

Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

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

Estimate 2012–13	\$43,193.5m
Establishment ceiling 2012–13 (notional annual mid-point salary value) representing an estimated 5 657 non-directorate posts as at 31 March 2012 (including 3 644 posts in government schools) reducing by 208 posts to 5 449 posts as at 31 March 2013 (including 3 419 posts in government schools)	\$2,639.1m
In addition, there will be an estimated 31 directorate posts as at 31 March 2012 rising by one post to 32 posts as at 31 March 2013.	
Commitment balance	\$929.3m

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

	2010–11 (Actual)	2011–12 (Original)	2011–12 (Revised)	2012–13 (Estimate)
Financial provision (\$m)	11.8	11.7	12.0 (+2.6%)	12.0 (—)
				(or +2.6% on 2011–12 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

	2010–11 (Actual)	2011–12 (Original)	2011–12 (Revised)	2012–13 (Estimate)
Financial provision (\$m)				
Government sector	826.6	832.0	862.1	919.9
Subvented sector	10,123.4	10,326.9	10,793.2	11,488.4
	10,950.0	11,158.9	11,655.3 (+4.4%)	12,408.3 (+6.5%)
				(or +11.2% on 2011–12 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 which aims to promote learning to learn and whole person development, primary schools have witnessed sustainable changes in the culture of learning and teaching as well as teachers' professional development. Students have become more autonomous learners, with generic capabilities, core value and attitudes needed to realise the main goals of curriculum reform.

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

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

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

Targets

	<i>School Year</i>		
	2010/11 (Actual)	2011/12 (Revised Estimate)	2012/13 (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

‡ Notwithstanding that three bi-sessional schools have 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>		
	2010/11 (Actual)	2011/12 (Revised Estimate)	2012/13 (Estimate)
primary students.....	331 100	323 000	322 000
children in the six to 11 age group.....	330 400	321 300	319 800
student/teacher ratio in government and aided primary schools.....	15.3:1	14.9:1	14.3:1
government and aided primary schools.....	462	457	455
primary schools under DSS	21	21	21
whole-day government and aided primary schools.....	440	446	446
whole-day government and aided primary classes.....	8 815	9 016	9 354
teachers in government and aided primary schools.....	18 000	17 900	18 300
teachers in government primary schools with relevant teacher training qualification (%).....	98.7	98.6	98.6
teachers in aided primary schools with relevant teacher training qualification (%)	97.0	97.0	97.0
teacher wastage rate of government and aided primary schools (%)Δ.....	6.2	5.2	4.0

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	<i>School Year</i>		
	2010/11 (Actual)	2011/12 (Revised Estimate)	2012/13 (Estimate)
schools provided with school-based professional support ϕ	428	407	413
schools participating in collaborative research and development (“seed”) projects on curriculum development	38	33	33

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.

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

Matters Requiring Special Attention in 2012–13

11 During 2012–13, the Bureau will:

- continue to implement small class teaching in public sector primary schools, which has started from the primary 1 cohort of students since the 2009/10 school year;
- continue to improve the learning and teaching of the English Language in primary schools;
- further expand the School-based Educational Psychology Service with the target of covering all public sector primary schools by the 2016/17 school year;
- enhance student guidance service through the provision of a top-up student guidance service grant to public sector primary schools; and
- provide additional support for schools to facilitate curriculum planning and co-ordination of the Moral and National Education subject in the initial years.

Programme (3): Secondary Education

	2010–11 (Actual)	2011–12 (Original)	2011–12 (Revised)	2012–13 (Estimate)
Financial provision (\$m)				
Government sector	1,255.4	1,345.7	1,388.8	1,423.5
Subvented sector	18,434.5	19,871.7	20,119.5	20,503.8
	19,689.9	21,217.4	21,508.3 (+1.4%)	21,927.3 (+1.9%)
				(or +3.3% on 2011–12 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 (7.5%), aided schools (91.7%), and caput schools (0.8%).

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

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

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

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

Target

	<i>School Year</i>		
	2010/11 (Actual)	2011/12 (Revised Estimate)	2012/13 (Plan)
public sector secondary schools being provided with NETs to enhance English language teaching (%).....	100	100	100

Indicators

	<i>School Year</i>		
	2010/11 (Actual)	2011/12 (Revised Estimate)	2012/13 (Estimate)
secondary 1 to 3 students.....	223 200	208 000	198 800
children in the 12 to 14 age group	227 700	211 600	197 200
student/teacher ratio in public sector secondary schools	15.5:1	15.3:1	14.5:1
public sector secondary schools.....	402	400	397
secondary schools under DSS.....	62	63	61
subsidised secondary 4 and 5 places#.....	172 400	—	—
subsidised secondary 4 to 6 places#	—	255 900	251 700
children in the 15 to 16 age group#	164 600	—	—
children in the 15 to 17 age group#	—	248 300	243 800
subsidised secondary 6 places#.....	30 100	—	—
subsidised secondary 4 places two years earlier#	84 200	—	—
subsidised secondary 6 places as percentage of subsidised secondary 4 places two years earlier (%)#	35.7	—	—
subsidised secondary 7 places#.....	29 900	30 100	—
teachers in public sector secondary schools.....	24 400	25 600	24 000
teachers in government secondary schools with relevant teacher training qualification (%).....	96.7	95.5	96.7
teachers in aided secondary schools with relevant teacher training qualification (%)	95.9	94.8	95.9
teacher wastage rate of public sector secondary schools (%)Ω.....	5.4	3.9	8.1
schools provided with school-based professional supportφ	285	275	285
schools participating in collaborative research and development (“seed”) projects on curriculum development	28	30	29

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. The fluctuation of the teacher wastage rates in the 2011/12 and 2012/13 school years arises from the surge of teacher demand in the double cohort year (the 2011/12 school year) and the subsequent decrease in the demand thereafter.

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

Matters Requiring Special Attention in 2012–13

18 During 2012–13, the Bureau will:

- continue to implement the new senior secondary curriculum;
- continue to provide teacher training and develop resource materials to support the implementation of the new senior secondary academic structure;
- continue to provide Applied Learning courses for senior secondary students;

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- 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;
- further expand the School-based Educational Psychology Service with the target of covering all public sector secondary schools by the 2016/17 school year; and
- provide additional support for schools to facilitate curriculum planning and co-ordination of the Moral and National Education subject in the initial years.

Programme (4): Special Education

	2010–11 (Actual)	2011–12 (Original)	2011–12 (Revised)	2012–13 (Estimate)
Financial provision (\$m)	1,489.5	1,624.7	1,648.5 (+1.5%)	1,780.5 (+8.0%)

(or +9.6% on
2011–12 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>		
	2010/11 (Actual)	2011/12 (Revised Estimate)	2012/13 (Estimate)
special schools	60	60	60
students in special schools	7 750	7 950	8 200
teachers in special schools	1 476	1 530	1 590
teachers in special schools with teacher training and special education training qualification (%)	72.8	72.1	72.1
teachers in special schools with teacher training qualification (%)	97.7	98.1	98.1
teachers in special schools with special education training qualification (%)	73.7	72.9	72.9
teacher wastage rate of special schools (%) Δ	7.8	5.5	5.5

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	<i>School Year</i>		
	2010/11 (Actual)	2011/12 (Revised Estimate)	2012/13 (Estimate)
schools provided with school-based professional support ϕ	25	23	23
schools participating in collaborative research and development (“seed”) projects on curriculum development	19	14	15

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.

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

Matters Requiring Special Attention in 2012–13

23 During 2012–13, 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;
- 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
- provide additional support for schools to facilitate curriculum planning and co-ordination of the Moral and National Education subject in the initial years.

Programme (5): Other Educational Services and Subsidies

	2010–11 (Actual)	2011–12 (Original)	2011–12 (Revised)	2012–13 (Estimate)
Financial provision (\$m)	3,009.5	3,341.2	3,256.0 (–2.5%)	3,328.1 (+2.2%)
				(or –0.4% on 2011–12 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.

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

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

Educational support for non-Chinese speaking students

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

Subsidies to educational bodies

30 The Bureau supports activities which contribute to the wider involvement in education and development of professionalism e.g. support for the Council on Professional Conduct in Education and educational organisations registered with the Hong Kong Teachers' Centre. The Bureau also provides subventions to the Hong Kong Education City for the delivery of quality education information and resources to schools, teachers, 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>		
	2010/11 (Actual)	2011/12 (Revised Estimate)	2012/13 (Plan)
schools provided with training to enhance teachers' professionalism to meet the needs of curriculum change (%)	100	100	100

Indicators

	<i>School Year</i>		
	2010/11 (Actual)	2011/12 (Revised Estimate)	2012/13 (Estimate)
teacher development programmes related to curriculum reform for all schools	714	754	754
training places for school managers on the implementation of school-based management	1 002	800	800
pre-primary education			
kindergartens (kindergartens hereafter mentioned also include kindergarten-cum-child care centres).....	951	946	954
students in kindergartens.....	148 900	157 400	165 400

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	<i>School Year</i>		
	2010/11 (Actual)	2011/12 (Revised Estimate)	2012/13 (Estimate)
students joining PEVS	122 900	128 800	136 500
non-profit-making kindergartens joining PEVS.....	757	751	739
kindergarten teachers with Certificate in Early Childhood Education or above (%).....	69.5	77.7	92.6
wastage rate of kindergarten teachers (%) α	6.8	7.1	6.9
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	1 319	1 400	1 400
enrolment of Initiation Programmes for newly-arrived children and young people	700	700	700
enrolment of Summer Bridging Programmes for non-Chinese speaking students.....	1 318	1 300	1 300
schools designated for intensive support by the Bureau in servicing the needs of non-Chinese speaking students.....	28	30	33
home-school co-operation activities subsidised.....	2 950	3 000	3 050

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.

Matters Requiring Special Attention in 2012–13

33 During 2012–13, the Bureau will:

- continue to provide direct fee subsidies to parents of eligible children enrolled in eligible kindergartens under PEVS and enhanced fee remission for children of needy families;
- continue to conduct Quality Review for kindergartens joining PEVS to support quality 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;
- continue to work towards the target of subsidising every primary and secondary school student to join at least one Mainland exchange programme by the 2015/16 school year by providing some 4 000 additional places a year for five years from the 2011/12 school year;
- continue to develop learning and teaching resource packages and an assessment bank for promoting Basic Law education at senior primary and junior secondary levels; and
- develop support strategies to facilitate curriculum implementation, including the provision of professional development programmes, e-textbook and preparation of learning and teaching resources for a variety of subjects, including Moral and National Education.

Programme (6): Vocational Education

	2010–11 (Actual)	2011–12 (Original)	2011–12 (Revised)	2012–13 (Estimate)
Financial provision (\$m)	1,713.4	1,736.5	1,854.8 (+6.8%)	1,901.2 (+2.5%)
				(or +9.5% on 2011–12 Original)

Aim

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

Brief Description

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

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

Indicators

	<i>Academic Year</i>		
	2010/11 (Actual)	2011/12 (Revised Estimate)	2012/13 (Estimate)
full-time vocational education student places	49 633	37 940 ^β	46 410
part-time vocational education student places	26 690	28 970	32 610
enrolment rate (full-time equivalent) (%)	100	100	100
retention rate			
full-time (%)	97	94	94
part-time (%)	96	92	92
employment rate (of economically active graduates) –			
full-time students (%)	86	80	80

^β The numbers of places provided for the 2011/12 academic year are fewer than those of 2010/11 as there are few new intake of secondary 5 graduates in that academic year due to the implementation of the new senior secondary academic structure.

Matters Requiring Special Attention in 2012–13

37 During 2012–13, the VTC will:

- implement the new pre-employment programmes to align with the new senior secondary academic structure and the Qualifications Framework, and through an enriched curricula and flexible delivery mode, provide learners with clear and diverse progression pathways leading to the award of qualifications at different levels;
- plan the setting up of a new Youth College to provide alternative progression pathways for young people, as well as specialised support for non-Chinese speaking students and students with special educational needs;
- plan and design the establishment of an International Cuisine College for training quality manpower in international culinary art; and
- conduct a pilot project on industry attachment programmes for students pursuing Higher Diploma and Diploma of Vocational Education programmes with a view to enhancing their practical skills and employability.

Programme (7): Policy and Support

	2010–11 (Actual)	2011–12 (Original)	2011–12 (Revised)	2012–13 (Estimate)
Financial provision (\$m)	2,182.8	1,959.8	4,709.2 (+140.3%)	1,836.1 (–61.0%)
				(or –6.3% on 2011–12 Original)

Aim

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

Brief Description

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

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

41 The Bureau continues to support the parallel development of both the publicly-funded and the self-financing post-secondary education sectors. It is estimated that by 2015, over one-third of young people in the relevant age group will have the opportunity to pursue accredited degree-level education (including first-year and senior year intakes). Including sub-degree places, over two-thirds of young people in the relevant age group will have access to post-secondary education. Over one-fifth of sub-degree graduates may articulate to full-time accredited degree-level education.

42 The Bureau continues the operation of Project Yi Jin up to the 2011/12 school year to provide an alternative pathway for secondary 5 school leavers and adult learners to pursue continuing education. The programme aims to upgrade students' biliteracy, trilingualism and application of information technology through combining academic pursuits with practical skills training.

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

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

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

Matters Requiring Special Attention in 2012–13

46 During 2012–13, the Bureau will:

- continue to implement measures to enhance the development of Hong Kong as a regional education hub;
- continue to develop and implement the Qualifications Framework in various industries, upkeep the web-based Qualifications Register which contains information on quality-assured qualifications, courses and providers recognised under the framework, implement the recognition of prior learning mechanism and administer the Qualifications Framework Support Schemes;
- continue to facilitate an increase in the supply of school places meeting the needs of the international community in Hong Kong, particularly through monitoring the progress of development of greenfield sites and vacant school premises allocated for international school development, and to review the subvention to the ESF;
- continue to provide a broad range of school-based professional support services for kindergartens as well as primary and secondary schools to help them take forward education reform initiatives, and to review the support services for non-Chinese speaking students as well as children with special educational needs;
- continue to provide assessment tools for School Self Evaluation and conduct External School Reviews for continuous school improvement;
- continue to oversee the development of a new computer system for the Hong Kong Diploma of Secondary Education Examination by the Hong Kong Examinations and Assessment Authority;
- continue the pilot study in some public sector schools for strengthening schools' internal management and reducing teachers' administrative work; and
- plan to launch a new programme based on the Project Yi Jin model as an alternative pathway for senior secondary 3 school leavers under the new senior secondary academic structure and for adult learners to gain a formal qualification for employment and continuing education.

ANALYSIS OF FINANCIAL PROVISION

Programme	2010–11 (Actual) (\$m)	2011–12 (Original) (\$m)	2011–12 (Revised) (\$m)	2012–13 (Estimate) (\$m)
(1) Director of Bureau’s Office.....	11.8	11.7	12.0	12.0
(2) Primary Education.....	10,950.0	11,158.9	11,655.3	12,408.3
(3) Secondary Education.....	19,689.9	21,217.4	21,508.3	21,927.3
(4) Special Education.....	1,489.5	1,624.7	1,648.5	1,780.5
(5) Other Educational Services and Subsidies	3,009.5	3,341.2	3,256.0	3,328.1
(6) Vocational Education	1,713.4	1,736.5	1,854.8	1,901.2
(7) Policy and Support	2,182.8	1,959.8	4,709.2	1,836.1
	39,046.9	41,050.2	44,644.1 (+8.8%)	43,193.5 (–3.2%)
				(or +5.2% on 2011–12 Original)

Analysis of Financial and Staffing Provision

Programme (1)

Provision for 2012–13 is the same as the revised estimate for 2011–12.

Programme (2)

Provision for 2012–13 is \$753.0 million (6.5%) higher than the revised estimate for 2011–12. This is mainly due to salary increments, increased provision for various grants to schools and provision for additional support for schools to facilitate curriculum planning and co-ordination of the Moral and National Education subject. There will be a net decrease of 17 posts in 2012–13 mainly due to contracting out of janitor services in government primary schools.

Programme (3)

Provision for 2012–13 is \$419.0 million (1.9%) higher than the revised estimate for 2011–12. This is mainly due to salary increments, increased provision for various grants to schools and provision for additional support for schools to facilitate curriculum planning and co-ordination of the Moral and National Education subject, partly offset by decreased provision arising from phasing out of secondary 7 in 2012–13 under the new senior secondary academic structure. There will be a net decrease of 208 posts in 2012–13 due to reduced staffing requirement and contracting out of janitor services in government secondary schools.

Programme (4)

Provision for 2012–13 is \$132.0 million (8.0%) higher than the revised estimate for 2011–12. This is mainly due to increased provision for the extension of years of study for special school students and provision for additional support for schools to facilitate curriculum planning and co-ordination of the Moral and National Education subject.

Programme (5)

Provision for 2012–13 is \$72.1 million (2.2%) higher than the revised estimate for 2011–12. This is mainly due to increased provision for PEVS. There will be a net increase of 13 posts in 2012–13.

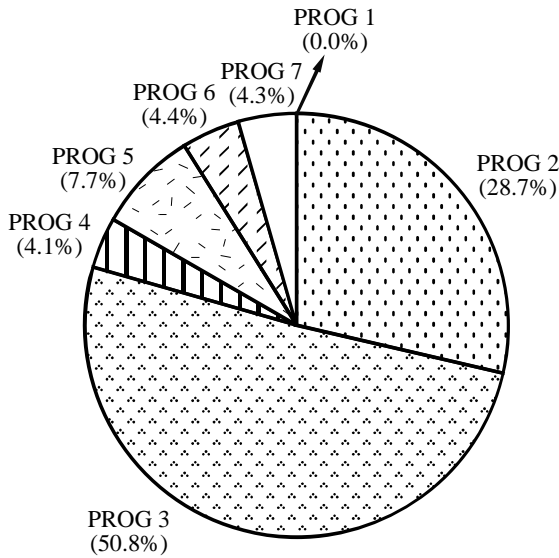
Programme (6)

Provision for 2012–13 is \$46.4 million (2.5%) higher than the revised estimate for 2011–12. This is mainly due to additional provision for conducting a pilot project on industry attachment programmes for students in 2012–13.

Programme (7)

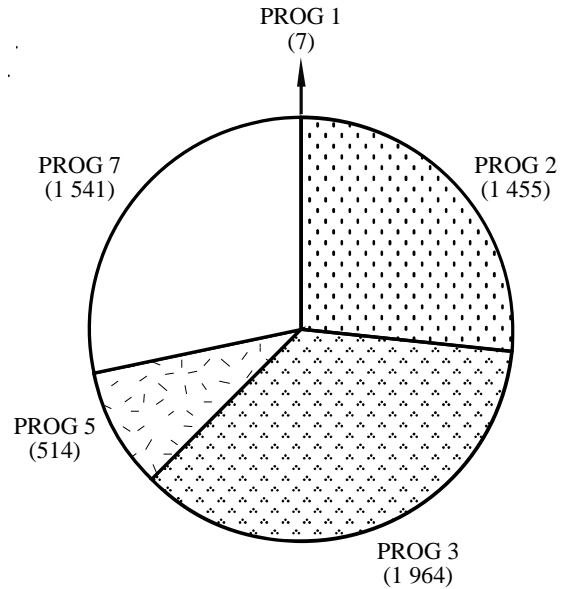
Provision for 2012–13 is \$2,873.1 million (61.0%) lower than the revised estimate for 2011–12. This is mainly due to lower cash flow requirement for non-recurrent items. There will be a net increase of five posts in 2012–13.

Allocation of provision to programmes (2012-13)



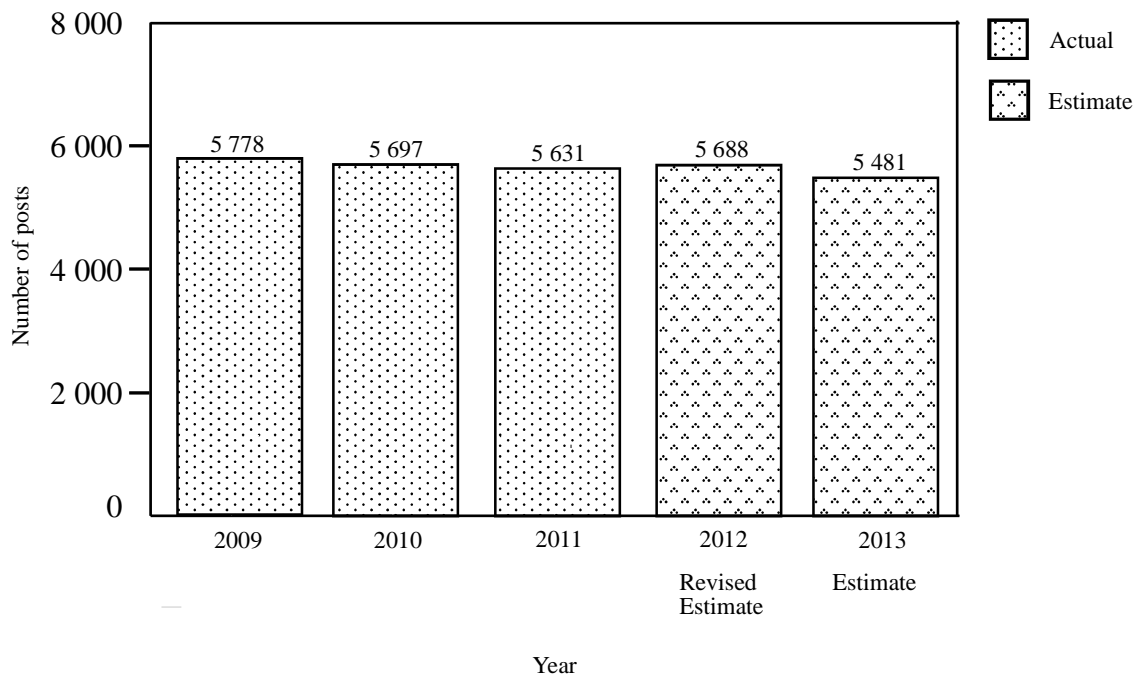
(Provision for PROG 1 represents 0.03% of the overall provision. The percentage is not shown here due to rounding.)

Staff by programme (as at 31 March 2013)



(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 2010–11	Approved estimate 2011–12	Revised estimate 2011–12	Estimate 2012–13
	\$'000	\$'000	\$'000	\$'000	\$'000
Operating Account					
Recurrent					
000	Operational expenses	37,020,657	39,422,816	40,371,386	42,061,085
003	Recoverable salaries and allowances (General)..... 15,303				
	Deduct reimbursements..... <i>Cr.15,303</i>	—	—	—	—
	Total, Recurrent	37,020,657	39,422,816	40,371,386	42,061,085
Non-Recurrent					
700	General non-recurrent	1,286,484	814,507	3,499,874	392,840
	Total, Non-Recurrent	1,286,484	814,507	3,499,874	392,840
	Total, Operating Account	38,307,141	40,237,323	43,871,260	42,453,925
Capital Account					
Plant, Equipment and Works					
661	Minor plant, vehicles and equipment (block vote).....	3,969	1,095	1,095	6,109
	Plant, vehicles and equipment.....	1,412	—	—	—
	Total, Plant, Equipment and Works.....	5,381	1,095	1,095	6,109
Subventions					
871	Vocational Training Council.....	1,194	8,109	7,700	5,381
873	Codes of Aid for existing schools	323	13	4,711	1,185
898	Codes of Aid for existing schools - furniture and equipment (block vote)	425	3,000	2,592	3,268
900	Codes of Aid for existing schools - maintenance, repairs and minor improvement (block vote).....	645,334	709,433	655,533	645,334
950	Hong Kong Examinations and Assessment Authority.....	46,330	58,641	58,641	45,722
976	Vocational Training Council (block vote).....	32,733	32,538	32,538	32,603
	Hong Kong Council for Accreditation of Academic and Vocational Qualifications.....	—	—	10,000	—
	Open University of Hong Kong	8,000	—	—	—
	Total, Subventions	734,339	811,734	771,715	733,493
	Total, Capital Account.....	739,720	812,829	772,810	739,602
	Total Expenditure	<u>39,046,861</u>	<u>41,050,152</u>	<u>44,644,070</u>	<u>43,193,527</u>

Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

Details of Expenditure by Subhead

The estimate of the amount required in 2012–13 for the salaries and expenses of the Education Bureau is \$43,193,527,000. This represents a decrease of \$1,450,543,000 against the revised estimate for 2011–12 and an increase of \$4,146,666,000 over actual expenditure in 2010–11.

Operating Account

Recurrent

2 Provision of \$42,061,085,000 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 2012 will be 5 688 permanent posts. It is expected that there will be a net decrease of 208 permanent posts and an increase of one supernumerary post in 2012–13. Subject to certain conditions, the controlling officer may under delegated power create or delete non-directorate posts during 2012–13, but the notional annual mid-point salary value of all such posts must not exceed \$2,639,140,000.

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

	2010–11 (Actual) (\$'000)	2011–12 (Original) (\$'000)	2011–12 (Revised) (\$'000)	2012–13 (Estimate) (\$'000)
Personal Emoluments				
- Salaries	2,472,344	2,577,034	2,651,482	2,756,232
- Allowances	19,554	18,618	24,440	24,490
- Job-related allowances	112	157	66	42
Personnel Related Expenses				
- Mandatory Provident Fund contribution	3,061	2,921	3,090	3,687
- Civil Service Provident Fund contribution	23,814	31,725	33,246	39,147
- Severance Payment/Long Service Payment.....	16	—	—	—
Departmental Expenses				
- Temporary staff	307,782	360,514	361,295	385,624
- Remuneration for special appointments ...	84,936	87,273	86,168	97,178
- General departmental expenses	466,039	509,295	500,703	511,925
Other Charges				
- Teacher training.....	104,173	120,133	94,505	99,696
- Curriculum Development Institute	207,761	219,272	212,038	230,035
- Subject and curriculum block grant for government schools.....	96,093	93,467	93,467	104,781
- School extra-curricular activities, programmes, grants and prizes.....	92,656	148,074	141,379	168,607
- Pre-primary Education Voucher Scheme	1,854,267	2,047,158	2,025,144	2,223,907
Subventions				
- Code of Aid for primary schools	9,219,744	9,335,545	9,795,718	10,412,558
- Code of Aid for secondary schools.....	15,431,782	16,649,788	17,090,214	17,506,065
- Mortgage Interest Subsidy Scheme	609	310	188	40
- Code of Aid for special schools.....	1,422,150	1,560,702	1,590,938	1,732,629
- Direct Subsidy Scheme.....	2,587,844	2,943,269	2,851,620	2,845,747
- Child Care Centre Subsidy Scheme.....	12,858	14,379	13,470	14,769
- Assistance to caput schools	159,219	175,952	167,830	163,560
- English Schools Foundation junior schools	115,937	116,365	116,360	116,863
- English Schools Foundation secondary schools	168,232	169,572	169,235	169,310
- Refund of rent, rates and government rent to kindergartens, kindergarten-cum-child care centres, private schools, educational institutes and study rooms...	258,876	273,753	268,693	305,363
- Miscellaneous educational services.....	238,578	271,700	265,580	285,582
- Vocational Training Council	1,672,220	1,695,840	1,814,517	1,863,248
	37,020,657	39,422,816	40,371,386	42,061,085

Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

5 Provision of \$15,303,000 under *Subhead 003 Recoverable salaries and allowances (General)* comprises:

- \$2,130,000 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;
- \$10,716,000 to be reimbursed by the Vocational Training Council for salaries and allowances of civil servants working in the Council and its skills centres;
- \$400,000 to be reimbursed by the Trust Fund in Support of Reconstruction in the Sichuan Earthquake Stricken Areas for salaries and allowances of civil servants involved in support of the Sichuan earthquake reconstruction projects funded under the Fund;
- \$1,300,000 to be reimbursed by the Community Care Fund for salaries and allowances of civil servants working for Assistance Programmes of the Fund; and
- \$757,000 to be reimbursed by the Self-financing Post-secondary Education Fund for salaries and allowances of civil servants working for the Fund.

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

Capital Account

Plant, Equipment and Works

6 Provision of \$6,109,000 under *Subhead 661 Minor plant, vehicles and equipment (block vote)* represents an increase of \$5,014,000 (457.9%) over the revised estimate for 2011-12. This is mainly due to increased requirement for replacement and new equipment.

Subventions

7 Provision of \$3,268,000 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 2012-13 represents an increase of \$676,000 (26.1%) over the revised estimate for 2011-12. This is mainly due to increased requirement for replacement and new furniture and equipment.

8 Provision of \$645,334,000 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 \$32,603,000 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 31.3.2011	Revised estimated expenditure for 2011-12	Balance
			\$'000	\$'000	\$'000	\$'000
<i>Operating Account</i>						
700	<i>General non-recurrent</i>					
	027	Project Yi Jin	1,070,000	716,738	195,200	158,062
	496	Measures to Support the Development of the New Academic Structure for Senior Secondary Education and Higher Education	2,447,200	2,020,786	317,564	108,850
	855	Pilot Mainland Experience Scheme for Post-Secondary Students	100,000	—	40,000	60,000
	857	After-school Learning Support Partnership Pilot Scheme	110,000	—	15,000	95,000
	913	Implementation of the third strategy on information technology in education	52,000	19,759	13,230	19,011
	920	Quality Enhancement Grant Scheme	100,000	44,522	26,286	29,192
	924	Grant for establishment of incorporated management committee in aided schools.....	350,000	179,025	31,500	139,475
	944	Promotion of e-Learning in the school sector.....	128,000	93,731	25,783	8,486
	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	17,200	3,388	36,562
	987	Qualifications Framework Support Schemes	208,000	20,000	30,000	158,000
			<u>4,622,350</u>	<u>3,111,761</u>	<u>697,951</u>	<u>812,638</u>
<i>Capital Account</i>						
871	<i>Vocational Training Council</i>					
	802	Development of the Holistic Programme Planning and Management System	2,240	—	1,480	760
	829	Development of supporting information technology systems in Vocational Training Council for flexible delivery of vocational education and training programmes	10,000	4,934	4,358	708
	830	Development of the Integrated Information Technology Client Relationship Management System	9,800	—	1,862	7,938
			<u>22,040</u>	<u>4,934</u>	<u>7,700</u>	<u>9,406</u>

Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

Commitments—Cont'd.

Sub-head (Code)	Item (Code)	Ambit	Approved commitment	Accumulated expenditure to 31.3.2011	Revised estimated expenditure for 2011-12	Balance
			\$'000	\$'000	\$'000	\$'000
<i>Capital Account—Cont'd.</i>						
873		<i>Codes of Aid for existing schools</i>				
	835	Asbestos management plan for school premises	55,440	5,741	13	49,686
	860	Procurement of furniture and equipment for the Re-provisioning of Shatin Tsung Tsin Secondary School.....	5,873	—	4,698	1,175
			61,313	5,741	4,711	50,861
950		<i>Hong Kong Examinations and Assessment Authority</i>				
	832	Development of the Hong Kong Diploma of Secondary Education Examination system	152,309	37,252	58,641	56,416
			152,309	37,252	58,641	56,416
		Total	4,858,012	3,159,688	769,003	929,321