

1853

1994

20th
Anniversary in 2014



傳承師道百餘載
邁向卓越二十年

Annual Report 年報
2012-13



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Vision and Mission 願景及使命



Vision

We aim to be a leading university in the Asia Pacific region, focusing on Education and complementary disciplines, and recognised for our excellence in nurturing competent and caring professionals and the impact of our scholarship.

願景

本校矢志成為亞太地區一所以教育及相關學科為核心的先導大學，通過培育具專業才能、關懷社羣的優秀人才，追求卓越學術成就，貢獻社會。





Mission

Education creates knowledge, understanding and the capacity to transform life and society. The primary mission of The Hong Kong Institute of Education is to promote and support the strategic development of teacher education in Hong Kong, by preparing quality educators, supporting them in their lifelong learning, and leading in education innovation and reform.

We seek to provide a multidisciplinary learning and research environment beyond Education that is conducive to the pursuit of knowledge, free thinking and free speech, advocacy in policy and practice, and the promotion of collaboration and diversity. We prepare our students to become competent professionals who can integrate theory and practice, and who are intellectually active, socially caring, and globally aware. Our research will contribute to the advancement of knowledge, scholarship and innovation, with a sustainable impact on social progress and human betterment.

使命

教育可創造知識，增進理解，提升轉化生命與改革社會的能力。香港教育學院首要使命是促進及支持香港教師教育的策略發展，培訓優秀教育工作者及支援其終身學習，並領導教育的創新與變革。

我們致力提供教育以外的多學教研環境，促進知識探索、思考與言論自由、政策倡議與實踐，並推動協作與多元化發展。我們培養學生成為知行合一、敏於思考、關懷社會及放眼世界的優秀專業人才。我們的研究有助提升知識、學術與創新，務求對社會與人類發展作出不懈的貢獻。

Chairman's Foreword 校董會主席前言



In this fifth review as Chairman of the Council, I am pleased to note that the Institute continued to make progress on all fronts during the past year.

A visit by the University Grants Committee in April left members with a very positive impression of the progress made by the Institute since we embarked on the monumental mission of transformation, grounded in the *Strategic Plan 2009-12 and Beyond*, promulgated in 2009. Today I am proud to say that the Institute is not only the leader in teacher education in Hong Kong, but that it is also fast emerging as a strong contender in research funding in the areas of Education, Humanities and Creative Arts, and Social Sciences, as evidenced in the latest round of 2013-14 funding applications administered by the Research Grants Council.

2012-13 was a special year for the Institute. We graduated our first batch of Bachelor degree students majoring in Language Studies, and Global and Environmental Studies, multidisciplinary programmes complementary to education, as well as our first batch of PhD students. During the year, the Institute and our sister institutions faced the challenges posed by the introduction of the new 3-3-4 academic structure at the university level. I would like to congratulate the senior management and all colleagues of the Institute for exceeding the Council's expectations by having all learning, teaching and support facilities, and services, fully ready for the admission of the double-cohort, as well as for our existing students and staff members.

The most notable development during the year was the global search for a new President, following the departure of former President Professor Anthony B.L. Cheung in June 2012. A Search Committee was set up to assist the Council in identifying the best qualified candidate to assume this key position, and after months of searching and two rounds of consultation meetings with staff and students, the Search Committee recommended, and the Council approved, the appointment of Professor Stephen Cheung Yan-leung as the new President of the Institute on 22 March 2013. With his distinguished achievements and leadership qualities, widely recognised in both the academic and public service arenas, Professor Cheung is the best person to lead the Institute to fulfil our strategic goals in the next phase of our development.

The Institute epitomises both tradition and youthfulness. While our historical roots can be traced back to 1853 when the first formalised programme of in-

這是我擔任校董會主席以來，第五次為年報撰寫前言。我對本校過去一年能在各個環節不斷邁進，深感欣喜。

大學教育資助委員會今年四月到訪本校。委員會成員對本校根據二零零九年公布的《策略發展計劃跨越2009-12》而開展使命重大的興革，取得理想進展，予以正面評價。今天，本校不單手執香港教師教育牛耳，更迅速崛起，成為學術研究資源的強勁競爭者，我對此深感自豪。二零一三至一四年度最新一輪研究資助局的研究資助申請，本校在教育、人文學及創意藝術，以及社會科學等領域，均成績驕人，可見一斑。

二零一二至一三年度對本校而言別具意義。首批主修與教育學科相配合的語文研究和全球及環境研究學士學位課程的學生，是年畢業；而首批博士課程的學生亦同時畢業。本年度，本校與其他院校均要面對「三三四」學制推展至大學層面所帶來的挑戰。本校管理層及一眾同事為此而提供的，在學習、教學及支援方面一切措施與服務，均超出校董會的期望，充分回應雙軌年入學學生、校內原有學生及教職員的需求。在此，我謹向他們致賀。

本校本年度最備受關注的，自是全球徵聘新校長，以接替於二零一二年六月離任的前任校長張炳良教授。我們成立了遴選委員會，協助校董會物色最優秀人選擔承此要職。經過多月來的遴選，以及與教職員和學生舉辦過兩輪諮詢會後，遴選委員會於二零一三年三月二十二日，向校董會推薦，並獲校董會通過，委任張仁良教授為本校的新校長。張教授以其傑出成就及領導能力，加以在學術及公共事務領域表現廣受肯定，誠為最佳人選，帶領本校邁向下一階段的發展，實現我們的策略目標。

本校既有彌足珍貴的傳統，又具青春煥發的活力。我們歷史的根源可追溯至一八五三年，當時香港首個正規在職教師培訓課程於聖保羅書院開辦。今天，本校卻是一所年輕院校；一九九四年為促進教師教育的願景，合併五所師範學院而創立。二零一四年將至，本校正邁向二十周年誌慶。對二十來歲的年輕一族，大家會形容他們有活力、有信心、勇敢、無畏等等。其實，我們亦擁有這同齡的特質：滿懷希望和憧憬，卻又審慎樂觀、精心規劃，循序漸進地，引領本校變革為一所以教育為本、提供多元學科兼具雄厚研究實力的優秀學府。

本校興革發展的藍圖載於本年度公布的《策略發展計劃2013-16：締造未來，卓越騰飛》內。藍圖是在署理校長鄭燕祥教授領導下，全面檢討了前一份策略發展計劃而擬就的，為本校未來數年訂定要專注達至的明確目標及里程碑。

service teacher training was introduced in St Paul's College in Hong Kong, the Institute is today a young organisation born out of a vision to advance teacher education through the amalgamation of five Colleges of Education in 1994. As we approach 2014, we are ready to enter our twentieth anniversary. When describing our twenty-something generation, we attach to them attributes such as being energetic, confident, fearless and bold, among others. Being of the same age, the Institute is imbued with the qualities of hope and vision, matched with cautious optimism and carefully planned roadmaps on our transformation path of becoming an education-focused, multidisciplinary institution with strong research capacity.

Our transformation blueprint is articulated in the *Strategic Plan 2013-16: Shaping the Future: Excellence in Learning, Teaching and Scholarship*, promulgated during the year after a comprehensive review of the last Strategic Plan, led by the Acting President, Professor Cheng Yin-cheong. The new Strategic Plan has clearly defined targets and milestones that the Institute will focus on achieving in the coming few years.

On many occasions, I have repeatedly stressed the importance of nurturing talent through education, which is particularly relevant to economies that rely on quality people as their key assets. Ranked as one of the most competitive cities in the world, Hong Kong prides itself on its diligent, efficient and motivated workforce. Important as they are, however, these qualities are not sufficient for our economy to remain competitive in the current globalised information era, where originality, initiative and creativity count. When we look around the world, all advanced countries and cities seek to enhance the quality of their citizens through education. With our established strengths in education research and teacher education, I believe the Institute is best equipped to play a leading role in promoting new thinking in education in Hong Kong and in Asia and to contribute to the long-term success of our community.

In closing, I would like to express my gratitude to outgoing Council Members, Dr Fung Shu-fun, Ms Anna Hui, Miss Stella Lee, Professor Benjamin T'sou and Mr Wong Chun-pong, and extend a warm welcome to new Council Members Mr Chan Chung-dick, Mrs Viola Chan, Professor May Cheng, Professor Laurance Splitter, Mrs Vigneron-Chan Sin-man and Mr Dieter Yih. I would also like to take this opportunity to place on record the Council's special thanks and appreciation to Professor Cheng Yin-cheong for having taken on the additional responsibilities as the Acting President during the past year.

With Professor Stephen Cheung Yan-leung assuming the position of President, I am most confident that under his capable leadership the Institute will move ahead by leaps and bounds in the coming years.



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

我在許多場合曾一再強調，以教育培育人才的重要性，尤其是經濟方面，因為經濟發展正端賴優質人才為主要資產。香港被列為全球最具競爭力的城市之一，以擁有既勤奮高效，又主動積極的工作隊伍為榮。不過，這些條件雖然重要，卻不足以令我們的經濟體系，在刻下全球化信息年代維持競爭力。此年代講求的，是原創性、主動性和創意。環顧全球，所有先進國家和城市都力圖以教育提升國民質素。本校在教育研究和教師教育方面具有雄厚實力；我深信，我們有能力為促進香港及亞洲教育新思維方面，肩負領導角色，並為社會的長遠發展作出貢獻。

最後，我謹向離任的校董會成員馮樹勳博士、許瑞儀女士、李慧芬小姐、鄧嘉彥教授，以及黃俊邦先生致謝；同時，歡迎校董會新任成員陳宗迪先生、陳文綺慧女士、鄭美紅教授、施樂哲教授、陳倩雯女士，以及葉禮德先生。在此，我特別代表校董會，對鄭燕祥教授過去一年出任署理校長所擔承的重責，致以由衷的感激和讚賞。

隨著張仁良教授就任校長一職，我深信，在他的領導下，本校來日當更邁步向前，躍進騰飛。



彭耀佳先生, SBS, JP
校董會主席

Acting President's Overview 署理校長的話



I am most pleased to report the Institute's work in 2012-13, in my capacity of Acting President, an office I assumed on 1 July 2012 upon the departure of Professor Anthony B.L. Cheung who joined the HKSAR government as one of its principal policy secretaries.

Programme Diversity

The Institute has undergone fast-paced and significant transformation since the promulgation of its “Education-plus” vision in 2009. During the year, funded by the University Grants Committee (UGC), the Bachelor of Social Sciences (Honours) in Psychology was launched. Together with three other UGC-funded programmes – the Bachelor of Arts (Honours) in Language Studies, Bachelor of Social Sciences (Honours) in Global and Environmental Studies and Bachelor of Arts (Honours) in Creative Arts and Culture – that were launched between 2010-11 and 2011-12 and other self-financed programmes in the areas of Liberal Studies, Greater China Studies, Science and Web Technology, Sports Science, Contemporary Music and Performance Pedagogy, and Health Education, the Institute now offers a full range of non-education programmes, adding diversity to its traditionally strong Bachelor of Education programmes.

With years of meticulous planning and intense work on all fronts, the 3-3-4 academic structure was smoothly implemented at the Institute by the start of September 2012. Despite the challenges expected to be brought about by the double-cohort admission, the devotion and collective efforts of relevant offices, as well as the support and understanding of the Institute community, built upon clear and timely communications, enabled a smooth transition.

At the postgraduate level, the Institute has likewise been moving forward at a healthy pace, underpinned by the “Education-plus” vision, offering both research postgraduate (RPg) and taught/professional postgraduate programmes to individuals and teaching professionals who wish to seek further advancement in their careers. By the end of the 2012-13 academic year, the Institute had graduated its third batch of Doctor of Education students, and its first batch of RPg students admitted in 2010.

我很高興以署理校長的身份向大家匯報本校二零一二至一三年度的工作。前任校長張炳良教授因出任香港特別行政區政府決策官員離任本校，本人於二零一二年七月一日獲委任為署理校長。

多元化課程

本校自二零零九年頒布「教育為本，超越教育」願景以來，經歷迅速而重大的變革。本年度，本校在大學教育資助委員會〈教資會〉資助下，開辦了心理學榮譽社會科學學士課程；而三個同樣由教資會資助的課程，包括：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，和創意藝術及文化榮譽文學士課程，亦於二零一零至一一年度及二零一一至一二年度開辦。本校除提供專業的教育學士課程外，已增設教育以外的課程，並開辦一系列自資課程，涵蓋通識教育、大中華地區研究、科學與網絡科技、運動科學、當代音樂及演奏教育學，以及健康教育等領域，令課程更趨多元化。

經過多年精心籌劃及全面工作，「三三四」學制於二零一二年九月初在本校順利推展。儘管我們預期雙軌年會帶來挑戰，在相關部門協力齊心、校內全人充分理解支持，加上明確而適時的溝通，新舊學制得以順利進行。

學士後課程方面，本校同樣穩步向前邁進。在「教育為本，超越教育」願景下，本校為個別人士，以及有意更上層樓的教育專業人士，開辦研究式和修課式/專業碩士課程。二零一二至一三年度完結時，本校更有第三批教育博士學生畢業，而二零一零年入學的首批哲學博士生亦同時畢業。

研究與學術

本校再接再厲，在學術研究方面取得佳績。在二零一三年六月底籌備製作此年報之際，研究資助局公布本港八所獲政府資助的大學研究項目申請結果。我很高興在此報告，本校於研究資助局轄下的優配研究金、傑出青年學者計劃和人文學及社會科學傑出學者計劃的研究項目申請中，無論成功率、獲資助項目數量及總金額，均取得驕人成績。

雖然競爭激烈，但本校在教育、人文學及創意藝術，以及社會科學等領域，獲資助項目的比例，以至資助金額，仍能在一眾歷史悠久的大學之間，脫穎而出。優配研究金方面，本校在「教育」組別獲資助項目的數量與金額，均高踞榜首；在「心理及語言學」組別，本校獲資

Research and Scholarship

Continuing our active research performance in recent years, the Institute has once again registered excellent results. In late June 2013 when this Report was in preparation, the Research Grants Council (RGC) released results of the 2013-14 funding application exercise for the eight publicly funded local universities. I am delighted to report that the Institute was very successful in its applications in terms of success rate, number of funded projects and total amount of funding awarded by the General Research Fund (GRF), Early Career Scheme (ECS) and Humanities and Social Sciences Prestigious Fellowship Scheme (HSSPFS) of the RGC.

Despite keen competition from well-established universities, the Institute fared very well in terms of percentage share of total awarded projects and awarded amount in its funding applications in the areas of Education, Humanities and Creative Arts, and Social Sciences. Under the GRF, the Institute ranked first in terms of the number of awarded projects and awarded amount in the subject discipline of "Education", and second in number of funded projects and third in awarded amount in "Psychology and Linguistics". Under the ECS, the Institute ranked first in terms of success rate, number of funded projects and awarded amount in the subject discipline of "Psychology and Linguistics", and first and second in terms of success rate in "Humanities and Creative Arts" and "Social Sciences", respectively.

As the Institute becomes increasingly robust in its research culture, I am most proud to see our young academics being recognised for their research capacities, as testified in their performance in the ECS and HSSPFS, where the standards applied in the review process are as equally stringent as those applied by the GRF.

A Thriving Institution

As the Institute diversifies at both the undergraduate and postgraduate levels into multidisciplinary programmes complementary to education, the expansion is working in tandem with changes in its academic structure. After years of careful planning, the Institute's three Faculties (specialising in languages, education, and arts and sciences) were re-aligned and renamed in phases in 2012-13 as the Faculty of Humanities, Faculty of Education and Human Development, and Faculty of Liberal Arts and Social Sciences. Underpinned by their individual distinctive academic strengths, the Faculties and their constituent Departments and research centres form a solid foundation for expansion and improvement, producing synergistic effects of knowledge cross fertilisation through inter-Faculty collaboration.

助項目數量及金額，則分別名列第二及第三。傑出青年學者計劃方面，本校在「心理及語言學」組別的成功率、獲資助項目數量及金額，均勇摘桂冠；至於「人文學及創意藝術」和「社會科學」組別的成功率，則分別位列榜首及次席。

本校的研究文化日益濃厚，校內年輕學者的研究實力更備受肯定，本人深感自豪。他們在傑出青年學者計劃與人文學及社會科學傑出學者計劃的優秀表現，就是明證。兩項計劃評審過程所引用的標準，與優配研究金，同樣嚴謹。

朝氣勃勃的學府

本校的學士及學士後課程日趨多元化，提供教育及互補的多元學科課程；課程發展亦因而與學術架構調整，互相配合。經過長年累月的周詳策劃，本校三所學院於二零一二至一三年度分階段重新整合，並易名為人文學院、教育及人類發展學院、博文及社會科學學院。三所新學院及其轄下學系和研究中心，各具獨特出色的學術專長，奠定鞏固的基礎，有利未來的拓展與改進，並藉著跨學院的協作，達至多元知識融會交流、協同互補的效益。

與此同時，三所學院與成立於二零一零年的研究生院緊密合作，發展及管理哲學博士及碩士、專業博士及修課式碩士學位課程。他們無間的協作，孕育出教學與研究為核心的合作關係。本校的哲學博士及碩士生在接受學科和研究知識的同時，亦參與教授由他們隸屬學院所提供的學士生課程，以及通識教育課程。



Concurrently, the three Faculties work closely with the Graduate School, established in 2010 to provide the Institute with the infrastructure needed to develop and manage RPg programmes, professional doctorates and taught Master's programmes. I am pleased to report that over time, a teaching-research nexus has been fostered through collaboration between the Faculties and Graduate School. The close working relationship allows our RPg students to contribute to the teaching of undergraduate courses, including those offered by the Faculties to which they are affiliated, and General Education programmes, where the resourcefulness of RPg students is conducive to the learning and teaching of undergraduate students.

The Impacts

With some 450 academic and teaching staff, the Institute boasts the largest critical mass of experts in Education and the related fields of Humanities and Social Sciences in Hong Kong, and one of the largest in the Asia-Pacific region. With their specialised research and pedagogical scholarship, and solid foundation in professional and teaching practice, they contribute to the advancement of education and knowledge transfer, betterment of the society and policy formulation, and to the discourse on education agenda in Hong Kong and beyond.

As dedicated educators themselves, scholars at the Institute nurture scores of outstanding teaching professionals, whose exemplary performance was once again demonstrated in the Chief Executive's Awards for Teaching Excellence 2012-13. The Institute is very proud that of the 59 awardees, 42 were our alumni, with 13 receiving awards and 29 certificates of merit. The strength of the Institute's teacher education legacy is evidenced by the fact that since the scheme's inception in 2003-04, 490 of 649 awardees (75.5 per cent) have been our graduates or those of our predecessor Colleges of Education.

With a wide array of expertise, the Chair Professors, Professors and all academic and teaching staff have been actively sharing their knowledge through publications with local, regional and international impacts, commissioned and contract projects, consultancies, professional development courses, seminars and workshops, and local and international conferences. With its increased influence since the award of the highly prestigious United Nations Educational, Scientific and Cultural Organization (UNESCO) Chair in Technical and Vocational Education and Training and Lifelong Learning, and the establishment of the UNESCO Arts Observatory for Research in Local



廣泛影響

本校約有四百五十名學術及教學人員，組成了香港最大的教育及相關人文學和社會科學領域的專家團隊；這規模位列亞太區域內之前端。我教團隊專長於研究及教學法，擁有教育專業及教學實踐的深厚根基，為推進教育及知識轉移、改善社會福祉及政策制訂，以至香港及更廣泛地區教育議題的論述等，作出貢獻。

本校熱心教育，培育了大批優秀的教育專業人才，其傑出表現在二零一二至一三年度行政長官卓越教學獎中，再一次展現。五十九名獲獎者中，四十二名為本校校友，當中十三名獲卓越教學獎，二十九名獲頒嘉許狀，本校對此深感自豪。該獎項自二零零三至零四年度設立以來，六百四十九名獲獎者中，四百九十名（佔百分之七十五點五）為本校或其前身師範學院畢業生，足證本校在教師教育方面悠久貢獻和雄厚實力。

本校講座教授、教授及全體教職員一向積極於本地、區域及國際刊物上發表學術文章，並獲委託進行合約項目、諮詢服務、專業發展課程、研討會和工作坊，以及於本地及國際會議等分享知識。本校更榮獲聯合國教科文組織頒授享譽國際的「技術教育及職業培訓與終身學習」教席，並成立聯合國教科文組織「本土文化及創意



Cultures and Creativity in Education, the footprints left by the Institute's scholars have extended around the world. Apart from engaging in academic activities in familiar places and educational organisations, our scholars are now frequently invited as speakers and special guests at the World Bank, UNICEF, United Nations, and in places as far afield as the Czech Republic, Turkey, Dubai, Nairobi, Georgia and Russia.

In Pursuit of Excellence

During the year the Institute promulgated its *Strategic Plan 2013-16: Shaping the Future: Excellence in Learning, Teaching and Scholarship*, which marked the fruition of a careful review of the *Strategic Plan 2009-12 and Beyond*, published in 2009. As the Institute enters the next triennium, the *Strategic Plan 2013-16* will provide us with the direction, strategies and milestones that will guide us in our ongoing development. The title *Shaping the Future: Excellence in Learning, Teaching and Scholarship* clearly articulates our aspirations of excellence and catapulting the Institute to the next level of its development. This is an ethos shared by the entire Institute community, to whom I am thankful for their participation and constructive inputs during the consultation process of drafting the new Strategic Plan.

In assuming the office of Acting President and in my capacity as Convenor of the Heads of Universities Committee, I fully understood that my responsibilities would not be light, and that challenges would come from all quarters. In review, I am deeply grateful to the wise counsel of the Council, the unfailing support given to me by our senior management, staff, students and alumni, as well as the heads of our sister institutions. The encouragement of the Institute community was my driving force for transformation throughout the past year. With the appointment of Professor Stephen Cheung Yan-leung as our next President, I am sure the Institute will be further energised, scaling new heights of excellence in the future.



Professor Cheng Yin-cheong

Acting President

June 2013

教育研究」觀測所。本校學者的足跡亦遍及全球，不僅積極參與各大城市及著名教育機構舉辦的學術活動，亦經常應邀在世界銀行、聯合國兒童基金會、聯合國，以及遠至捷克共和國、土耳其、迪拜、內羅畢、格魯吉亞和俄羅斯等地，擔任講者或特別嘉賓。

追求卓越

隨著邁向下一個三年計劃，本校檢視了《策略發展計劃跨越2009-12》，並頒布了《策略發展計劃2013-16：締造未來，卓越騰飛》。這份重要文件提供發展方向、策略及里程碑，引領我們今後的持續發展。其標題「締造未來，卓越騰飛」充份表明我們追求卓越、為未來發展再創高峰的壯志，這亦是本校全人所擁有的共同理念。在此，我感謝大家在草擬新策略發展計劃諮詢期間，積極參與並給予建設性意見。

作為署理校長，以及八所獲政府資助大學組成的大學校長會召集人，我深切明白任重道遠，而挑戰亦會紛至沓來。每念及此，我由衷感謝校董會給予的灼見建言，以及管理層、各位教職員、同學、校友，以至夥伴院校校長的鼎力支持。過去一年，本校全人的鼓勵，是我銳意變革的動力。隨著張仁良教授獲委任為新任校長，我深信本校未來將更活力充盈，卓越騰飛。



鄭燕祥教授

署理校長

二零一三年六月

President's Message 校長的話



I feel greatly honoured and am humbled in assuming office as President of The Hong Kong Institute of Education.

Before formally taking up this position, I met hundreds of colleagues and joined our new students in their orientation camp. On these occasions, I was greatly impressed by their passion for the Institute and its development. Their ideas and suggestions helped form the broad framework of my agenda in the coming years.

Established in 1994 upon a rich education heritage of over 150 years, the Institute has long been the leader in teacher education. It has also recently been recognised for its multidisciplinary programmes and research strengths, thanks to the dedication of the Institute's academic and teaching staff and the solid foundation built by my predecessor, Professor Anthony B.L. Cheung.

I am keenly aware of the expectations, challenges and responsibilities in my role as President. I am equally aware that I cannot alone transform the Institute into an education-focused, multidisciplinary university with a strong research capacity. Hence, I need and welcome the support of and encouragement from the Council, colleagues, students and alumni. I believe that working together as one we can excel in what we do, and most importantly achieve what we plan to accomplish.

A black ink handwritten signature of Professor Stephen Y.L. Cheung. The signature is stylized, starting with a large 'S' and ending with a flourish.

Professor Stephen Y.L. Cheung, BBS, JP
President
September 2013

我感到十分榮幸，和懷著謙誠的心，就任香港教育學院校長。

正式上任前，我曾與本校數百位同事會面，並參加了新生迎新營。在這些場合，師生對本校及其發展均表達殷切的關注，其熱誠令我深為感動。他們提出的意見和建議，有助我制訂本校未來數年的發展框架和議程。

香港教育學院建基於逾一百五十年深厚的教育傳承，一九九四年創立，一貫在教師教育具領導地位。近年，本校致力發展多元學科、提升研究實力，成績備受肯定。這有賴本校學術及教學人員的全情投入，以及前任校長張炳良教授奠下的穩固根基。

身為校長，我深切明白所要面對的種種期望、挑戰和責任；我同樣明白，以一己之力，不可能將本校變革為一所以教育為本、提供多元學科並兼具雄厚研究實力的大學。因此，我期待和歡迎來自校董會、同事、同學及校友的支持和鼓勵。我深信，我們並肩作戰，團結一致，必能幹出驕人成績，而最重要的，是實現我們定下的目標。



張仁良教授, BBS, JP
校長
二零一三年九月

Orientation Camp, August 2013
二零一三年八月新生迎新營



Installation of President

校長就職典禮 03.09.2013

The Institute community works with one heart in pursuit of academic excellence

本校教學人員同心同德，追求卓越



September 2012



At the First Assembly, over 2,000 full-time undergraduates pledged to devote their time and effort to excelling in both academic studies and personal development, and to enhancing their creativity and critical thinking. During the year, six elite sportspeople were admitted to the Bachelor of Health Education (Honours) programme, with the objective of broadening their career paths.

逾二千名全日制本科課程的新生於開學禮上宣讀約章，矢志全力以赴，在學問及個人成長上力求精進，並提升創造力及批判思維。此外，本校年內亦取錄了六名精英運動員，修讀健康教育榮譽學士課程，以拓闊其出路。

November 2012

Five distinguished individuals were conferred honorary doctorates at the 18th Congregation in recognition of their outstanding contributions to the betterment of education, social progress and the humanities. They were Professor Brian Caldwell, Doctor of Education, *honoris causa*, Dr Rebecca Lee Lok-sze, MH, Doctor of Humanities, *honoris causa*, Mr Edwin Leong Siu-hung, Doctor of Social Sciences, *honoris causa*, Professor Geoff Whitty, CBE, Doctor of Education, *honoris causa*, and Professor Zhong Binglin, Doctor of Education, *honoris causa*.



在第十八屆畢業典禮上，五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。他們是郭本彬教授（榮譽教育學博士學位）、李樂詩博士，MH（榮譽人文學博士學位）、梁紹鴻先生（榮譽社會科學博士學位）、傑夫·惠迪教授，CBE（榮譽教育學博士學位）及鍾秉林教授（榮譽教育學博士學位）。

January 2013

Over 700 people gathered at the Tai Po campus for ARTiViva – Light Up My Life!, the launch ceremony of the year-long ARTiViva 2013 Community



Arts Festival. Presented by HKIEd in association with community partners and artists, and organised by the Institute's Department of Cultural and Creative Arts, the festival's aim was "Bringing to Life the Artist in You".

逾七百人雲集大埔校園，出席「2013 ARTiViva - 社區綜藝節」啟動禮——「ARTiViva 照亮你我生命！」。綜藝節由本校文化與創意藝術學系舉辦，社區團體和藝術家攜手參與，旨在讓大眾體會「藝術照亮生命」的樂趣。

March 2013

The HKIEd Council approved the appointment of Professor Stephen Cheung Yan-leung as the next President on 22 March. Professor Cheung will assume office in September 2013. In announcing the new appointment, Council Chairman Mr Pang Yiu-kai said Professor Cheung is the ideal President to lead the Institute as it scales new heights.

教院校董會於三月二十二日通過動議，委任張仁良教授為下任校長。張教授將於今年九月履新。校董會主席彭耀佳先生在宣布新任命時稱，張仁良教授是帶領教院再闢高峰的理想校長人選。



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 the Right Reverend Andrew Chan Au-ming, Mr Fung Sau-chung, Ms Leona Lam Wai-ling, JP, Mr Frank Lee King-ting, Mr Tai Hay-lap, BBS, JP, and Ms Christina Ting Yuk-chee, GBS, JP.

香港教育學院於本年榮譽院士頒授典禮上，頒授榮譽院士銜予六位傑出領袖，以表彰他們的卓越成就，及對教院、教育和社會所作的貢獻。六位榮譽院士為陳謳明主教、馮壽松先生、林惠玲女士、李敬天先生、戴希立先生，以及丁毓珠女士。

April 2013



HKIED held its President's Commendation Scheme Award Presentation Ceremony 2012-13 on 16 April to commend students on their outstanding achievements outside of academic studies in the past year. Fifteen students were awarded the President's Commendation or Certificate of Achievement for their excellent performance in five areas.

教院於四月十六日舉行「校長嘉許計劃2012-13」頒獎典禮，以表揚過去一年在學術以外五個範疇表現超卓的學生，今年共有十五名學生獲頒「校長嘉許狀」及「傑出表現獎」。

May 2013

HKIED graduates remain competitive and popular in the education sector amidst the uncertainty of the secondary school teachers' market, according to the HKIED Graduate Employment Survey. A total of 832 full-time programme graduates participated in the annual survey conducted from October to December 2012, with an overall response rate of 91.6 per cent.

香港教育學院的畢業生就業調查顯示，儘管中學教席空缺較過往少，教院畢業生仍然具有競爭力，深受教育界歡迎。該調查於去年十月至十二月期間進行，共訪問了八百三十二名全日制課程的應屆畢業生，整體回應率達百分之九十一點六。



June 2013

HKIED held its Scholarship Presentation Ceremony 2013 on 11 June to recognise students with outstanding performance in various areas. 513 scholarships worth over HK\$12.2 million were awarded, a record high in terms of both the number and total amount of scholarships granted since the Institute's establishment.

六月十一日，教院舉行二零一三年獎學金頒授典禮，表揚在不同範疇表現傑出的學生。年內共頒發五百一十三項獎學金，總值超過一千二百二十萬港元，無論數目或金額均為教院歷年之冠。



On 25 June, HKIED launched Little Stories, Big Dreams in Education II, the latest instalment of the promotional video series first launched in June 2012. This set of videos includes five Institute community members and graduates reflecting on their commitments to the field of education and HKIED's vision.

繼去年六月率先推出首個「教育小故事•教育大理想」系列，教院於今年六月二十五日再推出系列二。新一輯宣傳片共有五集，分別透過五名師生及畢業生的小故事，分享他們對教育的堅持及反映教院一直秉持的信念。



Grooming Students for the Future

| 培育英才 掌握未來



We aim to transform our students into the next generation of change agents. At the Institute, they are nurtured with learning experiences that groom them as competent, responsible and caring professionals, equipped with a solid knowledge base, broad perspectives and an international outlook.

我們矢志塑造學生成為未來世代的社會變革者，藉著不同的學習經驗，培育他們成為能幹、盡責及關愛社群的專才，學問基礎扎實，視野廣闊，更胸懷世界。





Undergraduate Education 學士學位課程

Programmes under the “Education-plus” Vision

During the year a new programme, the Bachelor of Social Sciences (Honours) in Psychology, was launched. This is the fourth University Grants Committee (UGC)-funded non-education programme, 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.

The Institute has undergone fast-paced and significant transformation since the promulgation of the “Education-plus” vision in 2009. By 2012-13, it could offer a total of 46 undergraduate programmes, ranging from the traditionally strong Bachelor of Education programmes and the aforementioned UGC-funded non-education programmes, to self-financed programmes in the areas of Liberal Studies, Greater China Studies, Science and Web Technology, Sports Science, Contemporary Music and Performance Pedagogy, and Health Education, for 5,545 full-time-equivalent students. This is a quantum leap from 2006-07, when the Institute offered only 16 teacher-education-focused programmes under the Bachelor of Education to 2,651 full-time-equivalent students.

Teacher Education

Continuing to be fully committed to its education-focused mission, the Institute launched the Bachelor of Education Programmes Nomination Scheme for admitting new entrants in 2012-13, aiming to attract aspiring students

「教育為本，超越教育」願景下設立的課程

本年度，我們新增心理學榮譽社會科學學士課程，這是本校第四個獲大學教育資助委員會（教資會）資助的非教育學課程，而前三個獲資助的同類課程，分別為二零一零至一一年度推出的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，以及於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。

二零零九年，本校公布以「教育為本，超越教育」為願景後，發展一日千里，更經歷重大變革。二零一二至一三年度，本校共提供四十六個學士學位課程，涵蓋傳統強項的教育學課程、前述教資會資助的非教育學課程，以及學生自費課程，如通識教育、大中華地區研究、科學與網絡科技、運動科學、當代音樂及演奏教育學、健康教育等，取錄五千五百四十五名相當於全日制人數學生。與二零零六至零七年度相比，這無疑是重大的躍進，因為當時只提供十六個以教師教育為主的學士學位課程，相當於全日制人數學生更僅得二千六百五十一名。

教師教育

本校秉承一貫以教育為本的使命，為有志於二零一二至一三年度入讀本校五年制教育學士課程的學生，創辦「教育

to enrol in its 5-year Bachelor of Education programmes. During its second year of implementation, for the admission of the 2013-14 cohort the Scheme attracted 1,610 nominations from 235 secondary schools, increases of 6.6 per cent and 9.3 per cent for nominees and schools, respectively.

Learning Support for 3-3-4 Curriculum

In view of the introduction of the 3-3-4 curriculum, which is characterised by flexibility, broadened learning choices and multiple study pathways, the Institute saw the need to launch a robust academic advisory system to maximise the benefit that students gain from their studies at the Institute. Since 2011-12, a system in which academic advisors provide guidance and professional advice on students' academic progress and future career development has been implemented progressively.

Despite the challenges posed by the double-cohort admission, the 3-3-4 academic structure was smoothly implemented at the Institute by the start of 2012-13. To meet the demand arising from far more new entrants than usual, both hardware and software were enhanced, including the timely completion of the new Tseung Kwan O Study Centre, a canteen extension, hostel renovations, classroom and laboratory renovations and conversions, and transport connections, among others.



Facilities aside, the Institute is fully aware of the importance of stepping up clear and timely communications. The 3-3-4 Committee, which was established to coordinate all planning and operational matters involving the implementation of the new academic structure, regularly updated all staff and students on work progress before the start of 2012-13, seeking their support and understanding. Close monitoring of and status updates on transportation, the canteen and all other services during the initial weeks of 3-3-4 implementation ensured a smooth transition.

學士課程提名計劃」。今年再接再厲，為二零一三至一四年度入學的學生推行此計劃，共收到來自二百三十五所中學一千六百一十份提名，數目較上年度分別增加百分之九點三及百分之六點六。

「三三四」學制的學習支援措施

鑑於「三三四」學制強調學習彈性、增加學科選擇，以及提供多元學習路徑，本校認為必須為此設立穩妥的學術諮詢制度，以確保學生盡享新制之利。二零一一至一二年度開始，我們逐步推行學術諮詢制度，由學術顧問就學生學業成績及未來事業發展，提供輔導和專業意見。

本年度是大學收生的雙軌年，帶來一定挑戰，但本校仍能於二零一二至一三年度初，順利推行「三三四」新學制。由於是年新生較以往大幅增加，我們在硬件和軟件方面亦擴展規模以應需要，包括：將軍澳教學中心適時落成、校內食堂擴建、學生宿舍、課室及實驗室翻修，以及交通連接服務改善等。

By 2012-13, the Institute offered
46 undergraduate programmes to
5,545 full-time-equivalent students.

二零一二至一三年度，本校共提供四十六個學士學位課程，取錄五千五百四十五名相當於全日制人數學生。

設施之外，我們更深悉明確適時的溝通也很重要。本校為此成立了「三三四」委員會，統籌與實施新學制相關的所有計劃和運作事宜，並於二零一二至一三年度開展前，定期向全校教職員及學生更新工作進度，爭取他們的理解和支持。此外，新年度開展後數星期內，我們更密切監察交通、食堂及其他服務的情況，確保運作順利。



Learning and Teaching 學與教

Formal Learning

Student learning is at the heart of the Institute's approach to teaching. The learning and teaching processes seek to nurture the necessary attributes among our students for the challenges of work and life in the 21st century. For students admitted under the new 3-3-4 curriculum, the Institute has launched a holistic common curriculum that covers Language Enhancement, Co-curricular Learning, Overseas Learning Experiences and General Education. To gauge the effectiveness of this curriculum, an *Institute-level Conceptual Framework for Outcome-based Learning Implementation* has been developed to steer the close and visible alignment of the learning outcomes at the generic, programme and course levels, and to unify teaching, learning and assessment activities and strategies with student learning outcomes. Within this process and as part of its e-Learning policy to assist students to manage and reflect on their own learning journeys, the Institute is phasing in the implementation of e-portfolio, a tool for updating individual students' learning records under the new common curriculum.

To hone the bi-literate (Chinese and English) and tri-lingual (Cantonese, English and Putonghua) proficiencies of these new entrants, they are subjected to the new language enhancement curriculum that includes mandatory and optional courses emphasising the development of academic literacy skills, field-specific language use and productive skills in speaking and writing. Language major students are further required to join Language Immersion Programmes, lasting 8 to 10 weeks, in education institutions in English speaking countries and on the mainland.

At different stages of their lives, some in-service teaching professionals and individuals may wish to seek further career advancement or mid-career change. The Institute offers such aspiring learners opportunities to

正規學習

學生學習是本校教學的核心，通過學與教培育學生所需特質，以應對二十一世紀工作及生活上的挑戰。本校為「三三四」新學制下取錄的學生，開展一套完整的共同課程，涵蓋語文提升、聯課學習、海外學習體驗及通識教育等範疇。為了評估這套課程的效益，我們制訂《實踐「成果為本學習」— 全校適用的概念框架》，將通用、課程及科目等各層次的學習成果緊密而明顯地連繫，並把教、學、評估活動與策略，跟學生學習成果整合起來。此過程亦屬本校電子學習政策一環，協助學生管理及反思個人學習歷程；本校並由此逐步引入「電子學習歷程檔案」，讓學生在學習嶄新的共同課程範疇時，能更新個人的學習記錄。

為磨礪這批新生的兩文（中、英文）三語（粵語、英語、普通話）能力，本校還增設全新的語文提升課程，包括若干必修和選修科目，著重培訓學生的學術語文運用能力、專業場景用語及讀寫表達能力。主修語文的學生更要遠赴英語國家或中國內地院校，接受為期八至十周的語文沉浸課程。

Students joining an Immersion Programme in the US
學生赴美參與沉浸課程



enhance their credentials through part-time top up bachelor's degree and Postgraduate Diploma in Education programmes, in secondary, primary, early childhood, special needs and professional and vocational education.

Total Learning Experience beyond Classrooms

In today's globalised world and in an international city like Hong Kong, the Institute is keen to prepare its students as young professionals, fully confident and comfortable in any cultural setting. They are strongly encouraged to acquire alternative and holistic learning experiences and exposure through community services and personal development programmes both locally and in other parts of the world.

To help students who may otherwise be deprived of the opportunity to study because of financial constraints, the Institute introduced the International and Regional Learning Enhancement Fund (IRLEF) during the year, through which eligible full-time UGC-funded undergraduates admitted in 2012-13 could be subsidised by up to \$10,000. If supported, IRLEF-funded students can participate in 73 community service or internship activities recommended by faculties, departments, offices and approved by the International and Greater China Affairs Committee, whether overseas or in the region. Working with other UGC-funded institutions, the Institute launched an extensive Service Leadership Initiative in a co-curricular environment to prepare undergraduates to be more effective leaders in their careers and communities. Through the Student Empowerment Work Scheme, students were also provided with opportunities to advance themselves through on-campus work and self-directed projects during the year.



As it becomes more multicultural, the Institute is receiving a score of inbound students from overseas and the region, some of whom may be leaving their home towns and countries for the very first time. To help them settle in on campus and adjust to new environment, the "Buddy Programme" offers much-needed peer support, pairing local students with one or more exchange students to organise activities and answer questions. The programme has positive outcomes for both parties, enabling them to learn each others' cultures, broaden their horizons and building long-lasting friendships.

不少在職教育專業人員，以至個別人士，在其一生不同階段中，或會尋求進一步的事業發展，甚或轉換職業。本校特為這類有志之士提供學習機會，助其優化履歷，開設多種部分時間制學位銜接及學位教師教育文憑課程，包括中學、小學、幼兒教育、特殊教育需要，以及專業與職業教育等。

課堂以外的整全學習經驗

有鑑於今天的全球化世界，以及香港這類國際城市的生活，本校必須盡力培育學生成為充滿自信，並在任何文化環境下，均能應付自如的年輕專才。我們積極鼓勵學生，參與社會服務、參加本港及海外個人發展課程，以汲取另類而整全的學習經驗。

為協助因財政困難而失去學習機會的學生，本校年內成立「環球學習體驗增潤基金」。二零一二至一三年度，獲教資會資助入學的全日制學士學位課程學生，均可申請，津貼額上限為一萬元。受惠學生可以參加由各學院、學系或校內辦事處推薦，或由國際及大中華事務委員會批核的，合共七十三項海外或區域內舉辦的社會服務或實習活動。本校亦聯同其他由教資會資助的院校，推出涵蓋範圍廣泛的「服務領袖計劃」，以期在聯課環境下，培訓學生在其未來事業及社區事務上，成為出色領袖。此外，本校今年亦推出「校園工作成長計劃」，讓學生在校園內工作或實踐自我主導計劃，輔助他們提升自我。

In 2012-13, the Institute offered

30 research postgraduate and taught/
professional postgraduate programmes to

1,352 full-time-equivalent students.

二零一二至一三年度，本校開辦共三十個研究式研究生，及修課式/專業學士後課程；取錄一千三百五十二名相當於全日制人數學生。

本校朝著日趨多元文化的方向發展，因而取錄眾多來自海外或區域內的學生，部分更屬首次負笈離家。為協助他們安頓於校園、適應新環境，我們推出了「學生伙伴計劃」，把一名本地學生與一至多名海外生，配對起來，安排活動、答問解難，向海外生提供亟需的朋輩支援。計劃令雙方獲益不淺，既可學習彼此不同的文化，拓闊視野，更可建立長久友誼。



Our research postgraduate students published in international journals during their study periods
研究生在修讀期間於國際學刊上發表研究論文

Postgraduate Education 研究生課程

As part of the Institute's strategic development, its postgraduate programmes have been moving forward at a healthy pace, underpinned by the "Education-plus" vision. In 2012-13, the Institute offered two Research Postgraduate (RPg) programmes and 28 taught/professional postgraduate programmes to 38 and 1,314 full-time equivalent students, respectively. Compared to 2006-07, when the Institute offered only nine taught/professional postgraduate programmes to 663 full-time equivalent students, the 2012-13 figure is a significant increase of 98 per cent. By the end of 2012-13, the Institute graduated its third batch of Doctor of Education students, and its first batch of RPg students admitted in 2010. Immersed in an increasingly multidisciplinary research environment, around 45 per cent of RPg students from the first two cohorts have published in international journals during their study period, and two students have won external awards for their research.



Wu Xiaofang, one of the first batch of PhD students
吳小芳 — 首屆哲學博士畢業生

拓展研究生課程是本校的策略發展計劃之一；而在「教育為本，超越教育」願景的基礎上，有關發展正穩步向前。二零一二至一三年度，本校開辦兩個研究式研究生課程及二十八個修課式／專業學士後課程；分別取錄三十八名及一千三百一十四名相當於全日制人數學生。相對二零零六至零七年度只開辦九個修課式／專業學士後課程，而相當於全日制人數學生更僅得六百六十三名，二零一二至一三年度學生人數，激增達百分之九十八。二零一二至一三年度完結時，本校更有第三批教育博士生畢業，而二零一零年入學的首批哲學博士生亦將同時畢業。由於本校日漸重視多元學科研究，首兩批研究生沉浸於這種學術氛圍下，約百分之四十五曾於在修讀期間於國際學刊上發表研究論文，其中兩位的研究更榮獲校外獎項。

因應研究生課程需求日益增加，本校將於二零一三至一四年度開辦四項碩士課程，包括公共政策及管治碩士課程、可持續發展教育文學碩士課程、教育輔導文學碩士課程，以及教育言語及語言病理學暨學習障礙理學碩士課程。

此外，本校於二零一二至一三年度申請優配研究金、傑出青年學者計劃及公共政策研究金撥款，成績理想，教資會決定於二零一三至一四年度批予本校共三十九個哲學博士及碩士生學額，較二零一零年數目大幅增加三成。

To address the increasing demand for postgraduate education, four new Master's programmes are planned to be offered in the 2013-14 academic year, including the Master of Public Policy and Governance, Master of Arts in Education for Sustainability, Master of Arts in Educational Counselling and Master of Science in Educational Speech-Language Pathology and Learning Disabilities.

Based on the Institute's successful performance in General Research Fund, Early Career Scheme and Public Policy Research Fund applications in 2012-13, the UGC decided to allocate 39 RPg places to it in 2013-14. This number represents a significant increase of 30 per cent over the places allocated in 2010.

Underscored by its sound foundation of policy and support for RPg students, which has been affirmed by the Quality Assurance Council, the Graduate School seeks to excel, further enhancing students' research exposure, experience and competence, as well as research supervision and academic support. To broaden students' international networks, during the reporting period, the Graduate School organised the International Summer School and Postgraduate Research Conference 2013, with a series of workshops delivered by distinguished scholars from around the world and conference presentations by research students from the Greater China region. A summer Study Tour to the US for RPg students was also organised, allowing them to engage in scholarly exchange activities and research experience sharing sessions with academic staff and researchers from the University of California Riverside and San Diego State University.

本校的研究生政策及相關支援穩妥完善，獲得質素保證局肯定。建基於此，研究生院銳意追求卓越，致力擴闊學生的研究視野和經驗，提升其研究實力，同時加強研究督導和學術支援。為拓展學生的國際網絡，研究生院於本報告年度內，舉辦了二零一三年國際暑期學校暨研究生學術研究會議，邀請來自世界各地的傑出學者主持多個工作坊；而來自大中華地區的研究生，則發表多篇論文。本校亦為研究生組織了一個美國暑期國際交流團，訪問加州大學河濱分校及聖地亞哥州立大學，與當地學術人員及研究員切磋交流，分享研究經驗。

Postgraduate Education

A summer Study Tour of research postgraduate students in the US

研究生參加美國暑期國際交流團



Pushing forward Knowledge

Boundaries | 創新知識 拓展領域



With its increasingly robust research culture and proactive approach to knowledge transfer, the Institute has created impacts on educational change, social progress and human betterment among the education and wider communities in Hong Kong and beyond.

本校的學術研究文化氛圍日益濃厚，加以積極主動轉移知識，對香港以至海外教育界及廣大社群，均帶來裨益，既有利教育改革，亦推動社會進步、增進人類福祉。

A visit by the University Grants Committee in April 2013
大學教育資助委員會今年四月到訪本校



Research Performance 研究實力表現

The Institute's commitment to advancing research frontiers has been translated into the establishment of four Institute-level research centres, seven faculty-level research centres and four faculty-level professional development centres. These units, working closely with the Graduate School, three faculties and their 16 constituent departments, have transformed the overall research capacity of the Institute. In 2012-13, there were 59 ongoing research projects, with a total funding of HK\$47.2 million from the General Research Fund, Early Career Scheme and Public Policy Research Fund of the Research Grants Council (RGC), the Strategic Public Policy Research Funding Scheme, and joint funding from the UK's Economic and Social Research Council (ESRC) and the RGC. Compared to 2006-07, there were over eight-fold and nearly 12-fold increases in the number and funding of the Institute's research projects, respectively.

Excellent Results in Funding Applications

Continuing its impressive past performance, the Institute has once again registered excellent results. In late June 2013 when this Report was under preparation, the RGC released results of the 2013-14 funding application exercise for the eight publicly-funded local universities. The Institute enjoyed high success rates in its applications and in the amount of funding and funded projects. Of its total submissions for General Research Fund (GRF) and Early Career Scheme (ECS) funding, the overall success rate was 32.3 per cent, with HK\$18.9 million in awarded grants. With the inclusion of a project funded by the Humanities and Social Sciences Prestigious Fellowship Scheme (HSSPFS), the Institute secured a total of HK\$19.7 million in research funding and 33 research projects.

In its applications for GRF funding to the Humanities and Social Sciences Panel, despite keen competition from well-established universities, the Institute ranked third in terms of percentage share of the total awarded amount. For subject disciplines, the Institute ranked first in terms of the number of awarded projects and awarded amount in "Education", and second in terms of the number of funded projects and third in awarded amount in "Psychology and Linguistics".



Professor Chou Kee-lee
周基利教授

本校向以拓展研究領域為己任，並為此成立四所校級研究中心、七所學院級研究中心及四所學院級專業發展中心。這些中心，與研究生院、三所學院及其轄下的十六個學系，緊密協作，提升本校整體的研究實力。二零一二至一三年度，本校獲研究資助局（研資局）的優配研究金、傑出青年學者計劃及公共政策研究資助計劃資助，連同策略性公共政策研究資助計劃，以及英國經濟及社會研究理事會夥拍研資局的撥款，總額為四千七百二十萬元，資助五十九個持續進行的研究項目。與二零零六至零七年度同類數字相比，獲資助的研究項目激增逾八倍，撥款額更陡增近十二倍。

研究撥款申請成績卓越

本校過去數年申請研究撥款，屢創佳績，本年度表現同樣驕人。二零一三年六月底，本年報製作期間，研資局公布本港八所獲政府資助的大學申請二零一三至一四年度研究撥款結果。本校的申請成功率甚高，資助額與獲

As of June 2013, there were

93 ongoing and newly funded projects
at the Institute, with a total grant of

HK\$67.2 million.

截至二零一三年六月，本校獲得合共六千七百二十萬元研究資助金額，以支持九十三個正在進行或新批出的研究項目。



The Institute fared equally well with the ECS, a scheme that seeks to nurture promising young academics. It is encouraging that in its applications for ECS funding to the Humanities and Social Sciences Panel, the Institute ranked second in terms of the number of funded projects and total awarded amount. For subject disciplines, the Institute ranked first in terms of success rate, number of funded projects and awarded amount in “Psychology and Linguistics”, and first and second in terms of success rate in “Humanities and Creative Arts” and “Social Sciences”, respectively.

In recent years, the Institute has successfully attracted promising young scholars to join its ranks. They have been working wholeheartedly with their individual research expertise and have produced impressive outcomes. **Professor Chou Kee-lee** of the Department of Asian and Policy Studies, renowned for his research on poverty, was awarded HK\$1.6 million in GRF funding in the “Social Sciences” discipline. In the HSSPFS, a scheme established in 2012-13 to grant funding and time off to outstanding investigators to allow them to totally concentrate on research and writing, **Dr Pan Suyan**, Associate Professor at the Department of Social Sciences, whose project was awarded HK\$843,000, was one of seven scholars to receive funding out of 17 applications.

Dr Pan Suyan
潘甦燕博士



資助的研究項目，數量亦令人欣喜。本校申請優配研究金及傑出青年學者計劃的撥款，整體成功率達百分之三十二點三，共獲資助額一千八百九十萬元；連同由人文學及社會科學傑出學者計劃批予本校的另一項資助，本校合共獲得一千九百七十萬元の研究撥款，資助三十三個研究項目。

儘管與本港多所歷史悠久的大學激烈競逐，本校向優配研究金申請資助人文學及社會科學的研究，獲批的資助額，按總資助額比例計算，排名第三。學科組別方面，本校「教育」學科獲批資助的研究項目數量及資助額，更並列第一；而「心理及語言學」組別獲批資助的研究項目，數量亦名列第二，資助金額則位列第三。

傑出青年學者計劃為培育年輕有為的學者而設，本校向這項計劃的研究撥款申請，成績同樣突出。本校在人文學及社會科學組別，獲該計劃資助的研究項目，數量及金額，在眾院校中均排列第二，令人鼓舞。至於「心理及語言學」組別，本校無論申請成功率、獲資助研究項目數量及獲批金額，更為全港之冠；而「人文學及創意藝術」組別及「社會科學」組別，本校研究資助申請成功率，亦分列首次名。

近年，本校成功禮聘多位優秀傑出的年輕學者加盟。他們專心致志地投入各自的研究專長，成績卓著。亞洲及政策研究學系**周基利教授**，以研究貧窮問題見稱，獲優配研究金撥款一百六十萬元，從事「社會科學」範疇的研究；社會科學系的副教授**潘甦燕博士**，則為七名獲「人文學及社會科學傑出學者計劃」資助的學者之一，獲批八十四萬三千元，支持其研究項目。該計劃於二零一二至一三年設立，為出色的研究員提供研究撥款及假期，令其專注於研究及寫作；本年度該計劃共收到十七項申請。

As the UK's largest organisation administering funding research on economic and social issues, the ESRC supports independent, high quality research that has an impact on business, government and society. In the highly competitive fifth round exercise of the ESRC-RGC Joint Research Scheme 2012-13, the Institute successfully secured funding of HK\$343,680 for its submitted proposal entitled *Hong Kong as a Source for Education Policy in England: Rhetoric and Reality*.

As of June 2013, there were 93 ongoing and newly funded projects with a total grant of HK\$67.2 million from, among others, the GRF, ECS, HSSPFS and ESRC-RGC Joint Research Scheme. These figures testify to the ever-increasing capacity and diversity of the Institute in conducting cutting-edge research in both education and multidisciplinary areas, with local and international impacts.

英國的經濟及社會研究理事會是該國在研究經濟及社會議題方面，最具規模的研究資助行政機構，支持獨立、優質、對商業、政府及社會有效益的研究。該理事會聯同研資局於二零一二至一三年度合辦第五次聯合研究計劃；而在是次激烈競爭中，本校表現理想，成功獲批三十四萬三千六百八十元，資助一項名為「香港乃英國教育政策的資源：措辭與現實」的研究。

截至二零一三年六月，本校獲得優配研究金、傑出青年學者計劃、人文學及社會科學傑出學者計劃，以及由英國經濟及社會研究理事會與研資局合辦的研究計劃等資助，合共六千七百二十萬元研究資助金額，以支持九十三個正在進行或新批出的研究項目。這些數字足以證明，本校在教育，以至其他多元學科方面的尖端研究，實力日趨雄厚，項目也日益多元化，對本地和海外影響深遠。

Awarding Research Excellence 獎勵優質研究

The President's Awards for Outstanding Performance were launched last year to recognise staff members who excel in teaching, research and administrative services. The research domain encompasses two award categories with four awardees.

傑出教學、研究及行政服務表現校長獎項於去年設立，以表揚在教學、研究或行政服務方面表現優異的員工。研究獎項分為兩個類別，共有四名獲獎者。

Research Excellence Award 卓越研究獎



Professor Lo Sing-kai

Professor Lo's research focuses on social and personal wellbeing, disabilities and rehabilitation. He also conducts methodology research in social and health sciences. As a research leader, Professor Lo has been active in providing mentorship support to early and mid-career academics as well as postgraduate students, in producing quality journal articles and in promoting a research culture among postgraduate students.

盧成皆教授

盧教授專注研究社會與個人的身心健康、殘疾及復康議題。同時，他對社會及健康科學進行方法學研究。作為一個研究的領導者，盧教授積極向年輕學者傳授研究經驗，指導早期或中期的研究人員進行學術研究，協助他們撰寫優質學術論文，並推動研究生之間的研究風氣。



Professor Wong Wing-sze

Professor Wong's research interests lie in the adjustment to and outcomes of chronic musculoskeletal pain, and psychosocial factors associated with co-morbid chronic somatic symptoms. She is a leading health psychologist and pioneer in the study of adjustment to and outcomes of chronic pain in the Chinese community. Professor Wong was elected Fellow of the Association of Psychological Science in recognition of her outstanding performance in the field.

黃穎詩教授

黃教授關注研究肌肉及骨骼長期疼痛的調適與結果，以及與痛症相關的長期軀體徵狀的心理因素。她是健康心理學的先鋒，在研究華人社會有關長期痛症的調適與結果方面，具領導地位；更獲選為美國心理學協會會員，肯定她在業界的傑出成就。

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



Dr Andy Chin Chi-on

Dr Chin's research interests lie in language and linguistics, with a particular focus on the Chinese language and its dialects. In 2011, he secured GRF funding for a three-year research project on local languages and Putonghua in Hainan province. Dr Chin's innovative proposal to develop an online database of authentic 1950s Cantonese as spoken in Hong Kong secured ECS 2013-14 funding.

錢志安博士

錢博士研究興趣為語文及語言學，尤其專注中國語文及方言方面。二零一一年，他獲得優配研究金撥款資助，從事有關中國海南省本土語言與普通話的研究，為期三年。二零一三至一四年度，他更獲傑出青年學者計劃撥款，開拓另一項創新性研究，建立一個網上語料庫，研究一九五零年代香港真實的廣東口語。



Dr Stephen Chow Cheuk-fai

Dr Chow's research work mainly lies in the areas of chemical design and the synthesis of metal complexes with applications as sensors for environmental, food and biomedical monitoring. In October 2012, Dr Chow successfully filed a patent on a chemical sensor capable of detecting food toxins. That research attracted interest from local Japanese sushi shops for its potential in maintaining the quality of fresh food.

周卓輝博士

周博士精於研究化學設計及金屬絡合物的合成，以期製作監察環境、食物和生物醫學的傳感器。二零一二年十月，周博士成功研製一項獲專利的化學傳感器，偵測食物中的毒素。是項發明引起本港日式壽司店的興趣，冀能保持食物新鮮。



Research Outputs and Knowledge Transfer 研究成果與知識轉移

The Institute takes great pride in its tradition of applied research and seeks not only to extend knowledge frontiers but also to benefit education and foster social progress and human development. During the year, of the over 600 refereed journal articles, books and book chapters produced by our academics, 73 per cent were related to various sectors of education (including early childhood, primary, secondary, technical and special education) and 27 per cent were related to non-education areas (such as the social sciences, humanities and languages, and other professional and vocational subjects). These figures echo the Institute's vision and equal emphasis on advancing high-quality research in both education and complementary multidisciplinary areas.

Knowledge transfer activities are central to the Institute's pursuit of research and innovative scholarship that benefits the education sector and the wider community. During the year, 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, and publications with local and regional impacts. 11,118 schools, 46,121 teachers, 424,420 students and 27,763 parents and stakeholders benefited from these activities.**

本校向以應用研究的傳統為榮，不單拓展知識新領域，更重視對教育，以至社會及人類發展的效益。本年度，本校學術人員所撰寫並獲引述的學術著作，包括學刊論文、書籍及書籍篇章等，共超過六百篇；其中百分之七十三，涉及多個教育範疇（包括幼兒教育、小學、中學、技術及特殊教育等），而百分之二十七，則屬非教育範疇（例如社會科學、人文學及語文、其他專業及職業科目等）。這些數字回應了本校的願景，更顯示本校對教育及相關多元學科，均同等重視提升其優質研究。

知識轉移是本校發展研究和拓展新知識的關注核心，為教育界及廣大社群謀求福祉。本年度，知識轉移活動，包括：本校獲委託進行的合約項目；為變革、改進及創新而推行的夥伴項目；諮詢服務、專業發展課程、研討會及工作坊、本地及國際會議，以及出版對本地和區域具影響力的刊物。這些活動，共有一萬一千一百一十八所學校、四萬六千一百二十一名教師、四十二萬四千四百二十名學生，以及二萬七千七百六十三名家長與持份者，從中獲益**。

** The total beneficiaries have been calculated according to the number of activities involved. Some beneficiaries and schools may have been involved in more than one activity.

受惠人數按參與活動實際人次計算；部分受惠者及學校參與的活動，或多於一項。

Education



Successful Applications for General Research Fund, Early Career Scheme and Humanities and Social Sciences Prestigious Fellowship Scheme 2013-14*

二零一三至一四年度
優配研究金、傑出青年
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General Research Fund 2013-14 二零一三至一四年度優配研究金

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

Subject Discipline: Education 教育學科分組

Psychological and sociocultural adaptation and experience of international students in Hong Kong

在港升學之國際學生在心理和社會文化上的適應和經驗分享

Dr Peter Bodycott 博迪學博士

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

Automatic classification techniques in virtual environments – The ACTIVE Project: Generating immediate feedback to support reflective learning within ePortfolio contexts

虛擬環境中的自動分類技術 — ACTIVE專案：產生即時回饋以支援學習歷程系統中的反思性學習

Dr Cheng Kwok-shing 鄭國城博士

Department of Mathematics and Information Technology 數學與資訊科技學系

The rise of madrasah education in Hong Kong: Exploring the change of learning under integrated education for Muslim minorities

香港伊斯蘭學校教育的興起：探索融合教育下穆斯林少數族裔的學習轉向

Dr Ho Wai-yip 何偉業博士

Department of Social Sciences 社會科學系

Creating culturally responsive classrooms in a Chinese context: A study of teacher and school attitudes to multicultural teaching competence in Hong Kong schools

建構華人社會的「文化回應教室」：香港教師與學校對多元文化教學能力的態度研究

Dr Hue Ming-tak 許明得博士

Department of Special Education and Counselling 特殊教育與輔導學系

Leadership of special educational needs coordinators for inclusive education in Hong Kong mainstream primary and secondary schools

香港中小學融合教育中特殊教育統籌主任之領導

Dr Poon-McBrayer Kim-fong 潘劍芳博士

Department of Education Policy and Leadership 教育政策與領導學系

The examination of the supporting mode of teaching assistants and the learning outcome of SEN students in the inclusive schools of Hong Kong

檢視香港融合學校教學助理支援模式及其對有特殊需要學生的學習成果

Prof Sin Kuen-fung 冼權鋒教授

Department of Special Education and Counselling 特殊教育與輔導學系

What thou see and hear? Eye-tracking assessment of social information processing in children with high functioning autism spectrum disorder

耳聰目明 — 運用眼跡測量儀評估有高智能自閉症障礙兒童的社會訊息處理能力

Dr Vicky Tsang Kwan-lan 曾君蘭博士

Department of Special Education and Counselling 特殊教育與輔導學系

Successful Applications for General Research Fund, Early Career Scheme and Humanities and Social Sciences Prestigious Fellowship Scheme 2013-14*

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

Subject Discipline: Education 教育學科分組

A 2-year intervention programme to target Hong Kong bilingual children's oral vocabulary and phonological awareness in English

提升香港3—5歲幼兒英文口語詞彙量和音韻覺識能力的介入研究

Dr Richard Wong Kwok-shing 黃國成博士

Department of Early Childhood Education 幼兒教育學系

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

Subject Discipline: Humanities and Creative Arts 人文學及創意藝術學科分組

A critical study of literary criticism in early Hong Kong (1919-1949)

早期香港文學評論研究 (1919-1949)

Prof Leonard Chan Kwok-kou 陳國球教授

Faculty of Humanities 人文學院

Inspirations and challenges from silk and bamboo-slip texts:

Philosophical investigation based on interdisciplinary research (Phase 2)

簡帛文獻的語言與哲理分析 (第2期)

Prof Dennis Cheng Kat-hung 鄭吉雄教授

Department of Literature and Cultural Studies 文學及文化學系

Comprehensive study of *Yizhoushu* with transmitted and discovered texts

《逸周書》與傳世、出土文獻的綜合研究

Dr Cheung Lin-hong 張連航博士

Department of Chinese Language Studies 中國語言學系

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

Subject Discipline: Psychology and Linguistics 心理及語言學科分組

Toward an integrative model of Alzheimer caregiver stress:

Grief and burden as different pathways to depression

阿爾茲海默症照顧者壓力的整合模型：悲傷和負擔以不同途徑走向抑鬱症

Prof Cheng Sheung-tak 鄭相德教授

Department of Psychological Studies 心理研究學系

The complexity and dynamics of social goals: An investigation of a hidden dimension of Hong Kong student motivation

社群目標的複雜性及互動性：揭示香港學生的學習動機

Dr Rebecca Cheng Wing-yi 鄭穎怡博士

Department of Psychological Studies 心理研究學系

Expression of refusals by Cantonese preschoolers

粵語學前兒童表達拒絕之模式

Dr Sam Leung Cheung-shing 梁長城博士

Department of Early Childhood Education 幼兒教育學系

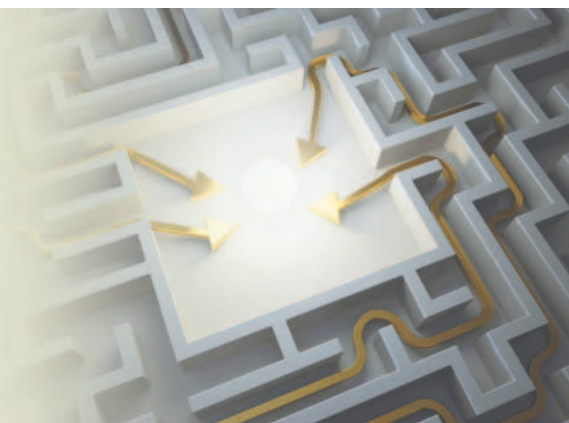
Trilingual education in Hong Kong primary schools: English, Cantonese and Putonghua as medium of instruction in different subjects and implications for language learning

香港小學的三語教育研究：英文、廣東話和普通話作為不同科目的教學語言將對語言學習產生怎樣的深遠影響

Dr Wang Lixun 王立勳博士

Department of Linguistics and Modern Language Studies 語言學及現代語言系

Psychology and Linguistics



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

Subject Discipline: Psychology and Linguistics 心理及語言學科分組

Developing a new class of item response theory models for ipsative tests with forced-choice items
開發新系列試題反應理論模式以分析強迫選擇的自比性測驗

Prof Wang Wen-chung 王文中教授

Department of Psychological Studies 心理研究學系

Reading to learn: An investigation of comic comprehension in Chinese dyslexic children with and without oral language difficulties

讀以致知：探究讀寫困難學童對漫畫之理解

Dr Simpson Wong Wai-Lap 黃緯立博士

Department of Psychological Studies 心理研究學系

The role of coping flexibility and its underlying mechanism in chronic pain adjustment: A longitudinal study

處理痛楚的靈活性及其潛在機制在長期痛症之調節中所扮演之角色：追蹤研究

Prof Wong Wing-size 黃穎詩教授

Department of Psychological Studies 心理研究學系

Context effects and spoken word recognition of Chinese: An eye-tracking study

語境效應與中文口語詞彙辨認的眼球移動追蹤研究

Dr Michael Yip Chi-wing 葉志榮博士

Department of Psychological Studies 心理研究學系

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

Subject Discipline: Social Sciences 社會科學學科分組

Universalism or means-tested benefits for children and single mothers

兒童和單親媽媽的福利：可否免卻收入和資產審查

Prof Chou Kee-lee 周基利教授

Department of Asian and Policy Studies 亞洲及政策研究學系

Early Career Scheme 2013-14 二零一三至一四年度傑出青年學者計劃

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

Subject Discipline: Humanities and Creative Arts 人文學及創意藝術學科分組

Decoding the role and efficacy of verbal imagery in the teaching and learning of singing: Case studies in Greater China towards a holistic approach

解碼聲樂教學：由大中華地區的案例探討如何有效使用比喻和隱喻法以幫助聲樂教學及學習

Dr Chen Ti-wei 陳荻威博士

Department of Cultural and Creative Arts 文化與創意藝術學系

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

Subject Discipline: Humanities and Creative Arts 人文學及創意藝術學科分組

Revolution, commercialism and Chineseness: The reception and appropriation of the socialist opera films in capitalist-colonial Hong Kong, 1954-1966

革命、商業主義與中國特色：資本主義和殖民地香港對社會主義中國戲曲電影的接受和挪用，1954-1966

Dr Hui Kwok-wai 許國惠博士

Department of Literature and Cultural Studies 文學及文化學系

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

Subject Discipline: Physical Sciences 自然科學學科分組

Design and fabrication of highly efficient functionalised graphitic carbon nitride photocatalyst for environmental remediation

應用於分解環境污染物的高效能功能性石墨相氮化碳光催化劑之設計與製備

Dr Ho Wing-kei 何詠基博士

Department of Science and Environmental Studies 科學與環境學系

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

Subject Discipline: Mathematics 數學學科分組

Mean-variance portfolio selection and asset-liability management with the Wishart process

方差投資組合與資產負債管理 — 威爾特過程之情況

Dr Chiu Mei-choi 徐美彩博士

Department of Mathematics and Information Technology 數學與資訊科技學系

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

Subject Discipline: Psychology and Linguistics 心理及語言學科分組

Chinese morality: When propriety is part of the picture, what does morality mean? Testing and extending moral theory to fit lay concepts of a Confucian moral system

中國人道德觀：在以禮為重文化中，何謂道德？檢驗和拓展西方道德理論以反映儒家道德體系中的概念

Dr Emma Buchtel 蒲安梅博士

Department of Psychological Studies 心理研究學系

Linguistic analysis of mid-20th century Hong Kong Cantonese by constructing an annotated spoken corpus

20世紀中葉香港粵語的語料庫建構及研究

Dr Andy Chin Chi-on 錢志安博士

Department of Linguistics and Modern Language Studies 語言學及現代語言系

Age differences in cognitive control and daily control strategies and emotional experiences: Implications for physical and emotional health

日常生活中認知控制能力、控制策略和情緒體驗上的年齡差異

Dr Hou Wai-kai 侯維佳博士

Department of Psychological Studies 心理研究學系



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

Subject Discipline: Psychology and Linguistics 心理及語言學科分組

The dual behavioural pattern of power holders: Age differences and the role of goal priority
權力擁有者的雙重行為模式：年齡差異以及目標優先級的作用

Dr Li Tianyuan 李田園博士

Department of Psychological Studies 心理研究學系

The association of visual-spatial attention to word reading and reading difficulties in Hong Kong Chinese children: A three-year longitudinal study
香港漢語兒童視覺空間注意與詞語閱讀及閱讀困難之間的關係：一項為期三年的縱向研究

Dr Liu Duo 劉鐸博士

Department of Special Education and Counselling 特殊教育與輔導學系

Research on textual patterns of bronze inscriptions of the Zhou Dynasty
兩周金文銘辭文例研究

Dr Tang Pui-ling 鄧佩玲博士

Department of Chinese Language Studies 中國語言學系

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

Subject Discipline: Social Sciences 社會科學學科分組

The identification, abundance and sources of microplastics in the fluvial, littoral and marine environments of Hong Kong
微塑膠在香港的河流、沿海地區及海洋環境中的質量與來源

Dr Lincoln Fok 霍年亨博士

Department of Science and Environmental Studies 科學與環境學系

The Chinese healthcare reform in provincial perspective: A comparative study of Fujian and Shanxi
中國大陸醫療衛生政策改革的省級視角：以福建省和山西省為例

Dr Alex He Jingwei 和經緯博士

Department of Asian and Policy Studies 亞洲及政策研究學系

Humanities and Social Sciences Prestigious Fellowship Scheme 2013-14
二零一三至一四年度人文學及社會科學傑出學者計劃

Higher education, citizenship and academic values across cultures: Experience from Hong Kong and Beijing
跨文化的高等教育、公民觀與學術價值：香港與北京的經驗

Dr Pan Suyan 潘甦燕博士

Department of Social Sciences 社會科學系

List of Chair Professors and Professors 講座教授及教授名錄

Professor Leonard CHAN Kwok-kou

Chair Professor of Chinese Literature

陳國球教授

中國文學講座教授

Professor Dennis CHENG Kat-hung

Chair Professor of Cultural History

鄭吉雄教授

文化史講座教授

Professor CHENG Sheung-tak

Chair Professor of Psychology and Gerontology

鄭相德教授

心理及老年學講座教授

Professor CHENG Yin-cheong

Chair Professor of Leadership and Change

鄭燕祥教授

領導與變革講座教授

Professor Stephen CHEUNG Yan-leung

Chair Professor of Public Policy

張仁良教授

公共政策講座教授

Professor CHOW Hung-kay

Chair Professor of Health and Sports Science

周鴻奇教授

健康與運動科學講座教授

Professor Joanne CHUNG Wai-yee

Peter T.C. Lee Chair Professor of Health Studies

鍾慧儀教授

利定昌「健康學」講座教授

Professor CONIAM David John

Chair Professor of Curriculum and Assessment

龔大胃教授

課程與評估講座教授

Professor COOPER Paul William

Chair Professor of Social-Emotional

Development and Education

郭柏賢教授

社會情緒發展與教育講座教授

Professor GRIESHABER Susan Jane

Chair Professor of Early Childhood Studies

桂素心教授

幼兒教育研究講座教授

Professor HALLINGER Philip

Joseph Lau Chair Professor of Leadership

and Change

賀靈傑教授

劉鑾雄慈善基金「領導與變革」講座教授

Professor HARRIS Paul Gordon

Chair Professor of Global and

Environmental Studies

全球與環境研究講座教授

Professor KENNEDY Kerry John

Research Chair Professor of Curriculum Studies

甘國臻教授

課程科研究講座教授

Professor John LEE Chi-kin

Chair Professor of Curriculum and Instruction

李子建教授

課程與教學講座教授

Professor LO Sing-kai

Chair Professor of Social Research

盧成皆教授

社會研究講座教授

Professor MACLEAN Rupert Donald Iain

Chair Professor of International Education

馬敬言教授

國際教育講座教授

Professor MCINERNEY Dennis Michael

Chair Professor of Educational Psychology

麥翰林教授

教育心理學講座教授

Professor Joshua MOK Ka-ho

Chair Professor of Comparative Policy

莫家豪教授

比較政策講座教授

Professor Magdalena MOK Mo-ching

Chair Professor of Assessment and Evaluation

莫慕貞教授

評估與評鑑講座教授

Professor RAMESH M

Chair Professor of Governance and Public Policy

饒墨仕教授

管治與公共政策講座教授

Professor WALKER Allan David

Joseph Lau Chair Professor of International

Educational Leadership

汪雅量教授

劉鑾雄慈善基金「國際教育領導」講座教授

Professor WANG Wen-chung

Chair Professor of Educational and

Psychological Measurement

王文中教授

教育與心理測量學講座教授

Professor ZHU Qingzhi

Chiang Chen Chair Professor of Chinese Language

朱慶之教授

蔣震「中國語言」講座教授

Professor ADAMSON Robert Damian

鮑勃教授

Professor BENSON Philip

Professor May CHENG May-hung

鄭美紅教授

Professor CHEUNG Hin-tat

張顯達教授

Professor CHOU Kee-lee

周基利教授

Professor Kevin CHUNG Kien-hoa

鍾杰華教授

Professor JARVIS Darryl Stuart

Professor KONG Siu-cheung

江紹祥教授

Professor Lawrence LAM Tak-ming

林德明教授

Professor Samuel LEONG

梁信慕教授

Professor David LI Chor-shing

李楚成教授

Professor LIM Cher-ping

林盾彬教授

Professor Sonny LO Shiu-hing

盧兆興教授

Professor Stephen MAK Wing-kai

麥永佳教授

Professor MASON Mark Bernard

Professor Kenneth SIN Kuen-fung

冼權鋒教授

Professor Winnie SO Wing-mui

蘇詠梅教授

Professor SPLITTER Laurance Joseph

施樂哲教授

Professor Richard TSANG Yip-fat

曾葉發教授

Professor WONG Wing-sze

黃穎詩教授

Professor YEUNG Yau-yuen

楊友源教授

Professor Eric YU Kwan-wai

余君偉教授

Building Capacity towards Excellence

| 鞏固實力 追求卓越



Grounded in the “Education-plus” vision, the Institute has been rapidly expanding into the programme areas of Humanities, Social Sciences, and Creative Arts and Culture, complementing its traditionally strong Education programmes at the undergraduate level. Significant transformation has also occurred in the development of research postgraduate programmes and other higher degree programmes.

建基於「教育為本，超越教育」的願景，本校近年在學士學位課程方面的發展，已從傳統強項的教育學科，迅速擴展至其他學科領域，包括人文學、社會科學與創意藝術及文化學科；而在研究生課程及高等學位課程方面的發展，也經歷了重要變革。



Synergy and Cross Fertilisation of Academic Strengths

多元學術專長融會交流

The Institute has carefully charted the expansion of its programmes at both the undergraduate and postgraduate levels, supported by the phased development of its academic structure, since 2008. To better reflect the programme diversity, sharpened academic strengths and faculty roles, after years of planning the three faculties were re-aligned and renamed in phases in 2012-13.

Faculty of Humanities



The Faculty of Humanities, formerly the Faculty of Languages, was the first faculty to be restructured and renamed, building on its established academic strengths in Chinese and English studies while creating room for future development in new areas in the humanities. With its strong team of existing academic staff members, the Faculty is seeking to expand into related disciplines such as Language Studies, General and Applied Linguistics, Literature, as well as Cultural Studies, Intellectual History and other Modern Languages in the short to medium term, and to develop Asian Studies, History, Philosophy and Translation in the longer term. The restructuring is part of the process in response to the global trend of higher education development, the community's expectations about education, and the Institute's strategic development in face of these changes. The new Faculty provides a more comprehensive learning environment and balanced emphasis on academic knowledge, cross-cultural awareness and intercultural competencies, aiming to nurture and groom students with a broad humanistic perspective.

自二零零八年起，本校分階段發展新的學術架構，並據此審慎制訂擴展學士課程和學士後課程的計劃。為了更明確反映課程的多元性、學術實力的銳進及各學院的角色，經過多年策劃，我們於二零一二至一三年度把原有三個學院重組並更名。

人文學院

人文學院前身為語文學院，是首個重組並更名的學院。學院一方面以過往中國語文及英國語文學科雄厚實力為基礎，另一方面又為人文學這新領域的未來發展提供空間。憑藉目前強大的學術團隊，學院正開展各項宏圖大計：短期及中期內，將擴展領域至相關學科，如語文研究、普通及應用語言學、文學，以至文化研究、學術史及其他現代語言等；而長遠計劃，則為發展亞洲研究、歷史、哲學及翻譯等學科。是項重組旨在回應高等教育發展的全球趨勢、社會對教育的期望，以及本校面對這些轉變時的應對發展策略。新學院提供更全面的學習環境，兼顧學術知識、跨文化意識及跨文化能力，期望培育具備廣闊人文視野的學生。



Professor Leonard Chan, Dean, Faculty of Humanities, talks with students
人文學院院長陳國球教授與學生交流



Professor Allan Walker (far right) of the Faculty of Education and Human Development at an international school leaders workshop
教育及人類發展學院汪雅量教授(右一)主持國際學校領導層工作坊

Faculty of Education and Human Development

FEHD

The then Faculty of Education Studies played a significant role in offering pre-service and postgraduate teacher education at all levels, and in providing a broad range of activities relevant to teacher education. Since restructuring, the new Faculty of Education and Human Development is continuing its tradition of nurturing human capacity across the life-span, ranging from early childhood to elder learning. It provides an environment for teacher education that ensures teachers are broadly educated not only as professionals but also competent and caring in their approach to students. It is also a hub of interdisciplinary teaching and research involving educators, psychologists, philosophers and sociologists who move from discipline to discipline in the course of their work. The Faculty is fundamentally concerned with people and the development of their multiple capacities, helping them to engage with and influence the world around them.

教育及人類發展學院

學院前身為教育研究學院，一向肩負教師教育重任，提供由職前到學士後不同層面的相關課程，以及廣泛的相關活動。重組以來，新的教育及人類發展學院秉承傳統，從幼兒教育到長者教育，為不同人生階段的學習，培育人才。學院為教師教育提供適切環境，確保教師得到多方面培育，不僅成為專才，更能關愛學生，在工作上得心應手。學院乃一跨學科教學與研究核心，參與其中的教育家、心理學家、哲學家與社會學家，工作期間穿梭往來於不同學術領域。學院以人為本，關注發展人的多元能力，協助他們參與並影響所處身的世界。

Faculty of Liberal Arts and Social Sciences

FLASS

Undergraduate programmes in Creative Arts and Culture as well as Global and Environmental Studies were successfully launched by the then Faculty of Arts and Sciences in 2010. Given the offerings of the two signature programmes and other multidisciplinary programmes, renaming the faculty as the Faculty of Liberal Arts and Social Sciences reflected its capacity to offer programmes with strong liberal arts and social science orientations and made explicit its direction for future development. Through its introduction of the aforementioned programmes, and a broad range of programmes in Mathematics and IT Education, Science Education, Health Studies, and Sport Science Education, the Faculty's emphasis on "liberal" education, through scientific enquiry and reflective deliberation, will focus on exploring contemporary issues from the economic, political, social and scientific perspectives.

博文及社會科學學院

學院前身為文理學院，於二零一零年成功推出兩個學士課程：創意藝術及文化課程、全球及環境研究課程。設立了這兩個重要課程及其他多元學科課程後，學院正式更名為博文及社會科學學院，反映其提供博文和社會科學課程的定位與能力，更明確顯示其未來發展方向。藉著設立上述課程及提供廣泛的數學與資訊科技教育、科學教育、健康研究、運動科學教育等課程，學院會以科學探究及省思審慎的態度，強調「博文」教育，並從經濟、政治、社會及科學等角度，專注探討當代議題。



Elite athletes enrol in the Bachelor of Health Education (Honours) programme at the Faculty of Liberal Arts and Social Sciences
精英運動員入讀博文及社會科學學院的健康教育榮譽學士課程

Underpinned by their individual distinctive academic strengths, the three faculties and their constituent departments and research centres form a solid foundation for expansion and improvement, producing synergistic effects of knowledge cross fertilisation through inter-faculty collaboration. One such collaboration was the Conference on Transformations, Development and Culture in Asia jointly organised by the three restructured faculties and the 8th Annual Conference of the Asian Studies Association of Hong Kong on 8-9 March 2013. This event attracted over 300 scholars, researchers and experts from Southeast Asia, Greater China, the UK and the US. The participants discussed a range of topics including business and social entrepreneurship; creativity, media and culture; digital culture; education social change and culture; the environment and sustainable development; the history of Hong Kong, China and Asia; literature and culture; urbanisation in Asia; public policies and governance; and education and sustainability.

Graduate School



Established in 2010, the Graduate School provides the Institute with the infrastructure needed to develop and manage research postgraduate (RPg) programmes, professional doctorates and taught Master's programmes. The School's mission is to promote maximum synergy between all higher degree programmes, and to ensure that their quality meets international standards. Working closely with the faculties, departments and research centres, the School seeks to develop a research environment conducive to the grooming of RPg and doctoral students and the enhancement of students' research experience and competence.

While all RPg students are enrolled through the Graduate School, each is affiliated with an academic department and either an Institute- or faculty-level research centre to achieve wider exposure to cutting-edge research and various types of research activities held both locally and

三所新學院及其轄下學系和研究中心，各有其獨特出色的學術專長，形成鞏固的基礎，有利未來的擴展和改進，並藉著跨學院的協作，達至多元知識融會交流、協同互補的效益。其中一個協作例子，是二零一三年三月八日至九日，由這三所重組後的新學院攜手，聯同香港亞洲研究學會第八屆研討會合辦的「亞洲的變革、發展及文化」研討會。三百名來自東南亞、大中華地區、英國及美國等地的學者、研究員及專家應邀出席，一起研討連串議題，包括商業與社會企業；創意、媒體與文化；數碼文化；教育社會轉變及文化；環境與可持續發展；香港、中國及亞洲歷史；文學與文化；亞洲城市化；公共政策與管治；以及教育與可持續發展等。

研究生院

本校於二零一零年成立研究生院，作為發展及管理哲學博士及碩士課程、專業博士課程及修課式碩士課程的基礎。該院的使命在於發揮所有高等學位課程間最大的協同效益，並確保課程質素臻至國際水平。研究生院跟各學院、學系和研究中心緊密合作，以營造理想的研究環境，有利培育碩士研究班及博士班學生，並增添他們的研究經驗和能力。

每位研究生入讀由研究生院統籌的哲學博士及碩士課程後，均會與一個學系及校級或院級的研究中心連繫，以獲得更多機會接觸尖端研究，以及不同類別的本土或

internationally. A teaching-research nexus is fostered through Graduate School-faculty collaboration. RPg students are encouraged to contribute to the teaching of undergraduate courses, including those offered by the faculties to which they are affiliated and General Education programmes. In 2012-13, over 40 per cent of its RPg students were engaged in teaching at the Institute.

國際研究活動。研究生院藉著與各學院的協作，建立教學與研究的連繫。我們鼓勵每位哲學博士及碩士生，參與教授他們隸屬學院開辦的學士班課程，以及通識教育課程。二零一二至一三年度，本校逾百分之四十研究生便曾參與教學。



Thesis Examination Panel members and doctoral students at a PhD Viva Examination
哲學博士畢業論文匯報 — 論文答辯委員會成員及博士生

Talents in Pursuit of Teaching and Research Excellence 有能之士追求教研卓越

With some 450 academic and teaching staff, the Institute boasts the largest critical mass of experts in Education and the related fields of Humanities and Social Sciences in Hong Kong, and one of the largest in the Asia-Pacific region. Through its ongoing strategic recruitment of renowned senior academic leaders from different parts of the world, including the UK, the US, Germany, Australia, Singapore, the Chinese mainland and Taiwan, as well as from other local universities, there are some 40 Chair Professors and Professors spearheading cutting-edge research activities at the Institute. They and other academic staff members form a formidable team, 96.8 per cent of whom possess doctoral qualifications, comparable to other University Grants Committee-funded institutions.

The Chair Professors and Professors undertake specialised research and pedagogical scholarship. Their diverse range of research expertise covers the fields of Curriculum and Instruction; Education Leadership and Change; Special and Inclusive Education; Professional and Teaching Practice; Early Childhood Studies; International, Comparative and Lifelong Education; Assessment and Measurement; Educational Psychology; Psychology and Gerontology; Applied Linguistics and Language Sciences; Chinese Language and Literature; Cultural History; Governance, Public and Social Policy; Social Research; Environmental

本校約有四百五十名學術及教學人員，敢誇言已建立了香港最大的，由教育學科與相關的人文學與社會科學學科組成的專家團隊。這規模在亞太區域內亦走在前端。我們策略性地持續聘任世界各地享負盛名的資深學術領袖；目前已禮聘約四十位講座教授及教授，分別來自英國、美國、德國、澳洲、新加坡、中國內地與台灣，以及本港其他大學，領導本校進行多項尖端研究活動。他們連同校內其他學術人員，形成了一支強大的學術團隊，其中百分之九十六點八擁有博士學歷，與大學教育資助委員會資助的其他院校，不遑多讓。

講座教授及教授負責專門化的學術研究，以及教學法學術發展。他們多元的學術專業範疇涵蓋：課程與教學、教育領導與變革、特殊與融合教育、專業與教學實踐、幼兒教育研究、國際、比較與終身教育、評估及量度、教育心理學、心理學及老年學、應用語言學及語文科學、中國語文及文學、文化史、管治、公共與社會政策、社會研究、環境與健康研究、科學教育、音樂與創意藝術等。教授們彼此協作，在教育學、人文學及社會科學領域內，共同創新知識。這些資深教授及其他積極學者把他們優質並具高效益的研究成果帶至本校，更協助本校連結強大的國際網絡，成為本校可貴的資



and Health Studies; Science Education; and Music and Creative Arts. Working together, they create innovative knowledge in the Education, Humanities and Social Sciences areas. These senior professors and other active scholars have brought their high-quality and high-impact research assets and strong international networks to the Institute, and have been playing an important role in developing the Institute's research culture and strengthening its overall academic capacity.

With the great value it attaches to teaching excellence, the Institute promotes initiatives to share good practices among its staff members. During the year, the Institute-level Central Plaza Forum was regularly held for staff to share meaningful and effective learning and teaching methods. Learning and Teaching @HKIED, held in March to May 2013, was another Institute-wide platform that encompassed open-class sharing observation sessions, video sharing, poster board displays and a whole-day conference. To commend staff members who embraced self-improvement and excellence at work, the President's Awards for Outstanding Performance in Teaching, Research, and Administrative Services Presentation Ceremony was held on 23 May 2013, with six outstanding academic and teaching staff members conferred awards in Teaching, Research Excellence, and Early Career Research Excellence. On the same occasion, two individual staff members and a team received awards for their excellent performance in administrative services.

產；同時，他們肩負重任，推動本校發展研究文化，提升本校整體學術實力。

本校極為重視實踐優質教學，因此積極推動校內教員分享優良的教學方法。本年度，我們定期舉辦全校性的「中央廣場論壇」，讓教員分享有意義並具實效的學與教方法。另一個全校參與的平台則是於二零一三年三月至五月舉行的「學與教@香港教育學院」活動，包括開放教室觀課環節、錄像分享、海報板展覽及為期一天的會議等。此外，為表揚在工作中追求自我完善和卓越效果的教職員，本校特於「教學」、「研究」及「行政服務」三方面，設立「傑出表現校長獎項」，並於二零一三年五月二十三日舉行頒獎儀式。當日共有六位優秀學術及教學人員獲頒卓越教學獎、卓越研究獎，以及青年學者卓越研究獎；另有兩名職員及一職員團隊獲頒卓越行政服務表現獎。



Learning and Teaching @ HKIED

Endeavours in Pursuit of a Better World 悉力改善世界

Although tirelessly pursuing academic excellence, scholars at the Institute are not armchair critics. They display genuine concern in advancing social progress and human betterment. Throughout the year, many of them actively engage in public discourse on education and related social issues, offering insightful critiques in electronic, print and social media, contributing in-depth analysis through articles in the new media and newspapers, and participating in policy forums, seminars, workshops and press functions. On education and social issues such as 15-year free education, inclusive education, national and civic education, regional higher education, inter-generational poverty, social welfare and retirement systems, and cross-border tensions, scholars at the Institute offer comments that very often strike a chord with the community and influence policy formulation.

本校學者儘管對追求優質學術永不言倦，卻絕不會躲在象牙塔內論學，反而對推動社會進步和改善人類福祉方面，顯示真摯的關懷。過去一年，他們大多積極參與公眾對教育和相關社會議題的討論：在電子、印刷及社交媒體上提出深刻獨到的評論；在新媒體及報章上發表深入精闢的分析文章；參加政策論壇、研討會、工作坊及新聞發佈會等，就教育及社會議題，如：十五年免費教育、融合教育、國民及公民教育、區域內的高等教育、跨代貧窮、社會福利與退休制度，以及跨境矛盾等，發表意見。本校學者的言論經常引起社會大眾的共鳴，並影響相關政策的制訂。



Institute scholars display genuine concern about advancing social progress and human betterment
本校學者對推動社會進步和改善人類福祉，顯示真摯的關懷

*Pursuit of a
Better World*



Creating Alliances for Advancement

| 結伴同行 積極奮進



Recognised for its leadership role in education and increasing impact on the related humanities and social sciences disciplines, the Institute continues to create a worldwide alliance with local, regional and international partners, advancing progress and extending its influence in Hong Kong and beyond.

本校在教育方面的領導角色一向備受認同，而在相關的人文學和社會科學領域方面，地位亦日益重要。我們將繼續跟本地、區域及國際夥伴建立聯盟，推動發展，並擴大我們在香港以至海外的影響力。



Conference on Trust-Building and Governance in
Hong Kong and Macao, 19-20 October 2012
「特區的信任建立與管治」學術研討會，於二零一二年十月
十九及二十日舉行

Influence in Hong Kong 在香港的影響力



Close Partnership with the Education Community

In December 2010, the Institute sealed collaborative agreements with four major school sponsoring bodies: the Catholic Diocese of Hong Kong, the Anglican (Hong Kong) Primary School Council, the Hong Kong Council of the Church of Christ in China and the Tung Wah Group of Hospitals. Building on the solid foundation of the close partnership, the Institute founded the Hong Kong Association of Deputy Principals, the first of its kind in the city, to provide support for school leaders in meeting the increasing challenges brought about by education reform. At a Deputy Principals' Forum on 16 May 2013, at which the Secretary for Education officiated, and in the presence of 300 principals, vice principals and teachers, the Association was formally inaugurated. The long-standing and close partnership between HKIEd and schools provides the Institute's students with placement positions that allow them to gain precious field experience in preparation for their future teaching careers.

Other than formal education, the four school sponsoring bodies extend their support to the Hong Kong Museum of Education, established by and located at the Institute to inform the wider community about the legacy of education. By providing around 60 invaluable artefacts, over 200 historical photographs dating back as far as a century ago, and an impressive collection of historical documents and audio-visual records, their generous support allowed the Institute to stage a joint exhibition that was launched in October 2012. The Museum attracted over 10,000 visitors and close to 130 visiting groups during the year.

Graduates Excelling in Teacher Education

The Institute's 140,000-strong alumni are its best ambassadors in showcasing the quality of teacher education. Their professionalism and exemplary performance were once again fully demonstrated in the Chief Executive's

與學界組成親密夥伴

二零一零年十二月，本校與四個主要的辦學團體簽訂合作協議。他們為天主教香港教區、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。在這緊密協作的穩固基礎下，本校成立了「香港副校長會」（本港首個同類組織），以支援學校領導人員應對教育改革帶來日益增加的挑戰。二零一三年五月十六日，香港副校長會舉辦論壇暨就職典禮，由教育局局長主禮，共有三百名校長、副校長及教師出席。藉著與本港學校長期而緊密的夥伴關係，本校為學生帶來教學實習的機會，讓他們獲取寶貴的實踐經驗，為開展未來教學事業作好準備。

前述四個辦學團體除貢獻於正規教育外，更進一步支援由本校創立、設於本校校園的香港教育博物館，讓社會大眾了解香港教育的傳承。他們為該館提供約六十件珍藏物品、逾二百張追溯至一世紀前的歷史圖片，以及多份難能可貴的歷史文獻與影音紀錄。在他們如此慷慨的支持下，本校才得以於二零一二年十月舉辦聯展。本年度，博物館吸引了逾一萬名訪客及近一百三十個團體參觀。

教師教育成就卓越

本校目前約有十四萬名校友，他們可說是我們的最佳大使，凸顯本校教師教育的優質水平。他們的專業精神與堪作典範的表現，再次展示於二零一二至一三年度的「行政長官卓越教學獎」中，獲嘉許的範疇涵蓋：輔導與訓導、科學教育及技術教育兩個主要學習領域等；

Awards for Teaching Excellence 2012-13, through which recognition was given in the areas of Guidance and Discipline, the Science Education Key Learning Area and the Technology Education Key Learning Area. Of the 59 awardees, 42 were our alumni, with 13 receiving awards and 29 certificates of merit. Since the scheme's inception in 2003-04, 490 of 649 awardees (75.5 per cent) have been graduates of the Institute or its predecessor Colleges of Education. These recipients have been invited as Teaching Consultants to benefit the Institute's staff and students. In reciprocation, the Institute seeks to strengthen connections with its alumni through bonding activities. During the reporting period, the Institute was actively planning for a large-scale 20th Anniversary Alumni Homecoming Day, to be held in 2014.

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



Community Support for Education

The community has been supportive of the Institute's education cause. In the last few years, with the donations of philanthropists Mrs Nancy C. Lee, the Chiang Chen Industrial Charity Foundation and the Joseph Lau Luen Hung Charitable Trust, four Endowed Chair Professorships have been established, and the Asia Pacific Centre for Leadership and Change has been named after the Joseph Lau Luen Hung Charitable Trust. The Institute continues to receive support from the community for its research into multidisciplinary and development areas.

Hong Kong's ageing population is creating increased demand for researchers to address the pain problems suffered by the elderly, the problems encountered by their caregivers and healthcare professionals, and the pressure imposed on the public health system, organisations and policymakers. With a generous donation of HK\$5,000,000 from the Tai Hung Fai Charitable Foundation, the Institute's Center for Psychosocial Health and Aging is conducting the five-year community-based multidisciplinary Henry G. Leong Geriatric Pain Management Research Project. It is envisioned that upon completion of the project, cost-effective multi-pronged strategies will be devised, filling the existing gap in the public healthcare sector.

To be leaders of the 21st century, young people have to be knowledgeable self-starters with broad perspectives. The Prospective Service Leaders Enhancement Project is an Institute initiative to groom a group of highly motivated students to become service leaders and educated citizens.

而五十九名獲獎者中，四十二名為本校校友，其中十三名獲教學獎，二十九名獲嘉許狀。該計劃自二零零三至零四年度推出以來，共有六百四十九名獲獎者，其中四百九十名為本校或本校前身師範學院的畢業生，佔總得獎人數百分之七十五點五。他們更應邀擔任本校的教學顧問，令本校師生獲益不淺。為回報校友貢獻，本校致力加強與校友連繫，舉辦活動。本報告年度內，我們正積極籌辦二零一四年的二十周年校友日大型活動。

社會大眾支持教育

社會大眾對本校教育事業一向鼎力支持。近數年，本校得到慈善家利張錫齡女士，以及蔣震工業慈善基金和劉鑾雄慈善基金的捐助，設立了四個冠名講座教授席；而亞太領導與變革研究中心亦以劉氏基金命名。本校不斷得到各界善長踴躍捐獻，支持我們在多元學科及發展領域內的研究。



With a donation of HK\$3,000,000 from the Victor and William Fung Foundation, the Institute launched a three-year project in September 2012, to provide student leaders with enhancement training and extended experiential learning opportunities to enable their self-actualisation and foster value formation.

To advance the quality of education, the Institute also engaged the community in the 100% Support for Education campaign. During the reporting period, the planning of a large-scale fundraising activity was underway, and it will be launched in the third quarter of 2013.



香港人口老化促使解決老人痛症問題的研究，日趨逼切。這難題除困擾安老及醫護專業人員外，也增添公共醫療體制、機構及政策制訂者的壓力。大鴻輝慈善基金慷慨捐出五百萬元，支持本校的社群心理健康與老齡研究中心進行一項為期五年、以社區為本的多元學科「梁顯利長者痛楚管理研究計劃」。計劃完成後，我們會制訂具成本效益的多元策略來處理問題，以彌補現時公共醫療服務在這方面的不足。

年輕人將是二十一世紀的棟樑，必須知識豐富，視野廣闊，更自發自主。本校推行「明日服務領袖培育計劃」，旨在致力培育積極進取的學生，成為服務領袖及具涵養的公民。該計劃得到馮經綸慈善基金慷慨捐助三百萬元，於二零一二年九月推出，為期三年，以培育學生的領袖能力，為他們提供更多體驗學習的機會，從而自我實現、建立價值取向。

為提升教育質素，本校亦藉著舉辦「百分百支持教育」活動，好讓社會大眾參與其中。本報告年度內，我們正籌劃一項大型籌款活動，於二零一三年第三季度展開。

Impacts on the Regional and International Education Agenda 對區域及國際教育議題的影響

In the past few years, the Institute has successfully organised two Asian Roundtables of Presidents of Universities of Education, and been awarded the highly prestigious United Nations Educational, Scientific and Cultural Organization (UNESCO) Chair in the area of Technical and Vocational Education and Training and Lifelong Learning, and supported by it to establish the UNESCO Arts Observatory for Research in Local Cultures and Creativity in Education (UNESCO Arts Observatory). With its increasing global reputation, the Institute has played a leading role in discourse on the education agenda with regional and international impacts. Throughout the year, academics, researchers, experts, educators, government officials and key executives of international organisations around the world converge at the Institute to share knowledge and findings on subjects of common concern. Some of the activities the Institute played host during the year are highlighted below.

- The Fourth Fong Yun-wah Lecture Series on Chinese Culture (September-November 2012): scholars from the Institute of Literature and the Institute of Ethnology and Anthropology at Chinese Academy of Social Sciences, Tsinghua University, HKIEd and two local universities explored the morality and value systems in the Analects, Chinese literary history in temporal and spatial contexts, and the multiplicity of the Chinese language among ethnic minorities.

近數年，本校成功籌辦兩次「亞洲地區教育大學校長論壇」，更榮獲聯合國教育、科學及文化組織頒授享譽昭著的「技術教育及職業培訓與終身學習」教席；並獲該組織支持，在校內設立聯合國教科文組織「本土文化及創意教育研究」觀測所。隨著本校國際聲譽日隆，我們在區域及國際教育議題的論述上，扮演領導的角色，影響深遠。過去一年，來自世界各地的學者、研究員、專家、教育家、政府官員及國際組織的重要行政人員，雲集本校，就共同關心的議題分享知識和研究成果。年內由本校主辦的活動摘要如下：

- 第四屆方潤華中國文化研討講座系列（二零一二年九月至十一月）：來自中國社會科學院民族學與人類學研究所、清華大學、香港教育學院及兩所本港大學的學者一起探討《論語》、中國文學史研究的時空觀念，以及少數民族帶來的中國語言多樣性。

Global Academic Footprint



- UNESCO Hong Kong Peacemakers' Day (8 December 2012): co-organised by the UNESCO Arts Observatory and the UNESCO Hong Kong Association, 500 participants including consulate representatives and students from local and international schools in Hong Kong pledged to promote tolerance, intercultural dialogue and mutual understanding to achieve respect for cultural diversity and peace for all.
- Conference on Managing International Connectivity and Diversity in Asian Cities (22 February 2013): co-organised by the Institute, the Nanyang Centre for Public Administration of the Nanyang Technological University in Singapore, the Graduate Institute of Education of the National Chung Cheng University in Taiwan, and the Hong Kong Educational Research Association, academics from the Greater China region, Singapore, Japan and the UK discussed issues of international concern in Asian cities, covering policy, higher education, housing, public health and quality of life.
- 聯合國教科文組織香港和平大使日（二零一二年十二月八日）：由設於本校聯合國教科文組織「本土文化及創意教育研究」觀測所，聯同香港聯合國教科文組織協會合辦，共五百人參加，包括駐港領事館代表及香港本土與國際學校的學生。與會者矢志以促進包容、跨文化對話和相互了解，達至尊重文化多元與世界和平的目標。
- 亞洲城市國際化及多元化管理會議（二零一三年二月二十二日）：由本校、新加坡南洋理工大學南洋公共管理研究生院、台灣中正大學教育學研究所，以及香港教育研究學會合辦。來自大中華地區、新加坡、日本及英國的學者研討亞洲城市的國際化問題，涉及政策、高等教育、房屋、公共衛生及生活質素等議題。

Global Academic Footprint 全球學術足印

Widely respected for their expertise, scholars at the Institute were elected to key positions and conferred prestigious awards by regional and international organisations throughout the year. Some examples are highlighted below.

Professor Cheng Yin-cheong, Acting President, is President of the World Education Research Association (WERA), an organisation with member associations around the globe. WERA's presence spreads across continents, countries and administrative regions including Asia (Hong Kong, India, Japan, Korea, Malaysia, Pakistan, Singapore and Taiwan), Europe (Denmark, Germany, Ireland, the Netherlands, Scotland and Spain), North America (the US), South America (Brazil, Mexico and Peru), South Africa and Turkey.

本校學者的學術專業備受尊重，年內更有不少獲外界委以重任，以及獲區域及國際機構頒授聲望卓著的獎項。下列為部分重要例子：

署理校長**鄭燕祥教授**出任世界教育研究學會會長。該會分會遍布全球，跨越各大洲、多個國家及行政區，包括：亞洲（香港、印度、日本、韓國、馬來西亞、巴基斯坦、新加坡及台灣）、歐洲（丹麥、德國、愛爾蘭、荷蘭、蘇格蘭及西班牙）、北美洲（美國）、南美洲（巴西、墨西哥及秘魯）、南非及土耳其等。

Professor John Lee, Vice President (Academic) was named Changjiang Chair Professor, a distinguished national chair professorship conferred by the Ministry of Education, People's Republic of China. He has served as Regional Editor (Asia-Pacific) of *Educational Research and Evaluation*, Associate Editor of *Teachers and Teaching: Theory and Practice* and the *Journal of Teacher Education and Educators*, and as a consulting editor of the *International Review of Education*. He also serves on the editorial boards of regional and international journals such as *School Leadership and Management* and the *Asia-Pacific Education Researcher*.

Professor Joshua Mok, Acting Vice President (Research and Development) was also named Changjiang Chair Professor by the Ministry of Education of the People's Republic of China. He is the founding editor of the *Journal of Asian Public Policy*, the *Journal of Asian Education and Development Studies* and the *Book Series of Comparative Development and Policy in Asia* published by Routledge. He has worked closely with the World Bank and UNICEF as an international consultant. He is also Chairman of the East Asia Social Policy Research Network and President of the Hong Kong Sociological Association.

副校長(學術) **李子建教授**獲冠名為「長江學者講座教授」。稱銜由中華人民共和國教育部頒授，是卓越的國家級講座教授銜。李教授亦是學術期刊《教育研究及評估》的亞太區編輯、《教師與教學：理論與實踐》及《教師教育與教育家》的副編輯，以及《國際教育評論》的顧問編輯。李教授亦加入多份區域及國際學刊的編輯委員會，如《學校領導及管理》和《亞太區教育研究者》等。

署理副校長(研究與發展) **莫家豪教授**亦獲中華人民共和國教育部冠名為「長江學者講座教授」。他是學術期刊《亞洲公共政策》、《亞洲教育及發展研究》及由Routledge出版社出版的《比較發展與亞洲政策》叢書的創刊及創始編輯。莫教授亦與世界銀行及聯合國兒童基金會緊密合作，曾出任這兩個機構的國際顧問。他亦是東亞社會政策研究網絡主席及香港社會學會會長。

本校其他學術及教學人員亦同樣熱衷與學界分享其專才知識。他們經常應邀出席區域或國際學術活動，任講者或特別嘉賓，就各方面的學術題材演講，包括：大學與高等教育、教育與學校領導、學術評估與量度、教育



Professor Joshua Mok 莫家豪教授



Professor Cheng Yin-cheong 鄭燕祥教授



Professor John Lee 李子建教授

Other academic and teaching staff members are equally active in sharing their expertise with counterparts. They are frequently invited as speakers and special guests to regional and international academic activities. The diversity of their academic discourse includes, among others, university and higher education; education and school leadership; academic evaluation and assessment measurement; education reform, school structure and teacher capacity; citizenship and national education; life and spirituality education; arts and culture; Chinese literature, language and dialects; psychology, ageing and behavioural sciences; governance and social reform; relations between the Han Chinese language and the translation of Sanskrit; China's Ningxia as the

改革、學校架構與教師能力、公民與國民教育、生命與心靈教育、藝術與文化、中國文學、語文及方言、心理學、老年與行為科學、管治與社會改革、漢語與翻譯梵文的關係、中國與阿拉伯世界連結的中心：寧夏、新絲路上的也門商業經紀，以及中國經濟模式等。

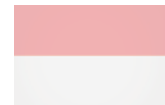
他們還出席世界多個地區著名大學或機構所舉辦的學術活動，足跡遍及澳洲、中國、印尼、日本、韓國、馬來西亞、新加坡、台灣、泰國、英國、美國及越南等地，



hub for China-Arab connections; and Yemeni business brokers on the new Silk Road and the Sino economic model.

Their footprints are left across Australia, China, Indonesia, Japan, Korea, Malaysia, Singapore, Taiwan, Thailand, the UK, the US and Vietnam, at activities held by renowned universities and institutions including, among others, Harvard University, the University of California at Berkeley, Peking University, the University of Cambridge, the University of Sydney, the Asian Development Bank, UNESCO and the United Nations. Apart from the more familiar locations, academics at the Institute also have scholarly impacts as far afield as Charles University in the Czech Republic, Diakonhjemmet University College in Norway, Hacettepe University in Turkey, the Going Global Conference 2013 in Dubai, the UN Environment Programme in Nairobi, the Intergovernmental Conference on Environmental Education for Sustainable Development in Tbilisi, Georgia, and in Russia.

所涉學府或機構包括：哈佛大學、加州大學柏克萊分校、北京大學、劍橋大學、悉尼大學、亞洲開發銀行、聯合國教科文組織及聯合國等。除了這些為人熟悉的地點外，本校學者亦無遠弗屆地參與其他地區學府的學術活動，如捷克的查理大學、挪威的Diakonhjemmet大學，以及土耳其的哈斯特帕大學。此外，他們也曾出席於迪拜舉行的二零一三年「向全球進發」會議、於內羅畢舉行的聯合國環境規劃署會議、於格魯吉亞的第比利斯舉行的「跨政府可持續發展環境教育會議」，以及參與俄羅斯的學術活動。



Collaboration and Partnership 協作與夥伴

Keen to cultivate a global perspective within its community, the Institute continues its efforts in finalising and renewing agreements as well as exploring opportunities for academic collaboration and student exchange with education institutions in the region and around the world. As of 2012-13, the Institute had fostered ties with over 140 institutions in the Greater China region and countries across different continents and regions, including the Asia-Pacific (Australia, Indonesia, Japan, Korea, Malaysia, Singapore, Thailand and Vietnam), Europe (Austria, the Czech Republic, Denmark, Finland, France, Germany, Iceland, the Netherlands, Norway, Spain, Sweden, Switzerland and the UK) and North America (Canada and the US). The Institute also initiated many regional and international research collaborations throughout the academic year. In April 2013, the Institute co-launched an inter-university research consortium with Peking University, the Chinese Academy of Social Sciences and Zhejiang University in China and the National Taiwan University to promote comparative social policy research.

我們矢志讓本校成員建立全球視野，不斷努力以達成或延續各項合作協議，以及探索與區域及全球教育機構促進學術協作及交換生計劃的機會。二零一二至一三年度，本校已和全球超過一百四十所院校及機構建立聯繫。這些院校及機構來自大中華地區，以及遍及各大洲與地區的國家，包括亞太區（澳洲、印尼、日本、韓國、馬來西亞、新加坡、泰國及越南）、歐洲（奧地利、捷克、丹麥、芬蘭、法國、德國、冰島、荷蘭、挪威、西班牙、瑞典、瑞士及英國），以及北美洲（加拿大與美國）。本年度，本校亦開拓多個區域與國際性的研究協作項目。二零一三年四月，本校跟中國內地的北京大學、中國社會科學院及浙江大學，連同台灣大學，締結跨大學的研究聯盟，以促進比較社會政策的研究。



Professor Rupert Maclean (centre) conducting a research project for the Asian Development Bank in Sri Lanka
馬敬言教授（中）在斯里蘭卡，為亞洲發展銀行展開研究計劃

Facts and Figures 資料篇

Student Information 學生資料

All figures quoted are collected as at 30 June 2013 所有資料計算截至二零一三年六月三十日

Student Admission 入讀申請數目

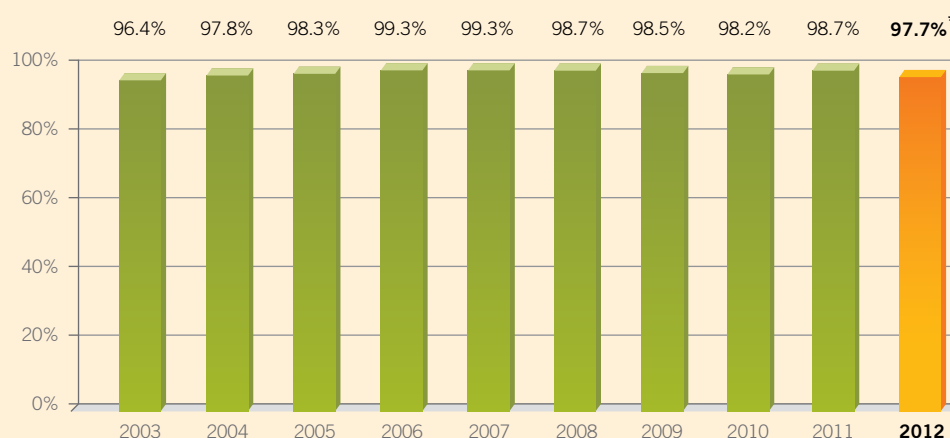
Programme Type	課程類別	No. of Applications 申請數目	No. of Students Recruited (Headcount) 錄取數目(人數)
University Grants Committee Funded Programmes 大學教育資助委員會資助課程			
Research Postgraduate	研究式學士後課程	163	6
Postgraduate Diploma in Education	學位教師教育文憑課程	3,216	503
Bachelor's Degree	學士課程	118,138	2,042
Higher Diploma	高級文憑課程	24,387	346
Professional Development Programmes	專業進修課程	1,141	932
Total	總數	147,045	3,829
Self-financing Programmes 學生自費課程			
Research Postgraduate	研究式學士後課程	4	4
Doctor of Education	教育博士課程	115	49
Master's Degree	碩士課程	1,594	519
Postgraduate Diploma	深造文憑課程	169	77
Bachelor's Degree	學士課程	2,897	469
Associate Degree / Higher Diploma	副學士 / 高級文憑課程	1,950	354
Total	總數	6,729	1,472

Graduate Information 畢業生資料

Graduate Employment Statistics (2003-2012) 畢業生就業統計 (二零零三至二零一二年度)

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 2.2% comprises graduates who were still seeking jobs (0.8%) and graduates who did not seek any employment due to personal reasons (1.4%).
尚餘的 2.2% 包括仍在尋找工作的畢業生 (0.8%) 及因個人理由而沒有求職的畢業生 (1.4%)。

Note: Percentage may not add up to 100% due to rounding. 註釋: 由於進位關係, 百分比總和不一定為一百。

Student Enrolment (Headcount) by Level of Programmes 2012/2013

二零一二至二零一三年度學生數目(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	36	0	0	4	40
Taught Postgraduate	修讀式學士後課程	146	698	459	745	2,048
Bachelor's Degree	學士課程	3,636	1,467	848	43	5,994
Associate Degree / Higher Diploma / Certificate	副學士 / 高級文憑 / 證書課程	506	273	500	0	1,279
Professional Development Programmes	專業進修課程	579	354	0	0	933
Total	總數	4,903	2,792	1,807	792	10,294

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

Student Enrolment (Full Time Equivalent) of Self-funded Programmes by the School of Continuing and Professional Education (2012/2013)

持續專業教育學院開辦之自負盈虧課程(相當於全日制)學生人數(二零一二至二零一三年度)

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	110	0	110
Professional Development Programme	專業進修課程	0	151	151
New Senior Secondary / Alternative Secondary Programme	新高中 / 其他中學課程	0	142	142
Total	總數	110	293	403

Major Donations 主要捐款

As at 30 June 2013 截至二零一三年六月三十日

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 “Zippy’s Friends at School and at Home Project”	捐款支持 「《比比和朋友》學校及家長計劃」	
The Hongkong Bank Foundation	滙豐銀行慈善基金	2,520,000
Donation to support “Henry G Leong Geriatric Pain Management Research Project”	捐款支持 「梁顯利長者痛楚管理研究計劃」	
Tai Hung Fai Charitable Foundation	大鴻輝慈善基金	2,000,000
Donation to support “Prospective Service Leaders Enhancement Project”	捐款支持 「明日服務領袖培育計劃」	
Victor and William Fung Foundation	馮經綸慈善基金	1,000,000
Donation to support “The Asia-Pacific Partnership for Learning Behaviour for Early Years”	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	500,000
Donation to support “Mainland Internship and Exchange Programmes”	捐款支持 「內地實習及學生交換計劃」	
Dr Lee Yuk Lun	李銓麟博士	500,000
Donation to support “CKC Centre for the Development of Information Technology in Chinese Language Teaching”	捐款支持 「縱橫資訊科技語文發展中心」	
Winsor Education Foundation	南聯教育基金	400,000
Donation to support “Exploring and Implementing an Evidence-based 3C’s Early Childhood Curriculum”	捐款支持 「探索及實踐以實證為本的『3C』幼兒課程」	
YOT Choi Wong Ling Ling Education Fund Limited	仁愛堂蔡黃玲玲教育基金有限公司	350,000
Donation to support “Tin Ka Ping Education Fund” at HKIEd	捐款支持教院設立 「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 2012-2013”	捐款支持 「裘槎中國訪問學者計劃 2012-2013」	
The Croucher Foundation	裘槎基金會	288,000
Donation to support “Summer Internship and Exchange Programme 2012 – Shanghai and Beijing”	捐款支持 「2012年暑假實習及交流計劃 - 上海及北京」	
CGCC (Foundation) Limited	香港中華總商會(基金)有限公司	200,000
Donation to support “TSW Musicking Move” Projects	捐款支持「天人樂動」	
WoFoo Foundation	和富慈善基金	150,000

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)
Donation to support “Student Learning for Faculty of Liberal Arts and Social Sciences”	捐款支持 「博文及社會科學學院本科生學習計劃」	
Lions Club of Hong Kong Sun	香港太陽獅子會	120,000
Donation to support “Student Career Development Summer Internship Programme 2013 - Beijing”	捐款支持「2013年學生事業發展 暑期實習交流計劃 - 北京」	
CGCC (Foundation) Limited	香港中華總商會(基金)有限公司	100,000
Donation to support “CCA Visual Arts Teaching and Learning”	捐款支持「文化與創意藝術學系 視覺藝術教學與研習」	
Fongs Foundation	方氏基金會	100,000
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		Donations (HK\$) 捐款 (港元)
The Hong Kong Jockey Club Charities Trust	香港賽馬會慈善信託基金	644,600
Chan Shiu Chow Education Fund	陳紹秋教育基金	500,000
Professor Evelyn Yee-fun Man	文綺芬教授	400,000
Au Bak Ling Charity Trust	區百齡慈善基金會	360,000
The Hongkong Bank Foundation	滙豐銀行慈善基金	253,488
The Croucher Foundation	裘槎基金會	250,000
Friends of Hope Education Fund	希望之友教育基金	150,000
Zheng Ge Ru Foundation	鄭格如基金	144,000
Hong Kong Rugby Football Union	香港欖球總會	120,000
Rural Training College Alumni Association Ltd / Kai To Charity Fund	香港官立鄉村師範專科學校同學會/ 啟濤慈善基金	115,000
The Incorporated Trustees of Hsin Chong - K.N. Godfrey Yeh Education Fund	新昌 - 葉庚年教育基金信託人法團	105,000
Dame Margaret Zee	徐美琪女爵士	100,000
Fong's Family Foundation	方潤華基金	100,000
Various donors	眾捐款人	2,933,099

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 2013 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

Mrs Viola CHAN-MAN Yee-wai, BBS

Ms Susanna CHIU Lai-kuen, MH

Dr Susan FAN Yun-sun, JP

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

Mr Henry TONG Sau-chai, MH

Mr Dieter YIH, 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。

截至二零一三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

陳文綺慧女士，銅紫荊星章

趙麗娟女士，榮譽勳章

范瑩孫醫生，太平紳士

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

湯修齊先生，榮譽勳章

葉禮德先生，太平紳士

Representative of the Secretary for Education

Mrs Betty IP-TSANG Chui-hing, JP

President & Vice Presidents

Professor Stephen CHEUNG Yan-leung, BBS, JP,

President (from 1 September 2013)

Professor CHENG Yin-cheong,

Acting President (up to 31 August 2013)

and Vice President (Research & Development)

Professor John LEE Chi-kin, JP,

Vice President (Academic)

Mr Chris MONG Chan,

Vice President (Administration)

Elected Staff Council Member

Mr LI Chin-wa

Professor Laurance Joseph SPLITTER

Mrs VIGNERON-CHAN Sin Man

Staff nominated by the Academic Board

Professor Joanne CHUNG Wai-yee

Professor Dennis Michael MCINERNEY

Professor Benjamin T'SOU Ka-yin, BBS

(up to 30 June 2013)

Professor May CHENG May-hung

(from 1 July 2013)

Student Member

Mr CHAN Chung-dick

Secretary

Mr Chris MONG Chan,

Vice President (Administration)

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.

Council Members are involved in the Institute's affairs through meetings of the Council, various Council Committees and ad-hoc working groups, and participation in the Institute's many and varied activities and functions. Hence, the following attendance records of individual Members in meetings of the Council and its standing Committees during the financial year 2012/13 do not reflect fully their involvement in Institute affairs, as some individual Members might have to be absent from meetings to represent the Institute in other functions.

教育局局長代表

葉曾翠卿女士，太平紳士

校長及副校長

張仁良教授，銅紫荊星章，太平紳士

校長（由二零一三年九月一日起）

鄭燕祥教授

署理校長（至二零一三年八月三十一日）及

副校長（研究與發展）

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

陳倩雯女士

教務委員會提名代表

鍾慧儀教授

麥翰林教授

鄒嘉彥教授，銅紫荊星章

（至二零一三年六月三十日）

鄭美紅教授

（由二零一三年七月一日起）

學生成員

陳宗迪先生

秘書

蒙燦先生

副校長（行政）

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。

校董會成員通過出席校董會、校董會轄下的常設各委員會和臨時工作小組之會議，參加學院眾多不同活動，參與學院的事務。下列為二零一二/一三財政年度，各校董會成員出席校董會及其轄下常設委員會會議之數字。須強調的是，有部份校董會成員可能因要出席或參與學院其他活動和事務而缺席有關會議，故這些數字並不能全面反映各成員參與學院事務的實際情況。

Attendance Record of Council Members in 2012/13

二零一二至一三年度校董會成員出席會議記錄

Name of the Council Members as at 30 June 2013 於二零一三年六月三十日為校董會成員	Member of 成員	Total no. of meetings of the Council/ standing Committee held during the term of the member in the financial year from 1 July 2012 to 30 June 2013 由二零一二年七月一日至二零一三年六月三十日，校董會/常設委員會在有關成員任期內舉行的會議次數	Total no. of meetings of the Council/ standing Committee attended during the term of the member in the financial year from 1 July 2012 to 30 June 2013 由二零一二年七月一日至二零一三年六月三十日，有關成員在其任期內出席校董會/常設委員會會議次數
Mr PANG Yiu-kai, SBS, JP 彭耀佳先生， 銀紫荊星章，太平紳士	- Council 校董會 - Honorary Degrees Committee 榮譽學位頒授委員會	6	6
Mr Patrick MA, Ching-hang, BBS, JP 馬清鏗先生， 銅紫荊星章，太平紳士	- Council 校董會 - Honorary Degrees Committee 榮譽學位頒授委員會 - Staffing Committee 人事委員會	9	9
Dr Eric LI Ka-cheung, GBS, JP 李家祥博士， 金紫荊星章，太平紳士	- Council 校董會 - Finance Committee 財務委員會 - Investment Sub-committee 投資分委會	8	8
Professor Andrew CHAN Chi-fai, SBS, JP 陳志輝教授， 銀紫荊星章，太平紳士	- Council 校董會 - Finance Committee 財務委員會	7	6
Mr CHAN Chung-dick 陳宗迪先生	- Council 校董會	2	2
Mrs Viola CHAN-MAN Yee-wai, BBS 陳文綺慧女士， 銅紫荊星章	- Council 校董會 - Donation Committee 募捐委員會 - Finance Committee 財務委員會 - Investment Sub-committee 投資分委會	3	2
Professor CHENG Yin-cheong 鄭燕祥教授	- Council 校董會 - Donation Committee 募捐委員會 - Finance Committee 財務委員會 - Honorary Degrees Committee 榮譽學位頒授委員會 - Staffing Committee 人事委員會 - Staff Appeal Sub-committee 教職員上訴分委會 - The Hong Kong Institute of Education Development Fund 香港教育學院發展基金	17	17
Ms Susanna CHIU Lai-kuen, MH 趙麗娟女士，榮譽勳章	- Council 校董會 - Audit Committee 審計委員會	8	6
Professor Joanne CHUNG Wai-yee 鍾慧儀教授	- Council 校董會 - Staffing Committee 人事委員會 - Staff Appeal Sub-committee 教職員上訴分委會	7	5
Dr Susan FAN Yun-sun, JP 范瑩孫醫生，太平紳士	- Council 校董會 - Staffing Committee 人事委員會 - Staff Appeal Sub-committee 教職員上訴分委會	7	6
Mrs Betty IP-TSANG Chui-hing, JP 葉曾翠卿女士，太平紳士	- Council 校董會	4	4
Professor John LEE Chi-kin, JP 李子建教授，太平紳士	- Council 校董會 - The Hong Kong Institute of Education Development Fund 香港教育學院發展基金	4	4
Professor Frederick LEUNG Koon-shing 梁貴成教授	- Council 校董會 - Finance Committee 財務委員會 - The Superannuation and MPF Schemes Management Sub-committee 公職金與強職金計劃管理分委會	8	5

Attendance Record of Council Members in 2012/13 (Continued)

二零一二至一三年度校董會成員出席會議記錄 (續)

Name of the Council Members as at 30 June 2013 於二零一三年六月三十日為 校董會成員	Member of 成員	Total no. of meetings of the Council/ standing Committee held during the term of the member in the financial year from 1 July 2012 to 30 June 2013 由二零一二年七月一日至二零一三年六月三十日，校董會/常設委員會在有關成員任期內舉行的會議次數	Total no. of meetings of the Council/ standing Committee attended during the term of the member in the financial year from 1 July 2012 to 30 June 2013 由二零一二年七月一日至二零一三年六月三十日，有關成員在其任期內出席校董會/常設委員會會議次數
Mr LI Chin-wa 李展華先生	- Council 校董會 - Staffing Committee 人事委員會	6	6
Mrs Julie MA-LI Mun-wai 馬李敏慧女士	- Council 校董會 - Audit Committee 審計委員會 - Staff Appeal Sub-committee 教職員上訴分委會	8	6
Professor Dennis Michael MCINERNEY 麥翰林教授	- Council 校董會 - Finance Committee 財務委員會 - The Superannuation and MPF Schemes Management Sub-committee 公職金與強職金計劃管理分委會	8	8
Mr Chris MONG Chan 蒙燦先生	- Council 校董會 - Donation Committee 募捐委員會 - Finance Committee 財務委員會 - The Superannuation and MPF Schemes Management Sub-committee 公職金與強職金計劃管理分委會 - Investment Sub-committee 投資分委會 - Staffing Committee 人事委員會 - The Hong Kong Institute of Education Development Fund 香港教育學院發展基金	15	14
Professor NG Tai-kai 吳大琪教授	- Council 校董會 - Staffing Committee 人事委員會	7	6
Ms Ruth SHEK Yuk-yu 石玉如女士	- Council 校董會 - Staffing Committee 人事委員會	7	7
Professor Laurance Joseph SPLITTER 施樂哲教授	- Council 校董會 - Staff Appeal Sub-committee 教職員上訴分委會	4	2
Mr Teddy TANG Chun-keung, MH, JP 鄧振強先生， 榮譽勳章，太平紳士	- Council 校董會 - Finance Committee 財務委員會	7	6
Mr Henry TONG Sau-chai, MH 湯修齊先生，榮譽勳章	- Council 校董會 - Audit Committee 審計委員會 - Donation Committee 募捐委員會 - Honorary Degrees Committee 榮譽學位頒授委員會	14	13
Professor Benjamin T'SOU Ka-yin, BBS 鄧嘉彥教授，銅紫荊星章	- Council 校董會	4	3
Mrs VIGNERON-CHAN Sin Man 陳倩雯女士	- Council 校董會 - Finance Committee 財務委員會 - The Superannuation and MPF Schemes Management Sub-committee 公職金與強職金計劃管理分委會	7	7
Mr Dieter YIH, JP 葉禮德先生，太平紳士	- Council 校董會 - Staffing Committee 人事委員會 - Staff Appeal Sub-committee 教職員上訴分委會	7	3

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, Associate 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 2012/13. The quorum and procedures of the AB meetings are governed by its Rules of Procedure.

Council Committees

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

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.

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 establishment, staff recruitment, appointment, conditions of service, staff relations and staff development. It also reviews and adjudicates cases of complaints and appeals. The Staff Appeal Sub-committee of the Staffing Committee considers and makes decisions on staff members’ appeals on re-appointments, grievances and disciplinary matters.

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 Hong Kong Institute of Education 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.

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、協理副校長、學院及學系代表，以及學院和研究生院的學生代表。教務委員會於二零一二至一三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。

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。

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。

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、服務條件、員工關係及發展的政策，向校董會作出建議。該委員會亦負責檢核及裁定投訴及上訴個案。人事委員會轄下的教職員上訴分委會則就教職員對續委、申訴及紀律事項之上訴作出考慮及決議。

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发展。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 2012/13

二零一二至一三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	4	81%
Finance Committee 財務委員會	3	85%
Staffing Committee 人事委員會	3	85%
The Hong Kong Institute of Education Development Fund 香港教育學院發展基金	0 (Note 1)	N/A
Donation Committee 募捐委員會	4	62%
Honorary Degrees Committee 榮譽學位頒授委員會	1	100%
Investment Sub-committee 投資分委會	0 (Note 2)	N/A
Staff Appeal Sub-committee 教職員上訴分委會	0 (Note 3)	N/A
The Superannuation and MPF Schemes Management Sub-committee 公職金與強職金計劃管理分委會	1	100%

Note :

- (1) All matters were dealt with by circulation during the year.
- (2) All matters were dealt with in Finance Committee during the year.
- (3) All matters were dealt with by Chairman of the Sub-committee and reported back to the Sub-committee by circulation during the year.

附註：

- (1) 年內所有事項均以文件傳閱方式處理。
- (2) 年內所有事項均於財務委員會處理。
- (3) 年內所有事項均由分委會主席處理，並以文件傳閱方式向分委會彙報。

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 2012 to 30 June 2013

Overview

The Institute had made a smooth transition into the 334/5 double-cohort year associated with the new undergraduate curriculum implementation among the local universities. To meet the demand arising from far more new entrants than usual, both hardware and software were enhanced, including the timely completion of the new Tseung Kwan O Study Centre, a canteen extension, hostel renovations, IT support, classroom and laboratory renovations and conversions, and transport connections, among others.

After an increase of non-recurrent expenditure in last year mainly related to the conversion of campus facilities, upgrading of teaching rooms and laboratories and other requirements under the new Academic Structure, the Institute managed to have a net funding surplus of about \$89 million for the year. At the Group level, the net funding surplus was about \$80 million after taking into account a deficit of about \$8 million incurred for the year by the HKIEd School of Continuing and Professional Education Limited ("SCPE").

Academic Programmes and Student Numbers

To better reflect the programme diversity, sharpened academic strengths and faculty roles, and after years of planning, the three faculties of the Institute were re-aligned and renamed in phases in 2012/13. The new faculties, Faculty of Humanities, Faculty of Education and Human Development, and Faculty of Liberal Arts and Social Sciences had formed a solid foundation for expansion and improvement, producing synergistic effects of knowledge cross-fertilisation through inter-faculty collaboration, and to better reflect our traditional as well as new areas of strength, helping to enrich the Institute's academic configuration to meet the new challenges and opportunities ahead. During the year, two new UGC-funded undergraduate programmes and two new self-financed postgraduate programmes were launched.

The total number of UGC-funded students in Full-time Equivalent ("FTE") terms studying at the Institute as at June 2013 increased by about 16% from 2011/12 to about 6,015 FTE students in 2012/13. The increase mainly came from undergraduate programmes which accounted for about 23%.

香港教育學院司庫致校董會二零一二年七月一日至二零一三年六月三十日止的司庫報告

概覽

如同本地各大學，本校於本年度實施新學士學位課程，並順利過渡「三三四／五」學制的雙軌年。為了應付本年較以往大幅增加的入讀生而產生的需要，我們在硬件和軟件方面均作出了提升，包括將軍澳教學中心適時落成、校內食堂擴建、學生宿舍翻修、提供資訊科技支援、課室和實驗室變換、及交通連接服務等。

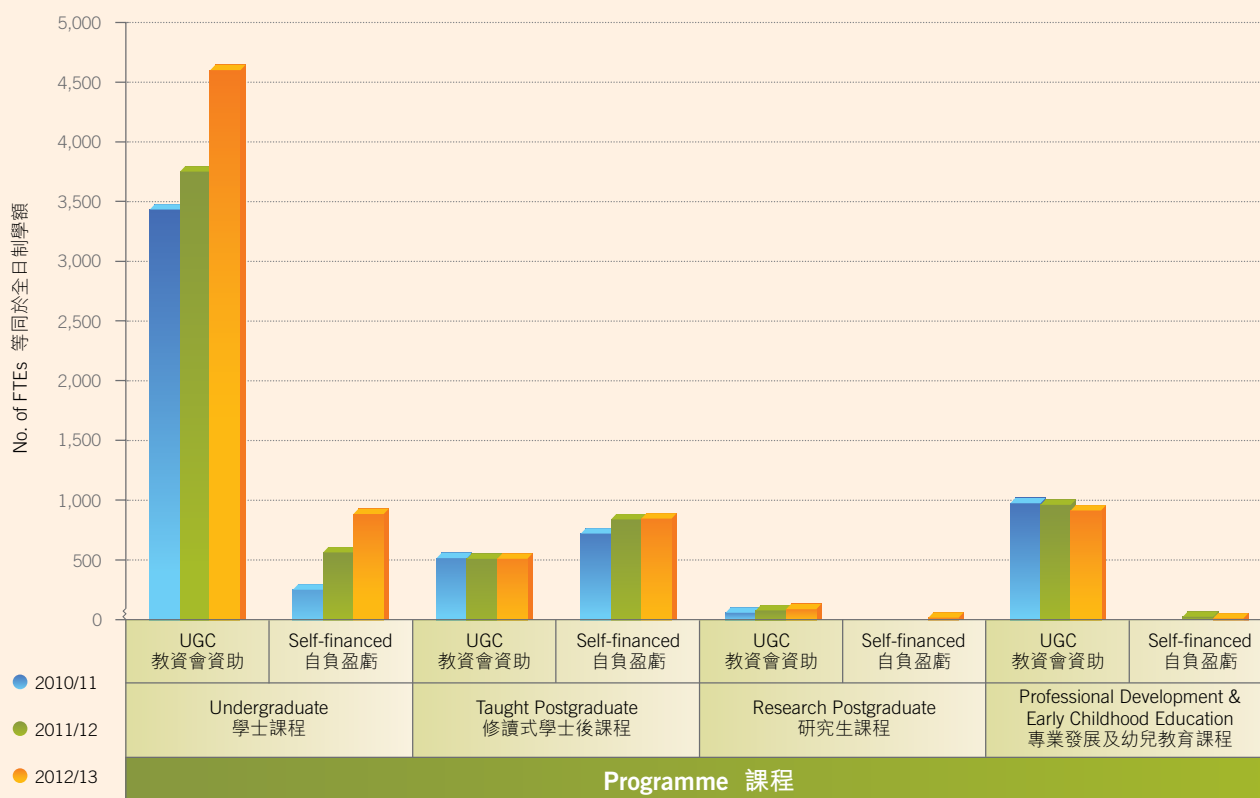
隨著過去一年我們因準備實施新學制，改建校園設施、改善教室及實驗室，以及提升其他服務的規格，而增加了非經常性支出後，本校年內錄得淨盈餘約八千九百萬元。由於香港教育學院持續專業教育學院有限公司（「持續專業教育學院」）於年內出現約八百萬元虧損，所以在全校而言，淨盈餘約為八千萬元。

教學課程及學生人數

為了更明確反映課程的多元性，突顯學術的優勢及學院的角色，經多年的策劃後，本校的三個學院已於二零一二至一三年度分階段完成重組並更名。重組後的三個新學院：包括人文學院、教育及人類發展學院，和博文及社會科學學院，已共同構組穩健的基礎以助將來的擴展和改進；並藉著跨學院的合作，達至多元知識融滙交流、協同互補的效益；同時能更好地反映我們的優良傳統和新添領域的實力，有助豐富本校的學術形態，以迎接未來的新挑戰和機遇。年內，本校開辦了兩個由大學教育資助委員會（「教資會」）資助的學士學位新課程，以及兩個自負盈虧的學士後新課程。

截至二零一三年六月，本校獲教資會資助的學生總數，以等同全日制學額計，約為六千零一十五人，較二零一一至一二年度增加約百分之十六。此增長主要源自較去年增長約百分之二十三的學士學位課程人數。

Student Enrolment Statistics of the Institute for the Year 2010/11, 2011/12 and 2012/13
2010/11, 2011/12及2012/13年的本校學生人數



Among the Institute's self-financed programmes, the Master of Education continued to be the most popular programme with student enrolment of about 356 FTE students. The Doctor of Education programme had about 113 FTE students.

Acted upon the approved new operational strategy, the SCPE had completed the delivery of the Year 2 study for the six Associate Degree Programmes ("AD") with 110 FTE students in 2012/13, with no new intake for Project Yi Jin Programmes ("PYJ"), Pre-Associate Degree Foundation Certificate Programmes ("Pre-AD") and Year 1 study for AD.

In 2013/14, SCPE will honour its pledge to complete the outstanding courses of the commissioned programmes that were previously awarded by the Government Logistics Department and Education Bureau of the Hong Kong Government.

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，本年入讀生相當於約三百五十六名等同全日制學額的學生；而教育博士課程的入讀生則約為一百一十三名等同全日制學額的學生。

持續專業教育學院實施獲核准的新營運策略後，已辦畢於二零一二至一三年度相當於一百一十名等同全日制學額的六個副學士二年級課程；而毅進課程、副學士基礎證書課程及副學士課程的首年課程，已於年內停止收取入讀生。

持續專業教育學院將於二零一三至一四年度履行其承諾，辦畢受政府物流服務署及香港政府教育局委託開辦課程的餘下單元。

Operating Results and Financial Position

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 policies in relation to the new standards, please refer to Note 1 of the Consolidated Financial Statements of the Institute.

Income

As compared to 2011/12, there was a net increase in the UGC Block Grants of about \$81 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 \$22 million and cessation of funding for New Initiatives to 3-3-4, Promoting Outcome-based Approaches, Development of the New Undergraduate Programmes under 3-3-4 Academic Structure and Enhance Communication which totally accounted for a major decrease of about \$25 million. Part of the decrease was offset by an increase in Matching Grant of about \$11 million. 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 \$87 million. Regarding investment, there was an increase of about \$14 million which were mainly resulted from improvements in interest rate of RMB and exchange rate of RMB against HKD. Furthermore, with the launch of the 6th Matching Grant during the year, donation income had an increase of about \$6 million.

At the subsidiary level, the SCPE had a total income of about \$11 million in 2012/13, which was \$31 million lower than that of 2011/12 and was a result of less programme offered and being awarded in 2012/13.

Income from tenders awarded to Institute was about \$52 million, an increase of about \$1 million from that of 2011/12.

營運業績及財務狀況

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變動細節，請參考本校綜合財務報表附註一。

收入

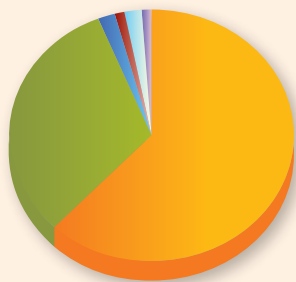
與二零一一至二二年度比較，由於獲教資會資助的學額增加及薪酬調整的額外撥款，教資會的整筆撥款因而錄得約八千一百萬元的淨增長。另一方面，指定用於「三三四」學制新措施、推廣以成效為本的方法、「三三四」學制下的新本科生課程發展，以及「三三四」學制加強交流計劃下的二零一零至一二年度新本科生課程發展的撥款均於年內停止，資助金額隨之合共減少高達約二千五百萬元，指定撥款亦因而減少約二千二百萬元。然而，此撥款下降部分被增加約一千一百萬元的配對補助金撥款所抵消。隨著教資會資助課程及自負盈虧課程的學生人數均告增加，本校的學費、課程及其他收費亦增長約八千七百萬元。在投資方面，相關收益錄得約一千四百萬元增長，主要源自人民幣息率上升，以及人民幣兌港元升值所致。此外，捐款收入亦因第六輪配對補助計劃於年內推出而增加約六百萬元。

在附屬機構方面，持續專業教育學院於二零一二至一三年度的總收入約為一千一百萬元，較二零一一至二二年度減少三千一百萬元，這是由於開辦及受委託開辦的課程較去年減少。

本校年內獲得的投標項目收入約為五千二百萬元，較二零一一至二二年度增加約一百萬元。

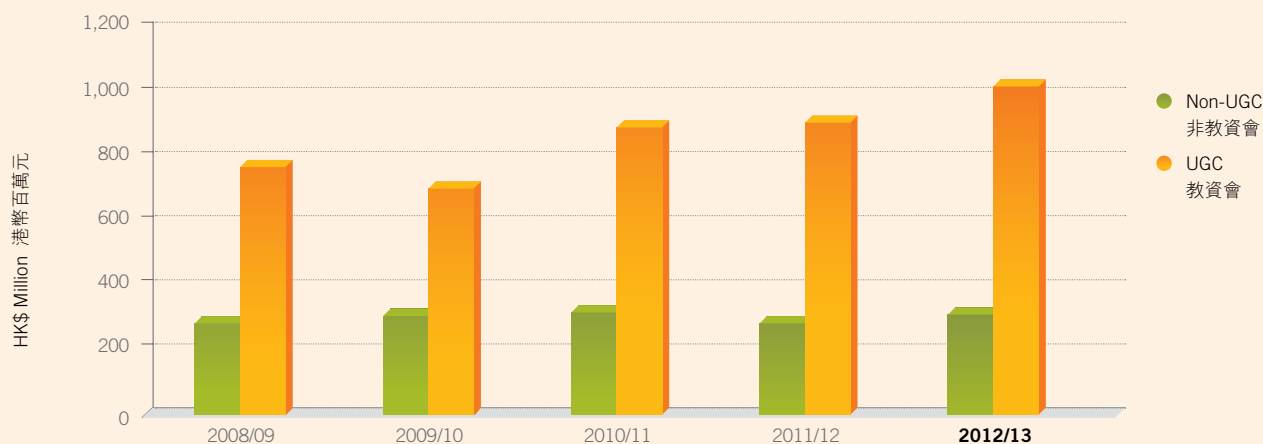
Income of the Group 本集團收入

2012/13: \$1,285 million \$12.85億
2011/12: \$1,139 million \$11.39億



	2012/13	2011/12	
●	62%	63%	Government Subventions 政府撥款
●	32%	31%	Tuition, Programmes and Other Fees 學費、課程及其他收費
●	2%	1%	Interest and Net Investment Income 利息及淨投資收益
●	1%	1%	Donations and Benefactions 捐款及捐助
●	2%	3%	Auxiliary Services 附屬服務
●	1%	1%	Other Income 其他收入

UGC-funded and Non-UGC-funded Income of the Group 來自教資會資助及非教資會資助本集團的收入



Expenditure

The expenditure of the Group increased by about \$72 million as compared to last year to a total of about \$1,206 million. The expenditure of the Institute proper increased by about \$89 million while the expenditure of its subsidiaries decreased by about \$17 million in 2012/13.

At the Institute, all of the expenditure categories had experienced increases, except Library and Central Computing Facilities. The increase of about \$54 million in Learning and Research was mainly due to the increase in staff costs to support the newly launched academic programmes, to cope with the increase of students under the 3-3-4 Academic Structure, and to provide service to programmes “mainstreamed” into the Institute from the SCPE.

Under Institutional Support, a total increase of about \$35 million as compared to 2011/12 was recorded. An increase of staff costs accounted for about \$9 million while increases in operating expenses and depreciation accounted for \$12 million and \$14 million respectively. The majority of the increase in the operating expenses was contributed by an increase of about \$2 million and \$6 million in Student Hostels Expenses and Scholarships, bursaries and prizes to students respectively. And, another major increase in expense came from Repair and Maintenance and Minor Works which accounted for about \$4 million.

At the subsidiary level, the SCPE had a total expenditure of about \$19 million in 2012/13, which was \$25 million lower than 2011/12. The decrease was mainly due to lower teaching and administrative staff costs, and rental costs as a result of reduced number of programmes.

支出

本集團年內的支出較去年增加約七千二百萬元，總數約為十二億零六百萬元。於二零一二至一三年度，本校的支出增加約八千九百萬元，而附屬機構的支出則下降約一千七百萬元。

除了圖書館及中央電腦設施外，本校年內其餘的各項支出均告上升。教育及研究方面的支出增加約五千四百萬元，主要是為了應付「三三四」學制下學生人數增加而帶來的需求，以及提供因持續專業教育學院的課程納入本校後所需的服務，增聘教職員而增加了僱員成本。

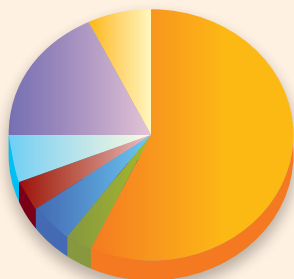
本校年內教學支援的各項支出較二零一一至一二年度增加共約三千五百萬元。其中，僱員成本增加約九百萬元，而營運開支及折舊則亦分別增加一千二百萬元及一千四百萬元。大部分營運開支的增長分別源自增加約二百萬元的學生宿舍支出及增加約六百萬元的獎學金、助學金及學生獎金。此外，另一個主要支出增加是來自維修、保養及小型工程，約佔四百萬元。

在附屬機構方面，持續專業教育學院於二零一二至一三年度的總支出約為一千九百萬元，較二零一一至一二年度減少二千五百萬元。支出減少主要是由於教職員成本及租金開支因開辦課程的數目下降而減少。

Expenditure of the Group 本集團支出

2012/13: \$1,206 million \$12.06億

2011/12: \$1,134 million \$11.34億



	2012/13	2011/12	
●	57%	57%	Instruction and Research 教學及研究
●	3%	4%	Library 圖書館
●	5%	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
●	18%	17%	Premises and Related Expenses 校舍及相關開支
●	7%	6%	Student and General Education Services 學生及一般教育服務

Balance Sheet Position

The Institute's net assets grew 13% to \$770 million at the end of 2012/13. Cash and Deposits remained quite steady at \$1,063 million.

With the surplus for the year transferred to the General and Development Reserve Fund, the total balance of the Reserve accumulated to \$311 million which is still within the maximum ceiling allowed by UGC.

Superannuation Scheme

Membership of The Hong Kong Institute of Education Superannuation Scheme ("Superannuation Scheme") stood at 416 and the Superannuation Scheme had total net assets of approximately \$527 million as at 30 June 2013.

In addition, a total of 1,797 members of staff participated in the Mandatory Provident Fund Scheme with an approximate total fund balance of \$61 million as at 30 June 2013.

資產負債狀況

截至二零一二至一三年底，本校的資產淨值較去年增長百分之十三，達七億七千萬美元。現金及存款則穩定維持於十億零六千三百萬元水平。

隨著年度盈餘轉入一般及發展儲備基金後，儲備基金的總結餘累積至三億一千一百萬元，而此結餘仍能維持於教資會所允許的最高上限之內。

公積金計劃

截至二零一三年六月三十日，香港教育學院公積金計劃（「公積金計劃」）共有四百一十六名成員，資產淨值總額約為五億二千七百萬元。

此外，截至二零一三年六月三十日，本校另有一千七百九十七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六千一百萬元。

Outlook

In recent years, the financial position of the Institute has become stronger with a total reserve accumulated over \$700 million at the end of this financial year. With the backup of the reserve, the Institute has the financial ability to implement initiatives that can strengthen our teaching and research capacity in a multidisciplinary environment.

To strive for the university title, the Institute has been putting much effort in preparing for the process of Programme Area Accreditation and Institutional Review. With these important tasks ahead, 2013/14 will be a challenging year for all our staff, especially at the academic front.

Next year, the Institute will mark its 20th anniversary. A series of celebration programmes are being put in the pipeline to be delivered throughout the year. With the dedication of our staff and students, the event should bring joy and memorable moments to the members and friends of the Institute.



Dr Eric LI Ka-cheung, GBS, JP
Treasurer
The Council of The Hong Kong Institute of Education
25 September 2013

前瞻

近年，本校的財務狀況更為強健，至本財政年底已累積逾七億元的總儲備額。在這筆儲備支持下，本校更具財政能力，並可在多元學科的環境下，推行各項強化我們教學和研究能力的項目。

為爭取正名大學，本校正孜孜努力，為學科範疇評審及院校評審作好準備。正因為要應付目前這些重要的工作，二零一三至一四年度對我們所有教職員，尤其是站於學術前線者來說，將是充滿挑戰的一年。

來年將是本校二十週年誌慶，我們正準備於來年舉辦一系列慶祝活動。在教職員及學生們上下一心的努力下，屆時本校成員及友好們定能在慶典中，感受充滿喜悅的難忘時刻。



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
二零一三年九月二十五日

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 121, which comprise the Consolidated and Institute Balance Sheets as at 30 June 2013, 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

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121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二零一三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佈的《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佈的《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。

審核涉及執行政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

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

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 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 2013 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

25 September 2013

致香港教育學院校董會 (續)

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。

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二零一三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

二零一三年九月二十五日

Balance Sheets 資產負債表

At 30 June 2013 二零一三年六月三十日

		Group 本集團		Institute 教院	
	Note	2013 \$'000 港幣千元	2012 \$'000 港幣千元	2013 \$'000 港幣千元	2012 \$'000 港幣千元
	附註				
Non-current Assets					
Fixed assets	3	1,974,821	2,026,083	1,969,282	2,020,821
Investments	4	1	1	1	1
Time deposits	7	23,517	23,505	23,517	23,505
		1,998,339	2,049,589	1,992,800	2,044,327
Current Assets					
Held-to-maturity investments	6	62,657	23,588	62,657	23,588
Accounts receivable, deposits and prepayments	8	48,347	43,929	48,348	41,753
Financial assets at fair value through profit or loss	9	19,104	17,902	19,104	17,902
Time deposits	7	570,481	462,954	566,444	462,954
Cash and cash equivalents	10	501,508	615,838	472,799	577,859
		1,202,097	1,164,211	1,169,352	1,124,056
Current Liabilities					
Accounts payable and accruals	11	148,390	210,536	142,343	207,667
Provision for employee benefits	12	69,670	51,466	69,281	50,490
Borrowings	13	-	1,456	-	1,456
Deferred income	14	204,858	201,844	204,520	201,355
		422,918	465,302	416,144	460,968
Net Current Assets		779,179	698,909	753,208	663,088
Total Assets less Current Liabilities		2,777,518	2,748,498	2,746,008	2,707,415
Non-current Liabilities					
Provision for employee benefits	12	10,960	8,663	10,960	8,443
Deferred Capital Funds	15	1,969,144	2,021,959	1,964,909	2,017,773
Net Assets		797,414	717,876	770,139	681,199
Funds					
Restricted funds	16	60,779	57,225	60,779	57,225
Other funds	17	736,635	660,651	709,360	623,974
Total Funds		797,414	717,876	770,139	681,199

Approved and authorised for issue by the Council on 25 September 2013. 校董會於二零一三年九月二十五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 Stephen CHEUNG Yan-leung, BBS, JP 張仁良教授，銅紫荊星章，太平紳士
President 校長

Mr Chaddy WONG Kam-chiu 黃錦照先生
Director of Finance 財務處處長

The notes on pages 72 to 121 form part of these consolidated financial statements. 第72至121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 2013 截至二零一三年六月三十日止年度

		Group 本集團		Institute 教院	
	Note 附註	2013 \$'000 港幣千元	2012 \$'000 港幣千元	2013 \$'000 港幣千元	2012 \$'000 港幣千元
Income					
Government subventions	19	791,998	722,804	769,193	700,244
Tuition, programmes and other fees	20	405,153	347,045	390,931	304,084
Interest and net investment income	21	27,081	13,270	26,954	13,216
Donations and benefactions	22	17,292	11,385	16,595	10,651
Auxiliary services	23	30,220	28,714	31,402	34,188
Other income		13,429	15,608	18,497	21,097
		<u>1,285,173</u>	<u>1,138,826</u>	<u>1,253,572</u>	<u>1,083,480</u>
Expenditure	24				
Learning and research					
Instruction and research		691,790	646,634	653,059	591,049
Library		41,642	42,654	41,642	42,654
Central computing facilities		60,415	67,721	60,415	67,721
Other academic services		44,138	43,882	44,138	43,882
Institutional support					
Management and general		74,987	72,546	74,652	72,145
Premises and related expenses		212,257	193,639	210,430	192,036
Student and general education services		80,362	66,460	80,252	66,410
		<u>1,205,591</u>	<u>1,133,536</u>	<u>1,164,588</u>	<u>1,075,897</u>
Surplus from operations		79,582	5,290	88,984	7,583
Finance costs	26	(44)	(86)	(44)	(86)
Surplus and total comprehensive income for the year before transfers		79,538	5,204	88,940	7,497
Transfers to:					
Restricted funds	16	720	888	720	888
Other funds	17	78,818	4,316	88,220	6,609
		<u>79,538</u>	<u>5,204</u>	<u>88,940</u>	<u>7,497</u>

A Summary Report showing the income and expenditure of the Group and the Institute under UGC-funded and Non-UGC-funded operations is presented in Note 18 of the financial statements.

本集團及教院受大學教育資助委員會（「教資會」）資助及非受教資會資助的課程的收支概況，載於本財務報表附註18。

The notes on pages 72 to 121 form part of these consolidated financial statements.

第72至121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 2013 截至二零一三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席	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 2011	於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 and at 1 July 2012	於二零一二年六月三十日及二零一二年七月一日的結存	17,875	3,140	5,124	6,000	4,086	3,532	5,217	5,149	50,123	7,102	57,225
Transfer from/(to) statement of comprehensive income	轉撥自 / (至) 全面收益表	365	22	137	7	34	282	(15)	(112)	720	-	720
Inter-fund transfer	基金間轉賬	-	-	-	-	-	-	-	-	-	2,834	2,834
Balance at 30 June 2013	於二零一三年六月三十日的結存	18,240	3,162	5,261	6,007	4,120	3,814	5,202	5,037	50,843	9,936	60,779

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 2011	於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 and at 1 July 2012	於二零一二年六月三十日及二零一二年七月一日的結存	260,362	76,070	248,945	75,274	660,651	717,876
Transfer from/(to) statement of comprehensive income	轉撥自 / (至) 全面收益表	53,407	2,413	25,831	(2,833)	78,818	79,538
Inter-fund transfer	基金間轉賬	(2,834)	-	-	-	(2,834)	-
Balance at 30 June 2013	於二零一三年六月三十日的結存	310,935	78,483	274,776	72,441	736,635	797,414

The notes on pages 72 to 121 form part of these consolidated financial statements.

第72至121頁的附註屬本綜合財務報表的一部分。

Consolidated Cash Flow Statement 綜合現金流動表

For the Year Ended 30 June 2013 截至二零一三年六月三十日止年度

		Group 本集團	
	Note 附註	2013 \$'000 港幣千元	2012 \$'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)	49,408	33,866
Net cash generated from operating activities		49,408	33,866
Cash flows from investing activities	投資活動的現金流量		
Purchase of fixed assets		(70,323)	(85,710)
Proceeds from disposal of fixed assets	28(b)	4	14
Purchase of held-to-maturity investments		(61,858)	-
Net increase in time deposits		(107,527)	(164,561)
Redemption of financial assets at fair value through profit or loss		50	42
Redemption of held-to-maturity investments		23,238	17,362
Interest received		11,893	13,263
Dividend received		562	536
Net cash used in investing activities		(203,961)	(219,054)
Cash flows from financing activities	融資活動的現金流量		
Grants and donations received for additions of fixed assets		41,723	104,541
Repayments of borrowings		(1,500)	(1,500)
Net cash generated from financing activities		40,223	103,041
Net decrease in cash and cash equivalents	現金及現金等價物的減少淨額	(114,330)	(82,147)
Cash and cash equivalents at the beginning of the year		615,838	697,985
Cash and cash equivalents at the end of the year	10	501,508	615,838

The notes on pages 72 to 121 form part of these consolidated financial statements.

第72至121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 Summary of significant accounting policies

1.1 Statement of compliance

These financial statements have been prepared in accordance with all applicable Hong Kong Financial Reporting Standards (“HKFRSs”), which 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.

1.2 Basis of preparation of the financial statements

The consolidated financial statements for the year ended 30 June 2013 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.

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.

1.3 New accounting standards

The HKICPA has issued several amendments to HKFRSs that are first effective for the current accounting period of the Group and the Institute. However, none of these developments have any material impact on the Group's financial statements.

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

1 主要會計政策概要

1.1 合規聲明

本財務報表是按照香港會計師公會頒佈的所有適用的《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。

1.2 財務報表的編製基準

截至二零一三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。

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。

1.3 新會計準則

香港會計師公會頒佈了數項《香港財務報告準則》的修訂。這些修訂在本集團及教院的當前會計期間首次生效，但沒有對本集團財務報表構成重大的影響。

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)。

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)

1 Summary of significant accounting policies (Continued)

1.4 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.

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.

1.5 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.

1.6 Fixed assets

Fixed assets are stated at historical cost less accumulated depreciation and impairment losses (see Note 1.7).

Construction in progress represents buildings and other fixed assets under construction and is stated at cost less any impairment losses (see Note 1.7), and is not depreciated. Construction in progress is reclassified to the appropriate category of fixed assets when completed and ready for use.

1 主要會計政策概要 (續)

1.4 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。

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。

在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。

1.5 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。

1.6 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1.7) 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1.7)，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。

1 Summary of significant accounting policies (Continued)

1.6 Fixed assets (Continued)

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.

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 assets 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.

1.7 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.

1 主要會計政策概要 (續)

1.6 固定資產 (續)

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，則將該支出資本化以作該資產的額外成本。

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。

1.7 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。

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1 Summary of significant accounting policies (Continued)

1.7 Impairment of assets (Continued)

(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 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.

1 主要會計政策概要 (續)

1.7 資產減值 (續)

(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。

1 Summary of significant accounting policies (Continued)

1.8 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.

(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.

1 主要會計政策概要 (續)

1.8 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。

(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。

1 Summary of significant accounting policies (Continued)

1.8 Financial assets (Continued)

(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.

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.

1.9 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.

1 主要會計政策概要 (續)

1.8 金融資產 (續)

(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。

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。

1.9 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。

1 Summary of significant accounting policies (Continued)

1.10 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.

1.11 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.

1.12 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 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.

1.13 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 Scheme's 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 to its employees.

1 主要會計政策概要 (續)

1.10 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。

1.11 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）。

1.12 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。

1.13 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%，而應得的福利在本計劃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。

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1 Summary of significant accounting policies (Continued)

1.13 Employee benefits (Continued)

(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 per employee per month. The Group's contribution to the MPF scheme is expensed as incurred.

1.14 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.

1.15 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.

1 主要會計政策概要 (續)

1.13 僱員福利 (續)

(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，上限為每名僱員每月港幣1,250元。本集團向強積金計劃作出的供款在產生時支銷。

1.14 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其他負債進行撥備。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。

1.15 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。

1 Summary of significant accounting policies (Continued)

1.15 Revenue recognition (Continued)

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 related courses.

Tuition programmes and other fees, and auxiliary services income are recognised 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.

1.16 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.

1 主要會計政策概要 (續)

1.15 收益確認 (續)

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。

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。

1.16 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。

1 Summary of significant accounting policies (Continued)

1.17 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.

1.18 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.

1 主要會計政策概要 (續)

1.17 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。

1.18 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：
 - (一) 控制或共同控制本集團；
 - (二) 對本集團有重大影響力；或
 - (三) 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：
 - (一) 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）。
 - (二) 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）。
 - (三) 兩家實體是同一第三方的合營企業。
 - (四) 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。
 - (五) 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。
 - (六) 該實體受到上述第(a)項內所認定人士控制或共同控制。
 - (七) 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。

一名個人的近親是指與有關實體交易並可能影響該個人或受該個人影響的家庭成員。

2 Financial risk and fund risk management

2.1 Financial risk factors

The Group's activities expose it to a variety of financial risks: market risk, credit risk and liquidity 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.

(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 subject 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 State 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 2013, 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.

2 財務風險及資金風險管理

2.1 財務風險因素

本集團的活動承受著多種財務風險：市場風險、信貸風險及流動資金風險。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。

(甲) 市場風險

(一) 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。

於二零一三年六月三十日，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。

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2 Financial risk and fund risk management (Continued)

2.1 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.

2 財務風險及資金風險管理 (續)

2.1 財務風險因素 (續)

(甲) 市場風險 (續)

(一) 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 \$'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
2013	二零一三年					
Held-to-maturity investments	持有至到期日投資	-	62,657	-	-	-
Time deposits	定期存款	67,770	293,074	2,912	1,826	3,496
Cash and cash equivalents	現金及現金等價物	107,417	1,112	725	49	19
Accounts payable and accruals	應付賬款及應計項目	(1,456)	(387)	(580)	-	(129)
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	173,731	356,456	3,057	1,875	3,386
		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	130,030	2,592	583	1,412
Accounts payable and accruals	應付賬款及應計項目	(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

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2 Financial risk and fund risk management (Continued)

2.1 Financial risk factors (Continued)

(a) Market risk (Continued)

(i) Foreign exchange risk (Continued)

2 財務風險及資金風險管理 (續)

2.1 財務風險因素 (續)

(甲) 市場風險 (續)

(一) 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
2013	二零一三年					
Held-to-maturity investments	持有至到期日投資	-	62,657	-	-	-
Time deposits	定期存款	67,770	289,037	2,912	1,826	3,496
Cash and cash equivalents	現金及現金等價物	107,417	1,112	723	15	19
Accounts payable and accruals	應付賬款及應計項目	(1,456)	(387)	(580)	-	(129)
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	173,731	352,419	3,055	1,841	3,386
		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	應付賬款及應計項目	(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	306,136	1,989	1,817	3,397

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2 Financial risk and fund risk management (Continued)

2.1 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 sensitivity analysis performed at 30 June 2013, if interest rates on interest-bearing bank deposits had been 50 basis points higher or 25 basis points lower with all other variables held constant, surplus for the year would have been \$1,064,000 higher (2012: \$1,006,000 higher) or \$246,000 lower (2012: \$223,000 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.

2 財務風險及資金風險管理 (續)

2.1 財務風險因素 (續)

(甲) 市場風險 (續)

(二) 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。

根據在二零一三年六月三十日進行的敏感度分析，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1,064,000元（二零一二年：增加1,006,000元）或減少246,000元（二零一二年：減少223,000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。

(三) 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。

2 Financial risk and fund risk management (Continued)

2.1 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.

2 財務風險及資金風險管理 (續)

2.1 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。

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2 Financial risk and fund risk management (Continued)

2.1 Financial risk factors (Continued)

(c) Liquidity risk (Continued)

2 財務風險及資金風險管理 (續)

2.1 財務風險因素 (續)

(丙) 流動資金風險 (續)

		Group 本集團				
		Up to 3 months 三個月及以下 \$'000 港幣千元	3 months to 1 year 三個月至一年 \$'000 港幣千元	1 year to 2 years 一年至二年 \$'000 港幣千元	Over 2 years 二年以上 \$'000 港幣千元	Total 總額 \$'000 港幣千元
At 30 June 2013	於二零一三年六月三十日					
Accounts payable and accruals	應付賬款及應計款項	109,746	2,223	500	200	112,669
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	應付賬款及應計款項	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

		Institute 教院				
		Up to 3 months 三個月及以下 \$'000 港幣千元	3 months to 1 year 三個月至一年 \$'000 港幣千元	1 year to 2 years 一年至二年 \$'000 港幣千元	Over 2 years 二年以上 \$'000 港幣千元	Total 總額 \$'000 港幣千元
At 30 June 2013	於二零一三年六月三十日					
Accounts payable and accruals	應付賬款及應計款項	104,282	2,223	500	200	107,205
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	應付賬款及應計款項	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

2 Financial risk and fund risk management (Continued)**2.1 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.

2 財務風險及資金風險管理 (續)**2.1 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**2013 二零一三年****2012 二零一二年**

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	\$'000	\$'000	\$'000	\$'000	\$'000
港幣千元	港幣千元	港幣千元	港幣千元	港幣千元	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	17,860	-	17,860	16,719	-	16,719
- Investment in unlisted unit trust	- 非上市單位信託投資	-	1,244	1,244	-	1,183	1,183
		<u>17,860</u>	<u>1,244</u>	<u>19,104</u>	<u>16,719</u>	<u>1,183</u>	<u>17,902</u>

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。

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2 Financial risk and fund risk management (Continued)

2.2 Fund risk management

The Institute is a government subvented education institution established under the laws of Hong Kong Special Administrative Region (“HKSAR”), which main 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 16, 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.

2.3 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.

2 財務風險及資金風險管理 (續)

2.2 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，主要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16所述外，教院目前無須遵守外間訂立的任何資本規定。教院營業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，為營業活動籌集資金。

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。

2.3 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)。

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3 Fixed assets

3 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 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
Transfers	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
At 1 July 2012	於二零一二年七月一日	2,385,426	157,318	279,799	63,930	2,886,473
Additions	增置	-	15,247	17,138	12,915	45,300
Transfers	轉撥	-	75,495	760	(76,255)	-
Disposals	處置	(1,374)	(19,865)	(13,022)	-	(34,261)
At 30 June 2013	於二零一三年六月三十日	2,384,052	228,195	284,675	590	2,897,512
Accumulated depreciation:	累計折舊：					
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
At 1 July 2012	於二零一二年七月一日	559,014	79,211	222,165	-	860,390
Charge for the year	本年度折舊	47,710	26,292	21,880	-	95,882
Written back on disposal	處置後撥回	(841)	(19,723)	(13,017)	-	(33,581)
At 30 June 2013	於二零一三年六月三十日	605,883	85,780	231,028	-	922,691
Net book value:	賬面淨值：					
At 30 June 2013	於二零一三年六月三十日	1,778,169	142,415	53,647	590	1,974,821
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

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3 Fixed assets (Continued)

3 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 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
Transfers	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
At 1 July 2012	於二零一二年七月一日	2,381,662	155,098	272,677	63,930	2,873,367
Additions	增置	-	14,728	16,167	12,915	43,810
Transfers	轉撥	-	75,495	760	(76,255)	-
Disposals	處置	(1,374)	(19,858)	(12,601)	-	(33,833)
At 30 June 2013	於二零一三年六月三十日	2,380,288	225,463	277,003	590	2,883,344
Accumulated depreciation:	累計折舊：					
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
At 1 July 2012	於二零一二年七月一日	558,118	78,244	216,184	-	852,546
Charge for the year	本年度折舊	47,637	25,945	21,092	-	94,674
Written back on disposal	處置後撥回	(841)	(19,718)	(12,599)	-	(33,158)
At 30 June 2013	於二零一三年六月三十日	604,914	84,471	224,677	-	914,062
Net book value:	賬面淨值：					
At 30 June 2013	於二零一三年六月三十日	1,775,374	140,992	52,326	590	1,969,282
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

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4 Investments

4 投資

		Group 本集團		Institute 教院	
		2013 \$'000 港幣千元	2012 \$'000 港幣千元	2013 \$'000 港幣千元	2012 \$'000 港幣千元
Investments in institutional entities	於從屬機構的投資	1	1	1	1
Investments in subsidiaries	於附屬公司的投資			-	-
				1	1

Note a: Investments in subsidiaries

The Institute has a 100% (2012: 100%) interest, without investment cost, in 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% (2012: 100%) interest, without investment cost, in 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 (2012: 1 share of \$500), representing 12.5% of the share capital of 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% (2012: 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% (2012: 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% (2012: 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.

The Institute has a 12.5% (2012: 12.5%) interest, without investment cost, in JULAC Joint Universities 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.

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%（二零一二年：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%（二零一二年：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（二零一二年：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%（二零一二年：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%（二零一二年：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%（二零一二年：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。

教院持有大學聯合典藏學術書庫有限公司（「聯合書庫」）12.5%（二零一二年：12.5%）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。

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5 Financial instruments by category

5 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 a through profit or loss 按公允價值計入 損益的金融資產	Held-to- maturity investments 持有至到期日投資	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 at 30 June 2013	於二零一三年六月三十日的 金融資產					
Held-to-maturity investments	持有至到期日投資	6	-	-	62,657	62,657
Time deposits	定期存款	7	593,998	-	-	593,998
Accounts receivable	應收賬款	8	35,184	-	-	35,184
Security deposits	保證按金	8	7,566	-	-	7,566
Financial assets at fair value through profit or loss	按公允價值計入損益的 金融資產	9	-	19,104	-	19,104
Cash and cash equivalents	現金及現金等價物	10	501,508	-	-	501,508
			<u>1,138,256</u>	<u>19,104</u>	<u>62,657</u>	<u>1,220,017</u>
Financial assets as at 30 June 2012	於二零一二年六月三十日的 金融資產					
Held-to-maturity investments	持有至到期日投資	6	-	-	23,588	23,588
Time deposits	定期存款	7	486,459	-	-	486,459
Accounts receivable	應收賬款	8	33,823	-	-	33,823
Security deposits	保證按金	8	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	9	-	17,902	-	17,902
Cash and cash equivalents	現金及現金等價物	10	615,838	-	-	615,838
			<u>1,142,541</u>	<u>17,902</u>	<u>23,588</u>	<u>1,184,031</u>

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5 Financial instruments by category (Continued)

5 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 持有至到期日投資	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 at 30 June 2013	於二零一三年六月三十日的金融資產				
Held-to-maturity investments	持有至到期日投資	6	-	62,657	62,657
Time deposits	定期存款	7	589,961	-	589,961
Accounts receivable	應收賬款	8	33,928	-	33,928
Accounts due from subsidiaries	應收附屬公司的款項	8	1,634	-	1,634
Security deposits	保證按金	8	7,359	-	7,359
Financial assets at fair value through profit or loss	按公允價值計入損益的金融資產	9	-	19,104	19,104
Cash and cash equivalents	現金及現金等價物	10	472,799	-	472,799
			<u>1,105,681</u>	<u>62,657</u>	<u>1,187,442</u>
Financial assets as at 30 June 2012	於二零一二年六月三十日的金融資產				
Held-to-maturity investments	持有至到期日投資	6	-	23,588	23,588
Time deposits	定期存款	7	486,459	-	486,459
Accounts receivable	應收賬款	8	31,896	-	31,896
Accounts due from subsidiaries	應收附屬公司的款項	8	56	-	56
Security deposits	保證按金	8	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	9	-	17,902	17,902
Cash and cash equivalents	現金及現金等價物	10	577,859	-	577,859
			<u>1,102,461</u>	<u>23,588</u>	<u>1,143,951</u>

Group 本集團			Institute 教院		
	Note 附註	2013 \$'000 港幣千元	2012 \$'000 港幣千元	2013 \$'000 港幣千元	2012 \$'000 港幣千元
Financial liabilities as at 30 June	於六月三十日的金融負債				
<u>Other financial liabilities</u>	<u>其他金融負債</u>				
Accounts payable, accruals and other deposits	應付賬款及應計款項	11	112,669	107,205	125,898
Borrowings	貸款	13	-	-	1,456
			<u>112,669</u>	<u>107,205</u>	<u>127,354</u>

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6 Held-to-maturity investments

6 持有至到期日投資

		Group and Institute 本集團和教院	
		2013 \$'000 港幣千元	2012 \$'000 港幣千元
Unlisted, at amortised cost and classified as current assets	非上市，按攤銷成本及歸類為 流動資產	62,657	23,588

7 Time deposits

7 定期存款

		Group 本集團		Institute 教院	
		2013 \$'000 港幣千元	2012 \$'000 港幣千元	2013 \$'000 港幣千元	2012 \$'000 港幣千元
Time deposits with original maturity over 3 months	原到期日超過3個月的 定期存款				
Current portion	流動部份				
- Unpledged	- 未作抵押	564,481	455,454	560,444	455,454
- Pledged	- 已作抵押	6,000	7,500	6,000	7,500
		570,481	462,954	566,444	462,954
Non-current portion	非流動部分	23,517	23,505	23,517	23,505
		593,998	486,459	589,961	486,459

The effective interest rate on time deposits with original maturity over 3 months was 1.96% (2012: 1.82%) per annum. These deposits have a weighted average maturity of 165 days (2012: 189 days).

原到期日超過三個月的定期存款的實際利率為1.96%（二零一二年：1.82%）；此等存款的加權平均到期日為165日（二零一二年：189日）。

The pledged time deposits of \$Nil (2012: \$1.5 million) and \$6.0 million (2012: \$6.0 million) are used respectively as securities for a loan from the HKSAR Government disclosed in Note 13 and for the Group's bank overdraft facilities which have not been utilised as at year end (2012: \$Nil).

定期存款港幣零元（二零一二年：港幣150萬元）及港幣600萬元（二零一二年：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13），以及用作本集團於年終時尚未動用的銀行透支額的抵押（二零一二年：無）。

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8 Accounts receivable, deposits and prepayments

8 應收賬款、按金及預付款項

		Group 本集團		Institute 教院	
		2013 \$'000 港幣千元	2012 \$'000 港幣千元	2013 \$'000 港幣千元	2012 \$'000 港幣千元
Accounts receivable (Note a)	應收賬款 (附註甲)	35,184	33,823	33,928	31,896
Less: Provision for impairment (Note b)	減：減值撥備 (附註乙)	(2,340)	(2,593)	(2,213)	(2,243)
		32,844	31,230	31,715	29,653
Amounts due from subsidiaries (Note c)	應收附屬公司的款項 (附註丙)	-	-	1,634	56
Security deposits	保證按金	7,566	6,421	7,359	6,191
Maximum exposure to credit risk	信貸風險的最高承擔	40,410	37,651	40,708	35,900
Prepayments	預付款項	7,937	6,278	7,640	5,853
		48,347	43,929	48,348	41,753

(a) Accounts receivable

As at 30 June 2013, the Group's and the Institute's accounts receivable of \$2,617,000 (2012: \$2,112,000) and \$2,540,000 (2012: \$1,716,000) respectively were past due but not impaired. 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

在二零一三年六月三十日，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2,617,000元（二零一二年：港幣2,112,000元）及港幣2,540,000元（二零一二年：港幣1,716,000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	
		2013 \$'000 港幣千元	2012 \$'000 港幣千元	2013 \$'000 港幣千元	2012 \$'000 港幣千元
Not past due	未逾期	30,227	29,118	29,175	27,937
Past due by:	已逾期：				
0 – 3 months	0 – 3 個月	1,232	1,441	1,155	1,183
3 – 6 months	3 – 6 個月	1,320	590	1,320	467
6 – 12 months	6 – 12 個月	52	66	52	51
Over 12 months	超過12個月	13	15	13	15
		32,844	31,230	31,715	29,653

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8 Accounts receivable, deposits and prepayments (Continued)

(b) Provision for impairment of accounts receivable

As at 30 June 2013, except for the Group's bad debts written off directly to the statement of comprehensive income of \$Nil (2012: \$4,000) and written back directly to the statement of comprehensive income of \$Nil (2012: \$99,000), the Group's and the Institute's accounts receivable of \$2,340,000 (2012: \$2,593,000) and of \$2,213,000 (2012: \$2,243,000) respectively were impaired 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:

8 應收賬款、按金及預付款項 (續)

(乙) 應收賬款的減值撥備

於二零一三年六月三十日，除了本集團直接撥入全面收益表撇銷的壞賬港幣零元（二零一二年：港幣4,000元），以及直接撥回全面收益表的金額港幣零元（二零一二年：港幣99,000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2,340,000元（二零一二年：港幣2,593,000元）及港幣2,213,000元（二零一二年：港幣2,243,000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	
		2013 \$'000 港幣千元	2012 \$'000 港幣千元	2013 \$'000 港幣千元	2012 \$'000 港幣千元
Past due by:	已逾期：				
0 – 3 months	0 – 3 個月	106	481	106	443
3 – 6 months	3 – 6 個月	562	724	496	652
6 – 12 months	6 – 12 個月	1,613	1,092	1,552	987
Over 12 months	超過12個月	59	296	59	161
		<u>2,340</u>	<u>2,593</u>	<u>2,213</u>	<u>2,243</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	
		2013 \$'000 港幣千元	2012 \$'000 港幣千元	2013 \$'000 港幣千元	2012 \$'000 港幣千元
Balance at 1 July 2012/2011	於二零一二年 / 二零一一年 七月一日的結存	2,593	1,953	2,243	1,788
Provision for impairment Receivables written off during the year as uncollectible	減值撥備 年內撇銷應收款作為 不能收回的款項	2,428	2,454	2,213	2,239
Reversal of provision for impairment	轉回減值撥備	(2,504)	(1,272)	(2,088)	(1,272)
		<u>(177)</u>	<u>(542)</u>	<u>(155)</u>	<u>(512)</u>
Balance at 30 June 2013/2012	於二零一三年 / 二零一二年 六月三十日的結存	<u>2,340</u>	<u>2,593</u>	<u>2,213</u>	<u>2,243</u>

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

The Group has recognised a loss of \$2,428,000 (2012: \$2,454,000) for the impairment of its accounts receivable during the year ended 30 June 2013. The loss has been mainly included in 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 \$1,318,000 (2012: \$1,336,000), \$77,000 (2012: \$255,000), \$802,000 (2012: \$782,000) and \$231,000 (2012: \$81,000) respectively.

The unused impairment provision of \$177,000 (2012: \$542,000) 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 \$107,000 (2012: \$44,000), \$34,000 (2012: \$58,000), \$31,000 (2012: \$382,000) and \$5,000 (2012: \$58,000) respectively.

(c) Amounts due from subsidiaries

The amounts due are unsecured and repayable within 30 days. Except for the amount of \$8,000 (2012: \$10,000) 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.

8 應收賬款、按金及預付款項 (續)**(乙) 應收賬款的減值撥備 (續)**

截至二零一三年六月三十日止年度確認應收賬款的減值虧損港幣2,428,000元(二零一二年:港幣2,454,000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1,318,000元(二零一二年:港幣1,336,000元)、港幣77,000元(二零一二年:港幣255,000元)、港幣802,000元(二零一二年:港幣782,000元)及港幣231,000元(二零一二年:港幣81,000元)。

未動用的減值撥備港幣177,000元(二零一二年:港幣542,000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107,000元(二零一二年:港幣44,000元)、港幣34,000元(二零一二年:港幣58,000元)、港幣31,000元(二零一二年:港幣382,000元)及港幣5,000元(二零一二年:港幣58,000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8,000元(二零一二年:港幣10,000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。於結算日，並無逾期應收附屬公司的款項。

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9 Financial assets at fair value through profit or loss

9 按公允價值計入損益的金融資產

		Group and Institute 本集團和教院	
		2013 \$'000 港幣千元	2012 \$'000 港幣千元
Investment in listed unit trust in Hong Kong, at fair value	香港上市單位信託投資 (按公允價值)	17,860	16,719
Investment in unlisted unit trust, at fair value	非上市單位信託投資 (按公允價值)	1,244	1,183
		<u>19,104</u>	<u>17,902</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)。

10 Cash and cash equivalents

10 現金及現金等價物

		Group 本集團		Institute 教院	
		2013 \$'000 港幣千元	2012 \$'000 港幣千元	2013 \$'000 港幣千元	2012 \$'000 港幣千元
Cash at banks and in hand	銀行及手頭現金	212,783	201,261	187,277	169,632
Short-term bank deposits	短期銀行存款	288,725	414,577	285,522	408,227
		<u>501,508</u>	<u>615,838</u>	<u>472,799</u>	<u>577,859</u>

The effective interest rate on short-term bank deposits was 0.54% (2012: 0.89%) per annum. These deposits have a weighted average maturity of 38 days (2012: 33 days).

短期銀行存款的實際利率為0.54% (二零一二年：0.89%)；此等存款的加權平均到期日為38日 (二零一二年：33日)。

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11 Accounts payable and accruals

11 應付賬款及應計款項

		Group 本集團		Institute 教院	
		2013 \$'000 港幣千元	2012 \$'000 港幣千元	2013 \$'000 港幣千元	2012 \$'000 港幣千元
Accounts payable	應付賬款	66,748	59,568	63,374	57,699
Accruals	應計款項	43,401	66,559	41,311	65,994
Other deposits	其他按金	2,520	2,205	2,520	2,205
		<u>112,669</u>	<u>128,332</u>	<u>107,205</u>	<u>125,898</u>
Other provisions	其他撥備	-	4,397	-	4,397
Receipts in advance	預收款項	35,721	77,807	35,138	77,372
		<u>148,390</u>	<u>210,536</u>	<u>142,343</u>	<u>207,667</u>

(a) The carrying amounts of accounts payable and accruals approximate their fair values as at 30 June 2013 and 2012.

(甲) 截至二零一三年及二零一二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。

12 Provision for employee benefits

12 僱員福利撥備

		Group 本集團		Institute 教院	
		2013 \$'000 港幣千元	2012 \$'000 港幣千元	2013 \$'000 港幣千元	2012 \$'000 港幣千元
Staff costs:	僱員成本：				
Unutilised annual leave and others	未支取的年假及其他	54,156	34,742	54,124	34,304
Gratuities	約滿酬金	26,090	25,051	26,026	24,530
Long service payment	長期服務金	384	336	91	99
		<u>80,630</u>	<u>60,129</u>	<u>80,241</u>	<u>58,933</u>
Payable:	應付款：				
Within 1 year	一年內	69,670	51,466	69,281	50,490
After 1 year	一年後	10,960	8,663	10,960	8,443
		<u>80,630</u>	<u>60,129</u>	<u>80,241</u>	<u>58,933</u>

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13 Borrowings

13 貸款

		Group and Institute 本集團和教院	
		2013 \$'000 港幣千元	2012 \$'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	-	1,456

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 with first instalment in June 2004 and is secured by the Institute's bank deposits of \$Nil (2012: \$1.5 million) as disclosed in Note 7.

As at 30 June 2012, the carrying amounts were based on future cash flows discounted using a rate based on the then effective market borrowing rate of 3.0% and all denominated in Hong Kong dollars.

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

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，須分十年每年等額償還，首期還款日為二零零四年六月，並由教院的銀行存款港幣零元（二零一二年：港幣150萬元）作為抵押，如附註7所披露。

於二零一二年六月三十日，賬面值根據現金流量以當時的實際市場貸款利率3.0%貼現計算，全部以港元為單位。

截至二零一二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。

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14 Deferred income

14 遞延收入

		Group 本集團		Institute 教院	
		2013 \$'000 港幣千元	2012 \$'000 港幣千元	2013 \$'000 港幣千元	2012 \$'000 港幣千元
Balance at 1 July 2012/2011	於二零一二年 / 二零一一年 七月一日的結存	201,844	208,664	201,355	208,587
Subventions, grants and donations received/receivable	已收 / 應收的補助金、 撥款及捐款	758,397	742,641	737,681	722,514
Recognised during the year	本年度入賬	(713,660)	(644,920)	(693,400)	(626,667)
Transferred to deferred capital funds (Note 15)	轉撥至遞延資本基金 (附註15)	(41,723)	(104,541)	(41,116)	(103,079)
Balance at 30 June 2013/2012	於二零一三年 / 二零一二年 六月三十日的結存	204,858	201,844	204,520	201,355
		2013 \$'000 港幣千元	2012 \$'000 港幣千元	2013 \$'000 港幣千元	2012 \$'000 港幣千元
Balance representing:	結餘包括：				
Institute	教院				
Earmarked Grants	指定撥款				
- Research	- 研究	11,937	11,905	11,937	11,905
- Immersion	- 沉浸	38,709	29,085	38,709	29,085
- Home Financing Scheme	- 居所資助計劃	86,239	86,293	86,239	86,293
- Housing-related benefits other than Home Financing Scheme	- 非居所資助計劃之房屋 福利相關支出	29,482	27,010	29,482	27,010
- Others	- 其他	23,709	17,690	23,709	17,690
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	6,485	20,896	6,485	20,896
Grants from government agencies	政府機構撥款	7,959	8,476	7,959	8,476
		204,520	201,355	204,520	201,355
Subsidiary	附屬公司				
Earmarked Grants	指定撥款				
- Others	- 其他	338	489	-	-
		204,858	201,844	204,520	201,355

The Hong Kong Jockey Club Charities Trust (the "Trust") approved funding of \$3,117,000 for the Group's project "Research Effectiveness of Early Intervention for Chinese Kindergarteners at Risk for Specific Learning Difficulties" and \$669,000 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 \$66,000 (2012: \$776,000) and \$159,000 (2012: \$88,000) 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3,117,000元和港幣669,000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66,000元(二零一二年：港幣776,000元)和港幣159,000元(二零一二年：港幣88,000萬元)，未用結餘已列作遞延收入。

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15 Deferred capital funds

15 遞延資本基金

		Group 本集團		Institute 教院	
		2013 \$'000 港幣千元	2012 \$'000 港幣千元	2013 \$'000 港幣千元	2012 \$'000 港幣千元
Balance at 1 July 2012/2011	於二零一二年 / 二零一一年 七月一日的結存	2,021,959	2,003,128	2,017,773	1,999,739
Representing:	相當於：				
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	裝置及設備	54,043	53,113	53,516	52,664
		2,021,959	2,003,128	2,017,773	1,999,739
Transfer from deferred income (Note 14)	轉自遞延收入 (附註 14)				
Construction in Progress	在建工程	12,915	86,274	12,915	86,274
Leasehold improvements	租賃物業裝潢	14,440	1,820	13,921	896
Fixtures and equipment	裝置及設備	14,368	16,447	14,280	15,909
		41,723	104,541	41,116	103,079
Transfers	轉撥				
Construction in Progress	在建工程	(76,255)	(30,762)	(76,255)	(30,762)
Leasehold improvements	租賃物業裝潢	75,495	23,199	75,495	23,199
Fixtures and equipment	裝置及設備	760	7,563	760	7,563
		-	-	-	-
Release to statement of comprehensive income	撥入收支表				
Buildings	樓宇	(48,243)	(48,538)	(48,170)	(48,465)
Leasehold improvements	租賃物業裝潢	(26,223)	(14,092)	(26,017)	(13,960)
Fixtures and equipment	裝置及設備	(20,072)	(23,080)	(19,793)	(22,620)
		(94,538)	(85,710)	(93,980)	(85,045)
Balance at 30 June 2013/2012	於二零一三年 / 二零一二年 六月三十日的結存				
Buildings	樓宇	1,778,168	1,826,411	1,775,374	1,823,544
Construction in Progress	在建工程	590	63,930	590	63,930
Leasehold improvements	租賃物業裝潢	141,287	77,575	140,182	76,783
Fixtures and equipment	裝置及設備	49,099	54,043	48,763	53,516
		1,969,144	2,021,959	1,964,909	2,017,773

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16 Restricted funds

16 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 2011	於二零一一年七月一日的結存	49,235	9,380	58,615
Transfer from statement of comprehensive income	轉撥自全面收益表	888	-	888
Inter-fund transfer (Note 17)	基金間轉賬 (附註 17)	-	(2,278)	(2,278)
Balance at 30 June 2012 and at 1 July 2012	於二零一二年六月三十日及二零一二年七月一日的結存	50,123	7,102	57,225
Transfer from statement of comprehensive income	轉撥自全面收益表	720	-	720
Inter-fund transfer (Note 17)	基金間轉賬 (附註 17)	-	2,834	2,834
Balance at 30 June 2013	於二零一三年六月三十日的結存	50,843	9,936	60,779

- (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.
- (b) “Unspent balance for research” represents the balances of general and development reserve fund designated for different research projects. Inter-fund transfer between restricted funds and other funds represents the net balance of funds set aside for specific research projects during the year and expenditure incurred under these research projects.

- (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。
- (乙) 「未用研究結餘」指就指定供不同研究項目用途的一般及發展儲備基金的結餘。指定基金與其他基金之間的基金間轉賬是指本年度為特定研究項目所預留基金與該等研究項目所產生支出的結餘淨額。

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17 Other funds

17 其他基金

		Institute 教院				
		General and development reserve fund 一般及發展儲備基金	Matching Grant Funds 配對補助金基金	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 2011	於二零一一年七月一日的結存	249,704	85,374	200,948	79,061	615,087
Transfer from/(to) statement of comprehensive income	轉撥自 / (入)全面收益表	7,354	(9,304)	12,369	(3,810)	6,609
Inter-fund transfer (Note 16)	基金間轉賬 (附註 16)	3,304	-	(1,026)	-	2,278
Balance at 30 June 2012 and at 1 July 2012	於二零一二年六月三十日及二零一二年七月一日的結存	260,362	76,070	212,291	75,251	623,974
Transfer from/(to) statement of comprehensive income	轉撥自 / (入)全面收益表	53,407	2,413	35,680	(3,280)	88,220
Inter-fund transfer (Note 16)	基金間轉賬 (附註 16)	(2,834)	-	-	-	(2,834)
Balance at 30 June 2013	於二零一三年六月三十日的結存	310,935	78,483	247,971	71,971	709,360

- (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)以核准給教院的經常性撥款(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。

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18 Summary Report for UGC-funded and Non-UGC-funded operations

18 教資會資助及非教資會資助的營運概要

		Group 本集團					
		2013			2012		
		UGC-Funded 教資會 資助	Non-UGC-Funded 非教資會 資助	Total 總額	UGC-Funded 教資會 資助	Non-UGC-Funded 非教資會 資助	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	\$'000 港幣千元
Income	收入						
Government subventions	政府撥款	721,408	70,590	791,998	651,146	71,658	722,804
Tuition, programmes and other fees	學費、課程和其他收費	245,228	159,925	405,153	205,540	141,505	347,045
Interest and net investment income	利息及淨投資收益	21,636	5,445	27,081	11,955	1,315	13,270
Donations and benefactions	捐款及捐助	-	17,292	17,292	-	11,385	11,385
Auxiliary services	附屬服務	7,550	22,670	30,220	11,580	17,134	28,714
Other income	其他收入	4,378	9,051	13,429	6,344	9,264	15,608
		1,000,200	284,973	1,285,173	886,565	252,261	1,138,826
Expenditure	支出						
Learning and research	教育及研究						
Instruction and research	教學及研究	522,272	169,518	691,790	474,343	172,291	646,634
Library	圖書館	36,092	5,550	41,642	37,087	5,567	42,654
Central computing facilities	中央電腦設施	54,606	5,809	60,415	61,495	6,226	67,721
Other academic services	其他學術服務	38,501	5,637	44,138	39,338	4,544	43,882
Institutional support	教學支援						
Management and general	一般行政及管理	56,702	18,285	74,987	59,728	12,818	72,546
Premises and related expenses	校舍及相關開支	195,440	16,817	212,257	178,288	15,351	193,639
Student and general education services	學生及一般教育服務	40,402	39,960	80,362	37,836	28,624	66,460
		944,015	261,576	1,205,591	888,115	245,421	1,133,536
Surplus/(deficit) from operations	營運盈餘 / (虧絀)	56,185	23,397	79,582	(1,550)	6,840	5,290
Finance costs	財務成本	-	(44)	(44)	-	(86)	(86)
Surplus/(deficit) and total comprehensive income for the year before transfers	轉撥前本年度盈餘 / (虧絀) 及全面收益總額	56,185	23,353	79,538	(1,550)	6,754	5,204

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18 Summary Report for UGC-funded and Non-UGC-funded operations (Continued)

18 教資會資助及非教資會資助的營運概要 (續)

		Institute 教院					
		2013			2012		
		UGC-Funded 教資會 資助	Non-UGC-Funded 非教資會 資助	Total 總額	UGC-Funded 教資會 資助	Non-UGC-Funded 非教資會 資助	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	\$'000 港幣千元
Income	收入						
Government subventions	政府撥款	721,408	47,785	769,193	651,146	49,098	700,244
Tuition, programmes and other fees	學費、課程和其他收費	245,228	145,703	390,931	205,540	98,544	304,084
Interest and net investment income	利息及淨投資收益	21,636	5,318	26,954	11,955	1,261	13,216
Donations and benefactions	捐款及捐助	-	16,595	16,595	-	10,651	10,651
Auxiliary services	附屬服務	7,550	23,852	31,402	11,580	22,608	34,188
Other income	其他收入	4,378	14,119	18,497	6,344	14,753	21,097
		1,000,200	253,372	1,253,572	886,565	196,915	1,083,480
Expenditure	支出						
Learning and research	教育及研究						
Instruction and research	教學及研究	522,272	130,787	653,059	474,343	116,706	591,049
Library	圖書館	36,092	5,550	41,642	37,087	5,567	42,654
Central computing facilities	中央電腦設施	54,606	5,809	60,415	61,495	6,226	67,721
Other academic services	其他學術服務	38,501	5,637	44,138	39,338	4,544	43,882
Institutional support	教學支援						
Management and general	一般行政及管理	56,702	17,950	74,652	59,728	12,417	72,145
Premises and related expenses	校舍及相關開支	195,440	14,990	210,430	178,288	13,748	192,036
Student and general education services	學生及一般教育服務	40,402	39,850	80,252	37,836	28,574	66,410
		944,015	220,573	1,164,588	888,115	187,782	1,075,897
Surplus/(deficit) from operations	營運盈餘 / (虧絀)	56,185	32,799	88,984	(1,550)	9,133	7,583
Finance costs	財務成本	-	(44)	(44)	-	(86)	(86)
Surplus/(deficit) and total comprehensive income for the year before transfers	轉撥前本年度盈餘 / (虧絀) 及全面收益總額	56,185	32,755	88,940	(1,550)	9,047	7,497

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19 Government subventions

19 政府撥款

		Group 本集團		Institute 教院	
		2013 \$'000 港幣千元	2012 \$'000 港幣千元	2013 \$'000 港幣千元	2012 \$'000 港幣千元
Subventions from UGC	教資會撥款				
Block / Recurrent Grants	整筆 / 經常性撥款	592,425	511,669	592,425	511,669
Earmarked Grants	指定撥款	47,872	69,455	47,872	69,455
Home Financing Scheme	居所資助計劃	4,172	6,075	4,172	6,075
Matching Grant	配對補助金撥款	10,770	28	10,770	28
Replacement Town Centre	重置市區分校	6,011	10,510	6,011	10,510
Earmarked for Pension Top-up	指定補貼退休金	4,654	4,824	4,654	4,824
Earmarked Language Immersion Programmes	指定語文沉浸課程	4,465	7,311	4,465	7,311
Research projects	研究項目	13,382	11,624	13,382	11,624
Housing-related benefits other than Home Financing Scheme	非居所資助計劃之房屋福利相關支出	1,613	1,269	1,613	1,269
Development of the New Undergraduate Programmes under 3-3-4 Academic Structure	「三三四」學制下的新本科生課程發展	-	10,226	-	10,226
Promoting Outcome-based Approaches	推廣以成效為本的方法	-	4,557	-	4,557
Upgrading of Language Teaching & Learning Facilities	提升語言教學和學習設施	203	444	203	444
New Initiatives to 3-3-4	「三三四」學制的新措施	-	7,606	-	7,606
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	-	2,530
Knowledge Transfer	知識轉移	1,688	1,662	1,688	1,662
Other Earmarked Grants	其他指定撥款	914	789	914	789
Government rent and rates refund	退回地租及差餉	8,738	8,483	8,738	8,483
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	72,373	61,539	72,373	61,539
		721,408	651,146	721,408	651,146
Grants from government agencies	政府機構撥款	70,590	71,658	47,785	49,098
		791,998	722,804	769,193	700,244

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20 Tuition, programmes and other fees

20 學費、課程和其他收費

		Group 本集團		Institute 教院	
		2013 \$'000 港幣千元	2012 \$'000 港幣千元	2013 \$'000 港幣千元	2012 \$'000 港幣千元
UGC - funded programmes	教資會資助課程				
Tuition fees	學費	236,627	196,070	236,627	196,070
Programmes and other fees	課程及其他收費	8,601	9,470	8,601	9,470
Non - UGC - funded programmes	非教資會資助課程				
Tuition fees	學費	149,732	128,109	138,546	89,755
Programmes and other fees	課程及其他收費	10,193	13,396	7,157	8,789
		<u>405,153</u>	<u>347,045</u>	<u>390,931</u>	<u>304,084</u>

21 Interest and net investment income

21 利息及淨投資收益

		Group 本集團		Institute 教院	
		2013 \$'000 港幣千元	2012 \$'000 港幣千元	2013 \$'000 港幣千元	2012 \$'000 港幣千元
Unrealised gain / (loss) 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收益 / (虧損)	1,247	(2,538)	1,247	(2,538)
Realised gain / (loss) 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收益 / (虧損)	5	(3)	5	(3)
Dividend gain	股息收益	562	536	562	536
Interest income	利息收入	15,043	12,455	14,956	12,401
Foreign exchange gain	匯兌收益	10,224	2,820	10,184	2,820
		<u>27,081</u>	<u>13,270</u>	<u>26,954</u>	<u>13,216</u>

22 Donations and benefactions

22 捐款及捐助

		Group 本集團		Institute 教院	
		2013 \$'000 港幣千元	2012 \$'000 港幣千元	2013 \$'000 港幣千元	2012 \$'000 港幣千元
Capital projects	基建項目	1,898	5,061	1,898	5,061
Scholarships, prizes and bursaries	獎學金、獎金和助學金	4,447	1,633	4,447	1,630
Donations for academic activities	對學術活動的捐款	10,947	4,691	10,250	3,960
		<u>17,292</u>	<u>11,385</u>	<u>16,595</u>	<u>10,651</u>

(a) Matching Grant Scheme

The HKSAR Government has launched the Sixth Matching Grant Scheme for 17 statutory post-secondary institutions and approved post-secondary colleges to match the donations secured by them. Donations pledged and paid to the Institute between 1 August 2012 and 31 July 2014 are eligible for such Matching Grants.

(甲) 配對補助金計劃

香港特區政府在所有法定或認可專上教育機構推行第六輪「配對補助金計劃」，以配對各院校自行籌集所得的捐款。該等院校於二零一二年八月一日至二零一四年七月三十一日期間所獲承諾或已收取的捐款均符合資格參與該配對補助金計劃。

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22 Donations and benefactions (Continued)

For the year ended 30 June 2013, the related income or expenditure incurred for the Matched Donations and Matching Grants are shown below :

22 捐款及捐助 (續)

於截至二零一三年六月三十日止年度，配對補助金的損贈及撥款的相關收入及支出詳情如下：

		Group and Institute 本集團和教院	
		Matching Grants 配對補助金撥款	Matched Donations 配對補助金捐贈
		\$'000 港幣千元	\$'000 港幣千元
Balance at 1 July 2012	於二零一二年七月一日的結存	76,070	80,469
Income	收入		
Matching Grants	配對補助金撥款	10,745	-
Matched Donations	配對補助金捐贈	-	11,485
Miscellaneous income	雜項收入	628	1,694
Interest and investment income	利息及投資收入	1,560	1,574
		12,933	14,753
Expenditure	支出		
Academic strength and niche area development	學術專長與專科發展	2,732	6,733
Teaching and research enhancement	教學及研究提升	1,190	5,329
Scholarships, prizes and bursaries	獎學金、獎金和助學金	2,734	3,096
Internationalisation and student exchange activities	國際化與學生交換活動	2,976	1,234
Student development	學生活動	515	656
Others	其他	8	762
		10,155	17,810
Classified as restricted fund	列作指定基金	365	196
Balance at 30 June 2013	於二零一三年六月三十日的結存	78,483	77,216

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22 Donations and benefactions (Continued)

For the year ended 30 June 2012, the related income or expenditure incurred for the Matched Donations and Matching Grants are shown below :

22 捐款及捐助 (續)

於截至二零一二年六月三十日止年度，配對補助金的損贈及撥款的相關收入及支出詳情如下：

		Group and Institute 本集團和教院	
		Matching Grants 配對補助金撥款	Matched Donations 配對補助金捐贈
		\$'000 港幣千元	\$'000 港幣千元
Balance at 1 July 2011	於二零一一年七月一日的結存	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 2012	於二零一二年六月三十日的結存	76,070	80,469

22 Donations and benefactions (Continued)**(b) Pilot Mainland Experience Scheme for Post-secondary Students**

The scheme is a five-year scheme launched by the Education Bureau of HKSAR in 2011/12 to subsidise post-secondary students participating in short-term internship or learning programmes in Mainland China on a matching basis. For the year ended 30 June 2013, the related income or expenditure incurred for the Matched Donations and Matching Grants are shown below :

22 捐款及捐助 (續)**(乙) 專上學生內地體驗先導計劃**

該計劃是香港特區政府教育局於二零一一年 / 一二年推出的五年計劃，以配對形式資助本地專上學生到內地參加短期實習或學習活動。於截至二零一三年六月三十日止年度，配對補助金的捐贈及撥款的相關收入及支出的詳情如下：

		Group and Institute 本集團和教院	
		Matching Grants 配對補助金撥款	Matched Donations 配對補助金捐贈
		\$'000 港幣千元	\$'000 港幣千元
Balance at 1 July 2012	於二零一二年七月一日的結存	-	-
Income	收入		
Donations / Grants	捐贈 / 撥款	250	500
Miscellaneous income	雜項收入	34	188
Interest and investment income	利息及投資收入	1	5
		285	693
Expenditure	支出		
Programme Fee	活動費用	41	126
Travelling Fee	旅費	30	207
		71	333
Balance at 30 June 2013	於二零一三年六月三十日的結存	214	360

(c) Matched Donations are included in the donations and benefactions and recognised as income in the same manner as other donations. Matching Grants are included in the government subvention and recognised as income when they have been received or become receivable.

(丙) 配對補助金捐贈已計入捐款及捐助中，並按確認其他捐款的方式確認為收入。配對補助金撥款已計入政府撥款，並在已收或應收有關款項時確認為收入。

23 Auxiliary services**23 附屬服務**

		Group 本集團		Institute 教院	
		2013 \$'000 港幣千元	2012 \$'000 港幣千元	2013 \$'000 港幣千元	2012 \$'000 港幣千元
Student hostels	學生宿舍	23,427	22,186	23,427	22,186
Rental income	租金收入	4,552	3,745	5,734	9,219
Rental contribution from staff	僱員租金繳款	1,836	2,381	1,836	2,381
Others	其他	405	402	405	402
		30,220	28,714	31,402	34,188

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24 Expenditure

24 支出

Group 本集團					
		Employee benefits expenses 僱員福利開支	Operating expenses 營運開支	Depreciation 折舊	2013 Total 總額
		\$'000 港幣千元 (Note 25) (附註25)	\$'000 港幣千元	\$'000 港幣千元	\$'000 港幣千元
Learning and research	教育及研究				
Instruction and research	教學及研究	616,039	70,633	5,118	691,790
Library	圖書館	23,762	17,510	370	41,642
Central computing facilities	中央電腦設施	35,256	19,490	5,669	60,415
Other academic services	其他學術服務	38,389	5,663	86	44,138
		713,446	113,296	11,243	837,985
Institutional support	教學支援		(Note 24a) (附註24甲)		
Management and general	一般行政及管理	60,159	14,762	66	74,987
Premises and related expenses	校舍及相關開支	35,861	92,636	83,760	212,257
Student and general education services	學生及一般教育服務	34,364	45,185	813	80,362
		130,384	152,583	84,639	367,606
Total expenditure 2013	二零一三年支出總額	843,830	265,879	95,882	1,205,591

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 (Note 25) (附註25)	\$'000 港幣千元	\$'000 港幣千元	\$'000 港幣千元
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
		653,637	133,795	13,459	800,891
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
		121,594	140,119	70,932	332,645
Total expenditure 2012	二零一二年支出總額	775,231	273,914	84,391	1,133,536

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24 Expenditure (Continued)

24 支出(續)

Institute 教院					
		Employee benefits expenses 僱員福利開支	Operating expenses 營運開支	Depreciation 折舊	2013 Total 總額
		\$'000 港幣千元 (Note 25) (附註25)	\$'000 港幣千元	\$'000 港幣千元	\$'000 港幣千元
Learning and research	教育及研究				
Instruction and research	教學及研究	585,690	63,459	3,910	653,059
Library	圖書館	23,762	17,510	370	41,642
Central computing facilities	中央電腦設施	35,256	19,490	5,669	60,415
Other academic services	其他學術服務	38,389	5,663	86	44,138
		683,097	106,122	10,035	799,254
Institutional support	教學支援		(Note 24a) (附註24a)		
Management and general	一般行政及管理	60,159	14,427	66	74,652
Premises and related expenses	校舍及相關開支	35,861	90,809	83,760	210,430
Student and general education services	學生及一般教育服務	34,364	45,075	813	80,252
		130,384	150,311	84,639	365,334
Total expenditure 2013	二零一三年支出總額	813,481	256,433	94,674	1,164,588

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 (Note 25) (附註25)	\$'000 港幣千元	\$'000 港幣千元	\$'000 港幣千元
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24a)		
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

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24 Expenditure (Continued)

(a) Analysis of operating expenses - Institutional support

24 支出(續)

(甲) 營運開支分析 — 教學支援

		Group 本集團		Institute 教院	
		2013 \$'000 港幣千元	2012 \$'000 港幣千元	2013 \$'000 港幣千元	2012 \$'000 港幣千元
Management and general	一般行政及管理				
Office expenses	辦公室開支	8,781	7,893	8,682	7,786
Professional and legal fees	專業及法律費用	3,118	2,265	3,110	2,173
General insurance	一般保險	1,155	1,030	1,113	992
Auditor's remuneration	核數師酬金	756	746	570	582
Minor equipment and system implementation	小型設備及系統實施	952	994	952	994
		14,762	12,928	14,427	12,527
Premises and related expenses	校舍及相關開支				
Utilities	公用設施	19,673	19,311	19,164	18,799
Repair and maintenance and minor works	維修、保養及小型工程	28,695	24,419	28,432	23,947
Premises rental	樓宇租金	3,231	10,056	2,875	9,594
Government rent and rates	差餉及地租	9,347	8,552	8,824	8,552
Cleaning services	清潔服務	8,580	5,969	8,477	5,882
Security services	保安服務	8,692	7,862	8,644	7,817
Office expenses	辦公室開支	8,144	9,101	9,144	9,101
Telecommunications	電訊費用	560	594	535	569
Minor equipment and system implementation	小型設備及系統實施	4,856	3,609	4,856	3,609
Property insurance	物業保險	541	483	541	483
Notional rental for staff quarters	員工宿舍的名義租金	317	347	317	347
		92,636	90,303	90,809	88,700
Student and general education services	學生及一般教育服務				
Student hostels expenses	學生宿舍支出	15,723	13,307	15,723	13,307
Health care centre	醫療中心	3,429	2,964	3,429	2,964
Scholarship, bursaries and prizes to students	獎學金、助學金和學生獎金	14,239	8,054	14,129	8,004
Extra-curricular activities	課外活動	7,580	9,414	7,580	9,414
Office expenses	辦公室開支	3,757	2,987	3,757	2,987
Others	其他	457	162	457	162
		45,185	36,888	45,075	36,838
Total	總額	152,583	140,119	150,311	138,065

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25 Employee benefits expenses

25 僱員福利開支

		Group 本集團		Institute 教院	
		2013 \$'000 港幣千元	2012 \$'000 港幣千元	2013 \$'000 港幣千元	2012 \$'000 港幣千元
Wages and salaries	工資及薪酬	688,336	646,607	659,258	601,205
Unutilised annual leave and others	未支取年假及其他	23,790	7,010	23,758	6,773
Gratuities	約滿酬金	28,272	26,609	28,039	25,785
Contributions to MPF scheme	向強積金計劃的供款	12,412	10,645	11,775	9,556
Contributions to superannuation scheme	向公積金計劃的供款	47,788	43,427	47,788	43,427
Provision for long service payment	長期服務金撥備	126	97	69	64
Housing benefits	房屋福利	19,421	19,325	19,421	19,325
Other staff related benefits	其他僱員相關福利	23,685	21,511	23,373	20,780
		<u>843,830</u>	<u>775,231</u>	<u>813,481</u>	<u>726,915</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 本集團和教院	
		2013 \$'000 港幣千元	2012 \$'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>51,370</u>	<u>44,174</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	
		2013	2012
Emoluments bands:	酬金組別:		
\$1,800,001 - \$1,950,000	港幣1,800,001元 - 港幣1,950,000元	5	6
\$1,950,001 - \$2,100,000	港幣1,950,001元 - 港幣2,100,000元	4	3
\$2,100,001 - \$2,250,000	港幣2,100,001元 - 港幣2,250,000元	6	4
\$2,250,001 - \$2,400,000	港幣2,250,001元 - 港幣2,400,000元	1	4
\$2,400,001 - \$2,550,000	港幣2,400,001元 - 港幣2,550,000元	4	2
\$2,550,001 - \$2,700,000	港幣2,550,001元 - 港幣2,700,000元	1	-
\$2,700,001 - \$2,850,000	港幣2,700,001元 - 港幣2,850,000元	2	-
\$3,600,001 - \$3,750,000	港幣3,600,001元 - 港幣3,750,000元	-	1
		<u>23</u>	<u>20</u>

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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:

		Group and Institute 本集團和教院	
		2013 \$'000 港幣千元	2012 \$'000 港幣千元
Salaries, wages and allowances	工資、薪酬和津貼	15,855	18,896
Employer's contribution to retirement schemes	僱主的退休金供款	1,380	955
Provision for gratuities and unutilised annual leave	約滿酬金和未支取年假撥備	1,091	1,814
		<u>18,326</u>	<u>21,665</u>

26 Finance costs

		Group and Institute 本集團和教院	
		2013 \$'000 港幣千元	2012 \$'000 港幣千元
Effective interest on borrowings	貸款的實際利息	<u>44</u>	<u>86</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.

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：

26 財務成本

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。

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28 Notes to consolidated cash flow statement

(a) Cash generated from operations

Group 本集團			
	Note 附註	2013 \$'000 港幣千元	2012 \$'000 港幣千元
Surplus for the year		79,538	5,204
Adjustments for:			
- Depreciation	3	95,882	84,391
- Loss on disposal of fixed assets		676	2,733
- Net investment (gain) / loss from financial assets at fair value through profit or loss	21	(1,252)	2,541
- Dividend gain	21	(562)	(536)
- Grants transferred from deferred capital funds	15	(94,538)	(85,710)
- Interest income	21	(15,043)	(12,455)
- Finance cost	26	44	86
- Exchange differences		(10)	10
Changes in working capital:			
- (Increase) / decrease in accounts receivable, deposits and prepayments		(1,719)	12,062
- Increase in provision of employee benefits		20,501	1,895
- (Decrease) / Increase in accounts payable and accruals		(37,123)	30,465
- Increase / (decrease) in deferred income		3,014	(6,820)
Cash generated from operations		49,408	33,866

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

Group 本集團			
	Note 附註	2013 \$'000 港幣千元	2012 \$'000 港幣千元
Net book amount	3	680	2,747
Loss on the disposal		(676)	(2,733)
Proceeds from the disposal		4	14

28 綜合現金流量表附註

(甲) 營運產生的現金

(乙) 在現金流量表，出售固定資產分析如下：

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29 Capital commitments

As at 30 June 2013, the Group and Institute had capital commitments on leasehold improvements, furniture and fixtures as follows:

Group and Institute 本集團和教院			
		2013 \$'000 港幣千元	2012 \$'000 港幣千元
Contracted but not provided for	已簽約但未撥備	18,054	30,580
Authorised but not contracted for	已批准但未簽約	3,013	3,013
		<u>21,067</u>	<u>33,593</u>

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, which was expired during the year.

At the balance sheet date, 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 本集團和教院			
		2013 \$'000 港幣千元	2012 \$'000 港幣千元
Within one year	一年內	-	1,579

The Group and the Institute incurred operating lease charge of \$3,079,000 for the year ended 30 June 2013 (2012: \$9,475,000).

- (b) As at 30 June 2013, the Group and Institute had future aggregate minimum lease receipts under operating leases in respect of rental properties as follows:

Group and Institute 本集團和教院			
		2013 \$'000 港幣千元	2012 \$'000 港幣千元
Within one year	一年內	417	331

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

29 資本承擔

於二零一三年六月三十日，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 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，有關安排已於年內到期。

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：

- (乙) 於二零一三年六月三十日，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：

關於員工宿舍之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。

THE HONG KONG INSTITUTE OF EDUCATION 香港教育學院
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31 Related-party transactions

Other than those disclosed in Notes 8(c) and 25(b) to the consolidated financial statements, the Institute undertook the following significant transactions with the HKIEd SCPE during the year:

(a) Commitments under operating leases

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

		Institute 教院	
		2013 \$'000 港幣千元	2012 \$'000 港幣千元
Within one year	一年內	-	447

(b) Other transactions

		Institute 教院	
		2013 \$'000 港幣千元	2012 \$'000 港幣千元
Service and management fee income	服務及管理費收入		
- Outsourced teaching fee income and administrative fee income	- 外判的教學費收入及行政費收入		
	(a) (甲)	5,526	7,249
Rental income	租金收入	(b) (乙)	1,103
			5,441

Note :

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

31 關聯方交易

除了綜合財務報表附註8(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：

(乙) 其他交易

附註：

- (甲) 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。
- (乙) 租金收入乃根據雙方協議的條款收取。

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32 Comparative figures

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

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.

34 Possible impact of amendments, new standards and interpretations issued but not yet effective for the year ended 30 June 2013

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 2013 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.

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 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。

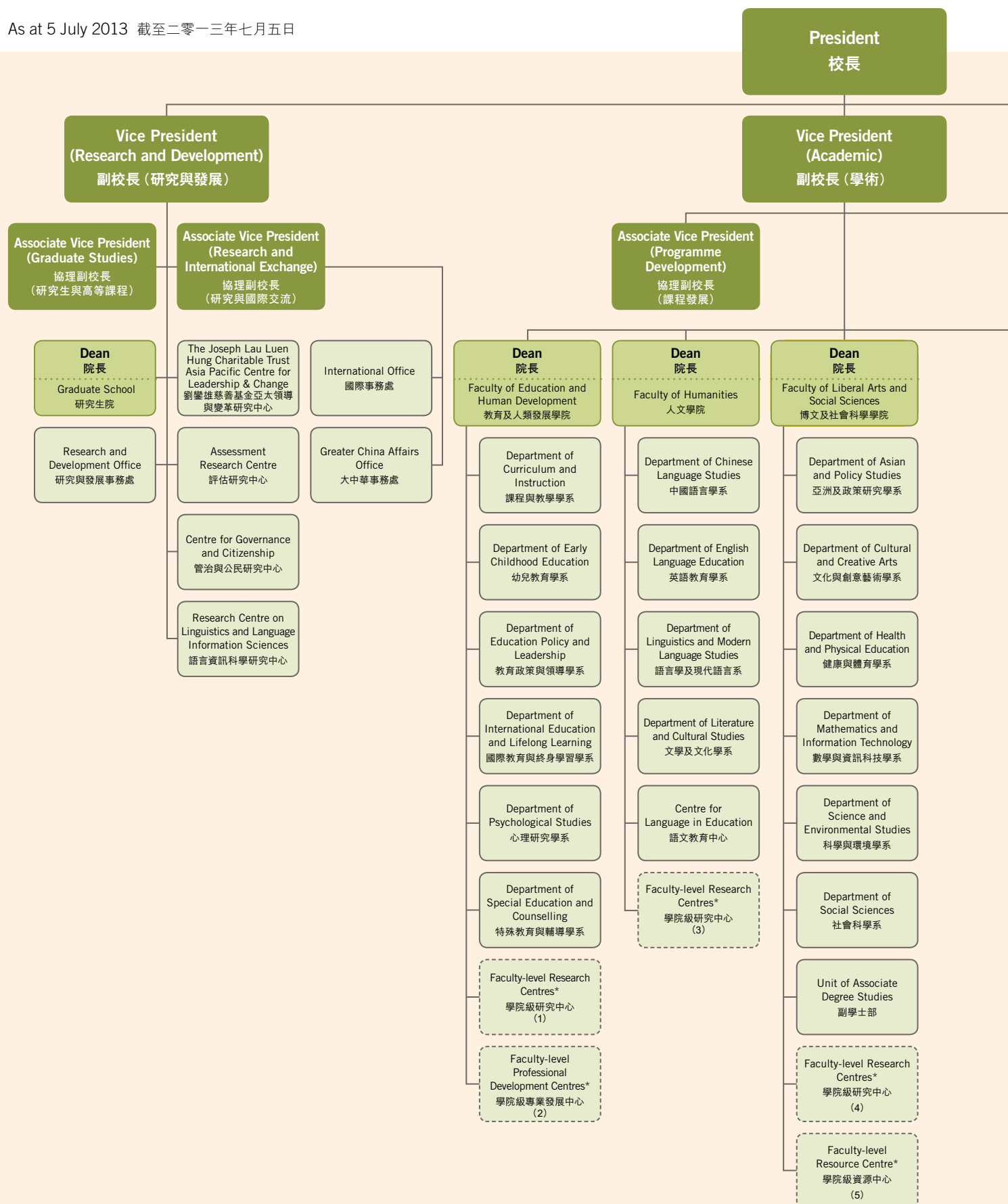
34 已頒佈但尚未在截至二零一三年六月三十日止年度生效的修訂、新準則和詮釋可能帶來的影響

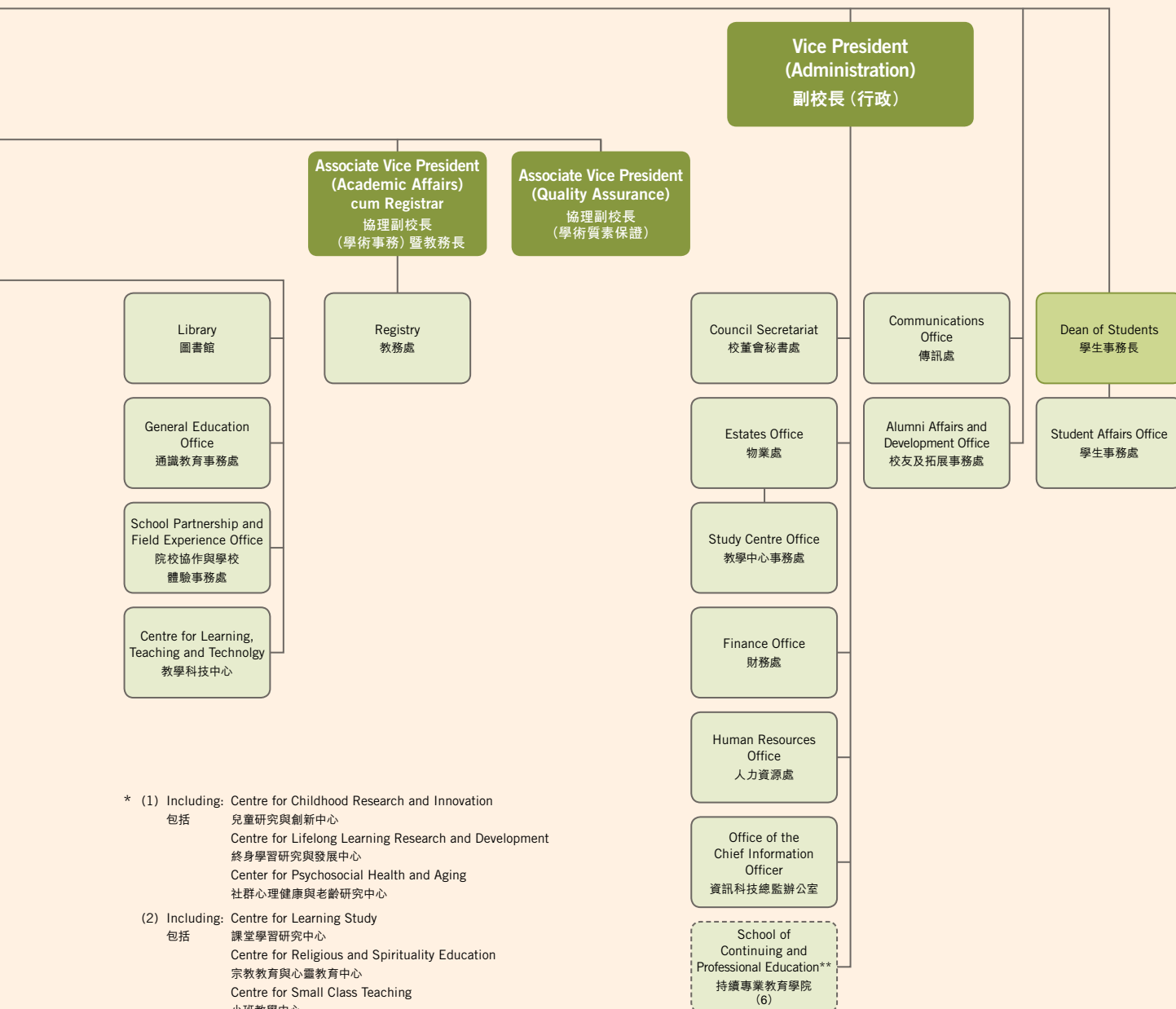
截至本財務報表刊發日，香港會計師公會已頒佈多項修訂、新準則和詮釋。這些修訂、新準則和詮釋在截至二零一三年六月三十日止年度尚未生效，亦沒有在本財務報表採用。

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 5 July 2013 截至二零一三年七月五日





- * (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
Center for Psychosocial Health and Aging
社群心理健康與老齡研究中心
- (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 in the Humanities
包括 流行文化與人文學研究中心
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
Centre for Education in Environmental Sustainability
可持續發展教育中心
- (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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校董會授權出版
香港教育學院 2013
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