



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

本局檔號 Our Ref.: EDB(SE&KG)/KTC/F&A/35/2 (C)
來函檔號 Your Ref.: CB4/PAC/R70

電話 Telephone: 2892 6501
傳真 Fax Line: 3579 4054

7 June 2018

Clerk to Public Account Committee,
Legislative Council Complex,
1 Legislative Council Road,
Central, Hong Kong
(Attn.: Anthony CHU)

Dear Mr CHU,

Public Accounts Committee

**Consideration of Chapter 3 of the Director of Audit's Report No. 70
Integrated education**

Your letter to the Secretary of Education dated 23 May 2018 regarding the captioned was well received. Please find the requested information item (a) to (v) (both Chinese and English) in the Appendix. Please note that Annexes 2 and 6 to the Appendix are restricted for Public Accounts Committee's internal reference only.

For inquiries, please contact the undersigned (Tel.: 2892 6501) or Ms Louise HUI, Senior Specialist (Speech Therapy) (Tel.: 3698 3788).

Yours sincerely,

(Godwin LAI)
for Secretary for Education

c.c. Secretary for Financial Services and the Treasury (Fax no.: 2147 5239)
Director of Audit (Fax no.: 2583 9063)

香港灣仔皇后大道東 213 號胡忠大廈 14 樓 特殊教育分部
Special Education Division, 14/F, Wu Chung House, 213 Queen's Road East, Wan Chai, Hong Kong
網址: <http://www.edb.gov.hk> 電子郵件: edbinfo@edb.gov.hk
Web site: <http://www.edb.gov.hk> E-mail: edbinfo@edb.gov.hk

Public Accounts Committee

**Inquiries regarding Chapter 3 of the Director of Audit's
Report No. 70
(Integrated education)**

Responses by Education Bureau

Introduction

- (a) The White Paper on Rehabilitation – “Equal Opportunities and Full Participation: A Better Tomorrow for All” published by the former Welfare and Health Bureau, in 1995 listed 9 categories of disability including autism, hearing impairment, mental handicap, mental illness, physical handicap, speech impairment, maladjustment, visceral disability and visual impairment. The Rehabilitation Group of the former Welfare and Health Bureau published the Rehabilitation Programme Plan in 1999 and deleted the maladjustment from the classification of disability in that White Paper and retained the remaining 8 categories of disability. The former Education Department published the “Support Services for students with Special Educational Needs in Mainstream Schools (Parent Guide)” in 2002. There were 11 types of special educational needs (SEN), namely visual impairment, hearing impairment, speech and language impairment, physical handicap/delicate health, mental handicap, autism, hyperactivity, gifted, emotional and behavioural problems, learning difficulty/specific learning difficulty and psychiatric problems. In the 2003/04 school year, the Education Bureau (EDB) implemented the “New Funding Mode” to provide public ordinary primary schools with the Learning Support Grant (LSG) based on the number of students with 8 SEN types and academic low achievers and the tier of support the students require. These 8 types of SEN include specific learning difficulties, intellectual disability, autism spectrum disorders, attention deficit/hyperactivity disorder, physical disability, visual impairment, hearing impairment and speech and language impairment. The fundamental principle we adopt is that the aforesaid students with SEN generally need long-term, continuous and targeted support in their learning. For the students of the other 3 types of SEN, although they are not the targets of the LSG, they would also be provided with appropriate support. As for

students with mental handicap or emotional and behavioral problems, at that time we considered that their difficulties are mostly transient, and they can overcome the problems after receiving appropriate support and counselling service. The EDB and schools provide support for the students displaying the aforesaid problems under different mechanisms and counseling service, such as One School Social Worker for Each School, Comprehensive Student Guidance Service, School-based Educational Psychology Service, etc. For the category of giftedness, the EDB has been following the Three-tier Implementation Model for Gifted Education to cater for the educational needs of gifted students and provide them with appropriate educational opportunities so that they can fully develop their individual potential under flexible teaching methods and environment.

- (b) In the 2013/14 school year, the Subcommittee on Integrated Education under the Panel of Education of the Legislative Council recommended to include mental illness (MI) as one of the SEN types and provide schools with additional resources to support students with MI. As such, the EDB reviewed and discussed ways to strengthen the notification and cross-disciplinary support mechanism with the Hospital Authority, and enhanced the collaboration with various organizations including tertiary institutes to develop mental health promotion programmes for students and organise courses and seminars, etc., for teachers (please see details in the next paragraph). In November 2016, the Committee on Prevention of Student Suicides submitted the Final Report and recommended to provide schools with additional resources for mental health and well-being promotion, as well as providing follow-up support to students with high risk in schools, so as to ensure the strengthened support to schools to be effective. Most people with MI can have their conditions stabilized, recover gradually and resume normal lives by noticing early symptoms and receiving timely medications as well as psychotherapy. However, the pace of recovery varies and some symptoms will subside within a short period of time. Some symptoms may persist for a period of time and repeated episodes may be experienced, leading to a prolonged treatment and recovery period. For these students, their learning life will be affected. Besides, the Expert Group on Child and Adolescent Mental Health Services under the Review Committee of Mental Health set up by the Food and Health Bureau (FHB) has recommended the Government to provide additional resources to schools to support students with mental health problems. In view of the above development, starting from the

2017/18 school year, the EDB includes the students with MI to be covered by the LSG so that schools, under the collaboration of the guidance team and student support team, will have additional resources to cater for the learning, social, emotional, and behavioural needs of these students.

Students with MI need treatment by healthcare professionals. With the appropriate treatment and rehabilitation services, the students can overcome the difficulties they are facing, which are transient in nature. Thus, schools play a complementary role in coping with the advice on treatment and rehabilitation given by the healthcare professionals and help them adapt to school life. Although MI was not included in the SEN types that could have the LSG before the 2017/2018 school year, schools could adopt various measures to provide support services to students with MI. Specifically speaking, school professionals (including student guidance teachers/personnel, school social worker, and educational psychologists) have been providing guidance to the students according to their conditions and needs. If needed, multi-disciplinary case conference would be arranged by different disciplines (including educational psychologists and psychiatrists) to discuss about a support plan. The EDB has also laid down in its School Administration Guide a guideline entitled “How Schools can Help Students with Mental Health Problems” for schools’ reference. Besides, the EDB and the Hospital Authority jointly organized relevant thematic courses and seminars to enhance the knowledge and skills of guidance personnel and professional support personnel, and reviewed and discussed ways to strengthen the existing notification and support mechanism to ensure effective cross-disciplinary collaboration and communication. For students with significant adjustment difficulties, including those having severe emotional and behavioural problems induced by their mental health problem, the EDB will consider providing schools with a time-limited grant where appropriate for employing teaching assistants to help the students concerned follow classroom routines and learn effectively.

- (c) Since 1983, the former Education Department provided students of low academic achievement with a range of intensive remedial services, including Resource Class (RC) operated in public sector ordinary primary schools. From September 2000, RC was renamed as Intensive Remedial Teaching Programme (IRTP) in Primary School, under which schools are encouraged to abolish the concept of “a separate class” and to further enhance the support services through

the Whole School Approach. School is provided with an additional teaching post (at Certificated Master/Mistress rank) in the teaching staff establishment and a class grant per IRTP. Target students of IRTP are still students of low academic achievement, including students with specific learning difficulties and students with intellectual disability. The number of target students of IRTP is only for calculation of additional manpower that the school should be provided with. In actual operation, irrespective of the funding mode adopted, schools should deploy additional resources and manpower to render appropriate support to students in need under the Whole School Approach to integrated education. In other words, students with SEN, including those with MI, regardless of whether they are the target students of IRTP, would all receive support from schools. If the academic performance of the students with MI is significantly behind, they would also be the target for IRTP after being assessed by professionals as being suitable for IRTP.

- (d) According to the approval exercise of LSG for the public sector secondary and primary schools in the 2017/18 school year (as at January 2018), the number of students with MI as the major SEN type are 410 and 67 respectively.
- (e) The nature and number of the fatal suicide cases will be confirmed after the legal proceedings of the Coroner's Court. The EDB has not captured the information from the Court. Hence, we are unable to provide officially verified figures on student suicides. All along, the EDB will provide appropriate professional support to those schools with cases of suspected student suicide. Starting from the 2012/13 school year, the EDB has been systematically collecting and compiling data on suspected student suicide. The number of cases of students suspected of committing suicide as reported by secondary and primary schools to the EDB in the recent 5 school years and the 2017/18 school year is tabulated as follows for reference:

School Year	No. of Cases
2012/13	14
2013/14	10
2014/15	9
2015/16	19
2016/17	19
2017/18 (up to May)	14

- (f) The EDB has been providing public sector ordinary schools with additional resources, professional support and teacher training to help the schools to cater for students with SEN. The subsidies and teacher provision relating to the support for students with SEN have been included in the recurrent Direct Subsidy Scheme (DSS) subsidy provided for DSS schools. The DSS subsidy is calculated based on the average unit cost of an aided school place and the number of students enrolled in the DSS. The EDB does not have information on students with SEN in DSS schools. Under the current policy, DSS schools are required to exercise their professional judgement in deploying school resources flexibly and diligently for educational and school needs in the best interest of their students (including those with SEN).

Identification and Admission of Students with SEN

- (g) Regarding para. 2.3 (b) of the Audit Report, please find the Observation Checklist for Teachers in **Annex 1**.
- (h) The average waiting time of students suspected to have learning or emotional, behavioural and adjustment difficulties referred to school-based educational psychologists (SBEPs) for assessment in the 2016/17 school year, with breakdown of class level as below:

Assessment waiting time	Class level of students			
	Primary 1 to 2	Primary 3 to 6	Secondary 1 to 3	Secondary 4 to 6
Number of cases	4 181	992	726	232
Within 2 months	3 981 (95.2%)	917 (92.4%)	659 (90.8%)	211 (90.9%)
Within 2-3 months	108 (2.7%)	25 (2.6%)	28 (3.8%)	5 (2.2%)
Within 3-4 months	35 (0.8%)	11 (1.1%)	15 (2.1%)	6 (2.6%)
Within 4-6 months	31 (0.7%)	22 (2.2%)	14 (1.9%)	6 (2.6%)
After 6 months	26 (0.6%)	17 (1.7%)	10 (1.4%)	4 (1.7%)

(i) Regarding para. 2.4 of the Audit Report:

- i) Autism spectrum disorders (ASD) and attention deficit / hyperactivity disorder (AD/HD) are diagnosed by psychiatrists whereas speech and language impairment (SLI) is diagnosed by speech therapists. Generally speaking, the symptoms of ASD and SLI are apparent when the children are in early childhood. Thus, many of these children are diagnosed during preschool years. In accordance with the existing mechanism of the EDB and the Child Assessment Centres (CACs) under the Department of Health (DH) and the Hospital Authority (HA), subject to the consent of parents, CACs will send the assessment information of the upcoming Primary One (P1) children with disabilities, such as those with ASD or SLI to the EDB for onward transmission to their recipient government or aided primary schools before the commencement of the new school year, so that the schools can have an early understanding of the conditions of students and arrange support for their smooth transition to primary school.

The difficulties of children with attention deficit / hyperactivity disorder (AD/HD) are more noticeable after they started primary school. Given the consent of the parents, student guidance personnel of school or teachers will refer the students from all grades identified with adjustment difficulties, including students suspected with AD/HD or students suspected with ASD who are not identified in preschool for initial assessment by SBEPs. Norm-reference rating scales specifically for the identification of children with ASD or AD/HD are often administered first as part and parcel of the EP assessment, which will be considered together with other information collected through other means such as class observation, interview with parents and teachers, psychoeducational assessment on the students, as well as response to intervention as arranged by the schools or parents, to assess whether there is convincing evidence to suspect them to have ASD or AD/HD, as well as to formulate support strategies. SBEPs will refer the students to the psychiatrists for further assessment and diagnosis, where appropriate.

Regarding students suspected of learning difficulties (including specific learning difficulties in reading and writing (SpLD)), the EDB has been implementing the 'Early Identification and Intervention Programme for Primary One Students with

Learning Difficulties' (EII) in all public sector primary schools to ensure that P1 students with learning difficulties can be promptly identified and supported at an early stage. Under the EII, all students identified to have marked learning difficulties will be referred to the SBEPs for assessment. "Intervention before assessment" is the basic principle of the EII. Schools will first provide support to these students. The EPs will review the students' "response to intervention" in P1 and early P2 to inform the formulation of appropriate support measures, as well as to minimize measurement errors resulting from assessment conducted too early from a professional perspective. Therefore, assessment of most students with marked learning difficulties will be arranged when they are in P2, whereas individual P1 students who show severe learning or adjustment difficulties might be arranged with assessment in P1. Assessment for the P1 and P2 students will be arranged throughout the academic year based on the work schedules and professional judgement of the SBEPs.

For students in other grades suspected with SpLD, teachers usually fill out a norm-referenced behavior checklist of SpLD after initial consultation with the SBEP. Based on the total score of the checklist, class observation, and samples of daily assignment, etc., referrals will be made to the SBEPs, where appropriate.

- ii) As SBEPs will not make medical diagnosis, they will refer students assessed by them and found to have convincing evidence to be suspected with ASD or AD/HD to the psychiatrists of the Hospital Authority for further diagnosis, given parental consents for the referrals have been obtained. Parents may also choose to seek psychiatrists' assessment for their children on their own accord.
- iii) Currently, information of students with SEN requiring tier 2 or tier 3 support is reported to the EDB by the schools via the Special Education Management Information System (SEMIS) annually. Schools are also required by the EDB to have regular review of the support needs of students and adjust their tier-level of support as necessary. At the end of each school year, the student support team will review the progress of each student to ascertain the tier-level of support that he/she needs in the new school year. When the school updates EDB with student information in the new school year, the respective

column in SEMIS will also be updated for the students whose tier-level of support has been adjusted, e.g. those who have made good progress and are no longer in need of tier 2 or tier 3 support. Nevertheless, the students with SEN may still require tier 1 support despite their significant progress, as teachers have to continue supporting them with quality classroom teaching.

- (j) The SEMIS is a computerized information management system of the EDB for collecting and managing the information of students studying in aided special schools and students with SEN studying in public sector ordinary schools. The scope is very broad. It mainly contains (a) Information of referral and placement arrangement for special schools and information of student schooling; (b) Related information of students with SEN in ordinary schools; (c) Information on additional resources obtained by ordinary schools; and (d) Information on special education training of teachers, etc., with a total about 4 000 data items. The system has about 400 pre-set reports of various natures for compiling and accessing related information. Most of the information in SEMIS are for internal use by the EDB.

For the above-mentioned scope (b), the information of students with SEN in ordinary schools is essential for supporting students. The core information it contains is as follow (Please read **Annex 2**):

- i. Basic information of students, such as name, school level, gender and date of birth, etc.
- ii. SEN type(s) of students
- iii. Information of support received by students
- iv. Consent of parents for information transfer
- v. Information of learning progress of primary school students (such as internal assessment results and data of Learning Achievement Measurement Kit)
- vi. Exit path of secondary school students

Other than facilitating the understanding and following-up on students with SEN by the EDB and public sector schools, the EDB will also use the information in calculating and managing the related additional resources for schools. Regarding the detail information of support for students with SEN by the schools, such as the details

***Note by Clerk, PAC: Annex 2 not attached.**

of the services or plans and the analysis of the effectiveness, etc., are managed and recorded by the school-based mechanism and are not recorded in the SEMIS.

- (k) Regarding the figures in para. 2.5. of the Audit Report, about 70% of students were assessed for the first time when they were in P1 or P2, showing that the learning or behaviour problems of majority of the students were attended to in the junior forms. The subsequent decline in the number of newly assessed students by class levels also showed that our prevailing mechanism of referring students to the SBEPs for assessment by the student guidance personnel, school social workers and teachers-in-charge of the student support team has been effective.

Not all students are assessed in P1 or P2 for confirmation of SEN. This is because certain SEN difficulties are usually manifested in higher class levels, such as mental health issues or emotional and behavior difficulties in adolescence. In addition, some students newly arrived at Hong Kong or their parents newly gave consent for service also accounted for their assessment at higher class levels. No matter how, these students would be referred for assessment services as soon as they are identified by schools or parents.

In each school year, the EDB arranges regular school visits by professional staff to understand the identification and support services provided for students with SEN and remind schools to refer students for assessment service as necessary. Meanwhile, we will continue to emphasise the importance of early identification and intervention to schools via various means, such as leaflets, seminars, workshops, etc..

- (l) The EDB has all along been collaborating with schools to encourage parents of students with SEN giving consent to transfer their children's information to recipient schools. Schools should abide by the Personal Data (Privacy) Ordinance in processing students' personal information, including information pertaining to SEN. In this connection, schools are required to obtain parents' prior consent for processing a student's SEN information, including registering and updating the information at the SEMIS according to established procedures, and transferring the information to the recipient school upon the student's change of school.

The EDB collects from schools the information on parents' willingness for processing SEN information of students. Premised

upon the prime principle of respecting parents' will, the EDB does not request schools to collect the reason why the parents consent or why they do not consent.

The EDB has all along, through different means, encouraged parents to pass the assessment information of their children to school when their children promote to primary schooling. Currently, pre-school children are admitted to P1 of the public sector ordinary schools through the Primary One Admission System (POA). Currently, the EDB and the CACs of the DH and the HA have a mechanism for the transfer of assessment information of pre-school children with special needs to primary schools with a view to facilitating schools' early arrangement of support for those children with SEN. Under the prevailing practice, the CACs will, upon seeking the consent of parents, send the assessment information of the upcoming P1 students to the EDB for onward transmission to the recipient public sector primary schools before the commencement of the new school year.

Besides, the EDB has been collaborating with non-governmental organisations (NGOs) in running annual seminars for parents of lower kindergarten children with special needs. In addition to briefing parents about the support services available at public sector ordinary primary schools, the importance of home-school cooperation, and the sources for acquiring school information, we also encourage parents to indicate the Special Education Code which fits their children's developmental needs on the POA Application Form when they apply for a P1 place for their children. This will facilitate the collaboration of the EDB and other departments under the aforementioned mechanism to transfer the assessment information of their children to the recipient primary schools, so that primary schools can plan and provide support at the earliest time possible. In tandem, seminars are also organised for kindergarten teachers to enhance their knowledge of the support for students with SEN offered by public sector ordinary primary schools and special schools respectively, so that they could provide practical advice to parents on helping the children to adapt smoothly to the primary school life.

To ensure that P6 students with SEN will continue to receive suitable support upon their admission to secondary schools, primary schools are requested to transfer, upon obtaining parental consent, relevant information of these students to the secondary schools concerned. Data will be transferred via electronic means if they are in SEMIS,

while reports and learning records will be transferred from primary schools to secondary schools. We have stated in details the related arrangements in a circular entitled “Transfer of Information of Students with Special Educational Needs” (EDB Circular No. 9/2013). A letter is issued in May every year to remind the primary schools about the arrangements. A template form is provided for primary schools to record the statistics of information transferred to secondary schools.

In addition, the EDB staff will advise schools, at various occasions (such as school visits, daily contacts, etc.), about the transfer of information for students with SEN and the types of documents to be sent to the recipient schools (viz. medical reports, assessment reports, succinct learning records and teaching strategy suggestions, etc.), and the timeframe for sending the information. The EDB also collaborate with the NGO in running an annual seminar for parents of P6 students with SEN promoting to Secondary One. Among the professional advice given, we encourage parents to give consent to the primary schools to transfer relevant information of their children with SEN to the secondary schools with a view to facilitating early identification and intervention by the secondary schools, so that students with SEN will continue to receive suitable support.

After all, for some parents, SEN information of their children is important personal data. We need to let parents understand thoroughly the purpose and function of transferring the respective information and let them make an informed choice on whether to let the recipient school have the respective information. Therefore, we opine the prevailing practice appropriate and more proper as compared with an ‘opt-out’ arrangement.

(m) Regarding para. 2.12 (c) and (d) of the Audit Report, a sample of the assessment summary and assessment report are in **Annex 3 & 4**.

(n) Regarding para. 2.13 of the Audit Report:

- i) As aforementioned, the SEMIS captures and manages the information of students studying in aided special schools and students with SEN studying in ordinary public sector schools. Currently, the SEMIS has captured the most essential student information, including assessment findings, assessment results, as well as the SEN type. As the dates of post-assessment meetings and issuance of assessment summaries and

assessment reports will not affect the support given to students, such information has not been recorded in the SEMIS.

ii) and iii)

The EDB requires schools to follow the principle of ‘Intervention before Assessment’. They should provide intervention to students as soon as they are identified to have difficulties without the need to wait for assessment results. Upon completion of assessment, EPs would discuss with school personnel and parents the support measures in post-assessment meetings, so that schools and parents could adjust the support in accordance with the discussion results and EPs’ recommendations. Usually, assessment summaries are issued within three months upon completion of the assessment. It takes a longer time to write up the assessment reports. According to the principle of ‘Intervention before Assessment’, after the post-assessment meetings have been held, schools will continue or adjust the support for students in accordance with the discussion results, whilst not waiting for the issuance of assessment summaries or assessment reports before providing support to the students. The SBEPS Guide contains general guidelines on the time expected of EPs to issue assessment summaries and assessment reports. Hence, basically the support the students receive will not be affected by the dates of issuance of the assessment summaries or assessment reports.

- iv) The SEMIS captures and manages the information of students studying in aided special schools and students with SEN studying in public sector ordinary schools, and it facilitates EDB to understand the general profile of students with SEN and provide appropriate support and resources. With the input of the major assessment results and related information in the SEMIS provided by the EPs, it is sufficient for EDB to manage related tasks. As the assessment summaries and assessment reports not only contain assessment results but information of the students’ parents and family, and the assessment summaries and reports also have restricted access, from the angles of protection of privacy data and to respect EPs’ professional responsibility, we consider it not appropriate to file and upload such information onto the SEMIS.
- (o) In view of the regularisation of the On-site Pre-school Rehabilitation Services (OPRS) since the 2018/19 school year, the EDB and the

Social Welfare Department (SWD) have agreed on a collaborative mechanism. The specialists and special child care workers of OPRS and the other rehabilitation services under the SWD will offer their professional advice on the progress of their serving children with special needs by completing a report form before the children begin primary schooling. With the coordination of the SWD and the EDB and subject to parental consent, the progress report of individual children will be sent from their pre-school centres/kindergartens/NGOs providing the subvented rehabilitation services to the SWD which will pass the reports to the EDB for onward transmission to the children's designated public sector primary schools before September. Based on the progress information provided by OPRS or the other subvented rehabilitation services of the SWD and the assessment information of CACs, the primary schools will plan and provide appropriate support services for the respective P1 students at the earliest time possible. The above mentioned mechanism will take effect from the 2018/19 school year for children promoting to P1. As this mechanism is newly established, we do not have figures on parents not giving consent for transfer progress information of their children from pre-school centres or kindergartens to their designated public sector primary schools in the past years.

- (p) We will follow up on para. 2.15(c) of the Audit Report which mentioned to review and record information about the dates of post-assessment meetings held at school, as well as issuance of assessment summaries and reports furnished by the SBEPs. The views of the SBEPs and other stakeholders will be consulted with a view to accomplishing the concerned task within the 2018/19 school year and issue new guidelines.

- (q) Regarding the recommendation in para. 2.21 and 2.22 (b) of Audit Report, the EDB will continue to remind schools to enhance the transparency of information through circulars and school visits. Specifically, the EDB staff would, during school visits, continue to encourage schools to release more information about the support for students with SEN for parents' reference, for example, to set out in the school report how resources are deployed to provide support services for students with SEN and upload such information onto the school website. We have also provided a sample in the "Operation Guide on the Whole School Approach to Integrated Education" to facilitate schools' understanding that they should illustrate their implementation of integrated education in the school report.

Besides, apart from requiring schools to publicise the percentage of teachers with special education training in the School Profiles, the EDB has proposed to the Committee on Home-School Co-operation to assign a separate column in the Primary and Secondary School Profiles for schools to elaborate on the implementation of the Whole School Approach to integrated education. The arrangement has been approved by the Home-School Committee and the respective information will be provided in the School Profiles to be distributed in 2018. The EDB has also been uploading information on schools' Open Days onto the website of the Committee on Home-school Co-operation so as to enable parents (including parents of students with SEN) to pay on-site school visit(s) to acquire more school information before making school choices.

(r) Re: para. 2.22 and Appendix B:

- i) Besides the “Year-end Evaluation Form at School Level on Whole School Approach to Catering for Students with Special Educational Needs”, there is another tool named “Catering for Student Differences ~ Indicators for Inclusion” for schools to conduct self-evaluation. It assists schools to set targets and define observable success criteria in the school self-evaluation and school development process. It can be downloaded at:

http://www.edb.gov.hk/attachment/en/edu-system/special/support/wsa/indicators-082008_e.pdf

Please find an example in **Annex 5**.

- ii) A sample of a School Report is in **Annex 6**.
- iii) Under the implementation of the school-based management, schools have to devise School Development Plan (SDP), Annual School Plan, report on the progress made in the School Report, and conduct a holistic evidence-based review of their SDP at the end of their school development cycle (that is self-evaluation) to inform forward planning, to facilitate their continuous development and improvement, and to enhance their accountability. The above self-evaluation reports have to be discussed and endorsed in the Incorporated Management Committee/School Management Committee. Although the reports would not be verified by the EDB, the Regional

***Note by Clerk, PAC: Annex 6 not attached.**

Education Offices will provide support and advice to schools on their daily operation and continuous development

- (s) The EDB has taken up the major repairs (MR) works of non-estate and estate aided schools since April 2010 and April 2014 respectively. In accordance with the established mechanism, schools may apply for installation of lifts through the annual MR mechanism. Since April 2010, EDB has approved a total of 46 lift installation applications through the annual MR mechanism, with another 68 pending approval.

To expedite the lift installation works for schools without such provision, the Financial Secretary has announced in the 2018-19 Budget that the Government will make a provision of \$2 billion and set up a dedicated team to handle the lift installation works for schools, including those which have submitted applications through the existing mechanism but pending approval. In order to collect the latest information on school premises and ascertain the schools' needs for lifts so as to take forward the works, EDB sent a letter to all aided and DSS schools on 1 March to explain the objective of the relevant scheme and invite applications from schools which have no lifts and have yet to make any installation request through the existing mechanism. Schools which have already submitted lift installation request through the MR mechanism do not need to make resubmission.

Up till now, we have received around 100 replies, including schools which have already submitted application through the MR mechanism in the past years; schools seeking to replace existing lifts; and schools that have lift installed at certain teaching blocks but seeking to have lift installed at other teaching block. We are following up with these schools on the information provided to verify the circumstances at the schools and to arrange subsequent follow-ups. We plan to arrange newly engaged consultants to conduct preliminary technical feasibility assessment for these schools from the first quarter of 2019 onwards.

- (t) Under the current allocation systems for Primary One and Secondary One school places, students may refer to the information provided by EDB, the School Profiles published by the Committee on Home-School Co-operation on an annual basis and the school websites to ascertain if the schools may provide accommodating learning environment (including the availability of lift) for students

with SEN and, with reference to the learning environment and school facilities, etc., choose the schools that suit their needs.

Should students with physical disability be allocated with places at schools without lift provision for the time being under the prevailing allocation systems for primary one and secondary one school places (including the Discretionary Places Admission Stage and the Central Allocation Stage), the schools concerned may make use of the LSG as necessary to fund supporting measures for such students. And, the schools concerned may also apply to EDB for the Top-up Fund to construct ramp, procure stair-climbing machine, etc., for the students concerned.

- (u) (i) Since April 2010, the EDB has approved at least five lift installation applications each year, and endeavoured to approve more where resources and manpower permit. The yet-to-be approved applications will be re-considered together with new applications (if any) in the subsequent funding allocation exercise. Hence, the schools concerned are not required to resubmit applications afresh. Among the 46 approved applications, over 60% (29 applications) were approved in the same year of application or within the next year, whereas the rest have a waiting time ranging from 2 to 7 years. The average waiting time for all applications is 1.5 years.

(ii) and (iv) Based on the experience in handling relevant works projects in the past few years, lift installation works generally involve more complicated work stages. From conducting preliminary technical feasibility studies, discussing with schools over lift location, preparing drawings for submission to relevant departments for approval, coordinating with schools on works arrangements and schedule to completing the works, it normally takes at least 4 to 5 years. Should the works involve more complicated technical issues (for example, limited space available for lift installation), or the schools can only make available limited time slots for the works, it will take an even longer completion time. For the 4 schools with lift installation works completed by the time the Director of Audit's Report No. 70 was prepared, the average time required from application to works completion is around 6 years.

(iii) The updated progress of those approved lift installation works; With regards to the 42 approved lift installation projects set out in paragraph 2.25 of the Director of Audit's Report No. 70, the relevant

work progress as at end-May is as follows: one project has been completed by end-April. It is envisaged that the relevant lift can be put to use by June 2018 pending the issuance of the Occupation Permit from the Buildings Department; 10 projects are at the construction stage. Based on the latest works progress, three of them are expected to be completed within 2018; and the remaining 31 are either under submission of plans for approval by relevant departments, planning or detailed design stage.

(v) Measures to be taken to expedite the approval and installation processes with a view to meeting the target of completing all the school lift installation works by 2026-27 (paragraph 2.26 refers) and an implementation timeline. To expedite the lift installation works for schools, apart from making the \$2 billion provision, EDB will set up a dedicated team to handle the relevant works. As mentioned in the reply to question (s) above, in order to collect the latest information on school premises and ascertain the schools' needs for lifts so as to take forward the works, EDB sent a letter to all aided and DSS schools on 1 March to explain the objective of the relevant scheme and invite applications from schools which have no lifts and have yet to make any installation request through the existing mechanism. Schools which have already submitted lift installation request through the MR mechanism do not need to make resubmission. We are following up with the schools concerned on the information provided to verify the circumstances at the schools and to arrange subsequent follow-ups. We plan to arrange newly engaged consultants to conduct preliminary technical feasibility assessment for schools in need of lifts from the first quarter of 2019 onwards. It is expected that the relevant assessment can be completed within one year. EDB will then formulate the installation timetable based on the results of technical feasibility studies and the actual circumstances of individual schools.

(vi) Interim measures taken/to be taken to facilitate the access of persons with disabilities to the facilities in schools which had not installed lifts; Pending completion of the lift installation works, schools may make use of the Learning Support Grant as necessary to fund supporting measures for students with physical disability. If school still requires financial assistance after utilising its resources,

they may apply to EDB for the Top-up Fund for procurement of special furniture and equipment or carrying out minor conversion works to facilitate the mobility and improve learning environment of students with physical disability within the school premises, such as constructing ramp, procuring stair-climbing machine, converting toilet or ordering tailor-made desks and chairs.

- (v) Prior to the announcement of the \$2 billion provision to expedite installation of lifts, according to the established mechanism, schools may submit applications for lifts installations through the MR mechanism. The relevant works are funded by the block vote allocation under the Capital Works Reserve Fund (Head 708 Subhead 8100QX). For the 46 lift installation projects approved by EDB since 2010, the project cost of individual projects would vary having regard to the site condition, as well as project scope, design and works arrangements. Generally speaking, a more realistic project estimate could only be made available after the detailed design is finalised. The annual expenditure of the relevant works is subject to the progress of individual projects. The expenditure required at the early stage would be much less than that during the construction stage. For 2013-14 to 2017-18, the lift installation-related annual expenditure under Subhead 8100QX is as follows:

Financial Year	Lift installation-related Annual expenditure (\$M)
2013-14	2.688
2014-15	11.091
2015-16	16.415
2016-17	13.144
2017-18	25.737

Education Bureau
7 June 2018



教育局

請於每年十二月八日
開始填寫量表，須於
一個月內完成。

小一學生之學習情況量表

(標準版 + 附加題)

學校名稱：_____ 學生註冊編號：_____

學生姓名：_____ 1()班 ()號 性別： 男 / 女

出生日期：_____年_____月_____日

填表日期：20_____年_____月_____日

填表人姓名：_____

填表須知

填寫量表前請先仔細閱讀使用手冊

1. 這份量表須由教師填寫，填寫的教師必須對受評估的學生有一定程度的認識，例如學生的班主任。
2. 填表者應確保所有題目已作答。
3. 填表者應根據日常觀察所得，決定學生出現各項行為的頻率。可選擇的頻率依次為「時常」、「間中」、「很少」及「從不」四項，每題只可選擇一個答案。
4. 由於這些題目涉及學生在校內不同科目的表現，若填表者不能肯定某些行為的出現頻率，請與任教該科目的教師或學生家長商討。若在商討後仍無法作出決定，可選擇「不適用 / 不知道」。然而，應儘量避免此選項。
5. 本量表須配合《學生資料背景》一併分析。

標準版 + 附加題

時 常	間 中	很 少	從 不	不 適 用 / 不 知 道
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(A) 中文

- | | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| * 1. 能讀出簡單而常見的文字，例如水、手、早、雨、天、花。 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| * 2. 能朗讀簡單的句子。 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| * 3. 能流暢地朗讀課文，不會斷斷續續、讀錯字、讀漏字、跳行或讀出多餘的字。 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| * 4. 能依圖畫的內容選取所提供的單字進行配詞，例如 天—空、火—車。 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. 能依圖畫的內容選取所提供的配詞配成簡單的句子。 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| * 6. 能看圖口述造句。 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. 能運用書本插圖提示，順序地口頭描述故事。 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| * 8. 無須輔以圖畫而能選取所提供的詞語配成簡單句子。 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| * 9. 能寫出簡單的單句，例如我有很多玩具；我和同學一起玩耍。 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. 能在句子裏適當地加入基本的標點，例如逗號、句號。 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. 能適當地控制筆桿進行書寫，不會過度用力或乏力。 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. 書寫時不會經常出格。 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

- | | 時
常 | 間
中 | 很
少 | 從
不 | 不
適
用 / 不
知
道 |
|--------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|---------------------------|
| 13. 寫字的筆順一般正確。 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| * 14. 書寫時不會漏寫筆畫、漏寫字或字詞。 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| * 15. 速度不會太慢，能在一般同學需要的時間內完成抄寫。 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| * 16. 能默寫簡單的詞語，例如公園、學校等。 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| * 17. 能適當地運用新學的詞彙。 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

(B) 數學

- | | | | | | |
|-------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. 能分辨上下、前後的概念。 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. 能根據物件的特質來分類，包括輕重、長短、大小、形狀。 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| * 3. 能把物件歸類，並能粗略說出其中的異同。 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. 能以「一一對應」的方法數數 1 至 20。 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. 能以「一一對應」的方法比較兩種物件的多少。 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. 能順數 1 至 10。 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. 能倒數 10 至 1。 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| * 8. 能順數 11 至 20。 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| * 9. 能倒數 20 至 11。 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. 能正確地默出 1 至 20 以內任何一個數字。 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

	時 常	間 中	很 少	從 不	不 適 用 / 不 知 道
11. 能依照次序排列 20 以內的數字。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* 12. 能寫出 1 至 20 以內的單、雙數。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. 能以直式或橫式計算 10 以內的個位加法。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. 能計算個位減法。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* 15. 能計算 18 以內各數的基本加減組合， 例如 $9+8=17$ ； $17-8=9$	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* 16. 能知道「相差」的意義。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* 17. 能知道「比」的意義。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* 18. 能知道「和」的意義。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* 19. 能計算 10 以內的推理題目， 例如 $\square+4=9$ ； $\square-3=5$	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. 能知道 1 至 20 以內的數字代表的數量，例 如能選取指定數量的物件。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. 能比較 1 至 20 以內的數字的大小。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. 能比較大量物件的多少而不用逐一點算， 例如 90 粒圓點比 30 粒圓點多。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. 能比較兩種物件的數量而不受物件的外型 特徵所影響，例如比較 4 隻大象和 7 隻螞 蟻的數量。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
# 24. 能指出個位和十位，例如 15 這個數中，5 是個位，1 是十位。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
# 25. 能知道個位和十位代表的數值，例如 15 這 個數中，5 代表 5，1 代表 10。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	時 常	間 中	很 少	從 不	不 適 用 / 不 知 道
26. 能利用實物，例如數粒表示個位和十位的數值。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. 能明白加法交換性質，例如 $2 + 3 = 3 + 2$ 。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#註：第 24 題所指的是學生能指出兩位數字中的個位和十位。第 25 題所指的是學生不但能指出個位和十位，而且明白個位數字和十位數字代表不同的數值。

(C) 英文

1. 能認讀教師隨機選出的英文字母。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. 能默寫教師隨機讀出的英文字母。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. 能認讀常見的簡單英文單字， 例如 we, like, book, ten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. 能正確地抄寫英文單字，包括分隔字與字 之間的空位。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. 能默寫常見的簡單英文單字， 例如 we, like, book, ten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* 6. 能正確地跟隨教師朗讀簡單的英文字詞及 短句。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* 7. 能默寫簡單英文句子。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* 8. 能明白簡短的英文口頭指示， 例如 Stand up	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* 9. 能運用簡單英文單字描述圖畫。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. 能運用簡單英文句子互相問候， 例如 Good morning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	時 常	間 中	很 少	從 不	不 適 用 / 不 知 道
11. 能嘗試用英文回答與日常生活有關的簡單問題， 例如 How old are you? I am six.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(D) 個人自理及社交

* 1. 無須成年人協助，能獨立應付簡單的工作，例如依指示拿出或放回書簿文具。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* 2. 能跟隨課堂指示。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. 能分辨各科書本、作業和習作簿。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* 4. 能帶齊作業、上課所需物品等。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* 5. 能自行抄寫家課冊，無須別人協助或提點。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* 6. 無須成年人提點，能專心學習 10 分鐘。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. 不合群，例如小息時離群獨處。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. 畏縮。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. 易發脾氣。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. 反應呆滯，對周圍事物沒有興趣。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. 活動過多，不能安坐。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

時 常	間 中	很 少	從 不	不 適 用 / 不 知 道
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(E) 語言能力

- | | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. 能跟隨兩個步驟的指示，例如從教師處拿取文具，然後分派給同學。 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. 能明白簡單的故事。 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. 能表達自己的需要，例如上廁所、身體不適等。 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. 能說出簡單的個人資料，例如兄弟姊妹的數目、住址、父母的職業等。 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. 能用完整句子表達意思。 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. 能轉述別人簡單的口頭訊息。 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. 聆聽故事後能回答簡單直接的問題，例如一家人到哪裡去玩？ | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. 能簡單地複述剛聽過的句子或其他資料。 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. 能用適當的詞語表達自己的意思（不會經常用意思不明確的字眼，例如「嘢」、「果啲」、「呢啲」等）。 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. 與人溝通時能懂得適當地發問「這是甚麼？」、「哪裡？」、「為什麼？」等。 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

(F) 肌肉控制及協調能力

- | | | | | | |
|---------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. 能依形狀填色，大致不會填出界外。 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|---------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

	時 常	間 中	很 少	從 不	不 適 用 / 不 知 道
2. 能運用剪刀剪出印在紙上簡單的圖形。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. 能利用尺子畫直線。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. 能畫出多種可辨認的東西，例如太陽、樹、花。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* 5. 能分辨左右。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. 不用協助或扶欄，能兩腳輪流交替下梯級。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. 能控制自己的身體平衡和動作協調，包括行、走、跑、跳、站立和穩坐。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. 上體育課時，能做到所要求的動作。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

附有*的題目與簡短版的題目相同

***Note by Clerk, PAC: Chinese version only.**

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Education Bureau

**EDUCATION BUREAU
EDUCATIONAL PSYCHOLOGIST'S REPORT**

Name: [REDACTED] ([REDACTED]) Ref. No.: [REDACTED]
Sex: Male
Date of Birth: 20.7.2009 Age: 7yrs 8 mths as on 3.4.2017
School: [REDACTED] Class: P.2 (2016/17)

Date of School Visits: 3.4.2017 , 24.4.2017 , 8.5.2017 & 26.6.2017

Reason for Referral

[REDACTED] was referred through the Early Identification and Intervention Programme for P.1 Pupils with Learning Difficulties for assessment and advice on his educational needs.

Background Information

Family Background

[REDACTED] is the younger of the two boys of his parents. Both parents are working. The parents hire a domestic helper to take care of the children's daily needs. Mother helps the children with schoolwork. She also brings the boys for playing basketball and swimming lessons. [REDACTED]'s cousin (表哥) helps check his homework assignments at times.

Academic Performance and School Adjustment

According to the Observation Checklist for Teachers in P.1, [REDACTED] was very weak in Chinese Language (at the 1st percentile). He was slightly weaker than his aged peers in English (9th percentile). He was better at Math, self-care and social skills.

Review by Student Support Team (SST) in the first term of P.2 indicated that he was lagging below class level. [REDACTED] revealed that he liked Chinese but he was weak in English. He managed to do homework assignments for Math and G.S. No emotional or behavioural problems were reported by teachers. Chinese teacher offered accommodation for Dictation and he responded with efforts and confidence. Mother reported that despite support, [REDACTED] was diffident in learning English.

Behaviour Observed

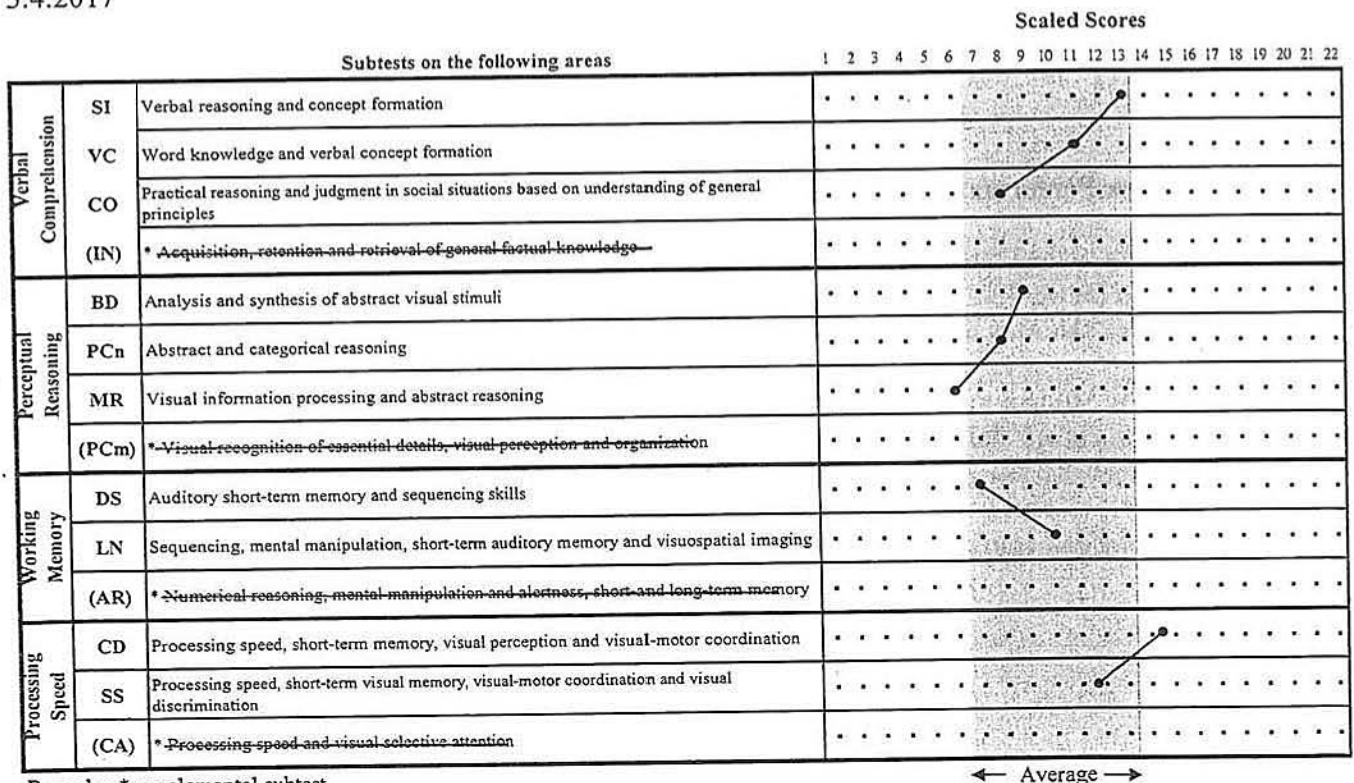
█████ was invited to work with me individually on 3.4.2017, 24.4.2017 & 8.5.2017. He impressed me to be a gentle and polite boy. He was smiling when having a conversation with me, sharing family experiences, learning performances and activities outside school. He had a positive outlook and positive relationships with his family members and relatives. He tidied up things and put back the chair before he left the interview room.

During the assessment sessions, he maintained adequate attention control and worked with perseverance on all the given tasks. When working on reading tests, he confused word pairs which looked similar, e.g. read 技 as 枝. Sometimes he read a word pair based on his knowledge of one word in the pair (read a word pair as 視藝 with knowledge of the word 藝). As a result, he made mostly substitution errors. When doing a working memory test, █████ rehearsed the auditory stimuli in a soft voice before he sound it out. When working on a paper and pencil task, █████ checked his work, found a mistake and correct before he proceeded with the second half of the test. These behaviours reflect █████ care and efforts to achieve better accuracy of his written work. His handwriting was of good quality but he had difficulty in recalling/ making attempt of some word pairs. He also had difficulty in mental arithmetic and used finger counter to do two digits addition. Some problems with reciting the times table were also observed.

Assessment Findings and Discussion

Intellectual Functioning

The Wechsler Intelligence Scale For Children – Fourth Edition (Hong Kong) was administered on 3.4.2017



Remarks: * supplemental subtest

Scale	Composite Score	Percentile Rank	95% Confidence Interval	Classification
Verbal Comprehension	VCI:104	61	97-111	Average
Perceptual Reasoning	PRI:85	16	78-94	Low Average
Working Memory	WMI:91	27	85-98	Average
Processing Speed	PSI:120	91	107-127	Superior
Full Scale	FSIQ:99	47	93-105	Average

On the WISC-IV (HK), [REDACTED] earned a Full Scale IQ (FSIQ) of 99 at the 47th percentile, classifying his overall intellectual ability within the Average range. There is a 95% chance that his true IQ is between 93 and 105. However, there are significant discrepancies between his processing speed and the other two indices (perceptual reasoning and working memory) (base rate=2.2% and 3.8% respectively). Also, significant discrepancies are found between his verbal comprehension and perceptual reasoning (base rate=10.2%). His strengths are in verbal reasoning and concept formation (base rate=10-25%), and processing speed, visual motor coordination (base rate=2-5%). His weaknesses are in auditory short term memory and sequencing skills (base rate=10-25%) and visual information processing and abstract reasoning (base rate=5-10%).

Reading and Writing Ability

Hong Kong Test of Specific Learning Difficulties In Reading and Writing for Primary School Students – Third Edition(HKT-P(III Junior Primary) Date of Assessment:3.4.2017 & 24.4.2017

Literacy Tests	Scaled Score (mean=10, s.d.=3)	
<i>Chinese Word Reading</i>	6	
<i>Chinese Word Dictation</i>	7	
<i>One Minute Reading</i>	7	
Literacy Composite Score	6.7	weak
Cognitive Tests		
<i>Rapid Digit Naming</i>	11	
<i>Rapid Letter Naming</i>	9	
Rapid Naming Composite	10	average
<i>Rhyme Detection</i>	9	
<i>Onset Detection</i>	6	
Phonological Awareness Composite	7.5	average
<i>Phonological Short-term Memory</i>	7	
<i>Phonological Working Memory</i>	10	
Phonological Memory Composite	8.5	average
<i>Homophone Identification</i>	10	
<i>Homograph Identification</i>	9	
Morphological Skills Composite	9.5	average
<i>Left/Right Reversal</i>	7	
<i>Lexical decision</i>	7	
Orthographic Knowledge	7	weak

████ is weak in literacy skills. Among the cognitive tests, he attained average performance in all tests except for orthographic knowledge.

Informal reading assessment using his Chinese textbook (P.2 Term 1 level) indicates his good reading accuracy and fluency for a passage he has learnt in lessons. He also answered all the questions about the passage well. He had difficulty in writing words like 麼、遮 and 傘. Strategies like repetitions, segmentation (breaking a word into smaller parts) and associative memory (e.g. word family 字詞家族) were demonstrated and practised with him in the follow-up session with him. █████ had good motivation in trying out the new strategies. █████ told me that he had been to the library but he had not borrowed books. Though he liked Chinese, apparently he did not have a reading habit to consolidate his language skills.

In summary, █████ has average intelligence but has specific learning difficulties in reading and writing.

Meeting at School

A meeting was held at school on 22.6.2017 to share the assessment findings and discuss support plan with the parent and teachers. Mother was understanding and supportive. Knowing that █████ was weaker in confidence in learning English, she planned to arrange interesting activities (drama class and phonic skills training) to help him develop basic skills and interest. With positive peer influence, John has recently developed a stronger interest in reading books on Chinese historical figures (e.g. 秦始皇). Mother would arrange bi-weekly visits to the public library to borrow books in this series. Members also shared books which might help █████ develop interest in reading English story books (e.g. Lego phonics books).

Conclusion and Recommendations

████ is a polite and gentle boy whose performance in language subjects was lagging behind class level. Present assessment findings indicate that he has **average intelligence**. His processing speed is within the superior range (PS=120) but his perceptual reasoning is within the low average range. He is also weak in visual information processing and orthographic knowledge. He was found to have **specific learning difficulties in reading and writing**. His strength is his good motivation, attention skills and perseverance when coping with learning tasks. He needs support to develop his reading and writing skills, as well as his memory skills.

- He would benefit from intensive remedial support in the basic subjects, with a multisensory approach to learning vocabulary, concepts and skills. He might listen to songs, rhymes and audio books. He could learn and practise skills in breaking down a word into meaningful parts, highlighting parts which are difficult/ confusing, using small Lego blocks/ letter magnets to build up words and make up stories about words. Learning about word families and keeping a notebook of common/ useful vocabulary are helpful, too. Use of the look-cover-write-check sequence in doing revision for dictation is another way to ease his memory for words.
- School and Parents might arrange █████ to join study skills training/ reading and writing training group. Parents are invited to join the regional parent workshop organised by the Education Bureau to equip him with support strategies which help with █████'s learning of

literacy skills, memory skills and Math skills. To enhance his memory for works/ facts, he can learn chunking (breaking a long piece of information into smaller, meaningful parts), grouping (organizing points related to each other) and associative memory skills. Use of visual strategies or graphic organizers (such as mind-maps and flow charts) and highlighting keyword with colours is recommended.

- [REDACTED] needs regular reading practice to develop reading skills. He likes Chinese and can read chapters taught in class. Therefore, Parents might encourage him to read familiar materials (such as passages chosen from book) to improve reading fluency, and consolidate vocabulary. Ask him some questions about the passage and encourage him to elaborate or explain why the characters choose a certain behaviour/ action. Parents might also encourage [REDACTED] and his brother to read/ borrow books from the library, watch movies (explore their interests in heroes/ adventures/ drama etc) and find books which might have comics or fiction written in simple language about the movies. [REDACTED] is a helpful boy who might like to share these stories with younger children in school.
- Teachers can arrange [REDACTED] to sit near supportive peers. Peer helpers might help him with some difficult vocabulary in reading, work with him in retrieving words (e.g. based on radicals or semantic cues) when writing a composition. They might also recite some short poems or times table with him to have some practice with memory skills. Encouragement and positive feedback from teachers on his ideas, efforts made and area of improvement would help him maintain a positive mindset. Provide him with opportunities to help with tasks in class would also strengthen his sense of competence in non-academic area.
- Assessment accommodation and curriculum adaptation should be provided as needed. Teachers might consider offering a smaller scope/ using a different marking scheme (adding marks) to boost his motivation in doing daily dictation in Chinese and English. He needs special exam arrangement, such as:
 - Additional time (not more than 25%)

His progress should be reviewed by the Student Support Team regularly to revise the needs for curriculum adaptation and special exam arrangement accordingly.

[REDACTED]
[REDACTED]
[REDACTED]
Educational Psychologist
28 Jun 2017

Cir. School/SST, File

教育局
教育心理學家評估摘要

只供家長參考
未經家長同意
不得翻印或轉交他人

檔案編號： [REDACTED]
學生姓名： [REDACTED] ([REDACTED])
出生日期： 2009 年 7 月 [REDACTED] 日
20

學校： [REDACTED]
性別： 男
班級： 小 二 (2016/17)

評估結果：

1. 智力評估

韋氏兒童智力量表-第四版(中文·香港版) (評估日期：2017年4月3日)

● 總智商 : 特優 優異 中上 中等 中下 有限 低弱

2. 讀寫能力

香港小學生讀寫障礙測驗(第三版) - 初小 (評估日期：2017年4月24日及5月8日)

語文測驗：

● 認讀及默寫 : 強 一般 弱 缺損

語言認知測驗：

● 語音檢索 : 強 一般 弱 缺損

● 語音意識 : 強 一般 弱 缺損

● 語音記憶 : 強 一般 弱 缺損

● 語素辨析 : 強 一般 弱 缺損

● 字形結構辨析 : 強 一般 弱 缺損

評估總結：

該生在讀寫方面有特殊學習困難。

建議：

- 學校為該生提供學習支援服務：
 - 課堂內學與教的額外支援(座位安排、朋輩支援、多感官學習法) 加強輔導教學
- 學校為該生提供校內特別考試安排(例如：加時)
- 教育局/學校將邀請家長參加有關改善子女學習技巧的家長小組/講座

[REDACTED]

([REDACTED])
教育心理學家

正本存檔

副本送： 學生家長
學校

日期：2017年6月9日

備註：有關索取教育心理學家的評估報告的方法，已載列於家長在接受教育心理服務時所簽署的「家長同意書」。

*Note by Clerk, PAC: Chinese version only.

Catering for Student Differences ~ Indicators for Inclusion Examples

Area	Performance Indicator	Examples of Inclusive culture, policies and practices
Domain I Management and Organization		
1. School Management	1.1 Planning	<ul style="list-style-type: none"> • Setting up a Student Support Team (SST) • Adopting the WSA to catering for student diversity
	1.2 Implementation	<ul style="list-style-type: none"> • Keeping a register of students with SEN • Assigning duties to members of the SST • Co-ordinating all support measures by the SST • Using flexibly various grants, e.g. Capacity Enhancement Grant (CEG), Student Guidance Grant and Learning Support Grant (LSG), etc. • Setting up a resource library and a catalogue of resources
	1.3 Evaluation	<ul style="list-style-type: none"> • Evaluating the school's effectiveness in catering for student diversity
2. Professional Leadership	2.1 Leadership and Monitoring	<ul style="list-style-type: none"> • Including "Catering for student diversity" as one of the school development goals
	2.2 Collaboration and Support	<ul style="list-style-type: none"> • Scheduling regular SST meetings • Collaborating with relevant professionals
	2.3 Professional Development	<ul style="list-style-type: none"> • Arranging teachers to attend special education courses systematically • Arranging peer lesson observation and collaborative lesson planning by teachers
Domain II Learning and Teaching		
3. Curriculum and Assessment	3.1 Curriculum Organisation	<ul style="list-style-type: none"> • Catering for diversity by organizing group teaching and designing IEPs, etc.
	3.2 Curriculum Implementation	<ul style="list-style-type: none"> • Arranging curriculum accommodation, collaborative lesson planning, etc.
	3.3 Performance Assessment	<ul style="list-style-type: none"> • Providing assessment accommodations
	3.4 Curriculum Evaluation	<ul style="list-style-type: none"> • Modifying teaching according to the diverse needs of students • Evaluating IEPs
4. Student Learning and Teaching	4.1 Learning Process	<ul style="list-style-type: none"> • Developing student's study skills and habits
	4.2 Learning Performance	<ul style="list-style-type: none"> • Keeping Student Progress Records • Keeping IEP Records • Developing students' multiple intelligences
	4.3 Teaching Organisation	<ul style="list-style-type: none"> • Arranging collaborative learning and peer tutoring
	4.4 Teaching Process	<ul style="list-style-type: none"> • Carrying out collaborative teaching; adopting a multi-sensory approach to teaching, etc.
	4.5 Feedback and Follow-up	<ul style="list-style-type: none"> • Encouraging independent learning through evaluating the learning process with students • Encouraging parents to train students at home • Encouraging students' positive behaviour and enhancing learning motivation through award schemes
Domain III Student Support and School Ethos		
5. Student Support	5.1 Support for Student Development	<ul style="list-style-type: none"> • Cultivating a caring school culture; organizing peer support programmes, etc. • Facilitating the participation of students with different abilities for development of their potentials • Organizing activities to enhance students' awareness and respect for individual differences • Identifying the SEN of new students as early as possible
	5.2 School Climate	<ul style="list-style-type: none"> • Training up student ambassadors and peer tutors • Organizing pastoral care activities or training young leaders in promoting inclusive school ethos
6. Partnership	6.1 Home-School Cooperation	<ul style="list-style-type: none"> • Inviting parents to IEP meetings; organizing parent-volunteers activities
	6.2 Links with External Organisations	<ul style="list-style-type: none"> • Seeking professional support and community resources if necessary
Domain IV Student Performance		
7. Attitude and Behaviour	7.1 Affective Development and Attitude	<ul style="list-style-type: none"> • Students have positive self-image
	7.2 Social Development	<ul style="list-style-type: none"> • Learning social skills through participation in 'circle of friends'
8. Participation and Achievement	8.1 Academic Performance	<ul style="list-style-type: none"> • Enhanced learning motivation
	8.2 Non-academic Performance	<ul style="list-style-type: none"> • Enhanced self-esteem and confidence