



中華人民共和國香港特別行政區政府總部教育局
Education Bureau
Government Secretariat, Government of the Hong Kong Special Administrative Region
The People's Republic of China

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1 June 2018

Ms Angel Wong
Clerk to Panel on Education
Legislative Council
Legislative Council Complex
1 Legislative Council Road
Central, Hong Kong

Dear Ms Wong,

Panel on Education
Follow-up to the meeting on 11 May 2018

I refer to your letter dated 14 May 2018. Our response in respect of the agenda item of “Proposed injection to the Gifted Education Fund” is set out in the Annex for Members’ reference.

Yours sincerely,

(Joe Ng)
for Secretary for Education

Encl.

The reply of the Education Bureau to the follow-up questions of the Legislative Council Panel on Education Meeting on 11 May 2018 in regard to agenda item on “Proposed injection to Gifted Education Fund”

Student enrolment and completion rates of programmes offered by the Hong Kong Academy for Gifted Education (HKAGE) in the past two years

School Year	2015/16	2016/17
Average enrolment rate (with respect to programme capacity)	89.1%	83.0%
Average completion rate (with respect to enrolment)	83.6%	82.8%

Notes: The above statistics covered all courses and workshops conducted by the HKAGE over the past two school years.

The financial position of the HKAGE (including staff expenses, programme expenses and other operating expenses) in the past two financial years

(i) The financial position of the HKAGE in the past two accounting years

The financial position of the HKAGE in the past two accounting years is detailed below:

	2015/16 ^{Note 1}	2016/17 ^{Note 2}
	(\$)	(\$)
Expenditure		
(a) Staff costs	20,479,838	31,366,835
(b) Programme costs	7,438,934	11,916,059

	2015/16 ^{Note 1}	2016/17 ^{Note 2}
	(\$)	(\$)
(c) Other operating expenses	6,586,227	9,090,397
Total expenditure:	34,504,999	52,373,291
Revenue		
(d) Programme income	208,867	672,548
(e) Other revenue ^{Note 3}	34,296,132	51,700,743
Total revenue:	34,504,999	52,373,291

Note 1 : The accounting year is from 1 April 2015 to 31 March 2016, i.e. 12 months.

Note 2 : The accounting year is from 1 April 2016 to 31 August 2017, i.e. 17 months. Accounting year of the HKAGE changed from 1 April - 31 March of the following year to 1 September – 31 August of the following year, with effect from 1 September 2017.

Note 3 : Other revenue includes drawdown from Start-up Fund, bank interest income and sundry income.

(ii) Supplementary information on the financial support to the HKAGE by Gifted Education Fund

The \$800 million Gifted Education (GE) Fund was established in November 2016 and was placed with the Exchange Fund on 17 March 2017. The Education Bureau (EDB) deploys the investment income of the GE Fund to support the operation of the HKAGE. Given the investment return of 2.8% for the year of 2017, the income generated from the principal of \$800 million should be \$22.4 million for the whole year, which is insufficient to meet the operational expenditure as compared to the HKAGE's annual operating expenses of about \$35 million in the past two years. Since the investment of the GE Fund started from 17 March 2017, the actual investment income in 2017 (from 17 March to 31 December 2017) was only around

\$18 million.

In the 2017/18 school year, the total amount of subvention provided by the EDB to the HKAGE was around \$36 million. In August 2017, the EDB disbursed the first instalment of the subvention at around \$22 million (equivalent to 60% of the total subvention in the year) to the HKAGE. Since the investment income of the GE Fund generated could only be provided starting from the beginning of year 2018, the first instalment of the subvention was wholly deployed from recurrent expenditure of the EDB. In January 2018, the EDB withdrew part of the interest of the Fund and disbursed the remaining instalment of the subvention for the 2017/18 school year at around \$14 million (equivalent to 40% of the total subvention in the year) to the HKAGE.

The Administration's policy on the gifted students with special educational needs and the support services to facilitate early identification of these students

Starting from 2000, the EDB has been advocating the Three-tier Implementation Model and encouraged schools to develop the talents of students by providing them (including gifted students with special educational needs) with appropriate programmes and opportunities to participate in learning activities. Through implementing Level 1 whole-class teaching and Level 2 pull-out programmes, students in the school would be provided with learning opportunities in order to develop their generic skills and unleash their potential. By whole-school participation, teachers and other school personnels could collaborate to provide an effective learning environment to cater for gifted students (including gifted students

with special educational needs). We encourage schools to formulate their own school-based gifted education policy and flexibly deploy resources to provide appropriate learning activities to unleash students' potential with reference to their characteristics.

To follow up and address the learning and affective needs of gifted students with special educational needs, different measures are in place and support to ensure that the needs of these students will be properly catered with equal learning opportunities are provided. To facilitate the early identification of gifted students with special educational needs, the EDB has made reference to related studies and literatures, and developed relevant tools for teachers' use. Currently, all students are provided with opportunities to be nominated by their schools for the learning activities or competitions organised by the EDB or become the member of the HKAGE. In addition, the HKAGE also has a self-nomination mechanism so that students can apply for membership by themselves and then enroll in the diversified courses offered by the HKAGE. Parents of students can also apply for their children through this mechanism for consideration of the HKAGE. The clinical psychologists appointed by the HKAGE may provide appropriate consultation and guidance services to members in need. The HKAGE will not decline the applications of students solely because of their special educational needs when selecting members. All along, the EDB has been organising various professional development programmes for primary and secondary school teachers to equip them with the knowledge and skills necessary for addressing the affective needs of these students. These programmes cover the introduction of knowledge of the special affective needs of gifted students, the strategies of identifying the special affective needs of gifted students in classroom

contexts, the learning and teaching activities designed for gifted students with affective needs and so on.

The EDB has also developed relevant resources and booklets to facilitate the early identification of gifted students with special learning needs by teachers / parents. These resources and booklets enrich their understanding on the gifted characteristics and learning difficulties of their students and help them adopt appropriate strategies to cater for the special educational needs of the students and facilitate the development of their potential. For example, the booklet titled 《資優生情意輔導攻略—處理資優生課堂的情緒和行為問題》 could be downloaded from the following webpage of the EDB for reference:

(http://www.edb.gov.hk/attachment/tc/curriculum-development/major-level-of-edu/gifted/resources_and_support/ge_resource_bank/files/affectiveEdu/AE_SurvivalKit.pdf)

(Chinese version only).