

St Stephen's College
Annual School Plan (2021 – 2022)
“The Spirit of the Lord will rest on him –
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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. <u>Teachers and students walk in resilience.</u></p>	<p>1. Fostering conceptual understanding and boosting information and media literacy</p> <p>(a) Prioritize learning across subjects: reading, information & media literacy and research skills</p> <p style="text-align: center;"><u>Action:</u></p> <p>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</p> <p style="text-align: center;"><u>Action:</u></p> <p>Academic departments review the Schemes of Work and Unit Plans to balance expanding acquisition of knowledge and conceptual understanding <u>while bridging the skills gap between S3 and S4</u></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</p> <p style="text-align: center;"><u>Action:</u></p> <p>Academic departments review assessments and tasks designed in the team; there should be <u>more higher order thinking questions</u></p> <p>(d) Adopt various pedagogical approaches through e-learning, discussions and inquiry to foster self-directed critical thinking and understanding</p> <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;</u></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 (2019-2020) in accordance with the Schemes of Work</p> <p>5. IT in Education has provided support to teachers to further develop classroom teaching</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><u>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>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>(ii) <u>Replace the rank with cut scores for each grade in the Report Card (2021-2022); delink grades being based on the rank in each from</u></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>In July, 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>End of June, S6 DSE core subject teachers predict the level of their DSE students</u></p> <p>5. <u>The cut scores can complement be more reflective of students' success, especially in the junior forms</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>(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>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>4. <u>National security 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 in S4</u></p> <p>6. <u>Study tours to the Mainland and exchange with sisters schools in the Mainland will be organized</u></p>	<p>1-3. <u>The curriculum contents of relevant key learning areas enriched to enhance students' awareness of national security and national identity, help students become good citizens who respect the law</u></p>	<p>1-3. 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 <u>STEAM</u> (b) <u>S4-S6 DSE Advanced (STEAM):</u> 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) <u>Revamp junior PSHE curriculum with focus on Integrated Humanities</u></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 <u>STEAM</u> 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 fine tune and implement materials created last 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 STEM Committee</p> <p>3. SSC & Stakeholders' survey</p> <p>4. Observations by teachers</p>	<p>1. KLA Coordinators and Subject Panels</p> <p>2. STEM 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 STEM 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: Courage</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 students (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

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

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