

**The ELCHK Yuen Long Lutheran
Secondary School**



**Annual School Plan
2025-2026**

School Vision and Mission

Our school is a Christian school founded by the Evangelical Lutheran Church of Hong Kong in 1959, which has been established for 66 years. We strive to provide students with holistic Christian education to develop their God given potential to the fullest extent, nurture them to become enthusiastic learners and responsible citizens so as to glorify God and benefit mankind. Our mission is as follows:

1. Bearing witness to Jesus Christ
 - (1) To build a Christian school with love and care, and nurture students with holistic Christian education so as to bear witness to Jesus Christ and to glorify God.

2. Offering quality education
 - (1) To create a quality learning environment.
 - (2) To build a bilingual and trilateral language environment and develop students' multiple intelligences.
 - (3) To implement effective learning and arouse students' interest in learning.
 - (4) To create an atmosphere of caring and mutual respect, so as to promote the spirit of loving and helping one another, and to nurture correct values and attitudes.
 - (5) To cultivate students' sense of belonging to school and the community.

3. Nurturing new century talents
 - (1) To foster students' enthusiasm for life and striving for excellence.
 - (2) To guide students to understand the importance of life-long learning and equip them with analytical, creative, critical thinking, information technology, problem-solving and self-learning skills.
 - (3) To cultivate students' open-mindedness and passion to a new phenomenon, a precise grasp of the new trends and the adaptability to changes.
 - (4) To teach students sophisticated interpersonal skills and to nurture them with life-long values so that they can be cooperative in communal life and become responsible citizens.

The ELCHK Yuen Long Lutheran Secondary School

Three-Year Plan (2025-2028)

Theme: Embracing Technology, Happydemic for Life

Major Concerns:

1. Cultivating an Intelligent Campus Ecosystem and Empowering Students to Harness Technology in their Learning and Growth
2. Optimizing the Happydemic Atmosphere and Enhancing Students' Well-being in SPIRE – Spiritual, Physical, Intellectual, Relational, and Emotional Dimensions
3. Nurturing Globally-Minded Talents Rooted in National Identity

Annual School Plan 2025-2026

Major Concern 1:

Cultivating an Intelligent Campus Ecosystem and Empowering Students to Harness Technology in their Learning and Growth

- Target 1 To foster student growth in a thriving intelligent campus ecosystem
- Target 2 To empower students to effectively utilize artificial intelligence in daily learning and growth
- Target 3 To nurture good AI and information literacy in students
- Target 4 To enable students with interests and potential in STEAM to thrive

Major Concern 2:

Optimizing the Happydemic Atmosphere and Enhancing Students' Well-being in SPIRE – Spiritual, Physical, Intellectual, Relational, and Emotional Dimensions

- Target 1 To build positive and caring campus culture, optimize the Happydemic atmosphere and cultivate students' growth mindset
- Target 2 To enhance students' understanding and experience of well-being in SPIRE

Major Concern 3:

Nurturing Globally-Minded Talents Rooted in National Identity

- Target 1 To strengthen students' understanding of local cultural values
- Target 2 To strengthen students' understanding of national conditions and sense of responsibility

Annual School Plan (2025-2026)

Theme: Excellence with Love

1. Major Concern: Cultivating an Intelligent Campus Ecosystem and Empowering Students to Harness Technology in their Learning and Growth (MC1)

Briefly list the feedback and follow-up actions from the previous school year:

1. AI tools can be introduced to enhance effectiveness of students' active learning.
2. Each subject panel should integrate AI into teaching and learning at different levels.
3. AI elements are introduced in diversified assignment mode
4. Different subjects, divided into groups, will collaborate on educational research and utilize AI for interdisciplinary collaboration.
5. Student leaders apply AI elements in promotional activities.
6. STEAM and AI literacy frameworks should be established for both the teachers and students.
7. Talent pool would be enhanced to strengthen the cultivation of STEAM talents.
8. Junior secondary foreign language learning would be enhanced through technology
9. Students' understanding of local culture would be enhanced comprehensively through the perspectives of relevant subjects.
10. Further promote IB-style education in junior secondary by encouraging more subjects to adopt oral defence in place of written exams.

Major Concern 1: Cultivating an Intelligent Campus Ecosystem and Empowering Students to Harness Technology in their Learning and Growth

Targets	Strategies	Success Criteria	Method of evaluation	Time scale	Responsible parties	Resources required
1. To foster student growth in a thriving intelligent campus ecosystem	1.1 Restructure the STEAM Development Group and its functions by establishing a dedicated STEAM team, appointing a Vice Principal for STEAM, and launching initiatives for STEAM teaching and research programmes	<ul style="list-style-type: none"> In the qualitative interviews, parents agree that the school provides students with a rich smart campus ecosystem. 90% of the classes in the roundtable meeting agree that the measures would help build a rich smart campus ecosystem 90% of students agree that the measures will help build a rich smart campus ecosystem 	<ul style="list-style-type: none"> Student Feedback Questionnaire Reviews from Departments Qualitative interviews with students Qualitative interviews with parents Roundtable meeting Activity Record 	• Whole year	• STEAM Development Group	<ul style="list-style-type: none"> Recruiting full-time STEAM support staff (\$400,000), annual R&D fund of \$40,000, computers and software of about \$100,000 Off-campus partner organizations : Prister, Star Club Scientist Education, Creato
	1.2 Empower teachers and enhance their professional development in AI applications by prioritizing training programs focused on emerging trends and applications of artificial intelligence				• Staff Development & Wellness Committee	
	1.3 Upgrade and enhance facilities such as the Maker Lab, library, communal space and first-floor settings, along with hardware and software for AI integration				• STEAM Development Group	
	1.4 Encourage innovation through allocating research and development funds to support teachers in experimenting with educational software and applications in learning and teaching				• STEAM Development Group	
	1.5 Organize parent seminars on artificial intelligence twice per term to foster collaboration and awareness, engaging parents in AI education				• Student Affairs Committee	
2. To empower students to	2.1 Refine the Student Feedback Questionnaire to emphasize the integration of artificial	• Departments provide examples of students using AI for learning		• Whole year	• Staff Development & Wellness	

effectively utilize artificial intelligence in daily learning and growth	intelligence in teaching	in their review meetings			Committee	
	2.2 Ensure each subject incorporates AI into learning and teaching at least twice per academic level	<ul style="list-style-type: none"> ● Committee meeting reviews can provide examples of how student leaders are good at using artificial intelligence for promotion 		<ul style="list-style-type: none"> ● Whole year 	<ul style="list-style-type: none"> ● Academic and Curriculum Development Committee 	
	2.3 Implement diversified assignment modes that require applications of AI elements with at least one assignment involving use of AI per term	<ul style="list-style-type: none"> ● 90% of students agree that the measures will help students to use AI in their daily learning and growth 		<ul style="list-style-type: none"> ● Whole year 	<ul style="list-style-type: none"> ● STEAM Development Group ● Academic Affairs Committee ● All departments and committees 	
	2.4 Facilitate collaboration between the subject of Computer Literacy in junior forms and two other departments, utilizing AI for interdisciplinary projects			<ul style="list-style-type: none"> ● Whole year 	<ul style="list-style-type: none"> ● Citizenship, Economics and Society ● Integrated Science 	
	2.5 Engage all teachers and students in the use of integrative AI software for teaching, learning, and administrative tasks			<ul style="list-style-type: none"> ● Whole year 	<ul style="list-style-type: none"> ● STEAM Development Group 	
	2.6 Encourage student leaders to incorporate AI elements into promotional and leadership activities			<ul style="list-style-type: none"> ● Whole year 	<ul style="list-style-type: none"> ● Student Affairs Committee 	
3. To nurture good AI and information literacy in students	3.1 Create comprehensive AI and IT literacy guidelines tailored for both teachers and students and host a student seminar each term to improve students' information literacy and promote e-safety	<ul style="list-style-type: none"> ● 90% of students agree that the measures are helpful in developing good AI information literacy 		<ul style="list-style-type: none"> ● Whole year 	<ul style="list-style-type: none"> ● STEAM Development Group ● Executive Committee 	

<p>4. To enable students with interests and potential in STEAM to thrive</p>	<p>4.1 Enhance the talent pool to identify and nurture students with STEAM potential</p> <p>4.2 Engage STEAM leaders to promote diverse STEAM activities, such as “STEAM Tuesday” and other initiatives</p> <p>4.3 Support STEAM leaders in representing the school at various STEAM competitions to showcase their skills and talents</p>	<ul style="list-style-type: none"> ● 90% of STEAM leaders agree that the measures can help increase interest and develop potential ● STEAM leaders actively participate in STEAM activities, with at least 100 participants throughout the year ● STEAM leaders actively participate in STEAM competitions and participate in at least 10 STEAM external competitions throughout the year 		<ul style="list-style-type: none"> ● Whole year 	<ul style="list-style-type: none"> ● Academic Affairs Committee ● STEAM Development Group ● Gifted Education Director 	
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2. Optimizing the Happydemic Atmosphere and Enhancing Students' Well-being in SPIRE – Spiritual, Physical, Intellectual, Relational, and Emotional Dimensions (MC2)

Briefly list the feedback and follow-up actions from the previous school year:

1. A strong home-school connection would be maintained through Principal's Chit-Chat, "Letters Home," and ParentPro Career Expo to provide multifaceted support for students and promote values and well-being effectively.
2. The "Happydemic Atmosphere" initiative fosters a joyful and caring school environment. Positive relationships, sense of belonging, and a positive school culture
3. Collaboration with ELCHK Tin Yiu Life Lutheran Church and organizations (e.g., CityLab, LevelMind@JC, CEO HI Partner Program, HYAB JC Scheme) is strengthened to provide experiential learning opportunities.
4. Refreshing Days and Thanksgiving Week are enhanced to promote student well-being.
5. Campus facilities are improved to foster a Happydemic atmosphere.
6. Targeted support for students in the bottom 5% of academic rankings would be provided.
7. To further promote well-being, the 4Rs Mental Health Charter, growth mindset, and positive values, "HappyDemic Lutheranian" Campus Channel would be established, "Healthy School Programme" would be launched, "Healthy Wednesdays" would be refined and assemblies would be restructured.
8. YLL ParentWise \Academy would be restructured with two talks per term and resources to support well-being at home, including a Parent-Child Go Unplugged Camp with a commitment ceremony.
9. Class teacher periods would be extended and regular one-on-one teacher-student meetings would be arranged to foster positive teacher-student and peer interactions.

Major Concern 2: Optimizing the Happydemic Atmosphere and Enhancing Students’ Well-being in SPIRE – Spiritual, Physical, Intellectual, Relational and Emotional Dimensions

Targets	Strategies	Success criteria	Method of evaluation	Time scale	Responsible parties	Resources required
1. To build positive and caring campus culture, optimize the Happydemic atmosphere and cultivate students’ growth mindset	1.1 Strengthen collaboration with ELCHK Tin Yiu Life Lutheran Church and other organizations in partnership (e.g. CityLab Go Together Grow Together, LevelMind@JC with YWCA, CEO HI Partner Program and HYAB JC Scheme for Youth Life Planning) for more in-depth experiential learning opportunities for students	<ul style="list-style-type: none"> 80% of students agree that Refreshing Days help regulate their life and enhance their sense of well-being. 80% of students understand and acknowledge the importance of “gratefulness” and agree to uphold it as lifelong habit. 80% of users agree that school facilities help cultivate a HappyDemic atmosphere and are conducive to students’ growth. 80% of teachers hold a positive attitude toward the initiatives related to promoting “well-being” and agree that school measures contribute to student growth. 80% of students 	<ul style="list-style-type: none"> Questionnaires, Evaluations from departments/committees, qualitative interviews Student Questionnaire Parent Questionnaire Teacher Questionnaire APASO KPM Chit-chat Time with Principal Student feedback from Roundtable Meeting Responses from organizations in partnership 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> All committees under Student Affairs Committee 	<ul style="list-style-type: none"> Recruit a third social worker support staff member (HKD 400,000) “YLL Treehole” (about HKD 50,000). External organizations in partnership: HKSCDA, CEO HI Partner Program、Evangelical Lutheran Church Social Service – Hong Kong, Youth Service Centre, Narcotics Division, Security Bureau, YWCA, CityLab QEF (HKD 200,000) Enhanced use of “Walk with Lutherans in Love – Cheung Ching Lan, Diana Study Fund”
	1.2 Optimize the arrangement of Refreshing Days and Thanksgiving Week.			<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Student Affairs Committee Class Management Sub-Committee 	
	1.3 Optimize campus facilities for a Happydemic atmosphere and expand communal areas for students			<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Resource Management Committee Extra-Curricular Activities Committee Arts Development Committee 	
	1.4 Introduce game therapy by establishing the “YLL Treehole”			<ul style="list-style-type: none"> Second Term 	<ul style="list-style-type: none"> Counseling Committee 	
	1.5 Enhance support for students in the bottom 5% of academic rankings at each grade level by launching “Star			<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Student Growth Sub-Committee 	

	Rise Initiative”	agree that “HappyDemic Lutheranian Campus Channel” cultivate positive values and foster a HappyDemic atmosphere.			<ul style="list-style-type: none"> ● Academic and Curriculum Development Committee ● Student Affairs Committee 		
	1.6 Establish a “HappyDemic Lutheranian” Campus Channel, with themes centred on 4Rs Mental Health Charter, HappyDemic campus, growth mindset and positive values						
	1.7 Launch “Healthy School Programme”			<ul style="list-style-type: none"> ● Whole year 	<ul style="list-style-type: none"> ● Discipline Committee 		
2. To enhance students’ understanding and experience of well-being in SPIRE	2.1 Restructure weekly assemblies and morning assemblies to emphasize different dimensions of well-being and optimize the integration of well-being in terms of knowledge, emotion, thought and action	<ul style="list-style-type: none"> ● 80% of participating parents hold positive attitudes towards the talk(s) and agree that the talk(s) help(s) them provide better support for their children’s emotional needs ● 80% surveyed parents agree that communication platforms effectively strengthen the protection net for students, aiding them in supporting their children’s growth needs in academics, mental health, and daily life. ● 80% of students agree that the 	<ul style="list-style-type: none"> ● Questionnaires, Evaluations from departments/ committees, qualitative interviews ● Student Questionnaire ● Parent Questionnaire ● Student feedback from Roundtable Meeting ● APASO ● KPM 	<ul style="list-style-type: none"> ● Whole year 	<ul style="list-style-type: none"> ● All committees under Student Affairs Committee 	<ul style="list-style-type: none"> ● One-off Grant on Parent Education (Secondary) ● One-off Grant for Promotion of a Sports Ambience and MVPA60 in Schools 	
	2.2 Establish the “YLL ParentWise Academy” 「義家易」家長學苑 to support parents in fostering well-being at home. The academy will organize two talks per term and provide resources to help parents co-create a harmonious and joyful home environment				<ul style="list-style-type: none"> ● Whole year 		<ul style="list-style-type: none"> ● All committees under Student Affairs Committee ● Class Management Sub-Committee
	- Launch ‘Parent-Child Go Unplugged Camp’ with a commitment ceremony				<ul style="list-style-type: none"> ● Whole year 		<ul style="list-style-type: none"> ● PTA ● Counseling Committee

	<p>2.3 Reinforce the “protection net” for students, optimize the communication platforms for different stakeholders, deepen home-school cooperation and support students’ growth. Through monthly Principal’s Chit-Chat Time, five ‘Letters Home’ annually, ParentPro Career Expo, etc., multifaceted support for students’ development of well-being in academics, mental health and all other aspects in life would be provided</p>	<p>initiates related to promoting “well-being” help them understand positive values and growth mindset.</p> <ul style="list-style-type: none"> ● 80% of students agree that school measures help expand the depth and breadth of their career planning. ● KPM12 is significantly above the territory-wide average. 		<ul style="list-style-type: none"> ● Whole year 	<ul style="list-style-type: none"> ● Student Affairs Committee ● PTA ● Careers and Life Planning Education Committee 	
	<p>2.4 Refine “Healthy Wednesdays” and organize the “MultiSport Experience Day” to promote healthy lifestyle and introduce new sports</p>	<ul style="list-style-type: none"> ● KPM13 is significantly above the territory-wide average. ● KPM14 is significantly above the territory-wide average. 		<ul style="list-style-type: none"> ● Whole year 	<ul style="list-style-type: none"> ● Counseling Committee ● Sports Development Committee ● Arts Development Committee ● Biology Department 	
	<p>2.5 Strengthen class management by extending the class teacher periods and arranging regular individual meetings between class teachers and students, thus fostering healthy interaction among teachers-students and students-students for holistic care and support</p>	<ul style="list-style-type: none"> ● For the emotional development-related components of KPM17, certain Q-Scores reached 100 or higher. ● For physical education and arts components of KPM21, the score is significantly above the territory- 		<p>Whole year</p>	<ul style="list-style-type: none"> ● Class Management Sub-Committee ● Student Growth Sub-Committee 	

		<p>wide average.</p> <ul style="list-style-type: none"> • KPM25 is significantly above the territory-wide average. 				
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The five elements of well-being 幸福感 are: spiritual, physical, intellectual, relational, and emotional.

3. Nurturing Globally-Minded Talents Rooted in National Identity

Briefly list the feedback and follow-up actions from the previous school year:

1. A strong home-school connection would be maintained through Principal's Chit-Chat, "Letters Home," and ParentPro Career Expo to provide multifaceted support for students and promote values and well-being effectively.
2. The "Happydemic Atmosphere" initiative fosters a joyful and caring school environment. Positive relationships, sense of belonging, and a positive school culture
3. Collaboration with ELCHK Tin Yiu Life Lutheran Church and organizations (e.g., CityLab, LevelMind@JC, CEO HI Partner Program, HYAB JC Scheme) is strengthened to provide experiential learning opportunities.
4. Refreshing Days and Thanksgiving Week are enhanced to promote student well-being.
5. Campus facilities are improved to foster a Happydemic atmosphere.
6. Targeted support for students in the bottom 5% of academic rankings would be provided.
7. To further promote well-being, the 4Rs Mental Health Charter, growth mindset, and positive values, "HappyDemic Lutheranian" Campus Channel would be established, "Healthy School Programme" would be launched, "Healthy Wednesdays" would be refined and assemblies would be restructured.
8. YLL ParentWise \Academy would be restructured with two talks per term and resources to support well-being at home, including a Parent-Child Go Unplugged Camp with a commitment ceremony.
9. Class teacher periods would be extended and regular one-on-one teacher-student meetings would be arranged to foster positive teacher-student and peer interactions.

Major Concern 3: Nurturing Globally-Minded Talents Rooted in National Identity

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Person(s) committee(s)-in-charge	Resource Required
1. To strengthen students' understanding of local cultural values.	1.1 Organize activities (by subject departments, cross-departmental collaboration, and classes) to enhance students' awareness of Hong Kong's cultural values.	<ul style="list-style-type: none"> 80% of students have participated in activities related to Hong Kong culture and believe these activities have helped enhance their understanding of local culture. 80% of participating students believe that local culture has a positive impact on social development. 80% of participating students are willing to promote Hong Kong's local culture and support cultural inheritance. 	<ul style="list-style-type: none"> Student questionnaire Reviews from Departments Qualitative interviews (Roundtable meetings for student opinions) 	• Whole year	<ul style="list-style-type: none"> Academic and Curriculum Development Committee PSHE Subject Group Moral and Civic Education Committee Class Management Director 	<ul style="list-style-type: none"> External resources: Home Affairs Department, District Youth Affairs Committee, Memo Plus (Panda Economy), St. James' Settlement, Oxfam Hong Kong, Green@Community, Hong Kong Film Archive, Food Angel, International Crossroads Foundation, Nina Garden by Chinachem Group, Tuen Mun T · Park, Hong Kong 01
	1.2 Enhance students' understanding of local culture comprehensively through the perspective of relevant subjects			• Whole year	<ul style="list-style-type: none"> PSHE Subject Group 	

2. To strengthen students' understanding of national conditions and sense of responsibility.	2.1 Expand the membership of the National Security Education Committee to include teachers of different rankings and staff	<ul style="list-style-type: none"> ● 80% of students believe that the content of “Speeches under the National Flag” has helped them understand China’s national conditions (such as history, policies, etc.). ● 80% of students participating in the reciprocal school visit program recognize that the activity has enhanced their understanding of the educational characteristics and culture of Mainland China. 	● Teacher questionnaire	● Whole year	● National Security Education Committee	
	2.2 Teachers and students serve sister schools in Mainland China with their knowledge		<ul style="list-style-type: none"> ● Teacher questionnaire ● Student questionnaire ● Qualitative interviews (Roundtable meetings for student opinions) ● Reviews from 	● Whole year	<ul style="list-style-type: none"> ● National Security Education Committee ● Academic Affairs Committee ● Heads of Various Subjects 	<ul style="list-style-type: none"> ● External resources: Sister school network in Mainland China, Sister school subsidies, Cross-strait and Three Regions Youth Exchange Promotion
	2.5 Utilize the sister school network in Mainland China to pair students as “Learning and Growth Buddy” 「學習成長夥伴」.		● Whole year	<ul style="list-style-type: none"> ● National Security Education Committee ● Academic Affairs Committee 		

	<p>2.4 Utilize the sister school network in Mainland China to promote the reciprocal school visit program</p>	<ul style="list-style-type: none"> ● 80% of students believe that “Speeches under the National Flag” have enhanced their sense of belonging to China. ● 80% of students participating in the “Learning and Growth Buddy” program recognize that the activity has promoted emotional exchanges between students from both regions. ● 70% of students actively learn about China’s development after participating in national conditions-related activities. ● 80% of participating teachers believe that serving sister schools in Mainland China has promoted the sharing of educational resources and improved teaching quality. 	<p>Departments (Data on “Speeches under the National Flag”, Data on “Learning and Growth Buddy”)</p>	<ul style="list-style-type: none"> ● Whole year 	<ul style="list-style-type: none"> ● National Security Education Committee 	<p>Association</p>
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	<p>2.5 Expand the participation group of “Speeches under the National Flag”</p>	<ul style="list-style-type: none"> ● A weekly “Speeches under the National Flag” session by teachers/ staff/ parents/ students/ alumni is arranged. ● KPM08 data shows that students’ learning experiences related to national education are significantly higher than the Hong Kong average. ● The Q-Scores for the national education part in KPM17 affective development reach 100 or above. ● KPM21 data shows that students’ participation and performance in national education part are significantly higher than the Hong Kong average. 		<ul style="list-style-type: none"> ● Whole year 	<ul style="list-style-type: none"> ● National Security Education Committee 	<ul style="list-style-type: none"> ● Parents
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3 Optimize Students' Experience of International Learning Models	3.4 Host a “Multicultural Week”	<ul style="list-style-type: none"> 80% of students believe that they can understand the cultures of our country, different nations and cities through the “Multicultural Week”. 	<ul style="list-style-type: none"> Student questionnaire 	<ul style="list-style-type: none"> Second Term 	<ul style="list-style-type: none"> Chinese Language Subject Group English Language Subject Group International Cultural Exchange Committee Relevant Societies Moral and Civic Education Committee 	<ul style="list-style-type: none"> External resources: Overseas sister school network, Zhonghuang Education Group, AFS, Education Bureau's “Pilot Scheme on Other Languages in Junior Secondary” grant, “Enhanced Support for the Learning and Teaching of Chinese for Non-Chinese Speaking Students” grant
	3.5 Optimize the “Global Channel” morning assembly sharing	<ul style="list-style-type: none"> 80% of students believe that the “Global Channel” has helped them understand cultures of different countries. 	<ul style="list-style-type: none"> Student questionnaire 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> English Language Subject Group International Cultural Exchange Committee 	
	3.6 Strengthen foreign language learning in junior forms through technology	<ul style="list-style-type: none"> 80% of participating students believe that using technologies like AI and foreign language apps has enhanced their learning interest and motivated them to learn foreign languages more actively. 	<ul style="list-style-type: none"> Student questionnaire 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> English Language Subject Group International Cultural Exchange Committee 	

	3.7 Further promote IB practices in junior form, with more subjects adopting Oral Defence instead of written assessments.	<ul style="list-style-type: none"> • Three subjects per academic year in junior form adopt Oral Defence instead of written assessments. • 80% of participating students believe that Oral Defence has helped cultivate critical thinking, enabling them to view issues more objectively and comprehensively. 	<ul style="list-style-type: none"> • Student questionnaire • Qualitative interviews (Roundtable meetings for student opinions) 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • Academic and Curriculum Development Committee • Academic Affairs Committee • Various subjects 	
4 To enhance students' global vision and sense of responsibility	4.4 Promote Global Project 2.0 (online and offline cultural exchanges to further break through time and space constraints)	<ul style="list-style-type: none"> • Increase the participation ratio of International Cultural Exchange Prefects to other student leaders to 1:1. • 80% of participating students believe that Global Project 2.0 has enhanced their understanding of cultures of different regions and improved their tolerance towards people from diverse cultural backgrounds. 	<ul style="list-style-type: none"> • Student questionnaire • Qualitative interviews (Feedback from participating students) 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • International Cultural Exchange Committee, Student Affairs Committee 	<ul style="list-style-type: none"> • External resources: Mainland China and overseas sister school networks, Sister school subsidies (Wordly software fees)

	4.2 Increase the number of international activities participated in annually	<ul style="list-style-type: none"> 80% of participating students believe that international activities have enhanced their awareness of global issues (e.g., climate change, public health, etc.). 	<ul style="list-style-type: none"> Student questionnaire Reviews from Departments (Data on international activity participation) 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Student Affairs Committee, Academic and Curriculum Development Committee 	
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Financial Plan 2025-2026
2025-2026 Capacity Enhancement Grant

Grant Received 2025/2026: \$609,252.00 Balance as at 2024-2025: \$0

Total Grant for 2025/2026 : \$609,252.00 + \$0= \$609,252.00

Item	Details	Time Frame	Budget	Evaluation Criteria (Indicator)	Responsible Party
To relieve teachers' workload so that teachers can concentrate on: -Curriculum development -Coping with learning needs of students	<ul style="list-style-type: none"> To employ 3 administrative assistants to support students' personal growth and administrative duties of the school. To implement the school programme plans and help to organize learning activities. 	1 September 2025 - 31 August 2026	\$708,939.00	Teachers' Questionnaires - Over 80% of teachers agreed relevant strategies have: <ul style="list-style-type: none"> Facilitated better arrangements in the organization of learning activities, Enhanced capacity of teachers to concentrate on curriculum development and enhancement of learning and teaching. 	Academic and Curriculum Development Committee, and Student Affairs Committee
	<ul style="list-style-type: none"> To employ 4 experienced Chinese Language tutors who are responsible for S1, S5-S6 level-up classes, remedial classes, oral practice, poems/fictions writing classes. 	1 September 2025 - 31 August 2026	\$38,100.00	Students' Questionnaires - Over 80% of students agreed that the supplementary lessons could help to improve their academic performance.	Chinese Department
	<ul style="list-style-type: none"> To employ 3 experienced English Language tutors who are responsible for S5 Enhancement Classes. 	1 September 2025 - 31 August 2026	\$18,000.00	Students' Questionnaires - Over 80% of students agreed that the supplementary lessons could help to improve their academic performance.	English Department

To relieve teachers' workload so that teachers can concentrate on: -Curriculum development -Coping with learning needs of students	<ul style="list-style-type: none"> To employ 3 Mathematics tutors who are responsible for elite classes, S6 remedial classes and M2 level-up classes. 	1 September 2025 - 31 August 2026	\$22,000.00	Students' Questionnaires - Over 80% of students agreed that the supplementary lessons could help to improve their academic performance.	Mathematics Department
	<ul style="list-style-type: none"> To employ 3 BAFS tutors who are responsible for S6 remedial classes. 	1 September 2025 - 31 August 2026	\$15,000.00	Students' Questionnaires - Over 80% of students agreed that the supplementary lessons could help to improve their academic performance.	BAFS Department
	<ul style="list-style-type: none"> To employ 2 Geography tutors who are responsible for S6 level-up and S6 FBQ Enhancement Class. 	1 September 2025 - 31 August 2026	\$14,600.00	Students' Questionnaires - Over 80% of students agreed that the supplementary lessons could help to improve their academic performance.	Geography Department
	<ul style="list-style-type: none"> To employ a Biology tutor who is responsible for S5-6 remedial classes. 	1 September 2025 - 31 August 2026	\$6,000.00	Students' Questionnaires - Over 80% of students agreed that the supplementary lessons could help to improve their academic performance.	Biology Department
Total:			\$822,639.00		

2025-2026 Composite Information Technology Grant

Grant Received 2025/2026: \$526,777.00

Balance as at 31 August 2025 : \$85,595.00

Total Grant for 2025/2026 : \$526,777.00 + \$85,595.00 = \$612,372.00

Plan	Expected Results	Estimated Expenses
1. Year of Aerospace Science - YLL Satellite Programme	To enhance student engagement in STEAM education through the YLL Satellite Programme by collaborating with external organizations to design and launch satellites. Over the next three years, students will learn about satellite technology and its real-life applications, while participating in interactive activities and working with industry experts to develop essential skills for future careers in aerospace and related fields.	\$612,372.00
	Total:	\$612,372.00

2025-2026 Life-wide Learning and Sister School Grant Plan on the Use of the Grant

Balance as at 31 August 2025: \$41,729.00 Grant received in 2025-2026: \$1,615,500.00 Total Grant for 2025-2026: \$1,657,229.00

Schools are required to upload this Plan on the Use of the Life-wide Learning and Sister School Grant endorsed by their SMCs / IMCs to the school website for the sake of enhancing transparency and in accordance with the Grant. Our school will use this Grant in compliance with relevant requirements as stipulated in circulars, guidelines and other documents issued by the EDB. Our school understands that in case of inappropriate use of the Grant, our school should make good relevant expenses by deploying other suitable resources.

^ List of **Category of the Activity** and **Evaluation Method** for reference (Schools can select one or more suitable option(s) from the pull-down list): **[School may click on the "-" on the left to hide this part]**

[Please click "Enable Content" / "啟用內容" above before completing the template.]

Category of the Activity:	A1 Values Education	A2 Intellectual Development	A3 Community Service	A4 Physical and Aesthetic Development	A5 Career-related Experiences	A6 Patriotic Education	
	A7 Digital Education, Artificial Intelligence and STEAM Education		A8 Student Mental Health	A9 Others (Please specify in column L)			
Evaluation Method:	B1 Questic	B2 School Meeting and Discussion	B3 Professional Sharing in School	B4 Interview	B5 Observation	B6 Written report and record	B7 Others (Please specify in column L)

Category 1: Details of Activities

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses (\$)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^	
				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
1.1 Local Activities (including online exchanges)													
1	Year of Aerospace Science - YLL Satellite Programme	9/2025 - 6/2026	To enhance student engagement in STEAM education through the YLL Satellite Programme by collaborating with external organizations to design and launch satellites. Over the next three years, students will learn about satellite technology and its real-life applications, while participating in interactive activities and working with industry experts to develop essential skills for future careers in aerospace and related fields.	60	5	2	2 External tutors	\$102,000.00		A7 Digital Education, Artificial Intelligence and STEAM Education			
2	Science, Art and Language Enrichment Programme (SALep)	9/2025 - 6/2026	To enhance students' knowledge and interest in science, art, and language through the SALep, featuring compulsory Chinese Calligraphy for S1 students, English Drama for S2 students, and a choice of one elective from 19 modules starting in December, including options taught by external tutors.	S1-S2, 328	27	2	18 External Tutors	\$158,000.00		A2 Intellectual Development		B1 Questionnaire	
3	Afterschool Language Course for Senior Form Students (Japanese/Korean/German)	10/2025-8/2026	To enhance students' proficiency in foreign languages (Japanese, Korean, German, Spanish, French), prepare them for Hong Kong language proficiency tests for HKDSE Category C, and support the school's internationalization goals by strengthening foreign language capabilities.	S1-S5, 140				\$336,950.00		A2 Intellectual Development		B1 Questionnaire	

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses (\$)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity [^]		Evaluation Method [^]	
				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
4	One-on-one Online English Oral Practice	10/2025 - 7/2026	After-school pull-out foreign language classes in Japanese, Korean, and German were organized for senior form students to enhance their interest in learning languages and improve their language competence.	S1-S5, 100				\$45,000.00		A2 Intellectual Development		B1 Questionnaire	
5	Arts Friday	10/2025 - 5/2026	To promote students' all-round development by offering diverse activities in music, visual arts, and drama, nurturing their creative, expressive, aesthetic, and musical potential through Arts Friday.	S1-S5, 400				\$366,000.00		A4 Physical and Aesthetic Development		B5 Observation	
6	S1 Orchestral Journey	2/2025 - 5/2026	To enhance instrumental skills and cultivate self-discipline and righteousness through a four-cycle music program, culminating in a performance.	S1, 165		2	7 tutors	\$73,500.00		A4 Physical and Aesthetic Development		B5 Observation	
7	PE Training	9/2025 - 8/2026	To enhance students' physical development and well-being in line with the SPIRE framework while fostering interest in sports and promoting a healthy lifestyle.	S1-S5, 300 students	6	3	18 coaches	\$144,750.00		A4 Physical and Aesthetic Development		B5 Observation	
8	廣州姊妹學校到訪	2024年11月	讓學生透過與姊妹學校的學生交流, 了解國情及文化, 建立友誼	24 (S2-S5)	3	6	0	\$12,000.00	廣州市第三中學	A1 價值觀教育 A6 愛國主義教育		B1 問卷調查 B5 觀察	
9	廣州姊妹學校到訪	2024年2月	讓學生透過與姊妹學校的學生交流, 了解國情及文化, 建立友誼	30 (S2-S5)	3	6	0	\$1,000.00	廣州市第三中學	A1 價值觀教育 A6 愛國主義教育		B1 問卷調查 B5 觀察	
10	內地姊妹學校到訪	2025年至2026年	讓學生透過與姊妹學校的學生交流, 了解國情及文化, 建立友誼	30 (S1-S5)	6	6	0	\$2,000.00	/	A1 價值觀教育 A6 愛國主義教育		B1 問卷調查 B5 觀察	
11	全球計劃3.0—環球專題研習計劃視像交流(G-Project)	2025年至2026年	讓學生透過與姊妹學校的學生作線上交流。交流設有不同主題, 兩校學生互相進行分享, 了解彼此的文化及建立友誼, 厚植愛國情懷。	30 (S1-S5)	3	6	0	\$13,860.00	浙江省平湖市東湖中學、廣州市第三中學、和田市第五中學	A1 價值觀教育 A6 愛國主義教育		B2 校內會議及討論 B4 面談、訪問 B5 觀察	
(Please insert rows above if the space provided is insufficient.)													
Total estimated expenses of item 1.1								\$1,153,060.00					
1.2 Non-local Activities													

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses (\$)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity ^A		Evaluation Method ^A	
				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
1	Global Classroom	10/2025-8/2026	To broaden students' international horizons and understanding of diverse cultures through exchange activities, supporting the school's goal of nurturing globally-minded talents grounded in national identity.	S1-S5, 95	8	6		\$308,000.00		A2 Intellectual Development			
2	廣州國情／管弦樂交流團	2026年	讓學生透過與姊妹學校的學生進行音樂、學術、文化交流，了解國情，建立友誼	50 (中一至中五)	6	0	0	\$15,000.00	廣州市第三中學	A1 價值觀教育 A4 體藝發展 A6 愛國主義教育		B1 問卷調查 B5 觀察	
3	台山排球隊交流團	2026年7月	讓學生透過與姊妹學校的學生進行體育交流，展開排球比賽，互相切磋，建立友誼	50 (中一至中五)	5	0	0	\$13,000.00	台山一中大江實驗中學	A1 價值觀教育 A4 體藝發展 A6 愛國主義教育		B1 問卷調查 B5 觀察	
4	平湖市東湖中學交流團	2026年	讓學生透過與姊妹學校的學生進行學術、文化交流，了解國情，建立友誼	30 (中一至中五)	4	0	0	\$24,000.00	浙江平湖市東湖中學	A4 體藝發展		B1 問卷調查 B5 觀察	
(Please insert rows above if the space provided is insufficient.)													
Total estimated expenses of item 1.2								\$360,000.00					
Total estimated expenses (sum of items 1.1 and 1.2)								\$1,513,060.00					

Name of Teacher Responsible for Life-wide Learning:	Ms. Tang Chi Lai	Position:	Vice-Principal
Name of Teacher Responsible for the Sister School Scheme:	Ms. Cheng Pui Yuk	Position:	Head of National Education Security Committee

2025-2026 Plan on the use of Learning Support Grant

Estimated Allocation for 2025/2026: \$608,608.00

Balance as at 31 August 2025: \$100,931.43

Estimated grant for 2025/2026: \$608,608.00 + \$100,931.43 = \$709,539.43

Item	Focus Area	Implementation Plan	Expected Outcomes	Implementation Period	Required Resources	Performance Indicators	Evaluation Mechanism	Person-in-Charge
1. Inclusive Activities	Enhance the harmonious and inclusive atmosphere of the whole school.	Engage qualified organizations to hold lectures or activities for the entire school or specific grades.	1. The harmonious and inclusive atmosphere of the whole school needs to be enhanced. 2. Students with special learning needs receive professional and appropriate support.	September 2025 - August 2026	Activity Expenses: \$20,000.00	80% of participating students agree that the inclusive atmosphere has been improved.	Questionnaire Evaluation	Ms. Lin On Yi, Ms. Suen Chun Ka
2. Recruitment of Support Staff for Students with Special Educational Needs	Improve the quality of student support in various aspects; strengthen students' ability to cope with academic difficulties.	Provide support for students with special educational needs, assist in arranging and leading learning support groups and activities.			subsidized Portion of Salary: \$210,000.00	Work performance meets the excellent standard.	Regular work performance review and annual performance appraisal	
3. Clinical Psychologist Services	Provide emotional support and psychological counseling for students with emotional needs.	Engage qualified organizations to provide on-campus services, with a total of 72 hours throughout the year. The number of sessions per student is determined based on needs.			On-campus Service Fee: \$158,400.00	Work performance meets the excellent standard.	Professional evaluation by clinical psychologist	
4. Speech Therapy Services	Target Group: Students in need of improving communication skills (listening, speaking, reading, writing). Formulate professional and personalized therapy plans based on students' needs and progress.	Engage qualified organizations to provide on-campus services, with a total of 50 hours throughout the year, and each session lasts 60 minutes.			On-campus Service Fee: \$39,000.00	Work performance meets the excellent standard.	Professional Evaluation	
5. Purchase of Learning Resources and Equipment	Meet the needs of activities and improve the effectiveness of activities.	/			\$2000.00	/	/	
6. Growth Group	Help students master and understand the operation mode of the social world, and learn social skills to adapt to different occasions.	Invite students in need to participate in school-based activities, including group activities and adventure activities.			Service Fee: \$20,000.00	80% of students participating in the group have improved social skills and better interpersonal relationships.	Tutor Observation and Questionnaire Evaluation	

7. Parent Support Services	Provide emotional support and psychological counseling for individual parents and students in need.	Engage qualified organizations to hold lectures and provide individual or group counseling.			Service Fee: \$30,000.00	Work performance meets the excellent standard.	Professional evaluation by clinical psychologist and counsellor.	
8. Student Learning Support	Formulate appropriate learning plans for individual students in need, assist students and relevant personnel in implementing the plans and reviewing the effectiveness.	Invite students in need to participate in learning groups.			On-campus Service Fee: \$15,000.00	80% of students participating in the group have improved learning skills.	Questionnaire Evaluation	
9. Social/Emotional Management Group	Provide group training for students with social and emotional needs to help them improve their emotional management skills.	Engage qualified organizations to hold groups and invite students in need to participate.			On-campus Service Fee: \$19,000.00	80% of students participating in the group have improved social skills and better interpersonal relationships.		
10. Art Therapy Group	Provide group training for students with emotional needs to help them improve their emotional management skills.	Engage qualified organizations to hold groups and invite students in need to participate.			On-campus Service Fee: \$20,000.00			
11. Interest Group	Organize interest groups, such as game groups, handcraft groups, and balloon art groups.	Engage qualified organizations to hold groups and invite students in need to participate.			On-campus Service Fee: \$10,000.00			
					Total: \$543,400.00			

2025-2026 School-based After-school Learning and Support Programme (School-based Grant)

- A. The estimated number of students (count by heads) benefited under this programme is 210 (including A. 2 CSSA recipients, B. 125 SFAS full-grant recipients and C. 83 under school's discretionary quota).
- B. Balance as at 31 August 2025: \$68,160.00 Grant received in 2025-2026: \$119,400.00 Total Grant for 2025-2026: \$187,560.00
- C. Information on Activities to be subsidized/complemented by the Grant.

Activity Name / Category	Objective	Success Criteria (e.g. students' performance)	Assessment Method (e.g. Quiz, Questionnaire)	Date of Activity	Expected number of students would be benefited			Estimated Expenses	Service Provider / Co-organizer (If applicable)
					A	B	C		
1. Global Classroom	<ul style="list-style-type: none"> To broaden students' horizons. To improve students' social skills and interpersonal relationships. 	80% of the participating students agreed that the activity was effective.	Questionnaire and Observation	10/2024 - 8/2025	10	30	10	\$30,000.00	/
2. Leadership Programme	<ul style="list-style-type: none"> To train student leaders. To enhance students' confidence and organizational skills. 	80% of the participating students agreed that the programme was effective.	Questionnaire	9/2024 - 8/2025	10	40	40	\$20,000.00	/
3. Refreshing Day	<ul style="list-style-type: none"> To broaden students' horizons. 	80% of the participating students agreed that the activities were effective.	Questionnaire	9/2024 - 7/2025	20	50	70	\$20,000.00	/
4. Post-examination Activities	<ul style="list-style-type: none"> To broaden students' horizons. 	80% of the participating students agreed that the activities were effective.	Questionnaire	7/2025	20	50	30	\$10,000.00	/
5. After-school Learning Activities (Voluntary	<ul style="list-style-type: none"> To provide fair opportunities for all students to join learning activities. 	80% of the students concerned agreed that the scheme could	Questionnaire	9/2024 - 6/2025	20	100	50	\$50,000.00	/

Training, Arts & Culture Activities, Learning Skills Workshops)		arouse their interests in learning.							
@No. of Man-times:					80	270	200	Total: \$130,000.00	

Note:

* Types of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, voluntary service, adventure activities, leadership training, and communication skills training courses.

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

**Total no. of man-times: the aggregate of man-times (A) + (B) + (C).

Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (not more than 25%) (C)

Plan on the Use of the Student Activities Support Grant 2025-2026

Grant Received (2025-26): \$103,350.00

No.	Key Learning Areas (KLAs) or Subjects/ Interdisciplinary KLAs or Subjects/ Essential Learning Experiences	Learning Areas/Themes	Activities	Estimated Expense
1. Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them.				
1.	Values Education	Life education and Healthy interpersonal relationships/ Leadership Education	Establishing a caring campus - Class-based student activities e.g.Refreshing Days , School Picnic - Leadership Training programmes	\$ 20,000.00
2.	KLAs(Chinese Language Education/English Language Education/Mathematics Education/ Science Education/ PSHE)	Subject-related activities	Subject-related learning activities	\$ 20,000.00
3.	STEAM Education	Application of STEAM and coding education	STEAM Expo / Steam-related programmes	\$ 5,000.00
4.	Community Service/ Career-related Experiences	Exploration of multiple pathways	Visits and sharing sessions on career-related experiences/ Mentorship Schemes	\$ 5,000.00
5.	Arts Education/ Visual Arts/ Music	Exchange, art making and showcase	Arts Friday, Music performance/ Experiential learning at art studios	\$ 5,000.00
6.	Physical Education	Physical Education Self-enhancement	Sports training	\$ 5,000.00
2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions.				
1.	Global Classroom(Dutch-Germany Study Tour/Seoul Study Tour/ Japan Study Tour)	Exchange/Multiple intelligence/ Value Education	Overseas Study tour	\$ 20,000.00
2.	Study Tours to Mainland China (Anhui/WuNan/Tai Shan)	Value Education/ Patriotic Education	Study Tours to Mainland China.	\$ 17,000.00
To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities.				
1.	Uniform of Music Teams	Arts Education	perform at school events and school competitions	\$ 2000
2.	Uniform of Sports Teams	Physical Education	compete in tournaments/participate in sports training	\$ 2350
3.	Uniform of Flag Raising Team	National Security Education	wear designated uniforms during school ceremonies and events.	\$ 2000

Key Learning Areas (KLAs) or Subjects/ Interdisciplinary KLAs or Subjects/ Essential Learning Experiences

I: Intellectual Development (closely linked with curriculum)/ V: Values Education / P: Physical and Aesthetic Development

S: Community Service /C: Career-related Experiences

2025-2026 Diversity Learning Grant for New Senior Secondary Students

Balance as at 31 August 2025: \$99,808.76

Grant received in 2025-2026: \$105,000.00

Total Grant for 2025-2026: \$204,808.76

	Plan	Estimated Expenses
1.	Global Horizon - Global Classroom and Foreign Language Classes	\$50,000.00
2.	Talent Pool - Walk With Scholars Programme, Off-school Support Programmes (such as The University of Hong Kong Academy for the Talented and Enhancement Programmes offered by External Organizations)	\$20,000.00
3.	Gifted Education (STEAM Programme and Gallery of Excellence)	\$35,000.00
Total:		\$105,000.00

2025-2026 DLG – Other Programme: Gifted Education

Domain	Programme	Objective	Target (No./level/selection)	Duration / Start Date	Assessment Method	Committee-in- charge	Estimated Expenses
Global Horizon	<ul style="list-style-type: none"> Global Classroom Foreign Language Classes 	<ul style="list-style-type: none"> To broaden students' international horizons and enhance their understanding of diverse cultures through such exchange activities . To support the school's goal of nurturing globally-minded talents who are rooted in national identity . 	<ul style="list-style-type: none"> 40 students from S4 to S5 With satisfactory performance in interviews 	<ul style="list-style-type: none"> German and DutchTour (12 days,25 Mar-6 April 2025,13 days) Korean Study Tour (5days, 8-12 April 2025) Foreign Language Classes 	Student Reflection and Group Project Report	<ul style="list-style-type: none"> International Cultural Exchange Committee 	\$50,000.00
Talent Pool	Talent Pool <ul style="list-style-type: none"> Walk With Scholars Programme Off-school Support Programmes 	<ul style="list-style-type: none"> To explore students' potential in different academic areas by providing a platform for them to interact with and seek advice from the remarkable scholars. 	<ul style="list-style-type: none"> 20 students from S4 to S5 Nominated by Academic Affairs Committee and Student Affairs Committee 	<ul style="list-style-type: none"> 10/2025-8/2026 	Student Reflection	<ul style="list-style-type: none"> Gifted Education Committee 	\$20,000.00
Cross KLA	Gifted Education <ul style="list-style-type: none"> STEAM Programme Gallery of Excellence 	<ul style="list-style-type: none"> To develop students' potential and interests in STEAM. To showcase the outstanding achievements of students across various disciplines, including English, Chinese, and Visual Arts. 	<ul style="list-style-type: none"> 30 students from S4 to S6 Nominated by Academic Affairs Committee and Science Department 	<ul style="list-style-type: none"> 10/2025-8/2026 	Student Reflection and Students' work	<ul style="list-style-type: none"> Academic Affairs Committee STEAM Development Group 	\$35,000.00
Total:							\$105,000.00

2025-2026 IT Innovation Lab in Secondary Schools Project

Grant received in 2025-2026: \$970,000.00

Number of student beneficiaries: **513** Class levels of student beneficiaries: **5**

	Area	Expected outcomes	Proposed (HK\$)	Expenses
i.	AI and Information Literacy & Innovating with AI: Creative Solutions for Tomorrow	Harnessing AI to foster innovation across diverse industries. Students will explore core AI concepts and their practical applications in solving problems and developing products. Programmes include: <ul style="list-style-type: none"> • In school mass lecture + in school workshop • Seminar + Local Company visit + Follow-up workshop • Collaboration with University Professors • Workshop provided by University (31 hours) 	2025/26	\$199,880
ii.	Creativity Unleashed: AI in Digital Artistry	Exploring the intersection of AI and digital art. Students will investigate AI-generated artworks, foundational design principles, and the influence of technology on artistic expression. (60 hours)	2025/26	\$240,000
iii.	Strategies in Metaverse: Development with AI	Expanding on the foundational metaverse course, this advanced class explores sophisticated AI applications in virtual environments.(60 hours)	2025/26	\$240,000
iv	ECA Tutorial: IoT Innovation Team Training and competition supports	Students develop skills in hardware design, sensor integration, data communication protocols, embedded systems programming, cloud connectivity, real-time data processing, and energy efficiency. (40 hours)	2025/26	\$120,000
v	AI-Driven 3D Modeling and Animation	An in-depth look at 3D modeling and animation enhanced by artificial intelligence. Aimed at students with a basic background in digital art, it equips them with the skills to utilize AI tools for producing impressive 3D assets and animations. (30 hours)	2025/26	\$93,000
vi	Mixed Reality headset	To provide required devices for development and testing. (10 sets)	2025/26	\$72,000
		Total Expenditure:		\$964,880

One-off Grant on Parent Education (Secondary)

Details of the Grant

Schools can use this grant from the launch of the Secondary Curriculum Framework until the end of the 2026/27 academic year to conduct systematic parent education programs. Schools and teachers should gain experience during this process, develop school-based parent education resources, and establish a positive culture of parent education.

Balance as at 31st August 2025 \$154,050.00

Plan	Expected Results	Estimated Expenses
Organising structured or thematic parent education programmes (Parent-Adolescence Communication and Growth Mindset) <ol style="list-style-type: none"> 1. Total expenditure on services provided by organisations 2. Total expenditure on services provided by individual speakers or experts 	To Enhance Parent-Adolescence Communication <ul style="list-style-type: none"> • Establish the “YLL ParentWise Academy” 「義家易」家長學苑 to support parents in fostering well-being at home. To equip parents with effective communication strategies that foster healthy relationships and understanding between parents and students. • Launch ‘Parent-Child Go Unplugged Camp’ with a commitment ceremony 	\$40,000.00
Designing and producing school-based parent education resources	To design and produce school-based parent education resources <ul style="list-style-type: none"> • To enhance engagement through hands-on workshops that enable parents to practice skills like communication and conflict resolution, ultimately improving student outcomes and strengthening school-community relationships. 	\$5,000.00
Organising school-based parent education promotional activities relating to the “Positive Parent Campaign”	To enhance parent engagement and support through the “Positive Parent Campaign” <ul style="list-style-type: none"> • Principal’s Monthly Chit-Chat with Parents: Facilitate open discussions to improve parent-child communication. • Monthly Informal Gatherings: Create a relaxed space for parents to share experiences, challenges, and successes in fostering a growth mindset, promoting peer support and idea exchange. • Parent-Teacher Association Activity Day: Organize engaging activities to strengthen the school-community connection. • Mental Health First Aid Course: Equip parents with essential skills to support youth mental well-being. 	\$25,000.00
Others (please specify):		

Promote Chinese Culture Event Grant (One-off Gr.)推動中華文化體驗活動一筆過津貼

Details of the Grant

The Education Bureau has issued a one-time grant of HKD 300,000 to each public and directly subsidized school in the 2023/24 academic year for the "Promotion of Chinese Cultural Experience Activities Grant." **Schools can use this grant to organize various activities and programs related to Chinese culture by the end of the 2026/27 academic year.**

Balance as at 31st August 2025 \$122,754,61

Plan	Expected Results	Estimated Expenses
Gifted Education Chinese <i>calligraphy</i> class. <u>(2025-2026 School Year)</u>	<ul style="list-style-type: none"> To learn how to appreciate calligraphy artwork. To learn about the history of Chinese calligraphy and the regular script. 	2025-2026: \$22,000.00
Multicultural Week <u>(2025-2026 School Year)</u>	<ul style="list-style-type: none"> To deepen their understanding, recognition and love of traditional culture. To maximize students' exposure to and appreciation of the Chinese culture. 	2025-2026: \$50,000.00

Prom. Sport Ambience & MVPA60 in Sch (One-off Gr.)

Details of the Grant

To support schools in creating a better sports atmosphere and promoting "MVPA60" in line with the development of the physical education curriculum, the Education Bureau has issued a one-time grant of HKD 150,000 to each public and directly subsidized school in the 2023/24 academic year. **Schools can use this grant to organize relevant activities and programs by the end of the 2026/27 academic year.**

Balance as at 31st August 2025 \$49,623.96

Plan	Expected Results	Estimated Expenses
<p>Developing newly emerged sports and e-Sports <u>(2025-2026 School Year)</u></p>	<p>To facilitate the teaching and learning in 2024-2025, facilities for newly emerged sports and e-sports such as flyball, pickleball, kinball and bubble football, e-bike and switch sports.</p>	<p>2025-2026: \$ 25,000.00</p>

**2025-2027 Pilot Scheme on Other Languages for Junior Secondary Students
(Funded by Quality Education Fund)**

Details of the Grant: The EDB provides a one-off grant of \$250,000.00 to provide opportunities for junior secondary (JS) students to learn other languages (OL). This Grant can be used across the school years from 2025-2026 to 2026-2027.

Balance as at 31st August 2025: \$250,000.00

Item	Expected Effectiveness	Estimated Budget	Actual Expenditure
Hiring suitable external services to provide JS students face-to-face or online OL courses (2025/26 and 2026/27 academic years)	<ul style="list-style-type: none"> - Recruit experienced foreign language instructors for interactive courses, with 80% of students agreeing that their listening, speaking, reading, and writing skills have improved. - Align course content with Hong Kong Diploma Examination requirements, with 80% of students feeling more prepared for senior secondary challenges. - Integrate real-world international scenarios into teaching, with 80% of students agreeing that this approach has enhanced their cultural understanding and communication skills. 	<u>2025/26:</u> \$87,900.00 (For 2 N5 classes)	/
		\$40,000.00 (For SALep French, German, Korean Classes)	
Purchasing learning and teaching materials such as textbooks and workbooks to support the delivery of the OL courses (2025/26 and 2026/27 academic years)	<ul style="list-style-type: none"> - Procure high-quality, context-rich textbooks and workbooks for N5 level and SALep courses, integrating cultural stories and practical tasks. 80% of students agreed this has increased their interest in language learning. - Select materials aligned with the Hong Kong Diploma Examination syllabus, helping students build a coherent knowledge system. 80% of students agreed they feel better prepared for senior secondary studies. - Include authentic international content in materials, such as global discussions and cross-cultural case studies. 80% of students agreed this has enriched their understanding of the world and enhanced their readiness for international learning. 	<u>2025/26:</u> \$36,900.00 (For 2 N5 classes)	/
		<u>2026/27:</u> \$9,200.00	/
Total:		\$250,000.00	

加強支援非華語學生的中文學與教 額外撥款
2025/26 學年學校計劃（普通中學適用）

按 2025/26 學年收生實況調查指定的參照日期（一般為 9 月中旬）3，本校全校共錄取 4 名非華語學生（不包括在校內修讀非本地課程的非華語學生），並已在網上校管系統（WebSAMS）內核實及更新非華語學生的資料。按教育局通告第 8/2020 號，本校在 2025/26 學年會獲提供額外撥款。本校知悉教育局會根據收生實況調查指定的參照日期收集所得的學生人數與結果（當中包括經學校核實的非華語學生資料），計算本校在 2025/26 學年應獲提供的額外撥款額。若本校所呈報的預計合資格的非華語學生人數與收生實況調查結果有差異而影響全年的額外撥款額，教育局會在 2026 年第一季按需要調整或安排收回已發放的資助。本校承諾會在 2025/26 學年內將額外撥款差額（如適用）全數歸還教育局。

運用額外撥款提供校本支援措施

本校會充分及適時運用每學年發放的額外撥款，支援該學年的非華語學生。本校計劃運用 2025/26 學年獲提供的額外撥款(A)159,041.00 元，以及 2024/25 學年額外撥款累積餘額（如適用）(B) 37,230.85 元（請注意：此項資料必須與本額外撥款 2024/25 學年學校報告的金額一致），按校本情況及非華語學生的學習需要，提供以下的校本支援措施（可選多於一項）：

（有關學校運用額外撥款的一般指引，請參閱本局通告第 8/2020 號附件一）

	校本支援措施	運用 額外撥款
(a)	聘請額外員工-教師 0.2 名	\$70,000.00
(b)	購買促進非華語學生學習中文的教學資源	\$10,000.00
(c)	僱用專業服務 -校外導師 / 機構協助教師舉辦共融校園活動	\$0
(d)	由學校籌辦的推廣共融校園活動	\$90,000.00
(e)	其他（請說明）：	
	運用額外撥款總支出	\$170,000.00
請注意：運用額外撥款總支出.(C).應小於或等於.A.及.B.的總和)		

(f) 本校預計 2025/26 學年獲提供的額外撥款累積結餘為(D) 26,271.05 元[.A. + .B. - .C.]，累積結餘佔 2025/26 學年額外撥款的百分比為 16.52% [D ÷ .A. × 100%]。

“AI for Science Education” Funding Programme (One-off Grant)

Details of the Grant

The Education Bureau provided a one-time grant of \$100,000 to enhance science teachers’ capacity in AI-assisted teaching, encourage schools to arrange for teachers to participate in professional development programmes and conduct trial lessons, thereby promoting pedagogical innovations and enhancing students’ learning effectiveness. This Grant can be used across the school years from 2025-2026 to 2026-2027.

“AI for Science Education” Funding Programme 2025/26

This is a program dedicated to supporting junior form science teachers in leveraging AI to boost teaching and learning effectiveness. It enlists professional backing from universities and prestigious companies, offering a suite of targeted assistance. Key supports include infrastructure provisions like LLM installation, alongside pedagogical guidance covering lesson design, co-lesson preparation, and lesson observations. By integrating technical and educational support, the program equips teachers to enhance their AI-enabled instruction, ultimately driving improved lesson learning outcomes.

Number of student beneficiaries: 328 Class levels of student beneficiaries: 2

	Target Area	Expected outcomes	Proposed Expenses (HK\$)	
			2025/26	2026/27
i.	Assist schools in optimizing the instructional resource design for “AI for Science Education” programs	This is a school-based support and all-round offline LLM setup initiative focused on science education. Its goals include enhancing science teachers’ ability to use AI for inquiry-based learning, driving the development of AI-applied teaching resources in junior high science to boost students’ learning efficiency and foster innovation and problem-solving skills, and providing technical consulting. It also offers 4 GPT-4o-level LLM API keys for teachers’ use. On-campus support covers teaching resource reviews, co-lesson preparation or experience sharing event assistance, and observation/evaluation support for open/demonstration classes. Additionally, it provides offline LLM setup services, aiding installation and configuration with a Mac mini M4 or equivalent for demonstration.	\$49,000	\$50,000
		Total Expenditure:		\$99,000

One-off Grant for Promotion of Self-directed Language Learning (English Language) (One-off Grant)

To further promote the effective use of English by students and consolidate Hong Kong education’s advantages as highly international and diversified in nature, the “One-off Grant for Promotion of Self-directed Language Learning (English)” was provided to each public sector primary and secondary school in the 2024/25 school year. Schools can flexibly deploy the grant until the end of the 2026/27 school year to promote self-directed English learning, develop school-based resources, and enrich the language learning environment. The English Department plans to allocate the “One-off Grant for Promotion of Self-directed Language Learning (English Language)” to the following areas in the school years 2025/26 and 2026/27:

Number of student beneficiaries: 967 Class levels of student beneficiaries: 6

Grant received in 2024-2025: \$200,000

	Area	Expected outcomes	Proposed Expenses (HK\$)	
			2025/26	2026/27
i.	Procuring and/or subscribing to learning resources: <ul style="list-style-type: none"> • Subscribing to a self-directed learning and AI marking platform • Purchasing one-on-one online English oral practice services 	Procuring and/or subscribing to resources for promoting self-directed language learning and/or enriching the language learning environment enhanced students’ English learning experiences	2025/26	67,000.00
			2026/27	67,000.00
ii.	Hiring English-speaking instructors or non-teaching supporting staff outside the permanent staff establishment <ul style="list-style-type: none"> • Hiring tutors for Public Speaking Training Courses 	Hiring English-speaking instructors or non-teaching supporting staff outside the permanent staff establishment in support of students’ language learning and/or organising English activities enriched the language learning environment, and promoted self-directed language learning	2025/26	18,000.00
			2026/27	18,000.00
iii.	Purchasing services related to learning and teaching: <ul style="list-style-type: none"> • Organising English Speaking Weeks (e.g. Drama Show) 	Purchasing services related to learning and teaching from individuals/ professional organisations with relevant expertise in developing school-based resources supported self-directed English learning, and/or organising English activities enriched the language learning environment	2025/26	15,000.00
			2026/27	15,000.00
Total Expenditure (HK\$):				200,000.00

基督教香港信義會元朗信義中學
2025-27 年推廣自主語文學習（普通話）一筆過津貼計劃大綱

津貼詳情

教育局為每所公營小學或中學（包括官立、資助、按位津貼及特殊學校）及提供本地課程的直資學校提供一次性資助 200,000 元，以支持從 2025-2026

學年開始之普通話科發展。該資助可在 2025-2026 學年至 2026-2027 學年結束之間使用。

計劃項目	預期成效	計劃預算	實際支出
採購和/或訂閱學習資源 (2025-2026 學年, 2026-2027 學年)	採購或訂閱學習資源來推動自主語文學習，豐富學生在語言學習環境方面的相關資源，以提升學生的普通話學習體驗。	\$22,800.00	--
		\$14,000.00	--
聘請不屬編制內的普通話導師或非教學支援人員 (2025-2026 學年, 2026-2027 學年)	聘請不屬編制內的普通話導師或非教學支援人員，支援學生的語文學習和舉辦普通話活動及比賽，能針對性地促進學生自主語文學習的表現。	\$40,000.00	--
		\$40,000.00	--
購買學與教相關的服務 (2025-2026 學年, 2026-2027 學年)	向具有專業知識的個人 / 專業組織購買學與教相關的服務，開發校本資源，支援普通話自主學習，有助豐富語言學習環境，讓學生在活動中愉快學習普通話。	\$32,600.00	--
		\$32,600.00	--
	Total:		\$200,000.00

基督教香港信義會元朗信義中學
2025-27 年推廣自主語文學習（普通話）一筆過津貼
活動計劃書

1. 教育局建議範疇一：採購和/或訂閱學習資源

1.1. 普通話人工智能平台（回應關注事項一：營造智能校園生態，讓學生駕馭科技於學習成長之中）

項目	內容	對象	預算
普通話人工智能平台	<ul style="list-style-type: none"> ● 按校方指定讀物要求，讓學生提交錄音到平台上，能自動辨別學生錯音及分析強弱項，並自動打分。 ● 需要提供教師帳戶，供教師檢閱學生表現。 ● 完成整個課程後需提供評估報告，並提供改進建議。 	25-26： 中一至 中三級	25-26： \$ 14,000.00
		26-27： 中一至 中三級	26-27： \$ 14,000.00

1.2. AR 普通話多元課業活動卡（回應關注事項一：營造智能校園生態，讓學生駕馭科技於學習成長之中）

項目	內容	對象	預算
AR 普通話多元課業活動卡	<ul style="list-style-type: none"> ● 按本校課程要求，就多元課業任務設計 AR 活動卡。 ● 卡牌主題為設計菜單，卡牌需要 ● 卡牌功能： <ol style="list-style-type: none"> 1. 具備AR 技術，展示相關立體圖案。 2. 設有教程 3. 設有討論區 4. 學生可上載學習成果 5. 學校可自行修改相關內容 	中一級	25-26： \$ 8,800.00

2. 教育局建議範疇二：聘請不屬編制內的普通話導師或非教學支援人員

2.1. 校際朗誦節訓練（回應關注事項二：優化樂學氛圍，強化學生在靈性、智能、體育、人際及情意的幸福感）

項目	內容	對象	預算
普通話朗誦訓練	<ul style="list-style-type: none"> ● 每班提供一位擁有普通話水平測試一級乙等或以上成績的導師。 ● 一班男子組朗誦，一班女子組朗誦，人數約 10 人。 ● 於 10 月至 12 月訪校 8 次，每次 1.5 小時。 ● 完成整個課程後需提供成績報告，並提供改進建議。 	校際朗誦節參賽者	<u>25-26：</u> \$ 40,000.00 <u>26-27：</u> \$ 40,000.00
普通話集誦訓練	<ul style="list-style-type: none"> ● 提供一位擁有普通話水平測試一級乙等或以上成績的導師。 ● 於 10 月至 12 月訪校 8 次，每次 1.5 小時。 ● 完成整個課程後需提供成績報告，並提供改進建議。 	校際朗誦節參賽班別	

3. 教育局建議範疇三：購買學與教相關的服務

3.1. 多元文化周（回應關注事項三：培養有家國情懷的國際人才）

項目	內容	對象	預算
活動日體驗	<ul style="list-style-type: none"> 透過多元化活動為中學生提供學習中華文化的樂學經驗。 	中一至中三級	<u>25-26：</u> \$25,100.00
			<u>26-27：</u> \$25,100.00

3.2. 學會休整日（回應關注事項二：優化樂學氛圍，強化學生在靈性、智能、體育、人際及情意的幸福感）

項目	內容	對象	預算
遊戲體驗	<ul style="list-style-type: none"> 以遊戲方式，如桌遊、攤位、電子遊戲等活動為中文學會會員提供樂學體驗。 每項遊戲需要有一位工作人員，並操流利普通話。 	中文學會會員	<u>25-26：</u> \$ 7,500.00
辯論工作坊	<ul style="list-style-type: none"> 為辯論學會會員（約30人）進行辯論活動，傳授辯論知識，提高表達水平。 	辯論學會會員	<u>26-27：</u> \$ 7,500.00

3.3. 中文X普通話跨學科活動（回應關注事項二：優化樂學氛圍，強化學生在靈性、智能、體育、人際及情意的幸福感）

項目	內容	對象	預算
話劇劇場	<ul style="list-style-type: none"> 以普通話作表演語言，結合中文科內容知識，透過戲劇方式增加學生樂學體驗。 	中一至中三級	<u>25-26：</u> \$ 9,000.00
			<u>26-27：</u> \$ 9,000.00

2025-2026 Promotion of Reading Grant

Objectives: To enrich the reading atmosphere in school and develop students' reading habits.

Balance as at 31 August 2025: \$67,852.71

Grant received in 2025-2026: \$77,205.00

Total Grant in 2025-2026: \$145,057.71

	Item	Estimated Expenses
1.	Purchase of Books	\$77,205.00
	(<input checked="" type="checkbox"/>) Printed books	
	(<input checked="" type="checkbox"/>) e-Books	
2.	Web-based Reading Schemes	/
	() eRead Scheme	
3.	Reading Activities	/
	() Hiring writers, professional storytellers, etc. to conduct talks	
	() Hire of service from external service providers to organise learning activities related to the promotion of reading	
	() Paying the application fees for students to participate in reading activities and competitions	
	() Subsidising students to participate in or apply for fee-charging reading related activities or courses	
4.	Others: _____	/