

Sha Tin District Council
Minutes of the 5th Meeting of
the Social Welfare and Youth Committee in 2025

Date : 3 September 2025 (Wednesday)
Time : 10:00 am
Venue : Sha Tin District Office Conference Room 441
 4/F, Sha Tin Government Offices

<u>Present</u>	<u>Time of joining the meeting</u>	<u>Time of leaving the meeting</u>
Mr LEUNG Ka-fai, MH (Chairman)	10:00 am	10:58 am
Miss TUNG Kin-lei (Vice Chairman)	10:00 am	10:58 am
Mr WONG Wai-shing	10:00 am	10:58 am
Mr KU Wai-ping	10:00 am	10:58 am
Mr CHU Wun-chiu	10:02 am	10:58 am
Miss LEE Ching-yee, Janet, MH	10:00 am	10:58 am
Mr NG Kai-tai	10:00 am	10:58 am
Ms LAM Siu-man	10:00 am	10:58 am
Ms LAM Yuk-wa	10:04 am	10:58 am
Mr LAM Yu-sing	10:00 am	10:58 am
Ms LAM Chung-yan, Nancy, MH	10:00 am	10:58 am
Dr LAM Kong-kwan	10:00 am	10:58 am
Mr YIU Ka-chun, MH	10:00 am	10:58 am
Mr HA Kim-kwan	10:02 am	10:58 am
Mr AU Chi-on, Paul	10:00 am	10:58 am
Ms GUO Xuanton	10:00 am	10:58 am
Mr LEUNG Chun-pong, Maverick	10:00 am	10:58 am
Mr LEUNG Ka-wai	10:00 am	10:58 am
Mr CHAN Tan-tan	10:00 am	10:58 am
Miss CHAN Hiu-ying	10:00 am	10:58 am
Miss MOK Hei-man	10:00 am	10:58 am
Mr WONG Yue-hon	10:00 am	10:58 am
Ms WONG Po-yee	10:00 am	10:58 am
Mr YEUNG Ying-hon, Ronald	10:00 am	10:58 am
Mr TSOI Ming-yang	10:00 am	10:58 am
Mr DENG Kairong, BBS, MH, JP	10:00 am	10:58 am
Mr CHOI Wai-shing	10:00 am	10:58 am
Mr LAU Tak-wing	10:00 am	10:58 am
Miss LAW Yuen-pui	10:00 am	10:58 am
Ms LO Tai-suen, Ada	10:00 am	10:58 am
Ms PONG Scarlett Oi-lan, BBS, JP	10:00 am	10:58 am
Ms KUNG Mei-chi	10:00 am	10:58 am
Mr LEE Kang-pan	10:00 am	10:58 am
Mr CHAU Ping-him	10:00 am	10:58 am
Ms YIP Shuk-kuen	10:00 am	10:58 am
Ms YEUNG Suet-man, Kelly (Secretary)	Executive Officer (District Council)1, Sha Tin District Office	

In Attendance

Ms ZHONG Shek-wa, Sophia
Mr LEE Man-fai, Dave

Ms WONG So-man, Katrina

Mrs LAU HO Man-wai

Ms CHOY Yuk-ling, Elaine

Inspector WONG Hiu-lam, Shirleen

Ms WONG Mo-sze, Nancy

Title

Assistant District Officer (Sha Tin)2

Senior Executive Officer (District Council),
Sha Tin District Office

Executive Officer I (District Council)3,
Sha Tin District Office

Senior School Development Officer (Shatin)5,
Education Bureau

Assistant District Social Welfare Officer (Sha Tin)2,
Social Welfare Department

Assistant Police Community Relations Officer (Youth
Engagement), Shatin District, Hong Kong Police Force

Labour Officer (Workplace Consultation Promotion),
Labour Department

In Attendance by Invitation

Ms NG Hoi-ye

Mr CHAN Wing-kin

Ms MIU Tsz-chin, Tara

Title

Senior School Development Officer (Shatin)1,
Education Bureau

Supervisor (Corporate Communication Department and Sha Tin
District),

The Boys' and Girls' Clubs Association of Hong Kong
Team Leader, "Cherished Steps" After-school Care Programme for
Pre-primary Children (Sha Tin),

The Boys' and Girls' Clubs Association of Hong Kong

The Chairman welcomed members and representatives of government departments and an organisation to the fifth meeting of the Social Welfare and Youth Committee this year.

Application for Leave of Absence

2. The Chairman said that the Sha Tin District Council Secretariat had not received any application for leave of absence in writing from members prior to the meeting.

Confirmation of Minutes of Meeting

Minutes of the Meeting Held on 9 July 2025
(SWYC Minutes 4/2025)

3. Members unanimously endorsed the above minutes.

Discussion Item

Brief Introduction of the After School Care Programme for Pre-primary Children
(Paper No. SWYC 20/2025)

4. A representative of The Boys' and Girls' Clubs Association of Hong Kong (BGCA) briefly introduced the paper.

5. The Chairman invited members to speak.
6. Members' enquiries and suggestions were as follows:
 - (a) members wished to know the application process for services referred by District Services and Community Care Teams (Care Teams) and members' ward offices, such as whether applications were to be made through the filling of forms or by email;
 - (b) it was suggested to extend the pick-up service to public housing estates to cover more families in need;
 - (c) it was noted that 27% of the service users were students with special educational needs (SEN). Members wished to know whether there were any support services specifically designed for those students in the childcare service process or courses; and
 - (d) it was enquired whether service applicants could use the services continuously for a period of three years after successfully applying for the services.
7. A representative of the BGCA gave a consolidated response as follows:
 - (a) persons interested in applying for the services might first contact the Tai Wai Children & Youth Integrated Services Centre (the Service Centre) of the BGCA by phone. After staff members learned about the applicant's circumstances, the applicant might fill out the form;
 - (b) regarding the pick-up arrangement, due to limited manpower of the Service Centre, the pick-up service could not be extended to cover housing estates for the time being. At present, the MTR Tai Wai Station was designated as the pick-up point, which was convenient for parents in need to arrange for pick-up of their children during their commute to work;
 - (c) in addition to the provision of regular childcare services by the organisation, the Service Centre collaborated with music therapists to provide therapeutic services for students with SEN. The Service Centre would also provide corresponding service support for those students based on individual service needs; and
 - (d) once the services were arranged, the service users could use the childcare services continuously until the end of the primary school stage without having to reapply for the services during the period.
8. The Chairman announced the end of discussion on the agenda item.

Questions

Question Raised by Mr WONG Wai-shing on Mental Health Support Services for Students in Sha Tin District
(Paper No. SWYC 21/2025)

9. Members' enquiries and suggestions were as follows:
 - (a) at present, nearly 25% of the schools in Sha Tin District had not yet joined the 4Rs Mental Health Charter (4Rs Charter). Members wished to know the reasons why the schools

concerned had not joined the 4Rs Charter and enquired whether the Education Bureau (EDB) would formulate more concrete goals and timetables in the future to provide incentives or support to the non-participating schools so as to encourage them to join the Charter;

- (b) members wished to know the number of participants, expenditures and effectiveness of the 11 youth mental health training and education activities held by the Social Welfare Department (SWD) in Sha Tin District in 2024-25 and 2025-26;
- (c) at present, the participation in most of the training courses for teachers was voluntary in nature. It was suggested that mental health training be designated as a compulsory item under the Continuing Professional Development of Teachers, or that guidance teachers or officers be required to participate in the relevant training to enhance teachers' ability to handle student mental health crises and identify high-risk cases;
- (d) members emphasised that professional skills were needed in addressing mental health issues and suggested that the EDB offer specialised courses for teachers to provide support for students' mental health;
- (e) noting that some activities were conducted only in collaboration with individual schools, it was suggested that the departments make good use of the resources of Care Teams to co-organise mental health activities with the schools in the district;
- (f) members wished to know the course content, teachers and expenses required for the activities so as to facilitate further collaboration among Care Teams and schools, thereby filling gaps in social services; and
- (g) Care Teams often encountered cases involving mental health risks as well. The Government was urged to provide more professional training and support to Care Team members, rather than holding talks only.

10. The representative of the EDB gave a consolidated response as follows:

- (a) to enhance the knowledge and skills of teachers and student guidance personnel in supporting students and to support the counselling of students through the Whole School Approach, the EDB organised different professional training activities on an ongoing basis, including certificate courses and induction courses for newly appointed social workers/student guidance personnel in primary schools. The EDB would continue to provide appropriate support to schools across Hong Kong through professional consultation, school visits and training activities;
- (b) the EDB announced in April 2024 the launch of the 4Rs Charter in the 2024/25 school year, where all public sector and Direct Subsidy Scheme (DSS) schools were invited to join the Charter. The schools joining the 4Rs Charter were required to set goals and take concrete actions to promote students' physical and psychological well-being. As at 1 November 2024, a total of around 555 schools had joined the 4Rs Charter, accounting for half of the public sector and DSS schools in Hong Kong. As at 31 July 2025, around 770 primary, secondary and special schools had joined the 4Rs Charter, accounting for about 78% of public sector and DSS schools in Hong Kong. The EDB would continue to encourage schools to join the 4Rs Charter and assist them to promote mental health at school more holistically and systematically according to school-based needs and paces; and

- (c) gratitude was extended to members for their views and members' suggestions would be conveyed to relevant sections for consideration.

11. The representative of the SWD gave a consolidated response as follows:

- (a) detailed information on the 11 youth mental health activities held in Sha Tin District in 2024-25 and 2025-26 would be supplemented after the meeting; and
- (b) Care Teams, when encountering enquiries from members of the public regarding mental health services, were encouraged to directly contact social welfare service units in the district, such as Integrated Community Centres for Mental Wellness (ICCMWs) or Integrated Family Service Centres (IFSCs), and social workers would directly assist in handling these matters. Social workers would provide appropriate assistance according to the circumstances of the cases. If the persons concerned found it inconvenient to contact a social worker directly for enquiries, Care Teams could make telephone referrals on their behalf, and the ICCMW or the IFSC would proactively take follow-up actions.

[Post-meeting note: On 10 September 2025, the SWD provided Mr WONG Yue-hon with supplementary information regarding the activities he enquired about. Details on the number of participants in the 11 youth mental health activities held in Sha Tin District in 2024-25 and 2025-26 could be referred to the Supplementary Information of Question Raised by Mr WONG Wai-shing on Mental Health Support Services for Students in Sha Tin District (Paper No. SWYC 21/2025).]

12. A member agreed to the proposal to strengthen mental health training put forth during the meeting. She undertook that at the meeting of the Health Promoting School Advisory Committee held in October, she would discuss with the EDB and the SWD to explore how to provide support in teacher training, and would explore with the Health Bureau (HHB) whether training support could be provided for Care Teams and other relevant personnel.

13. The Chairman announced the end of discussion on the agenda item.

Question Raised by Mr LEE Kang-pan on the Implementation of National Security Education, National Education and Curriculum Framework of National Security Education in Hong Kong by Schools in Sha Tin District

(Paper No. SWYC 22/2025)

14. Members' enquiries and suggestions were as follows:

- (a) it was enquired whether the EDB, in addition to providing a guiding framework for national education, would offer thematic or focal guidance to schools, such as promoting national education on themes like the National Games or the 80th Anniversary of Victory in the War of Resistance, and strengthen communication with schools to facilitate their annual preparations;
- (b) the EDB currently allowed schools to adopt diverse assessment methods according to their specific needs, but had not established uniform standards or external evaluation mechanisms to ensure educational quality. It was enquired whether the EDB would consider introducing

third-party assessments or sampling surveys to objectively examine students' awareness of national security and their learning outcomes;

- (c) regarding the focus inspections on national education conducted in 50 schools during the 2023/24 school year, it was enquired whether the EDB would provide specific follow-up and support measures for schools in the Sha Tin District;
- (d) for schools with unsatisfactory implementation outcomes, members wished to know the specific support that the EDB could provide.
- (e) members acknowledged and thanked the EDB for its work in promoting national education and national security education;
- (f) with support from the EDB, students in Sha Tin District participated in various activities related to national security education, such as visiting military barracks and touring sites of the War of Resistance. This transformed national security education into tangible experiences for students, thereby putting patriotic education into practice;
- (g) it was hoped that the EDB would continue to collaborate with schools in the future to further promote joint national security education activities in Sha Tin district;
- (h) members encouraged schools to make effective use of subsidies to organise activities, enabling parents and school authorities to conduct thorough promotion, and to share successful experiences through the EDB platform;
- (i) members hoped that through continued tripartite collaboration among schools, the EDB, and society, students in Sha Tin District could be nurtured into a new generation that loved their country and Hong Kong, was ambitious and capable, and contributed to the development of their country and Hong Kong;
- (j) it was hoped that the EDB would develop a dedicated timetable for schools in Sha Tin district.
- (k) it was expected that the EDB would continue to organise experience-sharing sessions and workshops in the future to promote communication within the kindergarten sector and implement practical approaches to national security education, thereby enhancing overall effectiveness;
- (l) currently, only newly-joined teachers and transferred teachers were required to take the Basic Law and Hong Kong National Security Law test, while teachers at their serving schools were not required to take the test. It was recommended that the EDB improve the assessment mechanism for teachers in implementing national security education, especially for teachers who had not transferred schools for an extended period, and provide them with corresponding training or assessments;
- (m) it was recommended that the EDB collaborate with the Home and Youth Affairs Bureau and other relevant bureaus/departments to utilise the resources of national security education district tutors, allowing these tutors to share their expertise in schools and enable more students to gain a comprehensive understanding of national security education; and

- (n) Sha Tin District had abundant national security education resources, such as the Patriotic Education Centre. It was recommended that important ceremonies and events be opened to public participation to promote national security education from schools to the community.

15. The representative of the EDB gave a consolidated response as follows:

- (a) the EDB had uploaded the guidelines for national education activities and the event planning calendar for the 2025/26 school year to the National Education One-Stop Portal website. Schools could view the relevant content on national education and national security education for the entire school year on the website. Schools could plan school-based learning activities based on the event planning calendar. The event planning calendar also provided suggestions, examples, and reference materials for school-based learning activities for schools' reference;
- (b) the EDB had adopted a variety of measures, including providing curriculum guidance, developing learning and teaching resources, providing training for teachers, and organising life-wide learning activities for students, to promote national education, patriotism education and national security education;
- (c) the EDB had provided schools with detailed administrative and educational guidelines on safeguarding national security and promoting national security education, requiring schools to submit annual reports and work plans to report on the school-based implementation of relevant measures. The EDB would continuously review the reports and plans submitted by schools, monitor and support schools in implementing the relevant work through various channels, and make suggestions for improvement based on the specific circumstances of each school. The EDB would also regularly share inspection results and promote best practices to support the education sector in effectively implementing national education and national security education through a whole school participation model. In addition, the sponsoring body had a responsibility to instruct the incorporated management committee/school management committee to ensure that the schools develop relevant measures. The incorporated management committee/school management committee had a responsibility to understand and monitor the quality of learning and teaching, including the implementation and enforcement of national security education, national education, and education on the Constitution and the Basic Law, and to continuously monitor and improve these aspects; and
- (d) newly-joined teachers would receive training on the Constitution, the Basic Law, and the National Security Law to grasp the essentials of these laws and subjects and clarify key concepts. Schools were best positioned to evaluate teachers, as they could closely observe their teaching and other performance. The EDB also required schools to establish school-based mechanisms for assessing teachers' professional competence and performance. Teachers had actively participated in the professional development courses and activities offered by the EDB since their launch in the 2020/21 school year, and had responded very positively to the courses. The EDB would continuously review the models and content of these courses and would communicate and collaborate with different stakeholders and experts in order to more comprehensively and appropriately address the needs of teachers.

16. The Chairman announced the end of discussion on the agenda item.

Question Raised by Mr CHU Wun-chiu on the Work in Sha Tin District on the Rising Trend of Suicide among Middle-aged Men
(Paper No. SWYC 23/2025)

17. The Chairman stated that, as the HHB was unable to send a representative to the meeting, the Secretariat would convey the enquiries and suggestions from members to the HHB after the meeting.

18. Members' enquiries were as follows:

- (a) members wished to know the participation rate and effectiveness of the Healthy Mind Pilot Project, and whether consideration would be given to extending the project to Sha Tin District to benefit local residents;
- (b) members considered that existing services largely relied on individuals seeking help proactively, and enquired whether relevant departments would conduct mental health screenings in the district to proactively identify potential mental health service seekers, such as high-risk groups like hidden middle-aged men; and
- (c) members wished to know whether the HHB would provide "Mental Health First Aid" training again for the new batch of Care Team members in October 2025 to ensure that new members have the same support capabilities.

[Post-meeting note: Supplementary information provided by the HHB was contained in the Supplementary Information of the Question Raised by Mr CHU Wun-chiu on the Work in Sha Tin District on the Rising Trend of Suicide among Middle-aged Men (Paper No. SWYC 23/2025)]

19. Members' views and suggestions were as follows:

- (a) the Mental Health Support Hotline currently did not maintain district-specific data. It was hoped that the HHB would establish a district-based statistical model to collect data such as the number of calls and the reasons for seeking help by district, facilitating follow-up actions;
- (b) members mentioned the pilot scheme currently implemented by the Labour and Welfare Bureau in Sha Tin and Kwun Tong, where Care Teams proactively visited recipients of Living Allowance for Low-income Carers and elderly persons living alone or in pairs in public housing estates, based on the household registers provided by the Housing Department (HD). It was hoped that the SWD would consider providing a list of high-risk individuals currently receiving its services or relevant subsidies, along with their contact information, so that Care Teams could conduct home visits or make phone calls to offer greater support, thereby preventing community tragedies and reducing suicide rates;
- (c) in addition to regular members, Care Teams also included temporary volunteers. A single training session might not cover all members participating in visits. It was recommended that the SWD provide simple written guidelines or indicators to assist Care Teams and community volunteers in identifying high-risk individuals during routine visits; and
- (d) the current Scheme on Supporting Elderly and Carers covered a broad range of visits, necessitating more specific guidelines to differentiate risk levels. It was recommended that the SWD provide common risk signals or indicators to enable frontline staff to focus on high-risk cases.

20. The representative of the SWD gave a consolidated response as follows:
- (a) the pilot scheme currently implemented by the SWD remained in its operational phase. The Government was exploring ways to integrate relevant data from other departments to further expand the carer support data platform and identify high-risk cases or families. Detailed information would be released following further research. Care Teams might continue to conduct visits by contacting residents in the district or using the household lists under the pilot scheme jointly operated by the SWD and the HD. The SWD encouraged Care Team members to conduct care actions or follow-up visits at regular intervals after initial contact with residents. Should they observe any emerging support needs among residents over time, they should refer or connect them to appropriate support services based on their requirements; and
 - (b) the SWD would continue to provide training for the second-term Care Team members and volunteers. Relevant training materials would be provided shortly to assist them in identifying situations involving high-risk individuals.
21. Member further enquired with the SWD whether the current Care Teams' visit and support programmes, which primarily targeted public housing estates, would include corresponding arrangements for residents of private buildings and Home Ownership Scheme flats.
22. The representative of the SWD gave a consolidated response as follows:
- (a) the Government was exploring ways to integrate additional relevant data sources, such as the "Scheme on Living Allowance for Low-income Carers of Persons with Disabilities", the "Scheme on Living Allowance for Carers of Elderly Persons from Low-income Families", and other welfare programmes, to further expand the carer support data platform, with a view to accurately identifying high-risk cases in the community, including those residing in private housing estates, and establishing a database for visits by Care Teams. Further details were pending further research and information release by the Department.

Information Papers

Number of Children Referred to Public Sector Primary and Secondary Schools in Sha Tin District Provided by the Education Bureau (June to July 2025)
(Paper No. SWYC 24/2025)

23. Members' enquiries and views were as follows:
- (a) in July this year, the Government revised the eligibility criteria for government-subsidised post-secondary student places and subsidies, requiring dependents who had resided in Hong Kong for less than seven years to have completed at least two years of secondary education (S5 or S6) in Hong Kong in order to be eligible for university subsidies;
 - (b) it was anticipated that a large number of parents, particularly those whose children were currently studying in the Greater Bay Area, would urgently seek to apply for places in Hong Kong's public schools for their children. This might necessitate assistance from the EDB or District Council members in facilitating referrals, leading to a significant increase in

referral demands. Members wished to know the referral mechanism provided by the EDB for students over the age of 15 (S5 and S6);

- (c) some parents said that they had difficulty in obtaining information on remaining places in public schools, causing them to miss enrolment opportunities; and
- (d) currently, secondary school students in Hong Kong were grouped according to their abilities. The learning abilities of newly arrived students did not match those of schools with available places, and this mismatch in abilities might exacerbate learning disparities. Members wished to know whether the EDB had the necessary resources and support measures to assist dependants in adapting to the learning environment.

24. The representative of the EDB stated that a circular had been issued earlier, allowing schools to refer students for admission to public sector primary and secondary schools for levels up to S4 to S6 starting from the 2025/26 school year.

25. Members' further enquiries were as follows:

- (a) members wished to know whether the EDB would establish a unified platform to publicly disclose, in real time, the remaining places and admission requirements of each school, thereby enhancing information transparency; and
- (b) regarding the mismatch in abilities, it was enquired whether the EDB would implement measures to address the situation.

26. A representative of the EDB said that supplementary information would be released after the meeting to respond to members' queries.

[Post-meeting note: Supplementary information from the EDB was set out in the Supplementary Information on the Number of Children Referred to Public Sector Primary and Secondary Schools in Sha Tin District Provided by the Education Bureau (June to July 2025) (Paper No. SWYC 24/2025).

27. The Chairman announced the end of discussion on the agenda item.

Report on Youth Crimes in Sha Tin District (June to July 2025)
(Paper No. SWYC 25/2025)

28. Members noted the above paper.

29. The Chairman announced the end of discussion on the agenda item.

Date and Time of Next Meeting

30. The next meeting was scheduled to be held at 2:30 pm on 5 November 2025 (Wednesday).

31. The meeting was closed at 10:58 am.

Sha Tin District Council Secretariat
STDC 13/15/80

November 2025