



ST. PAUL'S COLLEGE

PRIMARY SCHOOL

SCHOOL ANNUAL PLAN

2026-2027

Endorsed by SPC Council on 13th November, 2026

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 2026-2027

Major Concern:

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

培養學生 **對生命滿懷熱忱**

對學問勇於追尋

Feedback and Follow-up Actions from the previous school annual plan 2025-2026:

It is suggested that …

- ✧ a more structured reflection framework be incorporated into whole-school counselling programmes, pastoral care activities and life-wide learning experiences so as to cultivate deeper self-awareness and gratitude among students so that students can further internalise national identity, civic responsibility and Christian values.

- ✧ cross-curricular collaboration in learning and teaching programmes, such as Trans-curricular Learning (TCL) and STEAM, be strengthened to help students make meaningful connections among knowledge, values and real-life situations.

- ✧ greater emphasis be placed on information and digital literacy, including ethical information use, source evaluation and responsible digital citizenship.

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 'filial piety and 'respect' by encouraging love and honour for their families	1.1.1 whole-school counselling programme to deepen their understanding of filial piety and respect, as lessons taught by Jesus and virtues embraced in our Chinese culture❖ , together with other values and attitudes, and encourage them to pursue in … ✧ morning prayers *(regular basis)* ✧ growth lessons *(regular basis)* ✧ pep talks *(once per term)*	Sep 2026 to Jul 2027	Students actively participate in the programmes and demonstrate an understanding of filial piety and respect in personal reflections. Through 'Project Gentlemen' (保羅紳士訓練課程), they express respect and gratitude in daily life towards their parents, teachers, people around and the wider community through words and service. They participate in structured reflection tasks to deepen their understanding of respect and gratitude and apply them in real-life situations.	Scrutiny of logbooks & student work Minutes Teachers' observation Lesson observation Students', Parents' and Teachers' survey	H DH(GASS) ST(SD) ST(SG) PC(RE) SGP D&G Team SDP Team	Logbooks Relevant learning materials Survey materials	② positive values and attitudes ⑤ generic skills

❖ 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 *(cont'd)*	1.1 Foster in students the virtues of 'filial piety and 'respect' by encouraging love and honour for their families *(cont'd)*	1.1.2 level-based pastoral care and life-wide learning activities to further internalise❖ and cultivate gratitude, and other values and attitudes, to honour their parents, teachers and people around into daily routine through … ✧ 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 2026 to Jul 2027	Students embrace respect and gratitude in team training and service-learning programmes They participate in structured reflection tasks to deepen their understanding of respect 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) ST(SDSA) 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

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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 *(cont'd)*	1.2 Nurture the sense of togetherness through love for their peers and neighbours, rooted in the values of 'brotherhood', 'unity', 'benevolence', 'empathy' and 'integrity'	1.2.1 whole-year values education and national security education programme to instil in students the SPC virtues, ideas of national identiy and national security, and impart in them the importance of togetherness in society, emphasizing benevolence, empathy and integrity in human relationships,❖ and encourage them to pursue in … ✧ assemblies *(regular basis)* ✧ pep talks *(following the yearly calendar of major national events)* ✧ visits, excursions and mainland trips	Sep 2026 to Jul 2027	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. They reflect on the ideas of togetherness and brotherhood with their dual identity as students of SPC and nationals of our country, demonstrating unity, benevolence, empathy and integrity in their words and service. Teachers conduct the ongoing collegial evaluation as part of the training programme for middle-level leaders.	Scrutiny of student work Minutes Teachers' observation Lesson observation Students', Parents' and Teachers' survey	H 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 ② positive values and attitudes ⑤ generic skills 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 *(cont'd)*	1.2 Nurture the sense of togetherness through love for their peers and neighbours, rooted in the values of 'brotherhood', 'unity', 'benevolence', 'empathy' and 'integrity' *(cont'd)*	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 2026 to Jul 2027	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	H DH(AS) ST(CD) ST(MCN) ST(CCA) ST(SDSA) 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 Provide opportunities that ignite their passion for learning with the pilot Artificial Intelligence (AI)-enhanced learning opportunities	1.3.1 Enhance learning and teaching effectiveness through responsible and innovate use of AI❖ through, ✧ providing teachers with structured professional development on AI-assisted administrative work, lesson planning and assessments. ✧ establishing an AI in Education Committee to facilitate and to share effective practices and develop AI teaching resources. ✧ piloting AI-supported learning tasks in at least three subject areas and disseminating successful practices across the school	Sep 2026 to Jul 2027	At least 50% of teachers complete AI professional development training and demonstrate the use of AI tools in lessons and/or assessments. At least three subject areas develop and implement around six AI-enhanced learning tasks across two or more levels, with teacher evaluation showing improved efficiency and teaching effectiveness. 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) ST(AA) ST(SDSA) AIC 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

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Legend:

H	Headmaster
DH(AS)	Deputy Head (Academic Studies)
DH(GASS)	Deputy Head (General Administration & Student Support)
DH(SASR)	Deputy Head (Student Activities & School Resources)
ST(SG)	Senior Teacher (Student Guidance)
ST(MCN)	Senior Teacher (Moral, Civic & National Education)
ST(CCA)	Senior Teacher (Co-curricular Activities)
ST(CD)	Senior Teacher (Curriculum Development)
ST(SD)	Senior Teacher (Student Discipline)
ST(SDSA)	Senior Teacher (School Development & Student Admission)
ST(AA)	Senior Teacher (Academic Affairs)
CD	Curriculum Development
D&G	Discipline & Guidance
LWL	Life-wide Learning
SDP	School Development
SGP	Student Guidance Personnel
AIC	AI in Education Committee
NSE WC	National Security Education Working Committee
PCs	Panel Chairs
PC(RE)	Panel Chair (Religious Education)
CTs	Class Teachers
Ts	Teachers