

立法會  
*Legislative Council*

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**Panel on Education**

**Background paper prepared by Legislative Council Secretariat**

**Planning and provision of public sector school places**

**Purposes**

This paper provides background information on past deliberations of Members of the Legislative Council (LegCo) on policy issues which are related to or have an impact on the planning and provision of public sector school places. These deliberations mainly include -

- (a) discussions of the Public Accounts Committee on the Director of Audit's reports on planning and provision of primary schools and secondary school places; and
- (b) relevant discussions of the Panel on Education.

**Background**

2. In considering the proposal on the construction of one secondary school and one primary school in Sheung Shui at the meeting of the Public Works Subcommittee (PWSC) on 29 October 2003, some members expressed doubts about the accuracy of the Administration's projections on the demand for secondary school places in the district. They requested the Administration to withdraw the proposal and consult the Panel on Education on its policies for planning and provision of public sector school places. They also requested the Administration to provide detailed information to convince members on the need to provide additional secondary schools in districts, given a projected 16.7% drop of primary students in the years from 2002 to 2010 (Appendix to the Administration's paper entitled "Implementation of whole-day primary schooling" (LC Paper No.CB(2)2401/02-03) refers). In response, the Administration withdrew the proposal and undertook to consult the Panel on Education before resubmitting the proposal to PWSC.

## **Policies on planning and provision of public sector school places**

3. The Government has a policy to provide nine-year free and universal basic education for every child aged between six and 15 (or completion of secondary three, whichever is earlier). Primary education covers the first six years of free and universal basic education for the young generation to build up knowledge, values and skills for further studies and personal development. Secondary education aims to provide a well-balanced education that will prepare students for further education or for work.

## **Reports of the Director of Audit**

### Relevant reports

4. The Director of Audit has examined the planning and provision of primary and secondary school places in the following Reports -

- (a) Chapter 9 of Report No. 39 on "Planning and provision of primary school places": the Audit Report tabled in the Council on 20 November 2002 examined the system of planning and providing public sector (i.e. government and aided) primary school places to ascertain whether there were areas of improvement. The conclusions and recommendations of the Public Accounts Committee, as set out in its Report No. 39 which was tabled in the Council on 19 February 2003, are in **Appendix I**.
- (b) Chapter 7 of Report No. 41 on "Planning and provision of secondary school places": the Audit Report was tabled in the Council on 26 November 2003. A summary of the findings and recommendations of the Audit and the response of the Administration is in **Appendix II**. The Public Accounts Committee is still examining the Report and will publish its report in February 2004.

### Primary school education

5. According to paragraphs 1.8 and 2.3 of Chapter 9 of the Audit Report No. 39, planning and provision of public sector primary school places are based on the planning standards outlined in the Hong Kong Planning Standards and Guidelines (HKPSG), which specify that one whole-day primary class should be provided for every 32.5 children in the age group of six to 11. The provision is planned on a district basis to prevent children from having to travel a long distance to attend schools in accordance with the principle of vicinity. The projected population of children in the age group of six to 11 in each district is used as a reference for projecting the number of school places required to satisfy future demand. In making

the projections, EMB will take into account the existing supply of school places in the relevant districts, the school places supplied by private schools, and additional school places from new schools completed under the School Building Programme (SBP).

### Secondary school education

6. EMB has developed a model to project the future supply and demand for public secondary school places. The methodology for projecting the supply and demand and the latest projection of the supply and demand for public secondary school places in 2002 are detailed in paragraph 5.4 to 5.8 of Chapter 7 of the Director of Audit's Report No. 41 (**Appendix III**). According to its projection made in 2002 covering the period from 2003 to 2012, EMB estimated that the supply of public secondary school places will be insufficient to meet the demand between 2003 and 2009. To meet the expected shortfall, EMB has planned to build 34 new secondary schools by 2008 to meet the projected demand. However, the supply will exceed the demand from 2010.

### **Deliberations of the Panel on Education**

7. The Panel has not discussed the subject of "Planning and provision of public sector school places" since the first term of the Legislative Council, but has discussed a number of policy issues that are related to or have impact on the subject. A summary of the issues discussed are in paragraphs 8 to 36 -

### Improving student-teacher ratio in primary and secondary schools

8. At the meeting on 18 January 1999, members in general expressed support for reducing the class sizes in public sector schools in order to improve the quality of school education. They urged the Administration to set out the policies and timetable on reduction of class sizes in primary and secondary schools. Given the class sizes of 37 and 40 in primary and secondary schools respectively, members also expressed concern about the heavy workload of teachers, particularly those teaching in schools with more than five students who might have certain learning difficulties or behavioural problems.

9. The Administration responded that according to research studies in western countries, there was no definite conclusion about the most appropriate class sizes for schools. Generally, Asian students were learning in larger class sizes than their western counterparts, but students in some Asian countries had demonstrated overall satisfactory academic achievements. It was also commonly accepted that a smaller class size for primary education would be beneficial to younger children, and a marginal adjustment in secondary school class size would make little difference in enhancing students' academic achievements. Given the resources constraint and a shortage of suitable sites for construction of new schools, the Administration had given priority to implementation of whole-day primary schooling (WDPS). When

WDPS was implemented in all primary schools, resources could be re-deployed to reduce class sizes in primary and secondary schools. As regards reducing teachers' workload in schools, particularly schools with more band five students, the Administration advised that it had taken a number of improvement initiatives, including provision of additional permanent and part time teachers, simplification of administrative procedures, utilization of Internet and community facilities, to reduce teachers' workload.

#### Allocation of land for school development

10. At the meeting on 30 March 1999, members noted the collaborative efforts between the Education Department and the Planning Department (PD) in the process of reserving school sites and the broad parameters in HKPSG for reservation of school sites as detailed in the Administration's paper (LC Paper No.CB(2) 1582/98-99(03) refers). According to the paper, planning and reservation of school sites was based on the forecast population growth and distribution in the 18 districts provided by the Census and Statistics Department and the Housing Department, the provisions of HKPSG, and the prevailing education policies such as WDPS. PD, in preparing town plans and designing comprehensive development projects, would reserve sites on the basis of the size and needs for community services in accordance with HKPSG. In assessing the requirement of school provision, PD would consult EMB on the needs for educational facilities and the latest forecast demand and supply of school places in the relevant districts or areas.

11. Some members had enquired about the criteria and priority for allocation of sites for construction of schools. The Administration replied that given the scarcity of land resources in Hong Kong, PD had to balance the competing demands for housing, education, transport, commerce, welfare, recreation and other community needs. Nevertheless, development plans could always be adjusted in response to new policies and changes in population and its distribution.

12. Some members expressed support for the construction of "school estates" to accommodate a cluster of primary and secondary schools in new towns and developments to share a more spacious environment and better facilities. They stressed the importance of a well-planned infrastructure in support of the operation of "school estates" as well as the provision of standard facilities and space entitlement to the schools in clusters. They considered that the construction of more "school estates" would improve the learning environment in schools in the face of a limited supply of suitable sites in urban areas, and the relocation of existing secondary schools to "school estates" would make available suitable sites for construction of new primary schools.

13. The Administration pointed out that a host of problems would have to be resolved for the establishment of appropriate infrastructure in support of the operation of a "school estate" in a new development or town. These included the transport network, community services, catering services, environmental impacts on

surrounding areas and local residents. In addition, some social workers and planning experts pointed out that there could be social problems and law and order issues arising from the operation of a large number of clustered schools. Furthermore, the arrangements for cost-effective use of the common school facilities and the intention of sponsoring bodies to operate schools in "school estates" should also be explored.

#### Reservation of school sites

14. The Panel discussed issues related to reservation of school sites at its meetings on 18 December 2000, 15 January 2001 and 20 January 2003.

#### *Meeting on 18 December 2000*

15. Members urged the Administration to reserve adequate sites for development of schools and expedite the development work of the reserved sites for construction of new schools to fulfil its policy commitments in education. They requested the Administration to provide details of some 234 sites reserved for school development and elaborate on the factors affecting their availability.

16. The Administration pointed out that the majority of the reserved sites were intended to serve long term population growth, and their availability would have to tie in with site preparation and infrastructure works to match population in-take in individual districts. Depending on the location and the availability of infra-structural facilities, development of schools on these reserved sites could incur substantial public expenditure and giving the priority in allocation of the necessary resources would have to be supported by the community as a whole. In addition, the capacity of the Public Works Programme in accommodation of a large number of school development projects, the will of parents and students affected by in-situ redevelopment of schools, the support of relevant District Councils were other important factors impacting on the implementation of school development projects.

#### *Meeting on 15 January 2001*

17. Members noted the details of the 234 reserved sites and the factors affecting their availability as provided in LC Paper No.CB(2)666/00-01(01). Some members considered that priority should be given to allocation of sites for school development since education was paramount to the future development of Hong Kong, and sites allocated for other purposes but had not been utilized for a long time should be re-zoned for school development.

18. The Administration explained that PD and the Town Planning Board would consider re-zoning sites reserved for other purposes but had not been developed or redeveloped for a long time for school development. The Administration would also consider converting industrial and commercial buildings into temporary college premises if they were not cost-effectively deployed for the intended purposes.

19. Some members urged the Administration to ensure effective co-ordination of departmental efforts to review sites for re-zoning purposes, identify vacant land adjacent to or close to schools not suitable for carrying out improvement works and consider constructing more "school estates" in new towns and developments. They pointed out that many sites reserved for departmental use were left undeveloped for years.

20. The Administration responded that an internal monitoring mechanism was in place to ensure effective use of land resources. Under the mechanism, departments would be required to provide explanations on reserved sites which had not been developed three years after allocation. In addition, the Administration would also explore the feasibility of establishing an inter-departmental mechanism on school development projects.

*Meeting on 20 January 2003*

21. Members were briefed on the work progress on provision of adequate school places to meet demand arising from population change in different districts, implementation of WDPS, and development of more senior secondary schools, DSS schools and private independent schools. Members also noted the Administration's plan to close high cost schools, provide more post-secondary places and re-provision and re-develop some 429 existing schools which were built more than 30 years ago and/or of a site area less than 3 000 square metre.

22. Members urged the Administration to review the demand and supply of school sites in the light of the decline of student population in the next few years, and plan the schedule for re-provisioning and re-development of the 429 sub-standard schools. The Chairman also suggested that the Administration should take the opportunity to implement small class teaching in public estates and districts where the student population had significantly decreased to promote quality of education and reduce surplus of teachers in schools.

23. The Administration responded that it would take into account the latest population forecast in deciding which school development projects should proceed for the committed education objectives. The Administration would continue to monitor the pace of development of the reserved school sites to ensure their availability to meet the demand for additional school places arising from various factors including population growth and WDPS by 2007 and an expanded senior secondary school sector by 2003.

Whole-day primary schooling

24. The Government announced in the 1997 Policy Address that the Administration aimed to provide 60% and 100% of primary school students with whole-day schooling by 2002 and 2007 respectively, subject to supply of sufficient

school sites in individual districts and possible changes in population growth and distribution. The Administration had achieved the interim target of 60% WDPS through the construction of 78 new schools between 1998 and 2002, making use of vacant school premises, building additional classrooms/extension blocks, redeveloping existing school premises, and merging the morning and afternoon sessions of bi-sessional schools. To achieve the long-term goal of 100% WDPS, the Administration planned to build another 51 new schools between 2002 and 2007, having regard to the population projection and distribution, parental choice, popularity of school and the physical condition of existing schools.

25. As at June 2003, 170 school premises were still operating in bi-sessional mode. Of these 170 schools, 103 schools had agreed to a conversion plan for switching to operate on a whole-day mode. The Administration would continue to liaise with the remaining 67 schools for a feasible conversion plan by allocation of new or vacant premises, merging of their morning and afternoon sessions, or other methods.

26. At the Panel meeting on 16 June 2003, members urged the Administration to work out feasible conversion plans for the remaining 67 bi-sessional schools to operate on a whole-day mode. They also requested the Administration to conduct a comprehensive review on WDPS with the aims of improving the provision of WDPS and the quality of primary education. They considered that the review should identify the good practices in scheduling of primary classes, organization of extra-curricular activities within and beyond school hours, re-design of school curriculum, etc; and evaluate how whole-day schools had made use of the longer school hours to foster an all-round development of students.

27. The Administration responded that in general schools operating on a whole-day mode enjoyed more flexibility in scheduling classes and their students had more time to interact with fellow classmates and teachers. The Administration would disseminate the good practices adopted by some schools to other schools for reference and adaptation. Under the education reform, all schools should move towards providing an all-round education to students. With longer school hours, whole-day primary schools were encouraged to organize various academic and non-academic activities for their students.

### Small class teaching

#### *Oral question raised by Hon SZETO Wah*

28. In response to Hon SZETO Wah's oral question raised at the Council meeting on 13 November 2002, SEM replied that a study on small class teaching would be conducted in 30 to 40 public sector primary schools from the 2003-04 school year. The participating schools would try out the class size of about 20 students at junior primary levels and relevant professional training and support would be provided to the teachers as appropriate. The Panel subsequently discussed the issue at its meetings on 18 November 2002, 19 May and 16 June 2003.

*Meeting on 18 November 2002*

29. In briefing the Panel on the key issues on the education agenda for 2002-03, SEM informed the Panel that the Administration would conduct a longitudinal study on the impact of teaching in small classes from the 2003-04 school year in order to find out the necessary pre-conditions and teaching strategies that would maximize the benefit of small class teaching.

30. Some members expressed reservations about the need to conduct the longitudinal study since the benefits of small class teaching were apparent, and all teachers would support its implementation as it would definitely facilitate class management and improve student-teacher interactions in a class room setting. Some members also queried whether it was worthwhile to conduct the case studies, given that most education researches had failed to provide conclusive evidence for policy formulation purpose. Some other members expressed concern about the huge costs incurred for the implementation of small class teaching, and considered that other initiatives, such as reducing the student-teacher ratio, could also improve the quality of education.

31. The Administration explained that in view of the substantial resources required for implementing small class teaching in public sector primary schools, it needed to conduct a longitudinal study in selected primary schools to find out the relationship between small class teaching and its effectiveness on teaching and learning. The longitudinal study would be designed to help determine the optimal class size for primary education and identify the role and functions of teachers in teaching and learning in both small and regular classes for formulation of long term policies and strategies in primary education. The Administration also pointed out that the current student-teacher ratio of 20.8:1 was comparable to those of the western countries. The establishment of a long term policy on reduction of class size would require corresponding changes to the pedagogy, should be based on solid evidence of positive learning outcome, and would be subject to the availability of resources.

32. Some members suggested that the Administration should consider maintaining the education allocation to primary schools at the current level and allow them to operate smaller classes in case their student intake decreased as a result of a declining student population. They considered that the Administration should consult frontline teachers on the merits of small class teaching rather than relying on the results of a longitudinal study. Given the huge costs incurred for implementation of small class teaching in all public sector primary schools, the decline of primary student population in some old districts provided a golden opportunity for progressive implementation of small class teaching in certain primary schools.



*Meetings on 19 May and 16 June 2003*

33. The Administration briefed the Panel on a proposed study on effective strategies of class and group teaching in primary schools, the main objective of which was to identify the good practices in small class and variable group teaching for dissemination to and adaptation by other schools for enhancing learning effectiveness.

34. Some members considered that the proposed study was in essence different from the proposed longitudinal study since variable class size and group teaching strategies did not mean a reduction in class size but only flexible adjustment of class sizes to suit different learning and teaching activities in selected primary schools. They considered that small class teaching would certainly enhance the quality of teaching and learning in primary schools. They urged the Administration to take the opportunity to implement small class teaching in schools located at districts where the student population had significantly decreased.

35. SEM explained that the proposed study on effective strategies of class and group teaching had taken into account the concerns of LegCo Members and the views of academics in the field. While all public sector primary schools were provided with similar level of resources, some schools had managed to practise variable class size and group teaching strategies to enhance learning effectiveness. The Administration would identify the good practices in small class and variable group teaching in public sector primary schools for dissemination to and adaptation by other schools for enhancing learning effectiveness in six months. Subject to availability of resources, the Administration would consider increasing the number of primary schools to be invited to take part in the study. The Administration would conduct an interim review of the study and might adjust the implementation plan in the light of the findings of the review, and published a final evaluation report by end-2006.

36. Members raised no objection to the Administration's plan to identify the existing good practices in small class and variable group teaching in six months. Some members, however, considered it unacceptable that the evaluation report on the study could only be available by end-2006. They urged the Administration to invite more interested sponsoring bodies to participate in the study with details on the support measures and resources provided. The Administration agreed to brief members on the strategies and practices which had been evaluated and identified as effective for implementing small class teaching in primary schools in six months.

**Other background information**

Written question on "School Planning" at Council meeting on 26 November 2003

37. Hon CHEUNG Man-kwong raised a written question on school planning at the Council meeting on 26 November 2003. In his reply to the written question, SEM

explained that SBP is planned on the basis of established policies and objectives, and can be adjusted in the light of a number of reasons. He also explained that reduction in the number of classes in individual districts might be related to the supply and demand of school places as well as parental preference. However, such reduction did not necessarily obviate the need to construct new schools in individual districts since SBP was drawn up to achieve various objectives in education. A copy of Hon CHEUNG Man-kwong's question and SEM's response is in **Appendix IV**.

Motion debate on "Education Policy" at Council meeting on 5 December 2003

38. Hon CHEUNG Man-kwong moved the following motion for debate at the Council meeting on 5 December 2003 -

"That this Council opposes the Government's reduction in spending on education, and urges the Government to implement small-class teaching in primary and secondary schools by phases, adopt the four-year normative undergraduate structure as early as possible, and provide funding support for existing associate degree programmes run by universities, so as to provide students with quality education and nurture future talents for Hong Kong".

The motion was negatived. SEM's speech made at the debate in response to members' views and concerns is in **Appendix V**.

**Other relevant documents**

39. Apart from the documents attached to this paper, members may wish to refer to the minutes of the relevant meetings and papers provided by the Administration as set out in **Appendix VI**. Soft copies of these documents are available at the website of the Legislative Council at <http://www.legco.gov.hk>.

Council Business Division 2  
Legislative Council Secretariat  
28 January 2004

**Extract from Public Accounts Committee Report No. 39**

**Primary education - Planning and provision of primary school places**

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75. **Conclusions and recommendations**    The Committee:

**Planning and provision of public-sector primary school places**

- expresses concern that:

- (a) by 2010, the overall supply of primary school places would exceed the overall demand by 27,600 school places, which is equivalent to 35 standard schools, and mismatches would occur in nine of the 18 districts;
- (b) the expected excess supply of primary school places is unlikely to reverse, as the number of children in the age group of six to eleven is expected to remain at a low level for the next two decades;
- (c) of the 69 new schools that were being planned, 22 were for the seven districts where there would be a significant excess supply of school places;
- (d) not enough school places are being planned for two districts where there will be a serious shortfall of school places; and
- (e) some schools had each seven or more vacant classrooms, which represent under-utilisation of existing educational resources;

## **Primary education - Planning and provision of primary school places**

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- notes that:
  - (a) the Education and Manpower Bureau (EMB) will tighten the criteria for operating Primary One classes from the 2003-04 school year, to the effect that if the total number of students allocated to a Primary One class of a school is less than 23, and there are still unfilled Primary One places in other schools of the same school net, the school may not be allowed to operate that class;
  - (b) the EMB has decided to suspend nine school projects in the seven districts projected to have excess supply of primary school places in both 2007 and 2010 based on the latest population projection, and another five school projects due to various reasons, e.g. high site formation costs and technical constraints of the school sites concerned; and
  - (c) the EMB plans to construct a total of 19 new primary schools from 2003 to 2007 in the four districts with a projected shortfall of school places in the light of the latest population forecast;
- urges the Secretary for Education and Manpower to:
  - (a) explore measures to address the problem of expected serious excess supply of school places;
  - (b) review the school building programme, taking into account:
    - (i) the savings that can now be achieved due to the suspension of the school projects; and
    - (ii) the need to expeditiously re-provision or redevelop existing schools which have poor physical conditions; and
  - (c) consult the Legislative Council (LegCo) and parties concerned regarding the revised criteria for operating Primary One classes;

### **Enrolment and class size**

- expresses concern that:
  - (a) a serious over-enrolment situation existed in some classes where the actual number of students exceeded the standard class size by seven or more; and

## **Primary education - Planning and provision of primary school places**

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- (b) a serious under-enrolment existed in some classes where the unfilled places were eleven or more;
- acknowledges that the EMB will conduct a study to identify the pre-conditions for effective learning in small classes and is considering the details of the study, including the timetable and scope;
- urges the Secretary for Education and Manpower to consult the LegCo and parties concerned when conducting the study on small class teaching;

### **School Improvement Programme**

- expresses serious dismay that some schools had not made use of their vacant classrooms although they had been left idle for a long time;
- expresses concern that:
  - (a) the School Improvement Programme (SIP) can be more cost-effectively carried out in schools with many vacant classrooms by converting vacant classrooms into various function rooms, instead of building additional floor areas; and had such an approach been adopted, the cost of the SIP works carried out would have been reduced significantly; and
  - (b) five schools that would be closed down are included in Phase V of the SIP;
- notes the Director of Education's statement that according to the ED's projection, all the vacant classrooms in those schools for which SIP works had been carried out would be used by the commencement of the 2007-08 school year when whole-day primary schooling was fully implemented;
- acknowledges that the EMB has decided to shelve the SIP works for 62 rural schools as the demand for such schools may not be great;
- urges the Secretary for Education and Manpower to:
  - (a) explore ways to make use of the vacant classrooms temporarily, pending full implementation of whole-day primary schooling;
  - (b) re-examine the SIP plans for schools which have many vacant classrooms and, where feasible, convert the existing vacant classrooms into various function rooms, instead of building additional floor areas; and

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- (c) shelve the SIP works or reduce the scope of the works to be carried out for schools that will be closed down in the near future, having regard to the remaining life span of the schools concerned;

### **Rural primary schools**

- expresses concern that many rural schools are not able to provide a suitable environment for quality education and social development because of the inferior facilities and the small number of students;
- acknowledges that the EMB:
  - (a) has drawn up a timetable to phase out all Category C rural schools that are surplus to requirements; and
  - (b) is reviewing the future development of rural primary schools;
- urges the Secretary for Education and Manpower to draw up action plans to transfer students attending rural schools to nearby standard schools as far as possible, so as to ensure that the students can study in a more suitable school environment with better school facilities;

### **Government primary schools**

- expresses concern that:
  - (a) government primary schools are not evenly distributed in accordance with the broad guidelines that each district should have one government primary school; and
  - (b) the cost differential between operating government primary schools and aided schools had widened from 21% in 1990 to 26% in 2001;
- acknowledges that the EMB:
  - (a) is reviewing the role, provision and the future development of government primary schools; and
  - (b) will try using contract terms to hire staff in government schools from 2003;

## **Primary education - Planning and provision of primary school places**

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### **Primary One Admission system**

- expresses concern that:
  - (a) about half of the parents who responded to the audit survey considered that the Primary One Admission (POA) information provided by the ED was insufficient and were not satisfied with the information provided; and
  - (b) the ED's current system for preventing and detecting the reporting of false addresses by parents has its limitations because the documents requested by the ED for residential addresses are not entirely reliable;
- urges the Secretary for Education and Manpower to:
  - (a) take appropriate action to provide the public with additional information on the POA process, which is mentioned in paragraph 7.12 of the Audit Report; and
  - (b) provide a hyperlink to the POA on the front page of the EMB's Website throughout the year; and

### **Follow-up actions**

- wishes to be kept informed of:
  - (a) the progress of all the actions taken by the EMB to ensure that the standard class size is followed as far as possible;
  - (b) the progress of the study on small class teaching;
  - (c) the actions taken by the EMB to improve the cost-effectiveness in the implementation of the SIP;
  - (d) the progress made by the EMB in phasing out rural schools;
  - (e) the outcome of the review of the future development of rural primary schools; and
  - (f) the outcome of the review on the role, provision and development of government primary schools.

**Extract from the Director of Audit's Report No. 41**

**PLANNING AND PROVISION OF  
PUBLIC SECONDARY SCHOOL PLACES**

**Summary**

1. It is a government policy to provide nine years of free and basic education for every child aged between 6 and 15 (or until completion of Secondary Three, whichever is earlier). Secondary education aims to provide a well-balanced education that will prepare students for further education or for work. As at September 2002, there were about 461,000 secondary students studying in 402 public (i.e. aided or government) schools and 94 non-public schools. The average cost of providing a public secondary school place is about \$36,000 a year. In the financial year 2003-04, the recurrent financial provision for secondary education amounts to \$16.6 billion (paras. 1.2 to 1.6).

2. Audit has recently conducted a review of the planning and provision of public secondary school places. The objectives of the audit are to examine the Education and Manpower Bureau (EMB) system of planning and providing public secondary school places and to ascertain whether there are areas for improvement (para. 1.9).

**AUDIT FINDINGS**

**Classroom utilisation**

3. Of the 402 public secondary schools as at September 2002, 50 had a total of 145 vacant classrooms. Vacant classrooms are a matter of concern because they represent under-utilisation of educational resources. Audit examined the vacant classroom situation at four aided schools where the situation was more serious, and found that these schools could take action to reduce the number of vacant classrooms (paras. 2.2 to 2.16).

**Unfilled places in public secondary schools**

4. Of the 10,940 operating classes as at September 2002, 4,597 had unfilled places, including 671 classes in ex-prevocational/technical schools (paras. 3.3 and 3.17). The total number of unfilled places was about 20,300.





As the EMB allocates resources to public schools mainly based on the number of operating classes, under-enrolment implies that resources allocated are not being utilised in an optimal manner. The under-enrolment situation could be improved by combining seriously under-enrolled classes of the same level in the same school. Audit has estimated that, by combining classes with large numbers of unfilled places, up to 147 operating classes could be reduced (paras. 3.3 to 3.8).

### **Supply of places at Secondary Six and Seven**

5. Audit noted that as at September 2002, almost all Secondary Six classes were operating at full capacity, with only 293 unfilled places. At the same time, the number of unfilled places at Secondary Seven was 965. Many students who wished to pursue studies in Hong Kong after passing the Hong Kong Certificate of Education Examination could not be admitted to Secondary Six due to the limited number of places, yet many of those admitted to Secondary Six choose not to study in Secondary Seven. This is because some of them go abroad to continue their studies or are admitted to local universities after completing Secondary Six. To deal with this situation, one possible option is to increase the class size of Secondary Six classes slightly (paras. 3.11 to 3.14).

### **Caput schools**

6. In the early 1970s, when the supply of public secondary school places was inadequate, the Government considered that it needed to buy school places from private schools. It decided that a grant should be given to non-profit-making private schools for each secondary school place bought. As the amount of the grant was offered on a per pupil basis, the grant became known as the Per Caput Grant. In the 2002-03 school year, the Government bought a total of 7,300 school places from the nine caput schools, at an amount of \$246 million. Audit noted that three of these schools were awarded negative value-added scores by the EMB over the last three years. Furthermore, there were 20,300 unfilled places in public secondary schools, which were more than sufficient to absorb the places provided by the caput schools (paras. 3.21 to 3.29).

### **Government secondary schools**

7. The Government provides a secondary education service directly to students by operating 36 government schools. Government secondary schools cost more to operate than aided secondary schools, mainly because the staff

are employed on civil service terms and enjoy better fringe benefits than their counterparts in aided secondary schools. In 2002-03, the cost differential was \$10,013 per student or 29%; the annual operating cost of a standard government school was \$11.2 million higher (paras. 4.2 and 4.16).

8. Audit noted that the utilisation rates of two government schools were particularly low, standing at only 30% and 46%. The EMB needs to examine the justification for continuing to run 36 government schools given the low utilisation rates of some schools (paras. 4.13 and 4.18).

#### **Model for projecting future supply and demand for public secondary school places**

9. The EMB has developed a model to project the future supply and demand for public secondary school places. According to the latest projection made in 2002 covering the period 2003 to 2012, the supply of public secondary school places will be *insufficient* to meet the demand between 2003 and 2009. To meet the expected shortfall, the EMB is planning to build 34 new secondary schools by 2008 (para. 2.2). However, supply will exceed demand from 2010 (paras. 5.4 to 5.7).

10. Audit examined the projection of supply and demand for public secondary school places made by the EMB in 2002 and noted that the EMB might not have fully taken into account the following factors in assessing the total number of available public secondary school places:

- (a) there were some 145 vacant classrooms (see para. 3 above) which could be utilised to provide additional school places;
- (b) excessive number of school places was reserved for repeaters at Secondary One to Three;
- (c) the number of school places provided by Direct Subsidy Scheme schools that the EMB took into account was on the low side; and
- (d) ten of the 34 new schools being planned were finalised after the EMB made its projection in 2002. The additional school places to be provided by these ten new schools were not included in the projection.

11. Audit considers that the methodology for projecting future supply and demand for public secondary school places needs to be re-examined (paras. 5.9 to 5.15).

## AUDIT RECOMMENDATIONS

12. The Secretary for Education and Manpower should:

### *Classroom utilisation*

- (a) periodically review the enrolment situation and assess the performance of those schools with significant numbers of vacant classrooms (para. 2.17(b));
- (b) require those schools which have not made significant contributions to the progress of their students to make improvements within a reasonable period of time (para. 2.17(d));

### *Unfilled places in public secondary schools*

- (c) keep the enrolment situations of all schools under review and, where feasible, direct schools to combine under-enrolled classes of the same level in the same school (para. 3.9);

### *Supply of places at Secondary Six and Seven*

- (d) consider increasing slightly the class size standard of 30 students per class for Secondary Six classes to admit more Secondary Five school leavers (para. 3.15(b));

### *Caput schools*

- (e) consider reducing the number of school places bought from caput schools, having regard to the large number of unfilled places in public secondary schools (para. 3.30(a));

- (f) carry out inspections of caput schools to ensure that school places are only bought from those schools which are properly managed and providing quality education (para. 3.30(b));

***Government secondary schools***

- (g) critically examine the objectives of providing government secondary schools to see whether they are still valid, having regard to present-day circumstances (para. 4.19(a));
- (h) closely monitor the utilisation in some government secondary schools and implement necessary improvement measures (para. 4.19(b));

***EMB's methodology for projecting future supply and demand for public secondary school places***

- (i) re-examine the projection of supply and demand for public secondary school places (para. 5.16(a));
- (j) in making the projection, consider reducing the number of school places reserved for repeaters (para. 5.16(b));
- (k) periodically review the number of Direct Subsidy Scheme school places to be taken into account in making the projection (para. 5.16(c)); and
- (l) in future, in making the projection, take into account all the schools that will be built according to the EMB's School Building Programme (para. 5.16(d)).

**Response from the Administration**

13. The Secretary for Education and Manpower generally agrees with Audit's recommendations.

**EMB's methodology for projecting supply and demand for secondary school places**

5.4 *Demand projection.* The projected demand for secondary school places to be provided by the public sector is assessed according to the following parameters:

- (a) *Secondary One to Three.* The projected demand for Secondary One school places is based on the number of primary six students. The same number of Secondary Two and Three school places is then provided for the same student population in subsequent years;
- (b) *Secondary Four and Five.* The projected demand for Secondary Four places is derived by applying a five-percent reduction factor on the projected Secondary Three enrolment one year earlier. The demand for Secondary Five places is expected to be the same as the demand for Secondary Four places a year earlier (Note 11); and
- (c) *Secondary Six and Seven.* The projected demand for Secondary Six places in any given future year is derived by taking one-third of the number of subsidised Secondary Four places two years earlier. The number of Secondary Seven places is assumed to be the same as that of Secondary Six a year earlier.

5.5 *Supply projection.* The EMB's projections of the future supply of public secondary school places are generally based upon data on the planned class structure of existing secondary schools, which is updated annually by the District School Development Section of the EMB. The planned class structure of a secondary school refers to the planned number of its operating classes at each level over the next ten years. The total estimated supply of secondary school places from *existing* secondary schools at each level from 2003 to 2012 is derived by (a) minus (b) plus (c), where:

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**Note 11:** *Although the EMB is aware of the fact that the repetition rate in Secondary Five is higher than that in lower levels, it considers that the additional demand so generated should be absorbed by schools in the private sector.*

- (a)** is the total number of school places (derived from the total number of operating classes and the class size standards) in:
- (i) all secondary schools in the public sector;
  - (ii) the caput schools; and
  - (iii) 100% of senior secondary schools under DSS, and 60% of the classes in other DSS schools;
- (b)** is the number of school places in secondary schools which are scheduled for *closure* in coming years, in accordance with the schools' planned phasing-out class structure; and
- (c)** is the number of school places that will be provided by *new secondary schools which have been included in the EMB's School Building Programme* (but excluding new schools that are still under review). For a new school with 30 classrooms, the class structure is five classes each in Secondary One to Five, and two classes each in Secondary Six and Seven.

**Supply and demand for public secondary school places between 2003 and 2012**

5.6 The latest projection of the supply and demand for public secondary school places made by the EMB in 2002 covers the period between 2003 and 2012 (see Table 20).

Table 20

**EMB's projection of overall supply and demand  
for public secondary school places between 2003 and 2012**

Year	Supply (Note)	Demand	Shortfall	Surplus
	(a)	(b)	(c) = (a) – (b)	(d) = (a) – (b)
2003	457,000	462,100	(5,100)	
2004	468,200	472,800	(4,600)	
2005	476,200	480,500	(4,300)	
2006	481,300	488,100	(6,800)	
2007	483,800	492,500	(8,700)	
2008	484,600	493,100	(8,500)	
2009	484,600	486,700	(2,100)	
2010	484,600	474,700		9,900
2011	484,600	458,600		26,000
2012	484,600	442,900		41,700

Source: EMB's records

Note: In making the projection for the overall supply of public secondary school places, the EMB has taken into account the number of school places provided by the DSS and caput schools.

5.7 As can be seen from Table 20, the supply of public secondary school places is insufficient to meet demand between 2003 and 2009. However, supply will exceed demand from 2010. Details of the expected surplus/shortfall of school places at different secondary levels between 2003 and 2012 are shown in Appendix B.

5.8 Audit analysed the projected shortfall into different levels of secondary education between 2003 and 2009. Between 2003 and 2007, the shortfall would mainly pertain to Secondary One to Three. In 2008, the shortfall would be evenly distributed between Secondary One to Three and Secondary Four to Five. In 2009, the shortfall would mainly pertain to Secondary Four and Five — see Table 21.

**Table 21**

**Breakdown of shortfall in public secondary school places  
between 2003 and 2009 as projected by the EMB**

Year	Total shortfall	Breakdown	
		Secondary One to Three	Secondary Four and Five
2003	8,800	5,600 (64%)	3,200 (36%)
2004	8,600	6,600 (77%)	2,000 (23%)
2005	7,300	7,100 (97%)	200 (3%)
2006	9,700	8,300 (86%)	1,400 (14%)
2007	12,500	8,400 (67%)	4,100 (33%)
2008	12,300	6,100 (50%)	6,200 (50%)
2009	10,400	3,000 (29%)	7,400 (71%)

Source: EMB's records



## Appendix IV

(Translation)

## LEGCO QUESTION NO. 11

(Written Reply)

Date of Sitting: 26 November 2003Asked by: Hon CHEUNG Man-kwongReplied by: Secretary for Education  
and ManpowerQuestion:

Regarding school planning, will the Government inform this Council:

- (a) of the numbers of classes, school places and students in primary and secondary day schools in each of the past three years, at present and in the next two years, broken down by school zones and grades;
- (b) of the specific details of the school construction plan in each of the past three years, at present and in the next five years, including the number of schools constructed, their names (if named already), types, the kinds of courses and the number of places they provide, broken down by school zones;
- (c) whether the variations in student population growth in individual school zones have given rise to an over-supply of school places in individual zones, and whether the authorities have formulated appropriate measures to solve the problems arising from inaccurate school planning; if they have, of the details; and
- (d) of the justifications for the authorities' plan to construct new school premises in zones where there are class reductions, and the ways to tackle the problem of a deteriorating imbalance in school places as a result of the construction of such new school premises?



Reply:

Madam President,

Our school building programme is devised on the basis of the following established policies and objectives -

- > to provide nine-year free and universal basic education for all eligible children;
- > to enable virtually all students to enjoy whole-day primary schooling by 2007/08;.
- > to provide subsidised senior secondary and vocational training places to all form three students who have the ability and wish to continue their study;
- > to provide more choices for parents in meeting the need of individual students through the development of quality schools under the Direct Subsidy Scheme and private independent schools;
- > to promote adoption of the "Through Train Mode" in schools as a means to help primary students adapt to secondary education when they are promoted; and
- > to redevelop or reprovision schools accommodated in sub-standard premises.

(a) The numbers of classes, school places and students in local primary and secondary day schools (in both the public and private sectors) over the past three years (from 2000/01 to 2002/03 school years) and at present, broken down by districts and grades, are detailed at Annex 1. (Pending verification, statistics for the current school year at Annex 1 are provisional only.) It should be noted that in primary

schools, the statistics cover both classrooms used for whole-day schooling and classrooms used for bi-sessional operation. In the latter case, the total numbers of classes and places thus available are doubled. Q 11

The projected supply and demand of public sector school places in the next two years are set out at Annex 2. The projection, in terms of class numbers, has taken into account various factors including forecast on the age and geographic distribution of the population of Hong Kong and past enrolment data. It is used for macro planning purposes in the Government's school building programme. The projected supply has included the additional school places being planned, some of which are still subject to funding approval. In line with the implementation of whole day primary schooling, all the classrooms available are assumed to be used for whole-day operation in the projection model, in order to calculate the difference between supply and demand and thus the shortfall in the provision of schools.

In examining the supply and demand figures, two points are note-worthy. First, demographic figures are not the only factor to be considered in planning for the school building programme. Our planning has to support the policy of provision of diversity and choices for parents and students in the education system. Second, the projected supply and demand of school places in a district may be to an extent at variance with the actual enrolment. Take Wan Chai as an example. According to the 2001 projection, the demand for primary school places in the district in 2002 was 214 classes. With a provision of 405 classes, there appeared to be a surplus of 191 classes. However, during the allocation of discretionary places in 2002, the total number of applications received by the schools in Wan Chai was 2.4 times the number of

discretionary places. This shows that there would be no surplus of school places in the district if parents' preferences were also taken into account.

(b) The new school projects in the past three years (from 2000/01 to 2002/03 school years), at present and in the next five years are detailed at Annex 3. To achieve the objective of implementing whole day schooling in virtually all primary schools by the 2007/08 school year, it is estimated that we have to build 65 primary schools between 2003 and 2007. This includes extension and redevelopment projects for some schools. As regards secondary schools, we have to provide 423 additional classes between 2004 and 2007 to meet the projected increase in demand for school places. At present, 27 primary schools and 9 secondary schools required to meet the demand have received funding approval. We plan to apply to the Finance Committee of the Legislative Council for funding approval for other school projects under planning.

(c) When planning for our school building programme, we would seek to balance the supply and demand of school places in individual districts. However, the current distribution of schools is the result of years of development and this poses constraints for us to strike the balance. Individual districts may experience an over-supply of school places for a number of reasons, for instance,

- > some primary schools are still in bi-sessional operation;
- > individual primary schools may adopt the activity approach (32 students per class) at the junior level and the non-activity approach (37 students per class) at the

senior level. Since the number of students remains the same, there will be 5 unfilled places for each senior class;

- > the number of school-age children may drop due to mobility and demographic changes of the population;
- > parents may choose to send their children to schools outside their own districts;
- > schools in a particular district may fail to attract students from neighbouring districts where there is an adequate supply of school places;
- > a certain amount of surplus places is required if parents are to be given genuine choices. Schools under the Direct Subsidy Scheme are open to students territory-wide and their school places cannot be all counted towards meeting the district's own demand.

In examining the supply and demand of school places at the district level, we must bear in mind that the provision of primary school places is planned on a district basis to enable students to attend schools in the same district, whereas the provision of secondary school places is planned on a territory-wide basis.

In view of the imbalance over supply and demand of school places in some districts, the Administration have put in place appropriate measures, including the following -

- > the Education and Manpower Bureau (EMB) will consider the latest district population data released by the Planning Department every year, review the

supply and demand of primary school places in all districts and make corresponding adjustment to the school building programme. For example, in view of the latest demographic projection, we have shelved two primary school projects in Yuen Long originally planned for provision of additional school places;

- the EMB will take full account of the supply and demand of school places at the district level when identifying sites for building new secondary schools, and make appropriate adjustment to the school building programme in view of annual updates of data. For example, based on the latest projection, there will be a shortfall of about 100 secondary classes for Shamshuipo in 2007. We have planned to build four secondary schools there to balance the supply and demand of school places at the district level;
- we will merge, relocate or close schools with sub-standard facilities and high operating cost. In doing so, we will consider factors such as the overall provision of school places at the district level, parental choice, class structure, economy of scale and operating standards of the schools.


In implementing the above measures, the EMB will maintain close liaison with schools and work out reasonable transitional arrangements.

(4) Reduction in the number of classes as happened in individual districts may be related to the supply and demand of school places as well as to parental preference. However, it does not necessarily obviate the need to construct any new school in such districts. As explained above, our school building programme is drawn up to achieve various objectives in education. For example,

Q 11

- to assist bi-sessional primary schools to convert into whole day operation, the EMB, in its planning, has to take into account factors other than the demand and supply of school places, including parental choice and the popularity of a school. Seeking to achieve the target of whole day schooling by phasing out one session of a popular primary school on the sole basis of supply and demand of school places in the district would not be in the best interest of students;
- the provision of secondary school places is planned on a territory-wide basis. In the event of a shortfall of school places in a district where suitable sites for building new schools are not readily available, the EMB has to consider meeting the need of that district by initiating new school projects in other districts, even though the latter may have sufficient school places of their own.
- the new and modern premises can be used to relocate schools which have performed well but the size and facilities of which are far below standard. About 400 existing primary and secondary schools have a site area of less than 3 000 sq.m. (for Y2K-design primary and secondary schools, the standard site areas are 6 200 sq.m. and 6 950 sq.m. respectively), or are accommodated in premises of more than 30 years old; and
- building Direct Subsidy Scheme schools and private independent schools can provide more diversity and more choices in the education system.

We fully appreciate that implementation of the school building programme under the existing policy may give rise to, or increase, over-supply of school places in individual districts. We are committed to providing quality education. To this end, emphasis



should be placed not only on matching supply and demand, but also on the quality of education. In recent years we have sought to introduce diversity and a market mechanism into the education system. It is hoped that students and parents will thus be provided with more choices, and schools encouraged to strive for self-improvement. To enable this mechanism to work, we must allow reasonable room for manoeuvre over the provision of school places.

Ends



## Annex 1

**Table 1 : Classes in primary schools by district from 2000/01 to 2003/04 school years  
(including all local public and private schools)**

District	Classes			
	2000/01	2001/02	2002/03	2003/04*
Central & Western	527	522	518	488
Wan Chai	499	497	468	432
Eastern	951	938	946	920
Southern	369	367	354	340
Yau Tsim Mong	778	774	771	732
Sham Shui Po	795	799	702	665
Kowloon City	1 093	1 068	1 053	1 009
Wong Tai Sin	941	948	914	904
Kwun Tong	1 001	1 014	1 020	1 010
Sai Kung	588	643	660	683
Sha Tin	1 177	1 184	1 160	1 124
Tai Po	775	738	695	613
North	817	810	778	725
Yuen Long	1 165	1 270	1 382	1 399
Tuen Mun	1 186	1 162	1 119	1 081
Tsuen Wan	605	602	576	554
Kwai Tsing	816	801	824	822
Islands	184	251	266	320
<b>Total</b>	<b>14 267</b>	<b>14 388</b>	<b>14 206</b>	<b>13 821</b>

**Table 2 : Classes in primary schools by grade from 2000/01 to 2003/04 school years  
(including all local public and private schools)**

Grade	Classes			
	2000/01	2001/02	2002/03	2003/04*
P 1	2 305	2 291	2 167	2 076
P 2	2 335	2 350	2 322	2 166
P 3	2 382	2 396	2 385	2 334
P 4	2 420	2 433	2 415	2 384
P 5	2 427	2 468	2 448	2 413
P 6	2 398	2 450	2 469	2 448
<b>Total</b>	<b>14 267</b>	<b>14 388</b>	<b>14 206</b>	<b>13 821</b>

\* Tentative figures, may be revised later.

Annex 1

**Table 3 : Classes in secondary schools by district from 2000/01 to 2003/04 school years  
(including all local public and private schools)**

District	Classes			
	2000/01	2001/02	2002/03	2003/04*
Central & Western	428	418	405	395
Wan Chai	606	596	561	555
Eastern	838	854	858	878
Southern	387	382	374	372
Yau Tsim Mong	545	512	499	517
Sham Shui Po	651	636	620	598
Kowloon City	1 019	1 004	1 007	1 005
Wong Tai Sin	649	645	654	672
Kwun Tong	908	897	910	930
Sai Kung	410	452	476	512
Sha Tin	1 169	1 191	1 193	1 208
Tai Po	648	647	657	645
North	547	569	582	590
Yuen Long	818	858	903	980
Tuen Mun	987	979	996	1 015
Tsuen Wan	401	375	372	379
Kwai Tsing	922	913	911	931
Islands	98	107	128	155
<b>Total</b>	<b>12 031</b>	<b>12 035</b>	<b>12 106</b>	<b>12 337</b>

**Table 4: Classes in secondary schools by grade from 2000/01 to 2003/04 school years  
(including all local public and private schools)**

Grade	Classes			
	2000/01	2001/02	2002/03	2003/04*
S 1	2 131	2 140	2 139	2 165
S 2	2 026	2 135	2 128	2 156
S 3	2 038	2 036	2 134	2 106
S 4	1 921	1 873	1 888	2 044
S 5	2 031	1 967	1 926	1 958
S 6	962	945	949	966
S 7	922	939	942	942
<b>Total</b>	<b>12 031</b>	<b>12 035</b>	<b>12 106</b>	<b>12 337</b>

\* Tentative figures, may be revised later.

Annex 1

**Table 5 : Places in primary schools by district from 2000/01 to 2003/04 school years  
(including all local public and private schools)**

District	Places			
	2000/01	2001/02	2002/03	2003/04*
Central & Western	19 395	19 222	19 166	17 780
Wan Chai	18 294	18 304	17 291	15 790
Eastern	32 957	32 559	32 899	31 650
Southern	12 787	12 631	12 454	11 810
Yau Tsim Mong	27 035	26 964	26 922	25 270
Sham Shui Po	29 116	29 376	26 061	24 370
Kowloon City	40 611	39 628	39 286	37 230
Wong Tai Sin	32 797	32 995	31 831	31 090
Kwun Tong	34 332	35 052	35 457	34 670
Sai Kung	19 097	20 924	21 655	22 100
Sha Tin	39 150	39 581	39 036	37 390
Tai Po	25 677	24 502	23 199	20 200
North	28 474	28 423	27 264	25 040
Yuen Long	39 678	43 295	47 383	47 360
Tuen Mun	41 544	41 085	39 794	37 970
Tsuen Wan	20 552	20 492	19 629	18 650
Kwai Tsing	27 601	27 299	28 291	27 830
Islands	6 247	8 319	8 895	10 600
<b>Total</b>	<b>495 344</b>	<b>500 651</b>	<b>496 513</b>	<b>476 800</b>

**Table 6: Places in primary schools by grade from 2000/01 to 2003/04 school years  
(including all local public and private schools)**

Grade	Places			
	2000/01	2001/02	2002/03	2003/04*
P 1	79 206	78 394	73 900	69 800
P 2	80 176	80 399	79 336	73 060
P 3	82 097	82 060	81 597	78 730
P 4	84 157	88 457	87 352	85 060
P 5	85 037	85 832	88 926	86 580
P 6	84 671	85 509	85 402	83 570
<b>Total</b>	<b>495 344</b>	<b>500 651</b>	<b>496 513</b>	<b>476 800</b>

\*Tentative figures, may be revised later.

Annex 1

**Table 7 : Places in secondary schools by district from 2000/01 to 2003/04 school years  
(including all local public and private schools)**

District	Places			
	2000/01	2001/02	2002/03	2003/04*
Central & Western	16 366	15 990	15 455	15 050
Wan Chai	23 201	22 728	21 562	21 310
Eastern	32 438	33 054	33 142	33 930
Southern	14 895	14 665	14 334	14 260
Yau Tsim Mong	20 014	19 351	18 836	19 540
Sham Shui Po	25 060	24 510	23 892	23 000
Kowloon City	38 887	38 405	38 457	38 360
Wong Tai Sin	24 890	24 726	25 077	25 770
Kwun Tong	35 092	34 605	35 187	35 970
Sai Kung	16 080	17 720	18 587	20 040
Sha Tin	44 712	45 656	45 518	46 130
Tai Po	25 102	25 033	25 448	24 970
North	21 308	22 112	22 620	22 920
Yuen Long	31 629	33 342	34 995	38 100
Tuen Mun	38 235	37 898	38 537	39 290
Tsuen Wan	15 271	14 566	14 426	14 700
Kwai Tsing	35 473	35 151	35 070	35 840
Islands	3 690	4 040	4 820	5 860
<b>Total</b>	<b>462 343</b>	<b>463 552</b>	<b>465 963</b>	<b>475 040</b>

**Table 8: Places in secondary schools by grade from 2000/01 to 2003/04 school years  
(including all local public and private schools)**

Grade	Places			
	2000/01	2001/02	2002/03	2003/04*
S 1	85 180	85 502	85 476	86 510
S 2	80 950	85 295	85 025	86 160
S 3	81 226	81 220	85 201	84 060
S 4	76 467	74 858	75 378	81 610
S 5	80 787	78 565	77 084	78 380
S 6	29 479	29 156	28 983	29 530
S 7	28 254	28 956	28 816	28 790
<b>Total</b>	<b>462 343</b>	<b>463 552</b>	<b>465 963</b>	<b>475 040</b>

\* Tentative figures, may be revised later.

Annex 1

**Table 9 : Enrolment in primary schools by district from 2000/01 to 2003/04 school years  
(including all local public and private schools)**

District	Enrolment			
	2000/01	2001/02	2002/03	2003/04*
Central & Western	18 154	17 565	16 950	16 260
Wan Chai	17 776	17 305	15 933	14 900
Eastern	30 970	30 336	30 512	29 560
Southern	12 332	12 002	11 451	11 070
Yau Tsim Mong	26 545	25 708	25 132	24 140
Sham Shui Po	27 241	26 966	23 228	22 180
Kowloon City	37 359	36 421	35 901	34 160
Wong Tai Sin	32 704	32 598	31 692	31 030
Kwun Tong	33 769	33 755	33 916	33 470
Sai Kung	18 774	20 417	20 698	21 450
Sha Tin	38 885	39 035	37 981	36 710
Tai Po	25 113	23 232	20 900	19 050
North	27 576	26 879	24 967	23 700
Yuen Long	39 037	41 172	44 621	45 420
Tuen Mun	40 533	40 281	38 606	36 910
Tsuen Wan	20 516	20 181	19 270	18 450
Kwai Tsing	27 959	27 324	27 884	27 760
Islands	4 532	6 581	7 538	8 340
<b>Total</b>	<b>479 775</b>	<b>477 758</b>	<b>467 180</b>	<b>454 560</b>

**Table 10: Enrolment in primary schools by grade from 2000/01 to 2003/04 school years  
(including all local public and private schools)**

Grade	Enrolment			
	2000/01	2001/02	2002/03	2003/04*
P 1	75 531	74 525	68 741	65 420
P 2	77 979	77 481	75 578	69 780
P 3	80 822	79 479	78 405	76 740
P 4	81 927	82 228	80 449	79 760
P 5	82 079	82 307	82 168	80 920
P 6	81 437	81 738	81 839	81 940
<b>Total</b>	<b>479 775</b>	<b>477 758</b>	<b>467 180</b>	<b>454 560</b>

\* Tentative figures, may be revised later.

## Annex 1

**Table 11 : Enrolment in secondary schools by district from 2000/01 to 2003/04 school years  
(including all local public and private schools)**

District	Enrolment			
	2000/01	2001/02	2002/03	2003/04*
Central & Western	15 700	15 227	14 656	14 400
Wan Chai	21 398	20 591	19 605	19 450
Eastern	30 445	31 173	31 507	32 140
Southern	14 162	13 843	13 654	13 590
Yau Tsim Mong	19 586	18 970	18 391	19 010
Sham Shui Po	24 742	24 054	23 268	22 740
Kowloon City	38 387	37 439	37 748	37 790
Wong Tai Sin	24 241	24 315	24 718	25 340
Kwun Tong	33 967	33 056	34 063	34 730
Sai Kung	14 919	16 200	17 360	18 740
Sha Tin	42 872	43 019	43 440	44 100
Tai Po	24 554	24 320	24 697	24 390
North	21 063	21 657	22 209	22 620
Yuen Long	30 739	32 240	34 140	37 110
Tuen Mun	36 717	36 720	37 612	38 210
Tsuen Wan	14 873	14 061	13 968	14 250
Kwai Tsing	34 190	34 317	34 303	34 910
Islands	2 980	3 371	4 108	4 850
Total	445 535	444 573	449 447	458 370

**Table 12 : Enrolment in secondary schools by grade from 2000/01 to 2003/04 school years  
(including all local public and private schools)**

Grade	Enrolment			
	2000/01	2001/02	2002/03	2003/04*
S 1	84 390	82 765	83 282	84 140
S 2	77 003	82 840	81 733	82 850
S 3	74 546	74 485	80 462	79 640
S 4	74 780	72 471	73 939	80 250
S 5	77 699	75 210	73 463	74 710
S 6	29 543	28 758	28 987	29 080
S 7	27 574	28 044	27 581	27 700
Total	445 535	444 573	449 447	458 370

\* Tentative figures, may be revised later.

Annex 2

**Table 1 : Projected demand and provision of public sector primary school places from 2004/05 to 2005/06 school years by district**

District	Demand (Classes)		Provision (Classes)	
	2004/05	2005/06	2004/05	2005/06
Central & Western	337	330	326	323
Wan Chai	183	177	262	259
Eastern	884	820	642	653
Southern	432	412	314	333
Yau Tsim Mong	457	440	547	550
Sham Shui Po	622	638	469	500
Kowloon City	606	579	677	729
Wong Tai Sin	756	704	719	719
Kwun Tong	1 039	1 052	829	890
Sai Kung	802	768	785	785
Sha Tin	1 156	1 077	1 137	1 155
Tai Po	591	537	506	503
North	691	660	530	540
Yuen Long	1 420	1 360	1 000	1 054
Tuen Mun	1 122	1 044	908	908
Tsuen Wan	550	533	465	465
Kwai Tsing	975	963	771	814
Islands	255	280	256	256
<b>Total</b>	<b>12 878</b>	<b>12 374</b>	<b>11 143</b>	<b>11 436</b>

Annex 2**Table 2 : Projected demand and provision of public sector secondary school places from 2004/05 to 2005/06 school years by district**

District	Demand (Classes)		Provision (Classes)	
	2004	2005	2004	2005
Central & Western	362	354	359	316
Wan Chai	453	443	492	494
Eastern	862	865	833	851
Southern	352	347	379	407
Yau Tsim Mong	473	487	458	460
Sham Shui Po	586	569	605	617
Kowloon City	952	957	957	974
Wong Tai Sin	658	678	645	647
Kwan Tong	920	941	911	920
Sai Kung	553	582	580	618
Sha Tin	1 151	1 151	1 203	1 231
Tai Po	646	617	654	658
North	638	634	591	598
Yuen Long	1 045	1 136	915	935
Tuen Mun	1 020	1 028	1 026	1 032
Tsuen Wan	379	383	364	362
Kwai Tsing	930	945	904	904
Islands	151	172	200	226
<b>Total</b>	<b>12 130</b>	<b>12 290</b>	<b>12 075</b>	<b>12 251</b>



Table 1A : Primary Schools Completed from 2000/01 to 2003/04 School Years

School Year	No.	Dist.	School Name	School Type	Course	No. of class-rooms	No. of School Places
2000/01	1	HKE	ALDRICH BAY GOVERNMENT PRIMARY SCHOOL	GOVT	PRI	30	1035
	2	HKE	PUI KIU PRIMARY SCHOOL	AIDED	PRI	30	1035
	3	KT	LOK WAH CATHOLIC PRIMARY SCHOOL	AIDED	PRI	24	828
	4	KwT	SKH TSING YI ESTATE HO CHAK WAN PRIMARY SCHOOL	AIDED	PRI	30	1035
	5	N	SKH KA FUK WING CHUN PRIMARY SCHOOL	AIDED	PRI	24	828
	6	SOU	HONG KONG SOUTHERN DISTRICT GOVERNMENT PRIMARY SCHOOL	GOVT	PRI	24	828
	7	SOU	PRECIOUS BLOOD PRIMARY SCHOOL (SOUTH HORIZONS)	AIDED	PRI	24	828
	8	ST	MA ON SHAN METHODIST PRIMARY SCHOOL	AIDED	PRI	30	1035
	9	ST	PLK RIVERAIN PRIMARY SCHOOL	AIDED	PRI	30	1035
	10	ST	SKH MA ON SHAN HOLY SPIRIT PRIMARY SCHOOL	AIDED	PRI	30	1035
	11	WTS	TSZ WAN SHAN ST BONAVENTURE CATHOLIC PRIMARY SCHOOL	AIDED	PRI	30	1035
	12	YL	CHINESE YMCA PRIMARY SCHOOL	AIDED	PRI	30	1035
	13	YL	CUMBERLAND PRESBYTERIAN CHURCH YAO DAO PRIMARY SCHOOL	AIDED	PRI	30	1035
	14	YL	HKPYG LEE SHAU KEE PRIMARY SCHOOL	AIDED	PRI	30	1035
	15	YTM	TAI KOK TSUI CATHOLIC PRIMARY SCHOOL (HOI FAN ROAD)	AIDED	PRI	30	1035
	16	YTM	YAUMATI CATHOLIC PRIMARY SCHOOL (HOI WANG ROAD)	AIDED	PRI	30	1035
2001/02	1	HKE	HKUGA PRIMARY SCHOOL	DSS	PRI	24	828
	2	IS	H.K.F.E.W. WONG CHO BAU SCHOOL	AIDED	PRI	30	1035
	3	IS	THE SALVATION ARMY LAM BUTT CHUNG MEMORIAL SCHOOL	AIDED	PRI	30	1035
	4	KC	HHEP YUNN PRIMARY SCHOOL	AIDED	PRI	18	621
	5	KC	HOLY FAMILY CANOSSIAN SCHOOL (KOWLOON TONG)	AIDED	PRI	24	828
	6	KC	KOWLOON TONG GOVERNMENT PRIMARY SCHOOL	GOVT	PRI	24	828
	7	KC	MA TAU CHUNG GOVERNMENT PRIMARY SCHOOL (HUNG HOM BAY)	GOVT	PRI	30	1035
	8	KC	SKH FUNG KEI MEILLENNIUM PRIMARY SCHOOL	AIDED	PRI	24	828
	9	KT	THE MISSION COVENANT CHURCH HOLM GLAD PRIMARY SCHOOL	AIDED	PRI	30	1035
	10	KT	PEGASUS PHILIP WONG KIN HANG CHRISTIAN PRIMARY SCHOOL	DSS	PRI	30	1035
	11	KT	SAU MAU PING CATHOLIC PRI SCH	AIDED	PRI	30	1035
	12	KT	SAU MING PRIMARY SCHOOL	AIDED	PRI	30	1035
	13	KT	St. MATTHEW'S LUTHERAN SCHOOL (SAU MAU PING)	AIDED	PRI	24	828
	14	KwT	SKH CHU OI PRIMARY SCHOOL	AIDED	PRI	30	1035
	15	N	FANJING ASSEMBLY OF GOD CHURCH PRIMARY SCHOOL	AIDED	PRI	24	828

School Year	No.	Dist.	School Name	School Type	Course	No. of class-rooms	No. of School Places
2001/02	16	SK	HONG KONG & MACAU LUTHERAN CHURCH MING TAO PRIMARY SCHOOL	AIDED	PRI	30	1035
	17	TM	CCC HOH FUK TONG PRIMARY SCHOOL	AIDED	PRI	30	1035
	18	TM	PLK HORIZON EAST PRIMARY SCHOOL	AIDED	PRI	30	1035
	19	YL	CHRISTIAN ALLIANCE S Y YEH MEMORIAL PRIMARY SCHOOL	AIDED	PRI	30	1035
	20	YL	STFA WU MIEN TUBN PRIMARY SCHOOL	AIDED	PRI	30	1035
	21	YL	XIANGGANG PUTONGHUA YANXISHE PRIMARY SCHOOL OF SCIENCE AND CREATIVITY	AIDED	PRI	30	1035
2002/03	1	HKE	CCC KEI WAN PRIMARY SCHOOL (ALDRICH BAY)	AIDED	PRI	24	828
	2	HKE	TAIKOO PRIMARY SCHOOL	AIDED	PRI	30	1035
	3	KC	LA SALLE PRIMARY SCHOOL	AIDED	PRI	36	1242
	4	KT	BISHOP PASCHANG CATHOLIC SCHOOL	AIDED	PRI	30	1035
	5	KT	BUDDHIST CHI KING PRIMARY SCHOOL	AIDED	PRI	24	828
	6	KwT	CCC KEI CHUN PRIMARY SCHOOL	AIDED	PRI	30	1035
	7	KwT	PLK CASTAR PRIMARY SCHOOL	AIDED	PRI	24	828
	8	KwT	SKH TSING YI CHU YAN PRIMARY SCHOOL.	AIDED	PRI	30	1035
	9	KwT	SKII YAN LAAP MEMORIAL PRIMARY SCHOOL	AIDED	PRI	30	1035
	10	SK	G.T. (ELLEN YEUNG) SCHOOL	DSS	PRI	30	1035
	11	SK	THKCCCU LOGOS ACADEMY	DSS	PRI	30	1035
	12	SSP	LAI CHI KOK CATHOLIC PRIMARY SCHOOL	AIDED	PRI	30	1035
	13	SSP	SHAM SHUI PO GOVERNMENT PRIMARY SCHOOL	GOVT	PRI	30	1035
	14	TP	PLK TIN KA PING MILLENNIUM PRIMARY SCHOOL	AIDED	PRI	30	1035
	15	TP	TAI PO OLD MARKET PUBLIC SCHOOL (PLOVER COVE)	AIDED	PRI	30	1035
	16	WTS	PLK GRANDMONT PRIMARY SCHOOL	AIDED	PRI	30	1035
	17	WTS	ST. PATRICK'S CATHOLIC PRIMARY SCHOOL (PO KONG VILLAGE ROAD)	AIDED	PRI	30	1035
	18	WTS	TSZ WAN SHAN CATHOLIC PRIMARY SCHOOL	AIDED	PRI	30	1035
	19	YL	C&MA CHUI CHAK LAM MEMORIAL SCHOOL	AIDED	PRI	24	828
	20	YL	HONG KONG STUDENT AID SOCIETY PRIMARY SCHOOL	AIDED	PRI	30	1035
	21	YL	SHAP PAT HEUNG RURAL COMMITTEE KUNG YIK SHE PRIMARY SCHOOL.	AIDED	PRI	30	1035
	22	YL	W F JOSEPH LEE PRIMARY SCHOOL	DSS	PRI	30	1035
2003/04	1	IS	HO YU COLLEGE AND PRIMARY SCHOOL (SPONSORED BY SIK SIK YUEN)	Aided	Pri	30	1035
	2	IS	TUNG CHUNG CATHOLIC SCHOOL	Aided	Pri	30	1035
	3	KT	KOWLOON BAY ST. JOHN THE BAPTIST CATHOLIC PRIMARY SCHOOL	AIDED	PRI	30	1035
	4	KT	SKH KOWLOON BAY KEI LOK PRIMARY SCHOOL	AIDED	PRI	30	1035

School Year	No.	Dist.	School Name	School Type	Course	No. of class-rooms	No. of School Places
2003/04	5	KT	SKH TAK TIN LEE SHIU KEUNG PRIMARY SCHOOL	AIDED	PRI	30	1035
	6	KWT	CCC CHUEN YUEN SECOND PRIMARY SCHOOL	AIDED	PRI	18	621
	7	N	BUDDHIST WISDOM PRIMARY SCHOOL SPONSORED BY HEUNG HOI CHING KOK LIN ASSOCIATION	AIDED	PRI	30	1035
	8	N	TSANG MUI MILLENNIUM SCHOOL	AIDED	PRI	30	1035
	9	SK	ST. ANDREW'S CATHOLIC PRIMARY SCHOOL	AIDED	PRI	30	1035
	10	SSP	YING WA PRIMARY SCHOOL	AIDED	PRI	30	1035
	11	TM	AD & FD OF POK OI HOSPITAL MRS CHENG YAM ON MILLENNIUM SCHOOL	AIDED	PRI	30	1035
	12	TW	CCC KEI WAI PRIMARY SCHOOL (MA WAN)	AIDED	PRI	30	1035
	13	WTS	CANOSSA PRIMARY SCHOOL (SAN PO KONG)	AIDED	PRI	36	1242
	14	YL	SKH TIN SHUI WAI LING OI PRIMARY SCHOOL	AIDED	PRI	30	1035
	15	YL	YUEN LONG PUBLIC MIDDLE SCHOOL ALUMNI ASSOCIATION YING YIP PRIMARY SCHOOL	AIDED	PRI	30	1035
	16	YTM	ST. MARY'S CANOSSIAN SCHOOL	AIDED	PRI	24	828

Remark : The table includes new schools as well as extension and redevelopment projects.

Table 1B : Primary Schools Planned for Completion in the Coming 5 Years (2004/05 to 2008/09 School Years)

School Year	No.	Dist.	Name of Sponsor/School Name	School Type	Course	No. of class-rooms	No. of School Places
2004/05	1	HKE	CHURCH BODY OF HONG KONG SHENG KUNG HUI	AIDED	PRI	24	828
	2	KC	DIOCESAN BOYS' SCHOOL	DSS	PRI	30	1035
	3	SK	CHURCH BODY OF HONG KONG SHENG KUNG HUI	AIDED	PRI	30	1035
	4	SK	THE METHODIST CHURCH, HONG KONG	AIDED	PRI	36	1242
	5	TM	HING TAK PUBLIC SCHOOL LIMITED	AIDED	PRI	24	828
	6	YL	LOK SIN TONG BENEVOLENT SOCIETY, KOWLOON	AIDED	PRI	30	1035
2005/06	1	HKE	MENG TAK PRIMARY SCHOOL - CHAI WAN	AIDED	PRI	24	828
	2	HKE	SHAUKIWAN TSUNG TSIN SCHOOL	AIDED	PRI	24	828
	3	KT	CHURCH BODY OF THE HONG KONG SHENG KUNG HUI	AIDED	PRI	36	1242
	4	KT	HONG KONG COUNCIL OF THE CHURCH OF CHRIST IN CHINA	AIDED	PRI	36	1242
	5	KwT	SALESIANS OF DON BOSCO (CHINA PROVINCE)	AIDED	PRI	30	1035
	6	SOU	THE CATHOLIC DIOCESE OF HONG KONG	AIDED	PRI	30	1035
	7	SSP	CHURCH BODY OF THE HONG KONG SHENG KUNG HUI	AIDED	PRI	36	1242
	8	WTS	CCC KEI TSZ PRIMARY SCHOOL *	AIDED	PRI	24	828
	9	YL	CHIU YANG RESIDENTS ASSOCIATION OF HONG KONG LTD	AIDED	PRI	30	1035
	10	YL	CHUNG SING SCHOOL LTD	AIDED	PRI	30	1035
	11	YL	YUEN LONG CHAMBER OF COMMERCE PRIMARY SCHOOL	AIDED	PRI	24	828
2006/07	1	KC	THE DIRECTORS IN HONG KONG OF ST. JOSEPH'S COLLEGE *	AIDED	PRI	30	1035
	2	N	FUNG KAI PUBLIC SCHOOL *	AIDED	PRI	30	1035
	3	N	WAI CHOW SHEUNG SHUI CLANSMEN ASSOCIATION LTD *	AIDED	PRI	30	1035
	4	SSP	CHURCH BODY OF THE HONG KONG SHENG KUNG HUI *	AIDED	PRI	36	1242
	5	WCH	MARYMOUNT PRIMARY SCHOOL	AIDED	PRI	24	828
	6	WTS	GOOD HOPE SCHOOL (PRIMARY SECTION) *	PRIVATE	PRI	36	1242
	7	YL	HONG KONG COUNCIL OF THE CHURCH OF CHRIST IN CHINA *	AIDED	PRI	30	1035
	8	YL	KOWNG MING SCHOOL, LIMITED *	AIDED	PRI	36	1242
	9	YL	SIK SIK YUEN *	AIDED	PRI	24	828
2007/08	1	CW	ST STEPHEN'S GIRLS' PRIMARY SCHOOL *	AIDED	PRI	24	828
	2	HKE	THE CHURCH BODY OF HONG KONG SHENG KUNG HUI *	DSS	PRI	24	828
	3	IS	SHU YAN EDUCATIONAL ORGANISATION *	DSS	PRI	30	1035
	4	KC	HONG KONG COUNCIL OF THE CHURCH OF CHRIST IN CHINA *	AIDED	PRI	30	1035
	5	KC	THE CATHOLIC DIOCESE OF HONG KONG *	AIDED	PRI	30	1035

School Year	No.	Dist.	Name of Sponsor/School Name	School Type	Course	No. of class-rooms	No. of School Places	
2007/08	6	KC	THE CATHOLIC DIOCESE OF HONG KONG *	AIDED	PRI	30	1035	
	7	KT	GOVERNMENT PRIMARY SCHOOL *	GOVT	PRI	30	1035	
	8	KwT	GOVERNMENT PRIMARY SCHOOL *	GOVT	PRI	36	1242	
	9	KwT	THE CATHOLIC DIOCESE OF HONG KONG *	AIDED	PRI	18	621	
	10	N	FANLING PUBLIC SCHOOL *	AIDED	PRI	24	828	
	11	N	YUK YIN SCHOOL *	AIDED	PRI	18	621	
	12	SOU	THE CHURCH BODY OF HONG KONG SHENG KUNG HUT *	AIDED	PRI	36	1242	
	13	SOU	THE COUNCIL OF ST. PAUL'S CO-EDUCATIONAL COLLEGE *	DSS	PRI	30	1035	
	14	SSP	CATHOLIC FOREIGN MISSION SOCIETY OF AMERICA, INC. *	AIDED	PRI	30	1035	
	15	TM	HONG KONG CHINESE CHURCH OF CHRIST *	AIDED	PRI	30	1035	
	16	TM	SHUN TAK FRATERNAL ASSOCIATION *	AIDED	PRI	30	1035	
	17	TW	PRECIOUS BLOOD CONGREGATION *	AIDED	PRI	36	1242	
	18	TW	THE CATHOLIC DIOCESE OF HONG KONG *	AIDED	PRI	30	1035	
	19	WCH	ST. PAUL'S PRIMARY CATHOLIC SCHOOL *	AIDED	PRI	24	828	
	20	YL	CHURCH BODY OF THE HONG KONG SHENG KUNG HUI *	AIDED	PRI	30	1035	
	21	YL	GOVERNMENT PRIMARY SCHOOL *	GOVT	PRI	30	1035	
	22	YL	HONG KONG & MACAU LUTHERAN CHURCH WONG CHAN SOOK YING MEMORIAL SCHOOL *	AIDED	PRI	18	621	
	23	YL	PO LEUNG KUK *	AIDED	PRI	36	1242	
	24	YL	THE HONG KONG BUDDHIST ASSOCIATION *	AIDED	PRI	30	1035	
	2008/09	1	SK	TUNG WAH GROUP OF HOSPITALS *	AIDED	PRI	30	1035

Remark: The table includes new schools as well as extension and redevelopment projects.

\* School projects yet to obtain funding approval

Table 2A : Secondary Schools Completed from 2000/01 to 2003/04 School Years

School Year	No.	Dist.	School Name	School Type	Course	No. of classrooms	No. of School Places
2000/01	1	HKE	ST MARK'S SCHOOL	AIDED	SEC	30	1160
	2	HKE	THE CHINESE FOUNDATION SEC SCHOOL	DSS	SEC	30	1160
	3	KT	FUKIEN SCODARY SCHOOL	DSS	SEC	30	1160
	4	KWT	CCC YENCHING COLLEGE	AIDED	SEC	30	1160
	5	N	FANLING KAU YAN COLLEGE	AIDED	SEC	30	1160
	6	ST	CUHKFAA CHAN CHUN HA SECONDARY SCHOOL	AIDED	SEC	30	1160
	7	ST	TAK SUN SECONDARY SCHOOL	DSS	SEC	30	1160
	8	YL	CHINESE YMCA SECONDARY SCHOOL	AIDED	SEC	26	1000
	9	YTM	HKMA DAVID LI KWOK PO COLLEGE	DSS	SEC	30	1160
	10	YTM	SIR ELLIS KADOORIE SECONDARY SCHOOL (WEST KOWLOON)	GOVT	SEC	30	1160
2001/02	1	IS	TUNG CHUNG CATHOLIC SCHOOL	AIDED	SEC	30	1160
	2	SK	PO KOK SECONDARY SCHOOL	AIDED	SEC	30	1160
	3	YL	HEUNG TO MIDDLE SCHOOL (TIN SHUI WAI)	DSS	SEC	30	1160
	4	YL	STFA YUNG YAU COLLEGE	AIDED	SEC	30	1160
	5	YL	TIN SHUI WAI METHODIST COLLEGE	AIDED	SEC	26	1000
2002/03	1	KT	YAN CHAI HOSPITAL LAW CHAN CHOR SI COLLEGE	AIDED	SEC	30	1160
	2	TP	HK & KLN KFWA SUN FONG CHUNG COLLEGE	AIDED	SEC	30	1160
	3	WTS	PLK CELINE HO YAM TONG COLLEGE	AIDED	SEC	30	1160
	4	YL	CCC FONG YUN WAH SECONDARY SCHOOL	AIDED	SEC	30	1160
2003/04	1	IS	CARITAS CHARLES VATH COLLEGE	DSS	SEC (SSS)	30	1100
	2	IS	HO YU COLLEGE AND PRIMARY SCHOOL (SPONSORED BY SIK SIK YUEN)	Aided	SEC	30	1160
	3	IS	YMCA OF HONG KONG CHRISTIAN COLLEGE	DSS	SEC (SSS)	30	1100
	4	KC	CCC KEI TO SECONDARY SCHOOL	AIDED	SEC	30	1160
	5	KC	PO LEUNG KUK NGAN PO LING COLLEGE	DSS	SEC (SSS)	30	1100
	6	KT	ECF SAINT TOO CANAAN COLLEGE	DSS	SEC (SSS)	30	1100
	7	KT	UNITED CHRISTIAN COL (KOWLOON EAST)	DSS	SEC (SSS)	30	1100

School Year	No.	Dist.	School Name	School Type	Course	No. of classrooms	No. of School Places
2003/04	8	N	ELEGANTIA COLLEGE (SPONSORED BY EDUCATION CONVERGENCE)	AIDED	SEC	30	1160
	9	SK	BUDDHIST CHING KOK SECONDARY SCHOOL SPONSORED BY HEUNG HOI CHING KOK LIN ASSOCIATION	AIDED	SEC	30	1160
	10	SK	HEUNG TO SECONDARY SCHOOL (TSEUNG KWAN O)	DSS	SEC (SSS)	30	1100
	11	SK	QUALIED COLLEGE	DSS	SEC (SSS)	30	1100
	12	SK	THKCCU LOGOS ACADEMY	DSS	SEC	30	1160
	13	SSP	YING WA COLLEGE	AIDED	SEC	30	1160
	14	WCH	CCC KUNG LEE COLLEGE	DSS	SEC (SSS)	27	1010

Remark : The table includes new schools as well as extension and redevelopment projects.

**Table 2B : Secondary Schools Planned for Completion in the Coming 5 Years (2004/05 to 2008/09 School Years)**

School Year	No.	Dist.	Name of Sponsor/School Name	School Type	Course	No. of classrooms	No. of School Places
2004/05	1	SK	PO LEUNG KUK	DSS	SEC	30	1160
	2	SK	VOCATIONAL TRAINING COUNCIL	DSS	SEC (SSS)	30	1100
	3	SOU	CARITAS ST. FRANCIS SEC SCH	AIDED	SEC	21	820
	4	SSP	AWAITING ALLOCATION	PENDING	SEC or SSS	30	1160
	5	SSP	TSUN TSIN MISSION OF HONG KONG	DSS	SEC (SSS)	30	1100
	6	ST	LAM TAI FAI CHARITABLE FOUNDATION LTD	DSS	SEC (SSS)	30	1100
	7	ST	STEWARDS LIMITED	DSS	SEC	30	1160
2005/06	1	KC	HONG KONG INSTITUTE OF CONTEMPORARY CULTURE *	DSS	SEC (SSS)	30	1000
	2	KC	YEW CHUNG EDUCATION FOUNDATION LTD. *	PRIVATE	SEC	33	1240
	3	SOU	HONG KONG UNIVERSITY GRADUATES ASSOCIATION EDUCATION FOUNDATION	DSS	SEC	30	1160
	4	YL	AWAITING ALLOCATION	PENDING	SEC or SSS	30	1160
	5	YL	QESOSA EDUCATION PROMOTION ORGANIZATION LTD.	AIDED	SEC	30	1160
2006/07	1	HKE	HK FEDERATION OF YOUTH GROUPS *	DSS	SEC	30	1160
	2	N	AWAITING ALLOCATION *	PENDING	SEC or SSS	30	1160
	3	SK	CREATIVE EDUCATION FOUNDATION LTD *	DSS	SEC	30	1160
	4	SSP	AWAITING ALLOCATION *	PENDING	SEC or SSS	30	1160
	5	YL	AWAITING ALLOCATION *	PENDING	SEC or SSS	30	1160
2007/08	1	IS	HON WAH EDUCATIONAL ORGANISATION *	DSS	SEC	30	1160
	2	KC	AWAITING ALLOCATION *	PENDING	SEC or SSS	30	1160
	3	SSP	CONCORDIA LUTHERAN SCHOOL *	AIDED	SEC	30	1160
2008/09	1	KC	POOL TO MIDDLE SCHOOL *	AIDED	SEC	30	1160

Remark : The table includes new schools as well as extension and redevelopment projects.

\* School projects yet to obtain funding approval



**Table 3A : Primary cum Secondary Schools Completed in 2003/04 School Year**

School Year	No.	Dist.	School Name	School Type	Course	No. of classrooms (Primary + Secondary)	No. of School Places
2003/04	1	SSP	ST. MARGARET'S CO-EDUCATIONAL ENGLISH SECONDARY AND PRIMARY SCHOOL	DSS	PRI cum SEC	12+18	1104

**Table 3B : Primary cum Secondary Schools Planned for Completion in the Coming 5 Years (2004/05 to 2008/09 School Years)**

School Year	No.	Dist.	Name of Sponsor/School Name	School Type	Course	No. of classroom (Primary + Secondary)	No. of School Places
2004/05	1	WTS	HONG KONG INTERNATIONAL INSTITUTE OF MUSIC	PRIVATE	PRI cum SEC	18+30	1781
2005/06	1	HKE	HON WAH EDUCATIONAL ORGANIZATION *	DSS	PRI cum SEC	18+19	1341
	2	ST	PUI KIU MIDDLE SCHOOL LTD	DSS	PRI cum SEC	30+30	2195
2006/07	1	IS	ESF EDUCATIONAL SERVICES LTD. *	PRIVATE	PRI cum SEC	18+30	1380
	2	IS	THE CATHOLIC DIOCESE OF HONG KONG *	AIDED	PRI cum SEC	12+18	1104
	3	SK	THE ASSOCIATION OF EVANGELICAL FREE CHURCHES OF HONG KONG *	DSS	PRI cum SEC	30+30	2195
	4	SOU	INDEPENDENT SCHOOLS FOUNDATION *	PRIVATE	PRI cum SEC	30+30	1800
	5	SOU	SHANGHAI VICTORIA EDUCATION FOUNDATION *	PRIVATE	PRI cum SEC	24+36	1935
	6	ST	ESF EDUCATIONAL SERVICES LTD.	PRIVATE	PRI cum SEC	30+30	2100
	7	ST	HONG KONG BAPTIST UNIVERSITY *	DSS	PRI cum SEC	30+30	2195
	8	ST	INTERNATIONAL CHRISTIAN SCHOOLS LTD *	PRIVATE	PRI cum SEC	15+21	846
2008/09	1	SSP	PO LEUNG KUK *	PRIVATE	PRI cum SEC	30+30	2195
	2	YL	THE EVANGELICAL LUTHERAN CHURCH OF HK *	DSS	PRI cum SEC	18 + 26	1621
	3	YTM	THE BAPTIST CONVENTION OF HONG KONG *	PRIVATE	PRI cum SEC	30+30	2195

Remark : \* School projects yet to obtain funding approval

~~張文光議員：主席，如果你容許……~~

主席：張文光議員，你要待主席請你作出澄清後才可以發言。（眾笑）你是不用那麼匆忙的。

張文光議員：多謝主席。可否容許我澄清？

主席：張議員，你可以作出澄清。

張文光議員：主席，如果你容許的話，我會說如果周梁淑怡議員可以再早一點到，她便可以聽到我何以這樣說，因為，我是在說明一切後，才作出這個結論的。不過，如果周梁淑怡議員想知道的話，我可以把我的辯論稿讓周梁淑怡議員看看。

周梁淑怡議員：主席，我相信張文光議員忽略了，其實，我有聽到他關於副學士方面的發言，但其實張議員並沒有回答我的問題。

主席：我不會容許兩位繼續辯論下去，因為尚有其他很多渠道、很多會議可以讓兩位就這方面繼續澄清的。

教育統籌局局長：主席女士，我很多謝張文光議員、梁耀忠議員、張宇人議員及各位議員剛才提出的意見。自 1997 年以來，香港特別行政區（“特區”）政府在教育方面的投資持續增長。教育經常開支（不包括建校）由 1997-98 年度的 367 億元，增加至 2003-04 年度的 493 億元，增幅達 34%。因此，指政府未有履行過去在施政報告內對教育作出投資的承諾，這種說法並不正確。

2004-05 年度的教育撥款，與去年比較，數額相若，有關數字會在明年 3 月發表財政預算案時公布。

正如行政長官所言，教育是投資，而非開支。隨着全球經濟一體化，香港必須循知識型經濟的方向發展，繼續投放大量資源於教育和人才培訓方面，以維持和提高競爭力。因此，我們在削減教育經費的問題上，將會特別小心處理，確保在整體社會資源分配、教育質素和社會長遠利益之間，取得合理的平衡。

我必須強調，我們非常重視教育，因此不願犧牲教育質素，並答允不會不合理地削減撥款。

然而，當前財赤問題嚴重，財政司司長較早前估計本年度的赤字可能高達 780 億元，要在 2008-09 年度達至收支平衡，必須大力控制開支，所有政府部門的經營支出都須予以削減，平均減幅為 11%。

由於教育的經常開支佔政府整體經常開支約 24%，如果教育經費不作削減，則可以想像其他政府服務（如醫療、社會福利、保安等），必須作出更大幅度的削減，才能達到收支平衡的目標。受影響的市民因而可能會問教育以外的政府服務是否便不重要，或是沒有需要維持呢？大幅度削減這些方面的資源，是否會嚴重影響服務質素呢？

教育的經費是否已到了減無可減的地步？是否真的如有些人所說，連一分錢也不能減呢？

這最終是整體資源分配的問題，政府當局要平衡各方面的利益並不容易，但也要盡力做好。在教育經費方面，我們的問題並非可否不削減，而是盡量在不影響教育質素的前提下，能削減多少。教育界也是社會的一部分，有責任與其他界別一起承擔削減經費所帶來的痛苦，並確保資源運用得宜，而且符合成本效益。

要削減教育開支，我們首先從教育統籌局（“教統局”）自己內部做起，在 2003-04 財政年度，教統局共節省了 9 億元的經常開支。

在教育服務方面，我們會按實際情況，例如有關服務的需求和效益等，檢討是否有削減經費的空間，而並非以“一刀切”的方式，要求所有教育範疇作出同等的減幅。

我們已開始約見有關團體，聽取他們對削減教育經費的意見，希望能夠以更少資源，把工作做得更好。

關於中小學小班教學的問題，從教育方面來說，小班教學實在是一個關乎教學策略與學習成效的專業問題，在配合適當的教學策略下，可以增加師生的互動性，讓老師給予學生個別化的照顧，因材施教。至於近年一些中小學因學齡人口下降，在面對縮班的情況下，要求實施小班教學，是把一個學位供求和家長選校的問題與專業教學的問題混為一談。兩者實在不能相提並論。我更不贊成把小班教學視為解決超額教師問題的方法。

可能有人會問，既然政府並不懷疑小班教學的好處，為何仍不全面推行小班教學呢？這是因為按目前的財政狀況來看，我們不能不小心為各項教育服務定優次。同時，我們必須更嚴謹地考慮各項教育措施的成本效益及機會成本。固然，有人認為中小學生人口下降，是不用額外投放資源推行小班教學的黃金機會，但亦有人認為既然中小學生人口下降，資源應調撥到其他地方。

曾經有外國學者比較以相同的資源投放在不同教育項目的成效，其中包括改善師生比例、提升教師資歷等，結果顯示，改善師生比例的成效遠遜其他措施。全面推行小班教學所需不菲，很早以前在初小全面推行小班教學的美國加利福尼亞州，有不少地區因為實施小班教學而須放棄其他措施，以應付小班教學的支出，也有一些地區因赤字龐大，仍要繼續落實小班教學措施，面對一定的困難。小班教學已對州政府及地區造成沉重的財政負擔，但對提升學生表現的影響並不顯著。

我相信加利福尼亞州這類情況，是極有可能重現於香港的。以小學教育為例，我們每年投放在以英語為母語的教師、學校發展津貼，以及領導課程發展的學位教師等 3 項措施的總數，也不足以支付在小一至小六全面實施小班教學所涉及的成本的三分之一。我們得考慮清楚，是否值得放棄這些，以至是更多的現行教改措施，來推行小班教學。

大家都清楚明白，我們實在沒有足夠的資源可以全面在中小學實行小班教學。可是，我們亦不希望純粹因小班教學涉及龐大的資源及機會成本，而要把其束之高閣。因此，我們正以務實的方法，探討如何在我們能夠承擔的情況下，在小學實行小班教學。

我們預算在明年年初，向立法會的教育事務委員會報告這項研究的初步結果。

關於高中及大學學制的問題，我們明白教育界人士普遍認同 3 年高中和 4 年學士學位課程的學制。教育統籌委員會專責檢討高中學制的工作小組已

於本年 5 月發表報告，支持推行有關學制的改革，認為有助為學生提供更連貫和豐富的高中教育，並提供空間以加強、擴闊大學教育。這將全面提升學生的質素，培育他們面對全球知識型經濟的挑戰。

我們理解部分人希望盡早落實有關學制的改變，因此我們已積極與中學和大學界別商討，如何及何時落實這項措施。當中涉及多方面的因素及配合，包括高中課程和公開考試的設計、學校和教師的準備、增建校舍，以及大學和其他專上教育機構的配合等。要推行這項改革，必須投入大量資源。相信政府及社會各界均須作出承擔。

現時，我們並無增加高中和大學學費的計劃。

高中學費及大學教育資助委員會（“教資會”）資助院校的學費，一直凍結在 1997-98 學年的水平。

根據現行的政策，政府提供全面的學生資助計劃，確保學生不會因未能負擔學費而失學。

經過以往的高等教育檢討，當局決定逐步撤銷對一般副學士學位課程的資助。不過，一些開辦成本較高、滿足人力市場需求，或有保存價值的課程，則會繼續由公帑資助。此外，在撤銷資助前已入學的同學，亦不會受影響。

我們作出上述的決定，並不是為了節省資源以解決財赤問題，而是我們考慮到，隨着專上教育界別的迅速發展，很多課程可以自負盈虧的模式，以更具成本效益的方法提供。因此，我們認為有需要騰出資源，讓更多學生能夠以不同形式獲得政府資助，同時讓整個專上界別，有更公平的發展空間。

現時，我們已為修讀自負盈虧的專上課程的學生，提供了助學金和不同形式的貸款。自 2001 年有關計劃推出以來，至今年 9 月，我們已向他們批出總數達 8 億元的助學金和貸款。我們亦已承諾，日後從撤銷副學士學位課程的資助中節省的資源，將透過改善學生資助，重新投放在副學士學位學生的身上。

當局一直致力協助院校開辦自負盈虧的專上課程，並為此推出了一系列的支援措施。過去兩年間，我們已經同意以象徵式地價，以公平競爭的方式，批出土地予 4 所院校；有關的新校舍在未來數年落成後，可為 9000 個專上學生提供更完善的校園生活。此外，十多間辦學機構已獲提供總數約 23 億元的免息貸款，以作發展校舍和添置設施之用。同時，我們亦預留了 3,000 萬元，津貼辦學機構的學術評審開支。

上述的支援措施將會繼續推行。院校如果計劃把其目前的副學士學位課程，過渡至以自負盈虧模式繼續開辦，我們歡迎該等院校按有關程序，向政府申請各項資助。

至於過渡的時間表，由於撤銷副學士學位資助，目的是令資源得以更公平地分配，使更多學生受惠，我們希望能在一段合理的時間內，達到這個目標。事實上，教資會的獨立專家小組，在檢討現時由香港城市大學（“城大”）及香港理工大學開辦的教資會資助副學士學位課程時，是經過多個月的研究，用了客觀的標準，細心檢視，並諮詢了兩所大學的意見後，才訂出現時的時間表。我們不應隨便否定獨立專家小組的客觀建議。我們理解城大校董會成立的專責工作小組，已差不多完成開辦自負盈虧課程的財政可行性和有關事宜的研究。我們將密切留意城大的最後計劃，並提供適當協助。

政府的建校計劃，質和量的目標同樣重要。在質方面，我們要發展“一條龍”學校；遷移或重建陳舊及低於標準的校舍；發展優質直接資助學校，以及私立獨立學校，以在教育體系引入多元化發展和市場機制，以期讓家長和學生有更多選擇。在量方面，我們要為適齡學童提供 9 年免費普及基礎教育；在 2007-08 學年全面實施小學全日制，以及為所有有足夠能力和有志繼續升學的中三學生，提供高中及職業訓練資助學額。在推算學額供求時，我們會充分考慮到未來人口及適齡學童數字的變化，以不時調整建校計劃。

我們清楚瞭解，按政策推行建校計劃，可能會在個別地區，帶來或增加剩餘學額。政府要實踐提供優質教育的承諾，着眼點不單止在於學額的供求是否配合，更在於提升辦學的質素。在學額供應上保持合理的空間，可讓家長在安排子女入學時，有真正的選擇；新建的現代校舍，可供現有辦學情況理想的學校作遷校之用，也鼓勵優質辦學團體加入樹人的行列，為教育界提供新陳代謝的機會。

就有建議調撥優質教育基金以補助教育經費開支的意見，我希望在此解釋及澄清。優質教育基金自 1998 年成立以來，目的是為教育界（包括學前、小學、中學及特殊教育）所提出值得推行及創新的計劃，提供資助，並不是為教育經常開支而設。如果要優質教育基金負擔教育經費，其必然後果是基金的結餘會快速被削耗，長遠而言，優質教育基金將無法貫徹其原來的目標。如果日後要維持基金的目標，政府少不免要額外注資，但面對緊縮的經營支出，政府將來對基金注資的機會微乎其微。

優質教育基金除了在教育改革的領域上作出了貢獻，亦提供了不少就業的機會。使用優質教育基金應付教育經費是短視的要求，同時亦妨礙了教育界不斷創新和推動教育新理念的進程。

至於有議員建議動用外匯基金的盈餘，據我所知，《外匯基金條例》已訂有具體條文，規管外匯基金的用途。雄厚的外匯儲備，提供穩固的基礎，維繫本地和海外人士對港元的信心，尤以在漸趨波動和不穩定的國際金融環境下為然。為香港的利益着想，外匯基金必須有充足的資源，以確保本港的貨幣金融體系穩定和完整。

多謝主席女士。

## Other relevant documents

<b>Date of Panel meeting</b>	<b>Agenda item(s)</b>	<b>Minutes of meeting</b>	<b>The Administration's paper</b>
16 June 2003	IV. Study on teaching in small classes  V. Implementation of whole-day primary schooling	CB(2)2974/02-03	CB(2)1826/02-03(06)  CB(2)2401/02-03(01)
19 May 2003	V. Study on effective strategies of class and group teaching in primary schools	CB(2)2404/02-03	CB(2)1826/02-03(06)
20 January 2003	VI. Reservation of school sites	CB(2)1177/02-03	CB(2)894/02-03(02) to (04)
18 November 2002	IV. Briefing by the Secretary for Education and Manpower	CB(2)627/02-03	CB(2)155/02-03(01)
15 January 2001	V. Reservation of school sites	CB(2)1107/00-01	CB(2)666/00-01(01)
18 December 2000	IV. Reservation of school sites	CB(2)1072/00-01	CB(2)504/00-01(01)
30 March 1999	V. Allocation of land for school development	CB(2)2665/98-99	CB(2)1582/98-99(03)
18 January 1999	III. Improving the student-teacher ratio in primary and secondary schools	CB(2)1973/98-99	CB(2)1063/98-99(02)