# ST STEPHEN'S COLLEGE
# ANNUAL SCHOOL PLAN
# 2026-2027

"But those who hope in the Lord will renew their strength.
They will soar on wings like eagles;
they will run and not grow weary;
they will walk and not be faint."
(Isaiah 40:31)

# St Stephen's College

## 1. The College Vision and Mission

*The College Vision*

St Stephen's College aims to provide quality education and training for the whole person with a balanced emphasis on moral, intellectual, physical, social, aesthetic and spiritual development, in a caring and supportive Christian environment. We believe in equipping students with life-long learning skills, sound moral principles and broad global perspectives so that they become competent, committed and resourceful leaders of tomorrow.

*The College Mission*

- To offer students a modern, all-round, and liberal education through a diverse and flexible curriculum
- To inculcate in students a sense of moral and spiritual integrity based on Christian principles
- To offer students opportunities to appreciate, stretch and realise their own potential
- To foster the development of generic skills for life-long and life-wide learning, particularly critical thinking
- To help students acquire high proficiency in English and Chinese, including an emphasis on Putonghua usage
- To assist students to adopt a multi-cultural and international perspective in life, and to network the school with overseas educational institutes
- To build up students' leadership strengths such as stamina, confidence, commitment, and problem-solving skills
- To develop students' appreciation of their cultural heritage and national identity
- To nurture students to become caring, responsible, and open-minded citizens in order to serve society, their country, and the world
- To boost students' social and life skills, independence, and self-discipline through programmes such as enriched boarding programmes
- To unleash the creative potential of students to enhance their aesthetic development and nurture enquiring minds
- To train students for physical fitness and help instil a good sense of sportsmanship
- To adopt an interactive and student-centred approach in teaching with favourable teacher-student ratios
- To encourage teachers' professional growth and collaboration so as to maximise effective teaching and vocational satisfaction
- To become partners with parents, the alumni of the School, and community at large to foster mutual understanding, care and collaboration

**Major Concern 1:** To empower students to become reflective learners who strive for academic excellence in a positive learning environment

| Targets | Implementation Strategies | Success Criteria | Methods of Evaluation | Time Scale | People Responsible | Resources Required |
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| 1. Students become reflective learners with improved time management and study skills (#inquirers, knowledgeable, thinkers, reflective)<br><br>2. 3Cs and 3Rs are strengthened (#inquirers, knowledgeable, thinkers, communicators, reflective)<br><br>3. AI is integrated to expand insights while a "human-in-the-loop" framework is maintained.<br><br>4. Encourage moral reflection and language exposure through morning reading time<br><br>5. Cross-disciplinary projects | • Prioritise learning outcomes to improve academic performance with assessment data; subject panels review internal and external assessment data to analyze effectiveness of teaching as part of the curriculum planning-pedagogy-assessment cycle (Data Analysis Team to use the HKDSE Statistical Reports to analyse performance of students and make adjustments to their notes and teaching with focus on English, Chinese, Mathematics and Science)<br>• Subject panels enhancing 3Cs and 3Rs according to their individual policies<br>• **Implementing a "human-in-the-loop" model where AI assists to enhance metacognition, inquiry-based learning and pedagogy by Digital in Education Committee**<br>• Implementing a comprehensive learning programme that helps students form and achieve their academic and personal DREAMS. Students learning to develop study skills and self | Suitable range of assessments complement the outcomes prioritized<br><br>Students can manage their time and set learning goals through the Student Diary and Quiz Portal<br><br>More than 70% of the students agree they have developed better study skills and self management skills and reflect on SMART goals from Life Planning and Moral & Civic Ed workshops<br><br>Plans made by academic departments or initial collaborations made with one department or committee to boost reading, information and media literacy and research skills<br><br>S1 History X English X CIT: students develop communication and | Evaluation in departmental meetings and IB meetings<br><br>Evaluation in KLA Coordinator and Class Teacher Meetings<br><br>Evaluation forms to collect feedback from students through the stakeholders' surveys<br><br>Planning and evaluation meetings with departments | September 2026 to July 2027<br><br>SIT Meeting<br><br>September 2026 to June 2027<br><br>September 2026 to July 2027 | KLA Coordinators, IB Coordinator, Subject Panels<br><br>Manager of the Quiz Portal<br><br>Life Planning Team Academic Departments Concerned<br><br>KLA Coordinators, Subject Panels / Coordinators of Committees | Minutes from meetings, Departmental Plans, Evaluation Reports<br><br>Teacher observations, data from users<br><br>Support from Life Planning Team, Class Teachers and Academic Departments<br><br>Support from panel members and/or committees concerned |

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| 6. Catering for learner diversity | management skills using their student diaries while setting academic and life goals (**e.g. SMART goals: specific, measurable, achievable, relevant and time-bound; quiz portal**) with regular progress checks during class time, Life Planning and Moral & Civic Ed workshops; subject teachers of exam subjects go through with students the assessment policy and topics to be covered at the beginning of each term – a course outline (S1-S6) and exam scope (S1-S3) to be released<br>• Boosting information and digital literacy by prioritizing learning across subjects: reading, information and media literacy and research skills<br>• Two departments or one department and one committee begin to collaborate<br>• English, Chinese and RE together with the Library Committee and MCE select short passages with guiding questions for silent reading on Thursdays during class time<br>• S1 History X English X CIT on the theme of local customs and festivals<br>• S4 Chinese X Music on creating a music video or performing a solo verse | presentation skills as well as video editing skills as they complete their projects for History | | | | |

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| | • Exploring knowledge across disciplines through STEAM<br>• S2 VA X Math on Tessellation Project and S3 VA X CIT X Chinese X HFM on Hanfu Design with reflections from students | STEAM curriculum implemented in the SOW, planning and evaluation | Evaluation meetings among STEAM committee members and academic departments concerned | | STEAM Coordinator, Subject Panels | Support from the STEAM Committee and panel members concerned |
| | • Developing students' linguistic capacities through Language Across the Curriculum (LAC):<br>• Term One: S4 Reader *American Born Chinese* English and CS, Vocabulary<br>• Term One: S1 English and IH, Presentation Skills<br>• Term One: S1 The Good Samaritan X Reader *Number the Stars* X *A Children's Song* Writing a letter to a friend, English and RS | The English medium is enhanced through strategic development of language across subjects; strategies implemented smoothly and effectively | Evaluation meetings with Prefect of Studies and academic departments concerned<br><br>Meetings among teachers | September 2026 to July 2027 | Prefect of Studies, CS Department, English Department, RS Department<br><br>KLA Coordinators and Subject Panels | Support from Prefect of Studies and panel members concerned<br><br>Subject Teachers |
| | Catering for learner diversity<br>• Learner diversity based on ability, learning styles and academic backgrounds to be addressed in order to increase knowledge base and enrich multiple perspectives<br>• 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<br>• Informing merits of LAP as well as the IBDP and HKDSE while adjusting the curricula according to P-I-E | Merits of the junior secondary language programme as well as the IBDP and HKDSE informed through school talks to parents and students and showcasing students works and achievements from various programmes | Feedback from teachers and students through interviews and/or stakeholders' surveys | | | |

**Major Concern 2:** To enrich learning through experience and strengthen values education in the curriculum

| Targets | Implementation Strategies | Success Criteria | Methods of Evaluation | Time Scale | People Responsible | Resources Required |
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| 1. Students' understanding of the developments in China and the world are broadened as they develop positive values (#knowledgeable, reflective, open-minded, caring)<br><br>2. The curriculum includes wellness and encourages healthy mindsets as students acquire knowledge (#balanced, principled, caring)<br><br>3. Students' interest in learning is developed through exploring knowledge and acquiring experiences outside the classroom (#knowledgeable, balanced, open- | • Emphasising a core body of knowledge, which includes national education and values education<br>• **Academic departments and committees** address the **12 priority values and attitudes** outlined by the EDB in the schemes of work, unit plans, annual plans, and reports<br>• **20 major fields of national security education** are included in the curriculum, annual plans, annual reports, schemes of work and unit plans; **academic departments select among the 20 to focus**<br>• Wellness and positivity are nurtured in the classroom.<br>• Encouraging learning outside the classroom through activities, local field trips, and Exchange and Immersion Programmes<br>• Local identity: Chinese History, History, and IH<br>• National identity: Focus on China (CS and Chinese History)<br>• Global identity: Focus on experiential learning outside the classroom<br>• Collaboration between | Values education enriched and students' awareness of national security and national identity help students become good citizens who respect the law<br><br>More than 70% of the students think that their understanding and appreciation of developments locally, nationally and globally are enhanced through activities, field trips and Exchange and Immersion Programmes<br><br>More than 70% of the teachers and students believe that students' understanding of Chinese identity and culture have broadened as a result.<br><br>Students have a better understanding of their identity and how to set goals | Subject level documentation (Annual Plans, Reports, Schemes of Work, Unit Plans)<br><br>Feedback forms collected from teachers, students and parents through the stakeholders' surveys<br><br>Evaluation forms to collect feedback from teachers, parents, and students through the stakeholders' surveys<br><br>Planning and evaluation meetings within departments and/or committees concerned | September 2026 to July 2027 | National Security Education Coordinator, KLA Coordinators, IB Coordinator, Subject Panels, Committee Coordinators<br><br>Exchange and Immersion Coordinator, KLA Coordinators, Subject Panels / Coordinators of Committees | Minutes to meetings, Departmental Plans, Evaluation Reports<br><br>Support from Exchange and Immersion Committee, Panel Members and Committee Members concerned<br><br>Support from panel members and/or committees concerned |

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| minded, inquirers) | academic departments and committees with focus on healthy mindsets:<br>• Planning within each department or<br>• Two departments or one department and one committee begin to collaborate<br>• English and CS on language, Chinese identity and culture<br>• Chinese and Chinese History on Chinese identity and culture<br>• English, RS and Careers & Life Planning Committee on identity, life goal setting and university planning<br>• Science X Service Learning: Interdisciplinary Project in S3 to serve the community<br>• CS X Music: Appreciation of Cantonese Opera at Xiqu Theatre<br>• CS X VA: One Country, Two Systems Comic Design | Feedback from students and teachers after the trial run of the interdisciplinary project in S3 | Evaluation forms to collect feedback from teachers, parents, and students through the stakeholders' surveys<br><br>Observation from teachers<br><br>Survey and meetings with teachers | | Panel Heads and Coordinators of Committees concerned | Support from panel members and committee members concerned<br><br>Speakers from relevant organisations |

**Major Concern 3:** To enhance students' spiritual, moral and social development

| Targets | Implementation Strategies | Success Criteria | Methods of Evaluation | Time Scale | People Responsible | Resources Required |
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| 1. To enhance students' positive dispositions in Christian context and atmosphere (love, patience, kindness, uprightness, compassion, #caring, principled)<br><br>2. To enhance students' awareness on social/ interpersonal and time / stress management in order to achieve mental health and wellbeing (resilience, perseverance, goal setting, #balanced)<br><br>3. To promote students' sense of belonging to the College and to the Nation (identity, discernment, #principled) | **1.1 Christian Context**<br>(a) Bi-weekly prayers by Christians during Class Time<br>(b) School-based curriculum of Religious Studies<br>(c) Some characteristics from the IB Learner Profile also promoted under Christian context<br><br>**1.2 Theme of Values Education**<br>(a) Responsibility (S1-S3) & Resilience (S4-S6)<br>(b) Class Time Programs / Value Education Talks by MCE<br><br>**2.1 Social / Interpersonal Skills**<br>(a) Arrange SWs / speakers to conduct Class Time activities during Assemblies / Class Time Programme<br>(b) Life Planning Programme<br>(c) Class activities organized by the Class Teachers or Class Committees<br>(d) Assignments of class duties to students by Class Teachers<br><br>**2.2 Time / Stress Management**<br>(a) Self-enhancement Scheme for repeaters (DC & GC)<br>(b) Talks / Workshops / Other programs held in Day 3 Assembly / Day 6 OLE Time<br>(c) Class Time Programs / Talks<br>(d) Special programmes for small groups of students (GC) | Most teachers and students (70%) find that the Programmes are effective for developing students' positive dispositions<br><br>Most Class Teachers (70%) find that the strategies can manage their stress and strengthen students' interpersonal and leadership skills as well as their overall wellbeing; teachers in the evaluation meetings of committees concerned find that the response of students for the programmes is positive in general<br><br>Most teachers and students (70%) find that assemblies, OLE time, class time, flag raising and sharing by students can promote respect for themselves, one another, the College and the nation. | Evaluation in committee meetings<br><br>SSC and Stakeholders' surveys | September 2026 to July 2027 | Moral and Civic Education Committee, Careers and Life Planning Committee, Guidance Committee, SEN Learning Support Team, Religious Education Committee, National Security Education Committee, Professional Development Committee, Extra-curricular Activities Management Committee, Music Department, PE Department, Home-School Partnership | Support from committees concerned and class teachers<br><br>Support from outside agencies and organisations<br><br>Guest speakers<br><br>Support from ECAMC, Music Department, PE Department<br><br>Home-school Partnership |

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| | (e) Emotional support to mainland students / weekend boarders<br>(f) Ease the stress / pressure by better administration of assessment timetable and reasonable deadlines for students' assessment e.g. SBA / IA / EE<br><br>**2.3 Day 3 Assembly / Day 6 OLE Time / Class Time**<br>(a) Structured Day 3 Assembly / Day 6 OLE Time to hold Talks / Workshops / Service Learning / Other activities for various level(s); CAS / EE interviews for IB students<br>(b) Whole school assembly (1. SA/SC Promotion; 2. School Policy Discussion Forum; 3. Subject Prize-giving Ceremony / Speech Day Rehearsal; 4. CAS Assembly; 5. Harvest Day)<br>(c) Class Time Programs / Talks by MCE / GC<br>(d) Student sharing and performances in the form of speech, music and dance<br><br>**3.1 National Security Education**<br>(a) Flag-raising Ambassadors in promoting sense of belongings during Flag Raising Ceremony in important days<br>(b) Flag-raising Ambassadors chosen from uniform groups / students who have contributions / commitments to the College in services / activities / competitions.<br>(c) Connect with / Pay visit to Sister School(s) in the mainland<br>(d) Professional development for | | | | | |

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| | national security education, especially for NSE colleagues<br><br>**3.2 Students' participation**<br>(a) Assemblies to be led by students<br>(b) **Student-led activities**<br>(i) **Performances in assemblies and Central Square**<br>(ii) **Student leadership exemplified in NSO Camps, Open Day, Family Day and School Tours**<br><br>**3.3 Rebuilding music and sports school teams to represent the College, the city and the nation to participate in local and overseas events.**<br><br>**4. Home-School Partnership on family, affirming identity and life education** | | | | | |

#IB Learner Profile

## Remarks

12 Priority Values and Attitudes

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| Perseverance (PR) | Respect for Others (RO) | Responsibility (RE) | National Identity (NI) | Commitment (CM) | Integrity (IN) |
| Benevolence (BE) | Law-abidingness (LA) | Empathy (EM) | Diligence (DI) | Unity (UN) | Filial Piety (FP) |

20 Major Fields of National Security

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|---|---|---|---|---|
| Political Security (POL) | Military Security (MIL) | Homeland Security (HOL) | Economic Security (ECN) | Financial Security (FIN) |
| Cultural Security (CUL) | Societal Security (SOC) | Science and Technology Security (S&T) | Cybersecurity (CYB) | Food Security (FOD) |
| Ecological Security (ECO) | Resource Security (RES) | Nuclear Security (NUC) | Overseas Interests Security (OVS) | Outer Space Security (OSP) |
| Deep Sea Security (DPS) | Polar Security (POR) | Biosecurity (BIO) | Artificial Intelligence Security (AIS) | Data Security (DAT) |