Appendix 4

The ELCHK Yuen Long Lutheran Secondary School

School Report

2025-2026

(1) Our School

Introduction

Our school is an aided co-educational secondary school which was established by The Evangelical Lutheran Church of Hong Kong in 1959. Relocated to a larger campus in Tin Shui Wai from Yuen Long in 1993, the school campus occupies an area of approximately 6,174 square meters. In the 2025/2026 academic year, our school operates 30 classes across S.1 to S.6, serving nearly 1,000 students. (a total of 969 students).

School Motto

Rectify Mind Cultivate Person

School Mission

Our school strives 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.

- Bearing witness to Jesus Christ
- Offering quality education
- Nurturing new century talents

Teaching Staff Information

A total of 70 teachers were employed. 100% of teachers were Bachelor Degree holders while 39% hold a Master Degree or above. 86% of them completed the Teacher Certificate / Diploma in Education. 37% of them have over 10 years teaching experience.

Facilities

With a new annex built since 1995, the campus is hence well equipped with 2 halls, a mini-theatre, regular classrooms and several special rooms, including the Maker Lab, GeoScience Lab, Chit Chat Zone, Mathematics Room, Student Activity Room, Dancing Room, Library, Self-Stud Room, Life Education Centre, Emmanuel, Fitness Room, Music Room, Music Balcony, Chinese Literature Room, Art Pro and the YLL Treehole Room. All classrooms are equipped with air-conditioners, computers, projectors and smart interactive boards in order to provide a comfortable and conducive teaching and learning environment.

To facilitate the development of Global Classroom, Video Conference Rooms were set up for students to have a cultural and academic exchange with our sister schools.

School Management

School-based management is implemented in our school. All teachers are invited to participate in decision-making. Parents and alumni are also invited to provide suggestions on the school policy by joining the Parents and Teachers Association and Alumni Association. All school policies are approved by the Executive Committee Meeting and announced in the Staff Meeting.

Three-year School Plan is formulated every 3 years. Annual School Plan is proposed based on the Three-year School Plan. Evaluation workshop is organized to evaluate the effectiveness of the school policy. Three-year School Plan, Annual School Plan and School Report should be approved by The Incorporated Management Committee and uploaded in the school website before November. 3 Incorporated Management Committee Meetings are held every year and the composition is as follows:

Sponsoring Body Manager	8
Independent Manager	1
Principal	1
Teacher Manager	2

Parent Manager	2
Alumni Manager	1

Subjects Offered in 2025-2026

S1-S3	
English as the medium of instruction	English Language Mathematics Citizenship, Economics and Society (S1-S2)/ Life & Society (S3) Literature in English Integrated Science (S1-S2) Physics (S3) Chemistry (S3) Biology (S3) History Geography Computer Literacy Visual Arts Music Physical Education SALep (Science, Art and Language Enrichment Programmes) (S1-S2) Science Extension (S3)
Chinese as the medium of instruction	Chinese Language Putonghua Chinese History Religious Education
S4-S6	
English as the medium of instruction	English Language Literature in English Mathematics Mathematics M2 Physics Chemistry Biology Business, Accounting and Financial Studies Information and Communications Technology Geography History Economics Music
Chinese as the medium of instruction	Chinese Language Citizenship & Social Development Chinese History Chinese Literature Visual Arts Ethics and Religious Studies Physical Education Religious Education

(2) Achievements and Reflection on Major Concerns; Feedback and Follow-up 2025-2026

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

Achievements

Target 1: To foster student growth in a thriving intelligent campus ecosystem

- 98% of students agree that the school's measures help them to build a rich smart campus ecosystem
- For students who are committee members of clubs and societies, 99% agree that utilizing innovative tools (such as AI applications) helped their club plan and organize activities more effectively
- Most parents reveal their appreciation of providing a rich smart campus for the students.
- Most class representatives agree that the smart campus can help their learning.

Target 2: To empower students to effectively utilize artificial intelligence in daily learning and growth

- 98% of students agree that the school's measures help them to use AI in daily learning and growth
- 98% of students agree that teachers' encouragement and suggestions for student leaders using AI in planning activities help students apply AI in their daily learning and growth
- 98% of students agree that Student Leadership Training helps them to use AI in their daily learning and growth

Target 3: To nurture good AI and information literacy in students

- 98% of students agree that the school's measures are helpful in developing good AI information literacy

Target 4: To enable students with interests and potential in STEAM to thrive

- Most STEAM leaders agree that the measures can help increase interest and develop potential
- Including workshops in iDay, STEAM Tuesday, STEAM Expo and STEAM competitions, STEAM leaders actively participated various STEAM activities.
- Including Science and Technology, 11 public competitions have been participated

Reflection

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

Most of the targets were successfully achieved because of the following facilitating factors; and some hindering factors and challenges could be taken into account.

Facilitating factors:

- Dedicated Teams and Leadership: The school has proactively restructured the STEAM Advisory Group and STEAM Development Committee, established these dedicated STEAM teams, and appointed a Vice Principal for STEAM to drive initiatives. Various committees, including the Staff Development & Wellness Committee, Academic and Curriculum Development Committee, Academic Affairs Committee, Student Affairs Committee, Executive Committee, and Gifted Education Director, are also actively involved and responsible for different aspects of MC1.

- Substantial financial resources have been allocated to support technological integration and STEAM development. These include $400,000 for recruiting full-time STEAM support staff and an annual Research and Development (R&D) fund of $40,000 to encourage teacher-led innovation. The Composite Information Technology Grant provides further support for integrating technology into teaching and learning. In addition, a grant of $970,000 under the IT Innovation Lab in Secondary Schools Project supports programmes such as "AI and Information Literacy", "Creativity Unleashed: AI in Digital Artistry", and "AI-Driven 3D Modeling and Animation". A further $100,000 under the "AI for Science Education" Funding Programme supports the development of science teachers' capacity to incorporate AI into their teaching.

- Collaborations with external organizations like Prister, StarLink and Creato provide specialized support. The IT Innovation Lab Project involves collaboration with external experts. The "Year of Aerospace Science - YLL Satellite Programme" actively engages students in STEAM through collaboration with external organizations and industry experts.

- Teacher professional development has been prioritised, with a particular focus on emerging trends in artificial intelligence and its applications in education. The "AI for Science Education" programme provides targeted support to help science teachers integrate AI into their teaching to enhance teaching and learning effectiveness. This includes practical assistance with the installation of large language models (LLMs), alongside pedagogical guidance on their effective classroom use.

Some of hindering factors and challenges that could be taken into account:

- Ensuring continuous and adequate teacher training to keep pace with rapid technological advancements.
- Maintaining and upgrading complex technology infrastructure.
  Keeping curricula current with the fast-evolving fields of AI and STEAM.

Feedback and follow-up

The follow-up actions focus on sustaining and refining current initiatives to further promote AI in Learning and Teaching:

- AI tools can be introduced to enhance effectiveness of students' active learning. Implementing adaptive platforms and intelligent tutoring systems enables personalized practice routines, offering real-time feedback that keeps learners consistently engaged and optimizes individual progress across diverse academic disciplines.
- Each subject panel should integrate AI into teaching and learning at different levels. Teachers may better prepare digital resources, ensuring age-appropriate technological integration from foundational concepts to advanced secondary analysis.
- AI elements are introduced in diversified assignment mode. Students will tackle multi-modal project portfolios requiring generative research, automated synthesis, and interactive presentation formats that move beyond traditional pen-and-paper assessments.
- Different subjects, divided into groups, will collaborate on educational research and utilize AI for interdisciplinary collaboration. Cross-departmental task forces will pool pedagogical data to study knowledge transfer efficiency, bridging sciences and humanities through shared digital experimentation.
- Student leaders apply AI elements in promotional activities. Campus ambassadors will leverage generative design and automated media generation software to produce engaging campaign materials, showcasing peer-led technical literacy initiatives school-wide.
- STEAM and AI literacy frameworks should be established for both the teachers and students. Clear developmental benchmarks and ethical usage guidelines will be formally documented, providing a structured roadmap for continuous professional growth and safe classroom adoption.
- Talent pool would be enhanced to strengthen the cultivation of STEAM talents. The need of the

students can be met more effectively.
- Junior secondary foreign language learning would be enhanced through technology. Speech-recognition engines will offer immersive dialogue simulations, granting younger students safe, low-stakes environments to build conversational fluency and listening confidence

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

Achievements

Target 1: To build positive and caring campus culture, optimize the Happydemic atmosphere and cultivate students' growth mindset

- 99% of students agree that Refreshing Days help regulate their life and enhance their sense of well-being.
- 98% of students understand and acknowledge the importance of "gratefulness" and agree to uphold it as lifelong habit.
- 99% of users agree that school facilities help cultivate a HappyDemic atmosphere and are conducive to students' growth.
- 97% of teachers hold a positive attitude toward the initiates related to promoting "well-being" and agree that school measures contribute to student growth.
- 98% of students agree that "HappyDemic Lutheranian Campus Channel" cultivate positive values and foster a HappyDemic atmosphere.

Target 2: To enhance students' understanding and experience of well-being in SPIRE

- 96% 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.
- 96% 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.
- 99% of students agree that the initiates related to promoting "well-being" help them understand positive values and growth mindset.
- 99% of students agree that school measures help expand the depth and breadth of their career planning.
- KPM12 – Stakeholders' views on student learning:
  Stakeholders' views on student learning were significantly above the territory-wide average. Teachers rated student learning at 4.1, compared with the territory-wide average of 3.3. Students rated it at 3.8, compared with 3.5, while parents rated it at 3.9, compared with 3.5. This shows that teachers, students and parents all have positive perceptions of students' learning progress.
- KPM13 – Stakeholders' views on student support:
  Stakeholders' perceptions of student support were also higher than the territory-wide average. Teachers gave a rating of 4.4, compared with the territory-wide average of 4.0. Students also rated it at 4.4, compared with 4.1, while parents rated it at 4.1, compared with 3.8. These results suggest that the school's support measures effectively promote students' growth and well-being.
- KPM14 – Stakeholders' views on school climate:
  The school climate was rated positively by all major stakeholder groups. Teachers rated it at 4.2, compared with the territory-wide average of 3.9. Students rated it at 4.1, compared with 3.7, and parents rated it at 4.2, compared with 4.0. This indicates that the school has successfully built a positive, caring and supportive campus atmosphere.
- KPM17 – Affective and social outcomes:
  Students demonstrated strong emotional development in the APASO data. The Q-Scores for positive emotion, absence of negative emotion, school satisfaction and meaning in life all reached 116, with a P-Score of 85.7. The Q-Score for absence of anxiety and depressive symptoms was 104, with a P-Score of 57.9. These figures show that students' emotional well-being was well above the benchmark.

- KPM21 – Participation in sports and arts:
  Students' participation in territory-wide inter-school sports and arts competitions was far above the territory-wide average. Among junior secondary students, the participation rate was 89.9%, compared with the territory-wide average of 44.0%. Among senior secondary students, the rate was 99.4%, compared with 42.5%. This reflects students' active involvement in physical and artistic development.
- KPM25 – Physical fitness performance:
  Students' physical fitness performance was significantly above the territory-wide average in several forms and gender groups. For example, 82.9% of S3 boys met the Gold, Silver or Bronze standards, compared with the territory-wide average of 70.8%. Among S4 boys, the figure was 90.3%, compared with 75.6%, and among S5 boys, it was 89.2%, compared with 76.4%. For girls, 78.9% of S2 girls met the standards, compared with 67.9%, while 73.2% of S3 girls met the standards, compared with 63.9%. These results indicate that the school's promotion of physical well-being has been effective.

Reflection

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

Most of the targets were successfully achieved because of the following facilitating factors; and some hindering factors and challenges could be taken into account.

Facilitating factors:

- The school was able to take forward the major concern with the support of different internal and external parties. Close collaboration with organisations such as ELCHK Tin Yiu Life Lutheran Church, LevelMind@JC (YWCA) and The STEP San Tin provided valuable support in students' spiritual development, emotional well-being assessment and social service learning.
- A number of structured well-being programmes also contributed to the promotion of a positive campus atmosphere. Refreshing Days, including handcraft activities and cultural exploration, helped students relax and regulate their emotions. Thanksgiving Week encouraged students to develop gratitude as a lifelong value, while the Healthy School Programme (HSP(DT)) helped strengthen students' awareness of healthy living and a drug-free lifestyle.
- The school environment was further enhanced to support students' well-being. The launch of the "YLL Treehole" provided students with a relaxing space for game therapy and emotional support. Greening projects on the 4th and 5th floors, together with the regular maintenance of recreational facilities, helped create a more comfortable, caring and joyful campus environment.
- Measures were also introduced to reduce students' academic stress. The Academic Affairs Committee limited daily assignments and assessments to a maximum of four. In addition, grading for non-academic subjects such as Visual Arts, Music and Physical Education was adjusted to an A–C range. These arrangements helped ease students' pressure and supported a healthier learning experience.
- Home-school communication was strengthened through different channels, including the "HappyDemic Lutheranian" Campus Channel, "Letters Home", Principal's Parent Chit-Chat Time and the newly established YLL ParentWise Academy. These platforms helped parents better understand the school's direction in promoting SPIRE and enabled stronger support for students at home.
- Class management was also enhanced. More class teacher periods were arranged, and regular individual teacher-student meetings were introduced with a focus on SPIRE. These arrangements helped strengthen teacher-student relationships, peer support and students' sense of belonging.

Some of hindering factors and challenges that could be taken into account:

- Although students generally showed a positive attitude towards school life, their well-being needs have become more diverse. Some students require more individualised support due to emotional distress, learning differences or adjustment difficulties. This has increased the demand on teachers and support teams in providing timely and suitable care.
- The APASO data also showed that further attention is needed in the area of anxiety and self-concept. Although the Q-score for "Absence of Anxiety and Depressive Symptoms" reached 104, which was above the territory-wide benchmark, it still reflected that some students continued to face academic, social or emotional pressure. In addition, the relatively lower self-concept scores among senior boys suggested the need for more targeted support to strengthen their confidence and self-understanding.

Feedback and follow-up

The follow-up actions focus on sustaining and refining current initiatives to further promote student and parent well-being:

- To further deepen students' understanding of holistic well-being, the school will launch an annual "SPIRE Week" in September at the beginning of the school year. Through assemblies, sharing sessions and class-based activities, students will be introduced to the five dimensions of SPIRE: Spiritual, Physical, Intellectual, Relational and Emotional well-being.
- The "Healthy Wednesdays" programme will also be refined. Instead of being held in alternate cycles, it will be arranged in every cycle to provide more continuous and systematic support. The spiritual dimension will mainly be promoted through religious sharing led by class teachers, fellowship advisers and pastoral teams. Other dimensions, including physical, intellectual, relational and emotional well-being, will be integrated into different sessions through sports experiences, mental health talks and relationship-building activities.
- The school will continue to strengthen well-being and home-school platforms. The "HappyDemic Lutheranian" Campus Channel will be further developed, while parent support will be expanded through the ParentPro Career Expo, Principal's Chit-Chat, Letters Home and the YLL ParentWise Academy. The Academy will be restructured to include more hands-on activities, such as a Parent-Child Go Unplugged Camp with a commitment ceremony**,** so as to encourage families to practise well-being habits at home.
- Targeted support will be provided through the "StarRise Initiative". The Student Growth Committee and the Academic and Curriculum Development Committee will work together to support students in the bottom 5% of academic rankings. Academic guidance and emotional support will be provided to help these students rebuild confidence and improve their learning motivation.
- The school will also further strengthen internal relationships. More class teacher periods will be arranged to allow regular and structured one-on-one SPIRE dialogues between teachers and students. This will help teachers better understand students' needs, provide early support and build a stronger caring culture within each class.

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

Achievements

Target 1: To strengthen students' understanding of local cultural values

99% of students agreed that the activities related to Hong Kong culture have enhanced their understanding of local culture.

98% of students agreed that they are willing to promote Hong Kong's local culture and support cultural inheritance after joining the activities related to Hong Kong culture.

Target 2: To strengthen students' understanding of national conditions and sense of responsibility.

92% of teachers concerned agreed that serving sister schools in the Chinese Mainland has promoted educational resource sharing and improved teaching quality.

98% of students agreed that "Speeches under the National Flag" have helped them to understand the conditions of our country (history, policies, etc.).

98% of students agreed that reciprocal school visit programs have enhanced their understanding of Chinese Mainland's educational characteristics and culture.

98% of students agreed that "Speeches under the National Flag" have enhanced their sense of belonging to my country.

97% of students agreed that the "Learning and Growth Buddy" program has promoted emotional exchanges between students from both regions.

99% of students agreed that they actively learn about the development of their country after participating in national conditions-related activities.

Target 3: To Optimize Students' Experience of International Learning Models.
99% of students agreed that the "Multicultural Week" helps them to understand the cultures of our country, different nations and cities.

96% of students agreed that the "Global Channel" has helped them to understand cultures of different countries.

99% of students agreed that using AI and foreign language apps has enhanced their learning interest and motivated them to learn foreign languages more actively.

96% of students agreed that Oral Defence has helped cultivate their critical thinking, enabling them to view issues more objectively and comprehensively.

Target 4: To enhance students' global vision and sense of responsibility.
94% of students agreed that Global Project 2.0 has enhanced their understanding of cultures of different regions and improved their tolerance towards people from diverse cultural backgrounds.

97% of students agreed that international activities have enhanced their awareness of global issues (e.g., climate change, public health, etc.).

Reflection

Target 1: To strengthen students' understanding of local cultural values
Target 2: To strengthen students' understanding of national conditions and sense of responsibility
Target 3: To optimize students' experience of international learning models
Target 4: To enhance students' global vision and sense of responsibility

The targets for Major Concern 3 were largely successfully achieved because of the following facilitating factors; and some hindering factors and challenges could be taken into account.

Facilitating factors:

- The restructuring of the National Security Education Committee helped strengthen the planning and implementation of national education. By involving teachers of different ranks, department heads and specific team coordinators, such as the flag-raising team coordinator, the committee was able to work more efficiently and coordinate related activities more smoothly.
- Technology also played an important role in supporting students' global exposure. The use of Wordly instant translation software helped students overcome language barriers during the Global Project. Students were able to communicate with nine mainland and overseas sister schools on topics such as traditional games, which broadened their cultural understanding. In addition, AI tools and foreign language learning apps in the library encouraged junior form students to learn languages more independently.
- Local culture was promoted through cross-departmental collaboration. Different subject panels helped students understand Hong Kong culture from various perspectives. Humanities subjects, including Geography and History, explored urban development and intangible cultural heritage such as the Cheung Chau Bun Festival. Chinese Language and Chinese Literature arranged literary walks and visits to the Eileen Chang exhibition. Economics connected learning with traditional food culture through the study of dragon's beard candy and product design for the Year of the Horse Trade Fair.
- The school's sister school network also supported meaningful exchanges. Existing partnerships with Guangzhou No. 3 Middle School and Pinghu Donghu Middle School provided students with opportunities for both academic and cultural interaction. Activities such as the Learning and Growth Buddy Programme, which included online exchanges and physical letter writing, as well as mutual visits, helped students build friendships and deepen their understanding of mainland development and culture.
- The introduction of IB-style Oral Defense in six junior form subjects was another positive development. Through peer assessment and oral presentation, students became more responsible for their own learning. Teachers were also able to give immediate feedback, helping students improve their thinking, communication and reflection skills.

Some of hindering factors and challenges that could be taken into account:

- Although the Global Channel arranged 12 sessions of cultural sharing by foreign teachers, the format was still mainly one-way and dialogue-based. Compared with more interactive formats such as Chit-chat Time, students had fewer chances to participate actively. As a result, their listening and speaking engagement could be further strengthened.
- Another challenge was the coordination of cultural activities. In the past, many activities were planned separately by different subjects or classes. While these activities were meaningful, the overall arrangement sometimes lacked cohesion, making it more difficult to create a strong whole-school cultural learning experience.
- The timing and structure of Multicultural Week also needed improvement. Promotion started relatively late, which gave teachers and students limited preparation time. In addition, the absence of clear daily themes weakened the focus of cultural learning.
- For Oral Defense, teachers found that assessment practices varied across subjects. More standardized rubrics are needed to ensure clearer and more consistent evaluation criteria.

Feedback and Follow-up

The follow-up actions focus on further nurturing globally-minded talents rooted in national identity:

- The school will further optimize the Global Channel during morning assemblies. More interactive elements, similar to those used in Chit-chat Time, will be introduced so that students can take part more actively in cultural exchange. This will help move the programme away from one-way sharing and strengthen students' listening, speaking and intercultural communication skills.

- To improve the coordination of local cultural education, the Head of PSHE will take the lead in overseeing related activities. This will help connect different subjects and reduce overlap or fragmentation. The school will also introduce a six-year cycle of intangible cultural heritage themes, covering areas such as language, performing arts, rituals, festive events, traditional medicine and craftsmanship. Through this arrangement, students will explore a different aspect of Hong Kong's cultural heritage each year.
- National education and national security education will be further broadened. For Speeches under the National Flag, the school will invite not only teachers and students, but also parents, alumni, sister school students and non-teaching staff to share. Parent-child learning tasks and home-based national education resources will also be introduced to encourage families to take part in national security education together.
- The school will continue to follow school-based operational guidelines for exchange tours to ensure that all tours are well planned, safe and in line with requirements. To meet EDB KPM 8, which requires each student to take part in at least one school-organised Mainland exchange activity during secondary schooling, the National Security Education Committee will prepare a comprehensive Mainland activity schedule. Government grants and programmes such as "同根同心", "同行萬里" and "赤子情中國心" will be fully utilised.
- Multicultural Week will be refined through earlier promotion and clearer daily themes. This will give teachers and students more time to prepare and will help focus cultural learning throughout the week.
- Finally, the school will standardize the rubrics for Oral Defense across different subjects. The practice will also be regularized so that each form will take part in at least one interdisciplinary Oral Defense topic every academic year. This will help ensure fairness in assessment and strengthen students' confidence in presentation, reasoning and communication.

(3) Student Performance

- **A brief account of students' attitude and behavior:**

Based on the newly introduced APASO III conducted in April 2026 and subsequent observations, our students exhibit a commendable attitude and behavior in several key areas. Notably, their sense of satisfaction in school (Q value=116) and feelings of belonging (Q value=116) all surpass the Hong Kong territory-wide average. Additionally, the school atmosphere reflects a low incidence of loneliness (Q value=113) and a positive affect with no negative feelings (Q value=116).

In terms of values, our students demonstrated high performance in meaning of life (Q value=116), honesty (Q value=116), morality (Q value=116) and physical exercise levels (Q value=103), reflecting the integration of the 6 Lutheran virtues and 12 priority values set by the Education Bureau across various subjects.

Furthermore, our students showed strong performance in Information Technology (no addiction) (Q value=116), indicating healthy engagement in this area. Their sense of national identity—including responsibility, pride, and love for their country (Q value=116) —also surpassed the average, showcasing their commitment to civic values.

Overall, while our students demonstrate many positive attitudes and behaviors, targeted strategies will be essential to enhance their emotional well-being and physical activity levels.

* Highest Q value=116 Average Q value =100

- **A brief account of students' participation and achievement:**

i) Academic performance:

- HKDSE Results

Part A

Item	Year	School Data	H.K. School Figures
Percentage of students in the school met the entrance requirements for local Bachelor degree programmes	2026	83%	43%
Percentage of students in the school met the entrance requirements for local sub-degree programmes		99%	73%

Part B

Subject	Year	School Credit rate	H.K. Credit rate
Chinese Language	2026	51.4%	31.7 %
English Language		56.6 %	27.3 %
Mathematics (Compulsory Part)		64.8 %	42.5 %

ii) Non-academic performance: (See Appendix 19)

1. Financial Summary

Programme Evaluation Report for DLG - Other Programme: Gifted Education 2025-2026

Programme title	Objective	Target	Duration/ Start Date	Deliverable	Evaluation	Actual Expenses
Global Classroom and Foreign Language Classes ● Dutch and German Study Tour (12d,25 Mar-6 April 2026,) ● Korean Study Tour(8d,8-12 April 2026) ● Singapore Raffles International Music Festival (7d, 9-15 July 2026) ● Foreign Language Classes	● To broaden students' horizons. ● To increase students' language competence. ● To improve students' leadership skills.	● 40 students from S1 to S5	● 10/2025 - 8/2026	Student Reflection and Group Project Report	● All participating students agreed that the programmes could arouse their interests in learning and broaden their horizons.	$108,245.00
Gifted Education ● Walk With Scholars Programmes ● Off-school Support Programmes	● To explore students' potential in different academic areas by providing a platform for them to interact with and acquire advice from the remarkable scholars. ● To improve students' leadership skills.	● 20 students from S4 to S6	● 10/2025 - 8/2026	Student Reflection	● Students gained valuable exposure to different academic disciplines and enhanced their abilities through fieldwork and intensive training. Interaction with scholars inspired them to explore their interests and pursue further learning. ● Student leaders developed greater confidence and stronger teamwork through collaborative activities. The programmes also deepened students' national awareness and sense of belonging to the country.	$10,800.00

Gifted Education STEAM Programme and Leadership Programme	● To develop students' potential and interests in STEAM. ● To improve students' critical thinking skills, communication skills, problem-solving skills and creativity.	● 20 students from S4 to S5	● 9/2025-8/2026	Student Reflection	● Students' interests in STEAM and Leadership were enhanced.	$6,249.80
Balance in 2024-2025: $85,362.76 Grant received in 2025-2026: $105,000.00 Total Grant in 2025-2026: $190,362.76 Total Expenditure in 2025-2026: $125,294.80 Balance as of 31st August 2026: $79,513.96						

Report on Learning Support Grant Report 2025-2026

Grant received in 2025-2026: $640,640..00
Balance as of 31 August 2025: $100,931.43
Total Amount: $640,640 + $100,931.43 = $741,571.43

	Service Name	Goal	Name of Service Provider (If applicable)	Duration	Service Target (e.g. students with SEN and their parents)	Performance Assessment Measure	Efficacy of the Service (if applicable)	Actual Expenses
1.	School-based Counseling Service	● To support the arrangement of Student Support Programmes. ● To strengthen students' ability in handling academic difficulties.	Evangelical Lutheran Church Social Service - Hong Kong	09/2025 - 08/2026	All Students	Annual Appraisal	/	$230,417
2.	Recruitment of Clinical Psychologist	● To provide emotional support and counselling service for students with emotional needs.	Inner Voice Psychological Counselling Center	09/2025 - 08/2026	Students in need	Professional Assessment by Clinical Psychologist	/	$189,000
3.	Counselling Support for families	● To raise parents' awareness of students' mental health. ● To provide counselling support for parents and students.	Reconnect Ministry and Heavenly Joy Family Clinic	10/2025- 07/2026	Parents and students in need	Teachers' Observation	/	$25,600
4.	Individual Academic Support	● To provide individual learning support for students in need.	Champion Goal Education	04/2026 - 05/2026 (5 hours)	6 student who had learning difficulties	Teachers' Observation	/	$5,100
5.	Inclusive Counselling Activities	● To enhance students' resilience, cultivate their ability to respect and appreciate others, foster positive values, and create a positive culture.	/	09/2025 - 07/2026	All students		/	$20,112.3

	Service Name	Goal	Name of Service Provider (If applicable)	Duration	Service Target (e.g. students with SEN and their parents)	Performance Assessment Measure	Efficacy of the Service (if applicable)	Actual Expenses
6.	Guidance Prefects Training Programmes	● To improve the leadership skills and communication skills of Guidance Prefects.	/	07/2026	Guidance Prefects		/	$11,240
7.	Counselling Activities	● To arrange activities for students in need to strengthen their social and emotional management skills.	/	09/2025 - 08/2026	Students in need		/	$188,542.6
8.	Speech therapy service	● Students who need to improve communication ● Develop professional and personalized treatment plans based on students' needs and progress	Mastery Speech & Swallowing Clinic Ltd.	10/2025 - 05/2026	13 students in need	Professional Assessment by Speech Therapist	/	$48,000
							Total Amount:	$718,011.9
							Balance at 31st August 2026:	$21,559.53

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

A. The number of students (count by heads) benefited under this programme is 158 (including A. 4 CSSA recipients, B. 68 SFAS full-grant recipients and C. 86 under school's discretionary quota).

B. Information on Activities to be subsidised/complemented by the Grant

* Name / Type of activity	Qualified Students#			Average Attendance	Duration/ Date	Actual Expenses	Assessment Tool	Organisation
	A	B	C					
1. One-On-One English Oral Practice	2	9	5	100%	10/2025-5/2026	$16,670.00	Questionnaire	---
2. Korea Tour	0	5	3	100%	4/2026	$16,000.00	Student Feedback	---
3. Speech Festival (Chinese) Application Fee	0	6	2	100%	10-12/2025	$1,796.00	Observation	---
4. Flag Guards Activities	0	1	0	100%	10/2025-5/2026	$100.00	Student Feedback	---
5. After-school Pull-out foreign language classes	2	33	6	100%	10/2025-7/2026	$46,943.00	Questionnaire	---
6. Music Band Costumes	0	0	7	100%	10/2025	$600.00	Student Feedback	---
7. Post-exam Activities (Ocean Park and Disneyland)	0	0	30	100%	2/2026, 7/2026	$4,025.00	Student Feedback	---
8. Guangzhou Exchange Tour	0	5	3	100%	7/2026	$6,600.00	Questionnaire	---
9. After-school Pull-out Arts Friday Programmes	0	29	0	100%	10/2025-7/2026	$25,041.00	Questionnaire	---
Total Activity Amount: 9								
@ Student Count	4	98	56		**Total Amount:**	$117,775.00		
**Total student count	158							

* Types of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, arts/culture activities, sports, self-confidence development, volunteer 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 (C)

2025-26 Report on the Use of the Life-wide Learning and Sister School Grant

2025-26 (School Year) Report on the Use of the Life-wide Learning and Sister School Grant (Template) July 2026 ver.

The ELCHK Yuen Long Lutheran Secondary School (School Name)

Schools are required to upload this Report 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 established practices.

^ List of 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.]

Evaluation Method:	**E1** Questionnaire ol Meeting and Di	**E3** Professional Sharing in School	**E4** Interview	**E5** Observation	**E6** Written report and record	**E7** Others (Please specify in column L)

Category 1: Details of Activities

No.	Name and Description of the Activity	Date	Target & Number of Participants (Fill in the number of participants of each type; please indicate "0" if a particular type is not involved)				Actual Expenses ($)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Evaluation Method^		Evaluation Results (Select the suitable option from the pull-down list)
			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 "E7 Others" is selected, 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	60	5	2	2 External tutors	$8,994.89		A7 Digital Education, Artificial Intelligence and STEAM Education		Mostly achieved
2	Science, Art and Language Enrichment Programme (SALep)	9/2025 - 6/2026	S1-S2, 328	25	2	14 External Tutors	$154,940.00		A2 Intellectual Development		Mostly achieved
3	Afterschool Language Course for Senior Form Students (Japanese/Korean/German)	10/2025- 8/2026	S1-S5, 140	5	2	10 tutors	$153,011.00		A2 Intellectual Development		Mostly achieved
4	One-on-one Online English Oral Practice	10/2025 - 7/2026	S1-S5, 100	3	2	60 tutors	$58,404.00		A2 Intellectual Development		Mostly achieved
5	Arts Friday	10/2025 - 5/2026	S1-S5, 400	12	2	34 tutors	$339,617.19		A4 Physical and Aesthetic Development		Mostly achieved
6	S1 Orchestral Journey	2/2025 - 5/2026	S1, 165	2	2	7 tutors	$12,260.40		A4 Physical and Aesthetic Development		Mostly achieved
7	PE Training	9/2025 - 8/2026	S1-S5, 300 students	6	3	18 coaches	$39,529.00		A4 Physical and Aesthetic Development		Mostly achieved
8	廣州管弦樂交流團到訪	2025/11/20-2025/11/22	30	5	6	0	$11,598.00	廣州市第三中學	E1 問卷調查 E5 觀察 E6 書面報告及記錄		完全達到
9	全球計劃3.0—環球專題研習計劃視像交流(G-Project)Zoom帳號	2025-2026	50	6	1	0	$7,190.00	廣州市第三中學, 平湖市東湖中學, 和田市第五中學	E5 觀察 E6 書面報告及記錄		完全達到
10	Global Classroom Wordly translation service	2025-2026	50	6	1	0	$21,050.00	廣州市第三中學, 平湖市東湖中學, 和田市第五中學	E5 觀察 E6 書面報告及記錄		完全達到
11	G29 Meeting Room LED Wall 1 year maintanience scheme	2025-2026	50	6	1	0	$0.00	廣州市第三中學, 平湖市東湖中學, 和田市第五中學	E5 觀察 E6 書面報告及記錄		完全達到
(Please insert rows above if the space provided is insufficient.)											
						Total actual expenses of item 1.1	**$806,594.48**				

	Name and Description of the		Target & Number of Participants (Fill in the number of participants of each type; please indicate "0" if a particular type is not involved)				Actual	Name(s) of Mainland sister school(s)	Evaluation Method^		Evaluation Results (Select the
1.2	**Non-local Activities**										
1	Global Classroom	10/2025-8/2026	S1-S5 · 95	8	6	0	$403,575.00		A2 Intellectual Development		Mostly achieved
2	港湘青年交流湖南團	2025-11/3-2025/11/7	30	4	0	0	$26,700.00	湖南師大附中博才實驗中學	E1 問卷調查 E2 校內會議及討論 E5 觀察		完全達到
3	「樂韵傳情 穗港同心」——廣州市第三中學藝術文化交流之旅	2026/3/18-2026/3/21	32	5	0	0	$19,220.52	廣州市第三中學	E1 問卷調查 E2 校內會議及討論 E5 觀察		完全達到
4	台山排球文化交流之旅	2026/7/5-2026/7/8	50	6	0	0	$37,600.00	台山一中大江實驗中學	E1 問卷調查 E2 校內會議及討論 E5 觀察		完全達到
(Please insert rows above if the space provided is insufficient.)											
							Total actual expenses of item 1.2		**$487,095.52**		
							Total actual expenses (sum of items 1.1 and 1.2)		**$1,293,690.00**		

Category 2: Overall Evaluation and Reflection on the Effectiveness on Grant Utilisation for Planning and Organising/Participating in Life-wide Learning Activities (Please holistically evaluate the effectiveness on grant utilisation and explore ways to further optimise its use, avoiding an in-depth analysis of each activity)

Areas	Students' Learning Need *(What is the current situation of students' participation in life-wide learning activities? Overall, what do students need in life-wide learning?)*	Anticipated Target *(Overall, what specific target does the school expect to meet with the Grant to align with the seven learning goals? How does the Grant support student participation in life-wide learning activities in line with the curriculum?)*	Evaluation Result, Reflection and Follow-up *(Overall, how does the school make use of this Grant to arrange suitable life-wide learning activities for students? For students' participation in life-wide learning, to what extend do they meet the expected target? What aspects have been done well, and what aspects still need improvement?)*
Evaluation & Reflection	**建立愛國情懷及國民身分認同**：透過內地交流團，學生對走出校園、認識國家歷史文化及發展，津貼有效支援了廣州團、台山團等學習，突破課堂範疇，讓兩地學生作學術文化交流，建立深厚的情誼。	**深化姊妹學校與境外交流**： 藉由境內外考察，目標在於提升學生對國家歷史文化、音樂體藝等認識，並透過姊妹學校締結與交流，增進對兩地教育與文化的理解。	

Category 3: Overall Evaluation and Reflection on the Effectiveness on Sister School Exchange Activities

No.	Areas	Content of Reflection and Follow-up
1	**Form/Content of the activity**	姊妹學校交流主要透過實地交流團及線上交流兩種形式進行。學生親身到訪內地姊妹學校，走進課堂，與當地學生開展學術與文化互動；亦會以藝術、音樂作為橋樑，兩地學生
2	**Time arrangement of the activity**	交流活動於全年進行，活動時間安排適中，交流行程豐富充實。
3	**Organisation and arrangements of the activity**	姊妹學校安排甚佳，先由雙方介紹各自學校特色，互相致贈紀念品。隨後由對方學生分小組引導本校師生參觀校舍，並安排校園活動、課堂體驗活動、友誼比賽，及於該校食堂
4	**Others (Please specify)**	

Category 4: Under the Total Actual Expenses, the Expenditure Items with Ceilings

No.	Item	Actual Expenditure* ($)
1	**Expenses on breakfasts/lunches/dinners of school principals and teachers in relation to their discharge of duties in sister school activities organised in the Mainland** (Note: Bound by the limits of such expenses per occasion and per head quoted in the "Expanded Operating Expenses Block Grant User Guide for Aided Schools which have established an Incorporated Management Committee"/"Operating Expenses Block Grant User Guide for Aided Schools".)	
2	**Expenses on food and beverage for reception in relation to exchange activities with Mainland sister schools taking place in Hong Kong** (Note: The annual total expenditure should not exceed 5% of the rate of the Sister School Grant component for the respective school year.)	$1,680.00

	Name and Description of the		Target & Number of Participants (Fill in the number of participants of each type; please indicate "0" if a particular type is not involved)	Actual	Name(s) of Mainland sister school(s)	Evaluation Method^	Evaluation Results (Select the

* Our school **confirms** that the LWLSSG is used in accordance with the circulars, guidelines and other documents issued by the EDB and that all the expenditures, including but not limited to the expenditure items with ceilings as specified in Category 4 in this report, fall within the ambit and comply with the principles on the use of the LWLSSG. In case of inappropriate use of this Grant, our school shall make good the relevant expenses by deploying other suitable resources.

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:	Senior Graduate Mistress

Report on the Use of the Student Activities Support Grant 2026-2027

I. Financial Overview

A	**Allocation in the Current School Year:**	**$93,600.00**
B	**Expenditure in the Current School Year:**	**$93,600.00**
C	**Unspent Amount to be Returned to the EDB (A – B):**	**0.0**

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	12	$ 4.399.10
Full-grant under the School Textbook Assistance Scheme	239	$67,705.90
Meeting the school-based financially needy criteria	51	$21,495.00
Total:	302	$93,600.00

III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times[1] of student beneficiaries	Actual Expenses	Essential Learning Experiences (Please put a '✓' the appropriate box(es); more than one option can be selected)				
					I	V	P	S	C
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	**S5 Geography Field Trip (C4 Sustainable City)** The field trip to Sham Shui Po and Shek Kip Mei focused on investigating the housing issues and revitalization. Students learned to use geographical survey instruments and sampling methods for data collection and analysis.	Geography	4	$1,720.00	✓	✓			
2	**S.6A Refreshing Day tour** Subsidies are provided for students with financial needs to attend recurve bow experiential class, promoting a positive culture within the class.	Cross-disciplinary (Others)	8	$700.00		✓	✓		
3	**School Picnic Day** Subsidies are provided for students with financial needs to join the school picnic day, promoting a positive culture within the class.	Cross-disciplinary (Others)	37	$1,614.10	✓	✓	✓		
4	**The 76th Hong Kong Schools Speech Festival (English)** Students participated to deepen their understanding of English literature and improve confidence and presentation skills, with financial subsidies available for those in need.	English Language	6	$1,320.00	✓				

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times[1] of student beneficiaries	Actual Expenses	Essential Learning Experiences (Please put a '✓' the appropriate box(es); more than one option can be selected)				
					I	V	P	S	C
5	**Indoor Rowing Class** Provide support to athletic talents with financial need to join sports training, providing opportunities to acquir their skills.	Sports	2	$653.20	✓	✓	✓		
6	**Badminton Class** Provide support to athletic talents with financial need to join sports training, providing opportunities to acquir their skills.	Sports	7	$1,624.90	✓	✓	✓		
7	**Fencing Class** Provide support to athletic talents with financial need to join sports training, providing opportunities to acquir their skills.	Sports	5	$1,312.50	✓	✓	✓		
8	**Girls' Basketball Class** Provide support to athletic talents with financial need to join sports training, providing opportunities to acquir their skills.	Sports	4	$1,531.00	✓	✓	✓		
9	**Boys' Basketball Class** Provide support to athletic talents with financial need to join sports training, providing opportunities to acquir their skills.	Sports	9	$3,136.00	✓	✓	✓		
10	**Girls' Volleyball Class** Provide support to athletic talents with financial need to join sports training, providing opportunities to acquir their skills.	Sports	12	$3,728.40	✓	✓	✓		
11	**Boys' Volleyball Class** Provide support to athletic talents with financial need to join sports training, providing opportunities to acquir their skills.	Sports	10	$2,617.00	✓	✓	✓		

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times[1] of student beneficiaries	Actual Expenses	Essential Learning Experiences (Please put a '✓' the appropriate box(es); more than one option can be selected)				
					I	V	P	S	C
12	**Table Tennis Class** Provide support to athletic talents with financial need to join sports training, providing opportunities to acquir their skills.	Sports	2	$600.00	✓	✓	✓		
13	**International Children Painting Competition** Provide support for students with financial need, helping them access arts and recreational activities	Art	4	$680.00	✓				
14	**Hong Kong Teens and Children Painting Competition** Provide support for students with financial need, helping them access arts and recreational activities	Art	3	$600.00	✓				
15	**HKSSF Cross Country Competition** Provide support for students with financial need, helping them access sports and recreational activities through HKSSF membership, fostering participation and development.	Sports	1	$50.00	✓	✓	✓		
16	**Yuen Long DAC Choir Training** Provide support for students with financial need, helping them access music and recreational activities	Arts (Music)	3	$8,400.00	✓				
17	**S1-S5 National Security Education Exhibition** Provide support for students with financial need, helping them access the exhibition related to national education	National Security Education	79	$3,792.00	✓	✓			
18	**S4-S6 Song Composing Training Class** Provide support to athletic talents with financial need to join music training, providing opportunities to acquir their skills.	Arts (Music)	55	$3,960.00	✓	✓			

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times[1] of student beneficiaries	Actual Expenses	Essential Learning Experiences (Please put a '✓' the appropriate box(es); more than one option can be selected)				
					I	V	P	S	C
19	**S1 Orchestra Training Class** Provide support to athletic talents with financial need to join music training, providing opportunities to acquir their skills.	Arts (Music)	17	$8,143.00	✓	✓			
20	**Show Choir Training Class** Provide support to athletic talents with financial need to join music training, providing opportunities to acquir their skills.	Arts (Music)	5	$5,326.40	✓	✓			
Expenses for Category 1:			273	$51,508.50					

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times[1] of student beneficiaries	Actual Expenses	Essential Learning Experiences (Please put a '✓' the appropriate box(es); more than one option can be selected)				
					I	V	P	S	C
2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions.									
1	**Volleyball Tour to Taishan (July 2026)** Volleyball Team participated in volleyball matches and training sessions.	Sports	11	$11,400.00	✓	✓	✓		
2	**Music Tour to Singapore (July 2026)** Students joined a music festival and participated in competitions and performances in Singapore.	Arts (Music)	11	$29,000.00	✓	✓	✓		
3	**S.3 Cultural Tour to Guangzhou (July 2026)** Students visited cultural and historical sites and museums in Guangzhou.	Cross-disciplinary (Others)	3	$751.50	✓	✓			
Expenses for Category 2:			25	$41,151.50					

3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities.										
No.	**Brief Description and Objective of the Activity**	**Domain** (Please select or fill in the domain of the activity as appropriate)	**Person-times[1] of student beneficiaries**	**Actual Expenses**	**Essential Learning Experiences** (Please put a '✓' the appropriate box(es); more than one option can be selected)				
					I	**V**	**P**	**S**	**C**
1	**Volley Ball Teams (Uniform)** Students with volleyball talents joined the team to compete in tournaments, providing opportunities to demonstrate their skills and enhance their confidence through engaging competitive experiences.	Sports	4	$940.00		✓	✓		
Expenses for Category 3:			4	$940.00					
Total Amount:				**$93,600.00**					

1: Person-times of student beneficiaries in this column refers to the sum of student beneficiaries participating in each activity, i.e. a student beneficiary participating in more than one activity can be counted more than once.

I: Intellectual Development (closely linked with curriculum)
V: Values Education
P: Physical and Aesthetic Development
S: Community Service
C: Career-related Experiences

participating in more than one activity can be counted more than once.

I: Intellectual Development (closely linked with curriculum)
V: Values Education
P: Physical and Aesthetic Development
S: Community Service
C: Career-related Experiences

Report on 2025-2026 Composite Information Technology Grant

Grant Received 2025/2026: $526,777.00 Balance as of 31August 2025 : $0

Total Grant of 2024/2025 : $526,777.00

Plan	Expected Results	Actual Expenditure
1. Satellite procurement and workshops expenditure related to "Year of Aerospace Science - YLL Satellite Programme"	The initial installment of RMB 600,000.00 for the dedicated satellite procurement was primarily funded by the Moral and National Education Support Grant, with the remainder covered by this scheme. Additionally, a portion of the funds was allocated toward offering satellite-related courses.	$284,336.56
	Total:	$284,336.56
Balance brought forward form 2025-2026: $0 Total Expenditure in 2025-2026: $284,336.56 Balance as of 31st August 2026: $242,440.44		

加強支援非華語學生的中文學與教
額外撥款

2025/26 學年學校報告（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），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。

本校已運用 2025/26 學年獲提供的額外撥款 233,000.00 元，以及 2024/25 學年額外撥款累積餘額（如適用）34,230.85 元（請注意：此項資料必須與(i)本額外撥款 2024/25 學年學校報告和(ii)學校經審核的周年帳目的金額一致），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	整合 其他資源
(a)	聘請額外員工教師(0.2) 名	$82,000.00	有
(b)	購買促進非華語學生學習中文的教學資源	$0	沒有
(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	沒有
(d)	由學校籌辦的推廣共融校園活動	$100,000.00	沒有
(e)	其他（請說明）：	$0	沒有
	運用額外撥款總支出	$182,000.00	
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）			

2025/26 學年完結時，本校的額外撥款累積結餘為 48,000.00 元。

One-off Grant on Parent Education (Secondary)

Plan	Activities	Actual Expenses
Balance as at 31st August 2025		$154,050.00
Organising structured or thematic parent education programmes (Parent-Adolescence Communication and Growth Mindset) 1. Total expenditure on services provided by organisations 2. Total expenditure on services provided by individual speakers or experts	**To Enhance Parent-Adolescence Communication** ● 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	$32,997.00
Designing and producing school-based parent education resources	Interactive Workshops ● Organize hands-on workshops where parents can practice new skills in real-time, such as role-playing communication scenarios or learning conflict resolution techniques.	---
Organising school-based parent education promotional activities relating to the "Positive Parent Campaign"	**To enhance parent engagement and support through the "Positive Parent Campaign"** ● 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.	$37,650.00

Total Expenditure in 2024-2025: $70,647.00
Balance as of 31st August 2026: $83,403.00

Report on Promote Chinese Culture Event Grant (One-off Gr.)2025-2026 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

Programme title	Objective	Target	Duration/ Start Date	Deliverable	Evaluation	Actual Expenses
Multicultural Week	● To immerse students in diverse Chinese cultural activities.	All students	02/2026	Student Reflection	● Students of all grades actively participated and enjoyed its diverse activities, from calligraphy to craft-making. It deepened their cultural understanding and boosted confidence, making it an inclusive, rewarding experience.	$33,663.25
Gifted Education Chinese *calligraphy* class	● To learn how to appreciate calligraphy artwork. ● To learn about the history of Chinese calligraphy and the regular script.	20 students from S1 to S5	07/2026	Student Reflection	● Upon completion of this course, students are able to: 1. Understand a major Chinese art form 2. Apply knowledge and technical skills of brush work and styles of Chinese calligraphy 3. Analyze the development of calligraphy through Chinese art history and the influences in the society nowadays 4. Create Chinese calligraphy artwork in a few styles and varies sizes	$21,954
Total Expenditure in 2025-2026: $55,617.25 Balance as of 31st August 2026: $67,137.36						

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	Actual Expenses
Developing newly emerged sports and e-Sports (2025-2026 School Year)	To facilitate the teaching and learning in 2025-2026, facilities for newly emerged sports and e-sports such as flyball, pickleball, kinball and flyball, e-bike and switch sports.	$19,756.82
Total Expenditure in 2025-2026: $19,756.82 Balance as of 31st August 2026: $29867.14		

Report on the Promotion of Reading Grant 2025-2026

Balance as of 31st August 2025: $67,852.71
Grant received in 2025-2026: $77,205.00
Total Grant in 2025-2026: $145,057.71

Programme title	Objective	Target	Duration/ Start Date	Deliverable	Evaluation	Actual Expenses
Purchase of Books - Printed books - e-Books - Audiobooks	● To provide students with a diversified range of reading materials and enrich library collections.	● All students	● 9/2025-8/2026	/	● 90% Students agreed that diversified materials facilitated and broadened their reading experience.	$78,052.32
Total Expenditure in 2025-2026: $73,929.62 Balance as of 31st August 2026: $67,005.39						

The ELCHK Yuen Long Lutheran Secondary School

2025-27 Pilot Scheme on Other Languages for Junior Secondary Students

The Chief Executive announced in the 2024 Policy Address that the Education Bureau (EDB) would launch the Pilot Scheme, with a one-off funding $250,000, in the 2024/25 school year to encourage eligible schools to apply for additional resources to provide opportunities for junior secondary (JS) students to learn other languages (OL), developing their interest and capabilities in learning OL, as well as enriching their learning experiences and heightening their global competitiveness. This proposal will discuss how the funding will be used throughout the 2025/26 and 2026/27 academic years.

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)	1. **Enhance interest and capabilities:** Recruit professional external foreign language instructors with international teaching experience and supporting non-teaching staff. Through interactive face-to-face and flexible online courses, cater to the diverse learning needs of JS students, stimulate their initiative in OL learning, and effectively improve their listening, speaking, reading and writing skills. 2. **Strengthen junior-senior articulation:** Align course content with the requirements of the Hong Kong Diploma Examination (Category C Courses). The external instructors will provide targeted guidance on exam-oriented thinking and learning methods in advance, helping students build a solid OL foundation in junior secondary. This smooths the transition to senior secondary OL learning and lays a foundation for subsequent exam preparation, reducing the pressure of balancing elective subjects. 3. **Expand global perspective:** External service teams with cross-cultural backgrounds integrate real-world international scenarios (such as academic communication, cross-border collaboration) into teaching. This enables students to understand the cultural connotations behind languages while learning OL, broaden their international horizons, and accumulate cross-cultural communication experience for future overseas study and global development.	<u>2025/26:</u> $87,900.00 (For 2 N5 classes, 41 junior form students in total) $40,000.00 (For SALep French, German, Korean Classes)	<u>2025/26:</u> $87,900.00 (For 2 N5 classes, 41 junior form students in total) $40,000.00 (For SALep French, German, Korean Classes)
		<u>2026/27:</u> $68,900.00	/

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)	1. **Enhance interest and capabilities:** Procure high-quality, context-rich textbooks and workbooks (matching N5 level and SALep French, German, Korean courses) developed by professional organizations. These materials integrate interesting cultural stories, practical communication tasks and progressive skill exercises, which can arouse students' OL learning interest and provide systematic practice to consolidate their language capabilities. 2. **Strengthen junior-senior articulation:** Select teaching materials that are closely linked to the syllabus and assessment criteria of the Hong Kong Diploma Examination (Category C Courses). The content is designed to connect junior secondary basic knowledge with senior secondary academic requirements, helping students form a coherent knowledge system and paving the way for seamless transition to senior secondary OL studies. 3. **Expand global perspective:** The purchased materials include authentic international content such as overseas campus life introductions, global hot topic discussions, and cross-cultural case studies. This allows students to perceive the diversity of the world through language materials, enrich their global knowledge reserves, and better adapt to the needs of internationalized learning and development (e.g., overseas university applications and studies).	2025/26: $36,900.00 (For 2 N5 classes, 41 junior form students in total) $5,500.00 (For SALep French, German, Korean Classes)	2025/26: $36,900.00 (For 2 N5 classes, 41 junior form students in total) $5,500.00 (For SALep French, German, Korean Classes)
		2026/27: $10,800.00	/
	Total:	$250,000.00	$170,300.00