

**立法會**  
**Legislative Council**

LC Paper No. CB(4)599/18-19  
(These minutes have been seen  
by the Administration)

Ref : CB4/PL/ED

**Panel on Education**

**Minutes of policy briefing-cum-meeting  
held on Friday, 2 November 2018 at 10:45 am  
in Conference Room 2 of the Legislative Council Complex**

**Members present** : Hon IP Kin-yuen (Chairman)  
Hon Vincent CHENG Wing-shun, MH (Deputy Chairman)  
Hon Abraham SHEK Lai-him, GBS, JP  
Hon Starry LEE Wai-king, SBS, JP  
Hon CHAN Kin-por, GBS, 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  
Dr Hon Fernando CHEUNG Chiu-hung  
Dr Hon Helena WONG Pik-wan  
Dr Hon CHIANG Lai-wan, SBS, JP  
Ir Dr Hon LO Wai-kwok, SBS, MH, JP  
Hon Jimmy NG Wing-ka, JP  
Dr Hon Junius HO Kwan-yiu, JP  
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 LUK Chung-hung, JP  
Hon LAU Kwok-fan, MH  
Dr Hon CHENG Chung-tai

Hon Gary FAN Kwok-wai  
Hon AU Nok-hin

**Members attending** : Hon CHAN Han-pan, JP  
Dr Hon Elizabeth QUAT, BBS, JP

**Members absent** : Hon LEUNG Yiu-chung  
Hon Tommy CHEUNG Yu-yan, GBS, JP  
Hon WONG Kwok-kin, SBS, JP  
Hon Dennis KWOK Wing-hang  
Hon CHU Hoi-dick

**Public Officers attending** : Agenda Item III

Mr Kevin YEUNG, JP  
Secretary for Education

Mrs Ingrid YEUNG, JP  
Permanent Secretary for Education

Dr CHOI Yuk-lin, JP  
Under Secretary for Education

Mr Rex CHANG, JP  
Deputy Secretary for Education (1)

Ms Jessie WONG, JP  
Deputy Secretary for Education (2)

Mrs Michelle WONG, JP  
Deputy Secretary for Education (3)

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

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

Ms May CHAN, JP  
Deputy Secretary for Education (6)

Agenda Item IV

Dr CHOI Yuk-lin, JP  
Under Secretary for Education

Mrs Elina CHAN  
Principal Assistant Secretary  
(Infrastructure and Research Support)  
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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**I. Information paper(s) issued since the last meeting**

(LC Paper No. CB(4)1521/17-18(01) -- Information paper entitled "Injection into the Language Fund – Implementation of Initiatives" provided by the Administration

LC Paper No. CB(4)1556/17-18(01) -- Supplementary information on Hostel Development Fund provided by the Administration)

Members noted the above papers issued since the last meeting.

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

(Appendix I to LC Paper No. CB(4)38/18-19 -- List of outstanding items for discussion

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Appendix II to LC Paper No.                    -- List of follow-up actions)  
CB(4)38/18-19

Schedule of regular meetings

2. The Chairman proposed to reschedule regular Panel meetings to the third Monday of each month at 10:45 am (i.e. the current time slot for the regular meetings of the Panel on Public Service) so as to get more media coverage on Panel discussion. Subject to the consent of the Panel on Public Service, the new schedule would take effect from January/February 2019. Members raised no objection.

*(Post-meeting note: The Panel on Education continued to hold regular meetings on the first Friday of each month at 10:45 am.)*

Arrangement for the next regular meeting

3. The Chairman informed members that the next regular meeting was scheduled for 7 December 2018. As a fire drill would be held in the Legislative Council Complex at 12:45 pm that day, the meeting would be advanced to start at 10:00 am and end at 12:00 noon.

4. Members agreed to discuss the following items at the December regular meeting:

- (a) A 30-classroom primary school at Shui Chuen O, Sha Tin (including related mechanism on school building works and other related matters); and
- (b) Proposed non-recurrent funding support to the Hong Kong Examinations and Assessment Authority ("HKEAA").

Overseas duty visit

5. In response to members' enquiries on whether an overseas duty visit would be conducted, the Chairman instructed the Secretariat to issue a circular to seek members' preliminary views on the duty visit, such as matter(s) to be studied, place(s) to be visited, etc.

*(Post-meeting note: The circular was issued on 16 November 2018 [LC Paper No. CB(4)220/18-19].)*

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**III. Briefing by the Secretary for Education on the Chief Executive's 2018 Policy Address**

(LC Paper No. CB(4)18/18-19(01) -- Paper provided by the Administration

LC Paper No. CB(4)143/18-19(01) -- Submission from Hong Kong Professional Teachers' Union

LC Paper No. CB(4)152/18-19(01) -- Submission from Alliance for Children Development Rights)

*Other relevant documents*

The Chief Executive's 2018 Policy Address

The Chief Executive's 2018 Policy Agenda

Briefing by the Administration

6. The Secretary for Education ("SED") briefed members on the education-related initiatives in the 2018 Policy Address, details of which were set out in the Administration's paper [LC Paper No. CB(4)18/18-19(01)].

*(Post-meeting note: The speaking note of SED was issued to members vide LC Paper No. CB(4)154/18-19(01) on 2 November 2018.)*

7. In response to the Chairman's enquiry about the progress of the in-depth reviews on eight key education areas, SED advised that the review of research policy and funding for the higher education sector and the review of assessment system had been completed. The other reviews were well under way, with the following expected completion dates:

- (a) review of self-financing post-secondary education -- end of 2018;
- (b) review of professional development of teachers -- February/March 2019;
- (c) review of school-based management -- March 2019;
- (d) review of parent education -- April 2019;
- (e) review of vocational and professional education and training ("VPET") -- third quarter of 2019; and
- (f) review of school curriculum -- December 2019/January 2020.

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Kindergarten education

8. Mr HUI Chi-fung pointed out that although whole-day ("WD") and long whole-day ("LWD") kindergarten ("KG") services were in great demand, these services were not granted full subsidies under the new KG education policy. As a result, many KGs ceased to offer WD and LWD services. Due to the limited supply of WD and LWD KG places, their school fees had been increased sharply over the years. SED stressed that the Administration had all along encouraged the provision of WD and LWD KG services to meet the growing demand. For instance, the Education Bureau ("EDB") had revised the planning standards for provision of KG places in new public housing estates and large scale residential development projects from 730 HD and 250 WD KG places to 500 HD and 500 WD KG places for every 1 000 children aged between three and six. Besides, an additional subsidy respectively set at 30% and 60% of the basic half-day unit subsidy was provided for KGs offering WD and LWD places. In fact, the school fees per installment for WD and LWD KGs in the 2018-2019 school year had only increased from \$730 to \$790 on average.

9. Mr CHEUNG Kwok-kwan said that non-profit making KGs could apply to the Administration for reimbursement of rent. However, according to some KGs, the amount of reimbursement was based on assessment by the Rating and Valuation Department ("RVD") which was much lower than the actual amount of rent paid. KGs were not allowed to charge a fee to cover their actual rental payment in excess of the rental subsidy received. SED explained that it was difficult for EDB to verify the amount of rent negotiated between KGs and landlords. RVD's assessment was considered an objective benchmark to ensure that the reimbursement amount was reasonable. Mr CHEUNG did not subscribe to SED's explanation and cast doubt about such reimbursement method.

Primary and Secondary education

*Use of Putonghua for teaching Chinese language*

10. Mr Gary FAN enquired about the current situation of the use of Putonghua as the medium of instruction for teaching the Chinese Language subject ("PMIC") in schools; and the Administration's stance on PMIC and the promotion of bi-literacy and tri-lingualism, including whether a review would be conducted on PMIC policy and whether measures would be put in place to promote the use of Cantonese for teaching the Chinese Language subject ("CMIC").

11. Dr CHENG Chung-tai was concerned about the effectiveness of PMIC in enhancing students' Chinese language proficiency and enquired about the number of primary and secondary schools adopting PMIC in the past five school years. Ms Claudia MO pointed out that ethnic minority students in schools adopting PMIC faced great learning difficulties.

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12. SED undertook to provide available information requested by Dr CHENG after the meeting and advised that it was the Government's policy to enable students to become biliterate and trilingual. No matter it was PMIC or CMIC to be adopted, the subject aim remained to be enhancing students' Chinese language proficiency. In fact, PMIC policy had remained unchanged. Schools might take into account their own school contexts, such as the readiness of teachers, standards of students, etc., when considering whether or not to adopt PMIC.

*(Post-meeting note: The Administration's written response was issued to members vide LC Paper No. CB(4)425/18-19(01) on 17 January 2019.)*

13. Mr CHAN Chi-chuen enquired about the plans afoot, if any, to study whether learning Chinese in Cantonese would put students at a disadvantage. In view of the declining Cantonese proficiency in Hong Kong, he opined that the Administration should deploy extra resources to enhance students' proficiency in Cantonese. SED advised that the Administration had no plan to conduct the study as mentioned by Mr CHAN.

14. Mrs Regina IP considered it vital for students to master Putonghua so as to pursue a career in the lucrative Chinese market. Dr CHIANG Lai-wan shared similar views.

*Homework policy*

15. Mr SHIU Ka-chun noted that the 2018 Policy Address was silent on initiatives about reducing homework load and academic pressure, and asked whether the Administration would draw up clear guidelines to limit the quantity of homework and implement "no homework during long vacation". SED responded that EDB understood the concerns of some parents about the homework issue and was considering how to encourage schools to explore alternative modes of homework during the two upcoming long vacations. In case schools needed to assign homework, they would be encouraged to give meaningful homework such as reading for pleasure and avoid exercises which focused on repeated copying so that students could have sufficient time to rest, play and develop their interests.

16. To align with the promotion of out-of-classroom learning, Dr CHIANG Lai-wan urged the Administration to implement "zero homework" by requiring schools to arrange time within lessons for students to complete all their homework. Mr HUI Chi-fung shared the view of implementing "zero homework". He asked whether EDB would consider stating explicitly in the homework guidelines for primary and secondary schools EDB's stance on opposing excessive homework or including a school's drilling practices as a major factor in assessing its teaching performance during regular school

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inspections. SED stressed that EDB's position on opposing mechanical drilling and excessive homework was very firm and clear. Deputy Secretary for Education (5) ("DS(Ed)5") added that EDB's stance had been clearly stated in all related circulars and curriculum guides issued to schools.

*Policy of "one school social worker for each primary school"*

17. Mr LUK Chung-hung enquired whether any serving Student Guidance Personnel ("SGP") who were non-graduate social workers had been forced to leave the service with the implementation of the policy of "one school social worker for each primary school" under which each school was required to have at least one registered graduate social worker. He urged the Administration to consider putting in place one-off exemption arrangement, particularly for SGPs holding degrees of other relevant disciplines, such as educational psychology and counseling, to facilitate their transition to the new policy.

18. SED explained that schools had in fact been provided with additional guidance resources under the new policy. Schools could, according to their school-based circumstances, flexibly deploy the new and existing resources to employ additional SGP. As for whether degrees in psychology, counseling, etc. were equivalent to a degree in social work, EDB had to gauge the views and concerns of the social welfare sector before a decision could be made. EDB would continue to discuss with the sector the long-term arrangement for SGP and student guidance teachers.

*Chinese Language and Chinese History*

19. Ir Dr LO Wai-kwok considered there a need to review the present curricula of Chinese Language and Chinese History subjects. In his view, the past curricula of these two subjects were better in terms of curriculum arrangement and content, facilitating students to understand and appreciate Chinese culture.

20. SED advised that school curricula would be reviewed from time to time to keep students abreast of the latest social development. The review of the Junior Secondary Chinese History curriculum had just been completed. The revised curriculum, which attached equal weight to the past and the present to help students develop a comprehensive understanding of Chinese historical development, would be implemented progressively starting from Secondary One in the 2020-2021 school year the earliest. Moreover, in response to public concerns over the Chinese Language subject under the New Senior Secondary curriculum, its curriculum, pedagogical approach and public examination papers would also be reviewed. In fact, the Task Force on Review of School Curriculum had been set up to review the primary and secondary curricula and make directional recommendations to EDB on the school curriculum.

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21. Mr HO Kai-ming said that although Chinese History had been included as an independent compulsory subject for the junior secondary level, Chinese history and culture remained only a small part of the curricula of senior secondary and higher education. To prevent students from being misled by the biased historical information on the internet, he asked whether the school curriculum would be refined to enable students to gain a thorough understanding of their own country. SED advised that making Chinese History an independent compulsory subject at junior secondary level sought to enable students to understand the history of our country in a holistic manner over the three years of junior secondary education. Whether the Chinese History curriculum at senior secondary level should be refined could be considered in a separate context. Moreover, schools would develop students' positive values and ability to make reasonable judgement on the information on the internet through various subjects, such as General Studies.

*Liberal Studies*

22. Dr Priscilla LEUNG enquired about the progress of the review of the assessment framework for Liberal Studies ("LS"). Mr LEUNG Che-cheung relayed a parent's complaint that a teacher who opposed the Government and the Mainland authorities had promoted his political views when teaching LS. He enquired whether teachers promoting own political views were suitable for teaching and whether LS would be abolished or replaced with the subject of National Education. SED emphasized that the main policy objective of LS was to help students identify the values and attitudes from life events and issues for making rational analysis and judgements. Teachers should not promote personal political views to students. Where such cases were reported, EDB would take appropriate follow-up actions.

*Student Activities Support Fund*

23. Mr SHIU Ka-chun pointed out that the yearly unit subsidy rates of the Student Activities Support ("SAS") Grant at \$350 and \$650 per eligible primary and secondary students respectively were too minimal. To fully address the needs of students from low-income families, he urged the Administration to increase the number of students eligible for the Grant and the activities to be subsidized. SED advised that SAS Fund was set up to support students with financial needs to participate in school-organized/recognized out-of-classroom learning activities and to replace the Hong Kong Jockey Club Life-wide Learning Fund, which would end at the close of the 2018-2019 school year. The funding proposal would be discussed in detail at the meeting of the Finance Committee.

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*Life-wide learning and life planning education*

24. Dr CHIANG Lai-wan expressed support for the provision of the new recurrent Life-wide Learning Grant which enabled schools to organize more out-of-classroom experiential learning activities to broaden students' horizons. She asked whether schools could use the Grant for implementing life planning education. SED replied in the affirmative and added that the provision of Career and Life Planning Grant would be continued. Dr CHIANG reminded EDB to conduct public consultation before implementing any of its new policies. SED assured members that EDB would gauge the views of the school sector and the Panel on its initiatives as appropriate.

*Public examination*

25. Mr Michael TIEN commented that the prevailing examination system only emphasized drilling and rote learning. To keep pace with future changes in the society, he considered it necessary to improve the examination system, particularly public examinations, so as to foster students' creativity and problem-solving capabilities. SED responded that to his understanding, none of the public examinations could fully judge students' creativity. To nurture students' problem-solving skills, more questions for assessing candidates' analytical skills had been included in LS examination paper. EDB and HKEAA would continue to keep view of the global trend towards examinations and review the overall examination system where necessary.

26. The Deputy Chairman enquired about the number of students benefitting from the Administration's one-off measure to pay the examination fees for candidates sitting the 2019 Hong Kong Diploma of Secondary Education Examination ("HKDSE"), and considered that the Administration should extend the measure for at least three years so as to alleviate financial burden of more HKDSE candidates. SED responded that the Administration had no plan to regularize the measure at the present stage, but would give due consideration to members' views after working out a solution to sustain HKEAA's financial sustainability. DS(Ed)5 further explained that as the application for the 2019 HKDSE was closed just on 8 October 2018, the number of student beneficiaries was not readily available. The Administration would provide the relevant figures upon receipt from HKEAA.

*(Post-meeting note: The Administration's written response was issued to members vide LC Paper No. CB(4)425/18-19(01) on 17 January 2019.)*

*School-based management*

27. Dr CHENG Chung-tai expressed concern about the effectiveness of school-based management policy. He hoped the Administration would make

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clear its stance on the policy upon completion of the work of the Task Force on School-based Management Policy in the first quarter of 2019.

Post-secondary education

28. Mr AU Nok-hin was disappointed that there were only a few new initiatives in the 2018 Policy Address aimed at enhancing the quality of post-secondary education. For instance, some post-secondary institutions were over-subscribed while others were under-subscribed. However, no initiatives were developed to deal with the problem. He also drew the Administration's attention that there was a mechanism for monitoring the teaching quality of post-secondary institutions regularly in the United Kingdom. Mrs Regina IP expressed concern about the difficulty encountered by self-financing post-secondary institutions in student admission arising from the decline in student population. She enquired about the progress of the report of the Task Force on Review of Self-financing Post-secondary Education, and whether the Administration would review its policy of education industrialization. Mr SHIU Ka-chun urged the Administration to pay due attention to the problem of "drifting teachers" ("漂流教師") in universities.

29. SED stressed that a mechanism had been in place to review regularly the research and teaching quality of the University Grants Committee-funded institutions to ensure prudent use of public funding. As regards the review of self-financing post-secondary education, it was expected that the Panel would be briefed on the report of the Task Force in the first quarter of 2019.

30. Dr Helena WONG noted that the Study Subsidy Scheme for Designated Professions/Sectors ("SSSDP") would be expanded to subsidize students to pursue designated self-financing sub-degree programmes in selected disciplines. She sought information on the selected disciplines and asked whether articulation degree programmes offered by universities would be increased correspondingly to align with the expansion. Dr CHIANG Lai-wan was supportive of SSSDP, and considered that the disciplines selected should be able to enhance students' employability. SED advised that SSSDP aimed to facilitate students in seeking employment upon graduation and nurture talents in support of specific industries with keen demand for human resources. EDB would consult relevant policy bureaux and departments in identifying disciplines of the programmes under SSSDP.

31. Noting that Administration would substantially increase research grants for the higher education sector, Dr Helena WONG suggested the Research Grants Council ("RGC") to make use of the new resources to foster the conduct of local research studies on various areas, including history, culture, public policy, etc. SED undertook to relay Dr WONG's suggestion to RGC.

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Support for students with special educational needs

32. Dr Fernando CHEUNG was pleased to note that in response to members' concerns, the 2018 Policy Address had put in place some initiatives to support students with special educational needs ("SEN"), such as upgrading the special educational needs coordinator post to a promotion rank in public sector ordinary schools, increasing the rate of the Learning Support Grant ("LSG") for tier-3 support, etc. However, he considered that the ceiling placed on LSG should be removed to provide schools with greater flexibility in deploying resources to hire professional services to cater for the specific needs of their students with SEN. He also pointed out that the arrangement for schools implementing the Intensive Remedial Teaching Programme to migrate to fully adopt LSG was complicated. SED advised that the ceiling of LSG was adjusted annually based on the change in the Composite Consumer Price Index. Under the enhanced measures, schools with a comparatively large number of students with SEN could be provided with additional permanent teaching posts to meet their extra needs. The Administration could also seek further resources for the initiative in future if necessary.

33. Mr LUK Chung-hung asked whether there was a monitoring mechanism to ensure that LSG was used by schools to support their SEN students, whether resources for students requiring tier-2 support would be increased, and whether parents of SEN students could receive the assessment report prepared by Educational Psychologists in full. SED advised that schools receiving LSG were required to report to EDB the usage of the grant and the duties of the teaching staff employed with the grant.

34. Dr Fernando CHEUNG expressed concern that there was no concrete initiative in the 2018 Policy Address to support students with SEN in transition from KGs to primary schools. SED responded that EDB had been maintaining close communication with the relevant bureaux/departments to facilitate the smooth transition of these students from KGs to primary schools and no specific updates would be made for the time being.

35. Mr Abraham SHEK considered that based on the principle of equity in education, the Administration should address the learning needs of both local students with SEN and non-local students with SEN in international schools. SED explained that as international/private schools were generally operated on a self-financing basis, no public funding support would be provided.

Support for non-Chinese speaking students

36. Ms Claudia MO and Mr AU Nok-hin enquired about the progress of the review of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework"), and the expected review completion date.

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Mr Abraham SHEK asked whether the Administration could provide a mid-term review report of the Learning Framework.

37. SED explained that the Learning Framework had only been implemented since 2014-2015 school year. The support measures needed time to take root and create a sustainable impact on NCS students. EDB would have to collect more data for in-depth analysis. According to the preliminary findings of a study conducted by a tertiary institution, NCS students did better in Chinese reading and listening with the implementation of the Learning Framework. DS(Ed)5 added that EDB was collating data and information collected, and would announce the findings of the review after discussing with the Curriculum Development Council.

38. Ms Claudia MO further urged the Administration to encourage teachers to acquire specialized skills in teaching Chinese as a second language by establishing a professional ladder for these teachers. SED responded that there could be NCS students in every school and every class. Chinese Language teachers were therefore expected to be equipped with skills in teaching NCS students. EDB would continue its efforts in strengthening the relevant professional training for teachers teaching NCS students.

39. Mr Abraham SHEK was pleased to note that additional resources would be provided to facilitate NCS students' learning of Chinese History in secondary schools. However, he opined that it was more important to help NCS students master Chinese language in the first place, and suggested EDB to conduct a trial study in respect of learning Chinese as a second language at schools by making reference to the experiences of overseas countries. Mr SHIU Ka-chun asked whether additional resources would also be provided to facilitate NCS students in learning other subjects. SED explained that as Chinese History had been made an independent compulsory subject at the junior secondary level, EDB saw a need to provide additional support for NCS students in learning Chinese History. EDB would keep in view NCS students' performance in learning other subjects and provide appropriate support as necessary.

Innovative technology education

40. Dr Elizabeth QUAT pointed out that innovative technology education was important for enhancing Hong Kong's competitiveness. According to a report published by the European Union in 2014, 12 countries had already included coding in the formal curriculum of primary and secondary schools. However, she did not see any specific education-related initiatives put in place to promote coding education in schools; enhance teachers' training on STEM (i.e. science, technology, engineering and mathematics), coding and artificial intelligence; relax both local and non-local student admission quotas for the relevant post-secondary programmes, etc. She asked whether the Administration would

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conduct a comprehensive study to explore how to nurture technology talents in primary, secondary and tertiary education sectors.

41. SED advised that in view of the changing needs in society, coding had been included in the primary school curriculum starting from the 2017-2018 school year. Intensive training programmes related to STEM education had been organized for school leaders and middle managers of secondary and primary schools in five batches from the 2017-2018 to 2019-2020 school years. EDB would make continuous efforts in strengthening support for innovative technology education in schools.

Vocational and professional education and training

42. Dr CHIANG Lai-wan welcomed the extension of the Pilot Subsidy Scheme for Students of Professional Part-time Programmes to encourage continuing education and promote VPET.

43. Mr HO Kai-ming questioned why the Administration's paper had not covered any initiatives relating to the Qualifications Framework ("QF"). In his view, QF could facilitate students' further education and career progression. He urged the Administration to promote the application of QF in education. SED explained that the Panel on Manpower of the Legislative Council had been briefed on issues relating to QF as QF fell under its purview. However, EDB was more than willing to discuss QF-related issues with the Panel on Education if members wished so.

*(At about 12:30 pm, the Chairman directed that the meeting be extended for 15 minutes to 1:30 pm.)*

Quality of education

44. The Chairman enquired which initiatives were developed to achieve "a stable and caring teaching and learning environment" as pledged in the Policy Address. SED advised that all education-related initiatives proposed in the Policy Address, such as the Life-wide Learning Grant, all-graduate teaching force policy, enhanced support for students with SEN, etc., sought to create a stable and caring teaching and learning environment. The Chairman sought further confirmation on whether EDB shared the Chief Executive's vision in creating a stable and caring teaching and learning environment and placed it as a key objective in education. SED replied that the Policy Address represented the position of the Government.

45. Mrs Regina IP expressed concern that students' rankings in various international assessments were in decline although the Administration had allocated considerable resources to education. In her view, the Administration

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should consider formulating indicators for assessing teaching performance with a view to raising students' academic standards and teachers' teaching capabilities such as language proficiency in the long run. Ms Starry LEE expressed a similar concern, and enquired whether any assessment tool was in place to measure the effectiveness of the Administration's initiatives in achieving quality education and alleviating students' pressure.

46. SED explained that EDB had endeavoured to improve the quality of education. Schools' performance was assessed through school self-evaluations, external school reviews and regular school inspections. However, it was difficult to measure teachers' capabilities in motivating learning, fostering creativity, etc. through quantitative indicators. In order to foster students' whole-person development, the Government had announced in the 2018 Policy Address the launch of a new recurrent Life-wide Learning Grant. Besides, various task forces had been set up to address specific education-related issues. EDB would study how to take forward the task forces' recommendations upon completion of reviews. SED assured members that EDB would keep up its efforts in assuring the quality of education.

47. Dr Priscilla LEUNG noted with concern that the standard of teachers greatly varied and some teachers had provided inaccurate information to students. She considered it vital to ensure teachers' standard and enquired whether teachers were required to undertake continuing professional development ("CPD") activities as other qualified professionals to sustain and enhance their competencies. SED responded that EDB, schools and teachers were obliged to provide accurate information to students through appropriate curriculum design, teaching materials and allocation of lesson time. On teachers' professional development, teachers were required to undertake 150 hours of CPD activities within a three-year cycle. Besides, the Government would implement in one go the all-graduate teaching force policy in public sector schools in the 2019-2020 school year to ensure teachers' standard.

Motions

48. The Chairman referred members to the two motions tabled at the meeting and directed that the voting bell be rung for five minutes to notify members of the voting. The first motion was proposed by Mr Michael TIEN and seconded by Ms Starry LEE, while the second one was proposed by Mr SHIU Ka-chun and Dr CHIANG Lai-wan (wording of the motions in **Appendices I and II** respectively).

49. The Chairman put to vote the motion moved by Mr Michael TIEN and seconded by Ms Starry LEE. All members present voted for the motion. The Chairman declared that the motion was passed unanimously.

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50. The Chairman put to vote the motion moved by Mr SHIU Ka-chun and Dr CHIANG Lai-wan. All members present voted for the motion. The Chairman declared that the motion was passed unanimously.

**IV. 3360EP and 3361EP - Two 30-classroom primary schools at Queen's Hill, Fanling**

(LC Paper No. CB(4)38/18-19(01) -- Paper provided by the Administration

LC Paper No. CB(4)152/18-19(02) -- Submission from 工聯會  
新界東辦事處)

51. 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 interest, if any, in the subject under discussion.

Briefing by the Administration

52. Under Secretary for Education ("US(Ed)") briefed members on the Administration's proposal to construct two new 30-classroom primary schools at Queen's Hill, Fanling to meet the projected demand for public sector primary school places in the North District, including those arising from a new Public Housing Development ("PHD") at Queen's Hill. Details of the proposal were set out in the Administration's paper [LC Paper No. CB(4)38/18-19(01)].

Discussion

*School building projects*

53. Dr Helena WONG said that the Democratic Party was supportive of the two proposed school building projects. As the projects involved land resumption, she asked whether the Administration had envisaged any problems in the land resumption process which might affect the implementation timeline of the proposed projects. US(Ed) advised that the implementation of two school building projects required land resumption of two private agricultural lots with a total area of about 542.8 square meters. The freezing survey for the two lots had been conducted in early April 2017. No household was affected under the land resumption process and no objection had been received so far. It was expected that the land resumption process would advance smoothly. Relevant compensation and ex-gratia allowances (where applicable) would be paid to the

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affected parties, if eligible, in accordance with the prevailing policy.

54. The Chairman appreciated the Administration's efforts in arranging the two new primary schools to commence operation to meet the schedule for completion of PHD at Queen's Hill. However, he cast doubt as to whether the two schools might be able to start operation in the 2021-2022 school year if the construction works were to complete in the third quarter of 2021. He enquired about the Administration's contingency measures in case there was a delay. US(Ed) advised that EDB had been maintaining close communication with the two school sponsoring bodies ("SSBs") concerned. In order that the two new schools could commence operation in time, school premises would be handed over to the relevant SSBs by stages to facilitate their earlier implementation of the necessary preparatory arrangements, including fitting-out and decorative works. In the event that the projects could not be completed in time for starting operation in September 2021, EDB would ensure that students' learning was not affected through established contingency measures, including allocation of students to other primary schools in the district.

55. As the two new primary schools would be adjacent to a public transport terminus, the Chairman considered that appropriate road design and facilities should be provided to ensure safety of students. US(Ed) affirmed that the Administration had taken into account the safety of road users in drawing up the site plans of the two proposed projects.

*Kindergarten and primary school places*

56. Given that the primary school-age population for the North District might decrease in future, the Chairman enquired about the impact of the construction of the two new schools and the completion of the new PHD at Queen's Hill on the supply of and demand for primary school places in the North District. US(Ed) explained that the construction of the two new schools was based on the future population intake of PHD at Queen's Hill and the projected demand and supply situation of the North District. While the primary school-age population (aged 6 to 11) in the North District was anticipated to increase from 17 300 at present to 17 600 in 2021, each of the two new primary schools could provide 130 Primary One ("P1") places every school year if five P1 classes were operated. The two schools would help to meet the overall demand for primary school places in the North District.

57. Dr Helena WONG was pleased to note that there would be a KG in the new PHD at Queen's Hill, and reminded the Administration to reserve KG premises in the planning of all new PHDs and ensure that KGs in new PHDs would commence operation upon resident intake.

Action

58. Dr Helena WONG also expressed concern that a number of primary schools had to borrow school places from other school nets to meet the shortfall of school places. US(Ed) explained that to meet the transient shortfall of school places in individual school nets concerned and to mitigate the impact on schools when such demand subsided, EDB had implemented flexible measures based on the consensus reached with the school sector to increase the provision of primary one places, which included temporarily allocating more students per primary one class, borrowing school places from neighbouring school nets, using vacant classrooms to operate additional classes, and operating time-limited schools in vacant school premises, etc.

59. The Chairman concluded that the Panel supported the Administration's submission of the two school building projects to the Public Works Subcommittee ("PWSC"), and requested the Administration to arrange the proposed projects for early discussion by PWSC to avoid unnecessary delay in construction works.

**V. Any other business**

60. There being no other business, the meeting ended at 1:19 pm.

Council Business Division 4  
Legislative Council Secretariat  
28 February 2019

教育事務委員會  
Panel on Education

在2018年11月2日的政策簡報會及會議上  
就議程項目"教育局局長就行政長官2018年施政報告作出簡報"  
通過的議案

**Motion passed under the agenda item "Briefing by the Secretary for  
Education on the Chief Executive's 2018 Policy Address"  
at the policy briefing-cum-meeting on 2 November 2018**

**議案措辭**

本委員會要求政府研究有何考核制度，有助培養及評核學生創新思維及解難能力；並研究世界各地例子，例如新加坡及北歐的考試制度的優劣比較。

(田北辰議員動議，李慧琼議員和議)

**Wording of the Motion**

(Translation)

This Panel requests the Government to study whether there are examination and assessment systems which are conducive to the development and assessment of students' creativity and problem solving skills, and to study and compare the merits of examples around the world, such as the examination systems of Singapore and Northern Europe.

(Moved by Hon Michael TIEN Puk-sun and seconded by Hon Starry LEE Wai-king)

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Education on the Chief Executive's 2018 Policy Address"  
at the policy briefing-cum-meeting on 2 November 2018

**議案措辭**

本委員會促請政府就「家課政策」及「長假期無家課日」進行研究，以減輕學童壓力。

(邵家臻議員及蔣麗芸議員動議)

**Wording of the Motion**

(Translation)

This Panel urges the Government to conduct studies on "homework policy" and "no homework day during long vacation" with a view to alleviating the pressure on students.

(Moved by Hon SHIU Ka-chun and Dr Hon CHIANG Lai-wan)