

Mode of Support Provided by Schools for Social Development / Residential Homes

(A) Day Placement

Students who exhibit problems and experience difficulties in the following areas may be suitable for day placement in schools for social development (SSDs):

1. School
 - (a) Disregarding school discipline, resulting in frequent violation of school regulations despite counselling, e.g. fighting, and/or disrupting class with serious impact on class teaching.
 - (b) Influencing other classmates to follow him/her in breaking school rules and regulations.
 - (c) Openly challenging and insulting the school authority.
2. Family
 - (a) Experiencing strained parent-child relationship. Ineffective parenting or frequent parent-child conflicts.
 - (b) Frequently staying out late and occasionally absconding from home.
 - (c) Frequently quarrelling and fighting with siblings.
3. Personal/Social Aspect
 - (a) Having impulsive behaviour in the form of temper tantrums, damaging other people's belongings or public property, etc.
 - (b) Exhibiting violent and aggressive behaviours towards others and/or oneself (minor self-injurious behaviour).
 - (c) Demonstrating weak self-control resulting in disruptive and disturbing behaviours in social situations.
 - (d) Having involvement in activities of undesirable elements resulting in truancy and/or delinquent behaviour.

(B) Residential Placement

In addition to the problems mentioned above, the following conditions, if present, suggest the need for residential care services:

1. Family

Inadequate family care, rejection by parents or suspected child abuse.
2. Personal/Social Aspect

Having deep involvement in gang activities and failing to disentangle oneself from adverse influence of the subculture unless intensive life skill training and supervised daily care are provided.

(C) Transitional Care Programme in Residential Service¹

The programme is provided to serve as a buffer and transition before admission to / discharge from the residential service of children / youth with emotional and behavioural issues or family problem, and require a certain period of structured supports in daytime to foster their smooth adjustment before or after their transition into / out of residential training.

1. Activities

The following activities are provided under the transitional care programme in residential service with school bus transportation provided if needed:

- Counselling
- House activities
- Family support programme
- Physical training (ball games, fitness exercises, etc.)
- Interest groups
- Self development programme
- Tutorial class

2. Functions

- As a buffer service – some children / youth with emotional and behavioural difficulties and their parents may reject residential service and find it difficult to accept 24-hour residential care in the first instance. An effective transitional care service may win their confidence in residential homes (RHs), and the children / youth may eventually accept the residential service.
- As a transitional service for discharges –After residential training, children / youth may be well-behaved during home leave, but may not be able to rejoin their families or live independently right after a long period of residential care. In such circumstances, the transitional care programme may allow them to gradually test out the discharge plans aiming at a smooth family reunion or independent living eventually.

3. SSD/Residential Homes with the Programme

Currently, the transitional care programme is operated in The Hong Kong Juvenile Care Centre – Chan Nam Cheong Memorial School/Bradbury Hostel, The Society of Boys' Centres – Shing Tak Centre School/Shing Tak Centre, and The Mother Superior of the Congregation of Our Lady of Charity of the Good Shepherd of Angers at Hong Kong – Marycove School/Marycove Centre for needy children / youth who require the service.

¹ With effect from September 2026, 'After-School Care Programme in Residential Service' is renamed to 'Transitional Care Programme in Residential Service' by Social Welfare Department.

(D) Short-term Adjustment Programme

Students who are suitable for placement in SSDs/RHs and whose problems are expected to be improved shortly after receiving the services, or students who are unwilling to be transferred to SSDs for long-term service for some reasons, may opt for the Short-term Adjustment Programme.

1. Objectives

Through intensive support and counselling, students with transient adjustment difficulties will learn emotion management skills, improve relationships with family members, develop appropriate social behaviours, enhance learning motivation and participate actively in school life, with a view to facilitating their smooth reintegration into the original schools.

2. Service Period

Short-term Adjustment Programme normally lasts for three months to one year. Students maintain their registration with the ordinary schools (original school) and will be reintegrated into the schools on completion of the programme with satisfactory improvement in behaviour. The original schools will follow up on the related transition arrangement for the students.

3. Mode of Collaboration

- Personnel of the original schools should participate in the regular review meetings during the period when the students are attending the Short-term Adjustment Programme.
- Through the deliberation between SSDs/RHs and the teachers/ professional team (e.g. social workers) of the original schools, and the active participation of the parents and students, SSDs/RHs shall understand the students' learning and emotional/behavioral problems and needs, conduct baseline assessment, set goals and formulate related support plans.
- SSDs/RHs communicate closely with the parents and teachers/ professional team of the original schools, and through the regular review meetings, SSDs/RHs, the original schools, parents and students jointly evaluate students' progress and effectiveness of the support plans. Goals and implementation strategies will be adjusted based on the result of the reviews.
- When the students show improvement in their emotions and behaviours and are ready to return to the original schools, SSDs/RHs, teachers/professional team of the original school, parents and students will deliberate the detailed transition plan in the last review meeting in order to facilitate students' gradual adaptation and return to the original schools for studies.

4. SSDs/RHs with the programme

Boys' Schools

- Tung Wan Mok Law Shui Wah School / Hong Kong Student Aid Society Island Hostel
- The Society of Boys' Centres – Chak Yan Centre School / The Society of Boys' Centres – Chak Yan Centre
- The Society of Boys' Centres – Hui Chung Sing Memorial School
- The Society of Boys' Centres – Shing Tak Centre School / The Society of Boys' Centres – Shing Tak Centre
- Hong Kong Juvenile Care Centre Chan Nam Cheong Memorial School / Hong Kong Juvenile Care Centre Bradbury Hostel

Girls' Schools

- Caritas Pelletier School / Caritas Pelletier Hall
- Marycove School / Marycove Centre
- Caritas Mother Teresa School / Caritas Mother Teresa Hall