

Insights from Ms Chau following a Distinguished Career

As the sun sets on an illustrious career, our beloved Principal Ms. Maggie Chau prepares to bid farewell to SSGC, retiring after a decade of committed service. She reminisced with us about the valuable insights she has gained.

Ms. Chau emphasized the significance of inquiry-based learning for both students and teachers as she reflected on her own experience as a student. "I was labeled 'stupid' for asking questions during a math lesson and I struggled to pass the subject in junior forms," she explained. "However, everything changed when I had a teacher who took the time to address my questions. I went on to become the top student in the class."

She encourages students to embrace curiosity and actively ask questions, while also reflecting on the role of educators. "It's essential to patiently answer questions and to accommodate students' diverse learning styles. This belief has profoundly influenced my teaching approach."

When asked how she hopes to be remembered, Ms. Chau expressed that she wants to be seen as a Principal who led with love and compassion. "This has always guided my decisions," she noted. Rejecting top-down leadership approaches, she provided the student body with the liberty to pursue what they believed was best for their personal growth, fostering a sense of autonomy and responsibility.

Reflecting on her proudest moments at SSGC, Ms. Chau shared that they are the instances when

she saw smiles on the faces of both students and teachers. "You can't fake a smile! When you're smiling, it means you're in a loving, welcoming environment." She takes pride in cultivating an environment where everyone finds fulfillment, particularly through events like the swimming gala, annual sports day and student-led activities such as the Christmas Bazaar. "Such vibrance and enthusiasm tells me this is what SSGC represents."

Speaking of retirement plans, Ms Chau shared with us her intent to embark on a new journey of discovery. As a curious learner, she is always driven by an insatiable thirst for knowledge. "There will always be unknowns in the world," she believes, "and it's up to us to uncover them." She has plans to travel across the globe to broaden her horizons. A devout Christian, Ms Chau further plans to explore theology and psychology. "I wish to be closer to God through a deeper understanding of the Bible and I hope to be closer to people through conversations," she commented.

As SSGC's 120th anniversary approaches, she expressed how, as the 10th principal, she is extremely proud to be part of the SSGC legacy. "The history and legacy of SSGC are shaped by every member of the school community. It is all built by us," she said. "SSGC creates such nice memories in our lives, and I spent 11 years as principal—that's 1/10 of our history. This is truly remarkable."

Recalling a challenging time during the 2022-23 academic year, Ms. Chau talked about facing



unfounded rumours and cyberbullying. Despite this stormy period, she persevered and found peace in prayer and devotion to God. She emphasizes the importance of thinking before responding, following the THINK acronym—Is it True? Helpful? Inspiring? Necessary? Kind? Ms. Chau also encourages students to share their thoughts with trusted individuals and seek help when needed, reminding them that worries diminish and loneliness fades through connection.

When asked if she had any final messages or words of advice for every student and staff member, she replied fondly, "I graduated!" She then added an important message from Philippians 4:13, "I can do all things through Christ, who strengthens me." With great emphasis, she believes that through Christ nothing is impossible and we can reach the stars as long as we have faith. Most importantly, she has one final message: Always pray. God is always with us, and we are always loved no matter what.

Ho Tim Yi Karena 5A
Ho Si Wai Serena 5E

Comments from students



"Thank you for always listening to our ideas and ensuring our voices are heard."

"Thank you for being such an inspiring leader who encouraged us to reach our full potential by taking on different leadership roles."

"The support you gave to our clubs and teams allowed us to thrive and pursue our passions. Thank you so much Ms Chau!"

"Thank you for making SSGC such a loving and welcoming place for all!"

"Thank you for celebrating our achievements whether big or small, making us proud and eager to achieve more."

"Thank you for always reminding us that grades do not define who we are and that we are indeed talented people."

"You encouraged us to balance academic studies with self-care, reminding us that it's okay to take breaks. Thank you for your warm words in hard times!"

"You encouraged our curiosity about the world, igniting a passion for exploration and learning."

"You taught us the importance of resilience, encouraging us to persevere even when things got difficult."

"Thank you for creating a supportive atmosphere where we felt safe to express our feelings."

Neurodiversity Navigators

During the summer of 2023, a group of St. Stephenies introduced neurodiversity to fellow students and co-founded a student-led non-profit youth organisation called NeuroNurturers. To learn more about the organisation, we talked with one of the student leaders, Kayleigh Wong, who recently graduated from SSGC.

What inspired you to spread awareness about neurodivergence?

I have family members who work with SEN students and personally had a glimpse into the challenges that these students struggle with. While searching for programs and organizations with SEN awareness as the primary focus, we realised there were not many based in Hong Kong secondary schools. Being

neurodivergent does not make them less competent but rather individuals who need help registering certain information, so we decided to take matters into our own hands and created NeuroNurturers!

How did your understanding of neurodiversity evolve as you worked on this program?

I have learnt that students of neurodivergence are as capable as neurotypicals. What sets them apart from others is that they acquire information differently. My interaction with younger SEN students residing in lower income districts demonstrated how the lack of a SEN-inclusive learning environment creates a significant learning setback. This proves how each SEN individual will thrive with a personalized approach to teaching and sufficient learning resources.

What do you say to St. Stephenies interested in learning more about neurodiversity?

Get involved with Nuero Nurturers and our future service programmes. You can check out our Instagram posts for more facts about neurodivergence as well as future volunteering opportunities. In the meantime, take the initiative to interact with SEN students. Opening your mind and listening to their point of view will assist you in better understanding the diverse and compelling world of neurodivergence, one person at a time.

Ku Tin Yan 5A
Lai Ria Hoi Ka 2E



We are thrilled to celebrate the remarkable success of our String Orchestra at the 77th Hong Kong Schools Music Festival, where they earned Second Place with a Gold-tier score in the String Orchestra Secondary School (Intermediate)

A Celebration of Musical Talent

Section. Their achievement struck a chord with the entire SSGC community!

The orchestra delivered a captivating performance of Felix Mendelssohn's Sinfonia No. 1 in C, MWV N1, a piece composed when he was only 15 years old. This work holds special significance as an example of Absolute Music, a genre that exists purely for its own sake, free from narrative meaning. Yet, with their passionate and committed performance, our musicians brought the composition to life, infusing every note with their deep love of music.

What made their accomplishment even more impressive was that they performed without a conductor, relying solely on attentive listening, section leadership

and seamless teamwork. Their maturity, cohesion and ensemble skills shone through, earning high praise from the judges—particularly for their expressive physicality and perfect balance.

This success is a testament to the countless hours of dedication and practice dedicated to their craft. It marks yet another milestone in SSGC's musical legacy, proving what extraordinary musicianship can achieve.

Wong Cheuk Wing Jovie 5A
Tse Chi Shuen 1A

Connecting Cultures—The International Society



Was there a specific experience that sparked your aim in starting this Society?

What sparked the creation of the International Society is a shared experience that continues to unite us—being Non-Chinese Speaking (NCS) students. Each core member comes from a different country and background; for example, Nepal, Brazil and India. During one Chinese class, we realized that by combining our diverse perspectives and cultural

backgrounds, we could contribute something meaningful to the school and support other NCS students.

If you could design an ultimate cultural crossover event (with no limits!), what would it be?

The International Society brainstormed a collaborative possibility with the Homemaking Club called 'Cultural Cook-Off! Each class would prepare a dish inspired by a country of their choice, but involving a creative twist by incorporating Chinese or Hong Kong elements into their dish. Not only would students have the opportunity to display culinary skills, the experience would expose them to the cultural significance of the dish, celebrating diversity through the universal language of food!

What advice would you give to like-minded students who may want to start their own clubs?

Just do it! Unless you make mistakes, you will never learn. From my experience, if you are interested and

passionate about what you are doing, you will always find a way to succeed! There will always be people cheering you on to the finish line.

Ellie Kwong Shum Kiu 3C
Lee Wai Kiu Jane 5A



Mental health is a problem that unfortunately runs rampant in teenagers. Concerned students, Cheung Sze Yan 5D, Luo Shenyue 5E, and Wong Ying Kwan 5E, decided to step up and face this issue head-on through a SOLE (Student Led Other Learning Experiences) project named SMILE. Realizing that activities organized by the Students Association aren't exactly attended by a diverse group, they wanted to offer a more inclusive project for every member of the student body to engage in.

The project aims to create a positive atmosphere. Firstly, SMILE provides support and security for those trying to understand their emotions. A board outside Ms. Kwan's office, featuring message cards for specific emotions, imbues a positive attitude. Secondly, SMILE prioritizes students feeling heard and valued, helping them understand they are not alone in a struggle. This fosters a sense of community, allowing them to connect through shared challenges. SMILE further aims to empower students to pursue personal goals.

The SMILE Project

With a gacha machine filled with supportive messages from teachers, students are motivated to take action in shaping a future for themselves one step at a time.

Initially, the SMILE founders felt immensely proud hearing schoolmates talk about the project. A few like-minded students reached out to them, eager to contribute ideas of their own. Slowly but surely, the organization grew in number and the positive mindset which their work promotes spread to every corner of the campus. Indeed, the founders themselves realize they are now more observant of their peers' emotional wellbeing, allowing them to tailor the project to better suit the needs of the school community.

Moving forward, SMILE hopes to mass-produce the greeting cards and distribute them to those who might be feeling overwhelmed. However,



with 'passion projects' becoming a trend in secondary schools, it is important to reflect on the true motive—whether it is truly for the benefit of the school or for the popularity that comes along with it. The founders of SMILE certainly believe that the former is what truly matters.

Yeung Cheuk Ying Katelyn 5A
Tse Man Hei Charlotte 2C

Holiday Magic

The Clementia Christmas Bazaar on 19th December proved to be a resounding success, with enthusiastic attendance by students across all year groups. The bazaar served as a valuable entrepreneurship learning opportunity while also offering affordable festive options to the school community.

Insights from the organizing committee

What challenges did you face organising this event?

Having no prior experience, we certainly had doubts. Initially, we encountered a few misunderstandings about each role, until we realized the power of delegation! We were also unsure about the supplies needed. Luckily, the Student Association had prior experience of organizing such an event so they provided guidance about the floor plan and materials needed.

Stall Owner's Perspective

What homemade products did you offer? Which were the best-sellers? Any entrepreneurial insights?

We offered handicrafts such as phone straps, rings and bracelets. Each product was hand-made and featured cute cartoons and unique patterns. The tailor-made bracelets were the best-sellers. One activity allowed students to select their favourite colours and cartoon characters to design personalized bracelets, and their excitement was evident as they received their custom-made creations. This highlighted the power of personalization—people are far more willing to invest in products that feel uniquely their own.

Game Stall Triumphs

Has this experience inspired you in any way?

At first, I thought running a stall would be demanding but as we worked together, I felt like everything was easier. One essential skill I

J : It definitely motivated me to learn more about RTHK, as our host gave us a tour of the facility and explained the history of this business - from cameras and old radios to a library of every recording played in the building.

Aside from fiction, what other types of writing do you enjoy reading?

S : After the interview, I realised how I've never really given non-fiction books a chance. However, I recently read a philosophical book in which the author shares his views on life values that intrigued him while attempting to find the answer to living 'the best life'. Although this was the first non-fiction book I've read, I'll definitely read more in the future as I found it thought-provoking and it offered me a new perspective on life. Fantasy was also our main subject area during the interview, but another genre I've been enjoying lately is crime fiction. A while ago, I was recommended Agatha Christie's "Murder on the Orient Express" which I really enjoyed.

Zhuo Hanna 5A



developed was collaboration - teamwork really does make the dream work! Even though a few students didn't get prizes, their faces still lit up with excitement. Seeing their smiles, we were really glad to spread happiness around the school.

What skill do you think is most important to effectively run a game stall?

In my opinion, the most important skill is to maintain order. It was very crowded so we had to ensure that everyone had a chance to enjoy the game.

Wong Ying Kwan Caliana 5E
Chen Wing Tung Emily 1B

Friendship Across Borders

Going on an exchange programme is a once-in-a-lifetime opportunity that broadens horizons, deepens cultural understanding and fosters personal development. Cadence Lui in 3C expressed her enthusiasm for an exchange with our sister school in Beijing, eager to immerse herself in a different culture while honing her leadership and organisational skills.

One striking cultural contrast was the restricted access to social media platforms in the Mainland. Unlike Hong Kong, where such platforms are widely used, many students at our sister school had limited exposure. This difference underscores the complexities of digital communication across borders.

One of the highlights of the trip was an afternoon excursion to Central, where SSGC students led a guided tour based on their research of Taikwun and Pottinger Street. The Beijing students engaged with insightful

questions, sparking dynamic discussions that enriched both groups' understanding of Hong Kong's history.

The exchange also served as a valuable linguistic bridge. Given the differences between the two dialects, our students sharpened their Mandarin proficiency, showing remarkable improvement in just three days. Meanwhile, the Beijing students picked up essential Cantonese phrases such as "Have you eaten yet?" and "Happy Lunar New Year!" Our students helped them pronounce their names in Cantonese, fostering camaraderie through language.

Beyond cultural and linguistic exchange, the programme offered insights into the rigorous Chinese education system, prompting our students to reflect on different academic approaches. Ultimately, this experience not only expanded their cultural awareness but also encouraged them to embrace diverse



lifestyles, strengthening essential skills in leadership, communication and adaptability.

This transformative experience left a lasting impact, proving that such exchanges are invaluable in shaping globally minded individuals.

Mow Hang Ting Aurelia 5C
Tse Bo Ying Angelina 3B

Pressure and Possibility- A Play About Teens Facing Exams, Expectations and Life-Changing Choices

In the JC Hall in February, Boom Theatre performed the musical Our Journey of Springtime. The play effectively conveyed how complex teenage life can be, portraying not only academic concerns but also issues related to friendship, love and family. The performers explored the trials, triumphs and transformations of adolescence, using music and dance to illustrate how students' lives can be stressful, especially during exam season.

In the plotline, students face decisions about their future in terms of which path they want to take versus what is expected of them—a challenge which personally resonated with me. The student actors found a solution to

their problems by depending on each other, showing how adolescent friendships can be intense, volatile and deeply meaningful. Many teenagers struggle with parental expectations or family dysfunction so a drama which portrays a strained parent-child relationship or tension between independence and dependence can provide a form of catharsis for those in similar situations. Watching how characters confront and reconcile with challenges reassures the audience that such struggles are a normal part of growing up. The play ends with all the students graduating, pursuing their goals and maturing into young adults ready to contribute to the world.

Teenagers are in the midst of discovering their identities, navigating countless challenges—from academic pressure to mental health struggles. Seeing these experiences reflected onstage can be profoundly validating for a young audience, offering reassurance that their emotions are not only normal but part of a larger journey of growth. A powerful coming-of-age play like Our Journey of Springtime does more than simply tell a story: it holds up a mirror to reassure 'You are seen. You are not alone.'

Chow Pui Man Zoe 5A

Voices of Unity- Learning to Overcome Obstacles with the Chinese Drama Team



Rean Ng in 2B, a passionate member of the Chinese Drama Team, has valuable insights to share about her experience with the team.

Tell us about your most memorable performance?

It was this year, during our performance for the Hong Kong School Drama Festival. In rehearsals, everything went smoothly and we felt confident that nothing would go wrong. However, disaster struck during the actual

performance due to a soundtrack which couldn't be played during a dance sequence. Initially, we were totally confused and nervous but after a few seconds, we began singing the song ourselves. Hearing our united voices filled me with determination and pride—a memory I will always cherish. From this experience, I learned not to fear obstacles or give up easily when faced with challenges, but to find ways to overcome them.

What character were you and how did you interpret it?

Although I was just a non-speaking member of the dance ensemble, observing and listening to my teammates rehearse their



roles helped me understand the plot. This understanding inspired me to suggest modifications to the choreography, making the entire performance more synchronized.

If the Chinese drama team were a colour, which would it be and why?

If I had to choose a colour to represent our Chinese drama team, it would be orange as it symbolizes confidence, optimism and courage—qualities that every one of my teammates embodies.

Tam Yuk Wai Amber 4E

Navigating a new chapter at SSGC

Meet Beatrice Lu, a bright and motivated Form 1 student. Despite only being in secondary school for a year, she is achieving amazing academic results. I had the chance to chat with her about how she manages her secondary school life, especially when it comes to taking care of her health. Let's find out how she's getting the best from her school work.

What insights have you gained about stress management since starting secondary school?

I found that, when coping with stress, it isn't feasible to keep working as this creates an even heavier burden. Instead, it's a good idea to rest for a while to regain energy.

If you were creating a well-being guide for F1 students, what key advice would you include?

I would introduce a healthy lifestyle routine which would benefit them a lot by only eating healthy food and regularly doing physical exercise.

What aspect of secondary school was an initial challenge but inspired you to change?

Like all secondary students, I started to have a lot of tests and quizzes and at first I was very nervous. However, once I learned useful study techniques, I felt less stressed. I developed a healthy lifestyle



by eating healthier foods, doing regular exercise and getting sufficient sleep. Also, I turned to fellow classmates (who were facing the same problem) for help. It's a good strategy to ask others for help if necessary.

What advice would you give your younger self about prioritizing well-being?

I would suggest F.1 students develop a healthy lifestyle before anything else, as physical and mental health is the most crucial to well-being.

Leung Yui Ka Annessa 4A

A New Learning Approach

Let's hear from Giselle Chan in 1B as she shares details of her learning experience at SSGC.

Describe your favourite subject as an emoji.

Mathematics is the subject I take the most delight in. If I were to describe maths as an emoji, it would be a confused yet smiling one. While math questions can be complicated, I find satisfaction in working through such challenges.

Goals you set for yourself in certain subjects, and how you work towards them.

I am really committed to attaining an Outstanding Achievement in Mathematics

and Science. In terms of maths, I do rigorous practice to familiarize myself with various question types and refine my ability to solve problems swiftly. Regarding science, I watch tutorial videos online to reinforce my understanding of complex topics. I also seek help from AI applications to provide me with detailed answers to questions.

Study methods which suit you best.

Initially, I took notes while reading my textbook but I struggled to retain the information. I then tried memorizing the text directly, but it left me unable to flexibly apply the subject matter. Realizing neither method worked, I integrated them. I now scan the textbook to summarize key points and then



write these in my notebook with additional details. This approach is the most effective for me.

Giselle's academic year has been filled with ups and downs. Nevertheless, her unwavering determination and hard work will surely pave the way to her academic success.

Yeung Tsz Yau Carina 4D

Challenges and Triumphs of ECAs

Ally Lu, a F.1 student, has wholeheartedly embraced the challenges and opportunities of secondary school life. Since starting at SSGC, she has been struck by a new world of extracurricular activities on offer—each one opening a door to new interests and unexpected strengths.

What's an aspect of the clubs and teams that intrigued you the most?

One aspect that amazed me about SSGC's clubs and teams was the diversity. Coming from primary school, where options were limited, I was stunned by the wide variety of ECAs available—from robotics to drama. It was eye-opening to see the varied talents and enthusiasm among my peers.

What's the most memorable thing that's happened during a school activity?

The most unforgettable moment was during a K-pop Random Dance Challenge organized by the Students Association. Mid-performance, most of us blanked on the choreography, but instead of freezing we started to improvise. This resulted in more time laughing than dancing!

What's your usual habit when you're stressed about balancing studies and ECAs?

When I'm overwhelmed by commitments to both, I usually take short breaks. I find stepping back for a while helps me recharge and return with a better focus and clearer mind.

What surprising skill or trait have you discovered about yourself through clubs or teams?

Getting involved with a STEAM competition, I discovered I have a talent for public speaking. Before this, I never imagined I would enjoy speaking in front of an audience—let alone feel confident doing it. The competition changed how I see myself and also it showed me that, with preparation and passion, I can turn uncertainty into strength.

Do you see yourself committing to any clubs and teams in the future?

Definitely! Right now, I'm in the STEAM Team, STEAM Society and Social Service Group. In these groups, I not only make great friends but also gain invaluable skills, and I know the experiences will benefit my future. Best of all, I love being part of a community that shares my passion!

Ma Ka Kiu Jocelyn 4E

Ms. Sin Wai Wah: A Teaching Life defined by Passion and Care

After 38 years of dedicated service to SSGC, Ms. Sin is retiring and leaving behind a legacy of passion, discipline and heartfelt connections with her students.

As a young primary school student, Ms. Sin first realized her interest in teaching when guiding her sister and friends. This early passion would later flourish into a lifelong vocation, creating countless unforgettable moments that defined her journey at SSGC. Yet, it was her first two years that remain most vivid in her memory—a time of fresh experiences both rewarding and challenging—all of which she enthusiastically recounted at the time to her closest friends.

As Discipline Mistress, she was initially feared by new students, especially in Form 1! However, those who got to know her well quickly saw beyond the stern exterior. She believes in listening to students without judgment, understanding their unique circumstances and guiding them toward better choices. In her eyes, correcting students' behaviour was not merely a duty but a meaningful responsibility. She firmly believes that "everyone makes mistakes but everyone can also change for the better," and her students trusted her because they knew her discipline measures stemmed from genuine care. Years later, many returned



to thank her for her unwavering support—memories she holds among her most cherished.

What has moved her most over the years is witnessing her former students' growth. Their visits to SSGC, where they share stories of transformed behaviour, renewed attitudes and positive actions, stand as a testament to her influence. Many remain in touch, and some even affectionately call her 'Mom'—a heartfelt reflection of just how profound her impact has been.

Beyond the classroom, she thrives on interactions with students and colleagues, making her 38 years at the school a very fulfilling time. As she embarks on retirement, she looks forward to exploring new hobbies, spending time with her family and perhaps pursuing further studies, although that



decision hasn't been made yet. Reflecting on changes in the HK education system, she notes the shift from teacher-centered to student-centered learning, emphasizing the importance of mutual respect and engagement in the modern classroom.

Her final words of wisdom resonate deeply: "Have hope for everything, no matter what, because anything can get better. And remember to always be thankful." Remembered as a popular and caring teacher, Ms Sin's retirement marks the end of an era but also the beginning of a new adventure. Her story is a reminder that teaching is more than a profession—it's a lifelong commitment to nurturing minds and hearts. As she steps away, her legacy will continue to inspire and influence generations of students.

Chow Pui Man Zoe 5A

Beyond the Horizon

Have you ever wondered what lies beyond the sky, or what the world was like before the universe existed? If so, you should definitely read about Professor Wu's talk about space.

The Big Bang was covered by Professor Wu during his talk in the JC Hall on 19th February. He explained how scientists estimated it happened 13.8 billion years ago when everything in the universe condensed so infinitely dense and hot that it expanded in

an explosive manner, marking the birth of our universe. Additionally, he introduced Hubble's Law (the concept that the more distant galaxies are from us, the faster they recede) which implies that space is expanding. So how does this support the Big Bang theory? If we reverse Hubble's Law, it suggests the universe was once compressed into an extremely dense state. This observation provides key evidence for the Big Bang, as it aligns with the idea that everything originated from a single point.

Lastly, Professor Wu pointed out where our solar system is in the universe, as well as introducing us to recently discovered planets.

So, the next time you are outdoors, don't forget to look up and be reminded of the amazing array of celestial bodies that lie way beyond the sky.

**Lam Cynthia 3A
Lee Aviella Agnes 3A**

Editorial

St. Stephenies are characterized by their bright blue cheongsams, a traditional dress which exemplifies Chinese culture. Uniforms have long been a staple of education in Asia, with many believing they promote unity within a school community. However, others believe Asians should take reference from their European counterparts who no longer require adherence to a strict dress code. In this respect, it is important to reflect on the true purpose of an academic institution: a place intended to be free of unnecessary distractions where students develop a sense of discipline which follows them for the rest of their lives.

Apart from aesthetics, uniforms also have a more practical use, acting as a form of identification to uphold security. With all

students dressed identically, staff members can easily identify any outsiders. This reduces the risk of trespassers and enhances safety protocols. Furthermore, in emergencies such as evacuations, school attire allows pupils to be recognized off-campus.

Opponents of the policy believe that uniforms restrict personal style. Unfortunately, most fail to realize that with freedom comes comparison. Students will undoubtedly dress to follow the latest trends, and those who are unable to do so due to financial constraints will come under scrutiny from their peers. This fosters an unhealthy sense of entitlement in those who can afford brand-name clothing. Identical uniforms provide a simple solution to this and promote equality in the student body.

School uniforms are far from the outdated standard that critics try to portray. They remain highly relevant today and continue to breathe life and character into schools across the globe.

Yeung Cheuk Ying Katelyn 5A

