

St Johannes College

School Annual Plan 2026–2027

Primary & Kindergarten

Smart Governance and E-Platform | AI and Academic Innovation | Reading and Secondary Transitions

Major concerns and plan at a glance

Based on a holistic review of school performance, stakeholder feedback, and emerging educational needs, the following concerns are prioritised for 2026–2027:

Priority	Strategic focus	Review emphasis
1	Strengthen governance, administration, stakeholder communication, and smart-campus operations.	Leadership clarity, e-platform adoption, quality assurance, home-school partnership, and staff development.
2	Cultivate a rigorous, AI-integrated, innovative learning environment.	Computing and robotics, reading culture, competitions, assessment, CLAPS/OLE, PBL, and secondary readiness.
3	Leverage educational-group resources and expand external partnerships.	AIS feeder pathway, school networks, transition outreach, inter-school exchange, and community service.

Priority 1. Strengthen the school system through governance, administration, and technology integration

Target	Key strategies and implementation steps	Success indicators and metrics	Evidence sources	Lead	Timing
Establish a clear and empowered leadership structure	Define operational roles and guidelines for the Principal, Deputy Principal, Subject Heads, and Coordinators. Establish middle-management panels for curriculum quality, assessment alignment, and campus development.	Leadership team operates with an updated organogram, written job specifications, and documented accountability across academic and administrative functions.	Organogram; job specifications; panel terms of reference; meeting records	Principal / Deputy Principal	Term 1 and ongoing
Implement smart-campus operations and the school e-platform	Roll out a user-friendly platform for real-time attendance, paperless notices and digital consent, and online lunch ordering. Provide onboarding and support for staff and parents.	Platform is implemented across all primary levels. Parent adoption exceeds 90% in Term 1. Attendance records are accurate, notices are acknowledged promptly, and paper use is reduced.	Adoption dashboard; attendance audit; notice logs; lunch-order records; parent support log	Deputy Principal / IT team	Term 1 rollout; ongoing review
Foster collaboration, quality assurance, and accountability	Conduct fortnightly subject-panel meetings for cross-grade alignment. Implement structured staff reviews, peer observations, post-observation sharing, and regular review of quality-assurance policies.	Fortnightly panel meetings are documented. All teaching staff participate in at least one peer-observation cycle per term. Quality-assurance policies are reviewed and disseminated.	Panel minutes; appraisal records; observation forms; policy register	Deputy Principal / Subject Heads	Fortnightly and termly
Strengthen stakeholder engagement and home-school partnership	Hold monthly communication sessions with parent representatives. Conduct end-of-term surveys through the e-platform and communicate the purpose of major programmes clearly.	At least one parent-school communication session is held each month. Termly survey participation and satisfaction are reviewed, with a target of at least 70% satisfaction.	Meeting minutes; circulars; survey results; action log	Principal / Deputy Principal	Monthly and termly

Target	Key strategies and implementation steps	Success indicators and metrics	Evidence sources	Lead	Timing
Promote targeted professional development	Provide at least two CPD sessions per term on AI pedagogy, Cambridge Computing, e-platform use, classroom management, and leadership. Support panel heads in strategic planning and curriculum review.	At least two CPD sessions are delivered each term. Staff participation is recorded, and teachers demonstrate application of new digital or pedagogical tools in practice.	CPD calendar; attendance; feedback; lesson evidence; panel review	Principal / Deputy Principal / ICT Coordinator	Termly

Priority 2. Cultivate an academically rigorous, AI-integrated, and innovative learning environment

Target	Key strategies and implementation steps	Success indicators and metrics	Evidence sources	Lead	Timing
Integrate AI and modern computing into the curriculum	Collaborate with the Hong Kong Productivity Council on hands-on robotics and automation. Adopt the Cambridge Computing Curriculum. Use interactive boards and the STEAM and Robotics Room at the 109 Campus.	HKPC robotics is delivered across the upper primary levels. Cambridge Computing is embedded in weekly ICT schedules. STEAM kits and smart-classroom tools are used in all P1 classes.	Schemes of work; lesson plans; robotics records; ICT timetable; classroom observations	ICT Coordinator / GS Head / Teachers	Whole year
Enrich the campus reading ecosystem and literacy	Operate the Campus Free Library on a trust-based “Take a Book, Leave a Book” model. Subscribe to SCMP Posties and Ming Pao Primary Edition. Maintain structured bilingual DEAR Time.	The library operates throughout the year with evidence of student engagement. Newspaper resources are integrated into English and Chinese lessons. Weekly bilingual DEAR sessions are maintained.	Library records; reading logs; lesson plans; DEAR timetable; student feedback	English Head / Chinese Head	Whole year
Develop skills through competitions and secondary readiness	Organise internal and external competitions in mathematics, speech, coding, science, writing, arts, and athletics. Provide P5–P6 modules in problem-solving, interview skills, reasoning, and critical thinking. Coordinate PBL showcases.	Each subject panel organises at least two major competitions per year. More than 50% of students participate in academic competitions. All P5–P6 students complete preparation workshops. At least one PBL showcase is held per term.	Competition register; participation data; workshop records; PBL showcase records	Subject Heads / PBL Coordinator	Termly and ongoing
Strengthen assessment effectiveness and balanced rigour	Refine assessment guidelines to ensure balanced difficulty, higher-order thinking, question quality, and meaningful feedback. Maintain an appropriate balance between formative and summative assessment.	The updated framework is implemented by all panels. Examination papers are moderated fortnightly. Assessment samples demonstrate appropriate coverage, question quality, and feedback.	Assessment framework; moderation records; sample papers; feedback audits	Subject Heads / Assessment Lead	Termly
Embed CLAPS and OLE enrichment	Map the five CLAPS pillars—Character, Leadership, Awareness, Problem-Solving, and Serving—into schemes of work. Provide diverse OLE opportunities, including Uniform Teams, Sports Teams, Voice of Impact, Logic Masters, and Singing Stars.	CLAPS values are mapped into subject planning. OLE enrolment is completed on time, attendance is monitored, and participation is reviewed across year groups.	Schemes of work; OLE register; attendance; student reflections; programme review	CLAPS / OLE Coordinator / Teachers	Whole year

Priority 3. Leverage educational-group resources and expand external partnerships

Target	Key strategies and implementation steps	Success indicators and metrics	Evidence sources	Lead	Timing
Strengthen educational-group collaboration with AIS	Communicate the official feeder-school pathway to graduating families. Share facilities, sports grounds, and equipment by mutual agreement. Conduct joint academic, cultural, and professional-learning activities.	Feeder pathways are clearly communicated. Resource-sharing protocols are used effectively. At least one joint student or staff development activity is conducted each term.	Parent information; sharing protocols; joint-activity records; transition data	Principal / SJC-AIS Coordination Team	Termly and ongoing
Expand external secondary-school networks and transition pathways	Contact local and international schools. Organise campus visits and talks for parents and P5–P6 students. Provide application guidance and interview coaching.	At least one external school is contacted each term. At least two parent/student talk series are arranged. All P6 students receive secondary-placement guidance.	Contact log; visit records; talk attendance; guidance records	Principal	Termly and P5–P6 cycle
Promote inter-school competitions and pedagogical exchange	Participate in regional academic, sports, and robotics competitions. Use exchanges to share effective teaching and learning practices.	SJC enters at least three major regional inter-school competitions. Participation, outcomes, and learning points are documented.	Competition records; results; exchange notes; staff reflections	Subject Heads / PE / ICT Coordinators	Terms 1–4
Develop community involvement and compassionate service	Organise service projects under the CLAPS “Serving with Compassion” pillar. Partner with NGOs, elder-care centres, and environmental groups. Conduct student reflection after each engagement.	At least one community-service outreach is organised each term. Student reflection sessions are completed and show growing social awareness.	Partner records; service plans; attendance; student reflections	CLAPS Coordinator / Community Liaison	Termly

Signature initiatives and smart-campus enhancements

Initiative	Purpose and 2026–2027 implementation
Smart Campus E-Platform	Digital attendance provides timely safety information; paperless notices support efficient communication and digital consent; and online lunch ordering simplifies menu selection and monthly ordering.
Redesigned 109 Campus	The dedicated Year 1 facility provides interactive smart boards, a STRAM Lab with age-appropriate coding and building kits, and a redesigned play court that supports physical, social, and joyful learning.
Future-ready technology and AI integration	The HKPC collaboration introduces engineering, automation, and problem-solving. The Cambridge Computing Curriculum develops computational thinking, algorithm design, and digital citizenship.
Campus Free Library and reading ecosystem	The trust-based library, bilingual newspaper resources, and DEAR Time create accessible opportunities for independent reading, current-affairs awareness, vocabulary development, and language fluency.
Subject competitions and secondary readiness	Panel-led participation in mathematics, speech, coding, art, athletics, and other competitions is complemented by structured interview training, reasoning tests, and bridge workshops for senior primary students.

Governance, leadership, and teaching-team allocation

The following allocation establishes clear ownership for academic administration, subject leadership, coordination, and class teaching during 2026–2027. Any staffing changes should be recorded in the school’s official staffing and communication records.

Role / subject area	Designated teacher or coordinator
School Principal	Dr. Claudia Liu
Deputy Principal / General Studies Head	Ms. Michelle Lau
Chinese Subject Heads	Ms. Janet Lau; Ms. Hazel Wang
English Subject Heads	Ms. Shahani Roshni; Mr. Kirk Ngai
Mathematics Subject Heads	Ms. Meenu Bala; Ms. Areshpreet Kaur
General Studies Subject Heads	Ms. Michelle Lau; Ms. Teresa Woo
ICT Coordinator	Mr. Alexander Sy
Music Coordinator	Ms. Coco Li
Visual Arts Coordinator	Mr. Kelvin Yu
Physical Education Coordinator	Mr. Smit C
Mandarin Coordinator	Ms. Janet Lau
Project-Based Learning Coordinator	Ms. Areshpreet Kaur
National and National Security Education	Ms. Zoe Lee

Class teacher allocation: P1–P6

Class	Class teacher(s)	Class	Class teacher(s)
1A	Ms. Archi; Ms. Co Co	1B	Ms. Zoe; Mr. Smit
2A	Mr. George	2B	Ms. Areshpreet
3A	Ms. Meredith	3B	Ms. Kousar
4A	Ms. Roshni	4B	Ms. Janet
5A	Mr. Kelvin	5B	Ms. Teresa
6A	Mr. Kirk	6B	Ms. Meenu

Monitoring, evaluation, and quality assurance

The Leadership Team will maintain a central evidence file and use a multi-tiered review cycle to monitor implementation, quality, and impact. Findings will inform resource allocation, corrective action, and the following year’s priorities.

Review mechanism	Purpose and evidence
Fortnightly panel reviews	Subject panels review curriculum alignment, assessment, PBL, reading, competitions, and emerging barriers during scheduled meetings.
Termly senior-management reviews	Senior leaders review progress against the plan, risks, resource needs, and decisions requiring escalation.
Smart e-platform review	Adoption rates, attendance accuracy, notice completion, consent returns, and lunch-order efficiency are monitored through administrative data.
Termly pedagogical review	Peer observations, lesson-plan reviews, student work, portfolio moderation, and teacher reflection are completed each term.
Stakeholder feedback	Parent satisfaction, student learning experience, and teacher CPD feedback are collected digitally and reviewed for action.

Academic outcome tracking	Internal assessment, competition participation and outcomes, HKPC robotics learning, reading engagement, and secondary placement data are monitored.
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