



ST STEPHEN'S COLLEGE

SCHOOL REPORT
(2022-2023)

(Pending for approval from School Management Committee)

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2022-2023

Contents

| | page |
|---|------|
| 1. Vision and Mission | 3 |
| 2. Our College | 4 |
| 3. Our Staff | 5 |
| 4. Our Students | 6 |
| 5. Turning Our Heritage into Learning Experiences | 6 |
| 6. Reflections and Achievements on Major Concerns | 7 |
| A. Management and Organization Domain | 7 |
| B. Learning and Teaching Domain | 8 |
| C. Student Support and School Ethos Domain | 16 |
| D. Student Performance Domain | 22 |
| 7. Financial Summary | 28 |

Annex

1. Report on the Use of Life-wide Learning Grant (2022-23)
2. Evaluation Report for DLG-funded Other Programmes (Gifted Education) (2022-23)
3. Report on the Use of the Student Activities Support Grant (2022-23)
4. IT Innovation Lab in Secondary School Financial Report (2022-23)
5. Report on Sister School Exchanges (2022-23)

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 166 school staff members, including 96 teachers, 9 laboratory and computer technicians, 32 administrative staff, 24 janitorial staff, 3 ancillary staff, and 2 music instructors. We also have 2 full-time social workers, and 23 visiting music instructors.

Mr Kevin Chan Ka Ming, Ms Selina Chan Oi Ling, Ms Amy Chan Pui Ling, Ms Gayatri Joshi, Mr Tony Leung King Wang, Ms Alice Leung Oi Sze, Mrs Lian Ng (Leung) Pui Fan, Ms Rachel Siu Chi Siu, Mrs Anna Tang (Chan) Ka Ying, Ms Edith Wong Kit Ching, and Mr Patrick Yuen Chik Shing 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 Cadence Chan Chi Man, Ms Jane Chan Wing Yi, Mr Eric Chan Yuk Wang, Mr Felix Cheng Man Huen, Mr Law Jonathan Cham Fan, Mr Clement Leung Kai Man, Ms Fiona Pang Wing Tsui, Mr Ken Vong, Mr Roy Wong Pong Hei, Ms Fion Yung Man Wai, and Ms Jackie Zhang Jie.

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

Congratulations go to Ms Shinya Tan Xinhong for being awarded an MA (Pass with Distinction) by the University of Hong Kong, and Mr Edmond Yuen and Ms Valentina Tao Yijing for having completed a PGCE course offered by the University of Sunderland.

Teachers who are presently engaged in professional development courses are:

| | |
|------------------|---|
| Ms Cheyenne Chan | Part-time, PGDE (HKU), 1 st year |
| Mr Corwin Kan | Part-time, MEd (HKU), 2 nd year |
| Mr Timothy Lim | Part-time, MSocSc (HKU), 1 st year |
| Mr Theodore Tam | Part-time, MPhil (HKU), 1 st year |
| Ms Arlene Yau | Part-time, MA (HKU), 2 nd year |

There are 95 teachers at the College among whom 94% are trained, 99% have a first degree, 48% hold a master's degree and 1% hold a doctorate degree. Their years of teaching experience are as follows:

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

4. Our Students

A. School Enrolment

Student Composition

| Year | Boys | Girls | Total |
|------|------|-------|-------|
| 2019 | 509 | 441 | 950 |
| 2020 | 507 | 413 | 920 |
| 2021 | 498 | 393 | 891 |
| 2022 | 486 | 380 | 866 |
| 2023 | 520 | 378 | 898 |

Class Organization

| Secondary | No. of Classes | Boys | Girls | Total |
|-----------|----------------|------|-------|-------|
| 1 | 5 (6 groups) | 130 | 69 | 199 |
| 2 | 5 (6 groups) | 107 | 78 | 185 |
| 3 | 5 (6 groups) | 96 | 66 | 162 |
| 4 | 5 (6 groups) | 67 | 58 | 125 |
| 5 | 5 (6 groups) | 70 | 55 | 125 |
| 6 | 5 (6 groups) | 50 | 52 | 102 |
| Total | 30 | 520 | 378 | 898 |

B. Boarding

Boarders

| Secondary | No. of Classes | Boys | Girls | Total |
|-----------|----------------|------|-------|-------|
| 1 | 5 (6 groups) | 53 | 20 | 73 |
| 2 | 5 (6 groups) | 42 | 28 | 70 |
| 3 | 5 (6 groups) | 39 | 27 | 66 |
| 4 | 5 (6 groups) | 19 | 32 | 51 |
| 5 | 5 (6 groups) | 36 | 25 | 61 |
| 6 | 5 (6 groups) | 17 | 29 | 46 |
| Total | 30 | 206 | 161 | 367 |

5. Turning Our Heritage into a Learning Experiences

Visiting St Stephen's College Heritage Trail

After the three years COVID-19 Pandemic, the College could resume its normal activities practice in the academic year 2022 – 2023. The SSC Heritage Trail could be open for public

visiting and all the related training and activities were carried out accordingly.

Docent service was provided to different sectors of society and visitors range from educational institutions to personal visits. A total number of visitors recorded was 3898. Special docent services were arranged for our closely related parties such as the SSCPS Parent-Teacher Association, SSC Parent-Teacher Association, and SSC Alumni's Association. These docent services fostered our relationship and united various parties in our SSC Family. A lot of commendations for our docent service were received from different visiting intuitions, such as the Architecture Department of CUHK, St Mark's Secondary School, principals of SKH schools, SKH Lam Kau Mow Secondary School, and St Stephen's Girl's College. Other than that, docent services were also extended to foerign groups such as St Teresa's Kindergarten or handicapped visitors. Furthermore, we also welcomed special guests from overseas and Mainland China. In April 2023, we welcomed Professor Robert and Linda Banks, the author of a book about the history of the Stewart Family. Their visit to St Stephen's College enriched our understanding of our late Principal and Warden the Revd AD Stewart and his family. A group of middle school students from Nanjing visited our Heritage Trail in June and our docents showed them warm hospitality and established a good foundation for further partnership between our schools.

Activities held by the Heritage Society

- The orientation day of the Heritage Society was held in October 2022, where more than a hundred SSC freshmen were entertained.
- The collaboration with S1 Integrated Humanities (IH) was carried on as usual in October 2022. The curriculum of the S1 IH has been tailor made and college history is the main theme of the first chapter. Therefore, visiting the SSC Heritage Trail was the highlight of the teaching and learning. Nearly 200 S1 students were involved in the campus tour, hosted by college docents.
- An introductory tour was specially provided for all the new teaching staff to familiarise our newcomers with the school campus facilities and the school history.
- A Special day camp was held to train committee members of the Heritage Society in February 2023. Almost 40 members were engaged, and the experience was rewarding and fruitful.
- A five-day leadership training camp was held from July 24 to 28, 2023. We resumed the over-night training camp after the three years of the pandemic. Around 60 committee members joined the programme. This activity was the highlight of the year. All members involved were rewarded with valuable experience, with team spirit boosted.

6. Reflections and Achievements on Major Concerns

A. Management and Organization Domain

Major Construction

Repair and maintenance are an important part of our College as we upkeep buildings, appliances, machinery, etc. to ensure that intended functions are fulfilled and daily operation of the College is enhanced.

As funded by the non-recurrent assistance for major repairs from the EDB, we arranged two major repair projects this academic year.

- Non-recurrent Assistance for Major Repairs (2018/19): All built-in furniture, plumbing, drainage and town gas systems in Physics, Biology and Integrated Science Laboratories were replaced.

- Non-recurrent Assistance for Major Repairs (2019/20): All steel windows of Luke Yip Building were replaced and the internal and external walls and ceilings repainted. The internal and external walls and ceilings of Classroom Block and Ng Wah Hall were also repainted. The damaged sports floor finishing of Martin Basketball Court was repaired with new surface coating.

On the other hand, the EDB has approved our application to change the room use in Classroom Block. We engaged an authorised person to formulate the new layout at the request of stakeholders. The addition and alteration works for our new IT Rooms, SSCAA Room, PTA Room, Development Office, Student Association Room, Perfect Room, and Staff Room in Classroom Block are completed.

B. Learning & Teaching Domain

Learning and Teaching

With face-to-face learning resumed throughout the 2022-2023 school year, teachers have made adjustments in anticipation of a new normal that involves weaving good practices from e-tools and pedagogy adopted from online learning into the physical classroom. Regular refinements have been made across subjects to enrich students' learning, allowing opportunities for them to tap into their creative abilities, think critically and develop their own interests and talents. Teachers from every department have incorporated in their own subject specific context rigour, relevance and relationship with newly revised notes, eLearning portfolios, reflections, and peer assessments to support the diverse learning needs of the students. With learning resumed face-to-face this school year, students have a stronger sense of belonging to the school, resulting in a closer, more harmonious relationship between students and teachers, and the school culture is firmly established.

Values education has been included in the schemes of work across subjects which are further aligned with the goals of the moral and civic education, life planning education, and national security education. In addition, the EDB organized a trip to Shenzhen for S5 students to broaden their horizons by visiting the Greater Bay Area to appreciate language, culture, and innovative technology, fostering students' national identity. Students spent a day in Shenzhen to learn about the history of the Shenzhen reform, the opening-up of Shenzhen, and China's industrial past. They also visited Gankeng Hakka Town and explored the cultural sites as well as the ecological park to learn about conservation. Co-curricular activities such as writing competitions, National Day online trivia competition, and exhibitions on China's development enhanced students' understanding of national affairs. Professional development has been in place to systematically instil more

positive values in the curriculum through collaboration with academic departments and committees concerned in the next phase of the school development plan.

To develop language in every subject and across the curriculum, Language Across the Curriculum (LAC) was newly set up last school year. The English Department and Citizenship and Social Development (CS) Department collaborated to strengthen students' English proficiency so that they could better understand, explain, and apply social and political concepts and theories. Various measures were adopted to create synergistic effects in students' acquisition of national knowledge and development of English reading, writing, speaking, and listening skills. After learning to write suggestions in English lessons, students applied this skill in English and CS writing tasks. Students read the book *American Born Chinese* and completed a portfolio that was adapted to meet the learning objectives of CS. As they learnt more examples of China's cultural soft power in their CS lessons and studied the classic Chinese tale *The Monkey King*, adopted in the book *American Born Chinese*, the element of national education was introduced, and students expressed themselves through a series of presentations with vocabulary and examples they learnt in English and CS lessons. Through their learning portfolio and presentations, students were able to reflect on their own identity in this globalized, multicultural society.

IB Programme

The 2023 IBDP cohort have faced a very particular challenge in that this group was heavily affected by the COVID pandemic but did not receive special consideration from the IB Organisation (IBO) for their end-of-course examinations and assessments as the world started to move forward to the new normal. Given these difficulties, it is testament to their talents that they achieved the highest average score ever for a group of students from St Stephen's College in a normal assessment cycle. The average point achieved by the cohort was 37 and this compares very favourably with the world average of 30.2 out of 45. The average grade score was 5.81 out of 7, nearly a point ahead of the world average of 4.84. It was also higher than the Hong Kong average of 36.4, placing St Stephens in the top 10 highest scoring schools in the territory. Perhaps the most outstanding statistic is the consistency of achievement. More than 62% of our students scored 37 or above and this has enabled them to have access to most of the university programmes of their choice. Congratulations to the cohort of 2023!

From our individual students, three of them scored 43 out of 45; they are Helene Huang Heling, Mok Yu Yiu, and Leung Cheuk Chi. This is a fantastic achievement and all three thoroughly deserved their results, working with diligence and courage through all the challenges that the IB diploma confronts them with. A very honorable mention should also go to the other students who scored above 40 points Leung Toby E-hei, Yeung Andy Chi Chun, Ip Ching Yin Curtis, Lau Ching Yu, Yau Ching Hong, and Yip Cheuk Yiu. In many senses an equally fine achievement is that all of them will be progressing onto universities, 24% locally and 76% of them overseas, the largest number to the UK but also to Australia, the USA, Canada, Mainland China, and more. We wish them all the best in their future studies and look forward to many of them returning to tell us their adventures and what they

are doing in their lives.

One of the best things about 2023 and the opening-up after COVID was that we have been able to reestablish our annual service-based CAS expedition to Cambodia. 39 students and four teachers travelled to the small village of Beng Pae in July and we built four toilet blocks for different families who did not have these facilities before. The students had great fun meeting the local people, particularly the children, and we are confident that they took lessons from their experiences that they will take with them for the rest of their lives. They also learned about camp life and Cambodian culture and were able to visit key sites from the history of the country through which they learned about the terrible times that the country went through in the 20th century. 43 more students and five teachers will travel there in October to continue and work and maintain the fantastic relationships we have with those supporting the service projects. St Stephen's students are fortunate in being able to take part in so many activities offered through not only the IBDP but through all the activities in the College.

DSS Special Programme

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

(1) Creativity Programme

The Creativity Programme offers junior form students opportunities to design, engage in, and reflect on creative projects that contribute to aesthetic and analytical knowledge creation. The three-year programme aims to develop capacities for students to approach challenges or situations in innovative ways and come up with new ideas. In S1, students get a taster of all six programmes, and in S2 and S3, students specialise in one of the six following programmes.

Creative Innovation

Our students joined Croucher Science Week in March 2023 through online live talks and hands-on demonstrations. Our students also participated in a three-day CUHK AMGEN Biotechnology Experience during the post-exam period. Through hands-on learning of molecular biology, students engaged in biotech experiments that linked science concepts to real-life solutions.

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

i-Engineering

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

Topics in Secondary 2:

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

Topics in Secondary 3:

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

Creative Business

On 2 May 2023, the BAFS Department and the Creative Business Programme jointly organized a trade fair named “Business Guy”, held in the afternoon. There were about 40 young entrepreneurs from S3 to S4 forming eight new businesses to promote their own creative products. They had the opportunity to experience the joy and difficulty of starting a business. At the same time, customers had a chance to buy reasonably priced products.

Students attended workshops for eight months under the guidance of S5 BAFS students, who act as business advisors. Together they attended 20 management meetings. They developed their own production and marketing plans, devised production schedules, and designed promotional videos. These business guys learned to solve management problems and cooperate with companies. Through that, students obtained entrepreneurship skills from those with richer experience and theoretical background. More importantly, they understood that being responsible and enthusiastic are critical factors for success.

Creative Ceramics

The Creative Ceramics Programme provides continuous opportunities for students to simultaneously develop their creativity and aesthetic capabilities. Studio potter and instructor Mr Chu Kai Man is our resident artist in the College. Apart from resident artist’s workshops, our programme includes various activities such as artist seminars, teacher

workshops, and museum visits.

The following students received the programme awards:

| | | |
|----------------------|---------------------------|--------------------------|
| Gold Award: | 3C Woo Shun Yuen Juliet | 3D Ngan Lok Ching |
| | 3H Liang Kiki | 3L Chan Wing Sum Kristen |
| | 3Y Feng Yat Fan | |
| Silver Award: | 2C Fung Shuk Ming Clarice | 2H Leung Yan Nam Cerys |
| | 2H Ma Ho Ho | 2J Xia Yuchen |
| | 2J Zhang Tsz Yam | |
| Bronze Award: | 1C Lam Ching | 1C Sham Fei Valery |
| | 1D Kwan Yee Tung | 1H Norton Isabella Tam |
| | 1L Mak Chi Kwan | |

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 Creative Media (English News) embarked on a video-making project based on two main themes:

“Diligence — always make a total effort” (the school theme of the year) and the 120th Anniversary Celebration series. Their wide range of productions included vlogs, interviews, animations, skits, and short dramas. Students readily embraced the role of a video producer by learning how to interview, actively listen, organise thoughts, speak spontaneously, write scripts, and find their own personal voice in English. They also engaged in the technical aspects of the video production such as editing video clips and creating visual content. The programme empowered students to push the boundaries of their worldview and learn from multiple perspectives. Overall, students found the programme meaningful, authentic, and purposeful, and an opportunity where they could practise and demonstrate their creativity, communication, and critical thinking in knowledge creation. It allowed students to explore English outside the classroom in a real world setting and discover the multi-faceted joys of using the language.

As for Chinese Creative Media, two renowned Hong Kong writers, Leung Wai Lok and Tsui Cheuk Yin, were the instructors. Four lessons were arranged for S1 students, while S2 and S3 students had their lessons from October to April. In the lessons, our instructors taught the skills of writing prose, novels, interview scripts, book reviews, film reviews, and more. Students’ creativity were inspired. Students engaged in hands-on experiences of contributing to our student magazine *Eruditio*. Students applied what they have learned in Chinese Creative Media and had a chance to interview our alumni, teachers, and students. Two students even participated in Dr Stephen Chan Joint School Micro-Novel Writing Competition, and one of our students, 2H Wang Ziwei, was awarded the Commended Prize.

Creative Music

Last year, our creative music workshops returned to normal after the COVID pandemic.

Visiting composers including Ms Cynthia Wong, Mr Alex Lau, and Dr Ada Lai taught our S2 to S3 members songwriting, song arranging, studio recording and instrumental composing. Graduated members

4L Mok Samuel Kwan Chung, 5Y Lam Yan and 6H Lee Yat Fung served as music composers of the featured musical production “Lost and Found” in our 120th Anniversary Concert. They wrote the songs and background music which were performed live by our pit orchestra in the Grand Theatre, Xiqu Centre, West Kowloon. Moreover, two graduated members 4L Mok Samuel Kwan Chung and 4L Leung Yat Long entered GalaMusica – School Chamber Composition 2023, the premiere concert of which held at Ngai Chi Wan Civic Centre. 5Y Lam Yan, scholarship winner of the 2022 Hong Kong Composers’ Guild Mentorship Scheme, also premiered her new composition during the concert evening. On top of that, five current S3 members entered the “Relishing Creativeness in the Hong Kong Palace Museum” — Music Composition Competition held by the EDB. All of them achieved praise-worthy results with their Chinese instrumental compositions.

(2) Exchange and Immersion Programme

As most trips were cancelled because of Covid restrictions in the previous academic years, our college has begun our overseas excursions for our Form 5 HKDSE students to visit China and IBDP Year 1 students to visit Cambodia for CAS. The details are below:

- April 2023, Shenzhen, China, for S5 HKDSE students, by the Citizenship and Social Development Department
- July 2023, Beng Pae, Cambodia, for IBDP Year 1 students

(3) Mentorship Programme

In collaboration with the SSC Alumni Association, the S5 programme aims to broaden participants’ knowledge of various professions and workplaces and to help foster their personal and professional growth through a series of events with their mentors. More than 100 S5 students enrolled on a voluntary basis and were partnered 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 kick-off ceremony was held on 23 November 2022.

Core Subjects

(1) English

In 2022-2023, the English Department embarked on a number of new initiatives in hopes of further developing students’ creativity, communication and critical thinking skills (3Cs) and, above all, building a fun environment in which language learners of various aptitudes and interests may thrive.

Two programmes were piloted at the S4 DSE level and the results were pleasing. Experiential learning was incorporated into the ‘cultural preservation’ module to complement texts and tasks on revitalisation work. Students took part in a guided tour of Tai Kwun, PMQ or various heritage sites in Wan Chai, compiled travel blogs and presented their

output at a session attended by the whole form. Another enriching experience was Language across the Curriculum (LAC), a collaborative effort involving both the English Department and the Citizenship and Social Development (CS) Department. Through their study of the course reader *American Born Chinese*, students further explored the issues of racial discrimination and Chinese national identity, which were covered in CS classes, and acquired a range of thematic vocabulary. Because of the overwhelmingly positive response, both experiential learning and LAC will be expanded in the subsequent academic years so that junior form students may also benefit.

In April 2023, a full-fledged English Week was organised after a four-year hiatus. The highlight of the festivities was an inter-class reading trivia held in the Grand Hall and Ng Wah Hall. All S1 to S4 students read two to three selected short stories, after which each class formed a team to answer questions about the texts. The participants demonstrated remarkable memory, great attention to detail and outstanding reading strategies. Other exciting activities included a bookmark design competition as well as lunchtime game stalls, film appreciation and song dedication.

The tireless efforts that S6 students and teachers put in bore fruit at the public examinations. The percentage of our DSE candidates attaining Levels 5-5** was approximately four times higher than the territorial average. Particularly impressive was their performance in the speaking component, where over 60% were awarded Levels 5-5**.

Teachers' professional development continued to be a top priority. Peer lesson observation, marking standardisation meetings, sharing sessions on good practices and new teacher mentoring allowed teachers to learn from each other and keep abreast of the latest pedagogical developments.

(2) Chinese

The Class of 2023 achieved great results in HKDSE. 85% got Level 3 or above, and 26% got Level 5 or above. In the academic year 2022-2023, the Chinese Department put great emphasis on teachers' professional development and collaboration. In the last school year, lots of form teachers' seminars and lesson observations were held to facilitate sharing of learning and teaching experiences, especially focusing on e-learning. S2 students participated in a virtual reality (VR) Chinese Language Programme titled "Kindling Emotions by Touching the World", organised by the Centre for Learning Sciences and Technologies, CUHK. Students immersed themselves around cultural landmarks via VR goggles, and then they culminated their experience in writing. It was a great opportunity for our students to gain a deeper understanding and appreciation of our community with the advent of new technology.

The Department also made great efforts to address learner diversity, widen students' horizons and give them fresh ideas. The Chinese Scholastic Programme, designed to help junior students who use Chinese as a second language, was introduced to prepare students for the expanded IBDP Chinese B course. The lessons are constructed in a lively and fruitful

way which aims to equip students to explore different Chinese topics and culture in S1-S3.

(3) *Mathematics*

In this academic year, the Mathematics Department reduced the workload of students by giving them exercises once every two teaching days. Many students were happier than the previous academic years as they did not need to do mathematics exercises daily. Most of the students completed their exercises. More capable students were encouraged to do more on their own.

The Department further reduced the workload of students by giving them three pieces of homework and three quizzes each term. The number of assignments and quizzes were reduced by half as compared with past years. This policy also standardized the number of assignments and quizzes in different classes. More teaching time was available as there were fewer quizzes which occupied the lesson times. All teachers applied different modes of assessments such as discussions and questioning during lessons. Students were given sufficient opportunity to present their works and knowledge to their teachers. Students could also apply their mathematical knowledge to complete their project work and participate in external competitions.

The Department also encouraged high-ability students to participate in many outside-school mathematics competitions and came back with a long list of prizes. On the other hand, the Department has designed a wide variety of informal learning activities open to all students no matter their mathematical achievements. Students with different inclinations and abilities may participate in activities that suit their needs or interests. Such activities include the annual Mathematics Trial Competition held in May and the mathematics competitions for S1-3 in the post-exam period

The Department has also put a lot of effort in helping our students to sit for the HKDSE examination. Our teachers have organized after-school tutorial classes for the low achievers. They also provided special training for the high achievers. For the results of Mathematics Compulsory Part in the HKDSE, 80.8% of our students attained Level 4 or above and 34.2% of our students obtained Level 5 or above. For the results of Mathematics Extended Part Module 1 (Calculus and Statistics), 62.5% of our students attained Level 4 or above and 25.0% of our students obtained Level 5 or above. For the results of Mathematics Extended Part Module 2 (Algebra and Calculus), 84.6% of our students attained Level 4 or above and 69.2% of our students obtained Level 5 or above

(4) *Liberal Studies*

Liberal Studies aims to nurture students to become responsible citizens with a wealth of knowledge as well as develop students' generic skills for further studies and life situations. Nurturing students to be responsible citizens is one of the missions of the College. In the past academic year, the school provided students with ample opportunities to understand the Basic Law and national security. Our students also actively took part in various competitions organized by the government and by social and academic organizations on the Basic Law

and national knowledge. Developing students' generic skills is another mission of the College. The Language across the Curriculum strategy was implemented to enhance students' national education and English proficiency in the past academic year. The Liberal Studies and English Departments worked closely to devise learning materials and activities that created synergistic effects in students' acquisition of national knowledge and development of English reading, writing, speaking, and listening skills.

C. Student Support and School Ethos Domain

To enhance students' spiritual, moral and social development

Always Make a Total Effort

Our College aims to enhance students' spiritual, moral and social development. The Moral and Civil Education Committee set the theme "Always Make a Total Effort" last academic year. The aim was to promote among students diligence and dedication, and encourage them to pursue their goals with earnest and energetic effort. With the collaboration among various departments, a range of activities such as board decoration competition, "Diligence" Inter-class Competition, "We are Diligent" reward scheme and Inter-class Singing Competition were arranged to provide students with opportunities to demonstrate their commitment.

In the direction to let students learn how to express positive values and attitudes as well as our motto "Faith is the foundation of courage" in our community, a structured values education programme for S1-S3 students was implemented, including a series of preventive and developmental programmes covering topics such as time management, sex education, bullying, and cyber security. Students were encouraged to care for their peers, family, and society, aspiring to become more compassionate and caring individuals.

Spiritual Education

To enhance spiritual development in students, the S1 fellowship was integrated into the curriculum of Ethics and Religious Studies (ERS). "Alpha NextGen Series", produced by Alpha Hong Kong, was used in ERS lessons for S1 students for the 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. Regular broadcast of Christian prayers before Class Time in the morning allowed students to feel at peace, especially in thinking about life and their relationships with God and other people. There were also sharing and prayers by teachers and students on Bible verses or testimonies of experiencing God's love in the morning or whole-school assemblies. Such sharing and prayers made a positive impact on the students by helping them develop traits such as forgiveness, kindness, and love. The activities held during the Gospel Week included morning prayers, prayer booths, game stalls and worship sessions. Students from the Christian fellowship also designed a tree for students to hang up their thoughts and prayers. 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, enabling them to explore the meaning of life and develop their Christian faith. At the end of the school year, S1 and S2 students explored their identity and destiny during a day camp held at school in July. Led by Incubator Ministries, students were engaged in activities and self-reflection to gain more self-awareness, self-acceptance, and purpose.

Service Learning Programme

St Stephen's College offers high-quality and comprehensive educational opportunities that nurture the holistic development of our students. Aligned with this mission, our Service Learning Programme reflects our College's dedication to this mission by nurturing effective communication skills and fostering a deep sense of empathy and social awareness in our young learners. By creating opportunities for them to serve the less fortunate, our programme enables students to actively engage in diverse service initiatives, empowering them to develop crucial life skills and contribute positively to society.

Despite the challenges posed by COVID-19 restrictions, we successfully organised a series of meaningful programmes for our S1-5 students. These initiatives allowed our students to engage in community service and develop valuable life skills while fostering empathy and inclusivity.

In January, our S1 students visited several daycare centres for the elderly. Through interactive activities and quality time spent with the elderly, our students brought smiles to their faces and cultivated intergenerational bonds. This experience also deepened our students' appreciation for the wisdom and experiences of our senior citizens.

Last October and November, our S2 students attended a training workshop at Caritas Jockey Club Resource Centre for Carers. The workshop aimed to raise awareness and equip our students with caregiving skills for the elderly. Through their involvement, our students developed empathy, compassion, and a better understanding of the challenges faced by caregivers in our community.

In January and February, our S3 students actively participated in volunteer service at Feeding Hong Kong, a charitable organisation dedicated to fighting hunger and reducing food waste. They sorted and repackaged food donations, which were then distributed to those in need. This experience not only raised awareness about food insecurity but also highlighted the importance of sustainable practices and community support. Our students learned the value of giving back and actively contributing to the well-being of others.

In July, our S4 students embarked on a meaningful journey by visiting seven centres catered to individuals with diverse disabilities. This immersive experience allowed our students to gain a deeper understanding of the challenges faced by people with different abilities. It fostered empathy and inclusivity among them, enhancing their ability to engage

with and support individuals with disabilities.

During the same month, our S5 DSE students attended a series of training workshops to enhance their communication skills with elders in Ap Lei Chau, many of whom were fishermen. By organising activities and interacting with them at the Jockey Club Lei Tung Integrated Services Centre by TWGHs, our students not only developed self-esteem and satisfaction from their efforts but also built a strong reputation for kindness and a commitment to doing good.

Apart from the activities above, we had also witnessed many school members organising or participating in a variety of service activities, including beach clean-ups, S1 mentoring programme, offering “Dr Science” tutorials to local primary school students, and more. The Guidance Committee also organised voluntary services programmes for students to develop their teamwork and communication skills. This programme was linked up with the correctional scheme, where students could write off demerits, rebuild confidence, and have a greater sense of observing school rules after the services.

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

National Security Education

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

In 2022-2023, we provided opportunities for students to show respect for the national flag, the national emblem, and the national anthem. The flag raising ceremony was held once per week, and speeches under the national flag is provided on important, festive, and special occasions. Red Cross members, Scout members, and senior class representatives are the flag raisers during the ceremonies.

To promote a better understanding of the legislative background, spirit, provisions, and significance of the National Security Law among staff, a talk related to national security education was organized on 30th January 2023. The principle and details of the National Security Law were explained by Mr Andrew Fan, a member of the Legislative Council. Last but not least, the College has partnered with three sister schools in Nanjing to provide

different learning experiences for students to deepen their understanding of the history, culture, arts, curriculum of Mainland China, thereby developing their sense of national identity.

Home-School Partnership

The Parent-Teacher Association

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

At the Annual General Meeting held on 15th October 2022, certificates of appreciation were presented to outgoing executive committee members (Sylvia Doo, Christine Lam, Lucia Li, Annie Lin, Alex Mar, Brenda Ng, Ng Pou Kun, and Cecilia Shum) as well as class representatives for 2022-23 (S1: Cindy Chan, Yifan Deng, Judy Lam, Remy Fu, Peggy Kan and Mary Lee; S2: Grace Au, Bibiana Wong, Tanya Ho, Virginia Tao, Sammi Wong and June Chow; S3: Fiana Shek, Michelle Lau, Rita Lok, Miles Wong, Dorian Leung and Sally Keung; S4: Hannah Lau, Anna Pang, Polly Ho, Christine Lam and Grace Au; S5: Sunny Zhao, Edna Yuen, Phoebe Lee, Alex Mar, Makiko To and Vicky Fung; S6: Karina Poon, Robert Sia, Almond Lam, Olivia Chan, Sylvia Doo and Lucia Li).

The ten parent members of the 2022-2023 PTA Executive Committee were Ms Vivian Lau (Chairlady), Ms Pamela So (Vice-chairlady), Ms Dorian Leung (Secretary), Ms Rita Lok (Treasurer), Ms Peggy Kan (Assistant Secretary), Ms Cathy Cheung (Assistant Treasurer), Ms Grace Au, Ms Mary Lee, Mr Qin Hanqiang and Mr Banny Wong. The Principal, Ms Carol Yang (Vice-chairlady *ex officio*), appointed eight teachers including Mrs Ng Wong Kit (Coordinator), Mr. Theodore Tam (Assistant Coordinator), Mr Corwin Kan, Mrs Abby Kwok, Mrs Mickey Lee, Mr Pierre Lien, Mr Max So, and Mr Henry Yung to sit on the PTA Executive Committee.

Below is a list of PTA activities organised by the sub-committees during the academic year 2022-23.

Parents' Relations & Recreation Committee

- Parents' lunch with the Principal, Deputy Principals, Assistant Principals, and teachers on 24th September 2022
- Tea gathering with SSCPS parents (co-organised with SSCPSPTA) on 13th January, 2023
- Being the supporting organization of SSC Family Day on 26th February 2023
- Outing to Lai Chi Wo on 1st April 2023

Parenting & Support Committee

- Life Education Workshop about Cyber Security on 25th February 2023
- Parent-child Visit to Palace Museum on 8th July 2023

Pre-University Education Committee

- Study Pathway Talk 1: Road Map for Overseas Study on 29th October 2022
- Study Pathway Talk 2: Preparation for Overseas Study on 23rd May 2023

School Matters & Welfare Committee

- Involved in vendor selection for school catering and school uniform. Food tasting was conducted on 13th and 18th January 2023. An inspection of school uniform samples supplied by vendors was conducted on 6th January 2023.
- Routine check of catering services, kitchen hygiene, and food quality
- Prepared gifts for teachers and supporting staff for the Parents-Also-Appreciate-Teachers Drive on 31st May 2023
- Production of personalised mugs for presentation to S6 graduates at the Graduation Ceremony on 24th May 2023

Volunteer Services Committee

- Provided support to social services and voluntary work arranged by the school social worker for students throughout the school year
- Three visits to Stanley Shek O Neighbourhood Elderly Centre were organised in January, March, and May 2023

Communications & Technical Supports Committee

- Administration of the PTA website, Facebook page, and Online Marketplace
- Set up S1 parent WhatsApp groups at the beginning of the academic year

Christian Parents Group

- The Monday morning parent prayer group resumed face-to-face meetings at school
- Annual Christian Parents Gathering on 3rd March 2023

Additional Activities

- Publication of two issues of PTA Newsletters in November 2022 and June 2023
- A short presentation introducing the PTA at the Pre-S1 Orientation on 18th July 2023
- Parents Choir (jointly organised with Friends of SSCPS) rehearsals from April to July 2023 and performance at the year-end assembly on 14th July 2023
- Retirement dinner for Ms Carol Yang (jointly organised with SSCAA) on 15th July, 2023

School Development Committee

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

Work began in the summer, when the College Ambassadors organised a three-day New Student Orientation Camp for the newly-admitted S1 students. They had fun while enhancing their social and problem-solving skills to prepare for the new stage of their lives.

The S6 Graduation Ceremony was held on 24th May 2023. This cohort, severely affected by the pandemic, was blessed with great weather to celebrate this important milestone with parents and teachers on our beautiful campus.

After two years of suspension, the annual SSC Family Day was successfully held on 26th February 2023, ending on a fruitful note with over 260 thousand dollars raised. On behalf of a fundraising initiative, Family Day united alumni, teachers, parents, and students through fun-filled activities such as student-led game stalls, football matches, and orienteering. Throughout the day, musically talented students also took centre stage and showcased their passion through busking and music performances. Accompanied by exquisite street food snacks, guests were also able to enjoy high tea and handmade coffee art by our College Ambassadors at TSK Hall.

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

Partnership with Alumni Association and Alumni Groups

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

Despite COVID-19 restrictions, we were grateful to host a number of events to gather our alumni including the CNY dinner, Golf Day, SSCAA Homecoming, and the retirement dinner party for Ms Carol Yang. All participants had a great time to meet their fellows once again.

Music is always a healing hand, and it is one of the successes in our College. Our Alumni Choir was joined by singers from Heep Yunn Old Girls' Association Choir and made a tremendous success at the 120th Anniversary School Concert. On 25th June 2023, our Alumni Choir also gave a choral presentation at Holy Trinity Cathedral during their Evensong Services. Their celestial voice gave the audience strength to face the challenges in their lives.

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

Careers Guidance & Life Planning Committee

The CLP Committee aims to foster students' self-understanding, personal planning, goal

setting, and reflective habits. In the past school year, various events and activities were organised to cater 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. 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 67% secured admission to HKU, CUHK, or HKUST. For overseas destinations, the UK was the first choice for many students, followed by the US, Canada, and Australia. Preferred majors (for both local and overseas education) included Medicine, 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 Arts 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 and advice.

D. Student Performance Domain

In Secondary 6, 93% of students who sat the HKDSE and IBDP have received Bachelor's degree offers. Our students received offers from various universities that made them eligible for Medicine, Law, Physiotherapy, Veterinarian Sciences, Engineering, Business Management, Economics, Communication, Architecture, and Design.

Congratulations to the class of 2023, the seventh cohort graduating from our dual programme, on their good results and university offers. We are proud of every student. Thanks to all the teachers, students, and parents for their hard work.

| Top Scorer | | University Programme |
|---------------------|---------|---|
| Chan Claudia Leann | (HKDSE) | Social Sciences, UCLA |
| Chan King Fan | (HKDSE) | Medicine, CUHK |
| Cheung Hau Tung | (HKDSE) | Science, CUHK |
| Huang Helene Heling | (IBDP) | Science, HKU |
| Leung Cheuk Chi | (IBDP) | Social Science, Peking University |
| Leung Lok Yiu | (HKDSE) | BA and LLB (Double Degree), HKU |
| Leung Toby E-Hei | (IBDP) | Biomedical Engineering, Imperial College London |
| Mok Yu Yiu | (IBDP) | Biochemistry, University of Toronto |

(1) Hong Kong Diploma of Secondary Education Examination Results

Pass Percentages in Individual Subjects

| Subjects | 2022 | | 2023 | | | |
|--|------------------|--------|---------|------------------|--------|-----------|
| | Level 2 or Above | Pass % | No. Sat | Level 2 or Above | Pass % | HK Pass % |
| Chinese Language | 76 | 96.2 | 73 | 73 | 100 | 58.9 |
| English Language | 78 | 98.7 | 73 | 73 | 100 | 51.6 |
| Mathematics | 78 | 98.7 | 73 | 73 | 100 | 81.5 |
| Calculus and Statistics | 8 | 100 | 16 | 15 | 93.8 | 90.8 |
| Algebra and Calculus | 10 | 100 | 13 | 13 | 100 | 90.8 |
| Liberal Studies | 77 | 97.5 | 73 | 71 | 97.2 | 89.6 |
| Biology | 27 | 100 | 21 | 21 | 100 | 90.8 |
| Business, Accounting & Financial Studies | 11 | 100 | 12 | 12 | 100 | 89.7 |
| Chemistry | 30 | 93.8 | 35 | 35 | 100 | 87.7 |
| Chinese History | 20 | 100 | 15 | 14 | 93.3 | 90.3 |
| Economics | 30 | 93.8 | 28 | 28 | 100 | 85.2 |
| Geography | 9 | 100 | 7 | 7 | 100 | 88 |
| History | 11 | 100 | 10 | 10 | 100 | 93.8 |
| Information & Communication Technology | 5 | 100 | 8 | 8 | 100 | 81.6 |
| Physics | 24 | 92.3 | 28 | 27 | 96.4 | 90.1 |
| Visual Arts | 15 | 100 | 9 | 9 | 100 | 83.8 |

(2) IB Examination results 2023

| Subject | Average Grade (School) | Average Grade (Worldwide) |
|---|-----------------------------------|--------------------------------------|
| Chinese A: Lang and Literature HL | 5.00 | 5.19 |
| Chinese A: Lang and Literature SL | 5.15 | 5.29 |
| Chinese A: Literature HL | 5.75 | 5.46 |
| Chinese A: Literature SL | 5.43 | 5.37 |
| English A: Lang and Literature HL | 5.83 | 4.89 |
| English A: Lang and Literature SL | 6.33 | 6.01 |
| English B HL | 6.11 | 5.70 |
| English B SL | 6.75 | 5.64 |
| Spanish AB. SL | 5.17 | 4.93 |
| Business Management HL | 6.40 | 4.95 |
| Business Management SL | 6.67 | 4.95 |
| Economics HL | 5.71 | 5.12 |
| Economics SL | 5.64 | 4.76 |
| Geography HL | 6.50 | 5.27 |
| Geography SL | 5.25 | 4.82 |
| History Asia and Oceania HL | 4.80 | 4.66 |
| History HL | 6.00 | 5.05 |
| Biology HL | 5.31 | 4.40 |
| Biology SL | 5.25 | 4.15 |
| Chemistry HL | 5.13 | 4.57 |
| Chemistry SL | 5.14 | 4.10 |
| Physics HL | 5.86 | 4.81 |
| Physics SL | 5.67 | 4.21 |
| Mathematics Analysis and Approaches HL | 5.71 | 4.88 |
| Mathematics Analysis and Approaches SL | 6.53 | 4.61 |
| Mathematics Applications and Interpretations HL | 6.25 | 4.38 |
| Mathematics Applications and Interpretations SL | 5.89 | 3.87 |
| Music HL | 7.00 | 4.80 |
| Music SL | 7.00 | 4.16 |
| Visual Arts HL | 6.00 | 4.40 |
| Visual Arts SL | 5.00 | 4.02 |

School statistics

| | |
|---|------|
| Number of diploma candidates registered in the session | 37 |
| Number of candidates who passed the diploma | 36 |
| Average points obtained by candidates who passed the diploma | 37 |
| Highest diploma points awarded to a candidate | 43 |
| Average grade obtained at the school by candidates who passed the diploma | 5.81 |

(3) Territory-wide System Assessment (TSA) Results 2023 at S3

| | Percentage of students achieving Basic Competency in HK | Percentage of students achieving Basic Competency at St Stephen's |
|-------------|---|---|
| Chinese | | |
| English | pending for the results from the HKEAA | pending for the results from the HKEAA |
| Mathematics | | |

(4) Further Studies / Careers in S.6 Graduates 2023

| <i>S6 Graduates</i> | No. of Students | | Percentage of Students | |
|--|-----------------|--------|------------------------|--------|
| | 2023 | (2022) | 2023 | (2022) |
| Degree at local universities / institutes | 59 | (63) | 54.1% | (50.8) |
| Degree at overseas universities / institutes | 39 | (53) | 35.9% | (42.7) |
| Other programmes at local universities / institutes | 7 | (4) | 6.4% | (3.3) |
| Other programmes at overseas universities / institutes | 1 | (1) | 0.9% | (0.8) |
| Repeating S6 / Self-study | 1 | (1) | 0.9% | (0.8) |
| To be confirmed / unknown | 2 | (2) | 1.8% | (1.6) |
| Total number of students | 109 | (124) | 100% | (100) |

(5) Summary of University Offers to S.6 Graduates 2023

(a) DSE students

| Undergraduate Programmes in Hong Kong | |
|--|---|
| 1. The University of Hong Kong | BBA and LLB, Engineering in Data Science and Engineering, Architectural Studies, Financial Technology, Science, Psychology, Journalism, Marketing Analytics and Technology, Surveying |
| 2. The Chinese University of Hong Kong | Medicine, Information Engineering, Philosophy, Geography and Resource Management, Economics, Integrated BBA, Science |
| 3. Hong Kong University of Science and Technology | Business and Management, Finance, Science, Economics, BBA in Information Systems |
| 4. The Hong Kong Polytechnic University | Civil Engineering and Sustainable Development, Mechanical Engineering |
| 5. City University of Hong Kong | Data Science, Electrical Engineering, Business Economics, Environmental Science and Engineering, Computer Science |
| 6. Hong Kong Baptist University | Game Design and Animation, Social Sciences, Arts, Arts and Technology |
| 7. Lingnan University | Translation, Cross-cultural Studies, and Corporate Communication |
| 8. The Education University of Hong Kong | Education (Primary) |
| 9. Shue Yan University | Counselling and Psychology |
| Undergraduate Programmes Outside Hong Kong | |
| 1. University College London, UK 2. Durham University, UK 3. University of St Andrew's, UK 4. King's College London, UK 5. University of Manchester, UK 6. University of Glasgow, UK 7. University of Warwick, UK 8. University of Bristol, UK 9. University of Bath, UK 10. University of Exeter, UK 11. University of Leeds, UK 12. University of Sheffield, UK 13. University of Southampton, UK 14. Cardiff University, UK 15. Queen Mary University of London, UK 16. University of British Columbia, Canada 17. University of Toronto, Canada 18. University of Waterloo, Canada 19. University of Queensland, Australia 20. University of Sydney, Australia 21. University of California, Los Angeles, USA 22. Peking University, China 23. Fudan University, China 24. Sun Yat-sen University, China 25. Wuhan University, China | Law, Aeronautical Engineering, Economics and Data Analytics, Media, Communication and Sociology, Data Science, Physiotherapy, Environmental Sciences, Electrical and Electronic Engineering, Journalism, Business Management, Architecture, Psychology and Neuroscience, Nutrition, English Literature with Creative Writing, Remote Sensing Science and Technology |

(b) IB students

| Undergraduate Programmes in Hong Kong | |
|---|---|
| 1. The University of Hong Kong | Medicine, Government and Laws and LLB, BA and LLB, Education and Science, International Business and Global Management, Biomedical Science, Psychology, Journalism, HKU-Sciences Po Dual Degree |
| 2. The Chinese University of Hong Kong | Medicine, LLB, Business Administration, Geography and Resource Management, Psychology, Economics, Global Business, Artificial Intelligence: Systems and Technologies |
| 3. Hong Kong University of Science and Technology | Dual Degree Program in Technology and Management, International Research Enrichment, Biotechnology and Business |
| 4. City University of Hong Kong | Computer Science, Business Administration |
| 5. The Hong Kong Polytechnic University | Mechanical Engineering, Management and Marketing |
| 6. The Hong Kong Academy for Performing Arts | Music |
| Undergraduate Programmes Outside Hong Kong | |
| 1. University College London, UK 2. Imperial College London, UK 3. King's College London, UK 4. Durham University, UK 5. University of Warwick, UK 6. University of Edinburgh, UK 7. University of Manchester, UK 8. University of Birmingham, UK 9. Royal College of Music, UK 10. University of the Arts London, UK 11. University of California, Davis, US 12. Eastman School of Music, US 13. University of Toronto, Canada 14. University of British Columbia, Canada 15. University of Sydney, Australia 16. University of Adelaide, Australia 17. Peking University, China 18. University of Amsterdam, the Netherlands | LLB, Architecture, Cancer Biomedicine, Veterinary Medicine, Physiotherapy, Computer Science, Information Technology Management for Business, Business Management, Theatre Design, History, Mathematics, Communication Science, Criminology and Psychology, Biochemistry, Pharmacology and Biomedical Toxicology, Engineering, English Literature, Music |

7. Financial Summary

Financial Summary for the 2021/ 2022 School Year

| | Government Funds | Non-Government Funds |
|---|---------------------------------------|----------------------|
| INCOME <i>(in terms of percentages of the annual overall income)</i> | | |
| DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools) | 51.01% | N.A. |
| School Fees | N.A. | 48.30% |
| Donations, if any | N.A. | 0.00% |
| Other Income, if any | 0.15% | 0.54% |
| Total | 51.16% | 48.84% |
| | | |
| EXPENDITURE <i>(in terms of percentages of the annual overall expenditure)</i> | | |
| Staff Remuneration | 76.52% | |
| Operational Expenses (including those for Learning and Teaching) | 11.97% | |
| Fee Remission / Scholarship ¹ | 8.40% | |
| Repairs and Maintenance | 1.31% | |
| Depreciation | 1.80% | |
| Total | 100% | |
| | | |
| Surplus for the School Year [#] | 0.37 months of the annual expenditure | |
| | | |
| Accumulated Surplus in the Operating Reserve as at the End of the School Year [#] | 8.78 months of the annual expenditure | |
| [#] <i>in terms of equivalent months of annual overall expenditure</i> | | |

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

NIL

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

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

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

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