

**\*\*\*This Questionnaire is for schools' reference only\*\*\***  
**Schools are required to submit the Self-assessment Questionnaire**  
**through the [online assessment system](#) (tentatively will be open for filling in early Feb 2026).**  
**Submission in paper/PDF format will not be considered.**

**Submission Deadline: 25 March 2026 (Wednesday)**

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

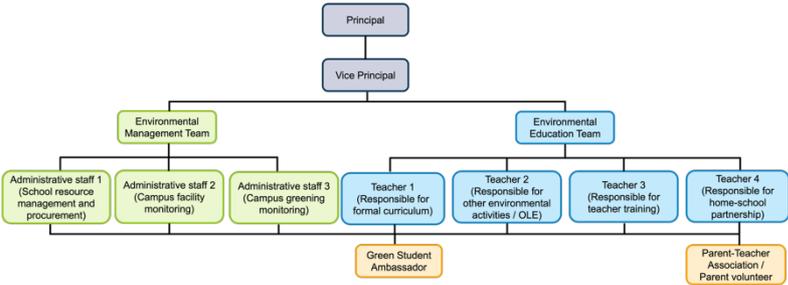
### **Important Notes to Applicants**

- Schools should submit **separate questionnaires** for **different campuses**.
- The assessment system will automatically logout if no action is performed within 20 minutes, please click the **“Save” button** to save the parts you have inputted.
- Schools are required to answer all the questions and submit information based on the environmental performance in the **past school year (i.e. 2024/25 school year – From 1 September 2024 to 31 August 2025)**.
- Please select the appropriate box and **provide elaboration** on your answer as requested. It is recommended to provide elaborations in “bullet” point format. Text description of each answer is limited to **a maximum of 4000 characters (including punctuation and spaces)**. If your answer exceeds the word limit of the system, please attach a WORD/PDF file to provide a detailed elaboration for that question.
- Participating schools are required to submit **“[Appendix A – Appendix D](#)”**, to provide resources consumption data and activities record. Excel templates of all Appendixes have been uploaded to the Schools Go Green website for participating schools to fill in.
- To ensure fairness and accuracy during the assessment process, schools are required to **submit relevant supporting documents** as requested by the question when “Yes” is selected. Failure in providing elaboration and relevant proofs/evidence may affect the school’s ranking in Stage 1 Initial Assessment and the eligibility to be shortlisted for Stage 2 Detailed Assessment. Schools may refer to **“Part (E) Supporting Documents Checklist”** at the end of the questionnaire and ensure relevant supporting documents are uploaded before submitting the questionnaire.
- Schools can provide quantifiable data or relevant information such as charts, photos or statistics by uploading digital files to the online assessment system, with documents upload limit up to 50MB in total. Please click the **“Attachment” button** to upload the files. 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](mailto:hkaee@wwf.org.hk).
- The technical consultant may contact schools via phone and/or email to verify the content and request to provide supplementary documents.
- Provision of any false or misleading information will lead to disqualification.
- Before submission, schools could click the **“Download” button** to save a copy of the completed questionnaire in WORD for record.

### **Guidelines and Tips**

- ✓ Schools are advised to review the "[Annex 4 – Guidelines & Highlights of Best Practices \(Schools\)](#)" available at the ECC's Schools Go Green website to understand the details of the Self-assessment Questionnaire questions and related practical examples. Schools may also take reference to the "Reports on Overall Performance of Past Participating Schools" to learn about the ways for improving the school's environmental performance.
- ✓ User guide of the HKAEE Application and Assessment System will be uploaded to the [Schools Go Green website](#) for participating schools' to understand the operation of the online assessment system.

## Part (A) Green Leadership (25%)

| Questions  | Please tick and elaborate on your answer as appropriate.  |
|--|---|
| <b>1. School Management Support and Commitment</b> |   |
| 1.1  | <p>School management team (e.g. <i>Sponsoring Body (SSB), Incorporated Management Committee (IMC) or Board, etc.</i>) supports the school's environmental/sustainability direction.</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>  |
| 1.2  | <p>School principal and/or vice-principals are involved in planning, implementation and review of the school's environmental/sustainability policy and/or environmental initiatives and campaigns.</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>   |
| 1.3  | <p>Financial resources (e.g. <i>budget</i>) are allocated for environmental/sustainability management and related education activities.</p> <p><input type="checkbox"/> Yes<br/>(Please provide supporting document(s) of the budget allocation plan or proof of funding, if any)</p> <p><input type="checkbox"/> No</p>  |
| 1.4  | <p>A team / task force / committee responsible for school's environmental/sustainability work is set up.</p> <p>Sample of structure chart:</p>  <p><input type="checkbox"/> Yes</p> <p>Members involved (can select more than one):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sponsoring Body (SSB), Incorporated Management Committee (IMC) or Board</li> <li><input type="checkbox"/> School management (<i>Principal and/or vice-principals</i>)</li> <li><input type="checkbox"/> Teachers</li> <li><input type="checkbox"/> Administration staff responsible for facilities/procurement/resources management</li> <li><input type="checkbox"/> Janitors</li> <li><input type="checkbox"/> Students</li> <li><input type="checkbox"/> Parents</li> <li><input type="checkbox"/> Others (please specify): _____</li> </ul> <p>(Please provide supporting document(s) of the environmental/sustainability team / task force / committee, e.g. structure chart, and briefly describe respective roles of each member)</p> <p><input type="checkbox"/> No</p> |
| 1.5  | <p>Our school signed sustainability/environment-related charters issued by the government and/or non-governmental / non-profit organisations to demonstrate our environmental commitment.</p> <p><input type="checkbox"/> Yes<br/>(Please select the charter(s) signed and provide a copy of certificate(s); can select more than one):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Food Wise Charter</a></li> <li><input type="checkbox"/> <a href="#">Energy Saving Charter</a></li> <li><input type="checkbox"/> <a href="#">4T Charter</a></li> <li><input type="checkbox"/> <a href="#">Charter on External Lighting</a></li> <li><input type="checkbox"/> <a href="#">Glass Container Recycling Charter</a></li> <li><input type="checkbox"/> <a href="#">Bye Bye Microbeads Charter</a></li> <li><input type="checkbox"/> Others (please specify): _____</li> </ul> <p><input type="checkbox"/> No</p>   |

| 2.  | Environmental Policy  |  |
|-----|---|--|
| 2.1 | "Education for Sustainable Development" and/or "Environmental Education" is embedded in annual school plan and/or multi-year school development plan, and/or designated as one of the major concerns or targets.  | <input type="checkbox"/> Yes<br>(Please provide a copy of related document or website link)<br><br><input type="checkbox"/> No   |
| 2.2 | An environmental/sustainability/ESG policy is formulated.   | <input type="checkbox"/> Yes<br>(Please provide a copy of related document or website link)<br><br><input type="checkbox"/> No   |
| 2.3 | The policy is made known to different stakeholders through various media ( <i>e.g. website, newsletter, handbook, notice around campus, etc.</i> ).   | <input type="checkbox"/> Yes<br>Stakeholders included<br>(can select more than one):<br><input type="checkbox"/> All teachers<br><input type="checkbox"/> All non-teaching staff<br><i>(e.g. janitors, administration staff responsible for facilities/procurement/resources management)</i><br><input type="checkbox"/> All students<br><input type="checkbox"/> Parents<br><input type="checkbox"/> Visitors<br><input type="checkbox"/> Others (please specify):<br>_____<br><br>(Please provide the channel of publicising the policy, e.g. website link)<br><br><input type="checkbox"/> No |
| 2.4 | The policy 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, Regulation of Disposable Plastic Tableware, etc.</i> ). | <input type="checkbox"/> Yes<br><br><input type="checkbox"/> No  |
| 2.5 | School members are involved in formulation, implementation and review of the policy ( <i>e.g. provide feedback and opinions</i> ).  | <input type="checkbox"/> Yes<br>Stakeholders involved<br>(can select more than one):<br><input type="checkbox"/> School management<br><i>(principal and/or vice-principals)</i><br><input type="checkbox"/> Environmental work team<br><input type="checkbox"/> Teachers<br><input type="checkbox"/> Administration staff responsible for facilities/procurement/resources management<br><input type="checkbox"/> Janitors<br><input type="checkbox"/> Parents<br><input type="checkbox"/> Others (please specify):<br>_____<br><br><input type="checkbox"/> No                                  |

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|-----------|--|--|
| <b>3.</b> | <b>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.)</b> |  |
| 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<br>(Please provide supporting document to illustrate how ESD and/or EE is integrated into school curriculum)<br><br><input type="checkbox"/> No |
| 3.2       | Training was arranged for teachers and/or non-teaching staff to build up their knowledge on sustainability/environmental-related issues (either organised by the school or external organisations).    | <input type="checkbox"/> Yes<br>[Please use Appendix A for providing details of each training]<br><br><input type="checkbox"/> No  |

## Part (B) Programme and Performance (55%)

| <b>Resource Usage and Management</b> |  |  |
|--------------------------------------|--|--|
| <b>4.</b>                            | <b>Energy Conservation and Carbon Reduction</b>  |  |
| 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<br>(Please provide a copy of guideline)<br><br><input type="checkbox"/> No  |
| 4.2                                  | Energy-saving devices are installed.   | <input type="checkbox"/> Yes<br>(Please list the items)<br><br><input type="checkbox"/> No   |
| 4.3                                  | Renewable energy facilities are installed.   | <input type="checkbox"/> Yes<br>(Please list the items)<br><br><input type="checkbox"/> No   |
| 4.4                                  | Energy consumption is monitored (e.g. by monitoring the electricity usage) and compared between the 2023/24 and 2024/25 school years.  | <input type="checkbox"/> Yes<br>[Please use Appendix B for providing data]<br><br><input type="checkbox"/> No<br><br><input type="checkbox"/> N/A<br>(If energy consumption data is unavailable due to special circumstances*, please specify the reason.<br><i>*Examples of special circumstances include: being a government school / locating in a government-owned building / sharing the campus with another school etc., making separate data collection impractical.)</i> |
| 4.5                                  | Energy audit is conducted, and an energy audit report is published to capture the result.<br><br>[Energy audit is a review of how and where energy is consumed in the organisation.] | <input type="checkbox"/> Yes<br>(Please provide a copy of energy audit report. The report should be valid in the 2024/2025 school year.)<br><br><input type="checkbox"/> No  |

|                              |   |  |
|------------------------------|---|--|
| 4.6                          | Carbon audit is conducted, and a carbon audit report is published to capture the result.<br><br>[Carbon audit is a scientific means of quantifying an organisation's GHG emissions.]          | <input type="checkbox"/> Yes<br>(Please provide a copy of carbon audit report. The report should be valid in the 2024/2025 school year.)<br><br><input type="checkbox"/> No  |
| 4.7                          | Our school has implemented scheme(s) (e.g. <i>organising competition</i> ) / provided incentives to encourage staff and students to practise energy saving.                                   | <input type="checkbox"/> Yes<br>(Please provide details about the scheme(s)/incentives and/or provide related activity record)<br><br><input type="checkbox"/> No  |
| 4.8                          | School members are encouraged to adopt low-carbon commute (e.g. <i>walking, using public transport, bicycling or car pool, school bus contractor adopting green driving practice, etc.</i> ). | <input type="checkbox"/> Yes<br>(Please list the low-carbon commute methods)<br><br><input type="checkbox"/> No  |
| <b>5. Water Conservation</b> |   |  |
| 5.1                          | Water-saving guideline is established and measures are implemented to reduce water consumption.   | <input type="checkbox"/> Yes<br>(Please provide a copy of guideline)<br><br><input type="checkbox"/> No  |
| 5.2                          | Water-saving and/or wastewater control facilities are installed.  | <input type="checkbox"/> Yes<br>(Please list the items)<br><br><input type="checkbox"/> No   |
| 5.3                          | Our school has measures to reuse greywater (e.g. <i>water collected from wash basins, sinks and laundry machines, etc.</i> ) and rainwater.   | <input type="checkbox"/> Yes<br>(Please list the methods)<br><br><input type="checkbox"/> No   |
| 5.4                          | Our school has implemented scheme(s) (e.g. <i>organising competition</i> ) / provided incentives to encourage staff and students to save water.   | <input type="checkbox"/> Yes<br>(Please provide details about the scheme(s)/incentives and/or provide related activity record)<br><br><input type="checkbox"/> No  |
| 5.5                          | Water consumption is monitored and compared between the 2023/24 and 2024/25 school years.   | <input type="checkbox"/> Yes<br>[Please use Appendix B for providing data]<br><br><input type="checkbox"/> No<br><br><input type="checkbox"/> N/A<br>(If water consumption data is unavailable due to special circumstances*, please specify the reason.<br>*Examples of special circumstances include: being a government school / locating in a government-owned building / sharing the campus with another school etc., making separate data collection impractical.) |
| <b>6. Waste Management</b>   |   |  |
| 6.1                          | Waste reduction guideline is established.   | <input type="checkbox"/> Yes<br>(Please provide a copy of guideline)<br><br><input type="checkbox"/> No  |

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| 6.2       | Facilities for waste management ( <i>e.g. recycling bins, composter</i> ) are installed.   | <input type="checkbox"/> Yes<br>(Please list the items)<br><br><input type="checkbox"/> No  |
| 6.3       | Different types of recyclables are collected on campus.  | <input type="checkbox"/> Yes<br>(Please list the types of recyclables collected)<br><br><input type="checkbox"/> No   |
| 6.4       | Measures to reduce generation of general wastes (excluding food waste and disposable utensils) are implemented.<br><br><i>[Questions related to food waste and disposable utensils would be addressed in Section 7: Sustainable School Catering.]</i>  | <input type="checkbox"/> Yes<br>(Please list the measures)<br><br><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<br>(Please provide details about the scheme(s)/incentives and/or provide related activity record)<br><br><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. 10 common types of recyclables and recycling facilities, correct clean recycling practices and recycling points in the neighbourhood, etc.</i> ). | <input type="checkbox"/> Yes<br><br><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<br>(Please briefly elaborate the ways of treatment)<br><br><input type="checkbox"/> No   |
| <b>7.</b> | <b>Sustainable School Catering</b>   |   |
| 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<br>(Please briefly indicate the sustainable meal options)<br><br><input type="checkbox"/> No   |
| 7.2       | Measures are implemented to encourage all teachers and students to use reusable utensils and containers.   | <input type="checkbox"/> Yes<br>(Please briefly elaborate the measures)<br><br><input type="checkbox"/> No  |
| 7.3       | Measures are implemented to discourage all teachers and students to use disposable utensils (especially those provided for take-aways^).<br><br><i>[^applicable for staff or during school events]</i>   | <input type="checkbox"/> Yes<br>(Please briefly elaborate the measures)<br><br><input type="checkbox"/> No  |
| 7.4       | Measures to reduce generation of food waste ( <i>e.g. meal portioning</i> ) are implemented.   | <input type="checkbox"/> Yes<br>(Please briefly elaborate the measures)<br><br><input type="checkbox"/> No  |
| 7.5       | Measures to reduce disposal of food waste ( <i>e.g. food donation, food waste recycling, etc.</i> ) are implemented.   | <input type="checkbox"/> Yes<br>(Please briefly elaborate the measures)<br><br><input type="checkbox"/> No  |

|                                    |   |   |
|------------------------------------|---|---|
| 7.6                                | Our school has implemented scheme(s) (e.g. <i>organising competition</i> ) / provided incentives to encourage staff and students to develop the habit of cherishing food.           | <input type="checkbox"/> Yes<br>(Please provide details about the scheme(s)/incentives and/or provide related activity record)<br><br><input type="checkbox"/> No |
| <b>8. Green Procurement</b>        |   |   |
| 8.1                                | Green procurement and/or sustainable consumption of biological resources guideline(s) are established.  | <input type="checkbox"/> Yes<br>(Please provide a copy of the guideline)<br><br><input type="checkbox"/> No   |
| 8.2                                | Our school adopts products with environmentally-friendly features/sustainable biological products (e.g. <i>products that are certified with eco-labels, reusable, etc.</i> ).       | <input type="checkbox"/> Yes<br>(Please list the items)<br><br><input type="checkbox"/> No  |
| <b>9. Environmental Compliance</b> |   |   |
| 9.1                                | Our school has received statutory notice or encounter prosecutions/convictions on non-compliance with environmental regulations in the past 24 months (i.e. 1/9/2023 to 31/8/2025). | <input type="checkbox"/> Yes<br>(Please provide details)<br><br><input type="checkbox"/> No   |
| 9.2                                | (If yes in 9.1) Follow-up/remedial actions are taken.   | <input type="checkbox"/> Yes<br>(Please share the actions taken)<br><br><input type="checkbox"/> No<br><br><input type="checkbox"/> N/A                           |
| <b>Campus Environment</b>          |   |   |
| <b>10. Greening</b>                |   |   |
| 10.1                               | Green areas are available in suitable areas of school campus.   | <input type="checkbox"/> Yes<br><br><input type="checkbox"/> No   |
| 10.2                               | Our school chooses suitable plant species that suit the campus environment and local weather, which also enhance biodiversity.  | <input type="checkbox"/> Yes<br><br><input type="checkbox"/> No   |
| 10.3                               | Our school practises organic planting and/or farming.   | <input type="checkbox"/> Yes<br><br><input type="checkbox"/> No   |
| 10.4                               | Students are involved in taking care of the green areas (e.g. <i>taking care of plants, involving in farming, etc.</i> ).   | <input type="checkbox"/> Yes<br><br><input type="checkbox"/> No   |
| <b>11. Noise Management</b>        |   |   |
| 11.1                               | There is/are source(s) of noise pollution on campus.  | <input type="checkbox"/> Yes<br>Source: _____<br><br><input type="checkbox"/> No  |
| 11.2                               | Our school is affected by external noise pollution.   | <input type="checkbox"/> Yes<br>Source: _____<br><br><input type="checkbox"/> No  |

|                                |  |   |
|--------------------------------|--|---|
| 11.3                           | (If yes for 11.1 and/or 11.2) Measures are developed and adopted to avoid noise pollution or abate noise generation.         | <input type="checkbox"/> Yes<br>(Please briefly elaborate the measures)<br><input type="checkbox"/> No<br><input type="checkbox"/> N/A  |
| <b>12.</b>                     | <b>Indoor Air Quality Management</b>   |   |
| 12.1                           | Measures are developed and implemented to maintain or improve indoor air quality.  | <input type="checkbox"/> Yes<br>(Please briefly elaborate the measures)<br><input type="checkbox"/> No  |
| <b>Environmental Education</b> |  |   |
| <b>13.</b>                     | <b>Implementation</b>  |   |
| 13.1                           | "Education for Sustainable Development" and/or "Environmental Education" activities are conducted as part of school lessons. | <input type="checkbox"/> Yes<br>[Please use Appendix C for providing details of each activity and indicate clearly the category of the activity]<br><input type="checkbox"/> No |
| 13.2                           | Outdoor learning activities are arranged for students to experience nature directly.   | <input type="checkbox"/> Yes<br>[Please use Appendix C for providing details of each activity and indicate clearly the category of the activity]<br><input type="checkbox"/> No |
| 13.3                           | Student ambassadors are trained up to promote and multiply sustainability and/or environmental initiatives.                  | <input type="checkbox"/> Yes<br>[Please use Appendix C for providing details of each activity and indicate clearly the category of the activity]<br><input type="checkbox"/> No |
| <b>14.</b>                     | <b>Information Dissemination</b>   |   |
| 14.1                           | Environmental information and reference materials are shared with school members.  | <input type="checkbox"/> Yes<br>(Please indicate the format and related school members)<br><input type="checkbox"/> No  |
| 14.2                           | Environmental information is regularly updated.  | <input type="checkbox"/> Yes<br>(Please indicate the frequency)<br><input type="checkbox"/> No  |

**Monitoring and Evaluation on Environmental Management and Education**

**15. Performance Review, Reporting and Follow-up Action**

|      |   |   |
|------|---|---|
| 15.1 | <p>The progress and performance of various aspects of environmental management and environmental education are monitored and evaluated on a regular basis, with related evaluation results recorded.</p>  | <p><input type="checkbox"/> Yes<br/>Aspects reviewed / monitored / evaluated (can select more than one):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Energy Conservation and Carbon Reduction</li> <li><input type="checkbox"/> Water Conservation</li> <li><input type="checkbox"/> Waste Management</li> <li><input type="checkbox"/> Sustainable School Catering</li> <li><input type="checkbox"/> Green Procurement</li> <li><input type="checkbox"/> Environmental Compliance</li> <li><input type="checkbox"/> Greening</li> <li><input type="checkbox"/> Noise</li> <li><input type="checkbox"/> Indoor Air Quality</li> <li><input type="checkbox"/> "Education for Sustainable Development" and/or "Environmental Education"</li> <li><input type="checkbox"/> Environmental Information Dissemination</li> </ul> <p>(Please indicate the monitoring and evaluation method as well as the frequency for each selected item, and provide records of the corresponding evaluation result)</p> <p><input type="checkbox"/> No</p> |
| 15.2 | <p>(For activities listed in Appendix C under "Section 13 – Environmental Education Implementation")</p> <p>Activity or initiative-based evaluation<sup>^</sup> is conducted to assess students' environmental literacy (knowledge, attitude and behaviour).</p> <p><i>[^Evaluation format can include pre- and post-questionnaire or post-activity evaluation form or interview, etc.]</i></p> | <p><input type="checkbox"/> Yes<br/>(Please share samples of the evaluation and provide the corresponding results)</p> <p><input type="checkbox"/> No</p>   |
| 15.3 | <p>Evaluation of students' overall environmental literacy (knowledge, attitude and behaviour) is conducted on a regular basis (at least once a year).</p>   | <p><input type="checkbox"/> Yes<br/>(Please share samples of the evaluation and provide the corresponding results)</p> <p><input type="checkbox"/> No</p>   |
| 15.4 | <p>Evaluation of teachers' overall environmental literacy (knowledge, attitude and behaviour) is conducted on a regular basis (at least once a year).</p>   | <p><input type="checkbox"/> Yes<br/>(Please share samples of the evaluation and provide the corresponding results)</p> <p><input type="checkbox"/> No</p>   |

|      |   |   |
|------|---|---|
| 15.5 | Environmental management and environmental education evaluation results are made known to different school stakeholders.  | <input type="checkbox"/> Yes<br>Stakeholders involved (can select more than one): <ul style="list-style-type: none"> <li><input type="checkbox"/> School management (<i>principal and/or vice-principals</i>)</li> <li><input type="checkbox"/> Environmental work team</li> <li><input type="checkbox"/> All teachers</li> <li><input type="checkbox"/> All non-teaching staff (<i>e.g. janitors, administration staff responsible for facilities/procurement/resources management</i>)</li> <li><input type="checkbox"/> All students</li> <li><input type="checkbox"/> Parents</li> <li><input type="checkbox"/> Public</li> <li><input type="checkbox"/> Others (please specify):</li> </ul> <hr style="width: 20%; margin-left: 0;"/> (Please list the channels of sharing the evaluation result)<br><br><input type="checkbox"/> No |
| 15.6 | Follow-up improvement plans and actions are devised and implemented based on the evaluation results of environmental management and environmental education.                                    | <input type="checkbox"/> Yes (Please share the follow-up improvement plans)<br><br><input type="checkbox"/> No  |
| 15.7 | School members are involved in devising the follow-up improvement plans/actions.  | <input type="checkbox"/> Yes<br>Stakeholders involved (can select more than one): <ul style="list-style-type: none"> <li><input type="checkbox"/> School management (<i>principal and/or vice-principals</i>)</li> <li><input type="checkbox"/> Environmental work team</li> <li><input type="checkbox"/> Teachers</li> <li><input type="checkbox"/> Non-teaching staff (<i>e.g. janitors, administration staff responsible for facilities/procurement/resources management</i>)</li> <li><input type="checkbox"/> Parents</li> <li><input type="checkbox"/> Others (please specify):</li> </ul> <hr style="width: 20%; margin-left: 0;"/> <input type="checkbox"/> No  |
| 15.8 | An annual environmental/sustainability report is compiled to summarise the school's different environmental work and capture the school's overall environmental performance of the school year. | <input type="checkbox"/> Yes (Please provide a copy of environmental/sustainability report)<br><br><input type="checkbox"/> No  |

## Part (C) Partner Synergy (20%)

| 16. Parents and Families' Participations    |   |   |
|---|---|---|
| 16.1  | Our school has arranged activities for parents and students' family members to promote environmental protection.  | <input type="checkbox"/> Yes<br>[Please use Appendix D for providing details of each activity and indicate clearly the category of the activity]<br><br><input type="checkbox"/> No |
| 16.2  | Parent-teacher Association (PTA) and/or similar parent association (PA) (e.g. <i>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 (e.g. <i>school gardening work</i> ). | <input type="checkbox"/> Yes<br>[Please use Appendix D for providing details of each activity and indicate clearly the category of the activity]<br><br><input type="checkbox"/> No |
| 16.3  | Parents and students' family members participated actively in the environmental activities (arranged by the school and/or PTA and/or similar PA) and/or schools' environmental projects.  | <input type="checkbox"/> Yes<br><br><input type="checkbox"/> No   |
| 16.4  | Our school has implemented scheme(s) (e.g. <i>organising competition</i> ) / provided incentives to encourage students and their family members to adopt green practices at home.   | <input type="checkbox"/> Yes<br>(Please provide details about the scheme(s)/incentives and/or provide the related activity record)<br><br><input type="checkbox"/> No               |
| 17. School Network                          |   |   |
| 17.1  | Our school has conducted environmental activities for representatives from other schools.   | <input type="checkbox"/> Yes<br>[Please use Appendix D for providing details of each activity and indicate clearly the category of the activity]<br><br><input type="checkbox"/> No |
| 17.2  | Our school has organised joint environmental activities in partnership with other schools.  | <input type="checkbox"/> Yes<br>[Please use Appendix D for providing details of each activity and indicate clearly the category of the activity]<br><br><input type="checkbox"/> No |
| 17.3  | Our school has shared experiences with other schools on environmental management, environmental education and other environment-related issues (e.g. <i>being facilitators for other schools</i> ).   | <input type="checkbox"/> Yes<br>[Please use Appendix D for providing details of each activity and indicate clearly the category of the activity]<br><br><input type="checkbox"/> No |
| 18. Community Members / Other Organisations |   |   |
| 18.1  | Our school has organised activities in the school campus for general public to gain knowledge about sustainability/environmental issues or promote environmental protection.  | <input type="checkbox"/> Yes<br>[Please use Appendix D for providing details of each activity and indicate clearly the category of the activity]<br><br><input type="checkbox"/> No |
| 18.2  | Our school has organised environmental activities outside the school campus for general public by reaching out to the community.  | <input type="checkbox"/> Yes<br>[Please use Appendix D for providing details of each activity and indicate clearly the category of the activity]<br><br><input type="checkbox"/> No |

|            |   |   |
|------------|---|---|
| 18.3       | 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<br>[Please use Appendix D for providing details of each activity and indicate clearly the category of the activity]<br><br><input type="checkbox"/> No |
| 18.4       | Our school has partnered with local/overseas organisations to coordinate and implement environmental programmes or activities.  | <input type="checkbox"/> Yes<br>[Please use Appendix D for providing details of each activity and indicate clearly the category of the activity]<br><br><input type="checkbox"/> No |
| <b>19.</b> | <b>Service / Product Suppliers</b>  |   |
| 19.1       | Our school has imposed environmental requirement(s) to suppliers or contractors (including any outsourced fleet service).<br><br>[Reference of environmental requirement: stated green procurement specification (e.g. school lunch caterers are required to use reusable food container instead of disposable ones, adopt sustainable food in their catering services, etc.) in the purchasing or tender documents.] | <input type="checkbox"/> Yes<br>(Please provide details of the environmental requirement(s) and/or related purchasing or tender documents)<br><br><input type="checkbox"/> No       |
| 19.2       | Our school has invited suppliers/contractors to participate in any external support programme(s) / environmental partnership programme(s) ( <i>e.g. EPD's Packaging Reduction Charter, Partnership for Sustainability Leadership in Business, etc.</i> ).   | <input type="checkbox"/> Yes<br>(Please provide details)<br><br><input type="checkbox"/> No   |

### Part (D) Bonus Points (maximum of 10 bonus points)

In order to recognise participating schools' efforts in promoting the HKAEE as well as their achievements in the Hong Kong Green Organisation Certification (HKGOC) and other recognised certification or award schemes, a maximum of 10 bonus points will be given to the participating schools during **Stage 1 Initial Assessment** of the "HKAEE". Please tick, elaborate on your answers and provide proofs as appropriate.

| <b>B1.</b> | <b>Efforts in Promoting HKAEE (maximum 3 bonus points)</b>   |   |
|------------|--|---|
| B1.1       | Our school has promoted HKAEE through our school network and/or promotional channels / platforms ( <i>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</i> ). | <input type="checkbox"/> Yes<br>(Please provide proof of promotional method(s), e.g. screenshots, photos of materials with HKAEE award logo displayed)<br><br><input type="checkbox"/> No |
| B1.2       | Our school has successfully referred our partners ( <i>e.g. other schools that are not under the same Sponsoring Body, suppliers or contractors, external organisations, etc.</i> ) to join the HKAEE.   | <input type="checkbox"/> Yes<br>(Please list out the names of referred partners and provide corresponding communication record)<br><br><input type="checkbox"/> No                        |

|                   |   |  |
|-------------------|---|--|
| <p><b>B2.</b></p> | <p><b>Efforts in Hong Kong Green Organisation Certification (HKGOC) (maximum 4 bonus points)</b></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> <div style="display: flex; justify-content: space-around;">    </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;">   </div> | <p><input type="checkbox"/> Yes<br/>(can select more than one):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> B2.1 <a href="#">Wastewi\$e Certificate</a></li> <li><input type="checkbox"/> B2.2 <a href="#">Energywi\$e Certificate</a></li> <li><input type="checkbox"/> B2.3 <a href="#">IAQwi\$e Certificate</a></li> <li><input type="checkbox"/> B2.4 <a href="#">Carbon Reduction Certificate</a></li> <li><input type="checkbox"/> B2.5 <a href="#">Recognised as "Hong Kong Green Organisation"</a></li> </ul> <p><input type="checkbox"/> No</p> |
|-------------------|---|--|

|                   |   |   |
|-------------------|---|---|
| <p><b>B3.</b></p> | <p><b>Efforts in Other Environmental Schemes (maximum 3 bonus points)</b></p> | <p><b>B3.1</b></p> <p>Our school has obtained an “<a href="#">Indoor Air Quality (IAQ) Certificate</a>” issued by Environmental Protection Department and the Certificate remained valid in the 2024/25 school year (i.e. expiry date of the certificate should fall after 31 Aug 2024).</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;">   </div> |
|-------------------|---|---|

|      |  |  |
|------|--|--|
| B3.2 | <p>Our school has participated in the (i) "<a href="#">Greening School Subsidy Scheme</a>" / (ii) "<a href="#">One Person, One Flower Scheme</a>" / (iii) "<a href="#">Planting Herbs in School Scheme (Planting Edible Plants in School Scheme)</a>" organised by the Leisure and Cultural Services Department (LCSD) in the 2024/25 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> | <p><input type="checkbox"/> Yes<br/>Our school has participated in (can select more than one):</p> <p><input type="checkbox"/> (i) "Greening School Subsidy Scheme 2024/25"<br/>(Please provide a copy of the official funding record from LCSD)</p> <p>If the school joined the "Greening School Subsidy Scheme 2024/25", please also tick the following box to indicate whether your school obtained an award under the scheme:</p> <p><input type="checkbox"/> Our school did not obtain the "Greening School Project Award 2024/25"</p> <p><input type="checkbox"/> Our school obtained the "Greening School Project Award 2024/25"<br/><i>(Please specify the award category obtained, and provide a copy of the certificate or photo of trophy: _____)</i></p> <p><input type="checkbox"/> (ii) "One Person, One Flower Scheme 2024/25"<br/>(Please provide a copy of the activity record book submitted to LCSD)</p> <p><input type="checkbox"/> (iii) "Planting Herbs in School Scheme (Planting Edible Plants in School Scheme) 2024/25"<br/>(Please provide a copy of the activity record book submitted to LCSD)</p> <p><input type="checkbox"/> No</p> |
| B3.3 | <p>Our school has participated in the "<a href="#">Seahorse Rangers (Kindergarten)</a>" organised by the Environment and Conservation Fund x Ocean Park in the 2024/25 school year.</p>  | <p><input type="checkbox"/> Yes<br/>(Please provide a copy of the certificate or participation record)</p> <p><input type="checkbox"/> No</p>  |
| B3.4 | <p>Our school has participated in the "<a href="#">Cherish Water Campus Integrated Education Programme</a>" organised by the Water Supplies Department in the 2024/25 school year.</p>   | <p><input type="checkbox"/> Yes<br/>(Please provide a copy of the certificate or participation record)</p> <p><input type="checkbox"/> No</p>  |
| B3.5 | <p>Our school has participated in the "<a href="#">Happy Green Schools Label Programme</a>" organised by The Hongkong Electric Company in the 2024/25 school year.</p>   | <p><input type="checkbox"/> Yes<br/>(Please provide a copy of the certificate or participation record)</p> <p><input type="checkbox"/> No</p>  |

## Part (E) Supporting Documents Checklist

The following table listed out the questions that requires schools to provide supporting document (if “Yes” is selected) before submission of the self-assessment questionnaire. To ensure fairness and accuracy during the assessment process, failure in providing elaboration and relevant proofs/evidence may affect the school’s ranking in Stage 1 Initial Assessment and the eligibility to be shortlisted for Stage 2 Detailed Assessment.

### Note:

(1) Schools should provide information on the environmental work implemented and the related achievements in the **2024/25 school year (i.e. from 1 September 2024 to 31 August 2025)**. Information from other school years will not be considered as valid proofs/evidence for this assessment. Participating schools are required to submit “[Appendix A – Appendix D](#)”, to provide resources consumption data and activities record. Excel templates of all Appendixes have been uploaded to the Schools Go Green website for participating schools to fill in.

(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. *2.1 School Year Plan.pdf*, *3.1 School Environmental Education Plan.docx*)

| Question number   | Examples of supporting document  | Ready                    |
|---|--|--------------------------|
| <b>Section 1: School Management Support and Commitment</b>  |  |                          |
| 1.3   | Budget allocation plan / proof of funding  | <input type="checkbox"/> |
| 1.4   | Structure chart of the environmental/sustainability team / task force / committee and respective roles of each member  | <input type="checkbox"/> |
| 1.5   | Copy of signed Food Wise Charter / Energy Saving Charter / 4T Charter / Charter on External Lighting / Glass Container Recycling Charter / Bye Bye Microbeads Charter / Other Charters | <input type="checkbox"/> |
| <b>Section 2: Environmental Policy</b>  |  |                          |
| 2.1   | Annual school plan and/or multi-year school development plan   | <input type="checkbox"/> |
| 2.2   | Environmental/sustainability/ESG policy  | <input type="checkbox"/> |
| 2.3   | Channels of publicising Environmental/Sustainability/ESG policy  | <input type="checkbox"/> |
| <b>Section 3: Education for Sustainable Development / Environmental Education Plan in School Curriculum</b>                                 |  |                          |
| 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"/> |
| <b>Section 4: Energy Conservation and Carbon Reduction</b>  |  |                          |
| 4.1   | Energy-saving and carbon reduction guideline   | <input type="checkbox"/> |
| 4.4   | Appendix B – Resource consumption record   | <input type="checkbox"/> |
| 4.5   | Energy audit report  | <input type="checkbox"/> |
| 4.6   | Carbon audit report  | <input type="checkbox"/> |
| 4.7   | Activity record (schemes / incentives for practising energy saving)  | <input type="checkbox"/> |
| <b>Section 5: Water Conservation</b>  |  |                          |
| 5.1   | Water-saving guideline   | <input type="checkbox"/> |
| 5.4   | Activity record (schemes / incentives for practising water saving)   | <input type="checkbox"/> |
| 5.5   | Appendix B – Resource consumption record   | <input type="checkbox"/> |
| <b>Section 6: Waste Management</b>  |  |                          |
| 6.1   | Waste reduction guideline  | <input type="checkbox"/> |
| 6.5   | Activity record (schemes / incentives for practising reduce, reuse and recycle general waste)  | <input type="checkbox"/> |
| <b>Section 7: Sustainable School Catering</b>   |  |                          |
| 7.6   | Activity record (schemes / incentives for developing the habit of cherishing food)   | <input type="checkbox"/> |
| <b>Section 8: Green Procurement</b>   |  |                          |
| 8.1   | Green procurement and/or sustainable consumption of biological resources guideline(s)  | <input type="checkbox"/> |
| <b>Section 13: Environmental Education – Implementation</b>   |  |                          |
| 13.1 - 13.3   | Appendix C – Environmental activities for students record  | <input type="checkbox"/> |
| <b>Section 15: Monitoring and Evaluation on Environmental Management and Education – Performance Review, Reporting and Follow-up Action</b> |  |                          |
| 15.1  | Environmental management and environmental education evaluation results record   | <input type="checkbox"/> |
| 15.2  | Samples and corresponding results of activity or initiative-based evaluation   | <input type="checkbox"/> |

|   |  |                          |
|---|--|--------------------------|
| 15.3  | Samples and corresponding results of students' overall environmental literacy evaluation   | <input type="checkbox"/> |
| 15.4  | Samples and corresponding results of teachers' overall environmental literacy evaluation   | <input type="checkbox"/> |
| 15.5  | Channel of sharing the evaluation result   | <input type="checkbox"/> |
| 15.6  | Follow-up improvement plan   | <input type="checkbox"/> |
| 15.8  | Environmental/sustainability report  | <input type="checkbox"/> |
| <b>Section 16: Parents and Families' Participations</b>       |  |                          |
| 16.1 - 16.2   | Appendix D – Partner synergy record  | <input type="checkbox"/> |
| 16.4  | Activity record (schemes / incentives for adopting green practices at home)  | <input type="checkbox"/> |
| <b>Section 17: School Network</b>                             |  |                          |
| 17.1 - 17.3   | Appendix D – Partner synergy record  | <input type="checkbox"/> |
| <b>Section 18: Community Members / Other Organisations</b>    |  |                          |
| 18.1 - 18.4   | Appendix D – Partner synergy record  | <input type="checkbox"/> |
| <b>Section 19: Service / Product Suppliers</b>                |  |                          |
| 19.1  | Purchasing or tender documents with green procurement specifications   | <input type="checkbox"/> |
| <b>Bonus Point (1) Efforts in Promoting HKAEE</b>             |  |                          |
| B1.1  | Proof of promoting HKAEE   | <input type="checkbox"/> |
| B1.2  | Communication record with referred partners  | <input type="checkbox"/> |
| <b>Bonus Point (3) Efforts in Other Environmental Schemes</b> |  |                          |
| B3.1  | Copy of valid Indoor Air Quality Certificate   | <input type="checkbox"/> |
| B3.2  | Record of participating in “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 (Planting Edible Plants in School Scheme)” (copy of activity record book) | <input type="checkbox"/> |
| B3.3  | Copy of certificate(s) or record of participating in “Environment and Conservation Fund x Ocean Park Seahorse Rangers (Kindergarten)”  |                          |
| B3.4  | Copy of certificate(s) or record of participating in “Cherish Water Campus” Integrated Education Programme   | <input type="checkbox"/> |
| B3.5  | Copy of certificate(s) or record of participating in “Happy Green Schools” Label Programme   | <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.

## **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 –

for the administration, evaluation and management of the application for the competition by the Technical Consultant(s) of the HKAEE (Schools Sector); and

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](mailto: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.

\*\*\* *Thank you* \*\*\*