



# ST STEPHEN'S COLLEGE

## School Report (2017-2018)

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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 178 school staff members, including 100 teachers, 8 laboratory and computer technicians, 29 administrative staff, 36 janitorial staff, 2 ancillary staff and 3 full-time music instructors. We also have one full-time social worker, and 17 visiting music instructors.

Mr Robert Haines, Ms Joanna Lau Pui Yung, Mr Steven Lee Ka Hang, Ms Jacqueline Madalena, Mr Timothy Tsoi Ho Yin and Mr Yeung Ethan Yu left the College last school year. Mr Pung Ah Ang retired last August. We wish them all the best in their future endeavours.

We extend a warm welcome to our new teachers Mr Chan Shi Kit, Dr Juan Pablo Fernandez, Ms Dorothy Gregory, Ms Hye Joo Jeong, Mr Pierre Lien Feng, Mr Timothy Lim Kai Wen, Ms Erica Ngai Sze Man, Mr Clovis Sze-to Yat Chun, Mr Theodore Tam Tsz Hang and Mr Martin Yu Lik Hang. We wish them great satisfaction in both their work and professional growth and hope they will enjoy the fellowship here.

Of our 100 teaching staff, 98% are teacher trained, 99% have a first degree, 49% hold a masters degree and 1% hold a doctoral degree. Their years of teaching experience are as follows:

<b>Years of Teaching Experience</b>	<b>No. of Teachers</b>	<b>Years of Teaching Experience</b>	<b>No. of Teachers</b>
0 - 5	16	21 - 25	11
6 - 10	13	26 - 30	11
11 - 15	21	31 - 35	4
16 - 20	23	36 - 40	1

## 4. Our Students

### A. School Enrolment

#### *Student Composition*

Year	Boys	Girls	Total
2014	509	405	914
2015	503	428	931
2016	501	437	938
2017	490	427	917
2018	490	445	935

#### *Class Organization*

Secondary	No. of Classes	Boys	Girls	Total
1	5 (6 groups)	103	97	200
2	5 (6 groups)	95	85	180
3	5 (6 groups)	91	75	166
4	5 (6 groups)	74	67	141
5	5 (6 groups)	67	64	131
6	5 (6 groups)	60	57	117
Total	30	490	445	935

### B. Boarding

#### *Boarders*

Secondary	No. of Classes	Boys	Girls	Total
1	5 (6 groups)	40	44	84
2	5 (6 groups)	30	33	63
3	5 (6 groups)	30	36	66
4	5 (6 groups)	33	25	58
5	5 (6 groups)	16	33	49
6	5 (6 groups)	16	19	35
Total	30	165	190	355

## 5. Innovating Our Heritage into Learning Experiences

### *St Stephen's College Heritage Trail*

Last year, we received more than 2000 visitors from different walks of life. In order to meet the Heritage Trail docent services' growing needs, our committee members conducted a series of intensive training programmes for junior docents. This is the belief of our docent team: to pass the torch onto the next generation.

Our team of docents clocked over 10,000 hours of volunteer service to the community in 2017. The College was given an “Award of 10,000 hours for Volunteer Service” and the “Gold Award for Volunteer Service (Group)” by the Social Welfare Department. Nine docents were awarded a gold award for volunteer service in appreciation for their contribution for 200 hours of volunteer service to the community; ten docents were awarded a silver award for volunteer service in appreciation for their contribution of 100 hours and ten docents were awarded a bronze award for volunteer service in appreciation for their contribution of 100 hours respectively.

A group of delegates attending the “2017 Guangdong, Hong Kong, Macau, Shenzhen and Zhuhai Health, Animal and Plant Quarantine and Food Safety Control Conference” visited our Heritage Trail on December 3, 2017. They expressed their heartfelt thanks to our docents for showing them the history and legacy of our College.

Every November, our good old friend, Omi Brotherhood Senior School, Japan visits our College. This annual tour has lasted for more than 10 years. The main purpose of organizing this trip is to let their students understand what the Japanese military government did in the Second World War.

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We also served two families of internees, Mrs. Elizabeth Menges and Mrs. Jean Elwick.

To serve the community, the Heritage Society organized a Heritage Trail Open Day on May 1, 2018. Around 1000 visitors came and some tried the VR experience of the Heritage Trail tour.

Every attempt was made at the same time to enhance the College’s collection of historical artifacts. Some recent additions are: a donation of a memory box from Lance Sergeant Murray Thomas Goodenough (Royal Rifles of Canada). Mr. Goodenough was the youngest Canadian soldier in the Battle of Hong Kong. He was a prisoner of war at Stanley when Hong Kong fell on Christmas Day in 1941. One of the medals was the Military Medal which was awarded in recognition of his distinguished services in the defence of Hong Kong in 1941.

The Antiquities and Monuments Office invited our docents to participate in a School Exhibition Project at Ping Shan Tang Clan Gallery cum Heritage Trail Visitors Centre.

Our docents participated in the project organized by Pofulam Village. They joined the docent tours and “Fire Dragon Making Workshop” in May 2018.

## 6. Reflections and Achievements on Major Concerns

### *Annual School Plan (2017-2018)*

There are two major concerns in the Annual School Plan in the domain of learning and teaching: (1) to develop students' ownership of learning; and (2) to strengthen students' creativity, communication skills and critical thinking skills. This is the last year the College is implementing the strategies in the 5-year School Development Plan (2013 – 2018). Teacher and student views on many strategies, according to a survey in May, are, in general, as positive this year as compared to last year.

### *Major Concerns: Developing Students' Ownership of Learning and Developing Students' Creativity, Communication and Critical Thinking*

A total of five strategies have been implemented to empower students to take ownership of their learning: (1) share with students intended learning outcomes and success criteria; (2) promote peer and self-assessments by students; (3) adopt inquiry-based learning; (4) use of diversified assessment modes; and (5) require students to do pre-lesson preparation and note-taking. In addition, various approaches are employed at the classroom level and beyond to strengthen students' creativity, communication and critical thinking: (1) provide opportunities for students to present their work verbally and communicate their ideas; (2) arrange relevant learning activities and competitions; (3) strengthen student-teacher and student-student interaction during lessons; (4) adopt inquiry-based learning; and (5) arrange joint school programmes to facilitate the exchange of ideas.

The 2017/2018 academic year marks the launch and restructuring of several new programmes. In Secondary One, the Alternative Language Programme (English Literature and Chinese Scholastic Programme) was offered in parallel with the Mainstream Language Programme (English Language & Literature and Chinese Language). Students in the Alternative Language Programme (ALP) study Chinese as a second language and English as a first language. This three-year junior form programme prepares students for Chinese B (Second Language) and English A (First Language) in the International Baccalaureate Diploma Programme (IBDP). The Mainstream Language Programme (MLP) prepares students for Chinese A, English A and English B in the IBDP as well as Chinese and English in the HKDSE.

A new subject, Liberal Studies, was offered in place of Integrated Humanities in Secondary One and Two to enhance problem-solving capabilities and synthesis of information from multiple perspectives. Building on the foundational values of the College as a Christian school, Ethics & Religious Studies was restructured in Secondary One and four classes were grouped according to religious beliefs. To strengthen sportsmanship and fitness at the College, Advanced PE classes were offered in Secondary One and Two. In Secondary Two and Three, Advanced Computer and IT was launched to complement the school-based iEngineering Programme.

A STEM (Science, Technology, Engineering and Mathematics) Committee was set up in the 2017/2018 school year to nurture creativity through integration of knowledge and promote research and development of innovation and technology. To support the growth of our students in STEM development, teachers on the STEM Committee liaised with parents, alumni, doctors and engineers to shape the future of our next generation. Our team of science students participated in one of the biggest national science competitions, The 33<sup>rd</sup> China Adolescents Science & Technology Innovation Contest, and won the Third Class Award. Another team of students took the top honor and won Gold at the high-level 2018 MakeX Robotics Challenge Competition. As momentum was being built up for STEM, the College saw a need for a brand new space where our students could express themselves through creation, programming, robotics, engineering and manufacturing. In the late spring of 2018, St Stephen's College decided to create a STEM Lab to foster design and engineering concepts. In this state-of-the-art lab, students have access to 3D printers, video walls, robotics, design programs and workshop tools. In the STEM Committee, teachers continue to explore new pedagogical approaches to blend instruction with technology and develop multiple intelligences among students.

The College is delighted to have the second batch of students graduating from our dual programme, the HKDSE cum IBDP. The programme resulted in 87% of our students pursuing a Bachelor's degree either locally or overseas, while 88% of our S6 students were able to meet local university entrance requirements. Of particular mention are seven students (three from the DSE and four from the IB) who are studying medicine: Tse Wan Wai, Pang Yuet Yee, Joe Cheung, Hugo E-heng Leung, Kelvin Tong, Cheung Cheuk Hei Jeffrey, and Guan Tung Yan. Worthy of note is that one of our graduates, Jefferson Edralin Chua, is an awardee of the Hong Kong Scholarship for Excellence Scheme, an initiative from the Education Bureau to groom Hong Kong's top talents with world class education. He is now pursuing a Bachelor of Chemical Engineering at the University of Cambridge. Gratitude and appreciation go to our teachers for their steadfast commitment in helping our students reap such good results.

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

### **Major Construction**

Designed in the 1980s as a cutting-edge ECA centre for student activities, the K.K. Leung Student Centre does not support 21<sup>st</sup> century academic demands. Reinventing it as an active place for critical thought was paramount to the College's 21<sup>st</sup>-century vision of learning. Different departments crafted a solution that was simple and relevant to the period of the building, yet modern in its approach to student needs. The K.K. Leung Student Centre is now a distinctive, teacher-friendly learning hub for IB students. Flexible acoustic partition systems enable areas, or combinations of areas, to be configured and deployed differently each day. Short-throw projectors, digital writing boards and 65" OLED display boards are part of the classrooms.

As funded by the Non-recurrent Grants for Self-delivered Works of Education Bureau, the slope improvement works of the dangerous hill orders DH0079/HK/14/C for Feature No.15NE-C/C368 and DH0080/HK/14/C for Feature No. 15NE-C/CR460 were completed. In addition, the slope improvement works of the dangerous hill orders DH00081/HK/14/C for Feature No. 15NE-C/R100 and DH0082/HK/14/C for Feature No. 15NE-C/R103, financed with the College Fund, were also completed.

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

The DSS Special Programmes comprise five components, namely the Creativity Programme, Mandatory Boarding Programme, Service Learning Programme, Exchange and Immersion Programme and Mentoring Programme.

### **(1) Creativity Programme**

The Creativity Programme offers junior form students opportunities to design, engage in, and reflect on creative projects that contribute to aesthetic and analytical knowledge creation. The programme aims to develop capacities for students to approach challenges or situations in innovative ways and come up with new ideas or solutions. In addition to the teachers-in-charge, this programme is supported by a group of experts: artist-in-residence Mr Wong Ping Kwong, local writers Mr Tsui Cheuk Yin and Mr Leung Wai Lok, visiting composing artists Mr Lau Jun Yin Jim and Dr Lai Nga Ting Ada, and the staff at the renowned HKNCA Science Innovation Centre.

Three years of harvest was shared with more than 500 students last October. Creative works produced by S4 students were on display at Tang Shiu Kin Hall. This is not only an occasion for students to showcase their good work but also a golden opportunity for them to share their experiences and learn from each other. Their works are the fruit of the six strands of the Creativity Programme: 1) Creative Music, 2) Creative Ceramics, 3) Creative Media, 4) Creative Inventions, 5) Creative Business and 6) iEngineering.

### **(2) Mandatory Boarding Programme**

The Mandatory Boarding Programme is tailor-made for every student of St Stephen's College and is spread over a period of five years. This year, S1 students enjoyed a fun Quantum Learning Camp which adequately advanced students academic and social skills. After the start of a new academic year, more activities like the simple home furniture workshop, the dining etiquette workshop, the High Table Dinner and an adventure-based camp were organized for them. The emphasis for S3 was leadership and students developed their perseverance and collaboration skills during the Outward Bound Leadership Training Programme. Workshops on servant leadership to equip students' readiness to serve the community was also provided. S5 students were provided with training to equip them with skills and strategies in planning for further studies. The survey results from the participating students showed that a great majority

of them viewed the programme positively. The S1 students reviewed said that they were able to upgrade their self-management, program-solving skills and social skills through the boarding experience. The S3 students reflected that they had upgraded their self-confidence, perseverance and leadership through Outward Bound while the S5 students stated that they had gained valuable advice in planning their JUPAS choices and future careers through the talks and the sharing of the guest speakers.

(3) Exchange and Immersion Programme

In this academic year, we organised various programmes for junior and senior form students, namely the Thailand Study Tour (December 2017), the Australia Exchange Programme (January 2018), and Guangzhou Study Tour for S1 and S3 students.

In the Thailand Study Tour 2017, 19 SSC students were sent to Thailand during the Christmas Holiday. They were able to broaden their horizons, meet with our Thai Alumni and learn about Thailand's history and culture. This experience enhanced students' cultural awareness and enabled them to exchange ideas and views on various topics relevant to the places they had visited and explored. Students returned from these trips with increased confidence in themselves and a broader international perspective.

Jasmine Wong and Kelly Kwok from the S4 IB programme participated in the Australia Exchange Programme with St. Margaret's Anglican Girls School from January to March 2018. We were grateful to have an Australian girl joining our S4 IB classes from April to June 2018. She studied with our students throughout her stay and had a wonderful time here with her host family.

We would like to express our hearty gratitude to all the teachers, parents and students who took part in the Exchange and Immersion Programme 2017-2018. We hope more students will be able to benefit from this programme and be inspired.

(4) Mentorship Programme

In collaboration with the SSC Alumni Association, the programme for S5 aims to broaden participants' knowledge of various professions and workplaces, and to help foster their personal and professional growth through a series of events in conjunction with their mentors. About one hundred S5 students enrolled on a voluntary basis and were partnered up with 28 mentors with expertise in banking, law, advertising, creative industries, entrepreneurship, retail, academia, logistics and medicine. The opening ceremony was held on 16 November 2017.

***IB Programme***

2017-2018 proved to be another strong and progressive year in the IB section of the school with the second batch of graduating students continuing the strong tradition set by our first group with another series of excellent examination results. The highlight has to be our first

ever students achieving the maximum IB score of 45 – congratulations go to Jefferson Edralin Chua, Hugo E-Heng Leung and Kelvin Tong for their fantastic achievements, sustained efforts and motivation during the course. All three students have set a fine example for our other students to aspire to. The cohort in general produced some great results and the vast majority were accepted into the university that they were aiming for. We wish them all the best in the future. However, special thanks should also go to their teachers who worked tirelessly and diligently to support the students. If it was not for their efforts all this would not have been possible. We are very lucky to have such a fine community within the IB section of St Stephen's College.

Two big developments will take place in the coming year and are already underway. Firstly, all the IB classes will be moved to the newly renovated Student Centre. This will enable the IB section to create an even stronger sense of identity and focus, and use new technology to support the students learning. It will also enable the section to create a learning environment that is more tailored to the needs of IB students. Secondly, we have already started the process of IB programme evaluation which involves us undergoing a self-reflection process to consider the extent to which and how we are meeting the IB standards and practices. The senior management team, teachers, parents and students will all be involved in this process and will then send a report to the IBO to consider, who will then send a team to visit us and discuss how we can progress even further as an IB world school. It will certainly be a busy and exciting year for the IB section!

### ***Core Subjects***

#### **English**

In the School Year 2017-2018, the English Department initiated its multi-year plan to realign the whole-school curriculum and assessment framework to cater to the needs of the dual-curriculum of HKDSE and IBDP in the senior secondary years. The Alternative Language Programme (ALP) targeted at L1 learners was introduced to prepare students and staff for the expanded IBDP English A programme in school year 2021-2022. At the same time, the Mainstream Language Programme (MLP) was restructured to better address the diverse needs of L2 learners. More specifically, reading of non-fiction texts, acquisition of expository writing skills, and elements of language arts were put at the forefront of the curriculum again. Corresponding staff development workshops were held in collaboration with our partners in the greater Anglican school community.

With the revamped assessment framework, which provides data that are statistically significant and relevant, a host of structural problems were exposed – the most notable of which is the great learner diversity in the student body. As soon as the problems were located, relevant financial and human resources were immediately approved by the school management to support the work of teaching staff. Systematic remedial measures across all six forms are to be implemented in School Year 2018-2019.

Another pertinent challenge is the absence of quality teaching resources. While imported titles will continue to be sourced, school-based materials are to be developed. It is anticipated that the entire project will last at least three to five years. This multi-year project will be broken down in different procedural stages – with newly added posts of responsibility assigned to staff – to facilitate its full-scale implementation.

Closer collaboration with the school's careers team was achieved. With the support of the Parent-Teacher Association, careers seminars for parents were also expanded. More staff in the English Department will be trained in careers counselling, so that St. Stephenites will be amply supported for their careers and life planning.

A number of joint-school programmes were explored, namely an annual public speaking contest with Chinese International School, an annual reading competition with Hong Kong International School, as well as joint-school English speaking practices with other local schools. To enrich our students' learning experiences, more joint-school programmes and overseas exchanges are to be explored and institutionalized.

Two major areas have remained our perennial challenges: first, a language-rich school environment that facilitates students' ongoing language acquisition outside class-time; second, the ongoing development of teaching staff's pedagogical tools, especially their use of technology, for effective learning and teaching. These two areas are to be addressed as soon as the fundamental work in the department is soundly done.

### **Chinese**

The Chinese Department placed great emphasis on teachers' professional development and collaboration. In the last school year, seminars and lesson observations were held for 17 teachers of the Department to facilitate sharing of learning and teaching experiences. Evaluation meetings were held after major assessments too.

With regard to students' learning, reading and writing were the two key areas of development and a wide range of activities were held such as Chinese Week, lunch-time Chinese poem games, writers' talks and book recommendations by teachers. These events aimed to cultivate students' reading habits and increase students' interest in and exposure to Chinese literature and culture.

The Department also made great efforts to address learner diversity, widen students' horizons and give them fresh ideas. Pull-out programmes were organized for S1-S3 and S6 gifted and less able students. A joint-school oral practice activity was organized for S6 students in November 2017. The results were satisfactory. A Chinese Scholastic Programme was designed to help junior students who use Chinese as a second language. The lessons were constructed in a lively and fruitful way which aimed to equip students to explore different topics and culture in S1-S3.

## **Mathematics**

Mathematics seems to have inspired many students over the past year, with an increase in participation in external Mathematics competitions, resulting in some remarkable achievements in international competitions. For instance, our students took part in the Asia International Mathematical Olympiad Open and two students attained Gold awards while six students received Bronze awards in the semi-final. In the International Competitions and Assessments for Schools (Mathematics) organized by the University of New South Wales, the results were also encouraging. Three students were awarded High Distinctions coming in the top 1% of the competition. It was also encouraging that twenty-three students came in the top 10% of the competition with Distinctions. Additionally, it was great to learn that in the World Class Test, four students were awarded Distinctions in the Mathematics section and another four students were awarded Distinctions in the Problem Solving section.

These competition awards, together with a 100% pass rate in the Compulsory Part in Mathematics in the HKDSE, and another 100% pass rate in the Form 3 Territory-wide System Assessment in Mathematics, attest to a good standard in Mathematics among our students. Moreover, we take pride that 80% and 65% of our students obtained level 4 or above in the Compulsory Part and Extended Part respectively in Mathematics in the HKDSE.

In the coming year, the Department aims to strengthen STEM education through creating opportunities for students to apply mathematical knowledge and skills in analysing and modelling real-life problems. Teachers are encouraged to either design learning activities based on a topic in Mathematics for students to integrate relevant learning elements from other Key Learning Areas or design projects for students to integrate relevant learning elements from different Key Learning Areas. Emphasis in learning and teaching will be shifted from routine calculations and drilling exercises to problem-based exploratory or mathematical modelling activities which challenges students to be more self-directed learners.

## **Liberal Studies**

Our department aims to raise students' civic awareness and develop students' critical thinking skills. In the last school year, we provided students with ample opportunities to explore social issues. Form Two students joined workshops organized by Oxfam Hong Kong to learn more about global warming and global wealth inequality. In Form Three, a video competition on social issues was held by the Department. The winning production was presented to the whole school to draw students' attention to controversies in our society. Form Four students were divided into groups to visit low-income groups to learn more about the issues of poverty in Hong Kong. We also joined the Rehabilitation Pioneer Project of the Correctional Services Department. Students had a better understanding of youth problems in Hong Kong and legal consequences young offenders faced through visits to correctional institutions. Lectures were given by the officers and we conducted interviews with inmates and rehabilitated offenders. The Liberal Studies Society also held the General

Knowledge and Current Affairs Competition after the final exam. This inter-house competition was full of excitement, and it motivated students to inquire about local, regional and global issues.

Developing students' critical thinking skills is another focus of our department. Our students all joined the Top Ten News Commentaries Writing Competition organized by Hok Yau Club. Students' analytical and critical thinking skills were demonstrated in their writing. We also formed two teams to join the Hong Kong Schools Mooting and Mock Trial Competition organized by the Hong Kong Schools Mooting and Mock Trial Association. Students acquired a lot of knowledge about the judiciary system and had a marked improvement in their public speaking and critical thinking skills.

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

#### ***Responsibility lies with you***

The Moral and Civic Education Committee adopted the theme of "Responsibility lies with you" in the last academic year to foster a sense of responsibility among students. A 3-stage inter-class competition, Responsibility Campaign, was arranged to encourage students to take better responsibility for themselves, their classes and the school. A structured value education programme for junior forms was also designed to promote moral values including self-discipline, empathy, anti-bullying and responsibility. Various activities such as game booths and talks were also organized to arouse students' awareness of cyber-ethics. Through these activities, students developed a better understanding of others' feelings and learned to be more responsible people.

#### ***Developing a positive attitude***

In the last academic year, the Guidance Committee organized a number of preventive and development programs for our students' wellbeing. Notably, we conducted the Student Mentorship Program, in which senior form students had the opportunity to receive counseling training and act as peer counselors for their schoolmates. Besides developing positive attitudes on the campus, the program also allowed the counselors to improve their interpersonal and presentation skills, thereby inspiring them to become caring leaders. In addition, the Stress Relief Program was held to allow some senior form students to be Mental Health Ambassadors to learn about mental health and stress management. In the program, these ambassadors organized some stress relief activities including a 3-day stress relief game booth and set up a relaxation room. Professionals were also invited to advise our students on stress management and mental health care. In order to boost up students' resilience, the Wellness for Youth Program was held for F.2 students. They participated in adventure camps, workshops and voluntary services. These various programmes instilled into students positive attitudes.

### ***Christian Education***

A religious visit to Kowloon Union Church was organized in order to help students understand the true meaning of a church. We also aimed to instill in them empathy through an inspiring speech delivered by a refugee speaker from Africa. To raise students' awareness for the needy in the community and cultivate compassion in them, a fund raising activity, Red Packets Donation, was also organized. The donations collected were given to Cedar Fund. To enhance spiritual development in students, a gospel drama was performed at school. The Methodist Evangelistic Ministry delivered a great performance and inspired our students to think about their lives in connection with God.

### ***Service Learning Programme***

As in the past few years, S1 to S5 students were required to participate in various volunteer projects. They were provided with opportunities to serve the community in many ways e.g. visiting intellectually-disabled people, organizing a fete for the elderly, doing voluntary work at the Crossroads Foundation and selling flags for charities. All S1 students were required to attend training workshops to build up their collaborative skills and communication skills. This programme also aimed to instil in them empathy, compassion and awareness for conservation. Students collected useful and new items from their homes, worked out a promotion plan in a public housing estate, and presented those items to the needy or elderly on a one-voucher-one-item basis.

The service learning programmes mentioned above were all employed to address the needs of our community and raise students' awareness of the underprivileged around us. Through providing services in the community, students were able to collaborate with each other and put the conceptual knowledge they have learnt into application. They also benefitted from the programmes as they acquired skills which are conducive to their positive development, bonded with their peers, and cultivated healthy beliefs and clear values. The programmes indeed inspired students to act virtuously out of their own free will.

### ***Home-School Partnership***

#### **Helping our Children Learn**

To meet the different expectations of parents, a needs-oriented approach was adopted. At the start of the school year, an orientation day was held to familiarise pre-S1 parents with the school's academic assessment criteria, test and examination systems, boarding life, extra-curricular activities and musical instrument classes. Since all junior students were enrolled in different DSS special programmes, the relevant schedules and details were also distributed to parents at the orientation session. Later on in the new term, a talk on examination scope and skills was arranged for parents of S1 students to equip them with much-needed motivational strategies.

In addition to the above, two seminars on 'Study Pathways' were arranged for parents who wanted to plan ahead for their children's studies. In Seminar 1, we drew a general road map for parents and students who planned to pursue their studies in overseas universities, and

held an interactive session focusing on specific countries such as the UK, the US, Australia and Canada. In Seminar 2, we invited experts, SSC alumni and their parents to share about the required preparation work and support available. The two events were very successful and parents requested to make them our annual regular PTA activities.

Life education is very important to our children's well-being. In the 2017-2018 academic year, a life education seminar was organised. The PTA invited a psychiatrist to share on how to identify alarming signals and build emotional strength in an increasingly challenging environment through actual cases. Through the talk, parents found themselves better prepared to help their children emotionally.

#### The Parent-Teacher Association

The Parent-Teacher Association (PTA) served as an important link between parents and the College. At the 2017 Annual General Meeting in September, eight parents continued to serve on the 2016-2018 PTA Executive Committee: Ms Su Liu (Chairlady), Ms Brenda Ng (Vice-Chairlady), Dr Ka Shuen Fung (Treasurer), Dr Yong Ou (Secretary), Mr Eric Wong, Mr Han Qiang Qin, Mr Collin Ng, and Mr Michael Wong. Since Mr Eric Chow and Mr Jack Tsui resigned in Spring 2017 and Summer 2017 respectively, Dr Sylvia Doo and Mr Alan Lam were by-elected at the AGM 2017 to fill the vacancies. The Principal, Ms Carol Yang (Vice-Chairlady ex-officio), appointed eight teachers to sit on the PTA Executive Committee: Mr Clinton Chong (Coordinator), Mrs Kit Ng (Assistant Coordinator), Mr Calvin Foo, Ms Ada Lam, Mr KH Lee, Mrs Priscilla Poon, Ms Dawn Xu and Mr Henry Yung. Under the leadership of Ms Su Liu, the Association helped foster good relations between parents and teachers, and amongst parents.

#### Diverse activities to enhance home-school relationship

In the past year, the PTA not only organized seminars on effective parenting skills and student study pathways, but also held formal and informal gatherings to strengthen the bond among parents, students, and teachers. The annual outing was the biggest and most popular event the PTA held. Parents, students, and teachers together with the Principal and all Deputy Principals enjoyed visiting beautiful and unique Hong Kong geo-parks and the company of each other in natural surroundings. This event provided a memorable experience for all participants. The Spring Tea Gathering, attended by all stakeholders on the other hand, was especially fun and popular. Devoted Christian parents held regular Monday prayer meetings and sharing sessions. Lastly, we provided opportunities for parents to serve with their children through the Lunar New Year Gift Transfer Programme and the Parents-Also-Appreciate-Teachers (PAAT) campaign, in which they bestowed thank you gifts to all teaching and supporting staff, and personalised coffee mugs to all S6 graduates.

In addition, the PTA also actively supported the school's initiation of the SSC Family Day, which brought alumni and their families back to the campus; and the inaugural St. Stephen's College Debate Challenge. The debate challenge provided a good platform for our primary and secondary students to learn from their peers. Three issues of the PTA newsletter were

also published to showcase all the College and PTA events.

In a word, the PTA is committed to building a stronger home-school relationship and will continue to work with the College for the benefits of our students.

### **Partnership with Alumni Association and Alumni Groups**

The links and support between the College and the Alumni Association (SSCAA) have been greatly enhanced as a College representative sits in the monthly meetings held by the Alumni Association and also in the Annual General Meeting. The communication and collaboration has proven to be effective and valuable.

A number of S4 students benefitted from the Alumni Career Mentoring Programme. Our students really appreciated the job shadowing opportunity and experience sharing. The Association is looking to expand the programme. Last summer, the SSCAA was running a summer work experience attachment programme which was intended for graduates who are now studying in tertiary institutions. Ten posts were available across different industries.

The SSCAA held its 85th Anniversary Ball on 9 December 2017. The surplus from this event was donated to the College for development projects.

### **Careers Guidance & Life Planning Committee**

The CLP committee aims to foster students' self-understanding, personal planning, goal setting, and reflective habits. In the last school year, various events and activities were organized to cater for the needs of students of different forms. Students were equipped with the knowledge, skills and attitude to make wise choices in accordance with their interests and abilities. Students were also empowered to make informed and responsible choices according to their life and career goals. In order 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 applications preparation, careers talks, career guidance workshops, and personal statement workshops were the priorities for our senior form students. Last but not least, a mentoring programme, in collaboration with the SSC Alumni Association, which included job shadowing and visits, was made available.

For higher education, over 85% of our graduates obtained a bachelor's degree offer from local or overseas universities and institutes. Like previous years, the UK was the first choice for many students, followed by Australia, the United States and Canada. Preferred majors (for both local and overseas education) included medicine, law, architecture, pharmacy, actuarial science, veterinary studies, psychology, occupational therapy, economics and finance, urban studies, business, communication and journalism, fine art and design, humanities, education, computing, and engineering.

The CLP committee establishes and maintains close contact with embassies, government

offices, 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.

#### ***D. Student Performance Domain***

##### **(1) Hong Kong Diploma Secondary Examination Results**

###### **Pass Percentages in Individual Subjects**

<b>Subjects</b>	<b>2016-2017</b>		<b>2017-2018</b>			
	<b>Level 2 or Above</b>	<b>Pass %</b>	<b>No. Sat</b>	<b>Level 2 or Above</b>	<b>Pass %</b>	<b>HK Pass %</b>
Chinese Language	92	99	71	69	97.2	84.8
English Language	93	100	71	71	100	78.7
Mathematics	92	99	71	71	100	81.8
Calculus and Statistics	7	100	11	11	100	87.1
Algebra and Calculus	15	100	9	8	88.9	92.1
Liberal Studies	93	99	71	71	100	88.1
Biology	40	100	38	37	97.4	90.5
Business, Accounting & Financial Studies	2	67	7	7	100	91.0
Chemistry	51	100	40	40	100	88.0
Chinese History	16	100	5	5	100	88.8
Economics	38	100	30	29	96.7	86.2
Geography	16	94	12	12	100	87.5
History	4	100	6	6	100	94.8
Information & Communication Technology	4	100	5	5	100	81.9
Physics	27	100	20	20	100	90.2
Visual Arts	15	100	13	13	100	84.3

**(2) IB Examination results 2018**

<b>Subject</b>	<b>Average Grade (School)</b>	<b>Average Grade (Worldwide)</b>
Chinese A: Lang and Literature HL	5.75	5.67
Chinese A: Lang and Literature SL	5.45	5.82
Chinese A: Literature HL	4.50	5.51
Chinese A: Literature SL	5.22	5.52
English A: Lang and Literature HL	6.25	4.98
English A: Lang and Literature SL	6.11	5.10
English B HL	5.83	5.75
English B SL	6.14	5.82
Spanish AB. SL	6.22	4.96
Business Management HL	5.71	4.70
Economics HL	5.80	5.13
Economics SL	5.22	4.69
Geography HL	5.00	5.23
Geography SL	6.00	4.82
History SL	5.43	4.55
History Asia/ Oceania HL	5.50	5.02
Biology HL	5.40	4.35
Biology SL	5.63	4.22
Chemistry HL	5.57	4.46
Chemistry SL	4.00	3.99
Physics HL	5.33	4.65
Physics SL	6.00	4.05
Mathematics HL	6.00	4.75
Mathematics SL	5.26	4.26
Music HL	4.75	4.62
Music So.Perf SL	5.00	4.68
Visual Arts HL	6.00	4.48
Visual Arts SL	6.00	3.95

**(3) Territory-wide System Assessment (TSA) Results 2018 at S3**

	<b>Percentage of students achieving Basic Competency in HK</b>	<b>Percentage of students achieving Basic Competency at St Stephen's</b>
Chinese	77	78
English	70	94
Mathematics	80	95

#### (4) Further Studies / Careers in F.6 Graduates 2018

<i>S6 Graduates</i>	No. of Students		Percentage of Students	
	2018	2017	2018	2017
Degree at local universities/institutes	54	(63)	47.0	(49.2)
Degree at overseas universities/institutes	46	(48)	40.0	(37.5)
Other programmes at local universities/institutes	5	(9)	4.3	(7.0)
Other programmes at overseas universities/institutes	9	(3)	7.8	(2.3)
Repeating S6/Self-study	1	(4)	0.9	(3.1)
Unknown	0	(1)	0	(0.8)
Total number of students	115	(128)	100	(100)

#### (5) Summary of University Offers to F.6 Graduates 2017

##### (A) DSE students

<b>Undergraduate Programmes in Hong Kong</b>	
1. The University of Hong Kong	Medicine, Biomedical Sciences, Actuarial Sciences, Social Sciences, Urban Studies, Social Work, Science, Accounting & Finance
2. The Chinese University of Hong Kong	Engineering, Accountancy, Social Sciences, Science
3. Hong Kong University of Science and Technology	Mathematics & Economics, Engineering, Business & Management, Quantitative Social Analysis, Information Systems
4. Polytechnic University	Land Surveying & Geo-informatics, Mechanical Engineering, Accountancy, Design
5. City University	Biomedical Sciences, Mechanical Engineering, Electronic Engineering, Linguistics & Translation, Creative Media, Business
6. Hong Kong Baptist University	PE & Recreation Management, Communication (Film)
7. Lingnan University	Arts
<b>Undergraduate Programmes Overseas</b>	
<b>United Kingdom</b>	
1. London School of Economics	Medicine, Law, Mathematics & Economics, Accounting & Finance, Business Management, Sociology, Psychology, Medical Sciences, Architecture, Building Surveying, Veterinary Medicine
2. Queen Mary University of London	
3. University of Manchester	
4. University of Exeter	
5. University of Leeds	
6. Lancaster University	
7. University of Birmingham	
8. Brunel University London	
9. The University of Sheffield	
10. University of East Anglia	
11. Nottingham Trent University	
12. University of Edinburgh	

<b>Undergraduate Programmes Overseas (DSE, cont'd)</b>	
<b>United States</b> 1. Stanford University 2. University of Michigan	Computer Science, Design, Philosophy
<b>Canada</b> University of Ottawa	Geography, Urban Studies
<b>Australia</b> Monash University	Occupational Therapy, Psychology, Communication
<b>New Zealand</b> University of Waikato	Communication Design
<b>Taiwan</b> National Chengchi University	Communication
<b>China</b> Central University of Finance and Economics	Finance

**(B) IB students**

<b>Undergraduate Programmes in Hong Kong</b>	
1. The University of Hong Kong	Medicine, Biomedical Sciences, Nursing, English, Business & Law
2. The Chinese University of Hong Kong	Contemporary China Studies, Journalism, China Business, Business & Law,
3. Hong Kong University of Science and Technology	Biotechnology, Business
4. City University	Chemistry
<b>Undergraduate Programmes Overseas</b>	
<b>United Kingdom</b> 1. University of Cambridge 2. University College London 3. Brunel University London 4. University of Nottingham 5. University of Exeter 6. University of Birmingham 7. University of Edinburgh 8. University of Essex 9. Imperial College London 10. University of Kent 11. Queen's University of Belfast 12. The University of Sheffield	Chemical Engineering, Civil Engineering, Forensic Science, Structural & Fire Safety Engineering, Economics, International Business, Management with Marketing, Psychology, Linguistics, Physics with Theoretical Physics, Ecology & Conservation, Dentistry, Computer Science
<b>United States</b> 1. Georgia Institute of Technology 2. University of California, Los Angeles 3. Berklee College of Music 4. Parsons School of Design 5. Pennsylvania State University	Chemical Engineering, Architecture, Music, Business, Media & Communication
<b>Canada</b> 1. University of British Columbia 2. Simon Fraser University	Business, Food Science

<b>Undergraduate Programmes Overseas (IB, cont'd)</b>	
<b>Australia</b> 1. University of New South Wales 2. The University of Sydney	Medicine, Physiotherapy, Aviation
<b>Netherlands</b> Delft University of Technology	Aerospace Engineering
<b>Italy</b> Bocconi University	Business Management

## 7. Financial Summary

### Financial Summary for the 2016/ 2017 School Year

	Government Funds	Non-Government Funds
<b>INCOME</b> (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	42.13%	N.A.
School Fees	N.A.	45.81%
Donations, if any	N.A.	0.88%
Other Income, if any	3.37%	7.81%
<b>Total</b>	45.50%	54.50%
<b>EXPENDITURE</b> (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	71.52%	
Operational Expenses (including those for Learning and Teaching)	13.65%	
Fee Remission / Scholarship <sup>1</sup>	10.04%	
Repairs and Maintenance	2.60%	
Depreciation	2.19%	
<b>Total</b>	100%	
<b>Surplus for the School Year</b> <sup>#</sup>	1.78 months of the annual expenditure	
<b>Accumulated Surplus in the Operating Reserve as at the End of the School Year</b> <sup>#</sup>	7.30 months of the annual expenditure	
<sup>#</sup> in terms of equivalent months of annual overall expenditure		

#### 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).

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

[http://www.edb.gov.hk/attachment/en/sch-admin/sch-quality-assurance/sse/SR\\_template\\_en\\_2016.pdf](http://www.edb.gov.hk/attachment/en/sch-admin/sch-quality-assurance/sse/SR_template_en_2016.pdf)