

**For discussion
on 7 December 2018**

Legislative Council Panel on Education

**3358EP – A 30-classroom primary school at Shui Chuen O, Sha Tin
and the related policy and mechanism on
school building and improvement works**

PURPOSE

This paper aims to brief Members on the proposed construction of a new primary school at Shui Chuen O, Sha Tin including the timeline for implementation of the school building project. In response to Members' requests, the paper also sets out the prevailing policy and established mechanism related to school building and improvement works for public sector schools, including site reservation, school allocation, construction and improvement works and other related matters.

A 30-CLASSROOM PRIMARY SCHOOL AT SHUI CHUEN O

PROJECT SCOPE AND NATURE

2. The project scope includes the construction of a 30-classroom primary school at an estimated cost of about \$363.2 million in money-of-the-day (MOD) prices. The proposed scope of works includes –

- (a) 30 classrooms;
- (b) six special rooms, comprising a music room, a visual arts room, a general studies room, a multi-purpose room, a computer assisted learning room and a language room;
- (c) four small group teaching rooms;
- (d) a guidance activity room;

- (e) two interview rooms;
- (f) a staff room and a staff common room;
- (g) a student activity centre;
- (h) a conference room;
- (i) a library;
- (j) an assembly hall;
- (k) multi-purpose areas;
- (l) two basketball courts;
- (m) a running track¹; and
- (n) ancillary facilities including an accessible / fireman's lift, facilities for the disabled, a tuck shop-cum-central portioning area, stores and toilets, etc.

3. The proposed new school premises with a site area of about 8 770 square metres (m²) will meet the planning target of providing 2 m² of open space per student. The site and location plan and an artist's impression of the new school premises are at **Enclosures 1 to 2**.

JUSTIFICATION

4. Under the established mechanism, the Government will reserve sites for public sector school development when preparing town plans and planning large-scale residential developments having regard to the planned population intake and on the basis of the needs for community services in accordance with the guidelines set out in the Hong Kong Planning Standards and Guidelines (HKPSG). The school site in question was reserved in accordance with the

¹ A 60-metre running track will be provided to make optimal use of the campus space.

above-mentioned mechanism.

5. After taking into account the projected demand for public sector primary school places of the Sha Tin District including those arising from the population intake of the Shui Chuen O Estate, as well as the demand and supply situation and views of the existing schools of the district, we consider that the long-term demand of the district should justify the development of a new 30-classroom aided primary school at the reserved Shui Chuen O site. The planned school premises to be constructed was subsequently allocated through the School Allocation Exercise (SAE) completed in 2017 to the Tung Wah Group of Hospitals (TWGHs) for operating a new aided primary school. Pending completion of the new premises, the new aided primary school (i.e. the TWGHs Shui Chuen O Primary School) has commenced operation at a vacant school premises at Mei Lam Estate, Sha Tin, with effect from the 2018/19 school year.

IMPLEMENTATION PLAN

6. We plan to seek the endorsement of the Public Works Subcommittee (PWSC) and funding approval of the Finance Committee (FC) of the Legislative Council for the proposed project in the first quarter of 2019. Subject to the funding approval of FC, the construction works is expected to commence in the third quarter of 2019 for completion in the first quarter of 2022.

PUBLIC CONSULTATION

7. We consulted the Education and Welfare Committee of the Sha Tin District Council on 8 November 2018. The Committee supported the project and requested the Education Bureau (EDB) to continue liaising with the relevant departments on the commuting arrangements for students at the proposed school premises.

POLICY AND MECHANISM RELATED TO SCHOOL BUILDING AND IMPROVEMENT WORKS

8. In response to Members' requests, we would like to brief Members on the prevailing policy and established mechanism related to school building

and improvement works, including site reservation, school allocation, school building programme and improvement to existing school premises, as well as the facilities and equipment specifications of a standard design school, which are set out in the ensuing paragraphs.

RESERVATION AND ALLOCATION OF SCHOOL SITES AND SCHOOL BUILDING PROGRAMME

9. As mentioned in paragraph 4 above, the Planning Department (PlanD) will reserve sites for school development when preparing town plans and planning large-scale residential developments having regard to the planned population intake and on the basis of the needs for community services in accordance with the guidelines set out in HKPSG in accordance with the prevailing mechanism. In the process, EDB will be consulted.

10. Insofar as planning of public sector primary and secondary school building projects is concerned, land is a scarce resource and construction of new school premises involves immense resources. We therefore have to consider with prudence if addition of a new operating school would commensurate with the long term sustainable development of the district concerned so as to avoid negative impacts on the steady development of the school sector as a whole. We will take into account factors including the planned development of the area concerned, the school-age population projections which are compiled based on the population projections updated regularly by the Census and Statistics Department and the projection of population distribution released by PlanD, the actual number of existing students and school places available at various levels, the prevailing education policies, other factors which may affect the supply and demand of school places, etc., in order to decide if a premises should be used for operating a new school or reprovisioning an existing school, and when to kick-start the relevant school building project. It is also worth noting that a new school building project, from planning to completion, involves various stages. Variations and uncertainties may come into play during the process.

11. With regard to allocation of reserved sites for school use, we will normally invite application from all eligible non-profit-making organisations in the territory through an open and competitive bidding SAE and make relevant announcement through press release and EDB website. The School Allocation Committee comprising official and non-official members is established to make

recommendations on school allocations to the Permanent Secretary for Education. When assessing the applications, quality of education is the prime consideration. Other factors, including operation track records and conditions of existing school premises (where applicable), proposed school plans, etc., will also be considered.

12. In sum, we have to take into account various factors before initiating a school building project. Hence, the commencement date of a new school may not necessarily tie in with the population intake schedule of the nearby new housing development. We will continue to explore ways to improve the planning mechanism despite the unavoidable limitations of the population projections. To this end, we will enhance our communication with relevant departments so as to obtain timely updates on the relevant projected school-age population with reference to the latest programme and intake schedule of major housing development as far as practicable, with a view to confirming the need for setting up new schools and then kicking-start the relevant school building project in time.

PROVISION OF FACILITIES FOR PUBLIC SECTOR PRIMARY AND SECONDARY SCHOOLS

13. There are currently about 850 ordinary public sector school premises built in different periods in accordance with the standards at the time of construction. About 200 of them were built with the prevailing standard design which has come into place since 1997. Under the existing mechanism, Schedule of Accommodation (SoA) for standard-design public sector primary and secondary schools are in place to list out the number and types of rooms and facilities required for teaching and learning activities as well as school administrative and support use.

14. When delivering school building projects, EDB and the Architectural Services Department (ArchSD) will make reference to the SoA to assess the technical feasibility of a planned project and to prepare the detailed design of school premises in close consultation with the schools / School Sponsoring Bodies (SSBs) concerned. For projects taken forward by SSBs under the self-delivery mode, the SSBs concerned are also required to follow the SoA in terms of standard facilities. While the Government will bear the construction cost of the standard facilities set out in the SoA, the SSB will need to shoulder the cost

for above-standard facilities, if any.

15. EDB also provides reference lists of furniture and equipment (F&E) for public sector primary and secondary schools respectively to serve as general guidance on furnishing and equipping the new school premises concerned. Under the prevailing mechanism, the Government is responsible for the F&E cost for reprovisioning / redevelopment projects for existing schools, while that related to a newly set up school is borne by the SSB concerned.

16. In order to balance the need to ensure prudent use of public money through proper monitoring on the scope and hence cost of F&E items on one hand, and to provide sufficient flexibility for schools in procuring items that meet their school-based teaching and learning needs on the other, the aforementioned F&E lists seek to set out the basic facilities and the associated reference costs for schools' reference when compiling the procurement list for the F&E subsidy from the Government. Schools are free to procure F&E items not listed on the reference lists provided that they can be justified by operational needs and comply with the cost-effectiveness principle. Noting that full scale review of the reference F&E lists has not been conducted for some time and some of the items listed thereat may no longer meet the prevailing teaching and learning needs, we are in the process of reviewing the lists and will seek the views of the sector as appropriate.

IMPROVEMENT TO EXISTING SCHOOL PREMISES

17. Apart from implementing school building projects to meet new demand for public sector school places, over the years, we have also adopted various measures to enhance the facilities of existing schools according to their needs, so as to improve their teaching and learning environment. These measures mainly include the completed School Improvement Programme (SIP), and the existing reprovisioning programme, redevelopment/extension programme as well as the annual major repairs (MR) exercise and emergency repairs (ER) mechanism.

18. SIP was implemented in five phases from 1994 to 2006 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. Phases One to Three of SIP

focused on upgrading the schools' teaching, learning and administration facilities. Phase Four and the Final Phase aimed to upgrade the schools' facilities to the prevailing standards (which are still the existing standards) where technically feasible. The scope of improvement works for individual schools under SIP varied according to the schools' wish, characteristics, the facilities in place and site conditions. About 700 ordinary public sector schools not built according to the prevailing planning standards have their school facilities enhanced through one of the five phases of SIP. Over half of them underwent the last two phases of works. 135 schools did not participate in SIP due to various reasons, including technical infeasibility, school closure, under enrollment, cost-ineffectiveness, school-based consideration, etc. As at October 2018, 80 of these schools have been closed and one is being phased out and expected to cease operation from the 2019/20 school year. Another 34 have been reprovisioned, redeveloped or extended over the years. Improvement works for another eight schools, which are rural schools, to provide additional classrooms and special rooms based on schools' needs have either been completed or underway.

19. For reprovisioning of existing schools to new school premises built on reserved school sites or vacant school premises (VSPs) which are suitable for this purpose, allocation is generally done through open and competitive bidding SAEs. All eligible SSBs in the territory can apply for reprovisioning of existing schools under their sponsorship when SAEs for reprovisioning purpose are launched from time to time. In the recent five years, a total of five sites and six VSPs were allocated for reprovisioning purpose or physical extension of existing ordinary public sector schools. We will continue to review the reserved school sites and VSPs under EDB, and expedite the allocation process for premises for reprovisioning or extension purpose through the existing mechanism.

20. For in-situ redevelopment/extension projects, interested schools would indicate their intention and we would assess whether or not it is worth supporting based on a set of eligibility criteria, including the technical feasibility in light of the site constraint, quality of education provided, sustainability of the school concerned, availability of suitable decanting premises (if required), readiness of the school, etc. In the recent five years, we have completed or are taking forward ten redevelopment and extension projects for ordinary public sector schools. We will take into account the available manpower in light of the progress of the school projects in hand, funding availability under the Public Works Programme and foreseeable school building commitments within EDB,

as well as the likely capacity constraints of the construction sector as gauged from past experience when deciding on the number of projects to be supported and taken forward.

21. Aided schools may also apply for school premises maintenance and repair works under the annual MR exercise and the established ER mechanism to enhance school facilities based on their needs. Increased resources have been deployed for this purpose in recent years. In this regard, we have earmarked about \$1.513 billion in 2018-19 for carrying out the works concerned, representing a significant increase of nearly 28% when compared with the estimates for 2017-18.

22. Besides, to further improve the existing school premises, we also implement improvement programmes with specific themes from time to time. For example, based on the consensus reached with the sector earlier on, we have commenced improvement works for primary schools operating in “matchbox-style school premises” with a focus on addressing the common problems arising from the unique architectural design features of those premises. The relevant improvement works commenced in the summer break in 2017, and are expected to be completed by the summer break in 2019. Under this programme, we have also explored technically feasible means for more flexible use of existing space, such as internal conversion and installation of moveable partition walls to turn existing facilities into temporary special rooms. We are following up the relevant works in accordance with the schools’ wishes and needs, with a view to improving their teaching and learning environment with the limited space and architectural design of the existing school premises. We have received very positive feedback from the schools on the conversion works related to flexible use of existing space. With this experience gained, we are working on an improvement programme to take forward similar minor conversion works for other types of school premises with a view to enhancing the efficiency and flexibility in the use of existing space, and have earmarked additional dedicated resources for this purpose.

23. In addition, as announced in the 2017 Policy Address, the Government will provide air-conditioning systems for standard teaching facilities (including classrooms and special rooms), student activity centres and assembly halls in all public sector schools. Apart from the provision of a recurrent grant for schools to cover the related daily expenses from the 2018/19 school year, starting from the summer break in 2018, EDB has progressively

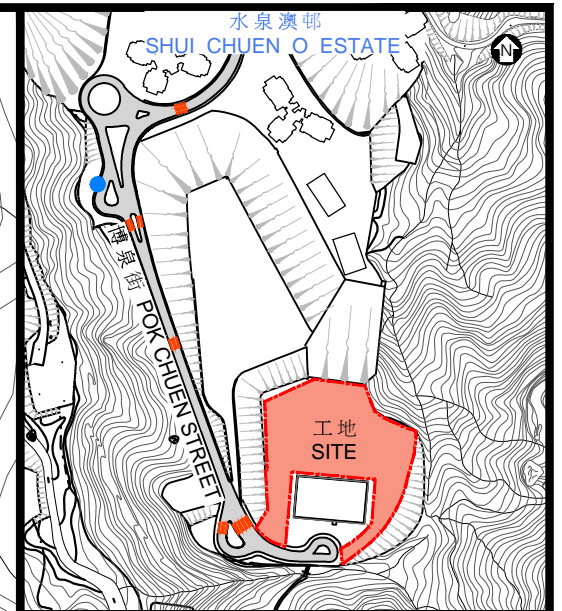
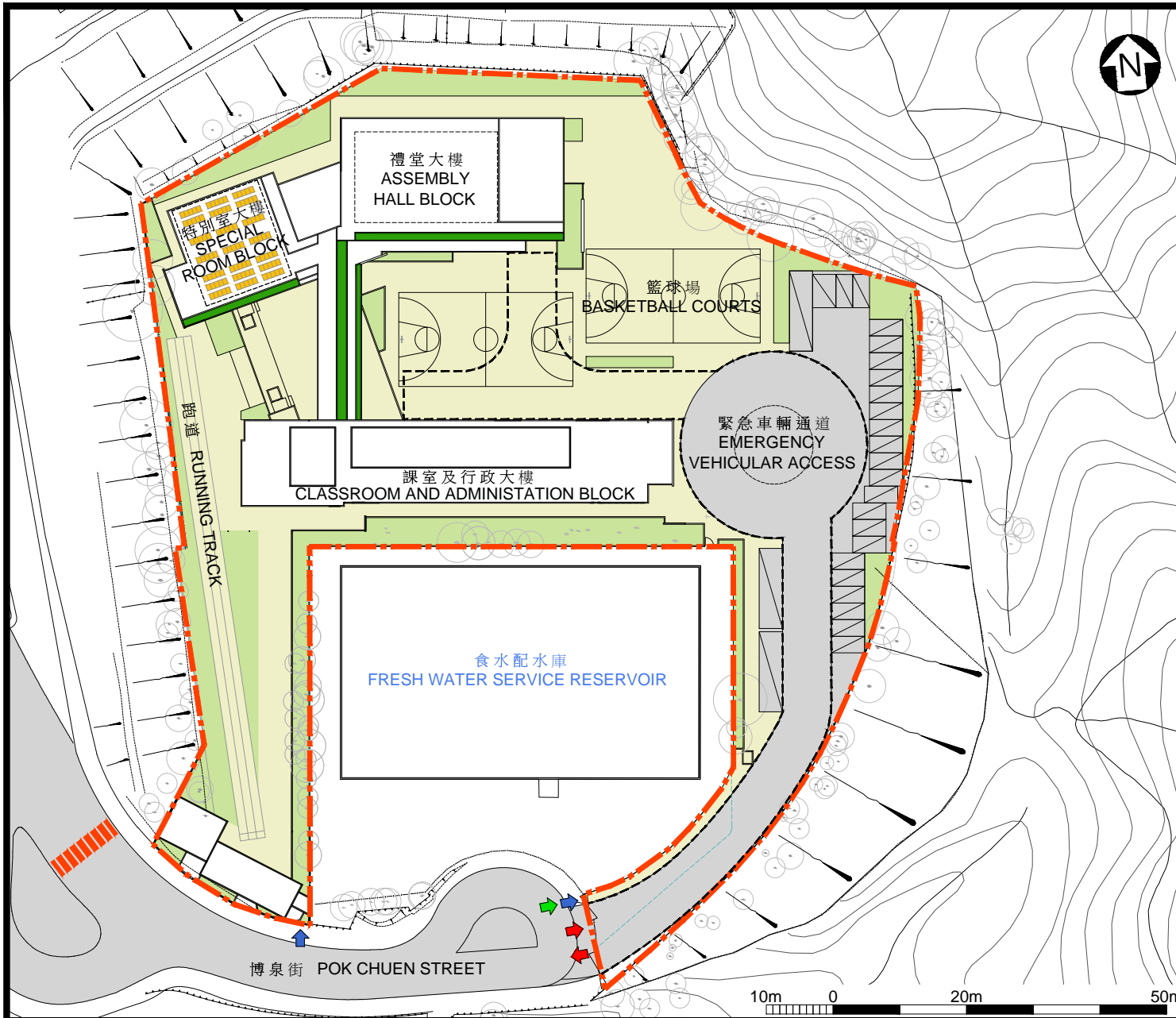
taken forward the air-conditioning installation works at the eligible facilities without such provision. Relatively simple installation works (e.g. installation of standalone air-conditioning units in classrooms) are expected to be completed by end 2018, while installations that involve more complicated associated works (e.g. involving upgrading of school premises' power supply systems to support the relevant air-conditioning installation works) are expected to be completed in phases in 2019-20.

24. As announced in the 2018-19 Budget, the Government has also earmarked a provision of \$2 billion to expedite the installation of lifts for public sector schools without such provision. EDB will set up a dedicated team (including designated consultants) to centrally handle the lift installation works. We are taking forward the tendering exercise for engagement of the consultants expeditiously. The newly-appointed consultants are expected to assume duty in the first quarter of 2019. They will then arrange designated staff to conduct initial technical feasibility study and assessment for the lift installation works at the schools concerned, with a view to completing the work in a year's time. EDB will, based on the results and actual circumstances of individual schools, formulate an installation timetable and commence the related works as soon as practicable. The installation works are expected to be completed in eight years' time.

WAY FORWARD

25. Members are invited to support the submission of the proposed 30-classroom primary school at Shui Chuen O for PWSC's endorsement and FC's funding approval.

26. In parallel, EDB will continue to reserve suitable school sites and VSP, and take forward the school building programme as well as appropriate maintenance and improvement works to meet the anticipated needs of existing schools.



位置圖
LOCATION PLAN 20m 0 40m 100m

圖例 LEGEND

	行人出入口 PEDESTRIAN ENTRANCE / EXIT
	車輛出入口 VEHICULAR INGRESS / EGRESS
	無障礙出入口 BARRIER-FREE ENTRANCE / EXIT
	地面綠化 AT-GRADE GREENING
	屋頂綠化 LANDSCAPED ROOF
	通道 / 露天場地 CIRCULATION / OPEN AREA
	工地界線 SITE BOUNDARY
	太陽能光伏板 PHOTOVOLTAIC PANEL
	行人過路處 AT-GRADE PEDESTRIAN CROSSING
	現有小巴士站 EXISTING MINI-BUS STOP

工地平面圖
SITE PLAN

358EP
沙田水泉澳 1 所設有 30 間課室的小學
A 30-CLASSROOM PRIMARY SCHOOL AT SHUI CHUEN O, SHA TIN

 ARCHITECTURAL SERVICES DEPARTMENT 建築署



從東北面望向小學的構思圖
VIEW OF THE PRIMARY SCHOOL FROM NORTHEAST DIRECTION

構思圖
ARTIST'S IMPRESSION

358EP
沙田水泉澳一所設有30間課室的小學
30-CLASSROOM PRIMARY SCHOOL AT SHUI CHUEN O, SHATIN



ARCHITECTURAL
SERVICES
DEPARTMENT 建築署