

For information

Legislative Council Panel on Education

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

Purpose

This paper reports on the progress of the School-based Professional Support (SBPS) Programmes financed by the Education Development Fund (EDF) in the 2014/15 school year (s.y.) and outlines its way forward after the 2016/17 s.y.

Background

2. In July 2004, the Finance Committee (FC) of the Legislative Council approved the setting up of the EDF with a grant of \$550 million to provide diversified SBPS Programmes to build up schools' capacity to take forward education reform measures. Since its inception, the EDF has been supporting schools and teachers by way of the following five strands of the Programmes, namely:

- (i) Principal Support Network (PSN);
- (ii) School Support Partners (SSP) (Seconded Teacher) Scheme;
- (iii) Professional Development Schools (PDS) Scheme;
- (iv) University-School Support Programmes (USP); and
- (v) Collegial Participation in External School Review (ESR).

In January 2012, the FC approved the injection of a sum of \$550 million into the EDF to continue with the provision of the SBPS Programmes for five more school years ending 2016/17, thereby enabling schools to sustain their impetus for self-improvement in varied arenas of work, and for making necessary adjustments arising from education reform initiatives.

3. The Advisory Committee on the Education Development Fund (ACEDF), which comprises representatives of school councils, frontline teachers,

principals, academics and community members, has been set up since August 2004 to advise on the operation of the EDF and the implementation of the SBPS Programmes. A cross-divisional working group, the School Development Key Group (SDKG), has been set up within the Education Bureau (EDB) to oversee and monitor the delivery of the SBPS Programmes on a regular basis.

4. EDB's annual report on the progress of the implementation of the SBPS Programmes for the 2013/14 s.y. was submitted, vide Information Paper No. CB(4)456/14-15(01), in January 2015.

Progress Update

5. The school sector's demand for support services has remained high over the years. In the past eleven years, the EDF has allocated a total of about \$771 million for some 6,694 school support services. In the 2014/15 s.y., about 51% of secondary schools, 47% of primary schools, 68% of special schools and 15% of kindergartens benefitted from different SBPS Programmes. The numbers of schools supported since the 2004/05 s.y., can be found in Annex I. A brief account of the support programmes provided to schools under the five strands in the 2014/15 s.y. is in Annex II.

6. The EDF aims to build up schools' capacity to take forward education reform measures. The results of the annual evaluation¹ consistently affirmed that participating schools were, on the whole, satisfied with the school-based (SB) support provided and that the Programmes could meet the schools' expectations and needs. Besides, the SBPS Programmes have also brought about positive impact on school development in respect of

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

Evaluation results are reported to and discussed in the ACEDF and SDKG meetings annually. Major findings of the evaluation of the SBPS Programmes in the past two years are in Annex III.

¹ Evaluation is conducted by means of questionnaire surveys and / or focus interviews each year.

7. Among the five strands of the SBPS Programmes, USP projects seek to integrate research-based pedagogy into classroom practices, and to invigorate teachers' reflective practices and conceptualisation of knowledge. Under the PDS and SSP programmes, a critical mass of professional partners has been nurtured to play a pivotal role in shaping up local school / curriculum leaders and teachers. On the whole, the knowledge and experiences gained from the implementation of the SBPS Programmes have empowered school heads and teachers as change agents in taking forward education / curriculum reform measures, contributing to self-improvement and development in schools.

8. While the need to further consolidate outcomes of improvement initiatives is accentuated in the review of the New Academic Structure and the annual evaluation of the SBPS Programmes, there are also substantive needs for the SBPS Programmes in the school sector to support school leaders to brave the challenges arising from an array of tasks such as, among others, Catering for Learner Diversity, Teaching Chinese to non-Chinese Speaking (NCS) Students, Enhancing the Interface between Key Stages, notably between kindergarten and primary education. Furthermore, there is the need to provide schools with support to facilitate their development and implementation of education / curriculum initiatives recently advocated, such as the promotion of Self-directed Learning, and enriching the curricula and learning activities of Science, Technology and Mathematics, thereby allowing primary and secondary students to fully unleash their potential in innovation.

Way Forward

9. To build on the achievements of the EDF and to maximise the impact of the SBPS Programmes, we will extend the operation of the EDF till the end of the 2018/19 s.y. so as to allow sufficient time and space for

- (i) further mobilising the critical mass of school / curriculum leaders and teachers as change agents in education / curriculum innovations and to deepen the sharing and collaborative culture among schools; and
- (ii) facilitating schools to sustain and further their development on the initiatives recently launched while disseminating their experiences and effective practices so generated.

10. As some USP projects have been making significant contributions to the knowledge generation of the EDF, USP would constitute a major strand of

support in the coming years while the other strands of the SBPS Programmes would be provided in a similar or relatively reduced scale. It is expected that the knowledge and effective practices generated would eventually be incorporated into future teacher professional development programmes for wider dissemination. The EDB and the service providers of the SBPS Programmes will continue to foster a sharing and collaborative culture among schools and leadership, such that the inspired school/curriculum leaders could join hands to try out, implement and promote territory-wide educational initiatives / policies. A summary of the measures (list of priority themes) is highlighted in Annex IV.

11. As at August 2015, the EDF has a balance of some \$419 million while \$138 million has been earmarked for the 2015/16 s.y. It is anticipated that the remaining balance of the EDF is sufficient to support the provision of the SBPS Programmes to the end of the 2018/19 s.y. No additional funding is required. The expenditure of the SBPS Programmes and cash balance of the EDF from 2004 to 2016 can be found in Annex V.

Advice Sought

12. Members are invited to note the progress of the SBPS Programmes and the way forward for the EDF.

Education Bureau
January 2016

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

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

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

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

**Progress of the Implementation of the
SBPS Programmes in the 2014/15 school year**

I. Principal Support Network (PSN)

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|---|---|
| Strategy | Secondment of experienced principals or recruitment of retired principals to provide collegial support to partner principals, and formation of network clusters to facilitate interactive professional sharing among principals with a view to enhancing their leadership skills through various modes of professional exchange activities. |
| Progress of Implementation | <ul style="list-style-type: none"> ➤ Under the Collegial Principal Support Network, five experienced retired principals were invited to conduct a series of thematic talks entitled “Road to success of Principals” from March to June 2015 to share their practical experiences as school leaders. ➤ To foster leadership of the middle managers, a total of 9 sessions under the Middle Managers Learning Community (MMLC) were organised for vice-principals and senior teachers of secondary schools in three districts, including Sham Shui Po, Hong Kong East and Yau Tsim Mong to enhance their knowledge and skills in school administration and development. These thematic sessions included “Developing Students’ Multiple Intelligences”, “Development of School-based Curriculum” and “Leadership and Motivation”. ➤ Each session of the MMLC consisted of theoretical input, experience sharing along with authentic case studies. |
| No. of Beneficiaries | About 515 principals, vice-principals and senior teachers of secondary, primary and special schools. |
| Accumulated Expenditure (from 2004/05 to 2014/15) | About \$10 million ^{Note} |

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

| | |
|-----------------------------------|--|
| <p>Strategy</p> | <p><u>SSP(Local)</u></p> <ul style="list-style-type: none"> ➤ Secondment of experienced local teachers on a full-time or part-time basis to provide school-based support to teachers in other schools on various theme-based or Key Learning Areas (KLA) projects and to establish platforms for professional sharing. ➤ Local English language teachers of primary and secondary schools participating in a collaboration programme in the Mainland to facilitate professional exchange. <p><u>SSP(Mainland)</u></p> <ul style="list-style-type: none"> ➤ Interflow programmes with Mainland expert teachers (METs) to enhance professional capacity of local teachers. |
| <p>Progress of Implementation</p> | <p><u>SSP(Local)</u></p> <ul style="list-style-type: none"> ➤ A total of 96 seconded teachers under 30 projects were recruited to render support on KLA, Liberal Studies and various themes such as catering for learner diversity, supporting small class teaching, interface between kindergartens and primary education, and supporting students with special educational needs etc. ➤ Under the “Scheme on Hong Kong Teachers’ Exchange Activities to the Mainland” (HKTEAM), six local English language teachers participated in a 5-week professional collaboration programme in the Mainland. Teachers from the Mainland schools were invited to visit Hong Kong schools and to conduct interflow programmes with local teachers during their 1-week stay in Hong Kong. Sharing sessions were conducted in the Mainland cities concerned and in Hong Kong. <p><u>SSP(Mainland)</u></p> <ul style="list-style-type: none"> ➤ 42 METs joined the “Mainland-Hong Kong Teachers Exchange & Collaboration Programme” (MHKTECP). They worked in partnership with local teachers and shared their experiences with local schools in the learning and teaching of Chinese Language and Putonghua at primary and secondary levels and Mathematics at primary level. In respect of |

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| | <p>kindergartens, the collaboration programmes covered areas such as children's mathematical thinking, creative activities in music, physical play or art and school-based teachers' action research activities.</p> <ul style="list-style-type: none"> ➤ To allow more schools to benefit from the MHKTECP, district-based networks for primary schools were established to facilitate schools' development in the learning and teaching of Mathematics. |
| <p>No. of Beneficiaries</p> | <p><u>SSP(Local)</u></p> <ul style="list-style-type: none"> ➤ 96 seconded teachers provided school-based support to 277 schools (107 secondary schools, 112 primary schools, 28 special schools and 30 kindergartens) through the projects. ➤ In addition, six local English language seconded teachers were able to enhance their professional capacity through collaboration with primary and secondary schools in the Mainland under the HKTEAM. Local English language teachers also benefitted from participating in the territory-wide sharing session. <p><u>SSP(Mainland)</u></p> <ul style="list-style-type: none"> ➤ 99 schools (4 secondary schools, 37 primary schools and 58 kindergartens) received intensive school-based support from 42 METs. ➤ Another 33 primary schools received support from 20 METs through four district-based networks with a focus on the learning and teaching of Mathematics. |
| <p>Accumulated Expenditure (from 2004/05 to 2014/15)</p> | <p>About \$304 million ^{Note}</p> |

III. Professional Development Schools (PDS) Scheme

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|---|---|
| Strategy | Schools with exemplary practices in learning and teaching and a good sharing culture are designated as PDSs. Each PDS will form a network with two or three partner schools (PS) focusing mainly on specific pedagogical themes to foster an interactive collaborative culture and to enhance the effectiveness of learning and teaching through various exchange activities. |
| Progress of Implementation | Support services were provided by the 33 PDS (15 secondary schools, 16 primary schools, and 2 special schools), covering a wide range of subjects and themes, including Chinese Language, Mathematics, General Studies, Liberal Studies, catering for learner diversity, life planning and supporting students with special educational needs, etc. |
| No. of Beneficiaries | 94 partner schools (46 secondary schools, 46 primary schools and 2 special schools). |
| Accumulated Expenditure (from 2004/05 to 2014/15) | About \$63 million ^{Note} |

IV. University-School Support Programmes (USP)

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|----------------------------|---|
| Strategy | Universities are commissioned to provide schools with diversified school-based professional support connecting research-based pedagogies with classroom practices to cater for schools' development needs. |
| Progress of Implementation | Support services were provided to kindergartens, primary, secondary and special schools through the following nine USP projects: <u>For Kindergartens:</u> 1. Supporting Kindergartens in the Teaching and Learning of Chinese for Non-Chinese Speaking (NCS) Children (2012-2015) <i>(Centre for Advancement of Chinese Language Education and Research, Faculty of Education, The University of Hong Kong)</i> |

2. Quality Early Childhood Education: The Practice of Assessment for Learning and the Use of Portfolios in Kindergartens (2012-2015)

(School Development and Evaluation Team, Hong Kong Centre for the Development of Educational Leadership, The Chinese University of Hong Kong)

For Primary Schools:

3. Accommodating Diversity: Supporting the Learning and Teaching of Chinese Language for Non-Chinese Speaking Students in Primary Schools (2014-2017)

(Centre for Advancement of Chinese Language Education and Research, Faculty of Education, The University of Hong Kong)

4. Provision of School-based Support in the Learning of Chinese Language for Non-Chinese Speaking Students at Primary Level (2014-2017)

(PolyU Technology and Consultancy Company Limited)

For Secondary Schools:

5. Quality School Improvement Project: Support for Learning Diversity (2013-2016)

(Hong Kong Institute of Educational Research, Faculty of Education, The Chinese University of Hong Kong)

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| | <p>6. Tradition and Innovation: Supporting the Learning and Teaching of Chinese Language for Non-Chinese Speaking Students in Secondary Schools (2013-2015) <i>(Centre for Advancement of Chinese Language Education and Research, Faculty of Education, The University of Hong Kong)</i></p> <p><u>For Special Schools:</u></p> <p>7. Quality School Improvement Project: School Improvement for Special Schools (2012- 2015) <i>(Hong Kong Institute of Educational Research, Faculty of Education, The Chinese University of Hong Kong)</i></p> <p><u>For Primary and Secondary schools:</u></p> <p>8. Self-directed Learning in Science with e-Learning Support for Learner Diversity and Smooth Primary-Secondary Transition (2014-2017) <i>(Centre for Information Technology in Education, Faculty of Education, The University of Hong Kong)</i></p> <p>9. Quality School Improvement Project: A Whole School Approach to Implementing Self-Directed Learning as a Strategy to Cater for Learner Diversity (2014-2017) <i>(Hong Kong Institute of Educational Research, Faculty of Education, The Chinese University of Hong Kong)</i></p> |
| No. of Beneficiaries | A total of 206 schools, including 72 secondary schools, 44 primary schools, 9 special schools and 81 kindergartens. |
| Accumulated Expenditure (from 2004/05 to 2014/15) | About \$387 million ^{Note} |

V. Collegial Participation in External School Review (ESR)

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|---|--|
| Strategy | Experienced serving principals and teachers are invited to serve as external reviewers in the ESR team. |
| Progress of Implementation | Principals, vice-principals and senior teachers continued to be recruited to join the ESR for secondary, primary and special schools which commenced in the 2009/10 s.y. |
| No. of Beneficiaries | Between September 2014 and June 2015, 145 external reviewers from 77 secondary schools, 56 primary schools and 12 special schools joined ESR. |
| Accumulated Expenditure (from 2004/05 to 2014/15) | About \$7 million ^{Note} |

Note: round up to the nearest million

Major findings of the evaluation of the SBPS Programmes

Evaluation that comprises questionnaire surveys and/or focus interviews are conducted every year to assess the effectiveness of the SBPS Programmes. The findings inform future planning and implementation of the SBPS Programmes, and facilitate knowledge management and dissemination.

2. For the 2013/14 s.y., 377 questionnaires were received from 411 participating schools (return rate: 92%) and 42 focus interviews were conducted. As for the 2014/15 s.y., 660 questionnaires were received from 674 participating schools (return rate: 98%) and 48 focus interviews were conducted. Main findings of the evaluation of USP, PDS and SSP for the two years are summarised as follows²:

- (i) participating schools, on the whole, were satisfied with the school-based support provided (4.19);
- (ii) the support could meet the schools' expectations (4.20) and needs (4.15);
- (iii) the ratings on the impact of the SBPS Programmes on learning and teaching, professional capacity of teachers, and development of schools are 4.01, 3.80, and 3.88 respectively, which show that schools receiving support were making significant and steady improvements in the learning and teaching of the schools;
- (iv) the rating for knowledge and experience of the service providers is very high (4.38), which shows that most project participants highly recognised the knowledge and work of the service providers.

3. Qualitative data from evaluation also revealed that USP projects e.g. on enhancing the Chinese learning of non-Chinese speaking (NCS) students, have been making significant contributions to the knowledge generation and management of the EDF, especially in areas such as effective teaching strategies and enhanced understanding of the learning of NCS students. PDS and SSP (local) projects, on the other hand, have been playing a very important role in nurturing local curriculum leaders and enhancing skills and knowledge of teachers (i.e. providing and/or receiving support) in lesson design and curriculum planning. Moreover, participating teachers of the SSP Scheme gave high recognition to the seconded Mainland teachers in their effectiveness of the support in terms of promoting lesson study, encouraging teacher reflection and establishing collaborative work culture. Both the local and Mainland teachers participating in HKTEAM also reported that their English language teaching and learning had

² The ratings reported in summary items (i) to (iv) are the averaged ratings of the same item in the questionnaire surveys for the 2013/14 s.y. and 2014/15 s.y.. A 5-point Likert scale was adopted with '5' as the highest and '1' as the lowest.

been enhanced by the Scheme.

4. School principals and middle managers participating in PSN and MMLC reported to have been inspired by the thematic talks organised. Experienced principals and teachers who served as external reviewers in the ESR reported that they had learnt from the review process good practices of other schools, and their capacity for School Self Evaluation had been enhanced.

5. The objectives of the SBPS Programmes are achieved at different levels:

| Objective | Achievement |
|---|---|
| School Level | |
| To bring coherence to processes and initiatives at school level to sustain and maximise the impact of education/ curriculum reform/development on learning and teaching in particular | <ul style="list-style-type: none"> • Developing school-based curriculum • Nurturing local curriculum leaders |
| Teacher Level | |
| To build professional capacity of teachers to lead and sustain the reform/ development | <ul style="list-style-type: none"> • Improving teaching design and strategies • Encouraging teacher reflection • Promoting lesson study • Establishing collaborative work culture |
| Student Level | |
| To support student learning and develop students' potential | <ul style="list-style-type: none"> • Enhancing students' learning effectiveness • Arousing students' interest in learning and increasing their classroom participation |

Priority themes for the SBPS Programmes

In view of service needs, the following priority themes, which have been deliberated in the meetings of the ACEDF and the SDKG meetings, would become the focuses of support in the coming few years:

Addressing learner diversity

While schools have been catering for a diversity of needs of NCS students and students with special educational needs (SEN), learner diversity in the everyday classroom remains one of the greatest challenges faced by teachers. Facilitating students to engage themselves in self-directed learning, which is one of the focuses of the latest curriculum guide, could help cater for the different interests, abilities, learning styles and paces of students. The EDF has commissioned three USP support projects with themes on catering for learner diversity and self-directed learning from the 2013/14 s.y. In the current and past two school years, the total number of support services provided by these three USP projects seriously fell short of the demand of the sector³.

Although the support for teachers teaching NCS students has been stepped up since the 2014/15 s.y., many teachers have reported that they felt that they were not confident and competent enough to teach Chinese as second language to their NCS students. Supporting Chinese language teachers to teach in a culturally and linguistically diverse classroom with reference to the new “Chinese Language Curriculum Second Language Learning Framework” and the “Chinese Language Assessment Tools” recommended by the EDB as well as identifying the pedagogical gaps between different educational levels would thus be the priority themes of support for the coming school years.

Besides, there is a pressing need to support teachers in catering for students with special educational needs. The three-year USP project namely “Quality School Improvement Project: School Improvement for Special Schools” was completed in the 2014/15 s.y. The EDF is planning to expand the scope of the support service providers to include experts from non-governmental organisations to encourage cross-sector/ disciplinary-based support for students with SEN.

³The number of school applications for the three USP projects on learner diversity and self-directed learning were 431 (including 158 primary schools and 273 secondary schools), whereas the total number of support services allocated to schools were 211 (including 55 primary schools and 156 secondary schools).

KG to primary education

Educational studies show that academic attainment and learning motivation of students may drop significantly with inadequate and inappropriate transition arrangements. Transition from KG to primary school has been widely recognised as a critical step for children. A smooth transition could help students to build positive self-esteem and remain motivated towards school and learning. As KG education is important in laying the foundation for life-long learning and whole person development, the future support would focus on helping kindergarten children with different backgrounds and learning needs in the transition to primary school and also facilitating KG teachers to keep abreast of new curriculum initiatives in kindergarten education in order to pave the way for the implementation of the revised pre-primary curriculum guide in the 2017/18 s.y.

New curriculum initiatives

Appropriate support is needed to allow initiatives recently launched in schools to flourish. As advocated in the 2015 Policy Address, the curricula and learning activities of Science, Technology and Mathematics would be renewed and enriched to allow primary and secondary students to fully unleash their potential in innovation. Future support of the EDF would focus on equipping teachers with knowledge and skills in adopting an interdisciplinary and applied approach to inspire students to excel in these subjects and to unleash their potential in innovation. The support would aim at sustaining and developing the outcomes of the related pilot projects and managing the knowledge and experience generated from the projects.

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

Expenditure and Accumulated Expenditure for the SBPS Programmes

| School Year (Sept – Aug) | (HK\$ Million) | | | | | | | | | | | | Accumulated Expenditure 2004/05 to 2014/15 | 2015/16 (Estimate) |
|---|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|---------------------|---------------|--|--------------------|
| | 2004/05 (Actual) | 2005/06 (Actual) | 2006/07 (Actual) | 2007/08 (Actual) | 2008/09 (Actual) | 2009/10 (Actual) | 2010/11 (Actual) | 2011/12 (Actual) | 2012/13 (Actual) | 2013/14 (Actual) | 2014/15 (Unaudited) | | | |
| Principal Support Network (PSN) | 2.29 | 0.99 | 0.75 | 0.86 | 1.42 | 1.46 | 0.32 | 0.86 | 0.52 | 0.08 | 0.08 | 9.63 | 0.32 | |
| School Support Partners (Seconded Teacher) Scheme (SSP) | 1.08 | 9.43 | 22.20 | 25.89 | 31.77 | 23.01 | 28.35 | 28.14 | 36.27 | 50.00 | 47.96 | 304.1 | 52.22 | |
| Professional Development Schools (PDS) Scheme | 1.60 | 1.56 | 4.68 | 2.37 | 4.99 | 7.58 | 6.22 | 6.08 | 5.55 | 13.46 | 8.82 | 62.91 | 21.21 | |
| University-School Support Programmes (USP) | 20.20 | 24.16 | 37.10 | 63.70 | 30.75 | 55.49 | 30.15 | 23.83 | 29.72 | 29.08 | 42.33 | 386.51 | 63.11 | |
| Collegial Participation in External School Review (ESR) | 0.51 | 0.66 | 0.78 | 0.51 | 0.35 | 0.76 | 0.69 | 0.37 | 0.64 | 0.59 | 0.9 | 6.76 | 0.79 | |
| External Review (ER) of SBPS/SBSS Programmes | 0.00 | 0.00 | 0.00 | 0.18 | 0.37 | 0.37 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.92 | 0.00 | |
| Total | 25.68 | 36.80 | 65.51 | 93.51 | 69.65 | 88.67 | 65.73 | 59.28 | 72.70 | 93.21 | 100.09 | 770.83 | 137.65 | |

Cash Balance of EDF at the end of each School Year

| School Year (Sept - Aug) | (HK\$ Million) | | | | | | | | | | | |
|---|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|---------------------|--------------------|
| | 2004/05 (Actual) | 2005/06 (Actual) | 2006/07 (Actual) | 2007/08 (Actual) | 2008/09 (Actual) | 2009/10 (Actual) | 2010/11 (Actual) | 2011/12 (Actual) | 2012/13 (Actual) | 2013/14 (Actual) | 2014/15 (Unaudited) | 2015/16 (Estimate) |
| Opening Cash Balance | 0.00 | 535.45 | 505.63 | 457.05 | 379.61 | 316.40 | 229.49 | 165.62 | 662.32 | 598.46 | 512.61 | 419.03 |
| Income | | | | | | | | | | | | |
| Fund Injection | 550.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 550.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Interests | 11.13 | 6.98 | 16.93 | 16.07 | 6.44 | 1.76 | 1.86 | 5.98 | 8.84 | 7.36 | 6.51 | 5.32 |
| Expenditure | | | | | | | | | | | | |
| SBPS Programmes Expenditure | (25.68) | (36.80) | (65.51) | (93.51) | (69.65) | (88.67) | (65.73) | (59.28) | (72.70) | (93.21) | (100.09) | (137.65) |
| Cash Balance (by the end of Aug) | 535.45 | 505.63 | 457.05 | 379.61 | 316.40 | 229.49 | 165.62 | 662.32 | 598.46 | 512.61 | 419.03 | 286.7 |