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Professionally competent 專業素養 Socially
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HKIEd Talents

Future Leaders for Change

教院濟濟人才 | 領導變革未來



Ng Wai-man 吳蔚文



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Chairman's Foreword

校董會主席前言



This is my fourth review as Chairman of the Council, and I am very encouraged by how much our Institute has achieved during the past year.

Grounded in the *Strategic Plan 2009-12 and Beyond*, and under the leadership of former President Professor Anthony B.L. Cheung, our Institute has made significant progress in recent years towards turning “Education-plus”, a vision that guides us in the transformation process, into reality. Today, we can confidently say that the Institute is an “Education-focused, multidisciplinary institution of higher learning with significant research capacity”. In terms of academic programmes, the Institute is now a fully-fledged university-level institution that offers teacher education and complementary disciplines in the Humanities, Social Sciences and Creative Arts and Culture, at the bachelor, master and doctoral levels. Our Institute has also made remarkable progress in research in the last couple of years. The funding secured in highly competitive bids for local and international research grants, and the number of research projects awarded, again reached new heights in 2011-12.

With the conviction that we have completed the major and necessary steps essential for the conferment of university title, our Institute submitted a report entitled *Final Preparation for University Title* to the Government in January 2012. The report articulates the transformation that our Institute has accomplished, our vision for the future as a University of Education and our role in the wider education landscape. In the report, the Institute also benchmarks its operations against other institutions funded by the University Grants Committee and affirms that it is on a par with its sister universities. After submission of the report, the Institute continues to follow up, and to communicate with relevant stakeholders.

Given that we are a growing institution, talent is pivotal to the Institute's success. With the implementation of the 3-3-4 academic structure at university level in 2012-13, the competition for talent will be more intense. We have taken steps to enhance staff retention, and a new performance-based pay adjustment system was introduced in July 2011, after extensive consultation across the Institute community. The Institute also encourages and recognises

這是我擔任教院校董會主席以來，第四次為教院年報撰寫前言。我對本校過去一年取得的驕人成就，深感鼓舞。

本校在前任校長張炳良教授的領導下，以《策略發展計劃 跨越2009-12》為基礎、「教育為本，超越教育」的願景為指導理念，在變革進程上，近年已取得極為可喜的發展。今天，我們可以昂然宣稱本校是一所「以教育為本，提供多元學科兼具研究實力的高等學府」。在學術課程方面，本校目前更已成為一所具備大學水平的院校，提供全面的教師教育，以及人文、社會科學、創意藝術及文化等相關學科的學士、碩士及博士程度課程。本校過去幾年在研究領域的成績同樣有目共睹，在二零一一至一二年度競爭激烈的本地及國際研究金撥款申請中，本校獲得資助的金額和研究項目，均創出新高。

我們深信，本校已完成正名為大學的主要及必要程序，並於二零一二年一月向政府提交一份名為《正名大學最後準備》的報告，概述本校在邁向大學過程中的重大轉變、我們對成為教育大學後的願景，以及在廣大教育領域上將會扮演的角色。報告更將本校與其他同樣獲大學教育資助委員會資助的院校，作一比較，以事實證明，教院在實際運作上與其他院校並無異致。報告提交後，本校仍會繼續跟進，並與各持份者溝通。

本校日漸茁壯，惟成功關鍵卻繫於人才。二零一二至一三年度，三三四新學制在大學推行後，人才的爭逐將更為激烈。因此，我們會盡力挽留員工，而經過校內廣泛諮詢，本校已於二零一一年七月採用全新的，以職效為本的薪金調整制度。本校還新設「傑出表現校長獎項」，以鼓勵及嘉許在教學、研究及行政服務方面表現傑出的員工。我很榮幸獲邀參加二零一二年五月的頒獎典禮，與一眾得獎者及其親屬好友、提名人及同事，分享喜悅。我相信，教院員工從獎項的設立中，體會到本校重視人才、肯定優秀表現的心意。

exceptional performance through its newly launched President's Awards for Outstanding Performance in Teaching, Research, and Administrative Services. At the Awards ceremony held in May 2012, I had the honour of participating and sharing in the joy of the awardees, together with their proud family members and friends, nominators and colleagues. Through the Awards, I trust staff members will appreciate that the Institute attaches great importance to its people, and that outstanding performance will not go unnoticed.

In November 2011, we organised and hosted the Second Asian Roundtable of Presidents of Universities of Education. Similar to the first symposium we organised and hosted in 2009, this was again a resounding success. Presidents and senior leaders from 36 Asian and European universities and higher education institutions converged at the HKIEd to discuss the latest thinking on education and plan future collaboration, a clear indicator of our Institute's status and prestige within the regional and international education arena.

Towards the end of the 2011-12 academic year, the Institute community learned of the departure of Professor Cheung, who resigned from his post as President to take up a key policy secretary position with the HKSAR Government. While his departure is a great loss to HKIEd, I am sure the Institute community will join me in thanking Professor Cheung for his significant contributions to HKIEd, and to extend to him our best wishes in his important new role of Secretary for Transport and Housing. The Council is conducting an international recruitment exercise for a new President, and in the interim has appointed Professor Cheng Yin-cheong, Vice President (Research and Development) as Acting President. Professor Cheng worked very closely with the former President and with myself to strengthen the Institute's academic, research and teaching capacity, and under his leadership, I am confident that the Institute's transformation will continue unimpeded and reach new heights.

I would like to record our special thanks to Council Member Mr Rimsky Yuen Kwok-keung, who, like Professor Cheung, recently resigned from the Council to take up the role of Secretary for Justice in the HKSAR Government, and to congratulate former Council Deputy Chairman Mr Eddie Ng Hak-kim who has been appointed Secretary for Education in the HKSAR Government. The Council is also indebted to the late Professor Edmond Ko, who made an important contribution to the Institute's transformation process.

I would also like to express our gratitude to outgoing Council Members, Mrs Lydia Lam, Mr Zero Liu, Ms Bella Lo and Dr Ng Shun-wing, and extend a very warm welcome to new Council Members, Ms Susanna Chiu, Mrs Julie Ma, Professor Ng Tai-kai, Professor Benjamin T'sou, Mr Wong Chun-pong and Mr Dieter Yih. With the support of current and new Council Members, and the entire HKIEd community working in unison, I am confident that our Institute will cross a new threshold in its development in the near future.



Mr Pang Yiu-kai, SBS, JP
Chairman of the Council

二零一一年十一月，本校組織及主辦了第二屆亞洲地區教育大學校長論壇。如同二零零九年由本校組織及主辦的首屆論壇一樣，是次會議再一次圓滿完成，成績斐然。來自三十六所亞洲及歐洲大學及高等教育院校的校長及高層人員，雲集教院，討論教育最新思維及日後協作計劃，在在顯示本校在區域及國際教育舞台上的地位與聲譽。

二零一一至一二年度學年結束前，本校同仁得悉張炳良教授請辭校長一職，以投身香港特區政府另一主要決策官員職務。張教授離任誠然是教院莫大損失，但我深信本校同仁與本人一樣，感謝他為教院所作的重大貢獻，並對他獲委任為運輸及房屋局局長，致以衷心的祝福。本校目前正為遴選新校長展開全球招聘工作，並在這段過渡期間，任命副校長（研究與發展）鄭燕祥教授擔任署理校長一職。鄭教授與前校長及本人一向緊密合作，致力提升本校的學術、研究及教學實力。我深信在他的領導下，本校將持續穩步變革，更上層樓。

在此，我謹代表教院感謝校董會成員袁國強先生及恭賀校董會前副主席吳克儉先生。袁先生一如張教授，最近向校董會請辭，以出任香港特區政府律政司司長；而吳先生則獲委任為香港特區政府教育局局長。此外，本校對已故的高彥鳴教授，在教院變革過程中作出的重大貢獻，亦深深銘記。

我同時衷心感謝離任的校董會成員：林李端儀女士、廖思銘先生、羅頌宜女士、吳迅榮博士；並殷切歡迎新任校董會成員：趙麗娟女士、馬李敏慧女士、吳大琪教授、鄧嘉彥教授、黃俊邦先生及葉禮德先生。在現任及新任校董會成員的支持，以及教院上下一心、共同奮進下，我深信，本校在不久的將來，必會邁進嶄新的里程。



彭耀佳先生, SBS, JP
校董會主席

President's Overview

校長的話



In this, my fifth and last President's Overview, I have opportunity to undertake an holistic review of what the Institute achieved during the past year in the overall context of its transformation process. Grounded in the *Strategic Plan 2009-12 and Beyond* and guided by the "Education-plus" vision, I am pleased to report that the Institute made major advancements in developing into "an Education-focused, multidisciplinary institution with research capacity".

Education-focused Multidisciplinary Programmes

At the undergraduate level, the Institute proceeded during the year with programme planning for the launch of the Bachelor of Social Sciences (Honours) in Psychology in 2012-13. This will be the fourth University Grants Committee (UGC)-funded multidisciplinary programme introduced by the Institute, following the launch of the Bachelor of Arts (Honours) in Language Studies and Bachelor of Social Sciences (Honours) in Global and Environmental Studies in 2010-11, and the Bachelor of Arts (Honours) in Creative Arts and Culture in 2011-12. These offerings are complementary to our traditionally strong and well-established Bachelor of Education programmes. The Institute now operates in a multidisciplinary environment where students from different disciplines can benefit from the cross-fertilisation of knowledge and ideas.

At the postgraduate level, the Institute has steadily expanded its range of taught and research postgraduate programme offerings. Our taught postgraduate programmes cover, among others, the Doctor of Education (EdD), Master of Education, a number of Master of Arts and Master of Social Science Education programmes, and the Postgraduate Diploma in Education. To meet the needs of professional enhancement for educators and people with an interest in education and related disciplines, programme planning is underway for the launch of a new specialisation in Curriculum Studies within the EdD programme, and new Master's programmes in Child Studies, Creative Arts Management and Cultural Entrepreneurship, Educational Counselling, Educational Speech-Language Pathology and Learning Disabilities, and Public Policy and Governance. In 2011-12, the Institute graduated its first cohort of part-time EdD students.

這是我任內第五篇，也是最後一篇〈校長的話〉。我想趁此機會回顧教院在整個轉變過程中取得的進展——以《策略發展計劃 跨越2009-12》為基礎，並在「教育為本，超越教育」的願景指引下，本校已有長足發展，正邁向成為「以教育為本，提供多元學科兼具研究實力的院校」。

教育為本的多元學科課程

學士課程方面，本校年內繼續籌劃在二零一二至一三年度開辦心理學榮譽社會科學學士課程；此為本校繼二零一零至一一年度開辦語文研究榮譽文學士課程、全球及環境研究榮譽社會科學學士課程，以及二零一一至一二年度開辦的創意藝術及文化榮譽文學士課程之後，第四個獲大學教育資助委員會資助的多元學科課程。上述課程與本校具悠久歷史傳統且最擅長的教育學士課程相輔相成；而本校目前提供的多元學科學習環境，也確保來自不同領域的學生均能從百川匯流的知識和見解中蒙益。

研究生課程方面，本校已逐步拓展修課式研究生課程及研究式課程的範圍。我們的修課式研究生課程涵蓋教育博士、教育碩士、多個文學碩士和社會科學教育碩士課程，以及學位教師教育文憑課程。因應教育界同工及對教育與相關學科感興趣的人士的專業發展需要，本校還計劃在教育博士課程內，開設全新的「課程研究」專修科，以及其他一些全新的碩士課程，涵蓋兒童研究、創意藝術管理及文化企業、教育輔導、語言病理及學習障礙、以及公共政策與管治等領域。二零一一至一二年度，本校首批兼讀制教育博士學生畢業。

研究培訓方面，本校二零一零年成立研究生院，開辦哲學碩士和哲學博士課程後，已錄取了第三批研究式研究生，更安排他們加入各校級及院級研究中心和相關學系，使其取得更多的本地與國際多元化研究經驗。

In terms of research training, the Institute admitted its third cohort of research postgraduate students following the launch of the Master of Philosophy and Doctor of Philosophy programmes in 2010 with the establishment of the Graduate School. These students are academically affiliated to Institute- and Faculty-level Research Centres as well as academic Departments, which provide them with good exposure to multidisciplinary research activities and experiences both locally and internationally.

Research Capacity

Under the strong academic leadership of some 40 Chair Professors and Professors – all renowned scholars in their respective fields of expertise – there has been a quantum leap in the Institute's research capacity.

The Institute successively secured impressive results in the highly competitive Research Grants Council funding applications in the 2011-12 and 2012-13 rounds. We ranked first and second in terms of success rates and the number of awarded projects in some key discipline areas such as education, psychology and linguistics under the Humanities and Social Sciences Panel.

研究實力

本校約四十名講座教授及教授在所屬學術領域享負盛名，其優秀領導大大提升本校的研究實力。

研究資助局資助的研究金申請一向競爭激烈，但本校在二零一一至一二及二零一二至一三的申請年度中，皆取得佳績。在人文學及社會科學轄下一些重要範疇，如教育學、心理學和語言學，我們獲資助項目的成功率及數量，於各院校間名列首位或第二位。

在策略發展計劃推行這數年間，本校已孕育了充滿動力的研究文化。校內學者不單專於學術研究，也持守公共知識份子應有的角色，積極分享知識及參與公共論述，推動香港公民社會的前進。



Within a few years of promulgating the Strategic Plan, a robust research-active culture has set in at the Institute. Apart from academic research, our scholars also consciously assume the role of public intellectuals, keenly sharing their knowledge and engaging in public discourse, through which they help advance Hong Kong as a civic society.

People Quality

Staff are the Institute's greatest assets. We cherish the contribution of our staff and aim at fostering a climate where they see self-improvement as critical to personal and organisational success. As an academic institution, we do not merely commend exemplary performance with material rewards, but seek to motivate staff through recognising and encouraging their pursuit of excellence. It was with this objective in mind during the year that the Institute launched its first-ever President's Awards for Outstanding Performance in the Teaching, Research, and Administrative Services domains. Through these Awards, an ethos of celebrating outstanding performance is being cultivated.

Our excellent people quality can also be observed among our alumni in the teaching community. Continuing a fine tradition, 47 out of the 54 awardees of the Chief Executive's Award for Teaching Excellence 2011-12 went to our alumni and graduates. Indeed, since the scheme's inception in 2003, 448 out of the total 590 awards (or 76%) went to graduates of the Institute or its predecessor Colleges of Education.

人才薈萃

員工乃本校最大的資產。我們重視員工的貢獻，也致力為他們提供有助提升其個人能力和機構整體發展的環境。作為學術機構，我們不只對員工給予物質回報，更對優秀表現予以公開表揚，鼓勵他們精益求精。為落實這個目標，本校年內於教學、研究及行政服務三個範疇，設立「傑出表現校長獎項」，藉此推動校內追求卓越的氛围。

本校人才鼎盛，更見證於芸芸從事教學的校友之中。一如既往佳績，二零一一至一二年榮獲行政長官卓越教學獎的五十四名得主中，四十七人為本校校友及畢業生。事實上，該獎項自二零零三年設立以來，共五百九十人獲獎，其中四百四十八人（佔總數百分之七十六）為本校或本校前身師範院校的畢業生。



Local and International Education Leadership

The Institute is looked upon by the local education community as a leader and agenda-setter in education discourse. When considering the provision of quality early childhood education, the Institute and educators in the field believe that it will be best delivered through a 15-year free education system. A forum in February 2012, at which 400 academics and kindergarten principals and legislators from major political parties were present, helped to strengthen our advocacy role.

In 2011 the Institute was consecutively awarded by the United Nations Educational, Scientific and Cultural Organization (UNESCO) a special UNESCO Chair in the area of Technical and Vocational Education and Training and Lifelong Learning and supported by it to establish a UNESCO Arts Observatory for Research in Local Cultures and Creativity in Education. Building on the success of the inaugural Roundtable in 2009, the Institute hosted the Second Asian Roundtable of Presidents of Universities of Education on 3 November 2011, attended by presidents and designated representatives of 36 universities and higher education institutions from 13 countries and regions in Asia and Europe. A feature of the Roundtable was a Joint Message supported by 52 higher education institutions pledging to collaborate in the advancement of teacher education.

With increasing recognition of its academic capacity among the international education community, the Institute has been entrusted to conduct research projects by highly prestigious regional and international bodies. Under a two-year research project commissioned by the Asian Development Bank (ADB), the Institute will assist the ADB in finding solutions to achieving inclusive economic growth, sustainable livelihoods and the greening of economies in four developing Asian countries – India, Indonesia, Sri Lanka and Vietnam.

Into the Future

During the 2009-12 triennium, the Institute achieved the key milestones outlined in its Strategic Plan, successfully transforming itself into “an Education-focused, multidisciplinary institution with research capacity”. It is against this backdrop that the Institute submitted a report entitled *Final Preparation for University Title* to the Education Bureau of the Government in January 2012. The report articulates, among other things, the Institute’s aspiration to become a leading

本地及國際教育先驅

在本地學界，教院既被視為教育學的學術領航者，更主導有關論題的論述。就以確保優質幼兒教育為例，本校與學界均贊同推行十五年免費教育。二零一二年二月，本校就此議題舉行論壇，吸引逾四百名學者、幼稚園校長及來自主要政黨的立法會議員參與，加強了本校「倡議者」的角色。

二零一一年，聯合國教育、科學及文化組織更先後頒授本校「技術教育及職業培訓與終身學習」教席，並支持本校成立聯合國教科文組織「本土文化及創意教育研究」觀測所。此外，二零零九年本校舉辦首屆亞洲地區教育大學校長論壇，空前成功；二零一一年十一月三日，我們再接再厲，主辦第二屆校長論壇，出席者包括亞洲及歐洲十三個國家及地區共三十六所大學及高等教育院校的校長及其代表。論壇成果之一，是五十二所高等院校支持的共同聲明：矢志共同協力推動教師教育。

本校的學術實力在國際教育界中廣受肯定，更獲區域及國際間不少重量級機構委託進行研究項目。由亞洲開發銀行委託的兩年研究項目中，本校將協助該銀行為亞洲四個發展中國家（印度、印尼、斯里蘭卡及越南）探討發展方案，以實現包容性經濟增長、可持續發展生計及綠色經濟。

展望未來

二零零九至一二年這三年間，本校完成了策略發展計劃所勾劃的主要里程碑，成功轉型為「以教育為本、提供多元化學科兼具研究實力的院校」。二零一二年一月本校向港府教育局提交《正名大學最後準備》的報告，指出教院正穩步成為發展教

university in Education and complementary disciplines with a primary focus on the training and development of new generations of education professionals, which will be crucial to the consolidation of Hong Kong as a regional education hub.

The Institute now operates as a university in every sense but name. The granting of a university title to the Institute will give due recognition of the status it has already attained in substance.

Words of Gratitude

I have always considered myself a rational academic, not easily lapsing into sentimentality. On the last day in my capacity as President of the Institute, however, I hope I can be excused for my indulgence in reminiscence. For the past four and a half years I have been blessed with the tremendous support given to me by the Council, senior management and devoted staff, students and alumni of the Institute. The trust they have placed in me, and their resolve to work with one heart and one mind, has allowed the Institute to achieve within a relatively short span of time what seemed almost impossible. Such efforts have been driven not just by a determination to excel, but also by a strong commitment to lead in education, especially teacher education.



As I am to leave the Institute and serve Hong Kong in a new role, I am deeply grateful to the Institute community for its support of my "Education-plus" vision and for giving me the opportunity to witness the

immense vibrancy unleashed by colleagues, old and new, in the process of transformation over the period of my tenure as President. We have inherited a great legacy from the previous Colleges of Education, and our current achievements will form part of the footprint into a bright future.

As a final note, I feel most honoured to have had the opportunity to serve the Institute during its critical phase of transformation, playing my small part and working with dedicated people in this growing institution. Under the guidance of the Council and the leadership of the Acting President Professor Cheng Yin-cheong, I am sure the Institute will march confidently into its next phase of development.

Anthony Cheung

Professor Anthony B.L. Cheung, GBS, JP
President
30 June 2012

育及相關學術領域的教育大學，專注培訓新一代的專業教學人才，以促進香港成為區內的教育樞紐。

教院在各方面均以大學水平運作，正名大學，乃求名實相配而已。

道謝與道別

我一直自命理性學者，但離任教院校長一職之際，百感交集、緬懷舊事。過去四年半的日子，我幸蒙校董會、高層管理團隊、師生及校友的全力支持，他們對我信任厚愛，並同心同德、竭盡所能，為教院努力，令本校得以在較短時間內，完成幾乎是不可能的轉型任務。背後的動力，不僅來自一股追求卓越的心，還包括一份對教育、尤其對教師教育的強烈承擔感。

在我行將離任、轉往另一崗位服務香港之際，我衷心感謝本校同仁一直以來支持我提出的「教育為本，超越教育」願景，於我出任校長期間，給我機會見證新舊同事在教院轉型過程中，所展現的無限活力。我們承襲了前身師範院校的優良傳統，而我們當下的成就，也會為本校美好的將來，留下串串足跡。

最後，我十分榮幸能夠在教院轉型的關鍵時刻，略獻綿力，與一眾投身盡力的同工，為這所騰飛中的院校服務。我確信，在校董會的領引，以及署理校長鄭燕祥教授的領導下，教院將會昂然邁向另一階段的發展里程。



張炳良教授, GBS, JP
校長
二零一二年六月三十日

Acting President's Message

署理校長的話



With much humility I assumed office as Acting President of the Institute upon the departure of Professor Anthony B.L. Cheung, who is now serving in a new role as one of the principal policy secretaries of the HKSAR Government.

I count my blessings for having inherited a sound and thriving Institute, with support from all quarters. However, my responsibility will not be light. Firmly grounded in the "Education-plus" vision as articulated in the *Strategic Plan 2009-12 and Beyond*, the former President laid down a solid foundation upon which we can move forward with clear intention beyond 2012. At the time of the Report's preparation, the Institute was in the process of mapping out its strategic direction for the coming three years, with the objective of moving our transformation to an even higher level.

Bolstering the capacity of our students will remain one of the main thrusts of the Institute's development in the 2012-15 triennium. With the implementation of the 3-3-4 academic structure at the university level in 2012-13, the Institute will provide its students with both solid academic and professional training, and a new holistic common curriculum that covers General Education, Co-curricular Learning, Field Experience/ Internship, Overseas Learning Experience and Language Enhancement. Our aim will be to prepare students to be global citizens who embrace cultural diversity. We will be seeking to groom them as professionally competent, intellectually active, socially caring and globally aware future leaders with high ethical standards.

Building on its research infrastructure and the academic leadership of Chair Professors and Professors, the Institute will continue to strengthen the capacity of its academic staff and further advance the already established research-active culture. The Institute's critical mass of scholars is currently unleashing intellectual power, championing innovation and change in Education and the complementary discipline areas of the Humanities, the Social Sciences and Creative Arts and Culture. Through their research and scholarship, the Institute's academics facilitate knowledge transfer, benefiting the education and wider communities in Hong Kong and beyond.

我懷著謙誠的態度，出任本校署理校長一職，接替已離任的張炳良教授。張教授現正肩負香港特區政府其中一位主要政策局局長的新任務。

我能接手管理一所表現出色、發展蓬勃的院校，還得到各方面的支持，實是莫大的福氣。然而，任重道遠，我的責任絕不輕省。《策略發展計劃 跨越2009-12》所提出的「教育為本，超越教育」願景，已深深植根於前任校長為本校奠下的堅實基礎內，好讓我們能以清晰的目標，跨越二零一二年。而在本年報製作期間，本校亦正闡劃未來三年的策略方向，以使我們的變革更上層樓。

本校二零一二至一五年度三年計劃其中一個重點發展目標，仍在於提升學生能力。「三三四」學制於二零一二至一三年度在大學層面落實後，本校會為學生提供紮實的學術與專業培訓，更推出一套完整而嶄新的共同課程，內容涵蓋通識教育、聯課學習、學校體驗/實習、海外學習體驗及語文提升課程等。目標是培育學生成為樂於接受多元文化的全球公民，進而成為既有專業素養，亦敏於思考、關懷社會、放眼世界，以及道德高尚的未來領袖。

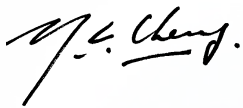
建基於已有的研究基礎架構，以及講座教授與教授們的學術領導，本校將繼續提升學術人員的實力，並進一步強化現已營造起來的，積極從事研究的文化。本校匯聚眾多學者精英，現正發揮其學術能力，在教育以至相關學科，如人文學、社會科學及創意藝術與文化等領域，帶領創新與變革。本校學者透過研究及學術工作促進知識轉移，惠及本港以至境外學界與廣大社群。

本校將繼續強化在本地、區域以至國際間，就推廣教育議題、協作及聯網方面的領導地位。本校既以教師教育及培育學界未來領袖為主要任務，在發展香港成為區域教育樞紐一事上，自是責無旁貸，積極作出貢獻，藉以擴大我們在教學與研究方面的影響，促進教育發展、提升教育質素。

The Institute will continue to reinforce its leadership role in promoting education agendas, collaboration and networking locally, regionally and internationally. With teacher education and grooming future leaders in education as its first priority, the Institute will also contribute actively to Hong Kong's role as a regional education hub, extending the impact of its teaching and research to enhance development and quality in education.

In the coming year and beyond, the Institute community will work with unswerving determination in its transformation on four fronts – transforming its students and graduates, transforming its capacity, transforming schools and the community, and transforming the regional education landscape. By staying focused on these transformations, I trust that the Institute will become one of the leading educational institutions in the region.

With the wise counsel of the Council and the support of the senior management, staff, students and alumni, I vow to work tirelessly and proactively for the best interests of the Institute as we forge ahead with the goal of becoming a University of Education, and in the intervening period before the recruitment of a new President.



Professor Cheng Yin-cheong

Acting President

September 2012

往後的日子，本校成員仍會以堅定不移的決心，在四方面作出變革——塑造人才（包括學生與畢業生）；改造自身，提升實力；改造學校與社區；改變區域教育面貌。我深信，只要專注上述工作，本校定能成為區域內教育院校的先驅之一。

我衷心感謝校董會對我的指引提點、本校管理層、員工、學生與校友對我的支持信任。在此，我鄭重承諾，在本校邁向正名為教育大學的進程中，以及在新任校長履新前的這段過渡期間，我務必夙夜匪懈，鞠躬盡瘁，為本校謀求最大福祉。



鄭燕祥教授

署理校長

二零一二年九月



Snapshots 2011-12

活動剪影

October 2011



The HKIEd was awarded the prestigious Musical Rights Award by the International Music Council in recognition of its contribution to music education with the "Collaborative Project on Teaching Cantonese Opera in Primary and Secondary Schools". A celebration was held at the HKIEd on 14 October 2011.

本校中小學粵劇教學協作計劃榮獲國際音樂議會頒授音樂權益獎，表揚計劃對推動音樂教育的貢獻；並於二零一一年十月十四日在本校舉行慶祝活動。

December 2011



Four distinguished individuals were conferred honorary doctorates at the 17th Congregation in recognition of their outstanding contributions to the betterment of education, social progress and the humanities. They were:

Dr Fong Yun-wah, SBS, MBE, JP, Doctor of Social Sciences, *honoris causa*, Professor Colin Nelson Power, AM, Doctor of Education, *honoris causa*, Ms Sheila Purves, MBE, Doctor of Social Sciences, *honoris causa*, and Professor Ting Pang-Hsin, Doctor of Humanities, *honoris causa*.

在第十七屆畢業典禮上，四位傑出人士獲頒授榮譽博士學位，以表揚他們為教育發展、社會進步和人類福祉作出的重大貢獻。他們是方潤華博士（榮譽社會科學博士學位）、包國倫教授（榮譽教育學博士學位）、貝維斯女士（榮譽社會科學博士學位）及丁邦新教授（榮譽人文學博士學位）。



To explore student learning diversity, more than 80 scholars, researchers and experts from Southeast Asia, Mainland China, Taiwan, Hong Kong and Macau gathered at the HKIEd on 9 December 2011 for a two-day international conference

entitled *Addressing Student Learning Diversity: Policy Practices and Research*.

逾八十位來自東南亞、中國內地、台灣、香港及澳門的專家學者及研究人員，於二零一一年十二月九日匯聚本校，出席為期兩天的「處理學生學習差異國際會議：政策、實踐與研究」國際研討會。

January 2012



On 5 January 2012, the Institute's Research Centre on Linguistics and Language Information Sciences released the 2011 LIVAC Pan-Chinese (Beijing, Hong Kong, Shanghai and Taiwan) new terminologies that appeared in Chinese print media during 2011.

語言資訊科學研究中心於二零一二年一月五日公布「2011年LIVAC泛華語地區中文新詞榜」，這些新詞彙皆出現於二零一一年的中文印刷媒體上。

March 2012



Six outstanding individuals were named Honorary Fellows for their remarkable accomplishments and contributions to the Institute, educational development and the betterment of society at large. They were Mrs Chan-Chen Shu-an, Dr Darwin Chen, SBS, Mr Eddie Ng Hak-kim, SBS, JP, Dr Joseph Ting Sun-pao, Sr Cecilia Wong Yeuk-han, and Mr Yuen Siu-fai, BH.

本校向六位卓越人士頒授榮譽院士銜，表彰他們的卓越成就，及對本校、學界與社會所作的貢獻。他們是陳淑安女士、陳達文博士、吳克儉先生、丁新豹博士、黃若嫻修女及阮兆輝先生。

May 2012

More than 800 Diploma of Secondary Education students took part in the launch ceremony of the 5-year BEd programme, entitled *HKIEd – Where a Passion for Teaching can Change the Future*, on 12 May 2012 at the Tai Po campus.

本校於二零一二年五月十二日，在大埔校園為全新的五年制教育學士課程進行啟動儀式，題為「教大理想 開創未來」，吸引全港逾八百名應屆中學文憑試學生參加。



According to the Institute's latest Graduate Employment Survey, 98.4% of Bachelor degree graduates who completed their studies in 2011 were either employed or had begun further studies within three months of their graduation.

根據本校的最新就業調查顯示，教院畢業生具有相當的競爭力，共百分之九十八點四受訪的二零一一年度學士學位課程畢業生，在畢業後的三個月內，獲得聘任或選擇繼續進修。

June 2012



The HKIEd held its Scholarship Presentation Ceremony 2012 on 6 June to recognise students with outstanding performance

in various areas. 258 scholarships worth around HK\$7.5 million were awarded, a record high in terms of both the number and total amount of scholarships granted since the Institute's establishment.

教院於六月六日舉行二零一二年獎學金頒授典禮，表揚在不同範疇表現傑出的學生。年內共頒發二百五十八項獎學金，總值接近七百五十萬港元，無論數目或金額均為教院歷年之冠。



Sustainability experts, academics, business leaders and government officials attended a one-day forum organised by the Institute's UNESCO Chair in Technical and Vocational Education and Training and Lifelong Learning on 12 June 2012. The Forum provided an excellent platform for discussing changes in skill requirements in a greening economy from different stakeholder perspectives.

研究可持續發展課題的專家、學者、商界領袖及政府官員，於二零一二年六月十二日出席由教院「聯合國教科文組織技術教育及職業培訓與終身學習」教席舉辦的研討會，探討發展綠色就業所帶來的技能及培訓發展與需要。



The HKIEd launched Mr Lu Kwong-Fai's *The Mountain Years* photo collection on 20 June 2012. Better

known as "Principal Mountain Dog", Mr Lu actively participates in volunteer work for needy students in Mainland China and assists in the reconstruction of schools at risk.

盧光輝先生於二零一二年六月二十日在大埔校園，為其最新攝影集《樂山集》舉行新書發佈會。外號「山狗校長」的盧先生在過去十多年來奔走於國內偏遠山區，致力為赤貧學童助學及重建危校。



Teaching and Learning **A Thriving Institution**

姹紫嫣紅開遍 | 教育學習相長

As a university-level institution, the Institute provides a full range of quality programmes at the bachelor, master and doctoral levels for nurturing talents who will serve in education and related sectors.

本校作為一所已臻大學水平的院校，提供全面而優質的學士、碩士及博士學位課程，冀能為教育及相關界別培育英才。

A young man with short dark hair, wearing a blue and white striped button-down shirt, is taking a selfie with a black smartphone. He is smiling and looking at the camera. He is wearing a silver metal bracelet on his left wrist. The background is a blurred outdoor setting with a modern building and some greenery.

Patrick Tai Kin-lon cherishes every learning opportunity, believing chances are open for the prepared. To make himself ready for future challenges, he has been actively involved in the HKIEd Students' Union, completed an internship with the Civic Party and has been involved in other extracurricular activities.

戴健朗 珍惜每個學習機會，相信機會只留給有準備的人。為裝備自己面對未來挑戰，他積極投身本校學生會事務，除完成在公民黨的實習之外，他同時參與其他課外活動。

Patrick Tai Kin-lon

Bachelor of Social Science
Education (Honours)
(Greater China Studies)

戴健朗

社會科學教育榮譽學士
(大中華地區研究)

Undergraduate Education

學士課程

Programme Diversity

Underpinned by its “Education-plus” vision, the Institute will launch the Bachelor of Social Sciences (Honours) in Psychology in 2012-13. This unique programme will offer concentrations that develop students’ intellectual capacity and occupational readiness in three interrelated areas relevant to the needs of the community: School Psychology, Health Psychology, and Human Relations and Communication.

This is the fourth University Grants Committee (UGC)-funded multidisciplinary programme introduced by the Institute, following the launch of the Bachelor of Arts (Honours) in Language Studies and Bachelor of Social Sciences (Honours) in Global and Environmental Studies in 2010-11, and the Bachelor of Arts (Honours) in Creative Arts and Culture in 2011-12.

As of 2011-12, the Institute offered 29 education and education-related multidisciplinary bachelor degree programmes. To ensure synergy among programmes, more cross-offerings of major, minor and elective courses are being developed, and both formal and non-formal learning opportunities are provided for students. In this way, a truly coherent multidisciplinary environment is being created, conducive to the cross-fertilisation of knowledge and the active interflow of ideas among students from different disciplines.

Holistic learning experience through **4 pillars:**
General Education, Co-curricular Learning, Overseas Learning
Experiences, and Language Enhancement

四大支柱打造全人教育：

通識教育、聯課學習、海外學習體驗及語文提升課程

3-3-4 Academic Structure

The 3-3-4 academic structure, to be launched at university level in 2012-13, aims to nurture students who can capably and confidently deal with the fast-paced and unpredictable changes of the 21st century that have been brought about by the globalised information era. To keep abreast of such changes, students need to go beyond their discipline-based knowledge and be equipped with a broad knowledge base and vision.

To nurture students with such qualities, the Institute aims to provide all students enrolled in its undergraduate programmes with a holistic common curriculum that covers General Education, Co-curricular Learning, Field Experience / Internship and Overseas Learning Experiences as well as Language Enhancement, whereby they are expected to meet functional tri-lingual proficiencies and language exit requirements in English and Putonghua.

課程多元化

在「教育為本，超越教育」的願景下，本校將在二零一二至一三年度推出心理學榮譽社會科學學士課程。這項獨特的課程集中發展學生在三個範疇內的學術知識及就業技能，分別為學校心理學、健康心理學及人際關係與溝通。三者互為關連，又配合社會需要。

這是大學教育資助委員會資助本校的第四個跨學科課程，前三個跨學科課程乃於二零一零至一一年度推出的語文研究榮譽文學士課程和全球及環境研究榮譽社會科學學士課程，以及於二零一一至一二年度設立的創意藝術及文化榮譽文學士課程。

截至二零一一至一二年度，本校合共提供了二十九個教育及與教育相關學科的跨學科學士學位課程。為確保不同課程產生協同效應，我們增加跨學科的主修科、副修科及選修科目，以及為學生提供正式和非正式的學習機會。藉此開創一個真正整合協調的跨學科學習環境，不僅有利於知識啟發，也方便選修不同學科的同學交流見解。

「三三四」學制

二零一二至一三年度在大學推行的「三三四」學制旨在培養學生的能力和信心，以面對瞬息萬變的二十一世紀全球化資訊年代。因應這些轉變，學生必須擁有比本身學科範疇更豐富的知識，並開拓知識基礎和視野，裝備自己。

為培育學生上述能力，本校致力為就讀學士學位課程的學生提供整全而共同的課程，內容涵蓋通識教育、聯課學習、學校體驗／實習及海外學習體驗活動；並有語文提升課程，以裝備學生三語能力及應付畢業時的英文及普通話水平測試。

Lau Shuk-ling has a great compassion for the needy and the underprivileged in developing countries. Through Leadership Enhancement and Development programmes, she has visited rural areas in the Philippines and an orphanage in Mongolia. These experiences taught her to respect people from different cultures, and have made her determined to empower people by being an excellent teacher.

劉淑玲對發展中國家有需要及貧困的人們深表同情。她曾參與「領導能力提升及發展計劃」，探訪菲律賓的農村及蒙古的孤兒院。這些經驗教她懂得尊重來自不同文化的人，並下定決心要成為優秀教師，以提升別人的能力。

Lau Shuk-ling
Bachelor of Education
(Honours) (Primary) –
Chinese Major

劉淑玲
小學教育榮譽學士 – 主修中文



Under the 3-3-4 academic structure, students pursuing the Bachelor of Education (BEd) (Honours) degree programme will follow a new 5-year curriculum, which will prepare them with professional knowledge and experience for teaching at primary and secondary schools. The integrated 5-year curriculum has the following distinctive features:

- Flexible structure with multiple learning pathways
- Total learning experience to groom both depth of professional and specialist knowledge and skills, and breadth of general knowledge
- Outcome-based Learning (OBL) approach to curriculum design, teaching, learning and assessment
- Reconceptualisation of General Education with the theme of “becoming an educated citizen”
- Incorporation of local, national, regional and international dimensions
- Experiential learning opportunities
- Opportunities for research experience through curricular and/or co-curricular activities
- Inculcation of professional ethics

在「三三四」學制下，修讀教育榮譽學士課程的學生修業期為五年，課程全新整合，將能裝備學生有關教授小學及中學的專業知識及體驗。該五年制課程有如下特色：

- 結構具彈性，可以選擇不同的學習路徑
- 提供整全的學習經驗，既有深度的專業知識和技能培訓，也注重一般知識的廣度
- 在課程設計、教學、學習及評估方面採取成果導向學習方法
- 重整通識教育，以「成為有教養的公民」為主題
- 加入本地、國家、區域及國際面向
- 提供體驗式學習的機會
- 透過課程及／或聯課活動提供研究經驗
- 灌輸專業道德



The Institute attaches great importance to attracting high quality students to become future teachers. During the year, the Bachelor of Education Programmes Nomination Scheme was launched for the first-ever Hong Kong Diploma of Secondary Education cohort to be admitted in 2012-13. Under the Scheme, secondary school principals were invited to nominate up to ten students per school with the potential, ability and passion to become teachers for admission. The Scheme received an overwhelming response with 1,510 nominations from 215 secondary schools. These nominated students were invited to an Information Day held on 12 May 2012 and to attend admission interviews in June 2012.

本校旨在吸引高質素的學生成為明日之師。年內，我們為應考第一屆香港中學文憑試的學生推出教育學士課程提名計劃，獲錄取的學生在二零一二至一三年度入讀本校。按照該計劃，應邀的中學校長可提名最多十位具潛質、能力和熱誠當教師的學生入讀本校。結果反應熱烈，我們共收到來自二百一十五所中學的一千五百一十個提名，被提名的學生被邀參加本校在二零一二年五月十二日舉行的資訊日，並於二零一二年六月出席入學面試。



"I think that the role of teachers is to help students embrace cultural diversity and vastly different ideologies, so that they can have a broad world vision and be well equipped to face future challenges. To make this happen, I must start by equipping myself."

「我認為教師的角色是協助學生包容多元文化及迥異的意識型態，以開拓世界視野，從而裝備自己迎向挑戰。但實現此願景之前，我必須先裝備自己。」

Jocelyn Cheung Yin-wai

Bachelor of Education
(Honours) (English Language
Education)

張燕慧

教育榮譽學士（英國語文教育）





Ernest Wong Chun-yin, a sports enthusiast, was admitted to the BEd (English Language) programme in 2008. At the HKIEd he has had a fulfilling learning experience. He has also visited the UK and the USA for language immersion, physical education courses and an internship at a soccer school. The exposure has allowed him to hone his English language and people skills.

熱愛運動的**黃俊彥**於二零零八年獲取錄入讀教育學士（英國語文）課程，期間的學習體驗教他心滿意足。他曾到英國和美國就讀語文沉浸課程及體育課程，並於一所足球學校實習；這些海外經驗磨鍊了他的英語能力及人際技巧。

Ernest Wong Chun-yin
Bachelor of Education
(Honours) (English Language)

黃俊彥
英國語文教育榮譽學士



A man with short dark hair and round glasses is sitting on a plush red sofa. He is wearing a white short-sleeved button-down shirt and dark trousers. He is holding an open book in his hands and looking directly at the camera with a slight smile. The background is a blurred indoor space with warm lighting and some yellow circular objects on the left.

"I cherish the time I spent at the HKIEd and can summarise it as 'an eye-opening learning experience'. With the newfound knowledge and insight acquired through the Doctor of Education programme, I hope I can continue to inspire students with whom I cross paths."

「我珍惜在教院的時光，並一言蔽之謂『令我大開眼界』。我希望能夠運用我在教育博士課程所獲得的新知識和啟悟，繼續啟迪後進。」

Dr Vincent Kan

Doctor of Education graduate

簡為謙博士

教育博士課程畢業生

Postgraduate Education

研究生課程

With the establishment of the Graduate School in April 2010, the Institute has steadily expanded its offering of taught postgraduate and research training programmes. As of 2011-12, over 2,000 students were pursuing 29 taught postgraduate programmes, covering among others, the Doctor of Education (EdD), the Master of Education, a number of Master of Arts and Master of Social Science Education programmes and the Postgraduate Diploma in Education.

We continue to play an active role in catering for the needs of professional enhancement for people with an interest in Education and related disciplines. In the 2011-12 academic year, the Institute launched new taught postgraduate programmes in Contemporary Studio Art and Criticism in Education, Educational Linguistics and Communication Sciences, Greater China Studies, Mathematics and Pedagogy, and Teaching English to Speakers of Other Languages.

In 2011-12, a new area in Curriculum Studies within the EdD programme, as well as new masters programmes in Child Studies, Creative Arts Management and Cultural Entrepreneurship, Educational Counselling, Educational Speech-Language Pathology and Learning Disabilities, and Public Policy and Governance commenced the programme planning process for subsequent academic years. During the year, three students from the first cohort of the EdD programme launched in 2007-08 successfully completed their four years of part-time study.

本校於二零一零年四月成立研究生院後，逐步增加修課式研究生課程及研究式課程。截至二零一一至一二年度，逾二千名學生就讀二十九個修課式研究生課程，包括教育博士課程、教育碩士課程、多個文學碩士及社會科學教育碩士課程，以及學位教師教育文憑課程。

23 **167** applications from
countries and administrative regions submitted
for admission to the RPg programmes fourth cohort
in 2012-13

二零一二至一三年度開辦的第四屆哲學博士及哲學碩士課程，吸引了來自二十三個國家或行政區共一百六十七個入學申請

我們繼續積極為有志於教育及相關學科的人士提供課程，以回應他們提升專業的需要。二零一一至一二年度，本校推出多個新的修課式研究生課程，所涉學科涵蓋當代藝術創作與教育評論、教育語言學暨言語科學、大中華研究、數學與教學及英語教學等。

二零一一至一二年度，我們在教育博士課程中加入課程研究的新科目，同時著手籌備未來數年的新碩士課程，包括兒童研究、創意藝術管理及文化企業、教育輔導、語言病理及學習障礙，以及公共政策與管治等。年內，共有三名修讀二零零七至零八年度首辦教育博士課程的學生，成功完成為期四年的部分時間研習。





Stephanie Ding Yanzhi of Shanghai has a great passion for visual arts. She plans to study and work in the arts administration field after the valuable internship experience in the USA.

來自上海的丁彥之對視覺藝術滿懷熱忱，在美國實習期間取得寶貴的經驗後，她計劃研習藝術行政，並在此領域工作。

Stephanie Ding Yanzhi

Bachelor of Education
(Honours) (Visual Arts)

丁彥之

視覺藝術教育榮譽學士

On top of our students who pursue the newly developed undergraduate and postgraduate programmes, part-time students coming from different walks of life have been an important part of the Institute community. They are keen to enhance themselves through, for example, the study of Postgraduate Diploma in Psychology (Schools and Community Settings); Postgraduate Diploma in Education (Professional and Vocational Education) as well as Bachelor of Health Education (Honours) programmes, which provide valuable contribution to the relevant professions.

In October 2011, the third cohort of the Research Postgraduate (RPg) programmes commenced their study. In addition to academic affiliation to teaching departments, locals and non-local students from Mainland China, Italy, Bangladesh and Malaysia were academically affiliated to either Institute- or Faculty-level Research Centres. Moreover, the RPg programmes have attracted 167 applications from 23 countries and administrative regions for admission to the fourth cohort in 2012-13.

With an increasing number of RPg students, the Institute proactively organises activities to provide them with opportunities to broaden their research exposure, experience and international horizons through interaction with overseas scholars and their counterparts from other parts of the world. The first International Exchange Tour of Research Postgraduate Students was held on 4-9 March 2012. During the tour, students attended lectures and seminars, and engaged in scholarly exchange activities with research students and academic staff in Singaporean universities.

除了為修讀全新學士及學士後課程的學生之外，來自各行各業的兼讀制學生對本校也同樣重要，他們努力進修提升自己，例如其修讀的心理學（學校及社區）深造文憑和學位教師教育文憑（專業及職業教育），以及健康教育榮譽學士課程，正為培訓相關專業人才，作出了寶貴貢獻。

二零一一年十月，第三屆修讀哲學博士及哲學碩士課程的同學開展學習。這些學生來自本地和境外（中國內地、意大利、孟加拉和馬來西亞），除了在學術方面隸屬於學系外，還附屬於校級或院級的研究中心。此外，二零一二至一三年度開辦的第四屆哲學博士及哲學碩士課程，吸引了來自二十三個國家或行政區共一百六十七個入學申請。

隨著修讀哲學博士及哲學碩士課程的同學人數日增，本校積極籌辦活動，讓他們與海外學者及世界各地的研究生交流，以擴闊研究接觸面、經驗及國際視野。為這批同學舉辦的首次國際交流團於二零一二年三月四至九日進行，同學除出席講課及研討會外，還與新加坡的大學研究生及學術人員進行學術交流。



"Happiness is not measured by material possessions. We may think that Bangladesh is underdeveloped and poverty-stricken, but in the sincerity we see in people's eyes and their beaming smiles they tell us of their happiness – simple but imbued with blessing that moves us deeply."

「幸福不在于拥有多少物质，我们或许认为孟加拉贫穷落后，但人们的诚挚眼神和灿烂笑容却处处流露着快乐——简单而幸福，动人心弦。」



Liu Ying

Bachelor of Education
(Honours) (Primary) –
Chinese Major

劉穎

小學教育榮譽學士 – 主修中文

The First and Second rounds of the Summer School and Research Conference for Postgraduate Students were held in July 2011 and June 2012, respectively. Approximately 100 and 160 postgraduate students from Macau, Mainland China, Taiwan and Hong Kong attended the Summer Schools. As part of the Research Conference, a series of workshops on developing advanced research skills was delivered by speakers from the USA, Australia, Singapore, Macau and Hong Kong.

為研究生而設的首屆及第二屆暑期學校與研究會議，分別於二零一一年七月及二零一二年六月舉行。約有一百名及一百六十名來自澳門、中國內地、台灣及香港的研究生同學參加了暑期學校。另外，在研究會議中有一系列的工作坊，由來自美國、澳洲、新加坡、澳門及香港的講者主講，教授學生發展高階研究技巧。



Learning Support

學習支援

In different phases, the Institute has upgraded its hardware, software and IT facilities, in preparation for the double cohort year. IT improvement works have covered, among others, Wi-Fi infrastructure to meet increasing demand for e-learning and mobile learning, and information systems enhancement to facilitate student administration in areas such as admission, e-application, timetabling, access to library information and learning resources. In terms of hardware and facilities, the Institute has carried out renovation work on classrooms, lecture theatres, laboratories, the canteen and other ancillary amenities, and has enhanced transport services between the Tai Po campus and mass transport links. The Institute has also established the Tseung Kwan O Study Centre to meet on-going learning needs.

To support the implementation of the new undergraduate programmes beyond 2012-13 and provide the best learning environment for all students, the Institute will continue in its efforts to upgrade its support services and facilities.

本校在不同階段提升硬件、軟件及資訊科技設施等服務，為錄取雙軌年新生作好準備。改善資訊科技的工作包括提供無線上網基礎設施，以配合電子學習及流動學習趨勢；我們並提升資訊系統，方便處理學生行政工作如辦理入學手續、電子申請、時間表管理、獲取圖書館資訊及學習資源等。在硬件和設施方面，本校的課室、演講室、實驗室、飯堂及其他輔助性的設施，均經過翻新工程；我們同時亦加強了往返大埔校園與公共交通點之間的行車服務。此外，又設立了將軍澳教學中心，以回應持續的學習需要。

本校將會繼續加強支援服務和改善設施，以協助二零一二至一三年度以後開辦新的學士學位課程，以及為所有學生提供盡善盡美的學習環境。

A young woman with dark hair tied in a ponytail, wearing an orange textured sweater and a necklace with a small cross, is painting on a canvas mounted on an easel. She is holding a paintbrush in her right hand and a wooden palette in her left hand. The background shows a gallery or studio with other artworks on the wall.

Claudia Lam loves the arts. As a visual arts student, she finds her learning experience at the HKIEd to be both exciting and enlightening. She believes that her study tour to New York and experience in organising exhibitions and Visual Arts Education projects will be valuable to her future teaching career.

視藝學生**林媛**熱愛藝術，她形容在本校的學習既令人振奮又啟發良多。她相信在新約的遊學，和參與籌辦展覽及視覺藝術教育活動的經驗，對她日後從事教學，彌足珍貴。

Claudia Lam
Bachelor of Education
(Honours) (Visual Arts)

林媛
視覺藝術教育榮譽學士



“In a globalised world our deeds today resonate everywhere and will affect the future. We thus have the responsibility to do our best for the present and future generations.”

「在全球化的世界，牽一髮而動全身，我們今天的行為，也同時影響著下一代。因此，我們有責任為當今與未來世代作最好的貢獻。」

“In un mondo globalizzato le nostre azioni quotidiane determinano conseguenze in altre parti del pianeta oggi e nel futuro. Perciò abbiamo la responsabilita' di fare del nostro meglio per la nostra e le future generazioni.”

Elias Mele

PhD student, Climate Change and Environmental Policy

博士生，專研氣候變化與環境政策



A group of graduates in academic regalia are shown at a ceremony. In the foreground, a man in a blue gown and black cap is looking down at a booklet he is holding. To his right, another man in a blue gown and black cap is clapping. Behind them, several other graduates in various colored gowns (red, black, blue) and caps are visible, some looking towards the camera and others looking away. The background is a warm, orange-toned wall.

Research and Scholarship Scaling New Heights

百尺竿頭更進 | 研究學術並駕

As the Institute continues on its path to becoming a research-strong institution, the pursuit of academic excellence and determination to advance knowledge frontiers are central to its mission. A robust research culture has been nurtured, and scholars are actively sharing their knowledge to benefit the education and wider communities.

本校持續邁向成為精於研究的院校。在這個進程中，追求卓越學術成就與銳意拓展知識領域，正是我們使命的核心所在。本校已孕育了活力盎然的研究文化，校內學者均積極分享知識，冀能惠及學界和廣大社群。

Pursuit of Excellence

追求卓越

Since the establishment of different levels of research centres in 2008-09, the Institute has sought to develop selected Institute-level Research Centres as Centres of Excellence (CoEs) to lead cutting-edge research in the Asia-Pacific region. Significant progress has been made. In 2011-12, upon a series of rigorous and extensive reviews by both independent international and internal reviewers, and based on the very positive results covering different aspects of their achievements and performance, the Assessment Research Centre, the Centre for Governance and Citizenship, and the Joseph Lau Luen Hung Charitable Trust Asia Pacific Centre for Leadership and Change were designated as CoEs.

Individual academics and the CoEs work in unison to enhance the Institute's overall research capacity, as evidenced by the impressive results in securing highly competitive external research grants. In 2011-12, the total number of on-going General Research Fund (GRF), Public Policy Research (PPR) Fund and Strategic Public Policy Research (SPPR) projects has increased to 49 (amongst which 20 were secured within the academic year), with funding amounting to HK\$40.2 million. Of the total projects, 21 (43%) were in Education, 16 (33%) in Social Sciences and 12 (24%) in Humanities and Creative Arts.

In 2011-12, there are **49** ongoing research projects,
with funding of **HK\$40.2 million**

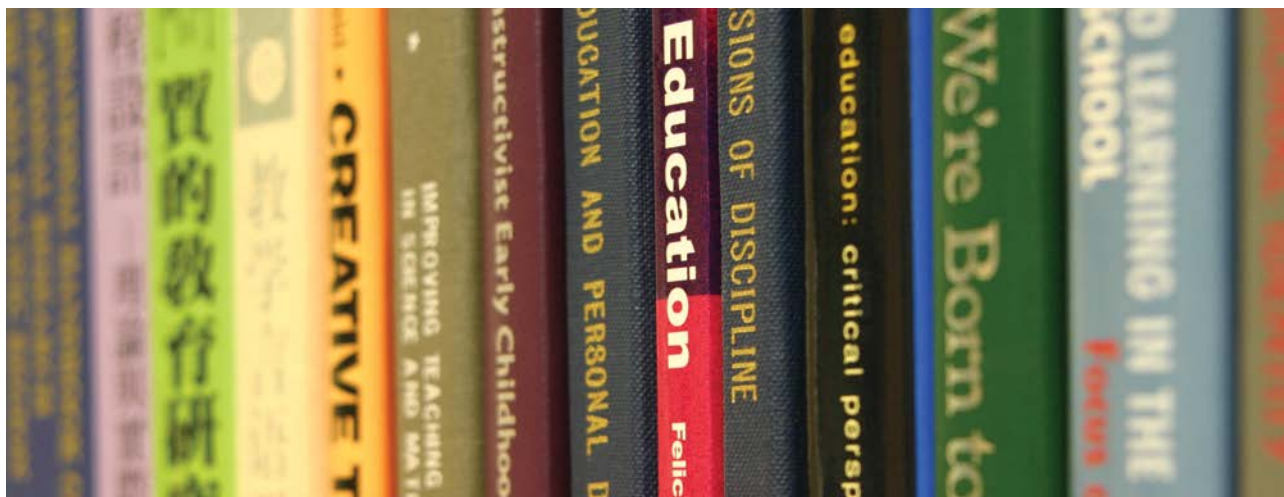
二零一一至一二年度，本校獲資助的持續進行研究項目為四十九個，
資助額達四千零二十萬元

In late June 2012, the Institute was informed of its results in the latest 2012-13 GRF, Early Career Scheme (ECS) and PPR funding application exercise, with extremely encouraging results even when compared with established local universities, emerging as the first and second in terms of success rates, and the number of awarded projects in some key academic areas (such as education, psychology and linguistics) under the Humanities and Social Sciences Panel. Among the Institute's 72 GRF and ECS submissions, the success rate was 30.6% and the total awarded amount (including one PPR project) was HK\$14.5 million. Equally encouraging, the Institute performed well in Economic and Social Research Council-Research Grants Council (ESRC-RGC) research grant applications, being ranked third among all University Grants Committee (UGC)-funded institutions.

本校自二零零八至零九年度設立了不同級別的研究中心後，已致力將若干校級研究中心，發展成為卓越研究中心，以領導亞太地區進行尖端而新銳的研究，並獲得可觀進展。二零一一至一二年度，經獨立的國際及校內連串嚴謹而廣泛的評核後，認為本校的研究中心在多方面的成就突出，表現亮麗；結果，評估研究中心、管治與公民研究中心及劉鑾雄慈善基金「亞太領導與變革研究中心」均被選定為卓越研究中心。

學者與卓越研究中心聯袂努力，提升本校的整體研究實力。我們在爭取校外競爭激烈的研究撥款時，所取得的驕人成績，足為佐證。二零一一至一二年度，本校獲優配研究金、公共政策研究金及策略性公共政策研究金所資助的持續進行研究項目增至四十九個（其中二十項於年內獲批），受資助額達至四千零二十萬元。在所有項目中，二十一個（百分之四十三）為教育學科項目、十六個（百分之三十三）為社會科學項目，另十二個（百分之二十四）為人文及創意藝術項目。

二零一二年六月底，最新一輪的二零一二至一三年度優配研究金、傑出青年學者計劃及公共政策研究金的撥款申請結果公布，本校碩果纍纍，與本地的其他大學比較，更傲視同儕。在人文學及社會科學轄下一些重要範疇，如教育學、心理學和語言學，我們獲資助項目的成功率及數量，於各院校間名列首位或第二位。我們向優配研究金及傑出青年學者計劃提交了七十二項研究申請項目，成功率為百分之三十點六，所獲總資助額（包括其中一個為公共政策研究金資助的項目）達一千四百五十萬元。同樣令人鼓舞的是，在英國經濟及社會研究理事會及研究資助局合作研究計劃的撥款申請中，本校亦取得佳績，在大學教育資助委員會〈教資會〉所資助的院校中，名列第三。



**Successful Applications
for General Research
Fund, Early Career
Scheme and Public Policy
Research Fund 2012-13***

二零一二至一三年度*
成功獲得優配研究金、
傑出青年學者計劃及
公共政策研究金撥款
資助的研究項目

* Results of the 2012-13
GRF, ECS and PPR funding
application exercise were
announced in late June
2012.

二零一二至一三年度的優配研究
金、傑出青年學者計劃及公共政
策研究金的研究撥款申請結果於
二零一二年六月底公布。

General Research Fund 2012-13 二零一二至一三年度優配研究金

Project Title and Principal Investigator 項目名稱及首席研究員

Suffix Array-based Index for Use in Bioinformatics

用於生物訊息學中以後綴數組為基礎的指數

Dr CHAN Wai-hong 陳偉康博士

Assistant Professor, Department of Mathematics and Information Technology 數學與資訊科技學系助理教授

Models of Trilingual Education in Ethnic Minority Regions of China

中國少數民族區三語教育的模式

Prof ADAMSON Robert Damian 鮑勃教授

Professor, Department of International Education and Lifelong Learning 國際教育與終身學習學系教授

Developing and Refining an East Asian Conceptualisation of Principal Instructional Leadership

開發及建構東亞地區之校長教學領導概念

Prof HALLINGER Philip 賀靈傑教授

Chair Professor, Department of Education Policy and Leadership / The Joseph Lau Luen Hung Charitable Trust Asia Pacific Centre for Leadership and Change 教育政策與領導學系講座教授 / 劉鑾雄慈善基金「亞太領導與變革研究中心」講座教授

The Civic Mission of Schools: Citizenship Education, Democratic School Governance and Students' Participation

學校的公民使命：公民教育、學校民主式管治及學生參與

Dr LEUNG Yan-wing 梁恩榮博士

Associate Professor, Department of Education Policy and Leadership 教育政策與領導學系副教授

Teaching Students with Autism Spectrum Disorders in Ordinary Schools:

Design and Evaluation of a Culturally Sensitive Holistic Inclusive Model

主流學校自閉症學生的教學：具文化及整合原素的共融模式的設計與評估

Prof LO Sing-kai 盧成皆教授

Chair Professor, Faculty of Liberal Arts and Social Sciences / Graduate School 博文及社會科學學院 / 研究生院講座教授

Preparing Urban Youth for Further Study and Careers: an International Study Involving

Hong Kong 為都市青年持續進修及就業做好準備：一個涉及香港的國際研究

Prof MACLEAN Rupert 馬敬言教授

Chair Professor, Department of International Education and Lifelong Learning 國際教育與終身學習學系講座教授

Post-school Outcomes of Senior Secondary Graduates with Special Educational Needs

有特殊教育需要的高中畢業生離校出路

Dr SIN Kuen-fung 冼權鋒博士

Associate Professor, Department of Special Education and Counselling 特殊教育與輔導學系副教授

**Successful Applications
for General Research
Fund, Early Career
Scheme and Public Policy
Research Fund 2012-13***

二零一二至一三年度*
成功獲得優配研究金、
傑出青年學者計劃及
公共政策研究金撥款
資助的研究項目

* Results of the 2012-13
GRF, ECS and PPR funding
application exercise were
announced in late June
2012.

二零一二至一三年度的優配研究
金、傑出青年學者計劃及公共政
策研究金的研究撥款申請結果於
二零一二年六月底公布。

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Dr Maureen TAM Siu-ling 譚小玲博士

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Associate Professor, Department of Literature and Cultural Studies 文學及文化學系副教授

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Prof Kevin CHUNG Kien-hoa 鍾杰華教授

Professor, Department of Special Education and Counselling 特殊教育與輔導學系教授

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Prof Benjamin T'SOU Ka-yin 鄒嘉彥教授

Chair Professor, Department of Linguistics and Modern Language Studies / Research Centre on Linguistics and Language Information Sciences 語言學及現代語言系 / 語言資訊科學研究中心講座教授

Development of Cantonese Request Strategies by Hong Kong Pakistani Preschoolers 香港巴基斯坦裔學前兒童廣州話請求語策略的發展研究

Dr Lornita WONG Yuen-fan 黃婉芬博士

Assistant Professor, Department of Early Childhood Education 幼兒教育學系助理教授



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Early Career Scheme 2012-13 二零一二至一三年度傑出青年學者計劃

Project Title and Principal Investigator 項目名稱及首席研究員

Examining Relationships between Teacher Effectiveness, Learning Processes and Goal Orientation in Hong Kong Classrooms 探究香港課室內教師效能、學習過程與目標取向之間的關係

Dr James KO Yue-on 高裕安博士

Assistant Professor, Department of Education Policy and Leadership 教育政策與領導學系助理教授

Decoding the Role of Teachers' Professional Networks (TPNs) in Sustaining Educational Reform 解讀可持續教育改革中的教師專業網絡

Dr LEE Moo-sung 李武成博士

Assistant Professor, Department of Education Policy and Leadership 教育政策與領導學系助理教授

Understanding School Management Teams: Beyond Sharing Role Responsibilities 解讀學校管理團隊：分擔角色責任之外

Dr LU Jiafang 陸佳芳博士

Assistant Professor, Department of Education Policy and Leadership 教育政策與領導學系助理教授

Design and Synthesis of Bimetallic Complexes as Bifunctional Molecular Devices for Simultaneously Detection and Degradation of Industrial Pollutants 能檢測和降解工業污染物的雙金屬複合物的分子器件的設計與合成

Dr Stephen CHOW Cheuk-fai 周卓輝博士

Assistant Professor, Department of Science and Environmental Studies 科學與環境學系助理教授

Life Cycle Assessment (LCA) and Life Cycle Cost (LCC) Analysis of Food Waste Management Options in the Perspective of Global Warming in Hong Kong 基於生命週期環境影響和經濟效益評估的香港餐廚廢物處理系統溫室效應研究

Dr DENG Wenjing 鄧文靖博士

Assistant Professor, Department of Science and Environmental Studies 科學與環境學系助理教授

Speech-print Awareness in Chinese Word Reading Development 幼兒一聲一字意識對早期中文閱讀能力發展的影響

Dr LIN Dan 林丹博士

Assistant Professor, Department of Psychological Studies 心理研究學系助理教授

The Perception of Native English Fluent Speech in Chinese Learners of English: Individual Difference, Error Profile and Cognitive-linguistic Correlates 學習英語的華人對地道流利英語的理解：個別差異、誤差概況及相關的認知語言能力

Dr Simpson WONG Wai-lap 黃緯立博士

Assistant Professor, Department of Psychological Studies 心理研究學系助理教授

Public Policy Research Fund 2012-13 二零一二至一三年度公共政策研究金

Project Title and Principal Investigator 項目名稱及首席研究員

Engagement of Immigrant and Minority Students with Schools and Civil Society 移民與少數族裔學生的學校及公民社會投入感研究

Dr Celeste YUEN Yuet-mui 袁月梅博士

Associate Professor, Department of Education Policy and Leadership 教育政策與領導學系副教授

Award for Research Excellence

傑出研究獎

During the year, the Institute launched its first-ever President's Awards for Outstanding Performance in Teaching, Research, and Administrative Services. In the Research area, two categories of award were established, the Research Excellence Award and the Early Career Research Excellence Award, to recognise, encourage and reward outstanding research work that has had a significant impact on education and the community in the past three years. The Research Excellence Award honours established and experienced individual academic staff members or teams, and the Early Career Excellence Award honours individual early career academic staff who demonstrate excellence in research.

After the nominees were considered by a selection panel chaired by the President, Vice President (Research and Development), widely respected scholars as external members and elected academic staff of the Institute, four scholars were given the honour.

內年，本校舉辦首屆傑出教學、研究及行政服務表現校長獎項。在研究方面，我們設立兩個獎項，分別為卓越研究獎及青年學者卓越研究獎，以肯定、鼓勵及嘉許在過去三年對學界和社會帶來重大影響的傑出研究工作。卓越研究獎頒予已奠定地位及經驗豐富的個別學者或學術團隊；青年學者卓越研究獎則授予在研究方面出類拔萃的年輕學者。

遴選小組由本校校長領導，副校長（研究及發展）、校外知名學者及校內推選學術人員共同組成，負責提名人選，結果四名學者獲得殊榮。



Research Excellence Award 卓越研究獎

Professor Philip Benson on Learning beyond Classroom

His work on autonomy and learning beyond the classroom has earned Professor Philip Benson an international reputation in the field of language teaching and learning. His research interests focus on the roles of study abroad and popular culture in language education and teacher development.

Philip Benson 教授：課堂外的學習

Benson教授有關自主與課堂以外學習的研究工作，令他在語文教學界贏得國際聲譽。他的研究興趣集中於探究海外就學及流行文化在語文教育及教師發展中扮演的角色。

Professor Dennis McInerney on Cross-cultural Research

A leading expert in both qualitative and quantitative methodologies, Professor McInerney's cross-cultural research has made a unique and major contribution to the study of motivation and learning internationally. He has brought to the Institute two Australian Research Council grant projects that will have high impacts on educational systems.

麥翰林教授：跨文化研究

麥翰林教授是定質與定量兩種研究方法的首導專家，他的跨文化研究對於研究動機和學習，在國際上作出的獨特貢獻，無出其右。他並為本校帶進兩個由澳洲研究局資助的研究計劃，有關研究對教育制度的影響將至為鉅大。

Professor Wang Wen-chung on Educational and Psychological Measurement

Professor Wang's research focuses on educational and psychological measurement, covering theoretical and applied issues. His research project on innovative methodology provided policy makers and researchers with a ready-to-implement, state-of-the-art technique for better data analysis, thus making great progress on and a highly significant contribution to measurement and assessment.

王文中教授：教育與心理評量

王教授的研究集中於教育與心理評量，涵蓋理論與應用課題。他的創新方法學研究為政策制訂者及研究人員提供了可即時應用、技術新穎且更為可取的數據分析法，為評量及評估工作帶來重大進步和貢獻。

Early Career Research Excellence Award 青年學者卓越研究獎

Dr Chan Chi-tak on Cross-disciplinary Studies of Literature

Dr Chan's research is in the area of cross-disciplinary studies of Hong Kong literature and cinema, as well as modern Chinese literature and poetry. A prolific writer, he has published widely on the development of Hong Kong literature after World War Two.

陳智德博士：跨學科文學研究

陳博士的研究範疇為香港文學與電影的跨學科研究及現代中國文學和詩詞。他著作甚豐，曾就二次大戰後的香港文學發展，發表了大量著作。

Research Outputs

研究成果

The Institute seeks to advance high-quality research to inform innovation in learning and teaching, curriculum development, to support professional practice and policy formulation, and to foster social and human development. During the year, of the 574 refereed journal articles, books and book chapters produced by our academics, 68% were related to various sectors of education (such as early childhood, primary, secondary, technical and special education) and 32% were related to non-education areas (such as the social sciences, humanities and languages, and other professional and vocational subjects).

本校銳意發展高質素的研究，以促進教與學的創新、推動課程發展、支援專業實踐及政策制訂，以及推進社會及人類發展。年內，在五百七十四項本校學者被引述的期刊論文、書籍及書籍篇章中，百分之六十八是有關不同教育界別的（例如幼兒教育、小學、中學及技術和特殊教育），另有百分之三十二關於非教育議題（例如社會科學、人文學及語文、其他專業及職業課題）。

Knowledge Transfer

知識轉移

Knowledge transfer activities are central to the Institute's pursuit of research and innovative scholarship that not only extends knowledge frontiers but also benefits the education sector and the wider community. Such activities included, among others, commissioned and contract projects, partnership projects for change, improvement and innovation, consultancies, professional development courses, seminars and workshops, local and international conferences, as well as publications with local and regional impacts. During the year, 9,654 schools, 46,102 teachers, 395,625 students and 73,434 parents and stakeholders benefited from these activities.**

知識轉移是本校追求研究和創新學術發展的重要環節，不單能拓展知識領域，更能裨益學界和廣大社群。眾多活動包括接受委託工作及合約項目、為革新而進行伙伴項目、改善和創新項目、顧問服務、專業發展課程、研討會及工作坊、本地及國際會議，以及在本土和區域內產生影響的出版工作等。年內，共九千六百五十四所學校、四萬六千一百零二位教師、三十九萬五千六百二十五名學生及七萬三千四百三十四位家長及持份者等從上述活動獲益**。

Scholars as Public Intellectuals

校內學者為公共知識分子

Academics at the Institute have also been actively engaged in public discourse on a wide array of topics ranging from, amongst others, education, national, regional and global issues involving the Middle East and Africa, to arts, environmental, political and social issues. Through expressing their views and providing detailed analysis in print, electronic and social media, and in public policy forums, they have helped to promote Hong Kong as a civic society.

本校學者在連串的社會議題上，積極參加公開討論。這些議題包括教育事務、國家、區域以至全球議題如中東及非洲問題，並有藝術、環境、政治及社會議題。學者透過出版、或在電子傳媒、社交網站及公眾政策論壇上發表意見和詳盡分析，促進香港發展成為公民社會。

** The total number of beneficiaries has been calculated according to the actual man-times and number of schools involved. Some of them may have been involved in more than one activity.

受惠者總數：指個人及學校受惠總次數，部分受惠者或有重複。



A photograph of a busy Hong Kong street at dusk. A yellow double-decker bus is stopped at a traffic light, with its destination sign displaying '堅尼地城 5' (Kowloon Walled City 5). The bus is surrounded by a large crowd of pedestrians, many of whom are blurred due to motion. The background features a modern building with large glass windows and a white cylindrical structure. The overall atmosphere is one of a bustling urban environment.

Partnerships in the Community Virtue Never Stands Alone

德不孤必有鄰 | 學界社群結伴

The Institute has a long and proud tradition of enjoying a close relationship with the school sector. Building on this strength, in recent years it has extended its work on different fronts by reaching out to the education and wider communities, encouraging two-way interactive communication that serves the greater good of Hong Kong society.

本校一直與全港學校維持緊密關係，並以此為榮。在這個深厚基礎上，我們近年還向整個學界，以至廣大社群，拓展多方面的工作，促進雙向溝通，為香港社會謀求更大的福祉。

Education Community

學界

The First Vice Principals Forum

The Institute's close collaboration with the school community reached new heights with its sealing of agreements with four major School Sponsoring Bodies (SSBs) in December 2010, including the Catholic Diocese of Hong Kong, the Anglican (Hong Kong) Primary School Council, the Hong Kong Council of the Church of Christ and the Tung Wah Group of Hospitals. Based on this strong connection, the Institute hosted the First Vice Principals Forum in collaboration with the four SSBs on 6 December 2011. Attended by over 500 vice principals and key stakeholders in education, with the theme of the *Mission and Development of Vice Principals in the 21st Century*, the Forum updated stakeholders on the wider education perspective while extending its support to the schools. Inspired by the event's success, a group of enthusiastic vice principals planned to establish the first association for vice principals in Hong Kong.



首屆香港副校長論壇

本校於二零一零年十二月與四大辦學團體簽訂合作協議後，與學界的協作關係更上層樓。該四大辦學團體計有天主教香港教區、聖公宗〈香港〉小學監理委員會、中華基督教會香港區會及東華三院。這個綿密的網絡促成本校於二零一一年十二月六日與四大辦學團體舉辦首屆香港副校長論壇，並吸引逾五百名副校長及教育界的重要持份者出席，討論主題為「二十一世紀副校長的使命與發展」。論壇不僅開拓了持份者的教育視野，還予以更多支援。論壇的成功更啟發一群熱心的副校長有意成立首個香港副校長協會。



Second Parent-Teacher Summit

With the aim of providing an opportunity for parents, teachers and the public to exchange ideas and discuss strategies and practices for effective family-school cooperation, the Institute organised and hosted the Second Parent-Teacher Summit in conjunction with the Committee on Home-School Cooperation and Federations of Parent-Teacher Associations from 18 districts on 26 November 2011. With a theme of *Consensus and Synergy*, the Summit featured distinguished overseas and local speakers sharing their insights into and experiences of home-school cooperation. The event attracted over 300 parent-teacher association leaders, school principals, teachers and home-school coordinators who engaged in fruitful discussion on family-school cooperation, particularly in relation to facing the challenges brought about by the 3-3-4 academic structure.

第二屆家校結伴高峰會

高峰會旨在為家長、教師及公眾提供交流意見的機會，並討論能使家校合作行之有效的策略和實踐方法。是次活動由本校聯同家庭與學校合作事宜委員會及十八區的家長教師會聯會合辦，於二零一一年十一月二十六日舉行。大會的主題是「共識與共力」，邀得海外及本地的傑出人士主講，分享他們對家校合作的洞見及經驗。出席者包括逾三百名家長教師會的領袖、學校校長、教師及家校工作統籌員等，他們就家校合作事宜，尤其是「三三四」學制帶來的挑戰，進行了有益的討論。



15-year Free Education Symposium

With its leading role in early childhood education, the Institute co-organised the 15-year Free Education Forum on 21 February 2012, with the Council of Non-profit Making Organizations for Pre-Primary Education and the Pacific Early Childhood Education Research Association. Representatives of the co-organisers and 25 early childhood organisations signed a joint statement, demanding the abolition of the current Pre-Primary Voucher Scheme and the government's commitment to fully subsidising early childhood education. With a theme of *Implementation and Way Forward of Quality Early Childhood Education*, the Forum was attended by 400 academics and kindergarten principals, legislators from major political parties and candidate in the then chief executive election. Subsequently, an alliance was formally established to continue advocacy for quality free early-year education in Hong Kong.

十五年免費教育論壇

本校作為幼兒教育之先驅，於二零一二年二月二十一日聯同非牟利幼兒教育機構議會及太平洋區幼兒教育研究學會，合辦「十五年免費教育論壇」。合辦機構的代表及二十五個幼兒教育團體簽署了一項聯合聲明，要求取消現行的學前教育學券計畫，並促請政府全面落實資助幼兒教育。論壇的主題乃「優質幼兒教育的落實與前瞻」，四百名與會者包括學者及幼稚園校長、多個主要政黨的立法會議員及當時的行政長官候選人。其後，參加者正式組成聯盟，致力爭取香港實施優質的免費幼兒教育。





Collaborative Project on Teaching Cantonese Opera in Schools

Cantonese opera has been officially listed as an item of Intangible Cultural Heritage of Humanity by the United Nations Educational, Scientific and Cultural Organization (UNESCO). To promote this art form, the Institute pioneered a partnership project with sponsorship from the Quality Education Fund by inviting Cantonese opera artists to schools and providing training for music teachers to teach the genre in the formal school curriculum so that students' interests in traditional culture can be aroused. The three-year project has engaged 12 Cantonese opera artists and directly benefited 180 teachers and about 6,300 students from 54 primary and secondary schools. As a result, the Institute received the prestigious Musical Rights Award from the International Music Council and a HKIEd Knowledge Transfer Award in recognition of its contribution to music education.

中小學粵劇教學協作計劃

粵劇已被聯合國教育、科學與文化組織正式列為「人類非物質文化遺產」。為推展這項藝術，本校率先創辦一項伙伴合作計劃，並獲得優質教育基金的贊助，邀請粵劇名伶到學校內培訓音樂教師，讓教師在正規的學校課程中，教授這門藝術，以引發學生對傳統文化的興趣。這項為期三年的計劃邀得十二位粵劇名伶參與，直接令五十四所小學及中學的一百八十名教師及約六千三百名學生受益。而本校也因推行此項計劃榮獲國際音樂議會頒發音樂權益獎項及教院頒發知識轉移獎項，以肯定本校對音樂教育的貢獻。



HKIEd people video stories
were viewed by

3.6 million

public-transport passengers daily

教院人物錄像故事，每日有三百六十萬名
公共巴士乘客觀看

Wider Community

廣大社群

Preservation and Learning of Education Heritage

In 2011-12, the Hong Kong Museum of Education, located on the Institute's Tai Po campus, actively collaborated with schools and educational organisations through major exhibitions. These included *The Future of School Architecture and Revisiting Modern Teacher Education in Pre-1949 Chinese Universities*, a tour to the Po Kong School Village and two symposia on school architecture and learning environments. During the year, 12,000 visitors and 130 educational groups visited the Museum. The highlight of the year was an exhibition titled *Evolving Schools* co-organised by the Museum and the School of Architecture, at the Chinese University of Hong Kong as part of the *2011 Hong Kong-Shenzhen Bi-City Biennale of Urbanism and Architecture*, which attracted over 100,000 visitors from around the world.



教育傳承的保育及學習

二零一一至一二年度，位於本校大埔校園的香港教育博物館積極與學校及教育團體協作，舉辦多個重要展覽。展覽及活動包括「未來學校・建築」、「中國現代高等師範教育的知識寶庫」，以及參觀蒲崗村道學校村及兩個有關學校建築和學習環境的論壇。年內，共有一萬二千名訪客及一百三十個教育團體參觀了博物館。年內的重點活動是由博物館及香港中文大學建築學院所合辦的「學舍春秋」展覽，亦是「香港・深圳城市・建築雙城雙年展2011」的項目之一，吸引了來自世界各地逾十萬名訪客前來參觀。



Reaching out through Multi-media Exposure

To help the community better understand its transformation under the "Education-plus" vision over the past few years, the Institute introduced a series of multi-media communication initiatives between April and June 2012. The first was the quarterly e-newsletter *HKIEd News*, which was launched in April 2012. Apart from reaching out directly to 23,000 key stakeholders, the inaugural issue was also accessible by 2.5 million viewers through an online platform. Following this drive, messages on the Institute's community, programmes and internationalisation were carried in two Chinese dailies, *Ming Pao* and *Sing Tao*, in May 2012. The campaign culminated in the production of five video segments featuring the aspirations and commitment of the Institute's undergraduates, alumni and staff members. The video stories were transmitted for five weeks starting from June 2012 on *Roadshow*, a mobile network that reaches 3.6 million public-transport passengers daily.

向大眾發放多媒體訊息

為促進各界了解本校過去數年在「教育為本，超越教育」願景下所進行的變革，我們於二零一二年四至六月間，向公眾發放連串多媒體訊息。本校在二零一二年四月率先出版的首期季度電子報—「教院動態」，除直接發放予二萬三千名主要持份者外，更提供線上平台讓二百五十萬人閱讀。其後，我們亦於二零一二年五月，在《明報》及《星島日報》刊登本校的動態、課程及國際化狀況。壓軸活動方面，本校製作了五輯錄像，講述本校本科生學生、校友及教師的抱負和承諾。錄像故事於二零一二年六月起的五個星期內，於公共巴士內的「路訊通」資訊站播出，每日向三百六十萬名乘客傳遞訊息。

Alumni and Graduates

校友與畢業生



Photo: The Education Bureau of the Hong Kong S.A.R.

Chief Executive's Award for Teaching Excellence

As in previous years, the outstanding performance of the Institute's alumni and graduates was recognised in the Chief Executive's Award for Teaching Excellence 2011-12. The Award this year recognised achievements in the Arts Education Key Learning Area, Information Technology in Education and Pre-primary Education. Of the 54 awardees, 47 were our alumni, with 23 receiving awards and 24 certificates of merit. Since the scheme's inception in 2003, 448 of 590 awards (76%) have been bestowed on graduates of the Institute or its predecessor Colleges of Education. These recipients have been invited to extend their support to the Institute as Teaching Consultants, to benefit our staff and students.

行政長官卓越教學獎

一如往年，本校校友及畢業生的傑出表現，在二零一一至一二年度的行政長官卓越教學獎中獲得肯定。教學獎今年側重獎勵「藝術教育學習領域」、「資訊科技教育」及「學前教育」。五十四位獲獎人中，四十七位是本校校友，其中二十三人獲得教學獎及二十四人獲嘉許狀。這項獎項於二零零三年設立以來，合共五百九十名得獎人中，四百四十八人（佔總數百分之七十六）為本校畢業生或本校前身師範學院的校友。我們更邀請得獎者襄助，擔任教學顧問，裨益本校師生。

Since 2003, **76%** of the awardees of the Chief Executive's Award for Teaching Excellence are graduates of HKIEd or its predecessor Colleges of Education

自二零零三年設立行政長官卓越教學獎以來，百分之七十六的獲獎者為本校畢業生或本校前身師範學院的校友

Community Support on Education Cause

教育理想獲得社會人士支持

Psychology Education

To strengthen psychology education at the Institute, the Lee Hysan Foundation has generously donated HK\$3,163,000 to support the establishment of the Psychological and Behavioural Sciences Laboratory. For the Department of Psychological Studies, which will launch its Bachelor of Social Sciences (Honours) in Psychology programme in 2012-13, the well-equipped laboratory is designed to not only facilitate teaching and learning of practical skills but also to conduct research and assessment for community consultation projects. This will allow the Institute to further extend its support to the teaching profession, parents and the community. The ultimate goal of the laboratory is to serve as a platform for generating cutting-edge scientific findings that will be used to develop evidence-based practice for various community settings.

心理教育

為加強本校的心理教育，利希慎基金慷慨捐出三百一十六萬三千元，支持本校成立心理及行為科學實驗室。因應心理研究學系將於二零一二至一三年度，推出心理學榮譽社會科學學士課程，設備精良的實驗室不單能利便實用技巧的教與學，更為社群提供有關研究及評估的顧問服務，使本校得以為教學專業、家長和社會提供更大支援。實驗室旨在提供平台，培育尖端科學研究的成果，推動不同社區發展具實證基礎的心理實踐法。

Internationalisation

The Institute's internationalisation strategy is to enhance the learning experience of its students through regional and international exposure, as well as an internationalised curriculum and other on-campus experience. The strategy echoes the University Grants Committee and Education Bureau's drive to promote internationalisation and Mainland experience through the dollar-for-dollar matching grants schemes. The Institute's cause on internationalisation was made possible by philanthropic support from two generous donors. Dr Hui Chi-ming donated HK\$1,500,000 to support student exchange, the Regional Summer Institute and the LEAD (Leadership Enhancement and Development) programme. Dr Annie Wong donated HK\$150,000 to create student exchange scholarship in visual arts.

國際化

本校的國際化策略，乃通過接觸區域及國際社會、國際化的課程及其他校園經驗，豐富學生的學習經驗；這項策略正好響應大學教育資助委員會及教育局設立配對補助金計劃以促進國際化及內地經驗的政策。年內，兩位熱心人士為本校的國際化項目慷慨捐獻。許智明博士捐出一百五十萬元供本校學生進行交流、支援暑期區域研習課程和「領導能力提升及發展計劃」；王梁潔華博士則捐贈十五萬元，作為學生在視覺藝術方面進行交流的獎學金。





Regional and International Impacts Reaching Around the World

八方四海之內 | 區域國際影響

The Institute seeks to lead the discourse in education and complementary disciplines in the Asia-Pacific region and beyond. Through its proactive role in promoting collaboration, conducting cross-country research projects and playing host to and participating in high-level academic conferences, the Institute's footprint has become increasingly prominent in the regional and international education communities.

本校致力在亞太，以至及更遠區域，帶動教育及相關學科議題的討論。我們主動推展協作、進行跨國研究計劃、主辦及參加高層次的學術會議，逐步加強在區域與國際學界中的影響力。



Regional and International Academic Leadership

領導區域及國際學術界



East Asia Dialogue on Rethinking Social Policy Strategies

On 30-31 August 2011, the Institute organised and hosted the 8th EASP Conference on Social Policy in East Asia and Beyond under the theme of *Rethinking Social Policy Strategies in Times of Uncertainty*, in collaboration with the East Asian Social Policy Research Network (EASP) and the Hong Kong Council of Social Service, with the support of the HKSAR government's Central Policy Unit. The Conference was attended by over 100 scholars, researchers and experts from Europe, the USA, Southeast Asia, Mainland China, Taiwan and Hong Kong, who explored a range of themes, including education, old age, young adults and labour markets, the political economy of welfare, social protection and income maintenance, and economic and environmental sustainability and social policy.

再思社會政策策略的東亞對話

二零一一年八月三十至三十一日，本校組織及主辦第八屆東亞社會政策研究會議，討論東亞及以外地區的社會政策，主題為「反思變動時代下的社會政策」。該活動的協辦機構為東亞社會政策研究網絡及香港社會服務聯會，同時亦獲得香港特區政府中央政策組支持。來自歐洲、美國、東南亞、中國內地、台灣及香港的逾一百名學者、研究員及專家，探討一系列的議題，包括教育、老年問題、青年人及勞工市場、福利的政治經濟學、社會保障及維持薪金水平，以及經濟和環境的可持續性及社會政策等。

52 higher education institutions signed a joint message on education collaboration at the Second Asian Roundtable of Presidents of University of Education

五十二所高等教育院校，於第二屆亞洲地區教育大學校長論壇簽署聯合聲明，矢志共同協作，推進教師教育的發展



Second Asian Roundtable of Presidents of University of Education

Building on the success of the inaugural Roundtable in 2009, the Institute hosted the Second Asian Roundtable of Presidents of Universities of Education with the theme *Envisioning the Future of Asian Universities of Education* on 3 November 2011. Thirty-six presidents and designated representatives of higher education institutions from 13 countries and regions in Asia and Europe were present. During the Roundtable, 52 higher education institutions were signatories to a Joint Message pledging to collaborate in the advancement of teacher education and contribute to regional and global education communities by fostering educational research and development as a means of informing education policy, practice and innovation.

第二屆亞洲地區教育大學校長論壇

二零零九年首屆論壇成功舉辦，建基於此，本校在二零一一年十一月三日主辦第二屆亞洲地區教育大學校長論壇，主題為「展望未來亞洲地區教育大學的願景」，共有三十六位來自亞洲及歐洲十三個國家或地區的高等教育院校校長或代表出席。在論壇上，五十二所高等教育院校簽署了聯合聲明，矢志共同協作，以推進教師教育的發展，並透過促進教育研究及發展，影響教育政策、實踐及創新，為區域以至全球的教育界作出貢獻。



Forum on Higher Education in the Greater China Region

On 22 June 2012, university presidents and scholars from Mainland China, Taiwan, Hong Kong and Macau converged on the *Forum on Higher Education in the Greater China Region: Opportunities and Challenges*. The forum was organised by the Institute and the Tin Ka Ping Foundation, a charitable organisation that makes immense contributions to education development in Greater China. The attendees exchanged views on the prospects for higher education in the region, and on establishing deeper regional collaboration as Asia rises to global cultural and economic prominence.

大中華地區教育發展的機遇與挑戰教育論壇

二零一二年六月二十二日，來自中國內地、台灣、香港和澳門的大學校長及學者匯聚於「大中華地區教育發展的機遇與挑戰」教育論壇。這項活動由本校聯同在大中華區捐助眾多教育發展項目的田家炳基金會合辦。出席者就區域內的高等教育前景，及亞洲在全球文化和經濟領域中崛起之際如何深化區域內的協作，交流意見。

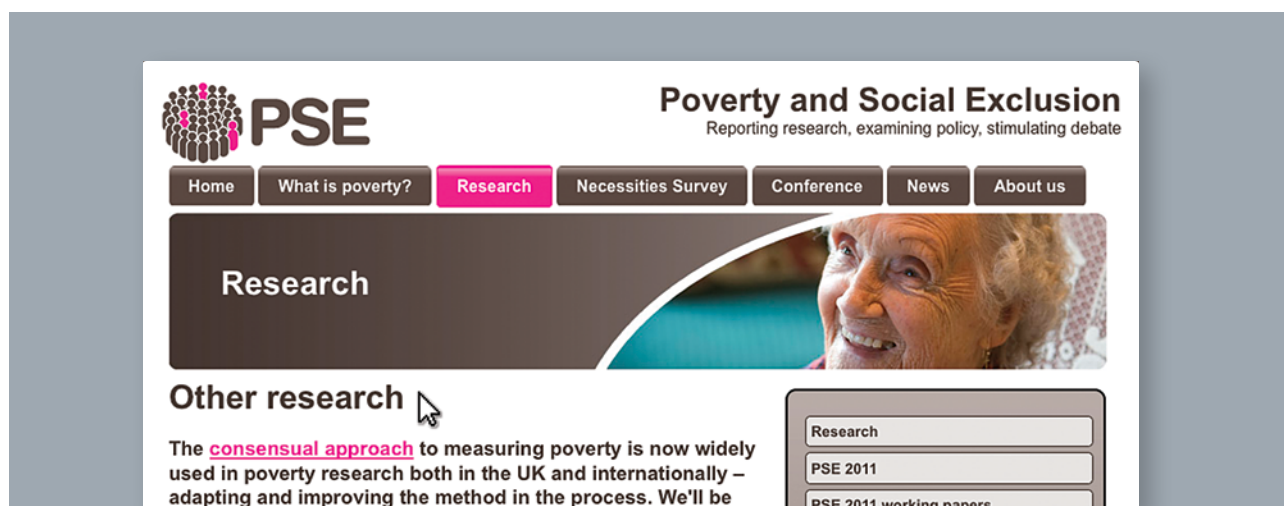


Research Project for Asian Development Bank

In May 2012, the Institute was commissioned by the Asian Development Bank (ADB) to lead a high-level regional policy orientated educational research project *ADB Project on Education and Skills for Inclusive Growth and Green Jobs*. This two-year study is aimed at finding sustainable solutions to achieving inclusive economic growth, sustainable livelihoods and the greening of economies in four developing Asian countries – India, Indonesia, Sri Lanka and Vietnam. With the assistance of the findings of this Institute-led research project, the ADB is seeking to provide technical assistance to countries to improve the links between vocational training provision and the needs of employers in greening economies. The overall objective is to increase the capacity of skills for employability leading to inclusive economic growth, as well as the knowledge and capacity of countries to support growth and employment in green jobs.

亞洲開發銀行委託本校進行研究

二零一二年五月，亞洲開發銀行委託本校進行一項高層次、區域性政策導向的教育研究項目，名為「亞洲開發銀行項目－關於包容性增長及綠色就業的教育與技能」。這項研究為期兩年，旨在為亞洲四個發展中國家（印度、印尼、斯里蘭卡及越南）尋找可持續發展方案，以實現包容性經濟增長、可持續生計及綠色經濟。亞洲開發銀行將根據研究結果，為有關國家提供技術支援，以改善職業培訓來配合綠色經濟中僱主的需要，而研究的整體目的是要提升就業技能，從而實現包容性經濟增長，以及增進有關國家的知識與能力，以支援增長及綠色就業。



Joint Projects with Universities in the United Kingdom

At the time of the Report's publication, the Institute and its partners were jointly funded by the Economic and Social Research Council (ESRC) of the UK and the Research Grants Council (RGC) of Hong Kong for three research projects. The prestigious research scheme aims to foster collaboration in social sciences research between academics in the UK and Hong Kong. As the UK's largest organisation for funding research on economic and social issues, the ESRC supports independent, high-quality research that has an impact on business, the government and society. The three Institute research projects – *Poverty and Social Exclusion in Hong Kong*, *Reshaping Educational Practice for Improvement in Hong Kong and England: How Schools Mediate Government Reforms* and *Theory of Mind Development and Use in Children from Hong Kong and the UK*, are being jointly conducted with the University of Bristol, University of Nottingham and University of Cambridge, respectively.

聯同英國大學進行研究

在本年報出版期間，本校與英國伙伴院校進行的三個研究項目，獲得英國經濟與社會研究委員會及香港研究資助局聯合資助。這項享負盛名的聯合資助計劃，目的為促進英國與香港的學者在社會科學研究方面的協作。經濟與社會研究委員會是英國有關經濟及社會議題的最大資助組織，支援對商業、政府及社會帶來影響的獨立及高質素研究。上述三個獲資助的研究項目題目分別為「香港的貧窮問題及社會排斥」、「為香港和英國的進步重塑教育實踐：學校如何調解政府的改革」和「思維發展理論及其在香港和英國孩童中的應用」，此三項研究分別與英國的布里斯托大學、諾丁漢大學及劍橋大學合作。

Worldwide Collaborations and Networks

全球協作及聯網

Connecting beyond Borders

As the Institute becomes increasingly important in the regional and international education arenas, its senior management and scholars are proactively reaching out to education institutions from all over the world. Some of their activities in 2011-12 are highlighted below.

On 21-23 November 2011, the President and members of the senior management attended the International Forum on Basic Education Reform and Teacher Education and the 35th Forum of eleven key Normal Universities in Southeast China, held in Nanhai, Guangdong province. On 12-15 March 2012, the President and the Associate Vice President

無國界連繫

鑑於本校在區域內以至全球學界中日益重要，我們的高層管理團隊和學者遂主動連繫及接待世界各地的教育院校，以下是部分的重點活動。

二零一一年十一月二十一至二十三日，校長與高層管理團隊成員出席了在廣東省南海舉行的「基礎教育改革及教師教育國際論壇暨第三十五屆東南十一所重點師範大學論壇」。二零一二年三月十二至十五日，校長



(Research and International Exchange) joined the Heads of Universities Committee delegation in attending the *Going Global 2012 International Conference* hosted by the British Council in London. They met vice-chancellors and leaders of British universities, and briefed the UK media on the academic structure in Hong Kong, the development of higher education and Hong Kong as a regional education hub. On 4-6 June 2012, faculty and department academic staff visited five universities in Taiwan to explore areas for further project collaboration.

與協理副校長（研究與國際交流）參與大學校長會代表團，出席在倫敦由英國文化協會主辦的「二零一二年邁向全球國際會議」，並與英國大學的校長及領袖會面，又向英國媒體簡介香港的學術架構、高等教育的發展及香港作為區域教育樞紐等議題。二零一二年六月四至六日，學院及學系人員到訪台灣五所大學，探索可進一步協作的領域。



Across the Institute, many of our scholars were also invited as speakers and special guests at international events. Visits were made to, and academic activities were joined at, among others, Charles University in Prague, Czech Republic (speaking on Ming and Qing Dynasty receptions of Tang poetry); the United Nations Educational, Scientific and Cultural Organization (UNESCO) Headquarters at Paris, France (serving as a UNESCO-appointed Jury member at the UNESCO/Emir Jaber al-Ahmad al-Jaber al-Sabah Prize); Asia-Pacific Economic Cooperation (speaking at a APEC conference on enhancing quality of higher education); the University of Heidelberg, Germany (speaking on privatisation of higher education); the Fourth Worldwide Forum held at the Beijing Normal University (speaking on global education reform); and the Graduate School of Education of Harvard University (speaking on the state role in Chinese higher education).

In reciprocation, universities and education institutions from different parts of the world paid visits to the Institute, to exchange experience and explore collaboration opportunities with us. Some of the visitors included delegations from Karlsruhe University of Education, Germany; the Sultan Hassan al-Bolkiah Institute of Education, Universiti Brunei Darussalam, Brunei; the Commonwealth Council for Educational Administration and Management, Australia; the Netherlands Organization for International Cooperation in Higher Education, Netherlands; and the Ministry of Education and Central Liaison Office, Mainland China.

Partnership Agreements

Since being awarded both a highly prestigious UNESCO Education Chair and a UNESCO Arts in Education Observatory in 2011, and building upon its already extensive academic footprint, the Institute has extended its global networks rapidly. As of 2011-12, the Institute had sealed agreements on academic collaboration and student exchange with close to 140 tertiary institutions from overseas and Greater China. Agreements with institutions cover overseas countries such as the USA, the UK, Australia, Korea, Japan, Singapore, Austria, France, Germany, the Netherlands and Switzerland, among others, as well as Mainland China and Taiwan.

在校內，多位學者應邀出席國際活動擔任講者或特別嘉賓。這些外訪及學術活動包括：前往捷克布拉格的查理大學主講明清時期的唐詩；遠赴聯合國教育、科學與文化組織在法國巴黎的總部，出任該組織頒發的Emir Jaber al-Ahmad al-Jaber al-Sabah獎項評判；出席亞洲太平洋經濟合作組織會議，主講提升高等教育的質素；在德國的海德堡大學講述高等教育私有化問題；出席在北京師範大學舉辦的「第四屆世界比較教育論壇」，主講全球教育改革問題；以及被邀到哈佛大學教育研究院，討論中國高等教育中的國家角色。

另一方面，世界各地多所大學及教育院校亦到訪本校，交流經驗或探索協作機會。部分到訪者包括德國卡爾斯魯厄教育大學代表團、文萊達魯薩蘭大學Sultan Hassan al-Bolkiah教育學院、澳洲英聯邦教育行政及管理學會、荷蘭高等教育國際合作組織，以及中國教育部與內地駐港聯絡辦公室等。

伙伴協議

本校於二零一一年獲頒享譽甚高的聯合國教科文組織教育教席，旋又獲委為該組織在港的藝術教育觀測所，加上我們原有廣泛的學術影響力，使我們得以在此基礎上，迅速擴展全球網絡。截至二零一一至一二年度，本校已與近一百四十所海外及大中華的高等院校簽署協議，進行學術協作及交換生計劃。這些院校來自美國、英國、澳洲、韓國、日本、新加坡、奧地利、法國、德國、荷蘭及瑞士，還有中國內地及台灣等地區及國家。

A Growing Institution Rich in Cultural Diversity

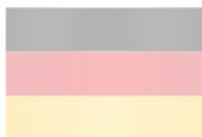
教院茁壯成長 綻放多元文化

The Institute attaches special importance to its identity within Asia and the role of Asian universities in bridging Western and Asian scholarship, and to its place between Western modernity and Asian traditions. In the years ahead, its major strategies will focus on forging strong regional and global links, closer collaboration with universities and institutions in the region, enhancing student regional and international learning experiences, internationalising curriculum and on-campus experience, and establishing regional leadership in shaping the research agendas for education, the humanities, the social sciences and creative arts and culture.

本校尤為重視其在亞洲區內的身份，我們既是一所連繫西方與亞洲學術的亞洲學府，也游走於西方現代化與亞洲傳統學術。本校今後的主要策略將集中推進與區域以至全球的更強聯繫、與區域內的大學及院校進行更緊密的協作、提升學生在區域以至全球的學習經驗、將課程及校園體驗國際化，以及就教育學科、人文、社會科學及創意藝術與文化學科範疇，在區域內帶動研究議題，建立在區域內的學術領導地位。

Close to **140** tertiary institutions worldwide sealed agreements with HKIEd on academic collaboration and student exchange

全球近一百四十所高等院校與本校簽署協議，進行學術協作及交換生計劃



Facts and Figures

資料篇

Student Information 學生資料

All figures quoted are collected as at 30 June 2012 所有資料計算截至二零一二年六月三十日

Student Admission 入讀申請數目

Programme Type	課程類別	No. of Applications 申請數目	No. of Students Recruited (Headcount) 錄取數目 (人數)
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University Grants Committee Funded Programmes

大學教育資助委員會資助課程

Research Postgraduate	研究式學士後課程	160	14
Postgraduate Diploma in Education	學位教師教育文憑課程	3,023	506
Bachelor's Degree	學士課程	40,241	1,384
Higher Diploma	高級文憑課程	5,243	421
Professional Development Programmes	專業進修課程	1,323	1,043
Total	總數	49,990	3,368

Self-financing Programmes

學生自費課程

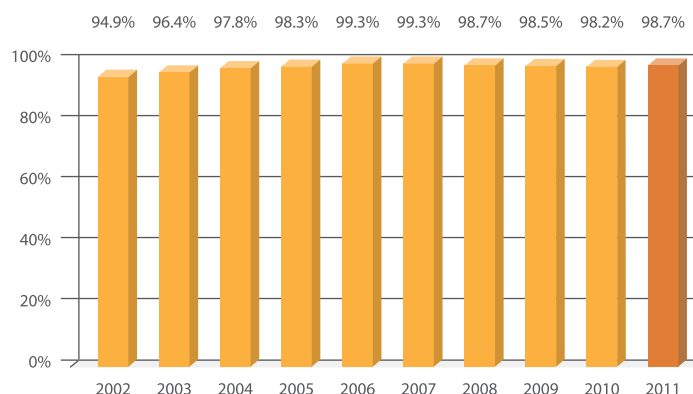
Doctor of Education	教育博士課程	78	35
Master's Degree	碩士課程	1,228	533
Postgraduate Diploma	深造文憑課程	205	124
Bachelor's Degree	學士課程	1,184	406
Total	總數	2,695	1,098

Graduate Information 畢業生資料

Graduate Employment Statistics (2002-2011) 畢業生就業統計 (二零零二至二零一一年度)

Percentage employed or engaged in further studies (Full-time pre-service graduates)

就業或繼續升學百分比 (職前全日制畢業生)



* The remaining 1.3% comprises graduates who were still seeking jobs (0.2%) and graduates who did not seek any employment due to personal reasons (1.1%).
尚餘的1.3%包括仍在尋找工作的畢業生 (0.2%) 及因個人理由而沒有求職的畢業生 (1.1%)。

Student Enrolment (Headcount) by Level of Programmes 2011/2012

二零一一至二零一二年度學生數目(人數)(按課程程度歸納)

Programme Type	課程類別	UGC*- funded 教資會*資助		Self-financing 學生自費		Sub-total 小計
		Full-time 全日制	Part-time 兼讀制	Full-time 全日制	Part-time 兼讀制	
Research Postgraduate	研究式學士後課程	31	0	0	0	31
Taught Postgraduate	修讀式學士後課程	145	699	425	799	2,068
Bachelor's Degree	學士課程	2,811	1,464	525	46	4,846
Higher Diploma / Certificate	高級文憑/證書課程	440	391	0	1	832
Professional Development Programmes	專業進修課程	630	404	0	0	1,034
Total	總數	4,057	2,958	950	846	8,811

* The full name of UGC is University Grants Committee.
教資會全名為大學教育資助委員會。

Self-funded Programmes Run by the School of Continuing and Professional Education Student Statistics (2011/2012)

持續專業教育學院開辦之自負盈虧課程學生人數(二零一一至二零一二年度)

Programme Type	課程類別	Full-time 全日制	Part-time 兼讀制	Sub-total 小計
Sub-degree Programme	學位以下程度課程	703	0	703
Professional Development Programme	專業進修課程	0	272	272
Continuing Education Programme	持續教育課程	0	20	20
New Senior Secondary / Alternative Secondary Programme	新高中/其他中學課程	86	149	235
Total	總數	789	441	1,230

Major Donations

主要捐款

As at 30 June 2012 截至二零一二年六月三十日

Donors of HK\$100,000 or above 捐款十萬港元或以上的善長		Donations (HK\$) 捐款 (港元)
Donation to support establishment of a “Psychological and Behavioural Sciences Laboratory”	捐款支持成立「心理及行為科學實驗室」	
Lee Hysan Foundation	利希慎基金	3,163,000
Donation to support “Internationalisation project”	捐款支持「國際體驗」計劃	
Dr Hui Chi-ming	許智明博士	1,500,000
Donation to support “The Asia Pacific Partnership for Learning Behaviour”	捐款支持「亞太區合作計劃：學習行為」	
Fu Tak Iam Foundation Limited	傅德蔭基金有限公司	608,848
Donation to support “Research on the Effectiveness of Non-Chinese Speaking Students Learning Chinese through Listening Chinese Story Books”	捐款支持「聽故事、學中文——非華語學童學中文成效研究」	
Hong Kong Unison	香港融樂會	490,000
Donation to establish “Tin Ka Ping Education Fund” at HKIEd	捐款支持教院成立「田家炳教育基金」	
Tin Ka Ping Foundation	田家炳基金會	300,000
Donation to support “Croucher Chinese Visitorships 2011-2012”	捐款支持「裘槎中國訪問學者計劃 2011-2012」	
The Croucher Foundation	裘槎基金會	288,000
Donation to support “Optimising Assessment for Learning Using SP-Xpress in E-Reporting”	捐款支持「善用 SP- 特快電子報告優化評估反饋計劃」	
United English Publishing Limited	聯合英語出版有限公司	100,000

Donors of HK\$100,000 or above 捐款十萬港元或以上的善長		Donations (HK\$) 捐款 (港元)
Other projects, scholarships and bursaries, awards, conferences, activities, etc	其他項目、獎助學金、獎項、會議、活動的捐款	
The Hong Kong Jockey Club Charities Trust	香港賽馬會慈善信託基金	955,300
The Croucher Foundation	裘槎基金會	130,000
Zheng Ge Ru Foundation	鄭格如基金	120,000
Various donors	眾捐款人	1,094,316

Governance of the Institute

本校的管治

Pursuant to The Hong Kong Institute of Education Ordinance ("Ordinance"), the Council is the executive governing body of the Institute and has general control over the administration of the Institute and the conduct of its affairs whereas the Academic Board is responsible for planning, reviewing and advising the Council on, if so empowered by the Council, regulating the academic programmes, examinations and conferment of academic awards; and admission of students and academic matters of the Institute.

Council

At present, the Council comprises 26 Members, 15 of whom are lay members appointed by the Chief Executive of HKSAR, including the Chairman, Deputy Chairman, Treasurer, and 5 Members who have had relevant experience in commerce, industry or a profession; 3 Members who have had relevant experience in higher education and 3 Members who have had relevant experience in education, other than higher education; and the Secretary for Education or his representative. The other 11 Members consist of the Institute's President and 3 Vice Presidents appointed by the Council; 6 Staff Members (3 are elected by staff members and the other 3 are nominated by the Academic Board and appointed by the Council); and a full-time student appointed by the Council.

Council Members as at 30 June 2012 and the subsequent changes up to the date of the Report

Chairman

Mr PANG Yiu-kai, SBS, JP

Deputy Chairman

Mr Patrick MA Ching-hang, BBS, JP

Treasurer

Dr Eric LI Ka-cheung, GBS, JP

Members

Professor Andrew CHAN Chi-fai, SBS, JP

Ms Susanna CHIU Lai-kuen

Dr Susan FAN Yun-sun

Miss Stella LEE Wai-fun

Professor Frederick LEUNG Koon-shing

Mrs Julie MA LI Mun-wai

Professor NG Tai-kai

Ms Ruth SHEK Yuk-yu

Mr Teddy TANG Chun-keung, MH, JP

根據香港教育學院條例（「條例」），校董會乃本校的管治機構，對本校的行政及其事務的處理有全面控制權；而教務委員會則在獲得校董會授權後，就規管學術課程、考試及頒授學術資歷和收生及本校的學術事務，作出策劃、檢討及向校董會提供意見。

校董會

現時，校董會由二十六名成員組成，其中十五名為香港特區行政長官委任的校外成員，包括主席、副主席、司庫及五名來自工商或專業的成員、三名在高等教育界具相關經驗的成員、三名在高等教育界以外的教育範疇具相關經驗的成員，以及教育局局長或其代表；另外十一名成員則包括本校校長及由校董會委任的三名副校長、六名本校教職員（三名由教職員選出，另三名由教務委員會提名並由校董會委任），以及一名為校董會委任的全日制學生。

截至二零一二年六月三十日的校董會成員，以及隨後至本年報刊出日期之變化

主席

彭耀佳先生，銀紫荊星章，太平紳士

副主席

馬清鏗先生，銅紫荊星章，太平紳士

司庫

李家祥博士，金紫荊星章，太平紳士

成員

陳志輝教授，銀紫荊星章，太平紳士

趙麗娟女士

范瑩孫醫生

李慧芬小姐

梁貫成教授

馬李敏慧女士

吳大琪教授

石玉如女士

鄧振強先生，榮譽勳章，太平紳士

Members (Continued)

Mr Henry TONG Sau-chai, MH
 Mr Dieter YIH, JP
 (appointed with effect from 27 August 2012)
 Mr Rimsky YUEN Kwok-keung, SC
 (resigned with effect from 1 July 2012)

Representative of the Secretary for Education

Mrs Betty IP TSANG Chui-hing, JP

President & Vice Presidents

Professor Anthony CHEUNG Bing-leung, GBS, JP,
President (resigned with effect from 1 July 2012)
 Professor CHENG Yin-cheong,
Vice President (Research & Development),
and Acting President with effect from 1 July 2012
 Professor John LEE Chi-kin, JP,
Vice President (Academic)
 Mr. Chris Mong,
Vice President (Administration)

Elected Staff Council Member

Mr LI Chin-wa
 Professor Laurance Joseph SPLITTER
 (elected as Member with effect from 25 September 2012)
 Mrs VIGNERON-CHAN Sin Man
 (elected as Member with effect from 25 September 2012)
 Dr FUNG Shu-fun
 (expiry of term of service on 24 September 2012)
 Ms Anna HUI Sui-yee
 (expiry of term of service on 24 September 2012)

Staff nominated by the Academic Board

Professor Joanne CHUNG Wai-yee
 Professor Dennis Michael MCINERNEY
 Professor Benjamin T'SOU Ka-yin

Student Member

Mr WONG Chun-pong

Secretary

Mr Chris MONG Chan,
Vice President (Administration)

成員 (續)

湯修齊先生，榮譽勳章
 葉禮德先生，太平紳士
 (二零一二年八月二十七日起獲委任)
 袁國強先生，資深大律師
 (二零一二年七月一日起辭職)

教育局局長代表

葉曾翠卿女士，太平紳士

校長及副校長

張炳良教授，金紫荊星章，太平紳士
 校長 (二零一二年七月一日起辭職)
 鄭燕祥教授
 副校長 (研究與發展)，及由二零一二年七月一日起生效為署理校長
 李子建教授，太平紳士
 副校長 (學術)
 蒙燦先生
 副校長 (行政)

教職員選任代表

李展華先生
 施樂哲教授
 (二零一二年九月二十五日起獲選為成員)
 陳倩雯女士
 (二零一二年九月二十五日起獲選為成員)
 馮樹勳博士
 (二零一二年九月二十四日期滿卸任)
 許瑞儀女士
 (二零一二年九月二十四日期滿卸任)

教務委員會提名代表

鍾慧儀教授
 麥翰林教授
 鄒嘉彥教授

學生成員

黃俊邦先生

秘書

蒙燦先生
 副校長 (行政)

The Council usually holds four meetings in an academic year. If necessary, additional meetings may be scheduled. To enhance communications with staff/students, Council papers and confirmed Council minutes which are classified as non-confidential are posted on the Institute's intranet.

校董會一般於一個學術年度內舉行四次會議。若有需要，則會安排額外的會議。為加強與教職員及學生的溝通，不屬機密類別的校董會文件及經確認的校董會會議記錄均於本校的內聯網中發佈。

Attendance of Members at Council Meetings in 2011/12

二零一一至一二年度校董會會議出席率

Date of meeting 會議日期	Total number of Council members 校董人數	Number of members present 出席人數	Percentage of members present 出席率
14 October 2011 二零一一年十月十四日	26	20	77%
16 December 2011 二零一一年十二月十六日	26	19	73%
29 March 2012 二零一二年三月二十九日	26	21	81%
22 June 2012 二零一二年六月二十二日	26	20	77%

Academic Board

The Academic Board ("AB") is the chief academic forum of the Institute with the President as the Chairperson. Members include all Vice Presidents, representatives from Faculties and academic Departments as well as student representatives from Faculties and Graduate School. It met nine times during the academic year 2011/12. The quorum and procedures of the AB meetings are governed by its Rules of Procedure.

教務委員會

教務委員會是本校的最高學術議會，由校長出任主席；成員包括所有副校長、學院及學系代表，以及學院和研究生院的學生代表。教務委員會於二零一一至一二年度共舉行了九次會議。教務委員會會議的法定人數及程序均受該會的程序規則所規管。

Council Committees

The Council has established six Committees, namely the Audit Committee, the Finance Committee, the Staffing Committee, the Donation Committee, The HKIEd Development Fund, and the Honorary Degrees Committee. These Committees are delegated with specific roles and responsibilities by the Council.

校董會委員會

校董會設立了六個委員會，分別為審計委員會、財務委員會、人事委員會、募捐委員會、香港教育學院發展基金，以及榮譽學位頒授委員會。各個委員會獲校董會委以具體的職責和角色。

The Audit Committee makes recommendations to the Council on the appointment of auditors, and reviews the annual financial statements before submission to the Council. It also reviews and approves the Institute's internal audit plans, and reviews internal audit findings and recommendations. Summaries of internal audit reports are posted on the Institute's intranet to enhance transparency.

審計委員會就委任核數師事宜向校董會作出建議，同時負責於提交年度財務報表予校董會前進行檢閱。該委員會亦負責檢閱及通過本校的內部審計計劃，並檢討內部審計的審計結果及建議。而內部審計報告摘要亦會在本校的內聯網中發佈，以增加透明度。

The Finance Committee makes recommendations to the Council on all matters within the jurisdiction of the Council which have important financial implications and approves matters as delegated by the Council. The Investment Sub-committee under the Finance Committee advises on the Institute's investment strategies, make decisions on investments portfolio under the approved policy guidelines, and review the performance of the Institute's portfolio. In addition, a Superannuation and MPF Schemes Management Sub-committee is appointed to oversee matters relating to the Superannuation Schemes and the MPF Scheme.

The Staffing Committee advises the Council on policies regarding staff recruitment, appointment, development and performance management. It also advises the Council on the terms of remuneration and conditions of service for employees of the Institute. The Staff Appeal Sub-committee of the Staffing Committee is appointed to review appeals lodged by staff relating to sexual harassment, disciplinary matters and other employment-related grievances.

The Donation Committee advises and makes recommendations to the Council on strategies and all matters relating to the raising of funds from non-Government sources and monitors the development of funds so raised. The HKIEd Development Fund is formed to solicit and receive gifts, and act as trustee of moneys or other property vested in it on trust, for enhancing and promoting teacher education.

The Honorary Degrees Committee considers and makes recommendations to the Council for the conferment of honorary degrees and of honorary fellows.

財務委員會就校董會職權範圍內所有具重要財務影響的事宜，向校董會作出建議，同時按校董會的授權通過相關事務。財務委員會轄下的投資分委會則就本校的投資策略作出建議、按照已通過的政策指引決定投資組合，並檢討本校投資組合的表現。此外，公職金與強職金計劃管理分委會獲任命管理有關公職金與強職金計劃的事宜。

人事委員會就人事的聘任、委任、發展及績效管理的政策，向校董會作出建議；亦就本校僱員的薪酬及服務條件，向校董會提交意見。人事委員會轄下的教職員上訴分委會獲任命負責檢核由教職員提出有關性騷擾、紀律事項及其他對有關僱用不滿的投訴。

募捐委員會就籌募非政府來源資金的策略及所有有關事項，向校董會提出意見及建議，同時負責監管所籌募資金的發展。香港教育學院發展基金的成立，是為了加強及促進教師教育而徵集和接受饋贈，並出任受委託款項和其他財產的受託管理人。

榮譽學位頒授委員會就頒授榮譽學位及榮譽院士作出考慮，並向校董會提交建議。

Attendance of Committee Members in 2011/12

二零一一至一二年度委員會會議出席率

	Total Number of Meetings 會議總數	Average Attendance Rate of Committee members 平均出席率
Audit Committee 審計委員會	2	63%
Finance Committee 財務委員會	2	72%
Staffing Committee 人事委員會	4	94%
The HKIEd Development Fund 香港教育學院發展基金	0 (Note)	N/A
Donation Committee 募捐委員會	4	64%
Honorary Degrees Committee 榮譽學位頒授委員會	0 (Note)	N/A

Note: All matters were dealt with by circulation during the year.
註：年內所有事項均以文件傳閱方式處理。

Treasurer's Report

司庫報告

Report of the Treasurer to the Council on the Group's Financial Statements for the Financial Year from 1 July 2011 to 30 June 2012

香港教育學院司庫致校董會二零一一年七月一日至二零一二年六月三十日止的司庫報告

Overview

The Institute had been making remarkable progress at various fronts to become “an Education-focused multidisciplinary institution with research and research training capacities” over the year, in accordance with the transformation goals set in our new *Strategic Plan 2009-12 and Beyond*. Under the “Education plus” vision, we are now providing programmes in Education and the complementary discipline areas of Humanities, Social Sciences, and Creative Arts & Culture, at degree, master and doctoral levels. In research, apart from growing areas of expertise through the infrastructure of Institute-level research centres and Faculty-level research and professional development centres, our academic staff had also been active and successful in securing external research grants. Our overall research and publications profile had advanced steadily, making the Institute a research hub in several Education-related fields.

In preparing for the New Undergraduate Programme under the 3+3+4 Academic Structure, the Institute experienced an increase in expenditure this year, as compared with 2010/11. Nevertheless, a small net funding surplus of about \$7.5 million was still resulted for the year. At the Group level, the net funding surplus was about \$5.2 million, since the subsidiary, the HKIEd School of Continuing and Professional Education Limited (“SCPE”) recorded a small deficit of about \$2 million for the year.

Triggered by the anticipated lapse of Yi Jin programme starting from 2012/13, and after due assessments of relevant financial projections, the SCPE Board considered that it would not be financially sustainable for SCPE to operate on its own as a self-contained school in the medium to long term. In December 2011, the Council of the Institute approved the new operational strategy as recommended by the SCPE Board, in which those SCPE associate degree programmes which were popular and self-sustainable would be “mainstreamed” into the Institute to provide articulation pathways to the self-financed programmes of the Institute, and would be operated on the basis of no cross-subsidization of UGC funds. The other SCPE's operations would be wound down slowly, and would cease operation after all existing outstanding commitments and contractual obligations, such as teaching of the remaining associate degree programmes and commissioned courses, had been completed. The reserve/accumulated surplus of SCPE in the past years would be adequate to cover any projected losses in the future winding up of its operation and therefore there would be no cross-subsidization of any UGC funds to it.

概覽

過去一年，本校依循《策略發展計劃 跨越2009-12》所訂下的革新目標，在發展成為「一所以教育為本、提供多元學科的研究兼具研究培訓實力的優秀學府」的過程中，於多個領域同告取得卓越的進展。在「教育為本，超越教育」的願景下，我們現時提供的學士、碩士和博士課程，除了教育學科外，亦有相關的學科，包括人文學、社會科學與創意藝術及文化。在研究方面，除了透過設立校級研究中心及院級研究和專業發展中心來發展研究的專業領域外，我們的學術人員亦積極爭取校外的研究撥款，而且成績斐然。我們整體的研究及學術著作發表工作正在穩步發展，令本校成為與教育科目相關學科的研究樞紐。

本校為迎接「三三四」學制而準備推出新的大學本科課程，年內的支出因而較二零一零至一一年度有所增加。不過，我們仍錄得約七百五十萬元的小額淨盈餘。由於作為本校附屬機構的香港教育學院持續專業教育學院有限公司（「持續專業教育學院」）於年內錄得約二百萬元的小額虧損，所以在全校而言，淨盈餘約為五百二十萬元。

毅進課程預期於二零一二至一三年度起停辦，對有關的財務預算作出審慎的評估後，持續專業教育學院董事局認為該學院未能於中長期以自負盈虧的財政方式繼續營運。因此，於二零一一年十二月，本校校董會接納了持續專業教育學院董事局有關該學院新的營運策略建議，即把該學院受歡迎並能自負盈虧的副學士課程，「撥歸」本校主理，然後提供機會與本校的自負盈虧課程銜接，而其運作不會受到大學教育資助委員會（「教資會」）的資助。持續專業教育學院的其他運作則會緩慢結束，當所有現時仍未完成的工作及合約責任（例如教授餘下的副學士課程及受委託開辦的課程）完成後，便會停止運作。持續專業教育學院在過去幾年的儲備足以應付任何預計於未來停止營運時的虧損，並不需要任何教資會的撥款資助。

Academic Programmes and Student Numbers

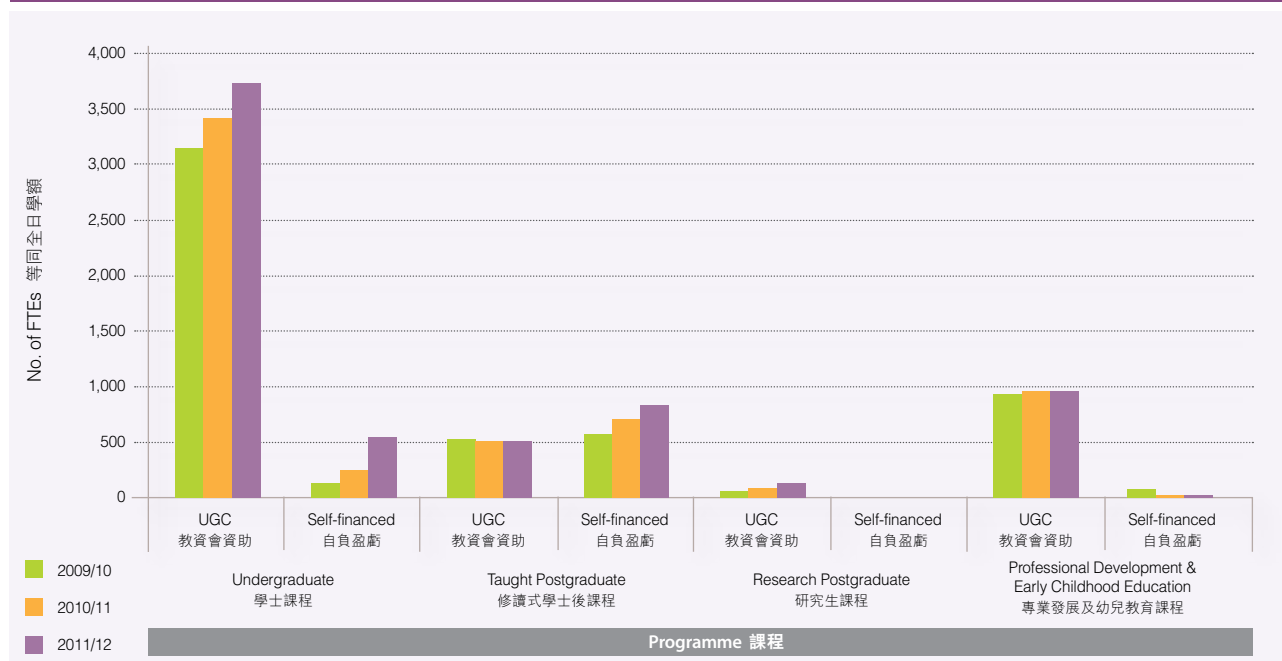
To complement the Institute's "Education-plus" vision, i.e. to enlarge and enrich "Education" as well as to broaden and deepen the multidisciplinary foundation of "Education", the Institute continued to launch new self-financed Education-plus programmes with an aim to enable the Institute to becoming a leading University of Education that will contribute to the educational and human development in Hong Kong and beyond, as well as bolstering the city's position as a regional education hub. During the year, one new UGC-funded and four self-financed undergraduate programmes, and four new self-financed postgraduate programmes were launched.

教學課程及學生人數

為配合本校「教育為本，超越教育」的願景，亦即擴闊和豐富教育學科，同時擴大及深化教育的多元學科基礎，本校繼續推出新的自負盈虧多元學科課程，以助本校邁向成為具領導地位的教育大學，從而為香港及以外地區的教育及人類發展作出貢獻，並且鞏固香港作為區域教育樞紐的地位。年內，本校開辦了一個由教資會資助及四個自負盈虧的學士學位課程，以及四個自負盈虧學士後課程。

Student Enrolment Statistics of the Institute for the Year 2009/10, 2010/11, and 2011/12

2009/10, 2010/11, and 2011/12 年的本校學生人數



The total number of UGC-funded students in Full-Time Equivalent ("FTE") terms studying at the Institute as at June 2012 increased by about 6.3% from 2010/11 to about 5,207 FTE students in 2011/12. The increase mainly came from undergraduate programmes, of about 9.2%, but was slightly offset by a decrease of about 1.2% in students at sub-degree level.

Among the Institute's self-financed programmes, the Master of Education continued to be the most popular programme with student enrolment of about 370 FTE students. The Doctor of Education programme had about 90 FTE students.

截至二零一二年六月，本校獲教資會資助的學生總數以等同全日制學額計，約為五千二百零七人，較二零一零至一一年度增加約百分之六點三。此增長主要源自就讀學士課程人數的增加，較去年多出約百分之九點二，但此增長同時被學位以下程度課程學生人數下降百分之一點二而稍微抵銷。

在本校提供的自負盈虧課程中，教育碩士課程仍是最受歡迎的，是年入讀生相當於約三百七十個等同全日制學額的學生；教育博士課程的入讀生則約為九十名等同全日制學額的學生。

The SCPE continued to offer the Project Yi Jin Programmes ("PYJ"), with just about 121 FTE students, and the Pre-Associate Degree Foundation Certificate Programmes ("Pre-AD") and Associate Degree Programmes ("AD") with about 692 FTE students in 2011/12.

Income and Expenditure

The Group adopts the Hong Kong Financial Reporting Standards ("HKFRS") issued by the Hong Kong Institute of Certified Public Accountants. For details of the changes in accounting policy in relation to the new standards, please refer to Note 2 of the Consolidated Financial Statements of the Institute.

Income

As compared to 2010/11, there was a net increase in the UGC Block Grants of about \$16 million, which was mainly due to increased UGC-funded student places as well as supplementary grant arising from pay adjustment. On the other hand, there was a net decrease in Earmarked Grants of about \$34 million, as no Matching Grant was received in the period due to the expiry of the Fifth Matching Grant Scheme. With the growth in student numbers in both UGC-funded and self-financed programmes, Tuition, Programmes and Other Fees of the Institute had increased by about \$44 million. Regarding investment, the European sovereign debt crisis had become an ongoing and continuous financial crisis, and the difficulties of global financial markets had intensified. The Institute continued to take a conservative stance and invested in bank deposits with a diversity of banks to keep investment risk at low level. The Institute will continuously oversee its investment strategy and will make adjustments where appropriate in response to the changing global economic conditions.

持續專業教育學院年內繼續開辦毅進課程，但只有約一百二十一名等同全日制學額的學生；而二零一一至一二年度的副學士基礎證書課程及副學士課程，共有約六百九十二名等同全日制學額的學生。

收入與支出

本集團採納香港會計師公會頒布的香港財務報告準則（「財務準則」）。與此新財務準則相關的會計政策改動細節，請參考本校綜合財務報表附註二。

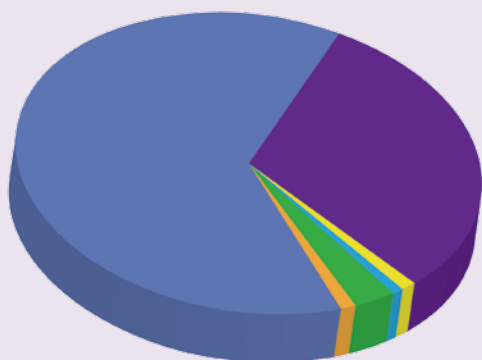
收入

相比二零一零至一一年度比較，由於獲教資會資助的學額增加及薪酬調整的額外撥款，教資會的整筆撥款錄得淨增長約一千六百萬元。另一方面，由於第五輪配對補助計劃已完結，故年內並無配對補助金，指定撥款因而減少約三千四百萬元。隨著教資會資助課程及自負盈虧課程的學生人數均告增加，本校的學費、課程及其他收費亦增加約四千四百萬元。有關投資方面，歐洲主權債務危機已成為持續的金融危機，而全球的金融市場所面對的困難亦變得加劇；本校遂繼續採取審慎態度，把資金分散投資於不同銀行的銀行存款，以減低投資風險。本校亦將繼續監察現行的投資策略，及會因應全球經濟環境的改變而作出合適的調整。

Income of the Group 本集團收入

2011/12: \$1,139 Million \$11.39 億

2010/11: \$1,164 Million \$11.64 億



	2011/12	2010/11	
	63%	66%	Government Subventions 政府撥款
	31%	28%	Tuition, Programmes and Other Fees 學費、課程及其他收費
	1%	1%	Interest and net investment income 利息及淨投資收益
	1%	2%	Donations and Benefactions 捐款及捐助
	3%	2%	Auxiliary Services 附屬服務
	1%	1%	Other Income 其他收入

At the subsidiary level, the SCPE had a total income of about \$42 million in 2011/12, which was \$28.3 million lower than that of 2010/11 and was mainly due to lower student intake in PYJ and less Commissioned Activities Programme ("CAP") programmes being awarded.

Over the year, the Group's non-UGC funded income had decreased by \$35 million to about \$258 million. The decrease was mainly attributable to SCPE's decrease in income of about \$28 million as mentioned earlier, and a reduction in successful tenders awarded to the Institute of about \$29 million as well as a decrease in donation income of about \$8 million. This reduction in tender income was partially compensated by an increase in tuition fee income of self-financed award-bearing programmes, of about \$34 million.

在附屬機構方面，持續專業教育學院二零一一至一二年度的總收入約為四千二百萬元，較二零一零至一一年度減少二千八百三十萬元，主要因為毅進課程的收生人數下降，以及受委託開辦的課程數目亦較去年減少。

年內，本集團來自非教資會資助的收入約為二億五千八百萬元，較上年度減少三千五百萬元。此數額下降，主要因為上述提及持續專業教育學院減少約二千八百萬元的收入，加上本校成功投標項目的收入亦下降約二千九百萬元，以及捐款收入減少約八百萬元。投標項目收入的下降，部分被自負盈虧學位課程增加約三千四百萬元的學費收入所抵銷。

UGC-funded and Non-UGC-funded Income of the Institute

來自教資會資助及非教資會資助的本校收入



Expenditure

The expenditure of the Group increased by about \$61 million as compared to last year to a total of about \$1,134 million. The expenditure at the Institute increased by about \$78 million while the expenditure of its subsidiaries decreased by about \$17 million in 2011/12.

At the Institute, all of the expenditure categories had experienced increases. The increase of about \$39 million in Learning and Research was mainly due to the increase in staff costs supporting the newly launched academic programmes and additional library expenses and computing facilities in preparation for the New Undergraduate Programme under the 3+3+4 Academic Structure.

支出

本集團年內的支出較去年增加約六千一百萬元，總數為十一億三千四百萬元。於二零一一至一二年度，本校的支出增加約七千八百萬元，而附屬機構的支出則下降約一千七百萬元。

本校年內的各項支出均告上升。教育及研究方面的支出增加約三千九百萬元，主要因為準備實施「三三四」新學制，須增聘教職員以推出新課程而增加僱員成本，同時須增加圖書館和電腦設施而增加相關開支。

Under Institutional Support, a total increase of about \$39 million as compared to 2010/11 was recorded. An increase of staff costs accounted for about \$12 million while increases in operating expenses accounted for \$30 million. The majority of the increase in the operating expenses was contributed by an increase of about \$19 million in Premises and Related Expenses. These increases in expenditure were non-recurrent and were mainly related to the conversion of campus facilities and upgrading of teaching rooms and laboratories required under the 3+3+4 Academic Structure. Other areas of increase in expenditure included an increase of about \$3 million and \$2 million in student hostels expenses and extra-curricular activities to students respectively, and \$1 million professional and legal fees under Management and General.

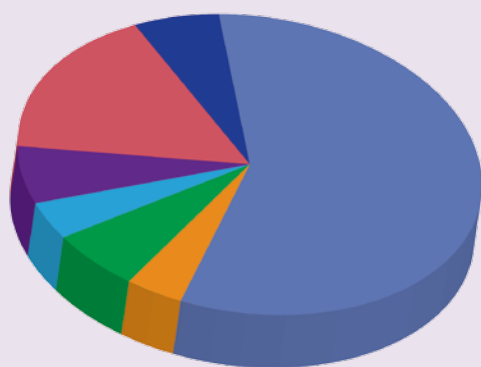
At the subsidiary level, the SCPE has a total expenditure of about \$44 million in 2011/12, which was some \$18 million lower than that of 2010/11. The reasons for the decrease were three folds. Firstly, there was a decrease in spending for PJY partners as a result of less PJY students. Secondly, spending for CAP activities decreased as the number of CAP programmes awarded had been significantly reduced. Lastly, spending in teaching and administrative staff reduced as a result of staff turnover.

本校年內教學支援的各項支出較二零一零至一一年度增加共約三千九百萬元。其中，僱員成本增加約一千二百萬元，而營運開支則增加三千萬元。大部分的開支增長源自「校舍及相關開支」約一千九百萬元的增加。這些支出增長主要是因為實施「三三四」學制而須對教學室和實驗室作出改造及提升，所以此增長並非經常性的。其他方面的支出增長，包括學生宿舍支出增加約三百萬元、課外活動開支增加約二百萬元，以及在「一般行政及管理」下有關專業及法律費用增加約一百萬元。

在附屬機構方面，持續專業教育學院於二零一一至一二年度的總支出約為四千四百萬元，較二零一零至一一年度減少大概一千八百萬元。支出減少的原因大致有三個：首先，支付予毅進課程合作伙伴的費用因毅進課程的學生人數下降而減少；其次是開辦受委託課程的費用亦因其數目下降而減少；最後，教職員的僱員成本因離職人數上升而下降。

Expenditure of the Group 本集團支出

2011/12: \$1,134 Million \$11.34 億
2010/11: \$1,073 Million \$10.73 億



	2011/12	2010/11	
	57%	59%	Instruction and Research 教學及研究
	4%	4%	Library 圖書館
	6%	6%	Central Computing Facilities 中央電腦設施
	4%	4%	Other Academic Services 其他學術服務
	6%	6%	Management and General 一般行政及管理
	17%	16%	Premises and Related Expenses 校舍及相關開支
	6%	5%	Student and General Education Services 學生及一般教育服務

Superannuation Scheme

Membership of The Hong Kong Institute of Education Superannuation Scheme ("Superannuation Scheme") stood at 398 and the Superannuation Scheme had total net assets of approximately \$456 million as at 30 June 2012.

In addition, a total of 1,315 members of staff participated in the Mandatory Provident Fund Scheme with an approximate total fund balance of \$56 million as at 30 June 2012.

Outlook

The next triennium 2012-15 will see us responding to the challenge of the double cohort and the implementation of the new 4/5-year curriculum, as well as deepening our transformation efforts and forging stronger synergy between Education and the Humanities & Social Sciences areas within a multidisciplinary learning environment. With the healthy financial position and a good reserve level of close to \$700 million, the Institute will continue to improve and innovate, and we should have every confidence and pride in ourselves and in what we are doing – teaching & learning, research, and knowledge transfer. The Institute will continue to play an active role in shaping and leading regional and global education and academic discourse.



Dr Eric Li Ka-cheung, GBS, JP
Treasurer
The Council of The Hong Kong Institute of Education
28 September 2012

公積金計劃

截至二零一二年六月三十日，香港教育學院公積金計劃（「公積金計劃」）共有三百九十八名成員，資產淨值總額約為四億五千六百萬元。

此外，截至二零一二年六月三十日，本校另有一千三百一十五名員工參加了強制性公積金計劃，該計劃的總基金結存約為五千六百萬元。

前瞻

在未來二零一二至一五的三年度，我們將要面對多種挑戰，包括覆行雙學制、實施新的四至五年學士課程、深化我們的改造能力，以及在多元學科的學習環境下，加強教育與人文學及社會科學之間的協同效應。本校的財務狀況穩健，同時坐擁接近七億元的豐厚儲備，本校將繼續改進及創新。此外，我們對於現正進行的教與學、研究及知識轉移，均具絕對的自信，並且引以為榮。本校亦將繼續扮演積極的角色，以塑造和領導區域以至全球的教育和學術論述。



李家祥博士，金紫荊星章，太平紳士
香港教育學院校董會
司庫
二零一二年九月二十八日

Independent Auditor's Report

獨立核數師報告

Independent Auditor's Report to the Council of the Hong Kong Institute of Education

We have audited the consolidated financial statements of The Hong Kong Institute of Education (the "Institute") and its subsidiaries (together the "Group") set out on pages 68 to 119, which comprise the Consolidated and Institute Balance Sheets as at 30 June 2012, the Consolidated and Institute Statements of Comprehensive Income, the Consolidated Statement of Changes in Funds and the Consolidated Cash Flow Statement for the year then ended and a summary of significant accounting policies and other explanatory information.

Council's responsibility for the consolidated financial statements

The Council of the Institute is responsible for the preparation of consolidated financial statements that give a true and fair view in accordance with Hong Kong Financial Reporting Standards issued by the Hong Kong Institute of Certified Public Accountants and for such internal control as the Council determines is necessary to enable the preparation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's responsibility

Our responsibility is to express an opinion on these consolidated financial statements based on our audit. This report is made solely to you, as a body, in accordance with Section 15 of The Hong Kong Institute of Education Ordinance, and for no other purpose. We do not assume responsibility towards or accept liability to any other person for the contents of this report.

We conducted our audit in accordance with Hong Kong Standards on Auditing issued by the Hong Kong Institute of Certified Public Accountants. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the consolidated financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation of the consolidated financial statements that give a true and fair view in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used

致香港教育學院校董會

本核數師（以下簡稱「我們」）已審核列於第68至119頁香港教育學院（「教院」）及各附屬公司（統稱「貴集團」）的綜合財務報表，此綜合財務報表包括於二零一二年六月三十日的綜合及教院資產負債表與截至該日止年度的綜合及教院全面收益表、綜合基金變動表和綜合現金流量表，以及主要會計政策概要及其他解釋資料。

校董會就綜合財務報表須承擔的責任

教院的校董會須負責根據香港會計師公會頒布的《香港財務報告準則》編製真實而公允的綜合財務報表，亦須負責其認為需要使綜合財務報表編製不存在由於欺詐或錯誤而導致的重大錯誤陳述的內部控制。

核數師的責任

我們的責任是根據我們的審核對該等綜合財務報表作出意見。我們是按照《香港教育學院條例》第15條的規定，僅向整體校董會報告。除此之外，我們的報告書不可用作其他用途。我們概不就本報告書的內容，對任何其他人士負責或承擔法律責任。

我們已根據香港會計師公會頒布的《香港審計準則》進行審核。這些準則要求我們遵守道德規範，並規劃及執行審核，以合理確定此等財務報表是否不存有任何重大錯誤陳述。

審核涉及執行程序以獲取有關綜合財務報表所載金額及披露資料的審核憑證。所選定的程序取決於核數師的判斷，包括評估由於欺詐或錯誤而導致綜合財務報表存有重大錯誤陳述的風險。在評估該等風險時，核數師考慮與教院編製真實而公允的綜合財務報表相關的內部控制，以設計適當的審核程序，但並非為對教院的內部控制的效能發表意見。審核亦包括評價校董會所採用的會計政策的合適性及所作出的會計估計的合理性，以及評價綜合財務報表的整體列報方式。

Independent Auditor's Report to the Council of the Hong Kong Institute of Education (Continued)

致香港教育學院校董會 (續)

and the reasonableness of accounting estimates made by the Council, as well as evaluating the overall presentation of the consolidated financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the consolidated financial statements give a true and fair view of the state of affairs of the Institute and of the Group as at 30 June 2012 and of their surplus and the Group's cash flows for the year then ended in accordance with Hong Kong Financial Reporting Standards.

KPMG

Certified Public Accountants

8th Floor, Prince's Building
10 Chater Road
Central, Hong Kong

28 September 2012

我們相信，我們所獲得的審核憑證是充足和適當地為我們的審核意見提供基礎。

意見

我們認為，該等綜合財務報表已根據《香港財務報告準則》真實而公平地反映教院及貴集團於二零一二年六月三十日的事務狀況、教院及貴集團截至該日止年度的盈餘和貴集團的現金流量。

畢馬威會計師事務所

執業會計師

香港中環
遮打道10號
太子大廈8樓

二零一二年九月二十八日

Balance Sheet

資產負債表

At 30 June 2012 二零一二年六月三十日

		Group 本集團		Institute 教院	
	Note 附註	2012 \$'000 港幣千元	2011 \$'000 港幣千元	2012 \$'000 港幣千元	2011 \$'000 港幣千元
Non-current Assets	非流動資產				
Fixed assets	固定資產	4	2,026,083	2,007,199	2,002,833
Investments	投資	5	1	1	1
Held-to-maturity investments	持有至到期日投資	7	-	23,746	23,746
Time deposits	定期存款	8	23,505	23,488	23,488
			<u>2,049,589</u>	<u>2,044,327</u>	<u>2,050,068</u>
Current Assets	流動資產				
Held-to-maturity investments	持有至到期日投資	7	23,588	17,529	17,529
Accounts receivable, deposits and prepayments	應收賬項、按金及預付款項	9	43,929	54,595	54,160
Financial assets at fair value through profit or loss	按公允價值計入損益的金融資產	10	17,902	20,485	20,485
Time deposits	定期存款	8	462,954	300,299	300,299
Cash and cash equivalents	現金及現金等價物	11	615,838	697,985	654,364
			<u>1,164,211</u>	<u>1,090,893</u>	<u>1,046,837</u>
Current Liabilities	流動負債				
Accounts payable and accruals	應付賬項及應計款項	12	210,536	159,759	155,473
Provision for employee benefits	僱員福利撥備	13	51,466	49,907	48,377
Borrowings	貸款	14	1,456	2,870	2,870
Deferred income	遞延收入	15	201,844	208,664	208,587
			<u>465,302</u>	<u>421,200</u>	<u>415,307</u>
Net Current Assets	流動資產淨值		<u>698,909</u>	<u>669,693</u>	<u>631,530</u>
Total Assets Less Current Liabilities	總資產減流動負債		<u>2,748,498</u>	<u>2,724,127</u>	<u>2,681,598</u>
Non-current Liabilities	非流動負債				
Provision for employee benefits	僱員福利撥備	13	8,663	8,327	8,157
			<u>8,663</u>	<u>8,327</u>	<u>8,157</u>
Deferred Capital Funds	遞延資本基金	16	2,021,959	2,003,128	1,999,739
Net Assets	資產淨值		<u>717,876</u>	<u>712,672</u>	<u>673,702</u>
Funds	基金				
Restricted funds	指定基金	17	57,225	58,615	58,615
Other funds	其他基金	18	660,651	654,057	615,087
Total Funds	基金總額		<u>717,876</u>	<u>712,672</u>	<u>673,702</u>

Approved and authorised for issue by the Council on 28 September 2012 校董會於二零一二年九月二十八日批准及授權發表此財務報表

Mr PANG Yiu-kai, SBS, JP 彭耀佳先生，銀紫荊星章，太平紳士
Chairman of the Council 校董會主席

Dr Eric LI Ka-Cheung, GBS, JP 李家祥博士，金紫荊星章，太平紳士
Treasurer 司庫

Prof CHENG Yin-cheong 鄭燕祥教授
Acting President 署理校長

Ms Sarah WONG Man-yee 黃敏兒女士
Director of Finance 財務處處長

The notes on pages 72 to 119 form part of these consolidated financial statements. 第72至119頁的附註屬本綜合財務報表的一部份。

Statements of Comprehensive Income

全面收益表

For the Year Ended 30 June 2012 截至二零一二年六月三十日止年度

		Group 本集團		Institute 教院		
	Note 附註	2012 \$'000 港幣千元	2011 \$'000 港幣千元	2012 \$'000 港幣千元	2011 \$'000 港幣千元	
Income	收入					
Government subventions	政府撥款	19	722,804	768,755	700,244	738,351
Tuition, programmes and other fees	學費、課程和其他收費	20	347,045	322,587	304,084	260,059
Interest and net investment income	利息及淨投資收益	21	13,270	15,651	13,216	15,595
Donations and benefactions	捐款及捐助	22	11,385	20,170	10,651	19,483
Auxiliary services	附屬服務	23	28,714	25,818	34,188	31,254
Other income	其他收入		15,608	10,711	21,097	15,338
			1,138,826	1,163,692	1,083,480	1,080,080
Expenditure	支出	24				
Learning and research	教育及研究					
Instruction and research	教學及研究		646,634	630,647	591,049	558,200
Library	圖書館		42,654	42,458	42,654	42,458
Central computing facilities	中央電腦設施		67,721	62,152	67,721	62,152
Other academic services	其他學術服務		43,882	43,505	43,882	43,505
Institutional support	教學支援					
Management and general	一般行政及管理		72,546	65,415	72,145	65,051
Premises and related expenses	校舍及相關開支		193,639	172,845	192,036	171,151
Student and general education services	學生及一般教育服務		66,460	55,912	66,410	55,826
			1,133,536	1,072,934	1,075,897	998,343
Surplus from operations	營運盈餘		5,290	90,758	7,583	81,737
Finance Costs	財務成本	26	(86)	(127)	(86)	(127)
Surplus and total comprehensive income for the year before transfers	轉撥前本年度盈餘及全面收益總額		5,204	90,631	7,497	81,610
Transfers to:	轉撥至：					
Restricted funds	指定基金	17	888	15,458	888	15,458
Other funds	其他基金	18	4,316	75,173	6,609	66,152
			5,204	90,631	7,497	81,610

The notes on pages 72 to 119 form part of these consolidated financial statements. 第72至119頁的附註屬本綜合財務報表的一部份。

Consolidated Statement of Changes in Funds

綜合基金變動表

For the Year Ended 30 June 2012 截至二零一二年六月三十日止年度

Restricted funds 指定基金												
Endowment funds 留本基金												
		Matching Grant Funds 配對補助金基金	Cheung's Family Charity Funds 張氏慈善基金	Shun Hing Education and Charity Funds 信興教育及慈善基金	Lady Ivy Wu Scholarship 胡郭秀萍獎學金	Li & Fung Scholarships 利豐獎學金	Tin Ka Ping Foundation 田家炳基金會	The Joseph Lau Luen Hung Charitable Trust 劉鑾雄慈善基金	Peter Ting Chang Lee Chair Professor of Health Studies 利定昌健康學講座教授	Sub-total 小計	Unspent balance for research 未用研究結餘	Sub-total 小計
		\$'000 港幣千元	\$'000 港幣千元	\$'000 港幣千元	\$'000 港幣千元	\$'000 港幣千元	\$'000 港幣千元	\$'000 港幣千元	\$'000 港幣千元	\$'000 港幣千元	\$'000 港幣千元	\$'000 港幣千元
Balance at 1 July 2010	於二零一零年七月一日的結存	7,235	3,116	5,166	6,082	4,040	3,136	5,002	-	33,777	12,502	46,279
Transfer from/(to) statement of comprehensive income	轉撥自 / (至) 全面收益表	10,240	4	(84)	12	13	54	153	5,066	15,458	-	15,458
Inter-fund transfer	基金間轉賬	-	-	-	-	-	-	-	-	-	(3,122)	(3,122)
Balance at 30 June 2011 and at 1 July 2011	於二零一一年六月三十日及二零一一年七月一日的結存	17,475	3,120	5,082	6,094	4,053	3,190	5,155	5,066	49,235	9,380	58,615
Transfer from/(to) statement of comprehensive income	轉撥自 / (至) 全面收益表	400	20	42	(94)	33	342	62	83	888	-	888
Inter-fund transfer	基金間轉賬	-	-	-	-	-	-	-	-	-	(2,278)	(2,278)
Balance at 30 June 2012	於二零一二年六月三十日的結存	17,875	3,140	5,124	6,000	4,086	3,532	5,217	5,149	50,123	7,102	57,225

Other funds 其他基金							
		General and development reserve fund 一般及發展儲備基金	Matching Grant Funds 配對補助金基金	Other operation reserves 其他營運儲備	Donations and benefactions 捐款及捐助	Sub-total 小計	Total 總額
		\$'000 港幣千元	\$'000 港幣千元	\$'000 港幣千元	\$'000 港幣千元	\$'000 港幣千元	\$'000 港幣千元
Balance at 1 July 2010	於二零一零年七月一日的結存	223,488	69,501	208,039	74,734	575,762	622,041
Transfer from/(to) statement of comprehensive income	轉撥自 / (至) 全面收益表	23,094	15,873	31,818	4,388	75,173	90,631
Inter-fund transfer	基金間轉賬	3,122	-	-	-	3,122	-
Balance at 30 June 2011 and at 1 July 2011	於二零一一年六月三十日及二零一一年七月一日的結存	249,704	85,374	239,857	79,122	654,057	712,672
Transfer from/(to) statement of comprehensive income	轉撥自 / (至) 全面收益表	7,354	(9,304)	10,114	(3,848)	4,316	5,204
Inter-fund transfer	基金間轉賬	3,304	-	(1,026)	-	2,278	-
Balance at 30 June 2012	於二零一二年六月三十日的結存	260,362	76,070	248,945	75,274	660,651	717,876

The notes on pages 72 to 119 form part of these consolidated financial statements. 第72至119頁的附註屬本綜合財務報表的一部份。

Consolidated Cash Flow Statement 綜合現金流動表

For the Year Ended 30 June 2012 截至二零一二年六月三十日止年度

		Group 本集團	
	Note 附註	2012 \$'000 港幣千元	2011 \$'000 港幣千元
Cash flows from operating activities	營運活動的現金流量		
Cash generated from operations	28(a)	33,866	38,315
Net cash generated from operating activities		33,866	38,315
Cash flows from investing activities	投資活動的現金流量		
Purchase of fixed assets		(85,710)	(49,845)
Proceeds from disposal of fixed assets	28(b)	14	37
Purchase of financial assets at fair value through profit or loss		-	(5,690)
Net (increase)/decrease in time deposits		(164,561)	274,822
Redemption of financial assets at fair value through profit or loss		42	42
Redemption of held-to-maturity investments		17,362	-
Interest received		13,263	8,707
Dividend received		536	389
Net cash (used in)/generated from investing activities		(219,054)	228,462
Cash flows from financing activities	融資活動的現金流量		
Grants and donations received for additions of fixed assets		104,541	47,800
Repayments of borrowings		(1,500)	(1,500)
Net cash generated from financing activities		103,041	46,300
Net (decrease)/increase in cash and cash equivalents	現金及現金等價物的(減少)/增加淨額	(82,147)	313,077
Cash and cash equivalents at the beginning of the year		697,985	384,908
Cash and cash equivalents at the end of the year	年終的現金及現金等價物	615,838	697,985

The notes on pages 72 to 119 form part of these consolidated financial statements. 第72至119頁的附註屬本綜合財務報表的一部份。

Notes to the Financial Statements

財務報表附註

1 General information

The objects of the Hong Kong Institute of Education ("Institute") and its subsidiaries (the "Group") are to provide teacher education and facilities for research into and the development of education. In addition, the Group also plans, establishes and manages non-profit making schools or education institutions to advance the cause of education.

The registered address of its office is at 10 Lo Ping Road, Tai Po, New Territories, Hong Kong.

These consolidated financial statements are presented in thousands of units of Hong Kong dollars, unless otherwise stated.

2 Summary of significant accounting policies

2.1 Statement of compliance

These financial statements have been prepared in accordance with all applicable Hong Kong Financial Reporting Standards ("HKFRSs"), a collective term includes all applicable individual Hong Kong Financial Reporting Standards, Hong Kong Accounting Standards ("HKASs") and Interpretations issued by the Hong Kong Institute of Certified Public Accountants ("HKICPA") and accounting principles generally accepted in Hong Kong. A summary of the significant accounting policies adopted by the Group is set out below.

2.2 Basis of preparation of the financial statements

The consolidated financial statements for the year ended 30 June 2012 comprise the Institute and its subsidiaries (together referred to as the "Group").

The measurement basis used in the preparation of the financial statements is the historical cost basis except as otherwise stated in the accounting policies set out below. The preparation of financial statements in conformity with HKFRSs requires management to make judgements, estimates and assumptions that affect the application of policies and reported amounts of assets, liabilities, income and expenditure. The estimates and associated assumptions are based on historical experience and various other factors that are believed to be reasonable under the circumstances, the results of which form the basis of making the judgements about carrying values of assets and liabilities that are not readily apparent from other sources. Actual results may differ from these estimates.

1 一般資料

香港教育學院(「教院」)及各附屬公司(「本集團」)的宗旨是提供師資培訓和教育研究和發展所需的設施。此外，本集團亦負責策劃、建設和管理非牟利學校和教育機構以提升教育質素。

教院的註冊辦事處地址位於香港新界大埔露屏路10號。

除另有註明外，綜合財務報表以港幣千元為單位。

2 主要會計政策概要

2.1 合規聲明

本財務報表是按照香港會計師公會頒布的所有適用的《香港財務報告準則》(此統稱包含所有適用的個別《香港財務報告準則》、《香港會計準則》和詮釋)以及香港公認會計原則的規定編製。以下是本集團採用的主要會計政策概要。

2.2 財務報表的編製基準

截至二零一二年六月三十日止年度的綜合財務報表涵蓋教院和各附屬公司(統稱「本集團」)。

除下文所載的會計政策另有說明外，編製本財務報表時是以歷史成本作為計量基礎。管理層需在編製符合《香港財務報告準則》的財務報表時作出會對會計政策的應用，以及對資產、負債、收入和支出的列報金額造成影響的判斷、估計和假設。這些估計和相關假設是根據以往經驗和管理層因應當時情況認為合理的各項其他因素而作出的，其結果構成為了管理層在無法從其他途徑下得知資產與負債的賬面價值時所作出判斷的基礎。實際結果可能有別於估計金額。

2 Summary of significant accounting policies (Continued)

2.2 Basis of preparation of the financial statements (Continued)

The estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised if the revision affects only that period; or in the period of the revision and future periods if the revision affects both current and future periods.

2.3 New Accounting Standards

The HKICPA has issued a number of amendments to HKFRSs and one new Interpretation that are first effective for the current accounting period of the Group. Of these, the following developments are relevant to the Group's financial statements.

- HKAS 24 (revised 2009), *Related party disclosures*
- Improvements to HKFRSs (2010)

The impacts of these developments are discussed below:

- HKAS 24 (revised 2009) revises the definition of a related party. As a result, the Group has re-assessed the identification of related parties and concluded that the revised definition does not have any material impact on the Group's related party disclosures in the current and previous period. HKAS 24 (revised 2009) also introduces modified disclosure requirements for government-related entities.
- Improvements to HKFRSs (2010) omnibus standard introduces a number of amendments to the disclosure requirements in HKFRS 7, *Financial instruments: Disclosures*. These amendments do not have any material impact on the classification, recognition and measurements of the amounts recognised in the financial statements in the current and previous periods.

The Group has not applied any new standard or interpretation that is not yet effective for the current accounting period (see note 34).

2.4 Subsidiaries

Subsidiaries are entities controlled by the Group. Control exists when the Group has the power to govern the financial and operating policies of an entity so as to obtain benefits from its activities. In assessing control, potential voting rights that presently are exercisable are taken into account.

2 主要會計政策概要 (續)

2.2 財務報表的編製基準 (續)

管理層會持續審閱各項估計和相關假設。如果會計估計的修訂只是影響某一期間，其影響便會在該期間內確認；如果該項修訂對當前和未來期間均有影響，則在作出修訂的期間和未來期間確認。

2.3 新會計準則

香港會計師公會頒布了多項《香港財務報告準則》的修訂和一項新詮釋。這些修訂和詮釋在本集團的當前會計期間首次生效。當中與本集團財務報表相關的變動如下：

- 《香港會計準則》第24號（2009年修訂本）——「關聯方披露」
- 《香港財務報告準則》的改進（2010年）

其他變動的影響論述如下：

- 《香港會計準則》第24號（2009年修訂本）修訂了「關聯方」一詞的定義。因此，本集團重新評估了關聯方的身份，總結是以上定義修訂並無嚴重影響本集團在當前和過往期間所作的關聯方披露事項。《香港會計準則》第24號（2009年修訂本）也修訂了有關政府實體的披露要求。
- 「《香港財務報告準則》的改進（2010年）」綜合準則對《香港財務報告準則》第7號——「金融工具：披露」的披露要求實施多項修訂。這些修訂並無嚴重影響在當前和過往期間已於財務報表確認的金額的分類、確認和計量。

本集團並無採用任何在當前會計期間尚未生效的新準則或詮釋（參閱附註34）。

2.4 附屬公司

附屬公司是指受本集團控制的實體。控制是指本集團有權支配某一實體的財務和經營政策，並藉此從其活動中取得利益。在評估控制存在與否時，需要考慮現時可行使的潛在表決權。

2 Summary of significant accounting policies (Continued)

2.4 Subsidiaries (Continued)

Subsidiaries are consolidated into the consolidated financial statements from the date that control commences until the date that control ceases.

All significant intra-group balances and transactions and any unrealised losses arising from intra-group transactions are eliminated in the same way as unrealised gains but only to the extent that there is no evidence of impairment.

Investments in subsidiaries are carried in the balance sheet of the Institute at cost less any impairment losses.

2.5 Foreign currency translation

Foreign currency transactions during the year are translated at the foreign exchange rates ruling at the transaction dates. Monetary assets and liabilities denominated in foreign currencies are translated at the foreign exchange rates ruling at the balance sheet date. Exchange gains and losses are recognised in the statement of comprehensive income.

Non-monetary assets and liabilities that are measured in terms of historical cost in a foreign currency are translated using the foreign exchange rates ruling at the transaction dates.

2.6 Fixed assets

Fixed assets are stated at historical cost less accumulated depreciation and impairment losses (see note 2.7).

Construction in progress represents buildings and other fixed assets under construction and is stated at cost less any impairment losses (see note 2.7), and is not depreciated. Construction in progress is reclassified to the appropriate category of fixed assets when completed and ready for use.

The cost of a fixed asset comprises its purchase price and any directly attributable costs of bringing the asset to its working condition and location for its intended use. Expenditure incurred after fixed assets have been put into operation, such as repairs and maintenance, is normally charged to the statement of comprehensive income in the period in which it is incurred. In situations where it can be clearly demonstrated that the expenditure resulted in an increase in the future economic benefits expected to be obtained from the use of the fixed asset, the expenditure is capitalised as an additional cost of that asset.

2 主要會計政策概要 (續)

2.4 附屬公司 (續)

附屬公司會由控制開始當日至控制終止當日在綜合財務報表中合併計算。

所有集團內部往來的重大餘額和交易，以及集團內部交易所產生的任何未實現虧損的抵銷方法與未實現收益相同，但抵銷額只限於沒有減值證據顯示的部分。

附屬公司的投資在教院的資產負債表內按成本減去任何減值損失後列賬。

2.5 外幣換算

年內的外幣交易按交易日的外幣匯率換算。以外幣為單位的貨幣資產與負債則按結算日的外幣匯率換算。匯兌損益在全面收益表中確認。

以歷史成本計量的外幣非貨幣性資產與負債是按交易日的外幣匯率換算。

2.6 固定資產

固定資產以歷史成本減去累計折舊和減值損失（參閱附註2.7）後列賬。

在建工程是指建設中的樓宇及其他固定資產，並以成本減去減值虧損列賬（參閱附註2.7），且不計提任何折舊。在建工程當完成及可投入用途時，重新分類為固定資產的適當類別。

固定資產的成本包括其購入價以及將該資產付運至運作地點及達致原定用途的狀態而所佔的任何直接費用。在固定資產投入運作後所產生的支出，如日常維修保養等費用，一般於產生該支出的期間自全面收益表中確認。倘若能夠清楚顯示該支出可增加預計於日後運用該固定資產而產生的經濟效益，則將該支出资本化以作該資產的額外成本。

2 Summary of significant accounting policies (Continued)

2.6 Fixed assets (Continued)

An asset's carrying amount is written down immediately to its recoverable amount if the asset's carrying amount is greater than its estimated recoverable amount.

Gains or losses arising from the retirement or disposal of an item of fixed asset is determined as the difference between the net disposal proceeds and the carrying amount of the item and are recognised in the statement of comprehensive income on the date of retirement or disposal.

Leasehold improvements are depreciated over their expected useful lives of 7 years or the unexpired period of the lease on a straight-line basis, whichever is shorter. Depreciation of other fixed assets is calculated using the straight-line method to allocate cost to their residual values over their estimated useful lives, as follows:

- Buildings 50 Years
- Fixtures and equipment 3 to 5 Years

The assets' residual values and useful lives are reviewed, and adjusted if appropriate, at each balance sheet date.

2.7 Impairment of Assets

(a) Impairment of Receivables

Impairment losses for bad and doubtful debts are measured as the difference between the carrying amount of the financial asset and the present value of estimated future cash flows discounted at the financial asset's original effective interest rate (i.e., the effective interest rate computed at initial recognition of these assets) where the effect of discounting is material.

(b) Impairment of Fixed Assets

Internal and external sources of information are reviewed at each balance sheet date to gather indications that fixed assets may be impaired or an impairment loss previously recognised no longer exists or may have decreased. If any such indication exists, the asset's recoverable amount is estimated.

- Calculation of Recoverable Amount

The recoverable amount of an asset is the greater of its fair value less costs to sell and value in use. In assessing value in use, the estimated future cash flows are discounted to their present value using a discount rate that reflects current market assessments of time value of money and the risks specific to the asset. Where an asset does not generate cash inflows largely independent of

2 主要會計政策概要 (續)

2.6 固定資產 (續)

如果資產的賬面金額超過其估計可收回金額，便會將其賬面金額直接撇減至其可收回金額。

報廢或處置固定資產項目所產生的損益為處置所得款項淨額與項目賬面金額之間的差額，並於報廢或處置日在全面收益表中確認。

租賃物業裝潢以直線法按預計可用期限7年或尚餘租賃期兩者中的較短期間計提折舊。其他固定資產的折舊是以直線法計算，在以下估計可用期限將成本分配至其殘值：

- 樓宇 50年
- 固定裝置及設備 3至5年

本集團在每個結算日審閱資產的殘值及可用期限，並在適當時間進行調整。

2.7 資產減值

(甲) 應收款的減值

如折現影響重大，呆壞賬的減值損失是以金融資產的賬面金額與以其初始實際利率（即在初始確認有關資產時計算的實際利率）折現的預計未來現金流量現值之間的差額計量。

(乙) 固定資產的減值

本集團在每個結算日審閱內部和外來的信息，以確定固定資產是否出現減值跡象，或是以往確認的減值損失已經不再存在或可能已經減少。如果出現任何這類跡象，便會估計資產的可收回金額。

- 計算可收回金額

資產的可收回金額是其淨售價與使用價值兩者中的較高者。在評估使用價值時，預計未來現金流量會按照能反映當時市場對貨幣時間價值和資產特定風險的評估的折現率，折現至其現值。如果資產所產生的現金流入基本上並非獨立於其他資產所產生的現金

2 Summary of significant accounting policies (Continued)

2.7 Impairment of Assets (Continued)

those from other assets, the recoverable amount is determined for the smallest group of assets that generates cash inflows independently (i.e. a cash-generating unit).

- Recognition of Impairment Losses
An impairment loss is recognised in the statement of comprehensive income whenever the carrying amount of an asset, or the cash-generating unit to which it belongs, exceeds its recoverable amount. Impairment losses are recognised to reduce the carrying amount of the asset or assets in the cash-generating unit on a pro rata basis, except that the carrying value of an asset will not be reduced below its individual fair value less costs to sell, or value in use, if determinable.
- Reversals of Impairment Losses
An impairment loss is reversed if there has been a favourable change in the estimates used to determine the recoverable amount. A reversal of impairment loss is limited to the asset's carrying amount that would have been determined had no impairment loss been recognised in prior years. Reversals of impairment losses are credited to the statement of comprehensive income in the year in which the reversals are recognised.

2.8 Financial assets

The Group classifies its financial assets in the following categories: financial assets at fair value through profit or loss, loans and receivables and held-to-maturity investments. The classification depends on the purpose for which the financial assets were acquired. Management determines the classification of its financial assets at the initial recognition and re-evaluates this designation at every reporting date.

Regular purchases and sales of financial assets are recognised on the trade-date - the date on which the Group commits to purchase or sell the asset. Investments are initially recognised at fair value plus transaction costs for all financial assets not carried at fair value through profit or loss. Financial assets carried at fair value through profit or loss are initially recognised at fair value, and transaction costs are expensed in the statement of comprehensive income. Financial assets are derecognised when the rights to receive cash flows from the investments have expired or have been transferred and the Group has transferred substantially all risks and rewards of ownership.

2 主要會計政策概要 (續)

2.7 資產減值 (續)

流入，則以能產生獨立現金流入的最小資產類別（即現金產出單元）來確定可收回金額。

- 確認減值損失
當資產或所屬現金產出單元的賬面金額高於其可收回金額時，減值損失便會在全面收益表中確認。確認減值損失時，是按比例減少該資產或所屬現金產出單元的賬面金額；但資產的賬面值不得減少至低於其個別公允價值減去出售成本後所得的金額或其使用價值（如能確定）。
- 轉回減值損失
如果用以確定可收回金額的估計數額出現正面的變化，有關的減值損失便會轉回。所轉回的減值損失以在以往年度沒有確認任何減值損失的情況下而確定的資產賬面金額為限。所轉回的減值損失在確認轉回的年度內計入全面收益表中。

2.8 金融資產

本集團將其金融資產分類如下：按公允價值計入損益的金融資產、貸款及應收款，和持至到期日投資。分類方式視乎購入金融資產之目的而定。管理層在初步確認時釐定其金融資產的分類，並於每個報告日期重新評估此等分類。

金融資產的定期購入及出售在交易日確認－交易日指本集團承諾購入或出售該資產之日。對於並非按公允價值列賬及透過收支表處理的所有金融資產，投資初步會按公允價值加交易成本確認。按公允價值計入損益的金融資產初步按公允價值確認，而交易成本則在全面收益表中支銷。當從投資收取現金流量的權利經已到期或經已轉讓，而本集團已將擁有權的所有風險和回報實際轉讓時，金融資產會立即被終止確認。

2 Summary of significant accounting policies (Continued)

2.8 Financial assets (Continued)

- (a) Financial assets at fair value through profit or loss
A financial asset is classified as fair value through profit or loss if acquired principally for the purpose of selling in the short term or if so designated by management. Assets in this category are classified as current assets if they are either held for trading or are expected to be realised within 12 months of the balance sheet date.

Gains or losses arising from changes in the fair value are presented in the statement of comprehensive income in the period in which they arise. Dividend income from financial assets at fair value through profit or loss is recognised in the statement of comprehensive income as part of interest and net investment income when the Group's right to receive payments is established.

- (b) Loans and receivables
Loans and receivables representing time deposits are non-derivative financial assets with fixed or determinable payments that are not quoted in an active market. They arise when the Group provides money or services directly to a debtor with no intention of trading the receivable. They are included in current assets, except for maturities greater than 12 months after the balance sheet date. These are classified as non-current assets. They are initially recognised at fair value and subsequently measured at amortised cost using the effective interest method, unless the discounting effect is insignificant, less provision for impairment.
- (c) Held-to-maturity investments
Held-to-maturity investments are non-derivative financial assets with fixed or determinable payments and fixed maturities that the management has the positive intention and ability to hold to maturity. Held-to-maturity investments are carried at amortised cost using the effective interest method.

The Group assesses at each balance sheet date whether there is objective evidence that a financial asset or a group of financial assets is impaired. If there is objective evidence of an impairment loss on loans and receivables or held-to-maturity investments carried at amortised cost, the amount of the loss is measured as the difference between the asset's carrying amount and the present value of estimated future cash flows (excluding future credit losses that have not been incurred) discounted at the financial asset's original effective interest rate. The amount of the loss is recognised in the statement of comprehensive income.

2 主要會計政策概要 (續)

2.8 金融資產 (續)

- (甲) 按公允價值計入損益的金融資產
某項金融資產若在購入時主要用作在短期內出售或由管理層如此指定，則分類為按公允價值列賬及透過收支表處理。在此類別的資產若為持作買賣或預期將於結算日後12個月內變現，則分類為流動資產。

公允價值變動所產生的盈虧，在其產生期間的全面收益表中呈報。來自按公允價值計入損益的金融資產的股息收入，於本集團有權收取款項的權利確定時在全面收益表的利息及淨投資收入中確認。

- (乙) 貸款及應收款
貸款及應收款指定期存款，為有固定或可釐定付款且沒有在活躍市場上報價的非衍生金融資產。此等款項在本集團直接向債權人提供金錢或服務而無意買賣該應收款時產生。此等款項包括在流動資產內，但不包括到期日由結算日起計超過12個月者。此等款項分類為非流動資產。此等款項初步以公允價值確認，其後運用實際利息法按攤銷成本（除非貼現的影響輕微）扣除減值撥備計量。
- (丙) 持有至到期日投資
持有至到期日投資為有固定或可釐定付款以及固定到期日的非衍生金融資產，而管理層有明確意向及能力持有至到期日。持有至到期日投資利用實際利息法按攤銷成本列賬。

本集團在每個結算日評估是否有客觀證據證明某項金融資產或某組金融資產經已減值。若有客觀證據證明按攤銷成本記賬的貸款及應收款或持有至到期日投資已產生減值虧損，則虧損金額按資產的賬面值與估計未來現金流量（不包括未產生的未來信貸虧損）按金融資產的原實際利率貼現的現值兩者之差額計量。虧損數額在全面收益表中支銷。

2 Summary of significant accounting policies (Continued)

2.8 Financial assets (Continued)

The fair values of quoted investments are based on current bid prices. If the market for a financial asset is not active (and for unlisted securities), the Group establishes fair value by using valuation techniques. These include the use of recent arm's length transactions or reference to other instruments that are substantially the same and discounted cash flow analysis.

2.9 Accounts and other receivables

Receivables are recognised initially at fair value and subsequently measured at amortised cost using the effective interest method, less provision for impairment. A provision for impairment of receivables is established when there is objective evidence that the Group will not be able to collect all amounts due according to the terms of the receivables. The amount of the provision is the difference between the asset's carrying amount and the present value of estimated future cash flows, discounted at the asset's original effective interest rate, unless the discounting effect is insignificant. The carrying amount of the assets is reduced through the use of an allowance account, and the amount of the loss is recognised in the statement of comprehensive income. When a receivable is uncollectible, it is written off against the allowance account. Subsequent recoveries of amounts previously written off are credited to the statement of comprehensive income.

2.10 Cash and cash equivalents

Cash and cash equivalents comprise cash in hand, deposits held at call with banks and other short-term highly liquid investments that are readily convertible into known amounts of cash and which are subject to an insignificant risk of changes in value and their maturity dates are within three months from the date of acquisition.

2.11 Accounts payable and accruals

Accounts payable and accruals are recognised initially at fair value and subsequently measured at amortised cost using the effective interest method, unless the discounting effect is insignificant. They are classified as current liabilities unless the Group has an unconditional right to defer settlement of liability at least 12 months after the balance sheet date.

2.12 Borrowings

Borrowings are recognised initially at fair value, net of directly attributable transaction costs incurred. Borrowings are subsequently stated at amortised cost; any difference between

2 主要會計政策概要 (續)

2.8 金融資產 (續)

有報價投資的公允價值根據當時的買盤價計算。若某項金融資產的市場並不活躍（及就非上市證券而言），本集團利用重估技術設定公允價值。這些技術包括利用近期公平原則交易，或參考大致相同的其他工具和貼現現金流量分析。

2.9 應收賬款及其他應收款

應收款初步以公允價值確認，其後利用實際利息法按攤銷成本扣除減值撥備計量。當有客觀證據證明本集團將無法按應收款的條款收回所有款項時，就應即時為該應收款設定減值撥備。撥備金額為資產賬面金額與以其初始實際利率折現的預計未來現金流量現值（除非折現的影響輕微）兩者的差額計量。資產的賬面值透過使用備付賬戶削減，而有關的虧損數額在全面收益表內確認。如有應收款無法收回，則會在其備付賬戶內撇銷。之前已撇銷的款項如其後收回，將撥回全面收益表內。

2.10 現金及現金等價物

現金及現金等價物包括手頭現金、存放於銀行的活期存款，以及短期和高流動性的投資。這些投資在沒有涉及重大價值變動的風險下可以隨時轉算為已知數額的現金，並在購入後三個月內到期。

2.11 應付賬款及應計款項

應付賬款及應計款項初步按公允價值確認，其後利用實際利息法按攤銷成本計量（除非貼現的影響輕微）。除非本集團有無條件權利可將負債的結算遞延至結算日後最少12個月，否則該等款項分類為流動負債。

2.12 貸款

貸款初步按公允價值並扣除直接產生的應佔交易成本確認。貸款其後按攤銷成本列賬，而所得款項（已扣除交易成本）與贖回價值之

2 Summary of significant accounting policies (Continued)

2.12 Borrowings (Continued)

the proceeds (net of transaction costs) and the redemption value is recognised in the statement of comprehensive income over the period of the borrowings using the effective interest method. Borrowings are classified into current and non-current liabilities. They are classified as current liabilities unless the Group has unconditional right to defer settlement of the liability for at least 12 months after the balance sheet date.

2.13 Employee benefits

(a) Employee leave entitlements

Employee entitlements to annual leave are recognised when they accrue to employees. A provision is made for the estimated liability for unutilised annual leave as a result of services rendered by employees up to the balance sheet date.

Employee entitlements to sick leave and maternity leave are not recognised until the time of leave.

(b) Superannuation scheme

The Institute has set up a superannuation scheme (the "Scheme") to provide its employees with benefits on retirement or termination of employment.

Members of the Scheme contribute 5% of their basic monthly salaries to the Scheme and benefits are paid to them on their retirement or on leaving employment subject to certain conditions as stipulated in the Trust Deed. Contributions to the Scheme are expensed as incurred and other than those monthly contributions, the Institute has no further obligation for the payment of termination or retirement benefits of its employees.

(c) Mandatory provident fund scheme

The Group has established mandatory provident fund scheme ("MPF scheme") in Hong Kong. The assets of the MPF scheme are held in separate trustee-administered funds. Both the Group and the employees are required to contribute 5% of the employees' relevant income, subject to a maximum of \$1,250 (2011: \$1,000) per employee per month effective from 1 June 2012. The Group's contribution to the MPF scheme is expensed as incurred.

2 主要會計政策概要 (續)

2.12 貸款 (續)

間的任何差額利用實際利息法於貸款期間內在全面收益表中確認。貸款分類為流動及非流動負債。除非本集團有無條件權利將負債的結算遞延至結算日後最少12個月，否則貸款分類為流動負債。

2.13 僱員福利

(甲) 僱員可享有的假期

僱員可享有的年假在假期累計予僱員時予以確認。就僱員服務至資產負債表結算日尚有未支取的年假而帶來的估計負債，已預留準備。

僱員可享有的病假和產假在放假時確認。

(乙) 公積金計劃

教院已成立一項公積金計劃（「本計劃」），為僱員提供退休或離職福利。

本計劃的成員供款均為基本月薪的5%，而應得的福利在信託契約所列明若干情況規限下支付給退休或離職的成員。本計劃所作的供款為實際開支，教院除了每月的供款以外並無額外支付僱員離職或退休福利的責任。

(丙) 強制性公積金計劃

本集團在香港設立了一項強制性公積金計劃（「強積金計劃」）。強積金計劃的資產存於獨立信託管理的基金內。本集團與僱員都需要按僱員有關入息的5%供款，自二零一二年六月一日起，上限為每名僱員每月港幣1,250元（二零一一年：港幣1,000元）。本集團向強積金計劃作出的供款在產生時支銷。

2 Summary of significant accounting policies (Continued)

2.14 Provisions and contingent liabilities

Provisions are recognised for liabilities of uncertain timing or amount when the Group or the Institute has a legal or constructive obligation arising as a result of a past event, it is probable that an outflow of economic benefits will be required to settle the obligation and a reliable estimate can be made. Where the time value of money is material, provisions are stated at the present value of the expenditure expected to settle the obligation.

Where it is not probable that an outflow of economic benefits will be required, or the amount cannot be estimated reliably, the obligation is disclosed as a contingent liability, unless the probability of outflow of economic benefits is remote. Possible obligations, whose existence will only be confirmed by the occurrence or non-occurrence of one or more future events, are also disclosed as contingent liabilities unless the probability of outflow of economic benefits is remote.

2.15 Revenue recognition

Revenue is measured at the fair value of the consideration received or receivable. Recurrent subventions and grants are recognised as income over the periods necessary to match them with the related costs which they are intended to compensate, on a systematic basis, based on the assumption that the conditions of the recurrent subventions can be met.

Government subventions and grants, which are earmarked for specific purposes, are initially recognised as deferred income when there is a reasonable assurance that the Group will comply with the conditions attached to it and that the subventions will be received. They are recognised in the statement of comprehensive income on a systematic basis to match with the related costs for which they are intended to be used.

Government subventions and grants, and donations spent on capital expenditure are recorded as deferred capital funds and are released and credited to the statement of comprehensive income on a straight-line basis over the estimated useful lives of the related assets when the assets are put in use, to the extent of the related depreciation expense for that period.

Grants from government agencies for courses are recognised when services are provided and complied with the conditions attached to it. They are recognised in the statement of comprehensive income over the duration of the courses related.

2 主要會計政策概要(續)

2.14 撥備及或有負債

如果本集團或教院須就已發生的事件承擔法定或推定義務，因而預期很可能會導致經濟利益流出，在有關金額能夠可靠地估計時，教院便會對該時間或金額不確定的負債進行撥備。如果貨幣時間價值重大，則按預計所需費用的現值進行撥備。

如果經濟利益流出的可能性較低，或是無法對有關金額作出可靠的估計，便會將該義務披露為或有負債，但經濟利益流出的可能性極低則除外。如果教院的義務須視乎某項或多項未來事件是否發生才能確定是否存在，亦會披露該義務為或有負債，但經濟利益流出的可能性極低則除外。

2.15 收益確認

收益按已收或應收價款的公允價值計量。經常性撥款及補助金與擬補償之相關成本有系統地相互配對，按照所需的期間確認為收入，並假設經常性補助金所附帶的條件可予符合。

特別指定用途的政府撥款最初確認為遞延收入。當本集團能夠合理地保證會符合附帶條件及撥款將可收取時，政府撥款在全面收益表中會按所配對擬使用之相關成本有系統地記賬。

用於資本開支的政府撥款和補助金以及捐款列為遞延資本基金，並於資產投入使用時，按有關資產的估計可使用年期以直線法撥回全面收益表，數額最高以該期間的相關折舊支出為限。

政府機構的課程撥款於服務提供後及符合其所附帶的條件時確認。此等撥款在全面收益表中按有關課程的期限確認。

2 Summary of significant accounting policies (Continued)

2.15 Revenue recognition (Continued)

Tuition programmes and other fees, and auxiliary services income are recognised on a straight-line basis over the period of the courses or services to which they relate.

Donations in cash and cash equivalents or other investment instruments for general purposes are recognised as income at fair values when it is probable that they will be received, which is generally upon their receipt.

Interest income is recognised as it accrues using the effective interest method.

Dividend income is recognised when the right to receive payment is established.

Operating lease rental income is recognised on a straight-line basis.

2.16 Borrowing costs

Borrowing costs that are directly attributable to the acquisition, construction or production of an asset, which necessarily takes a substantial period of time to get ready for its intended use or sale, are capitalised as part of the cost of that asset. Other borrowing costs are expensed in the period in which they are incurred.

The capitalisation of borrowing costs as part of the cost of a qualifying asset commences when expenditure for the asset is being incurred, borrowing costs are being incurred and activities that are necessary to prepare the asset for its intended use or sale are in progress. Capitalisation of borrowing costs is suspended or ceases when substantially all the activities necessary to prepare the qualifying asset for its intended use or sale are interrupted or complete.

2.17 Operating leases

Leases in which a significant portion of the risks and rewards of ownership are retained by the lessor are classified as operating leases. Payments made under operating leases (net of any incentives received from the lessor) are charged to the statement of comprehensive income on a straight-line basis over the period of the lease, except where an alternative basis is more representative of the pattern of benefits to be derived from the leased asset. Leased incentives are recognised in the statement of comprehensive income as an integral part of the aggregate net lease payments made. Contingent rentals are charged to the statement of comprehensive income in the accounting period in which they are incurred.

2 主要會計政策概要 (續)

2.15 收益確認 (續)

學費、課程和其他收費與附屬服務的收入根據課程舉辦的時間或服務涉及的期間，以直線法入賬。

以現金及現金等價物或供一般用途的其他投資工具形式的捐款均在教院很可能收到這些捐款時確認為收入（在一般情況下，教院於收到捐款時進行確認）。

利息收入是在產生時按實際利息法確認。

股息收入在收取款項的權利確定時確認。

經營租賃的租金收入以直線法入賬。

2.16 借貸成本

與收購、建造或生產需要長時間才可以投入擬定用途或銷售的資產直接相關的借貸成本，則予以資本化為該資產成本的一部分。其他借貸成本於產生期間列支。

屬於合資格資產成本一部分的借貸成本在資產產生開支、借貸成本產生和使資產投入擬定用途或銷售所必須的準備工作進行期間開始資本化。在使合資格資產投入擬定用途或銷售所必須的絕大部分準備工作中止或完成時，借貸成本便會暫停或停止資本化。

2.17 經營租賃

如果出租人保留與所有權有關的大部分風險和報酬，則有關租賃劃歸為經營租賃。根據經營租賃作出的付款（已扣除出租人已獲取的任何激勵措施）會在租賃期所涵蓋的期間內，按直線法在全面收益表中列支；但如另有一種方法更能代表租賃資產所產生的收益模式則除外。租賃所涉及的激勵措施均在全面收益表中確認為租賃淨付款總額的組成部分。或有租金在其產生的會計期間內在收支表中列支。

2 Summary of significant accounting policies (Continued)

2.18 Related parties

- (a) A person, or a close member of that person's family, is related to the Group if that person:
 - (i) has control or joint control over the Group;
 - (ii) has significant influence over the Group; or
 - (iii) is a member of the key management personnel of the Group or the Group's parent.
- (b) An entity is related to the Group if any of the following conditions applies:
 - (i) The entity and the Group are members of the same group (which means that each parent, subsidiary and fellow subsidiary is related to the others).
 - (ii) One entity is an associate or joint venture of the other entity (or an associate or joint venture of a member of a group of which the other entity is a member).
 - (iii) Both entities are joint ventures of the same third party.
 - (iv) One entity is a joint venture of a third entity and the other entity is an associate of the third entity.
 - (v) The entity is a post-employment benefit plan for the benefit of employees of either the Group or an entity related to the Group.
 - (vi) The entity is controlled or jointly controlled by a person identified in (a).
 - (vii) A person identified in (a)(i) has significant influence over the entity or is a member of the key management personnel of the entity (or of a parent of the entity).

Close members of the family of a person are those family members who may be expected to influence, or be influenced by, that person in their dealings with the entity.

3 Financial risk and fund risk management

3.1 Financial risk factors

The Group's activities expose it to a variety of financial risks: foreign exchange risk, credit risk, liquidity risk and interest rate risk. The Group's overall risk management procedures focus on the unpredictability of financial markets and seek to minimise potential adverse effects on the Group's financial performance.

2 主要會計政策概要(續)

2.18 關聯方

- (甲) 如屬以下人士，即該人士或該人士的近親是本集團的關聯方：
 - (i) 控制或共同控制本集團；
 - (ii) 對本集團有重大影響力；或
 - (iii) 是本集團或本集團母公司的關鍵管理人員。
- (乙) 如符合下列任何條件，即企業實體是本集團的關聯方：
 - (i) 該實體與本集團隸屬同一集團（即各母公司、附屬公司和同系附屬公司彼此間有關聯）。
 - (ii) 一家實體是另一實體的聯營公司或合營企業（或另一實體所屬集團旗下成員公司的聯營公司或合營企業）。
 - (iii) 兩家實體是同一第三方的合營企業。
 - (iv) 一家實體是第三方實體的合營企業，而另一實體是第三方實體的聯營公司。
 - (v) 該實體是為本集團或作為本集團關聯方的任何實體的僱員福利而設的離職後福利計劃。
 - (vi) 該實體受到上述第(a)項內所認定人士控制或共同控制。
 - (vii) 上述第(a)(i)項內所認定人士對該實體有重大影響力或是該實體（或該實體母公司）的關鍵管理人員。

一個人的近親是指與有關實體交易中可能影響該個人或受該個人影響的家庭成員。

3 財務風險及資金風險管理

3.1 財務風險因素

本集團的活動承受著多種財務風險：外匯風險、信貸風險、流動資金風險及利率風險。本集團的整體風險管理計劃專注於財務市場的不可預知性，並尋求儘量減低對本集團財務表現的潛在不利影響。

3 Financial risk and fund risk management (Continued)

3.1 Financial risk factors (Continued)

(a) Market risk

(i) Foreign exchange risk

The Group conducts its operation in Hong Kong with its transactions denominated in Hong Kong dollars. The Group derives its operation income mainly in Hong Kong dollars. The Group's foreign currency exposures arise mainly from and are substantially limited to, the exchange rate movements between Hong Kong dollars and United States dollars and Renminbi because most of the financial assets held under treasury investments and cash balances which are subjected to foreign exchange movements are denominated in United States dollars and Renminbi. Since Hong Kong dollars are pegged to United States dollars under the Linked Exchange Rate System, the foreign exchange exposure between United States dollars and Hong Kong dollars is therefore limited. On the other hand, foreign exchange rate between Renminbi and Hong Kong dollars is not pegged, but there is anticipation of the progressive appreciation of Renminbi against the United States dollars under the policy of Renminbi internationalisation of the People's Republic of China Government, therefore, the risk of such exposure is also limited.

As at 30 June 2012, the financial assets held under treasury investment are significant to the Group. However, as such foreign exchange exposure does not have a significant risk to the Group, no sensitivity analysis is performed.

3 財務風險及資金風險管理 (續)

3.1 財務風險因素 (續)

(甲) 市場風險

(i) 外匯風險

本集團在香港營運，而其交易以港元為單位。本集團的營運收入主要來自港元。由於大部份在庫務投資下持有的金融資產和現金結餘是以美元和人民幣為單位，故本集團的外匯風險主要來自（亦大部份限於）港元兌美元和港元兌人民幣的匯率波動。由於在聯繫匯率下，港元與美元掛鈎，故港元兌美元的外匯風險頗低。另一方面，雖然人民幣與港元在匯率上並無掛鈎但根據中華人民共和國政府的人民幣國際化政策，預計人民幣兌美元會逐步升值，因此有關的外匯風險也頗低。

於二零一二年六月三十日，在庫務投資持有的金融資產對本集團而言屬於重大。然而，由於外匯風險沒有對本集團構成任何重大影響，因此本集團沒有進行敏感性分析。

3 Financial risk and fund risk management (Continued)**3.1 Financial risk factors (Continued)**

(a) Market risk (Continued)

(i) Foreign exchange risk (Continued)

The following table details the Group's and the Institute's exposure at the balance sheet date to currency risk arising from recognised assets or liabilities denominated in a currency other than the functional currency of the entity to which they relate. For presentation purposes, the amounts of the exposure are shown in Hong Kong dollars.

3 財務風險及資金風險管理 (續)**3.1 財務風險因素 (續)**

(甲) 市場風險 (續)

(i) 外匯風險 (續)

下表詳列本集團及教院於結算日承擔並非以相關實體的功能貨幣為單位的已確認資產或負債所產生的貨幣風險。為方便列報，風險承擔額均以港幣列示。

		Group 本集團				
		United States Dollars 美元	Renminbi 人民幣	Australian Dollars 澳元	Canadian Dollars 加拿大元	Pounds Sterling 英鎊
		\$'000 千元	\$'000 千元	\$'000 千元	\$'000 千元	\$'000 千元
2012	二零一二年					
Held-to-maturity investments	持有至到期日投資	23,588	-	-	-	-
Time deposits	定期存款	95,327	179,116	1,485	1,268	2,477
Cash and cash equivalents	現金及現金等價物	67,868	130,030	2,592	583	1,412
Accounts payable and accruals	應付賬項及應計款項	(1,455)	(198)	(2,086)	-	(492)
Net exposure arising from recognised assets and liabilities	已確認資產和負債所產生的風險承擔淨額	185,328	308,948	1,991	1,851	3,397
		United States Dollars 美元	Renminbi 人民幣	Australian Dollars 澳元	Canadian Dollars 加拿大元	Pounds Sterling 英鎊
		\$'000 千元	\$'000 千元	\$'000 千元	\$'000 千元	\$'000 千元
2011	二零一一年					
Held-to-maturity investments	持有至到期日投資	41,275	-	-	-	-
Time deposits	定期存款	48,012	40,420	-	-	-
Cash and cash equivalents	現金及現金等價物	107,005	259,961	621	36	374
Accounts payable and accruals	應付賬項及應計款項	(2,011)	(269)	(7)	(389)	(164)
Net exposure arising from recognised assets and liabilities	已確認資產和負債所產生的風險承擔淨額	194,281	300,112	614	(353)	210

3 Financial risk and fund risk management (Continued)**3.1 Financial risk factors (Continued)**

- (a) Market risk (Continued)
- (i) Foreign exchange risk (Continued)

3 財務風險及資金風險管理 (續)**3.1 財務風險因素 (續)**

- (甲) 市場風險 (續)
- (i) 外匯風險 (續)

		Institute 教院				
		United States Dollars 美元 \$'000 千元	Renminbi 人民幣 \$'000 千元	Australian Dollars 澳元 \$'000 千元	Canadian Dollars 加拿大元 \$'000 千元	Pounds Sterling 英鎊 \$'000 千元
2012	二零一二年					
Held-to-maturity investments	持有至到期日投資	23,588	-	-	-	-
Time deposits	定期存款	95,327	179,116	1,485	1,268	2,477
Cash and cash equivalents	現金及現金等價物	67,868	127,218	2,590	549	1,412
Accounts payable and accruals	應付賬項及應計款項	(1,455)	(198)	(2,086)	-	(492)
Net exposure arising from recognised assets and liabilities	已確認資產和負債所產生的風險承擔淨額	<u>185,328</u>	<u>306,136</u>	<u>1,989</u>	<u>1,817</u>	<u>3,397</u>
		United States Dollars 美元 \$'000 千元	Renminbi 人民幣 \$'000 千元	Australian Dollars 澳元 \$'000 千元	Canadian Dollars 加拿大元 \$'000 千元	Pounds Sterling 英鎊 \$'000 千元
2011	二零一一年					
Held-to-maturity investments	持有至到期日投資	41,275	-	-	-	-
Time deposits	定期存款	48,012	40,420	-	-	-
Cash and cash equivalents	現金及現金等價物	107,005	259,961	621	36	374
Accounts payable and accruals	應付賬項及應計款項	(2,011)	(269)	(7)	(389)	(164)
Net exposure arising from recognised assets and liabilities	已確認資產和負債所產生的風險承擔淨額	<u>194,281</u>	<u>300,112</u>	<u>614</u>	<u>(353)</u>	<u>210</u>

3 Financial risk and fund risk management (Continued)

3.1 Financial risk factors (Continued)

(a) Market risk (Continued)

(ii) Cash flow and fair value interest rate risk

The Group's interest rate risk arises mainly from the interest-bearing financial assets held under treasury investments, which are reviewed on a regular basis in accordance with the Group's policies and guidelines.

Based on the simulations performed at 30 June 2012, if interest rates on interest-bearing bank deposits had been 50 basis point higher or 25 basis point lower with all other variables held constant, surplus for the year would have been \$1,006K higher (2011: \$573K higher) or \$223K lower (2011: \$12K lower) respectively, as a result of higher/lower interest income on bank deposits.

The cash flow interest rate risk is considered low as the Group has no significant interest-bearing financial liabilities.

The Group's long-term borrowings are non-interest bearing and although it exposes the Group to fair value interest rate risk, this does not have adverse impact to the Group. The management believes that the Group's fair value interest rate risk is minimal and no sensitivity analysis is performed.

(iii) Price risk

The Group is exposed to equity price changes arising from equity investments classified as financial assets at fair value through profit or loss. The Group is not exposed to commodity price risk. To manage its equity price risk, the portfolio is diversified in accordance with the limits set by the Group. Given the insignificant amount of the portfolio of listed equity investments held by the Group, the management believes that the Group's equity price risk is minimal.

3 財務風險及資金風險管理 (續)

3.1 財務風險因素 (續)

(甲) 市場風險 (續)

(ii) 現金流量及公允價值利率風險

本集團的利率風險主要來自在庫務投資下持有的計息金融資產，此等資產根據本集團的政策和指引定期檢討。

根據在二零一二年六月三十日進行的模擬，假若計息銀行存款的利率上升50個基點或下跌25個基點而所有其他變數維持不變，則該年度的盈餘將會因為銀行存款的利息收入上升/下跌而分別相應增加1,006,000元(二零一一年：增加573,000元)或減少223,000元(二零一一年：減少12,000元)。

由於本集團並無重大計息財務負債，故此現金流量利率風險被視為甚低。

本集團的長期貸款為不計息，而雖然此等貸款令本集團承受公允價值利率風險，但對本集團不造成負面影響。管理層認為，本集團的公允價值利率風險甚低，亦沒有進行敏感性分析。

(iii) 價格風險

本集團承受的股票價格變動風險乃來自被分類為按公允價值列賬及透過收支表處理的股票投資。但本集團並無承受商品價格風險。為管理其股票價格風險，本集團在其所設定的限額內分散投資組合。基於本集團持有的上市股權投資組合的數額不大，管理層認為本集團的股權價格風險甚低。

3 Financial risk and fund risk management (Continued)

3.1 Financial risk factors (Continued)

(b) Credit risk

The Group's credit risk is primarily attributable to its deposits and cash at banks, accounts receivable and investment balances with financial institutions. There are procedures in place to mitigate the risk and the exposures to these credit risks are monitored closely by the management on an ongoing basis.

Accounts receivable in respect of tuition fees are receivable by due dates preset every year according to the academic calendar. The Group has a policy of withholding the issue of academic documents to students to enhance the quality of accounts receivable. The credit risk in investment balances with financial institutions and deposits and cash at banks are limited because the counterparties are mainly banks and financial institutions with high credit-ratings assigned by international credit-rating agencies. For banks and financial institutions, only independently rated parties with a minimum Moody's rating of "A" are accepted. The Institute has no significant concentration of credit risk and the risk exposure is diversified over a large number of counterparties. The Institute has policies that limit the amount of credit exposure to any single financial institution.

(c) Liquidity risk

The Group's policy is to monitor current and expected liquidity requirements regularly to ensure that it maintains sufficient reserves of cash to meet its liquidity requirements in both short and longer terms.

Liquidity risk is the risk that funds will not be available to meet liabilities as and when they fall due, and it results from mismatch of assets and liabilities. The Group performs regular projected cash flow analysis to manage liquidity risk to ensure that all liabilities due and known funding requirements could be met. Prudent liquidity management also includes maintaining adequate credit facilities in the Group's approved banks.

The table below analyses the Group's and the Institute's financial liabilities into relevant maturity groupings based on the remaining period at the balance sheet date to the contractual maturity dates. The amounts disclosed in the table are the contractual undiscounted cash flows. Balance for accounts payable and accruals due within 12 months equal their carrying balances, as the impact of discounting is not significant.

3 財務風險及資金風險管理 (續)

3.1 財務風險因素 (續)

(乙) 信貸風險

本集團的信貸風險主要來自其存款與銀行現金、應收賬款及金融機構的投資結餘。本集團有既定程序將風險減輕，而管理層亦會持續密切監察信貸風險的承擔。

有關學費的應收賬款根據校曆表在每年所預設的到期日前支付。本集團已制定政策，保留有關拒絕向學生發放學業證明文件的權利，以提升收回應收賬款的水平。在金融機構的投資結餘和存款與銀行現金中的信貸風險不大，因為對口單位主要為擁有國際信貸評級機構授予高信貸評級的銀行和金融機構，只有經過獨立評級並最低限度擁有穆迪「A」評級的銀行和金融機構方可被接受。教院並無重大的信貸風險集中，而風險承擔亦適當地分散予多個對口方。教院有政策限制對任何單一財務機構的信貸風險上限。

(丙) 流動資金風險

本集團有政策定期監察當時和預期的流動資金需求，以確保本集團持有充足的現金儲備應付其短期和長期的流動資金需求。

流動資金風險指在負債到期支付時沒有資金應付的風險，並來自資產與負債的錯配。本集團定期執行現金流量預測分析，以管理流動資金風險，確保可應付所有到期負債和已知的資金需求。審慎的流動資金管理亦包括在本集團核准銀行中維持足夠的信貸融資。

下表為本集團及教院的財務負債按資產負債表日期至合約到期日的剩餘期間的相關到期組別分析。以下披露的數額為合約未貼現現金流量。由於貼現的影響輕微，故在12個月內到期的應付賬款和應計款項相等於其賬面值。

**3 Financial risk and fund risk management
(Continued)****3.1 Financial risk factors (Continued)**

(c) Liquidity risk (Continued)

3 財務風險及資金風險管理 (續)**3.1 財務風險因素 (續)**

(丙) 流動資金風險 (續)

Group 本集團						
		Up to 3 months 3個月及以下	3 months to 1 year 3個月至1年	1-2 years 1年至2年	Over 2 years 2年以上	Total 總額
		\$'000 港幣千元	\$'000 港幣千元	\$'000 港幣千元	\$'000 港幣千元	\$'000 港幣千元
At 30 June 2012	於二零一二年六月三十日					
Borrowings	貸款	-	1,500	-	-	1,500
Accounts payable and accruals	應付賬項及應計款項	123,000	4,632	500	200	128,332
Other provisions	其他撥備	4,397	-	-	-	4,397
		127,397	6,132	500	200	134,229
At 30 June 2011	於二零一一年六月三十日					
Borrowings	貸款	-	3,000	-	-	3,000
Accounts payable and accruals	應付賬項及應計款項	75,077	2,020	100	500	77,697
Other provisions	其他撥備	-	-	11,358	-	11,358
		75,077	5,020	11,458	500	92,055
Institute 教院						
		Up to 3 months 3個月及以下	3 months to 1 year 3個月至1年	1-2 years 1年至2年	Over 2 years 2年以上	Total 總額
		\$'000 港幣千元	\$'000 港幣千元	\$'000 港幣千元	\$'000 港幣千元	\$'000 港幣千元
At 30 June 2012	於二零一二年六月三十日					
Borrowings	貸款	-	1,500	-	-	1,500
Accounts payable and accruals	應付賬項及應計款項	120,566	4,632	500	200	125,898
Other provisions	其他撥備	4,397	-	-	-	4,397
		124,963	6,132	500	200	131,795
At 30 June 2011	於二零一一年六月三十日					
Borrowings	貸款	-	3,000	-	-	3,000
Accounts payable and accruals	應付賬項及應計款項	72,198	2,020	100	500	74,818
Other provisions	其他撥備	-	-	11,358	-	11,358
		72,198	5,020	11,458	500	89,176

3 Financial risk and fund risk management (Continued)

3.1 Financial risk factors (Continued)

(d) Fair values

The following table presents the carrying value of financial instruments measured at fair value at the balance sheet date across the three-level of the fair value hierarchy defined in HKFRS 7, *Financial Instruments: Disclosures*, with the fair value of each financial instrument categorised in its entirety based on the lowest level of input that is significant to that fair value measurement. The levels are defined as follows:

- Level 1 (highest level): fair value measured using quoted prices (unadjusted) in active markets for identical financial instruments.
- Level 2: fair value measured using quoted prices in active markets for similar financial instruments, or using valuation techniques in which all significant inputs are directly or indirectly based on observable market data.
- Level 3 (lowest level): fair values measured using valuation techniques in which any significant input is not based on observable market data.

3 財務風險及資金風險管理 (續)

3.1 財務風險因素 (續)

(丁) 公允價值

下表呈列按公允價值計量的金融工具在結算日的賬面值。這方面涉及《香港財務報告準則》第7號-「金融工具：披露」所界定的三個公允價值層級，而每項金融工具則完全基於對計量其公允價值具有重大意義的最低層級輸入值來分類。各層級的定義如下：

- 第一層級（最高層級）：使用相同金融工具在活躍市場的報價（未經調整）來計量公允價值。
- 第二層級：使用類似金融工具在活躍市場的報價或估值技術（其全部重要的輸入值均直接或間接以可觀察的市場數據為基礎）來計量公允價值。
- 第三層級（最低層級）：採用估值技術（所用重要的輸入值並非以可觀察的市場數據為基礎）來計量公允價值。

Group and Institute 本集團及教院								
			2012 二零一二年			2011 二零一一年		
		Level 1 第一層級	Level 2 第二層級	Total 總額	Level 1 第一層級	Level 2 第二層級	Total 總額	
		\$'000 港幣千元	\$'000 港幣千元	\$'000 港幣千元	\$'000 港幣千元	\$'000 港幣千元	\$'000 港幣千元	
Assets	資產							
Financial assets at fair value through profit or loss:	按公允價值計入損益的金融資產							
- Investment in listed unit trust	- 上市單位信託投資	16,719	-	16,719	19,118	-	19,118	
- Investment in unlisted unit trust	- 非上市單位信託投資	-	1,183	1,183	-	1,367	1,367	
		16,719	1,183	17,902	19,118	1,367	20,485	

During the year, there were no significant transfers between instruments in Level 1 and Level 2.

本年內並無金融工具在公允價值第一與第二層級之間作出重大轉移。

3 Financial risk and fund risk management (Continued)

3.2 Fund risk management

The Institute is a government subvented education institution established under the laws of Hong Kong Special Administrative Region ("HKSAR"), which objects are to provide studies and training in teacher education and facilities for research into and the development of education. The Institute is not subject to any externally imposed capital requirements, except as stated in note 17, and its activities are mainly funded by government grants and tuition fees, the spending of which is governed by the University Grants Committee ("UGC") Notes on Procedures and other grant conditions. The Institute's activities are also funded by donations and funds generated from self-financing activities.

The various Restricted and Other Funds represent the unspent balance of such grants, income, donations and other specific purpose funds. These funds are managed according to the relevant grant and funding conditions, where applicable, and the Institute's investment and financial management guidelines and procedures with the view of meeting the objects of the Institute.

None of the Institute's subsidiaries are subject to any externally imposed capital requirements and their capital management policies are governed by their own financial management guidelines and procedures with the view of safeguarding the subsidiaries' ability to continue as a going concern.

3.3 Fair value estimation

The carrying values less impairment provision of receivables and payables are a reasonable approximation of their fair values. The fair value of financial liabilities for disclosure purposes is estimated by discounting the future contractual cash flows at the current market interest rate that is available to the Group for similar financial instruments, unless the effect of discounting will be immaterial.

3 財務風險及資金風險管理 (續)

3.2 資金風險管理

教院根據香港特別行政區(「香港特區」)法律註冊成立，是一間政府補助的教育機構，宗旨是提供師資培訓及教育研究和發展所需的設施。除附註17所述外，教院目前無須遵守外間訂立的任何資本規定。教院營運活動的資金來源主要為政府補助及學費，而這些資金的開支情況須遵循有關大學教育資助委員會(「教資會」)程序便覽的規定，並須視乎其他補助條件而定。此外，教院亦通過向各界募捐及開辦自資課程，為營運活動籌集資金。

各類指定基金及其他基金是指相關補助金、收入、捐款及其他特別指定用途的基金的未動用餘額。教院在管理這些基金時，按照相關補助及撥款的條件，並(倘適用)遵循本身的投資及財務管理指引和程序，藉以符合教院的目標。

教院各附屬公司均無須遵守外間訂立的任何資本規定，其資本管理政策由其本身的財務管理指引和程序所規管，藉以維護其持續經營的能力。

3.3 公允價值估計

應收賬款和應付賬款的賬面值扣除減值撥備，與其公允價值接近。財務負債的公允價值(就披露目的)按未來合約現金流量以本集團類似金融工具可得的現有市場利率貼現估計(除非貼現的影響輕微)。

THE HONG KONG INSTITUTE OF EDUCATION 香港教育學院
(Expressed in Hong Kong dollars unless otherwise stated) (除另有說明外，所有金額以港幣為單位)

4 Fixed assets

4 固定資產

		Group 本集團				
		Buildings 樓宇	Leasehold improvements 租賃物業裝潢	Fixtures and equipment 裝置及設備	Construction in Progress 在建工程	Total 總額
		\$'000 港幣千元	\$'000 港幣千元	\$'000 港幣千元	\$'000 港幣千元	\$'000 港幣千元
Cost:	成本：					
At 1 July 2010	於二零一零年七月一日	2,385,892	110,699	282,450	-	2,779,041
Additions	增置	100	9,817	13,858	26,993	50,768
Transfer	轉撥	-	18,575	-	(18,575)	-
Disposals	處置	(356)	(2,165)	(13,133)	-	(15,654)
At 30 June 2011	於二零一一年六月三十日	2,385,636	136,926	283,175	8,418	2,814,155
At 1 July 2011	於二零一一年七月一日	2,385,636	136,926	283,175	8,418	2,814,155
Additions	增置	-	1,917	17,831	86,274	106,022
Transfer	轉撥	-	23,199	7,563	(30,762)	-
Disposals	處置	(210)	(4,724)	(28,770)	-	(33,704)
At 30 June 2012	於二零一二年六月三十日	2,385,426	157,318	279,799	63,930	2,886,473
Accumulated depreciation:	累計折舊：					
At 1 July 2010	於二零一零年七月一日	462,968	56,191	213,763	-	732,922
Charge for the year	本年度折舊	47,719	15,624	25,990	-	89,333
Written back on disposal	處置後撥回	(1)	(2,165)	(13,133)	-	(15,299)
At 30 June 2011	於二零一一年六月三十日	510,686	69,650	226,620	-	806,956
At 1 July 2011	於二零一一年七月一日	510,686	69,650	226,620	-	806,956
Charge for the year	本年度折舊	48,328	11,980	24,083	-	84,391
Written back on disposal	處置後撥回	-	(2,419)	(28,538)	-	(30,957)
At 30 June 2012	於二零一二年六月三十日	559,014	79,211	222,165	-	860,390
Net book value:	賬面淨值：					
At 30 June 2012	於二零一二年六月三十日	1,826,412	78,107	57,634	63,930	2,026,083
At 30 June 2011	於二零一一年六月三十日	1,874,950	67,276	56,555	8,418	2,007,199

4 Fixed assets (Continued)

4 固定資產 (續)

		Institute 教院				
		Buildings 樓宇	Leasehold improvements 租賃物業裝潢	Fixtures and equipment 裝置及設備	Construction in Progress 在建工程	Total 總額
		\$'000 港幣千元	\$'000 港幣千元	\$'000 港幣千元	\$'000 港幣千元	\$'000 港幣千元
Cost:	成本：					
At 1 July 2010	於二零一零年七月一日	2,382,128	107,527	274,786	-	2,764,441
Additions	增置	100	9,546	13,471	26,993	50,110
Transfer	轉撥	-	18,575	-	(18,575)	-
Disposals	處置	(356)	-	(12,965)	-	(13,321)
At 30 June 2011	於二零一一年六月三十日	2,381,872	135,648	275,292	8,418	2,801,230
At 1 July 2011	於二零一一年七月一日	2,381,872	135,648	275,292	8,418	2,801,230
Additions	增置	-	975	16,678	86,274	103,927
Transfer	轉撥	-	23,199	7,563	(30,762)	-
Disposals	處置	(210)	(4,724)	(26,856)	-	(31,790)
At 30 June 2012	於二零一二年六月三十日	2,381,662	155,098	272,677	63,930	2,873,367
Accumulated depreciation:	累計折舊：					
At 1 July 2010	於二零一零年七月一日	462,218	53,584	207,108	-	722,910
Charge for the year	本年度折舊	47,646	15,415	25,392	-	88,453
Written back on disposal	處置後撥回	(1)	-	(12,965)	-	(12,966)
At 30 June 2011	於二零一一年六月三十日	509,863	68,999	219,535	-	798,397
At 1 July 2011	於二零一一年七月一日	509,863	68,999	219,535	-	798,397
Charge for the year	本年度折舊	48,255	11,664	23,275	-	83,194
Written back on disposal	處置後撥回	-	(2,419)	(26,626)	-	(29,045)
At 30 June 2012	於二零一二年六月三十日	558,118	78,244	216,184	-	852,546
Net book value:	賬面淨值：					
At 30 June 2012	於二零一二年六月三十日	1,823,544	76,854	56,493	63,930	2,020,821
At 30 June 2011	於二零一一年六月三十日	1,872,009	66,649	55,757	8,418	2,002,833

5 Investments

5 投資

		Group and Institute 本集團及教院	
		2012 \$'000 港幣千元	2011 \$'000 港幣千元
Investments in subsidiaries and institutional entities	教院在附屬公司和從屬機構的投資	<u>1</u>	<u>1</u>

Note a: Investments in subsidiaries

The Institute has a 100% (2011: 100%) interest, without investment cost, in the HKIEd Schools Limited which was incorporated in Hong Kong on 14 December 1998 as a company limited by guarantee. The purpose of the company is to plan, establish and manage schools.

The Institute has a 100% (2011: 100%) interest, without investment cost, in the HKIEd School of Continuing and Professional Education Limited ("HKIEd SCPE") which was incorporated in Hong Kong on 28 June 2006 as a company limited by guarantee. The purpose of the company is to set up, maintain and operate, in conjunction with the Institute for the promotion and advancement of professional, technical and continuing education, foster and provide courses leading to awards as well as courses of general interest, and where appropriate, provide learning opportunities in or outside Hong Kong. The HKIEd SCPE has assumed the responsibilities and mission of the Division of Continuing Professional Education of the HKIEd since 1 July 2006.

The results of these subsidiaries are accounted for in the Group's consolidated financial statements.

Note b: Investments in institutional entities

The Institute holds 1 share of \$500 (2011: 1 share of \$500), representing 12.5% of the share capital of the Joint Universities Computer Centre Limited, a company providing computer services for the UGC - funded Higher Educational Institutions in Hong Kong.

The Institute has a 12.5% (2011: 12.5%) interest, without investment cost, in Joint University Programmes Admissions System ("JUPAS") which was incorporated on 18 September 1990 as a company limited by guarantee. The purpose of the company is to administer and operate the joint admissions system for and on behalf of each member of the JUPAS.

The Institute holds a 25% (2011: 25%) interest, without investment cost, in EdExchange Limited which was incorporated in Hong Kong on 21 March 2005 as a company limited by guarantee. The purpose of the company is to promote education and to provide financial assistance and subsidies for the purposes of education and training to educational charities, scholarships, fellowships and bursaries in Hong Kong and elsewhere.

The Institute has a 12.5% (2011: 12.5%) interest, without investment cost, in Joint Quality Review Committee Limited ("JQRC") which was incorporated on 26 August 2005 as a company limited by guarantee. The purpose of the company is to provide and implement a peer review framework for the quality assurance of self-financing, associate-degree programmes in the continuing education units of the members in the JQRC.

附註甲：在附屬公司的投資

教院持有香港教育學院學校有限公司之100%（二零一一年：100%）權益（沒有投資成本）。此公司於一九九八年十二月十四日在香港註冊成立為一間擔保有限公司，其目的為籌劃、建立及管理學校。

教院亦持有香港教育學院持續專業教育學院有限公司（「持續教育學院」）之100%（二零一一年：100%）權益（沒有投資成本）。此公司於二零零六年六月二十八日在香港註冊成立為一間擔保有限公司，其成立目的是與教院共同管理及經營，促進專業、技術和持續教育，開發和提供頒發證書以及一般興趣的課程，並（在適當情況下）提供香港和海外的進修機會。持續教育學院自二零零六年七月一日起，已接管了教院轄下的持續專業教育學部的責任和使命。

此等附屬公司的業績列入本集團的綜合財務報表內。

附註乙：在從屬機構的投資

教院持有一股面值港幣500元（二零一一年：一股面值港幣500元）之大學聯合電腦中心有限公司股份，相等於該公司股本之12.5%。該公司主要提供電腦服務予教資會資助的香港高等教育院校。

教院亦持有大學聯合收生處（「招生處」）12.5%（二零一一年：12.5%）權益（沒有投資成本）。此機構於一九九零年九月十八日註冊成立為一間擔保有限公司，其目的是代表招生處內每個成員管理和營運聯合收生計劃。

教院持有教融易的25%（二零一一年：25%）權益（沒有投資成本）。此機構於二零零五年三月二十一日在香港註冊成立為一間擔保有限公司，其目的為促進教育事業，並提供財政支援和批出補助金，以為香港和其他地方的教育慈善團體提供獎學金、研究基金和助學金。

教院持有聯校素質檢討委員會（「委員會」）12.5%（二零一一年：12.5%）權益（沒有投資成本）。此機構於二零零五年八月二十六日註冊成立為一間擔保有限公司，其目的是為委員會內成員的持續進修部門的自負盈虧副學士學位課程提供和施行同業檢討制度。

5 Investments (Continued)

The Institute has a 12.5% (2011:0%) interest, without investment cost, in JULAC Joint University Research Archive Limited ("JURA") which was incorporated on 30 September 2011 as a company limited by guarantee. The purpose of the company is to advance education and research, to establish, maintain and manage a repository of books, serials, periodicals, audiovisuals and other research materials from UGC funded institutions in Hong Kong and to provide library facilities.

Given the nature of these institutional entities and the insignificance of the investment costs, the Institute did not account for them in its financial records. In addition, taking into consideration that there are no significant operations in these institutional entities and they are immaterial to the Group, their results are not accounted for in the Group's consolidated financial statements. The financial statements of these institutional entities are not audited by KPMG.

5 投資 (續)

教院持有大學聯合典藏學術書庫有限公司(「聯合書庫」)12.5%(二零一一年:0%)權益(沒有投資成本)。該公司於二零一一年九月三十日註冊成立為一間擔保有限公司，其目的是為了促進教育和研究，為來自獲教資會資助的香港院校的圖書、期刊、視聽教材和其他研究資料建立書庫，加以保存和管理，並提供圖書館設施。

由於此等從屬機構的性質和投資成本不大，教院並無將此等公司記入其財務記錄中。此外，鑒於此等從屬機構並無重大的營運和對本集團影響不大，故它們的業績沒有記入本集團的綜合財務報表內。此等從屬機構的財務報表均並非由畢馬威會計師事務所審計。

6 Financial instruments by category

6 金融工具 (按類別)

Group 本集團						
			Loans and receivables 貸款及應收款	Financial assets at fair value through profit or loss 按公允價值計入損益的金融資產	Held-to-maturity Investments 持至到期日投資	Total 總額
		Note 附註	\$'000 港幣千元	\$'000 港幣千元	\$'000 港幣千元	\$'000 港幣千元
Financial assets as per balance sheets as at 30 June 2012	金融資產，根據二零一二年六月三十日的資產負債表					
Held-to-maturity investments	持有至到期日投資	7	-	-	23,588	23,588
Time deposits	定期存款	8	486,459	-	-	486,459
Accounts receivable	應收賬款	9	33,823	-	-	33,823
Security deposits	保證按金	9	6,421	-	-	6,421
Financial assets at fair value through profit or loss	按公允價值計入損益的金融資產	10	-	17,902	-	17,902
Cash and cash equivalents	現金及現金等價物	11	615,838	-	-	615,838
			<u>1,142,541</u>	<u>17,902</u>	<u>23,588</u>	<u>1,184,031</u>
Financial assets as per balance sheets as at 30 June 2011	金融資產，根據二零一一年六月三十日的資產負債表					
Held-to-maturity investments	持有至到期日投資	7	-	-	41,275	41,275
Time deposits	定期存款	8	323,787	-	-	323,787
Accounts receivable	應收賬款	9	43,667	-	-	43,667
Security deposits	保證按金	9	7,212	-	-	7,212
Financial assets at fair value through profit or loss	按公允價值計入損益的金融資產	10	-	20,485	-	20,485
Cash and cash equivalents	現金及現金等價物	11	697,985	-	-	697,985
			<u>1,072,651</u>	<u>20,485</u>	<u>41,275</u>	<u>1,134,411</u>

6 Financial instruments by category (Continued)

6 金融工具（按類別）（續）

		Institute 教院				
			Loans and receivables 貸款及應收款	Financial assets at fair value through profit or loss 按公允價值計入損益的金融資產	Held-to-maturity investments 持至到期日投資	Total 總額
		Note 附註	\$'000 港幣千元	\$'000 港幣千元	\$'000 港幣千元	\$'000 港幣千元
Financial assets as per balance sheets as at 30 June 2012	金融資產，根據二零一二年六月三十日的資產負債表					
Held-to-maturity investments	持有至到期日投資	7	-	-	23,588	23,588
Time deposits	定期存款	8	486,459	-	-	486,459
Accounts receivable	應收賬款	9	31,896	-	-	31,896
Amounts due from subsidiaries	應收附屬公司的款項	9	56	-	-	56
Security deposits	保證按金	9	6,191	-	-	6,191
Financial assets at fair value through profit or loss	按公允價值計入損益的金融資產	10	-	17,902	-	17,902
Cash and cash equivalents	現金及現金等價物	11	577,859	-	-	577,859
			<u>1,102,461</u>	<u>17,902</u>	<u>23,588</u>	<u>1,143,951</u>
Financial assets as per balance sheets as at 30 June 2011	金融資產，根據二零一一年六月三十日的資產負債表					
Held-to-maturity investments	持有至到期日投資	7	-	-	41,275	41,275
Time deposits	定期存款	8	323,787	-	-	323,787
Accounts receivable	應收賬款	9	39,474	-	-	39,474
Amounts due from subsidiaries	應收附屬公司的款項	9	3,853	-	-	3,853
Security deposits	保證按金	9	7,073	-	-	7,073
Financial assets at fair value through profit or loss	按公允價值計入損益的金融資產	10	-	20,485	-	20,485
Cash and cash equivalents	現金及現金等價物	11	654,364	-	-	654,364
			<u>1,028,551</u>	<u>20,485</u>	<u>41,275</u>	<u>1,090,311</u>

		Group 本集團		Institute 教院		
		Note 附註	2012 \$'000 港幣千元	2011 \$'000 港幣千元	2012 \$'000 港幣千元	2011 \$'000 港幣千元
Financial liabilities as per balance sheets	金融負債，根據資產負債表					
Other financial liabilities	其他金融負債					
Accounts payable, accruals and other deposits	應付賬款及應計款項	12	128,332	77,697	125,898	74,818
Borrowings	貸款	14	1,456	2,870	1,456	2,870
			129,788	80,567	127,354	77,688

7 Held-to-maturity investments

7 持有至到期日投資

		Group and Institute 本集團及教院	
		2012 \$'000 港幣千元	2011 \$'000 港幣千元
Listed, at amortised cost	上市，按攤銷成本		
- listed outside Hong Kong	- 在香港以外上市	-	15,640
Unlisted, at amortised cost	非上市，按攤銷成本	23,588	25,635
		23,588	41,275
Less: Current portion classified as current assets	減：流動部分歸類為流動資產	(23,588)	(17,529)
		-	23,746

8 Time deposits

8 定期存款

		Group and Institute 本集團及教院	
		2012 \$'000 港幣千元	2011 \$'000 港幣千元
Time deposits with original maturity over 3 months or above	原到期日超過3個月或以上的定期存款		
Current portion	流動部份		
- Unpledged	- 未作抵押	455,454	291,299
- Pledged	- 已作抵押	7,500	9,000
		462,954	300,299
Non - current portion	非流動部分	23,505	23,488
		486,459	323,787

The effective interest rate on time deposits with original maturity over 3 months or above was 1.82% (2011: 1.58%) per annum. These deposits have a weighted average maturity of 189 days (2011: 228 days).

The pledged time deposit of \$1.5 million (2011: \$3.0 million) and \$6.0 million (2011: \$6.0 million) are used respectively as securities for a loan from the HKSAR Government disclosed in Note 14 and for the Group's bank overdrafts facilities which have not been utilised as at year end (2011: \$Nil).

原到期日超過三個月或以上的定期存款的實際利率為1.82%（二零一一年：1.58%）；此等存款的加權平均到期日為189日（二零一一年：228日）。

定期存款港幣150萬元（二零一一年：港幣300萬元）及港幣600萬元（二零一一年：港幣600萬元）分別用作香港特區政府所提供貸款的抵押（詳情載列於附註14），以及用作本集團於年終時尚未動用的銀行透支額的抵押（二零一一年：無）。

9 Accounts receivable, deposits and prepayments

9 應收賬項、按金及預付款項

		Group 本集團		Institute 教院	
		2012 \$'000 港幣千元	2011 \$'000 港幣千元	2012 \$'000 港幣千元	2011 \$'000 港幣千元
Accounts receivable (Note a)	應收賬款 (附註甲)	33,823	43,667	31,896	39,474
Less: Provision for impairment (Note b)	減：減值撥備 (附註乙)	(2,593)	(1,953)	(2,243)	(1,788)
		31,230	41,714	29,653	37,686
Amounts due from subsidiaries (Note c)	應收附屬公司的款項 (附註丙)	-	-	56	3,853
Security deposits	保證按金	6,421	7,212	6,191	7,073
Maximum exposure to credit risk	信貸風險的最高承擔	37,651	48,926	35,900	48,612
Prepayments	預付款項	6,278	5,669	5,853	5,548
		43,929	54,595	41,753	54,160

(a) Accounts receivable

As at 30 June 2012, the Group's and the Institute's accounts receivable of \$2,112K (2011: \$3,286K) and \$1,716K (2011: \$2,116K) were past due but not impaired respectively. These mainly relate to a number of students and the HKSAR Government for whom there is no recent history of default. The ageing analysis of accounts receivable is as follows:

(甲) 應收賬款

在二零一二年六月三十日，本集團及教院的已逾期但並無減值的應收賬款分別為港幣211.2萬元（二零一一年：港幣328.6萬元）及港幣171.6萬元（二零一一年：港幣211.6萬元）。此等款項主要涉及最近沒有拖欠還款記錄的多名學生及香港特區政府。此等應收賬款的賬齡分析如下：

		Group 本集團		Institute 教院	
		2012 \$'000 港幣千元	2011 \$'000 港幣千元	2012 \$'000 港幣千元	2011 \$'000 港幣千元
Not past due	未逾期	29,118	38,428	27,937	35,570
Past due by:	已逾期：				
0 - 3 months	0 - 3 個月	1,441	3,093	1,183	1,923
3 - 6 months	3 - 6 個月	590	116	467	116
6 - 12 months	6 - 12 個月	66	49	51	49
Over 12 months	超過12 個月	15	28	15	28
		31,230	41,714	29,653	37,686

9 Accounts receivable, deposits and prepayments (Continued)**(b) Provision for impairment of accounts receivable**

As at 30 June 2012, except for the Group's bad debts written off directly to the statement of comprehensive income of \$4K (2011: \$Nil) and written back directly to the statement of comprehensive income of \$99K (2011: \$10K), the Group's and the Institute's accounts receivable of \$2,593K (2011: \$1,953K) and of \$2,243K (2011: \$1,788K) were impaired respectively and full provision has been made accordingly. These mainly relate to a number of students for whom there are unexpected difficult economic situations. The ageing of these receivables is as follows:

9 應收賬項、按金及預付款項 (續)**(乙) 應收賬款的減值撥備**

於二零一二年六月三十日，除了本集團直接撥入全面收益表撇銷的壞賬港幣4,000元(二零一一年：港幣零元)，以及直接撥回全面收益表的金額港幣99,000元(二零一一年：港幣10,000元)外，本集團及教院的經已減值並已作出全數撥備的應收賬款分別為港幣259.3萬元(二零一一年：港幣195.3萬元)及港幣224.3萬元(二零一一年：港幣178.8萬元)。此等款項主要涉及多名出現預料以外經濟困難的學生。此等應收款的賬齡分析如下：

		Group 本集團		Institute 教院	
		2012 \$'000 港幣千元	2011 \$'000 港幣千元	2012 \$'000 港幣千元	2011 \$'000 港幣千元
Past due by:	已逾期：				
0 - 3 months	0 - 3 個月	481	604	443	604
3 - 6 months	3 - 6 個月	724	522	652	522
6 - 12 months	6 - 12 個月	1,092	716	987	551
Over 12 months	超過12 個月	296	111	161	111
		<u>2,593</u>	<u>1,953</u>	<u>2,243</u>	<u>1,788</u>

Movements on the provision for impairment of accounts receivable are as follows:

應收賬款的減值撥備變動如下：

		Group 本集團		Institute 教院	
		2012 \$'000 港幣千元	2011 \$'000 港幣千元	2012 \$'000 港幣千元	2011 \$'000 港幣千元
Balance at 1 July	於七月一日的結存	1,953	1,579	1,788	1,266
Provision for impairment	減值撥備	2,454	1,953	2,239	1,788
Receivables written off during the year as uncollectible	年內撇銷應收款作為不能收回的款項	(1,272)	(1,476)	(1,272)	(1,163)
Unused amounts reversed	未用款項撥回	(542)	(103)	(512)	(103)
Balance at 30 June	於六月三十日的結存	<u>2,593</u>	<u>1,953</u>	<u>2,243</u>	<u>1,788</u>

9 Accounts receivable, deposits and prepayments (Continued)

(b) Provision for impairment of accounts receivable (Continued)

The Group has recognised a loss of \$2,454K (2011: \$1,953K) for the impairment of its accounts receivable during the year ended 30 June 2012. The loss has been mainly included in office expenses under “Instruction and research”, “Other academic services”, “Management and general” and “Students and general education services” in the statement of comprehensive income, to the extent of \$1,336K (2011: \$470K), \$255K (2011: \$302K), \$782K (2011: \$1,073K) and \$81K (2011: \$108K) respectively.

The unused impairment provision of \$542K (2011: \$103K) was reversed and credited to office expenses under “Instruction and research”, “Other academic services”, “Management and general” and “Student and general education services” in the statement of comprehensive income, to the extent of \$44K (2011: \$Nil), \$58K (2011: \$23K), \$382K (2011: \$80K), \$58K (2011: \$Nil) respectively.

(c) Amounts due from subsidiaries

The amounts due are unsecured and repayable within 30 days. Except for the amount of \$10K (2011: \$8K) due from a subsidiary which is interest-free, the remaining balance is interest bearing at monthly savings account interest rate quoted by bank, and is charged on the overdue balance. At the balance sheet date, none of the amounts due from subsidiaries was overdue.

9 應收賬項、按金及預付款項 (續)

(乙) 應收賬款的減值撥備 (續)

截至二零一二年六月三十日止年度確認應收賬款的減值虧損港幣245.4萬元(二零一一年：港幣195.3萬元)。此項虧損主要記入全面收益表的「教學及研究」、「其他學術服務」、「一般行政及管理」以及「學生及一般教育服務」中的辦公室開支內，數額分別為港幣1,336,000元(二零一一年：港幣470,000元)、港幣255,000元(二零一一年：港幣302,000元)、港幣782,000元(二零一一年：港幣1,073,000元)及港幣81,000元(二零一一年：港幣108,000元)。

未動用的減值撥備港幣542,000元(二零一一年：港幣103,000元)已經轉回，並已計入全面收益表中「教學及研究」、「其他學術服務」、「一般行政及管理」以及「學生及一般教育服務」的辦公室開支內，數額分別為港幣44,000元(二零一一年：港幣零元)、港幣58,000元(二零一一年：港幣23,000元)、港幣382,000元(二零一一年：港幣80,000元)及港幣58,000元(二零一一年：港幣零元)。

(丙) 應收附屬公司的款項

此項應收款為無抵押和須於30日內償還。除了應收一間附屬公司的款項港幣10,000元(二零一一年：港幣8,000元)為免息外，其餘款項按銀行每月儲蓄存款利率計算利息，並已在逾期結餘中列支。於二零一二年及二零一一年六月三十日，並無逾期應收附屬公司的款項。

10 Financial assets at fair value through profit or loss**10 按公允價值計入損益的金融資產**

		Group and Institute 本集團及教院	
		2012 \$'000 港幣千元	2011 \$'000 港幣千元
Investment in listed unit trusts in Hong Kong, at fair value	香港上市單位信託投資 (按公允價值)	16,719	19,118
Investment in unlisted unit trust, at fair value	非上市單位信託投資 (按公允價值)	1,183	1,367
		<u>17,902</u>	<u>20,485</u>

Note : Changes in fair values of financial assets at fair value through profit or loss are recorded in "interest and net investment income" in the statement of comprehensive income (Note 21).

附註：按公允價值計入損益的金融資產的公允價值變動在全面收益表中記錄為「利息及淨投資收入」(附註21)。

11 Cash and cash equivalents**11 現金及現金等價物**

		Group 本集團		Institute 教院	
		2012 \$'000 港幣千元	2011 \$'000 港幣千元	2012 \$'000 港幣千元	2011 \$'000 港幣千元
Cash at banks and in hand	銀行及手頭現金	201,261	114,695	169,632	78,279
Short-term bank deposits	短期銀行存款	414,577	583,290	408,227	576,085
		<u>615,838</u>	<u>697,985</u>	<u>577,859</u>	<u>654,364</u>

The effective interest rate on short-term bank deposits was 0.89% (2011: 0.47%) per annum. These deposits have a weighted average maturity of 33 days (2011: 29 days).

短期銀行存款的實際利率為0.89% (二零一一年：0.47%)；此等存款的加權平均到期日為33日 (二零一一年：29日)。

Major non-cash transaction

The Group incurred payables of \$41,568,000 (2011: \$21,256,000) to suppliers for the additions of fixed assets as at 30 June 2012.

重大非現金交易

二零一二年六月三十日，本集團購置固定資產的應計款項為港幣41,568,000元 (二零一一年：港幣21,256,000元)。

THE HONG KONG INSTITUTE OF EDUCATION 香港教育學院
(Expressed in Hong Kong dollars unless otherwise stated) (除另有說明外，所有金額以港幣為單位)

12 Accounts payable and accruals

12 應付賬項及應計款項

		Group 本集團		Institute 教院	
		2012 \$'000 港幣千元	2011 \$'000 港幣千元	2012 \$'000 港幣千元	2011 \$'000 港幣千元
Accounts payable	應付賬款	59,568	47,823	57,699	45,885
Accruals	應計款項	66,559	27,832	65,994	26,891
Other deposits	其他按金	2,205	2,042	2,205	2,042
		128,332	77,697	125,898	74,818
Other provisions	其他撥備	4,397	11,358	4,397	11,358
Receipts in advance	預收款項	77,807	70,704	77,372	69,297
		210,536	159,759	207,667	155,473

(a) The carrying amounts of accounts payable and accruals approximate their fair values as at 30 June 2012 and 2011.

(甲) 截至二零一二年及二零一一年六月三十日止兩個財政年度應付賬款及應計款項的賬面金額與其公允價值相若。

13 Provision for employee benefits

13 僱員福利撥備

		Group 本集團		Institute 教院	
		2012 \$'000 港幣千元	2011 \$'000 港幣千元	2012 \$'000 港幣千元	2011 \$'000 港幣千元
Staff costs:	僱員成本：				
Unutilised annual leave	未支取的年假	34,742	32,689	34,304	31,887
Gratuities	約滿酬金	25,051	25,306	24,530	24,612
Long service payment	長期服務金	336	239	99	35
		60,129	58,234	58,933	56,534
Payable:	應付款：				
Within 1 year	一年內	51,466	49,907	50,490	48,377
After 1 year	一年後	8,663	8,327	8,443	8,157
		60,129	58,234	58,933	56,534

14 Borrowings

14 貸款

		Group and Institute 本集團及教院	
		2012 \$'000 港幣千元	2011 \$'000 港幣千元
Term loan, secured and classified as current liabilities	有抵押並列作流動負債的定期貸款	<u>1,456</u>	<u>2,870</u>

Note: The HKSAR Government provided a loan of \$15.0 million to the Institute to meet start-up costs of self-financing accredited post-secondary programmes (e.g. Associate Degree Programmes). The loan is non-interest bearing, repayable in equal annual instalments over a period of 10 years from June 2004 and is secured by the Institute's bank deposits of \$1.5 million (2011: \$3.0 million) disclosed in Note 8.

The carrying amounts are based on future cash flows discounted using a rate based on the then effective market borrowing rate of 3.0% (2011: 3.0%) and all denominated in Hong Kong dollars.

The fair value of borrowings approximates their carrying value as at 30 June 2012 and 2011.

附註：香港特區政府同意向教院提供港幣1,500萬元貸款，以支付自負盈虧的認可專上課程（即副學士學位課程）的開辦費用。該貸款不計利息，須由二零零四年六月起分十年每年等額償還，並由教院的銀行存款港幣150萬元（二零一一年：港幣300萬元）作為抵押，如附註8所披露。

賬面值根據現金流量以當時的實際市場貸款利率3.0%（二零一一年：3.0%）貼現計算，全部以港元為單位。

截至二零一二年及二零一一年六月三十日止財政年度，貸款的公允價值與其賬面值相若。

15 Deferred income

15 遞延收入

		Group 本集團		Institute 教院	
		2012 \$'000 港幣千元	2011 \$'000 港幣千元	2012 \$'000 港幣千元	2011 \$'000 港幣千元
Balance at 1 July	於七月一日的結存	208,664	222,977	208,587	222,716
Subventions, grants and donations received/receivable	已收/應收的補助金、撥款及捐款	742,641	722,826	722,514	706,067
Recognised during the year	本年度入賬	(644,920)	(689,339)	(626,667)	(672,407)
Transfer to deferred capital funds (Note 16)	轉撥至遞延資本基金 (附註16)	(104,541)	(47,800)	(103,079)	(47,789)
Balance at 30 June	於六月三十日的結存	201,844	208,664	201,355	208,587
		2012 \$'000 港幣千元	2011 \$'000 港幣千元	2012 \$'000 港幣千元	2011 \$'000 港幣千元
Balance representing:	結餘包括：				
Institute	教院				
Earmarked grants	指定撥款				
- Research	- 研究	11,905	10,273	11,905	10,273
- Immersion	- 沉浸	29,085	28,260	29,085	28,260
- Home Financing Scheme	- 居所資助計劃	86,293	86,259	86,293	86,259
- Housing-related benefits other than Home Financing Scheme	- 非居所資助計劃之房屋福利相關支出	27,010	24,195	27,010	24,195
- Development of New Undergraduate Program under 3+3+4 academic structure	- 發展「三三四」學制新大學教育計劃	-	476	-	476
- New Initiatives to 3+3+4	- 「三三四」學制的新措施	-	7,606	-	7,606
- Others	- 其他	17,690	22,468	17,690	22,468
Capital grants and Alterations, Additions, Repairs and Improvements Block Allocation	基建撥款及改建、加建、維修及改善工程整體配額	20,896	19,704	20,896	19,704
Grants from government agencies	政府機構撥款	8,476	9,346	8,476	9,346
		201,355	208,587	201,355	208,587
Subsidiary	附屬公司				
Earmarked grants	指定撥款				
- Others	- 其他	489	77	-	-
		201,844	208,664	201,355	208,587

The Hong Kong Jockey Club Charities Trust (the "Trust") approved funding of \$3,117K for the Group's project "Research Effectiveness of Early Intervention for Chinese Kindergarteners at Risk for Specific Learning Difficulties" and \$669K for the project "READ & WRITE: A Jockey Club Learning Support Network Publishing a Standardized Assessment Battery for Identification of Secondary Students with Dyslexia in Hong Kong". During the year, the Group received grants from the Trust of \$776K (2011: \$1,130K) and \$88K (2011: \$166K) for these two projects respectively and the unutilised balance is included in deferred income.

香港賽馬會慈善信託基金(「該基金」)批准為本集團的「喜閱寫意：賽馬會讀寫支援計劃 - 香港幼兒讀寫能力研究計劃」項目和「喜悅寫意：賽馬會讀寫支援計劃 - 香港初中學生讀寫障礙測驗」項目分別提供資金港幣 311.7 萬元和港幣66.9萬元。在本年度，本集團已分別就兩個項目收到該基金的撥款港幣77.6 萬元(二零一一年：港幣113萬元)和港幣8.8 萬元(二零一一年：港幣16.6萬元)，未用結餘已列作遞延收入。

16 Deferred capital funds

16 遞延資本基金

		Group 本集團		Institute 教院	
		2012 \$'000 港幣千元	2011 \$'000 港幣千元	2012 \$'000 港幣千元	2011 \$'000 港幣千元
Balance at 1 July	於七月一日的結存	<u>2,003,128</u>	<u>2,043,684</u>	<u>1,999,739</u>	<u>2,039,893</u>
Representing :	相當於 :				
Buildings	樓宇	1,874,949	1,922,923	1,872,009	1,919,910
Construction in Progress	在建工程	8,418	-	8,418	-
Leasehold improvements	租賃物業裝潢	66,648	53,942	66,648	53,942
Fixtures and equipment	固定裝置及設備	<u>53,113</u>	<u>66,819</u>	<u>52,664</u>	<u>66,041</u>
		<u>2,003,128</u>	<u>2,043,684</u>	<u>1,999,739</u>	<u>2,039,893</u>
Transfer from deferred income (Note 15)	轉自遞延收入 (附註15)				
Buildings	樓宇	-	100	-	100
Construction in Progress	在建工程	55,512	8,418	55,512	8,418
Leasehold improvements	租賃物業裝潢	25,019	28,121	24,095	28,121
Fixtures and equipment	固定裝置及設備	<u>24,010</u>	<u>11,161</u>	<u>23,472</u>	<u>11,150</u>
		<u>104,541</u>	<u>47,800</u>	<u>103,079</u>	<u>47,789</u>
Release to statement of comprehensive income	撥入收支表				
Buildings	樓宇	(48,538)	(48,074)	(48,465)	(48,001)
Leasehold improvements	租賃物業裝潢	(14,092)	(15,415)	(13,960)	(15,415)
Fixtures and equipment	固定裝置及設備	<u>(23,080)</u>	<u>(24,867)</u>	<u>(22,620)</u>	<u>(24,527)</u>
		<u>(85,710)</u>	<u>(88,356)</u>	<u>(85,045)</u>	<u>(87,943)</u>
Balance at 30 June	於六月三十日的結存				
Buildings	樓宇	1,826,411	1,874,949	1,823,544	1,872,009
Construction in Progress	在建工程	63,930	8,418	63,930	8,418
Leasehold improvements	租賃物業裝潢	77,575	66,648	76,783	66,648
Fixtures and equipment	固定裝置及設備	<u>54,043</u>	<u>53,113</u>	<u>53,516</u>	<u>52,664</u>
		<u>2,021,959</u>	<u>2,003,128</u>	<u>2,017,773</u>	<u>1,999,739</u>

17 Restricted funds

17 指定基金

		Institute 教院		
		Endowment funds 留本基金	Unspent balance for research 未用研究結餘	Total 總額
		\$'000 港幣千元	\$'000 港幣千元	\$'000 港幣千元
		(Note a) (附註甲)	(Note b) (附註乙)	
Balance at 1 July 2010	於二零一零年七月一日的結存	33,777	12,502	46,279
Transfer from statement of comprehensive income	轉自全面收益表	15,458	-	15,458
Inter-fund transfer (Note 18)	基金間轉賬 (附註18)	-	(3,122)	(3,122)
Balance at 30 June 2011 and at 1 July 2011	於二零一一年六月三十日及二零一一年七月一日的結存	49,235	9,380	58,615
Transfer from statement of comprehensive income	撥自全面收益表	888	-	888
Inter-fund transfer (Note 18)	基金間轉 (附註18)	-	(2,278)	(2,278)
Balance at 30 June 2012	於二零一二年六月三十日的結存	50,123	7,102	57,225

- (a) "Endowment funds" represent grants and donations on which the Institute would, according to the wishes of the donors, keep the principal intact and only use income generated from the fund to support activities of designated purposes.

- (甲) 「留本基金」指教院按照捐贈者的意願保留基金的本金額，並僅採用基金所產生的收入來支持指定用途的活動的捐款。

- (b) "Unspent balance for research" represents the total remaining balances of funds designated for different research projects.

- (乙) 「未用研究結餘」指就指定供不同研究項目用途的基金剩餘總額。

18 Other Funds

18 其他基金

		Institute 教院				
		General and development reserve fund 一般及發展儲備基金	Matching Grant Funds 配對補助基金	Other operation reserves 其他營運儲備	Donations and benefactions 捐款及捐助	Total 總額
		\$'000 港幣千元	\$'000 港幣千元	\$'000 港幣千元	\$'000 港幣千元	\$'000 港幣千元
		(Note a) (附註甲)	(Note b) (附註乙)	(Note c) (附註丙)	(Note d) (附註丁)	
Balance at 1 July 2010	於二零一零年七月一日的結存	223,488	69,501	178,236	74,588	545,813
Transfer from statement of comprehensive income	轉自全面收益表	23,094	15,873	22,712	4,473	66,152
Inter-fund transfer (Note 17)	基金間轉賬 (附註17)	3,122	-	-	-	3,122
Balance at 30 June 2011 and at 1 July 2011	於二零一一年六月三十日及二零一一年七月一日的結存	249,704	85,374	200,948	79,061	615,087
Transfer (to)/from statement of comprehensive income	轉 (入) / 自全面收益表	7,354	(9,304)	12,369	(3,810)	6,609
Inter-fund transfer (Note 17)	基金間轉賬 (附註17)	3,304	-	(1,026)	-	2,278
Balance at 30 June 2012	於二零一二年六月三十日的結存	260,362	76,070	212,291	75,251	623,974

(a) "General and development reserve fund" ("the Reserves") represents the unspent UGC funds (i.e. the recurrent grants other than earmarked grants for specified purpose) of the Institute. The balance of the Reserves at the end of the funding period (usually a triennium) that can be carried over to the next funding period is limited to a maximum of 20% of the approved recurrent grants for the Institute other than the earmarked grants for specific purposes for that funding period. Should the balance of the Reserves at the end of the funding period exceed the ceiling allowed, the excess amount is refundable to the UGC.

(b) Matching Grant Funds are funds granted by the HKSAR Government on a matching basis for qualified private donations raised by the Institute. The matching grants can be used for supporting activities within the ambit of UGC - recurrent grants.

(c) "Other operation reserves" are funds other than those described in (a), (b) or (d) and are to be used to finance the Group's activities in general.

(d) "Donations and benefactions" represent the reserves of non - refundable donations from the donors.

(甲) 「一般及發展儲備基金」(「儲備基金」)指教院的未用教資會撥款(即經常性撥款，但不包括供特殊用途的指定撥款)。儲備基金於撥款期(通常為期三年)屆滿時的結餘(可結轉至下一個撥款期)以經教院核准的經常性撥款(不包括供特殊用途的指定撥款)最多20%為限。如果儲備基金於撥款期屆滿時的結餘超過可容許的上限，超出的金額須退還予教資會。

(乙) 配對補助金基金是香港特別行政區政府按教院的合資格私人籌款額，以等額配對的方式發放的資金。配對補助金可用於資助教資會經常性撥款範圍內的活動。

(丙) 「其他營運儲備」為(甲)、(乙)或(丁)所述以外的基金，並計劃用作為本集團的一般活動提供資金。

(丁) 「捐款及捐助」指不會退還予捐贈者之捐款儲備。

19 Government subventions

19 政府撥款

		Group 本集團		Institute 教院	
		2012 \$'000 港幣千元	2011 \$'000 港幣千元	2012 \$'000 港幣千元	2011 \$'000 港幣千元
Subventions from UGC	教資會撥款				
Block / Recurrent grants	整筆 / 經常性撥款	511,669	495,356	511,669	495,356
Earmarked grants	指定撥款	69,455	103,683	69,455	103,683
Home Financing Scheme	居所資助計劃	6,075	10,030	6,075	10,030
Matching grant	配對補助金撥款	28	34,738	28	34,738
Replacement Town Centre	重置市區分校	10,510	10,075	10,510	10,075
Earmarked for pension top-up	指定補貼退休金	4,824	4,678	4,824	4,678
Earmarked language immersion programmes	指定語文沉浸課程	7,311	9,646	7,311	9,646
Research projects	研究項目	11,624	9,700	11,624	9,700
Housing-related benefits other than Home Financing Scheme	非居所資助計劃之房屋福利相關支出	1,269	1,070	1,269	1,070
Restructuring and collaboration fund - Project 4Y	重建及協作基金 - 4Y項目	-	1,391	-	1,391
Development of the New Undergraduate Program under 3+3+4 academic structure	「三三四」學制下的新本科生課程發展	10,226	8,225	10,226	8,225
Promoting outcome-based approaches	推廣以成效為本的方法	4,557	3,514	4,557	3,514
Upgrading of Language Teaching & Learning Facilities	提升語言教學和學習設施	444	2,807	444	2,807
New Initiatives to 3+3+4	「三三四」學制的新措施	7,606	4,909	7,606	4,909
2010-12 Development of New Undergraduate Programmes under "3+3+4" Enhance Communication	「三三四」學制加強交流計劃下的2010-12年度新本科生課程發展	2,530	1,170	2,530	1,170
Knowledge Transfer	知識轉移	1,662	1,615	1,662	1,615
Other earmarked grants	其他指定撥款	789	115	789	115
Government rent and rates refund	退回地租及差餉	8,483	7,654	8,483	7,654
Capital grants and Alterations, Additions, Repairs and Improvements Block Allocation	基建撥款及改建、加建、維修及改善工程整體配額	61,539	54,005	61,539	54,005
		651,146	660,698	651,146	660,698
Grants from government agencies	政府機構撥款	71,658	108,057	49,098	77,653
		722,804	768,755	700,244	738,351

20 Tuition, programmes and other fees

20 學費、課程和其他收費

		Group 本集團		Institute 教院	
		2012 \$'000 港幣千元	2011 \$'000 港幣千元	2012 \$'000 港幣千元	2011 \$'000 港幣千元
UGC - funded programmes	教資會資助課程				
Tuition fees	學費	196,070	181,497	196,070	181,497
Programmes and other fees	課程及其他收費	9,470	9,263	9,470	9,263
Non - UGC - funded programmes	非教資會資助課程				
Tuition fees	學費	128,109	114,858	89,755	55,481
Programmes and other fees	課程及其他收費	13,396	16,969	8,789	13,818
		<u>347,045</u>	<u>322,587</u>	<u>304,084</u>	<u>260,059</u>

21 Interest and net investment income

21 利息及淨投資收入

		Group 本集團		Institute 教院	
		2012 \$'000 港幣千元	2011 \$'000 港幣千元	2012 \$'000 港幣千元	2011 \$'000 港幣千元
Unrealised (loss)/gain from financial assets at fair value through profit or loss	來自按公允價值計入損益的金融資產的未實現(虧損)/收益	(2,538)	1,139	(2,538)	1,139
Realised (loss)/gain from financial assets at fair value through profit or loss	來自按公允價值計入損益的金融資產的已實現(虧損)/收益	(3)	6	(3)	6
Dividend gain	股息收益	536	389	536	389
Interest income	利息收入	12,455	8,426	12,401	8,370
Foreign exchange gain	匯兌收益	2,820	5,691	2,820	5,691
		<u>13,270</u>	<u>15,651</u>	<u>13,216</u>	<u>15,595</u>

22 Donations and benefactions

22 捐款及捐助

		Group 本集團		Institute 教院	
		2012 \$'000 港幣千元	2011 \$'000 港幣千元	2012 \$'000 港幣千元	2011 \$'000 港幣千元
Capital projects	基建項目	5,061	1,898	5,061	1,898
Scholarships, prizes and bursaries	獎學金、獎金和助學金	1,633	5,119	1,630	5,119
Donations for academic activities	對學術活動的捐款	4,691	13,153	3,960	12,466
		<u>11,385</u>	<u>20,170</u>	<u>10,651</u>	<u>19,483</u>

Note: The HKSAR Government has launched the Fifth Matching Scheme for UGC - funded institutions to match the donations secured by them. Donations pledged and paid to the Institute between 1 June 2010 and 15 March 2011 are eligible for such matching grants.

註：香港特區政府已推出教資會資助院校的第五期配對補助金計劃，以等額資助院校自行籌得的捐款。在二零一零年六月一日至二零一一年三月十五日期間承諾和支付給教院的捐款均符合資格申請此項配對補助金。

22 Donations and benefactions (Continued)

As at 30 June 2012, the related income or expenditure incurred for the matched donations eligible for matching grants are shown below :

22 捐款及捐助 (續)

於二零一二年六月三十日，符合資格申請配對補助金的捐款的相關收入及支出詳情如下：

		Group and Institute 本集團及教院	
		Matching Grants 配對補助金 撥款 \$'000 港幣千元	Matched Donations 配對補助金 捐贈 \$'000 港幣千元
Balance at 1 July	於七月一日的結存	85,374	87,750
Income	收入		
Miscellaneous income	雜項收入	174	1,727
Interest and investment income	利息及投資收入	1,617	1,598
		1,791	3,325
Expenditure	支出		
Academic strength and niche area development	學術專長與專科發展	3,280	4,973
Teaching and research enhancement	教學及研究提升	1,869	3,348
Scholarships, prizes and bursaries	獎學金、獎金和助學金	1,607	1,791
Internationalisation and student exchange activities	國際化與學生交換活動	3,886	267
Student development	學生活動	-	28
Others	其他	53	72
		10,695	10,479
Classified as restricted fund	列作指定基金	400	127
Balance at 30 June	於六月三十日的結存	<u>76,070</u>	<u>80,469</u>

22 Donations and benefactions (Continued)

As at 30 June 2011, the related income or expenditure incurred for the matched donations eligible for matching grants are shown below :

22 捐款及捐助 (續)

於二零一一年六月三十日，符合資格申請配對補助金的捐款的相關收入及支出詳情如下：

		Group and Institute 本集團及教院	
		Matching Grants 配對補助金 撥款 \$'000 港幣千元	Matched Donations 配對補助金 捐贈 \$'000 港幣千元
Balance at 1 July	於七月一日的結存	69,501	77,800
Income	收入		
Matching grants	配對補助金撥款	34,715	-
Matched donations	等額捐款	-	14,333
Miscellaneous income	雜項收入	9	-
Interest and investment income	利息及投資收入	1,160	1,283
		35,884	15,616
Expenditure	支出		
Academic strength and niche area development	學術專長與專科發展	3,800	2,189
Teaching and research enhancement	教學及研究提升	1,586	2,030
Scholarships, prizes and bursaries	獎學金、獎金和助學金	2,198	862
Internationalisation and student exchange activities	國際化與學生交換活動	2,146	6
Student development	學生活動	-	351
Others	其他	41	228
		9,771	5,666
Classified as restricted fund	列作指定基金	10,240	-
Balance at 30 June	於六月三十日的結存	85,374	87,750

23 Auxiliary services**23 附屬服務**

		Group 本集團		Institute 教院	
		2012 \$'000 港幣千元	2011 \$'000 港幣千元	2012 \$'000 港幣千元	2011 \$'000 港幣千元
Student hostels	學生宿舍	22,186	21,190	22,186	21,191
Rental income	租金收入	3,745	2,108	9,219	7,543
Rental contribution from staff	僱員租金繳款	2,381	2,201	2,381	2,201
Others	其他	402	319	402	319
		28,714	25,818	34,188	31,254

THE HONG KONG INSTITUTE OF EDUCATION 香港教育學院
(Expressed in Hong Kong dollars unless otherwise stated) (除另有說明外，所有金額以港幣為單位)

24 Expenditure

24 支出

2012 - Group 本集團					
		Employee benefits expenses 僱員福利開支	Operating expenses 營運開支	Depreciation 折舊	2012 Total 總額
		\$'000 港幣千元	\$'000 港幣千元	\$'000 港幣千元	\$'000 港幣千元
		(Note 25) (附註 25)			
Learning and research	教育及研究				
Instruction and research	教學及研究	559,037	83,118	4,479	646,634
Library	圖書館	24,069	18,082	503	42,654
Central computing facilities	中央電腦設施	31,866	27,472	8,383	67,721
Other academic services	其他學術服務	38,665	5,123	94	43,882
		<u>653,637</u>	<u>133,795</u>	<u>13,459</u>	<u>800,891</u>
Institutional support	教學支援		(Note 24a) (附註 24甲)		
Management and general	一般行政及管理	59,536	12,928	82	72,546
Premises and related expenses	校舍及相關開支	33,372	90,303	69,964	193,639
Student and general education services	學生及一般教育服務	28,686	36,888	886	66,460
		<u>121,594</u>	<u>140,119</u>	<u>70,932</u>	<u>332,645</u>
Total expenditure 2012	二零一二年支出總額	<u>775,231</u>	<u>273,914</u>	<u>84,391</u>	<u>1,133,536</u>

2011 - Group 本集團					
		Employee benefits expenses 僱員福利開支	Operating expenses 營運開支	Depreciation 折舊	2011 Total 總額
		\$'000 港幣千元	\$'000 港幣千元	\$'000 港幣千元	\$'000 港幣千元
		(Note 25) (附註 25)			
Learning and research	教育及研究				
Instruction and research	教學及研究	531,011	96,161	3,475	630,647
Library	圖書館	25,176	16,694	588	42,458
Central computing facilities	中央電腦設施	29,452	22,143	10,557	62,152
Other academic services	其他學術服務	38,272	5,110	123	43,505
		<u>623,911</u>	<u>140,108</u>	<u>14,743</u>	<u>778,762</u>
Institutional support	教學支援		(Note 24a) (附註 24甲)		
Management and general	一般行政及管理	53,276	12,029	110	65,415
Premises and related expenses	校舍及相關開支	30,571	68,647	73,627	172,845
Student and general education services	學生及一般教育服務	25,466	29,593	853	55,912
		<u>109,313</u>	<u>110,269</u>	<u>74,590</u>	<u>294,172</u>
Total expenditure 2011	二零一一年支出總額	<u>733,224</u>	<u>250,377</u>	<u>89,333</u>	<u>1,072,934</u>

24 Expenditure (Continued)

24 支出 (續)

		2012 - Institute 教院			
		Employee benefits expenses 僱員福利開支	Operating expenses 營運開支	Depreciation 折舊	2012 Total 總額
		\$'000 港幣千元	\$'000 港幣千元	\$'000 港幣千元	\$'000 港幣千元
		(Note 25) (附註 25)			
Learning and research	教育及研究				
Instruction and research	教學及研究	510,721	77,046	3,282	591,049
Library	圖書館	24,069	18,082	503	42,654
Central computing facilities	中央電腦設施	31,866	27,472	8,383	67,721
Other academic services	其他學術服務	38,665	5,123	94	43,882
		605,321	127,723	12,262	745,306
Institutional support	教學支援		(Note 24a) (附註 24甲)		
Management and general	一般行政及管理	59,536	12,527	82	72,145
Premises and related expenses	校舍及相關開支	33,372	88,700	69,964	192,036
Student and general education services	學生及一般教育服務	28,686	36,838	886	66,410
		121,594	138,065	70,932	330,591
Total expenditure 2012	二零一二年支出總額	726,915	265,788	83,194	1,075,897

		2011 - Institute 教院			
		Employee benefits expenses 僱員福利開支	Operating expenses 營運開支	Depreciation 折舊	2011 Total 總額
		\$'000 港幣千元	\$'000 港幣千元	\$'000 港幣千元	\$'000 港幣千元
		(Note 25) (附註 25)			
Learning and research	教育及研究				
Instruction and research	教學及研究	481,422	74,183	2,595	558,200
Library	圖書館	25,176	16,694	588	42,458
Central computing facilities	中央電腦設施	29,452	22,143	10,557	62,152
Other academic services	其他學術服務	38,272	5,110	123	43,505
		574,322	118,130	13,863	706,315
Institutional support	教學支援		(Note 24a) (附註 24甲)		
Management and general	一般行政及管理	53,276	11,665	110	65,051
Premises and related expenses	校舍及相關開支	30,571	66,953	73,627	171,151
Student and general education services	學生及一般教育服務	25,466	29,507	853	55,826
		109,313	108,125	74,590	292,028
Total expenditure 2011	二零一一年支出總額	683,635	226,255	88,453	998,343

24 Expenditure (Continued)**24 支出 (續)**

(a) Analysis of operating expenses - Institutional support

(甲) 營運開支分析 — 教學支援

		Group 本集團		Institute 教院	
		2012	2011	2012	2011
		\$'000	\$'000	\$'000	\$'000
		港幣千元	港幣千元	港幣千元	港幣千元
Management and general	一般行政及管理				
Office expenses	辦公室開支	7,893	9,103	7,786	8,959
Professional and legal fees	專業及法律費用	2,265	989	2,173	984
General insurance	一般保險	1,030	1,054	992	1,016
Auditor's remuneration	核數師酬金	746	738	582	561
Minor equipment and system implementation	小型設備及系統實施	994	145	994	145
		<u>12,928</u>	<u>12,029</u>	<u>12,527</u>	<u>11,665</u>
Premises and related expenses	校舍及相關費用				
Utilities	公用設施	19,311	18,809	18,799	18,352
Repair and maintenance and minor works	維修、保養及小型工程	24,419	12,288	23,947	12,023
Premises rental	樓宇租金	10,056	10,635	9,594	9,818
Government rent and rates	差餉及地租	8,552	7,714	8,552	7,714
Cleaning services	清潔服務	5,969	5,032	5,882	4,948
Security services	保安服務	7,862	7,434	7,817	7,388
Office expenses	辦公室開支	9,101	4,984	9,101	4,984
Telecommunications	電訊費用	594	594	569	569
Minor equipment and system implementation	小型設備及系統實施	3,609	398	3,609	398
Property insurance	物業保險	483	402	483	402
Notional rental for staff quarters	員工宿舍的名義租金	347	357	347	357
		<u>90,303</u>	<u>68,647</u>	<u>88,700</u>	<u>66,953</u>
Student and general education services	學生及一般教育服務				
Student hostels expenses	學生宿舍支出	13,307	10,321	13,307	10,321
Health care centre	醫療中心	2,964	2,940	2,964	2,940
Scholarship, bursaries and prizes to students	獎學金、助學金和學生獎金	8,054	6,823	8,004	6,737
Extra-curricular activities	課外活動	9,414	7,224	9,414	7,224
Office expenses	辦公室開支	2,987	2,129	2,987	2,129
Others	其他	162	156	162	156
		<u>36,888</u>	<u>29,593</u>	<u>36,838</u>	<u>29,507</u>

25 Employee benefits expenses

25 僱員福利開支

		Group 本集團		Institute 教院	
		2012 \$'000 港幣千元	2011 \$'000 港幣千元	2012 \$'000 港幣千元	2011 \$'000 港幣千元
Wages and salaries	工資及薪酬	646,607	612,296	601,205	565,779
Unutilised annual leave	未支取年假	7,010	2,903	6,773	3,272
Gratuities	約滿酬金	26,609	25,904	25,785	24,696
Contributions to MPF scheme	向強積金計劃的供款	10,645	10,613	9,556	9,225
Contributions to superannuation scheme	向公積金計劃的供款	43,427	40,585	43,427	40,585
Provision for long service payment	長期服務金撥備	97	104	64	48
Housing benefits	房屋福利	19,325	21,271	19,325	21,271
Other staff related benefits	其他僱員相關福利	21,511	19,548	20,780	18,759
		<u>775,231</u>	<u>733,224</u>	<u>726,915</u>	<u>683,635</u>

(a) Higher paid staff

Total annual equivalent emoluments irrespective of the funding sources for the higher paid staff are analysed as follows:

(甲) 高薪僱員

高薪僱員的年薪等值總額(不管其資金來源如何)分析如下:

		Group and Institute 本集團及教院	
		2012 \$'000 港幣千元	2011 \$'000 港幣千元
Basic salaries, housing allowances, other allowances and benefits in kind	底薪、房屋津貼、其他津貼及實物利益	<u>44,174</u>	<u>30,713</u>

The above emoluments fell within the following bands :

上述酬金的組別分析如下:

		Number of staff 僱員數目	
		2012	2011
Emoluments bands	酬金組別:		
\$1,800,001 - \$1,950,000	港幣1,800,001元 - 港幣1,950,000元	6	3
\$1,950,001 - \$2,100,000	港幣1,950,001元 - 港幣2,100,000元	3	4
\$2,100,001 - \$2,250,000	港幣2,100,001元 - 港幣2,250,000元	4	1
\$2,250,001 - \$2,400,000	港幣2,250,001元 - 港幣2,400,000元	4	4
\$2,400,001 - \$2,550,000	港幣2,400,001元 - 港幣2,550,000元	2	1
\$3,300,001 - \$3,450,000	港幣3,300,001元 - 港幣3,450,000元	-	1
\$3,600,001 - \$3,750,000	港幣3,600,001元 - 港幣3,750,000元	1	-
		<u>20</u>	<u>14</u>

25 Employee benefits expenses (Continued)

(b) Key management personnel compensation

The key management of the Group and the Institute refers to those senior management having authority and responsibility for planning, directing and controlling the activities of the Group and the Institute and their compensations are analysed as follows:

25 僱員福利開支 (續)

(乙) 主要管理人員薪酬

本集團及教院的主要管理人員指有權力和責任策劃、指導和控制本集團及教院活動的高級管理人員，他們的薪酬分析如下：

		Group and Institute 本集團及教院	
		2012 \$'000 港幣千元	2011 \$'000 港幣千元
Salaries, wages and allowances	工資、薪酬和津貼	18,896	17,482
Employer's contribution to retirement schemes	僱主的退休金供款	955	750
Provision for gratuities and unutilised annual leave	約滿酬金和未支取年假撥備	1,814	1,675
		<u>21,665</u>	<u>19,907</u>

26 Finance cost

26 財務成本

		Group and Institute 本集團及教院	
		2012 \$'000 港幣千元	2011 \$'000 港幣千元
Effective interest on borrowings	貸款的實際利息	<u>86</u>	<u>127</u>

27 Taxation

The Institute and its subsidiaries are exempted from payment of Hong Kong Profits Tax by virtue of Section 88 of the Inland Revenue Ordinance.

27 稅項

根據《稅務條例》第88條，教院及各附屬公司均獲豁免繳交香港利得稅。

28 Notes to consolidated cash flow statement

(a) Cash generated from operations

28 綜合現金流量表附註

(甲) 營運產生的現金

		Group 本集團	
		2012	2011
		\$'000	\$'000
		港幣千元	港幣千元
Surplus for the year	本年度盈餘	5,204	90,631
Adjustments for:	調整項目：		
- Depreciation	- 折舊	4	89,333
- Loss on disposal of fixed assets	- 出售固定資產虧損	2,733	318
- Net investment loss/(gain) from financial assets at fair value through profit or loss	- 按公允價值計入損益的金融資產的淨投資虧損 / (收益)	21	(1,145)
- Dividend gain	- 股息收益	21	(389)
- Grants transferred from deferred capital funds	- 轉自遞延資本基金的補助金	16	(88,356)
- Interest income	- 利息收入	21	(8,426)
- Finance cost	- 財務成本	26	127
- Exchange differences	- 匯兌差額	10	15
Changes in working capital:	營運資金的變動：		
- Decrease/(increase) in accounts receivable, deposits and prepayments	- 應收賬款、按金及預付款項減少 / (增加)	12,062	(15,689)
- Increase/(decrease) in provision of employee benefits	- 僱員福利撥備增加 / (減少)	1,895	(13,683)
- Increase/(decrease) in accounts payable and accruals	- 應付賬款及應計款項增加 / (減少)	30,465	(108)
- Decrease in deferred income	- 遞延收入減少	(6,820)	(14,313)
Cash generated from operations	營運產生現金	33,866	38,315

(b) In the consolidated cash flow statement, the cash flow arising from the disposal of fixed assets is analysed as follows:

(乙) 在現金流量表，出售固定資產分析如下：

		Group 本集團	
		2012	2011
		\$'000	\$'000
		港幣千元	港幣千元
Net book amount	賬面淨值	4	355
Loss on the disposal	出售虧損	(2,733)	(318)
Proceeds from the disposal	出售所得款項	14	37

29 Capital commitments

As at 30 June 2012, the Group and Institute had capital commitments on leasehold improvements, furniture and fixtures are as follows:

		Group and Institute 本集團及教院	
		2012 \$'000 港幣千元	2011 \$'000 港幣千元
Contracted but not provided for	已簽約但未撥備	30,580	21,107
Authorised but not contracted for	已批准但未簽約	3,013	3,013
		<u>33,593</u>	<u>24,120</u>

29 資本承擔

於二零一二年六月三十日，本集團及教院對租賃物業裝潢、傢具及固定裝置的資本承擔如下：

30 Commitments under operating leases

- (a) As at 30 June 2012, the Group and the Institute leased a property under an operating lease arrangement with a term of three years.

At the balance sheet dates, the Group and Institute had future aggregate minimum lease payments under non-cancellable operating leases in respect of a property as follows:

		Group and Institute 本集團及教院	
		2012 \$'000 港幣千元	2011 \$'000 港幣千元
Within one year	一年內	1,579	7,106
Operating lease charges for the year	本年度經營租賃支出	9,475	9,446

30 經營租賃的承擔

- (甲) 於二零一二年六月三十日，本集團及教院根據一項經營租賃安排租了一項物業，為期三年。

於結算日，本集團及教院根據一項物業的不可撤銷經營租賃之未來最低租賃付款總額如下：

- (b) As at 30 June 2012, the Group and Institute had future aggregate minimum lease receipts under operating leases in respect of rental properties as follows:

		Group and Institute 本集團及教院	
		2012 \$'000 港幣千元	2011 \$'000 港幣千元
Within one year	一年內	331	215

- (乙) 於二零一二年六月三十日，本集團及教院根據租賃物業之不可撤銷經營租賃之未來最低租賃收款總額如下：

The leases typically run for a period based on the terms on the employment contracts. Leases are usually reviewed every year to reflect the market rentals.

租賃的租期一般根據僱傭合約的條款而定。本集團通常每年審閱租賃，以反映市場租金。

31 Related-party Transactions

Other than those disclosed in Notes 9(c) and 25(b) to the consolidated financial statements, the Institute undertook the following significant transactions with the HKIED SCPE during the year:

(a) Commitment under operating leases

Included in Note 30(a), certain operating lease rentals for office premises of the Institute will be absorbed by the HKIED SCPE for its use as follows:

		Institute 教院	
		2012	2011
		\$'000	\$'000
		港幣千元	港幣千元
Within one year	一年內	<u>447</u>	<u>2,012</u>

(b) Other transactions

31 關聯方交易

除了綜合財務報表附註9(丙)及25(乙)所披露外，教院於年內曾與持續教育學院進行下列重大交易。

(甲) 經營租賃的承擔

在附註30(甲)中，教院的部分辦事處營運租金將由持續教育學院就其所使用而承擔如下：

		Institute 教院	
		2012	2011
		\$'000	\$'000
		港幣千元	港幣千元
		Note 附註	
Service and management fee income	服務及管理費收入		
- Staff cost recharged for human resources support	- 就人力資源支援收回的僱員成本	(a) (甲)	- 424
- Outsourced teaching fee income and administrative fee income	- 外判的教學費收入及行政費收入	(b) (乙)	7,249 5,254
Rental income	租金收入	(c) (丙)	<u>5,441</u> <u>5,387</u>

Note :

(a) Staff cost was recharged at actual cost of seconded staff.

(b) Outsourced teaching fee income was charged by the Institute in accordance with the terms mutually agreed by both parties. Outsourced administrative fee income was charged at actual cost incurred."

(c) Rental income was charged in accordance with the terms mutually agreed by both parties.

附註：

(甲) 僱員成本按所借調僱員的實際成本收回。

(乙) 外判的教學費收入乃根據雙方協議的條款由教院收取。外判的行政費收入按所產生的實際成本計算。

(丙) 租金收入乃根據雙方協議的條款收取。

32 Comparative figures

Certain comparative figures have been reclassified to conform to the current year's presentation.

32 比較數字

若干比較數字已重新分類，以符合本年度的列報方式。

33 Accounting estimates and judgements

The Group's fixed assets are depreciated on a straight-line basis over the estimated useful lives of the assets after taking into account their estimated residual value. The Group reviews the estimated useful lives and residual values of the assets annually in order to determine the amount of depreciation expense to be recorded during any reporting period. The useful lives and residual values are based on management's historical experience with similar assets and, where applicable, taking into account anticipated equipment upgrade and replacement. The depreciation charge for future periods is adjusted if there are significant changes from previous estimates.

33 會計估計及判斷

本集團在計及固定資產的估計殘值後，按其預計可用期限以直線法進行折舊計算。本集團每年審閱資產的預計可用期限及殘值，藉以釐定於任何報告期記入的折舊支出金額。可用期限及殘值乃根據管理層對相似資產的過往經驗，並（倘適用）考慮預計設備的提升及更新的情況而釐定。如果過往估計情況出現重大變動，本集團會調整未來期間的折舊支出。

34 Possible impact of amendments, new standards and interpretations issued but not yet effective for the year ended 30 June 2012

Up to the date of issue of these financial statements, the HKICPA has issued a number of amendments, new standards and interpretations which are not yet effective for the year ended 30 June 2012 and which have not been adopted in these financial statements.

The Group is in the process of making an assessment of what the impact of these amendments, new standards and new interpretations is expected to be in the period of initial application. So far it has concluded that the adoption of them is unlikely to have a significant impact on the Group's results of operations and financial position.

34 已頒布但尚未在截至二零一二年六月三十日止年度生效的修訂、新準則和詮釋可能帶來的影響

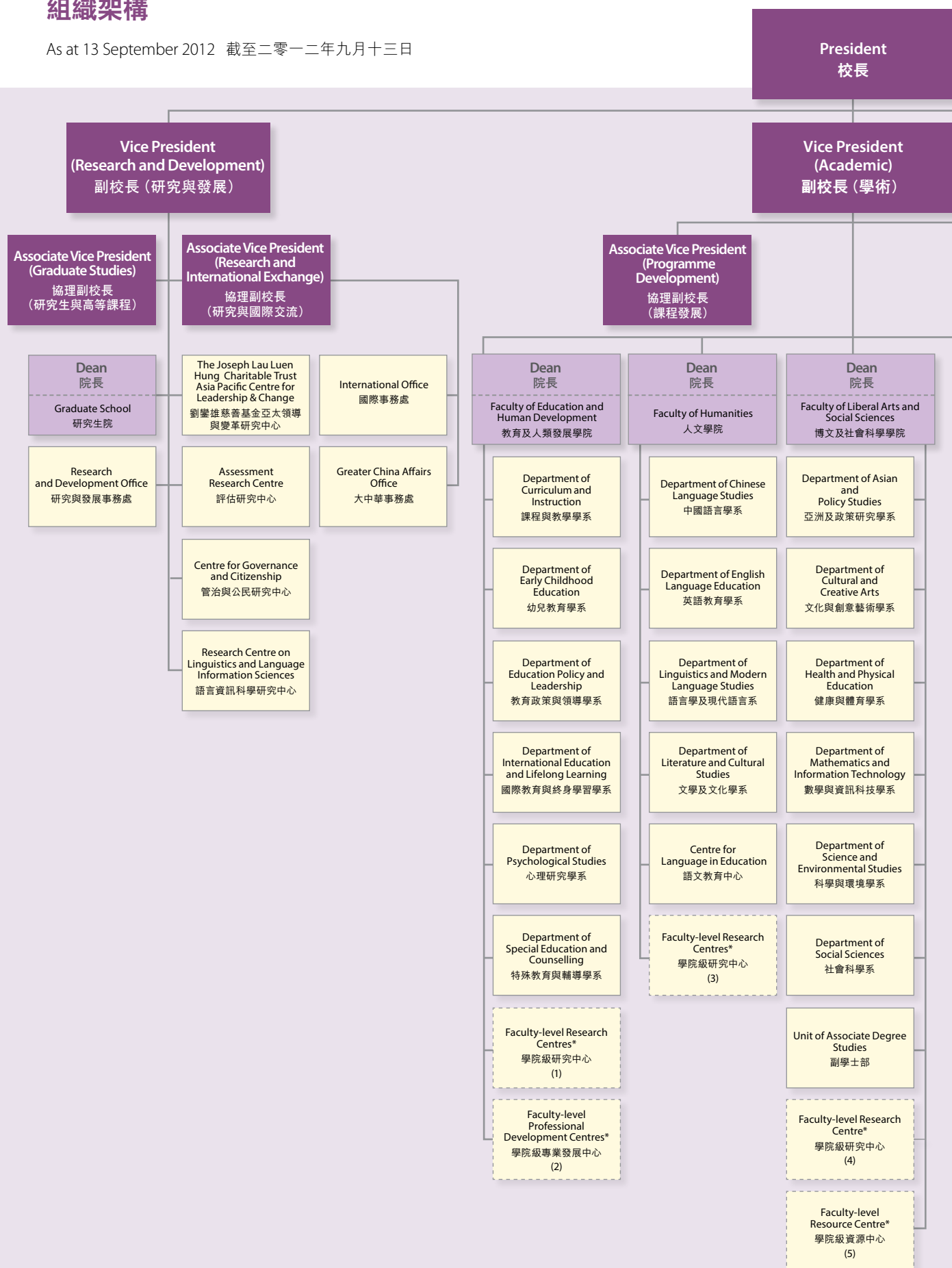
截至本財務報表刊發日，香港會計師公會已頒布多項修訂、新準則和詮釋。這些修訂、新準則和詮釋在截至二零一二年六月三十日止年度尚未生效，亦沒有在本財務報表採用。

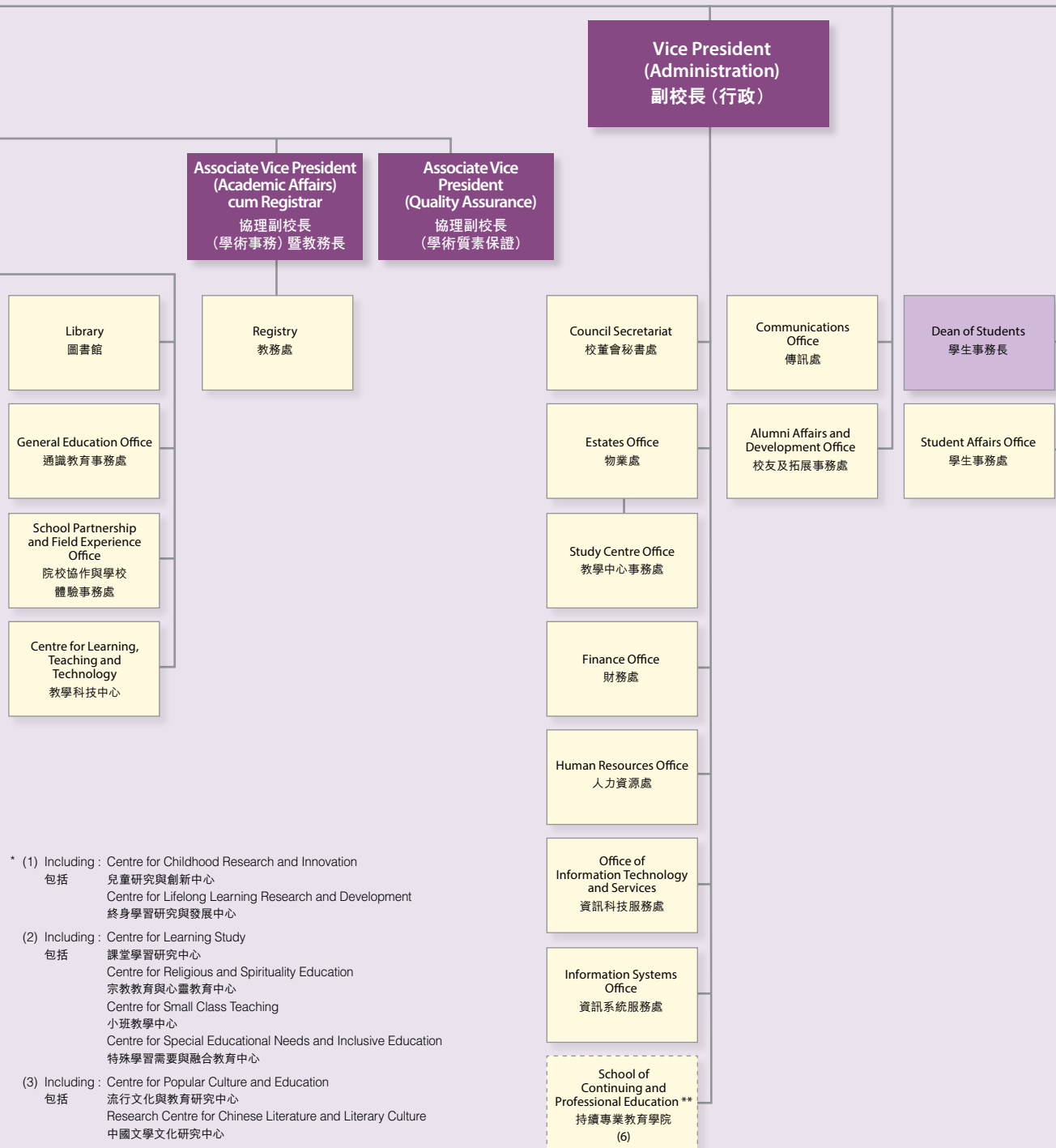
本集團正在評估這些修訂、新準則和新詮釋對初始採用期間的影響。到目前為止，本集團相信，採納這些修訂、新準則和新詮釋不大可能會嚴重影響本集團的經營業績和財務狀況。

Organisation Structure

組織架構

As at 13 September 2012 截至二零一二年九月十三日





* (1) Including : Centre for Childhood Research and Innovation
包括 兒童研究與創新中心
Centre for Lifelong Learning Research and Development
終身學習研究與發展中心

(2) Including : Centre for Learning Study
包括 課堂學習研究中心
Centre for Religious and Spirituality Education
宗教教育與心靈教育中心
Centre for Small Class Teaching
小班教學中心
Centre for Special Educational Needs and Inclusive Education
特殊學習需要與融合教育中心

(3) Including : Centre for Popular Culture and Education
包括 流行文化與教育研究中心
Research Centre for Chinese Literature and Literary Culture
中國文學文化研究中心

(4) Including : Centre for Greater China Studies
包括 大中華研究中心

(5) Including : Resource Centre for Interdisciplinary and Liberal Studies
包括 跨學科及通識教育研習中心

** (6) Vice President (Administration) is charged to oversee the School of Continuing and Professional Education, a HKIEd subsidiary
副校長 (行政) 負責監管本校附屬機構持續專業教育學院

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