

**For discussion  
on 13 April 2015**

## **Legislative Council Panel on Education**

### **Standard of School Premises and Upgrading of Facilities of Special Schools**

#### **Purpose**

This paper briefs Members on the facilities of school premises of special schools and efforts made on their upgrading.

#### **Background**

2. At present, there are 60<sup>1</sup> aided special schools, with 21 of them also providing boarding service. Same as ordinary schools, they were built at different time in accordance with the standards at the time of their construction and all existing school premises in operation are required to comply with prevailing statutory requirements.

#### **Facilities of Special School Premises**

3. There are different scales and types of special schools with different provision of facilities to meet the different needs of their target students. In

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<sup>1</sup> At present, there are 60 special schools in Hong Kong. The categories of special schools include the following: –

- (1) Schools for Children with Visual Impairment;
- (2) Schools for Children with Hearing Impairment;
- (3) Schools for Children with Physical Disability;
- (4) Schools for Children with Intellectual Disability which is further categorized into -
  - (a) Schools for Children with Mild Intellectual Disability
  - (b) Schools for Children with Moderate Intellectual Disability
  - (c) Schools for Children with Mild and Moderate Intellectual Disability
  - (d) Schools for Children with Severe Intellectual Disability
- (5) Schools for Social Development; and
- (6) Hospital School.

general and similar to ordinary schools, their school facilities can be broadly categorized into, according to their functions, (a) teaching facilities (for example, classrooms and special rooms such as visual arts room, computer room, design and technology room and home economics room depending on the subjects offered by the school); (b) administration facilities (for example, general office, principal's office, staff room, conference room and so on); (c) assembly hall and activities area (for example assembly hall, covered playground, multi-purpose area etc); and (d) other ancillary facilities (disabled / fireman's lift, facilities for the disabled, store rooms, toilets and so on). Specific to special schools, facilities such as physiotherapy room(s), occupational therapy room(s), speech therapy room(s) and social worker's room(s) would also be provided to special schools depending on the special educational needs of the students.

4. Unlike ordinary secondary and primary school premises in which facilities are standardized despite their different school-based architectural design, school facilities to be provided to each newly constructed special school would be prepared by the Education Bureau (EDB) on a case by case basis having regard to the specific needs of each special school and approved by the Property Vetting Committee (PVC) on a project basis. PVC is chaired by the Assistant Director (Architectural) of the Architectural Services Department with Members from the Government Property Agency, the Treasury Branch of the Financial Services and the Treasury Bureau and other members to be co-opted as required.

5. For special schools with boarding sections, approval would be sought from PVC also on a project basis for the facilities to be provided in the boarding section. Common facilities such as bedrooms, study area, TV / common room, dining / multi-purpose room, kitchen, laundry room, drying area, warden's office, houseparents' and programme workers' office, nurse duty room / a sick bay, sleep-in room(s) for staff on night shift and other ancillary facilities, including stores, toilets, bathrooms, relevant facilities for the disabled, etc., would be provided.

### **Upgrading of Facilities of Special Schools**

6. EDB strives to upgrade the facilities of school premises of all aided

schools to improve the learning environment for students, having regard to the development in education policies and initiatives, etc. Subject to the consideration of various factors (including optimal use of public resources and technical feasibility), schools built according to the past planning standards would be upgraded and provided with adequate facilities through various means so as to meet the changing needs in teaching and learning. Details are provided in the ensuing paragraphs.

### School Improvement Programme (SIP)

7. EDB has provided 743 public-sector schools (be they ordinary or special schools) built according to the past planning standards with additional space and facilities through the SIP. Implemented in five phases from 1994 until 2006, the scope of SIP varies according to the schools' vision and mission, characteristics, the facilities in place and site condition. Phases One to Three of SIP focused on upgrading the schools' facilities for teaching, learning and administrative needs. Phase Four and the Final Phase of SIP aimed to upgrade schools' facilities to the prevailing standards where technically feasible. Only a small number of schools were unable to benefit from the SIP because the proposed works was neither feasible nor cost-effective. Under the SIP, 43 existing special schools have enhanced their learning and teaching environment through upgrading their school facilities with total funding of \$975 million. Common facilities added to the schools include teaching facilities such as library, computer assisted learning room, multi-purpose room, small group teaching room, student activity centre, remedial teaching room, and administration facilities such as staff room, staff common room, conference room and interview room. A list of these special schools is at Annex A.

### Conversion Works

8. To facilitate the implementation of new education policies or initiatives, EDB has also improved the facilities of schools in need through minor improvement works, including addition or conversion of classrooms and special rooms. With the implementation of the New Senior Secondary (NSS) Academic Structure from the 2009/10 school year and the improvement measures on extension of years of study (EoS) for students of

special schools since the 2010/11 school years, there was a need to provide additional classrooms, rooms for teachers and staff, special rooms for teaching and other ancillary accommodation in special schools. As at March 2015, we have completed the conversion works for 14 special schools and are now delivering similar works for another 13 special schools. More than ten special schools are planned for conversion works in the pipeline.

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

9. As for those aided special schools that cannot or can only marginally benefit from the above-mentioned works due to site condition or technical constraints, EDB will, premised on optimising the use of land resources and existing school premises and satisfying the relevant policy objectives, reprovise these schools to new premises meeting the prevailing standards, or improve the school facilities through in-situ redevelopment.

10. Under the existing practice, EDB conducts regular review on the R&R needs of special schools. In deciding whether a special school would be shortlisted for R&R, a number of factors similar to those taken into account for reprovisioning of ordinary primary and secondary schools would be considered. These include the physical conditions of the special school (including age of the school premises, site area, floor area, etc.), supply and demand of special school places<sup>2</sup>, its quality of education, school location, whether there are other means to improve its physical conditions, etc.

11. Based on the above criteria, EDB will identify special schools in need of R&R for the advice of the School Allocation Committee<sup>3</sup> (SAC). Efforts will then be made to identify / reserve suitable sites / premises for reprovisioning of the schools concerned. Subject to availability of suitable sites / premises, recommendation for direct allocation of the sites / premises to the school sponsoring bodies concerned will be submitted to the SAC for consideration.

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<sup>2</sup> Provision of special school places (except for schools for social development, school for children with visual impairment and schools for children with hearing impairment, which are planned on territory-wide basis) is planned on regional basis. Both regional demand and territory-wide demand will be considered in planning of boarding places in special schools as the boarding provision allows flexibility for parents to choose a school outside the region in which they reside.

<sup>3</sup> The School Allocation Committee is an advisory body comprising both official and non-official members.

12. From 2000 to 2014, EDB has completed the reprovisioning or redevelopment of 11 special schools with a capital funding of over \$1 billion. A list of these schools is at Annex B. Reprovisioning projects for another four special schools are in the pipeline. Amongst them, funding approval for the project concerning two special schools has been obtained from the Finance Committee (FC) of the Legislative Council (LegCo) in the current legislative session with the school building works expected to commence in the second quarter of 2015; while another project would be submitted for funding approval by FC later in the current legislative session. A list of these schools / projects is given in Annex C. The total number constitutes about 25% of all special schools in the territory.

### **Views Sought**

13. Members are requested to note the content of this paper.

Education Bureau  
April 2015

**Special Schools benefitted from the SIP**

	<b>District</b>	<b>Name of School</b>
1.	Wan Chai	Hong Chi Lions Morninghill School
2.	Wan Chai	The Jockey Club Hong Chi School
3.	Eastern	Rotary Club of Hong Kong Island West Hong Chi Morninghope School
4.	Eastern	Po Leung Kuk Yu Lee Mo Fan Memorial School
5.	Eastern	Caritas Lok Yi School
6.	Southern	Ebenezer School
7.	Southern	Ebenezer New Hope School
8.	Southern	Hong Kong Juvenile Care Centre Chan Nam Cheong Memorial School
9.	Southern	Marycove School
10.	Southern	Tung Wah Group of Hospitals Tsui Tsin Tong School
11.	Southern	Hong Kong Red Cross John F Kennedy Centre
12.	Sham Shui Po	Chi Yun School
13.	Sham Shui Po	Saviour Lutheran School
14.	Sham Shui Po	Tung Wah Group of Hospitals Kwan Fong Kai Chi School
15.	Sham Shui Po	Caritas Jockey Club Lok Yan School
16.	Sham Shui Po	The Society of Boys' Centres - Chak Yan Centre School
17.	Kowloon City	Mary Rose School
18.	Wong Tai Sin	Po Leung Kuk Anita L.L. Chan (Centenary) School
19.	Wong Tai Sin	Rhenish Church Grace School
20.	Wong Tai Sin	Chun Tok School
21.	Wong Tai Sin	Caritas Pelletier School

	<b>District</b>	<b>Name of School</b>
22.	Kwun Tong	Hong Kong Red Cross Princess Alexandra School
23.	Kwun Tong	The Church of Christ in China Kei Shun Special School
24.	Tuen Mun	Hong Chi Morninghill School, Tuen Mun
25.	Tuen Mun	Hong Chi Morninglight School, Tuen Mun
26.	Yuen Long	Buddhist To Chi Fat She Yeung Yat Lam Memorial School
27.	Yuen Long	Hong Chi Morninglight School, Yuen Long
28.	Kwai Tsing	Hong Chi Winifred Mary Cheung Morninghope School
29.	Kwai Tsing	The HK Sze Yap Commercial & Industrial Association Chan Nam Chong Memorial School
30.	Kwai Tsing	Po Leung Kuk Mr & Mrs Chan Pak Keung Tsing Yi School
31.	Kwai Tsing	Sam Shui Natives Association Lau Pun Cheung School
32.	Kwai Tsing	Lutheran School for the Deaf
33.	Kwai Tsing	SAHK B.M. Kotewall Memorial School
34.	North	The Salvation Army Shek Wu School
35.	Tai Po	SAHK Jockey Club Elaine Field School
36.	Tai Po	Hong Chi Pinehill No. 2 School
37.	Sai Kung	Hong Chi Morninghill School, Tsui Lam
38.	Sai Kung	Haven of Hope Sunnyside School
39.	Sha Tin	SAHK Ko Fook Iu Memorial School
40.	Sha Tin	Shatin Public School
41.	Sha Tin	Caritas Resurrection School
42.	Sha Tin	Choi Jun School
43.	Sha Tin	Caritas Lok Jun School

**Reprovisioning and Redevelopment Projects for Special Schools  
Completed since 2000**

	<b>District</b>	<b>Name of School</b>	<b>Approved Project Estimates (\$ million)</b>
1.	Tuen Mun	Hong Kong Christian Service Pui Oi School	260.4
2.	Sham Shui Po	Mental Health Association of Hong Kong - Cornwall school	99.7
3.	Yuen Long	Caritas Lok Kan School	73.9
4.	Kwun Tong	Society of Boys' Centres - Shing Tak Centre School	76.5
5.	Wong Tai Sin	Hong Kong Red Cross Margaret Trench School	68.9
6.	Tai Po	Hong Chi Pinehill No. 3 School	88.0
7.	Yuen Long	Hong Chi Morningjoy School, Yuen Long	78.0
8.	Tai Po	Hong Chi Pinehill School	67.6
9.	Yuen Long	Evangelize China Fellowship Holy Word School	73.7
10.	Tuen Mun	Hong Chi Morninghope School, Tuen Mun	67.9
11.	North	HHCKLA Buddhist Po Kwong School	83.1
		<b>Total:</b>	<b>1037.7</b>



**Reprovisioning Projects for Special Schools in the Pipeline**

	<b>Project</b>	<b>Name of School (if any)</b>
1. *	Two Special Schools in To Kwa Wan	Po Leung Kuk Anita L.L. Chan (Centenary) School; and Chi Yun School
2. ^	A Special School in Sham Shui Po	The Church of Christ in China Mongkok Church Kai Oi School
3.	A Special School in Tuen Mun	Tung Wan Mok Law Shui Wah School

\* Funding approval was obtained from the Finance Committee of the Legislative Council in the 2014-15 Legislative Council Session for the school building project.

^ Funding approval would be sought from the Finance Committee of the Legislative Council in the 2014-15 Legislative Council Session for the school building project.