

立法會

Legislative Council

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Panel on Education

Background paper prepared by Legislative Council Secretariat for the meeting on 24 October 2005

School Building Programme and School Improvement Programme

Purpose

This paper summarises the relevant deliberations of the Panel on Education on the School Building Programme (including its deliberation on the Administration's last review of the Programme as set out in paragraphs 10 to 14 below) and related issues since the first term of the Legislative Council (LegCo). This paper also sets out the conclusions and recommendations of the Public Accounts Committee (PAC) on the Director of Audit's reports on planning and provision of primary schools and secondary school places.

Background

Concerns raised at special Finance Committee meeting on 12 April 2005

2. At the special meeting of the Finance Committee (FC) to examine the Draft Estimates of Expenditure 2005-06 held on 12 April 2005, FC members expressed concern about the following issues –

- (a) the need to critically review the supply and demand of school places in view of a declining school-age population;
- (b) the cost-effectiveness of carrying out the School Improvement Programme in those schools which had stopped admission of Primary One (P1) students; and
- (c) the use/intended use of the premises of those schools which had been closed.

3. FC suggested that the Administration should review its School Building Programme and School Improvement Programme with reference to –

- (a) the supply and demand of school places in each district; and
- (b) the cost-effectiveness of building new schools as some schools had difficulty in enrolling sufficient P1 students due to a declining school-age population.

4. The Administration was requested to revert to the Panel on Education after its review.

School Building Programme

Planning of school places

5. According to the Administration, the School Building Programme has three policy objectives. They are, first, provide sufficient public sector school places for all eligible students; second, to upgrade the quality of education; and third, to provide for choice.

6. The planning for primary school places is done on a district basis to enable young children to attend schools close to their home. On the demand side, the estimated number of pupils attending public sector primary schools is based on the population projection by district of the age group of six to 11 and is expressed in terms of classes. On the supply side, the number of classrooms available is worked out on the basis of both the number of existing schools and new schools to be completed under the School Building Programme.

7. Secondary school places are planned and provided on a territory-wide basis. According to the Administration, it would seek to balance the supply and demand at district level as far as possible, when identifying sites for new schools.

8. Information on individual school building projects endorsed/approved by the Public Works Subcommittee (PWSC) and FC since the 2003-04 legislative session is set out in **Appendix I**.

Review of the School Building Programme

9. The Administration updates the School Building Programme on a regular basis, taking into account the shortfall in school places, territory-wide or district-wide, and other factors such as new policy initiatives and availability of funds and land. After reviewing the School Building Programme, the Administration provided the Panel on Education with projections on demand and supply of public sector school places by district at its meeting on 30 May 2005, the details of which are in **Appendix II**.

10. On 30 May 2005, the Administration briefed the Panel on the proposed adjustments to the School Building Programme in the light of the latest population projections and other developments in the education sector. The Administration informed the Panel that the result of the review was that 19 school projects among the

41 school projects under review should proceed, 11 should be suspended and 11 dropped. The Administration also informed the Panel that it had considered possible adjustments to the Programme on the following assumptions –

- (a) the Administration would revoke the allocation of school projects under planning to individual school sponsors;
- (b) it would be acceptable to defer the target date of 2007-08 school year for converting all bi-sessional schools into whole-day operation; and
- (c) the community would accept an interim shortfall in the supply of school places which would disappear over time as the school-age population continued to decline.

11. Members noted with concern that if the proposed adjustments were to be proceeded with, the allocation of school projects under planning to individual school sponsors would be revoked and the target date for converting all bi-sessional schools into whole-day operation would need to be deferred. Members expressed dissatisfaction that the Administration had failed to support its proposed adjustments with figures or explain the rationale for coming up with the review result. Some members also considered that the assumptions adopted by the Administration in considering possible adjustments to the School Building Programme were unacceptable, e.g. deferring full implementation of whole-day schooling beyond the 2007-08 school year.

12. The Administration explained that it had exercised prudence in planning for the provision of new school infrastructure and had taken into account the population projections, the availability of resources and other policy considerations. Nevertheless, there were many imponderables and practical constraints which made planning difficult. For example, an apparent “over-supply” based on the district population project might not actually exist due to inflow of students from other districts and what might appear to be a shortfall was not a problem because parents had chosen to send their children to private schools or public sector schools in another district.

13. Most members were of the view that the Administration should take the opportunity to implement small class teaching in those districts where the problem of under-enrolment had emerged. In order to achieve full implementation of whole-day primary schooling by the 2007-08 school year, existing bi-sessional schools for which school buildings had been allocated for whole-day conversion purpose should be given priority in the review of the School Building Programme. They also pointed out that the Administration should carefully consider the projected school-age population by district in determining the number of schools to be built in each district.

14. Members requested the Administration to further review the School Building Programme, having regard to the views of members and school sponsoring bodies concerned, and revert to the Panel as soon as possible.

School Improvement Programme

15. The School Improvement Programme is one of the recommendations made by the Education Commission (EC) in its Report No. 5. EC considers that many schools have been built to old planning standards, which could not meet the requirements necessitated by changes in curriculum and teaching approaches then introduced. EC therefore recommends that a School Improvement Programme should be introduced to progressively upgrade the teaching and learning environments of schools so as to provide additional space and facilities for teaching, out-of-class activities and supporting services for both teachers and students.

16. Under the School Improvement Programme, improvement works are carried out in five phases. When the Administration submitted its project proposal for the construction works for schools in the final phase of the School Improvement Programme to PWSC on 29 October 2003, the Administration informed PWSC that improvement works for 424 schools had already been completed with works in progress for another 80 schools, under phases one to four of the Programme. The total number of projects included in the five phases of the School Improvement Programme and the approved project estimates as at 30 April 2005 are in **Appendix III**.

Review of the supply and demand of school places

Whole-day schooling for primary school students by 2007

17. 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% whole-day primary schooling through constructing 78 new schools between 1998 and 2002, making use of vacant school premises, building additional classrooms/extension blocks, re-developing existing school premises, and merging the morning and afternoon sessions of bi-sessional schools. To achieve the long-term goal of full implementation, 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.

Reservation of school sites

18. The Panel on Education had discussed issues related to reservation of school sites at its meetings on 30 March 1999, 18 December 2000, 15 January 2001 and 20 January 2003. Members at that time 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.

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 utilised for a long time should be re-zoned for school development.

19. 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 to accommodate of a large number of school development projects, the will of parents and students affected by in-situ re-development of schools, the support of relevant District Councils were other important factors impacting on the implementation of school development projects.

20. The Administration further explained that the Planning Department and the Town Planning Board would consider re-zoning sites which were reserved for other purposes but had not been developed or re-developed 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.

“School estates”

21. 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 the 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 that the relocation of existing secondary schools to “school estates” would make available suitable sites for construction of new primary schools.

22. 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, and environmental impacts on surrounding areas and local residents. In addition, some social workers and planning experts had 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.

Director of Audit's reports on planning and provision of primary and secondary school places

23. The Director of Audit had examined the system of planning and providing public sector (i.e. government and aided) primary school places (Chapter 9 of its Report No. 39 tabled in Council on 20 November 2002). After consideration of the Audit Report, PAC expressed concern that by 2010, the overall supply of primary school places would exceed the overall demand by 27 600 school places, which was equivalent to 35 standard schools, and mismatches would occur in nine of the 18 districts. PAC urged the Secretary for Education and Manpower (SEM) to explore measures to address the problem of expected serious excess supply of school places. The conclusions and recommendations made by PAC after consideration of the Audit Report No. 39 are in **Appendix IV**.

24. The Director of Audit had also examined the system of planning and providing public sector secondary school places to ascertain whether there would be areas for improvement (Chapter 7 of its Report No. 41 tabled in Council on 26 November 2003). After consideration of the Audit Report, PAC expressed concern that in making projections for the future supply and demand of public sector school places, Education and Manpower Bureau (EMB) might not have fully taken into account all available school places and that some government secondary schools had under-utilisation problems. The conclusions and recommendations made by PAC after consideration of the Audit Report No. 41 are in **Appendix V**.

25. The Administration had explained to the Panel that as a result of a sharp decline in the birth rate and decrease in newly arrived children from the Mainland, there was a surplus supply of school places. The declining population in the age group of six to 11 had led to reduction of classes in primary schools in many districts. The high unit cost of under-utilised schools was a major concern. The Administration therefore put forward the criteria for consolidation of high cost and under-utilised primary schools to address the problem. According to the criteria, schools which failed to attract 23 or more students or with unit cost 150% or more of the territory-wide average would not be allocated P1 classes in the Primary One Admission exercise.

26. The Panel had discussed the criteria for consolidating high cost and under-utilized primary schools with deputations and the Administration at its meetings on 26 May and 23 June 2003. Deputations presenting views to the Panel unanimously expressed objection to the criteria put forward by the Administration. The Panel passed a motion urging the Administration to put on hold implementation of the criteria, pending consultation with relevant bodies.

27. The Administration explained that in the light of a fiscal deficit, it would have to take steps to phase out high cost and under-utilized primary schools. Moreover, the Director of Audit in its Report No. 39 had recommended that the Administration should take actions to reduce surplus school places, in particular those in high cost and under-utilised primary schools.

28. A member expressed support for the Administration's action of introducing the criteria for consolidating high cost and under-utilised primary schools. He considered that it would not be cost-effective to use public funds to support schools with a unit cost well above the territory-wide average.

29. Some other members, however, felt strongly that the Administration should have thoroughly consulted the primary school sector before introduction of the criteria. They expressed concern that introduction of the new criteria would in effect force the affected schools to close down in three years or less. Such a short phasing-out period of these schools would disrupt the continuity of student learning and might affect the students' performance in the Secondary School Places Allocation exercise. These members considered that the policies in primary school administration were contradictory and had caused dissatisfaction in the primary school sector. For instance, although the Administration stressed the importance of the provision of quality education, it refused to implement small class teaching when there were surplus school places. Moreover, new schools were being constructed while existing schools were being closed down.

30. The Administration assured members that EMB would discuss the criteria with the primary school sector, and would also discuss with the schools concerned an appropriate phasing-out period and the necessary arrangements for the transfer of students to other schools.

Withdrawal of a proposal to construct two schools in Sheung Shui at PWSC meeting on 29 October 2003

31. In considering the proposal on the construction of two public sector schools in Sheung Shui at the PWSC meeting on 29 October 2003, some PWSC members expressed doubts about the demand for secondary school places in the district. The Administration was asked to withdraw the proposals, and to consult the Panel on Education on the policies for planning and provision of public sector school places.

32. When the issue was discussed at the meeting of the Panel on 30 January 2004, some members noted with concern that if the construction of new schools under the School Building Programme was to continue as planned, there would be a substantial increase in the number of surplus secondary school places in the 2007-08 school year when the secondary student population would start to decline. Some other members considered that the provision of a buffer in the supply of school places would stimulate competition in student enrollment and enhance the quality of education.

33. The Administration explained that due to volatility of demand and site availability, it was not always possible to achieve a perfect match. Any surplus in the number of new schools could be used to meet the demand for re-provisioning existing schools with meritorious performance and substandard facilities. The Administration also pointed out that the provision of a certain percentage of surplus school places was necessary to facilitate student movement and stimulate competition.

34. At the end of the discussion on 30 January 2004, members in general expressed support for the Administration to submit school building proposals to PWSC for consideration, in particular proposals to re-provision and re-develop existing substandard schools and construction of new schools for implementation of whole-day primary schooling. To facilitate PWSC's consideration of the proposals, members suggested that the Administration should include in the proposals detailed background information including the supply and demand situation and the views of the school heads in the districts concerned.

Reducing class sizes in public sector schools

35. The EC issued its Report No. 5 in 1992 which recommended, among others, improving teacher-student ratios and class sizes in primary and secondary schools. At that time, 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.

36. The Administration responded that it had implemented the recommendations on the class sizes, commencing from P1 in the 1993-94 school year. In 1998, after consulting the education sector, the Administration decided to speed up the implementation of whole-day primary schooling. To facilitate the early achievement of whole-day primary schooling for all, the standard class size in primary schools was increased by two places, starting with P1 in the 1998-99 school year and to be phased in over six years.

37. The Administration further explained 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. When whole-day primary schooling was implemented in all primary schools, resources could be re-deployed to reduce class sizes in primary and secondary schools.

38. The Administration informed the Panel on 18 November 2002 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 maximise the benefit of small class teaching.

39. 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.

40. 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. These members suggested that the Administration should freeze the number of P1 classes in each district at the current level and reduce the standard class size in primary schools progressively from 37 to 23 students in the light of the declining student population in the next decade.

41. 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 whole-day primary schooling by 2007 and an expanded senior secondary school sector by 2003.

42. At the Council meeting on 1 December 2004, the motion moved by Ms Audrey EU on “Implementing small class teaching” was carried. The motion urged the Government to progressively implement small class teaching in primary schools and then secondary schools to enhance the quality of school education and fulfil the expectations of parents, teachers and students. In response, EMB provided a LegCo Brief on a progress report on “Implementing Small Class Teaching” in February 2005. According to the report, the Administration is of the view that implementation of small class teaching should be strategically planned to ensure that the expected outcomes are achieved. The Administration is supportive of small class teaching. But in consideration of the long-term financial implications and competing demands for funds, the conflicting findings of overseas studies on the effect on student learning, and scarcity of local experience, the Administration has launched a three-year longitudinal study on small class teaching (the Study) from the 2004-05 school year.

43. The Study has been conducted according to schedule. According to the Administration, the purposes of the Study are to assess the benefits of small class teaching in the local context in terms of both academic and affective outcomes; and to identify the teaching strategies and support necessary for maximising the benefits of small class teaching. The findings will provide useful reference for the Administration to consider the way forward for small class teaching. A Steering

Committee comprising experienced academics and front-line educators has been set up to monitor the progress of the Study, and provide professional support to the 37 participating government and aided primary schools in the implementation of small class teaching and assessment of the learning process and outcomes. The final report of the Study will be completed at the end of 2008, and interim reports will be prepared between 2005 and 2007.

Cost-effectiveness of the School Improvement Programme

44. The Panel on Education has not discussed the implementation of the School Improvement Programme.

45. In his reply to an oral question raised by Hon SZETO Wah at the Council meeting on 5 January 2000, SEM said that the Administration had decided to appoint a consultant to review the steps and procedures of implementing the School Improvement Programme to assess whether there were more cost-effective ways of carrying out the Programme, and whether there was a need to revise the implementation timetable. In his supplementary question, Hon CHEUNG Man-kwong pointed out that there were more than 500 schools which did not have any student activity centre, library or computer room etc. He urged the Administration not to defer implementation of the School Improvement Programme. SEM replied that the consultancy review only sought to carry out the Programme in a more cost-effective manner. The Administration had no intention to remove some schools from the scope of the Programme and refuse to carry out improvement works for them on the basis of the consultancy review.

46. In its paper submitted to the PWSC meeting on 17 January 2001 [PWSC(2000-01)84], the Administration reported that the consultancy review on the School Improvement Programme had concluded that the Programme could be delivered more effectively, and had recommended guidelines for determining whether a school should be included in the Programme. The first guideline was that the cost of improvement works should not normally be more than 42% of the average cost of a new school of the same type and size. The other guideline was that the average construction cost per square metre for the additional net floor area to be provided through the School Improvement Programme should not be higher than a pre-determined "trend line".

47. PAC has, however, expressed concern about the cost-effectiveness of the School Improvement Programme after consideration of the Audit Report No. 39 (paragraph 23 above refers). In particular, PAC has noted that five schools which would be closed down are included in Phase V of the School Improvement Programme. PAC has urged SEM to shelve the improvement works or reduce the scope of the works to be carried out for schools that would be closed down in the near future, having regard to the remaining life span of the schools concerned.

48. When PWSC considered the Administration's project proposal for the

construction works for schools in the final phase of the School Improvement Programme to PWSC at its meeting on 29 October 2003, some members also raised concern that some schools included in the School Improvement Programme might be closed down in the near future due to under-enrollment. They requested the Administration to critically review the scope of the School Improvement Programme works for these schools, having regard to the remaining life span of these schools. These members, however, stressed that the Administration should carry out the essential improvement works to ensure that existing students in these schools were provided with a reasonable and safe learning environment.

49. The Administration responded that it had reviewed the School Improvement Programme in the light of the recommendations in the Audit Report No. 39. The Administration assured members that the improvement works for the five aided schools under the project proposal were justified.

Use/intended use of premises of those schools which had been closed

50. The Panel on Education has not discussed the subject of the use/intended use of the premises of those schools which had been closed.

Relevant questions raised at Council meetings

51. Details of the questions raised at Council meetings which are related to the School Building Programme and the School Improvement Programme are in **Appendix VI**.

Relevant papers

52. Members may wish to refer to the minutes of the relevant meetings and papers provided by the Administration as set out in **Appendix VII**. Soft copies of these documents are available at the website of the LegCo at <http://www.legco.gov.hk>.

**School building projects endorsed/approved by
the Public Works Subcommittee (PWSC)/the Finance Committee (FC)
since the 2003-04 legislative session**

Paper No.	Item	Date of PWSC meeting	Date of FC meeting	Approved estimate (\$M)
PWSC(2003-04)67	A 36-classroom primary school in Area 12, Yuen Long	18.2.2004	27.2.2004	107.700
PWSC(2003-04)68	A 24-classroom primary school at the junction of Tin Shing Road and Tin Pak Road, Tin Shui Wai	3.3.2004	30.4.2004	84.800
PWSC(2003-04)70	Second secondary school in Area 104, Tin Shui Wai Second primary school in Area 104, Tin Shui Wai	3.3.2004	30.4.2004	229.600
PWSC(2004-05)4	Secondary school at Site 10, West Kowloon Reclamation, Sham Shui Po A 36-classroom primary school at Site 10, West Kowloon Reclamation, Sham Shui Po	21.4.2004	14.5.2004	223.400
PWSC(2004-05)5	Primary school at Sheung Shing Street, Ho Man Tin	21.4.2004	14.5.2004	91.800
PWSC(2004-05)6	A direct subsidy scheme school (secondary-cum-primary) at Harmony Road, Siu Sai Wan	21.4.2004	14.5.2004	126.400
PWSC(2004-05)8	A direct subsidy scheme secondary school in Area 50, Tseung Kwan O	5.5.2004	11.6.2004	116.300
PWSC(2004-05)25	A direct subsidy scheme school (secondary-cum-primary) in Area 11, Sha Tin	9.6.2004	25.6.2004	222.500
PWSC(2004-05)26	A direct subsidy scheme school (secondary-cum-primary) in Area 65, Tseung Kwan O	9.6.2004	25.6.2004	218.200
PWSC(2004-05)35	A private independent school (secondary-cum-primary) at Shum Wan Road, Aberdeen	23.6.2004	2.7.2004	216.900
PWSC(2004-05)42	A private independent school (secondary-cum-primary) at Kong Sim Wan Tsuen, Pok Fu Lam	24.11.2004	17.12.2004	184.100
PWSC(2004-05)49	A private independent secondary school at Norfolk Road, Kowloon Tong	15.12.2004	14.1.2005	104.400

Paper No.	Item	Date of PWSC meeting	Date of FC meeting	Approved estimate (\$M)
PWSC(2005-06)24	A direct subsidy scheme school at Inverness Road, Kowloon Tong	8.6.2005	24.6.2005	85.400
PWSC(2005-06)25	A private independent school in Area 11, Shatin	8.6.2005	24.6.2005	98.100
			Total :	2109.600

Council Business Division 2
Legislative Council Secretariat
20 October 2005

**Projections on Demand and Supply of
Public Sector Primary School Places by District, 2005/06 to 2009/10**

District		2005/06	2006/07	2007/08	2008/09	2009/10
Central & Western	Demand (in classes), D	324	323	332	341	344
	Supply BEFORE adjustments (in classes), S1	361	356	298	302	302
	Supply AFTER adjustments (in classes), S2	361	356	340	344	344
	Surplus/shortfall (-), S1-D	37	33	-34	-39	-42
	Surplus/shortfall (-), S2-D	37	33	8	3	0
Wan Chai	Demand (in classes), D	166	162	166	178	178
	Supply BEFORE adjustments (in classes), S1	365	357	352	334	334
	Supply AFTER adjustments (in classes), S2	365	357	352	334	334
	Surplus/shortfall (-), S1-D	199	195	186	156	156
	Surplus/shortfall (-), S2-D	199	195	186	156	156
Eastern	Demand (in classes), D	815	756	727	705	684
	Supply BEFORE adjustments (in classes), S1	835	819	805	788	775
	Supply AFTER adjustments (in classes), S2	835	819	791	774	761
	Surplus/shortfall (-), S1-D	20	63	78	83	91
	Surplus/shortfall (-), S2-D	20	63	64	69	77
Southern	Demand (in classes), D	434	425	395	359	323
	Supply BEFORE adjustments (in classes), S1	335	327	373	365	365
	Supply AFTER adjustments (in classes), S2	335	327	337	329	329
	Surplus/shortfall (-), S1-D	-99	-98	-22	6	42
	Surplus/shortfall (-), S2-D	-99	-98	-58	-30	6
Yau Tsim Mong	Demand (in classes), D	446	433	429	443	462
	Supply BEFORE adjustments (in classes), S1	674	622	613	609	609
	Supply AFTER adjustments (in classes), S2	674	622	613	609	609
	Surplus/shortfall (-), S1-D	228	189	184	166	147
	Surplus/shortfall (-), S2-D	228	189	184	166	147
Sham Shui Po	Demand (in classes), D	610	579	546	526	533
	Supply BEFORE adjustments (in classes), S1	531	530	541	541	541
	Supply AFTER adjustments (in classes), S2	531	530	535	535	535
	Surplus/shortfall (-), S1-D	-79	-49	-5	15	8
	Surplus/shortfall (-), S2-D	-79	-49	-11	9	2
Kowloon City	Demand (in classes), D	573	552	531	519	519
	Supply BEFORE adjustments (in classes), S1	807	778	755	749	749
	Supply AFTER adjustments (in classes), S2	807	778	755	749	749
	Surplus/shortfall (-), S1-D	234	226	224	230	230
	Surplus/shortfall (-), S2-D	234	226	224	230	230
Wong Tai Sin	Demand (in classes), D	726	656	597	538	504
	Supply BEFORE adjustments (in classes), S1	807	791	777	773	772
	Supply AFTER adjustments (in classes), S2	807	791	777	773	772
	Surplus/shortfall (-), S1-D	81	135	180	235	268
	Surplus/shortfall (-), S2-D	81	135	180	235	268
Kwun Tong	Demand (in classes), D	1036	993	944	902	913
	Supply BEFORE adjustments (in classes), S1	894	883	877	864	863
	Supply AFTER adjustments (in classes), S2	894	883	877	864	863
	Surplus/shortfall (-), S1-D	-142	-110	-67	-38	-50
	Surplus/shortfall (-), S2-D	-142	-110	-67	-38	-50
Sai Kung	Demand (in classes), D	842	808	780	735	706
	Supply BEFORE adjustments (in classes), S1	745	751	735	757	756
	Supply AFTER adjustments (in classes), S2	745	751	735	727	726
	Surplus/shortfall (-), S1-D	-97	-57	-45	22	50
	Surplus/shortfall (-), S2-D	-97	-57	-45	-8	20
Sha Tin	Demand (in classes), D	1126	1050	993	955	933
	Supply BEFORE adjustments (in classes), S1	1233	1238	1229	1224	1214
	Supply AFTER adjustments (in classes), S2	1233	1238	1229	1224	1214
	Surplus/shortfall (-), S1-D	107	188	236	269	281
	Surplus/shortfall (-), S2-D	107	188	236	269	281

District		2005/06	2006/07	2007/08	2008/09	2009/10
Tai Po	Demand (in classes), D	558	514	475	444	434
	Supply BEFORE adjustments (in classes), S1	616	599	584	576	568
	Supply AFTER adjustments (in classes), S2	616	599	584	576	568
	Surplus/shortfall (-), S1-D	58	85	109	132	134
	Surplus/shortfall (-), S2-D	58	85	109	132	134
North	Demand (in classes), D	673	637	626	620	600
	Supply BEFORE adjustments (in classes), S1	650	640	648	682	678
	Supply AFTER adjustments (in classes), S2	650	615	605	585	581
	Surplus/shortfall (-), S1-D	-23	3	22	62	78
	Surplus/shortfall (-), S2-D	-23	-22	-21	-35	-19
Yuen Long	Demand (in classes), D	1428	1351	1284	1239	1221
	Supply BEFORE adjustments (in classes), S1	1248	1244	1287	1281	1287
	Supply AFTER adjustments (in classes), S2	1247	1233	1201	1190	1181
	Surplus/shortfall (-), S1-D	-180	-107	3	42	66
	Surplus/shortfall (-), S2-D	-181	-118	-83	-49	-40
Tuen Mun	Demand (in classes), D	1106	1034	980	918	874
	Supply BEFORE adjustments (in classes), S1	1135	1106	1015	1002	990
	Supply AFTER adjustments (in classes), S2	1135	1106	1093	1014	1002
	Surplus/shortfall (-), S1-D	29	72	35	84	116
	Surplus/shortfall (-), S2-D	29	72	113	96	128
Tsuen Wan	Demand (in classes), D	544	529	509	494	484
	Supply BEFORE adjustments (in classes), S1	567	532	513	513	513
	Supply AFTER adjustments (in classes), S2	567	532	507	507	507
	Surplus/shortfall (-), S1-D	23	3	4	19	29
	Surplus/shortfall (-), S2-D	23	3	-2	13	23
Kwai Tsing	Demand (in classes), D	987	974	945	921	882
	Supply BEFORE adjustments (in classes), S1	818	805	865	865	865
	Supply AFTER adjustments (in classes), S2	818	805	837	837	837
	Surplus/shortfall (-), S1-D	-169	-169	-80	-56	-17
	Surplus/shortfall (-), S2-D	-169	-169	-108	-84	-45
Islands	Demand (in classes), D	290	310	305	291	283
	Supply BEFORE adjustments (in classes), S1	256	256	256	268	268
	Supply AFTER adjustments (in classes), S2	256	256	256	256	256
	Surplus/shortfall (-), S1-D	-34	-54	-49	-23	-15
	Surplus/shortfall (-), S2-D	-34	-54	-49	-35	-27
Total	Demand (in classes), D	12687	12086	11563	11127	10876
	Supply BEFORE adjustments (in classes), S1	12876	12635	12521	12494	12449
	Supply AFTER adjustments (in classes), S2	12875	12599	12423	12228	12168
	Surplus/shortfall (-), S1-D	189	549	958	1367	1573
	Surplus as percentage of supply BEFORE adjustments	1%	4%	8%	11%	13%
	Surplus/shortfall (-), S2-D	188	513	860	1101	1292
	Surplus as percentage of supply AFTER adjustments	1%	4%	7%	9%	11%

Notes:

- (1) Projections on demand for public sector primary school places are primarily derived from the projected population distribution by District Council district released in October 2004 by the interdepartmental Working Group on Population Distribution Projections. The Working Group's projections are based on the 2003-based population projections released by the Census and Statistics Department in mid-2004.
- (2) Projections on supply of public sector primary school places (in terms of classes) are primarily based on -
 - (a) the supply from operating classes of existing public sector primary schools in the relevant years; and
 - (b) the supply from projects already allocated (with some under construction and some under planning), incorporating proposed adjustments under the current Review.
- (3) The supply is counted on the basis of the number of classes. For some of the existing schools operating in bi-sessional mode, classes for both a.m. and p.m. sessions are counted in the supply.
- (4) Figures may not add up to totals due to rounding.

**Projections on Demand and Supply of
Public Sector Secondary School Places by District, 2005/06 to 2009/10**

District		2005/06	2006/07	2007/08	2008/09	2009/10
Central & Western	Demand (in classes), D	350	342	335	323	308
	Supply BEFORE adjustments (in classes), S1	322	318	315	312	312
	Supply AFTER adjustments (in classes), S2	322	318	315	312	312
	Surplus / Shortfall (-), S1 – D	-28	-24	-20	-11	4
	Surplus / Shortfall (-), S2 – D	-28	-24	-20	-11	4
Wan Chai	Demand (in classes), D	437	420	404	384	364
	Supply BEFORE adjustments (in classes), S1	481	479	474	470	468
	Supply AFTER adjustments (in classes), S2	481	479	474	470	468
	Surplus / Shortfall (-), S1 – D	44	59	70	86	104
	Surplus / Shortfall (-), S2 – D	44	59	70	86	104
Eastern	Demand (in classes), D	845	839	831	816	791
	Supply BEFORE adjustments (in classes), S1	837	838	837	837	837
	Supply AFTER adjustments (in classes), S2	837	838	837	837	837
	Surplus / Shortfall (-), S1 – D	-8	-1	6	21	46
	Surplus / Shortfall (-), S2 – D	-8	-1	6	21	46
Southern	Demand (in classes), D	353	344	336	323	309
	Supply BEFORE adjustments (in classes), S1	396	398	401	404	407
	Supply AFTER adjustments (in classes), S2	396	398	401	404	407
	Surplus / Shortfall (-), S1 – D	43	54	65	81	98
	Surplus / Shortfall (-), S2 – D	43	54	65	81	98
Yau Tsim Mong	Demand (in classes), D	455	447	430	410	386
	Supply BEFORE adjustments (in classes), S1	481	486	485	483	482
	Supply AFTER adjustments (in classes), S2	481	486	485	483	482
	Surplus / Shortfall (-), S1 – D	26	39	55	73	96
	Surplus / Shortfall (-), S2 – D	26	39	55	73	96
Sham Shui Po	Demand (in classes), D	608	602	587	568	547
	Supply BEFORE adjustments (in classes), S1	576	582	584	585	586
	Supply AFTER adjustments (in classes), S2	576	582	584	585	586
	Surplus / Shortfall (-), S1 – D	-32	-20	-3	17	39
	Surplus / Shortfall (-), S2 – D	-32	-20	-3	17	39
Kowloon City	Demand (in classes), D	958	958	945	919	883
	Supply BEFORE adjustments (in classes), S1	961	973	977	981	985
	Supply AFTER adjustments (in classes), S2	961	973	977	981	985
	Surplus / Shortfall (-), S1 – D	3	15	32	62	102
	Surplus / Shortfall (-), S2 – D	3	15	32	62	102
Wong Tai Sin	Demand (in classes), D	661	671	669	655	635
	Supply BEFORE adjustments (in classes), S1	647	647	649	649	649
	Supply AFTER adjustments (in classes), S2	647	647	649	649	649
	Surplus / Shortfall (-), S1 – D	-14	-24	-20	-6	14
	Surplus / Shortfall (-), S2 – D	-14	-24	-20	-6	14
Kwun Tong	Demand (in classes), D	929	939	936	922	907
	Supply BEFORE adjustments (in classes), S1	905	911	911	914	917
	Supply AFTER adjustments (in classes), S2	905	911	911	914	917
	Surplus / Shortfall (-), S1 – D	-24	-28	-25	-8	10
	Surplus / Shortfall (-), S2 – D	-24	-28	-25	-8	10
Sai Kung	Demand (in classes), D	578	593	610	627	638
	Supply BEFORE adjustments (in classes), S1	612	639	659	684	706
	Supply AFTER adjustments (in classes), S2	612	639	659	674	686
	Surplus / Shortfall (-), S1 – D	34	46	49	57	68
	Surplus / Shortfall (-), S2 – D	34	46	49	47	48
Sha Tin	Demand (in classes), D	1132	1133	1125	1094	1049
	Supply BEFORE adjustments (in classes), S1	1202	1225	1237	1247	1252
	Supply AFTER adjustments (in classes), S2	1202	1225	1237	1247	1252
	Surplus / Shortfall (-), S1 – D	70	92	112	153	203
	Surplus / Shortfall (-), S2 – D	70	92	112	153	203

District		2005/06	2006/07	2007/08	2008/09	2009/10
Tai Po	Demand (in classes), D	617	584	541	495	450
	Supply BEFORE adjustments (in classes), S1	626	628	632	636	636
	Supply AFTER adjustments (in classes), S2	626	628	632	636	636
	Surplus / Shortfall (-), S1 – D	9	44	91	141	186
	Surplus / Shortfall (-), S2 – D	9	44	91	141	186
North	Demand (in classes), D	618	602	580	548	509
	Supply BEFORE adjustments (in classes), S1	567	561	564	566	566
	Supply AFTER adjustments (in classes), S2	567	561	564	566	566
	Surplus / Shortfall (-), S1 – D	-51	-41	-16	18	57
	Surplus / Shortfall (-), S2 – D	-51	-41	-16	18	57
Yuen Long	Demand (in classes), D	1089	1167	1232	1291	1326
	Supply BEFORE adjustments (in classes), S1	956	975	978	984	988
	Supply AFTER adjustments (in classes), S2	956	975	978	984	984
	Surplus / Shortfall (-), S1 – D	-133	-192	-254	-307	-338
	Surplus / Shortfall (-), S2 – D	-133	-192	-254	-307	-342
Tuen Mun	Demand (in classes), D	1029	1030	1008	965	913
	Supply BEFORE adjustments (in classes), S1	1036	1033	1028	1027	1027
	Supply AFTER adjustments (in classes), S2	1036	1033	1028	1027	1027
	Surplus / Shortfall (-), S1 – D	7	3	20	62	114
	Surplus / Shortfall (-), S2 – D	7	3	20	62	114
Tsuen Wan	Demand (in classes), D	366	364	356	342	328
	Supply BEFORE adjustments (in classes), S1	362	362	362	362	362
	Supply AFTER adjustments (in classes), S2	362	362	362	362	362
	Surplus / Shortfall (-), S1 – D	-4	-2	6	20	34
	Surplus / Shortfall (-), S2 – D	-4	-2	6	20	34
Kwai Tsing	Demand (in classes), D	919	928	926	912	889
	Supply BEFORE adjustments (in classes), S1	899	898	897	896	896
	Supply AFTER adjustments (in classes), S2	899	898	897	896	896
	Surplus / Shortfall (-), S1 – D	-20	-30	-29	-16	7
	Surplus / Shortfall (-), S2 – D	-20	-30	-29	-16	7
Islands	Demand (in classes), D	183	222	264	315	365
	Supply BEFORE adjustments (in classes), S1	213	232	236	251	261
	Supply AFTER adjustments (in classes), S2	213	232	236	245	249
	Surplus / Shortfall (-), S1 – D	30	10	-28	-64	-104
	Surplus / Shortfall (-), S2 – D	30	10	-28	-70	-116
Total	Demand (in classes), D	12127	12183	12111	11910	11595
	Supply BEFORE adjustments (in classes), S1	12079	12184	12227	12286	12336
	Supply AFTER adjustments (in classes), S2	12079	12184	12227	12270	12300
	Surplus/shortfall (-), S1-D	-48	1	116	376	741
	Surplus as percentage of supply BEFORE adjustments	NA	*	1%	3%	6%
	Surplus/shortfall (-), S2-D	-48	1	116	360	705
	Surplus as percentage of supply AFTER adjustments	NA	*	1%	3%	6%

Notes:

- (1) Projections on demand for public sector secondary school places are primarily derived from the student enrolment projections of the public sector, making reference to the 2003-based population projections released by the Census and Statistics Department in mid-2004.
 - (2) Projections on supply of public sector secondary school places (in terms of classes) are primarily based on -
 - (a) the supply from operating classes of existing public sector secondary schools in the relevant year; and
 - (b) the supply from projects already allocated (with some under construction and some under planning), incorporating proposed adjustments under the current Review.
 - (3) The supply is counted on the basis of the number of classes, including floating classes.
 - (4) Figures may not add up to totals due to rounding.
- NA Not applicable
- * Negligible

**Number of schools included and approved project estimates
under the five phases of the School Improvement Programme**
(as at 30 April 2005)

Phase	No. of schools included	Approved Project Estimate (\$M)
1	102	1,130
2	130	2,351
3	150	4,163
4	122	4,557
5	239	8,693
Total	743	20,894

Council Business Division 2
Legislative Council Secretariat
20 October 2005

**Extract from Public Accounts Committee Report No. 39 (February 2003)
tabled in Council on 19 February 2003**

Primary education - Planning and provision of primary school places

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;

- 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;

Primary education - Planning and provision of primary school places

- 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 reprovision 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
 - (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;

Primary education - Planning and provision of primary school places

- 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
 - (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;

Primary education - Planning and provision of primary school places

- 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 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

Primary education - Planning and provision of primary school places

- (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 Public Accounts Committee Report No. 41 (February 2004)
tabled in Council on 25 February 2004

Planning and provision of public secondary school places

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

Classroom utilisation

- expresses concern that there were 145 vacant classrooms in public secondary schools as at September 2002;
- notes that:
 - (a) the Permanent Secretary for Education and Manpower has commented that the 145 vacant classrooms amounts to only 1.4% of all classrooms available in the public secondary schools and the situation of vacant classrooms is not serious. However, the Secretary for Education and Manpower agrees that the persistent under-utilisation of classrooms needs to be tackled;
 - (b) most of the vacant classrooms are being put to beneficial use; and
 - (c) the EMB has generally accepted Audit's recommendations in paragraph 2.17 of the Audit Report;

Unfilled places in public secondary schools

- expresses concern that:
 - (a) many eligible students could not be admitted to Secondary Six due to the limited number of places, yet many of those admitted chose not to study in Secondary Seven;
 - (b) the under-utilisation problem in ex-prevocational/technical schools was widespread; and
 - (c) while there were some 20,300 unfilled places in public secondary schools, the Government had spent some \$246 million on buying 7,300 school places from caput schools in the 2002-03 school year;
- notes that the Secretary for Education and Manpower:
 - (a) has undertaken to critically review the demand for caput schools in different districts and consider reducing the number of places bought from the caput schools which have a substantial number of unfilled places;

Planning and provision of public secondary school places

- b) has accepted Audit's recommendations mentioned in paragraphs 3.9, 3.19 and 3.30 of the Audit Report; and
- (c) has no objection to Audit's recommendations in paragraph 3.15 of the Audit Report;

Government secondary schools

- expresses concern that:
 - (a) the broad guideline that each district should have one government secondary school has not been followed;
 - (b) some of the objectives of providing government secondary schools could be met by other means;
 - (c) some government secondary schools had under-utilisation problems; and
 - (d) government secondary schools are more costly to operate than aided secondary schools. The cost differential in 2002-03 was about \$10,000 per student;
- notes that:
 - (a) the EMB is prepared to close those government secondary schools which have a large number of unfilled places and to retain the quality ones. In the 2004-05 school year, there will be one or two government secondary schools which will not admit any more Secondary One students; and
 - (b) the EMB has accepted Audit's recommendations in paragraph 4.19 of the Audit Report and has set up a Working Group to review the future roles and development of government schools;

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

- expresses concern that, in making projections for the future supply and demand of public school places, the EMB might not have fully taken into account all available school places, because:
 - (a) some of the 145 vacant classrooms could be utilised to provide additional school places;

Planning and provision of public secondary school places

- (b) the number of school places reserved for repeaters at Secondary One to Three could be reduced;
 - (c) more places provided by Direct Subsidy Scheme schools could be taken into account;
 - (d) not all new schools under planning were included in the projection; and
 - (e) the size of Secondary Six classes could be increased slightly as the number of unfilled places at Secondary Seven was significantly higher than that in Secondary Six. There is also a clear trend that many Secondary Six students will choose not to study in Secondary Seven;
- notes that the Secretary for Education and Manpower has generally accepted Audit's recommendations in paragraph 5.16 of the Audit Report; and

Follow-up action

- wishes to be kept informed of any further developments and progress made in implementing the various Audit recommendations and improvement measures.

List of questions and motion raised/moved at Council meetings

A list of the questions and motions raised/moved relating to the School Building Programme and the School Improvement Programme raised by Members at Council meetings since the first term of the Legislative Council is set out below for members' easy reference.

1998-99 legislative session

Council meeting on 22 July 1998

2. Hon CHEUNG Man-kwong raised a written question on supply and demand of places in various types of special schools. The question and replies are available on the Research and Library Services Information System and the Council's website at <http://www.legco.gov.hk/yr98-99/english/counmtg/hansard/980722fe.htm>.

1999-2000 legislative session

Council meeting on 24 November 1999

3. Hon Emily LAU raised a written question on remedial measures for primary and secondary schools without physical education facilities. The question and replies are available on the Research and Library Services Information System and the Council's website at [page 68] <http://www.legco.gov.hk/yr99-00/english/counmtg/hansard/991124fe.pdf>.

Council meeting on 5 January 2000

4. Hon SZETO WAH raised an oral question on implementation of school improvement programme. The question and replies are available on the Research and Library Services Information System and the Council's website at [page 14] <http://www.legco.gov.hk/yr99-00/english/counmtg/hansard/000105fe.pdf>.

Council meeting on 8 March 2000

5. Dr Hon TANG Siu-tong raised a written question on building new school premises for implementation of whole-day schooling in primary schools. The question and replies are available on the Research and Library Services Information System and the Council's website at [page 13] <http://www.legco.gov.hk/yr99-00/english/counmtg/hansard/000308fe.pdf>.

Council meeting on 3 May 2000

6. Hon CHEUNG Man-kwong moved a motion on improving the teaching environment in schools. The Official Record of Proceedings of the meeting is available on the Research and Library Services Information System and the Council's website at [page 89] <http://www.legco.gov.hk/yr99-00/english/counmtg/hansard/000503fe.pdf>.

2000-01 legislative session

Council meeting on 25 October 2000

7. Hon LAU Kong-wah raised a written question on supply and demand for primary school places. The question and replies are available on the Research and Library Services Information System and the Council's website at [page 8] <http://www.legco.gov.hk/yr00-01/english/counmtg/hansard/001025fe.pdf>.

Council meeting on 25 April 2001

8. Hon CHAN Yuen-han raised a written question on the issue of Primary Six students being required to attend secondary schools in other districts. The question and replies are available on the Research and Library Services Information System and the Council's website at [page 58] <http://www.legco.gov.hk/yr00-01/english/counmtg/hansard/010425fe.pdf>.

2001-02 legislative session

Council meeting on 8 May 2002

9. Hon CHEUNG Man-kwong raised a written question on delay in the construction work of government primary schools. The question and replies are available on the Research and Library Services Information System and the Council's website at [page 65] <http://www.legco.gov.hk/yr01-02/english/counmtg/hansard/cm0508ti-translate-e.pdf>.

2002-03 legislative session

Council meeting on 20 November 2002

10. Hon CHEUNG Man-kwong raised a written question on land reserved for constructing primary and secondary school. The question and replies are available on the Research and Library Services Information System and the Council's website at [page 80] <http://www.legco.gov.hk/yr02-03/english/counmtg/hansard/cm1120ti-translate-e.pdf>.

2003-04 legislative session

Council meeting on 26 November 2003

11. Hon CHEUNG Man-kwong raised a written question on school planning. The question and replies are available on the Research and Library Services Information System and the Council's website at [page 62] <http://www.legco.gov.hk/yr03-04/english/counmtg/hansard/cm1126ti-translate-e.pdf>.

2004-05 legislative session

Council meeting on 20 April 2005

12. Hon TAM Yiu-chung raised a written question on dwindling number of primary school students. The question and replies are available on the Research and Library Services Information System and the Council's website at http://www.legco.gov.hk/general/english/counmtg/yr04-08/mtg_0405.htm#mtg0420.

Council meeting on 18 May 2005

13. Hon Jasper TSANG Yok-sing raised a written question on a Y2K school fails to admit sufficient students. The question and replies are available on the Research and Library Services Information System and the Council's website at http://www.legco.gov.hk/general/english/counmtg/yr04-08/mtg_0405.htm#mtg0518.

Council Business Division 2
Legislative Council Secretariat
20 October 2005

Appendix VII

Panel on Education

Relevant documents on school building programme and school improvement programme

Date of meeting	Meeting	Minutes/Paper	LC Paper No.
18.1.99	Panel on Education	Minutes of meeting	CB(2)1973/98-99 http://www.legco.gov.hk/yr98-99/english/panels/ed/minutes/ed180199.htm
		Discussion paper on "Improving Student-Teacher Ratio in Primary and Secondary Schools"	CB(2)1063/98-99(02) http://www.legco.gov.hk/yr98-99/english/panels/ed/papers/1063e02.pdf
30.3.99	Panel on Education	Minutes of meeting	CB(2)2665/98-99 http://www.legco.gov.hk/yr98-99/english/panels/ed/minutes/ed300399.htm
		Discussion paper on "Allocation of land for school development"	CB(2)1582/98-99(03) http://www.legco.gov.hk/yr98-99/english/panels/ed/papers/ed3003_5.htm
18.12.00	Panel on Education	Minutes of meeting	CB(2)1072/00-01 http://www.legco.gov.hk/yr00-01/english/panels/ed/minutes/ed181200.pdf
		Discussion paper on "Reservation of school sites"	CB(2)504/00-01(01) http://www.legco.gov.hk/yr00-01/english/panels/ed/papers/504e01.pdf
15.1.01	Panel on Education	Minutes of meeting	CB(2)1107/00-01 http://www.legco.gov.hk/yr00-01/english/panels/ed/minutes/ed150101.pdf

Date of meeting	Meeting	Minutes/Paper	LC Paper No.
		Discussion paper on "Further Information on School Sites"	CB(2)666/00-01(01) http://www.legco.gov.hk/yr00-01/english/panels/ed/papers/666e01.pdf
18.11.02	Panel on Education	Minutes of meeting	CB(2)627/02-03 http://www.legco.gov.hk/yr02-03/english/panels/ed/minutes/ed021118.pdf
		Information note on "Priorities in Education for 2002-03"	CB(2)155/02-03(01) http://www.legco.gov.hk/yr02-03/english/panels/ed/papers/ed1028cb2-155-1e.pdf
20.1.03	Panel on Education	Minutes of meeting	CB(2)1177/02-03 http://www.legco.gov.hk/yr02-03/english/panels/ed/minutes/ed030120.pdf
		Discussion paper on "Reservation of school sites"	CB(2)894/02-03(02) http://www.legco.gov.hk/yr02-03/english/panels/ed/papers/ed0120cb2-894-2e.pdf
19.5.03	Panel on Education	Minutes of meeting	CB(2)2404/02-03 http://www.legco.gov.hk/yr02-03/english/panels/ed/minutes/ed030519.pdf
		Discussion paper on "Study on effective strategies of class and group teaching in primary schools"	CB(2)1826/02-03(06) http://www.legco.gov.hk/yr02-03/english/panels/ed/papers/ed0428cb2-1826-6e.pdf
26.5.03	Panel on Education	Minutes of meeting	CB(2)2818/02-03 http://www.legco.gov.hk/yr02-03/english/panels/ed/minutes/ed030526.pdf

Date of meeting	Meeting	Minutes/Paper	LC Paper No.
		Discussion paper on "Consolidation of high cost & under-utilized primary schools"	CB(2)1826/02-03(01) http://www.legco.gov.hk/yr02-03/english/panels/ed/papers/ed0428cb2-1826-1e.pdf
16.6.03	Panel on Education	Minutes of meeting	CB(2)2974/02-03 http://www.legco.gov.hk/yr02-03/english/panels/ed/minutes/ed030616.pdf
		Discussion paper on "Implementation of whole-day primary schooling"	CB(2)2401/02-03(01) http://www.legco.gov.hk/yr02-03/english/panels/ed/papers/ed0616cb2-2401-1e.pdf
23.6.03	Panel on Education	Minutes of meeting	CB(2)3034/02-03 http://www.legco.gov.hk/yr02-03/english/panels/ed/minutes/ed030623.pdf
29.10.03	Public Works Subcommittee	Minutes of meeting	PWSC16/03-04 http://www.legco.gov.hk/yr03-04/english/fc/pwsc/minutes/pw031029.pdf
		Head 703 - Buildings	PWSC(2003-2004)50 http://www.legco.gov.hk/yr03-04/english/fc/pwsc/papers/p03-50e.pdf
		Head 708 – Capital subventions and major systems and equipment	PWSC(2003-2004)51 http://www.legco.gov.hk/yr03-04/english/fc/pwsc/papers/p03-51e.pdf
30.1.04	Panel on Education	Minutes of meeting	CB(2)1645/03-04 http://www.legco.gov.hk/yr03-04/english/panels/ed/minutes/ed040130.pdf

Date of meeting	Meeting	Minutes/Paper	LC Paper No.
		Discussion paper on "Planning and provision of public sector school places"	CB(2)1058/03-04(01) http://www.legco.gov.hk/yr03-04/english/panels/ed/papers/ed0130cb2-1058-1-e.pdf
19.4.04	Panel on Education	Minutes of meeting	CB(2)2790/03-04 http://www.legco.gov.hk/yr03-04/english/panels/ed/minutes/ed040419.pdf
		Discussion paper on "Schools not Allocated Primary One Class in 2004/05 School Year"	CB(2)2013/03-04(01) http://www.legco.gov.hk/yr03-04/english/panels/ed/papers/ed0419cb2-2013-1e.pdf
19.7.04	Panel on Education	Minutes of meeting	CB(2)3330/03-04 http://www.legco.gov.hk/yr03-04/english/panels/ed/minutes/ed040719.pdf
		Discussion paper on "Teacher-to-class ratios and class sizes in primary and secondary schools"	CB(2)3088/03-04(01) http://www.legco.gov.hk/yr03-04/english/panels/ed/papers/ed0719cb2-3088-1e.pdf
12.4.05	Finance Committee	Minutes of meeting	http://www.legco.gov.hk/yr04-05/english/fc/fc/minutes/sfc_rpt.pdf
30.5.05	Panel on Education	Minutes of meeting	CB(2)2582/04-05 http://www.legco.gov.hk/yr04-05/english/panels/ed/minutes/ed050530.pdf
		Discussion paper on "Review of the School Building Programme"	CB(2)1656/04-05(01) http://www.legco.gov.hk/yr04-05/english/panels/ed/papers/ed0530cb2-1656-1e.pdf

Date of meeting	Meeting	Minutes/Paper	LC Paper No.
8.6.05	Public Works Subcommittee	Minutes of meeting	PWSC83/04-05 http://www.legco.gov.hk/yr04-05/english/fc/pwsc/minutes/pw050608.pdf
		86EB – A direct subsidy scheme secondary school at Inverness Road, Kowloon Tong	PWSC(2005-06)24 http://www.legco.gov.hk/yr04-05/english/fc/pwsc/papers/p05-24e.pdf
		54EC – A private independent school (secondary-cum-primary) in Area 11, Sha Tin	PWSC(2005-06)25 http://www.legco.gov.hk/yr04-05/english/fc/pwsc/papers/p05-25e.pdf

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