

Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

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

Estimate 2010–11	\$39,220.1m
Establishment ceiling 2010–11 (notional annual mid-point salary value) representing an estimated 5 717 non-directorate posts as at 31 March 2010 (including 3 745 posts in government schools) reducing by 61 posts to 5 656 posts as at 31 March 2011 (including 3 660 posts in government schools).....	\$2,462.8m
In addition, there will be an estimated 33 directorate posts as at 31 March 2010 reducing by two posts to 31 posts as at 31 March 2011.	
Commitment balance	\$1,825.3m

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 Programme (3) Secondary Education Programme (4) Special Education Programme (5) Other Educational Services and Subsidies	These programmes contribute to Policy Area 16: Education (Secretary for Education).
Programme (6) Vocational Education Programme (7) Policy and Support	

Detail

Programme (1): Director of Bureau's Office

	2008–09 (Actual)	2009–10 (Original)	2009–10 (Revised)	2010–11 (Estimate)
Financial provision (\$m)	10.7	12.4	12.0 (–3.2%)	11.8 (–1.7%)
				(or –4.8% on 2009–10 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

	2008–09 (Actual)	2009–10 (Original)	2009–10 (Revised)	2010–11 (Estimate)
Financial provision (\$m)				
Government sector	834.0	875.0	829.4	842.9
Subvented sector	9,933.7	10,341.8	10,138.6	10,221.1
	10,767.7	11,216.8	10,968.0 (–2.2%)	11,064.0 (+0.9%)
				(or –1.4% on 2009–10 Original)

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 with the main aim of learning to learn and whole person development, primary schools have implemented the curriculum reform with sustainable changes in the culture of learning and teaching as well as in teachers' professional development. Students have become more autonomous learners by developing generic capabilities and have acquired the core value and attitudes in realising 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 those 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:

Targets

	<i>School Year</i>		
	2008/09 (Actual)	2009/10 (Revised Estimate)	2010/11 (Plan)
government, aided and DSS primary school places provided on a whole-day basis (%) ‡	100	100	100
government and aided primary schools under the Native-speaking English Teacher (NET) Scheme (%)	100	100	100

‡ The Government's target, as stated in the 1998 Policy Address, is for virtually all primary school students to enjoy whole-day schooling from the start of the 2007/08 school year. Notwithstanding that four bi-sessional schools are yet to formulate their whole-day conversion plans, the school places to be provided by government, aided and DSS whole-day primary schools are sufficient to accommodate all primary school students.

Indicators

	<i>School Year</i>		
	2008/09 (Actual)	2009/10 (Revised Estimate)	2010/11 (Estimate)
primary students	365 100	344 700	334 900
children in the six to 11 age group	369 800	351 400	339 100
student/teacher ratio in government and aided primary schools	16.4:1	15.8:1	15.8:1
government and aided primary schools	490	473	462
primary schools under DSS	20	20	21
whole-day government and aided primary schools	444	442	440
whole-day government and aided primary classes	8 680	8 759	8 837
teachers in government and aided primary schools	18 900	18 400	17 700
teachers in government primary schools with relevant teacher training qualification (%)	98.0	98.5	98.5
teachers in aided primary schools with relevant teacher training qualification (%)	96.3	96.7	96.7
teacher wastage rate of government and aided primary schools (%) Δ	6.7	6.2	7.2

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	<i>School Year</i>		
	2008/09 (Actual)	2009/10 (Revised Estimate)	2010/11 (Estimate)
schools provided with school-based professional support§.....	431	430	435
schools participating in collaborative research and development (“seed”) projects on curriculum development.....	42	54	48

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.

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

Matters Requiring Special Attention in 2010–11

11 During 2010–11, the Bureau will:

- continue the implementation of 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; and
- continue to provide subsidy to schools for operating school-based after-school learning and support programmes for needy students.

Programme (3): Secondary Education

	2008–09 (Actual)	2009–10 (Original)	2009–10 (Revised)	2010–11 (Estimate)
Financial provision (\$m)				
Government sector	1,322.8	1,355.3	1,284.6	1,287.1
Subvented sector	17,524.7	19,142.1	18,142.5	18,690.9
	18,847.5	20,497.4	19,427.1 (–5.2%)	19,978.0 (+2.8%)
				(or –2.5% on 2009–10 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 (7.7 %), aided schools (91.4 %), and caput schools (0.9 %).

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 with the main aim of learning to learn and whole person development, secondary schools have implemented the curriculum reform with sustainable changes in the culture of learning and teaching as well as in teachers’ professional development. Students have become more autonomous learners by developing generic capabilities and have acquired the core value and attitudes in realising the main goals of curriculum reform. A new senior secondary academic structure has been implemented in September 2009. Its aim is to enable all secondary students to develop their capacities to the full. Greater emphasis will be placed on learning how to learn rather than on acquiring detailed knowledge in a narrow field. This new academic structure is a necessary final 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 (Cap. 279) 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 those additional teachers provided under specific improvement programmes.

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

Target

	<i>School Year</i>		
	2008/09 (Actual)	2009/10 (Revised Estimate)	2010/11 (Plan)
public sector secondary schools being provided with NETs to enhance English language teaching (%).....	100	100	100

Indicators

	<i>School Year</i>		
	2008/09 (Actual)	2009/10 (Revised Estimate)	2010/11 (Estimate)
secondary 1 to 3 students.....	246 500	238 000	222 100
children in the 12 to 14 age group	247 000	238 500	226 300
student/teacher ratio in public sector secondary schools	16.6:1	16.3:1	15.8:1
public sector secondary schools	406	402	402
secondary schools under DSS	60	61	62
subsidised secondary 4 and 5 places	168 800	170 300	173 300
children in the 15 to 16 age group	165 800	163 800	161 900
subsidised secondary 6 places	29 800	29 800	29 800
subsidised secondary 4 places two years earlier.....	83 100	83 800	84 200
subsidised secondary 6 places as percentage of subsidised secondary 4 places two years earlier (%).....	35.9	35.6	35.4
subsidised secondary 7 places	29 600	29 700	29 700
teachers in public sector secondary schools	24 400	24 300	23 900
teachers in government secondary schools with relevant teacher training qualification (%)	95.1	96.2	96.2
teachers in aided secondary schools with relevant teacher training qualification (%).....	95.1	95.5	95.5
teacher wastage rate of public sector secondary schools (%)Ω	5.9	5.3	5.8
schools provided with school-based professional supportφ.....	325	320	320
schools participating in collaborative research and development (“seed”) projects on curriculum development.....	46	44	42

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.

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

Matters Requiring Special Attention in 2010–11

18 During 2010–11, 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;
- implement Applied Learning courses for the first cohort of new senior secondary students;
- further reduce the number of secondary 1 students allocated to each class from 36 to 34 under the Secondary School Places Allocation System;
- fine-tune the medium of instruction arrangements for secondary schools, starting from secondary 1 and progressing each year to a higher form at junior secondary levels; and
- continue to provide subsidy to schools for operating school-based after-school learning and support programmes for needy students.

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Programme (4): Special Education

	2008–09 (Actual)	2009–10 (Original)	2009–10 (Revised)	2010–11 (Estimate)
Financial provision (\$m)	1,369.0	1,494.1	1,434.3 (–4.0%)	1,496.6 (+4.3%)

(or +0.2% on
2009–10 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 provisions, 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 and to 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 (Cap. 279) 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 those 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 those additional teachers provided under specific improvement programmes.

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

Indicators

	<i>School Year</i>		
	2008/09 (Actual)	2009/10 (Revised Estimate)	2010/11 (Estimate)
special schools.....	60	60	60
students in special schools#.....	7 900	8 000	7 650
teachers in special schools.....	1 437	1 440	1 460
teachers in special schools with teacher training and special education training qualification (%).....	74.6	72.9	72.9
teachers in special schools with teacher training qualification (%).....	96.9	97.8	98.0
teachers in special schools with special education training qualification (%).....	75.7	76.0	76.0
teacher wastage rate of special schools (%) ^β	8.1	7.7	7.3
schools provided with school-based professional support ^ψ	18	17	18
schools participating in collaborative research and development (“seed”) projects on curriculum development.....	17	22	18

The drop in the estimated number of students in special schools in the 2010/11 school year is due to the completion of the mainstreaming process of the primary section of a school for children with hearing impairment. The students therein are not counted as students in special schools starting from that school year.

β 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.

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

Matters Requiring Special Attention in 2010–11

23 During 2010–11, 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 with effect from 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;
- 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; and
- continue to strengthen teacher professional development with a view to supporting students with special educational needs in school settings.

Programme (5): Other Educational Services and Subsidies

	2008–09 (Actual)	2009–10 (Original)	2009–10 (Revised)	2010–11 (Estimate)
Financial provision (\$m)	2,393.2	2,635.5	2,601.0 (–1.3%)	3,063.9 (+17.8%)
				(or +16.3% on 2009–10 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, professional development of beginning teachers and continuing professional development for teachers. 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.

Pre-primary 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). Kindergartens hereafter mentioned thus also include kindergarten-cum-child care centres. All kindergartens are privately run. Eligible non-profit-making kindergartens 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 kindergartens. The Bureau also provides financial support for professional upgrading of kindergarten principals and teachers.

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.

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Educational support for non-Chinese speaking students

29 Support measures for non-Chinese speaking students include, inter alia, organising Summer Bridging Programmes at primary 1 to primary 4 levels, providing on-site professional support and a special grant to primary and secondary schools designated for such intensive support, commissioning Chinese Language Learning Support Centres, running training programmes for Chinese Language teachers as well as disseminating and implementing the Supplementary Guide to the Chinese Language Curriculum 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 to schools, teachers, parents and the public through an e-platform.

National education

31 The Bureau offers opportunities for students to join Mainland exchange programmes and arranges professional development and exchange programmes for teachers. The Bureau strengthens the promotion of national education through synergising the efforts with non-governmental organisations through the Passing on the Torch national education activities platform.

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

Target

	<i>School Year</i>		
	2008/09 (Actual)	2009/10 (Revised Estimate)	2010/11 (Plan)
schools provided with training to enhance teachers' professionalism to meet the needs of curriculum change (%).....	100	100	100

Indicators

	<i>School Year</i>		
	2008/09 (Actual)	2009/10 (Revised Estimate)	2010/11 (Estimate)
teacher development programmes related to curriculum reform for all schools.....	762	742	742
training places for school managers on the implementation of school-based management.....	577	640	600
pre-primary education			
kindergartens (kindergartens hereafter mentioned also include kindergarten-cum-child care centres).....	964	950	960
students in kindergartens	137 600	140 700	141 500
students joining PEVS.....	117 900	116 600	121 000
number of non-profit-making kindergartens joining PEVS	776	762	766
kindergarten teachers with Certificate in Early Childhood Education or above (%).....	48.5	58.3	69.0
wastage rate of kindergarten teachers (%) α	8.3	7.2	7.2
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	2 161	1 800	2 000
enrolment of Initiation Programmes for newly-arrived children and young people	651	630	650
enrolment of Summer Bridging Programmes for non-Chinese speaking students	1 156	0#	1 200

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	<i>School Year</i>		
	2008/09 (Actual)	2009/10 (Revised Estimate)	2010/11 (Estimate)
number of schools designated for intensive support by the Bureau in servicing the needs of non-Chinese speaking students	22	26	28
home-school co-operation activities subsidised	2 750	2 850	2 850

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.

No Summer Bridging Programmes were operated in the summer of 2009 for students of the 2009/10 school year as a result of class suspension in primary schools due to Human Swine Influenza.

Matters Requiring Special Attention in 2010–11

33 During 2010–11, the Bureau will:

- continue to provide direct fee subsidies to parents of eligible children enrolled in eligible kindergartens under the PEVS and financial support for professional upgrading of kindergarten principals and teachers;
- continue to conduct Quality Review for kindergartens joining PEVS to support quality pre-primary education;
- continue to provide training and support to school leaders, middle managers and teachers in preparation for the implementation of the new senior secondary curriculum;
- continue to work with the Advisory Committee on Teacher Education and Qualifications in conducting the holistic review of teacher education and development, and in implementing the review recommendations;
- continue to support the work of the Committee on Home-School Co-operation and facilitate schools in promoting home-school co-operation;
- continue to provide various professional development programmes to facilitate schools to maximise the benefits of small class teaching in public sector primary schools such as provision of in-service training courses for teachers;
- provide various professional development programmes for teachers to support the fine-tuning of the medium of instruction arrangements for secondary schools; and
- continue to provide community-based project grant to non-governmental organisations operating school-based after-school learning and support programmes for needy students in the districts.

Programme (6): Vocational Education

	2008–09 (Actual)	2009–10 (Original)	2009–10 (Revised)	2010–11 (Estimate)
Financial provision (\$m)	1,634.6	1,663.4	1,746.3 (+5.0%)	1,696.5 (–2.9%)
				(or +2.0% on 2009–10 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 through its member institutes such as the Hong Kong Institute of Vocational Education, School of Business and Information Systems, Hong Kong Design Institute, Training and Development centres, Youth College and Institute of Professional Education and Knowledge. 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 sub-degree levels. These courses are offered in nine disciplines ranging from applied science, business, child care and community services, design, engineering, information technology to hotel and tourism. With the implementation of free senior secondary education since the 2008/09 academic year, the Government has been providing full subvention for full-time programmes offered by the VTC for secondary 3 school leavers, thus making available an alternative free avenue for students to further their studies other than in mainstream education.

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

Indicators

	<i>Academic Year</i>		
	2008/09 (Actual)	2009/10 (Revised Estimate)	2010/11 (Estimate)
full-time vocational education student places.....	49 215	49 070	49 000
part-time vocational education student places.....	27 309	34 510	34 600
enrolment rate (full-time equivalent) (%).....	100	100	100
retention rate			
full-time (%).....	98	94	94
part-time (%).....	96	92	92
employment rate (of economically active graduates) –			
full-time students (%).....	80#	80	80

Provisional figure. Actual figure will be available in April 2010.

Matters Requiring Special Attention in 2010–11

37 During 2010–11, the VTC will:

- continue to revamp its pre-employment programmes to align with the new senior secondary academic structure and the Qualifications Framework;
- continue to step up efforts on curriculum enrichment with enhanced language learning, whole person development programmes, environmental studies and enhanced learning activities to prepare students for career development in the Mainland;
- continue with module rationalisation in curriculum design to support flexible programme offerings in each discipline; and
- expand career development advisory and support services to students and graduates.

Programme (7): Policy and Support

	2008–09 (Actual)	2009–10 (Original)	2009–10 (Revised)	2010–11 (Estimate)
Financial provision (\$m)	1,586.4	1,841.9	1,736.4 (–5.7%)	1,909.3 (+10.0%)
				(or +3.7% on 2009–10 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, quality assurance and school places allocation.

41 The Bureau continues the operation of Project Yi Jin which provides an alternative pathway for secondary 5 school leavers and adult learners to pursue continuing education. The programme aims to upgrade students' knowledge in biliteracy, trilingualism and application of information technology through combining academic pursuits with practical skills training. In the 2009/10 school year, 12 secondary schools participate in Yi Jin/Secondary Schools Collaboration Project that provides an additional progression pathway for students who do not wish to pursue the conventional senior secondary curriculum.

42 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.

43 The Bureau continues to oversee the implementation of the Basic Competency Assessments, including the Territory-wide System Assessment which aims at assessing the performance of students at primary 3, primary 6 and secondary 3 in attaining basic competency in Chinese Language, English Language and Mathematics.

44 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.

45 The Bureau continues to support the modernisation and development of the public examination systems of the Hong Kong Examinations and Assessment Authority (HKEAA).

Matters Requiring Special Attention in 2010–11

46 During 2010–11, the Bureau will:

- continue to implement measures to enhance the development of Hong Kong as a regional education hub;
- consider the merits and feasibility of providing a new programme based on the Project Yi Jin model as an alternate pathway for students under the new academic structure for senior secondary education;
- 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;
- continue to provide a broad range of school-based professional support services for kindergartens, primary and secondary schools to help them take forward education reform initiatives;
- continue to provide enhanced assessment tools for School Self Evaluation and conduct External School Reviews for continuous school improvement;
- continue to oversee the upgrading of the Web-based School Administration and Management System to improve efficiency and reduce security risks; and
- continue to oversee the development of a new computer system for the Hong Kong Diploma of Secondary Education Examination by HKEAA.

ANALYSIS OF FINANCIAL PROVISION

Programme	2008–09 (Actual) (\$m)	2009–10 (Original) (\$m)	2009–10 (Revised) (\$m)	2010–11 (Estimate) (\$m)
(1) Director of Bureau’s Office	10.7	12.4	12.0	11.8
(2) Primary Education	10,767.7	11,216.8	10,968.0	11,064.0
(3) Secondary Education	18,847.5	20,497.4	19,427.1	19,978.0
(4) Special Education	1,369.0	1,494.1	1,434.3	1,496.6
(5) Other Educational Services and Subsidies	2,393.2	2,635.5	2,601.0	3,063.9
(6) Vocational Education.....	1,634.6	1,663.4	1,746.3	1,696.5
(7) Policy and Support.....	1,586.4	1,841.9	1,736.4	1,909.3
	36,609.1	39,361.5	37,925.1 (–3.6%)	39,220.1 (+3.4%)
				(or –0.4% on 2009–10 Original)

Analysis of Financial and Staffing Provision

Programme (1)

Provision for 2010–11 is \$0.2 million (1.7%) lower than the revised estimate for 2009–10. This is mainly due to the full-year effect of the 2009 pay adjustment of the positions of the Secretary, Under Secretary and Political Assistant.

Programme (2)

Provision for 2010–11 is \$96.0 million (0.9%) higher than the revised estimate for 2009–10. This is mainly due to the salary increments, additional school places for DSS primary schools and increased provision for maintenance and repairs of primary schools, partly offset by full-year effect of the 2009 pay adjustment. There will be a net decrease of 14 posts in 2010–11 due to reduced staffing requirement and contracting out of janitor services in government primary schools.

Programme (3)

Provision for 2010–11 is \$550.9 million (2.8%) higher than the revised estimate for 2009–10. This is mainly due to the salary increments, additional school places for DSS secondary schools, increased provision for the new senior secondary curriculum in secondary schools and increased provision for maintenance and repairs of secondary schools, partly offset by full-year effect of the 2009 pay adjustment. There will be a net decrease of 71 posts in 2010–11 due to reduced staffing requirement and contracting out of janitor services in government secondary schools.

Programme (4)

Provision for 2010–11 is \$62.3 million (4.3%) higher than the revised estimate for 2009–10. This is mainly due to the salary increments, increased provision for the new senior secondary curriculum in special schools and increased provision for maintenance and repairs of special schools, partly offset by full-year effect of the 2009 pay adjustment.

Programme (5)

Provision for 2010–11 is \$462.9 million (17.8%) higher than the revised estimate for 2009–10. This is mainly due to the increased provision for PEVS, increased provision for measures to support the development of the new academic structure, provision for professional development courses for teachers to support the fine-tuning of the medium of instruction arrangements for secondary schools and increased provision for national education, partly offset by full-year effect of the 2009 pay adjustment. There will be an increase of 11 posts in 2010–11.

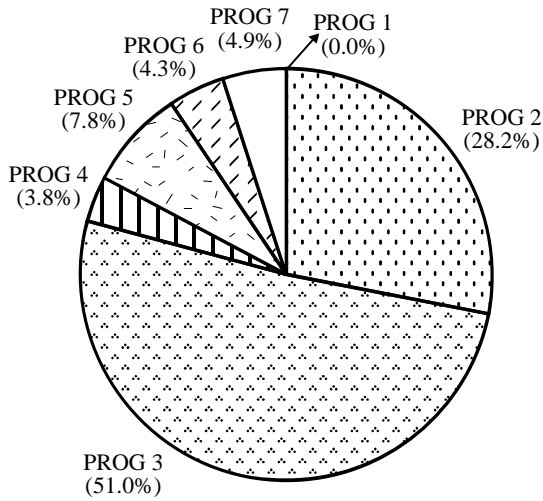
Programme (6)

Provision for 2010–11 is \$49.8 million (2.9%) lower than the revised estimate for 2009–10. This is mainly due to the price adjustment of subvention to VTC on the basis of the 2009 pay adjustment and lower cash flow requirement for non-recurrent and capital items for VTC.

Programme (7)

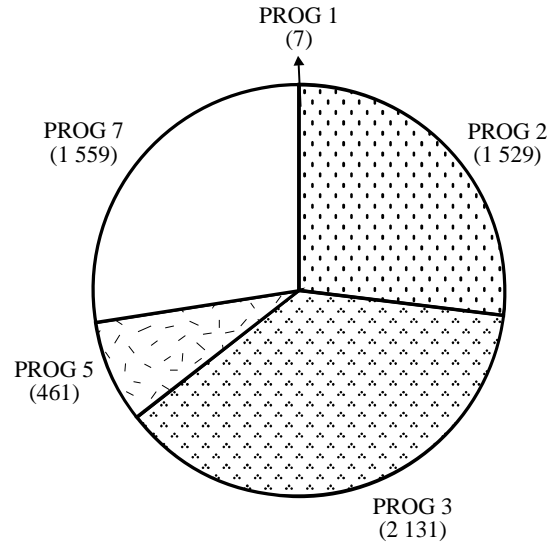
Provision for 2010–11 is \$172.9 million (10.0%) higher than the revised estimate for 2009–10. This is mainly due to higher cash flow requirement for non-recurrent and capital items, filling of vacancies, creation of posts and increased provision for other operating expenses of the Bureau, partly offset by full-year effect of the 2009 pay adjustment. There will be a net increase of 11 posts in 2010–11.

Allocation of provision to programmes (2010-11)



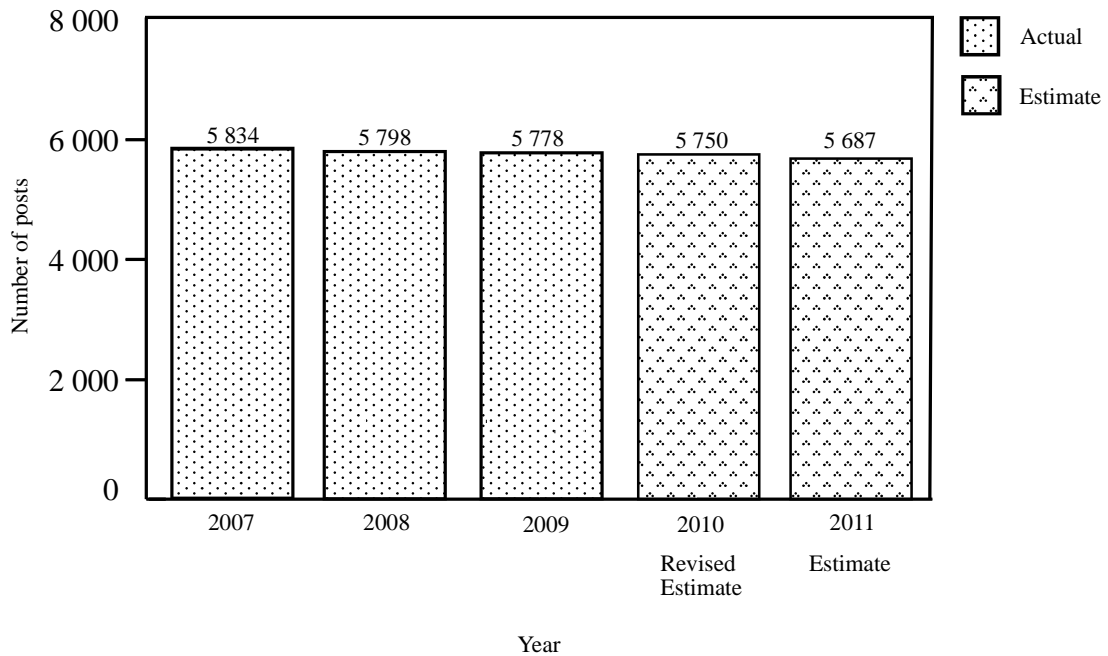
(Provision for PROG 1 represents 0.03% of the overall provision. The percentage is not shown here due to rounding.)

Staff by programme (as at 31 March 2011)



(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 2008–09	Approved estimate 2009–10	Revised estimate 2009–10	Estimate 2010–11
	\$'000	\$'000	\$'000	\$'000	\$'000
Operating Account					
Recurrent					
000	Operational expenses	35,441,673	38,153,357	36,720,600	37,699,895
003	Recoverable salaries and allowances (General)	18,268			
	Deduct reimbursements	<i>Cr.18,268</i>			
	Total, Recurrent.....	<u>35,441,673</u>	<u>38,153,357</u>	<u>36,720,600</u>	<u>37,699,895</u>
Non-Recurrent					
700	General non-recurrent	628,003	514,099	555,316	649,421
	Total, Non-Recurrent.....	<u>628,003</u>	<u>514,099</u>	<u>555,316</u>	<u>649,421</u>
	Total, Operating Account	<u>36,069,676</u>	<u>38,667,456</u>	<u>37,275,916</u>	<u>38,349,316</u>
Capital Account					
Plant, Equipment and Works					
603	Plant, vehicles and equipment.....	8,773	2,936	2,936	1,577
661	Minor plant, vehicles and equipment (block vote)	2,300	2,001	2,474	4,063
	Total, Plant, Equipment and Works.....	<u>11,073</u>	<u>4,937</u>	<u>5,410</u>	<u>5,640</u>
Subventions					
871	Vocational Training Council	7,800	8,400	6,240	2,620
873	Codes of Aid for existing schools	10,277	2,650	840	500
898	Codes of Aid for existing schools - furniture and equipment (block vote)	596	1,531	1,531	2,364
900	Codes of Aid for existing schools - maintenance, repairs and minor improvement (block vote)	452,123	552,936	552,936	731,509
950	Hong Kong Examinations and Assessment Authority	20,892	83,086	41,682	95,373
976	Vocational Training Council (block vote)	26,649	32,538	32,538	32,733
	Open University of Hong Kong	10,000	8,000	8,000	—
	Total, Subventions.....	<u>528,337</u>	<u>689,141</u>	<u>643,767</u>	<u>865,099</u>
	Total, Capital Account	<u>539,410</u>	<u>694,078</u>	<u>649,177</u>	<u>870,739</u>
	Total Expenditure	<u><u>36,609,086</u></u>	<u><u>39,361,534</u></u>	<u><u>37,925,093</u></u>	<u><u>39,220,055</u></u>

Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

Details of Expenditure by Subhead

The estimate of the amount required in 2010–11 for the salaries and expenses of the Education Bureau is \$39,220,055,000. This represents an increase of \$1,294,962,000 over the revised estimate for 2009–10 and of \$2,610,969,000 over actual expenditure in 2008–09.

Operating Account

Recurrent

2 Provision of \$37,699,895,000 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 2010 will be 5 748 permanent posts and two supernumerary posts. It is expected that there will be a net decrease of 63 posts in 2010–11. Subject to certain conditions, the controlling officer may under delegated power create or delete non-directorate posts during 2010–11, but the notional annual mid-point salary value of all such posts must not exceed \$2,462,824,000.

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

	2008–09 (Actual) (\$'000)	2009–10 (Original) (\$'000)	2009–10 (Revised) (\$'000)	2010–11 (Estimate) (\$'000)
Personal Emoluments				
- Salaries.....	2,494,872	2,627,271	2,502,044	2,586,034
- Allowances.....	21,077	27,667	24,721	24,461
- Job-related allowances	650	337	246	196
Personnel Related Expenses				
- Mandatory Provident Fund contribution.....	3,105	3,110	2,995	4,645
- Civil Service Provident Fund contribution.....	13,842	18,798	18,836	20,864
- Severance Payment/Long Service Payment	29	256	—	271
Departmental Expenses				
- Temporary staff.....	348,248	394,600	333,442	311,880
- Remuneration for special appointments ...	76,469	82,211	88,732	93,704
- General departmental expenses.....	444,649	492,149	455,932	470,113
Other Charges				
- Teacher training	94,840	130,006	111,813	138,969
- Curriculum Development Institute	201,152	193,679	204,844	218,732
- Subject and curriculum block grant for government schools	115,210	89,155	82,762	91,309
- School extra-curricular activities, programmes, grants and prizes	43,850	59,795	72,637	98,992
- Pre-primary Education Voucher Scheme.....	1,523,867	1,589,592	1,609,420	1,834,138
Subventions				
- Code of Aid for primary schools.....	9,280,112	9,596,075	9,381,911	9,365,912
- Code of Aid for secondary schools	14,925,537	16,353,657	15,402,600	15,813,464
- Mortgage Interest Subsidy Scheme	3,872	2,630	2,010	1,100
- Code of Aid for special schools	1,315,707	1,447,199	1,398,988	1,451,823
- Direct Subsidy Scheme	2,092,416	2,503,636	2,421,906	2,524,757
- Child Care Centre Subsidy Scheme	11,213	13,081	12,003	13,788
- Assistance to caput schools.....	164,050	167,196	165,652	167,545
- English Schools Foundation junior schools	115,067	116,784	116,842	117,294
- English Schools Foundation secondary schools	167,406	169,810	168,775	170,151
- Refund of rent, rates and government rent to kindergartens, kindergarten- cum-child care centres, private schools, educational institutes and study rooms ..	226,398	272,580	267,912	283,648
- Miscellaneous educational services	162,718	184,383	175,837	242,161
- Vocational Training Council.....	1,595,317	1,617,700	1,697,740	1,653,944
	35,441,673	38,153,357	36,720,600	37,699,895

Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

5 Provision of \$18,268,000 under *Subhead 003 Recoverable salaries and allowances (General)* comprises:

- \$2,059,000 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;
- \$13,297,000 to be reimbursed by the Vocational Training Council for salaries and allowances of civil servants working in the Council and its skills centres; and
- \$2,912,000 to be reimbursed by the Trust Fund in Support of Reconstruction in the Sichuan Earthquake Stricken Areas for the salaries and allowances of civil servants involved in support of the Sichuan earthquake reconstruction projects funded under the Trust 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 \$4,063,000 under *Subhead 661 Minor plant, vehicles and equipment (block vote)* represents an increase of \$1,589,000 (64.2%) over the revised estimate for 2009–10. This is mainly due to increased requirement for replacement and new equipment.

Subventions

7 Provision of \$2,364,000 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. The provision in 2010–11 represents an increase of \$833,000 (54.4%) over the revised estimate for 2009–10. This is mainly due to increased requirement for replacement and new furniture and equipment.

8 Provision of \$731,509,000 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. The provision in 2010–11 represents an increase of \$178,573,000 (32.3%) over the revised estimate for 2009–10. This is mainly due to increased requirement for maintenance, repairs and minor improvement works in aided schools.

9 Provision of \$32,733,000 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.

Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

Commitments

Sub-head (Code)	Item (Code)	Ambit	Approved commitment	Accumulated expenditure to 31.3.2009	Revised estimated expenditure for 2009–10	Balance
			\$'000	\$'000	\$'000	\$'000
<i>Operating Account</i>						
700		<i>General non-recurrent</i>				
	027	Project Yi Jin.....	790,000	422,756	129,500	237,744
	344	Stakeholder monitoring survey on education reform and major education initiatives	2,000	1,089	250	661
	496	Measures to Support the Development of the New Academic Structure for Senior Secondary Education and Higher Education	2,447,200	1,292,722	321,633	832,845
	913	Implementation of the third strategy on information technology in education.....	40,000	2,607	6,940	30,453
	914	Implementation of information technology in education strategy.....	164,500	107,537	30,000	26,963
	918	Implementation of Qualifications Framework.....	42,639	33,439	4,600	4,600
	920	Quality Enhancement Grant Scheme	100,000	5,413	19,798	74,789
	924	Grant for establishment of incorporated management committee in aided schools	350,000	155,400	10,500	184,100
	933	One-off grant for the prevention of human swine influenza in schools.....	8,100	—	6,300	1,800
	937	One-off grant for strengthening support to schools for the prevention of human swine influenza under the mitigation phase.....	6,900	—	6,200	700
	952	Grant to the Hong Kong Examinations and Assessment Authority for temporary accommodation of a centralised onscreen marking centre on Hong Kong Island.....	16,000	10,277	4,687	1,036
	987	Qualifications Framework Support Schemes	208,000	9,243	9,575	189,182
			<u>4,175,339</u>	<u>2,040,483</u>	<u>549,983</u>	<u>1,584,873</u>
<i>Capital Account</i>						
603		<i>Plant, vehicles and equipment</i>				
	871	Upgrading of information technology facilities in schools under the third strategy on information technology in education.....	200,000	194,730	2,936	2,334
			<u>200,000</u>	<u>194,730</u>	<u>2,936</u>	<u>2,334</u>

Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

Commitments—Cont'd.

Sub-head (Code)	Item (Code)	Ambit	Approved commitment	Accumulated expenditure to 31.3.2009	Revised estimated expenditure for 2009–10	Balance
			\$'000	\$'000	\$'000	\$'000
Capital Account—Cont'd.						
871		<i>Vocational Training Council</i>				
	829	Development of supporting information technology systems in Vocational Training Council for flexible delivery of vocational education and training programmes	10,000	—	3,740	6,260
			<u>10,000</u>	<u>—</u>	<u>3,740</u>	<u>6,260</u>
873		<i>Codes of Aid for existing schools</i>				
	835	Asbestos management plan for school premises	55,440	4,677	840	49,923
			<u>55,440</u>	<u>4,677</u>	<u>840</u>	<u>49,923</u>
950		<i>Hong Kong Examinations and Assessment Authority</i>				
	808	Grant to support the modernisation and development of the examination systems of the Hong Kong Examinations and Assessment Authority	198,870	127,618	37,069	34,183
	832	Development of the Hong Kong Diploma of Secondary Education Examination system	152,309	—	4,613	147,696
			<u>351,179</u>	<u>127,618</u>	<u>41,682</u>	<u>181,879</u>
		Total	<u>4,791,958</u>	<u>2,367,508</u>	<u>599,181</u>	<u>1,825,269</u>