

**For discussion
on 22 March 2016**

Legislative Council Panel on Education

Issues related to disposal of vacant school premises and reprovisioning of ordinary public sector schools

Purpose

This paper briefs Members on the policy on and mechanism of the disposal of vacant school premises of the Education Bureau (“EDB”) and that for the reprovisioning of ordinary public sector schools.

1. Disposal of Vacant School Premises (“VSP”)

General Policy

2. It has all along been EDB’s policy objective to put VSP into gainful use. To achieve this objective, when there is a vacant or to-be-vacated school premises, EDB will consider factors including the size, location, physical conditions etc. of the relevant premises with a view to assessing the VSP’s suitability for educational use or whether the premises is needed to be re-allocated for school or other educational use. In addition, EDB will also take into account factors like the demand for public sector school places in the district, reprovisioning needs of existing schools especially those in the district, the need for decanting premises for in-situ redevelopment or extension of existing schools, and the need to provide diversity in the school system etc., with a view to meeting various educational needs in the territory and supporting relevant policy initiatives.

3. While EDB is allowed to retain VSP for school uses, for premises which are proposed to be used for educational uses other than school uses, EDB needs to put forward its proposed use with justifications to the Planning Department (“PlanD”) for assessment and may need to compete with other government departments on the use of such VSP. Once EDB confirms that the vacant or to-be-vacated school premises are no longer required by EDB for school or other educational uses, EDB would refer them to PlanD for consideration of suitable alternative uses in accordance with the central

clearing house mechanism.

VSP under EDB

4. According to the Report No. 65 of the Director of Audit (“Audit Report”) tabled at the Legislative Council (“LegCo”) on 18 November 2015, as at 30 April 2015, there were 234 VSP in EDB’s database among which,

- (a) 105 premises were not being used, with 29 under EDB;
- (b) 102 premises were being used, with 77 under EDB; and
- (c) 27 premises have been demolished or to-be-demolished for housing or other developments.

In other words, 106 ex-school premises were under EDB and 29 of them were not being used.

5. The updated position of these 29 VSP as at end-December 2015 is summarised as follows with details at Annex A:

- (a) four VSP are confirmed to be not required for allocation by EDB for school or other educational use. PlanD and the Lands Department (“LandsD”) have been informed accordingly under the aforesaid central clearing house mechanism;
- (b) 14 VSP have been re-used or allocated/ planned for educational use;
- (c) two VSP which are on private land require further discussion between EDB and relevant departments on the way forward; and
- (d) nine VSP are earmarked for educational use and EDB has recently launched the School Allocation Exercise (“SAE”) for one of them for allocation for physical extension of an existing secondary school. The exercise is expected to be completed by Q3 2016.

6. In recent years, EDB has been actively taking forward SAE in allocating suitable VSP for school use. A total of eight VSP have been allocated for such purpose in the past three years. We will continue to circulate the list of VSP within EDB on a half-yearly basis to invite new and/or updated proposals on educational uses and/or short-term uses (where appropriate). We will also continue to circulate, on a half-yearly basis, a list of VSP already earmarked for educational use but suitable for short-term use

to relevant bureaux/departments (including the Home Affairs Bureau, Home Affairs Department, LandsD, PlanD and Social Welfare Department) with a view to identifying short-term use pending the deployment of such premises for the earmarked use so that the land resources can be gainfully used.

7. As mentioned in paragraph 2 above, when there is a vacant or to-be-vacated school premises, EDB will consider a basket of factors with a view to assessing the VSP's suitability for educational use or whether the premises is needed to be re-allocated for school or other educational use. As there is a need to earmark/retain some VSP to cater for the anticipated increase in demand for school places in future and to allow flexible arrangements required for meeting the changing demand, including the uncertainty involved, and various needs, it is not practicable to set a fixed target of vacancy period or number of VSP to be retained. Nevertheless, with the policy objective of putting VSP into gainful use in mind, EDB strives to facilitate the utilisation of VSP in an expeditious manner as far as practicable.

Improvement Measures

8. In light of the recommendations of the Audit Report and the related report of the Public Accounts Committee tabled at LegCo on 17 February 2016, EDB is undertaking a series of measures to improve the handling and disposal of VSP. Firstly, we are reviewing the mechanism for identifying and allocating VSP for school or other educational uses, including defining and clarifying what constitutes VSP that should be handled with a view to drawing up a genuine database on VSP for better management of the use and disposal of VSP instead of simply a record of ex-school premises. In addition, we are also conducting a stock-taking exercise by comparing the existing VSP records with the school registration records and conducting site visits where necessary to ascertain if there are any possible missed cases of VSP and to enhance the comprehensiveness of the VSP database. This will be followed by revamping the existing database with the objective of facilitating the management of those VSP that requires follow-up action or monitoring. An internal manual will be drawn up to set out the requirements and guidelines on the identification, screening, allocation and management of VSP for all related EDB sections to follow. We strive to complete the above tasks by June 2016.

9. Use and disposal of VSP located on private land is one of the major issues of concern. We will enhance communication and cooperation with LandsD in dealing with such VSP. When such VSP is identified in future, we will take a more proactive approach to consult LandsD on the information relating to the land on which the VSP is located, including details about the type of land (e.g. whether the land is under a Private Treaty Grant), whether the land lease contains a land use restriction clause, cessation of user clause, etc., which are important considerations for drawing up feasible follow-up actions to be taken.

10. For VSP which EDB considers are required for school or other educational uses, we will explore with LandsD and other relevant departments as to whether and how to recover possession of the land in accordance with the provisions of the relevant contracts (including land leases, tenancy agreements or service agreements). In all these cases, the Government must act in accordance with the contracts concerned. Besides, recovering possession of land by exercising the right conferred by the contract may not be the only way to make gainful use of the land. We need to review each case on its own merits.

II. Reprovisioning of Ordinary Public Sector Schools

11. Standards of the premises of ordinary public sector schools in Hong Kong have been changing over the years. While school premises built in different periods follow the standards at the time of construction, existing school premises in operation are required to comply with the prevailing statutory requirements. Among the schools built in different periods, cuboidal shaped school premises were constructed between mid-1960s and 1980 at public housing estates for primary school use. These school premises are often referred to as “matchbox-style school premises” and considered as “sub-standard” school premises as compared with the newly built school premises and prevailing standards. There are currently 28 public sector primary schools operating in this type of school premises. Upon Members’ request, supplementary information of the 28 primary schools was provided via a letter dated 15 February 2016 at [Annex B](#).

12. Over the years, EDB has put in place various measures to enhance the facilities of school premises according to the needs of the schools, so as to improve their teaching and learning environment. These measures mainly include the School Improvement Programme (SIP)¹, reprovisioning programme, redevelopment programme and minor improvement projects. Details of these measures, including their respective objectives, established mechanism and progress made, have been set out in the Panel paper at Annex C discussed at the Education Panel meeting of 14 December 2015.

13. Among the 28 public sector schools mentioned in paragraph 11 above, all except one have been provided with additional classrooms, special rooms, and/or administrative facilities through SIP. Some of these schools have acquired annex block under SIP for school expansion and facilities improvement where the subject school sites so allow and technically feasible. EDB also carries out minor improvement works and school maintenance works to improve the facilities of these schools from time to time through the established mechanism.

14. Insofar as reprovisioning through the allocation of school sites and VSP is concerned, it is generally conducted on a competitive basis through SAE launched from time to time. All eligible school sponsoring bodies in the territory may submit applications for reprovisioning existing schools under their sponsorship. Among the 28 primary schools as referred to in paragraph 11 above, six have submitted applications in SAE for reprovisioning launched in the past five years and two of them have been allocated new premises. It is worth noting that the need and intention for redevelopment and reprovisioning varies among schools. Neither the age nor the size of the school premises can be the only factor for consideration. In addition, suitable school sites and VSP for reprovisioning purpose are not evenly distributed throughout the territory and may not be in the same district with the schools seeking for reprovisioning.

¹ School Improvement Programme, one of the recommendations of the Education Commission in its Report No. 5, was introduced in 1994 to progressively upgrade the teaching and learning environment of schools so as to provide additional space and facilities for teaching, out-of-class activities and supporting services for both teachers and students. Between 1994 and 2006, about 700 ordinary public sector schools built according to the planning standards when the schools were constructed have their school facilities enhanced through one of the five phases of SIP. Phase One to three of SIP focused on upgrading the schools' facilities for teaching, learning and administrative needs. Phase Four and the Final Phase aimed to upgrade the schools' facilities to the prevailing standards where technically feasible. The scope of improvement works for individual schools under SIP varied according to the schools' vision and mission, characteristics, the facilities in place and site conditions.

Way forward

15. EDB will continue to improve the teaching and learning environment of public sector schools, especially those built according to past planning standards, through the various means mentioned above, having regard to factors, including optimal use of public resources and technical feasibility. We will also improve the use and disposal of VSP as mentioned above. In particular, we will actively explore the feasibility of allocating those earmarked VSP for reprovisioning purpose, having regard to the location, size and conditions of the VSP concerned, as well as competing uses (if any) within EDB with a view to putting VSP to gainful use as soon as practicable.

Education Bureau

March 2016

**29 VSP under EDB which were not being used as mentioned in the Audit Report
(position as at end-December 2015)**

No.	District	School year in which the school ceased operation (Note 1)	Site area of school premises (rounded to the nearest hundred m ²) (Note 2)	Present re-deployment / earmarked/planned use of the premises
A. Four premises that have been referred to PlanD under the Central Clearing House Mechanism				
1	Central and Western	2005/06	1 600	Not Applicable
2	Southern	2004/05	2 400	Not Applicable
3	Wan Chai	2008/09	2 700	Not Applicable
4	Yuen Long	2004/05	2 300	Not Applicable
B. 14 premises that have been reused, or reallocated / planned for educational use				
1	Southern	2013/14	3 300#	School Use
2	Southern	2011/12	2 000	Other educational use
3	Wan Chai	2006/07	1 600	School Use
4	Kowloon City	2003/04	3 000	School Use
5	Kwun Tong	2007/08	3 100#	School Use
6	Kwun Tong	2008/09	3 200#	School Use
7	Sham Shui Po	2008/09	1 300	School Use
8	Sham Shui Po	2007/08	1 200	Other educational use

No.	District	School year in which the school ceased operation (Note 1)	Site area of school premises (rounded to the nearest hundred m ²) (Note 2)	Present re-deployment / earmarked/planned use of the premises
9	Yau Tsim Mong	2006/07	1 200	Other educational use
10	North	2004/05	700	School Use
11	Sha Tin	2009/10	5 200#	School Use
12	Sha Tin	2012/13	6 400	Other educational use
13	Tai Po	2012/13	5 800	School Use
14	Yuen Long	2012/13	3 050	School Use
C. Nine premises earmarked for educational use				
1	Central and Western	2008/09	1 600	School Use
2	Eastern	2010/11	4 300#	School Use
3	Kwun Tong	2011/12	3 700#	School Use
4	Kwun Tong	2010/11	2 900	School Use
5.	Sham Shui Po	2013/14	3 700	School Use
6	Tai Po	1999/00	2 400	School Use
7	Tsuen Wan	2010/11	3 600#	School Use
8	Tuen Mun	2010/11	5 300#	School Use
9	Islands	2006/07	5 800	School Use
D. Two premises which require further discussion				
1	Southern	2012/13	6 000	Not Applicable
2	Kowloon City	2013/14	3 200	Not Applicable

Note 1: “School year in which the school ceased operation” refers to the year the school premises ceased to be used by the original school on site. Some of these school premises have been put to temporary use afterwards.

Note 2: The site area of school premises is only a rough estimate based on records available to EDB and the figures are for reference only. Information on area of those school premises standing on public housing estates of the Hong Kong Housing Authority / Housing Society refers to internal floor area of the premises and is marked with (#) in the table above.



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15 February 2016

By Fax (3151 7052)

Clerk to Panel
Panel on Education
Legislative Council
Legislative Council Complex
1 Legislative Council Road
Central, Hong Kong

(Attn: Mr Kwong Kam-fai)

Dear Mr Kwong,

Panel on Education
Follow-up to meeting on 14 December 2015

I refer to your letter dated 15 December 2015 on the captioned subject. The requested information is set out in the ensuing paragraphs for Members' reference.

Item IV – Issues related to the policy and programme on reprovisioning and redevelopment of sub-standard school premises

2. Members would like the Administration to provide the following information in respect of the 28 public sector primary schools that currently operate in cuboidal shaped school premises often referred to as “matchbox-style school premises”:

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- (a) their names, addresses and the time when their existing school premises were built;
- (b) among the schools operating in sub-standard premises,
 - (i) those schools that will be reprovisioned,
 - (ii) those that have indicated the need or wish for reprovisioning or redevelopment and
 - (iii) those that have not indicated such a need or wish;
- (c) the Administration's timetable for reprovisioning or redevelopment of the schools currently operating in sub-standard premises; and
- (d) if no timetable in (c) is available, the reasons.

3. The information relating to paragraph 2 (a) and (b) above is set out in the table at the Annex. In order to avoid unnecessary labelling effect on individual schools, we have not provided the names and addresses of individual schools.

4. Based on our records, among the 28 schools, 20 of them have indicated a need or wish for reprovisioning and redevelopment (R&R) through the various established means and channels, including communications with the respective Regional Education Offices of the Education Bureau (EDB). Among these 20 schools, six schools have applied for reprovisioning in the past School Allocation Exercises (SAE) and two of them were allocated with new school sites for reprovisioning. The remaining eight schools have not indicated any need or wish for R&R.

5. We wish to reiterate that school premises built in different periods follow the standards at the time of construction and existing school premises in operation are required to comply with the prevailing statutory requirements. For the above-mentioned 28 schools, all except one have been provided with additional classrooms, special rooms, and/ or administrative facilities through the School Improvement Programme (SIP). Some of the schools, where the relevant school sites so allow and technically feasible, have acquired annex block under SIP for school expansion and facilities improvement. Apart from SIP, facilities at some of these schools have been improved through minor improvement works by EDB over the years. Furthermore, EDB also carries out school premises maintenance works to further improve the facilities of these schools through the established mechanism of major repairs and emergency repairs from time to time.

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6. Regarding the allocation of school sites and school premises for reprovisioning, it is generally conducted on a competitive basis through SAE launched from time to time. All eligible school sponsoring bodies (SSBs) in the territory may apply for reprovisioning of existing schools under their sponsorship. As mentioned in paragraph 4 above, two of the 28 aforementioned schools have been allocated with new school sites for reprovisioning. We will keep the other 26 schools posted of SAE for reprovisioning purpose in future.

7. The Panel has also requested the Administration to provide, in respect two special schools, namely Hong Chi Morning Hill School in Tuen Mun and SAHK Ko Fook Iu Memorial School in Shatin, the following information:

- (a) the Administration's timetable for reprovisioning or redevelopment of the schools; and
- (b) if no timetable in (a) is available, the reasons.

8. Under existing practice, EDB conducts regular review on 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, its quality of education, school location, whether there are other means to improve its physical conditions, etc. Based on the above criteria, EDB will identify special schools in need of R&R for the advice of the School Allocation Committee (the Committee). 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 SSBs concerned will be submitted to the Committee for consideration.

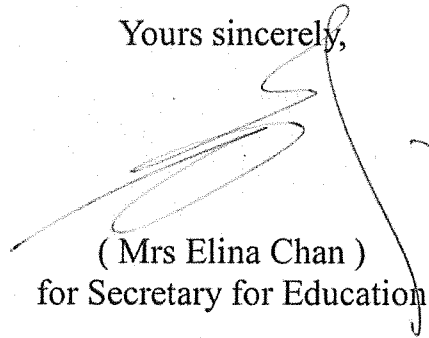
9. The Hong Chi Morninghill School in Tuen Mun has recently been approved to construct five additional classrooms and related facilities on a site adjacent to the School. EDB is following up with relevant departments with a view to completing the works as soon as possible. As regards the SAHK Ko Fook Iu Memorial School in Shatin, approval was given for the School to set up an extension on the adjacent vacant school premises of ex-ECLHK Wo Che Lutheran School. The extension works were completed in 2014, providing additional classrooms and related facilities to meet the needs of the school.

These two schools will continue to be included in the above-mentioned annual R&R review.

Item V – Issues related to teaching and non-teaching manpower in special schools

10. As requested, the wastage rate of teachers (i.e. the number of drop-out teachers¹ as a percentage of the total number of teachers in special schools as at mid-September of the preceding school year) in aided special schools in the 2012/13, 2013/14 and 2014/15 school years was 7.9%, 6.3% and 6.8% respectively.

Yours sincerely,



(Mrs Elina Chan)
for Secretary for Education

¹ "Drop-out teachers" refer to the teachers who served in a special school as at mid-September of the preceding school year but no longer served in any special school as at mid-September of the school year concerned.

Information of the 28 cuboidal shaped school premises

Region	School	District	No. of years since completion of school premises		SIP conducted	Has indicated a need for R&R	
			30-40 years	41-50 years		Yes	No
Hong Kong	1	Hong Kong East	√		√	√	
Kowloon	2 ¹	Sham Shui Po		√	√	√	
	3	Wong Tai Sin	√		√	√	
	4	Wong Tai Sin		√	√	√	
	5	Kwun Tong	√		√	√	
	6	Kwun Tong		√	√	√	
	7 ¹	Kwun Tong		√	√	√	
	8	Kwun Tong		√	√	√	
	9	Kwun Tong		√	√		√
	10	Kwun Tong		√	√		√
New Territories	11	Kwai Tsing	√		√	√	
	12	Kwai Tsing		√	√	√	
	13	Kwai Tsing		√	√		√
	14	Kwai Tsing		√	√		√
	15	Kwai Tsing	√		√	√	
	16	Kwai Tsing	√		√		√
	17	Kwai Tsing	√		√		√
	18	Tsuen Wan	√		√	√	
	19	Tsuen Wan	√		√	√	
	20 ²	Tsuen Wan	√			√	
	21	Tsuen Wan	√		√	√	
	22	Shatin	√		√	√	
	23	Shatin	√		√	√	
	24	Shatin	√		√	√	
25	Shatin	√		√	√		
26	Tuen Mun	√		√		√	
27	Tuen Mun	√		√	√		
28	Tuen Mun	√		√		√	

1 The school will be reprovisioned.

2 No SIP has been conducted to this School, as the School took up the school premises concerned when the SIP was almost completed.

**For discussion
on 14 December 2015**

Legislative Council Panel on Education

Policy and programme on improvement of the teaching and learning environment of public sector schools

Purpose

This paper briefs Members on the policy and programme on the improvement of the teaching and learning environment of ordinary public sector schools mainly through redevelopment and reprovisioning.

Background

2. At present, there are about 850 ordinary public sector primary and secondary school premises built in different periods in accordance with the standards at the time of construction, which cover various facilities and have been changing over the years. Nevertheless, existing school premises in operation are required to comply with prevailing statutory requirements. As at November 2015, over 200 of them were built according to prevailing standards.

3. Among the schools built in different periods, cuboidal shaped school premises were constructed between mid-1960s and 1980 at public housing estates for primary school use. These school premises are often referred to as “matchbox-style school premises” and considered as “sub-standard” school premises as compared with the newly built school premises and prevailing standards. At present, 28 public sector primary schools are operating in such premises and a list of their distribution by region is at Annex A.

Measures to enhance facilities of schools

4. Over the years, the Education Bureau (EDB) have put in place various measures to enhance the facilities of school premises according to the needs of the schools, so as to improve their teaching and learning

environment. These measures mainly include the School Improvement Programme (SIP), reprovisioning programme, redevelopment programme and minor improvement projects. Details are set out in the ensuing paragraphs.

School Improvement Programme

5. SIP, one of the recommendations of the Education Commission in its Report No. 5, was introduced in 1994 to progressively upgrade the teaching and learning environment of schools so as to provide additional space and facilities for teaching, out-of-class activities and supporting services for both teachers and students. Between 1994 and 2006, about 700 ordinary public sector schools built according to the planning standards when the schools were constructed have their school facilities enhanced through one of the five phases of SIP¹. The scope of improvement works for individual schools under SIP varied according to the schools' vision and mission, characteristics, the facilities in place and site conditions.

6. Among the 28 public sector primary schools as mentioned in paragraph 3 above, most of them benefitted under SIP. These schools, having taken into consideration their individual school needs and site-specific constraints, have undergone school facilities improvements to different extent under SIP. About half of them had participated in the last two phases of SIP and had their facilities enhanced² to the prevailing standard of the Schedule of Accommodation at that time as far as practicable.

Reprovisioning

7. Under the established mechanism, the Planning Department, in consultation with EDB, will reserve sites for school development when preparing town plans and planning large scale residential development to cope with the changing population profile in each district resulting from

¹ 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 the schools' facilities to the prevailing standards where technically feasible.

² These facilities consist of core items and other items. The core items include Staff Room, Classroom, Computer Assisted Learning Room, Language Room, and Library. The other items include Staff Common Room, Student Activity Centre, Multiple-purpose Room, Guidance Activity Room, Conference Room, Interview Room, etc. The schools were free to choose the rooms they prefer according to their needs, budget constraint, and site constraint specific to the schools concerned.

population movement. We will also earmark vacant school premises for school use after considering the suitability of its size, location and physical conditions as well as the demand for public sector school places, reprovisioning needs of schools in the district, etc.

8. For reprovisioning of existing schools to new school premises built on reserved school sites or vacant school premises which are suitable for this purpose, allocation is generally done through open and competitive bidding under the School Allocation Exercises (SAE). Since 2005, we have allocated 24 new school premises built on reserved school sites and nine vacant school premises for reprovisioning or extension of existing schools. A list of the schools and sites/premises involved is at Annex B.

9. As mentioned above, allocation of school sites and school premises for reprovisioning is generally conducted on a competitive basis through SAE. All eligible school sponsoring bodies (SSBs) in the territory can apply for reprovisioning of existing schools under their sponsorship when SAE for reprovisioning purpose are launched from time to time. The applications will be assessed by the School Allocation Committee (the Committee), which comprises both official and non-official members. While quality of education is the prime consideration, the Committee will also take into account factors such as the operation track record of the SSB, the school plan after relocation, the physical condition of the school's existing premises, the location of the applicant school (i.e. whether the existing school premises is located in the same district as that of the school premises to be allocated), etc. when assessing the applications. Generally speaking, schools with a site area of less than 3,000 square meters (m²) and premises over 30 years of age without having benefited or having only marginally benefited from SIP would warrant serious consideration. Yet, these are not the pre-requisites for submission of applications since they will be assessed on a case-by-case basis. When assessing the applications, the Committee will give due consideration to each case before working out the recommendations for school allocation. If necessary, the Committee will arrange interviews with the SSBs concerned.

10. Among the 28 public sector schools as referred to in paragraph 3 above, two of them have been allocated new premises in 2015. We will keep these schools informed when there are SAE for reprovisioning purpose

in future.

Redevelopment

11. For in-situ redevelopment projects³, interested schools would indicate their intention for redevelopment to EDB which would assess whether it is worth supporting based on a set of eligibility criteria as elaborated in paragraph 12 below. In some cases, the opportunities for redevelopment may be identified by the Regional Education Offices of EDB based on their comprehensive information about schools in the territory and subsequent discussion with the schools concerned. We have adopted the planning target of no more than five in-situ redevelopment projects per year since 2006, taking into account the available manpower and foreseeable school building commitments within EDB, as well as the likely capacity constraints of the construction sector as gauged from past experience. We are now reviewing the mechanism having regard to the progress of the school projects in hand as well as the redevelopment projects committed so far, funding availability under the Public Works Programme in recent years and the demand from schools for redevelopment.

12. When considering the suitability of projects for in-situ redevelopment, a school site area of at least 3,000 m² is the foremost pre-condition from the technical feasibility point of view. Apart from the quality of education provided and sustainability of the school under consideration, factors such as availability of decanting premises, size of existing school sites, schools' agreement for redevelopment, their readiness (e.g. acceptance by parents and teaching staff) as well as their capacity to deliver the redevelopment projects in parallel with the day to day operation of the schools also need to be considered. Given the uniqueness of each school and the need in identifying suitable decanting premises to suit individual school's needs, such proposals are considered on a case by case basis.

13. For the public sector primary schools as referred to in paragraph 3 above, their relatively small school site area has limited their potential and feasibility for in-situ redevelopment. EDB will liaise with the Housing Authority/Department on the redevelopment plan of relevant public housing

³ In-situ redevelopment may involve demolition of all existing school premises or partial redevelopment .

estates with a view to exploring the feasibility of earmarking suitable school sites in the redeveloped public housing estates concerned for accommodating new schools and/or reprovisioning purpose. SAE will be launched accordingly.

Minor Improvement Projects

14. EDB applies for block allocations under the Capital Works Reserve Fund every year to implement minor improvement works so as to improve the facilities of schools in need, including addition or conversion of classrooms and special rooms. In 2015, there are 15 minor improvement works projects involving a total funding of about \$290 million and some of them are scheduled for completion this year. Besides, EDB also carries out school premises maintenance works to improve the facilities of public sector schools through the established mechanism of major repairs and emergency repairs.

Way forward

15. EDB will continue to improve the teaching and learning environment of schools, especially those built according to past planning standards, through the various means mentioned above, having regard to various factors, including optimal use of public resources and technical feasibility.

Education Bureau
December 2015

**Distribution by Region for the Public Sector Primary Schools
Operated in Cuboidal Shaped School Premises**

Region	Number
Hong Kong Region	1
Kowloon Region	9
New Territories Region	18

Annex B

**Ordinary Primary and Secondary Schools Allocated with
Vacant School Premises for Reprovisioning or Extension since 2005**

No.	District	Year in which the school ceased operation	Name of Vacant School Premises	Address of Vacant School Premises	Primary/Secondary School Allocated with the Vacant School Premises
1	Sham Shui Po	2006/07	Po On Commercial Association School	13 Tong Yam Street, Tai Hang Tung,	Allocated to Alliance Primary School, Tai Hang Tung for whole-day conversion
2	Wanchai	2006/07	St. Mary's Church College	3 Eastern Hospital Road	Allocated to Hennessy Road Government Primary School for whole-day conversion
3	Islands	2008/09	Shun Tak Public School Cheung Chau	2 School Road, Cheung Chau	Allocated to Cheung Chau Government Secondary School for physical extension
4	Sha Tin	2008/09	Tung Wah Group of Hospitals Tam Shiu Primary School	Mei Lam Estate	Allocated to Free Methodist Mei Lam Primary School for reprovisioning
5	Sha Tin	2008/09	Po Leung Kuk Wong Clan Association Primary School	Estate School No.3, Wo Che Estate	Allocated to Wo Che Lutheran School for reprovisioning
6	Kwai Tsing	2009/10	Sheung Kwai Chung Government Secondary School	11 Shek Pai Street, Shek Lei Estate, Sheung Kwai Chung	Allocated to Shek Lei Catholic Primary School for reprovisioning

No.	District	Year in which the school ceased operation	Name of Vacant School Premises	Address of Vacant School Premises	Primary/Secondary School Allocated with the Vacant School Premises
7	Sha Tin	2009/10	Buddhist Bright Pearl Primary School	Estate Primary School, Chun Shek Estate Area 29A	Allocated to Sha Tin Methodist College and Kwok Tak Seng Catholic Secondary School for physical extension on shared-use basis
8	Sha Tin	2009/10	The Church of Christ in China Kei Kok Primary School	Sha Kok Estate	<p>G/F to 2/F and part of 3/F of the premises allocated to Buddhist Kok Kwong Secondary School for physical extension</p> <p>Remaining parts of the premises for office use by the Hong Kong Schools Sports Federation, the Hong Kong Schools Dance Association and the Hong Kong Schools Music and Speech Association</p>
9	Sha Tin	2009/10	Lok Sin Tong Chan Cho Chak Primary School	Jat Min Chuen	Allocated to Dr Catherine F Woo Memorial School for whole-day conversion

**Ordinary Primary and Secondary Schools Allocated
with New School Premises built on Reserved School Sites
for Reprovisioning or Extension since 2005**

No.	District	School Allocation Exercise ("SAE")	Location	Primary/Secondary School Allocated with the school sites
1	Yuen Long	SAE 2005	Area 104, Tin Shui Wai, Yuen Long (School 2)	Allocated to HKFYG Lee Shau Kee College for reprovisioning
2	Kwun Tong	Third SAE 2005	Choi Wan Road and Jordan Valley	Allocated to Choi Wan St. Joseph's Primary School for whole-day conversion
3	Kowloon City	-ditto-	Premises at Inverness Road	Allocated to Bishop Walsh Primary School for whole-day conversion
4	Shamshuipo	-ditto-	Cheung Sha Wan Flatted Factories	Allocated to CCC Heep Woh Primary School for whole-day conversion
5	Shatin	SAE 2006	Tai Wai Maintenance Centre of Ma On Shan Railway	Allocated to Immaculate Heart of Mary School for whole-day conversion
6	Yuen Long	Second SAE 2006	Area 104, Tin Shui Wai	Allocated to Pak Kau College for reprovisioning
7	Yau Tsim Mong	Third SAE 2006	Wylie Road, Yau Ma Tei	Allocated to Methodist School for whole-day conversion
8	Eastern	-ditto-	Pak Fuk Road, North Point	Allocated to Chinese Methodist School (North Point) for whole-day conversion

No.	District	School Allocation Exercise ("SAE")	Location	Primary/Secondary School Allocated with the school sites
9	Shatin	-ditto-	Tai Wai Maintenance Centre of Ma On Shan Railway	Allocated to Shatin Tsung Tsin Secondary School for reprovisioning
10	Southern	-ditto-	Aberdeen Reservoir Road	Allocated to St. Peter's Secondary School for reprovisioning
11	Kwun Tong	-ditto-	Near Choi Wan Road and Jordan Valley	Allocated to St. Joseph's Anglo-Chinese School for reprovisioning
12	Shamshuipo	-ditto-	Fuk Wing Street	Allocated to S.K.H. St. Thomas' Primary School for reprovisioning
13	Shamshuipo	-ditto-	Shek Kip Mei Redevelopment	Allocated to St. Francis of Assisi's Caritas School for reprovisioning
14	Kwun Tong	Second SAE 2008	near Choi Wan Road and Jordan Valley	Allocated to Conservative Baptist Lui Ming Choi Primary School for reprovisioning
15	Kwun Tong	-ditto-	near Choi Wan Road and Jordan Valley	Allocated to Sing Yin Secondary School for reprovisioning
16	Kowloon City	SAE 2010	Kai Tak Development Site 1A-3	Allocated to S.K.H. Yat Sau Primary School and S.K.H. Ching Shan Primary School for reprovisioning and merging into one school at the new premises
17	Kowloon City	-ditto-	Kai Tak Development Site 1A-4	Allocated to Po Leung Kuk Stanley Ho Sau Nan Primary School for reprovisioning

No.	District	School Allocation Exercise ("SAE")	Location	Primary/Secondary School Allocated with the school sites
18	Eastern	Second SAE 2011	ex-Tanner Road Police Married Quarters Site at Pak Fuk Road, North Point	Allocated to Pun U Association Wah Yan Primary School for whole-day conversion
19	Eastern	-ditto-	ex-Tanner Road Police Married Quarters Site at Pak Fuk Road, North Point	Allocated to North Point Methodist Primary School for whole-day conversion
20	Kowloon City	Second SAE 2012	Kai Tak Development, Site 1A-2	Allocated to Cognitio College (Kowloon) for reprovisioning
21	North	SAE 2013	Area 36, Fanling	Allocated to Tung Wah Group of Hospitals Ma Kam Chan Memorial Primary School for reprovisioning
22	Kwun Tong	Fourth SAE 2014	Anderson Road, Kwun Tong, Kowloon (Site no. KT 2b)	Allocated to S.K.H. St. John's Primary School for reprovisioning
23	Shamshuipo	-ditto-	Tonkin Street, Cheung Sha Wan	Allocated to Pak Tin Catholic Primary School for reprovisioning
24	Kwun Tong	-ditto-	Anderson Road, Kwun Tong, Kowloon (Site no. KT 2e)	Allocated to Maryknoll Secondary School for reprovisioning