

St Johannes College

School Annual Plan 2025–2026

Primary & Kindergarten

Planning period: September 2025 – August 2026

This annual plan translates the school’s major concerns into a focused programme of action. It identifies the intended outcomes, evidence of progress, responsible leads, and review rhythm for the 2025–2026 school year.

Priority 1. Strengthen the school system through effective leadership and governance

Target	Key strategies	Success indicators	Evidence sources	Lead	Timing
Establish a clear leadership structure	Form a leadership team with clearly defined roles and responsibilities for the principal, administrative staff, and department heads.	A leadership team is established and its roles and responsibilities are documented and communicated.	Leadership structure; role descriptions; meeting records	Principal / Leadership Team	Term 1 and ongoing
Foster a culture of collaboration and accountability	Develop a shared vision and mission aligned with stakeholder values. Implement regular performance reviews for school leaders and staff to support quality assurance, accountability, and continuous improvement.	The vision and mission are shared with the SJC community. Policies and guidelines are introduced and disseminated. Performance review arrangements are documented.	Vision and mission records; policy register; review records	Principal / Leadership Team	Terms 1–3
Enhance stakeholder engagement	Increase parent and community participation through a focus group, regular communication, surveys, and feedback sessions.	A parent–teacher focus group is established. The principal communicates with parents at least once each month. A parent survey is conducted at the end of each term.	Focus-group minutes; communication log; survey results and action points	Principal / Parent Liaison	Monthly and termly
Promote professional development for teachers	Provide ongoing training for leaders and teachers. Schedule subject meetings every two weeks to promote professional sharing and collaborative improvement.	At least one professional-learning session is held each term. Subject meetings are held fortnightly and recorded.	Training calendar; attendance records; subject-meeting minutes	Principal / Department Heads	Fortnightly and termly

Priority 2. Cultivate an academically rigorous and innovative learning environment that prepares students for future challenges

Target	Key strategies	Success indicators	Evidence sources	Lead	Timing
Implement the school-based CLAPS programme	Embed the CLAPS values—Character Building, Leadership Quality, Awareness of Oneself and Others, Personal Growth, and Serving with Compassion—in teaching, learning, and school life.	CLAPS values are reflected in curriculum documentation and daily learning experiences. Age-appropriate strategic plans are implemented.	Curriculum plans; lesson evidence; student work; programme review	CLAPS Coordinator / Teachers	Terms 1–3
Encourage critical thinking, collaboration, problem-solving, and ownership of learning	Review the curriculum to include relevant real-world issues. Encourage student-led initiatives and projects that develop ownership, critical thinking, collaboration, and problem-solving.	Project-based learning incorporates real-world issues. At least one student-led activity and one project focused on critical thinking and problem-solving are completed.	Curriculum review; project plans; student reflections; work samples	Department Heads / Teachers	Terms 2–3
Promote innovative teaching practice	Invest in suitable learning technologies and platforms. Provide training in innovative teaching and classroom	At least three learning apps or platforms are used in daily teaching. At least two workshops	Subscription records; workshop records;	Principal / ICT Coordinator / Teachers	Terms 1–3

Target	Key strategies	Success indicators	Evidence sources	Lead	Timing
	management. Encourage peer observation and collaborative teaching.	are held. Teacher feedback is collected. At least one peer observation and sharing session takes place each term.	teacher feedback; observation forms		
Enhance assessment effectiveness	Implement assessment guidelines that ensure appropriate difficulty and high-quality questions. Promote fair evaluation, meaningful feedback, and a balanced formative and summative assessment framework.	Assessment guidelines are introduced and followed. Formative and summative assessments are reviewed for question variety, quality, and appropriate weighting.	Assessment guidelines; moderation records; sample assessments; feedback review	Assessment Coordinator / Teachers	Terms 1–3
Support diverse learning needs	Provide targeted support for students with different learning needs, including gifted education and special educational support.	The feasibility of a gifted programme is investigated. Arrangements for diverse learning needs are documented in curriculum and student-support records.	Needs analysis; support plans; curriculum adjustments; review notes	SEN / Inclusion Lead / Teachers	Terms 2–3
Strengthen partnerships and community involvement	Establish partnerships with schools and institutions. Organise student community-service activities and contact schools to explore collaboration.	At least two partnerships are established. At least one student community-service engagement and sharing session are completed. At least three schools are contacted each term.	Partnership register; contact log; service-learning records; student reflections	Principal / Community Liaison	Termly and ongoing

Priority 3. Leverage resources within the educational group

Target	Key strategies	Success indicators	Evidence sources	Lead	Timing
Strengthen collaboration between SJC and AIS	Share facilities, equipment, and other resources where appropriate. Implement a through-train model by designating SJC as a feeder school for AIS.	Resource-sharing arrangements are documented and implemented subject to availability and mutual agreement. A clear transition pathway supports SJC students who progress to AIS after primary school.	Resource-sharing log; agreement records; transition information; student follow-up	Principal / SJC–AIS Coordination Team	Terms 1–3

Implementation and review cycle

The Leadership Team will coordinate implementation and maintain a central evidence file. Progress will be reviewed at the end of each term, with a mid-year consolidation after Term 2 and a final evaluation at the end of the planning period. Review findings should be used to adjust activities, allocate resources, and set priorities for the following year.

Review point	Core questions	Required output
Termly review	What was completed? What evidence shows progress? What barriers emerged?	Brief progress record and action points
Mid-year review	Which indicators are on track, at risk, or not yet started?	Updated status dashboard and corrective actions
End-of-year evaluation	What changed for leadership, teaching, learning, inclusion, and partnerships?	Completed evaluation report and recommendations