

Annual Report

2024/25



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ESF Mission & Vision

Our mission is to inspire creativity and nurture global citizens and leaders of the future.

Our vision is for every student to be the best that they can be.

STC Purpose

We challenge our students to make meaningful contributions to the world.

STC Values



Principal's Message

The 2024 - 2025 academic year has been a busy and productive year. Aug '24 marked the launch of our revised Purpose and Values. Stemming from a highly consultative, data gathering process the previous academic year, our new Purpose and Values were well received, shaping our decision-making and strengthening our culture as the year progressed.

We continued our work embedding a restorative practices approach, thereby deepening our commitment to building a respectful, inclusive and resilient community of learners. These practices strengthened relationships amongst staff, students and families in line with our values and further fostering trust.

Campus redevelopment continued with the redesign of the ground floor. Reception, Resources and the main entrance were reconfigured to include an accessibility ramp; a Middle School Hub was created; the ICT Centre relocated; a male bathroom reinstated; a female bathroom refurbished; an additional English classroom created; the Counselling suite and Medical Room relocated and upgraded. ESF invested HK\$22m on this project, which unquestionably transformed our ground floor spaces and delighted our students.

In addition to the progress of strategic priorities, you will see from the remainder of our Annual Report that we continued to excel in our areas of strength. Examination success, and the consequent transition to first choice university for our students remained strong.

Our students continued to be fully engaged with the breadth of our programme, with Explorer Week and experiential learning opportunities challenging them beyond the classroom. Our SABRES had a spectacular year with participation strong and sporting success growing across many sports.

Our School Council and PTSA continued to be highly involved in school operations and development, as well as being highly supportive and committed to the school. We offered multiple opportunities for parents to be on campus over the course of the year, with our first SJS/STC Winter Festival since Covid 19 a particular highlight of the year for our community.

As always, a sincere thank you to everyone who was part of our community and who grew along with us over the course of the academic year.

Carol Larkin
Principal



Our Strategic Priorities



Amplify an inclusive & unifying STC culture

- The whole community positively engages with Restorative Practices
- Increased staff capacity for building & nurturing strong relationships & a sense of belonging



Enable every student to lead their own learning, in school & beyond

- Flexible scheduling has made space for personalisation of learning
- Students are engaged in decision-making processes across more aspects of school life
- Learning is challenging & meaningful

Supporting Our Communities

At Sha Tin College, diversity, equity, and inclusion are central to our identity. We are dedicated to sustaining an inclusive culture where every voice contributes to the richness of school life and every student is challenged to make meaningful contributions to the world. Our core value, "Be INCLUSIVE," is woven into the fabric of our community, brought to life through vibrant cultural celebrations like Diwali and initiatives such as Odd Socks Day, which celebrate our differences and foster connection.

Our commitment to inclusion is supported by our Learning Diversity Faculty, a multidisciplinary team with expertise in supporting students with a wide range of needs. This includes tailored provision for neurodiversity through Learning Support, assistance for bilingual and multilingual learners (BML), and our Elevate Programme for gifted students. The faculty employs a consultative approach, working with teachers to implement flexible 'push-in' (in-class) and 'pull-out' (small group) models of support. Using tools like psychometric screening and a comprehensive 'Register of Need,' we ensure that support strategies and Individual Education Plans (IEPs) are precisely tailored to help every student overcome barriers, enjoy learning, and achieve their goals.

Student wellbeing remains at the forefront of everything we do. Our comprehensive support system includes dedicated Heads of Year, Wellbeing Counsellors, Social Workers, Child Protection Officers, and a highly effective Peer Supporter programme. Through an explicit wellbeing curriculum and events like "Wicked Wellbeing" day, we empower students to take ownership of their personal wellbeing and contribute positively to our community. This holistic approach is strengthened by a strong school-home partnership, fostered through parent engagement events that create a cohesive and reassuring support network for all.



IB Middle Years Programme (MYP)

During this academic year, we prioritised curriculum coherence and transparency. A single written curriculum document was created to capture all subjects and units of inquiry across Years 7 - 9, ensuring consistency in planning and alignment with IB standards. Unit planning was refined using a Collaborative Planning Guide for faculties, supporting shared understanding and improved documentation.

To strengthen communication with families, written unit overviews were shared each term, offering insight into classroom learning and fostering meaningful dialogue. Parents were also invited to participate in assessment workshops throughout the year and lesson taster sessions during Back to School Night, deepening their understanding of MYP pedagogy and assessment practices.

A progress tracker pilot was introduced for Year 7 students to promote feedback, goal setting, and student agency. This tool encouraged learners to reflect on their progress and take ownership of their learning journey.

Building on the development of the Year 7 interdisciplinary unit between Science and Individuals & Societies, the Year 8 *Arts for Change* unit was formalised as an MYP interdisciplinary unit and reported on. It brought together Music, Visual Arts, and Theatre in a powerful campaign to raise awareness of a chosen UN Sustainable Development Goal in Hong Kong. Students used creative expression to advocate for social change, culminating in a video exhibition.

This year also saw a fresh iteration and reframing of the Year 9 Community Project celebration as a series of exhibitions. Parents, teachers, and peers were invited to recognise outstanding projects in four categories: *Be Curious*, *Be Inclusive*, *Be Generous*, and *Be Responsible*, with nomination slips available to acknowledge meaningful contributions.

I/GCSE

During the 2024/2025 academic year, our I/GCSE programme has continued to advance, fostering student engagement, personal development and alignment with our core values: Be Curious, Be Inclusive, Be Generous, and Be Responsible. A key highlight of this year was the introduction of greater flexibility in subject options, allowing students more choice in their academic pathways. For the first time, we offered triple science as an option, as well as the opportunity to dedicate more time to humanities and the arts, empowering students to tailor their studies to their interests and strengths.

We continued to refine our approach to integrating the I/GCSE++ programme, ensuring that it complements the I/GCSE syllabi while enhancing the overall educational journey. This alignment aims to provide a seamless transition from our Middle Years Programme into the Diploma and Careers Programmes, upholding the rigour and international recognition of the I/GCSE.

Experiential learning has remained a cornerstone of our I/GCSE curriculum, featuring a variety of enriching opportunities. Students participated in visits to local farms, gaining insights into food production and sustainability, alongside engaging real-life business experiences that broadened their understanding of commerce. These hands-on activities complement existing curriculum-aligned excursions such as river and coastal fieldwork in Geography and real-life observations and photography in Art. Together, these experiences deepen students' understanding and cultivate essential skills relevant to real-world contexts.

Throughout the two-year programme, students have demonstrated increasing independence and responsibility as they balanced coursework deadlines and internal assessments with a wide array of extracurricular opportunities. This culminated in final external examinations, where students showcased their dedication and hard work.

Overall, the I/GCSE experience has been transformative, equipping students with the knowledge, skills, and confidence to succeed in their future educational endeavors. Together, these initiatives mark a significant step forward in developing engaged, self-directed learners ready for the challenges ahead.



IB Diploma Programme

Over the past five years, our school's journey through the IB Self-Study has been a deeply reflective and collaborative process, grounded in the IB Standards and Practices. From the outset, we approached this as an opportunity to connect meaningfully across faculties, fostering a culture of intentional collaboration and professional curiosity. Teachers engaged in cross-faculty inquiry teams that explored key areas of teaching and learning, from deep dives into inquiry-based pedagogies and concept transference to the ongoing evolution of personalised learning and approaches to teaching. This process has not only strengthened our shared understanding of what high-quality IB learning looks like, but also upskilled teachers in how to design learning that is conceptually rich, student-centred, and globally relevant. Through open dialogue, reflection, and evidence-gathering, our staff have demonstrated a sustained commitment to growth and alignment with IB philosophy.

As we move into the final year of the cycle, our focus turns to synthesising the insights gained into a cohesive self-study report, to be submitted in June 2026. This marks both a culmination and a continuation; an affirmation of the progress we have made and a launchpad for the next phase of our collective learning journey.

IB Career-related Programme

In 2024/5 we had three graduates of the IBCP across 2 career specialisms, Art and Design (SCAD) and Hospitality and Culinary Arts (HCI/ICI).

All students achieved places at their first choice Universities. Our student of Hospitality and Culinary Arts will be studying History and Political Science at Monash University. This is encouraging as Australian Universities have historically been less accepting of the IBCP and transitioning from Culinary Arts to this shows the potential flexibility of the programme. Our two SCAD students followed a new pathway for STC students, Fashion Marketing achieving outstanding results of Grade A and a GPA of 4. They have gone on to study at the University of the Arts London (Foundation in Fine Arts) and Salford University (Fashion Image Making and Styling). It is encouraging to see students take advantage of the range of options available at SCAD. Similarly our current student at SCAD has taken the Photography pathway further illustrating the benefit of Career-related Studies providers, who can offer bespoke pathways to truly personalise students' learning.

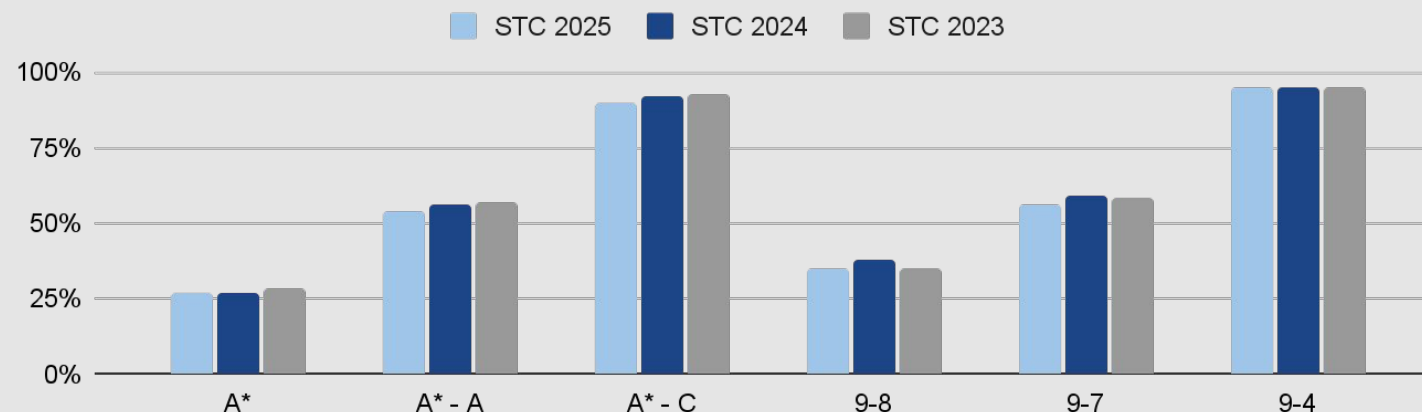
We currently have three students in Year 13 studying Art and Design (SCAD), Hospitality and Culinary Arts (HCI/ICI) and International Sports Management (World Academy of Sports).

I/GCSE Results

We are excited to share the May/June 2025 results for the General Certificate of Secondary Education (GCSE) and its international equivalent, the International General Certificate of Secondary Education (IGCSE).

For our I/GCSE students, the awarding of these grades signifies the culmination of a significant and transformative stage in their educational journey. Throughout this period, our students demonstrated remarkable commitment, resilience, and perseverance, facing challenges with determination and a positive spirit. Their hard work and dedication have truly paid off, resulting in impressive achievements that we are immensely proud of. We take this opportunity to congratulate all of our students on their remarkable efforts and the invaluable skills they have gained along the way.

I/GCSE Results

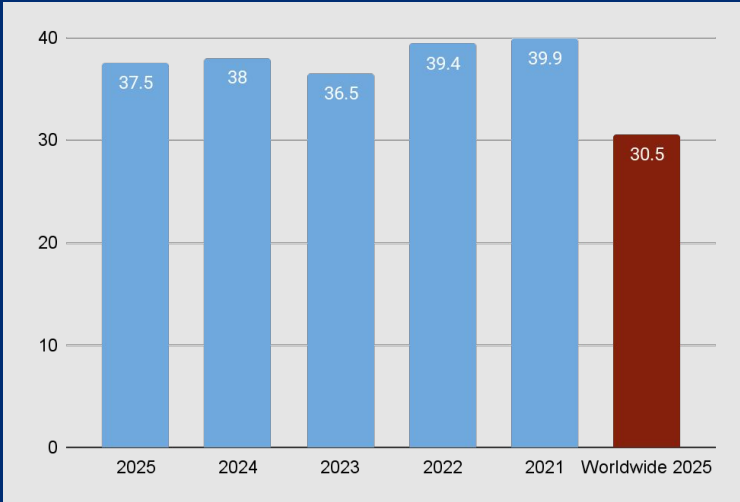


IB Results

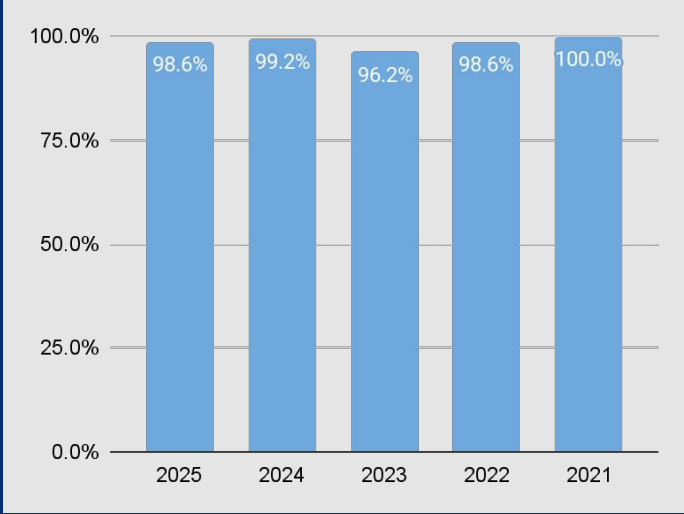
Sha Tin College is proud to celebrate the achievements of the Class of 2025 in both the International Baccalaureate Diploma Programme (IBDP) and the IB Careers-related Programme (CP). These results reflect the determination, resilience, and academic commitment of our students, alongside the expert support of our teaching staff and the invaluable encouragement of families and the wider school community.

	2025	2024	2023	2022	2021	Worldwide
No. of students entered for CP IB Programme	3	8	7	1	5	na
No. of students achieving CP IB Programme	3	8	7	1	5	na
No. of students entered for IB Diploma Courses	146	133	140	146	142	202,103
No. of students entered for the full IB Diploma	140	125	133	145	137	101,510
No. of students achieving the IB Diploma	138	124	128	143	137	82,514
% of students achieving the IB Diploma	98.6%	99.2%	96.2%	98.6%	100%	81.3%
% of students achieving the Bilingual Diploma	9.3%	10%	10%	6%	4%	27.3%
Mean points score for all IB Diploma students	37.5	38	36.5	39.4	39.9	30.5
% of students achieving 30+ IB Diploma points	90%	94%	90%	97%	99%	57.6%
% of students achieving 35+ IB Diploma points	70%	72%	65%	83%	91%	29.8%
% of students achieving 40+ IB Diploma points	44.3%	46%	41%	61%	57%	9.3%
Mean grade for all subjects	5.9	5.9	5.7	6.2	6.2	4.9

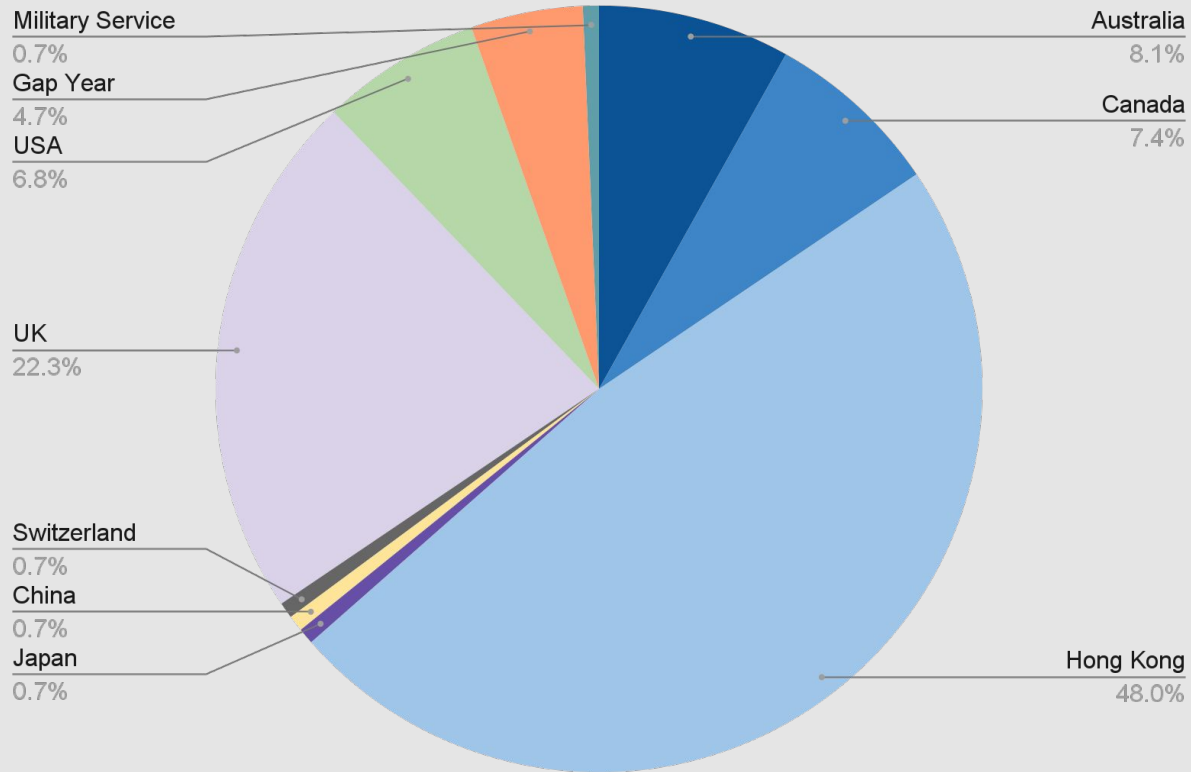
Mean Number of Points for IB Diploma Students



% of Diploma Students awarded the full IB Diploma



Year 13 Graduates Student Destinations



Destinations for Class of 2025

Australia

- Monash University
- Queensland University of Technology
- The University of Melbourne
- The University of Sydney
- University of New South Wales

Canada

- Queen's University
- University of British Columbia
- University of Toronto
- University of Waterloo

China

- University of Nottingham Ningbo China

Hong Kong

- Hong Kong University of Science and Technology
- The University of Hong Kong
- The Chinese University of Hong Kong
- The Hong Kong Polytechnic University
- Lingnan University
- HKU SPACE Po Leung Kuk Stanley Ho Community College
- Vocational Training Council

Japan

- Yamanashi Gakuin University

Switzerland

- École Polytechnique Fédérale de Lausanne (EPFL)

United States of America

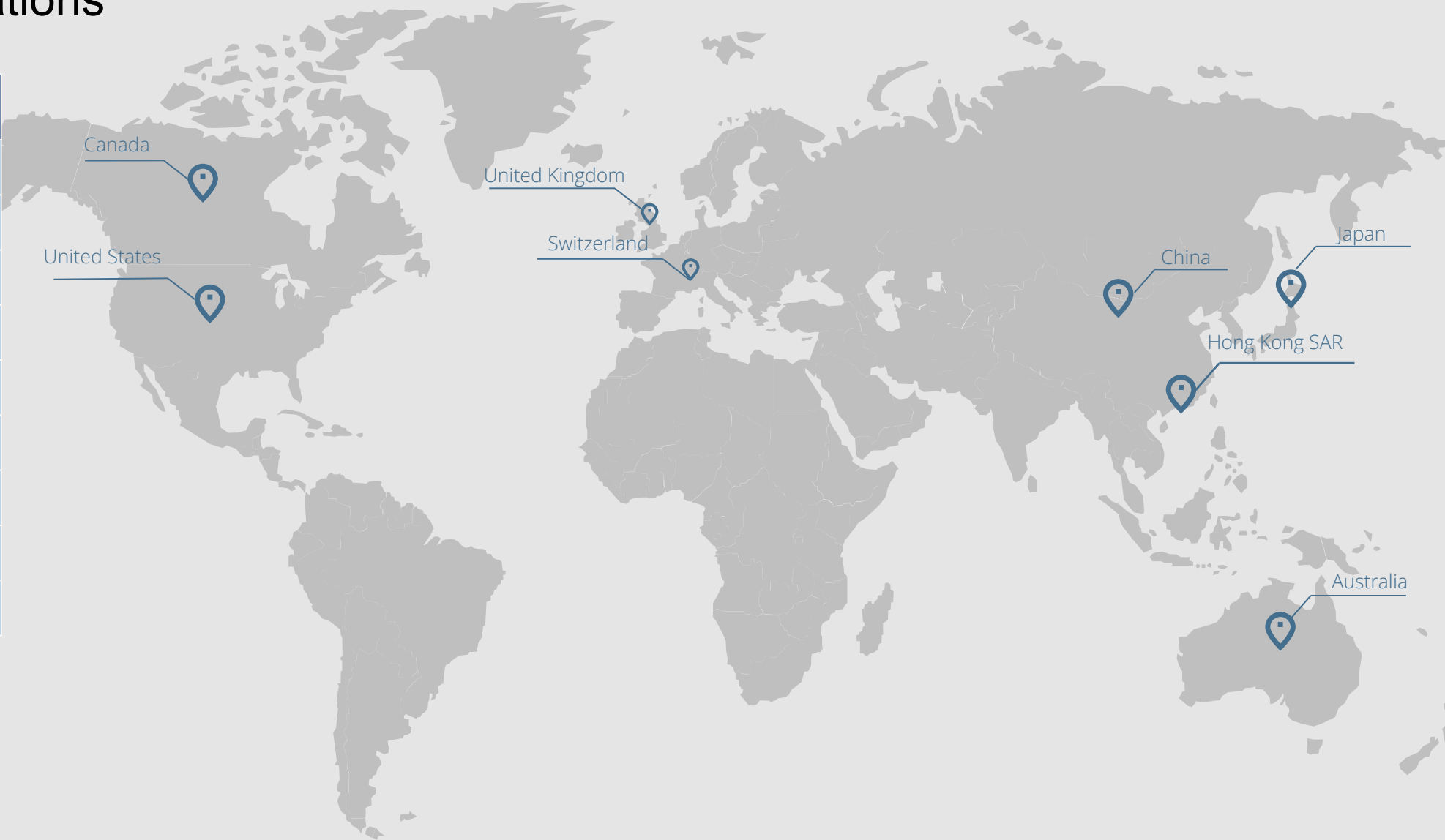
- Carnegie Mellon University
- Georgia Institute of Technology
- New York University
- San Francisco State University
- The Cooper Union for the Advancement of Science and Art
- University of Illinois Urbana-Champaign
- University of Michigan
- University of Southern California
- University of Washington - Seattle Campus
- Utah State University

United Kingdom

- Imperial College London
- Loughborough University
- Northumbria University, Newcastle
- The London School of Economics and Political Science
- University of Warwick
- University College London
- University of Bath
- University of Birmingham
- University of Dundee
- University of Exeter
- University of Glasgow
- University of Liverpool
- University of Nottingham
- University of Reading
- University of Salford
- University of Sheffield
- University of Southampton
- University of the Arts London
- University of Westminster, London

University Destinations

Countries	No. of Students
United States	10
Canada	11
United Kingdom	33
Japan	1
Switzerland	1
Hong Kong SAR	71
Australia	12
Military Service	1
Gap Year	7



Academic Awards

The 2024–2025 academic year has been distinguished by outstanding student success across academics, creativity, and innovation.

Sha Tin College students excelled in numerous external competitions, reflecting both intellectual curiosity and commitment to excellence. Twenty students participated in the Hong Kong Sustainable and Legal Business Competition, addressing ethical and sustainability challenges. In the literary field, Year 8 student Iris Shi and Year 10 student Nicholas Lee were highly commended at the Hong Kong Young Writers Awards, with Honourable Mentions awarded to students from Years 7–11.

Global recognition was achieved by Yui Yi Cheng, who earned the highest mark in Asia for Art, Craft, and Design with Pearson Outstanding Learner Awards, and Yui Chun Eugene Hau, who achieved the Top in Hong Kong in Foreign Language French, both honoured with Cambridge Outstanding Cambridge Learner Awards. In Science and Technology, Year 12 Sylvia Law placed 3rd in the Hong Kong Youth Science & Technology Innovation Competition, distinguishing herself among more than 4,000 participants. Year 13 Isaac Hung excelled in the prestigious S. T. Yau High School Science Award, winning the Harry Shum Computer Science Gold Award in the Asia regional round and receiving an Honourable Mention in the world finals.

A significant highlight for our community was the recognition of 44 students with the Outstanding Academic Achievement Award at the ESF Chairman's Awards Ceremony 2025, alongside further honours for leadership, community service, sports, and creativity.

These achievements highlight the values we uphold: Be Curious, Be Inclusive, Be Generous and Be Responsible.



Experiential Learning - Activities

Our Activities Programme once again brought our Experiential Learning Model to life, offering students dynamic opportunities to explore passions, develop new skills, and form meaningful connections beyond the traditional classroom setting. The programme was a resounding success, reflecting our commitment to holistic education and the belief that some of the most impactful learning happens through real-world experiences.

A key development this year was the introduction of the SOCS platform, which served as our central hub for SABRES Sports and Activities. This one-stop system for sign-ups, attendance, and calendars significantly improved communication with our community, helping to showcase the breadth of what we offer. Throughout the year, students engaged in diverse activities, ranging from our competitive SABRES Sports Teams to Sports for Fun sessions and various creative, cultural, and intellectual pursuits. This broad spectrum ensured that every student, regardless of ability, could find a space to grow, take on new challenges, and deepen their personal interests.

Students approached the Programme with impressive enthusiasm, creativity, and curiosity. From baking artisanal loaves in the Sourdough Club, exploring traditional movement in Chinese Martial Arts, and contributing vibrant artwork to Transforming Walls, set to be displayed around the school - students made the most of every opportunity. In the Ocean Engineering Society, budding engineers designed and built their own remotely operated vehicles (ROVs), gaining hands-on experience while developing essential skills in problem-solving, innovation, and teamwork. Their involvement and achievements were regularly celebrated during whole school assemblies and featured in monthly highlights on the school's social media platforms, allowing the wider school community to witness and share in the enthusiasm and accomplishments of our students.

In Term 3, we gathered valuable insights through our community feedback survey, the results of which were shared with families via the end-of-year Activities Report and presented during Back to School Night. The feedback highlighted areas of success, such as the variety and quality of offerings, and also informed areas for continued development. Many suggestions have already been woven into the planning for next year, ensuring the programme remains responsive and student-centred.

The success of this year's programme is a testament to our teaching and support staff's dedication, energy, creativity, and commitment, which enabled such a rich array of experiences for our students. Their efforts have created a nurturing environment where students are encouraged to step outside their comfort zones, take initiative, and grow confidently.

As we look ahead, we are excited to build on this momentum, expanding our offerings and providing enriching opportunities that support our students' personal, social, and educational development. The Activities Programme remains a cornerstone of our school's purpose to educate the whole child and empower every learner to thrive.



Experiential Learning - Activities

Sports for Fun

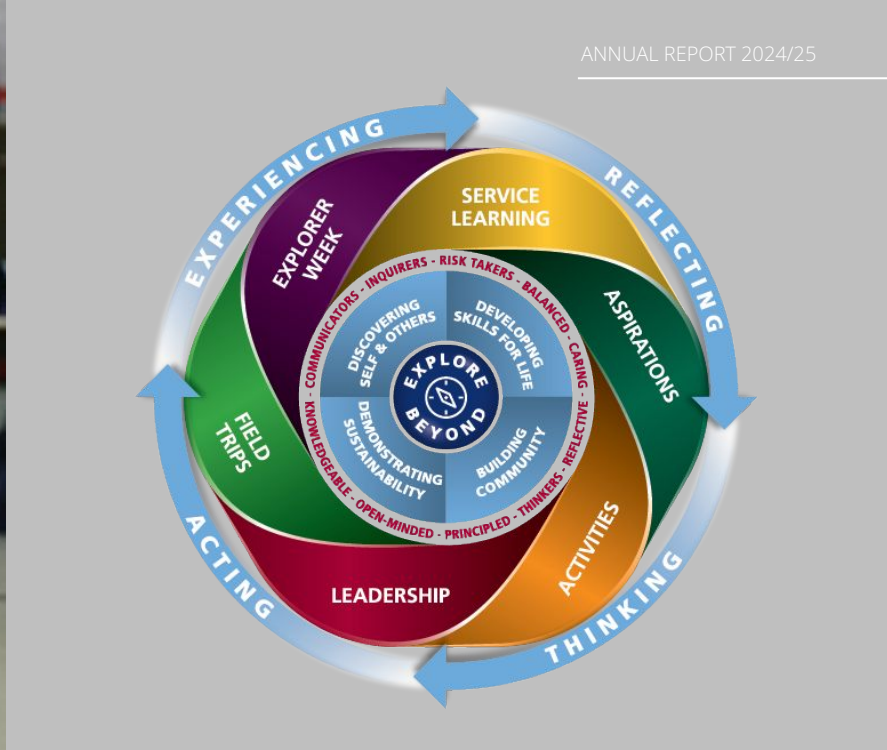
Fencing Advanced & Development, Basketball Development Boys & Girls, Taekwondo, ATP Tennis, Golf Club, Rowing, Tennis Club, Junior and Senior Badminton, Junior and Senior Table Tennis, Pickleball Club, Touch Rugby Activity, Gymnastics, Bouldering

SABRES

U14, U16, U20 Girls & U20 Boys Volleyball, U14, U16, U20 Boys & U14 Girls Basketball, U12, U14, U16, U20 , Boys & U12, U14, U16 Girls Football, U12, U14, U16, U20 Boys & U12, U14, U16 Girls Football, U12 mixed, A/B Grade Netball, Junior and Senior Swimming Team, Junior and Senior Cross Country Team, Junior and Senior Track & Field Team, U14, U20 Boys and Girls Tennis Team, U14, U20 Boys and Girls, Badminton Team, Fencing Team, Golf Team, U14, U20 Boys & Girls Rock Climbing Team, U14 Boys & Girls and U20 Mixed Touch Rugby Team

Activities

3D Printing & CAD Club, Acoustic Guitar Club, Architecture Society, Asian Movie Club, Balsa Wood Gliders, Battle of the Books Club, Beads Club, Board Game Club, Build Your Own Website, Chess Club, Chinese Battle of the Books, Chinese Martial Arts, Chinese Speech Club, Competitive Programming and C++, Drama Club (Middle School), Dungeons and Dragons, Electronics Club, Embroidery Club, Photography for Fun, Rock School, Rummikub, Sourdough Club, Textile Club, Rock School, Transforming Walls (Large Scale Painting), United Magazine



SABRES - A Year of Triumph and Team Spirit

The SABRES have thrived over the past year, with our student-athletes showcasing exceptional skill, determination, and camaraderie across competitions in both the ISSFHK and HKSSF leagues. Their unwavering commitment to excellence was evident throughout all seasons, as they consistently rose to the occasion and represented our school with pride.

In Season 1, our U14 and U16 Girls Volleyball teams were crowned champions, while the U20 Girls Volleyball team secured a commendable second place. The U14 Boys Football team completed an undefeated season, earning the gold winners medal. Our Swim Team competed in the HKSSF Swimming Gala, placing fourth overall in Boys A Grade, with notable performances across other age groups.

Season 2 celebrated individual brilliance with stellar ISSFHK performances in Junior Girls Golf and U20 Girls SABRES Fencing.

Season 3 brought further achievements. The U14 Boys Badminton team achieved an unbeaten season, clinching the championship banner and later being honoured as Team of the Year for their consistent excellence and admirable sportsmanship. The Track & Field Team participated in the ISSFHK Championships, where the U16 Girls 4x100m Relay team broke the record with a time of 52.66 seconds.

In Season 4, the U12 Mixed Netball team rose to the challenge and

emerged as champions. Season 4 also saw our U20 girls overcoming CIS, CDNIS and YCIS to win the 1st Sha Tin College U20 Girls Volleyball Invitationals, winning it all in a 2-day thriller, rounding off a year of remarkable accomplishments.

The 2nd Annual Sports Awards Ceremony, held on 19th June 2025, recognised the talent, resilience, and sportsmanship of our athletes throughout the 2024 - 25 season. We proudly announced our Sportspersons of the Year: Xavier Wong from Middle School, a key contributor to both the U14 and U16 Football and U14 Touch Rugby teams, and Evelyn Wang from Senior School, who played a pivotal role in the Varsity Girls Basketball team, the U16 Girls Volleyball championship squad, and helped break the ISSFHK U16 Girls 4x100m relay record.

A heartfelt thank you to all our student-athletes for their dedication and passion, and to our coaches for their hard work and guidance throughout the year. Your collective efforts have built a strong and inspiring sports culture at Sha Tin College. As we celebrate these achievements, we also look ahead with excitement and ambition. Let's continue to train hard, support one another, and aim even higher in the seasons to come.

Go SABRES!



Arts, Drama and Music

In 2024/2025, our Art Department made significant strides through collaborative exhibitions that bridge Graphic Communication, Art, Craft, and Design. We've embraced a variety of media, showcasing diverse student work that reflects their creativity and talent. Notably, several of our students' pieces were selected for the Edexcel Pearson Catalogue, highlighting the high standard of work..

In addition, we are excited about the development of our STEAM initiatives. We are curating collaborative spaces within the department that foster interdisciplinary learning, allowing students to engage and lead in STEAM clubs. These efforts will pave the way for further STEAM developments in 2025, enriching our curriculum and enhancing student experiences.

In Music, the focus was on the ESF Orchestra, with active involvement from both staff and students. The ESF-wide celebration at the Hong Kong City Hall in November, proved to be an exciting event that showcased collective talents and commitment to the Arts.

In Drama, we were thrilled to be developing new units of inquiry that will create further contemporary and relevant learning experiences for our students including work on modern plays such as Noughts and Crosses; a focus on theatrical styles such as Greek Theatre and Commedia and an interactive unit on Pantomime performed to a Primary audience.

With the addition of welcoming new staff within the Arts Faculty, we are enhancing the quality of our curriculum in both Drama and Music, ensuring that our programmes continue to evolve, inspire and align what is being taught in Art.



Student Council Annual Report

Student Council Members (General Cabinet)	
Chair	Kaiden Lo
Vice-Chair	Morgan Chan
Vice-Chair	Michael Jiang
Chief of Communications	Kelly Choy
Secretary	Izzy Ng
Treasurer	Brandan Lee
Special Advisor	Jessica Zhou

Dear Members of the Sha Tin College Community,

I am Kaiden Lo, the Chairperson of the Student Council. It is a pleasure to present the Annual Council Report for the 2024-2025 academic year.

As always, the Council stands by our motto: for the students, by the students. This year, we have worked to fully live up to that, not just through the events we hosted, but through how we connect with and represent the voices of our peers. We wanted students to feel that the Council is an integral part of their everyday experience at STC, not just a name that fades into the background once the elections end.

From Valentine's Day and Halloween festivities to Spirit Week and the Winter Festival with the PTSA, we have aimed to make school life more vibrant and inclusive. Beyond this, we have continued our community work with Caritas, hosted celebrations for our graduating Year 13s, relaunched the maintenance form, and helped organise the Alumni Fair and Parents Career Evening. Each of these initiatives has reminded us what it means to listen, to act, and to grow alongside the community we represent.

The Student Council comprises 20 students from Years 7 to 13. For much of the year, we were guided by Mr. Yu and Mr. Worrall before welcoming back Mr. Bradley Barnard as our supervisor. But the Council's success is not dependent on any one person or team. We have been fortunate to work with passionate teachers, dedicated staff, and supportive students who all share a common vision of making Sha Tin College a place that grows, thrives, and inspires.

Thank you for trusting us to represent you, for your encouragement throughout the year, and for helping us strengthen our school community. As my cabinet and I prepare to retire, we do so with immense gratitude and excitement to see how future Councils continue to carry forward this spirit of connection, collaboration, and change.

Warm Regards,

Kaiden Lo

Chairperson of the Student Council

Student Leadership - House

The House programme serves as a core component of the Sha Tin College community, successfully fostering a deep sense of belonging, inclusion, and family among students across all year levels.

The House programme nurtures healthy competition through a dynamic calendar packed with numerous, varied events throughout the academic year. These activities, which range from high-energy, spirited sports days and swimming galas to creative and intellectual challenges such as inter-house quizzes and the much-loved Glee, are carefully designed to engage diverse talents and interests. These events are instrumental in encouraging students to meet and collaborate with new people, particularly bridging the gap between younger and older year groups, thereby building stronger connections across year groups. All House points accumulated from these events culminate in the much-anticipated annual awarding of the House Cup, giving every student a stake in the year-long competition.

The success and vibrancy of the House programme relies heavily on the dedication and year-round hard work of our committed and fantastic student House Leaders. These leaders take on significant responsibility, working tirelessly to organize events, mentor younger members, and sustain morale. Their consistent efforts ensure a positive, energetic, and supportive environment where a fantastic House spirit is routinely displayed by all teams, contributing significantly to the collaborative and inclusive culture of Sha Tin College.



Student Leadership - Environmental Council

At Sha Tin College, the Environmental Council aims to unite students and staff in the pursuit of sustainability on campus by raising awareness of individual environmental impacts and promoting environmentally friendly practices.

Over the last year, the Council published bi-monthly newsletters aimed at improving transparency and engagement with the school community. These involved highlighting the school's environmental contributions, discussing environmental news, and sharing eco-friendly tips, thus fostering environmental awareness.

In February 2025, the Council hosted the annual 'Call to Earth Week' with the theme of deforestation. Students engaged in various events, including a Sustainable Development Goals Quiz, a recycled origami workshop, and an art and photography competition. We also organised a second-hand book drive, inviting students and staff to donate and purchase second-hand books, which raised nearly 3000 HKD for The Green Earth organisation.

In May 2025, the Council hosted 'No Resources Week', which involved signing the WWF Earth Hour Pledge and initiating the annual 'Hour of No Power.' Additionally, the Council ran an inter House energy generation competition, fostering House spirit along with environmental awareness. Ultimately, this week was successful in promoting energy conservation and reducing waste.

Furthermore, STC's collaboration with The Alliance of Sustainable Schools (TASS) continued to grow, with the focus on education for sustainability in the last year. In February, the TASS team organised a Brawl Stars Tournament paired with a recycling competition. With around 100kg of materials recycled, the event served as an entertaining way to encourage environmental stewardship.

We thank our retiring Council members, notably our former Chairperson and Vice Chairperson, Sze Yu Kwong and Shalem Yu, for their contributions to a successful year. Moving forward, we are excited to welcome new members to the Council to build upon this progress and further our sustainability initiatives at Sha Tin College.



Student Leadership - Sports Council

The STC Sports Council is a student leadership group dedicated to enhancing student voice in the school sporting community. The 2024-25 academic year served as an incredibly eventful and enriching year for the team.

The Sports Council kicked off the year with a fresh apprentice cabinet, bringing new energy and ideas to the team. Over the course of 12 months, we focused on enhancing the sports experience for all STC students by refining ongoing projects and launching exciting long-term initiatives. One of our highlights was the Winter Festival, where we ran the popular 'Vertical Jump Competition,' giving students the chance to measure their jumps and win fun prizes, including keychains, soft toys, and SABRES merchandise.

Another major project was the creation of our life-sized mascot, Seb. The SABRES Mascot Design Team worked on every detail, from color scheme to posture, collaborating with volunteers and our Communications Officer to finalize the production process.

In collaboration with the sports media team, we released two editions of the SABRES Sports Review, hosted student-led Media Day for Season 4 athletes, and published interviews with the school's very own Hong Kong elite athletes.

Many of our projects were only made possible by Mr Kelly, Mr Martin Wong, Mr Sam Chau and Ms Lorraine Lo's coordination and oversight. A huge thank you to them!

As we look to the future, the new general and apprentice cabinets look forward to hearing more great ideas from the student body to implement into the school.

Reuben Hui
2024-2025 Chairperson of the Sports Council.





Great Moments

Graduation - Class of 2025

The Class of 2025 has exemplified excellence, resilience, and determination throughout their academic journey, leaving an indelible mark on Sha Tin College. Their achievements, both within the classroom and beyond, reflect not only their intellectual curiosity but also their creativity, leadership, and commitment to making a positive impact.

The Graduation Ceremony was a moment of pride and celebration, honouring not only academic accomplishments but also the personal growth and character that define this extraordinary cohort. As they embark on the next chapter of their lives, we are confident that the Class of 2025 will continue to inspire, lead, and contribute meaningfully to the world.

We extend our heartfelt congratulations to our graduates and deepest gratitude to their families for sharing in this milestone occasion.

Great Moments

Swimming Gala

The year began with a splash as students from all Houses came together to compete in the annual Swimming Gala. This much-anticipated event set the tone for a year of diverse and engaging activities, bringing the school community together in celebration of athleticism and spirit.

The Gala was a vibrant showcase of talent, teamwork, and sportsmanship. Students demonstrated their swimming skills across a range of races, with each House cheering enthusiastically from the sidelines.



Great Moments

Glee

The year concluded with the spectacular Glee, a showcase that embodied the creativity and spirit of all four Houses - Dragon, Griffin, Pegasus, and Phoenix. Each House delivered show-stopping performances featuring high-energy dancing, live bands, and iconic 80s flair, captivating audiences with their talent, teamwork, and enthusiasm. More than a competition, Glee was a celebration of artistry, collaboration, and school pride. As the finale to a year rich in achievement and camaraderie, it provided a memorable stage for students to shine and reinforced the vibrant culture that defines Sha Tin College.





School Profile

First Language of Students

English is the most prevalent first language (73%), with Cantonese at (17%) and Mandarin at (9%). Other first languages include Korean, Japanese and Hindi. The prominence of English as the mother tongue underscores the school's bilingual character, where English-medium education and global exposure have made English the home language for a significant portion of our students. A total of over 10 languages are represented.

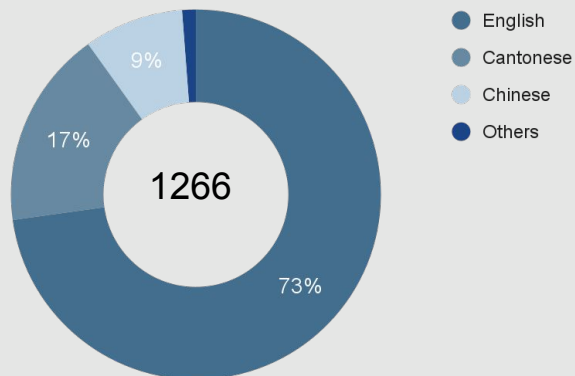
Passport Holders of Students

Over 30 nationalities are represented amongst our students. Hong Kong SAR passports are held by the largest group at 50%, aligning with our location in this dynamic city. This is followed by passports from Canada (15%), the United Kingdom (9%), Australia (7%), and the United States (7%). Additional significant representations included India, Japan, and South Korea. Many students hold dual passports, highlighting the global mobility and international background of our families.

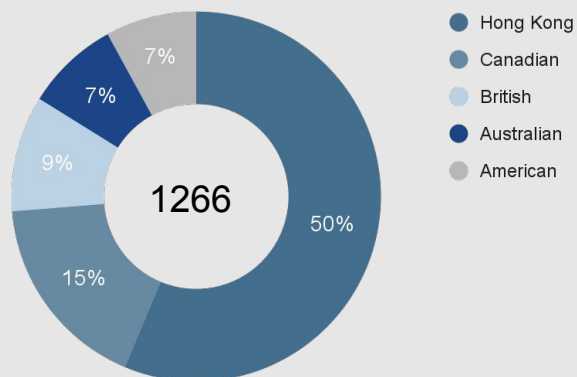
Ethnicity of Students

Approximately 70% of our students identify as Chinese. The remaining 30% represent a diverse range of ethnicities, including, but not limited to, Caucasian, South Asian, Southeast Asian and mixed heritage backgrounds. This ethnic diversity demonstrates both the cultural diversity of our international cohort and the substantial representation of Hong Kong's majority Chinese community.

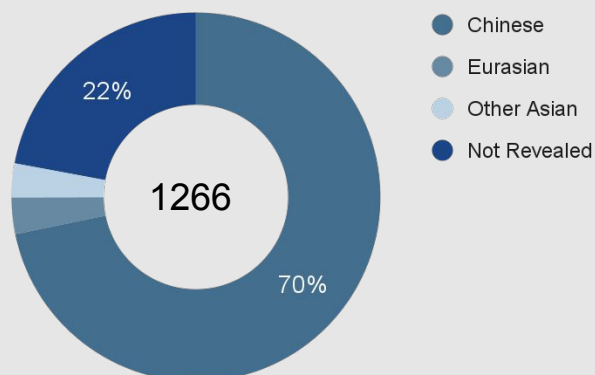
First Language of Students



Passport Holders of Students



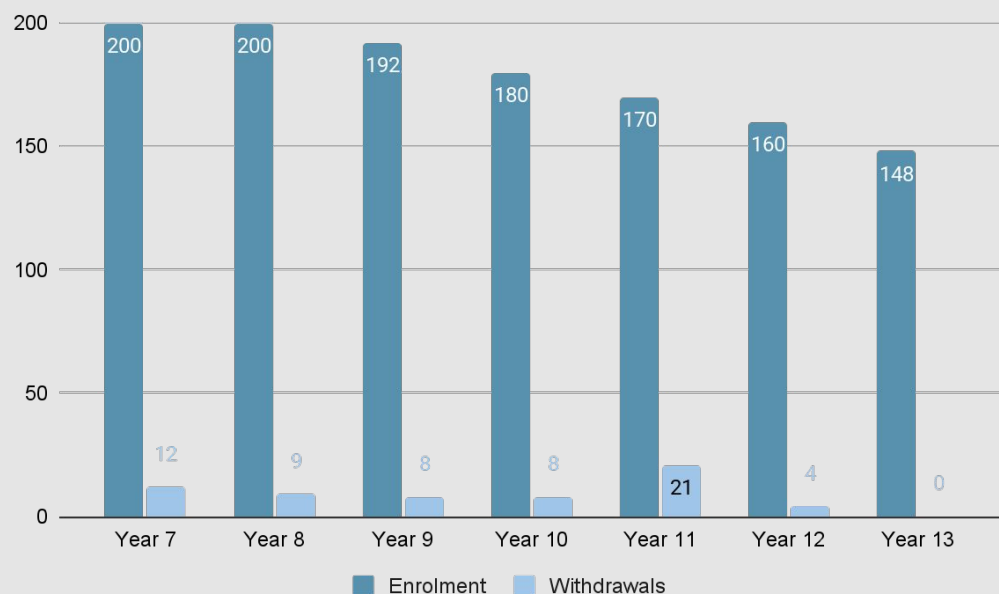
Ethnicity of Students



Admissions Profile

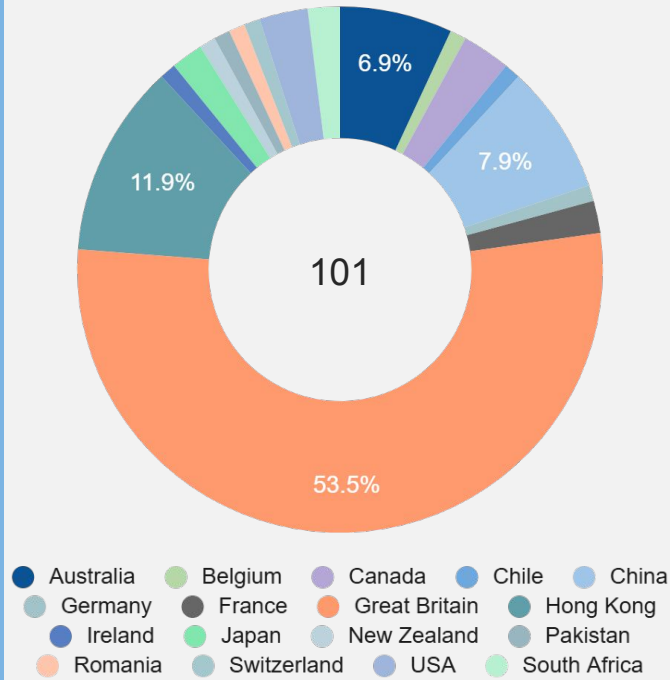
Over the course of the 2024/25 academic year, a total of 62 students withdrew, representing 4.9% of the total student population. The main reason for withdrawal was family relocation overseas, accounting for 80% of the withdrawals. Other reasons include transfer to other local schools and personal reasons.

The overall enrolment remains stable, reflecting the continued confidence of parents and students in the school's academic excellence, caring environment, and all-round educational provision.

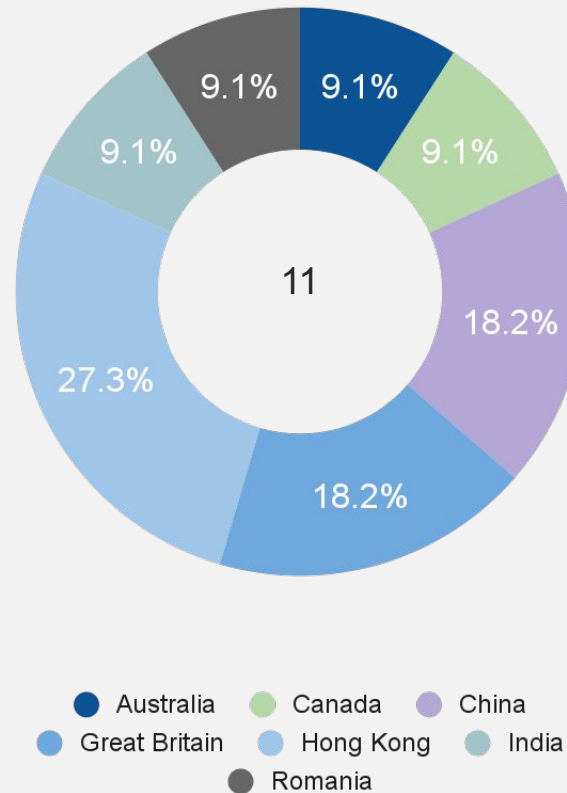


Our Staff Profile

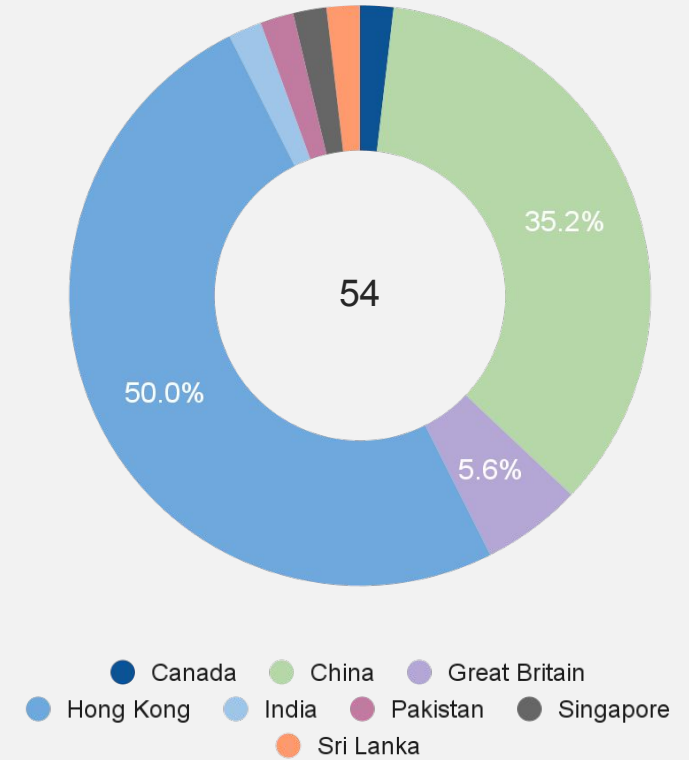
Teaching Staff



Educational Assistants



Support Staff



Campus Redevelopment

Ground Floor Redevelopment

Major construction work on the ground floor completed in Aug 2025. The reception and entrance areas have been redesigned to provide a welcoming space and improved accessibility, including a new access ramp. Significant changes include the creation of a Middle School Hub, relocation of the ICT Centre, reinstatement of a boys' toilet, refurbishment of a girls' toilet, addition of a new English classroom, and the relocation and upgrade of the Wellbeing Centre and Medical Room.

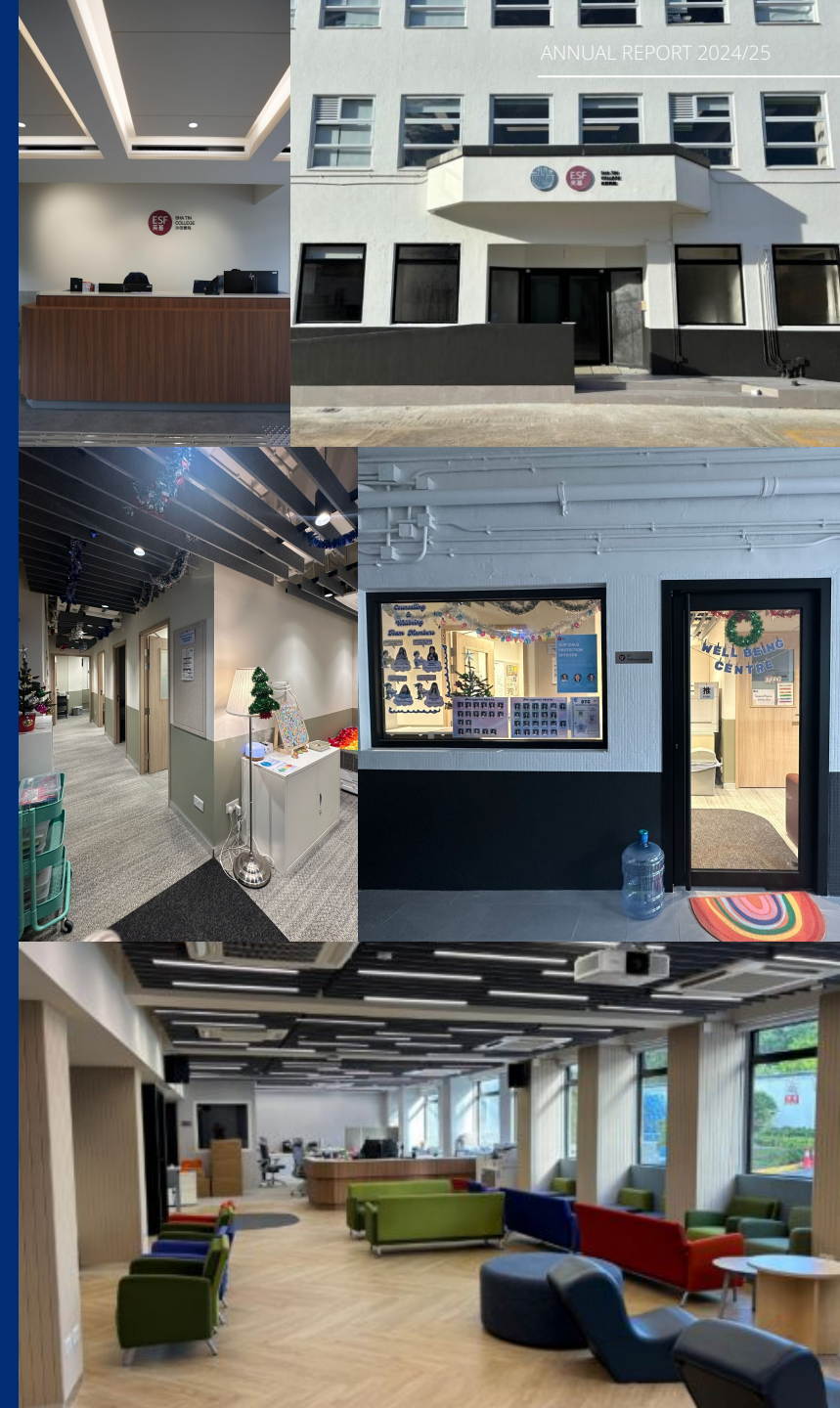
School-Funded Summer Projects

- Final phase of replacing corridor and stairwell lighting
- Replacement of storage room doors
- Repainting and reflooring Science Lab 241
- Replacement of blackout blinds in all Science Labs
- Repainting, new blinds and carpet in the Music Rooms

Additionally, student lockers have been reassigned for free use following community consultation, and lockers have been removed from Block 3 corridors to improve space and flow. ESF also supported the replacement of old metal handrails with stainless steel on the third-floor corridor of Block 1.

Looking Ahead

Planning for Phase 4 development is already underway in consultation with ESF. Proposed improvements in Block 3 include relocating one Art Studio to the ground floor, consolidating three Computer Science rooms to the 2nd floor to complete the Design Faculty relocation, moving the Staff Room, and creating an additional classroom on the 3rd floor.





School Council

Annual Report

24/25

School Council Members 2024/25	
Chair	Albert So
Principal	Carol Larkin
ESF Representative	Rob Shorthouse
Community Representatives	Lillian Lee, Nelson Wong, Katherine Hui
Parent Representatives	Yuying Tong (PTSA Rep) , Macy Wong & My Tran
Teacher Representatives	Matthias Ratz, Lindsay Tandy, Dan Worrall

Dear ESF Community,

As we reflect on another remarkable year at ESF Sha Tin College, I am filled with tremendous pride and gratitude for the continued growth, accomplishments, and unity of our school community. This year has once again highlighted the exceptional spirit that defines our College - a spirit grounded in academic excellence, compassion, and a deep commitment to holistic education.

Under the outstanding leadership of our Principal, Ms. Carol Larkin, and the unwavering dedication of our teachers and staff, Sha Tin College has continued to thrive. Our students have achieved impressive academic results and have gained entry to leading universities around the world. Beyond academics, our students have excelled in sports, music, and the creative arts, demonstrating not only talent but also resilience, teamwork, and integrity.

The vibrancy of school life has been further enriched through a wide range of experiential learning opportunities. From service trips across Asia to student-led initiatives within our local community, these experiences have allowed our students to develop empathy, cultural awareness, and a sense of responsibility as global citizens. These opportunities lie at the heart of what makes an ESF education so distinctive and meaningful.

At the same time, the ongoing partnership among students, parents, and teachers continues to strengthen our community. I would like to express my sincere thanks to the Parent-Teacher Association and the Student Council for their tireless efforts in organizing school events, promoting school spirit, and creating a sense of belonging that connects everyone - from new students to our growing alumni network.

Looking ahead, the School Council remains committed to supporting initiatives that enhance teaching and learning, wellbeing, and community engagement. We are dedicated to ensuring that every Sha Tin College student is equipped with the knowledge, values, and confidence needed to navigate an ever-changing world and to make a positive difference in society.

I also want to take this opportunity to extend my heartfelt appreciation to all members of the ESF Sha Tin College family - to our Principal, Council Members, faculty, parents, and, most importantly, our students. Your passion, dedication, and collaborative spirit continue to inspire us all.

Together, we are not only maintaining a proud tradition of excellence but also shaping a future filled with promise and purpose. ESF Sha Tin College stands as a beacon of educational distinction and community strength - an institution where every student is empowered to thrive and to shine.

Thank you for your continued trust and support.

Warm regards,

Professor Albert So
Chair of the School Council

PTSA Report

Dear Sha Tin College Community,

I hope this message finds you well. As I sit down to write, I can't help but feel an overwhelming sense of gratitude for the incredible support we share within our community. It warms my heart to see how our teachers, staff, parents, and students come together, creating an environment that truly nurtures potential and talent.

Our teachers are always very supportive to our students in their academic development as well as their personal development. We can always see our teachers chatting with our students during break time at school. These interactions build a trusting and open environment at Sha Tin College. I am immensely thankful for the leadership that fosters an atmosphere where lifelong learning thrives.

At Sha Tin College, our students' well-being is a top priority. PTSA's ongoing support for the Youth Mental Health First Aid (YMHFA) course is vital to raise awareness and deepen our understanding of well-being amongst our parents and students. The development of a support group for parents to share their experiences also resonates with me, as it's so important to have that mutual support.

Our Chinese New Year event, where parents showcased their culinary talents by sharing traditional dishes brought everyone together. It was a wonderful reminder of our rich cultural tapestry.

The Winter Festival, co-hosted by the PTSA and Sha Tin Junior School, was another highlight for me. Seeing teachers, parents, and students unite for a day of joy and fun, filled my heart with warmth.

The laughter and meaningful conversations made it a memorable occasion, and I was so impressed by the creativity exhibited in the student booths.

I deeply admire our students who work so hard to achieve academic excellence while following their passions. Their choice of diverse university subjects - from medicine and law to drama and arts - reflects their refusal to be confined by traditional pathways. At Sha Tin College, we celebrate every achievement and every dream our student pursues.

As I reflect on all these moments, I want to express my heartfelt thanks to each member of the Sha Tin College community. Your unwavering support creates a friendly and positive environment for our students. A special acknowledgment goes to Principal Carol Larkin and the PTSA committees for their relentless efforts throughout the year. It is a true honor for me to serve as the PTSA Chair.

Let's continue to uplift one another and work together to enrich our students' experiences at Sha Tin College. Together, we can create lasting memories and a brighter future.

Warmest regards,

Angie Chu
PTSA Chair Sha Tin College



PTA Financial Report

The PTSA achieved a stable financial position during the fiscal year 2024–2025, maintaining strong reserves and generating a modest surplus.

Financial Performance

Total Income: \$310,107.47

- Membership Registration: \$205,200.00
- Winter Festival Surplus: \$42,583.63
- Time Deposit Interest: \$62,323.84

Total Expenditure: \$303,957.29

- PTSA-sponsored events and activities: \$300,484.89
- Printing, postage, and stationery: \$2,672.40
- Bank charges: \$800.00

Net Surplus: \$6,150.18

Financial Position

- Opening Balance (1 Sept 2024): \$1,709,913.47
- Closing Balance (31 Aug 2025): \$1,716,063.65
- Time Deposit: \$1,562,323.84
- Cash in Bank: \$153,739.81

Key Takeaways

- The PTSA successfully generated a surplus while funding community engagement initiatives.
- Strong reserves and liquidity ensure continued support for programmes and events in the upcoming year.

Income	Actual 2024/25
24-25 Registration - PTSA membership	205,200.00
Winter Festival surplus	42,583.63
\$1.5M time deposit interest (to 27-Aug-2025)	62,323.84
Total Income	310,107.47

Expenditure	Actual 2024/25
Bank charges - HSBCNet fee	800.00
Printing, postage & stationery	2,672.40
PTSA sponsored events/expenses	300,484.89
Total EXpenditure	303,957.29
Surplus / (Deficit)	6,150.18

PTSA Funds	Actual 2024/25
Balance as at 1/9/2024	1,709,913.47
2024-25 Surplus	6,150.18
Balance as at 31/8/2025	1,716,063.65
Time deposit	1,562,323.84
Cash in bank	153,739.81
	1,716,063.65

School Financial Summary

The school successfully navigated the 2024/25 financial year, ending with a modest net surplus of \$1,018,106. This outcome reflects sound financial planning and disciplined expenditure management in both operational and capital sectors.

Income Overview

The school's income was derived from two primary sources:

- Non-cash income: primarily in the form of ESF-provided staff funding, amounted to \$130.55 million. This covered salaries and related staff costs and was consistent with budget expectations.
- Cash income: totalling \$17.80 million, came from various streams including capitation and ICT grants, government grants, rental income from facilities, and school-organised activities.

Notably, no capital donations were received during the year.

Although overall income was slightly below budget, rental and miscellaneous income exceeded expectations, helping to offset shortfalls in grants and activity-related revenue.

Expense Overview

Total expenditure for the year was \$147.33 million, which was below the budgeted amount of \$151.37 million. Spending was distributed as follows:

- Staff expenses: \$128.08 million, closely aligned with non-cash funding.
- Operational expenses: \$16.96 million, covering day-to-day school operations.
- Capital expenses: \$2.29 million, including infrastructure and equipment investments, some of which were managed under the maintenance budget.

The school maintained tight control over capital spending, resulting in significant savings compared to the budget.

Financial Outcome

- The non-cash surplus of \$2.47 million resulted from the efficient use of staff funding.
- The cash deficit of \$1.46 million occurred because operational and capital expenses exceeded cash inflows as planned.
- Overall, the net result was a positive surplus, indicating overall financial health and sustainability.

2024/25

Budget & Expenditure

Key Financial Ratios

- Operating Margin: 0.69% (Net surplus as a percentage of total funding)
- Expense Ratio: 99.31% (Total expenditure as a percentage of total funding)
- Cash-to-Total Funding Ratio: 12.00% (Proportion of cash funding to total funding)
- Staff Expense Ratio: 86.93% (Staff expenses as a percentage of total expenses)

Non-cash Funding	Actual 2024/25	Budget 2024/25
Staff funding	130,386,493	130,516,997
Others (Adjustments on staff funding)	167,446	
<i>Total non-cash funding</i>	130,553,939	130,516,997
Cash Funding		
Capitation & ICT Funding	12,992,340	12,961,992
Grants	54,929	181,084
Rental and other income	4,193,241	2,800,000
School Activities	556,245	2,050,000
Donation	0	0
<i>Total cash funding</i>	17,796,755	17,993,076
Expenditure		
Staff Expenses	128,079,395	127,949,335
Other Expenses - Operational	16,959,528	18,756,092
Other expenses - Capital	2,293,665**	4,661,000
Total Expenditure	147,332,588	151,366,427
Surplus / (Deficit)	1,018,106	(2,856,354)

**Included assets under the maintenance budget



SHA TIN COLLEGE

*Be CURIOUS
Be INCLUSIVE
Be GENEROUS
Be RESPONSIBLE*