

立法會
Legislative Council

LC Paper No. CB(4)1014/13-14
(The minutes have been seen by
the Administration)

Ref : CB4/PL/ED

Panel on Education

Minutes of meeting
held on Monday, 9 June 2014, at 4:30 pm
in Conference Room 1 of the Legislative Council Complex

Members present : Dr Hon LAM Tai-fai, SBS, JP (Chairman)
Hon IP Kin-yuen (Deputy Chairman)
Hon LEUNG Yiu-chung
Hon TAM Yiu-chung, GBS, JP
Hon Abraham SHEK Lai-him, GBS, JP
Hon Tommy CHEUNG Yu-yan, SBS, JP
Hon WONG Kwok-hing, BBS, MH
Hon Cyd HO Sau-lan
Hon Starry LEE Wai-king, JP
Hon CHEUNG Kwok-che
Hon IP Kwok-him, GBS, JP
Hon Paul TSE Wai-chun, JP
Hon Claudia MO
Hon Michael TIEN Puk-sun, BBS, JP
Hon Steven HO Chun-yin
Hon WU Chi-wai, MH
Hon Charles Peter MOK
Hon CHAN Chi-chuen
Dr Hon Kenneth CHAN Ka-lok
Hon Dennis KWOK
Dr Hon Fernando CHEUNG Chiu-hung
Dr Hon Helena WONG Pik-wan
Dr Hon Elizabeth QUAT, JP
Hon Christopher CHUNG Shu-kun, BBS, MH, JP

Members absent : Dr Hon Priscilla LEUNG Mei-fun, SBS, JP
Hon Mrs Regina IP LAU Suk-yee, GBS, JP
Hon LEUNG Kwok-hung
Hon MA Fung-kwok, SBS, JP
Hon Tony TSE Wai-chuen

Public Officers attending : Agenda item IV

Mr Eddie NG, SBS, JP
Secretary for Education

Dr K K CHAN
Deputy Secretary for Education (5)

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

Mr SHE Mang
Chief Curriculum Development Officer
(Information Technology in Education)
Education Bureau

Agenda item V

Mr Eddie NG, SBS, JP
Secretary for Education

Dr K K CHAN
Deputy Secretary for Education (5)

Mr Stephen YIP
Principal Assistant Secretary
(Curriculum Development)
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

Miss Wendy CHUNG
Principal Assistant Secretary (Infrastructure &
Research Support)
Education Bureau

Miss Hera CHUM
Principal Assistant Secretary
(Special Education and Kindergarten Education)
Education Bureau

Ms Teresa CHAN
Principal Education Officer
(School Administration)
Education Bureau

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

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

Mr Ian CHOW
Council Secretary (4)4

Ms Sandy HAU
Legislative Assistant (4)4

Action

I. Confirmation of minutes

(LC Paper No. CB(4)764/13-14 -- Minutes of meeting on
14 April 2014)

The minutes of the meeting held on 14 April 2014 were confirmed.

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

- (LC Paper No. CB(4)685/13-14(01) -- Referral from Legislative Council Members' meeting with Tai Po District Council members on 23 January 2014 on issues related to allocation of school places for cross-boundary students and overall planning on provision of school places
- LC Paper No. CB(4)723/13-14(01) -- Letter dated 8 May 2014 from Dr Hon Kenneth CHAN Ka-lok concerning the issues related to the relocation of and admission of students to St. Margaret's Girls' College, Hong Kong
- LC Paper No. CB(4)723/13-14(02) -- Administration's written response dated 23 May 2014 to the letter dated 8 May 2014 from Dr Hon Kenneth CHAN Ka-lok concerning the issues related to the relocation of and admission of students to St. Margaret's Girls' College, Hong Kong
- LC Paper No. CB(4)755/13-14(01) -- Referral from Legislative Council Members' meeting with Sha Tin District Council members on 30 May 2013 on issues related to free kindergarten education
- LC Paper No. CB(4)759/13-14(01) -- Letter dated 16 May 2014 from Dr Hon Kenneth CHAN Ka-lok concerning the issues related to the

Secretary for Education's
remarks on the "Occupy
Central" movement

LC Paper No. CB(4)759/13-14(02) -- Administration's written
response dated 30 May
2014 to the letter dated 16
May 2014 from Dr Hon
Kenneth CHAN Ka-lok
concerning the issues
related to the Secretary for
Education's remarks on the
"Occupy Central"
movement)

2. Members noted the above papers issued since the last meeting.
3. Dr Kenneth CHAN referred members to the Administration's written replies to his letters in which he had expressed concerns about issues arising from the relocation of St. Margaret's Girls' College, Hong Kong, as well as the remarks of the Secretary for Education ("SED") on the "Occupy Central" movement. He suggested that the Panel should keep in view the developments of the matters and consider whether it was necessary to follow up with the Administration in due course.

III. Items for discussion at the next meeting

(Appendix I to LC Paper No. -- List of outstanding
CB(4)765/13-14 items for discussion

Appendix II to LC Paper No. -- List of follow-up actions)
CB(4)765/13-14

4. The Chairman informed members that the Administration had proposed to discuss the following items at the next regular meeting to be held on 14 July 2014 at 4:30 pm –
 - (a) Electronic application platforms for candidates of Hong Kong Diploma of Secondary Education Examination to pursue multiple pathways; and
 - (b) Implementation of the "Chinese Language Curriculum Second Language Learning Framework" and professional support.

5. The Chairman said that after discussion with the Deputy Chairman, he would propose to include the items "Progress of work of the Committee on Free Kindergarten Education" and "Follow-up to policy on small class teaching in primary schools and issues related to increasing the number of students allocated to each Primary One class" on the agenda of the next meeting. The Administration would also be requested to coordinate the attendance of the Chairman of the Committee on Free Kindergarten Education. The Chairman also informed members that to allow sufficient time for discussion, the meeting time of the next meeting would be extended to 7:00 pm. Members agreed with the aforementioned arrangements.

6. The Chairman said that after reviewing the Panel's "List of outstanding items for discussion" with the assistance of the Secretariat, it was found that the core issues related to certain items had in fact been discussed on different occasions when the relevant subjects were deliberated by the Panel. In this regard, he suggested that for the time being, the following items could be taken out from the "List of outstanding items for discussion" –

- (a) Long term planning and policy on education (item 1);
- (b) Provision of financial assistance to post-secondary students (item 3); and
- (c) Textbooks and the use of information technology in education (item 4).

The Chairman also suggested to take away the item on "Grievance procedures of the University Grants Committee-funded institutions" (item 9) from the List as there had not been any new development related to this subject in the past three years. He stressed that members might revisit this item if there was new development in future. The Chairman said that if members had any questions on the above arrangement, they could approach the Secretariat for further explanation. Members noted the Chairman's advice and raised no objection.

7. Before proceeding to the discussion items, 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.

IV. The Fourth Strategy on Information Technology in Education

(LC Paper No. CB(4)765/13-14(01) -- Paper provided by the Administration

LC Paper No. CB(4)659/13-14(01) -- Letter dated 9 May 2014 from the Education Bureau concerning the launch of a two-month consultation on the Fourth Strategy on Information Technology in Education

LC Paper No. CB(4)765/13-14(02) -- Background brief on issues related to information technology in education prepared by the LegCo Secretariat)

8. Members noted the background brief prepared by the Secretariat [LC Paper No. CB(4)765/13-14(02)] and a letter dated 9 May 2014 from the Education Bureau ("EDB") concerning the launch of a two-month consultation on the Fourth Strategy on Information Technology in Education ("ITE4") [LC Paper No. CB(4)659/13-14(01)].

Briefing by the Administration

9. At the invitation of the Chairman, SED briefed members on the major proposals in the consultation document on ITE4, as set out in the Administration's paper [LC Paper No. CB(4)765/13-14(01)]. He highlighted that the goal of ITE4 was to unleash the learning power of students to learn and to excel through realizing the potential of IT. Subject to members' views, the Administration would seek the approval of the Finance Committee ("FC") for non-recurrent funding of \$105 million to implement the initiatives under ITE4.

Discussion

Upgrading the IT facilities of schools

10. Dr Kenneth CHAN welcomed the Administration's proposal to provide funding of \$90 million to 900 public sector schools for purchase of

mobile computing devices. Noting that the 100 spearheading schools participating in the Support Scheme on e-Learning in Schools ("Support Scheme") had been provided a one-off funding for setting up WiFi infrastructure in schools, he enquired about the timetable for setting up WiFi infrastructure for the remaining 900 public sector schools.

11. Chief Curriculum Development Officer (Information Technology in Education) ("CCDO(ITE)") advised that owing to the different conditions and readiness of the remaining 900 schools, the Administration planned to set up WiFi infrastructure for these schools by phases starting from the 2015-2016 school year.

12. Noting that the Administration would encourage schools to adopt an outsourcing model in their acquisition of WiFi infrastructure and support services, Dr Kenneth CHAN was of the view that there should be multiple service providers to ensure fair competition and provide schools with choices. In this regard, CCDO(ITE) informed members that tendering procedures were in progress for the provision of WiFi services to the 100 spearheading schools. Their experience in acquiring WiFi services could be shared among other schools.

13. Ms Cyd HO expressed her support for the proposal to provide funding for public sector schools to purchase mobile computing devices. However, she was concerned that a one-off grant of about \$100,000 per school would be insufficient for acquiring about 50 mobile computing devices. Ms HO noted that according to the consultation document, one of the roles of the school leaders was the formulation of school policy and measures to address the impact of bring-your-own-device ("BYOD"). She enquired about the impact anticipated by the Administration. In reply, SED said that parents were concerned about cyber-risks like bullying and online pornography. They also highlighted the need for schools to take effective measures to address these issues.

14. The Chairman declared that he was the supervisor of Lam Tai Fai College which was one of the 100 spearheading schools participating in the Support Scheme. Given that each spearheading school was provided with a one-off funding of \$350,000 on average for use in three years, he was concerned about ways to sustain the implementation of e-learning and teacher training after the three-year pilot period.

15. In response, SED advised that the Support Scheme aimed at providing funding for enhancing the participating schools' WiFi infrastructure to cater for the need of using e-textbooks and e-learning

resources in class. The 100 spearheading schools would be provided with increased recurrent IT grant to continue WiFi subscription upon the lapse of the three-year pilot period. The Administration would also provide professional development programmes and sharing sessions to enhance the capacity of teachers.

Curriculum and pedagogical practices

16. Mr Michael TIEN considered that the mere provision of IT infrastructure in schools and the purchase of mobile computing devices would not suffice for achieving the goal to enhance interactive learning and teaching. He was of the view that the Administration should consider adopting the Flipped Classroom approach by arranging self-directed learning outside the classroom, such as producing videos for students' viewing at home prior to the lessons, and engaging students in class discussions. Dr Kenneth CHAN and Mr CHEUNG Kwok-che concurred that the Flipped Classroom was a good example of IT-enhanced pedagogical approach.

17. SED pointed out that to achieve the goal of ITE4, the Administration would adopt a holistic approach. One of the actions proposed in the consultation document was transforming pedagogical practices. To enhance interactive learning and teaching, activities such as site visit and video viewing could be arranged before lessons.

18. Ms Starry LEE enquired whether the Flipped Classroom approach had been adopted by any of the spearheading schools under the Support Scheme. In response, CCDO(ITE) advised that as funding had just been disbursed, the 100 spearheading schools would need to enhance their IT infrastructure first before implementation of their proposed plans on e-learning. Meanwhile, some schools participating in the three-year Pilot Scheme on e-Learning in Schools since the 2010-2011 school year had made use of mobile computing devices to enhance interactive teaching and learning. Their experience had been shared with other schools through sharing sessions and seminars.

19. Mr Charles MOK noted that the Administration had proposed to provide IT enrichment classes in selected secondary schools for students who were interested and talented in IT. He was concerned that some schools did not offer the Information and Communication Technology ("ICT") subject, and that the attainment of students taking the ICT subject in the HKDSE Examination was lower than that under the previous system. He enquired whether EDB would enhance the curriculum of the ICT subject at

secondary levels so as to encourage more students to take the subject.

20. Deputy Secretary for Education (5) ("DS(Ed)5") advised that the Administration had conducted a review of the ICT components of the enriched Technical Education Key Learning Area curriculum. It was expected that starting from the 2016-2017 school year, all secondary schools would adopt a revised curriculum at junior secondary levels. She added that unlike the previous reporting system under which Grade E was a passing grade, a standards-referenced reporting system without an official passing level was used in reporting students' results in the HKDSE Examination and therefore the performance of students in the HKDSE Examination of the ICT subject could not be directly compared with the attainment of the students under the previous academic system.

Support for schools and teachers in implementing initiatives under ITE4

21. Dr Elizabeth QUAT expressed support for the Administration's proposal to provide one-off grant to all public sector schools for upgrading their IT infrastructure and purchase of mobile computing devices. She was concerned that the capacity of teachers might become the bottleneck in the wide adoption of IT in education. Dr QUAT considered that schools should be provided with additional resources for recruiting IT personnel so as to provide professional support to schools and teachers in the deployment of IT in teaching and learning. Mr Charles MOK concurred that training for teachers would be crucial to the successful implementation of the ITE4 initiatives. The Deputy Chairman highlighted that the school sector had all along urged for the creation of an IT Co-ordinator post in each school instead of using one-off grant for providing school-based IT support services.

22. In this regard, SED advised that one of the proposed actions under ITE4 was to enhance professional leadership and the capacity of school leaders and teachers through the provision of professional development programmes. On technical support, schools were encouraged to adopt an outsourcing model to subscribe for the service of construction and maintenance of their WiFi infrastructure.

23. The Deputy Chairman highlighted that to implement the interactive mode of teaching and learning such as the Flipped Classroom approach, the workload of teachers would inevitably increase as they had to cope with changes in pedagogical practices, such as arranging site visits and producing teaching and learning materials. He noted that the consultation document had only provided a broad framework for discussion without concrete

proposals to address issues such as the increase in teachers' workload. In this regard, the Deputy Chairman considered that the Administration should formulate more specific proposals and conduct another round of consultation.

24. In reply, SED said that further consultation with stakeholders would be carried out after the Administration had formulated more concrete proposals in the light of the views collected during the current consultation.

25. The Chairman enquired about the development of e-textbooks for use by schools as he noted that there were no approved e-textbooks for certain subjects on the Recommended e-Textbook List. In reply, SED advised that e-textbooks of different subjects would be developed by batches under the e-Textbook Market Development Scheme ("EMADS").

26. Referring to the Administration's proposal to provide \$10 million as one-off subsidy for the Hong Kong Education City Limited ("HKECL") to acquire quality e-learning resources from local and overseas developers, Ms Starry LEE enquired whether the services and resources of HKECL could be made available for use by all schools as well as their students and parents. CCDO(ITE) advised that the free learning and teaching resources available on the EDB One-Stop Portal through the website of HKECL could be accessed by the public while some assessment items might be accessible by teachers only.

Support for students

27. While supporting the proposed initiatives under ITE4, Dr Fernando CHEUNG enquired whether the proposed non-recurrent funding of \$105 million would include funding for the use of assistive technology to cater for the needs of students with special educational needs ("SEN students").

28. DS(Ed)5 advised that in the second phase of EMADS, one of the requirements on developers was the inclusion of features in e-textbooks to facilitate the use by SEN students. In addition, with effect from April 2014, "using e-learning (IT) for effective learning" had been included as one of the priority themes for applications submitted to the Quality Education Fund.

29. In this regard, Dr Fernando CHEUNG remarked that the requirements under EMADS were to provide versions of e-textbooks which were accessible to SEN students. His concern was on the development of appropriate teaching materials and the use of assistive technology to enhance the teaching and learning effectiveness for SEN students.

30. Mr CHEUNG Kwok-che was concerned that students from needy families could only afford older versions of computers at home which lacked the necessary functions and capacity for preparing their IT assignments. He enquired about the measures, if any, to assist these students in order that they would not be disadvantaged due to the lack of means.

31. Principal Assistant Secretary (Education Infrastructure) advised that students from needy families could make use of the Internet Learning Support Programme administered by the Office of the Government Chief Information Officer to purchase computers and subscribe for Internet connection service at concessionary charges. Under ITE4, the Administration had planned to arrange single sign-on service at HKECL so as to enable students to connect to the schools' learning management system for doing assignments and assessment after school. The Administration would also allocate resources to publicize these services for the benefit of needy students and their families.

Summing up

32. Concluding the discussion, the Chairman said that in principle, the Panel supported the Administration's submission of its proposal to FC for consideration.

V. Progress of the Review of the New Senior Secondary Curriculum and Assessment

(LC Paper No. CB(4)765/13-14(03) -- Paper provided by the Administration

LC Paper No. CB(4)765/13-14(04) -- Background brief on issues related to the review of the new senior secondary curriculum and assessment prepared by the LegCo Secretariat)

33. Members noted the background brief prepared by the Secretariat [LC Paper No. CB(4)765/13-14(04)].

Briefing by the Administration

34. At the invitation of the Chairman, SED briefed members on the progress of the New Academic Structure ("NAS") Medium-term Review,

details of which were set out in the Administration's paper [LC Paper No. CB(4)765/13-14(03)]. He advised that the first batch of medium-term recommendations had been endorsed by the Curriculum Development Council and the Hong Kong Examinations and Assessment Authority ("HKEAA") Public Examinations Board and announced in April 2014. The recommendations aimed at fine-tuning the New Senior Secondary ("NSS") curriculum and assessment on four subjects, namely Chinese Language, Chinese Literature, Liberal Studies ("LS") and Business, Accounting and Financial Studies ("BAFS").

Discussion

Issues related to the workload arising from implementation of the NSS curriculum and assessment

35. Dr Helena WONG declared that she was a member of the Executive Committee of the Hong Kong Professional Teachers' Union ("HKPTU"). She said that according to a survey conducted by HKPTU, the main concern of teachers about NSS curriculum was insufficient lesson time, in particular for the LS subject. A majority of respondents to the survey doubted the effectiveness of using Independent Enquiry Study ("IES") to assess the students' performance and urged for its abolition. Given that the Administration had already discontinued the provision of the LS Curriculum Support Grant ("LSCSG") after the 2012-2013 school year, Dr WONG said that schools might no longer have the necessary funding to employ teaching assistants. She enquired whether the Administration would provide other resources to schools to enhance the teaching and learning of the LS subject and alleviate the workload of teachers.

36. SED advised that to reduce the workload related to LS subject, teachers were encouraged to adopt flexible arrangements for teaching the six modules as some issues were inter-related and straddled different modules. He pointed out that when LSCSG was launched in the 2010-2011 school year, the Administration had made it clear that LSCSG was a time-limited one-off grant to facilitate the launch of the LS subject. In the ensuing years, various measures had been introduced to support the implementation of the NSS curriculum (including the LS subject), such as the setting up of a depository of teaching materials. DS(Ed)5 advised that to facilitate the implementation of the short-term recommendations announced in April 2013, the Administration had already updated the Curriculum and Assessment Guide and provided supplementary notes on 24 NSS subjects to schools. The curriculum and assessment for the LS subject had also been

fine-tuned to reduce the workload on teachers and students. Further guidelines on the conduct of IES had also been issued.

37. The Deputy Chairman relayed the serious concern of the education sector about the heavy workload imposed on teachers as a result of the implementation of the NSS curriculum and assessment. He considered that the review had not addressed issues related to the provision of teacher manpower in schools. In his view, the Administration should improve the class-to-teacher ratio of all secondary levels from 1:2 to 1:2.3 to enhance teaching and learning under the NSS curriculum. He noted that according to the short-term recommendations announced in April 2013, the School-based Assessment ("SBA") of nine NSS subjects had been deferred to be implemented at Secondary 4 in the 2016-2017 school year. In this regard, the Deputy Chairman urged the Administration to critically review whether it was necessary to include SBA for these nine subjects.

38. In this connection, DS(Ed)5 said that both the short-term recommendations and the first batch of medium-term recommendations aimed at streamlining the arrangements and trimming the curriculum content where practicable. Recommendations were made in batches so that schools and students could benefit at the earliest possible time.

39. Secretary General, HKEAA ("SG/HKEAA") said that HKEAA would consolidate the experience of implementing SBA in the past few years. A holistic refinement on the total impact of SBA would be conducted to explore the possibility of further streamlining in order to address concerns about workload while maintaining international recognition and the underlying principles of SBA.

40. The Deputy Chairman noted that there had been repeated requests to trim the curriculum of the BAFS subject due to its heavy course contents. According to one of the Medium-term recommendations, the Administration was closely reviewing the existing curriculum and assessment framework of the BAFS curriculum and had started the ground work for developing separate subject(s). The Deputy Chairman sought clarification on whether the constituent subjects of BAFS would be developed as separate subjects; and if yes, the timetable for implementing the change. In response, SED said that the ultimate way forward regarding the future development of BAFS subject would be subject to thorough discussion and consultation by the end of 2016.

41. Mr LEUNG Yiu-chung referred to his experience as a teacher, and pointed out that there was insufficient lesson time to cover the NSS

curriculum, in particular the Mathematics subject. Very often, schools had to arrange after-school classes for students which had resulted in increased workload for both teachers and students. He considered it necessary to trim the NSS curriculum content.

42. DS(Ed)5 said that in comparison with other countries, lesson time in Hong Kong was relatively longer because students in general took six to seven subjects (i.e. four core subjects and two/three elective subjects). Following review, recommendations had been made to trim and streamline the curriculum content and assessment requirements of individual subjects. The total lesson time had also been reduced. Regarding the curriculum content of the Mathematics subject, SG/HKEAA said that the subject was included in the NAS Medium-term review.

43. The Chairman enquired about the direction of the long-term development of the NSS curriculum and assessment. In this regard, SED advised that as a result of the increase in elective subjects and pathways for secondary school leavers, there was a strong need to enhance life and career planning services in secondary schools. The Administration would consolidate the experience of the implementation of NSS curriculum and continue to study key issues including the workload of teachers, enhancement of NSS subjects, and the use of technology in enhancing teaching and learning effectiveness etc.

Concerns about individual NSS subjects

44. Noting that 12 classical set texts would be included in the curriculum of the Chinese Language subject at Secondary 4 in the 2015-2016 school year, Ms Cyd HO was concerned whether the students had been adequately prepared. She asked whether classical set texts had also been included in the curricula for primary and junior secondary levels. SED informed members that currently, about 300 classical set texts were recommended for the secondary curriculum. The 12 classical set texts had been selected for inclusion in the NSS curriculum after consultation with stakeholders. DS(Ed)5 supplemented that on average, classical texts accounted for about 40% of the texts in the Chinese Language textbooks for primary and junior secondary levels.

45. On Ms Cyd HO's enquiry about details of the classical set texts included in the curricula of primary and junior secondary levels, the Chairman requested the Administration to provide the information after the meeting.

46. Ms Starry LEE expressed her concern about the drop in the number of students taking Chinese History as an elective subject, and considered it necessary to stimulate the interest of secondary students in the subject. She recalled that the Education Bureau had recommended secondary schools to make Chinese History compulsory for junior secondary levels, and sought information on how far the recommendation was adopted among schools. The Deputy Chairman said that according to his understanding, Chinese History was one of the Key Learning Areas at junior secondary levels but not a compulsory subject.

47. SED confirmed that Chinese History was a compulsory component in the junior secondary curriculum although it might not be taught as a subject on its own. About one-eighth of all secondary schools offered the history subject in the junior secondary curriculum comprising components of Chinese History and World History. SED highlighted that the Administration would study how to improve the teaching and learning of Chinese History from different perspectives, such as improvement in teaching method, use of reference materials, provision of support for teachers, etc.

48. Regarding Ms Starry LEE's enquiry on the number of students taking Chinese History as an elective subject, SG/HKEAA advised that the percentage of students taking the Chinese History subject had remained stable. However, as a result of the decline in the overall secondary student population, the actual number of students taking individual subjects had dropped. The Chairman requested the Administration to provide the information requested by Ms LEE in writing after the meeting.

Admin

49. Mr LEUNG Yiu-chung remarked that in the examination of Mathematics and other science subjects, many questions were set out in long text. Reading and understanding these questions often required good language skills. As students' computational skills, rather than their language proficiency, should be of greater importance in science-related subjects, Mr LEUNG considered it necessary to reduce or simplify the long questions in the assessments of science subjects. In reply, SG/HKEAA said that the assessment of science subjects contained long questions as the students' computational skills as well as problem-solving skills were to be tested.

50. Mr Charles MOK noted that the ICT subject was not covered in the Medium-term Review. He enquired about the review on ICT subject and expressed his concern about the articulation problems for the curricula of computer and ICT subjects from primary to secondary levels.

51. SG/HKEAA recapitulated that the short-term stage of the NSS Review had already covered the ICT subject. Support network for teachers of ICT subject had been established and the subject would be subject to ongoing review. DS(Ed)5 said that all secondary schools would be expected to adopt an Enriched Technology Education curriculum at junior secondary levels in the 2016-2017 school year.

Support for SEN students

52. Dr Fernando CHEUNG was concerned that since the LS subject placed great importance on students' language proficiency, SEN students had encountered great difficulty in studying and taking the Hong Kong Diploma of Secondary Education ("HKDSE") Examination of the LS subject. He said that according to available information, about 90% of regular students could attain Level 2 in the LS subject in the HKDSE examination but only about 60% of SEN students could attain Level 2 in the subject. He considered that the Review on NSS curriculum and assessment should include the provision of support for SEN students.

53. DS(Ed)5 advised that under the existing requirements, the IES report of the LS subject might not necessarily be in the written form. It could be prepared in other acceptable media/formats. SG/HKEAA said that adaptation measures for SEN students taking the LS subject in the HKDSE Examination would be strengthened. In addition to the current special examination arrangements, HKEAA was exploring the feasibility of using speech-to-text software to facilitate SEN students in answering questions. To address the concern about difficulties faced by SEN students in the conduct of IES, the IES assessment framework would be further streamlined as proposed in the first batch of Medium-term recommendations.

54. Mr LEUNG Yiu-chung sought confirmation on whether SEN students would be able to answer questions orally in public examinations starting from 2015. In reply, SG/HKEAA said that HKEAA was examining the feasibility of allowing SEN students to answer questions by speech-to-text software or audio recording for the LS subject in the HKDSE Examination. It could not be confirmed at this juncture that the proposed measures could be implemented in 2015.

55. Dr Fernando CHEUNG sought information on the implementation of an adaptation curriculum for students in special schools, and asked whether the assessment results under the adaptation curriculum would be pegged to the Qualifications Framework ("QF") so as to facilitate the employment of these students in future.

Admin

56. DS(Ed)5 advised that since the implementation of NSS curriculum and assessment in 2009, the Administration had been monitoring the effectiveness of implementing an adaptation curriculum in special schools and experts were studying the learning outcomes of students in special schools with regard to the Learning Progression Framework. The Administration would provide relevant information after the meeting for members' reference. DS(Ed)5 added that the Administration was exploring the possibility of pegging the examination results of Applied Learning courses to QF.

57. Dr Fernando CHEUNG highlighted that after completing senior secondary education, a vast majority of SEN students and students in special schools were unable to pursue post-secondary education. He was of the view that EDB should work in collaboration with other relevant bureaux/departments to review the NSS curriculum in special schools with regard to the career prospects of students in special schools.

58. On post-secondary education, SED highlighted that in accordance with the principle of institutional autonomy, individual institutions administered their own admission policies. Support would also be provided to SEN students by the institutions as appropriate. Meanwhile, services on employment and related support measures were under the policy purview of another bureau.

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

VI. Policy and programme on redevelopment of primary and secondary schools and special schools

(LC Paper No. CB(4)765/13-14(05) -- Paper provided by the Administration

LC Paper No. CB(4)765/13-14(06) -- Background brief on issues related to the redevelopment and reprovisioning of schools prepared by the LegCo Secretariat

LC Paper No. CB(4)770/13-14(01)

Submission from Pun U
Association Wah Yan
Primary School (*English
version only*))

Briefing by the Administration

59. At the invitation of the Deputy Chairman, Under Secretary for Education ("US(Ed)") briefed members on the policy and programme on redevelopment and reprovisioning ("R&R") of existing mainstream primary and secondary schools as well as special schools as set out in LC Paper No. CB(4)765/13-14(05). Members noted that as at May 2014, over 700 schools had upgraded their teaching and learning environment under the School Improvement Programme ("SIP"). Other than the completed R&R projects involving 63 mainstream and four special schools and the allocation of 11 vacant school premises to 12 schools for reprovisioning or extension since May 2004, the school building works of five R&R projects were underway while 11 others had concrete school building plans.

Discussion

R&R programme for mainstream primary and secondary schools

60. Mr Charles MOK declared that he was an alumnus of North Point Methodist Primary School ("NPMPS"), and that Pun U Association Wah Yan Primary School ("PUAWYPS") was affiliated to the secondary school attended by him. He recalled that the Administration had set the 2007-2008 school year as the target year to complete conversion of public bi-sessional primary schools into whole-day schools. However, there were still six primary schools, including NPMPS and PUAWYPS, operating bi-sessions. Mr MOK also noted with concern that although the two schools had been allocated the ex-Tanner Road Police Married Quarters Site at Pak Fuk Road, North Point for reprovisioning, relevant works had not commenced. He asked whether the Administration would undertake to seek funding approval from the FC within 2014-2015 to take forward the school building project for NPMPS and PUAWYPS.

61. US(Ed) responded that the detailed design for the two schools would be finalized shortly. After EDB had obtained resources in the internal resources allocation exercise, it would proceed to seek funding approval from FC. US(Ed) said that the Administration would aim to submit the funding proposals to FC in the 2014-2015 Session.

62. Dr Kenneth CHAN expressed concern about schools operating in the so-called "matchbox-style school premises". He referred to the difficulties faced by ELCHK Faith Love Lutheran School in Chai Wan, which was one of the schools operating in such sub-standard premises. Dr CHAN urged the Administration to take action to address the school's concerns. US(Ed) said that representatives of EDB would visit the school shortly to discuss with the school its redevelopment needs.

63. Referring to Annex C of the Administration's paper, Dr Helena WONG enquired about the progress of construction works for SKH Yat Sau Primary School and SKH Ching Shan Primary School at Kai Tak development ("KTD"), as well as the plan for reprovisioning Cognitio College (Kowloon) to KTD. To cater for the educational needs of school-age children in the district, Dr WONG urged the Administration to expedite the school building projects at KTD to dovetail with the intake of tenants of Kai Ching Estate and Tak Long Estate.

64. In response, US(Ed) advised that the construction of the two SKH primary schools was scheduled for completion by the end of 2015. He further said that the two SKH primary schools operating at their existing premises had already admitted children who had newly moved into KTD. Besides, places were still available at some primary schools in Kowloon City, which was within the same school net as KTD.

65. Dr Helena WONG noted from Annex C of the Administration's paper that two sites at the development at Anderson Road earmarked for a primary school and a secondary school had not yet been allocated. She said that according to her understanding, the \$2.6-billion public housing development at Anderson Road comprising 16 100 flats was scheduled for completion in phases between 2015 and 2016. Dr WONG was gravely concerned that the completion of the two schools would lag far behind the population intake, and enquired about the timetable for taking forward the two school building projects.

66. US(Ed) advised that the Administration aimed to commence the School Allocation Exercise for the two schools before the end of 2014. After the allocation process was completed, EDB and the schools would then commence discussion with a view to finalizing the detailed design in about a year's time, assuming that the standard design was adopted and there being no site complications. Thereafter, EDB would bid for allocation of resources and seek funding approval from FC. Construction works usually took about two to three years to complete after funding approval.

R&R programme for special schools

67. Dr Fernando CHEUNG referred to the unsatisfactory conditions at some special schools built many years ago, such as SAHK Ko Fook Iu Memorial School in Shatin and Hong Chi Morninghill School in Tuen Mun, which were required to share school premises with other schools and lacked space to accommodate special facilities such as barrier-free access facilities. Dr CHEUNG urged for early reprovisioning or redevelopment of these schools to bring their facilities on par with those of newly constructed special schools run by the same school sponsoring bodies.

68. US(Ed) advised that since 2000, the Administration had completed reprovisioning or redevelopment of 11 special schools while reprovisioning projects for five special schools were in the pipeline. These accounted for about 25% of all special schools in the territory.

69. Noting from Annex D of the Administration's paper that a vacated site in Tuen Mun had been earmarked for a special school, Dr Fernando CHEUNG asked whether the Administration would reprovision the Hong Chi Morninghill School to the site in question. In response, US(Ed) advised that EDB was in the course of discussing with Hong Chi Morninghill School the feasibility of carrying out extension works to improve its facilities. The proposed special school in Tuen Mun would serve to provide additional special school places and boarding places to meet new demand rather than to be used for reprovisioning.

70. Referring to paragraph 94 of the minutes of the meeting of the Panel on Education on 14 April 2014, Dr Kenneth CHAN enquired about the information regarding the projection of the supply of and demand for school places and boarding places in special schools for children with moderate intellectual disability and severe intellectual disability. In response, US(Ed) said that the Administration would provide the requested information to the Panel when ready.

(Post-meeting note: The Administration's written response was circulated to members vide LC Paper No. CB(4)852/13-14(01) on 19 June 2014.)

The need for longer-term planning

71. Mr LEUNG Yiu-chung considered that in anticipation of the implementation of free kindergarten education, the Administration should start early planning and identify suitable sites for kindergartens at new

housing developments such as KTD. Dr Helena WONG remarked that the Administration should ascertain whether the number of kindergarten places to be provided at KTD could meet the demand.

72. US(Ed) advised that the Housing Department, in consultation with EDB, had reserved sites for kindergartens at new public housing developments such as KTD. He further said that issues related to the accommodation arrangements of kindergartens were being examined by the Committee on Free Kindergarten Education.

73. The Deputy Chairman shared some members' concern about the construction of schools lagging far behind the population intake of new towns, and asked whether the situation could be improved. In this connection, US(Ed) advised that whilst the Administration would aim to complete various facilities including schools at the time of population intake in individual districts with new residential development, it should be noted that the works involved in the construction of public housing estates and schools were separate projects involving independent funding, tendering and works procedures. Hence, the implementation and completion of the two types of projects might not dovetail in all cases.

74. Mr LEUNG Yiu-chung said that EDB should seriously consider the reprovisioning needs of schools built decades ago as their facilities might no longer meet present-day standards. The Deputy Chairman remarked that according to the prevailing reference site area for schools, about 34% of primary schools and 71% of secondary schools could not meet the prevailing building standards. On the other hand, some newly constructed schools were equipped with state-of-the-art facilities. The Deputy Chairman considered it necessary to upgrade the sub-standard premises of some schools in order to minimize the differences among schools in terms of their facilities.

75. Mr IP Kwok-him noted that as at March 2014, 228 public-sector schools were built according to the prevailing standards. He was concerned about the time required to complete the 11 R&R projects listed in Annex C of the Administration's paper, as well as the number of public-sector schools whose existing premises could not meet prevailing standards.

76. In response, US(Ed) advised that there might be some variation in the facilities provided by individual schools as they had been built in different periods in accordance with the standards at the time of construction. The standards set for some facilities of school premises might have been updated many times over the years and hence, it might not be practicable for the

facilities of all schools to be up to the latest standards. Nevertheless, under the phased implementation of SIP since 1994, about 700 public-sector schools had upgraded their teaching and learning environment. About 100 public-sector schools could not benefit from SIP due to physical or technical constraints. EDB had also launched the School Building Programme to redevelop and reprovision schools accommodated in premises not fully meeting prevailing standards.

77. In reply to Mr IP Kwok-him's enquiry about the typical cost of building a new school premises, US(Ed) advised that depending on the physical conditions of the school, student population and other technical factors, the average cost of such a project was about \$300 to \$400 million.

VII. Any other business

78. There being no other business, the meeting ended at 6:40 pm.

Council Business Division 4
Legislative Council Secretariat
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