



Maryknoll Convent School

(Primary Section)

瑪利諾修院學校（小學部）

POLICY & PROCEDURES FOR ENHANCED COMMUNICATION WITH STAKEHOLDERS FOR HANDLING FEEDBACK, SUGGESTIONS, CONCERNS AND COMPLAINTS

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Note:

- Maryknoll Convent School Primary Section (the “School”)
- The Education Bureau (the “EDB”)
- Policy & procedures for enhanced communication with stakeholders (the “Policy”)
- Operating guidelines for enhanced communication with stakeholders (the “Guidelines”)
- Feedback, suggestions, concerns, and complaints (“feedback/complaints”)
- The Incorporated Management Committee (the “IMC”)
- MCS Foundation Council (the “Council”)
- School Sponsoring Body (SSB)

Foreword by the Supervisor

Encouraging a Culture of Feedback and Enhancing Communication

Maryknoll Convent School values quality management for quality all-round education affordable to all. For decades, we have involved our key stakeholders - parents and alumnae as well as the Principals - in school management. We have benefited from their feedback, comments and suggestions on the performance of our School. We have addressed their concerns and made improvement where due.

We make special efforts to foster and sustain an inclusive culture for open and transparent, responsible and responsive management. This policy provides clear guidelines consistent with EDB's initiative for participatory management, encouraging parents, teachers and alumnae to express their views and feelings through our School's communication channels. This facilitates mutual trust and confidence and avoids misunderstanding.

We have always handled feedback and concerns positively, proactively and promptly. We view comments and criticism, feedback and suggestions as a gift and an opportunity for review and more effective governance. We look to all stakeholders for advice and assistance in taking our School forward to keep abreast of the times and to meet the challenge of change.

As enshrined in our time-honoured Vision and Mission, we are together as a team in cooperative partnership for the interest of our students.

Chapter I: Scope of Application

1.1 The policy is applicable to the following:

- Feedback or complaints on the daily operations and internal affairs of the School;
- For cases related to sexual harassment and handling of personal or private data, also refer to the School's specific code/guidelines.

1.2 The policy is NOT applicable to the following:

- Feedback or complaints related to ongoing legal proceedings;
- Feedback or complaints under the jurisdiction of other organisations/Government departments;
- Feedback or complaints governed by other ordinances or statutory regulations such as complaints against corruption, fraud or theft;
- Feedback or complaints lodged by School staff.

1.3 In general, the School need not handle the following types of feedback or complaints:

- anonymous feedback and complaint;
- not made by the person concerned or duly authorised person;
- involving incidents more than one year ago;
- with insufficient information.

Chapter II: Guiding Principles

Principle I: Handling by the appropriate party/parties

Principle II: Timely and efficient response

Principle III: Clear and transparent mechanism

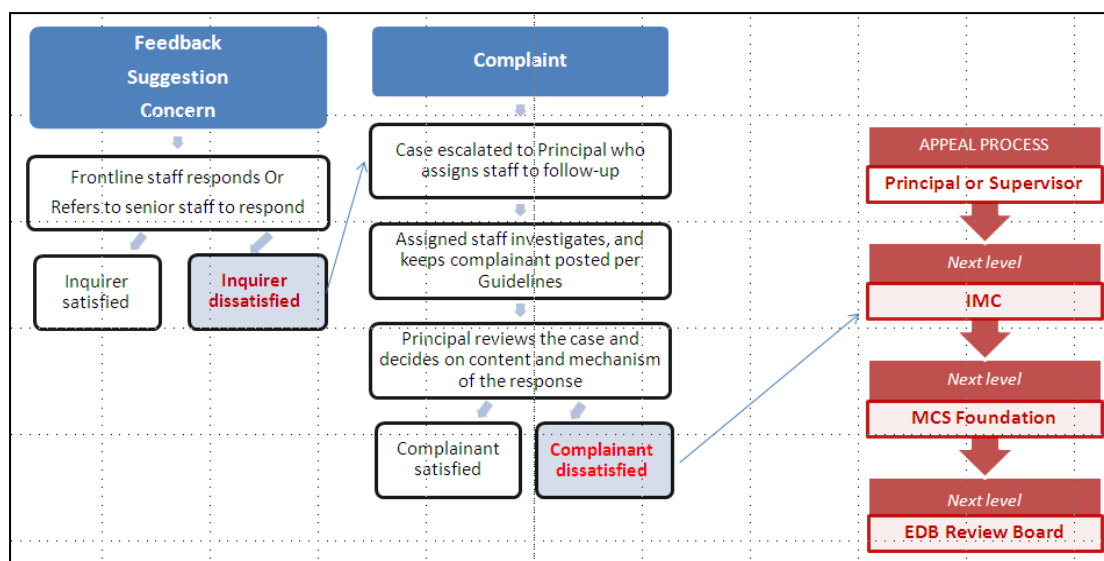
Principle IV: Fair and impartial handling

Chapter III: Procedures

3.1 Defining feedback and complaint

To avoid confusion in the handling process, the frontline staff of the School shall carefully differentiate between feedback and complaint. **Feedback** refers to an inquiry/enquiry or opinion, suggestion or concern, expressed by the stakeholders/the inquirer for their own interests, their children or the School, with a view to changing or improving the existing situation. **A complaint** is an expression of disappointment, dissatisfaction or grievance expressed by an inquirer or a complainant. The demand may be for the School to rectify mistakes, take disciplinary action against the alleged/suspected offender, or resolve the issue(s). The responsible staff shall avoid mixing up feedback with complaints in order to decide the appropriate procedures for handling the matter.

Procedure flowchart



Chapter IV: Mechanism

4.1 Designated individuals and stages of appeal

- The frontline staff or the Principal are often the first point of contact to receive feedback, inquiries/enquiries, opinions, suggestions and concerns;
- Depending on the nature, scope and persons involved, the School may assign a staff member, a teacher, or set up a task force to handle the feedback, inquiries/enquiries, opinions, suggestions or concerns which turn out to be complaints, whether formal or informal, by an inquirer / a complainant.
- Investigation/appeal stages:

Feedback/ complaint related to	Investigation/Appeal Stages		
	1 st stage	2 nd stage	3 rd stage
Non-teaching staff	Senior teacher	Vice Principal	Principal
Teaching staff	Panel heads, Vice Principals	Principal, Supervisor	IMC HR Committee
Vice Principal	Principal	Supervisor	IMC HR Committee
Principal	Supervisor	IMC HR Committee	Foundation Council
Supervisor / IMC	Foundation Council	EDB Review Board	
PTA	PTA Chair	Principal	Supervisor

4.2 Mode of operation/Confidentiality

- All contents and information of feedback or complaints shall be kept strictly confidential and disclosed on need-to-know basis. Also refer to the School's Code of Ethics

- In handling personal data, refer to the School’s Code for Personal Data collection, handling and storage

Chapter V: Handling Unreasonable Behaviour

When unreasonable behaviour of inquirers/complainants might have a negative impact on the School (e.g. draining the School’s human resources, interrupting operations or services, threatening the safety of staff, students or/and other stakeholders), the Principal shall decide appropriate measures. However, if the complaint is lodged against the Principal, such decisions shall be made by the Supervisor or the IMC.

Chapter VI: EDB Review Board

Most school-related issues can be settled through the informal and formal handling procedures. If not satisfied even after investigation and appeal, inquirers/complainants or relevant organisations (including the School/the EDB) may request the EDB “Review Board on School Complaints” (Review Board) to review the case.

Chapter VII: Conclusion

The School has a long tradition of encouraging an open, collaborative culture, and values feedback as an opportunity to reflect and improve. This Guideline, with clearly defined roles, responsibilities and procedures, further ensures that feedback, suggestions, concerns and complaints are handled in a fair, efficient and effective manner.

This Guideline is adapted from EDB’s *Guidelines for Handling School Complaints*, endorsed by IMC, and will be reviewed periodically.

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