



ST. PAUL'S COLLEGE PRIMARY SCHOOL

SCHOOL ANNUAL PLAN

2025-2026

Endorsed by SPC Council on 17th September, 2025

OUR SCHOOL MOTTO AND MISSION STATEMENT

School Motto

The fear of the Lord is the beginning of wisdom (Proverbs 9:10) 寅畏上主是為智之本 (箴言 9:10)

Mission

The School is managed by the St. Paul's College Council, a body incorporated by a special Hong Kong Government Ordinance. The mission of the School as stated in the ordinance is: the offering to Hong Kong youths of a modern, liberal education founded upon Christian principles, Protestant and Evangelical, as professed by the Sheng Kung Hui.

OUR GOALS

The educational goals of the School, in accordance with its mission, may be described as:

- ✧ To cultivate a healthy attitude to life and the world and to expose students to the Christian message.
- ✧ To inculcate civic awareness in students and to develop them into responsible and useful citizens of community with respect for intellectual property, human rights, freedom and justice.
- ✧ To enable students to develop their intellectual potential fully, to think logically and creatively, to study and solve problems independently, and to communicate effectively in English and Chinese.
- ✧ To develop students' skills and abilities in Information Technology and to arouse the interest in life-long learning.
- ✧ To develop students' physical fitness and musical proficiency and to encourage enjoyment in sports and music.
- ✧ To encourage the appreciation of the arts and development of artistic talents and skills.
- ✧ To promote respect for the views and opinions of others, harmonious relationships in school, the family and the community, and participation in community affairs.
- ✧ To develop in students the ability to cope with adverse situations and emotional problems appropriately.

“A Passion for Life, A Passion in Life”

School Annual Plan 2025-2026

Major Concern:

Fostering in our students **a genuine passion for life** and **a strong devotion to learning**

培養學生

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It is suggested that ...

- ✧ through a step-by-step approach embedded in various school programmes, we aim to foster deeper reflection among students, ignite their passion for life and cultivate an enduring love for learning. This encourages them to treasure life as a gift from God and their parents, inspiring them to embrace it with gratitude and purpose.
- ✧ by implementing whole-school initiatives, including our refined STEAM programme, trans-curricular learning experiences, the school-wide counselling programme, and life-wide learning activities, we nurture our students' love for the country by deepening their understanding of Chinese culture, history and achievements. In doing so, we promote civic awareness and strengthen national identity. Together with our Christian beliefs that provide moral and spiritual guidance, we help students build a stronger connection to God and to their heritage, take pride in contributing to their nation and develop a well-rounded sense of responsibility.

Major Concern	Target	Strategies / Tasks	Time Scale	Success Criteria	Evaluation Mechanism	Personnel Responsible	Resources Required	Seven Learning Goals
Fostering in our students a genuine passion for life and a strong devotion to learning	1.1 Foster in students the virtues of 'faith', 'hope' and 'love' by honouring and expressing gratitude to our God and people around us	1.1.1 whole-school counselling programme to cultivate the Christian beliefs of faith, hope and love, the virtue of gratitude* and other values and attitudes, and encourage them to pursue in ...	Sep 2025 to Jul 2026	Students actively participate in the programmes and demonstrate an understanding of faith, hope and love in personal reflections.	Scrutiny of logbooks & student work	AH DH(GASS) ST(SD) ST(SG) ST(SDSA) PC(RE)	Logbooks Relevant learning materials	② positive values and attitudes ⑤ generic skills
		✧ morning prayers (regular basis)		They express gratitude in daily life towards God, historical people, teachers, parents and the wider community through words and service.	Minutes	SGP D&G Team SDP Team	Survey materials	
		✧ growth lessons (twice per term)			Teachers' observation			
		✧ pep talks (once per term)		They treasure their lives, applying the values and attitudes when facing challenges, showing perseverance, compassion and thoughtful judgments. Teachers conduct the ongoing collegial evaluation as part of the training programme for middle-level leaders.	Lesson observation Students', Parents' and Teachers' survey			

* Responding to the feedback and follow-up actions from the previous school year. Subject panels and functional committees to pay attention to the adjustments

Major Concern	Target	Strategies / Tasks	Time Scale	Success Criteria	Evaluation Mechanism	Personnel Responsible	Resources Required	Seven Learning Goals
Fostering in our students a genuine passion for life and a strong devotion to learning (<i>cont'd</i>)	1.1 Foster in students the virtues of 'faith', 'hope' and 'love' by honouring and expressing gratitude to our God and people around us (<i>cont'd</i>)	1.1.2 level-based pastoral care and life-wide learning activities to further internalise✧ and cultivate gratitude and other values and attitudes into daily routine according to student needs in ... ✧ class teacher periods with self-reflection tasks in student work such as logbooks, journals, student group presentation, etc. ✧ briefing and debriefing sessions of school team events such as competitions and performances	Sep 2025 to Jul 2026	Students embrace peer support and gratitude in team training and service-learning programmes They participate in structured reflection tasks to deepen their understanding of faith, hope, love and gratitude and apply them in real-life situations. Teachers conduct the ongoing collegial evaluation as part of the training programme for middle-level leaders.	Scrutiny of logbooks & student work Minutes Teachers' observation Lesson observation Students', Parents' and Teachers' survey	DH(GASS) DH(SASR) ST(SD) ST(SG) ST(CCA) SGP All CTs D&G Team LWL Team	Logbooks Relevant learning materials Survey materials	② positive values and attitudes ⑤ generic skills ⑦ healthy lifestyle

✧ Responding to the feedback and follow-up actions from the previous school year. Subject panels and functional committees to pay attention to the adjustments

Major Concern	Target	Strategies / Tasks	Time Scale	Success Criteria	Evaluation Mechanism	Personnel Responsible	Resources Required	Seven Learning Goals
Fostering in our students a genuine passion for life and a strong devotion to learning (<i>cont'd</i>)	1.1 Foster in students the virtues of 'faith', 'hope' and 'love' by honouring and expressing gratitude to our God and people around us (<i>cont'd</i>)	1.1.3 School-based professional support through which suitable learning topics of our English curriculum are chosen to incorporate elements of the values and national education: ✧ English teachers of selected levels to work with the EDB officer in fine-tuning the existing curriculum throughout the whole year ✧ Various learning strategies to be employed to improve learning and teaching effectiveness	Sep 2025 to Jul 2026	Students understand the elements of the values and national security education incorporated in the selected learning topics of the English curriculum. The said elements of the values and national security education can be incorporated through organic integration and natural connection. Teachers co-develop and improve teaching materials with the guidance of the EDB officer as part of collegial collaboration, teachers' professional development and training of the middle-level leaders.	Scrutiny of teaching plans & student work Minutes Teachers' observation Lesson observation Students' and Teachers' survey	DH(AS) ST(Eng) ST(CD) ST(MCN) English Ts concerned	Relevant learning materials Survey materials	① national identity ② positive values and attitudes ③ knowledge of key learning areas ④ language skills ⑤ generic skills ⑥ reading and information literacy

Major Concern	Target	Strategies / Tasks	Time Scale	Success Criteria	Evaluation Mechanism	Personnel Responsible	Resources Required	Seven Learning Goals
Fostering in our students a genuine passion for life and a strong devotion to learning (<i>cont'd</i>)	1.2 Nurture the sense of identity on earth, encompassing 'national identity' and 'citizenship' and their identity in God's kingdom as His children	1.2.1 whole-year national security education* programme to instil in students the ideas of national identity, national security and citizenship, both on earth and in God's kingdom, and encourage them to pursue in ...	Sep 2025 to Jul 2026	Students articulate the meaning of national identity and demonstrate respect for the heritage, culture and values of various national security aspects in school activities and personal reflections.	Scrutiny of student work	AH DH(GASS) DH(SASR) ST(MCN) ST(CCA) ST(SDSA) All CTs NSE WC D&G Team LWL Team	Student work Relevant learning materials Survey materials	① national identity
		✧ assemblies (<i>regular basis</i>)		They reflect on their dual identity as citizens of their country and as members of God's kingdom, showing integrity, compassion and social responsibility in their conduct.	Minutes			② positive values and attitudes
		✧ pep talks (<i>following the yearly calendar of major national events</i>)			Teachers' observation			⑤ generic skills
		✧ visits, excursions and mainland trips		Teachers conduct the ongoing collegial evaluation as part of the training programme for middle-level leaders.	Lesson observation Students', Parents' and Teachers' survey			⑦ healthy lifestyle

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Major Concern	Target	Strategies / Tasks	Time Scale	Success Criteria	Evaluation Mechanism	Personnel Responsible	Resources Required	Seven Learning Goals
Fostering in our students a genuine passion for life and a strong devotion to learning (<i>cont'd</i>)	1.2 Nurture the sense of identity on earth, encompassing 'national identity' and 'citizenship' and their identity in God's kingdom as His children (<i>cont'd</i>)	1.2.2 ✧ whole-school learning and teaching curriculum to promote the ideas of national identity and national security through organic integration and natural connection. Suitable learning topics of all subjects across the six levels and three terms are chosen in which relevant learning elements of national security education are incorporated with reference to the Curriculum Framework of National Security Education in Hong Kong (2025) by the Education Bureau ✧ Subject-related and life-wide learning activities including visits, training sessions, outreach programmes, service-learning activities to promote the ideas of national identity and national security education	Sep 2025 to Jul 2026	Students demonstrate an understanding of core principles of national security education. Subject teachers identify and implement integrated learning experiences that naturally connect national security ideas to existing learning topics in the curricula. Senior Teachers' Team conducts top-level planning to scrutinise and evaluate the implementation strategies as part of the training programme for middle-level leaders.	Scrutiny of student work Minutes Scheme of work Teachers' observation Lesson observation Students', Parents' and Teachers' survey	AH DH(AS) ST(CD) ST(MCN) ST(CCA) ST(SDPR) All PCs All Ts NSE WC CD Team LWL Team	Curriculum documents Relevant learning materials Survey materials	① national identity ② positive values and attitudes ③ knowledge of key learning areas ④ language skills ⑤ generic skills ⑥ reading and information literacy ⑦ healthy lifestyle

Major Concern	Target	Strategies / Tasks	Time Scale	Success Criteria	Evaluation Mechanism	Personnel Responsible	Resources Required	Seven Learning Goals
Fostering in our students a genuine passion for life and a strong devotion to learning (cont'd)	1.3 Create opportunities that inspire students to explore the world and cultivate curiosity about knowledge surrounding them	1.3.1 Through the whole-school learning and teaching curriculum, including STEAM programme and trans-curricular learning (TCL) programme, ✧ enhance students' language skills and diverse learning abilities through inquiry-based learning methods ✧ strengthen their understanding of the ethical use of information and its significance	Sep 2025 to Jul 2026	Students demonstrate measurable improvement in written, spoken and digital communication as observed in TCL and STEAM projects, presentations and collaborative activities. They show increased proficiency in critical thinking and research. They exhibit awareness of proper sourcing, responsible citation in project work, digital media creation and written assignments. Teachers co-develop and fine-tune the programmes as part of collegial collaboration and teachers' professional development.	Scrutiny of student work Minutes Teachers' observation Lesson observation Students', Parents' and Teachers' survey	DH(AS) ST(CD) PCs(GS) All PCs All Ts CD Team STEAM Team LWL Team	Relevant learning materials Survey materials	① national identity ② positive values and attitudes ③ knowledge of key learning areas ④ language skills ⑤ generic skills ⑥ reading and information literacy ⑦ healthy lifestyle

Legend:

AH	Acting Headmaster	ST(CCA)	Senior Teacher (Co-curricular Activities)	SDP	School Development
DH(AS)	Deputy Head (Academic Studies)	ST(CD)	Senior Teacher (Curriculum Development)	SGP	Student Guidance Personnel
DH(GASS)	Deputy Head (General Administration & Student Support)	ST(SDSA)	Senior Teacher (School Development & Student Admission)	NSE WC	National Security Education Working Committee
DH(SASR)	Deputy Head (Student Activities & School Resources)	ST(SD)	Senior Teacher (Student Discipline)	PCs(GS)	Panel Chairs of General Studies
ST(Eng)	Senior Teacher (English)	CD	Curriculum Development	PCs	Panel Chairs
ST(SG)	Senior Teacher (Student Guidance)	D&G	Discipline & Guidance	CTs	Class Teachers
ST(MCN)	Senior Teacher (Moral, Civic & National Education)	LWL	Life-wide Learning	Ts	Teachers