

**Final Report of Project****Project No. :2007/0449****Part A**

Project Title: Building on the Concept of Health Promoting Schools to Develop an Effective and Sustainable Model of 'Healthy Campus'

Name of Organization: Centre for Health Education and Health Promotion, The Chinese University of Hong Kong

Project Period: October 2008to December 2010

**Executive summary:**

“Building on the Concept of Health Promoting Schools to Develop an Effective and Sustainable Model of Healthy Campus” (also known as Health Promoting School Built-on Project) aimed at expanding the Healthy Promoting School concepts and good practices generated from two previous healthy school projects carried out by the Centre for Health Education and Health Promotion of CUHK, namely “New Initiative of School Based Management to improve healthy educational environment: The Hong Kong Healthy Schools Award Schools” (2000/2128) and “Capacity Building for Pre-school Children: Health Promoting Kindergarten” (2004/0919). The objective of this project is to map out strategies to cascade the effect of Health Promoting Schools leading to a culture of healthy school that supports students to adopt an active and healthy lifestyle.

The framework of Health Promoting School is a whole school approach to enhance both health and educational outcomes of students through learning and teaching experiences initiated in the school. It involves the following six key areas: Healthy School Policies, School's Physical Environment, School's Social Environment; Action Competencies for Healthy Living, Community Links, and School Health Care and Promotion Services. Thirty schools including primary, secondary schools and kindergartens participated in the project as Resource Schools. Through mutual learning and sharing opportunities offered by the project, teachers consolidated the Health Promoting School concepts and excel as sustainable good practices. A range of learning and sharing opportunities included seminars, open-house school visits, and discussion meetings on effective school health education, large-scaled local symposium, overseas studying tour and visit by overseas educators. The project team also conducted a review on the performance indicators for Health Promoting Schools.

Outcomes of the project were fruitful especially on professional development of associated school personnel in Resources Schools. Indicated by the post-project survey among school personnel in these schools, majority of them were satisfied with the school's performance on developing healthy school and had taken the opportunities offered by



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the project to share the experience of healthy school development with others. Key project deliverables included a manual on school safety and health education in kindergarten, and a special issue with a series of sharing articles by teachers. The project also enabled the foundation building of a web-based resource bank for Health Promoting School for wider dissemination of resources to the Chinese community in the cyberspace. Thanks to Quality Education Fund, this meaningful project has reached a consummate completion, and this report presents the attainment of objectives and project impacts to schools in detail. In prospect, Centre for Health Education and Health Promotion will continue playing the facilitating and promoting role in the healthy school movement and looks forward to new initiatives and school network in the field of school health promotion that foster healthy students and quality education.

*\*The report should be signed by the supervisor of the school/the head of the organization or the one who signed the Quality Education Fund Agreement for allocation of grant on behalf of the organization.*

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## Part B

### A. Attainment of objectives (Table 1)

Objective statement	Activities or initiatives related to the objective	Extent of attainment of the objective	Evidence or indicators of having achieved the objective	Reasons for not being able to achieve the objective, if applicable
1. to generate and disseminate effective and sustainable practices of health promoting school	Seven workshops on improving the effectiveness of healthy kindergartens, motor development, foot and spinal health in pre-school children, meal planning, food safety and healthy snacks for children, psychosocial development in pre-primary children and support in schools, school safety in terms of environment and basic healthcare facilities, plus a series of learning journey in kindergartens.	Fully achieved	<ul style="list-style-type: none"> <li>- Good attendance of school personnel from a range of schools territory-wide.</li> <li>- A number of representatives from Resource Schools shared their good practices on the workshops and received very positive responses from participants.</li> </ul>	
2. to enhance school principals' and teachers' capacity and professional development for continuous school improvement	<ul style="list-style-type: none"> <li>- Workshops and learning journey mentioned above.</li> <li>- Meetings on effective health education programmes for pre-school children.</li> <li>- Overseas studying tours on school health promotion.</li> <li>- Other sharing opportunities offered by the project.</li> </ul>	Fully achieved	<ul style="list-style-type: none"> <li>- Majority of participant of the training activities responded positively on knowledge gained and recognised the usefulness of the training.</li> <li>- Representatives involved in school sharing gained not only the confidence and recognition in the field of school health promotion, but also professional development for school improvement.</li> </ul>	
3. to support motivated and capable schools to become Resource Schools and help more schools in Hong Kong to become health promoting schools	<ul style="list-style-type: none"> <li>- Two briefing seminars of the project for Resource Schools/ kindergartens.</li> <li>- Around 10 open-house visits at Resource Schools/ kindergartens.</li> <li>- Support motivated resource schools to help other school to develop health promoting schools</li> </ul>	Fully achieved	30 schools empowered to become Resource Schools to share good practice and help other schools in Hong Kong to develop Health Promoting Schools. (Annex 1 shows the school list)	

Objective statement	Activities or initiatives related to the objective	Extent of attainment of the objective	Evidence or indicators of having achieved the objective	Reasons for not being able to achieve the objective, if applicable
4. to establish an exemplar of effective parent education programme for Kindergartens and Primary Schools	<ul style="list-style-type: none"> <li>- School visits by the project team at two Resource Schools (primary schools) to explore the needs and keys to effective parent education programme.</li> <li>- Two focus group interviews at two Resource Kindergartens to probe deeply on establishment of quality family-school collaboration.</li> </ul>	80% attained	The main deliverable of "Frequently Asked Questions on Early Childhood Health Education" includes a chapter on establishing quality family-school collaboration with exemplars from kindergartens.	Effective parent education programme has already been explored and achieved in many primary schools. For the time being, no further exemplar has been engendered by this project for primary schools.
5. to establish exemplars of comprehensive and effective health education programme for Kindergarten	<ul style="list-style-type: none"> <li>- Meetings on effective health education programmes for pre-school children.</li> <li>- Publication of a manual entitled "Frequently Asked Questions on Early Childhood Health Education" for kindergarten teachers.</li> </ul>	Fully achieved	Interactive and fruitful discussion had engendered through the meetings and wide dissemination of the deliverable to the early child education sector.	
6. to forge partnership among schools for betterment of school effectiveness and inculcate in schools a sharing culture	<ul style="list-style-type: none"> <li>- The workshops and learning journey mentioned above, especially the open-house visit on 14 Aug 2009 around the theme of "Building a Collaborative Network of Health Promoting Schools: The Success in Tuen Mun District".</li> <li>- A web-based resource bank of HPS for wider dissemination of good practice and resource sharing</li> <li>- Contribution of field-tested health education projects in resources kindergartens to the deliverable of "Frequently Asked Questions on Early Childhood Health Education".</li> </ul>	70% attained	Evaluation survey of 113 teachers from Resource Schools/Kindergartens showed positive health promotion development and sustainability in schools	More time and resources are needed to conduct more field testing
7. to build up a model of 'Healthy Campus'	<ul style="list-style-type: none"> <li>- Review of Performance Indicators for Health Promoting Schools.</li> <li>- The workshops and learning journey mentioned above.</li> <li>- A web-based resource bank of HPS for wider dissemination of good practice and resource sharing.</li> </ul>	70% attained	Numbers of schools have achieved very high standard in HPS and would act as model of 'Healthy Campus'	Bigger critical mass (at least 20% of schools in HK need to reach a very high standard of HPS) is needed to build up a better model which needs more investment

## **B. Project impact on learning effectiveness, professional development and school development**

### **1. Learning effectiveness**

Education and health are inextricably linked. Over the years, there is an assertion that healthy young people are more likely to learn more effectively and health promotion can assist schools to meet their targets in educational attainment. Through the discussions on effective health education programmes for children, teachers from Resource Kindergartens form a learning community to share teaching experience on various health topics, and techniques in the field of early child education, such as curriculum planning and project approaches. The discussions and interactions not only enhance teachers' confidence in learning and teaching health topics, but also brought about the idea and timeline of compiling all the presentations and examples shared into a collection of frequently asked questions by kindergarten teachers and answers from both experienced educators in Resource Kindergartens and health education experts. This collection, namely "Frequently Asked Questions on Early Childhood Health Education" has become the key project deliverable for promoting learning effectiveness and quality health education in kindergartens.

The deliverable provides many examples of good planning, implementation and participatory approaches to promoting health. It covers a range of topics from what health is and how Health Promoting School evolves, to how to build an effective team supporting the implementation of Health Promoting School. It also quotes a number of field-tested examples collected from Resource Kindergartens on how to implement good education programmes on health topics such as healthy eating, mental and emotional health, anti-smoking education, and consumer health education. It is believed that the learning and teaching of health in many more kindergartens would be enhanced when the deliverable has been widely disseminated and adopted by more teachers.

There is no doubt that effective learning and teaching is supported by a healthy school environment. This project has strived to present practical ways for creating a healthy school environment in the kindergarten context through a structuralized consolidation programme for associated school personnel. Overwhelming responses (Annex 3) from workshops' participants were received not only from networking kindergartens involved in the previous "Capacity Building for Pre-school Children: Health Promoting Kindergarten" project, but also from peripheral kindergartens territory wide. It is therefore believed that trained teachers were equipped with skills to create a school environment that enable healthy eating, optimal physical and mental health development for young children where effective learning and teaching in school.

### **2. Professional development**

Throughout the project, different opportunities were offered to Resource Schools to share their good practices of developing healthy schools. The evaluation survey among the healthy school working group of the 30 Resource Schools/ Kindergarten (Annex 2) indicated that most of the respondents (86%) perceived that they had taken those opportunities to share with others. Through sharing, discussions, hosting open-house visits and overseas study tours, associated personnel such as school principals and teachers in school-based working group demonstrated and unpacked

what actually happened in a Health Promoting School, and illustrated the concepts and factors that constitute successful learning and teaching in school from the perspective of school health promotion. This is definitely one of the opportunities for professional development among school staff in Resource Schools/ Kindergartens. Besides local recognition, a school principal and a senior teacher of two Resource Schools were invited to present the schools' experience at the 2nd Health Educating for Health Conference, organised by Ministry of Education, Singapore on 16-20 November 2009, where the Hong Kong stories of Health Promoting Schools were recognised internationally.

In many of the project activities, school sharing usually went after the theory parts which were conducted by professionals from the health and education sectors, such as professor of public health and family physician, lecturer in early child education, registered dietitian, physiotherapist, and clinical psychologist. Evidence-based health information and practical educational tips were delivered to the participants. Besides, many of the project activities offered practical guidelines developed in previous healthy school projects, such as "Physical Activity Guidelines for Kindergartens" and "Healthy Eating Guidelines for Pre-school Children". These credible materials not only enriched the training, but also enabled professional development among the participants. Their knowledge gained on school health and enhanced confidence in putting theories into their school context was evidenced in all the post-activity evaluation surveys (Annex 3).

### 3. School development

Health Promoting School is a whole-school approach to enhancing both health and educational outcomes of students through learning and teaching experiences initiated in the school. It promotes a framework that involves areas in school policies, physical and social environment, action competencies for healthy living, and fosters community links and school health care and promotion services. All the activities or initiatives involved in a Health Promoting School tie in well with the ambition of a school to be an effective school where a clear leadership to establish a school climate of trust and collaboration, sufficient consultation between stakeholders in establishing the school's direction, evidence-based learning and teaching methods are upheld.

For school development in Resource Schools/ Kindergartens, the evaluation survey indicated that 90% of the respondents agreed that their schools regarded "Development of Healthy School" as one of the school's priority areas, and are satisfied with the school's performance on developing a healthy school. Over ninety percent of them agreed that their school leaders have paid efforts to support the development of healthy school (91%), and the school's working group for school health has achieved the desired effects (93%). The high level of self-rated scores implied the successful empowerment of school personnel in developing and sustaining the growth of Health Promoting Schools. This will also enable the school to become an effective school where integrated and coherent actions are taken to improve better education and health outcomes in the whole school community. For instance in the aspect of family-school collaboration, although recently only one-fourth of kindergartens in Hong Kong have established PTA, the project team identified and recognised the success of two Resource Kindergartens in establishing effective family-school



collaboration especially through the partnership with PTA. Concepts and factors constitute the success were discussed via focus groups and presented to other kindergartens in the deliverable of “Frequently Asked Questions on Early Childhood Health Education”. This will encourage many other kindergartens to develop better family-school collaboration leading to enhancement of school development.

In prospect of healthy schools in Hong Kong, The evaluation survey indicated that over 95% of the respondents looked forward to new partnership and school networking specifically on healthy schools that further promote the concept of holistic well-being and foster the culture of healthy schools at a wider level.

#### 4. Review of Performance Indicators for Health Promoting Schools

Besides a series of project activities described in *Section E: Activity List*, a follow-up study had been conducted to correlated the overall performance of Health Promoting School in terms of scores with each components and elements under the WHO framework of six key areas of Health Promoting Schools. The study aimed at reviewing the internal consistency and coherence of the indicators which have been developed for nearly a decade. The results helped build the scientific basis for a set of revised performance indicators for Health Promoting Schools that are applicable to Hong Kong school setting and schools in some other countries. Professor Albert Lee, Director of Centre for Health Education and Health Promotion of CUHK had participated in the review of WHO guidelines for Health Promoting Schools in 2008, where evidence and experience of Hong Kong were studied as reference.

#### 5. Web-based Resource Bank of Health Promoting School

A web-based resource bank of Health Promoting School had been established for wider application and implementation of the resource and exemplars in the school sector. Hyperlinked to the website of Centre for Health Education and Health Promotion (also known as CHEP or the Centre), a domain name of [www.healthpromotingschool.org.hk](http://www.healthpromotingschool.org.hk) has been registered jointly with the sub-regional office of International Union Health Promotion and Education (Pearl River Region). The resource bank provides useful information and practical guidelines for developing Health Promoting Schools and will facilitate information and resource exchange.

### C. Cost-effectiveness

Annex 8 illustrates the budget checklist of the project. Total actual expense HKD 4,010,761.09 is 4.51% less than the approved budget (HKD 4,200,000.00). Most budget items had been used according to the project agreement within the approved budget. The deployment of reallocated the funding under the *General Expense* item was made within the permitted upper limit of HKD 200,000, according to the project agreement. This section reports on the utilisation of available resources, unit cost for the direct beneficiaries, and sustainability of the project and deliverables developed.

#### 1. Utilisation of available resources

For utilisation of available resources, Centre for Health Education and Health Promotion of CUHK provides necessary office space, furniture and office machines which enabled smooth operation of the project. Besides, this project supported the procurement of further necessary equipment such as computer upgrade and backup facility, audio-visual equipment, and establishment of the web-based resource bank. Every effort and measure had been took place to ensure the optimal effectiveness of equipment utilisation at the Centre's disposal. For human resource, this project mainly involved teachers in school-based healthy school working group or committee in Resource Schools/ Kindergartens, sometimes the school principals. Having the schools that were actively participated in the project for the quality health education and promotion of the Health Promoting School framework was the purpose of the project, which may not always necessarily expressed in a financial term, as reflected by some Resource Schools. In spite of this, the project provided financial support to these schools for hiring supply teachers. The following table shows the guidelines provided by the project team to ensure a fair and effective use of the subsidy according to the schools' commitment (Table 2). The section of *Difficulties encountered and solutions adopted* describes the circumstances and reasons why part of the use of subsidy has not reached its full effectiveness.

**Table 2: Dissemination Value of Project Deliverables**

Commitment in Health Promoting School Built-on Project	Entitlement (no. of working day)
1. Overseas learning tour (Outside Hong Kong)	7 days
2. School mentoring: support the development of other school(s) in the field of school health promotion.	5 days
3. Hosting open-house visit	1 day per visit
4. Sharing of school experience in project events such as workshops, seminars or symposiums.	1 day per presentation
5. Other commitment or technical support (such as video production)	Subjected to the type of commitment

Besides the Resource Schools, the project team utilised other human resources from the Centre for Health Education and Health Promotion and supports from networking health care professionals (such as registered physiotherapist and clinical psychologist) to provide training in the project and consultancy services in project evaluation and statistics. Part of services was delivered using the private fund of the project leader outside the budget of this project.



## 2. Unit cost for the direct beneficiaries

In the project, 30 Resource Schools (including 10 secondary schools, 10 primary schools, and 10 kindergartens) were involved and benefited from the positive impacts and betterment stemmed from the project. Unit cost of direct beneficiaries can be estimated by dividing the total project expense (HKD 4,010,761.09) by number of Resource Schools (30), which is equal to around HKD 133,692 (per school). In terms of individual, since this project took a whole-school approach directly affecting over 16,000 students (around 700 students per primary/secondary school times 20 schools; plus 200 students per kindergarten times 10 schools) and 1,500 school staff (around 65 school staff per primary/secondary school times 20 schools; plus 20 staff per kindergarten times 10 schools). The unit cost for the direct beneficiaries is then approximately equal to HKD 229 (per individual). These estimations yet take the indirect beneficiaries (such as peripheral school attending the workshops and seminars and those acquired the project deliverables) into account.

## 3. Sustainability of the project and deliverables developed

This project has built a robust foundation for sustainability and long-term contribution to the education sector. Hard copies of project deliverables are available to any local schools and Chinese communities. Electronic version of them mainly in PDF format is also available on the Centre's website and Health Promoting School Resource Bank. Any interested school outside the project can get the information and resources for free on-line, and they can approach the Centre for consultancy services at minimal administrative cost for conduct assessments to create a school health profile, which can also be waived when further funding has been sought. This will facilitate sustainability of the project when the Health Promoting School framework is replicated by other schools. Up to the moment of writing up the final report, no alternative approach has been come up with for equivalent benefits at less cost.

#### D. Deliverables and modes of dissemination; responses to dissemination

**Table 3: Dissemination Value of Project Deliverables**

Item description	Evaluation of the quality and dissemination value of the item	Dissemination activities conducted and responses	Is it worthwhile for the item to be disseminated by QEF?
A manual entitled "Safety Tips @ Kindergarten" for kindergarten teachers (500 hard copies)	The manual (45 pages) is a collection of most safety tips and guidelines applicable to Hong Kong kindergartens. It is written by health care professionals with colourful pictures taken from a number of local kindergartens and has a high dissemination value.	<ul style="list-style-type: none"> <li>- Distributed to 30 schools that had participated in the safety workshop carried out in December 2009. The response was very positive.</li> <li>- The manual has been posted on CHEP's website for free download, free copies are also available on request.</li> </ul>	Yes. It can be disseminated to every local kindergarten accompanied with related training and/or school visits.
Three sets of educational leaflets on safety for parents (each 1000 hard copies).	The handy leaflets (in A6) are about home safety for preventing child injury; basic first aid procedures for handling child injury at home; and safe drug use for preventing drug misuse by children. They are written by health care professionals with credible source of health information and colourful pictures. These leaflets have a moderate dissemination value.	<ul style="list-style-type: none"> <li>- Distributed to 30 schools that had participated in the safety workshop carried out in December 2009. The response was very positive.</li> <li>- The leaflets have been posted on CHEP's website for free download, free copies are also available on request.</li> </ul>	Yes. They can be disseminated to parents for increasing awareness of safety.
A manual entitled "Frequently Asked Questions on Early Childhood Health Education" for kindergarten teachers (700 hard copies)	The manual (72 pages) is a collection of questions asked by kindergarten teachers on how to build a healthy school and work out quality health education. The manual provides a number of good exemplars and responses from professionals, and definitely has a high dissemination value.	<ul style="list-style-type: none"> <li>- Distributed to 50 participants at the symposium in June 2010.</li> <li>- Distributed to 50 course participants studying in early child education in IVE in December 2010, and 80 course participants studying in early child education in HKIED in March 2011. The response was very positive.</li> <li>- The manual has been posted on CHEP's website for free download, free copies are also available on request.</li> </ul>	Yes. It can be disseminated to every local kindergarten accompanied with related training.
Special issue of the Hong Kong Health Promoting School Sharing Symposium 2010 cum award presentation ceremony (600 hard copies)	The special issue (27 pages) was not only the programme book of the symposium and pre-symposium activities, but also a key publication including the milestones of local healthy school development, major activities highlights of the current project, and a series of sharing articles by six awardee schools that year which had achieved the international benchmarking of Health Promoting School recognised by EDB and the WHO Western Pacific Regional Office. This publication has a moderate dissemination value.	<ul style="list-style-type: none"> <li>- Distributed to over 370 participants at the symposium in 26 June 2010.</li> <li>- The special issue has been posted on CHEP's website for free download, free copies are also available on request.</li> </ul>	Yes. It can be disseminated to local schools for increasing awareness of school health promotion.

#### E. Activity list (Table 4)

Types of activities	Brief description	No. of participants			Feedback from participants
		school	Teacher	Other	
1. Briefing Seminars					
Briefing seminar on the Health Promoting School Built-on Project (for Resource Kindergartens)	6 Feb 2009 (Fri) 3:30-5:00pm, CHEP office	10 kindergartens	22 school principals and teachers	1 parent representative of Parent Teacher Association	Principals and teachers recognized their roles and commitment of being a Resource School, and they appreciated the substantial supports from the project team.
Briefing seminar on the Health Promoting School Built-on Project (for Resource Schools in the primary and secondary school category)	7 Feb 2009 (Sat) 10:00-11:30am, CHEP office	10 primary and 10 secondary schools	24 school principals and teachers		Principals and teachers recognized their roles and commitment of being a Resource School, and they appreciated the substantial supports from the project team.
2. Consolidation Programme for Kindergarten Teachers and School heads					
Workshop on improving the effectiveness of healthy kindergartens	7 Mar 2009 (Sat) 9:30am-12:30pm, CHEP office	14 kindergartens	25 school principals and teachers		Principals and teachers participated actively in the discussion about the strategies to deal with the health challenges of epidemic infectious diseases by adopting the HPS approach. Participants found the sharing very rewarding and inspiring.
Workshop on motor development in pre-school children	28 Mar 2009 (Sat) 9:30am-12:30pm, CUHK Campus	33 kindergartens	65 teachers		The workshop was conducted in an interactive and practical way. A group exercise has been included to for participants to practice designing effective school-based physical training activities by adopting appropriate principles and strategies to enhance the motor development of pre-school children. Participants found it useful.
Workshop on foot and spinal health in pre-school children	25 Apr 2009 (Sat) 9:30am-12:30pm, CUHK Campus	19 kindergartens	35 teachers		A physiotherapist of the project team introduced the developmental milestones of foot and spine and related problems possibly found in children. Participants' feedback was very positive and they found the training useful.
Workshop on meal planning and food safety in kindergarten	9 May 2009 (Sat) 9:30am-12:30pm, CUHK Campus	66 kindergartens	100 participants including school principals, teachers, clerical staff and workmen		The workshop was developed and conducted by dietitians in the project team and included lecturing and a menu review activity. The workshop, especially the Resource School sharing part was well-received by participants.
Workshop on healthy snacks for children	6 Jun 2009 (Sat) 9:30am-12:30pm, CUHK Campus	81 kindergartens	93 participants including school principals, teachers, clerical staff and workmen		Participants learned the basic principles of planning and preparing healthy snacks for young children. The training also covered the use of food labels and included an activity to review the snacks provided in kindergartens. Participants found it very practical.

Types of activities	Brief description	No. of participants			Feedback from participants
		school	Teacher	Other	
Workshop on psychosocial development in pre-primary children and support in schools	28 Nov 2009 (Sat) 9:30am-12:30pm, CUHK Campus	39 kindergartens	103 teachers		Clinical Psychologist of Health Education and Health Promotion Foundation illustrated the stages of emotional and social development in children and suggested a number of practical tips for teachers when dealing with temper tantrums or inappropriate behaviours in young children. Feedbacks from participants were very positive.
Workshop on school safety (environment and basic healthcare facilities)	5 Dec 2009 (Sat) 9:30am-12:30pm, CUHK Campus	30 kindergartens	42 teachers		Project team stated basic safety principles in kindergartens and then illustrated the safety checkpoints basic healthcare facilities through showing a lot of photographs taken during physical environment inspection for over 60 kindergartens. Participants found the workshop very practical and had empowered them to improve the school environment and healthcare facilities.
Learning Journey on school safety at Five Districts Business Welfare Assn Cheung Cheuk Shan Kindergarten	19 Dec 2009 (Sat) 9:30am-10:45am 11:00am-12:15pm	26 kindergartens	44 teachers		The visits showed a real picture of implementation of HPS concept for establishing and sustaining a healthy and safe school. Feedback from participants was positive. All participants indicated that the workshop is useful and the round tour demonstration is practical.
Learning Journey on school safety at Tivoli Anglo-Chinese Kindergarten	21 Dec 2009 (Mon) 2:00pm-3:15pm 3:30pm-4:45pm	36 kindergartens	48 teachers		The visits showed a real picture of implementation of HPS concept for establishing and sustaining a healthy and safe school. Feedback from participants was positive. All participants indicated that the workshop is useful and the round tour demonstration is practical.
<b>3. Discussion Group Meeting</b>					
The 1st meeting on effective health education programmes for pre-school children	29 Apr 2009 (Wed) 2:30-5:30 pm, CHEP office	7 kindergartens	14 teachers and 2 school principals		Teachers from two Resource Kindergartens shared education programmes implemented in their school: -Trees: Environmental health and conservation (K1) -The nature: Environmental health and conservation (K2) -Use of money: Consumer health (K3)
The 2nd meeting on effective health education programmes for pre-school children	27 May 2009 (Wed) 2:30-5:30 pm, CHEP office	7 kindergartens	19 teachers and 1 school principal		Teachers from one Resource Kindergarten shared education programmes implemented in their school: -Xin Xin's story: Environmental health and conservation (K1) -Bon Appetit!: Food and nutrition education (K2) -The crumbs: Food and nutrition education (K3)

Types of activities	Brief description	No. of participants			Feedback from participants
		school	Teacher	Other	
The 3rd meeting on effective health education programmes for pre-school children	24 Jun 2009 (Wed) 2:30-5:30 pm, CHEP office	8 kindergartens	19 teachers, 1 school principal		Teachers from one Resource Kindergarten shared education programmes implemented in their school: -Beautiful life: Mental and Emotional Health (K1-3)
The 4th meeting on effective health education programmes for pre-school children	19 Aug 2009 (Wed) 9:30 am-1:30 pm, CHEP office	7 kindergartens	28 teachers and 3 school principals		Teachers from five Resource Kindergartens shared education programmes implemented in their school: -Magic hair: Personal Health (K3) -The brave spider: Mental and Emotional Health (K3) -Be an anti-smoking ambassador: An anti-smoking promotion programme (K3) -A healthy lifestyle: Family life education (K1) -Healthy eating: Food and nutritional education (K2) -Fun with water: Environmental health and conservation (K3) -Let's plant: Environmental health and conservation (K1) -The empty bottle: Environmental health and conservation (K2) -Use of water: Environmental health and conservation (K3)
The 5th discussion group meeting on effective health education programmes in kindergartens	16 Dec 2009 (Wed) 2:30pm-5:30pm, CHEP office	5 Resource Kindergartens	12 teachers and 1 school principal		Educators from Resource Kindergartens shared in the meeting on how they integrated and enriched the health education in schools. The group procured an idea and timeline of compiling all the presentations (from the 1st to 5th meeting) into a collection of frequently asked questions by kindergarten teachers and answers from both experienced educators in Resource Kindergartens and health education experts.
<b>4. Open-house Visit (for primary and secondary school category)</b>					
Open-house Visit at Yan Chai Hospital No.2 Secondary School	30 May 2009 (Sat) 10:00am-12:00pm	10 secondary schools and 1 primary school	12 teachers		The visit was around the theme of "Combating Drug Abuse In School: A Preventive Drug Ambassador Training Programme For Secondary Students". Feedback from participants was positive and they treasure the information and experience shared by the Resource School.
Open-house Visit at CCC Tam Lee Lai Fun Memorial Secondary School	4 Jul 2009 (Sat) 10:00am-12:00pm	10 secondary schools	14 teachers		The visit was around the theme of "The way to sustainable Development: Creating an Invitational School Environment for Students". Feedback from participants was positive and they treasure the information and experience shared by the Resource School.

Types of activities	Brief description	No. of participants			Feedback from participants
		school	Teacher	Other	
Open-house Visit at Tsung Tsin College and PLK Fong Wong Kam Chuen Primary School	14 Aug 2009 (Fri) 10:00am-12:00pm	4 primary schools and 7 secondary schools	13 teachers		The visit was around the theme of "Building A Collaborative Network Of Health Promoting Schools: The Success In Tuen Mun District". Feedback from participants was positive and they treasure the information and experience shared by the Resource School.
Open-house Visit at St. Thomas' Catholic Kindergarten and Tivoli Anglo-Chinese Kindergarten	25 Jun 2010 (Fri) 9:30am-1:00pm. It was a pre-symposium learning journey to Health Promoting Schools in Hong Kong.	13	5 school principals, 8 teachers	1 instructor from HKIEd	The visit was around the implementation of Health Promoting Schools in the context of kindergarten and was well received by the participants.
Open-house Visit at Tai Po Old Market Public School (Plover Cove) and Kowloon Bay St. John the Baptist Catholic Primary School	25 Jun 2010 (Fri) 9:30am-1:00pm. It was a pre-symposium learning journey to Health Promoting Schools in Hong Kong.	11	1 school principal and 10 teachers		The visit was around the implementation of Health Promoting Schools in the context of primary school and was well received by the participants.
Open-house Visit at CMA Secondary School and TWGHs Fung Wong Fung Ting College	25 Jun 2010 (Fri) 9:30am-1:00pm. It was a pre-symposium learning journey to Health Promoting Schools in Hong Kong.	9	13 school teachers	1 nurse from NGO and 1 official from Macao	The visit was around the implementation of Health Promoting Schools in the context of secondary school and was well received by the participants.
Open-house Visit at BTCFS Yeung Yat Lam Memorial School	25 Jun 2010 (Fri) 10:00am-12:00pm. It was a pre-symposium learning journey to Health Promoting Schools in Hong Kong.	3	1 school principal and 4 teachers	1 social worker	The visit was around the implementation of Health Promoting Schools in the context of special school and was well received by the participants.

Types of activities	Brief description	No. of participants			Feedback from participants
		school	Teacher	Other	
5. Explore quality family-school collaboration in kindergartens and primary schools					
Visiting the Resource Schools/ Kindergartens	Project Team visited four Resource schools/ Kindergartens to explore the quality home-school collaboration in the schools:  Ma On Shan Lutheran Primary School (18 Mar 2009), Kowloon Bay St. John the Baptist Catholic Primary School (21 Apr 2009), Five Districts Business Welfare Assn Cheung Cheuk Shan Kindergarten (26 Feb 2009), and St. Thomas' Catholic Kindergarten (19 Mar 2009)	2 primary schools and 2 kindergartens	4 principals, 8 teachers	8 parents	Principals and teachers responded positively to the visit and initiative, and they expressed high level of commitment in working closely with the project team and the Parent Teacher Association (PTA) in school to share the experience of effective family-school collaboration for wider dissemination and application in more schools.
Focus groups with parents	Project Team visited two Resource Kindergartens to probe deeply on the evolution of family-school collaboration in the schools:  Five Districts Business Welfare Assn Cheung Cheuk Shan Kindergarten (8 May 2010), and St. Thomas' Catholic Kindergarten (9 May 2010)	2 kindergartens	2 principals, and 5 teachers	13 parents who are members of PTA	The parents interacted positively and shared a lot of good stories about why they are involved in the school and PTA and the gains they have through participation. Principals and teachers facilitated the process and shared about the schools' ambition and efforts paid for quality family-school collaboration. They agreed to share their stories in the project deliverable of "Frequently Asked Questions on Early Childhood Health Education".
6. Local Symposium on Health Promoting School and Invited Sharing					
Hong Kong Health Promoting School Sharing Symposium 2010	26 June 2010 (Sat), CUHK Campus. It was co-organised by Curriculum Development Council of Education Bureau, CHEP, and supported by the Association of Hong Kong Schools Health Education Professionals. Mr Kenneth Chen, JP, Under Secretary for Education, was the Guest of Honour.	106 local schools and kindergartens	165 school teachers and school principals	162 secondary school students, 15 parents, 34 Macao delegates who are educators, school medical professionals, and government officials	Through plenary speeches, forum, concurrent school sharing, the symposium offered an interactive learning platform for school health educators, secondary students and provided recognition and continued support to schools in their health promoting efforts. In the symposium, educators from Resource Schools or Resource Kindergartens presented their rich ideas and experience in school health promotion. The themes of concurrent sharing sessions included combating childhood obesity, promoting mental health, talking to public health experts, enhancing family and school collaboration, self-evaluation for Health Promotion Schools, and effective health education for pre-school children. Feedback from participants was very positive.

Types of activities	Brief description	No. of participants			Feedback from participants
		school	Teacher	Other	
QEF sharing session on “運用多元健康校園策略 培育全人健康莘莘學子”	4 Nov 2009 (Wed) 11:00am-12:00pm	Not available	60-100 primary school teachers		The sharing was well-received by the audience and they showed an increased awareness in school health promotion.
<b>7. Overseas Studying Tour on School Health Promotion</b>					
Hong Kong Delegation School Health Promotion Programme Tour, Singapore	16-20 November, 2009. The delegates attended the 2nd Health Educating for Health Conference, organised by Ministry of Education, Singapore	8 secondary schools and 7 primary schools	4 school principals and 19 school teachers	1 registered nurse of a NGO specialized in school health	Through the conference and visits, delegates exchanged experience in school health promotion, and two delegates were invited to present the Hong Kong experience at the conference. The delegation found the study tour rewarding and the feedback was very positive.
Hong Kong Delegation School Health Promotion Programme Tour, Taiwan	5-8 April, 2010 The delegation visited three kindergartens and two education academies in Taipei including National Taiwan Normal University and National Taipei University of Education.	8 Resource Kindergartens	3 school principals and 11 school teachers and 1 clerical staff responsible for a lot of school health issues	1 lecturer from the field of Early Childhood Education	Through the visits, the delegation had the chance to exchange experience on school health promotion. They also learnt from experts about the outlines of health education curriculum throughout primary and junior secondary education in Taiwan, and major training modules for early childhood education training related to health education. Feedback from delegates was very positive. They treasured not only the opportunity of exchange in Taipei, but also the insights and supports they got from the programme about the importance health promotion in childhood.
<b>8. Visit by Overseas Educators</b>					
Singapore delegation	Executives of Health Promotion Board of Singapore and a delegation of a group of school principals and teachers (N7 CHERISH Schools) visited Hong Kong on 11-15 Nov 2008			15 delegates	The delegation learned about development of Health Promoting Schools in Hong Kong, and visited one kindergarten and two of the Resource Schools [Tai Po Old Market Public School (Plover Cove) & Tsung Tsin College] to observe and understand the implementation of HPS framework in school. They found the visits very rewarding and looked forward to further exchange.



Types of activities	Brief description	No. of participants			Feedback from participants
		school	Teacher	Other	
Japan delegation	Prof. Kanako Okada, Associate Professor of Chiba University and the Japan delegation visited Hong Kong on 21-21 September 2009.			1 Professor, 4 Graduate students and researchers, and 19 undergraduate students in Education	The delegation learned about development of Health Promoting Schools in Hong Kong, and visited one kindergarten and two of the Resource Schools [Tai Po Old Market Public School (Plover Cove) & Tsung Tsin College] to observe and understand the implementation of HPS framework in school. They found the visits very rewarding and looked forward to further exchange.
Thailand delegation	Prof. Prakit Vathesatogkit, Executive Secretary of Action on Smoking and Health Foundation and a delegation of Thai Health visited Hong Kong on September 2009.			5 delegates who also included officials of Health Promotion in Organization's Office and Thailand Research Fund	As recommended by QEF, the delegation visited one of the Resource Schools [Tsung Tsin College] on 24 Sep 2009 to observe and understand the implementation of Health Promoting School framework in school. The visit was well-received by the delegation.
Korea delegation	Prof. Chang-Gok Chang, Professor of Dongduk Women's University and a delegation of a group of school principals and teachers visited Hong Kong on 12-14 January 2010.			46 delegates who included school principals, teachers and officials of Ministry of Education of Korea	The delegation learned about development of health promoting schools in Hong Kong, and visited one kindergarten and two primary schools [Tai Po Old Market Public School (Plover Cove) & TWGHs Wong Sze Wum Primary School] to observe and understand the implementation of HPS framework in school. They found the visits very rewarding and looked forward to further exchange.

In this Health Promoting School Built-on Project, a pool of “moving schools” had been empowered to be Resource Schools to serve as exemplars for others working in the education sector. Training and support had been provided to consolidate the Health Promoting School concepts in schools and allow the schools to take time to excel as sustainable good practices. A range of sharing opportunities had been offered to Resource Schools to share their good stories of successful implementation and brought about benefits and add values to learning and teaching in school. The experience and outcomes achieved by the current project and previous Healthy School projects support the need for a whole-school approach for quality education and creation of a healthy school environment. Many more schools would be benefited through the implementation of the comprehensive Health Promoting School framework, and a quality circle of devoted Health Promoting Schools is promising to build the critical mass to sustain the impacts.

## **F. Difficulties encountered and solutions adopted**

### Concept of establishing district-based learning groups has not been fully achieved

The concept of establishing district-based learning groups to facilitate experience change and resource sharing had been raised to the Resource Schools. Workshops and learning journeys organised in the project also brought about partnership among schools for betterment of school effectiveness through implementing the Health Promoting School framework. One of the open-house visits was about the successful experience of building a collaborative network of Health Promoting School in Tuen Mun District. Since partnership among schools and learning group of teachers from different schools require support from administrative and senior management level. As reflected by coordinating teachers in Resource Schools, more time and support are required for the concept to be discussed thoroughly in schools and for the schools to get prepared to take the leading role of the learning group and inter-school partnership in other districts. The project team learnt about the circumstances and decided not to add burden to frontline teachers for that purpose. On the other hand, the project team put emphases on development of web-based learning and sharing with heavy load of teachers. Sharing opportunities among teachers (such as in workshops, concurrent session of symposium and open-house visits) were initiated and discussed on those areas which the schools have the capacity and resources to manage. In fact, besides the district-based approach, the project leader and project team also explored the approach of soliciting support from local school sponsoring bodies, such as TWGHs, Lok Sin Tong and the Catholic Diocese of Hong Kong. With substantial resources and robust infrastructures, school sponsoring bodies in Hong Kong have the full potential to promote the Health Promoting School framework if taken on board. That can lead to a cascading effect and a sustainable Health Promoting School network in the long run.

### Intention of establishing exemplar of effective parent education programme in primary schools has not been fully achieved

Family has great impacts on education and plays an important role in shaping students' attitude and practices towards health. The project team had visited two Resource Kindergartens and two Resource Schools in primary school category to explore the possibility of working out exemplars of quality family-school collaboration and parent education programme. The idea has been better received by the kindergartens and had brought about impacts and deliverables as reported in earlier sessions, when compared with the response of primary schools. In view of the fact that majority of local primary schools have established PTA and built good foundation of quality family-school collaboration, such as by offering learning opportunities to parents where many of these are related to health and holistic development of children. In this project, the proposal of a parent leaders training programme (which was aiming to help parents acquire knowledge and skills on good parenting, and encourage their active participation to act as a health promoter at home and as volunteers for school) was presented to the two Resource Schools (primary schools). However, the proposal was not adopted due to the packed activity schedule in school. The coordinating teachers also reflected that quite a number of quality parent education programmes and services are available to primary schools.

The project team evaluated that the good intention of establishing exemplar of effective parent education programme in primary schools has not been fully achieved, and no further exemplar has been engendered by this project for the primary school sector, but in fact schools vary considerably in their commitment to family-school partnerships and the energy and skills they apply to them. Moving towards partnerships requires a significant change in attitudes by some schools and families in order to create relationships where they see one another as allies in education. The project team will remain open to probe the partnership issue more deeply with frontline primary school teachers, and had learnt that any good intention has to be achieved by strategies within the capacity of the school and project team's resources.

#### Use of subsidy for hiring supply teacher has not reached its full effectiveness

The project offered subsidy for Resource Schools hiring supply teachers for relieving teachers' workload in school health promotion issues and contributing to the project. In the interim, the project team tried every effort to promote the use of the subsidy such as accepting prepaid expenses in accordance to schools' commitment to the project followed by collecting supporting documentations. The project team also reminded the coordinating teachers from time to time to use the subsidy especially when attending project meetings, exchange programmes and overseas visits. In spite of these, the use of subsidy by schools had not been very effective.

Throughout the project period, the project team learnt about the unfavourable situations faced by coordinating teachers in hiring supply teachers, especially for those teachers in secondary schools. Since the project span also covers the first year of implementation of the New Senior Secondary Curriculum, coordinating teachers in Resource Schools were also involved in daily teaching such as Liberal Studies and new subjects like Health Management and Social Care. It was less likely to find suitable supply teachers to substitute their works in teaching, administration and evaluation of the new subjects, as reflected by some coordinating teachers. They would rather bear the heavy workloads on themselves for the sake of achieving optimal teaching quality and learning outcomes for students. In addition, since many of the project activities (such as meetings, school visits and collaboration with partner schools) were carried out either after school hours, on weekends, or specially arranged on school days without much teaching. Related preparatory works, in general, were completed relying on the coordinating teachers using outside teaching hours. Supply teachers, in these circumstances, seemed to play a little role in rendering supports to coordinating teachers.

On the contrary, as reflected by some coordinating teachers, part-time clerical assistants (regarded as health education assistants) may provide significant support to coordinating teachers regarding school health promotion issues and contribute to the project. Four resource schools had sought the project team's advice on the possibility of covering the cost of hiring clerical assistant. However, belated application for changing the use of approved budget is still under approval by the time of writing up the final report, and the project team found it difficult to provide sufficient justifications when trying to reflect the situations to QEF Secretariat at completion stage of the project. In spite of this, the project team would continue to render tangible supports and show solicitude for frontline teachers, as well as pledge all our best effort to promote better health for our schools and communities. The project team also learnt to make better allocation of grant at early planning stage to avoid recurrence of similar situations.

Promotion of Health Promoting School concept has not reached its full effectiveness to all local schools

The ambition of the project was to promote the Health Promoting School concept to all local schools with practical tips for successful implementation. With support from Resource Schools/ Kindergartens in the project, exemplars in certain areas have been created. The project leader also tried efforts to explore the possibility of presenting the concept to more school principals through seminars and associations of heads of schools in various districts, while interested schools were encouraged to apply for funding support to develop Health Promoting School further. As reflected by coordinating teachers and some school principals, more ways of dissemination are necessary for letting all local schools understand the whole concept of Health Promoting School, and there is a need for a school network of Health Promoting School to enable schools' experience exchange and mutual learning on its implementation. In fact, bigger critical mass (at least 20% of schools in Hong Kong need to reach a very high standard of Health Promoting School) is needed to build up a better model of Healthy Campus which needs more investment. In prospect, the project team will continue playing the facilitating and promoting role in the healthy school movement and looks forward to new initiatives and school network in the field of school health promotion that foster healthy students and quality education.

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## **G. Annex List**

**Annex 1: Participating School List (in category and alphabetical order)**

**Annex 2: Evaluation Survey among Healthy School Working Group of the 30 Resource Schools/ Kindergarten**

**Annex 3: Evaluation Survey for key project activities**

**Annex 4: Publication in local bulletin (Hong Kong Teachers' Centre Bulletin, No.74, July-October 2010)**

**Annex 5: Project Deliverable of "Frequently Asked Questions on Early Childhood Health Education"**

**Annex 6: Project Deliverable of "Safety Tips @ Kindergarten" and related leaflets**

**Annex 7: Project Deliverable of "Special issue of the Hong Kong Health Promoting School Sharing Symposium  
2010 cum award presentation ceremony"**

**Annex 8: Budget checklist**

## **Annex 1: Participating School List (in category and alphabetical order)**

### **Resource School (Secondary School Category)**

1. Christian Alliance S W Chan Memorial College
2. CMA Secondary School
3. Fung Kai No.1 Secondary School
4. Hong Kong Teachers' Association Lee Heng Kwei Secondary School
5. St. Catharine's School for Girls, Kwun Tong
6. T.W.G.Hs. Mrs. Fung Wong Fung Ting College
7. The Church of Christ in China Tam Lee Lai Fun Memorial Secondary School
8. Tin Shui Wai Methodist College
9. Tsung Tsin College
10. Yan Chai Hospital No.2 Secondary School

### **Resource School (Primary School Category)**

1. Alliance Primary School, Tai Hang Tung
2. HHCKLA Buddhist Wong Cho Sum School
3. Kowloon Bay St. John the Baptist Catholic Primary School
4. Lok Wah Catholic Primary School
5. Ma On Shan Lutheran Primary School
6. Po Leung Kuk Fong Wong Kam Chuen Primary School
7. S.K.H. Kei Fook Primary School
8. Sung Tak Wong Kin Sheung Memorial School (AM & WD)
9. Tai Po Old Market Public School (Plover Cove)
10. Yuen Long Public Middle School Alumni Assn. Ying Yip Primary School

### **Resource Kindergarten**

1. Five Districts Business Welfare Assn Cheung Cheuk Shan Kindergarten
2. North Point Methodist Church Kindergarten
3. Po Leung Kuk Li Tsui Chung Sing Memorial Kindergarten
4. Sacred Heart Canossian Kindergarten
5. St. James Catholic Kindergarten
6. St. Thomas' Catholic Kindergarten
7. T.W.G.Hs. Ko Teck Kin Memorial Kindergarten
8. Tivoli Anglo-Chinese Kindergarten
9. Truth Baptist Church Empower Kindergarten
10. Tsing Yi Trade Association Tin Shui Wai Kindergarten

## **Annex 2: Evaluation Survey among Healthy School Working Group of the 30 Resource Schools/ Kindergarten**

The project team conducted a post-project survey to investigate the perception of teachers (and school personnel) in Resource Schools on health promotion development and sustainability in schools over the past year. A set of questionnaire was designed targeted at members in school-based healthy school working group or committee. The number of questionnaire sent to each Resource School was equivalent to the number of members in school-based healthy school working group or committee. In total, 168 copies of questionnaire were sent to the 30 Resource Schools (or Resource Kindergartens) in September 2010, and 113 completed questionnaires were returned. The response rate was 68.5%. Eight statements describing the schools' participation and effectiveness of school health promotion over the past one year were listed. Some statements reflect the school's performance on playing the role of a Resource School to maintain and promote the good practices of healthy schools, while some reflect the obstacles to effective implementation. Respondents had to indicate their agreement to the statements using a 6-point scale, ranging from 1 (totally disagree) to 6 (totally agree).

Regarding the background of the respondents, 83% of them were teachers, 16% of them were either the principal or vice-principal of the Resource Schools. The median of the year of healthy school working group established that those respondents were working for was 6 years (Table 5). Table 6 shows the mean scores, standard deviations, and percentages of respondents who indicated a high level of agreement (who rated from 4 to 6) towards each statement. The results indicate that most Resource Schools have regarded "Development of Healthy School" as one of the school's priority areas and the school leaders have paid efforts to support its development (over 90% respondents agreed). The mode of support may include allocation of resources, development of healthy school policies, and proactive exploration of the status and solutions on school health issues. Majority of respondents (over 90%) were satisfied with the school's performance on developing healthy school and perceived that the team had achieved its desired effects. Throughout the Project, different opportunities were offered to Resource Schools to share their good practices of developing healthy schools, and most of the respondents (86.3%) perceived that they had taken those opportunities to share with others. Regarding obstacles encountered when implementing school health programmes, half of the respondents had encountered some difficulties in taking a whole-school approach (52.7%), and involving parents and community participation (49.5%). These obstacles have the potential to inhibit health promotion development and sustainability in schools if not addressed systematically. Regarding the sustainability and prospect of healthy schools in Hong Kong, over 95% of the respondents looked forward to new partnership and school networking specifically on healthy schools that further promote the concept of holistic well-being and foster the culture of healthy schools at a wider level.

**Table 5.** Background of respondents (n=113)

Demographic information	No. of Respondent (Percentage)
<b>Position in School</b>	
Principal	8 (7.1%)
Vice-principal	10 (8.9%)
Senior Teacher	29 (25.9%)
Teacher	64 (57.1%)
Social Worker	1 (0.9%)
<b>Year of Healthy School Working Group / Committee established</b>	
1-2 years	8 (8.7%)
3-5 years	32 (34.8%)
6-9 years	37 (40.2%)
10 years	15 (16.3%)

**Table 6.** Teachers' perception on health promotion development and sustainability in schools over the past one year (n=113)

In my point of views...	Mean (range=1-6)	Standard Deviation	Percentage of respondents indicated a high level of agreement (rated from 4 to 6)
1. Our school has regarded 'Development of Healthy School' as one of the school's priority areas over the past year.	4.9	1.09	90.3%
2. Our school leaders have paid efforts to support the development of Healthy School.	4.9	1.04	91.2%
3. Our school's Healthy School Working Group or Committee has achieved the desired effects over the past year.	4.9	1.01	92.9%
4. On the whole, I am satisfied with the school's performance on developing Healthy School.	4.8	0.95	90.3%
5. Our school has taken the opportunities over the past year to share the experience of Healthy School development with others.	4.7	1.03	86.3%
6. We have encountered certain difficulties in taking a whole-school approach when implementing school health programmes over the past year.	3.4	1.26	52.7%
7. We have encountered certain difficulties in involving parents and community participation when implementing school health programmes over the past year.	3.4	1.26	49.5%
8. If a Healthy School network is going to be established in the coming future, targeting at all local schools, further promotion and advocacy on holistic well-being are anticipated thus fostering the culture of Healthy Schools.	5.1	0.88	95.5%



**Annex 8: Budget checklist (Table 7)**

**Project Title: Building on the Concept of Health Promoting Schools to Develop an Effective and Sustainable Model of 'Healthy Campus'**

**Project No. :2007/0449**

Budget Items (Based on Schedule II of Agreement)	Approved Budget (a)	Actual Expense (b)	Change {(b)-(a)}/{(a)} +/- %
Staff Cost	HKD2,359,200.00	HKD 2,336,304.95	-0.97%
Equipment	HKD 307,200.00	HKD 303,237.50	-1.29%
Services	HKD 1,119,840.00	HKD 757,501.04	-32.36%
General Expense	HKD 396,900.00	HKD 596,857.60	+50.38%
Contingency	HKD 16,860.00	HKD 16,860.00	0.00%
Total:	<b>HKD 4,200,000.00</b>	<b>HKD 4,010,761.09</b>	<b>-4.51%</b>

Remark: the actual expense of *Services* HKD 757,501.04 does not include the expense of HKD 30950.00 (for hiring clerical assistants in four Resource Schools) which is still under approval at the moment of writing up the final report.