



The ELCHK Yuen Long Lutheran Secondary School

School Development Plan 2025/26 -2027/28

The ELCHK Yuen Long Lutheran Secondary School

1. 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 trilingual 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.

2. School Goals

We focus on

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

3. School Motto: Rectify Mind Cultivate Person

4. Holistic Review of School Performance

a. Effectiveness of the School Development Plan in the cycle of 2022/23 - 2024/25¹

Major Concern and target	Extent of the target achieved	Follow-up action(s)	Remarks
<p>Major Concern 1: Cultivating the “Happydemic” Atmosphere and Fostering Talented, Virtuous and Blessed Lutheranians</p> <p>Target(s):</p> <ul style="list-style-type: none"> ● To deepen the overall planning and promotion of Values Education ● To strengthen the connection with other parts of school sponsoring body (churches, houses, schools) in the district ● To broaden and deepen the scope of career planning ● To provide room for students to refresh themselves ● To cultivate a positive campus culture ● To cultivate “Happydemic” atmosphere among teachers 	<p>Achieved with further streamlining for continuous improvement</p>	<p>Continue to be a major concern for the next development cycle with adjusted target:</p> <ul style="list-style-type: none"> ● To enhance students’ well-being in Spiritual, Physical, Intellectual, Relational, and Emotional Dimensions 	

¹ At the end of a school development cycle, schools should conduct a holistic review of the overall performance in implementing the SDP. The following points should be considered when conducting the review: (1) The effectiveness of the SDP should be evaluated with reference to the targets and the corresponding success criteria set; (2) Schools should report on the extent of achievement against the targets and deliberate on the reasons for the level of achievement; and (3) Schools should decide how individual major concerns are to be followed up if the targets are not fully achieved. They should consider revising the major concerns with enhanced implementation strategies. For major concerns with targets fully achieved, schools may incorporate them in their routine work or think of further development for the next school development cycle. For details, please refer to paragraph 3.3.1(a) of the related compilation guidelines.

<p>Major Concern 2: Implementing Globalized Pedagogical Approaches and Broadening Students' International Perspectives</p> <p>Target(s):</p> <ul style="list-style-type: none"> • To deepen the culture of lesson studies • To increase students' learning flexibility and adopt the Blended Learning Model • To introduce a diversified assessment model • To launch a qualitative feedback system for academic results • To enhance the STEM atmosphere • To strengthen the practice of talent search in Gifted Development Programme • To strengthen global interactions and optimize the arrangements of studying abroad 	<p>Achieved with further streamlining for continuous improvement</p>	<p>Continue to be a major concern for the next development cycle with adjusted target:</p> <ul style="list-style-type: none"> • To empower Students to Harness Technology in their Learning and Growth • AI tools will be introduced to enhance effectiveness of students' active learning. 	
---	--	---	--

b. Based on the reflection against the seven learning goals^{II}, conduct school self-evaluation to review how good the school is in fostering whole-person development and lifelong learning of students.

<p>◆ How good is my students' performance in achieving the seven learning goals?</p> <p>The students demonstrate strong performance in achieving the learning goals, reflecting a commitment to holistic development across dimensions.</p> <p>In terms of National and Global Identity, students exhibit a robust sense of national identity and cultural awareness. Through programs like “Speech under the National Flag” and the Chinese Calligraphy class, students engage with their heritage, while initiatives such as the “Global Program” and AFS intercultural exchanges foster an inclusive international perspective.</p> <p>The development of generic skills is prioritized through programs like the “Science, Art and Language Enrichment Programmes (SALep),” offering modules in The integration of IB elements and diverse subjects provides students with a broad knowledge base. A positive English language environment and participation in interdisciplinary projects like STEAM and AI enhance their academic breadth.</p>
--

^{II} The seven learning goals of primary education are national identity, positive values and attitudes, knowledge of key learning areas, language skills, generic skills, reading and information literacy, and healthy lifestyle. The seven learning goals of secondary education are national and global identity, breadth of knowledge, language proficiency, generic skills, information literacy, life planning, and healthy lifestyle.

School Development Plan (SDP)

Students demonstrate strong language proficiency through activities such as the STEAM Expo and language enrichment programs, equipping them with essential communication skills for a globalized world.

Students gain significant information literacy through hands-on experience in projects that involve scientific inquiry and data analysis. The skills acquired in these activities prepare them to navigate and evaluate information effectively, a crucial aspect of lifelong learning.

Life planning education is carried out in a whole-school approach, with programs such as “S.3 Dream Mapping Programme” and “S.4-S.6 University Dream Flyers Programmes.” These initiatives provide guidance on students’ academic and career paths, helping them to clarify their future goals.

The school promotes a healthy lifestyle through various initiatives that encourage SPIRE well-being. For example, students engage in sports and service learning, enhancing their social responsibility and awareness of health, which is crucial for their overall development.

While areas for improvement exist, particularly in providing targeted support for academically disadvantaged students, the overall emphasis on values, knowledge, skills, and well-being positions students well for future success.

◆ How good is my school in enriching students’ learning experiences for their whole-person development and lifelong learning?

Whole-Person Development

Students exhibit a strong sense of responsibility and cultural identity, achieving a Q-value of 116 in positive values and national identity. Initiatives like the “Student Development Blueprint,” Leadership Training, and “Project BrightenUp” offer systematic training in self-management and interpersonal skills, fostering a supportive community ethos. Additionally, Christian worship and values education instill moral principles, helping students become socially responsible citizens.

The school's "Happydemic Atmosphere" initiatives, including "Refreshing Days," contribute to a strong sense of belonging and satisfaction among students, with scores of 116 in these areas. However, the need for targeted mental health support remains, particularly for senior students facing academic pressures. Strategies like the "YLL Treehole" and "SPIRE Week" aim to address these emotional needs.

The promotion of a healthy lifestyle is evident in students' high scores in physical activity and technology use. Programs such as "Healthy Wednesdays" and various sports initiatives encourage physical fitness and well-being, reinforcing the importance of a balanced lifestyle as part of whole-person development.

Lifelong Learning

The curriculum is designed to provide a broad educational foundation, integrating IB elements and bilingual instruction. Students engage in interdisciplinary projects, such as STEM and AI initiatives, which cultivate critical thinking and problem-solving skills essential for lifelong learning.

Through programs like the "Science, Art and Language Enrichment Programmes (SALep)," students develop a wide range of generic skills, including creativity, collaboration, and communication. These skills are vital for adapting to future challenges and opportunities.

The emphasis on experiential learning enhances students' information literacy, with 94.8% of participants in the STEAM Expo reporting improved skills in information processing. This capability prepares them for the demands of a rapidly changing world.

Comprehensive life planning support ensures that students are well-prepared for future academic and career pathways. Programs like the "University Dream Flyers Programme" provide guidance and resources, enabling students to make informed decisions and set realistic goals.

The school's systematic approach aligns with the Hong Kong Education Bureau's Performance Index, demonstrating its commitment to continuous improvement for whole-person development and lifelong learning.

A diversified management structure includes stakeholders from various backgrounds, ensuring collaborative decision-making that meets the community's needs. Evidence of this includes roundtable meetings with the Principal, where class representatives discuss policies and acknowledge contributions. Additionally, the Principal's Chitchat time with parents facilitates communication and fosters greater understanding of school policies.

The curriculum is regularly reviewed to incorporate innovative pedagogical approaches, such as IB elements and interdisciplinary learning. Technology-enhanced learning, including AI integration and project-based assessments, equips students for the 21st century.

The school actively seeks feedback through assessments and surveys, such as the Student and Teacher Feedback Questionnaire, helping to identify strengths and areas for improvement. Initiatives like the "Happydemic Atmosphere" and programs like "YLL Treehole" provide evidence of the school's focus on student well-being and emotional support, fostering a nurturing school climate.

In conclusion, the school effectively leads its continuous improvement and development efforts, ensuring that students are supported in their whole-person development and lifelong learning. Through strategic management, resource allocation, curriculum innovation, and a strong focus on student well-being, the school is well-positioned to nurture capable individuals ready to thrive in a complex and changing world.

c. How Can My School Be Better

◆ What are my students' needs?

The students exhibit needs to be addressed to ensure their holistic development.

While they demonstrate strong academic performance and positive values, there are notable areas for improvement, particularly in emotional well-being. The APASO III results indicate a Q-value of 93 for anxiety and depressive symptoms, suggesting that some students, especially senior boys facing HKDSE pressures, require targeted mental health support.

In light of the increasing prevalence and power of artificial intelligence (AI) in various aspects of daily life, the school should develop an AI information literacy framework that includes organized discussions on AI literacy, designed to equip students with the skills necessary to harness the potential of AI while simultaneously safeguarding themselves in this rapidly changing environment.

The cultivation of a national identity, complemented by an international perspective, is undeniably essential for nurturing students into future leaders. To develop these critical values, it is imperative to provide students with diverse experiences and exposures that will instill these principles effectively.

Additionally, while students excel in language proficiency and generic skills, there is a need for enhanced academic assistance in subjects where the negative value-added scores indicate potential learning gaps. Overall, students need a supportive environment that not only focuses on academic excellence but also prioritizes mental health and emotional resilience.

◆ What is my school's capacity for continuous improvement and development?

The school demonstrates a strong capacity for continuous improvement and development.

The school's strategic planning is aligned with the Performance Index, ensuring that efforts are data-driven and focused on enhancing student outcomes. A collaborative management structure involving various stakeholders fosters inclusivity in decision-making, enhancing the school's responsiveness to community needs.

Furthermore, the commitment to professional development for teachers ensures that educators are equipped with the necessary skills and knowledge to implement innovative teaching strategies. The school's proactive approach to feedback and assessment allows it to identify areas for growth and adapt its programs accordingly, reinforcing its capacity for ongoing improvement.

◆ What are the development priorities of my school for enhancing the whole-person development and lifelong learning of my students?

The development priorities of ELCHK Yuen Long Lutheran Secondary School for enhancing whole-person development and lifelong learning focus on three key areas.

First, the school is committed to cultivating an Intelligent Campus Ecosystem that empowers students to harness technology for their learning and growth. This involves integrating advanced digital tools and platforms into the curriculum, enabling students to engage in innovative learning experiences that foster critical thinking, creativity, and problem-solving skills. By embedding technology in various subjects and extracurricular activities, the school aims to prepare students for a tech-driven future, enhancing their adaptability and competence in a rapidly changing world.

Second, optimizing the "Happydemic Atmosphere" is a priority to enhance students' well-being across the SPIRE dimensions—Spiritual, Physical, Intellectual, Relational, and Emotional. Initiatives such as "Refreshing Days" and "SPIRE Week" are designed to create a supportive and nurturing environment that promotes mental and emotional health. The school focuses on developing positive relationships among students and staff, fostering a sense of belonging and community. By addressing both academic pressures and emotional challenges, the school aims to create a balanced atmosphere conducive to holistic development.

Lastly, nurturing globally-minded talents who are rooted in national identity is a core priority. The school emphasizes the importance of civic responsibility and cultural awareness through programs like "Speeches under the National Flag" and various cross-border exchange initiatives. These efforts are designed to instill a strong sense of national pride while also encouraging students to engage with global perspectives. By promoting a curriculum that balances local identity with international understanding, the school prepares students to become responsible global citizens who can navigate and contribute positively to an interconnected world.

5. Major Concerns of the 2025/26 – 2027/28 School Development Cycle

◆ Based on the above holistic review of school performance, the major concerns in order of priority are:

1. Cultivating an Intelligent Campus Ecosystem and Empowering Students to Harness Technology in their Learning and Growth (營造智能校園生態，讓學生駕馭科技於學習成長之中)
2. Optimizing the Happydemic Atmosphere and Enhancing Students' Well-being in SPIRE – Spiritual, Physical, Intellectual, Relational, and Emotional Dimensions (優化樂學氛圍，強化學生在靈性、體育、智能、人際及情意的幸福感)
3. Nurturing Globally-Minded Talents Rooted in National Identity (培養有家國情懷的國際人才)

School Development Plan (2025/26 - 2027/28)

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals (Related Learning Goals of <u>Primary Education/ Secondary Education</u> *) ^{III}
		25-26	26-27	27-28		
1. Cultivating an Intelligent Campus Ecosystem and Empowering Students to Harness Technology in their Learning and Growth	1.1 To foster student growth in a thriving intelligent campus ecosystem	✓	✓	✓	a) 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	Information literacy Breadth of knowledge

^{III} All along, school work has always been related to the seven learning goals. Schools could consider how the major concerns relate to the seven learning goals and list the related learning goal(s) in this column when setting major concerns. Apart from the major concerns, schools should help students achieve the seven learning goals to foster their whole-person development and lifelong learning through routine work, which does not need to be recorded in the SDP. The seven learning goals of primary education are national identity, positive values and attitudes, knowledge of key learning areas, language skills, generic skills, reading and information literacy, and healthy lifestyle. The seven learning goals of secondary education are national and global identity, breadth of knowledge, language proficiency, generic skills, information literacy, life planning, and healthy lifestyle.

		✓	✓	✓	b) Empower teachers and enhance their professional development in AI applications by prioritizing training programs focused on emerging trends and applications of artificial intelligence	Information literacy Breadth of knowledge
			✓	✓	c) Upgrade and enhance facilities such as the Maker Lab, library, communal space and first-floor settings, along with hardware and software for AI integration	Information literacy Breadth of knowledge
		✓	✓	✓	d) Encourage innovation through allocating research and development funds to support teachers in experimenting with educational software and applications in learning and teaching	Information literacy Breadth of knowledge

		✓	✓	✓	e) Organize parent seminars on artificial intelligence twice per term to foster collaboration and awareness, engaging parents in AI education	Information literacy Breadth of knowledge
	1.2 To empower students to effectively utilize artificial intelligence in daily learning and growth	✓	✓	✓	a) Refine the Student Feedback Questionnaire to emphasize the integration of artificial intelligence in teaching	Information literacy Breadth of knowledge
		✓	✓	✓	b) Ensure each subject incorporates AI into learning and teaching at least twice per academic level	Information literacy Breadth of knowledge
		✓	✓	✓	c) Implement diversified assignment modes that require applications of AI elements with at least one assignment involving use of AI per term	Information literacy Breadth of knowledge
		✓	✓	✓	d) Facilitate collaboration between the subject of Computer Literacy in junior forms and two other departments, utilizing AI for interdisciplinary projects	Information literacy Breadth of knowledge Generic skills

			✓	✓	e) Engage all teachers and students in the use of integrative AI software for teaching, learning, and administrative tasks	Information literacy Breadth of knowledge Generic skills
		✓	✓	✓	f) Encourage student leaders to incorporate AI elements into promotional and leadership activities	Information literacy Breadth of knowledge Generic skills
	1.3 To nurture good AI and information literacy in students	✓	✓	✓	a) 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	Information literacy Breadth of knowledge Generic skills
	1.4 To enable students with interests and potential in STEAM to thrive		✓	✓	a) Enhance the talent pool to identify and nurture students with STEAM potential	Information literacy Breadth of knowledge Generic skills
		✓	✓	✓	b) Engage STEAM leaders to promote diverse STEAM activities, such as "STEAM Tuesday" and other initiatives	Information literacy Breadth of knowledge Generic skills

		✓	✓	✓	c) Support STEAM leaders in representing the school at various STEAM competitions to showcase their skills and talents	Information literacy Breadth of knowledge Generic skills
2. Optimizing the Happydemic Atmosphere and Enhancing Students' Well-being in SPIRE – Spiritual, Physical, Intellectual, Relational, and Emotional Dimensions	2.1 To build positive and caring campus culture, optimize the Happydemic atmosphere and cultivate students' growth mindset	✓	✓	✓	a) 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	Life planning
		✓	✓	✓	b) Optimize the arrangement of Refreshing Days and Thanksgiving Week	Healthy lifestyle
			✓	✓	c) Optimize campus facilities for a Happydemic atmosphere and expand communal areas for students	Healthy lifestyle

			✓	✓	d) Introduce game therapy by establishing the “YLL Treehole”	Healthy lifestyle
		✓	✓	✓	e) Enhance support for students in the bottom 5% of academic rankings at each grade level by launching “Star Rise Initiative”	Life planning Healthy lifestyle
		✓	✓	✓	f) Establish a “HappyDemic Lutheranian” Campus Channel, with themes centred on 4Rs Mental Health Charter, HappyDemic campus, growth mindset and positive values	Healthy lifestyle
		✓	✓	✓	g) Launch “Healthy School Programme”	Healthy lifestyle

	2.2 To enhance students' understanding and experience of well-being in SPIRE	✓	✓	✓	a) 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	Healthy lifestyle
			✓	✓	b) Organize SPIRE Week	Healthy lifestyle
		✓	✓	✓	c) 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 - Launch ‘Parent-Child Go Unplugged Camp’ with a commitment ceremony	Healthy lifestyle

		✓	✓	✓	d) 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	Life planning
		✓	✓	✓	e) Refine “Healthy Wednesdays” and organize the “MultiSport Experience Day” to promote healthy lifestyle and introduce new sports	Healthy lifestyle

		✓	✓	✓	f) 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	Healthy lifestyle
3. Nurturing Globally-Minded Talents Rooted in National Identity	3.1 To strengthen students' understanding of local cultural values.	✓	✓	✓	a) Organize activities (by subject departments, cross-departmental collaboration, and classes) to enhance students' awareness of Hong Kong's cultural values	National and global identity
			✓	✓	b) Enhance students' understanding of local culture comprehensively through the perspective of relevant subjects	National and global identity
	3.2 To strengthen students' understanding of national conditions and sense of responsibility.	✓	✓	✓	a) Expand the membership of the National Security Education Committee to include teachers of different rankings and staff	National and global identity

		✓	✓	✓	b) Teachers and students serve sister schools in Mainland China with their knowledge	National and global identity
		✓	✓	✓	c) Utilize the sister school network in Mainland China to pair students as “Learning and Growth Buddy” 「學習成長夥伴」.	National and global identity
		✓	✓	✓	d) Utilize the sister school network in Mainland China to promote the reciprocal school visit program	National and global identity
		✓	✓	✓	e) Expand the participation group of “Speeches under the National Flag”	National and global identity
	3.3 Optimize Students’ Experience of International Learning Models	✓	✓	✓	a) Host a “Multicultural Week”	National and global identity
			✓	✓	b) Optimize the “Global Channel” morning assembly sharing	National and global identity
		✓	✓	✓	c) Strengthen foreign language learning in junior forms through technology	National and global identity Language proficiency Life planning

		✓	✓	✓	d) Further promote IB practices in junior form, with more subjects adopting Oral Defence instead of written assessments.	Language proficiency Generic skills
	3.4 To enhance students' global vision and sense of responsibility	✓	✓	✓	a) Promote Global Project 2.0 (online and offline cultural exchanges to further break through time and space constraints)	National and global identity Language proficiency
		✓	✓	✓	b) Increase the number of international activities participated in annually	National and global identity Language proficiency

*delete where inappropriate