



ST STEPHEN'S COLLEGE

**SCHOOL REPORT
(2021-2022)**

ST STEPHEN'S COLLEGE

SCHOOL REPORT

2021-2022

Contents

	page
1. Vision and Mission	3
2. Our College	4
3. Our Staff	5
4. Our Students	6
5. Turning Our Heritage into Learning Experiences	6
6. Reflections and Achievements on Major Concerns	8
A. Management and Organization Domain	8
B. Learning and Teaching Domain	9
C. Student Support and School Ethos Domain	17
D. Student Performance Domain	23
7. Financial Summary	29

Annex

1. Report on the Use of Life-wide Learning Grant (2021-22)
2. Evaluation Report for DLG-funded Other Programmes (Gifted Education) (2021-22)
3. Report on the Use of the Student Activities Support Grant (2021-22)
4. Report on Sister School Exchanges (2021-22)

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 165 school staff members, including 96 teachers, 8 laboratory and computer technicians, 29 administrative staff, 26 janitorial staff, 3 ancillary staff and 2 music instructors. We also have 2 full-time social workers, and 21 visiting music instructors.

Mr Chan Tsan Wing, Mr Patrick Chiu Tim Kam, Mr William Chung Wai Leung, Mr Ashok Parmanand Daswani, Ms Jeong Hye Joo, Mr Roger Kwok Chin Cheong, Mr Dicken Lam Tik Cheong, Ms Joanna Lau Pui Yung, Ms Erica Ngai Sze Man, Ms Jessie Pang Wing Kiu, Mrs Priscilla Poon Yip Ching Han, Mr Clovis Szeto Yat Chun, Mr David Wong Cheuk Ting and Mrs Wong (Lun) Wai Yuk left the College last school year. We wish them all the best in their future endeavours and retirement.

We extend a warm welcome to our new teachers, Ms Chan Cheyenne Dominique Chong, Ms Natalie Chan Hiu Lam, Ms Helena Chow Man Yuen, Ms Bernice Ko Nok Sum, Mr Daniel Lau Chun To, Ms Andrea Lau Wai Yan, Ms Valentina Tao Yijing, Ms Tebbie Tung Iu Chui, Ms Arlene Yau Nga Ling and Ms Eleena Yeung Man Kwan.

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

Congratulations go to Ms Micky Wong Man Yee for having completed a PGDE course offered by the University of Hong Kong and Ms Stephanie Chow Man Lam for being awarded a MEd by the University of Hong Kong

Teachers who are presently engaged in professional development courses are:

Mr Corwin Kan	Part-time, MEd, HKU, 1 st year
Mr Tony Leung Kin Wang	Part-time, PGDE, EdU of HK, 2 nd year
Ms Yau Nga Ling, Arlene	Part-time, MA, HKU, 1 st year
Ms Tan Xin-hong, Xinya	Part-time, MA, HKU, 2 nd year

There are 96 teachers at the College of which 94% are trained, 99% have a first degree, 48% hold a masters degree and 1% holds a doctorate degree. Their years of teaching experience are as follows:

Years of Teaching Experience	No. of Teachers	Years of Teaching Experience	No. of Teachers
0 - 5	19	21 - 25	17
6 - 10	16	26 - 30	9
11 - 15	11	31 - 35	6
16 - 20	15	36 - 40	3

4. Our Students

A. School Enrolment

Student Composition

Year	Boys	Girls	Total
2018	490	445	935
2019	509	441	950
2020	507	413	920
2021	498	393	891
2022	486	380	866

Class Organization

Secondary	No. of Classes	Boys	Girls	Total
1	5 (6 groups)	112	75	187
2	5 (6 groups)	106	73	179
3	5 (6 groups)	78	59	137
4	5 (6 groups)	72	66	138
5	5 (6 groups)	58	56	114
6	5 (6 groups)	60	51	111
Total	30	486	380	866

B. Boarding

Boarders

Secondary	No. of Classes	Boys	Girls	Total
1	5 (6 groups)	48	31	79
2	5 (6 groups)	45	28	73
3	5 (6 groups)	23	28	51
4	5 (6 groups)	38	32	70
5	5 (6 groups)	19	30	49
6	5 (6 groups)	25	25	50
Total	30	198	174	372

5. Turning Our Heritage into a Learning Experiences

Visiting St Stephen's College Heritage Trail

In the academic year 2021-2022, our College could apply for whole school face-to-face lesson in the first term due to the acceptable vaccination percentage among the teaching staff and students.

We did hope that the Heritage Trail could be opened for public visits and all the activities could be back to normal. However, the situation was not what we expected. Public visits were still not allowed and even schools were cancelled due to the special holiday policy as carried out by the Government in the second term from March to May.

Due to the COVID Pandemic and the special restriction and policy applied to school ECAs, the campus and school facilities were all closed to the public according to the EDB policy. Visits to St Stephen's College Heritage Trail could only be arranged for teaching staff and students in the academic year 2021 – 2022. A series of related activities were held in order to promote the school history and the heritage trail during this hard time.

- The orientation day of the Heritage Society was held on October 2021, nearly a hundred freshmen of SSC were entertained.
- The collaboration with S1 Integrated Humanities (IH) was carried on as usual in October 2021. The curriculum of the S1 IH has been tailor made and the school history is the main theme of the first chapter. The visit of the SSC Heritage Trail was the highlight in terms of teaching and learning. Nearly 200 S1 students were involved in the campus tours which were hosted by the student docents.
- Special tours were held for special guests or occasions.
- A special tour was held for our prep school students in order to maintain a good connection between the Prep school and the College.
- A welcome tour for our old boy and his family was organised as they were back from Cambridge.
- A special tour was held in January 2022 for the family and descendants of Mr Mok Kon Sang and Mok Hing Yiu.
- An introductory tour was specially provided for all the new teaching staff to help them familiarize with the school campus facilities and the school history.
- A special day camp for the training of the committee members of the Heritage Society was held in February 2022. Almost 40 members attended and it was a fruitful experience.
- The leadership training day camp that lasted for three days was held in August 2022, with around 50 committee members joining the programme. This activity was the highlight among all the activities of the whole year. All members involved were rewarded with the valuable experience of developing their team spirit.

6. Reflections and Achievements on Major Concerns

A. Management and Organization Domain

Major Construction

St Stephen's College is a lively museum where you can find all types of classrooms to show how the College was created and how we evolved to meet the emerging needs and code of practice in our city. To keep the classrooms well-maintained and up-to-date, we did major upgrading works for our classrooms and sports venue this year.

The School House, a declared monument, is not only the oldest surviving school building which still provides boarding services to our school but is also one of the very few remaining sites of the Stanley Internment Camp. The peak year for educational buildings was 1962/1963 and the first White Paper on educational matters ever produced locally called “Education Policy” was published in 1965. Our Classroom Block, which is a Graded III historic building, was built in 1964. Mr P.K. Ng, a prominent architect, designed a 24-classroom building to cope with the increasing number of students. Purpose-made and Flexi-School was the major architectural trend of school building in the 1980s. The most trendy and famous school architecture was our Special Room Blocks, and Dr Tao Ho designed an extension in 1981 housing special classrooms and laboratories, and a multi-purpose gymnasium - Tang Shiu Kin Hall. Y2K Standard and School Improvement Program (SIP) was a remarkable milestone to improve the old school premises in Hong Kong. The Centenary Building was built in 2005 under the scheme of SIP.

We are excited to introduce our new building complex - Benevolence House, in 2022. The teaching and learning of Form 4 to 6 will move a short distance from the Classroom Block to the Benevolence House, with picturesque views of the South China Sea and newly renovated Tang Shiu Kin Sports Field. The 377 solar panels situated on the roof not only would educate students about the environment but would also be a tangible step in reducing the greenhouse emission from the College.

This collaborative building complex gives us 12 new classrooms, the Gymnasium Room, the Black Box Theatre, Multi-purpose Rooms, a sun deck, outdoor auditoriums and the new Grand Hall.

The Black Box is a black room that has a retractable seating system and sophisticated AV equipment. This spacious learning space can be configured in many ways meaning it can be used for purposes other than a theatre.

The Grand Hall is the centrepiece of the building complex. The spacious and airy hall will boast the impressive floor-to-ceiling curtain walls adorned with the stunning view of the South China Sea.

Going beyond the use of traditional learning facilities can encourage more social interaction and active learning among students. The sun deck on R/F and the outdoor auditoriums inspire individuals to engage in and to develop social skills. They are particularly contributive to encourage students to work spontaneously and deliberately in small to medium sized groups.

The quality and condition of a running track are fundamental for athletes’ training and performance. We renovated the Tang Shiu Kin Sports Field with new EPDM running and long jump tracks, and multi-purpose natural turf sports field with an underground water system.

There isn't a one size fits all educational facilities design that can fulfil every student and educator's needs. The College will always strive to provide innovative spaces that support modern educational practices and digital transformation; enhance communication, promote active learning, and offer utmost flexibility to our teachers and students.

B. Learning & Teaching Domain

Learning and Teaching

Throughout the 2021-2022 school year, teachers and students continued to make adjustments to the shifting times as a result of the fifth wave of the pandemic and the long spring vacation when learning comprised of mostly face-to-face mode with online mode.

Despite the challenges, the school continued to focus on developing students' critical thinking as one of the major concerns. Across all subjects, high order thinking questions were given to check in-depth thinking and provoke critical thinking in our students from various perspectives. Students were able to answer the questions, even the reasonably challenging questions, while teachers provided timely and constructive feedback to maximize students' learning potential. Students were able to make comprehensive analysis under teachers' guidance. It was observed that lessons reflecting inquiry-based learning was effectively adopted and students' problem-solving skills are reinforced. Teachers could use eLearning tools to monitor students' learning progress and give them valuable feedback. eLearning has been applied in lessons for learning, which increases students' interaction with their peers. Due effort has been made by the STEAM committee to address creativity, critical thinking and communication (the 3C's) in the curriculum and STEAM related projects. The Science Department and the Science Society made joint efforts during the post-exam period. Students were given hands- on experiences. Great efforts have been made by i-Engineering students to work out real life situations as they engaged in competitions and project work.

More emphasis has been placed on values education and there will be a greater focus in the coming years on values education. Built on values of the Christian faith, positive values have been instilled through the Gospel Week, religious assemblies, and ERS lessons. Positive values are also systematically instilled during IH lessons in addition to class time through class activities that address student learning needs and channel into service learning. Positive values are enhanced by school-based values programmes. National education that fosters national identity has been embedded in the curriculum across all subjects. National Security Education could be shown in various aspects, such as flag raising and study tours to the Mainland. Elements of national security education are ingrained in both the local and IB curriculum.

To address and support the diverse educational needs of our students, subject-based strategies have been implemented to cater for students' special needs. Form coordinators in the Discipline Committee, Guidance Committee and SEN Committee have worked closely together to provide special programs such as mental health programs to promote a healthy

lifestyle among the students. The whole-school approach for special educational needs has been in place.

IB Programme

Despite the immense challenges created by the 5th wave of the COVID pandemic, 2021-2022 was the most successful year ever for the graduating St Stephen's IB diploma students in terms of their academic results. This particular cohort faced many challenges in all of their years in the IB section from the shortened school day to having to have so many of their lessons online, to the enforced early end to their time at St Stephen's with the special holiday, but they rose to the challenge with immense courage, diligence and a positive attitude to achieve their very best. The average points achieved by the cohort was 39.8 and this compares very favorably with the world average of 32 out of 45. The average grade score was 6.27 out of 7, a full point and more ahead of the world average of 5.12. It was also significantly higher than the Hong Kong average of 38.36 and places St Stephen's once again in the top 100 IBDP schools in the world by average points. Perhaps the most outstanding statistic is the consistency of achievement. Just over 65% of our students scored 40 or above and this kind of score should give them access to some of the best universities in the world. What a fantastic achievement by our young men and women.

In terms of our individual students four of them scored 44 out of 45, they being Ryan Chan Kwun Yui, Phoebus Chan Wing Hei, Angela Leung Tung Yan and Nicholas See. These students were just a whisker away from the maximum, in a couple of cases by just a mark or two! A very honorable mention should also go to the seven students who scored 43 they being Conan Lee, Joyce Mak Wing Yan, Timothy Ng Kar Yip, Milton Ng Yee Ming, Curtis Poon Long Yiu, Karin Wong Hoi Ling and Conrad Young Hong Yui. All these students displayed a positive attitude to succeed and develop the approach to learning that we are trying to impart in all our students at SSC. In many senses an equally fine achievement is the fact that all our students passed the IB diploma with flying colours and virtually all of them will be able to progress on to a university of their choice. 44% of them have stated they will stay to study in Hong Kong whilst 56% of them will go overseas, the largest number to the UK but also to Australia, the USA, Canada, Mainland China and others. We wish them all the best in their future studies and thank them for their commitment and their blood, sweat and tears!

The IB is not just about academic results and university entrance. It is a balanced and broad educational programme that encourages the acquisition of a range of skills that will serve the students well in the future. IB includes 3 core elements beyond the six subjects that link the programme together and provide consistency and continuity. Theory of knowledge (TOK) plays a special role in the International Baccalaureate Diploma Programme by providing an opportunity for students to reflect on the nature of knowledge, and on how we know what we claim to know. This year our students completed the first assessments for the newly introduced syllabus completing an exhibition and an essay. The second core element is the extended essay, it is an independent, self-directed piece of research, finishing with a 4,000-word paper. Students can choose to write this from any subject and on a topic freely of

their choice. The final core element is CAS. Studied throughout the Diploma Programme, CAS involves students in a range of activities alongside their academic studies. It is not formally assessed. However, students reflect on their CAS experiences as part of the DP, and provide evidence of achieving the seven learning outcomes for CAS. Luckily, St Stephen's offers a great range of activities and opportunities as well as those designed by our students themselves. It is great to see them helping not only themselves but also the College, the wider community and engaging in global issues.

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 'Students Support'), Exchange and Immersion Programme and Mentorship Programme.

(1) Creativity Programme

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

Creative Innovation

Students joined Croucher Science Week in March 2022 and participated in a three-day CUHK Amgen Biotechnology Experience during the post exam period. Through hands-on molecular biology learning, students were able to engage in biotech experiments that linked science concepts to real-life solutions.

In addition, a group of S3 students joined "Science World: Exploring Space to Benefit Mankind" Education Programme organised by The HK Polytechnic University. Through a series of online lectures, students were able to design an experiment, by making use of microgravity in the space station to demonstrate how it could benefit mankind. Our team presented the project in their finals and it was a valuable experience for young SSC scientists to explore and develop their passion in R&D.

i-Engineering

In view of the rapid technological developments, the programme has been adjusted to incorporate elements of artificial intelligence. Students were given the opportunity to use machine learning techniques to tackle real world problems. The addition has further equipped students to be more capable of ideating solutions as engineers. Additionally, we continue to build a learning community which inherits and sustains learning culture as old boys and girls often gather together to share their passion of learning.

Topics in Secondary 2:

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

Topics in Secondary 3:

- Engineering Life Cycle
- Engineering case study (Door Access system, Face recognition, cross-country system)
- Server technologies (setup, hardware consideration)
- API/Cloud services
- Image processing library and AI application (Opencv)
- Computer security

Creative Business

This year, six groups of the Creative Business students have joined the Enactus Social Innovation Challenge that was launched by Enactus under the Chinese University of Hong Kong. Participants designed creative business plans for NGOs to serve the people in need. The aim of their business was to raise public awareness about serving the community through care and love and by using multiple idle resources in Hong Kong. Creative ideas were made and attractive videos were designed to showcase their businesses.

Creative Ceramics

The Creative Ceramic Programme provides continuous opportunities for students to interact with working artists while simultaneously developing their creativity and aesthetic capabilities. Ms Jessie Lam, a studio potter, and an instructor, was invited as resident artist in the College. Apart from resident artist's workshops, our programme includes various activities like artists' seminars, teacher's workshops, and museum visits.

Creative Media

The creativity programme offers a platform for junior form students to showcase their creativity, communication and critical thinking in knowledge creation. In the past year, students in English Creative Media embarked on a podcast project based on their own interests. Through self-directed research, they came up with exciting topics that ranged from teens' admiration of K-Pop, reporting school events to current affairs.

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

Students found the programme meaningful, authentic and purposeful. They were able to build lasting friendships through collaboration and grow simultaneously with constructive peer feedback. Ultimately, the programme was a creative way for students to explore English outside the classroom in a real world setting and discover the multi-faceted joys of using the language.

As for Chinese Creative Media, six lessons were arranged for S1 students, while S2 and S3 students had their lessons online from October to April. Students were engaged in hands-on experiences of contributing to our student magazine *Eruditio*. Students applied what they have learned in Chinese Creative Media, and had a chance to interview our alumni, teachers and students. One of the students even participated in Dr Stephen Chan Joint School Micro-Novel Writing Competition.

Creative Music

Thanks to our school's online conferencing platform, our creative music workshops were conducted on schedule despite the vaccine policy, face-to-face school suspension and the special summer holiday last year. Visiting composers, including Cynthia Wong, Alex Lau and Dr Ada Lai, taught our S2-3 members songwriting, song arranging and instrumental composing. Moreover, graduated member 4Y Lam Yan led our Creative Music Team to perform her new composition "Naivety" and won two group prizes and one individual prize. She was also awarded the "Outstanding Individual Composition Prize" as well as the scholarship of the Hong Kong Composers' Guild Mentorship Scheme 2022, which offers 10 free lessons for her to study composition with a professional composer as well as a premier for her new composition with the help of professional musicians. Last November, three outstanding former and current members, 5H Lee Yat Fung, 4Y Lam Yan and 3Y Mok Samuel Kwan Chung were included in the Musical Writing Team that created new songs and melodies for the musical theatre play which is to be performed in July 2023.

GalaMusica - School Creative Works 音樂薈萃 · 學校創藝作品 2022

- Lam Yan (4Y) Outstanding Individual Composition Prize

(2) Mandatory Boarding Programme

Despite the pandemic, the College was still able to offer the Mandatory Boarding Programme to S1-2 day students so that the participating students could immerse themselves in our boarding community for two weeks. In addition, the Outward Bound Leadership Training Camp was rescheduled from April to July due to the fifth wave.

(3) Exchange and Immersion Programme

Due to the global pandemic and Hong Kong's COVID travel restrictions, all overseas trips for the 2021-2022 academic year were suspended.

(4) Mentorship Programme

In collaboration with the SSC Alumni Association, the programme for S5 aims to

broaden participants' knowledge of various professions and workplaces, and to help foster their personal and professional growth through a series of events in conjunction with their mentors. More than 100 S5 students enrolled on a voluntary basis and were partnered up with more than 30 mentors with expertise in engineering, information technology, banking, law, architecture, finance, accountancy, physiotherapy, advertising, creative industries, entrepreneurship, retail, logistics and medicine. The opening ceremony was held on 23 November 2021.

Core Subjects

(1) English

The English Department has continued to thrive despite the hurdles posed by the 5th wave of the pandemic when school was suspended for early summer holidays. Teachers were quick to adapt to online teaching with the help of OneNote, SharePoint, and Teams and continued to teach as effectively as possible.

Students and teachers alike missed the face-to-face connection. Being present in a classroom was indisputably the best way to learn. Teachers relished in the indelible moments of face-to-face lessons while catering for learner diversity.

The Department continued its parallel approach of the ELL (English Language and Literature) and ELA (English and Language Arts) in the junior forms, and the DSE and IB classes in senior forms. Students could find their best fit in whichever program most suited their needs.

We would like to congratulate the 5 IB students taking English A and the 14 taking English B who achieved a level 7. In the DSE two of students scored 5** and overall we fared well above the HK average. This cohort have fought a great fight and come out on top.

Whether teaching online, in person or hybrid mode, teachers continued to encourage students to be self-directed learners, and reflect on videos or articles linked to the theme they were studying. Students had to record an audio or write a reflection based on the source of their material. Some noteworthy examples were when students discussed discrimination towards pregnant women in the unit of 'Careers and Work' and the irony of how affluent criminals could game the justice system in America to escape punishment in the unit of 'Crime'.

The Department also infused National Education into its curriculum highlighting the repercussions of such acts of violence such as: arson and vandalism in the unit of 'Crime'. The success of Chinese technological firms such as Alibaba, DJI and Xiaomi were introduced in the unit of 'Technology and the Future' emphasizing China's influence in the world.

The Department also continued to encourage students to be life-long learners and develop good reading habits in a conducive environment. Students were challenged to join “Battle of the Books” which requires them to read. Despite being up against some international schools, SSC succeeded in attaining 2nd place in their group. The readers in Junior Forms such as “Number the Stars, Holes, and The Giver” offered students the opportunity to explore various genres of fiction, ranging from historical fiction to dystopian novels.

We would also like to praise the efforts of teachers and students in their preparation for the Speech Festival. We had the highest ever number of awards, namely: 9 first place, 8 second place and 5 third place. One student made it all the way to represent Hong Kong in the Public Speaking Competition.

The “Young Writer’s Award” also offered keen readers and aspiring writers to hone in on their creative writing skills. A few students took up the challenge and wrote a short story based on the theme of the ‘Mogao Grottoes’ in China.

The debate team also had invigorating and riveting competitions online with other top schools in Hong Kong. The exposure to top-notch debaters, served to sharpen the alacrity of their arguments and come up with witty rebuttals.

(2) Chinese

The Class of 2022 achieved great results in HKDSE. 91% got Level 3 or above. In the School Year 2021-2022, the Chinese Department put great emphasis on teachers’ professional development and collaboration. In the last school year, multiple teachers’ seminars and lesson observations were held to facilitate the sharing of learning and teaching experiences. Teachers shared their experiences especially focusing on e-learning in order to maintain a fun online learning environment during school suspension whilst preparing for the new HKDSE Chinese curriculum. Evaluation meetings were held after major assessments as well.

The Department also made great efforts to address learner diversity, widen students’ horizons and give them fresh ideas. A Chinese Scholastic Programme designed to help junior students who use Chinese as second language, was introduced to prepare students for the expanded IBDP Chinese B Programme. The lessons are constructed in a lively and effective manner which aims to equip students to explore different Chinese topics and culture in S1-S3.

(3) Mathematics

The Mathematics Department had put in a lot of effort in helping our students to sit for the HKDSE examination. The Mathematics teachers had organized a pull-out programme for the low achievers who were very weak in Mathematics where they taught them all the basic skills through various supplementary notes and exercises. They also organized another pull-out programme for the high achievers providing them special training such as teaching them the different kinds of techniques in handling difficult questions in HKDSE. Moreover,

the department also sorted all the DSE papers by topics and guided all students to do revision efficiently in lesson time. Teachers also provided a sufficient amount of mock DSE papers to all students for practice. They marked and provided feedback to students allowing them to learn continuously. For the results of the Mathematics Compulsory Part in HKDSE, 80% of our students attained Level 4 or above and 33% of our students obtained Level 5 or above. For the results of the Mathematics Extended Part Module 1 (Calculus and Statistics), 88% of our students attained Level 4 or above and 50% of our students obtained Level 5 or above. For the results of the Mathematics Extended Part Module 2 (Algebra and Calculus), 90% of our students attained Level 4 or above and 60% of our students obtained Level 5 or above.

Due to the COVID pandemic and the special vacation in the middle of the academic year, many inter-school and international mathematics competitions were cancelled. Our teachers were only able to arrange for a few students to participate in five external mathematics competitions and they were the International Mathematical Modeling Challenge, the Hua Xia Cup China Mathematical Olympiad Contest, the Creative Infographic Design Competition on Applications of Mathematics for Primary and Secondary Schools, the Hong Kong and Macau Mathematical Olympiad Open Contest and the Asia International Mathematical Olympiad Open. As a result, the awards and prizes obtained were far less than those of the previous years. Nevertheless, the Mathematics Department will try to organize more Mathematics competitions in this academic year so that more students can have the opportunity to participate.

(4) Liberal Studies

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

Nurturing students to be responsible citizens is one of the missions of the school. In the past academic school year, the school provided students with ample opportunities to understand the Basic Law and national security. Our school won the District Outstanding School Award in the 8th Basic Law cum the 25th Anniversary of Establishment of the Hong Kong Special Administrative Region Territory-wide Inter-school Competition. Our students also actively took part in 2021 National Day Online Quiz Competition. Students were taught the correct moral values and constitutional relationship between our country and the HKSAR.

Developing students' generic skills is another mission of the school. During the academic year, our students took part in mootings and mock trial competitions organized by the Hong Kong Schools Mooting and Mock Trial Association, which enhanced their communication and presentation skills. Through the activity, students' understanding of the Hong Kong judiciary system and the importance of being law-abiding citizens was substantially enhanced too.

C. Student Support and School Ethos Domain

To enhance students' spiritual, moral and social development

Be Bold Be Courageous

The Moral and Civil Education Committee set the “Be Bold Be Courageous” theme last academic year to promote courage and positive attitude when taking actions. Various activities such as the board decoration competition, the “Be courageous “ inter-class competition, an interactive street dance show, a rich-and-poor banquet and thank-you card designs to frontline healthcare heroes were arranged to provide students with opportunities to achieve this goal.

In the direction to let students learn how to express positive values and attitudes as well as the vision that “Faith is the foundation of courage” in our community, a structured values education programme for S1-S3 students was implemented, including a series of preventive and developmental programmes, time management, sex education, talks on cyber bullying and drug addiction. Students were encouraged to take up challenges and overcome difficulties with courage and strength.

The Guidance Committee organized a series of wellness programmes from positive thinking workshops to stress relief programmes as well as mental health programmes for all students. This is a holistic approach to promote mental wellness and build resilience during the pandemic situation.

Spiritual Education

To enhance spiritual development in students, the S1 *Fellowship* was integrated into the curriculum of *Ethics and Religious Studies (ERS)*. ‘Alpha Next Generation Series’, produced by Alpha Hong Kong, was used in the ERS lessons for S1 students for the whole year. The series aimed to provide ways for students to learn the values of God’s Word, how to worship God together and how they could support each other through prayers. Regular broadcast of Christian songs and prayers before Class Time in the morning allowed students to feel at peace. The lyrics also stimulated the students’ minds in thinking about life and their relationships with God and other people. There were also sharing and prayers by teachers and students on biblical verses or testimonies of experiencing God’s love in the morning or whole-school assemblies. Such sharing and prayers were found to have a constructive impact on the students by helping them develop traits such as forgiveness, kindness and love. The activities held during Gospel Week included broadcasting Christian music, sharing of testimonies of faith in Jesus by teachers, game stalls and worship sessions. The guest speakers and worship team from Amazing Grace Worship Music Limited were invited to share with us in the Special Religious Assembly. Students from the Christian fellowship also created a Noah’s Ark for students to post up their thoughts. The enlightening testimonies brought students hope and confidence through faith in Jesus Christ. The majority

of students found these activities in the Gospel Week useful, enabling them to explore the meaning of life and develop their Christian faith. At the end of the school year, S1 students explored their identity and destiny during a day camp held at school in July. Led by Youth With A Mission, the students were engaged in activities and self-reflection to gain more self-awareness, self-acceptance and purpose.

Service Learning Programme

COVID has created unprecedented challenges to the school in organising various kinds of activities. Among them, those related to the disadvantaged in the community are even more challenging as they are often the groups most vulnerable to the impact brought by the pandemic. Despite the difficulties, the College was still able to include our S3-5 youngsters in serving the community. The S3 students attended a training workshop at the Caritas Jockey Club Resource Centre for Carers last October and November to raise their awareness of the plight of the elderly and equip them with skills in taking care of them. To celebrate the Chinese New Year with the elderly, our S4 students prepared greeting cards and gifts in January and they were later delivered to 11 elderly care centres. The S5 students attended a series of training workshops to enhance their skills in communicating with elders in Ap Lei Chau where most of them were fishermen. Through organising activities with them in the TWGHs Jockey Club Lei Tung Integrated Services Centre, our students not only developed self-esteem and gained satisfaction from their effort, they also cultivated in themselves a stronger disposition to do good.

Apart from the activities above, we had also witnessed many school members organising or participating in a variety of service activities, including beach clean-ups, refurbishing campus signs, flag selling, offering free online tutorials to kids during lockdowns in the Mainland, etc.

The Guidance Committee organized the Voluntary Services Programme for students to develop their teamwork and communication skills. This programme was also linked up with the Correctional Scheme under the Discipline Committee where students would have the chance to have the number of their demerit points reduced, rebuild confidence and have a greater sense of observing school rules after the services.

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

National Security Education

The College has formed a working group, the National Security Education Committee, to take charge of the coordination work and adopt a whole-school approach in formulating and

implementing measures related to national security education. The committee's functions include 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 2021-2022, we provided opportunities for students to show respect for the national flag, national emblem and national anthem. The flag raising ceremony is held once per week, and “Speech under national flag” is included on important, festive and special occasions. To promote a better understanding of the legislative background, spirit, provisions, and significance of the National Security Law among staff, a Joint-school staff development workshop with Maryknoll Covent School and Heep Yunn School was organized on 4th January 2022, which was administered by the EDB. Moreover, a staff development day related to national security education was organized on 6th January 2022, the principle and details of the National Security Law were explained by Mr So Man Kit, a lawyer.

Last but not least, the College strengthened the monitoring mechanism for regular review of learning and teaching resources (including their content and quality) in various key learning areas and coordinated the work of different subject panels and teams to implement the relevant measures.

Home-School Partnership

The Parent-Teacher Association

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

At the Annual General Meeting held on October 2, 2021, certificates of appreciation were presented to outgoing executive committee members (Vivian Lee & Edan Yuen); and class representatives for 2021-22 (S1: Tanya Ho, Virginia Tao, Pamela So, Bibiana Wong & June Chow; S2: Rita Lok, Michelle Lau, Sally Keung, Dorian Leung, Eva Ip & Michele Kon; S3: Cecilia Chow, Polly Ho, Hannah Lau, Christine Lam, Anna Pang & Nichole Leung; S4: Sunny Zhao, Edna Yuen, Phoebe Lee, Alex Mar, Makiko To & Vicky Fung; S5: Katrina Poon, Robert Sia, Almond Lam, Olivia Chan, Sylvia Doo & Lucia Li).

The eleven parents serving on the 2021-2022 PTA Executive Committee are Dr Sylvia Doo (Chairlady), Mr Alex Mar (Vice-Chairman), Ms Dorian Leung (Secretary), Ms Christine Lam (Assistant Secretary), Ms Vivian Lau (Treasurer), Ms Annie Lin (Assistant Treasurer), Ms Lucia Li, Ms Brenda Ng, Mr Ng Pou Kun, Ms Cecilia Shum and Ms Pamela So. The College Principal, Ms Carol Yang (Vice-Chairlady ex-officio), appointed eight teachers including Mr Clinton Chong (Coordinator), Mrs Kit Ng (Assistant Coordinator), Mrs Abby Kwok, Mr Corwin Kan, Mrs Priscilla Poon, Mr Clovis Sze-to, Mr Theodore Tam and Mr Henry Yung to sit on the PTA Executive Committee.

The following was a list of the PTA activities and matters organized or handled by the sub-committees or groups during the academic year 2021-22. Quite a few scheduled activities were either cancelled or switched online due to the COVID pandemic.

Parents' Relations & Recreation Committee

- Parents' Brunch with College Principal, Deputy Principals and teachers (Sep, 2021 - CANCELLED due to the COVID pandemic)
- Tea Gathering with SSCPS parents (co-organized with SSCPSPTA) on Jan 6, 2022
- PTA Outing (Apr 2, 2022 – CANCELLED due to the COVID pandemic)

Parenting & Support Committee

- Life Education Workshop @ Codekey Cookies by Ms Jennifer Wong, counselling psychologist on Nov 13, 2021
- Life Education Workshop on "Stay Positive during the Pandemic" by Ms Ivy Ho, qualified parenting coach (pre-recorded and broadcast via YouTube from 30 Apr 2022)

Pre-University Education Committee

- Study Pathway Talk 1: Road Map for Overseas Study on October 3, 2021
- Study Pathway Talk 2: Preparation for Overseas Study on May 28, 2022

School Matters & Welfare Committee

- Routine check of catering services, kitchen hygiene and food quality
- Preparing gifts for teachers and supporting staff for the Parents-Also-Appreciate-Teachers Drive in June, 2022
- Production of personalized mugs and drawstring bag for presentation to S6 graduates at the graduation ceremony on July 15, 2022

Volunteer Services Committee

- Providing support to social services and voluntary work arranged by the school social worker for students (throughout the school year, but most of the activities were CANCELLED due to the COVID pandemic). Instead, DIY arts piece of SSC students in January, 2022 and Rice dumpling for Dragon Boat Festival in May, 2022 were sent to Elderly Centre in Stanley.
- Lunar New Year Gifts Transfer Program with People's Food Bank of St. James' Settlement (Feb 2022 – CANCELLED due to the COVID pandemic)

Communications & Technical Supports Committee

- Administration of the PTA website, Facebook page & Online Market Place
- Setting up S1 parents WhatsApp groups at the beginning of the academic year in September 2021

Christian Parents Group

- Monday mornings parents' prayer group being kept as zoom meeting due to the COVID pandemic, and resumed face to face meeting at school in May 2022.

- Christian Parents' Gathering was held on June 2, 2022.

Additional Activities

- Being the supporting organization of SSC Family Day on January 9, 2022 - CANCELLED due to the COVID pandemic.
- SSC Red Pocket Charity sales by Alliance in January 2022
- Publication of 2 instead of 3 issues of PTA Newsletters due to long period of class suspension/ on-line teaching during the academic year 2021-22
- A short presentation introducing the PTA at the Pre-S1 Orientation on August 2, 2022

School Development Committee

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

Work began in summer, when the College Ambassadors organised a 3-day New Students Orientation Camp for the newly-admitted S1 students. They had fun while enhancing their social and problem-solving skills to prepare for the new stage of their lives.

To equip current students to be leaders of tomorrow, a leadership training camp was organised for the College Ambassadors. In March, the SSC Conqueror Challenge was successfully held. With the support of the principal, teachers, parents and alumni, over 350 participants accepted the challenge to run up to 20km, cycle up to 36km or show off their musical talents and writing skills. More than \$180,000 was raised.

The S6 Graduation Ceremony was held at the end of the academic year. The cohort severely affected by the pandemic was blessed with great weather to celebrate this important milestone with parents and teachers on our beautiful campus.

Due to unforeseeable circumstances caused by the pandemic, the SSC Family Day was unfortunately cancelled. Yet, the spirit of the Family Day was carried on by the Topping-Out Ceremony of the Benevolence House. This memorable occasion brought various generations of graduates and stakeholders together, including Council members, parents and countless past presidents of the Alumni Association.

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

Partnership with Alumni Association and Alumni Groups

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

As the pandemic remains a challenge in 2021/2022, the Alumni Association produced a new custom-made mask to show our care and support to the students and parents in this difficult period. Students, parents, and alumni could also purchase additional masks and all profits went to the St Stephen's Foundation.

Despite the COVID restrictions, we were grateful to host a few events to gather our alumni including the annual dinner, Golf Day, Winter-In-St Stephen's camping and Alumni Association 90th anniversary together with Dr Wai retirement dinner party. All participants had a great time to meet their fellows once again.

Music is always a healing hand, and it is one of the successes in our College. Our Alumni Choir participated in the SSPCS Music Presentation concert and the Christian worship at Sheng Kung Hui Holy Trinity Cathedral in 2022. Their celestial voice gave the audience strength to face the challenges in their lives.

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

Careers Guidance & Life Planning Committee

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

For higher education, over 90% of our graduates obtained a bachelor's degree offer from local or overseas universities and institutes. Among all the students who pursued a degree in Hong Kong, over 60% of them gained admission to HKU, CUHK or HKUST. For overseas destinations, the UK was the first choice for many students, followed by Canada, Australia

and the United States. Preferred majors (for both local and overseas education) included medicine, law, architecture, global business, economics, politics and international studies, astrophysics, anthropology, archaeology, food science and nutrition, veterinary sciences, aviation, statistics, urban planning, nursing, marine biology, economics and finance, surveying, sports science, psychology, physiotherapy, occupational therapy, arts, business management, communication, fine art and design, humanities, education, computing, and engineering.

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

D. Student Performance Domain

In Secondary 6, 94% of the 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 programmes in Medicine, Law, Physiotherapy, Veterinarian Sciences, Engineering, Business Management, International Relations, Fine Arts and Urban Planning.

Congratulations to the sixth cohort of 2022, graduating from our dual programme, on their good results and university offers, we are proud of every SSC student. Thanks to all the teachers, students and parents for their hard work.

Top Scorer	University Programme
Chan Kwun Yui (IBDP)	HKU, Medicine
Chan Wing Hei (IBDP)	University of Sydney, Physiotherapy
Leung Tung Yan (IBDP)	University of Toronto, Engineering Science
Nicolas Sze (IBDP)	HKU, Dentistry
Lun Ching Hang (HKDSE)	Imperial College, Chemical Engineering
Yip Kin Tung (HKDSE)	CUHK, Medicine
Cheng Mang Kiu (HKDSE)	HKU, Quantitative Finance
Chan Kwun Yui (IBDP)	HKU, Medicine

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

Subjects	2020-2021		2021-2022			
	Level 2 or Above	Pass %	No. Sat	Level 2 or Above	Pass %	HK Pass %
Chinese Language	66	97.1	79	76	96.2	58.5%
English Language	68	100.0	79	78	98.7	52.0%
Mathematics	68	100.0	79	78	98.7	81.5%
Calculus and Statistics	5	100.0	8	8	100	90.5%
Algebra and Calculus	3	100.0	10	10	100	90.5%
Liberal Studies	67	98.5	79	77	97.5	89%
Biology	29	100.0	27	27	100	90.2%
Business, Accounting & Financial Studies	7	100.0	11	11	100	90.7%
Chemistry	36	97.3	32	30	93.8	87.7%
Chinese History	12	100.0	20	20	100	89%
Economics	25	92.6	32	30	93.8	85.5%
Geography	12	92.3	9	9	100	87.7%
History	11	100.0	11	11	100	93.4%
Information & Communication Technology	4	100.0	5	5	100	80.6%
Physics	18	100.0	26	24	92.3	89.8%
Visual Arts	10	100.0	15	15	100	83.4%

(2) IB Examination results 2022

Subject	Average Grade (School)	Average Grade (Worldwide)
Chinese A: Lang and Literature HL	5.6	5.78
Chinese A: Lang and Literature SL	5.57	5.75
Chinese A: Literature HL	5.4	5.73
Chinese A: Literature SL	5.8	5.7
English A: Lang and Literature HL	6	5.03
English A: Lang and Literature SL	6.2	5.27
English B HL	6.5	5.89
English B SL	6.56	5.76
Spanish AB. SL	5.89	5.06
Business Management HL	6.67	5.25
Business Management SL	6.33	5.11
Economics HL	6.36	5.4
Economics SL	6.57	5.02
Geography HL	6.25	5.52
Geography SL	6.63	5.06
History SL	6.5	4.76
History Asia and Oceania HL	6.17	5.3
Biology HL	6.31	4.73
Biology SL	6	4.56
Chemistry HL	6.71	4.99
Chemistry SL	6.38	4.54
Physics HL	5.86	5.09
Physics SL	6	4.64
Mathematics Analysis and Approaches HL	6.25	5.21
Mathematics Analysis and Approaches SL	6.93	4.99
Mathematics Applications and Interp HL	6.89	4.79
Mathematics Applications and Interp SL	6.67	4.39
Music HL	7	5.04
Visual Arts HL	5.25	4.45
Visual Arts SL	5	4.11

School statistics

Number of diploma candidates registered in the session	45
Number of candidates who passed the diploma	45
Average points obtained by candidates who passed the diploma	40
Highest diploma points awarded to a candidate	44
Average grade obtained at the school by candidates who passed the diploma	6.27

(3) Territory-wide System Assessment (TSA) Results 2022 at S3

	Percentage of students achieving Basic Competency in HK	Percentage of students achieving Basic Competency at St Stephen's
Chinese	The TSA was not held in 2021/2022.	
English		
Mathematics		

(4) Further Studies / Careers in S.6 Graduates 2022

<i>S6 Graduates</i>	No. of Students		Percentage of Students	
	2022	(2021)	2022	(2021)
Degree at local universities / institutes	63	(53)	50.8	(46.9)
Degree at overseas universities / institutes	53	(43)	42.7	(38)
Other programmes at local universities / institutes	4	(5)	3.3	(4.4)
Other programmes at overseas universities / institutes	1	(3)	0.8	(2.7)
Repeating S6 / Self-study	1	(1)	0.8	(0.9)
To be confirmed / unknown	2	(8)	1.6	(7.1)
Total number of students	124	(113)	100	(100)

(5) Summary of University Offers to S.6 Graduates 2022

(a) DSE students

Undergraduate Programmes in Hong Kong	
1. The University of Hong Kong	BBA (Law) & LLB, Quantitative Finance, Asset Management & Private Banking, Engineering, Science, Arts, Psychology, Biomedical Engineering
2. The Chinese University of Hong Kong	Medicine, LLB, Pharmacy, Architectural Studies, Early Childhood Education, Global Studies, Urban Studies, Risk Management Science, Computer Science & Engineering
3. Hong Kong University of Science and Technology	Dual Degree in Technology & Management, Business & Management, Information Systems, Global China Studies, International Research Enrichment, Quantitative Social Analysis, Science, Engineering
4. The Hong Kong Polytechnic University	Hotel & Tourism Management, Management & Marketing, Optometry, Nursing
5. City University of Hong Kong	Accountancy, Material Science & Engineering, Public Policy & Politics,
6. Hong Kong Metropolitan University	Physiotherapy, Data Science & AI, Fine Arts, Language Studies
7. Shue Yan University	Social Work
8. Hang Seng University of Hong Kong	Business Administration in Supply Chain Management
Undergraduate Programmes Outside Hong Kong	
1. Imperial College London, UK 2. University College London, UK 3. University of Birmingham, UK 4. University of Westminster, UK 5. Royal Veterinary College, UK 6. Loughborough University, UK 7. Royal College of Music, UK 8. Royal College of Art, UK 9. University for the Creative Arts, UK 10. University of Surrey, UK 11. Newcastle University, UK 12. University of Liverpool, UK 13. University of Glasgow, UK 14. University of British Columbia, Canada 15. UNSW, Australia 16. Monash University, Australia 17. Peking University, China 18. Fudan University, China 19. Central Academy of Fine Arts, China 20. Shanghai University of Political Science and Law, China 21. Xinghai Conservatory of Music, China 22. Xiamen University, China 23. National University of Singapore, Singapore	LLB, Chemical Engineering, Computer Science & Engineering, Commerce, Management Science, Economics, Business Management, Psychology, Urban Planning, Physiotherapy, Nursing, Music, Fine Art, History of Art, Chemistry, Media Bio-veterinary Science

(b) IB students

Undergraduate Programmes in Hong Kong	
1. The University of Hong Kong	Medicine, Dentistry, LLB, Architecture, Accounting & Finance, Business Administration, Bioinformatics, Speech and Hearing Science
2. The Chinese University of Hong Kong	Global Business, Business Administration, Computational Data Science, Early Childhood Education
3. Hong Kong University of Science and Technology	Engineering, Dual Degree in Technology & Management, Global Business
4. The Hong Kong Polytechnic University	Physiotherapy
5. Hong Kong Baptist University	Fine Art in Acting of Global Science
Undergraduate Programmes Outside Hong Kong	
1. University of Cambridge, UK 2. University College London, UK 3. London School of Economics and Political Science, UK 4. Durham University, UK 5. University of Manchester, UK 6. Royal Veterinary College, UK 7. University of Reading, UK 8. New York University, US 9. University of California, Davis, US 10. University at Buffalo, US 11. Berklee College of Music, US 12. University of Toronto, Canada 13. University of British Columbia, Canada 14. University of Sydney, Australia 15. University of Queensland, Australia 16. University of New South Wales, Australia 17. Western Sydney University, Australia 18. Jinan University, China 19. University of Amsterdam, Netherlands	Physiotherapy, Engineering, LLB, Mathematics, Natural Sciences, Occupational Therapy, Management, Liberal Studies, Clinical Medicine, Music, Veterinary Medicine, English Language and English Literature, Art History, Communication Sciences, Psychology and Health Sciences, Liberal Art, Health, Sport & Physical Education

7. Financial Summary

Financial Summary for the 2020/ 2021 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)	51.32%	N.A.
School Fees	N.A.	48.15%
Donations, if any	N.A.	0.01%
Other Income, if any	0.15%	0.37%
Total	51.47%	48.53%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	77.11%	
Operational Expenses (including those for Learning and Teaching)	11.28%	
Fee Remission / Scholarship ¹	8.36%	
Repairs and Maintenance	1.31%	
Depreciation	1.94%	
Total	100%	
Surplus for the School Year [#]	0.65 months of the annual expenditure	
Accumulated Surplus in the Operating Reserve as at the End of the School Year [#]	8.4 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