

**Sha Tin District Council**  
**Minutes of the 5<sup>th</sup> Meeting of**  
**the Education and Welfare Committee in 2016**

**Date** : 30 August 2016 (Tuesday)  
**Time** : 2:30 pm  
**Venue** : Sha Tin District Council Conference Room  
 4/F, Sha Tin Government Offices

<b><u>Present</u></b>	<b><u>Title</u></b>	<b><u>Time of joining the meeting</u></b>	<b><u>Time of leaving the meeting</u></b>
Ms LAM Chung-yan (Chairman)	DC Member	2:30 pm	4:16 pm
Mr HO Hau-cheung, BBS, MH	DC Chairman	2:30 pm	4:08 pm
Mr PANG Cheung-Wai, Thomas, SBS, JP	DC Vice-Chairman	2:30 pm	4:04 pm
Mr CHAN Billy Shiu-yeung	DC Member	2:30 pm	4:13 pm
Mr CHAN Kwok-keung, James	"	2:35 pm	2:48 pm
Ms CHAN Man-kuen	"	2:30 pm	4:16 pm
Mr CHING Cheung-ying, MH	"	2:30 pm	4:16 pm
Mr CHIU Chu-pong, Sunny	"	2:30 pm	4:13 pm
Mr CHIU Man-leong	"	2:30 pm	4:16 pm
Mr HUI Yui-yu, Rick	"	2:35 pm	3:31 pm
Mr LAI Tsz-yan	"	2:40 pm	4:16 pm
Mr LEE Chi-wing, Alvin	"	2:30 pm	4:16 pm
Mr LEUNG Ka-fai, Victor	"	2:30 pm	3:11 pm
Mr LI Sai-hung	"	2:48 pm	4:07 pm
Mr LI Sai-wing	"	2:30 pm	4:16 pm
Mr LI Wing-shing, Wilson	"	2:40 pm	4:13 pm
Mr MOK Kam-kwai, BBS	"	2:39 pm	3:26 pm
Mr NG Kam-hung	"	2:40 pm	4:16 pm
Mr PUN Kwok-shan, MH	"	2:30 pm	3:11 pm
Mr TING Tsz-yuen	"	2:35 pm	4:16 pm
Mr TONG Hok-leung	"	2:30 pm	4:16 pm
Ms TSANG So-lai	"	2:35 pm	4:16 pm
Ms TUNG Kin-lei	"	2:30 pm	4:16 pm
Mr WAI Hing-cheung	"	2:30 pm	4:16 pm
Mr WONG Fu-sang, Tiger	"	2:30 pm	4:16 pm
Mr WONG Hok-lai	"	2:35 pm	4:16 pm
Mr WONG Ka-wing, MH	"	2:30 pm	4:16 pm
Ms WONG Ping-fan, Iris	"	2:30 pm	4:13 pm
Mr WONG Yue-hon	"	2:35 pm	4:16 pm
Mr YAU Man-chun	"	2:30 pm	4:00 pm
Mr YIP Wing	"	2:30 pm	4:16 pm
Mr YIU Ka-chun	"	2:30 pm	4:16 pm
Ms YUE Shin-man	"	2:47 pm	4:16 pm
Mr YUNG Ming-chau, Michael	"	2:30 pm	4:16 pm
Mr CHU Ho-fai, Kelvin (Secretary)	Executive Officer (District Council) 1 / Sha Tin District Office		

**In attendance**

Mr CHAN Ping-ching, Roy

Mrs YU CHOW Kai-ching, Alice

Ms LAU Yuk-yee, Lydia

Ms CHENG Ka-po, Theresa

Ms CHENG Yuk-kam, Brenda

Mr YUEN Chun-kit, Derek

**Title**Assistant District Social Welfare Officer (Shatin) 1 /  
Social Welfare DepartmentSenior School Development Officer (ST) 4 /  
Education BureauHousing Manager / Shatin 1 /  
Housing DepartmentChief Liaison Officer /  
Sha Tin District OfficeSenior Liaison Officer (E) /  
Sha Tin District OfficeSenior Executive Officer (District Council) /  
Sha Tin District Office**Absent**

Mr CHAN Nok-hang

Ms PONG Scarlett Oi-lan, BBS, JP

Mr MAK Yun-pui (Vice-Chairman)

**Title**

DC Member

”

”

(Application for leave of absence received)

( ” )

(No application for leave of absence received)

**Action**

The Chairman welcomed members and representatives of government departments to the 5<sup>th</sup> meeting of the Education and Welfare Committee (EWC).

**Application for Leave of Absence**

2. The Chairman said that the Secretariat had received written applications for leave of absence from the following members:

Mr CHAN Nok-hang	Official commitment
Ms Scarlett PONG	”

3. Members unanimously endorsed the applications for leave of absence submitted by the members above.

**Confirmation of the Minutes of the Meeting Held on 28 June 2016**

(EWC Minutes 4/2016)

4. Mrs Alice YU CHOW, Senior School Development Officer (ST) 4 of the Education Bureau (EDB) suggested amending Paragraph 26(e) as:

“Former HK & KLN CCPA Ma Chung Sum Secondary School was located inside Pok Hong Estate, Sha Tin, the Education Bureau would pay attention to the conditions of the school premises and follow up properly when required regarding the green roof of the school premises.”

5. Mr Michael YUNG pointed out that according to the “post-meeting notes” contained in the minutes, it was inconvenient to disclose information like the school name as details of green roofs of schools in Sha Tin District were not approved by relevant schools. He believed that safety concern should be more important than privacy and wondered whether the EDB had enquired of relevant schools about their consent to disclose information to Sha Tin District Council (STDC).
6. Mrs Alice YU CHOW said in response that the EDB had carried out a territory-wide school investigation and requested schools to provide information on the latest green roofs so that the dedicated government department concerned could provide assistance according to the situations of individual schools. It was said that about one fourth of the public sector schools in Sha Tin had green roofs, and the EDB had referred information to relevant departments for follow-up; relevant departments had evaluated the conditions of green roofs based on information provided by schools and arranged staff to check the green roofs in schools according to actual situations and the schools’ preference.
7. Members unanimously confirmed the amended minutes.

### **Matters Arising**

Response of the Relevant Government Department to Matters Arising from the Previous Meeting  
(Paper No. EW 18/2016)

8. Members noted the above paper.

### **Discussion Items**

2016/17 Work Plan of Sha Tin District School Development Division of the Education Bureau  
(Paper No. EW 19/2016)

9. Mrs Alice YU CHOW introduced the above paper.
10. Mr YIU Ka-chun pointed out that excessive numbers of primary school students arose and primary places were in short supply with the growth of the population and the completion of new housing estates. To cater for such demands, the EDB would borrow places from the nearby school net, allocate classrooms and add more classroom space. Some parents reported that their children had to attend school in other districts, so he asked in which districts students had to attend school in other districts due to insufficient school places, and how long the situation would last. He hoped that the EDB could provide data on primary places in different areas in Sha Tin.
11. The views of Mr Michael YUNG were summarised below:
- (a) the “Pre-primary Education Voucher Scheme” would be replaced by the “Free Quality Kindergarten Education Policy”. He asked the EDB whether it would set a salary scale for kindergarten teachers to stabilise their income and encourage more people to join in the education business;

- (b) regarding the arrangement of primary and secondary places, students in Shui Chuen O Estate had to attend school in other districts, so he wanted to know how many students from Shui Chuen O Estate were enrolled to three school nets in Sha Tin District and how many of them were transfer students for members to understand the impact of Shui Chuen O Estate on school places in Sha Tin District. He asked the EDB how it would deal with the problem that students from Shui Chuen O Estate could not enrol in nearby schools;
- (c) the EDB said that it would optimise the functions of “Web-based School Administration and Management System”, and he wanted to know the content of the optimisation;
- (d) regarding the promotion of the mental health education, currently teachers and students were under pressure, so he asked the EDB how much it had invested in promotional efforts and how many people had benefited; and
- (e) he pointed out that children living in Shui Chuen O Estate had already been admitted into kindergartens within the estate, but the school premises had not yet been operational, so he asked whether the occupation of new estates in the future would cause similar problems. Problems caused by inadequate service facilities for transportation after the occupation of Shui Chuen O Estate might occur after the extension of Yan On Estate Phase II, so he asked the EDB whether it would discuss with other departments concerned regarding the occupation of new estates and review a variety of arrangements to reassure the public.

12. The views of Mr Billy CHAN were summarised below:

- (a) regarding the enhancement of the career and life planning for secondary schools, he believed that students had no clear idea before participating in the Hong Kong Diploma of Secondary Education (HKDSE) Examination, so he suggested allocating resources to students after the announcement of examination results;
- (b) regarding the promotion of the mental health education, as students might not necessarily be willing to share their problems with others, he suggested allocating resources to help teachers or school social workers build relationships with students in addition to co-organizing programmes with the Department of Health, so that they could deal with students’ mental problems more easily. He asked the EDB whether it would establish a mechanism to monitor the schools’ promotional efforts to ensure that schools were making good use of the funds;
- (c) regarding the support services for non-Chinese speaking (NCS) students, the EDB had already provided the Applied Learning Chinese (ApL(C)) pegged at the Qualifications Framework (QF), so he wanted to know the academic achievements of NCS students and asked the EDB whether NCS students could be appointed as civil servants, and whether they would be rejected due to unsatisfactory Chinese language proficiency; and

- (d) he enquired about the difference between the sister schools scheme and the existing exchange tours for primary and secondary school students, and whether the EDB would consider destinations like Taiwan, Macau and Singapore.

13. The views of Mr HO Hau-cheung were summarised below:

- (a) after learning from the school data of Sha Tin District that 200 private schools were tutorial centres, he thought that many students were involved, so he wanted to know the number of students involved and asked whether there was any other governmental department than the EDB to supervise the tutorial centres, and whether there was any mechanism in place to monitor their operations. He asked the EDB how it would handle complaints in relation to consumption, and whether a tutorial centre could be opened by submitting an application to the EDB or other business licenses would be required, and whether there were requirements on the academic qualifications of the staff;
- (b) regarding the pilot scheme, local schools would form sister schools with their counterparts in the Mainland for a term of three years. Currently 40 schools in Sha Tin District were part of the scheme, so he wanted to know the mode and target of sister schools and whether the financial and professional support from the EDB was intended for sponsoring bodies, staff or students. He asked whether exchanges between sister schools were limited to academic research, or whether the courses could be interlinked; and
- (c) the EDB had adopted a series of measures to prevent secondary schools from being “closed”, and he asked whether these measures were effective. After the conclusion of the “three-fold preservation measures”, schools could apply for extension, so he asked whether this was a temporary or long-term mechanism in the “three guarantees” measures to prevent under-enrolled schools from reducing classes or dismissing staff.

14. The views of Mr PUN Kwok-shan were summarised below:

- (a) the EDB provided data on cross-boundary students (CBS) in kindergartens, primary and secondary schools, so he asked whether the figures of Sha Tin District were higher or lower than those of other districts adjacent to the boundary. CBS who were residing in Futian or Luohu hoped to enrol in schools along the East Rail, but were allocated to schools in areas like Tin Shui Wai and Tuen Mun. He asked the EDB about the criteria of allocating school places; and
- (b) regarding Shui Chuen O Estate, he asked the EDB whether it could adjust the number of students or classes of nearby schools, and whether students of the estate could have the priority to be enrolled in nearby schools with school bus service.

15. The views of Mr Alvin LEE were summarised below:

- (a) to improve the quality of kindergarten teachers, a salary scale must be set to reassure teachers, so he hoped to set the scale as soon as possible. He asked the EDB whether it would set ratios of graduate and non-graduate kindergarten

teachers or encourage non-graduate teachers to pursue further studies to obtain their degree. Regarding the training of kindergarten teachers, the EDB was expected to kick off the optimised kindergarten education in 2017, so he asked the EDB whether it would implement the teacher training programme, or encourage teachers to undertake further studies during paid leaves, or finance teacher's further studies so as to improve their quality; and

- (b) regarding the education enhancement in science, technology, engineering and mathematics (STEM), to ensure that students could have further development in secondary schools and universities, he suggested the EDB co-organize courses with private enterprises or companies and successful organizations to offer students more opportunities for further education or internship so as to increase their interests in STEM and help them take this kind of jobs more quickly.

16. Mr WONG Ka-wing pointed out that many countries invested a huge amount of resources in pre-school education, and he believed that the EDB should consider allocating more resources in pre-primary education so as to support primary and secondary education. Regarding the subsidy to kindergartens, the amount of subsidy ranged from \$33,000 to \$53,000, and a tuition fee of no higher than \$9,960 could be collected if the rent was high. He asked whether the subsidy would include rent, and whether the subsidy would be reduced in the case of self-purchased school premises. If a kindergarten had self-purchased school premises, he believed that it possessed more resources than those having no school premises, so the educational quality might be different.

17. The views of Mr Sunny CHIU were summarised below:

- (a) he welcomed the EDB to implement the “Pre-primary Education Voucher Scheme” and increase the subsidy;
- (b) the EDB would optimise the School-based Educational Psychology Service to gradually improve the ratio of educational psychologists (EPs) to schools to 1:4. He asked whether EPs would be school-based, or referral would be required, and whether schools could arrange resident EPs in schools. The number of primary and secondary schools receiving the optimised service would be increased to 80, so he enquired about the percentage of these 80 schools. Many students were suffering from hyperactivity disorder or learning problems like attention deficit, so he asked the EDB whether it would enhance support to students with learning disorders to help them study normally;
- (c) according to data on schools in Sha Tin District, 200 private schools were categorised as “others”, so he enquired about the nature of these schools;
- (d) regarding the school transfer problem of primary students of Shui Chuen O Estate, some students were transferred to schools so far away from their residences and might not be able to adapt, but the nearby schools were full, so he asked the EDB whether it would allocate more resources to increase the number of school places, and hoped that they could be assigned to schools offering school bus service so as to reduce the inconvenience;

- (e) he enquired about the content of the sister schools scheme and wondered whether there was any bridging mechanism regarding further education of local and mainland students in addition to subsidy and professional supports, and whether the EDB would consider forming sister schools with overseas schools. He asked about the amount of subsidy available to schools;
- (f) regarding the promotion of mental health education, many students were under huge academic pressure, so he believed that more resources should be allocated to more practical activities in addition to talks; and
- (g) regarding the “School-based After-school Learning and Support Programmes”, schools might offer the quota of no more than 25% to other needy students who had not been granted the Comprehensive Social Security Assistance or student financial assistance where appropriate. He hoped that the quota could be increased for schools to have more autonomy to allocate resources according to students’ family conditions.

18. The views of Mr YAU Man-chun were summarised below:

- (a) regarding kindergartens in Shui Chuen O Estate, he pointed out that so far there had been no news about when the school premises would become operational but other kindergartens had already been opened, which was quite disturbing for parents. The EDB should notify parents as soon as possible; and
- (b) regarding the transfer of primary students in Shui Chuen O Estate, some students were granted school places but were required to be interviewed by schools, and might not necessarily be admitted; some other students were allocated to Ma On Shan School Net, but no school bus service was available to and from Shui Chuen O Estate. He hoped that the EDB could actively solve the above-mentioned problem and review the prevailing policy.

19. The views of Mr CHING Cheung-ying were summarised below:

- (a) the public sector secondary schools could turn the existing “Senior Secondary Curriculum Support Grant” and “Career and Life Planning Grant” into regular teaching posts. He asked the EDB whether it was aware how many contractual teaching posts there were in Sha Tin, and how many contract teachers expected to become regular teachers, and how many contract teachers were turned into regular teachers last year; and
- (b) the number of private schools categorised as “others” increased from 194 to 200 last year, so he wanted to know the nature of these schools. Sha Tin District cancelled one aided school, so he asked whether it had any relation to student enrolment. He suggested listing data of a few past years, for example, data comparison in the past three or five years, to facilitate members’ discussion.

20. The views of Mr WONG Hok-lai were summarised below:

- (a) regarding the support services for NCS students, the EDB provided the “ApL(C)” course pegged at the QF. Many non-Chinese speaking people could hardly find a job due to unsatisfactory Chinese language proficiency, so he asked whether the results of the course were recognised by the government or other employers; and
- (b) due to the under-enrolment of secondary schools, many schools had NCS students, and the EDB would offer training courses to the front-line teachers to cater for the needs of NCS students. In addition to the language, religious and cultural backgrounds of the NCS students might also be different, so he asked the EDB whether it would offer courses for teachers to understand different religions and cultures.

21. Mr Wilson LI hoped that the EDB could increase kindergartens and primary school places in Sha Tin District in response to the increasing population and the successive completion of new estates.

22. The views of the Chairman were summarised below:

- (a) the “Free Quality Kindergarten Education Policy” was a new policy and parents might not necessarily know the details about its implementation. She asked the EDB how it would promote the policy, whether it would provide promotional publications to members, and whether it would organize talks to introduce the content of the policy to parents. K2 or K3 students would also be financially supported, so she hoped that the EDB could help parents clearly understand various arrangements; and
- (b) regarding the occupation of new estates, she expected the EDB to communicate with members early on, and follow up with relevant members on the issue regarding kindergartens in Shui Chuen O Estate after the meeting.

23. Mrs Alice YU CHOW gave a consolidated response as follows:

- (a) regarding the “Free Quality Kindergarten Education Policy”, the EDB had organized several meetings/briefing sessions for stakeholders including frontline kindergarten workers and parents, so that they understood the details of the above-mentioned policy. The content of the meetings/briefing sessions also included arranging kindergarten children currently participating in the Pre-primary Education Voucher Scheme to switch to the free quality kindergarten education scheme, so if parents had further questions, they could directly contact the EDB for enquiry;
- (b) regarding the pay for kindergarten teachers, to ensure that teaching staff was paid reasonably, the EDB had determined the salary range for different ranks of teaching staff under the free quality kindergarten education policy. Kindergartens participating in the free quality kindergarten education scheme were not allowed to pay teaching staff below the salary range for the corresponding positions for adequately qualified teachers. For details, please refer to Annex 1 of Appendix



11: Education Bureau Circular No. 7/2016. Regarding training, under the new kindergarten education policy, the EDB and post-secondary institutions would enhance the existing local and non-local Continuing Professional Development Programmes to further improve the professional skills of kindergarten teachers to keep up with the latest development of kindergarten education;

- (c) the number of schools in Sha Tin District was reduced by one, which was HK & KLN CCPA Ma Chung Sum Secondary School, and the 200 private schools categorised as “others” were mainly tutorial centres. According to the provisions of the Education Ordinance, any school meeting the definition of school should apply to register with the EDB and submit relevant documents. Schools should also comply with the regulations or recommendations of the EDB and other government departments like Lands Department, Planning Department, Fire Services Department, Department of Health and Buildings Department before obtaining a certificate of provisional registration/certificate of registration. Regarding the employment matters, schools should also pay attention to the requirements for teachers in terms of academic qualification and sexual conviction record check. Upon receiving any complaint, the EDB would follow up and issue a warning requiring the school found to have violated the Education Ordinance to take corrective action;

(Post-meeting note: “School” meant an institution, organization or establishment which provided 20 or more persons during any one day or eight or more persons at any one time with any nursery, kindergarten, primary, secondary or post secondary education or any other educational course by any means, including correspondence delivered by hand or through the postal services.)

- (d) based on past measures, the EDB introduced a basket of targeted relief measures in the 2013/14 school year aiming at “preserving the schools, the teaching force and the strengths of the education sector”. These relief measures had not expired and would remain effective over the coming few years. It was even announced in the 2016 Policy Address that, to further stabilise the teaching force and cater for students’ learning interests, aided secondary schools in need with fewer S1 classes during the 2013/14 and 2014/15 schools years might apply to extend the retention period for these surplus teachers till the 2017/18 school year. The EDB expected a progressive rebound in overall S1 student population in 2017/18 and subsequent school years;
- (e) regarding primary student population and primary school places, the data revealed that primary school students outnumbered primary school places in Sha Tin District. This was mainly because the number of students per class enrolled by public sector schools was 10% more than the number of school places. Specifically, 27 students were actually enrolled in a primary class with a standard quota of 25, while 33 students were actually enrolled in a class with a quota of 30. The number of places did not count in such additional places, so the number of students was slightly larger than that of school places;

- (f) as for the Shui Chuen O Estate, due to the occupation of households, the EDB had distributed the application forms and contact information of schools in Sha Tin District (including secondary schools, primary schools and kindergartens) to households to be relocated through the Housing Department to help them transfer to schools in the district. The EDB had also written to the nearby primary schools to notify them to arrange school places for students of Shui Chuen O Estate in need, and schools had successively made use of the remaining places to take in the above-mentioned students. As of August 2016, the EDB had helped about 170 students transfer to primary schools in the district, and it had also made use of vacant classrooms in the schools across the district to offer additional classes at respective grades to match the demand for school places. The EDB noted that parents wanted their children to attend school as soon as possible, and also heeded the parents' concern about the school transportation arrangements for students. For individual situations, the EDB would continue to follow up with relevant schools or parents;
- (g) regarding the progress of opening a new kindergarten in Shui Chuen O Estate, the Housing Department signed a contract with the school in July, but as the school had to undertake interior decoration and relevant documents had yet to be submitted to the EDB for processing, the registration procedure was still in progress. The school had already informed the EDB that it could not open in September, and the EDB would continue to follow up;
- (h) regarding the career and life planning, schools might turn the "Career and Life Planning Grant" into regular teaching posts from the 2016/17 school year. This measure could provide schools with more stable teaching manpower to promote the career and life planning education policy. Schools could decide whether to turn the grant into regular teaching posts in 2016/17 or subsequent school years based on school situations and actual needs. Schools should consult teachers, and relevant decisions were subject to approval by the school council/incorporated management committee (IMC). The EDB would conduct a review based on the implementation of the measure in schools over the next two school years;
- (i) to enhance the promotion of mental health education in schools, the EDB co-organized the Joyful@School Campaign with the Department of Health in the 2016/17 school year to further promote the three messages "Sharing", "Mind" and "Enjoyment" in schools as part of the territory-wide mental health campaign "Joyful@HK" launched by the Department of Health. Schools needing additional resources to promote the mental health activities could submit a written plan to the Quality Education Fund to apply for a fund of no more than \$150,000 through existing simple procedures;
- (j) for NCS students, the EDB offered the "ApL(C) (applicable to NCS students)" course to be pegged at the QF Levels 1-3 at S4 in the 2014/15 school year to provide an additional pathway for senior secondary NCS students to obtain the Chinese language qualification and prepare them for further education and employment. Results of the "ApL(C) (applicable to NCS students)" would be reported in the HKDSE. Local universities and post-secondary institutions, as well

as civil service appointment all accepted the qualification of the ApL(C) (applicable to NCS students). The first batch of ApL(C) (applicable to NCS students) graduates would complete the course in 2017, so currently there were no data on NCS students with ApL(C) qualification being appointed as civil servants;

- (k) the EDB launched a three-year pilot scheme in the 2015/16 school year to provide financial and professional support for private sector and DSS schools that formed sister schools with their counterparts in the Mainland to facilitate the diversification of sister school activities. Schools participating in the scheme could use the special grants to organize a rich diversity of exchange activities at different levels. Over the three years starting from the 2015/16 school year, the number of sister schools in China would be expected to gradually increase to about 600 by the 2017/18 school year. Schools eligible for the scheme could be offered a fixed annual grant of \$120,000 in the three-year promotional period of the pilot scheme to cover the expenditures of exchanges with sister schools in the Mainland. Currently about 40 schools in Sha Tin District had formed sister schools with their counterparts in the Mainland through the EDB or on their own;
- (l) regarding the CBS, the EDB temporarily only had the figure on CBS in Sha Tin District and the figures of other districts would become available later. The EDB understood that CBS expected to attend schools along the East Rail or at the boundary, but to cater for the needs of local students and safeguard the rights of CBS to P1 places, starting from the 2014/15 school year, the EDB had implemented the revised arrangements for the Central Allocation under the Primary One Admission (POA) system to provide applicant children residing in the Mainland (i.e. CBS) with a separate Choice of Schools List for Central Allocation under the POA. The list consisted of all schools in the eight school nets close to the BCP (i.e. Tuen Mun: 70 (Tuen Mun West), 71 (Tuen Mun East); Yuen Long: 72 (Tin Shui Wai), 74 (Yuen Long East); the North District: 80 (Sheung Shui), 81 (Fanling), 83 (Sha Tau Kok); Tai Po: 84) and individual schools in other districts with CBS having the readiness and willingness to support CBS. The revised arrangements were meant to provide a “dedicated school net” for the CBS with a view to reassigning them to other districts, thereby alleviating the tight demand for P1 school places in districts close to BCP, such as the North District;
- (m) in terms of promoting the STEM education, the EDB would announce the renewed Curriculum Guides of Science Education, Technology Education & Mathematics Education Key Learning Areas in 2016/17. In addition, the EDB would continue to organize STEM forums to share with school principals and teachers about the latest developments of STEM education, as well as professional development programmes for teachers, and at the same time further optimise learning and teaching resources to facilitate the students’ learning. We would also continue to enhance collaboration with tertiary institutions, professional bodies and other organizations to provide students with more STEM-related learning opportunities so as to enhance their ability to apply knowledge and skills in an all-round way;

- (n) regarding the School-based Educational Psychology Service scheme, currently the “School-based Educational Psychology Service” was provided by selected sponsoring bodies and the EDB, and the service would cover all public sector primary and secondary schools in the 2016/17 school year. The EDB requested the sponsoring body providing such service to establish a clear and effective quality assurance mechanism, and arrange EP supervisors to provide professional supervision and support to educational psychologists. To enhance support for students with special educational needs, the EDB would, starting from the 2016/17 school year, gradually improve the ratio of EPs to schools from 1:7-8 to 1:4 in public sector secondary and primary schools enrolling a large number of students with special educational needs; and
- (o) after the occupation of new estates in the future, if necessary, the EDB would be willing to join in discussions on how to improve educational facilities.

2016-2017 Revised Work Plans and Funding Applications of Working Groups under the Committee

(Paper No. EW 20/2016)

24. Mr Billy CHAN suggested taking videos and photos of participants in the elderly singing competition.

25. Mr Michael YUNG pointed out that the working group did not apply to the STDC for funding under the “age-friendly communities” certification scheme, and he wanted to know the role of the STDC in the scheme. He asked the Hong Kong Jockey Club Charities Trust how many resources it had provided to the working group, and how the “age-friendly communities” certification scheme would benefit Sha Tin District.

26. Mr Kelvin CHU, Executive Officer (District Council) 1 of the Sha Tin District Office said in response that the STDC’s role was to work with the Hong Kong Jockey Club Charities Trust and the Chinese University of Hong Kong to carry out research and evaluation in Sha Tin on eight indicators of the World Health Organization (WHO), and write a report. When completed, the report would be submitted to the Committee for vetting and then to the WHO for certification. After the certification, Sha Tin would become a certified “age-friendly community”.

27. The Chairman said that problems in the district must be identified, studied and solved during the certification process. The working group would consult members in the future regarding the report.

28. Ms TUNG Kin-lei said that the Working Group on Welfare of Senior Citizens last year carried out research on the “age-friendly communities” on both sides of Shing Mun River, and currently about 12 elderly centres participated in the scheme and assisted in the research to improve the communities, making them more liveable for the elderly. The STDC would serve as a bridge in the initiative, and one of the WHO’s requirements was to offer opportunities for the elderly to participate in activities of the STDC.

29. Members unanimously endorsed the above paper.

Meeting Schedule of the Committee for 2017  
(Paper No. EW 21/2016)

30. Members unanimously endorsed the above paper.

**Information Items**

Reports of Working Groups  
(Paper No. EW 22/2016)

31. Members noted the above paper.

**Information Paper**

Number of Newly Arrived Mainland Children Admitted to Public Sector Secondary and Primary Schools in Sha Tin District Provided by the Education Bureau  
(Paper No. EW 23/2016)

32. Members noted the above paper.

**Date of Next Meeting**

33. The next meeting would be held at 2:30 pm on 1 November 2016 (Tuesday).  
34. The meeting ended at 4:16 pm.

Sha Tin District Council Secretariat  
STDC 13/15/35 V

November 2016