

Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

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

Estimate 2018–19	\$63,702.9m
Establishment ceiling 2018–19 (notional annual mid-point salary value) representing an estimated 6 002 non-directorate posts as at 31 March 2018 (including 3 708 posts in government schools) rising by 117 posts to 6 119 posts as at 31 March 2019 (including 3 736 posts in government schools)	\$3,656.1m
In addition, there will be an estimated 34 directorate posts as at 31 March 2018 and as at 31 March 2019.	
Commitment balance	\$2,826.0m

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) Pre-primary Education	These programmes contribute to Policy Area 16: Education (Secretary for Education).
Programme (3) Primary Education	
Programme (4) Secondary Education	
Programme (5) Special Education	
Programme (6) Other Educational Services and Subsidies	
Programme (7) Post-secondary, Vocational and Professional Education	
Programme (8) Policy and Support	

Detail

Programme (1): Director of Bureau's Office

	2016–17 (Actual)	2017–18 (Original)	2017–18 (Revised)	2018–19 (Estimate)
Financial provision (\$m)	12.7	12.7	13.1 (+3.1%)	13.8 (+5.3%)
				(or +8.7% on 2017–18 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): Pre-primary Education

	2016–17 (Actual)	2017–18 (Original)	2017–18 (Revised)	2018–19 (Estimate)
Financial provision (\$m)	3,696.3	5,282.2	5,171.6 (–2.1%)	5,995.7 (+15.9%)
				(or +13.5% on 2017–18 Original)

Aim

4 The aim is to provide quality and highly affordable kindergarten education, and enhance the accessibility of students to different modes of services that suit children’s specific needs, while maintaining vibrancy, diversity and uniqueness of kindergarten education in Hong Kong.

Brief Description

5 The Bureau has implemented the new kindergarten education scheme (KG Scheme) with effect from the 2017/18 school year to provide direct subsidy for eligible local non-profit-making kindergartens for the provision of quality half-day service for all eligible children aged between three and six. To unleash the potential of the local labour force under the population policy so that parents may join the labour market, additional subsidy has also been provided for eligible kindergartens offering whole-day and long whole-day services. For kindergartens having joined the previous Pre-primary Education Voucher Scheme (PEVS) but not joining the KG Scheme, they will remain in PEVS until the end of operation of all eligible classes or all eligible students have left the kindergartens concerned, whichever is earlier.

6 The key performance measures in respect of pre-primary education are:

Indicators

	<i>School Year</i>		
	2016/2017 (Actual)	2017/2018 (Revised Estimate)	2018/2019 (Estimate)
kindergartens (kindergartens hereafter mentioned also include kindergarten-cum-child care centres)	1 014	1 030	1 041
students in kindergartens.....	184 000	181 100	169 600
students joining PEVS ^δ	140 000	1 500	743
non-profit-making kindergartens joining PEVS ^δ	745	7	6
students under KG Scheme ^ω	—	139 000	131 360
non-profit-making kindergartens joining KG Scheme ^ω	—	748	755
kindergarten teachers with Certificate in Early Childhood Education or above (%) [§]	92.7	94.0	95.8
wastage rate of kindergarten teachers (%) ^α	10.5	10.3	10.0

δ Kindergartens joining PEVS in/before the 2016/17 school year but not applying to join KG Scheme or not approved to join the KG Scheme will stay under PEVS. Their eligible students admitted before the 2017/18 school year and remaining in the eligible classes under PEVS will continue to receive the voucher subsidy under PEVS until they leave the kindergartens concerned.

ω New indicator as from the 2017/18 school year.

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

α “Wastage rate” refers to the number of drop-out teachers as a percentage of the total number of teachers in local kindergartens as at mid-September of the preceding school year. “Drop-out teachers” refer to the teachers who were serving in a local kindergarten as at mid-September of the preceding school year but were no longer serving in any kindergarten as at mid-September of the school year concerned.

Matters Requiring Special Attention in 2018–19

7 During 2018–19, the Bureau will:

- continue to implement the KG Scheme with enhancements in quality of kindergarten education through enhanced funding support to kindergartens; more room for teachers’ professional activities under the improved teacher-pupil ratio; provision of a salary range and career ladder for kindergarten teachers; enhancements to the quality assurance framework, strengthening governance and monitoring; bolstering teachers’ professionalism; raising the capacity to cater better for student diversity; improving accommodation and facilities, etc.;
- continue to provide fee remission for children of needy families under the Kindergarten and Child Care Centre Fee Remission Scheme implemented by the Working Family and Student Financial Assistance Agency;
- continue to provide an additional grant for children of needy families to defray school-related expenses incurred from the students’ kindergarten education; and
- continue to conduct Quality Review for kindergartens joining the KG Scheme to ensure quality kindergarten education.

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Programme (3): Primary Education

	2016–17 (Actual)	2017–18 (Original)	2017–18 (Revised)	2018–19 (Estimate)
Financial provision (\$m)				
Government sector	1,166.9	1,217.9	1,247.4	1,336.8
Subvented sector	15,555.4	16,149.9	16,719.2	17,892.1
Total	16,722.3	17,367.8	17,966.6 (+3.4%)	19,228.9 (+7.0%)
				(or +10.7% on 2017–18 Original)

Aim

8 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

9 Public sector primary school places are provided in government and aided schools, currently in the following proportions: government schools (7.7%) and aided schools (92.3%).

10 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. Starting from the 2016/17 school year, the recurrent subsidies for ESF are being phased out. The 13-year phasing out will be completed in the 2028/29 school year.

11 Given an open and flexible curriculum framework which aims to promote learning to learn and whole-person development, primary schools have been making sustainable changes in the culture of learning and teaching and in teachers' professional development. There has been progress in developing students into effective and independent learners with generic skills, positive values and attitudes.

12 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.

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

Indicators

	School Year		
	2016/17 (Actual)	2017/18 (Revised Estimate)	2018/19 (Estimate)
primary students	349 000	362 000	377 500
children in the six to 11 age group	345 700	356 500	384 100
student/teacher ratio in government and aided primary schools	14.2:1	13.8:1	13.9:1
government and aided primary schools.....	454	454	457
primary schools under DSS.....	21	21	21
whole-day government and aided primary schools.....	451	451	456
whole-day government and aided primary classes.....	10 365	10 675	11 045
government, aided and DSS primary school places provided on a whole-day basis (%)‡.....	100	100	100
teachers in government and aided primary schools	19 900	21 300	22 100
teachers in government primary schools with relevant teacher training qualification (%).....	98.8	98.6	98.6
teachers in aided primary schools with relevant teacher training qualification (%).....	97.6	97.0	97.0
teacher wastage rate of government and aided primary schools (%)Δ.....	4.2	3.6	4.1
government and aided primary schools under the Native-speaking English Teacher (NET) Scheme (%).....	100	100	100
schools provided with school-based professional supportφ.....	398	400	400
schools participating in collaborative research and development (“seed”) projects on curriculum development¶.....	28	25	—

- ‡ Although one bi-sessional school has yet to formulate its whole-day conversion plan, the school places provided by government, aided and DSS whole-day primary schools are sufficient to accommodate all primary school students.
- Δ “Wastage rate” refers to the number of drop-out teachers as a percentage of the total number of teachers concerned as at mid-September of the preceding school year. “Drop-out teachers” refer to the teachers who were serving in a government/aided primary school as at mid-September of the preceding school year but were no longer serving in any of the schools (irrespective of whether primary or secondary schools) as at mid-September of the school year concerned.
- φ Scope of the indicator covers various school-based support programmes, including those funded by the Education Development Fund.
- ¶ The collaborative research and development (“seed”) projects was first introduced in the 2001/02 school year when it was a novel curriculum initiative and considered to be an indicator of the delivery of the school curriculum and reform. As there are now other more recent curriculum initiatives under the on-going curriculum renewal, the indicator “schools participating in collaborative research and development (“seed”) projects on curriculum development” is no longer relevant and will be removed as from the 2018/19 school year to reflect the change.

Matters Requiring Special Attention in 2018–19

14 During 2018–19, the Bureau will:

- support the work of the task force set up to review the school-based management policy and its implementation;
- provide recurrent air-conditioning grant for public sector primary schools to cover the daily expenses, including electricity charges and routine maintenance costs, of air-conditioning systems installed in standard teaching facilities (including classrooms and special rooms), student activity centres and assembly halls starting from the 2018/19 school year in order to create a better learning environment;
- enhance the current provision of student guidance service to primary schools by implementing the policy of “one school social worker for each school” in public sector ordinary primary schools starting from the 2018/19 school year with a view to strengthening student guidance service in public sector primary schools;
- regularise the “Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland” with effect from the 2018/19 school year to further facilitate multi-faceted development of sister school activities;
- review the support measures for the implementation of the integrated education policy;
- continue to improve the learning and teaching of the English Language so as to lay solid foundation for students’ diversified needs of English learning in future;
- continue to provide School-based Educational Psychology Service to all public sector primary schools and further enhance the service by progressively improving the ratio of educational psychologist to schools to 1:4 for public sector primary schools with a large number of students with special educational needs;
- continue to subsidise schools and non-profit making organisations under the School-based After-school Learning and Support Programmes to support needy students to participate in after-school activities;
- continue to provide recurrent funding support and materials supporting learning, teaching and assessment to schools to facilitate the implementation of the “Chinese Language Curriculum Second Language Learning Framework” for non-Chinese speaking students to learn Chinese as a second language effectively;
- continue to provide additional teaching posts to public sector primary schools under the initiative of enhancing the teacher-to-class ratio by 0.1 across the board to enhance the quality of education. The implementation of this initiative began in the 2017/18 school year;
- continue to provide recurrent funding support to all public sector and DSS primary schools to strengthen their Information Technology (IT) staffing support for practising e-learning and taking forward various education initiatives which will harness IT;
- continue to extend the Learning Support Grant for public sector primary schools to cover students with mental illness in order to help schools cater for their learning, social, emotional and behavioural needs; and
- continue to provide each public sector ordinary primary school with an additional Assistant Primary School Master/Mistress post in the teaching establishment to facilitate the school’s assignment of a designated teacher to take up the role of Special Educational Needs Coordinator to support integrated education. This initiative started from the 2017/18 school year and is implemented by phases in three years.

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Programme (4): Secondary Education

	2016–17 (Actual)	2017–18 (Original)	2017–18 (Revised)	2018–19 (Estimate)
Financial provision (\$m)				
Government sector	1,563.6	1,610.1	1,619.7	1,671.6
Subvented sector	24,095.9	24,341.9	24,773.4	25,634.1
Total	25,659.5	25,952.0	26,393.1 (+1.7%)	27,305.7 (+3.5%)
				(or +5.2% on 2017–18 Original)

Aim

15 The aim is to provide free and universal junior and senior secondary schooling for every youngster in the relevant age group attending public sector secondary schools and to further improve the quality of secondary education.

Brief Description

16 Public sector secondary school places are provided in government, aided and caput schools, currently in the following proportions: government schools (7.2%), aided schools (92.3%), and caput schools (0.5%).

17 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. Starting from the 2016/17 school year, the recurrent subsidies for ESF are being phased out. The 13-year phasing out will be completed in the 2028/29 school year.

18 Given an open and flexible curriculum framework which aims to promote learning to learn and whole-person development, secondary schools have been making sustainable changes in the culture of learning and teaching and in teachers' professional development. There has been progress in developing students into effective and independent learners with generic skills, positive values and attitudes. The senior secondary curriculum under the New Academic Structure (NAS) 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.

19 Teachers have to meet educational standards and other requirements specified in the Education Ordinance before they can be registered or permitted to teach.

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

Indicators

	School Year		
	2016/17 (Actual)	2017/18 (Revised Estimate)	2018/19 (Estimate)
secondary 1 to 3 students	165 000	164 400	168 200
youngsters in the 12 to 14 age group	158 000	154 700	155 700
student/teacher ratio in public sector secondary schools	11.9:1	11.6:1	11.5:1
public sector secondary schools	393	392	392
secondary schools under DSS	61	61	60
subsidised secondary 4 to 6 places.....	195 800	192 800	191 800
youngsters in the 15 to 17 age group	174 200	170 800	166 900
teachers in public sector secondary schools.....	22 500	22 400	22 200
teachers in government secondary schools with relevant teacher training qualification (%).....	98.5	98.2	98.2
teachers in aided secondary schools with relevant teacher training qualification (%).....	97.9	97.7	97.7
teacher wastage rate of public sector secondary schools (%)Ω	4.6	4.6	4.7
public sector secondary schools being provided with NETs to enhance English language teaching (%).....	100	100	100
schools provided with school-based professional supportφ	293	300	300
schools participating in collaborative research and development (“seed”) projects on curriculum development¶.....	39	41	—

	<i>School Year</i>		
	2016/17 (Actual)	2017/18 (Revised Estimate)	2018/19 (Estimate)
public sector and DSS secondary schools offering ten subject choices or more in the senior secondary curriculum under the NAS λ	408	408	407
Applied Learning courses offered by course providers	36	35	36

Ω “Wastage rate” refers to the number of drop-out teachers as a percentage of the total number of teachers concerned as at mid-September of the preceding school year. “Drop-out teachers” refer to the teachers who were serving in a public sector secondary school as at mid-September of the preceding school year but were no longer serving in any of the schools (irrespective of whether primary or secondary schools) as at mid-September of the school year concerned.

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

\P The collaborative research and development (“seed”) projects was first introduced in the 2001/02 school year when it was a novel curriculum initiative and considered to be an indicator of the delivery of the school curriculum and reform. As there are now other more recent curriculum initiatives under the on-going curriculum renewal, the indicator “schools participating in collaborative research and development (“seed”) projects on curriculum development” is no longer relevant and will be removed as from the 2018/19 school year to reflect the change.

λ In the senior secondary curriculum under the NAS, 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 student achievement.

Matters Requiring Special Attention in 2018–19

21 During 2018–19, the Bureau will:

- support the work of the task force set up to review the school-based management policy and its implementation;
- provide recurrent air-conditioning grant for public sector secondary schools to cover the daily expenses, including electricity charges and routine maintenance costs, of air-conditioning systems installed in standard teaching facilities (including classrooms and special rooms), student activity centres and assembly halls starting from the 2018/19 school year in order to create a better learning environment;
- regularise the “Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland” with effect from the 2018/19 school year to further facilitate multi-faceted development of sister school activities;
- review the support measures for the implementation of the integrated education policy;
- continue to provide School-based Educational Psychology Service to all public sector secondary schools and further enhance the service by progressively improving the ratio of educational psychologist to schools to 1:4 for public sector secondary schools with a large number of students with special educational needs;
- continue to implement a series of targeted relief measures aiming at facilitating the sustainable development of schools and maintaining the stability and strengths of the teaching force though the overall secondary 1 student population is going to rebound progressively;
- continue to subsidise schools and non-profit making organisations under the School-based After-school Learning and Support Programmes to support needy students to participate in after-school activities;
- continue to provide recurrent funding support and materials supporting learning, teaching and assessment to schools to facilitate the implementation of the “Chinese Language Curriculum Second Language Learning Framework” for non-Chinese speaking students to learn Chinese as a second language effectively;
- continue to allow schools to convert the Senior Secondary Curriculum Support Grant and the Career and Life Planning Grant into regular teaching posts to enhance the implementation of the senior secondary curriculum and strengthen life planning education and related guidance services. The review of this initiative started in the 2017/18 school year;
- continue to provide additional teaching posts to public sector secondary schools under the initiative of enhancing the teacher-to-class ratio by 0.1 across the board to enhance the quality of education. The implementation of this initiative began in the 2017/18 school year;
- continue to provide recurrent funding support to all public sector and DSS secondary schools to strengthen their IT staffing support for practising e-learning and taking forward various education initiatives which will harness IT;
- continue to extend the Learning Support Grant for public sector secondary schools to cover students with mental illness in order to help schools cater for their learning, social, emotional and behavioural needs;

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- continue to provide each public sector ordinary secondary school with an additional Graduate Master/Mistress post in the teaching establishment to facilitate school's assignment of a designated teacher to take up the role of Special Educational Needs Coordinator to support integrated education. This initiative started from the 2017/18 school year and is implemented by phases in three years; and
- continue to develop in the 2018/19 school year an evidence-based model with strategies and related teaching and learning resources for supporting the learning and development of senior secondary school students with autism having average to high average intelligence, with reference to a support model developed for junior secondary school students with autism.

Programme (5): Special Education

	2016–17 (Actual)	2017–18 (Original)	2017–18 (Revised)	2018–19 (Estimate)
Financial provision (\$m)	2,292.9	2,451.6	2,477.8 (+1.1%)	2,726.6 (+10.0%)
				(or +11.2% on 2017–18 Original)

Aim

22 The aim is to provide free and universal primary and secondary education for children with special educational needs in the relevant age group attending public sector special schools and to further improve the quality of special education.

Brief Description

23 Special educational needs include the needs of students with various types of disabilities. Children with more 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 the latter group of 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 (3), (4), (6) and (8).

24 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.

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

Indicators

	<i>School Year</i>		
	2016/17 (Actual)	2017/18 (Revised Estimate)	2018/19 (Estimate)
special schools.....	60	61	60
students in special schools	7 682	7 850	7 800
teachers in special schools	1 687	1 850	1 880
teachers in special schools with teacher training and special education training qualification (%).....	74.8	70.1	70.3
teachers in special schools with teacher training qualification (%).....	99.2	99.1	99.3
teachers in special schools with special education training qualification (%).....	75.0	70.3	70.5
teacher wastage rate of special schools (%)μ.....	7.1	6.8	6.8
schools provided with school-based professional supportφ.....	36	34	32
schools participating in collaborative research and development (“seed”) projects on curriculum development¶.....	16	17	—

μ “Wastage rate” refers to the number of drop-out teachers as a percentage of the total number of teachers in special schools as at mid-September of the preceding school year. “Drop-out teachers” refer to the teachers who were serving in a special school as at mid-September of the preceding school year but were no longer serving in any special schools as at mid-September of the school year concerned.

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

- ¶ The collaborative research and development (“seed”) projects was first introduced in the 2001/02 school year when it was a novel curriculum initiative and considered to be an indicator of the delivery of the school curriculum and reform. As there are now other more recent curriculum initiatives under the on-going curriculum renewal, the indicator “schools participating in collaborative research and development (“seed”) projects on curriculum development” is no longer relevant and will be removed as from the 2018/19 school year to reflect the change.

Matters Requiring Special Attention in 2018–19

26 During 2018–19, the Bureau will:

- support the work of the task force set up to review the school-based management policy and its implementation;
- provide recurrent air-conditioning grant for public sector special schools to cover the daily expenses, including electricity charges and routine maintenance costs, of air-conditioning systems installed in standard teaching facilities (including classrooms and special rooms), student activity centres, assembly halls as well as the bedrooms and study rooms, TV/common rooms and dining/multi-purpose rooms in the boarding section starting from the 2018/19 school year in order to create a better learning environment;
- regularise the “Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland” with effect from the 2018/19 school year to further facilitate multi-faceted development of sister school activities;
- enhance the provision of school nurse in special schools for children with intellectual disability and physical disability, and extend the provision to schools for children with visual impairment and hearing impairment starting from the 2018/19 school year;
- enhance the provision of school social workers for special schools starting from the 2018/19 school year;
- continue to reduce progressively the class size to 12 students per class in the school for children with visual impairment and schools for social development;
- continue to implement the adapted curriculum in schools for children with intellectual disability and enrich learning and teaching materials for implementing the NAS;
- continue to provide teacher training related to the planning and implementation of a 12-year curriculum in special schools, and develop resource and guidance materials for enhancing the interface between basic education and senior secondary education for students with intellectual disability;
- continue to subsidise schools and non-profit making organisations under the School-based After-school Learning and Support Programmes to support needy students to participate in after-school activities;
- continue to provide recurrent funding support and materials supporting learning, teaching and assessment to schools to facilitate the implementation of the “Chinese Language Curriculum Second Language Learning Framework” for non-Chinese speaking students to learn Chinese as a second language effectively;
- continue to allow special schools operating senior secondary levels to convert the Senior Secondary Curriculum Support Grant and the Career and Life Planning Grant into regular teaching posts to enhance the implementation of the senior secondary curriculum and strengthen life planning education and related guidance services. The review of this initiative started in the 2017/18 school year;
- continue to provide additional teaching posts to public sector special schools under the initiative of enhancing the teacher-to-class ratio by 0.1 across the board to enhance the quality of education. The implementation of this initiative began in the 2017/18 school year;
- continue to provide recurrent funding support to all public sector special schools to strengthen their IT staffing support for practising e-learning and taking forward various education initiatives which will harness IT;
- continue to provide additional grant to schools for children with severe intellectual disability, schools for children with physical disability and school for children with visual impairment cum intellectual disability for employing additional nurses and related staff to strengthen support for 24-hour ventilator-dependent students;
- continue to enhance provision of primary school curriculum leader by providing an Assistant Primary School Master/Mistress (Curriculum Development) to special schools that operate less than six approved primary classes to take charge of the curriculum planning, implementation and evaluation in a comprehensive manner;
- continue to enhance provision of occupational therapist (OT) by providing an OT and an OT assistant to schools for children with mild intellectual disability, moderate intellectual disability, visual impairment and hearing impairment to support their students displaying weaknesses in their fine motor skills and hand-eye co-ordination;
- continue to enhance provision of speech therapist (ST) by providing an ST to the school for children with visual impairment and schools for social development to provide school-based speech therapy services; and
- continue to strengthen the support for students with medical complexity (MC) by extending “Additional Support Grant for Enhancing the Support for Boarders with MC in Aided Special Schools” to day students and day students cum boarders with MC in special schools.

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Programme (6): Other Educational Services and Subsidies

	2016–17 (Actual)	2017–18 (Original)	2017–18 (Revised)	2018–19 (Estimate)
Financial provision (\$m)	1,599.9	952.2	886.6 (–6.9%)	1,038.6 (+17.1%)
				(or +9.1% on 2017–18 Original)

Aim

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

Brief Description

Training and development of principals and teachers

28 With a view to enhancing teachers' professionalism, the Bureau works with the Committee on Professional Development of Teachers and Principals (formerly known as the Advisory Committee on Teacher Education and Qualifications) in formulating measures to promote professional development of teachers and principals across the continuum from student teachers and novice teachers to experienced teachers, aspiring principals, newly-appointed principals, then to experienced principals. In addition to fostering a professional and collaborative culture among the teaching profession, the Bureau also formulates measures relating to the certification of aspiring principals and gives due recognition to teachers with excellent performance.

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

29 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 admit 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

30 The Bureau provides various support to non-Chinese speaking students in the learning of Chinese Language including, among others, the promotion of early adaptation in pre-primary education to parents, provision of funding and professional support to schools admitting non-Chinese speaking students, enhancing professional capabilities of Chinese Language teachers in teaching Chinese as a second language and subsidising after-school support programmes on Chinese learning for non-Chinese speaking students.

Subsidies to educational bodies

31 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 subvention to the Hong Kong Education City Limited for the delivery of quality education information and resources to schools, teachers, students and parents through an e-platform. Furthermore, starting from the 2017/18 school year, the Bureau has also provided support to the Hong Kong Academy for Gifted Education to nurture more gifted students in an effort to enrich the talent pool and strengthen the competitiveness of Hong Kong.

National education

32 The Bureau offers opportunities for students to join Mainland exchange programmes and arranges professional exchange programmes for teachers. It also provides professional support, where appropriate, to schools.

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

Indicators

	<i>School Year</i>		
	2016/17 (Actual)	2017/18 (Revised Estimate)	2018/19 (Estimate)
teacher development programmes related to curriculum reform for all schools	997	789	789

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	<i>School Year</i>		
	2016/17 (Actual)	2017/18 (Revised Estimate)	2018/19 (Estimate)
schools provided with training to enhance teachers' professionalism to meet the needs of curriculum change (%).....	100	100	100
training places for school managers on the implementation of school-based management	1 690	1 800	1 800
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.....	1 555	1 480	1 480
enrolment of Initiation Programmes for newly-arrived children and young people.....	837	810	810
enrolment of Summer Bridging Programmes for non-Chinese speaking students#.....	1 778	1 540	1 800
home-school co-operation activities subsidised.....	3 400	3 500	3 550

The Summer Bridging Programme is conducted in the summer before commencement of the school year.

Matters Requiring Special Attention in 2018–19

34 During 2018–19, the Bureau will:

- support the work of task forces set up to review professional development of teachers, home-school co-operation and parent education and school curriculum;
- for fostering the whole-person development of financially needy students, plan to set up a new “Student Activity Support Fund” to provide public sector and DSS schools with steady financial resources to support these students’ participation in life-wide learning activities;
- plan to make injection to the Gifted Education Fund in 2018–19 for deploying diversified strategies to enhance support to gifted education;
- continue to provide training and support to school leaders, middle managers and teachers for the implementation of the senior secondary curriculum;
- continue to work with the Committee on Professional Development of Teachers and Principals in enhancing the professional development of the teaching profession at different career stages;
- implement suitable projects under the T-excel@hk strategic work plan of the Committee on Professional Development of Teachers and Principals and various measures to enhance the professional development of teachers and principals using an annual disbursement of around \$50 million starting from the 2018/19 school year from a dedicated non-recurrent funding of \$500 million;
- continue the three-year paid non-local study leave pilot scheme for serving secondary school teachers to broaden their perspectives and enrich their experience;
- 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 more Mainland exchange opportunities for primary and secondary school students;
- continue to develop a variety of learning and teaching resources for promoting Basic Law education in schools;
- develop support strategies to facilitate curriculum implementation, including the provision of professional development programmes, e-textbooks and preparation of learning and teaching resources for a variety of subjects;
- continue to implement the Professional Enhancement Grant Scheme with the Language Fund to enhance Chinese Language teachers’ professional capability in teaching Chinese as a second language; and
- continue to conduct enrichment and enhancement programmes both within and outside schools to provide challenges to and cater for the needs of gifted students.

Programme (7): Post-secondary, Vocational and Professional Education

	2016–17 (Actual)	2017–18 (Original)	2017–18 (Revised)	2018–19 (Estimate)
Financial provision (\$m)	2,906.5	3,390.9	5,172.8 (+52.5%)	5,245.6 (+1.4%)
				(or +54.7% on 2017–18 Original)

Aim

35 The aim is to facilitate the provision of multiple and flexible pathways for local students to pursue post-secondary education, to enhance Hong Kong's development as a regional education hub and to provide, through subventions to the Vocational Training Council (VTC), vocational and professional education and training (VPET) 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

36 The Bureau supports the parallel development of both the publicly-funded and the self-financing post-secondary education sectors. Through the development of both sectors, about 45 per cent of young people in the relevant cohort now have access to undergraduate-level education (including first year and senior year intakes). Including sub-degree places, about 70 per cent of young people in the relevant age group now have access to post-secondary education. In addition, the Bureau implements initiatives to support students pursuing post-secondary education both locally and outside Hong Kong.

37 The Bureau implements 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. The Bureau implements the Diploma Yi Jin Programme to provide an alternative pathway for secondary 6 school leavers and adult learners to gain a formal qualification for employment and continuing education.

38 The VTC, a statutory body established under the Vocational Training Council Ordinance (Cap. 1130), provides a comprehensive system of VPET services through its member institutes such as the Institute of Professional Education and Knowledge, Hong Kong Institute of Vocational Education, Hong Kong Design Institute, International Culinary Institute, Hotel and Tourism Institute, Chinese Culinary Institute, Maritime Services Training Institute, Pro-Act Training and Development Centres, Youth College and Integrated Vocational Development Centre. In respect of VPET, the VTC offers a wide range of full-time and part-time courses which lead to formal qualifications from post-secondary 3 up to Master's degree levels. The courses offered ranges across a spectrum of disciplines, including applied science; design; engineering; hotel, service and tourism; child care, elderly and community services; business; information technology and culinary arts.

39 The key performance indicators in respect of services under this programme are:

Indicators

	<i>Academic Year</i>		
	2016/17 (Actual)	2017/18 (Revised Estimate)	2018/19 (Estimate)
subsidised places under the Study Subsidy Scheme for Designated Professions/Sectors.....	991	974	2 776
awardees under the Hong Kong Scholarship for Excellence Scheme.....	93	97	95
applications approved under the subsidy for needy post-secondary students to participate in exchange programmes.....	2 221	2 400	2 400
<i>VTC</i>			
full-time vocational and professional education student places.....	47 222	40 500	39 000
part-time vocational and professional education student places.....	18 923	21 200	21 900
enrolment rate (full-time equivalent) (%).....	103	100	100
retention rate			
full-time (%).....	96	94	94
part-time (%).....	95	92	92
employment rate (of economically active graduates) – full-time students (%).....	90 [^]	86	86

- η New indicator as from 2018/19 academic year in which the Study Subsidy Scheme for Designated Professions/Sectors will be regularised with the number of subsidised places increased to about 3 000 per cohort.
- β New indicator as from 2018/19 academic year.
- ^ This is a provisional figure. Actual figure will be available in April 2018.

Matters Requiring Special Attention in 2018–19

40 During 2018–19, the Bureau will:

- support the work of task forces set up to review research policy and funding, overall role and function of self-financing post-secondary education and to set up a new task force to review the promotion of VPET;
- inject \$800 million into the HKSAR Government Scholarship Fund to award more scholarships from the 2019/20 academic year onwards, with a view to further encouraging students to pursue excellence in academic and non-academic fields;
- plan to launch the eighth round of Matching Grant Scheme for eligible publicly-funded post-secondary institutions to apply;
- continue to monitor the implementation of the Pilot Training and Support Scheme, conduct a review and prepare for regularisation of the scheme;
- regularise the Study Subsidy Scheme for Designated Professions/Sectors, making it a recurrent initiative from the 2018/19 academic year onwards and increasing the number of subsidised places from about 1 000 per cohort to about 3 000 per cohort;
- continue to provide a non-means-tested annual subsidy for eligible students pursuing full-time locally accredited local and non-local self-financing undergraduate programmes in Hong Kong;
- continue to implement the Hong Kong Scholarship for Excellence Scheme to support outstanding students to study in renowned universities outside Hong Kong;
- continue to implement the Mainland University Study Subsidy Scheme to provide subsidy for eligible students pursuing undergraduate studies in designated Mainland institutions during their study period (including the means-tested scheme introduced from the 2014/15 academic year and the non-means-tested scheme introduced from the 2017/18 academic year);
- continue to implement initiatives to enhance the development of Hong Kong as a regional education hub;
- continue to provide subsidy for needy post-secondary students studying in full-time locally-accredited undergraduate and sub-degree programmes to participate in exchange programmes;
- continue to reimburse tuition fees and provide a flat rate academic expenses grant for needy students pursuing eligible full-time programmes below sub-degree level; and
- continue to implement the seventh round of Matching Grant Scheme for eligible self-financing local degree-awarding institutions to apply.

41 During 2018–19, the VTC will:

- continue to uphold the quality of VPET and support the Government in promotion of VPET;
- continue to strengthen the STEM (Science, Technology, Engineering and Mathematics) education for nurturing talents in response to the government policy to promote STEM education and to enhance development of Hong Kong;
- continue to implement the Pilot Training and Support Scheme for students admitted to VTC's training programmes in the 2018/19 academic year to attract young people to join industry sectors with a keen demand for labour;
- continue the industry attachment programme for students, with funding support from the Bureau, so as to enhance their employability and prepare them for a smooth transition from study to work;
- continue to implement the Pilot Subsidy Scheme for Students of Professional Part-time Programmes to provide tuition fee subsidy for students admitted to designated professional part-time programmes, offered by the VTC, within the area of study/training in "Architecture and Town Planning" or "Engineering and Technology" under the classification of the Hong Kong Qualifications Register; and
- revamp the existing Human Resource Management Information System and Payroll System to maintain its daily operation.

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Programme (8): Policy and Support

	2016–17 (Actual)	2017–18 (Original)	2017–18 (Revised)	2018–19 (Estimate)
Financial provision (\$m)	1,925.3	1,984.4	1,959.7 (–1.2%)	2,148.0 (+9.6%)
				(or +8.2% on 2017–18 Original)

Aim

42 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

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

44 The Bureau continues to oversee the implementation of the Basic Competency Assessment which comprises the Territory-wide System Assessment (TSA) and the Student Assessment, with the latter upgraded to Student Assessment Repository (STAR). For the purpose of improving learning and teaching, the TSA assesses the overall performance of students in attaining basic competency in Chinese Language, English Language and Mathematics at the end of the designated key stages. The STAR 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 2018–19

46 During 2018–19, the Bureau will:

- continue to monitor the supply and demand of international school places and facilitate the provision of school places as necessary for meeting the needs of the international community in Hong Kong, mainly through allocation of vacant school premises and greenfield sites for international school development;
- continue to provide a broad range of support services for kindergartens as well as primary and secondary schools to help them take forward education reform initiatives, and to cater for learner diversity;
- continue to provide assessment tools for School Self-evaluation and conduct External School Reviews for continuous school improvement;
- continue to implement the Fourth Strategy on Information Technology in Education for promotion of e-learning at schools; and
- continue to oversee and improve the implementation of the Basic Competency Assessment, as well as to review assessments in schools with a view to sustaining improvement in learning and teaching.

ANALYSIS OF FINANCIAL PROVISION

Programme	2016-17 (Actual) (\$m)	2017-18 (Original) (\$m)	2017-18 (Revised) (\$m)	2018-19 (Estimate) (\$m)
(1) Director of Bureau's Office	12.7	12.7	13.1	13.8
(2) Pre-primary Education	3,696.3	5,282.2	5,171.6	5,995.7
(3) Primary Education.....	16,722.3	17,367.8	17,966.6	19,228.9
(4) Secondary Education.....	25,659.5	25,952.0	26,393.1	27,305.7
(5) Special Education.....	2,292.9	2,451.6	2,477.8	2,726.6
(6) Other Educational Services and Subsidies	1,599.9	952.2	886.6	1,038.6
(7) Post-secondary, Vocational and Professional Education.....	2,906.5	3,390.9	5,172.8	5,245.6
(8) Policy and Support	1,925.3	1,984.4	1,959.7	2,148.0
	<u>54,815.4</u>	<u>57,393.8</u>	<u>60,041.3</u> (+4.6%)	<u>63,702.9</u> (+6.1%)
				(or +11.0% on 2017-18 Original)

Analysis of Financial and Staffing Provision

Programme (1)

Provision for 2018-19 is \$0.7 million (5.3%) higher than the revised estimate for 2017-18. This is mainly due to the filling of vacancies.

Programme (2)

Provision for 2018-19 is \$824.1 million (15.9%) higher than the revised estimate for 2017-18. This is mainly due to the full-year effect for the implementation of KG Scheme with effect from the 2017/18 school year.

Programme (3)

Provision for 2018-19 is \$1,262.3 million (7.0%) higher than the revised estimate for 2017-18. This is mainly due to salary increments and increased provision for various existing grants to schools in 2018-19. There will be a net increase of 53 posts in 2018-19.

Programme (4)

Provision for 2018-19 is \$912.6 million (3.5%) higher than the revised estimate for 2017-18. This is mainly due to salary increments and increased provision for various existing grants to schools in 2018-19. There will be a net decrease of 25 posts in 2018-19.

Programme (5)

Provision for 2018-19 is \$248.8 million (10.0%) higher than the revised estimate for 2017-18. This is mainly due to salary increments and increased provision for various existing grants to schools in 2018-19.

Programme (6)

Provision for 2018-19 is \$152.0 million (17.1%) higher than the revised estimate for 2017-18. This is mainly due to salary increments and increased provision for various existing grants to schools in 2018-19 and the higher cash flow requirement for non-recurrent items largely as a result of the planned implementation of measures to enhance the professional development of teachers and principals. There will be a net increase of 28 posts in 2018-19.

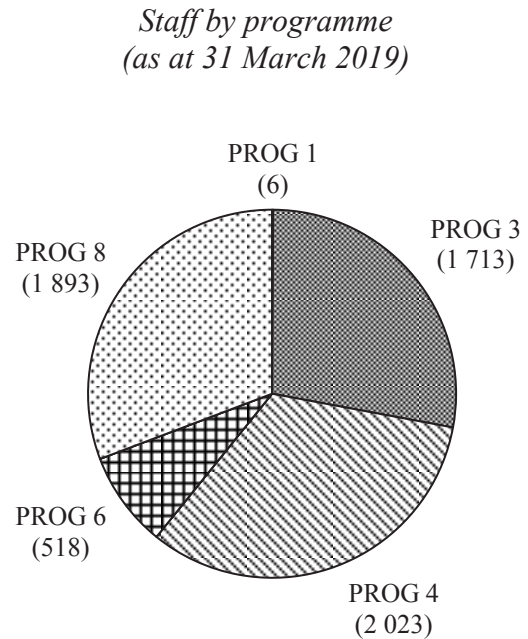
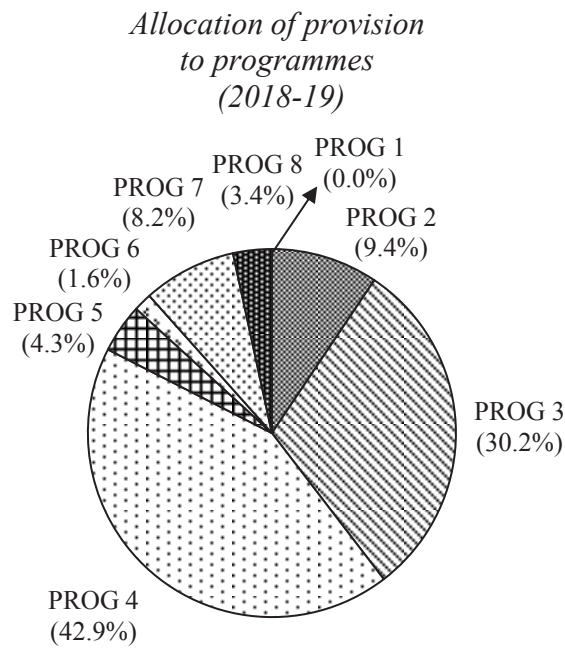
Programme (7)

Provision for 2018-19 is \$72.8 million (1.4%) higher than the revised estimate for 2017-18. This is mainly due to increased provision for the expansion and regularisation of Study Subsidy Scheme for Designated Professions Sectors starting from the 2018/19 academic year and the higher cash flow requirement for non-recurrent items largely as a result of the injection of \$800 million into the HKSAR Government Scholarship Fund, partly offset by the decrease in cash flow requirement because of completion of the \$1,200 million injection into the Qualifications Framework Fund in 2017-18.

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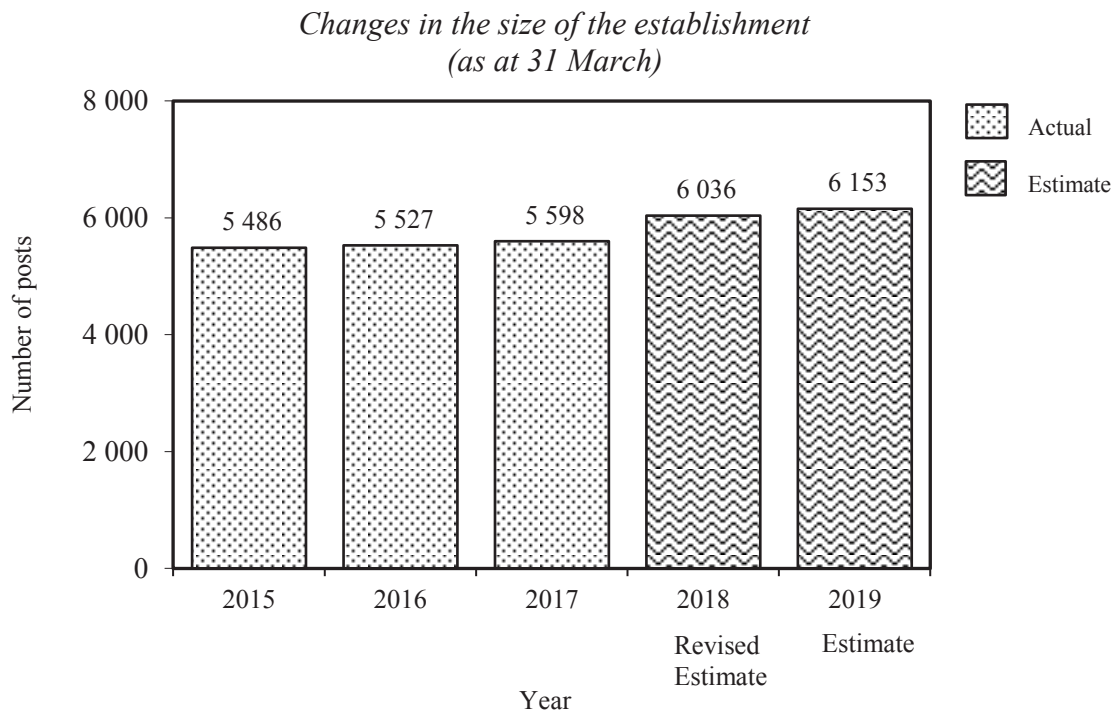
Programme (8)

Provision for 2018–19 is \$188.3 million (9.6%) higher than the revised estimate for 2017–18. This is mainly due to increased provision for salary increments and other operating expenses of the Bureau. There will be a net increase of 61 posts in 2018–19.



(Provision for PROG 1 represents 0.02 per cent of the overall provision. The percentage is not shown here due to rounding.)

(Government staff under PROG 2, 5 & 7 are also engaged in, and reflected under, other programmes.)



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Sub-head (Code)		Actual expenditure 2016-17	Approved estimate 2017-18	Revised estimate 2017-18	Estimate 2018-19
	\$'000	\$'000	\$'000	\$'000	\$'000
Operating Account					
Recurrent					
000	Operational expenses	52,359,148	55,345,360	56,893,457	61,167,969
003	Recoverable salaries and allowances (General)..... <i>6,139</i>				
	<i>Deduct</i> reimbursements <i>Cr. 6,139</i>	—	—	—	—
	Total, Recurrent.....	<u>52,359,148</u>	<u>55,345,360</u>	<u>56,893,457</u>	<u>61,167,969</u>
Non-Recurrent					
700	General non-recurrent	1,575,554	1,097,614	2,187,410	1,226,513
	Total, Non-Recurrent.....	<u>1,575,554</u>	<u>1,097,614</u>	<u>2,187,410</u>	<u>1,226,513</u>
	Total, Operating Account	<u>53,934,702</u>	<u>56,442,974</u>	<u>59,080,867</u>	<u>62,394,482</u>
Capital Account					
Plant, Equipment and Works					
661	Minor plant, vehicles and equipment (block vote).....	8,277	8,791	8,678	10,889
	Plant, vehicles and equipment.....	556	—	—	—
	Total, Plant, Equipment and Works.....	<u>8,833</u>	<u>8,791</u>	<u>8,678</u>	<u>10,889</u>
Subventions					
871	Vocational Training Council.....	13,184	18,869	28,573	7,564
898	Codes of Aid for existing schools - furniture and equipment (block vote).....	102	626	626	417
900	Codes of Aid for existing schools - maintenance, repairs and minor improvement (block vote)	826,400	890,248	890,248	1,229,174
976	Vocational Training Council (block vote)	32,155	32,321	32,321	60,404
	Total, Subventions	<u>871,841</u>	<u>942,064</u>	<u>951,768</u>	<u>1,297,559</u>
	Total, Capital Account.....	<u>880,674</u>	<u>950,855</u>	<u>960,446</u>	<u>1,308,448</u>
	Total Expenditure	<u><u>54,815,376</u></u>	<u><u>57,393,829</u></u>	<u><u>60,041,313</u></u>	<u><u>63,702,930</u></u>

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Details of Expenditure by Subhead

The estimate of the amount required in 2018–19 for the salaries and expenses of the Education Bureau is \$63,702,930,000. This represents an increase of \$3,661,617,000 over the revised estimate for 2017–18 and \$8,887,554,000 over the actual expenditure in 2016–17.

Operating Account

Recurrent

2 Provision of \$61,167,969,000 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 2018 will be 6 036 posts including one supernumerary post. It is expected that there will be a net increase of 117 posts in 2018–19. Subject to certain conditions, the controlling officer may under delegated power create or delete non-directorate posts during 2018–19 but the notional annual mid-point salary value of all such posts must not exceed \$3,656,103,000.

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

	2016–17 (Actual) (\$'000)	2017–18 (Original) (\$'000)	2017–18 (Revised) (\$'000)	2018–19 (Estimate) (\$'000)
Personal Emoluments				
- Salaries.....	3,188,418	3,296,387	3,308,697	3,443,210
- Allowances.....	41,272	45,542	46,083	47,414
- Job-related allowances.....	10	35	22	35
Personnel Related Expenses				
- Mandatory Provident Fund contribution.....	10,111	13,526	11,907	16,071
- Civil Service Provident Fund contribution.....	87,347	109,676	109,442	133,127
Departmental Expenses				
- Temporary staff.....	468,832	475,166	525,000	558,987
- Remuneration for special appointments	107,453	115,282	111,251	120,129
- General departmental expenses	585,418	597,073	585,195	683,258
Other Charges				
- Teacher training	72,992	96,839	88,760	89,311
- Curriculum Development Institute	248,689	251,389	238,417	254,919
- Subject and curriculum block grant for government schools	129,068	136,478	130,836	139,038
- Subsidy and scholarship schemes for vocational and post-secondary education	70,866	182,600	751,622	1,570,198
- School extra-curricular activities, programmes, grants and prizes	210,786	236,807	221,117	286,153
- Pre-primary Education Voucher Scheme.....	3,194,047	1,116,348	1,127,289	23,747
Subventions				
- Code of Aid for primary schools	14,132,245	14,654,071	15,217,021	16,306,829
- Code of Aid for secondary schools.....	20,312,077	20,353,321	20,800,276	21,447,402
- Code of Aid for special schools.....	2,237,777	2,361,990	2,392,265	2,628,224
- Direct Subsidy Scheme	3,818,253	3,988,838	4,013,186	4,213,362
- Child Care Centre Subsidy Scheme.....	15,384	16,134	15,503	17,151
- Assistance to caput schools.....	95,557	94,677	101,847	102,928
- English Schools Foundation junior schools	108,933	92,086	92,073	75,269
- English Schools Foundation secondary schools	171,621	172,034	171,988	172,191
- Refund of rent, rates and government rent to private schools, educational institutes and study rooms.....	412,908	232,765	248,713	143,401
- Miscellaneous educational services	279,354	341,852	306,656	362,097
- Vocational Training Council	2,359,730	2,312,005	2,376,473	2,384,126
- Free Quality Kindergarten Education Scheme.....	—	4,052,439	3,901,818	5,949,392
	52,359,148	55,345,360	56,893,457	61,167,969

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- 5 Provision of \$6,139,000 under *Subhead 003 Recoverable salaries and allowances (General)* comprises:
- \$2,579,000 for salaries and allowances of civil servants working in the Provident Funds Unit of the Education Bureau, to be reimbursed by the Schools Provident Funds;
 - \$2,273,000 for salaries and allowances of civil servants working in the Vocational Training Council (VTC) and its skills centres, to be reimbursed by VTC; and
 - \$1,287,000 for salaries and allowances of civil servants working for Assistance Programmes of the Community Care Fund, to be reimbursed by 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 \$10,889,000 under *Subhead 661 Minor plant, vehicles and equipment (block vote)* represents an increase of \$2,211,000 (25.5%) over the revised estimates for 2017–18. This is mainly due to increased requirement for replacement and new equipment.

Subventions

7 Provision of \$417,000 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 not exceeding \$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. The provision in 2018–19 represents a decrease of \$209,000 (33.4%) against the revised estimate for 2017–18. This is mainly due to decreased requirement for replacement and new furniture and equipment.

8 Provision of \$1,229,174,000 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 not exceeding \$2 million each. The provision in 2018–19 represents an increase of \$338,926,000 (38.1%) over the revised estimate for 2017–18. This is mainly due to increased requirement for maintenance, repairs, and minor improvement works in aided schools.

9 Provision of \$60,404,000 under *Subhead 976 Vocational Training Council (block vote)* is for replacement and additional furniture and equipment for existing teaching and training venues under the VTC requiring a subsidy above \$200,000 but not exceeding \$10 million each. The provision in 2018–19 represents an increase of \$28,083,000 (86.9%) over the revised estimate for 2017–18. This is mainly due to increased requirement for replacement and additional furniture and equipment for existing teaching and training venues under the VTC.

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Commitments

Sub-head (Code)	Item (Code)	Ambit	Approved commitment	Accumulated expenditure to 31.3.2017	Revised estimated expenditure for 2017–18	Balance
			\$'000	\$'000	\$'000	\$'000
<i>Operating Account</i>						
700		<i>General non-recurrent</i>				
801		Pilot Subsidy Scheme for Students of Professional Part-time Programmes	200,000	7,300	26,700	166,000
805		Seventh Matching Grant Scheme for the self-financing post-secondary education sector	500,000	—	300,000	200,000
806		Enhancing the professional development of teachers and principalsψ	500,000ψ	—	—	500,000
813		Grant to the Vocational Training Council for implementing the Pilot Training and Support Scheme	288,000	60,918	59,210	167,872
817		Mainland University Study Subsidy Scheme	105,300	17,468	8,850	78,982
820		Scholarship Scheme for Studying Outside Hong Kong	347,965	53,038	44,000	250,927
839		Yi Jin Diploma	1,000,000	375,073	85,000	539,927
840		E-Textbook Market Development Scheme	50,000	34,905	1,707	13,388
848		Implementation of the Fourth Strategy on Information Technology in Education	105,000	79,337	18,732	6,931
896		Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland	200,000	51,599	106,927	41,474
917		One-off grant for the promotion of Chinese history and culture	125,000	—	116,583	8,417
925		One-off grant to secondary schools for promotion of Science, Technology, Engineering and Mathematics education	102,600	90,600	2,232	9,768
935		Injection into the HKSAR Government Scholarship Fundψ	800,000ψ	—	—	800,000
987		Qualifications Framework Support Schemes	208,000	185,836	22,162	2
			4,531,865	956,074	792,103	2,783,688
<i>Capital Account</i>						
871		<i>Vocational Training Council</i>				
807		Revamp of Human Resource Management Information System and Payroll Systemψ	39,480ψ	—	—	39,480

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Commitments—Cont'd.

Sub-head (Code)	Item (Code)	Ambit	Approved commitment	Accumulated expenditure to 31.3.2017	Revised estimated expenditure for 2017–18	Balance
			\$'000	\$'000	\$'000	\$'000
Capital Account—Cont'd.						
871		<i>Vocational Training Council—Cont'd.</i>				
	895	Enhancement of e-Learning platform and ancillary support services.....	9,834	4,659	2,300	2,875
			49,314	4,659	2,300	42,355
		Total	4,581,179	960,733	794,403	2,826,043

ψ This is a new item, funding for which is sought in the context of the Appropriation Bill 2018.