

## Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

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

<b>Estimate 2011–12</b> .....	<b>\$41,050.2m</b>
<b>Establishment ceiling 2011–12</b> (notional annual mid-point salary value) representing an estimated 5 656 non-directorate posts as at 31 March 2011 (including 3 658 posts in government schools) rising by one post to 5 657 posts as at 31 March 2012 (including 3 645 posts in government schools) .....	<b>\$2,483.0m</b>
In addition, there will be an estimated 31 directorate posts as at 31 March 2011 and as at 31 March 2012.	
<b>Commitment balance</b> .....	<b>\$1,492.4m</b>

### Controlling Officer's Report

#### Programmes

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

#### Detail

##### Programme (1): Director of Bureau's Office

	2009–10 (Actual)	2010–11 (Original)	2010–11 (Revised)	<b>2011–12 (Estimate)</b>
Financial provision (\$m)	12.2	11.8	11.8 (—)	<b>11.7</b> (–0.8%)
				(or –0.8% on 2010–11 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

	2009–10 (Actual)	2010–11 (Original)	2010–11 (Revised)	<b>2011–12 (Estimate)</b>
Financial provision (\$m)				
Government sector	831.9	842.9	824.4	<b>832.0</b>
Subvented sector	10,001.9	10,221.1	10,240.1	<b>10,326.9</b>
	10,833.8	11,064.0	11,064.5 (—)	<b>11,158.9</b> (+0.9%)
				(or +0.9% on 2010–11 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 (8.2%) and aided schools (91.8%).

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 aims 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 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>		
	2009/10 (Actual)	2010/11 (Revised Estimate)	<b>2011/12 (Plan)</b>
government, aided and DSS primary school places provided on a whole-day basis (%) ‡	100	100	<b>100</b>
government and aided primary schools under the Native-speaking English Teacher (NET) Scheme (%)	100	100	<b>100</b>

‡ 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 provided by government, aided and DSS whole-day primary schools are sufficient to accommodate all primary school students.

**Indicators**

	<i>School Year</i>		
	2009/10 (Actual)	2010/11 (Revised Estimate)	<b>2011/12 (Estimate)</b>
primary students	344 700	331 100	<b>324 300</b>
children in the six to 11 age group	344 800	330 800	<b>320 900</b>
student/teacher ratio in government and aided primary schools	15.7:1	15.2:1	<b>14.9:1</b>
government and aided primary schools	473	462	<b>456</b>
primary schools under DSS	20	21	<b>22</b>
whole-day government and aided primary schools	442	440	<b>445</b>
whole-day government and aided primary classes	8 759	8 815	<b>8 958</b>
teachers in government and aided primary schools	18 500	18 100	<b>17 900</b>
teachers in government primary schools with relevant teacher training qualification (%)	98.4	98.6	<b>98.6</b>
teachers in aided primary schools with relevant teacher training qualification (%)	96.7	96.6	<b>96.6</b>
teacher wastage rate of government and aided primary schools (%) Δ	6.2	6.1	<b>4.9</b>

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	<i>School Year</i>		
	2009/10 (Actual)	2010/11 (Revised Estimate)	<b>2011/12 (Estimate)</b>
schools provided with school-based professional support§ .....	431	430	<b>440</b>
schools participating in collaborative research and development (“seed”) projects on curriculum development .....	53	38	<b>35</b>

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 2011–12*

**11** During 2011–12, 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
- launch a three-year pilot scheme to develop major support strategies for improving autistic students’ communication, emotion management and learning skills.

### **Programme (3): Secondary Education**

	2009–10 (Actual)	2010–11 (Original)	2010–11 (Revised)	<b>2011–12 (Estimate)</b>
Financial provision (\$m)				
Government sector	1,276.4	1,287.1	1,276.0	<b>1,345.7</b>
Subvented sector	18,006.0	18,690.9	18,569.8	<b>19,871.7</b>
	19,282.4	19,978.0	19,845.8 (–0.7%)	<b>21,217.4</b> (+6.9%)
				(or +6.2% on 2010–11 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 (7.6 %), aided schools (91.5 %), 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 aims 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 since 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 before they can be registered or permitted to teach. Graduate teacher posts in public sector secondary schools are in the approved ratio of 85 per cent with effect from the 2009/10 school year, excluding additional teachers provided under specific improvement programmes.

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

### *Target*

	<i>School Year</i>		
	2009/10 (Actual)	2010/11 (Revised Estimate)	<b>2011/12 (Plan)</b>
public sector secondary schools being provided with NETs to enhance English language teaching (%) .....	100	100	<b>100</b>

### *Indicators*

	<i>School Year</i>		
	2009/10 (Actual)	2010/11 (Revised Estimate)	<b>2011/12 (Estimate)</b>
secondary 1 to 3 students .....	238 000	223 200	<b>208 500</b>
children in the 12 to 14 age group.....	241 600	228 600	<b>211 500</b>
student/teacher ratio in public sector secondary schools.....	16.2:1	15.4:1	<b>14.9:1</b>
public sector secondary schools.....	402	402	<b>399</b>
secondary schools under DSS .....	61	62	<b>64</b>
subsidised secondary 4 and 5 places# .....	170 400	172 500	—
subsidised secondary 4 to 6 places#.....	—	—	<b>256 000</b>
children in the 15 to 16 age group#.....	164 600	165 400	—
children in the 15 to 17 age group#.....	—	—	<b>248 200</b>
subsidised secondary 6 places#.....	29 700	30 100	—
subsidised secondary 4 places two years earlier# .....	83 800	84 200	—
subsidised secondary 6 places as percentage of subsidised secondary 4 places two years earlier (%)# .....	35.4	35.7	—
subsidised secondary 7 places.....	29 600	29 900	<b>30 100</b>
teachers in public sector secondary schools.....	24 400	24 500	<b>26 300</b>
teachers in government secondary schools with relevant teacher training qualification (%) .....	96.5	96.5	<b>96.5</b>
teachers in aided secondary schools with relevant teacher training qualification (%) .....	95.6	95.5	<b>95.5</b>
teacher wastage rate of public sector secondary schools (%)Ω.....	5.3	5.3	<b>5.1</b>
schools provided with school-based professional supportφ .....	311	290	<b>270</b>
schools participating in collaborative research and development (“seed”) projects on curriculum development .....	43	29	<b>29</b>

# Under the new senior secondary academic structure, all students will benefit from six years’ secondary education and the Government will provide sufficient publicly funded senior secondary places to all students who wish to pursue senior secondary education. Two new indicators (subsidised secondary 4 to 6 places and children in the 15 to 17 age group) have been added, and obsolete indicators will be phased out to reflect the changes.

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

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

### *Matters Requiring Special Attention in 2011–12*

18 During 2011–12, the Bureau will:

- continue to implement the new senior secondary curriculum;
- continue to provide teacher training and develop resource materials to support the implementation of the new senior secondary academic structure;
- continue to provide Applied Learning courses for the first two cohorts of new senior secondary students;
- continue to implement the fine-tuning of the medium of instruction arrangements for secondary schools, which has started from the secondary 1 cohort of students since the 2010/11 school year; and
- launch a three-year pilot scheme to develop major support strategies for improving autistic students’ communication, emotion management and learning skills.

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### Programme (4): Special Education

	2009–10 (Actual)	2010–11 (Original)	2010–11 (Revised)	<b>2011–12 (Estimate)</b>
Financial provision (\$m)	1,403.5	1,496.6	1,507.6 (+0.7%)	<b>1,624.7</b> (+7.8%)

(or +8.6% on  
2010–11 Original)

#### *Aim*

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

#### *Brief Description*

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

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

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

#### *Indicators*

	<i>School Year</i>		
	2009/10 (Actual)	2010/11 (Revised Estimate)	<b>2011/12 (Estimate)</b>
special schools .....	60	60	<b>60</b>
students in special schools# .....	8 000	7 700	<b>8 200</b>
teachers in special schools .....	1 446	1 470	<b>1 580</b>
teachers in special schools with teacher training and special education training qualification (%) .....	73.7	73.0	<b>73.0</b>
teachers in special schools with teacher training qualification (%) .....	98.0	97.7	<b>97.7</b>
teachers in special schools with special education training qualification (%) .....	74.5	73.9	<b>73.9</b>
teacher wastage rate of special schools (%) <sup>β</sup> .....	7.8	8.0	<b>7.7</b>
schools provided with school-based professional support <sup>ψ</sup> ....	17	25	<b>25</b>
schools participating in collaborative research and development (“seed”) projects on curriculum development .....	23	18	<b>15</b>

# 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. The significant increase in the 2011/12 school year is due to the extension of years of study for special school students who have such a need due to various valid reasons and the additional secondary 6 classes upon full implementation of the new senior secondary academic structure.

<sup>β</sup> 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.

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

***Matters Requiring Special Attention in 2011–12***

**23** During 2011–12, 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 to implement the improvement measures introduced as from the 2010/11 school year on extension of years of study for special school students who have such a need due to various valid reasons;
- continue with the establishment of the special school cum resource centres through which special schools collaborate with mainstream schools in setting up support network and enabling knowledge and skill transfer to better support students with special educational needs;
- continue to implement the adapted curriculum in schools for children with intellectual disability and enrich learning and teaching materials for implementing the new senior secondary academic structure; and
- continue to provide teacher training and develop resource materials to support the implementation of the new senior secondary curriculum and enhance the interface between senior secondary and basic education.

**Programme (5): Other Educational Services and Subsidies**

	2009–10 (Actual)	2010–11 (Original)	2010–11 (Revised)	<b>2011–12 (Estimate)</b>
Financial provision (\$m)	2,576.6	3,063.9	3,059.3 (–0.2%)	<b>3,341.2</b> (+9.2%)
				(or +9.1% on 2010–11 Original)

***Aim***

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

***Brief Description***

*Training and development of principals and teachers*

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

*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>		
	2009/10 (Actual)	2010/11 (Revised Estimate)	<b>2011/12 (Plan)</b>
schools provided with training to enhance teachers' professionalism to meet the needs of curriculum change (%).....	100	100	<b>100</b>

#### **Indicators**

	<i>School Year</i>		
	2009/10 (Actual)	2010/11 (Revised Estimate)	<b>2011/12 (Estimate)</b>
teacher development programmes related to curriculum reform for all schools .....	765	710	<b>710</b>
training places for school managers on the implementation of school-based management .....	670	760	<b>760</b>
pre-primary education			
kindergartens (kindergartens hereafter mentioned also include kindergarten-cum-child care centres).....	950	951	<b>960</b>
students in kindergartens.....	140 500	148 900	<b>154 200</b>
students joining PEVS .....	119 100	123 600	<b>130 200</b>
number of non-profit-making kindergartens joining PEVS .....	762	757	<b>759</b>
kindergarten teachers with Certificate in Early Childhood Education or above (%).....	58.3	69.5	<b>81.0</b>
wastage rate of kindergarten teachers (%) $\alpha$ .....	6.8	6.9	<b>6.9</b>
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.....	1 534	1 800	<b>1 800</b>
enrolment of Initiation Programmes for newly-arrived children and young people.....	741	700	<b>700</b>
enrolment of Summer Bridging Programmes for non-Chinese speaking students .....	0#	1 300	<b>1 500</b>

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	<i>School Year</i>		
	2009/10 (Actual)	2010/11 (Revised Estimate)	<b>2011/12 (Estimate)</b>
number of schools designated for intensive support by the Bureau in servicing the needs of non-Chinese speaking students.....	26	28	<b>30</b>
home-school co-operation activities subsidised .....	2 850	2 950	<b>2 950</b>

*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 outbreaks of Human Swine Influenza.

### *Matters Requiring Special Attention in 2011–12*

**33** During 2011–12, 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 for the implementation of the new senior secondary curriculum;
- continue to work with the Advisory Committee on Teacher Education and Qualifications in supporting the professional development of principals and teachers;
- continue to support the work of the Committee on Home-School Co-operation and facilitate 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;
- continue to provide various professional development programmes for teachers to support the fine-tuning of the medium of instruction arrangements for secondary schools;
- work towards the target of subsidising every primary and secondary school student to join at least one Mainland exchange programme by the 2015/16 school year by providing some 4 000 additional places a year for five years from the 2011/12 school year;
- invite the Curriculum Development Council to review the curriculum framework for moral and civic education at primary and secondary levels, and to develop an independent subject on moral and national education; and
- develop learning and teaching resource packages and an assessment bank for promoting Basic Law education at senior primary and junior secondary levels.

### **Programme (6): Vocational Education**

	2009–10 (Actual)	2010–11 (Original)	2010–11 (Revised)	<b>2011–12 (Estimate)</b>
Financial provision (\$m)	1,752.7	1,696.5	1,710.8 (+0.8%)	<b>1,736.5</b> (+1.5%)
				(or +2.4% on 2010–11 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, Hong Kong Design Institute, and Youth College. 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 administration, child education and community services, construction, design, engineering, information technology to hospitality. 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 through mainstream education.

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

**Indicators**

	<i>Academic Year</i>		
	2009/10 (Actual)	2010/11 (Revised Estimate)	<b>2011/12 (Estimate)</b>
full-time vocational education student places .....	51 861	49 000	<b>38 200<sup>β</sup></b>
part-time vocational education student places.....	32 091	40 400	<b>38 550<sup>β</sup></b>
enrolment rate (full-time equivalent) (%).....	105 <sup>Ψ</sup>	100	<b>100</b>
retention rate			
full-time (%).....	97	94	<b>94</b>
part-time (%).....	96	92	<b>92</b>
employment rate (of economically active graduates) – full-time students (%).....	80	80	<b>80</b>

<sup>β</sup> The numbers of places to be provided for the 2011/12 academic year are less than those of 2010/11 as there will not be any new intake of secondary 5 graduates for that academic year due to the implementation of the new senior secondary academic structure.

<sup>Ψ</sup> Percentage exceeds 100 per cent due to over-enrolment.

**Matters Requiring Special Attention in 2011–12**

37 During 2011–12, the VTC will:

- continue to revamp its pre-employment programmes to align with the new senior secondary academic structure and the 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;
- 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; and
- expand career development advisory and support services to students and graduates.

**Programme (7): Policy and Support**

	2009–10 (Actual)	2010–11 (Original)	2010–11 (Revised)	<b>2011–12 (Estimate)</b>
Financial provision (\$m)	1,681.1	1,909.3	2,306.1 (+20.8%)	<b>1,959.8</b> (–15.0%)
				(or +2.6% on 2010–11 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.

**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.

***Matters Requiring Special Attention in 2011–12***

**45** During 2011–12, the Bureau will:

- continue to implement measures to enhance the development of Hong Kong as a regional education hub;
- continue to promote e-Learning in the school sector to facilitate students to engage in self-directed learning and to cultivate lifelong learning;
- consider the merits and feasibility of providing a new programme based on the Project Yi Jin model as an alternative pathway for students under the new senior secondary academic structure;
- 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 as well as 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 development of a new computer system for the Hong Kong Diploma of Secondary Education Examination by the Hong Kong Examinations and Assessment Authority; and
- launch a pilot exercise in some public sector schools to strengthen schools' internal administration management and further reduce teachers' administrative work.

## Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

### ANALYSIS OF FINANCIAL PROVISION

Programme	2009–10 (Actual) (\$m)	2010–11 (Original) (\$m)	2010–11 (Revised) (\$m)	2011–12 (Estimate) (\$m)
(1) Director of Bureau's Office.....	12.2	11.8	11.8	11.7
(2) Primary Education.....	10,833.8	11,064.0	11,064.5	11,158.9
(3) Secondary Education.....	19,282.4	19,978.0	19,845.8	21,217.4
(4) Special Education.....	1,403.5	1,496.6	1,507.6	1,624.7
(5) Other Educational Services and Subsidies .....	2,576.6	3,063.9	3,059.3	3,341.2
(6) Vocational Education .....	1,752.7	1,696.5	1,710.8	1,736.5
(7) Policy and Support .....	1,681.1	1,909.3	2,306.1	1,959.8
	37,542.3	39,220.1	39,505.9 (+0.7%)	41,050.2 (+3.9%)
				(or +4.7% on 2010–11 Original)

#### Analysis of Financial and Staffing Provision

##### Programme (1)

Provision for 2011–12 is \$0.1 million (0.8%) lower than the revised estimate for 2010–11. This is mainly due to decreased salary provision arising from staff turnover.

##### Programme (2)

Provision for 2011–12 is \$94.4 million (0.9%) higher than the revised estimate for 2010–11. This is mainly due to salary increments. There will be a decrease of 29 posts in 2011–12 due to reduced staffing requirement and contracting out of janitor services in government primary schools.

##### Programme (3)

Provision for 2011–12 is \$1,371.6 million (6.9%) higher than the revised estimate for 2010–11. This is mainly due to salary increments, additional senior secondary classes and increased provision for the new senior secondary curriculum in secondary schools. There will be a net increase of 16 posts in 2011–12 due to additional staffing requirement, partly offset by contracting out of janitor services in government secondary schools.

##### Programme (4)

Provision for 2011–12 is \$117.1 million (7.8%) higher than the revised estimate for 2010–11. This is mainly due to salary increments, increased provision for the extension of years of study for special school students and increased provision for maintenance and repairs of special schools.

##### Programme (5)

Provision for 2011–12 is \$281.9 million (9.2%) higher than the revised estimate for 2010–11. This is mainly due to increased provision for PEVS. There will be an increase of five posts in 2011–12.

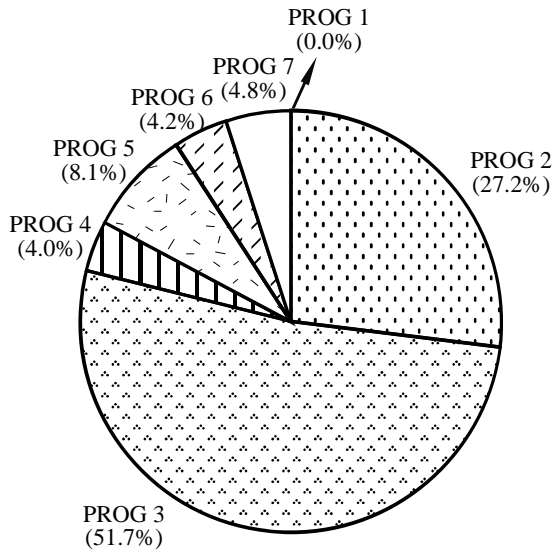
##### Programme (6)

Provision for 2011–12 is \$25.7 million (1.5%) higher than the revised estimate for 2010–11. This is mainly due to increased provision for additional Higher Diploma places and modules for VTC's students.

##### Programme (7)

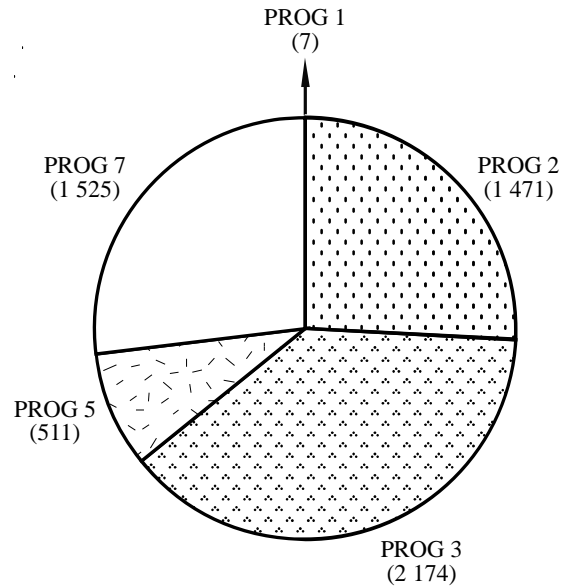
Provision for 2011–12 is \$346.3 million (15.0%) lower than the revised estimate for 2010–11. This is mainly due to lower cash flow requirement for non-recurrent and capital items. There will be a net increase of nine posts in 2011–12.

*Allocation of provision to programmes (2011-12)*



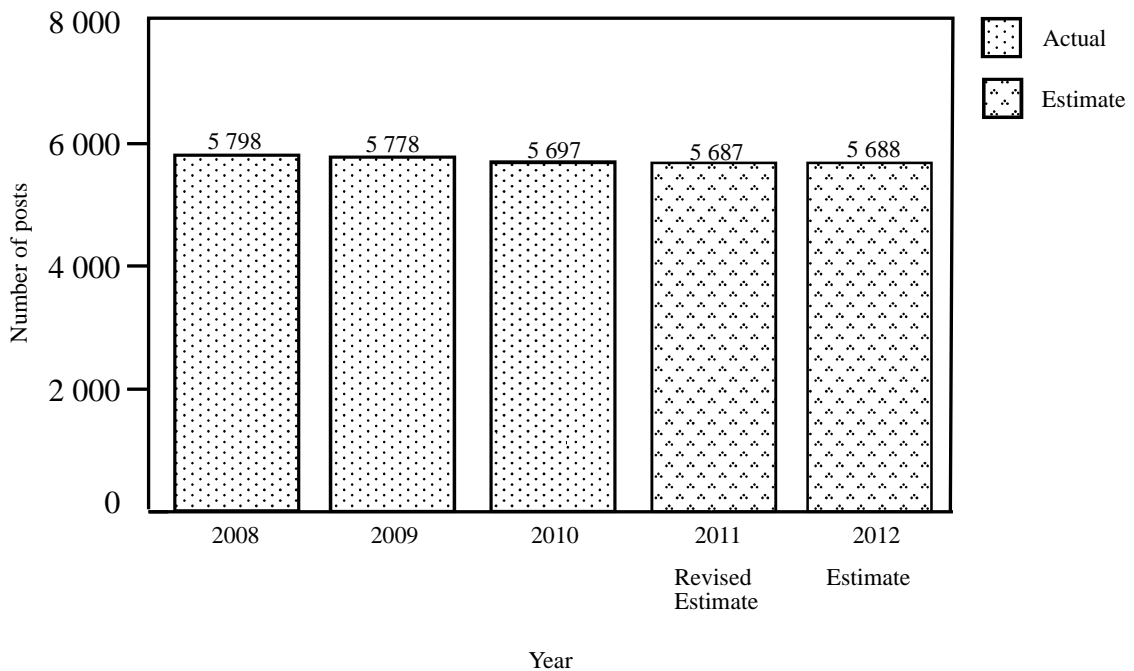
(Provision for PROG 1 represents 0.03% of the overall provision. The percentage is not shown here due to rounding.)

*Staff by programme (as at 31 March 2012)*



(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 2009–10	Approved estimate 2010–11	Revised estimate 2010–11	Estimate 2011–12
	\$'000	\$'000	\$'000	\$'000	\$'000
<b>Operating Account</b>					
Recurrent					
000	Operational expenses.....	36,388,767	37,699,895	37,320,727	<b>39,422,816</b>
003	Recoverable salaries and allowances (General).....	16,262			
	Deduct reimbursements..... <i>Cr.16,262</i>	—	—	—	—
	Total, Recurrent .....	<u>36,388,767</u>	<u>37,699,895</u>	<u>37,320,727</u>	<u><b>39,422,816</b></u>
Non-Recurrent					
700	General non-recurrent .....	485,716	649,421	1,375,954	<b>814,507</b>
	Total, Non-Recurrent .....	<u>485,716</u>	<u>649,421</u>	<u>1,375,954</u>	<u><b>814,507</b></u>
	Total, Operating Account.....	<u>36,874,483</u>	<u>38,349,316</u>	<u>38,696,681</u>	<u><b>40,237,323</b></u>
<b>Capital Account</b>					
Plant, Equipment and Works					
661	Minor plant, vehicles and equipment (block vote).....	1,967	4,063	4,063	<b>1,095</b>
	Plant, vehicles and equipment .....	2,759	1,577	1,443	—
	Total, Plant, Equipment and Works .....	<u>4,726</u>	<u>5,640</u>	<u>5,506</u>	<u><b>1,095</b></u>
Subventions					
871	Vocational Training Council .....	6,240	2,620	1,493	<b>8,109</b>
873	Codes of Aid for existing schools .....	740	500	325	<b>13</b>
898	Codes of Aid for existing schools - furniture and equipment (block vote) .....	1,117	2,364	2,363	<b>3,000</b>
900	Codes of Aid for existing schools - maintenance, repairs and minor improvement (block vote).....	560,906	731,509	695,803	<b>709,433</b>
950	Hong Kong Examinations and Assessment Authority.....	61,513	95,373	62,970	<b>58,641</b>
976	Vocational Training Council (block vote).....	32,538	32,733	32,733	<b>32,538</b>
	Open University of Hong Kong.....	—	—	8,000	—
	Total, Subventions .....	<u>663,054</u>	<u>865,099</u>	<u>803,687</u>	<u><b>811,734</b></u>
	Total, Capital Account.....	<u>667,780</u>	<u>870,739</u>	<u>809,193</u>	<u><b>812,829</b></u>
	Total Expenditure .....	<u><u>37,542,263</u></u>	<u><u>39,220,055</u></u>	<u><u>39,505,874</u></u>	<u><u><b>41,050,152</b></u></u>

## Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

### Details of Expenditure by Subhead

The estimate of the amount required in 2011–12 for the salaries and expenses of the Education Bureau is \$41,050,152,000. This represents an increase of \$1,544,278,000 over the revised estimate for 2010–11 and of \$3,507,889,000 over actual expenditure in 2009–10.

#### Operating Account

##### Recurrent

**2** Provision of \$39,422,816,000 under *Subhead 000 Operational expenses* is for the salaries, allowances and other operating expenses of the Education Bureau. It includes the provision for the Voluntary Optimisation of Class Structure Scheme and the revised manning scales of teaching posts under the scheme.

**3** The establishment as at 31 March 2011 will be 5 687 permanent posts. It is expected that there will be a net increase of one post in 2011–12. Subject to certain conditions, the controlling officer may under delegated power create or delete non-directorate posts during 2011–12, but the notional annual mid-point salary value of all such posts must not exceed \$2,483,008,000.

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

	2009–10 (Actual) (\$'000)	2010–11 (Original) (\$'000)	2010–11 (Revised) (\$'000)	<b>2011–12 (Estimate) (\$'000)</b>
Personal Emoluments				
- Salaries .....	2,481,108	2,586,034	2,490,900	<b>2,577,034</b>
- Allowances .....	21,209	24,461	20,732	<b>18,618</b>
- Job-related allowances.....	238	196	135	<b>157</b>
Personnel Related Expenses				
- Mandatory Provident Fund contribution .....	2,900	4,645	3,256	<b>2,921</b>
- Civil Service Provident Fund contribution .....	18,694	20,864	25,072	<b>31,725</b>
- Severance Payment/Long Service Payment.....	—	271	144	—
Departmental Expenses				
- Temporary staff .....	329,057	311,880	311,866	<b>360,514</b>
- Remuneration for special appointments....	81,790	93,704	88,894	<b>87,273</b>
- General departmental expenses .....	437,575	470,113	469,840	<b>509,295</b>
Other Charges				
- Teacher training.....	110,149	138,969	110,946	<b>120,133</b>
- Curriculum Development Institute.....	211,209	218,732	211,383	<b>219,272</b>
- Subject and curriculum block grant for government schools.....	95,877	91,309	82,619	<b>93,467</b>
- School extra-curricular activities, programmes, grants and prizes .....	71,115	98,992	98,624	<b>148,074</b>
- Pre-primary Education Voucher Scheme .....	1,628,917	1,834,138	1,865,307	<b>2,047,158</b>
Subventions				
- Code of Aid for primary schools .....	9,249,794	9,365,912	9,323,296	<b>9,335,545</b>
- Code of Aid for secondary schools.....	15,287,363	15,813,464	15,519,324	<b>16,649,788</b>
- Mortgage Interest Subsidy Scheme .....	1,629	1,100	850	<b>310</b>
- Code of Aid for special schools.....	1,367,683	1,451,823	1,451,152	<b>1,560,702</b>
- Direct Subsidy Scheme.....	2,404,132	2,524,757	2,601,474	<b>2,943,269</b>
- Child Care Centre Subsidy Scheme.....	12,003	13,788	12,858	<b>14,379</b>
- Assistance to caput schools .....	163,341	167,545	166,337	<b>175,952</b>
- English Schools Foundation junior schools.....	116,180	117,294	115,938	<b>116,365</b>
- English Schools Foundation secondary schools.....	167,399	170,151	168,768	<b>169,572</b>
- Refund of rent, rates and government rent to kindergartens, kindergarten- cum-child care centres, private schools, educational institutes and study rooms...	253,794	283,648	269,575	<b>273,753</b>
- Miscellaneous educational services .....	171,481	242,161	242,139	<b>271,700</b>
- Vocational Training Council .....	1,704,130	1,653,944	1,669,298	<b>1,695,840</b>
	<u>36,388,767</u>	<u>37,699,895</u>	<u>37,320,727</u>	<u><b>39,422,816</b></u>

## Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

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5 Provision of \$16,262,000 under *Subhead 003 Recoverable salaries and allowances (General)* comprises:

- \$1,978,000 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;
- \$11,364,000 to be reimbursed by the Vocational Training Council for salaries and allowances of civil servants working in the Council and its skills centres; and
- \$2,920,000 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 \$1,095,000 under *Subhead 661 Minor plant, vehicles and equipment (block vote)* represents a decrease of \$2,968,000 (73.0%) against the revised estimate for 2010–11. This is mainly due to decreased requirement for replacement and new equipment.

#### Subventions

7 Provision of \$3,000,000 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 2011–12 represents an increase of \$637,000 (27.0%) over the revised estimate for 2010–11. This is mainly due to increased requirement for replacement and new furniture and equipment.

8 Provision of \$709,433,000 under *Subhead 900 Codes of Aid for existing schools - maintenance, repairs and minor improvement (block vote)* is for maintenance, repairs and minor improvement projects for aided schools in operation requiring a subsidy of not more than \$2,000,000 each.

9 Provision of \$32,538,000 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 31.3.2010	Revised estimated expenditure for 2010–11	Balance
			\$'000	\$'000	\$'000	\$'000
<b><i>Operating Account</i></b>						
700		<i>General non-recurrent</i>				
	027	Project Yi Jin .....	1,070,000	544,441	175,000	350,559
	496	Measures to Support the Development of the New Academic Structure for Senior Secondary Education and Higher Education.....	2,447,200	1,560,579	534,588	352,033
	913	Implementation of the third strategy on information technology in education .....	52,000	9,272	10,949	31,779
	914	Implementation of information technology in education strategy .....	164,500	137,758	300	26,442
	920	Quality Enhancement Grant Scheme.....	100,000	24,075	22,287	53,638
	924	Grant for establishment of incorporated management committee in aided schools.....	350,000	166,075	17,500	166,425
	944	Promotion of e-Learning in the school sector .....	128,000	—	94,092	33,908
	951	Grant for conducting the 2011 Hong Kong Certificate of Education Examination and the 2013 Hong Kong Advanced Level Examination for private candidates .....	90,650	—	—	90,650
	952	Grant to the Hong Kong Examinations and Assessment Authority for temporary accommodation of a centralised onscreen marking centre on Hong Kong Island .....	57,150	14,964	2,395	39,791
	987	Qualifications Framework Support Schemes.....	208,000	14,931	11,470	181,599
			<u>4,667,500</u>	<u>2,472,095</u>	<u>868,581</u>	<u>1,326,824</u>

### ***Capital Account***

871		<i>Vocational Training Council</i>				
	802	Development of the Holistic Programme Planning and Management System.....	2,240	—	—	2,240
	829	Development of supporting information technology systems in Vocational Training Council for flexible delivery of vocational education and training programmes.....	10,000	3,740	1,493	4,767



## Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

### Commitments—Cont'd.

Sub-head (Code)	Item (Code)	Ambit	Approved commitment	Accumulated expenditure to 31.3.2010	Revised estimated expenditure for 2010–11	Balance
			\$'000	\$'000	\$'000	\$'000
<i>Capital Account—Cont'd.</i>						
871		<i>Vocational Training Council—Cont'd.</i>				
	830	Development of the Integrated Information Technology Client Relationship Management System.....	9,800	—	—	9,800
			22,040	3,740	1,493	16,807
873		<i>Codes of Aid for existing schools</i>				
	835	Asbestos management plan for school premises.....	55,440	5,417	325	49,698
			55,440	5,417	325	49,698
950		<i>Hong Kong Examinations and Assessment Authority</i>				
	832	Development of the Hong Kong Diploma of Secondary Education Examination system.....	152,309	24,444	28,787	99,078
			152,309	24,444	28,787	99,078
		Total .....	4,897,289	2,505,696	899,186	1,492,407