



ST STEPHEN'S COLLEGE

SCHOOL REPORT  
(2024-2025)

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## SCHOOL REPORT

2024-2025

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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 176 school staff members, including 99 teachers, 10 laboratory and computer technicians, 36 administrative staff, 24 janitorial staff, 3 auxiliary staff, and 4 music instructors. We also have 2 full-time social workers, and 25 visiting music instructors.

Ms Bonnie Au Wing Ka, Mr Law Jonathan Cham Fan, Ms Lee Sandra Pui Shan, Ms Fiona Pang Wing Tsui, Ms Sarah Chui Wai Shan and Mr Percy Wong Hung Pok left the College last school year. We wish them all the best in their future endeavours.

We extend a warm welcome to our new teachers, Mr Thomas Broadhead, Mr Enoch Chan Ching Nam, Ms Sophie Chan Sin Ying, Ms Tiffany Chan Lok Yee, Dr Clement Cheng Wing Ming, Mr Christopher Moon, Ms Vivian Lun Hiu Man, Ms Gigi Pang Kam Chi, Dr Henry So Wai Lok and Mr Tun Nay Win.

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

Congratulations go to Mr Theodore Tam for being awarded a MPhil, Mr Timothy Lim for being awarded MSocSc (Counselling) offered by the University of Hong Kong. Ms Cheyenne Chan, Mr Eric Chan and Ms Fion Yung for having completed PGDE / PGCE course offered by the University of Hong Kong and University of Sunderland respectively.

Teachers who are presently engaged in professional development courses are:

|                 |                                                    |
|-----------------|----------------------------------------------------|
| Ms Han Tsoi     | Part-time, MSocSc (Monash U), 2 <sup>nd</sup> year |
| Ms Jackie Zhang | Part-time, MA (HKU), 2 <sup>nd</sup> year          |

There are 99 teachers at the College among whom 93% are trained, 99% have a first degree, 46% hold a master's degree and 3% 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                        | 26              | 21 - 25                      | 13              |
| 6 - 10                       | 14              | 26 - 30                      | 10              |
| 11 - 15                      | 11              | 31 - 35                      | 6               |
| 16 - 20                      | 17              | 36 - 40                      | 2               |

## 4. Our Students

### A. School Enrolment

#### *Student Composition*

| Year | Boys | Girls | Total |
|------|------|-------|-------|
| 2021 | 498  | 393   | 891   |
| 2022 | 486  | 380   | 866   |
| 2023 | 520  | 378   | 898   |
| 2024 | 538  | 439   | 977   |
| 2025 | 561  | 470   | 1031  |

#### *Class Organization*

| Secondary | No. of Classes | Boys | Girls | Total |
|-----------|----------------|------|-------|-------|
| 1         | 5 (6 groups)   | 106  | 97    | 203   |
| 2         | 5 (6 groups)   | 94   | 100   | 194   |
| 3         | 5 (6 groups)   | 115  | 78    | 193   |
| 4         | 5 (6 groups)   | 98   | 78    | 176   |
| 5         | 5 (6 groups)   | 87   | 66    | 153   |
| 6         | 5 (6 groups)   | 61   | 51    | 112   |
| Total     | 30             | 561  | 470   | 1031  |

### B. Boarding

#### *Boarders*

| Secondary | No. of Classes | Boys | Girls | Total |
|-----------|----------------|------|-------|-------|
| 1         | 5 (6 groups)   | 33   | 27    | 60    |
| 2         | 5 (6 groups)   | 25   | 26    | 51    |
| 3         | 5 (6 groups)   | 32   | 22    | 54    |
| 4         | 5 (6 groups)   | 32   | 31    | 63    |
| 5         | 5 (6 groups)   | 36   | 24    | 60    |
| 6         | 5 (6 groups)   | 16   | 23    | 39    |
| Total     | 30             | 174  | 153   | 327   |

## 5. Turning Our Heritage into a Learning Experiences

### A. Our Heritage Work

#### **Introduction**

The St Stephen's College Heritage Society continues to thrive in its mission to preserve and

promote the rich history of our institution. This report details our activities, achievements, and contributions for the 2024-2025 academic year.

### **Docent Team**

This year, our dedicated docent team comprised 141 members, all committed to sharing the history and values of St Stephen's College with the community.

### **Service Hours**

Our docents contributed a total of **3,995 service hours** this year. The hours ranged from a minimum of **2 hours** to a maximum of **233 hours**, reflecting the varying levels of engagement among our members.

## ***B. Activities Overview***

### **Docent Orientation and Training**

We kicked off the year with a comprehensive orientation day and training session for our docents. This initiative aimed to equip them with the necessary skills and knowledge to effectively guide visitors through our campus and share our heritage.

### **Campus Tours**

Throughout the year, we organized several campus tours:

- F1 Admission Talk:** Two sessions were held for prospective students and their families.
- Specific Tour for SSC Prep School:** A tailored tour was conducted to engage prep school students.
- Special Campus Tour for P1-P3 Students:** This focused on making the history accessible and engaging for younger students.
- Open House Hong Kong:** We collaborated with Open House Hong Kong to conduct two days of campus tours that highlighted the architectural features of our historic buildings.

### **Special Activities**

- Peace Remembrance Day:** A special activity was organized to reflect on the importance of peace and remembrance in our history.
- Field Trip to Lai Chi Wo:** Docents and students participated in an educational field trip to explore local heritage.
- Leadership Training Day:** A day of leadership training was conducted in Tai Po, fostering teamwork and skills among our docents.
- Visit to Our Sister School in Beijing:** This visit strengthened our bonds with our sister school and promoted cultural exchange.

### **Heritage Trail Open Day**

During our Heritage Trail Open Day, we hosted a special talk related to the school's history during World War II, complemented by five sessions of campus tours for the public. This event drew significant interest and showcased our commitment to educating the community about our past. Notably, our heritage trail was featured in interviews with social media outlets,

including TVB, RTHK, and HoyTV, enhancing our visibility and outreach.

### **Docent Camp**

A four-days-three-nights docent camp provided an immersive experience for our members, enhancing their knowledge and camaraderie.

### **Public Engagement**

This year, we welcomed 68 public society visits, including schools, NGOs, and various community groups, resulting in a total of 2,700 visitors. Our docents worked tirelessly to ensure that each visitor left with a greater understanding of our heritage.

### **Donations**

We are grateful for the following donations received this year:

- ***John Black Family History***: Three volumes documenting the family's history.
- ***Used Weapons***: Artifacts found by Bill Lake, adding to our collection of historical items.

## **C. Conclusion**

The St Stephen's College Heritage Society continues to play a vital role in preserving our school's history and fostering a sense of community. We look forward to another successful year ahead, building on the foundation laid in 2024-2025. Thank you to all our docents, supporters, and visitors for their continued dedication and engagement.

# **6. Reflections and Achievements on Major Concerns**

## **A. Management and Organization Domain**

### **Major Construction**

The School House, a Declared Monument, stands as the oldest surviving school building in Hong Kong that continues to offer boarding services. It is also one of the few remaining sites associated with the historic Stanley Internment Camp. The wooden floor tiles beneath the Library carpet were carefully repaired with the technical guidance and support of the Antiquities and Monuments Office.

The former IT Room at Pao Sui Loong Building has been successfully transformed into a vibrant IB Visual Art Room, designed to inspire students to create, communicate, and connect through artistic expression. The renovation began with in-depth consultations to understand the needs of both teachers and students, ensuring the space would support creativity and collaboration.

The design phase focused on fostering a dynamic environment, featuring contemporary visual art working tables that encourage hands-on creation and peer interaction. Procurement prioritized quality and functionality, while construction was completed efficiently with minimal disruption to other users in the Special Room Blocks. This upgraded space now serves as a hub where students can explore visual storytelling, share perspectives, and build

meaningful connections through the language of art.

The Carol Yang Black Box Theatre underwent a flooring upgrade from ceramic tiles to a multi-sports surface, enhancing its versatility and comfort. This new floor provides superior shock absorption and slip resistance, making it ideal for dance, drama, and physical movement. As a flexible performance space, the Black Box Theatre supports rehearsals, showcases, and interdisciplinary learning. The multi-purpose sports floor not only improves safety and acoustics but also encourages expressive movement and dynamic staging, aligning with the theatre's role as a creative hub for students to explore, perform, and connect through the performing arts.

## ***B. Learning & Teaching Domain***

### **Learning and Teaching**

The 2024-2025 school year marked the second year an integrative approach to learning was adopted to help students make meaningful connections and develop cross-disciplinary thinking. Academic departments in the eight Key Learning Areas have been collaboratively planning with another department to integrate elements of a unit or skill in students' learning. Students' interest and ownership of learning is developed through exploring knowledge and acquiring experiences outside the classroom.

In Secondary 2, Visual Arts and Mathematics Departments launched a new STEAM project – Tessellation: Where Math Meets Art. Students engaged in geometric concepts while crafting unique art pieces that illustrate mathematical principles. This experience nurtures creativity, critical thinking and collaboration at the intersection of math and art, culminating in an exhibition of their works in the school library. In Secondary 3, Chinese, Visual Arts and Computer & IT (CIT) Departments collaborated on digital graphics design of traditional Chinese clothing, hanfu, which was showcased in a virtual reality world. S3 students designed images of Chinese legendary creatures and applied their designs to the VRoid App developed by the CIT Department. With the app, students created and customized 3D avatars, modifying features such as hair, clothing and facial expressions. Through these projects, students honed their creativity and problem-solving skills in a context they could identify and understand more deeply.

The PSHE junior secondary curriculum was revamped in the 2024-2025 academic year. Citizenship, Economics and Society (CES) was fully launched in Secondary 1 as part of Integrated Humanities to nurture social competence. To further strengthen classroom learning and social reality, Integrated Humanities, Geography and History Department Heads mapped skills and knowledge to pave the way for the implementation of CES and History in Secondary 1 in the 2025-2026 school year, followed by CES and Geography in Secondary 2 in the 2026-2027 school year. In Secondary 3, CES, History and Geography will be launched together with elements of Language Across the Curriculum in the 2027-2028 school year. The junior secondary curriculum revamp aims to develop values education so that students can

understand themselves, their culture and society, as they become confident and informed about their present and future.

To strengthen teaching and learning, the Curriculum & Development Committee was renamed to the Curriculum & Pedagogy Committee with newly appointed DSE Coordinator and Junior Secondary Coordinator being added to the team. To reflect on the curriculum planning-pedagogy-assessment cycle, the Data Analysis Team continued 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. New learning materials have been produced, and adjustments have been made to focus on skills students need further developing while nurturing their strengths. The Data Analysis Team made plans to expand their work to the Science Departments.

### **The IBDP Programme**

After the fantastic achievements of the 2024 cohort, it was hard to believe that the 2025 cohort would score in a similar fashion, but they performed magnificently to achieve the highest average at St Stephen's College in our History. What stood out was not only their immense motivation, their skills in how they approached the examinations and their assessments and their consistency with 98% of students achieving a grade higher than the world average. Statistics of course do not show everything but the average point score of 39.7 was truly outstanding, being well above the Hong Kong average of 36 and the IB world average of 30. This placed St Stephen's as one of the highest scoring schools in the territory. Furthermore 58 percent of our students scored 40 or above and 86 percent of them scored above the Hong Kong average – truly an outstanding achievement. It is also a new high that 40 percent of our students have been admitted to study at Hong Kong university – it seems that SSC has become a great foundation for those who may contribute to the future of this great city.

Individually there were superb results. Often the glory in the Hong Kong press goes to those students who achieved a maximum score. Eight of our students however scored 44 and they deserve great plaudits being brilliant students in their own right. These eight are Cheng Yuk Sum, Cheng Yu Fung Arthur, Lau Aaron Jensen, Chit Hin Luo, Mok Samuel Kwan Chung, Wong Chin Sun, Wu Tin Hang Timothy and Yip Kin Hang. 21 other students also scored 40 or above, giving them access to some of the best universities around the world. As of now, 56% of our students plan to study locally in Hong Kong whilst 44% plan to go to Mainland China or overseas, the largest number to the UK but also to Australia, Canada and the United States.

Education is an ever changing environment and 2025 proved to be no exception. Artificial Intelligence (AI) is revolutionizing education, offering exciting new tools that enhance learning experiences in schools. From personalized learning platforms that adapt to individual students' needs to intelligent tutoring systems providing instant feedback, AI is helping educators create more effective and engaging environments. Teachers in the IB section at St Stephen's are learning to harness AI to automate administrative tasks, freeing up valuable time to focus on instruction and student interaction. Additionally, AI-driven

analytics have been able to identify learning gaps, enabling targeted interventions that support student success. As schools continue to integrate AI technologies, the potential for improved educational outcomes becomes increasingly apparent, preparing students for a future where digital skills are paramount.

Another change in the IB section was the move in our group CAS expedition from visiting Cambodia to visiting a very different country. Last summer, a group of our biggest number of enthusiastic students ever embarked on an unforgettable expedition to Vietnam, where they engaged in community service projects, including building a bridge, planting rice, and integrating with the local culture. While the experience was enriching, it presented several challenges, especially in the sweltering heat. Upon arrival, students faced temperatures soaring above 35°C (95°F), making outdoor work demanding. They quickly learned to stay hydrated and take breaks, but fatigue often set in during long hours of labor. Building the bridge tested their teamwork and resilience. With basic tools particularly the wheelbarrows, they coordinated their efforts, motivating each other as the structure took shape.

Planting rice introduced another layer of difficulty. Working in muddy fields under the sun was grueling, but students found fulfillment in learning traditional farming techniques from local farmers. The experience taught them patience and the significance of rice cultivation to the community's livelihood. Integrating with the local community, particularly the adorable children, was a highlight. While language barriers made communication challenging, the students bonded with the kids and enjoyed playful times under the delicious Mango tree. The children's energy and curiosity uplifted the students, reminding them of the joy in their hard work.

Despite the challenges, the expedition profoundly impacted the students, teaching them resilience, teamwork, and cultural appreciation. They returned home with lasting memories and a sense of accomplishment, knowing they made a difference—one bridge, one rice paddy, and one friendship at a time.

We are extremely proud of what 2025 brought – a group of outstanding students and an opportunity to develop even further after our first eleven successful years as an IB school!

### **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 taste 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

Students were exposed in diverse scientific learning opportunities under the Creative Innovation framework, demonstrating both academic excellence and civic responsibility. In April 2025, students participated in Croucher Science Week, which offered events and activities available at the Science Museum and online. Throughout the week, students engaged in interactive lectures, hands-on workshops, and laboratory demonstrations across disciplines such as biotechnology, environmental science, and physics. They also took part in the three-day CUHK AMGEN Biotechnology Experience conducted during the post-examination period. This intensive program provided students with practical laboratory experience in molecular biology, enabling them to establish meaningful connections between theoretical scientific principles and real-world applications. Building on previous experiences in CUHK's citizen science project on HK soil biodiversity of millipedes, a new three-day on-campus soil biodiversity workshop was held from March-April, led by alumnus, Dr Henry So WL. A group of twenty S2 students collected both soil and insects samples across campus, then analyzed these biological samples with biotechnology methods including gel electrophoresis, DNA extraction, and PCR. By contributing valuable data to conservation efforts, students not only advanced their scientific inquiry skills but also promoted an active, environmentally aware school community.

### i-Engineering

As technology continues to evolve, we've updated the programme to focus even more on real-world engineering experiences and innovation. One of the most exciting additions is Vibe Coding, a new component that lets students dive into creating interactive and immersive solutions powered by AI. Combined with machine learning techniques, this gives students the tools and confidence to tackle complex challenges and think creatively as engineers. At the same time, we're continuing to build a strong learning community where students and alumni come together to share ideas, inspire each other, and keep the passion for learning alive.

#### **Topics in Secondary 2:**

- SWIFT programming for iOS app
- Task automation through Artificial Intelligence
- Web Application (PHP, Javascript, HTML, CSS, SQL)
- Vibe Coding
- Microcontrollers (Raspberry PI, Arduino)

#### **Topics in Secondary 3:**

- Engineering Life Cycle
- Engineering case studies (Door Access system, Face Recognition, 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:

|                      |                                                                          |                                                               |
|----------------------|--------------------------------------------------------------------------|---------------------------------------------------------------|
| <b>Gold Award:</b>   | 3J Wong Lok Sze Venus<br>3L Lam Cheuk Ki Valerie<br>3Y Siu Lok Ton       | 3L Au-Yeung Hong Ching Clairene<br>3Y Lam Ching               |
| <b>Silver Award:</b> | 2H Liu Tsz Wai Jamie<br>2J Lau Chui Ying<br>2Y Au Hoi Lam                | 2H Tsang Yuet Ching Avery<br>2L Lam Suet Yee Alyssa           |
| <b>Bronze Award:</b> | 1C Leung Sin Yiu Eunice<br>1L Tang Hiu Kei Jennifer<br>1Y Cheung Yu Shok | 1J Lam Yan Nin Maximilian Jasper<br>1Y Chan Valentina Lok Yee |

### Creative Media

The Creative Media Programme offers a platform for junior form students to showcase their creativity, communication skills, and critical thinking in knowledge creation. Over the past year, students in Creative Media (English News) embarked on a video-making project based on two main themes: "Embrace Justice: Work ethically. Act righteously." (the school theme of the year) and news reports on school events. Their diverse range of productions included vlogs, interviews, animations, skits, and short dramas. Students readily embraced the role of video producers, learning how to conduct interviews, actively listen, organise their thoughts, speak spontaneously, write scripts, and find their own personal voice in English. They also engaged in the technical aspects of video production, such as editing video clips and creating visual content.

For the Chinese Creative Media Programme, two renowned Hong Kong writers, Leung Wai Lok and Tsui Cheuk Yin, served as instructors, guiding students in developing their skills in various forms of writing, including prose, novels, interview scripts, book reviews, and film reviews. Their mentorship inspired students to explore their creativity and apply their knowledge in meaningful ways. Students participated in hands-on experiences by contributing to the student magazine, *Eruditio*. They put their learning into practice by conducting interviews with alumni, teachers, and fellow students. Additionally, their work will be published in the magazine, providing an authentic platform for students to showcase their talent and creativity.

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.

### Creative Music

Building on the success of last year's Creative Music workshops and achievements, this year our program continued to flourish guided by renowned composers Daniel Lau, Alex Lau, and

Dr. Ada Lai. Our S2 and S3 students advanced their skills in songwriting, song arranging, studio recording, and instrumental composition. In May, the S2 students gained hands-on experience during a studio recording visit to the Bassline Institute of Music, where they learned about recording and Artificial Intelligent composing technologies.

Inspired by the exhibits of the Hong Kong Palace Museum, students were again encouraged to compose original Chinese instrumental music to deepen their creativity and understanding of traditional Chinese culture. This year, four S3 students submitted their works to the "Relishing Creativeness in the Hong Kong Palace Museum" Music Composition Competition, achieving commendable results with one Silver and three Bronze awards. Notably, 3L Jin Ningjing's composition was selected to be performed by professional musicians at the Prize Presentation Ceremony cum Concert held on 18 July 2025 at The Hong Kong Jockey Club Auditorium of the Hong Kong Palace Museum. The students awarded were 3L Jin Ningjing (Outstanding Award Solo, Silver prize), 3L Deng Penghui, Penny (Outstanding Award Solo, Bronze prize), 3L Li Congxin (Outstanding Award Solo, Bronze prize), and 3Y Sham Fei, Valery (Outstanding Award Solo, Bronze prize).

Our students' original compositions also earned acclaim at the Gala Musica Chamber Compositions Concert. Notably, Au Tsz Ho Marcus (4L) won Outstanding Composition Award and the Performers' Adjudication Award and was nominated for the Hong Kong Composers' Guild Mentorship Scheme with his piece 'Echoes of a Changing City'. Samuel Mok (6L), a previous two-time composition award winner, saw his work 'The Spirit Sound' premiered by professional musicians guided by Mr. Julian Chan. Both compositions innovatively blended Chinese and Western instruments, captivating audiences with their originality.

## ***(2) Exchange and Immersion Programme***

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

These are the following overseas trips for the 2024-2025 academic year:

- December 2024, Guangzhou, China, S3 Chinese History Study Tour
- April 2025, Beijing, China, Beijing Sister School Tour
- April 2025, Kyushu, Japan, Geography Study Tour
- June 2025, Hangzhou, China, Chinese Literature Study Tour
- July 2025, Shaoguan, China, S5 Citizenship & Social Development Mainland Study Tour
- July 2025, Bratislava and Vienna, Austria, College Choir and Orchestra Music Tour

## ***(3) Mentorship Programme***

In collaboration with the SSC Alumni Association, the S.5 programme is designed to broaden students' exposure to a wide range of professions and workplaces, while supporting their personal and professional development through close guidance from alumni mentors. Over 100 S.5 students enrolled voluntarily and were paired with more than 30 mentors representing fields such as aviation, psychology, speech therapy, engineering, information technology, banking, law, architecture, finance, accountancy, marketing, the creative industries (music and drama), maritime piloting, insurance, entrepreneurship, medicine and dentistry. The opening ceremony was held on

19 November 2024.

## **Core Subjects**

### ***(1) English***

In 2024-2025, the English Department made significant inroads into broadening students' learning experiences through launching stimulating programmes and adapting to sweeping technological changes.

Our most exciting development this year was, without a doubt, the Drama in Education programme that we rolled out in S1. At St Stephen's, we believe in the transformative power of drama: it is a pursuit that combines literary appreciation, public speaking and team collaboration. As such, drama is not just an 'after-school' activity but an integral part of our junior-form language curriculum. From January to July 2025, all S1 students studied the American play *Our Town* in English classes and staged their own performances, open to parents, in the form of a reader's theatre. It was an eye-opening experience for everyone, including the entire team of English teachers, who attended approximately 20 hours of training. The programme's success owed much to the assistance rendered by our artist-in-residence Ms Jen Lam and the Native-speaking English Teacher Section of the Education Bureau. We are eagerly looking forward to expanding the programme to S2 in 2025-2026.

Building on previous years' efforts, we offered an even wider range of Experiential Learning and Language across the Curriculum activities to complement classroom learning. S3 and S4 DSE students took part in local guided tours to deepen their understanding of the topics of 'social issues' and 'heritage conservation', whereas S5 DSE students visited the HKU Li Ka Shing Faculty of Medicine as part of the 'future of education' unit to see for themselves how artificial intelligence, augmented reality and virtual reality are being used in medical disciplines. At the S1 and S4 DSE levels, we continued to promote synergy between content knowledge and language proficiency through Language across the Curriculum. These activities involved the Citizenship and Social Development, Integrated Humanities and Ethics and Religious Studies Departments.

In the light of the exponential growth of artificial intelligence, the Department embarked on new initiatives to harness the technological strengths of AI while upholding principles of academic integrity. A department-based academic integrity policy was drawn up to support students and teachers alike. Parts of the S4-S5 DSE curriculum were revised to promote AI literacy and above all, encourage students to critically evaluate chatbots' text and image generation capabilities. S5-S6 DSE students had ample opportunities to engage in additional 'group discussion' practices using an AI-powered mobile app. More curricular adaptations are in the pipeline and will be implemented at an opportune time.

2024-2025 was indeed a year of great achievement. We are proud of all our S6 DSE graduates, 30.8% of whom attained Levels 5-5\*\*. This is comparable to our attainment in the

years 2020-2022. We also scaled new heights in co-curricular activities, especially the Hong Kong Schools Speech Festival and the AEMSS Drama Fest. We had 118 entries to the former, of which 34 were awarded First, Second or Third. As for the latter, not only was the English Drama Club given the grand prize (Best Performance), but our ensemble cast comprising nine members were collectively named Best Performer. At various other debating, writing and public speaking competitions, our young talents reaped marvellous fruits. Congratulations to all!

## **(2) Chinese**

The Class of 2025 achieved good results in HKDSE. 84.6% got Level 3 or above, and 20% got Level 5 or above. 3 students got 5\*\*. In the School Year 2024-2025, The Chinese Department put great emphasis on cultivating students' positive values and healthy mindsets. Elements of values education are imported 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 participate 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 student was awarded the "Most Valuable Player" of the academic year after winning the Best Debater honor in seven rounds of the "Hong Kong Debate Premier League". In the 76th Inter-school Speech Festival, we achieved 5 championships, 8 second places, and 4 third places.

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 in 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 other subjects. In S1, we collaborated with Food and Home Management to incorporate elements of the 24 Solar Terms and create seasonal dishes. Meanwhile, In S3 we worked with Visual Arts and Computer and Information Technology to design and showcase traditional Chinese attire. In July, the department organized "Hangzhou Literary and Cultural Study Tour" for the first time, leading students on an in-depth cultural exploration in mainland China. This immersive experience allowed students to engage with literary landmarks, deepening their understanding and appreciation of Chinese culture and literature. The tour also included literary creation and reflective activities, encouraging students to draw inspiration from their journey. Through the diverse learning experiences, the department aims to enhance students' understanding and interest in Chinese culture while fostering a sense of pride in their cultural heritage.

## **(3) Mathematics**

The Mathematics Department is committed to enhancing STEAM education by creating opportunities for students to apply their mathematical knowledge and skills in analyzing and modeling real-life problems.

In this academic year, junior form students engaged in various STEAM learning activities. A

notable collaboration with the Visual Arts Department resulted in a STEAM project focused on tessellation for our Form Two students. Through this project, students explored geometric concepts while crafting unique art pieces that vividly illustrated mathematical principles. This initiative not only fostered creativity but also encouraged collaboration at the intersection of math and art. The project culminated in an exhibition of their work in the school library, showcasing their innovative approaches to mathematical concepts. Looking ahead, we aim to collaborate with additional departments for our Form Three STEAM project in the coming academic year, further enriching the learning experience.

For our senior form students, we continue to provide opportunities to participate in both local and international STEAM competitions. This year, a team of four Form Five students represented our school in the 2025 International Mathematical Modelling Competition. We are proud to announce that our team was among the 25 finalist teams selected from over 1,200 teams across Mainland China, Taiwan, Hong Kong and Macau. We remain committed to participating in the International Mathematical Modelling Competition in the future, encouraging our students to excel and apply their mathematical skills in competitive settings.

Our students also participated in numerous inter-school and international mathematics competitions, returning with an impressive list of accolades. Congratulations to all our winners and to every student who put forth their best effort in these competitions. A heartfelt thank you goes out to all the mathematics teachers who dedicated their time and effort to help students realize their potential.

#### ***(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 a global perspective through the study of topics related to Hong Kong, the nation, 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 participated in various competitions organized by the government, as well as 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, "Tea House Student Matinees." Through narrated performances, traditional Cantonese music demonstrations, and interactive, facilitator-led discussion sessions, our students experienced the beauty of *xiqu*, developed positive values, and reflected on the relevance of Chinese culture to 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 strengthen 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. To further support students' reading development, the Department collaborated with the library to organize a book exhibition for S5 students on the

topic of “Travelling—in China and countries in the Belt and Road Initiative.” This initiative not only broadened students’ horizons but also encouraged extensive reading, thereby enhancing their reading skills through exposure to a wide range of texts relevant to their studies.

### ***C. Student Support and School Ethos Domain***

#### **Promote whole person development**

##### ***Embrace Justice: Work ethically. Act righteously***

This year, the school actively promoted the values education theme, “Embrace Justice: Work Ethically, Act Righteously,” through a series of thoughtfully designed activities. The Moral and Civic Education Committee organized impactful events such as the S2 and S3 Rich and Poor Simulations, the ICAC Talk, the Justice Checkpoint and visit to the Court of Final Appeal. Additionally, Moral Ambassadors launched the Justice Week, which featured a diverse range of activities, including educational booth games, captivating busking performances, a sharing session by police officers and volunteers from the Animal Watchers Programme, and an insightful talk by a SSC parent on forensic pathology. These initiatives provided students with meaningful opportunities to better understand and embrace the value of justice.

Various academic departments also contributed to the promotion of the theme by embedding it into teaching and learning activities. For example, students engaged in debates on contemporary social issues during lessons, while a book exhibition in the library highlighted resources related to justice and ethical conduct.

The school continued its commitment to nurturing students’ moral development through regular activities, including a structured values education programme for S1-3, talks, game booths and performances addressing social issues and national education. These efforts collectively aimed to inculcate positive values and strengthen students’ self-esteem, preparing them to act as responsible and ethical members of society.

##### ***Leadership Training Programme Overview: Preparing Leaders of Tomorrow***

Through our carefully structured, progressive experiential activities, students across all year levels engage in transformational learning experiences that build character, enhance leadership capabilities, and strengthen their connection to our school community. Each programme is designed to challenge students appropriately while providing opportunities for meaningful growth and reflection.

#### **Christian Education**

Based on the powerful message of biblical hope, an annual winter overnight camp, H<sub>2</sub>O Camp, was held at the Lee Yue Mun Park and Holiday Village. Forty students experienced spiritual renewal and deeper fellowship under the theme Hope to Overflow. Through activities that simulated life’s decisions and consequences, students were guided to think deeply about

what truly matters in life. As they considered their hopes, regrets, and final wishes, many began to explore how faith shapes one's direction and values. The session closed with a powerful time of quiet reflection on the meaning of life and the role of faith in guiding it. From Hope to Overflow, there is Renewal which is the theme of the Gospel Week. A series of events and activities organized by the Religious Education Committee and the Christian Fellowship centered around seeing God through the life, death and resurrection of Jesus Christ. The art exhibition consisted of paintings focusing on Christ's crucifixion, Christ Ascension and the Rapture, pointing to the true meaning behind why we have hope. Mr Victor Choy painted three pieces of work just for this year's exhibition. They are the "Cross", "Resurrection" and "Ascension". In addition, English Teacher Mr Timothy Lim wrote a poem "Rust" to complement the exhibition. For students to reflect on their identity and purpose, a photo blessing booth was set up. This year the College has the honor of inviting Ps Andrew Lee who shared his life story about how he turned over a new life while he was in Stanley Prison and gave his life to God. Rev Will preached on what we can choose to build our lives on, and sand artist Ma Chai performed live sand art pieces depicting the story of Jesus' journey from the cross to his resurrection. The sand story was choreographed to music from the Worship Team and projected to a large screen at the Grand Hall. The inspiring sharing and stories left a profound impact on the students, inspiring many to follow Jesus and live their lives to the fullest.

#### **Bungalow 4 Wellness (Oasis Project)**

Project Oasis began last year with the conversion of Bungalow 4 to a sanctuary designed to nourish individuals physically, mentally, emotionally and spiritually. Interior repairs including fresh paint and new flooring at Bungalow 4 are complete. Through collaborative efforts with teachers, FMO, parents and students, weeds and overgrown vegetation were cleared from the grounds.

The bungalow consists of three thematic sections: River, Garden and Fruitfulness. Each area serves individuals and groups in its own unique way. These include an Activity Room (generously sponsored by the PTA), Prayer Room, Counselling Room, Stress Release Room, Sub-office, Pantry and Dining Area.

The Oasis is currently in a trial period, and it will be opened to all the students in early 2026. Looking ahead, plans include installing a prayer labyrinth and developing a horticultural therapy garden to further enhance holistic well-being. It is hoped that this space will offer rest, hope and renewal while serving as a hub for wellness education and healthy lifestyles.

#### **Service-Learning Programme, Strengthening students' self-esteem and positive values**

This year, the Guidance Committee remained committed to nurturing students' mental health and personal growth through a comprehensive array of initiatives. Our mission is to provide students with the tools and awareness they need to thrive, strengthen their mental resilience and emotional balance.

One of our key highlights was the music tour "We're All Newbies" in October, organized

in collaboration with SONOVA, Social Ventures HK, Media Asia Music, and supported by the Swire Trust. This initiative used music as a medium to promote emotional openness and connection. In December, we partnered with Breakthrough to create a unique stress-relief experience at the Carol Yang Black Box Theatre. The space was transformed with inflatable pillars printed with common stress-inducing phrases such as “我都係為你好嘅” (“I’m only doing this for your good”) and “畀人見到我有情緒，會覺得我好廢？” (“Will people think I'm weak for showing emotions?"). Students found that gentler, more mindful approaches were more effective, both with the pillars and their personal stressors. This activity sparked meaningful conversations around healthy coping strategies during exams. Our students shared their ideas and developed collective solutions, turning individual stress into shared resilience.

In addition, we supported a group of our S1 students through the "Seeds" Programme, designed to ease their transition and help them become confident and independent learners. Across all forms, our "Healthy School" programme addressed key developmental themes—from Worthiness in F.1 to Life Skills in F.5—tailoring support to each year group's needs.

We empowered student leaders through the Mental Health Gatekeeper Programme, organized in collaboration with the EDB. These leaders actively promoted well-being by designing and running their own positive psychology game booths both on campus and at Ocean Park, thereby spreading a positive atmosphere throughout the school community. Furthermore, the committee taught valuable coping strategies through mindfulness and stress management workshops. Students applied these principles, such as gratitude and resilience, in dedicated positive psychology workshops, which are designed to enhance psychological well-being and foster a proactive mindset. We also provided moments of calm in our dedicated "Quiet Corner" and engaged the student body through a variety of popular stress-release workshops, including aromatherapy, Pastel Nagomi Art, and a nature-inspired Herbarium Workshop.

Each activity is a building block in our broader goal: to foster a supportive school community where every student feels equipped, resilient, and empowered to pursue lifelong well-being.

The Service Learning Programme continues to serve as a vital platform for nurturing students' empathy, civic responsibility, and personal growth through experiential learning. The programme integrates values education, promotes inclusivity, and encourages students to engage meaningfully with the wider community. Throughout the 2024/25 academic year, students from S1-5 participated in a range of service learning activities tailored to their developmental needs.

In January, S1 students took part in the Caring for the Elderly volunteer activity, preparing Chinese New Year gift packs and heartfelt greeting cards for senior citizens. Later in July, they visited the Caritas Jockey Club Resource & Support Centre for Carers in Tseung Kwan O, gaining firsthand insights into the daily challenges faced not only by the elderly but also by their caregivers. These experiences helped students cultivate compassion and a deeper understanding of aging-related issues, while reinforcing core values such as benevolence, respect, and social awareness—key components of the school's values education framework.

From November to July, our S2 students engaged in a meaningful partnership with TREATS, a local NGO committed to fostering social inclusion. Through a series of thoughtfully curated workshops and interactive experiences, students explored essential themes such as diversity, empathy, children's rights, and equal participation. A particularly impactful component of the programme involved students accompanying children with mental barriers in mass games, shopping trips and sharing meals together. These authentic, hands-on encounters allowed students to move beyond theoretical understanding and truly connect with the lived experiences of others. The sustained nature of this engagement deepened students' appreciation for inclusive practices and helped cultivate empathy, acceptance, and respect-values that are central to both the Service Learning Programme and the School Development Plan's emphasis on experiential learning and character development.

Another highlight of the year was the "Science for Service" programme for S3 students, which exemplified the power of interdisciplinary collaboration. Jointly organised with the Science Department, this initiative partnered with Theatre in the Dark and Artscompana to address accessibility challenges faced by individuals with disabilities. Students applied scientific principles to design practical solutions that enhance quality of life, such as sensory aids and adaptive technologies. The synergy between service learning and scientific inquiry not only fostered innovation and problem-solving skills but also promoted cross-disciplinary learning and developed students' generic skills. A testament to the programme's impact was the invitation extended to one group of students to present their work at a seminar organised by AiTLE, where their project received high praise from industry representatives, including those from Adobe. This recognition affirmed the value of integrating academic knowledge with compassionate action, and highlighted how service learning can empower students to become reflective, socially responsible, and forward-thinking contributors to society.

In July, S4 students participated in the "樂結伴•同分享" activity, visiting centers for individuals with disabilities. Through joyful interactions and shared experiences, students brought warmth and companionship to disadvantaged groups, while gaining a deeper appreciation for empathy and inclusion. This activity enriched learning through experience and cultivating positive values.

St Stephen's College is a registered institution under the Elder Academy Scheme. From October to April, our S5 students, in collaboration with the Parent-Teacher Association and the Caritas Jockey Club Integrated Service for Young People – Stanley, organised a series of workshops for elderly participants from the Stanley and Shek O communities. A key feature of this initiative was the formation of a steering committee that included elderly members, empowering them to take an active role in co-designing and organizing the learning activities. This inclusive approach enhanced their sense of ownership and stewardship, fostering mutual respect and meaningful engagement between generations. The Elder Academy has become a vibrant platform for intergenerational dialogue, shared wisdom, and reciprocal learning, significantly strengthening the school's ties with the local community and contributing to students' whole-person development.

In conclusion, the Service Learning Programme has successfully enriched students' educational experiences while reinforcing the College's commitment to nurturing well-rounded individuals. The collaborative efforts—particularly with the Science

Department and the Stanley elderly community—highlight the transformative potential of interdisciplinary and intergenerational learning in fostering both academic excellence and social responsibility.

## **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 2024-2025, we provided opportunities for students to show respect for the national flag, national emblem and national anthem. The flag raising ceremony is held once per week, and “Speech Under the National Flag” is provided on important, festive and special occasions. Red cross members, scout members and senior class representatives are the flag raisers during the ceremonies.

In order to enhance students' understanding of the national situation and the development of national education, our school organized the "Beijing-Hong Kong Sister Schools Exchange Tour" in 18-22 April 2025. Led by the principal and teachers, 28 Docent student leaders visited our sister school - Beijing No.9 Middle School. They participated in classes, experienced labor education, and interacted with local teachers and students to foster friendship between the two schools.

The "Jiangsu-Hong Kong-Macao Student Arts Performance Event" was jointly organized by Jiangsu, Hong Kong, and Macao, with the theme "Deep Chinese Sentiment, Shared Dream of National Rejuvenation." The event took place on April 14, and our school had the honor of serving as the host venue. Prior to the performance, Mr Zhao Yan, Vice Governor of Jiangsu Province, Mr Cheuk Wing-hing, Deputy Chief Secretary for Administration of the Hong Kong SAR Government, and other distinguished guests visited our school. Together with over 100 students from Hong Kong, Macao, and Jiangsu, they witnessed the establishment of sister-school relationships among ten primary and secondary schools from the three regions.

## **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 12th October, 2024, certificates of appreciation were presented to the class representatives for 2024-25 (S1: Diana Lee, Zoe Huang, Jackie Hsu, Janice Shid, May Wong, Michelle Zhu; S2: Catherine Kwok, Jessica Chu, Elma Chan, Catherine Kung, Sarah Ouyang, Makiko To; S3: Mary Lee, Ada Kwok, Eunice Yung, Cindy Chan, Carmen Ng, Yifan Deng; S4: Vivian Yuen, Sammi Wong, Constance Chan, So Ngai

Wing, Hung Ka Yee, Grace Au; S5: Michelle Lau, Pang Sze Wan, Miles Wong, Chan Hiu Ching, Ho Wing Yin, Sally Keung; S6: Hannah Lau, Anna Pang, Christine Lam and Grace Au) The eleven parent members of the 2024-2025 PTA Executive Committee were Ms Vivian Lau (Chairlady), Ms Pamela So (Vice-Chairlady), Mr Banny Wong (Secretary), Ms Rita Lok (Treasurer), Ms Carrie Wong (Assistant Secretary), Ms Melani Chan (Assistant Treasurer), Ms Joanne Cheung, Ms Mary Lee, Mr Thomas Lo and Mr Jimmy Siu and Ms Chrisly Wong. The Principal, Mrs Julie Ma (Vice-Chairlady ex officio), appointed eight teachers including Mrs Ng Wong Kit (Coordinator), Ms Fion Yung (Assistant Coordinator), Ms Helena Chow, 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 2024-25.

#### Parents' Relations & Recreation Committee

- Parents Lunch with the Principal, Deputy Principals, Assistant Principals and teachers on 21<sup>st</sup> September 2024
- Dinner Gathering with SSCPS parents (co-organised with SSCPSPTA) on 22<sup>nd</sup> January 2025
- Being the supporting organization of SSC Family Day on 2nd March 2025
- S6 Cheerio on 6<sup>th</sup> March 2025
- PTA Outing to Shenzhen on 29<sup>th</sup> March 2025
- Stonecutters Island Barrack Visit on 21<sup>st</sup> June 2025
- "The Dumpling Queen" Parent-Child Movie Appreciation cum Guest's Sharing on 22<sup>nd</sup> June 2025

#### Parenting & Support Committee

- Parent Seminar "How to Communicate Effectively with Teenagers" on 27<sup>th</sup> September 2024
- Parent's Mental Health Day Camp on 23<sup>rd</sup> November 2024
- Horticultural Therapy on 22<sup>nd</sup> February 2025
- Dinner Talk "What lies ahead to our new generation in light of rapid development of the Guangdong-Hong Kong-Macao Greater Bay Area" on 7<sup>th</sup> March 2025
- Mindful Parenting Workshop on 12<sup>th</sup> April 2025

#### Pre-University Education Committee

- Career Talk "Beyond the Horizon: Unlocking Opportunities in Future Education" on 25<sup>th</sup> January 2025
- Study Pathway Talk "Road Map for Overseas Study" on 10<sup>th</sup> May 2025

#### School Matters & Welfare Committee

- Routine check of catering services, kitchen hygiene and food quality
- Production of personalised mugs for presentation to S6 graduates at the graduation ceremony on 28<sup>th</sup> May 2025
- Prepared gifts for teachers and supporting staff for the Parents-Also-Appreciate- Teachers Drive on 2<sup>nd</sup> June 2025

#### Volunteer Services Committee

- Visited the elderly living alone in Stanley on 18<sup>th</sup> January 2025
- Chinese New Year Gifts Transfer Program on 22<sup>nd</sup> January 2025

- 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 10<sup>th</sup> October 2024, 1<sup>st</sup> November 2024, 14<sup>th</sup> January 2025 and 28<sup>th</sup> April 2025

#### 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 4<sup>th</sup> October 2024
- Making of Advent Wreath Workshop on 25<sup>th</sup> November 2024
- Christian Parents Christmas Gathering on 16<sup>th</sup> December, 2024

#### Additional Activities

- Publication of 2 issues of PTA Newsletters in November 2024 and July 2025
- A short presentation introducing the PTA at the Pre-S1 Orientation on 15<sup>th</sup> July 2025

Besides organising activities, the PTA also sponsored various school events and projects in the academic year 2024-2025. These included the “Academic Excellence” and “The Most Improved Student” awards, subsidies for school teams, iGEM, SKH Education Expo, Sweet Smiles Day and campus facilities such as furnishing the Bungalow 4.

### **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.

On 2 March 2025, Family Day united parents, teachers, students, PTA, SSCAA and alumni from different batches for a joyful reunion and celebration at SSC. The campus was filled with warmth and laughter as different classes and departments thoughtfully prepared a variety of engaging games and activities to welcome our guests. It was a wonderful opportunity for the SSC community to reconnect, strengthen bonds and share in the pride of belonging.

The S.6 Graduation Ceremony was held on 28 May 2025. The cohort was blessed with great weather to celebrate this important milestone with parents and teachers on our beautiful campus.

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.

It was a wonderful year that our Alumni Association host a number of events to gather our alumni including the CNY dinner, SSC Voice 2025, the Stanley International Dragon Boat Championships 2025, the Maritime Memories exhibition by Dr Steven Chow, the Memorial Service for Reverend Canon Richard Handforth and the SSCAA Homecoming. Each occasion offered a wonderful opportunity for alumni to reconnect with old friends and share in the joy of reunion.

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, 90% 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 75% 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, Law, International Business and Global Management, Global Business, Finance, Economics, Anthropology, Accounting and Finance, Engineering, Geography, Computer Science, Psychology, Physiotherapy, Occupational Therapy, Speech Therapy, Optometry, Nursing, Social Work, Science, Politics, History, Film Studies, Arts, Business Management, Fashion Design, Music Performance, Linguistics and Education.

In addition to achieving outstanding results in public examinations, our students have also been recognized with prestigious scholarships and awards from various organizations in Hong Kong. Notable honors include the Sir Edward Youde Memorial Prizes for Senior Secondary School Students, the Hong Kong Scholarship for Excellence Scheme, the Grantham Scholars of the Year Award and the SCMP Student of the Year Award. These

are only a few examples of the many accolades our students have earned, which not only affirm their academic excellence but also highlight their leadership, commitment to service and all-round development. Together, these achievements stand as a strong testimony to the holistic education offered at our College.

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, 90% 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, Global Business, Economics, Optometry, Computer Science and Fashion Design.

Congratulations to the Class of 2025, the ninth 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.

| <b>Top Scorer</b>     |         | <b>University Programme</b>                                                       |
|-----------------------|---------|-----------------------------------------------------------------------------------|
| TING Chun Hei         | (HKDSE) | Computing and Data Science, HKU                                                   |
| CHONG Pak Hei         | (HKDSE) | Medicine, CUHK                                                                    |
| YAO Smile             | (HKDSE) | Enrichment Mathematics, CUHK                                                      |
| WANG Angel            | (HKDSE) | Finance, Peking University                                                        |
| JIANG Elaine          | (HKDSE) | Economics and Finance, HKU                                                        |
| YAU Ka Chun           | (HKDSE) | Mathematics and Information Engineering, CUHK                                     |
| WOO Ka Kei            | (HKDSE) | Economics and Finance, HKUST                                                      |
| HUANG Ho              | (HKDSE) | Accounting and Finance, HKU                                                       |
| KWOK Chun Yin         | (HKDSE) | Marketing Analytics and Technology, HKU                                           |
| TSANG Yu Hin          | (HKDSE) | Engineering with an Extended Major in Artificial Intelligence, HKUST              |
| QIN Puxun Anderson    | (HKDSE) | Engineering, HKU                                                                  |
| MOK Samuel Kwan Chung | (IBDP)  | Dual Degree Programme in Law, HKU-UCL                                             |
| WU Tin Hang Timothy   | (IBDP)  | Dual Degree Programme in Law, HKU-UCL                                             |
| WONG Chin Shun Audrey | (IBDP)  | Bachelor of Social Sciences (Government and Laws) and Bachelor of Laws (LLB), HKU |
| CHENG Yu Fung Arthur  | (IBDP)  | Mathematics, UCL                                                                  |
| CHENG Yuk Sum         | (IBDP)  | International Business and Global Management, HKU                                 |
| LAU Aaron Jenson      | (IBDP)  | Economics, UCL                                                                    |
| LUO Chit Hin          | (IBDP)  | Electrical & Electronic Engineering, Imperial College                             |
| YIP Kin Hang Cannan   | (IBDP)  | BBA in Global Business, HKUST                                                     |
| LEE Tin Yau Anson     | (IBDP)  | Dual Degree Program in Technology & Management, HKUST                             |
| GITTINGS Mark Daniel  | (IBDP)  | Computer Science, University of Bath                                              |

## (1) Hong Kong Diploma of Secondary Education Examination Results

### Pass Percentages in Individual Subjects

| Subjects                                             | 2024             |        | 2025    |                  |        |           |
|------------------------------------------------------|------------------|--------|---------|------------------|--------|-----------|
|                                                      | Level 2 or Above | Pass % | No. Sat | Level 2 or Above | Pass % | HK Pass % |
| Chinese Language                                     | 53               | 100    | 65      | 64               | 98.5   | 88.9      |
| English Language                                     | 53               | 100    | 65      | 65               | 100    | 79.0      |
| Mathematics                                          | 52               | 98.1   | 65      | 64               | 98.5   | 83.4      |
| Calculus and Statistics                              | 5                | 100    | 9       | 8                | 88.9   | 86.9      |
| Algebra and Calculus                                 | 8                | 100    | 10      | 10               | 100    | 91.9      |
| Liberal Studies / Citizenship and Social Development | 52               | 98.1   | 65      | 65               | 100    | 92.8      |
| Biology                                              | 16               | 100    | 24      | 24               | 100    | 91.6      |
| Business, Accounting & Financial Studies             | 10               | 90.9   | 17      | 17               | 100    | 90.7      |
| Chemistry                                            | 29               | 96.7   | 27      | 26               | 96.3   | 87.3      |
| Chinese History                                      | 7                | 100    | 11      | 10               | 90.9   | 90.1      |
| Economics                                            | 17               | 100    | 25      | 25               | 100    | 86.2      |
| Geography                                            | 5                | 100    | 6       | 6                | 100    | 87.1      |
| History                                              | 4                | 100    | 7       | 7                | 100    | 93.4      |
| Information & Communication Technology               | 7                | 100    | 12      | 12               | 100    | 85.6      |
| Physics                                              | 29               | 100    | 21      | 21               | 100    | 90.1      |
| Visual Arts                                          | 6                | 100    | 7       | 7                | 100    | 84.3      |

## (2) IB Examination results 2025

### 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              | 40   |
| Highest diploma points awarded to a candidate                             | 44   |
| Average grade obtained at the school by candidates who passed the diploma | 6.26 |

| <b>Subject</b>                                 | <b>Average Grade<br/>(School)</b> | <b>Average Grade<br/>(Worldwide)</b> |
|------------------------------------------------|-----------------------------------|--------------------------------------|
| CHINESE A: Lang and Literature HL              | 5.00                              | 5.27                                 |
| CHINESE A: Lang and Literature SL              | 5.57                              | 5.36                                 |
| CHINESE A: Literature HL                       | 5.67                              | 5.45                                 |
| CHINESE A: Literature SL                       | 6.00                              | 5.46                                 |
| ENGLISH A: Lang and Literature HL              | 6.13                              | 4.83                                 |
| ENGLISH A: Lang and Literature SL              | 6.11                              | 4.95                                 |
| CHINESE B - MANDARIN HL                        | 6.43                              | 5.99                                 |
| ENGLISH B HL                                   | 6.32                              | 5.64                                 |
| ENGLISH B SL                                   | 6.60                              | 5.46                                 |
| SPANISH AB. SL                                 | 5.88                              | 4.89                                 |
| ECONOMICS HL ENGLISH                           | 6.69                              | 5.16                                 |
| ECONOMICS SL ENGLISH                           | 6.37                              | 4.91                                 |
| GEOGRAPHY HL ENGLISH                           | 7.00                              | 5.32                                 |
| GEOGRAPHY SL ENGLISH                           | 6.50                              | 4.87                                 |
| HISTORY SL ENGLISH                             | 6.00                              | 4.70                                 |
| HISTORY ASIA AND OCEANIA HL ENGLISH            | 6.60                              | 5.19                                 |
| PSYCHOLOGY HL ENGLISH                          | 6.22                              | 4.74                                 |
| PSYCHOLOGY SL ENGLISH                          | 6.80                              | 4.37                                 |
| BIOLOGY HL ENGLISH                             | 5.70                              | 4.45                                 |
| BIOLOGY SL ENGLISH                             | 6.00                              | 4.25                                 |
| CHEMISTRY HL ENGLISH                           | 5.92                              | 4.82                                 |
| CHEMISTRY SL ENGLISH                           | 6.33                              | 4.35                                 |
| PHYSICS HL ENGLISH                             | 6.70                              | 4.91                                 |
| PHYSICS SL ENGLISH                             | 6.09                              | 4.25                                 |
| MATHEMATICS ANALYSIS AND APPROACHES HL ENGLISH | 6.67                              | 4.91                                 |
| MATHEMATICS ANALYSIS AND APPROACHES SL ENGLISH | 7.00                              | 4.50                                 |
| MATHEMATICS APPLICATIONS AND INTERP HL ENGLISH | 6.63                              | 4.50                                 |
| MATHEMATICS APPLICATIONS AND INTERP SL ENGLISH | 6.60                              | 3.88                                 |
| MUSIC HL ENGLISH                               | 7.00                              | 4.77                                 |
| VISUAL ARTS HL ENGLISH                         | 5.29                              | 4.26                                 |
| VISUAL ARTS SL ENGLISH                         | 5.67                              | 3.99                                 |

### (3) Territory-wide System Assessment (TSA) Results 2025 at S3

|             | Percentage of students achieving Basic Competency in HK | Percentage of students achieving Basic Competency at St Stephen's |
|-------------|---------------------------------------------------------|-------------------------------------------------------------------|
| Chinese     | 78                                                      | 69                                                                |
| English     | 69                                                      | 90                                                                |
| Mathematics | 78                                                      | 91                                                                |

### (4) Further Studies / Careers in S.6 Graduates 2025

| S6 Graduates                                           | No. of Students |        | Percentage of Students |         |
|--------------------------------------------------------|-----------------|--------|------------------------|---------|
|                                                        | 2025            | (2024) | 2025                   | (2024)  |
| Degree at local universities / institutes              | 70              | (60)   | 60.9%                  | (59.4%) |
| Degree at overseas universities / institutes           | 33              | (36)   | 28.7%                  | (35.6%) |
| Other programmes at local universities / institutes    | 9               | (3)    | 7.8%                   | (3.0%)  |
| Other programmes at overseas universities / institutes | 0               | (2)    | 0%                     | (1.9%)  |
| Repeating S6 / Self-study                              | 3               | (0)    | 2.6%                   | (0%)    |
| To be confirmed / unknown                              | 0               | (0)    | 0                      | (0%)    |
| Total number of students                               | 115             | (101)  | 100%                   | (100%)  |

### (5) Summary of University Offers to S.6 Graduates 2025

#### *DSE students*

| Undergraduate Programmes in Hong Kong             |                                                                                                                                                                                                                                             |
|---------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. The University of Hong Kong                    | Arts, Accounting and Finance, BBA, Economics and Finance, Engineering, Marketing Analytics, Science, Computing and Data Science                                                                                                             |
| 2. The Chinese University of Hong Kong            | Chinese Studies, Early Childhood Education, Enrichment Mathematics, Geography and Resource Management, Hospitality and Real Estate, Mathematics and Information Engineering, Medicine, Nursing, Science, Sociology                          |
| 3. Hong Kong University of Science and Technology | BBA in Professional Accounting, BSc in Economics and Finance, Global China Studies, Engineering with an Extended Major in Artificial Intelligence, Science                                                                                  |
| 4. The Hong Kong Polytechnic University           | Data Science and AI, Nursing                                                                                                                                                                                                                |
| 5. City University of Hong Kong                   | BBA in Economics, Mechanical Engineering                                                                                                                                                                                                    |
| 6. Hong Kong Baptist University                   | BBA, Early Childhood Education                                                                                                                                                                                                              |
| 7. Hong Kong Metropolitan University              | BBA in Global Business, BBA in Sustainable Tourism and Hospitality Management, BBA in Professional Accounting, Cyber and Computer Security, Bed in English Language Teaching and Bachelor of English Language Studies, Food Testing Science |

|                                                                      |                                               |
|----------------------------------------------------------------------|-----------------------------------------------|
| 8. Hang Seng University of Hong Kong                                 | Business Analytics and Information Management |
| 9. Hong Kong Shue Yan University                                     | BBA, Social Work                              |
| 10. Tung Wah College                                                 | Occupational Therapy                          |
| 11. Technological and Higher Education Institute of Hong Kong (THEi) | Fashion Design                                |
| 12. Hong Kong Academy for Performing Arts                            | Music Performance (Violin)                    |

| Undergraduate Programmes Outside Hong Kong                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Imperial College, UK<br>2. University College London, UK<br>3. King's College London, UK<br>4. The University of Manchester, UK<br>5. The University of Warwick, UK<br>6. University of Birmingham, UK<br>7. University of Southampton, UK<br>8. The University of Sheffield, UK<br>9. Durham University, UK<br>10. Queen Mary University of London, UK<br>11. University of Bath, UK<br>12. Newcastle University, UK<br>13. University of Exeter, UK<br>14. Lancaster University, UK<br>15. Pennsylvania State University, US<br>16. Michigan State University, US<br>17. The University at Albany, US<br>18. University of Toronto, Canada<br>19. University of British Columbia, Canada<br>20. York University, Canada<br>21. The University of Melbourne, Australia<br>22. University of Sydney, Australia<br>23. Monash University, Australia<br>24. Peking University, China<br>25. Fudan University, China<br>26. Shanghai Jiao Tong University, China<br>27. Renmin University of China, China<br>28. East China University of Political Science and Law, China<br>29. Jilin University, China<br>30. University of Nottingham Ningbo China, China | Applied Science, Biomedical Science, Business, Engineering, Environmental Geoscience, Finance, History, International Economics and Trade, Law, Management, Mathematics, Physics, Politics and History, Social Science, Speech Therapy, War Studies |

## IB students

| Undergraduate Programmes in Hong Kong             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. The University of Hong Kong                    | Medicine, LLB, (Govt&Laws) & LLB , BA & LLB, BBA & LLB, Science Master Class, International Business and Global Management, Finance in Asset Management and Private Banking, Pharmacy, Psychology, Computer Engineering/ Electrical Engineering, Mechanical Engineering, Computing and Data Science, Engineering in Artificial Intelligence and Data Science, Early Childhood Education and Special Education, Journalism, Speech Therapy, Architectural Studies, Biomedical Sciences, Arts, Global Engineering and Business Programme, Social Sciences, Accounting and Finance, Social Work, Nursing, Humanities and Digital Technologies, Global Health Development |
| 2. The Chinese University of Hong Kong            | Medicine, LLB, Psychology, Global Economics and Finance, Biomedical Sciences, Mechanical and Automation Engineering, Biomedical Sciences, Biomedical Engineering, Integrated Bachelor of Business Administration, Psychology                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 3. Hong Kong University of Science and Technology | Global Business, Business and Management, Science (Group B), BBA in Management, BBA in Information System, Environmental Management and Technology, Computer Science, Dual Degree Program in Technology & Management, Electronic and Computer Engineering, Mechanical and Aerospace Engineering, Quantitative Social Analysis                                                                                                                                                                                                                                                                                                                                         |
| 4. The Hong Kong Polytechnic University           | Physiotherapy, Occupational Therapy, Computer and Mathematical Sciences, Science, Business Administration, Aviation Engineering, Global Business and Logistics, Aviation, Maritime, and Supply Chain Management, BBA Scheme in Management and Marketing, Optometry, Design, English and Applied Linguistics                                                                                                                                                                                                                                                                                                                                                           |
| 5. City University of Hong Kong                   | Global Business, Computational Finance and Financial Technology                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

| Undergraduate Programmes Outside Hong Kong              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. University College London, UK                        | Medicine, Law, Physiotherapy, HKU-UCL Dual Degree in Law, HKU-UC Berkeley Dual Programme, Economics, Social Sciences, Sustainable Development, Environmental Management, Mathematics, Business Management, International Management, Mathematical Economics and Statistics, Computer Science, Biology, Biomedical Sciences, English, English Literature, Creative Arts and Humanities, Psychology, Philosophy, Politics & Economics, Biomedical Engineering, Mechanical Engineering, Electronic & Electrical Engineering, Economics and Management, Fine Art, Nursing(Adult), Sport, Exercise and Health Sciences, Medical |
| 2. London School of Economics and Political Science, UK |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 3. Imperial College London, UK                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 4. King's College London, UK                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 5. Durham University, UK                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 6. Glasgow University, UK                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 7. University of Edinburgh, UK                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 8. University of Warwick, UK                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 9. University of Manchester, UK                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 10. University of Birmingham, UK                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 11. University of East Anglia, UK                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 12. University of Bristol, UK                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 13. University of Bath, UK                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 14. University of Exeter, UK                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 15. University of Southampton, UK                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 16. University of Nottingham, UK<br>17. University of Aberdeen, UK<br>18. Queen Mary University of London, UK<br>19. Newcastle University, UK<br>20. Lancaster University, UK<br>21. University of Leeds, UK<br>22. University of Surrey, UK<br>23. University of Reading, UK<br>24. University of Sussex, UK<br>25. University of Bradford, UK<br>26. University of Plymouth, UK<br>27. University of Kent, UK<br>28. University of East London, UK<br>29. Middlesex University, UK<br>30. Royal Northern College of Music, UK<br>31. Guildhall School of Music and Drama, UK<br>32. University of California, Berkeley, US<br>33. University of California, Davis, US<br>34. University of California, San Diego, US<br>35. University of California, Irvine, US<br>36. University of California, Merced, US<br>37. University of California, Riverside, US<br>38. University of California, Santa Cruz, US<br>39. New York University, US<br>40. University of Michigan, US<br>41. University of Texas at Austin, US<br>42. University of Texas at Dallas, US<br>43. University of Washington, US<br>44. University of Illinois Urbana-Champaign, US<br>45. Northeastern University, US<br>46. Boston University, US<br>47. Purdue University, US<br>48. Rutgers University, US<br>49. Ohio State University, US<br>50. University of Pittsburgh, US<br>51. University of Rochester, US<br>52. University of Wisconsin-Madison, US<br>53. Virginia Tech, US<br>54. University of Toronto, Canada<br>55. University of British Columbia, Canada<br>56. CG Spectrum Institution, Australia<br>57. University of New South Wales, Australia<br>58. University of Amsterdam, Netherlands<br>59. Eindhoven University of Technology, Netherlands<br>60. University of Nottingham Ningbo China, China | Physiology, Film, Photography and Media, Media and Creative Industries, Film Studies, Sociology and Criminology, Social Anthropology and Data Analytics, Geography, Human Geography and Planning, Liberal Studies, Concept Arts, Applied Linguistics |
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## 7. Financial Summary

### Financial Summary for the 2023/ 2024 School Year

|                                                                                                   | Government Funds                      | Non-Government Funds |
|---------------------------------------------------------------------------------------------------|---------------------------------------|----------------------|
| <b>INCOME</b> <i>(in terms of percentages of the annual overall income)</i>                       |                                       |                      |
| DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)    | 51.51%                                | N.A.                 |
| School Fees                                                                                       | N.A.                                  | 46.65%               |
| Donations, if any                                                                                 | N.A.                                  | 0.23%                |
| Other Income, if any                                                                              | 0.09%                                 | 1.52%                |
| <b>Total</b>                                                                                      | 51.60%                                | 48.40%               |
|                                                                                                   |                                       |                      |
| <b>EXPENDITURE</b> <i>(in terms of percentages of the annual overall expenditure)</i>             |                                       |                      |
| Staff Remuneration                                                                                | 72.16%                                |                      |
| Operational Expenses (including those for Learning and Teaching)                                  | 15.53%                                |                      |
| Fee Remission / Scholarship <sup>1</sup>                                                          | 7.05%                                 |                      |
| Repairs and Maintenance                                                                           | 3.40%                                 |                      |
| Depreciation                                                                                      | 1.86%                                 |                      |
| <b>Total</b>                                                                                      | 100%                                  |                      |
|                                                                                                   |                                       |                      |
| <b>Surplus for the School Year</b> <sup>#</sup>                                                   | 0.14 months of the annual expenditure |                      |
|                                                                                                   |                                       |                      |
| <b>Accumulated Surplus in the Operating Reserve as at the End of the School Year</b> <sup>#</sup> | 7.91 months of the annual expenditure |                      |
| <sup>#</sup> <i>in terms of equivalent months of annual overall expenditure</i>                   |                                       |                      |

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

NIL

<sup>1</sup> 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).