

ELCHK Lutheran Academy (LA)

Annual School Plan
2026-2027

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Concern	Total Number of Targets	Total Number of Strategies
1	3	4
2	3	8
3	3	6

A. SCHOOL VISION & MISSION

School 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.

School 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.

B. SCHOOL PLANS, IMPLEMENTATION & SCHOOL DEVELOPMENT

At ELCHK Lutheran Academy, we align our planning processes with our vision and mission. Our strategic framework encompasses three key plans: the School Development Plan (SDP), the Annual School Plan (ASP) for the institution as a whole, and the annual plans for each subject faculty or department. These plans are essential for fostering sustainable development while remaining anchored to the School's core values, which are fundamental to delivering high-quality education to our students.

To ensure that our plans effectively address the School's developmental needs, we actively solicit feedback from stakeholders, including students, parents, and both teaching and non-teaching staff. All stakeholders were invited to participate in a survey assessing the School's overall performance. Additionally, faculty and department heads conducted evaluations within their respective areas to gather diverse perspectives. This comprehensive feedback, both quantitative and qualitative, enables us to identify our achievements, areas for improvement, strengths, and weaknesses after the implementation of the second year plan of the three-year cycle. Such insights are invaluable for informing the development of our annual report 2025-2026 and annual plan 2026-2027, ensuring it reflects our vision, mission, core values, and stakeholder input.

Following the vigorous and collaborative self-evaluation that engaged school stakeholders and particularly the analysis and synthesis contributed by all teachers, the annual plan 2026-2027 has been drafted for discussion and modification. This plan outlines key tasks necessary for achieving our goals, adapted to the evolving needs of the School. Faculty, department members, and staff contributed to drafting the ASP, which was subsequently reviewed and approved by the SLC

before being forwarded to the IMC for questioning, discussion, and endorsement. Faculty and department teams will then develop their annual plans, ensuring alignment with the SDP and ASP's objectives.

Once the plans are established, our streamlined working team collaborates under the leadership of the respective faculty or department heads to implement the proposed strategies. The focus may vary depending on departmental objectives and the specific needs of the student populations served. The Chief Principal and Heads of School are responsible for overseeing the implementation process, ensuring that it proceeds smoothly. Their commitment to monitoring progress across the School is critical for achieving our targets. Internal evaluations will assess the effectiveness of the implemented strategies and measure our success in meeting the established goals. The results of these evaluations will inform our assessment of the current three-year SDP cycle and guide the development of the new three-year SDP for 2027-2030.

C. MAJOR CONCERNS & PLANS for 2026-2027

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

Target 1A – Christian Character

Target	Strategies	Implementation Strategies	Success Criteria	Methods of Evaluation	Time Scale	In-charge	Resources Required
1.A.3	Strengthen our Christian Education programmes	• Encourage all new staff to join the Education Sunday Service to learn more about Christian values. • Revitalize student Gospel engagement by launching an interactive Christian literature collection and student-led Reading Ambassadors. • Invite community members to share faith stories in Chapel. • Showcase student talents during Chapel worship. • Invite parent volunteers for Christmas/faith narrative sharing.	• Active student participation in Reading Ambassadors and Gospel Week interactive literature activities. • Over 70% of students and staff report feeling inspired during Chapel. • 70% of students agree talent showcase opportunities exist. • At least 3 parent volunteers participated. • Y1–12 Christian framework fully implemented and articulated for further external review.	Student & Teacher questionnaires, documents	Whole School Year	Head of Spiritual Growth, Head of Pastoral Care, Teacher Librarian, Head of Student Development	School budget

		• Consolidate Year 1–12 Christian curriculum framework.					

Target 1B – SEL Comprehension & Application

Target	Strategies	Implementation Strategies	Success Criteria	Methods of Evaluation	Time Scale	In-charge	Resources Required
1.B.2	Further enhance the knowledge and skills of SEL	• Implement centralised reflection templates (with age appropriate content) and digital tools (e.g., anonymized check-in forms) to help students track emotional growth. • Introduce emotional literacy tools such as "Emotional Wheels" into classrooms. • Scale up peer-mentorship networks to more subject groups (previous school years: Math/Physics Help Corner, Reading Buddies/EAL support).	• Over 70% of students express confidence in stress management and emotional safety. • Peer-mentorship networks expansion to one-third of the subject groups and departments. • Over 70% of identified students participate in peer-mentorship networks. • Over 70% student satisfaction rate for Wellness Day and Character Day events.	Student & Teacher questionnaires, Peer-mentorship logs	Whole School Year	Head of Pastoral Care, Head of Student Development, Subject Heads	School budget, SEL digital tools, Emotional literacy posters, Art/Drama supplies

		• Launch targeted mental health workshops and student-led values initiatives (Wellness Day, Character Day, Secondary InspireME).	• 70% of students agree ATL skills were explicitly addressed.				

Target 1C – Stakeholder Collaboration

Target	Strategies	Implementation Strategies	Success Criteria	Methods of Evaluation	Time Scale	In-charge	Resources Required
1.C.1	Provide SEL programmes and initiatives for parents	• Expand seminar topics to cover adolescent psychology, digital wellness, neurodiversity, and SEN parenting coaching. • Deepen family involvement through experiential career planning workshops and joint community service projects. • Set up SEL resource booths at school events.	• Over 70% of participating parents agree seminars enhanced their capacity to handle adolescent growth and SEN needs. • Active parent volunteer engagement in schoolwide wellness events with 70% of parents agree these activities are helpful.	Parent questionnaires	Whole School Year	Inclusive Learning Team, Head of Pastoral Care, Head of Career Counselling	School budget

		• Run experiential workshops on career planning and youth challenges.	• 70% parent agreement on SEL booth utility. • 70% parent agreement on workshop value.				
1.C.3	Collaborate on SEL programmes and initiatives with the ELCHK Vineyard Church	• Partner with ELCHK Vineyard Lutheran Church for morning worship, chapel gatherings, and joint outreach initiatives. • Engage students in structured local and global community service to build empathy and social responsibility. • Facilitate small discussion groups for students to reflect on Bible lessons and personal well-being.	• Regular participation of Vineyard Church teams in morning worship and school assemblies. • Over 80% of participating students report heightened feelings of community connection and empathy.	Student & Parent questionnaires	Whole School Year	Head of Spiritual Growth, Head of Student Development	School budget

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

Target 2A – Student Autonomy

Target	Strategies	Implementation Strategies	Success Criteria	Methods of Evaluation	Time Scale	In-charge	Resources Required
2.A.1	Strengthen the tailoring of teaching methods, materials, activities and assessments to meet individual needs.	• Offer flexible challenge tiers in assignments. • Deploy flipped classroom modules, inquiry-based tasks, and AI-assisted Science learning. • Explicitly highlight generic and ATL skills in every lesson task.	• 70% of students agree tiered resources support learning goals. • 70% of students agree on their self-regulation and self-planning ability. • 70% agree ATL skills are routinely highlighted.	Student & Teacher questionnaires	Whole School Year	Programme Coordinators and subject heads	School budget
2.A.2	Create flexible learning environments that accommodate different learning preferences and needs.	• Conduct professional development sessions for teachers to share best practices on creating an inspirative learning environment.	• Over 70% of teachers rate strategy-sharing sessions as highly valuable.	Teacher questionnaires	Whole School Year	Curriculum Development Committee, Inclusive Learning Team	School budget
2.A.3	Expand the current range of assessment methods	• Broaden use of project tasks, simulations, multimedia presentations, and	• 70% of students agree diverse assessment methods are used.	Student and teacher questionnaires	Whole School Year	Curriculum Development Committee, Head of Learning	School budget

		digital portfolios across all subjects. • Deploy digital progress trackers and self-paced forms. • Utilize AI tools for student self-evaluation and peer feedback routines.	• 70% of teachers report regular use of self-paced digital forms. • 70% of students engage in AI self-evaluation & peer reviews.			Technologies and Subject Heads	
2.A.4	Develop individualised learning plans for each student, considering their strengths, weaknesses, and goals.	• Formalize planning processes: centralized monitoring of student study timetables and early TOK/EE teacher consultations. • Assign custom digital learning pathways based on goal profiles. • Formulate Individualised Learning Plans (ILPs) for Tier-3 learning support and SEN students.	• Over 70% of students maintain active self-regulated learning (SRL) revision profiles and personal academic goals. • 70% of students agree plans effectively guide personal growth. • 100% of Tier-3 support students have updated their ILPs. • Over 70% of students report clarity on their growth goals.	Student questionnaire, scrutiny of documents	Whole School Year	Curriculum Development Committee, Head of Academic Administration, Inclusive Learning Team	School budget

Target 2B – Information Literacy

Target	Strategies	Implementation Strategies	Success Criteria	Methods of Evaluation	Time Scale	In-charge	Resources Required
2.B.2	Facilitate staff development in using adaptive technologies for students' personalised learning.	• Conduct PD workshops on adaptive platforms (such as Khan Academy, Edpuzzle, Kognity, Quizlet Plus) and AI prompt engineering/ ethics. • Establish clear institutional protocols for AI citation, fact-checking, and prompt design. • Recruit and train student "Tech Ambassadors" and peer EdTech Champions to coach peers. • Centralize AI lesson resources and prompt libraries in departmental shared drives.	• Over 70% of teachers participate in adaptive technology PD and express increased confidence. • Centralized departmental AI prompt/resource drives established across all subject teams. • From observation, 70% of teachers regularly integrate at least one adaptive learning platform into teaching and learning.	Teacher PD Records, Teacher Questionnaire	Whole School Year	Head of Learning Technologies, Curriculum Development Committee and Subject Heads	School budget

2.B.3	Redesign assessments to ensure the measurement of individual growth and mastery over time, whilst responding to the trend towards e-assessments.	• Deploy AI-driven adaptive question repositories and e-assessment platforms across subjects. • Pilot the integration of adaptive GIS platforms in some subjects. • Establish curriculum-linked digital reward schemes to sustain engagement in digital reading platforms. • Upgrade digital library services with interactive e-resources, audiobooks, and multi-genre reading logs. • Refine 3-way Goal-Setting Conferences for personal reflection.	• At least 3 core subjects pilot adaptive e-assessments for key study units. • Over 70% of students demonstrate proficiency on standardized e-assessment and adaptive GIS rubrics. • Over 60% of students complete multi-genre digital reading records supported by upgraded library e-resources.	Student questionnaire	Whole School Year	Curriculum Development Committee, Head of Learning Technologies and Subject Heads	School budget, Adaptive software licenses, Library e-resource funding

Target 2C – Future-ready Students

Target	Strategies	Implementation Strategies	Success Criteria	Methods of Evaluation	Time Scale	In-charge	Resources Required
2.C.3	Form partnerships with local businesses and industry experts to provide students with exposure to real-world applications of their studies and access to the latest industry practices.	• Form multiple student teams for major competitions (e.g. Business Titans, JA Trade Fair, History Research, Math Olympiad) with senior-to-junior coaching. • Establish a centralized Talent Pool Database to track student participation, achievements, and career profiles. • Host alumni sharing sessions, corporate firm visits, and university taster courses.	• Centralized Talent Pool Database operationalized to track student competition entries. • 70% of students gain real-world industry perspectives. • Over 70% student satisfaction rate in post-visit reflection surveys.	Student questionnaire, Scrutiny of document	Whole School Year	Head of Career Counselling, Curriculum Development Committee and Head of Talent Development Committee & Co-Director of Academy of Academy	School budget
2.C.4	Create opportunities for students to participate in global collaboration projects to enhance	• Expand high-level research collaborations (National Aerospace Characteristic School Space Hub, HKU/SWIMS '4	• 100% of target science/humanities cohorts complete collaborative field research projects.	Student questionnaire, Scrutiny of documents	Whole School Year	Curriculum Development Committee, Global Classroom Committee, Subject Heads	School budget

	cross-cultural understanding and global awareness.	Corners of HK' field trips, CUHK Coral Nurture & Pharmaceutical programs). ● Participate in international innovation challenges (Singapore Tramplus Challenge, UIUC iGlobal SDG Zoom sessions, Watoto exchange). ● Expand senior Drama ECA with a clearer competition/international project focus. ● Embed pre- and post-activity reflection frameworks linking experiences to career goals.	● Over 80% of participating students show measurable gains on APASO Global Perspective subscales. ● 70% of students report increased global awareness. ● 70% agree virtual sessions built cultural perspectives. ● Successful execution of Drama UK trip and cross-border virtual exchange sessions.				

Major Concern 3 – Foster a culture of international-mindedness

Target 3A – Global Awareness

Target	Strategies	Implementation Strategies	Success Criteria	Methods of Evaluation	Time Scale	In-charge	Resources Required
3.A.2	Create and update a resource bank of materials focused on global education and national security education for use by teachers across different subjects.	• Establish a centralized, cross-departmental "Global Case Study Bank" and digital drive (Google Drive) incorporating UN SDGs, global market trends, and National Security Education (NSE) contexts. • Launch regular Global Economic Forums and weekly global news briefings in Economics, THS, Geography, and TOK. • Embed global news in all subject curricula and make global news briefings accessible in the homeroom environment.	• Centralized Global & NSE Case Study Bank updated monthly on Google Drive across all subject areas. • At least 4 subject curricula shows such inclusion • Student-curated global video panel established in library and updated termly.	Google Drive version history audit, Scrutiny of documents	Whole School Year	Culture & Identity Committee, Curriculum Development Committee and Teacher Librarian.	Central Google Drive

		• Introduce a library-based, student-curated video recommendation panel on global issues, and global-themed events (e.g., a student-initiated TED Talk series).					

Target 3B – Student Exchanges

Target	Strategies	Implementation Strategies	Success Criteria	Methods of Evaluation	Time Scale	In-charge	Resources Required
3.B.1	Facilitate a wider variety and greater frequency of student exchange experiences.	• Restructure Physics and EAL exchange frameworks: establish early connections with alumni/sister schools, appoint an International Mindedness contact, and develop long-term online partnership projects. • Expand virtual exchange sessions and overseas pen-pal connections in Primary (PYP) and to half of the	• Over 70% of trip attendees rate experience as good/ excellent. • 70% of students agree exchange offerings are diverse. • 70% of students agree exchanges include meaningful community service. • 70% of students agree life planning elements were embedded.	Student questionnaire	Whole School Year	Global Classroom Committee, Curriculum Development Committee, Subject Heads	School budget

Target	Strategies	Implementation Strategies	Success Criteria	Methods of Evaluation	Time Scale	In-charge	Resources Required
		programmes provided in Junior Secondary. • Run local/ international exchange and inter-school trips. • Embed direct community service into exchange itineraries. • Include university research/industry tours in trips. • Organise an international aerospace competition (Matthew LI and Mr. Alex CHING)					
3.B.2	Promote local and global community service throughout each programme	• Monitor student service participation, learning outcomes, and community impact through standardized service logs.	• Over 80% of served primary students and community partners report positive impact. • 70% of students feel supported in community service.	Student questionnaire	Whole School Year	Community Project Coordinator, Head of Student Development, CAS Coordinator and Head of Science,	School budget

Target	Strategies	Implementation Strategies	Success Criteria	Methods of Evaluation	Time Scale	In-charge	Resources Required
		• Align local community service with global humanitarian challenges. • To provide students with opportunities to participate such as in science-related subjects. Integrate service components into IB Collaborative Sciences Projects (CSP), Physics peer tutoring, and Visual Arts mural projects. • Try repositioning Chemistry Quiz training as a service-learning pathway, where secondary students plan and deliver science workshops for local primary schools.	• 70% of students agree service is integrated in regular lessons. • 70% agree student initiative is encouraged.			Physics, Chemistry and Visual Arts	

Target	Strategies	Implementation Strategies	Success Criteria	Methods of Evaluation	Time Scale	In-charge	Resources Required
3.B.3	Optimise our service learning programmes catered to international-mindedness.	• Align service modules with UN Sustainable Development Goals. • Introduce structured global civic responsibility reflection logs. • Establish virtual service projects with international NGOs.	• 100% of service units mapped to UN SDGs. • 70% of students show global civic awareness in reflections. • At least 2 active international NGO partnerships.	Scrutiny of document, Student questionnaires	Whole School Year	Community Project Coordinator, Global Classroom Committee and Head of Student Development	School budget

Target 3C – Cultural Competence

Target	Strategies	Implementation Strategies	Success Criteria	Methods of Evaluation	Time Scale	In-charge	Resources Required
3.C.3	Encourage cultural expression that allows students to showcase their heritage and promote intercultural understanding.	• Introduce clear brainstorming and design-thinking protocols in Food Tech, STEAM, and Visual Arts to explore diverse perspectives and cultural contexts. • Continue participating in government "Passing the	• Over 70% of students express confidence in sharing their cultural heritage in school climate audits. • At least 1 Cultural Attire Day and 1 PYP International	Scrutiny of unit planners, Event photo documentation, Competition entry/award stats, Student surveys	Whole School Year	Chinese Department, Programme Coordinators, Culture and Identity Department and Heads of Food Tech, STEAM, and Visual Arts	School budget

		Chinese Cultural Torch" ("心繫家國") initiatives and maintain Chinese reading/drama clubs. ● Host schoolwide Cultural Attire Days and International Fair (Various nation themed booths/fair on a small scale to introduce different cultures)	Fair are organized annually. ● Measurable increase in student entries and awards in cultural/speech competitions.				
3.C.4	Enhance multilingual programmes across year levels.	● Broaden multicultural sports programming: expand options to include Wu Shu, Jianzi (shuttlecock), and Cricket alongside existing sports, running try-out sessions. ● Expand foreign language CCA/ECA (e.g. French and Japanese) and formulate a multi-year strategic roadmap for multilingual development.	● Multicultural sports try-out sessions conducted with high participation across student backgrounds. ● At least 2 foreign language CCAs/ECAs offered (Sec CCA Korean, Pri & Sec ECA French and Japanese) with a minimum of 8 students enrolled for each.	Scrutiny of documents	Whole School Year	Curriculum Development Committee, Head of Student Activities and EAL coordinator	School budget

		• Adapt EAL reading/listening exercises around religious and global cultural festivals.					

Plan on the Use of “Grant on Introduction of Primary Science” 2026-2027

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.

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).

Implementation plan of the Grant 2026-27

	Area	Grant	Budget amount
	Grant (disbursed in April 2024)	**$350,000**	
	Unspent balance (as of September 2026)	**$315,059.00**	
1.	Procuring relevant L&T resources (such as scientific inquiry activity kits, related application programmes)	**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.*	**$30,000**
2.	Purchasing teaching aids and equipment related to the science subject suggested by the EDB (link) - Inventory check with the material list suggested by EDB Primary Science and restock teaching aids as needed.		**$30,000**
3.	Carrying out minor renovations or purchasing furniture to optimise existing facilities and Innohub.		**$55,000**

	- Discuss with the Head of Science, Head of STEAM and Head of Curriculum on carrying out minor renovations or purchasing furniture to optimise classroom facilities.		
4.	Recruited 1 teaching assistant to assist teachers in the preparation work for the introduction of Primary Science.		**$200,000**
	Total budget		**$315,000.00**

ELCHK Lutheran Academy
Plan on One-off Grant on Parent Education(Sec) 2026/27

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.

Unspent balance of 2025/26: **$105,550**

Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	Estimated Expenses
Organising a series of seminars or workshops on the knowledge of adolescent development in various aspects, which enables them to identify the age-appropriate needs of their children and provide adequate support for their development	70% of parents find the programmes useful in enabling them to possess the knowledge of adolescent development in various aspects	Observation Interview Survey	Oct-Nov 2026	$18,000

Organising a series of seminars or workshops on the knowledge and skills for facilitating the healthy, happy,balanced and academic development of their children	70% of parents find the programmes useful in facilitating the healthy, happy and balanced development of their children	Observation Interview Survey	Jan-Feb 2027	$18,000
Organising a series of seminars or workshops on nurturing positive attitudes towards maintaining physical, psychological and mental well-being and a healthy lifestyle to provide a positive home environment for the development of their adolescent children	70% of parents find the programmes useful in nurturing positive attitudes towards maintaining physical, psychological and mental well-being and a healthy lifestyle to provide a positive home environment for the development of their adolescent children	Observation Interview Survey	Feb-Apr 2027	$18,000
Organising a series of seminars or workshops on possessing the knowledge, skills and attitudes related to home-school co-operation and communication	70% of parents find the programmes useful in acquiring the knowledge, skills and attitudes related to home-school co-operation and communication	Observation Interview Survey	May-Jul 2027	$18,000

Organising school-based parent education promotional activities relating to the “Positive Parent Campaign”	70% of parents find the programmes useful in promoting positive parent education and nurturing a positive home environment.	Observation Interview Survey	Oct 2026- Jul 2027	$33,550

As at 31 August 2025, the Grant of $40,000 was spent
As at 31 August 2026, the Grant of $94,500 was spent.
As at 31 August 2027, the Grant of $200,000 will be fully spent.

Name of Teacher-in-Charge:	Prisca CHOW
Signature of Teacher-in-Charge:	*Prisca*
Date:	16 September 2026

ELCHK Lutheran Academy (Secondary)
Plan for "AI for Science Education" Funding Programme
2026/2027 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.

To achieve the stated objectives, we will participate in the course listed in the "Information of the training courses" section of Annex 2 in EDBCM No. 227/2024: The University of Hong Kong - AI in Education Lab to fulfill the objective.

2. Unspent Balance of 2024/25: $50,000

3. 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 (6 hours) for 4 teachers	Completed within 2025 -26	
	2. AI Seminar Series (minimum 6 seminars, 6 hours)	Completed across 2025/26 school year	
	3. Workshop: AI Tools for Teachers (3 hours) for 4 teachers	Completed on 20th April 2026	
Grand Total Expenditure in 2025-26			**$50,000**

4. Strategies and Allocation of the Grant

Area	Item	Time Frame	Estimated Expenditure (HKD)
B. Collaboration with tertiary institutions or related professional bodies to take forward support programmes related to AI-assisted teaching			$50,000
	1. Workshop I: Open-Source AI Models (3 hours) for 4 teachers	Completed on 25 June (Thursday), 2025	
	2. Workshop II: Robotics & AI (3 hours)	2026/27 school year	
	3. Exhibition/Conference (Sharing of outcomes)	End of 2026/27 school year	
Grand Total Estimated Expenditure in 2026-27			**$50,000**

5. Timeline

Term	Dates	Key Task	Action Steps	Deliverable / Milestone
Sem 1	Sep–Oct 2026	Capacity Building	Week A Monday Afternoon - Workshop II: Robotics & AI	Teacher ready to design AI lessons.
	Nov–Dec 2026	Develop Example #1	Co-plan a GenAI lesson on Photosynthesis (Y8, Block 2 - Different Things and Air).	Draft of Teaching Example #1.
	Jan 2027	Pilot #1	Teach the lesson in class. Collect student feedback.	**Example #1 COMPLETED**
Sem 2	Feb 2027	Develop Example #2	Design an AI application (e.g., image or behaviour recognition) for Marine Organisms (Y7, Block 5 - Water).	Draft of Teaching Example #2.
	Mar 2027	Finalise Example #1	Revise and finalise Example #1 based on Jan pilot.	**Example #2 COMPLETED**
	Apr 2027	Plan Open Class	Choose the best example, write lesson plan, and dry-run with colleagues.	Lesson plan & dry-run feedback.
	May 2027	Conduct Open Class	Deliver the demonstration lesson for fellow Science/STEAM teachers (on-campus).	**Open Class COMPLETED**
	Jun 2027	Hold Sharing Session	Organise an experience-sharing session for Science/STEAM colleagues.	**Sharing Session COMPLETED**

Jul–Aug 2027	Wrap-up & Submit	Finalise all resources, lesson plans, and reports.	**All EDB reports SUBMITTED**

ELCHK Lutheran Academy

［Secondary］

Plan on the Use of the Promotion of Reading Grant

2026-2027School Year

The major objectives of promoting reading: (e.g. creating a reading culture)

Building on the successful experience of the “Little Story Teachers-Reading Buddy” programme in 2025-2026, the library will continue to nurture a whole-school reading culture. We aim to encourage secondary students to read more physical books and act as reading role-models for primary school students. Students will build confidence through peer-teaching and storytelling practice.

In line with the school’s annual learning theme, we will broaden students’ global outlook through book exhibitions and reading activities covering global issues, cross-cultural understanding and value-based stories. We will nurture IB learner profile attributes, especially caring and open-minded.

We will sustain popular activities from last year such as notebook-decorating reading-note activities. Meanwhile, we will fully implement planned activities that were not fully realised in 2025-2026, including Readvolution Week, author talks, book-character role-play, bookmark-making and reading report competitions. We will also encourage wider use of digital reading databases to balance physical and e-reading experiences.

	Item*	Estimated Expenses ($)
1.	Purchase of Books	$32,000
	☑ Printed books	
	☐ e-Books	
2.	Web-based Reading Schemes	$24,000
	☑ eRead Scheme	
	☐ Other scheme: _____	
3.	Reading Activities	Readvolution Week & Reading-related activi Author Lectures: $5,000 Activity promotion & decoration: $5,000 Activity materials & books: $3,500 Hong Kong Book Fair tickets & transportation: $5,000 Reading competition prizes: $4,500 Notebook-decorating / reading note booth materials: $3,000
	☑ Hiring writers, professional storytellers, etc. to conduct talks	
	☑ Hire of service from external service providers to organise learning activities related to the promotion of reading	
	☐ Paying the application fees for students to participate in reading activities and competitions	
	☐ Subsidising students to participate in or apply for fee-charging reading related activities or courses	
4.	Others: _____	Nil
	Total	$74,000.00

* Please tick the appropriate boxes or provide details.

ELCHK Lutheran Academy

［Primary］

Plan on the Use of the Promotion of Reading Grant

2026-2027 School Year

The major objectives of promoting reading: (e.g. creating a reading culture)

The major objectives of promoting reading Building on the achievements in last year, the library will continue to foster a vibrant whole-school reading culture for primary students. We will sustain students' enthusiasm from Battle of the Books and SOW Reading Competition, and further encourage students to join reading competitions to raise their literacy level. Students will be supported to express reading reflections through multimedia and creative formats.

In line with the school's annual learning theme, book exhibitions will be organised to broaden students' global perspectives on global issues and multicultural respect. We will continue the Readvolution Week annual reading event. With support from secondary "Little Story Teachers" under the Reading-Buddy programme, primary students will enjoy story-reading sessions on value-education and Christian-themed books. We will carry forward the popular DEAR (Drop Everything and Read) initiative including its theme song and dance. Diversified activities such as book-character role-play and bookmark-making will be arranged to boost student participation in library-related activities.

	Item*	Estimated Expenses ($)
1.	Purchase of Books	$5,000
	☑ Printed books	
	☐ e-Books	
2.	Web-based Reading Schemes	$15,000
	☑ eRead Scheme	
	☐ Other scheme:	
3.	Reading Activities	Readvolution Week + Reading activities Author Lectures: $5,000 Reading activities promotion fee and decoration: $3,000 Hong Kong book fair ticket fees and transportation costs: $3,000 Reading reward scheme prizes: $2,088
	☑ Hiring writers, professional storytellers, etc. to conduct talks	
	☑ Hire of service from external service providers to organise learning activities related to the promotion of reading	
	☐ Paying the application fees for students to participate in reading activities and competitions	
	☐ Subsidising students to participate in or apply for fee-charging reading related activities or courses	
4.	Others: _____	Nil
	Total	$33,088.00

*Please tick the appropriate boxes or provide details.

ELCHK Lutheran Academy
Plan for One-off Grant for Promotion of Self-directed Language Learning (English Language)
Secondary School 2026/27

Last updated 8/09/2026

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 for 2025-26 & 2026-27

	Area	Grant	Actual Expenses ($)
	Grant (disbursed in December 2024):	$200,000	
	2024-25 total expenditure		**$0**
	2025-26 total expenditure		**$78,800**
	Unspent balance		**$121,200**

D. Areas in which the school can use the grant:

1. Procuring and/or subscribing to resources for promoting self-directed language learning.
2. Procuring and/or subscribing to resources for enriching the language learning environment.
3. Buying materials to enrich the language learning environment
4. Hiring English-speaking instructors or non-teaching supporting staff outside the permanent staff establishment in support of students' language learning and/or organising English activities which enrich the language learning environment, and promote self-directed language learning.
5. Purchasing services related to learning and teaching from individuals/professional organisations with relevant expertise in developing school-based resources to support self-directed English learning, and/or organising English activities to enrich the language learning environment.

E. Plan for 2026-27

Area	Item	Approximate purchase date/period	Objective	Estimated expenditure ($)
1. AI writing platforms	Subscription to online writing platforms which offers unlimited automated grading, individualised analysis, suggested writing, for the MYP LA curriculum etc.	Sept 2026 to August 2027	To support self-directed learning by providing automated feedback and data insights to students for continuous improvement.	HK$50,000
2. AI assisted speaking, reading and listening online platforms	Subscription to online platforms which offers AI assisted group interaction speaking practices based on DSE English language and IELTS format, together with the reading and listening assessments used in the MYP LA.	Sept 2026 to August 2027	To empower students in senior secondary levels to take charge of their speaking skills development through structured activities. Reading and listening assessments in the MYP LA are also aligned with the DSE English format so that LA students would have early preparation for DSE English in the senior years.	HK$30,000
3. Resources for Tedx	All resources related to marketing, PR, communication of the Tedx event.	Sept 2026 to June 2027	To train students' leadership skills and English communication ability.	HK3000

4. English readers, English magazines and newspapers for MYP and FP programme	Subscription to local and overseas magazines and classic readers	Sept 2026 to August 2027	To enrich students' reading so as to prepare for public exam and enhance the skills of reading to learn	HK$38,200

Of the $200,000 grant, approximately all the unused amount HK$121,200 is expected to be spent within the 2026-27 school year.

ELCHK Lutheran Academy
Plan for One-off Grant for Promotion of Self-directed Language Learning (English Language)
Primary School 2026/27

Last updated 11/09/2026

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 for 2026/27

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

D. Areas in which the school can use the grant:

1. Procuring and/or subscribing to resources for promoting self-directed language learning.
2. Procuring and/or subscribing to resources for enriching the language learning environment.
3. Buying materials to enrich the language learning environment
4. Hiring English-speaking instructors or non-teaching supporting staff outside the permanent staff establishment in support of students' language learning and/or organising English activities which enrich the language learning environment, and promote self-directed language learning.
5. Purchasing services related to learning and teaching from individuals/professional organisations with relevant expertise in developing school-based resources to support self-directed English learning, and/or organising English activities to enrich the language learning environment.

E. Plan for 2026/27

Area	Item	Approximate purchase date/period	Objective	Estimated expenditure ($)

i) Procuring and/or subscribing to learning resources.	Cambridge Primary Path Second Edition - Teacher's Edition with Digital Pack [Level 1-6].	September 2026	Additional online resources to support the ‘Cambridge Primary Path Grammar and Writing’ book used in PYP.	**$3,900**
	Annual subscription to ‘Epic!’ (2026/27).	October 2026	To supplement classroom teaching and develop home reading routines.	**Approx. $40,000**
	Annual subscription to ‘Epic!’ (2027/28).	July 2027	To supplement classroom teaching and develop home reading routines.	**Approx. $40,000**
	Classroom reading materials	September 2026-July 2027	Books to support units of inquiry or to support free reading in classrooms.	**Approx. $60,862.52**
ii) Hiring English-speaking instructors or non-teaching supporting staff outside the permanent staff establishment.	N/A	N/A	N/A	**$0**
iii) Purchasing services related to learning and teaching.	Book report booklets (1 per student).	October 2026	To encourage students to record their reading at home and develop their writing skills.	**$6,000**

	My Phonics Helper booklet (Year 1 & 2 students)	September 2026	Provides early readers with immediate visual and auditory cues.	**$1,694.48**
Others (please specify):				
			Total expenditure	**$152,457**
			Unspent balance	**$0**

Of the $152,457 balance carried over from 2025/26, the full sum is expected to be spent within the 2026/27 school year.

Name of Contact Person: Mr. Lawrie Macpherson

Signature: L Macpherson

Date: 11/09/2026

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
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。	中學部學生	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。	中學部學生	全年	□ 老師課堂觀察及回饋 □ 學生課業表現	$20,000
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。	中學部學生	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。	$50,210
				總計:	$120,210

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 $120,210，將在本學年使用。

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(小學部)
推廣中華文化體驗活動一筆過津貼
2026/2027 年度計劃及財政預算

本校已清楚明白運用推廣中華文化體驗活動一筆過津貼的原則，計劃運用津貼拓展以下項目：

編號	項目範疇及簡介	目標	實行日期	對象	監察/評估	預算開支
1.	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。	2027年4月	五年級學生	活動檢討/問卷	$50,000
2.	資助學生參加「內蒙古自然生態研學」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。	2027年6月	四至六年級 共十人	活動檢討/觀察	$20,000
3.	推廣中國文化相關的服務	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。	全年	全校	活動檢討/觀察	$13,685.5
				預算總開支		$83,685.5

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，將留待本學年使用。

基督教香港信義會宏信書院(中學部)
推廣中華文化體驗活動一筆過津貼
2026/2027 年度計劃及財政預算

本校已清楚明白運用推廣中華文化體驗活動一筆過津貼的原則，計劃運用津貼拓展以下項目：

編號	項目範疇及簡介	目標	實行日期	對象	監察/評估	預算開支
1.	**資助學生參加全球教室活動**	**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。**	2027年3月	7至11年級學生 共三十人	**活動檢討/觀察**	$60,000
2.	**資助學生參加「內蒙古自然生態研學」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。**	2027年6月	7至11年級學生 共二十人	**活動檢討/觀察**	$40,000
3.	推廣中國文化相關的服務	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。	**全年**	**全校**	**活動檢討/觀察**	$6727.30
				預算總開支		**$**106,727.30

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，將留待本學年使用。

Secondary AI Funding Deployment Roadmap

Institution: ELCHK Lutheran Academy
Strategic IT Planning 2026
Strategically optimizing $500k Secondary funds to activate the 5-Year Whole-School AI Development Plan.

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1. Aligning Policy with School Vision

EDB Blueprint Mandate (2026)

Designed to deliver "AI for all schools" and "AI for all students" across Hong Kong, optimizing digital education infrastructure, equity, and local curriculum integration [cite: 1].

ELCHK Whole-School Vision

Nurturing AI-literate, ethical, creative, and adaptive learners [cite: 1]. Preparing the future workforce to use AI responsibly to create, think, and solve, rather than depend (Co-pilot, Creation over Consumption) [cite: 1].

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2. Secondary Strategic IT Budget Allocation

Secondary Core Allocation: $500,000 HKD [cite: 1]
The EDB IT Funding allocates a $500k budget for Secondary for secure platform subscriptions, developing the custom School AI App infrastructure, tiered teacher training (CPD), and implementing personalized adaptive platforms across all core divisions [cite: 1].

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3. Secondary AI Platforms & Acquisitions

Platform / Tool	Target User / Allocation	Description / Key Functions
Google Workspace Enterprise	Secondary Teachers & Senior Secondary Students	Deployed specifically to support advanced AI-driven research and integration [cite: 1].
Sayo AI Platform	HKDSE Students (Eng, Chi, Math, Science)	Automated, 24/7 tutor tailored directly to the Hong Kong DSE curriculum, past papers, and

Platform / Tool	Target User / Allocation	Description / Key Functions
		marking criteria [cite: 1].
2x Poe Highest-Tier	Curriculum Leads & Platform Coordinators	Enables advanced research capabilities and custom bot orchestrations [cite: 1].
1x Bolt.new Account	IT / Developer Tier	Dedicated developer account to support rapid prototyping and deployment of our custom School AI App MVP [cite: 1].
1x Super Grok Paid Account	Platform Coordinators	Real-time intelligence and advanced reasoning models [cite: 1].
3x Cursor AI Paid Accounts	IT Lead Developers	AI-native IDE tooling for IT lead developers to accelerate custom app engineering [cite: 1].

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4. Secondary Strategy Details ($500k Core Allocation)

- **AdaptiveAI Domain Licenses:** Procuring subject-specific adaptive platforms in Mathematics, Science, and English to enable self-directed, differentiated practice [cite: 1].
- **Senior Secondary Empowerment:** Deploying Google Workspace Enterprise AI for IBDP students (Grades 10–12 / DP) and Sayo AI Platform for HKDSE students to support deep academic research, analytics, and rubrics [cite: 1].
- **Integrative AI Assessment:** Supporting Teachers standardized question-bank tools and AI-driven metacognitive digital portfolios to assess core mastery without dependency [cite: 1].

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5. Secondary Tactical Funding Breakdown

Funding Category	Secondary Allocation ($HKD)	Target Platform / Service
Core Platform Subs	$100,000	2x Poe (Highest Tier), 1x Bolt.new Account, 1x Super Grok, 3x Cursor AI [cite: 2]
Enterprise Licensing	$92,000	Google Enterprise AI (Secondary Teachers/Students) [cite: 2]
Adaptive Software	$150,000	Math, Science & English Subject AI Platform [cite: 2]
Total Allocated	**$342,000**	*Remaining balance reserved for hardware, infrastructure, and training.* [cite: 2]

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6. Technical Engine: The School AI App

- **Prototyping with Bolt.new:** Using the paid Bolt.new development platform, we will accelerate School AI App MVP development, drastically cutting engineering cycles [cite: 1].
- **Guidance, Literacy & Safety:** The app acts as a portal with curated prompt builders, EDB safety rules, logging, and grade-appropriate AI sandboxes [cite: 1].

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7. 5-Year Professional Development Pipeline

1. **Year 1 (Foundation):** All staff obtain Level 1 AI Literacy (Google Gemini & MagicSchool L1 Certifications) [cite: 1].
2. **Year 2 (Integration):** 70% of teachers progress to Level 2 (Canva AI, MagicSchool L2 lesson design) [cite: 1].
3. **Year 3 (Adaptive Mastery):** Subject leaders reach Level 3, deploying adaptive AI and metrics into curriculums [cite: 1].
4. **Years 4–5 (Leadership):** Elite Innovation team is established to guide App updates and mentor junior staff [cite: 1].

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8. Governance, Ethics & Ecosystems

- **SLC Committee:** Governed by SLC, this board enforces transparency, reviews academic integrity, and oversees student data privacy policies [cite: 1].
- **Home-School Partnerships:** Regular parent AI workshops and education bootcamps, aligning proper values and balanced screen habits at home [cite: 1].

Primary AI Funding Deployment Roadmap

Institution: ELCHK Lutheran Academy
Strategic IT Planning 2026
Strategically optimizing $500k Primary funds to activate the 5-Year Whole-School AI Development Plan.

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1. Aligning Policy with School Vision

EDB Blueprint Mandate (2026)

Designed to deliver "AI for all schools" and "AI for all students" across Hong Kong, optimizing digital education infrastructure, equity, and local curriculum integration [cite: 1].

ELCHK Whole-School Vision

Nurturing AI-literate, ethical, creative, and adaptive learners [cite: 1]. Preparing the future workforce to use AI responsibly to create, think, and solve, rather than depend (Co-pilot, Creation over Consumption) [cite: 1].

---

2. Primary Strategic IT Budget Allocation

Primary Core Allocation: $500,000 HKD [cite: 1]
The EDB IT Funding allocates a $500k budget for Primary to support secure platform subscriptions, custom School AI App infrastructure, tiered teacher training (CPD), and personalized adaptive platforms [cite: 1].

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3. Primary AI Platforms & Acquisitions

Platform / Tool	Target User / Allocation	Description / Key Functions
MagicSchool AI Platform	Primary Students & Teachers	Age-appropriate guardrailed AI tools, automated lesson planning, and guided learning experiences tailored for primary education [cite: 1].
10x DaVinci AI Drawing	Teachers & Students (Visual	Creative generative design

Platform / Tool	Target User / Allocation	Description / Key Functions
	Subjects)	accounts across visual subjects [cite: 1].

---

4. Primary Strategy Details ($500k Core Allocation)

Focusing on foundational understanding and creative application through ThinkAI & AeroAI [cite: 1]:

- **Lower Primary (ThinkAI):** Buying kid-friendly classifier sandboxes, pattern tools, and age-appropriate creative platforms [cite: 1].
- **Upper Primary (AeroAI):** Funding aerospace modeling simulators and coding assist tool integrations [cite: 1].

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5. Primary Tactical Funding Breakdown

Funding Category	Primary Allocation ($HKD)	Target Platform / Service
DaVinci AI & iPads	$150,000	All-in-one creative suite that combines multi-model image, video, and voice generation into a single browser-based platform [cite: 2].
MagicSchool AI	$50,000	MagicSchool AI platform subscriptions [cite: 2].
Total Allocated	**$200,000**	*Remaining balance reserved for additional infrastructure and training.* [cite: 2]

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6. Technical Engine: The School AI App

- **Guidance, Literacy & Safety:** The app acts as a portal with curated prompt builders, EDB safety rules, logging, and grade-appropriate AI sandboxes to prevent open-web exposure [cite: 1].

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7. 5-Year Professional Development Pipeline

1. **Year 1 (Foundation):** All staff obtain Level 1 AI Literacy (Google Gemini & MagicSchool L1 Certifications) [cite: 1].
2. **Year 2 (Integration):** 70% of teachers progress to Level 2 (Canva AI, MagicSchool L2 lesson design) [cite: 1].

3. **Year 3 (Adaptive Mastery):** Subject leaders reach Level 3, deploying adaptive AI and metrics into curriculums [cite: 1].
4. **Years 4–5 (Leadership):** Elite Innovation team is established to guide App updates and mentor junior staff [cite: 1].

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8. Governance, Ethics & Ecosystems

- **SLC Committee:** Governed by SLC, this board enforces transparency, reviews academic integrity, and oversees student data privacy policies [cite: 1].
- **Home-School Partnerships:** Regular parent AI workshops and education bootcamps, aligning proper values and balanced screen habits at home [cite: 1].