



# ST STEPHEN'S COLLEGE

## School Report (2018-2019)

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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 168 school staff members, including 101 teachers, 9 laboratory and computer technicians, 27 administrative staff, 26 janitorial staff, 2 ancillary staff and 3 full-time music instructors. We also have two full-time social workers, and 18 visiting music instructors.

Mr Cheng Kwok Hung, Mr Cheung Kin Chung, Vincent, Mrs Chung (Kwan) Kam Sheung, Cortia, Dr Pablo Fernandez and Ms Hon Man Ying, Gogo, left the College last school year. Mr Lai Chun Ming retired last August. We wish them all the best in their future endeavours.

We extend a warm welcome to our new teachers, Ms Chow Man Lam, Stephanie, Ms Koong Hok Chi, Chloe, Ms Lau Pui Yung, Joanna, Mr Lee Yuk Ching, Mark, Mr Leung Ka Long, Dennis, Mr Wong Chun Yin, Joseph and Ms Wong Man Yee, Micky. We wish them great satisfaction in both their work and professional growth and hope they will enjoy the fellowship here.

Congratulations go to Mr Lee Yuk Ching, Mark and Leung Ka Long, Dennis for being awarded their PGDEs by the University of Hong Kong.

Teachers who are presently engaged in professional development courses are:

Ms Chan Pui Ling, Amy	Part-time, MEd, HKU, 2 <sup>nd</sup> year
Mr Wong Cheuk Ting, David	Part-time, MA, CUHK, 2 <sup>nd</sup> year
Mr Tam Tsz Hang, Theodore	Part-time, PGDE, HKU, 1 <sup>st</sup> year

There are 101 teachers at the College of which 96% are teacher trained, 98% have a first degree, and 48% hold a masters 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	13
6 - 10	13	26 - 30	11
11 - 15	21	31 - 35	1
16 - 20	23	36 - 40	3

## 4. Our Students

### A. School Enrolment

#### *Student Composition*

Year	Boys	Girls	Total
2015	503	428	931
2016	501	437	938
2017	490	427	917
2018	490	445	935
2019	509	441	950

#### *Class Organization*

Secondary	No. of Classes	Boys	Girls	Total
1	5 (6 groups)	109	90	199
2	5 (6 groups)	93	89	182
3	5 (6 groups)	91	69	160
4	5 (6 groups)	86	74	160
5	5 (6 groups)	67	60	127
6	5 (6 groups)	63	59	122
Total	30	509	441	950

### B. Boarding

#### *Boarders*

Secondary	No. of Classes	Boys	Girls	Total
1	5 (6 groups)	49	45	94
2	5 (6 groups)	31	38	69
3	5 (6 groups)	24	32	56
4	5 (6 groups)	28	36	64
5	5 (6 groups)	25	28	53
6	5 (6 groups)	14	34	48
Total	30	171	213	384

## 5. Turning Our Heritage into a Learning Experiences

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

Last year, there were more than 1,000 visitors from various schools, community centres and religious organizations who visited the College for docent tours. Some notable visitors and highlights are listed below:

- The Antiquities and Monuments Office invited St Stephen's College to participate in the Heritage Fiesta 2019 and we held 10 docent tours in June.
- A group of Sheng Kung Hui Bishops and their respective families, from Hong Kong and overseas, visited our College and Heritage Trail in October 2018.
- Teachers and students from Suratpittaya School, Thailand visited our Heritage Trail in October 2018.
- A family of an internee, Mr Sporne and his daughter, Janine, visited the Heritage Trail in February 2019.
- The author of "Three Years & Eight Months", Ms Icy Smith and her daughter, Celena, visited our Heritage Trail in March 2019.
- Our docents gave a campus tour to alumni who were part of a 'Class of 1986' reunion in April 2019.
- A family of an internee, Mr Chihara Walter Hara, visited our Heritage Trail in May 2019. They were able to find the names of their grandparents and mother from one of our artifacts, "Circular Hong Kong".
- A guided tour on the Heritage Trail was provided for a delegation from the Shenzhen Education Bureau on 31<sup>st</sup> May 2019.

### ***The Training of Docents***

Docents play a vital role in our heritage work and their participation and enthusiasm is highly valued. Docents, being school ambassadors, give free docent tours for our visitors on a frequent basis. Senior docents educate all S1 students about the unique history of the College especially events that happened during World War II and they also teach students about the architectural beauty of College buildings. Senior docents act as leaders and torch-bearers, holding training workshops and Leadership Training Camps every year. We see the Docent Team as a family in every sense of the word.

### ***Increasing Recognition at Community Level***

Our campus docents have clocked over 10,000 hours of volunteer service to the community from 2012 to 2018. We were given the certificate of "Award for 10,000 hours for Volunteer Service" and a "Gold Award for Volunteer Service Organization" by the Social Welfare Department. As well as these achievements, 12 docents were awarded a bronze prize. 9 docents were awarded a silver prize and 16 docents were awarded a gold prize respectively.

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

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

There are three major concerns in the Annual School Plan in the domain of learning and teaching: (1) fostering conceptual understanding and boosting information and media literacy; (2) prioritizing learning outcomes to improve academic performance; and (3) catering for learner diversity.

The 2018/2019 academic year was a year of active development and restructuring of several new

programmes. Extensive work has been made to ensure smooth progression of junior form language learning: the Alternative Language Programme (English Literature and Chinese Scholastic Programme) and the Mainstream Language Programme (English Language & Literature and Chinese Language). Secondary One and Secondary Two Students in the Alternative Language Programme (ALP) study Chinese as a second language and English as a first language. This three-year junior form programme prepares students for Chinese B (Second Language) and English A (First Language) in the International Baccalaureate Diploma Programme (IBDP). The Mainstream Language Programme (MLP) prepares students for Chinese A, English A and English B in the IBDP as well as Chinese and English in the HKDSE.

Building on the foundational values of the College as a Christian school, Ethics & Religious Studies has been migrating towards a school-based curriculum in Secondary One with 12 groups arranged according to religious beliefs. To strengthen sportsmanship and fitness at the College, Advanced PE classes are offered in Secondary One and Two. In Secondary Two and Three, Advanced Computer and IT have been fine-tuned to complement the school-based iEngineering Programme.

A STEM (Science, Technology, Engineering and Mathematics) Committee was strengthened to nurture creativity through integration of knowledge and promote research and development of innovation and technology. Teachers and students were very excited as they moved into the new STEM Centre in the 2018/2019 school year. As momentum was being built up for STEM, the College was increasingly aware of interaction between our learning environment and physical space where our students could express themselves through creation, programming, robotics, engineering and manufacturing. In this state-of-the-art STEM Centre, students can be creative with the use of space to foster, integrate and apply design and engineering concepts as they access 3D printers, video walls, robotics, design programs, and workshop tools.

St Stephen's College is honored to be among one of the five Microsoft Schools in Hong Kong. As part of the greater global community of Microsoft Schools, St Stephen's College places emphasis on the advancement of a strong science and technology education for our students. SSC Teachers continue to explore new pedagogical approaches to blend instruction with technology and develop multiple intelligences among students across subjects: Design and Technology, Computer and IT, Science and Mathematics. In 2019, a SSC Teacher Mr Choi Wai Kit was among 13 secondary school teachers from Hong Kong selected as a Microsoft Innovator Educator Expert, working closely with Microsoft to lead innovation in education and share on the effective use of technology in education with peers and policymakers to promote innovation in teaching and learning.

The changes in our curriculum would not have been possible without the dedication, support and collaboration of our teachers. Special acknowledgement goes to our teachers for their hard work and encouragement throughout the year which have propelled our students to reach a higher level and greater appreciation of learning.



The College is pleased to have the third cohort of our students graduating from our dual programme, the HKDSE cum IBDP. The programme resulted in 86% of our students pursuing a Bachelor's degree either locally or overseas. Of particular mention are four doctors on the horizon, three from the DSE and one from the IB now studying medicine: Chan Pui Hei, So Wing Hang Henry, Chan Lok Seng and Ng Sze Hang. Among the 72 students who sat the HKDSE, 90% have received Bachelor degree offers with close to 40% of the subject entries awarded Level 5 or above. Lai Man Wai Katherine attained Level 5\*\* in seven subjects, including Mathematics Module 2, and was admitted to the Bachelor of Science (International Research and Enrichment) programme at the Hong Kong University of Science and Technology. Likewise, the 42 IBDP students reaped good results with an average of 35 points, well above the world average of 29.6.

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

### **Major Construction**

The School House, which is a declared monument on campus, showcases our commitment to education. Maintaining these historic buildings to meet modern educational standards and for boarding requires extensive planning, a more flexible design process, and a unique sensitivity to historic detail. We conducted a series of repair and maintenance work in the West Wing Dormitory and the exterior of School House this year.

The aged air-conditioning system in the West Wing Dormitory was replaced by a more environmentally friendly Variable Refrigerant Volume (VRV) System with Intelligent Touch Manager (ITM). The property management team can control the VRV system via the Internet. The outdated Fire Service Installation System was replaced with an advanced detection and monitoring system. All interior lighting has been improved in order to provide the boarders with a safe home-away-from-home environment. The structural problems of our pitch roof and the pebble-dashed external wall have been repaired to minimise the inherent risks. The red-tile look of the pitch roof of the School House was restored back to the declared monument's original appearance. All of the aforementioned repair and improvement work was approved by the Antiquities and Monument Office.

To adhere to the Government's environmental policy, the Environment Bureau and the Education Bureau encourage schools to install renewable energy systems on school premises. A solar panel was installed on the roof of the Centenary Building in May 2011 when an additional floor was added. We have taken part in the Feed-in Tariff (FiT) Scheme according to the requirements of EDB circular No. 113/2018. All additional hardware and equipment for the FiT Scheme as requested by Hong Kong Electric have been installed and the completion certificate was issued in March 2019.

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

### **DSS Special Programmes**

The DSS Special Programmes comprises of five components, namely the Creativity Programme, the Mandatory Boarding Programme, the Service Learning Programme (found in the section ‘Student Support’), the Exchange and Immersion Programme and the Mentorship Programme.

#### (1) Creativity Programme

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

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

#### (2) Mandatory Boarding Programme

The Mandatory Boarding Programme is tailor-made for every student of St Stephen’s College and is spread over a period of five years. This year, S1 students enjoyed a fun Quantum Learning Camp which adequately advanced students’ academic and social skills. After the start of a new academic year, more activities like the simple home furniture workshop, the dining etiquette workshop, the High Table Dinner and an adventure-based camp were organized for them. The emphasis for S3 was leadership. Students developed their perseverance and collaboration skills during the Outward Bound Leadership Training Programme. Workshops to equip students’ readiness to serve the community were also provided. S5 students attended a Careers Talk given by guest speakers during the High Table Dinner.

The survey results from participating students showed that a great majority of them viewed the programme positively. The S1 students reviewed said that they were able to enhance their self-management, problem-solving and social skills through the boarding experience. The S3 students reflected that they had developed their self-confidence, perseverance and leadership through Outward Bound, while the S5 students stated that

they had gained valuable advice in planning their JUPAS choices and future careers through the talks given by the guest speakers.

(3) Exchange and Immersion Programme

Over the past year, we organised various programmes for junior and senior form students, namely the South Korea Study Tour (December 2018), the Australia Exchange Programme (January 2019), Diocesan Boys' School (DBS) Exchange (February 2019), St. Paul's Co-Educational College (SPCC) Exchange (April 2019), 2019 SSC Historical and Cultural Immersion Programme (Ireland), and the Guangzhou Study Tour for S1 and S3 students.

The 30 students in the South Korea Study Tour 2018 and 18 students in the 2019 SSC Historical and Cultural Immersion Programme (Ireland) were able to broaden their horizons and learn about local history and culture. These international programmes enhanced students' cultural awareness through exchanging ideas and views on various topics relevant to the places they had visited. Participants returned from these trips with increased confidence and a broader international perspective.

Yi Lin from S4Y participated in the Australia Exchange Programme with St. Margaret's Anglican Girls School from January to March 2019. Later we welcomed two Australian girls into our S4LY classes from April to June 2019. They studied with our students throughout their stay and had a wonderful time with their host families.

Locally, 21 SSC students and 10 DBS students participated in an exchange programme in February 2019. In April 2019, 6 SSC students and 6 SPCC students participated in an exchange programme. Students were able to learn alongside other elite schools and expanded their network.

We would like to express our hearty gratitude to all the teachers, parents and students who took part in the Exchange and Immersion Programme 2018-2019. We hope more students will be able to benefit from this programme and be inspired.

(4) Mentorship Programme

In collaboration with the SSC Alumni Association, the programme for S5 aims to broaden participants' knowledge of various professions and workplaces, and foster personal growth through mentoring relationships with working professionals. About one hundred S5 students enrolled on a voluntary basis and were partnered up with 31 mentors with expertise in banking, law, advertising, creative industries, entrepreneurship, retail, academia, logistics and medicine. The opening ceremony was held on 16 November 2018.

**IB Programme**

The 2018-2019 academic year was very, very busy and productive in the IB section of the

school as we underwent the process of an IBO programme evaluation. Each IB World School is regularly evaluated to ensure that the standards and practices of its IB programme(s) are being maintained. Evaluation takes place at least once every five years. As part of the process, the school engages in a self-study that is a key element in the school's continual improvement. At St Stephen's College this meant involving all the key stakeholders of the school. Students and parents were asked to complete a questionnaire which outlined their views of the programme. Administrators and teachers held numerous meetings discussing the way and extent to which we met IB standards and practices and providing evidence to the IBO of all that we do. This has informed our strategic planning for the future and has enabled us to set goals and objectives which should help the school progress even further.

Our 2019 graduating class achieved very creditable results maintaining our excellent IB average scores. The average points achieved was 35 and this compares very favorably with the world average of 29.6. It was also consistent with our previous graduating classes in 2017 and 2018. The highest score was 44 by Katie Ho Yin Lam and great congratulations go to her for this fine achievement. She models determination, motivation and a balanced and positive approach to learning. An equally fine achievement was that all our graduating students have achieved a place at a university or other institutes of higher education with 57% of them staying in Hong Kong and 43% going overseas in the UK, Japan, USA or mainland China.

The IB proved to be an even more popular option for student choices as applications for the bridging course were heavily oversubscribed. This course enables the College and its teachers to be flexible and focus on development of the learning skills that students will need to be successful. This year we are introducing new online platforms that focus on approaches to learning skills in S4 and the extended essay process in S5. Students learn information skills to research and create ideas and information. They learn collaboration skills to work effectively with others. They also hone their thinking skills, in particular critical and creative thinking, which enable them to analyze and evaluate issues while considering multiple perspectives. As for language skills, there is an emphasis on communication skills to carry out effective interaction.

The IB is an exceptionally busy programme, helping students master self-management skills through guided reflections, managing time, monitoring behavior, and progress checking is crucial. Finally we believe in developing the whole person so we will once again depart on our annual CAS expedition to Cambodia to help people in the local community.

## **Core Subjects**

### ***English***

Class 2019's public exam performance in the Hong Kong Diploma of Secondary Education (HKDSE) is statistically consistent with the level of attainment in class 2018 – with roughly

40% of the cohort attaining level 5 or above. One point to be noted, however, is that supporting work for our average and above-average students needs reinforcement. The public exam performance at the low-end of the spectrum has slightly dipped, and support needs to be addressed earlier rather than later in their formative years of language acquisition. Class 2019's results are comparable to those of the two historically good years of 2014 and 2018.

With six incoming staff in a department of 19, much work was done to help them transition to St Stephen's in the fall semester. A whole-school curriculum mapping exercise, together with an overhaul on the existing booklist, assessment framework, administrative process and staffing arrangement, was carried out throughout the spring semester, with the goals of better addressing the diversity and varied learning needs of the student population across grade levels. Commendable efforts and notable results were shown, paving the way for the quality work to be delivered in the years ahead.

The secondary four Hong Kong Diploma of Secondary Education (HKDSE) was rebuilt, and is now fully in line with the senior secondary curriculum framework as stipulated by the EDB. More language arts elements – with corresponding, contextualized written and spoken tasks – are to be infused in the three-year course, to make the classroom experiences enriching and intellectually fulfilling. Notable changes in the school-based assessment were implemented to stretch the learning process beyond the paradigm of merely another summative assessment. The effectiveness of explicit grammar teaching – in both senior secondary and junior secondary years – continues to be a recurring issue to be addressed and resolved.

School year 2018-2019 is the school musical year. Over one-third of the English Department were deployed as core members of the production team. The year-long experiences in conceptualizing and executing a dramatic production that involves hundreds of cast and crew, as well as reaches an audience of approximately two thousand, are instrumental to the ongoing professional development of the staff members in charge of St. Stephen's drama – a longstanding tradition, and an invaluable avenue through which the diverse talents in the St. Stephen's community are showcased.

Catering to the diversity of the language learners in St. Stephen's – realizing the full potential of the high-achievers at the top end, without compromising an accommodating environment for students from an English as Secondary Language or English as Foreign Language background – has remained an ongoing challenge that would require coordination and professionalism in curriculum, assessment, pedagogy, as well as staff development. Outside classroom learning, a more rigorous language environment that would enable average learners to have continuous immersion in the English language also needs to be explored and fortified.

### ***Chinese***

In the school year 2018-2019, the Chinese Department put great emphasis on teachers' professional development and collaboration. In the last school year, 18 teachers' seminars and lesson observations were held to facilitate the sharing of learning and teaching experiences. Evaluation meetings were held after major assessments too.

The Department also made great efforts to address learner diversity, widen students' horizons and give them fresh ideas. Pull-out programmes were organized for gifted and less able S1-S3 and S6 students. A joint-school oral practice was organized for S6 students in December 2018. The results were satisfactory. A Chinese Scholastic Programme designed to help junior form students who use Chinese as second language, was introduced to prepare students for the expanded IBDP Chinese B Programme for year 2021-2022. The lessons are constructed in a lively and fruitful way, which aims to equip students to explore different Chinese topics and cultural elements in S1-S3.

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

### ***Mathematics***

The Mathematics Department organized a workshop for junior form teachers after school on 28 February 2019 on campus. Staff from the publisher, Pearson, were invited to the school to introduce the use of i-Quiz in classroom teaching and to share their ideas on interactive learning. All junior form teachers participated in the event and they were happy to try out new teaching strategies and are now ready to use information technology more widely for interactive learning and teaching. They always try their best to use the most appropriate methods to teach our students to help them understand mathematical concepts and knowledge.

In this academic year, junior form teachers will include more e-learning and elements of self-directed learning in their schemes of work. They will use information technology for interactive learning to enhance student learning in most topics and use the OneNote platform to share their teaching materials. The Teams platform will also be used to communicate with students. Teachers will further review schemes of work to include more enrichment and remedial activities in order to enhance inquiry-based learning and conceptual understanding. This also creates collaborative opportunities for teachers to model their lessons.

A new pull-out programme will be held during lunch times for the low achievers in S1 during this academic year. Teachers will provide extra learning support for these students. Another new pull-out programme will be held after school for S5 and S6 students. Teachers will organize talks and tutorials for students who aim at obtaining level 4 or 5 in the HKDSE

by teaching them calculator programming and special methods in handling multiple choice questions. Last but not least, the department will also try to create teaching videos and upload them to eClass for students' use. This will be a valuable resource for students who are absent from school so that they can self-study and revise.

### ***Liberal Studies***

Liberal Studies aims to develop students' generic skills for further studies and for life. We also aim to nurture students to become citizens who have global perspectives, knowledge and a sense of responsibility.

Raising students' social awareness is one of the missions of our department. In the last school year, we provided students with ample opportunities to explore social issues. Form Four students were divided into groups to visit low-income groups to learn more about the issues of poverty in Hong Kong. Our students also joined the Top Ten News Commentaries Writing Competition organized by Hok Yau Club analyzing local and international issues.

Nurturing students to be responsible citizens is another mission of our department. In the last school year, we joined the Rehabilitation Pioneer Project of the Correctional Services Department. Students had a better understanding of youth problems in Hong Kong and legal consequences young offenders had to face through visits to correctional institutions, attending lectures given by the officers and through interviews with inmates and rehabilitated offenders. Our students also acquired more knowledge of the Hong Kong judiciary through their participation in the Hong Kong Schools Mooting and Mock Trial Competition organized by the Hong Kong Schools Mooting and Mock Trial Association.

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

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

#### ***Action Changes Things***

The Moral and Civic Education Committee set the theme of "Action Changes Things" in the last academic year to encourage students to take action in order to make positive changes to themselves, peers and the community. Various activities such as beach cleaning, visits to hostels for the mentally handicapped and showing gratitude to class teachers were arranged to provide students with opportunities to achieve this goal. The structured Values Education Programme for S1-S3 students aims to strengthen moral values including self-discipline, empathy, anti-bullying and responsibility. Experiential activities such as visits to elderly homes, an interactive drama about cyber bullying and a rich-and-poor banquet were also arranged to help students better develop empathy and reflect on what they can do for the needy in the community.

The Guidance Committee 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)*. The ‘Alpha Next Generation Series’, which was produced by Alpha Hong Kong, was used in ERS lessons for S1 students in the first term. An Alpha Day Camp was organized by the Christian Fellowship in collaboration with various churches in Hong Kong. All these strategies were aimed to provide ways for students to learn the values in God’s Word, how to worship God together and how they can support each other through prayers. A biweekly morning sharing by teachers and students on biblical verses or testimonies relating to God’s love were found to have a constructive impact on both teachers and students. We believe that students can develop positive traits such as forgiveness, kindness and love. The activities held during Gospel Week included a Christian music broadcast, teachers’ testimonies of their faith in Jesus, a book mark design competition, game stalls and worship sessions. Pastor Lemuel, the Director of M9 Marginal Youth Ministry, was invited as our guest speaker for our Special Religious Assembly. His enlightening sharing filled our students with hope and confidence through faith in Jesus Christ. The majority of students found these activities during Gospel Week useful in exploring the meaning of life and to develop their Christian faith.

### **Service Learning Programme**

As in the past few years, S1 to S5 students are required to volunteer in various projects. They were provided with opportunities to serve the community in various ways such as paying visits to elderly centres, organizing a fete for intellectually-disabled people, volunteering at the Crossroads Foundation and selling flags for charity.

All S1 students were required to attend a training workshop to build up their team spirit and learn how to communicate better with others. They also learned how to communicate with the elderly and organized some fun games for them in elderly centres. This activity aimed to develop students’ self-esteem, build up their self-confidence and help them gain satisfaction from their contribution in the activity. The importance of these attributes is to make students possess a stronger disposition to do good.

The Guidance Committee organized the Voluntary Services Program for students to develop their teamwork, communication skills and their empathy towards the needy in the society. This program is also linked to the Correctional Scheme where students are given the opportunity to have the number of their demerits reduced if they demonstrate satisfactory behaviour and understand the importance of observing school rules after doing service work for the community.



The Service Learning Programme also aims to address the needs of our community and raise students' awareness of the needy around us. Collaborative learning is created by combining the conceptual knowledge they have learned with its application through providing services in the community. The students also benefit from the programme by developing competence and skills which are conducive to positive youth development, forming bonding with others, and cultivating healthy beliefs and clear values.

## **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 in September 2018, eleven parents were elected un-opposed to serve on the 2018-2020 PTA Executive Committee: Ms Brenda Ng (Chairlady), Dr Sylvia Doo (Vice-Chairlady), Mr David Fong (Secretary), Ms Chou Meifang (Assistant Secretary), Mr Alan Lam (Treasurer), Ms Vivian Lau (Assistant Treasurer), Ms Maggie Koon, Ms Li Yu Hua (replaced by Mr Alex Mar from March 2019), Ms Daisy Ng, Mr Qin Han Qiang and Mrs Joanne Yang. The College Principal, Ms Carol Yang (Vice-Chairlady ex-officio), appointed eight teachers including Mr Clinton Chong (Coordinator), Ms Kit Wong (Assistant Coordinator), Ms Silver Chan, Mr Calvin Foo, Ms Faye Lai, Mr Theodore Tam, Mr C.M. Wong and Mrs Priscilla Poon to sit on the PTA Executive Committee.

List of PTA activities/matters organized/handled by the sub-committees/groups during the academic year 2018-19:

#### Parents' Relations & Recreation Committee

- Parents' Lunch with College Principal, Deputy Principals and teachers (Oct 27, 2018)
- PTA Cultural Heritage Outing to Sai Kung Yim Tin Tsai 西貢鹽田梓 (Apr 13, 2019)

#### Parenting & Support Committee

- Life Education Movie Appreciation of 《非同凡響》 (Nov 24, 2018)
- Life Education Workshop on Mindful Parenting (Jan 19, 2019)

#### Pre-University Education Committee

- Study Pathway Talk 1: Road Map for Overseas Study (Oct 13, 2018)
- Study Pathway Talk 2: Preparation for Overseas Study (Mar 30, 2019)

#### School Matters & Welfare Committee

- Routine check of catering services, kitchen hygiene and food quality
- Production of PTA drawstring bags for distribution to PTA members at PTA events and S6 graduates
- Preparing gifts for teachers for the Parents-Also-Appreciate-Teachers event (May 6, 2019)

- Production of personalized mugs for presentation to S6 graduates at the graduation ceremony (May 28, 2019)
- Liaised with the College, in response to parents' suggestion, to include a cotton knit sweater to the school uniform list

#### Volunteer Services Committee

- Provided support to social services and voluntary work arranged by the school social worker for students (throughout the school year)
- Lunar New Year Gifts Transfer Programme with People's Food Bank of St. James' Settlement (Feb 2019)

#### Communications & Technical Supports Committee

- Launch of revamped PTA website
- Set up S1 parents whatsapp groups at the beginning of the academic year (Sep/Oct 2019)
- Set up SSCPTA Facebook (Jan 2019)

#### Christian Parents Group

- Monday mornings parents' prayer group
- Christian Parents' Gathering on "Christianity Education Sharing" with sharing by Deputy Principal, Lay School Chaplain and Christian teachers (Nov 16, 2018)

#### Additional Activities

- Joined "The Alliance" to raise funds for the College in various activities including the SSCPS Family Fun Day, SSC Family Day and SSCPS Spring Social
- Provided support for SSC Family Day (March 2, 2019)
- Provided support for the Happy Hour Gathering between SSC parents and SSC Preparatory School Grade 5 & 6 parents organized by SSCPSPTA (Apr 8, 2019)
- Joined "The Alliance" in giving an ice-cream treat for all students at SSC and SSCPS in celebration of their achievements in external competitions (May 23, 2019)
- Provided support for the recruitment of choir members for the SSC & SSCPS Parents' Choir performance at the SSC & SSCPS School Concert (July 11, 2019)
- Publication of 3 PTA Newsletters (Sep 2018, Mar 2019 & June 2019)

#### Remark:

After Typhoon Mangkhut hit Hong Kong in the summer of 2018, St. Stephen's College Alumni Association, St. Stephen's College Parent-Teacher Association, St. Stephen's College Preparatory School Parent-Teacher Association, and Friends of SSCPS, collectively known as "The Alliance" joined hands to raise funds to restore the school campus.

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

The School Development Committee serves as the link between the College, the Alumni Association and other eager Alumni groups.

Our members in the big family of SSC have participated in various events and occasions, such as Family Day, Homecoming Day, mentorship programmes, the graduation ceremony,

music and sports celebration dinner, retirement dinners for Mrs Cortia Chung of SSC and Mr Eddy Kam of SSCPS, the annual dragon boat competition, and so much more. Participants include enthusiastic alumni, staff, students and parents. The College is overjoyed to see the return of alumni groups from all around the world to attend their graduation anniversaries, celebrating the reunion of so many life-long friends who share unforgettable memories.

One feature of the alumni-school partnership is the S4-S6 mentorship programme, with alumni from all sectors and industries. This programme has provided a platform whereby students can receive valuable career advice and Life Planning.

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

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

For higher education, over 88% of our graduates obtained a bachelor's degree offer from local or overseas universities and institutes. Like previous years, the UK was the first choice for many students, followed by Australia, the United States, Canada, China and Japan. Preferred majors (for both local and overseas education) included medicine, dentistry, law, architecture, biomedical science, nursing, quantitative finance, actuarial science, surveying, veterinary studies, psychology, physiotherapy, arts, economics and finance, business, communication and journalism, hotel management, fine art and design, humanities, education, computing, and engineering.

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

## D. Student Performance Domain

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

#### Pass Percentages in Individual Subjects

Subjects	2017-2018		2018-2019			
	Level 2 or Above	Pass %	No. Sat	Level 2 or Above	Pass %	HK Pass %
Chinese Language	69	97.2	72	71	98.6	86.2
English Language	71	100	72	72	100	78.6
Mathematics	71	100	72	72	100	80.8
Calculus and Statistics	11	100	14	13	92.9	87.1
Algebra and Calculus	8	88.9	6	6	100	92.3
Liberal Studies	71	100	72	71	98.6	90.7
Biology	37	97.4	38	38	100	90.4
Business, Accounting & Financial Studies	7	100	4	4	100	90.6
Chemistry	40	100	44	44	100	87.5
Chinese History	5	100	10	10	100	91.1
Economics	29	96.7	23	23	100	85.8
Geography	12	100	6	6	100	87.2
History	6	100	9	9	100	94.5
Information & Communication Technology	5	100	3	3	100	82.7
Physics	20	100	22	21	95.5	90.0
Visual Arts	13	100	13	13	100	87.0

### (2) IB Examination results 2019

School statistics	
Number of diploma candidates registered in the session	42
Number of candidates who passed the diploma	40
Average points obtained by candidates who passed the diploma	35
Highest diploma points awarded to a candidate	44
Average grade obtained at the school by candidates who passed the diploma	5.59

<b>Subject</b>	<b>Average Grade (School)</b>	<b>Average Grade (Worldwide)</b>
Chinese A: Lang and Literature HL	5.6	5.68
Chinese A: Lang and Literature SL	5.47	5.78
Chinese A: Literature HL	6	5.45
Chinese A: Literature SL	5.53	5.48
English A: Lang and Literature HL	5.33	4.97
English A: Lang and Literature SL	5.5	5.09
English B HL	5.94	5.73
English B SL	5.33	5.75
Spanish Ab. SL	5.67	4.97
Business Management HL	5.33	4.8
Business Management SL	6	4.76
Economics HL	5.33	5.1
Economics SL	5.5	4.66
Geography HL	7	5.19
Geography SL	5.43	4.78
History SL	4.7	4.45
History Asia and Oceania HL	5.5	5.07
Biology HL	5.3	4.33
Biology SL	5.6	4.17
Chemistry HL	5.63	4.5
Chemistry SL	5.6	4
Physics HL	5.11	4.65
Physics SL	4.67	4.03
Math. Studies SL	4.8	4.16
Mathematics HL	4.88	4.69
Mathematics SL	5.83	4.18
Music HL	6	4.71
Visual Arts HL	5	4.27
Visual Arts SL	4	3.77

### (3) Territory-wide System Assessment (TSA) Results 2019 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	76	89
English	70	92
Mathematics	80	96

**(4) Further Studies / Careers in S.6 Graduates 2019**

<i>S6 Graduates</i>	No. of Students		Percentage of Students	
	2019	2018	2019	2018
Degree at local universities/institutes	69	(54)	59.5	(47.0)
Degree at overseas universities/institutes	34	(46)	29.3	(40)
Other programmes at local universities/institutes	9	(5)	7.8	(4.3)
Other programmes at overseas universities/institutes	3	(9)	2.6	(7.8)
Repeating S6/Self-study	0	(1)	0	(0.9)
Unknown	1	(0)	0.9	(0)

**(5) Summary of University Offers to S.6 Graduates 2019**

**(A) DSE students**

<b>Undergraduate Programmes in Hong Kong</b>	
1. The University of Hong Kong	Medicine, Dentistry, Arts, Engineering, Architectural Studies, Government & Law, Science, Surveying
2. The Chinese University of Hong Kong	Medicine, Quantitative Finance, Business, Biomedical Sciences, Science
3. Hong Kong University of Science and Technology	International Research & Enrichment, Engineering, Science, Information Systems, Business & Management, Financial Technology, Mathematics & Economics, Biotechnology & Business
4. City University of Hong Kong	Engineering, Marketing, Biomedical Sciences, Creative Media, Accountancy
5. The Hong Kong Polytechnic University	Physiotherapy, Hotel Management, Medical Laboratory Science, Mechanical Engineering, Surveying, Marketing
6. Hong Kong Baptist University	Arts, Nursing, Communication
7. Lingnan University	Business, Global Liberal Arts
8. The Education University of Hong Kong	Language Studies: Chinese
<b>Undergraduate Programmes Overseas</b>	
1. Durham University, UK 2. University of Warwick, UK 3. University of Sussex, UK 4. Newcastle University, UK 5. Cardiff University, UK 6. University of Sheffield, UK 7. Lancaster University, UK 8. University of York, UK 9. Bournemouth University, UK 10. University of Exeter, UK 11. University of Leeds, UK 12. Simon Fraser University, Canada 13. Queensland University of Technology, Australia 14. The University of Western Australia, Australia 15. Modul University Vienna, Austria 16. Peking University, Mainland	Media Production, Marketing & Management, Optometry, History, Economics & Politics, Animation, Finance, Mathematics, Operational Research, Statistics & Economics, Humanities, Psychology, Computer Animation Art & Design, Marketing & Management, English Literature, Graphic & Communication Design, Hotel Management

**(B) IB students**

<b>Undergraduate Programmes in Hong Kong</b>	
1. The University of Hong Kong	Medicine, Science, Biomedical Sciences, Social Sciences, Arts, Journalism
2. The Chinese University of Hong Kong	Cell & Molecular Biology, Biomedical Sciences,
3. Hong Kong University of Science and Technology	Engineering, Science, Business
4. City University of Hong Kong	Data Engineering
5. Hong Kong Baptist University	Business
6. Hong Kong Shue Yan University	Journalism
<b>Undergraduate Programmes Overseas</b>	
1. The University of Edinburgh, UK 2. Lancaster University, UK 3. The University of Nottingham, UK 4. Swansea University, UK 5. Goldsmiths, University of London, UK 6. Queen's University Belfast, UK 7. University of Arts London, UK 8. The University of Manchester, UK 9. Istituto Marangoni London, UK 10. Leeds Arts University, UK 11. University of Exeter, UK 12. Fordham University, US 13. Keio University, Japan 14. Jinan University, Mainland	Psychology, Microbiology, Mechanical Engineering, Anthropology & Visual Practice, Computer Science, Economics, Food Science & Food Security, Art & Design, Veterinary Medicine & Surgery, Japanese Studies, Fashion Styling & Creative Direction, Comic & Concept Art, Product Design, Business

## 7. Financial Summary

### Financial Summary for the 2017/2018 School Year

	Government Funds	Non-Government Funds
<b>INCOME</b> (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	42.08%	N.A.
School Fees	N.A.	45.52%
Donations, if any	N.A.	0.08%
Other Income, if any	4.89%	7.43%
<b>Total</b>	46.97%	53.03%
<b>EXPENDITURE</b> (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	66.18%	
Operational Expenses (including those for Learning and Teaching)	20.23%	
Fee Remission / Scholarship <sup>1</sup>	9.26%	
Repairs and Maintenance	2.34%	
Depreciation	1.99%	
<b>Total</b>	100%	
<b>Surplus for the School Year</b> <sup>#</sup>	0.55 months of the annual expenditure	
<b>Accumulated Surplus in the Operating Reserve as at the End of the School Year</b> <sup>#</sup>	7.3 months of the annual expenditure	
<sup>#</sup> in terms of equivalent months of annual overall expenditure		

<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)