



中華人民共和國香港特別行政區政府總部教育局  
Education Bureau  
Government Secretariat, The Government of the Hong Kong Special Administrative Region  
The People's Republic of China

香港添馬添美道 2 號政府總部東翼 5 樓 505 室學校發展分部

School Development Division, Room 505, 5/F, Central Government Offices, 2 Tim Mei Avenue, Tamar, Hong Kong

本局檔號 Our Ref. : EDB(GD)/ADM/55/2/O Pt.6

電話 Telephone : 3509 8519

來函檔號 Your Ref. :

傳真 Fax Line : 2891 2593

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Miss Polly Yeung  
Clerk to Education Panel  
Legislative Council Complex  
1 Legislative Council Road  
Central  
Hong Kong

Dear Miss Yeung,

**Panel on Education**  
**Student Guidance Service in Primary Schools**

At its meeting on 11 March 2013 to discuss student guidance service in primary schools, the Legislative Council Panel on Education requested the Administration to provide further information on the issue. Our reply is as follows:

- (a) the performance indicators, if any, set by the Education Bureau (EDB) against which the effectiveness of the student guidance service as set out in the schools' annual plans could be evaluated;
- (b) whether EDB could provide an overall report on the effectiveness of student guidance services at schools;
- (d) the feedbacks of students on whether and how they could benefit under the Comprehensive Student Guidance Service (CSGS).

We would like to provide a consolidated reply to the three items. Following the principle of conducting self-evaluation in an on-going manner, every school should formulate an annual plan on student guidance service having regard to its circumstances and students' needs, and review the effectiveness of the service at year end so as to inform the way forward as well as the concrete work plan. In parallel, schools should compile an annual report for stakeholders' information of the progress of their student guidance service. Schools should keep and make available these documents for inspection by EDB officers responsible for student guidance service during school visits.

To assist schools in conducting self-evaluation of their student guidance service, the EDB has provided in the Guide on Comprehensive Student Guidance Service (GCSGS) a sample plan on student guidance service. Schools are reminded to set out in detail in their annual plans the requirements of various guidance service programmes and these requirements can serve as performance indicators for evaluation purpose. Schools are also advised to make optimal use of objective assessment tools such as the Stakeholder Survey (SHS), Assessment Programme for Affective and Social Outcomes (APASO), students' disciplinary records, etc. to monitor the progress of the student guidance service and assess how far the targets are met.

The self-evaluation tools may also include student data on personal growth and students' views on schools' support/guidance service that are directly collected by schools. For example, in the SHS's Student Questionnaire, half of the questions are designed to gauge students' perception of their school's support for student development and school climate. Examples of such questions include "students can receive assistance when encountering problems in their personal growth process", "the school actively fosters students' virtues", "the teachers care about their students", etc. As gathered by EDB officers responsible for student guidance service through their regular school visits, it is common for schools to use, in addition to the Student Questionnaire, self-designed student questionnaires to evaluate the effectiveness of school-based student guidance programmes they have launched. To evaluate students' development and ascertain their needs in affective and social aspects, schools can also make use of students' responses to different scales of the APASO so as to track students' progress in various aspects including parent-child relationship, respect for others, sense of achievement, conduct, sense of responsibility, etc.

The effectiveness of the student guidance service hinges on the concerted efforts of all teaching staff in supporting students' development. To assist schools in the implementation of the Whole School Approach, the EDB has formulated the Framework of an Integrated Guidance and Discipline Service (Framework), in which we have laid down the requirements for schools as regards the different aspects of student guidance service. These requirements include building consensus among teaching staff on ways to nurture students,



building a team of highly collaborative teaching staff, formulating tailor-made curriculum for personal growth, maintaining close home-school communication, cultivating a harmonious and caring school culture, etc. Not only can these requirements be the areas of concern for schools in their implementation of guidance work, but they also serve as indicators for self-evaluation.

The above-mentioned GCSGS, Framework and other self-evaluation tools have been uploaded onto the EDB website for schools' reference and use.

With a view to ensuring that quality service is maintained, EDB officers responsible for student guidance service visit schools regularly to support school personnel in their delivery of student guidance service, and to monitor the effectiveness of the service. As revealed from the school visits, schools attach great importance to cultivating appropriate personal attributes and creating a caring culture. It is also noted that schools are able to map out a clear path for supporting students' development through daily observation and analysis of data generated by the APASO. Parental support and external resources are also tapped where necessary. Guidance and discipline teams are capable of devising appropriate themes for student development having regard to the needs of students and organising a great variety of school-based guidance activities annually. Also, schools can reinforce students' learning through conducting appropriate activities and making use of life events in Personal Growth Education sessions. Schools also nurture in students a sense of responsibility, willingness to serve and a sense of belonging to school through various programmes and activities, such as "one student, one responsibility" project, "big brother, big sister scheme" and other voluntary services. In addition, schools also make use of various award schemes to boost students' motivation in learning, and to foster a caring and inclusive culture among peers through programmes like "caring ambassadors" and "good people, good deeds". In general, schools have achieved a pleasing performance in student guidance service for primary students.

(c) the number of schools that had provided after-lesson guidance service to students through professional personnel such as educational psychologists

At present, all public sector primary schools in Hong Kong have implemented the Comprehensive Student Guidance Service. Student Guidance Personnel (teachers or social workers who have received professional training in counselling) are tasked to take the lead in providing all students with preventive and developmental guidance activities (including social skills training groups, parent-child activities and emotion management/conflict management/self-confidence training, etc.).

Under the Whole School Approach to Guidance and Discipline, professionals in schools, including student guidance teachers/social workers, educational psychologists, etc., will take care of students with diverse needs and provide them with after-school support where necessary. As for cases that require special attention and support, schools will seek support from other professionals, such as family social workers and medical practitioners, in order to provide individual or group support through multi-disciplinary collaboration. For individual students that have serious emotional and behavioural problems (including those suffering from mental health problems, troubled by addictive behaviour, committing criminal offences, etc.), schools will collaborate with psychiatrists, clinical psychologists, medical social workers, police officers, educational psychologists and/or social workers to provide them with follow-up and support services.

The EDB also provides school-based educational psychology service to public sector schools. Students in need of intervention and behaviour guidance programmes/training will be catered for. At the present moment, the school-based educational psychology service covers about 60% of public sector schools and it will be extended to all public sector schools progressively by the 2016/17 school year. Furthermore, about 110 primary schools are now taking part in a pilot project on the enhancement of support services for students with autism spectrum disorders (ASD) in ordinary schools. Under this pilot project, speech therapists, occupational therapists, teachers or social workers with proper special education training provide group training for students with ASD.

Other programmes provided by professional personnel also include the School-based After-school Learning and Support Programmes. Participating schools may, through hiring services of professional social workers, organise a wide spectrum of activities (including leadership training, adventure-based activities, visits, etc.) for disadvantaged students in order to develop their self-directed learning capacity, self-esteem and social skills.

Yours sincerely,



(Miss P L WU)

for Secretary for Education