

20 March 2015

Education Bureau Circular No. 5/2015

Enhancing the Ratio of Graduate Teacher Posts in Aided Primary Schools

[Note : This circular should be read by –

- (a) Supervisors/heads of all aided primary schools (including primary special schools and special schools with a primary section) – for necessary action
- (b) Heads of government primary schools and primary schools under the Direct Subsidy Scheme (DSS) and Heads of Sections – for information]

SUMMARY

This circular sets out the ratio of graduate and non-graduate teacher posts and the regrading arrangements for serving non-graduate teachers in aided primary schools (including primary special schools and special schools with a primary section) under the enhanced ratio of graduate teacher posts. This circular supersedes the respective EDB Circular No. 7/2008 on Enhancement of Graduate Teacher Ratio in Aided Primary Schools.

DETAILS

Ratio of Graduate and Non-graduate Teacher Posts

2. As announced in the 2015 Policy Address, starting from the 2015/16 school year, the ratio of graduate teacher posts in public sector primary schools will be increased by phases in three years to attract more talents to join the teaching force of primary education so as to enhance the quality of teaching. In this regard, the ratio of graduate teacher posts will be enhanced from the current 50% to 55%, 60% and 65% in the 2015/16, 2016/17 and 2017/18 school years respectively.

3. The new graduate teacher posts arising from the enhanced ratio of graduate posts are created by offsetting an equivalent number of non-graduate posts in a school. The total number of teaching staff and the provision of senior teachers according to the number of approved classes as stipulated in the Codes of Aid will remain

unchanged. The approved teaching staff establishment¹ with the distribution of graduate and non-graduate teacher posts which is applicable to both ordinary and special schools in the 2015/16 and 2016/17 school years, and from the 2017/18 school year onwards is set out at Appendix.

4. With the enhanced ratio of graduate teacher posts, the number of Student Guidance Teachers (SGTs) filling graduate teacher posts may be increased correspondingly. The prevailing mechanism for regrading SGTs remains unchanged, that is, school-based SGT will continue to have the SGT post included in the teaching staff entitlement of that school for working out the graduate teacher post entitlement and the SGT will be considered together with other teachers in the school for regrading.

5. For a school sponsoring body provided with two or more SGTs for its schools, the following two options already in place will continue to apply:

- (i) The SGT post will be included in the teaching staff entitlement of each individual school for working out the graduate post entitlement of the school and the SGT will be considered together with other teachers in the school concerned for regrading; or
- (ii) A graduate post entitlement equivalent to 55%, 60% and 65% of the SGT posts entitled will be provided to the sponsoring body in the 2015/16, 2016/17 and 2017/18 school years respectively and the appointment of SGTs in the PSM grade will be considered separately under the same sponsoring body.

Regrading Arrangements

6. Schools should first fill up the graduate teacher posts created under the enhanced ratio by regrading qualified serving non-graduate teachers. Non-graduate teachers with a recognized degree or equivalent can apply to the schools they are serving for regrading to the corresponding ranks of the graduate grade, i.e. Assistant

¹ For ordinary primary schools, in addition to the teaching posts provided under the prescribed teacher-to-class ratios, the following posts provided in the approved teaching staff establishment are to be included in working out the ratio of graduate and non-graduate teacher posts: school head, deputy head(s), teacher librarian, resource teacher for integrated education, teacher(s) for specialized teaching, school-based Student Guidance Teacher (SGT) and primary school curriculum leader. SGTs under respective school sponsoring bodies, Native-speaking English teachers and additional teaching post(s) for schools maintaining 30 students per class are not included.

For special schools, in addition to the teaching posts provided under the prescribed teacher-to-class ratios, the following posts provided in the approved teaching staff establishment are to be included in working out the ratio of graduate and non-graduate teacher posts: deputy head(s) (if applicable), resource teachers, teachers assisting in speech therapy, low-vision training teacher, mobility instructors and primary school curriculum leader. Native-speaking English teachers are not included.

Master/Mistress (AM) regrading to Primary School Master/Mistress (PSM) and Certificated Master/Mistress (CM) regrading to Assistant Primary School Master/Mistress (APSM). Serving AMs or CMs who do not apply for regrading will be accommodated in their existing posts in the non-graduate grade. If the number of non-graduate teachers thus exceeds the approved establishment, the corresponding number of teaching posts in the respective ranks of the graduate grade should be held against until there is natural wastage in the non-graduate grade or whenever the opportunity arises. As the non-graduate posts in the schools will only be offset upon successful regrading of non-graduate teachers to the graduate grade or through natural wastage, the enhancement of the ratio of graduate teacher posts will not give rise to redundancy of non-graduate teachers.

7. In handling regrading of teachers, schools should develop a set of school-based criteria which are objective, fair and transparent and select suitable candidates in accordance with the entry requirements for the relevant posts as stipulated in the Codes of Aid and the established criteria, taking into account their own operational needs. The selection criteria and mechanism should be endorsed by the School Management Committee (SMC) / Incorporated Management Committee (IMC) and made known to all teachers as early as possible. The assessment of candidates and decision on the recommended teacher(s) should also be properly documented for review or inspection purposes as and when necessary. School sponsoring bodies operating more than one school should ensure that both the criteria and the appeal mechanism are applied consistently as far as possible in the schools under their sponsorship.

8. Schools should follow the prevailing procedures and guidelines for handling regrading of serving teachers. Schools may refer to the details stipulated in the [*EDB Circular No. 30/2000*](#), [*School Administration Guide*](#) and [*Guide to Salary Assessment for Aided Primary Schools*](#). Also, schools should complete all the necessary procedures for regrading of a teacher before the effective date, including obtaining the approval of the SMC/IMC. **Under normal circumstances, the effective date of regrading carries no retrospective effect.** Schools should also inform the Funds Section of EDB of the regrading by completing the form [*Regrading to Graduate Teachers in Primary Schools*](#) available on the EDB Homepage [<http://www.edb.gov.hk> > *School Administration and Management* > *Administration* > *About School Staff* > *Appointment Matters*].

Grade Structure for Graduate/ Non-graduate Teachers

9. Subsequent to the enhancement of the ratio of graduate teacher posts, each primary school should put in place a reasonable teaching staff structure. The recommended grade structure is that, while the deputy headship posts are already graduate teacher posts, schools may regrade 55% and 60% of the remaining senior teacher posts (i.e. after deducting the number of deputy headship posts from the number of senior teachers entitled based on the number of approved classes) to graduate teacher posts in the 2015/16 and 2016/17 school years respectively; and 65%

from the 2017/18 school year onwards². Following the prevailing practice, schools are allowed flexibility in determining an alternative grade structure other than the recommended grade structure. The procedures for schools in adopting an alternative grade structure with the number of posts in the PSM rank exceeding the prescribed graduate ratio of the senior teacher posts as stipulated in the respective Codes of Aid still apply.

10. The relevant sections of the Codes of Aid will be updated in due course. The general guidelines, recommended grade structures of more common sized ordinary and special schools and some frequently asked questions are posted on the EDB Homepage [<http://www.edb.gov.hk> > *School Administration and Management* > *Administration* > *About School Staff* > *Graduate Teacher Posts in Aided Primary Schools*] for reference of schools.

11. The above enhancement of the ratio of graduate teacher posts is subject to the passage of the 2015-16 Appropriation Bill by the Legislative Council.

ENQUIRY

12. For enquiries, please contact your respective Senior School Development Officers.

Ms Teresa CHAN
for Permanent Secretary for Education

² The school-based SGT post, if any, is an additional senior teacher post for working out the graduate post entitlement of senior teachers, and the SGT is considered together with other senior teachers in the base school for regrading.

Teaching Staff Establishment in Aided Primary Schools (including Special Schools)

No. of Teaching Staff on Approved Establishment (a)*	Effective from 1 September 2015 up to 31 August 2016		Effective from 1 September 2016 up to 31 August 2017		Effective as from 1 September 2017	
	No. of Graduate Teacher Posts (b)=(a)x55% [#]	No. of Non - graduate Teacher Posts (c)	No. of Graduate Teacher Posts (d)=(a)x60% [#]	No. of Non - graduate Teacher Posts (e)	No. of Graduate Teacher Posts (f)=(a)x65% [#]	No. of Non - graduate Teacher Posts (g)
1	1	0	1	0	1	0
1.5	1	0.5	1	0.5	1	0.5
2	1	1	1	1	1	1
3	2	1	2	1	2	1
4	2	2	2	2	3	1
5	3	2	3	2	3	2
6	3	3	4	2	4	2
7	4	3	4	3	5	2
8	4	4	5	3	5	3
9	5	4	5	4	6	3
10	6	4	6	4	7	3
11	6	5	7	4	7	4
12	7	5	7	5	8	4
13	7	6	8	5	8	5
14	8	6	8	6	9	5
15	8	7	9	6	10	5
16	9	7	10	6	10	6
17	9	8	10	7	11	6
18	10	8	11	7	12	6
19	10	9	11	8	12	7
20	11	9	12	8	13	7
21	12	9	13	8	14	7
22	12	10	13	9	14	8
23	13	10	14	9	15	8
24	13	11	14	10	16	8
25	14	11	15	10	16	9
26	14	12	16	10	17	9
27	15	12	16	11	18	9
28	15	13	17	11	18	10
29	16	13	17	12	19	10
30	17	13	18	12	20	10
31	17	14	19	12	20	11
32	18	14	19	13	21	11
33	18	15	20	13	21	12
34	19	15	20	14	22	12
35	19	16	21	14	23	12

No. of Teaching Staff on Approved Establishment (a)*	Effective from 1 September 2015 up to 31 August 2016		Effective from 1 September 2016 up to 31 August 2017		Effective as from 1 September 2017	
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36	20	16	22	14	23	13
37	20	17	22	15	24	13
38	21	17	23	15	25	13
39	21	18	23	16	25	14
40	22	18	24	16	26	14
41	23	18	25	16	27	14
42	23	19	25	17	27	15
43	24	19	26	17	28	15
44	24	20	26	18	29	15
45	25	20	27	18	29	16
46	25	21	28	18	30	16
47	26	21	28	19	31	16
48	26	22	29	19	31	17
49	27	22	29	20	32	17
50	28	22	30	20	33	17
51	28	23	31	20	33	18
52	29	23	31	21	34	18
53	29	24	32	21	34	19
54	30	24	32	22	35	19
55	30	25	33	22	36	19
56	31	25	34	22	36	20
57	31	26	34	23	37	20
58	32	26	35	23	38	20
59	32	27	35	24	38	21
60	33	27	36	24	39	21
61	34	27	37	24	40	21
62	34	28	37	25	40	22
63	35	28	38	25	41	22
64	35	29	38	26	42	22
65	36	29	39	26	42	23
66	36	30	40	26	43	23
67	37	30	40	27	44	23
68	37	31	41	27	44	24
69	38	31	41	28	45	24
70	39	31	42	28	46	24

* For ordinary primary schools, in addition to the teaching posts provided under the prescribed teacher-to-class ratios, the following posts provided in the approved teaching staff establishment are to be included in working out the ratio of graduate and non-graduate teacher posts: school head, deputy head(s), teacher librarian, resource teacher for integrated education, teacher(s) for specialized teaching, school-based Student Guidance Teacher (SGT) and primary school curriculum leader. SGTs under respective school sponsoring bodies, Native-speaking English

teachers and additional teaching post(s) for schools maintaining 30 students per class are not included.

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- # In working out the number of graduate teacher posts, all decimal numbers are rounded up/down to the value closest to the percentage of the teaching staff establishment.