

For discussion on
30 January 2004

LC Paper No. 1058/03-04(01)

LegCo Panel on Education

Planning and Provision of Public Sector School Places

Introduction

This paper reiterates the Administration's policy on the planning and provision of school places and seeks Members' support for the School Building Programme.

Background

2. On 20 January 2003, having considered LC Paper No. CB(2)894/02-03(02) on Reservation of School Sites, Members noted the Administration's School Building Programme involving some 112 primary and secondary school projects¹ for completion until 2008 and the rolling out of a reprovisioning and redevelopment plan for existing schools, as well as the Administration's plan to seek funding approval from the Finance Committee (FC) at the appropriate time. In the remaining part of the 2002-03 legislative session, 15 school projects obtained funding approval from FC accordingly.

3 In October 2003, we updated our School Building Programme (see list in Annex A) taking into account our latest forecast supply and demand of school places and other relevant considerations and drew up our plan for seeking funding approval for 22 school projects in the 2003-04 legislative session (as marked with a hatch (#) in Annex A).

4. At the PWSC meeting on 29 October 2003, in considering the funding proposal for building one primary and one secondary schools in Sheung Shui (vide LC Paper No. PWSC(2003-04)50), PWSC Members

¹ School projects mentioned in this paper does not include projects for special schools, the upgrading of premises for Direct Subsidy Scheme (DSS) schools and the School Improvement Programme.

requested the Administration to provide information on the forecast supply and demand of school places and the School Building Programme to the Panel on Education first. The Administration therefore withdrew the PWSC submission. Further to the PWSC meeting on 12 November 2003, at which LC Paper No. PWSC(2003-04)28 entitled “Forecast of PWSC submissions in the 2003-04 LegCo Session” was discussed, the Clerk to PWSC requested the Panel on Education to indicate which school projects would require its discussion before they are submitted to PWSC. The Panel’s indications are marked with an @ sign in Annex A, hence this paper.

Policy

(A) Quantity and Quality

5. In planning for the provision of school places, the Government aims to achieve two broad objectives. First, we need to ensure the provision of sufficient public sector school places for all eligible students. Secondly, we need to upgrade the quality of education. Our specific objectives include the following –

In quantitative terms

- to enable virtually all students to enjoy whole-day primary schooling by 2007/08;
- to provide nine-year free and universal basic education for all eligible children;
- to provide subsidised senior secondary places for all form three students who have the ability and wish to continue their study;

In quality terms

- to redevelop or reprovision schools accommodated in sub-standard premises;
- to provide diversity and choice in the education system to cater for individual differences and preferences through the development of Direct Subsidy Scheme (DSS) and Private Independent (PI) Schools;

- to allow for provision of non-mainstream and diversified curriculum to cater for the different needs and interests of different students, some of whom may be less academically inclined;
- to promote adoption of the “through train” mode in schools as a means to smoothen the interface between primary and secondary education.

(B) The provision of a buffer

6. Diversity and choice are key values underpinning a comprehensive education system so as to minimise mismatch in the allocation of school places. To provide for choice, there must be a reasonable degree of surplus supply of school places to facilitate student movement. The inevitable consequence is that the less popular or relatively weak schools will be under-enrolled and will be replaced or phased out. Existing schools which perform well but are accommodated in sub-standard premises will be redeveloped or reprovisioned. A healthy turnover in the system will drive performance and enhance quality.

Implementation

7. A rolling School Building Programme has been put in place to implement the above policy objectives. It generally takes four years for planning and building a new school. If a site requires land resumption or extensive site formation works, additional time will be required for completing the school project.

8. Prior to seeking LegCo’s funding approval for a school project, considerable preparation work has to be done, including site identification, technical feasibility study, detailed design and cost estimate. Since 1999, we have introduced an open, competitive process for allocation of new schools to school sponsoring bodies (SSBs). The allocation exercise is carried out several years in advance of the target operation date of the new school, so that the selected SSB may be closely involved in the design of the school building to suit its needs and to allow more time to

prepare for the opening of the new school (designing the curriculum, recruiting staff, soliciting donations for furniture and equipment and above-standard facilities, etc). After obtaining funding approval from FC, construction generally takes two years to complete.

Quantitative forecast model

(A) Primary school places

9. 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 forecast number of pupils attending public sector primary schools is based on the population projection by district of the 6-11 years age group and is expressed in terms of classes². On the supply side, the number of classrooms available takes into account both the number of existing schools³ and new schools to be completed under the School Building Programme. The supply and demand forecast covers a ten-year period and is updated annually. A forecast shortfall (or surplus) of classrooms, on a district basis, will then be worked out.

(B) Secondary school places

10. Secondary school places are planned and provided on a territory-wide basis, although in identifying sites for new schools we would seek to balance the supply and demand at the district level as far as possible.

11. The overall demand for secondary classes⁴ is estimated on the basis of the following assumptions –

- 100% of children in the year 12 to 15 age group from local primary schools (i.e. excluding English Schools Foundation and other international schools), with reference to the number of primary six students moving up to Secondary 1 and the same cohort of students moving up to Secondary 2 and 3 in

² Standard class size of 34.5, being the average of 32 and 37. Total demand so derived would be deducted by 60% of provision in private local, English Schools Foundation and international schools to arrive at the demand to be catered for by public sector schools.

³ Provision from schools to be closed would be removed from the supply as scheduled.

⁴ Standard class size of 40 including two repeater places for S1 to S5, and of 30 for S6 to S7.

subsequent years;

- at least 95% of Secondary 3 students moving up to subsidised Secondary 4 and the same cohort moving up to Secondary 5 in the next year;
- one-third of Secondary 5 students moving up to Secondary 6 and the same cohort moving up to Secondary 7 in the next year.

The number of classes at each form will then be added together to arrive at an aggregate demand for secondary classes of a year.

12. On the supply side, we will work out the aggregate number of classes to be provided in a year based on the planned class structure of existing schools (including some 500 floating classes overall) and of new schools to be completed under the School Building Programme.

13. The supply and demand of school places is forecast over a ten-year horizon and updated annually, on the basis of which an aggregate shortfall (or surplus) of secondary classes will be worked out on a territory wide basis.

The School Building Programme

14. The School Building Programme is updated on a regular basis, taking into account the shortfall in school places, territory- or district-wide, as the case may be, as identified in the annual forecast update, and other factors, such as new policy initiatives, as well as availability of funds and land. The current Programme, as given in Annex A, is elaborated in the following paragraphs.

(A) Quantitative Targets: A Public Sector School Place for All

(a) Primary School Places

15. One important policy objective in basic education is to implement whole-day primary schooling for virtually all students by the 2007/08 school year. We have achieved 66% whole day primary schooling through, among other measures, the construction of 90 new

schools between 1998 and 2003. To achieve full implementation by 2007, 46 primary schools⁵ (including two primary-cum-secondary school projects) are planned for completion from 2004 to 2007, 15 of which have obtained funding approval from FC. All of these 46 primary schools have been allocated to existing bi-sessional schools for whole-day conversion.

16. To assist bi-sessional primary schools to convert into whole day operation, the EMB, in its planning, also has to take into account parental choice and the popularity of a school. For example, to convert a bisessional school with full enrolment into whole day operation, we have to build a new primary school for accommodating one of the two sessions, even if there is no overall shortage of school places in the district.

(b) Secondary School Places

17. Existing policy is to provide free Secondary 1 to 3 school places for all eligible school children, and subsidised senior secondary school places for all students who are willing and able to continue study. Since the secondary population is still on the rise, we need to ensure sufficient additional supply of school places over the next few years. We therefore plan to complete 19 secondary schools⁶ (including six primary-cum-secondary schools) up to 2007, nine of which are already under construction. Of these 19 secondary schools, 17 have been allocated to school sponsors.

(B) Qualitative Targets: A Vibrant School System

(a) Reprovisioning and Redevelopment (R&R) Programme

18. At present, some 400 existing primary and secondary schools either have a site area of less than 3 000 square metres (the standard site area for a Y2K primary school and secondary school is 6 200 and 6 950 square metres respectively) or were built more than 30 years ago. Given their lack of space and out-dated design, many of these schools should be redeveloped or reprovisioned to the present standard, subject to

⁵ Some of these schools may be DSS or through-train schools through allocation. See paragraphs 20, 21 and 23.

⁶ Some of these schools may be DSS, through-train or senior secondary schools through allocation. See paragraphs 20 - 23.

availability of funds and land. Under our current School Building Programme, there are 12 primary ⁷ and seven secondary school projects designated for R&R purposes, of which seven are under construction.

19. In view of the long lead time for the planning and construction of new schools, the forecast demand and supply may change in the interim. Depending on the annual reviews of the demand and supply balance, both territory-wide and on a district basis, and taking into account the relative merits of the proposals received in the school allocation exercises, we may instead allocate any new premises for reprovisioning existing schools with meritorious performance and sub-standard facilities.

(b) Development of DSS and PI Schools

20. To drive quality we need healthy competition and diversity in our school system. DSS and PI schools have more flexibility in curriculum and resource management. They are more responsive to changing expectations and more capable of meeting individual needs. This flexibility and quick-response is especially important for senior secondary schools and schools that aim to provide alternatives to mainstream academic curriculum.

21. It is government's declared policy to promote diversity and choice for students by developing more DSS and PI schools. Given the generally lukewarm reaction to the DSS initiative among existing aided schools, attainment of this policy objective has to rely primarily on the allocation of new school premises. Among the projects included in the current School Building Programme, four primary schools, ten secondary schools and five primary cum secondary schools have been allocated for operation under the DSS mode. Another ten projects have been allocated to school sponsors for the development of PI schools (one primary, one secondary and eight primary-cum-secondary schools), two of which are in the construction stage.

⁷ Six of which are also for whole-day primary schooling purposes (paragraph 15), while two of which is also for adoption of "through-train" mode (paragraph 23).

(c) Curriculum Diversification

22. To provide adequate support for students with different learning needs and capabilities, we encourage the introduction of diversified curricula in schools (especially in senior secondary forms). Four of the 19 secondary schools to be completed (paragraph 17 above) have already been allocated for operation as senior secondary schools (SSS) under the DSS mode. They offer diversified curricula, for example with emphasis on sports, vocational training or media and art. The new genre of PI schools (paragraphs 20 and 21 above) also has a greater scope for innovation and flexibility to respond to external demands. For example, some PI schools may adopt the International Baccalaureate course, or place a heavy emphasis on alternative disciplines such as music.

(d) Development of Through-train Schools

23. A coherent curriculum that provides continuity of learning experience throughout the primary and secondary schooling is conducive to effective learning, and smoothen the transition from primary to secondary education for the students. Among the projects to be completed under the current School Building Programme, there are 14 primary-cum-secondary schools, six primary schools and five secondary schools which will adopt the “through train” mode.⁸

Forecast supply and demand of school places

24. Factoring in the scheduled completion of all the projects in our current School Building Programme as described above, the latest forecast supply and demand of school places in the next five years is given in Annex B. Shortfall in school places is shown in red. Compared with forecasts of previous years based on the then available population projections and enrolment data, we see a more rapid decline in student number beyond 2007, mainly as a result of fewer births locally and arrivals of Mainland children.

25. For now, any forecast surplus of school places in the long term

⁸ Together with some existing primary and secondary schools, they will make up a total of 24 “through-train” pairs.

is indicative only as it has assumed the continued availability of all existing and new school places as planned. Some of the yet unallocated surplus provision may well be used to re-provision schools with sub-standard facilities.

Planning limitations

26. As explained above, the planning of school places is done on a macro basis with regular reviews and updating to meet our various policy initiatives. Given the volatility of demand due to factors such as parental choice, demographic changes and new policies, and the rigidity of the existing distribution of schools which has developed incrementally over the years, quite naturally there are differences between what is planned on a macro basis and what is happening on the ground on a district or school basis. Numerically, individual districts or schools may see under-enrolment for a number of reasons. For instance -

- some primary schools are still in bi-sessional operation awaiting whole-day conversion;
- 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, statistically there will be five 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;
- DSS schools are open to students territory-wide and their school places cannot be all counted towards meeting the district's own demand.

27. Take the last Primary One Admission exercise as an example. Of the 60 200 participants, only 57 750 (including repeaters) enrolled

according to the allocation. As regards the last Secondary School Places Allocation exercise, of the 82 180 students taking part, only 80 800 enrolled according to the allocation.

Cost-effective use of resources

28. That said, we always keep the enrolment situation of all schools under constant review to ensure cost-effective use of resources. Where necessary and feasible, we would adjust the approved class structure. In the 2003/04 school year, we reduced the number of S2 and S3 classes by 49. In addition, some 70 high cost and under-utilised primary schools will be phased out over the next five years, taking into account the overall provision of school places at the district level, parental choice, class structure, economy of scale and operating standards of the schools.

Way forward

29. We are well aware of the concerns in some quarters about the continued construction of new secondary schools against the backdrop of a declining primary student population. We also fully appreciate Members' interest in ensuring prudent use of public funds. We have therefore critically reviewed our School Building Programme and welcome the opportunity of explaining to Members the policy objectives and building plans in detail in this paper.

30. Members were regularly briefed, in 1999, 2000, 2001 and 2003⁹ respectively, on the Administration's efforts in reserving and allocating school sites, and endorsed the policies and principles which underpin the rolling School Building Programme. Subject to Members' views on this paper, we propose to proceed with seeking funding approval from the PWSC for projects in the following three categories -

- whole-day primary schools
- reprovisioning and redevelopment (R&R) projects

⁹ vide LC Paper No.CB(2)1582/98-99(03)](30 March 1999), LC Paper No.CB(2)504/00-01(01)] (18 December 2000), LC Paper No.CB(2)666/00-01(01)] (15 January 2001), and LC Paper No.CB(2)894/02-03(02)] (20 January 2003).

- schools, including DSS and PI schools, which have already been allocated to sponsoring bodies

31. The first two categories have little impact on the overall provision of school places. As regards school projects in the last category, they are planned to meet additional demand or provide diversity and choice. All of them have reached a fairly advanced stage and have been subject to detailed scrutiny by various parties. Both the government and the school sponsoring bodies have invested considerable time and resources in these projects. Of the 22 projects planned for submission to PWSC in this legislative session, the target date of operation for the majority is 2006/07 school year. The first batch of three¹⁰ is scheduled for submission to PWSC on 18 February. The rest will be submitted as soon as the proposals are ready.

32. As regards other projects which fall outside the three categories, we will be happy to consult Members on their justifications before submission to the PWSC.

Education and Manpower Bureau
January 2004

¹⁰ At the time of issue of this paper.

Schools Planned for Completion in the Coming 5 Years (2004/05 to 2008/09 School Years)
Annex A

School Year	No.	Dist.	Name of Sponsor/School Name	School Type	Course	No. of class-rooms	No. of School Places	Policy	Progress
Primary Schools									
2004/05	1	HKE	Church Body of Hong Kong Sheng Kung Hui	Aided	PRI	24	828	WDPS	Con.
	2	KC	Diocesan Boys' School	DSS	PRI	30	1035	WDPS + TT	Con.
	3	SK	Church Body of Hong Kong Sheng Kung Hui	Aided	PRI	30	1035	WDPS	Con.
	4	SK	The Methodist Church, Hong Kong	Aided	PRI	36	1242	WDPS	Con.
	5	TM	Hing Tak Public School Limited	Aided	PRI	24	828	WDPS + R&R	Con.
	6	YL	Lok Sin Tong Benevolent Society, Kowloon	Aided	PRI	30	1035	WDPS	Con.
2005/06	1	HKE	Meng Tak Primary School - Chai Wan	Aided	PRI	24	828	WDPS + R&R	Con.
	2	HKE	Shaukiwan Tsung Tsin School	Aided	PRI	24	828	WDPS + R&R	Con.
	3	KT	Church Body of The Hong Kong Sheng Kung Hui	Aided	PRI	36	1242	WDPS	Con.
	4	KT	Hong Kong Council of The Church of Christ in China	Aided	PRI	36	1242	WDPS	Con.
	5	KwT	Salesians of Don Bosco (China Province)	Aided	PRI	30	1035	WDPS	Con.
	6	SOU	The Catholic Diocese of Hong Kong	Aided	PRI	30	1035	WDPS	Con.
	7	SSP	Church Body of The Hong Kong Sheng Kung Hui	Aided	PRI	36	1242	WDPS	Con.
	8	WTS	CCC Kei Tsz Primary School	Aided	PRI	24	828	R&R	* #
	9	YL	Chiu Yang Residents Association of Hong Kong Ltd	Aided	PRI	30	1035	WDPS	Con.
	10	YL	Chung Sing School Ltd	Aided	PRI	30	1035	WDPS	Con.
	11	YL	Yuen Long Chamber of Commerce Primary School	Aided	PRI	24	828	R&R	Con.
2006/07	1	KC	The Directors in Hong Kong of St. Joseph's College	Aided	PRI	30	1035	WDPS	* # @
	2	N	Fung Kai Public School	Aided	PRI	30	1035	WDPS	* #
	3	N	Wai Chow Sheung Shui Clansmen Association Ltd	Aided	PRI	30	1035	WDPS	* # @
	4	SSP	Church Body of The Hong Kong Sheng Kung Hui	Aided	PRI	36	1242	WDPS	* # @
	5	WCH	Marymount Primary School	Aided	PRI	24	828	R&R	Con.
	6	WTS	Good Hope School (Primary Section)	Private	PRI	36	1242	PIS + R&R + CD + TT	* #
	7	YL	Hong Kong Council of The Church of Christ in China	Aided	PRI	30	1035	WDPS	* # @
	8	YL	Kwong Ming School Limited	Aided	PRI	36	1242	WDPS	* # @
	9	YL	Sik Sik Yuen	Aided	PRI	24	828	WDPS	* # @
2007/08	1	CW	St Stephen's Girls' Primary School	Aided	PRI	24	828	WDPS + R&R	* #
	2	HKE	The Church Body of Hong Kong Sheng Kung Hui	DSS	PRI	24	828	WDPS + TT	*
	3	IS	Shu Yan Educational Organisation	DSS	PRI	30	1035	WDPS + TT	*
	4	KC	Hong Kong Council of The Church of Christ in China	Aided	PRI	30	1035	WDPS	*
	5	KC	The Catholic Diocese of Hong Kong	Aided	PRI	30	1035	WDPS	*
	6	KC	The Catholic Diocese of Hong Kong	Aided	PRI	30	1035	WDPS	*
	7	KT	Government Primary School	Gov't	PRI	30	1035	WDPS	*
	8	KwT	Government Primary School	Gov't	PRI	36	1242	WDPS	*
2007/08	9	KwT	The Catholic Diocese of Hong Kong	Aided	PRI	18	621	WDPS	*
	10	N	Fanling Public School	Aided	PRI	24	828	WDPS + R&R	*

School Year	No.	Dist.	Name of Sponsor/School Name	School Type	Course	No. of class-rooms	No. of School Places	Policy	Progress
	11	N	Yuk Yin School	Aided	PRI	18	621	WDPS + R&R	*
	12	SOU	The Church Body of Hong Kong Sheng Kung Hui	Aided	PRI	36	1242	WDPS	*
	13	SOU	The Council of St. Paul's Co-educational College	DSS	PRI	30	1035	R&R + TT	*
	14	SSP	Catholic Foreign Mission Society of America, Inc.	Aided	PRI	30	1035	WDPS	*
	15	TM	Hong Kong Chinese Church of Christ	Aided	PRI	30	1035	WDPS	*
	16	TM	Shun Tak Fraternal Association	Aided	PRI	30	1035	WDPS	*
	17	TW	Precious Blood Congregation	Aided	PRI	36	1242	WDPS	*
	18	TW	The Catholic Diocese of Hong Kong	Aided	PRI	30	1035	WDPS	*
	19	WCH	St. Paul's Primary Catholic School	Aided	PRI	24	828	R&R	*
	20	YL	Church Body of The Hong Kong Sheng Kung Hui	Aided	PRI	30	1035	WDPS	*
	21	YL	Government Primary School	Gov't	PRI	30	1035	WDPS	*
	22	YL	Hong Kong & Macau Lutheran Church Wong Chan Sook Ying Memorial School	Aided	PRI	18	621	WDPS	*
	23	YL	Po Leung Kuk	Aided	PRI	36	1242	WDPS	*
	24	YL	The Hong Kong Buddhist Association	Aided	PRI	30	1035	WDPS	*
2008/09	1	SK	Tung Wah Group of Hospitals	Aided	PRI	30	1035	TT	*
Secondary Schools									
2004/05	1	SK	Po Leung Kuk	DSS	SEC	30	1160	DD + TT	Con.
	2	SK	Vocational Training Council	DSS	SEC (SSS)	30	1100	DD + CD	Con.
	3	SOU	Caritas St. Francis Sec Sch	Aided	SEC	21	820	R&R	Con.
	4	SSP	Pending Allocation	Pending allocation	SEC or SSS	30	1160	DD	Con.
	5	SSP	Tsun Tsin Mission of Hong Kong	DSS	SEC (SSS)	30	1100	DD + CD	Con.
	6	ST	Lam Tai Fai Charitable Foundation Ltd	DSS	SEC (SSS)	30	1100	DD + CD	Con.
	7	ST	Stewards Limited	DSS	SEC	30	1160	DD + TT	Con.
2005/06	1	KC	Hong Kong Institute of Contemporary Culture	DSS	SEC (SSS)	30	1000	DD + CD	* # @
	2	KC	Yew Chung Education Foundation Ltd.	Private	SEC	33	1240	PIS + CD	* # @
	3	SOU	Hong Kong University Graduates Association Education Foundation	DSS	SEC	30	1160	DD + TT	Con.
	4	YL	Pending Allocation	Pending allocation	SEC or SSS	30	1160	R&R	Con.
	5	YL	QESOSA Education Promotion Organization Ltd.	Aided	SEC	30	1160	DD + TT	Con.
2006/07	1	HKE	HK Federation of Youth Groups	DSS	SEC	30	1160	DD	* # @
	2	N	Pending Allocation	Pending allocation	SEC or SSS	30	1160	DD	* # @
	3	SK	Creative Education Foundation Ltd	DSS	SEC	30	1160	DD	* # @
	4	SSP	Pending Allocation	Pending allocation	SEC or SSS	30	1160	R&R	* # @
	5	YL	Pending Allocation	Pending allocation	SEC or SSS	30	1160	R&R	* # @
2007/08	1	IS	Hon Wah Educational Organisation	DSS	SEC	30	1160	DD + TT	*
	2	KC	Pending Allocation	Pending allocation	SEC or SSS	30	1160	R&R	*
	3	SSP	Concordia Lutheran School	Aided	SEC	30	1160	R&R	*
2008/09	1	KC	Pooi To Middle School	Aided	SEC	30	1160	R&R	*

School Year	No.	Dist.	Name of Sponsor/School Name	School Type	Course	No. of class-rooms	No. of School Places	Policy	Progress
Primary cum Secondary Schools									
2004/05	1	WTS	Hong Kong International Institute of Music	Private	PRI cum SEC	18+30	1781	PIS +TT + CD	Con.
2005/06	1	HKE	Hon Wah Educational Organization	DSS	PRI cum SEC	18+19	1341	WDPS + DD + TT	* # @
	2	ST	Pui Kiu Middle School Ltd	DSS	PRI cum SEC	30+30	2195	DD + TT	Con.
2006/07	1	IS	ESF Educational Services Ltd.	Private	PRI cum SEC	18+30	1380	PIS +TT + CD	*
	2	IS	The Catholic Diocese of Hong Kong	Aided	PRI cum SEC	12+18	1104	WDPS + DD + TT	*
	3	SK	The Association of Evangelical Free Churches of Hong Kong	DSS	PRI cum SEC	30+30	2195	DD + TT	* # @
	4	SOU	Independent Schools Foundation	Private	PRI cum SEC	30+30	1800	PIS +TT + CD	* # @
	5	SOU	Shanghai Victoria Education Foundation	Private	PRI cum SEC	24+36	1935	PIS +TT + CD	* # @
	6	ST	ESF Educational Services Ltd.	Private	PRI cum SEC	30+30	2100	PIS +TT + CD	Con.
	7	ST	Hong Kong Baptist University	DSS	PRI cum SEC	30+30	2195	DD + TT	* # @
	8	ST	International Christian Schools Ltd	Private	PRI cum SEC	15+21	846	PIS +TT + CD	*
2008/09	1	SSP	Po Leung Kuk	Private	PRI cum SEC	30+30	2195	PIS +TT + CD	*
	2	YL	The Evangelical Lutheran Church of HK	DSS	PRI cum SEC	18 + 26	1621	DD + TT	*
	3	YTM	The Baptist Convention of Hong Kong	Private	PRI cum SEC	30+30	2195	PIS +TT + CD	*

Legend:

WDPS	Whole-day primary schooling
DSS	Direct subsidy scheme
TT	Through-train school
PIS	Private independent school
R & R	Redevelopment & reprovisioning
DD	Demand driven (secondary school places)
SSS	Senior secondary school
CD	Curriculum diversification
Con.	Under construction
*	School projects yet to obtain funding approval
#	School projects to be submitted to Public Works Sub-committee for funding approval in the 2003/04 legislative session
@	School projects indicated by the Education Panel for discussion prior to submission to Public Works Sub-committee in the 2003/04 legislative session

Forecast Demand and Supply of Public Sector Whole-day Primary School Places by District, 2004 to 2008

District		2004	2005	2006	2007	2008
Central & Western	Demand (in classes)	337	330	327	333	339
	Supply (no. of classrooms)	326	323	320	310	308
	Surplus/shortfall (-)	- 11	- 7	- 7	- 23	- 31
Wan Chai	Demand (in classes)	183	177	172	173	183
	Supply (no. of classrooms)	262	259	251	251	263
	Surplus/shortfall (-)	79	82	79	78	80
Eastern	Demand (in classes)	884	820	768	744	713
	Supply (no. of classrooms)	642	653	708	747	747
	Surplus/shortfall (-)	- 242	- 167	- 60	3	34
Southern	Demand (in classes)	432	412	399	367	336
	Supply (no. of classrooms)	314	333	333	385	403
	Surplus/shortfall (-)	- 118	- 79	- 66	18	67
Yau Tsim Mong	Demand (in classes)	457	440	425	421	435
	Supply (no. of classrooms)	547	550	557	557	557
	Surplus/shortfall (-)	90	110	132	136	122
Sham Shui Po	Demand (in classes)	622	638	624	603	602
	Supply (no. of classrooms)	469	500	526	544	544
	Surplus/shortfall (-)	- 153	- 138	- 98	- 59	- 58
Kowloon City	Demand (in classes)	606	579	577	639	659
	Supply (no. of classrooms)	677	729	736	850	850
	Surplus/shortfall (-)	71	150	159	211	191
Wong Tai Sin	Demand (in classes)	756	704	642	580	539
	Supply (no. of classrooms)	719	719	719	719	719
	Surplus/shortfall (-)	- 37	15	77	139	180
Kwun Tong	Demand (in classes)	1 039	1 052	1 000	942	940
	Supply (no. of classrooms)	829	890	878	897	902
	Surplus/shortfall (-)	- 210	- 162	- 122	- 45	- 38
Sai Kung	Demand (in classes)	802	768	730	708	708
	Supply (no. of classrooms)	785	785	803	803	833
	Surplus/shortfall (-)	- 17	17	73	95	125
Sha Tin	Demand (in classes)	1 156	1 077	1 007	972	929
	Supply (no. of classrooms)	1 137	1 155	1 173	1 173	1 173
	Surplus/shortfall (-)	- 19	78	166	201	244
Tai Po	Demand (in classes)	591	537	489	446	413
	Supply (no. of classrooms)	506	503	502	501	500
	Surplus/shortfall (-)	- 85	- 34	13	55	87
North	Demand (in classes)	691	660	671	628	598
	Supply (no. of classrooms)	530	540	578	620	620
	Surplus/shortfall (-)	- 161	- 120	- 93	- 8	22
Yuen Long	Demand (in classes)	1 420	1 360	1 290	1 237	1 213
	Supply (no. of classrooms)	1 000	1 054	1 144	1 276	1 287
	Surplus/shortfall (-)	- 420	- 306	- 146	39	74
Tuen Mun	Demand (in classes)	1 122	1 044	978	916	847
	Supply (no. of classrooms)	908	908	908	968	968
	Surplus/shortfall (-)	- 214	- 136	- 70	52	121
Tsuen Wan	Demand (in classes)	550	533	511	482	463
	Supply (no. of classrooms)	465	465	465	531	531
	Surplus/shortfall (-)	- 85	- 68	- 46	49	68
Kwai Tsing	Demand (in classes)	975	963	967	950	899
	Supply (no. of classrooms)	771	814	808	907	907
	Surplus/shortfall (-)	- 204	- 149	- 159	- 43	8
Islands	Demand (in classes)	255	280	297	291	284
	Supply (no. of classrooms)	256	256	268	286	286

Forecast Demand and Supply of Public Sector Whole-day Primary School Places by District, 2004 to 2008

District		2004	2005	2006	2007	2008
	Surplus/shortfall (-)	1	- 24	- 29	- 5	2
Total	Demand (in classes)	12 878	12 374	11 874	11 432	11 100
	Supply (no. of classrooms)	11 143	11 436	11 677	12 325	12 398
	Surplus/shortfall (-)	-1 735	- 938	- 197	893	1 298

If total supply includes only provision from existing schools and those already funded new school projects:

		2004	2005	2006	2007	2008
Total	Demand (in classes)	12 878	12 374	11 874	11 432	11 100
	Supply (no. of classrooms)	11 113	11 308	11 263	11 247	11 250
	Surplus/shortfall (-)	-1 765	-1 066	- 611	- 185	150

If total supply includes only provision from existing schools:

		2004	2005	2006	2007	2008
Total	Demand (in classes)	12 878	12 374	11 874	11 432	11 100
	Supply (no. of classrooms)	10 927	10 878	10 814	10 798	10 801
	Surplus/shortfall (-)	-1 951	-1 496	-1 060	- 634	- 299

Note : Figures refer to September of the respective years.

Forecast Demand and Supply of Public Sector Secondary School Places by District, 2004 to 2008

District		2004	2005	2006	2007	2008
Central & Western	Demand (in classes)	362	354	348	345	339
	Supply (in classes)	359	316	307	307	307
	Surplus/shortfall (-)	- 3	- 38	- 41	- 38	- 32
Wan Chai	Demand (in classes)	453	443	432	417	401
	Supply (in classes)	492	494	497	498	498
	Surplus/shortfall (-)	39	51	65	81	97
Eastern	Demand (in classes)	862	865	873	878	879
	Supply (in classes)	833	851	854	860	864
	Surplus/shortfall (-)	- 29	- 14	- 19	- 18	- 15
Southern	Demand (in classes)	352	347	345	342	337
	Supply (in classes)	379	407	412	415	416
	Surplus/shortfall (-)	27	60	67	73	79
Yau Tsim Mong	Demand (in classes)	473	487	500	507	507
	Supply (in classes)	458	460	462	462	462
	Surplus/shortfall (-)	- 15	- 27	- 38	- 45	- 45
Sham Shui Po	Demand (in classes)	586	569	560	549	541
	Supply (in classes)	605	617	625	629	628
	Surplus/shortfall (-)	19	48	65	80	87
Kowloon City	Demand (in classes)	952	957	956	947	931
	Supply (in classes)	957	974	985	986	991
	Surplus/shortfall (-)	5	17	29	39	60
Wong Tai Sin	Demand (in classes)	658	678	696	704	708
	Supply (in classes)	645	647	646	648	648
	Surplus/shortfall (-)	- 13	- 31	- 50	- 56	- 60
Kwun Tong	Demand (in classes)	920	941	964	985	997
	Supply (in classes)	911	920	921	922	924
	Surplus/shortfall (-)	- 9	- 21	- 43	- 63	- 73
Sai Kung	Demand (in classes)	553	582	609	635	655
	Supply (in classes)	580	618	650	673	687
	Surplus/shortfall (-)	27	36	41	38	32
Sha Tin	Demand (in classes)	1 151	1 151	1 163	1 171	1 164
	Supply (in classes)	1 203	1 231	1 255	1 268	1 274
	Surplus/shortfall (-)	52	80	92	97	110
Tai Po	Demand (in classes)	646	617	591	555	522
	Supply (in classes)	654	658	660	662	664
	Surplus/shortfall (-)	8	41	69	107	142
North	Demand (in classes)	638	634	631	626	614
	Supply (in classes)	591	598	613	626	635
	Surplus/shortfall (-)	- 47	- 36	- 18	0	21
Yuen Long	Demand (in classes)	1 045	1 136	1 221	1 291	1 341
	Supply (in classes)	915	935	940	951	959
	Surplus/shortfall (-)	- 130	- 201	- 281	- 340	- 382
Tuen Mun	Demand (in classes)	1 020	1 028	1 030	1 017	995
	Supply (in classes)	1 026	1 032	1 029	1 029	1 029
	Surplus/shortfall (-)	6	4	- 1	12	34
Tsuen Wan	Demand (in classes)	379	383	387	390	388
	Supply (in classes)	364	362	362	362	362
	Surplus/shortfall (-)	- 15	- 21	- 25	- 28	- 26
Kwai Tsing	Demand (in classes)	930	945	966	976	979
	Supply (in classes)	904	904	901	901	901
	Surplus/shortfall (-)	- 26	- 41	- 65	- 75	- 78
Islands	Demand (in classes)	151	172	197	217	233
	Supply (in classes)	200	226	253	272	286
	Surplus/shortfall (-)	49	54	56	55	53
Total	Demand (in classes)	12 130	12 290	12 470	12 553	12 531

Forecast Demand and Supply of Public Sector Secondary School Places by District, 2004 to 2008

District		2004	2005	2006	2007	2008
	Supply (in classes)	12 075	12 251	12 372	12 472	12 535
	Surplus/shortfall (-)	- 55	- 39	- 98	- 81	4

If total supply includes only provision from existing schools and those already funded new school projects:

		2004	2005	2006	2007	2008
Total	Demand (in classes)	12 130	12 290	12 470	12 553	12 531
	Supply (in classes)	12 075	12 228	12 296	12 342	12 359
	Surplus/shortfall (-)	- 55	- 62	- 174	- 211	- 172

If total supply includes only provision from existing schools:

		2004	2005	2006	2007	2008
Total	Demand (in classes)	12 130	12 290	12 470	12 553	12 531
	Supply (in classes)	12 004	12 090	12 109	12 130	12 143
	Surplus/shortfall (-)	- 126	- 200	- 361	- 423	- 388

Note : Figures refer to September of the respective years.