

Islands District Council

Paper No. IDC 65/2009

The Proposal for Reprovisioning the Centre-cum-school of the Christian Zheng Sheng Association

Purpose

This paper briefs Members on the proposal of Christian Zheng Sheng Association (CZSA) to use the vacant premises of the former New Territories Heung Yee Kuk Southern District Secondary School (SDSS) in Mui Wo for reprovisioning its counselling and rehabilitation centres as well as the Christian Zheng Sheng College (centre-cum-school ---- see paragraphs 6-7 below) currently located at Ha Keng, Chi Ma Wan Peninsula on Lantau Island, and seek Members' support.

Background

Youth Drug Abuse Situation

2. Based on the findings of the 2004 Student Survey, it was estimated that some 3.4% of secondary school students (i.e. 17 300) had taken heroin or psychotropic substances before, and about 0.8% of them (i.e. 4 300) had abused drugs within 30 days prior to the Survey. Separately, according to the Central Registry of Drug Abuse (CRDA)¹, the number of reported young drug abusers aged under 21 grew by 57% in four years since 2004 (i.e. from 2 186 in 2004 to 3 430 in 2008), and the proportion of students

¹ The CRDA is a voluntary reporting system. It only records information of drug abusers who have come into contact with and been reported by reporting agencies. Although the CRDA cannot ascertain the exact size of the drug abusing population in Hong Kong at a given time, the statistics derived from it will reflect the trends of drug abuse.

among these young people rose from 22% in 2004 to 26% in 2008. Most of these young drug abusers aged under 21 took psychotropic substances² and the mean age of first drug abuse was 15. The proportion of those who first abused drugs below the age of 15 increased from 30% in 2004 to 38% in 2008. For those young drug abusers aged 15 or below, nearly two-thirds reported student status.

3. The Government attaches great importance to combating the youth drug abuse problem. The Task Force on Youth Drug Abuse led by the Secretary for Justice released a report in November last year, putting forward more than 70 recommendations spanning over preventive education and publicity, treatment and rehabilitation, legislation and law enforcement, external cooperation, and research, as well as promotion of a caring culture for the youth, so as to tackle the drug problem in a multi-pronged, comprehensive and sustainable manner. The Narcotics Division is working hand in hand with various bureaux, departments and service agencies to implement the recommendations.

4. On the front of treatment and rehabilitation, Hong Kong adopts a multi-modality approach to cater for the different needs of drug abusers with varying backgrounds and circumstances. In the face of a lowering of age of drug abuse, we have to make provision for suitable treatment and rehabilitation services for a growing number of young drug abusers. At the same time, as many of them are still at school age, we have to provide them with appropriate education programmes while they are undergoing counselling and rehabilitation. This is to ensure their right to education and to help them make good use of the precious time to re-equip

² The CRDA statistics showed that in 2008, ketamine was the most common type of psychotropic substances abused by reported young drug abusers (85%), followed by ecstasy (16%) and ice (15%).

themselves for healthy development.

CZSA

5. Established in 1985, CZSA is a non-profit-making Christian therapeutic agency which operates residential counselling programmes and provides vocational training to its clients to enable them to turn a new leaf. CZSA runs five treatment and rehabilitation centres in the Islands District, viz. the Male Training Centre for Adult in Mui Wo, Lantau Island, the two centres in Ha Keng, Chi Ma Wan Peninsula, and the two training centres in Cheung Chau, providing 148 places in total. In addition, CZSA is actively making preparations for the reprovisioning of a closed centre originally located at Kam Tin to Kau San Tei in Tai O, Lantau Island. The initial intake will be 20 male adults. The Social Welfare Department (SWD) is processing the relevant license application.

Centre-cum-school in Ha Keng

6. CZSA runs two centres in Ha Keng which commenced operation in 1993, providing counselling and rehabilitation services for male and female youngsters who once had drug abuse problems. The total intake capacity is 64 (50 males and 14 females). The two centres are subject to the regulation of the Drug Dependent Persons Treatment and Rehabilitation Centres (Licensing) Ordinance³ (Cap 566) (the Licensing Ordinance). As the centres have not fully complied with the licensing requirements in building and fire safety, they are for the time being operating under a

³ The Drug Dependent Persons Treatment and Rehabilitation Centres (Licensing) Ordinance (Cap 566) came into operation on 1 April 2002. It provides for a framework on the safety and management of voluntary residential drug treatment and rehabilitation centres so as to improve the quality of service and protect the interests of persons undergoing treatment.

Certificate of Exemption issued by the SWD. However, they have to enhance their service standards to meet all the requirements of the Ordinance and secure licenses before the expiry of the grace period in January 2011 in order to continue operation.

7. Apart from the two centres, CZSA is also operating the Christian Zheng Sheng College which is registered as a private school under the Education Ordinance (Cap 279) at the same location. The College offers some basic and commercial subjects of the secondary level and work skills training to the school-aged young drug abusers participating in the counselling and rehabilitation programmes, so as to help them start afresh in learning with healthy development. CZSA is at the moment the only agency in Hong Kong that operates counselling and rehabilitation centres and a private school simultaneously at the same location; the Christian Zheng Sheng College is presently the only special private school that offers counselling on rectification of drug taking behaviour in boarding and provides holistic complementary services to the rehabilitated young drug abusers.

8. According to SWD, the occupancy rate of the CZSA centres in Ha Keng is very high. The latest information provided by CZSA also shows that there are at present about 5 persons awaiting admission and the average waiting time is roughly 5 weeks. As at 1 August 2008, 87% of the 103 resident-students were on Probation Order. The resident-students stay for three and a half years in general, with around 50% being able to complete Form 5 studies in the College. CZSA said that almost all of

their graduates could either return to school for further studies or return to work. Since its establishment up to 2008, the average success rate is 70%, while the relapse rate is less than 30%.

9. To enable the two centres in Ha Keng to meet all the requirements of the Licensing Ordinance and to tackle the problem of seriously inadequate school facilities, CZSA considered a few years ago to redevelop its centre-cum-school premises in-situ. It, however, encountered many difficulties, such as the potential landslide hazards of natural hillsides and the risk posed by isolated boulders, insufficient level land, unclear land rights, inconvenient transport and high costs, which were not easy to overcome. In-situ redevelopment could not address the imminent pertinent problems.

SDSS Premises

10. The former SDSS was a government secondary school situated on government land. Its premises occupied a site area of about 6 950 m² and the gross floor area was approximately 5 600m² with 23 classrooms and 11 special rooms. The school has ceased operation since September 2007. There is now no other planned designated use of the school premises (including use as a local or an international school).

CZSA's Proposal

11. As in-situ redevelopment at Ha Keng was met with a host of

difficulties, CZSA has been proactively liaising with the relevant government departments over the years to find a suitable site for the reprovisioning of its centre-cum-school. CZSA is of the view that the SDSS site is in close proximity to its other service points for ease of maintaining connections. It can also help expedite the reprovisioning process and facilitate the expansion of service. CZSA has submitted to the Government a concrete proposal for using the school premises for the reprovisioning of its existing centre-cum-school. It also plans to increase the service capacity from 64 to 200. Please refer to the **Annex** for a summary of CZSA's proposal.

12. CZSA plans to renovate the SDSS premises, retaining most of the facilities. 10 of the classrooms and the 11 special rooms will continue to be used for teaching purposes while the other 13 rooms will be converted into dormitories. It is anticipated that it will only take a year to renovate the school premises for use as centre-cum-school. The part for use as centres shall, in accordance with the provisions of the Drug Dependent Persons Treatment and Rehabilitation Centres (Licensing) Ordinance, require a license for its operation, whereas the part for use as school premises will need to be registered in accordance with the requirements of the Education Ordinance.

13. CZSA plans to use the SDSS premises to provide basic subjects of the Secondary One to Secondary Six curriculum so as to prepare its resident-students to sit for relevant Hong Kong public examinations and professional examinations. Various training programmes will also be

provided to enhance their self-care skills, interpersonal relationship, vocational skills, and the skills to integrate into group life.

Proposed Mode of Daily Operation

14. In CZSA's proposal, the reprovisioned centre-cum-school will continue to be put under closed management. Clients are not allowed to enter or leave the premises freely without permission. Family members may visit on the last Sunday of each month and the visit must be conducted within the premises.

15. Resident-students of the centre-cum-school are subject to strict discipline in their studies and daily lives. They have to wake up at 6:30 a.m. and go to bed at 10:00 p.m. every day, during which they have to attend classes and engage in religious and sports activities, etc. Each of them will be assigned to carry out different tasks, such as cooking, cleaning the premises and doing the laundry. CZSA undertakes that if the proposal is realised, it will continue to arrange its resident-students to serve the community through various internships, and participate in district voluntary work and competitions. It will also fully cooperate with the law enforcement units and residents' associations of Mui Wo so as to create a harmonious community.

Government Support

16. The youth drug problem is becoming increasingly serious nowadays. The Government is determined to spare no efforts to tackle

this grave problem. On treatment and rehabilitation, key factors for success are whether there are sufficient downstream support services and whether such services fit in with the needs of young people. The Fifth Three-year Plan on Drug Treatment and Rehabilitation Services in Hong Kong released by the Government in April this year also states that we should encourage the development and advancement of new or proven service models.

17. Over the years, CZSA has provided young drug abusers at school age with holistic services, including counselling and rehabilitation services to help them kick the habit, as well as relevant education and skills training programmes, which have proven to be effective. CZSA's proposal of taking up the SDSS premises will not only speed up the reprovisioning of the centre-cum-school, but also increase the number of service places and provide effective assistance to youngsters who have fallen victims to drug abuse. The Government supports CZSA's proposal in principle.

18. As regards local affairs, with CZSA's rich experiences in treating and rehabilitating young drug abusers and its present efforts in promoting a good neighbourhood in Cheung Chau, the Government is confident that CZSA can establish a harmonious relationship with Mui Wo residents.

Other Proposals on the Future Use of the SDSS Premises

19. Some parties have indicated interest to EDB before in using the SDSS premises for other uses such as use as a local or an international school.

Other Possible Arrangements to Resite the CZSA College and Centres

20. The Narcotics Division and SWD have all along been working with other departments, such as the Lands Department and the Planning Department, to look for sites for treatment and rehabilitation centres in need, or explore the possibility of their reprovisioning, so as to help them enhance the services and meet the licensing requirements. We are making efforts to assist CZSA to seek ways to solve the current site problem. However, except for the SDSS premises, no other site has been identified and confirmed to date that can be used for the reprovisioning of CZSA's centre-cum-school within a short period of time.

Advice Sought

21. We sincerely hope that Members will support CZSA's proposal to take up the SDSS premises. Members' views will facilitate our further discussions with CZSA, in a bid to provide better, more effective rehabilitation, counselling and education services to young people in the territory suffering from the scourge of drugs.

Narcotics Division, Security Bureau

Education Bureau

Social Welfare Department

May 2009

Christian Zheng Sheng Social Development School

Christian Zheng Sheng Association Ltd.

Revised Date: 29/09/2008

Purpose

We seek allocation of a school premises to set up a social development boarding school for 200 school-age persons with drug abuse problems.

Need/Problem

Hong Kong has the problem of juvenile drug abuse which Chief Executive, Mr. Donald Tsang pledged to tackle in his 2007-2008 Policy Address (Appendix A).

Young addicts, who are also at school age, are not equipped with basic education, general skills to cope with life issues, interpersonal skills to establish healthy relationships, nor work skills to support themselves in the future. They are in the important development stage of adolescence that is marked by vigorous physical growth but their drug addiction is detrimental to their health. A holistic transformation is appropriate approach to their problems. Some define the holistic approach as the sum of physical, psychological, social and spiritual approaches (Luk and Shek 939).

Christian Zheng Sheng Association (CZSA) understands that holistic transformation is not about adding more elements to a program or a wide coverage of different areas as suggested in concepts like holistic education or as shown in Daniel T. L. Shek's study (1469). These schools of thought view transformation as a product, while CZSA echoes Kraft's thought that transformation as a process in which one change or some small changes lead to a series of other changes as explained by the butterfly effect of Chaos theory. In this process the residents change their meaning of life, their perspective, or their interpretation of the outside world from within. In another words, residents experience a shift in their worldview—a shift that is cognitive, affective, and evaluative (Hiebert 45)—and thus residents are converted from one culture to another.

In "Conceptual framework underlying the development of a Positive Youth Development Program in Hong Kong", Shek (306) expressed that problem-free youth (via reduction of school drop out, poor work habits, problem health behavior, social/emotional problems, and civic apathy) is not enough and fully-prepared youth (having assets such as high motivation and aspirations, positive attitudes toward work, health life style, supportive relationships, and civic awareness) as well as fully engaged youth are important.

Five major characteristics or needs of these young drug addicts or problem youth are identified

1. General knowledge

Young substance abusers are usually dropouts from school. Most of them have not finished Secondary five, a basic education level in Hong Kong. This limits the development of their potentials and the choice of future studies or careers.

2. Life skills

Juvenile addicts lack discipline and self-care skills necessary to lead a healthy lifestyle. This is proved by their wrong choice of using drugs and their lack of determination to quit drugs.

3. Interpersonal skills

Addiction will ultimately lead addicts into complete isolation in order to maintain their own addiction. As Shek mentioned above, the problem youth is having social/emotional problems, and civic apathy so this nature of addiction is anti-social and does not facilitate any healthy and proper interpersonal relationships.

4. Work skills

Not being at an age to join the workforce legally, many of these young addicts naturally have no working experience nor the skills required. They can only get involved in drug trafficking to sustain their habit. Having no general knowledge, no education, no proper training, they can only become non-skilled workers.

5. Physical ability

They have diverted all their energy to meeting their want for drugs, neglecting the needs and the development of their physique. Physical training is required to upgrade their health and fitness.

At the same time, Christian spirit and principles are deeply implemented in all five major characteristics or needs of these young drug addicts or problem youth.

Solution

The goal of the solution is reintegration, juvenile substance abusers returning to the mainstream society. The means to implement this solution is to set up a social development boarding school meeting the five major needs of the young addicts mentioned above.

1. Education

A foundation programme (equivalent to secondary 1 to 3) is offered to all newcomers. They are from backgrounds and admitted at different times during the school year. This requires a flexible arrangement to meet their needs upon admission. The foundation programme is a self-paced programmed learning scheme where students are required to start with the basics and they may accelerate their learning at their own pace. This enables our teachers to measure their basic standard as many juvenile substance abusers are low-achievers academically.

Chinese language, English language and Mathematics help students develop language abilities and basic arithmetic skills. Chinese and English typing provide measurable and achievable training which is useful for their future. Computer literacy prepares them for reintegration into society. Religious studies create a platform for students to understand non-material parts of life.

Based on their performance, students may enter the regular secondary school curriculum (secondary 4 to 6) which has an arts and commerce orientation. Subjects for secondary 4 to 6 are Chinese language, English language, Mathematics, Chinese history, world history, economics, principles of accounting, religious studies, liberal studies and GCE Chinese (for non-Chinese speaking students).

Students will sit for public examinations like HKAL and LCC so that their performance can be recognised. These certificates and the general knowledge acquired will equip them with a choice for further studies or employment.

2. Self-care training and modelling

A big buddy plan is in place to help newcomers get adjusted to the environment. Students are divided into groups and group leaders will guide them as they learn to look after themselves regarding personal hygiene and other forms of self-care like cooking. Each group will take turn to cook for fellow students and the staff members. The group leader will lead them in meal preparation. Those at an age below 15 are responsible for simpler tasks like washing vegetables and dishes while those above 15 for cutting and cooking.

Students are required to clean the school every day. Staff members will join them in the work while giving them supervision. This is an example of modelling. Staff members are involved in every daily event as the students go through the day, whether sleeping,

eating, learning, cleaning boarding quarters or doing maintenance work. This constant contact provides an opportunity for students to learn from the staff members the right attitudes or right manners. Deeds speak louder than words.

3. Community life

Students and staff members (teaching and non-teaching) are with the students in daily operation or during counselling. The spirit of a community life is manifested in activities like assemblies, mealtimes and sports. All our staff members stay overnight, sharing the same quarters with the students. Living together gives rise to many opportunities for formal and informal counselling between staff and students and among students.

Conflicts are bound to exist as they live together. Hong Kong has numerous nuclear families where young people do not have many chances to learn to get along with others. Interpersonal skills can only be acquired through actual experience. Such may be provided in a boarding school environment. In this community, students will learn to help and to receive help from one another which is a characteristic of a community that the students will not experience when they were outside.

As a community, students go to class together. We create a positive school culture to replace their previous negative experience at school. The student identity enables them to join interschool competition where they may compete with other regular school students and a team spirit is fostered whether they win or lose in the games.

These positive experiences at school and in a community are further strengthened through team sports and school uniforms. We engage students in basketball games to and team divisions rather than individual division in cross-country races to facilitate the community spirit. For example, they practise honesty in sports games as this is a principle the community adopts. They do so because they belong to this group.

A simple school uniform has also been created to reinforce the student identity and sense of belonging. Students also learn that there is a difference between school and boarding life, understanding that there are different expectations in different settings.

Many of our students have expressed that it is fun to work together even when the work is hard and unpleasant. Two residents had been interviewed and they expressed as follows:

A1Q: Working together?

A1A: Yes. The whole village works together.

A1Q: Why this feeling is so deep?

A1A: Few chances to do it. It's fun. I saw togetherness and cooperation.

A1Q: That is you saw that it's happy for a group of friends to work together. Can I say that?

A1A: Yes.

A1Q: And the staff—why are you so impressed with the staff digging sand together?

A1A: Really saw that we worked together. Usually - - they are not with me and I don't know - - not many chances - - so whenever we work together, I treasure it.

B4Q: In the life of Zheng Sheng, is there any deep impression?

B4A: A large bunch of people moving cement and bricks for a few rounds at the pier. This is very unforgettable.

B4Q: What was your feeling then?

B4A: At that time, happy.

B4Q: It's happy to work together with such a big group?

B4A: Yes.

B4Q: Happy if you work together?

B4A: Yes.

A community provides them with much positive impact which they do not have when they were outside.

4. Vocational skills at business establishments at market standards

Daily maintenance work is undertaken by students as training for basic skills and a proper attitude towards work. With better attitudes and sense of responsibility, students may move to higher level vocational training, demanding more of themselves and providing more experience for career choice. Our vocational training is backed up by business establishments. It is not a laboratory type of training but faces the challenges of the market standard, a useful tool to enhance training quality. People can buy the products and service of our students. This real-life experience or applied learning will further enhance their sense of responsibility and skills for work.

Our business ranges from cross-stitching, handicraft, laser engraving, video production and editing, catering, teahouse, dog breeding, fish farm, cat breeding to iron-on transfer T-shirt. Zheng Sheng Joyful Palace (pizza restaurant), Zheng Sheng Jabbok (teahouse), Zheng Sheng Dream Factory (video production and editing) and Zheng Sheng Gift Shop are companies our school have set up as a training ground for our students.

5. Physical training

The school operation does not rely on staff only but both the staff and the students. Students are required to look after themselves and their fellow students. This involves a lot of manual work (e.g. cooking, doing laundry). They are also responsible for repair and maintenance of the school building. Opportunities for physical training are available in daily life. This is further enhanced through our sports programmes such as basketball, table tennis, cross-country running, marathon, swimming and football.

The following table lists out five main areas which the Hong Kong SAR Government has focused on for the development of the Hong Kong students against the needs of substance abusers and the solutions provided by CZSC.

Needs of substance abusers	Government policy	CZSC
Life skills	Moral	Self-care training and modelling
Education	Intellectual	Education
Physical ability	Physical	Physical training
Interpersonal relationship	Social	Community life
Work skills	Aesthetics	Vocational skills (creative work like cross-stitching and teaism)

How effective is the solution/why is the solution feasible?

The social development boarding school that Christian Zheng Sheng Association runs was started in 1993. Three students were admitted then. In 2006, 41 students joined the programme and the school provided services to a total of 106 young people. Since 2003, our student population also included non-chinese speaking student with juvenile substance abuse background. The number of our present intake is 103 (as at 1 August 2008). Among them, 87% has a probation order. The need of juvenile substance abusers for such a school cannot be denied.

From 1993 to 2005, 172 students completed the programme, 73% of which stayed drug free (2005). From 1998 to 2005, Christian Zheng Sheng College had a total of 43 secondary 5 graduates, among which 40 stayed drug free up to now.

Upon leaving Christian Zheng Sheng College, our graduates moved on to study or work. Some are now university graduates, nursing assistants at elderly homes, clerks,

advertising practitioner, real estate agents, computer technicians at communications company, stockbrokers, A-level students at regular schools, photographers, video editors, peer counsellors, welfare workers, drivers, cooks, renovation company owners, account clerks, waitresses. For those who are employed, 95% of them secured the job by themselves. With a high employment rate and a success rate high as 73%, this social development boarding school is a reasonable solution for the problem of juvenile substance abuse.

We are the first of many:

- 1) the first and the only secondary school with rehabilitation service (1998)
- 2) the first and the only production house operated by juvenile substance abuser (since 2002)
- 3) the best production award of interschool short film competition received by juvenile substance abuser (2006)
- 4) first juvenile substance abuser completed Marathon within 3 hours and 43 minutes. (2002, rank 134 in open division)
- 5) 16 juvenile substance abusers received American visa and visited America for 21 days.
- 6) first basketball team with juvenile substance abuse background made it to the top 16 out of 192 teams in 1999 adidas three on three street basketball competition.
- 7) first juvenile substance abusers won 2nd runners-up in inter-school basketball competition in Tuen Mun and Islands district (2000-2001)
- 8) only drug rehabilitation centre in Hong Kong operate restaurant (2000), video production (2002), and tea house (2001).
- 9) first time in Hong Kong history, video, which was edited and filmed by juvenile substance abusers, was broadcasted in public media. (since 2004)
- 10) first drug rehabilitation centre has video portfolio by recording monthly activities for five years. (since 2002)
- 11) Won five awards in six years inter-school cross-country race in Tuen Mun and Islands district (2000-2007)
- 12) first HKCEE examination center in non-government facilities. (since 2000)

How is the solution implemented?

Source of student:

Students are referred to CZSC by court probation orders, social workers, schools, and families.

Treatment:

Upon admission, students will receive psychological counselling. They then join the vocational school for formal specialised education and training. Three years are recommended for the rehabilitation process which may be divided into three stages.

Stage 1 (6 months)	Stage 2 (18 months)	Stage 3 (temporary shelter)
preparation programme (drug rehabilitation inclinics)	Social development boarding school. Families of the students will be able to visit once a month (Open Day for parents)	Students may choose to switch to another school or continue to study and finish courses at CZSC. Each student may visit his family every weekend.

Curriculum:

Foundation programme	Regular secondary school curriculum
(secondary 1 to 3)	(secondary 4 to 6)
Chinese language English language Mathematics Chinese typing English typing Computer literacy Religious studies	Chinese language English language Mathematics Chinese history World history Economics Principles of accounting Religious studies GCE Chinese Liberal Studies

Timetable for Ha Keng Youth Center:

DAY TIME	MON to FRI	SAT	SUN
6:30AM	RISE AND SHINE	RISE AND SHINE	RISE AND SHINE
06:30AM-07:00AM	PERSONAL HYGIENE	PERSONAL HYGIENE	PERSONAL HYGIENE
07:00AM-07:30AM	DEVOTION	DEVOTION	DEVOTION
07:31AM-08:30AM	PRAISE AND WORSHIP	PRAISE AND WORSHIP	HOUSEHOLD CHORE
08:31AM-09:30AM	HOUSEHOLD CHORE	BREAKFAST	BREAKFAST
09:31AM-10:10AM	BREAKFAST	HOUSEHOLD CHORE	FREETIME
10:11AM-12:40AM	CLASSES	LABORING	SUNDAY WORSHIP
12:41PM-02:00PM	PREPARE LUNCH AND LUNCH TIME	PREPARE LUNCH AND LUNCH TIME	PREPARE LUNCH AND LUNCH TIME
02:01PM-05:00PM	CLASSES, ACTIVITIES AND WORK	LABORING	SPORTS AND GAME TIME
05:01PM-06:30PM	FREE TIME (SPORT AND RECREATION)	FREE TIME (SPORT AND RECREATION)	FREE TIME (SPORT AND RECREATION)
06:31PM-07:30PM	DINNER TIME	DINNER TIME	DINNER TIME
07:31PM-08:45PM	SELF-STUDY	SELF-STUDY	SELF-STUDY
08:46PM-09:45PM	DEVOTION	DEVOTION	DEVOTION
10:00PM	LIGHT OUT	LIGHT OUT	LIGHT OUT

Source: Christian Zheng Sheng Association, “Documents on File.”

School allocation:

Teaching staff-student ratio: 1:10 (for their special needs in emotion and behaviour)

Target admission number: 200 (60 girls, 140 boys)

Number of class: 20

Facility	Facility Type	No. of Facilities (Location Total)	NEW allocation	
CLASSROOM	ORDINARY CLASSROOM	10	10	FOR TEACHING (also for interview use)
		13	13	DORMITORY (3 for female, 10 for male). (Note 1.)
Total :	ORDINARY CLASSROOM	23	23	
COVERED PLAYGROUND	SCHOOL FACILITY	1	1	DINNING HALL & KITCHEN. (Note 2.)
GENERAL OFFICE	SCHOOL FACILITY	1	1	GENERAL OFFICE
HALL	SCHOOL FACILITY	1	1	HALL (activities)
MEDICAL ROOM	SCHOOL FACILITY	1	1	MEDICAL ROOM
PLAYGROUND	SCHOOL FACILITY	1	1	PLAYGROUND
STAFF ROOM	SCHOOL FACILITY	1	1	STAFF ROOM
Total :	SCHOOL FACILITY	6	6	
VISUAL ART ROOM	SPECIAL ROOM	1	1	VISUAL ART ROOM
BIOLOGY LAB	SPECIAL ROOM	1	1	STUDIO/VIDEO EDITING ROOM
CHEMISTRY LAB	SPECIAL ROOM	1	1	LANGAUAGE LAB.
COMPUTER ROOM	SPECIAL ROOM	1	1	COMPUTER ROOM
D & T ROOM	SPECIAL ROOM	1	1	DESIGN & TECHNOLOGY ROOM
I.S. LABORATORY	SPECIAL ROOM	1	1	INTEGRATED SCIENCE LAB
HOME MANAGEMENT RM.	SPECIAL ROOM	1	1	HOME MANAGEMENT ROOM
LIBRARY	SPECIAL ROOM	1	1	LIBRARY
MUSIC ROOM	SPECIAL ROOM	1	1	MUSIC ROOM
NEEDLE WORK ROOM	SPECIAL ROOM	1	1	NEEDLE WORK ROOM
PHYSICS LABORATORY	SPECIAL ROOM	1	1	WOOD/METAL WORK WORKSHOP
Total :	SPECIAL ROOM	11	11	

Note 1. Each dormitory contains 10 bunk beds, which are good for 20 people (staff and students).

Note 2. All kitchen facilities will be compiled with all safety codes.

Note 3. Some existing washrooms will be modified into bathing facilities.

Note 4. All modifications will be returned to existing condition if the school facility needs to be returned.

Note: Christian Zheng Sheng social develop school will meet all the necessary licensing requirement in particular on compiling with the management, building safety and fire safety requirement as statement in chapter 4, 5 and 6 respectively of the Code of Practice for Drug Dependent Persons Treatment and Rehabilitation Centres in the proposed reprovisioning project Ha Keng center if the school site is granted.

Appendix A

Tackling Juvenile Drug Abuse

86. Hong Kong and many other advanced cities face similar social problems, among which youth drug abuse figures prominently. A lack of awareness, coupled with peer influence and curiosity, has led many young people to believe that taking psychotropic drugs is not that serious or even trendy. Drug abuse is dangerous to health as well as a criminal offence. I am deeply concerned about the problem of juvenile drug abuse because young people are the pillars of our future. We must tackle this issue with a multi-pronged approach. Otherwise, our society will definitely pay a high price in the future. To this end, I will appoint the Secretary for Justice, the incumbent Deputy Chairman of the Fight Crime Committee, to lead a high level inter-departmental task force which will make use of the existing anti-crime and anti-narcotics networks to consolidate strategies to combat juvenile drug abuse from a holistic perspective. The task force's terms of reference covers a wide range of areas, such as preventive education and publicity, treatment and rehabilitation, law enforcement, research and external co-operation. Task force members will do their best to mobilise various government departments and the local community to tackle juvenile drug abuse.

Source: <http://www.policyaddress.gov.hk/07-08/eng/p86.html>

Appendix B

Structure of Staffing and Expense

	No. of staff	per month		annual
Principal (Pr.II. 40-44)	1	\$71,880.00	X 12 =	\$862,560.00
Teachers (S.G.M. 34-39)	2	\$55,265.00	X 12 =	\$1,326,360.00
Teachers (G.M. 17-33)	25	\$33,520.00	X 12 =	\$10,056,000.00
Instructor (C.M. 14-24)	10	\$25,320.00	X 12 =	\$3,038,400.00
Clinical Psychologist	1	\$57,875.00	X 12 =	\$694,500.00
Medical & Health Officer	1	\$66,060.00	X 12 =	\$792,720.00
Social worker (SWO)	1	\$55,265.00	X 12 =	\$663,180.00
Social worker (ASWO)	10	\$33,520.00	X 12 =	\$4,022,400.00
Warden (18-22)	2	\$26,585.00	X 12 =	\$638,040.00
A. Warden	15	\$13,120.00	X 12 =	\$2,361,600.00
Nurse	2	\$20,835.00	X 12 =	\$500,040.00
Clerk	5	\$15,785.00	X 12 =	\$947,100.00
Janitor	10	\$10,845.00	X 12 =	\$1,301,400.00
Guard	6	\$10,845.00	X 12 =	\$780,840.00
Cook	2	\$12,310.00	X 12 =	\$295,440.00
Expense (students & staff)	250	\$4,000.00	X 12 =	\$12,000,000.00
Annual Total =				\$40,280,580.00

Assumptions

1. The School will accommodate 200 students (Female and Male);
2. The salaries of the staff are assumed to be the median on their respective MPS.

Appendix C

Advisory Committee for Christian Zheng Sheng Social Development School

Rev Lawrence Y. CHAN (Dean of China Graduate School of Theology)

The Honourable Rosanna Yick-ming WONG, CBE. JP. (Hong Kong Federation of Youth Groups)

Dr. KAM Wai-kee (Senior Consultant to the Vice Chancellor , City University of Hong Kong)

Dr. Tak-shing LEE (Lecturer of Department of Psychiatry, Chinese University of Hong Kong)

Dr. Man-ping LAM (Department Head of Educational Psychology and Counselling Psychology)

Dr. Isaac CHUNG Ngok-tam (Clinical Psychologist, Personal Development and Counselling Centre, University of Hong Kong)

Dr. Stephen T. C. JANG (Clinical Psychologist, Lecturer of China Graduate School of Theology)

Dr. Jeffrey DAY

Dr. Paul Hau-lim PANG (Director of School Foundation for Christ)

Dr. Wai-kin CHE (Senior Lecturer of Faculty of Social Science, Lingnan University)

Dr. Kai-yuen LEUNG (Q.D.M.D.)

Mr. James TO (Legislative Councillor)

Mr. David J. A. BOYLE (Barrister)

Appendix D

School managers for Christian Zheng Sheng Social Development School

Dr. HO Kwok-keung (Chairman)

Dr. Daniel T. L. SHEK (Professor, Department of Social Work, Chinese University of Hong Kong)

Dr. CHUI Hong-sheung (President of Hang Seng School of Commerce)

Dr. TO Chi-sang (Principal of United Christian College, East Kowloon)

Mr. Jacob H.S. LAM (CEO of Christian Zheng Sheng Association Ltd)

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