

ST STEPHEN'S COLLEGE

SCHOOL REPORT (2025-2026)

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1. Vision and Mission

A. Vision

St Stephen's College aims to provide quality education and training for the whole person, with a balanced emphasis on moral, intellectual, physical, social, aesthetic and spiritual development, in a caring and supportive Christian environment. We believe in equipping students with life-long learning skills, sound moral principles and broad global perspectives so that they become competent, committed and resourceful leaders of tomorrow.

B. Mission

(a) To offer students a modern, all-rounded and liberal education through a diverse and flexible curriculum.
(b) To inculcate in students a sense of moral and spiritual integrity and uprightness based on Christian principles.
(c) To offer opportunities to students to stretch, appreciate and realise their own special potential.
(d) To foster the development of students' generic skills for life-long and life-wide learning, particularly critical thinking.
(e) To help students acquire high proficiency in English and Chinese with emphasis on Putonghua usage.
(f) To assist students to adopt a multi-cultural and international perspective in life and to network the school with overseas educational institutes.
(g) To build up students' leadership strengths such as stamina, confidence, commitment and problem solving skills.
(h) To develop student's appreciation of their cultural heritage and national identity.
(i) To nurture students to become caring, responsible and open-minded citizens in order to serve society, their country and the world.
(j) To boost students' social and life skills, independence and self-discipline through programmes such as enriched mandatory boarding.
(k) To unleash the creative potential of students to enhance their aesthetic development and nurture enquiring minds.
(l) To train students for physical fitness and help instil in them a good sense of sportsmanship.
(m) To adopt an interactive and student-centred approach in teaching with favourable teacher-student ratio.
(n) To encourage teachers' professional growth and collaboration so as to maximize effective teaching and vocational satisfaction.
(o) To become partners with parents, the alumni of the School and the community at large to foster mutual understanding, care and collaboration

2. Our College

St Stephen's College is a Christian secondary school of the Anglican (Sheng Kung Hui) tradition. It aims to provide quality education for the whole person, embracing moral, intellectual, physical, social, aesthetic and spiritual development, in a caring and supportive Christian environment.

Founded in 1903 as a boys' school, St Stephen's College, with its unique boarding facilities, soon began to attract international students. In 1968, the school became co-educational and in 1970, it was turned into a government subsidized school. Since September 2008, it has become a school under the Direct Subsidy Scheme (DSS). It now can cater for around 1000 boys and girls.

From the initial site in the Island's Western district, the College has moved to larger premises in Stanley Peninsula with approximately 150,000 square metres of land, which commands picturesque views of nearby beaches. This beautiful expanse of green, wooded countryside is a source of inspiration to the many young people we prepare for adult life.

The College is well-endowed with many enviable above-standard facilities conducive to whole person development. It is equipped with a multi-media self-access learning library and technology-assisted learning centres. In sports, the College boasts a large indoor gymnasium, a 50 metre swimming pool, a football pitch, a 400 metre athletic track, three tennis courts, several outdoor basket-ball and volley-ball courts. To enhance aesthetic development, the College has a specially designed music room, two auditoriums, individual music practice rooms, two spacious art studios and vast open spaces for exhibiting students' art works. In addition, the College has a unique Student Centre to facilitate various student leadership activities and a Chapel for worship.

The College uses English as the medium of instruction, and offers a challenging range of subjects from Secondary One to Secondary Six, covering all the key learning areas: English and Chinese Languages, Mathematics, sciences, humanities, arts, physical and technology education. Senior students specialize in selected subjects in the Arts, Science or Commercial streams in preparation for tertiary education at home or abroad. Generic skills for life-long learning are encouraged.

St Stephen's has always acknowledged the benefits of extra-curricular activities. It offers a diverse range of activities that cover interest development, sports, academic pursuits, spiritual growth and service. Life-wide learning which includes local, Mainland and overseas study trips, are organized regularly.

St Stephen's College offers weekly boarding to both boys and girls for all levels in separate dormitories. Teachers living on campus provide supervision and pastoral care. We believe that boarding offers special opportunity to students to develop independence, self-discipline, maturity and self-motivation.

St Stephen's College is naturally proud of its long history and traditions. It looks on with pride

at the accomplishments of its graduates both in Hong Kong and worldwide, among whom are eminent professionals, businessmen and government officials. St Stephen's is committed to equipping our students with the all-round qualities and confidence needed for them to face the challenges of tomorrow.

3. Our Staff

Currently, there are 178 school staff members, including 103 teachers, 11 laboratory and computer technicians, 32 administrative staff, 23 janitorial staff, 7 auxiliary staff, and 2 music instructors. We also have 2 full-time social workers, and 29 visiting music instructors.

Dr Clement Cheng Wing Ming, Dr Henry So Wai Lok, Mr Tun Nay Win and Ms Tsoi Lan Tik, Han left the College last school year. We wish them all the best in their future endeavours.

We extend a warm welcome to our new teachers, Ms Chan Hoi Ying, Eunice, Mr Chow Tsz Hong, Samuel, Mr Li Tung, Samson, Ms Lo Wan Yee, Winnie, Mr Smith Cameron Rudolf, Mr Serrano Arias Ivan and Mr Wong Kwan Ho, Alvin. We wish them great satisfaction in both their work and professional growth and hope they will enjoy the fellowship here.

Congratulations go to Ms Zhang Jie, Jackie for being awarded an MA degree by the University of Hong Kong.

Teachers who are presently engaged in professional development courses are:

Ms Jasmine Hui	Master's in Expressive Arts Therapy, HKU
Mr Enoch Chan	PGDE Music, CUHK
Mr Thomas Broadhead	PGCE iQTS, Sunderland University

There are 103 teachers at the College among whom 97% are trained, 99% have a first degree, 54% 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	31	21 - 25	14
6 - 10	13	26 - 30	9
11 - 15	10	31 - 35	7
16 - 20	16	36 - 40	3

4. Our Students

A. School Enrolment

Student Composition

Year	Boys	Girls	Total
2022	486	380	866
2023	520	378	898
2024	538	439	977
2025	561	470	1031
2026	571	507	1078

Class Organization

Secondary	No. of Classes	Boys	Girls	Total
1	5 (6 groups)	101	99	200
2	5 (6 groups)	101	94	195
3	5 (6 groups)	83	103	186
4	5 (6 groups)	112	72	184
5	5 (6 groups)	90	74	164
6	5 (6 groups)	84	65	149
Total	30	571	507	1078

B. Boarding

Boarders

Secondary	No. of Classes	Boys	Girls	Total
1	5 (6 groups)	25	28	53
2	5 (6 groups)	21	24	45
3	5 (6 groups)	19	25	44
4	5 (6 groups)	33	22	55
5	5 (6 groups)	29	30	59
6	5 (6 groups)	38	19	57
Total	30	165	148	313

5. Turning Our Heritage into a Learning Experiences

Our Heritage Work

(1) Introduction

The St Stephen’s College Heritage Project continued to be an important programme in the

2025–2026 academic year. The project aimed to preserve and promote the rich history, traditions, and heritage of St Stephen's College, while providing students with meaningful opportunities to serve the school and the wider community.

Through docent training, campus tours, special events, and heritage-related activities, student docents acted as ambassadors College. They welcomed visitors, introduced important historical sites, and shared the stories and values of St Stephen's College with different groups.

(2) Project Statistics

During the 2025–2026 academic year, the Heritage Project recorded the following achievements:

Item	Number / Amount
Number of student docents involved	135 students
Number of visitors received	2,884 visitors
Total service hours of docents	6,066 hours
Donations and souvenir sales received	$3,819.50

These figures reflect the dedication of the student docents and the continued support from visitors, parents, alumni, and the school community.

(3) Activities Overview

A wide range of activities were organized under the SSC Heritage Project in 2025–2026. These activities allowed docents to receive training, gain practical experience, and take part in meaningful heritage education and service.

Docent Orientation and Training

Docent orientation and training sessions were organized to prepare new and returning docents for their duties. Students learned about the history of St Stephen's College, important heritage sites on campus, guiding techniques, communication skills, and visitor etiquette.

The training helped students build confidence and develop a deeper understanding of the College's heritage. It also prepared them to lead tours professionally and share historical information clearly with visitors.

Special Campus Tours

Throughout the year, the docents supported different types of special campus tours for various groups. These tours provided visitors with opportunities to explore the school campus and learn about its historical and cultural significance.

Special campus tours included:

(i) F1 Admission Talk

Docents assisted with campus tours for prospective students and parents during the F1 admission period. They introduced the school environment, heritage sites, and student life at

St Stephen's College.

(ii) Specific Tour for SSC Preparatory School

Special tours were arranged for students and members of the SSC Preparatory School community. These tours helped younger students understand the history and traditions of the College and strengthened their connection with the St Stephen's family.

(iii) Open House Hong Kong

The Heritage Project also participated in Open House Hong Kong, welcoming members of the public to visit the campus. Student docents played an important role in guiding visitors and presenting the historical features of the College.

Special Activities

In addition to regular and special tours, the Heritage Project included several meaningful activities that enriched students' learning experiences and strengthened their sense of service and leadership.

Special activities included:

(i) Peace Remembrance Day

Docents performed a flower – laying ceremony at the Stanley Military Cemetery during lunchtime to honor those who were killed or passed away on our school campus. The event formed part of the Peace Remembrance Day activities, helping to promote reflection on history, peace, and remembrance while reminding students and visitors of the importance of learning from the past.

(ii) Leadership Training Day

A leadership training day was organized to develop students' leadership skills, teamwork, confidence, and sense of responsibility. This activity helped prepare docents to take on more active roles in guiding tours and supporting heritage events.

(iii) Visit to Our Sister School

Docents participated in a visit to the College's sister school. The visit encouraged cultural exchange, friendship, and mutual understanding. It also allowed students to share the heritage and values of St Stephen's College with others.

(iv) Accompanied with CPF (Community Partner Foundation) to promote school history

Four docent leaders were invited to deliver a talk on the history and development of SSC in partnership with the CPF.

(v) Heritage Trail Open Day

The Heritage Trail Open Day provided an opportunity for visitors to explore the campus heritage trail. Student docents guided participants along the trail and introduced important historical locations, buildings, and stories connected to the College.

(vi) Docent Camp

The Docent Camp offered students a valuable opportunity to strengthen teamwork, build friendships, and enhance their knowledge of the Heritage Project. Through group activities and training, docents developed a stronger sense of belonging and commitment to their roles.

(4) Student Development and Learning Outcomes

The Heritage Project provided students with valuable learning experiences beyond the classroom. Through serving as docents, students improved their communication skills,

public speaking ability, leadership, teamwork, and problem-solving skills.
The project also helped students develop:
• A stronger understanding of the history of St Stephen's College
• A deeper sense of belonging to the school
• Greater confidence in interacting with visitors
• A stronger spirit of service and responsibility
• Appreciation of heritage conservation and historical education
By participating in tours and activities, docents became important ambassadors for the College and helped pass on its history and values to others.

(5) Community Engagement and Impact

The Heritage Project successfully connected the school with the wider community. With **2,884 visitors** received during the year, the project continued to attract interest from parents, alumni, students, and members of the public.
Through guided tours, open days, and special events, visitors gained a better understanding of the College's heritage, architecture, traditions, and educational mission. The positive support shown through donations and souvenir sales, amounting to **$3,819.50**, also reflected their appreciation for the project.

(6) Conclusion

The St Stephen's College Heritage Project in 2025–2026 was a successful and meaningful programme. With the participation of **135 student docents**, the project welcomed **2,884 visitors**, contributed **6,066 service hours**, and received **$3,819.50** through donations and souvenir sales.
The wide range of activities enriched students' learning experiences and strengthened the promotion of the College's heritage.
The Heritage Project will continue to preserve and share the history of St Stephen's College, while nurturing students to become confident, responsible, and caring ambassadors for the school.

6. Reflections and Achievements on Major Concerns

A. Management and Organization Domain

Major Construction

(1) Advancing Campus Sustainability Through Decarbonisation Initiatives

The College has successfully driven green infrastructure upgrades under the framework of the Energy-Efficient Community Subsidy Programme. We spearheaded a large-scale renewable energy initiative, installing extensive solar photovoltaic systems across campus buildings. This network incorporates 88.4 kWp nominal PV power at the Centenary Building (funded by HK Electric) and 162.84 kWp at Benevolence House. This combined 251.24 kWp capacity establishes a significant green energy benchmark among educational institutions citywide. While this solar panel project is now successfully completed, the

College remains deeply committed to this sustainable path and will continue to actively pursue future initiatives to expand clean energy utilization across our campus.

(2) Rigorous Governance and Strategic Lifecycle Planning for Major Infrastructure Repairs

The College has exercised robust project governance in mobilizing campus rehabilitation under the Education Bureau's Non-recurrent Assistance for Major Repairs framework. This program addresses critical structural enhancements, including sports flooring remediation at the North House Tennis Courts, fence walls at Martin Ball Court, waterproofing restoration at Ho Tim Building, boundary fences along Tung Tau Wan Road, and road resurfacing at Ball Court Road. Coordinating closely with architectural and quantity surveying consultants, the College steered procurement through highly regulated workflows validated by the EDB and Architectural Services Department. We also integrated compliance workflows for the new Construction Industry Security of Payment Ordinance, ensuring supply chain stability.

(3) Sanitary Facility Modernization and Time-Critical Project Controls

Reflecting our focus on health and safety, the College orchestrated the comprehensive modernization of sanitary facilities across the G/F of School House and 2/F of Centenary Building. The College structured the open tender and design parameters to satisfy concurrent statutory requirements of the Buildings Department, Department of Health, and Antiquities & Monuments Office. To guarantee procurement transparency, we implemented a strict, weighted techno-price assessment framework to evaluate bids. Strategically scheduling site possession and heavy works entirely within the summer recess, the College insulated the student body from disruptions, delivering pristine facilities precisely for the new academic term.

B. Learning & Teaching Domain

Learning and Teaching

The 2025/2026 school year marks a shift in the College's pedagogical approach with the adoption of a Human-AI collaborative teaching and learning framework. This initiative aims to cater to learner diversity, foster self-directed learning, and encourage reflective learning by integrating AI across different subjects. At St Stephen's, teachers take proactive measures to ensure that foundational skills and knowledge are not compromised, while leveraging the potential of technology to support personalised learning and classroom teaching, providing opportunities for students to develop critical thinking skills, problem solving skills and digital literacy.

In the core subjects, the focus is on using AI to enhance the learning process rather than replacing it. The Chinese and English Departments utilise Large Language Models (LLMs) to enhance composition brainstorming, sentence or paragraph refinement and interactive speaking practice. For example, the English Department uses teacher-programmed chatbots to guide students through various stages of writing from brainstorming to revising, while the final product remains entirely student-driven. Students are then given

another writing topic to produce their own work without the use of chatbots. In Science, students use AI to conduct research on existing solutions for service projects and compare material effectiveness before conducting their own experiments. In Economics, students learn how to write effective prompts to obtain information and they are taught how to evaluate the usefulness of the generated information from AI using the CASE framework.

Teachers have also been exploring the use of AI to encourage creativity. In Visual Arts students use generative AI for concept generation and image synthesis, to accelerate design iteration, for example to brainstorm traditional Chinese legendary characters. In addition, teachers require that their final hand-drawn products not be overly similar to the AI-generated images. In Music, generative AI is integrated to provide creative scaffolding for composition assignments. History incorporates interactive AI-assisted role play dialogues that focus on wartime analysis to deepen historical empathy and critical evaluation of multiple perspectives.

In tandem with these pedagogical innovations, the College is actively advancing its curriculum development to strengthen teaching and learning. History was introduced in Secondary 1 to help students to understand and learn from the past. Moreover, strategic planning has been undertaken to prepare for the launch of Geography in Secondary 2 in the 2026/2027 school year. For the 2025/2026 school year, CES teachers prepared and refined their learning materials for the second year of implementing CES. Teachers have created customised chatbots to guide student inquiry and consolidate learning. Materials are also prepared for the expansion of the CES curriculum to Secondary 3 in the 2026/2027 school year. These advancements in the curriculum have been made to engage students with a robust, forward-looking curriculum that equips them with future-ready skill sets and knowledge.

While ongoing developments in curriculum and dedicated teachers create a supportive learning environment, student commitment is what ultimately unlocks academic success.

The IBDP Programme

After the outstanding achievements of the 2025 cohort, it was hard to believe that the 2026 cohort could reach even greater heights. Yet, they performed magnificently to achieve the highest average in St Stephen's College history. What stood out was not only their immense motivation, their skills in approaching the examinations and assessments, but also their consistency, with all students achieving a grade higher than the world average. Of course, statistics do not show everything, but the average point score of 41 was truly outstanding, being well above the Hong Kong average of 37 and the IB world average of 31. This places St Stephen's as one of the highest scoring schools in the territory. Furthermore, 66 percent of our students scored 40 or above and 86 percent of them scored above the Hong Kong average – a truly outstanding achievement. It is also a new high that 80 percent of our students have been admitted to study at Hong Kong universities – it seems that SSC has become a great foundation for those who may contribute to the future of this great city.

Individually, there were also superb results. Again for the first time ever, five of our students scored the maximum mark of 45, achieving the much sought-after accolade of a Hong Kong 'scholar' – Chan Him Yu Jonas, Fong Yin Hang, Ho Chung Sze Joyce, Mok Timothy Kwan Yeung and Ng Tin Lui. The nine students who scored 44 also deserve great plaudits, being brilliant students in their own right. These nine are Chan Chun Yin, Chan Ying Chuk, Ho Chung Ting Harry, Lyu Xianhe, Man Chun Hei Nathan, Ng Lok Lam, Ting Tsz Ching Agnes, Wong Candise Ching Kiu and Woo Shun Yuen Juliet. Nineteen other students also scored 40 or above, giving them access to some of the best universities around the world. As of now, a record high of 80% of our students plan to study locally in Hong Kong whilst 20% plan to go to Mainland China or overseas, the largest number to the UK.

In response to the complex educational challenges of the mid-2020s—most notably the rapid rise of generative artificial intelligence, the urgent need for climate and sustainability literacy, questions of equity and inclusion, student wellbeing, and the broader digital transformation of learning—St Stephen's is prioritising thoughtful adaptation, ethical guidance and the development of student agency rather than prohibition or rigid control. On artificial intelligence, the school does not ban tools such as ChatGPT, recognising that AI will become as commonplace as calculators or spell-checkers. Instead, we insist that students remain the authentic authors of their thinking and that any AI-generated content used in their work must be clearly acknowledged. Teachers guide students to use AI critically and ethically as a support for inquiry, brainstorming and refinement, while ensuring that high-stakes assessment decisions and judgements about learning remain firmly in human hands. At the same time, the school embeds responses to wider global challenges within its curriculum and daily practice: students engage in interdisciplinary, project-based work that explores real-world issues such as climate change, sustainability and social justice; classrooms emphasize international-mindedness, intercultural understanding and the attributes of the learner profile; and deliberate attention is given to student wellbeing, balanced growth and the development of Approaches to Learning skills. Through these interconnected approaches, SSC is seeking to equip its students not merely to cope with a volatile, technology-saturated and ecologically stressed world, but to act as thoughtful, principled and compassionate agents within it.

Another change in the IB section was the move of location in our group CAS expedition. Last summer, a group of our biggest number of enthusiastic students ever embarked on an unforgettable expedition to Bali, where they engaged in meaningful community service by building homes for needy elderly people. The experience was enriching yet demanding. Students learned how to construct safe and dignified housing using basic tools and materials. They coordinated their efforts, developing teamwork and resilience as the homes gradually took shape. Interacting with the elderly residents and local community members added a profound human dimension; language barriers were overcome through shared smiles, gestures and simple acts of kindness. The students gained a deep appreciation for the importance of shelter, dignity and intergenerational care. Despite the physical challenges, the expedition left a lasting impact, teaching resilience, empathy and cultural understanding. They returned home with a strong sense of accomplishment, knowing they had made a

tangible difference in the lives of elderly people in need.

We are extremely proud of what 2026 brought – a group of outstanding students and an opportunity to develop even further after our first twelve successful years as an IB school!

DSS Special Programme

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

(1) Creativity Programme

The Creativity Programme offers junior form students the opportunities to design, engage in, and reflect on creative projects that contribute to aesthetic and analytical knowledge creation. The three-year programme aims to enable students to approach challenges or situations in creative ways and come up with innovative ideas. In Secondary One, students get a taster of all six programmes, and in Secondary Two and Three, students specialise in one of the six following programmes: 1) Creative Innovation, 2) iEngineering, 3) Creative Media, 4) Creative Ceramics, 5) Creative Music, and 6) Creative Business.

Creative Innovation

The programme provides students with sustained opportunities to design, conduct and interpret scientific investigations of their own. In 2025–26, students took part in Croucher Science Week in April 2026, attending online lectures and demonstrations in biotechnology, environmental science and physics. During the post-examination period, they completed the three-day CUHK AMGEN Biotechnology Experience, gaining practical laboratory training in molecular biology and connecting theoretical principles with experimental practice.

The campus soil biodiversity project, led by alumnus Dr Henry So W.L., entered its second year. Students collected soil and insect specimens from sites across the College, examined them under microscopes and extracted DNA for analysis. By contributing biodiversity data on the College grounds, they strengthened their scientific inquiry skills and promoted environmental awareness. The project also reflected this year's theme, "Loyal Hearts. Youthful Wings. Together We Thrive!", as students investigated the environment they share and contributed their findings to a wider effort.

A group of Secondary 4 students extended this inquiry into original design by developing EchoCharge (知電啲), a power bank that provides audible battery-level information through a mobile app. This enables users with visual impairments to know how much charge remains and whether the device is charging. Following an interview with a user from Artscompana (藝造人才), the team developed four prototypes featuring tactile arrows at the charging port and a customised circuit board designed to reduce the risk of short circuits. Each unit costs

approximately HK$60 in materials, compared with HK$500–HK$800 for comparable products. The project was entered in the Hong Kong Science Fair.

Overall, students had the chance to explore and develop their passion for research and development in science while also demonstrating creativity, collaboration and a strong sense of social responsibility.

i-Engineering

In our iEngineering program, we do not just teach technology to our students; but we also train the next generation of engineers. Our students are equipped with a rigorous, multidisciplinary toolkit comparable to industry standards. This comprehensive foundation empowers them to transform abstract concepts into tangible solutions for complicated challenges and daily problems alike.

There is no greater testament to the success of this training than the historic achievement of our school's ROV Team this year.

After an outstanding victory at the regional level, our team earned the prestigious honour of representing our school and the Hong Kong region at the World Championship in Canada. This gruelling global competition challenged our students to build their own underwater robot to undergo highly complex underwater missions under immense pressure and strict time constraints. They demonstrated the very pinnacle of resilience, technical excellence, and innovation. As we celebrate our achievements, we look forward to the future with immense anticipation, knowing that the next generation of pioneering engineers is sitting right here in this hall today.

Creative Ceramics

Shape your imagination with the Creative Ceramics Programme! This unique initiative offers students a continuous journey to express their creativity and sharpen their aesthetic vision. We are thrilled to welcome renowned studio potter and instructor Mr. Chu Kai Man as our resident artist this year. Beyond hands-on masterclasses with Mr. Chu, the programme brings artistry to life through inspiring guest seminars, collaborative teacher workshops, and immersive museum excursions.

We are incredibly proud to celebrate the outstanding achievements of our talented young artists this year:

Gold Award:	3D Au Hoi Lam	3H Liu Tsz Wai Jamie
	3J Lam Suet Yee Alyssa	3L Lai Yuet Ka
	3Y Lau Chui Ying	
Silver Award:	2C Tang Tsz Yu	2D Chan Valentina Lok Yee
	2J Leung Sin Yiu Eunice	2L Tang Nga Tanya
	2Y Cheung Yu Shok	
Bronze Award:	1D Wong Pak Yin	1D Sung Ka Man
	1D Wong Yu Kiu Bella	1J Leung Hing Ching
	1Y Lam Hei Yu Sophie	

Creative Media

The Creative Media (English) Programme provided junior form (S2 and S3) students with a

dynamic platform to develop their communication skills, critical thinking, and creativity through hands-on video production. Working in small groups across two major thematic projects—the school theme “Loyalty and Youthfulness” in Term 1 and “Proverbs 2.0” educational skits for S1 students in Term 2 – approximately 70 students produced diverse content ranging from vlogs and interviews to animations and drama skits. Supported by regular teacher supervision, workshops, and Padlet peer feedback, students actively engaged in every stage of production, from initial brainstorming and scriptwriting to camera work and video editing. Their final productions were showcased during the annual Harvest Day exhibition to celebrate their achievements, encourage peer learning, and foster cross-grade appreciation, ultimately empowering students to build authentic vocal confidence and find their personal voices in English.

In the Chinese Creative Media Programme for S2 and S3 students, two renowned Hong Kong writers, Mr. Leung Wai Lok and Mr. Tsui Cheuk Yin, served as instructors. Through their professional guidance, students developed their skills in a diverse range of writing genres, including prose, fiction, interview scripts, book reviews, and film reviews. To provide authentic learning experiences, students actively contributed to the student magazine, *Eruditio*, applying class techniques to conduct interviews with alumni, teachers, and fellow students. Selected works were published in the magazine, offering students a meaningful platform to showcase their creativity, writing talents, and unique perspectives while engaging with the wider school community. For the Chinese Creative Drama Programme in S1, Ms. Jen Lam, a renowned Hong Kong-based actress and drama educator, was invited as the programme instructor. Through interactive, experiential learning activities, S1 students were introduced to the fundamentals of stage performance, fostering confidence, self-expression, oral Chinese communication skills, and a deeper appreciation for the performing arts.

Creative Music

Building on the success of last year’s Creative Music workshops and achievements, this year our program continued to flourish guided by renowned composers Alex Lau, and Dr. Ada Lai. Our S2 and S3 students advanced their skills in songwriting, song arranging, studio recording, and instrumental composition. In July, the S2 students gained hands-on experience during a studio recording visit to the Bassline Institute of Music, where they learned about recording and Artificial Intelligence composing technologies.

Inspired by the exhibits of the Hong Kong Palace Museum, students were again encouraged to compose original Chinese instrumental music to deepen their creativity and understanding of traditional Chinese culture. This year, four S3 students submitted their works to the "Relishing Creativeness in the Hong Kong Palace Museum" Music Composition Competition, achieving commendable results with one Silver and four Bronze awards. Notably, Ng Yin Wang (3Y) composition was selected to be performed by professional musicians at the Prize Presentation Ceremony cum Concert at The Hong Kong Jockey Club Auditorium of the Hong Kong Palace Museum. The awarded students were Lam Ming Yan Astraea (3J), Leung Wing Sze (3J), Yao Sau Yip Gabriel (3L), Liu Cheuk Yin (3Y) who received the Outstanding Award (Solo, Bronze prize) and Ng Yin Wang (3Y) who received the Solo, Silver Prize.

Our students' original compositions also earned acclaim at the GalaMusica - Gala Musica Chamber Compositions 2026. Notably, Au Tsz Ho Marcus (5L) won the Outstanding Individual Composition Prize, together with the Hong Kong Composers' Guild Mentorship Scheme Scholarship, for his original work. He also led the Creative Music Team, under the coaching of Ms Ida Tse, in performing this composition, which went on to receive multiple honours: Outstanding Music Prize, Outstanding Performance Prize, Audience Award (Secondary School Session), Outstanding Creative Work (Gold Award).

Creative Business

In the 2025–2026 academic year, the Creative Business Programme provided junior form students with comprehensive, hands-on exposure to social innovation, design thinking, and youth entrepreneurship under the "Vision in Action" framework.

Secondary One students gained a foundational understanding of Hong Kong's start-up ecosystem through interactive school talks and workshops focused on entrepreneurial mindsets, empathy-driven problem solving, and persuasive pitch storytelling.

Building upon these core concepts, Secondary Two students engaged in an intensive eight-workshop series centred on user-centric product development and commercial execution. Applying design thinking models, market research, and the SCAMPER ideation framework, S2 students designed, prototyped, and marketed custom school concert souvenirs, gaining practical experience in financial calculations, branding, and sales strategies. To connect theoretical learning with real-world practices, students participated in immersive site visits to local start-ups—such as UNSUIKYO, Gaaul Up, Dress Green, and OCO—and received personalized virtual guidance during dedicated one-on-one business consultation sessions. The programme culminated in a Business Idea Pitching Day, where student teams confidently presented their business proposals to external judges, demonstrating critical thinking, creative problem-solving, and refined communication skills. Overall, the initiative successfully empowered students to bridge academic principles with market dynamics, cultivating an active, socially conscious entrepreneurial spirit across the school community.

(2) Exchange and Immersion Programme

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

These are the following overseas trips for the 2025-2026 academic year:

- November 2025, Paris, France, STEM-iGem 2025
- December 2025, Guangzhou, China, S3 Chinese History Study Tour
- April 2026, Guilin, China, Science and Geography Study Tour

- April 2026, Shenzhen, China, Shenzhen Sister School Tour
- July 2026, Dungguan, China, S5 Citizenship & Social Development Mainland Study Tour

(3) Mentorship Programme

In collaboration with the SSC Alumni Association, the S.5 programme is designed to broaden students' exposure to a wide range of professions and workplaces, while supporting their personal and professional development through close guidance from alumni mentors. Over 100 S.5 students enrolled voluntarily and were paired with more than 30 mentors representing fields such as aviation, psychology, engineering, IT, banking, finance, law, accountancy, marketing, the creative industries (music and entertainment), maritime piloting, insurance, entrepreneurship, medicine and dentistry. The Mentorship Kick-off Day was on 7 November 2025.

HKDSE Core Subjects

(1) English

In late September and early October 2025, the Quality Assurance Division of the Education Bureau conducted a Focus Inspection of the English Department at the College. Not only were the inspectors impressed by the quality of learning and teaching, but they also commended our students for their excellent overall academic performance and achievements in English-related activities within and outside the school. Indeed, the department has made every effort to further raise standards while not losing sight of the fact that language learning should be engaging and relevant.

Drama in Education continued to be a highlight of our junior-form curriculum. This year the programme was extended to S2, where a dramatic adaptation of *The Curious Incident of the Dog in the Night-Time* was taught through such interactive methods as 'Story Whoosh!' and 'reciprocal teaching'. As was the case in 2024-2025, all S1 students participated in a year-end drama showcase where they staged the set play *Our Town* in the form of a reader's theatre. In developing and executing these initiatives, teachers were blessed with the generous assistance of the EDB's Native-speaking English Teachers (NET) Section as well as our artist-in-residence Ms Jen Lam. It was very encouraging to see students immersing fully in the activities and building confidence along the way.

Ahead of the September 2027 launch of the junior-form Language Aspirers Programme (LAP), a new curriculum and an international textbook series were piloted in S1 ALP. The prime objectives were to enhance the intellectual rigour of the course and expose students to even more authentic literary and non-literary texts, thereby building a reading habit and global-mindedness. In view of the overwhelmingly positive feedback from teachers and students involved, the same curriculum structure will be extended to S2 ALP in 2026-2027 and eventually to all junior-form classes.

For older students, reflective learning took centre stage. To promote digital literacy, teachers infused AI elements into day-to-day teaching wherever appropriate. For example, AI chatbots were specifically programmed to act as assistants in process writing exercises for S3-S5; students had ample opportunities to write prompts and solicit recommendations before putting together a final draft. S5-S6 students met their English teacher twice in the year to discuss their progress, set SMART (Specific, Measurable, Achievable, Relevant, Timebound) goals and compile a formal 'study plan'. To boost attainment in reading, a thorough analysis of public examination data was conducted and 'targeted' comprehension practices focusing on the 'problem areas' were set. The hard work of the department bore fruit in the 2026 DSE, where 32.8% of our graduates attained Level 5 or above.

As always, our talented boys and girls garnered a great many accolades at various territory-wide competitions. These included 21 top-three finishes at the Hong Kong Schools Speech Festival, a championship at the Grand Final of the Hong Kong Secondary Schools Debating Competition, two outstanding/commendable awards at the EDB's 'SOW Your Discovery' Multimodal Composition Contest and many honourable mentions at prestigious writing competitions. We are proud of all our students and are looking forward to another year of great success.

(2) Chinese

The Class of 2026 attained commendable HKDSE results, with 80.3 % achieving Level 3 or above and 29.5 % attaining Level 5 or above. Three students secured 5**.

In the 2025-2026 school year, the Chinese Department placed strong emphasis on nurturing students' positive values and healthy mindsets. Values-education components were embedded in teaching across all grade levels. Close textual reading and group discussions helped foster positive values and healthy mindsets in students, equipping them to meet future challenges.

Furthermore, the department encouraged students to take part in seven inter-school competitions, including speech, writing and debate contests, enabling them to exchange ideas with high-achieving peers from other institutions. These efforts bore fruit: one student received Gold Award (Hong Kong Division, Junior Section) and National-level Third-Class Award in the National Secondary-School Student Composition Competition. Four students earned the Best Debater Award across various debate competitions. At the 77th Inter-School Speech Festival, our students won one championship, three second-place prizes and four third-place prizes.

To boost students' motivation for Chinese-language learning and cultivate reading habits, the department hosted events in March such as the Chinese Book Fair and a talk by a Chinese writer. These activities were well-received. Students purchased preferred reads at the Book Fair, embarking on a meaningful year through reading. Cross-subject collaboration was also pursued. At S1, we partnered with the Food and Home Management Department to integrate the 24-Solar-Terms theme into the creation of seasonal dishes. At S3, we joined

forces with Visual Arts and Computer and Information Technology for a project on designing and exhibiting traditional Chinese costumes. A wide array of cultural activities was arranged for students to develop an in-depth appreciation of the beauty of Chinese culture. Chinese Department, Home-Economics Society and Parent-Teacher Association jointly held the Mid-Autumn Lantern Fair. In the assembly, Shaolin disciples were invited to campus to demonstrate Shaolin Kung Fu, a national-level intangible cultural heritage of China. Through these learning engagements, the department seeks to enrich students' knowledge of and interest in Chinese culture and nurture their pride in their cultural heritage.

(3) Mathematics

The Mathematics Department has successfully transformed mathematics education from theoretical instruction into dynamic, interdisciplinary learning across multiple grade levels. By bridging core mathematical concepts with Visual Arts, Physics, and real-world contest modeling, the department has fostered high engagement, practical problem-solving, and critical thinking among students. Key initiatives included a Form Two tessellation project developed with the Visual Arts Department and a Form Three DIY hologram projector project created alongside the Physics Department. Additionally, a team of Form Four and Form Five students put their skills into practice by participating in the 2026 International Mathematical Modelling Competition.

Following an introduction to Google Gemini and Sayo Academy for our mathematics teachers and students, Form Two students submitted mathematics worksheets via the Sayo Academy platform, where all completed work was marked and analyzed by AI. Our mathematics teachers and students have gained valuable experience with AI, and the department will continue exploring new and engaging ways to integrate technology into mathematics learning.

Collaborating with the Data Analysis Team to examine the HKDSE Statistical Reports allows the department to evaluate Form Six students' performance and refine teaching materials and instruction. This data-informed approach ensures effective evaluation within the curriculum planning–pedagogy–assessment cycle. Based on this analysis, teachers prepared two supplementary exercise books tailored to different learning needs: one for high achievers to tackle advanced questions and aim for top grades, and another for lower achievers to consolidate foundational skills and secure a pass.

Additionally, the department utilized engaging activities and competitions to arouse students' interest in mathematics. Internal events such as the Mathematics Trial Competition and Problem Solving Competition infused learning with an element of fun. Students were also given ample opportunities to participate in external competitions and specialized training, significantly broadening their horizons and boosting their confidence. Our students performed exceptionally well, earning numerous awards and accolades—most impressively in the International Competitions and Assessments for Schools (ICAS), where three students achieved the highest score among all entrants and were awarded the Medal Award.

(4) Citizenship and Social Development

Citizenship and Social Development aims to broaden students' knowledge base and foster their sense of national identity with a global perspective through the study of topics related to Hong Kong, the nation, and the contemporary world. Over the past academic year, the school provided ample opportunities for students to deepen their understanding of the Basic Law and national security. In October and November, S4 students visited the National Security Gallery and the 80th Anniversary Exhibition of the Chinese Victory in the War of Resistance in two batches. Our students also actively participated in various competitions on the Basic Law and national knowledge organized by the government, as well as by social and academic organizations.

This subject also seeks to enhance students' critical thinking, rational analysis, and communication skills. The Language across the Curriculum strategy was implemented to strengthen both national education and English proficiency during the past academic year. The Citizenship and Social Development and English Departments collaborated closely to design learning materials and activities that created synergistic effects in students' acquisition of national knowledge, reflection on their national identity, and development of English reading, writing, speaking, and listening skills. To further support reading development, the Department partnered with the library to organize a book exhibition for S5 students on the theme "Travelling—in China and countries in the Belt and Road Initiative." This initiative not only broadened students' horizons but also encouraged extensive reading, thereby enhancing their skills through exposure to a wide range of texts relevant to their studies.

C. Student Support and School Ethos Domain

Promote whole person development

Loyal Hearts. Youthful Wings. Together We Thrive!

During 2025-26 the College promoted the values education theme "Loyal Hearts. Youthful Wings. Together We Thrive!", with the aim of fostering holistic character development and civic responsibility. Values education lessons were delivered during class teacher periods within the Day 3 and Day 6 schedule, and the positive values of the school-based framework were integrated into other facets of student life, including extracurricular activities, Student Day, Gospel Week, Chinese and English Weeks, and the Carbon Points STEM Funfair Day. The Moral and Values Education Committee and the Moral Ambassadors organised Spark Week, a week dedicated to cultivating loyal friendship, unity and youthfulness. Through a range of student-centred activities — reflection sessions, peer appreciation platforms, busking performances and game booths — students developed a deeper understanding of interpersonal loyalty and gratitude. They also demonstrated civic empathy by supporting a community charity campaign through donations, fostering a spirit of care that reaches beyond the school. The structured Values Education Programme for S1 to S3 students was sustained throughout the year, with complementary activities including expert talks,

simulation games and experiential visits that strengthened national education and reinforced positive values. Academic departments contributed by embedding the same core values in daily teaching and learning, so that the messages students received in assemblies and in the values programme were repeated in their subject lessons. Collectively these efforts continued to cultivate ethically grounded, empathetic and responsible young people equipped to contribute meaningfully to society. The College's capacity in this area was strengthened further through its participation in the “Provision of Services on Planning Life Education in Primary and Secondary Schools”, commissioned by the Education Bureau and delivered by the Centre for Religious and Spirituality Education of the Education University of Hong Kong, which responds to the Values Education Curriculum Framework 2021. Our teachers completed the programme's twelve-session professional development course between November 2024 and March 2025, and College representatives joined a school visit to a school practising whole-school life and values education.

Collaboration among committees and with external partners significantly enhanced students' well-being and their learning during the year. The College hosted the Carbon Points STEM Funfair Day, a whole-day event of green enterprise and sustainability planned with student teams across the College. Four student-built booths, modelled on real retail storefronts, promoted and sold ESG-focused green products, with every purchase settled in “Carbon Points” — an emission-linked currency issued on the platform developed by Green Matter Hub and independently verified by the third-party laboratory CMA Testing. Ahead of the event CMA Testing trained the student teams and delivered hands-on workshops. Students were responsible for booth design and product presentation, for explaining product benefits to customers, and for managing carbon points at the point of sale. Over 300 students and teachers took part, alongside workshops in technology, wellness, entrepreneurship and music — running, yoga, tea appreciation, start-up sharing and art-tech sessions among them — so that students learned while enjoying themselves and their life beyond the classroom was enriched. From booth design to carbon point management, students practiced communication, teamwork, creativity and planning in a setting where the customers were real. The initiative connected students with social enterprises and showed them that carbon reduction can be a platform for enterprise, and that they can be the agents of it. The College will continue to create such authentic learning opportunities, connecting the classroom with the community, industry and the wider society in which our students will lead!

Leadership Training and Service Learning

Leadership development across the levels

The College offered a developmental pathway in leadership, pitched to the stage of each year group. S1 students began with a two-day, one-night Adventure-Based Camp at the Tai Tam Boys' Scout Centre, where outdoor tasks built trust, cooperation and perseverance. S2 students took part in Project Legacy at the Junior Police Call, a two-day, one-night programme developing discipline, responsibility and community awareness through command tasks and service-oriented activities. For S3, a five-day, four-night Outward Bound programme required students to move beyond their comfort zones and to draw on resilience, confidence and determination, while a parallel two-day Positive Education

Workshop for a smaller group focused on self-awareness, emotional well-being and a positive mindset. Senior student leaders in S4 and S5 — College Prefects, Moral Ambassadors, Docents and College Ambassadors — took part in a one-day team-building programme designed to build the confidence and skills they need to lead and to contribute to the school and the wider community. In their roles through the year, these students served the school community by supporting College events, welcoming visitors, promoting positive values and setting a positive example for younger students.

The Service Learning Programme continued to nurture students' empathy, civic responsibility and personal growth through experiential learning, integrating values education, promoting inclusivity and encouraging students to engage meaningfully with the wider community. Programmes were tailored to the developmental needs of each level.

In October, S1 students participated in a hands-on volunteer training and service programme focused on elderly care in the Southern District. Collaborating with the Aberdeen Kaifong Welfare Association (AKA) Services Centre, students engaged senior citizens through interactive games at various centres. These experiences helped students cultivate compassion and a deeper understanding of aging-related issues, while reinforcing core values such as benevolence, respect, and social awareness—key components of the school's values education framework.

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

Another highlight of the year was the "Science for Service" programme for S3 students, a learning activity that lasted for a term and exemplified the power of interdisciplinary collaboration. Jointly organised with the Science Department, it partnered with Theatre in the Dark and Artscompana to address real-world accessibility challenges faced by individuals with physical disabilities. By challenging students to apply scientific principles to design practical solutions—such as sensory aids and adaptive technologies—the programme directly bridged the gap between STEM disciplines and empathetic community service. This synergy between scientific inquiry and service learning not only fostered innovation and problem-solving skills but also promoted cross-disciplinary learning, enabling students to transfer classroom knowledge into authentic, life-enhancing applications while developing their generic skills.

St Stephen's College offers a balanced and holistic curriculum that develops students' life-long skills, sound moral principles, and broad global perspectives. Embodying these goals, the S4 Service Learning Programme focused on developing students' communication skills and arousing their awareness of others by creating opportunities for them to serve the

needy across eight different elderly care centres. Through joyful interactions and shared experiences, students brought warmth and companionship to disadvantaged groups, further cultivating positive values and inclusion.

As a registered institution under the Elder Academy Scheme, the College continued to empower our S5 DSE students to host a series of enriching activities for the elderly. Spanning the academic year, students designed and led diverse workshops, including a travel health information sharing session in October, a healthy cooking workshop in November, ocean resin fluid art in December, New Year themed plant decorations in January, and AI program applications in February. The Elder Academy remains a vibrant platform for intergenerational dialogue, shared wisdom, and reciprocal learning, significantly strengthening the school's ties with the local community and contributing to students' whole-person development.

Beyond the structured programmes, the SSC community demonstrated profound civic responsibility through the "Rebuilding Lives Together" initiative for the victims of the Tai Po fire. In response to the urgent needs of displaced families, 166 members of the SSC community—comprising students, parents, alumni, and staff—volunteered their time just before Christmas. Partnering with the Housing Authority and the Build & Wish Volunteer Team, volunteers contributed over 536 man-hours over a single weekend to scrub and prepare 106 units at Yue Ying Lau in Tin Wan. This ensured the affected families could move into clean, welcoming homes as quickly as possible, powerfully showcasing the impact of community and service in times of crisis.

Looking ahead, the College will keep creating opportunities for students to apply what they learn to real needs beyond the classroom: extending service learning with academic departments and committees, and building on the partnerships and platforms established this year. Let us continue to give support to our students from home to school, to guide them towards becoming reflective, compassionate and socially responsible young people, so that they would all spread their wings and fly.

Student support: a three-tier model of care

In response to the identified need for stronger collaboration and more inclusive support structures, we revamped our student support system in consultation with external professionals and counselling services. This led to the adoption of a structured three-tier support model:

Tier One: Two Class Teachers provide daily emotional support and relationship-building.

Tier Two: Guidance Teachers and social workers offer targeted assistance to students with emerging needs.

Tier Three: Coordinated by the Guidance and SEN committees, this tier arranges professional support for students requiring more intensive care.

To ensure consistent and updated support, class teachers now regularly meet with form coordinators and advisors, strengthening the overall care network. The study diary was also redesigned, and the morning reading time introduced to create regular opportunities for meaningful conversations, emotional awareness and reflections. Furthermore, to echo the Education Bureau's promotion of the 4Rs, the College joined the Whole School Health

Programme as a pledged school and implemented measures that allows students more time for relaxation and physical activity during breaks, supporting a healthy lifestyle. Access to the wireless network is now restricted during the lunch break, so that students step away from their screens, spend the time with one another, and use the break for genuine rest and physical activity — a measure that responds directly to the survey evidence on students' screen habits in their leisure time at school. The use of quiz portal to address the assessment load, the allocation of tests and homework are spread across the term easing pressure and giving students a predictable schedule to plan around. These initiatives reflect our ongoing efforts to reinforcing the importance of adaptability, collaboration, and a student-centered approach in creating a caring and inclusive learning environment. The effectiveness of our initiatives is further supported by the results from the Stakeholder Survey, where teachers, students, and parents rated their perceptions of Support for Student Development at impressive scores of 4.3, 3.9 and 4.0 respectively on a five-point scale. Notably, these reflect a strong consensus on the positive impact of our efforts in fostering a supportive environment for our SSC students.

Christian Education

St Stephen's College has achieved a major milestone in student well-being with the launch of Bungalow 4 Wellness (Oasis Project). Approved by the College Council in June 2024, the historic venue was transformed through collaborative efforts involving the Facilities Management Office, teachers, parents, alumni, and students. Structured around the Education Bureau's 4R framework—Rest, Relaxation, Relationship, and Resilience—the facility operated in a trial stage during the first term before opening to all students and teachers in the second term of 2026. Designed for holistic care, the bungalow is divided into three biblically inspired thematic areas (River, Garden, and Fruitfulness) and houses a PTA-sponsored Activity Room, Prayer Room, Counselling Room, and Stress Release Room. The outdoor prayer labyrinth and organic garden are situated outside the bungalow. Remarkably, St. Stephen's College is the first school in Hong Kong to launch the Heroic Imagination Club (Hero Club) to promote everyday heroism, alongside housing the Organic Ambassadors. Activities include mindfulness, art therapy, fellowship, and ward meetings.

The bungalow's vision was put directly into practice during the H2O Camp on January 16-17, which gathered nearly 30 students for two days of fellowship and spiritual renewal. Marking over twelve years of Student Fellowship tradition, this was the first H2O Camp hosted at the newly opened Bungalow 4 Wellness. Centred on the 4R theme (Rest, Revive, Restore, and Relationship), students participated in forest bathing, horticultural therapy, floral art therapy, and student-designed games. Inspiring messages from Pastor David Wong on creating a dwelling place of rest and alumni Dorothy Wong on becoming a wellspring of living water anchored the retreat, which was supported by alumni, parents, and teachers.

Campus spiritual development continued with Gospel Week 2026 ("Path of Life") from March 9-13, featuring testimonies from Alpha Hong Kong Executive Director Patricia Lau and Pastor Calix Fong, alongside worship, Blessing Booths, and a Communion Service led by Revd Will. Finally, the Easter Service at St John's Cathedral brought the community together through student choral praise, scripture readings, a sermon by Revd Francis Yu on

the hope of the empty tomb, and a benediction by Revd Will.

National Security Education

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

In 2025-2026, we provided opportunities for students to show respect for the national flag, national emblem and national anthem. The flag raising ceremony was held once per week, and “Speech under national flag” was provided on important, festive and special occasions. Red cross members, scout members and senior class representatives are the flag raisers during the ceremonies.

In order to enhance students' understanding of the national situation and the development of national education, our school organized the "Shenzhen-Hong Kong Sister Schools Sports Exchange Tour" in 23-25 April 2026. Led by the Deputy Principal and teachers, 63 sports team students visited our sister school - Experimental High School Affiliated to Shenzhen Institute of Advanced Technology Chinese Academy of Sciences. They participated in friendly sports matches, experienced labor education, and interacted with local teachers and students to foster friendship between the two schools.

Referencing the Education Bureau's 'National Security Education Curriculum Framework', all subjects integrated national security education into the curriculum this year. In addition to broadening students' knowledge of national affairs, this helps them appreciate the finest aspects of Chinese culture and cultivates national pride.

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 11th October, 2025, certificates of appreciation were presented to the class representatives for 2025-26 (S1: Mandy Cheung, James Wong, Marcella Pun, Carmen Chan, Michelle Lau, Eunice Yung; S2: Jackie Hsu, June Lee, Catherine Sze, Icom Leung, Louisa Or, May Wong; S3: Sarah Ouyang, Jessica Chu, Makiko To, Edna Yuen, Angela Fung, Catherine Kung; S4: Remy Fu, Ada Kwok, Cindy Chan, Christina Fung, Carmen Ng, Jalynn Xiao; S5: Vivian Yuen, Sammi Wong, Constance Chan, Diane Luk, Hung Ka Yee, Grace Au; S6: Michelle Lau, Pang Sze Wan, Miles Wong, Vivian Lau, Sally Keung, Ho Wing Yin).

The eleven parent members of the 2025-2026 PTA Executive Committee were Ms Vivian Lau (Chairlady), Ms Pamela So (Vice-Chairlady), Mr Banny Wong (Secretary), Ms Rita Lok (Treasurer), Ms Carrie Wong (Assistant Secretary), Ms Melani Chan (Assistant Treasurer),

Ms Joanne Cheung, Ms Mary Lee, Mr Thomas Lo, Mr Jimmy Siu and Ms Chrisly Wong. The Principal, Mrs Julie Ma (Vice-Chairlady *ex officio*), appointed seven teachers including Ms Fion Yung (Coordinator), Ms Helena Chow, Mr Corwin Kan, Mrs Abby Kwok, Mrs Mickey Lee, Mr Max So and Mr Henry Yung to sit on the PTA Executive Committee.

Below is a list of PTA activities organised by the sub-committees during the academic year 2025-26.

Parents' Relations & Recreation Committee

- Parents Lunch with the Principal, Deputy Principals, Assistant Principals and teachers on 20th September 2025
- Dinner Gathering with SSCPS parents (co-organised with SSCPSPTA) on 13th January 2026
- S6 Cheerio on 2nd March 2026
- PTA Outing to Shenzhen on 28th March 2026

Parenting & Support Committee

- Parents Seminar "How to Let Go and Let Our Kids Fly" by Ms Shirley Loo on 26th September 2025
- Parents Talk "Creating a Nurturing Home Environment" by Dr Yim Chi-shing on 11th October 2025
- Mental Health First Aid Workshop on 25th October 2025
- Parents Workshop "Growing Together: Compassionate Systems Approach to Parenting (Part 1)" by Ms Anita Ma on 24th January 2026
- Simultaneous Online and In-person National Education Talk "How to Use Social Media Wisely While Staying Within Legal Boundaries" by Mr Albert So on 6th March 2026
- Parent Wellness Retreat on 25th April 2026
- Parents Workshop "Growing Together: Compassionate Systems Approach to Parenting (Part 2)" by Ms Anita Ma on 13th June 2026

Pre-University Education Committee

- Career Talk "Beyond the Horizon: Unlocking Opportunities in Future Education" on 7th February 2026
- Study Pathway Talk "Road Map for Overseas Study" on 9th May 2026

School Matters & Welfare Committee

- 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 12th May 2026
- Production of personalised mugs and custom tote bags for presentation to S6 graduates at the graduation ceremony on 27th May 2026

Volunteer Services Committee

- Volunteer service for Wang Fuk Court tragedy victims on 20th and 21st December 2025
- Visited the elderly living alone in Stanley on 17th January 2026
- Chinese New Year Gifts Transfer Program on 4th March 2026
- Provided support to "SSC Elder Academy", the social service project arranged by the school social worker for S5 DSE students
- 4 events organised by SSC Elder Academy were held at SSC campus on 17th October 2025, 17th November 2025, 2nd February 2026 and 17th April 2026

Communications & Technical Supports Committee

- Administration of the PTA website, Facebook page, Instagram page and class chat groups
- Set up S1-S6 parents WhatsApp class groups at the beginning of the academic year

Christian Parents Group

- Parent prayer group meets at school every Monday morning
- Annual Christian Parents Gathering on 3rd October 2025
- Making of Advent Wreath Workshop on 25th November 2025
- Christian Parents Christmas Gathering and Sharing by Mrs Yung Ma Shan Yee on 15th December 2025

Additional Activities

- Publication of 2 issues of PTA Newsletters in January and July 2026
- A short presentation introducing the PTA at the Pre-S1 Orientation on 14th July 2026

Besides organising activities, the PTA also sponsored various school events and projects in the academic year 2025-2026. These included the "Academic Excellence" and "The Most Improved Student" awards, subsidies for school teams, iGEM, Hong Kong Direct Subsidy Scheme Schools Expo, Sweet Smiles Day, School Concert, Chinese Culture Day, STEM Underwater Robot Competition, students' lunch in times of adverse weather, and campus facilities such as furnishing the Bungalow 4.

School Development Committee

Throughout the year, the School Development Committee has remained dedicated to nurturing a caring, conducive learning environment while driving key initiatives to strengthen the College's institutional growth, global reputation and community spirit. From newly admitted S.1 students to graduating cohorts, the Committee has worked tirelessly to ensure that our students not only acquire knowledge and skills, but also experience a deep sense of belonging as part of the SSC family.

Work began in the summer with the College Ambassadors organising a 3-day New Students Orientation Camp for our incoming S.1 students. Through a series of engaging activities, the camp helped freshmen enhance their social and problem-solving skills, easing their transition into secondary life and building strong peer bonds right from the start.

To strengthen the College's public presence and support our students' post-secondary aspirations, the Committee actively drove public and international outreach. Hosting the Canadian Higher Education Fair on 17 October 2025 offered students and parents direct insights into global educational pathways, while participating in the Hong Kong Direct Subsidy Scheme Schools Expo on 8 November 2025 provided a valuable platform to share our dual-track curriculum and educational vision with prospective students and parents.

Beyond recruitment, the Committee advanced operational excellence through inter-school professional exchanges with institutions such as ELCHK Lutheran Academy and the Canossian Board. These meaningful leadership dialogues on curriculum development, campus infrastructure, dormitory life and student wellness ensured that our educational practices remain at the forefront of quality and innovation.

In alignment with the Direct Subsidy Scheme Expansion Scheme, the Committee also

actively pursued international growth and cross-cultural connections. A leadership delegation to Brighton College in Thailand established vital partnerships to foster global exchange and attract non-local talent. During the visit, reconnecting with distinguished international alumni in Thailand reinforced SSC's rich global heritage and activated an influential network to support future institutional advancement.

Celebrating key milestones was another highlight of the year. On 29 May 2026, the S.6 Graduation Ceremony brought together students, families and teachers on our beautiful campus to celebrate the achievement of our graduating cohort under glorious weather, reinforcing our institutional traditions and long-term community bonds.

Looking ahead, the School Development Committee will continue to contribute to the betterment of the school, elevating the College's educational standards, expanding its global footprint and creating a lifelong second home for all SSCers.

Partnership with Alumni Association and Alumni Groups

Over the years, our alumni have never ceased to show their care and support for the College. Through mentorship programmes, fundraising activities, graduation ceremonies and reunions, the Alumni Association continually demonstrates the spirit of giving back, for which the College remains profoundly thankful.

It was a memorable year as the Alumni Association hosted a diverse lineup of events to bring our community together, including "A Night When Poon Choi (盆菜) Meet Social Evening", the CNY Dinner, SSC Voice 2026, the Stanley International Dragon Boat Championships 2026 and the Memorial Service for Mr C.P. Lin. Each occasion provided a wonderful opportunity for alumni to reconnect with old friends and share in the joy of reunion.

Moving forward, the Alumni Association will continue to unite SSCers from all walks of life, remaining the College's strongest line of support.

Careers Guidance & Life Planning Committee

The CLP Committee aims to foster students' self-understanding, goal-setting abilities and reflective habits across all stages of their secondary education. Throughout the past school year, tailored initiatives were organized across different forms to equip students with the knowledge, skills and mindsets needed to make informed choices aligned with their interests and aspirations.

This journey of self-discovery begins in the junior secondary phase, with programmes like "Time Capsule" and "My Choices" guiding students to explore their personal interests and career awareness. To complement these core activities and assist S.3 students in choosing between our HKDSE and IBDP dual-track options, the CLP Committee introduced an additional advisory measure this year to better evaluate students' learning needs. On 20 November 2025, all S.3 students completed a learning style survey to identify their unique strengths and growth areas. These insights were further enriched during Term 2 consultation sessions with Careers Team members and teachers, alongside an S.3 DSE and IB

Information Talk on 31 January 2026. By combining survey insights and consultations, we aim to offer tailored guidance that helps students make informed decisions about their academic futures.

As students transition into senior forms, the self-awareness gained in earlier years directly informs their higher education preparation. To support this crucial stage, the CLP Committee focuses on university application strategies, career exploration workshops, personal statement coaching and real-world exposure through corporate visits and job shadowing under our SSC Alumni Association mentorship programme. To broaden post-secondary perspectives further, representatives from local and overseas universities delivered targeted admission briefings, while international guest speakers inspired both students and the wider school community. On 19 March 2026, in collaboration with the SSC PTA, Professor Geoff Hayward (Emeritus Professor of Education, University of Cambridge) shared practical insights with parents on nurturing self-directed learners at home. On 26 April 2026, Professor Shirley Lu (Assistant Professor of Business Administration, Harvard Business School) engaged our senior students with her journey of resilience, ambition and climate-focused business innovation. Together, these initiatives reinforced our holistic approach, equipping parents to support proactive learning while empowering our senior students to embrace global vision as they navigate their future pathways.

For higher education, 94.5% 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, half of our graduates 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, Dentistry, Law, Finance, Economics, Accounting and Finance, Engineering, Aviation, Architecture, Computer Science, Psychology, Physiotherapy, Radiography, Optometry, Chinese Medicine, Nursing, Social Work, Science, Arts, Social Sciences, Business Management, Asset Management and Private Banking, English, Illustration, Graphic Design.

In addition to achieving outstanding results in public examinations, our students have been awarded prestigious local and overseas scholarships in recognition of their academic excellence, leadership and commitment to service. Notable honours include the Sir Edward Youde Memorial Prizes for Senior Secondary School Students, the HKJC Chairman's Scholarship and the University of Toronto Hong Kong Foundation Scholarship. These accolades represent just a few of the many honours earned by our students, reflecting their all-round development and serving as a testament to the holistic education provided at the College.

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

School Concert 2026

Music stands as one of our most celebrated traditions at St Stephen's. As we reflect on the journey of the past academic year, one milestone stands out with extraordinary brilliance: the spectacular success of Concert 2026, held on 27–28 June at the Xiqu Centre. Bringing the College and the Preparatory School together, this joint production presented a rich two-day programme. The opening evening on 27 June featured performances by the College Symphonic Band, the College & QES Chinese Orchestra, Friends of SSCPS Choir and the College String Chamber. The second evening on 28 June highlighted the College & Alumni Orchestra, the College Choir, the St Stephen's College Alumni Choir and a joint finale by the College and Preparatory School Combined Choir. Both evenings featured two original musical productions, HEARTCODE and Dreamcatchers. These musicals offered a creative respite from the demands of modern life. Dreamcatchers chronicled three exhausted office workers journeying through a fantasy realm to reclaim their long-lost dreams, while HEARTCODE explored the heart-warming friendship between human children and humanoid robots. Bringing such an ambitious vision to life across both dates was a monumental collaborative effort, made possible by the unwavering passion, dedication and creative energy of all our teachers and students, as well as the active participation of our alumni.

This year, our artistic vision extended far beyond the auditorium through an inventive promotional campaign and a unique donation drive. To mark the occasion, we introduced collectible plush pendants packaged in blind boxes, featuring three standard designs and an exclusive secret edition for our generous donors. The response was nothing short of overwhelming. The blind boxes sold out completely. Thanks to the incredible support of our parents and alumni, both performances played to packed, full-capacity audiences. We extend our sincere thanks to everyone who joined us in the auditorium and embraced this initiative with such immense warmth and enthusiasm.

The glowing praise and heartening feedback we received from the community fills us with immense pride and underscores a core belief at St Stephen's: true education extends well beyond academic rigor. By providing a holistic environment where students can discover and nurture their multifaceted talents, we remain deeply committed to inspiring the next generation of performers and cultivating artistic excellence for years to come.

D. Student Performance Domain

In Secondary 6, 94.5% 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, Dental Surgery, Veterinary Medicine, Radiography, Law, Physiotherapy, Optometry, Psychology, Engineering, Global Business, Economics, Architecture, Computer Science and Graphic Design.

Congratulations to the Class of 2026, the tenth cohort graduating from our dual programme, on their excellent results and university offers. We are proud of every student. We extend our sincere appreciation to all teachers, students, and parents for their hard work.

Top Scorer		University Programme
YANG Lin Xi	(HKDSE)	Computer Science, Tsinghua University
LAI Kin On	(HKDSE)	Mathematics and Economics, HKUST
WONG Tsz Chun	(HKDSE)	Radiography, PolyU
KAM Cheuk Wing Matthew	(HKDSE)	Civil Engineering, HKU
ZHANG Shuya	(HKDSE)	Medicine, Sun Yat-sen University
NG Hoi Ying Hannah	(HKDSE)	Science, HKU
JIANG Vicky	(HKDSE)	Integrated Bachelor of Business Administration Programme, CUHK
QIN Zhenghong	(HKDSE)	Science, HKU
YAN Yuming	(HKDSE)	Economics, Peking University
LEE Hui Lap Scott	(HKDSE)	Science, CUHK
HUI Yik Lam	(HKDSE)	Fine Arts, CUHK
CHEN Nuo	(HKDSE)	Industrial Engineering and Decision Analytics, HKUST
HUI Sze Chai	(HKDSE)	Finance, Durham
TSANG Tsz Nok	(HKDSE)	Law, CityU
CHAN Him Yu Jonas	(IBDP)	Medicine (GPS Program), CUHK
FONG Yin Hang Alan	(IBDP)	Medicine, HKU
NG Tin Lui Nathan	(IBDP)	Medicine (GPS Program), CUHK
MOK Timothy Kwan Yeung	(IBDP)	Medicine (GPS Program), CUHK
HO Chung Sze Joyce	(IBDP)	Medicine (GPS Program), CUHK
CHAN Ying Chuk	(IBDP)	Medicine, CUHK
MAN Chun Hei Nathan	(IBDP)	Medicine, HKU
LYU Xianhe	(IBDP)	Dental Surgery, HKU
CHAN Chun Yin	(IBDP)	Electronic and Computer Engineering, HKUST
WOO Shun Yuen Juliet	(IBDP)	Medicine, HKU
NG Lok Lam	(IBDP)	Economics and Management, Warwick
TING Tsz Ching Agnes	(IBDP)	Medicine, HKU
WONG Candise Ching Kiu	(IBDP)	Medicine, HKU
HO Chung Ting Harry	(IBDP)	Engineering Science, University of Toronto

(1) Hong Kong Diploma of Secondary Education Examination Results

Pass Percentages in Individual Subjects

Subjects	2025		2026			
	Level 2 or Above	Pass %	No. Sat	Level 2 or Above	Pass %	HK Pass %
Chinese Language	64	98.5	61	58	95.1	89.6
English Language	65	100	61	61	100	79.3
Mathematics	64	98.5	61	60	98.4	84.2
Calculus and Statistics	8	88.9	8	7	87.5	87.3
Algebra and Calculus	10	100	14	14	100	92.3
Citizenship and Social Development	65	100	61	61	100	94.4
Biology	24	100	20	20	100	91.5
Business, Accounting & Financial Studies	17	100	16	16	100	91.3
Chemistry	26	96.3	29	28	96.6	88.0
Chinese History	10	90.9	15	14	93.3	91.2
Economics	25	100	17	17	100	86.2
Geography	6	100	7	7	100	88.1
History	7	100	6	6	100	93.1
Information & Communication Technology	12	100	7	7	100	85.6
Physics	21	100	23	23	100	90.6
Visual Arts	7	100	6	6	100	85.5

(2) IB Examination results 2026

School statistics

Number of diploma candidates registered in the session	50
Number of candidates who passed the diploma	50
Average points obtained by candidates who passed the diploma	41
Highest diploma points awarded to a candidate	45
Average grade obtained at the school by candidates who passed the diploma	6.41

Subject	Average Grade (School)	Average Grade (Worldwide)
CHINESE A: Lang and Literature HL	6.00	5.40
CHINESE A: Lang and Literature SL	6.20	5.44
CHINESE A: Literature SL	5.94	5.62
ENGLISH A: Lang and Literature HL	6.67	4.84
ENGLISH A: Lang and Literature SL	6.08	4.98
CHINESE B - MANDARIN HL	6.20	6.00
ENGLISH B HL	6.56	5.62
ENGLISH B SL	6.40	5.43
SPANISH AB. SL	5.83	4.88
ECONOMICS HL ENGLISH	6.18	5.23
ECONOMICS SL ENGLISH	6.45	4.97
GEOGRAPHY HL ENGLISH	7.00	5.30
GEOGRAPHY SL ENGLISH	6.56	4.90
HISTORY SL ENGLISH	6.40	4.76
PSYCHOLOGY HL ENGLISH	7.00	4.82
PSYCHOLOGY SL ENGLISH	6.50	4.48
BIOLOGY HL ENGLISH	6.35	4.49
BIOLOGY SL ENGLISH	5.79	4.31
CHEMISTRY HL ENGLISH	6.45	4.95
CHEMISTRY SL ENGLISH	6.00	4.47
PHYSICS HL ENGLISH	6.57	4.97
PHYSICS SL ENGLISH	6.33	4.35
MATHEMATICS ANALYSIS AND APPROACHES HL ENGLISH	6.88	5.00
MATHEMATICS ANALYSIS AND APPROACHES SL ENGLISH	6.81	4.46
MATHEMATICS APPLICATIONS AND INTERP HL ENGLISH	6.50	4.60
MATHEMATICS APPLICATIONS AND INTERP SL ENGLISH	6.00	3.89
MUSIC HL ENGLISH	7.00	4.85
VISUAL ARTS HL ENGLISH	5.00	4.30
VISUAL ARTS SL ENGLISH	5.00	3.99

(3) Territory-wide System Assessment (TSA) Results 2026 at S3

	Percentage of students achieving Basic Competency in HK	Percentage of students achieving Basic Competency at St Stephen's
Chinese	77	66
English	69	91
Mathematics	78	86

(4) Further Studies / Careers in S.6 Graduates 2026

S6 Graduates	No. of Students		Percentage of Students	
	2026	(2025)	2026	(2025)
Degree at local universities / institutes	70	(70)	63.6%	(60.9%)
Degree at overseas universities / institutes	31	(33)	28%	(28.7%)
Other programmes at local universities / institutes	4	(9)	3.6%	(7.8%)
Other programmes at overseas universities / institutes	1	(0)	1%	(0%)
Repeating S6 / Self-study	4	(3)	4%	(2.6%)
To be confirmed / unknown	0	(0)	0%	(0)
Total number of students	110	(115)	100%	(100%)

(5) Summary of University Offers to S.6 Graduates 2026

DSE students

Undergraduate Programmes in Hong Kong	
1. The University of Hong Kong	Civil Engineering, Computing and Data Science (Delta+), Science
2. The Chinese University of Hong Kong	Integrated BBA, Nursing, Fine Arts, Science
3. Hong Kong University of Science and Technology	Industrial Engineering and Decision Analytics, Computer Engineering, Innovation, Design and Technology, Mathematics and Economics, Global China Studies
4. The Hong Kong Polytechnic University	Information and Artificial Intelligence Engineering, Radiography
5. City University of Hong Kong	Electrical Engineering, Laws, Social Work, Physics, Biomedical Sciences
6. Hong Kong Baptist University	Arts, Social Sciences, Digital Futures and Humanities, Visual Arts
7. Hong Kong Metropolitan University	Global Business, Applied Science in Integrated Testing, Inspection and Certification, Creative Advertising and Media Design, Science (STEAM), Applied Psychology, Business Management, Marketing, Applied Chinese Language Studies
8. Hang Seng University of Hong Kong	Applied Computing, Supply Chain Management
9. Tung Wah College	Nursing
10. Education University of Hong Kong	Creative and Digital Arts, Education

Undergraduate Programmes Outside Hong Kong	
1. University College London, UK 2. University of Birmingham, UK 3. University of Manchester, UK 4. University of York, UK 5. Newcastle University, UK 6. University of Warwick, UK 7. University of Leeds, UK 8. Goldsmiths, University of London, UK 9. University of Southampton, UK 10. University of Exeter, UK 11. Lancaster University, UK 12. Durham University, UK 13. University of Hertfordshire, UK 14. University of Plymouth, UK 15. University of Nottingham, UK 16. University of Surrey, UK 17. University of Leicester, UK 18. University of Bristol, UK 19. Queen Mary University of London, UK 20. Birkbeck, University of London, UK 21. University of Sheffield, UK 22. Brunel University of London, UK 23. Coventry University, UK 24. University of Liverpool, UK 25. University of Southampton, UK 26. Cardiff University, UK 27. Northeastern University, US 28. UC Santa Cruz, US 29. Savannah College of Art and Design, US 30. School of Visual Arts, US 31. Maryland Institute College of Art, US 32. Otis College of Art and Design, US 33. University of British Columbia, Canada 34. University of Alberta, Canada 35. Adelaide University, Australia 36. Monash University, Australia 37. Griffith University, Australia 38. University of Sydney, Australia 39. University of New South Wales, Australia 40. Queensland University of Technology, Australia 41. Tsinghua University, China 42. Peking University, China 43. Sun Yat-sen University, China 44. China University of Political Science and Law, China 45. Guangzhou University, China 46. Hong Kong University of Science and Technology (Guangzhou), China 47. Jinan University, China 48. Southern Medical University, China 49. Sichuan University, China 50. Nanjing University of Chinese Medicine, China	Chemistry, Chemistry with Mathematics, Biomedical Sciences, Fine Art, Computer Science, International Management (including year aboard), Information Management for Business, Finance, Economics and Finance, Dietetics, Nutrition and Dietetics, Science, Education, Society and Culture, Sociology, Economics, Business and Law, Law and Criminology, Law, Business Management, Banking and Finance, Occupational Therapy, Physiotherapy, Nursing, Urban Planning and Development, Geography and Urban & Regional Planning, Commerce, Graphic Design, Accounting and Finance, Medicine, Artificial Intelligence, Journalism, Biomedical Engineering, Chinese Medicine, Hotel Management

IB students

Undergraduate Programmes in Hong Kong	
1. The University of Hong Kong	Medicine, Science, Dental Surgery, Social Sciences, Electronic Engineering, Engineering Elite Program, BBA, Law, Pharmacy, Finance, Asset Management and Private Banking, Arts, Nursing, Applied Artificial Intelligence, Civil Engineering, Psychology, Artificial Intelligence and Data Science, HKU-UBC Dual Program in Commerce
2. The Chinese University of Hong Kong	Medicine, Law, Journalism and Communication, Biotechnology, Entrepreneurship and Healthcare Management, Nursing, Biomedical Sciences, Architectural Studies, Biomedical Engineering, Global Studies
3. Hong Kong University of Science and Technology	Sustainability and Green Finance, Biotechnology and Business, Science (Group B), Electronic and Computer Engineering, Risk Management and Business Intelligence, Mechanical and Aerospace Engineering, Business and Management, Finance, Environmental Management and Technology, Engineering with Extended Major in Artificial Intelligence, Civil and Environmental Engineering, BBA in Management, Global China Studies
4. The Hong Kong Polytechnic University	Physiotherapy, Aviation Engineering, Mechanical Engineering, Optometry, Computer and Mathematical Sciences, Information and Artificial Intelligence Engineering, Civil Engineering, Applied Social Sciences, Mental Health Nursing, Humanities, Management and Marketing
5. City University of Hong Kong	AI, Computing and Transformation, Computer Science

Undergraduate Programmes Outside Hong Kong	
1. University of Glasgow, UK 2. Durham University, UK 3. King's College London, UK 4. University of Leeds, UK 5. University of Surrey, UK 6. Imperial College London, UK 7. University of Bristol, UK 8. University of Edinburgh, UK 9. University of Warwick, UK 10. University of Manchester, UK 11. University College London, UK 12. University of Sheffield, UK 13. University of Bath, UK 14. University of Birmingham, UK 15. Queen Mary University of London, UK 16. Royal Veterinary College, UK 17. Lancaster University, UK 18. University of Dundee, UK 19. University of Leicester, UK 20. University of Nottingham, UK 21. Nottingham Trent University, UK 22. UC San Diego, US 23. UC Davis, US 24. University of Toronto, Canada 25. University of British Columbia, Canada 26. Sheridan College, Canada 27. Seneca Polytechnic, Canada 28. OCAD University, Canada 29. Western University, Canada 30. University of Guelph, Canada 31. Wilfrid Laurier University, Canada 32. McMaster University, Canada 33. Brock University, Canada 34. Carleton University, Canada 35. University of Queensland, Australia 36. Monash University, Australia 37. The Australia National University, Australia 38. University of Sydney, Australia 39. University of New South Wales, Australia 40. University of Melbourne, Australia 41. Queensland University of Technology, Australia 42. Western Sydney University, Australia	Medicine, Psychological and Behavioural Science, Neuroscience and Psychology, Veterinary Medicine, Veterinary Medicine and Science, Biomedical Science, Electronics and Electrical Engineering, Economics and Management, Economics, Applied Medical Sciences, Aerospace Engineering, Engineering Science, Social Sciences, Law, Life Sciences, Psychology, Pharmacy, Mathematics with Management & Finance with Year in Industry, Mathematics, Operational Research, Statistics, Economics (MORSE), Mathematics with Finance, Mathematics with Business Management, International Management, Business and Management, HKU-UBC Dual Program in Commerce, Commerce, English, Physiotherapy, Artificial Intelligence, Computer Science and Artificial Intelligence, Arts, Illustration, Computer Science, Advanced Computing, Architecture, Technology and Innovation, Mathematics and Computer Science, Psychology, Business Administration, Strategic Management, Business Administration and Marketing, Engineering (Robotics and Mechatronics) and Computer Science

7. Financial Summary

Financial Summary for the 2024/2025 School Year

	Government Funds	Non-Government Funds
INCOME *(in terms of percentages of the annual overall income)*		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	52.28%	*N.A.*
School Fees	*N.A.*	46.01%
Donations, if any	*N.A.*	0.18%
Other Income, if any	0.13%	1.40%
Total	52.41%	47.59%
EXPENDITURE *(in terms of percentages of the annual overall expenditure)*		
Staff Remuneration	70.16%	
Operational Expenses (including those for Learning and Teaching)	18.55%	
Fee Remission / Scholarship[1]	6.99%	
Repairs and Maintenance	2.38%	
Depreciation	1.92%	
Total	100%	
Surplus for the School Year #	0.90 months of the annual expenditure	
Accumulated Surplus in the Operating Reserve as at the End of the School Year #	8.39 months of the annual expenditure	
# *in terms of equivalent months of annual overall expenditure*		

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

NIL

[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