

St Stephen's College
Annual School Plan (2022 – 2023)
“The Spirit of the Lord will rest on him –
Spirit of wisdom and understanding, Spirit of counsel and might, Spirit of the knowledge and fear of the Lord.
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Major Concern 1: To empower students to become self-directed learners who strive for academic excellence in a positive learning environment (Domain 2: Learning and Teaching)

Intended Outcomes	Strategies	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>1. Students have a positive learning attitude through improvement in their work</p> <p>2. Students become self-directed learners (#inquirers, knowledgeable)</p> <p>3. Teachers and students walk in resilience.</p>	<p>1. Fostering conceptual understanding and boosting information and media literacy (a) Prioritize learning across subjects: reading, information & media literacy and research skills <u>Action:</u> Print and non-print collections continue to be updated by the Library Committee; new strategies on the future devised; and promotion of reading, information & media literacy, academic honesty and research skills</p> <p>(b) <u>Develop logical thinking and observations skills</u> and enhance inquiry-based learning, conceptual understanding and coursework components <u>Action:</u> Academic departments review the Schemes of Work and Unit Plans to balance expanding acquisition of knowledge and conceptual understanding while bridging the skills gap between S3 and S4</p> <p>(c) Use diversified modes of assessments and promote high-order thinking by designing assessments that require self-directed learning; greater variety of activities in class to engage students in learning with positive and constructive feedback <u>Action:</u> Academic departments review assessments and tasks designed in the team; there should be more higher order thinking questions</p> <p>(d) Adopt various pedagogical approaches through e-learning, discussions and inquiry to foster self-directed critical thinking and understanding</p>	<p>1. The Library Committee has updated collections, devised new strategies and promoted reading, information & media literacy, academic honesty and research skills</p> <p>2. All academic departments have included in the teaching concept-based instruction that extend from content skills and knowledge of the subject</p> <p>3. All academic departments have implemented a suitable range of assessments that complement the teaching unit</p> <p>4. Academic departments have implemented good practices from the home learning period in accordance with the Schemes of Work</p>	<p>1-3. Evaluation in departmental meetings and IB meetings</p> <p>3-5. SSC & Stakeholders' Survey</p>	<p>1. The Library Committee, KLA Coordinators and Subject Panels</p> <p>2-5. Subject Panels</p> <p>5. IT in Education & Subject Panels</p>	<p>1. Teachers</p> <p>2. Librarian</p>

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	<p style="text-align: center;"><u>Action:</u></p> <p>(i) <u>Academic departments have further developed the Schemes of Work with good practices from hybrid learning; schemes of work must be sustainable so learning continues regardless of learning taking place at home or school</u></p> <p>(ii) IT in Education Committee gathers needs of academic departments, explores new tools, and provides support to teachers</p>	<p>5. IT in Education has provided support to teachers to further develop classroom teaching</p>			
	<p>2. Prioritising learning outcomes to improve academic performance</p> <p>(a) Prioritise learning outcomes to improve academic performance with assessment data that feedback learning and teaching; subject panels review internal and external assessment data to analyze effectiveness of teaching as part of the curriculum planning-pedagogy-assessment cycle</p> <p style="text-align: center;"><u>Action:</u></p> <p>(i) Academic departments have monitored and reflected on academic changes with evidence from curriculum planning-pedagogy-assessment cycle</p>	<p>1. All academic departments have monitored and reflected on academic changes with evidence from curriculum planning-pedagogy-assessment cycle</p> <p>2. <u>S5 DSE and IB subject teachers predict range of grades or levels for their students</u></p> <p>3. <u>In the fall, S6 IB teachers confirm the predicted grades of their students</u></p> <p>4. <u>S6 DSE subject teachers predict the level of their DSE students</u></p>	<p>1. Subject level documentation - Annual Plan, Mid-Year Report, Annual Report, Schemes of Work, Student Performance Reports, Value-added Report, TSA Report, HKDSE Statistical Examination Report</p>	<p>1. KLA Coordinators and Subject Panels</p>	<p>1. Teachers</p>
	<p>3. Catering for learner diversity</p> <p>(a) Learner diversity based on ability, learning styles and academic backgrounds to be addressed in order to expand on concepts and knowledge base</p> <p style="text-align: center;"><u>Action:</u></p> <p>(i) The ALP is adjusted to meet the needs of NCS students and the current growing demand</p> <p>(ii) Advanced Computer & IT classes are implemented in S2 and S3</p>	<p>1. These strategies are implemented smoothly</p> <p>2. These strategies are effective</p> <p>3. <u>The language policy of St Stephen's College (ALP, MLP, and IBDP) is revisited</u></p>	<p>1. Meetings among subject teachers</p> <p>2. Feedback from teachers and students through interviews and/or surveys</p>	<p>1. KLA Coordinators and Subject Panels</p>	<p>1. Subject Teachers</p>

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<p>(iii) Enhanced classes in PE are implemented in S1 and S2</p> <p>(iv) ERS classes are grouped according to religious affiliation in <u>S1 and S2</u></p> <p>(v) <u>S4 DSE structure revamped to further cater to learner diversity</u></p>				
<p>4. <u>National security education and values education will be included in the curriculum, annual plans, annual reports, schemes of work and unit plans</u></p> <p>5. <u>Launch of Citizenship and Social Development (CS) in S4 and S5</u></p> <p>6. <u>Study tours to the Mainland and exchange with sisters schools in the Mainland will be organized</u></p> <p>7. <u>Language Across the Curriculum in S4 (English, CS and the Library)</u></p>	<p>1. <u>The curriculum contents of relevant key learning areas enriched to enhance values education and students' awareness of national security and national identity, help students become good citizens who respect the law as their knowledge enhanced through the English medium</u></p>	<p>1. Subject level documentation - Annual Plan, Annual Report, Schemes of Work, Unit Plans</p>	<p>1. KLA Coordinators and Subject Panels</p>	<p>1. Teachers</p>

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Major Concern 2: To strengthen students' creativity, communication and critical thinking skills (3C's) in the context of rigour, relevance and relationship (3R's) (Domain 2: Learning and Teaching)

Intended Outcomes	Strategies	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>1. Creativity and innovation are strengthened</p> <p>2. Critical thinking and problem solving skills are strengthened</p> <p>3. Communication and collaboration are strengthened</p> <p>4. 3C's are developed in the context of rigour, relevance and relationship (3R's) (#inquirers, knowledgeable, thinkers, communicators)</p>	<p>1. Academic departments developing their unique policies to enhance 3C's and 3R's (a) Subject panels & functional committees develop learning activities, according to their individual policies, to enhance 3C's and 3R's</p> <p>2. Exploring knowledge across disciplines while communicating effectively (a) Encourage investigation of putting theory into practice through STEAM (b) S4-S6 DSE Advanced (STEAM): Introduce research and development experience through synthetic biology; introduce basic chemistry, biochemistry and molecular biology; introduce more real world lab experience by teaching lab skills such as PCR, transformation, gel electrophoresis; conduct synthetic biology case investigation (c) Incorporate opportunities for students to present their work and communicate their ideas in groups, while providing opportunities for post-activity and peer feedback (d) Enrich the language environment on campus with more exposure to the use of authentic language (e) Revamp junior PSHE curriculum with focus on Integrated Humanities</p>	<p>1. All academic departments have prioritized which C's and R's to focus on and implemented learning activities correspondingly</p> <p>2. STEM Committee together with Subject Panels concerned roll out STEAM to be practically implemented in the academic subject; advanced DSE students in STEAM have a grasp of the concepts introduced as observed in activities and competitions</p> <p>3. Students have more opportunities to lead and share their work during OLE Time and Assembly</p> <p>4. <u>IH Teachers continue to fine tune and implement materials created in 2020/2021 school year</u></p> <p>5. <u>Students demonstrate improvement in their presentation and critical thinking skills</u></p>	<p>1. Evaluation in departmental meetings</p> <p>2. Evaluation in STEAM Committee</p> <p>3. SSC & Stakeholders' survey</p> <p>4. Observations by teachers</p>	<p>1. KLA Coordinators and Subject Panels</p> <p>2. STEAM Academic & Curriculum Committee</p> <p>3. Language and PSHE Academic & Curriculum Committee</p>	<p>1. Teachers</p> <p>2. Funding from SSC Community to support STEAM activities and initiatives, and <u>funding from DLG for items 2(b)</u></p> <p>3. Library</p>

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Major Concern 3: To enhance students' spiritual, moral and social development
(Domain 3: School Ethos and School Support)

Intended Outcomes	Strategies	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>1. To enhance students' positive dispositions [Junior form: self-discipline, identity, independent, moral judgement, discernment, cyberethics, time management and stress management] & [Senior form: resilience, perseverance, courage (#risk-takers), goal setting]</p> <p>2. To strengthen students' interpersonal skills (#communicators) and leadership skills (#principled)</p> <p>3. To inculcate in students Christian values [love, patience, kindness, justice, compassion (#caring)]</p> <p>4. To build healthier life skills</p>	<p>1. & 2. (a) Structured Class Time Programme (a spiral curriculum over a three-year cycle)</p> <p>(b) Workshops /Talks during OLE time or assemblies</p> <p>(c) Life Planning Programme : _ <u>S1: to improve their self-awareness and develop in them a stronger sense of appreciation of their schoolmates</u> S2 students: to update and track their Personal Portfolio on eClass (iPortfolio)</p> <p>(d) Other programmes e.g. Self-enhancement Scheme for repeaters</p> <p>(e) Class activities organized by the Class Teachers or Class Committees</p> <p>(f) Assignments of class duties to students by Class Teachers</p> <p>(g) <u>Assemblies to be led by students: a 5-minute sharing by students or MCE ambassadors in the whole-school assembly to increase students' sense of belonging to the school and boost their self-confidence</u></p> <p>(h) <u>The school theme: Diligence</u></p> <p>(i) <u>Messages regarding national security education conveyed at assemblies</u></p> <p>3. (a) Bi-weekly prayers / <u>sharing</u> of testimonies by <u>teachers / students</u> during Class Time</p> <p>(b) <u>Monthly sharing by teachers about positive character traits e.g. honesty, courage, conscience, etc.</u></p> <p>(c) <u>Revamp of school-based S2 ERS curriculum</u></p> <p>4. (a) To increase students' awareness of their mental health (a target group of students) by the Healthy Life Programme</p> <p>(b) <u>To facilitate a target group of students the development of executive functioning skills, especially social and academic skills</u></p>	<p>1. & 2.</p> <p>(1) Most teachers and students (70%) find that the Programmes, (a), (b), (c), (d) and <u>(i)</u> are effective for developing students' positive dispositions</p> <p>(2) Most Class Teachers (70%) find that the strategies, (e), (f) and (g) can strengthen students' interpersonal and leadership skills; teachers in the evaluation meetings of committees concerned find that the response of students for the programmes is positive in general</p> <p>(3) Most teachers and students (70%) find that the competition can develop in students the positive character – courage. Most teachers find that students take part in the competition enthusiastically.</p> <p>3.</p> <p>(1) Most students (60%) find that the bi-weekly prayers / <u>sharings by teachers</u> can enhance students' Christian values / <u>positive character traits</u>; teachers in the evaluation meeting of the ERS department find that the response of students in the ERS class is positive in general</p> <p>(2) The revised ERS curriculum can effectively enhance students' Christian values.</p> <p>4. The students take part in the programme find that it can enhance their awareness of their mental health.</p>	<p>1. Evaluation in Committee meetings</p> <p>2. SSC & Stakeholders' survey</p>	<p>Moral and Civic Education Committee, ERS Department, Religious Education Committee, Careers Committee, Guidance Committee <u>and Learning support team (SEN)</u></p>	<p>1. Teachers</p> <p>2. Outside agencies / organisations / services</p> <p>3. Guest speakers</p>

The IB Learner Profile