

Panel on Education
List of follow-up actions

(position as at 6 January 2016)

Subject	Date of meeting	Follow-up action required	Administration's response
1. <u>Briefing by the Secretary for Education on the Chief Executive's 2015 Policy Address</u>	16.1.2015	<p>With reference to paragraphs 127(ii) and 127(iv) of the 2015 Policy Address, the Administration was requested to provide information on –</p> <p>(a) the pilot scheme to be launched through the Lotteries Fund to invite operators of subvented preschool rehabilitation services to provide on-site rehabilitation services for children with special needs who are studying in kindergartens, or kindergarten-cum-child care centres,</p> <p>(b) the enhanced support for parents of children with special needs; and</p> <p>(c) the resources involved in implementing the aforementioned initiatives.</p>	Response awaited.
2. <u>Chinese History Education</u>	9.2.2015	The Administration was requested to provide a name list of schools with a breakdown by the type of curriculum modes for Chinese history education they adopted at the junior secondary level; and	Response awaited.

Subject	Date of meeting	Follow-up action required	Administration's response
		among those secondary schools which adopted the independent subject mode, the names and number of schools that taught Chinese History as an independent subject throughout Secondary One to Three, and those that only taught the subject for one or two years at the junior secondary level.	
3. <u>Policy on the teaching of the Chinese Language subject in Putonghua</u>	13.4.2015	The Administration was requested to provide relevant information on the implementation of using Putonghua as the medium of instruction for teaching the Chinese Language subject in primary and secondary schools in Hong Kong.	Response awaited.
4. <u>Issues related to the implementation of Territory-wide System Assessment</u>	29.11.2015	The Hong Kong Examinations and Assessment Authority ("HKEAA") was requested to provide information on complaints received by HKEAA in each of the past five years regarding the assessment items of Territory-wide System Assessment ("TSA") (including the level of difficulty, item types, etc.).	The Administration's written response was circulated to members vide LC Paper No. CB(4)391/15-16(01) on 18 December 2015.
5. <u>Issues related to the policy and programme on reprovisioning and redevelopment of sub-standard school premises</u>	14.12.2015	1. In respect of the 28 public sector primary schools that currently operate in "matchbox-style school premises", the Administration was requested to provide	Response awaited.

Subject	Date of meeting	Follow-up action required	Administration's response
		<p>the following information –</p> <ul style="list-style-type: none"> (a) their names, addresses and the time when their existing school premises were built; (b) among the schools operating in sub-standard premises, <ul style="list-style-type: none"> (i) those schools that would be reprovisioned, (ii) those that had indicated the need or wish for reprovisioning or redevelopment and (iii) those that had not indicated such a need or wish; (c) the Administration's timetable for reprovisioning or redevelopment of the schools currently operating in sub-standard premises; and (d) if no timetable in (c) was available, the reasons. <p>2. In respect of two special schools, namely Hong Chi Morninghill School in Tuen Mun and SAHK Ko Fook Iu Memorial School in Shatin, currently</p>	<p>Response awaited.</p>

Subject	Date of meeting	Follow-up action required	Administration's response
		operating in sub-standard school premises, the Administration was requested to advise on – (a) the Administration's timetable for reprovisioning or redevelopment of the schools; and (b) if no timetable in (a) was available, the reasons.	
6. <u>Issues related to teaching and non-teaching manpower in special schools</u>	14.12.2015	The Administration was requested to provide information on the wastage rate of teachers in aided special schools in the past three school years.	Response awaited.