



Annex 2
2023 Hong Kong Awards for Environmental Excellence
Schools Sector (Pre-school Sub-sector)
Self-assessment Questionnaire



*****This Questionnaire is for schools' reference only*****
Schools should submit the Self-assessment Questionnaire
through the online portal (will be opened for filling in Jan 2024).
Submission in paper/PDF format will not be considered.

Submission Deadline: 6 March 2024 (Wednesday)

Name of School:		
Number of Employees:	Number of Students:	
Address:		
Name of Contact Person:	Tel:	Email:

Important Notes to Applicants

- Schools are required to answer all the questions and submit information based on the environmental performance in the **past school year (i.e. 2022/23 school year)**.
- Please select the appropriate box and **provide elaboration** on your answer as requested. The elaboration can be provided in "bullet" point format.
- Schools are also required to **submit supporting documents** as requested by the question when "Yes" is selected. Failure in providing elaboration and relevant proofs/evidence may affect the eligibility to be shortlisted for Stage 2 – Detailed Assessment.
- Schools can provide quantifiable data or relevant information such as charts, photos or statistics by uploading digital files on the online portal, with a maximum file size of 50MB. If you wish to provide more data or information, please upload the documents with no personal data contained to a cloud platform and send the link with your school name to hkaee@wwf.org.hk.
- Schools may be required to submit additional information when necessary.
- Provision of any false or misleading information will lead to disqualification.
- Schools may refer to Highlights of Best Practices (Annex 4) available at Schools Go Green website to learn about the ways for improving the school's environmental performance.
- The ESG (Environmental, Social, and Governance) considerations are used to promote responsible and sustainable practices. Questions related to the environmental element are indicated in this questionnaire for schools' reference.

Green Leadership (20%)

Questions		Please tick and elaborate on your answer as appropriate.
1.	Environmental Policy	
1.1	"Education for Sustainable Development" and/or "Environmental Education" is embedded in annual school plan and/or multi-year school development plan, as one of the major concerns.	<input type="checkbox"/> Yes (Please provide a copy of related document or website link) <input type="checkbox"/> No
1.2	An environmental/sustainability/ESG policy and/or guideline is formulated.	<input type="checkbox"/> Yes (Please provide a copy of related document or website link) <input type="checkbox"/> No
1.3	The policy and/or guideline is made known to different stakeholders through various media (<i>e.g. website, newsletter, handbook, notice around campus, etc.</i>).	<input type="checkbox"/> Yes Stakeholders included (can select more than one): <input type="checkbox"/> Environmental management group <input type="checkbox"/> All teachers <input type="checkbox"/> All non-teaching staff (<i>e.g. janitors</i>) <input type="checkbox"/> All students <input type="checkbox"/> Parents <input type="checkbox"/> Visitors <input type="checkbox"/> Others (please specify): <hr style="width: 20%; margin-left: 0;"/> (Please list and provide proof of publicising the policy and/or guideline, e.g. website link or materials) <input type="checkbox"/> No
1.4	The policy and/or guideline is reviewed at least once a year and revised (if necessary) to incorporate latest environmental initiatives (<i>e.g. Hong Kong's Climate Action Plan 2050, Waste Blueprint for Hong Kong 2035, Clean Air Plan for Hong Kong 2035, etc.</i>).	<input type="checkbox"/> Yes <input type="checkbox"/> No

1.5	School members are involved in formulation, implementation and review of the policy (<i>e.g. provide feedback and opinions</i>).	<input type="checkbox"/> Yes Stakeholders involved (can select more than one): <ul style="list-style-type: none"> <input type="checkbox"/> School management (principal and/or vice-principals) <input type="checkbox"/> Teachers <input type="checkbox"/> Non-teaching staff responsible for facilities/procurement <input type="checkbox"/> Parents <input type="checkbox"/> Janitors <input type="checkbox"/> Others (please specify): _____ <input type="checkbox"/> No
1.6	A team / task force / committee responsible for school's environmental/sustainability work is set up.	<input type="checkbox"/> Yes Members involved (can select more than one): <ul style="list-style-type: none"> <input type="checkbox"/> School management team (<i>e.g. Sponsoring Body (SSB), Incorporated Management Committee (IMC) or Board, etc.</i>) <input type="checkbox"/> Principal and/or vice-principals <input type="checkbox"/> Teachers <input type="checkbox"/> Non-teaching staff responsible for facilities/procurement <input type="checkbox"/> Students <input type="checkbox"/> Parents <input type="checkbox"/> Janitors <input type="checkbox"/> Others (please specify): _____ <input type="checkbox"/> No
1.7	An annual environmental/sustainability report is compiled to capture the performance and review.	<input type="checkbox"/> Yes (Please provide a copy of environmental/sustainability report) <input type="checkbox"/> No
2. School Management Support and Commitment		
2.1	School management team (<i>e.g. Sponsoring Body (SSB), Incorporated Management Committee (IMC) or Board, etc.</i>) supports the school's environmental/sustainability direction.	<input type="checkbox"/> Yes <input type="checkbox"/> No
2.2	School principal and/or vice-principals are involved in planning, implementation and review of the school's environmental/sustainability policy.	<input type="checkbox"/> Yes <input type="checkbox"/> No
2.3	Resources (<i>e.g. manpower and monetary</i>) are allocated for environmental/sustainability management and related education activities.	<input type="checkbox"/> Yes (Please provide the allocation plan or proof of funding) <input type="checkbox"/> No

2.4	Our school signed sustainability/environment-related charters to demonstrate our environmental commitment.	<input type="checkbox"/> Yes (Please select the charter(s) signed and provide a copy of certificate(s); can select more than one): <input type="checkbox"/> Carbon Reduction Charter <input type="checkbox"/> Food Wise Charter <input type="checkbox"/> Energy Saving Charter <input type="checkbox"/> 4T Charter <input type="checkbox"/> Charter on External Lighting <input type="checkbox"/> Glass Container Recycling Charter <input type="checkbox"/> Bye Bye Microbeads Charter <input type="checkbox"/> Others (please specify): <hr style="width: 20%; margin-left: 0;"/> <input type="checkbox"/> No
3. Education for Sustainable Development / Environmental Education Plan in School Curriculum (Details of how the work is implemented will be assessed in the "Programme and Performance" Section.)		
3.1	"Education for Sustainable Development" (ESD) and/or "Environmental Education" (EE) is integrated in different learning areas in the school curriculum.	<input type="checkbox"/> Yes (Please provide supporting document to illustrate how ESD and/or EE is integrated into school curriculum) <input type="checkbox"/> No
3.2	Training was arranged for teachers and/or non-teaching staff to build up their knowledge on sustainability/environment-related issues (either organised by the school or external organisations).	<input type="checkbox"/> Yes (Please provide the information in a table for each activity: no. of teachers and/or non-teaching staff participated, organiser, theme/activity, no. of hours, etc.) [A template is provided at Appendix A] <input type="checkbox"/> No

Programme and Performance (55%)

Questions		Please tick and elaborate on your answer as appropriate.
Resource Usage and Management		
4. Energy Conservation and Carbon Reduction (E)		
4.1	Energy-saving and carbon reduction guideline is established and measures are implemented to reduce energy consumption and carbon emissions.	<input type="checkbox"/> Yes (Please provide a copy of guideline) <input type="checkbox"/> No
4.2	Energy-saving devices are installed.	<input type="checkbox"/> Yes (Please list the items) <input type="checkbox"/> No
4.3	Renewable energy facilities are installed.	<input type="checkbox"/> Yes (Please list the items)



		<input type="checkbox"/> No
4.4	Energy consumption is monitored (<i>e.g. by monitoring the electricity usage</i>) and compared between the 2021/22 and 2022/23 school year.	<input type="checkbox"/> Yes (Please provide data) [A template is provided at Appendix B] <input type="checkbox"/> No
4.5	Carbon audit is conducted.	<input type="checkbox"/> Yes (Please provide a copy of carbon audit report) <input type="checkbox"/> No
4.6	Our school has implemented scheme(s) (<i>e.g. organising competition</i>) / provided incentives to encourage staff and students to practise energy saving.	<input type="checkbox"/> Yes (Please provide information about the scheme(s)/incentives) <input type="checkbox"/> No
4.7	School members are encouraged to adopt low-carbon commute (<i>e.g. walking, using public transport, bicycling or car pool, school bus contractor adopting green driving practice, etc.</i>).	<input type="checkbox"/> Yes (Please list the low-carbon commute methods) <input type="checkbox"/> No
5.	Water Conservation (E)	
5.1	Water-saving guideline is established and measures are implemented to reduce water consumption.	<input type="checkbox"/> Yes (Please provide a copy of guideline) <input type="checkbox"/> No
5.2	Water-saving and/or wastewater control facilities are installed.	<input type="checkbox"/> Yes (Please list the items) <input type="checkbox"/> No
5.3	Our school has measures to reuse greywater (<i>e.g. water collected from wash basins, sinks and laundry machines, etc.</i>) and rainwater.	<input type="checkbox"/> Yes (Please list the methods) <input type="checkbox"/> No
5.4	Our school has implemented scheme(s) (<i>e.g. organising competition</i>) / provided incentives to encourage staff and students to save water.	<input type="checkbox"/> Yes (Please provide information about the scheme(s)/incentives)


		<input type="checkbox"/> No
5.5	Water consumption is monitored and compared between the 2021/22 and 2022/23 school year.	<input type="checkbox"/> Yes (Please provide data) [A template is provided at Appendix B] <input type="checkbox"/> No
*5.6	Our school has joined the “Cherish Water Campus” Integrated Education Programme organised by the Water Supplies Department in the 2022/23 school year.	<input type="checkbox"/> Yes (Please provide a copy of certificate or participation record) <input type="checkbox"/> No
6.	Waste Management (E)	
6.1	Waste reduction guideline is established.	<input type="checkbox"/> Yes (Please provide a copy of guideline) <input type="checkbox"/> No
6.2	Facilities for waste management (<i>e.g. recycling bins, composter</i>) are installed.	<input type="checkbox"/> Yes (Please list the items) <input type="checkbox"/> No
6.3	There are different types of recyclables collected on campus.	<input type="checkbox"/> Yes (Please list the types of recyclables collected) <input type="checkbox"/> No
6.4	Measures to reduce generation of general wastes (excluding food waste and disposable utensils) are implemented. <i>[Questions related to food waste and disposable utensils would be addressed in Section 7: Sustainable School Catering.]</i>	<input type="checkbox"/> Yes (Please list the measures) <input type="checkbox"/> No
6.5	Our school has implemented scheme(s) (<i>e.g. organising competition</i>) / provided incentives to encourage staff and students to reduce, reuse and recycle general waste.	<input type="checkbox"/> Yes (Please provide information about the scheme(s)/incentives) <input type="checkbox"/> No
6.6	Latest waste reduction and recycling practices have been shared with staff, students and parents to encourage them to use the community recycling facilities effectively (<i>e.g. 8 types of recyclables, correct recycling practices and recycling points in the neighbourhood, etc.</i>).	<input type="checkbox"/> Yes <input type="checkbox"/> No

6.7	Hazardous waste (<i>e.g. laboratory chemicals, waste electronics, printer toners, fluorescent tubes/light bulbs, etc.</i>) produced at school is specially treated.	<input type="checkbox"/> Yes (Please briefly elaborate the ways of treatment) <input type="checkbox"/> No
7. Sustainable School Catering (E)		
7.1	Our school adopts sustainable menus / offers sustainable food and drink choices (<i>e.g. local/seasonal natural products, sustainable food, more vegetable and less meat, lower carbon footprint, etc.</i>) for meals at school or banquets/functions.	<input type="checkbox"/> Yes (Please briefly indicate the sustainable meal options) <input type="checkbox"/> No
7.2	Measures to encourage the use of reusable utensils (including containers) and discourage the use of disposable utensils (especially those provided for take-aways [^]) are implemented. <i>[^applicable for staff or during school events]</i>	<input type="checkbox"/> Yes (Please briefly elaborate the measures) <input type="checkbox"/> No
7.3	Measures to reduce generation of food waste (<i>e.g. meal portioning</i>) are implemented.	<input type="checkbox"/> Yes (Please briefly elaborate the measures) <input type="checkbox"/> No
7.4	Measures to reduce disposal of food waste (<i>e.g. food donation, food waste recycling, etc.</i>) are implemented.	<input type="checkbox"/> Yes (Please briefly elaborate the measures) <input type="checkbox"/> No
7.5	Our school has implemented scheme(s) (<i>e.g. organising competition</i>) / provided incentives to encourage staff and students to develop the habit of cherishing food.	<input type="checkbox"/> Yes (Please provide information about the scheme(s)/incentives) <input type="checkbox"/> No

8. Green Procurement (E)		
8.1	Green procurement and/or sustainable consumption of biological resources guideline(s) are established.	<input type="checkbox"/> Yes (Please provide a copy of guideline) <input type="checkbox"/> No
8.2	Our school adopts environmentally-friendly/sustainable biological products.	<input type="checkbox"/> Yes (Please list the items) <input type="checkbox"/> No
9. Environmental Performance Monitoring and Evaluation		
9.1	Our school conducts environmental performance review on item 4 – 8 on a regular-basis.	<input type="checkbox"/> Yes (Please indicate frequency, and share the method of review and corresponding result) <input type="checkbox"/> No
9.2	Environmental performance review results are made known to all school stakeholders.	<input type="checkbox"/> Yes Stakeholders involved (can select more than one): <ul style="list-style-type: none"> <input type="checkbox"/> School management (principal and/or vice-principals) <input type="checkbox"/> Teachers <input type="checkbox"/> Non-teaching staff responsible for facilities/procurement <input type="checkbox"/> Students <input type="checkbox"/> Janitors <input type="checkbox"/> Public <input type="checkbox"/> Others (please specify): _____ <input type="checkbox"/> No
9.3	Follow-up plans and actions from the environmental performance reviews are devised and implemented.	<input type="checkbox"/> Yes <input type="checkbox"/> No
9.4	School members are involved in the review and follow-up plan/action devising.	<input type="checkbox"/> Yes Stakeholders involved (can select more than one): <ul style="list-style-type: none"> <input type="checkbox"/> School management (principal and/or vice-principals) <input type="checkbox"/> Teachers <input type="checkbox"/> Non-teaching staff responsible for facilities/procurement <input type="checkbox"/> Parents <input type="checkbox"/> Janitors <input type="checkbox"/> Others (please specify): _____ <input type="checkbox"/> No

10.	Environmental Compliance	
10.1	Our school has received statutory notice or encounter prosecutions/convictions on non-compliance with environmental regulations in the past 24 months (i.e. 1/9/2021 to 31/8/2023).	<input type="checkbox"/> Yes (Please provide details) <input type="checkbox"/> No
10.2	(If yes in 10.1) Follow-up/remedial actions are taken.	<input type="checkbox"/> Yes (Please share the actions taken) <input type="checkbox"/> No <input type="checkbox"/> N/A
Campus Environment		
11.	Greening (E)	
11.1	Green areas are available in suitable areas of school campus.	<input type="checkbox"/> Yes <input type="checkbox"/> No
11.2	Our school chooses suitable plant species that suit the campus environment and local weather, which also enhance biodiversity.	<input type="checkbox"/> Yes <input type="checkbox"/> No
11.3	Our school practises organic planting and/or farming.	<input type="checkbox"/> Yes <input type="checkbox"/> No
11.4	Students are involved in taking care of the green areas (e.g. taking care of plants, involving in farming, etc.).	<input type="checkbox"/> Yes <input type="checkbox"/> No
*11.5	<p>Our school has joined the (i) "Greening School Subsidy Scheme" / (ii) "One Person, One Flower Scheme" / (iii) "Planting Herbs in School Scheme" organised by the Leisure and Cultural Services Department (LCSD) in the 2022/23 school year.</p> <p><i>[Maximum 1 bonus point will be given to schools for joining any of the Schemes organised by LCSD]</i></p>	<input type="checkbox"/> Yes Our school has participated in (can select more than one): <input type="checkbox"/> (i) "Greening School Subsidy Scheme 2022/23" (Please provide a copy of official funding record from LCSD) If the school joined the "Greening School Subsidy Scheme 2022/23", please also tick the following box to indicate whether your school obtained an award under the scheme: <input type="checkbox"/> Our school did not obtain the "Greening School Project Award 2022/23" <input type="checkbox"/> Our school obtained the "Greening School Project Award 2022/23" (Please specify the award category obtained, and provide a copy of certificate or photo of trophy: _____) <input type="checkbox"/> (ii) "One Person, One Flower Scheme 2022/23" (Please provide a copy of activity record book submitted to LCSD) <input type="checkbox"/> (iii) "Planting Herbs in School Scheme 2022/23"

		(Please provide a copy of activity record book submitted to LCSD) <input type="checkbox"/> No
12. Noise (E)		
12.1	There is/are source(s) of noise pollution on campus.	<input type="checkbox"/> Yes Source: _____ <input type="checkbox"/> No
12.2	Our school is affected by external noise pollution.	<input type="checkbox"/> Yes Source: _____ <input type="checkbox"/> No
12.3	(If yes for 12.1 and/or 12.2) Measures are developed and adopted to avoid noise pollution or abate noise generation.	<input type="checkbox"/> Yes (Please briefly elaborate the measures) <input type="checkbox"/> No <input type="checkbox"/> N/A
13. Indoor Air Quality (E)		
13.1	Measures are developed and implemented to maintain or improve indoor air quality.	<input type="checkbox"/> Yes (Please briefly elaborate the measures) <input type="checkbox"/> No
*13.2	Our school has obtained a valid " Indoor Air Quality Certificate " issued by Environmental Protection Department in the assessment year. <p style="text-align: center;">IAQ labels for certification against the New IAQ Objectives:</p> <div style="display: flex; justify-content: space-around; align-items: center;"></div> <p style="text-align: center;">室內空氣質素 檢定計劃 Indoor Air Quality Certification Scheme</p>	<input type="checkbox"/> Yes (Please provide a copy of certificate) <input type="checkbox"/> No
Hong Kong Green Organisation Certification (E)		

<p>#14.</p>	<p>Our school possessed a valid Wastewi\$e / Energywi\$e / IAQwi\$e / Carbon Reduction Certificate / recognition of Hong Kong Green Organisation issued by the Environmental Campaign Committee (ECC).</p> 	<p><input type="checkbox"/> Yes (can select more than one):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Wastewi\$e Certificate <input type="checkbox"/> Energywi\$e Certificate <input type="checkbox"/> IAQwi\$e Certificate <input type="checkbox"/> Carbon Reduction Certificate <input type="checkbox"/> Recognised as "Hong Kong Green Organisation" <p><input type="checkbox"/> No</p>
-------------	--	---

Environmental Education

15. Implementation (E)

<p>15.1</p>	<p>"Education for Sustainable Development" and/or "Environmental Education" activities are conducted as part of school lessons.</p>	<p><input type="checkbox"/> Yes (Please provide the information in a table for each activity: no. and grade of student participated, organiser, theme/activity, no. of hours, etc.) [A template is provided at Appendix C – please indicate clearly the category of activity]</p> <p><input type="checkbox"/> No</p>
<p>15.2</p>	<p>Outdoor learning activities are arranged for students to experience nature directly.</p>	<p><input type="checkbox"/> Yes (Please provide the information in a table for each activity: no. and grade of student participated, organiser, theme/activity, no. of hours, etc.) [A template is provided at Appendix C – please indicate clearly the category of activity]</p> <p><input type="checkbox"/> No</p>
<p>15.3</p>	<p>Student ambassadors are trained up to promote and multiply sustainability and/or environmental initiatives.</p>	<p><input type="checkbox"/> Yes (Please provide the information in a table for each activity: no. and grade of student participated, organiser, theme/activity, no. of hours, etc.) [A template is provided at Appendix C – please indicate clearly the category of activity]</p> <p><input type="checkbox"/> No</p>

16. Evaluation

16.1	Our school's "Education for Sustainable Development" and/or "Environmental Education" plan is monitored and evaluated.	<input type="checkbox"/> Yes (Please share evaluation methodology and result) <input type="checkbox"/> No
16.2	Activity or initiative-based evaluation [^] is conducted (for activities in item 15), to assess students' environmental literacy (knowledge, attitude and behaviour). <i>[^Evaluation format can include pre- and post-questionnaire or post-activity evaluation form or interview with parents, etc.]</i>	<input type="checkbox"/> Yes (Please share samples of the evaluation) <input type="checkbox"/> No
16.3	Evaluation of students' overall environmental literacy (knowledge, attitude and behaviour) is conducted on a regular basis (at least once a year).	<input type="checkbox"/> Yes (Please share samples of the evaluation) <input type="checkbox"/> No
16.4	Evaluation of teachers' overall environmental literacy (knowledge, attitude and behaviour) is conducted on a regular basis (at least once a year).	<input type="checkbox"/> Yes (Please share samples of the evaluation) <input type="checkbox"/> No
16.5	Data and information collected from evaluations are used for environmental education plan and/or activity review.	<input type="checkbox"/> Yes <input type="checkbox"/> No
16.6	Evaluation results are publicised for stakeholders' review and comments.	<input type="checkbox"/> Yes <input type="checkbox"/> No
17.	Information Dissemination	
17.1	Environmental information and reference materials are shared with school members.	<input type="checkbox"/> Yes (Please indicate format and related school members) <input type="checkbox"/> No
17.2	Environmental information is regularly updated.	<input type="checkbox"/> Yes (Please indicate frequency) <input type="checkbox"/> No

Partner Synergy (25%)

Questions		Please tick and elaborate on your answer as appropriate.
18.	Parents and Families (E)	
18.1	Our school has organised activities for parents and students' family members to promote environmental protection.	<input type="checkbox"/> Yes (Please provide the information in a table for each activity: no. of parents participated, organiser, theme/activity, no. of hours, etc.) [A template is provided at Appendix D] <input type="checkbox"/> No
18.2	(If yes for 18.1) Parents and students' family members' participation is active.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
18.3	Parent-teacher Association (PTA) and/or similar parent association (PA) (<i>e.g. parent volunteer team</i>) was formed and parents are involved in the organisation of activities which consist of environmental elements or providing assistance in schools' environmental projects (<i>e.g. school gardening work</i>).	<input type="checkbox"/> Yes (Please provide details of activities organised or volunteer work assisted by parent association) [A template is provided at Appendix D] <input type="checkbox"/> No
18.4	Our school has initiatives to encourage students and their family members to adopt green practices at home.	<input type="checkbox"/> Yes <input type="checkbox"/> No
19.	School Network (E)	
19.1	Our school has conducted environmental activities for other schools' representatives.	<input type="checkbox"/> Yes (Please provide details for each activity: date, description of activity, school(s) involved, etc.) <input type="checkbox"/> No
19.2	Our school has organised joint environmental activities in partnership with other schools.	<input type="checkbox"/> Yes (Please provide details for each activity: date, description of activity, school(s) involved, etc.) <input type="checkbox"/> No

19.3	Our school has shared experiences with other schools on environmental management, environmental education and other environment-related issues (<i>e.g. being facilitators for other schools</i>).	<input type="checkbox"/> Yes (Please provide details and list the school(s) involved) <input type="checkbox"/> No
20. Community Members / Other Organisations (E)		
20.1	Our school has organised activities (on campus) for general public to gain knowledge about sustainability/environmental issues or promote environmental protection.	<input type="checkbox"/> Yes (Please provide details for each activity: date, description of activity, etc.) <input type="checkbox"/> No
20.2	Our school has organised environmental activities for general public by reaching out to the community (outside campus).	<input type="checkbox"/> Yes (Please provide details for each activity: date, description of activity, etc.) <input type="checkbox"/> No
20.3	Our school representative(s) has taken up leading role (<i>e.g. guest speaker</i>) in external (i.e. organised by external institutions) environmentally specialised workshops, exhibitions, conferences or seminars.	<input type="checkbox"/> Yes (Please provide details for each activity: date, description of activity, name of event organiser, role of school representative(s), etc.) <input type="checkbox"/> No
20.4	Our school has partnered with local/overseas organisations to implement environmental programmes or activities.	<input type="checkbox"/> Yes (Please provide details for each activity: date, description of activity, organisation(s) involved, etc.) <input type="checkbox"/> No

21. Service / Product Suppliers	
21.1	Our school has imposed environmental requirement to suppliers or contractors (including any outsourced fleet service). <p><input type="checkbox"/> Yes (Please provide details)</p> <p><input type="checkbox"/> No</p>
21.2	Green procurement specifications have been stated in the purchasing or tender documents (e.g. to request school lunch caterers to use reusable food container instead of disposable ones, or adopt sustainable food in their catering services, etc.). <p><input type="checkbox"/> Yes (Please provide related purchasing or tender documents)</p> <p><input type="checkbox"/> No</p>
21.3	Preference is given to environmentally-friendly products or environmentally-responsible suppliers/contractors in the procurement process (e.g. school caterers who can demonstrate the product origins of their seafood supplied, suppliers providing sustainable products like those with eco-labels, refuse collection contractors who have signed the Charter on Proper Operation of Refuse Collection Vehicles, etc.). <p><input type="checkbox"/> Yes (Please provide details)</p> <p><input type="checkbox"/> No</p>
21.4	Our school has invited suppliers/contractors to participate in any external support programme(s) / environmental partnership programme(s) (e.g. BEC Jockey Club Intelligent Resource Management Programme, Partnership for Sustainability Leadership in Business, etc.). <p><input type="checkbox"/> Yes (Please provide details)</p> <p><input type="checkbox"/> No</p>
@22. Promotion on HKAEE	
22.1	Our school has promoted HKAEE through our school network and/or promotional channels / platforms (e.g. display the awarded logos and stickers on campus, website, and electronic screens, etc.; imprint the awarded logo in name cards, letterhead; and publish featured articles through media). <p><input type="checkbox"/> Yes (Please provide proof of promotional method(s), e.g. screenshots, photos of materials with award logo imprinted)</p> <p><input type="checkbox"/> No</p>
22.2	Our school has successfully referred our partners (e.g. schools that are not under the same Sponsoring Body, suppliers or contractors, external organisations, etc.) to join the HKAEE. <p><input type="checkbox"/> Yes (Please list out the names of referred partners and provide corresponding communication record)</p> <p><input type="checkbox"/> No</p>

Remarks:

- * Bonus points will be awarded for efforts in other environmental schemes (maximum 3 bonus points)
- # Bonus points will be awarded for efforts in Hong Kong Green Organisation Certification (maximum 4 bonus points)
- @ Bonus points will be awarded for efforts in promoting HKAEE (maximum 3 bonus points)

A maximum of 10 bonus points will be given to the eligible schools

Supporting Documents Checklist:

The following table listed out the questions that require schools to provide supporting document (if “Yes” is selected) before submission of the self-assessment questionnaire. Failure in providing relevant proofs/evidence may affect the eligibility to be shortlisted for Stage 2 – Detailed Assessment.

Note:

(1) Schools should provide information on their environmental performance and achievements in the **2022/23 school year (i.e. from September 2022 to August 2023)**. Information from other school years will not be considered as valid proofs/evidence for this assessment.

(2) To ensure a smooth assessment process, schools are recommended to rename the electronic files before submission, by indicating relevant “Question number” at the start of file name. (e.g. *1.1 School Year Plan.pdf* , *3.1 School Environmental Education Plan.docx*)

Question number	Examples of supporting document	Ready
Section 1: Environmental Policy		
1.1	Annual school plan / multi-year school development plan	<input type="checkbox"/>
1.2	Environmental/sustainability policy and/or guideline	<input type="checkbox"/>
1.3	Proof of publicising the policy and/or guideline	<input type="checkbox"/>
1.7	Environmental/sustainability report	<input type="checkbox"/>
Section 2: School Management Support and Commitment		
2.3	Resources allocation plan / proof of funding	<input type="checkbox"/>
2.4	Copy of signed Carbon Reduction Charter / Food Wise Charter / Energy Saving Charter / 4T Charter / Charter on External Lighting / Glass Container Recycling Charter / Bye Bye Microbeads Charter	<input type="checkbox"/>
Section 3: Education for Sustainable Development / Environmental Education Plan in School Curriculum		
3.1	"Education for Sustainable Development" and/or "Environmental Education" plan	<input type="checkbox"/>
3.2	Appendix A – School staff training record	<input type="checkbox"/>
Section 4: Energy Conservation and Carbon Reduction		
4.1	Energy-saving and carbon reduction guideline	<input type="checkbox"/>
4.4	Appendix B – Resource consumption record	<input type="checkbox"/>
4.5	Carbon audit report	<input type="checkbox"/>
Section 5: Water Conservation		
5.1	Water-saving guideline	<input type="checkbox"/>
5.5	Appendix B – Resource consumption record	<input type="checkbox"/>
*5.6	Copy of certificate(s) or record of joining “Cherish Water Campus” Integrated Education Programme	<input type="checkbox"/>
Section 6: Waste Management		
6.1	Waste reduction guideline	<input type="checkbox"/>
Section 8: Green Procurement		
8.1	Green procurement and/or sustainable consumption of biological resources guideline(s)	<input type="checkbox"/>
Section 11: Greening		
*11.5	Record of joining “Greening School Subsidy Scheme” (official funding record / copy of certificate or photo of trophy) / “One Person, One Flower Scheme” (copy of activity record book) / “Planting Herbs in School Scheme” (copy of activity record book)	<input type="checkbox"/>
Section 13: Indoor Air Quality		
*13.2	Copy of valid Indoor Air Quality Certificate	<input type="checkbox"/>
Section 15: Environmental Education – Implementation		
15.1 – 15.3	Appendix C – Environmental activities for students record	<input type="checkbox"/>
Section 16: Environmental Education – Evaluation		
16.2	Samples of activity or initiative-based evaluation	<input type="checkbox"/>
16.3	Samples of students’ overall environmental literacy evaluation	<input type="checkbox"/>
16.4	Samples of teachers’ overall environmental literacy evaluation	<input type="checkbox"/>
Section 18: Parents and Families		
18.1; 18.3	Appendix D – Parents involvement in environmental activities record	<input type="checkbox"/>
Section 21: Service / Product Suppliers		
21.2	Purchasing or tender documents with green procurement specifications	<input type="checkbox"/>
Section 22: Promotion on HKAEE		
@22.1	Proof of promoting HKAEE	<input type="checkbox"/>
@22.2	Communication record with referred partners	<input type="checkbox"/>

Declaration by Applicant

Our school hereby declares that all of the information given is true and accurate to the best of our knowledge and agree that all decisions made by the Organisers (i.e. Environment and Ecology Bureau and Environmental Campaign Committee and its Secretariat) and adjudicating panel are final and binding in all aspects relating to the HKAEE. Our school understands that any false or misleading information may lead to disqualification of our application.

Signature (*with school chop*)

Name of participating school

Name of signatory

Designation of signatory

*** *Thank you* ***

Data Retention Policy

This policy stipulates the kinds of personal data collected, means of collecting personal data, duration of retention, ways of using the personal data and data security measures for the HKAEE (Schools Sector).

1. Purpose of Collection and Use Personal Data

The personal data provided in the questionnaire for the HKAEE (Schools Sector) will be used for the following purposes –

- (a) for the administration, evaluation and management of the application for the competition by the Technical Consultant(s) of the HKAEE (Schools Sector); and
- (b) for the promotion of latest environment-related development, policies, activities and schemes by the Environment and Ecology Bureau and/or the Environmental Campaign Committee and its Secretariat.

2. Category of Personal Data

Each participant of HKAEE (Schools Sector) is asked to provide the (i) name, (ii) phone number, (iii) correspondence address and (iv) email address of a contact person (“Contact Person”) in the questionnaire.

3. Means of Collection

The provision of personal data by the Contact Person in the HKAEE (Schools Sector) questionnaire is voluntary. The questionnaire should be submitted through the online portal. If participating schools do not provide sufficient information, the processing of their applications may be affected.

4. Access to Personal Data

Each Contact Person has the right to request access to and correction of his/her personal data as stipulated in the Personal Data (Privacy) Ordinance (Chapter 486). Enquiries concerning the personal data collected by means of the HKAEE (Schools Sector) questionnaire should be addressed to supporter@wwf.org.hk.

5. Duration of Retention

The personal data collected from the Contact Person will be erased or destroyed 24 months after the completion of the assessment of HKAEE (Schools Sector) each year.

6. Security Measures

The personal data collected from the Contact Person is restricted for access and use by the authorised persons of HKAEE (Schools Sector) responsible for administration, evaluation, handling and management of the HKAEE (Schools Sector) applications, and encrypted electronically during transmission.