary education a School Council which shall have the regulation of matters relating to the provision of education within the school in accordance with the resolutions of the Board of Governors.</p> <p>ii) Without limiting the generality of subsection (1) the functions of the School Council of a school shall be :</p> <p>(a) with the Chief Executive Officer, to design and implement a process for the selection of the Principal of the school;</p> <p>(b) to establish, with the Principal, the strategic direction of the school within the framework set by the Board;</p> <p>(c) to monitor the provision of education in the school to ensure that it meets the needs of the students;</p> <p>(d) to approve a curriculum for the school that is in accordance with the curriculum strategy approved by the Board for the schools of the Foundation as a whole;</p> <p>(e) to secure the efficient use of resources delegated to the school, and to approve the school's annual budget;</p> <p>(f) to report to the Board, the Chief Executive Officer and parents of students of the school from time to time on the performance of the school;</p>	<p>Inspect the school.</p> <p>Authorise all expenditure.</p> <p>After visiting the school, report back on the quality of teaching.</p> <p>Share concerns about staff capability.</p> <p>Decide on how students are taught different subjects.</p> <p>Write the school's policies.</p> <p>Automatically approve all recommendations from the Principal.</p> <p>Ask questions in a confrontational manner.</p> <p>Talk outside of the School Council about the contributions of individual councillors or how councillors voted.</p> <p>Behave in a partisan way.</p> <p>Act specifically with own interests or the interests of a narrow group in mind.</p> <p>Allow individual prejudices to influence ways of working or decision making.</p>

<p>(g) to consider for approval any proposal by the Principal of the school for the appointment of staff of the school who report directly to the Principal or the promotion of staff within the school;</p> <p>(h) to ensure the implementation of effective procedures for the management, development and support of the staff of the school;</p> <p>(i) together with the Chief Executive Officer, to appraise the performance of the Principal of the school;</p> <p>(j) to advise the Chief Executive Officer and the Board on issues affecting the school;</p> <p>(k) to contribute to the strategic development of the Foundation;</p> <p>Other Guidance :</p> <ul style="list-style-type: none"> • together with the Principal, report via the School Self-evaluation Form (SEF), on the school's own evaluation of its successes, its strengths and areas for development; • listen and respond objectively to the concerns of staff or parents, following the procedures established by the Council. Keep parents informed about the operation of the Council and the decisions they make; <p>Values :</p> <ul style="list-style-type: none"> • observe complete confidentiality when required; • encourage the open expression of views at meetings, but accept collective responsibility for all decisions; • have the best interests of the whole school and the Foundation in mind; • work as a team and value the contributions of others; • abide by the ESF Code of Conduct; • develop effective working relationships with the Principal, staff, parents, the Board and officers of the Foundation; and • regularly evaluate their own working and effectiveness. 	
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ESF CODE OF CONDUCT

for Members of the Board, the Nominating Committee, Standing and Advisory Committees, School Councils and Appeals Panels

1. Introduction

As a body which is responsible for the education of young people and which receives public money in the form of a subvention from the Hong Kong Government, ESF expects the highest standards from those who serve on the Board, the Nominating Committee, the Standing and Advisory Committees, School Councils and any Appeals Panel. This Code of Conduct, which all members will be required to sign and abide by, sets out the expected standards of behaviour. It is designed to protect and enhance the reputation of ESF and to reflect our values.

2. ESF's Values

We have consulted extensively within our organisation in order to develop a statement of values that reflects our distinctive character as an educational organisation. Our statement of values is incorporated within the ESF Professional Code, which describes the mutual obligations to each other of ESF as an organisation and the leaders, managers, teachers and support staff whose expertise and commitment lie at the heart of the service it gives to students and parents.

As members of ESF, we commit to :

- ***being passionate about learning and teaching;***
- ***having high expectations for every student;***
- ***empowering the people we work with;***
- ***discovering and building talent;***
- ***respecting the needs and rights of others;***
- ***fostering cultural understanding;***
- ***building trust through demonstrating integrity;***
- ***being accountable for what we do and the resources we use;***
- ***taking care of our environment to help ensure the future of our world;***
- ***continually improving our practice.***

It is vital that ESF's values are displayed in the behaviour of all those who play a significant part in leading and supporting our organisation as well as of those who work and study within it.

3. **Code of Conduct**

3.1 **Acting in Good Faith**

The paramount duty of all members of the Board and its associated bodies is to act in good faith and in the interests of ESF as a whole, its schools and its students. The seven principles of public life are integral to all that we do. They are : selflessness, integrity, objectivity, accountability, openness, honesty and leadership. No member of the Board or its associated bodies must ever bring ESF's name into disrepute.

3.2 **Mutual Respect**

Members of the Board, the Committees and School Councils must treat each other, employed staff, parents, students and the wider community with respect. This means recognising that other people may have a different point of view so that we speak and listen to each other with courtesy and adhere to the standards set out in this code.

3.3 **Playing a Full Part**

Members of the Board, and its associated bodies, can only serve ESF and the schools well if they exercise care, continuously develop their skills and generally display due diligence. This means spending some time visiting schools and playing a part in school life as well as attending meetings regularly and giving committee papers due attention.

3.4 **Accountability and Transparency**

All members of the Board and its associated bodies must assist ESF in developing trusting relationships with stakeholders. We need to work hard at ensuring that we have robust monitoring and reporting procedures in place, that judgements are based on evidence and that we communicate appropriately with those who have a legitimate interest in our work.

3.5 **Disclosure of Interest**

All members of the Board, and its associated bodies, must declare every year any interest of a pecuniary or personal kind, which may have an impact on their role as a member (and update this declaration if their circumstances change in the course of the year). The Register of these declarations will be kept by the Board and made available to the public. Members are required to declare at any meeting any pecuniary or personal interest they may have in a particular item. Members must not vote on any matter in which they have a pecuniary interest. The Chairman has discretion to decide whether a member may speak on an item in which they have an interest.

3.6 **Confidentiality and Media Relations**

It is inevitable that some items of business must remain confidential to the Board, the Committee or the School Council or Panel either for commercial reasons or because they concern individuals and may involve areas of personal or professional sensitivity. Members must respect the confidentiality of such matters. The Board, the Committee or the School Council should have an agreed strategy for dealing with the media which

would normally make it the responsibility of the Chairman, the Chief Executive or the Principal of the school to take a lead in communicating with journalists.

3.7 **Complaints**

Members of the Board, the Committees and School Councils may receive complaints from time to time from stakeholders or members of the public. Such complaints should normally be referred in the first instance to the Principal of the school or to the Chief Executive.

In the case of a matter of serious concern where corruption or other wrong-doing may be suspected, a member should have recourse to the ICAC or other appropriate authority in Hong Kong.

3.8 **Self-Review**

In the interests of the continual improvement of all aspects of the work of ESF and its schools, the Board, the Committees and School Councils should adopt a regular process of self-review. Members should be willing to participate in and receive judgement based on the self-review process.

3.9 **Insurance**

Members of the Board, the Committees and School Councils have responsibility for playing a significant part in the conduct of a public organisation. Therefore, they need protection against personal liability. The Ordinance relieves members of personal liability in civil proceedings for anything that is done or omitted to be done in good faith in the performance of their duties. ESF has also taken out Directors and Officers Liability Insurance and Educators Professional Liability Insurance to increase the level of protection.

How the Code of Conduct applies to School Councillors

The purpose of each School Council is to help the school provide the best possible education for its students.

All school councillors are expected to contribute to the development of the school; its strategic framework; developing its policies and determining the character and ethos of the school within the framework established by the Board of Governors.

School councillors are expected to behave as 'critical friends' to the school at all times; critical in the sense of the School Council's responsibility for monitoring and evaluating the school's effectiveness, asking challenging questions and pressing for improvement, a friend because the School Council exists to promote the interests of the school and its students. Being a 'critical friend' includes offering support, constructive advice, a sounding board for ideas, a second opinion on proposals and help where needed. On occasion, this will include asking tough questions and seeking information from the Principal.

The School Council is accountable to the Board of Governors and also to parents and the wider community for the way it carries out its functions.

The School Council seeks to develop effective working relationships with the Principal, staff and parents; ESF management; other schools and the wider community.

The School Council acts at all times in accordance with the requirements laid down in the Ordinance and Regulations.

The School Council is a collective entity and acts as a group. No one councillor or category of councillors has any right to act individually except when the School Council has given delegated authority to do so.

The strength of a School Council lies in the talents and commitment of its members, and in their ability to work together as a team for the good of the school.

Conduct

School councillors are elected or appointed by different groups. Although elected or chosen by particular groups, each councillor has the responsibility to make up their own mind about issues that are considered by the School Council. They are not delegates of the body or group that elected or appointed them.

Once decisions are made by the Council, councillors are bound by them and are expected to support and abide by them and not speak out against majority decisions in public or private outside of the School Council. School councillors accept collective responsibility for all decisions made by the Council or its delegated agents.

Every councillor has an equal right to participate and state their views.

School councillors must act at all times fairly and without prejudice.

Where a councillor has a direct involvement in a matter under discussion they should declare this interest and withdraw from that part of the meeting. They are not eligible to vote on this matter.

School councillors only speak or act on behalf of the School Council when they have been specifically authorised to do so.

The School Council decides if an item for discussion is confidential and all councillors are expected to abide by that decision. School councillors must maintain complete confidentiality when required or asked to do so by the School Council. At all times, they must be mindful of their responsibility to maintain and develop the ethos and reputation of the school.

Commitment

Being a school councillor involves the commitment of significant amounts of time and energy. School councillors should display a willingness to get to know the school; be actively involved in the work of the School Council, including attending meetings and accepting a fair share of responsibilities such as serving on committees and working groups; and respond positively where possible to opportunities to be involved in school activities. The actual amount of time school councillors spend on carrying out their roles and responsibilities will vary from school to school and will depend upon each school's special circumstances. It is, however, likely to be in the region of 10 - 12 hours per term.



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**for Members of the Board, Nominating Committee,
Standing and Advisory Committees, School Councils
and Appeals Panels**

I have received and read the ESF Code of Conduct. I agree to abide by its principles.

I wish to draw to the attention of the Chairman of the Board / _____
Committee / _____ School Council / Panel the following :

- pecuniary interest

- personal interest

If any interest of mine has a bearing on an item on the agenda of any meeting, or on the procurement of any goods or services, I will declare my interest at the start of the meeting or in writing to the Chairman and speak only at the invitation of the Chairman. I will not vote on an item in which I have a pecuniary interest.

I understand that all declarations of interest will be recorded and may be made available to the public.

Signature
Name :

Date :

WHAT PRINCIPALS AND SCHOOL COUNCILS EXPECT OF EACH OTHER

Principals and School Councils work hard to develop positive working relationships. Much of the work done to achieve these relationships is about Principals and councillors understanding the expectations of each other.

School councillors' expectations of Principals are to:

- have a vision for the school and be able to share it
- manage the school effectively
- demonstrate trust. Be open and share information - good or bad
- help to build teamworking amongst the School Council. Be equally supportive of all types of councillors
- be sensitive to the staff's, parent's and community's feelings and needs
- listen. Be approachable. Communicate in plain language
- provide quantitative and qualitative data which will enable the Council to set targets and measure the progress towards these targets
- keep the Council informed about developments within the school, across the Foundation and from wider afield that may impact on the school

Principals' expectations of school councillors are to:

- be interested and motivated, putting students and their learning at the heart of the Council's decision-making process
- be constructively challenging, acting as a supportive critical friend who provides honest feedback
- promote the work of the school and the success of the students and staff in the community
- be clear about the role of school councillor, observing confidentiality and lines of demarcation
- be a good team player
- be loyal to collective decisions
- be consistent in their decisions
- discuss issues and concerns with the Principal between meetings
- be prepared to keep an open mind
- not deal directly with a complaint from a parent or member of staff without first ensuring that the complainant has discussed matters with the Principal and remains unsatisfied
- understand the work of the Principal and the school staffing structure
- be prepared to contribute personal skills at Council meetings and in the general working of the school
- attend meetings regularly and send apologies if they are not able to attend
- be well prepared having read documents in advance

THE ORGANISATION AND CONDUCT OF SCHOOL COUNCIL MEETINGS

Frequency of Meetings

The business of the School Council is carried out by formal meetings. School Councils meet at least three times each academic year. There is no provision for any exemption on the grounds that, for example, there is insufficient business to be conducted.

Time and Place of Meetings

The dates of Council meetings are published not less than one month before the end of the academic year. When additional meetings are deemed necessary, the Chairman may call a meeting by stating in writing the purpose of the meeting and giving not less than 14 days notice.

School Council meetings are usually held after school.

Meetings generally take place on school premises so that councillors can see the school and to enable a point and place of reference to be established for staff, parents and others who may wish to table items for the Council to discuss.

Ways of Working

The School Council appoints a clerk who is normally secretary to the Principal. The Council may elect a vice-chairman from among their own number.

All business of a School Council is decided by a majority of votes at a meeting of the Council. The chairman of the meeting has the casting vote when this is necessary. A minimum of one third of the councillors who are eligible to vote must be present for a meeting to be deemed quorate. They must include at least one representative from each constituent group.

School councillors must declare an interest when a meeting item in which they have a financial or personal interest is under discussion and they must withdraw from that part of the meeting.

In consultation with the Principal, the Chairman shall request the clerk to convene the meeting, draw-up the agenda, prepare accompanying papers and take minutes of the meeting.

Relevant papers should be sent out by the clerk at least seven days before a meeting. These should include the agenda and the Principal's report. Depending on the working practices of the school, they might also contain:

- minutes or notes from meetings of any working groups or committees;
- reports from other sources such as the CEO and the PTA which are to be discussed;
- briefing notes on any decisions taken by the Board of Governors since the last Council meeting.

A formal record is kept of all proceedings of every meeting and a copy is provided for the Board of Governors as soon as possible.

Draft minutes of the meeting should be circulated as soon after the meeting as possible. A further copy is generally circulated with the agenda for the next meeting. These minutes are then formally agreed at this meeting.

Agenda

The agenda should detail the matters to be discussed and the items for action. Individual councillors can propose items to be included on the agenda and should contact the Chairman before the agenda is compiled.

The first item on the agenda – apologies for absence, will determine whether there is a quorum or not. Two other standard items follow; confirming the minutes of the last meeting as factually correct and discussing those minutes which do not feature separately on the agenda. Chairman's action under emergency powers must also be reported. The agenda should include the date and time of the next meeting.

The main item on the agenda is likely to be discussion of matters arising from the Principal's report and sufficient time needs to be given to this. School Council meetings often also include time for the Principal to talk through a new policy, or a staff member may attend the meeting to report on developments in a specific area.

The report from the CEO's representative allows councillors to hear about developments across the Foundation, raise matters, seek advice and ask questions about the working of the Foundation. The report from the councillors who are parents, provides information for those councillors who are not parents to hear about the operation of the PTA and allows time for specific parent matters to be raised. The agenda should also include reports from any working groups or Committees of the School Council held since the last full Council meeting.

All reports, including the report of the Principal, should be written and circulated in advance. It is not necessary or good practice for the reports to be read through at the meeting; time at the meeting should be given to discussion of matters arising.

The Principal's Report

The Principal's report is the main way that school councillors are kept informed about the operation of the school. The aim of the report is to provide school councillors with sufficient information to enable them to carry out their responsibilities without overloading them with unnecessary detail. The Chairman of the School Council needs to decide whether issues the principal wishes to raise that require discussion or decision are put on the agenda as separate items or raised in the body of the report.

The style and content of the report are matters to be agreed between the Principal and the School Council. However, it is important that the Principal reports on what has been happening at the school as well as raising with the Council future developments. One way forward would be to have an historical report with agreed headings that is not discussed unless councillors wish to ask any questions. This could then be followed by

a short series of agenda items for discussion, to be accompanied by a short paper that describes the issue and sets out options, recommendations and future areas for development, supported by comparative data, statistics and evidence. Possible headings for the Principal's report include:

- Number on roll
- Staffing issues
- Premises matters
- Budget monitoring
- School activities
- Parent and community activities
- Standards and progress
- Progress with the school development/improvement plan
- Update on curriculum issues
- SEN
- Health, safety and welfare issues

Over the year, there will be particular school issues that the Principal will need to report on and be discussed by the School Council, for example:

- Assessment data including baseline, Year 3 and Year 6 test results or GCSE or IB results
- Outcomes from School Self-evaluation

At other times, there will be major developments the School Council will want the Principal to report on such as a building project.

Where possible, the information provided in the report should be 'jargon-free'. All items of a confidential nature should be marked as such.

Confidential items

It is for the School Council to agree which items it wishes to consider as confidential. However, where matters concerning individual staff or students are raised and all items that relate to staff and student disciplinary matters should be considered to be confidential.

Minutes on confidential items should be separate from the main minutes from the meeting.

Minutes

The style of the minutes should be agreed by the School Council. The aim is to make them a useful record of the matters discussed and the action agreed at the meeting, without being overly long or detailed. However, it is important to remember that they are likely to form the regular report from the School Council to the Board on the working of the Council and thus minutes need to be written in sufficient detail to be intelligible to those not present at the meeting.

The School Council needs to decide who, if any, apart from the Council members and the ESF Board will have access to the minutes. If the Council decides not to circulate the minutes beyond these groups then they must decide how they will keep those connected with the school, such as parents and staff, informed about the Council's work and the decisions it has taken. A summary report is also useful if the School Council does decide to circulate the minutes to the school community. One possible way for the Council to keep the school community informed would be to produce a summary report, which is agreed at the end of each meeting. This summary report would list the items discussed at the meeting (excluding confidential items) and noting any actions agreed that will take effect before the next School Council meeting.

SCHOOL COUNCIL DECISION PLANNER

This School Council Decision planner is based on an example provided by Governor Net

The decision planner shows which items are to be agreed by the full School Council and which can be delegated to either a Committee of the Council or the Principal.

The planner is for the School Council to complete. The following is an example for consideration.

THIS PLANNER IS FOR THE SCHOOL COUNCIL TO COMPLETE

KEY

Using crosses show;

School Council : Decision to be taken by full School Council

School Committee: Decision to be delegated to a committee of the School Council

Principal: Decision to be delegated to principal

Column blank : Action could be undertaken by this level.

Key Function	No	Action Sheets Tasks	Rating		
			School Council	School Committee	Principal
School Budgets	1	To approve the first formal budget plan each financial year	X	X	
	2	To monitor monthly expenditure		X	
	3	Miscellaneous financial decisions (e.g. write-offs)	X	X	
	4	To enter into contracts (above set financial limit)	X		
	5	To enter into contracts (below set financial limit)		X	
	6	To make payments			X
Staffing	7	Principal appointments (selection panel) (in conjunction with ESF Centre)	X		
	8	Vice-principal appointments (selection panel) (in conjunction with ESF Centre)		X	X
	9	Appoint other teachers (full SC to ratify appointments)		X	X
	10	Appoint non-teaching staff (other than members of the senior leadership) (staffing committee to ratify appointment)			X
	11	To confirm the renewal of contracts for existing staff (full SC to ratify)		X	
	12	Establishing disciplinary/capability procedures	X		

	13	Suspending staff (SC must act through disciplinary committee and in conjunction with ESF Centre) (full SC to ratify)		X	
	14	Determining MMS and staff complement (SC must act within the structures provided by ESF Centre) (full SC to ratify)		X	
	15	To approve a curriculum for the school that is in accordance with the curriculum strategy approved by the Board	X	X	
	16	To implement curriculum policy			X
	17	To monitor the provision of education to ensure that it meets the needs of the students		X	X
	18	Responsible for standards of teaching			X
	19	Responsibility for individual child's education			X
Performance Management	20	To establish a performance management policy	X		
	21	To implement the performance management policy			X
	22	To review annually the performance management policy		X	
Exclusions	23	To decide a discipline policy		X	X
	24	To exclude a pupil for one or more fixed terms or permanently	X	X	X
	25	To direct reinstatement of excluded pupils			X
Premises	26	To ensure health and safety issues are met		X	X
	27	To set a charging policy for the use of the premises for extra-curricular activities		X	
School Organisation	28	To set the times of school sessions (full SC to ratify)		X	
School Council Procedures	29	To hold a School Council meeting at least three times in a school year or as often as may be required	X		
	30	To consider whether or not to exercise delegation of functions to individuals or committees	X		
	31	To review annually the establishment, terms of reference and membership of committees or working groups	X		
	32	To regulate the SC procedures	X		

PRINCIPAL'S REPORT – A SUGGESTED FRAMEWORK

(This is based upon an example taken from Governor Net, a useful website set up by the UK government to support school governors – www.governornet.co.uk)

A suggested framework of purpose, Principles and content for the Principal's report to the School Council.

The role of the School Council in supporting school improvement relies to a great extent on receiving accurate information about the performance of the school. Principals play an extremely important role in providing this information by reporting on, and giving an account of, the performance of the school. Below is a suggested framework of purpose, Principles and content for the Principals' report to the School Council. Nothing is intended to be prescriptive; it is offered simply as a sound basis for Principals reporting to School Councils.

Purpose

The Principal's reports to school councillors are the key means by which s/he accounts to the School Council for the quality of education provided in the school.

They are likely to include information about :

- the development of students;
- standards attained;
- the efficiency of the management of the school's resources and crucially,
- progress in implementing the school development/improvement plan against previously agreed outcomes and targets.

Key Principles

- It is important that the School Council and the Principal agree and understand the language used.
- Much of the report will include monitoring and evaluation information.

By this is meant:

a) Monitoring information. That is telling the School Council about whether everything is happening in the way and to the timescale and cost agreed, and

b) Evaluation of everything which has taken place. This means asking questions about the achievements of students and of the school as a whole. For example, have these actions made a difference and are we clear what that difference is and how it supports improved performance of the school? Is there evidence of improvements in students' learning?

There are other possible key principles:

1. Reporting arrangements and contents of reports should be the result of negotiation and agreement with clear objectives established and reporting and content related to the School Council's working structures;
2. Reports include information on performance which ensures school councillors are in a position to discuss the progress the school is, or is not, making;
3. Information should include performance data about the school and how it compares with similar schools;
4. The Principal provides summarised reports on ESF-wide developments;
5. There is an emphasis on the future happenings in the reporting. Principals will benefit from having school councillors who are aware of future plans, are well informed and knowledgeable and, therefore, well placed to make sound decisions.

Content of Principals' Reports to School Councillors

Items which could be included in a termly report :

- progress on school development/improvement plan targets including curriculum developments, staff development and staff management issues such as use of staff time
- assessment with comparative data and trends over say three years
- baseline assessment results
- value added analysis of results where possible
- financial accounts/progress of budget
- premises' issues
- achievements of students and other members of the school community
- school visits and journeys – number of visits, purpose, numbers of students involved (not details of each visit)
- extra-curricular activities
- leavers' destinations
- year-on-year trends for admissions / applications
- staffing structure with changes in allocation of responsibility (if any)
- identification of emerging priorities for school development/improvement plan for discussion in second term
- review of material resources, premises' requirements
- policy monitoring information according to agreed arrangements
- financial plans
- fund-raising
- outcomes of reviews of curricular areas

Items which could be included at least once a year (and probably tie in with the production of annual self-evaluation report):

- student attendance data with trends and commentary if significant
- student exclusion data, by type, gender and ethnic group and with comparative data / trends
- systems for reporting to parents, communications with parents
- community links to include use of facilities
- health and safety issues
- visitors to the school (but beware of falling into the trap of long listings)
- information on SEN policy implementation
- summary of extra-curricular activities
- progress towards ESF Education Development Plan targets and links to school's own school development/improvement plan

Items which occur on an 'as and when' basis:

- staff appointments with number of applicants
- staff changes, resignations, vacancies
- formal complaints
- policy monitoring information – according to arrangements specified in policy and an overall plan which allows school councillors to monitor all policies over a three to four year cycle.

COMMITTEES AND WORKING GROUPS

School Councils have a lot to do and limited time. In order to work more effectively and efficiently they often set up Committees or working groups.

The difference between committees and working groups:

Committees

Committees can be delegated with the power to take agreed decisions and must operate formally according to specific terms of reference.

Working groups

Working groups are formed for specific purposes and are usually disbanded once they have done their task. They will carry out background work on an issue and make recommendations to the full School Council for approval. For example, a working group might review the school's prospectus. Individuals who are not part of a School Council may be drafted in to assist working groups.

Committees of the School Council

The School Council can delegate any of its functions to a committee or to the Principal. It is important to note, however, that the Regulations state that, *Except for matters of a minor or routine nature,.... all business of a School Council shall be decided by a majority of votes at a meeting of the Council.* (ESF (General) Regulations 19.4)

The School Council must set up committees to consider staff disciplinary matters and staff dismissal appeals. Most commonly, School Councils also set up committees to deal with personnel, finance, premises and curriculum matters.

The School Council must determine the constitution, membership and terms of reference of any committee and review these annually. Committees should hold regular meetings with clear agendas and notes of the meeting. Committees must report back to the full Council, which remains accountable for any decisions taken.

The terms of reference should include membership details; frequency of meetings; details of the powers delegated by the School Council to that committee; details of the decisions that must be recommended to the full Council. (See page 28 for example of terms of reference)

It is recommended good practice that all committee meetings should be open to all members of the Council, although only committee members will have voting rights.

Membership

In looking at membership of committees and working groups, School Councils need to consider that:

- too many committees can be counter-productive, burdening individuals who serve on more than one;
- too few may mean that committee briefs are too wide and business becomes unwieldy.

Each committee must have a chair and someone who takes the notes of the meeting. These may be appointed by the committee themselves or by the whole Council. The committee can appoint a Vice-Chairman to facilitate their working.

All committees should operate with a minimum quorum of three councillors, to represent the three main categories of parents, staff and community representatives. Principals or their representative can and may be asked to attend any committee meeting. They will have no voting rights. Committees can invite other persons to attend meetings to broaden the range of experience and expertise available to it, but they will not have voting rights.

New members of the Council may wish to attend committee meetings as an observer to gain an understanding into how the Council works and where they can best make a contribution.

Committee Reporting Form

Each committee should keep a record of its meetings and report back to the School Council on items discussed, any action taken under delegated powers to be ratified by the full School Council or items to be discussed by the full Council.

A standard committee reporting form would include the following headings :

- Title of committee
- Date of meeting
- Who attended
- What was discussed
- Items for ratification
 - background
 - recommended action (wording of motion for approval if appropriate)

Items for discussion

- background

The Committee Reporting Form should be submitted to the School Council seven days before the Council meeting

TERMS OF REFERENCE FOR COMMITTEES OF THE SCHOOL COUNCIL

The following extract is based on a format commonly used across our schools.

1. Staffing Committee

- To jointly discuss overall procedures for appointing staff and delegate functions to the Principal.
- To be aware, and to participate in interviews for new professional staff when appropriate.
- To set up selection panels for Senior Leadership Team posts.
- To review and evaluate staffing needs and other policies to meet college objectives.

2. “Premises”

- To monitor and ensure the appropriate use of college premises.
- To approve lettings policies and procedures.
- To approve a **Health and Safety** policy, monitor risk assessments and health and safety issues.
- To advise and recommend (with ESF) the College’s future development.

3. Finance Committee

- To consider and recommend the draft annual budget plan and capital expenditure plan [proposed by the Principal].
- To regularly monitor expenditure against Budget Plans.
- To monitor and review other income generation activities and budget.
- To monitor and evaluate college procurement / policies and procedures and value for money.
- To monitor allocation of resources against established priorities.
- To monitor and evaluate contractor’ services.
- To formulate and adopt ESF guidelines where appropriate.

KEEPING THE SCHOOL COMMUNITY INFORMED ABOUT THE WORK OF THE SCHOOL COUNCIL

The School Council has an important part to play in the leadership and management of the school. However, in many schools, few within the school community – parents, staff and students – know who the School Council members are or what the School Council does. A School Council needs to decide how it will keep the school community informed about its operation and its work. There are a number of ways this can be done. The following list is not exhaustive and it may stimulate further ideas:

- Have a School Council page on the school's website.
- Once or twice a term have a section within the school's newsletter.
- Have a section of notice board in the entrance area and the staff room.
- Have a named school councilor linked to every class/year group/faculty/pastoral group/house.
- Have a named school councilor linked to the student council.

Use the above to share some or all of the following information:

- Names, the category of councillor, brief cvs of the School Council members – photographs are useful.
- Councillors' contact details.
- Membership of School Council committees.
- Dates of School Council meetings for the year.
- Agendas ahead of the meeting
- Copies of reports to be presented at the meeting – Principals' report, ESF report, PTA report.
- Minutes/summary notes of the School Council meetings.
- Annual priorities the School Council sets for itself.
- Copies of the report from the School Council self-review.

SCHOOL COUNCIL SELF-REVIEW

The School Council has a vitally important role to play in the leadership and management of the school. Schools are self-evaluating organisations, identifying for themselves their existing strengths and areas for further development, and it is appropriate that School Councils see themselves as part of this process.

School Councils are teams which have a wide range of responsibilities, are made up of representatives of different groups and consist of volunteers who have limited time. In order to work efficiently and effectively, all teams need to spend time reviewing their own working practices so that they can identify what they do well already and what areas need improving.

This process should be integrated within the whole school approach to Self Evaluation. All our schools are participating in the CIS/WASC school evaluation and accreditation. Section C of this refers to the Governance and Management of the School and provides the School Council with an effective tool for "rating" the school.

The following question sheets can provide a starting point for the School Council to evaluate its own work and the impact it has on the school's development. If the School Council would like feedback from the school community on its work, specific questions could be added to the annual on-line SSE survey.

It is suggested that the School Council holds a separate meeting to carry out the self-review exercise. It would be useful if each school councillor complete the question sheets before the meeting, with discussion and sharing of views at the Council meeting.

CIS WASC SELF REVIEW AS IT RELATES TO LEADERSHIP, GOVERNANCE AND MANAGEMENT

RATING THE SCHOOL AGAINST THE INDICATORS AND THE STANDARDS FOR ACCREDITATION

The Committee should use the information provided to them as a source of evidence upon which the ratings in this step will be based.

- i. For each Standard, the Committee should first consider all the Indicators provided and rate the school’s own practice against each one (W=Widely Implemented; P=Partially Implemented; N=Not Implemented). Given that the circumstances of each school are unique, the Committee may wish to add one or more of its own Indicators to the list and also give a rating against them. The Committee may comment on any of its ratings if considered to be appropriate.
- ii. The Committee should then examine each Standard for Accreditation, and rate the school accordingly (M=Meets the Standard; D=Does Not Meet the Standard; E=Exceeds the Standard). The Committee’s work in rating the school against the Indicators, both those provided and any others added, will guide the process of rating the Standard. All ratings of “D” or “E” must be accompanied by brief comments. The Committee may also comment on any “M” rating.

	Section C: INDICATORS RELATED TO STANDARD ONE	Rating W, P or N
1a	The School Council restricts its actions to the determination and funding of policy, and the selection, retention and formal appraisal of the Principal.	
1b	The School Council provides appropriate training for its members in the understanding and performance of their duties.	
1c	The School Council uses a clear evaluation system to regularly and rigorously appraise its own performance against its duties and pre-determined goals.	
1d	The School Council is so constituted that it can provide continuity for the school in the event of sudden change.	

	Section C: INDICATORS RELATED TO STANDARD ONE	Rating E, M or D
	The School Council shall be so constituted, with regard to membership and organization, as to provide the school with sound direction, continuity and effective support.	

	Section C: INDICATORS RELATING TO STANDARD TWO	Rating W, P or N
2a	There is a clear understanding by the School Council and the Principal of their respective functions which are set out in written forms.	
2b	The School Council makes policy decisions only after consideration of the Principal's recommendations.	
2c	The School Council has developed a clear, written job description for the Principal.	
2d	The School Council and the Principal enjoy a good working relationship.	

Section C: STANDARD TWO	Rating E, M or D
There shall be a co-operative and effective working relationship between the School Council and the Principal.	

	Section C: INDICATORS RELATING TO STANDARD THREE	Rating W, P or N
3a	The Principal is suitably qualified and experienced in education.	
3b	The Principal provides leadership for the total school programme.	
3c	The School Council utilizes a clearly defined appraisal system for the Principal, conducted with his/her full knowledge. Appraisal outcomes are reported in writing to the head who has the opportunity to discuss and appeal any aspects of the appraisal.	
3d	The Principal has direct access to the School Council.	
3e	The Principal has total responsibility for recruitment, selection, assignment, orientation, deployment and appraisal of all the school staff.	
3f	The Principal delegates the above functions, where appropriate, to the staff of the school.	

Section C: STANDARD THREE	Rating E, M or D
The Principal, although accountable to a higher authority, shall be the responsible leader of the school.	

	Section C: INDICATORS RELATING TO STANDARD FOUR	Rating W, P or N
4a	The school has educational and financial plans for the short, medium and long term.	
4b	All plans have the financial implications clearly stated.	
4c	There are procedures to involve the staff in educational and financial planning.	
4d	Educational and financial plans are made known to the school community.	
4e	All plans are periodically reviewed and updated.	

Section C: STANDARD FOUR	Rating E, M or D
The school shall have educational and financial plans for the short, medium and long term, with strategies for accomplishing the school's goals and for assessing the effectiveness of the actions taken.	

	Section C: INDICATORS RELATING TO STANDARD FIVE	Rating W, P or N
5a	The School Council and the school management comply with all applicable statutes, government laws and regulations.	
5b	The School Council ensures that the school respects all local codes, fulfils its contracts, and settles its debts promptly.	
5c	The School Council avoids conflicts of interests, thereby setting an example for the school community.	
5d	The School Council provides protection for the school staff from community exploitation and unjust criticism.	
5e	All statements and representations relating to programmes, services and resources are clear, factually accurate and current.	
5f	The School Council pursues all relationships with the school or staff members only through the Principal.	

Section C: STANDARD FIVE	Rating E, M or D
The school observe legal and ethical principles in all its dealings with the school community.	

	Section C: INDICATORS RELATING TO STANDARD SIX	Rating W, P or N
6a	The School Council has a comprehensive and up-to-date policy manual.	
6b	Orientation and training sessions take place so that all members of the School Council understand policies and their implications.	
6c	The School Council arranges to publicise its decisions and deliberations by, for example, open meetings, newsletters, publications of the School Council minutes, etc.	

Section C: STANDARD SIX	Rating E, M or D
The School Council shall have clearly formulated policies set out in a policy manual to give consistency and order to its operations, and it shall ensure that these policies are understood by the school community.	

	Section C: INDICATORS RELATING TO STANDARD SEVEN	Rating W, P or N
7a	After appropriate consultation and debate, the School Council sets fee levels which ensure the ongoing financial stability of the school.	
7b	The School Council establishes the school's annual budget after appropriate consultation with the relevant constituents.	
7c	Any endowment funds are under the management of qualified financial managers, and the School Council supervises the endowment management.	
7d	The school regularly considers culturally appropriate means of raising additional funds.	
7e	The Principal submits to the School Council, appropriate reports on financial matters.	
7f	The school maintains an adequate forecast of monthly cash flow to anticipate and provide for its obligations.	
7g	An annual external audit is performed by an independent auditing firm.	

Section C: STANDARD SEVEN	Rating E, M or D
The financial resources of the school shall be capable of sustaining a sound educational programme, consistent with its stated philosophy and objectives, and of providing for long-term stability.	

Section C: INDICATORS RELATING TO STANDARD EIGHT		Rating W, P or N
8a	The financial affairs of the school are competently managed, and published budgets shall be made available to duly authorized persons.	
8b	The financial management of the school ensures that sound business and accounting practices are followed on the management and disbursement of funds.	
8c	School obligations for goods received, services rendered and debts incurred are discharged promptly in accordance with agreements, contracts and/or sound business practice.	
8d	The school's insurance programme is comprehensive and provides for necessary risk and liability coverage for employees and members of the School Council /ownership.	
8e	Insurance coverage is reviewed periodically with respect to risks, liabilities and obligations.	
8f	Personnel handling institutional funds are bonded.	

Section C: STANDARD EIGHT	Rating E, M or D
The management of the school's finances shall be, at all times, in accordance with the standards which operate in the host country and shall be consistent with best practice in international schools.	

Section C: INDICATORS RELATING TO STANDARD NINE		Rating W, P or N
9a	Normally, changes in fees are communicated to parents early enough to allow parents to make arrangements to change schools if necessary.	
9b	Billing procedures to parents are orderly, timely, and carried out in accordance with sound business practice.	

Section C: STANDARD NINE	Rating E, M or D
Parents or others enrolling students shall be informed in advance of the precise nature and scope of the financial obligations and be given an estimate of the total expenses.	

COMMENTS on any of the Standards or Indicators ratings (obligatory for "D" and "E" ratings against Standards, optional for any other rating) should be made here :

STEP FOUR : WRITE THE STATEMENT OF CONCLUSIONS

In a series of brief statements, keeping the Standards in mind, the Self-Study Committee should write its main conclusions for this Section with respect to:

- i. Principal strengths in the area concerned which impact positively upon the quality of students' learning and/or well-being
- ii. Principal factors needing strengthening in order to improve the quality of students' learning and/or well-being
- iii. Proposals for Improvement which will impact positively upon the quality of students' learning and/or well-being. These proposals will be useful to the school as it draws up its Action Plans for inclusion in the First Progress Report at a later stage of the accreditation process. The Committee should ensure that it includes *Proposals for Improvement* which address all Standards given a "D" rating in Step Three.

PLANNING THE WORK OF THE SCHOOL COUNCIL

School Councils have to undertake some tasks annually, others can fit into a longer-term plan, whilst some arise as the year progresses. In order to manage the workload, it is useful for School Councils to plan their work over the year, and decide how it can be fitted into the full Council and committee meeting programme. Below is a suggestion of how regular tasks might be fitted into one year.

August/September	<ul style="list-style-type: none"> • Elections to School Council completed • Review Code of Conduct and council committee structure and membership • Confirm dates of meetings for the year • Consider school self-evaluation report (SEF) and school development/improvement plan (SDP/SIP) as appropriate
September/October	<ul style="list-style-type: none"> • Review test/examination data • Finalise SDP/SIP
November	<ul style="list-style-type: none"> • Consider contract renewals • Review curriculum developments in the school
December	<ul style="list-style-type: none"> • Consider staffing matters including preparation for recruitment and staffing structure for next academic year
January	<ul style="list-style-type: none"> • Finalise plans for recruitment including agreeing job descriptions and person specifications
March	<ul style="list-style-type: none"> • Confirm staff appointments and staffing structure for next year • Progress report on SDP/SIP
March/April	<ul style="list-style-type: none"> • Review SEN work in the school
May	<ul style="list-style-type: none"> • Review developments in assessment, recording and reporting • Review prospectus
June	<ul style="list-style-type: none"> • Review attendance • Review premises and health and safety
July	<ul style="list-style-type: none"> • Review effectiveness of School Council

MONITORING THE PERFORMANCE OF THE SCHOOL

Schools use a range of qualitative and quantitative school and year-level data to measure their effectiveness in all areas of their work. Schools consider data for one year and also look at trends over time.

All schools collect information, including data-collection, in the following areas:

- Student achievement data – for example test and examination results – cohort details and comparisons with other ESF schools
- The outcomes from student opinion surveys
- The outcomes from parental opinion surveys
- The outcomes from teacher and support staff opinion surveys
- Teacher and support staff absence data
- Student attendance data
- Student mobility
- Take up of places and where vacancies exist
- Teacher recruitment and retention data
- Staff professional development data
- Alumni

This information is presented regularly either to the full School Council or to a specified committee. Councils have found it useful if time is given outside of the formal meetings to consider this information in some detail. Many School Councils ask subject leaders and other staff members to come to Council meetings and explain the findings from data collection and analysis.

In addition, as part of the ESF quality assurance procedures, in some years schools complete an annual self-evaluation report in September, which the Principal discusses with the school council before submitting to the ESF Education Director. This may take the form of the CIS/WASC self-evaluation documentation or ESF Self Evaluation Form.

There will also be available reports from evaluative visits from external bodies such as the IBO and CIS/WASC which will be presented and discussed at School Council meetings.

As part of the training programme ESF offers, the ESF Education Team will be able to offer guidance and support for school councillors in interpreting, understanding and responding to the data and information available.

Areas that school councillors might want to discuss with the Principal and questions they might want to ask about the information include (*This example is based on an extract from Glenealy School's self-evaluation document*):

Student performance

- Is student academic progress consistent with that of other ESF schools, and expected levels of student achievement?
- Using measures of students' ability on entry to the schools, do students make sufficient progress over time?
- What processes does the school use to assess students' performance in non-academic subjects?
- How does the school collect school-level information about student performance in each learning area or subject and ensure that it is valid and reliable?
- How does the school analyse information from standardised assessments such as PIPS, InCAS, GCSE, IB Diploma? What does this tell us?
- How does the performance of different groups compare – girls/boys, different ethnic groups, different ability levels?
- Are comparisons made over time and between similar groups using information from a range of sources? What do these tell us?
- How are the analyses of assessment data used to inform teaching and learning?
- What arrangements are in place for the systematic review of teaching and learning?
- Does the school development/improvement plan link human, financial and physical resources to strategies designed to achieve improved student outcomes?
- How are improvement plans implemented, monitored and evaluated?

Student attendance

- How does the school monitor attendance data?
- What action does it take in response to this analysis?

Student and staff well-being

- What does the school do to monitor and seek to enhance the well-being of students and staff?
- How does the school ensure that the needs of all students are catered for within an inclusive and caring environment?
- What procedures are in place for supporting students and staff newly arrived at the school?
- What arrangements are in place for all staff to undertake appropriate professional learning?
- How is this professional learning shared with all staff?
- How is the impact of staff professional learning on classroom practice monitored and evaluated?

Partnership with parents

- How are parents kept informed about how well their child is doing?
- How are parents kept informed about what is happening in the school?
- How are parents involved in school life?
- How are parents' views sought about new policies?
- How are parents' views sought about the effectiveness of the school?

ESF SCHOOLS

PRIMARY SCHOOLS	
<p>Beacon Hill School 23 Ede Road Kowloon Tong Kowloon T: 2336 5221 F: 2338 7895 www.beaconhill.edu.hk</p> <p>Beacon Hill School was built in 1968. Chiefly serving north Kowloon, the school provides 540 places for students. The school facilities include a unit for students with special learning needs.</p>	<p>Bradbury School 43C Stubbs Road T: 2574 8249 F: 2834 7880 www.bradbury.edu.hk</p> <p>Bradbury School was opened in 1975. There are 720 students from Hong Kong Island. There is provision for children with learning difficulties, including a learning support class.</p>
<p>Clearwater Bay School DD 229, Lot 235 Clearwater Bay Road Kowloon T: 2358 3221 F: 2358 3246 www.cwbs.edu.hk</p> <p>Clearwater Bay School opened in January 1992. The school serves the community in the Clearwater Bay, Tseung Kwan O, and Sai Kung Peninsula areas. It provides 720 places for students. A new learning support class for students with special needs opened in 2007.</p>	<p>Glenealy School 7 Hornsey Road Mid-levels Hong Kong T: 2522 1919 F: 2521 7838 www.glenealy.edu.hk</p> <p>Glenealy School re-opened in new purpose-built premises in the Mid - Levels in September 1988. It provides 360 places for students.</p>
<p>Kennedy School 19 Sha Wan Drive Pokfulam Hong Kong T: 2855 0711 F: 2817 7471 www.kennedy.edu.hk</p> <p>Kennedy School originally opened as Kennedy Road School in 1946. It moved to new premises in Sandy Bay in 1989 and continues serving the western end of Hong Kong Island. It provides 900 places for students.</p>	<p>Kowloon Junior School 20 Perth Street Kowloon T: 2714 5279 F: 2760 4438 www.kjs.edu.hk Rose Street Yau Yat Chuen Kowloon T : 2394 0687 F : 2394 1230 www.kjs.edu.hk</p> <p>Kowloon Junior School's present buildings at Perth Street were originally occupied in 1950 and have been extended several times. It serves south</p>

	<p>and east Kowloon, providing 900 places for students, with additional accommodation at Rose Street campus. The Perth Street campus is for Years 1 to 3. Rose Street has pupils in Years 4 to 6. The school facilities include a unit for students with special learning needs.</p>
<p>Peak School 20 Plunketts Road The Peak Hong Kong T: 2849 7211 F: 2849 7151 www.ps.edu.hk</p> <p>Peak School was first opened in 1911-12 and grew rapidly to serve the needs of the community in the area. The school continues to serve mainly the Peak area of Hong Kong Island, providing 360 places for students. A new learning support class for students with special needs opened in August 2007.</p>	<p>Quarry Bay School 6 Hau Yuen Path Braemar Hill Hong Kong T: 2566 4242 F: 2887 9849 www.qbs.edu.hk</p> <p>Quarry Bay School was relocated to new, purpose-built premises at Braemar Hill, on the north eastern side of Hong Kong Island in 1985. The school provides 720 places for students. A new learning support class for students with special needs opened in 2007.</p>
<p>Sha Tin Junior School Lai Wo Lane Fo Tan, Sha Tin New Territories Hong Kong T: 2692 2721 F: 2602 5572 www.sjs.edu.hk</p> <p>Sha Tin Junior School opened in September 1988. The school provides 900 places for students serving the New Territories area of Hong Kong.</p>	

SECONDARY SCHOOLS	
<p>Island School 20 Borrett Road Hong Kong T: 2524 7135 F: 2840 1673 www.island.edu.hk</p> <p>Island School opened in 1967. Its present buildings were erected between 1970 and 1973. Students from the north side of Hong Kong Island occupy the majority of the 1,200 available places for students.</p>	<p>King George V School 2 Tin Kwong Road Homantin Kowloon T: 2711 3029 F: 2760 7116 www.kgv.edu.hk</p> <p>King George V School (named in 1948) originated as the Central British School in 1902. In 1936 it was re-provisioned by Government on its present site. It still occupies the same 42,490m² site and today provides 1,600 places for students mainly from Kowloon.</p>
<p>Sha Tin College 3 Lai Wo Lane Fotan, Shatin New Territories Hong Kong T: 2699 1811 F: 2695 0592 www.shatincollege.edu.hk</p> <p>Sha Tin College opened in September 1982 to meet increasing demand for places from families in north Kowloon and the New Territories. The school moved to purpose-built premises overlooking Sha Tin in September 1985. It provides 1,200 places.</p>	<p>South Island School 50 Nam Fung Road Hong Kong T: 2555 9313 F: 2555 8811 www.sis.edu.hk</p> <p>South Island School moved to its new building in Nam Fung Road to serve the community on the south side of Hong Kong Island during 1983. It provides 1,400 places for students from Hong Kong Island.</p>
<p>West Island School 250 Victoria Road Pokfulam Hong Kong T: 2819 1962 F: 2816 7257 www.wis.edu.hk</p> <p>West Island School opened in purpose-built premises in Pokfulam, at the western end of Hong Kong Island, in 1994 and provides 1,200 places for students from western Hong Kong Island and the outlying islands.</p>	

PRIVATE INDEPENDENT SCHOOLS	
<p>Renaissance College 5 Hang Ming Street Ma On Shan Kowloon T : 35563556 F : 35563446 www.renaissance.edu.hk</p> <p>Renaissance College is ESF's first all-through school catering for up to 2,100 students from ages 5 to 18 years through the IBO Primary Years', Middle Years' and Diploma programmes. With no catchment area, students from all over Hong Kong can access the school via a direct subway link with the KCRC.</p>	<p>Discovery College 38 Siena Ave Discovery Bay Lantau Island Hong Kong T : 39691000 F: 29878115 www.discovery.edu.hk</p> <p>Discovery College is ESF's second all-through school, providing for up to 1,380 students from ages 5 to 18 years through the IBO Primary Years, Middle Years' and Diploma programmes. The school opened in the old Bauhinia School premises in August 2007 with students in Years 1 to 7. It moved to its new, purpose built premises in Discovery Bay in August 2008 with students up to Year 8.</p>
KINDERGARTENS	
<p>Abacus Kindergarten Mang Kung Uk Village Mang Kung Uk Road Off Clearwater Bay Road 10.5 Milestone Clearwater Bay, NT T: 2719 5712 F: 2719 6690 http://kindergartens.esf.org.hk</p>	<p>Tsing Yi Kindergarten Maritime Square 33 Tsing King Road Tsing Yi New Territories T: 2436 3355 F: 2436 3105 http://kindergartens.esf.org.hk</p>
<p>Sheung Wan Kindergarten 1/F and M/F Tung Fai Garden 17 Po Yan Street Sheung Wan</p> <p>T: 2540 0066 F: 2517 0923 http://kindergartens.esf.org.hk</p>	<p>ESF Educational Services runs three kindergartens for children from 3-5 years. All have a multi-national intake. ESF Sheung Wan, in an old commercial building, was the first to open in 1999. It offers an open-plan environment with about 185 children. There is no outdoor play area. ESF Tsing Yi opened later in 1999 in a commercial complex and now caters for around 350 children. Outdoor play is available. Abacus, set in a rural environment, has a large outdoor play area. Abacus became an ESF Educational Services kindergarten in 2002 and has around 180 children.</p>

SPECIAL SCHOOL	
<p>The Jockey Club Sarah Roe School 2B Tin Kwong Road Homantin Kowloon T: 2761 9893 F: 2381 4081 www.jcsrs.edu.hk</p> <p>JCSRS is a major part of the ESF's provision for students with special needs and offers a curriculum linked to the early stages of the English national curriculum to students aged 5 – 19 who have severe learning difficulties. The school opened in 1985 and moved to its current purpose-built premises constructed in 1996. JCSR is adjacent to King George V School and close to Kowloon Junior School, Perth Street campus.</p>	

ESF ORGANISATION – (to complete after election)

The terms under which the English Schools Foundation fulfills its function and is organised are established by ordinance. For information about the membership and functions of the Board of Governors, the standing committees of the Board of Governors and the Chief Executive Officer's advisory committees see *The English Schools Foundation (General) Regulation* and *The English Schools Foundation Ordinance (CAP 1117)*.

BOARD OF GOVERNORS

Name	Nominated by or elected by
* (Chairman)	

STANDING COMMITTEES OF THE BOARD OF GOVERNORS

Standing committee to advise on matters relating to the conduct of the Foundation's business

Name
* (Chairman)

Standing committee to advise on matters relating to the finances of the Foundation

Name
* (Chairman)

Standing committee to advise on matters relating to the remuneration, terms and conditions of service of the staff of the Foundation

Name
* (Chairman)

CHIEF EXECUTIVE OFFICER'S ADVISORY COMMITTEES

Committee of Chairmen of School Councils

Name	School
* (Chairman)	

Committee of Parents

Name	School
* (Chairman)	

Committee of Principals

Name	School
John Wray (Secondary)	South Island School
Perry Tunesi (Primary)	Peak School

Committee of Teaching Staff

Name	School
* (Chairman)	

Committee of Support Staff

Name	School
* (Chairman)	



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September 2008

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SCHOOL COUNCIL MEMBERSHIP LIST – (to be completed by the School)

Title	Name and email address	Appointing or electing group
Chairman	xxxx	School Council

SCHOOL STAFFING STRUCTURE – TEACHING : (to be provided by the School)

Name	Role	Areas of responsibility

SCHOOL STAFFING STRUCTURE – SUPPORT STAFF (to be provided by the School)

Name	Role	Areas of responsibility

USEFUL ADDRESSES

ANNUAL CALENDAR

(Drawn up by the school and to contain ESF and school dates)