



**ST STEPHEN'S COLLEGE**

**SCHOOL REPORT  
(2020-2021)**

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## SCHOOL REPORT

2020-2021

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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 172 school staff members, including 99 teachers, 8 laboratory and computer technicians, 29 administrative staff, 26 janitorial staff, 3 ancillary staff and 2 music instructors. We also have 2 full-time social workers, and 22 visiting music instructors.

Mr Wayne Chan Chung Leung, Ms Sandra Hacker, Mr Calvin Foo Cha On, Mr Jeffrey Ho Ying Wai, Ms Chloe Koon Hok Chi, Mr Dennis Lam Ho-ching, Ms Ada Lam Oi Ting and Mr Simon Wong Wai Ming left the College last school year. We wish them all the best in their future endeavours and retirement.

We extend a warm welcome to our new teachers, Ms Gayatri Joshi, Mr Roger Kwok Chin Cheung, Mr Timothy Lee Chung Keung, Ms Jessie Pang Wing Kiu, Ms Ida Tse Yan Kei and Mr Edmond Yuen. 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 Tsz Hang for having completed a PGDE course offered by the University of Hong Kong and Ms Judy Leung Ka Hei for being awarded a MA by the University of Hong Kong.

Teachers who are presently engaged in professional development courses are:

Ms Stephanie Chow Man Lam	Part-time, MEd, HKU, 2 <sup>nd</sup> year
Mr Tony Leung Kin Wang	Part-time, PGDE, EdU of HK, 1 <sup>st</sup> year
Ms Micky Wong Man Yee	Part-time, PGDE, HKU, 2 <sup>nd</sup> year
Ms Tan Xin-hong	Part-time, MA, HKU, 1 <sup>st</sup> year

There are 99 teachers at the College of which 94% are trained, 99% have a first degree, 40% hold a masters degree and 1% holds 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	17	21 - 25	17
6 - 10	15	26 - 30	8
11 - 15	18	31 - 35	4
16 - 20	17	36 - 40	3

## 4. Our Students

### A. School Enrolment

#### *Student Composition*

<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
2017	490	427	917
2018	490	445	935
2019	509	441	950
2020	507	413	920
2021	498	393	891

#### *Class Organization*

<b>Secondary</b>	<b>No. of Classes</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
1	5 (6 groups)	118	78	196
2	5 (6 groups)	100	67	167
3	5 (6 groups)	80	78	158
4	5 (6 groups)	63	61	124
5	5 (6 groups)	68	53	121
6	5 (6 groups)	69	56	125
Total	30	498	393	891

### B. Boarding

#### *Boarders*

<b>Secondary</b>	<b>No. of Classes</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
1	5 (6 groups)	58	33	91
2	5 (6 groups)	34	28	62
3	5 (6 groups)	37	41	78
4	5 (6 groups)	18	30	48
5	5 (6 groups)	25	25	50
6	5 (6 groups)	24	31	55
Total	30	196	188	384

## 5. Turning Our Heritage into a Learning Experiences

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

Due to the COVID-19 pandemic, the campus and school facilities were all closed to the public according to EDB policy. St Stephen's College Heritage Trail visits could only be arranged for

the teaching staff and students in the academic year 2020 – 2021. In addition, a series of related activities were held in order to promote the history of the school and the heritage trail during this hard time.

- The orientation day of the Heritage Society was held in October 2020 and around a hundred S1 students participated.
- A collaboration with S1 Integrated Humanities was carried out in October 2020. As the school history is incorporated into the syllabus of S1 IH, visits to the SSC Heritage Trail were a particular highlight for S1 students. Roughly 200 S1 students participated in the campus tour guided by student docents.
- A special day camp for training committee members of the Heritage Society was held in February 2021. Almost 40 members were engaged and they all gained fruitful experiences.
- A special tour was provided for all the St Stephen's College teaching staff during the Staff Development Day in February. A hundred teaching staff were escorted by student docents to explore the school campus and learn about the history of the College.
- A leadership training camp which lasted for four days was held in July 2021. Around 40 selected committee members joined the programme and all that were involved gained valuable experience and learnt collaborative skills which fostered team spirit.

### ***Promotion and community relationship***

- Preparation work for the on line docent service video filming was finished and editing work is still in progress.
- We accepted an invitation from RTHK in which two docent leaders took part in a programme to introduce our school history and some important sites from the SSC Heritage Trail.
- Donations were received from the Hong Kong Museum of History which were an imitation antique cannon from the Qing Dynasty and a portrait of Sir Frederick Lugard, the Governor of Hong Kong (1907 – 1912). They are now displayed in our Heritage Gallery.
- An educational video was produced in collaboration with the Hong Kong Association of Youth Development. The video featured the important sites of the SSC Heritage Trail and the St Stephen's Massacre, which is an important part of our school history and the history of Hong Kong.
- Close contact was maintained with the relatives of veterans, and related people in the Stanley Internment Camp during WWII and historians of this period of time. We were honoured to earn the trust of different parties and were given the right to use and share some important historical files.
- The promotion of SSC Heritage Trail continued during this difficult year and we managed to collect \$5,670 from the sales of souvenirs.

## 6. Reflections and Achievements on Major Concerns

### A. *Management and Organization Domain*

#### **Major Construction**

Maintaining the safety of educational facilities on campus falls into the realm of our Property Management Office and COVID-19 presents a volatile situation that requires agility and pre-emptive measures.

We strictly followed the Education Bureau (EDB) guidelines of prevention of communicable diseases in schools, and the latest information obtained from the Government Gazette in order to appropriately plan, prepare, and respond to the pandemic.

The Property Management Office made hand sanitiser available in all common areas, toilets and body temperature checking devices are installed in check-in areas. A tailor-made foot-operated hygienic “hands free” water tap system has been installed outside the Tuck-shop for students to wash their hands whenever they see fit.

Enhanced cleaning and sanitising of all buildings, including all classrooms, special rooms and common areas were done according to the guidelines of EDB and Centre of Health Protection (CHP). The frequency and scope of cleaning of frequently touched surfaces were increased. Disinfectants were used in all high traffic areas, such as door handles and faucets, with 1:99 diluted household bleach.

The health requirements of boarding facilities are different from day school activities. The air quality in the boarders’ dining area is improved according to the latest requirements of the Food and Environmental Health Department (FEHD). A number of air purifiers which meet the prescribed specification and are certified by the registered specialist contractor have been installed and approved by FEHD.

According to the guidelines of CHP, the use of drinking fountains was forbidden during the COVID-19 pandemic because of the risk of cross-contamination. As a result, we dismantled all drinking fountains and installed more bottle-filling water dispensers outside the Tuck-shop and the Martin House Basketball Court.

There is no precedent for the current dire situation but we have all learned from the challenges at the onset of the pandemic. Changes and enhancements including safety precautions, space allocations and custodial changes have been made at the campus. We shall make plans for the future. While some precautions will likely wane in the coming year, there are still several lasting impacts. For example, density allocations in future construction and the continued necessity for flexible space on campus will remain present, after the pandemic ends.



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

### **Learning and Teaching**

Throughout the 2020-2021 school year, teachers and students have been resilient in adjusting and adapting to the shifting times as a result of the pandemic. With much grace and fortitude, students performed competently as learning comprised of online mode and face-to-face mode continued.

The junior form curriculum continued to change with focus on revamping PSHE. To develop a broad and balanced school-based curriculum, the PSHE teachers realigned the learning goals in order for students to acquire a solid knowledge base and enhance their enquiry learning skills as positive values are fostered and nurtured. The Integrated Humanities Department of the College has applied for the EDB School-based Support Service to revamp the curriculum. Modules from Geography, History and Life & Society have been integrated into the subject Integrated Humanities in S1 and S2. Together with the support from the Chinese History Department, Ethics & Religious Studies Department, and the Moral & Civic Education Committee, a more comprehensive junior PSHE curriculum is now provided to our students. The interface between the junior secondary and senior secondary school-based PSHE curricula can further be strengthened to build up a balanced knowledge base and develop essential generic skills for learning PSHE subjects at the senior secondary levels.

On the STEM development front, preparations have been made to transition from STEM to STEAM. In order to keep pace with global technological advances, the teaching of more advanced CAD, 3D drawing, 3D printing and laser cutting, were taught in S1 and S2 Design and Technology. Students gained valuable experiences in visualizing three-dimensionally and designing in a more interactive and creative way, while applying numeracy skills and critical thinking skills. In the second term of the last school year, preparations were made to expand the STEM Centre by transforming a classroom into the Maker Design Room. Currently, two students share a 3D printer; when the Maker Design Room opens up soon, every student will have more hands-on experience with 3D printing while facilitating fast prototyping. Every student can print their designs immediately as every student will have access to their own 3D printer during class time, thereby giving students more tangible results from the design process.

During the last school year, St Stephen's College was selected as one of the seventeen Affiliate Schools for the CUHK Jockey Club AI for the Future Project. Tapping into the expertise of CUHK Faculties of Engineering and Education, a new AI curriculum will be implemented into S2 and S3 CIT in the coming school year, and more advanced topics will be introduced in S2 and S3 Advanced CIT. Creativity and innovative thinking through experiential learning can be further enhanced as AI ethics are nurtured and applied for the good of the society.

## **IB Programme**

Despite the immense challenges created by the Covid pandemic, 2020-2021 was the most successful year academically for the graduating IB students of St Stephen's College. They faced many challenges from shortened school days to having lessons online but reacted with immense fortitude, determination and no little talent. The average points achieved by the cohort was 39 and this compares very favorably with the world average of 33 out of 45. Three outstanding students, Estella Song, Lau Hing Chuk and Loo Jor Tsz achieved the maximum mark. Honorable mention should also go to the five students who came within a whisker of 45 and scored 44; being Cheuk Laam Denise Chung, Elysia Hiu Chi Choi, Man Wing Athena Pong, Wai Toh Matt Chau and Ho Yan Siu. All these students displayed great motivation to succeed and had a positive approach to learning. In many senses, an equally fine achievement is the fact that all our students passed the IB diploma with flying colours and will eventually be able to progress on to a university of their choice. 33% of them have stated they will stay to study in Hong Kong whilst 67% of them will go overseas of which more than half of them to the UK. We wish them all the best in their future endeavours and thank them for their blood, sweat and tears!

Outside the sphere of academic results, the students also achieved a multitude of great things. In CAS, the students actualized a relationship with Ocean Park and the 'Ghost net hunter' and ex SSC student Mr Harry Chan to carry out new service opportunities in the field of marine conservation, which serves as a reminder to us all to protect and care for the environment. In TOK, the students in form 5 completed their first exhibition as part of the new TOK syllabus in which they chose 3 objects to answer a prompt about knowledge while explaining their context in the real world. The students displayed immense higher order thinking skills and were able to critically analyse and evaluate the knowledge they received from the world.

## **DSS Special Programme**

The DSS Special Programmes comprised of five components; namely the Creativity Programme, the Mandatory Boarding Programme, the Service Learning Programme (to be reported in the section 'Students Support'), Exchange and Immersion Programme and the Mentorship Programme.

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

The Creativity Programme offers junior form students opportunities to design, engage and reflect on creative projects that contribute to aesthetic and analytical knowledge creation. The three-year programme aims to develop students' capacities to approach challenges and situations in innovative ways, all the while coming up with new ideas. In Secondary One, students get a taste of all the six programmes, and in Secondary Two and Three, they specialize in one of the following six programmes: 1) Creative Innovation, 2) i-Engineering, 3) Creative Business, 4) Creative Media, 5) Creative Ceramics and 6) Creative Music.

#### *Creative Innovation*

Students joined Croucher Science Week in March 2021 and participated in a three-day

CUHK AMGEN Biotechnology Experience during the post exam period. Through a hands-on experience in molecular biology, students engaged in biotech experiments that linked science concepts to real-life solutions.

STEM students in Creative Innovation also collaborated with students in i-Engineering. Some students took part in the special, intensive biochemistry tutorials designed and run by senior form iGem students. These tutorials integrated chemistry, biology and biotechnology and acted as an aid for students to explore and develop their passion in R&D.

### *i-Engineering*

Due to the shifting times in the last academic year, the programme has been adjusted to boost science literacy. Students were given the opportunity to be one step closer to being scientists as they were encouraged to develop a sensitivity to science in their daily lives.

Topics in Secondary 2:

- SWIFT programming for apps on the iOS platform
- Chatbot powered by Artificial Intelligence
- Server side programming (PHP)
- Client side programming (Javascript)
- Database management (SQL)

Topics in Secondary 3:

- Engineering Life Cycle
- Engineering case study (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 Business*

Last school year, Creative Business students were divided into six groups and joined the InnoMind® Competition that was launched by the Youth Development Council. Participants designed creative business plans for different NGOs to serve the community. Attractive videos were also made to promote their businesses. One of our groups, 'Charity Coupons,' made an outstanding business plan with an equally credible video, and therefore were able to successfully enter the final competition in June 2021. The aim of their business was to raise awareness towards the needy by motivating people to volunteer for charitable NGOs in return for coupons. To help the development of the business, Mr Kwok Wai Keung, a successful entrepreneur who invented R-Guardian, was invited as a business advisor to support them. The judges were inspired by their creativity and mission in the business, and a cash prize of \$1000 was presented to the group.

### *Creative Media*

The creativity programme offers a platform for junior form students to showcase their

creativity, communication and critical thinking in knowledge creation. In the past year, students in English Creative Media embarked on professionally producing a podcast based on their own interests. Through self-directed research, they came up with exciting topics that ranged from teens' admiration of KPop to current affairs and reporting school events.

Students readily embraced the role of a podcaster learning how to interview, actively listen, organise thoughts, speak spontaneously, write summaries, and find their own personal voice in English. They even engaged in all the technical aspects of a podcast such as editing audio clips, producing music and designing cover art. The programme empowered students to push the boundaries of their worldview and learn from multiple perspectives.

Students found the programme meaningful, authentic and purposeful and built lasting friendships through collaborating with constructive peer feedback. Ultimately the programme is a creative way to explore English outside the classroom in a real world setting and discover the multi-faceted joys of using the language.

Last year, six lessons on Chinese Creative Media were arranged for S1 students, while S2 and S3 students had their lessons online from October to April. Students were given some hand-on experience in contributing to our student magazine *Eruditio*. The students applied what they have learned in Chinese Creative Media, and had a chance to interview our alumni, teachers and students. A student from the Chinese Creative Media participated in the Dr Stephen Chan Joint School Micro-Novel Writing Competition.

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

The Mandatory Boarding Programme, the High Table Dinner and Outward Bound were cancelled due to the pandemic. The dormitories were only open to regular boarders in 2020-2021.

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

Due to the global pandemic and Hong Kong's COVID-19 travel restrictions, all overseas trips for the 2020-2021 academic year were suspended.

### ***(4) Mentorship Programme***

In collaboration with the SSC Alumni Association, the programme for S5 aims to broaden participants' knowledge of various professions and workplaces. To help foster their personal and professional growth, a series of events in conjunction with their mentors was carried out. More than a hundred S5 students enrolled on a voluntary basis and were partnered up with more than 30 mentors with expertise in engineering, information technology, banking, law, architecture, finance, accountancy, physiotherapy, advertising, creative industries, entrepreneurship, retail, logistics and medicine. The opening ceremony was held on 18 November 2020.

## **Core Subjects**

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

It has been an invigorating and challenging year for all as COVID-19 continues to disrupt face to face lessons. The English Panel with the experience of 2020-21 had 2 periods of online lessons which brought the best out of teachers to adapt to teaching students online. Teachers all used OneNote, a digital folder to store student's work, and Teams, a platform to teach students online.

Teachers exploited OneNote for its ease of convenience and distributed worksheets and notes digitally so students could follow along and complete their work digitally on their tablets. Teachers also innovated with breakout rooms on Teams for student discussions and project work.

The English and Language Arts (ELA) and English and Language Literature (ELL) continued in their second year of development for junior form students, enhancing students' ability to tackle either the IB or DSE in senior forms.

The use of creative teaching strategies were readily employed in the classrooms. In S1, students produced a radio commercial for their reader, Number the Stars. Students were taught advertising and persuasive techniques. S2 students developed a podcast interview with the boys from their reader, Holes on their backstory of how they ended up in Camp Green Lake, requiring students to apply critical thinking. S3 students completed a project using Instagram to chronicle the life of a character from their reader, The Giver. Students relished in the experience to use social media as a learning tool.

We would like to congratulate the 20 IB English B students and 3 students in English A who achieved a level 7. 100% of students in the DSE English achieved a 3 or above, well above the HK average. We highly appreciate the dedication of all teachers who have taught these students.

We would also like to congratulate the 10 students who achieved either a Champion or 1<sup>st</sup> or 2<sup>nd</sup> runner's up in this year's Speech Festival. Students submitted videos on YouTube to be judged in light of Covid restrictions.

Six students joined the Young Writer's Award and one student won an honorable mention for their work titled, 'Farewell' based upon the theme of misty mountains of China.

The English debate team had a junior and senior divisions that participated in the HKSSDC. They progressed through the competitions battling valiantly against other top schools. The senior students also progressed to the 2<sup>nd</sup> round of Sing Tao debate defeating St Paul's College in their first round.

## **(2) Chinese**

The Class of 2021 achieved great results in the HKDSE, with 82.4% of students achieving Level 3 or above. In the School Year 2020-2021, the Chinese Department put great emphasis on teachers' professional development and collaboration. A number of teacher seminars and lesson observations were held to facilitate sharing of learning and teaching experiences, with focus on e-learning so as to maintain the quality of online learning during the suspension of face-to-face classes. Evaluation meetings were held after major assessments as well.

The Department also made great efforts to address learner diversity and broaden students' horizons by giving them fresh ideas. The Chinese Scholastic Programme has been designed to help junior students who use Chinese as second language to prepare them for the expanding IBDP Chinese B Programme in School Year 2021-2022. The lessons under the programme were constructed in a lively and fruitful way which aimed to equip students to explore different Chinese topics and culture in S1-S3.

## **(3) Mathematics**

Due to the COVID-19 pandemic, a half-day timetable was conducted for the whole academic year and face-to-face teaching was suspended for a considerable length of time. Teachers needed to arrange home learning for our students through the use of the OneNote platform, from assigning daily exercises to sharing the teaching materials to the students. The Teams platform was also used to conduct live teaching and to assign homework and online quizzes. Teachers communicated with their students through Teams, reminding them of the deadlines for homework and the dates of quizzes. Students were also able to ask teachers questions through the platform.

Due to the suspension of face-to-face classes, a number of inter-school and international Mathematics competitions were cancelled. Students were only able to participate in a few external Mathematics competitions during the year. Nevertheless, our students took part in the Hua Xia Cup China Mathematical Olympiad Contest and one of the students was ranked in the top 10 by reaching the semi-final. In the Asia International Mathematical Olympiad Open, our students captured one Gold, one Silver and four Bronze Awards. In the International Competitions and Assessments for Schools, our students obtained two High Distinctions and twenty-six Distinctions. Last but not the least, one team of four Form five students participated in the International Mathematical Modeling Challenge where they were the Finalists in the Winter Round and obtained the Meritouris Award in the International Round.

## **(4) Liberal Studies**

Liberal Studies aims to develop students' generic skills for further studies and life situations, as well as nurture students to become responsible global citizens with a wealth of knowledge.

Raising students' social awareness is one of the missions of the school. In the past academic year, the school provided students with ample opportunities to explore social issues. S4

students were divided into groups to visit low-income families, a sheltered factory for the handicapped and the elderly people suffering from dementia to learn more about the situations of disadvantaged individuals in Hong Kong. Our students also joined the Top Ten News Commentary Writing Competition organised by the Hok Yau Club to analyse local and international issues. During the suspension of face-to-face classes, the school encouraged students to read as widely as possible which helped students explore various issues that they may not encounter in their daily lives.

Nurturing students to be responsible citizens is another mission of the school. During the academic year, our students took part in the Hong Kong Schools Mooting and Mock Trial Competition organised by the Hong Kong Schools Mooting and Mock Trial Association, which enhanced their understanding of the Hong Kong judiciary system and the importance of being law-abiding citizens.

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

#### **To enhance students' spiritual, moral and social development**

##### ***Choose Kindness***

The Moral and Civic Education Committee set the theme of “Choose Kindness” in the last academic year. In this fast-changing world and with the impact of the pandemic, it seems that people are running out of patience and empathy. Kindness matters more than ever. It is important for students to choose kindness when taking actions. The ‘Choose-Kindness Campaign’ aimed to let students learn how to express gratitude, empathy and consideration for others in our community. Such goals were achieved through the structured Values Education Programmes for S1-S3 students and sharing by the teachers invited in the whole-school assemblies. Due to the pandemic, social distancing at school needed to be enhanced. In spite of that, whole-school assemblies could still be conducted through live streaming. Students remained in their classrooms and watched the live broadcast of the assemblies.

The Guidance Committee has designed a series of mental health programmes for all students. This is a holistic approach to promote mental wellness, build resilience and foster empowerment.

##### **Spiritual Education**

To enhance spiritual development in students, the S1 *Fellowship* was integrated into the curriculum of *Ethics and Religious Studies (ERS)*. ‘Alpha Next Generation Series’, produced by Alpha Hong Kong, was used in the ERS lessons for S1 students for the whole year. The series aimed to provide ways for students to learn the values of God’s Word, how to worship God together and how they could support each other through prayers. A weekly broadcast of Christian songs before Class Time in the morning allowed students to feel at

peace and more calm. The lyrics also stimulated the students' minds in thinking about life and their relationships with God and other people. There were also sharings and prayers by teachers and students on biblical verses or testimonies of experiencing God's love in the morning or whole-school assemblies. Such sharings and prayers were found to have a constructive impact on the students by helping them develop traits such as forgiveness, kindness and love. The activities held during Gospel Week included broadcasting Christian music, sharing of testimonies of faith in Jesus by teachers, game stalls and worship sessions. The guest speakers and worship team from Youth Fire were invited to share with us in the Special Religious Assembly. The enlightening testimonies brought students hope and confidence through faith in Jesus Christ. The majority of students found these activities in the Gospel Week useful which enabled them to explore the meaning of life and develop their Christian faith.

### **Service Learning Programme**

Due to the pandemic, the Service Learning Programmes for almost all levels of students were cancelled. As the pandemic subsided in the Second Term, the programme for S2 was organised during the post-exam period. All S2 students were required to attend a training workshop to build their team spirit and equip them with skills to communicate with others including kids and elders. The students learned how to organise fun games in the centres ran by the Tung Wah Group of Hospitals. These activities aimed to develop students' self-esteem, build up their self-confidence and let them gain satisfaction from their contributions. The importance of constructing these attributes is to facilitate and lead students to a stronger disposition to do good.

The Guidance Committee organised Voluntary Services Program for students to develop their teamwork, communication skills and their empathy towards the needy in society. This program was also linked up with the Correctional Scheme where students could reduce demerits, rebuild confidence and have a greater sense of observing school rules after their service work.

The Service Learning Programme aims to address the needs of our community and raise students' awareness of the needy around us. The students involved benefited from the programme by developing competence and skills which are conducive to their personal development, strengthened their bonds with others, and cultivating in them healthy beliefs and moral values.

### **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 promoting national and moral education, providing relevant student leadership training, as well as providing discipline and guidance support. The committee



also aims at enhancing home-school cooperation, providing staff training, and developing crisis management mechanisms that are related to national security education.

In 2020-2021, the contents, as well as the quality of learning and teaching in different KLA subjects, were reviewed to ensure that teaching materials comply with the rule of law and are related to safeguarding national security. To promote a better understanding of the legislative background, spirit, provisions, and significance of the National Security Law among staff, a Special Staff Development Day was organised on January 19, 2021. The principle and details of the National Security Law were explained by Mr So Shun Yan, a Barrister-at-Law. Moreover, the College has formulated specific strategies and contingency measures to prevent and deal with political or illegal activities permeating the school and other unexpected situations in order to maintain a safe and orderly environment facilitating students' effective learning and healthy development.

## **Home-School Partnership**

### ***The Parent-Teacher Association***

The Parent-teacher Association (PTA) serves as a bridge and aims to enhance co-operation and understanding, foster closer bonds, and enhance communication between parents and the College.

At the Annual General Meeting held on October 10, 2020, certificates of appreciation were presented to outgoing executive committee members (Suzanne Cheng, Mary Lee, Maggie Koon, Daisy Ng and Qin Han Qiang); and class representatives for 2020-21 (S1: Dorian Leung, Michele Kon, Annie Lin, Chiu Ming, Brigitte Yip and Eva Ip; S2: Judy Lam, Vivian Lee, Patrick Poon, Vivian Ng and Polly Ho; S3: Phoebe Lee, Anita Wong, Makiko To, Edna Yuen and Vicky Fung; S4: Katrina Poon, Robert Sia, Almond Lam, Olivia Chan, Sylvia Doo and Lucia Li).

The eleven parents serving on the 2020-2021 PTA Executive Committee were Dr Sylvia Doo (Chairlady), Mr Alex Mar (Vice- Chairman), Dr Vivian Lee (Secretary), Ms Christine Lam (Assistant Secretary), Ms Vivian Lau (Treasurer), Ms Annie Lin (Assistant Treasurer), Ms Dorian Leung, Ms Lucia Li, Ms Brenda Ng, Mr Ng Pou Kun and Ms Edna Yuen. The College Principal, Ms Carol Yang (Vice-Chairlady ex-officio), appointed eight teachers including Mr Clinton Chong (Coordinator), Ms Wong Kit (Assistant Coordinator), Mr Corwin Kan, Mr Calvin Foo, Mrs Priscilla Poon, Mr Theodore Tam, Mr C M Wong and Mr Henry Yung to sit on the PTA Executive Committee.

The following is a list of PTA activities and matters organised or handled by the sub-committees or groups during the academic year 2020-21. Several scheduled activities were either cancelled or switched online due to the COVID-19 pandemic.

#### Parents' Relations & Recreation Committee

- Parents' Brunch with College Principal, Deputy Principals and teachers (September 19, 2020 - CANCELLED due to the COVID-19 pandemic)
- S.1 Parent-Teacher Chitchat Gathering (November 21, 2020)
- PTA Outing (March 27, 2021 – CANCELLED due to the COVID-19 pandemic)

#### Parenting & Support Committee

- Life Education Talk on 'Emotional Transfer' by Ms Jennifer Wong, counselling psychologist (pre-recorded and broadcast via YouTube from January 23, 2021)
- Life Education Workshop on 'Impact on Children's Schooling by Promoting Parent-Child Relationship during the Pandemic' by Dr Vinci Cheung, qualified psychologist (pre-recorded and broadcast via YouTube from May 8, 2021)

#### Pre-University Education Committee

- Study Pathway Talk 1: Road Map for Overseas Study (October 31, 2020)
- Study Pathway Talk 2: Preparation for Overseas Study (July 3, 2021)

#### School Matters & Welfare Committee

- Routine check of catering services, kitchen hygiene and food quality
- Preparing gifts for teachers and supporting staff for the Parents-Also-Appreciate-Teachers Drive (May 13, 2021)
- Production of personalised mugs for presentation to S6 graduates at the graduation ceremony (July 2, 2021)

#### Volunteer Services Committee

- Provided support to social services and voluntary work arranged by the school social worker for students (throughout the school year, but most of the activities were CANCELLED due to the COVID-19 pandemic)
- Lunar New Year Gifts Transfer Program with People's Food Bank of St. James' Settlement (February 2020 – CANCELLED due to the COVID-19 pandemic)

#### Communications & Technical Supports Committee

- Administration of the PTA website, Facebook page & Online Market Place
- Set up S1 parents WhatsApp groups at the beginning of the academic year (September 2020)
- Video recording and editing for Life Education Talk & Workshop

#### Christian Parents Group

- Monday mornings parents' prayer group (most prayer gatherings were CANCELLED during suspension of face-to-face classes)
- Christian Parents' Gathering (November 20, 2020 - CANCELLED due to the COVID-19 pandemic)

### Additional Activities

- Being the supporting organization of SSC Family Day (January 10, 2021 - CANCELLED due to the COVID-19 pandemic)
- Production of souvenir pens with sanitiser (December 2020)
- SSC Facemask distribution and Charity sales by Alliance (from February 2021)
- Online gathering with SSCPS G4-6 parents (organised by SSCPSPTA). (March 30, 2021)
- Publication of 2 instead of 3 issues of PTA Newsletters (January 2021 and July 2021) due to period of suspension of face-to-face classes during the academic year 2020-21
- A short presentation introducing the PTA at the Pre-S1 Orientation (July 13, 2021)

### **School Development Committee**

The School Development Committee aims to provide a caring and lovely environment for our SSCers. To achieve our objective, the school has looked into ways to foster a sense of belonging. Student College ambassadors and student docents organised an orientation afternoon for S1 students. These new students enjoyed a fun afternoon in getting to know their future classmates and the campus better, and our student leaders learnt a lot from organising an event. On the other end of the year group spectrum, the S6 Graduation Ceremony was held at the end of the academic year, and our graduates together with their parents had a wonderful time at our campus. From freshers to leavers, the committee has ensured, and will continue to ensure that students, be they new or old, feel at home.

Due to the unforeseen circumstances caused by the pandemic, the SSC Family Day was unfortunately cancelled. However, the spirit of Family Day, which is to bring SSCers together, no matter whether they are current students, old boys and girls, teachers, or parents, did not end with the cancellation. Five souvenirs that promoted unity were made available and video footage was released of Speech Day and the Graduation Ceremony which brought together old boys and girls from around the world who continue to support the College.

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

Over the years, old boys and girls have not ceased to show care and support to the College. From the Graduation Ceremony to alumni reunion events and mentorship programmes, the College expresses gratitude to so many old boys and girls who have continually demonstrated the spirit of giving back.

To fight the pandemic, the Alumni Association joined forces with the Parent-Teacher Association to make sanitising packages with masks and hand sanitisers as gifts to staff and students. We would like to thank those teachers in the College who extended their help with packing and guiding everyone through making hand sanitisers.

The Alumni Association is part of the SSC Alliance, along with the College PTA, Preparatory School PTA, and Friends of SSCPS. Together they produced custom-made masks with the school logo. These masks were given to all students in the College and the

Preparatory School to demonstrate a show of support that parents and alumni care about our current students and that they wish to encourage them during this difficult period. Students, parents, and alumni could also purchase additional masks and all profits went to the St Stephen's Foundation.

To strengthen the connection between old boys and girls and the College, the Alumni Association launched a video series titled "I am an SSCer". The first episode featured Prof Chan Chak Keung (class of 1982), Chair and Dean of the School of Energy and Environment in the City University of Hong Kong. In the video, Prof. Chan shared with our students his memories of the school, projects he was working on and how his time in the school inspired him to take this path. Future episodes are in the making, and are sure to bear the spirit of the school; to strive for the best amidst various challenges.

The Alumni Association will continue to garner support from old boys and girls 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 last school year, various events and activities were organised 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 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 60% of them gained admission to HKU, CUHK or HKUST. For overseas destinations, the UK was the first choice for many students, followed by Canada, Australia and the United States. Preferred majors (for both local and overseas education) included medicine, law, architecture, global business, economics, politics and international studies, astrophysics, anthropology, archaeology, food science and nutrition, veterinary sciences, aviation, statistics, urban planning, nursing, marine biology, economics and finance, surveying, sports science, psychology, physiotherapy, occupational therapy, arts, business management, communication, fine art and design, humanities, education, computing, and engineering.

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.

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

At St Stephen’s College, we aim to provide every student with opportunities to explore their interests and develop their talents. Thus, in the six years of education at SSC, diverse talents have been nurtured, as evidenced in the academic front. Our students received a wide range of offers from Engineering at Tsinghua University, Medical Biosciences at Imperial College, and Biochemistry at the University of St Andrews, to History at University College London, Politics & International Relations and International Management at the University of Warwick. Our class of 2021 has obtained offers from competitive programmes and universities: 4 students with offers to study Medicine from the University of Hong Kong and 4 students with offers to study Law at Durham University and the University of Hong Kong. Congratulations to the fifth cohort of 2021, graduating from our dual programme, on their good results and university offers, we are proud of every student.

Among all the S6 students who sat the HKDSE and IBDP, 90% have received Bachelor's degree offers; 54% will be pursuing their studies in Hong Kong while 46% will be pursuing their studies overseas. Out of the 45 students in the IBDP, three students obtained the maximum score of 45, five students 44, three students 43, and half of our students obtained 40 marks or more. In all 16 subjects that our school entered for the HKDSE, the SSC Level 5+ percentage is higher than that of all the candidates in Hong Kong. Compared to the previous year, there has been massive improvement in 11 of the subjects. Thanks to all the teachers, students and parents for their hard work. Congratulations go to our top scorers:

<b>Top Scorer</b>	<b>University Programme</b>
Estella Song (IBDP)	Smith College, Anthropology and Economics
Lau Hing Chuk (IBDP)	University of Toronto, Life Sciences
Loo Jor Tsz (IBDP)	The University of Hong Kong – University College London, LLB
Yim Ka Hay Alan (HKDSE)	The University of Hong Kong, Medicine
Chan King Hei (HKDSE)	The University of Hong Kong, Law
Chu Lok Hang (HKDSE)	HKUST, Engineering (AI)

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

Subjects	2019-2020		2020-2021			
	Level 2 or Above	Pass %	No. Sat	Level 2 or Above	Pass %	HK Pass %
Chinese Language	72	98.6	68	66	97.1	87.8
English Language	73	100.0	68	68	100.0	80.0
Mathematics	72	98.6	68	68	100.0	81.3
Calculus and Statistics	6	75.0	5	5	100.0	86.9
Algebra and Calculus	11	100.0	3	3	100.0	92.5
Liberal Studies	72	98.6	68	67	98.5	88.6
Biology	17	94.4	29	29	100.0	90.1
Business, Accounting & Financial Studies	8	88.9	7	7	100.0	91.2
Chemistry	33	100.0	37	36	97.3	87.8
Chinese History	15	100.0	12	12	100.0	89.7
Economics	32	97.0	27	25	92.6	85.8
Geography	7	100.0	13	12	92.3	88.3
History	10	100.0	11	11	100.0	94.1
Information & Communication Technology	5	100.0	4	4	100.0	80.8
Physics	29	100.0	18	18	100.0	90.1
Visual Arts	10	100.0	10	10	100.0	84.5

**(2) IB Examination results 2021****School statistics**

Number of diploma candidates registered in the session	45
Number of candidates who passed the diploma	45
Average points obtained by candidates who passed the diploma	39
Highest diploma points awarded to a candidate	45
Average grade obtained at the school by candidates who passed the diploma	6.18

<b>Subject</b>	<b>Average Grade (School)</b>	<b>Average Grade (Worldwide)</b>
Chinese A: Lang and Literature HL	5.67	6.12
Chinese A: Lang and Literature SL	6.26	6.37
Chinese A: Literature HL	5.50	5.88
Chinese A: Literature SL	5.75	6.09
English A: Lang and Literature HL	6.00	5.11
English A: Lang and Literature SL	6.00	5.43
English B HL	6.71	6.16
English B SL	6.75	5.84
Spanish AB. SL	6.18	5.30
Business Management HL	6.56	5.53
Business Management SL	7.00	5.62
Economics HL	6.13	5.63
Economics SL	6.47	5.35
Geography HL	7.00	5.79
Geography SL	6.00	5.37
History SL	5.80	5.00
History Asia and Oceania HL	6.00	5.56
Biology HL	5.87	5.04
Biology SL	5.71	4.68
Chemistry HL	6.05	5.38
Chemistry SL	6.50	4.99
Physics HL	6.67	5.34
Physics SL	5.43	4.91
Mathematics Analysis and Approaches HL	6.13	5.44
Mathematics Analysis and Approaches SL	6.59	5.18
Mathematics Applications and Interp HL	6.57	5.19
Mathematics Applications and Interp SL	5.88	4.75
Music HL	5.00	5.06
Visual Arts HL	5.88	4.56

### (3) Territory-wide System Assessment (TSA) Results 2021 at S.3

	<b>Percentage of students achieving Basic Competency in HK</b>	<b>Percentage of students achieving Basic Competency at St Stephen's</b>
Chinese	The TSA was not held in 2020/2021.	
English		
Mathematics		

**(4) Further Studies / Careers in S.6 Graduates 2021**

<i>S6 Graduates</i>	<b>No. of Students</b>		<b>Percentage of Students</b>	
	<b>2021</b>	<b>(2020)</b>	<b>2021</b>	<b>(2020)</b>
Degree at local universities / institutes	53	(69)	46.9	(56.6)
Degree at overseas universities / institutes	43	(38)	38.0	(31.1)
Other programmes at local universities / institutes	5	(11)	4.4	(9.0)
Other programmes at overseas universities / institutes	3	(3)	2.7	(2.5)
Repeating S6 / Self-study	1	(1)	0.9	(0.8)
To be confirmed / unknown	8	(0)	7.1	(0)
Total number of students	113	(122)	100	(100)

**(5) Summary of University Offers to S.6 Graduates 2021**

**(a) DSE students**

<b>Undergraduate Programmes in Hong Kong</b>	
1. The University of Hong Kong	Medicine, BBA (Law), LLB, Social Sciences, Psychology, Education, History, Geography, Engineering, Arts, Science, Business Administration, Engineering
2. The Chinese University of Hong Kong	Science, Sociology Business Administration, Electronic Engineering
3. Hong Kong University of Science and Technology	International Research Enrichment, Economics, Engineering (Artificial Intelligence), Global China Studies, Quantitative Social Analysis, Marketing, Engineering, Science, Business & Management, Environmental Management & Technology
4. The Hong Kong Polytechnic University	Occupational Therapy, Land Surveying, Civil Engineering, Chemical Engineering, Biomedical Engineering, Engineering Physics, Aviation Engineering, Medical Laboratory Science
5. City University of Hong Kong	English, Biological Science, Architectural Studies, Building Science & Technology, Business & Management
6. Hong Kong Metropolitan University	Nursing, Electronic & Computer Engineering
7. Tung Wah College	Nursing
8. Hang Seng University of Hong Kong	Business Administration, Data Science



<b>Undergraduate Programmes Outside Hong Kong</b>	
<ol style="list-style-type: none"> <li>1. University of St Andrews, UK</li> <li>2. Lancaster University, UK</li> <li>3. Durham University, UK</li> <li>4. University of Manchester, UK</li> <li>5. Lancaster University, UK</li> <li>6. University of the Arts London, UK</li> <li>7. Brunel University London, UK</li> <li>8. University of Exeter, UK</li> <li>9. Coventry University, UK</li> <li>10. Trinity College Dublin, Ireland</li> <li>11. University of California Riverside, US</li> <li>12. University of Toronto, Canada</li> <li>13. York University, Canada</li> <li>14. University of Sydney, Australia</li> <li>15. The University of Melbourne, Australia</li> <li>16. Monash University, Australia</li> <li>17. Central Academy of Fine Arts, China</li> <li>18. Jinan University, China</li> <li>19. Leiden University, Netherlands</li> </ol>	<p>Laws, Biomedical Science, Pharmacy, Physiotherapy, Occupational Therapy, Sports Science, Marine Biology, Urban Planning, English, Psychology, Business &amp; Management, Statistics, Materials Chemistry, Environmental Earth Science, Environmental Geoscience, Science, Biology, Fashion Design, Nutrition, Information Technology, Fine Arts, Design, Accounting &amp; Finance, Food Safety</p>

**(b) IB students**

<b>Undergraduate Programmes in Hong Kong</b>	
1. The University of Hong Kong	Medicine, LLB, Architecture, Nursing, Economics & Finance, Biomedical Sciences, Early Childhood Education & Special Education
2. The Chinese University of Hong Kong	Global Business Studies, LLB
3. Hong Kong University of Science and Technology	Business & Management
4. The Hong Kong Polytechnic University	Radiography
5. Hong Kong Shue Yan University	Chinese
<b>Undergraduate Programmes Outside Hong Kong</b>	
<ol style="list-style-type: none"> <li>1. University College London, UK</li> <li>2. The University of Warwick, UK</li> <li>3. Imperial College London, UK</li> <li>4. University of Bath, UK</li> <li>5. University of Birmingham, UK</li> <li>6. King's College London, UK</li> <li>7. Durham University, UK</li> <li>8. University of Manchester, UK</li> <li>9. Guildhall School of Music and Drama, UK</li> <li>10. Royal Veterinary College, UK</li> <li>11. University of Leeds, UK</li> <li>12. University of Reading, UK</li> <li>13. University of Kent, UK</li> <li>14. Smith College, US</li> <li>15. Tsinghua University, China</li> <li>16. University of Toronto, Canada</li> </ol>	<p>Anthropology, Economics, Life Sciences, LLB, International Management, History, Biomedical Engineering, Architecture, Mathematics with Mathematical Physics, Politics &amp; International Studies, Psychology, Astrophysics, Chemical Engineering, Biomedical Science, Archaeology, Music, Mechanical Engineering, Veterinary Sciences, Food Science &amp; Nutrition, Business &amp; Management, Quantity Surveying</p>

## 7. Financial Summary

### Financial Summary for the 2019/2020 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)	51.74%	N.A.
School Fees	N.A.	47.26%
Donations, if any	N.A.	0.19%
Other Income, if any	0.26%	0.55%
<b>Total</b>	52.00%	48.00%
<b>EXPENDITURE</b> (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	75.73%	
Operational Expenses (including those for Learning and Teaching)	12.27%	
Fee Remission / Scholarship <sup>1</sup>	8.57%	
Repairs and Maintenance	1.19%	
Depreciation	2.24%	
<b>Total</b>	100%	
<b>Deficit for the School Year</b> #	1.14 months of the annual expenditure	
<b>Accumulated Surplus in the Operating Reserve as at the End of the School Year</b> #	7.78 months of the annual expenditure	
# in terms of equivalent months of annual overall expenditure		

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

NIL

<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)