The ELCHK Yuen Long Lutheran Secondary School

Annual School Plan 2026-2027

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

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

The ELCHK Yuen Long Lutheran Secondary School

Three-Year Plan (2025-2028)

Theme: Embracing Technology, Happydemic for Life

Major Concerns:

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

Annual School Plan
2026-2027

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

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

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

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

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

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

Appendix 5

Annual School Plan (2026-2027)
Theme: Excellence with Love

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

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

1. AI tools can be introduced to enhance effectiveness of students' active learning.
2. Each subject panel should integrate AI into teaching and learning at different levels.
3. AI elements are introduced in diversified assignment mode
4. Different subjects, divided into groups, will collaborate on educational research and utilize AI for interdisciplinary collaboration.
5. Student leaders apply AI elements in promotional activities.
6. STEAM and AI literacy frameworks should be established for both the teachers and students.
7. Talent pool would be enhanced to strengthen the cultivation of STEAM talents.
8. Junior secondary foreign language learning would be enhanced through technology

Appendix 5

Major Concern 1: Cultivating an Intelligent Campus Ecosystem and Empowering Students to Harness Technology in their Learning and Growth						
Targets	**Strategies**	**Success Criteria**	**Method of evaluation**	**Time scale**	**Responsible parties**	**Resources required**
1. To foster student growth in a thriving intelligent campus ecosystem	1.1 Restructure the STEAM Development Group and its functions by establishing a dedicated STEAM team, appointing a Vice Principal for STEAM, and launching initiatives for STEAM teaching and research programmes	• In the qualitative interviews, parents agree that the school provides students with a rich smart campus ecosystem. • 90% of the classes in the roundtable meeting agree that the measures would help build a rich smart campus ecosystem • 90% of students agree that the measures will help build a rich smart campus ecosystem	• Student Feedback Questionnaire • Reviews from Departments • Qualitative interviews with students • Qualitative interviews with parents • Roundtable meeting • Activity Record	• Whole year	• STEAM Development Group	• Budget of 250,000 from The AI for Empowering Learning and Teaching Funding Programme • Off-campus partner organizations: Prister, Starlink and other AI platforms
	1.2 Empower teachers and enhance their professional development in AI applications by prioritizing training programs focused on emerging trends and applications of artificial intelligence				• Staff Development & Wellness Committee	
	1.3 Upgrade and enhance facilities such as the Maker Lab, library, communal space and first-floor settings, along with hardware and software for AI integration				• STEAM Development Group	
	1.4 Encourage innovation through allocating research and development funds to support teachers in experimenting with educational software and applications in learning and teaching				• STEAM Development Group	
	1.5 Organize parent seminars on artificial intelligence twice per term to foster collaboration and awareness, engaging parents in AI education				• Student Affairs Committee	
2. To empower students to effectively utilize artificial intelligence in daily learning and growth	2.1 Refine the Student Feedback Questionnaire to emphasize the integration of artificial intelligence in teaching	• Departments provide examples of students using AI for learning in their review meetings • Committee meeting reviews can provide		• Whole year	• Staff Development & Wellness Committee	
	2.2 Ensure each subject incorporates AI into learning and teaching at least twice per academic level			• Whole year	• Academic and Curriculum Development	

	2.3 Implement diversified assignment modes that require applications of AI elements with at least one assignment involving use of AI per term	examples of how student leaders are good at using artificial intelligence for promotion • 90% of students agree that the measures will help students to use AI in their daily learning and growth		• Whole year	Committee • STEAM Development Group • Academic Affairs Committee • All departments and committees
	2.4 Facilitate collaboration between the subject of Computer Literacy in junior forms and two other departments, utilizing AI for interdisciplinary projects			• Whole year	• Citizenship, Economics and Society • Integrated Science
	2.5 Engage all teachers and students in the use of integrative AI software for teaching, learning, and administrative tasks			• Whole year	• STEAM Development Group
	2.6 Encourage student leaders to incorporate AI elements into promotional and leadership activities			• Whole year	• Student Affairs Committee
3. To nurture good AI and information literacy in students	3.1 Create comprehensive AI and IT literacy guidelines tailored for both teachers and students and host a student seminar each term to improve students' information literacy and promote e-safety	• 90% of students agree that the measures are helpful in developing good AI information literacy		• Whole year	• STEAM Development Group • Executive Committee
4. To enable students with interests and potential in STEAM to thrive	4.1 Enhance the talent pool to identify and nurture students with STEAM potential 4.2 Engage STEAM leaders to promote diverse STEAM activities, such as "STEAM Tuesday" and other initiatives 4.3 Support STEAM leaders in representing the school at various	• 90% of STEAM leaders agree that the measures can help increase interest and develop potential • STEAM leaders actively participate in STEAM activities, with at least 100 participants throughout the year • STEAM leaders actively		• Whole year	• Academic Affairs Committee • STEAM Development Group • Gifted Education Director

	STEAM competitions to showcase their skills and talents	participate in STEAM competitions and participate in at least 10 STEAM external competitions throughout the year				

2. Optimizing the Happydemic Atmosphere and Enhancing Students' Well-being in SPIRE – Spiritual, Physical, Intellectual, Relational, and Emotional Dimensions (MC2)

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

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

1. 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.
2. 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.
3. 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.
4. 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.
5. 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 2: Optimizing the Happydemic Atmosphere and Enhancing Students' Well-being in SPIRE – Spiritual, Physical, Intellectual, Relational and Emotional Dimensions						
Targets	**Strategies**	**Success criteria**	**Method of evaluation**	**Time scale**	**Responsible parties**	**Resources required**

Appendix 5

1. To build positive and caring campus culture, optimize the Happydemic atmosphere and cultivate students' growth mindset	1.1 Strengthen collaboration with ELCHK Tin Yiu Life Lutheran Church and other organizations in partnership (e.g. CityLab Go Together Grow Together, LevelMind@JC with YWCA, CEO HI Partner Program and HYAB JC Scheme for Youth Life Planning) for more in-depth experiential learning opportunities for students	• 80% of students agree that Refreshing Days help regulate their life and enhance their sense of well-being. • 80% of students understand and acknowledge the importance of "gratefulness" and agree to uphold it as lifelong habit. • 80% of users agree that school facilities help cultivate a HappyDemic atmosphere and are conducive to students' growth. • 80% of teachers hold a positive attitude toward the initiates related to promoting "well-being" and agree that school measures contribute to student growth. • 80% of students agree that "HappyDemic Lutheranian Campus Channel" cultivate positive values and foster a HappyDemic atmosphere.	• Questionnaires, Evaluations from departments/ committees, qualitative interviews • Student Questionnaire • Parent Questionnaire • Teacher Questionnaire • APASO • KPM • Chit-chat Time with Principal • Student feedback from Roundtable Meeting • Responses from organizations in partnership	• Whole year	• All committees under Student Affairs Committee	• Recruit a third social worker support staff member (HKD 400,000) • "YLL Treehole" (about HKD 50,000). • External organizations in partnership: HKSCDA, CEO HI Partner Program、Evangelical Lutheran Church Social Service – Hong Kong, Youth Service Centre, Narcotics Division, Security Bureau, YWCA, CityLab • QEF (HKD 200,000) • Enhanced use of "Walk with Lutheranians in Love – Cheung Ching Lan, Diana Study Fund"
	1.2 Optimize the arrangement of Refreshing Days and Thanksgiving Week.			• Whole year	• Student Affairs Committee • Class Management Sub-Committee	
	1.3 Optimize campus facilities for a Happydemic atmosphere and expand communal areas for students			• Whole year	• Resource Management Committee • Extra-Curricular Activities Committee • Arts Development Committee	
	1.4 Introduce game therapy by establishing the "YLL Treehole"			• Second Term	• Counseling Committee	
	1.5 Enhance support for students in the bottom 5% of academic rankings at each grade level by launching "Star Rise Initiative"				• Student Growth Sub-Committee • Academic and Curriculum Development Committee • Student Affairs Committee	
	1.6 Establish a "HappyDemic Lutheranian" Campus Channel, with themes centred on 4Rs Mental Health Charter, HappyDemic campus, growth mindset and					

	positive values 1.7 Launch "Healthy School Programme"			● Whole year	Discipline Committee	
2. To enhance students' understanding and experience of well-being in SPIRE	2.1 Restructure weekly assemblies and morning assemblies to emphasize different dimensions of well-being and optimize the integration of well-being in terms of knowledge, emotion, thought and action	● 80% of participating parents hold positive attitudes towards the talk(s) and agree that the talk(s) help(s) them provide better support for their children's emotional needs ● 80% surveyed parents agree that communication platforms effectively strengthen the protection net for students, aiding them in supporting their children's growth needs in academics, mental health, and daily life. ● 80% of students agree that the initiates related to promoting "well-being" help them understand positive values and growth mindset. ● 80% of students agree that school measures help expand the depth and breadth of their career planning. ● KPM12 is significantly above the territory-wide average. ● KPM13 is significantly above the territory-wide average. ● KPM14 is significantly	● Questionnaires, Evaluations from departments/ committees, qualitative interviews ● Student Questionnaire ● Parent Questionnaire ● Student feedback from Roundtable Meeting ● APASO ● KPM	● Whole year	● All committees under Student Affairs Committee	● One-off Grant on Parent Education (Secondary) ● One-off Grant for Promotion of a Sports Ambience and MVPA60 in Schools
	2.2 Organize "SPIRE Week"			● Whole year	● All committees under Student Affairs Committee ● Class Management Sub-Committee	
	2.3 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			● Whole year	● PTA ● Counseling Committee	
	2.4 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			● Whole year	● Student Affairs Committee ● PTA ● Careers and Life Planning Education Committee	

	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	above the territory-wide average. ● For the emotional development-related components of KPM17, certain Q-Scores reached 100 or higher. ● For physical education and arts components of KPM21, the score is significantly above the territory-wide average. ● KPM25 is significantly above the territory-wide average.				
	2.5 Refine "Healthy Wednesdays" and organize the "MultiSport Experience Day" to promote healthy lifestyle and introduce new sports			● Whole year	● Counseling Committee ● Sports Development Committee ● Arts Development Committee ● Biology Department	
	2.6 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			Whole year	● Class Management Sub-Committee ● Student Growth Sub-Committee	

The five elements of well-being 幸福感 are: spiritual(靈), physical(體), intellectual(智), relational(人), and emotional(情).

Appendix 5

3. Nurturing Globally-Minded Talents Rooted in National Identity

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

1. 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.
2. 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.
3. 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.
4. 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.
5. 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.
6. 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.

Appendix 5

Major Concern 3: Nurturing Globally-Minded Talents Rooted in National Identity						
Target	**Implementation Strategy**	**Success Criterion**	**Method of Evaluation**	**Time Scale**	**Person(s) / committee(s)-in-charge**	**Resource Required**
1. To strengthen students' understanding of local cultural values.	1.1 Organize activities (by subject departments, cross-departmental collaboration, and classes) to enhance students' awareness of Hong Kong's cultural values.	● 80% of students have participated in activities related to Hong Kong culture and believe these activities have helped enhance their understanding of local culture. ● 80% of participating students believe that local culture has a positive impact on social development. ● 80% of participating students are willing to promote Hong Kong's local culture and support cultural inheritance.	● Student questionnaire ● Reviews from Departments ● Qualitative interviews (Roundtable meetings for student opinions)	• Whole year	● Academic and Curriculum Development Committee ● PSHE Subject Group ● Moral and Civic Education Committee ● Class Management Director	● External resources: Home Affairs Department, District Youth Affairs Committee, Memo Plus (Panda Economy), St. James' Settlement, Oxfam Hong Kong, Green@Community, Hong Kong Film Archive, Food Angel, International Crossroads Foundation, Nina Garden by Chinachem Group, Tuen Mun T・Park, Hong Kong 01
	1.2 Enhance students'understanding of local culture comprehensively through the perspective of relevant subjects			• Whole year	● PSHE Subject Group	
2. To strengthen students' understanding of national	2.1 Expand the membership of the National Security Education Committee to include teachers of different rankings and staff	● 80% of students believe that the content of "Speeches under the National Flag" has	● Teacher questionnaire	• Whole year	● National Security Education Committee	

conditions and sense of responsibility.	2.2 Teachers and students serve sister schools in Mainland China with their knowledge	helped them understand China's national conditions (such as history, policies, etc.). ● 80% of students participating in the reciprocal school visit program recognize that the activity has enhanced their understanding of the educational characteristics and	● Teacher questionnaire ● Student questionnaire ● Qualitative interviews (Roundtable meetings for student opinions) ● Reviews from Departments	• Whole year	● National Security Education Committee ● Academic Affairs Committee ● Heads of Various Subjects	● External resources: Sister school network in Mainland China, Sister school subsidies, Cross-strait and Three Regions Youth Exchange Promotion Association
	2.3 Utilize the sister school network in Mainland China to pair students as "Learning and Growth Buddy"「學習成長夥伴」.			• Whole year	● National Security Education Committee ● Academic Affairs Committee	

	2.4 Utilize the sister school network in Mainland China to promote the reciprocal school visit program	culture of Mainland China. ● 80% of students believe that "Speeches under the National Flag" have enhanced their sense of belonging to China. ● 80% of students participating in the "Learning and Growth Buddy" program recognize that the activity has promoted emotional exchanges between students from both regions. ● 70% of students actively learn about China's development after participating in national conditions-related activities. ● 80% of participating teachers believe that serving sister schools in Mainland China has promoted the sharing of educational resources and improved teaching quality.	(Data on "Speeches under the National Flag", Data on "Learning and Growth Buddy")	● Whole year	● National Security Education Committee	

	2.5 Expand the participation group of "Speeches under the National Flag"	● A weekly "Speeches under the National Flag" session by teachers/ staff/ parents/ students/ alumni is arranged. ● KPM08 data shows that students' learning experiences related to national education are significantly higher than the Hong Kong average. ● The Q-Scores for the national education part in KPM17 affective development reach 100 or above. ● KPM21 data shows that students' participation and performance in national education part are significantly higher than the Hong Kong average.		● Whole year	● National Security Education Committee	● Parents
3. Optimize Students' Experience of International Learning Models	3.1 Host a "Multicultural Week"	● 80% of students believe that they can understand the cultures of our country, different nations and cities through the "Multicultural Week".	● Student questionnaire	● Second Term	● Chinese Language Subject Group ● English Language Subject Group ● International Cultural Exchange Committee ● Relevant Societies ● Moral and Civic Education Committee	● External resources: Overseas sister school network, Zhonghuang Education Group, AFS, Education Bureau's "Pilot Scheme on Other Languages in Junior

	3.2 Optimize the "Global Channel" morning assembly sharing	(6) 80% of students believe that the "Global Channel" has helped them understand cultures of different countries.	• Student questionnaire	Whole year	• English Language Subject Group • International Cultural Exchange Committee	Secondary" grant, "Enhanced Support for the Learning and Teaching of Chinese for Non-Chinese Speaking Students" grant
	3.3 Strengthen foreign language learning in junior forms through technology	(7) 80% of participating students believe that using technologies like AI and foreign language apps has enhanced their learning interest and motivated them to learn foreign languages more actively.	• Student questionnaire	Whole year	• English Language Subject Group • International Cultural Exchange Committee	
	3.4 Further promote IB practices in junior form, with more subjects adopting Oral Defence instead of written assessments.	• Three subjects per academic year in junior form adopt Oral Defence instead of written assessments. • 80% of participating students believe that Oral Defence has helped cultivate critical thinking, enabling them to view issues more objectively and comprehensively.	• Student questionnaire • Qualitative interviews (Roundtable meetings for student opinions)	Whole year	• Academic and Curriculum Development Committee • Academic Affairs Committee • Various subjects	

Appendix 5

4.To enhance students' global vision and sense of responsibility	4.1 Promote Global Project 2.0 (online and offline cultural exchanges to further break through time and space constraints)	● Increase the participation ratio of International Cultural Exchange Prefects to other student leaders to 1:1. ● 80% of participating students believe that Global Project 2.0 has enhanced their understanding of cultures of different regions and improved their tolerance towards people from diverse cultural backgrounds.	● Student questionnaire ● Qualitative interviews (Feedback from participating students)	● Whole year	● International Cultural Exchange Committee, Student Affairs Committee	● External resources: Mainland China and overseas sister school networks, Sister school subsidies (Wordly software fees)
	4.2 Increase the number of international activities participated in annually	● 80% of participating students believe that international activities have enhanced their awareness of global issues (e.g., climate change, public health, etc.).	● Student questionnaire ● Reviews from Departments (Data on international activity participation)	● Whole year	● Student Affairs Committee, Academic and Curriculum Development Committee	

Appendix 5

Financial Plan 2026-2027

2026-2027 Capacity Enhancement Grant

Balance as of 31 August 2026 : (42,463.46)
Grant Received 2026/2027: $548,324.00
Total Grant for 2026/2027 : $505,860.54

Item	Details	Time Frame	Budget	Evaluation Criteria (Indicator)	Responsible Party
To relieve teachers' workload so that teachers can concentrate on: -Curriculum development -Coping with learning needs of students	● To employ 2 administrative assistants to support students' personal growth and administrative duties of the school. ● To implement the school programme plans and help to organize learning activities.	1 September 2026 - 31 August 2027	$651,117.60	Teachers' Questionnaires - Over 80% of teachers agreed relevant strategies have: ● Facilitated better arrangements in the organization of learning activities, ● Enhanced capacity of teachers to concentrate on curriculum development and enhancement of learning and teaching.	Academic and Curriculum Development Committee, and Student Affairs Committee
	● To employ 4 experienced Chinese Language tutors who are responsible for S1, S5-S6 level-up classes, remedial classes, oral practice, poems/fictions writing classes.	1 September 2026 - 31 August 2027	$45,600	Students' Questionnaires - Over 80% of students agreed that the supplementary lessons could help to improve their academic performance.	Chinese Department
	● To employ 3 experienced English Language tutors who are responsible for S5 Enhancement Classes and Debate Training Course	1 September 2026 - 31 August 2027	$18,000.00	Students' Questionnaires - Over 80% of students agreed that the supplementary lessons could help to improve their academic performance.	English Department

To relieve teachers' workload so that teachers can concentrate on: -Curriculum development -Coping with learning needs of students	• To employ 3 Mathematics tutors who are responsible for elite classes, S6 remedial classes and M2 level-up classes.	1 September 2026 - 31 August 2027	$40,000.00	Students' Questionnaires - Over 80% of students agreed that the supplementary lessons could help to improve their academic performance.	Mathematics Department
	• To employ 3 BAFS tutors who are responsible for S6 remedial classes.	1 September 2026 - 31 August 2027	$15,000.00	Students' Questionnaires - Over 80% of students agreed that the supplementary lessons could help to improve their academic performance.	BAFS Department
	• To employ 2 tutors who are responsible for S6 level-up and S6 FBQ Enhancement Class.	1 September 2026 - 31 August 2027	$19,000.00	Students' Questionnaires - Over 80% of students agreed that the supplementary lessons could help to improve their academic performance.	Geography Department
	• To employ a History tutor who is responsible for S5-6 remedial classes.	1 September 2026 - 31 August 2027	$15,000.00	Students' Questionnaires - Over 80% of students agreed that the supplementary lessons could help to improve their academic performance.	History Department
	• To employ a Biology tutor who is responsible for S5-6 remedial classes.	1 September 2026 - 31 August 2027	$6,000.00	Students' Questionnaires - Over 80% of students agreed that the supplementary lessons could help to improve their academic performance.	Biology Department
		Total:	$809,717.60		

Appendix 5

2026-2027 Composite Information Technology Grant

Grant Received 2026/2027: $474,099.00

Balance as at 31 August 2026 : $242,440.44

Total Grant for 2026/2027 : $474,099.00 + $242,440.44 = $716,539.44.

Plan	Expected Results	Estimated Expenses
1. Year of Aerospace Science - YLL Satellite Programme	To enhance student engagement in STEAM education through the YLL Satellite Programme by collaborating with external organizations to design and launch satellites. Over the next three years, students will learn about satellite technology and its real-life applications, while participating in interactive activities and working with industry experts to develop essential skills for future careers in aerospace and related fields.	$600,000.00
	Total:	$600,000.00

Appendix 5

AI for Empowering Learning and Teaching Funding Programme 2026-2027 (One-off Grant)

Details of the Grant

The Education Bureau (EDB) has provided a one-off grant of $500,000 through the Quality Education Fund (QEF). The purpose is to support primary and secondary schools in utilizing Artificial Intelligence (AI) to enhance learning and teaching effectiveness. This grant can be used across the school years from 2025/26 to 2027/28 to initiate or promote school-based programmes that use AI to empower education, tailored to the school's specific needs.

AI for Empowering Learning and Teaching Funding Programme 2026-27

This is a school-based programme designed to integrate AI into various facets of teaching and learning. The goal is to make AI a core driving force behind digital transformation, empowering educators and students alike. The programme supports the acquisition of AI platforms and tools, professional development, and the creation of AI-driven educational resources. By committing to this programme, our school will implement AI-assisted teaching across multiple subjects, develop new teaching methodologies, and enhance student engagement and outcomes.

Number of Student Beneficiaries: 960 Class Levels of Student Beneficiaries: S1 to S5

Target Area	Expected Outcomes	Proposed (HK$)
1. Procure an AI platform for automated marking and grading to provide instant, insightful feedback to students.	Enhance grading efficiency, allowing teachers to focus on instructional design. Provide students with immediate, actionable feedback to improve their work and learning outcomes across various subjects.	$57,000
2. Invest in AI-powered tools for public speaking and presentation training.	Develop students' oral presentation skills and build their confidence in front of an audience. The AI tools will provide real-time feedback on pace, tone, clarity, and body language.	$93,000
3. Subscribe to an AI platform for data analysis of learning and teaching strategies.	Enable the school to analyze student performance data, identify learning gaps, and evaluate the effectiveness of different teaching strategies. This will facilitate data-driven decision-making to optimize pedagogical approaches.	$50,000
Total Expenditure (26/27): $200,000		

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

Details of the Grant

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

AI for Science Education Funding Programme 2026/27

This program is dedicated to embedding AI into the junior secondary science curriculum to boost classroom innovation. Supported by expert academic and industry partners, it assists schools in adopting advanced digital tools and interactive learning platforms, offering a comprehensive framework for educational transformation. Key supports include professional development, co-lesson preparation, and curriculum design workshops, alongside practical trial teaching and classroom observations. Furthermore, educators learn to leverage AI tools for tailored lesson design, real-time classroom interaction, and automated diagnostic assessment. By combining technical confidence with strong pedagogical guidance, the program equips teachers to deliver adaptive AI-assisted instruction.

Number of student beneficiaries: 329 Class levels of student beneficiaries: 2

Target Area	Expected outcomes	Proposed (HK$)
Empower science educators to design AI-driven resources and assessment tools "AI-for-Science-Education" programs	This school-based initiative empowers science educators to integrate artificial intelligence into inquiry-based learning. It covers foundational AI concepts, classifications, and key ethical considerations including privacy, bias, and transparency. Through practical hands-on activities with tools like Google Teachable Machine and generative AI art, teachers transform emerging technologies into engaging classroom experiences that boost students' innovation and problem-solving skills in junior high science. Furthermore, the initiative drives the development of practical AI-applied teaching resources and data-driven instruction. Teachers master prompt engineering to build custom chatbots that automatically generate exercises, lesson plans, and assessment rubrics. They also gain hands-on experience using tools like Orange Data Mining for scientific data analysis. Combined with case studies and collaborative group discussions, this initiative fosters co-lesson preparation and elevates science education quality.	**$51,000**

Total Expenditure (26/27): $51,000

Appendix 5

2026-2027 Life-wide Learning and Sister School Grant
Plan on the Use of the Grant

Balance as at 31 August 2026: $321,809.13 Grant received in 2026-2027: $1,474,500.00 Total Grant for 2026-2027: $1,796,309.13

2026-27 Plan on the Use of the Life-wide Learning and Sister School Grant May 2025 ver.
The ELCHK Yuen Long Lutheran Secondary School

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

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

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

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

Category 1: Details of Activities

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses ($)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^	
				Students (Please specify levels and number)	Teachers	School Manage-ment	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
1	**Local Activities** (including online exchanges)												
1	Year of Aerospace Science - YLL Satellite Programme	9/2026 - 6/2027	To enhance student engagement in STEAM education through the YLL Satellite Programme by collaborating with external organizations to design and launch satellites. Over the next three years, students will learn about satellite technology and its real-life applications, while participating in interactive activities and working with industry experts to develop essential skills for future careers in aerospace and related fields.	60	5	2	2 External tutors	$300,000.00		A7 Digital Education, Artificial Intelligence and STEAM Education			
2	Science, Art and Language Enrichment Programme (SALep)	9/2026 - 6/2027	To enhance students' knowledge and interest in science, art, and language through the SALep, featuring compulsory Chinese Calligraphy for S1 students, English Drama for S2 students, and a choice of one elective from 19 modules starting in December, including options taught by external tutors.	S1-S2, 328	25	2	14 External Tutors	$120,000.00		A2 Intellectual Development		B1 Questionnaire	

3	Afterschool Language Course for Senior Form Students (Japanese/Korean /German)	10/2026-8/2027	To enhance students' proficiency in foreign languages (Japanese, Korean, German, Spanish, French), prepare them for Hong Kong language proficiency tests for HKDSE Category C, and support the school's internationalization goals by strengthening foreign language capabilities.	S1-S5, 140		2	15 tutors	$20,000.00		A2 Intellectual Development		B1 Questionnaire	
4	One-on-one Online English Oral Practice	10/2026 - 7/2027	After-school pull-out foreign language classes in Japanese, Korean, and German were organized for senior form students to enhance their interest in learning languages and improve their language competence.	S1-S5, 100	3	2	60 tutors	$50,000.00		A2 Intellectual Development		B1 Questionnaire	
5	Arts Friday	10/[illegible]5 - 5/2026	To promote students' all-round development by offering diverse activities in music, visual arts, and drama, nurturing their creative, expressive, aesthetic, and musical potential through Arts Friday.	S1-S5, 400	12	2	34 tutors	$106,000.00		A4 Physical and Aesthetic Development		B5 Observation	
6	S1 Orchestral Journey	2/2026 - 5/2027	To enhance instrumental skills and cultivate self-discipline and righteousness through a four-cycle music program, culminating in a performance.	S1, 165	2	2	7 tutors	$10,000.00		A4 Physical and Aesthetic Development		B5 Observation	
7	PE Training	9/2026 - 8/2027	To enhance students' physical development and well-being in line with the SPIRE framework while fostering interest in sports and promoting a healthy lifestyle.	S1-S5, 300 students	6	3	18 coaches	$60,000.00		A4 Physical and Aesthetic Development		B5 Observation	
8	內地姊妹學校到訪	2026年至2027年	讓學生透過與姊妹學校的學生交流，了解國情及文化，建立友誼	60 (S1-S6)	6	6	0	$10,000.00	/	A1 價值觀教育 A6 愛國主義教育		B1 問卷調查 B5 觀察	
9	全球計劃3.0—環球專題研習計劃視像交流(G-Project)	2026年至2027年	讓學生透過與姊妹學校的學生作線上交流。交流設有不同主題，兩校學生互相進行分享，了解彼此的文化及建立友誼，厚植愛國情懷。	30 (S1-S6)	3	6	0	$16,000.00	浙江省平湖市東湖中學、廣州市第三中學、和田市第五中學	A1 價值觀教育 A6 愛國主義教育		B2 校內會議及討論 B4 面談、訪問 B5 觀察	
(Please insert rows above if the space provided is insufficient.)													
				Total estimated expenses of item 1.1				**$692,000.00**					

Appendix 5

1	**Non-local Activities**												
1	Global Classroom	10/2025-8/2026	To broaden students' international horizons and understanding of diverse cultures through exchange activities, supporting the school's goal of nurturing globally-minded talents grounded in national identity.	S1-S5，95	8	6	0	$400,000.00		A2 Intellectual Development		B1 Questionaire	
2	廣州三中交流團	2026年11月16至18日	讓學生透過與姊妹學校的學生進行音樂、學術、文化交流，了解國情，建立友誼	30（中一至中五）	4	0	0	$18,000.00	廣州市第三中學	A1 價值觀教育 A4 體藝發展 A6 愛國主義教育		B1 問卷調查 B5 觀察	
3	台山排球隊交流團	2027年7月	讓學生透過與姊妹學校的學生進行體育交流，展開排球比賽，互相切磋，建立友誼	50（中一至中五）	5	0	0	$27,500.00	台山一中大江實驗中學	A1 價值觀教育 A4 體藝發展 A6 愛國主義教育		B1 問卷調查 B5 觀察	
4	平湖市東湖中學交流團	2027年3月	讓學生透過與姊妹學校的學生進行學術、文化交流，了解國情，建立友誼	30（中一至中五）	4	0	0	$29,000.00	浙江平湖市東湖中學	A4 體藝發展		B1 問卷調查 B5 觀察	
(Please insert rows above if the space provided is insufficient.)													
							Total estimated expenses of item 1.2	**$474,500.00**					
							Total estimated expenses (sum of items 1.1 and 1.2)	**$1,166,500.00**					

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

Appendix 5

2026-2027 Plan on the use of Learning Support Grant

Estimated Allocation for 2025/2026: $435,504.00 Balance as at 31 August 2026: $21,559.53

Estimated grant for 2026/2027: $435,504.00 + $21,559.53 = $457,063.53

Item	Focus Area	Implementation Plan	Expected Outcomes	Implementation Period	Required Resources	Performance Indicators	Evaluation Mechanism	Person-in-Charge
1. Inclusive Activities	Enhance the harmonious and inclusive atmosphere of the whole school.	Engage qualified organizations to hold lectures or activities for the entire school or specific grades.	Enhance overall school harmonious and inclusive atmosphere. Ensure students with special educational needs (SEN) receive professional and appropriate support	Sept 2026 – Aug 2027	Activity Expenses: $30,000.00	80% of participating students agree that the inclusive atmosphere has been improved.	Questionnaire Evaluation	Ms. Lin On Yi, Mr. Yam Ngai Hong (SENCo) Nguyen Mei Ling (SEN T)
2. Clinical Psychologist Services	Provide emotional support and psychological counseling to students with emotional needs.	Engage qualified organizations to provide school-based services (108 hours per year; individual session allocation based on need).	Provide professional psychological support to students with emotional needs.	Sept 2026 – Jul 2027	School-based Service Fee: $226,800.00	Work performance reaches an excellent standard.	Professional Evaluation by Clinical Psychologist	Ms. Lin On Yi, Mr. Yam Ngai Hong (SENCo) Nguyen Mei Ling (SEN T)
3. Acquisition of Learning Resources and Equipment	Support activity requirements and enhance activity effectiveness.	/	/	Sept 2026 – Aug 2027	$3,000.00	/	/	Mr. Yam Ngai Hong (SENCo)
Other Support Groups								
4. Personal Growth Group	Assist students in mastering and understanding social interaction patterns, and learning appropriate social skills for various occasions.	Invite students in need to participate in school-based activities, including group activities and adventure-based training.	Enhance overall inclusive atmosphere. Ensure SEN students receive professional and appropriate support.	Sept 2026 – Aug 2027	Service Fee: $45,000.00	80% of participating students show improvement in social skills and interpersonal relationships.	Instructor Observation & Questionnaire Evaluation	Ms. Lin On Yi, Mr. Yam Ngai Hong (SENCo) Nguyen Mei Ling (SEN T)
5. Student Learning Support Group	Design tailored learning plans for individual students in need, assist students and relevant personnel in executing plans, and evaluate outcomes.	Invite junior and senior secondary students in need to join learning groups.	Enhance learning effectiveness and skills for students in need.	Sept 2026 – Aug 2027	School-based Service Fee: $30,000.00	Target students reach expected learning benchmarks.	Learning Evaluation & Teacher Feedback	Ms. Lin On Yi, Mr. Yam Ngai Hong (SENCo) Nguyen Mei Ling (SEN T)
6. Art Therapy Group	Provide group training for students with emotional needs to help them enhance emotion regulation skills.	Engage qualified organizations to conduct groups and invite students in need to participate.	Improve emotional regulation and management skills among participating students.	Sept 2026 – Aug 2027	School-based Service Fee: $45,000.00	Participating students show improved emotion processing skills.	Instructor Feedback & Questionnaire Evaluation	Ms. Lin On Yi, Mr. Yam Ngai Hong (SENCo) Nguyen Mei Ling (SEN T)
7. Interest Groups	Organize interest groups, such as board game groups, handicraft groups, and balloon art groups.	Engage qualified organizations to conduct groups and invite students in need to participate.	Promote social engagement and well-being among students.	Sept 2026 – Aug 2027	School-based Service Fee: $45,000.00	High attendance rate and positive student satisfaction.	Attendance Tracking & Questionnaire Survey	Ms. Lin On Yi, Mr. Yam Ngai Hong (SENCo) Nguyen Mei Ling (SEN T)
					Total: $379,800.00			

2026-2027 Plan on the Use of the Enhanced School-based Learning Activities Support Grant

Part 1 : Enhanced School-based Learning Activities Support Grant (ESLASG)

Eligible beneficiaries of ESLASG are students in receipt of Comprehensive Social Security Assistance (CSSA) or a full grant under the School Textbook Assistance Scheme (STAS full-grant); or those identified as financially needy through school-based criteria. To promote the balanced development of students with financial needs, schools should deploy ESLASG to support them in joining diversified activities across the following three categories, including (1) Activities/competitions for broadening students' learning experiences outside the classroom; (2) Activities for raising students' understanding of the community and fostering their personal growth; and (3) Activities for enhancing students' learning effectiveness, with **expenditure on Category (3) Activities for enhancing students' learning effectiveness not exceeding 20% of a school's annual ESLASG provision**.

Schools are required to upload this "Plan on the Use of the Enhanced School-based Learning Activities Support Grant" endorsed by their Incorporated Management Committees/School Management Committees to the school websites **by the end of November of the current school year**.

(I) Provision of Grant in the Current School Year

Amount	$	244,800.00

(II) Details of Activities

S/N	Activity Name/Objective	Non-local Activity	Proposed Date/ Period	Estimated Number of Participating Students			Estimated Activity Expense	Percentage Share	Evaluation Method(s) (e.g. Observation, questionnaire)	Success Criteria (e.g. Students' learning effectiveness is enhanced)
				Receiving CSSA	Receiving STAS Full-grant	Meeting School-based Criteria as Financially Needy				
(1) Activities/competitions for broadening students' learning experiences outside the classroom (e.g. arts and cultural activities, sports, visits, and outdoor activities)										
Example	*New Sports Taster Class*	*No*	*10/2026-12/2026*	*50*	*50*	*10*	*$ 11,000.00*		*Teacher observations*	*Students' interest in sports increases*
1	After-school Pull-out Arts Friday Programmes	No	10/2026-7/2027	5	80	20	$ 40,000.00		Student questionnaire, Teacher observations	Students' interest in arts and music increases
2	Sports Training	No	10/2026-7/2027	5	80	20	$ 18,000.00		Student questionnaire, Teacher observations	Students' interest in sports increases
3	Outing activities on Refreshing Days	No	9/2026-5/2027	20	150	40	$ 20,000.00		Teacher observations	Students' well-being improves
4	Arts and Cultural Activities and Competitions (after-school activities/ Post-exam activities)	No	10/2026-7/2027	20	150	40	$ 10,000.00		Student questionnaire, Teacher observations	Students' interest in arts and cultural activities improves
5	Global Classrooms	Yes	9/2026-7/2027	5	80	20	$ 60,000.00		Student questionnaire, Teacher observations	Students' interest in arts and cultural activities improves
6	Other Cultural Exchange Programmes (e.g. Tours to Chinese Mainland)	Yes	9/2026-7/2027	5	80	20	$ 15,000.00		Student questionnaire, Teacher observations	Students' interest in arts and cultural activities improves
(If there is insufficient space for input, please right-click after selecting the last row and choose "Insert" to add a new row.)										
						Sub-total and Percentage Share:	$ 163,000.00	66.58%		
(2) Activities for raising students' understanding of the community and fostering their personal growth (e.g. community services, self-confidence building, social and communication skills training, leadership training, and mental health activities)										
Example	*Team Leader Training Group*	*No*	*9/2026-12/2026*	*10*	*10*	*5*	*$ 5,000.00*		*Teacher observations, student questionnaires*	*Students' leadership skills improve*
1	Student Leadership Programmes (Outstanding Lutheranians/ Student Leaders Organisation)	No	9-10/2026	10	100	20	$ 18,000.00		Student questionnaire, Teacher observations	Students' leadership skills improve
2	Social Services Activities	No	9/2026-7/2027	20	150	40	$ 2,000.00		Student questionnaire, Teacher observations	Students' sense of belonging to the community improves
3	Enhancing Student Well-being through SPIRE-Based Programmes	No	9/2026-7/2027	20	150	40	$ 4,985.00		Student questionnaire, Teacher observations	Students' well-being improves
4	Local culture workshops	No	9/2026-7/2027	20	150	40	$ 5,000.00		Student questionnaire, Teacher observations	Students' interest in arts and cultural activities improves
5	Flag Guards Training	No	9/2026-7/2027	3	40	10	$ 1,000.00		Student questionnaire, Teacher observations	Students' leadership skills improve
(If there is insufficient space for input, please right-click after selecting the last row and choose "Insert" to add a new row.)										
						Sub-total and Percentage Share:	$ 30,985.00	12.66%		
(3) Activities for enhancing students' learning effectiveness (e.g. tutorial services, study skills training, and language training)										
Example	*Homework Tutorial Class*	*No*	*9/2026-5/2027*	*30*	*30*	*15*	*$ 3,750.00*		*Teacher observations, student questionnaires*	*Students' learning confidence is enhanced*
1	One-on-One Online English Oral Practices	No	9/2026-7/2027	10	100	20	$ 12,000.00		Student questionnaire, Teacher observations	Students' confidence in speaking English is enhanced
2	After-school Pull-out foreign language classes	No	9/2026-7/2027	10	100	20	$ 36,800.00		Student questionnaire, Teacher observations	Students' learning confidence in foreign languages is enhanced
(If there is insufficient space for input, please right-click after selecting the last row and choose "Insert" to add a new row.)										
						Sub-total and Percentage Share:	$ 48,800.00	19.93%		
						Estimated Activity Expenses and Percentage Share:	$ 242,785.00	99.18%		

(III) Purchasing Materials/Equipment for Supporting Students' Participation in Out-of-classroom Learning Activities (e.g. musical instruments and sports equipment) (Relevant expenditure is capped at 5% of a school's annual ESLASG provision)

S/N	Required Material/Equipment	Estimated Expense	Percentage Share
Example	*Violin (1)*	*$ 800.00*	
1	Sports Team Costumes	$ 1,000.00	
2	Music Team Costumes	$ 1,000.00	
(If there is insufficient space for input, please right-click after selecting the last row and choose "Insert" to add a new row.)			
	Estimated Material/Equipment Expenses and Percentage Share:	$ 2,000.00	0.82%

(IV) Total Estimated Expenses

Amount	$	244,785.00

Part 2 : School-based Grant (SBG)

Schools **should complete this part if there are unspent balances of SBG after the end of the 2025/26 school year**.

In accordance with the stipulated principles and requirements on the use of SBG, schools may continue to use the unspent balance in the 2026/27 school year to support students with financial needs in joining after-school learning activities until the end of the 2026/27 school year. For aided schools, caput schools and schools under the Direct Subsidy Scheme, any unspent balance of SBG as at 31 August 2027 should be returned to the Education Bureau according to the annual audited accounts for the 2026/27 school year. For government schools, any unspent balance of SBG will lapse after 31 August 2027.

(I) Unspent Balance for the 2025/26 School Year

Amount	$	69,785.00

(II) Details of Activities

S/N	Activity Name/Objective	Non-local Activity	Proposed Date/ Period	Estimated Number of Participating Students			Estimated Activity Expense	Evaluation Method(s) (e.g. Observation, questionnaire)	Success Criteria (e.g. Students' learning effectiveness is enhanced)
				Receiving CSSA	Receiving STAS Full-grant	Meeting School-based Criteria as Financially Needy			
Example	*Beginner Violin Class*	*No*	*10/2026-5/2027*	*2*	*5*	*3*	*$ 15,000.00*	*Teacher observations*	*Students' interest in music increases*
1	STEAM Training Programmes (e.g. Satellite Programmes and Tours)	Yes	*10/2026-5/2027*	10	20	10	$ 40,000.00	Student questionnaire, Teacher observations	Students' exposure to STEAM knowledge is enhanced
2	Language Programmes	No	*10/2026-5/2027*	5	10	10	$ 29,800.00	Student questionnaire, Teacher observations	Students' learning confidence in foreign languages is enhanced
(If there is insufficient space for input, please right-click after selecting the last row and choose "Insert" to add a new row.)									
						Estimated Activity Expenses:	$ 69,800.00		

(III) Total Estimated Expenses

Amount	$	69,800.00

Details of Staff-in-Charge of the Grants:

Name: Tang Chi Lai

Post: Vice-Principal

Signature of Supervisor/Chairman of School Management Committee: _____

Name of Supervisor/Chairman of School Management Committee: _____

Date: _____

2026-2027 Diversity Learning Grant for New Senior Secondary Students

Balance as at 31August 2026: $79,513.96 Grant received in 2026-2027: $94,500.00
Total Grant for 2026-2027: $174,013.96

	Plan	Estimated Expenses
1.	Global Horizon - Global Classroom and Foreign Language Classes	$50,000.00
2.	Talent Pool - Walk With Scholars Programme, Off-school Support Programmes (such as The University of Hong Kong Academy for the Talented and Enhancement Programmes offered by External Organizations)	$10,000.00
3.	Gifted Education (STEAM Programme and Gallery of Excellence)	$35,000.00
	Total:	$95,000.00

2026-2027 DLG – Other Programme: Gifted Education

Domain	Programme	Objective	Target (No./level/selection)	Duration / Start Date	Assessment Method	Committee-in-charge	Estimated Expenses
Global Horizon	• Global Classroom • Foreign Language Classes	• To broaden students' international horizons and enhance their understanding of diverse cultures through such exchange activities . • To support the school's goal of nurturing globally-minded talents who are rooted in national identity .	• 50 students from S4 to S5 • With satisfactory performance in interviews	• Seoul Study Tour (5days, 11-15 Nov 2026) • UK and France Tour (11days,23Dec2026-2 Jan2027) • Arctic Tour (14days, 15Mar - 28Mar2027) • Foreign Language Classes	Student Reflection and Group Project Report	• International Cultural Exchange Committee	$50,000.00
Talent Pool	Talent Pool • Walk With Scholars Programme • Off-school Support Programmes	• To explore students' potential in different academic areas by providing a platform for them to interact with and seek advice from the remarkable scholars.	• 20 students from S4 to S5 • Nominated by Academic Affairs Committee and Student Affairs Committee	• 10/2025-8/2026	Student Reflection	• Gifted Education Committee	$10,000.00
Cross KLA	Gifted Education • STEAM Programme • Gallery of Excellence	• To develop students' potential and interests in STEAM. • To showcase the outstanding achievements of students across various disciplines, including English, Chinese, and Visual Arts.	• 30 students from S4 to S6 • Nominated by Academic Affairs Committee and Science Department	• 10/2025-8/2026	Student Reflection and Students' work	• Academic Affairs Committee • STEAM Development Group	$35,000.00
						Total:	$95,000.00

One-off Grant on Parent Education (Secondary)

Details of the Grant

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

Balance as at 31st August 2026 $83,403.00

Plan	Expected Results	Estimated Expenses
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	$20,000.00
Designing and producing school-based parent education resources	**To design and produce school-based parent education resources** ● To enhance engagement through hands-on workshops that enable parents to practice skills like communication and conflict resolution, ultimately improving student outcomes and strengthening school-community relationships.	$5,000.00
Organising school-based parent education promotional activities relating to the "Positive Parent Campaign"	**To enhance parent engagement and support through the "Positive Parent Campaign"** ● 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.	$20,000.00
Others (please specify):		

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

Details of the Grant

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

Balance as at 31st August 2026: $67,137.36

Plan	Expected Results	Estimated Expenses
Gifted Education Chinese calligraphy class.(2026-2027 School Year)	•To learn how to appreciate calligraphy artwork.To learn about the history of Chinese calligraphy and the regular script.	2026-2027: $22,000.00
Multicultural Week(2026-2027 School Year)	•To deepen their understanding, recognition and love of traditional culture. •To maximize students' exposure to and appreciation of the Chinese culture.	2026-2027: $35,000.00
Chinese Culture Promotion Activities	• To deepen their understanding, recognition and love of traditional culture.	2026-2027: $10,000.00
	TOTAL	$67,000,00

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

Details of the Grant

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

Balance as at 31st August 2026: $29867.14

Plan	Expected Results	Estimated Expenses
Developing newly emerged sports and e-Sports (2026-2027 School Year)	To facilitate the teaching and learning in 2026-2027, facilities for newly emerged sports and e-sports such as flyball, pickleball, kinball and bubble football, e-bike and switch sports.	2026-2027: $29,860.00

加強支援非華語學生的中文學與教 額外撥款
2026/27 學年學校計劃（普通中學適用）

按 2026/27 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 ____5____ 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 2026/27 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 2026/27 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 2026/27 學年內將額外撥款差額（如適用）全數歸還教育局。

運用額外撥款提供校本支援措施

本校會充分及適時運用每學年發放的額外撥款，支援該學年的非華語學生。本校 計劃運用 2026/27 學年獲提供的額外撥款(A)230,000.00 元，以及 2025/26 學 年額外撥款累積餘額（如適用）(B) 48,000.00 元（請注意：此項資料必須與 本額外撥款 2024/25 學年學校報告的金額一致），按校本情況及非華語學生的學習 需要，提供以下的校本支援措施（可選多於一項）：

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

	校本支援措施	運用 額外撥款
(a)	聘請額外員工-教師0.2名	**$82,000.00**
(b)	購買促進非華語學生學習中文的教學資源	**$0**
(c)	僱用專業服務 -校外導師／機構協助教師舉辦共融校園活動	**$0**
(d)	由學校籌辦的推廣共融校園活動及家校合作活動	**$100,000.00**
(e)	其他（請說明）：	
	全年預算總開支	**$182,000.00**
	2026/27學年的預算餘款為(D)[.A. + .B. - .C.]	**$48,000.00**
	2026/27 學年的預算餘款佔非華語學生綜合支援津貼的百分比 [D ÷ .A. × 100%]=	20.87%
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）		

2026-2027 Promotion of Reading Grant

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

Balance as at 31 August 2026: $67,005.39 Grant received in 2026-2027:$77,205.00
Total Grant in 2026-2027: $144,210.39

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

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

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

Balance as at 31st August 2026: $79,700.00

Item	Expected Effectiveness	Estimated Budget	Actual Expenditure
Hiring suitable external services to provide JS students face-to-face or online OL courses (2025/26 and 2026/27 academic years)	- Recruit experienced foreign language instructors for interactive courses, with 80% of students agreeing that their listening, speaking, reading, and writing skills have improved. - Align course content with Hong Kong Diploma Examination requirements, with 80% of students feeling more prepared for senior secondary challenges. - Integrate real-world international scenarios into teaching, with 80% of students agreeing that this approach has enhanced their cultural understanding and communication skills.	2026/27: $58,650.00(For N5 class, 20 junior form students in total) $7,050.00(For SALep Class: Korean, around 25 junior form students)	/
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)	- Procure high-quality, context-rich textbooks and workbooks for N5 level and SALep courses, integrating cultural stories and practical tasks. 80% of students agreed this has increased their interest in language learning. - Select materials aligned with the Hong Kong Diploma Examination syllabus, helping students build a coherent knowledge system. 80% of students agreed they feel better prepared for senior secondary studies. - Include authentic international content in materials, such as global discussions and cross-cultural case studies. 80% of students agreed this has enriched their understanding of the world and enhanced their readiness for international learning.	2026/27: $14,000(For N5 class, 20 junior form students in total)	/
	Total:	$79,700.00	

Enhancement Measures for the Native-speaking English Teacher (NET) Scheme
Annual School Plan on the Use of the NET Grant
For the 2026-2027 School Year

Name of School: The ELCHK Yuen Long Lutheran Secondary School

Our school is provided with the NET Grant by the Education Bureau at the amount of $1,000,000 in the 2026-2027 school year. With reference to the school-based circumstances, we will employ at least one full-time NET, engage native-speaking English Teaching Assistants (NTAs) and/or English learning support services by using remaining funds, if any. Details are as follows (if applicable, please put a tick in the box(es) and fill in the required information):

(1) With reference to the learning needs of student(s), our school plans to deploy the NET Grant in the following ways to enhance students' English language learning (one or more options can be selected):

	Deployment of the NET Grant	Estimated Expenses ($)
☑ ☐	Employing 1 NET(s) by school direct, or Engaging service provider to provide _____ NET(s)	491,880
☑ ☐	Employing 1 NTA(s) by school direct, or Engaging service provider to provide _____ NTA(s)	315,000
☑	Engaging service provider to provide English learning services	193,120
	Total Estimated Expenses	**1,000,000**

(2) Our school will utilise the NET Grant to enhance student motivation and engagement in English learning, as well as to create an English-rich environment as follows (one or more options can be selected):

- ☑ Deploy the NET(s) (and NTAs) to take up the English language lessons (e.g. all English lessons of some classes, only oral lessons of some or all classes)
- ☑ Deploy the NET(s) (and NTAs) to arrange skill-based training classes for students (e.g. after-school oral practices for senior forms, writing classes for junior forms)
- ☐ Adopt a language-across-the-curriculum approach (e.g. STEAM education)
- ☐ Arrange co-curricular activities to students with diversified English learning experience (e.g. English morning assembly, chit-chat with students during lunch time)
- ☑ Engage English learning services from service providers (e.g. drama, debate)
- ☐ Others (please specify): _____