

**立法會**  
**Legislative Council**

LC Paper No. CB(4)1508/17-18  
(These minutes have been seen  
by the Administration)

Ref : CB4/PL/ED

**Panel on Education**

**Minutes of meeting**  
**held on Friday, 13 April 2018 at 10:45 am**  
**in Conference Room 1 of the Legislative Council Complex**

**Members present** : Dr Hon CHIANG Lai-wan, JP (Chairman)  
Hon IP Kin-yuen (Deputy Chairman)  
Hon LEUNG Yiu-chung  
Hon Abraham SHEK Lai-him, GBS, JP  
Hon Tommy CHEUNG Yu-yan, GBS, JP  
Hon Starry LEE Wai-king, SBS, JP  
Dr Hon Priscilla LEUNG Mei-fun, SBS, JP  
Hon Mrs Regina IP LAU Suk-ye, GBS, JP  
Hon Claudia MO  
Hon Michael TIEN Puk-sun, BBS, JP  
Hon MA Fung-kwok, SBS, JP  
Hon Charles Peter MOK, JP  
Hon CHAN Chi-chuen  
Hon LEUNG Che-cheung, SBS, MH, JP  
Hon Dennis KWOK Wing-hang  
Dr Hon Fernando CHEUNG Chiu-hung  
Dr Hon Helena WONG Pik-wan  
Dr Hon Elizabeth QUAT, BBS, JP  
Ir Dr Hon LO Wai-kwok, SBS, MH, JP  
Hon CHU Hoi-dick  
Hon HO Kai-ming  
Hon Holden CHOW Ho-ding  
Hon SHIU Ka-chun  
Hon Wilson OR Chong-shing, MH  
Hon Tanya CHAN  
Hon CHEUNG Kwok-kwan, JP  
Hon HUI Chi-fung  
Hon LAU Kwok-fan, MH  
Dr Hon CHENG Chung-tai  
Hon AU Nok-hin  
Hon Vincent CHENG Wing-shun, MH

**Member attending** : Hon KWONG Chun-yu

**Members absent** : Hon CHAN Han-pan, JP  
Dr Hon Junius HO Kwan-yiu, JP

**Public Officers attending** : Agenda item III

Dr CHOI Yuk-lin, JP  
Under Secretary for Education

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

Dr Verena LAU  
Principal Education Officer(Special Education)  
Education Bureau

Agenda item IV

Dr CHOI Yuk-lin, JP  
Under Secretary for Education

Mrs HONG CHAN Tsui-wah  
Deputy Secretary for Education (5)

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

Ms Teresa CHAN  
Principal Assistant Secretary  
(Education Commission & Planning)  
Education Bureau

Dr SO Kwok-sang  
Secretary General  
The Hong Kong Examinations and Assessment Authority

Agenda item V

Mr Kevin YEUNG, JP  
Secretary for Education

Mrs HONG CHAN Tsui-wah  
Deputy Secretary for Education (5)

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

Dr SO Kwok-sang  
Secretary General  
The Hong Kong Examinations and Assessment Authority

Agenda item VI

Mr Kevin YEUNG, JP  
Secretary for Education

Mr WOO Chun-sing  
Deputy Secretary for Education (4)

Ms Louise SO  
Principal Education Officer (School Administration)  
Education Bureau

**Clerk in attendance** : Ms Angel WONG  
Chief Council Secretary (4)4

**Staff in attendance** : Ms Mina CHAN  
Senior Council Secretary (4)4

Miss Mandy NG  
Council Secretary (4)4

Ms Sandy HAU  
Legislative Assistant (4)4

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Action

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

- (LC Paper No. CB(4)715/17-18(01) -- Letter dated 14 February 2018 from Dr Hon Priscilla LEUNG Mei-fun concerning issues relating to the subject of Liberal Studies under the New Senior Secondary Academic Structure
- LC Paper No. CB(4)715/17-18(02) -- Administration's written response dated 15 March 2018 to the letter dated 14 February 2018 from Dr Hon Priscilla LEUNG Mei-fun concerning issues relating to the subject of Liberal Studies under the New Senior Secondary Academic Structure
- LC Paper No. CB(4)723/17-18(01) -- Letter dated 14 February 2018 from Dr Hon CHENG Chung-tai concerning issues related to the refined Performance Indicators (Kindergartens)
- LC Paper No. CB(4)723/17-18(02) -- Administration's written response dated 9 March 2018 to the letter dated 14 February 2018 from Dr Hon CHENG Chung-tai concerning issues related to the refined Performance Indicators (Kindergartens)
- LC Paper No. CB(4)738/17-18(01) -- Administration's written response dated 13 March 2018 to Dr Hon Helena WONG Pik-wan's concerns over the safety of drinking water in schools)

Members noted the above papers issued since the last meeting.

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

(Appendix I to LC Paper No. CB(4)881/17-18 -- List of outstanding items for discussion

Appendix II to LC Paper No. CB(4)881/17-18 -- List of follow-up actions)

2. Members agreed to discuss the following items at the next regular meeting on 11 May 2018 at 10:45 am:

- (a) Proposed further injection to the Gifted Education Fund;
- (b) Proposed setting up of the Student Activities Support Fund; and
- (c) 8096EB - Construction of an assembly hall at Munsang College at 8 Dumbarton Road, Kowloon City.

3. Dr Priscilla LEUNG referred to item 7(d) on the List of outstanding items for discussion ("the List") and urged the Panel to discuss issues relating to the review of the subject of Liberal Studies within the current legislative session. The Chairman noted and asked the Secretariat to follow up with the Administration.

4. The Deputy Chairman referred to item 3(a) on the List and urged for an early discussion of the governance, grievance procedures, the appointment and extension of appointment of teaching staff of the University Grants Committee-funded institutions. The Chairman noted and asked the Secretariat to follow up with the Administration.

5. Mr SHIU Ka-chun requested the Panel to discuss homework policy. The Chairman responded that the Panel had discussed related issues at its meeting in January 2018. She would discuss the matter with the Administration.

**III. 8032ED - Conversion to Heung Hoi Ching Kok Lin Association Buddhist Po Kwong School**

(LC Paper No. CB(4)881/17-18(01) -- Paper provided by the Administration)

Briefing by The Administration

6. The Chairman drew members' attention to Rule 83A of the Rules of Procedure, which provided that a Member shall not move any motion or

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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. She reminded members to declare interest, if any, in the subject under discussion.

Briefing by the Administration

7. Under Secretary for Education ("US(Ed)") briefed members on the Administration's proposal to construct within the existing site boundary of Heung Hoi Ching Kok Lin Association Buddhist Po Kwong School ("Po Kwong School") a teaching annex and an annex to house a boarding section providing 60 new boarding places for children with moderate intellectual disability ("MoID"). Details of the proposal were set out in the Administration's paper [LC Paper No. CB(4) 881/17-18(01)].

Discussion

*Special school improvement works*

8. The Deputy Chairman welcomed the implementation of the proposed project. He pointed out that special schools required additional classrooms and related facilities for the implementation of the New Senior Secondary ("NSS") academic structure and the extension of years of study. However, it had been such a long time that the facilities of Po Kwong School could be enhanced for that purpose. US(Ed) responded that in supporting the 61 aided special schools in the territory to implement NSS academic structure, the Education Bureau ("EDB") had been taking forward some 40 special school improvement works which cost less than \$30 million, and 18 of them had been completed.

9. Dr Fernando CHEUNG strongly supported the proposed project. Sharing the Deputy Chairman's concern about the slow progress of special school improvement works, he enquired about the expected completion date of the proposed project. US(Ed) advised that if funding approval could be obtained from the Finance Committee ("FC") in May 2018, the proposed project was expected to be completed in May 2021.

*Provision of boarding places and facilities in special schools*

10. Mr Vincent CHENG supported the proposed project. He enquired about the number of students on the waiting list for a MoID boarding place, whether the existing site of Po Kwong School had been optimized to provide as many boarding places as possible, and whether necessary manpower resources would be provided to cope with the new boarding services. US(Ed) responded that the provision of boarding places in special schools was planned on a territory-wide basis and had taken into account a host of factors, such as the demand for boarding places, the projected number of students, availability of suitable sites

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and suitability of the existing school premises for further extension, etc. Currently, there were 127 students with MoID on the waiting list for a boarding place. Together with the 60 MoID boarding places to be provided by Hong Chi Pinehill School, a total of 120 MoID boarding places would be provided to meet the demand in the Tai Po and North Region and relieve the territory-wide demand. On manpower arrangement, US(Ed) advised that wardens, assistant wardens, houseparents, nurses, etc., would be provided to cater for the needs of the boarders in Po Kwong School.

11. In response to the enquiries of Mr Holden CHOW and Mr Abraham SHEK, US(Ed) confirmed that the total number of students (including non-Chinese speaking ("NCS") students) on the territory's waiting list for MoID boarding places was 127. At the request of Mr SHEK, US(Ed) undertook to provide after the meeting statistics on the demand for and supply of special school boarding places for NCS students with MoID (including the number of these students on the waiting list for a boarding place, average waiting time, and the percentage of these students over the 127 waitlistees in the territory).

*(Post-meeting note: The Administration's response was issued to members on 24 May 2018 vide LC Paper No. CB(4)1136/17-18(01).)*

12. In view of members' concerns over the provision of boarding places in special schools, the Chairman requested the Administration to provide after the meeting a list of works projects for boarding sections in existing special schools/special schools with boarding facilities for students with ID that were under construction and under planning (including their respective expected completion dates, the number of new boarding places to be provided by each project, etc.)

*(Post-meeting note: The Administration's response was issued to members on 24 May 2018 vide LC Paper No CB(4)1136/17-18(01).)*

13. As no boarding service was provided for students with mild ID under the prevailing policy, Dr Fernando CHEUNG asked whether flexibility would be allowed for Po Kwong School to allocate some of the new MoID boarding places to students with mild ID who could not be cared for by their families and those who required training on independent living skills before leaving schools. US(Ed) advised that the small group homes for mildly mentally handicapped children/integrated small group homes under the Social Welfare Department ("SWD") provided home-like residential care service for school-age children with mild ID. Besides, special schools incorporated training into their regular learning programmes to enhance students' independent living skills. EDB would also provide additional social workers to enhance their support for students.

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14. The Deputy Chairman and Dr Fernando CHEUNG noted that occupational therapists and speech therapists would offer services to special school students, however, no additional special rooms or related facilities were provided in special schools accordingly. They asked whether related facilities would be provided under the proposed project. US(Ed) advised that the additional allied health manpower had only been provided since this school year. As the detailed design of the proposed project had already been finalized, any changes would inevitably lead to delay in the project delivery. Po Kwong School could flexibly use the additional facilities, such as the two special rooms, to be provided under this project to deliver the various services.

15. Mr Tommy CHEUNG said that the Liberal Party supported the proposed project.

*Support for special school students upon graduation*

16. Mr LAU Kwok-fan declared interest as a member of the North District Council and supported early construction of the proposed project. He relayed Po Kwong School Parent-Teacher Association's concern that there was a serious shortage of subsidized residential care places for persons with ID. Students with ID waited for a long time for such a place after they had left schools. He called on EDB to work collaboratively with the Labour and Welfare Bureau to enhance the support services for ID students upon completion of Secondary 6 ("S6").

17. US(Ed) responded that the proposed project sought to provide boarding places for primary and secondary students with MoID. Nonetheless, she would convey Mr LAU Kwok-fan's concern to SWD. US(Ed) added that a communication platform had been set up among EDB, SWD, the Vocational Training Council and the Hong Kong Special Schools Council to discuss matters related to supporting students with disabilities (including students with ID), including post-school placement, vocational training, rehabilitation services, etc. At the request of Mr LAU, US(Ed) undertook to provide the Administration's short-, medium-and long-term support for students with ID upon completion of S6 (including vocational training and residential services).

*(Post-meeting note: The Administration's response was issued to members on 24 May 2018 vide LC Paper No. CB(4)1136/17-18(01).)*

*Summing up*

18. The Chairman concluded that the Panel supported the Administration's submission of the proposed project to the Public Works Subcommittee.



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**IV. Payment for the examination fees for school candidates sitting for the 2019 Hong Kong Diploma of Secondary Education Examination**

(LC Paper No. CB(4)881/17-18(02) -- Paper provided by the Administration)

Briefing by the Administration

19. US(Ed) briefed members on the Administration's one-off measure to pay the examination fees for school candidates sitting for the 2019 Hong Kong Diploma of Secondary Education Examination ("HKDSE"). Subject to members' comments, the Administration planned to seek funding approval from FC at its meeting on 4 May 2018 such that the Hong Kong Examinations and Assessment Authority ("HKEAA") could make preparations for the registration for Category C subjects in the 2019 HKDSE, which would take place in June 2018, on the basis that the examination fees would be paid by the Government.

Discussion

*Scope of application for the proposed measure*

20. Mr Tommy CHEUNG said that the Liberal Party supported the measure, but was concerned whether the measure would incur additional administrative costs. US(Ed) explained that the measure would not cover private candidates. The administrative costs involved in paying the examination fees for school candidates would be absorbed by EDB's existing resources and HKEAA would handle the registration of candidates for the 2019 HKDSE according to its established mechanism. Hence, she did not see any significant administrative costs to be incurred.

21. Mr SHIU Ka-chun, Ms Tanya CHAN, Mr CHAN Chi-chuen, Mr LEUNG Yiu-chung, Mr HUI Chi-fung, Ms Starry LEE and Dr Fernando CHEUNG urged the Administration to re-consider paying the examination fees for private candidates. Pointing out that quite a number of private candidates sat for HKDSE every year, Mr SHIU considered it unfair to exclude those "genuine" private candidates from the examination fee waiver and suggested EDB to consult the Youth Development Commission on the measure. Mr CHAN asked how the scope and coverage of the measure was determined. In his view, the Administration should not exclude the private candidates simply because many netizens had expressed interest in sitting for the 2019 HKDSE for "fun". Netizens had only made such comments to voice out their dissatisfaction to the 2018-2019 Budget. The Administration should explore more concessionary measures to allow more people to share the fruits of economic success. Ms LEE considered that the Administration should pay the examination fees for private candidates unless they were proved to have abused

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the measure. Dr CHEUNG expressed concern as to whether the measure had discriminated against private candidates.

22. Ms Tanya CHAN and Mr LEUNG Yiu-chung suggested the Administration to pay the examination fees for the 2019 HKDSE private candidates who had been graduated from secondary schools in the past two years. Noting that the total number of candidates taking HKDSE would not affect a candidate's grades because HKDSE adopted standards-referenced reporting, Mr HUI Chi-fung strongly urged the Administration to pay the examination fees for the private candidates who had taken HKDSE in the past three years and would enter for the 2019 HKDSE.

23. US(Ed) explained that the examination fees were waived with a view to sharing the fruits of economic success and alleviating candidates' financial burden. Having considered various factors, the Administration had decided to confine the measure to school candidates in the interests of candidates sitting for the 2019 HKDSE. Such arrangements could remove the worries of candidates and parents that someone might enter the examination for "fun" because of free examination fees or intentionally disturb the order at the examination venues. EDB would give due consideration to members' views for future measure, if any. In fact, to help young people pursue self-enhancement, a number of other concessionary measures had been announced in the 2018-2019 Budget.

24. In response to Dr CHENG Chung-tai's enquiry as to how the school candidates could confirm that the Government had paid the examination fees for them, US(Ed) advised that eligible school candidates should not be missed out if they entered for the 2019 HKDSE through their schools.

*Regularization of the examination fee waiver*

25. Ms Tanya CHAN, Mr LEUNG Yiu-chung, Mr CHEUNG Kwok-kwan, the Deputy Chairman, Mrs Regina IP, Mr CHENG Chung-tai, Ms Starry LEE and Dr Fernando CHEUNG called on the Administration to regularize the examination fee waiver. In their views, the Government in principle should not collect from candidates examination fees under the 15-year free education policy. Mr CHEUNG said that he and the Democratic Alliance for the Betterment and Progress of Hong Kong supported the measure, and urged for a regularized measure in 2020. The Deputy Chairman relayed the call from some Secondary 4 students for extending the measure. Mrs IP said that the measure was welcomed by the middle-class families. She considered that if the Administration did not intend to regularize the measure, it should pay the examination fees for HKDSE candidates every time when there was a fiscal surplus.

26. Ms Tanya CHAN said that the income of HKEAA had been adversely affected by the continuous drop in the number of HKDSE candidates in recent years. She considered that regularization of the measure would help alleviate the

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financial pressure of HKEAA. Mr LEUNG Yiu-chung shared Ms CHAN's view and pointed out that HKEAA had been facing greater financial stress because of the increasing demand of special examination arrangements for candidates with special educational needs. He considered that the Administration should take up the extra costs arising from the provision of special examination arrangements. As HKEAA derived its income mainly from examination fees, Mrs Regina IP was worried that more examinations such as the Territory-wide System Assessment ("TSA") would be conducted so as to ease HKEAA's financial pressure. She suggested the Administration to consider injecting fund into HKEAA with a view to reducing examination fees. Dr Fernando CHEUNG considered that HKEAA should be funded by public money.

27. US(Ed) clarified that the examination fee waiver was a one-off measure. The Government had no plan to regularize the measure at the present stage. Also, the measure did not seek to alleviate the financial difficulties of HKEAA which was an independent and self-financing statutory organization for conducting public examinations. In order not to undermine the independence of HKEAA, the Government had only provided HKEAA with non-recurrent grants under special circumstances and with sound justifications to assist towards the cost of conducting the examinations. In fact, other than HKDSE, HKEAA had derived income through administering international and professional examinations.

Motion

28. The Chairman referred members to the motion proposed by Mr SHIU Ka-chun (wording of the motion in **Appendix I**).

29. In response to Ms Starry LEE's enquiry, Mr SHIU Ka-chun clarified that his motion sought to urge the Administration to pay the examination fees for the private candidates who had taken HKDSE in 2016, 2017 and 2018 and would enter for the 2019 HKDSE.

30. The Chairman put the motion moved by Mr SHIU Ka-chun to vote. The vast majority of members present voted for the motion. The Chairman declared that the motion was carried.

Summing up

31. The Chairman concluded that the Panel raised no objection to the Administration's submission of the proposal to FC for consideration

**V. Review of Basic Competency Assessment**

(LC Paper No. CB(4)881/17-18(03) -- Paper provided by the Administration

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- LC Paper No. CB(4)881/17-18(04) -- Background brief on issues related to Primary 3 Basic Competency Assessment Research Study
- LC Paper No. CB(4)881/17-18(05) -- Submission from a member of the public)

Briefing by the Administration

32. The Secretary for Education ("SED") briefed members on the recommendations made by the Coordinating Committee on Basic Competency Assessment and Assessment Literacy ("the Coordinating Committee") in March 2018 regarding the review of the Primary ("P") 3 Territory-wide System Assessment ("P3 TSA"), details of which were set out in the Administration's paper [LC Paper No. CB(4)881/17-18(03)].

Discussion

*Sampling approach*

33. Ms Claudia MO said that as students would be sampled for P3 TSA under the new arrangements, schools did not know who would eventually participate in the assessment. Hence, they would continue to drill all P3 students to get well prepared for the assessment. SED believed that schools would not normally conduct drilling for TSA because only 10% of students would be randomly selected for P3 TSA. EDB would monitor the situation, and follow up with any schools that would drill students for TSA.

34. Dr CHENG Chung-tai held the view that the new P3 TSA was simply a resumption of the previous TSA as all public sector and Direct Subsidy Scheme schools would have to participate in the assessment. The sampling approach might also cause unfairness among students. He suggested that parents should be allowed to take part in the random selection on a voluntary basis. Dr Helena WONG suggested that schools should be allowed not to participate in P3 TSA and students should be allowed to opt out of the assessment if they were randomly selected.

35. SED stressed that P3 TSA should not be equated with drilling. He explained that to ensure information of reference value and representativeness could be obtained at the territory-wide level, all P3 students would be included in the sampling for selection and the 10% of students sampled were required to participate in the assessment. The adoption of the sampling approach would be fair to all students. In fact, the speaking assessments for TSA in the past were also conducted on the sampling basis.

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36. Ms Starry LEE enquired how learning and teaching of Primary 4 to 6 could be enhanced if only 10% of students would be sampled for P3 TSA. SED explained that TSA had been providing useful feedback at both the territory-wide and school levels. The territory-wide data facilitated the Government in improving the curriculum and school-based support services. At the school level, TSA school reports provided detailed item analysis for all papers and other supplementary information which helped schools understand the overall strengths and weaknesses of students and take respective measures to follow up. Under the new arrangements, the Administration would sample about 10% of students from each school to participate in P3 TSA to obtain territory-wide data. Schools which considered the school-level reports useful for enhancing students' learning could choose to arrange all P3 students to participate in the assessment and obtain the reports.

*Full cohort participation in Primary 3 Territory-wide System Assessment*

37. Mr HUI Chi-fung said that according to a survey conducted by Hong Kong Professional Teachers' Union ("HKPTU"), 69% of teacher respondents did not agree that participation of all P3 students in TSA should be arranged and 63% considered that full cohort participation would result in drilling. However, under the new arrangements, schools could choose to arrange all P3 students to participate in TSA. This reflected that EDB had not heeded professional views in making arrangements for P3 TSA.

38. SED advised that throughout the two-year review process, EDB had attended to and collected views from various stakeholders on P3 TSA through different channels, such as the conduct of questionnaire surveys and 191 consultation sessions of various types. Discussions were held with about 3 000 primary school heads and teachers and views of more than 23 000 parents of P3 students were collected. The Administration was aware that HKPTU had recently conducted a survey on P3 TSA and views of 524 respondents had been collected. SED assured members that views collected from different stakeholders would be respected.

39. The Deputy Chairman pointed out that to his understanding, teachers had been consulted together with the school heads in the discussions mentioned by SED. He was worried that teachers' views might not be adequately reflected under such circumstances.

40. Mr HUI Chi-fung and Mr SHIU Ka-chun sought information on the schools making full cohort participation arrangements in P3 TSA, such as the number of schools, their names and reasons for making such arrangements, etc. Mr CHU Hoi-dick asked whether all 34 government schools had applied for full cohort participation. The Secretary General of HKEAA advised that as at 12 April 2018, about 180 schools had applied for full cohort participation in P3 TSA. Among those 180 schools, around 30 were government schools.

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SED added that schools which would like all their P3 students to participate in TSA would approach HKEAA directly for arrangements. EDB had pledged not to enquire about the identity of participating schools from HKEAA. Therefore, EDB did not have information on the participation of individual schools, including school names, types, number of students and respective school sponsoring bodies.

41. The Deputy Chairman said that 180 schools opting for full cohort participation in P3 TSA accounted for about 40% of the total number of local primary schools, which was a high percentage.

42. Ms Claudia MO, Dr Helena WONG, Mr HUI Chi-fung and Dr Fernando CHEUNG were of the view that drilling would continue if schools could apply for participation of all P3 students in TSA and provision of school reports. Ms MO was worried that some school heads might make such request out of vanity. Dr CHEUNG pointed out that the new P3 TSA had deviated from its objective of reducing drilling through sampling because a large number of schools had opted for full cohort participation. He asked the Administration to consider removing the full cohort participation arrangements. Mr CHAN Chi-chuen shared Dr CHEUNG's views and considered that full cohort participation in the assessment was simply a resumption of the previous TSA.

43. SED reiterated that under the new arrangements, the arrangements for the territory-wide and school levels of P3 TSA would be handled separately. The Administration would sample about 10% of students from each school to participate in P3 TSA to obtain adequate data for territory-wide analysis. In addition, schools could choose to arrange all P3 students to participate in TSA if they considered that the school-level reports could help them improve learning and teaching. Schools with such plans might approach HKEAA directly. EDB would not obtain school reports of individual schools from HKEAA, and would not enquire about the identity of participating schools. Moreover, schools were prohibited to disclose the information in school-level reports which could help reduce inappropriate drilling and comparison among schools.

44. Mr HUI Chi-fung, Dr Helena WONG, Mr SHIU Ka-chun, the Deputy Chairman, Mrs Regina IP and Mr CHAN Chi-chuen considered that EDB should require schools which would like to arrange all their P3 students to participate in TSA to gauge the views of the parents, teachers, incorporated management committee ("IMC") and students on such plan. Also, a consensus must be reached before the school should approach HKEAA for making such arrangements. Mr HUI and Mr Vincent CHENG asked whether the Administration would consider issuing some guidelines to facilitate these schools in the consultation. Mr AU Nok-hin considered it necessary to put in place an opt-out mechanism for parents at schools choosing full cohort participation in the assessment.

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45. SED explained that EDB respected schools' professional decisions to opt for full cohort participation in P3 TSA. Under the spirit of school-based management, school management committees ("SMCs")/IMCs were entrusted with flexibility and autonomy in managing schools according to the needs of their students. There had been effective mechanisms in place for both SMCs/IMCs to communicate with and gauge views of key stakeholders (including parents, teachers and school managers), and to make decisions on school matters and operational arrangements in the best interests of students.

46. Mr CHAN Chi-chuen enquired about the definition of "full cohort participation". He asked whether a school which had applied for full cohort participation in the assessment would still be provided with school-level reports if only 80% or 90% of students turned up for the assessment. SED responded that if a school approached HKEAA for the provision of schools reports, arrangements would be made for participation of all P3 students. If it turned out that only 80% or 90% of students took part in the assessment, HKEAA should still be able to provide school reports.

*School-level reports*

47. Mrs Regina IP was given to understand that there were only simple or limited assessment data in the school reports. She cast doubt as to whether the reports could help schools identify students' weaknesses and adjust teaching strategies. SED responded that four types of school reports with different coverage were made available for schools' selection in the light of school-based needs. The most detailed report provided the question intent of each item and an analysis of options of multiple-choice items, which could enable schools to adjust teaching plans and strategies. SED undertook to provide the samples of the four types of school reports for members' reference. In response to Mrs IP's enquiry about the release of TSA results, SED advised that annual TSA reports with territory-wide data would be uploaded onto the website for public access.

*(Post-meeting note: The samples of the four types of school reports were issued to members on 29 May 2018 vide LC Paper No. CB(4)1171/17-18.)*

48. Mr LEUNG Che-cheung considered that schools would continue to drill their students for higher attainment rates as long as P3 TSA was conducted. He was worried that both the territory-wide TSA data and school reports would exert pressure on schools and teachers, resulting in over-drilling. He asked whether an opt-out mechanism would be put in place for schools/parents which/who were not willing to participate in the assessment. SED stressed that under the new arrangements, EDB would not enquire about the participation of individual schools or obtain the school reports of individual schools from HKEAA. Nevertheless, he considered it reasonable for schools to follow up

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with teachers on the improvement areas identified in the school reports with a view to enhancing learning and teaching.

49. Ms Claudia MO and Mr AU Nok-hin queried the need for P3 TSA to collect data on students' competency levels, which could be gauged by EDB from its regular school visits and external school reviews. Ms MO called for the abolition of P3 TSA. Mr AU enquired about the reasons for not conducting P3 TSA in alternate years as that for P6 TSA. SED explained that the Coordinating Committee and EDB had been in close communication with all stakeholders. Majority of them generally considered the assessment of value for providing feedback to learning and agreed that it should be maintained. On P6 TSA, as P6 students used to sit for TSA and Pre-Secondary One Hong Kong Attainment Test, alternate-year arrangement was adopted for P6 TSA to help relieve the pressure on students.

*Monitoring mechanism*

50. Ms Starry LEE, Mr Vincent CHENG and Mr Wilson OR enquired how the Administration could effectively monitor the implementation of the new arrangements for P3 TSA to avoid over-drilling. The Deputy Chairman considered that the Administration should devise a stringent monitoring mechanism. SED advised that in eliminating the incentives for drilling, assessment papers and question design had been improved to align better with the basic competencies of P3 since the 2016 Tryout Study (P3). Besides, schools would only be informed of the names of participants to be sampled for P3 TSA on the assessment date, so drilling was not necessary. In the past two years, EDB had collected views from parents of participating students through different channels, such as questionnaire surveys, with a view to ensuring the removal of the incentives for drilling. EDB would continue to closely monitor the implementation of the new arrangements and gauge views of parents and teachers of students participating in P3 TSA through questionnaire surveys and focus group meetings.

51. Mr CHU Hoi-dick enquired about the Administration's follow-up actions if schools announced publicly that they had arranged full cohort participation in P3 TSA, and that their students' attainment rates were above the territory-wide average. SED responded that schools' full cohort participation in the assessment was not restricted information. However, schools should not publicize the school-level data and related information. The Administration would seriously follow up with schools for any violations.

52. While considering P3 TSA unnecessary, Dr Priscilla LEUNG was aware of some parents' views that the assessment should be maintained and drilling was acceptable. In view of this, she said that if schools, particularly those opted for full cohort participation in P3 TSA, were found to drill their students for the assessment or publicize the school reports, a penalty such as cutting education



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resources from the Government should be imposed. On the other hand, additional resources should be provided to assist schools without drilling problem to improve the effectiveness of learning and teaching with reference to the assessment data.

53. Mr Wilson OR enquired about the Administration's measures to enhance the community's (including schools, teachers and parents) understanding of TSA and the use of assessment information to formulate education policies and allocate education resources. SED advised that the Coordinating Committee had made a number of recommendations in respect of enhancing assessment literacy, including fostering the community's understanding of the concept of assessment for learning, enhancing the assessment literacy of schools and teachers as well as their abilities to make good use of assessment data to help improve learning and teaching. The Administration would step up its efforts in enhancing the community's understanding that TSA helped students achieve better learning outcomes rather than providing indicators for evaluating schools' performance.

Motions

54. The Chairman referred members to the five motions proposed respectively by the Deputy Chairman, Dr Fernando CHEUNG, Mr SHIU Ka-chun, Dr Helena WONG and Mr Vincent CHENG (wording of the motions in **Appendices II to VI**).

55. The Chairman put the motion moved by the Deputy Chairman to vote. The vast majority of members present voted for the motion. The Chairman declared that the motion was carried.

56. The Chairman put the motion moved by Dr Fernando CHEUNG to vote. Eight members voted for the motion, five members voted against it and no member abstained. The Chairman declared that the motion was carried.

57. The Chairman put the motion moved by Mr SHIU Ka-chun to vote. More members voted in favour of the motion than those who voted against it. The Chairman declared that the motion was carried.

58. The Chairman put the motion moved by Dr Helena WONG to vote. All members present voted for the motion. The Chairman declared that the motion was carried.

59. The Chairman put the motion moved by Mr Vincent CHENG and seconded by Mr CHEUNG Kwok-kwan to vote. Five members voted for the motion, six members voted against it and two members abstained. The Chairman declared that the motion was negatived.

Action

**VI. Arrangements for student guidance teachers/student guidance personnel under the policy of "one school social worker for each school" in primary schools**

- (LC Paper No. CB(4)908/17-18(01) -- Paper provided by the Administration
- LC Paper No. CB(4)879/17-18(01) -- Joint letter dated 30 March 2018 from 26 Members concerning student guidance teachers in primary schools
- LC Paper No. CB(4)879/17-18(02) -- Administration's written response dated 6 April 2018 to the joint letter dated 30 March 2018 from 26 Members concerning student guidance teachers in primary schools
- LC Paper No. CB(4)883/17-18(01) -- Letter dated 4 April 2018 from Hon HO Kai-ming concerning student guidance teachers in primary schools
- LC Paper No. CB(4)883/17-18(02) -- Administration's written response dated 6 April 2018 to the letter dated 4 April 2018 from Hon HO Kai-ming concerning student guidance teachers in primary schools
- LC Paper No. CB(4)905/17-18(01) -- Submission from 真優化小學學生輔導 SGT 大聯盟)

Briefing by the Administration

60. SED briefed members on the implementation of "one social worker for each school" in primary schools by EDB in the 2018-2019 school year, details of which were set out in the Administration's paper [LC Paper No. CB(4)908/17-18(01)].

Action

Discussion

61. The Deputy Chairman said that the recent child abuse cases had given rise to concerns that the student guidance service in kindergartens and primary schools should be enhanced. As student guidance and social work services were complementary to each other, the Administration was urged to provide each primary school with new resources for employing an additional social worker to support the implementation of Comprehensive Student Guidance Service ("CSGS"). However, he was given to understand that under the new policy of "one social worker for each school", primary schools currently employing student guidance teachers ("SGTs") could only employ social workers when the serving SGTs left. He asked EDB to review the new policy with a view to truly strengthening social work and guidance services in primary schools.

62. SED explained that the Administration recognized the need to strengthen social work service and to contemplate the way forward for guidance service in primary schools. With the implementation of the new policy of "one social worker for each school", some small-sized schools without sufficient resources to employ a full-time social worker would be immediately provided with adequate resources for employing at least one full-time registered graduate social worker or an equivalent amount of grant to purchase service of a registered graduate social worker. Schools would also be provided with a Consultation Service Grant to purchase consultation, supervision and other support services for school social workers from social work service providers. SED assured members that EDB would engage SGTs in reviewing the mode of collaboration between student guidance and social work services under the new policy.

63. Mr HO Kai-ming concurred that the guidance service of small-sized schools would be strengthened through the increased provision of guidance resources. However, he relayed teachers' concerns that the student guidance service in schools currently employing SGTs would not be enhanced because SGTs would gradually be replaced with social workers and there would be only one social worker in each school in the future. He was worried that the rank of SGT would be deleted in the long run if schools were required to employ social workers to fill vacancies arising from retirement and resignation of serving SGTs. He urged the Administration to review the implementation of CSGS before taking forward the new policy.

64. SED explained that schools could continue to choose to employ SGTs having regard to their own needs. The Administration saw a dire need to provide each primary school with at least one school-based registered graduate social worker to cater for the prevailing needs of students. Hence, the new policy of "one social worker for each school" was implemented. In the long-run, the Administration would explore with the education sector the arrangements for SGTs/school guidance personnel ("SGP").

Action

65. Pointing out that quite a number of serving SGP were social workers holding only a diploma in social work or equivalent, Mr SHIU Ka-chun was concerned whether schools could continue to employ these SGP according to their school-based needs. He also drew the Administration's attention that under the new policy, schools hiring SGP from social work service providers might consider terminating the service contracts prematurely, which would adversely affected the livelihood of serving SGP. Moreover, he noted that schools might enter into contracts with service providers for a longer contract period of up to five years under the new policy. He reiterated that the social welfare sector objected to the procurement of social work service through competitive bidding system, which would affect the stability of the service in schools, and ultimately jeopardize the well-being of students. All in all, he strongly called for the adoption of "one school social worker plus one guidance teacher" in each primary school to best support students.

66. SED stressed that the Administration would give due consideration to various proposals, including the competitive bidding system, in reviewing the long-term development of the student guidance service in primary schools. As regards SGP, he advised that schools currently employing SGP were not required to immediately replace them with social workers. Schools which had already signed contracts with service providers should, subject to the terms and conditions of the contracts, make appropriate arrangements in the best interests of the schools. In fact, schools would on the whole receive more resources under the new funding mode and therefore should have adequate resources to continue the appointment of some serving SGP. However, SGP were required to meet the qualification requirements under the new funding mode.

Motions

67. The Chairman referred members to the four motions proposed respectively by the Deputy Chairman, Dr Fernando CHEUNG, Mr SHIU Ka-chun and Mr HO Kai-ming (wording of the motions in **Appendices VII to X**).

68. The Chairman put the motion moved by the Deputy Chairman to vote. The vast majority of members present voted for the motion. The Chairman declared that the motion was carried.

69. The Chairman put the motion moved by Dr Fernando CHEUNG to vote. The vast majority of members present voted for the motion. The Chairman declared that the motion was carried.

70. The Chairman put the motion moved by Mr SHIU Ka-chun to vote. The vast majority of members present voted for the motion. The Chairman declared that the motion was carried.

Action

71. The Chairman put the motion moved by Mr HO Kai-ming to vote. All members present voted for the motion. The Chairman declared that the motion was carried.

72. As quite a number of members had not yet asked questions on the agenda item, the Chairman suggested that the discussion of this item be continued at the next regular meeting. Members agreed.

**VII. Any other business**

73. There being no other business, the meeting ended at 1:15 pm.

Council Business Division 4  
Legislative Council Secretariat  
28 August 2018

**教育事務委員會**  
**Panel on Education**

在2018年4月13日的會議上  
就議程項目"為2019年香港中學文憑考試學校考生代繳考試費"  
提出的議案

**Motion proposed under the agenda item**  
**"Payment for the examination fees for school candidates sitting for the 2019**  
**Hong Kong Diploma of Secondary Education Examination "**  
**at the meeting on 13 April 2018**

**議案措辭**

本會促請政府的2019年香港中學文憑考試的學校考生代繳考試費的一次性措施，應包括三年內(2016、2017、2018)曾參加DSE的自修生。

(邵家臻議員動議)

**Wording of the Motion**

(Translation)

This Panel urges that the Government's one-off measure to pay the examination fees for school candidates sitting for the 2019 Hong Kong Diploma of Secondary Education Examination ("HKDSE") should cover private candidates who sat for HKDSE in 2016, 2017 and 2018.

(Moved by Hon SHIU Ka-chun)

**教育事務委員會**  
**Panel on Education**

**在2018年4月13日的會議上**  
**就議程項目"基本能力評估的檢討"提出的議案**  
**Motion proposed under the agenda item**  
**"Review of Basic Competency Assessment" at the meeting on 13 April 2018**

**議案措辭**

鑒於教育局將抽樣進行小三全港系統性評估("TSA")及容許學校個別向考评局申請全級應考並獲得多份詳細的學校表現報告。本事務委員會促請當局就小三TSA制訂明確的監察機制，如成立檢討委員會和進行教師、家長問卷調查等方式跟進TSA的實施情況，以確保或跟進小三TSA不會為學校帶來不必要的操練，扭曲小學教學課程。

(葉建源議員動議)

**Wording of the Motion**

(Translation)

Given that the Education Bureau will conduct the Primary 3 Territory-wide System Assessment ("P3 TSA") on a sampling basis and allow individual schools to apply to the Hong Kong Examinations and Assessment Authority for participation in P3 TSA by all P3 students with the provision of a number of detailed school performance reports, this Panel urges the Administration to establish a specific monitoring mechanism for P3 TSA, such as setting up a review committee, conducting questionnaire surveys with teachers and parents, etc. to follow up the implementation of TSA, in order to ensure that or to take follow-up actions to ensure that P3 TSA will not result in unnecessary drilling by schools, which will distort the primary school curriculum.

(Moved by Hon IP Kin-yuen)

**教育事務委員會**  
**Panel on Education**

**在2018年4月13日的會議上**  
**就議程項目"基本能力評估的檢討"提出的議案**  
**Motion proposed under the agenda item**  
**"Review of Basic Competency Assessment" at the meeting on 13 April 2018**

**議案措辭**

本事務委員會促請當局如果發現小三全港系統性評估(TSA)操練和異化情況嚴重，應以學生福祉為大前提，果斷地作出改變，包括廢除學校申請全級應考以獲得學校報告的措施。

(張超雄議員動議)

**Wording of the Motion**

(Translation)

This Panel urges that if there are excessive drilling for and irregularities in the Primary 3 ("P3") Territory-wide System Assessment, the Administration should, premised on the well-being of students, make decisive changes, including abolishing the arrangements for schools to apply for participation of all P3 students in order to obtain school reports.

(Moved by Dr Hon Fernando CHEUNG Chiu-hung)



**教育事務委員會**  
**Panel on Education**

**在2018年4月13日的會議上**  
**就議程項目"基本能力評估的檢討"提出的議案**  
**Motion proposed under the agenda item**  
**"Review of Basic Competency Assessment" at the meeting on 13 April 2018**

**議案措辭**

本事務委員會促請當局設立機制，要求學校進行全級應考小三TSA前主動通知家長相關決定，並讓家長自行選擇是否參與全級應考，確保家長、學生有不參與全級應考小三TSA之權利。

(邵家臻議員動議)

**Wording of the Motion**

(Translation)

This Panel urges the Administration to establish a mechanism under which schools are required to notify parents of their relevant decisions before applying for participation in Primary 3 ("P3") TSA by all P3 students and allow parents to choose on their own whether or not to participate in it so as to ensure that parents and students have the rights to opt out of TSA for all P3 students.

(Moved by Hon SHIU Ka-chun)

**教育事務委員會**  
**Panel on Education**

**在2018年4月13日的會議上**  
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**Motion proposed under the agenda item**  
**"Review of Basic Competency Assessment" at the meeting on 13 April 2018**

**議案措辭**

本事務委員會促請當局確立學校在小三全港系統性評估(TSA)申請全級應考前，必須有系統地進行校內民主諮詢，尊重教師、家長、法團校董會等各持份者的意見，並確保教師能自由表達意見。

(黃碧雲議員動議)

**Wording of the Motion**

(Translation)

This Panel urges the Administration to ensure that schools must, prior to submitting an application for participation in Primary 3 ("P3") Territory-wide System Assessment by all P3 students, conduct democratic consultation exercises systematically within schools, respect the views of stakeholders such as teachers, parents, incorporated management committees, etc, and guarantee that teachers can freely express their views.

(Moved by Dr Hon Helena WONG Pik-wan)

**教育事務委員會**  
**Panel on Education**

**在2018年4月13日的會議上**  
**就議程項目"基本能力評估的檢討"提出的議案**  
**Motion proposed under the agenda item**  
**"Review of Basic Competency Assessment" at the meeting on 13 April 2018**

**議案措辭**

本會認同基本能力評估及評估素養統籌委員會提出對小三全港性系統評估(TSA)的檢討建議，並要求繼續容許家長決定是否讓學生應考。政府也必做好監察工作，確保所有學校，特別是要求全級應考的學校，不會出現過度對學生進行操練的問題。同時，本會亦要求政府在完成本年度TSA時，盡快總結經驗，向本委員會報告，使各項安排得以進一步完善。

(鄭泳舜議員動議，張國鈞議員附議)

**Wording of the Motion**

(Translation)

This Panel agrees with the recommendations made by the Coordinating Committee on Basic Competency Assessment and Assessment Literacy regarding the review of the Primary 3 Territory-wide System Assessment ("TSA") and requests that parents should continue to be allowed to decide whether their children will take the assessment. Moreover, the Government must carry out proper monitoring work to ensure that all schools, in particular those schools which have applied for whole grade participation, can avoid the problem of excessive drilling of students. Meanwhile, this Panel also requests the Government to, upon the completion of this year's TSA, consolidate its experience as soon as possible and revert to this Panel so as to further refine various arrangements.

(Moved by Hon Vincent CHENG Wing-shun and seconded by Hon CHEUNG Kwok-kwan)

**教育事務委員會**  
**Panel on Education**

**在2018年4月13日的會議上**  
**就議程項目"小學'一校一社工'政策下**  
**學生輔導教師／學生輔導人員的安排"提出的議案**  
**Motion proposed under the agenda item**  
**"Arrangements for student guidance teachers/student guidance personnel**  
**under the policy of 'one school social worker for each school'**  
**in primary schools" at the meeting on 13 April 2018**

**議案措辭**

本事務委員會促請當局在推行小學「一校一社工」前必須諮詢和尊重現職小學學生輔導教師、學生輔導人員及學生輔導主任的意見，政府應重視及保留學校現行模式的輔導教師及各類輔導專業人員，包括維持或增加為所有小學提供學生輔導服務的津貼，確保現有輔導服務資源和人手不受影響的情況下，採納「1+1」輔導服務模式，即在每間小學至少設立一名學生輔導教師及一名駐校社工，讓具有教育和輔導背景的輔導教師與專業社工及早介入、深入輔導、長遠跟進學生問題，加強和優化小學社工與輔導服務。

(葉建源議員動議)

**Wording of the Motion**

(Translation)

This Panel urges that the Administration must consult serving Student Guidance Teachers ("SGTs"), student guidance personnel and Student Guidance Officers in primary schools and respect their views before implementing "one school social worker for each school" in primary schools. The Government should attach importance to and retain the present mode of provision of guidance teachers and various types of guidance professionals to schools, including maintaining or increasing the grant for providing student guidance services for all primary schools, so as to ensure that the "1+1" guidance service mode, namely the provision of at least one SGT and one school-based social worker for each primary school, can be adopted without affecting the current resources and manpower for guidance services, so that guidance teachers and professional social workers with background in the

fields of education and counselling can provide early intervention, intensive counselling and long-term follow-up on student issues, thereby enhancing and improving social work and counselling services in primary schools.

(Moved by Hon IP Kin-yuen)

**教育事務委員會**  
**Panel on Education**

**在2018年4月13日的會議上**  
**就議程項目"小學'一校一社工'政策下**  
**學生輔導教師／學生輔導人員的安排"提出的議案**  
**Motion proposed under the agenda item**  
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**under the policy of 'one school social worker for each school'**  
**in primary schools" at the meeting on 13 April 2018**

**議案措辭**

本事務委員會促請教育局檢討及重設學生輔導的培訓課程，讓更多具質素和有志參加輔導工作的教師接受正式培訓，從而強化學校的輔導工作。

(張超雄議員動議)

**Wording of the Motion**

(Translation)

This Panel urges the Education Bureau to review and reinstate the provision of training programmes on student guidance, so that more quality teachers who aspire to take up counselling work may receive formal training, thereby enhancing the provision of counselling work at schools.

(Moved by Dr Hon Fernando CHEUNG Chiu-hung)

**教育事務委員會**  
**Panel on Education**

**在2018年4月13日的會議上**  
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**in primary schools" at the meeting on 13 April 2018**

**議案措辭**

鑒於現時有部分在學校任職的學生輔導人員(SGP)持有非社工學位資歷，有些持教育輔導學位，有些持其他輔導學位，並不符合政府提出的「一校一社工」政策中要求社工學位資歷，本事務委員會促請政府設立五年過渡期，讓這些現職學生輔導人員在過渡期內獲取社工學位資歷後，符合政府政策要求可以在學校擔任社工工作。

(邵家臻議員動議)

**Wording of the Motion**

(Translation)

Given that some serving student guidance personnel ("SGP") in schools at present possess non-social work degree qualifications, with some of them holding degrees in educational counselling while some holding other degrees in the field of counselling, which do not meet the requirement of social work degree qualifications under the Government's policy of "one school social worker for each school", this Panel urges the Government to provide a five-year transitional period for these serving SGP to obtain social work degree qualifications so that they will meet the requirements set out under the Government's policy for taking up the duties of a social worker in schools.

(Moved by Hon SHIU Ka-chun)

**教育事務委員會**  
**Panel on Education**

**在2018年4月13日的會議上**  
**就議程項目"小學'一校一社工'政策下**  
**學生輔導教師／學生輔導人員的安排"提出的議案**  
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**under the policy of 'one school social worker for each school'**  
**in primary schools" at the meeting on 13 April 2018**

**議案措辭**

為了提升本港小學學生轉導服務的質素，以全面照顧學童的成長需要，本會促請政府落實各項優化小學學生輔導服務的措施，包括：

1. 認同及尊重學生輔導教師(SGT)的專業性，並承諾在優化小學學生輔導服務的過程中，有關職系不會被取締，職位數目亦不會減少；及
2. 推行「1+1方案」，在每校設立一位學生輔導教師及一位社工，讓不同的專業攜手合作，各展所長。

(何啟明議員動議)

**Wording of the Motion**

(Translation)

To raise the quality of student guidance services in Hong Kong's primary schools with a view to catering for the development needs of students in a holistic manner, this Panel urges the Government to take forward various measures to enhance the provision of student guidance services in primary schools, including:

1. recognizing and respecting the professionalism of Student Guidance Teachers ("SGT"); and making a pledge that in the course of enhancing the provision of student guidance services in primary schools, the relevant grade will not be deleted and the number of posts will not be reduced; and



2. implementing the 1+1 proposal by providing one SGT plus one social worker to each school in order to enable various disciplines to collaborate with each other and bring their capabilities into play.

(Moved by Hon HO Kai-ming)