

**Replies to initial written questions raised by Finance Committee Members in  
examining the Estimates of Expenditure 2005-06**

**Director of Bureau : Secretary for Education and Manpower**

**Session No.: 11**

**File name : EMB-e1.doc**

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Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB002**

Question Serial No.

0020

Head: 156 Government Secretariat: Subhead(No. & title):  
Education and Manpower Bureau  
Programme: (3) Secondary Education

Controlling Officer: Permanent Secretary for Education and Manpower

Director of Bureau : Secretary for Education and Manpower

Question: Apart from improving the teacher-to-class ratio to implement specialised teaching, does the Government have any plan to reduce the teacher-to-class ratio in secondary schools? What are the details?

Asked by: Hon. EU Yuet-mee, Audrey

Reply:

In view of the proposed reform of the academic structure for senior secondary and higher education which will result in a substantial increase in demand for teachers, the government does not consider it appropriate to improve the teacher-to-class ratio now. However we have undertaken to review the situation after the double cohort year, i.e. the year with the last cohort of Secondary 7 students and the first cohort of Senior Secondary 3 students.

We have also consulted schools on the revised teacher-to-class ratios in the transitional years and will finalise the arrangement around mid-2005.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Fanny Law

Post Title \_\_\_\_\_ Permanent Secretary for Education and Manpower

Date \_\_\_\_\_ 6 April 2005





Examination of Estimates of Expenditure 2005-06

Reply Serial No.

**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

**EMB004**

Head: 156 Government Secretariat: Subhead(No. & title):  
Education and Manpower Bureau

Question Serial No.

0023

Programme:

Controlling Officer: Permanent Secretary for Education and Manpower

Director of Bureau : Secretary for Education and Manpower

Question:

Regarding research studies for policy making and assessment conducted by your Bureau (including those undertaken by yourself or a commissioned consultant), please provide details in the following format:

- (1) Please provide details in the following format on the consultancy studies for which financial provision has been allocated in 2004-05:

Name of Consultant (if available)	Description	Revised Estimate (\$)	Progress of Study (planning/ underway/ completed)	Action taken by the Administration to follow up the study reports and the progress made (if available)	Whether study reports completed are publicized; if yes, their channels and if not, the reasons.
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- (2) Has financial provision been allocated for conducting consultancy studies in 2005-06? If yes, please provide the following details:

Name of Consultant (if available)	Description	Estimate (\$)	Progress of Study (planning/ underway/ completed)	Whether study reports scheduled for completion in 2005-06 will be publicized; if yes, their channels and if not, the reasons.
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Asked by: Hon. EU Yuet-mee, Audrey

Reply:

- (1) The consultancy studies for which financial provision has been allocated in 2004-05 are as follows –

Name of Consultant (if available)	Description	Revised Estimate (\$)	Progress of Study (planning/ underway/ completed)	Action taken by the Administration to follow up the study reports and the progress made (if available)	Whether study reports completed are publicized; if yes, their channels and if not, the reasons.
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*Studies commissioned by Education and Manpower Bureau*

Name of Consultant (if available)	Description	Revised Estimate (\$)	Progress of Study (planning/ underway/ completed)	Action taken by the Administration to follow up the study reports and the progress made (if available)	Whether study reports completed are publicized; if yes, their channels and if not, the reasons.
Oracle Market Research Limited	Survey on Opinion of Employers on Major Aspects of Performance of Publicly-funded First Degree and Sub-Degree Graduates in Year 2003	350,000	Underway	The results of the survey will provide useful insight into the quality of our graduates at work.	Not applicable.
Cambridge Education Associates	Evaluation of the Impact of External School Reviews (ESR) in HK	528,700	Completed	To continue with conducting ESR in view of the finding on ESR's positive impact on schools.	Findings reported to LegCo Education Panel on 13 December 2004 vide LC Paper No. CB(2)349/04-05)03.
Chinese University of Hong Kong	Evaluation on the Implementation of the Medium of Instruction (MOI) Guidance for Secondary Schools (continuation from 2003-04)	535,266	Completed	Findings of the study provided useful reference for the review of the MOI policy.	Main findings of the study have been published in the Consultation Document - "Review of Medium of Instruction for Secondary Schools and Secondary School Places Allocation" issued in February 2005.

Name of Consultant (if available)	Description	Revised Estimate (\$)	Progress of Study (planning/ underway/ completed)	Action taken by the Administration to follow up the study reports and the progress made (if available)	Whether study reports completed are publicized; if yes, their channels and if not, the reasons.
Chinese University of Hong Kong	Further Evaluation on the Implementation of the Medium of Instruction (MOI) Guidance for Secondary Schools (Secondary 4 and 5)  (continuation from 2003-04)	1,605,000	Underway	Interim findings of the study provided useful reference for the review of the MOI policy.	Not applicable.
Chinese University of Hong Kong	Standard-setting Study on Percentage of Students Reaching the Minimum English Competence to Learn Through the English Medium of Instruction – Main Study  [Renaming of “Standard-setting Study on HKAT Pre-Secondary 1 English Test.”]	320,000	Completed	Findings of the study provided useful reference for the review of the MOI policy.	Main findings of the study have been published in the Consultation Document - “Review of Medium of Instruction for Secondary Schools and Secondary School Places Allocation” issued in February 2005.
CityU Professional Services Limited	Impact of the Reform of the Primary One Admission (POA) System on Early Childhood Education  (continuation from 2003-04)	495,754	Completed	Findings of the study provided useful reference for assessment of impact of the reform of the POA System.	Key findings were shared with key stakeholders including school heads and frontline teachers in May to June 2004.

Name of Consultant (if available)	Description	Revised Estimate (\$)	Progress of Study (planning/ underway/ completed)	Action taken by the Administration to follow up the study reports and the progress made (if available)	Whether study reports completed are publicized; if yes, their channels and if not, the reasons.
University of Hong Kong	Perception Survey on Impact of the Reform of the Secondary School Places Allocation (SSPA) System on Teaching and Learning as well as Learning Outcomes in Primary Schools (continuation from 2003-04)	134,070	Completed	The survey results provided useful reference for the review of the SSPA short-term mechanism.	Key findings were publicized at a press briefing by the Education Commission in April 2004 and shared with key stakeholders including school heads and frontline teachers in May to June 2004.
Chinese University of Hong Kong	Perception Survey on Changes in Teaching and Learning as well as Student Performance in Secondary Schools subsequent to the Reform of the Secondary School Places Allocation (SSPA) System (continuation from 2003-04)	150,000	Completed	The survey results provided useful reference for the review of the SSPA short-term mechanism.	Key findings were publicized at a press briefing by the Education Commission in April 2004 and shared with key stakeholders including school heads and frontline teachers in May to June 2004.

Name of Consultant (if available)	Description	Revised Estimate (\$)	Progress of Study (planning/ underway/ completed)	Action taken by the Administration to follow up the study reports and the progress made (if available)	Whether study reports completed are publicized; if yes, their channels and if not, the reasons.
Policy 21 Limited, University of Hong Kong	Stakeholder Monitoring Survey on Education Reform and Major Education Initiatives  (continuation from 2003-04)	194,500	Completed	The survey results provided useful reference for assessment of various education initiatives.	Key findings were publicized at a press briefing by the Education Commission in April 2004 and shared with key stakeholders including school heads and frontline teachers in May to June 2004.
Conducted by EMB and partially commissioned to Professor Maurice Galton of University of Cambridge	Study on Small Class Teaching	14,115,000	Underway	Findings of the study will provide useful reference for considering the way forward for small class teaching	Results to be finalized in 2008.
Policy 21 Limited, University of Hong Kong	Research on Training and Employment Programmes for Non-engaged Youth	387,000	Underway	The Government will take into account the findings of the research in formulating future policies and initiatives to address the problems of non-engaged youth.	Not applicable.
Policy 21, Limited, University of Hong Kong	Evaluation of the Skills Upgrading Scheme (SUS) (phase 1)	447,500	Completed	Results were used as a basis for justifying the continuation of the Scheme until funding earmarked is exhausted.	The results were announced during the SUS luncheon held in November 2004 at which the press was invited.

Name of Consultant (if available)	Description	Revised Estimate (\$)	Progress of Study (planning/ underway/ completed)	Action taken by the Administration to follow up the study reports and the progress made (if available)	Whether study reports completed are publicized; if yes, their channels and if not, the reasons.
Policy 21, Limited, University of Hong Kong	Evaluation of the Skills Upgrading Scheme (SUS) (phase 2)	123,800	Underway	Findings of the survey will be used to improve the SUS courses.	Not applicable.
Chinese University of Hong Kong	Survey on the School Curriculum Reform and Implementation of Key Learning Area Curricula in Schools 2004	387,523.50	Underway	The results of the survey will be used as a reference for monitoring the progress of the curriculum reform.	The report will be published in mid-2005.
Melbourne University Private Limited, Australia	Monitoring and Evaluation of the Native-speaking English Teacher /English Language Teaching Assistant (NET/ELTA) Scheme for Primary Schools  (continuation from 2003-04)	1,008,951	Underway	Progress of the evaluation is being monitored.	Not applicable.
National Foundation for Educational Research (UK)	Study on developing standard-referenced grade descriptors for the Hong Kong Certificate of Education English Language Examination	870,000	Completed	The study results have been incorporated in the development process of the 2007 Hong Kong Certificate of Education English Language Examination.	The deliverables of the study are interim products. They are not published separately, but reflected in the consultation on the 2007 Hong Kong Certificate of Education English Language Examination.

Name of Consultant (if available)	Description	Revised Estimate (\$)	Progress of Study (planning/ underway/ completed)	Action taken by the Administration to follow up the study reports and the progress made (if available)	Whether study reports completed are publicized; if yes, their channels and if not, the reasons.
University of Hong Kong	Study on Teacher Education	468,000	Completed	The findings were relayed to the Advisory Committee on Teacher Education and Qualifications (ACTEQ) to facilitate its deliberations on policy recommendations concerning teacher education and related issues.	The results will be used for internal reference only by ACTEQ and the Government.
University of Hong Kong	Study on District-based Mentoring Network and Portfolio Building	695,304	Completed	The findings were reported to the Advisory Committee on Teacher Education and Qualifications (ACTEQ) to facilitate its deliberations on policy recommendations regarding school and district-based support for beginning teachers.	The results will be used for internal reference only by ACTEQ and the Government.



Name of Consultant (if available)	Description	Revised Estimate (\$)	Progress of Study (planning/ underway/ completed)	Action taken by the Administration to follow up the study reports and the progress made (if available)	Whether study reports completed are publicized; if yes, their channels and if not, the reasons.
Alan Barker Consulting Services	<p>Development of Industry Training Specifications (ITSs) for specified industries and development of Career Oriented Curriculum (COC).</p> <p>[Renaming of “Development of Industry Training Specifications and Recognition of Prior Learning mechanism for specified industries in consultation with the Industry Training Advisory Committees (ITACs)”]</p>	1,297,500	Completed	Draft ITSs for four industries have been produced. The advice on the development of COC and its quality assurance mechanism has been adopted.	Consultation on the draft ITSs within the industries in the second quarter of 2005.
University of Hong Kong	<p>Evaluation on the Effectiveness of the Capacity Enhancement Grant and Review of the Funding Arrangement</p> <p>(continuation from 2003-04)</p>	245,000	Completed	The review findings have affirmed the effectiveness of the Grant in reducing teachers’ workload and improving student learning. The Grant continues for at least three school years as from 2004/05.	Schools have been informed of the findings via the EMB circular. The executive summary of the final report is available for public reference on the EMB homepage.

Name of Consultant (if available)	Description	Revised Estimate (\$)	Progress of Study (planning/ underway/ completed)	Action taken by the Administration to follow up the study reports and the progress made (if available)	Whether study reports completed are publicized; if yes, their channels and if not, the reasons.
The Hong Kong Polytechnic University	Overall Study on Reviewing the Progress and Evaluating the Information Technology in Education (ITEd) Projects	2,280,000	Completed	Findings of the Study have served to provide pointers to fine-tune the implementation measures of the second ITeD strategy as detailed in the policy document "Empowering Learning and Teaching with Information Technology".	The final report of the Study has been uploaded onto the EMB website.
<b><i>Studies commissioned by Employees Retraining Board (ERB)</i></b>					
Policy 21 Limited, University of Hong Kong	Retention surveys for graduates of general placement-tied courses.	83,180 (paid) 40,000 (estimated)	3 surveys completed. 1 survey in progress.	Findings of the surveys are used to monitor the cost-effectiveness of courses.	Results were used for internal reference by ERB.
Policy 21 Limited, University of Hong Kong	Placement Audit Surveys	24,580 (paid) 9,500 (estimated)	3 surveys completed. 1 survey in progress.	Findings of the surveys are used to monitor the cost-effectiveness of courses.	Results were used for internal reference by ERB.

(2) The consultancy studies to be commissioned in 2005-06 for which financial provision has been allocated are as follows –

Name of Consultant (if available)	Description	Estimate (\$)	Progress of Study (planning/ underway/ completed)	Whether study reports scheduled for completion in 2005-06 will be publicized; if yes, their channels and if not, the reasons.
<b><i>Studies commissioned by Education and Manpower Bureau</i></b>				
Oracle Market Research Limited	Survey on Opinion of Employers on Major Aspects of Performance of Publicly-funded First Degree and Sub-Degree Graduates in Year 2003  (continuation from 2004-05)	253,400	Underway	Survey results to be published. Means of announcement to be confirmed.
Chinese University of Hong Kong	Further Evaluation on the Implementation of the Medium of Instruction (MOI) Guidance for Secondary Schools (Secondary 4 and 5)  (continuation from 2004-05)	1,834,000	Underway	Not applicable.
Chinese University of Hong Kong	Standard-setting Study on Percentage of Students Reaching the Minimum English Competence to Learn Through the English Medium of Instruction – Extension Study	188,040	Completed	Main findings of the study have been published in the Consultation Document - “Review of Medium of Instruction for Secondary Schools and Secondary School Places Allocation” issued in February 2005.
CityU Professional Services Limited	Impact of the Reform of the Primary One Admission (POA) System on Primary Education  (continuation from 2004-05)	1,984,000	Underway	Not applicable.

Name of Consultant (if available)	Description	Estimate (\$)	Progress of Study (planning/underway/completed)	Whether study reports scheduled for completion in 2005-06 will be publicized; if yes, their channels and if not, the reasons.
Not yet available	Stakeholder Monitoring Survey on Education Reform and Major Education Initiatives	Not yet available	Planning	Not applicable.
Not yet available	Thematic Household Survey on Education Reform and Major Education Initiatives	Not yet available	Planning	Not applicable.
Chinese University of Hong Kong	Research Study to Track Adaptation and Development of Non-Chinese Speaking Children (NCS) in Mainstream Schools	800,000	Underway	Not applicable.
Conducted by EMB and partially commissioned to Professor Maurice Galton of University of Cambridge	Study on Small Class Teaching	29,331,600	Underway	Results to be finalized in 2008.
Policy 21 Limited, University of Hong Kong	Research on Training and Employment Programmes for Non-engaged Youth (continuation from 2004-05)	903,000	Underway	Results, to be available in early 2006, will be discussed by the Task Force on Continuing Development and Employment-related Training for Youth.
Policy 21 Limited, University of Hong Kong	Evaluation of the Skills Upgrading Scheme (SUS) (phase 2) (continuation from 2004-05)	495,200	Underway	Results, to be available in mid-2005, will be discussed by the SUS Steering Committee.
Policy 21 Limited, University of Hong Kong	Evaluation of Continuing Education Fund (Continuation from 2004-05)	316,200	Underway	Results will only be used for internal reference by EMB.

Name of Consultant (if available)	Description	Estimate (\$)	Progress of Study (planning/underway/completed)	Whether study reports scheduled for completion in 2005-06 will be publicized; if yes, their channels and if not, the reasons.
Melbourne University Private Limited, Australia	Monitoring and Evaluation of the Native-speaking English Teacher /English Language Teaching Assistant (NET/ELTA) Scheme for Primary Schools (continuation from 2004-05)	1,008,951.40	Underway	Not applicable.
Chinese University of Hong Kong	Survey on the School Curriculum Reform and Implementation of Key Learning Area Curricula in Schools 2004 (continuation from 2004-05)	208,666.50	Underway	The report will be published in mid-2005.
Not yet available	Survey on the School Curriculum Reform and Implementation of Key Learning Area Curricula in Schools 2005	Not yet available	Planning	The report will be published in 2006.
Not yet available	To revise the Language Proficiency Assessment for Teachers (English Language) for implementation from the 2006/07 school year	Not yet available	Planning	To be completed in 2006-07.
Not yet available	To revise the Language Proficiency Assessment for Teachers (Putonghua) for implementation from the 2006/07 school year	Not yet available	Planning	To be completed in 2006-07.
Not yet available	Development of a Credit Framework for the Sub-degree sector and to offer proposals to develop the senior secondary qualification	Not yet available	Planning	To be considered.

Name of Consultant (if available)	Description	Estimate (\$)	Progress of Study (planning/underway/completed)	Whether study reports scheduled for completion in 2005-06 will be publicized; if yes, their channels and if not, the reasons.
<b><i>Studies commissioned by Employees Retraining Board (ERB)</i></b>				
Not yet available	Retention surveys for graduates of general placement-tied courses.	Not yet available	Planning	Results will be used for internal reference by ERB.
Not yet available	Placement Audit Surveys	Not yet available	Planning	Results will be used for internal reference by ERB.
Not yet available	User Opinion Survey on the Integrated Scheme for Local Domestic Helpers (家務通)	Not yet available	Planning	Results will not be used for internal reference by ERB.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_  
Mrs Fanny Law

Post Title \_\_\_\_\_  
Permanent Secretary for Education and Manpower

Date \_\_\_\_\_  
6 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB005**

Question Serial No.

0200

Head: 156 Government Secretariat:      Subhead(No. & title):  
Education and Manpower Bureau

Programme:                      (8) Policy and Support

Controlling Officer:    Permanent Secretary for Education and Manpower

Director of Bureau :    Secretary for Education and Manpower

Question:    The School-based Professional Support (SBPS) Programmes have been implemented since 2004 to enable the frontline educators to take forward various education reform initiatives in a strategic manner. The SBPS Programmes fall into five areas, including Principal Support Network, School Support Partners Scheme, Professional Development Schools, University-School Support Programmes and Collegial Participation in External School Review. Would the Administration list the funding, implementation details and number of participating schools in these areas?

Asked by:    Hon. EU Yuet-mee, Audrey

Reply:        The estimated funding, implementation details and number of participating schools in the five SBPS Programmes in the 2004/05 and 2005/06 school years are listed as follows:

Support Programme	Estimated funding (\$ m)		Implementation details	Number of participating schools	
	2004/05 school year	2005/06 school year		2004/05 school year	2005/06 school year (estimate)
Principal Support Network	5.7	6.1	Experienced principals are seconded on part-time basis to provide collegial support and to facilitate professional sharing with "partner principals" on selected themes.	Seconded principals : 26 Partner principals : 58	Seconded principals : 28 Partner principals : 64
School Support Partners Scheme	1.3	27.7	Experienced serving teachers are seconded on both full-time and part-time basis to help establish professional networks with teachers from other schools on Key Learning Area (KLA) basis.	Liberal Studies : 53 Mathematics : 92	Liberal Studies : 53 Mathematics : 60 Other KLAs : 44

Support Programme	Estimated funding (\$ m)		Implementation details	Number of participating schools	
	2004/05 school year	2005/06 school year		2004/05 school year	2005/06 school year (estimate)
Professional Development Schools	3.1	3.5	Each of these schools, designated as “professional development schools”, will form a cluster with four other schools and undergo structured interactions in support of learning and teaching.	No. of professional development schools : 12 No. of cluster schools : 48	No. of professional development schools : 12 No. of cluster schools : 48
University-School Support Programmes	22.8	38.5	Tertiary institutions are commissioned to provide four school-based support programmes – (1) Quality School Improvement (QSI) Project; (2) Partnership for Improvement of Learning & Teaching (PILT) Project; (3) Variation for the Improvement of Teaching And Learning (VITAL) Project; and (4) Project on Assessment (PA).	QSI : 40 schools PILT : 40 schools VITAL : 40 schools	QSI : 60 schools PILT : 40 schools VITAL : 40 schools PA : 120 schools
Collegial Participation in External School Review	0.5	1.0	Serving principals and experienced teachers are engaged in the External School Review to enhance their understanding of the school self-improvement processes and benchmarking of school performance.	Principals/ teachers from 125 schools	Principals/ teachers from 250 schools
Total	33.4	76.8			

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Fanny Law

Post Title \_\_\_\_\_ Permanent Secretary for Education and Manpower

Date \_\_\_\_\_ 6 April 2005



Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB006**

Question Serial No.

0201

Head: 156 Government Secretariat:      Subhead(No. & title):  
Education and Manpower Bureau  
Programme:                      (2) Primary Education

Controlling Officer:    Permanent Secretary for Education and Manpower

Director of Bureau :    Secretary for Education and Manpower

Question: The Government plans to provide additional resources to public sector primary schools with 12 or more classes to improve the teacher-to-class ratio to implement specialised teaching:

- (1) Please indicate according to individual subjects, the Government plans in the 2005/06, 2006/07 and 2007/08 school years:
  - the number of public sector primary schools which will implement specialised teaching
  - the number of subject teachers required for the implementation of specialised teaching
- (2) What are the plans to achieve the above goals and what are the expenditure and the number of staff on the establishment involved?
- (3) What is the number of English, Mathematics and Chinese teachers who majored in such subjects?

Asked by:    Hon. EU Yuet-mee, Audrey

Reply:

1.            The initiative aims to reduce the workload of teachers and enable them to focus on teaching the subject they specialise in. Priority is given to English Language in the 2005/06 school year, to be extended to Chinese Language and/or Mathematics in the subsequent school years. We appreciate that it will take time to move towards the ideal staff deployment for specialised teaching and encourage schools to adapt the idea flexibly depending on the expertise available and the distribution of workload among existing teachers. For the 2005/06 school year, schools will be required to implement specialised teaching in English Language in not less than half of the operating classes. To meet the above requirements, a 24-class primary school will need to deploy a minimum of 4 English Language teachers for specialised teaching in English in the 2005/06 school year, and a minimum of 4 Chinese Language teachers or 3 Mathematics teachers for specialised teaching in the subsequent school years. Schools are advised to make arrangement for teachers as far as possible to take classes at the same level and /or follow students through a key stage (i.e. P.1 to P.3 or P.4 to P.6). Where a teacher is required to teach more than one subject for professional and practical reasons, the teacher should be assigned to teach the two subjects to the same class so as to enhance the teacher's knowledge of the students and curriculum alignment.

Assuming that all eligible public sector primary schools will capitalise on the additional provision, the number of schools involved from the 2005/06 to 2007/08 school years is estimated as follows-

<b>School Year</b>	<b>Number of schools</b>
2005/06	480
2006/07	450
2007/08	430

2. The provision will be in the form of a cash grant. The estimated additional expenditure is \$141 million in the 2005/06 school year, \$234 million in the 2006/07 school year and \$258 million in the 2007/08 school year. It is estimated that by the 2007/08 school year, cash grants supporting some 900 additional teachers will be provided under this initiative. We shall collect information on implementation at school level and examples of good practices for sharing among schools in due course. We shall review the effectiveness of implementation in the first three years.

3. At present, we only capture data on subject-trained teachers which means teachers having taken the relevant subject, including major, minor or elective, in teacher training or academic programmes. Based on the provisional figures for the 2004/05 school year, the numbers of English, Mathematic and Chinese teachers who are subject-trained are 5 600, 9 700 and 10 500 respectively.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Fanny Law \_\_\_\_\_  
Post Title \_\_\_\_\_ Permanent Secretary for Education and Manpower \_\_\_\_\_  
Date \_\_\_\_\_ 6 April 2005 \_\_\_\_\_

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB007**

Question Serial No.

0202

Head: 156 Government Secretariat: Subhead(No. & title):  
Education and Manpower Bureau

Programme: (5) Other Educational Services and Subventions

Controlling Officer: Permanent Secretary for Education and Manpower

Director of Bureau : Secretary for Education and Manpower

Question: Please give a breakdown of the number of places for the full-time and part-time Certificate in Education (Kindergarten) [CE(KG)] courses for the 2005/06, 2006/07 and 2007/08 academic years, as well as the amount of subsidies each institution received for operating the above courses and the unit cost of each place from 2004/05 to 2005/06 academic year.

Asked by: Hon. EU Yuet-mee, Audrey

Reply: The planned number of intake training places for the full-time and the part-time CE(KG) courses from the 2005/06 to 2007/08 academic years is as follows:

	2005/06 academic year	2006/07 academic year	2007/08 academic year
Full-time CE(KG) Course	180 (Note)	180 (Note)	180 (Note)
Part-time CE(KG) Course	1 040	1 040	1 040
<i>Total</i>	1 220	1 220	1 220

Note: Approval has been granted by University Grants Committee (UGC) for the Hong Kong Institute of Education to convert 60, 60 and 90 of the places in the 2005/06, 2006/07 and 2007/08 academic years respectively for the introduction of a new four-year full-time Bachelor of Education (Honours) (Early Childhood Education) Programme.

The above figures include CE(KG) places funded by UGC, Vocational Training Council (VTC) and EMB as well as places operating on a self-financing mode; but has not included other kindergarten education programmes at sub-degree level (such as Qualified Kindergarten Teacher courses); and hence they do not represent the total number of training places for kindergarten education programmes at sub-degree level.

The detailed breakdown in the amount of subsidies for operating the above courses is not available. However, the total amount of recurrent grant is estimated to be about \$130.3 million in the 2004/05 academic year and about \$131.1 million in the 2005/06 academic year. Recurrent funding under UGC and VTC is provided to the institutions mainly in the form of block grants. Institutions are free to determine the amount of funds to be used for programmes of different levels of study. Thus information on the unit cost of the above training places is not available.

Signature \_\_\_\_\_

Name in block letters Mrs Fanny Law

Post Title Permanent Secretary for Education and Manpower

Date 6 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO**  
**INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB008**

Question Serial No.

0203

Head: 156 Government Secretariat :      Subhead(No. & title):  
 Education and Manpower Bureau

Programme:                      (4) Special Education

Controlling Officer:    Permanent Secretary for Education and Manpower

Director of Bureau :    Secretary for Education and Manpower

Question: With the implementation of integrated education over the years, will the Government provide us with a breakdown of the number of students studying in special schools as well as primary and secondary schools practising integrated education by type of disabilities and the unit cost per school place in the 2002/03, 2003/04 and 2004/05 school years? Has the Government conducted regular reviews of the effectiveness of integrated education since the assessment of the pilot project in 1999? If yes, what are the details? If not, will a comprehensive review be conducted: and if so, what are the details?

Asked by:    Hon. EU Yuet-mee, Audrey

Reply:

The numbers of students studying in special schools by disability types in the 2002/03, 2003/04 and 2004/05 school years are as follows:

School Type School Year	Visually Impaired	Hearing Impaired	Physically Disabled	School for Social Development	Mentally Handicapped	Hospital Schools	Total
2002/03	154	394	754	622	5 178	375	7 477
2003/04	164	362	762	617	5 235	339	7 479
2004/05	160	332	778	687	5 111	326	7 394

The unit cost per school place varies across the different types of special schools. In the past two school years (i.e. 2002/03 and 2003/04 school years), the overall average unit cost per school place is estimated to be \$140,770 per annum.

The numbers of students studying in primary and secondary schools joining the Integrated Education (IE) Programme in the 2002/03, 2003/04 and 2004/05 school years are as follows:

**Primary Schools**

School Year	Number of Students by Disability Type					Total
	Autistic Disorders	Physical Disability	Intellectual Disability	Visual Impairment	Hearing Impairment	
2002/03	121	59	220	12	62	474
2003/04	172	63	235	15	65	550
2004/05	200	59	215	14	64	552

## Secondary Schools

School Year	Number of Students by Disability Type					Total
	Autistic Disorders	Physical Disability	Intellectual Disability	Visual Impairment	Hearing Impairment	
2002/03	22	27	21	14	66	150
2003/04	24	32	24	18	68	166
2004/05	27	36	40	20	64	187

In the past two school years (i.e. 2002/03 and 2003/04 school years), the average unit cost per target student is \$65,267 in primary schools and \$87,760 in secondary schools practising integrated education.

Starting from the 2002/03 school year, we have been conducting annual evaluation of the IE Programme. The major objective of the evaluation is to assess the impact of the Programme on the academic performance and social adjustment of the students concerned. In the evaluation ending the 2003/04 school year, an average of 90% or above of the respondents showed stable performance or improvement in terms of 'overall academic performance', 'learning motivation', 'social adjustment' and 'self esteem'. For the remaining who show little or no improvement in one or more of these four aspects, further Individualized Educational Programmes focussing on consolidating these aspects will be arranged in the next school year. The annual evaluation will continue.

Signature \_\_\_\_\_  
Name in block letters Mrs Fanny Law  
Post Title Permanent Secretary for Education and Manpower  
Date 6 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB009**

Question Serial No.

0204

Head: 156 Government Secretariat:      Subhead(No. & title):  
Education and Manpower Bureau  
Programme:                      (4) Special Education

Controlling Officer:    Permanent Secretary for Education and Manpower

Director of Bureau :    Secretary for Education and Manpower

Question:

According to the policy of integrated education, primary and secondary schools involved in the provision of integrated education will be offered workshops and 10-hour school-based Training programmes.

- (1) Will the Government provide a breakdown of the provision, the number of teachers involved and the unit cost of every training place in regard to the school-based training programmes for both primary and secondary participating in the integrated education programme in the 2002/03, 2003/04 and 2004/05 school years?
- (2) What is the unit cost of providing special education training for a special school teacher?
- (3) What is the unit cost of providing general education training for a special school teacher?

Asked by:    Hon. EU Yuet-mee, Audrey

Reply:

- (1) The number of teachers involved in the workshops and school-based training and the unit cost are provided as follows-

**Primary Schools**

School Year	Provision	Number of Teachers	Unit Cost
2002/03	\$0.22M	869	\$253
2003/04	\$0.21M	665	\$316
2004/05	\$0.48M*	1718	\$279

**Secondary Schools**

School Year	Provision	Number of Teachers	Unit Cost
2002/03	\$0.10M	512	\$195
2003/04	\$0.05M	279	\$179
2004/05	\$0 *	0	0

\*Note: In the 2004/05 school year, resources are deployed to provide training for more primary school teachers based on needs.

- (2) The unit cost of providing special education training for a special school teacher for the 2004/05 school year is about \$60,000 per teacher.
- (3) The unit cost of providing a Postgraduate Diploma/Certificate in Education (PGDE/PGCE) programme for school teachers (including special school teachers) in the 2004/05 school year is estimated to be \$160,000 per teacher.

Signature	
Name in block letters	Mrs Fanny Law
Post Title	Permanent Secretary for Education and Manpower
Date	6 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB010**

Question Serial No.

0205

Head: 156 Government Secretariat: Subhead(No. & title):  
Education and Manpower Bureau  
Programme: (2) Primary Education

Controlling Officer: Permanent Secretary for Education and Manpower

Director of Bureau : Secretary for Education and Manpower

Question: How many bi-sessional primary schools will be converted into whole-day operation in the 2005/06 school year ? What are the amount of expenditure and number of staff on the establishment involved? What is the estimated number of primary schools yet to be converted into whole-day operation before the 2006/07 school year ? What arrangements will be made for these primary schools?

Asked by: Hon. EU Yuet-mee, Audrey

Reply:

In the 2005/06 school year, 43 primary schools operating in bi-sessional mode will be converted into 51 whole-day schools. The capital and additional annual recurrent expenditures are estimated to be \$763 million and \$54 million respectively. About 80 additional teaching posts will be provided to these whole-day schools.

By the end of 2006/07 school year, we expect that 47 schools will still be operating in bi-sessional mode. Among them, 21 have agreed plans for conversion by making use of new or vacant premises, building additional classrooms or merging the am and pm sessions.

We will continue to liaise with the remaining 26 schools and adopt a flexible and pragmatic approach in working out an agreed conversion plan by 2007. Possible means of conversion include merging with under-enrolled primary schools in the vicinity, merging of the am and pm sessions, and making use of vacated premises or new sites if the prevailing demand so warrants.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Fanny Law

Post Title \_\_\_\_\_ Permanent Secretary for Education and Manpower

Date \_\_\_\_\_ 6 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB011**

Question Serial No.

0315

Head: 156 Government Secretariat : Subhead(No. & title):  
Education and Manpower Bureau

Programme: (5) Other Educational Services and Subventions

Controlling Officer: Permanent Secretary for Education and Manpower

Director of Bureau : Secretary for Education and Manpower

Question: Regarding “teacher development programmes related to curriculum reform for all schools”, please provide a breakdown of the items and expenditures involved. Does the Administration review the effectiveness of teacher development programmes regularly? What are the details? Did the Administration take into account teachers’ views when designing future teacher development programmes?

Asked by: Hon. EU Yuet-mee, Audrey

Reply:

**Estimated Expenditure on Outsourced Professional Development Programmes**

KLAs/Areas	Actual estimate 2003-04	Revised estimate 2004-05	Estimate 2005-06
Chinese Language Education	5,060,000	4,751,000	4,570,000
English Language Education	2,507,544	1,163,390	2,027,000
Mathematics Education	28,000	200,000	200,000
Personal, Social and Humanities Education	2,474,000	2,768,000	1,000,000
Science Education	566,200	310,180	600,000
Technology Education	2,190,000	150,000	2,370,000
Arts Education	4,520,250	4,520,250	4,520,250
Physical Education	871,580	650,420	1,500,000
Liberal Studies	100,000	200,000	1,320,000
Gifted Education	648,000	720,000	770,000
Life-wide Learning and Library Services	1,951,000	1,788,000	1,400,000
Moral & Civic Education	850,000	500,000	1,000,000
General Studies	785,000	665,000	665,000
Primary School Curriculum Leaders	1,782,667	1,478,000	1,700,000
<b>Total</b>	<b>24,334,241</b>	<b>19,864,240</b>	<b>23,642,250</b>

**Notes:**

1. The estimates in 2005-06 are based on the planned provision in 2003-04 and 2004-05 financial years.
2. The figures are only for the outsourced professional development programmes. Expenses of programmes mounted by CDI are accommodated within the vote of Operating Expenses and staff deployment of each Section.

**Evaluation**

For professional development programmes outsourced to external service providers, there is a steering committee composed of Curriculum Development Institute (CDI) officers and the course coordinators and teaching staff of the course concerned to monitor the delivery of the course and evaluate the effectiveness. Based on the classroom observation (which is usually conducted by CDI officers), survey data through questionnaires to participants and the



evaluation report from the contractor, CDI conducts regular reviews of professional development programmes and makes necessary adjustment and improvement according to feedback and new needs.

For professional development programmes mounted by CDI itself, Section heads concerned take full responsibilities for the evaluation of the effectiveness of respective courses. There is a standard evaluation procedure for every programme. The senior officer of the Section concerned and/or the officer involved in the teaching regularly sits in the course and provides feedback to the instructor(s) where necessary. Based on the classroom observation and the feedback from teachers, the Section concerned conducts regular reviews of the programmes and discusses with related parties for adjustment and improvement, where appropriate.

Feedback has been gathered from participants regarding the professional development programmes provided in 2003-04 and 2004-05. On the whole, the professional development programmes are well received. There are some suggestions such as the timing and venue of the programmes, provision of more in-depth courses and follow-up visits which will be taken into consideration in our future programmes.

### **Initiation of Professional Development Programmes**

In the planning stage, expertise and experience of principals and frontline teachers are drawn from among members of the Curriculum Development Council Committees, Curriculum Development Council – Hong Kong Examinations and Assessment Authority Joint Committees, Working Groups, professional/educational associations (such as HK Association for Science and Mathematics Education, Liberal Studies Teachers Association) and principals/teachers network in designing professional development programmes to ensure that the programmes offered suit the target audience and align with the curriculum reform.

Signature	_____
Name in block letters	<u>Mrs Fanny Law</u>
Post Title	<u>Permanent Secretary for Education and Manpower</u>
Date	<u>6 April 2005</u>

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

EMB012

Question Serial No.

316

Head: 156 Government Secretariat:      Subhead (No. & title):  
Education & Manpower Bureau

Programme:                    (2) Primary Education

Controlling Officer: Permanent Secretary for Education and Manpower

Director of Bureau : Secretary for Education and Manpower

Question: There has been a rather sharp decrease in birth rate in Hong Kong. As a result, the number of primary school children has also declined which has led to the closure of about 100 schools. Please explain why the estimate for primary education for 2005-06 is 4.5% higher than the revised 2004-05 figure.

Asked by: Hon. Abraham SHEK

Reply: Despite the decline in the number of primary school children, we still need to provide additional resources to schools for meeting the additional expenditure arising from salary increments, new initiatives etc. The increase of 4.5% (\$486.8 million) over the revised estimate for 2004-05 is mainly due to the following -

	\$m
Salary increments and increased provision for staff	270.7
Additional provision for various education reform initiatives, including additional teachers to serve as curriculum development leaders, upgrading of teaching posts to lead English teaching, implementation of one Native-speaking English Teacher (NET) per primary school and improvement of teacher-to-class ratio to implement specialised teaching	469.6
Additional places in Direct Subsidy Scheme schools	40.4
Recurrent consequences of capital projects, whole-day schooling and other miscellaneous increases	180.5
Full-year effect of January 2005 paycut and deletion of 32 civil service posts	(228.6)
Reduction of classes	(163.0)
Completion of the current exercise of replacement and upgrading of information technology facilities	(82.8)
	486.8

Signature \_\_\_\_\_

Name in block letters      Mrs. Fanny Law

Post Title      Permanent Secretary for Education and Manpower

Date      4 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB013**

Question Serial No.

317

Head: 156 Government Secretariat:      Subhead (No. & title):  
Education & Manpower Bureau  
Programme:                      (3) Secondary Education

Controlling Officer: Permanent Secretary for Education and Manpower

Director of Bureau : Secretary for Education and Manpower

Question: There has been a rather sharp decrease in birth rate in Hong Kong. As a result, the number of primary school children has also declined which has led to the closure of about 100 schools. Please explain why the estimate for secondary education for 2005-06 is 4.8% higher than the revised 2004-05 figure.

Asked by: Hon. Abraham SHEK

Reply: The decrease in birth rate in Hong Kong has not yet had an impact on the total number of classes in secondary schools. The increase of 4.8% (\$762.1 million) over the revised estimate for 2004-05 is mainly due to the following -

	\$m
Salary increments and increased provision for staff	879.3
Additional places in Direct Subsidy Scheme schools	149.9
Recurrent consequences of capital projects, Yi Jin / Secondary Schools Collaboration Scheme and other miscellaneous increases	134.8
Full-year effect of January 2005 paycut and deletion of 22 civil service posts	(320.8)
Completion of the current exercise of replacement and upgrading of information technology facilities	(81.1)
	762.1

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Mrs. Fanny Law

Post Title \_\_\_\_\_

Permanent Secretary for Education and Manpower

Date \_\_\_\_\_

4 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB014**

Question Serial No.

0318

Head: 156 Government Secretariat:      Subhead(No. & title):  
Education and Manpower Bureau

Programme:                    (2)Primary Education  
    (3)Secondary Education

Controlling Officer:    Permanent Secretary for Education and Manpower

Director of Bureau :    Secretary for Education and Manpower

**Question:**

The Integrated Education (IE) programme has been implemented for several years. Would the Government please advise:

- (a) the respective numbers of secondary and primary schools that joined the programme in the 2004/05 school year? Please provide, by disability types, the number of students allocated school places under this programme in the 2004/05 school year.
- (b) the estimated numbers of secondary and primary schools that will join the IE programme in the 2005/06 school year?
- (c) the amounts of provision allocated for this programme in the 2004/05 and 2005/06 school years respectively? What are the difficulties generally encountered by participating schools when they implement the programme?

Asked by:    Hon. MA Lik

**Reply:**

- (a) In the 2004/05 school year, 80 primary and 37 secondary schools participated in the Integrated Education (IE) Programme. The distribution of the target students by disability types is as follows-

**Primary Schools**

School Year	Number of Students by Disability Type					Total
	Autistic Disorders	Physical Disability	Intellectual Disability	Visual Impairment	Hearing Impairment	
2004/05	200	59	215	14	64	552

**Secondary Schools**

School Year	Number of Students by Disability Type					Total
	Autistic Disorders	Physical Disability	Intellectual Disability	Visual Impairment	Hearing Impairment	
2004/05	27	36	40	20	64	187

- (b) The number of schools participating in the IE Programme in the 2005/06 school year is estimated to be the same as that in the current school year, i.e. 80 primary and 37 secondary schools.
- (c) The provision earmarked for implementation of the IE Programme in the 2004/05 school year is \$31M. The same level of provision is assumed for the 2005/06 school year.

The schools participating in the IE Programme sometimes came across the following difficulties-

- (i) Some parents of students who have multiple disabilities and are considered not suitable for mainstreaming, insisted on a place for their children in ordinary schools. These students will better be served in special schools.
- (ii) Some schools considered themselves to be victims of their own success in attracting a large number of students with a disability or special educational needs so much so that they are shunned by other students who are without such needs.

Signature	_____
Name in block letters	<u>Mrs Fanny Law</u>
Post Title	<u>Permanent Secretary for Education and Manpower</u>
Date	<u>6 April 2005</u>

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO**  
**INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB015**

Question Serial No.

0319

Head: 156 Government Secretariat:      Subhead(No. & title):  
                Education and Manpower Bureau  
Programme:                              (2) Primary Education

Controlling Officer: Permanent Secretary for Education and Manpower

Director of Bureau : Secretary for Education and Manpower

Question: As additional resources will be provided initially for three years to public sector primary schools with 12 or more classes to improve the teacher-to-class ratio with a view to reducing the teachers' workload and implementing specialised teaching, could the Administration provide the number of schools expected to be benefited and the criteria adopted to assess if the relevant measures can achieve the goal of reducing teachers' workload?

Asked by: Hon. MA Lik

Reply:

The number of schools benefiting from this initiative is around 480 in the 2005/06 school year. The provision of additional resources aims to reduce the workload of teachers and enable them to focus on teaching the subject they specialise in. Priority is given to English Language in the 2005/06 school year, to be extended to Chinese Language and/or Mathematics in the subsequent school years. We appreciate that it will take time to move towards the ideal staff deployment for specialised teaching and encourage schools to adapt the idea flexibly depending on the expertise available and the distribution of workload among existing teachers. For the 2005/06 school year, schools will be required to implement specialised teaching in English Language in not less than half of the operating classes. Schools are advised to make arrangement for teachers as far as possible to take classes at the same level and /or follow students through a key stage (i.e. P.1 to P.3 or P.4 to P.6). Where a teacher is required to teach more than one subject for professional and practical reasons, the teacher should be assigned to teach the two subjects to the same class so as to enhance the teacher's knowledge of the students and curriculum alignment. All these will influence workload of teachers and deepen their pedagogical content knowledge at the same time. We shall monitor the impact through evaluation of school deployment plans, improvement in teaching and learning, and teachers' professional development in the first three years.

Signature	_____
Name in block letters	<u>Mrs Fanny Law</u>
Post Title	<u>Permanent Secretary for Education and Manpower</u>
Date	<u>6 April 2005</u>

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB016**

Head: 156 Government Secretariat: Subhead(No. & title):  
Education and Manpower Bureau  
Programme: (3) Secondary Education

Question Serial No.

0320

Controlling Officer: Permanent Secretary for Education and Manpower

Director of Bureau : Secretary for Education and Manpower

Question:

The review of the grants to public sector secondary schools as mentioned by the Administration has been launched for some time, and in the answer (EMB 076, Question Serial No. 1576) provided last year to the Finance Committee, the Administration said that "the school sector will be consulted when the outcomes of the review are available". What is the progress of the review up to now ?

Asked by: Hon. MA Lik

Reply:

The review is a highly complex exercise in view of the large number of existing grants. In 2004, the Education and Manpower Bureau collected views from school representatives on the broad direction and initial ideas on streamlining the deployment of grants and giving schools more flexibility. Understandably views are mixed. Options are being prepared. The aim is to minimise the adverse impact on schools having regard to overall financial constraints. The Panel on Education of the Legislative Council and the school sector will be consulted when details of a practical arrangement have been worked out.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Fanny Law \_\_\_\_\_  
Post Title \_\_\_\_\_ Permanent Secretary for Education and Manpower \_\_\_\_\_  
Date \_\_\_\_\_ 6 April 2005 \_\_\_\_\_

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB017**

Head: 156 Government Secretariat:  
Education and Manpower Bureau

Subhead(No. & title):000 Operational  
Expenses

Question Serial No.

0321

Programme:

Controlling Officer: Permanent Secretary for Education and Manpower

Director of Bureau : Secretary for Education and Manpower

Question:

The estimated subvention for English Schools Foundation (ESF) junior and secondary schools in 2005-06 is \$287 m. The ESF is now planning to rebuild its Kowloon Junior School and Island School. Will any public money be involved in the reconstruction projects?

Asked by: Hon. MA Lik

Reply:

The English Schools Foundation would fund the re-development of Kowloon Junior School and Island School with its own resources.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Fanny Law  
Post Title \_\_\_\_\_ Permanent Secretary for Education and Manpower  
Date \_\_\_\_\_ 4 April 2005





Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB 019**

Question Serial No.

0323

Head: 156 Government Secretariat                      Subhead(No. & title):  
Education and Manpower Bureau  
Programme:                      (4) Special Education

Controlling Officer:        Permanent Secretary for Education and Manpower

Director of Bureau :        Secretary for Education and Manpower

Question: The Government has adopted a three-tier operation mode since 2000 in implementing gifted education whereby school-based and off-site support programmes are offered in schools for the gifted students. Has the Government conducted any assessment of this mode of operation to see if it provides appropriate support for the gifted students? If yes, what are the results of the assessment?

Asked by:    Hon. MA Lik

Reply:

The needs of gifted students, like other students, are met mainly in their own school. Schools are encouraged to adopt whole class programmes and pull-out programmes (1<sup>st</sup> and 2<sup>nd</sup> levels of the three-tier delivery mode) to nurture and develop their critical thinking skills and creativity which are important elements of giftedness to be developed across all the Key Learning Areas. The school-based approach yielded positive results as evidenced by-

- a. teachers have become more open to the notion of multiple intelligences as manifested in the design and implementation of school-based gifted education programmes and the adoption of different modes of assessment to cater for individual needs. The evaluation studies on the school curriculum reform and the implementation of Key Learning Area curricula conducted independently by tertiary institutions reported that most of the school heads and teachers found that their students showed improvement in critical thinking skills and creativity.
- b. students are achieving not only in traditional academic domains but also in other domains such as leadership, higher order thinking skills, and creativity as observed during the process of school-based support.
- c. evaluation of the cluster school project has suggested positive outcomes for operation of the school-based delivery mode. Qualitative results in the form of good practices and exemplars are uploaded to EMB's website for reference by schools.
- d. schools experienced in school-based gifted education programmes are being identified as professional development schools as a new form of support to other schools to develop gifted education.

Understanding of schools and teachers are complemented by professional development courses organised by the Gifted Education Section that focus on creativity and critical thinking through language arts, films and literature, drama or scientific investigations.

In addition to school-based programmes, off-site support for exceptionally gifted students (i.e. Level 3 of the 3-tier delivery mode) was piloted between 2001 and 2003 to stretch the potential of students beyond the school curriculum in the form of partnership courses with the tertiary institutions. An evaluation exercise was carried out in 2003 to review the effectiveness of the first two years of implementation. The results are-

- a. a total of 1 324 exceptionally gifted students were admitted to over 110 enhancement programmes for students, their parents and teachers.
- b. the potential of the exceptionally gifted students were stretched through more challenging courses e.g. credit bearing courses of tertiary institutions; some of which paved the way to international competitions. Hong Kong students attained brilliant results in recent years e.g. in the International Mathematical Olympiad and the International Physics Olympiad.

- c. some award-winning students of the Olympiads have been serving as mentors for new course participants, while some students of high achievements in various enrichment courses have been invited to join the alumni association of the Scheme to serve other students and the community at large.

EMB also conducts longitudinal studies on the development of these students to substantiate the evaluation of the effectiveness of the Scheme. EMB will continue to expand and improve services for gifted students.

Signature	_____
Name in block letters	_____ Mrs Fanny Law _____
Post Title	_____ Permanent Secretary for Education and Manpower _____
Date	_____ 6 April 2005 _____

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
 INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB020**

Question Serial No.

0324

Head: 156 Government Secretariat:                      Subhead(No. & title):  
 Education and Manpower Bureau

Programme:                      (5) Other Educational Services and Subventions

Controlling Officer:    Permanent Secretary for Education and Manpower

Director of Bureau :    Secretary for Education and Manpower

Question:    Could the Administration provide the number of places of part-time teacher training courses for graduate teachers by institution from the 2005/06 to 2007/08 academic years?

Asked by:    Hon. MA Lik

Reply:

<b>Institute</b>	<b>No. of Part-time in-service PGDE/PGCE* Places (in full time equivalent)</b>		
	<b>2005/06 Academic Year</b>	<b>2006/07 Academic Year</b>	<b>2007/08 Academic Year</b>
The University of Hong Kong	155	155	155
The Chinese University of Hong Kong	250	250	250
Hong Kong Baptist University	150	150	150
The Hong Kong Institute of Education	175	175	195
<b>Total</b>	<b>730</b>	<b>730</b>	<b>750</b>

\* PGDE : Postgraduate Diploma in Education

PGCE : Postgraduate Certificate in Education

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Fanny Law

Post Title \_\_\_\_\_ Permanent Secretary for Education and Manpower

Date \_\_\_\_\_ 6 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB021**

Head: 156 Government Secretariat      Subhead(No. & title): 898 Codes of  
Education and Manpower Bureau      Aid for existing schools - furniture  
and equipment (block vote)

Question Serial No.

0325

Programme:

Controlling Officer: Permanent Secretary for Education and Manpower

Director of Bureau : Secretary for Education and Manpower

Question:

How many cases of burglary involving loss of audio/video equipment and computers that are used for educational purposes were reported in schools in the 2004-05 financial year? How much money was involved? Is it necessary for the Education and Manpower Bureau to provide these schools with additional funds to purchase new equipment?

Asked by: Hon. MA Lik

Reply:

A total of 12 cases of burglary involving loss of projection systems and IT equipment was reported by one primary school and 11 secondary schools in 2004-05. The loss was estimated to be \$1.12 million. Subject to the school supervisor/head's certification that no fraud or negligence is involved, EMB will provide for replacement of the equipment.

Signature \_\_\_\_\_  
Name in block letters      Mrs Fanny Law  
Post Title      Permanent Secretary for Education and Manpower  
Date      6 April 2005



Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB 023**

Question Serial No.

1004

Head: 156 Government Secretariat                      Subhead(No. & title):  
Education and Manpower Bureau  
Programme:    (4) Special Education

Controlling Officer:                                      Permanent Secretary for Education and Manpower

Director of Bureau :                                      Secretary for Education and Manpower

Question:

1. What are the estimated expenses for developing gifted students in 2005-06?
2. In its reply (EMB 034, Question Serial No. 0390) to this Committee last year, the Administration said that the Education and Manpower Bureau kept a database to track the gifted students who had attended the Centre Enrichment Programme at Fung Hon Chu Gifted Education Centre since 1996 and those taking part in the Support Measures for the Exceptionally Gifted Students Scheme. What is the purpose of setting up such a database? How many gifted students are there whose data have been kept in the database? What is the use of such information collected in the database concerning further studies of these students in Hong Kong or abroad?

Asked by: Hon. MA Lik

Reply:

- (1) The estimated expenditure for educational programmes for gifted students in 2005-06 is \$3,800,000
- (2) The Gifted Education Section maintains two databases
  - (a) The database for the Centre Enrichment Programmes keeps a data set of 1 345 centre users (gifted students registered at the centre for enrollment for Centre Enrichment Programmes). 887 users are still in contact with the centre and participate in the Centre Enrichment Programmes, while the rest are either studying in tertiary institutions or living overseas. This database serves to:
    - provide contact information for the centre to inform the users of activities/programmes; and
    - provide useful information for planning appropriate enrichment programmes in the future based on the age distribution of the centre users
  - (b) The other database is on students who have participated or are participating in the "*Support Measures for Exceptionally Gifted Students Scheme*" since 2001. This database of over 4 000 exceptionally gifted students serves to:
    - keep a profile of student development to facilitate longitudinal studies to provide basic information to substantiate the evaluation of the effectiveness of the Scheme, and
    - facilitate the recruitment of members to the alumni association of the Scheme and pool together appropriate members to serve other students in the Scheme and the community at large.

Signature	
Name in block letters	Mrs Fanny Law
Post Title	Permanent Secretary for Education and Manpower
Date	6 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB024**

Question Serial No.

0327

Head: 156 Government Secretariat : Subhead(No. & title):  
Education and Manpower Bureau

Programme: (2) Primary Education (3) Secondary Education  
(4) Special Education (5) Other Educational Services and Subventions  
(7) Vocational Education and Training

Controlling Officer: Permanent Secretary for Education and Manpower

Director of Bureau: Secretary for Education and Manpower

Question: In respect of the total expenditure on education and the expenditures on pre-primary education, primary education, secondary education, teacher training, adult education, higher education, technical education, vocational education and departmental support, could the Administration provide details as to their levels of expenditure, their respective percentages of the Gross Domestic Product, the share of each of these education areas in the total expenditure on education, data on any increase or decrease in provision, and the development trend over the past five financial years up to 2004-05?

Asked by: Hon. CHEUNG Man-Kwong

Reply:

The expenditure on education comprises recurrent expenditure and capital expenditure (non-works items) under General Revenue Account, capital expenditure under Capital Works Reserve Fund (mainly for capital works projects) and Loan Fund.

As the expenditure under Capital Works Reserve Fund and Loan Fund fluctuates considerably year to year, we consider it more meaningful to base our analysis on recurrent expenditure and capital expenditure under the General Revenue Account only. The information required is as follows -



**(i) Expenditure on education by area (rounded to the nearest \$5 million)**

	<b>2000-01 \$m</b>	<b>2001-02 \$m</b>	<b>2002-03 \$m</b>	<b>2003-04 \$m</b>	<b>2004-05 Revised Estimate<sup>(1)</sup> \$m</b>
Pre-primary	695	740	840	850	835
Primary	10,405	10,680	11,045	10,960	11,065
Secondary	15,715	16,165	16,340	16,280	16,545
Special	1,420	1,440	1,440	1,400	1,310
Adult	85	80	70	60	35
Teacher Training <sup>(2)</sup>	1,350	1,420	1,495	1,560	1,305
Vocational Education <sup>(3)</sup>	1,670	1,770	1,710	1,630	1,560
Higher Education	12,935	13,080	12,835	13,440	11,990
Others <sup>(4)</sup>	1,570	1,730	2,290	2,540	2,825
Total <sup>(5)</sup>	45,845	47,110	48,065	48,720	47,470

**(ii) Share of Gross Domestic Product (GDP) by education area**

	<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05 Revised Estimate</b>
Pre-primary	0.05%	0.06%	0.07%	0.07%	0.07%
Primary	0.81%	0.85%	0.89%	0.89%	0.86%
Secondary	1.22%	1.28%	1.31%	1.33%	1.29%
Special	0.11%	0.11%	0.12%	0.11%	0.10%
Adult	0.01%	0.01%	0.01%	0.00%	0.00%
Teacher Training <sup>(2)</sup>	0.10%	0.11%	0.12%	0.13%	0.10%
Vocational Education <sup>(3)</sup>	0.13%	0.14%	0.14%	0.13%	0.12%
Higher Education	1.00%	1.04%	1.03%	1.09%	0.94%
Others <sup>(4)</sup>	0.12%	0.14%	0.18%	0.21%	0.22%
Total <sup>(5)</sup>	3.56%	3.74%	3.85%	3.97%	3.70%
GDP (\$ million) <sup>(6)</sup>	1,287,306	1,258,329	1,247,492	1,227,614	1,281,999

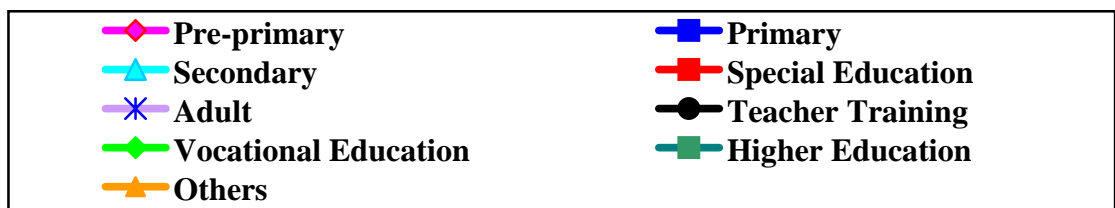
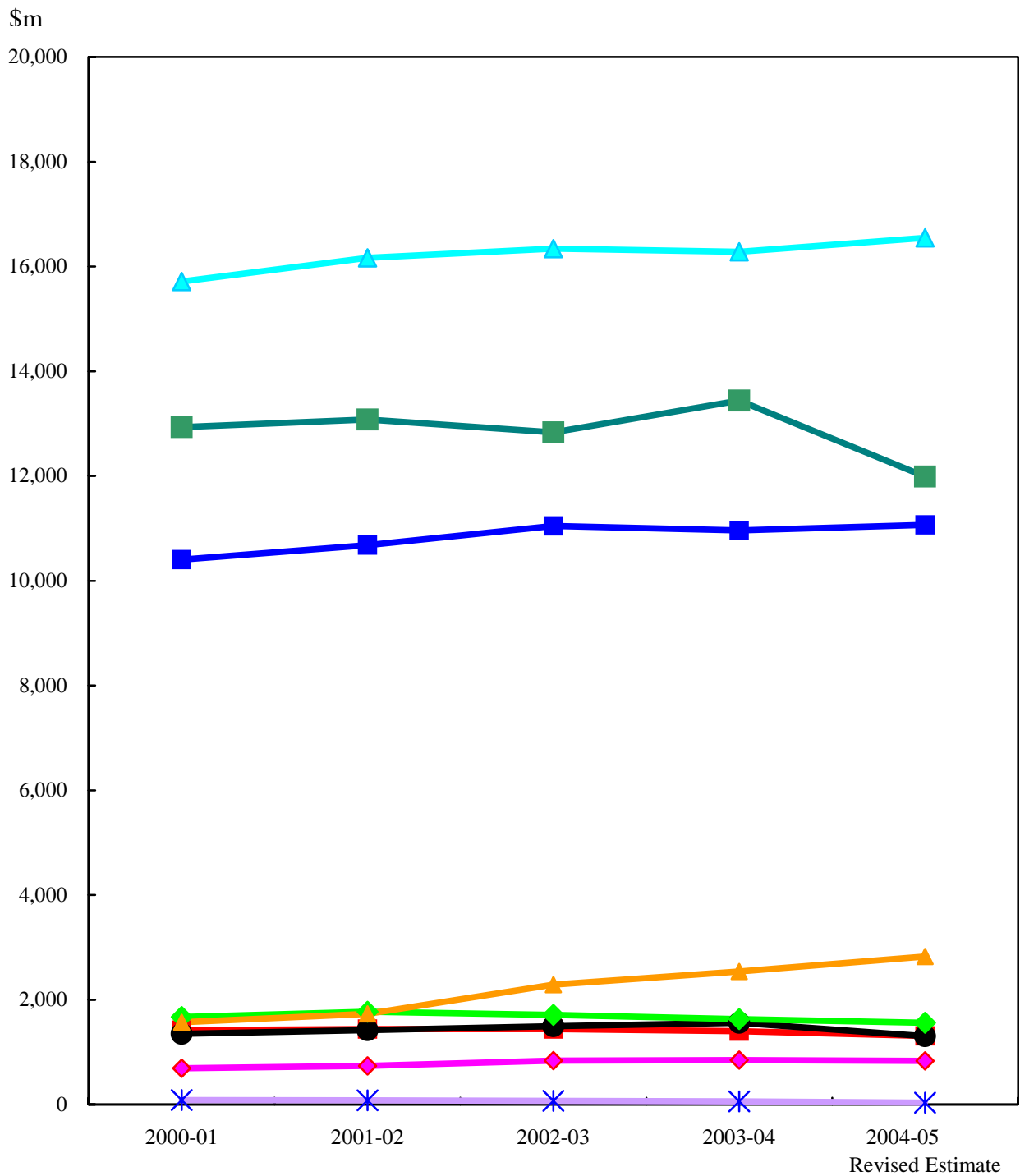
**(iii) Share of total expenditure on education by area**

	<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05 Revised Estimate</b>
Pre-primary	1.5%	1.6%	1.7%	1.7%	1.8%
Primary	22.7%	22.7%	23.0%	22.5%	23.3%
Secondary	34.3%	34.3%	34.0%	33.4%	34.9%
Special	3.1%	3.1%	3.0%	2.9%	2.8%
Adult	0.2%	0.2%	0.1%	0.1%	0.1%
Teacher Training <sup>(2)</sup>	3.0%	3.0%	3.1%	3.2%	2.7%
Vocational Education <sup>(3)</sup>	3.7%	3.8%	3.6%	3.3%	3.3%
Higher Education	28.2%	27.8%	26.7%	27.6%	25.3%
Others <sup>(4)</sup>	3.4%	3.7%	4.8%	5.2%	6.0%
Total <sup>(5)</sup>	100.0%	100.0%	100.0%	100.0%	100.0%

**(iv) Increase or decrease in provision (rounded to the nearest \$5 million) and the development trend over the past 5 financial years up to 2004-05**

	<b>2000-01 against 1999-00</b>		<b>2001-02 against 2000-01</b>		<b>2002-03 against 2001-02</b>		<b>2003-04 against 2002-03</b>		<b>2004-05 Revised Estimate against 2003-04</b>	
	<b>\$m</b>	<b>%</b>	<b>\$m</b>	<b>%</b>	<b>\$m</b>	<b>%</b>	<b>\$m</b>	<b>%</b>	<b>\$m</b>	<b>%</b>
Pre-primary	85	13.9%	45	6.5%	100	13.5%	10	1.2%	-15	-1.8%
Primary	880	9.2%	275	2.6%	365	3.4%	- 85	- 0.8%	105	1.0%
Secondary	910	6.1%	450	2.9%	175	1.1%	- 60	- 0.4%	265	1.6%
Special	110	8.4%	20	1.4%	-	0.0%	- 40	- 2.8%	-90	- 6.4%
Adult	5	6.3%	- 5	-5.9%	- 10	- 12.5%	- 10	- 14.3%	- 25	- 41.7%
Teacher Training <sup>(2)</sup>	- 190	- 12.3%	70	5.2%	75	5.3%	65	4.3%	- 255	- 16.3%
Vocational Education <sup>(3)</sup>	25	1.5%	100	6.0%	- 60	- 3.4%	- 80	- 4.7%	- 70	- 4.3%
Higher Education	- 630	- 4.6%	145	1.1%	- 245	- 1.9%	605	4.7%	- 1,450	- 10.8%
Others <sup>(4)</sup>	155	11.0%	160	10.2%	560	32.4%	250	10.9%	285	11.2%
Total <sup>(5)</sup>	1,350	3.0%	1,265	2.8%	955	2.0%	655	1.4%	- 1,250	- 2.6%

# Education Expenditure by Area



Note

1. *The 2004-05 revised estimate takes into account the effect of paycut in January 2004 and January 2005, the 10% funding cut of University Grants Committee (UGC)-funded institutions and the partial withdrawal of the front-end loading to Hong Kong Institute of Education from academic year 2004/05.*
2. *Teacher training includes the Training and Development Grant provided to schools, costs of in-service and pre-service teacher training courses, refunds of course fees to teachers and teacher education programmes provided by UGC-funded institutions. It does not include costs of teacher training funded by the Language Fund.*
3. *Expenditure on vocational education covers technical education offered by the Hong Kong Institute of Vocational Education at both higher and basic levels.*
4. *Others include expenditure on home-school co-operation activities, school uniformed group activities, bureau support, etc, and other non-recurrent expenditure.*
5. *The sum of figures may not add up to total due to rounding.*
6. *Figures are subject to further revision by Census & Statistics Department. The figures for 2000-01 to 2003-04 are financial-year-based while the figures for 2004-05 are calendar-year-based.*

Signature	_____
Name in block letters	<u>Mrs Fanny Law</u>
Post Title	<u>Permanent Secretary for Education and Manpower</u>
Date	<u>4 April 2005</u>

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB025**

Question Serial No.

0329

Head: 156 Government Secretariat : Subhead(No. & title):  
Education and Manpower Bureau

Programme: (2) Primary Education (3) Secondary Education  
(4) Special Education (5) Other Educational Services and Subventions  
(7) Vocational Education and Training

Controlling Officer: Permanent Secretary for Education and Manpower

Director of Bureau : Secretary for Education and Manpower

Question:

Please provide a breakdown of the amount of funding allocated to the universities, the Open University of Hong Kong, continuing education providers (including training providers of the "Project Yi Jin"), the Hong Kong Institution of Education, the Vocational Training Council, adult education, all secondary schools, primary schools, kindergartens and special schools in the government, aided, direct subsidy and caput categories, international schools and schools under the English Schools Foundation as well as the unit cost of each subsidized place in 2003-04 and 2004-05.

Asked by: Hon. CHEUNG Man-kwong

Reply:

The respective financial provision under the General Revenue Account and unit cost are set out below –

	Financial Provision		Unit Cost <sup>1</sup>	
	2003-04 Actual \$m	2004-05 Revised Estimate \$m	2003-04	2004-05
Kindergartens under the Kindergarten Subsidy Scheme <sup>2</sup>	149	144	N/A	N/A
Government primary schools <sup>3</sup>	750	762	28,317	29,070
Aided primary schools	9,714	9,715	23,665	24,690
English Schools Foundation Junior Schools	127	121	22,551	21,520
Primary schools under the Direct Subsidy Scheme	103	135	23,800	24,520
Government secondary schools <sup>3</sup>	1,307	1,297	42,527	41,910
Aided secondary schools	12,964	13,072	33,766	33,710
Caput schools	243	240	33,094	33,190
English Schools Foundation Senior Schools	182	177	30,944	30,160

	Financial Provision		Unit Cost <sup>1</sup>	
	2003-04 Actual \$m	2004-05 Revised Estimate \$m	2003-04	2004-05
Local Secondary schools under the Direct Subsidy Scheme	976	1,109	34,284	33,490
International schools under the Direct Subsidy Scheme <sup>4</sup>	0.07	0.02	13,074	12,960
Aided special schools	1,223	1,212	140,095	143,440
Practical schools	90	37	54,320	52,160
Skills opportunity schools	85	62	76,335	53,470
Government adult education courses <sup>5</sup>	60	35	5,597	5,710
Vocational Training Council <sup>6</sup>				
- Higher technician level	)		57,368	54,622
- Technician level	) 1,963	1,855	54,160	51,049
- Craft level	)		53,896	52,596
University Grants Committee – funded Institutions <sup>7</sup>	12,904	11,848	227,400	204,400
The Hong Kong Institute of Education	940	745	195,800	159,700
Open University of Hong Kong <sup>8</sup>	1.5	1.7	43,014	45,189
Training providers of the Project Yi Jin <sup>9</sup>	38.3	42.8	11,098	11,803

#### Note

1. The unit costs are worked out on the basis of 2003-04 Actual and 2004-05 Revised Estimate. Nevertheless, non-recurrent expenditure for the injection into the Early Retirement Ex-gratia Payment Fund for aided primary school teachers in 2003-04 has not been included in view of its extraordinary nature. Unit cost figures for government, aided, Caput and DSS schools have excluded the tuition fee income while those for ESF schools, post-secondary and tertiary institutions are gross figures (i.e. before deduction of tuition fee income).
2. The financial provision caters for Government's subsidy to non-profit-making kindergartens under the Kindergarten Subsidy Scheme. As the subsidy does not cover the total operating cost of the participating kindergartens, the unit cost of kindergarten places is not available.
3. The unit cost for Government primary and secondary schools and Government adult education courses includes expenditure chargeable to Head 156 Government Secretariat : Education and Manpower Bureau, and staff on-costs captured under Head 46 General Expenses of the Civil Service and Head 120 Pensions.
4. The Direct Subsidy Scheme for international schools was abolished by the end of 2003/04 school year.
5. The Education and Manpower Bureau has commissioned course operators to run the adult education courses for two years starting from September 2003.

6. The financial provision to the Vocational Training Council (VTC) covers both vocational education courses offered by Hong Kong Institute of Vocational Education and industrial training courses offered by VTC's training and development centres. The unit costs are calculated on full-time equivalent basis.
7. Subventions to individual institutions in 2003-04 Actual and 2004-05 Revised Estimate are –

	2003-04 \$m	2004-05 \$m
City University of Hong Kong	1,802	1,621
Hong Kong Baptist University	789	680
Lingnan University	247	223
The Chinese University of Hong Kong	2,667	2,618
The Hong Kong Institute of Education	940	745
The Hong Kong Polytechnic University	2,178	1,907
The Hong Kong University of Science and Technology	1,712	1,500
The University of Hong Kong	2,569	2,554

The extra non-recurrent funding for the Matching Grant Scheme, Student Exchange Programme and Mainland Scholarship Scheme has not been included. The unit cost figures are calculated on full-time equivalent basis.

8. The Open University of Hong Kong is a self-financing institution to which Government provides no recurrent subsidy except for reimbursement of rates and government rent. The unit cost figures are provided by the University.
9. Project Yi Jin courses are run by member institutions of the Federation for Continuing Education in Tertiary Institutions on a self-financing basis. The unit costs indicated above are based on government expenditure on tuition fee reimbursement, student support activities and publicity.

Signature \_\_\_\_\_  
Name in block letters Mrs Fanny Law  
Post Title Permanent Secretary for Education and Manpower  
Date 6 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
 INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB026**

Question Serial No.

0687

Head: 156 Government Secretariat: Subhead(No. & title): —  
 Education and Manpower Bureau

Programme: (2) Primary Education  
 (3) Secondary Education

Controlling Officer: Permanent Secretary for Education and Manpower

Director of Bureau : Secretary for Education and Manpower

Question: Please provide a breakdown by education area of the following :

- (a) the number of primary and secondary schools built by the Government during the four school years from 2001/02 to 2004/05 as well as their types, the numbers of classrooms and school places provided, and the reasons for their establishment;
- (b) the number of primary and secondary schools built by the Government during the six school years from 2005/06 to 2010/11 as well as their types, the numbers of classrooms and school places provided, and the reasons for their establishment.

Asked by: Hon. CHEUNG Man-kwong

Reply:

The school projects completed from 2001/02 to 2004/05 school years and those funded and currently under construction for completion from the 2005/06 school year onwards, with information on their locations, types, policy objectives, number of classrooms and school places, are provided at **Annex A** and **Annex B** respectively.

It should be noted that our school building programme is subject to on-going review taking into account regular updates in population projection and distribution, relevant policy considerations and availability of resources.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Fanny Law \_\_\_\_\_

Post Title \_\_\_\_\_ Permanent Secretary for Education and Manpower \_\_\_\_\_

Date \_\_\_\_\_ 6 April 2005 \_\_\_\_\_



<b>School Projects Completed from 2001/02 to 2004/05 School Years</b>					
<b>District</b>	<b>School Year</b>	<b>School Type</b>	<b>No. of Classrooms</b>	<b>No. of School Places</b>	<b>Policy</b>
<b>Secondary Schools</b>					
<b>Hong Kong Region : 4</b>					
Is	2001/02	Aided	30	1 160	DD+TT
Is	2003/04	Aided	30	1 160	DD+TT
Is	2003/04	DSS	30	1 100	DD+CD
Is	2003/04	DSS	30	1 100	DD+CD
<b>Kowloon Region : 9</b>					
KC	2003/04	Aided	30	1 160	DD
KC	2003/04	DSS	30	1 100	DD+CD
KT	2002/03	Aided	30	1 160	DD
KT	2003/04	DSS	30	1 100	DD+CD
KT	2003/04	DSS	30	1 100	DD+CD
SSP	2003/04	Aided	30	1 160	R&R+TT
SSP	2004/05	Aided	30	1 160	R&R
SSP	2004/05	DSS	30	1 100	DD+CD
WTS	2002/03	Aided	30	1 160	DD
<b>New Territories East Region : 11</b>					
N	2003/04	Aided	30	1 160	DD
SK	2001/02	Aided	30	1 160	DD
SK	2003/04	Aided	30	1 160	DD
SK	2003/04	DSS	30	1 160	DD
SK	2003/04	DSS	30	1 100	DD+CD
SK	2003/04	DSS	30	1 100	DD+CD
SK	2004/05	DSS	30	1 160	DD
SK	2004/05	DSS	30	1 100	DD+CD
ST	2004/05	DSS	30	1 100	DD+CD
ST	2004/05	DSS	30	1 160	DD
TP	2002/03	Aided	30	1 160	DD
<b>New Territories West Region : 3</b>					
YL	2001/02	Aided	30	1 160	DD
YL	2001/02	DSS	30	1 160	DD

District	School Year	School Type	No. of Classrooms	No. of School Places	Policy
YL	2002/03	Aided	30	1 160	DD
<b>Primary Schools</b>					
<b>Hong Kong Region : 8</b>					
HKE	2001/02	DSS	24	828	WDPS
HKE	2002/03	Aided	24	828	WDPS
HKE	2002/03	Aided	30	1 035	R&R
HKE	2004/05	Aided	24	828	WDPS
Is	2001/02	Aided	30	1 035	WDPS
Is	2001/02	Aided	30	1 035	WDPS
Is	2003/04	Aided	30	1 035	WDPS+TT
Is	2003/04	Aided	30	1 035	WDPS+TT
<b>Kowloon Region : 25</b>					
KC	2001/02	Aided	24	828	WDPS
KC	2001/02	Aided	24	828	WDPS
KC	2001/02	Aided	18	621	R&R
KC	2001/02	Govt	30	1 035	WDPS
KC	2001/02	Govt	24	828	WDPS
KC	2002/03	Aided	36	1 242	R&R
KC	2004/05	DSS	30	1 035	WDPS+TT
KT	2001/02	Aided	30	1 035	WDPS
KT	2001/02	Aided	30	1 035	WDPS
KT	2001/02	Aided	24	828	WDPS
KT	2001/02	Aided	30	1 035	WDPS
KT	2001/02	DSS	30	1 035	WDPS
KT	2002/03	Aided	24	828	WDPS+R&R
KT	2002/03	Aided	30	1 035	WDPS
KT	2003/04	Aided	30	1 035	WDPS
KT	2003/04	Aided	30	1 035	WDPS
KT	2003/04	Aided	30	1 035	WDPS
SSP	2002/03	Aided	30	1 035	WDPS
SSP	2002/03	Govt	30	1 035	WDPS
SSP	2003/04	Aided	30	1 035	WDPS
WTS	2002/03	Aided	30	1 035	WDPS

District	School Year	School Type	No. of Classrooms	No. of School Places	Policy
WTS	2002/03	Aided	30	1 035	WDPS
WTS	2002/03	Aided	30	1 035	WDPS
WTS	2003/04	Aided	36	1 242	WDPS
YTM	2003/04	Aided	24	828	WDPS+R&R
<b>New Territories East Region : 11</b>					
N	2001/02	Aided	24	828	WDPS
N	2003/04	Aided	30	1 035	WDPS
N	2003/04	Aided	30	1 035	WDPS
SK	2001/02	Aided	30	1 035	WDPS
SK	2002/03	DSS	30	1 035	WDPS
SK	2002/03	DSS	30	1 035	WDPS
SK	2003/04	Aided	30	1 035	WDPS
SK	2004/05	Aided	36	1 242	WDPS
SK	2004/05	Aided	30	1 035	WDPS
TP	2002/03	Aided	30	1 035	WDPS
TP	2002/03	Aided	30	1 035	WDPS
<b>New Territories West Region : 19</b>					
KwT	2001/02	Aided	30	1 035	WDPS
KwT	2002/03	Aided	30	1 035	WDPS
KwT	2002/03	Aided	24	828	WDPS
KwT	2002/03	Aided	30	1 035	WDPS
KwT	2002/03	Aided	30	1 035	WDPS
KwT	2003/04	Aided	18	621	WDPS+R&R
TM	2001/02	Aided	30	1 035	R&R
TM	2001/02	Aided	30	1 035	WDPS
TM	2003/04	Aided	30	1 035	WDPS
TM	2004/05	Aided	24	828	WDPS+R&R
TW	2003/04	Aided	30	1 035	WDPS
YL	2001/02	Aided	30	1 035	WDPS
YL	2001/02	DSS	30	1 035	WDPS
YL	2002/03	Aided	30	1 035	WDPS
YL	2002/03	Aided	24	828	WDPS
YL	2002/03	Aided	30	1 035	WDPS

District	School Year	School Type	No. of Classrooms	No. of School Places	Policy
YL	2003/04	Aided	30	1 035	WDPS
YL	2003/04	Aided	30	1 035	WDPS
YL	2004/05	Aided	30	1 035	WDPS
<b>Primary-cum-secondary Schools</b>					
<b>Kowloon Region : 2</b>					
SSP	2003/04	DSS	12+18	1 104	DD+CD+TT
WTS	2004/05	PIS	18+30	1 781	TT+CD
<b>Total : 92</b>					

**Legend :**

HKE – Hong Kong East

Is – Islands

KC – Kowloon City

KT – Kwun Tong

KwT – Kwai Tsing

N – North

SK – Sai Kung

SSP – Sham Shui Po

ST – Sha Tin

TP – Tai Po

TM – Tuen Mun

TW – Tsuen Wan

WTS – Wong Tai Sin

YL – Yuen Long

YTM – Yau Tsim Mong

WDPS - Whole-day primary schooling

DSS - Direct subsidy scheme

TT - Through-train school

PIS - Private independent school

R&R - Redevelopment and reprovisioning

DD - Demand driven (secondary school places)

CD - Curriculum diversification

<b>School Projects Under Construction For Completion From the 2005/06 School Year Onwards</b>					
<b>District</b>	<b>School Year</b>	<b>School Type</b>	<b>No. of Classrooms</b>	<b>No. of School Places</b>	<b>Policy</b>
<b>Secondary Schools</b>					
<b>Hong Kong Region : 2</b>					
SOU	2005/06	Aided	25	980	R&R
SOU	2005/06	DSS	30	1 160	DD + TT
<b>Kowloon Region : 2</b>					
KC	2006/07	PIS	33	1 240	CD
SSP	2006/07	Aided	30	1 160	R&R
<b>New Territories East Region : 1</b>					
SK	2006/07	DSS	30	1 160	DD
<b>New Territories West Region : 3</b>					
YL	2005/06	Aided	30	1 160	DD+TT
YL	2005/06	Aided	30	1 160	DD + TT
YL	2006/07	Pending allocation	30	1 160	R&R
<b>Primary Schools</b>					
<b>Hong Kong Region : 4</b>					
HKE	2005/06	Aided	24	828	WDPS + R&R
HKE	2005/06	Aided	24	828	WDPS + R&R
SOU	2005/06	Aided	30	1 035	WDPS
WCH	2006/07	Aided	24	828	R&R

<b>District</b>	<b>School Year</b>	<b>School Type</b>	<b>No. of Classrooms</b>	<b>No. of School Places</b>	<b>Policy</b>
<b>Kowloon Region : 6</b>					
KC	2006/07	Aided	30	1 035	WDPS
KT	2005/06	Aided	36	1 242	WDPS
KT	2005/06	Aided	36	1 242	WDPS
SSP	2005/06	Aided	36	1 242	WDPS
SSP	2006/07	Aided	36	1 242	WDPS
WTS	2005/06	Aided	24	828	R&R
<b>New Territories West Region : 7</b>					
KwT	2005/06	Aided	30	1 035	WDPS
YL	2005/06	Aided	30	1 035	WDPS
YL	2005/06	Aided	30	1 035	WDPS
YL	2006/07	Aided	30	1 035	WDPS
YL	2006/07	Aided	36	1 242	WDPS
YL	2006/07	Aided	24	828	WDPS
YL	2007/08	Aided	24	828	R&R
<b>Primary cum Secondary Schools</b>					
<b>Hong Kong Region : 3</b>					
HKE	2005/06	DSS	18+19	1 341	WDPS + DD + TT
SOU	2007/08	PIS	30+30	1 800	TT + CD
SOU	2007/08	PIS	24+36	1 935	TT + CD

<b>District</b>	<b>School Year</b>	<b>School Type</b>	<b>No. of Classrooms</b>	<b>No. of School Places</b>	<b>Policy</b>
<b>New Territories East Region : 4</b>					
SK	2006/07	DSS	30+30	2 195	DD + TT
ST	2005/06	DSS	30+30	2 195	DD + TT
ST	2006/07	DSS	30+30	2 195	DD + TT
ST	2006/07	PIS	30+30	2 100	TT + CD
<b>Total : 32</b>					

**Legend :**

HKE – Hong Kong East

KC – Kowloon City

KT – Kwun Tong

KwT – Kwai Tsing

SK – Sai Kung

SOU – Southern

SSP – Sham Shui Po

ST – Sha Tin

WTS – Wong Tai Sin

WCH – Wan Chai

YL – Yuen Long

WDPS - Whole-day primary schooling

DSS - Direct subsidy scheme

TT - Through-train school

PIS - Private independent school

R&R - Redevelopment and reprovisioning

DD - Demand driven (secondary school places)

CD - Curriculum diversification

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
 INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB027**

Question Serial No.

0688

Head: 156 Government Secretariat: Subhead(No. & title):  
 Education and Manpower Bureau

Programme: (2) Primary Education  
 (3) Secondary Education  
Controlling Officer: Permanent Secretary for Education and Manpower  
Director of Bureau : Secretary for Education and Manpower  
Question:

Regarding language benchmarking for teachers, please provide detailed information on the following:

- (a) the number of primary and secondary teachers of English who have met the Language Proficiency Requirement (LPR) up to the 2004/05 school year, and the percentage in the total number of English teachers. Please also provide a breakdown of the number and percentage of the aforesaid teachers who have met the LPR through exemption, assessment or training.
- (b) the number of primary and secondary teachers of Putonghua who have met the LPR up to the 2004/05 school year, and the percentage in the total number of Putonghua teachers. Please also provide a breakdown of the number and percentage of the aforesaid teachers who have met the LPR through exemption, assessment or training.
- (c) the numbers of primary and secondary teachers of English/Putonghua attending the aforesaid training courses up to the 2004/05 school year, and the anticipated completion dates of the courses.
- (d) the numbers of primary and secondary teachers of subjects other than English and Putonghua who have met the LPR (please provide the figures for English and Putonghua separately) up to the 2004/05 school year, and their respective percentages in the total number of teachers. Please include a breakdown of the number and percentage of the aforesaid teachers who have met the LPR through exemption, assessment or training.
- (e) the estimated numbers of primary and secondary teachers of English/Putonghua who will have met the LPR by the 2006/07 school year, and their respective percentages in the total number of English/Putonghua teachers. Please include a breakdown of the number and percentage of the aforesaid teachers who will have met the LPR through exemption, assessment or training.

Asked by: Hon. CHEUNG Man-kwong

Reply:

- (a) Up to the present, 9 038(60.6%) out of a total of 14 907 English teachers in primary and secondary schools have met the Language Proficiency Requirement (LPR). A breakdown of attainment by exemption (E), passing the Language Proficiency Assessment for Teachers (A), completing the authorized training (T) and a combination of means is as follows:

English	Exemption (E)	LPAT (A)	Training (T)	E+A	E+T	A+T	E+A+T	Total
Attained	3 686	1 169	1 728	479	192	1 740	44	9 038
Attained %	24.7%	7.8%	11.6%	3.2%	1.3%	11.7%	0.3%	60.6%



- (b) Up to the present, 4 857 (72.6%) out of a total of 6 691 Putonghua (PTH) teachers in primary and secondary schools have met the LPR. A breakdown of attainment by exemption (E), passing the Language Proficiency Assessment for Teachers (A), completing the authorized training (T) and a combination of means is as follows:

PTH	Exemption (E)*	LPAT (A)	Training (T)	E+A	E+T	A+T	E+A+T	Total
Attained	0	809	2 674	697	187	395	95	4 857
Attained %	0.0%	12.1%	40.0%	10.4%	2.8%	5.9%	1.4%	72.6%

\* The LPR for Putonghua teachers can only be partially exempted.

- (c) Language teachers can meet the LPR through a combination of the 3 modes, i.e. exemption, passing the Language Proficiency Assessment for Teachers and completing the authorized training. Therefore they may not take all modules of the respective language courses. Up to the present, English and PTH teachers have enrolled in a total of 20 978 and 17 642 modules of the respective Language Proficiency Training Courses. In general, teachers can complete the courses within one year. In any event, they are required to complete the courses before 1 September 2006 in order to meet the LPR by the deadline.
- (d) Information on attainment progress of non-language teachers is not available.
- (e) In addition to the teachers who have attained the LPR, most of the remaining English and PTH teachers are making progress in attaining the LPR. Therefore, we expect that by the 2006/07 school year, teachers who wish to continue teaching English and PTH will have attained the LPR.

Signature \_\_\_\_\_  
 Name in block letters \_\_\_\_\_ Mrs Fanny Law  
 Post Title \_\_\_\_\_ Permanent Secretary for Education and Manpower  
 Date \_\_\_\_\_ 6 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

EMB028

Question Serial No.

0689

Head: 156 Government Secretariat      Subhead(No. & title):  
Education and Manpower Bureau  
Programme:                      (3) Secondary Education

Controlling Officer:    Permanent Secretary for Education and Manpower

Director of Bureau :    Secretary for Education and Manpower

Question:

For the 2003/04 and 2004/05 school years, please provide in detail :

- (a) the number of S1 intakes in EMI schools who are considered more suitable for learning through English or both Chinese and English, and its percentage in the total number of intakes in all the EMI schools in Hong Kong;
- (b) the number of CMI schools having over 85% of their S1 intakes whose English proficiency meets the requirements set out by the Education and Manpower Bureau in its consultation document – *Review of Medium of Instruction for Secondary Schools and Secondary School Places Allocation*.

Asked by:    Hon. CHEUNG Man-kwong

Reply:

- (a) Since 2000, the Education and Manpower Bureau has ceased the production of Medium of Instruction Grouping Information (MIGI) of individual students, which was previously used to determine the suitable medium of instruction that a student should adopt. The decision was made in response to public views on the undesirable labeling effect and in consultation with relevant stakeholders groups.
- (b) The Education Commission's Working Group (WG) has proposed, in its consultation document - *Review of Medium of Instruction for Secondary Schools and Secondary School Places Allocation*, a new method to assess whether a student is able to learn through English and also some significant changes to improve the Secondary School Places Allocation system (SSPA). The latter would likely affect the present pattern of parental choice of schools. As the new assessment method and the new SSPA system have not been implemented, there is no reliable way to work out the number of CMI schools having over 85% of their S1 entrants who meet the student ability criteria for English-medium learning as proposed in the consultation document.

Signature \_\_\_\_\_

Name in block letters                      Mrs Fanny Law

Post Title                      Permanent Secretary for Education and Manpower

Date                                      6 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB029**

Question Serial No.

1173

Head: 156 Government Secretariat                      Subhead(No. & title):  
Education and Manpower Bureau  
Programme:                      (2) Primary Education  
    (3) Secondary Education  
Controlling Officer: Permanent Secretary for Education and Manpower  
  
Director of Bureau : Secretary for Education and Manpower

Question: Please provide a breakdown of the number of classes and school places reduced due to the reduction in the number of operating classes in primary and secondary schools from 2001/02 to 2004/05 school year and the expenditure saved in turn.

Asked by: Hon. CHEUNG Man-kwong

Reply:

The number of classes and school places reduced due to the reduction in the number of operating classes in government and aided primary and secondary schools from 2001/02 to 2004/05 school year and the expenditure saved in turn are as follows:

School Year	Primary			Secondary		
	No. of Classes Reduced (Note 1)	No. of School Places Reduced (Note 2)	Estimated Savings (\$m) (Note 3)	No. of Classes Reduced (Note 1)	No. of School Places Reduced (Note 2)	Estimated Savings (\$m) (Note 3)
2001/02	133	4 589	40	2	77	1
2002/03	285	9 833	94	14	539	7
2003/04	407	14 042	136	49	1 887	26
2004/05	654	22 563	216	70	2 695	36
<b>Total</b>	<b>1 479</b>	<b>51 027</b>	<b>486</b>	<b>135</b>	<b>5 198</b>	<b>70</b>

Notes:

1. Figures refer to the position around March/April after the issuance of the class structure for the following year. The number of classes reduced due to school closure, if any, has been included.
2. The average class size is assumed to be 34.5 for primary schools and 38.5 for secondary schools.
3. The figures on savings represent year-on-year estimated savings. The actual savings arising from reduction of classes and schools which ceased operation have to be worked out on a school by school

basis as there are significant variations between schools. The process is very laborious as, for example, there was reduction of classes in some 400 schools in 2004/05 school years. Therefore, estimates by using the following procedures have been made instead:

- a. In estimating the savings arising from reduction of classes, the actual savings through reduction of classes in 10 schools were calculated. It was found that the savings range from around 20% to 80% of the territory-wide average subvention per class while most savings fall within 30 to 50% of the average subvention. The variation is due to the fact that savings from class reduction depend on a number of factors such as the number of classes a school is running, the operation overheads and maintenance cost, etc. The actual savings per class are usually much less than the average subvention per class. Unless a school is closed, there cannot be proportionate reduction in the overheads due to class reduction. A discount factor of 60% is therefore applied to the territory-wide average subvention per class in the calculation of the estimated savings.
- b. In estimating the savings arising from school closure, it was found that generally the number of classes a school would have if it were to continue operation would be about two-thirds of the number of classes it had in its last year of operation. Therefore, the actual savings are around two-thirds of the actual subvention the schools received in the school year immediately before they were closed. A discount factor of 1/3 is therefore used in the calculation of the estimated savings.

Signature	_____
Name in block letters	_____ Mrs Fanny Law _____
Post Title	_____ Permanent Secretary for Education and Manpower _____
Date	_____ 6 April 2005 _____

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

EMB030

Question Serial No.

1174

Head: 156 Government Secretariat: Subhead(No. & title):  
Education and Manpower Bureau  
Programme: (2) Primary Education  
(3) Secondary Education  
Controlling Officer: Permanent Secretary for Education and Manpower  
Director of Bureau : Secretary for Education and Manpower

Question: Of the number of schools which have suspended primary one admissions or ceased operation in the four school years between 2001/02 and 2004/05, how many have undergone improvement works under the School Improvement Programme? What are the dates of completion of these projects and what is the cost involved for each school?

Asked by: Hon. CHEUNG Man-kwong

Reply:

From the 2001/02 to 2004/05 school years, a total of 114 schools have stopped the admission of P1 pupils and 24 schools have been closed. Among the schools without P1, 22 have carried out SIP, breakdown as follows:

School Year	Number of Schools Stopped P1 Admission in that School Year	Number of Schools Closed in that School Year	Number of Schools Stopped P1 Admission in that School Year but with SIP
2001/02	7	2	0
2002/03	24	4	0
2003/04	52	6	8 (excluding those bi-sessional schools which stopped P1 admission in one session only)
2004/05	31	12	14 (excluding those bi-sessional schools which stopped P1 admission in one session only)
<b>Total</b>	<b>114</b>	<b>24 #</b>	<b>22</b>

(Note: # The 24 schools closed in the school years between 2001/02 and 2004/05 did not carry out any SIP works.)

A breakdown of the costs of project involved in respect of the 22 schools, which have carried out SIP, are as follows:

Range of Costs of Project Involved	Number of Schools		
	Stopped P1 Admission in 2003/04 School Year	Stopped P1 Admission in 2004/05 School Year	Total
\$4M to \$9M	1	0	1
\$10M to 19M	3	6	9
\$20M to \$29M	3	8	11
\$30M to \$32M	1	0	1
<b>Total</b>	<b>8</b>	<b>14</b>	<b>22</b>

The dates/expected dates of completion of these 22 projects are as follows:

Year of Completion of SIP (School Year)	Number of Schools		
	Stopped P1 Admission in 2003/04 School Year	Stopped P1 Admission in 2004/05 School Year	Total
1995/96	2	0	2
1996/97	0	0	0
1997/98	0	3	3
1998/99	1	1	2
1999/00	0	0	0
2000/01	0	0	0
2001/02	1	1	2
2002/03	0	0	0
2003/04	0	3	3
2004/05	4	4	8
2005/06	0	2	2
<b>Total</b>	<b>8</b>	<b>14</b>	<b>22</b>

It is worth noting that at the time the SIP projects were planned, all schools involved had complete class structure and the SIP could enhance a school's competitiveness in student recruitment. In accordance with the established practice, premises adequate for primary education and are vacated upon the closure of schools will be re-allocated for education or other purposes. The premises of some popular schools are still sub-standard and cannot be expanded because of site constraint.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Fanny Law

Post Title \_\_\_\_\_ Permanent Secretary for Education and Manpower

Date \_\_\_\_\_ 6 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

EMB031

Question Serial No.

1551

Head: 156 Government Secretariat      Subhead(No. & title):  
Education and Manpower Bureau

Programme:           (2) Primary Education  
                             (3) Secondary Education

Controlling Officer: Permanent Secretary for Education and Manpower

Director of Bureau : Secretary for Education and Manpower

Question: Please give the breakdown on a yearly basis in the eighteen school districts:

- (a) the number of operating classes at each grade in primary and secondary schools under the categories of government, aided, Direct Subsidy Scheme, private and international schools for the five school years from 2000/01 to 2004/05 ;
- (b) the projected number of operating classes at each grade in primary and secondary schools under the categories of government, aided, Direct Subsidy Scheme, private and international schools for the six school years from 2005/06 to 2010/11.

Asked by: Hon. CHEUNG Man-kwong

Reply:

- (a) The number of operating classes broken down by district and by grade in primary and secondary schools further analysed by sector of schools (including government, aided, Direct Subsidy Scheme (DSS), Caput, Bought Place Scheme, local private and international schools) from 2000/01 to 2004/05 school years are detailed in Tables 1A and 1B at Appendix.
- (b) The actual number of classes to be operated in future years depends on prevailing demand, parental choice and popularity of schools; and this defies any accurate prediction. Nonetheless, in implementing the policy of ensuring sufficient supply of public sector school places for children who demand such places, we will make reference to the projections on supply of public sector school places in administering the School Building Programme. For details of the projected figures broken down by district from 2005/06 to 2010/11 school years, please refer to Tables 1A and 1B in Appendix 2 of the reply to FC Question No. 1573. The rationale of not having relevant projections broken down by grade is also given in that reply.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Mrs Fanny Law

Post Title \_\_\_\_\_

Permanent Secretary for Education and Manpower

Date \_\_\_\_\_

6 April 2005

Table 1A: Number of Operating Classes in Primary Day Schools by District, by Sector and by Grade, 2000/01-2004/05

## (1) District: Central &amp; Western

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	P1	4	4	4	4	4
	P2	4	4	4	4	4
	P3	4	4	4	4	4
	P4	4	4	4	4	4
	P5	4	4	4	4	4
	P6	4	4	4	4	4
	All Grades	24	24	24	24	24
Aided	P1	62	61	53	46	48
	P2	61	62	57	50	48
	P3	60	61	58	54	51
	P4	60	61	58	55	57
	P5	61	60	57	54	58
	P6	61	61	56	54	58
	All Grades	365	366	339	313	320
Direct Subsidy Scheme	P1	0	0	4	7	7
	P2	0	0	4	7	7
	P3	0	0	4	7	7
	P4	0	0	4	7	7
	P5	0	0	4	7	7
	P6	0	0	4	7	7
	All Grades	0	0	24	42	42
Other Local Private	P1	21	22	22	19	17
	P2	22	21	22	20	19
	P3	23	22	21	21	20
	P4	22	22	22	20	22
	P5	23	22	22	22	20
	P6	27	23	22	22	22
	All Grades	138	132	131	124	120
International (including English Schools Foundation schools)	P1	10	11	10	10	10
	P2	11	11	10	10	10
	P3	10	10	10	10	9
	P4	10	11	10	10	10
	P5	10	10	10	10	10
	P6	10	10	9	8	9
	All Grades	61	63	59	58	58
All Sectors	P1	97	98	93	86	86
	P2	98	98	97	91	88
	P3	97	97	97	96	91
	P4	96	98	98	96	100
	P5	98	96	97	97	99
	P6	102	98	95	95	100
	All Grades	588	585	577	561	564

- Notes:
- (1) Figures do not include special schools.
  - (2) Figures refer to the position as at September of the respective years.
  - (3) There are fractional numbers of class due to combined class. The numbers have been rounded to the nearest integer, and they may not add up to the respective totals.
  - (4) Figures for 2004/05 are provisional and subject to revisions.



**Table 1A: Number of Operating Classes in Primary Day Schools by District, by Sector and by Grade, 2000/01-2004/05**

**(2) District: Wan Chai**

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	P1	14	14	14	14	14
	P2	14	14	14	14	14
	P3	13	14	14	14	14
	P4	13	13	14	14	14
	P5	12	13	13	14	14
	P6	12	12	13	13	14
	All Grades	78	80	82	83	84
Aided	P1	52	51	43	41	36
	P2	52	52	47	43	41
	P3	52	52	48	47	43
	P4	52	52	48	47	46
	P5	52	52	48	48	46
	P6	53	52	48	48	47
	All Grades	313	311	282	274	259
Direct Subsidy Scheme	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
Other Local Private	P1	17	17	17	17	17
	P2	17	17	17	17	16
	P3	17	17	17	18	17
	P4	19	17	17	18	18
	P5	19	19	17	17	18
	P6	19	19	19	17	17
	All Grades	108	106	104	104	103
International (including English Schools Foundation schools)	P1	18	16	21	21	22
	P2	13	16	16	15	16
	P3	13	14	16	15	15
	P4	12	14	14	15	14
	P5	13	13	13	15	14
	P6	13	12	12	12	14
	All Grades	82	85	92	92	95
All Sectors	P1	101	98	95	93	89
	P2	96	99	94	89	87
	P3	95	97	95	94	89
	P4	96	96	93	94	92
	P5	96	97	91	94	92
	P6	97	95	92	90	92
	All Grades	581	582	560	553	541

- Notes:
- (1) Figures do not include special schools.
  - (2) Figures refer to the position as at September of the respective years.
  - (3) There are fractional numbers of class due to combined class. The numbers have been rounded to the nearest integer, and they may not add up to the respective totals.
  - (4) Figures for 2004/05 are provisional and subject to revisions.

**Table 1A: Number of Operating Classes in Primary Day Schools by District, by Sector and by Grade, 2000/01-2004/05**

**(3) District: Eastern**

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	P1	22	23	23	21	17
	P2	23	22	23	23	21
	P3	22	23	22	23	23
	P4	22	22	22	21	22
	P5	22	22	21	22	21
	P6	22	22	21	21	22
	All Grades	133	134	132	131	126
Aided	P1	116	118	117	106	91
	P2	121	117	121	116	104
	P3	122	120	121	120	116
	P4	126	122	124	121	120
	P5	122	126	126	123	121
	P6	127	122	130	126	123
	All Grades	734	725	739	712	675
Direct Subsidy Scheme	P1	0	0	6	4	4
	P2	0	0	3	6	4
	P3	0	0	3	3	6
	P4	0	0	0	3	3
	P5	0	0	0	0	3
	P6	0	0	0	0	0
	All Grades	0	0	12	16	20
Other Local Private	P1	14	14	11	7	7
	P2	13	13	11	9	7
	P3	14	13	10	10	8
	P4	13	13	10	9	9
	P5	13	13	10	9	9
	P6	17	13	11	9	9
	All Grades	84	79	62	53	49
International (including English Schools Foundation schools)	P1	13	14	16	15	15
	P2	12	16	16	15	16
	P3	12	14	16	14	15
	P4	12	13	14	14	14
	P5	12	14	12	14	14
	P6	12	12	14	12	14
	All Grades	73	82	88	84	88
All Sectors	P1	165	169	173	153	134
	P2	169	168	174	169	152
	P3	170	170	172	170	168
	P4	173	170	170	168	168
	P5	169	175	169	168	168
	P6	178	169	176	168	168
	All Grades	1024	1020	1033	996	958

- Notes:
- (1) Figures do not include special schools.
  - (2) Figures refer to the position as at September of the respective years.
  - (3) There are fractional numbers of class due to combined class. The numbers have been rounded to the nearest integer, and they may not add up to the respective totals.
  - (4) Figures for 2004/05 are provisional and subject to revisions.

**Table 1A: Number of Operating Classes in Primary Day Schools by District, by Sector and by Grade, 2000/01-2004/05**

**(4) District: Southern**

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	P1	6	6	6	6	6
	P2	5	6	6	6	6
	P3	4	6	6	6	6
	P4	5	5	6	6	6
	P5	5	6	5	6	6
	P6	4	5	6	5	6
	All Grades	29	34	35	35	36
Aided	P1	50	50	45	43	38
	P2	53	50	50	45	41
	P3	54	53	50	49	45
	P4	54	53	52	49	49
	P5	58	55	53	54	49
	P6	58	58	54	53	52
	All Grades	327	317	305	292	274
Direct Subsidy Scheme	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
Other Local Private	P1	3	3	3	3	3
	P2	2	3	3	3	3
	P3	2	2	3	3	3
	P4	2	2	2	3	3
	P5	2	2	2	2	3
	P6	2	2	2	2	2
	All Grades	13	14	15	16	17
International (including English Schools Foundation schools)	P1	35	37	39	38	19
	P2	25	27	29	27	18
	P3	25	26	28	27	18
	P4	22	24	26	25	18
	P5	20	22	24	24	15
	P6	20	20	22	22	13
	All Grades	147	156	168	163	101
All Sectors	P1	94	96	93	90	66
	P2	85	86	88	81	68
	P3	85	87	87	85	72
	P4	83	84	86	83	76
	P5	85	85	84	86	73
	P6	84	85	84	82	73
	All Grades	516	521	523	506	428

- Notes:
- (1) Figures do not include special schools.
  - (2) Figures refer to the position as at September of the respective years.
  - (3) There are fractional numbers of class due to combined class. The numbers have been rounded to the nearest integer, and they may not add up to the respective totals.
  - (4) Figures for 2004/05 are provisional and subject to revisions.

**Table 1A: Number of Operating Classes in Primary Day Schools by District, by Sector and by Grade, 2000/01-2004/05**

**(5) District: Yau Tsim Mong**

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	P1	14	14	13	10	8
	P2	14	14	14	13	10
	P3	12	14	14	14	13
	P4	12	12	14	13	14
	P5	11	12	12	14	13
	P6	11	11	12	12	14
	All Grades	74	77	79	76	72
Aided	P1	103	99	92	83	74
	P2	107	103	102	87	83
	P3	109	107	106	97	86
	P4	111	109	111	101	97
	P5	112	112	113	104	100
	P6	113	113	116	106	104
	All Grades	655	643	640	578	544
Direct Subsidy Scheme	P1	5	5	5	5	5
	P2	5	5	5	5	5
	P3	5	5	5	5	5
	P4	5	5	5	5	5
	P5	5	5	5	5	5
	P6	3	5	5	5	5
	All Grades	28	30	30	30	30
Other Local Private	P1	4	4	3	3	3
	P2	4	4	4	3	3
	P3	4	4	3	3	3
	P4	4	4	4	3	3
	P5	4	4	4	4	3
	P6	4	4	4	4	3
	All Grades	21	24	22	20	18
International (including English Schools Foundation schools)	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
All Sectors	P1	126	122	113	101	90
	P2	130	126	125	108	101
	P3	130	130	128	119	107
	P4	132	130	134	122	119
	P5	132	133	134	127	121
	P6	131	133	137	127	126
	All Grades	778	774	771	704	664

- Notes:
- (1) Figures do not include special schools.
  - (2) Figures refer to the position as at September of the respective years.
  - (3) There are fractional numbers of class due to combined class. The numbers have been rounded to the nearest integer, and they may not add up to the respective totals.
  - (4) Figures for 2004/05 are provisional and subject to revisions.

**Table 1A: Number of Operating Classes in Primary Day Schools by District, by Sector and by Grade, 2000/01-2004/05**

**(6) District: Sham Shui Po**

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	P1	15	15	13	13	13
	P2	15	15	15	13	13
	P3	16	15	15	15	13
	P4	15	16	14	15	15
	P5	13	15	16	14	15
	P6	13	13	14	16	14
	All Grades	87	89	87	86	83
Aided	P1	79	77	66	67	64
	P2	82	81	70	75	67
	P3	86	85	73	79	75
	P4	93	87	77	78	79
	P5	95	94	79	83	78
	P6	94	96	86	85	83
	All Grades	529	520	451	467	446
Direct Subsidy Scheme	P1	0	6	0	2	2
	P2	0	2	0	0	2
	P3	0	2	0	0	0
	P4	0	1	0	0	0
	P5	0	1	0	0	0
	P6	0	0	0	0	0
	All Grades	0	12	0	2	4
Other Local Private	P1	36	34	31	33	27
	P2	32	31	29	31	28
	P3	31	31	27	29	30
	P4	27	30	27	26	28
	P5	25	27	26	26	26
	P6	28	25	24	25	26
	All Grades	179	178	164	170	165
International (including English Schools Foundation schools)	P1	8	2	5	4	5
	P2	5	2	4	6	4
	P3	5	3	4	4	4
	P4	6	3	4	4	4
	P5	6	2	4	4	3
	P6	6	2	3	4	5
	All Grades	36	14	24	26	25
All Sectors	P1	138	134	115	119	111
	P2	134	131	118	125	114
	P3	138	136	119	127	122
	P4	141	137	122	123	126
	P5	139	139	125	127	122
	P6	141	136	127	130	128
	All Grades	831	813	726	751	723

- Notes:
- (1) Figures do not include special schools.
  - (2) Figures refer to the position as at September of the respective years.
  - (3) There are fractional numbers of class due to combined class. The numbers have been rounded to the nearest integer, and they may not add up to the respective totals.
  - (4) Figures for 2004/05 are provisional and subject to revisions.

**Table 1A: Number of Operating Classes in Primary Day Schools by District, by Sector and by Grade, 2000/01-2004/05**

**(7) District: Kowloon City**

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	P1	21	22	21	21	19
	P2	21	21	21	21	21
	P3	21	21	21	21	21
	P4	21	22	21	21	21
	P5	21	21	22	21	21
	P6	22	21	21	22	21
	All Grades	127	128	127	127	124
Aided	P1	107	109	97	91	83
	P2	110	107	106	96	91
	P3	112	110	107	105	96
	P4	111	112	110	107	105
	P5	113	112	112	110	107
	P6	115	113	112	112	110
	All Grades	668	663	644	621	592
Direct Subsidy Scheme	P1	0	0	0	0	5
	P2	0	0	0	0	4
	P3	0	0	0	0	4
	P4	0	0	0	0	2
	P5	0	0	0	0	2
	P6	0	0	0	0	1
	All Grades	0	0	0	0	18
Other Local Private	P1	54	49	49	43	41
	P2	52	50	49	47	42
	P3	51	47	48	48	44
	P4	47	45	47	50	44
	P5	48	44	46	48	48
	P6	46	42	43	45	44
	All Grades	298	277	282	281	263
International (including English Schools Foundation schools)	P1	19	23	23	24	24
	P2	12	19	20	21	21
	P3	11	16	16	20	22
	P4	10	15	16	17	22
	P5	12	15	14	16	17
	P6	10	16	16	14	17
	All Grades	74	103	105	112	123
All Sectors	P1	201	203	190	179	172
	P2	195	197	196	185	179
	P3	195	194	192	194	187
	P4	189	194	194	195	194
	P5	194	192	194	195	195
	P6	193	192	192	193	193
	All Grades	1167	1171	1158	1141	1120

- Notes:
- (1) Figures do not include special schools.
  - (2) Figures refer to the position as at September of the respective years.
  - (3) There are fractional numbers of class due to combined class. The numbers have been rounded to the nearest integer, and they may not add up to the respective totals.
  - (4) Figures for 2004/05 are provisional and subject to revisions.

**Table 1A: Number of Operating Classes in Primary Day Schools by District, by Sector and by Grade, 2000/01-2004/05**

**(8) District: Wong Tai Sin**

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	P1	4	4	4	4	4
	P2	4	4	4	4	4
	P3	4	4	4	4	4
	P4	4	4	4	4	4
	P5	5	4	4	4	4
	P6	5	5	4	4	4
	All Grades	26	25	24	24	24
Aided	P1	143	137	129	131	112
	P2	136	143	136	129	128
	P3	140	137	143	136	127
	P4	140	142	137	143	133
	P5	139	140	143	137	140
	P6	133	140	140	143	135
	All Grades	831	839	828	819	775
Direct Subsidy Scheme	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
Other Local Private	P1	14	14	9	9	13
	P2	14	14	10	9	12
	P3	14	14	10	10	11
	P4	14	14	10	10	12
	P5	14	14	10	10	11
	P6	14	14	13	10	10
	All Grades	84	84	62	58	69
International (including English Schools Foundation schools)	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
All Sectors	P1	161	155	142	144	129
	P2	154	161	150	142	144
	P3	158	155	157	150	142
	P4	158	160	151	157	149
	P5	158	158	157	151	155
	P6	152	159	157	157	149
	All Grades	941	948	914	901	868

- Notes:
- (1) Figures do not include special schools.
  - (2) Figures refer to the position as at September of the respective years.
  - (3) There are fractional numbers of class due to combined class. The numbers have been rounded to the nearest integer, and they may not add up to the respective totals.
  - (4) Figures for 2004/05 are provisional and subject to revisions.

**Table 1A: Number of Operating Classes in Primary Day Schools by District, by Sector and by Grade, 2000/01-2004/05**

**(9) District: Kwun Tong**

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	P1	8	8	8	8	7
	P2	8	8	8	8	8
	P3	8	8	8	8	8
	P4	8	8	8	8	8
	P5	8	8	8	8	8
	P6	8	8	8	8	8
	All Grades	48	48	48	48	47
Aided	P1	135	136	135	136	122
	P2	144	142	141	136	132
	P3	148	151	148	142	132
	P4	162	155	154	149	138
	P5	156	167	157	155	145
	P6	151	159	167	157	151
	All Grades	896	910	902	875	820
Direct Subsidy Scheme	P1	0	0	5	4	3
	P2	0	0	6	5	3
	P3	0	0	2	5	4
	P4	0	0	2	2	5
	P5	0	0	1	2	2
	P6	0	0	1	1	2
	All Grades	0	0	17	19	19
Other Local Private	P1	10	10	8	4	3
	P2	9	9	9	6	4
	P3	10	9	9	9	6
	P4	9	10	9	8	8
	P5	9	9	9	9	9
	P6	10	9	9	9	9
	All Grades	57	56	53	45	39
International (including English Schools Foundation schools)	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
All Sectors	P1	153	154	156	152	135
	P2	161	159	164	155	147
	P3	166	168	167	164	150
	P4	179	173	173	167	159
	P5	173	184	175	174	164
	P6	169	176	185	175	170
	All Grades	1001	1014	1020	987	925

- Notes:
- (1) Figures do not include special schools.
  - (2) Figures refer to the position as at September of the respective years.
  - (3) There are fractional numbers of class due to combined class. The numbers have been rounded to the nearest integer, and they may not add up to the respective totals.
  - (4) Figures for 2004/05 are provisional and subject to revisions.



**Table 1A: Number of Operating Classes in Primary Day Schools by District, by Sector and by Grade, 2000/01-2004/05**

**(10) District: Sai Kung**

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	P1	5	5	5	5	5
	P2	5	5	5	5	5
	P3	5	5	5	5	5
	P4	5	5	5	5	5
	P5	5	5	5	5	5
	P6	5	5	5	5	5
	All Grades	30	30	30	30	30
Aided	P1	91	104	96	90	95
	P2	92	99	104	95	100
	P3	95	101	100	104	104
	P4	93	104	101	101	114
	P5	97	104	103	102	112
	P6	88	101	104	103	109
	All Grades	558	615	610	595	634
Direct Subsidy Scheme	P1	0	0	12	10	11
	P2	0	0	2	12	10
	P3	0	0	2	2	12
	P4	0	0	2	2	2
	P5	0	0	2	2	2
	P6	0	0	2	2	2
	All Grades	0	0	22	30	39
Other Local Private	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
International (including English Schools Foundation schools)	P1	3	3	3	3	4
	P2	3	3	3	3	4
	P3	3	3	3	3	4
	P4	3	3	3	3	4
	P5	3	3	3	3	4
	P6	3	3	3	3	3
	All Grades	18	18	18	18	23
All Sectors	P1	99	112	116	108	115
	P2	100	107	114	115	119
	P3	103	109	110	114	125
	P4	101	112	111	111	125
	P5	105	112	113	112	123
	P6	96	109	114	113	119
	All Grades	606	663	680	673	726

- Notes:
- (1) Figures do not include special schools.
  - (2) Figures refer to the position as at September of the respective years.
  - (3) There are fractional numbers of class due to combined class. The numbers have been rounded to the nearest integer, and they may not add up to the respective totals.
  - (4) Figures for 2004/05 are provisional and subject to revisions.

**Table 1A: Number of Operating Classes in Primary Day Schools by District, by Sector and by Grade, 2000/01-2004/05**

**(11) District: Sha Tin**

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	P1	10	10	10	9	7
	P2	10	10	10	10	9
	P3	9	10	10	10	10
	P4	8	9	10	10	10
	P5	7	8	9	10	10
	P6	8	7	8	9	10
	All Grades	52	54	57	58	56
Aided	P1	184	188	168	154	140
	P2	186	184	188	165	154
	P3	186	188	183	188	164
	P4	190	189	187	182	188
	P5	190	191	188	187	182
	P6	189	190	189	188	188
	All Grades	1125	1130	1103	1064	1016
Direct Subsidy Scheme	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
Other Local Private	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
International (including English Schools Foundation schools)	P1	3	5	7	8	8
	P2	3	5	6	7	8
	P3	3	5	6	6	7
	P4	3	5	6	6	6
	P5	3	5	6	6	6
	P6	3	3	3	4	4
	All Grades	18	28	34	37	39
All Sectors	P1	197	203	185	171	155
	P2	199	199	204	182	171
	P3	198	203	199	204	181
	P4	201	203	203	198	204
	P5	200	204	203	203	198
	P6	200	200	200	201	202
	All Grades	1195	1212	1194	1159	1111

- Notes:
- (1) Figures do not include special schools.
  - (2) Figures refer to the position as at September of the respective years.
  - (3) There are fractional numbers of class due to combined class. The numbers have been rounded to the nearest integer, and they may not add up to the respective totals.
  - (4) Figures for 2004/05 are provisional and subject to revisions.

**Table 1A: Number of Operating Classes in Primary Day Schools by District, by Sector and by Grade, 2000/01-2004/05**

**(12) District: Tai Po**

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	P1	5	5	5	5	4
	P2	6	5	5	5	5
	P3	3	6	5	5	5
	P4	3	3	6	5	5
	P5	3	3	3	6	5
	P6	2	3	3	3	6
	All Grades	22	25	27	29	30
Aided	P1	110	97	87	77	72
	P2	113	111	100	86	76
	P3	124	113	113	99	85
	P4	130	124	113	111	98
	P5	138	130	124	112	109
	P6	139	138	131	124	109
	All Grades	753	712	666	609	549
Direct Subsidy Scheme	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
Other Local Private	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
International (including English Schools Foundation schools)	P1	8	8	7	7	7
	P2	7	8	8	7	7
	P3	7	7	8	8	8
	P4	6	7	7	8	8
	P5	6	6	7	7	7
	P6	6	6	6	7	8
	All Grades	40	42	43	44	45
All Sectors	P1	123	110	99	89	83
	P2	126	124	113	98	88
	P3	134	126	126	112	98
	P4	139	134	126	124	111
	P5	147	139	134	125	121
	P6	147	147	140	134	123
	All Grades	815	779	736	682	624

- Notes:
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  - (3) There are fractional numbers of class due to combined class. The numbers have been rounded to the nearest integer, and they may not add up to the respective totals.
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**Table 1A: Number of Operating Classes in Primary Day Schools by District, by Sector and by Grade, 2000/01-2004/05**

**(13) District: North**

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	P1	9	8	6	3	2
	P2	7	9	8	5	3
	P3	10	7	8	8	5
	P4	11	10	7	7	7
	P5	11	11	10	7	7
	P6	10	11	11	10	7
	All Grades	58	56	50	40	31
Aided	P1	125	120	103	93	89
	P2	127	125	121	104	94
	P3	126	129	124	119	101
	P4	125	126	126	124	115
	P5	128	126	127	127	122
	P6	130	128	127	126	125
	All Grades	759	755	727	693	646
Direct Subsidy Scheme	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
Other Local Private	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
International (including English Schools Foundation schools)	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
All Sectors	P1	134	128	109	96	91
	P2	134	134	129	109	97
	P3	136	136	132	127	106
	P4	136	136	133	131	122
	P5	139	137	137	134	129
	P6	140	139	138	136	132
	All Grades	817	811	777	733	677

- Notes:
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  - (2) Figures refer to the position as at September of the respective years.
  - (3) There are fractional numbers of class due to combined class. The numbers have been rounded to the nearest integer, and they may not add up to the respective totals.
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**Table 1A: Number of Operating Classes in Primary Day Schools by District, by Sector and by Grade, 2000/01-2004/05**

**(14) District: Yuen Long**

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	P1	16	15	14	12	14
	P2	16	17	15	14	12
	P3	17	16	17	15	14
	P4	14	16	15	16	16
	P5	13	14	16	15	16
	P6	12	13	14	16	16
	All Grades	88	91	91	88	88
Aided	P1	175	181	189	183	170
	P2	180	194	205	196	186
	P3	187	204	219	214	199
	P4	190	206	227	225	217
	P5	181	204	222	230	227
	P6	165	190	212	225	229
	All Grades	1077	1177	1273	1272	1227
Direct Subsidy Scheme	P1	0	0	5	6	5
	P2	0	0	2	5	6
	P3	0	0	2	4	5
	P4	0	0	2	3	4
	P5	0	0	0	2	2
	P6	0	0	0	0	2
	All Grades	0	0	11	20	24
Other Local Private	P1	0	0	1	2	1
	P2	0	0	1	2	2
	P3	0	0	1	1	2
	P4	0	0	1	1	2
	P5	0	0	1	1	1
	P6	0	0	1	1	1
	All Grades	0	0	6	8	9
International (including English Schools Foundation schools)	P1	2	3	3	3	3
	P2	2	3	3	3	3
	P3	2	3	3	3	3
	P4	2	3	3	3	3
	P5	2	3	3	3	3
	P6	2	2	3	3	3
	All Grades	12	17	18	18	18
All Sectors	P1	193	199	212	206	193
	P2	198	214	226	220	209
	P3	206	223	242	237	223
	P4	206	225	248	248	242
	P5	196	221	242	251	249
	P6	179	205	230	245	251
	All Grades	1177	1285	1399	1406	1366

- Notes:
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  - (3) There are fractional numbers of class due to combined class. The numbers have been rounded to the nearest integer, and they may not add up to the respective totals.
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**Table 1A: Number of Operating Classes in Primary Day Schools by District, by Sector and by Grade, 2000/01-2004/05**

**(15) District: Tuen Mun**

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	P1	7	8	7	7	6
	P2	7	7	8	7	7
	P3	6	7	7	8	7
	P4	7	6	7	7	8
	P5	7	7	6	7	7
	P6	9	7	7	6	7
	All Grades	43	42	42	42	42
Aided	P1	177	169	156	139	133
	P2	185	179	169	156	140
	P3	190	187	180	169	156
	P4	195	192	187	180	169
	P5	199	195	191	187	180
	P6	197	198	194	191	187
	All Grades	1143	1120	1076	1021	964
Direct Subsidy Scheme	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
Other Local Private	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
International (including English Schools Foundation schools)	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
All Sectors	P1	184	177	163	146	139
	P2	192	186	177	163	147
	P3	196	194	187	177	163
	P4	202	198	194	187	177
	P5	206	202	197	194	187
	P6	206	205	201	197	194
	All Grades	1186	1162	1118	1063	1006

- Notes:
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  - (3) There are fractional numbers of class due to combined class. The numbers have been rounded to the nearest integer, and they may not add up to the respective totals.
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**Table 1A: Number of Operating Classes in Primary Day Schools by District, by Sector and by Grade, 2000/01-2004/05**

**(16) District: Tsuen Wan**

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	P1	11	10	10	10	10
	P2	10	11	10	10	10
	P3	10	10	11	10	10
	P4	10	10	10	11	10
	P5	10	10	10	10	11
	P6	10	10	10	10	10
	All Grades	61	61	61	61	61
Aided	P1	88	86	77	74	66
	P2	87	88	85	77	74
	P3	90	87	87	85	77
	P4	94	91	85	87	85
	P5	96	94	89	85	87
	P6	91	95	92	88	85
	All Grades	544	538	515	496	474
Direct Subsidy Scheme	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
Other Local Private	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
International (including English Schools Foundation schools)	P1	0	0	1	1	1
	P2	0	0	1	1	1
	P3	0	0	1	1	1
	P4	0	0	0	1	1
	P5	0	0	0	1	1
	P6	0	0	0	0	1
	All Grades	0	0	3	5	6
All Sectors	P1	99	96	88	85	77
	P2	97	99	96	88	85
	P3	100	97	99	96	88
	P4	104	101	95	99	96
	P5	106	104	99	96	99
	P6	101	105	102	98	96
	All Grades	605	599	579	562	541

- Notes:
- (1) Figures do not include special schools.
  - (2) Figures refer to the position as at September of the respective years.
  - (3) There are fractional numbers of class due to combined class. The numbers have been rounded to the nearest integer, and they may not add up to the respective totals.
  - (4) Figures for 2004/05 are provisional and subject to revisions.

**Table 1A: Number of Operating Classes in Primary Day Schools by District, by Sector and by Grade, 2000/01-2004/05**

**(17) District: Kwai Tsing**

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
Aided	P1	127	120	119	114	107
	P2	130	128	131	119	114
	P3	136	132	140	132	119
	P4	140	137	142	140	132
	P5	142	140	146	142	140
	P6	141	144	146	146	142
	All Grades	816	801	824	793	754
Direct Subsidy Scheme	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
Other Local Private	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
International (including English Schools Foundation schools)	P1	1	0	3	3	3
	P2	1	0	2	3	3
	P3	1	0	2	2	3
	P4	1	0	2	2	2
	P5	1	0	0	2	2
	P6	1	0	0	0	1
	All Grades	6	0	9	12	14
All Sectors	P1	128	120	122	117	110
	P2	131	128	133	122	117
	P3	137	132	142	134	122
	P4	141	137	144	142	134
	P5	143	140	146	144	142
	P6	142	144	146	146	143
	All Grades	822	801	833	805	768

- Notes:
- (1) Figures do not include special schools.
  - (2) Figures refer to the position as at September of the respective years.
  - (3) There are fractional numbers of class due to combined class. The numbers have been rounded to the nearest integer, and they may not add up to the respective totals.
  - (4) Figures for 2004/05 are provisional and subject to revisions.



**Table 1A: Number of Operating Classes in Primary Day Schools by District, by Sector and by Grade, 2000/01-2004/05**

**(18) District: Islands**

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
Aided	P1	33	39	41	37	45
	P2	32	44	42	44	44
	P3	32	43	47	44	51
	P4	31	43	45	48	51
	P5	30	43	47	48	52
	P6	28	39	44	47	49
	All Grades	184	251	267	268	290
Direct Subsidy Scheme	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
Other Local Private	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
International (including English Schools Foundation schools)	P1	4	4	4	7	8
	P2	4	4	4	5	5
	P3	3	4	4	4	6
	P4	4	4	3	4	4
	P5	3	3	3	4	4
	P6	3	3	3	4	4
	All Grades	21	22	22	29	31
All Sectors	P1	37	43	45	44	53
	P2	36	48	46	50	49
	P3	35	47	51	49	57
	P4	35	47	49	52	55
	P5	33	46	50	52	56
	P6	31	42	48	51	53
	All Grades	205	273	289	297	321

- Notes:
- (1) Figures do not include special schools.
  - (2) Figures refer to the position as at September of the respective years.
  - (3) There are fractional numbers of class due to combined class. The numbers have been rounded to the nearest integer, and they may not add up to the respective totals.
  - (4) Figures for 2004/05 are provisional and subject to revisions.

**Table 1A: Number of Operating Classes in Primary Day Schools by District, by Sector and by Grade, 2000/01-2004/05**

**(19) District: All Districts**

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	P1	171	171	163	152	140
	P2	169	172	170	162	152
	P3	164	170	171	170	162
	P4	162	165	167	167	169
	P5	157	163	164	167	167
	P6	157	157	161	164	168
	All Grades	980	998	996	982	958
Aided	P1	1957	1943	1812	1705	1585
	P2	1996	2009	1975	1818	1717
	P3	2047	2059	2047	1982	1826
	P4	2097	2104	2086	2049	1992
	P5	2108	2144	2124	2087	2054
	P6	2071	2136	2148	2122	2085
	All Grades	12277	12393	12191	11762	11259
Direct Subsidy Scheme	P1	5	11	37	38	42
	P2	5	7	22	40	41
	P3	5	7	18	26	43
	P4	5	6	15	22	28
	P5	5	6	12	18	23
	P6	3	5	12	15	19
	All Grades	28	42	116	159	196
Other Local Private	P1	173	167	154	140	132
	P2	165	162	155	147	136
	P3	166	159	149	152	144
	P4	157	157	149	148	149
	P5	157	154	147	148	148
	P6	167	151	148	144	143
	All Grades	982	950	901	879	852
International (including English Schools Foundation schools)	P1	124	126	142	144	129
	P2	98	114	122	123	116
	P3	95	105	117	117	115
	P4	91	102	108	112	110
	P5	91	96	99	109	100
	P6	89	89	94	93	96
	All Grades	588	630	683	698	666
All Sectors	P1	2429	2418	2308	2179	2028
	P2	2433	2464	2443	2290	2162
	P3	2477	2499	2502	2447	2290
	P4	2511	2534	2525	2498	2449
	P5	2518	2562	2546	2529	2492
	P6	2487	2537	2563	2537	2510
	All Grades	14855	15013	14887	14480	13931

- Notes:
- (1) Figures do not include special schools.
  - (2) Figures refer to the position as at September of the respective years.
  - (3) There are fractional numbers of class due to combined class. The numbers have been rounded to the nearest integer, and they may not add up to the respective totals.
  - (4) Figures for 2004/05 are provisional and subject to revisions.

Table 1B: Number of Operating Classes in Secondary Day Schools by District, by Sector and by Grade, 2000/01-2004/05

(1) District: Central & Western

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	S1	5	5	5	5	5
	S2	5	5	5	5	5
	S3	5	5	5	5	5
	S4	5	5	5	5	5
	S5	5	5	5	5	5
	S6	4	4	4	4	4
	S7	4	4	4	4	4
	All Grades	33	33	33	33	33
Aided	S1	56	56	44	43	43
	S2	60	55	42	40	40
	S3	60	60	42	40	40
	S4	58	58	45	42	41
	S5	58	58	45	45	42
	S6	30	30	23	22	22
	S7	32	30	23	23	22
	All Grades	354	347	264	255	250
Caput	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Bought Place Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Direct Subsidy Scheme	S1	6	6	18	17	17
	S2	5	6	18	18	17
	S3	6	4	17	18	18
	S4	5	5	17	17	17
	S5	6	6	17	17	17
	S6	3	3	10	10	10
	S7	3	3	10	10	10
	All Grades	34	33	107	107	106
Other Local Private	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	2	1	0	0	0
	S5	3	2	1	0	0
	S6	1	1	0	2	2
	S7	1	1	0	1	2
	All Grades	7	5	1	3	4
International (including English Schools Foundation schools)	S1	11	11	13	13	12
	S2	11	11	12	12	12
	S3	11	11	11	12	12
	S4	11	11	11	11	11
	S5	10	10	11	11	11
	S6	9	9	10	11	10
	S7	10	10	11	10	11
	All Grades	73	73	79	80	79
All Sectors	S1	78	78	80	78	77
	S2	81	77	77	75	74
	S3	82	80	75	75	75
	S4	81	80	78	75	74
	S5	82	81	79	78	75
	S6	47	47	47	49	48
	S7	50	48	48	48	49
	All Grades	501	491	484	478	472

- Notes:
- (1) Figures do not include special schools, skills opportunity schools and practical schools. Skills opportunity schools and practical schools completed mainstreaming in August 2004 are, however, included.
  - (2) Figures refer to the position as at September of the respective years.
  - (3) There are fractional numbers of class due to combined class. The numbers have been rounded to the nearest integer, and they may not add up to the respective totals.
  - (4) Figures for 2004/05 are provisional and subject to revisions.

Table 1B: Number of Operating Classes in Secondary Day Schools by District, by Sector and by Grade, 2000/01-2004/05

(2) District: Wan Chai

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	S1	15	15	15	16	16
	S2	15	15	15	15	15
	S3	14	15	15	15	15
	S4	15	14	15	15	15
	S5	15	15	14	15	15
	S6	10	10	10	9	9
	S7	10	10	10	10	9
	All Grades	94	94	94	95	94
Aided	S1	66	63	63	57	51
	S2	66	66	62	56	50
	S3	68	66	66	56	50
	S4	65	65	62	58	52
	S5	65	65	65	58	52
	S6	35	35	34	32	28
	S7	35	35	34	32	28
	All Grades	400	395	386	349	311
Caput	S1	6	6	6	6	4
	S2	6	6	6	5	5
	S3	6	6	6	6	5
	S4	6	6	6	6	6
	S5	6	6	6	6	6
	S6	3	3	3	3	3
	S7	3	3	3	3	3
	All Grades	36	36	36	35	32
Bought Place Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Direct Subsidy Scheme	S1	0	0	0	0	6
	S2	0	0	0	0	6
	S3	0	0	0	0	6
	S4	0	0	0	8	14
	S5	0	0	0	0	14
	S6	0	0	0	0	4
	S7	0	0	0	0	4
	All Grades	0	0	0	8	54
Other Local Private	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	1	1	0	0	0
	S4	6	3	1	0	1
	S5	22	21	12	5	3
	S6	25	23	14	11	9
	S7	22	23	18	15	13
	All Grades	76	71	45	31	26
International (including English Schools Foundation schools)	S1	3	3	3	3	3
	S2	4	3	3	3	3
	S3	4	3	3	3	3
	S4	4	3	3	3	3
	S5	4	3	3	3	3
	S6	4	3	3	3	4
	S7	4	4	3	3	4
	All Grades	27	22	21	21	23
All Sectors	S1	90	87	87	82	80
	S2	91	90	86	79	79
	S3	93	91	90	80	79
	S4	96	91	87	90	91
	S5	112	110	100	87	93
	S6	77	74	64	58	57
	S7	74	75	68	63	61
	All Grades	633	618	582	539	540

- Notes:
- (1) Figures do not include special schools, skills opportunity schools and practical schools. Skills opportunity schools and practical schools completed mainstreaming in August 2004 are, however, included.
  - (2) Figures refer to the position as at September of the respective years.
  - (3) There are fractional numbers of class due to combined class. The numbers have been rounded to the nearest integer, and they may not add up to the respective totals.
  - (4) Figures for 2004/05 are provisional and subject to revisions.

Table 1B: Number of Operating Classes in Secondary Day Schools by District, by Sector and by Grade, 2000/01-2004/05

<b>(3) District: Eastern</b>						
Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	S1	19	22	19	19	19
	S2	19	19	22	19	19
	S3	19	19	19	22	19
	S4	19	19	19	19	22
	S5	19	19	19	19	19
	S6	10	10	10	10	10
	S7	10	10	10	10	10
	All Grades	115	118	118	118	118
Aided	S1	125	121	120	119	119
	S2	121	125	121	118	116
	S3	111	121	125	119	118
	S4	94	96	99	103	101
	S5	96	94	96	100	105
	S6	40	42	42	42	46
	S7	40	40	42	42	42
	All Grades	627	639	645	643	647
Caput	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Bought Place Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Direct Subsidy Scheme	S1	17	16	15	14	14
	S2	11	17	16	15	14
	S3	10	11	17	16	15
	S4	9	10	11	17	16
	S5	12	9	10	11	17
	S6	7	6	6	6	6
	S7	4	7	6	6	6
	All Grades	70	76	81	85	88
Other Local Private	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	1	0	0	0	0
	S4	5	3	1	1	1
	S5	8	8	5	5	4
	S6	6	5	4	4	5
	S7	6	5	4	4	4
	All Grades	26	21	14	14	14
International (including English Schools Foundation schools)	S1	12	15	15	16	15
	S2	13	11	13	15	15
	S3	11	13	10	11	14
	S4	8	8	8	8	8
	S5	8	8	8	9	9
	S6	8	8	8	8	8
	S7	4	4	5	5	5
	All Grades	64	67	67	72	74
All Sectors	S1	173	174	169	168	167
	S2	164	172	172	167	164
	S3	152	164	171	168	166
	S4	135	136	138	148	148
	S5	143	138	138	144	154
	S6	71	71	70	70	75
	S7	64	66	67	67	67
	All Grades	902	921	925	932	941

- Notes:
- (1) Figures do not include special schools, skills opportunity schools and practical schools. Skills opportunity schools and practical schools completed mainstreaming in August 2004 are, however, included.
  - (2) Figures refer to the position as at September of the respective years.
  - (3) There are fractional numbers of class due to combined class. The numbers have been rounded to the nearest integer, and they may not add up to the respective totals.
  - (4) Figures for 2004/05 are provisional and subject to revisions.

Table 1B: Number of Operating Classes in Secondary Day Schools by District, by Sector and by Grade, 2000/01-2004/05

(4) District: Southern

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Aided	S1	66	65	64	65	63
	S2	64	66	64	63	64
	S3	63	64	64	63	65
	S4	61	59	58	60	62
	S5	62	61	59	59	62
	S6	31	31	31	30	30
	S7	31	31	31	31	30
	All Grades	378	377	371	371	376
Caput	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Bought Place Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Direct Subsidy Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Other Local Private	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	4	1	1	1	1
	S5	3	3	2	1	1
	S6	2	1	0	0	0
	S7	0	0	0	0	0
	All Grades	9	5	3	2	2
International (including English Schools Foundation schools)	S1	22	22	24	26	26
	S2	23	23	23	24	26
	S3	21	23	24	23	24
	S4	21	22	23	25	22
	S5	19	21	21	24	26
	S6	19	20	21	22	25
	S7	17	20	20	23	24
	All Grades	142	151	157	166	173
All Sectors	S1	88	87	88	91	89
	S2	87	89	87	87	90
	S3	84	87	88	86	89
	S4	86	82	82	86	85
	S5	84	85	82	84	89
	S6	52	52	52	52	55
	S7	48	51	51	54	54
	All Grades	529	533	531	539	551

- Notes:
- (1) Figures do not include special schools, skills opportunity schools and practical schools. Skills opportunity schools and practical schools completed mainstreaming in August 2004 are, however, included.
  - (2) Figures refer to the position as at September of the respective years.
  - (3) There are fractional numbers of class due to combined class. The numbers have been rounded to the nearest integer, and they may not add up to the respective totals.
  - (4) Figures for 2004/05 are provisional and subject to revisions.

Table 1B: Number of Operating Classes in Secondary Day Schools by District, by Sector and by Grade, 2000/01-2004/05

(5) District: Yau Tsim Mong

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	S1	9	8	8	8	10
	S2	9	9	8	7	8
	S3	7	9	9	8	7
	S4	6	7	8	8	7
	S5	6	6	7	8	8
	S6	3	3	3	3	3
	S7	3	3	3	3	3
	All Grades	43	45	46	45	46
Aided	S1	59	65	58	59	58
	S2	58	59	58	58	59
	S3	58	58	59	58	58
	S4	56	55	55	57	55
	S5	56	56	55	55	57
	S6	43	43	43	43	43
	S7	43	43	43	43	43
	All Grades	373	379	371	373	373
Caput	S1	8	8	8	9	8
	S2	8	8	8	8	9
	S3	8	8	8	8	8
	S4	7	7	7	7	7
	S5	7	7	7	7	7
	S6	3	3	3	3	3
	S7	3	3	3	3	3
	All Grades	44	44	44	45	45
Bought Place Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	6	0	0	0	0
	S4	0	0	0	0	0
	S5	4	0	0	0	0
	S6	0	0	0	0	0
	S7	2	0	0	0	0
	All Grades	12	0	0	0	0
Direct Subsidy Scheme	S1	8	6	4	4	4
	S2	1	8	4	4	4
	S3	1	2	9	4	4
	S4	0	6	2	16	4
	S5	0	2	2	2	6
	S6	2	2	2	2	2
	S7	0	2	2	2	2
	All Grades	12	28	25	34	26
Other Local Private	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	12	3	0	0	0
	S5	25	5	6	0	0
	S6	16	4	3	1	1
	S7	8	4	4	3	1
	All Grades	61	16	13	4	2
International (including English Schools Foundation schools)	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
All Sectors	S1	84	87	78	80	80
	S2	76	84	78	77	80
	S3	80	77	85	78	77
	S4	81	78	72	88	73
	S5	98	76	77	72	78
	S6	67	55	54	52	52
	S7	59	55	55	54	52
	All Grades	545	512	499	501	492

- Notes: (1) Figures do not include special schools, skills opportunity schools and practical schools. Skills opportunity schools and practical schools completed mainstreaming in August 2004 are, however, included.
- (2) Figures refer to the position as at September of the respective years.
- (3) There are fractional numbers of class due to combined class. The numbers have been rounded to the nearest integer, and they may not add up to the respective totals.
- (4) Figures for 2004/05 are provisional and subject to revisions.

Table 1B: Number of Operating Classes in Secondary Day Schools by District, by Sector and by Grade, 2000/01-2004/05

(6) District: Sham Shui Po

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	S1	6	5	5	5	5
	S2	5	6	5	5	5
	S3	5	5	6	5	5
	S4	5	5	5	5	5
	S5	5	5	5	5	5
	S6	3	2	2	2	2
	S7	3	3	2	2	2
	All Grades	32	31	30	29	29
Aided	S1	66	65	65	70	73
	S2	63	66	65	69	74
	S3	64	63	66	69	73
	S4	62	61	60	69	69
	S5	63	62	61	65	71
	S6	29	29	29	32	32
	S7	29	29	29	32	32
	All Grades	376	375	375	406	424
Caput	S1	5	5	5	5	5
	S2	5	5	5	5	5
	S3	5	5	5	5	5
	S4	4	4	4	4	4
	S5	4	4	4	4	4
	S6	3	3	3	3	3
	S7	3	3	3	3	3
	All Grades	29	29	29	29	29
Bought Place Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	2	0	0	0	0
	S4	0	0	0	0	0
	S5	2	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	4	0	0	0	0
Direct Subsidy Scheme	S1	26	25	23	25	29
	S2	24	25	27	27	23
	S3	32	25	26	29	24
	S4	29	30	27	26	27
	S5	28	33	33	29	22
	S6	9	9	9	11	9
	S7	8	9	9	10	9
	All Grades	156	156	154	157	143
Other Local Private	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	1	1	1	0	0
	S4	13	8	9	6	5
	S5	19	21	17	13	11
	S6	10	6	3	8	13
	S7	11	9	2	2	6
	All Grades	54	45	32	29	35
International (including English Schools Foundation schools)	S1	6	7	7	7	7
	S2	4	5	8	6	6
	S3	4	3	5	7	6
	S4	4	3	4	5	6
	S5	3	3	4	4	5
	S6	1	3	5	5	4
	S7	0	1	2	3	3
	All Grades	22	25	35	37	37
All Sectors	S1	109	107	105	112	119
	S2	101	107	110	112	113
	S3	113	102	109	115	113
	S4	117	111	109	115	116
	S5	124	128	124	120	118
	S6	55	52	51	61	63
	S7	54	54	47	52	55
	All Grades	673	661	655	687	697

- Notes: (1) Figures do not include special schools, skills opportunity schools and practical schools. Skills opportunity schools and practical schools completed mainstreaming in August 2004 are, however, included.
- (2) Figures refer to the position as at September of the respective years.
- (3) There are fractional numbers of class due to combined class. The numbers have been rounded to the nearest integer, and they may not add up to the respective totals.
- (4) Figures for 2004/05 are provisional and subject to revisions.



Table 1B: Number of Operating Classes in Secondary Day Schools by District, by Sector and by Grade, 2000/01-2004/05

(7) District: Kowloon City

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	S1	10	8	8	8	8
	S2	8	10	8	8	8
	S3	8	8	10	8	8
	S4	9	8	8	10	8
	S5	9	9	8	8	10
	S6	4	4	4	4	4
	S7	4	4	4	4	4
	All Grades	52	51	50	50	50
Aided	S1	147	146	148	144	142
	S2	147	147	146	142	142
	S3	148	147	147	139	143
	S4	140	142	141	136	135
	S5	139	140	142	135	136
	S6	68	69	69	64	64
	S7	68	68	69	64	64
	All Grades	857	859	862	824	826
Caput	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Bought Place Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	4	0	0	0	0
	S4	1	0	0	0	0
	S5	5	0	0	0	0
	S6	3	0	0	0	0
	S7	1	0	0	0	0
	All Grades	14	0	0	0	0
Direct Subsidy Scheme	S1	7	6	8	16	17
	S2	6	7	8	12	16
	S3	6	6	7	11	12
	S4	11	9	11	24	20
	S5	10	12	15	17	25
	S6	10	10	10	14	16
	S7	10	10	10	14	14
	All Grades	60	60	69	108	120
Other Local Private	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	6	4	1	1	1
	S5	14	12	8	5	3
	S6	8	8	9	6	4
	S7	8	10	8	9	4
	All Grades	36	34	26	21	12
International (including English Schools Foundation schools)	S1	13	15	18	19	20
	S2	14	16	16	18	18
	S3	12	16	15	17	17
	S4	12	14	18	17	18
	S5	12	13	15	18	17
	S6	11	11	13	14	15
	S7	7	8	9	9	10
	All Grades	81	93	104	112	115
All Sectors	S1	177	175	182	187	187
	S2	175	180	178	180	184
	S3	178	177	179	175	180
	S4	179	177	179	188	182
	S5	189	186	188	183	191
	S6	104	102	105	102	103
	S7	98	100	100	100	96
	All Grades	1100	1097	1111	1115	1123

- Notes: (1) Figures do not include special schools, skills opportunity schools and practical schools. Skills opportunity schools and practical schools completed mainstreaming in August 2004 are, however, included.
- (2) Figures refer to the position as at September of the respective years.
- (3) There are fractional numbers of class due to combined class. The numbers have been rounded to the nearest integer, and they may not add up to the respective totals.
- (4) Figures for 2004/05 are provisional and subject to revisions.

Table 1B: Number of Operating Classes in Secondary Day Schools by District, by Sector and by Grade, 2000/01-2004/05

(8) District: Wong Tai Sin

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	S1	6	5	5	5	5
	S2	5	6	5	5	4
	S3	5	5	6	5	5
	S4	4	4	4	4	4
	S5	4	4	4	4	4
	S6	2	2	2	2	2
	S7	2	2	2	2	2
	All Grades	28	28	28	27	26
Aided	S1	105	103	102	102	102
	S2	103	105	104	102	103
	S3	103	103	99	104	102
	S4	96	95	90	91	96
	S5	97	96	89	90	91
	S6	50	49	46	44	44
	S7	49	49	46	46	44
	All Grades	603	600	576	579	582
Caput	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Bought Place Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Direct Subsidy Scheme	S1	0	0	6	6	6
	S2	0	0	6	6	6
	S3	0	0	6	6	6
	S4	0	0	6	6	6
	S5	0	0	6	6	6
	S6	0	0	3	3	4
	S7	0	0	3	3	3
	All Grades	0	0	36	36	37
Other Local Private	S1	0	0	0	0	3
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	3	1	0	0	0
	S5	10	8	5	3	2
	S6	3	4	5	4	4
	S7	2	4	4	5	4
	All Grades	18	17	14	12	13
International (including English Schools Foundation schools)	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
All Sectors	S1	111	108	113	113	116
	S2	108	111	115	113	113
	S3	108	108	111	115	113
	S4	103	100	100	101	106
	S5	111	108	104	103	103
	S6	55	55	56	53	54
	S7	53	55	55	56	53
	All Grades	649	645	654	654	658

- Notes:
- (1) Figures do not include special schools, skills opportunity schools and practical schools. Skills opportunity schools and practical schools completed mainstreaming in August 2004 are, however, included.
  - (2) Figures refer to the position as at September of the respective years.
  - (3) There are fractional numbers of class due to combined class. The numbers have been rounded to the nearest integer, and they may not add up to the respective totals.
  - (4) Figures for 2004/05 are provisional and subject to revisions.

Table 1B: Number of Operating Classes in Secondary Day Schools by District, by Sector and by Grade, 2000/01-2004/05

(9) District: Kwun Tong

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	S1	10	10	9	9	9
	S2	9	10	10	9	9
	S3	9	9	10	10	9
	S4	9	9	9	9	10
	S5	9	9	9	9	9
	S6	5	5	5	5	5
	S7	5	5	5	5	5
	All Grades	56	57	57	56	56
Aided	S1	121	121	127	126	126
	S2	121	121	128	127	124
	S3	121	121	121	126	127
	S4	109	110	109	113	116
	S5	109	109	109	109	113
	S6	48	49	48	49	49
	S7	48	48	48	48	49
	All Grades	677	679	690	698	704
Caput	S1	6	6	6	6	6
	S2	6	6	6	6	6
	S3	6	6	6	6	6
	S4	6	6	6	6	6
	S5	6	6	6	6	6
	S6	2	2	2	2	2
	S7	2	2	2	2	2
	All Grades	34	34	34	34	34
Bought Place Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	3	0	0	0	0
	S4	0	0	0	0	0
	S5	8	0	0	0	0
	S6	0	0	0	0	0
	S7	2	0	0	0	0
	All Grades	13	0	0	0	0
Direct Subsidy Scheme	S1	22	18	17	25	26
	S2	13	23	18	19	26
	S3	22	13	23	19	19
	S4	18	21	17	36	30
	S5	17	18	21	17	36
	S6	8	8	8	8	8
	S7	6	8	8	8	8
	All Grades	106	109	112	132	153
Other Local Private	S1	1	0	0	0	0
	S2	1	0	0	0	0
	S3	1	0	0	0	0
	S4	4	2	2	2	3
	S5	10	9	7	7	5
	S6	3	4	5	4	3
	S7	2	3	3	4	3
	All Grades	22	18	17	17	14
International (including English Schools Foundation schools)	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
All Sectors	S1	160	155	159	166	167
	S2	150	160	162	161	165
	S3	162	149	160	161	161
	S4	146	148	143	166	165
	S5	159	151	152	148	169
	S6	66	68	68	68	67
	S7	65	66	66	67	67
	All Grades	908	897	910	937	961

- Notes: (1) Figures do not include special schools, skills opportunity schools and practical schools. Skills opportunity schools and practical schools completed mainstreaming in August 2004 are, however, included.
- (2) Figures refer to the position as at September of the respective years.
- (3) There are fractional numbers of class due to combined class. The numbers have been rounded to the nearest integer, and they may not add up to the respective totals.
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Table 1B: Number of Operating Classes in Secondary Day Schools by District, by Sector and by Grade, 2000/01-2004/05

(10) District: Sai Kung

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	S1	6	8	5	6	5
	S2	5	6	7	6	6
	S3	5	5	5	8	6
	S4	4	4	4	4	5
	S5	4	4	4	4	4
	S6	2	2	2	2	2
	S7	2	2	2	2	2
	All Grades	28	31	29	32	30
Aided	S1	99	100	90	94	94
	S2	80	99	92	90	94
	S3	63	80	99	89	90
	S4	49	50	63	72	70
	S5	53	49	51	63	72
	S6	15	17	22	27	33
	S7	13	15	18	22	27
	All Grades	372	410	435	457	480
Caput	S1	2	2	2	2	2
	S2	1	2	2	2	2
	S3	1	1	2	2	2
	S4	1	1	1	1	1
	S5	1	1	1	1	1
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	6	7	8	8	8
Bought Place Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Direct Subsidy Scheme	S1	0	0	0	11	20
	S2	0	0	0	0	10
	S3	0	0	0	0	2
	S4	0	0	0	9	25
	S5	0	0	0	0	20
	S6	0	0	0	0	1
	S7	0	0	0	0	1
	All Grades	0	0	0	20	79
Other Local Private	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	2	2	2	0	0
	S7	2	2	2	0	0
	All Grades	4	4	4	0	0
International (including English Schools Foundation schools)	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
All Sectors	S1	107	110	97	113	121
	S2	86	107	101	98	112
	S3	69	86	106	99	100
	S4	54	55	68	86	101
	S5	58	54	56	68	97
	S6	19	21	26	29	36
	S7	17	19	22	24	30
	All Grades	410	452	476	517	597

- Notes: (1) Figures do not include special schools, skills opportunity schools and practical schools. Skills opportunity schools and practical schools completed mainstreaming in August 2004 are, however, included.
- (2) Figures refer to the position as at September of the respective years.
- (3) There are fractional numbers of class due to combined class. The numbers have been rounded to the nearest integer, and they may not add up to the respective totals.
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Table 1B: Number of Operating Classes in Secondary Day Schools by District, by Sector and by Grade, 2000/01-2004/05

(11) District: Sha Tin

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	S1	16	16	15	15	13
	S2	15	16	15	14	13
	S3	15	15	16	14	13
	S4	14	14	14	14	14
	S5	14	14	14	14	14
	S6	6	6	6	6	6
	S7	6	6	6	6	6
	All Grades	86	87	86	83	79
Aided	S1	187	189	187	185	186
	S2	179	191	185	183	182
	S3	182	182	187	183	185
	S4	171	171	168	176	177
	S5	168	173	168	169	180
	S6	77	79	78	78	78
	S7	77	77	78	78	78
	All Grades	1041	1062	1051	1052	1066
Caput	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Bought Place Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Direct Subsidy Scheme	S1	5	5	5	5	14
	S2	0	5	5	5	5
	S3	0	0	5	5	5
	S4	2	0	0	4	10
	S5	0	2	0	0	4
	S6	15	15	20	20	19
	S7	14	15	21	20	20
	All Grades	36	42	55	58	77
Other Local Private	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	2	0	0	0	0
	S5	4	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	6	0	0	0	0
International (including English Schools Foundation schools)	S1	7	7	6	6	6
	S2	7	7	6	6	6
	S3	7	7	6	6	6
	S4	7	7	6	6	6
	S5	7	7	6	6	6
	S6	18	14	6	6	6
	S7	16	12	6	6	6
	All Grades	69	60	42	42	42
All Sectors	S1	215	217	213	211	219
	S2	201	219	211	208	206
	S3	204	204	214	208	209
	S4	196	192	188	200	207
	S5	193	196	188	189	204
	S6	116	114	110	110	109
	S7	113	110	111	110	110
	All Grades	1238	1251	1234	1235	1264

- Notes:
- (1) Figures do not include special schools, skills opportunity schools and practical schools. Skills opportunity schools and practical schools completed mainstreaming in August 2004 are, however, included.
  - (2) Figures refer to the position as at September of the respective years.
  - (3) There are fractional numbers of class due to combined class. The numbers have been rounded to the nearest integer, and they may not add up to the respective totals.
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Table 1B: Number of Operating Classes in Secondary Day Schools by District, by Sector and by Grade, 2000/01-2004/05

(12) District: Tai Po						
Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	S1	10	10	10	10	9
	S2	10	10	10	10	10
	S3	10	10	10	10	11
	S4	9	9	9	9	9
	S5	9	9	9	9	9
	S6	4	4	4	4	4
	S7	4	4	4	4	4
	All Grades	56	56	56	56	56
Aided	S1	105	105	108	99	92
	S2	104	105	104	103	94
	S3	100	104	105	104	104
	S4	81	81	87	90	94
	S5	81	81	81	90	95
	S6	33	33	33	38	40
	S7	33	33	33	33	38
	All Grades	537	542	551	557	557
Caput	S1	6	6	6	5	5
	S2	6	6	6	6	5
	S3	6	6	6	6	6
	S4	4	4	4	5	5
	S5	4	4	4	4	5
	S6	2	2	2	2	2
	S7	2	2	2	2	2
	All Grades	30	30	30	30	30
Bought Place Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Direct Subsidy Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Other Local Private	S1	1	0	0	0	0
	S2	1	0	0	0	0
	S3	2	0	0	0	0
	S4	6	3	4	3	2
	S5	9	9	8	3	6
	S6	3	3	4	3	3
	S7	3	4	4	4	3
	All Grades	25	19	20	13	14
International (including English Schools Foundation schools)	S1	1	0	0	0	0
	S2	1	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	2	0	0	0	0
All Sectors	S1	123	121	124	114	106
	S2	122	121	120	119	109
	S3	118	120	121	120	121
	S4	100	97	104	107	110
	S5	103	103	102	106	115
	S6	42	42	43	47	49
	S7	42	43	43	43	47
	All Grades	650	647	657	656	657

- Notes:
- (1) Figures do not include special schools, skills opportunity schools and practical schools. Skills opportunity schools and practical schools completed mainstreaming in August 2004 are, however, included.
  - (2) Figures refer to the position as at September of the respective years.
  - (3) There are fractional numbers of class due to combined class. The numbers have been rounded to the nearest integer, and they may not add up to the respective totals.
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Table 1B: Number of Operating Classes in Secondary Day Schools by District, by Sector and by Grade, 2000/01-2004/05

(13) District: North

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	S1	17	17	17	15	12
	S2	18	18	16	15	14
	S3	18	18	17	16	15
	S4	12	12	12	12	11
	S5	12	12	12	12	12
	S6	5	5	5	5	5
	S7	5	5	5	5	5
	All Grades	87	87	84	80	74
Aided	S1	87	90	92	90	87
	S2	81	87	90	91	89
	S3	81	81	87	90	91
	S4	63	67	70	74	75
	S5	63	63	67	70	74
	S6	23	25	25	28	30
	S7	21	23	25	25	28
	All Grades	419	436	456	468	474
Caput	S1	3	3	3	2	0
	S2	3	3	3	3	2
	S3	3	3	3	3	3
	S4	2	2	2	2	2
	S5	2	2	2	2	2
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	13	13	13	12	9
Bought Place Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Direct Subsidy Scheme	S1	5	5	5	5	5
	S2	5	5	5	5	5
	S3	5	5	5	5	5
	S4	5	5	5	5	5
	S5	5	5	5	5	5
	S6	2	2	2	2	2
	S7	1	2	2	2	2
	All Grades	28	29	29	29	29
Other Local Private	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	4	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	4	0	0	0
International (including English Schools Foundation schools)	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
All Sectors	S1	112	115	117	112	104
	S2	107	113	114	114	110
	S3	107	107	112	114	114
	S4	82	86	89	93	93
	S5	82	86	86	89	93
	S6	30	32	32	35	37
	S7	27	30	32	32	35
	All Grades	547	569	582	589	586

- Notes:
- (1) Figures do not include special schools, skills opportunity schools and practical schools. Skills opportunity schools and practical schools completed mainstreaming in August 2004 are, however, included.
  - (2) Figures refer to the position as at September of the respective years.
  - (3) There are fractional numbers of class due to combined class. The numbers have been rounded to the nearest integer, and they may not add up to the respective totals.
  - (4) Figures for 2004/05 are provisional and subject to revisions.

Table 1B: Number of Operating Classes in Secondary Day Schools by District, by Sector and by Grade, 2000/01-2004/05

(14) District: Yuen Long

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	S1	20	22	20	20	20
	S2	20	20	22	20	20
	S3	20	20	20	22	20
	S4	19	20	20	20	22
	S5	19	19	20	20	20
	S6	10	10	9	9	9
	S7	10	10	10	9	9
	All Grades	118	121	121	120	120
Aided	S1	124	138	148	150	164
	S2	119	124	137	148	156
	S3	111	119	124	136	156
	S4	95	94	106	106	113
	S5	97	95	94	106	108
	S6	36	40	40	41	46
	S7	33	36	40	40	41
	All Grades	615	646	689	727	784
Caput	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Bought Place Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Direct Subsidy Scheme	S1	4	7	8	10	9
	S2	3	6	8	8	10
	S3	8	5	7	7	8
	S4	8	9	11	7	9
	S5	5	14	10	11	7
	S6	1	2	4	3	3
	S7	1	2	2	4	3
	All Grades	30	45	50	50	49
Other Local Private	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	1	0	0	0	0
	S4	12	5	4	6	8
	S5	25	18	16	18	23
	S6	13	9	10	6	6
	S7	4	14	13	12	7
	All Grades	55	46	43	42	44
International (including English Schools Foundation schools)	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
All Sectors	S1	148	167	176	180	193
	S2	142	150	167	176	186
	S3	140	144	151	165	184
	S4	134	128	141	139	152
	S5	146	146	140	155	158
	S6	60	61	63	59	64
	S7	48	62	65	65	60
	All Grades	818	858	903	939	997

- Notes:
- (1) Figures do not include special schools, skills opportunity schools and practical schools. Skills opportunity schools and practical schools completed mainstreaming in August 2004 are, however, included.
  - (2) Figures refer to the position as at September of the respective years.
  - (3) There are fractional numbers of class due to combined class. The numbers have been rounded to the nearest integer, and they may not add up to the respective totals.
  - (4) Figures for 2004/05 are provisional and subject to revisions.



Table 1B: Number of Operating Classes in Secondary Day Schools by District, by Sector and by Grade, 2000/01-2004/05

(15) District: Tuen Mun

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	S1	10	12	10	10	10
	S2	10	10	12	10	10
	S3	10	10	10	12	10
	S4	10	10	10	10	12
	S5	10	10	10	10	10
	S6	5	5	5	5	5
	S7	5	5	5	5	5
	All Grades	60	62	62	62	62
Aided	S1	170	170	173	175	177
	S2	162	170	169	171	174
	S3	160	162	170	169	172
	S4	146	145	150	156	158
	S5	150	146	145	150	156
	S6	58	60	62	62	64
	S7	58	58	60	62	62
	All Grades	904	911	929	945	963
Caput	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Bought Place Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Direct Subsidy Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Other Local Private	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	8	1	1	0	0
	S5	9	2	1	0	0
	S6	3	1	1	0	0
	S7	3	2	2	0	0
	All Grades	23	6	5	0	0
International (including English Schools Foundation schools)	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
All Sectors	S1	180	182	183	185	187
	S2	172	180	181	181	184
	S3	170	172	180	181	182
	S4	164	156	161	166	170
	S5	169	158	156	160	166
	S6	66	66	68	67	69
	S7	66	65	67	67	67
	All Grades	987	979	996	1007	1025

- Notes:
- (1) Figures do not include special schools, skills opportunity schools and practical schools. Skills opportunity schools and practical schools completed mainstreaming in August 2004 are, however, included.
  - (2) Figures refer to the position as at September of the respective years.
  - (3) There are fractional numbers of class due to combined class. The numbers have been rounded to the nearest integer, and they may not add up to the respective totals.
  - (4) Figures for 2004/05 are provisional and subject to revisions.

Table 1B: Number of Operating Classes in Secondary Day Schools by District, by Sector and by Grade, 2000/01-2004/05

(16) District: Tsuen Wan

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	S1	5	5	5	5	5
	S2	5	5	5	5	5
	S3	5	5	5	5	5
	S4	5	5	5	5	5
	S5	5	5	5	5	5
	S6	2	2	2	3	3
	S7	2	2	2	2	3
	All Grades	29	29	29	30	31
Aided	S1	62	59	59	59	59
	S2	59	62	59	59	59
	S3	59	59	62	58	59
	S4	53	53	54	56	54
	S5	53	53	53	54	56
	S6	23	23	23	23	23
	S7	23	23	23	23	23
	All Grades	332	332	333	332	333
Caput	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Bought Place Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Direct Subsidy Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Other Local Private	S1	0	0	0	0	1
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	10	3	1	0	1
	S5	16	4	3	3	2
	S6	9	3	3	3	2
	S7	5	4	3	3	2
	All Grades	40	14	10	9	8
International (including English Schools Foundation schools)	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
All Sectors	S1	67	64	64	64	65
	S2	64	67	64	64	64
	S3	64	64	67	63	64
	S4	68	61	60	61	60
	S5	74	62	61	62	63
	S6	34	28	28	29	28
	S7	30	29	28	28	28
	All Grades	401	375	372	371	372

- Notes:
- (1) Figures do not include special schools, skills opportunity schools and practical schools. Skills opportunity schools and practical schools completed mainstreaming in August 2004 are, however, included.
  - (2) Figures refer to the position as at September of the respective years.
  - (3) There are fractional numbers of class due to combined class. The numbers have been rounded to the nearest integer, and they may not add up to the respective totals.
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Table 1B: Number of Operating Classes in Secondary Day Schools by District, by Sector and by Grade, 2000/01-2004/05

(17) District: Kwai Tsing

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	S1	9	8	8	8	6
	S2	8	9	8	7	6
	S3	8	8	9	8	8
	S4	8	8	8	8	8
	S5	8	8	8	8	8
	S6	4	4	4	4	4
	S7	4	4	4	4	4
	All Grades	49	49	49	47	44
Aided	S1	155	153	152	154	152
	S2	151	155	153	152	152
	S3	154	151	155	153	152
	S4	139	138	136	137	138
	S5	141	139	138	136	137
	S6	62	64	64	63	63
	S7	63	62	64	64	63
	All Grades	865	862	862	859	857
Caput	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Bought Place Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Direct Subsidy Scheme	S1	0	0	0	0	2
	S2	0	0	0	0	2
	S3	0	0	0	0	2
	S4	0	0	0	0	2
	S5	0	0	0	0	2
	S6	0	0	0	0	1
	S7	0	0	0	0	1
	All Grades	0	0	0	0	12
Other Local Private	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	1	0	0	0	0
	S4	3	1	0	0	0
	S5	2	1	0	0	0
	S6	1	0	0	0	0
	S7	1	0	0	0	0
	All Grades	8	2	0	0	0
International (including English Schools Foundation schools)	S1	1	0	0	0	0
	S2	1	0	0	0	0
	S3	1	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	3	0	0	0	0
All Sectors	S1	165	161	160	162	160
	S2	160	164	161	159	160
	S3	164	159	164	161	162
	S4	150	147	144	145	148
	S5	151	148	146	144	147
	S6	67	68	68	67	68
	S7	68	66	68	68	68
	All Grades	925	913	911	906	913

- Notes: (1) Figures do not include special schools, skills opportunity schools and practical schools. Skills opportunity schools and practical schools completed mainstreaming in August 2004 are, however, included.
- (2) Figures refer to the position as at September of the respective years.
- (3) There are fractional numbers of class due to combined class. The numbers have been rounded to the nearest integer, and they may not add up to the respective totals.
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Table 1B: Number of Operating Classes in Secondary Day Schools by District, by Sector and by Grade, 2000/01-2004/05

(18) District: Islands

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	S1	4	4	4	4	3
	S2	4	4	4	4	4
	S3	4	4	4	4	4
	S4	5	5	5	5	5
	S5	5	5	5	5	5
	S6	2	2	3	3	3
	S7	2	2	2	3	3
	All Grades	26	26	27	28	27
Aided	S1	16	21	26	30	31
	S2	13	16	21	27	29
	S3	13	13	17	19	27
	S4	10	10	11	15	19
	S5	10	10	10	11	15
	S6	2	3	7	7	7
	S7	2	2	3	7	7
	All Grades	66	75	95	116	135
Caput	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Bought Place Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Direct Subsidy Scheme	S1	0	0	0	4	4
	S2	0	0	0	0	4
	S3	0	0	0	0	0
	S4	0	0	0	14	9
	S5	0	0	0	1	11
	S6	0	0	0	1	1
	S7	0	0	0	0	1
	All Grades	0	0	0	20	30
Other Local Private	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	4	4	4	4	4
	S4	1	1	2	1	1
	S5	1	1	0	1	1
	S6	0	0	0	1	0
	S7	0	0	0	0	1
	All Grades	6	6	6	7	7
International (including English Schools Foundation schools)	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
All Sectors	S1	20	25	30	38	38
	S2	17	20	25	31	37
	S3	21	21	25	27	35
	S4	16	16	18	35	34
	S5	16	16	15	18	32
	S6	4	5	10	12	11
	S7	4	4	5	10	12
	All Grades	98	107	128	171	199

- Notes: (1) Figures do not include special schools, skills opportunity schools and practical schools. Skills opportunity schools and practical schools completed mainstreaming in August 2004 are, however, included.
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Table 1B: Number of Operating Classes in Secondary Day Schools by District, by Sector and by Grade, 2000/01-2004/05

(19) District: All Districts

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	S1	177	180	168	168	160
	S2	170	178	177	164	161
	S3	167	170	176	177	165
	S4	158	158	160	162	167
	S5	158	158	158	160	162
	S6	81	80	80	80	80
	S7	81	81	80	80	80
	All Grades	992	1005	999	991	975
Aided	S1	1816	1830	1826	1821	1819
	S2	1751	1819	1800	1799	1801
	S3	1719	1754	1795	1775	1812
	S4	1548	1550	1564	1611	1625
	S5	1561	1550	1528	1565	1622
	S6	703	721	719	725	742
	S7	698	702	709	715	721
	All Grades	9796	9926	9941	10011	10142
Caput	S1	36	36	36	35	30
	S2	35	36	36	35	34
	S3	35	35	36	36	35
	S4	30	30	30	31	31
	S5	30	30	30	30	31
	S6	13	13	13	13	13
	S7	13	13	13	13	13
	All Grades	192	193	194	193	187
Bought Place Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	15	0	0	0	0
	S4	1	0	0	0	0
	S5	19	0	0	0	0
	S6	3	0	0	0	0
	S7	5	0	0	0	0
	All Grades	43	0	0	0	0
Direct Subsidy Scheme	S1	100	94	109	142	173
	S2	68	102	115	119	148
	S3	90	71	122	120	126
	S4	87	95	107	189	194
	S5	83	101	119	116	192
	S6	57	57	74	80	86
	S7	47	58	73	79	84
	All Grades	532	578	718	844	1003
Other Local Private	S1	2	0	0	0	4
	S2	2	0	0	0	0
	S3	12	6	5	4	4
	S4	97	40	27	21	24
	S5	180	128	91	64	61
	S6	105	74	63	53	52
	S7	78	85	67	62	50
	All Grades	476	333	253	204	195
International (including English Schools Foundation schools)	S1	76	80	86	90	89
	S2	78	76	81	84	86
	S3	71	76	74	79	82
	S4	67	68	73	75	74
	S5	63	65	68	75	77
	S6	70	68	67	68	72
	S7	58	59	56	59	63
	All Grades	483	491	505	530	543
All Sectors	S1	2207	2220	2225	2256	2275
	S2	2104	2211	2209	2201	2230
	S3	2109	2112	2208	2191	2224
	S4	1988	1941	1961	2089	2115
	S5	2094	2032	1994	2010	2145
	S6	1032	1013	1015	1019	1045
	S7	980	998	997	1007	1011
	All Grades	12514	12526	12611	12773	13044

- Notes:
- (1) Figures do not include special schools, skills opportunity schools and practical schools. Skills opportunity schools and practical schools completed mainstreaming in August 2004 are, however, included.
  - (2) Figures refer to the position as at September of the respective years.
  - (3) There are fractional numbers of class due to combined class. The numbers have been rounded to the nearest integer, and they may not add up to the respective totals.
  - (4) Figures for 2004/05 are provisional and subject to revisions.

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB032**

Question Serial No.

1552

Head: 156 Government Secretariat      Subhead(No. & title):  
Education and Manpower Bureau

Programme:           (2) Primary Education  
                              (3) Secondary Education

Controlling Officer: Permanent Secretary for Education and Manpower

Director of Bureau : Secretary for Education and Manpower

Question: Please give the breakdown on a yearly basis in the eighteen school districts :  
the number of aided and government primary schools with one class, two classes and three  
classes in operation in primary one, as well as their percentage against the total number of  
schools in the respective district from 2000/01 to 2004/05 school years.

Asked by: Hon. CHEUNG Man-kwong

Reply:

The numbers of government and aided primary schools operating one, two or three Primary 1  
class(es) and their respective percentages of the total numbers of schools in the districts in the  
school years from 2000/01 to 2004/05 are shown in the Appendix attached.

Signature \_\_\_\_\_  
Name in block letters      Mrs Fanny Law  
Post Title      Permanent Secretary for Education and Manpower  
Date      6 April 2005

Number and Percentage of Government and Aided Primary Schools with 1, 2 or 3 P1 Classes from 2000/01 to 2004/05 School Year

School Year	2000/01						2001/02						2002/03						2003/04						2004/05					
	Schools with 1 P1 Class		Schools with 2 P1 Classes		Schools with 3 P1 Classes		Schools with 1 P1 Class		Schools with 2 P1 Classes		Schools with 3 P1 Classes		Schools with 1 P1 Class		Schools with 2 P1 Classes		Schools with 3 P1 Classes		Schools with 1 P1 Class		Schools with 2 P1 Classes		Schools with 3 P1 Classes		Schools with 1 P1 Class		Schools with 2 P1 Classes		Schools with 3 P1 Classes	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
CW	0	0%	7	28%	9	36%	1	4%	6	24%	9	36%	1	5%	6	29%	9	43%	2	10%	6	30%	8	40%	2	11%	7	37%	8	42%
HKE	2	5%	6	14%	9	21%	2	5%	8	19%	4	10%	0	0%	10	24%	4	10%	4	10%	9	23%	6	16%	5	13%	9	23%	4	11%
I	13	54%	1	4%	2	8%	10	37%	2	7%	3	11%	9	35%	2	8%	4	15%	9	39%	3	13%	3	13%	9	43%	1	5%	4	19%
KC	3	7%	16	38%	10	23%	4	9%	14	33%	9	21%	6	14%	12	29%	5	12%	7	16%	8	19%	7	16%	8	21%	6	15%	5	13%
KT	5	11%	8	18%	2	5%	4	9%	10	22%	0	0%	3	7%	7	16%	7	16%	2	5%	6	14%	3	7%	5	12%	4	10%	6	14%
KwT	4	10%	6	15%	5	12%	5	13%	9	23%	2	5%	7	18%	6	15%	4	10%	6	16%	4	11%	4	11%	5	13%	4	11%	4	11%
N	19	35%	7	13%	2	4%	19	34%	8	14%	4	7%	15	27%	7	13%	8	15%	9	17%	7	13%	7	13%	7	14%	10	20%	6	12%
SK	2	7%	5	19%	3	11%	3	11%	2	7%	1	4%	2	7%	3	11%	3	11%	1	4%	4	15%	1	4%	3	11%	2	7%	4	15%
SOU	5	20%	4	16%	2	8%	6	26%	2	8%	3	13%	5	23%	3	14%	1	5%	2	9%	5	23%	0	0%	4	19%	2	10%	1	5%
SSP	4	11%	16	46%	3	9%	2	6%	13	38%	5	15%	5	16%	9	28%	6	19%	5	16%	7	22%	3	9%	3	10%	6	19%	3	10%
ST	7	12%	6	10%	9	16%	4	7%	5	9%	5	9%	6	11%	11	20%	7	13%	7	13%	7	13%	7	13%	12	23%	6	12%	8	15%
TM	11	18%	10	16%	5	9%	8	14%	7	12%	6	10%	10	18%	8	14%	13	23%	7	13%	9	16%	10	18%	7	13%	9	17%	8	15%
TP	8	20%	2	5%	3	7%	10	25%	4	10%	1	3%	7	18%	2	5%	6	15%	4	11%	5	14%	2	5%	3	9%	4	13%	3	9%
TW	2	6%	2	6%	3	10%	2	7%	1	3%	5	17%	2	7%	5	18%	6	21%	4	15%	3	12%	7	27%	4	15%	4	15%	5	19%
WCH	3	14%	6	29%	3	14%	3	14%	4	19%	4	19%	4	19%	4	19%	2	10%	1	5%	8	40%	1	5%	3	16%	3	16%	2	11%
WTS	1	3%	2	5%	3	8%	1	3%	4	11%	2	5%	4	11%	5	13%	3	8%	3	8%	1	3%	3	8%	3	8%	3	8%	5	14%
YL	15	22%	11	16%	3	4%	16	22%	13	18%	4	6%	15	20%	11	14%	8	11%	8	11%	13	17%	7	9%	8	11%	10	14%	2	3%
YTM	3	8%	12	32%	8	21%	3	8%	10	26%	8	21%	6	16%	10	27%	8	22%	8	23%	6	17%	5	15%	6	18%	8	24%	4	12%
<b>Total</b>	<b>107</b>	<b>15%</b>	<b>127</b>	<b>17%</b>	<b>84</b>	<b>12%</b>	<b>103</b>	<b>14%</b>	<b>122</b>	<b>17%</b>	<b>75</b>	<b>11%</b>	<b>107</b>	<b>15%</b>	<b>121</b>	<b>18%</b>	<b>104</b>	<b>15%</b>	<b>89</b>	<b>13%</b>	<b>111</b>	<b>17%</b>	<b>84</b>	<b>13%</b>	<b>97</b>	<b>15%</b>	<b>98</b>	<b>15%</b>	<b>82</b>	<b>13%</b>

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
 INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB033**

Question Serial No.

1553

Head: 156 Government Secretariat: Subhead (No. & title):  
 Education and Manpower Bureau

Programme: (5) Other Educational Services and Subventions

Controlling Officer: Permanent Secretary for Education and Manpower

Director of Bureau : Secretary for Education and Manpower

Question:

With regard to the pre-primary education, please give the breakdown on a yearly basis:

- (a) the wastage rates of qualified kindergarten teachers, qualified assistant kindergarten teachers and untrained kindergarten teachers in the non-profit-making kindergartens within and without the Kindergarten Subsidy Scheme and also the private independent kindergartens for the three school years from 2002/03 to 2004/05. Please also indicate the number and percentage of kindergarten teachers receiving salaries at rates specified by the Government.
- (b) the number and percentage of kindergarten principals who are holders of Certificate in Education (Kindergarten) Programme and/or Bachelor Degree in Early Childhood Education for the three school years from 2002/03 to 2004/05 school years.
- (c) the number of kindergarten teachers and child care workers who have attended the Certificate in Education (Kindergarten) Programme for the three school years from 2002/03 to 2004/05. And the percentage of kindergarten teachers and child care workers who are holders of Certificate in Education (Kindergarten).
- (d) the titles, number of places and applications received of various teacher training courses (including certificate, diploma and degree programmes) offered to pre-service and serving teachers for the five school years from 2002/03 to 2007/08.
- (e) the titles and number of places of various teacher training courses (including certificate, diploma and degree programmes) offered to pre-service and serving teachers for the three school years from 2005/06 to 2007/08.

Asked by: Hon. CHEUNG Man-kwong

Reply:

- (a) The wastage rates of different types of kindergarten teachers in 2002, 2003 and 2004 are as follows:

(i) 2002 #

Type of KGs		Wastage Rates			
		QKT	QAKT	UKT	ALL
NPM	KSS	8.5%	17.4%	17.5%	10.3%
	Non-KSS	10.6%	16.2%	24.5%	13.6%
	ALL	9.1%	17.0%	20.5%	11.6%
PI		16.0%	25.8%	27.1%	20.4%
OVERALL		11.0%	20.9%	23.6%	14.5%

# Figures refer to the period from mid September 2001 to mid September 2002



## (ii) 2003 #

Type of KGs		Wastage Rates			
		QKT	QAKT	UKT	ALL
NPM	KSS	8.8%	11.8%	14.4%	9.4%
	Non-KSS	10.3%	30.6%	16.9%	12.0%
	ALL	9.3%	18.2%	15.5%	10.3%
PI		15.0%	25.2%	26.2%	18.4%
OVERALL		10.8%	21.2%	20.5%	12.8%

# Figures refer to the period from mid September 2002 to mid September 2003

## (iii) 2004 #

Type of KGs		Wastage Rates			
		QKT	QAKT	UKT	ALL
NPM	KSS	10.3%	26.4%	22.5%	11.4%
	Non-KSS	10.6%	40.5%	27.3%	13.0%
	ALL	10.4%	32.2%	24.7%	12.0%
PI		16.1%	27.3%	28.2%	18.7%
OVERALL		11.9%	30.1%	26.5%	14.0%

# Provisional figures refer to the period from mid September 2003 to mid September 2004

Note:

QKT – Qualified Kindergarten Teacher

QAKT – Qualified Assistant Kindergarten Teacher

UKT – Untrained Kindergarten Teacher

NPM – Non-profit-making

PI – Private Independent

KSS – NPM KGs Joining the Kindergarten Subsidy Scheme

Non-KSS – NPM KGs Not Joining the Kindergarten Subsidy Scheme

The Bureau does not have complete information on the salaries of kindergarten teachers. However, kindergartens joining the Kindergarten Subsidy Scheme are required, among other conditions, to pay teachers according to the Recommended Salary Scales for Kindergarten Teaching Staff. In September 2004, there were 7 246 Qualified Kindergarten Teachers, 3 366 (46.5%) of whom were employed in kindergartens joining the Kindergarten Subsidy Scheme.

(b) The numbers of principals holding Certificate in Education (Kindergarten) Programme [CE(KG)] and Bachelor Degree in Early Childhood Education [BEd(ECE)] by headcount from the 2002/03 to 2004/05 school years are as follows:

	2002/03	2003/04	2004/05
Number of principals holding CE(KG) (Note 1)	321 (52.1%) (Note 2)	339 (57.6%) (Note 2)	354 (62.7%) (Note 2)
Number of principals holding BEd(ECE) (Note 1)	15 (2.4%) (Note 2)	42 (7.1%) (Note 2)	59 (10.4%) (Note 2)

Note 1: The present policy requires all serving KG principals to possess CE(KG) qualification or its equivalent by end of the 2005/06 school year.

Note 2: The percentage of these principals out of the total number of kindergarten principals is indicated in brackets.

(c) The number of kindergarten teachers having completed the CE(KG) course from the 2002/03 to 2004/05 school years are as follows: (The percentage of these teachers out of the total number of kindergarten teachers is indicated in brackets.) The information on the child care workers is not available.

	2002/03	2003/04	2004/05
Number of kindergarten teachers holding CE(KG)	829 (9.9%)	1 065 (13.1%)	1 438 (18.3%)

(d)&(e) The names, the number of intakes and the number of applications received for various pre-service and in-service teacher training courses (including certificate, diploma and degree programmes) from the 2002/03 to 2007/08 academic years are as follows. The Government does not have details of the applications to the various courses.

Relevant Training Programmes	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08
	No. of training places (Note 1)	No. of training places (Note 1)	No. of training places (Note 1)	Planned number of training places (Note 2)	Planned number of training places (Note 2)	Planned number of training places (Note 2)
In-service QKT Course	724	563	220	240	0	0
Pre-service QKT Course	432	230	203	150	150	150
In-service CE(KG) Course	941	894	882	1 040	1 040	1 040
Pre-service CE(KG) Course	104	198	125	180 (Note 3)	180 (Note 3)	180 (Note 3)
In-service BEd(ECE)	108	139	157	210	210	210

Note 1: The number of places is actual intakes of the school year.

Note 2: The planned figures include places funded by University Grants Committee (UGC), Vocational Training Council (VTC) and EMB as well as places operating on a self-financing mode.

Note 3: Approval has been granted by UGC for the Hong Kong Institute of Education to convert 60, 60 and 90 of the places in the 2005/06, 2006/07 and 2007/08 academic years respectively for the introduction of a new four-year full-time Bachelor of Education (Honours) (Early Childhood Education) Programme.

Signature \_\_\_\_\_  
Name in block letters Mrs Fanny Law  
Post Title Permanent Secretary for Education and Manpower  
Date 6 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB 034**

Question Serial No.

1554

Head: 156 Government Secretariat:      Subhead(No. & title):  
Education and Manpower Bureau

Programme:            (2) Primary Education  
                              (3) Secondary Education

Controlling Officer: Permanent Secretary for Education and Manpower

Director of Bureau : Secretary for Education and Manpower

Question: Please list the recurrent and non-recurrent grants provided in the form of cash by the Education and Manpower Bureau for the teaching and non-teaching staff of various types of primary and secondary schools in the past two school years (i.e., 2003/04 and 2004/05) and the expenditure involved.

Asked by: Hon. CHEUNG Man-kwong

Reply:

Please see the **attached** Appendices 1 – 2.

Signature \_\_\_\_\_  
Name in block letters      Mrs Fanny Law  
Post Title      Permanent Secretary for Education and Manpower  
Date      6 April 2005

## A. Cash Grants for Teaching and Non-teaching Staff of Secondary Schools

Type of Grant	Ambit #	For Teaching (T) /Non-teaching staff (N)	Expenditure (\$ million)								
			2003/04 school year *				2004/05 school year ^				
			Govt	Aided	Caput	DSS	Govt	Aided	Caput	DSS	
Administration Grant	To enable schools to employ administrative and janitor staff to meet their specific needs or to use the grant for the cleaning of the school premises by contract.	N	N/A	1,043.07	N/A	N/A	N/A	N/A	1,047.89	N/A	N/A
Substitute Teacher Grant	To replace unfilled vacancies and use it for staff and non-staff purposes. (on claim basis)	T & N	0.31	18.01	N/A	N/A	0.70	21.02	N/A	N/A	
Cash Grant for Project Yi Jin	To cover expenses required for schools to operate additional class for outsider students under the Yi Jin/Secondary Schools Collaboration Project	T & N	N/A	N/A	N/A	N/A	No gov't school participates	16.10	N/A	N/A	
School-based Newly Arrived Children Support Scheme Grant	To provide support services to newly arrived children to help them adjust to local education system	T & N	0.21	3.06	0.34	2.82	0.52	2.45	0.23	2.87	
School-based Management Supplementary Grant	To enable schools to cope with the additional requirements for clerical and executive support arising from school-based management.	T & N	1.53	53.89	1.18	N/A	5.38	54.50	1.19	N/A	
Capacity Enhancement Grant	To hire personnel and/or services to relieve teachers' workload	T & N	9.14	151.82	3.13	12.74	15.01	153.89	3.11	15.37	
Composite IT Grant (CITG)	To cover expenses for various IT in education purposes	N	N/A	N/A	N/A	N/A	8.95	100.47	2.23	N/A	
IT-Co-ordinator	To help sustain schools' efforts in applying IT across curricula	T	8.01	79.14	N/A	N/A	N/A	N/A	N/A	N/A	

Type of Grant	Ambit #	For Teaching (T) /Non-teaching staff (N)	Expenditure (\$ million)							
			2003/04 school year *				2004/05 school year ^			
			Govt	Aided	Caput	DSS	Govt	Aided	Caput	DSS
Technical Support Services Grant	To employ on-site Technical Support Services officer or hiring Technical Support Services from a contractor	N	5.65	53.56	1.17	N/A	Incorporated into CITG	Incorporated into CITG	Incorporated into CITG	N/A

Note : # The ambits of most of the above grants cover not only the staff costs/allowances, but also the expenses on purchases of materials, furniture and equipment etc.

\* The expenditures for 2003/04 school year are calculated on a pro-rata basis between 2003-04 and 2004-05 financial years.

^ The expenditures for 2004/05 school year are calculated on a pro-rata basis between 2004-05 and 2005-06 financial years.

## B. Cash Grants for Teaching and Non-teaching Staff of Primary Schools

Type of Grant	Ambit #	For Teaching (T) /Non-teaching staff (N)	Expenditure (\$ million)					
			2003/04 school year *			2004/05 school year ^		
			Govt	Aided	DSS	Govt	Aided	DSS
Administration Grant/Revised Administration Grant	To enable schools to employ contractors or part-timers to undertake some of the janitor duties and to provide extra clerical or secretarial services.	N	N/A	440.69	N/A	N/A	431.82	N/A
Substitute Teacher Grant	To replace unfilled vacancies and use it for staff and non-staff purposes. (on claim basis)	T & N	0.05	8.54	N/A	0.30	8.27	N/A
Student Guidance Service Grant	To hire student guidance service and/or appoint supernumerary student guidance personnel for aided primary schools without student guidance teachers/officers.	N	Provision of staff	97.82 (may claim cash or post)	N/A	Provision of staff	91.70 (may claim cash or post)	N/A
Intensive Learning Support Grant	To support students with learning difficulties and disabilities	T & N	0.77	7.45 (Pilot Scheme in 03/04 s.y. paid in 03-04 f.y.)	N/A	1.23	44.0	N/A
Understanding Adolescent Project Grant	To provide Intensive Programme for Primary 4 students with greater needs for guidance	N	N/A	N/A	N/A	0.89	18.08	N/A
Cash Grant for Small Class Teaching	To enable schools participating in the Study on Small Class Teaching to conduct small class teaching, including the employment of additional teachers, teaching assistants and/or procurement of teaching resources for the purpose	T & N	N/A	N/A	N/A	0.36	12.76	N/A

Type of Grant	Ambit #	For Teaching (T) /Non-teaching staff (N)	Expenditure (\$ million)					
			2003/04 school year *			2004/05 school year ^		
			Govt	Aided	DSS	Govt	Aided	DSS
School-based Newly Arrived Children Support Scheme Grant	To provide support services to newly arrived children to help them adjust to local education system.	T & N	0.30	13.05	N/A	1.22	14.23	N/A
School-based Management Supplementary Grant	To enable schools to cope with the additional requirements for clerical and executive support arising from school-based management.	T & N	1.32	65.89	N/A	4.83	63.57	N/A
Capacity Enhancement Grant	To hire personnel and/or services to relieve teachers' workload.	T & N	11.14	238.42	3.17	19.16	227.08	4.25
Composite IT Grant (CITG)	To cover expenses for various IT in education purposes	N	N/A	N/A	N/A	7.60	130.64	N/A
IT-Co-ordinator	To help sustain schools' efforts in applying IT across curricula	T	8.75	131.46	N/A	N/A	N/A	N/A
Technical Support Services Grant	To employ on-site Technical Support Services officer or hiring Technical Support Services from a contractor	N	4.13	59.36	N/A	Incorporated into CITG	Incorporated into CITG	N/A
Curriculum Leadership Grant for Small Schools	To support the work of the curriculum leader in aided schools with 1 to 5 operating classes for five years	T	N/A	N/A	N/A	N/A	3.87	N/A

Note : # The ambits of most of the above grants cover not only the staff costs/allowances, but also the expenses on purchases of materials, furniture and equipment etc.

\* The expenditures for 2003/04 school year are calculated on a pro-rata basis between 2003-04 and 2004-05 financial years.

^ The expenditures for 2004/05 school year are calculated on a pro-rata basis between 2004-05 and 2005-06 financial years.

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB035**

Question Serial No.

1555

Head: 156 Government Secretariat:      Subhead(No. & title):  
                Education and Manpower Bureau  
Programme:                    (4) Special Education

Controlling Officer:    Permanent Secretary for Education and Manpower

Director of Bureau :    Secretary for Education and Manpower

Question:

Regarding special education:

- what additional support and services were provided for integrated education in the past two school years (i.e. 2003/04 and 2004/05) to encourage children with special educational needs to receive education in ordinary schools as far as practicable? How much money is involved and how effective are these support and services? Please provide details of each item.
- how many teachers in special schools are trained in special education? What is the proportion of these teachers to the total number of teachers in special schools?

Asked by:    Hon. CHEUNG Man-kwong

Reply:

- Mainstream schools that admit students with special educational needs (SEN) are provided with additional resources. For the 117 schools participating in the Integrated Education (IE) Programme, they are provided with additional teachers, learning support assistants, funding, training and professional support. The annual expenditures in the 2003/04 and 2004/05 school years were \$30 million and \$31 million respectively.

Starting from the 2002/03 school year, we have been conducting annual evaluation of the IE Programme. The major objective of the evaluation is to assess the impact of the Programme on the academic performance and social adjustment of the students concerned. Evaluation findings of the teachers' survey in the 2003/04 school year indicated that more than 90% of the students showed stable performance or improvement in terms of 'overall academic performance', 'learning motivation', 'social adjustment' and 'self esteem'.

- In the 2004/05 school year, around 1 100 special school teachers (representing 77.3%) are trained in special education.

Signature \_\_\_\_\_  
Name in block letters      Mrs Fanny Law  
Post Title      Permanent Secretary for Education and Manpower  
Date      6 April 2005



Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB036**

Question Serial No.

1556

Head: 156 Government Secretariat:            Subhead(No. & title):  
Education and Manpower Bureau  
Programme:    (3) Secondary Education

Controlling Officer: Permanent Secretary for Education and Manpower

Director of Bureau : Secretary for Education and Manpower

Question: Please provide, by district, the number of senior secondary schools and the places offered by them for the three school years from 2002/03 to 2004/05 school years. Please also provide a breakdown of the numbers of junior and senior school places offered and their respective proportions.

Asked by: Hon. CHEUNG Man-kwong

Reply:

The first batch of senior secondary schools (SSS) commenced operation in the 2003/04 school year. A breakdown of the number of SSS and their respective school places in the 2003/04 and 2004/05 school years are as follows:

**2003/04 School Year**

District	No. of SSS	Junior secondary (S1-S3)		Senior Secondary (S4-S7)		Total
		No. of Places	%	No. of Places	%	
Wanchai	1	0	0	320	100	320
Kwun Tong	2	280	32	600	68	880
Kowloon City	1	160	33	320	67	480
Island	2	120	20	488	80	608
Sai Kung	2	280	28	720	72	1 000
<b>Total:</b>	<b>8</b>	<b>840</b>	<b>26</b>	<b>2 448</b>	<b>74</b>	<b>3 288</b>

**2004/05 School Year**

District	No. of SSS	Junior secondary (S1-S3)		Senior Secondary (S4-S7)		Total
		No. of Places	%	No. of Places	%	
Wanchai	1	0	0	640	100	640
Kwun Tong	2	560	36	1 000	64	1 560
Kowloon City	1	320	38	520	62	840
Sham Shui Po	1	160	44	200	56	360
Islands	2	240	18	1 120	82	1 360
Sai Kung	3	560	26	1 640	74	2 200
Shatin	1	160	44	200	56	360
<b>Total:</b>	<b>11</b>	<b>2 000</b>	<b>27</b>	<b>5 320</b>	<b>73</b>	<b>7 320</b>

The junior secondary places are offered by taking into account curriculum need, demand and supply and parental choice. We will continue to closely monitor the situation.

Signature \_\_\_\_\_  
 Name in block letters Mrs Fanny Law  
 Post Title Permanent Secretary for Education and Manpower  
 Date 6 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB037**

Question Serial No.

1557

Head: 156 Government Secretariat      Subhead(No. & title):  
Education and Manpower Bureau

Programme:            (2) Primary Education  
                              (3) Secondary Education

Controlling Officer: Permanent Secretary for Education and Manpower

Director of Bureau : Secretary for Education and Manpower

Question: Could the Administration provide -

1. the number of classes of P1-P6 in each district for the school years of 2003/04, 2004/05 and 2005/06; and
2. the number of classes of S1-S7 in each district for the school years of 2003/04, 2004/05 and 2005/06?

Asked by: Hon. CHEUNG Man-kwong

Reply:

Please refer to the reply to FC Question No. 1551 and No. 1573 where relevant past/projected figures for primary and secondary day schools broken down by district and by grade for the school years 2000/01 to 2010/11 are presented.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Mrs Fanny Law

Post Title \_\_\_\_\_

Permanent Secretary for Education and Manpower

Date \_\_\_\_\_

6 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

EMB038

Question Serial No.

1558

Head: 156 Government Secretariat:                      Subhead(No. & title):  
Education and Manpower Bureau

Programme:                      (2) Primary Education  
    (3) Secondary Education

Controlling Officer:      Permanent Secretary for Education and Manpower

Director of Bureau :      Secretary for Education and Manpower

Question: Could the administration provide a list of –

1. the school reprovisioning/building programmes approved by the Finance Committee and under planning for schools accommodated in sub-standard premises from the 2005/06 school year on, with information including the school year of implementation of the programme, the name of the school and the district in which it is situated;
2. the sites available for school development every school year from 2005/06 onwards, their locations and tentative dates for development; and
3. the sponsoring bodies having applied or intending to apply for new premises for school operation in the past three school years (i.e. from 2002/03 to 2004/05) and the next three school years (i.e. from 2005/06 to 2007/08), the mode of subvention proposed and the results of the applications (if any)?

Asked by:      Hon. CHEUNG Man-kwong

Reply:

Details of the reprovisioning and redevelopment school projects under construction and those under planning are provided at **Annex A** and **Annex B** respectively. It should be noted that those projects under planning would only proceed if they are technically feasible and subsequently given funding approval.

The reserved school sites expected to be available from the 2005/06 school year onwards, with information on their locations and tentative uses, are provided at **Annex C**. Whether the sites can be used for school developments are subject to merits of individual projects, technical feasibility studies, availability of resources having regard to competing requests for funding, and funding approval of the Finance Committee of the Legislative Council.

The number of school sponsoring bodies having applied for school premises and the successful bidders from the 2002/03 to 2004/05 school years are listed at **Annex D**.

We do not have information on sponsoring bodies intending to apply for school premises in the next three school years. This is because when school premises are available for allocation, invitation for applications will be promulgated through the press release and the Education and Manpower Bureau website. Interested sponsoring bodies will submit their applications upon invitation.

Signature \_\_\_\_\_  
Name in block letters Mrs Fanny Law  
Post Title Permanent Secretary for Education and Manpower  
Date 6 April 2005

**Reprovisioning and Redevelopment School Projects Under Construction  
For Completion From the 2005/06 School Year Onwards**

District	School Year	School Name
<b>Secondary Schools</b>		
<b>Hong Kong Region : 1</b>		
SOU	2005/06	Caritas St Francis Secondary School
<b>Kowloon Region : 1</b>		
SSP	2006/07	St Mary's Church College
<b>New Territories West Region : 1</b>		
YL	2006/07	Pending allocation for reprovisioning
<b>Primary Schools</b>		
<b>Hong Kong Region : 1</b>		
WCH	2006/07	Marymount Primary School
<b>Kowloon Region : 1</b>		
WTS	2005/06	CCC Kei Tsz Primary School
<b>New Territories West Region : 1</b>		
YL	2007/08	Yuen Long Chamber of Commerce Primary School
<b>Total : 6</b>		

**Legend :**

SOU – Southern

SSP – Sham Shui Po

WCH – Wan Chai

WTS – Wong Tai Sin

YL – Yuen Long

**Reprovisioning and Redevelopment School Projects Under Planning  
For Completion From the 2005/06 School Years Onwards**

<b>District</b>	<b>School Year</b>	<b>Purpose</b>
<b>Secondary Schools</b>		
<b>Hong Kong Region : 1</b>		
SOU	2009/10	Pending allocation for reprovisioning
<b>Kowloon Region : 2</b>		
KC	2008/09	In-situ redevelopment of an existing school
SSP	2008/09	In-situ redevelopment of an existing school
<b>New Territories West Region : 1</b>		
YL	2010/11	Pending allocation for reprovisioning
<b>Primary Schools</b>		
<b>Hong Kong Region : 2</b>		
SOU	2007/08	Reprovisioning of two existing schools
WCH	2007/08	In-situ redevelopment of an existing school
<b>Kowloon Region : 1</b>		
KC	2009/10	Pending allocation for reprovisioning
<b>Total : 7</b>		

**Legend :**

KC – Kowloon City  
 SOU – Southern  
 SSP – Sham Shui Po  
 WCH – Wan Chai  
 YL – Yuen Long

<b>Number of Reserved School Sites Expected* to be Available in Next Five School Years (i.e. from 2005/06 to 2009/10)</b>						
<b>District</b>	<b>School Year</b>					
	<b>2005/06</b>	<b>2006/07</b>	<b>2007/08</b>	<b>2008/09</b>	<b>2009/10</b>	<b>Total</b>
<b>Secondary School Sites</b>						
<b>Hong Kong Region : 3</b>						
HKE	1	-	-	-	-	<b>1</b>
IS	-	-	-	1	-	<b>1</b>
SOU	-	-	1	-	-	<b>1</b>
<b>Kowloon Region : 1</b>						
KC	1	-	-	-	-	<b>1</b>
<b>New Territories East Region : 12</b>						
N	2	-	-	-	-	<b>2</b>
SK	2	2	1	2	1	<b>8</b>
ST	-	-	-	1	-	<b>1</b>
TP	-	-	1	-	-	<b>1</b>
<b>New Territories West Region : 3</b>						
TW	-	1	-	-	-	<b>1</b>
TM	-	-	-	-	1	<b>1</b>
YL	-	-	-	1	-	<b>1</b>
<b>Primary School Sites</b>						
<b>Hong Kong Region : 7</b>						
HKE	1	-	-	-	-	<b>1</b>
IS	-	1	-	1	-	<b>2</b>
SOU	2	-	1	-	1	<b>4</b>



<b>Number of Reserved School Sites Expected* to be Available in Next Five School Years (i.e. from 2005/06 to 2009/10)</b>						
<b>District</b>	<b>School Year</b>					
	<b>2005/06</b>	<b>2006/07</b>	<b>2007/08</b>	<b>2008/09</b>	<b>2009/10</b>	<b>Total</b>
<b>Kowloon Region : 8</b>						
KC	-	1	-	-	-	<b>1</b>
KT	1	2	-	-	-	<b>3</b>
SSP	1	2	-	-	-	<b>3</b>
YTM	-	1	-	-	-	<b>1</b>
<b>New Territories East Region : 14</b>						
N	4	-	-	-	-	<b>4</b>
SK	2	-	1	-	1	<b>4</b>
ST	-	-	-	1	-	<b>1</b>
TP	3	1	-	-	1	<b>5</b>
<b>New Territories West Region : 15</b>						
KwT	2	-	-	-	-	<b>2</b>
TW	1	1	-	-	-	<b>2</b>
TM	-	-	2	-	1	<b>3</b>
YL	4	1	1	2	-	<b>8</b>
<b>Primary-cum-Secondary School Sites</b>						
<b>Hong Kong Region : 3</b>						
IS	2	-	-	-	1	<b>3</b>
<b>Kowloon Region : 2</b>						
SSP	-	1	-	-	-	<b>1</b>
YTM	-	1	-	-	-	<b>1</b>

<b>Number of Reserved School Sites Expected* to be Available in Next Five School Years (i.e. from 2005/06 to 2009/10)</b>						
<b>District</b>	<b>School Year</b>					
	<b>2005/06</b>	<b>2006/07</b>	<b>2007/08</b>	<b>2008/09</b>	<b>2009/10</b>	<b>Total</b>
<b>New Territories East Region : 2</b>						
N	-	1	-	-	-	<b>1</b>
ST	1	-	-	-	-	<b>1</b>
<b>New Territories West Region : 1</b>						
YL	-	-	1	-	-	<b>1</b>
<b>Special School Sites</b>						
<b>Hong Kong Region : 1</b>						
IS	-	1	-	-	-	<b>1</b>
<b>Kowloon Region : 1</b>						
SSP	1	-	-	-	-	<b>1</b>
<b>New Territories East Region : 1</b>						
SK	1	-	-	-	-	<b>1</b>
<b>New Territories West Region : 1</b>						
YL	1	-	-	-	-	<b>1</b>
<b>Total : 75</b>						

**Legend :**

HKE – Hong Kong East

IS – Islands

KC – Kowloon City

KT – Kwun Tong

KwT – Kwai Tsing

N – North

SK – Sai Kung

SOU – Southern  
SSP – Sham Shui Po  
ST – Sha Tin  
TM – Tuen Mun  
TP – Tai Po  
TW – Tsuen Wan  
YL – Yuen Long  
YTM – Yau Tsim Mong

\* Excluding school sites under construction.

### Sponsoring Bodies Applying for School Premises (2002/03 to 2004/05 School Years)

#### Number of Sponsoring Bodies Having Applied for School Premises:

School Year	Mode of Subvention Proposed			
	Aided School	Direct Subsidy Scheme School	Both	Total
2002/03	67	16	2	85
2003/04	12*	11		23
2004/05	8	2		10

\* One sponsoring body applied for either an aided or a Direct Subsidy Scheme school.

#### Successful Applicants for School Premises:

##### 2002/03 School Year

	Name of Sponsoring Body	Allocation Results	
		Aided Schools	Direct Subsidy Scheme Schools
1.	Catholic Foreign Mission Society of America Inc	1	
2.	Chiu Yang Residents Association of Hong Kong	1	
3.	Chung Sing School Limited	1	
4.	Church Body of the Hong Kong Sheng Kung Hui	7	
5.	Daughters of Charity of the Canossian Institute, Inc	1	
6.	Emmanuel Church	1	
7.	Hong Kong Buddhist Association	1	

	Name of Sponsoring Body	Allocation Results	
		Aided Schools	Direct Subsidy Scheme Schools
8.	Hong Kong University Graduates Association Education Foundation		1
9.	Hop Yat Church of the Church of Christ in China	1	
10.	Kowloon Tong Church of the Chinese Christian & Missionary Alliance	1	
11.	Kwong Ming School Limited	1	
12.	Lee Chi Tat Memorial Fund Limited	1	
13.	Po Leung Kuk	1	1
14.	Precious Blood Congregation	1	
15.	Queen Elizabeth School Old Students' Association Education Promotion Organization Ltd	1	
16.	Salesian of Don Bosco	1	
17.	Shun Tak Fraternal Association	1	
18.	Sik Sik Yuen	1	
19.	The Catholic Diocese of Hong Kong	5 (2 projects are suspended due to review of the South East Kowloon Development)	
20.	The Director in Hong Kong of St. Joseph's College	1	
21.	The Encouragement of Character Training for the Youths of Hong Kong Limited	1 (Offer declined by sponsoring body)	
22.	The Hong Kong Council of the Church of Christ in China	2 (1 project is suspended due to	

	Name of Sponsoring Body	Allocation Results	
		Aided Schools	Direct Subsidy Scheme Schools
		review of the South East Kowloon Development)	
23.	The Methodist Church, Hong Kong	1 (Offer declined by sponsoring body)	
24.	The Salvation Army - Hong Kong Command	1	
25.	Wai Chow Sheung Shui Clansman Association Limited	1	

#### **2003/04 School Year**

	Name of Sponsoring Body	Allocation Results	
		Aided Schools	Direct Subsidy Scheme Schools
1.	Cumberland Presbyterian Church Hong Kong Presbytery	1	
2.	Precious Blood Congregation	1	

#### **2004/05 School Year**

	Name of Sponsoring Body	Allocation Results	
		Aided Schools	Direct Subsidy Scheme Schools
1.	Church Body of the Hong Kong Sheng Kung Hui	1	

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB039**

Question Serial No.

1559

Head: 156 Government Secretariat:      Subhead(No. & title):  
Education and Manpower Bureau  
Programme:                      (8) Policy and Support

Controlling Officer:    Permanent Secretary for Education and Manpower

Director of Bureau :    Secretary for Education and Manpower

Question:

What are the estimated expenditure and manpower involved in helping public sector schools to establish a school governance system in 2005-06 ?

Asked by:    Hon. CHEUNG Man-kwong

Reply:

Since the enactment of the Education (Amendment) Ordinance 2004 in July 2004, we have initiated various support measures to assist schools in setting up incorporated management committees (IMC). These measures include web-based legal advice for setting up IMCs; the preparation of a sample constitution and guidelines; training for school managers; and provision of professional liability insurance for IMCs. In 2005-06, we have reserved an annual provision of about \$7 million for the insurance cover and manager training. Apart from this, resources and manpower required to implement the above support measures will be absorbed by EMB through internal re-deployment. We will continue to assess the needs of schools in setting up IMCs and to provide them with the necessary support.

Signature	
Name in block letters	Mrs Fanny Law
Post Title	Permanent Secretary for Education and Manpower
Date	6 April 2005











Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

EMB044

Question Serial No.

1568

Head: 156 Government Secretariat:      Subhead(No. & title):  
Education and Manpower Bureau

Programme:                      (3) Secondary Education

Controlling Officer:    Permanent Secretary for Education and Manpower

Director of Bureau :    Secretary for Education and Manpower

Question:

Could the Administration provide details of -

- (a) the number of teachers teaching non-English language subjects and non-academic subjects in the existing 112 EMI schools who have met the English proficiency requirements of teachers set out by the Education Commission in its consultation document – *Review of Medium of Instruction for Secondary Schools and Secondary School Places Allocation*, and its ratio to the total number of teachers teaching non-English language subjects and non-academic subjects in these EMI schools; and
- (b) the number of teachers teaching non-English language subjects and non-academic subjects in our CMI schools who have met the English proficiency requirements of teachers set out by the Education Commission in its consultation document – *Review of Medium of Instruction for Secondary Schools and Secondary School Places Allocation*, and its ratio to the total number of teachers teaching non-English language subjects and non-academic subjects in these CMI schools?

Asked by:    Hon. CHEUNG Man-kwong

Reply:

- (a) and (b) The basic language proficiency requirement of teachers teaching in the English medium as proposed by the Working Group on Review of Secondary School Places Allocation and Medium of Instruction for Secondary Schools (WG) in its consultation document is to assure the quality of English-medium teaching. Apart from essential personal particulars, the data on teachers kept by the Administration pertain mainly to their university degrees and relevant professional qualifications. We do not have comprehensive information on which subjects teachers in CMI schools would teach through the English-medium at the senior secondary levels. Hence, we do not have information on the proportion of teachers teaching non-language and non-academic subjects in both the English-medium and Chinese-medium schools who have met the requirement. Nevertheless, the WG believes that the proposed requirement of teachers is reasonable, having regard to the proposed multiple avenues and the average overall score of the final-year university students taking the International English Language Testing System (IELTS) (viz. 6.46 and 6.51 on a nine-band scale in the 2002/03 to 2003/04 school years respectively against the WG's recommendation of Band 6). During their informal discussions with the WG, academics and major stakeholders have concurred that the proposed requirement is reasonable and attainable.

Signature \_\_\_\_\_

Name in block letters                      Mrs Fanny Law

Post Title                      Permanent Secretary for Education and Manpower

Date                                      6 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB045**

Question Serial No.

1569

Head: 156 Government Secretariat      Subhead(No. & title):  
Education and Manpower Bureau  
Programme:            (2) Primary Education  
                              (3) Secondary Education  
                              (4) Special Education  
Controlling Officer: Permanent Secretary for Education and Manpower

Director of Bureau : Secretary for Education and Manpower

Question: What are the details of the recurrent and non-recurrent items for IT education in the 2005/06 school year and the amount of expenditure involved?

Asked by: Hon. CHEUNG Man-kwong

Reply:

To support the implementation of the information technology in education strategy, the expenditure included in the 2005-06 Draft Estimates is as follows-

<b>Non-recurrent expenditure</b>	<b>Amount</b>
Residual payments for site works under the first information technology in education strategy	\$4.84M

<b>Recurrent expenditure</b>	<b>Amount</b>
Contract maintenance	\$35.74M
Refresher training courses	\$12.26M
Composite IT grant	\$229.42M

Signature \_\_\_\_\_  
Name in block letters      Mrs Fanny Law  
Post Title      Permanent Secretary for Education and Manpower  
Date      6 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB046**

Question Serial No.

1570

Head: 156 Government Secretariat                      Subhead(No. & title):

Education and Manpower Bureau

Programme:                      (2) Primary Education  
    (3) Secondary Education  
    (4) Special Education

Controlling Officer: Permanent Secretary for Education and Manpower

Director of Bureau : Secretary for Education and Manpower

Question:

- (a) How many school burglary cases were reported in the past three school years i.e. from 2002 to 2004? Please list out the items and quantity of the lost equipment and the amount involved.
- (b) What are the items, quantity and the amount involved in purchasing new equipment caused by burglaries by using the school provision or the additional provision applied by the schools?

Asked by: Hon. CHEUNG Man-kwong

Reply:

- (a) Details of school burglary cases reported in the past three financial years are as follows:

Financial year	Number of schools	Type of equipment (Quantity)	Estimated amount
2002-03	11	Projection system (16) Computer system (21)	\$0.32M
2003-04	19	Projection system (68) Computer system (6)	\$0.66M
2004-05	12	Projection system (113) Computer system (15)	\$1.12M

- (b) Subject to the school supervisor/head's certification that no fraud or negligence is involved, subvention for replacement of equipment lost in burglary would be granted to the school. The numbers of schools reporting burglary of IT equipment and granted with separate subsidy to cover the loss in the past three financial years are as follows:

Financial year	Number of schools	Type of equipment (Quantity)	Estimated amount
2002-03	4	Projection system (4) Computer system (1)	\$0.08M
2003-04	3	Projection system (10)	\$0.09M
2004-05	3	Projection system (10) Computer system (13)	\$0.15M

Signature	
Name in block letters	Mrs Fanny Law
Post Title	Permanent Secretary for Education and Manpower
Date	6 April 2005



Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

EMB048

Question Serial No.

1573

Head: 156 Government Secretariat      Subhead(No. & title):  
Education and Manpower Bureau

Programme:                    (2) Primary Education  
                                      (3) Secondary Education  
                                      (5) Other Educational Services and Subventions

Controlling Officer:    Permanent Secretary for Education and Manpower

Director of Bureau :    Secretary for Education and Manpower

Question:    Please give the breakdown on a yearly basis in the eighteen school districts:

- (a)    the number of places and students at each grade in kindergartens, and the number of places and students at each grade in primary and secondary schools under the categories of government, aided, Direct Subsidy Scheme, private and international schools for the five school years from 2000/01 to 2004/05 ;
- (b)    the projected number of places and students at each grade in kindergartens, and the number of places and students at each grade in primary and secondary schools under the categories of government, aided, Direct Subsidy Scheme, private and international schools for the six school years from 2005/06 to 2010/11.

Asked by:    Hon. CHEUNG Man-kwong

Reply:

- (a)    The number of places and students broken down by district and by grade in kindergartens are detailed at Appendix 1 (Tables 1A and 2A). Similar figures for primary and secondary schools further analysed by sector of schools (including government, aided, Direct Subsidy Scheme (DSS), Caput, Bought Place Scheme, local private and international schools) from 2000/01 to 2004/05 school years are also given at Appendix 1 (Tables 1B and 2B, Tables 1C and 2C).
- (b)    The projected supply of public sector primary and secondary school places broken down by district from 2005/06 to 2010/11 school years are set out in Appendix 2 (Tables 1A and 1B) based on the existing School Building Programme.

Primary school places are planned on a macro basis, with all grades taken together, to ensure sufficient provision at district level for all eligible children to attend schools close to their home. Projections on supply down to individual grades are not available. On the other hand, to pave way for the proposed new senior secondary academic structure (i.e. the "3+3" academic structure), class restructuring amongst secondary schools would be necessary. Once the implementation year of "3+3" reform is finalized later this year, EMB will work with schools on a case-by-case basis on the class structure that schools should adopt to cater for student demand. As the process is interactive and iterative, projections on supply of secondary places broken down by grade will be fluid.

In the light of the latest population projections released by the Census and Statistics Department in mid-2004, which point to a more rapid decline in school-age population than the previous projections, a review of the School Building Programme is being conducted. Pending the results of the review, the projections on supply of school places will be adjusted.



Supply of places in private schools (including international schools) and kindergartens is largely determined by market forces. As such, we do not have sufficient information to forecast their future supply.

The projected number of students in kindergartens, government, aided and DSS primary schools (taken as a whole) as well as government, aided, Caput and DSS secondary schools (taken as a whole) from 2005/06 to 2010/11 school years are given in Appendix 2 (Table 2). The ultimate share amongst districts and different types of schools as well as the market share of private schools are largely affected by parental or individual preferences which defy any accurate prediction. As in the case of projected supply of school places, grade breakdowns do not serve useful or meaningful purposes.

It should be noted that the projected number of secondary students given in Table 2 of Appendix 2 are compiled on the basis of the present “5+2” academic structure. Upon the implementation of the proposed “3+3” reform, we expect the number of students in the “double-cohort” year (i.e. the year when the last cohort of S7 students will co-exist with the first cohort of SS3 students) in government, aided, Caput and DSS secondary schools to rise by around 46 000 to 47 000.

Signature	_____
Name in block letters	<u>Mrs Fanny Law</u>
Post Title	<u>Permanent Secretary for Education and Manpower</u>
Date	<u>6 April 2005</u>

**Table 1A: Number of Places in Kindergartens by District and by Grade, 2000/01-2004/05**

District	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Central & Western	K1	2603	2742	2670	2455	2161
	K2	3226	2944	3071	2751	2480
	K3	2987	2890	2616	2756	2234
	All Grades	8816	8576	8357	7962	6875
Wan Chai	K1	2344	2312	2099	2260	2085
	K2	2983	2996	2869	2690	2826
	K3	3144	3132	3054	2858	2661
	All Grades	8471	8440	8022	7808	7572
Eastern	K1	5000	5237	4706	4769	4185
	K2	6316	6068	5765	5111	5452
	K3	6545	6409	6221	5395	5289
	All Grades	17861	17714	16692	15275	14926
Southern	K1	1949	2179	2208	1744	1541
	K2	2309	2255	2443	2137	1943
	K3	2669	2423	2320	2392	2280
	All Grades	6927	6857	6971	6273	5764
Yau Tsim Mong	K1	2019	1993	1846	1777	1782
	K2	2314	2129	1948	1738	1813
	K3	2480	2209	2087	1766	1770
	All Grades	6813	6331	5881	5281	5365
Sham Shui Po	K1	3462	3329	3189	3167	2770
	K2	4142	3901	3751	3277	3291
	K3	4290	4366	3882	3592	2987
	All Grades	11894	11596	10822	10036	9048
Kowloon City	K1	7012	7224	6815	7106	6501
	K2	8318	8090	7423	6801	7241
	K3	9201	8242	7687	7313	6753
	All Grades	24531	23556	21925	21220	20495
Wong Tai Sin	K1	3675	3949	3427	3305	2750
	K2	4063	3981	3945	3410	3427
	K3	4276	4202	4131	4052	3340
	All Grades	12014	12132	11503	10767	9517
Kwun Tong	K1	4987	4742	4596	4793	4258
	K2	5441	5475	5066	4812	4857
	K3	5569	5596	5243	5015	4788
	All Grades	15997	15813	14905	14620	13903

**Table 1A: (Cont'd) Number of Places in Kindergartens by District and by Grade, 2000/01-2004/05**

District	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Sai Kung	K1	3485	3575	3254	3414	3424
	K2	3473	3751	3437	3300	3665
	K3	3778	3662	3787	3511	3447
	All Grades	10736	10988	10478	10225	10536
Sha Tin	K1	5075	5294	4705	4650	4295
	K2	5879	5863	5254	4605	4733
	K3	5929	5733	5483	5012	4728
	All Grades	16883	16890	15442	14267	13756
Tai Po	K1	2871	2628	2365	2288	2006
	K2	3370	3225	2829	2556	2331
	K3	3681	3150	3008	2850	2492
	All Grades	9922	9003	8202	7694	6829
North	K1	3671	3526	3152	2929	2727
	K2	3961	3806	3536	3199	2975
	K3	4324	3984	3750	3551	3134
	All Grades	11956	11316	10438	9679	8836
Yuen Long	K1	5327	5940	5654	5609	5426
	K2	6230	6347	6173	6129	6309
	K3	6589	6695	6659	6597	6506
	All Grades	18146	18982	18486	18335	18241
Tuen Mun	K1	4804	4880	4573	4673	4300
	K2	5889	5590	5388	4765	4936
	K3	6376	6014	5861	5341	4841
	All Grades	17069	16484	15822	14779	14077
Tsuen Wan	K1	2412	2148	1973	2017	1764
	K2	2738	2595	2250	2108	2082
	K3	3113	2599	2619	2444	2014
	All Grades	8263	7342	6842	6569	5860
Kwai Tsing	K1	3967	4087	3889	4297	4108
	K2	4307	4367	4362	3981	4155
	K3	4375	4205	4438	4180	4274
	All Grades	12649	12659	12689	12458	12537
Islands	K1	979	1265	1441	1546	1742
	K2	1217	1493	1506	1620	1875
	K3	1355	1491	1430	1436	1726
	All Grades	3551	4249	4377	4602	5343
All Districts	K1	65642	67050	62562	62799	57825
	K2	76176	74876	71016	64990	66391
	K3	80681	77002	74276	70061	65264
	All Grades	222499	218928	207854	197850	189480

- Notes: (1) Figures do not include special schools.  
(2) Figures refer to the position as at September of the respective years.  
(3) Figures for 2004/05 are provisional and subject to revisions.

**Table 1B: Number of Places in Primary Day Schools by District, by Sector and by Grade, 2000/01-2004/05**

**(1) District: Central & Western**

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	P1	128	128	128	128	128
	P2	128	128	128	128	128
	P3	128	128	128	128	128
	P4	140	148	148	148	148
	P5	140	140	148	148	148
	P6	140	140	140	148	148
	All Grades	804	812	820	828	828
Aided	P1	2114	2082	1806	1492	1546
	P2	2077	2114	1934	1685	1546
	P3	2045	2077	1966	1813	1727
	P4	2015	2132	2016	1905	1964
	P5	2065	2010	1999	1868	1996
	P6	2065	2055	1850	1888	2011
	All Grades	12381	12470	11571	10651	10790
Direct Subsidy Scheme	P1	0	0	148	244	259
	P2	0	0	148	244	259
	P3	0	0	148	244	259
	P4	0	0	148	244	259
	P5	0	0	148	244	259
	P6	0	0	140	244	259
	All Grades	0	0	880	1464	1554
Other Local Private	P1	945	990	990	855	765
	P2	990	945	990	900	855
	P3	1035	990	945	945	900
	P4	990	990	990	900	990
	P5	1035	990	990	990	900
	P6	1215	1035	990	990	990
	All Grades	6210	5940	5895	5580	5400
International (including English Schools Foundation schools)	P1	351	296	274	264	258
	P2	356	297	273	263	263
	P3	349	274	266	256	230
	P4	331	290	273	258	258
	P5	318	279	265	258	258
	P6	339	280	258	220	234
	All Grades	2044	1716	1609	1519	1501
All Sectors	P1	3538	3496	3346	2983	2956
	P2	3551	3484	3473	3220	3051
	P3	3557	3469	3453	3386	3244
	P4	3476	3560	3575	3455	3619
	P5	3558	3419	3550	3508	3561
	P6	3759	3510	3378	3490	3642
	All Grades	21439	20938	20775	20042	20073

- Notes: (1) Figures do not include special schools.  
(2) Figures refer to the position as at September of the respective years.  
(3) Figures for 2004/05 are provisional and subject to revisions.

**Table 1B: Number of Places in Primary Day Schools by District, by Sector and by Grade, 2000/01-2004/05**

**(2) District: Wan Chai**

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	P1	448	448	448	448	448
	P2	448	448	448	448	448
	P3	416	448	448	448	448
	P4	455	481	493	493	468
	P5	420	455	456	493	468
	P6	420	420	430	456	468
	All Grades	2607	2700	2723	2786	2748
Aided	P1	1799	1767	1491	1407	1272
	P2	1799	1799	1619	1491	1427
	P3	1799	1799	1651	1619	1491
	P4	1785	1889	1741	1704	1667
	P5	1805	1785	1741	1741	1667
	P6	1840	1795	1645	1741	1704
	All Grades	10827	10834	9888	9703	9228
Direct Subsidy Scheme	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
Other Local Private	P1	765	765	765	765	745
	P2	765	765	765	765	700
	P3	765	765	765	810	745
	P4	855	765	765	810	790
	P5	855	855	765	765	790
	P6	855	855	855	765	765
	All Grades	4860	4770	4680	4680	4535
International (including English Schools Foundation schools)	P1	642	455	586	534	559
	P2	456	469	466	435	474
	P3	470	426	466	435	449
	P4	426	426	423	435	427
	P5	470	400	383	425	390
	P6	473	382	358	350	390
	All Grades	2937	2558	2682	2614	2689
All Sectors	P1	3654	3435	3290	3154	3024
	P2	3468	3481	3298	3139	3049
	P3	3450	3438	3330	3312	3133
	P4	3521	3561	3422	3442	3352
	P5	3550	3495	3345	3424	3315
	P6	3588	3452	3288	3312	3327
	All Grades	21231	20862	19973	19783	19200

- Notes: (1) Figures do not include special schools.  
(2) Figures refer to the position as at September of the respective years.  
(3) Figures for 2004/05 are provisional and subject to revisions.

**Table 1B: Number of Places in Primary Day Schools by District, by Sector and by Grade, 2000/01-2004/05**

**(3) District: Eastern**

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	P1	704	736	736	672	544
	P2	736	704	736	736	672
	P3	704	736	704	736	736
	P4	725	744	724	692	724
	P5	725	725	732	744	717
	P6	770	725	690	717	749
	All Grades	4364	4370	4322	4297	4142
Aided	P1	3892	3956	3939	3532	3022
	P2	4052	3924	4072	3892	3463
	P3	4119	4075	4122	4080	3947
	P4	4225	4309	4393	4222	4150
	P5	4120	4240	4447	4316	4192
	P6	4405	4130	4370	4402	4296
	All Grades	24813	24634	25343	24444	23070
Direct Subsidy Scheme	P1	0	0	222	148	148
	P2	0	0	111	222	148
	P3	0	0	111	111	222
	P4	0	0	0	111	111
	P5	0	0	0	0	111
	P6	0	0	0	0	0
	All Grades	0	0	444	592	740
Other Local Private	P1	630	630	472	315	315
	P2	585	585	473	405	315
	P3	630	585	450	450	360
	P4	585	585	450	405	405
	P5	585	585	450	405	405
	P6	765	585	495	405	405
	All Grades	3780	3555	2790	2385	2205
International (including English Schools Foundation schools)	P1	453	386	401	388	388
	P2	412	441	401	388	412
	P3	402	387	401	363	388
	P4	412	362	371	371	371
	P5	412	370	322	371	371
	P6	412	314	372	322	371
	All Grades	2503	2260	2268	2203	2301
All Sectors	P1	5679	5708	5770	5055	4417
	P2	5785	5654	5793	5643	5010
	P3	5855	5783	5788	5740	5653
	P4	5947	6000	5938	5801	5761
	P5	5842	5920	5951	5836	5796
	P6	6352	5754	5927	5846	5821
	All Grades	35460	34819	35167	33921	32458

- Notes:
- (1) Figures do not include special schools.
  - (2) Figures refer to the position as at September of the respective years.
  - (3) Figures for 2004/05 are provisional and subject to revisions.

**Table 1B: Number of Places in Primary Day Schools by District, by Sector and by Grade, 2000/01-2004/05**

**(4) District: Southern**

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	P1	192	192	192	192	192
	P2	160	192	192	192	192
	P3	128	192	192	192	192
	P4	165	160	192	192	192
	P5	165	180	160	192	192
	P6	135	150	180	160	192
	All Grades	945	1066	1108	1120	1152
Aided	P1	1690	1645	1520	1376	1216
	P2	1783	1685	1700	1465	1312
	P3	1819	1778	1695	1648	1445
	P4	1882	1917	1906	1778	1763
	P5	2041	1903	1958	1965	1773
	P6	2042	2007	1892	1932	1879
	All Grades	11257	10935	10671	10164	9388
Direct Subsidy Scheme	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
Other Local Private	P1	135	135	135	135	135
	P2	90	135	135	135	135
	P3	90	90	135	135	135
	P4	90	90	90	135	135
	P5	90	90	90	90	135
	P6	90	90	90	90	90
	All Grades	585	630	675	720	765
International (including English Schools Foundation schools)	P1	890	781	839	822	499
	P2	790	670	717	669	489
	P3	794	640	674	669	489
	P4	740	592	628	627	489
	P5	657	560	610	608	410
	P6	595	500	548	550	352
	All Grades	4466	3743	4016	3945	2728
All Sectors	P1	2907	2753	2686	2525	2042
	P2	2823	2682	2744	2461	2128
	P3	2831	2700	2696	2644	2261
	P4	2877	2759	2816	2732	2579
	P5	2953	2733	2818	2855	2510
	P6	2862	2747	2710	2732	2513
	All Grades	17253	16374	16470	15949	14033

- Notes: (1) Figures do not include special schools.  
(2) Figures refer to the position as at September of the respective years.  
(3) Figures for 2004/05 are provisional and subject to revisions.

**Table 1B: Number of Places in Primary Day Schools by District, by Sector and by Grade, 2000/01-2004/05**

**(5) District: Yau Tsim Mong**

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	P1	448	448	416	320	256
	P2	448	448	448	416	320
	P3	384	448	448	448	416
	P4	395	419	488	431	448
	P5	376	420	444	498	446
	P6	376	385	420	424	478
	All Grades	2427	2568	2664	2537	2364
Aided	P1	3426	3303	3024	2681	2398
	P2	3599	3451	3389	2909	2731
	P3	3663	3604	3517	3234	2832
	P4	3860	4013	4067	3632	3504
	P5	3910	3910	4146	3803	3640
	P6	3945	3945	4025	3877	3813
	All Grades	22403	22226	22168	20136	18918
Direct Subsidy Scheme	P1	225	185	185	185	185
	P2	225	185	185	185	185
	P3	225	185	185	185	185
	P4	225	185	185	185	185
	P5	225	175	185	185	185
	P6	135	175	175	185	185
	All Grades	1260	1090	1100	1110	1110
Other Local Private	P1	158	180	135	135	135
	P2	157	180	180	135	135
	P3	158	180	135	135	135
	P4	157	180	180	135	135
	P5	158	180	180	180	135
	P6	157	180	180	180	135
	All Grades	945	1080	990	900	810
International (including English Schools Foundation schools)	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
All Sectors	P1	4257	4116	3760	3321	2974
	P2	4429	4264	4202	3645	3371
	P3	4430	4417	4285	4002	3568
	P4	4637	4797	4920	4383	4272
	P5	4669	4685	4955	4666	4406
	P6	4613	4685	4800	4666	4611
	All Grades	27035	26964	26922	24683	23202

- Notes: (1) Figures do not include special schools.  
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(3) Figures for 2004/05 are provisional and subject to revisions.



**Table 1B: Number of Places in Primary Day Schools by District, by Sector and by Grade, 2000/01-2004/05**

**(6) District: Sham Shui Po**

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	P1	480	480	416	416	416
	P2	480	480	480	416	416
	P3	512	480	480	480	416
	P4	490	552	468	500	500
	P5	430	490	532	468	500
	P6	445	445	460	557	483
	All Grades		2837	2927	2836	2837
Aided	P1	2673	2589	2222	2209	2113
	P2	2769	2742	2355	2530	2209
	P3	2912	2875	2486	2688	2530
	P4	3255	3209	2849	2871	2818
	P5	3325	3280	2923	3051	2846
	P6	3290	3360	3010	3120	3021
	All Grades		18224	18055	15845	16469
Direct Subsidy Scheme	P1	0	192	0	74	74
	P2	0	64	0	0	74
	P3	0	64	0	0	0
	P4	0	32	0	0	0
	P5	0	32	0	0	0
	P6	0	0	0	0	0
	All Grades		0	384	0	74
Other Local Private	P1	1620	1530	1395	1485	1143
	P2	1440	1395	1305	1395	1229
	P3	1395	1395	1215	1305	1335
	P4	1215	1350	1215	1170	1254
	P5	1125	1215	1170	1170	1170
	P6	1260	1125	1080	1125	1170
	All Grades		8055	8010	7380	7650
International (including English Schools Foundation schools)	P1	328	60	135	110	140
	P2	180	60	110	160	110
	P3	180	90	110	110	110
	P4	234	90	115	110	110
	P5	234	60	115	115	85
	P6	234	60	85	115	140
	All Grades		1390	420	670	720
All Sectors	P1	5101	4851	4168	4294	3886
	P2	4869	4741	4250	4501	4038
	P3	4999	4904	4291	4583	4391
	P4	5194	5233	4647	4651	4682
	P5	5114	5077	4740	4804	4601
	P6	5229	4990	4635	4917	4814
	All Grades		30506	29796	26731	27750

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(3) Figures for 2004/05 are provisional and subject to revisions.

**Table 1B: Number of Places in Primary Day Schools by District, by Sector and by Grade, 2000/01-2004/05**

**(7) District: Kowloon City**

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	P1	672	704	672	672	608
	P2	672	672	672	672	672
	P3	672	672	672	672	672
	P4	735	764	712	712	712
	P5	735	685	744	712	712
	P6	770	685	685	764	712
	All Grades	4256	4182	4157	4204	4088
Aided	P1	3674	3733	3304	3097	2841
	P2	3775	3674	3597	3272	3097
	P3	3874	3775	3674	3565	3272
	P4	3865	4044	3955	3789	3705
	P5	3930	3865	4044	3910	3774
	P6	4000	3890	3865	3979	3875
	All Grades	23118	22981	22439	21612	20564
Direct Subsidy Scheme	P1	0	0	0	0	185
	P2	0	0	0	0	148
	P3	0	0	0	0	148
	P4	0	0	0	0	74
	P5	0	0	0	0	74
	P6	0	0	0	0	37
	All Grades	0	0	0	0	666
Other Local Private	P1	2421	2205	2205	1920	1845
	P2	2331	2250	2205	2100	1890
	P3	2289	2115	2160	2145	1980
	P4	2071	2025	2115	2250	1980
	P5	2102	1980	2070	2160	2160
	P6	2023	1890	1935	2025	1980
	All Grades	13237	12465	12690	12600	11835
International (including English Schools Foundation schools)	P1	589	596	562	590	590
	P2	366	503	487	515	525
	P3	336	413	450	525	580
	P4	304	398	445	465	580
	P5	373	418	390	443	473
	P6	304	435	445	386	468
	All Grades	2272	2763	2779	2924	3216
All Sectors	P1	7356	7238	6743	6279	6069
	P2	7144	7099	6961	6559	6332
	P3	7171	6975	6956	6907	6652
	P4	6975	7231	7227	7216	7051
	P5	7140	6948	7248	7225	7193
	P6	7097	6900	6930	7154	7072
	All Grades	42883	42391	42065	41340	40369

- Notes: (1) Figures do not include special schools.  
(2) Figures refer to the position as at September of the respective years.  
(3) Figures for 2004/05 are provisional and subject to revisions.

**Table 1B: Number of Places in Primary Day Schools by District, by Sector and by Grade, 2000/01-2004/05**

**(8) District: Wong Tai Sin**

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	P1	128	128	128	128	128
	P2	128	128	128	128	128
	P3	128	128	128	128	128
	P4	140	148	148	128	128
	P5	175	140	148	128	128
	P6	175	175	140	128	128
	All Grades	874	847	820	768	768
Aided	P1	4731	4479	4213	4257	3649
	P2	4497	4671	4442	4193	4161
	P3	4635	4484	4671	4442	4129
	P4	4760	5059	4884	4996	4646
	P5	4865	4825	5186	4894	4965
	P6	4655	4850	4825	5091	4790
	All Grades	28143	28368	28221	27873	26340
Direct Subsidy Scheme	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
Other Local Private	P1	630	630	405	405	537
	P2	630	630	450	405	492
	P3	630	630	450	450	471
	P4	630	630	450	450	516
	P5	630	630	450	450	483
	P6	630	630	585	450	450
	All Grades	3780	3780	2790	2610	2949
International (including English Schools Foundation schools)	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
All Sectors	P1	5489	5237	4746	4790	4314
	P2	5255	5429	5020	4726	4781
	P3	5393	5242	5249	5020	4728
	P4	5530	5837	5482	5574	5290
	P5	5670	5595	5784	5472	5576
	P6	5460	5655	5550	5669	5368
	All Grades	32797	32995	31831	31251	30057

- Notes: (1) Figures do not include special schools.  
(2) Figures refer to the position as at September of the respective years.  
(3) Figures for 2004/05 are provisional and subject to revisions.

**Table 1B: Number of Places in Primary Day Schools by District, by Sector and by Grade, 2000/01-2004/05**

**(9) District: Kwun Tong**

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	P1	256	256	256	256	224
	P2	256	256	256	256	256
	P3	256	256	256	256	256
	P4	280	296	276	276	256
	P5	280	280	276	276	256
	P6	280	280	260	276	256
	All Grades	1608	1624	1580	1596	1504
Aided	P1	4490	4497	4445	4432	3974
	P2	4778	4719	4687	4432	4309
	P3	4936	5002	4931	4689	4304
	P4	5500	5565	5488	5293	4906
	P5	5305	5700	5644	5555	5210
	P6	5150	5425	5670	5629	5427
	All Grades	30159	30908	30865	30030	28130
Direct Subsidy Scheme	P1	0	0	185	148	111
	P2	0	0	222	185	111
	P3	0	0	74	185	148
	P4	0	0	74	74	185
	P5	0	0	37	74	74
	P6	0	0	35	37	74
	All Grades	0	0	627	703	703
Other Local Private	P1	450	450	360	180	135
	P2	405	405	405	270	180
	P3	450	405	405	405	270
	P4	405	450	405	360	360
	P5	405	405	405	405	405
	P6	450	405	405	405	405
	All Grades	2565	2520	2385	2025	1755
International (including English Schools Foundation schools)	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
All Sectors	P1	5196	5203	5246	5016	4444
	P2	5439	5380	5570	5143	4856
	P3	5642	5663	5666	5535	4978
	P4	6185	6311	6243	6003	5707
	P5	5990	6385	6362	6310	5945
	P6	5880	6110	6370	6347	6162
	All Grades	34332	35052	35457	34354	32092

- Notes: (1) Figures do not include special schools.  
(2) Figures refer to the position as at September of the respective years.  
(3) Figures for 2004/05 are provisional and subject to revisions.

**Table 1B: Number of Places in Primary Day Schools by District, by Sector and by Grade, 2000/01-2004/05**

**(10) District: Sai Kung**

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	P1	160	160	160	160	160
	P2	160	160	160	160	160
	P3	160	160	160	160	160
	P4	175	185	185	160	160
	P5	175	175	185	160	160
	P6	175	175	175	160	160
	All Grades	1005	1015	1025	960	960
Aided	P1	2949	3339	3110	2880	3040
	P2	2976	3203	3370	3024	3215
	P3	3078	3268	3237	3312	3343
	P4	2996	3530	3389	3294	3688
	P5	3137	3322	3473	3376	3624
	P6	2956	3247	3297	3404	3528
	All Grades	18092	19909	19876	19290	20438
Direct Subsidy Scheme	P1	0	0	388	370	407
	P2	0	0	74	444	370
	P3	0	0	74	74	444
	P4	0	0	74	74	74
	P5	0	0	74	74	74
	P6	0	0	70	74	74
	All Grades	0	0	754	1110	1443
Other Local Private	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
International (including English Schools Foundation schools)	P1	90	90	90	90	120
	P2	90	90	90	90	120
	P3	90	90	90	90	120
	P4	90	90	90	90	120
	P5	90	90	90	90	120
	P6	90	90	90	90	90
	All Grades	540	540	540	540	690
All Sectors	P1	3199	3589	3748	3500	3727
	P2	3226	3453	3694	3718	3865
	P3	3328	3518	3561	3636	4067
	P4	3261	3805	3738	3618	4042
	P5	3402	3587	3822	3700	3978
	P6	3221	3512	3632	3728	3852
	All Grades	19637	21464	22195	21900	23531

- Notes: (1) Figures do not include special schools.  
(2) Figures refer to the position as at September of the respective years.  
(3) Figures for 2004/05 are provisional and subject to revisions.

**Table 1B: Number of Places in Primary Day Schools by District, by Sector and by Grade, 2000/01-2004/05**

**(11) District: Sha Tin**

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	P1	320	320	320	288	224
	P2	320	320	320	320	288
	P3	333	320	320	320	320
	P4	280	333	320	320	320
	P5	245	280	333	320	320
	P6	280	245	280	288	320
	All Grades	1778	1818	1893	1856	1792
Aided	P1	5953	6076	5401	4948	4505
	P2	6012	5953	6076	5305	4948
	P3	6027	6076	5921	6066	5283
	P4	6375	6688	6634	6424	6646
	P5	6490	6505	6716	6664	6504
	P6	6515	6465	6395	6711	6736
	All Grades	37372	37763	37143	36118	34622
Direct Subsidy Scheme	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
Other Local Private	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
International (including English Schools Foundation schools)	P1	90	146	195	225	225
	P2	90	146	170	195	225
	P3	90	146	170	170	195
	P4	90	146	170	170	170
	P5	90	146	170	170	170
	P6	90	90	90	120	120
	All Grades	540	820	965	1050	1105
All Sectors	P1	6363	6542	5916	5461	4954
	P2	6422	6419	6566	5820	5461
	P3	6450	6542	6411	6556	5798
	P4	6745	7167	7124	6914	7136
	P5	6825	6931	7219	7154	6994
	P6	6885	6800	6765	7119	7176
	All Grades	39690	40401	40001	39024	37519

- Notes: (1) Figures do not include special schools.  
(2) Figures refer to the position as at September of the respective years.  
(3) Figures for 2004/05 are provisional and subject to revisions.

**Table 1B: Number of Places in Primary Day Schools by District, by Sector and by Grade, 2000/01-2004/05**

**(12) District: Tai Po**

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	P1	160	160	160	160	128
	P2	192	160	160	160	160
	P3	111	192	160	160	160
	P4	105	111	192	160	160
	P5	105	105	96	192	160
	P6	70	105	90	96	192
	All Grades	743	833	858	928	960
Aided	P1	3561	3145	2820	2469	2304
	P2	3682	3575	3237	2776	2432
	P3	4075	3705	3700	3229	2765
	P4	4304	4315	3942	3856	3446
	P5	4625	4305	4314	3875	3843
	P6	4687	4624	4328	4298	3848
	All Grades	24934	23669	22341	20503	18638
Direct Subsidy Scheme	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
Other Local Private	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
International (including English Schools Foundation schools)	P1	294	275	230	217	217
	P2	238	278	275	223	223
	P3	238	221	275	257	257
	P4	190	221	230	257	257
	P5	191	176	233	217	217
	P6	190	176	188	217	257
	All Grades	1341	1347	1431	1388	1428
All Sectors	P1	4015	3580	3210	2846	2649
	P2	4112	4013	3672	3159	2815
	P3	4424	4118	4135	3646	3182
	P4	4599	4647	4364	4273	3863
	P5	4921	4586	4643	4284	4220
	P6	4947	4905	4606	4611	4297
	All Grades	27018	25849	24630	22819	21026

- Notes: (1) Figures do not include special schools.  
(2) Figures refer to the position as at September of the respective years.  
(3) Figures for 2004/05 are provisional and subject to revisions.

**Table 1B: Number of Places in Primary Day Schools by District, by Sector and by Grade, 2000/01-2004/05**

**(13) District: North**

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	P1	288	256	192	96	64
	P2	224	288	256	160	96
	P3	320	224	256	256	160
	P4	355	340	224	224	224
	P5	355	355	320	224	224
	P6	350	385	330	320	224
	All Grades	1892	1848	1578	1280	992
Aided	P1	4375	4206	3550	3226	2983
	P2	4466	4388	4227	3632	3193
	P3	4441	4513	4366	4186	3452
	P4	4337	4621	4584	4513	4173
	P5	4447	4388	4604	4634	4423
	P6	4516	4459	4355	4580	4524
	All Grades	26582	26575	25686	24771	22748
Direct Subsidy Scheme	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
Other Local Private	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
International (including English Schools Foundation schools)	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
All Sectors	P1	4663	4462	3742	3322	3047
	P2	4690	4676	4483	3792	3289
	P3	4761	4737	4622	4442	3612
	P4	4692	4961	4808	4737	4397
	P5	4802	4743	4924	4858	4647
	P6	4866	4844	4685	4900	4748
	All Grades	28474	28423	27264	26051	23740

- Notes: (1) Figures do not include special schools.  
(2) Figures refer to the position as at September of the respective years.  
(3) Figures for 2004/05 are provisional and subject to revisions.



**Table 1B: Number of Places in Primary Day Schools by District, by Sector and by Grade, 2000/01-2004/05**

**(14) District: Yuen Long**

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	P1	512	480	448	384	448
	P2	512	544	480	448	384
	P3	544	512	544	480	448
	P4	490	567	510	542	537
	P5	455	490	537	510	542
	P6	420	455	460	562	542
	All Grades	2933	3048	2979	2926	2901
Aided	P1	5968	6145	6385	6061	5630
	P2	6144	6557	6973	6552	6160
	P3	6374	6922	7433	7164	6688
	P4	6422	7276	8025	7870	7523
	P5	6172	6887	7874	8101	7932
	P6	5665	6460	7127	7940	7994
	All Grades	36745	40247	43817	43688	41927
Direct Subsidy Scheme	P1	0	0	185	222	185
	P2	0	0	74	185	222
	P3	0	0	74	148	185
	P4	0	0	74	111	148
	P5	0	0	0	74	74
	P6	0	0	0	0	74
	All Grades	0	0	407	740	888
Other Local Private	P1	0	0	30	50	30
	P2	0	0	30	50	60
	P3	0	0	30	25	60
	P4	0	0	30	25	60
	P5	0	0	30	25	30
	P6	0	0	30	25	30
	All Grades	0	0	180	200	270
International (including English Schools Foundation schools)	P1	60	76	65	50	50
	P2	60	80	82	50	50
	P3	60	72	78	50	50
	P4	60	65	73	50	50
	P5	60	62	72	50	50
	P6	60	49	65	50	50
	All Grades	360	404	435	300	300
All Sectors	P1	6540	6701	7113	6767	6343
	P2	6716	7181	7639	7285	6876
	P3	6978	7506	8159	7867	7431
	P4	6972	7908	8712	8598	8318
	P5	6687	7439	8513	8760	8628
	P6	6145	6964	7682	8577	8690
	All Grades	40038	43699	47818	47854	46286

- Notes: (1) Figures do not include special schools.  
(2) Figures refer to the position as at September of the respective years.  
(3) Figures for 2004/05 are provisional and subject to revisions.

**Table 1B: Number of Places in Primary Day Schools by District, by Sector and by Grade, 2000/01-2004/05**

**(15) District: Tuen Mun**

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	P1	224	256	224	224	192
	P2	224	224	256	224	224
	P3	222	224	224	256	224
	P4	245	222	239	224	256
	P5	245	245	222	224	224
	P6	315	245	245	212	244
	All Grades	1475	1416	1410	1364	1364
Aided	P1	6234	5953	5428	4663	4451
	P2	6515	6303	5935	5349	4695
	P3	6675	6589	6335	5829	5304
	P4	6785	7069	6869	6565	6149
	P5	6965	6825	7047	6879	6610
	P6	6895	6930	6770	7027	6859
	All Grades	40069	39669	38384	36312	34068
Direct Subsidy Scheme	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
Other Local Private	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
International (including English Schools Foundation schools)	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
All Sectors	P1	6458	6209	5652	4887	4643
	P2	6739	6527	6191	5573	4919
	P3	6897	6813	6559	6085	5528
	P4	7030	7291	7108	6789	6405
	P5	7210	7070	7269	7103	6834
	P6	7210	7175	7015	7239	7103
	All Grades	41544	41085	39794	37676	35432

- Notes: (1) Figures do not include special schools.  
(2) Figures refer to the position as at September of the respective years.  
(3) Figures for 2004/05 are provisional and subject to revisions.

**Table 1B: Number of Places in Primary Day Schools by District, by Sector and by Grade, 2000/01-2004/05**

**(16) District: Tsuen Wan**

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	P1	352	320	320	320	320
	P2	320	352	320	320	320
	P3	320	320	352	320	320
	P4	350	345	320	352	320
	P5	350	350	320	320	352
	P6	350	350	325	345	320
	All Grades	2042	2037	1957	1977	1952
Aided	P1	2928	2849	2514	2408	2162
	P2	2894	2912	2803	2499	2418
	P3	3025	2896	2866	2775	2524
	P4	3223	3293	3107	3084	3050
	P5	3307	3232	3224	3020	3134
	P6	3133	3273	3158	3126	3080
	All Grades	18510	18455	17672	16912	16368
Direct Subsidy Scheme	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
Other Local Private	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
International (including English Schools Foundation schools)	P1	0	0	20	20	20
	P2	0	0	18	20	20
	P3	0	0	19	20	20
	P4	0	0	0	20	20
	P5	0	0	0	20	20
	P6	0	0	0	0	20
	All Grades	0	0	57	100	120
All Sectors	P1	3280	3169	2854	2748	2502
	P2	3214	3264	3141	2839	2758
	P3	3345	3216	3237	3115	2864
	P4	3573	3638	3427	3456	3390
	P5	3657	3582	3544	3360	3506
	P6	3483	3623	3483	3471	3420
	All Grades	20552	20492	19686	18989	18440

- Notes: (1) Figures do not include special schools.  
(2) Figures refer to the position as at September of the respective years.  
(3) Figures for 2004/05 are provisional and subject to revisions.

**Table 1B: Number of Places in Primary Day Schools by District, by Sector and by Grade, 2000/01-2004/05**

**(17) District: Kwai Tsing**

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
Aided	P1	4189	3995	3963	3718	3544
	P2	4280	4221	4347	3928	3758
	P3	4527	4344	4645	4349	3953
	P4	4775	4934	5064	5000	4709
	P5	4925	4810	5277	5139	5035
	P6	4905	4995	4995	5277	5109
	All Grades	27601	27299	28291	27411	26108
Direct Subsidy Scheme	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
Other Local Private	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
International (including English Schools Foundation schools)	P1	44	0	90	90	90
	P2	44	0	60	90	90
	P3	44	0	60	60	90
	P4	44	0	60	60	60
	P5	44	0	0	60	60
	P6	44	0	0	0	30
	All Grades	264	0	270	360	420
All Sectors	P1	4233	3995	4053	3808	3634
	P2	4324	4221	4407	4018	3848
	P3	4571	4344	4705	4409	4043
	P4	4819	4934	5124	5060	4769
	P5	4969	4810	5277	5199	5095
	P6	4949	4995	4995	5277	5139
	All Grades	27865	27299	28561	27771	26528

- Notes: (1) Figures do not include special schools.  
(2) Figures refer to the position as at September of the respective years.  
(3) Figures for 2004/05 are provisional and subject to revisions.

**Table 1B: Number of Places in Primary Day Schools by District, by Sector and by Grade, 2000/01-2004/05**

**(18) District: Islands**

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
Aided	P1	1109	1271	1344	1189	1450
	P2	1052	1465	1381	1434	1428
	P3	1068	1434	1553	1458	1631
	P4	1045	1497	1555	1631	1641
	P5	1017	1388	1612	1620	1723
	P6	956	1264	1450	1604	1622
	All Grades	6247	8319	8895	8936	9495
Direct Subsidy Scheme	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
Other Local Private	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
International (including English Schools Foundation schools)	P1	157	103	90	163	176
	P2	150	103	96	123	116
	P3	135	103	96	104	144
	P4	152	88	84	98	98
	P5	135	78	84	98	98
	P6	135	78	84	98	98
	All Grades	864	553	534	684	730
All Sectors	P1	1266	1374	1434	1352	1626
	P2	1202	1568	1477	1557	1544
	P3	1203	1537	1649	1562	1775
	P4	1197	1585	1639	1729	1739
	P5	1152	1466	1696	1718	1821
	P6	1091	1342	1534	1702	1720
	All Grades	7111	8872	9429	9620	10225

- Notes: (1) Figures do not include special schools.  
(2) Figures refer to the position as at September of the respective years.  
(3) Figures for 2004/05 are provisional and subject to revisions.

**Table 1B: Number of Places in Primary Day Schools by District, by Sector and by Grade, 2000/01-2004/05**

**(19) District: All Districts**

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	P1	5472	5472	5216	4864	4480
	P2	5408	5504	5440	5184	4864
	P3	5338	5440	5472	5440	5184
	P4	5525	5815	5639	5554	5553
	P5	5376	5515	5653	5609	5549
	P6	5471	5365	5310	5613	5616
	All Grades	32590	33111	32730	32264	31246
Aided	P1	65755	65030	60479	56045	52100
	P2	67150	67356	66144	60368	56502
	P3	69092	69216	68769	66146	60620
	P4	71409	75360	74468	72427	70148
	P5	72451	73180	76229	74411	72891
	P6	71620	73174	73027	75626	74116
	All Grades	417477	423316	419116	405023	386377
Direct Subsidy Scheme	P1	225	377	1313	1391	1554
	P2	225	249	814	1465	1517
	P3	225	249	666	947	1591
	P4	225	217	555	799	1036
	P5	225	207	444	651	851
	P6	135	175	420	540	703
	All Grades	1260	1474	4212	5793	7252
Other Local Private	P1	7754	7515	6892	6245	5785
	P2	7393	7290	6938	6560	5991
	P3	7442	7155	6690	6805	6391
	P4	6998	7065	6690	6640	6625
	P5	6985	6930	6600	6640	6613
	P6	7445	6795	6645	6460	6420
	All Grades	44017	42750	40455	39350	37825
International (including English Schools Foundation schools)	P1	3988	3264	3577	3563	3332
	P2	3232	3137	3245	3221	3117
	P3	3188	2862	3155	3109	3122
	P4	3073	2768	2962	3011	3010
	P5	3074	2639	2734	2925	2722
	P6	2966	2454	2583	2518	2620
	All Grades	19521	17124	18256	18347	17923
All Sectors	P1	83194	81658	77477	72108	67251
	P2	83408	83536	82581	76798	71991
	P3	85285	84922	84752	82447	76908
	P4	87230	91225	90314	88431	86372
	P5	88111	88471	91660	90236	88626
	P6	87637	87963	87985	90757	89475
	All Grades	514865	517775	514769	500777	480623

- Notes: (1) Figures do not include special schools.  
(2) Figures refer to the position as at September of the respective years.  
(3) Figures for 2004/05 are provisional and subject to revisions.

Table 1C: Number of Places in Secondary Day Schools by District, by Sector and by Grade, 2000/01-2004/05

(1) District: Central & Western						
Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	S1	200	200	200	200	200
	S2	200	200	200	200	200
	S3	200	200	200	200	200
	S4	200	200	200	200	200
	S5	200	200	200	200	200
	S6	120	120	120	120	120
	S7	120	120	120	120	120
	All Grades	1240	1240	1240	1240	1240
Aided	S1	2240	2240	1760	1720	1672
	S2	2400	2200	1680	1600	1552
	S3	2400	2400	1680	1600	1552
	S4	2316	2320	1800	1676	1588
	S5	2320	2320	1800	1800	1632
	S6	898	898	688	658	652
	S7	952	892	682	682	646
	All Grades	13526	13270	10090	9736	9294
Caput	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Bought Place Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Direct Subsidy Scheme	S1	240	240	720	680	680
	S2	200	240	720	720	680
	S3	240	160	680	720	720
	S4	200	200	680	680	680
	S5	240	240	680	680	680
	S6	90	90	300	300	300
	S7	90	90	300	300	300
	All Grades	1300	1260	4080	4080	4040
Other Local Private	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	90	45	0	0	0
	S5	130	90	45	0	0
	S6	40	45	0	90	70
	S7	40	40	0	45	70
	All Grades	300	220	45	135	140
International (including English Schools Foundation schools)	S1	324	310	359	353	325
	S2	326	310	331	317	317
	S3	324	306	305	312	312
	S4	324	304	305	300	300
	S5	294	280	305	300	300
	S6	236	236	238	270	230
	S7	266	256	269	230	250
	All Grades	2094	2002	2112	2082	2034
All Sectors	S1	3004	2990	3039	2953	2877
	S2	3126	2950	2931	2837	2749
	S3	3164	3066	2865	2832	2784
	S4	3130	3069	2985	2856	2768
	S5	3184	3130	3030	2980	2812
	S6	1384	1389	1346	1438	1372
	S7	1468	1398	1371	1377	1386
	All Grades	18460	17992	17567	17273	16748

- Notes: (1) Figures do not include special schools, skills opportunity schools and practical schools. Skills opportunity schools and practical schools completed mainstreaming in August 2004 are, however, included.
- (2) Figures refer to the position as at September of the respective years.
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Table 1C: Number of Places in Secondary Day Schools by District, by Sector and by Grade, 2000/01-2004/05

(2) District: Wan Chai						
Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	S1	600	600	601	640	640
	S2	600	600	600	600	600
	S3	560	600	600	600	600
	S4	600	560	600	600	600
	S5	600	600	560	600	600
	S6	300	300	300	270	270
	S7	300	300	300	300	270
	All Grades	3560	3560	3561	3610	3580
Aided	S1	2640	2520	2520	2280	2040
	S2	2622	2640	2480	2240	2000
	S3	2720	2638	2640	2240	2000
	S4	2585	2588	2468	2308	2068
	S5	2597	2579	2597	2318	2078
	S6	1050	1045	1015	955	835
	S7	1040	1045	1015	955	835
	All Grades	15254	15055	14735	13296	11856
Caput	S1	240	233	233	240	160
	S2	240	236	240	200	200
	S3	229	240	236	229	200
	S4	240	240	240	240	240
	S5	240	240	240	240	240
	S6	90	90	90	90	90
	S7	90	90	90	90	90
	All Grades	1369	1369	1369	1329	1220
Bought Place Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Direct Subsidy Scheme	S1	0	0	0	0	240
	S2	0	0	0	0	240
	S3	0	0	0	0	240
	S4	0	0	0	320	560
	S5	0	0	0	0	560
	S6	0	0	0	0	120
	S7	0	0	0	0	120
	All Grades	0	0	0	320	2080
Other Local Private	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	9	11	0	0	0
	S4	131	87	29	0	31
	S5	821	668	445	225	121
	S6	1101	1005	630	495	367
	S7	956	973	793	658	475
	All Grades	3018	2744	1897	1378	994
International (including English Schools Foundation schools)	S1	90	81	81	75	75
	S2	115	81	81	75	75
	S3	115	81	81	75	75
	S4	115	81	81	75	75
	S5	115	81	81	75	75
	S6	90	81	81	60	80
	S7	75	108	81	60	80
	All Grades	715	594	567	495	535
All Sectors	S1	3570	3434	3435	3235	3155
	S2	3577	3557	3401	3115	3115
	S3	3633	3570	3557	3144	3115
	S4	3671	3556	3418	3543	3574
	S5	4373	4168	3923	3458	3674
	S6	2631	2521	2116	1870	1762
	S7	2461	2516	2279	2063	1870
	All Grades	23916	23322	22129	20428	20265

- Notes: (1) Figures do not include special schools, skills opportunity schools and practical schools. Skills opportunity schools and practical schools completed mainstreaming in August 2004 are, however, included.
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Table 1C: Number of Places in Secondary Day Schools by District, by Sector and by Grade, 2000/01-2004/05

(3) District: Eastern

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	S1	760	880	760	760	760
	S2	760	760	880	760	760
	S3	760	760	760	880	760
	S4	760	760	760	760	880
	S5	760	760	760	760	760
	S6	300	300	300	300	300
	S7	300	300	300	300	300
	All Grades	4400	4520	4520	4520	4520
Aided	S1	5000	4840	4800	4760	4760
	S2	4839	5000	4840	4720	4639
	S3	4440	4840	5000	4760	4720
	S4	3759	3839	3959	4119	4039
	S5	3834	3754	3836	3993	4200
	S6	1200	1260	1260	1260	1380
	S7	1200	1200	1260	1260	1260
	All Grades	24272	24733	24955	24872	24998
Caput	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Bought Place Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Direct Subsidy Scheme	S1	680	640	600	560	560
	S2	440	680	640	600	560
	S3	400	440	680	640	600
	S4	360	400	440	680	640
	S5	480	360	400	440	680
	S6	210	180	180	180	180
	S7	120	210	180	180	180
	All Grades	2690	2910	3120	3280	3400
Other Local Private	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	40	0	0	0	0
	S4	215	121	40	40	45
	S5	343	334	202	205	162
	S6	233	215	140	141	171
	S7	245	221	165	140	141
	All Grades	1076	891	547	526	519
International (including English Schools Foundation schools)	S1	360	575	493	502	462
	S2	390	430	432	462	462
	S3	330	500	335	355	428
	S4	240	295	245	235	235
	S5	240	295	245	260	260
	S6	230	215	225	215	215
	S7	110	100	120	125	125
	All Grades	1900	2410	2095	2154	2187
All Sectors	S1	6800	6935	6653	6582	6542
	S2	6429	6870	6792	6542	6421
	S3	5970	6540	6775	6635	6508
	S4	5334	5415	5444	5834	5839
	S5	5657	5503	5443	5658	6062
	S6	2173	2170	2105	2096	2246
	S7	1975	2031	2025	2005	2006
	All Grades	34338	35464	35237	35352	35624

- Notes: (1) Figures do not include special schools, skills opportunity schools and practical schools. Skills opportunity schools and practical schools completed mainstreaming in August 2004 are, however, included.  
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(3) Figures for 2004/05 are provisional and subject to revisions.

Table 1C: Number of Places in Secondary Day Schools by District, by Sector and by Grade, 2000/01-2004/05

<b>(4) District: Southern</b>						
Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Aided	S1	2640	2600	2559	2600	2520
	S2	2560	2640	2559	2520	2560
	S3	2520	2560	2561	2520	2600
	S4	2440	2360	2320	2400	2480
	S5	2470	2420	2340	2340	2460
	S6	930	930	930	900	900
	S7	930	930	930	930	900
	All Grades	14490	14440	14199	14210	14420
Caput	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Bought Place Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Direct Subsidy Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Other Local Private	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	180	45	45	45	45
	S5	135	135	90	45	45
	S6	90	45	0	0	0
	S7	0	0	0	0	0
	All Grades	405	225	135	90	90
International (including English Schools Foundation schools)	S1	620	608	664	720	720
	S2	650	638	634	664	720
	S3	590	638	664	634	664
	S4	580	603	647	689	634
	S5	530	578	590	664	715
	S6	470	502	538	554	629
	S7	430	502	506	579	604
	All Grades	3870	4069	4243	4504	4686
All Sectors	S1	3260	3208	3223	3320	3240
	S2	3210	3278	3193	3184	3280
	S3	3110	3198	3225	3154	3264
	S4	3200	3008	3012	3134	3159
	S5	3135	3133	3020	3049	3220
	S6	1490	1477	1468	1454	1529
	S7	1360	1432	1436	1509	1504
	All Grades	18765	18734	18577	18804	19196

- Notes: (1) Figures do not include special schools, skills opportunity schools and practical schools. Skills opportunity schools and practical schools completed mainstreaming in August 2004 are, however, included.
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Table 1C: Number of Places in Secondary Day Schools by District, by Sector and by Grade, 2000/01-2004/05

(5) District: Yau Tsim Mong						
Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	S1	360	320	320	320	400
	S2	360	360	320	280	320
	S3	280	360	360	320	280
	S4	240	280	320	320	280
	S5	240	240	280	320	320
	S6	90	90	90	90	90
	S7	90	90	90	90	90
	All Grades	1660	1740	1780	1740	1780
Aided	S1	2333	2600	2303	2343	2320
	S2	2309	2338	2298	2303	2360
	S3	2309	2299	2339	2272	2300
	S4	2240	2200	2200	2270	2190
	S5	2240	2240	2200	2200	2269
	S6	1286	1282	1289	1283	1285
	S7	1279	1274	1288	1280	1286
	All Grades	13996	14233	13917	13951	14010
Caput	S1	300	290	306	343	312
	S2	307	304	287	299	334
	S3	290	302	303	295	279
	S4	263	264	254	263	270
	S5	280	280	280	280	280
	S6	90	90	90	90	90
	S7	90	90	86	90	90
	All Grades	1620	1620	1606	1660	1655
Bought Place Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	209	0	0	0	0
	S4	0	0	0	0	0
	S5	143	0	0	0	0
	S6	0	0	0	0	0
	S7	60	0	0	0	0
	All Grades	412	0	0	0	0
Direct Subsidy Scheme	S1	320	226	160	160	160
	S2	40	320	160	160	160
	S3	40	80	360	160	160
	S4	0	232	80	640	160
	S5	0	72	80	80	240
	S6	60	60	60	60	60
	S7	0	60	60	60	60
	All Grades	460	1050	960	1320	1000
Other Local Private	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	357	135	0	0	0
	S5	785	225	270	0	0
	S6	483	180	135	45	40
	S7	241	168	168	108	40
	All Grades	1866	708	573	153	80
International (including English Schools Foundation schools)	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
All Sectors	S1	3313	3436	3089	3166	3192
	S2	3016	3322	3065	3042	3174
	S3	3128	3041	3362	3047	3019
	S4	3100	3111	2854	3493	2900
	S5	3688	3057	3110	2880	3109
	S6	2009	1702	1664	1568	1565
	S7	1760	1682	1692	1628	1566
	All Grades	20014	19351	18836	18824	18525

- Notes: (1) Figures do not include special schools, skills opportunity schools and practical schools. Skills opportunity schools and practical schools completed mainstreaming in August 2004 are, however, included.
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Table 1C: Number of Places in Secondary Day Schools by District, by Sector and by Grade, 2000/01-2004/05

(6) District: Sham Shui Po						
Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	S1	240	200	200	200	200
	S2	200	240	200	200	200
	S3	200	200	240	200	200
	S4	200	200	200	200	200
	S5	200	200	200	200	200
	S6	90	60	60	60	60
	S7	90	90	60	60	60
	All Grades	1220	1190	1160	1120	1120
Aided	S1	2640	2600	2600	2800	2920
	S2	2510	2630	2590	2750	2960
	S3	2551	2511	2634	2754	2920
	S4	2480	2440	2400	2760	2760
	S5	2518	2478	2438	2598	2840
	S6	858	858	858	948	945
	S7	867	867	870	960	960
	All Grades	14424	14384	14390	15570	16305
Caput	S1	200	200	200	200	200
	S2	198	200	200	200	200
	S3	200	200	200	200	200
	S4	160	158	158	158	156
	S5	154	152	152	152	154
	S6	90	90	90	90	90
	S7	90	82	90	82	82
	All Grades	1092	1082	1090	1082	1082
Bought Place Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	80	0	0	0	0
	S4	0	0	0	0	0
	S5	80	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	160	0	0	0	0
Direct Subsidy Scheme	S1	1040	1000	920	1000	1160
	S2	960	1000	1080	1080	920
	S3	1280	1000	1040	1160	960
	S4	1160	1200	1080	1040	1080
	S5	1125	1320	1320	1160	880
	S6	270	270	270	330	270
	S7	240	270	270	300	270
	All Grades	6075	6060	5980	6070	5540
Other Local Private	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	45	40	39	0	0
	S4	542	335	358	246	211
	S5	775	851	685	540	469
	S6	341	222	110	289	553
	S7	386	346	80	70	250
	All Grades	2089	1794	1272	1145	1483
International (including English Schools Foundation schools)	S1	180	170	175	170	170
	S2	120	112	201	145	145
	S3	120	72	120	170	145
	S4	120	62	95	105	125
	S5	90	62	95	85	105
	S6	30	36	105	105	85
	S7	0	13	45	65	65
	All Grades	660	527	836	845	840
All Sectors	S1	4300	4170	4095	4370	4650
	S2	3988	4182	4271	4375	4425
	S3	4476	4023	4273	4484	4425
	S4	4662	4395	4291	4509	4532
	S5	4942	5063	4890	4735	4648
	S6	1679	1536	1493	1822	2003
	S7	1673	1668	1415	1537	1687
	All Grades	25720	25037	24728	25832	26370

- Notes: (1) Figures do not include special schools, skills opportunity schools and practical schools. Skills opportunity schools and practical schools completed mainstreaming in August 2004 are, however, included.
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Table 1C: Number of Places in Secondary Day Schools by District, by Sector and by Grade, 2000/01-2004/05

(7) District: Kowloon City						
Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	S1	400	320	320	320	320
	S2	320	400	320	320	320
	S3	320	320	400	320	320
	S4	360	320	320	400	320
	S5	360	360	320	320	400
	S6	120	120	120	120	120
	S7	120	120	120	120	120
	All Grades	2000	1960	1920	1920	1920
Aided	S1	5880	5820	5914	5750	5664
	S2	5874	5879	5839	5670	5675
	S3	5901	5870	5870	5551	5707
	S4	5564	5636	5589	5430	5391
	S5	5512	5566	5652	5393	5433
	S6	2040	2070	2070	1920	1920
	S7	2039	2039	2069	1919	1919
	All Grades	32810	32880	33003	31633	31709
Caput	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Bought Place Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	160	0	0	0	0
	S4	40	0	0	0	0
	S5	200	0	0	0	0
	S6	90	0	0	0	0
	S7	30	0	0	0	0
	All Grades	520	0	0	0	0
Direct Subsidy Scheme	S1	280	240	320	640	680
	S2	240	280	320	480	640
	S3	240	240	280	440	480
	S4	440	360	440	960	800
	S5	400	480	600	680	1000
	S6	300	300	300	420	480
	S7	300	300	300	420	420
	All Grades	2200	2200	2560	4040	4500
Other Local Private	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	253	155	40	44	44
	S5	591	519	335	221	135
	S6	262	316	344	265	176
	S7	251	375	255	354	149
	All Grades	1357	1365	974	884	504
International (including English Schools Foundation schools)	S1	384	444	477	511	531
	S2	416	457	451	486	484
	S3	356	469	426	459	459
	S4	355	420	482	454	479
	S5	356	384	395	491	454
	S6	290	291	319	339	364
	S7	176	201	215	215	235
	All Grades	2333	2666	2765	2955	3006
All Sectors	S1	6944	6824	7031	7221	7195
	S2	6850	7016	6930	6956	7119
	S3	6977	6899	6976	6770	6966
	S4	7012	6891	6871	7288	7034
	S5	7419	7309	7302	7105	7422
	S6	3102	3097	3153	3064	3060
	S7	2916	3035	2959	3028	2843
	All Grades	41220	41071	41222	41432	41639

- Notes: (1) Figures do not include special schools, skills opportunity schools and practical schools. Skills opportunity schools and practical schools completed mainstreaming in August 2004 are, however, included.
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Table 1C: Number of Places in Secondary Day Schools by District, by Sector and by Grade, 2000/01-2004/05

(8) District: Wong Tai Sin						
Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	S1	240	200	200	200	200
	S2	200	240	200	200	160
	S3	200	200	240	200	200
	S4	160	160	160	160	160
	S5	160	160	160	160	160
	S6	60	60	60	60	60
	S7	60	60	60	60	60
	All Grades	1080	1080	1080	1040	1000
Aided	S1	4200	4120	4080	4080	4080
	S2	4120	4200	4160	4080	4120
	S3	4120	4120	3960	4160	4080
	S4	3840	3800	3600	3640	3840
	S5	3880	3840	3560	3600	3640
	S6	1500	1470	1375	1315	1315
	S7	1470	1470	1380	1380	1320
	All Grades	23130	23020	22115	22255	22395
Caput	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Bought Place Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Direct Subsidy Scheme	S1	0	0	240	240	240
	S2	0	0	240	240	240
	S3	0	0	240	240	240
	S4	0	0	240	240	240
	S5	0	0	240	240	240
	S6	0	0	90	90	120
	S7	0	0	90	90	90
	All Grades	0	0	1380	1380	1410
Other Local Private	S1	0	0	0	0	111
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	120	41	0	0	0
	S5	382	308	195	115	75
	S6	109	139	169	154	154
	S7	69	138	138	193	153
	All Grades	680	626	502	462	493
International (including English Schools Foundation schools)	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
All Sectors	S1	4440	4320	4520	4520	4631
	S2	4320	4440	4600	4520	4520
	S3	4320	4320	4440	4600	4520
	S4	4120	4001	4000	4040	4240
	S5	4422	4308	4155	4115	4115
	S6	1669	1669	1694	1619	1649
	S7	1599	1668	1668	1723	1623
	All Grades	24890	24726	25077	25137	25298

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Table 1C: Number of Places in Secondary Day Schools by District, by Sector and by Grade, 2000/01-2004/05

(9) District: Kwun Tong						
Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	S1	400	400	360	360	360
	S2	360	400	400	360	360
	S3	360	360	400	400	360
	S4	360	360	360	360	400
	S5	360	360	360	360	360
	S6	150	150	150	150	150
	S7	150	150	150	150	150
	All Grades	2140	2180	2180	2140	2140
Aided	S1	4840	4820	5060	5040	5040
	S2	4840	4800	5100	5080	4960
	S3	4840	4820	4840	5040	5080
	S4	4360	4400	4360	4520	4640
	S5	4360	4360	4360	4340	4500
	S6	1440	1470	1440	1470	1470
	S7	1440	1440	1440	1440	1470
	All Grades	26120	26110	26600	26930	27160
Caput	S1	240	240	240	240	240
	S2	240	240	240	240	240
	S3	240	240	240	240	240
	S4	240	240	240	240	240
	S5	240	240	240	240	240
	S6	60	60	60	60	60
	S7	60	60	60	60	60
	All Grades	1320	1320	1320	1320	1320
Bought Place Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	120	0	0	0	0
	S4	0	0	0	0	0
	S5	320	0	0	0	0
	S6	0	0	0	0	0
	S7	60	0	0	0	0
	All Grades	500	0	0	0	0
Direct Subsidy Scheme	S1	880	720	680	1000	1040
	S2	520	920	720	760	1040
	S3	880	520	922	760	760
	S4	720	840	680	1440	1200
	S5	680	720	840	680	1440
	S6	240	240	240	240	240
	S7	180	240	240	240	240
	All Grades	4100	4200	4322	5120	5960
Other Local Private	S1	24	0	0	0	0
	S2	24	0	0	0	0
	S3	24	0	0	0	0
	S4	180	90	90	90	135
	S5	450	405	315	310	225
	S6	120	180	225	180	135
	S7	90	120	135	180	135
	All Grades	912	795	765	760	630
International (including English Schools Foundation schools)	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
All Sectors	S1	6384	6180	6340	6640	6680
	S2	5984	6360	6460	6440	6600
	S3	6464	5940	6402	6440	6440
	S4	5860	5930	5730	6650	6615
	S5	6410	6085	6115	5930	6765
	S6	2010	2100	2115	2100	2055
	S7	1980	2010	2025	2070	2055
	All Grades	35092	34605	35187	36270	37210

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Table 1C: Number of Places in Secondary Day Schools by District, by Sector and by Grade, 2000/01-2004/05

(10) District: Sai Kung						
Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	S1	240	320	200	240	200
	S2	200	240	277	240	240
	S3	200	200	200	320	240
	S4	160	160	160	160	200
	S5	160	160	160	160	160
	S6	60	60	60	60	60
	S7	60	60	60	60	60
	All Grades	1080	1200	1117	1240	1160
Aided	S1	3960	4000	3600	3760	3760
	S2	3200	3960	3680	3600	3760
	S3	2520	3200	3960	3560	3600
	S4	1960	2000	2520	2880	2800
	S5	2120	1960	2040	2520	2880
	S6	450	510	660	810	990
	S7	390	450	540	660	810
	All Grades	14600	16080	17000	17790	18600
Caput	S1	80	80	80	80	80
	S2	40	80	80	80	80
	S3	40	40	80	80	80
	S4	40	40	40	40	40
	S5	40	40	40	40	40
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	240	280	320	320	320
Bought Place Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Direct Subsidy Scheme	S1	0	0	0	440	748
	S2	0	0	0	0	400
	S3	0	0	0	0	80
	S4	0	0	0	360	1000
	S5	0	0	0	0	800
	S6	0	0	0	0	30
	S7	0	0	0	0	30
	All Grades	0	0	0	800	3088
Other Local Private	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	80	80	66	0	0
	S7	80	80	84	0	0
	All Grades	160	160	150	0	0
International (including English Schools Foundation schools)	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
All Sectors	S1	4280	4400	3880	4520	4788
	S2	3440	4280	4037	3920	4480
	S3	2760	3440	4240	3960	4000
	S4	2160	2200	2720	3440	4040
	S5	2320	2160	2240	2720	3880
	S6	590	650	786	870	1080
	S7	530	590	684	720	900
	All Grades	16080	17720	18587	20150	23168

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Table 1C: Number of Places in Secondary Day Schools by District, by Sector and by Grade, 2000/01-2004/05

(11) District: Sha Tin						
Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	S1	640	640	600	600	520
	S2	600	640	600	560	520
	S3	600	600	640	560	520
	S4	560	560	560	560	560
	S5	560	560	560	560	560
	S6	180	180	180	180	180
	S7	180	180	180	180	180
	All Grades	3320	3360	3320	3200	3040
Aided	S1	7480	7560	7480	7400	7410
	S2	7160	7640	7400	7320	7260
	S3	7280	7280	7480	7320	7370
	S4	6840	6840	6720	7040	7050
	S5	6720	6916	6716	6756	7166
	S6	2310	2370	2340	2340	2340
	S7	2310	2310	2340	2340	2340
	All Grades	40100	40916	40476	40516	40936
Caput	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Bought Place Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Direct Subsidy Scheme	S1	225	200	200	200	560
	S2	0	200	200	200	200
	S3	0	0	200	200	200
	S4	60	0	0	160	400
	S5	0	80	0	0	160
	S6	465	450	549	550	520
	S7	420	450	573	542	541
	All Grades	1170	1380	1722	1852	2581
Other Local Private	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	44	0	0	0	0
	S5	78	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	122	0	0	0	0
International (including English Schools Foundation schools)	S1	193	204	180	180	180
	S2	201	204	180	180	180
	S3	199	215	180	180	180
	S4	196	204	180	180	180
	S5	209	204	180	180	180
	S6	394	326	150	150	150
	S7	355	292	150	150	150
	All Grades	1747	1649	1200	1200	1200
All Sectors	S1	8538	8604	8460	8380	8670
	S2	7961	8684	8380	8260	8160
	S3	8079	8095	8500	8260	8270
	S4	7700	7604	7460	7940	8190
	S5	7567	7760	7456	7496	8066
	S6	3349	3326	3219	3220	3190
	S7	3265	3232	3243	3212	3211
	All Grades	46459	47305	46718	46768	47757

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Table 1C: Number of Places in Secondary Day Schools by District, by Sector and by Grade, 2000/01-2004/05

(12) District: Tai Po

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	S1	400	400	400	400	360
	S2	400	400	400	400	400
	S3	400	400	400	400	440
	S4	360	360	360	360	360
	S5	360	360	360	360	360
	S6	120	120	120	120	120
	S7	120	120	120	120	120
	All Grades	2160	2160	2160	2160	2160
Aided	S1	4200	4200	4320	3960	3669
	S2	4160	4200	4160	4120	3760
	S3	4000	4149	4200	4160	4160
	S4	3240	3240	3480	3600	3750
	S5	3240	3240	3240	3600	3782
	S6	990	989	989	1140	1200
	S7	990	990	990	990	1140
	All Grades	20820	21008	21379	21570	21461
Caput	S1	240	240	240	200	200
	S2	240	240	240	240	200
	S3	240	240	240	240	240
	S4	160	160	160	200	200
	S5	160	160	160	160	200
	S6	60	60	60	60	60
	S7	60	60	60	60	60
	All Grades	1160	1160	1160	1160	1160
Bought Place Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Direct Subsidy Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Other Local Private	S1	40	0	0	0	0
	S2	40	0	0	0	0
	S3	78	0	0	0	0
	S4	237	120	161	120	80
	S5	357	360	322	120	240
	S6	99	105	131	90	90
	S7	111	120	135	120	90
	All Grades	962	705	749	450	500
International (including English Schools Foundation schools)	S1	11	0	0	0	0
	S2	10	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	21	0	0	0	0
All Sectors	S1	4891	4840	4960	4560	4229
	S2	4850	4840	4800	4760	4360
	S3	4718	4789	4840	4800	4840
	S4	3997	3880	4161	4280	4390
	S5	4117	4120	4082	4240	4582
	S6	1269	1274	1300	1410	1470
	S7	1281	1290	1305	1290	1410
	All Grades	25123	25033	25448	25340	25281

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Table 1C: Number of Places in Secondary Day Schools by District, by Sector and by Grade, 2000/01-2004/05

(13) District: North						
Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	S1	680	680	661	600	480
	S2	720	720	640	600	560
	S3	720	720	680	640	600
	S4	480	480	480	480	440
	S5	480	480	480	480	480
	S6	150	150	150	150	150
	S7	150	150	150	150	150
	All Grades	3380	3380	3241	3100	2860
Aided	S1	3480	3600	3680	3600	3480
	S2	3240	3480	3600	3640	3560
	S3	3240	3240	3480	3600	3640
	S4	2520	2680	2800	2960	3000
	S5	2520	2520	2680	2800	2960
	S6	690	750	750	840	900
	S7	630	690	750	750	840
	All Grades	16320	16960	17740	18190	18380
Caput	S1	120	120	120	80	0
	S2	120	120	120	120	80
	S3	120	120	120	120	120
	S4	80	80	80	80	80
	S5	80	80	80	80	80
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	520	520	520	480	360
Bought Place Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Direct Subsidy Scheme	S1	200	200	200	199	200
	S2	200	200	200	200	200
	S3	198	200	200	200	200
	S4	200	198	199	200	200
	S5	200	200	200	200	200
	S6	60	60	60	60	60
	S7	30	60	60	60	60
	All Grades	1088	1118	1119	1119	1120
Other Local Private	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	134	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	134	0	0	0
International (including English Schools Foundation schools)	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
All Sectors	S1	4480	4600	4661	4479	4160
	S2	4280	4520	4560	4560	4400
	S3	4278	4280	4480	4560	4560
	S4	3280	3438	3559	3720	3720
	S5	3280	3414	3440	3560	3720
	S6	900	960	960	1050	1110
	S7	810	900	960	960	1050
	All Grades	21308	22112	22620	22889	22720

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Table 1C: Number of Places in Secondary Day Schools by District, by Sector and by Grade, 2000/01-2004/05

(14) District: Yuen Long

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	S1	800	880	800	800	800
	S2	800	800	880	800	800
	S3	800	800	800	880	800
	S4	760	800	800	800	880
	S5	760	760	800	800	800
	S6	300	300	270	270	270
	S7	300	300	300	270	270
	All Grades	4520	4640	4650	4620	4620
Aided	S1	4960	5520	5920	6000	6560
	S2	4760	4960	5480	5920	6240
	S3	4440	4760	4957	5437	6077
	S4	3800	3760	4240	4240	4520
	S5	3880	3800	3759	4239	4300
	S6	1080	1200	1200	1230	1380
	S7	990	1080	1200	1200	1230
	All Grades	23910	25080	26756	28266	30307
Caput	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Bought Place Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Direct Subsidy Scheme	S1	148	274	317	400	336
	S2	120	231	318	318	400
	S3	317	200	280	278	320
	S4	314	358	424	280	360
	S5	198	554	398	436	280
	S6	30	60	120	90	90
	S7	30	60	60	120	90
	All Grades	1157	1737	1917	1922	1876
Other Local Private	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	18	0	0	0	0
	S4	482	220	170	234	286
	S5	1021	783	676	675	792
	S6	389	353	361	243	214
	S7	132	529	465	489	252
	All Grades	2042	1885	1672	1641	1544
International (including English Schools Foundation schools)	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
All Sectors	S1	5908	6674	7037	7200	7696
	S2	5680	5991	6678	7038	7440
	S3	5575	5760	6037	6595	7197
	S4	5356	5138	5634	5554	6046
	S5	5859	5897	5633	6150	6172
	S6	1799	1913	1951	1833	1954
	S7	1452	1969	2025	2079	1842
	All Grades	31629	33342	34995	36449	38347

- Notes: (1) Figures do not include special schools, skills opportunity schools and practical schools. Skills opportunity schools and practical schools completed mainstreaming in August 2004 are, however, included.
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- (3) Figures for 2004/05 are provisional and subject to revisions.

Table 1C: Number of Places in Secondary Day Schools by District, by Sector and by Grade, 2000/01-2004/05

(15) District: Tuen Mun						
Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	S1	400	480	400	400	400
	S2	400	400	480	400	400
	S3	400	400	400	480	400
	S4	400	400	400	400	480
	S5	400	400	400	400	400
	S6	150	150	150	150	150
	S7	150	150	150	150	150
	All Grades	2300	2380	2380	2380	2380
Aided	S1	6800	6800	6920	6999	7080
	S2	6477	6797	6757	6837	6958
	S3	6400	6480	6800	6758	6876
	S4	5840	5800	6000	6240	6320
	S5	6000	5840	5800	6000	6240
	S6	1740	1800	1860	1860	1920
	S7	1740	1740	1800	1860	1860
	All Grades	34997	35257	35937	36554	37254
Caput	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Bought Place Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Direct Subsidy Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Other Local Private	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	325	45	41	0	0
	S5	370	85	45	0	0
	S6	115	44	44	0	0
	S7	128	87	90	0	0
	All Grades	938	261	220	0	0
International (including English Schools Foundation schools)	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
All Sectors	S1	7200	7280	7320	7399	7480
	S2	6877	7197	7237	7237	7358
	S3	6800	6880	7200	7238	7276
	S4	6565	6245	6441	6640	6800
	S5	6770	6325	6245	6400	6640
	S6	2005	1994	2054	2010	2070
	S7	2018	1977	2040	2010	2010
	All Grades	38235	37898	38537	38934	39634

- Notes: (1) Figures do not include special schools, skills opportunity schools and practical schools. Skills opportunity schools and practical schools completed mainstreaming in August 2004 are, however, included.
- (2) Figures refer to the position as at September of the respective years.
- (3) Figures for 2004/05 are provisional and subject to revisions.

Table 1C: Number of Places in Secondary Day Schools by District, by Sector and by Grade, 2000/01-2004/05

(16) District: Tsuen Wan

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	S1	200	200	200	200	200
	S2	200	200	200	200	200
	S3	200	200	200	200	200
	S4	200	200	200	200	200
	S5	200	200	200	200	200
	S6	60	60	60	90	90
	S7	60	60	60	60	90
	All Grades	1120	1120	1120	1150	1180
Aided	S1	2480	2359	2359	2359	2360
	S2	2360	2480	2360	2359	2360
	S3	2360	2360	2480	2319	2360
	S4	2118	2118	2158	2240	2160
	S5	2118	2119	2119	2159	2240
	S6	690	690	690	690	690
	S7	675	690	690	690	690
	All Grades	12801	12816	12856	12816	12860
Caput	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Bought Place Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Direct Subsidy Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Other Local Private	S1	0	0	0	0	15
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	331	135	45	0	40
	S5	517	180	135	135	80
	S6	282	135	135	135	60
	S7	220	180	135	135	75
	All Grades	1350	630	450	405	270
International (including English Schools Foundation schools)	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
All Sectors	S1	2680	2559	2559	2559	2575
	S2	2560	2680	2560	2559	2560
	S3	2560	2560	2680	2519	2560
	S4	2649	2453	2403	2440	2400
	S5	2835	2499	2454	2494	2520
	S6	1032	885	885	915	840
	S7	955	930	885	885	855
	All Grades	15271	14566	14426	14371	14310

- Notes: (1) Figures do not include special schools, skills opportunity schools and practical schools. Skills opportunity schools and practical schools completed mainstreaming in August 2004 are, however, included.
- (2) Figures refer to the position as at September of the respective years.
- (3) Figures for 2004/05 are provisional and subject to revisions.

Table 1C: Number of Places in Secondary Day Schools by District, by Sector and by Grade, 2000/01-2004/05

(17) District: Kwai Tsing

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	S1	360	320	320	320	240
	S2	320	360	320	280	240
	S3	320	320	360	320	320
	S4	320	320	320	320	320
	S5	320	320	320	320	320
	S6	120	120	120	120	120
	S7	120	120	120	120	120
	All Grades	1880	1880	1880	1800	1680
Aided	S1	6190	6120	6083	6160	6070
	S2	6030	6200	6120	6080	6070
	S3	6150	6040	6200	6120	6070
	S4	5552	5520	5440	5480	5512
	S5	5632	5545	5517	5437	5469
	S6	1850	1910	1910	1880	1885
	S7	1885	1860	1920	1915	1880
	All Grades	33289	33195	33190	33072	32956
Caput	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Bought Place Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Direct Subsidy Scheme	S1	0	0	0	0	80
	S2	0	0	0	0	80
	S3	0	0	0	0	80
	S4	0	0	0	0	80
	S5	0	0	0	0	80
	S6	0	0	0	0	30
	S7	0	0	0	0	30
	All Grades	0	0	0	0	460
Other Local Private	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	38	0	0	0	0
	S4	114	38	0	0	0
	S5	76	38	0	0	0
	S6	38	0	0	0	0
	S7	38	0	0	0	0
	All Grades	304	76	0	0	0
International (including English Schools Foundation schools)	S1	30	0	0	0	0
	S2	30	0	0	0	0
	S3	30	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	90	0	0	0	0
All Sectors	S1	6580	6440	6403	6480	6390
	S2	6380	6560	6440	6360	6390
	S3	6538	6360	6560	6440	6470
	S4	5986	5878	5760	5800	5912
	S5	6028	5903	5837	5757	5869
	S6	2008	2030	2030	2000	2035
	S7	2043	1980	2040	2035	2030
	All Grades	35563	35151	35070	34872	35096

- Notes: (1) Figures do not include special schools, skills opportunity schools and practical schools. Skills opportunity schools and practical schools completed mainstreaming in August 2004 are, however, included.
- (2) Figures refer to the position as at September of the respective years.
- (3) Figures for 2004/05 are provisional and subject to revisions.

Table 1C: Number of Places in Secondary Day Schools by District, by Sector and by Grade, 2000/01-2004/05

(18) District: Islands						
Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	S1	160	160	160	160	120
	S2	160	160	160	160	160
	S3	160	160	160	160	160
	S4	200	200	200	200	200
	S5	200	200	200	200	200
	S6	60	60	90	90	90
	S7	60	60	60	90	90
	All Grades	1000	1000	1030	1060	1020
Aided	S1	640	840	1040	1200	1240
	S2	520	640	840	1075	1160
	S3	520	520	680	760	1080
	S4	400	400	440	600	760
	S5	400	400	400	440	600
	S6	60	90	210	210	210
	S7	60	60	90	210	210
	All Grades	2600	2950	3700	4495	5260
Caput	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Bought Place Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Direct Subsidy Scheme	S1	0	0	0	160	160
	S2	0	0	0	0	160
	S3	0	0	0	0	0
	S4	0	0	0	560	360
	S5	0	0	0	40	440
	S6	0	0	0	30	30
	S7	0	0	0	0	30
	All Grades	0	0	0	790	1180
Other Local Private	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	60	60	60	60	60
	S4	15	15	30	15	15
	S5	15	15	0	19	19
	S6	0	0	0	9	0
	S7	0	0	0	0	19
	All Grades	90	90	90	103	113
International (including English Schools Foundation schools)	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
All Sectors	S1	800	1000	1200	1520	1520
	S2	680	800	1000	1235	1480
	S3	740	740	900	980	1300
	S4	615	615	670	1375	1335
	S5	615	615	600	699	1259
	S6	120	150	300	339	330
	S7	120	120	150	300	349
	All Grades	3690	4040	4820	6448	7573

- Notes: (1) Figures do not include special schools, skills opportunity schools and practical schools. Skills opportunity schools and practical schools completed mainstreaming in August 2004 are, however, included.
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Table 1C: Number of Places in Secondary Day Schools by District, by Sector and by Grade, 2000/01-2004/05

(19) District: All Districts

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	S1	7080	7200	6702	6720	6400
	S2	6800	7120	7077	6560	6440
	S3	6680	6800	7040	7080	6600
	S4	6320	6320	6400	6480	6680
	S5	6320	6320	6320	6400	6480
	S6	2430	2400	2400	2400	2400
	S7	2430	2430	2400	2400	2400
	All Grades	38060	38590	38339	38040	37400
Aided	S1	72603	73159	72998	72811	72645
	S2	69981	72684	71943	71914	71954
	S3	68711	70087	71761	70931	72192
	S4	61854	61941	62494	64403	64868
	S5	62361	61897	61054	62533	64689
	S6	21062	21592	21534	21709	22217
	S7	20887	21027	21254	21421	21596
	All Grades	377459	382387	383038	385722	390161
Caput	S1	1420	1403	1419	1383	1192
	S2	1385	1420	1407	1379	1334
	S3	1359	1382	1419	1404	1359
	S4	1183	1182	1172	1221	1226
	S5	1194	1192	1192	1192	1234
	S6	390	390	390	390	390
	S7	390	382	386	382	382
	All Grades	7321	7351	7385	7351	7117
Bought Place Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	569	0	0	0	0
	S4	40	0	0	0	0
	S5	743	0	0	0	0
	S6	90	0	0	0	0
	S7	150	0	0	0	0
	All Grades	1592	0	0	0	0
Direct Subsidy Scheme	S1	4013	3740	4357	5679	6844
	S2	2720	4071	4598	4758	5920
	S3	3595	2840	4882	4798	5040
	S4	3454	3788	4263	7560	7760
	S5	3323	4026	4758	4636	7680
	S6	1725	1710	2169	2350	2530
	S7	1410	1740	2133	2312	2461
	All Grades	20240	21915	27160	32093	38235
Other Local Private	S1	64	0	0	0	126
	S2	64	0	0	0	0
	S3	312	111	99	60	60
	S4	3616	1627	1049	834	932
	S5	6846	5130	3760	2610	2363
	S6	3782	3064	2490	2136	2030
	S7	2987	3377	2643	2492	1849
	All Grades	17671	13309	10041	8132	7360
International (including English Schools Foundation schools)	S1	2192	2392	2429	2511	2463
	S2	2258	2232	2310	2329	2383
	S3	2064	2281	2111	2185	2263
	S4	1930	1969	2035	2038	2028
	S5	1834	1884	1891	2055	2089
	S6	1740	1687	1656	1693	1753
	S7	1412	1472	1386	1424	1509
	All Grades	13430	13917	13818	14235	14488
All Sectors	S1	87372	87894	87905	89104	89670
	S2	83208	87527	87335	86940	88031
	S3	83290	83501	87312	86458	87514
	S4	78397	76827	77413	82536	83494
	S5	82621	80449	78975	79426	84535
	S6	31219	30843	30639	30678	31320
	S7	29666	30428	30202	30431	30197
	All Grades	475773	477469	479781	485573	494761

- Notes: (1) Figures do not include special schools, skills opportunity schools and practical schools. Skills opportunity schools and practical schools completed mainstreaming in August 2004 are, however, included.  
(2) Figures refer to the position as at September of the respective years.  
(3) Figures for 2004/05 are provisional and subject to revisions.

**Table 2A: Number of Students in Kindergartens by District and by Grade, 2000/01-2004/05**

District	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Central & Western	K1	1621	1705	1594	1590	1445
	K2	2188	2105	1938	1763	1660
	K3	2204	2088	1917	1756	1604
	All Grades	6013	5898	5449	5109	4709
Wan Chai	K1	1551	1583	1436	1506	1365
	K2	2215	2092	1901	1794	1885
	K3	2396	2282	2069	1847	1722
	All Grades	6162	5957	5406	5147	4972
Eastern	K1	2797	3085	2868	2923	2537
	K2	4721	4327	3708	3311	3442
	K3	5051	4745	4323	3599	3345
	All Grades	12569	12157	10899	9833	9324
Southern	K1	1176	1380	1292	1154	949
	K2	1718	1590	1512	1285	1288
	K3	2042	1722	1577	1506	1406
	All Grades	4936	4692	4381	3945	3643
Yau Tsim Mong	K1	1159	1206	1093	1173	1040
	K2	1788	1583	1260	1194	1274
	K3	1908	1694	1400	1182	1191
	All Grades	4855	4483	3753	3549	3505
Sham Shui Po	K1	2014	2085	1855	1948	1722
	K2	3069	2707	2394	2029	2203
	K3	3347	3223	2797	2468	2099
	All Grades	8430	8015	7046	6445	6024
Kowloon City	K1	5128	5494	5115	5415	5036
	K2	7105	6525	5860	5475	5826
	K3	7986	6907	6314	5674	5424
	All Grades	20219	18926	17289	16564	16286
Wong Tai Sin	K1	2162	2447	2143	2141	1835
	K2	3071	2916	2663	2312	2309
	K3	3440	3238	3044	2802	2376
	All Grades	8673	8601	7850	7255	6520
Kwun Tong	K1	2609	2828	2813	2935	2560
	K2	4077	3539	3310	3205	3229
	K3	4301	3984	3772	3426	3332
	All Grades	10987	10351	9895	9566	9121

**Table 2A: (Cont'd) Number of Students in Kindergartens by District and by Grade, 2000/01-2004/05**

District	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Sai Kung	K1	2072	2312	2047	2270	2300
	K2	2634	2747	2438	2214	2650
	K3	2987	2824	2712	2466	2484
	All Grades	7693	7883	7197	6950	7434
Sha Tin	K1	2874	3299	2913	3073	2690
	K2	4212	3990	3530	3161	3205
	K3	4760	4348	3997	3518	3158
	All Grades	11846	11637	10440	9752	9053
Tai Po	K1	1795	1751	1479	1525	1318
	K2	2446	2232	1917	1694	1682
	K3	2749	2389	2165	2041	1643
	All Grades	6990	6372	5561	5260	4643
North	K1	2015	2192	1954	1891	1795
	K2	2946	2707	2305	2091	2093
	K3	3413	3008	2708	2392	2243
	All Grades	8374	7907	6967	6374	6131
Yuen Long	K1	3370	3851	3855	4129	3877
	K2	4720	4712	4629	4535	4624
	K3	5187	5182	5312	5118	4792
	All Grades	13277	13745	13796	13782	13293
Tuen Mun	K1	2953	3316	2933	3047	2678
	K2	4458	4119	3772	3272	3372
	K3	5146	4612	4298	3775	3314
	All Grades	12557	12047	11003	10094	9364
Tsuen Wan	K1	1558	1583	1383	1514	1225
	K2	2153	2014	1614	1468	1525
	K3	2456	2084	1963	1629	1407
	All Grades	6167	5681	4960	4611	4157
Kwai Tsing	K1	2319	2712	2538	3015	2744
	K2	3220	3235	3094	2812	3019
	K3	3490	3246	3376	3131	3125
	All Grades	9029	9193	9008	8958	8888
Islands	K1	546	749	868	894	940
	K2	798	957	1006	1054	1160
	K3	800	951	951	954	990
	All Grades	2144	2657	2825	2902	3090
All Districts	K1	39719	43578	40179	42143	38056
	K2	57539	54097	48851	44669	46446
	K3	63663	58527	54695	49284	45655
	All Grades	160921	156202	143725	136096	130157

- Notes: (1) Figures do not include special schools.  
(2) Figures refer to the position as at September of the respective years.  
(3) Figures for 2004/05 are provisional and subject to revisions.

**Table 2B: Number of Students in Primary Day Schools by District, by Sector and by Grade, 2000/01-2004/05**

**(1) District: Central & Western**

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	P1	125	130	125	130	133
	P2	129	123	126	126	132
	P3	120	123	121	128	130
	P4	123	117	115	123	136
	P5	119	119	114	121	127
	P6	117	118	121	112	120
	All Grades	733	730	722	740	778
Aided	P1	2015	1961	1641	1409	1378
	P2	2011	1996	1785	1554	1452
	P3	2061	1980	1835	1699	1569
	P4	2062	2043	1818	1756	1766
	P5	2051	1987	1873	1733	1822
	P6	2057	2012	1789	1742	1771
	All Grades	12257	11979	10741	9893	9758
Direct Subsidy Scheme	P1	0	0	111	198	202
	P2	0	0	144	210	203
	P3	0	0	150	239	211
	P4	0	0	145	247	246
	P5	0	0	141	238	240
	P6	0	0	141	227	233
	All Grades	0	0	832	1359	1335
Other Local Private	P1	823	793	760	656	507
	P2	836	773	794	707	617
	P3	851	820	738	747	675
	P4	828	848	805	718	749
	P5	862	792	794	779	697
	P6	964	830	764	768	763
	All Grades	5164	4856	4655	4375	4008
International (including English Schools Foundation schools)	P1	236	233	236	206	217
	P2	255	263	240	220	210
	P3	214	253	242	219	223
	P4	241	237	237	219	219
	P5	215	250	219	219	226
	P6	212	227	222	204	215
	All Grades	1373	1463	1396	1287	1310
All Sectors	P1	3199	3117	2873	2599	2437
	P2	3231	3155	3089	2817	2614
	P3	3246	3176	3086	3032	2808
	P4	3254	3245	3120	3063	3116
	P5	3247	3148	3141	3090	3112
	P6	3350	3187	3037	3053	3102
	All Grades	19527	19028	18346	17654	17189

- Notes: (1) Figures do not include special schools.  
(2) Figures refer to the position as at September of the respective years.  
(3) Figures for 2004/05 are provisional and subject to revisions.

**Table 2B: Number of Students in Primary Day Schools by District, by Sector and by Grade, 2000/01-2004/05**

**(2) District: Wan Chai**

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	P1	451	445	463	447	454
	P2	464	455	459	450	463
	P3	423	463	458	451	465
	P4	436	445	472	466	463
	P5	400	427	446	464	473
	P6	415	395	418	427	468
	All Grades	2589	2630	2716	2705	2786
Aided	P1	1790	1738	1432	1417	1223
	P2	1855	1782	1576	1437	1398
	P3	1869	1825	1591	1580	1434
	P4	1840	1821	1655	1577	1553
	P5	1870	1770	1651	1642	1534
	P6	1842	1817	1569	1604	1605
	All Grades	11066	10753	9474	9257	8747
Direct Subsidy Scheme	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
Other Local Private	P1	695	659	581	552	501
	P2	650	660	632	560	543
	P3	644	629	624	614	555
	P4	720	618	628	602	596
	P5	694	699	599	598	594
	P6	718	657	679	562	569
	All Grades	4121	3922	3743	3488	3358
International (including English Schools Foundation schools)	P1	401	434	450	429	450
	P2	364	394	390	370	406
	P3	346	390	373	372	378
	P4	336	339	359	319	354
	P5	330	321	316	327	335
	P6	333	318	311	279	314
	All Grades	2110	2196	2199	2096	2237
All Sectors	P1	3337	3276	2926	2845	2628
	P2	3333	3291	3057	2817	2810
	P3	3282	3307	3046	3017	2832
	P4	3332	3223	3114	2964	2966
	P5	3294	3217	3012	3031	2936
	P6	3308	3187	2977	2872	2956
	All Grades	19886	19501	18132	17546	17128

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(3) Figures for 2004/05 are provisional and subject to revisions.

**Table 2B: Number of Students in Primary Day Schools by District, by Sector and by Grade, 2000/01-2004/05**

**(3) District: Eastern**

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	P1	717	746	716	654	522
	P2	716	724	742	711	637
	P3	699	736	717	747	692
	P4	726	722	738	716	749
	P5	728	718	712	742	714
	P6	768	727	709	709	736
	All Grades	4354	4373	4334	4279	4050
Aided	P1	3876	3807	3658	3339	2897
	P2	4021	3933	3925	3678	3293
	P3	4093	4067	4079	3907	3645
	P4	4177	4095	4231	4087	3883
	P5	4099	4165	4206	4178	4022
	P6	4339	4050	4253	4159	4107
	All Grades	24605	24117	24352	23348	21847
Direct Subsidy Scheme	P1	0	0	185	122	125
	P2	0	0	87	185	125
	P3	0	0	81	90	184
	P4	0	0	0	92	96
	P5	0	0	0	0	91
	P6	0	0	0	0	0
	All Grades	0	0	353	489	621
Other Local Private	P1	322	298	203	164	140
	P2	326	297	255	191	162
	P3	318	318	237	240	190
	P4	305	297	248	203	220
	P5	348	305	250	219	199
	P6	392	331	280	214	209
	All Grades	2011	1846	1473	1231	1120
International (including English Schools Foundation schools)	P1	327	343	363	324	309
	P2	295	370	341	339	323
	P3	285	317	347	305	318
	P4	305	306	319	323	313
	P5	269	332	286	312	321
	P6	283	282	326	286	325
	All Grades	1764	1950	1982	1889	1909
All Sectors	P1	5242	5194	5125	4603	3993
	P2	5358	5324	5350	5104	4540
	P3	5395	5438	5461	5289	5029
	P4	5513	5420	5536	5421	5261
	P5	5444	5520	5454	5451	5347
	P6	5782	5390	5568	5368	5377
	All Grades	32734	32286	32494	31236	29547

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(3) Figures for 2004/05 are provisional and subject to revisions.

**Table 2B: Number of Students in Primary Day Schools by District, by Sector and by Grade, 2000/01-2004/05**

**(4) District: Southern**

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	P1	192	190	190	196	187
	P2	156	190	191	189	199
	P3	127	179	187	190	195
	P4	155	144	180	194	189
	P5	167	167	151	176	189
	P6	131	162	159	150	172
	All Grades	928	1032	1058	1095	1131
Aided	P1	1666	1652	1419	1345	1125
	P2	1770	1671	1615	1416	1317
	P3	1818	1734	1662	1594	1397
	P4	1819	1786	1719	1636	1577
	P5	1928	1771	1765	1714	1611
	P6	1993	1895	1721	1714	1665
	All Grades	10994	10509	9901	9419	8692
Direct Subsidy Scheme	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
Other Local Private	P1	103	99	100	97	95
	P2	65	99	99	99	99
	P3	58	66	99	99	97
	P4	61	65	64	98	96
	P5	64	66	65	64	96
	P6	59	66	65	64	60
	All Grades	410	461	492	521	543
International (including English Schools Foundation schools)	P1	752	762	790	791	485
	P2	613	637	664	651	474
	P3	597	619	657	662	467
	P4	566	577	613	616	453
	P5	526	545	583	594	402
	P6	491	481	507	512	346
	All Grades	3545	3621	3814	3826	2627
All Sectors	P1	2713	2703	2499	2429	1892
	P2	2604	2597	2569	2355	2089
	P3	2600	2598	2605	2545	2156
	P4	2601	2572	2576	2544	2315
	P5	2685	2549	2564	2548	2298
	P6	2674	2604	2452	2440	2243
	All Grades	15877	15623	15265	14861	12993

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**Table 2B: Number of Students in Primary Day Schools by District, by Sector and by Grade, 2000/01-2004/05**

**(5) District: Yau Tsim Mong**

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	P1	388	389	367	250	202
	P2	431	378	378	365	277
	P3	380	419	379	387	366
	P4	381	368	405	372	390
	P5	356	367	365	426	375
	P6	367	358	369	375	428
	All Grades	2303	2279	2263	2175	2038
Aided	P1	3386	3287	2972	2661	2296
	P2	3660	3407	3334	2809	2725
	P3	3818	3579	3460	3242	2836
	P4	3905	3711	3601	3337	3287
	P5	3913	3793	3766	3414	3338
	P6	3992	3838	3898	3582	3381
	All Grades	22674	21615	21031	19045	17863
Direct Subsidy Scheme	P1	127	195	189	184	151
	P2	206	212	210	187	177
	P3	149	211	217	199	181
	P4	154	183	211	214	189
	P5	156	181	176	207	199
	P6	104	159	173	170	194
	All Grades	896	1141	1176	1161	1091
Other Local Private	P1	106	110	108	107	105
	P2	114	110	110	108	109
	P3	111	113	107	108	108
	P4	116	110	113	109	108
	P5	116	118	109	110	110
	P6	109	112	115	108	108
	All Grades	672	673	662	650	648
International (including English Schools Foundation schools)	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
All Sectors	P1	4007	3981	3636	3202	2754
	P2	4411	4107	4032	3469	3288
	P3	4458	4322	4163	3936	3491
	P4	4556	4372	4330	4032	3974
	P5	4541	4459	4416	4157	4022
	P6	4572	4467	4555	4235	4111
	All Grades	26545	25708	25132	23031	21640

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**Table 2B: Number of Students in Primary Day Schools by District, by Sector and by Grade, 2000/01-2004/05**

**(6) District: Sham Shui Po**

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	P1	449	466	398	394	374
	P2	461	469	453	403	388
	P3	493	456	447	453	410
	P4	451	496	415	450	458
	P5	394	457	495	435	455
	P6	387	396	429	496	439
	All Grades	2635	2740	2637	2631	2524
Aided	P1	2558	2477	2074	2203	2006
	P2	2823	2719	2260	2479	2194
	P3	2942	2858	2442	2573	2454
	P4	3230	2946	2593	2635	2592
	P5	3359	3199	2666	2802	2635
	P6	3301	3305	2923	2858	2811
	All Grades	18213	17504	14958	15550	14692
Direct Subsidy Scheme	P1	0	180	0	74	79
	P2	0	55	0	0	80
	P3	0	50	0	0	0
	P4	0	32	0	0	0
	P5	0	12	0	0	0
	P6	0	0	0	0	0
	All Grades	0	329	0	74	159
Other Local Private	P1	1223	1213	994	937	815
	P2	1168	1163	1018	1012	860
	P3	1168	1120	941	1039	949
	P4	1022	1107	955	899	961
	P5	863	969	911	919	919
	P6	949	821	814	886	873
	All Grades	6393	6393	5633	5692	5377
International (including English Schools Foundation schools)	P1	140	57	132	100	121
	P2	128	60	108	124	92
	P3	116	89	91	100	112
	P4	142	86	111	87	89
	P5	145	56	102	106	79
	P6	144	52	80	106	118
	All Grades	815	400	624	623	611
All Sectors	P1	4370	4393	3598	3708	3395
	P2	4580	4466	3839	4018	3614
	P3	4719	4573	3921	4165	3925
	P4	4845	4667	4074	4071	4100
	P5	4761	4693	4174	4262	4088
	P6	4781	4574	4246	4346	4241
	All Grades	28056	27366	23852	24570	23363

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(3) Figures for 2004/05 are provisional and subject to revisions.

**Table 2B: Number of Students in Primary Day Schools by District, by Sector and by Grade, 2000/01-2004/05**

**(7) District: Kowloon City**

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	P1	678	686	664	633	620
	P2	694	679	693	672	656
	P3	685	694	682	688	687
	P4	691	689	698	693	690
	P5	700	685	701	702	695
	P6	701	691	687	703	687
	All Grades	4149	4124	4125	4091	4035
Aided	P1	3679	3617	3178	2967	2601
	P2	3810	3721	3572	3257	2979
	P3	3935	3825	3685	3555	3255
	P4	3928	3887	3794	3672	3551
	P5	3903	3870	3819	3807	3626
	P6	3998	3851	3812	3778	3768
	All Grades	23253	22771	21860	21036	19780
Direct Subsidy Scheme	P1	0	0	0	0	142
	P2	0	0	0	0	114
	P3	0	0	0	0	118
	P4	0	0	0	0	57
	P5	0	0	0	0	58
	P6	0	0	0	0	30
	All Grades	0	0	0	0	519
Other Local Private	P1	1757	1663	1586	1434	1172
	P2	1707	1657	1690	1495	1333
	P3	1720	1617	1755	1637	1393
	P4	1645	1617	1681	1705	1543
	P5	1573	1554	1647	1655	1645
	P6	1555	1418	1557	1555	1561
	All Grades	9957	9526	9916	9481	8647
International (including English Schools Foundation schools)	P1	436	575	529	516	518
	P2	306	436	463	462	428
	P3	295	383	404	448	483
	P4	267	385	395	389	477
	P5	320	379	359	392	415
	P6	274	411	394	358	420
	All Grades	1898	2569	2544	2565	2741
All Sectors	P1	6550	6541	5957	5550	5053
	P2	6517	6493	6418	5886	5510
	P3	6635	6519	6526	6328	5936
	P4	6531	6578	6568	6459	6318
	P5	6496	6488	6526	6556	6439
	P6	6528	6371	6450	6394	6466
	All Grades	39257	38990	38445	37173	35722

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(3) Figures for 2004/05 are provisional and subject to revisions.

**Table 2B: Number of Students in Primary Day Schools by District, by Sector and by Grade, 2000/01-2004/05**

**(8) District: Wong Tai Sin**

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	P1	128	130	125	123	119
	P2	128	123	126	127	127
	P3	133	123	127	123	132
	P4	136	134	137	127	131
	P5	175	134	140	136	128
	P6	174	167	135	140	136
	All Grades	874	811	790	776	773
Aided	P1	4695	4467	4130	4019	3382
	P2	4666	4822	4573	4190	4001
	P3	4844	4725	4932	4633	4153
	P4	4795	4954	4824	4994	4587
	P5	4853	4829	5018	4855	4856
	P6	4689	4821	4816	5039	4751
	All Grades	28542	28618	28293	27730	25730
Direct Subsidy Scheme	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
Other Local Private	P1	526	489	373	333	412
	P2	546	505	411	364	443
	P3	546	537	421	400	421
	P4	579	550	430	406	466
	P5	547	572	439	415	428
	P6	544	516	535	417	398
	All Grades	3288	3169	2609	2335	2568
International (including English Schools Foundation schools)	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
All Sectors	P1	5349	5086	4628	4475	3913
	P2	5340	5450	5110	4681	4571
	P3	5523	5385	5480	5156	4706
	P4	5510	5638	5391	5527	5184
	P5	5575	5535	5597	5406	5412
	P6	5407	5504	5486	5596	5285
	All Grades	32704	32598	31692	30841	29071

- Notes: (1) Figures do not include special schools.  
(2) Figures refer to the position as at September of the respective years.  
(3) Figures for 2004/05 are provisional and subject to revisions.

**Table 2B: Number of Students in Primary Day Schools by District, by Sector and by Grade, 2000/01-2004/05**

**(9) District: Kwun Tong**

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	P1	252	243	244	229	196
	P2	242	247	252	260	238
	P3	250	248	248	249	269
	P4	242	244	250	257	255
	P5	239	233	255	253	260
	P6	256	238	237	258	255
	All Grades	1481	1453	1486	1506	1473
Aided	P1	4518	4400	4330	4325	3674
	P2	4829	4752	4682	4510	4304
	P3	5032	5069	4991	4867	4503
	P4	5404	5242	5260	5195	4838
	P5	5270	5476	5357	5311	5068
	P6	5083	5298	5498	5396	5183
	All Grades	30136	30237	30118	29604	27570
Direct Subsidy Scheme	P1	0	0	61	94	73
	P2	0	0	171	105	91
	P3	0	0	62	150	116
	P4	0	0	55	52	144
	P5	0	0	30	44	44
	P6	0	0	11	29	43
	All Grades	0	0	390	474	511
Other Local Private	P1	380	378	245	135	89
	P2	370	356	357	217	144
	P3	360	353	336	320	210
	P4	341	335	338	301	295
	P5	332	335	330	318	289
	P6	369	308	316	308	304
	All Grades	2152	2065	1922	1599	1331
International (including English Schools Foundation schools)	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
All Sectors	P1	5150	5021	4880	4783	4032
	P2	5441	5355	5462	5092	4777
	P3	5642	5670	5637	5586	5098
	P4	5987	5821	5903	5805	5532
	P5	5841	6044	5972	5926	5661
	P6	5708	5844	6062	5991	5785
	All Grades	33769	33755	33916	33183	30885

- Notes: (1) Figures do not include special schools.  
(2) Figures refer to the position as at September of the respective years.  
(3) Figures for 2004/05 are provisional and subject to revisions.

**Table 2B: Number of Students in Primary Day Schools by District, by Sector and by Grade, 2000/01-2004/05**

**(10) District: Sai Kung**

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	P1	162	164	153	151	148
	P2	164	162	168	155	151
	P3	167	163	162	160	158
	P4	168	167	168	163	158
	P5	180	164	165	168	160
	P6	166	180	162	165	167
	All Grades	1007	1000	978	962	942
Aided	P1	2902	3213	2905	2824	2844
	P2	2883	3173	3229	2987	3276
	P3	2996	3248	3205	3302	3457
	P4	2988	3317	3276	3250	3779
	P5	3080	3265	3310	3300	3717
	P6	2918	3201	3265	3316	3593
	All Grades	17767	19417	19190	18979	20666
Direct Subsidy Scheme	P1	0	0	311	261	207
	P2	0	0	46	321	275
	P3	0	0	48	48	331
	P4	0	0	45	48	47
	P5	0	0	45	45	48
	P6	0	0	35	43	42
	All Grades	0	0	530	766	950
Other Local Private	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
International (including English Schools Foundation schools)	P1	89	89	89	90	114
	P2	90	90	90	85	109
	P3	79	87	90	89	94
	P4	89	86	81	87	110
	P5	70	87	87	86	98
	P6	81	80	89	84	86
	All Grades	498	519	526	521	611
All Sectors	P1	3153	3466	3458	3326	3313
	P2	3137	3425	3533	3548	3811
	P3	3242	3498	3505	3599	4040
	P4	3245	3570	3570	3548	4094
	P5	3330	3516	3607	3599	4023
	P6	3165	3461	3551	3608	3888
	All Grades	19272	20936	21224	21228	23169

- Notes: (1) Figures do not include special schools.  
(2) Figures refer to the position as at September of the respective years.  
(3) Figures for 2004/05 are provisional and subject to revisions.

**Table 2B: Number of Students in Primary Day Schools by District, by Sector and by Grade, 2000/01-2004/05**

**(11) District: Sha Tin**

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	P1	323	325	317	277	218
	P2	316	326	314	313	266
	P3	330	315	325	311	313
	P4	281	333	314	323	309
	P5	245	283	327	304	319
	P6	277	244	279	322	305
	All Grades	1772	1826	1876	1850	1730
Aided	P1	5792	5942	5156	4795	4139
	P2	6092	5958	5932	5138	4785
	P3	6298	6197	6012	6013	5158
	P4	6397	6461	6228	6078	6011
	P5	6246	6421	6429	6238	6027
	P6	6288	6230	6348	6411	6196
	All Grades	37113	37209	36105	34673	32316
Direct Subsidy Scheme	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
Other Local Private	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
International (including English Schools Foundation schools)	P1	90	138	188	217	221
	P2	90	138	163	189	225
	P3	89	138	166	170	188
	P4	89	137	162	167	168
	P5	90	131	163	169	171
	P6	90	90	85	119	119
	All Grades	538	772	927	1031	1092
All Sectors	P1	6205	6405	5661	5289	4578
	P2	6498	6422	6409	5640	5276
	P3	6717	6650	6503	6494	5659
	P4	6767	6931	6704	6568	6488
	P5	6581	6835	6919	6711	6517
	P6	6655	6564	6712	6852	6620
	All Grades	39423	39807	38908	37554	35138

- Notes: (1) Figures do not include special schools.  
(2) Figures refer to the position as at September of the respective years.  
(3) Figures for 2004/05 are provisional and subject to revisions.

**Table 2B: Number of Students in Primary Day Schools by District, by Sector and by Grade, 2000/01-2004/05**

**(12) District: Tai Po**

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	P1	160	157	159	156	119
	P2	186	157	156	159	160
	P3	109	186	156	160	158
	P4	101	110	183	160	159
	P5	103	103	101	186	159
	P6	69	101	99	99	187
	All Grades	728	814	854	920	942
Aided	P1	3420	3004	2611	2381	2133
	P2	3505	3407	2979	2594	2382
	P3	3996	3449	3327	2955	2588
	P4	4249	3906	3377	3309	2955
	P5	4639	4115	3760	3342	3238
	P6	4576	4537	3992	3723	3290
	All Grades	24385	22418	20046	18304	16586
Direct Subsidy Scheme	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
Other Local Private	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
International (including English Schools Foundation schools)	P1	222	232	198	185	172
	P2	184	217	217	204	200
	P3	169	195	198	195	201
	P4	133	177	178	185	177
	P5	120	134	160	178	172
	P6	106	111	124	135	168
	All Grades	934	1066	1075	1082	1090
All Sectors	P1	3802	3393	2968	2722	2424
	P2	3875	3781	3352	2957	2742
	P3	4274	3830	3681	3310	2947
	P4	4483	4193	3738	3654	3291
	P5	4862	4352	4021	3706	3569
	P6	4751	4749	4215	3957	3645
	All Grades	26047	24298	21975	20306	18618

- Notes: (1) Figures do not include special schools.  
(2) Figures refer to the position as at September of the respective years.  
(3) Figures for 2004/05 are provisional and subject to revisions.

**Table 2B: Number of Students in Primary Day Schools by District, by Sector and by Grade, 2000/01-2004/05**

**(13) District: North**

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	P1	237	216	159	80	56
	P2	220	249	210	147	89
	P3	315	218	228	186	148
	P4	325	302	217	205	182
	P5	317	319	284	219	200
	P6	300	319	312	275	220
	All Grades	1714	1623	1410	1112	895
Aided	P1	4177	3997	3440	3176	2825
	P2	4278	4154	3861	3394	3178
	P3	4376	4221	3900	3732	3312
	P4	4262	4354	4048	3871	3692
	P5	4346	4248	4165	3997	3837
	P6	4423	4282	4143	4099	3958
	All Grades	25862	25256	23557	22269	20802
Direct Subsidy Scheme	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
Other Local Private	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
International (including English Schools Foundation schools)	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
All Sectors	P1	4414	4213	3599	3256	2881
	P2	4498	4403	4071	3541	3267
	P3	4691	4439	4128	3918	3460
	P4	4587	4656	4265	4076	3874
	P5	4663	4567	4449	4216	4037
	P6	4723	4601	4455	4374	4178
	All Grades	27576	26879	24967	23381	21697

- Notes: (1) Figures do not include special schools.  
(2) Figures refer to the position as at September of the respective years.  
(3) Figures for 2004/05 are provisional and subject to revisions.



**Table 2B: Number of Students in Primary Day Schools by District, by Sector and by Grade, 2000/01-2004/05**

**(14) District: Yuen Long**

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	P1	516	476	439	397	456
	P2	491	526	477	447	395
	P3	533	489	513	464	457
	P4	443	522	484	500	509
	P5	432	442	520	479	502
	P6	415	429	446	514	492
	All Grades	2830	2884	2879	2801	2811
Aided	P1	5725	5864	6052	5960	5412
	P2	5900	6164	6581	6476	6131
	P3	6360	6371	6959	7033	6676
	P4	6452	6818	7284	7403	7130
	P5	6148	6745	7420	7514	7449
	P6	5622	6326	7110	7562	7433
	All Grades	36207	38288	41406	41948	40231
Direct Subsidy Scheme	P1	0	0	136	176	147
	P2	0	0	59	151	180
	P3	0	0	50	108	142
	P4	0	0	39	72	92
	P5	0	0	0	60	54
	P6	0	0	0	0	47
	All Grades	0	0	284	567	662
Other Local Private	P1	0	0	17	41	23
	P2	0	0	13	27	30
	P3	0	0	5	20	25
	P4	0	0	9	17	24
	P5	0	0	5	20	22
	P6	0	0	3	10	20
	All Grades	0	0	52	135	144
International (including English Schools Foundation schools)	P1	36	47	21	28	39
	P2	25	57	34	24	35
	P3	32	36	45	23	27
	P4	24	37	31	35	26
	P5	31	32	33	28	38
	P6	18	42	33	29	35
	All Grades	166	251	197	167	200
All Sectors	P1	6277	6387	6665	6602	6077
	P2	6416	6747	7164	7125	6771
	P3	6925	6896	7572	7648	7327
	P4	6919	7377	7847	8027	7781
	P5	6611	7219	7978	8101	8065
	P6	6055	6797	7592	8115	8027
	All Grades	39203	41423	44818	45618	44048

- Notes: (1) Figures do not include special schools.  
(2) Figures refer to the position as at September of the respective years.  
(3) Figures for 2004/05 are provisional and subject to revisions.

**Table 2B: Number of Students in Primary Day Schools by District, by Sector and by Grade, 2000/01-2004/05**

**(15) District: Tuen Mun**

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	P1	221	248	211	213	174
	P2	216	224	248	220	202
	P3	219	222	225	257	211
	P4	241	220	222	222	251
	P5	245	238	218	218	219
	P6	317	245	242	218	216
	All Grades	1459	1397	1366	1348	1273
Aided	P1	6007	5827	5186	4675	4215
	P2	6430	6219	5865	5159	4649
	P3	6659	6607	6272	5765	5145
	P4	6605	6779	6583	6190	5752
	P5	6763	6698	6685	6466	6104
	P6	6610	6754	6649	6601	6414
	All Grades	39074	38884	37240	34856	32279
Direct Subsidy Scheme	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
Other Local Private	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
International (including English Schools Foundation schools)	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
All Sectors	P1	6228	6075	5397	4888	4389
	P2	6646	6443	6113	5379	4851
	P3	6878	6829	6497	6022	5356
	P4	6846	6999	6805	6412	6003
	P5	7008	6936	6903	6684	6323
	P6	6927	6999	6891	6819	6630
	All Grades	40533	40281	38606	36204	33552

- Notes: (1) Figures do not include special schools.  
(2) Figures refer to the position as at September of the respective years.  
(3) Figures for 2004/05 are provisional and subject to revisions.

**Table 2B: Number of Students in Primary Day Schools by District, by Sector and by Grade, 2000/01-2004/05**

**(16) District: Tsuen Wan**

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	P1	371	342	337	334	330
	P2	335	369	340	335	327
	P3	331	334	367	338	331
	P4	345	326	330	363	336
	P5	344	344	327	329	359
	P6	341	335	339	324	325
	All Grades	2067	2050	2040	2023	2008
Aided	P1	2913	2831	2470	2417	2011
	P2	2920	2914	2810	2502	2391
	P3	3058	2944	2888	2853	2512
	P4	3204	3070	2899	2912	2868
	P5	3237	3178	3016	2867	2899
	P6	3117	3194	3147	2997	2846
	All Grades	18449	18131	17230	16548	15527
Direct Subsidy Scheme	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
Other Local Private	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
International (including English Schools Foundation schools)	P1	0	0	8	9	5
	P2	0	0	12	8	12
	P3	0	0	3	11	7
	P4	0	0	0	6	10
	P5	0	0	0	4	7
	P6	0	0	0	0	2
	All Grades	0	0	23	38	43
All Sectors	P1	3284	3173	2815	2760	2346
	P2	3255	3283	3162	2845	2730
	P3	3389	3278	3258	3202	2850
	P4	3549	3396	3229	3281	3214
	P5	3581	3522	3343	3200	3265
	P6	3458	3529	3486	3321	3173
	All Grades	20516	20181	19293	18609	17578

- Notes: (1) Figures do not include special schools.  
(2) Figures refer to the position as at September of the respective years.  
(3) Figures for 2004/05 are provisional and subject to revisions.

**Table 2B: Number of Students in Primary Day Schools by District, by Sector and by Grade, 2000/01-2004/05**

**(17) District: Kwai Tsing**

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
Aided	P1	4176	3941	3848	3683	3377
	P2	4427	4326	4335	3973	3808
	P3	4676	4470	4674	4462	4112
	P4	4859	4774	4901	4843	4645
	P5	4912	4847	5088	4978	4934
	P6	4909	4966	5038	5110	5005
	All Grades	27959	27324	27884	27049	25881
Direct Subsidy Scheme	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
Other Local Private	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
International (including English Schools Foundation schools)	P1	11	0	83	86	90
	P2	21	0	55	86	89
	P3	16	0	50	59	87
	P4	12	0	32	56	60
	P5	9	0	0	36	51
	P6	15	0	0	0	29
	All Grades	84	0	220	323	406
All Sectors	P1	4187	3941	3931	3769	3467
	P2	4448	4326	4390	4059	3897
	P3	4692	4470	4724	4521	4199
	P4	4871	4774	4933	4899	4705
	P5	4921	4847	5088	5014	4985
	P6	4924	4966	5038	5110	5034
	All Grades	28043	27324	28104	27372	26287

- Notes: (1) Figures do not include special schools.  
(2) Figures refer to the position as at September of the respective years.  
(3) Figures for 2004/05 are provisional and subject to revisions.

**Table 2B: Number of Students in Primary Day Schools by District, by Sector and by Grade, 2000/01-2004/05**

**(18) District: Islands**

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
Aided	P1	804	1070	1212	1128	1249
	P2	762	1075	1235	1286	1292
	P3	752	1108	1278	1333	1473
	P4	735	1163	1264	1374	1478
	P5	763	1127	1312	1351	1478
	P6	716	1038	1237	1351	1407
	All Grades	4532	6581	7538	7823	8377
Direct Subsidy Scheme	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
Other Local Private	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	All Grades	0	0	0	0	0
International (including English Schools Foundation schools)	P1	94	97	87	166	155
	P2	91	97	86	110	109
	P3	76	96	92	80	113
	P4	85	80	87	84	84
	P5	73	75	79	84	75
	P6	60	65	80	78	80
	All Grades	479	510	511	602	616
All Sectors	P1	898	1167	1299	1294	1404
	P2	853	1172	1321	1396	1401
	P3	828	1204	1370	1413	1586
	P4	820	1243	1351	1458	1562
	P5	836	1202	1391	1435	1553
	P6	776	1103	1317	1429	1487
	All Grades	5011	7091	8049	8425	8993

- Notes: (1) Figures do not include special schools.  
(2) Figures refer to the position as at September of the respective years.  
(3) Figures for 2004/05 are provisional and subject to revisions.

**Table 2B: Number of Students in Primary Day Schools by District, by Sector and by Grade, 2000/01-2004/05**

**(19) District: All Districts**

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	P1	5370	5353	5067	4664	4308
	P2	5349	5401	5333	5079	4707
	P3	5314	5368	5342	5292	5122
	P4	5245	5339	5328	5334	5365
	P5	5144	5200	5321	5358	5334
	P6	5201	5105	5143	5287	5353
	All Grades	31623	31766	31534	31014	30189
Aided	P1	64099	63095	57714	54724	48787
	P2	66642	66193	64149	58839	55555
	P3	69583	68277	67192	65098	59679
	P4	70911	71127	69355	68119	65944
	P5	71380	71504	71306	69509	68195
	P6	70473	71415	71208	71042	69184
	All Grades	413088	411611	400924	387331	367344
Direct Subsidy Scheme	P1	127	375	993	1109	1126
	P2	206	267	717	1159	1245
	P3	149	261	608	834	1283
	P4	154	215	495	725	871
	P5	156	193	392	594	734
	P6	104	159	360	469	589
	All Grades	896	1470	3565	4890	5848
Other Local Private	P1	5935	5702	4967	4456	3859
	P2	5782	5620	5379	4780	4340
	P3	5776	5573	5263	5224	4623
	P4	5617	5547	5271	5058	5058
	P5	5399	5410	5149	5097	4999
	P6	5659	5059	5128	4892	4865
	All Grades	34168	32911	31157	29507	27744
International (including English Schools Foundation schools)	P1	2834	3007	3174	3147	2896
	P2	2462	2759	2863	2872	2712
	P3	2314	2603	2758	2733	2698
	P4	2289	2447	2605	2573	2540
	P5	2198	2342	2387	2535	2390
	P6	2107	2159	2251	2190	2257
	All Grades	14204	15317	16038	16050	15493
All Sectors	P1	78365	77532	71915	68100	60976
	P2	80441	80240	78441	72729	68559
	P3	83136	82082	81163	79181	73405
	P4	84216	84675	83054	81809	79778
	P5	84277	84649	84555	83093	81652
	P6	83544	83897	84090	83880	82248
	All Grades	493979	493075	483218	468792	446618

- Notes: (1) Figures do not include special schools.  
(2) Figures refer to the position as at September of the respective years.  
(3) Figures for 2004/05 are provisional and subject to revisions.

Table 2C: Number of Students in Secondary Day Schools by District, by Sector and by Grade, 2000/01-2004/05

<b>(1) District: Central &amp; Western</b>						
Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	S1	211	203	201	203	202
	S2	214	213	202	202	204
	S3	212	207	209	196	195
	S4	189	202	202	206	192
	S5	188	189	198	193	194
	S6	124	122	127	120	120
	S7	125	117	107	111	109
	All Grades	1263	1253	1246	1231	1216
Aided	S1	2192	2159	1574	1559	1572
	S2	2316	2163	1636	1598	1555
	S3	2174	2204	1586	1601	1535
	S4	2221	2193	1764	1648	1556
	S5	2163	2116	1630	1674	1511
	S6	933	927	710	667	685
	S7	927	853	677	659	596
	All Grades	12926	12615	9577	9406	9010
Caput	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Bought Place Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Direct Subsidy Scheme	S1	245	222	594	557	574
	S2	172	235	717	568	519
	S3	235	145	686	677	552
	S4	189	207	641	667	631
	S5	230	226	594	592	598
	S6	104	95	304	294	312
	S7	97	96	266	242	241
	All Grades	1272	1226	3802	3597	3427
Other Local Private	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	75	39	0	0	0
	S5	111	52	31	0	0
	S6	25	18	0	53	42
	S7	28	24	0	25	42
	All Grades	239	133	31	78	84
International (including English Schools Foundation schools)	S1	290	293	310	316	316
	S2	292	289	295	288	306
	S3	281	279	282	263	273
	S4	286	290	245	261	256
	S5	233	252	259	226	247
	S6	208	212	211	236	211
	S7	155	180	196	183	206
	All Grades	1745	1795	1798	1773	1815
All Sectors	S1	2938	2877	2679	2635	2664
	S2	2994	2900	2850	2656	2584
	S3	2902	2835	2763	2737	2555
	S4	2960	2931	2852	2782	2635
	S5	2925	2835	2712	2685	2550
	S6	1394	1374	1352	1370	1370
	S7	1332	1270	1246	1220	1194
	All Grades	17445	17022	16454	16085	15552

- Notes: (1) Figures do not include special schools, skills opportunity schools and practical schools. Skills opportunity schools and practical schools completed mainstreaming in August 2004 are, however, included.
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Table 2C: Number of Students in Secondary Day Schools by District, by Sector and by Grade, 2000/01-2004/05

(2) District: Wan Chai

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	S1	610	608	599	593	614
	S2	604	607	605	587	572
	S3	557	589	591	590	570
	S4	585	535	593	595	586
	S5	595	591	539	583	593
	S6	290	290	290	262	264
	S7	279	270	271	257	209
	All Grades	3520	3490	3488	3467	3408
Aided	S1	2577	2411	2458	2220	1913
	S2	2415	2504	2332	2192	1915
	S3	2261	2302	2315	2108	1810
	S4	2519	2379	2326	2170	1920
	S5	2432	2375	2183	2027	1788
	S6	1084	1074	1018	962	856
	S7	974	958	934	864	754
	All Grades	14262	14003	13566	12543	10956
Caput	S1	178	145	123	136	70
	S2	187	194	180	136	146
	S3	190	208	197	185	139
	S4	236	246	249	240	240
	S5	264	259	259	245	250
	S6	100	108	104	108	112
	S7	96	96	100	104	106
	All Grades	1251	1256	1212	1154	1063
Bought Place Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Direct Subsidy Scheme	S1	0	0	0	0	248
	S2	0	0	0	0	245
	S3	0	0	0	0	235
	S4	0	0	0	329	506
	S5	0	0	0	0	478
	S6	0	0	0	0	118
	S7	0	0	0	0	86
	All Grades	0	0	0	329	1916
Other Local Private	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	9	10	0	0	0
	S4	124	58	29	0	31
	S5	564	438	268	81	55
	S6	884	595	477	269	244
	S7	784	741	565	390	234
	All Grades	2365	1842	1339	740	564
International (including English Schools Foundation schools)	S1	62	74	73	61	81
	S2	72	64	68	69	70
	S3	86	63	58	58	69
	S4	61	61	63	53	61
	S5	68	55	46	59	55
	S6	37	56	49	43	50
	S7	38	36	40	47	41
	All Grades	424	409	397	390	427
All Sectors	S1	3427	3238	3253	3010	2926
	S2	3278	3369	3185	2984	2948
	S3	3103	3172	3161	2941	2823
	S4	3525	3279	3260	3387	3344
	S5	3923	3718	3295	2995	3219
	S6	2395	2123	1938	1644	1644
	S7	2171	2101	1910	1662	1430
	All Grades	21822	21000	20002	18623	18334

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Table 2C: Number of Students in Secondary Day Schools by District, by Sector and by Grade, 2000/01-2004/05

(3) District: Eastern

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	S1	789	899	779	766	761
	S2	772	788	901	775	763
	S3	747	760	778	882	763
	S4	738	750	763	761	860
	S5	728	733	734	748	739
	S6	305	312	314	316	307
	S7	302	294	280	281	292
	All Grades	4381	4536	4549	4529	4485
Aided	S1	4887	4654	4475	4418	4214
	S2	4242	4773	4537	4415	4375
	S3	3879	4135	4649	4448	4340
	S4	3717	3738	3887	4093	3959
	S5	3625	3641	3636	3778	4011
	S6	1223	1284	1285	1287	1442
	S7	1191	1171	1218	1192	1182
	All Grades	22764	23396	23687	23631	23523
Caput	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Bought Place Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Direct Subsidy Scheme	S1	649	585	579	486	472
	S2	409	605	565	564	487
	S3	351	375	579	534	548
	S4	295	341	373	559	520
	S5	468	346	395	445	558
	S6	191	174	173	171	166
	S7	122	178	150	159	148
	All Grades	2485	2604	2814	2918	2899
Other Local Private	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	16	0	0	0	0
	S4	162	87	27	30	33
	S5	270	254	183	187	143
	S6	166	145	101	77	119
	S7	201	151	146	115	97
	All Grades	815	637	457	409	392
International (including English Schools Foundation schools)	S1	292	372	356	400	376
	S2	332	273	355	342	398
	S3	239	319	234	294	330
	S4	166	187	208	178	198
	S5	180	174	188	200	195
	S6	171	176	168	199	204
	S7	61	80	89	95	107
	All Grades	1441	1581	1598	1708	1808
All Sectors	S1	6617	6510	6189	6070	5823
	S2	5755	6439	6358	6096	6023
	S3	5232	5589	6240	6158	5981
	S4	5078	5103	5258	5621	5570
	S5	5271	5148	5136	5358	5646
	S6	2056	2091	2041	2050	2238
	S7	1877	1874	1883	1842	1826
	All Grades	31886	32754	33105	33195	33107

- Notes: (1) Figures do not include special schools, skills opportunity schools and practical schools. Skills opportunity schools and practical schools completed mainstreaming in August 2004 are, however, included.
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Table 2C: Number of Students in Secondary Day Schools by District, by Sector and by Grade, 2000/01-2004/05

<b>(4) District: Southern</b>						
Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Aided	S1	2567	2533	2522	2443	2415
	S2	2384	2479	2471	2460	2428
	S3	2228	2272	2371	2355	2411
	S4	2446	2258	2286	2347	2362
	S5	2355	2316	2124	2144	2255
	S6	963	940	918	913	917
	S7	862	861	841	852	818
	All Grades	13805	13659	13533	13514	13606
Caput	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Bought Place Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Direct Subsidy Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Other Local Private	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	161	45	45	23	15
	S5	131	117	76	36	28
	S6	65	22	0	0	0
	S7	0	0	0	0	0
	All Grades	357	184	121	59	43
International (including English Schools Foundation schools)	S1	606	602	645	692	704
	S2	630	623	591	642	697
	S3	554	610	631	574	623
	S4	494	548	580	609	553
	S5	453	470	502	534	594
	S6	433	442	465	468	531
	S7	363	402	402	433	433
	All Grades	3533	3697	3816	3952	4135
All Sectors	S1	3173	3135	3167	3135	3119
	S2	3014	3102	3062	3102	3125
	S3	2782	2882	3002	2929	3034
	S4	3101	2851	2911	2979	2930
	S5	2939	2903	2702	2714	2877
	S6	1461	1404	1383	1381	1448
	S7	1225	1263	1243	1285	1251
	All Grades	17695	17540	17470	17525	17784

- Notes: (1) Figures do not include special schools, skills opportunity schools and practical schools. Skills opportunity schools and practical schools completed mainstreaming in August 2004 are, however, included.
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Table 2C: Number of Students in Secondary Day Schools by District, by Sector and by Grade, 2000/01-2004/05

(5) District: Yau Tsim Mong						
Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	S1	327	288	267	289	360
	S2	291	318	296	266	281
	S3	260	280	304	270	261
	S4	233	246	265	293	253
	S5	222	216	226	239	270
	S6	90	91	91	91	90
	S7	91	89	86	86	86
	All Grades	1514	1528	1535	1534	1601
Aided	S1	2434	2658	2378	2341	2295
	S2	2371	2364	2311	2364	2319
	S3	2279	2280	2322	2274	2301
	S4	2243	2183	2196	2284	2210
	S5	2163	2111	2104	2091	2148
	S6	1339	1336	1354	1347	1378
	S7	1272	1269	1242	1214	1237
	All Grades	14101	14201	13907	13915	13888
Caput	S1	320	308	311	340	303
	S2	312	308	305	317	343
	S3	310	307	311	304	309
	S4	280	272	269	278	285
	S5	271	281	285	290	280
	S6	92	94	93	93	92
	S7	94	89	92	88	92
	All Grades	1679	1659	1666	1710	1704
Bought Place Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	199	0	0	0	0
	S4	0	0	0	0	0
	S5	158	0	0	0	0
	S6	0	0	0	0	0
	S7	54	0	0	0	0
	All Grades	411	0	0	0	0
Direct Subsidy Scheme	S1	316	222	159	160	160
	S2	35	324	158	159	153
	S3	36	78	281	141	146
	S4	0	222	84	636	144
	S5	0	77	38	67	206
	S6	56	65	61	58	58
	S7	0	51	63	57	49
	All Grades	443	1039	844	1278	916
Other Local Private	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	266	81	0	0	0
	S5	593	170	212	0	0
	S6	363	146	109	28	15
	S7	216	146	118	90	19
	All Grades	1438	543	439	118	34
International (including English Schools Foundation schools)	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
All Sectors	S1	3397	3476	3115	3130	3118
	S2	3009	3314	3070	3106	3096
	S3	3084	2945	3218	2989	3017
	S4	3022	3004	2814	3491	2892
	S5	3407	2855	2865	2687	2904
	S6	1940	1732	1708	1617	1633
	S7	1727	1644	1601	1535	1483
	All Grades	19586	18970	18391	18555	18143

- Notes: (1) Figures do not include special schools, skills opportunity schools and practical schools. Skills opportunity schools and practical schools completed mainstreaming in August 2004 are, however, included.
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Table 2C: Number of Students in Secondary Day Schools by District, by Sector and by Grade, 2000/01-2004/05

(6) District: Sham Shui Po						
Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	S1	239	185	194	198	197
	S2	199	235	190	188	184
	S3	179	190	221	183	178
	S4	189	185	192	205	189
	S5	198	178	172	184	191
	S6	89	59	59	60	61
	S7	85	91	60	59	54
	All Grades	1178	1123	1088	1077	1054
Aided	S1	2764	2671	2659	2753	2827
	S2	2533	2716	2621	2819	2881
	S3	2464	2488	2639	2699	2810
	S4	2496	2415	2384	2777	2712
	S5	2428	2416	2364	2484	2692
	S6	861	875	882	982	979
	S7	863	859	847	924	928
	All Grades	14409	14440	14396	15438	15829
Caput	S1	213	213	207	204	205
	S2	205	209	156	206	204
	S3	192	203	207	211	203
	S4	177	174	178	171	176
	S5	173	160	159	162	151
	S6	92	91	92	96	91
	S7	89	87	89	86	85
	All Grades	1141	1137	1088	1136	1115
Bought Place Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	62	0	0	0	0
	S4	0	0	0	0	0
	S5	81	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	143	0	0	0	0
Direct Subsidy Scheme	S1	837	852	846	887	937
	S2	884	1002	998	1024	818
	S3	1334	978	1043	1090	868
	S4	1220	1222	1087	1045	1005
	S5	1199	1374	1347	1201	883
	S6	308	302	309	378	324
	S7	273	303	303	354	316
	All Grades	6055	6033	5933	5979	5151
Other Local Private	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	30	31	38	0	0
	S4	489	204	174	157	110
	S5	657	669	458	461	370
	S6	307	141	49	196	363
	S7	333	276	44	40	165
	All Grades	1816	1321	763	854	1008
International (including English Schools Foundation schools)	S1	134	150	145	125	150
	S2	76	99	167	127	121
	S3	60	60	103	137	127
	S4	71	52	82	88	98
	S5	50	54	62	67	83
	S6	17	35	83	67	77
	S7	0	13	22	50	44
	All Grades	408	463	664	661	700
All Sectors	S1	4187	4071	4051	4167	4316
	S2	3897	4261	4132	4364	4208
	S3	4321	3950	4251	4320	4186
	S4	4642	4252	4097	4443	4290
	S5	4786	4851	4562	4559	4370
	S6	1674	1503	1474	1779	1895
	S7	1643	1629	1365	1513	1592
	All Grades	25150	24517	23932	25145	24857

- Notes: (1) Figures do not include special schools, skills opportunity schools and practical schools. Skills opportunity schools and practical schools completed mainstreaming in August 2004 are, however, included.
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Table 2C: Number of Students in Secondary Day Schools by District, by Sector and by Grade, 2000/01-2004/05

(7) District: Kowloon City						
Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	S1	396	321	313	293	313
	S2	310	330	311	312	306
	S3	294	246	378	293	300
	S4	354	299	304	379	299
	S5	337	357	296	307	377
	S6	120	121	119	122	117
	S7	118	114	117	120	116
	All Grades	1929	1788	1838	1826	1828
Aided	S1	6090	6036	6082	5743	5638
	S2	5952	5967	5955	5661	5706
	S3	5672	5539	5722	5418	5440
	S4	5522	5521	5552	5327	5248
	S5	5310	5280	5359	5045	5030
	S6	2111	2114	2120	1979	1988
	S7	2022	1994	1977	1795	1820
	All Grades	32679	32451	32767	30968	30870
Caput	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Bought Place Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	149	0	0	0	0
	S4	35	0	0	0	0
	S5	149	0	0	0	0
	S6	93	0	0	0	0
	S7	29	0	0	0	0
	All Grades	455	0	0	0	0
Direct Subsidy Scheme	S1	247	211	297	571	629
	S2	174	245	270	467	563
	S3	242	198	232	451	479
	S4	447	353	342	963	744
	S5	400	499	614	673	935
	S6	358	390	369	511	546
	S7	315	336	357	464	452
	All Grades	2183	2232	2481	4100	4348
Other Local Private	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	221	145	33	26	23
	S5	510	368	211	122	59
	S6	226	199	211	156	105
	S7	184	256	207	246	130
	All Grades	1141	968	662	550	317
International (including English Schools Foundation schools)	S1	336	433	437	444	481
	S2	378	398	438	412	457
	S3	322	430	377	416	426
	S4	308	367	417	360	429
	S5	291	319	326	390	359
	S6	237	249	267	287	369
	S7	147	163	161	162	189
	All Grades	2019	2359	2423	2471	2710
All Sectors	S1	7069	7001	7129	7051	7061
	S2	6814	6940	6974	6852	7032
	S3	6679	6413	6709	6578	6645
	S4	6887	6685	6648	7055	6743
	S5	6997	6823	6806	6537	6760
	S6	3145	3073	3086	3055	3125
	S7	2815	2863	2819	2787	2707
	All Grades	40406	39798	40171	39915	40073

- Notes: (1) Figures do not include special schools, skills opportunity schools and practical schools. Skills opportunity schools and practical schools completed mainstreaming in August 2004 are, however, included.
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Table 2C: Number of Students in Secondary Day Schools by District, by Sector and by Grade, 2000/01-2004/05

(8) District: Wong Tai Sin

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	S1	160	179	186	139	142
	S2	177	220	180	183	137
	S3	164	170	214	165	165
	S4	147	145	155	150	156
	S5	151	152	155	153	141
	S6	49	58	60	59	59
	S7	56	54	58	57	51
	All Grades	904	978	1008	906	851
Aided	S1	4288	4220	4202	4167	4159
	S2	4075	4254	4103	4140	4153
	S3	3885	3901	3829	3984	3958
	S4	3815	3800	3597	3672	3837
	S5	3788	3768	3481	3488	3511
	S6	1451	1478	1375	1325	1346
	S7	1431	1441	1324	1286	1258
	All Grades	22733	22862	21911	22062	22222
Caput	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Bought Place Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Direct Subsidy Scheme	S1	0	0	266	254	265
	S2	0	0	267	244	261
	S3	0	0	232	253	226
	S4	0	0	245	223	244
	S5	0	0	216	217	207
	S6	0	0	93	93	100
	S7	0	0	80	83	72
	All Grades	0	0	1399	1367	1375
Other Local Private	S1	0	0	0	0	75
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	95	27	0	0	0
	S5	347	250	157	110	53
	S6	116	89	153	125	88
	S7	46	109	90	137	114
	All Grades	604	475	400	372	330
International (including English Schools Foundation schools)	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
All Sectors	S1	4448	4399	4654	4560	4641
	S2	4252	4474	4550	4567	4551
	S3	4049	4071	4275	4402	4349
	S4	4057	3972	3997	4045	4237
	S5	4286	4170	4009	3968	3912
	S6	1616	1625	1681	1602	1593
	S7	1533	1604	1552	1563	1495
	All Grades	24241	24315	24718	24707	24778

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Table 2C: Number of Students in Secondary Day Schools by District, by Sector and by Grade, 2000/01-2004/05

(9) District: Kwun Tong						
Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	S1	419	411	375	373	378
	S2	363	412	403	365	360
	S3	346	346	354	387	357
	S4	340	350	356	371	385
	S5	348	337	351	347	359
	S6	150	149	146	151	148
	S7	151	147	146	141	150
	All Grades	2117	2152	2131	2135	2137
Aided	S1	4828	4627	5027	4974	4914
	S2	4549	4548	4818	4986	4880
	S3	4176	4331	4450	4752	4792
	S4	4283	4202	4259	4472	4508
	S5	4301	4177	4136	4186	4300
	S6	1505	1491	1497	1488	1545
	S7	1494	1479	1438	1457	1493
	All Grades	25136	24855	25625	26315	26432
Caput	S1	243	222	247	201	237
	S2	221	230	210	236	226
	S3	230	204	230	211	230
	S4	238	247	249	254	253
	S5	238	228	234	256	251
	S6	60	62	62	61	64
	S7	59	60	60	60	58
	All Grades	1289	1253	1292	1279	1319
Bought Place Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	119	0	0	0	0
	S4	0	0	0	0	0
	S5	316	0	0	0	0
	S6	0	0	0	0	0
	S7	61	0	0	0	0
	All Grades	496	0	0	0	0
Direct Subsidy Scheme	S1	862	622	630	838	848
	S2	503	887	706	699	963
	S3	870	509	927	738	750
	S4	744	843	662	1378	1164
	S5	668	725	883	674	1334
	S6	271	249	264	258	257
	S7	180	256	248	259	249
	All Grades	4098	4091	4320	4844	5565
Other Local Private	S1	24	0	0	0	0
	S2	24	0	0	0	0
	S3	24	0	0	0	0
	S4	175	80	86	85	112
	S5	432	368	286	298	202
	S6	99	157	190	133	97
	S7	53	100	133	152	107
	All Grades	831	705	695	668	518
International (including English Schools Foundation schools)	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
All Sectors	S1	6376	5882	6279	6386	6377
	S2	5660	6077	6137	6286	6429
	S3	5765	5390	5961	6088	6129
	S4	5780	5722	5612	6560	6422
	S5	6303	5835	5890	5761	6446
	S6	2085	2108	2159	2091	2111
	S7	1998	2042	2025	2069	2057
	All Grades	33967	33056	34063	35241	35971

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Table 2C: Number of Students in Secondary Day Schools by District, by Sector and by Grade, 2000/01-2004/05

(10) District: Sai Kung						
Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	S1	207	288	212	207	201
	S2	200	206	285	213	207
	S3	195	201	206	282	211
	S4	160	160	160	160	200
	S5	164	160	160	160	160
	S6	60	60	66	59	61
	S7	64	59	58	64	59
	All Grades	1050	1134	1147	1145	1099
Aided	S1	3484	3692	3496	3470	3631
	S2	2844	3417	3258	3414	3468
	S3	2305	2697	3315	3150	3274
	S4	1959	1995	2552	2884	2797
	S5	2072	1922	1995	2421	2685
	S6	456	513	668	808	1007
	S7	384	438	524	632	753
	All Grades	13504	14674	15808	16779	17615
Caput	S1	87	81	78	71	75
	S2	38	80	75	84	67
	S3	41	37	78	80	82
	S4	40	40	43	40	45
	S5	41	43	45	43	36
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	247	281	319	318	305
Bought Place Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Direct Subsidy Scheme	S1	0	0	0	364	630
	S2	0	0	0	0	383
	S3	0	0	0	0	70
	S4	0	0	0	389	853
	S5	0	0	0	0	759
	S6	0	0	0	0	32
	S7	0	0	0	0	37
	All Grades	0	0	0	753	2764
Other Local Private	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	72	58	40	0	0
	S7	46	53	46	0	0
	All Grades	118	111	86	0	0
International (including English Schools Foundation schools)	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
All Sectors	S1	3778	4061	3786	4112	4537
	S2	3082	3703	3618	3711	4125
	S3	2541	2935	3599	3512	3637
	S4	2159	2195	2755	3473	3895
	S5	2277	2125	2200	2624	3640
	S6	588	631	774	867	1100
	S7	494	550	628	696	849
	All Grades	14919	16200	17360	18995	21783

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Table 2C: Number of Students in Secondary Day Schools by District, by Sector and by Grade, 2000/01-2004/05

(11) District: Sha Tin

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	S1	599	559	527	477	491
	S2	557	571	564	527	510
	S3	538	534	556	530	486
	S4	541	529	542	556	542
	S5	561	548	542	511	546
	S6	197	187	193	179	196
	S7	193	194	186	186	167
	All Grades	3186	3122	3110	2966	2938
Aided	S1	7432	7023	7023	6982	6947
	S2	6699	7321	6918	6922	6935
	S3	6461	6449	6988	6770	6813
	S4	6602	6486	6614	7029	6949
	S5	6591	6593	6452	6444	6786
	S6	2316	2355	2362	2377	2359
	S7	2266	2272	2271	2270	2252
	All Grades	38367	38499	38628	38794	39041
Caput	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Bought Place Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Direct Subsidy Scheme	S1	217	206	180	184	558
	S2	0	188	209	180	180
	S3	0	0	170	192	165
	S4	51	0	0	148	241
	S5	0	68	0	0	144
	S6	485	458	555	575	565
	S7	444	478	588	560	558
	All Grades	1197	1398	1702	1839	2411
Other Local Private	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	44	0	0	0	0
	S5	78	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	122	0	0	0	0
International (including English Schools Foundation schools)	S1	192	197	165	159	174
	S2	201	201	176	161	166
	S3	196	213	173	169	159
	S4	195	192	173	170	168
	S5	183	184	152	163	157
	S6	298	307	166	150	159
	S7	277	284	141	142	139
	All Grades	1542	1578	1146	1114	1122
All Sectors	S1	8440	7985	7895	7802	8170
	S2	7457	8281	7867	7790	7791
	S3	7195	7196	7887	7661	7623
	S4	7433	7207	7329	7903	7900
	S5	7413	7393	7146	7118	7633
	S6	3296	3307	3276	3281	3279
	S7	3180	3228	3186	3158	3116
	All Grades	44414	44597	44586	44713	45512

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Table 2C: Number of Students in Secondary Day Schools by District, by Sector and by Grade, 2000/01-2004/05

(12) District: Tai Po

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	S1	400	385	389	370	313
	S2	341	395	374	382	358
	S3	351	356	390	378	377
	S4	357	352	346	342	343
	S5	353	358	367	358	363
	S6	119	120	127	119	126
	S7	125	120	126	124	121
	All Grades	2046	2086	2119	2073	2001
Aided	S1	4307	4018	3932	3592	3438
	S2	3908	4243	3994	3910	3511
	S3	3770	3860	4138	3934	3858
	S4	3226	3217	3506	3667	3703
	S5	3279	3270	3268	3565	3783
	S6	1032	1029	1026	1195	1217
	S7	1019	1006	1018	979	1143
	All Grades	20541	20643	20882	20842	20653
Caput	S1	247	246	233	202	195
	S2	225	248	239	240	201
	S3	234	233	247	241	239
	S4	157	158	157	195	202
	S5	178	179	179	179	223
	S6	63	65	63	65	63
	S7	61	62	63	62	63
	All Grades	1165	1191	1181	1184	1186
Bought Place Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Direct Subsidy Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Other Local Private	S1	14	0	0	0	0
	S2	20	0	0	0	0
	S3	76	0	0	0	0
	S4	211	63	83	47	46
	S5	271	165	250	125	100
	S6	98	77	85	53	50
	S7	112	95	97	104	55
	All Grades	802	400	515	329	251
International (including English Schools Foundation schools)	S1	2	0	0	0	0
	S2	1	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	3	0	0	0	0
All Sectors	S1	4970	4649	4554	4164	3946
	S2	4495	4886	4607	4532	4070
	S3	4431	4449	4775	4553	4474
	S4	3951	3790	4092	4251	4294
	S5	4081	3972	4064	4227	4469
	S6	1312	1291	1301	1432	1456
	S7	1317	1283	1304	1269	1382
	All Grades	24557	24320	24697	24428	24091

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Table 2C: Number of Students in Secondary Day Schools by District, by Sector and by Grade, 2000/01-2004/05

(13) District: North						
Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	S1	651	548	510	502	464
	S2	602	639	558	524	495
	S3	611	595	630	541	526
	S4	468	459	450	468	417
	S5	462	456	453	426	458
	S6	150	147	153	148	147
	S7	151	150	149	149	149
	All Grades	3095	2994	2903	2758	2656
Aided	S1	3588	3667	3536	3455	3515
	S2	3144	3486	3604	3504	3440
	S3	3069	3011	3405	3527	3446
	S4	2562	2718	2848	3042	3029
	S5	2531	2519	2646	2803	2936
	S6	729	726	787	837	943
	S7	646	711	745	755	807
	All Grades	16269	16838	17571	17923	18116
Caput	S1	127	131	111	75	0
	S2	127	126	132	110	63
	S3	115	109	130	128	108
	S4	86	82	85	88	85
	S5	89	88	88	86	86
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	544	536	546	487	342
Bought Place Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Direct Subsidy Scheme	S1	222	219	201	196	217
	S2	197	212	219	209	193
	S3	191	211	212	221	220
	S4	218	191	203	222	219
	S5	224	186	214	217	204
	S6	68	70	70	70	69
	S7	35	70	70	70	66
	All Grades	1155	1159	1189	1205	1188
Other Local Private	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	130	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	130	0	0	0
International (including English Schools Foundation schools)	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
All Sectors	S1	4588	4565	4358	4228	4196
	S2	4070	4463	4513	4347	4191
	S3	3986	3926	4377	4417	4300
	S4	3334	3450	3586	3820	3750
	S5	3306	3379	3401	3532	3684
	S6	947	943	1010	1055	1159
	S7	832	931	964	974	1022
	All Grades	21063	21657	22209	22373	22302

- Notes: (1) Figures do not include special schools, skills opportunity schools and practical schools. Skills opportunity schools and practical schools completed mainstreaming in August 2004 are, however, included.
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Table 2C: Number of Students in Secondary Day Schools by District, by Sector and by Grade, 2000/01-2004/05

(14) District: Yuen Long						
Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	S1	814	901	817	821	836
	S2	805	813	893	817	822
	S3	793	809	812	888	806
	S4	740	771	799	797	869
	S5	734	749	780	805	801
	S6	307	301	278	276	279
	S7	296	305	299	265	256
	All Grades	4489	4649	4678	4669	4669
Aided	S1	4962	5277	6083	6202	6588
	S2	4560	4794	5212	6038	6306
	S3	4042	4405	4736	5075	6063
	S4	3722	3717	4144	4236	4489
	S5	3831	3791	3715	4162	4166
	S6	1119	1223	1223	1250	1398
	S7	989	1104	1217	1186	1205
	All Grades	23225	24311	26330	28149	30215
Caput	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Bought Place Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Direct Subsidy Scheme	S1	114	233	261	327	293
	S2	104	180	294	313	342
	S3	325	179	253	279	303
	S4	298	326	396	277	343
	S5	202	531	383	421	263
	S6	40	66	99	92	90
	S7	36	54	66	99	87
	All Grades	1119	1569	1752	1808	1721
Other Local Private	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	18	0	0	0	0
	S4	476	200	125	222	236
	S5	946	719	621	607	701
	S6	351	314	300	170	171
	S7	115	478	334	347	204
	All Grades	1906	1711	1380	1346	1312
International (including English Schools Foundation schools)	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
All Sectors	S1	5890	6411	7161	7350	7717
	S2	5469	5787	6399	7168	7470
	S3	5178	5393	5801	6242	7172
	S4	5236	5014	5464	5532	5937
	S5	5713	5790	5499	5995	5931
	S6	1817	1904	1900	1788	1938
	S7	1436	1941	1916	1897	1752
	All Grades	30739	32240	34140	35972	37917

- Notes: (1) Figures do not include special schools, skills opportunity schools and practical schools. Skills opportunity schools and practical schools completed mainstreaming in August 2004 are, however, included.
- (2) Figures refer to the position as at September of the respective years.
- (3) Figures for 2004/05 are provisional and subject to revisions.

Table 2C: Number of Students in Secondary Day Schools by District, by Sector and by Grade, 2000/01-2004/05

(15) District: Tuen Mun						
Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	S1	419	480	405	409	419
	S2	413	419	482	402	406
	S3	406	392	418	476	400
	S4	389	406	400	414	470
	S5	405	397	409	402	413
	S6	151	150	156	149	150
	S7	155	153	146	154	143
	All Grades	2338	2397	2416	2406	2401
Aided	S1	6671	6450	6796	6951	7069
	S2	6159	6566	6474	6696	6839
	S3	5800	6023	6381	6324	6560
	S4	5750	5694	5926	6290	6345
	S5	5902	5739	5730	5857	6107
	S6	1802	1860	1925	1941	1999
	S7	1802	1787	1831	1853	1869
	All Grades	33886	34119	35063	35912	36788
Caput	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Bought Place Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Direct Subsidy Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Other Local Private	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	115	30	20	0	0
	S5	200	65	30	0	0
	S6	83	33	21	0	0
	S7	95	76	62	0	0
	All Grades	493	204	133	0	0
International (including English Schools Foundation schools)	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
All Sectors	S1	7090	6930	7201	7360	7488
	S2	6572	6985	6956	7098	7245
	S3	6206	6415	6799	6800	6960
	S4	6254	6130	6346	6704	6815
	S5	6507	6201	6169	6259	6520
	S6	2036	2043	2102	2090	2149
	S7	2052	2016	2039	2007	2012
	All Grades	36717	36720	37612	38318	39189

- Notes: (1) Figures do not include special schools, skills opportunity schools and practical schools. Skills opportunity schools and practical schools completed mainstreaming in August 2004 are, however, included.
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Table 2C: Number of Students in Secondary Day Schools by District, by Sector and by Grade, 2000/01-2004/05

(16) District: Tsuen Wan

Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	S1	210	210	205	200	200
	S2	205	207	210	203	201
	S3	203	205	203	205	197
	S4	198	196	202	202	204
	S5	187	198	194	201	202
	S6	68	63	67	90	90
	S7	65	68	58	54	74
	All Grades	1136	1147	1139	1155	1168
Aided	S1	2548	2348	2368	2411	2291
	S2	2303	2453	2305	2357	2367
	S3	2271	2251	2350	2225	2215
	S4	2066	2064	2149	2251	2171
	S5	2124	2088	2059	2125	2192
	S6	709	709	706	693	713
	S7	691	692	696	677	670
	All Grades	12712	12605	12633	12739	12619
Caput	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Bought Place Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Direct Subsidy Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Other Local Private	S1	0	0	0	0	3
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	237	31	24	0	11
	S5	421	109	75	53	32
	S6	224	81	47	24	26
	S7	143	88	50	41	17
	All Grades	1025	309	196	118	89
International (including English Schools Foundation schools)	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
All Sectors	S1	2758	2558	2573	2611	2494
	S2	2508	2660	2515	2560	2568
	S3	2474	2456	2553	2430	2412
	S4	2501	2291	2375	2453	2386
	S5	2732	2395	2328	2379	2426
	S6	1001	853	820	807	829
	S7	899	848	804	772	761
	All Grades	14873	14061	13968	14012	13876

- Notes: (1) Figures do not include special schools, skills opportunity schools and practical schools. Skills opportunity schools and practical schools completed mainstreaming in August 2004 are, however, included.
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Table 2C: Number of Students in Secondary Day Schools by District, by Sector and by Grade, 2000/01-2004/05

(17) District: Kwai Tsing						
Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	S1	330	248	211	198	135
	S2	245	339	254	222	190
	S3	247	233	300	239	210
	S4	290	275	284	300	285
	S5	267	287	244	256	289
	S6	120	119	118	120	119
	S7	114	118	118	117	117
	All Grades	1613	1619	1529	1452	1345
Aided	S1	6232	6080	6101	6045	6017
	S2	5859	6153	5956	6028	6013
	S3	5524	5632	5955	5792	5874
	S4	5545	5466	5444	5482	5520
	S5	5492	5474	5431	5340	5389
	S6	1933	1967	1996	1928	1970
	S7	1858	1882	1891	1868	1840
	All Grades	32443	32654	32774	32483	32623
Caput	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Bought Place Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Direct Subsidy Scheme	S1	0	0	0	0	75
	S2	0	0	0	0	73
	S3	0	0	0	0	78
	S4	0	0	0	0	74
	S5	0	0	0	0	75
	S6	0	0	0	0	36
	S7	0	0	0	0	29
	All Grades	0	0	0	0	440
Other Local Private	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	19	0	0	0	0
	S4	71	21	0	0	0
	S5	33	23	0	0	0
	S6	5	0	0	0	0
	S7	6	0	0	0	0
	All Grades	134	44	0	0	0
International (including English Schools Foundation schools)	S1	16	0	0	0	0
	S2	16	0	0	0	0
	S3	11	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	43	0	0	0	0
All Sectors	S1	6578	6328	6312	6243	6227
	S2	6120	6492	6210	6250	6276
	S3	5801	5865	6255	6031	6162
	S4	5906	5762	5728	5782	5879
	S5	5792	5784	5675	5596	5753
	S6	2058	2086	2114	2048	2125
	S7	1978	2000	2009	1985	1986
	All Grades	34233	34317	34303	33935	34408

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Table 2C: Number of Students in Secondary Day Schools by District, by Sector and by Grade, 2000/01-2004/05

<b>(18) District: Islands</b>						
Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	S1	151	137	133	126	121
	S2	143	147	125	140	127
	S3	143	131	139	118	130
	S4	180	162	169	147	146
	S5	174	173	164	177	134
	S6	61	56	75	83	76
	S7	51	56	55	73	66
	All Grades	903	862	860	864	800
Aided	S1	445	673	924	1029	1120
	S2	412	507	695	960	1032
	S3	402	426	543	672	937
	S4	347	364	402	527	668
	S5	316	361	375	414	503
	S6	62	88	202	198	198
	S7	55	59	83	189	190
	All Grades	2039	2478	3224	3989	4648
Caput	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Bought Place Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
Direct Subsidy Scheme	S1	0	0	0	129	127
	S2	0	0	0	0	129
	S3	0	0	0	0	0
	S4	0	0	0	444	265
	S5	0	0	0	7	327
	S6	0	0	0	16	14
	S7	0	0	0	0	11
	All Grades	0	0	0	596	873
Other Local Private	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	21	20	12	18	25
	S4	8	4	12	12	15
	S5	9	7	0	6	9
	S6	0	0	0	1	0
	S7	0	0	0	0	2
	All Grades	38	31	24	37	51
International (including English Schools Foundation schools)	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	S7	0	0	0	0	0
	All Grades	0	0	0	0	0
All Sectors	S1	596	810	1057	1284	1368
	S2	555	654	820	1100	1288
	S3	566	577	694	808	1092
	S4	535	530	583	1130	1094
	S5	499	541	539	604	973
	S6	123	144	277	298	288
	S7	106	115	138	262	269
	All Grades	2980	3371	4108	5486	6372

- Notes: (1) Figures do not include special schools, skills opportunity schools and practical schools. Skills opportunity schools and practical schools completed mainstreaming in August 2004 are, however, included.
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Table 2C: Number of Students in Secondary Day Schools by District, by Sector and by Grade, 2000/01-2004/05

(19) District: All Districts						
Sector	Grade	2000/01	2001/02	2002/03	2003/04	2004/05
Government	S1	6932	6850	6323	6164	6147
	S2	6441	6859	6833	6308	6123
	S3	6246	6244	6703	6623	6132
	S4	6098	6022	6182	6346	6396
	S5	6074	6079	5984	6050	6230
	S6	2450	2405	2439	2404	2410
	S7	2421	2399	2320	2298	2219
	All Grades	36662	36858	36784	36193	35657
Aided	S1	72296	71197	71636	70755	70563
	S2	66725	70708	69200	70464	70123
	S3	62662	64206	67694	67108	68437
	S4	61041	60410	61836	64198	63983
	S5	60703	59957	58688	60048	61793
	S6	21628	21989	22054	22177	22940
	S7	20746	20836	20774	20652	20815
	All Grades	365801	369303	371882	375402	378654
Caput	S1	1415	1346	1310	1229	1085
	S2	1315	1395	1297	1329	1250
	S3	1312	1301	1400	1360	1310
	S4	1214	1219	1230	1266	1286
	S5	1254	1238	1249	1261	1277
	S6	407	420	414	423	422
	S7	399	394	404	400	404
	All Grades	7316	7313	7304	7268	7034
Bought Place Scheme	S1	0	0	0	0	0
	S2	0	0	0	0	0
	S3	529	0	0	0	0
	S4	35	0	0	0	0
	S5	704	0	0	0	0
	S6	93	0	0	0	0
	S7	144	0	0	0	0
	All Grades	1505	0	0	0	0
Direct Subsidy Scheme	S1	3709	3372	4013	4953	6033
	S2	2478	3878	4403	4427	5309
	S3	3584	2673	4615	4576	4640
	S4	3462	3705	4033	7280	6953
	S5	3391	4032	4684	4514	6971
	S6	1881	1869	2297	2516	2687
	S7	1502	1822	2191	2347	2401
	All Grades	20007	21351	26236	30613	34994
Other Local Private	S1	38	0	0	0	78
	S2	44	0	0	0	0
	S3	213	61	50	18	25
	S4	2930	1115	658	602	632
	S5	5573	3904	2858	2086	1752
	S6	3084	2075	1783	1285	1320
	S7	2362	2593	1892	1687	1186
	All Grades	14244	9748	7241	5678	4993
International (including English Schools Foundation schools)	S1	1930	2121	2131	2197	2282
	S2	1998	1947	2090	2041	2215
	S3	1749	1974	1858	1911	2007
	S4	1581	1697	1768	1719	1763
	S5	1458	1508	1535	1639	1690
	S6	1401	1477	1409	1450	1601
	S7	1041	1158	1051	1112	1159
	All Grades	11158	11882	11842	12069	12717
All Sectors	S1	86320	84886	85413	85298	86188
	S2	79001	84787	83823	84569	85020
	S3	76295	76459	82320	81596	82551
	S4	76361	74168	75707	81411	81013
	S5	79157	76718	74998	75598	79713
	S6	30944	30235	30396	30255	31380
	S7	28615	29202	28632	28496	28184
	All Grades	456693	456455	461289	467223	474049

- Notes: (1) Figures do not include special schools, skills opportunity schools and practical schools. Skills opportunity schools and practical schools completed mainstreaming in August 2004 are, however, included.
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**Table 1A: Projected Supply of Public Sector Primary School Places by District, 2005/06-2010/11**

District	Supply (Number of classrooms)					
	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
Central & Western	310	307	287	292	292	292
Wan Chai	250	240	234	250	250	250
Eastern	634	671	703	703	703	703
Southern	333	333	385	385	385	385
Yau Tsim Mong	540	532	526	525	524	524
Sham Shui Po	486	509	543	542	541	541
Kowloon City	709	715	736	736	736	736
Wong Tai Sin	719	719	719	719	719	719
Kwun Tong	854	850	870	860	862	862
Sai Kung	760	771	764	791	789	787
Sha Tin	1092	1100	1096	1096	1096	1096
Tai Po	499	494	491	491	491	491
North	517	547	577	619	619	619
Yuen Long	1045	1130	1270	1270	1279	1279
Tuen Mun	898	897	956	955	955	955
Tsuen Wan	463	462	489	513	513	513
Kwai Tsing	784	775	865	865	865	865
Islands	256	256	256	268	268	268
All Districts	11149	11306	11766	11879	11886	11884

Note: Figures refer to September of the respective years.

**Table 1B: Projected Supply of Public Sector Secondary School Places by District, 2005/06-2010/11**

District	Supply (Number of classes)					
	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
Central & Western	322	318	315	312	312	312
Wan Chai	481	479	474	470	468	467
Eastern	837	838	837	837	837	838
Southern	396	398	401	404	407	410
Yau Tsim Mong	481	486	485	483	482	481
Sham Shui Po	576	582	584	585	586	586
Kowloon City	961	973	977	981	985	985
Wong Tai Sin	647	647	649	649	649	649
Kwun Tong	905	911	911	914	917	917
Sai Kung	612	639	659	684	706	722
Sha Tin	1202	1225	1237	1247	1252	1254
Tai Po	626	628	632	636	636	636
North	571	568	568	568	567	566
Yuen Long	956	975	978	984	988	993
Tuen Mun	1036	1033	1028	1027	1027	1027
Tsuen Wan	362	362	362	362	362	362
Kwai Tsing	899	898	897	896	896	896
Islands	213	232	236	251	261	265
All Districts	12083	12191	12231	12288	12337	12364

Note: Figures refer to September of the respective years.

**Table 2: Projected Number of Students, 2005/06 - 2010/11**

	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
Kindergarten <sup>(1)</sup>	131500	131000	128700	128100	126400	126700
Primary <sup>(2)</sup>	388500	370600	354100	342700	333900	330300
Secondary <sup>(3)</sup>	459100	458900	455800	447600	435800	419800

- Notes:
- (1) Figures do not include special schools. The effect of the upcoming harmonization of pre-primary services has not been taken into account.
  - (2) Figures cover only students in government, aided and Direct Subsidy Scheme (DSS) primary schools but not those in special schools.
  - (3) Figures cover only students in government, aided, Caput and DSS secondary schools but not those in special schools, skills opportunity schools and practical schools. The effect of implementation of the new senior secondary academic structure has not been taken into account.
  - (4) Figures refer to the position as at September of the respective years.

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO**  
**INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB049**

Question Serial No.

328

Head: 156 Government Secretariat:      Subhead(No. & title):  
Education and Manpower Bureau

Programme:                (7) Vocational Education and Training

Controlling Officer: Permanent Secretary for Education and Manpower

Director of Bureau : Secretary for Education and Manpower

Question: As shown under programme (7), the number of trainee places provided by pre-employment training courses will be 10 040 in the 2005-06 academic year, an increase of 3 200 as compared with the 2003-04 academic year. However, the number of trainee hours provided will reduce from 6 798 633 in the 2003-04 academic year to 6 763 990 in the 2005-06 academic year. Will the Government account for the reduction in trainee hours despite the increase in trainee places?

Asked by: Hon. CHAN Wai-yip, Albert

Reply:

The Vocational Training Council (VTC) offers a range of pre-employment training courses of different duration, based on the market conditions. To ensure that these courses best meet industry needs, VTC has from time to time reviewed the training courses in consultation with the Training Boards of the respective industries and as a result training hours as well as training places varied. VTC has rationalised its pre-employment training courses for the 2005-06 academic year resulting in a minor reduction of aggregate training hours by 54 700 as compared to the 2004-05 academic year. The reduction is due to downward adjustment in training hours and places in some programmes offset by increases in some other programmes including the Vocational Development Programmes (VDP) for non-engaged youth and vocational modules offered in partnership with senior secondary schools. Overall, although the total number of training hours for pre-employment courses has been reduced by about 34 643 hours (1%) in the 2005-06 academic year when compared to that of the 2003-04 academic year, and 3 200 more students (47%) may now benefit from these courses.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Fanny Law

Post Title \_\_\_\_\_ Permanent Secretary for Education and Manpower

Date \_\_\_\_\_ 6 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

EMB050

Question Serial No.

0913

Head: 156 Government Secretariat:      Subhead(No. & title):  
Education and Manpower Bureau  
Programme:                                (7) Vocational Education and Training

Controlling Officer:    Permanent Secretary for Education and Manpower

Director of Bureau :    Secretary for Education and Manpower

Question:    The provision for Vocational Education and Training under Programme (7) for 2005-06 is 5.2% lower than the original estimate for 2004-05. The Government claims that the decrease in financial provision is mainly due to reduced operating expenditure for both the Vocational Training Council (VTC) and the Employees Retraining Board (ERB). Will the Government inform us how VTC and ERB can manage to meet the ever-increasing demand of the general public for vocational training with reduced operating expenditure?

Asked by:    Hon. CHAN Wai-yip, Albert

Reply:

The subvention to VTC in 2005-06 will be 5.9% less than that in 2004-05. This is mainly attributable to –

- (i)    the reduction of operating expenditure as a result of a series of productivity enhancement measures and salary reductions in line with the civil service pay cut in 2005; and
- (ii)   the additional income from the increased volume of existing services and new self-financing programmes and thus reduced reliance on government recurrent subvention.

Due to the above factors, the reduction of the subvention will not affect the quality of services provided by VTC.

The subvention to ERB in 2005-06 is \$371.8 million, 2.0% less than that of 2004-05. With sustained efforts to enhance productivity, the Board has budgeted for roughly the same number of retraining places (113 000) in 2005-06 as that originally budgeted in 2004-05 (113 299) to meet the demand for retraining. Also, the Board does not expect the quality of service to be adversely affected by the small cut in subvention.

Signature	
Name in block letters	Mrs Fanny Law
Post Title	Permanent Secretary for Education and Manpower
Date	6 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

EMB051

Question Serial No.

330

Head: 156 Government Secretariat:      Subhead(No. & title):  
Education and Manpower Bureau

Programme:                      (7) Vocational Education and Training

Controlling Officer:    Permanent Secretary for Education and Manpower

Director of Bureau :    Secretary for Education and Manpower

Question:    The estimated number of trainee places provided by VTC's pre-employment training courses for industrial training will be 10 040 in the 2005/06 academic year, an increase of 450 compared with the 2004/05 academic year.    However, the number of trainee hours provided will reduce by 54 700 when compared with the 2004/05 academic year.    Please account for the reduction in trainee hours despite the increase in trainee places.

Asked by:    Hon. CHAN Yuen-han

Reply:

The Vocational Training Council (VTC) offers a range of pre-employment training courses of different duration, based on the market conditions. To ensure that these courses best meet industry needs, VTC has from time to time reviewed the training courses in consultation with the Training Boards of the respective industries and as a result training hours as well as training places varied. VTC has rationalised its pre-employment training courses for the 2005-06 academic year resulting in a minor reduction of aggregate training hours by 54 700 as compared to the 2004-05 academic year. The reduction is due to downward adjustment in training hours and places in some programmes offset by increases in some other programmes including the Vocational Development Programmes (VDP) for non-engaged youth and vocational modules offered in partnership with senior secondary schools. Overall, although the total number of training hours for the pre-employment courses has been reduced by about 54 700 hours (0.8%) in the 2005-06 academic year, 450 more students (4.7%) may now benefit from these courses.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Fanny Law

Post Title \_\_\_\_\_ Permanent Secretary for Education and Manpower

Date \_\_\_\_\_ 6 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB052**

Question Serial No.

331

Head: 156 Government Secretariat:      Subhead(No. & title):  
Education and Manpower Bureau  
Programme:                    (7) Vocational Education and Training

Controlling Officer: Permanent Secretary for Education and Manpower

Director of Bureau : Secretary for Education and Manpower

Question: The Vocational Training Council (VTC) will further integrate the activities of the Hong Kong Institute of Vocational Education (IVE) and the training and development centres. Will there be any change in staff establishment as a result? If so, how many posts will be created/deleted?

Asked by: Hon. CHAN Yuen-han

Reply:

The integration of the Hong Kong Institute of Vocational Education and the Training and Development Centres in the Vocational Training Council will help pool staff expertise and resources, thereby building synergy within the Council, and will better facilitate internal articulation of courses to provide clear progression pathways for students. The integration arrangement has not resulted in any change to the staffing establishment.

Signature \_\_\_\_\_

Name in block letters      \_\_\_\_\_ Mrs Fanny Law

Post Title      \_\_\_\_\_ Permanent Secretary for Education and Manpower

Date      \_\_\_\_\_ 4 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB053**

Question Serial No.

1273

Head: 156 Government Secretariat:          Subhead(No. & title):  
Education and Manpower Bureau

Programme:                      (7) Vocational Education and Training

Controlling Officer: Permanent Secretary for Education and Manpower

Director of Bureau : Secretary for Education and Manpower

Question:

(1) What are the provisions for the Integrated Scheme for Local Domestic Helpers (LDHs) in 2004 and 2005? Is there an increase in the provision? If yes, what are the reasons? Is it due to any change in the course content of the retraining programmes under the scheme? Is yes, what are the changes involved?

(2) How many people have received training under the scheme, completed the training and secured a job afterwards respectively? How many of them are receiving an allowance under the Special Incentive Allowance Scheme for LDHs?

(3) Was skills assessment for all trainees of the scheme immediately after they had completed training? If no, what were the reasons? How long did the trainees have to wait before they could take part in the skills assessment? How many trainees who have completed the training have yet to wait for the assessment?

Asked by: Hon. CHAN Yuen-han

Reply:

The total estimated expenditure on providing 16,890 full-time placement-tied retraining places and operating 13 district referral service centres for LDHs in 2004-05 is \$77,809,000, and that on providing 17,161 full-time placement-tied places and operating the district centres in 2005-06 is \$79,578,000. The small increase is to pay for higher operating cost of the district centres due to increased public enquiries and referrals. The course content is essentially the same.

Since the introduction of the LDH programme in 1995, 86 587 have enrolled of which 83 921 completed the training and 69 039 were placed as LDHs respectively. The Special Incentive Allowance Scheme was introduced in June 2003, and 4,125 LDH graduates have been granted the special incentive allowance up to February 2005.

The assessment scheme is voluntary. All graduates of LDH retraining courses can opt to take the assessment test within one week from completion of the course. Since the introduction of assessment scheme for LDH in January 2002, 48 451 retrainees have completed the course and 47 835 of them have undergone assessment. Those who completed the course before the introduction of the assessment scheme can, on request, take remedial courses and/or the test, the latter can be arranged within weeks.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Fanny Law

Post Title \_\_\_\_\_ Permanent Secretary for Education and Manpower

Date \_\_\_\_\_ 6 April 2005



Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB054**

Question Serial No.

1274

Head: 156 Government Secretariat:      Subhead(No. & title):  
Education and Manpower Bureau  
Programme:                    (7) Vocational Education and Training

Controlling Officer: Permanent Secretary for Education and Manpower

Director of Bureau : Secretary for Education and Manpower

Question:

In 2004-05, the completion rate of retraining programmes was 93%. However, it is estimated that the rate will drop to 80% in 2005-06.

- (1) What is the reason for the rate to be lower in 2005-06 than in 2004-05?
- (2) Why was the completion rate in 2004-05 only 93%?

Asked by: Hon. CHAN Yuen-han

Reply:

The actual completion rate of retraining courses for 2004-05 was 93%. When estimating the completion rates for 2005-06, the threshold of 80% set by the Employees Retraining Board for its training providers was adopted. Training bodies which fail to achieve this minimum rate may be barred from offering the courses concerned in future. Experience suggests that the actual completion rates of retraining courses for 2004-05 and 2005-06 are likely to be higher than the prescribed minimum threshold.

For statistical purposes, only retrainees achieving an attendance rate of 80% would be counted as a case of successful completion of the course. In 2004-05, 7% of the retrainees failed to achieve this rate for various reasons including availability of job offers, sickness, and family problems.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Fanny Law \_\_\_\_\_

Post Title \_\_\_\_\_ Permanent Secretary for Education and Manpower \_\_\_\_\_

Date \_\_\_\_\_ 4 April 2005 \_\_\_\_\_



Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB056**

Question Serial No.

0332

Head: 156 Government Secretariat: Subhead(No. & title):  
Education and Manpower Bureau  
Programme: (5) Other Educational Services and Subventions

Controlling Officer: Permanent Secretary for Education and Manpower

Director of Bureau : Secretary for Education and Manpower

Question: Regarding the oversupply of kindergarten places, please provide the numbers of kindergartens closed, and of those established, in the past three years.

Asked by: Hon. TSANG Yok-sing, Jasper

Reply: The numbers of kindergartens (KGs) closed and of those established in the past three school years are as follows:

School Year	No. of KGs Closed	No. of KGs Established
2001/2002	39	26
2002/2003	30	15
2003/2004	36	15

Signature \_\_\_\_\_  
Name in block letters Mrs Fanny Law  
Post Title Permanent Secretary for Education and Manpower  
Date 6 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB057**

Question Serial No.

0333

Head: 156 Government Secretariat:        Subhead (No. & title):  
                Education and Manpower Bureau  
Programme:                        (4) Special Education

Controlling Officer: Permanent Secretary for Education and Manpower

Director of Bureau : Secretary for Education and Manpower

Question:

Given the increase in estimated provision for both primary and secondary education in 2005-06 over 2004-05, why is there a reduction in provision for special education ? If the reduction is a result of the integration of some special educational services into mainstream education, how will the Administration ensure that the additional resources allocated to mainstream schools will be used for special education ?

Asked by: Hon. TSANG Yok-sing, Jasper

Reply:

The reduction in provision for Programme (4) Special Education in 2005-06 is mainly due to the mainstreaming of 4 practical schools and 3 skills opportunity schools, which are thus excluded from Programme (4) Special Education. Discounting these schools, the provision for special schools actually increases in 2005-06.

Mainstream schools which have admitted students with special educational needs will continue to receive recurrent financial and professional support. In the 2004/05 school year, 19 special schools participated as resource centres to share their experiences and support teachers in mainstream schools under the integrated education programme.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Fanny Law

Post Title \_\_\_\_\_ Permanent Secretary for Education and Manpower

Date \_\_\_\_\_ 6 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB058**

Question Serial No.

1361

Head: 156 Government Secretariat: Subhead (No. & title):  
Education and Manpower Bureau

Programme: (5) Other Educational Services and Subventions

Controlling Officer: Permanent Secretary for Education and Manpower

Director of Bureau : Secretary for Education and Manpower

Question: Please give a breakdown of the number of places and subsidized places for in-service Certificate in Education (Kindergarten) course for the 2005/06, 2006/07 and 2007/08 academic years.

Asked by: Hon. TSANG Yok-sing, Jasper

Reply: The overall planned number of training places and subsidized training places for in-service Certificate in Education (Kindergarten) course [CE(KG)] from the 2005/06 to 2007/08 academic years is as follows; the subsidized training places for in-service CE(KG) course is indicated in brackets:

	2005/06	2006/07	2007/08
CE(KG) Course (Note)	1 040 (640)	1 040 (640)	1 040 (640)

Note: The subsidized training places include places funded by University Grants Committee, Vocational Training Council and EMB

Signature \_\_\_\_\_  
Name in block letters Mrs Fanny Law  
Post Title Permanent Secretary for Education and Manpower  
Date 6 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB059**

Question Serial No.

1362

Head: 156 Government Secretariat:                      Subhead (No. & title):  
Education and Manpower Bureau

Programme:                      (5) Other Educational Services and Subventions

Controlling Officer: Permanent Secretary for Education and Manpower

Director of Bureau : Secretary for Education and Manpower

Question: Under the government policy, all serving kindergarten principals are required to have completed the Certificate in Education (Kindergarten) course by the 2005/06 school year. What is the estimated number of principals who have not yet completed or taken the course by the end of the 2004/05 school year?

Asked by: Hon. TSANG Yok-sing, Jasper

Reply: As at the beginning of the 2004/05 school year (i.e. September 2004), among the 565 principals by headcount, 118 have not yet attended the Certificate in Education (Kindergarten) course, another 34 are attending the course. We have yet to capture the position as of the end of the current school year.

Signature \_\_\_\_\_  
Name in block letters                      Mrs Fanny Law  
Post Title                      Permanent Secretary for Education and Manpower  
Date                      6 April 2005



Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

<b>EMB061</b>
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Question Serial No.

1364
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Head: 156 Government Secretariat:                      Subhead(No. & title):  
Education and Manpower Bureau

Programme:                      (5) Other Educational Services and Subventions

Controlling Officer: Permanent Secretary for Education and Manpower

Director of Bureau : Secretary for Education and Manpower

Question: The actual number of kindergarten pupils in the 2003/04 school year is greater than the 2005/06 estimate by about 4 600 while the number of kindergartens in the 2003/04 school year is greater than the 2005/06 estimate by 11. The estimated number of kindergarten pupils in the 2005/06 school year is about 1 300 more than the 2004/05 revised estimate but the estimated number of kindergartens in the 2005/06 school year exceeds the 2004/05 revised estimate by 20. How is the estimated number of kindergartens for the 2005/06 school year worked out? Given the higher growth in the estimated number of kindergartens than that of kindergarten pupils, will there be an over-supply of kindergarten places?

Asked by: Hon. TSANG Yok-sing, Jasper

Reply: When projecting the number of kindergartens (KGs) in the coming school year, the Bureau has taken into account the actual enrolment, the population forecast, and the impending harmonization of child care centres (CCCs) with KGs.

Given the past trend and the slight growth in the projected population for the 2005/06 school year, it is estimated that around 18 new KGs will be established, while 30 KGs will be closed. Furthermore, it is estimated that about 32 existing CCCs may opt to operate as CCC-cum-KGs prior to harmonization. The estimated number of KGs will thus be 757 for the 2005/06 school year.

Signature	
Name in block letters	Mrs Fanny Law
Post Title	Permanent Secretary for Education and Manpower
Date	6 April 2005



Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

EMB062

Question Serial No.

1365

Head: 156 Government Secretariat: Subhead(No. & title):  
Education and Manpower Bureau  
Programme: (5) Other Educational Services and Subventions

Controlling Officer: Permanent Secretary for Education and Manpower

Director of Bureau : Secretary for Education and Manpower

Question: The revised estimated number of kindergartens in the 2004/05 school year and the estimated number of kindergartens in the 2005/06 school year are 737 and 757 respectively. Please provide the number of kindergarten places and the number of children aged 2 to 6 in the 2004/05 school year by district and by grade.

Asked by: Hon. TSANG Yok-sing, Jasper

Reply: The number of kindergarten places by district and by grade and the number of children aged 2 to 6 attending kindergarten by district and by grade in the 2004/05 school year are at Appendices 1 and 2 respectively.

Signature	_____
Name in block letters	_____ Mrs Fanny Law
Post Title	_____ Permanent Secretary for Education and Manpower
Date	_____ 6 April 2005

## Appendix 1

### Number of school places in kindergartens by district and by grade in the 2004/05 school year

District	Number of school places (Note)			
	K1	K2	K3	All Grades
Central & Western	2 161	2 480	2 234	6 875
Wan Chai	2 085	2 826	2 661	7 572
Eastern	4 185	5 452	5 289	14 926
Southern	1 541	1 943	2 280	5 764
Yau Tsim Mong	1 782	1 813	1 770	5 365
Sham Shui Po	2 770	3 291	2 987	9 048
Kowloon City	6 501	7 241	6 753	20 495
Wong Tai Sin	2 750	3 427	3 340	9 517
Kwun Tong	4 258	4 857	4 788	13 903
Sai Kung	3 424	3 665	3 447	10 536
Sha Tin	4 295	4 733	4 728	13 756
Tai Po	2 006	2 331	2 492	6 829
North	2 727	2 975	3 134	8 836
Yuen Long	5 426	6 309	6 506	18 241
Tuen Mun	4 300	4 936	4 841	14 077
Tsuen Wan	1 764	2 082	2 014	5 860
Kwai Tsing	4 108	4 155	4 274	12 537
Islands	1 742	1 875	1 726	5 343
All Districts	57 825	66 391	65 264	189 480

Note: Provisional figures as at September 2004 which are subject to revisions.

Appendix 2

**Number of students in kindergartens by district and by grade in the 2004/05 school year**

District	Number of students (Note)			
	K1	K2	K3	All Grades
Central & Western	1 445	1 660	1 604	4 709
Wan Chai	1 365	1 885	1 722	4 972
Eastern	2 537	3 442	3 345	9 324
Southern	949	1 288	1 406	3 643
Yau Tsim Mong	1 040	1 274	1 191	3 505
Sham Shui Po	1 722	2 203	2 099	6 024
Kowloon City	5 036	5 826	5 424	16 286
Wong Tai Sin	1 835	2 309	2 376	6 520
Kwun Tong	2 560	3 229	3 332	9 121
Sai Kung	2 300	2 650	2 484	7 434
Sha Tin	2 690	3 205	3 158	9 053
Tai Po	1 318	1 682	1 643	4 643
North	1 795	2 093	2 243	6 131
Yuen Long	3 877	4 624	4 792	13 293
Tuen Mun	2 678	3 372	3 314	9 364
Tsuen Wan	1 225	1 525	1 407	4 157
Kwai Tsing	2 744	3 019	3 125	8 888
Islands	940	1 160	990	3 090
All Districts	38 056	46 446	45 655	130 157

- Note: (1) Provisional figures as at September 2004 which are subject to revisions.  
(2) Figures include 168 students aged over 6.







Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

EMB066

Question Serial No.

1369

Head: 156 Government Secretarial:      Subhead (No. & title):  
Education and Manpower Bureau      700 General non-recurrent

Programme:

Controlling Officer: Permanent Secretary for Education and Manpower

Director of Bureau : Secretary for Education and Manpower

Question: The revised estimated expenditure for 2004-05 under Item: 321 Hiring of outside expertise for Quality Assurance Inspection is \$150,000, which shows a drastic drop of expenditure when compared with \$9.4m spent in the last financial year. Please account for the sharp decrease of expenditure.

Asked by: Hon. TSANG Yok-sing, Jasper

Reply:

The non-recurrent commitment item 321 was created in 1999-2000 with an approved commitment of \$10m to cover expenses for engaging outside expertise to train staff in the Education and Manpower Bureau and schools to conduct the quality assurance inspections. \$9.4m is the total accumulated expenditure incurred up to 31.3.2004, not the expenditure for 2003-04. The actual expenditure in 2003-04 is \$521,302 and the revised estimate in 2004-05 is \$150,000 respectively.

Signature \_\_\_\_\_

Name in block letters      \_\_\_\_\_ Mrs Fanny Law \_\_\_\_\_

Post Title      \_\_\_\_\_ Permanent Secretary for Education and Manpower \_\_\_\_\_

Date      \_\_\_\_\_ 6 April 2005 \_\_\_\_\_

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB067**

Question Serial No.

1370

Head: 156 Government Secretariat: Subhead(No. & title):  
Education and Manpower Bureau

Programme: Vocational Education and Training

Controlling Officer: Permanent Secretary for Education and Manpower

Director of Bureau : Secretary for Education and Manpower

Question:

Regarding the Employees Retraining Board (ERB), there is a marked fall in the estimated (1) capacity utilisation rate, (2) completion rate and (3) placement rate of full-time placement-tied retraining courses for 2005-06 as compared with 2003-04 and 2004-05. What are the reasons for that?

Asked by: Hon. TSANG Yok-sing, Jasper

Reply:

ERB uses its planning targets on capacity utilisation (85%), completion (80%) and placement of full-time placement-tied courses (70%) as its estimates for 2005-06. However, the Board has achieved better actual results in both 2003-04 and 2004-05.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Fanny Law

Post Title \_\_\_\_\_ Permanent Secretary for Education and Manpower

Date \_\_\_\_\_ 4 April 2005





Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB069**

Question Serial No.

1372

Head: 156 Government Secretariat      Subhead (No. & title):  
Education and Manpower Bureau

Programme:                      (6) Manpower Development

Controlling Officer:    Permanent Secretary for Education and Manpower

Director of Bureau :    Secretary for Education and Manpower

Question:    The Government will amend the Hong Kong Council for Academic Accreditation Ordinance in 2005-06 to empower the Council to perform the quality assurance role under the qualifications framework. Please state the amount of money and manpower involved in the work.

Asked by:    Hon. Jasper TSANG Yok-sing

Reply:

In January 2005, we provided the Hong Kong Council for Academic Accreditation (HKCAA) with a one-off grant amounting to \$7.3 million to carry out a number of tasks to prepare for the implementation of the Qualifications Framework (QF). They include the development of the Qualifications Register (QR), a pilot study for registration of qualifications/courses onto the QR, and a demand forecast study to better understand the clients' needs. The HKCAA, being a self-financing body, will meet its recurrent expenditure in implementing the quality assurance mechanism under the QF from accreditation and registration fees.

We aim to introduce the Hong Kong Council for Academic Accreditation (Amendment) Bill into the Legislative Council in May/June 2005.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Mrs Fanny Law

Post Title \_\_\_\_\_

Permanent Secretary for Education and Manpower

Date \_\_\_\_\_

6 April 2005



Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB071**

Head: 156 Government Secretariat:      Subhead(No. & title): 700 General  
         Education and Manpower Bureau    non-recurrent  
  Item 031: Skills Upgrading Scheme

Question Serial No.

1374

Programme:                            (6) Manpower Development

Controlling Officer:    Permanent Secretary for Education and Manpower

Director of Bureau :    Secretary for Education and Manpower

Question:    The Government will include more industries and develop more relevant courses for existing industries under the Skills Upgrading Scheme (SUS). What are the details and the estimated expenditure involved?

Asked by:    Hon. TSANG Yok-sing, Jasper

Reply:

Since its implementation in September 2001, SUS has won wide recognition amongst employers and employees. The Scheme now covers 22 industries, and over 115 000 employees from different industry-sectors have been trained. The Government will continue to expand the Scheme to cover more new industry-sectors to benefit more workers. Industry-sectors presently under consideration for admission to the Scheme in 2005-06 include Pets Care Industry, Automobile Maintenance and Repairing Industry and Fisheries and Agriculture Industry. SUS has allocated \$10.8 million for launching new courses for the newly included industries.

Signature	_____
Name in block letters	_____ Mrs Fanny Law _____
Post Title	_____ Permanent Secretary for Education and Manpower _____
Date	_____ 6 April 2005 _____

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

<b>EMB072</b>
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Question Serial No.

1375
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Head: 156 Government Secretariat:      Subhead(No. & title):

Education and Manpower Bureau

Programme:                      (7) Vocational Education and Training

Controlling Officer:      Permanent Secretary for Education and Manpower

Director of Bureau :      Secretary for Education and Manpower

Question:

1. Regarding the Youth College set up by the Vocational Training Council (VTC) in 2004-05, how is it different from the Youth Pre-employment Training Programme / Youth Work Experience and Training Scheme of the Labour Department in nature? Is it true that overlapping of resources should be avoided and the resources should be used in a better way?
2. What will be the expenses incurred by VTC in operating education and training programmes outside Hong Kong? What is the concrete plan?
3. What will be the expenses incurred by the Employees Retraining Board (ERB) in extending the common assessment to property management retrainees? What is the concrete plan?
4. In 2005-06, ERB will strengthen its quality assurance process in order to facilitate the integration of its courses and modules into the Qualifications Framework (QF). What will be the expenses incurred? What is the concrete plan?

Asked by:      Hon. TSANG Yok-sing, Jasper

Reply:

- (1)      The Youth Pre-employment Training Programme offered by the Labour Department through non-governmental organizations is a short-term programme which provides young people with a wide range of employment-related training. The Youth Work Experience and Training Scheme aims to encourage employers to take on young people for workplace experience, with financial incentives (monthly subsidy of \$2,000 for up to one year and other subsidies for trainees taking training courses).

The Youth College of VTC offers Vocational Development Programme (VDP), especially for non-engaged youths (NEYs). It differs the aforementioned youth programmes in that it provides sustained and comprehensive learning experiences. VDP comprises four main areas -

- (a) 8-week Short Taster Programmes with a series of induction courses in various trades for NEYs. Those who have completed these programmes may progress to programmes (b) or (c) below.
- (b) Further education or training in full-time programmes (2-year Certificate for Vocational Studies or 1-year Basic Craft Courses).
- (c) Modern Apprenticeship Scheme with a 2-month pre-apprenticeship training and a 6-month trainee placement programme in service industries such as Beauty Care, Hairdressing, Local Tour Guide and Chinese Cuisine, during which the youths receive on-the-job training and take trade tests as appropriate. On completion of the apprenticeship, the trainees will have the basic skills necessary to work in the respective industries.
- (d) Mainland Training Programmes with a 2-month pre-placement training and a 6-month vocational training, elementary trade certification, and post-training work attachment in the Mainland of China.

VDP has been so designed to help motivate and re-engage youngsters so that they will re-establish interest in education, training, leisure and community activities within a lively school-like environment. A sustained and all-round learning environment is provided, together with support and counseling. The programme offers opportunities for progression to work or further studies. Education/training offered can be for a period of up to three years.

- (2) Under the Government-funded Mainland Training Programme for Hong Kong young people, trainees will receive a 2-month pre-placement training and a 6-month training attachment in the Mainland during which the trainees receive on-the-job training and take trade tests as appropriate. 115 places are planned for 2005-06 and the estimated expenditure is about \$5.5 million.

VTC will also offer self-financed programmes for Mainland students. In 2005-06, VTC will continue its market research to identify the demand for its programmes as well as suitable collaboration partners for joint ventures. The current plan is to collaborate with the Changzhou institutions four higher diploma programmes for enrollment in September 2005 with an intake of 120 students. Partnerships with universities and training institutions in Shanghai and Guangzhou will also be established to offer business and finance programmes.

- (3) To ensure quality, ERB intends to initially centralise the administration of the assessment of these retrainees in collaboration with all relevant training bodies. As discussion with training bodies on this is now underway, ERB is unable to estimate the exact expenditure to be incurred yet.
- (4) It is our intention to include all retraining courses offered by ERB in QF in the long run. We have recently commissioned the Hong Kong Council for Academic Accreditation (HKCAA) to examine the contents of these courses and the facilities of the training providers running these courses with a view to initially registering them in the Qualification Register in 2004-05. HKCAA has started a feasibility study of these major courses and the training bodies running them. It is difficult for ERB to estimate the expenditure required to enable its courses to be included in QF, as HKCAA has yet to work out the cost structure.

Signature	_____
Name in block letters	_____ Mrs Fanny Law _____
Post Title	_____ Permanent Secretary for Education and Manpower _____
Date	_____ 6 April 2005 _____

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB073**

Question Serial No.

0529

Head: 156 Government Secretariat:                      Subhead(No. & title): 000 Operational  
Education and Manpower Bureau                      Expenses  
Programme:                      (2) Primary Education; and (3) Secondary Education

Controlling Officer:                      Permanent Secretary for Education and Manpower

Director of Bureau :                      Secretary for Education and Manpower

Question: Regarding the estimated expenditure on the “remuneration for special appointments” under the above subhead, will the Government inform us of:

- (1) the reasons for this funding application; and
- (2) the number, the duties of staff and the maximum remuneration involved in the “remuneration for special appointments” in the past three years.

Asked by:    Hon. Frederick FUNG Kin-kee

Reply:

(1) This item of expenditure is to cover the remuneration of the Native-speaking English Teachers (NET) employed in government primary and secondary schools, and the Advisory Teaching Team (ATT) of the NET Section in EMB. The NETs are provided to public sector schools on top of their normal teacher establishment to support English learning in schools.

(2) In the past three years, the number of NETs employed in government schools are:

	2002/03	2003/04	2004/05
	<u>School Year</u>	<u>School Year</u>	<u>School Year</u>
Government Primary schools	5	19	22
Government Secondary schools	48	47	40

The NETs in schools are to undertake teaching duties, support the English Panel, organize English learning activities and be the English language resource persons in schools.

The ATT comprises 20 NETs and 20 local English language teachers seconded to the team. The duties of the Team are to, in partnership with the NET and local English teachers, provide school-based support in all public sector primary schools, develop effective learning and teaching strategies and resource materials for English language teaching, and conduct staff development programmes for English language teachers including NETs.

The remuneration packages of the NETs and the ATT consist of a monthly salary and fringe benefits. The salary is equivalent to that for teachers at Assistant Education Officer rank in secondary schools (from \$16,165 to \$43,940) and Assistant Primary School Master/Mistress or Certificated Master/Mistress in primary schools (from \$16,165 to \$36,575), the actual amount of which depends on the qualification and related experience of each appointee. The fringe benefits include a monthly special allowance (\$10,500); passage, baggage and medical insurance allowances for appointees whose normal residence is outside Hong Kong; and an end of contract gratuity of 15%.

Signature	
Name in block letters	Mrs Fanny Law
Post Title	Permanent Secretary for Education and Manpower
Date	6 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB074**

Question Serial No.

0751

Head: 156 Government Secretariat:      Subhead(No. & title):  
Education and Manpower Bureau

Programme:                      (8) Policy and Support

Controlling Officer:      Permanent Secretary for Education and Manpower

Director of Bureau :      Secretary for Education and Manpower

Question : It is given in this programme that the Administration will “facilitate the development of Hong Kong as the regional education hub by allowing more non-local students to enter Hong Kong for studies” in 2005-06. In this regard, would the Administration provide the detailed arrangements, expenditure and manpower involved?

Asked by:      Hon. FUNG Kin-kee, Frederick

Reply:

In recognition of the educational, cultural and economic benefits non-local students can bring to local education institutions, we wish to encourage non-local students to come to Hong Kong for study. The current immigration policy allows the entry of overseas students for full-time study at all levels, but the admission of Mainland students is restricted to full-time studies at degree and above levels at University Grants Committee-funded institutions, and their number is subjected to the sector’s overall quota for non-local students, which for the 2004/05 academic year is 4% within the publicly-funded approved student number targets. We wish to relax immigration control to allow more non-local students (including those from the Mainland) to come to Hong Kong for different types of programmes in different institutions. Our guiding proposal is that the education opportunities of our local students must be fully taken into account, and necessary immigration control has to be in place to guard against abuse. We are now actively working with relevant bureaux and departments regarding the operational details, with a view to implementing some new arrangements in the 2005/06 academic year.

The proposal to relax the admission of non-local students into the education sector in Hong Kong is not expected to result in additional recurrent costs for the Government except for the costs for processing entry/extension of stay applications and administering the quota system. We intend to absorb the additional administrative costs, which should be insignificant, through redeployment of resources.

Signature \_\_\_\_\_  
Name in block letters      Mrs Fanny Law  
Post Title      Permanent Secretary for Education and Manpower  
Date      6 April 2005



Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

<b>EMB075</b>
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Head: 156 Government Secretariat      Subhead(No. & title):  
Education and Manpower Bureau

1206
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Programme:            (2) Primary Education

Controlling Officer:    Permanent Secretary for Education and Manpower

Director of Bureau :    Secretary for Education and Manpower

Question:    Under this programme, the Administration will ensure that public sector primary school places are utilized in a cost-effective way for children in the six to 11 age group in 2005-06. Please inform this Council of the details and expenditure of this item and the staffing involved.

Asked by:    Hon. FUNG Kin-kee, Frederick

Reply:

The Education and Manpower Bureau (EMB) regularly reviews the provision of school places in government and aided schools with reference to the actual demand. Under-utilized schools have been consolidated and under-enrolled classes have been packed to ensure cost-effective use of resources.

Signature	_____
Name in block letters	_____ Mrs Fanny Law _____
Post Title	_____ Permanent Secretary for Education and Manpower _____
Date	_____ 6 April 2005 _____

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB076**

Head: 156 Government Secretariat:      Subhead(No. & title):  
Education and Manpower Bureau  
Programme:                      (2) Primary Education

Question Serial No.

1230

Controlling Officer: Permanent Secretary for Education and Manpower

Director of Bureau : Secretary for Education and Manpower

Question: Under this programme, the Administration will continue to implement whole-day primary schooling by converting more bi-sessional schools to whole-day operation in 2005-06. Please inform this Council of the details and expenditure of this item and the staffing involved.

Asked by: Hon. FUNG Kin-kee, Frederick

Reply:

In the 2005/06 school year, 43 primary schools operating in bi-sessional mode will be converted into 51 whole-day schools. The capital and additional annual recurrent expenditures are estimated to be \$763 million and \$54 million respectively. About 80 additional teaching posts will be provided to these whole-day schools.

Signature \_\_\_\_\_  
Name in block letters      Mrs Fanny Law  
Post Title      Permanent Secretary for Education and Manpower  
Date      6 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB077**

Question Serial No.

1231

Head: 156 Government Secretariat:      Subhead(No. & title):  
Education and Manpower Bureau  
Programme:                      (2) Primary Education

Controlling Officer:    Permanent Secretary for Education and Manpower

Director of Bureau :    Secretary for Education and Manpower

Question:

Under this programme, the Administration will review the grants to public sector primary schools in 2005-06. Please inform this Council of the details and expenditure of this item and the staffing involved.

Asked by:    Hon. FUNG Kin-Kee, Frederick

Reply:

The review is to identify means to further enhance funding flexibility for schools. We have collected views from school representatives on the broad direction and initial ideas on streamlining and increasing the flexibility in the deployment of grants. The Panel on Education of the Legislative Council and the school sector will be consulted when details of a practical arrangement have been worked out. The review is being carried out through internal re-deployment of existing staff.

Signature \_\_\_\_\_  
Name in block letters      Mrs Fanny Law  
Post Title      Permanent Secretary for Education and Manpower  
Date      6 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB078**

Head: 156 Government Secretariat:        Subhead(No. & title):  
Education and Manpower Bureau  
Programme:                (3) Secondary Education

Question Serial No.

1232

Controlling Officer: Permanent Secretary for Education and Manpower

Director of Bureau : Secretary for Education and Manpower

Question:

Under this programme, the Administration will review the grants to public sector secondary schools in 2005-06. Please inform this Council of the details and expenditure of this item and the staffing involved.

Asked by: Hon. FUNG Kin-Kee, Frederick

Reply:

The review is to identify means to further enhance funding flexibility for schools. We have collected views from school representatives on the broad direction and initial ideas on streamlining and increasing the flexibility in the deployment of grants. The Panel on Education of the Legislative Council and the school sector will be consulted when details of a practical arrangement have been worked out. The review is being carried out through internal re-deployment of existing staff.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Fanny Law  
Post Title \_\_\_\_\_ Permanent Secretary for Education and Manpower  
Date \_\_\_\_\_ 6 April 2005



Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB080**

Question Serial No.

1234

Head: 156 Government Secretariat: Subhead (No. & title):  
Education and Manpower Bureau

Programme: (5 ) Other Educational Services and Subventions

Controlling Officer: Permanent Secretary for Education and Manpower

Director of Bureau : Secretary for Education and Manpower

Question: Under this Programme, the Administration will support kindergartens in self-evaluation using performance indicators specifically developed for kindergartens in 2005-06. Please inform this Council of the details and expenditure of this item and the staffing involved.

Asked by: Hon. FUNG Kin-kee, Frederick

Reply: To further promote the implementation of school self-evaluation (SSE) in the pre-primary sector, we plan to continue organizing seminars and workshops in 2005-06. We will provide pre-primary practitioners with training on practical skills in conducting SSE based on the Performance Indicators (2004), such as formulating school plans, processing and analyzing school data, lesson review and reporting on SSE findings. As support for kindergartens is a core business of the Quality Assurance (QA) Division of the Education and Manpower Bureau, all QA staff will be involved. A budget of \$200,000 has been set aside specifically for training on SSE.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Fanny Law  
Post Title \_\_\_\_\_ Permanent Secretary for Education and Manpower  
Date \_\_\_\_\_ 6 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB081**

Question Serial No.

1235

Head: 156 Government Secretariat:                      Subhead (No. & title):  
Education and Manpower Bureau

Programme:                      (5) Other Educational Services and Subventions

Controlling Officer: Permanent Secretary for Education and Manpower

Director of Bureau : Secretary for Education and Manpower

Question: Under this programme, the Administration will continue to provide a principal-ship training course for serving kindergarten principals in 2005-06. Please inform this Council of the details and expenditure of this item and the staffing involved.

Asked by: Hon. FUNG Kin-kee, Frederick

Reply: To further strengthen the professional competence of kindergarten principals and child care centre supervisors, the Education and Manpower Bureau will continue to provide a tailor-made principal-ship training course for serving/aspiring kindergarten principals and child care centre supervisors. The one-year part-time course aims at strengthening the knowledge, skills and attitude of kindergarten principals and child care centre supervisors and to equip them as more effective leaders in the field of early childhood education. About 120 principal training places will be provided for the 2005/06 school year.

In 2005-06, the Bureau has earmarked funding for commissioning the training course, the cost of which will depend on the result of tendering. The administrative work of commissioning the training course is subsumed under the duties of the existing staff.

Signature \_\_\_\_\_  
Name in block letters                      Mrs Fanny Law  
Post Title                      Permanent Secretary for Education and Manpower  
Date                      6 April 2005





Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

EMB083

Question Serial No.

0804

Head: 156 Government Secretariat:      Subhead(No. & title):  
Education and Manpower Bureau

Programme:                      (7) Vocational Education and Training

Controlling Officer:    Permanent Secretary for Education and Manpower

Director of Bureau :    Secretary for Education and Manpower

Question:    Despite the continuous increase in the number of trainees, the provision for the Vocational Training Council (VTC) will be reduced for the second consecutive year. What are the reasons? What expenditures are reduced? On the other hand, the completion rate shows a downward trend. What are the reasons? What remedial measures will be taken? Will it be necessary to increase the expenditure?

Asked by:    Hon. LEUNG Kwan-yuen, Andrew

Reply:

The reduction of provision for VTC in these two years, despite expansion of its services, is mainly due to –

- productivity enhancement and cost saving measures, e.g. streamlined administrative and academic support, rationalization of curriculum hours, use of e-learning and mass lecturing where appropriate etc;
- salary reductions in line with the civil service pay cuts in 2004 and 2005; and
- increase in income from expansion of certain existing services and new activities and thus reduced reliance on government subvention.

These are part and parcel of VTC's 8-year Strategic Plan 2003-04 to 2010-11 to make VTC more responsive and competitive.

The targets of completion rate/retention rate for the 2005-06 academic year have been planned on the basis of performance in the past three years, e.g. 80% for pre-employment training courses, and 90% for in-service upgrading courses. The actual completion/retention rates achieved will be subject to the influence of many factors, including the relevance and quality of the courses and also to factors external to VTC, e.g. the economic conditions. In the 2003-04 academic year, the completion rate for pre-employment courses was 83% and for in-service upgrading courses, 96%, which are higher than the planned figures for the year. This is attributable to the weak economy at the time when trainees probably could devote more time and efforts to sustain their studies. Efforts are being made to offer more flexible courses, giving trainees more choices in the mode of studies, modular and semester based curriculum, class hours and venues to enhance course completion. Where resources permit, special coaching and remedial lessons would also be arranged for trainees who have difficulties in attaining the standards required for completion of the courses.

Signature \_\_\_\_\_  
Name in block letters Mrs Fanny Law  
Post Title Permanent Secretary for Education and Manpower  
Date 6 April 2005

Examination of Estimates of Expenditure 2005-06

**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB084**

Question Serial No.

0805

Head : 156 Government Secretariat:  
Education and Manpower Bureau

Subhead (No. & title) :

Programme : (7) Vocational Education and Training

Controlling Officer : Permanent Secretary for Education and Manpower

Director of Bureau : Secretary for Education and Manpower

Question :

It is stated that the Vocational Development Programme (VDP) will be expanded. What is the concrete plan? What will be the expenditure incurred? How many non-engaged youths (NEY) are expected to benefit from this programme?

Asked by : Hon LEUNG Kwan-yuen, Andrew

Reply:

VDP aims to provide NEYs with training on vocational skills, as well as generic and life skills, so that they would find their interest and be better equipped for further education/training or employment. VDP comprises the following four main areas:-

- (a) 8-week New Taster Programmes with a series of induction courses for NEYs in various trades. NEYs who have completed these programmes may progress to programme (b) or (c) below;
- (b) Further education or training in Full-time programmes (2-year Certificate for Vocational Studies or 1-year Basic Craft Courses);
- (c) Modern Apprenticeship Scheme with a 2-month pre-apprenticeship training and a 6-month trainee placement programme in service industries such as Beauty Care, Hairdressing, Local Tour Guide and Chinese Cuisine, during which the youths receive on-the-job training and take trade tests as appropriate. On completion of the apprenticeship, the trainees will be able to work in the respective industries; and
- (d) Mainland Training Programmes with a 2-month pre-placement training and a 6-month vocational training, elementary trade certification, and post-training work attachment in Mainland China.

The number of NEYs enrolled in VDP in the 2004-05 academic year is 1 217 and there will be 2 380 places in the 2005-06 academic year. The estimated expenditure for VDP in 2005-06 is \$45.7 million of which part of it (programmes a, c and d above) amounted to \$3.5 million will be funded by the Youth Sustainable Development and Engagement Fund under subhead 700 Item 433 under Programme (6) Manpower Development.

Signature

Name in block letters

Post Title

Date

\_\_\_\_\_  
Mrs. Fanny Law

\_\_\_\_\_  
Permanent Secretary for Education and Manpower

\_\_\_\_\_  
6 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB085**

Question Serial No.

0806

Head: 156 Government Secretariat      Subhead(No. & title):  
Education and Manpower Bureau

Programme:                    (8) Policy and Support

Controlling Officer:    Permanent Secretary for Education and Manpower

Director of Bureau :    Secretary for Education and Manpower

Question:    What is the expenditure involved in the government initiative to continue to implement the new IT in education strategy?    What support in IT education will the Administration provide for students of poor families?

Asked by:    Hon. LEUNG Kwan-yuen, Andrew

Reply:

The Finance Committee has approved in July 2004 \$211.7 million for implementing the new IT in education strategy. The amount included \$171.5 million for replacing and upgrading IT facilities in public sector schools and \$40.2 million for various initiatives aiming to embed IT in learning and teaching.

To improve needy students' access to computers after school, starting from the 1999-2000 school year, an incentive grant has been provided for schools to extend the opening hours of their computer rooms/facilities for use by students. Besides, about 1 000 computers have been installed in community and youth centres where students can use for browsing the Internet and self-study after school. In 2001, the Quality Education Fund allocated \$200 million for secondary schools to buy notebook computers for loan to needy students. About 450 secondary schools have benefited from the scheme and about 21 000 notebooks have been purchased. In collaboration with non-governmental organisations, a "computer recycling" project is being planned to deliver recycled computers bundled with technical support as well as IT training for parents in the coming two school years to help needy students and to enhance their access to IT facilities and resources.

Signature	
Name in block letters	Mrs Fanny Law
Post Title	Permanent Secretary for Education and Manpower
Date	6 April 2005

Examination of Estimates of Expenditure 2005-06

**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB086**

Question Serial No.

**0887**

Head : 156 Government Secretariat: Subhead (No. & title) :  
Education and Manpower Bureau  
Programme : (7) Vocational Education and Training

Controlling Officer : Permanent Secretary for Education and Manpower

Director of Bureau : Secretary for Education and Manpower

Question :

Please provide a breakdown on expenditure, number of students enrolled, number of training hours, completion rate and name of training trades of Vocational Development Programme (VDP) and the Youth College of the Vocational Training Council (VTC) in 2004-05.

Asked by : Hon CHEUNG Chiu-hung, Fernando

Reply:

VDP is operated in both the Training and Development Centres and the Youth College of VTC. Details in 2004-05 are as follows –

Programme	Expenditure*	No. of Students Enrolled	No. of Training Hours	Completion Rate
1. New Taster Programme (天才再現)	\$'000 6,705	844	197 220	in progress
2. Modern Apprenticeship (現代學徒計劃)	4,730	201	36 180	91%
3. Mainland Training Programme (青年內地見習計劃)	3,046	64	89 600	in progress
4. Full-time Training Programme				
(i) Certificate in Vocational Studies for NEY (中專證書課程)	2,809	46	30 360	in progress
(ii) Basic Craft Course for NEY (基本技術證書課程)	3,753	62	83 396	in progress
<b>Total</b>	<b>21,043</b>	<b>1 217</b>	<b>436 756</b>	

\* Part of programmes 1, 2 and 3 is funded by the Youth Sustainable Development and Engagement Fund under subhead 700 Item 433 under Programme (6) Manpower Development. The figures provided herewith include a total of \$3.2 million charged to the Fund.

The training trades covered include –

Automobile	Beauty Care	Electrical
Hairdressing	Electronic	Cartoon and Animation
Jewellery	Retail	Hospitality
Import and Export	Plastics and Tooling	Fashion Design & Styling
Textile	Sports and Recreation	Metal
Event Operation	Dancing	

Signature

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Name in block letters

Mrs. Fanny Law

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Post Title

Permanent Secretary for Education and Manpower

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Date

6 April 2005

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Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB087**

Question Serial No.

0906

Head: 156 Government Secretariat      Subhead(No. & title):  
Education and Manpower Bureau

Programme:                      (5) Other Educational Services and Subventions

Controlling Officer:    Permanent Secretary for Education and Manpower

Director of Bureau :    Secretary for Education and Manpower

Question: Please provide implementation details of the school-based after-school learning and support services for needy students.

Asked by:    Hon. CHEUNG Chiu-hung

Reply: The new school-based after-school learning and support programmes aim to enhance the learning effectiveness of disadvantaged students both in terms of academic and personal development. The Education and Manpower Bureau (EMB) has consulted school councils, district school heads associations, and non-governmental organisations (NGOs) on the operational details for the new initiative, and formulated implementation strategies accordingly.

The programmes will cater for P1 to S7 students who are receiving Comprehensive Social Security Assistance or full grant under the Student Financial Assistance Scheme. Cash grant will be released to schools on application. To avoid undue additional workload on teachers, schools may work in partnership with NGOs in organising tailor-made activities for students to build up their capacity and self-reliance. A circular setting out the parameters for the school-based after-school learning and support programmes will be issued in April, inviting schools to apply for funds to launch the programmes from August 2005.

To ensure quality and consistency of standard, a committee comprising representatives from EMB, Social Welfare Department, NGOs and the school sector will be set up to examine and approve applications. Schools will be required to evaluate the effectiveness of the Scheme and student outcome on an annual basis.

Signature \_\_\_\_\_  
Name in block letters      Mrs Fanny Law  
Post Title      Permanent Secretary for Education and Manpower  
Date      6 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
 INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB088**

Question Serial No.

0962

Head: 156 Government Secretariat: Subhead (No. & title):

Education and Manpower Bureau

Programme: (4) Special Education

Controlling Officer: Permanent Secretary for Education and Manpower

Director of Bureau : Secretary for Education and Manpower

Question:

To encourage children with special educational needs to receive education in ordinary schools as far as practicable, the Government have incorporated as far as possible the necessary provisions, services and support into the resource requirements for mainstream education and provided them through various initiatives under Programmes (2), (3), (5) and (8). Could the Government provide :

- (i) details of the services and support provided under Programmes (2), (3), (5) and (8) including, for example, content of service and staff establishment;
- (ii) the amount of resources allocated for each of the above programmes in the past three years for provision of the related services and support and a breakdown of how these resources are distributed under each programme; and
- (iii) the amount of resources earmarked for children with special educational needs under each of the above programmes in 2005-06 and a breakdown of how these resources are distributed under each programme ?

Asked by: Hon. CHEUNG Chiu-hung

Reply:

(i), (ii) & (iii)

Mainstream schools that admit students with special educational needs (SEN) are provided with additional resources as an integral part of the total provision for schools, including the provision of facilities for disabled students via programmes for SEN students funded through the Quality Education Fund, training of teacher in special education, parent education and student counseling. These cannot be distinctly separated from the total provision under programmes (2), (3), (5) and (8). For the major provisions specific to supporting students with SEN in mainstream schools, brief service description and the resource allocation is listed in the **Appendix**.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Mrs Fanny Law

Post Title \_\_\_\_\_

Permanent Secretary for Education and Manpower

Date \_\_\_\_\_

6 April 2005



## Appendix

Programme	Item	Description	Resource Allocation			
			2002/03 school year	2003/04 school year	2004/05 school year	2005/06 school year (Estimate)
(2) Primary Education	Intensive Remedial Teaching Programme	Participating schools are provided with additional teachers to provide intensive remedial support for children with severe learning difficulties.	\$348.97m	\$315.66m	\$271.38m	\$250.29m
	Pilot Project on New Funding Mode	Participating schools are provided with a cash grant for hiring of services/appointment of teachers to provide school-based remedial services for students with special educational needs.	Not yet started	\$8.09m	\$34.92m	\$50.00m
	Whole-school Approach to Integrated Education	Participating schools are provided with additional teachers/learning support assistants and non-recurrent grant to implement whole-school approach in supporting students with a disability.	\$21.90m	\$21.10m	\$21.20m	\$21.20m
(3) Secondary Education	Whole-school Approach to Integrated Education	Participating schools are provided with additional teachers/learning support assistants and non-recurrent grant to implement whole-school approach in supporting students with a disability.	\$8.40m	\$8.90m	\$9.80m	\$9.80m
	School-based Curriculum Tailoring Scheme	Participating schools with an intake of two classes or more of territory-wide bottom 20% students at S1 are provided with additional teachers to develop their school-based curriculum.	\$40.73m	\$38.84m	\$39.22m	\$35.42m
	School-based Remedial Support Programme	Participating schools with high intake of bottom 10% of junior secondary students are provided with additional teachers to provide intensive remedial teaching and support students' learning in the three basic subjects.	\$65.64m	\$63.86m	\$62.56m	\$63.00m
(5) Other Educational Services and Subventions	Training and development of principals and teachers	Professional development courses, school-based training on integrated education and other theme-based training activities for teachers of all schools.	\$19.78m	\$16.96m	\$20.69m #	\$13.50m
	Integrated Programme in Kindergartens	Participating kindergartens are provided with additional teachers to provide support services for mildly disabled children.	\$7.71m	\$7.07m	\$3.43m	To be transferred to SWD
(8) Policy and Support	School-based Professional Support Programmes	Two special schools designated as "professional development schools" are provided with a cash grant to offer school-based support services to other "cluster ordinary schools" with students special educational needs.	Not yet started	Not yet started	Not yet started	\$0.52m

# Allocation includes 2 cohorts of SEN courses run by the Hong Kong Institute of Education as this is the transitional period with previous and current special education training.

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB089**

Question Serial No.

1476

Head: 156 Government Secretariat : Subhead (No. & title):  
Education and Manpower Branch

Programme: (5) Other Educational Services and Subventions

Controlling Officer: Permanent Secretary for Education and Manpower

Director of Bureau : Secretary for Education and Manpower

Question: As pre-school services will be harmonised in September 2005, please inform the Council:

1. Will there be any mechanism to ensure that the demand of existing child care service for families with social need can be met in future?
2. Does the Government have any long term planning on how to enhance pre-school services, e.g. decrease the recognized teacher and pupil ratio, to include pre-school education as basic education, etc

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

1. The level of provision of pre-primary services will not change upon harmonisation of child care centres and kindergartens. Families with social need will continue to have access to child care services. Needy families will receive financial assistance under the Kindergarten Fee Remission Scheme.
2. The harmonisation is a major step forward in enhancing the quality of pre-primary education by applying a common statutory framework and quality assurance requirements to all service providers. The Government will continue to review other aspects of pre-primary services, such as the professional qualification of early childhood workers and parent education, and where appropriate introduce improvements.

Signature \_\_\_\_\_

Name in block letters Mrs Fanny Law

Post Title Permanent Secretary for Education and Manpower

Date 6 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB090**

Head: 156 Government Secretariat:  
Education and Manpower Bureau

Subhead(No. & title): 700 General  
non-recurrent  
Item 031: Skills Upgrading Scheme

Question Serial No.

1498

Programme:

Controlling Officer: Permanent Secretary for Education and Manpower

Director of Bureau : Secretary for Education and Manpower

Question: Please provide a breakdown on the number and name of trades to be included in the Skills Upgrading Scheme (SUS), and the name and unit cost of each type of trade in 2004-05.

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

Up to March 2005, the Skills Upgrading Scheme has covered 22 industries. The unit costs of courses for each industry under the Scheme are shown in Annex.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Fanny Law  
Post Title \_\_\_\_\_ Permanent Secretary for Education and Manpower  
Date \_\_\_\_\_ 4 April 2005

The Skills Upgrading Scheme has covered 22 industries. The unit costs of courses for each industry under the Scheme are:

<b>Industry sectors</b>	<b>Cost Per Trainee Hour (\$)</b>
Printing	69
Chinese Catering	38
Import & Export Trade	33
Wearing Apparel/Textile	38
Transport	46
Retail	36
Tourism	52
Hairdressing	63
Property Management	34
Insurance	47
Electrical & Mechanical Engineering	45
Hotel	45
Building Maintenance & Decoration	57
Beauty Care	43
Real Estate Agents	40
Road Passenger Transport	38
Elderly Care	36
Films, TV and Entertainment	60
Sports and Recreation	38
Horticulture and Floral Art	The training courses will be introduced in mid-2005
Watches, Clocks and Jewellery	Newly admitted to the Scheme in early 2005. Training courses being developed and unit cost yet to be available.
Medical and Health Care	Newly admitted to the Scheme in early 2005. Training courses being developed and unit cost yet to be available.

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB091**

Question Serial No.

1499

Head: 156 Government Secretariat: Subhead(No. & title):  
Education and Manpower Bureau  
Programme: (4) Special Education

Controlling Officer: Permanent Secretary for Education and Manpower

Director of Bureau : Secretary for Education and Manpower

Question:

Why is the revised estimate for this programme in 2004-05 smaller than the original estimate by 12.2%?  
Please explain in detail.

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

The reduction in the original provision for the special education sector in 2004-05 as compared with the revised provision is mainly due to the mainstreaming of practical schools and skills opportunity schools, the expenditure of which since September 2004 has been transferred from Programme (4) Special Education to Programme (3) Secondary Education.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Fanny Law  
Post Title \_\_\_\_\_ Permanent Secretary for Education and Manpower  
Date \_\_\_\_\_ 6 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB092**

Question Serial No.

1500

Head: 156 Government Secretariat:                                  Subhead(No. & title):

Education and Manpower Bureau

Programme:                                      (4) Special Education

Controlling Officer:    Permanent Secretary for Education and Manpower

Director of Bureau :    Secretary for Education and Manpower

Question:

The Government indicates that it will ensure that special school places are utilised in a cost-effective way for children with special educational needs, having regard to the policy of nine-year free and universal education". What does the Government refer to by saying "utilised in a cost-effective way" ?

Asked by:    Hon. CHEUNG Chiu-hung, Fernando

Reply:

To ensure that these school places are utilised in a cost-effective way, we implement the following measures annually:

- (a) review, and adjust where necessary, the catchment areas of these schools to ensure that the needs of students are adequately met; and
- (b) revise the class structure of individual schools, where necessary, in the light of changes in the demand for school places.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Mrs Fanny Law

Post Title \_\_\_\_\_

Permanent Secretary for Education and Manpower

Date \_\_\_\_\_

6 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB 093**

Question Serial No.

1501

Head: 156 Government Secretariat      Subhead(No. & title):  
Education and Manpower Bureau  
Programme:                      (4) Special Education

Controlling Officer: Permanent Secretary for Education and Manpower

Director of Bureau : Secretary for Education and Manpower

Question: What is the estimated expenditure for the development of curriculum guides and resources in different key learning areas for children with special educational needs in 2005-06?

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

The learning ability of students with special educational needs (SEN) can be taken care of by helping them to learn from the common curriculum framework with appropriate adaptation of the learning targets and learning elements of the Key Learning Area, adopting learning and teaching strategies that take care of students' specific needs and characteristics of learning, and providing well-designed assessment. Learning and teaching guides for children with special educational needs and examples of the adapted learning targets have also been collected and posted in EMB's website for schools' easy reference. Guidelines on Mathematics (SEN), Self Care (SEN) and Personal & Social Education (SEN) have been developed for reference by schools for the mentally handicapped students. Other resource materials recently completed included information sheets on setting homework and formulating internal assessment for students with SEN in ordinary schools. For the 2005/06 school year, EMB will start developing the teaching and learning guidelines for Chinese Language (SEN) and General Studies (SEN), and in consultation with the Curriculum Development Committee on Special Educational Needs identify the needs and develop appropriate learning resources for students. The expenditure thus arising in the 2005/06 school year will be subsumed under the approved allocation of Curriculum Development Institute (CDI). As many staff in CDI are involved in the work, it is difficult to segregate the expenditure relating to SEN alone.

Signature \_\_\_\_\_  
Name in block letters      Mrs Fanny Law  
Post Title      Permanent Secretary for Education and Manpower  
Date      6 April 2005





Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB095**

Head: 156 Government Secretariat:      Subhead(No. & title):  
                    Education and Manpower Bureau  
Programme:                      (4) Special Education

Question Serial No.

1503

Controlling Officer: Permanent Secretary for Education and Manpower

Director of Bureau : Secretary for Education and Manpower

Question:

What are the details and schedule of the review of grants to special schools ? Will the Government consult the schools, the parents and the Legislative Council in this regard ? If yes, what are the details ? Will the Government pledge that the findings of the review will not result in a reduction of resources for the schools ?

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

The review is to identify means to further enhance funding flexibility for schools based on the existing funding arrangements, but not meant to reduce the resources for schools. We have collected views from school representatives on the broad direction and initial ideas on streamlining the deployment of grants and giving schools more flexibility. The Panel on Education of the Legislative Council, the school sector and other related parties will be consulted when details of a practical arrangement have been worked out.

Signature	_____
Name in block letters	_____ Mrs Fanny Law _____
Post Title	_____ Permanent Secretary for Education and Manpower _____
Date	_____ 6 April 2005 _____

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB096**

Question Serial No.

0917

Head: 156 Government Secretariat      Subhead(No. & title):  
Education and Manpower Bureau  
Programme:                      (2) Primary Education

Controlling Officer: Permanent Secretary for Education and Manpower

Director of Bureau : Secretary for Education and Manpower

Question: In the 2005/06 school year, it is estimated that the number of primary teachers will be decreased by 400 as compared with the 2004/05 school year. Concerning those teachers who are going to lose their teaching post, does the government have any methods to absorb them or has the government provided any assistance to them?

Asked by: Hon. LEUNG Yiu-chung

Reply:

To help resolve the problem of surplus teachers in aided primary schools, the Education and Manpower Bureau (EMB) has taken the following measures :

- (a) introduced an Early Retirement Scheme;
- (b) appointing surplus teachers to fill temporary teaching posts;
- (c) encouraging schools to draw up job-sharing plans;
- (d) approving no-pay leave for teachers who wish to take time off;
- (e) introduce a scheme of specialized teaching effective from the 2005/06 school year that will create employment for about 500 teachers in the first year and 400 more teachers over the following two years.

To assist redundant teachers in finding employment, information on teaching vacancies in aided primary schools will be posted on the EMB homepage and updated everyday. Furthermore, school sponsoring bodies are expected to fill vacancies with redundant teachers arising from among their schools.

Signature \_\_\_\_\_  
Name in block letters      Mrs Fanny Law  
Post Title      Permanent Secretary for Education and Manpower  
Date      6 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB097**

Question Serial No.

1204

Head: 156 Government Secretariat:      Subhead(No. & title):  
Education and Manpower Bureau

Programme:                      (7) Vocational Education and Training

Controlling Officer:      Permanent Secretary for Education and Manpower

Director of Bureau :      Secretary for Education and Manpower

Question:      The estimated numbers of full-time and part-time places for courses provided by the Employees Retraining Board (ERB) in 2005-06 will reduce by 4 460 and 3 140 respectively as compared with the revised estimate for 2004-05.      What are the reasons for that?

Asked by:      Hon. LEUNG Yiu-chung

Reply:

The total number of full-time and part-time retraining places budgeted for 2004-05 was 51 638 and 58 024 respectively. With various efficiency and productivity enhancement measures, ERB now estimates that it will be able to provide 56 060 and 61 140 places respectively in 2004-05. The Board has planned to provide in 2005-06 about the same number of full-time and part-time places (i.e. 51 600 and 58 000) originally budgeted for 2004-05. The actual number of places to be provided in 2005-06 will depend on the public's demand for retraining, opportunities in the employment markets and further efficiency measures initiated by the Board.

Signature \_\_\_\_\_  
Name in block letters      Mrs Fanny Law  
Post Title      Permanent Secretary for Education and Manpower  
Date      4 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB098**

Question Serial No.

1467

Head: 156 Government Secretariat      Subhead(No. & title):  
Education and Manpower Bureau

Programme: (5) Other Educational Services and Subventions

Controlling Officer: Permanent Secretary for Education and Manpower

Director of Bureau : Secretary for Education and Manpower

Question: Does the government have any services catering for the problem of admission of newly arrived non-Chinese speaking children? If yes, what are the details?

Asked by: Hon. LEUNG Yiu-chung

Reply:

The educational support services for newly arrived non-Chinese speaking children are as follows-

- a 60-hour induction programme to familiarize them with the local environment and help them master the basic learning skills;
- a school-based support grant for arranging school-based programmes such as orientation, intensive and/or remedial teaching, and personal development training; and
- a full time six-month initiation programme to induct them in a real classroom environment before being admitted to schools.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Fanny Law

Post Title \_\_\_\_\_ Permanent Secretary for Education and Manpower

Date \_\_\_\_\_ 6 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

EMB099

Question Serial No.

1058

Head: 156 Government Secretariat:        Subhead(No. & title):  
  Education and Manpower Bureau

Programme:                    (7) Vocational Education and Training

Controlling Officer:     Permanent Secretary for Education and Manpower

Director of Bureau :    Secretary for Education and Manpower

Question:

The provision for the Employees Retraining Board (ERB) will be \$370m in 2005-06. However, ERB expects that the placement rate of full-time retraining courses in job relevant to training will drop to 60% in 2005-06, which is even lower than the rates of 65% and 68% in 2003-04 and 2004-05 respectively. Also, only 51 600 full-time retraining places will be available in 2005-06, a reduction of about 7% as compared with 2003-04 and 2004-05.

Please provide information on the number of trainees who failed to secure jobs relevant to training, the training expenditures incurred, the courses taken, the industries concerned and the number of jobs available in 2002, 2003 and 2004. In addition, please explain the assumptions and considerations used in estimating the number of full-time retraining places to be provided in 2005-06.

Asked by:     Hon. LEUNG LAU Yau-fun, Sophie

Reply:

The actual placement rate of the full-time placement-tied courses in jobs relevant to training in 2003-04 and 2004-05 were 65% and 68% respectively which surpassed the planning target of 60%. When estimating the rate for 2005-06, ERB took the threshold of 60% as the planning target. Experience suggests that the actual rates are consistently higher than the planning targets.

The total number of full-time retraining places budgeted for 2003-04 and 2004-05 were 55 281 and 51 638 respectively. Based on the actual situation in 2004-05, the Board has planned to provide about the same number of full-time retraining places (i.e. 51 600) for the retrainees. The actual number of places to be provided in 2005-06 will depend on the demand for retraining, opportunities in the employment markets and further economy measures initiated by the Board.

The table at the Annex sets out the number of trainees who failed to secure jobs relevant to training, the types of courses in which they enrolled and related expenditure, and other relevant placement information.

Signature \_\_\_\_\_  
Name in block letters Mrs Fanny Law  
Post Title Permanent Secretary for Education and Manpower  
Date 6 April 2005

Fiscal Yr	Course type (placement-tied and job-specific)	No. of graduates completed the retraining course (note 1)	No. of graduates placed	Placement not related to training		
				No.	% (note 2)	Cost (\$) (note 3)
2002-03	Security / Property Management	20,078	15,944	6,865	34	\$39,370,124
	Local Domestic Helper	15,503	13,120	2,253	15	\$11,426,867
	Clerical	6,928	4,852	2,434	35	\$28,379,753
	Health Care / Personal Care Workers	3,917	3,121	1,079	28	\$5,386,360
	Others (note 4)	4,137	2,927	1,186	29	\$11,517,187
<b>Subtotal</b>		<b>50,563</b>	<b>39,964</b>	<b>13,817</b>	<b>27</b>	<b>\$96,080,291</b>
2003-04	Security / Property Management	19,772	15,874	7,208	36	\$34,687,157
	Local Domestic Helper	15,831	13,678	2,598	16	\$11,958,293
	Health Care / Personal Care Workers	4,350	3,456	1,421	33	\$6,528,090
	Clerical	4,125	2,807	1,357	33	\$15,623,728
	Others (note 4)	4,537	3,237	1,341	30	\$11,657,379
<b>Subtotal</b>		<b>48,615</b>	<b>39,052</b>	<b>13,925</b>	<b>29</b>	<b>\$80,454,647</b>
2004-05 (note 5)	Security / Property Management	10,243	8,454	3,351	33	\$16,048,480
	Local Domestic Helper	7,844	6,727	1,263	16	\$5,812,332
	Health Care / Personal Care Workers	2,305	1,866	766	33	\$3,457,362
	Clerical	1,369	1,011	397	29	\$3,570,047
	Others (note 4)	3,203	2,528	850	27	\$6,551,272
<b>Subtotal</b>		<b>24,964</b>	<b>20,586</b>	<b>6,627</b>	<b>27</b>	<b>\$35,439,493</b>

## Notes:

- (1) The numbers of retraining places for 2002-03, 2003-04 and 2004-05 were 57 681, 55 281 and 56 060 respectively. The numbers of graduates of these three years as shown in the above table were smaller than the number of retraining places because only those achieving an attendance rate of 80% would be counted as a case of successful completion of the retraining course. The completion rates were 93%, 92% and 93% in 2002-03, 2003-04 and 2004-05.
- (2) % = no. of trainees who failed to secure jobs relevant to training / no. of graduates completed the retraining course
- (3) Costs include the recurrent costs of the courses and the training allowances for the retrainees.
- (4) Other job-specific skills courses include retail, technical skills, electrical/mechanical skills, hotel/catering and other job-specific skills courses.
- (5) Figures shown in the table are from April to September 2004 only. Figures from October 2004 to March 2005 are not yet available.

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB100**

Head: 156 Government Secretariat:      Subhead(No. & title):  
Education and Manpower Bureau

Question Serial No.

1107

Programme:                    (8) Policy and Support

Controlling Officer:    Permanent Secretary for Education and Manpower

Director of Bureau :    Secretary for Education and Manpower

Question : The Government has said it will develop Hong Kong into a regional education hub and will consider allowing more non-local students to enter Hong Kong for studies in 2005-06. In this connection, does the Administration have any plans to provide sufficient ancillary facilities to meet the overseas students' demands for boarding and others? If extra dormitories are needed, has the required provision been earmarked? What will be the administration cost incurred for implementing such measures?

Asked by:    Hon. LAU Sau-shing, Patrick

Reply:

Under the existing hostel policy, all non-local students of full-time publicly-funded programmes in University Grants Committee(UGC)-funded institutions at all levels are eligible for student hostels. An increase in the number of non-local students will lead to an increase in demand for hostels. Like other UGC capital works projects, any request for Government funding for the construction of additional hostels will be subject to consideration based on merits of each individual project, availability of resources having regard to competing requests for funding and approval by the Finance Committee. Student hostels do not incur additional recurrent costs for the Government because they operate on a self-financing basis.

The proposal to relax the admission of non-local students is not expected to result in additional recurrent costs for the Government except for the costs for processing entry/extension of stay applications and administering the quota system. We intend to absorb the additional administrative costs, which should be insignificant, through redeployment of resources.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Mrs Fanny Law

Post Title \_\_\_\_\_

Permanent Secretary for Education and Manpower

Date \_\_\_\_\_

6 April 2005







Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB103**

Question Serial No.

1110

Head: 156 Government Secretariat:            Subhead(No. & title):  
Education and Manpower Bureau  
Programme:    (8) Policy and Support

Controlling Officer: Permanent Secretary for Education and Manpower

Director of Bureau : Secretary for Education and Manpower

Question: Of the number of schools facing closure because of low enrolment, how many commenced or completed improvement works under the School Improvement Programme? What are the total expenditure and administrative expenses involved in these projects?

Asked by: Hon. LAU Sau-shing, Patrick

Reply:

From the 2001/02 to 2004/05 school years, a total of 114 schools have stopped the admission of P1 pupils and 24 schools have been closed. Among the schools without P1, 22 have carried out SIP, breakdown as follows:

School Year	Number of Schools Stopped P1 Admission in that School Year	Number of Schools Closed in that School Year	Number of Schools Stopped P1 Admission in that School Year but with SIP
2001/02	7	2	0
2002/03	24	4	0
2003/04	52	6	8 (excluding those bi-sessional schools which stopped P1 admission in one session only)
2004/05	31	12	14 (excluding those bi-sessional schools which stopped P1 admission in one session only)
<b>Total</b>	<b>114</b>	<b>24 #</b>	<b>22</b>

(Note: # The 24 schools closed in the school years between 2001/02 and 2004/05 did not carry out any SIP works.)

A breakdown of the costs of project involved in respect of the 22 schools which have carried out SIP are as follows:

Range of Costs of Project Involved	Number of Schools		
	Stopped P1 Admission in 2003/04 School Year	Stopped P1 Admission in 2004/05 School Year	Total
\$4M to \$9M	1	0	1
\$10M to 19M	3	6	9
\$20M to \$29M	3	8	11
\$30M to \$32M	1	0	1
<b>Total</b>	<b>8</b>	<b>14</b>	<b>22</b>

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Fanny Law  
Post Title \_\_\_\_\_ Permanent Secretary for Education and Manpower  
Date \_\_\_\_\_ 6 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB104**

Question Serial No.

1306

Head: 156 Government Secretariat      Subhead(No. & title):  
Education and Manpower Bureau  
Programme: (5) Other Educational Services and Subventions

Controlling Officer: Permanent Secretary for Education and Manpower

Director of Bureau : Secretary for Education and Manpower

Question: What are the details and expenditure involved in the provision of educational support for the newly arrived children/young people and the ethnic minorities in 2004-05? What are the details and estimated expenditure for the provision of the above services in 2005-06?

Asked by: Hon. LAU Wai-hing, Emily

Reply:

- (1) The educational support services for newly arrived children/young people, including ethnic minority children are as follows-
- (a) an induction programme to familiarize them with the local environment and help them master the basic learning skills;
  - (b) a school-based support scheme to provide schools with grant for arranging school-based programmes such as orientation, intensive and/or remedial teaching, and personal development training; and
  - (c) an initiation programme to induct them into school life in a real classroom environment before being admitted to schools.

The estimated expenditure for provision of the above services in 2004-05 is around \$37 million.

- (2) The same level of provision is assumed for 2005-06.

Signature \_\_\_\_\_  
Name in block letters      Mrs Fanny Law  
Post Title      Permanent Secretary for Education and Manpower  
Date      6 April 2005





Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB107**

Question Serial No.

1578

Head: 156 Government Secretariat:      Subhead(No. & title):  
Education and Manpower Bureau  
Programme:                      (6) Manpower Development

Controlling Officer: Permanent Secretary for Education and Manpower

Director of Bureau : Secretary for Education and Manpower

Question: Regarding the Continuing Education Fund (CEF), please provide the titles and total number of reimbursable courses, the number of applicants for each course, the number of degree-holding applicants and related amount of reimbursement, as well as the number of non-degree-holding applicants and related amount of reimbursement in each of the past three years (2001-02, 2002-03 and 2003-04).

Asked by: Hon. LI Fung-ying

Reply:

At present, courses in relation to the following sectors are reimbursable from CEF, i.e. logistics, financial services, business services, tourism, design, creative industries, language and inter-personal and intra-personal skills for the workplace. As at end of March 2005, there were 3 979 reimbursable courses. A breakdown of the courses and the number of approved applications by sectors is given in the table below.

We do not collect information on the academic qualification of CEF applicants and hence do not have the breakdown by degree holders and non-degree holders and the related amount of reimbursement as requested.

Statistics on CEF (as at end March 2005)

持續進修基金統計數字(截至 2005 年 3 月底)

Breakdown of approved applications by sector 已獲批准的申請數目(按範疇分類)	Approved Applications 已獲批准的申請數目		No. of CEF Courses	
		%		%
(a) LANGUAGES 語文	56,419	32.9%	333	8.4%
(b) FINANCIAL SERVICES 金融服務業	49,939	29.2%	1145	28.8%
(c) BUSINESS SERVICES 商業服務	21,035	12.3%	1200	30.2%
(d) DESIGN 設計	18,216	10.6%	444	11.2%
(e) LOGISTICS 物流業	15,188	8.9%	368	9.2%
(f) TOURISM 旅遊業	6,458	3.8%	329	8.3%
(g) INTERPERSONAL AND INTRAPERSONAL SKILLS FOR THE WORKPLACE 工作間的人際及個人才能	2,798	1.6%	22	0.5%
(h) CREATIVE INDUSTRIES 創意工業	1,184	0.7%	138	3.4%
<b>Total 總數</b>	<b>171,237</b>	<b>100.0%</b>	<b>3979</b>	<b>100.0%</b>



Signature \_\_\_\_\_  
Name in block letters Mrs Fanny Law  
Post Title Permanent Secretary for Education and Manpower  
Date 6 April 2005

Examination of Estimates of Expenditure 2005-06

**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB108**

Question Serial No.

1579

Head : 156 Government Secretariat:                      Subhead (No. & title) :  
Education and Manpower Bureau

Programme :                      (7) Vocational Education and Training

Controlling Officer : Permanent Secretary for Education and Manpower

Director of Bureau : Secretary for Education and Manpower

Question :

The expenditure budgeted for vocational education and training in 2005-06 will reduce by 5.2% as compared with 2004-05. What are the reasons? Please list the items to which less resources will be given as a result of the reduction and the measures to safeguard the quality of service.

Asked by : Hon LI Fung-ying

Reply :

The subvention to the Vocational Training Council (VTC) in 2005-06 will be 5.87% less than that in 2004-05. This is mainly due to –

- (i) productivity enhancement and salary reduction in line with the civil service pay cut in 2005; and
- (ii) additional income from the increased volume of existing services and new self-financed programmes and thus reduced reliance on government subvention.

The reduction of subvention will not affect the quality of services provided by VTC.

The subvention to the Employees Retraining Board (ERB) in 2005-06 is \$371.8 million, 2% less than that of 2004-05. With sustained efforts to enhance productivity, the Board has budgeted roughly for the same number of retraining places (113 000) in 2005-06 as that originally budgeted in 2004-05 (113 299) to meet the public's demand for retraining. Also, the Board does not expect that the quality of their services will be adversely affected by the small cut in subvention.

Signature

Name in block letters

Post Title

Date

\_\_\_\_\_  
Mrs. Fanny Law

\_\_\_\_\_  
Permanent Secretary for Education and Manpower

\_\_\_\_\_  
6 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB109**

Head: 156 Government Secretariat: Subhead(No. & title):  
Education and Manpower Bureau  
Programme: (7) Vocational Education and Training

Question Serial No.

1580

Controlling Officer: Permanent Secretary for Education and Manpower

Director of Bureau : Secretary for Education and Manpower

Question: Please set out the courses for which the Employees Retraining Board (ERB) plans to introduce common skills assessment in 2005-06.

Asked by: Hon. LI Fung-ying

Reply:

The ERB plans to extend common skills assessment to retrainees of security and property management, foot reflexology and health care massage courses in 2005-06, in addition to those introduced earlier for retrainees of local domestic helper and personal care worker courses.

Signature	_____
Name in block letters	_____ Mrs Fanny Law _____
Post Title	_____ Permanent Secretary for Education and Manpower _____
Date	_____ 4 April 2005 _____

Examination of Estimates of Expenditure 2005-06

**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB110**

Question Serial No.

1581

Head : 156 Government Secretariat: Subhead (No. & title) :  
Education and Manpower Bureau

Programme : (7) Vocational Education and Training

Controlling Officer : Permanent Secretary for Education and Manpower

Director of Bureau : Secretary for Education and Manpower

Question : Please set out the specific measures and expenditures involved in the integration of the activities of the Hong Kong Institute of Vocational Education (IVE) and the training and development centres of the Vocational Training Council (VTC) in 2005-06.

Asked by : Hon LI Fung-ying

Reply :

Efforts will continue to integrate IVE campuses with the training and development centres. In addition to the seven training and development centres which have been integrated with the IVE campuses in 2003-04 and 2004-05, four more training and development centres will be integrated with IVE campuses in 2005-06. These are the integration of :-

- (a) the Electrical Industry Training Centre and IVE (Haking Wong) Campus
- (b) the Gas Industry Training Centre and IVE (Haking Wong) Campus
- (c) the Welding Industry Training Centre and IVE (Haking Wong) Campus
- (d) the Electronic Industry Training Centre and IVE (Sha Tin) Campus

Through the integration, the management structure will be rationalized and both the training and development centres and the IVE Campuses will come under the management of the respective principals. It helps to build synergy and more collaboration among the operational units responsible for vocational education and practical training. It also allows better use of resources and pooling of expertise. More importantly, curriculum integration is explored and new programmes of services are developed through joint efforts. New products to be developed as a result of these integrations include the Diploma in Vocational Studies, Higher Diploma in Jewellery Design and Technology, Higher Diploma in Road Transport Technology and Management, Higher Diploma in Maritime Studies and Higher Diploma in Retail Management and Merchandising. Two of these new programmes will be launched in 2005-06 with 530 planned places and the other new programmes will be introduced in the following year.

The total recurrent expenditure to be incurred in 2005-06 for these new programmes is about \$30.4 million. Another \$1.3 million of capital expenditure is required for the necessary relocation and fitting out in the integration exercise.

Signature

Name in block letters

Post Title

Date

\_\_\_\_\_

Mrs. Fanny Law

\_\_\_\_\_

Permanent Secretary for Education and Manpower

\_\_\_\_\_

4 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB111**

Question Serial No.

1582

Head: 156 Government Secretariat:      Subhead(No. & title):  
Education and Manpower Bureau

Programme:                                    (7) Vocational Education and Training

Controlling Officer:    Permanent Secretary for Education and Manpower

Director of Bureau :    Secretary for Education and Manpower

Question:

Please provide the list of courses and modules under Employees Retraining Board (ERB) to be included in the Qualifications Framework for 2005-06.

Asked by:    Hon. LI Fung-ying

Reply:

It is our intention to include all retraining courses offered by ERB in the Qualifications Framework in the long run. We have recently commissioned the Hong Kong Council of Academic Accreditation to examine the contents of these courses and the facilities of the training providers running these courses with a view to including them in the Qualification Register in 2005-06.

Signature	_____
Name in block letters	_____ Mrs Fanny Law _____
Post Title	_____ Permanent Secretary for Education and Manpower _____
Date	_____ 6 April 2005 _____

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB112**

Question Serial No.

1695

Head: 156 Government Secretariat:      Subhead(No. & title):  
Education and Manpower Bureau  
Programme:                (7) Vocational Education and Training

Controlling Officer:    Permanent Secretary for Education and Manpower

Director of Bureau :    Secretary for Education and Manpower

Question:    What is the average cost of providing training for each retrainee under the Integrated Scheme for Local Domestic Helpers (LDHs) operated by the Employees Retraining Board (ERB) in 2004-05?    What are the employment figures of the retrainees three months and six months after completion of training?    What are their average monthly working hours and salary?

Asked by:    Hon. YEUNG Sum

Reply:

In 2004-05, it cost ERB an average of \$4,264 to retrain a person to become an LDH. The average placement rate within 3 months after completion of such course was 86%. Since the training providers are obliged to place the retrainees within 3 months after completion of the LDH course, the Board does not have information on the employment condition beyond this period. The Board however conducts retention surveys regularly to find out whether the retrainees are still in employment 6 months after completion of the courses. The retention rate is about 70% for those placed during the first 3 months.

Most of the LDH jobs available are part-time and many retrainees prefer such a mode so that they can have time to look after their own families. The Board's placement records indicated that, on average, each part-time LDH works 56 hours per month with an hourly rate of \$52. The monthly salary of full-time LDHs (140 hours a month or more) is on average \$5,900.

Signature \_\_\_\_\_  
Name in block letters      Mrs Fanny Law  
Post Title      Permanent Secretary for Education and Manpower  
Date      6 April 2005







Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

<b>EMB115</b>
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Question Serial No.

1804
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Head: 156 Government Secretariat:      Subhead(No. & title):  
Education and Manpower Bureau  
Programme:                      (6) Manpower Development

Controlling Officer:    Permanent Secretary for Education and Manpower

Director of Bureau :    Secretary for Education and Manpower

Question:    Regarding the plan to "review and extend the coverage of the Continuing Education Fund", what is the timetable for the work? Will the Administration conduct an extensive consultation exercise to solicit the views of various sectors of the community? Has any resource been earmarked for the review?

Asked by:    Hon. SIN Chung-kai

Reply:

We reviewed CEF in 2002 and as a result, relaxed the eligibility criteria to include degree holders and expanded the coverage of the Fund to meet the changing demands of the economy. The latter initiative has caused the creative industry became one of the economic sectors covered under CEF, the language skill domain to include three additional foreign languages, and China Business sector renamed as Business Services to include training in business management. To continue to monitor the effectiveness of CEF and be responsive to market demand, we have commissioned another round of review in July 2004. The review, which takes into account the opinions of various professional and trade organisations, will be completed by July 2005. Its results will provide insight on whether more economic sectors and skills domains should be covered by CEF. An advisory committee exists to consider proposals. The Government will brief the LegCo on any decision on extension of coverage. The cost of the review is \$1,054,000 and will be charged to CEF.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Mrs Fanny Law

Post Title \_\_\_\_\_

Permanent Secretary for Education and Manpower

Date \_\_\_\_\_

4 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

EMB116

Question Serial No.

1692

Head: 708 Capital Subventions and Major Subhead(No. & title):  
Systems and Equipments

Programme: (2) Primary Education  
(3) Secondary Education

Controlling Officer: Permanent Secretary for Education and Manpower

Director of Bureau : Secretary for Education and Manpower

Question:

Please provide the following information for 2002-03 to 2004-05:

- (a) a list of approved projects under the School Improvement Programme (SIP);
- (b) a list of SIP primary schools for which recruitment of primary one students was ceased in the preceding school year or will be ceased in the coming school year, and
- (c) the approved estimates, the settled expenditure and the expenditure to be settled in the coming year of the projects under item (b).

Asked by: Hon. YEUNG Sum

Reply:

- (a) Among the projects approved from 2002-03 under Head 708 Capital Subventions and Major Systems and Equipments, there are 16 subheads of projects for the School Improvement Programme (SIP), namely, (i) Improvement works to existing primary/secondary schools based on the recommendations of the Education Commission Report No. 5 – six subheads for SIP Phases 2 to 4, and (ii) Construction works for schools in the Final Phase of SIP – seven subheads for projects delivered by Architectural Services Department (ArchSD), and three subheads for projects under self-delivery mode carried out by consultants appointed by the schools concerned. The coverage of projects under these subheads is as follows:
  - (i) SIP Phase 2 (8014EC – for primary schools, and 8015EC – for secondary schools): covering 7 primary schools and 1 secondary school;
  - (ii) SIP Phase 3 (8018EC – for primary schools, and 8017EC – for secondary schools): covering 2 primary schools and 8 secondary schools;
  - (iii) SIP Phase 4 (8020EC – for primary schools, and 8019EC – for secondary schools): covering 47 primary schools and 40 secondary schools;
  - (iv) Final Phase [projects delivered by the ArchSD] (8032EC, 8033EC, 8034EC, 8040EC, 8051EC, 8053EC and 8030EC): covering 144 primary schools, 88 secondary schools and 33 special schools; and
  - (v) Final Phase [projects delivered by consultants appointed by schools] (8035EC, 8041EC and 8052EC): covering 17 primary schools, 29 secondary schools and 5 special schools.

Of these 421 projects, 254 have been completed by end of 2004-05.



Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB117**

Head: 710 Computerisation

Subhead(No. & title): A018XN  
Personnel information management  
system

Question Serial No.

0587

Programme: CWRP

Controlling Officer: Permanent Secretary for Education and Manpower

Director of Bureau : Secretary for Education and Manpower

Question: Compared to the revised estimate of \$3.067 million in 2004-05, the provision for Personnel Information Management System in 2005-06 increases sharply by 260% to an estimate of \$11.2 million. What are the reasons and details for that?

Asked by: Hon. CHEUNG Man-kwong

Reply:

The objective of the Personnel Information Management System (PIMS) project is to provide the Education and Manpower Bureau (EMB) with a centralized personnel information management system which performs a full range of human resource management functions including recruitment, performance management, training and establishment. Like most capital projects spanning over a period of time, the cashflow requirement for the PIMS project varies from year to year depending on the schedule of completion and payment. As the project is scheduled to be completed in 2005-06, most of the payments are expected to be made in that financial year.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Fanny Law  
Post Title \_\_\_\_\_ Permanent Secretary for Education and Manpower  
Date \_\_\_\_\_ 4 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB118**

Question Serial No.

0022

Head: 190 University Grants Committee      Subhead(No. & title):

Programme:                      University Grants Committee

Controlling Officer:      Secretary-General, University Grants Committee

Director of Bureau :      Secretary for Education and Manpower

Question: Regarding research studies for policy making and assessment conducted by your office (including those undertaken by yourself or a commissioned consultant), please provide details in the following format:

(1) Please provide details in the following format on the consultancy studies for which financial provision has been allocated in 2004-05:

Name of Consultant (if available)	Description	Expenses (\$)	Progress of Study (planning/underway/completed)	Action taken by the Administration to follow up the study reports and the progress made (if available)	Whether study reports completed are publicized; if yes, their channels and if not, the reasons.
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(2) Has financial provision been allocated for conducting consultancy studies in 2005-06? If yes, please provide the following details:

Name of Consultant (if available)	Description	Expenses (\$)	Progress of Study (planning/underway/completed)	Whether study reports scheduled for completion in 2005-06 will be publicized; if yes, their channels and if not, the reasons.
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Asked by:      Hon. EU Yuet-mee, Audrey

Reply:

(1) Details on the consultancy studies for which financial provision has been allocated in 2004-05 are as follows –

Name of Consultant (if available)	Description	Revised estimate (\$)	Progress of Study (planning/underway/completed)	Action taken by the Administration to follow up the study reports and the progress made (if available)	Whether study reports completed are publicized; if yes, their channels and if not, the reasons.
Professor William F. Massy	An analysis of the process and outcome of the Second Round Teaching and Learning Quality Process Reviews	117,030 (USD 15,000)	Completed	Findings of the report have been considered by the Performance and Role-related Funding Scheme (PRFS) for the 2005/06 to 2007/08 triennium.	Not applicable
Policy 21 Limited, The University of	Study on Attrition / Wastage Rates	279,300	Completed	The UGC will take note of the findings in formulating	The 8 UGC-funded institutions will be informed of

Hong Kong	of the Eight UGC-funded Institutions in Hong Kong			future plans and/or policies.	the findings.
Professor David R Westbury	Scoping Study on Review of Costing and Pricing of Higher Education in Hong Kong	150,000	Completed	The recommendations of the Scoping Report have been considered and accepted in general by the UGC. The UGC has started to carry out the detail review exercise based on the recommended approaches.	The result has been discussed with all the 8 UGC-funded institutions.
Harvey H. Kaiser Associates, Inc.	A review on the formulae and standards for arriving at the space requirements of UGC-funded institutions	104,081.50	In progress	Not applicable	To be considered

(2) Details of financial provision allocated for conducting consultancy studies in 2005-06 are as follows –

<b>Name of Consultant (if available)</b>	<b>Description</b>	<b>Estimate (\$)</b>	<b>Progress of Study (planning/ underway/ completed)</b>	<b>Whether study reports scheduled for completion in 2005-06 will be publicized; if yes, their channels and if not, the reasons.</b>
Mr John Randall	A background research study on international practice and experience in promoting outcome-based approaches in student learning.	14,863 (GBP 1,000)	Completed	Not applicable
Harvey H. Kaiser Associates, Inc.	A review on the formulae and standards for arriving at the space requirements of UGC-funded institutions (Continued from 2004-05)	936,733.50	In progress	To be considered
Not yet available	Review of Costing and Funding Methodology of UGC-funded Sector in Hong Kong	2,000,000	Under planning	To be considered

Signature \_\_\_\_\_  
Name in block letters Michael V Stone  
Post Title Secretary-General, University Grants Committee  
Date 6 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB119**

Question Serial No.

0110

Head: 190 University Grants Committee      Subhead(No. & title):

Programme:    University Grants Committee

Controlling Officer:                                  Secretary-General, University Grants Committee

Director of Bureau :                                Secretary for Education and Manpower

Question:

Please give a breakdown of the number of places for full-time and part-time Certificate in Education (Kindergarten) courses for the 2005/06, 2006/07 and 2007/08 academic years. Please also list out the amount of funding allocated to the various institutions for the provision of these courses as well as the student unit cost in the 2004/05 and 2005/06 academic years.

Asked by: Hon. EU Yuet-mee, Audrey

Reply:

- (i) The Hong Kong Institute of Education (HKIEd) is the only institution which will provide certificate programmes in kindergarten education funded under Head 190 in the 2005/06, 2006/07 and 2007/08 academic years. The approved number of student intake places for such programmes are listed below –

Academic Year	Number of Students Intake (headcount)		
	Full-time	Part-time	Total
2005/06	120	200	320
2006/07	120	200	320
2007/08	120	200	320

Note 1: Approval has been granted by UGC for Hong Kong Institute of Education to convert 60, 60 and 90 full-time places of a certificate programme in the 2005/06, 2006/07 and 2007/08 academic years respectively for the introduction of a new four-year full-time Bachelor of Education (Honours) (Early Childhood Education) Programme.

Note 2: The above figures only include students enrolled in UGC-funded certificate programmes.

- (ii) Recurrent funding is provided to the UGC-funded institutions mainly in the form of block grants. Institutions are free to determine the amount of funds to be used for programmes of different levels of study. For funding purposes, the UGC has assumed that HKIEd requires about \$125 million and \$110 million to provide certificate programmes in kindergarten education in the 2004/05 and 2005/06 academic years respectively.
- (iii) As explained above, institutions are free to determine the amount of funds to be used for programmes of different levels of study. Information on the unit costs of the above places is thus not available.



Signature \_\_\_\_\_  
Name in block letters Michael V Stone  
Post Title Secretary-General, University Grants Committee  
Date 6 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB120**

Question Serial No.

0389

Head: 190 University Grants Committee      Subhead(No. & title):

Programme:                      University Grants Committee

Controlling Officer:    Secretary-General, University Grants Committee

Director of Bureau :    Secretary for Education and Manpower

Question:

In the 2005/06 academic year, the University Grants Committee (UGC) will allocate earmarked grants to UGC-funded institutions, which include earmarked research grants, performance and role-related funding, teaching development grants, language enhancement grants, grants for restructuring and collaboration activities, grants for research development activities and Central Allocation Vote. Please provide the amounts of funds allocated to various institutions for each of the above items.

Asked by:    Hon. MA Lik

Reply:

At this stage, only the performance and role-related funding, teaching development grants, language enhancement grants and part of the grants for research development activities for the 2005/06 academic year have been allocated to the eight UGC-funded institutions. Details of the allocation are listed as follows: -

	CityU	HKBU	LU	CUHK	HKIEd	PolyU	HKUST	HKU	Total
	\$m	\$m	\$m	\$m	\$m	\$m	\$m	\$m	\$m
Performance and Role-related Funding	178.3	75.2	27.7	288.8	58.5	236.9	153.5	319.0	1,337.9
Language Enhancement Grants	13.1	5.8	3.0	13.1	5.9	15.9	7.5	12.3	76.6
Teaching Development Grants	5.2	3.0	2.2	5.2	3.1	6.1	3.6	5.0	33.4
Grants for Research Development Activities	9.3	1.8	0.3	7.0	-	4.3	10.3	36.7	69.7

Other earmarked grants will be allocated to various institutions before or during the 2005/06 academic year based on laid-down criteria and guidelines of the University Grants Committee.

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
HKIEd	The Hong Kong Institute of Education
PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology
HKU	The University of Hong Kong

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Michael V Stone

Post Title \_\_\_\_\_

Secretary-General, University Grants Committee

Date \_\_\_\_\_

6 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB121**

Question Serial No.

0390

Head: 190 University Grants Committee      Subhead(No. & title):

Programme:                      University Grants Committee

Controlling Officer:    Secretary-General, University Grants Committee

Director of Bureau :    Secretary for Education and Manpower

Question:

Please provide a breakdown by University Grants Committee-funded institutions of the number and percentage of graduating students participating in the Common English Proficiency Assessment Scheme in the 2003/04 and 2004/05 academic years, and their mean total scores.

Asked by:    Hon. MA Lik

Reply:

The number of participants and the respective participation rate as broken down by institution for the 2003/04 and 2004/05 academic years are shown in the tables at Annex. Since testing is still underway for participants of the 2004/05 academic year and the results are not yet available, only the weighted average overall score of 2003/04 Common English Proficiency Assessment Scheme (CEPAS) participants is provided in the tables.

Signature	
Name in block letters	Michael V Stone
Post Title	Secretary-General, University Grants Committee
Date	6 April 2005

## Annex

### 2003/04 CEPAS

Institution	Number of participants	Participation rate	Weighted average overall score
City University of Hong Kong	1 459	53%	6.26
Hong Kong Baptist University	719	50%	6.32
Lingnan University	515	72%	6.18
The Chinese University of Hong Kong	1 626	56%	6.66
The Hong Kong Institute of Education <sup>1</sup>	190	53%	6.05
The Hong Kong Polytechnic University	1 021	46%	6.44
The Hong Kong University of Science and Technology	1 447	79%	6.48
The University of Hong Kong	1 742	62%	6.87
<b>Total:</b>	<b>8 719</b>	<b>57%</b>	<b>6.51</b>

Note 1: Except for the Hong Kong Institute of Education (HKIED), the participation rates are calculated based on all full-time and part-time graduates. For HKIED, all candidates are full-time students and their participation percentages are calculated based on full-time graduates only.

### 2004/05 CEPAS

Institution	Number of participants	Percentage of final-year students
City University of Hong Kong	1 358	53%
Hong Kong Baptist University	791	54%
Lingnan University	483	65%
The Chinese University of Hong Kong	1 693	59%
The Hong Kong Institute of Education <sup>2</sup>	264	58%
The Hong Kong Polytechnic University	1 214	55%
The Hong Kong University of Science and Technology	1 343	74%
The University of Hong Kong	1 524	56%
<b>Total:</b>	<b>8 670</b>	<b>56%</b>

Note 2: Except for HKIED, the participation rates are calculated based on all full-time and part-time graduates. For HKIED, 261 of the 264 candidates are full-time students and account for 58% of all full-time projected graduates in 2004/05.

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

EMB122

Question Serial No.

0391

Head: 190 University Grants Committee      Subhead(No. & title):

Programme:                      University Grants Committee

Controlling Officer:      Secretary-General, University Grants Committee

Director of Bureau :      Secretary for Education and Manpower

Question:

Last year, in its reply to the Finance Committee (Reply Serial No. EMB 101; Question Serial No. 0194), the Administration said, "in the next couple of years, we will work to promulgate the scheme with a view to encouraging more student participation and wider community recognition." In 2004-05, what promotional efforts were made by the Administration to encourage student participation in the Common English Proficiency Assessment Scheme?

Asked by:      Hon. MA Lik

Reply:

The University Grants Committee (UGC) has been working proactively with the "International English Language Testing System / Common English Proficiency Assessment Scheme (CEPAS) Management Unit" as well as the eight UGC-funded institutions in promoting the CEPAS and encouraging students to participate in the Scheme. The following promotion and publicity efforts had been undertaken in 2004-05 –

- issuing press releases to encourage students to participate in CEPAS;
- organizing two rounds of seminars at each institution prior to and during the registration period (from mid-September 2004 to mid-October 2004) to provide and explain details of the Scheme to students;
- distributing flyers and leaflets at institutions' campuses;
- posting promotional messages on institutions' bulletin boards;
- sending mass emails to inform the eligible students of the Scheme;
- setting up information booths at institutions;
- maintaining informational web pages with details of the Scheme for students' information and reference; and
- paying visits to employers to appeal for their acceptance of CEPAS for recruitment purpose. In order to enhance the recognition of the Scheme, a large-scale seminar for local human resources directors will be conducted in mid 2005.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Michael V Stone

Post Title \_\_\_\_\_

Secretary-General, University Grants Committee

Date \_\_\_\_\_

6 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB123**

Question Serial No.

0392

Head: 190 University Grants Committee      Subhead(No. & title):

Programme:                      University Grants Committee

Controlling Officer:      Secretary-General, University Grants Committee

Director of Bureau :      Secretary for Education and Manpower

Question:

What measures will the University Grants Committee (UGC) implement to facilitate the recruitment of international and Mainland students to study in the institutions so as to achieve the internationalisation of tertiary education? What initiatives does the UGC plan to take forward to sensitise the community to the need for internationalisation of the student body? How much resources will be involved?

Asked by:      Hon. MA Lik

Reply:

Both the University Grants Committee (UGC) and the eight UGC-funded institutions value internationalisation in our education system for the benefits it brings. Our local students can broaden their horizons, foster their international outlook, and have a better understanding of the different cultures. Internationalisation can also help strengthen ties between Hong Kong and other places, and facilitate cultural interaction.

The UGC and the UGC-funded institutions realise the vision of internationalisation largely by attracting more non-local students to come to Hong Kong for study, as well as by facilitating local students to join student exchange programmes. While the UGC is very supportive of internationalisation, the real push must come from the institutions themselves, and the UGC and the Government will play a facilitating role.

To encourage internationalisation of our education system, the UGC has recently agreed to allocate additional grants of up to a total of \$40 million to the UGC-funded institutions, on a matching basis, to help institutions build up their institutional capacity to recruit more non-local students, to promote Hong Kong as the preferred place of study; and to engage more partners for student exchange programmes. To this end, institutions are devising various means to attract more students to study in Hong Kong, such as by organising exhibitions overseas jointly; and by utilising overseas offices of the Government and of the Trade Development Council for promotion and publicity purposes.

Recognising the importance of public support, the UGC will sensitise the community to the need for internationalisation through greater use of the media. Aside from the matching grant as stated in the preceding paragraph, resources will be used as and when it is necessary to accommodate evolving development on this new initiative.

The UGC will continue to work closely with both the Administration and the institutions to foster internationalisation in our education system, and to develop Hong Kong into the regional education hub.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Michael V Stone

Post Title \_\_\_\_\_

Secretary-General, University Grants Committee

Date \_\_\_\_\_

6 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB124**

Question Serial No.

0393

Head: 190 University Grants Committee      Subhead(No. & title):

Programme:                      University Grants Committee

Controlling Officer:      Secretary-General, University Grants Committee

Director of Bureau :      Secretary for Education and Manpower

Question:

Please provide a breakdown of non-local students studying in UGC-funded institutions in the 2003/04 and 2004/05 academic years by institution, country of origin of the student and mode of admission.

Asked by:      Hon. MA Lik

Reply:

The number of non-local students enrolled in UGC-funded programmes at the UGC-funded institutions for the 2003/04 and 2004/05 academic years, broken down by institution, place of origin and level of study is attached at Annex. Please note that the figures for the 2004/05 academic year are provisional.

Signature \_\_\_\_\_  
Name in block letters      Michael V Stone  
Post Title      Secretary-General, University Grants Committee  
Date      6 April 2005

**Annex**

**Non-local Student Enrollment of UGC-funded Programmes by Institution, Level of Study and Place of Origin, 2003/04 to 2004/05\***

headcount

Institution	Level of Study	Academic Year/Place of Origin							
		2003/04				2004/05*			
		The Mainland of China	Other Places in Asia	The Rest of the World	Total	The Mainland of China	Other Places in Asia	The Rest of the World	Total
CityU	Sub-degree	-	1	1	2	-	1	-	1
	Undergraduate	123	4	6	133	197	1	5	203
	Taught Postgraduate	2	3	4	9	5	3	1	9
	Research Postgraduate	204	18	9	231	265	18	9	292
	Sub-total	329	26	20	375	467	23	15	505
HKBU	Undergraduate	56	3	1	60	83	4	1	88
	Taught Postgraduate	-	-	1	1	-	2	-	2
	Research Postgraduate	95	3	-	98	125	3	-	128
	Sub-total	151	6	2	159	208	9	1	218
LU	Undergraduate	43	-	-	43	36	-	-	36
	Research Postgraduate	16	-	1	17	19	-	-	19
	Sub-total	59	-	1	60	55	-	-	55
CUHK	Undergraduate	238	3	8	249	426	16	9	451
	Taught Postgraduate	36	8	5	49	#	#	#	#
	Research Postgraduate	522	17	8	547	572	14	10	596
	Sub-total	796	28	21	845	998	30	19	1 047
HKIEd	Sub-degree	-	4	5	9	-	-	4	4
	Undergraduate	23	-	-	23	24	-	1	25
	Taught Postgraduate	-	-	-	-	3	1	1	5
	Sub-total	23	4	5	32	27	1	6	34
PolyU	Sub-degree	2	-	-	2	4	-	-	4
	Undergraduate	89	13	1	103	127	20	5	152
	Taught Postgraduate	10	-	3	13	5	-	2	7
	Research Postgraduate	241	22	17	280	269	21	20	310
	Sub-total	342	35	21	398	405	41	27	473
HKUST	Undergraduate	122	7	2	131	176	8	2	186
	Taught Postgraduate	43	7	2	52	19	2	-	21
	Research Postgraduate	529	19	14	562	592	18	15	625
	Sub-total	694	33	18	745	787	28	17	832
HKU	Undergraduate	148	7	11	166	215	11	11	237
	Taught Postgraduate	107	37	54	198	25	18	33	76
	Research Postgraduate	563	61	43	667	597	68	40	705
	Sub-total	818	105	108	1 031	837	97	84	1 018
Total	Sub-degree	2	5	6	13	4	1	4	9
	Undergraduate	842	37	29	908	1 284	60	34	1 378
	Taught Postgraduate	198	55	69	322	57	26	37	120 #
	Research Postgraduate	2 170	140	92	2 402	2 439	142	94	2 675
	Grand total	3 212	237	196	3 645	3 784	229	169	4 182 #

Notes:

1. The figures on non-local student enrollment include also self-financed students enrolled in UGC-funded programmes.
2. The place of origin for non-local students refers to their nationality.
3. \* Provisional figures.
4. # The taught postgraduate (TPg) figures of CUHK by place of origin are not yet available. Provisional figures on total non-local student enrollment of UGC-funded TPg programmes of CUHK is 19 in the 2004/05 academic year.
5. '-' denotes 'nil'.

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
HKIEd	Hong Kong Institute of Education
PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology
HKU	The University of Hong Kong



Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB125**

Question Serial No.

0394

Head: 190 University Grants Committee      Subhead(No. & title):

Programme:                      University Grants Committee

Controlling Officer:    Secretary-General, University Grants Committee

Director of Bureau :    Secretary for Education and Manpower

Question:

The student numbers of UGC-funded taught postgraduate programmes have decreased from 5 153 in the 2004/05 academic year to 3 851 in the 2005/06 academic year. What are the grants being reduced? Would the Administration please list, by institution, the names of programmes in which grants have been reduced and the number of places involved?

Asked by:    Hon. MA Lik

Reply:

The number of students in UGC-funded taught postgraduate programmes in the 2004/05 and 2005/06 academic years as indicated in the 2005-06 Draft Estimates includes places for a special blister programme in teacher education. As that was a time-limited commissioned programme, funding was provided outside the triennium planning cycle, and the last intake is in the 2004/05 academic year. Other than that, changes in student numbers by 1075 in the 2005/06 academic year when compared with 2004/05 are mainly due to the established policy of phasing out subvention to taught postgraduate programme. A list of taught postgraduate programmes for which subvention will be phased out and the corresponding change in student numbers (in full-time equivalent terms) are at Annex. The corresponding amount of savings is about \$150 million, which will be retained by the UGC to fund additional research activities (including additional research postgraduate places) and restructuring and collaboration activities during the 2005/06 to 2007/08 triennium.

Signature \_\_\_\_\_

Name in block letters                      Michael V Stone

Post Title                      Secretary-General, University Grants Committee

Date                      6 April 2005

**Planned Enrollment of Taught Postgraduate Programmes of which Subvention will be Phased Out****City University of Hong Kong**

<b>Programme name</b>	<b>Full-time-equivalent</b>
	<b>Difference in Planned Enrolment (2005/06 vs 2004/05)</b>
LLM Chinese & Comparative Law	-20.0
MA Arbitration & Dispute Resolution	-14.5
MA Communication & New Media	-10.5
MA Information Systems (Development)	-10.5
MA Information Systems(Management)	-10.5
MA International Accounting	-12.0
MA International Business Management	-12.0
MA Public Policy & Management	-11.0
MA Language & Law	-10.5
MA Linguistics	-10.5
MA Teaching English as a Second Language	-12.5
MA Translation & Interpretation	-10.5
MA Quantitative Analysis for Business (Business Statistics/Operations Management)	1.0
MSc Automation Systems & Management	-9.5
MSc Computer Science	-25.0
MSc Construction Management	-10.0
MSc Electronic & Information Engineering	-26.0
MSc Engineering Management	-11.0
MSc Finance	-13.0
MSc Applied Mathematics	-10.0
MSc Environmental Science & Technology	-22.5
MSc Materials Engineering & Nanotechnology MSc (formally known as Materials Technology & Management)	-9.5
MSc Multimedia Information Technology	13.0
PGD Psychology	-10.0
<b>Total</b>	<b>-277.5</b>

**Hong Kong Baptist University**

<b>Programme name</b>	<b>Full-time-equivalent</b>
	<b>Difference in Planned Enrolment (2005/06 vs 2004/05)</b>
MA – Communication	-10.0
MA Chinese Literature, Language and Culture	-10.0
MSc – Scientific Computing	-10.0
Master of Education	-24.0
Master of Social Work	-10.0
<b>Total</b>	<b>-64.0</b>

*The Chinese University of Hong Kong*

<b>Programme name</b>	<b>Full-time-equivalent</b>
	<b>Difference in Planned Enrolment (2005/06 vs 2004/05)</b>
M.A. in Chinese Language & Literature	-12.0
M.A. in English (Applied English Linguistics)	-6.0
M.A. in Translation	-16.0
M.S.Sc. in Corporate Communication (Part-time)	-6.0
M.S.Sc. in Law & Public Affairs	-6.0
M.S.Sc. in Corporate Communication (Full-time)	-2.0
M.Sc. in Mathematics	-4.0
M.Sc. in Physics	-5.5
M.Sc. in Automation and Computer-Aided Engineering	-3.5
M.Sc. in Marketing	-5.0
M.Sc. Prog. in Business Economics	-4.0
M.Sc. Prog. in Computer Science	-3.5
M.Sc. Prog. in Electronic Engineering	-3.5
M.Sc. Prog. in Finance	-5.0
M.Sc. Prog. in Global Business	-5.0
M.Sc. Prog. in Information & Tech. Mgt.	-5.0
M.Sc. Prog. in Information Engineering	-3.5
M.Sc. Prog. in Systems Eng. & Eng. Mgt.	-3.5
Master of Education (Part-time)	-28.0
Master of Social Work (Part-time)	-10.0
Master of Accountancy	-5.0
Master of Business Administration	-40.0
Postgraduate Diploma in Psychology	-12.0
<b>Total</b>	<b>-194.0</b>

*The Hong Kong Polytechnic University*

<b>Programme name</b>	<b>Full-time-equivalent</b>
	<b>Difference in Planned Enrolment (2005/06 vs 2004/05)</b>
MA/PgD Design	-5.0
MA Chinese Linguistics	-5.0
MA English Language Teaching	-5.0
MSc Information Systems	-8.0
MA/PgD Fashion & Textiles	0.7
Pg Programme in Applied Social Sciences (non-social work stream)	16.0
Pg Scheme in Applied Sciences	-12.7
Pg Scheme in Business & Management	-56.6
Pg Scheme in Engineering	-55.9
Pg Programme in Applied Social Sciences (MA Social Work)	-26.7
Pg Scheme in Construction (Geomatics)	-40.0
Pg Scheme in Health Care	6.3
<b>Total</b>	<b>-191.8</b>

Note : Figures may not add up to the respective totals due to rounding.

*The Hong Kong University of Science and Technology*

**Full-time-equivalent**

<b>Programme name</b>	<b>Difference in Planned Enrolment (2005/06 vs 2004/05)</b>
MA China Studies	-6.5
MA Humanities	-8.5
MA Social Science	-4.0
MSc Chemical Engineering	-3.0
MSc Civil Engineering	-10.5
MSc Computer Science	-17.0
MSc Electrical & Electronic Engineering	-4.5
MSc Financial Analysis	10.0
MSc Industrial Engineering & Engineering Management	-9.0
MSc Information Systems Management	-13.0
MSc Investment Management	-6.5
MSc Mechanical Engineering	-7.5
MSc Environmental Engineering	-22.5
MSc Environmental Science	-18.0
MSc Physics	-3.0
MSc Materials Science & Engineering	1.0
MSc Mathematics	-4.0
<b>Total</b>	<b>-126.5</b>

*The University of Hong Kong*

<b>Programme name</b>	<b>Full-time-equivalent Difference in Planned Enrolment (2005/06 vs 2004/05)</b>
MA in Asian Studies	-6.0
MA Applied Linguistics	-2.0
Master of Arts	-15.0
Master of Dental Surgery	-9.0
Master of Economics	-4.0
Master of Journalism	-8.0
Master of Laws	-4.0
Master of Orthodontics	-2.0
Master of Public Administration	-13.0
Master of Science	-12.0
Master of Science in Engineering	-77.0
Master of Science in Engineering in Infrastructure Project Management	-2.0
Master of Science in Engineering in Structural Engineering	-2.0
Master of Social Sciences (non-social work streams)	-5.9
Master of Urban Design	-10.0
MSc in Computer Science	-7.0
MSc in Construction Project Management	1.2
MSc in Engineering (Electrical and Electronic Engineering)	-5.5
MSc in Engineering (Geotechnical Engineering)	-3.5
MSc in Engineering (Industrial Engineering and Industrial Management)	-7.0
MSc in Engineering (Mechanical Engineering)	-3.0
MSc in Real Estate	1.2
MSc Urban Planning	-2.7
Master of Education	-30.0
Master of Social Work	28.1
Master of Statistics	-4.0
Master of Gender Studies	-4.0
MSc Environmental Management	-12.0
MSc in Sports Science	-2.0
MSSc Social Work	2.0
PgD in Dental Surgery	-1.0
<b>Total</b>	<b>-221.1</b>

LLM: Master of Laws  
 MA: Master of Arts  
 MSc: Master of Science  
 PGD, PgD: Postgraduate Diploma  
 MSSc: Master of Social Sciences  
 Pg: Postgraduate

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB126**

Question Serial No.

0395

Head: 190 University Grants Committee      Subhead(No. & title):

Programme:                      University Grants Committee

Controlling Officer:    Secretary-General, University Grants Committee

Director of Bureau :    Secretary for Education and Manpower

Question:

The University Grants Committee (UGC) will carry out a consultancy study in 2005 to review the appropriateness and applicability of the existing formulae and standards for assessing the institutions' space and accommodation requirements based on room use. Since the Administration encourages UGC-funded institutions to recruit more non-local students, the institutions' space requirements are expected to increase. In this connection, will the Administration take into consideration the increase of non-local students in the review, so as to tie in with internationalisation of the higher education sector?

Asked by:    Hon. MA Lik

Reply:

The University Grants Committee (UGC) commissioned the study on the Formulae and Standards for Arriving at the Space Requirements of UGC-funded Institutions in January 2005. The study aims to review the applicability and appropriateness of the existing formulae and recommend necessary changes to take into account recent developments in the higher education sector. These developments include internationalisation of the student body, the proposed move to the "3+3+4" academic structure, whole person education, etc. The study will also analyze institutions' space requirements as well as the extent to which each institution is over- or under-provided with space and accommodation for its present and approved level of activities. The UGC and the consultants will maintain close dialogue with the institutions during the course of the study and their views and concerns will be taken into account. The draft final report is expected by end 2005.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Michael V Stone

Post Title \_\_\_\_\_

Secretary-General, University Grants Committee

Date \_\_\_\_\_

6 April 2005



Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

EMB128

Question Serial No.

0387

Head: 190 University Grants Committee      Subhead(No. & title):

Programme:                      University Grants Committee

Controlling Officer:      Secretary-General, University Grants Committee

Director of Bureau :      Secretary for Education and Manpower

Question:

Please list out the standard and the actual ratio of students to campus space and accommodation for each University Grants Committee-funded institution.

Asked by:      Hon. CHEUNG Man-kwong

Reply:

The eight UGC-funded institutions currently are provided with total space area of about 800,000m<sup>2</sup> (in net operational floor area) – a breakdown by institution is attached. These include classrooms, teaching laboratories, research laboratories, libraries, offices, sports facilities spaces, student amenities spaces and other support facilities such as mini-shops, computer and telecommunications facilities etc.

The UGC does not set an indicator or a ratio for campus space or accommodation per student for its funded institutions. It uses a room use-based methodology which involves a range of formulae and standards to assess the space and accommodation requirements of the institutions. The UGC is currently conducting a review on the applicability and appropriateness of these formulae and standards with a view to catering for the recent and future development of the higher education sector.

We cannot provide the ratio on the campus space or accommodation occupied by an average student as the amount of space used by each student varies with a number of factors. These include their respective study levels as well as mode of study, their academic study areas, course content and curriculum design, pedagogical approaches adopted, programme arrangement and timetabling, and mode of instruction etc. It would therefore not be appropriate to provide a generalized "ratio".

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Michael V Stone

Post Title \_\_\_\_\_

Secretary-General, University Grants Committee

Date \_\_\_\_\_

6 April 2005



### Breakdown of space area by UGC-funded institutions

<b>Name of Institution</b>	<b>Space area* (in net operational floor area)</b>
City University of Hong Kong	93,166 m <sup>2</sup>
Hong Kong Baptist University	52,808 m <sup>2</sup>
Lingnan University	20,242 m <sup>2</sup>
The Chinese University of Hong Kong	156,990 m <sup>2</sup>
The Hong Kong Institute of Education	52,105 m <sup>2</sup>
The Hong Kong Polytechnic University	154,475 m <sup>2</sup>
The Hong Kong University of Science and Technology	102,479 m <sup>2</sup>
The University of Hong Kong	159,607 m <sup>2</sup>
<b>Total</b>	<b>791,872 m<sup>2</sup> (Round up to 800,000 m<sup>2</sup>)</b>

\*Reported by institutions as at April 2004.

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB129**

Question Serial No.

0388

Head: 190 University Grants Committee      Subhead(No. & title):

Programme:                      University Grants Committee

Controlling Officer:    Secretary-General, University Grants Committee

Director of Bureau :    Secretary for Education and Manpower

Question:

With regard to the increased number of University Grants Committee-funded Second-Year-Associate-Degree places, what is the number of places allocated to each institution? How are the places distributed in terms of subjects or programmes?

Asked by:    Hon. CHEUNG Man-kwong

Reply:

From the 2005/06 academic year, additional publicly-funded senior year undergraduate places will be provided in University Grants Committee (UGC)-funded institutions by phases to make room for sub-degree holders and people with other relevant qualification to further their studies. In specific terms, 840 full-time-equivalent (fte) places will be allocated as additional year 2 places in each of the three academic years in the 2005/06 to 2007/08 triennium; plus another 840 fte places as additional year 3 places in each of the 2006/07 and 2007/08 academic years to the institutions funded by the University Grants Committee. A breakdown of the allocation by institution and academic programme in the 2005/06 academic year is set out at Annex.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Michael V Stone

Post Title \_\_\_\_\_

Secretary-General, University Grants Committee

Date \_\_\_\_\_

6 April 2005

Allocation of Additional Senior Year Places in 2005/06 Academic Year

Institution	Programme	Fte
		2005-06
CityU	Bachelor of Arts	60
	Bachelor of Business Administration	85
	Bachelor of Engineering	30
	Bachelor of Social Sciences	35
	<b>Sub-Total</b>	<b>210</b>
HKBU	Bachelor of Arts	25
	Bachelor of Business Administration	45
	Bachelor of Science	10
	Bachelor of Social Sciences	30
	<b>Sub-Total</b>	<b>110</b>
LU	Bachelor of Arts	20
	Bachelor of Business Administration	18
	Bachelor of Social Sciences	15
	<b>Sub-Total</b>	<b>53</b>
CUHK	Bachelor of Arts	34
	Bachelor of Business Administration	10
	Bachelor of Engineering	30
	Bachelor of Science	15
	Bachelor of Social Sciences	6
	<b>Sub-Total</b>	<b>95</b>
PolyU	Bachelor of Arts	60
	Bachelor of Business Administration/Bachelor of Science	60
	Bachelor of Science	60
	Bachelor's degree programme in the area of Information Technology	40
	<b>Sub-Total</b>	<b>220</b>
HKUST	Bachelor of Engineering	57
	<b>Sub-Total</b>	<b>57</b>
HKU	Bachelor of Arts	30
	Bachelor of Science	50
	Bachelor of Social Sciences	15
	<b>Sub-Total</b>	<b>95</b>
	<b>Total</b>	<b>840</b>

Note: The Hong Kong Institute of Education does not receive any allocation of the additional senior year undergraduate places during the 2005/06-2007/08 triennium.

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
HKIED	The Hong Kong Institute of Education
PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology
HKU	The University of Hong Kong

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB130**

Question Serial No.

0396

Head: 190 University Grants Committee      Subhead(No. & title):

Programme:                      University Grants Committee

Controlling Officer:    Secretary-General, University Grants Committee

Director of Bureau :    Secretary for Education and Manpower

Question:

The UGC earmarked in the 2004/05 academic year a total initial sum of \$203 million as Grants for Restructuring and Collaboration Activities. Of the first-round applications, 6 proposals were funded with grants amounting to about \$51 million in total. In this regard, would the Administration please provide:

1. the details of those 6 proposals and the reasons for approving the grants;
2. the number of unsuccessful applications and the reasons for rejecting them?

Asked by:    Hon. TSANG Yok-sing, Jasper

Reply:

The objective of the Grants for Restructuring and Collaboration Activities is mainly to support initiatives from institutions aiming to achieving greater value and quality for money in the use of UGC fund/resources through reorganising activities for better focusing of resources; building strong, purposeful and cost effective collaboration amongst institutions; pursuing initiatives expected to produce recurrent savings; reengineering administrative processes, etc. Under the first round exercise, a total of 15 applications were received from institutions. For the purpose of assessing the institutions' submissions, the UGC has set up a Specialist Group to draw up criteria of eligibility, viz. ability for better delivery of approved UGC-funded programmes; enhancing teaching and streamlining administrative procedures, ability to make a return on initial investment and project sustainability, etc. The Specialist Group examined individual proposals with reference to these eligibility criteria. The six selected proposals were considered meeting the objectives of the Fund and the criteria, and found to be worthwhile for funding support. They are -

- Restructuring of Associate Degree Programmes (\$10m) proposed by City University of Hong Kong;
- Establishment of a Joint Enterprise Resource Planning Development Centre (\$5m) proposed by Lingnan University, in collaboration with City University of Hong Kong and Hong Kong Institute of Education;
- Establishment of a Joint Sourcing Group (\$9m) proposed by Hong Kong Institute of Education;
- Restructuring academic staffing (\$10m) proposed by Hong Kong Institute of Education;
- Implementation of early retirement scheme to facilitate restructuring of academic programmes (\$10m) proposed by the Hong Kong Polytechnic University; and
- Hong Kong Virtual University Campus (\$7m) proposed by the Hong Kong University of Science and Technology, in collaboration with City University of Hong Kong, Lingnan University, Hong Kong Institute of Education, University of Hong Kong and Shanghai Jiaotong University.

The remaining nine proposals did not meet the objectives or criteria and were not given funding support.

Members may wish to note that the UGC has initiated a second round of this exercise, drawing on the experience of the first round, and will consider bids from institutions at its April 2005 meeting.

Signature \_\_\_\_\_  
Name in block letters Michael V Stone  
Post Title Secretary-General, University Grants Committee  
Date 6 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

EMB131

Question Serial No.

0517

Head: 190 University Grants Committee      Subhead(No. & title):

Programme:                      University Grants Committee

Controlling Officer:    Secretary-General, University Grants Committee

Director of Bureau :    Secretary for Education and Manpower

Question:

1. The University Grants Committee (UGC) is now inviting second-round proposals from institutions for grants under the Grants for Restructuring and Collaboration Activities. Please provide information on the current situation and the amount of grants involved.
2. To assess submissions from institutions, the Specialist Group set up by the UGC will consider submissions according to four basic criteria. In this connection, will the Specialist Group draw up an objective marking scheme basing on the four criteria to award a composite score to each proposal?

Asked by:    Hon. TSANG Yok-sing, Jasper

Reply:

1. A total of six proposals made by institutions under the second round has been received. These proposals will be considered by the Specialist Group in mid April 2005. The results of the second round exercise are expected to be available in May/June 2005.
2. Under the scheme, the Specialist Group considers each proposal submitted by the institutions on the basis of its individual values and merits e.g. how well they meet the objectives of the scheme and published criteria are used for assessment purpose. The proposals are not assessed against those submitted by other institutions, and therefore the suggested marking scheme may not be the best means to serve the purpose.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Michael V Stone

Post Title \_\_\_\_\_

Secretary-General, University Grants Committee

Date \_\_\_\_\_

6 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB132**

Question Serial No.

0518

Head: 190 University Grants Committee      Subhead(No. & title):

Programme:                      University Grants Committee

Controlling Officer:    Secretary-General, University Grants Committee

Director of Bureau :    Secretary for Education and Manpower

Question:

1. Regarding Item 216, please provide the number of outstanding students receiving scholarships under the scholarship scheme for outstanding Mainland students to attend undergraduate programmes at University Grants Committee-funded institutions in the 2003/04 academic year.
2. Under the policy of internationalization of higher education, will the Administration expand the scholarship scheme to recruit more outstanding Mainland students to Hong Kong to attend undergraduate programmes?

Asked by:    Hon. TSANG Yok-sing, Jasper

Reply:

1. 148 undergraduate students from the Mainland were admitted on scholarship funded by the University Grants Committee (UGC) under Item 216 in the 2003/04 academic year.
2. The purpose of the existing "Scholarship scheme for outstanding Mainland students to attend undergraduate programmes at the UGC-funded institutions" was to sustain the very worthwhile scholarship schemes offered by the Hong Kong Jockey Club Charities Trust and K K Ho International Foundation when they ended in the 2002/03 academic year, and to allow more time for the UGC-sector to find an alternative, longer-term funding arrangement. Therefore, funding approval was granted by the Finance Committee of the Legislative Council for admitting three batches of 150 Mainland students each to study in the UGC-funded institutions at undergraduate level in the 2003/04 to 2005/06 academic years. Since institutions should be able to fund scholarships with private funds upon the expiry of the time-limited scheme, there is currently no plan to expand this scheme under Item 216.

Regarding internationalization, the UGC encourages institutions to recruit non-local students from different countries and regions. For Mainland students, institutions have indicated that more fee-paying students of good quality are being recruited and outstanding students are not limited to the scholarship scheme. In addition, the UGC encourages institutions to use some of the additional income accrued from the charging of a higher tuition fee on non-local students (starting from the 2005/06 academic year) to offer scholarships to eligible non-local students on academic merit.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Michael V Stone

Post Title \_\_\_\_\_

Secretary-General, University Grants Committee

Date \_\_\_\_\_

6 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB133**

Question Serial No.

1360

Head: 190 University Grants Committee      Subhead(No. & title):

Programme:                      University Grants Committee

Controlling Officer:      Secretary-General, University Grants Committee

Director of Bureau :      Secretary for Education and Manpower

Question:

The UGC successfully completed the assessment on the Performance and Role-related Funding Scheme (PRFS) in 2004. According to the assessment results, all institutions should be able to get back the about 10% of the triennial recurrent grants provisionally reserved for this funding scheme. Three of the institutions were awarded additional allocation as recognition and encouragement because of their highly rated performance. Please provide the following information:

1. In what aspects are the three institutions more outstanding than the others for being granted additional allocation?
2. The amounts of additional allocation granted to the three institutions. If these information cannot be provided, please state the reasons and list the amounts of the original allocation to the three institutions.

Asked by:      Hon. TSANG Yok-sing, Jasper

Reply: The University Grants Committee (UGC) conducted a Performance and Role-related Funding Scheme (PRFS) in 2004 to inform funding allocation for UGC-funded institutions in the 2005/06 to 2007/08 triennium. Based on the assessment results, the UGC was satisfied that all UGC-funded institutions demonstrated sufficient adherence to their role and effective performance in role. The assessments were undertaken by a UGC Assessment Panel, and were of a peer review nature. The Panel worked interactively with the institutions before the actual evaluation took place and the institutions themselves suggested the indicators, criteria and benchmarks to be used for evaluating their performance. Institutions were assessed by the Panel on six common indicators (strategy; advanced scholarship; teaching, learning and student achievement; community involvement; administration; and partnership working) and those optional indicators (value added; whole person development; continuing education; internationalism; access to higher education; and technology transfer and innovation) they had selected. For the three institutions that have been granted additional one-off lump sum allocation in the 2005/06 academic year (i.e. The University of Hong Kong - \$50 million; The Hong Kong Polytechnic University - \$20 million; and The Chinese University of Hong Kong - \$20 million), the UGC rated highly a significant number of the above-mentioned aspects of their performance.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Michael V Stone

Post Title \_\_\_\_\_

Secretary-General, University Grants Committee

Date \_\_\_\_\_

6 April 2005



Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB134**

Question Serial No.

0686

Head: 190 University Grants Committee      Subhead(No. & title):

Programme:                      University Grants Committee

Controlling Officer:    Secretary-General, University Grants Committee

Director of Bureau :    Secretary for Education and Manpower

Question: The Administration has planned to increase second-year places of undergraduate programmes in UGC-funded institutions in the 2005/06 academic year, in order to meet the needs of associate degree graduates. In this connection, would the Administration advise:

1. the increase in the number of second-year places of undergraduate programmes allocated to each institution for the 2005/06 academic year over the 2004/05 academic year and the respective increase in percentages; and
2. what the Administration will do to ensure that the institutions will provide an appropriate proportion of second-year places of undergraduate programmes for their associate degree graduates.

Asked by:    Hon. LEUNG Yiu-chung

Reply:

3. From the 2005/06 academic year onwards, additional publicly-funded senior year undergraduate places will be provided by phases in the University Grants Committee (UGC)-funded institutions to make room for sub-degree holders and people with other relevant qualification to further their studies. In specific terms, 840 full-time-equivalent (fte) places will be allocated as additional year 2 places in each of the three academic years in the 2005/06 to 2007/08 triennium; plus another 840 fte places as additional year 3 places in each of the 2006/07 and 2007/08 academic years to the UGC-funded institutions. A breakdown of the additional senior year places by institution in the 2005/06 academic year is set out below –

<b>Institution</b>	<b>Fte</b>
City University of Hong Kong	210
Hong Kong Baptist University	110
Lingnan University	53
The Chinese University of Hong Kong	95
The Hong Kong Institute of Education	0
The Hong Kong Polytechnic University	220
The Hong Kong University of Science and Technology	57
The University of Hong Kong	95
Total	840

4. Institutions enjoy autonomy in student admission and we do not interfere with their decisions in this regard. The UGC and the institutions, however, have agreed that admission to senior years of undergraduate programmes should be based on merit and the additional senior year places should be open to all to apply and not restricted to sub-degree holders of UGC-funded institutions or their affiliates. In addition to the newly created senior year places, institutions can also accept sub-degree holders to senior years through places left vacant due to attrition, if any, or to the first year as appropriate.

Signature \_\_\_\_\_  
Name in block letters Michael V Stone  
Post Title Secretary-General, University Grants Committee  
Date 6 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB135**

Question Serial No.

1301

Head: 190 University Grants Committee      Subhead(No. & title):

Programme:                      University Grants Committee

Controlling Officer:    Secretary-General, University Grants Committee

Director of Bureau :    Secretary for Education and Manpower

Question:

1. In the 2004/05 academic year, the Administration provided relevant certificate, sub-degree and degree programmes in tertiary institutions in order to improve the standard of kindergarten teachers. How many places were provided and what was the expenditure involved?
2. In the 2005/06 academic year, what is the estimated expenditure on this item? With the estimated expenditure, how many places will these tertiary-level certificate, sub-degree and degree programmes provide?

Asked by:    Hon. LAU Wai-hing, Emily

Reply:

The approved number of student intake places for various full-time and part-time programmes in kindergarten education funded under Head 190 in each of the 2004/05 and 2005/06 academic years are listed below –

	Student Intake Numbers (in headcount)	
	2004/05 academic year	2005/06 academic year
Sub-degree	833	410
Undergraduate	45	60

Note 1: Approval has been granted by the University Grants Committee (UGC) for the Hong Kong Institute of Education to convert 60, 60 and 90 full-time places of a certificate programme in the 2005/06, 2006/07 and 2007/08 academic years respectively for the introduction of a new four-year full-time Bachelor of Education (Honours) (Early Childhood Education) Programme.

Note 2: "Sub-degree" includes certificate and higher diploma programmes and qualified kindergarten teacher courses.  
"Undergraduate" refers to degree programmes.

Recurrent funding is provided to the UGC-funded institutions mainly in the form of block grants. Institutions are free to determine the amount of funds to be used for programmes of different levels of study. For funding purposes, we assume that the institutions require about \$180 million and \$125 million respectively in the 2004/05 and 2005/06 academic years to provide academic programmes in kindergarten education at sub-degree level; and about \$9 million and \$10 million respectively in the 2004/05 and 2005/06 academic years to provide academic programmes in kindergarten education at undergraduate level.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Michael V Stone

Post Title \_\_\_\_\_

Secretary-General, University Grants Committee

Date \_\_\_\_\_

6 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
 INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB136**

Question Serial No.

0985

Head: 190 University Grants Committee      Subhead(No. & title):

Programme:                      University Grants Committee

Controlling Officer:    Secretary-General, University Grants Committee

Director of Bureau :    Secretary for Education and Manpower

Question:

With regard to the UGC-funded sub-degree, undergraduate, taught postgraduate and research postgraduate programmes from the 2003/04 to 2005/06 academic years, please list respectively the numbers of places and expenditures.

Asked by:    Hon. YEUNG Sum

Reply:

The approved number of student places funded by the University Grants Committee (UGC) by level of study for the 2003/04 to 2005/06 academic years are set out below -

	<b>Approved Student Number<sup>1</sup> (full-time-equivalent)</b>		
	<b>Academic Year</b>		
	<b>Level</b>	<b>2003/04</b>	<b>2004/05</b>
Sub-degree	11 453	10 612	9 330
Undergraduate	47 157	47 235	48 203
Taught Postgraduate	5 417	4 874	3 818
Research Postgraduate <sup>2</sup>	4 315	4 315	4 316
Total	68 342	67 036	65 667

Note 1: The above figures do not include the additional Government-funded Blister programme places aimed to meet demand for subject and professionally trained English teachers. These places were provided in addition to the numbers presented above. The Blister programme ended in the 2004/05 academic year.

Note 2: In addition, the UGC will provide funding for a total of 450 places to be made available by phases during the 2005/06 –to 2007/08 triennium.

Recurrent funding is provided to the UGC-funded institutions mainly in the form of block grants. Institutions are free to determine the amount of funds to be used for programmes of different levels of study. The approved recurrent grants to institutions for the 2003/04, 2004/05 and 2005/06 academic years are \$11,363.4 million, \$9,872.2 million and \$9,773.9 million respectively.

Signature \_\_\_\_\_  
Name in block letters Michael V Stone  
Post Title Secretary-General, University Grants Committee  
Date 6 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB137**

Question Serial No.

1689

Head: 190 University Grants Committee      Subhead(No. & title):

Programme:                      University Grants Committee

Controlling Officer:    Secretary-General, University Grants Committee

Director of Bureau :    Secretary for Education and Manpower

Question:

Please provide a breakdown on the Common English Proficiency Assessment Scheme by year and University Grants Committee-funded institution from the 2002/03 to 2004/05 academic years, including: -

- (a) the number of students participating in the Scheme;
- (b) the percentage of participants in graduating students for each institution;
- (c) the distribution of marks scored by students participating in the Scheme.

Asked by:    Hon. YEUNG Sum

Reply:

The number of participants and the respective participation rate as broken down by institution for the 2002/03, 2003/04 and 2004/05 academic years are shown in the tables at Annex. Since testing is still underway for participants of the 2004/05 academic year and the results are not yet available, only the weighted average overall score of 2002/03 and 2003/04 Common English Proficiency Assessment Scheme (CEPAS) participants is provided in the tables.

Signature	
Name in block letters	Michael V Stone
Post Title	Secretary-General, University Grants Committee
Date	6 April 2005

2002/03 CEPAS

Institution	Number of participants	Participation rate	Weighted average overall score
City University of Hong Kong	1 198	51%	6.29
Hong Kong Baptist University	633	51%	6.11
Lingnan University	387	55%	6.06
The Chinese University of Hong Kong	1 313	45%	6.65
The Hong Kong Institute of Education <sup>1</sup>	92	35%	6.16
The Hong Kong Polytechnic University	962	43%	6.34
The Hong Kong University of Science and Technology	1 271	70%	6.44
The University of Hong Kong	1 501	57%	6.78
<b>Total:</b>	<b>7 357</b>	<b>51%</b>	<b>6.46</b>

Note 1: Except for the Hong Kong Institute of Education (HKIED), the participation rates are calculated based on all full-time and part-time graduates. For HKIED, all candidates are full-time students and their participation rate is calculated based on full-time graduates only.

2003/04 CEPAS

Institution	Number of participants	Participation rate	Weighted average overall score
City University of Hong Kong	1 459	53%	6.26
Hong Kong Baptist University	719	50%	6.32
Lingnan University	515	72%	6.18
The Chinese University of Hong Kong	1 626	56%	6.66
The Hong Kong Institute of Education <sup>2</sup>	190	53%	6.05
The Hong Kong Polytechnic University	1 021	46%	6.44
The Hong Kong University of Science and Technology	1 447	79%	6.48
The University of Hong Kong	1 742	62%	6.87
<b>Total:</b>	<b>8 719</b>	<b>57%</b>	<b>6.51</b>

Note 2: Except for HKIED, the participation rates are calculated based on all full-time and part-time graduates. For HKIED, all candidates are full-time students and their participation rate is calculated based on full-time graduates only.

2004/05 CEPAS

Institution	Number of participants	Percentage of final-year students
City University of Hong Kong	1 358	53%
Hong Kong Baptist University	791	54%
Lingnan University	483	65%
The Chinese University of Hong Kong	1 693	59%
The Hong Kong Institute of Education <sup>3</sup>	264	58%
The Hong Kong Polytechnic University	1 214	55%
The Hong Kong University of Science and Technology	1 343	74%
The University of Hong Kong	1 524	56%
<b>Total:</b>	<b>8 670</b>	<b>56%</b>

Note 3: Except for HKIED, the participation rates are calculated based on all full-time and part-time graduates. For HKIED, 261 of the 264 candidates are full-time students and account for 58% of all full-time projected graduates in 2004/05.

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
 INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB138**

Question Serial No.

1690

Head: 190 University Grants Committee      Subhead(No. & title):

Programme:                      University Grants Committee

Controlling Officer:    Secretary-General, University Grants Committee

Director of Bureau :    Secretary for Education and Manpower

Question:

Regarding the institutions funded by the University Grants Committee between the 2002/03 and 2004/05 academic years, please provide the following information by year and institution:

- (a) the number of contract, substantive and permanent staff (including teaching and non-teaching staff) and their ratio;
- (b) expenditure on salaries, benefits and related expenses as a percentage of overall provision; and
- (c) the number of staff who were dismissed or whose contracts were not renewed after expiry.

Asked by:    Hon. YEUNG Sum

Reply:

- (a) The number of contract and substantive staff (including teaching and non-teaching staff) and their ratio in the UGC-funded institutions from the 2002/03 to 2004/05 academic years are set out in detail at Annex A. There are no “permanent” staff in the institutions.
- (b) According to the financial information provided by institutions for the 2002/03 and 2003/04 academic years, the institutions’ actual expenditures on staff salary and staff benefits in respect of UGC-funded activities are tabulated below. Expenditures of the institutions are met by both public and private funds. We cannot accurately apportion the expenditures on individual items according to their funding sources in order to show the relevant expenditure as a percentage of the total government grants. We have therefore shown in the table below the expenditures as a percentage of the total expenditures on UGC-funded activities. Information on the 2004/05 academic year is not yet available.

2002/03 Academic Year

	Institution							
	CityU	HKBU	LU	CUHK	HKIEd	PolyU	HKUST	HKU
Staff salary (\$m) as % of total expenditures on UGC-funded activities	1,358.8 60%	560.1 58.1%	216.2 61%	1,919.9 58%	551.8 56.6%	1,484.5 54.5%	1,130.8 56.4%	2,275.6 64%
Staff benefits* (\$m) as % of total expenditures on UGC-funded activities	412.5 18.2%	208.2 21.6%	77.4 21.9%	549.3 16.6%	222.8 22.8%	613.2 22.5%	358.4 17.9%	534.2 15%



2003/04 Academic Year

	Institution							
	CityU	HKBU	LU	CUHK	HKIEd	PolyU	HKUST	HKU
Staff salary (\$m) as % of total expenditures on UGC-funded activities	1,262.6 58.7%	529.3 56.9%	208.1 63.7%	1,900.1 59.8%	569 63.1%	1,415.8 56.6%	1,085.4 57.1%	2,072.8 61.9%
Staff benefits* (\$m) as % of total expenditures on UGC-funded activities	406 18.9%	204 21.9%	76.6 23.5%	552.1 17.4%	162.9 18.1%	528.9 21.1%	323.2 17%	517.9 15.5%

\* Staff benefits include housing benefits, superannuation, gratuities, MPF and fringe benefits.

- (c) We do not maintain statistics of dismissal of institutions' staff or contract non-renewal since staff management is correctly a matter for the institutions themselves. We only have a general picture of academic staff departures by institution in the 2002/03 and 2003/04 academic years which is attached at Annex B. Statistics for the 2004/05 academic year are not available yet.

Signature \_\_\_\_\_

Name in block letters Michael V Stone

Post Title Secretary-General, University Grants Committee

Date 6 April 2005

**Breakdowns of number and ratio of contract and substantive staff in UGC-funded institutions**

Name of Institution	2002/03					
	Contract staff *		Substantive staff **		Total	
	No.	%	No.	No.	No.	%
CityU	510	24%	1 599	76%	2 109	100%
HKBU	314	29%	756	71%	1 070	100%
LU	221	53%	196	47%	417	100%
CUHK	1 269	33%	2 569	67%	3 838	100%
HKIEd	505	47%	581	53%	1 086	100%
PolyU	855	34%	1 636	66%	2 491	100%
HKUST	666	29%	1 593	71%	2 259	100%
HKU	1 016	26%	2 879	74%	3 895	100%

Name of Institution	2003/04					
	Contract staff *		Substantive staff **		Total	
	No.	%	No.	%	No.	%
CityU	477	23%	1 591	77%	2 068	100%
HKBU	336	32%	723	68%	1 059	100%
LU	227	54%	193	46%	420	100%
CUHK	1 323	34%	2 520	66%	3 843	100%
HKIEd	520	48%	564	52%	1 084	100%
PolyU	789	34%	1 529	66%	2 318	100%
HKUST	634	28%	1 600	72%	2 234	100%
HKU	1 083	28%	2 743	72%	3 826	100%

Name of Institution	2004/05					
	Contract staff *		Substantive staff **		Total	
	No.	%	No.	%	No.	%
CityU	522	26%	1 485	74%	2 007	100%
HKBU	343	32%	743	68%	1 086	100%
LU	237	56%	183	44%	420	100%
CUHK	1 393	37%	2 380	63%	3 773	100%
HKIEd	434	51%	412	49%	846	100%
PolyU	777	33%	1 612	67%	2 389	100%
HKUST	598	27%	1 601	73%	2 199	100%
HKU	1 110	32%	2 408	68%	3 518	100%

\* Contract staff refers to staff on a fixed-term employment period

\*\* Substantial staff are staff on substantive and continuous employment

CityU  
HKBU  
LU  
CUHK  
HKIEd  
PolyU  
HKUST  
HKU

City University of Hong Kong  
Hong Kong Baptist University  
Lingnan University  
The Chinese University of Hong Kong  
The Hong Kong Institute of Education  
The Hong Kong Polytechnic University  
The Hong Kong University of Science and Technology  
The University of Hong Kong

**Academic Staff Departure of UGC-funded Institutions  
Breakdown by Institution**

(full time equivalent (fte) numbers)

Name of Institution	Number of departing staff	
	2002/03 academic year	2003/04 academic year
CityU	37	59
HKBU	21	10
LU	6	8
CUHK	42	41
HKIED	30	34
PolyU	44	63
HKUST	29	45
HKU	28	19

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB139**

Question Serial No.

1183

Head: 190 University Grants Committee      Subhead(No. & title):

Programme:                      University Grants Committee

Controlling Officer:    Secretary-General, University Grants Committee

Director of Bureau :    Secretary for Education and Manpower

Question:

During the 2005/06 academic year, the student numbers of UGC-funded undergraduate programmes will increase by 968, while the student numbers of UGC-funded taught postgraduate and sub-degree programmes will be decreased by 1 302 and 1 282 respectively, please provide a breakdown of the increase/decrease by tertiary institutions and programmes.

Asked by:    Hon. NG Margaret

Reply:

The breakdown of changes in student numbers for programmes from the 2004/05 academic year to the 2005/06 academic year at the sub-degree, undergraduate and taught postgraduate levels by institution and broad academic programme category is at Annex.

Signature	
Name in block letters	Michael V Stone
Post Title	Secretary-General, University Grants Committee
Date	6 April 2005

**Difference in Planned Enrollment of UGC-funded Sub-degree, Undergraduate and Taught Postgraduate Programmes by Academic Programme Category and Institution**

Institution	Academic programme category	Difference in planned enrollment (2005/06 vs 2004/05) (fte)		
		Sub-degree	Undergraduate	Taught postgraduate
City University of Hong Kong	Sciences	-33	-27	-56
	Engineering and technology	34	32	-51
	Business and management	-722	42	-61
	Social sciences	-50	38	-66
	Arts and humanities	15	45	-32
	Education	-	-36	-25
	Total	-756	94	-290
Hong Kong Baptist University	Medicine, dentistry and health	N.A.	15	-
	Sciences	N.A.	-5	-10
	Business and management	N.A.	25	-
	Social sciences	N.A.	23	-20
	Arts and humanities	N.A.	44	-10
	Education	N.A.	5	-15
	Total	N.A.	107	-55
Lingnan University	Business and management	N.A.	-19	N.A.
	Social sciences	N.A.	17	N.A.
	Arts and humanities	N.A.	85	N.A.
	Total	N.A.	83	N.A.
The Chinese University of Hong Kong	Medicine, dentistry and health	N.A.	43	-24
	Sciences	N.A.	7	-17
	Engineering and technology	N.A.	64	-11
	Business and management	N.A.	50	-69
	Social sciences	N.A.	22	-12
	Arts and humanities	N.A.	61	-34
	Education	N.A.	2	-32
	Total	N.A.	250	-198
The Hong Kong Institute of Education	Sciences	9	-34	-25
	Engineering and technology	-	-	-6
	Business and management	-	-7	-3
	Social sciences	-8	-17	3
	Arts and humanities	-314	11	-8
	Education	-10	95	-70
	Total	-323	49	-109

Institution	Academic programme category	Difference in planned enrollment (2005/06 vs 2004/05) (fte)		
		Sub-degree	Undergraduate	Taught postgraduate
The Hong Kong Polytechnic University	Medicine, dentistry and health	-91	54	6
	Sciences	8	35	-7
	Engineering and technology	31	91	-111
	Business and management	-48	78	-46
	Social sciences	-78	-11	-19
	Arts and humanities	3	36	-10
	Education	-29	-18	-5
	Total	-203	264	-192
The Hong Kong University of Science and Technology	Sciences	N.A.	-144	-42
	Engineering and technology	N.A.	218	-56
	Business and management	N.A.	-60	-10
	Social sciences	N.A.	36	-11
	Arts and humanities	N.A.	-	-9
	Education	N.A.	4	-
	Total	N.A.	55	-126
The University of Hong Kong	Medicine, dentistry and health	N.A.	79	-14
	Sciences	N.A.	-212	-35
	Engineering and technology	N.A.	81	-108
	Business and management	N.A.	87	-
	Social sciences	N.A.	15	-19
	Arts and humanities	N.A.	-7	-10
	Education	N.A.	24	-146
	Total	N.A.	67	-333
Grand Total		-1 282	968	-1 302

Notes:

1. '-' denotes 'nil'.
2. N.A. not applicable.
3. Figures may not add up to totals due to rounding.

“Fte” - full-time-equivalent

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
 INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB140**

Question Serial No.

0354

Head: 173 Student Financial Assistance Agency  
 254 Loans to Students

Subhead(No. & title):  
 228 Student financial assistance  
 201 Students of the universities, the Hong Kong Institute of Vocational Education, Prince Philip Dental Hospital, Hong Kong Institute of Education and Hong Kong Academy for Performing Arts  
 202 Non-means-tested loan scheme  
 203 Means-tested loan for post-secondary students

Programme: Student Assistance Scheme

Controlling Officer: Controller, Student Financial Assistance Agency

Director of Bureau: Secretary for Education and Manpower

Question:

Please provide a breakdown by student financial assistance schemes of the number of suspected fraud cases involving students obtaining grants or loans under the schemes that are under investigation in the past three years.

Asked by: Hon. MA Lik

Reply:

The breakdown of the number of suspected fraud cases involving students obtaining grants or loans that remained under police investigation as at close of financial year in the past three years is as follows:

<b>Financial Year</b>			
<b>Student Financial Assistance Schemes</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
<b>Local Student Finance Scheme</b>	11	25	11
<b>Financial Assistance Scheme for Post-secondary Students</b>	0	1	3
<b>Non-means Tested Loan Scheme</b>	1	0	6
<b>Total</b>	<b>12</b>	<b>26</b>	<b>20</b>

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ LI Wing

Post Title \_\_\_\_\_ Controller, Student Financial Assistance Agency

Date \_\_\_\_\_ 6 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
 INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB141**

Question Serial No.

0357

Head: 173 Student Financial Assistance Agency  
 254 Loans to Students

Subhead(No. & title):  
 201 Students of the universities, the Hong Kong Institute of Vocational Education, Prince Philip Dental Hospital, Hong Kong Institute of Education and Hong Kong Academy for Performing Arts  
 202 Non-means-tested loan scheme  
 203 Means-tested loan for post-secondary students  
 211 Students of approved post-secondary colleges

Programme: Student Assistance Scheme  
Controlling Officer: Controller, Student Financial Assistance Agency  
Director of Bureau: Secretary for Education and Manpower

Question:

Would the Administration please set out by year the following information in respect of the various student financial assistance/loan schemes for the years 2002-03 to 2004-05:

1. the number of default cases and the amount of default payment involved;
2. the number of applications for deferred repayment and the reasons for application; and
3. the number of bankruptcy applications involving students granted assistance under the financial assistance/loan schemes?

Asked by: Hon. CHEUNG Man-kwong

1. There are four student financial assistance schemes that provide needy students with loans for meeting tuition fee payments and/or living expenses. Loan borrowers are required to repay their loans in quarterly instalments upon graduation or termination of studies. Failure to repay two or more consecutive quarterly instalments constitutes a default case. The number of defaulters and the amounts of loans defaulted relative to the loan repayment portfolio in the past three financial years are as follows:

Financial Year	2002-03	2003-04	2004-05 (as at 28.2.2005)
<b>(A) Local Student Finance Scheme</b>			
Number of defaulters	2 079	2 559	3 121
Amount of loans defaulted (\$m)	28.60	42.11	55.88
Number of repayment accounts	74 800	79 010	77 117
Outstanding loan principals under repayment (\$m)	1,779.29	1,510.60	1,497.69
<b>(B) Financial Assistance Scheme for Post-secondary Students*</b>			
Number of defaulters	NA	4	30
Amount of loans defaulted (\$m)	NA	0.01	0.08
Number of repayment accounts	NA	615	1 665
Outstanding loan principals under repayment (\$m)	NA	18.57	54.91
<b>(C) Student Finance Assistance Scheme</b>			
Number of defaulters	37	44	48
Amount of loans defaulted (\$m)	0.24	0.31	0.31
Number of repayment accounts	1 109	1 236	1 422
Outstanding loan principals under repayment (\$m)	25.19	26.16	30.52
<b>(D) Non-means Tested Loan Scheme</b>			
Number of defaulters	537	1 005	2 884



Amount of loans defaulted (\$m)	4.03	8.02	21.11
Number of repayment accounts	11 852	22 965	36 477
Outstanding loan principals under repayment (\$m)	545.79	987.29	1,580.11

\* The Financial Assistance Scheme for Post-secondary Students was introduced in the 2001/02 academic year. As repayment commences upon graduation or termination of studies, there was no default case in 2002-03.

2. The Student Financial Assistance Agency (the Agency) will consider applications for deferred loan repayment on the merits of individual cases. Approval may be granted to applicants with valid documentary proofs on grounds of further studies, financial hardship or serious illness. The number of deferment cases approved on the above grounds in the past three financial years is as follows:

Financial Year	2002-03	2003-04	2004-05 (as at 28.2.2005)
<b>(A) Local Student Finance Scheme</b>			
<b>Number of deferment cases approved</b>	<b>3 006</b>	<b>3 582</b>	<b>2 532</b>
(a) Further studies	2 047	1 919	1 559
(b) Financial hardship	941	1 644	963
(c) Serious illness	18	19	10
<b>(B) Financial Assistance Scheme for Post-secondary Students</b>			
<b>Number of deferment cases approved</b>	<b>15</b>	<b>210</b>	<b>345</b>
(a) Further studies	15	182	313
(b) Financial hardship	0	27	31
(c) Serious illness	0	1	1
<b>(C) Student Finance Assistance Scheme</b>			
<b>Number of deferment cases approved</b>	<b>65</b>	<b>90</b>	<b>97</b>
(a) Further studies	6	13	10
(b) Financial hardship	56	77	87
(c) Serious illness	3	0	0
<b>(D) Non-means Tested Loan Scheme</b>			
<b>Number of deferment cases approved</b>	<b>544</b>	<b>1 441</b>	<b>1 548</b>
(a) Further studies	334	830	1 021
(b) Financial hardship	209	602	520
(c) Serious illness	1	9	7

3. The number of bankruptcy cases involving student loan borrowers who have outstanding loan amounts under the four student financial assistance schemes in the past three financial years is as follows:

Financial Year	2002-03	2003-04	2004-05 (as at 28.2.2005)
<b>(A) Local Student Finance Scheme</b>			
Number of bankruptcy cases	56	33	25
<b>(B) Financial Assistance Scheme for Post-secondary Students</b>			
Number of bankruptcy cases	1	2	0
<b>(C) Student Finance Assistance Scheme</b>			
Number of bankruptcy cases	10	2	2
<b>(D) Non-means Tested Loan Scheme</b>			
Number of bankruptcy cases	80	93	70

Signature \_\_\_\_\_  
 Name in block letters LI Wing  
 Post Title Controller, Student Financial Assistance Agency  
 Date 6 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
 INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB142**

Question Serial No.

0358

<u>Head:</u>	173 Student Financial Assistance Agency 254 Loans to Students	<u>Subhead(No. &amp; title):</u>	000 Operational expenses 201 Students of the universities, the Hong Kong Institute of Vocational Education, Prince Philip Dental Hospital, Hong Kong Institute of Education and Hong Kong Academy for Performing Arts 202 Non-means-tested loan scheme 203 Means-tested loan for post-secondary students 211 Students of approved post-secondary colleges
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Programme: Student Assistance Scheme  
Controlling Officer: Controller, Student Financial Assistance Agency  
Director of Bureau: Secretary for Education and Manpower

Question:

Please provide the following information for 2002-03 to 2004-05 and 2005-06:

1. the manpower and the expenditure involved in claiming the loans defaulted under different schemes; and
2. the ratio of default cases against manpower. Please list the maximum, minimum and average number of cases processed by each staff member.

Asked by: Hon. CHEUNG Man-kwong

Reply:

1. There are four student financial assistance schemes that provide needy students with loans for meeting tuition fee and/or living expenses. Loan borrowers are required to repay their loans in quarterly instalments upon graduation or termination of studies. Failure to repay two or more consecutive quarterly instalments constitutes a default case. The number of staff (inclusive of civil servants and non-civil service contract staff) who are responsible for default cases and the staff costs involved in the financial years 2002-03 to 2005-06 are as follows:

Financial Year	2002-03	2003-04	2004-05 (as at 28.2.2005)	2005-06 (Estimate)
<b>(A) Local Student Finance Scheme</b>				
Number of staff	9	9	8	8
Expense (\$m)	1.25	1.29	1.01	1.01
<b>(B) Financial Assistance Scheme for Post-secondary Students</b> <sup>(Note 1)</sup>				
Number of staff	NA	0.2	1	1
Expense (\$m)	NA	0.05	0.14	0.14
<b>(C) Student Finance Assistance Scheme</b> <sup>(Note 2)</sup>				
Number of staff	0.6	0.6	0.6	0.6

Expense (\$m)	0.18	0.18	0.18	0.18
<b>(D) Non-means Tested Loan Scheme</b>				
Number of staff	9	7	9	9
Expense (\$m)	1.42	0.89	1.20	1.20

2. The ratio of staff to defaulters and the average number of defaulters handled by each staff is as follows:

Financial Year	2002-03	2003-04	2004-05 (as at 28.2.2005)	2005-06 (Estimate)
<b>(A) Local Student Finance Scheme</b>				
Number of staff	9	9	8	8
Number of defaulters <sup>(Note 3)</sup>	2 079	2 559	3 121	NA <sup>(Note 4)</sup>
Average number of defaulters handled by each staff	231	284	390	NA <sup>(Note 4)</sup>
<b>(B) Financial Assistance Scheme for Post-secondary Students <sup>(Note 1)</sup></b>				
Number of staff	NA	0.2	1	1
Number of defaulters <sup>(Note 3)</sup>	NA	4	30	NA <sup>(Note 4)</sup>
Average number of defaulters handled by each staff	NA	20	30	NA <sup>(Note 4)</sup>
<b>(C) Student Finance Assistance Scheme <sup>(Note 2)</sup></b>				
Number of staff	0.6	0.6	0.6	0.6
Number of defaulters <sup>(Note 3)</sup>	37	44	48	NA <sup>(Note 4)</sup>
Average number of defaulters handled by each staff	62	73	80	NA <sup>(Note 4)</sup>
<b>(D) Non-means Tested Loan Scheme</b>				
Number of staff	9	7	9	9
Number of defaulters <sup>(Note 3)</sup>	537	1 005	2 884	NA <sup>(Note 4)</sup>
Average number of defaulters handled by each staff	60	144	320	NA <sup>(Note 4)</sup>

Notes:

1. The Financial Assistance Scheme for Post-secondary Students (FASP) was introduced in the 2001/02 academic year. As repayment only commenced on 1 April 2003, there was no default case in 2002-03.
2. The Student Finance Assistance Scheme is being phased out and is expected to be fully replaced by FASP in the 2006/07 academic year.
3. At the end of each quarter, some defaulters may have repaid their outstanding arrears while new defaulters may be added to the list. As a result, the number of defaulters fluctuates from time to time. Statistics maintained by the Student Financial Assistance Agency (SFAA) as shown in the table above capture the situation as at the end date of the financial year.

4. The ability of the students to repay under respective student financial assistance schemes depends on their individual financial circumstances. It is therefore impossible for SFAA to make any projection for 2005-06.

Signature	_____
Name in block letters	LI Wing
Post Title	Controller, Student Financial Assistance Agency
Date	6 April 2005



Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB144**

Question Serial No.

0360

<u>Head:</u> 173 Student Financial Assistance Agency	<u>Subhead</u> (No. & title):
254 Loans to Students	228 Student financial assistance
	103 Means-tested loan for post-secondary students

Programme: Student Assistance Scheme

Controlling Officer: Controller, Student Financial Assistance Agency

Director of Bureau: Secretary for Education and Manpower

Question:

Has an allocation been reserved for strengthening the support to needy students pursuing self-financing sub-degree programmes? If yes, what is the amount? How and when will this item be reviewed?

Asked by: Hon. CHEUNG Man-kwong

Reply:

The Administration has implemented the Financial Assistance Scheme for Post-secondary Students since the 2001/02 academic year to offer grants or loans to needy students pursuing full-time accredited, self-financing post-secondary programmes. The Student Financial Assistance Agency has estimated that grants and loans under the Scheme for the 2005/06 academic year will amount to around \$359 million. At present, we are reviewing the Scheme with a view to identifying areas of improvement. We would keep the Legislative Council informed of our review results once ready.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

LI Wing

Post Title \_\_\_\_\_

Controller, Student Financial Assistance Agency

Date \_\_\_\_\_

6 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB145**

Question Serial No.

0353

Head: 173 Student Financial Assistance Agency      Subhead(No. & title):  
700 General non-recurrent  
Item 508 Continuing Education Fund

Programme: Student Assistance Scheme

Controlling Officer: Controller, Student Financial Assistance Agency

Director of Bureau: Secretary for Education and Manpower

Question:

The number of applications for the Continuing Education Fund is estimated to be 109 000 for 2005-06, representing an increase of 19.9% and 80.7% over 2004-05 and 2003-04 respectively. The total amount of funds disbursed is estimated to be \$770m for 2005-06, representing an increase of 1.77 and 5.53 times over the previous two years. Please state specifically the information and circumstances that have been considered when working out the estimated figures.

Asked by: Hon. TSANG Yok-sing, Jasper

Reply:

We estimate that the number of new applications under the Continuing Education Fund (CEF) will increase by about 20% in 2005-06 over that of 2004-05 having regard to the projected increase in the number of reimbursable courses to be approved in the course of the year. The growth rate of about 80% over 2003-04 is the cumulative effect of the increases in the past two years. In 2004-05, in particular, the number of applications increased substantially by about 50% over that of the previous year as the CEF was open to degree holders in September 2003 and extended to cover more reimbursable courses in January 2004.

On disbursement of funds, as each successful applicant may submit up to two claims within two years from the date of approval of their applications and upon successful completion of a course or a certain number of modules of the course, the number of claims received in a particular year will not only be affected by the number of applications received in the same year but also those received in the preceding two years. In determining the funding requirement for 2005-06, therefore, we have taken into account a number of factors, including the estimated number of applications to be received in that year as well as the actual number of applications received in the preceding two years, the success rate of the applications submitted, the take-up rate, the estimated schedule for submission of claims for reimbursement and the maximum amount of tuition fees claimed.

The CEF is supported by a non-recurrent commitment of \$5 billion approved by the Finance Committee. The estimated cashflow requirement of a particular year is determined in the light of best information available and can be adjusted throughout the years.



Signature	_____
Name in block letters	LI Wing
Post Title	Controller, Student Financial Assistance Agency
Date	6 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
 INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB146**

Question Serial No.

0075

<u>Head:</u>	173 Student Financial Assistance Agency 254 Loans to Students	<u>Subhead</u> (No. & title):	101 Students of the universities, the Hong Kong Institute of Vocational Education, Prince Philip Dental Hospital, Hong Kong Institute of Education and Hong Kong Academy for Performing Arts  201 Students of the universities, the Hong Kong Institute of Vocational Education, Prince Philip Dental Hospital, Hong Kong Institute of Education and Hong Kong Academy for Performing Arts
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Programme: Student Assistance Scheme

Controlling Officer: Controller, Student Financial Assistance Agency

Director of Bureau: Secretary for Education and Manpower

Question :

Regarding the Local Student Finance Scheme, there are 45 350 applications as shown in the revised estimates for the 2004/05 academic year. Please list out:

1. the numbers of successful and unsuccessful loan applications;
2. the total number of default cases in repayment of loans and the total amount of default payment involved in the 2004/05 academic year; and
3. among these cases, the number of cases in respect of which the government petitioned for bankruptcy for defaulting in loan repayment.

Asked by: Hon. HO Chun-yan, Albert

Reply:

1. It is estimated that there would be a total of 45 350 applications under the Local Student Finance Scheme (LSFS) for the 2004/05 academic year. As at 28 February 2005, 42 437 applications were received, of which 35 457 were successful and 2 415 unsuccessful. The remaining cases are being processed or have been withdrawn by the applicants.
2. LSFS loan borrowers are required to repay their loans in quarterly instalments in five years after graduation or termination of studies. Failure to repay two or more consecutive quarterly instalments constitutes a default case. The number of defaulters and the amount of loans defaulted relative to the loan repayment portfolio under the LSFS for the 2004/05 academic year are as follows:

	2004/05 academic year (as at 28.2.2005)
Number of defaulters	3 121
Amount of loans defaulted (\$m)	55.88
Number of repayment accounts	77 117
Outstanding loan principals under repayment (\$m)	1,497.69

3. The Government has not made any petition for bankruptcy against the above defaulters.

Signature \_\_\_\_\_  
Name in block letters LI Wing  
Post Title Controller, Student Financial Assistance Agency  
Date 6 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
 INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB147**

Question Serial No.

0355

Head: 173 Student Financial Assistance Agency  
 254 Loans to Students

Subhead(No. & title):  
 201 Students of the universities, the Hong Kong Institute of Vocational Education, Prince Philip Dental Hospital, Hong Kong Institute of Education and Hong Kong Academy for Performing Arts  
 202 Non-means-tested loan scheme  
 203 Means-tested loan for post-secondary students  
 211 Students of approved post-secondary colleges

Programme: Student Assistance Scheme  
Controlling Officer: Controller, Student Financial Assistance Agency  
Director of Bureau: Secretary for Education and Manpower

Question:

Would the Administration please provide the following information in regard to the loan repayment position of various student financial assistance schemes:

1. A breakdown of default cases of each student financial assistance scheme and the amounts involved in the 2004-05 financial year;
2. A breakdown of applications for deferred repayment in the 2004-05 financial year by reason of application; and
3. The number of bankruptcy applications involving students subsidized in the 2004-05 financial year?

Asked by: Hon. MA Lik

Reply:

1. There are four student financial assistance schemes that provide needy students with loans for meeting tuition fee payments and/or living expenses. Loan borrowers are required to repay their loans in quarterly instalments upon graduation or termination of studies. Failure to repay two or more consecutive quarterly instalments constitutes a default case. The number of defaulters and the amounts of loans defaulted relative to the loan repayment portfolio in the 2004-05 financial year are as follows:

	<b>2004-05 Financial Year (as at 28.2.2005)</b>
<b>(A) Local Student Finance Scheme</b>	
Number of defaulters	3 121
Amount of loans defaulted (\$m)	55.88
Number of repayment accounts	77 117
Outstanding loan principals under repayment (\$m)	1,497.69
<b>(B) Financial Assistance Scheme for Post-secondary Students</b>	
Number of defaulters	30
Amount of loans defaulted (\$m)	0.08
Number of repayment accounts	1 665
Outstanding loan principals under repayment (\$m)	54.91
<b>(C) Student Finance Assistance Scheme</b>	
Number of defaulters	48
Amount of loans defaulted (\$m)	0.31
Number of repayment accounts	1 422
Outstanding loan principals under repayment (\$m)	30.52

<b>(D) Non-means Tested Loan Scheme</b>	
Number of defaulters	2 884
Amount of loans defaulted (\$m)	21.11
Number of repayment accounts	36 477
Outstanding loan principals under repayment (\$m)	1,580.11

2. The Student Financial Assistance Agency (the Agency) will consider applications for deferred loan repayment on the merits of individual cases. Approval may be granted to applicants with valid documentary proofs on grounds of further studies, financial hardship or serious illness. The number of deferment cases approved on the above grounds in the 2004-05 financial year is as follows:

	<b>2004-05 Financial Year (as at 28.2.2005)</b>
<b>(A) Local Student Finance Scheme</b>	
<b>Number of deferment cases approved</b>	<b>2 532</b>
(a) Further studies	1 559
(b) Financial hardship	963
(c) Serious illness	10
<b>(B) Financial Assistance Scheme for Post-secondary Students</b>	
<b>Number of deferment cases approved</b>	<b>345</b>
(a) Further studies	313
(b) Financial hardship	31
(c) Serious illness	1
<b>(C) Student Finance Assistance Scheme</b>	
<b>Number of deferment cases approved</b>	<b>97</b>
(a) Further studies	10
(b) Financial hardship	87
(c) Serious illness	0
<b>(D) Non-means Tested Loan Scheme</b>	
<b>Number of deferment cases approved</b>	<b>1 548</b>
(a) Further studies	1 021
(b) Financial hardship	520
(c) Serious illness	7

3. The number of bankruptcy cases involving student loan borrowers who have outstanding loan amounts under the four student financial assistance schemes in the 2004-05 financial year is as follows:

	<b>2004-05 Financial Year (as at 28.2.2005)</b>
<b>(A) Local Student Finance Scheme</b>	
Number of bankruptcy cases	25
<b>(B) Financial Assistance Scheme for Post-secondary Students</b>	
Number of bankruptcy cases	0
<b>(C) Student Finance Assistance Scheme</b>	
Number of bankruptcy cases	2
<b>(D) Non-means Tested Loan Scheme</b>	
Number of bankruptcy cases	70

Signature	_____
Name in block letters	LI Wing
Post Title	Controller, Student Financial Assistance Agency
Date	6 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB148**

Question Serial No.

0356

Head: 173 Student Financial Assistance Agency      Subhead(No. & title):  
700 General non-recurrent  
Item 508 Continuing Education Fund

Programme: Student Assistance Scheme

Controlling Officer: Controller, Student Financial Assistance Agency

Director of Bureau: Secretary for Education and Manpower

Question:

Please provide a breakdown of the number of existing reimbursable courses under the Continuing Education Fund by the academic qualification to be awarded.

Asked by: Hon. MA Lik

Reply:

As at 22 March 2005, there were 3 979 reimbursable courses under the Continuing Education Fund. A breakdown of these courses by the academic qualification to be awarded is as follows:

Academic qualification	Number of courses
Master Degree	78
Postgraduate Diploma	15
Bachelor Degree	63
Postgraduate Certificate / Postgraduate Award	11
Associate Degree	13
Higher Diploma	27
Advanced Diploma / Professional Diploma / Post-diploma Certificate	168
Diploma / Executive Diploma / Graduate Diploma	228
Associate Diploma	2
Advanced / Professional / Higher Certificate	136
Certificate / Executive Certificate / Graduate Certificate	558
Others, e.g. certification of completion/attendance	2 680
<b>Total</b>	<b>3 979</b>

Signature \_\_\_\_\_

Name in block letters LI Wing

Post Title Controller, Student Financial Assistance Agency

Date 6 April 2005



Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB149**

Question Serial No.

0634

Head: 703 Buildings    Subhead(No. & title): 3259EP, 3263EP, 3264EP, 3272EP  
3280EP, 3288EP, 3291EP, 3301EP  
3311EP, 3314EP, 3321EP, 3322EP  
3325EP, 3326EP, 3327EP, 3332EP  
3337EP, 3254ES, 3258ES, 3259ES

Programme:

Controlling Officer: Director of Architectural Services

Director of Bureau : Secretary for Education and Manpower

Question: What is the progress of the following projects ? Which area(s) will the provision for 2005-06 be used ?

- (1) 3259EP : Primary school in Area 31, Tung Chung
- (2) 3263EP : Primary school in Area 27, Tin Shui Wai
- (3) 3264EP : Second primary school in Area 101, Tin Shui Wai
- (4) 3272EP : Primary school in Area 56, Tuen Mun
- (5) 3280EP : Second primary school in Area 111, Tin Shui Wai
- (6) 3288EP : Primary school in Ma Wan, Tsuen Wan
- (7) 3291EP : Primary school in Area 111, Tin Shui Wai
- (8) 3301EP : A 24-classroom primary school at Hing Ping Road, Tuen Mun
- (9) 3311EP : A 36-classroom primary school in Area 12, Yuen Long
- (10) 3314EP : A 24-classroom primary school at the junction of Tin Shing Road and Tin Pak Road, Tin Shui Wai
- (11) 3321EP : Primary school in Area 104, Tin Shui Wai
- (12) 3322EP : Second primary school in Area 104, Tin Shui Wai
- (13) 3325EP : Primary school in Area 13, Yuen Long
- (14) 3326EP : Second primary school in Area 13, Yuen Long
- (15) 3327EP : Third primary school in Area 13, Yuen Long
- (16) 3332EP : Primary school in Sham Tseng, Tsuen Wan
- (17) 3337EP : A 36-classroom primary school in Area 32, Tin Shui Wai
- (18) 3254ES : Secondary school in Area 16, Yuen Long
- (19) 3258ES : Secondary school in Area 104, Tin Shui Wai
- (20) 3259ES : Second secondary school in Area 104, Tin Shui Wai

Asked by: Hon. CHAN Wai-yip, Albert

Reply:

Reply :	<u>Item</u>	<u>Progress of project and use of provision in 2005-06</u>
(1)	3259EP	Completed in 2003. The provision is for settlement of contract accounts.
(2)	3263EP	Completed in 2002. The provision is for settlement of contract accounts.
(3)	3264EP	Completed in 2004. The provision is for settlement of contract accounts.
(4)	3272EP	Completed in 2003. The provision is for settlement of contract accounts and procurement of furniture & equipment.
(5)	3280EP	Completed in 2003. The provision is for settlement of contract accounts and procurement of furniture & equipment.

<u>Item</u>	<u>Progress of project and use of provision in 2005-06</u>
(6) 3288EP	Completed in 2003. The provision is for settlement of contract accounts and procurement of furniture & equipment.
(7) 3291EP	Completed in 2003. The provision is for settlement of contract accounts and procurement of furniture & equipment.
(8) 3301EP	Completed in 2004. The provision is for settlement of contract accounts and procurement of furniture & equipment.
(9) 3311EP	Under construction for completion in 2006. The provision is for construction works.
(10) 3314EP	Under construction for completion in 2006. The provision is for construction works.
(11) 3321EP	Under construction for completion in 2005. The provision is mainly for construction works.
(12) 3322EP	Under construction for completion in 2006. The provision is for construction works.
(13) 3325EP	Design development in progress. The provision is for construction works subject to Finance Committee's approval in 2005-06 Legislative Council Session.
(14) 3326EP	Design development in progress. The provision is for construction works subject to Finance Committee's approval in 2005-06 Legislative Council Session.
(15) 3327EP	Design development in progress. The provision is for construction works subject to Finance Committee's approval in 2005-06 Legislative Council Session.
(16) 3332EP	Design development in progress. The provision is for construction works subject to Finance Committee's approval in 2005-06 Legislative Council Session.
(17) 3337EP	Design development in progress. The provision is for construction works subject to Finance Committee's approval in 2005-06 Legislative Council Session.
(18) 3254ES	Under construction for completion in 2005. The provision is mainly for construction works.
(19) 3258ES	Under construction for completion in 2005. The provision is mainly for construction works.
(20) 3259ES	Under construction for completion in 2006. The provision is for construction works.

Signature \_\_\_\_\_

Name in block letters C. H. YUE

Post Title Director of Architectural Services

Date 6 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB150**

Question Serial No.

1691

Head: 703 Buildings

Subhead(No. & title):

Programme:

Controlling Officer: Director of Architectural Services

Director of Bureau : Secretary for Education and Manpower

Question: Please provide the following information for 2002-03 to 2004-05 :

- (a) a list of approved projects under the School Improvement Programme (SIP);
- (b) a list of SIP primary schools for which recruitment of primary one students was ceased in the preceding school year or will be ceased in the coming school year; and
- (c) the approved estimates, the settled expenditure and the expenditure to be settled in the coming year of the projects under item (b).

Asked by: Hon. YEUNG Sum

Reply :

- (a) Among the ongoing projects as approved under Head 703, there are two batches of projects for the School Improvement Programme (SIP), namely 3087ET : Improvement to existing government schools based on the recommendations of the Education Commission Report No. 5 – phase 4 (site investigations and consultants' fees) and 3085ET : Improvement to existing government schools based on the recommendations of the Education Commission Report No. 5 – phase 4, covering 30 government schools (including 12 primary schools and 18 secondary schools). Among the 30 individual school projects, 29 have been completed by end 2004-05 and the remaining one will be completed in 2005-06.
- (b) Of all the government primary schools with SIP delivered under Head 703, none has ceased/will cease to admit primary one students in the preceding school year or in the coming school year. This has excluded those bi-sessional government primary schools which have stopped primary one admission in one of the two sessions.
- (c) Not applicable because of (b) above.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ C. H. YUE

Post Title \_\_\_\_\_ Director of Architectural Services

Date \_\_\_\_\_ 6 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EMB151**

Head: 703 Buildings

Subhead(No. & title): 3305EP and 3097ET

Question Serial No.

1697

Programme:

Controlling Officer: Director of Architectural Services

Director of Bureau : Secretary for Education and Manpower

Question: What is the progress of the following projects ? How the provision was used in 2004-05 and will be used in 2005-06 ? When are the projects expected to be completed ? Will there be any discrepancies with the completion dates scheduled when the projects were approved ?

- a) 3305EP : Two 36-classroom primary schools at Eastern Harbour Crossing site, Yau Tong;
- b) 3097ET : Reprovisioning of Society of Boys' Centres Shing Tak Centre School at New Clear Water Bay Road, Kwun Tong.

Asked by: Hon. LI Wah-ming, Fred

<u>Reply :</u>	<u>Item</u>	<u>Progress and Use of Provision</u>
a)	3305EP	Construction programme is on schedule. Works are expected to be completed in July 2005 as planned.  The provision in 2004-05 was for construction works, while that in 2005-06 is intended for construction works and furniture & equipment.
b)	3097ET	Construction programme is on schedule. Works are expected to be completed in June 2005 as planned.  The provision in 2004-05 was for construction works, while that in 2005-06 is intended for construction works and furniture & equipment.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ C. H. YUE

Post Title \_\_\_\_\_ Director of Architectural Services

Date \_\_\_\_\_ 4 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

EMB152

Question Serial No.

1769

Head: 160 Radio Television Hong Kong

Subhead (No. &  
title):

Programme: (3) School Educational Television Production

Controlling Officer : Director of Broadcasting

Director of Bureau : Secretary for Education and Manpower

Question : What is the timetable for developing eTVonline as an online learning centre? How much expenditure will be incurred? What kind of service/functions are expected to be provided by the online learning centre?

Asked by : Hon. SIN Chung-kai

Reply : eTVonline is an on-line educational portal set up by RTHK. Its initial objective was to provide real time transmission and archives of school ETV programmes. To go with the future development of educational television programmes, RTHK attempted to integrate RTHK's prime time television programmes (such as *Brave New Teachers: Parent-School Series* and *Global Aid for AIDS* ) to provide supplementary teaching materials for use by teachers and students. eTVonline is gradually shaping up as an online learning centre and RTHK will continue to develop interactive websites such as *Liberal Studies Interactive Website*, *Science Explorer*, *Sex Education Online*, *Language Online* and *Point@Media*, etc.

In 2005-06, about \$1 million direct cost, to be provided by RTHK, will be incurred in the project.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

CHU Pui-hing

Post Title \_\_\_\_\_

Director of Broadcasting

Date \_\_\_\_\_

6.4.2005