Revised on 23 Oct 2026

St. Joseph's Primary School

Annual School Plan

2026-2027

School Vision

We aim to touch the hearts of the students confided to our care; in turn they touch the hearts of many more in our society, our country, our world with the talents and virtues they developed in their young years.

Mission Statement

The mission of St. Joseph's Primary School is to educate students in areas of moral, intellectual, physical, social, aesthetic and spiritual development. This process will take place in an environment conducive to learning and in the context of interaction between staff and students.

We believe that our mission and spirit is to impart a human and Christian education to those entrusted to our care within the Lasallian family, and to do so with FAITH and ZEAL.

We believe that in co-operation with parents we work to form the minds and characters of students and become transformed in the process as teacher and student help each other grow as persons.

We believe that success in school means more than good examination results. Students must learn how to learn, to think and to live virtuously.

Our mission is successful when our students

1. love their country, develop their talents and appreciate their culture,
2. understand and accept themselves and others,
3. think logically and critically and express themselves effectively,
4. clearly know what they believe and why they believe,
5. maintain physical fitness and mental health – avoiding excesses and abuses,
6. possess social awareness and a sense of responsibility for the common good.

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Major Concern 1: Be a good Samaritan: "Love your neighbour as yourself" [Luke 10:25-37]

Targets	Implementation Strategy	Success Criteria	Methods of Evaluation	Time Scale	Responsible Person	Resources Required
1. To develop students' interpersonal competence, positive attitudes, and peer interaction skills.	• Arrange seminars/workshops for teachers to enhance their skills in cultivating students' interpersonal skills and caring attitudes. • Introduce a Guidance Project to build up students' communication skills and strengthen their interpersonal abilities. • Integrate elements of promoting students' interpersonal skills into formal and informal curricula by providing more opportunities for interactions in class. • Develop service-learning programmes in order to groom students into empathetic individuals.	• Students are able to communicate with others in a friendly, respectful and appropriate manner. • There is an increase in the percentage of students demonstrating confidence in expressing themselves and interacting with peers • Students demonstrate empathy, respect and acceptance towards others in class, school life and service activities. • 70% of students are willing to care for people in need and take part in service activities	• Survey (SHS / APASO / School-based survey) • Teachers' observation • Students' reflection	• Sept 26 – July 27	• Guidance Team • Staff Development Team • PSMCD • All Panel Heads • ECA • TICs of Service Learning Programmes and Uniform Groups (including CYC, Cub Scouts, UAP)	• Survey (SHS / APASO / School-based survey) • Evaluation Report • Curriculum Guide • Lesson Plans

2. To strengthen students' social and emotional development through home-school cooperation	• Implement a parent education programme to enhance effective parenting practices	• 70% of students are able to apply simple strategies to manage emotions and cope with daily challenges both at home and in school.	• Survey (SHS / APASO / School-based survey)	• Oct 26 – • July 27	• Guidance Team • PTA	• Survey (SHS / APASO / School-based survey)

Major Concern 2: Be a global citizen: Love our hometown, home country, and home planet

Targets	Implementation Strategy	Success Criteria	Methods of Evaluation	Time Scale	Responsible Person	Resources Required
1. To cultivate students' law abidingness by obeying school regulations and local legislation	• Establish different reward schemes to foster students' self-discipline • Organise a range of educational experiences to promote and reinforce students' positive behaviour • Organise mediation and leadership training workshops for School Prefects (P.5-P.6) and School Guidance Prefects (P.5-P.6) • Encourage students to take part in activities and competitions about Basic Law and National Constitution	• Students understand the importance of observing school regulations, rules and laws. • Students show greater awareness of the Basic Law, the National Constitution and their responsibilities as citizens. • Students follow school rules and regulations in daily school life, e.g. being punctual, wearing proper school uniform, lining up in order and keeping the classroom tidy. • 70% of students earn stamps/badges under the reward schemes for self-disciplined and law-abiding behaviour. • Students show improvement in self-discipline and responsible behaviour, e.g. completing their duties, taking care of school property and respecting others.	• Survey (SHS / APASO / School-based survey) • Teachers' observation • Student reflection	• Sept 26 – July 27	• Discipline Team • Guidance Team • All teachers	• Questionnaire • Badges / pins • Stamp booklets • Stamps

Targets	Implementation Strategy	Success Criteria	Methods of Evaluation	Time Scale	Responsible Person	Resources Required
2. To enhance students' national identity and appreciation of their cultural heritage through curriculum development, exchange programmes and diverse educational experiences	• Review and enrich the curriculum contents of formal and informal curricula, so as to cultivate students' concept of national identity • Encourage students and teachers to join the Mainland exchange programmes and maintain partnerships with sister school in Mainland • Help students explore and deepen their understanding of cultural heritage by engaging them in diverse learning experiences	• Students understand the history, culture and development of our home country, e.g. major historical events, traditional festivals and customs, and recent national achievements in science and technology. • Students show appreciation for and a sense of belonging to their hometown, country, Chinese culture and cultural heritage. • Students demonstrate respect for cultural diversity and show an open attitude towards different cultures, religions and festivals. • Students actively take part in national education and Chinese culture activities, e.g. flag-raising ceremonies, Chinese Culture Day, traditional festival celebrations and Mainland exchange programmes. • Students show proper etiquette	• Survey (SHS / APASO / School-based survey) • Students' work • Students' reflection	• Oct 26 – • July 27	• PSMCD • Subject Panel Heads • Subject Panel Coordinators • TICs of Study Tours to Mainland • Staff Development Team	• Minutes • Worksheets • Task Sheets • Booklets

		during flag-raising ceremonies and when the national anthem is played. • Students share what they have learnt from Mainland exchange programmes, study tours or cultural activities with others e.g. through morning assembly sharing or class presentations.				
3. To nurture globally conscious, culturally respectful and environmentally aware students through diverse educational initiatives	• Conduct visits to temples of different religions in the community and introduce festivals around the world • Incorporate environmental topics into the school curriculum across different subjects • Organise overseas exchange programmes for students of different levels	• Students show greater awareness of environmental protection and understand how their daily actions affect the planet. • Students demonstrate environmentally friendly behaviour in daily life, e.g. reducing waste, saving electricity, and bringing their own water bottles and cutlery.	• Survey (SHS / APASO / School-based survey) • Student reflection	• Oct 26 – • July 27	• PSMCD • All subject Panel Heads • All subject Coordinators • TICs of Study Tours	

Major Concern 3: Be a future ready learner: Embracing AI with the right attitude

Targets	Implementation Strategy	Success Criteria	Methods of Evaluation	Time Scale	Responsible Person	Resources Required
1. To develop students' basic AI literacy and their ability to use AI tools appropriately, responsibly and ethically to support learning, in accordance with the sponsoring body's policy guidelines on AI in education.	• Set up an AI Core Group to coordinate the planning, implementation and evaluation of AI-related learning experiences for students. • Explore and select suitable AI-assisted learning and teaching platforms to support students' learning needs and responsible AI use. • Design and pilot AI-supported learning tasks to help students use AI tools appropriately to support inquiry, practice, revision, creativity or problem-solving.	• Students demonstrate basic understanding of AI and its appropriate use in learning. • Students show awareness of responsible and ethical use of AI • Students are able to use AI tools appropriately to support learning tasks under teachers' guidance. • Students show greater readiness to use technology and AI as future-ready learners.	• Survey (SHS / APASO / School-based survey) • Teachers' observation • Students' reflection • Records of teacher professional development	• Sept 26 – July 27	• AI Core Group • All subject Panel Heads • All subject Coordinators	• AI for Empowering Learning and Teaching Funding Programme grant • Posters • Meeting Minutes

Targets	Implementation Strategy	Success Criteria	Methods of Evaluation	Time Scale	Responsible Person	Resources Required
2. To help students recognise their strengths and potential through a student data bank, and develop them through suitable learning opportunities, so that they become self-aware and self-improving future-ready learners.	• Establish a students' data bank to identify and record students' strengths, interests and potential. • Review students' strengths, interests and potential to match them with suitable learning, training, competition, performance, service or leadership opportunities.	• Students recognise their own strengths, interests and potential with the help of the student data bank and teachers' feedback. • Students show confidence and a positive attitude towards developing their strengths and facing their weaknesses.	• Survey (SHS / APASO / School-based survey)	• Oct 26 – • July 27	• Guidance Team • PTA	• Survey (SHS / APASO / School-based survey)