

St Stephen's College
Annual School Plan (2018 – 2019)
“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.
He will delight in the fear of the Lord” (Isaiah 11:2-3).

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>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> English, Chinese, and Liberal Studies Departments collaborate with the library to promote reading, information & media literacy and research skills</p> <p>(b) Enhance inquiry-based learning, conceptual understanding and coursework components <u>Action:</u> Academic departments review the Scheme of Work to balance expanding acquisition of knowledge and conceptual understanding</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</p> <p>(d) Adopt various pedagogical approaches through e-learning, discussions and inquiry to foster self-directed critical thinking and understanding <u>Action:</u> (i) Academic departments have incorporated e-learning and elements of self-directed learning in the Scheme of Work (ii) e-Learning Committee gathers needs of academic departments, explores new platforms and tools, and provides training to support teachers</p>	<p>1. English, Chinese, and Liberal Studies Departments have liaised with the library to devise steps that promote reading, information & media literacy 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 e-learning and elements of self-directed learning in accordance with the Scheme of Work</p> <p>5. e-Learning Committee has explored new platforms and tools according to departmental needs and provided more training for teachers</p>	<p>1. Evaluation in departmental meetings</p> <p>2. Evaluation in e-Learning Committee meetings</p> <p>3. SSC & Stakeholders' survey</p>	<p>1. KLA Coordinators and Subject Panels</p> <p>2. Language & Liberal Studies Academic & Curriculum Committee</p> <p>3. e-Learning Academic & Curriculum Committee</p>	<p>1. Teachers</p> <p>2. Librarian</p>

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<p>2. Prioritising learning outcomes to improve academic performance (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 <u>Action:</u> Academic departments have monitored and reflected on academic changes with evidence from curriculum planning-pedagogy-assessment cycle</p>	<p>1. More students show progress in class and improvement in academic results based on standard tests and examinations 2. All academic departments have monitored and reflected on academic changes with evidence from curriculum planning-pedagogy-assessment cycle</p>	<p>1. Subject level documentation - ASP, Mid-Year Report, Annual Report, Scheme 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 (a) Learner diversity based on ability, learning styles and academic backgrounds to be addressed in order to increase knowledge base and enrich multiple perspectives <u>Action:</u> (i) The Alternative Language Program is implemented in S1 and S2 (ii) Advanced Computer & IT classes are implemented in S2 and S3 (iii) Enhanced classes in PE are implemented in S1 and S2 (iv) Religious Studies classes are grouped according to religious affiliation in S1</p>	<p>1. These strategies are implemented smoothly 2. These strategies are effective</p>	<p>1. Meetings among subject teachers 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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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
1. Creativity and innovation are strengthened 2. Critical thinking and problem solving skills are strengthened 3. Communication and collaboration are strengthened 4. 3C's are developed in the context of rigour, relevance and relationship (3R's) (#inquirers, knowledgeable, thinkers, communicators)	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 2. Exploring knowledge across disciplines while communicating effectively (a) Encourage investigation of putting theory into practice through STEM (b) Incorporate opportunities for students to present their work and communicate their ideas in groups, while providing opportunities for post-activity and peer feedback (c) Enrich the language environment on campus with more exposure to the use of authentic language	1. All academic departments have prioritized which C's and R's to focus on and implemented learning activities correspondingly 2. STEM Committee together with Subject Panels concerned devise a plan for STEM to be practically implemented in the academic subject 3. Students have more opportunities to lead and share their work during OLE Time and Assembly 4. Most students feel they have more exposure to English and Putonghua at school	1. Evaluation in departmental meetings 2. Evaluation in STEM Committee 3. SSC & Stakeholders' survey	1. KLA Coordinators and Subject Panels 2. STEM Academic & Curriculum Committee 3. Language and Liberal Studies Academic & Curriculum Committee	1. Teachers 2. Funding from SSC Community to support STEM activities and initiatives 3. Library

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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>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</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) *Change of Day 6 Assembly to OLE time</p> <p>(h) *Change of Day 3 Assembly: Whole-school assembly, Junior-form or Senior-form Assembly, Class Time (1), ^ Class Time (2) on a rotation basis</p> <p>(i) Assemblies to be led by students</p> <p>3. (a) Bi-weekly prayers / sharing of testimonies by Christians during Class Time</p> <p>(b) Planning of school-based Religious Studies curriculum</p>	<p>1. & 2.</p> <p>(1) Most teachers and students (70%) find that the Programmes, (a), (b), (c) and (d) are effective for developing students’ positive dispositions</p> <p>(2) Most Class Teachers (70%) find that the strategies, (e) and (f) 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 student-led assemblies enhance their leadership skills</p> <p>(4) The change of Day 3 and Day 6 assemblies enhances the implementation of structured Class Time Programme and other programmes; the change of Day 3 and Day 6 assemblies frees more time for organizing activities so that its influence on lesson time is lessened</p> <p>3.</p> <p>(1) Most students (60%) find that the bi-weekly prayers can enhance students’ Christian values; teachers in the evaluation meeting of the RS department find that the response of students in the RS class is positive in general</p> <p>(2) A plan for a school-based Religious Studies curriculum to be implemented in S1 has been developed</p>	<p>1. Evaluation in Committee meetings</p> <p>2. SSC & Stakeholders’ survey</p>	<p>Moral and Civic Education Committee, Discipline Committee, Religious Education Committee, Careers Committee and Guidance Committee</p>	<p>1. Teachers</p> <p>2. Outside agencies / organisations / services</p> <p>3. Guest speakers</p>

The IB Learner Profile

^ cannot be used for any activities other than the activities organized by Class Teachers or Class Committees