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Caritas Wu Cheng-chung College

健康校園政策

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1 《健康校園政策》

1.1 《健康校園政策》的目的

學校肩負著教育下一代的重要使命，除了傳授知識外，更著重全面發展學生的各項潛能，協助他們建立正面的人生觀與價值觀，和建立健康的生活習慣。事實上，不同的研究均指出，健康是影響學生學習能力的重要因素。

要培養學生健康的生活習慣，牽涉範疇甚廣：由培養均衡的飲食習慣、有序的生活作息安排、促進身心健康、預防疾病感染，以至處理沉迷上網、吸煙、酗酒、吸毒等問題都包括在內，學校多年來均有就上述範疇作出努力。

回應教育局提倡的《健康校園政策》，正好為本校提供一個宏觀的方向，統整校內所有就發展學生健康生活範疇的政策，一方面整合相關的資源，另一方面使健康校園的理念能全面推廣，透過全體師生共建和諧校園，營造關愛互助的環境，幫助學生發展健康的生活習慣、建立正面的人生觀與價值觀、學習實用的生活技能及抗拒誘惑的技巧等，促進學生達致良好的生理、心理及社交狀態。

1.2 《健康校園政策》的目標

透過推行《健康校園政策》，在學生、教師、學校及社區方面達至以下目標：

A. 學生
- 發展健康強健的體魄，減少疾病感染
- 全面發展身心成長，增強自信及抗逆能力
- 建立良好正面的人生觀和價值觀
- 鼓勵積極投入社區服務，發展良好的社交網絡

B. 教師
- 注重身心健康，減少疾病感染和精神壓力
- 透過推廣健康校園，加強團隊精神
- 協助教師持續發展，自我增值

C. 學校
- 改善整體學生的身心健康水平
- 培養學生品行，維持良好校風
- 加強與各持分者（如家長、教師、社區以及政府）的聯繫

D. 社區
- 為社會培養身心健康、擁有正確價值觀、樂於服務的青年人

2 健康事務委員會

2.1 專責委員會

本校已成立「健康事務委員會」統籌一切有關推行《健康校園政策》事宜。「健康事務委員會」專門負責制訂健康校園相關政策及全面落實推行，恆常工作包括預防流感的措施、推行健康飲食的留校午膳措施、培養學生進行適量的運動、提供情緒管理、性教育、藥物教育及社交健康等培育。

2.2 專責委員會的工作

A. 行政

- 列出學校的行政程序、指引、資源及人手分配，以加強學校的健康/禁毒教育及應付校園毒品事件
- 提供有效的溝通渠道予校方、家長及學生，如：互聯網平台
- 提供適當場合，每學期舉行交流會，讓不同專長及經驗的教師/駐校社工可以交流分享，與相關學生或家長建立關係，為家長提供預防教育，幫助他們認識處理問題的方法等
- 定時與教師及駐校社工開會，了解校園生活的最新情況及學生的需要

B. 制訂校規

- 協助學校制訂與時並進、因時制宜的校規，及確保師生、家長與校內成員充分理解及體會其本身權責
- 清楚確立與毒品問題相關的校規，透過校務會議、學校行政指引、早會、學生手冊、家長通函、班會等，讓全校師生、校內其他員工及家長明確了解有關內容

C. 建立關懷文化

建立良好的師生關係，鼓勵教師了解學生的現況，關心學生的發展，盡快得知學生的需要及適時提供支援，形成預防危機的重要防線

D. 教師方面

- 加強教師在健康及禁毒教育方面的培訓
- 目的：(1) 幫助教師認識含有禁毒元素的健康校園政策；(2) 提升教師的禁毒教育教學技巧及辨識吸毒高危學生的技巧和能力；(3) 加強教師對轉介機制的認識

E. 禁毒方面

- 運用各學習領域和科目所包含的禁毒教育學習元素，教授學生禁毒知識，包括毒品相關的法例、吸食毒品對身體的影響等
- 為學生舉辦禁毒教育講座，以增進學生對毒品禍害的認識
- 為學生提供全方位學習機會 / 其他學習經歷，致力培育學生的正面價值觀和態度，促進學生的全人發展
- 強化學生的身心健康，增強學生之適應能力及提高學生面對生活困難、學習壓力及突發事件的承受力
- 提升學生抗拒引誘的能力，以正確的態度和技巧處理逆境
- 進行評估，包括對毒品的認識和態度的評估

2.3 專責委員會的組織

角色	成員	職責
顧問	校長	・ 參考本校的現況和辦學宗旨，參與有關健康及禁毒教育的制訂，帶動教師參與有關策劃 ・ 為禁毒教育訂立全校認同的目標，並調配資源及時間，明確推行健康及禁毒教育 ・ 鼓勵老師及社工參與有關健康及禁毒教育的相關培訓 ・ 鼓勵校內其他職員留意學生的異常情況，及即時向校方報告 ・ 積極推動與區內其他學校及團體合作、交流及經驗分享 ・ 評估健康政策的進度及成效，並作出跟進
主席	學生發展部總監	・ 負責召開會議，因應學生的需要，與組員商討及釐定學校的工作重點，以制定一個周詳的計劃 ・ 落實推行按《健康校園政策》，制訂每年計劃，確保相關計劃於學年內全面推行 ・ 檢討每年的計劃成效，並向相關持分者報告每年政策的成效
委員	宗教教育主任	・ 透過倫宗科及校訓，建立學生自重自愛、關愛他人、愛護身體及珍惜生命的價值觀
委員	德育及公民教育主任	・ 透過德育及公民教育委員會的運作，推行包括宣揚健康生活及關愛校園元素的活動
委員	訓輔主任	・ 與輔導老師合作，舉辦各項禁毒及健康教育活動、讓學生得知有關禁毒的訊息及毒品的禍害 ・ 推動訓輔導老師積極參與有關禁毒的培訓課程，了解學生吸毒問題的最新情況；回校後透過教職員會議及培訓活動，與其他教師分享有關資料及心得，讓全體教師及職員有能力識別高危學生及防止學生吸毒 ・ 推行性教育及其他全校性活動，以提高學生的自我認識、自我價值觀及歸屬感等 ・ 與社工商討，擬定學生個案轉介程序及跟進方式 ・ 妥善記錄學生個案的跟進情況及統計資料
委員	訓輔主任	・ 與警民關係聯絡主任合作，定期舉辦禁毒講座，讓學生得知毒品的禍害及吸毒/販毒的後果 ・ 與訓導老師合作，為高風險學生舉辦有關禁毒活動，以收預防之效 ・ 制訂校內發現學生吸毒、疑似吸毒或藏毒的處理程序及應變措施 ・ 制訂校規及懲罰事宜，確保學校能有秩序地運作
委員	聯課活動主任	・ 與校內及校外活動團體合作，舉辦各項有益身心的體育及康樂活動，讓學生身心得以均衡發展
委員	校園管理主任	・ 領導校園管理及學生事務組，監管及處理學校校舍之保養及維修事宜，確保校園美觀、整潔及安全。 ・ 購置合宜設備，使學校設備齊全，為教師及學生提供一個舒適之工作及學習環境 ・ 為學校防火及保安上，提供意見並執行有關措施

委員	學生事務主任	▪ 監管學校小食部及統籌學生午膳事宜，確保學生飲食健康
委員	副校長 (學務) 教務部總監	▪ 檢視現存的學校課程，確保學習內容包含足夠的禁毒教育知識、技能與態度等課題 ▪ 鼓勵及提供更多全方位學習機會，培養學生的正面價值觀

2.4 協作伙伴

角色	職責
科任教師/班主任	▪ 明白及了解有關健康校園政策的目標、理念、內容及推行細則等，確保全力支援健康校園政策 ▪ 提高對學生吸毒的警覺性，避免危機出現；若有個案發生時，亦可提供適時及適切的協助及轉介 ▪ 積極參與有關禁毒的培訓課程，以提高辨識及處理學生吸毒個案的能力 ▪ 於課堂中加入知識、技能及態度並重的禁毒教育學習元素 ▪ 加強對學生的關愛，讓學生感受教師的關懷及學懂自愛 ▪ 鼓勵學生多元化發展其潛能，加強學生的成就感
駐校社工	▪ 作為學生、學校、家庭及社區的橋樑，與校外不同機構保持聯繫，及早發現校內高危學生，並安排他們接受輔導 ▪ 了解區內的相關資源，包括政府及社區資源，為有需要的學生作出適切的協助及轉介 ▪ 為個案學生及其家庭提供復課及跟進服務 ▪ 協助訓輔組推行各項健康及禁毒教育活動 ▪ 與輔導組共同擬定轉介程序、分工、輔導跟進及記錄等程序細則
家長	▪ 關心子女的成長、身體健康及交友情況 ▪ 積極支持和配合學校有關禁毒教育的學習活動
校內其他員工	▪ 積極參與有關禁毒教育的培訓課程，了解學生最新的吸毒情況及相關物品等 ▪ 當發現有關物品時，應立即向校長 / 訓輔人員報告 ▪ 盡量保持發現懷疑物品地點的原貌，以便警察學校聯絡主任到校跟進事件

3 營造健康的校園環境

3.1 為學生提供一個安全及健康的校園環境

要協助學生面對成長上的各種問題，例如抗拒毒品誘惑及其他不良次文化的影響，一個安全、健康的校園環境是十分重要的。

A. 在學校環境方面

校園管理及學生事務組定期視察學校環境，檢視學校各個地點有否對學生健康構成危險。並關注校舍設施的建設、使用及其維修項目，向校方提供有關防火、保安預防的意見、監察及落實執行預防傳染病指引及持續美化校園，使學習環境更臻完善。措施包括：

目標	措施	備註
1. 保養及維修各項設施建設及	▪ 監察「維修申報表」及「校舍損毀檢查表」各項維修項目的進行。	

強化校舍之保安	・ 跟進遺漏或未申報的維修項目處理。 ・ 確保各項設施能安全使用。 ・ 保養閉路電視系統及監察其運作情況	
2. 防火演習及有關防火設施之監察	・ 為每一教室及特別室制定緊急事故疏散路線圖，並貼在當眼處。 ・ 協助防火演習。 ・ 跟進防火設施之週年檢查。	防火演習指引
3. 監察及落實在學校執行預防傳染病指引內的建議，包括：個人衞生、環境衞生及食物衞生的措施	・ 保持校舍環境衞生，經常清潔及消毒 ・ 於適當地點提供消毒洗手液 ・ 監督衞生用品的消毒工作，以及妥善處理污染衣物及其他廢物之棄置 ・ 提供必須的個人防護裝備，並指導及監察員工能夠按照正確程序使用及棄置防護裝備	衞生防護中心指引 - 附錄六：正確潔手方法 附錄七：正確使用口罩 附錄九：稀釋漂白水的程序及使用 附錄十二：學校常用物品的清潔及消毒方法
4. 控制傳染病在校爆發及擴散	・ 在傳染病高峰期，實施學生量體溫措施	檢查體溫措施 量度體溫記錄表

B. 在食物及飲水方面

目標	措施	備註
1. 實施及監察學生留校午膳的情況	・ 聯絡有關供應商並監察食物質素及衞生問題。	
2. 監察小食部的運作	・ 審核售賣食物是否健康及衞生。 ・ 巡查食物部之清潔情況及關注學生購買時的秩序	
3. 監察飲用水的衞生	・ 定期保養及維修飲用器	附錄十： 在學校內使用噴射式飲水器指引

C. 針對校園毒品方面

學校建立相關監察系統：

目標	措施	備註
1 上課期間	・ 教師於上課期間多留意學生的精神狀態，遇到突發事件，即可派遣一名學生到校務處，校務處會立刻安排人手協助。如發現學生涉嫌吸毒、藏毒及販毒，按學校的建議程序處理個案。教師需於處理事件後，填寫相關紀錄，以便學校跟進。 ・ 課堂之間學校安排充份時間給學生休息，在上課期間學生不應前往洗手間。	
2 上課前、小息及午膳期間	・ 安排教師於校園當值，留意精神不振的學生，並加以慰問。如發現學生涉嫌吸毒、藏毒及販毒，按學校的建議程序處理個案。教師需要於處理事件後，填寫相關紀錄，以便學校跟進。 ・ 學校亦提醒職員及工友特別留意校園毒品事件，以便	老師當值表

	學校能迅速獲得相關資訊，及早處理有關事件及協助有需要的學生。 ・ 學校亦安排風紀於小息及午膳期間巡查學生洗手間的情況，遇有不尋常聚集/學生在校園吸煙或吸毒/出現懷疑與毒品相關的物品，立即通知校務處，請訓輔教師到場協助。	
3 放學期間	・ 學校安排教師於校外巡邏及校內當值，留意學生放學後的情況。如發現學生涉嫌吸毒、藏毒及販毒，按學校的建議程序處理個案。教師需要於處理事件後，填寫相關紀錄，以便學校跟進。	

3.2 積極參與學生健康服務

在培養學生方面，學校積極參與及鼓勵學生參與由不同團體為學生提供的學生健康服務，以確保學生的生理及心理健康成長。

就生理健康方面，學校每年都鼓勵及安排學生參與學生健康服務，並留意學生的身體健康；就心理方面，健康校園政策專責小組成員亦積極與駐校社工及各團體聯絡，為學生提供合宜的心理及情緒教育活動。

3.3 落實訓輔合一，營造關愛互助氛圍

透過建立關愛校園，加強師生間的連繫與關懷，增加學生對學校的歸屬感，讓學生在感到挫敗、失落、無助和困惑時，樂於向同學和師長傾訴和尋求協助。

A. 同學之間：互相尊重、關心和幫助
- 班會組織
- 「Hand-in-Hand Group」新來港學生輔導計劃
- 關懷大使

B. 師生之間：學生尊敬教師，教師亦愛護學生
- 敬師日
- 為「有特殊學習需要」學生提供輔導學習及訓練活動
- 班主任及訓輔導老師為個案學生跟進輔導，全面協助學生解決其行為問題。
- 處理有行為問題的學生，學校盡量給予學生解釋的機會，了解其行為的性質後，按校規作出恰當的懲處，而且提供「更新計劃」，讓學生有補救的機會。

C. 職員之間：互相關懷及支援
- 新老師啟導活動
- 設導師制，使新老師得到適當的支援及關顧
- 設級統籌主任，以支援該級老師處理學生事宜
- 課後設共同備課節，使同級老師能互相支援及分享教學經驗
- 安排老師團隊活動，使老師間建立關愛文化及增進情誼

3.4 加強與家長及社區的聯繫

在禁毒教育工作上，強化家校合作：

- 學校透過家長教師會，向家長解釋學校發展的方向，讓家長了解學校政策
- 學校歡迎家長就子女的健康發展，向學校提供意見
- 提醒家長須以身作則，為學生樹立良好榜樣，建立關愛及健康的家庭
- 鼓勵家長多參與學校活動，如陸運會、學校家長日、社區開放日等，讓家長有更多機會與學生一同參與學校活動及一起選擇課餘活動
- 請家長多加留意子女的情況、行為及多關懷子女，以減少學生吸毒的機會
- 為家長提供禁毒教育，讓家長能及早辨識學生有否吸毒，詳情可參閱保安局禁毒處出版的《「不可一．不可再」無毒家教有妙法家長禁毒資源套》
- 為家長提供定期的教育活動，提升與子女溝通的技巧及知識

4 發展學生的健康生活習慣

4.1 推行禁毒教育的要素

A. 課堂和課堂外的學習活動是相輔相成的，課堂學習為學生提供知識、技能及培育其應有的態度；課堂外的學習則給予他們實踐應用知識和技能，以及反思的機會，故兩者同樣重要。

B. 推行禁毒教育策略涵蓋均衡的學習元素，包括：
   - 禁毒知識，讓學生了解吸毒的害處；
   - 拒絕不良朋輩的誘惑及抗拒吸毒的技巧；及
   - 培養學生的正面價值觀及態度，以面對成長階段的各種挑戰。

C. 這些核心學習元素，除了可幫助學生認識危害精神毒品的禍害外，更可培育學生的正面價值觀和態度，以及提升生活技能，從而懂得拒絕接觸危害精神毒品；而這些核心學習元素，亦能幫助學生抵禦社會不同的誘惑，避免染上不良的習慣。

D. 要提供全面和多元化的禁毒教育，學校除充分利用學校課程內所提供的不同學習機會外，亦參加一些由政府或志願團體所舉辦的學校支援服務計劃 (例如:「共創成長路」— 賽馬會青少年培育計劃及「青少年健康服務計劃」)，靈活採納當中相關的課題，進一步加強學校的禁毒教育。

   I. 內容

   - 禁毒教育的核心學習元素，除了包括一些針對性的知識（例如：危害精神毒品的特點、吸食後「成癮」原因）外，亦應包括相關的技能及價值觀和態度的培育。
   - 禁毒教育及培育健康的生活方式，應包括以下的核心學習元素：

     i. 知識
     - 認識危害精神毒品的種類及特點、吸食後「成癮」原因，以及對身體所產生的不良影響
     - 分析青少年人吸食危害精神毒品的主要原因
     - 明白吸食危害精神毒品對個人、家庭、人際關係、經濟、學業等所產生的禍害
     - 辨識社會流行一些對危害精神毒品錯誤和荒謬的傳言
     - 認識政府及非政府機構於禁毒方面所提供的資源和服務

ii. 技能
- 拒絕別人引誘吸食危害精神毒品的技巧
- 辨識並遠離接觸到危害精神毒品的環境
- 具獨立思考的能力，能判斷傳媒和流行文化中的不良風氣
- 以積極的方法處理壓力和情緒低落
- 規勸朋輩遠離危害精神毒品

iii. 價值觀和態度
- 以自省和律己的態度，堅決拒絕接觸危害精神毒品（自我管理及自我反省）
- 珍惜生命，愛護自己的身體（自我管理）
- 以積極正面的態度，面對壓力和挫折（堅毅精神）
- 主動關心家人和朋輩，避免染上吸食危害精神毒品的惡習（關愛）
- 於價值衝突的處境下，仍抱持正面價值觀分析問題（面對兩難）
- 了解毒癮對家庭、社會及世界福祉的影響（責任感）

II. 學習時數

- 建議學校應持續地每年透過不同的推行模式，讓學生能有系統地獲取有關禁毒教育的基要知識，發展相關的生活技能和培育正面的價值觀和態度。要確保禁毒教育的成效，學校可在各年級安排平均每年最少約10－15小時，進行禁毒教育。
- 禁毒教育時數包括上課時間表內的學習時間（如學習領域 / 學科、德育及公民教育、班主任課等），以及上課時間表以外的學習時間（如周會、全方位學習活動等）。然而，學校應按校情、學生的學習需要等因素，適當地調節不同年級學生的禁毒教育時數。

III. 推行禁毒教育的錦囊

- 課堂學習：
  - 教師應清晰地闡述與課題相關的知識
  - 教師應給予學生足夠的機會去表達和交流個人的意見
  - 學生應有機會去反思相關的議題
  - 教師可在討論期間，向學生提供實際的建議，引導他們養成積極和正面的行為及態度
  - 持續學習活動：例如與學生進行多角度思考訓練的學習活動，提升他們批判性思考的能力
- 課堂以外的學習：
  - 教師可在日常接觸中，細心觀察及主動關懷學生的表現和行為
  - 教師應鼓勵學生主動與朋輩分享生活上所遇到的難題，並共同思考解決辦法
  - 教師亦可鼓勵學生多參與社會活動，向各社會階層傳遞正面的訊息

4.2 推行模式

學校透過不同學科提供平台，鼓勵學生建立興趣技能，確立人生目標，培育學生的正面價值觀。

A. 透過課堂推行禁毒教育（包括不同學習領域/學科）

年級	學習領域 / 學科	與禁毒教育及生活技能教育有關的 單元 / 主題 / 重點 / 主要探討問題	相關的價值觀 / 態度
中一至中三	中國語文教育	品德情意範疇的學習要點，如個人方面： ・ 自我尊重：愛惜生命、知恥、自愛、自重、不自欺 ・ 自我節制：不沉溺物慾、情緒有節	品德情意範疇的學習目標： 1. 培養道德認知、意識和判斷力，從而促進自省，培養道德情操； 2. 陶冶性情，培養積極的人生態度； 3. 加強對家庭、國家及世界的責任感。
	體育科	・ 不依賴藥物提升運動表現 ・ 活躍及健康的生活模式	參與、堅毅、自律、批判思考、公平競爭
	倫理及宗教	・ 德育主題 --- 健康校園之抗毒：讓學生明白毒品的禍害,從而建立健康的生活和人生觀。 ・ 亞巴郎：明白要以真誠待人，與別人建立互信的關係。 ・ 聖人：學習作為團體成員應有的責任態度。 ・ 聖人：讓學生明白不論甚麼時代或社會，都有不義的事，人若服從良知，必會做個正義的人，也會為受壓迫者伸訴。 ・ 明智選擇：幫助學生建立正確的人生觀。 ・ 義不容辭：鼓勵學生培養正確的價值觀，並勇於為真理作證。 ・ 生命無價：幫助學生明白生命的可貴，從而珍惜生命、善用生命。 ・ 宗徒受迫害：無懼困苦·堅守真理	健康的生活、關愛 誠信 責任感 公義 正確人生觀 公義 批判性思考 珍惜生命
	科學科	科學入門：科學發明可以帶來禍害，如濫藥	正確人生觀
	生活與社會	・ 青年人的健康問題（如吸煙、物質濫用、酗酒、肥胖） ・ 個人身份認同和自尊 ・ 壓力及處理壓力的方法 ・ 與家人的關係及處理家庭衝突	生命神聖、自尊、自省、自律、自決、尊重自己、尊重法治
中四至中六	化學科	• 阿士匹靈的結構和醫療應用	以正確的態度使用藥物

科學 (生物科)	• 生活方式的影響 • 吸煙、酗酒和濫用藥物	健康的生活方式
體育科	• 反對服用禁藥 • 認識禁藥的害處	批判思考、正義
倫理與宗教科	• 德育主題---健康校園之抗毒：讓學生明白毒品的禍害，從而建立健康的生活和人生觀。 • 生命及死亡的倫理：讓學生珍惜自己的生命 • 愛貧為先：讓學生了解在香港社會貧窮的根源 • 自然道德律：自我反省	健康的生活、關愛 批判性思考 珍惜生命 關愛 自律、自省
中國語文教育	品德情意範疇的學習要點，如個人方面： • 自我尊重：愛惜生命、知恥、自愛、自重、不自欺 • 自我節制：不沉溺物慾、情緒有節	品德情意範疇的學習目標： 1. 培養道德認知、意識和判斷力，從而促進自省，培養道德情操； 2. 陶冶性情，培養積極的人生態度； 3. 加強對家庭、國家及世界的責任感。
職業輔導	• 良好工作態度的重要性	自我反省、理性、自律

B. 透過特定的個人成長課程/項目推展禁毒教育

I. 領袖訓練計劃

為中三及中四學生提供具規律的團隊訓練，學習組織策劃及解決問題，以提升學生的自信、團隊服務精神和抗逆力。

II. 全方位學習

全方位學習是要讓學生在真切情境和實際環境中學習。這些切身經驗能夠讓學生更有效地掌握一些單靠課堂學習難以達到的學習目標，例如培養在日常生活中解決問題的能力，為社會及人類謀福祉的正面態度等，都需要學生經常接觸不同的人，在不同的環境和情況中學習。全方位學習為學生創造機會，讓他們從實際體驗中學習，這有助學生在不斷變化的社會中，實現全人發展的目標和發展終身學習的能力。

III. 其他學習經歷

高中有計劃地推行「其他學習經歷」，課時佔百分之十或以上。當中包括：價值觀教育、藝術發展、體育發展、社會服務、和與工作有關的經驗。 讓學生涉獵不同的事物，體驗寬廣而均衡的學習經歷，從而發展多元潛能。同時亦可肯定他們的參與和成就，從中培育出成長中所需的自信、學習動力和正面的價值觀及態度。而學生在沒有太大壓力的情況下參與「其他學習經歷」，能夠深入反思與享受學習的樂趣，對日常課堂學習有正面的影響。 學校盡量把「其他學習經歷」安排在學校時間表內或校曆表內進行，確保不同文化及經濟背景的學生均有機會參與。

IV. 其他機構 / 項目推展禁毒教育

學校也會因應學生的需要參與保安局禁毒處或其他青少年團體所舉辦的預防和禁毒教育活動，如「關懷大使」計劃。

5 辨識可能需要幫助的學生和建立相關轉介機制

1. 進行教師培訓，緊密與教師聯繫，以辨識需要幫助的學生
2. 清楚說明班主任/科任老師、訓輔老師、學校社工在辨識需要幫助的學生及在轉介中的角色
3. 制訂清晰的指引和程序，包括敏感及保密資料及轉介機制
4. 訓導主任定期與警察學校聯絡主任交流資訊，適切地在校務會議與教師分享
5. 策劃對學生的跟進支援
6. 檢視有關程序及加強學生、教師、家長、法團校董會之間的資訊流通

相關網站

資源	製作	網站
健康校園 – 家長篇	教育局	https://www.edb.gov.hk/attachment/en/edu-system/primary-secondary/healthy-sch-policy/support-for-parents/reference-materials/6th%20newsletter%20(Chi).pdf https://www.edb.gov.hk/attachment/en/edu-system/primary-secondary/healthy-sch-policy/support-for-parents/reference-materials/4th%20newletter_Dec%202014%20(Chi).pdf
給家長的禁毒資源	保安局	https://www.nd.gov.hk/tc/resources_parents.html

明愛胡振中書院

Caritas Wu Cheng-chung College

Healthy Campus Policy

September 2024

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1 Healthy Campus Policy

1.1 Purpose of the Healthy Campus Policy

Schools bear the important mission of educating the next generation. In addition to imparting knowledge, they emphasize the overall development of students' potential, helping them establish a positive outlook on life and values, as well as healthy living habits. In fact, various studies indicate that health is a crucial factor affecting students' learning abilities.

To cultivate healthy lifestyle habits in students involves a wide range of aspects: from developing balanced dietary habits, structured daily routines, promoting physical and mental health, preventing disease infection, to addressing issues like internet addiction, smoking, alcohol abuse, and drug use. The school has made efforts in these areas over the years.

In response to the Education Bureau's promotion of the Healthy Campus Policy, this provides the school with a macro direction to consolidate all policies related to the development of students' healthy lifestyles. It aims to integrate relevant resources and comprehensively promote the concept of a healthy campus. Through the collective efforts of all teachers and students, the school seeks to create a harmonious environment that fosters care and support, helping students develop healthy habits, establish positive life perspectives and values, learn practical life skills, and resist temptations. This promotes students' good physical, mental, and social well-being.

1.2 Goals of the Healthy Campus Policy

Through the implementation of the Healthy Campus Policy, the following goals will be achieved for students, teachers, the school, and the community:

A. Students

- Develop a healthy and strong physique, reducing the risk of disease.
- Achieve holistic physical and mental growth, enhancing self-confidence and resilience.
- Establish positive life perspectives and values.
- Encourage active participation in community service and develop strong social networks.

B. Teachers

- Focus on physical and mental well-being, reducing the risk of disease and mental stress.
- Strengthen team spirit through the promotion of a healthy campus.
- Support teachers in their continuous development and self-improvement.

C. School

- Improve the overall physical and mental health levels of students.
- Cultivate good character in students and maintain a positive school culture.
- Strengthen connections with stakeholders such as parents, teachers, the community, and government.

D. Community

- Foster physically and mentally healthy young people who possess correct values and a willingness to serve society.

2 Health Affairs Committee

2.1 Dedicated Committee

The school has established a "Health Affairs Committee" to coordinate all matters related to the implementation of the Healthy Campus Policy. The Health Affairs Committee is specifically responsible for formulating policies related to the healthy campus and ensuring their comprehensive implementation. Ongoing tasks include preventive measures for influenza, promoting healthy eating lunch options for students, cultivating students' participation in adequate exercise, and providing education on emotional management, sex education, drug education, and social health.

2.2 Responsibilities of the Dedicated Committee

A. Administration

- Outline the school's administrative procedures, guidelines, resources, and personnel allocation to enhance health and drug education and address drug-related incidents on campus.
- Provide effective communication channels for the school, parents, and students, such as online platforms.
- Organize appropriate occasions each semester for exchange meetings, allowing teachers and social workers to share their expertise and experiences, build relationships with relevant students and parents, and offer preventive education to parents to help them understand how to address issues.
- Regularly meet with teachers and social workers to stay updated on campus life and student needs.

B. Formulating School Regulations

- Assist the school in formulating timely and relevant regulations, ensuring that teachers, students, parents, and internal members fully understand their rights and responsibilities.
- Clearly establish school regulations related to drug issues, ensuring that all staff, other employees, and parents understand the content through school meetings, administrative guidelines, morning assemblies, student handbooks, parent circulars, and class meetings.

C. Establishing a Caring Culture

Build strong teacher-student relationships, encouraging teachers to understand students' situations, care about their development, quickly identify students' needs, and provide timely support, forming a crucial line of defense for crisis prevention.

D. Teacher Training

- Enhance teacher training in health and drug education.
- Objectives: (1) Help teachers understand the health campus policy elements related to drug prevention; (2) Improve teachers' teaching skills in drug education and their ability to identify high-risk students; (3) Strengthen

teachers' understanding of referral mechanisms.

E. Drug Prevention

- Utilize elements of drug education contained within various learning areas and subjects to teach students about drug knowledge, including related laws and the effects of drug use on health.
- Organize drug education seminars for students to increase their awareness of the harms of drugs.
- Provide students with comprehensive learning opportunities and experiences to cultivate positive values and attitudes, promoting holistic development.
- Strengthen students' physical and mental health, enhancing their adaptability and resilience in facing life difficulties, learning pressures, and emergencies.
- Enhance students' ability to resist temptation and equip them with the right attitudes and skills to handle adversity.
- Conduct assessments, including evaluations of students' knowledge and attitudes toward drugs.

2.3 Organization of the Dedicated Committee

Role	Member	Responsibilities
Advisor	Principal	・ Refer to the current situation and educational philosophy of the school, participate in the formulation of health and drug education, and motivate teachers to engage in planning. ・ Establish school-wide accepted goals for drug education, allocate resources and time, and clearly implement health and drug education. ・ Encourage teachers and social workers to participate in relevant training. ・ Encourage other staff to observe students for unusual behavior and report immediately to the school. ・ Actively promote cooperation, communication, and experience sharing with other schools and organizations in the community. ・ Evaluate the progress and effectiveness of health policies and follow up accordingly.
Chairperson	Head of Student Innovation Department	・ Responsible for convening meetings, discussing and determining the school's work priorities based on student needs, and formulating a comprehensive plan. ・ Implement the "Healthy Campus Policy," develop annual plans, and ensure full implementation within the school year. ・ Review the effectiveness of annual plans and report to relevant stakeholders.
Member	Panel of Religious Education	・ Establish student values of self-respect, caring for others, taking care of their bodies, and cherishing life through religious education and school motto.
	Panel of Moral and Civic Education	・ Promote activities that advocate healthy living and care for the campus through the operations of the Moral and Civic Education Committee.
	Master - Department of	・ Collaborate with counselors to organize various drug prevention and health education activities, informing students about drug-related

	Student Innovation Development (Counseling & Guidance)	information and harms. ・ Encourage Counseling & Guidance Teachers to actively participate in drug prevention training courses to understand the latest issues regarding student drug use; share information and insights with other teachers through staff meetings and training activities to help all staff identify high-risk students and prevent drug use. ・ Implement sex education and other school-wide activities to enhance students' self-awareness, self-worth, and sense of belonging. ・ Discuss with social workers to establish case referral procedures and follow-up methods. ・ Maintain proper records of case follow-ups and statistics.
	Master - Department of Student Innovation Development (Counseling & Guidance)	・ Collaborate with the community-police liaison officer to regularly hold drug prevention seminars to inform students about the harms of drugs and the consequences of drug use and trafficking. ・ Work with discipline teachers to organize drug prevention activities for high-risk students to achieve preventive effects. ・ Develop procedures and response measures for handling cases of suspected drug use or possession among students. ・ Formulate school regulations and disciplinary measures to ensure orderly school operations.
	Mistress - Department of Student Innovation Development (CCA)	・ Collaborate with internal and external organizations to organize beneficial physical and recreational activities for students, promoting balanced development.
	Department of School Innovation Development	・ Lead the campus management and student affairs team, oversee and handle the maintenance and repair of school facilities, ensuring the campus is aesthetically pleasing, clean, and safe. ・ Procure appropriate equipment to ensure the school is well-equipped, providing a comfortable working and learning environment for teachers and students. ・ Offer advice and implement measures related to fire safety and security for the school.
	Department of Student Innovation Development	・ Supervise the school snack bar and coordinate student lunch arrangements to ensure healthy eating.
	Vice Principal / Department of Academic Innovation Department	・ Review existing school curricula to ensure they include sufficient knowledge, skills, and attitudes related to drug prevention education. ・ Encourage and provide more comprehensive learning opportunities to cultivate positive values in students.

2.4 Collaboration PartnersCollaboration Partners

Role	Responsibilities
Subject Teachers/Class	・ Understand the goals, concepts, content, and implementation guidelines of the Healthy Campus Policy, ensuring full support.

Teachers	・ Raise awareness of potential drug use among students to prevent crises; provide timely and appropriate assistance and referrals if cases arise. ・ Actively participate in drug prevention training courses to enhance the ability to identify and handle student drug use cases. ・ Integrate knowledge, skills, and attitudes related to drug prevention education into classroom learning. ・ Strengthen care for students to help them feel supported and learn self-love. ・ Encourage students to develop their potential and enhance their sense of achievement.
Social Workers	・ Act as a bridge connecting students, schools, families, and communities, maintaining contact with external organizations to identify high-risk students early and arrange for counseling. ・ Understand relevant resources in the community, including government and community support, to provide appropriate assistance and referrals for students in need. ・ Provide recovery and follow-up services for case students and their families. ・ Assist the guidance team in implementing various health and drug education activities. ・ Collaborate with the counseling team to establish referral procedures, division of responsibilities, counseling follow-up, and documentation processes.
Parents	・ Care about their children's growth, health, and friendships. ・ Actively support and cooperate with the school's drug prevention education activities.
Other Staff	・ Actively participate in drug prevention education training courses to understand the latest issues regarding student drug use. ・ Report any discovered related items to the principal or guidance personnel immediately. ・ Preserve the scene where suspicious items are found to facilitate police follow-up.

3 Creating a Healthy Campus Environment

3.1 Providing a Safe and Healthy Campus for Students

To assist students in facing various growth-related issues, such as resisting drug temptations and the influence of negative subcultures, a safe and healthy campus environment is essential.

A. School Environment

The campus management and student affairs team regularly inspects the school environment to assess whether various locations pose health risks to students. They focus on the construction, use, and maintenance of school facilities, providing the school with advice on fire safety and security prevention. They also monitor and implement guidelines for preventing infectious diseases and continuously beautify the campus to enhance the learning environment. Measures include:

Goal	Measures	Remarks
1. Maintenance and repair of facilities and strengthening campus security	・ Monitor the progress of all maintenance items on the "Maintenance Report" and "Campus Damage Inspection Form." ・ Follow up on any missed or unreported	

	maintenance items. ・ Ensure all facilities are safe for use. ・ Maintain and monitor the operation of the CCTV system.	
2. Fire drills and monitoring of fire safety facilities	・ Develop emergency evacuation route maps for each classroom and special room, posting them in visible areas. ・ Assist with fire drills. ・ Follow up on the annual inspection of fire safety facilities.	Fire Drill Guidelines
3. Monitor and implement recommendations in the guidelines for preventing infectious diseases at school	・ Maintain hygiene in the campus environment through regular cleaning and disinfection. ・ Provide hand sanitizers in appropriate locations. ・ Supervise the disinfection of hygiene supplies and the proper disposal of contaminated clothing and other waste. ・ Provide necessary personal protective equipment and guide staff on proper usage and disposal.	Health Protection Center Guidelines: ・ Appendix 6: Guidelines for hand hygiene ・ Appendix 7: Use mask properly ・ Appendix 9: Procedures of preparing/using diluted bleach ・ Appendix 12: Cleansing and disinfection of articles commonly used in schools/centres
4. Control the outbreak and spread of infectious diseases on campus	・ Implement temperature checks for students during peak periods of infectious diseases.	・ Temperature Check Measures ・ Temperature Recording Sheet

B. Food and Water

Goal	Measures	Remarks
1. Implement and monitor the situation of student lunches at school	・ Contact relevant suppliers and monitor food quality and hygiene issues.	
2. Monitor the operation of the snack bar	・ Review the healthiness and hygiene of the food sold. ・ Inspect the cleanliness of the snack bar and ensure order when students make purchases.	
3. Monitor the hygiene of drinking water	・ Perform regular maintenance and repair of drinking water dispensers.	Appendix 10: Health advice on using water dispensers

C. Campus Drug Issues

The school has established a relevant monitoring system:

Goal	Measures	Remarks
1. During Class Time	・ Teachers should pay close attention to students' mental states during class. In case of emergencies, a student can be sent to the administration office for immediate assistance. If a student is suspected of drug use, possession, or trafficking, follow the school's recommended procedures for handling such cases. Teachers must fill out relevant records after addressing incidents for school follow-up. ・ Adequate time is provided for student breaks between classes; students should not go to the restroom during class.	
2. Before Class, During Breaks, and Lunchtime	・ Arrange for teachers to supervise the campus and observe any students showing signs of distress, offering support. If suspected of drug-related activities, follow the school's recommended procedures. Teachers need to fill out relevant records after addressing incidents for school follow-up. ・ The school also reminds staff to be vigilant about drug-related incidents on campus to ensure prompt reporting and assistance for affected students. ・ School monitors will patrol restrooms during breaks and lunchtime; any unusual gatherings, smoking, or suspected drug-related activities must be reported to the administration office immediately for further assistance from guidance teachers.	Teacher Duty Roster
3. After School	・ Arrange for teachers to patrol outside and supervise inside the school, monitoring students after school. If suspected of drug-related activities, follow the school's recommended procedures. Teachers need to fill out relevant records after addressing incidents for school follow-up.	

3.2 Actively Participating in Student Health Services

The school actively participates in and encourages students to engage in health services provided by various organizations to ensure the physical and mental well-being of students.

In terms of physical health, the school encourages and arranges for students to participate in health services annually and monitors their physical health. Regarding mental health, members of the Healthy Campus Policy Committee actively communicate with on-campus social workers and various organizations to provide appropriate psychological and emotional education activities for students.

3.3 Implement Integrated Guidance and Counseling to Foster a Caring and Supportive Atmosphere

By establishing a caring campus, we enhance the connection and care between teachers and students, increasing students' sense of belonging to the school. This encourages students to

seek help from classmates and teachers when they feel frustrated, lost, helpless, or confused.

A. Among Students: Mutual Respect, Care, and Support
   - Class meetings organization
   - "Hand-in-Hand Group" program for new students
   - Care Ambassadors

B. Between Teachers and Students: Students Respect Teachers, and Teachers Care for Students
   - Teacher Respect Day
   - Counseling and training activities for students with special learning needs
   - Class teachers and guidance teachers follow up with individual students to help resolve behavioral issues.
   - For students with behavioral problems, the school provides opportunities for explanation, understands the nature of their behavior, and imposes appropriate sanctions according to school rules while offering an "Update Plan" to allow students a chance for remediation.

C. Among Staff: Mutual Care and Support
   - Induction programs for new teachers
   - Mentorship system to provide appropriate support and care for new teachers
   - Coordinating supervisors to assist teachers in handling student matters
   - After-school collaborative lesson planning sessions for teachers to support each other and share teaching experiences
   - Team-building activities for teachers to foster a culture of care and strengthen friendships

3.4 Strengthening Connections with Parents and the Community

In the context of drug education, enhancing school-parent cooperation includes:

- The school explains its development direction to parents through the Parent-Teacher Association, helping them understand school policies.
- The school welcomes parents to provide feedback on their children's healthy development.
- Parents are reminded to lead by example, setting a good model for students and creating a caring and healthy family environment.
- Parents are encouraged to participate in school activities, such as sports days, parent days, and community open days, providing more opportunities for parents to engage in school events and choose extracurricular activities together with their children.
- Parents are advised to closely monitor their children's situation and behavior and show care to reduce the likelihood of drug use among students.
- The school offers drug education for parents to help them identify early signs of drug use in their children. For details, refer to the Security Bureau's Drug Abuse Treatment publication titled "No More, No Again: Effective Parenting Resources for a Drug-Free Home."
- Regular educational activities are provided for parents to enhance their communication skills and knowledge in interacting with their children.

4 Developing Healthy Lifestyle Habits in Students

4.1 Key Elements of Drug Education

A. Classroom and extracurricular learning activities complement each other. Classroom learning provides students with knowledge, skills, and the development of appropriate attitudes, while extracurricular activities offer opportunities to apply this knowledge and reflect on their experiences. Both are equally important.

B. The implementation of drug education strategies encompasses a balanced range of learning elements, including:
   - Knowledge about the harms of drug use.
   - Techniques to resist peer pressure and refuse drugs.
   - Fostering positive values and attitudes to face various challenges during growth.

C. These core learning elements not only help students recognize the dangers of psychoactive drugs but also cultivate positive values and attitudes, enhancing life skills to refuse harmful substances. These elements also help students resist various societal temptations and avoid developing bad habits.

D. To provide comprehensive and diverse drug education, the school should not only fully utilize different learning opportunities available in the curriculum but also participate in school support service programs organized by the government or voluntary organizations (e.g., "Creating Growth Together" - Jockey Club Youth Development Program and "Youth Health Service Program"), flexibly adopting relevant topics to further strengthen drug education.

I. Content
   - The core learning elements of drug education should include targeted knowledge (e.g., characteristics of psychoactive drugs and reasons for addiction) as well as the cultivation of relevant skills, values, and attitudes.
   - Drug education and the promotion of healthy lifestyles should include the following core learning elements:

i. Knowledge
   - Recognizing types and characteristics of psychoactive drugs, reasons for addiction, and their adverse effects on health.
   - Analyzing the main reasons why adolescents use psychoactive drugs.
   - Understanding the harms of drug use to individuals, families, relationships, finances, and academic performance.
   - Identifying incorrect rumors and misconceptions about psychoactive drugs prevalent in society.
   - Understanding the resources and services provided by government and non-government organizations for drug prevention.

ii. Skills
   - Techniques to refuse peer pressure to use psychoactive drugs.
   - Identifying and avoiding environments where psychoactive drugs are present.
   - Developing independent thinking to judge negative trends in media and popular culture.
   - Managing stress and emotional lows in a positive manner.
   - Encouraging peers to stay away from psychoactive drugs.

iii. Values and Attitudes
   - Adopting a reflective and self-disciplined attitude to firmly refuse contact with psychoactive drugs (self-management and self-reflection).
   - Valuing life and caring for one's body (self-care).
   - Facing stress and setbacks with a positive attitude (resilience).
   - Actively caring for family and peers to avoid developing drug habits (compassion).
   - Maintaining a positive value perspective when faced with value conflicts (facing dilemmas).
   - Understanding the impact of addiction on family, society, and global welfare (responsibility).

II. Learning Hours

- Schools are advised to systematically provide students with essential knowledge about drug education and develop relevant life skills and positive values annually through various implementation models. To ensure the effectiveness of drug education, schools should arrange an average of at least 10-15 hours of drug education each year across all grades.
- The hours for drug education include learning time within the class schedule (e.g., subject areas, moral and civic education, class teacher lessons) as well as time outside the class schedule (e.g., assemblies, holistic learning activities). However, schools should adjust the hours appropriately based on school conditions and students' learning needs.

III. Implementation Strategies for Drug Education

- Classroom Learning:
  - ✧ Teachers should clearly present knowledge related to the topic.
  - ✧ Teachers should provide students with ample opportunities to express and share their opinions.
  - ✧ Students should have opportunities to reflect on relevant issues.
  - ✧ During discussions, teachers can offer practical advice to guide students

toward positive behaviors and attitudes.

- ✧ Continuous learning activities, such as critical thinking training, should be implemented to enhance students' critical thinking abilities.

➢ Extracurricular Learning:

- ✧ Teachers should carefully observe and proactively care for students' performance and behavior in daily interactions.
- ✧ Teachers should encourage students to share personal challenges with peers and collaboratively explore solutions.
- ✧ Teachers can also encourage students to participate in social activities to convey positive messages to various social strata.

4.2 Implementation Models

The school provides platforms through various subjects to encourage students to develop interests and skills, establish life goals, and cultivate positive values.

A. Through Classroom-Based Drug Prevention Education

Form	Learning Area/Subject	Units/Themes/Key Issues Related to Drug Education and Life Skills	Relevant Values/Attitudes
S1-3	Chinese Language	Learning points in moral and emotional education, such as: · Self-respect: Cherishing life, knowing shame, self-love, self-worth, and honesty. · Self-restraint: Not indulging in material desires and emotional control.	Learning Objectives in the Area of Moral and Emotional Education: 1. Cultivate moral cognition, awareness, and judgment to promote self-reflection and develop moral character. 2. Nurture temperament and foster a positive attitude towards life. 3. Enhance the sense of responsibility towards family, country, and the world.
	Physical Education	· Not relying on drugs to enhance athletic performance. · Active and healthy lifestyle.	Participation, resilience, self-discipline, critical thinking, fair competition.

	Ethics and Religious Studies	· Moral education theme: Anti-drug in a healthy campus, helping students understand the harms of drugs to establish a healthy lifestyle and worldview. · Understanding the importance of sincerity and trust in relationships. · Learning responsibility as a group member. · Acknowledging injustices in all times and societies, and the importance of acting according to conscience. · Making wise choices to help students build a correct worldview. · Encouraging the cultivation of correct values and the courage to stand for the truth. · Understanding the preciousness of life. · Perseverance in truth despite hardship.	Healthy living, care, integrity, responsibility, justice, correct worldview, critical thinking, cherishing life.
	Science	Introduction to science: Scientific inventions can cause harm, such as drug abuse.	Correct worldview
	Life and Society	· Health issues among youth (e.g., smoking, substance abuse, alcoholism, obesity). · Personal identity and self-esteem. · Pressure and methods of coping with stress. · Family relationships and handling conflicts.	Sanctity of life, self-respect, self-reflection, self-discipline, self-determination, respect for oneself and the rule of law.
S4-S6	Chemistry	· Structure and medical applications of aspirin.	Using drugs with the correct attitude.
	Science (Biology)	· Impact of lifestyle. · Smoking, alcoholism, and drug abuse.	Healthy lifestyle.
	Physical Education	· Opposing the use of performance-enhancing drugs. · Understanding the harms of drugs.	Critical thinking, justice.
	Ethics and Religious Studies	· Moral education theme: Anti-drug in a healthy campus, helping students understand the harms of drugs. · Ethics of life and death: Helping students cherish their lives. · Understanding the roots of poverty in Hong Kong society. · Natural moral law: Self-reflection.	Healthy living, care, critical thinking, cherishing life, self-discipline, self-reflection.
	Chinese Language	Learning points in moral and emotional education, such as: · Self-respect: Cherishing life, knowing shame, self-love, self-worth, and honesty. · Self-restraint: Not indulging in material desires and emotional control.	Learning Objectives in the Area of Moral and Emotional Education: 1. Cultivate moral cognition, awareness, and judgment to promote self-reflection and

			develop moral character. 2. Nurture temperament and foster a positive attitude towards life. 3. Enhance the sense of responsibility towards family, country, and the world.
	Career Guidance	▪ Importance of a good work attitude.	Self-reflection, rationality, self-discipline.

B. Through Specific Personal Growth Programs/Projects

I. Leadership Training Program

A structured team training program for S3 and S4 students to learn organizational planning and problem-solving, aimed at enhancing students' confidence, team spirit, and resilience.

II. Life-wide Learning

Life-wide Learning enables students to learn in authentic situations and real-world environments. These hands-on experiences allow students to effectively achieve learning objectives that are difficult to attain through classroom learning alone, such as developing problem-solving abilities in daily life and fostering a positive attitude towards benefiting society and humanity. Students need regular exposure to different people and various environments to learn. Holistic learning creates opportunities for students to learn through practical experiences, helping them achieve whole-person development and develop lifelong learning skills in a constantly changing society.

III. Other Learning Experiences

The school systematically implements "Other Learning Experiences" in high school, comprising at least 10% of the curriculum. This includes values education, arts development, sports development, community service, and work-related experiences. Students engage in diverse activities to experience a broad and balanced learning journey, which helps develop their multiple potentials. At the same time, it affirms their participation and achievements, fostering the confidence, motivation, and positive values needed for their growth. Participating in "Other Learning Experiences" without significant pressure allows students to reflect deeply and enjoy the learning process, positively influencing their classroom learning. The school strives to integrate "Other Learning Experiences" into the school timetable or calendar, ensuring that students from different cultural and economic backgrounds have the opportunity to participate.

IV. Collaboration with Other Organizations/Projects for Drug Education

The school also participates in prevention and drug education activities organized by the Security Bureau's Drug Abuse Treatment Unit or other youth organizations, such as the "Care Ambassador" program, based on students' needs.

5 Identifying Students in Need of Help and Establishing Referral Mechanisms

1. Conduct teacher training to closely collaborate with teachers in identifying students who need assistance.
2. Clearly define the roles of class teachers, subject teachers, guidance counselors, and school social workers in identifying students in need of help and in the referral process.
3. Develop clear guidelines and procedures, including handling sensitive and confidential information and the referral mechanism.
4. The discipline head should regularly communicate with the police school liaison officer to exchange information and appropriately share it with teachers at school meetings.
5. Plan follow-up support for students.
6. Review relevant procedures and enhance the flow of information among students, teachers, parents, and the school management committee.

Related Websites

Resource	Producer	Website
"Healthy School: Tips for parents"	Education Bureau	https://www.edb.gov.hk/attachment/en/edu-system/primary-secondary/healthy-sch-policy/support-for-parents/reference-materials/6th%20newsletter%20(ENG).pdf https://www.edb.gov.hk/attachment/tc/edu-system/primary-secondary/healthy-sch-policy/support-for-parents/reference-materials/4th%20newsletter_Dec%202014%20(Eng).pdf
Anti-drug Resources for Parents	Security Bureau	https://www.nd.gov.hk/en/resources_parents.html