

**立法會**  
**Legislative Council**

LC Paper No.CB(4)1046/15-16  
(These minutes have been seen  
by the Administration)

Ref : CB4/PL/ED

**Panel on Education**

**Minutes of meeting**  
**held on Tuesday, 22 March 2016, at 4:30 pm**  
**in Conference Room 3 of the Legislative Council Complex**

- Members present** :
- Dr Hon LAM Tai-fai, SBS, JP (Chairman)
  - Hon IP Kin-yuen (Deputy Chairman)
  - Hon Albert HO Chun-yan
  - Hon LEUNG Yiu-chung
  - Hon TAM Yiu-chung, GBS, JP
  - Hon Tommy CHEUNG Yu-yan, GBS, JP
  - Hon WONG Kwok-hing, BBS, MH
  - Hon Starry LEE Wai-king, JP
  - Hon CHAN Hak-kan, JP
  - Dr Hon Priscilla LEUNG Mei-fun, SBS, JP
  - Hon CHEUNG Kwok-che
  - Hon IP Kwok-him, GBS, JP
  - Hon Mrs Regina IP LAU Suk-ye, GBS, JP
  - Hon WONG Yuk-man
  - Hon Michael TIEN Puk-sun, BBS, JP
  - Hon NG Leung-sing, SBS, JP
  - Hon Gary FAN Kwok-wai
  - Hon MA Fung-kwok, SBS, JP
  - Hon Charles Peter MOK, JP
  - Dr Hon Kenneth CHAN Ka-lok
  - Hon Dennis KWOK
  - Dr Hon Fernando CHEUNG Chiu-hung
  - Hon Martin LIAO Cheung-kong, SBS, JP
  - Dr Hon CHIANG Lai-wan, JP
  - Hon Christopher CHUNG Shu-kun, BBS, MH, JP
- Member attending** : Hon LEE Cheuk-yan

**Members absent** : Hon Abraham SHEK Lai-him, GBS, JP  
Hon Andrew LEUNG Kwan-yuen, GBS, JP  
Hon Cyd HO Sau-lan, JP  
Hon LEUNG Kwok-hung  
Hon Steven HO Chun-yin, BBS  
Hon CHAN Chi-chuen  
Dr Hon Helena WONG Pik-wan

**Public Officers attending** : Agenda item I

Mrs Marion LAI, JP  
Permanent Secretary for Education

Mr Kevin YEUNG, JP  
Under Secretary for Education

Mrs Michelle WONG, JP  
Deputy Secretary for Education (3)

Agenda item IV

Mr Kevin YEUNG, JP  
Under Secretary for Education

Ms Jessie WONG, JP  
Deputy Secretary for Education (2)

Mrs Elina CHAN  
Principal Assistant Secretary  
(Infrastructure & Research Support)  
Education Bureau

Agenda item V

Mr Kevin YEUNG, JP  
Under Secretary for Education

Dr K K CHAN  
Deputy Secretary for Education (5)

Ms Jenny CHAN  
Principal Assistant Secretary  
(Education Infrastructure)  
Education Bureau

Dr TONG Chong-sze  
Secretary General  
Hong Kong Examinations and Assessment Authority

Agenda item VI

Mr Kevin YEUNG, JP  
Under Secretary for Education

Mrs Michelle WONG, JP  
Deputy Secretary for Education (3)

Mr CHAN Fu-man  
Principal Education Officer(Special Education)  
Education Bureau

**Attendance by invitation** : Agenda item IV

Subsidized Primary School Council

Ms TSUI Hei-lai  
Executive Committee Member

Mr Stanley CHAN Chi-yuen  
Executive Committee Member

Agenda item V

Working Group on Papers & Question Design of  
the Coordinating Committee on Basic Competency  
Assessment and Assessment Literacy

Dr Ambrose S M CHONG  
Convener

**Clerk in attendance** : Miss Polly YEUNG  
Chief Council Secretary (4)4

**Staff in attendance** : Mr KWONG Kam-fai  
Senior Council Secretary (4)4

Miss Mandy NG  
Council Secretary (4)4

Ms Sandy HAU  
Legislative Assistant (4)4

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The Chairman informed members that Mr Eddie NG, the Secretary for Education ("SED"), was unable to attend this meeting because his mother had passed away earlier today. The Under Secretary for Education ("US(Ed)") would attend this meeting in connection with all the discussion items. The Chairman and some members including Dr Fernando CHEUNG and Mr Michael TIEN expressed their condolences to SED.

2. The Chairman drew members' attention to Rule 83A of the Rules of Procedure which provided that a Member shall not move any motion or amendment relating to a matter in which he had a pecuniary interest, whether direct or indirect, or speak on any such matter, except where he disclosed the nature of that interest. He reminded members to declare interests, if any, in the matter under discussion.

**I. Matters arising**

- Motions to be moved by Dr Hon Fernando CHEUNG and Hon Michael TIEN

(LC Paper No. CB(4)755/15-16(01) -- Wording of a motion to be moved by Dr Hon Fernando CHEUNG

LC Paper No. CB(4)755/15-16(02) -- Letter dated 18 March 2016 (with wording of a motion) from Hon Michael TIEN to the Chairman of Panel on Education)

3. The Chairman recapitulated that due to insufficient time, two motions proposed by Dr Fernando CHEUNG and Mr Michael TIEN respectively could not be dealt with at the special meeting on 21 March 2016. With the agreement of members, the two motions were carried forward to be dealt with at this meeting. In response to the Deputy Chairman's enquiry, the Chairman said that since the subject had been

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thoroughly discussed and no members had proposed to move any amendment to the motions at the special meeting on 21 March 2016, he would not allow members to propose any amendment to the motions at this juncture, and would proceed to call upon the movers of the motion and the Administration to speak. Thereafter, he would put each of the motions to vote.

4. At the invitation of the Chairman, Dr Fernando CHEUNG spoke on the motion moved by him urging, amongst others, the Administration to introduce a "School Retreat Day" in schools so as to create room for listening to students' voices and needs. Speaking on the motion moved by him, Mr Michael TIEN highlighted that the Administration should address concerns about the pressure of heavy homework on primary students.

5. US(Ed) said that SED had noted members' concerns expressed at the special meeting held on 21 March 2016. Their views would be conveyed to the committee on prevention of student suicides to be set up by the Education Bureau ("EDB"). Regarding the motions moved by Dr Fernando CHEUNG and Mr Michael TIEN, US(Ed) highlighted that EDB had issued guidelines in October 2015 urging schools to formulate an appropriate and transparent school-based homework policy. Recommendations on curriculum and assessment arising from the New Academic Structure Review from 2012 to 2015 were implemented in stages. For example, the Administration had increased the flexibility of lesson time and streamlined the School-based Assessment in most subjects. More diversified study pathways were provided for secondary school leavers. US(Ed) also referred to the initiative of providing the special Home-School Co-operation Grant to all public sector primary and secondary schools and schools under the Direct Subsidy Scheme.

6. The Chairman put the motion moved by Dr Fernando CHEUNG to vote. Eleven members voted for the motion, no member voted against and one member abstained. The Chairman declared that the motion was passed (wording of motion at **Appendix I**).

7. The Chairman put the motion moved by Mr Michael TIEN to vote. Thirteen members voted for the motion, no member voted against and no member abstained. The Chairman declared that the motion was passed (wording of motion at **Appendix II**).

*(Post-meeting note: The Administration was requested to provide written response to the motions.)*

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**II. Information paper(s) issued since the last meeting**

(LC Paper No. CB(4)586/15-16(01) -- Letter dated 22 January 2016 from Dr Hon Fernando CHEUNG Chiu-hung concerning the issues related to student suicide

LC Paper No. CB(4)586/15-16(02) -- Administration's written response dated 4 February 2016 to letter dated 22 January 2016 from Dr Hon Fernando CHEUNG Chiu-hung concerning the issues related to student suicide)

8. Members noted the above papers issued since the last meeting.

9. The Chairman recalled that arising from the discussion at the meeting on 1 February 2016, the Administration was requested to provide the Panel with the report of a study on university governance commissioned by the University Grants Committee ("UGC"). He informed members that after the meeting, he had written to the Administration to follow up the matter. In its letter of 29 February 2016, EDB advised that the report would be made available to the Panel by April 2016 the latest.

*(Post-meeting note: The Administration's paper enclosing UGC's report on Governance in UGC-funded Higher Education Institutions in Hong Kong was circulated to members vide LC Paper No. CB(4)791/15-16 on 30 March 2016.)*

10. The Chairman recapitulated that at the special meeting on 21 March 2016, the Administration was requested to provide supplementary information on the special Home-School Co-operation Grant and the student-to-teacher ratio of schools prior to this meeting. The Administration had provided the requested information, which was issued to members vide LC Paper No. CB(4)764/15-16(01) and tabled at the meeting.

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**III. Items for discussion at the next meeting**

(Appendix I to LC Paper No. CB(4)729/15-16 -- List of outstanding items for discussion

Appendix II to LC Paper No. CB(4)729/15-16 -- List of follow-up actions)

11. The Chairman informed members that the Administration had proposed to discuss the following items at the next regular meeting to be held on 11 April 2016 at 4:30 pm –

- (a) Enhancement of the Mainland University Study Subsidy Scheme;
- (b) Schools projects –
  - (i) 8027EA – Extension and conversion to St. Paul's Primary Catholic School at Wong Nai Chung Road, Happy Valley;
  - (ii) 3271ES – A 30-classroom secondary school at Site 1A-2, Kai Tak Development; and
- (c) Gifted Education Fund.

12. The Chairman said that he would finalize with the Deputy Chairman the items to be discussed at the next regular meeting with reference to the Panel's "List of outstanding items for discussion". Members would be notified of the arrangements in due course.

*(Post-meeting note: Upon finalization by the Chairman and the Deputy Chairman, the agenda for the meeting to be held on 11 April 2016 was issued to members vide LC Paper CB(4)785/15-16 on 29 March 2016.)*

**IV. Issues related to disposal of vacant school premises and reprovisioning of sub-standard school premises**

(LC Paper No. CB(4)729/15-16(01) -- Paper provided by the Administration

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LC Paper No. CB(4)729/15-16(02) -- Background brief entitled "Issues related to reprovisioning and redevelopment of sub-standard school premises" prepared by the LegCo Secretariat)

*(Other relevant document for reference)*

Public Accounts Committee Report No. 65 – Chapter 3 of Part 8: Use and disposal of vacant school premises.

13. Members noted the background brief prepared by the Secretariat [LC Paper No. CB(4)729/15-16(02)] and the supplementary information provided by the Deputy Chairman [LC Paper No. CB(4)772/15-16(02)].

Briefing by the Administration

14. At the invitation of the Chairman, US(Ed) briefed members on issues related to disposal of vacant school premises ("VSP") and reprovisioning of ordinary public sector schools, as set out in the Administration's paper [LC Paper No. CB(4)729/15-16(01)].

15. The Chairman said that apart from the existing 28 public sector primary schools operating in matchbox-style school premises, there were other schools which were operating in premises which fell short of certain requirements under present-day standards. He also informed members that prior to this meeting, he had received a total of 26 submissions from schools operating in sub-standard premises. Among them, 16 schools agreed to circulate their submissions to members. However, only 10 out of these 16 schools also agreed to circulate their submissions to the Administration.

Oral presentation by the Subsidized Primary School Council

16. At the invitation of the Chairman, Mr Stanley CHAN Chi-yuen and Ms TSUI Hei-lai, representatives of the Subsidized Primary School Council, presented their views. Mr CHAN pointed out that matchbox-style school premises, which had been constructed decades ago, were in dilapidated conditions and were far below present-day standards in terms of area, space and facilities. He urged the Administration to formulate a firm timetable for



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the redevelopment and reprovisioning ("R&R") of these schools. Ms TSUI Hei-lai considered that the Administration should devise short- and long-term measures to improve the physical conditions of sub-standard school premises. In the short run, additional subsidies should be provided for the schools concerned to carry out minor repair works and to rent off-site facilities for students' activities. In the long run, priority should be given to these schools in School Allocation Exercises ("SAE").

*(Post-meeting note: The speaking note provided by the Subsidized Primary School Council was circulated to members vide LC Paper No. CB(4)837/15-16(01) on 8 April 2016.)*

Discussion

*Disposal of vacant school premises*

17. Mr WONG Yuk-man said that as a member of the Public Accounts Committee ("PAC"), he had attended hearings on issues related to VSP in December 2015 and January 2016. In its Report No. 65 published in February 2016, PAC expressed grave dismay and found it unacceptable that EDB had failed to formulate a comprehensive policy on effective utilization of VSP. Mr WONG criticized the Administration for the lack of progress in implementing the recommendations put forward by PAC. He urged the Administration to step up its effort in identification, allocation and handling of VSP.

18. In reply, US(Ed) informed members that as stated in the Audit Report No. 65 on use and disposal of VSP, there were 105 VSP not being used as at 30 April 2015. Out of these 105 VSP, there were currently 25 VSP under EDB's purview. Among them, 14 VSP had already been reused or reallocated/planned for specific use. EDB had to retain some of the remaining VSP for other educational use such as for decanting purpose. In response to the recommendations put forward by PAC, EDB had taken measures to improve the handling of VSP, and would report the progress of its follow-up actions in the Government Minutes to be published in May 2016.

19. Mr Albert HO expressed concern that many VSP had not been in use for decades and enquired about measures that the Administration would take to ensure efficient use of land resources. US(Ed) explained that the list of VSP under EDB's purview would be circulated within EDB for invitation of new and/or updated proposals on educational use and/or

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short-term use. EDB would also continue to circulate the list of VSP already earmarked for educational use but suitable for short-term use to relevant bureaux/departments with a view to identifying short-term use pending the deployment of such premises for their earmarked use.

20. Noting that some VSP had not been deployed for their earmarked use, Ms Starry LEE enquired whether the Administration would consider inviting applications for using them under short-term tenancy ("STT"), as many non-government organizations were in need of premises to provide their services. Mr LEUNG Yiu-chung also enquired about the criteria for considering applications to use VSP under STT.

21. The Deputy Secretary for Education(2) advised that for VSP under EDB's purview, EDB would only consider short-term use proposed within the Government so as to make sure that it could deploy the premises concerned for the earmarked educational use as and when required. Under the central clearing house mechanism, for VSP not required by EDB for allocation of school or other educational use, EDB would refer them to the Planning Department, and keep the Lands Department ("LandsD") informed. LandsD would compile a list of vacant government sites including those of VSP which could be leased under STT. Interested parties might contact relevant District Lands Offices for the said list.

22. To align with the policy objective of putting VSP into gainful use, Dr Kenneth CHAN opined that EDB should resume those VSP returned to the Government in accordance with the central clearing house mechanism but which were not in use so as to expedite R&R of schools operating in matchbox-style premises. In response, US(Ed) advised that VSP returned to the Government by EDB were usually confirmed as not suitable for educational use due to factors such as their size, location, physical conditions, etc. Hence, they would unlikely be suitable for R&R of existing schools.

*Reprovisioning and redevelopment of sub-standard school premises*

23. The Deputy Chairman said that as he had observed during his recent visits to some schools operating in sub-standard premises, the poor physical conditions at these schools posed serious hazards to safety and hygiene. The over-crowded campuses and outdated facilities also adversely affected teaching, learning and other school activities. He considered that as Hong Kong was an affluent international city, it was unacceptable for students to endure such an adverse learning environment. The Deputy

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Chairman urged the Administration to formulate a firm timetable for R&R of these schools. He also suggested that the Panel could visit these schools to acquire first-hand understanding of their conditions.

24. US(Ed) explained that standards of the premises of ordinary public sector schools in Hong Kong had been changing over the years. School premises which were built in different periods followed the standards at the time of construction and existing school premises in operation were required to comply with the prevailing statutory requirements. Among some 850 existing ordinary public sector schools across the territory, only some 200 schools had been built according to present-day standards. It was impracticable to upgrade all school premises to meet the present-day standards at once. In fact, the Administration had put in place various means to enhance the facilities of schools built according to past standards, such as the School Improvement Programme ("SIP"), reprovisioning programme, redevelopment programme and minor improvement projects.

25. Dr Kenneth CHAN considered it incumbent upon the Administration to formulate a proper plan to upgrade sub-standard school premises. Regarding the 28 public sector primary schools operating in matchbox-style premises, he pointed out that they had served the community for decades, but the Administration had all along failed to draw up a timetable for their R&R. He further said that he had followed up the pressing need of the ELCHK Faith Love Lutheran School in Yue Wan Estate for R&R but was disappointed with the lack of progress so far. He noted that Yue Wan Estate had once been included under the redevelopment plan of the Housing Department ("HD"), but HD subsequently shelved this plan. He opined that the Panel should urge EDB to follow up with HD.

26. US(Ed) advised that over the years, these 28 public sector primary schools had benefited from SIP to different extent. All except one had been provided with additional classrooms and/or administrative facilities. Where technically feasible, some of these schools had acquired annex blocks under SIP. Furthermore, EDB had also carried out minor improvement and maintenance works to improve the facilities of these schools from time to time in accordance with the established mechanism. He assured members that the Administration would not compromise on hygiene and safety of school premises.

27. Mr Christopher CHUNG shared the concern about the sub-standard premises of the ELCHK Faith Love Lutheran School. He expressed

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appreciation at the academic achievements of the school, despite having to operate in an adverse environment. He was of the view that the school could attain higher achievement if it had a better teaching and learning environment. Mr CHUNG urged the Administration to provide a timetable for R&R of those schools operating in matchbox-style school premises.

28. US(Ed) advised that when suitable school sites/premises were available, new schools would be built if there was an anticipated increase in the demand for school places. Consideration would also be given to allocating suitable school sites/premises for R&R of existing schools under the established mechanism of SAE from time to time.

29. Mr LEUNG Yiu-chung observed that similar to the case of the ELCHK Kwai Shing Lutheran School in Kwai Tsing District, many of the public sector primary schools with matchbox-style premises were often not included under the redevelopment plan of the housing estates where they were located. He had visited the said school and found its facilities far below present-day standards. Mr LEUNG considered that instead of carrying out repair works in these schools on a piecemeal basis, the Administration should formulate a policy as well as a timetable for R&R of schools operating in sub-standard premises.

30. In this regard, US(Ed) explained that the relatively small site area of the 28 schools had limited their potential and feasibility for in-situ redevelopment. For reprovisioning, the Administration would continue to conduct SAE for this purpose. Having regarded to these schools operating in matchbox-style school premises, the Administration was exploring whether there were feasible ways to address the concerns arising from their physical design.

31. Ms Starry LEE was gravely concerned about the adverse impact of sub-standard school premises on the quality of education and the development of students. Given the consensus on the need to provide a reasonable learning and teaching environment in primary schools, Ms LEE considered the pace of R&R of the 28 schools far too slow.

32. Mr Albert HO found it anomalous that on one hand, there were public sector primary schools operating in matchbox-style sub-standard school premises; on the other hand, there were international schools equipped with state-of-the-art school facilities. Mr HO considered that the Administration should take a serious view of the problem and formulate a timetable for R&R of schools accommodated in sub-standard premises.

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33. US(Ed) reiterated that the Administration attached great importance to the well being of students. While school premises built in different periods followed the standards at the time of construction, the Administration had been carrying out enhancement works through the established mechanism to improve school facilities where necessary. As regards concerns about the quality of education, US(Ed) said that learning and teaching effectiveness also hinged on many important factors, such as the work of the teaching force.

*School Allocation Exercises*

34. Regarding the operation of SAE, the Deputy Chairman said that from 2005 to 2015, 19 out of 63 school sites/premises had been allocated to international schools through SAE. He was concerned that the allocation mechanism was tilted in favour of international schools. In view of the dilapidated conditions of the matchbox-style school premises, the Deputy Chairman urged the Administration to give priority to re-provisioning these schools under SAE. Mr Albert HO, Mr LEUNG Yiu-chung and Dr Kenneth CHAN also supported the priority allocation of school sites/premises to schools currently operating in sub-standard premises.

35. At the invitation of the Deputy Chairman, Mr Stanley CHAN Chi-yuen and Ms TSUI Hei-lai indicated that schools operating in matchbox-style school premises were often in a less competitive position when bidding for school premises under SAE. As heads of primary schools accommodated in sub-standard premises, they had reiterated to the Administration the need for re-provisioning of their schools in order to provide a reasonable learning and teaching environment to students. They were frustrated that their calls had been in vain.

36. US(Ed) advised that the allocation of school sites/premises was conducted on a competitive basis through SAE from time to time. Upon the launch of SAE, all eligible school sponsoring bodies in the territory might apply for re-provisioning of existing schools. When assessing applications, the School Allocation Committee would consider all relevant factors, which included quality of education, the physical conditions of the schools' existing premises, schools' vision and mission, the number of student intake, etc. US(Ed) assured members that all applications would be carefully considered against a set of established criteria to ensure that the allocation was conducted in a fair and just manner.

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37. Mr Christopher CHUNG considered that the existing practices of SAE had failed to address the urgent need of schools operating in sub-standard premises for R&R. He also queried past allocation of premises to some organizations which did not appear to have an urgent need for reprovisioning, such as the Hong Kong Council for Accreditation of Academic and Vocational Qualifications and the HKU School of Professional and Continuing Education. US(Ed) said that in the allocation of school premises, it was necessary to cater for different educational needs.

*Follow-up action*

38. The Chairman expressed disappointment that the Administration had adopted a procrastinating approach in dealing with the problem of sub-standard school premises, instead of proactively formulating a policy and timetable to facilitate R&R of these schools. The Chairman stressed that it was incumbent upon the Administration to provide a reasonable learning and teaching environment for all students in Hong Kong.

39. The Chairman said that it would be useful for the Panel and top officials such as SED or US(Ed) to visit some of the schools currently operating in matchbox-style school premises to gain first-hand understanding of their teaching and learning environment, to be followed by meetings between the schools, the Panel and the Administration to discuss ways to address issues of concern. He invited US(Ed) to participate in the visit and render assistance in making arrangements. Mr LEUNG Yiu-chung echoed that the participation of top officials of EDB was very important as they were charged with the policy responsibility. US(Ed) said that he had no objection to the Chairman's proposed arrangements and would participate where practicable.

*(Post-meeting note: Upon finalization by the Chairman, the Panel would arrange a school visit on 26 April 2016. Details of the visit were issued to members vide LC Paper No. CB(4)874/15-16 on 15 April 2016.)*

**V. Review on Territory-wide System Assessment**

(LC Paper No. CB(4)729/15-16(03) -- Paper provided by the Administration

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LC Paper No. CB(4)729/15-16(04) -- Updated background brief entitled "Issues related to the implementation of Territory-wide System Assessment" prepared by the LegCo Secretariat)

40. Members noted the updated background brief prepared by the Secretariat [LC Paper No. CB(4)729/15-16(04)].

41. The Chairman informed members that he had received the wording of a motion proposed to be moved by the Deputy Chairman, the wording of which was tabled at the meeting. He said that he would deal with the motion after members' deliberations. The Chairman further said that as the views expressed by members in the ensuing discussion were relevant to the motion, he would not arrange a separate debate on the motion. Members noted and raised no objection.

Briefing by the Administration

42. At the invitation of the Chairman, US(Ed) briefed members on the latest development on the review of the Territory-wide System Assessment ("TSA") conducted by the Coordinating Committee on Basic Competency Assessment and Assessment Literacy ("Coordinating Committee"), as set out in the Administration's paper [LC Paper No. CB(4)729/15-16(03)].

Discussion

*Usefulness of the TSA data*

43. Mr WONG Yuk-man said that his grandson was a Primary 3 ("P3") student, and stated his objection to TSA. Noting that the Government had collected TSA data for some 10 years, Mr WONG enquired how such data had provided useful feedback for teaching and learning. He considered that the Administration should provide evidence of the usefulness of the TSA data in order to justify its decision to continue the implementation of TSA.

44. The Deputy Secretary for Education (5) ("DS(Ed)5") said that as reflected in the TSA results, there had been continuous improvement in students' attainment of basic competency ("BC") in Chinese Language,

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English Language and Mathematics over the past decade. At the territory-wide level, TSA data could enable the Administration to review its policies and provide focused support for schools by way of enhancement in teacher training, provision of school-based support and teaching materials. She further said that EDB had conducted evaluation of the enhancement measures and support. For example, the Administration provided school-based support to some 300 primary schools and support for assessment literacy to another 200 primary schools each year with reference to the assessment data obtained from TSA. Most of these schools had given positive feedback on the support received.

45. In response to the Deputy Chairman's enquiry about the significant improvement, if any, in students' attainment of BC in the past decade as a result of the enhancement measures, DS(Ed)5 recalled that the Administration had provided information to the Panel on student's attainment rates in TSA at different levels from 2004 to 2014, which showed that students' performance in TSA had improved at P3, P6 and Secondary 3 levels.

46. Mr Michael TIEN recognized the need to put in place an assessment tool at the territory-wide level to gauge students' overall attainment of BC in the three subjects. He said that the BC attainment rates of P3 students in TSA for English Language and Mathematics subjects had risen by 4.4 and 2.5 percentage points respectively over the past 10 years. The improvement in students' performance was an indicator of the usefulness of TSA in providing feedback to enhance teaching and learning.

47. The Chairman was concerned that students' attainment rates in the past 10 years might have been the result of intensive drilling and could hardly reflect their performance. He cautioned that as the TSA data might have been distorted, the Government would risk formulating education policies in the wrong direction based on such assessment data.

48. Dr Fernando CHEUNG shared the Chairman's doubt on the reliability and usefulness of the TSA data. He considered that the Administration should provide evidence on the improvement in academic performance of students which could be attributed to the focused support provided by EDB with reference to TSA data. An evidence-based methodology should be adopted, such as by comparing the performance of students before and after the school concerned had taken measures to enhance teaching and learning.



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49. DS(Ed)5 advised that the effective use of TSA data in school level reports would enable schools and teachers to identify students' strengths and weaknesses and devise appropriate learning and teaching strategies to improve students' learning effectiveness. However, improvement in students' performance was the result of many factors such as the teaching approach, curriculum, school environment, etc. and could not be solely attributable to the effective use of assessment data from TSA.

50. The Chairman asked whether the Administration could provide members with concrete evidence on the usefulness of TSA data collected over the past 10 years in enhancing teaching and learning at the school level. In this connection, DS(Ed)5 gave the example of a school located in a remote district which had enhanced its teaching strategy after making reference to the TSA data at the school level. Its students' attainment rates in English Language had improved by about 20%.

*Consideration of various implementation proposals*

51. Mr Michael TIEN noted that according to the comparison on different schemes of implementing TSA as set out in Annex 11 of the Coordinating Committee's report submitted to EDB in February 2016, the suggestion of providing data to the Government without school names and not providing the school level report could eliminate the incentives for over-drilling, but could not provide feedback for learning and teaching at the school level. Mr TIEN opined that as schools should be able to assess the performance of their students through day-to-day teaching and learning activities and internal examinations, the Administration should adopt a scheme that could deter over-drilling even if it could not provide feedback for learning and teaching at the school level. He considered that drilling could be minimized by drawing a sample of schools and students to participate in TSA and maintaining the anonymity of candidates and schools.

52. Dr Fernando CHEUNG opined that drilling and comparison could not be eliminated if all public sector schools were required to take part in TSA. He highlighted that conducting TSA on a sampling basis in a scientific manner would suffice for obtaining data on the performance of students at the territory-wide level. Mr LEUNG Yiu-chung considered that suspending the implementation of TSA and conducting a comprehensive review would be the best option to address concerns about drilling, implementation arrangements and pressure on students. He concurred that consideration should be given to adopting a sampling method to conduct TSA.

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53. DS(Ed)5 explained that one of the objectives of the Coordinating Committee's review was to address concerns about over-drilling. The Coordinating Committee had deliberated on the suggestion to administer TSA on a sampling basis, under which no school level reports would be made available. However, it was noted that some schools had found the school level reports very useful in analysing students' performance for the purpose of enhancing teaching strategies. The Coordinating Committee also considered that administering TSA on a sampling basis could not eliminate over-drilling.

54. Noting that the Coordinating Committee had reaffirmed the intent and value of the establishment of TSA, the Deputy Chairman was concerned that the Coordinating Committee's review had focused on the enhancement of TSA rather than critically reviewing whether TSA should be continued or abolished. Mr WONG Yuk-man said that the outcome of the Coordinating Committee's review tied in with the prevailing stance of the Administration to continue the implementation of TSA. As such, students would still be subject to different forms of drilling practices. Mr WONG urged the Administration to give priority to the well-being of students rather than emphasizing the need to gauge their attainment of BC and obtain feedback for enhancing learning and teaching.

55. US(Ed) stressed that students would benefit from enhancements in teaching and learning as a result of the data collected from TSA. Drilling had never been part of the intended arrangements for implementing TSA. The Coordinating Committee had put forward recommendations to eliminate the incentives for over-drilling.

56. DS(Ed)5 advised that some schools considered TSA a high-stake assessment and adopted drilling practice because they were concerned that TSA was used as one of the measures to evaluate their performance when considering the allocation of resources. In this regard, EDB had accepted the recommendations of the Coordinating Committee and would issue internal guidelines to explicitly reiterate that TSA data would not be used to assess the performance of a school in the External School Review. Besides, starting from the 2016-2017 school year, TSA would be removed from the focus questions under "8.1 Academic Performance" of the "Performance Indicators" to alleviate schools' concerns.

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*Issues related to the 2016 Tryout Study (Primary 3)*

57. The Chairman noted that on one hand, there was a suggestion to eliminate the incentive for drilling by administering TSA on sampling basis; on the other hand, some schools would wish to participate in TSA in order to obtain school level reports on the performance of students. To address these concerns, the Chairman remarked that consideration should be given to administering the tryout for P3 TSA on a sampling basis and at the same time allowing schools to take part on a voluntary basis. The Chairman referred to a question raised by him at the Council meeting of 24 February 2016 regarding the review of TSA and the tryout arrangement and sought further clarification on the criteria for selecting the 50 schools invited to take part in the 2016 Tryout Study (Primary 3).

58. DS(Ed)5 advised that the 2016 Tryout Study (Primary 3) would try out different reporting formats to meet the needs of individual schools and validate whether the revamped papers and question design proposed by the working group of the Coordinating Committee would align with the requirements of BC of Primary 3 students. On the criteria for inviting schools to join the 2016 Tryout Study (Primary 3), the Principal Assistant Secretary (Education Infrastructure) explained that as set out in the written reply to the question raised at the Council meeting of 24 February 2016, schools had been invited on the basis of various factors, including districts, types of schools (e.g. government, aided and Direct Subsidy Scheme) and school sizes to ensure representativeness, reliability and validity of the tryout study.

59. The Chairman referred to concerns that the questions of TSA had become increasingly difficult and tricky, and enquired whether Hong Kong Examinations and Assessment Authority ("HKEAA") was aware of the problem and made suitable adjustments. The Chairman said that if the question design and level of difficulty in the 2016 Tryout Study (Primary 3) was pitched at a level similar to those adopted in the past few years, it was unlikely that drilling would be eliminated.

60. In response, the Secretary General/HKEAA ("SG/HKEAA") pointed out that there had been confusion between the assessment items of TSA and those found in supplementary exercises available in the market. He advised that there was ongoing monitoring and review on the assessment content and the level of difficulty of assessment items. HKEAA noted that in some years, the level of difficulty of some TSA assessment items was on the high side. However, through ongoing review, adjustments

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had already been made to re-align the level of difficulty to a reasonable standard. SG/HKEAA further said that HKEAA had taken on board the Coordinating Committee's recommendations on improvement to assessment papers and question design.

61. Dr Kenneth CHAN opined that the decision to modify the TSA papers and question design in the 2016 Tryout Study was ample proof that the design and level of difficulty of past TSA questions had deviated from the intended objective of TSA. Dr CHAN enquired whether there would be consultation on the continuation or abolition of P3 TSA in 2017 upon the completion of the 2016 Tryout Study.

62. SG/HKEAA advised that with reference to the recommendations of the Working Group on Papers and Question Design under the Coordinating Committee, modifications would be made to the design of paper and questions in the tryout. The Administration would discuss with the schools participating in the tryout study on how the reporting formats could be revised to better meet the needs of individual schools.

63. US(Ed) said that some 50 schools had already signed up voluntarily or upon invitation to the 2016 Tryout Study. Subject to the feedback of the 2016 Tryout Study, the assessment arrangement in 2017 would be appropriately adopted and enhanced. US(Ed) reiterated the need for TSA as an assessment tool to gauge students' attainment of BC at the end of the three key learning stages.

64. The Deputy Chairman noted with concern that pending the outcome of the 2016 Tryout Study, the Administration had already concluded that TSA would be fully resumed in 2017. He urged the Administration to withdraw such a decision and would propose to move a motion to this effect. The Deputy Chairman enquired about the criteria for evaluating the 2016 Tryout Study and whether TSA would still be fully implemented in 2017 if the outcome of the 2016 Tryout Study was not satisfactory. In his view, the Administration should conduct a thorough and critical review on TSA.

65. DS(Ed)5 advised that the Administration would consider the validity and reliability of the data in the 2016 Tryout Study with reference to the difference, if any, in students' attainment rates of BC over the years. The Administration would also take into account whether the revamped paper and question design, as well as the revised reporting arrangements adopted in the 2016 Tryout Study could help eliminate the incentives for

Action

over-drilling and bring learning and teaching back on track. Provision of a series of professional support initiatives for schools would also be included in the 2016 Tryout Study. US(Ed) said that with the adjustments made to the design of papers and questions as well as the reporting arrangements based on the feedback of the 2016 tryout, it was believed that the concerns raised by stakeholders could be addressed.

Motion

66. Concluding the discussion, the Chairman said that he would proceed to deal with the following motion moved by the Deputy Chairman without further debate.

"本委員會認為教育局在全港性系統評估(TSA)「2016 試行研究計劃(小三)」尚未有試行結果便急於 2017 年全面恢復小三 TSA，是不負責任的做法，難以服眾。因此本委員會要求教育局撤回 2017 年全面恢復小三 TSA 的決定。"

(translation)

"That this Panel considers that it is irresponsible and unconvincing for the Education Bureau ("EDB") to fully and hastily resume the implementation of Primary 3 Territory-wide System Assessment ("P3 TSA") in 2017 while still awaiting the outcome of the 2016 Tryout Study (Primary 3). This Panel, therefore, requests EDB to withdraw its decision to fully resume the implementation of P3 TSA in 2017."

67. Speaking on his proposed motion, the Deputy Chairman urged the Administration to withdraw its decision to fully resume the implementation of P3 TSA in 2017 pending the outcome of the 2016 Tryout Study.

68. At the invitation of the Chairman, US(Ed) reiterated that the Coordinating Committee took the view that the relevant adjustments as proposed should be implemented as a tryout arrangement in 2016. Subject to the feedback of the 2016 Tryout Study, the assessment arrangement in 2017 would be appropriately adopted and enhanced.

69. At the order of the Chairman, the voting bell was rung for five minutes to notify members of the voting. The Chairman noted that at the expiry of the five minutes, a quorum was not present at the meeting. He therefore announced that the motion could not be put to vote.

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*(The Chairman left the meeting at this juncture and the Deputy Chairman took over the chair.)*

**VI. Pilot project on special educational needs coordinators**

(LC Paper No. CB(4)729/15-16(05) -- Paper provided by the Administration)

70. Members noted a paper dated 17 March 2016 from Hong Kong Professional Teachers' Union, which was provided by the Deputy Chairman and tabled at the meeting (subsequently issued vide LC Paper No. CB(4)772/15-16(03)).

Briefing by the Administration

71. At the invitation of the Deputy Chairman, US(Ed) briefed members on the details and implementation of the Pilot Project on Special Educational Needs Coordinators ("the Pilot Project"). Details were set out in the Administration's paper [LC Paper No. CB(4)729/15-16(05)].

Discussion

*Implementation and evaluation of the Pilot Project*

72. Mr LEUNG Yiu-chung noted that under the Pilot Project, participating schools would assign a teacher to serve as the Special Educational Needs Coordinator ("SENCO"). As the teacher was also required to undertake teaching duties on top of the duties as SENCO, Mr LEUNG doubted whether such an arrangement would enable the teacher concerned to provide targeted support to students with special educational needs ("SEN students"). He considered that the person serving as SENCO should be a full-time professional without teaching duties.

73. The Deputy Chairman took the view that the SENCO post should be taken up by an experienced teacher who was familiar with the needs of SEN students. His work should be underpinned by the services of other professionals such as educational psychologists. He was concerned that it might be difficult for schools to recruit teachers with the requisite experience to serve as SENCOS.

74. US(Ed) advised that under the Pilot Project, participating schools were required to ensure that the teaching load of a SENCO should be

Action

equivalent to about 30% but not more than 50% of the average teaching load of other teachers in the school. This arrangement would enable the continued enrichment of the SENCO's experience in supporting SEN students in classroom teaching while providing adequate capacity for SENCOs to perform duties in leading, planning and coordinating the implementation of various support measures. US(Ed) further said that in the United Kingdom, the SENCO post in schools was filled by a qualified teacher. At present, no conclusion had yet been reached on whether the SENCO post should best be taken up by a teacher of the school or a professional from an external agency. Through the implementation of the Pilot Project, EDB would be able to examine the duties and qualifications of SENCOs and how the provision could tie in with the existing Whole School Approach to integrated education.

75. Dr Fernando CHEUNG noted that the three-year Pilot Project was launched by the Community Care Fund and that participating schools should have relatively more SEN students and students with financial needs. He was of the view that support services should be provided to all SEN students regardless of their financial background. On the evaluation of the Pilot Project, Dr CHEUNG enquired whether there would be an interim review report and whether consideration would be given to converting the SENCO post into a regular post upon completion of the Pilot Project. The Deputy Chairman considered the provision of a regular SENCO post in all schools essential for the effective implementation of integrated education.

76. US(Ed) reiterated that through the implementation of the Pilot Project, EDB would examine the duties and qualifications of SENCOs and how the provision of SENCOs could tie in with the existing Whole School Approach to integrated education. A review would be conducted to evaluate the effectiveness of the Pilot Project. Regarding the suggestion of establishing a regular SENCO post in schools, the Deputy Secretary for Education(3) said that EDB would consider the way forward in the light of the overall effectiveness of the Pilot Project.

*(The Chairman resumed the chair.)*

*Professional training for SENCOs*

77. In recognition of the importance of enhancing the professional capability of SENCOs in providing support to SEN students, Dr Fernando CHEUNG and Mr LEUNG Yiu-chung sought information on the professional training available for SENCOs.

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78. US(Ed) advised that EDB had commissioned an expert from the United Kingdom to provide all SENCOs with professional training, including biannual training courses, school visits and advisory service for school networks or individual schools. Some courses were also attended by school heads. The overseas expert had conducted an induction course for all SENCOs in September 2015 and would further conduct an advanced course in April 2016.

79. The Deputy Chairman was concerned whether the training for SENCOs would cover the wide range of needs of students with SEN. He opined that apart from engaging an overseas expert, the Administration should also enlist the support and participation of local experts in the Pilot Project. US(Ed) advised that the Administration would maintain communication with local experts and teacher training institutions to ensure that the training needs of SENCOs would be met. In addition, officers of EDB responsible for the Pilot Project would also arrange sharing of good practices with SENCOs.

**VII. Any other business**

Report of the delegation of the Panel on Education on its duty visit to Germany and Switzerland to study the vocational education and training systems in these two countries

(LC Paper No. CB(4)690/15-16(01) -- Report of the delegation of the Panel on Education on its duty visit to Germany and Switzerland to study the vocational education and training systems in these two countries

LC Paper No. CB(4)690/15-16(02) -- Paper entitled "Report of the delegation of the Panel on Education on its duty visit to Germany and Switzerland to study the vocational education and training systems in these two countries and the proposal for priority



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allocation of a debate slot to the leader of the delegation" prepared by the Legislative Council Secretariat)

80. The Chairman reported that a delegation of the Panel had conducted a duty visit to Germany and Switzerland in September 2015 to study the vocational education and training systems in these two countries. The delegation had submitted a report on its duty visit, which was issued to members vide LC Paper No. CB(4)690/15-16(01) on 8 March 2016. As stated in LC Paper No. CB(4)690/15-16(02), the delegation had proposed that the Panel should seek the House Committee's agreement on 8 April 2016 for the priority allocation of a debate slot for Mr IP Kin-yuen, delegation leader and Deputy Chairman of the Panel, to move a motion for debate on the delegation's report at a future Council meeting with the recommendation that in addition to the debate on the delegation's report, only one other debate on a Member's motion not intended to have legislative effect should be held at the Council meeting concerned.

81. The Chairman further advised that the two Members' motions without legislative effect originally scheduled for the Council meeting of 16 March 2016 had not been dealt with at that meeting and would be put on the agenda for the following Council meeting. Meanwhile, the motion debates scheduled to be held at the following Council meeting and thereafter would stand over to subsequent Council meetings accordingly. In view of the latest situation, the proposed date for moving the motion on the report would be the Council meeting of 1 June 2016. Members raised no objection to the proposed arrangements.

*(Post-meeting note: At the meeting on 8 April 2016, the House Committee agreed to the priority allocation of a debate slot to Mr IP Kin-yuen for moving a motion on the delegation's report at the Council meeting of 1 June 2016.)*

82. There being no other business, the meeting ended at 7:20 pm

**教育事務委員會  
Panel on Education**

**在2016年3月21日特別會議上  
就議程項目I — "學生自殺問題"下提出，  
並在2016年3月22日會議上通過的議案  
Motion proposed under Agenda Item I - "Issues related to student  
suicide" at the special meeting on 21 March 2016  
and passed at the meeting on 22 March 2016**

**議案措辭**

本委員會對本學年接連出現學生自殺的情況表示深感哀痛，對於多宗的自殺個案，我們認為不能簡化為單一或個人因素，而是涉及政策和制度的問題。本委員會促請政府當局為全港學校進行「學校休整日」，創造空間聆聽學生的聲音和需要、促進學生、教師及家長的關係、加強及落實生命教育的理念；同時亦須對教育同工作出支援、讓同工充份休息及整理工作經驗；全面減少及停止不必要的功課、操練及考試，在課程及學校活動上提供更多選擇予學生及家長。

本委員會亦促請教育局、勞工及福利局、食物及衛生局建立跨部門協調機制，推動及落實精神健康政策和支援，增加各專業人員人手，包括教學、輔導及醫療人員，全面改善班級與教師及校本專業人員的比例，以期釋放學與教的空間，更能做好學生支援工作。本委員會亦建議政府檢討新高中課程及香港中學文憑試實施後，學生壓力情況的改變，長遠而言增加大學資助學額，減輕學生競爭壓力。

(張超雄議員動議，張國柱議員，葉建源議員，郭榮鏗議員及陳家洛議員和議)

## **Wording of the Motion**

(Translation)

This Panel expresses deep grief at the spate of student suicidal cases that have occurred in the current academic year. We consider that these suicidal cases, instead of simply caused by one single factor or personal factors, were related to various policy and institutional issues. This Panel urges the Administration to introduce "School Retreat Day" in schools across the territory so as to create room for listening to students' voices and needs, strengthening the relationship among students, teachers and parents, as well as enhancing and realizing the concept of life education. Meanwhile, the Administration must support education workers and provide them with sufficient time to take a rest and consolidate their work experiences; reduce and discontinue unnecessary homework, drilling and examinations across the board; and offer more choices of curriculum and school activities for students and parents.

This Panel also urges the Education Bureau, the Labour and Welfare Bureau, the Food and Health Bureau to establish an inter-departmental coordination mechanism to promote and implement the mental health policy and support measures; deploy additional professional manpower, including teaching, counselling and medical staff; introduce overall improvements to the ratio of class to teachers and the ratio of class to school-based professionals, so as to release learning and teaching capacity to facilitate the provision of support to students. This Panel also proposes that the Government should review how pressure on students has changed subsequent to the implementation of the new senior secondary curriculum and the Hong Kong Diploma of Secondary Education Examination, and that the Government should increase the number of subsidized university places in the long run to alleviate the competition pressure on students.

(Moved by Dr Hon Fernando CHEUNG Chiu-hung and seconded by Hon CHEUNG Kwok-che, Hon IP Kin-yuen, Hon Dennis KWOK and Dr Hon Kenneth CHAN Ka-lok)

教育事務委員會  
Panel on Education

在2016年3月21日特別會議上  
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**Motion proposed under Agenda Item I - "Issues related to student  
suicide" at the special meeting on 21 March 2016  
and passed at the meeting on 22 March 2016**

**議案措辭**

本人在2014年11月5日立法會會議動議『還學生快樂童年』議案，並獲全票通過，促請政府正視學童壓力，找出對症下藥的措施。其後教育局於2015年2月就議案提交進度報告，對於本人及其他議員所提出的建議，未有充分、全面跟進。近日發生多宗學生輕生事件，更見教育局責無旁貸，當局檢討教育制度、紓緩學生壓力的工作裹足不前。本會促請當局就『還學生快樂童年』議案，以及所有曾就議案發言的議員的意見作出跟進，正視教育制度對學生造成的傷害，將檢討教育制度納入專責委員會的處理事項，並就以下範疇盡快展開研究：

- (1) 為學生訂立快樂評估指標，透過焦點小組，了解學生對校園生活、學習情況、家人和朋輩關係的滿足度，教育局及每間學校需要跟進評估結果；
- (2) 全面調查全港中、小學的家課量，以及家課量與學童壓力的關係，確保學校在課時內安排時段讓學生完成家課；
- (3) 新高中學制推行前後，大學生應對壓力的心理質素變化；
- (4) 盡快回應『還學生快樂童年』議案所提出的措施，包括制訂完善的、具持續性的教育課程，供家長和教師參加，以灌輸正能量給學生；全面推廣『翻轉課堂』及其他創新教學法；拓展多元出路，以減輕學生的應試壓力。

(田北辰議員動議)

**Wording of the Motion**

(Translation)

A motion on "Returning a happy childhood to students" moved by me at the Council meeting of 5 November 2014 urging the Government to face up to the pressure on students and introduce measures to resolve the problem was unanimously passed. The Education Bureau ("EDB") subsequently provided a progress report on the motion in February 2015, but the report did not adequately and fully follow up the suggestions made by me and by other Members. It is evident from the recent spate of student suicidal cases that EDB is duty bound to take actions to ease the problem but little progress has been made in reviewing the education system and alleviating the pressure on students. This Panel urges the authorities to follow up the motion on "Returning a happy childhood to students" and the views expressed by all the Members who spoke on the motion; face up to the harm done by the education system to students; include a review of the education system into the matters to be dealt with by the relevant committee; and expeditiously embark on a study covering the following areas:

- (1) to formulate a set of happiness assessment indicators for students so as to gauge, through focus groups, students' levels of satisfaction towards school life, learning and their relationship with families and peers, while EDB and individual schools are required to follow up such assessment results;
- (2) to conduct a comprehensive survey, on a territory-wide basis, on the amount of homework in primary and secondary schools as well as the relationship between the amount of homework and the pressure on students, so as to ensure that schools allocate time slot(s) during lesson time for students to complete their homework at school;
- (3) to study the changes in the psychological quality of university students in coping with pressure before and after the implementation of the new senior secondary academic structure;
- (4) to expeditiously respond to the measures proposed in the motion on "Returning a happy childhood to students", including devising comprehensive and sustainable education programmes for parents and teachers so as to enable them to impart positive energy to students; to widely promote "flipped classroom" and other innovative pedagogies; and to provide diversified pathways to students to reduce the examination pressure on them.

(Moved by Hon Michael TIEN Puk-sun)