

Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

Controlling officer: the Permanent Secretary for Education will account for expenditure under this Head.

Estimate 2013–14	\$44,478.4m
Establishment ceiling 2013–14 (notional annual mid-point salary value) representing an estimated 5 449 non-directorate posts as at 31 March 2013 (including 3 420 posts in government schools) reducing by 34 posts to 5 415 posts as at 31 March 2014 (including 3 344 posts in government schools).....	\$2,711.0m
In addition, there will be an estimated 32 directorate posts as at 31 March 2013 rising by one post to 33 posts as at 31 March 2014.	
Commitment balance	\$1,575.5m

Controlling Officer's Report

Programmes

Programme (1) Director of Bureau's Office	This programme contributes to Policy Area 27: Intra-Governmental Services (Secretary for Education).
Programme (2) Primary Education	These programmes contribute to Policy Area 16: Education (Secretary for Education).
Programme (3) Secondary Education	
Programme (4) Special Education	
Programme (5) Other Educational Services and Subsidies	
Programme (6) Vocational Education	
Programme (7) Policy and Support	

Detail

Programme (1): Director of Bureau's Office

	2011–12 (Actual)	2012–13 (Original)	2012–13 (Revised)	2013–14 (Estimate)
Financial provision (\$m)	11.9	12.0	10.4 (–13.3 %)	11.4 (+9.6%)
				(or –5.0% on 2012–13 Original)

Aim

2 The aim is to ensure the smooth operation of the Office of the Secretary for Education.

Brief Description

3 The Office of the Secretary for Education is responsible for providing support to the Secretary for Education in undertaking political work. This includes the support provided by the Under Secretary and the Political Assistant. The Office is also responsible for providing administrative support to the Secretary for Education in carrying out his duties. The work includes the planning, co-ordination and implementation of all arrangements for the Secretary's public, media and community functions.

Programme (2): Primary Education

	2011–12 (Actual)	2012–13 (Original)	2012–13 (Revised)	2013–14 (Estimate)
Financial provision (\$m)				
Government sector	848.3	919.9	912.3	955.9
Subvented sector	10,701.4	11,488.4	11,760.3	11,937.8
	11,549.7	12,408.3	12,672.6 (+2.1%)	12,893.7 (+1.7%)
				(or +3.9% on 2012–13 Original)

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Aim

4 The aim is to provide free and universal schooling for every child in the relevant age group attending public sector primary schools and to further improve the quality of primary education.

Brief Description

5 Public sector primary school places are provided in government and aided schools, currently in the following proportions: government schools (8.1%) and aided schools (91.9%).

6 Apart from public sector schools, subsidised primary school places are offered in Direct Subsidy Scheme (DSS) schools and English Schools Foundation (ESF) schools, both of which receive recurrent subsidies from the Government.

7 Since the introduction of the open and flexible curriculum framework which aims to promote learning to learn and whole person development, primary schools have witnessed sustainable changes in the culture of learning and teaching as well as teachers' professional development. Students have become more autonomous learners, with generic capabilities, core value and attitudes needed to realise the main goals of curriculum reform.

8 Teachers have to meet educational standards and other requirements specified in the Education Ordinance (Cap. 279) before they can be registered or permitted to teach. Graduate teacher posts, including the posts for deputy heads, in public sector primary schools are in the approved ratio of 50 per cent with effect from the 2009/10 school year, excluding additional teachers provided under specific improvement programmes.

9 Major measures to improve primary education, including small class teaching, whole-day primary schooling and various new initiatives to strengthen language teaching, are moving forward smoothly.

10 The key performance measures in respect of primary education are:

Indicators

	<i>School Year</i>		
	2011/12 (Actual)	2012/13 (Revised Estimate)	2013/14 (Estimate)
primary students.....	322 900	317 400	320 600
children in the six to 11 age group.....	311 700	309 500	306 600
student/teacher ratio in government and aided primary schools.....	14.9:1	14.4:1	14.1:1
government and aided primary schools.....	457	455	453
primary schools under DSS	21	21	21
whole-day government and aided primary schools	446	446	447
whole-day government and aided primary classes	9 016	9 103	9 432
government, aided and DSS primary school places provided on a whole-day basis (%)‡	100	100	100
teachers in government and aided primary schools.....	17 900	17 900	18 400
teachers in government primary schools with relevant teacher training qualification (%).....	98.6	98.9	98.9
teachers in aided primary schools with relevant teacher training qualification (%)	96.9	97.1	97.1
teacher wastage rate of government and aided primary schools (%)Δ	5.2	4.9	4.4
government and aided primary schools under the Native-speaking English Teacher (NET) Scheme (%)ρ	100	100	100
schools provided with school-based professional supportφ	414	415	431
schools participating in collaborative research and development ("seed") projects on curriculum development	33	21	25

‡ This was shown as a target in the previous year. Notwithstanding that one bi-sessional school has yet to formulate its whole-day conversion plans, the school places provided by government, aided and DSS whole-day primary schools are sufficient to accommodate all primary school students.

Δ Percentage of teachers of the previous school year who did not serve/are projected not to serve in schools in the 12-month period prior to mid-September of the respective school years.

ρ This was shown as a target in the previous year.

φ Scope of the indicator covers various school-based support programmes, including those funded by the Education Development Fund.

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Matters Requiring Special Attention in 2013–14

11 During 2013–14, the Bureau will:

- continue to implement small class teaching in public sector primary schools, which has started from the primary 1 cohort of students since the 2009/10 school year;
- continue to improve the learning and teaching of the English Language in primary schools;
- continue to expand the School-based Educational Psychology Service with the target of covering all public sector primary schools by the 2016/17 school year; and
- enhance the funding arrangement of the Learning Support Grant for public sector primary schools with effect from the 2013/14 school year to further help schools cater for students with special educational needs.

Programme (3): Secondary Education

	2011–12 (Actual)	2012–13 (Original)	2012–13 (Revised)	2013–14 (Estimate)
Financial provision (\$m)				
Government sector	1,339.0	1,423.5	1,407.6	1,455.6
Subvented sector	19,940.8	20,503.8	20,898.6	20,808.7
	21,279.8	21,927.3	22,306.2 (+1.7%)	22,264.3 (–0.2%)
				(or +1.5% on 2012–13 Original)

Aim

12 The aim is to provide free and universal schooling for every child in the relevant age group attending public sector secondary schools, including the provision of free senior secondary education in public sector schools with effect from the 2008/09 school year, and to further improve the quality of secondary education.

Brief Description

13 Public sector secondary school places are provided in government, aided and caput schools, currently in the following proportions: government schools (7.4%), aided schools (91.8%), and caput schools (0.8%).

14 Apart from public sector schools, subsidised secondary school places are offered in DSS schools and ESF schools, both of which receive recurrent subsidies from the Government.

15 Since the introduction of the open and flexible curriculum framework which aims to promote learning to learn and whole person development, secondary schools have witnessed sustainable changes in the culture of learning and teaching as well as teachers' professional development. Students have become more autonomous learners, with generic capabilities, core value and attitudes needed to realise the main goals of curriculum reform. A new senior secondary academic structure has been implemented since September 2009 to enable all secondary students to develop their capabilities to the full. Greater emphasis is placed on learning how to learn rather than on acquiring detailed knowledge in a narrow field. This new academic structure is a necessary step to realise in full the benefits of the curriculum reform already underway.

16 Teachers have to meet educational standards and other requirements specified in the Education Ordinance before they can be registered or permitted to teach. Graduate teacher posts in public sector secondary schools are in the approved ratio of 85 per cent with effect from the 2009/10 school year, excluding additional teachers provided under specific improvement programmes.

17 The key performance measures in respect of secondary education are:

Indicators

	<i>School Year</i>		
	2011/12 (Actual)	2012/13 (Revised Estimate)	2013/14 (Estimate)
secondary 1 to 3 students	208 000	197 700	188 400
children in the 12 to 14 age group	204 800	190 400	180 400
student/teacher ratio in public sector secondary schools.....	15.3:1	14.5:1	13.8:1
public sector secondary schools.....	400	397	396
secondary schools under DSS.....	63	61	62

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	<i>School Year</i>		
	2011/12 (Actual)	2012/13 (Revised Estimate)	2013/14 (Estimate)
subsidised secondary 4 to 6 places.....	255 900	247 100	236 400
children in the 15 to 17 age group	240 900	235 800	221 900
subsidised secondary 7 places#.....	30 100	—	—
teachers in public sector secondary schools.....	25 700	24 100	23 400
teachers in government secondary schools with relevant teacher training qualification (%).....	95.5	96.7	96.7
teachers in aided secondary schools with relevant teacher training qualification (%)	94.8	96.1	96.1
teacher wastage rate of public sector secondary schools (%)Ω.....	3.9	8.3	5.0
public sector secondary schools being provided with NETs to enhance English language teaching (%)ρ.....	100	100	100
schools provided with school-based professional supportφ.....	273	279	291
schools participating in collaborative research and development (“seed”) projects on curriculum development.....	29	33	30
public sector and DSS secondary schools offering ten subject choices or more under the new senior secondary academic structureλ.....	415	415	415
Applied Learning courses offered by course providersγ.....	35	35	37

Upon implementation of the New Academic Structure, there are no subsidised secondary 7 places under local curriculum starting from the 2012/13 school year. This indicator is thus no longer relevant and will be phased out to reflect the changes.

Ω Percentage of teachers of the previous school year who did not serve/are projected not to serve in schools in the 12-month period prior to mid-September of the respective school years. The fluctuation of the teacher wastage rates in the 2011/12 and 2012/13 school years arises from the surge of teacher demand in the double cohort year (the 2011/12 school year) and the subsequent decrease in the demand thereafter.

ρ This was shown as a target in the previous year.

φ Scope of the indicator covers various school-based support programmes, including those funded by the Education Development Fund.

λ New indicator as from 2013. Under the New Academic Structure, schools are required to provide students with reasonable subject choices (i.e. at least ten elective subjects including Other Languages and Applied Learning courses) to cater for their diverse interests, needs and abilities, and help them meet their aspirations via multiple progression pathways for better students' achievement.

γ New indicator as from 2013.

Matters Requiring Special Attention in 2013–14

18 During 2013–14, the Bureau will:

- continue to implement the new senior secondary curriculum;
- continue to provide teacher training and develop resource materials to support the implementation of the new senior secondary academic structure;
- continue to provide Applied Learning courses for senior secondary students;
- continue to implement the fine-tuning of the medium of instruction arrangements for secondary schools, which has started from the secondary 1 cohort of students since the 2010/11 school year;
- continue to expand the School-based Educational Psychology Service with the target of covering all public sector secondary schools by the 2016/17 school year; and
- enhance the funding arrangement of the Learning Support Grant for public sector secondary schools with effect from the 2013/14 school year to further help schools cater for students with special educational needs.

Programme (4): Special Education

	2011–12 (Actual)	2012–13 (Original)	2012–13 (Revised)	2013–14 (Estimate)
Financial provision (\$m)	1,606.2	1,780.5	1,797.3 (+0.9%)	1,870.4 (+4.1%)

(or +5.0% on
2012–13 Original)

Aim

19 The aim is to provide free and universal education for children with special educational needs in the relevant age group attending public sector special schools, including the provision of free senior secondary school places in relevant public sector special schools with effect from the 2008/09 school year, and to further improve the quality of special education.

Brief Description

20 Special educational needs include the needs of both gifted students and students with various types of disabilities. Children with severe learning difficulties or multiple disabilities are referred to special schools for intensive support. Other children who can benefit from ordinary school education are enrolled in mainstream schools. To help schools cater for the learning needs of these students, the necessary provision, services and support are, as far as possible, incorporated into the resource requirements for mainstream school education and rendered through the implementation of Programmes (2), (3), (5) and (7). Enrichment and enhancement programmes are conducted both within and outside schools to provide challenges to and cater for the needs of gifted students.

21 Public sector special school places are provided in aided special schools. Teachers have to meet educational standards and other requirements specified in the Education Ordinance before they can be registered or permitted to teach. Graduate teacher posts, including the posts for deputy heads, in the primary section of special schools are in the approved ratio of 50 per cent with effect from the 2009/10 school year, excluding additional teachers provided under specific improvement programmes. Graduate teacher posts in the secondary section of special schools are in the approved ratio of 85 per cent with effect from the 2009/10 school year, excluding additional teachers provided under specific improvement programmes.

22 The key performance measures in respect of special education are:

Indicators

	<i>School Year</i>		
	2011/12 (Actual)	2012/13 (Revised Estimate)	2013/14 (Estimate)
special schools	60	60	60
students in special schools	7 950	7 900	8 000
teachers in special schools	1 570	1 610	1 640
teachers in special schools with teacher training and special education training qualification (%)	72.8	71.5	71.5
teachers in special schools with teacher training qualification (%)	98.2	98.2	98.2
teachers in special schools with special education training qualification (%)	73.4	72.0	72.0
teacher wastage rate of special schools (%) μ	5.4	7.8	7.8
schools provided with school-based professional support ϕ	29	20	22
schools participating in collaborative research and development (“seed”) projects on curriculum development	14	9	9

μ Percentage of teachers of the previous school year who did not serve/are projected not to serve in special schools in the 12-month period prior to mid-September of the respective school years.

ϕ Scope of the indicator covers various school-based support programmes, including those funded by the Education Development Fund.

Matters Requiring Special Attention in 2013–14

23 During 2013–14, the Bureau will:

- continue to enhance the learning and teaching support in schools for children with mild intellectual disability by reducing the class size to 15 students per class progressively by grade level which has started since the 2009/10 school year;
- continue with the establishment of the special school cum resource centres through which special schools collaborate with mainstream schools in setting up support network and enabling knowledge and skill transfer to better support students with special educational needs;
- continue to implement the adapted curriculum in schools for children with intellectual disability and enrich learning and teaching materials for implementing the new senior secondary academic structure; and
- continue to provide teacher training and develop resource materials to support the implementation of the new senior secondary curriculum and enhance the interface between senior secondary and basic education.

Programme (5): Other Educational Services and Subsidies

	2011–12 (Actual)	2012–13 (Original)	2012–13 (Revised)	2013–14 (Estimate)
Financial provision (\$m)	3,199.6	3,328.1	3,203.0 (–3.8%)	3,484.4 (+8.8%)
				(or +4.7% on 2012–13 Original)

Aim

24 The aim is to strengthen the professional preparation and continuing professional development of school principals and teachers and to provide resources for pre-primary education and other services for specific educational purposes.

Brief Description

Training and development of principals and teachers

25 The Bureau works with the Advisory Committee on Teacher Education and Qualifications in formulating measures to strengthen initial teacher education and promote professional development of teachers with a view to enhancing teachers' professionalism. The Bureau also formulates measures to strengthen principalship preparation and continuing professional development of newly appointed and serving principals. The Bureau gives due recognition to teachers with excellent performance and fosters professional development and a collaborative culture among teachers.

Kindergarten education

26 Upon harmonisation of pre-primary services on 1 September 2005, all pre-primary institutions are operated as kindergartens or kindergarten-cum-child care centres (except for standalone child care centres for children aged below three which remain to be supervised by the Social Welfare Department). Kindertartens hereafter mentioned thus also include kindergarten-cum-child care centres. All kindertartens are privately run. Eligible non-profit-making kindertartens may receive assistance towards rent, rates and government rent so that they can direct more funds to improving the quality of education. Subsidy is also available to the child care centre portion of the kindergarten-cum-child care centres under the Child Care Centre Subsidy Scheme to enable the operators to employ trained child care workers without having to raise their fees substantially.

27 The Bureau introduced the Pre-primary Education Voucher Scheme (PEVS) with effect from the 2007/08 school year to provide direct fee subsidy for parents with eligible children attending classes in eligible kindertartens.

Educational support for newly-arrived children and young people (including non-Chinese speaking children)

28 Apart from providing school places for newly-arrived children and young people, the Bureau also provides them with Induction Programmes through non-governmental organisations and full-time Initiation Programmes before they enrol in mainstream schools. Schools which admitted newly-arrived students also receive grants from the Bureau for organising school-based support programmes to help these children integrate into the local education system.

Educational support for non-Chinese speaking students

29 The Bureau oversees the provision of measures to support non-Chinese speaking students. These include the promotion of pre-primary education services to parents, strengthening the co-ordination of school-based support to schools admitting non-Chinese speaking students and other measures such as after-school support on extended Chinese learning for non-Chinese speaking students.

Subsidies to educational bodies

30 The Bureau supports activities which contribute to the wider involvement in education and development of professionalism e.g. support for the Council on Professional Conduct in Education and educational organisations registered with the Hong Kong Teachers' Centre. The Bureau also provides subventions to the Hong Kong Education City for the delivery of quality education information and resources to schools, teachers, students and parents through an e-platform.

National education

31 The Bureau offers opportunities for students to join Mainland exchange programmes and arranges professional development as well as exchange programmes for teachers.

32 The key performance measures in respect of services under this programme are:

Indicators

	<i>School Year</i>		
	2011/12 (Actual)	2012/13 (Revised Estimate)	2013/14 (Estimate)
teacher development programmes related to curriculum reform for all schools.....	708	751	751
schools provided with training to enhance teachers' professionalism to meet the needs of curriculum change (%) ^ρ	100	100	100
training places for school managers on the implementation of school-based management.....	796	1 360	1 360
kindergarten education [∇]			
kindergartens (kindergartens hereafter mentioned also include kindergarten-cum-child care centres).....	946	957	964
students in kindergartens.....	157 400	164 800	164 600
students joining PEVS.....	129 100	133 100	135 800
non-profit-making kindergartens joining PEVS.....	751	735	722
kindergarten teachers with Certificate in Early Childhood Education or above (%) [§]	77.7	84.8	90.4
wastage rate of kindergarten teachers (%) ^α	7.1	8.3	7.7
educational support for newly-arrived children and young people, and non-Chinese speaking students			
enrolment of Induction Programmes for newly-arrived children and young people.....	1 275	1 300	1 300
enrolment of Initiation Programmes for newly-arrived children and young people.....	708	720	720
enrolment of Summer Bridging Programmes for non-Chinese speaking students.....	1 311	1 700	1 700
schools provided with recurrent funding by the Bureau to enhance school-based support in servicing the needs of non-Chinese speaking students ^δ	30	31	31
home-school co-operation activities subsidised.....	3 000	3 050	3 100

^ρ This was shown as a target in the previous year.

[∇] Revised description of the previous indicator "pre-primary education".

[§] Percentage of kindergarten teachers with Certificate in Early Childhood Education or above covers all local kindergartens.

^α Percentage of teachers of the previous school year who did not serve/are projected not to serve in kindergartens in the 12-month period prior to mid-September of the respective school years.

^δ Revised description of the previous indicator "schools designated for intensive support by the Bureau in servicing the needs of non-Chinese speaking students".

Matters Requiring Special Attention in 2013–14

33 During 2013–14, the Bureau will:

- continue to provide direct fee subsidies to parents of eligible children enrolled in eligible kindergartens under PEVS and enhanced fee remission for children of needy families;
- continue to conduct Quality Review for kindergartens joining PEVS to support quality kindergarten education;
- continue to provide training and support to school leaders, middle managers and teachers for the implementation of the new senior secondary curriculum;

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- continue to work with the Advisory Committee on Teacher Education and Qualifications in supporting the professional development of principals and teachers;
- continue to support the work of the Committee on Home-School Co-operation and facilitate the promotion of home-school co-operation;
- continue to provide various professional development programmes, such as provision of in-service training courses for teachers, to facilitate the maximisation of the benefits of small class teaching in public sector primary schools;
- continue to provide various professional development programmes for teachers to support the fine-tuning of the medium of instruction arrangements for secondary schools;
- continue to work towards the target of subsidising every primary and secondary school student to join at least one Mainland exchange programme by the 2015/16 school year by providing some 4 000 additional places a year for five years from the 2011/12 school year;
- continue to develop learning and teaching resource packages and an assessment bank for promoting Basic Law education at senior primary and junior secondary levels;
- develop support strategies to facilitate curriculum implementation, including the provision of professional development programmes, e-textbook and preparation of learning and teaching resources for a variety of subjects;
- set up a committee to examine the feasibility of free kindergarten education and recommend specific proposals to enable all children to have access to quality kindergarten education, and provide an additional one-off grant for kindergartens joining PEVS to help them improve their school premises and teaching facilities; and
- explore ways to assist Chinese Language teachers in enhancing their professional qualifications for teaching non-Chinese speaking students.

Programme (6): Vocational Education

	2011–12 (Actual)	2012–13 (Original)	2012–13 (Revised)	2013–14 (Estimate)
Financial provision (\$m)	1,854.5	1,901.2	2,012.9 (+5.9%)	1,983.8 (–1.4%)
				(or +4.3% on 2012–13 Original)

Aim

34 The aim is to provide, through subventions to the Vocational Training Council (VTC), vocational education services to enable students to acquire skills and knowledge that prepare them for employment and at the same time equip them with the foundation for lifelong learning.

Brief Description

35 The VTC, a statutory body established under the Vocational Training Council Ordinance (Cap. 1130), provides a comprehensive system of vocational education and training services through its member institutes such as the Technological and Higher Education Institute of Hong Kong, Institute of Professional Education and Knowledge, School for Higher and Professional Education, Hong Kong Institute of Vocational Education, Hong Kong Design Institute, Hospitality Industry Training and Development Centre, Chinese Cuisine Training Institute, Maritime Services Training Institute, Pro-Act Training and Development Centres, Youth College and Integrated Vocational Development Centre. In respect of vocational education, the VTC offers a wide range of full-time and part-time courses which lead to formal qualifications from post-secondary 3 up to degree levels. These courses are offered in a spectrum of disciplines, including applied science, design, engineering, hospitality, child education and community services, business and information technology.

36 The key performance indicators in respect of vocational education are:

Indicators

	<i>Academic Year</i>		
	2011/12 (Actual)	2012/13 (Revised Estimate)	2013/14 (Estimate)
full-time vocational education student places	40 277 ^β	45 000	45 400
part-time vocational education student places	26 793	27 700	27 500
enrolment rate (full-time equivalent) (%)	100	100	100

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	<i>Academic Year</i>		
	2011/12 (Actual)	2012/13 (Revised Estimate)	2013/14 (Estimate)
retention rate			
full-time (%)	97	94	94
part-time (%).....	96	92	92
employment rate (of economically active graduates) –			
full-time students (%).....	87 [^]	80	80

β The number of places provided for the 2011/12 academic year was smaller as new intake of secondary school leavers dropped in that academic year due to the implementation of the new senior secondary academic structure.

[^] This is provisional figure. Actual figure will be available in April 2013.

Matters Requiring Special Attention in 2013–14

37 During 2013–14, the VTC will:

- continue its efforts in building flexible progression pathways for students through its quality vocational education programmes leading to the award of qualifications at different levels;
- roll out specialised support for non-Chinese speaking students and students with special educational needs in the new Youth College;
- provide further support for students with special educational needs;
- continue the planning work for the establishment of the International Culinary College for nurturing quality manpower in international culinary art;
- review the industry attachment programmes, a pilot project introduced in the 2012/13 academic year, for improvements, so that students' practical skills and employability may be further enhanced; and
- further strengthen the teaching and learning strategies to better meet students' needs.

Programme (7): Policy and Support

	2011–12 (Actual)	2012–13 (Original)	2012–13 (Revised)	2013–14 (Estimate)
Financial provision (\$m)	5,160.5	1,836.1	8,744.3 (+376.2%)	1,970.4 (–77.5%)
				(or +7.3% on 2012–13 Original)

Aim

38 The aim is to ensure that people in Hong Kong receive an all-round quality education to prepare them for challenges in life and work, and to develop their aptitude for lifelong learning.

Brief Description

39 The Bureau formulates policies on education, introduces legislation on education, and monitors the performance of the entire education sector.

40 The Bureau continues to oversee the implementation of the education reform which spans across areas including, inter alia, new academic structure for senior secondary and higher education, school curriculum, Student Assessment (SA), quality assurance and school places allocation.

41 The Bureau continues to support the parallel development of both the publicly-funded and the self-financing post-secondary education sectors. It is envisaged that in two years, over one-third of young people in the relevant age group will have the opportunity to pursue accredited degree-level education (including first-year and senior year intakes). Including sub-degree places, nearly 70 per cent of the young people in the relevant age group will have access to post-secondary education.

42 The Bureau implemented the Yi Jin Diploma programme from the 2012/13 academic year based on the Project Yi Jin model to provide an alternative pathway for secondary 6 school leavers under the new senior secondary academic structure and for adult learners to gain a formal qualification for employment and continuing education.

43 The Bureau continues to implement the cross-sectoral Qualifications Framework which aims to provide clear and diverse progression pathways and specify the outcome standards required for the award of qualifications at different levels.

44 The Bureau continues to oversee the implementation of the Basic Competency Assessment which comprises the Territory-wide System Assessment (TSA) and the SA. For the purpose of improving learning and teaching, the TSA assesses the performance of students at primary 3, primary 6 and secondary 3 in attaining basic competency in Chinese Language, English Language and Mathematics; while the SA provides online assessment for the three said subjects.

45 The Bureau continues to collaborate with the Standing Committee on Language Education and Research in supporting language education at all key stages and improving the language skills of the community in general.

Matters Requiring Special Attention in 2013–14

46 During 2013–14, the Bureau will:

- continue to implement measures to enhance the development of Hong Kong as a regional education hub;
- continue to develop and implement the Qualifications Framework in various industries, upkeep the web-based Qualifications Register which contains information on quality-assured qualifications, courses and providers recognised under the framework, implement the recognition of prior learning mechanism and administer the Qualifications Framework Support Schemes;
- continue to facilitate an increase in the supply of school places meeting the needs of the international community in Hong Kong, particularly through monitoring the progress of development of greenfield sites and vacant school premises allocated for international school development, and to review the subvention to the ESF;
- continue to provide a broad range of school-based professional support services for kindergartens as well as primary and secondary schools to help them take forward education reform initiatives, and to review the support services for non-Chinese speaking students as well as children with special educational needs;
- continue to provide assessment tools for School Self Evaluation and conduct External School Reviews for continuous school improvement;
- continue to oversee the development of a new computer system for the Hong Kong Diploma of Secondary Education Examination by the Hong Kong Examinations and Assessment Authority; and
- continue the pilot project in some public sector schools for strengthening schools' internal management and reducing teachers' administrative work.

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ANALYSIS OF FINANCIAL PROVISION

Programme	2011–12 (Actual) (\$m)	2012–13 (Original) (\$m)	2012–13 (Revised) (\$m)	2013–14 (Estimate) (\$m)
(1) Director of Bureau's Office.....	11.9	12.0	10.4	11.4
(2) Primary Education.....	11,549.7	12,408.3	12,672.6	12,893.7
(3) Secondary Education.....	21,279.8	21,927.3	22,306.2	22,264.3
(4) Special Education.....	1,606.2	1,780.5	1,797.3	1,870.4
(5) Other Educational Services and Subsidies	3,199.6	3,328.1	3,203.0	3,484.4
(6) Vocational Education.....	1,854.5	1,901.2	2,012.9	1,983.8
(7) Policy and Support.....	5,160.5	1,836.1	8,744.3	1,970.4
	44,662.2	43,193.5	50,746.7 (+17.5%)	44,478.4 (-12.4%)
				(or +3.0% on 2012–13 Original)

Analysis of Financial and Staffing Provision

Programme (1)

Provision for 2013–14 is \$1.0 million (9.6%) higher than the revised estimate for 2012–13. This is mainly due to the full-year provision required for the positions of Under Secretary and Political Assistant filled in 2012–13.

Programme (2)

Provision for 2013–14 is \$221.1 million (1.7%) higher than the revised estimate for 2012–13. This is mainly due to salary increments and increased provision for various grants to schools in 2013–14, partly offset by decreased provision as a result of the completion of disbursement of the Moral and National Education Support Grant in 2012–13. There will be a net decrease of 30 posts in 2013–14 mainly due to reduced staffing requirement and contracting out of janitor services in government primary schools.

Programme (3)

Provision for 2013–14 is \$41.9 million (0.2%) lower than the revised estimate for 2012–13. This is mainly due to decreased provision as a result of the completion of disbursement of the Moral and National Education Support Grant in 2012–13, partly offset by salary increments and increased provision for various grants to schools in 2013–14. There will be a net decrease of 46 posts in 2013–14 due to reduced staffing requirement and contracting out of janitor services in government secondary schools.

Programme (4)

Provision for 2013–14 is \$73.1 million (4.1%) higher than the revised estimate for 2012–13. This is mainly due to salary increments and increased provision for various grants to schools in 2013–14, partly offset by decreased provision as a result of the completion of disbursement of the Moral and National Education Support Grant in 2012–13.

Programme (5)

Provision for 2013–14 is \$281.4 million (8.8%) higher than the revised estimate for 2012–13. This is mainly due to increased provision for PEVS. There will be an increase of 13 posts in 2013–14.

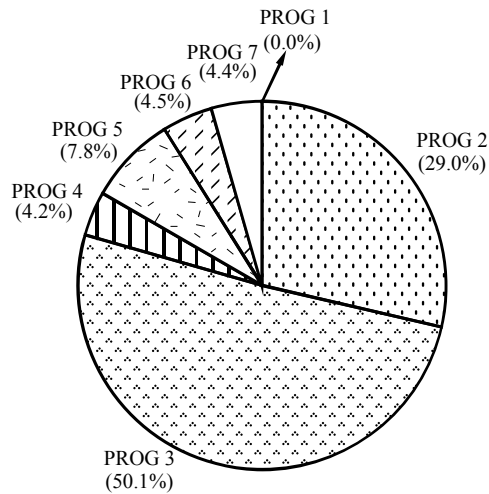
Programme (6)

Provision for 2013–14 is \$29.1 million (1.4%) lower than the revised estimate for 2012–13. This is mainly due to the completion of disbursement of one-off provision to VTC in 2012–13 for conducting a pilot project on industry attachment programmes for students.

Programme (7)

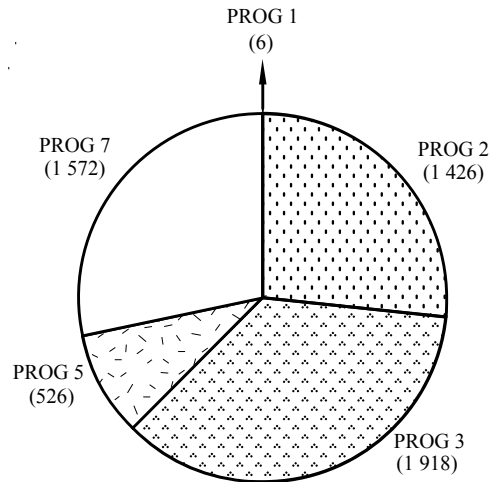
Provision for 2013–14 is \$6,773.9 million (77.5%) lower than the revised estimate for 2012–13. This is mainly due to lower cash flow requirement for non-recurrent items. There will be a net increase of 30 posts in 2013–14.

Allocation of provision to programmes (2013-14)



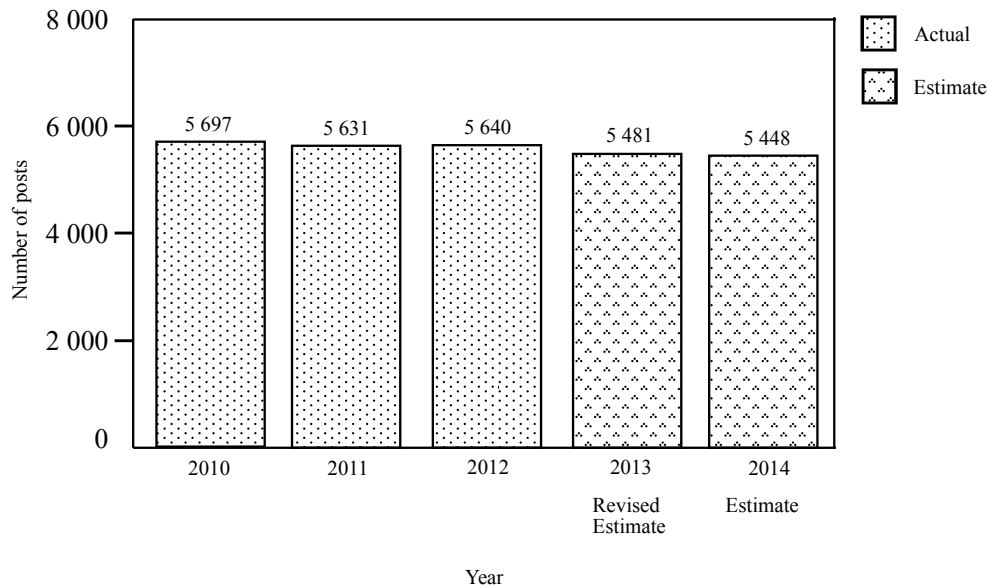
(Provision for PROG 1 represents 0.03 per cent of the overall provision. The percentage is not shown here due to rounding.)

Staff by programme (as at 31 March 2014)



(Government staff under PROG 4 & 6 are also engaged in, and reflected under, other programmes.)

Changes in the size of the establishment (as at 31 March)



Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

Sub-head (Code)		Actual expenditure 2011-12	Approved estimate 2012-13	Revised estimate 2012-13	Estimate 2013-14
	\$'000	\$'000	\$'000	\$'000	\$'000
Operating Account					
Recurrent					
000	Operational expenses	39,986,247	42,061,085	42,657,798	43,456,723
003	Recoverable salaries and allowances (General)..... 12,210				
	Deduct reimbursements..... <i>Cr.12,210</i>	—	—	—	—
	Total, Recurrent	39,986,247	42,061,085	42,657,798	43,456,723
Non-Recurrent					
700	General non-recurrent	3,968,524	392,840	7,393,179	379,158
	Total, Non-Recurrent	3,968,524	392,840	7,393,179	379,158
	Total, Operating Account.....	43,954,771	42,453,925	50,050,977	43,835,881
Capital Account					
Plant, Equipment and Works					
661	Minor plant, vehicles and equipment (block vote).....	1,095	6,109	6,109	3,229
	Total, Plant, Equipment and Works	1,095	6,109	6,109	3,229
Subventions					
871	Vocational Training Council	7,498	5,381	5,032	4,576
873	Codes of Aid for existing schools	4,711	1,185	2,806	541
898	Codes of Aid for existing schools - furniture and equipment (block vote)	1,016	3,268	2,238	2,071
900	Codes of Aid for existing schools - maintenance, repairs and minor improvement (block vote).....	591,920	645,334	612,619	582,319
950	Hong Kong Examinations and Assessment Authority.....	58,641	45,722	34,345	22,071
976	Vocational Training Council (block vote).....	32,538	32,603	32,603	27,731
	Hong Kong Council for Accreditation of Academic and Vocational Qualifications.....	10,000	—	—	—
	Total, Subventions	706,324	733,493	689,643	639,309
	Total, Capital Account.....	707,419	739,602	695,752	642,538
	Total Expenditure	44,662,190	43,193,527	50,746,729	44,478,419

Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

Details of Expenditure by Subhead

The estimate of the amount required in 2013–14 for the salaries and expenses of the Education Bureau is \$44,478,419,000. This represents a decrease of \$6,268,310,000 against the revised estimate for 2012–13 and of \$183,771,000 against actual expenditure in 2011–12.

Operating Account

Recurrent

2 Provision of \$43,456,723,000 under *Subhead 000 Operational expenses* is for the salaries, allowances and other operating expenses of the Education Bureau.

3 The establishment as at 31 March 2013 will be 5 481 posts including one supernumerary post. It is expected that there will be a net decrease of 33 permanent posts in 2013–14. Subject to certain conditions, the controlling officer may under delegated power create or delete non-directorate posts during 2013–14, but the notional annual mid-point salary value of all such posts must not exceed \$2,711,031,000.

4 An analysis of the financial provision under *Subhead 000 Operational expenses* is as follows:

	2011–12 (Actual) (\$'000)	2012–13 (Original) (\$'000)	2012–13 (Revised) (\$'000)	2013–14 (Estimate) (\$'000)
Personal Emoluments				
- Salaries	2,603,044	2,756,232	2,727,835	2,876,156
- Allowances	24,670	24,490	25,811	23,464
- Job-related allowances	62	42	16	35
Personnel Related Expenses				
- Mandatory Provident Fund contribution	2,864	3,687	4,332	5,159
- Civil Service Provident Fund contribution	32,528	39,147	40,120	48,815
- Severance Payment/Long Service Payment	—	—	—	—
Departmental Expenses				
- Temporary staff	347,216	385,624	366,997	378,342
- Remuneration for special appointments ...	84,331	97,178	94,191	98,698
- General departmental expenses	473,619	511,925	503,933	549,873
Other Charges				
- Teacher training	91,734	99,696	88,574	93,611
- Curriculum Development Institute	210,152	230,035	227,164	232,367
- Subject and curriculum block grant for government schools	90,909	104,781	104,781	109,182
- School extra-curricular activities, programmes, grants and prizes	115,262	168,607	130,648	173,957
- Pre-primary Education Voucher Scheme	1,998,769	2,223,907	2,169,626	2,341,912
Subventions				
- Code of Aid for primary schools	9,750,610	10,412,558	10,673,041	10,889,235
- Code of Aid for secondary schools	16,949,324	17,506,065	17,820,365	17,797,923
- Mortgage Interest Subsidy Scheme	167	40	35	4
- Code of Aid for special schools	1,564,938	1,732,629	1,740,028	1,823,604
- Direct Subsidy Scheme	2,839,867	2,845,747	2,933,680	3,019,802
- Child Care Centre Subsidy Scheme	13,469	14,769	14,615	16,949
- Assistance to caput schools	164,068	163,560	169,082	123,210
- English Schools Foundation junior schools	116,359	116,863	117,463	118,348
- English Schools Foundation secondary schools	169,197	169,310	169,814	170,821
- Refund of rent, rates and government rent to kindergartens, kindergarten-cum-child care centres, private schools, educational institutes and study rooms	272,334	305,363	287,744	324,513
- Miscellaneous educational services	256,314	285,582	272,655	289,248
- Vocational Training Council	1,814,440	1,863,248	1,975,248	1,951,495
	39,986,247	42,061,085	42,657,798	43,456,723

Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

5 Provision of \$12,210,000 under *Subhead 003 Recoverable salaries and allowances (General)* comprises:

- \$2,260,000 to be reimbursed by the Schools Provident Funds for salaries and allowances of civil servants working in the Provident Funds Unit of the Education Bureau;
- \$6,802,000 to be reimbursed by the Vocational Training Council (VTC) for salaries and allowances of civil servants working in the Council and its skills centres;
- \$1,408,000 to be reimbursed by the Trust Fund in Support of Reconstruction in the Sichuan Earthquake Stricken Areas for salaries and allowances of civil servants involved in support of the Sichuan earthquake reconstruction projects funded under the Fund;
- \$1,013,000 to be reimbursed by the Community Care Fund for salaries and allowances of civil servants working for Assistance Programmes of the Fund; and
- \$727,000 to be reimbursed by the Self-financing Post-secondary Education Fund for salaries and allowances of civil servants working for the Fund.

It must not be exceeded without prior approval of the Secretary for Financial Services and the Treasury.

Capital Account

Plant, Equipment and Works

6 Provision of \$3,229,000 under *Subhead 661 Minor plant, vehicles and equipment (block vote)* represents a decrease of \$2,880,000 (47.1%) against the revised estimate for 2012–13. This is mainly due to decreased requirement for replacement and new equipment.

Subventions

7 Provision of \$2,071,000 under *Subhead 898 Codes of Aid for existing schools - furniture and equipment (block vote)* is for replacement and additional furniture and equipment for aided schools in operation requiring a subsidy of not more than \$500,000 each that is not covered by the recurrent Composite Furniture and Equipment Grant, such as new requirements arising from curriculum changes and opening of additional classes, and replacement of standard items lost in natural disasters, fire and burglary.

8 Provision of \$582,319,000 under *Subhead 900 Codes of Aid for existing schools - maintenance, repairs and minor improvement (block vote)* is for maintenance, repairs and minor improvement projects for aided schools in operation requiring a subsidy of not more than \$2,000,000 each.

9 Provision of \$27,731,000 under *Subhead 976 Vocational Training Council (block vote)* is for replacement and additional furniture and equipment for existing teaching and training venues under the Council requiring a subsidy of not more than \$2,000,000 each. The provision in 2013–14 represents a decrease of \$4,872,000 (14.9%) against the revised estimate for 2012–13. This is mainly due to decreased requirement for replacement and additional furniture and equipment in the VTC.

Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

Commitments

Sub-head (Code)	Item (Code)	Ambit	Approved commitment	Accumulated expenditure to 31.3.2012	Revised estimated expenditure for 2012–13	Balance
			\$'000	\$'000	\$'000	\$'000
<i>Operating Account</i>						
700	<i>General non-recurrent</i>					
027	Project Yi Jin		1,070,000	896,444	50,000	123,556
496	Measures to Support the Development of the New Academic Structure for Senior Secondary Education and Higher Education		2,447,200	2,338,082	103,948	5,170
839	Yi Jin Diploma.....		1,000,000	—	20,000	980,000
840	E-Textbook Market Development Scheme		50,000	—	10,000	40,000
855	Pilot Mainland Experience Scheme for Post-secondary Students.....		100,000	25,621	23,000	51,379
857	After-school Learning Support Partnership Pilot Scheme		110,000	8,906	20,093	81,001
913	Implementation of the third strategy on information technology in education		52,000	32,102	10,965	8,933
920	Quality Enhancement Grant Scheme		100,000	68,326	20,000	11,674
944	Promotion of e-Learning in the school sector.....		128,000	118,696	3,268	6,036
951	Grant for conducting the 2011 Hong Kong Certificate of Education Examination and the 2013 Hong Kong Advanced Level Examination for private candidates		90,650	35,558	—	55,092
952	Grant to the Hong Kong Examinations and Assessment Authority for temporary accommodation of a centralised onscreen marking centre on Hong Kong Island		57,150	20,567	7,490	29,093
987	Qualifications Framework Support Schemes		208,000	29,113	23,000	155,887
			<u>5,413,000</u>	<u>3,573,415</u>	<u>291,764</u>	<u>1,547,821</u>
<i>Capital Account</i>						
871	<i>Vocational Training Council</i>					
830	Development of the Integrated Information Technology Client Relationship Management System		9,800	1,862	3,362	4,576
			<u>9,800</u>	<u>1,862</u>	<u>3,362</u>	<u>4,576</u>

Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

Commitments—Cont'd.

Sub-head (Code)	Item (Code)	Ambit	Approved commitment	Accumulated expenditure to 31.3.2012	Revised estimated expenditure for 2012–13	Balance
			\$'000	\$'000	\$'000	\$'000
<i>Capital Account—Cont'd.</i>						
873		<i>Codes of Aid for existing schools</i>				
	838	Procurement of furniture and equipment for the whole-day conversion of Immaculate Heart of Mary School	2,702	—	1,621	1,081
			2,702	—	1,621	1,081
950		<i>Hong Kong Examinations and Assessment Authority</i>				
	832	Development of the Hong Kong Diploma of Secondary Education Examination system	152,309	95,893	34,345	22,071
			152,309	95,893	34,345	22,071
		Total	5,577,811	3,671,170	331,092	1,575,549