

School Annual Plan Evaluation 2025–2026

Rating scale

Rating	Definition	Evidence expectation	Follow-up
Achieved	Target met or exceeded.	Clear evidence demonstrates implementation and satisfactory quality.	Sustain, monitor, and share effective practice.
Partially achieved	Meaningful progress is evident, but the target or quality standard is not yet fully met.	Evidence demonstrates implementation with identifiable gaps in consistency, quality, or impact.	Specify corrective action, owner, and review date.
Not achieved	The target was not met or implementation did not begin.	Evidence is absent, insufficient, or indicates no meaningful progress.	Identify the cause and revise the implementation plan.
Not applicable	The target is no longer relevant or could not reasonably be evaluated.	The reason must be documented and approved.	Reframe or remove the target in the next plan.

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

Target	Evaluation status	Evidence reviewed	Key findings and impact	Corrective or next action
Establish a clear leadership structure	Achieved	An organisational chart was prepared and shared at the beginning of the school year. Leadership roles and responsibilities were clarified, including the appointment of a Deputy Principal with responsibilities distinct from those of the Principal.	The clearer structure has been positively received by teachers and parents. Staff have a better understanding of reporting lines, decision-making responsibilities, and day-to-day leadership arrangements.	Schedule regular formal and informal meetings with emerging teacher leaders. Review role clarity at mid-year and end-of-year leadership meetings.
Foster a culture of collaboration and accountability	Partially achieved	Interdisciplinary teams were established for STEM, project-based learning (PBL), and other learning initiatives. A formal appraisal process, including lesson observation and professional debriefing, was introduced.	Collaboration across subjects has expanded and students have had more opportunities to display their work. Teachers have valued the professional dialogue following observations. The quality and focus of some PBL activities require further review.	Review PBL design to ensure an appropriate workload and clear alignment with learning objectives. Before each observation, agree with the teacher on the specific improvement focus and evidence to be collected.
Enhance stakeholder engagement	Achieved	The Principal maintained daily morning contact with parents and students. Parent seminars were organised, and school letters explaining the school vision and programme purposes were issued timely.	Parents demonstrated a clearer understanding of the school's values, programmes, and educational purposes. Regular informal contact also helped the school identify student and family needs earlier.	Maintain the communication cycle and introduce a short termly feedback record so that recurring parent concerns, responses, and follow-up actions are documented.
Promote professional development for teachers	Partially achieved	Two professional-development sessions focused on PBL were organised. Teachers were encouraged to participate in Education Bureau professional-development courses where appropriate.	The PBL sessions strengthened shared understanding of planning and implementation. Professional-learning opportunities were less consistent for Kindergarten teachers and should be more closely matched to their developmental needs.	Prepare an annual professional-learning plan with dedicated Kindergarten training, assessment literacy, classroom management, and differentiated-learning sessions. Track attendance and application in practice.

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

Target	Evaluation status	Evidence reviewed	Key findings and impact	Corrective or next action
Implement the school-based CLAPS programme	Partially achieved	A CLAPS schedule was established covering character building, leadership quality, awareness of self and others, problem-based learning, and service. Feedback from students and parents was positive.	The programme has provided a coherent platform for developing personal and social qualities. Positive feedback indicates that the programme is meaningful to the school community. Teachers require additional time, resources, and planning support for consistent implementation.	Provide shared lesson resources, exemplars, and planning time. Review the age-appropriateness and consistency of CLAPS delivery at the end of each term.

Target	Evaluation status	Evidence reviewed	Key findings and impact	Corrective or next action
Encourage critical thinking, collaboration, problem-solving, and ownership of learning	Partially achieved	PBL was implemented during the year and provided opportunities for students to investigate topics and produce work.	PBL created a foundation for student collaboration and ownership. The evidence supplied does not yet demonstrate consistent impact on critical-thinking skills or the quality of student reflection across year groups.	Define common PBL quality criteria and require a short student reflection for each major project. Moderate selected projects across year groups to strengthen consistency and progression.
Promote innovative teaching practice	Partially achieved	Open-classroom opportunities were encouraged so that teachers could observe colleagues' lessons. Participation remained limited because some teachers were not yet comfortable opening their classrooms.	The initiative established a positive intention toward professional sharing, but the current format may be perceived as evaluative. A more supportive approach is needed to build trust and participation.	Pilot voluntary video-based lesson reflection or small peer-learning groups. Emphasise professional growth rather than judgement, and use a simple reflection protocol after each observation.
Enhance assessment effectiveness	Partially achieved	An annual assessment policy and plan was reviewed to check frequency and curriculum coverage. Assessment quality improved and the number of errors was reduced.	Assessment design and coverage became more consistent. However, errors were still identified during the most lastculation, indicating that subject heads require stronger moderation support and further assessment-literacy development.	Introduce a two-stage moderation checklist before circulation. Provide targeted professional development in assessment literacy and review error trends each term.
Support diverse learning needs	Partially achieved	A Chinese class for non-Chinese-speaking students was arranged. Enrichment support in English was identified as a need for students from the Mainland and other learners requiring additional language support.	The school has begun responding to language diversity. Further online and school-based resources are needed to support learning diversity in English and other curriculum areas.	Create a learning-support resource bank and individual support records. Review the need for English enrichment and differentiated resources at least once each term.
Strengthen partnerships and community involvement	Partially achieved	AIS was officially confirmed as the SJC through-train partner school. St Bees School was identified as a partner school.	The partnership base has expanded and provides a pathway for student progression. Collaboration currently needs to move beyond venue or organisational arrangements toward shared learning and student-development activities.	Develop a partnership action plan with at least one joint professional, student, or community activity per partner school. Record objectives, participation, outcomes, and next steps.

Priority 3. Leverage resources within the educational group

Target	Evaluation status	Evidence reviewed	Key findings and impact	Corrective or next action
Strengthen collaboration between SJC and AIS	Partially achieved	The through-train arrangement with AIS was confirmed. Graduation and progression to AIS were supported, and a school visit was arranged for admissions purposes.	The arrangement provides students with a clearer pathway to secondary education and improves continuity between the two schools. Evidence of systematic resource sharing and broader joint planning remains limited.	Establish a written SJC–AIS collaboration plan covering resource sharing, transition information, admissions communication, joint activities, and annual review. Record all shared resources and agreed responsibilities.

Overall evaluation summary

Overall judgement: Partially achieved. The school has established important leadership structures, communication routines, programme foundations, assessment-review processes, and progression partnerships. The strongest evidence of impact relates to clearer leadership arrangements, improved communication with parents, positive CLAPS feedback, and improved assessment quality. The next stage should focus on consistency: ensuring that professional learning reaches all staff groups, PBL and CLAPS are appropriately resourced, assessment moderation is more reliable, inclusive support is documented across subjects, and partnerships produce measurable shared activities.

Evaluation area	Completed finding and recommendation
Key achievements	Leadership roles were clarified; parent communication and seminars were strengthened; PBL and CLAPS were implemented; assessment quality improved; AIS became the through-train partner; and a partner-school network was initiated.
Main areas for improvement	Professional development for Kindergarten teachers, PBL focus and workload, teacher participation in peer learning, assessment moderation, inclusive resources, and evidence of partnership impact require further development.

Priority actions for 2026–2027	Adopt a termly evidence dashboard; provide targeted professional development; strengthen moderation and PBL quality criteria; create a differentiated-learning resource bank; and implement written collaboration plans with partner schools.
Review responsibility	The Principal and Leadership Team should review progress termly, with each target lead maintaining evidence and reporting status, risks, and next actions.