

For information

## **Legislative Council Panel on Education**

### **School-based Professional Support Programmes Financed by the Education Development Fund**

#### **Purpose**

This paper reports on the progress of the School-based Professional Support (SBPS) Programmes financed by the Education Development Fund (EDF) in the 2015/16 school year (s.y.).

#### **Background**

2. In July 2004, the Finance Committee (FC) of the Legislative Council (LegCo) approved the setting up of the EDF with a grant of \$550 million to provide diversified SBPS Programmes to build up schools' capacity to take forward education reform measures from the 2004/05 s.y. for an initial period of five years. As part of the annual exercise of reporting progress of the EDF to the LegCo Panel on Education, we informed Members in June 2009 that the duration of the EDF would be extended to the 2012/13 s.y. In January 2012, the FC approved the injection of a sum of \$550 million into the EDF to continue with the provision of the SBPS Programmes for five more school years from the 2012/13 s.y. to 2016/17 s.y., thereby enabling schools to sustain their impetus for self-improvement in varied arenas of work, and for making necessary adjustments arising from education reform initiatives. In January 2016, we submitted an information paper to LegCo Panel on Education to report on the progress of the SBPS Programmes financed by the EDF for the 2014/15 s.y. and its way forward after the 2016/17 s.y., including the extension of the EDF's operation until the end of the 2018/19 s.y. (vide CB(4) 529/15-16(01)). In April 2016, we informed the FC (vide FCRI(2016-17)1) to extend the operation of the EDF to the end of the 2018/19 s.y. using the remaining balance of the EDF to continue providing schools with the SBPS Programmes and to maximize the impact of the Programmes.

3. Since its inception, the EDF has been supporting schools and teachers by way of the following five strands of the Programmes, namely:

- (i) Principal Support Network (PSN) - To second experienced principals or to recruit retired principals to provide collegial support to partner principals with a view to enhancing their leadership skills through various modes of professional exchange activities;
- (ii) School Support Partners (SSP) (Seconded Teacher) Scheme - To second experienced teachers to provide school-based support to teachers in other schools on various theme-based or Key Learning Areas projects and to establish professional sharing platforms for enhancing teachers' professional capacity;
- (iii) Professional Development Schools (PDS) Scheme - To designate schools with exemplary practices in learning and teaching and a good sharing culture as PDSs. Each PDS will provide support services to two to three partner schools on specific pedagogical themes to enhance the effectiveness of learning and teaching through various exchange activities;
- (iv) University-School Support Programmes (USP) - To commission universities to provide diversified school-based professional support connecting research-based pedagogies with classroom practices to cater for schools' development needs; and
- (v) Collegial Participation in External School Review (ESR) - To invite experienced serving principals and teachers to serve as external reviewers in the ESR teams to enhance their capacity for conducting self-evaluation for continual improvement.

4. The Advisory Committee on the Education Development Fund which comprises representatives of school councils, frontline teachers, principals, academics and community members, has been set up since August 2004 to advise on the operation of the EDF and the implementation of the SBPS Programmes. A cross-divisional working group, the School Development Key Group, has been set up within the Education Bureau (EDB) to oversee and monitor the delivery of the SBPS Programmes on a regular basis.

5. We conduct evaluation of the effectiveness of SBPS annually by means

of questionnaire surveys and/or focus interviews. The results of the annual evaluation affirmed that participating schools of the SBPS Programmes are satisfied with the school-based support provided and that the Programmes could meet the schools' expectations and needs. Besides, the SBPS Programmes have also brought positive impact on school development in respect of :

- (i) strengthening the coherence between processes and initiatives at school level to sustain and maximize the impact of education/curriculum reform on learning and teaching, in particular;
- (ii) stepping up teachers' professional capacity to lead and sustain the reform measures; and
- (iii) supporting student learning and developing their potential.

### **Progress Update**

6. The school sector's demand for support services has remained high over the years. In the past twelve years, the EDF has allocated a total of about \$863 million for some 7,461 school support services. In the 2015/16 s.y., about 44% of secondary schools, 47% of primary schools, 50% of special schools and 13% of kindergartens benefitted from different SBPS Programmes. The numbers of schools supported since the 2004/05 s.y. can be found in Annex I. A brief account of the support programmes provided to schools under the five strands in the 2015/16 s.y. is at Annex II.

7. As at August 2016, the EDF has a balance of some \$331 million. The expenditure of the SBPS Programmes and cash balance of the EDF at the end of each s.y. can be found in Annex III.

### **Advice Sought**

8. Members are invited to note the progress of the SBPS Programmes.

Education Bureau  
January 2017

**Number of schools supported by the SBPS Programmes financed by the EDF**

	2004/05 School Year			2005/06 School Year			2006/07 School Year			2007/08 School Year				2008/09 School Year				2009/10 School Year				2010/11 School Year			
	Sec	Pri	Sp	Sec	Pri	Sp	Sec	Pri	Sp	Sec	Pri	Sp	KG*	Sec	Pri	Sp	KG*	Sec	Pri	Sp	KG*	Sec	Pri	Sp	KG*
Number of participating schools & its % share in respect of the respective school types	165 (35.7%)	108 (16.3%)	10 (16.1%)	228 (48.6%)	216 (35.2%)	20 (32.3%)	218 (46.1%)	246 (43.9%)	21 (34.4%)	170 (36.2%)	220 (41.0%)	15 (25.0%)	48 (4.9%)	170 (36.5%)	196 (38.1%)	14 (23.3%)	87 (8.7%)	204 (44.1%)	204 (41.4%)	19 (31.7%)	98 (10.2%)	168 (36.2%)	195 (40.4%)	31 (51.7%)	111 (11.7%)
<b>Total</b>	<b>283</b>			<b>464</b>			<b>485</b>			<b>453</b>				<b>467</b>				<b>525</b>				<b>505</b>			

	2011/12 School Year				2012/13 School Year				2013/14 School Year				2014/15 School Year				2015/16 School Year			
	Sec	Pri	Sp	KG*	Sec	Pri	Sp	KG*	Sec	Pri	Sp	KG*	Sec	Pri	Sp	KG*	Sec	Pri	Sp	KG*
Number of participating schools & its % share in respect of the respective school types	185 (38.7%)	222 (47.9%)	26 (43.3%)	76 (7.9%)	214 (46.3%)	220 (45.5%)	14 (23.3%)	132 (14.1%)	181 (39.3%)	221 (46.2%)	18 (30%)	129 (13.6%)	236 (51.3%)	223 (46.7%)	41 (68.3%)	148 (15.3%)	201 (44.1%)	227 (47.3%)	30 (50%)	121 (12.5%)
<b>Total</b>	<b>509</b>				<b>580</b>				<b>549</b>				<b>648</b>				<b>579</b>			

\*KG stands for kindergartens and kindergarten-cum-child care centres

**Progress of the Implementation of the  
SBPS Programmes in the 2015/16 school year**

***I. Principal Support Network (PSN)***

Strategy	Secondment of experienced principals or recruitment of retired principals to provide collegial support to partner principals, and formation of network clusters to facilitate interactive professional sharing among principals with a view to enhancing their leadership skills through various modes of professional exchange activities.
Progress of Implementation	<ul style="list-style-type: none"> <li>➤ Under the Collegial Principal Support Network, five experienced retired principals were invited to conduct a series of thematic talks entitled “Road to success of Principals” from January to May 2016 to share their practical experiences as school leaders.</li> <li>➤ To foster leadership of the middle managers, a total of 15 sessions under the Middle Managers Learning Community (MMLC) were organised for vice-principals and senior teachers of primary and secondary schools in five districts, including Kwun Tong, Wong Tai Sin, Sai Kung, Central, Western and Southern, and Wan Chai and Island to enhance their knowledge and skills in school administration and development. These thematic sessions included “How to be a Successful Middle Manager”, “Students’ All-round Development”, “Development of School-based Curriculum” and “Leadership and Motivation”.</li> <li>➤ Each session of the MMLC consisted of theoretical input, experience sharing along with authentic case studies.</li> </ul>
No. of Beneficiaries	About 668 principals, vice-principals and senior teachers of secondary, primary and special schools.
Accumulated Expenditure (from 2004/05 to 2015/16)	About \$10 million <sup>Note</sup>

## II. *School Support Partners (Seconded Teacher) Scheme (SSP)*

<p>Strategy</p>	<p><u>SSP(Local)</u></p> <ul style="list-style-type: none"> <li>➤ Secondment of experienced local teachers on a full-time or part-time basis to provide school-based support to teachers in other schools on various theme-based or Key Learning Areas (KLA) projects and to establish platforms for professional sharing.</li> <li>➤ Local English language teachers of primary and secondary schools participating in a collaboration programme in the Mainland to facilitate professional exchange.</li> </ul> <p><u>SSP(Mainland)</u></p> <ul style="list-style-type: none"> <li>➤ Interflow programmes with Mainland expert teachers (METs) to enhance professional capacity of local teachers.</li> </ul>
<p>Progress of Implementation</p>	<p><u>SSP(Local)</u></p> <ul style="list-style-type: none"> <li>➤ A total of 88 seconded teachers under 29 projects were recruited to render support on KLA, Liberal Studies and various themes such as catering for learner diversity, supporting small class teaching, supporting ethnic minority students, and supporting students with special educational needs etc.</li> <li>➤ Under the “Scheme on Hong Kong Teachers’ Exchange Activities to the Mainland” (HKTEAM), a local English language teacher participated in a 5-week professional collaboration programme in the Mainland. Teachers from the Mainland schools were invited to visit Hong Kong schools and to conduct interflow programmes with local teachers during their 1-week stay in Hong Kong. Sharing sessions were conducted in the Mainland city concerned and in Hong Kong.</li> </ul> <p><u>SSP(Mainland)</u></p> <ul style="list-style-type: none"> <li>➤ 42 METs joined the “Mainland-Hong Kong Teachers Exchange &amp; Collaboration Programme” (MHKTECP). They worked in partnership with local teachers and shared their experiences with local schools in the learning and teaching of Chinese Language and Putonghua at primary and secondary levels and</li> </ul>

	<p>Mathematics at primary level. In respect of kindergartens, the collaboration programmes covered areas such as fostering children's physical fitness and health, and organising diversified arts activities.</p> <ul style="list-style-type: none"> <li>➤ To allow more schools to benefit from the MHKTECP, district-based networks for primary schools were established to facilitate schools' development in the learning and teaching of Mathematics.</li> </ul>
<p>No. of Beneficiaries</p>	<p><u>SSP(Local)</u></p> <ul style="list-style-type: none"> <li>➤ 88 seconded teachers provided school-based support to 236 schools (96 secondary schools, 104 primary schools, 16 special schools and 20 kindergartens) through the projects.</li> <li>➤ In addition, the local English language seconded teacher was able to enhance her professional capacity through collaboration with a primary school in the Mainland under the HKTEAM. Other local English language teachers also benefitted from participating in the territory-wide sharing session.</li> </ul> <p><u>SSP(Mainland)</u></p> <ul style="list-style-type: none"> <li>➤ 104 schools (4 secondary schools, 38 primary schools and 62 kindergartens) received intensive school-based support from 42 METs.</li> <li>➤ Another 28 primary schools received support from 16 METs through four district-based networks with a focus on the learning and teaching of Mathematics.</li> </ul>
<p>Accumulated Expenditure (from 2004/05 to 2015/16)</p>	<p>About \$349 million <sup>Note</sup></p>

**III. Professional Development Schools (PDS) Scheme**

Strategy	Schools with exemplary practices in learning and teaching and a good sharing culture are designated as PDSs. Each PDS will form a network with two or three partner schools focusing mainly on specific pedagogical themes to foster an interactive collaborative culture and to enhance the effectiveness of learning and teaching through various exchange activities.
Progress of Implementation	Support services were provided by the 40 PDS (18 secondary schools, 18 primary schools and 4 special schools), covering a wide range of subjects and themes, including Chinese Language, Mathematics, General Studies, Liberal studies, catering for learner diversity, life planning and supporting non-Chinese speaking (NCS) students and students with special educational needs, etc.
No. of Beneficiaries	105 partner schools (43 secondary schools, 52 primary schools and 10 special schools).
Accumulated Expenditure (from 2004/05 to 2015/16)	About \$77 million <sup>Note</sup>

**IV. University-School Support Programmes (USP)**

Strategy	Universities are commissioned to provide schools with diversified school-based professional support connecting research-based pedagogies with classroom practices to cater for schools' development needs.
Progress of Implementation	Support services were provided to kindergartens, primary, secondary and special schools through the following nine USP projects:  <u>For Kindergartens:</u> 1. Play-Learn-Grow in Hong Kong Kindergartens (2015-2017) <i>(Centre for University and School Partnership,</i>



*Faculty of Education, The Chinese University of Hong Kong)*

For Kindergartens and Primary Schools:

2. Effective Student Transition: Facilitating the Learning of the Chinese Language of NCS Kindergarten (K.3) Students in the Transition to Primary School (2015-2017)  
*(Centre for Advancement of Chinese Language Education & Research, Faculty of Education, The University of Hong Kong)*

For Primary Schools:

3. Accommodating Diversity: Supporting the Learning and Teaching of Chinese Language for NCS Students in Primary Schools (2014-2017)  
*(Centre for Advancement of Chinese Language Education and Research, Faculty of Education, The University of Hong Kong)*
4. Provision of School-based Support in the Learning of Chinese Language for NCS Students at primary level (2014-2017)  
*(PolyU Technology and Consultancy Company Limited)*

For Secondary Schools:

5. Quality School Improvement Project: Support for Learning Diversity (2013-2016)  
*(Hong Kong Institute of Educational Research, Faculty of Education, The Chinese University of Hong Kong)*

	<p>6. Supporting the Learning and Teaching of Mathematics for NCS Students in Secondary Schools (2015-2017) <i>(Division of Mathematics and Science Education, Faculty of Education, The University of Hong Kong)</i></p> <p>7. Developing KS3 Students' Self-directed Learning in English Literacy Skills Development through Promoting Assessment as Learning (2015-2017) <i>(Division of English Language Education, Faculty of Education, The University of Hong Kong)</i></p> <p><u>For Primary and Secondary schools:</u></p> <p>8. Self-directed Learning in Science with e-Learning Support for Learner Diversity and Smooth Primary-Secondary Transition (2014-2017) <i>(Centre for Information Technology in Education, Faculty of Education, The University of Hong Kong)</i></p> <p>9. Quality School Improvement Project: A Whole School Approach to Implementing Self-Directed Learning as a Strategy to Cater for Learner Diversity (2014-2017) <i>(Hong Kong Institute of Educational Research, Faculty of Education, The Chinese University of Hong Kong)</i></p>
No. of Beneficiaries	A total of 169 schools, including 71 secondary schools, 58 primary schools, 1 special school and 39 kindergartens.
Accumulated Expenditure (from 2004/05 to 2015/16)	About \$419 million <sup>Note</sup>

**V. Collegial Participation in External School Review (ESR)**

Strategy	Experienced serving principals and teachers are invited to serve as external reviewers in the ESR teams to enhance their capacity for conducting self-evaluation for continual improvement..
Progress of Implementation	Principals, vice-principals and senior teachers continued to be recruited to join the ESR for secondary, primary and special schools which commenced in the 2009/10 s.y.
No. of Beneficiaries	Between September 2015 and June 2016, 83 external reviewers from 36 secondary schools, 37 primary schools and 10 special schools joined ESR.
Accumulated Expenditure (from 2004/05 to 2015/16)	About \$7 million <sup>Note</sup>

Note: round up to the nearest million

## The SBPS Programmes expenditure and cash balance of EDF at the end of each school year

### Expenditure and Accumulated Expenditure for the SBPS Programmes

School Year (Sept – Aug)	(HK\$ Million)													Accumulated Expenditure 2004/05 to 2015/16	2016/17 (Estimate)
	2004/05 (Actual)	2005/06 (Actual)	2006/07 (Actual)	2007/08 (Actual)	2008/09 (Actual)	2009/10 (Actual)	2010/11 (Actual)	2011/12 (Actual)	2012/13 (Actual)	2013/14 (Actual)	2014/15 (Actual)	2015/16 (Unaudited)			
Principal Support Network (PSN)	2.29	0.99	0.75	0.86	1.42	1.46	0.32	0.86	0.52	0.08	0.08	0.11	9.74	0.36	
School Support Partners (Seconded Teacher) Scheme (SSP)	1.08	9.43	22.20	25.89	31.77	23.01	28.35	28.14	36.27	50.00	47.96	45.02	349.12	46.23	
Professional Development Schools (PDS) Scheme	1.60	1.56	4.68	2.37	4.99	7.58	6.22	6.08	5.55	13.46	8.82	14.34	77.25	22.94	
University-School Support Programmes (USP)	20.20	24.16	37.10	63.70	30.75	55.49	30.15	23.83	29.72	29.08	42.33	32.22	418.73	60.95	
Collegial Participation in External School Review (ESR)	0.51	0.66	0.78	0.51	0.35	0.76	0.69	0.37	0.64	0.59	0.9	0.46	7.22	0.63	
External Review (ER) of SBPS/SBSS Programmes	0.00	0.00	0.00	0.18	0.37	0.37	0.00	0.00	0.00	0.00	0.00	0.00	0.92	0.00	
<b>Total</b>	<b>25.68</b>	<b>36.80</b>	<b>65.51</b>	<b>93.51</b>	<b>69.65</b>	<b>88.67</b>	<b>65.73</b>	<b>59.28</b>	<b>72.70</b>	<b>93.21</b>	<b>100.09</b>	<b>92.15</b>	<b>862.98</b>	<b>131.11</b>	

### Cash Balance of EDF at the end of each School Year

School Year (Sept - Aug)	(HK\$ Million)												
	2004/05 (Actual)	2005/06 (Actual)	2006/07 (Actual)	2007/08 (Actual)	2008/09 (Actual)	2009/10 (Actual)	2010/11 (Actual)	2011/12 (Actual)	2012/13 (Actual)	2013/14 (Actual)	2014/15 (Actual)	2015/16 (Unaudited)	2016/17 (Estimate)
Opening Cash Balance	0.00	535.45	505.63	457.05	379.61	316.40	229.49	165.62	662.32	598.46	512.61	419.03	330.57
<b>Income</b>													
Fund Injection	550.00	0.00	0.00	0.00	0.00	0.00	0.00	550.00	0.00	0.00	0.00	0.00	0.00
Interests	11.13	6.98	16.93	16.07	6.44	1.76	1.86	5.98	8.84	7.36	6.51	3.69	3.3
<b>Expenditure</b>													
SBPS Programmes Expenditure	(25.68)	(36.80)	(65.51)	(93.51)	(69.65)	(88.67)	(65.73)	(59.28)	(72.70)	(93.21)	(100.09)	(92.15)	(131.11)
<b>Cash Balance (by the end of Aug)</b>	<b>535.45</b>	<b>505.63</b>	<b>457.05</b>	<b>379.61</b>	<b>316.40</b>	<b>229.49</b>	<b>165.62</b>	<b>662.32</b>	<b>598.46</b>	<b>512.61</b>	<b>419.03</b>	<b>330.57</b>	<b>202.76</b>