ST STEPHEN'S COLLEGE
SCHOOL DEVELOPMENT PLAN
2023-2028

"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 in them 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

2. The College Goals

The College commits to nurturing outstanding, committed, and resourceful leaders of tomorrow by:

- Utilizing our unique campus to enhance learning and teaching in addition to catering for leadership, physical and aesthetic development of students based on Christian principles and sound moral values
- Fostering students' understanding of Chinese identity and citizenship as well as providing students with a multi-cultural and international outlook in school life
- Empowering students to make good choices by offering curriculum flexibility – elective combinations, school-based subjects, and local and international examination opportunities
- Enhancing resources in counselling on local and international university placement, and networking with prestigious overseas schools
- Providing a wide range of programmes that cultivate students' interests with increasing opportunities in student leadership training, such as enriched boarding programmes and student ambassador programme
- Developing language across the curriculum and enhancing students' greater proficiency in English and Putonghua
- Placing more resources in professional training of faculty members

3. The College Motto

Fortitudinis Fundamentum Fides
(Faith is the Foundation of Courage)

4. Holistic Review of School Performance: Effectiveness of the School Development Plan in the cycle of 2018-2023

Major Concern and Target	Extent of Targets Achieved	Follow-up Actions	Remarks
Major Concern 1: To empower students to become self-directed learners who strive for academic excellence in a positive learning environment **Targets:** 1. Students have a positive learning attitude 2. Students become self-directed learners	Partly achieved with further streamlining	To be continued as a major concern for the next development cycle with adjusted targets	To focus on certain aspects of self-directed learners as it was too broad

Strategies for Major Concern 1

1.1 Fostering conceptual understanding and boosting information and media literacy

- Prioritize learning across subjects: reading, information & media literacy and research skills
- Enhance inquiry-based learning, conceptual understanding and coursework components
- Adopt various pedagogical approaches through e-learning, discussions and inquiry to foster self-directed critical thinking and understanding
- 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

1.2 Prioritising learning outcomes to improve academic performance

- 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

1.3 Catering for learner diversity

- Learner diversity based on ability, learning styles and academic backgrounds to be addressed in order to increase knowledge base and enrich multiple perspectives

Strengths	Areas for Improvement
• Teachers, students and parents believe the school community especially the students care about learning and a good education • Students enjoy learning at the school very much • Teachers have high expectations for students and the curricular offered by the school can motivate students to learn • Students work towards meeting expectations in learning • Learning is extended through diversified modes of assessment • eLearning has been applied in certain lessons for learning, including learning with their peers • The lessons reflect inquiry-based learning is effectively adopted and students' problem-solving skills are reinforced • Use of TEAMS, Google and BYOD Programme promote the use of new technology in learning and teaching which helps students organize learning and conduct their own research • Clear formative and summative assessment policies generally address students' learning • Streaming offered to junior form students for learner diversity: Alternate Language Programme, sports, computer literacy, remedial courses, pull-out programmes to address the needs and interests of students • Spiraling PIE->PIE cycle in place across academic departments with regular refinements to the curriculum • The school provides an environment for students to learn Putonghua and English in an authentic context to promote triliteracy • Students are accustomed to conversing in Putonghua, Cantonese and English • Students have opportunities to read and authors have been invited to speak to the students • Significant resources have been placed to cater to learner diversity: language, Fitness, CIT, IB, Pull-out Programmes, and tiered worksheets	• Students need to build more confidence learning both inside and outside the classroom • More learning activities need to be organized both inside and outside the school, such as discussions, visits, and sharing of insights gained • More measures need to be taken to encourage reading outside the classroom • Academic departments and committees can collaborate to create synergistic effects to enhance learning inside and outside the classroom • The curriculum can further challenge the students according to their ability and students learning to set their own goals can be strengthened • While individual support from the teacher is given during lesson time, more diversified strategies can be employed in the lesson to further cater to learner diversity • Data Analysis Team to be set up to enhance the PIE cycle • Reading can be promoted across subjects with more collaboration between the Library and other subject departments

Major Concern and Target	Extent of targets achieved	Follow-up actions	Remarks
Major Concern 2: To strengthen students' creativity, communication and critical thinking skills (3Cs) with rigour, relevance and relationship (3Rs) **Targets:** 1. Creativity and innovation are strengthened 2. Critical thinking and problem solving skills are strengthened 3. Communication and collaboration are strengthened 4. 3Cs are developed in the context of 3Rs	Achieved with further streamlining for continuous improvement	To be continued in the next development cycle with adjusted targets	While all the targets are fully achieved, generic skills should continue to be fostered to enhance literacy and 21st century competencies. The 3Rs can be further developed.

Strategies for Major Concern 2

2.1 Academic departments developing their unique policies to enhance 3C's and 3R's

- Subject panels & functional committees develop learning activities, according to their individual policies, to enhance 3C's and 3R's
- Create collaborative opportunities with teachers through professional development to model lessons on any of 3C's and 3R's

2.2 Exploring knowledge across disciplines while communicating effectively

- Encourage investigation of putting theory into practice through STEM and STEAM
- Incorporate opportunities for students to present their work and communicate their ideas in groups, while providing opportunities for post-activity and peer feedback
- Enrich the language environment on campus with more exposure to the use of authentic language

2.3 Formulating and implementing measures related to safeguarding national security and national security education

- Integrate the national security education elements into each academic subject
- Encourage exchange program, interflow activity and internship program as learning experience element

Strengths	Areas for Improvement
• Professional development related to eLearning, National Security Education and Special Educational Needs aligns with the latest needs of the school and personal well-being of the students • National Security Education fosters national identity • Events such as writing competitions, National Day online trivia competition and exhibitions on China's development enhance students' understanding of national affairs • Subject specific context in place with rigour, relevance and relationship: notes, mind maps, reflections, eLearning portfolio, peer assessment, group discussions • Regular refinements have been made across subjects to enrich students' learning • Commendable efforts made in the junior form curriculum that prepares students for the senior curriculum, for example appreciation in the arts and investigation through science • The school offers students opportunities to be creative, think critically and develop interests and talents • High order thinking questions are given to check in-depth thinking and provoke critical thinking from various perspectives • The newly set up STEAM committee addresses the 3C's in the curriculum and STEAM related projects	• There is still a need for learning to be made more challenging to students, according to students' ability as there has been a wider range of learners • The STEAM Committee can be further developed with more collaboration across departments and committees • With new subject Citizenship and Social Development, there can be more opportunities for collaboration to promote language, culture and identity

Major Concern and Target	Extent of targets achieved	Follow-up actions	Remarks
Major Concern 3: To enhance students' spiritual, moral and social development **Targets:** 1. To enhance students' positive dispositions 2. To strengthen students' interpersonal skills 3. To inculcate in students Christian values	Mostly achieved with further streamlining and enhancement for continuous development	To be continued in the next cycle with adjusted targets	While targets are mostly achieved, students' aspirations, values, identity and life goals can be further enhanced

(A) Our Strategies

3.1. & 2. (a) Structured Class Time Programme (a spiral curriculum over a three-year cycle)
- (b) Workshops /Talks during OLE time or assemblies
- (c) Life Planning Programme
- (d) Other programmes e.g. Self-enhancement Scheme for repeaters
- (e) Class activities organized by the Class Teachers or Class Committees
- (f) Assignments of class duties to students by Class Teachers
- (g) Change of Day 6 Assembly to OLE time
- (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
- (i) Assemblies to be led by students

3.3 (a) Bi-weekly prayers / sharing of testimonies by Christians during Class Time
- (b) School-based curriculum of Religious Studies

3.4. (a) Flag-raising Ambassadors in promoting sense of belongings during Flag Raising Ceremony in important days
- (b) Moral Ambassadors in promoting values education through Class Time Program and Service Learning Program.

Strengths	Areas for Improvement
• The College provides ample programmes for cultivating students' moral and civic needs • Values Education Programmes, workshops and talks during OLE Time and Assemblies help develop students' positive dispositions • Weekly flag-raising ceremonies can help students understand proper etiquette at flag-raising ceremonies and strengthen their national identity • Structured programs implemented at different stages with different needs are provided, such as gatherings and workshops for newcomers from the Mainland • There is sharing and activities organized by the senior form students to support new students • The College provides enough chances for developing students' self-confidence, leadership and presentation skills • The school provides enough support to students with special educational needs • Day 3 and Day 6 assemblies provide a series of moral and civic education programmes, national security education, religious worship and sharing, discipline and guidance activities which are appropriate and positive to supporting students' growth and development • Moral and Civic Education Programme raises awareness on social issues for students that channel towards service learning • The whole school religious assemblies can guide students to know more about Christianity and develop positive values and attitude towards life • The S1 Youth Alpha Programme and the Gospel Week help students understand more about Christianity and develop positive attitudes towards life • The Life-planning Programme provides structured holistic development to students for their studies and career prospects	• Given the rapidly changing times and the full use of OLE and assembly time, more can be done to enhance values education which can be further achieved in the curriculum • Developing good moral character inside and outside the school will continue to be strengthened • There can be more collaboration between committees such as the Religious Committee and Careers Committee on understanding self and setting life goals • To reduce stress and pressure from studying, there can be workshops on time management and wellbeing

Major Concerns for a Period of Five Years (2023-2028)

1. To empower students to become reflective learners who strive for academic excellence in a positive learning environment
2. To enrich learning through experience and strengthen values education in the curriculum
3. To enhance students' spiritual, moral and social development

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School Development Plan (2023 – 2028)
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Major Concern 1: To empower students to become reflective learners who strive for academic excellence in a positive learning environment (Domain 2: Learning and Teaching)

Targets	Outline of Strategies	Time Frame					7 Learning Goals
		2023/2024	2024/2025	2025/2026	2026/2027	2027/2028	
1. Students become reflective learners with improved time management and study skills (#inquirers, knowledgeable, thinkers, reflective) 2. 3Cs and 3Rs are strengthened (#inquirers, knowledgeable, thinkers, communicators, reflective) 3. AI is integrated to expand insights while a "human-in-the-loop" framework is maintained.	1. Prioritising learning outcomes to improve academic performance • 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	√	√	√	√	√	Breadth of Knowledge Generic Skills
	2. Subject panels enhancing 3Cs (Creativity and Innovation, Critical Thinking and Problem Solving, and Communication and Collaboration) and 3Rs (Rigour, Relevance and Relationship) according to their individual policies	√	√	√	√	√	Breadth of Knowledge Breadth of Knowledge
	3. Implementing a "human-in-the-loop" model where AI assists to enhance metacognition, inquiry-based learning and pedagogy by Digital in Education Committee			√	√	√	Generic Skills
	4. Implementing a comprehensive learning programme that helps students form and achieve their academic and personal DREAMS. Students learning to develop study skills and self management skills while setting higher goals to achieve better academic results (e.g. SMART goals, specific, measurable, achievable, relevant and time-bound; quiz portal) with regular progress checks during class time and Life Planning and Moral and Civic Ed workshops	√	√	√	√	√	Life Planning Healthy Lifestyle
	5. Boosting information and digital literacy by prioritizing learning across subjects: reading, information and media literacy and research skills			√	√	√	Digital Literacy
	• 2023/2024: planning within each department	√	√	√	√	√	
	• 2023/2024 & 2024/2025: two departments or one department and one committee begin to collaborate		√	√	√	√	
	• 2024/2025 & 2025/2026: deeper/fine tuning collaboration with	√	√	√	√	√	

4. Encourage moral reflection and language exposure through morning reading time 5. Cross-disciplinary projects 6. Catering for learner diversity	more departments or committees, including the library committee 6. Exploring knowledge across disciplines through STEAM 7. Developing students' linguistic capacities through Language Across the Curriculum (LAC) and reading for moral reflection 8. Catering for learner diversity • Learner diversity based on ability, learning styles and academic backgrounds to be addressed in order to increase knowledge base and enrich multiple perspectives • 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 • Informing merits of the junior secondary language programme as well as the IBDP and HKDSE while adjusting the curricula of the language programmes according to the changing syllabuses of the IBDP and HKDSE.	√ √ √ √ √	√ √ √ √ √	√ √ √ √ √	√ √ √ √ √	√ √ √ √ √	Language Proficiency Generic Skills Breadth of Knowledge Language Proficiency

Major Concern 2: To enrich learning through experience and strengthen values education in the curriculum (Domain 2: Learning and Teaching)

Targets	Outline of Strategies	Time Frame					7 Learning Goals
		2023/2024	2024/2025	2025/2026	2026/2027	2027/2028	
1. Students' understanding of the developments in China and the world are broadened as they develop positive values (#knowledgeable, reflective, open-minded, caring) 2. The curriculum includes wellness and encourages healthy mindsets as students acquire knowledge (#balanced, principled, caring) 3. Students' interest in learning is developed through exploring knowledge and acquiring experiences outside the classroom (#knowledgeable,	1. Emphasising a core body of knowledge, which includes national Education and values education						
	• Academic departments address the 10 value and attitude goals outlined by the EDB in the schemes of work and unit plans	√	√	√	√	√	National Identity and Global Perspective
	• 20 major fields of national security education are included in the curriculum, annual plans, annual reports, schemes of work and unit plans	√	√	√	√	√	
	2. Encouraging learning outside the classroom through activities, local field trips, and Exchange and Immersion Programmes						
	• Local identity: Chinese History, History, and IH	√	√	√	√	√	National Identity and Global Perspective
	• National identity: Focus on China (CS and Chinese History)	√	√	√	√	√	
	• Global identity: Focus on experiential learning outside the classroom	√	√	√	√	√	
	3. Collaboration between academic departments and committees with focus on healthy mindsets:						
	• English and CS on language, Chinese identity and culture	√	√	√	√	√	National Identity and Global Perspective
	• Chinese and Chinese History on Chinese identity and culture	√	√	√	√	√	
	• English, RS and Careers & Life Planning Committee on identity, life goal setting and university planning	√	√	√	√	√	
	• Science and Moral and Civic Education on understanding experiences through the disabled	√	√	√	√	√	Healthy Lifestyle
	• RS, Moral and Civic Education and Guidance Committee on whole person development, self-awareness and building healthy mindsets			√	√	√	
	• IH, History, English and the Library on values of school history and local history X Development of College Heritage Studies Committee			√	√	√	

balanced, open-minded, inquirers)							

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

Targets	Outline of Strategies	Time frame					7 Learning Goals
		2023/2024	2024/2025	2025/2026	2026/2027	2027/2028	
1. To enhance students' positive dispositions in Christian context and atmosphere (love, patience, kindness, uprightness, compassion, #caring, principled)	**1.1 Christian Context** (a) Bi-weekly prayers / sharing of testimonies by Christians during Class Time (b) School-based curriculum of Religious Studies (c) Some characteristics from the IB Learner Profile also promoted under Christian context	√	√	√	√	√	Healthy Lifestyle
	1.2 Theme of the year (a) Theme of the year to be fixed in accordance with the name of classes (Honesty, Justice, Loyalty, Youthfulness) and DREAMS (b) Class Time Programs / Value Education Talks by MCE	√	√	√	√	√	Healthy Lifestyle
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)	**2.1 Social / Interpersonal Skills** (a) Arrange SWs / speakers to conduct Class Time activities during Assemblies / Class Time Programme (b) Life Planning Programme (c) Class activities organized by the Class Teachers or Class Committees (d) Assignments of class duties to students by Class Teachers	√	√	√	√	√	Life Planning Healthy Lifestyle
	2.2 Time / Stress Management (a) Self-enhancement Scheme for repeaters (DC & GC) (b) Talks / Workshops / Other programs held in Day 3 Assembly / Day 6 OLE Time (c) Class Time Programs / Talks (d) Special programmes for small groups of students (GC) (e) Emotional support to mainland students / weekend boarders (f) Ease the stress / pressure by better administration of assessment timetable and reasonable deadlines for students' assessment e.g. SBA / IA / EE	√	√	√	√	√	Life Planning Healthy Lifestyle

	2.3 Day 3 Assembly / Day 6 OLE Time / Class Time (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 (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) (c) Class Time Programs / Talks by MCE / GC (d) Student sharing and performances in the form of speech, music and dance	√	√	√	√	√	Life Planning Healthy Lifestyle
3. To promote students' sense of belonging to the College and to the Nation (identity, discernment, #principled) #IB Learner Profile	**3.1 National Security Education** (a) Flag-raising Ambassadors in promoting sense of belongings during Flag Raising Ceremony in important days (b) Flag-raising Ambassadors chosen from uniform groups / students who have contributions / commitments to the College in services / activities / competitions. (c) Connect with / Pay visit to Sister School(s) in the mainland (d) Professional Development courses for national security education	√	√	√	√	√	National Identity and Global Perspective
	3.2 Students' participation (a) Assemblies to be led by students (b) Student-led activities	√	√	√	√	√	Healthy Lifestyle
	3.3 Rebuilding sports and music school teams to represent the college, city, or nation to participate in local and overseas events	√	√	√	√	√	National Identity and Global Perspective
	4. Home-School Partnership on family, affirming identity and life education	√	√	√	√	√	Life Planning

Remarks

12 Values and Attitudes

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

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)	Cyber Security (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)