



ST STEPHEN'S COLLEGE

**SCHOOL REPORT
(2023-2024)**

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2023-2024

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1. Vision and Mission

A. *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.

B. *Mission*

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

2. Our College

St Stephen's College is a Christian secondary school of the Anglican (Sheng Kung Hui) tradition. It aims to provide quality education for the whole person, embracing moral, intellectual, physical, social, aesthetic and spiritual development, in a caring and supportive Christian environment.

Founded in 1903 as a boys' school, St Stephen's College, with its unique boarding facilities, soon began to attract international students. In 1968, the school became co-educational and in 1970, it was turned into a government subsidized school. Since September 2008, it has become a school under the Direct Subsidy Scheme (DSS). It now can cater for around 1000 boys and girls.

From the initial site in the Island's Western district, the College has moved to larger premises in Stanley Peninsula with approximately 150,000 square metres of land, which commands picturesque views of nearby beaches. This beautiful expanse of green, wooded countryside is a source of inspiration to the many young people we prepare for adult life.

The College is well-endowed with many enviable above-standard facilities conducive to whole person development. It is equipped with a multi-media self-access learning library and technology-assisted learning centres. In sports, the College boasts a large indoor gymnasium, a 50 metre swimming pool, a football pitch, a 400 metre athletic track, three tennis courts, several outdoor basket-ball and volley-ball courts. To enhance aesthetic development, the College has a specially designed music room, two auditoriums, individual music practice rooms, two spacious art studios and vast open spaces for exhibiting students' art works. In addition, the College has a unique Student Centre to facilitate various student leadership activities and a Chapel for worship.

The College uses English as the medium of instruction, and offers a challenging range of subjects from Secondary One to Secondary Six, covering all the key learning areas: English and Chinese Languages, Mathematics, sciences, humanities, arts, physical and technology education. Senior students specialize in selected subjects in the Arts, Science or Commercial streams in preparation for tertiary education at home or abroad. Generic skills for life-long learning are encouraged.

St Stephen's has always acknowledged the benefits of extra-curricular activities. It offers a diverse range of activities that cover interest development, sports, academic pursuits, spiritual growth and service. Life-wide learning which includes local, Mainland and overseas study trips, are organized regularly.

St Stephen's College offers weekly boarding to both boys and girls for all levels in separate dormitories. Teachers living on campus provide supervision and pastoral care. We believe that boarding offers special opportunity to students to develop independence, self-discipline, maturity and self-motivation.

St Stephen's College is naturally proud of its long history and traditions. It looks on with pride

at the accomplishments of its graduates both in Hong Kong and worldwide, among whom are eminent professionals, businessmen and government officials. St Stephen's is committed to equipping our students with the all-round qualities and confidence needed for them to face the challenges of tomorrow.

3. Our Staff

Currently, there are 167 school staff members, including 94 teachers, 10 laboratory and computer technicians, 34 administrative staff, 24 janitorial staff, 3 auxiliary staff, and 2 music instructors. We also have 2 full-time social workers, and 25 visiting music instructors.

Mr Chan Shi Kit, Mrs Zoe Cheng (Leung) Shuk Yi, Ms Ivy Hau Mei Wan, Ms Bernice Ko Nok Sum, Mr Pierre Lien Feng, Ms Valentina Tao Yijing, Mrs Gloria Shum (Shu) Ching Yee, Mr Ken Vong, Mr Alex Yu Chi Kei left the College last school year. We wish them all the best in their future endeavours and retirement.

We extend a warm welcome to our new teachers, Ms Apple Cheung Kwong Ping, Ms Sarah Chui Wai Shan, Ms Jasmine Hui Wan Yiu, Ms Jojo Lee Jo Yee, Ms Sandra Lee Pui Shan, Ms Vivian Suen Ming Wai, Ms Iris Tang Yee Lam, Mr Percy Wong Hung Pok and Ms Becky Yuen Man Lok.

We wish them great satisfaction in both their work and professional growth and hope they will enjoy the fellowship here.

Congratulations go to Mr Corwin Kan for being awarded a MEd by the University of Hong Kong, and Mr Jonathan Law and Mr Felix Cheng for having completed a PGDE/PGCE course offered by the Chinese University and University of Sunderland respectively.

Teachers who are presently engaged in professional development courses are:

Ms Cheyenne Chan	Part-time, PGDE (HKU), 2 nd year
Ms Han Tsoi	Part-time, MSocSc (Monash U), 1 st year
Mr Timothy Lim	Part-time, MSocSc (HKU), 2 nd year
Mr Theodore Tam	Part-time, MPhil (HKU), 2 nd year
Mr Percy Wong	Part-time, MMus (CUHK), 1 st year
Ms Jackie Zhang	Part-time, MA (HKU), 1 st year

There are 94 teachers at the College among whom 95% are trained, 99% have a first degree, 49% hold a master's degree and 1% hold a doctorate degree. Their years of teaching experience are as follows:

Years of Teaching Experience	No. of Teachers	Years of Teaching Experience	No. of Teachers
0 - 5	24	21 - 25	13
6 - 10	14	26 - 30	10
11 - 15	12	31 - 35	5
16 - 20	15	36 - 40	1

4. Our Students

A. School Enrolment

Student Composition

Year	Boys	Girls	Total
2020	507	413	920
2021	498	393	891
2022	486	380	866
2023	520	378	898
2024	538	439	977

Class Organization

Secondary	No. of Classes	Boys	Girls	Total
1	5 (6 groups)	98	105	203
2	5 (6 groups)	120	76	196
3	5 (6 groups)	102	82	184
4	5 (6 groups)	93	71	164
5	5 (6 groups)	61	54	115
6	5 (6 groups)	64	51	115
Total	30	538	439	977

B. Boarding

Boarders

Secondary	No. of Classes	Boys	Girls	Total
1	5 (6 groups)	30	34	64
2	5 (6 groups)	41	24	65
3	5 (6 groups)	31	32	63
4	5 (6 groups)	39	27	66
5	5 (6 groups)	19	28	47
6	5 (6 groups)	31	22	53
Total	30	191	167	358

5. Turning Our Heritage into a Learning Experiences

Our Heritage Work

The 2023-2024 period has been a significant year for the St. Stephen's College Heritage Trail, marked by the 120th anniversary of St. Stephen's College and the 15th anniversary of the

Heritage Trail. This report highlights our key achievements, community engagement initiatives, and special events that have enriched our heritage work.

Key Achievements

-Docent Contributions

Total Number of Docents: 171

Our team of 171 dedicated docents played a crucial role in guiding visitors and sharing insights about the history and significance of the heritage trail.

Service Hours

Total Service Hours: 6,335.5

Our docents collectively contributed over 6,335.5 hours of volunteer service, greatly enhancing the educational experience for visitors.

-Souvenir Sales

Total Souvenir Sales Amount: \$10,673

Souvenir sales reached \$10,673, which will be reinvested into trail maintenance, educational programs, and community outreach.

-Anniversaries Celebrated

St. Stephen's College 120th Anniversary

The college celebrated its 120th anniversary with a series of events, including a School Open Day that welcomed alumni, current students, and community members to reflect on the college's legacy and achievements. The school history was the core of the Open Day and was displayed systematically.

Heritage Trail 15th Anniversary

The Heritage Trail marked its 15th anniversary with an Open Day, inviting the community to explore the trail, learn about its history, and participate in engaging activities.

-Special Events

School Open Day for the 120th Anniversary

The Open Day featured guided tours, historical exhibits, and family-friendly activities, fostering a connection between current students, alumni, and the college's rich heritage.

Heritage Trail Open Day for the 15th Anniversary

This event showcased the significance of the Heritage Trail, offering interactive activities, special guided tours led by docents, and opportunities for visitors to learn more about the local history and culture.

Special Talk About the War and the College

A special talk was held focusing on the history of the war and its impact on St. Stephen's College, providing attendees with a deeper understanding of the college's role during historical conflicts and its enduring legacy.

Community Engagement and Related Parties

Docent Services for Related Parties:

Our docents provided services to key stakeholders, including:

PTA of St. Stephen's College Primary School (SSCPS)

PTA of St. Stephen's College (SSC)

St. Stephen's College Alumni Association

Local Schools: Guided visits for local schools enhanced students' understanding of their heritage.
Overseas Visitors: We hosted visitors from overseas and mainland China, fostering international connections and cultural exchange.

Visitor Interaction: Our docents engaged with thousands of visitors, providing educational tours and fostering a greater appreciation of local heritage.

-Future Goals

Expand Educational Programs: We aim to further conduct workshops and develop resources for both docents and visitors to enhance their understanding of the local heritage.

Increase Volunteer Participation: We plan to recruit more docents and volunteers to enrich visitor experience and expand outreach efforts.

Enhance Marketing Strategies: To boost souvenir sales and increase awareness of the heritage trail, we will implement targeted marketing campaigns.

-Conclusion

The 2023-2024 year has been a remarkable period for the St. Stephen's College Heritage Trail, with significant contributions from our docents, impressive service hours, and successful souvenir sales. As we celebrate the 120th anniversary of St. Stephen's College and the 15th anniversary of the Heritage Trail, we look forward to building on these achievements in the coming year and continuing our mission to preserve and promote our cultural heritage.

6. Reflections and Achievements on Major Concerns

A. Management and Organization Domain

Major Construction

To support our safe and caring College environment, we did major repair works this year.

As funded by the non-recurrent Assistance for Major Repairs of EDB, we arranged the Non-recurrent Assistance for Major Repairs (2022/23): We installed the new waterproofing layer and railing on the flat roof of Tang Shiu Kin Hall to enhance the occupational health and safety and the external walls of Special Room Blocks were repainted. All facades with original red-brick are well maintained across the blocks. On the other hand, the damaged floor finishing of North House Basketball Court has been repaired and repainted with new sports floor paint.

Additionally, some parts of the cracked terrazzo floor and damaged windows in our School House, the declared monument, have been repaired with the funding and technical support of the Antiquities and Monument Office and Development Bureau.

B. Learning & Teaching Domain

Learning and Teaching

In the 2023-2024 school year, an integrative approach to learning was adopted to help students develop cross-discipline thinking and make meaningful connections. Academic departments in every Key Learning Area have been collaboratively planning with another department to integrate elements of a unit or skill in students' learning. Students' interest

in learning is developed through exploring knowledge and acquiring experiences outside the classroom.

Scientific investigations in S3 were enhanced as science teachers worked together with the Service Learning Committee. With empathy and understanding, students gained insights into the lives of individuals with disabilities and they created products that could improve the quality of life of the disabled. Students also learnt about plants and ecosystems in the Stanley campus and extended their learning of the ecosystems at the rocky shores of Stanley Main Beach. To further enhance learning outside the classroom and develop students' thinking skills and their understanding of concepts in the real world, S4 and S5 students joined Physics in Motion at Ocean Park Academy. They made observations about the design of a roller coaster and as they jumped on rides at Ocean Park, they reflected on the exciting and safety features of the rides drawing on the physics concepts learnt in class and in the academy. Values education has not only been included in the schemes of work in the classroom but also through different experiences.

To further reflect on the curriculum planning-pedagogy-assessment cycle, a newly formed Data Analysis Team has been formed to work closely with the Chinese, English and Mathematics Department Heads. By using statistical tools to analyse the performance of senior secondary students, teaching strategies and pedagogies were reflected with adjustments made in the planning and implementation stages. Enrichment and remedial programmes have been redesigned to cater to the various learning needs of the students. Measures have also been extended to other levels in the junior secondary sections to align with their learning goals in the senior secondary levels.

IB Programme

The 2024 IBDP cohort achieved quite simply the best ever results at St Stephen's College and were a superb group of students. What stood out was not only their innate ability but their positive attitude, their willingness to support each other and their learning approach which stood them in good stead over their 3 years in the programme. Statistics of the course do not show everything but the average point score of 39 was truly outstanding, being well above the Hong Kong average of 36 and the IB world average of 30. This placed St Stephen's in the top 5 published highest scoring schools in the territory. Furthermore 60 percent of our students scored 40 or above and 96 percent of them scored above the world average – truly an outstanding achievement. It is also a new high that seven of our students have been admitted to study medicine – it seems that SSC has become a great foundation for the doctors of the future.

Individually there were superb results. Of course, Ocean O-Yeung Chan scoring a maximum 45 stands out – he worked diligently in a very practical and organized way throughout the course and fully deserves the plaudits he will receive. Abbie Wong, Kay Wong, Teresa Chow Hiu Nam, Grace Hui Yan Lam and Hsu Ting Rwei who all scored 44 deserve more than an honorable mention and are all brilliant students in their own right displaying immense positivity and motivation. 24 other students also scored 40 or above, giving them access to

some of the best universities around the world. As of now, 44% of our students plan to study locally in Hong Kong whilst 56% plan to go to Mainland China or overseas, the largest number to the UK but also to Australia, Canada, the United States and Singapore.

2024 was also a milestone year for the school in that it represented the 10th Anniversary of our authorization to become an IB world school. Every five years, as part of the process of school improvement, IB schools undertake a comprehensive programme evaluation which is a systematic review to assess the effectiveness and quality of an IB programme. As such, we completed a self-assessment and reflected on how well we implement the IB curriculum and philosophy against a set range of standards and practices. Data is collected and an action plan created as to how we might continue to improve in the future. This reflection is aimed to ensure that we remain aligned with IB's best practices.

We were very pleased to complete the IB programme evaluation process successfully. All requirements were deemed to be in place and a number of strengths were highlighted. These include the strong commitment of school leaders to the IB philosophy and mission and the way SSC provides guidance and support for all students via counselling and academic guidance. Our foundational bridging year was also deemed to be very successful in preparing students for the diploma programme. Teachers were praised for their use of best practice and for the culture of professional development. SSC was also complemented on its commitment to supporting students from all backgrounds and abilities. Finally, students were complemented on how they actively develop learning skills and get involved in their own learning through inquiry, reflection and support for each other.

DSS Special Programme

The DSS Special Programmes comprise five components, namely the Creativity Programme, Mandatory Boarding Programme, Service Learning Programme (to be reported in the section "Student Support"), Exchange and Immersion Programme, and Mentorship Programme.

(1) Creativity Programme

The Creativity Programme offers junior form students the opportunities to design, engage in, and reflect on creative projects that contribute to aesthetic and analytical knowledge creation. The three-year programme aims to enable students to approach challenges or situations in creative ways and come up with innovative ideas. In Secondary One, students get a taster of all six programmes, and in Secondary Two and Three, students specialize in one of the five following programmes: 1) Creative Innovation, 2) iEngineering, 3) Creative Media, 4) Creative Ceramics and 5) Creative Music.

Creative Innovation

In the past year, students participated in the Gamma-go workshop, where they located radioactive sources on campus and contributed to the radiation monitoring efforts of the HK Observatory. They assembled radiation detection devices using various sensor components and gained practical experience in radiation science. Our students also took part in the

American Society for Microbiology Agar Art Contest where they were awarded a merit, showcasing their creativity and scientific understanding.

Students joined Croucher Science Week in March 2024 through online live talks and hands-on demonstrations. Our students also participated in a three-day CUHK AMGEN Biotechnology Experience during the post exam period. Through hands-on molecular biology learning, students engaged in biotech experiments that linked science concepts to real-life solutions.

Furthermore, groups of S3 students joined “Hong Kong Student Science Project Competition” organized by The HK Federation of Youth Groups. The competition provided an opportunity for students to showcase their creativity and scientific mindset. By conducting research projects and sharing their findings with the public, the participants would have developed valuable skills such as teamwork, presentation, and communication. Overall, these experiences proved valuable for SSC students, as they had the chance to explore and develop their passion for research and science development.

i-Engineering

In view of the rapid development of technology, the programme has been revised to incorporate elements of artificial intelligence. Students were given the opportunity to use machine learning techniques to tackle real world problems. The addition has further equipped students to be more capable of ideating solutions as engineers. We have also continued to build a learning community to inherit and sustain learning culture where old boys and girls gather together to share their passion of learning.

Topics in Secondary 2:

- SWIFT programming for iOS app
- Chatbot powered by Artificial Intelligence
- Server-side programming (PHP)
- Client-side programming (Javascript)
- Database management (SQL)
- Microcontrollers (Raspberry PI, Arduino)

Topics in Secondary 3:

- Engineering Life Cycle
- Engineering case studies (Door Access system, 5G Remote Car, Cross-country system)
- Server technologies (setup, hardware consideration)
- API / Cloud services
- Image processing library and AI application (OpenCV)
- Computer security

Creative Ceramics

The Creative Ceramic Programme provides continuous opportunities for students to simultaneously develop their creativity and aesthetic capabilities. Mr Chu Kai Man, a studio potter, and an instructor, is invited as a resident artist in the College. Apart from the resident artist’s workshops, our programme includes various activities like artists’ seminars, teacher’s workshops, and a museum visit.

The following students received the programme awards:

Gold Award:	3H Tang Min Yin Coco	3L Au Oi Yu Angelina
	3L Ma Ho Ho	3Y Chong Hiu Yan Alicia
	3Y Lau Samantha	
Silver Award:	2L Wong Sherise	2D Choi Shing Hei
	2C Mak Chi Kwan	2C Liu Zhenyi
	2C Ngan Yu Yuk Michelle	
Bronze Award:	1D Choi Tsz Sum	1Y Liu Tsz Wai Jamie
	1D Mok Ting Kai	1Y Leung Sum Laam
	1H Lau Chui Ying	

Creative Media

The Creative Media Programme offers a platform for junior form students to showcase their creativity, communication and critical thinking in knowledge creation. In the past year, students in Creative Media (English News) embarked on a video-making project based on two main themes – “Embrace Honesty, Uphold Integrity” (the school theme of the year) and news reports on school events. Their wide range of productions included Vlogs, interviews, animations, skits and short dramas. Students readily embraced the role of a video producer by learning how to interview, actively listen, organise thoughts, speak spontaneously, write scripts, and find their own personal voice in English. They also engaged in the technical aspects of the production of a video such as editing video clips and creating visual content. The programme empowered students to push the boundaries of their worldview and learn from multiple perspectives. Overall, students found the programme meaningful, authentic and purposeful. It allowed students to explore English outside the classroom in a real world setting and discover the multi-faceted joys of using the language.

Creative Music

Our Creative Music workshops continued to flourish, offering face-to-face sessions on campus. Renowned composers Cynthia Wong, Alex Lau, and Dr Ada Lai guided our S2-3 students in songwriting, song arranging, studio recording, and instrumental composition. Our S2 members gained practical experience by visiting the Bassline Institute of Music in May for a studio recording session, learning about recording technology and implementing their knowledge.

Three students from our S3 Creative Music Creativity Program and two from our S4 IB Bridging Music class entered the "Relishing Creativeness in the Hong Kong Palace Museum" Music Composition Competition. 3Y Au Tsz Ho Marcus and 3L Lee Chun Hei won the Outstanding Award (Ensemble) - Gold Prize and the Outstanding Award (Solo) - Silver Prize, respectively. They were invited to present their Chinese instrumental compositions with professional musicians at the Hong Kong Palace Museum during the "Prize Presentation Ceremony cum Concert Performance".

Led by 5L Mok Samuel Kwan Chung, a program graduate, the Creative Music Team entered the GalaMusica - School Creative Works 2024, organised by the EDB and the HK Composers' Guild. Their captivating multimedia performance, featuring Samuel's composition "Dare to Dream, Fuelled to Fly," and a collaboration with our school's Dance

Team, was selected for the Final Performance at the Sha Tin Town Hall Auditorium on March 26th. The team's efforts were rewarded with the Gold Prize for "Outstanding Creative Work," as well as the "Outstanding Music" and "Outstanding Performance" Prizes. Samuel's exceptional talent was recognized with the "Outstanding Individual Composition Prize" and a scholarship in the HK Composers' Guild Mentorship Scheme.

(2) Exchange and Immersion Programme

The College aims to nurture students with a strong sense of national identity by providing them with a deeper understanding of our country's developments through a global perspective. Our students will embark on trips to China and overseas throughout their studies at St Stephen's College.

These are the overseas trips in the 2023-2024 academic year:

- December 2023, Guangzhou, China, S1 Chinese History Study Tour
- March 2024, Beijing, China, Sister School (Beijing Tour)
- April 2024, Guangzhou, China, S2 Chinese History Study Tour
- April 2024, St. Paul's Co-Ed Exchange Programme
- June 2024, Guangzhou, China, S3 – S5 Chinese History Study Tour
- 29th June 2024 – 6th July 2024, College Choir and Orchestra Australia Tour

(3) Mentorship Programme

In collaboration with the SSC Alumni Association, the programme for S.5 aims to broaden participants' knowledge of various professions and workplaces, and to help foster their personal and professional growth through a series of events in conjunction with their mentors. More than 100 S.5 students enrolled on a voluntary basis and were paired with over 30 mentors who have expertise in engineering, information technology, banking, law, architecture, finance, accountancy, physiotherapy, advertising, creative industries, entrepreneurship, retail, logistics and medicine. The opening ceremony was held on 27 November 2023.

Core Subjects

(1) English

In 2023-2024, the English Department continued to offer a wide range of engaging programmes inside and outside the classroom to help students with various aptitudes, interests and aspirations acquire a high proficiency in English and build self-directed habits.

At the junior secondary level, a tiered scheme of work was introduced to the English and Language Arts (ELA) Mainstream Language Programme to further cater for learner diversity. Addressing their students' needs, English teachers varied the proportion of lesson time spent on language arts elements, school-based authentic reading and listening materials, grammar and vocabulary consolidation, etc. Developing 3C's (creativity, critical thinking and communication) in the context of 3R's (rigour, relevance and relationship) remained at the forefront of assessment design. For example, students worked on one group project based on the course reader each term. Not only did they hone their soft skills, they also

relished the numerous opportunities to expand creatively on a literary text and express themselves.

Values Education and Experiential Learning took on greater importance in the English Department's work. Values and attitudes goals were incorporated into the S1-S6 schemes of work, often involving another subject department for the sake of synergy. S4 English teachers once again collaborated with their counterparts in the Citizenship and Social Development Department to promote 'National Identity' and 'Respect for Others' through reflective writing and speaking tasks on the graphic novel *American Born Chinese*. The virtue of 'Benevolence' was instilled in S1 students, who read *Number the Stars*. They experienced the kindness shown to the Jews during the Holocaust and consolidated their learning in Ethics and Religious Studies lessons about being a good Samaritan. To better link curriculum content to real life, off-campus activities to Ocean Park Academy and various local heritage sites were arranged for S2 (wildlife conservation) and S4 (cultural preservation) respectively.

On the co-curricular front, talents from St Stephen's reaped marvellous fruits. The Debate Team was first runners-up on three separate occasions at the Hong Kong Secondary Schools Debating Competition. The Drama Club deserves a special mention: they won First Prize at the EDB's 'Speak Up – Act Out' Drama Competition and Outstanding Directing / Outstanding Performer at the AEMSS Drama Fest. Congratulations to all our students!

(2) Chinese

In the School Year 2023-2024, The Chinese Department put great emphasis on cultivating students' positive values and healthy mindsets. The Class of 2024 achieved great results in HKDSE 90.6% students got Level 3 or above, and 37.7% got Level 5 or above. Elements of values education are incorporated into teaching at all grades. Through close reading of texts and group discussions, students are nurtured to develop positive values and healthy lifestyle to face future challenges. In addition, the department encourages our students to exchange ideas with top students from other schools. Furthermore, our students participated in a total of 10 inter-school competitions such as speech, writing, and debate competitions etc., and to exchange ideas with top students from other schools. It has achieved fruitful results. For example, one of our Form 3 students won the highest award and the first prize in the National Secondary Students Composition Competition. We also achieved 4 championships, 6 second places, and 10 third places in the 75th Inter-school Speech Festival.

To enhance students' interest in learning Chinese and develop reading habits, the department organized activities such as the Chinese Book Fair, Chinese writer's talk, book sharing by teachers and students, literature tour in February and March. These activities were well-received by students. The students purchased their favorite books at the Book Fair and started the meaningful year with reading. The department also collaborated with the Music Department, encouraging students to showcase their creativity by creating music videos for classical Chinese poetry. This lively and engaging approach aims to enhance students'

interest in Chinese language and deepen their understanding of Chinese classic poetry.

(3) Mathematics

Teachers reviewed the scheme of work of the Mathematics Department to incorporate the 10 value and attitude goals as well as the 20 major fields of national security education outlined by the Education Bureau. Teachers followed the revised plan and scheme of work to implement these educational components. This was done to strengthen the values and national security education within the mathematics curriculum. The main focus was to highlight more positive aspects of Chinese culture and development, allowing students to gain a more balanced and nuanced understanding of the country.

To address learner diversity, subject teachers used tiered assessments and activities at the classroom level to cater to the varying needs and interests of students. At the student support level, the Mathematics Department provided separate pull-out programmes for gifted and low-achieving students, enabling them to receive systematic training beyond regular school hours. Students' feedback on these sessions had been positive.

Additionally, the department organized activities and encouraged students to participate in competitions to arouse students' interest in mathematics. Events such as the Mathematics Trial Competition and Problem Solving Competition infused learning with an element of fun. Our students also participated in numerous inter-school and international mathematics competitions, with many achieving outstanding results:

- *MathConceptition 2024*: 4 Gold Awards, 4 Silver Awards, and 3 Bronze Awards
- *Asia International Mathematical Olympiad*: 1 Gold Award, 8 Silver Awards, and 5 Bronze Awards
- *International Competitions and Assessments for Schools*: 5 High Distinctions and 15 Distinctions
- *Hong Kong Mathematics Creative Problem Solving Competition*: Bronze Award for a team of four Form 1 and 2 students
- *Asia Pacific Mathematics Elite Cup 2024*: Champion for Lee Ying Chak (3L)
- *Great Bay Area Gifted Make-24 Competition 2024*: Star of Excellence for Chung Chi Yat (1L)
- *International Mathematical Modeling Challenge*: Honorable Mention Award for two teams of Form 5 students

The public examination results in Mathematics also showed impressive improvements:

- HKDSE Mathematics Compulsory Part: 76% of students attained Level 4 or above, and 40% obtained Level 5 or above
- HKDSE Mathematics Extended Part Module 1 (Calculus and Statistics): 71% of students attained Level 4 or above, and 43% obtained Level 5 or above
- HKDSE Mathematics Extended Part Module 2 (Algebra and Calculus): 88% of students attained Level 4 or above, and 38% obtained Level 5 or above

I would like to express my sincere gratitude to all the mathematics teachers who have dedicated their time and effort to help students develop their potential. Their contributions

have been invaluable in shaping the success of our students.

(4) Citizenship and Social Development

Citizenship and Social Development aims to help students develop a broad knowledge base and foster their sense of national identity with global perspective through studying topics related to Hong Kong, the country and the contemporary world. In the past academic year, the school provided students with ample opportunities to understand the Basic Law and national security. Our students also actively took part in various competitions organized by the government and by social and academic organizations on the Basic Law and national knowledge. To enrich learning through experience, our S4 students joined West Kowloon's *xiqu* learning programme the "Tea House Student Matinees". Through narrated performances, traditional Cantonese music demonstrations and interactive facilitator-led discussion sessions, our students experienced the beauty of *xiqu*, develop positive values and reflect on the relevance of Chinese culture in daily life.

This subject also aims to enhance students' critical thinking, rational analysis and communication skills. The Language across the Curriculum strategy was implemented to enhance students' national education and English proficiency in the past academic year. The Citizenship and Social Development and English Departments worked closely to devise learning materials and activities that created synergistic effects in students' acquisition of national knowledge, reflection on their national identity and development of English reading, writing, speaking and listening skills.

C. Student Support and School Ethos Domain

To enhance students' spiritual, moral and social development

Embrace Honesty. Embody Integrity

The Moral and Civil Education Committee came up with the theme "Embrace Honesty. Embody Integrity" last academic year. The aim was to promote honesty and integrity among students as essential virtues for building trust. With the collaboration among various departments and the contribution of Moral Ambassadors, a range of activities such as board decoration competition, "Honesty" inter-class competition and inter-class singing competition were arranged to provide students with opportunities to further develop the virtues.

To assist students to reinforce positive values and attitudes that aligned with the school motto "Faith is the foundation of courage", the team has organized a series of engaging activities, including a structured values education programme. In the programme, a series of preventive and developmental activities covering topics such as time management, sex education, bullying, cyber security and serving the community were organized for students of different levels. This encouraged students to not only care for themselves, peers and family, but also take actions together to contribute to the betterment of local and global community.

Spiritual Education

Regular broadcast of Christian prayers before Class Time in the morning brought blessings and peace to students as they start their day. This year the theme of the Gospel Week was “God in Us.” Works of four Christian arts were displayed in an interactive art exhibition that reflected God’s creation together with a book display in the library. Students were divided into groups as they reflected on the works in their own lives and shared their views on padlet. The activities held during the Gospel Week included morning prayers, wellness and blessing booth, expressive art, communion service and worship sessions. Six guest speakers including architect David Shum, professional athlete Michael Kennelly, alumna and Artistic Director of Riceballer Jen Lam, and urban pop singers Janice and Jill Vidal shared how God walked with them in their personal journeys and professional careers. An Easter service was held at St John’s Cathedral the first time since 2019. The school community gathered to celebrate the resurrection of Jesus Christ three days after His crucifixion. At the end of the school year, S1 and S3 students reflected on their identity and destiny. Lead by Incubator Ministries, the students were engaged in activities and self-reflection to gain more self-awareness, self-acceptance and purpose. A visit to ethnic minority groups in Jordan was organised for S2 students during the post-exam period as an extension of the S2 curriculum that centred on the life of Jesus highlighting his profound love and acceptance of socially marginalised individuals.

Service Learning Programme

St Stephen's College offers exceptional, well-rounded educational experiences that promote the holistic development of our students. Central to this vision is our Service Learning Programme, which embodies our dedication to nurturing effective communication, empathy, and social awareness among young learners. By providing meaningful opportunities to assist those in need, this programme encourages students to engage in diverse service initiatives, equipping them with vital life skills and empowering them to make a positive impact on society.

Before the Chinese New Year, our S1 students crafted thoughtful gifts as blessings for the elderly, wishing them joy and health during the festival. This initiative not only spreads happiness but also fosters the students' empathy and understanding of others' needs. During the post-exam period, they had the opportunity to attend a training workshop at the Caritas Jockey Club Resource Centre for Carers. The workshop aimed to raise awareness and equip our students with caregiving skills for the elderly. Through their involvement, our students developed empathy, compassion, and a better understanding of the challenges faced by caregivers in our community.

St Stephen’s College collaborated with JC Volunteer Together to create a series of activities tailored for our S2 students throughout the year. The students engaged in small acts of kindness for the elderly in their daily lives, fostering a spirit of community service. In July, they also designed and held activities for the elderly during visits to four care centers in the

Southern District, encouraging meaningful interactions and enhancing the well-being of the participants.

This year's annual Scientific Investigation Project (SIP) showcased a successful collaboration between the Science Department and the Service Learning Committee, focusing on the challenges faced by individuals with disabilities. The project began with an inspiring performance by Artscompana, allowing our S3 students to gain personal insights into the daily struggles of people with disabilities. Following this, students engaged in discussions with the members of Artscompana and conducted research and designed solutions to improve the lives of those with disabilities. Their efforts led to innovative prototypes that were presented to the Artscompana team. This project not only deepened students' empathy and commitment to service but also demonstrated their ability to apply scientific knowledge in helping those in need. We look forward to further refining these designs, with the hope that some may evolve into practical solutions for those in need.

In July, our S4 DSE students engaged in an impactful activity by visiting eight centers dedicated to individuals with diverse disabilities, including intellectual disabilities, hearing impairments, and physical challenges. This immersive experience offered students invaluable insights into the daily lives and challenges faced by people with different abilities. Through meaningful interactions and hands-on activities, they cultivated greater empathy and a deeper understanding of inclusivity. This initiative not only strengthened their ability to connect with and support individuals with disabilities but also inspired them to become advocates for a more inclusive society.

In the previous academic year, St Stephen's College joined the Elder Academy Scheme under the Labour and Welfare Bureau and the Elderly Commission, establishing the SSC Elder Academy (聖記長者學苑) to address the needs of Hong Kong's aging population and support both the elderly and their caregivers. The academy aims to prepare S5 DSE students for the complexities of an aging society by fostering empathy, compassion, and essential skills. In collaboration with Caritas Jockey Club Integrated Service for Young People-Stanley and the Parent-Teacher Association, the academy offers a variety of activities for the elderly in Stanley, promoting lifelong learning and meaningful intergenerational interactions through workshops and social gatherings. Additionally, it provides training and support for students and parents, empowering them to become informed advocates for the elderly.

Through these initiatives, St Stephen's College demonstrates its commitment to nurturing a generation that values and supports the contributions of older community members.

We commend our students for their dedication, compassion, and active participation in these service initiatives. Their commitment to making a positive impact on the lives of others reflects the values and mission of our school. Together, we will continue to foster a spirit of empathy, service, and community engagement, preparing our students to become

compassionate and responsible leaders of tomorrow.

Promoting Student Well-Being Through Engaging Activities

The Guidance Committee provides a range of activities aimed at promoting mental health and raising awareness among students, helping them develop healthy habits and enhanced coping strategies. In November, Mental Health Month was held, featuring activities such as a Quiet Corner for relaxation, Ice Cream Day accompanied by a ballet dance show, and Positive Psychology Workshops. Additionally, we organized mindfulness workshops and game booths to promote positivity, and a Herbarium Workshop to encourage creativity and connection with nature. These activities aim to raise awareness of mental health and promote overall well-being among students.

National Security Education

The College has formed a working group, the National Security Education Committee, to take charge of the coordination work and adopt a whole-school approach in formulating and implementing measures related to national security education. The committee's functions include safeguarding national security and national security education in areas such as school administration, management of school premises, resource deployment, staff management and training, communication with stakeholders, learning and teaching, student guidance and discipline, student associations and activities etc.

In 2023-2024, we provided opportunities for students to show respect to the national flag, national emblem and national anthem. The flag raising ceremony is held once per week, together with “Speech under national flag” on important, festive and special occasions. Red cross members, scout members and senior class representatives are the flag raisers during the ceremonies. To promote a better understanding of the legislative background, spirit, provisions, and significance of the National Security Law among staff, a talk related to national security education was organized on 8th April 2024, in which opportunities for Hong Kong youth to develop in Mainland were explained by Mr. Peter Kung, Member of the National Committee of the Chinese People's Political Consultative Conference.

In order to enhance students' understanding of the national situation and the development of national education, our school organized the "Nanjing-Hong Kong Sister Schools Exchange Tour" on 28-31 March 2024. Led by the Principal and teachers, twenty student leaders visited our sister school - Nanjing Normal University Affiliated Experimental Junior Middle School in Nanjing. They participated in lessons, experienced labor education, and interacted with local teachers and students to foster friendship between the two schools.

In addition, our school established a sister school relationship with Experimental High School Affiliated to Shenzhen Institute of Advanced Technology Chinese Academy of Sciences in December 2023. This sister school is guided by the educational philosophy of

promoting innovative science education. While our school has placed emphasis on STEAM education in recent years, we firmly believe that through exchanges, the two schools can share educational wisdom and create a campus environment that fosters more innovative thinking among students.

On April 8, 2024, the Principal and other school administrators visited the sister school in Shenzhen for a leadership exchange meeting. Furthermore, on June 25-26, 2024, a total of sixteen teaching staff members from our school participated in a professional development exchange tour at this sister school. The activities included exchanges in school leadership administration, lesson observations, and discussions among subject teachers. This not only facilitated friendships between teachers of both schools but also allowed mutual understanding of each other's educational practices, benefiting both parties.

Home-School Partnership

The Parent-Teacher Association

The Parent-Teacher Association (PTA) aims to enhance communication between parents and the College, foster closer bonds and promote mutual understanding.

At the Annual General Meeting held on 14th October, 2023, certificates of appreciation were presented to the class representatives for 2023-24 (S1: Angela Fung, Angela Ching, Joanne Cheung, Sarah Ouyang, Carrie Wong and Elma Chan; S2: Cindy Chan, Remy Fu, Mary Lee, Yifan Deng, Judy Lam and Chrisly Wong; S3: Vien Cheung, Melani Chan, Constance Chan, Grace Au, Pamela So and Sammi Wong; S4: Michelle Lau, Connie Pang, Miles Wong, Mini Chan, Winny Ho and Sally Keung; S5: Hannah Lau, Anna Pang, Polly Ho, Christine Lam and Grace Au; S6: Sunny Zhao, Edna Yuen, Phoebe Lee, Alex Mar, Makiko To and Vicky Fung)

The ten parent members of the 2023-2024 PTA Executive Committee were Ms Vivian Lau (Chairlady), Ms Pamela So (Vice-chairlady), Ms Dorian Leung (Secretary), Ms Rita Lok (Treasurer), Ms Peggy Kan (Assistant Secretary), Ms Cathy Cheung (Assistant Treasurer), Ms Grace Au, Ms Mary Lee, Mr Qin Hanqiang and Mr Banny Wong. The Principal, Mrs Julie Ma (Vice-chairlady *ex officio*), appointed seven teachers including Mrs Ng Wong Kit (Coordinator), Mr. Theodore Tam (Assistant Coordinator), Mr Corwin Kan, Mrs Abby Kwok, Mrs Mickey Lee, Mr Max So and Mr Henry Yung to sit on the PTA Executive Committee.

Below is a list of PTA activities organised by the sub-committees during the academic year 2023-24.

Parents' Relations & Recreation Committee

- Parents Lunch with the Principal, Deputy Principals, Assistant Principals and teachers on 23rd September, 2023
- Being the supporting organization of SSC Open Day on 4-5th November, 2023

- Dinner Gathering with SSCPS parents (co-organised with SSCPSPTA) on 16th January, 2024

- Being the supporting organization of S6 Farewell and Cheer Up Day on 11th March, 2024

- PTA Outing to Tai O on 23rd March, 2024

Parenting & Support Committee

- Dinner Talk “Possibilities of AI—What Lies Ahead” on 6th October, 2023

- “The Lyricist Wannabe” Parent-Child Movie Appreciation cum Guests’ Sharing on 2nd March, 2024

- Parent Seminar “How to Foster Healthy, Happy and Successful Youngsters Nowadays” on 27th April, 2024

Pre-University Education Committee

- Study Pathway Talk “Road Map for Overseas Study” on 13th April, 2024

School Matters & Welfare Committee

- Routine check of catering services, kitchen hygiene and food quality

- Prepared gifts for teachers and supporting staff for the Parents-Also-Appreciate-Teachers Drive on 26th April, 2024

- Production of personalised mugs for presentation to S6 graduates at the graduation ceremony on 28th May, 2024

Volunteer Services Committee

- Chinese New Year Gifts Transfer Program on 27th February, 2024

- Provided support to “SSC Elder Academy”, the social service project arranged by the school social worker for S5 DSE students

- 4 events organised by SSC Elder Academy were held at SSC campus on 30th October 2023, 23rd February 2024, 10th April, 2024 and 20th June, 2024

Communications & Technical Supports Committee

- Administration of the PTA website, Facebook page and class chat groups

- Set up S1 parents WhatsApp groups at the beginning of the academic year

Christian Parents Group

- Parent prayer group meets at school every Monday morning

- Annual Christian Parents Gathering on 22nd September, 2023

- Christian Parents Christmas Gathering on 19th December, 2023

Additional Activities

- Publication of 2 issues of PTA Newsletters in November 2023 and June 2024

- A short presentation introducing the PTA at the Pre-S1 Orientation on 15th July, 2024

Besides organising activities, the PTA also sponsored various school events and projects in the academic year 2023-2024. These included the “Academic Excellence” and “The Most Improved Student” awards, subsidies for school teams, iGEM, 120th Anniversary Gala Dinner, Chimes and campus facilities such as installation of additional water dispensers and furnishing the PTA room.

School Development Committee

The School Development Committee aims to provide a caring and conducive learning

environment for students. To achieve the objective, the Committee has initiated and organized various activities to foster a stronger sense of community and belonging among students. From freshmen to graduates, the Committee has worked hard to ensure that students are not only acquiring new skills and knowledge at school, but also feel at home at St Stephen's.

Work began in the summer when the College Ambassadors organised a 3-day New Students Orientation Camp for the newly-admitted S.1 students. They had fun while enhancing their social and problem-solving skills to prepare for the new stage of their lives.

The S.6 Graduation Ceremony was held on 24 May 2024. The cohort was blessed with great weather to celebrate this important milestone with parents and teachers on our beautiful campus.

The 120th Anniversary Open Day was successfully held on 4 and 5 November 2023. On behalf of a fundraising initiative, we united alumni, teachers, parents and students through fun-filled activities such as student-led game stalls, football matches and orienteering. Throughout the event, musically talented students also took centre-stage and showcased their passion through busking and music performances.

The School Development Committee will continue to contribute to the betterment of the school and create a second home for students and alumni.

Partnership with Alumni Association and Alumni Groups

Over the years, our alumni have not ceased to show care and support to the College. From the Graduation Ceremony to alumni reunion events, fundraising activities and mentorship programme, the College expresses its gratitude to the Alumni Association which has continually demonstrated the spirit of giving back.

We were grateful to host a number of events to gather our alumni including the CNY dinner, Golf Day, SSCAA Homecoming and the retirement dinner party for Mr Gordan Wong. All participants had a great time to meet their fellows once again.

The Alumni Association will continue to garner support from all SSCers from all walks of life and seek to become the College's strongest backup.

Careers Guidance & Life Planning Committee

The CLP Committee aims to foster students' self-understanding, personal planning, goal setting, and reflective habits. In the past school year, various events and activities were organised to cater the needs of students in different forms. Students were equipped with the knowledge, skills, and attitudes to make wise choices in accordance with their interests and abilities. They were also empowered to make informed and responsible decisions according

to their life and career goals. To facilitate earlier preparation for further studies, representatives from local and overseas universities as well as our alumni were invited to deliver admission talks and conduct sharing sessions for our students. University application preparation, careers talks, career guidance workshops, and personal statement workshops were the priorities for our senior form students. Last but not least, a mentoring programme, in collaboration with the SSC Alumni Association, which included job shadowing and visits, was made available.

For higher education, over 95% of our graduates obtained a Bachelor’s degree offer from local or overseas universities and institutes. Among all the students who pursued a degree in Hong Kong, over 67% secured admission to HKU, CUHK, or HKUST. For overseas destinations, the UK was the first choice for many students, followed by the US, Canada, and Australia. Preferred majors (for both local and overseas education) included Medicine, Dentistry, Law, Architecture, Global Business, Quantitative Finance, Anthropology, Accounting and Finance, Engineering, Geography, Computer Science, Marine Biology, Physiotherapy, Occupational Therapy, Pharmacy, Nursing, Zoology, Science, Urban Planning, Economics and Finance, Sports Science, Arts, Business Management, Fashion Design, Humanities and Education.

The CLP Committee establishes and maintains close contacts with embassies, government offices, and local and overseas institutions to secure the most updated information. We continue to see significant progress from previous promotional events, with more parents and students approaching us for guidance and advice.

D. Student Performance Domain

In Secondary 6, 96% of students who sat the HKDSE and IBDP have received Bachelor’s degree offers. Our students received offers from various universities that made them eligible for Medicine, Law, Physiotherapy, Psychology, Engineering, Business Management, Accounting and Finance, Anthropology, Architecture, and Fashion Design.

Congratulations to the Class of 2024, the eighth cohort graduating from our dual programme, on their excellent results and university offers. We are proud of every student. Thanks to all the teachers, students, and parents for their hard work.

Top Scorer		University Programme
CHEUNG Ming Ho	(HKDSE)	Occupational Therapy, PolyU
WONG Ho Lai	(HKDSE)	Enrichment Mathematics, CUHK
LAU Man Ting	(HKDSE)	Science, CUHK
POON Yui Ham	(HKDSE)	Engineering, HKU
CHAN Ocean O-Yeung	(IBDP)	Medicine, University of Bristol
CHOW Teresa Hiu Nam	(IBDP)	Medicine, CUHK
WONG Abbie	(IBDP)	Medicine, HKU
HSU Ting Ruei	(IBDP)	Medicine, HKU

(1) Hong Kong Diploma of Secondary Education Examination Results**Pass Percentages in Individual Subjects**

Subject	2023		2024			
	Level 2 or Above	Pass %	No. Sat	Level 2 or Above	Pass %	HK Pass %
Chinese Language	73	100	53	53	100	65.1
English Language	73	100	53	53	100	56.4
Mathematics	73	100	53	52	98.1	83
Calculus and Statistics	15	93.8	5	5	100	86.6
Algebra and Calculus	13	100	8	8	100	92.3
Liberal Studies	71	97.2	---	---	---	---
Citizenship and Social Development	---	---	53	52	98.1	94.1
Biology	21	100	16	16	100	91.4
Business, Accounting & Financial Studies	12	100	11	10	90.9	90.9
Chemistry	35	100	30	29	96.7	87.1
Chinese History	14	93.3	7	7	100	90.9
Economics	28	100	17	17	100	86.5
Geography	7	100	5	5	100	89.3
History	10	100	4	4	100	94.2
Information & Communication Technology	8	100	7	7	100	85.5
Physics	27	96.4	29	29	100	89.9
Visual Arts	9	100	6	6	100	85.9

(2) IB Examination results 2024

Subject	Average Grade (School)	Average Grade (Worldwide)
CHINESE A: Lang and Literature HL	5.00	5.16
CHINESE A: Lang and Literature SL	5.20	5.16
CHINESE A: Literature HL	6.00	5.52
CHINESE A: Literature SL	5.69	5.44
ENGLISH A: Lang and Literature HL	6.00	4.73
ENGLISH A: Lang and Literature SL	5.38	4.92
CHINESE B - MANDARIN HL	6.14	6.02
ENGLISH B HL	6.52	5.67
ENGLISH B SL	6.00	5.52
SPANISH AB. SL	5.57	4.90
ECONOMICS HL ENGLISH	6.33	5.13
ECONOMICS SL ENGLISH	6.20	4.81
GEOGRAPHY HL ENGLISH	6.80	5.27
GEOGRAPHY SL ENGLISH	6.50	4.80
HISTORY SL ENGLISH	7.00	4.70
HISTORY ASIA AND OCEANIA HL ENGLISH	5.83	5.23
PSYCHOLOGY HL ENGLISH	6.00	4.74
PSYCHOLOGY SL ENGLISH	6.17	4.42
BIOLOGY HL ENGLISH	6.00	4.42
BIOLOGY SL ENGLISH	5.86	4.19
CHEMISTRY HL ENGLISH	6.15	4.70
CHEMISTRY SL ENGLISH	5.80	4.24
PHYSICS HL ENGLISH	6.50	4.86
PHYSICS SL ENGLISH	6.83	4.24
MATHEMATICS ANALYSIS AND APPROACHES HL ENGLISH	6.60	4.87
MATHEMATICS ANALYSIS AND APPROACHES SL ENGLISH	6.74	4.55
MATHEMATICS APPLICATIONS AND INTERP HL ENGLISH	6.50	4.41
MATHEMATICS APPLICATIONS AND INTERP SL ENGLISH	6.20	3.92
MUSIC HL ENGLISH	7.00	4.84
VISUAL ARTS HL ENGLISH	6.00	4.26
VISUAL ARTS SL ENGLISH	6.00	3.90

School statistics

Number of diploma candidates registered in the session	50
Number of candidates who passed the diploma	50
Average points obtained by candidates who passed the diploma	39
Highest diploma points awarded to a candidate	45
Average grade obtained at the school by candidates who passed the diploma	6.12

(3) Territory-wide System Assessment (TSA) Results 2024 at S3

Subject	Percentage of students achieving Basic Competency in HK	Percentage of students achieving Basic Competency at St Stephen's
Chinese	77	88
English	67	94
Mathematics	79	93

(4) Further Studies / Careers in S6 Graduates 2024

S6 Graduates	No. of Students		Percentage of Students	
	2024	(2023)	2024	(2023)
Degree at local universities / institutes	60	(59)	59.4%	(54.1%)
Degree at overseas universities / institutes	36	(39)	35.6%	(35.9%)
Other programmes at local universities / institutes	3	(7)	3.0%	(6.4%)
Other programmes at overseas universities / institutes	2	(1)	1.9%	(0.9%)
Repeating S6 / Self-study	0	(1)	0%	(0.9%)
To be confirmed / unknown	0	(2)	0%	(1.8%)
Total number of students	101	(109)	100%	(100%)

(5) Summary of University Offers to S6 Graduates 2024

(a) DSE students

Undergraduate Programmes in Hong Kong	
1. The University of Hong Kong	Engineering, Accounting and Finance, Early Childhood Education and Special Education, Science, Surveying
2. The Chinese University of Hong Kong	Earth and Environmental Science, Enrichment Mathematics, Nursing, Science, Religious Studies
3. Hong Kong University of Science and Technology	BBA in Information Systems, BBA in Management, Business and Management, Engineering, Global China Studies
4. The Hong Kong Polytechnic University	Civil Engineering, Computing and AI, Design, Global Business and Logistics, Aviation, Maritime, and Supply Chain Management, Occupational Therapy
5. City University of Hong Kong	Accounting, Electrical Engineering, Media and Communication
6. Lingnan University	Film and Visual Arts
7. Hong Kong Metropolitan University	Animation and Visual Effects, Aviation Service, Environmental Science and Green Management, Marketing, Psychology
8. Hang Seng University of Hong Kong	Actuarial Studies and Insurance
9. Hong Kong Academy for Performing Arts	Theatre and Entertainment Arts
10. Saint Francis University	Physiotherapy
11. Technological and Higher Education Institute of Hong Kong (THEi)	Fashion Design
Undergraduate Programmes Outside Hong Kong	
1. Durham University, UK 2. University of Warwick, UK 3. University of Manchester, UK 4. University of Liverpool, UK 5. University of Leeds, UK 6. Brunel University of London, UK 7. University of Birmingham, UK 8. University of Bradford, UK 9. University of Salford, UK 10. University of Keele, UK 11. Peking University, China 12. Jilin University, China	Accounting and Finance, Arts, Physiotherapy, Occupational Therapy, Environmental Geoscience, Chemistry, Sports, Exercise and Health Science, Anthropology, Medicine

(b) IB students

Undergraduate Programmes in Hong Kong	
1. The University of Hong Kong	Medicine, LLB, BA & LLB, Psychology, Global Engineering and Business Programme, Business Administration, Finance in Asset Management and Private Banking, Architectural Studies, Pharmacy, Social Sciences, Economics and Finance, Urban Planning, Global Health Development, Engineering, Data Science and Engineering

2. The Chinese University of Hong Kong	Medicine, LLB, Business Administration, Global Business Studies (Tsinghua-Dual Degree Programme) Biotechnology, Entrepreneurship and Healthcare Management, Psychology, Economics, Quantitative Finance and Risk Management Science, Data Analytics
3. Hong Kong University of Science and Technology	Marketing, Global Business Studies, Business and Management, Informative Systems, Engineering (AI), Science, Environmental Management and Technology, Geography and Recourse Management
4. The Hong Kong Polytechnic University	Physiotherapy, Mental Health Nursing
Undergraduate Programmes Outside Hong Kong	
<ol style="list-style-type: none"> 1. University College London, UK 2. London School of Economics and Political Science, UK 3. King's College London, UK 4. Durham University, UK 5. University of Warwick, UK 6. University of Manchester, UK 7. University of Birmingham, UK 8. University of Bristol, UK 9. University of Bath, UK 10. University of Exeter, UK 11. Queen Mary University of London, UK 12. Loughborough University, UK 13. University of Leeds, UK 14. University of Sheffield, UK 15. University of Reading, UK 16. University of York, UK 17. Pennsylvania State University, US 18. University of Toronto, Canada 19. University of British Columbia, Canada 20. University of Ottawa, Canada 21. Simon Fraser University, Canada 22. University of Alberta, Canada 23. University of Sydney, Australia 24. University of Melbourne, Australia 25. University of Adelaide, Australia 26. University of Newcastle, Australia 27. University of Queensland, Australia 28. University of Western Australia, Australia 29. Monash University, Australia 30. National University of Singapore, Singapore 	Medicine, Dentistry, LLB, Architecture, Geography, Physiotherapy, Occupational Therapy, Urban Planning, Computer Science, International Management, Accounting and Finance, History, Biological Engineering, Neuroscience, Biomedical Sciences, Marine Biology, Business, Psychology, Education, Linguistics, International Relations, Music, Zoology

7. Financial Summary

Financial Summary for the 2022/2023 School Year

	Government Funds	Non-Government Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	51.94%	N.A.
School Fees	N.A.	46.17%
Donations, if any	N.A.	0.43%
Other Income, if any	0.20%	1.26%
Total	52.14%	47.86%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	73.79%	
Operational Expenses (including those for Learning and Teaching)	16.26%	
Fee Remission / Scholarship ¹	6.70%	
Repairs and Maintenance	1.39%	
Depreciation	1.86%	
Total	100%	
Surplus for the School Year [#]	0.20 months of the annual expenditure	
Accumulated Surplus in the Operating Reserve as at the End of the School Year [#]	8.35 months of the annual expenditure	
[#] in terms of equivalent months of annual overall expenditure		

Details of expenditure for large-scale capital works, if any:

NIL

¹ The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.

It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements (Put a "✓" where appropriate).

<http://www.edb.gov.hk/en/sch-admin/sch-quality-assurance/sse/sse.html#template>

http://www.edb.gov.hk/attachment/en/sch-admin/sch-quality-assurance/sse/SR_template_en_2016.pdf