



基督教香港信義會宏信書院
ELCHK Lutheran Academy

Lutheran Academy, 25 Lam Hau Tsuen Road, Yuen Long, New Territories

82082092

info@luac.edu.hk

24431400

http://www.luac.edu.hk

Not
applicable

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Rev. Chang Chun Wa	Dr. Lam Hak Chung Patrick	Established	DSS Whole Day	Co-ed	Protestantism / Christianity
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Evangelical Lutheran Church of Hong Kong	Love bears all things, believes all things.	2010	English	School Bus	About 9900 Sq. M
Through-train Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
ELCHK Lutheran Academy					
			Yes	Yes	
4Rs Mental Health Charter	-	Whole School Health Programme		-	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
\$86,190(payable in 10 instalments)#	-	\$100	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
55	3	1	1	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Space Hub, Incubator Base, Scholar's Plate, Black Box Theatre, Learnopia, Performance & Lecture Theatre, Computer & Multimedia Language Laboratory, I.S. Laboratory, Green Kitchen, Performing Arts Studio, Creative Arts Studio.				Accessible lift, Accessible toilet, Tactile guide path and Accessible public information / service counter.

Teaching Staff Information (including School Head) in the 2024/2025 school year

Number of teaching posts in the approved establishment			-	Total number of teachers in the school		138
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
85%	100%	54%	8%	54%	26%	20%

Class Structure

				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year				No. of classes	3	3	3	3	3	18
2025/2026 school year (Based on the approval of EDB in 2025)				No. of classes	-	-	-	-	-	-
Mode of teaching at different levels		1. As an IB PYP World School, the school adopts an inquiry-based teaching and learning approach, encouraging students to conduct self-directed learning. 2. Subject integration with an ICT infused curriculum. 3. Small class teaching in language subjects, promoting more communication and interaction between teachers and students.								
Remarks		-								

Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	0	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)	0	Number of exam(s) per year (P2 to P6 only)	0		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies					No
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders					No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					No
Diversified Assessment for Learning	A wide variety of assessment tasks including individual/group project, performance, reflections, exhibition, tests and presentation etc.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					No
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					No
Streaming arrangement	We split the students with similar learning styles / attitude / capabilities in smaller groups, especially during Chinese language classes, so as to cater for learning diversities				

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	8	40 mins	8:45 AM	3:45 PM	12:40 PM - 1:40 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by school and arranged by parents.	1. The School encourages the students to do more exercises and provides enough PE classes per week. 2. Food is prepared at the School's Green Kitchen to ensure the meals are fresh and of high nutritional values.		-		

Life-wide Learning

Basketball, Dodgeball, Football, Table Tennis, Volleyball, Zumba & Yoga, Movie, Board Games, Arts & Crafts, Drama, Japanese Culture, Photography Club etc.

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.

School Characteristics

School Management

School Management Organisation:

The IMC authorises the school Principal to manage the overall school daily routine and decision-making on the policy. The school Principal will also manage the teaching staff.

Incorporated Management Committee / School Management Committee / Management Committee:

Incorporated Management Committee.

School Green Policy:

Policies include the reduction of the usage of paper, save energy and water, use of solar panel located at the rooftop of the school, running a green kitchen to promote healthy diet. Source separation of waste and recycling program are also implemented.

School's Major Concerns:

- 1. Nurture wellness in our community through social-emotional learning
- 2. Foster personalised learning to maximise students' potential in a changing world
- 3. Foster a culture of international-mindedness

Learning and Teaching Plan

Learning & Teaching Strategies:

As an IB PYP World School, we incorporate local and global issues into the curriculum, asking students to look at six related, transdisciplinary themes and to consider the links between them. We also adopt an ICT infused approach in which the use of ICT is seamlessly integrated with the curriculum to strengthen the effectiveness of teaching and learning.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Ensure the infusion of ICT into the curriculum, so that the students could enjoy interactive and inquiry-based learning via technology.

Development of Generic Skills:

- 1. Focus on whole-person development.
- 2. The teaching of generic skills will be integrated into the IB PYP curriculum.

Cultivation of Proper Values, Attitudes and Behaviours:

LA is committed to fostering a conducive learning environment that can expand students' global citizenship to harness positive values and attitudes. With that in mind, LA has been embedding Positive Education into the IB curriculum through the implementation of the IB Learner Profile and Approaches To Learning skills, as well as the EDB Values Education Framework. On top of this, teachers are committed and well-equipped to deliver well-being practices and events to nurture students' social and emotional learning. On-going evaluation and informal assessments by the school's Pastoral Care team, form an integral part of the strategies that allow teachers to monitor and provide constructive feedback to cultivate students' growth mindset.

Student Support

Whole School Approach to Catering for Learner Diversity:

Our school continuously maintains close communication with guardians concerning students' learning progress and needs. Teachers provide constant feedback and relevant support for students in need. The Inclusive Learning Team works collaboratively with teaching staff and professionals to identify students' learning needs by providing interventions accordingly, including individual and small group training.

Whole School Approach to Integrated Education:

Our school adopts a 3-tier support model whereby the Inclusive Learning Team works collaboratively with staff members as well as school-based therapists to cater for diverse learning needs, including academic, social-emotional and behavioural concerns.

Teaching staff receive regular training to constantly enhance teaching strategies by providing early identification and interventions, such as individual or small group training.

Education Support for Non-Chinese Speaking (NCS) Students:

Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; organising activities to create an inclusive learning environment in the school; hiring additional manpower and/or translation/interpretation services to facilitate the communication with parents of NCS students; and our school uses Putonghua to teach Chinese in all classes / groups at all levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc..

Curriculum Tailoring and Adaptation:

In Unit of Inquiry, teachers design a variety of theme-related, non exam-style activities to assess students through speaking, writing, visual presentation, etc. After providing general guidance, teachers encourage students to complete the tasks using innovative methods. Thus, students are able to demonstrate and develop their potentials in different areas.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Parents will be invited to join the Lutheran Association of Parents and Teachers (LAPT) and contribute in daily school affairs, sharing their experiences and expertise with students, fostering love and care at home and promoting the school image in the community.

School Ethos:

- 1. We stress on an integrated program for pastoral care, discipline and counseling.
- 2. Character building program for our students and staff.
- 3. Role modelling from our staff and students.
- 4. Learning by doing in daily school life.

Future Development

School Development Plan:

- 1. Foster community wellness through Christian Character, SEL comprehension and application and collaborative stakeholder efforts.
- 2. By fostering student autonomy and cultivating information literacy to develop future-ready students who can maximise their potential for success in a changing world.
- 3. Foster international-mindedness by cultivating global awareness, facilitating student exchange and service, and nurturing cultural competence.

Teacher Professional Training & Development:

- 1. Teachers attend overseas international curriculum workshops as well as EDB workshops or seminars.
- 2. Teachers are trained to infuse ICT into the process of learning and teaching.

Fee Remission

Our school offers full school fee remission, 3/4, 1/2 or 1/4 school fee remission. Needy students, including those from families receiving the Comprehensive Social Security Assistance (CSSA) and students receiving financial assistance provided by the Student Finance Office of the Working Family and Student Financial Assistance Agency (WFSFAA), could apply for fee remission.

- Newly admitted students could apply for the school fee remission before 3 month(s) of commencement of the new school year. Application results will be announced within 2 month(s) after submission of applications.
- Please visit the web-link in our school's website for details of school fee remission scheme, including the family income limits.

Others

The school provides fee remission program.

#The proposed fee is pending EDB's approval. The fee(s) in previous school year (2024/2025) is/are as follows: \$84,500