

Annex 3
2026 Hong Kong Awards for Environmental Excellence
Schools Sector (Primary and Secondary School Sub-sectors)
Self-assessment Questionnaire

*****This Questionnaire is for schools' reference only*****
Schools are required to submit the Self-assessment Questionnaire
through the online assessment system.
Submission in paper/PDF format will not be considered.

Submission Deadline: 3 February 2027 (Wednesday)

Name of School:		Number of Employees:
Sub-sector*: Primary School Secondary School (*Schools should submit separate questionnaires for different sub-sectors and/or campuses.)		Number of Students:
Address:		
Name of Contact Person:	Tel:	Email:

Important Notes to Applicants

- 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. 2025/26 school year – From 1 September 2025 to 31 August 2026)**.
- 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.
- Before submission, schools could click the **“Download” button** to save a copy of the completed self-assessment questionnaire for record (WORD format).

Provision of Supporting Documents

- 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 (E1) Supporting Documents Checklist”** at the end of the questionnaire and ensure relevant supporting documents are uploaded before submitting the questionnaire.
- **Supporting Documents Submission Method:**
 - (1) Upload all relevant digital files to a **cloud storage (e.g. Google Drive)**, and provide the **shared link** under **“Part (E2) Submission of Supporting Documents”** (Note: Please set the folder access permission to “Viewer”);
 - (2) **Or** upload the relevant digital files directly to the online assessment system. The total upload limit for all files is 50MB. Please click the **“Attachment” button** to upload the documents.
- 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.

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.
1.	School Management Support and Commitment	
1.1	School management team (e.g. <i>Sponsoring Body (SSB)</i> , <i>Incorporated Management Committee (IMC)</i> or <i>Board</i> , etc.) supports the school's environmental/sustainability direction.	☐ Yes ☐ No
1.2	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.	☐ Yes ☐ No
1.3	Financial resources (e.g. <i>budget</i>) are allocated for environmental/sustainability management and related education activities.	☐ Yes (Please provide supporting document(s) of the budget allocation plan or proof of funding, if any) ☐ No
1.4	A team / task force / committee responsible for school's environmental/sustainability work is set up. Sample of structure chart: <pre> graph TD Principal[Principal] --> VicePrincipal[Vice Principal] VicePrincipal --> EMTeam[Environmental Management Team] VicePrincipal --> EETeam[Environmental Education Team] EMTeam --> AS1[Administrative staff 1 (School resource management and procurement)] EMTeam --> AS2[Administrative staff 2 (Campus facility monitoring)] EMTeam --> AS3[Administrative staff 3 (Campus greening monitoring)] EETeam --> T1[Teacher 1 (Responsible for formal curriculum)] EETeam --> T2[Teacher 2 (Responsible for other environmental activities / OLE)] EETeam --> T3[Teacher 3 (Responsible for teacher training)] EETeam --> T4[Teacher 4 (Responsible for home-school partnership)] T1 --> GSA[Green Student Ambassador] T4 --> PTA[Parent-Teacher Association / Parent volunteer] </pre>	☐ Yes Members involved (can select more than one): ☐ Sponsoring Body (SSB), Incorporated Management Committee (IMC) or Board ☐ School management (Principal and/or vice-principals) ☐ Teachers ☐ Administration staff responsible for facilities/procurement/ resources management ☐ Janitors ☐ Students ☐ Parents ☐ Others (please specify): (Please provide supporting document of the environmental/sustainability team / task force / committee, e.g. structure chart, and briefly describe the respective roles of each member) ☐ No

1.5	Our school signed sustainability/environment-related charters issued by the government and/or non-governmental / non-profit organisations to demonstrate our environmental commitment.	☐ Yes (Please select the charter(s) signed and provide a copy of certificate(s), can select more than one): ☐ Food Wise Charter ☐ Energy Saving Charter ☐ 4T Charter ☐ Charter on External Lighting ☐ Glass Container Recycling Charter ☐ Bye Bye Microbeads Charter ☐ Others (please specify): ☐ No
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.	☐ Yes (Please provide a copy of related document or website link) ☐ No
2.2	An environmental/sustainability/ESG policy is formulated, and the policy is made known to different stakeholders through various media (e.g. website, newsletter, handbook, notice around campus, etc.).	☐ Yes (Please provide a copy of related document or website link) ☐ No
2.3	The policy is reviewed at least once a year and revised (if necessary) to incorporate latest environmental initiatives (e.g. <i>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>).	☐ Yes Stakeholders involved in policy review (can select more than one): ☐ School management (principal and/or vice-principals) ☐ Environmental working group members ☐ Teachers ☐ Administration staff responsible for facilities/procurement/ resources management ☐ Janitors ☐ Students ☐ Parents ☐ Others (please specify): ☐ 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 into school-based curriculum, including key learning areas, Values Education, STEAM Education, Life-wide Learning, Other Learning Experiences (OLE), etc.	☐ Yes (Please provide supporting document to illustrate how ESD and/or EE is integrated into school curriculum) ☐ No
3.2	Teachers and students are involved when devising the ESD/EE plan.	☐ Yes Stakeholders involved in the development of the plan (can select more than one): ☐ Teachers ☐ Student representatives ☐ No
3.3	Training was arranged for teachers and/or non-teaching staff to enhance their knowledge and understanding on sustainability/environment-related issues (either organised by the school or external organisations).	☐ Yes [Please use Appendix A for providing details of each training] ☐ No

Part (B) Programme and Performance (55%)

4.	Resource Usage and Management (Energy Conservation and Carbon Reduction, Water Conservation, Waste Management, Green Travel, Sustainable Catering, Green Procurement)	
4.1	An environmental guideline is established.	☐ Yes (Please provide a copy of related document or website link) The guideline covers the following areas (can select more than one): ☐ Energy conservation and carbon reduction ☐ Water conservation ☐ Waste management ☐ Green procurement ☐ Others (please specify): ☐ No

4.2	Resource-saving devices or facilities are installed.	☐ Yes Please select the relevant category and briefly list the devices or facilities <u>installed</u> under that category (can select more than one): ☐ Energy conservation ☐ Renewable energy ☐ Water-saving and/or wastewater control ☐ Waste management ☐ Others (please specify): ☐ No
4.3	Resource-saving measures are implemented to reduce energy consumption and carbon emissions.	☐ Yes Please select the relevant category and briefly list the measures <u>implemented</u> under that category (can select more than one): ☐ Energy conservation and carbon reduction ☐ Water conservation / greywater reuse (e.g. water collected from wash basins, rainwater, etc.) ☐ Reduction, reuse or recycling of general wastes ☐ Hazardous waste management (e.g. laboratory chemicals, waste electronics, printer toners, fluorescent tubes/light bulbs) ☐ Reduction in the use of single-use tableware and containers ☐ Reduction in food waste generation and disposal ☐ Others (please specify): ☐ No

4.4	Our school has implemented scheme(s) (e.g. <i>organising competition</i>) / provided incentives to encourage staff and students to adopt environmentally-friendly practices.	☐ Yes (Please provide details about the scheme(s)/incentive and/or provide related activity record) Relevant programme or incentive covers the following areas (can select more than one): ☐ Energy conservation and carbon reduction ☐ Water conservation ☐ Reduction, reuse or recycling of general wastes ☐ Cherishing Food ☐ Others (please specify): ☐ No
4.5	Energy and water consumption are monitored and compared across the 2024/25 and 2025/26 school years (e.g. <i>through monitoring electricity and water usage</i>).	☐ Yes (can select more than one) ☐ Electricity usage ☐ Water usage [Please use Appendix B for providing data] ☐ No (If energy and/or water consumption data is unavailable due to special circumstances*, please specify the reason.) <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>
4.6	Energy audits and/or carbon audits are conducted, and relevant reports are published to record and review performance. [An energy audit reviews how and where energy is consumed within an organisation, whereas a carbon audit is a systematic process for quantifying an organisation's greenhouse gas (GHG) emissions.]	☐ Yes (Please provide a copy of relevant report(s). The report(s) should be valid in the 2025/2026 school year.) ☐ No
4.7	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>).	☐ Yes (Please list the low-carbon commute methods) ☐ No

4.8	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.	☐ Yes (Please briefly indicate the sustainable meal options) ☐ No
4.9	Our school adopts products with environmentally-friendly features/sustainable biological products (<i>e.g. products that are certified with eco-labels, reusable, etc.</i>).	☐ Yes (Please list the products) ☐ No
5.	Environmental Compliance	
5.1	Our school has received statutory notice or encounter prosecutions/convictions on non-compliance with environmental regulations in the past 24 months (i.e. 1/9/2025 to 31/8/2026), and follow-up/remedial actions are taken.	☐ Yes (Please provide details and share the actions taken) ☐ No
Campus Environment		
6.	Greening	
6.1	Green areas are available in suitable areas of school campus.	☐ Yes ☐ No
6.2	Our school chooses suitable plant species that suit the campus environment and local weather, which also enhance biodiversity.	☐ Yes ☐ No
6.3	Our school practises organic planting and/or farming.	☐ Yes ☐ No
6.4	Students are involved in taking care of the green areas (<i>e.g. taking care of plants, involving in farming, etc.</i>).	☐ Yes ☐ No
7.	Noise Management	
7.1	Noise sources are present on the school campus and/or the campus is affected by external noise pollution, and measures are established and implemented to prevent noise pollution or minimise noise generation.	☐ Yes (can select more than one) ☐ Noise sources on the school campus: ☐ External noise pollution: (Please briefly list the measures implemented) ☐ No

8.	Indoor Air Quality Management	
8.1	Measures are developed and implemented to maintain or improve indoor air quality.	☐ Yes (Please briefly list the measures implemented) ☐ No
Environmental Education		
9.	Implementation of Environmental Education	
9.1	Education for Sustainable Development (ESD) and/or Environmental Education (EE) learning activities are implemented. <i>(This includes integrating environmental and/or sustainable development elements into core subjects, elective subjects, cross-curricular learning, and/or Life-wide Learning activities, and/or Other Learning Experiences (OLE) activities, or incorporating ESD and/or EE into areas such as STEAM, Artificial Intelligence (AI), Values Education, National Security Education, Chinese Culture, etc.)</i>	☐ Yes [Please use Appendix C for providing details of each activity] ☐ No
9.2	Outdoor learning activities are arranged for students to experience nature directly.	☐ Yes [Please use Appendix C for providing details of each activity] ☐ No
9.3	Student ambassadors are trained up to promote and multiply sustainability and/or environmental initiatives.	☐ Yes [Please use Appendix C for providing details of each activity] ☐ No
10.	Information Dissemination	
10.1	Environmental information and reference materials are shared with school members. <i>(e.g. correct clean recycling practices, recycling points in the neighbourhood, etc.)</i>	☐ Yes (Please briefly list the sharing method(s) and target recipient(s).) ☐ No
10.2	Environmental information is regularly updated.	☐ Yes (Please indicate the frequency) ☐ No

Monitoring and Evaluation on Environmental Management and Education		
11.	Performance Review, Reporting and Follow-up Action	
11.1	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.	☐ Yes Aspects reviewed / monitored / evaluated (can select more than one): ☐ Energy conservation and carbon reduction ☐ Water conservation ☐ Waste management ☐ Sustainable school catering ☐ Green procurement ☐ Environmental compliance ☐ Greening ☐ Noise Management ☐ Indoor air quality Management ☐ "Education for Sustainable Development" and/or "Environmental Education" ☐ Environmental information dissemination (Please indicate the monitoring and evaluation method(s) as well as the frequency for each selected item, and provide records of the corresponding evaluation result) ☐ No
11.2	Evaluation of students' and/or teachers' overall environmental literacy (knowledge, attitude and behaviour) is conducted on a regular basis (at least once a year).	☐ Yes The assessment target(s) include (can select more than one): ☐ Students ☐ Teachers (Please share samples of the evaluation and provide the corresponding results) ☐ No

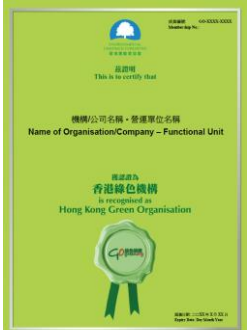
11.3	Environmental management and environmental education evaluation results are made known to different school stakeholders.	☐ Yes (Please list the channels of sharing the evaluation results) Stakeholders involved (can select more than one): ☐ School management (principal and/or vice-principals) ☐ Environmental working group members ☐ All teachers ☐ All non-teaching staff (e.g. janitors, administration staff responsible for facilities/procurement/resources management) ☐ All students ☐ Parents ☐ Public ☐ Others (please specify): ☐ No
11.4	Follow-up improvement plans and actions are devised and implemented based on the evaluation results of environmental management and environmental education.	☐ Yes (Please share the follow-up improvement plans) Stakeholders involved (can select more than one): ☐ School management (principal and/or vice-principals) ☐ Environmental working group members ☐ Teachers ☐ Non-teaching staff (e.g. janitors, administration staff responsible for facilities/procurement/resources management) ☐ Students ☐ Parents ☐ Others (please specify): ☐ No
11.5	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.	☐ Yes (Please provide a copy of environmental/sustainability report) ☐ No

Part (C) Partner Synergy (20%)

12.	Parents and Families' Participations	
12.1	Our school and/or Parent-teacher Association (PTA) and/or similar parent association (PA) (e.g. <i>parent volunteer team</i>) has arranged activities for parents and students' family members to promote environmental protection.	☐ Yes [Please use Appendix D for providing details of each activity] ☐ No
12.2	Our school has implemented scheme(s) (e.g. <i>organising competition</i>) / provided incentives to encourage students and their family members to adopt environmentally-friendly practices at home.	☐ Yes (Please provide details about the scheme(s)/incentives and/or provide the related activity record) ☐ No
13.	School Network	
13.1	Our school has conducted environmental activities for representatives from other schools.	☐ Yes [Please use Appendix D for providing details of each activity] ☐ No
13.2	Our school has organised joint environmental activities in partnership with other schools.	☐ Yes [Please use Appendix D for providing details of each activity] ☐ No
13.3	Our school has shared experiences with other schools on environmental management, environmental education and other environment-related issues (e.g. being facilitators for other schools).	☐ Yes [Please use Appendix D for providing details of each activity] ☐ No
14.	Community Members / Other Organisations	
14.1	Our school has organised environmental activities on and/or off campus to engage members of the public, enhance their understanding of sustainability and environmental issues, and promote environmental protection.	☐ Yes [Please use Appendix D for providing details of each activity] ☐ No
14.2	Our school representative(s) has taken up leading role (e.g. <i>guest speaker</i>) in external (i.e. organised by external institutions) environmentally specialised workshops, exhibitions, conferences or seminars.	☐ Yes [Please use Appendix D for providing details of each activity] ☐ No
14.3	Our school has partnered with local/overseas organisations to coordinate and implement environmental programmes or activities.	☐ Yes [Please use Appendix D for providing details of each activity] ☐ No
15.	Service / Product Suppliers	
15.1	Our school has imposed environmental requirement(s) to suppliers or contractors (including any outsourced fleet service). [Reference of environmental requirement: stated green procurement specification (e.g. school lunch caterers and tuck shop service providers 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.]	☐ Yes (Please provide details of the environmental requirement(s) and/or related purchasing or tender documents) ☐ 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.

B1.	Efforts in Promoting HKAEE (maximum 3 bonus points)	
B1.1	Our school has promoted HKAEE through our school network and/or promotional channels / platforms (e.g. <i>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>).	☐ Yes (Please provide proof of promotional method(s), e.g. screenshots, photos of materials with HKAEE award logo displayed) ☐ No
B1.2	Our school has successfully referred our partners (e.g. <i>other schools that are not under the same Sponsoring Body, suppliers or contractors, external organisations, etc.</i>) to join the HKAEE.	☐ Yes (Please list out the names of referred partners and provide corresponding communication record) ☐ No
B2.	Efforts in Hong Kong Green Organisation Certification (HKGOC) (maximum 3 bonus points)	
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).     		☐ Yes (can select more than one): ☐ B2.1 Wastewi\$e Certificate ☐ B2.2 Energywi\$e Certificate ☐ B2.3 IAQwi\$e Certificate ☐ B2.4 Carbon Reduction Certificate ☐ B2.5 Recognised as "Hong Kong Green Organisation" ☐ No

B3.	Efforts in Other Environmental Schemes (maximum 4 bonus points)	
Our school has participated in and/or currently holds valid certification(s) under the following environmental programmes (can select more than one):		
Organiser	Environmental Programme	Examples of Supporting Documents
Environmental Campaign Committee (ECC)	☐ B3.1 Green Prefect (GP) Programme 2025/26 ☐ B3.2 Student Environmental Protection Ambassador (SEPA) Scheme 2025/26 ☐ B3.3 GreenLink Environmental Education Support Programme 2025/26 (Environmental Education Outreach Activities) ☐ B3.4 Carbon Reduction@School Inter-school Competition 2026/27	No supporting documents are required unless otherwise specified.
Environmental Protection Department	☐ B3.5 We-recycle@School 2025/26 ☐ B3.6 Obtained an “Indoor Air Quality (IAQ) Certificate” 新室內空氣質素指標檢定標籤: Excellent Class 卓越級 IAQ 室內空氣質素 指標計劃 Good Class 良好級 IAQ 室內空氣質素 指標計劃	• Participation record • Copy of certificate (valid until after 31 August 2025, covering the 2025/26 school year)
Leisure and Cultural Services Department (LCSD)	☐ B3.7.1 Greening School Subsidy Scheme 2025/26 ☐ B3.7.2 One Person, One Flower Scheme 2025/26 ☐ B3.7.3 Planting Herbs in School Scheme (Planting Edible Plants in School Scheme) 2025/26 [Remark : <u>Maximum 1 bonus point</u> will be given to schools for joining any of the Schemes organised by LCSD]	• Copy of the official funding approval document, certificate, or a photograph of the award/trophy • Copy of the activity record book
Business Environment Council	☐ B3.8 Jockey Club Energy Saver in Schools Project 2025/26	Copy of certificate or participation record
Hong Kong Green Building Council Limited	☐ B3.9 "Green Rating" under BEAM Plus Existing Schools Version 1.0	Copy of certificate (valid until after 31 August 2025, covering the 2025/26 school year)
The Hongkong Electric Company	☐ B3.10 Happy Green Schools Label Programme 2025/26	Copy of certificate or participation record
Water Supplies Department	[Applicable to Primary Schools Only] ☐ B3.11 Cherish Water Campus Integrated Education Programme 2025/26	Copy of certificate or participation record
CLP Power Hong Kong Limited	[Applicable to Primary Schools Only] ☐ B3.12 Green Elites Campus Accreditation Programme 2025/26	Copy of certificate or participation record
Environment and Ecology Bureau	[Applicable to Secondary Schools Only] ☐ B3.13 Sustainable Development School Award Programme 2025/26 - Sustainable Development Participation Award ☐ B3.14 Sustainable Development School Award Programme 2025/26 - Sustainable Development Community Project Award Copy of certificate or participation record	

Part (E1) Supporting Documents Checklist

Below is a list of questions that require supporting documents (if “Yes” is selected), enabling schools to ensure that the relevant documents/evidence are prepared 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.

Points to Note:

- (1) Schools should provide information on the environmental work implemented and the related achievements in the **2025/26 school year (i.e. from 1 September 2025 to 31 August 2026)**. Information from other school years will not be considered as valid proofs/evidence for this assessment.
- (2) 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.
- (3) 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
Section 1: School Management Support and Commitment		
1.3	Budget allocation plan / proof of funding	☐
1.4	Structure chart of the environmental/sustainability team / task force / committee and respective roles of each member	☐
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	☐
Section 2: Environmental Policy		
2.1	Annual school plan and/or multi-year school development plan	☐
2.2	Environmental/sustainability/ESG policy	☐
Section 3: Education for Sustainable Development / Environmental Education Plan in School Curriculum		
3.1	"Education for Sustainable Development" and/or "Environmental Education" plan	☐
3.3	Appendix A – School staff training record	☐
Section 4: Resource Usage and Management (Energy Conservation and Carbon Reduction, Water Conservation, Waste Management, Green Travel, Sustainable Catering, Green Procurement)		
4.1	Environmental guideline	☐
4.4	Activity record (schemes / incentives to encourage staff and students to adopt environmentally-friendly practices)	☐
4.5	Appendix B – Resource consumption record	☐
4.6	Carbon or energy audit report	☐
Section 9: Implementation of Environmental Education		
9.1 - 9.3	Appendix C – Environmental activities for students record	☐
Section 11: Monitoring and Evaluation on Environmental Management and Education – Performance Review, Reporting and Follow-up Action		
11.1	Environmental management and environmental education evaluation results record	☐
11.2	Samples and corresponding results of students' and/or teachers' overall environmental literacy evaluation	☐
11.3	Channel of sharing the evaluation results	☐
11.4	Follow-up improvement plan	☐
11.5	Environmental/sustainability report	☐
Section 12: Parents and Families' Participations		
12.1	Appendix D – Partner synergy record	☐
12.2	Activity record (schemes / incentives for adopting environmentally-friendly practices at home)	☐
Section 13: School Network		
13.1 - 13.3	Appendix D – Partner synergy record	☐
Section 14: Community Members / Other Organisations		
14.1 - 14.3	Appendix D – Partner synergy record	☐

Section 15: Service / Product Suppliers		
15.1	Purchasing or tender documents with green procurement specifications	☐
Bonus Point (1) Efforts in Promoting HKAEE		
B1.1	Proof of promoting HKAEE	☐
B1.2	Communication record with referred partners	☐
Bonus Point (3) Efforts in Other Environmental Schemes		
B3.5	Copy of record of participation in “We-recycle@School 2025/26”	☐
B3.6	Copy of valid “Indoor Air Quality Certificate” (valid until after 31 August 2025)	☐
B3.7.1 – B3.7.3	Record of participation in “Greening School Subsidy Scheme 2025/26” (official funding record / copy of certificate or photo of trophy) / “One Person, One Flower Scheme 2025/26” (copy of activity record book) / “Planting Herbs in School Scheme (Planting Edible Plants in School Scheme) 2025/26” (copy of activity record book)	☐
B3.8	Copy of certificate(s) or record of participation in “Jockey Club Energy Saver in Schools Project 2025/26”	☐
B3.9	Copy of valid “Green Rating” Certificate under BEAM Plus Existing Schools Version 1.0 (valid until after 31 August 2025)	☐
B3.10	Copy of certificate(s) or record of participation in “Happy Green Schools Label Programme 2025/26”	☐
B3.11	[Applicable to Primary Schools Only] Copy of certificate(s) or record of participation in “Cherish Water Campus Integrated Education Programme 2025/26”	☐
B3.12	[Applicable to Primary Schools Only] Copy of certificate(s) or record of participation in “Green Elites Campus Accreditation Programme 2025/26”	☐
B3.13 – B3.14	[Applicable to Secondary Schools Only] Copy of certificate(s) or record of participation in “Sustainable Development (SD) School Award Programme 2025/26” – “SD Participation Award” and/or “SD Community Project Award”	☐

Part (E2) Submission of Supporting Documents

Please select the supporting documents submission method:

☐ (1) Upload all relevant files to a **cloud storage platform** (e.g. Google Drive).

Please provide the **shared link** to the cloud storage folder (Note: Please set the folder access permission to “Viewer”)

☐ (2) **Or** upload the relevant files directly to the online assessment system. The total upload limit for all files is 50MB. Please click the **“Attachment” button** to upload the documents.

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 assessors 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 of 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.

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* ***