

ELCHK Lutheran Academy (LA)

Annual School Report
2025-2026

Executive Summary of the School Report

The school year 2025-2026 is the second year of the current development cycle of 2024-2027. This report has been generated for the review conducted by the IMC, the school community, and the general public. This audience-oriented report is designed to be concise and straightforward. It is prepared and consolidated after reviewing the reports from school committees and subject departments.

This school report (2025-2026) is divided into 3 parts. First, the achievements and reflections regarding the major concerns of 2025-2026 are recorded along with feedback and follow-up. A summary of our Year 12 graduates' academic performance in the public examinations is shown in the second part, followed by the financial summary of the School as the last part of this school report. The significant points of each section are stated below.

1. Achievements and Reflections on Major Concerns; Feedback and Follow-up

- There are 3 major concerns in total:
    1) Nurture wellness in our community through social-emotional learning
    2) Foster personalised learning to maximise students' potential in a changing world, and
    3) Foster a culture of international-mindedness
- Upon the completion of the evaluation, achievements in each category can be found. The success of different perspectives are demonstrated with evidence.
- On the other hand, some improvement measures are formulated and to be adopted to allow the School to maintain its sustainability and to support the School's future development.
- The summary of this section is listed as follows.

Concern 1: Nurture wellness in our community through social-emotional learning

- Christian Character & Moral Development: Pre-meeting spiritual routines, chapel worship, and service initiatives—including the Boys' Brigade, Blood Donation Day, and poppy sales—effectively cultivated Christian discipline and social responsibility. Primary students reported high agreement in values instruction and teacher recognition, while secondary moral character perception highlighted an opportunity to deepen peer-driven connections.
- SEL Comprehension & Active Living: Teacher-student relationships remained exceptional, with primary students achieving a surge in stress management and healthy living. Creative outlets like mural artist workshops, peer support corners, and mass athletics boosted wellness, while secondary stress management will be targeted through standardized reflection tools and tailored mental health workshops.
- Stakeholder Collaboration: Collaborations with the CityU Positive Education Lab and IB educator Lance King empowered parents with positive communication strategies, yielding outstanding parent satisfaction in communication channels.

Concern 2: Foster personalised learning to maximise students' potential in a changing world

- Student Autonomy & Differentiation: Primary student self-regulated learning surged, supported by tiered assignments, note-taking systems, and outdoor camps. To elevate secondary confidence in independent learning, the school is expanding metacognitive frameworks and structured study tracking.
- Adaptive Technology & Information Literacy: Professional development in adaptive tech achieved high teacher satisfaction, powering AI integration (MagicSchool, Moyun, Poe) and timely digital feedback. Future steps include establishing formal AI citation protocols and deploying student Tech Ambassadors.
- Future-Ready Innovation: Achievements included National Aerospace Characteristic School designation, a Special Gold Award for a 2027 space station payload launch, Singapore Tramplus Grand Champions, and WorldSkills Junior 2026 titles. Career exposure will continue to expand in order to strengthen life-skill perception for Secondary students.

Concern 3: Foster a culture of international-mindedness

- Global Awareness & SDGs: Over 80% of teachers across divisions successfully embedded global contexts into daily instruction. High-impact initiatives included student carbon audits featured in a UNESCO Regional Report, UIUC "iGlobal" Zoom sessions, and Kenya Elephant Foundation visits.
- Student Exchanges & Service: Global Classroom Week executed 13 outbound overseas tours and two local eco-tours, complemented by major expeditions to Siberia and Mt. Fuji alongside a 3-year Inner Mongolia tree-planting project. Inbound delegations from Singapore, Kazakhstan, and South Korea further enriched campus global culture.
- Cultural Pride & National Identity: Teachers affirmed strong curriculum alignment with National Identity, celebrated through EDB Torch Award recognition, CSD Mainland study tours, and Secretary for Education visits. Expanding student-led multicultural clubs will further empower diverse heritage expression.

2. Summary on Year 12 Students' Public Examination Results in 2025-2026

- Our Year 12 students continue to shine in the 2026 public examinations. 36 and 39 students enrolled for IBDP and HKDSE examinations respectively.

- Students from both programmes excelled, and were given offers to local universities such as The University of Hong Kong, The Chinese University of Hong Kong, the Hong Kong University of Science and Technology, as well as overseas institutions such as King's College London, University of Warwick, University of Toronto, McGill University and Monash University, etc.

- The analysis of the results and teachers' reflection contribute to the development of various strategies for optimising students' performance.

3. Financial Summary

- The School is financially viable and has set aside sufficient provisions to ensure smooth operational functioning while also adhering to the Education Bureau's requirements for fee remission and scholarship schemes. This financial stability not only supports our ongoing initiatives but also allows us to provide opportunities for students in need, fostering an inclusive educational environment.

About ELCHK Lutheran Academy

ELCHK Lutheran Academy is a through-train school founded by the Evangelical Lutheran Church of Hong Kong (ELCHK).

The Chinese name of Lutheran Academy is 'Hong Xin Shu Yuan', which originates from the scripture, "Love bears all things, believes all things." (1 Corinthians 13:7), which is also adopted as the School's motto.

Vision

LA is determined to provide our future leaders with quality education and become one of the best schools that the community could always look up to.

Mission

Through Christian education, LA pledges to cultivate students' ethics and morality to act with integrity and honesty. They think, inquire, interact, reflect, strive, and excel within and beyond our school-based international curriculum framework. As a school that values and celebrates respect for diversity, we are dedicated to fostering students' consciousness of Chinese culture, and equipping them with international-mindedness and holistic abilities for lifelong learning.

Class Structure and Number of Students in 2025-2026

Year Level	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of Classes	4	4	4	4	4	4	5	5	5	8	8	8	63
Number of Students	98	99	97	99	99	98	126	138	128	109	86	75	1,252

1. Achievements and Reflections on Major Concerns

Major Concern 1: Nurture wellness in our community through social-emotional learning

Target	Achievements	Reflection	Feedback and Follow-up
1A **Christian Character** - Foster priority values and attitudes in our students and staff as a foundation for social-emotional wellness	• **Over 70%** of primary students agreed they were taught priority values in and outside class, and **over 80%** felt recognized by teachers for moral/ethical growth. • **Over 70%** teachers affirmed that staff case study discussions on moral values were highly meaningful. • **Over 80%** of Primary parents agreed that "The school helps my child develop good moral character" • The library designated a specialized bookshelf for Christian literature and Bible stories, actively promoting reading during Gospel Week. • Service initiatives (Boys' Brigade, Blood Donation Day, Guide Dog Charity Run) actively fostered discipline, altruism, and social responsibility.	Our School has strengthened its commitment to spiritual and moral wellness through meaningful professional and student-centered practices. The initiative of implementing pre-meeting spiritual routines, such as prayer and scripture reading, has fostered a more positive team climate while effectively reinforcing professional ethics and supporting emotional balance among staff. Our primary students have also benefited significantly from the integration of priority values into daily learning and teaching, including through chapel worship, morning devotions, assembly, LED lesson, homeroom time, and various service activities, which have successfully nurtured their spiritual and moral growth. Additionally, despite the introduction of a specialized Christian literature collection in the library, current borrowing rates suggest a need to transition toward more engaging and interactive formats to	Moving forward, the school is set to deepen its commitment to spiritual and moral wellness through a comprehensive, whole-school strategy. Central to this approach is the expansion of our spiritual culture; we aim to encourage prayer routines to more departments to foster a more ethically grounded staff climate. To ensure that character education remains inclusive and effective, trained ILT teachers will actively share inclusive strategies during professional development sessions, ensuring diverse student needs are met within our collaborative planning. Simultaneously, the school is revitalizing student engagement by launching the interactive Christian literature and student-led Reading Ambassadors to make Gospel engagement more vibrant. Finally, we are scaling our service-learning efforts by integrating explicit value reflections into Life Education modules. These integrated efforts will ensure that

Target	Achievements	Reflection	Feedback and Follow-up
		encourage wider reading. Finally, recognizing that Secondary student perceptions of moral character development currently stand at 53.9%, the school aims to deepen the impact of values education by cultivating stronger, peer-driven connections and emphasizing real-world applications relevant to the adolescent experience.	service and character development become consistent, age-appropriate pillars of student life across all year levels.
1B **SEL Comprehension & Application** - Equip students and staff with knowledge and skills that foster physical, social, emotional, and spiritual health across formal and informal curriculum	• **Over 90%** teachers affirmed strong, supportive teacher- student relationships. • Primary student agreement on leading a healthy life and managing stress surged a double digit increase to over **70%**. • **Over 70%** of Primary students agreed that teachers often teach them learning strategies. • Academic & Personal Growth: BAFS/BM improved outcomes through 1-on-1 goal-setting, while Biology/Chemistry integrated health-focused testing. Chinese History	The School's initiatives including creative SEL outlets like mural projects and mood lighting to robust peer support networks such as the Help Corner and Reading Buddies have successfully fostered a more open and supportive classroom climate, contributing to significant growth in our primary student well-being metrics. While our 1-on-1 teacher-student meetings have strengthened pastoral connections, institutional reflection reveals that time constraints and disparities in students' reflective capabilities have occasionally limited the depth of these interactions. Furthermore, identified differentiation challenges within complex science curricula underscore the need for more	Moving forward, we are implementing uniform reflection templates and digital tools to help students process their emotional development consistently. We will scale our proven peer-mentorship networks, such as Math and Physics support, and introduce emotional literacy tools like "Emotional Wheels" into the classroom to empower self-advocacy. Recognizing that our secondary students face unique developmental challenges, we are also launching targeted mental health workshops and interactive, student-led values education to drive deeper engagement. By aligning these diverse efforts under a unified pastoral umbrella, we aim to ensure that every student receives the tailored support necessary to

Target	Achievements	Reflection	Feedback and Follow-up
	strengthened student belonging through formal academic and non-academic recognition. ● Peer Support Networks: Mathematics, Physics, and the EAL/Library department launched successful mentorship and "Help Corner" programs, fostering peer-to-peer confidence and skill acquisition. ● Creative SEL Integration: Visual Arts and Design & STEAM utilized hands-on projects—such as the "Mood Light" series and mural creation—to provide students with outlets for emotional expression. ● Student-Led Wellness: The PHE department collaborated with the Student Council to expand student-led sports events, promoting a culture of active living across all levels. ● Artist-in-Residence project with muralist HERA ("We are diverse but not divided") provided creative outlets for emotional expression.	targeted instructional support. Critically, while our current strategies have thrived, Secondary student low agreement on managing stress (53.9%) and growing-up problem resolution support (53.1%) highlights the need for a more refined, specialized focus to address specific stress-management and developmental hurdles. Established a team of Student Wellbeing Ambassadors (InspireME) comprised of 30 Senior School students from Y10 and Y11. The team joined the JC LevelMind@School project in 2025-2026. Six Wellbeing Ambassadors completed a 12-hour Wellness+ Course training, which gave them the skills to run workshops for junior form students and teach them about "Wellness Tools" to use in everyday life. InspireMe trained 30 Year 10–11 Wellbeing Ambassadors through wellness, peer support, and activity design courses. They led gratitude activities, a wellbeing wall, Mental Health Awareness Day booths, peer support, a PolyU wellness hub, and Year 7–8 wellness courses.	navigate their growth with resilience and clarity. Building on the success of Mental Health Awareness Week, the school will continue the initiative. Future iterations will expand interactive workshops for Primary students and broaden Secondary engagement through student-led booths, creative performances The InspireME Student Wellbeing Ambassadors have made remarkable strides in fostering a supportive school culture. Through targeted training and collaborative events—from gratitude card writing to the Mental Health Awareness Week—they empowered peers with practical wellness tools. Their leadership in designing activities, facilitating peer support, and co-creating a wellness hub demonstrates genuine commitment to student mental health. These achievements not only raised awareness but also built lasting skills in empathy, resilience, and community care across year groups.

Target	Achievements	Reflection	Feedback and Follow-up
	• Mass physical activities, including Streetathon 2025 (50+ staff/students) and HKSSF sports championships, promoted active living. • Established a team of Student Wellbeing Ambassadors (InspireME) comprised of 30 Senior School students from Y10 and Y11. • Mental Health Awareness Week was successfully expanded from the previous year's single-day initiative, featuring interactive workshops and gratitude activities for Primary students alongside interactive booths, comedy, and music performances for Secondary students. Additionally, the school hosted the TEDxLUAC Youth event themed "Inside Out," featuring talks on diverse career pathways and stress management to promote mental well-being across the campus.	Mental Health Awareness Week featured a wellness talk, ambassador-led activities, and a TEDxLUAC Youth Event.	
1C **Stakeholder Collaboration**	• **Over 70% of parents** agreed that school seminars helped them acquire effective parenting methods. Particularly the knowledge and skills to support students' SEL education.	The School has successfully deepened home-school collaborations by providing targeted, expert-led support for parents. Our focus on early primary initiatives, specifically workshops tailored to lower	We aim to align our parent education programs more closely with critical academic milestones by scheduling seminars on Parents' Days and Well-being Week to maximize attendance. We will

Target	Achievements	Reflection	Feedback and Follow-up
- Equip parents, the church, and the external community with knowledge and skills that support students' SEL education	• Hosted a series of PYP Parent Seminars with the CityU Positive Education Lab, focusing on the PERMA model to strengthen parents' knowledge and skills in supporting students' SEL education, and IB educator Lance KING's Secondary Parent Seminar on Approaches to Learning (ATL). • Year 3 & Year 4 Global Classroom Camps at Tai Tong and Sai Kung fostered independence, problem-solving, and team collaboration. • Partnered with Watoto Children's Choir for cultural exchange, letter writing, and student sponsorship. • LA Volunteers has expanded to recruit all students from Year 1 to 12 in participating different service activities in school and outside school.	primary levels, has been highly effective in boosting parental confidence and collaborative capacity. Simultaneously, student-led inquiry projects, particularly those arising from science modules centered on physical and mental health, have further strengthened the community's collective concern for well-being. While these initiatives have resulted in high levels of parent satisfaction and robust agreement regarding the efficacy of our communication channels, we recognize an emerging need for more nuanced support at the secondary level as data indicates that parents of secondary students express interest in navigating adolescent growth challenges.	expand our focus to include vital topics such as adolescent psychology, digital wellness, and SEN support, ensuring parents are equipped to navigate these developmental challenges. Additionally, we will deepen family involvement by integrating parents into experiential career planning workshops and joint community service projects, while radiating the success of the PYP parent education series to the primary section. We will continue to explore diverse service opportunities for LA Volunteers, expanding their reach and impact within the school and broader community.

Major Concern 2: Foster personalised learning to maximise students' potential in a changing world

Target	Achievements	Reflection	Feedback and Follow-up
2A **Student Autonomy** - Enhance student autonomy through self-regulated learning	• **Over 65%** primary students agreed that they effectively apply self-regulated learning strategies such as pre-lesson preparation, concept mapping, and online resources. • **Over 70%** of primary students are now taking an active role in their own learning, students agreed that they could demonstrate their goal-setting ability compared to last year. • **Over 80%** of primary teachers agreed that professional development in flexible learning environments was highly valuable. • Some subjects, e.g. Mathematics, BAFS, and Physics, have implemented tiered assignments, ability-based targets, and personalized revision resources. These interventions provide the necessary differentiation to support diverse learning needs while ensuring academic rigor. • To shift toward student-centered	The school has successfully fostered student autonomy by integrating personalized note-taking systems, flexible furniture, and structured planning templates, which have significantly shifted classroom dynamics toward self-directed learning. With adoption rates reaching 90% for new note-taking systems, these initiatives have empowered students to take greater ownership of their academic progress, particularly at the primary level where differentiated instruction and outdoor learning have yielded measurable gains in independence. However, while these pedagogical shifts have improved student agency, survey data reflections highlight distinct challenges. Preparing tiered assignment materials remains resource-intensive for staff, and inconsistent adherence to self-study timetables in secondary contexts underscores the need for more robust monitoring. Critically, with secondary student confidence in independent learning currently at 50.8%, there is a clear demand for deeper scaffolding in	Building on our successful foundational practices, we are expanding our technological and structural support systems, including the launch of a dedicated platform for personalized notes and the introduction of AI-assisted tools to facilitate individualized learning. To specifically address the metacognitive growth of our secondary learners, we are formalizing key planning processes, such as early TOK teacher-student consultations and the centralized monitoring of student study timetables. Furthermore, we are deepening student agency by offering greater flexibility in assignment challenge tiers and assessment formats, allowing learners to take active ownership of their progress. By embedding these frameworks deeply into the curriculum—ranging from AI ethics in STEAM to diversified project-based learning—we are creating a cohesive, school-wide environment that empowers students to develop the self-discipline and metacognitive skills required for sustained academic success in their future endeavors.

	learning, subjects like TOK and Chinese History/Culture have introduced standardized planning templates and personalized note-taking systems. These tools enable students to structure their inquiry and reflect more deeply on their learning processes. ● Bridging Theory and Practice: Through Career Counselling initiatives, the school has successfully connected formal learning to real-world applications, supporting students in exploring diverse pathways through internships and vocational placements, thereby reinforcing the relevance of their personalized learning goals. ● IB educator Lance KING conducted student workshops focusing on self-agency, study habits, and exam resilience.	metacognitive skills.	
2B Information Literacy - Implement adaptive learning technologies to	● **Over 70%** of teachers confirmed that students regularly utilize e-learning and community resources. ● **Over 70%** of teachers affirmed that school PD effectively built capacity in adaptive technologies and AI assessment.	The integration of AI tools and digital platforms into our curriculum has significantly accelerated research, writing, and individualized feedback across the school, with dedicated staff training playing a pivotal role in enabling more personalized and interactive learning environments. While these technologies	We are diversifying our technology ecosystem by expanding access to AI-driven tools, such as Gemini and adaptive learning platforms like Khan Academy, while concurrently establishing rigorous institutional protocols for AI citation, fact-checking, and prompt engineering to ensure ethical usage. To

support personalised learning	• **Over 70%** of primary students reported that receiving specific, timely feedback improved their learning outcomes. • We have institutionalized the use of AI tools (e.g., MagicSchool, Moyun, Poe) and digital platforms to accelerate research, writing revisions, and feedback. High adoption rates, reaching 100% in certain senior research and assessment stages, demonstrate our successful integration of technology into the core learning process. • **Over 70%** of primary students experience improved learning outcomes through specific, timely digital feedback. This underscores our capacity to use adaptive platforms to personalize instruction and meet individual student needs effectively. • Our investment in professional development—specifically Staff Development Days focusing on AI ethics, prompt engineering, and e-assessment integration—has fostered a robust foundation for adaptive technology. This has been mirrored by advanced student digital literacy,	have demonstrably enhanced our academic support, the critical areas for improvement regarding their sustainable application. We have observed inconsistent usage patterns, such as a decline in engagement within specific subjects, highlighting a clear need for better incentive structures to maintain momentum. Furthermore, there is a recognized risk of student over-reliance on AI without sufficient critical evaluation, alongside a broader challenge in maintaining high levels of secondary student engagement with digital reading platforms.	foster long-term student engagement, we are institutionalizing incentive structures, such as curriculum-linked reward schemes, and creating peer-led support networks through training initiatives like student "Tech Ambassadors." Furthermore, we are optimizing resource management by centralizing AI lesson resources in departmental shared drives and upgrading our digital library services to include interactive e-resources and audiobooks.

	evidenced by high participation in competitive digital art and innovation summits. ● Students demonstrated advanced digital literacy at the APCG Youth Summit GenAI session and achieved Individual Champion titles in live Digital Art Battles (Seasons 6 & 7).		
2C **Future-ready Students** - Update and optimise the curriculum in order to maximise students' potential for success in a changing world	● Some subjects, including BAFS/BM, Physics, and Career Counselling—have effectively linked classroom learning to professional pathways through firm visits and job shadowing, resulting in high levels of student career aspiration and life-purpose clarity (with **over 80%** of S4-6 students affirming their life has clear meaning). ● We have cultivated a culture of academic rigor across Mathematics, History, and Science, with students securing top-tier awards, such as the History Research Championship 2025/26 and the WorldSkills Junior Competition 2026 Champion titles. ● By leveraging artist-in-residence workshops, global classroom trips, and high-level research opportunities (e.g., aerospace projects, environmental DNA	Our School has effectively bridged the gap between academic theory and future professional practice by leveraging a rich variety of external competitions, artist-in-residence workshops, and industry visits to cultivate real-world skills. While high-level STEAM initiatives and international competitions have successfully positioned our student body as future-ready innovators, certain areas have encountered operational challenges, such as team inexperience in Citizenship and Social Development or restricted participation numbers in History, which have impacted our capacity to fully support student access to external programs. Moreover, APASO data reveals that only 54.3% of secondary students perceive that they are developing	We will strengthen student development and excellence by widening opportunities for participation, leadership and progression across academic, co-curricular and experiential learning. We plan to form multiple student teams for key competitions (e.g., History Research, Business Titans and the Mathematics Olympiad) and implement senior-to-junior coaching to pass on expertise. We will also introduce mentorship by high achievers (e.g., Chemistry and Mathematics Olympiad champions) to sustain performance and build a culture of peer learning. To enrich all-round development, we will expand the Drama ECA and refine Global Classroom itineraries to enhance international exposure. We will strengthen pre- and post-activity reflection so

	isolation), we have exposed students to authentic, hands-on learning that transcends textbooks. ● The Primary ILT department has successfully provided specialized, tier-based small group support and therapeutic Art showcases for SEN students, ensuring equitable access to growth. ● We have established collaborative cross-grade mentorship, where senior students coach juniors in business and academic competitions, fostering a school culture of shared success. ● We have been officially designated as a National Aerospace Characteristic School and have launched the Space Hub to enhance students' interest in aerospace. ● Our students have demonstrated exceptional innovation on a global stage, including receiving a Special Gold Award for a memory metal space payload design—which was selected for the 2027 "Space Station HK Popular Science Satellite" launch—and achieving Grand Champion status at Singapore's Tramplus "BuilDING Our Future" Challenge for urban bird	necessary life skills, indicating an opportunity for the school to further broaden career exposure and experiential learning opportunities to ensure comprehensive growth for every learner.	students can link experiences to personal goals and develop evidence-based career portfolios. Continue to broaden external collaborations, industry links, university taster programmes and alumni mentoring. We will also establish a talent pool database to track participation and achievements, enabling timely support and coherent progression pathways.

	conservation design. ● Our students have secured Champion and 1st Runner-up titles at the WorldSkills Junior Competition 2026 in 3D Graphic Packaging Design, highlighting our commitment to high-level technical proficiency. ● We have strengthened our academic and community reach by co-hosting the ELCHK STEAM Expo 2026 and participating in the Tsinghua University Space Robotics Research Programme. ● Since its establishment in 2025, the Academy of Academy has been dedicated to providing students with expanded learning opportunities, with a particular focus on offering specialised, enriched learning experiences for students with gifted and talented potential. Through inquiry-based project learning and active collaborations with university partners and professional societies, such as HKU, CUHK, PolyU, University of Illinois and Tel Aviv University, we offer students a diverse, vibrant array of curricula and project-based research initiatives.		

Major Concern 3: Foster a culture of international-mindedness

Target	Achievements	Reflection	Feedback and Follow-up
3A **Global Awareness** - Enhance students' awareness of global issues through embedding authentic global contexts in the curriculum	• **Over 80%** of teachers reported that embedding global contexts into daily lessons enriched student engagement. • The School actively integrates global themes into the curriculum, highlighted by the PYP Exhibition centered on UN Sustainable Development Goals (SDGs) and the secondary team's achievement of the Outstanding Action for Peace Award. • At least one global context is referenced in each unit of inquiry across Years 1-6. • Monthly slides shared by homeroom teachers highlighting national days and UN recognised dates. • Departments have integrated advanced digital tools, including augmented reality and interactive mapping, to allow students in subjects such as Chinese History to explore complex global themes like conflict, human rights, and cross-border exchanges.	Global contexts evident throughout units of inquiry. IM department members within each year level can be empowered further to take the lead on this. The school has successfully fostered critical thinking by embedding authentic global contexts into the learning experience, utilizing resources such as WWII battlefield tours, global economic case studies, TOK global case banks, and AR historical maps. These immersive learning opportunities, further supported by the integration of Sustainable Development Goals and UNESCO recognition, have effectively broadened our students' perspectives on pressing world issues and enabled them to meaningfully connect local Hong Kong dynamics with international trends. However, teachers have also reflected that there is room to refine these efforts for greater consistency and impact. Specifically, it has been identified that structured post-trip reflection in History is necessary to deepen cross-cultural	Integrating global topics across specialist subjects and in transdisciplinary units. Some subjects are establishing a centralized, cross-departmental "Global Case Study Bank" and digital resource drive to ensure consistency. To further enrich this learning, the school will launch regular Global Economic Forums and expand virtual international exchanges and research projects across secondary levels. We are also committed to fostering student agency by introducing library-based, student-curated video recommendation panels. Finally, we are extending experiential learning opportunities, including WWII battlefield tours to MYP students, ensuring these experiences are supported by structured reflection frameworks that help students maximize their engagement with diverse global perspectives.

	• Core subject areas including Economics, English Language Arts, and the sciences have anchored student learning in contemporary issues by aligning curricula with global market news, United Nations Sustainable Development Goals (SDGs), and scientific collaboration units on topics like climate change and space exploration. • Creative and design-focused subjects have successfully broadened student horizons by incorporating global folklore, cross-cultural studies, and aerospace development into their units of inquiry. • The school has bridged classroom theory with international professional and historical realities through direct initiatives, such as overseas university collaboration sharing sessions, immersive battlefield tours, and global classroom tours across diverse international themes. • Through structured academic inquiries in TOK and daily library screenings of global current affairs, the school ensures that students remain	connections, and there is a clear strategic opportunity to further integrate global issues into the daily subject units within our humanities and business studies departments to ensure a more comprehensive and cohesive academic experience.	

	consistently engaged with international trends and diverse global perspectives throughout their academic day. ● Our community engages with critical biodiversity and conservation issues through student-led work, such as the carbon audit initiative featured in a UNESCO Regional Report, and expert-led educational programs like the visit from Kenya's Elephant Foundation. ● We cultivate meaningful global connections for our middle school students through digital platforms, notably the weekly "iGlobal" SDG Zoom sessions conducted in collaboration with the University of Illinois Urbana-Champaign (UIUC).		
3B **Student Exchanges** - Develop international-mindedness in students via exchange and	**<u>Outbound Exchanges</u>** ● <u>Global Classroom Overseas Tours:</u> ○ Executed 13 overseas study tours and 2 local cultural/ecological tours during Global Classroom Week. ● <u>Regional, Polar & Ecological Expeditions:</u> ○ Greater China: "White Mountains & Black Waters" historical and cultural	The school implemented a strong experiential learning strategy with wide participation, academic enrichment and global engagement. During Global Classroom Week, we ran 13 outbound tours and two local cultural tours, including the Arctic Challenge 2026 and the Mt. Fuji Summit Expedition. “Memories of Jiangnan” achieved over 70% Primary enrolment, and we	The school will refine its enrichment and exchange programmes with a clearer structure and stronger continuity. The THS eco-tourism programme will be redesigned as high-value local Hong Kong eco-tours that foreground sustainability and hospitality. These tours will be supported by formalised pre-departure briefing modules and structured post-tour reflections aligned with the IB Learner

service in the local and global community	exploration trip (China/Russia), Primary "Memories of Jiangnan" (>70% enrollment), Aerospace & CSD Mainland trips (Huizhou, Shenzhen, Quanzhou, Xiamen), and Taiwan sustainable fisheries field research. School visits include Beijing 101 Middle School (Shangdi Campus)、Beijing 101 Middle School (Hohhot Campus)、Tianfu No. 7 High School (Chengdu)、Hangzhou Yucai Middle School. ○ Singapore & South Korea: Joint STEAM tour ("Converging Currents") in Singapore and PHE sports/arts tour in Gyeongju. ○ Expeditions & Stewardship: Arctic Challenge 2026 (Siberia), Mt. Fuji Summit, 3-year Inner Mongolia Tree-Planting (>70% sapling survival), and sponsored Primary Art Elite marine vehicle design exchange. **<u>Inbound Exchanges</u>** ● Hosted visiting school delegations for campus tours, joint lessons, and cultural exchanges, including Beijing 101 Middle School (Shangdi Campus), Wuxi United International School and Hangzhou Yucai Middle School (China), Victoria Junior College & Blangah Rise	successfully redesigned the Denmark trip into high-value local eco-tours amid geopolitical risks. Subject exchanges and enrichment programmes showed high engagement: Visual Arts grew enrolment by 25% with 92% satisfaction, and Physics exchanges recorded 69% satisfaction. Curriculum enhancements in Biology, ESS and Chemistry strengthened social awareness, including increased service commitment in the Taiwan Sustainable Fishery programme and improved sustainability awareness through the Chemistry Quiz CCA. Students also achieved strong outcomes, earning competition awards and reporting high satisfaction in tutoring and research programmes.	Profile. In Science, Chemistry Quiz training will be repositioned as a service-learning pathway, in which secondary students plan and deliver science workshops for local primary schools. Student participation, learning and impact will be monitored through standardised service logs. We will also review and restructure the Physics and EAL exchange frameworks by establishing earlier connections with alumni and sister schools, appointing an International Mindedness contact to coordinate planning and follow-up, and developing long-term sister-school collaboration projects to sustain online joint learning between exchange visits.

	Primary (Singapore), Future School (Kazakhstan), and Kyungpook National University High School (South Korea). **<u>Virtual Exchanges</u>** ● Conducted a series of virtual classrooms with Hangzhou Yucai Middle School focusing on aerospace education. ● UIUC "iGlobal" Forum: MYP weekly Zoom sessions on UN SDGs with University of Illinois Urbana-Champaign. ● Joint Lessons & Taster Courses: Year 8 online science with Alabuga International School and Tel Aviv University biotechnology program for 11 senior students. ● Digital Art: Visual Arts virtual gallery tours and joint online exhibitions with global partner institutions. **<u>Pen Pal Exchanges</u>** ● EAL Kazakhstan Initiative: Year 10 EAL students wrote cultural letters hand-delivered during Global Classroom trips. ● Primary Networks: Every primary grade maintained pen-pal exchanges or collaborative unit projects with international partner schools.		

3C **Cultural Competence** - Recognise and engage with the multicultural composition of our school community whilst cherishing Christian values and Chinese culture	• We have extended learning beyond the classroom through targeted Citizenship and Social Development Mainland tours to Huizhou, Shenzhen, Quanzhou, and Xiamen, and through Career Counselling, which successfully integrated multicultural and international career pathways across six industry fields during Career Fest 2026. • The school has actively strengthened its community reach through collaborative cultural initiatives, earning the "Passing the Chinese Cultural Torch Award" from the EDB for our joint-school projects with Yuen Long Life Kindergarten. Our efforts were further validated by a visit from the Secretary for Education, Dr. CHOI Yuk-lin, during Chinese Culture Day, who commended our integration of aerospace science with national pride. • Our staff commitment to national education was demonstrated by the full participation of our teaching body in the National Security Education Exhibition at the HK Museum of History.	The school has fostered a culturally responsive environment by successfully integrating diverse global traditions with a strong sense of national identity. Through the STEAM and Food Technology curriculum, students have engaged with global culinary traditions, while the introduction of multicultural sports, such as the Cricket Club, has provided inclusive platforms for students to express and appreciate their diverse heritages. Simultaneously, the school has cultivated significant pride and confidence by effectively blending traditional Chinese culture and national security education with modern national achievements, such as aerospace science. This holistic approach has been further reinforced by student success in various public competitions. While these initiatives have successfully strengthened the school's cultural climate, data indicating that 56.3% of secondary students feel comfortable expressing their heritage highlights a clear strategic opportunity to further broaden our impact by expanding student-led multicultural clubs, ensuring all students feel empowered to celebrate and share their unique backgrounds.	Strengthen culturally responsive learning through structured inquiry. Introduce clear brainstorming and design-thinking protocols in Food Tech (and other design-based subjects where relevant) so students learn to explore diverse perspectives, justify choices, and solve problems independently. Build in reflection prompts that ask students to consider cultural context. Broaden multicultural participation through inclusive sports programming. Expand the sports programme to include multicultural options (e.g., Wu Shu, Jianzi/shuttlecock) alongside existing sports such as Cricket. Set participation targets and run “try-out / taster” sessions so students from different backgrounds feel confident joining unfamiliar activities. Provide staff coaching support or external instructors where needed to ensure authenticity and safety. Increase student engagement in cultural, language and arts competitions. Promote and scaffold participation in speech and calligraphy (and similar cultural/ language competitions) through training sessions, coaching, and preparation timelines. Ensure access and encouragement across year levels and student groups.

2. Summary on Year 12 Students' Public Examination Results in 2025-2026

IBDP

- The school has continued to exceed the global average grades in 26 subjects and achieved a 100% pass rate this academic year.
- One-fourth of the cohort obtained 40 marks or above while over half of the cohort obtained 35 points or above. The highest diploma points awarded is 44 (for 3 candidates). This cohort achieved an average of 36.4 points which places ELCHK Lutheran Academy at the world's top 100 amongst over 6200 IB schools worldwide.
- The school has maintained a consistent track record of high academic achievement, with every graduating cohort since 2022 featuring students who attained 44 points. For the 2025-2026 school year, a total of three students achieved this milestone.
- Notable achievements also include the following:
    - 100% of our Physics (SL) students have achieved a grade 7 (the maximum mark).
    - Students have obtained a grade average of Level 6 or above in 12 subjects: English A Language and Literature (HL), English B (HL and SL), Chinese B Mandarin (SL), Business Management (SL), Economics (SL), History (HL and SL), Biology (SL), Chemistry (HL and SL), Physics (SL), and Music (HL).
    - 96% of subjects achieved higher average grades than the global average.

- The average grade surpassing the world-wide average grade in the below subjects:

Subject	LA Average Grade	World-wide Average Grade
English Language A (HL) English Language A (SL)	6.50 5.72	4.83 4.97
English B (HL) English B (SL)	6.11 6.29	5.61 5.43
Chinese B (SL)	6.13	5.70

Subject	LA Average Grade	World-wide Average Grade
Mathematics AA (HL) Mathematics AA (SL) Mathematics AI (SL)	5.70 5.64 5.75	5.00 4.46 3.89
Business Management (HL) Business Management (SL)	5.92 6.33	4.96 4.86
Economics (HL) Economics (SL)	5.75 6.50	5.21 4.95
Environmental Systems and Societies (HL) Environmental Systems and Societies (SL)	5.50 5.50	4.47 4.31
History (SL) History Asia and Oceania (HL)	6.00 6.40	4.75 5.21
Biology (HL) Biology (SL)	5.27 6.00	4.48 4.30
Chemistry (HL) Chemistry (SL)	6.17 6.00	4.94 4.47
Design Technology (HL) Design Technology (SL)	4.80 5.00	4.62 4.06
Physics (HL) Physics (SL)	5.25 7.00	4.97 4.35
Music (HL)	6.00	4.84
Visual Arts (HL)	5.64	4.29

HKDSE

- The passing rate of English Language is 72.97%, higher than that of all day school (54.6%). 56.76% of our candidates are able to achieve Level 4 or above, which is higher compared to all day school candidates in Hong Kong (28.6%).
- The percentages of our candidates achieving Level 4 or above in History (100.00%) and Chinese History (66.67%) significantly outperformed the results of all day school candidates territory-wide (42% and 38.2% respectively).
- Overall, 100% of our students passed Economics, History, and Chinese History. Subjects with high passing rates included English Language (72.97%) and Citizenship and Social Development (88.57% Attained).
- Our students have made improvements in reducing differences with territory-wide data.

- The following strategies will be put in place to better prepare our students for the public examinations in the new school year:
    - Improve Academic Atmosphere and Propel Learning Motivation
        - Organise more lesson observations and sharing to further enhance teaching and learning efficacy.
    - Effective learning strategies, such as personalised learning via generative AI, and past paper practice
    - Study Groups and Academic Support
        - Arrange small study groups according to individual abilities and to cater various targets of each student;
        - Implement pedagogical strategies to respective groups of students, including forming tactical study groups, inviting teachers or guest lecturers to share study techniques;
        - Work with external organisations to offer pre-mock opportunities for students to better prepare for public examinations.

International Advanced Levels (IAL)

- Several HKDSE students have voluntarily taken the International Advanced Levels (IAL) exams, or the Advanced Subsidiary (AS) Level examinations.
- All Year 12 iAL students candidates secured a pass in all subjects they sat for in their Advanced Level (AL) examinations, achieving a 100% pass rate across the board.

Grade A or A* Percentage		
Subject	**LA Percentage**	**World-wide Percentage**
AL Mathematics	**75%**	49.1%
AL Further Math	**100%**	56.5%
AL Physics	**50%**	31.8%

- A total of four A* grades and three A grades have been obtained by our Year 12 candidates.

Graduates' Destination

- In recent consecutive years, an average of one in every seven students has been admitted to the University of Hong Kong.
- One-quarter of the graduating class has secured places at Hong Kong's top three universities: the University of Hong Kong (HKU), The Chinese University of Hong Kong (CUHK), and The Hong Kong University of Science and Technology (HKUST).
- A number of graduates have also opted to decline offers from local Hong Kong universities to pursue higher education abroad at institutions such as King's College London, University of Warwick, University of Toronto, McGill University, Monash University, and Macau University of Science and Technology.
- Approximately 60% of students have enrolled in accredited universities; however, in recent years, a growing number of students have chosen to take a gap year or pursue alternative non-degree programmes.
- A considerable majority enter undergraduate degree programmes in a variety of disciplines, with students preferring to attend universities both locally and internationally.

Country / City	Name of Institution	Programme
Hong Kong	The University of Hong Kong	• Bachelor of Arts • Bachelor of Arts in Architectural Studies • Bachelor of Arts and Sciences in Global Health and Development • Bachelor of Engineering in Civil Engineering • Bachelor of Nursing • Bachelor of Science in Actuarial Science • Bachelor of Science in Speech-Language Pathology • Bachelor of Social Work • Bachelor of Psychology

Country / City	Name of Institution	Programme
Hong Kong	The Chinese University of Hong Kong	• Bachelor of Education in Mathematics and Mathematics Education • Bachelor of Law • Bachelor of Medicine • Bachelor of Nursing • Bachelor of Science
	The Hong Kong University of Science and Technology	• Bachelor of Business Administration in General Business Management • Bachelor of Engineering in Civil Engineering
	Hong Kong Baptist University	• Bachelor of Communication (Hons) (Journalism and Digital Media / Public Relations and Advertising)
	The Hong Kong Polytechnic University	• Bachelor of Arts (Hons) in Design (Media Design) • Bachelor of Engineering (Honours) in Civil Engineering • Bachelor of Science (Honours) in Building Engineering and Management • Bachelor of Science (Honours) Scheme in Applied Mathematics and Finance Analytics
	The Education University of Hong Kong	• Bachelor of Social Sciences (Honours) in Psychology and Bachelor of Education (Honours) (Early Childhood Education)
	The Hong Kong Academy for Performing Arts	• Bachelor of Fine Arts (Honours) in Dance
	Hong Kong Metropolitan University	• Bachelor of Arts with Honours in Chinese • Bachelor of Nursing with Honours in General Health Care
	UOW College Hong Kong	• Bachelor of Aviation (Honours) in Operations and Management
Macau	Macau University of Science and Technology	• Bachelor of International Tourism Management • Bachelor of Medicine and Bachelor of Surgery
China	JiNan University	• Bachelor of Arts • Bachelor of Arts in History

Country / City	Name of Institution	Programme
Australia	Monash University	• Bachelor of Commerce
	Royal Melbourne Institute of Technology	• Bachelor of Fashion (Design)
Canada	McGill University	• Bachelor of Arts - Major Concentration Sociology
	University of Toronto	• Bachelor of Applied Science (BASc) in Chemical Engineering & Applied Chemistry
United Kingdom	King's College London	• Law LLB
	Royal Veterinary College, University of London	• Bachelor of Veterinary Medicine
	University of Warwick	• Mathematics (BSc)
	University of London	• Finance (BSc)
United States	Parsons School of Design	• Fashion Design

3. Financial Summary

(A) Sources of Income for the School

From the Government:

- Capacity Enhancement Grant
- New Funding Arrangements for Enhancing Support for Learning and Teaching Chinese for Non-Chinese Speaking Students
- IMC Liability Insurance
- School-based after-school learning and support programmes
- Provision of free lunch at school for primary students from low-income families
- Life-wide Learning Fund
- Grant for the Sister School Scheme
- Student Activities Support Grant
- Learning Support Grant
- Grant for Supporting Non-Chinese Speaking Students with Special Educational Needs
- Provision of One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development
- One-off grant of Parents Education
- IT Innovation Lab in Schools
- Knowing more about IT programme
- Diversity Learning Grant for Senior Secondary Students - Other Languages and Other Programmes
- One-off grant for Mental Health of Parents and Students
- One-off grant for Mental Health at school
- Hong Kong School Drama Festival
- Provision of a One-off Grant for Supporting the Introduction of Primary Science
- One-off Grant for promotion of sports Ambience and MVPA60 in school
- One-off Grant for Promotion of Chinese Culture Immersion Activities

(B) Summary Table

Please find the financial summary of the school year 2024-2025 below:

Items	Government Funds	Non-Government Funds
INCOME *(in terms of percentages of the annual overall income)*		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	48.08%	
School Fees		49.78%
Donations, if any		
Other Income, if any	0.64%	1.50%
Total	48.72%	51.28%
EXPENDITURE *(in terms of percentages of the annual overall expenditure)*		
Staff Remuneration	70.10%	
Operational Expenses (including those for Learning and Teaching)	12.43%	
Fee Remission / Scholarship	9.72%	
Repairs and Maintenance	2.17%	
Depreciation	5.58%	
Miscellaneous	-	
Total	100.00%	
Surplus / ~~Deficit~~ for the School Year #	1.55	
Accumulated Surplus/~~Deficit~~ in the Operating Reserve as at the End of the School Year #	8.70	
# in terms of equivalent months of annual overall expenditure		

It excludes 4.19 months of Net Book Value (NBV).

The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.

☑ It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to the Education Bureau's requirement (Put a "✓" where appropriate).

- End of Report -

Annex 1

To: Permanent Secretary for Education

(Attn: Parent Education Section, Special Education Division)

Address: Parent Education Section

Room W215, 2/F, West Block, Education Bureau Kowloon Tong Education Services Centre, 19 Suffolk Road, Kowloon Tong, Kowloon

Fax No.: 2391 0470

*[Please complete and return this report to the Parent Education Section of EDB **on or before 30 September 2026.**]*

Report on the Use of the One-off Grant on Parent Education

1. Our school has spent the Grant on the following:

	Area	Actual Expenses ($)
i.	Organising structured or thematic parent education programmes • Total expenditure on services provided by organisations • Total expenditure on services provided by individual speakers or experts	$ 76, 670.00
ii.	Designing and producing school-based parent education resources	$ 0.00
iii.	Organising school-based parent education promotional activities relating to the "Positive Parent Campaign"	$ 38, 540.00
v.	Others (please specify): Parent Education e-Learning Platform: Apps JOYAJOY ALO	$ 88, 000.00
	Total Expenditure	$ 203, 210.00
	Unspent Balance	$ - 3,210.00

2. As at 31 August 2026, the Grant

☑ has been fully spent.

☐ has an unspent balance of $ _____ which will be returned to EDB.

☐ has an unspent balance of $ _____ which will lapse.

[Applicable to government schools]

(Please put a "✓" in the appropriate box)

3. Declaration

This is to certify that:

(i) Our school has observed the principles and ambit set out in EDBCM 24/2023, as well as the requirements of relevant guidelines, circulars and letters issued by EDB from time to time when using the Grant and other relevant grants and subsidies. All of the expenditure is in line with the principles and purposes of using the relevant grants, and in compliance with the financial management guidelines as well as circulars and guidelines on procurement procedures applicable to our school;

(ii) Our school has kept a separate leger account to properly record all the income and expenditure of the Grant. All expenditure items are supported with documentary proof. All the financial records, books of accounts, receipts, payment vouchers and invoices will be kept for at least 7 years by our school for accounting and auditing purposes;

(iii) Our school will submit the annual audited accounts (if applicable) to EDB within the prescribed period after the end of the 2025/26 school year, in which the total income and expenditure of the Grant will be recorded. In case of any discrepancy between the report and the annual audited accounts, we will notify EDB as soon as possible for follow-up actions; and

(iv) The information provided in this Report is true and accurate. We understand that EDB has the right to request the school to provide documentary proof of the expenditure for auditing and inspection purposes. The school is required to return the disbursed amounts that do not belong to the subsidised items of the Grant to EDB.



Name of School(Chinese)* : 基督教香港信義會宏信書院 (註：小學部)

Name of School(English)* : ELCHK Lutheran Academy (Remark : Primary)

School No. & Location No. :

(Format : xxxxxx-0001) 579530 — 0001

Signature of Supervisor :

Name of Supervisor : Rev. CHANG CHUN WA

Date : 11 November 2026

*** Must be identical to the name shown on the school chop**

ELCHK Lutheran Academy

Report on One-off Grant on Parent Education (Secondary) 2025/26

Summary
In the 2023/24 school year, EDB provided the Grant of $200,000 for each public-sector secondary school and DSS secondary school to help schools embark on structured school-based parent education programmes or activities with reference to the Curriculum Framework (Secondary School). Schools may use the Grant to organise structured parent education programmes from the launch of the Curriculum Framework (Secondary School) till the end of the 2026/27 school year. Schools and teachers should gain experience in the process, which will enable them to develop school-based parent education resources and build a culture of positive parent education. Schools may, in light of their needs, flexibly and strategically deploy the Grant and pool together various resources to organise various parent education programmes or activities. Based on the practical experiences and enhancement of the professional knowledge and competency, schools are advised to capitalize on their school-based or other resources to develop school-based parent education programmes as appropriate and promote parent education continuously in the long run.

1. Unspent balance of 2024/25: **$160,000**

2. Our school/ PTA has spent the Grant on the following:

	Area	Actual Expenses ($)
i	Organising structured or thematic parent education programmes. Total expenditure on services provided by organisations ● ALO Parent Education digital platform	**48000**
ii	Designing and producing school-based parent education resources	**0**
iii	Organising school-based parent education promotional activities relating to the "Positive Parent Campaign"	**6500**
	Total Expenditure	**54,500**
	Unspent Balance	**105,500**

3. As of 31 August 2026, the Grant has an unspent balance of $105,500 which will be carried forward for use in the subsequent school year/ financial year until 31 August 2027.

Name of Teacher-in-Charge:	Prisca CHOW
Signature of Teacher-in-Charge:	*Prisca*
Date:	30 August 2026

Report on the Use of “Grant on Introduction of Primary Science” 2025-26

Background of the Grant

To tie in with the further stepping up of the promotion of STEAM education as advocated in the 2023 Policy Address delivered by the Chief Executive, among others, the introduction of a subject on science in primary schools was proposed to strengthen students’ scientific and creative thinking, with implementation scheduled to start from the 2025/26 school year. In the EDB Circular No. 18/2023 in November 2023, the Education Bureau (EDB) announced the Science (Primary 1 – 6) Curriculum Framework (Provisional Draft) and a series of related support measures, including the provision of a one-off grant for supporting the introduction of Primary Science, systematic professional training for in-service teachers, and related curriculum resources.

Details

As one of the support measures, EDB will provide the “Grant on Introduction of Primary Science”, a one-off grant of **$350,000**, for each public-sector primary school (including 2 government primary schools, aided primary schools and special schools with primary section) and primary schools under the Direct Subsidy Scheme (DSS) offering local primary curriculum to support the implementation of Primary Science starting from the 2025/26 school year.

The ambit of the “Grant on Introduction of Primary Science” includes:

- ☐ procurement of relevant L&T resources;
- ☐ purchasing teaching aids and equipment related to the science subject;
- ☐ carrying out minor renovations or purchasing furniture to optimise existing General Studies room / classroom facilities;
- ☐ as teacher relief grant to allow current teachers to participate in science or STEAM-related training; and
- ☐ recruiting teaching assistant(s) to assist teachers in the preparation work for the introduction of Primary Science.

Schools may combine other subsidies from EDB on a need basis to cover the cost of the above items. However, there should be no duplication of financial support for the same item. Schools shall ensure that the subsidies concerned are utilised in line with their principles and ambits. The use of the subsidies should also be documented for review and inspection.

NOTE: Examples of improper use of the grant

- Outsourcing to external organisations the overall planning and implementation work
- Procuring services from external organisations or hiring professionals to organise teacher professional training programmes
- Hiring external organisations (e.g. local tertiary institutions, non-profit-making organisations, academic organisations) to organise seminars or activities for students
- Subsidising student participation in activities that primarily focus on academic performance, e.g. tutorial groups
- Subsidising parent participation in study tours or exchange activities
- Purchasing mobile computing devices, electronic equipment or computer software for general purposes
- Meeting banquet or courtesy-related expenses
- Meeting the expenses on promotional and publicity activities, social events or celebrations (e.g. parties)
- Meeting the expenses on food and beverages

Schools have to return the completed "Report on the Use of Grant on Introduction of Primary Science" to the Science Education Section of the Curriculum Support Division of EDB on or before 30 September 2027 (Annex 2).

Report on the implementation of the Grant 2024-26

Provision of a One-off Grant for Supporting the Introduction of Primary Science

	Area	Grant Budget	Actual Expenses ($)
	Grant (disbursed in April 2024)	**$350,000**	
	Unspent balance (as of September 2025)	**$339,454.50**	
1.	Procuring relevant L&T resources	**The total expenditure on items "Procurement of relevant L&T resources" and "Purchasing teaching aids and equipment related to the science subject" should not be more than $150,000.*	**$1,264.80**
2.	Purchasing teaching aids and equipment related to the science subject suggested by the EDB (link)		**$23,130.70**

3.	Recruiting teaching assistant(s) to assist teachers in the preparation work for the introduction of Primary Science: 1 Primary Science Teaching Assistant was hired at the end of the year for 2026-27.	**$200,000**	**$0**
	Total expenditure		**$24,395.50**
	Unspent balance	**$315,059.00**	

ELCHK Lutheran Academy (Secondary)
Report for "AI for Science Education" Funding Programme
2025/2026 School Year

1. Objectives

To tie in with the Chief Executive's proposal in the 2024 Policy Address for continuously promoting STEAM education in primary and secondary schools, including supporting teachers in the use of artificial intelligence (AI) in teaching, the Education Bureau (EDB) continues to enhance information technology education and promote the close integration of innovation and technology (including AI) with education.

The **"AI for Science Education" Funding Programme** was launched by the EDB to support schools in integrating AI into learning and teaching in junior secondary Science (Y7 - Y9 Integrated Science) , thereby strengthening AI education.

2. Our school has spent

Area	Item	Time Frame	Actual Expenditure (HKD)
A. Arranging for science teachers to enrol in short courses (including seminars and workshops) related to AI-assisted teaching			$50,000
	1. Online AI Course for 4 teachers	Completed within 2025 -26	
	2. AI Seminar Series	Completed across 2025/26 school year	
	3. Workshop: AI Tools for Teachers (3 hours) for 4 teachers	Completed on 20 April (Monday), 15:00-18:00	
Grand Total Expenditure in 2025-26			**$50,000**

3. Activities

- Mr. Larry, Mr. CY, Mr. Ken and Mr. Sunny have attended the following seminars.

AI Seminar Series Attendance Record

AI Seminar Schedule (2025/26)

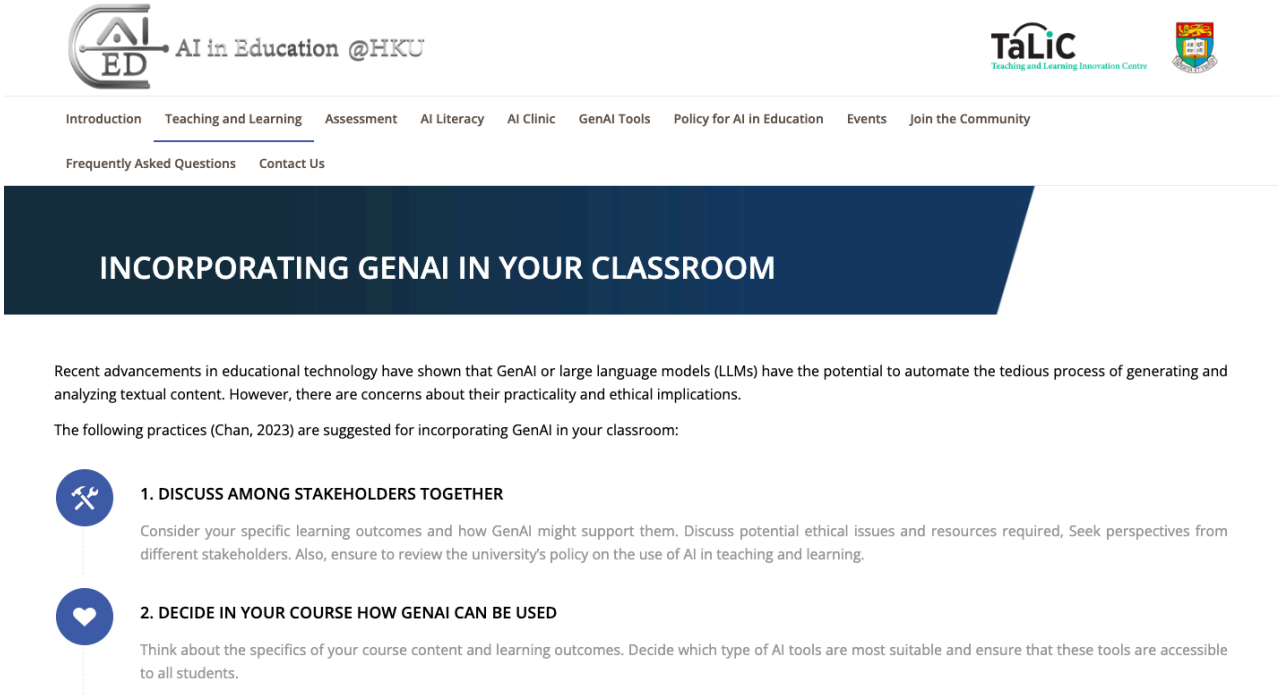
		Date & Time	Speaker	Mode	Language	Mr Larry	Mr. CY	Mr. Ken	Mr. Sunny
2025	1	**13 Nov 2025 (Thurs)** 3:30PM-4:45PM HKT	**Professor Cecilia K. Y. Chan, HKU** Prof. Chan is a Professor in the Faculty of Education and the Teaching and Learning Innovation Centre, HKU. She leads the HKU AI in Education Lab at HKU and is also the *Chief Expert of Future Readiness and AI Literacy in Higher Education* for UNESCO. She is internationally recognised for her work on AI literacy, AI policy development, and AI-enhanced teaching and assessment.	Face-to-face, HKU Campus	Cantonese		✓		
	2	**12 Dec 2025 (Fri)** 12:00PM-1:00PM HKT	**Dr. Davy Ng, EdUHK** Dr. Ng is an Assistant Professor at EdUHK. Previously, he was an IT Panel Head at a local secondary school and a Visiting Scholar at the Division of Integrative Systems and Design, HKUST. His research areas include in AI literacy, human-AI interaction, STEAM education, and technology-enhanced pedagogic innovation.	Face-to-face, HKU Campus	Cantonese	✓		✓	✓
2026	3	**9 Jan 2026 (Fri)** 4:00PM-5:00PM HKT	**Professor Ron Kwok, CityUHK** Prof. Kwok is an Associate Professor in the Department of Information Systems and Associate Director of the Academy of Innovation, CityUHK. His research areas include technology-mediated learning, online games in education, and information systems.	Online, Zoom	Cantonese	✓	✓	✓	✓
	4	**23 Jan 2026 (Fri)** 3:00PM-4:00PM HKT	**Dr. Guanliang Chen, Monash University** Dr. Chen is a Senior Lecturer at the Department of Data Science & AI, Monash University. His mission is to design and develop innovative, responsible AI technologies that advance education, and his research areas include AI in education, NLP, data science, and learning analytics.	Online, Zoom	English	✓		✓	✓
	5	**6 Feb 2026 (Fri)** 12:00PM-1:00PM HKT	**Dr. Yi-shan Tsai, Monash University** Dr. Tsai is a Senior Lecturer at the Department of Data Science & AI, Monash University. Her research focuses on the enhancement of learning, teaching, and educational environments with the adoption of digital and data technologies, and her expertise is in areas including learning analytics, digital education, and feedback.	Online, Zoom	English				✓
	6	**13 Mar 2026 (Fri)** 4:00PM-5:00PM HKT	**Mr. Ivan Yong, EMCC Asia Pacific** Mr. Yong is an academic mentor, organisational psychologist, angel investor, engineer, and entrepreneur. His research areas include AI and coaching, and he is currently pursuing his PhD on how the intersection of these fields can advance human development.	Online, Zoom	Cantonese		✓		✓
	7	**17 April 2026 (Fri)** 4:00PM-5:00PM HKT	**Dr. Andy Nguyen, University of Oulu** Dr. Nguyen is an Assistant Professor in Learning Process Data Analytics and Adjunct Professor in Applied Artificial Intelligence, University of Oulu. His research areas include AI, data analytics, learning sciences, information systems, and educational policy and management.	Online, Zoom	English	✓	✓	✓	✓
	8	**8 May 2026 (Fri)** 4:00PM-5:00PM HKT	**Mr. Raymond Tsang, Alibaba Cloud** Mr. Tsang is a Global Training Advisor and Senior Technical Trainer at Alibaba Cloud. He has extensive experience in IT training, cloud computing, and technical education. He specialises in AI, cloud technologies, and cybersecurity.	Online, Zoom	Cantonese	✓	✓	✓	✓
	9	**12 June 2026 (Fri)** 4:00PM-5:00PM HKT	**Dr. Jiahui (Jess) Luo, EdUHK** Dr. Luo is an Assistant Professor at the Department of Education Policy and Leadership, EdUHK. Her research areas include the impact of AI on assessment, AI governance, and academic integrity in the digital age. She has several on-going research projects on AI in education.	Online, Zoom	English	✓	✓	✓	✓

Workshop - AI Tools for Teachers (3 hours) for teachers - 20 April (Monday), 15:00-18:00

Professor Cecilia Chan from the University of Hong Kong visited LA to have a meeting with our science teachers.
The purpose of the meeting is to understand our needs in using AI for our lessons.

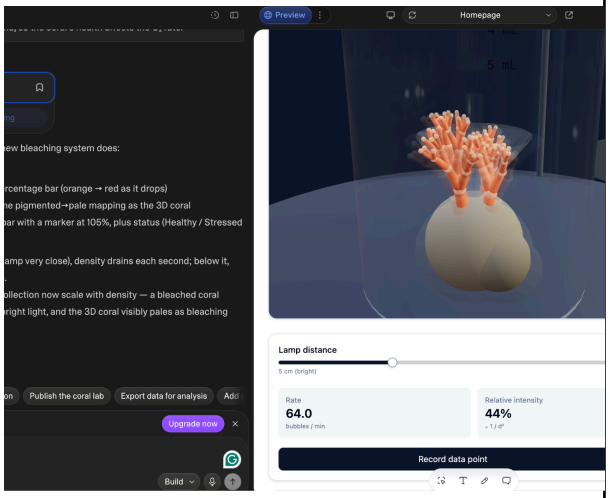
The following items have been discussed :

- **AI use in science experiments:** Generate experiment materials and worksheets via GenAI simulations.
- **AI use in progressive assessment:** Use AI to generate materials and answer keys strictly aligned to IB past papers (e.g., Maths, Physics, Chemistry).
- **Questions and Tests Generation:** Generate accurate diagrams for maths, and also tests and questions for students in different levels.



Workshop: Workshop I: Open-Source AI Models (3 hours) for 4 teachers - 25 June (Thursday), 9:00AM-12:00PM







- Mr. Larry, Mr. Ken, and Mr. Sunny have attended the following seminars.

This hands-on workshop bridges environmental science and artificial intelligence through the innovative practice of "vibe coding." Participants use Arduino to program a temperature sensor for a simulated coral reef tank, learning the fundamentals of hardware integration and real-time data collection. We then harness Lovable.ai—an AI-powered development platform—to build a custom web application that visualizes sensor readings and connects local temperature data to global oceanographic trends. Through natural language prompts, educators will create a responsive dashboard without writing traditional code, making this technology accessible to all skill levels

4. Interim Report

Annex 3

To: Permanent Secretary for Education
(Attn: Science Education Section, Curriculum Support Division)
Address: Science Education Section, Curriculum Support Division, EDB
Room E232, East Block, Education Bureau Kowloon Tong Education Services Centre, 19 Suffolk Road, Kowloon Tong, Kowloon
Fax No.: 2194 0670

[Please complete and return this report to the Science Education Section, Curriculum Support Division, EDB on or before 30 September 2026.]

"AI for Science Education" Funding Programme
Interim Report
on the Use of Funding
(2024/25 to 2025/26 s.y.)

1. As at 31 August 2026, our school has used the funding on the following items:

Expenditure Items (as at 31 August 2026)	**Expenditures ($)** (Please list the total expenditures for items (i) and (ii) separately.)
Item (i) ➢ **Arranging for science teachers to enrol in short courses (including seminars and workshops) related to AI-assisted teaching** • The number of teachers who enrolled in training course(s) is (4) • The number of training courses in which teacher(s) was/were enrolled is (9) ➢ **Information of the short courses taken** • Are the courses arranged for teachers organised by the course providers listed in the "Information of the training courses" section of Annex 2 in EDBCM No. 227/2024? [Link: https://www.edb.gov.hk/aiforsci] ☑ Yes ☐ No (Please specify the reason.) _____	$50,000
Item (ii) **Collaboration with tertiary institutions or related professional bodies to take forward support programmes related to AI-assisted teaching** • The number of support programmes launched is (1) 20 April 26 (Remark: The funding amount for the support programme shall not exceed $50,000.)	
Total:	$50,000

2. As at 31 August 2026, the "AI for Science Education" funding
☐ has been fully spent.
☑ has an unspent balance of $ 50,000 .
(Please put a "✓" in the appropriate box.)

Annex 3 (cont'd)

3. As at 31 August 2026, the progress of the items that our school is required to complete is as follows:

Items to be completed by school	**Progress** (as at 31 August 2026) (Please put a "✓" in the appropriate box)	
Develop at least two teaching examples or sets of resources with the application of AI in Science (S1-3)	☐ Completed	☑ In preparation
Conduct at least one open class or classroom demonstration with the use of AI-assisted teaching in Science (S1-3) (within or outside the school)	☐ Completed	☑ In preparation
Conduct at least one experience sharing session (within or outside the school)	☐ Completed	☑ In preparation

4. Declaration

This is to certify that:

- our school has observed the principles and ambit set out in EDBCM No. 227/2024, as well as the requirements of relevant guidelines, circulars and letters issued by EDB from time to time when using the relevant funding. All of the expenditure is in line with the principles and purposes of using the relevant funding, and in compliance with the financial management guidelines as well as circulars and guidelines on procurement procedures applicable to our school type;
- our school has kept a separate ledger account to properly record all the income and expenditure of the "AI for Science Education" Funding Programme. All expenditure items are supported with documentary proof. All the financial records and receipts have been handled in accordance with the accounting procedures and properly filed for auditing and inspection purposes by EDB;
- our school will submit the annual audited accounts (if applicable) to EDB within the prescribed period after the end of each school year, in which the total income and expenditure of the funding will be recorded. In case of any discrepancy between the actual unspent balance as stated in the annual audited accounts and the aforesaid balance, we will notify EDB as soon as possible for follow-up actions; and
- the information provided in this Report is true and accurate. We understand that EDB reserves the right to request documentary proof of the expenditure from schools for auditing and inspection purposes. We also understand our school is required to return any disbursed amounts that are not associated with the subsidised items of the "AI for Science Education" Funding Programme to EDB.

School Name : ELCHK LUTHERAN ACADEMY
Signature of Principal : [signature]
Name of Principal (Chinese) : 林[illegible]博士
Name of Principal (English) : Dr. Patrick Hak Chung LAM
Date : 09 JUN 2026

School Chop

ELCHK Lutheran Academy

【Secondary School】

Report on the Use of the Promotion of Reading Grant

2025-2026 School Year

Part 1: Evaluation of the Effectiveness

1. Evaluation of achievement of the objectives: (e.g. reading culture of the whole school, students' reading attitude, book borrowing situation and students' engagement in reading activities)

Secondary students still require encouragement to engage with physical books. Our goal is for them to serve as role models for primary students, demonstrating what it means to be avid and dedicated readers. Therefore, this year we specially invited EAL secondary students to become 'Little Story Teachers.' Through the 'Reading Buddy' initiative, we aimed to build their confidence while cultivating a school-wide reading culture. From preparing stories to practicing expressive storytelling voices for primary school students, our older students gained immense self-confidence. The little teachers taught them to use their fingers to guide their eyes word by word through the book. This technique is crucial for enhancing their reading comprehension. This significantly fostered a peer-led atmosphere where senior students inspire juniors to enjoy reading. The program was a resounding success, with all participants thoroughly enjoying the experience.

2. Evaluation of strategies: (e.g. implementing diversified and motivating activities to promote reading, reading across the curriculum and home school co-operation)

This year, we launched a diverse range of reading activities specifically designed for secondary school students to boost their engagement in reading. Among these, the 'Decorate Your Notebook' activity was a highlight. Recognizing that reading requires students to carefully summarize and bullet-point key information, we invited them to personalize their notebooks during lunchtime recesses. We also provided books featuring doodle ideas and simple illustrations for inspiration. The response was overwhelmingly enthusiastic. Our goal is to enhance students' reading skills while encouraging them to create unique notebooks that reflect their personal style.

Part 2: Financial Report

	● Item*	● Actual expenses ($)
1.	● Purchase of Books	Books - Various topics, general reference and novels. $27,219.86 Magazines (various titles) $14,532
	☑ Printed books	
	* e-Books	
2.	● Web-based Reading Schemes	Gale (database) $23,000
	☑ eRead Scheme	
	* Other scheme:	
3.	● Reading Activities	Note-taking booth material fee $2,103.65
	☑ Reading activities that align with personal extended learning	
	* 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: _____	N/A
	Total	HKD 66,855.51
	Unspent Balance	-HKD679.51

- Please tick the appropriate boxes or provide details.

ELCHK Lutheran Academy

【Primary School】

Report on the Use of the Promotion of Reading Grant

2025-2026 School Year

Part 1: Evaluation of the Effectiveness

1. Evaluation of achievement of the objectives: (e.g. reading culture of the whole school, students' reading attitude, book borrowing situation and students' engagement in reading activities)

Reading should extend beyond a routine lifestyle habit; our goal is to elevate students' literacy levels by encouraging them to participate in reading competitions. This year, the Primary Section introduced a new extra-curricular activity, inviting students to compete in the Hong Kong Battle of the Books. In this program, students read a diverse range of literary genres, mastered the content, and participated in intense trivia-style quizzes. Their hard work culminated in an impressive fourth-place finish in the divisional rounds—a truly commendable achievement that stands as a testament to their dedication. Moving forward, we aim to sustain this momentum and strive for even greater success. Beyond that, we encouraged students to join the SOW Reading Competition. They were given the opportunity to showcase their reading insights using multimedia and diverse content formats. This initiative not only sparked the students' creativity but also seamlessly combined their reading techniques with conceptual understanding. It is highly encouraging to see our students' utilizing songs and short videos to express their reading reflections.

2. Evaluation of strategies: (e.g. implementing diversified and motivating activities to promote reading, reading across the curriculum and home school co-operation)

To align with the concurrent development of AI in education, we utilized AI technology this year to compose an original theme song promoting the significance of morning reading, titled 'Drop Everything and Read (DEAR).' We specially invited teachers from the Drama Club to choreograph dance routines for the students. Through this energetic singing and dancing experience, students were inspired to internalize and appreciate the importance of early reading. The entire school shared a joyful, harmonious atmosphere, dancing together with immense happiness.

Part 2: Financial Report

	● Item*	● Actual expenses ($)
1.	● Purchase of Books	175 books about sustainable world
	☑ Printed books	
	* e-Books	$1,6286.6
2.	● Web-based Reading Schemes	Edcity eRead 150 books
	☑ eRead Scheme	
	* Other scheme:	$11,250
3.	● Reading Activities	Readvolution Week promotion fee
	☑ Readvolution Week activities, e.g. bookmark making and Aerospace books exhibition	$2695.24
	* Paying the application fees for students to participate in reading activities and competitions	Reading Reward Scheme Prizes
	* Subsidising students to participate in or apply for fee-charging reading related activities or courses	$4090.76
4.	Others: _____	N/A
	Total	HKD 34,322.60
	Unspent Balance	-HKD1234.60

*Please tick the appropriate boxes or provide details.

ELCHK Lutheran Academy
Report on Use of One-off Grant for Promotion of Self-directed Language Learning (English Language)
Secondary School 2025/26

Last updated 07/09/2026

A. Background

One of the seven learning goals set in the Secondary Education Curriculum Guide is to cultivate students' biliterate and trilingual abilities. In terms of English education, developing students' self-directed learning should be emphasised alongside listening, speaking, reading and writing skills.

Secondary students at ELCHK Lutheran Academy are deeply immersed in a rich English language environment. While the majority of students do not use English as a first language, as an EMI (English medium of instruction) school our students are confident using English on a daily basis.

It is important to nurture students' self-directed learning so that they can proactively take charge of their own learning. Through planning their learning strategies and progress according to their learning needs, aligning their learning goals with the assessment objectives in different programmes, and adapting and reflecting timely adjustments, students can enhance their language abilities progressively so that they can truly be life-long learners regardless of the English curriculum they are learning in the secondary school. To further promote the effective use of English by students and consolidate Hong Kong education's advantages as highly international and diversified in nature, the EDB has established the "One-off Grant for Promotion of Self-directed Language Learning (English Language)" to each public sector primary and secondary school in the 2024/25 school year.

https://applications.edb.gov.hk/circular/upload/EDBCM/EDBCM24210E.pdf

B. Details

The grant will be disbursed to each public sector primary school and each DSS school offering local curriculum in the 2024/25 school year. **Schools can flexibly deploy the grant until the end of the 2026/27 school year** to promote self-directed English learning, develop school-based resources, and enrich the language learning environment.

Schools may carry forward the unspent balance of the grant for use in the subsequent school year/financial year **until 31st August 2027**.

Schools are required to return the duly completed "Report on the Use of the One-off Grant for Promotion of Self-directed Language Learning (English Language)" to the English Language Education Section, Curriculum Development Institute, EDB respectively on or before 30 September 2027. If schools fail to submit the report on time, the EDB reserves the right to claw back the one-off grant in full. Based on the reports on the use of the grant submitted by schools, the **EDB will claw back any unspent balance of the grant as at 31 August 2027**.

While schools are not required to submit copies of invoices and receipts of the expenditure items to the EDB, they should properly use the Grants and file related financial records and documents such as receipts for auditing and inspection when necessary.

Schools are required to observe the relevant guidelines issued by the EDB when using the grant and are accountable for its use. According to the principle of school-based management, schools should draw up implementation plans for the use of the grant and incorporate the plans into the Annual School Plan for submission to their IMC for endorsement. Schools should also evaluate the use of the grant on a regular basis and include the reports on their use with details of the subsidised items or activities, relevant expenses and evaluation results in the Annual School Report for submission to their IMC for endorsement. For the sake of greater transparency and in accordance with the established arrangements, the Annual School Plan and School Report (with the implementation plans and reports on the use of the grant incorporated) endorsed by their IMC should be uploaded onto the school website.

C. Amount used in 2025/26

	Area	Grant	Actual Expenses ($)
	Grant (disbursed in December 2024):	$200,000	
	Amount carried over from 2024/25:	$200,000	
	2025/26 total expenditure		**$78,800**
	Unspent balance		**$121,200**

Area	Item	Objective	Expenditure ($)
1. AI writing platforms	Subscription to online writing platforms which offers unlimited automated grading, individualised analysis, suggested writing, etc.	To support self-directed learning by providing automated feedback and data insights to students for continuous improvement.	$49,400
2&3 AI assisted speaking, listening and reading online platforms	Subscription to online platforms which offers AI assisted group interaction speaking practices based on DSE English language and IELTS format.	To empower students in senior secondary levels to take charge of their speaking skills development through structured activities, targeting DSE English and IELTS.	**$29,400**
Others (please specify):	N/A	N/A	**$0**
		2025-26 total expenditure	**$78,800**

		Unspent balance	**$121,200**

Of the $200,000 grant, $78,800 was spent in the 2025/26 school year with the unspent balance of $121,200 to be carried over to the 2026/27 school year.

Name of Contact Person: Ms. Ellie TAM

Signature: Ellie TAM

Date: 07/09/2026

ELCHK Lutheran Academy
Report on Use of One-off Grant for Promotion of Self-directed Language Learning (English Language)
Primary School 2025/26

Last updated 03/09/2026

A. Background

One of the seven learning goals set in the Primary Education Curriculum Guide is to cultivate students' biliterate and trilingual abilities. In terms of English education, developing students' self-directed learning should be emphasised alongside listening, speaking, reading, and writing skills.

PYP students at ELCHK Lutheran Academy are deeply immersed in a rich English language environment. While the majority of students do not use English as a first language, as an EMI (English medium of instruction) school, our students are confident using English on a daily basis.

It is important to nurture students' self-directed learning so that they can proactively take charge of their own learning. Through planning their learning strategies and progress according to their learning needs, reflecting on their learning, and making timely adjustments, students can enhance their language abilities progressively. To further promote the effective use of English by students and consolidate Hong Kong education's advantages as highly international and diversified in nature, the EDB has established the "One-off Grant for Promotion of Self-directed Language Learning (English Language)" to each public sector primary and secondary school in the 2024/25 school year.

https://applications.edb.gov.hk/circular/upload/EDBCM/EDBCM24210E.pdf

B. Details

The grant will be disbursed to each public sector primary school and each DSS school offering local curriculum in the

2024/25 school year. **Schools can flexibly deploy the grant until the end of the 2026/27 school year** to promote self-directed English learning, develop school-based resources, and enrich the language learning environment.

Schools may carry forward the unspent balance of the grant for use in the subsequent school year/financial year **until 31st August 2027**.

Schools are required to return the duly completed “Report on the Use of the One-off Grant for Promotion of Self-directed Language Learning (English Language)” to the English Language Education Section, Curriculum Development Institute, EDB respectively on or before 30 September 2027. If schools fail to submit the report on time, the EDB reserves the right to claw back the one-off grant in full. Based on the reports on the use of the grant submitted by schools, the **EDB will claw back any unspent balance of the grant as at 31 August 2027**.

While schools are not required to submit copies of invoices and receipts of the expenditure items to the EDB, they should properly use the Grants and file related financial records and documents such as receipts for auditing and inspection when necessary.

Schools are required to observe the relevant guidelines issued by the EDB when using the grant and are accountable for its use. According to the principle of school-based management, schools should draw up implementation plans for the use of the grant and incorporate the plans into the Annual School Plan for submission to their IMC for endorsement. Schools should also evaluate the use of the grant on a regular basis and include the reports on their use with details of the subsidised items or activities, relevant expenses and evaluation results in the Annual School Report for submission to their IMC for endorsement. For the sake of greater transparency and in accordance with the established arrangements, the Annual School Plan and School Report (with the implementation plans and reports on the use of the grant incorporated) endorsed by their IMC should be uploaded onto the school website.

C. Amount used in 2025/26

	Area	Grant	Actual Expenses ($)
	Grant (disbursed in December 2024):	$200,000	
	Amount carried over from 2024/25:	$200,000	
	2025/26 total expenditure		**$47,543**
	Unspent balance		**$152,457**

Area	Item	Objective	Expenditure ($)
i) Procuring and/or subscribing to learning resources.	Levelled readers (Kiwik International)	Various levelled readers for each class from Years 1-6.	**$10,303**
	Books for classroom reading	Sets of books for free reading in classrooms.	**$7,240**
ii) Hiring English-speaking instructors or non-teaching supporting staff outside the	N/A	N/A	**$0**

permanent staff establishment.			
iii) Purchasing services related to learning and teaching.	QSIP elevate self-directed English learning project (2025-26): https://qsip.cuhk.edu.hk/project/qsip-sbps/eng/	CUHK professor modified teaching materials to be implemented in EAL lessons, and led a PD seminar to demonstrate how AI can be used for language teaching and students' self-directed learning. Seminar slides	**$30,000**
Others (please specify):	N/A	N/A	**$0**
		2025-26 total expenditure	**$47,543**
		Unspent balance	**$152,457**

Of the $200,000 grant, $47,543 was spent in the 2025/26 school year with the unspent balance of $152,457 to be carried over to the 2026/27 school year.

Name of Contact Person: Mr. Lawrie Macpherson

Signature: L Macpherson

Date: 03/09/2026

基督教香港信義會宏信書院(中學部)
推廣自主語文學習(普通話)一筆過津貼
2025/2026 年度計劃評估報告

本校於 2025/2026 年度「推廣自主語文學習(普通話)一筆過津貼」計劃評估如下:

項目名稱	策略/工作目標	活動舉行日期	活動內容及成效	津貼分配
購買語言學習裝備及評估應用程式	購買Sayo自學應用程式（Sayo App），鼓勵同學運用，提升普通話基礎。	全年	本學年，我們特別為學生訂購了旨在提升普通話自主學習能力的應用程式Sayo(Sayo App)。學生可透過該程式進行普通話自主學習與糾正普通話語音，並利用人工智能技術進行普通話人機對話。這些功能大大提升了學生的普通話自主學習能力，並激發了他們學習普通話的熱情。	$49,999
購買學與教相關的服務	舉辦國家安全日普通話攤位活動。	2026年4月15日	為提高學生維護國家安全的意識，並鍛鍊學生在不同場景下運用普通話的能力，本學年我們特別在「全民國家安全教育日」當天的午休時間，為全校學生安排了五個普通話互動攤位遊戲，以「海」、「陸」、「空」三方面為主題，介紹國家安全相關知識。此活動不僅增添了國家安全教育的趣味性，更增加了學生應用普通話的機會，並提升了他們的學習興趣。	$29,800
			總計:	$79,799

備註:1. 學校於 2024/2025 學年獲發$200,000 推廣自主語文學習(普通話)一筆過津貼，使用期至 2027 年 8 月 31 日。
2. 學校已於 2024/2025和2025/2026學年運用$79,790，津貼餘額為$120,210，將留待2026/2027 學年使用

基督教香港信義會宏信書院(小學部)
推廣自主語文學習(普通話)一筆過津貼
2026/2027 年度計劃及財政預算

本校計劃運用「推廣自主語文學習(普通話)一筆過津貼」作以下用途:

項目名稱	策略/工作目標	對象	推行日期	監察 / 評估	津貼分配
購買語言學習裝備及評估應用程式	購買自學應用程式，鼓勵同學運用，提升普通話基礎。	小學部學生	全年	□ 老師課堂觀察及回饋 □ 學生課業表現	$50,000
	購買語言學習裝備(如普通話資格試參考讀物、掃讀自學速學筆)，藉以促進學生自主語文學習，提升普通話水平。	小學部學生	全年	□ 老師課堂觀察及回饋 □ 學生課業表現	$50,000
購買學與教相關的服務	向具有專業知識的個人／專業組織購買學與教相關的服務，舉辦普通話學生活動。	小學部學生	全年	學生表現積極投入，課堂內外能勇於以普通話交流溝通。	$2,700
				總計:	$102,700

備註:1. 學校於 2024/2025 學年中獲發 $200,000 推廣自主語文學習（普通話）一筆過津貼，使用期至 2027 年 8 月 31 日。

2. 津貼餘額為 $102,700，將在本學年使用。

基督教香港信義會宏信書院(中學)

推廣中華文化體驗活動一筆過津貼

2025/2026 年度計劃報告書

本校於 2025/2026 年度運用「推廣中華文化體驗活動一筆過津貼」評估如下：

項目名稱	目標	活動舉行日期	活動內容及成效	津貼分配
資助學生參加「貴州航天科技與民族傳統文化研學團」	了解中國航天事業的發展，培養和提高學生對航天科技的興趣；了解中國傳統文化與少數民族的多樣生活習慣與文化；了解和欣賞中國傳統的飲食與白酒釀造文化；及欣賞中國的山河景色，了解不同的地質特點。	2025年10月28-11月2日	本校與中國宇航學會合作，組織學生前往貴州進行考察學習，以了解少數民族文化與「三線建設」歷史。是次活動共14名中學生參與，學生透過豐富的體驗活動，深入認識貴州的多元民族風貌與獨特文化習俗。	$23,100
購買籌備「2026中國文化日」活動的物資及相關服務	**加強學生對中國文化的認知和理解，提升學生對國家非物質文化遺產的關注與認識。**	2026年2月12日	**「中國文化日」為本校特色活動，於每年春節假期前夕舉行。本校期望透過學生歌舞才藝表演、攤位遊戲及傳統手工藝體驗等豐富活動，加深學生對我國傳統文化的認識，並向非華語學生推廣中國傳統文化特色。2026年的「中國文化日」，本校除積極響應並參與教育局『心繫家國』聯校冠名活動外，更榮幸承蒙教育局局長蔡若蓮博士蒞臨本校，與全校師生共慶新春佳節。是次活動圓滿成功，成效斐然。**	$5,172.70

資助學生參加「白山黑水：東北亞歷史文化探索之旅」全球教室活動	**加強學生對中華文化的認識，提升學生對祖國大好河山的熱愛。**	2026年3月19至29日	本校帶領 30 名學生前往北京及東北三省（遼寧、吉林和黑龍江）進行研學。在此過程中，學生得以開闊眼界，不僅加深了對現代國情的了解，更對中國近現代史、少數民族文化及非物質文化遺產的保護等有了深刻的認識。活動結束後，本校舉辦了研學成果分享會，學生透過舞蹈表演、展板展示及現場講解等方式，積極介紹是次活動的豐碩收穫。	$42,000
資助學生參加「華北自然科技研學團」活動。	加強學生對祖國首都、少數民族地區的認識，了解國家民族象征與民族融合政策。	2026年7月5日至11日	帶領21位中學生前往北京、呼和浩特、忻州、大同等地進行交流，活動中不僅增加了學生對少數民族文化、不同地理地貌的認識，更學習和欣賞了我國古代璀璨的文化遺產與文明。活動中學生透過每天的反思活動、學習手冊等方式就學習成果進行了評估。	$21,000
			總計:	$91,272.70

備註：1. 學校於 2023/2024 學年獲發 $300,000 推廣中華文化體驗活動一筆過津貼，使用期至 2027 年 8 月 31 日。

2. 學校已於 2024/2025和2025/2026學年運用$193,272.70，津貼餘額為$106,727.30，將留待2026/2027 學年使用。

基督教香港信義會宏信書院(小學)

推廣中華文化體驗活動一筆過津貼

2025/2026年度計劃報告書

本校於 2025/2026 年度運用「推廣中華文化體驗活動一筆過津貼」評估如下：

項目名稱	目標	活動舉行日期	活動內容及成效	津貼分配
購買籌備「2026中國文化日」活動的物資及相關服務	加強學生對中國文化的認知和理解，提升學生對國家非物質文化遺產的關注與認識。	2026年2月12日	「中國文化日」為本校特色活動，於每年春節假期前夕舉行。本校期望透過學生歌舞才藝表演、攤位遊戲及傳統手工藝體驗等豐富活動，加深學生對我國傳統文化的認識，並向非華語學生推廣中國傳統文化特色。2026年的「中國文化日」，本校除積極響應並參與教育局『心繫家國』聯校冠名活動外，更榮幸承蒙教育局局長蔡若蓮博士蒞臨本校，與全校師生共慶新春佳節。是次活動圓滿成功，成效斐然。	$38,914.50
資助學生參加「最憶是江南：偉大的文化遺產」全球教室活動	加強學生中華文化的認識，提升學生對祖國大好河山的熱愛。	2026年4月14至17日	本學年，我們使用津貼資助94名學生前往杭州進行普通話沉浸學習。此次活動不僅能讓學生親身領略江南風景，更能了解江南文化，以及過去千年來文人墨客所留下的文化瑰寶。學生透過每天的反思活動、學習手冊、跨學科習作以及回學校後透過展板、匯報等方式就學習成效進行了評估，還使用了家長、教師與學生調	$94,000

			查問卷等多個評估工具對活動成效進行了評鑑，綜合而言，各方面數據均顯示出此次活動的成功。	
資助學生參加「華北自然科技研學團」活動	加強學生對祖國首都、少數民族地區的認識，了解國家、民族象征與民族融合政策。	2026年7月5日至11日	小學部帶領8位小學生前往北京、呼和浩特、忻州、大同等地進行交流，活動中不僅增加了學生對少數民族文化、不同地理地貌的認識，更學習和欣賞了我國古代璀璨的文化遺產與文明。活動中學生透過每天的反思活動、學習手冊等方式就學習成果進行了評估。	$10,000
			總計:	$142,914.5

備註：1. 學校於 2023/2024 學年獲發 $300,000 推廣中華文化體驗活動一筆過津貼，使用期至 2027 年 8 月 31 日。

2. 學校已於 2024/2025和2025/2026學年運用$216,314.5，津貼餘額為$83,685.5，將留待2026/2027 學年使用。