



ST. STEPHEN'S SCHOOL
ROME, ITALY

CATALOGUE



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Welcome to St. Stephen's School

A SCHOOL UNLIKE ANY OTHER

At St. Stephen's, academic excellence is not defined by achievement alone.

It is found in the depth of a student's thinking, the quality of the questions they ask, and their ability to draw connections between ideas, people, and the world around them.

Learning is demanding, but it is also personal, shaped by teachers who know their students well and by a community in which different cultures, experiences, and points of view are part of everyday life.

Rome is integral to that education. One of the world's great cities extends the classroom into history, art, politics, science, and culture. Together with the breadth of an American education and the rigor of the International Baccalaureate, it creates something distinctly St. Stephen's: an education of intellectual ambition and human connection, grounded in place and expansive in outlook.

ST. STEPHEN'S BY THE NUMBERS:

FOUNDED: **1964**

FIRST IB SCHOOL IN ITALY: **1975**

AVERAGE IB DIPLOMA SCORE: **35**

IB DIPLOMA PASS RATE: **100%**

STUDENTS: **300**

NATIONALITIES: **70+**

BOARDERS: **60+**

STUDENT-TEACHER RATIO: **6:1**

AVERAGE CLASS SIZE: **11**

FACULTY WITH ADVANCED DEGREES: **88%**



“Our rigorous academic program, international community, experiential learning, and home in Rome create an environment where intellectual curiosity and meaningful relationships reinforce one another.”

A Welcome from the Head of School

I love leading high schools because they are years of extraordinary human growth. Students arrive at the end of childhood, full of curiosity, potential, and possibility. They leave on the threshold of adulthood with a deeper understanding of themselves, lasting friendships, and the confidence to continue learning and growing wherever life takes them next. It is a privilege to accompany young people during these formative years and a profound responsibility to earn the trust that families place in us.

Preparing students for university is essential. Just as important is helping them develop the intellectual, personal, and relational capacities that will enable them to continue growing throughout their lives. Students develop those capacities by learning about themselves, about others, and about the world. In doing so, they deepen their ability to build meaningful relationships, adapt thoughtfully to change, and pursue lives of purpose that positively shape the communities of which they are a part.

Every member of the St. Stephen's community shares responsibility for supporting the growth of young people. Students are known as individuals, challenged to think deeply, and supported by caring adults who understand both the tremendous potential and the unique challenges of adolescence. Our rigorous academic program, international community, experiential learning, and home in Rome create an environment where intellectual curiosity and meaningful relationships reinforce one another.

Whether you are exploring St. Stephen's for yourself or your family, reconnecting as an alumnus, or learning more about our community, I hope the pages that follow give you a genuine sense of who we are and what we value. Above all, I hope they capture what makes St. Stephen's such a distinctive place to learn, to grow, and to belong.

I look forward to welcoming you to our community.

MARIA NUNES, HEAD OF SCHOOL

Our Five Pillars

MISSION & EDUCATIONAL PHILOSOPHY

OUR MISSION

St. Stephen's is an American school providing an international education in a caring, culturally rich environment, empowering students to become independent and creative learners prepared for a complex world.

Education, at its best, shapes not only how a person thinks, but how they understand and engage with the world around them. That belief lies at the heart of St. Stephen's. University is an important next step, but our purpose extends well beyond preparing students for admission.

As an American day and boarding school in Rome, we combine academic rigor with a deeply human approach to education. Ambition matters, but so do humility and perspective. Independence is cultivated alongside responsibility. We want students to leave St. Stephen's intellectually prepared and confident, but also thoughtful, compassionate, and ready to contribute meaningfully to the world beyond school.

MENS • VOLUNTAS • GRATIA (MIND • WILL • GRACE)

Since 1964, three Latin words have anchored what St. Stephen's is trying to build in every student: **Mens, Voluntas, Gratia** — *Mind, Will, Grace*.

Mind / Intellectual Curiosity and Disciplined Inquiry: the willingness to question, explore, and engage seriously with ideas.

Will / Character and Moral Courage: the strength to act with purpose and conviction, especially when doing so is difficult.

Grace / Empathy and Humility: the understanding that education is not only about individual achievement, but also how we engage with and care for others.

Taken together, these ideals reflect a belief that education should engage the whole person. Intellectual achievement falls within a broader understanding of character, responsibility, and our relationship with others. That philosophy continues to find expression today in St. Stephen's Five Pillars: **Care, Integrity, Scholarship, Independence, and Creativity**.

CARE

Care begins with seeing and knowing each student as an individual. At St. Stephen's, relationships built on trust and respect give students the confidence to take risks, ask difficult questions, and learn from being wrong. Care also reaches beyond the individual, shaping how students show up for one another and engage thoughtfully with the communities around them, both locally and globally.

INTEGRITY

Integrity is less a rule than a way of being. It means acting with honesty, taking responsibility for one's choices, and having the courage to stand behind them. In academic work, relationships, and service, students learn that trust is both essential and earned, and that the culture of a community is shaped, one choice at a time, by the integrity of those within it.

SCHOLARSHIP

Scholarship at St. Stephen's is about genuine engagement with ideas: the discipline to pursue understanding rigorously, think critically, and remain open to new perspectives. Through dialogue, analysis, and research, students learn to look beyond easy answers, deepen their thinking, and, over time, ask better and more meaningful questions.

INDEPENDENCE

Independence grows through experience, responsibility, and the freedom to make meaningful choices. At St. Stephen's, students take increasing ownership of their learning and decisions, supported along the way but encouraged to find their own direction. In doing so, they develop the judgment and self-discipline to navigate complexity, learn from experience, and move forward with confidence.

CREATIVITY

Creativity is both a way of thinking and a willingness to explore what might be possible. Across the arts, sciences, writing, and design, students learn to imagine, experiment, and approach problems from different angles. They develop the confidence to take risks, learn from what does not work, and adapt, a capacity that extends far beyond the classroom.

Tradition and Transformation

FOUNDED ON A BOLD IDEA

In 1964, the Reverend John O. Patterson, former Headmaster of Kent School in Connecticut, founded St. Stephen's around an ambitious idea: an international school grounded in the liberal arts and set in one of the world's most historically significant cities, with Rome playing an active role in the education rather than serving simply as its backdrop.

From day one, the goal went beyond academic achievement. Patterson wanted graduates with maturity, independence, and a sense of responsibility to the wider world; a founding ambition the school still measures itself against more than sixty years later.



A TRADITION OF INNOVATION

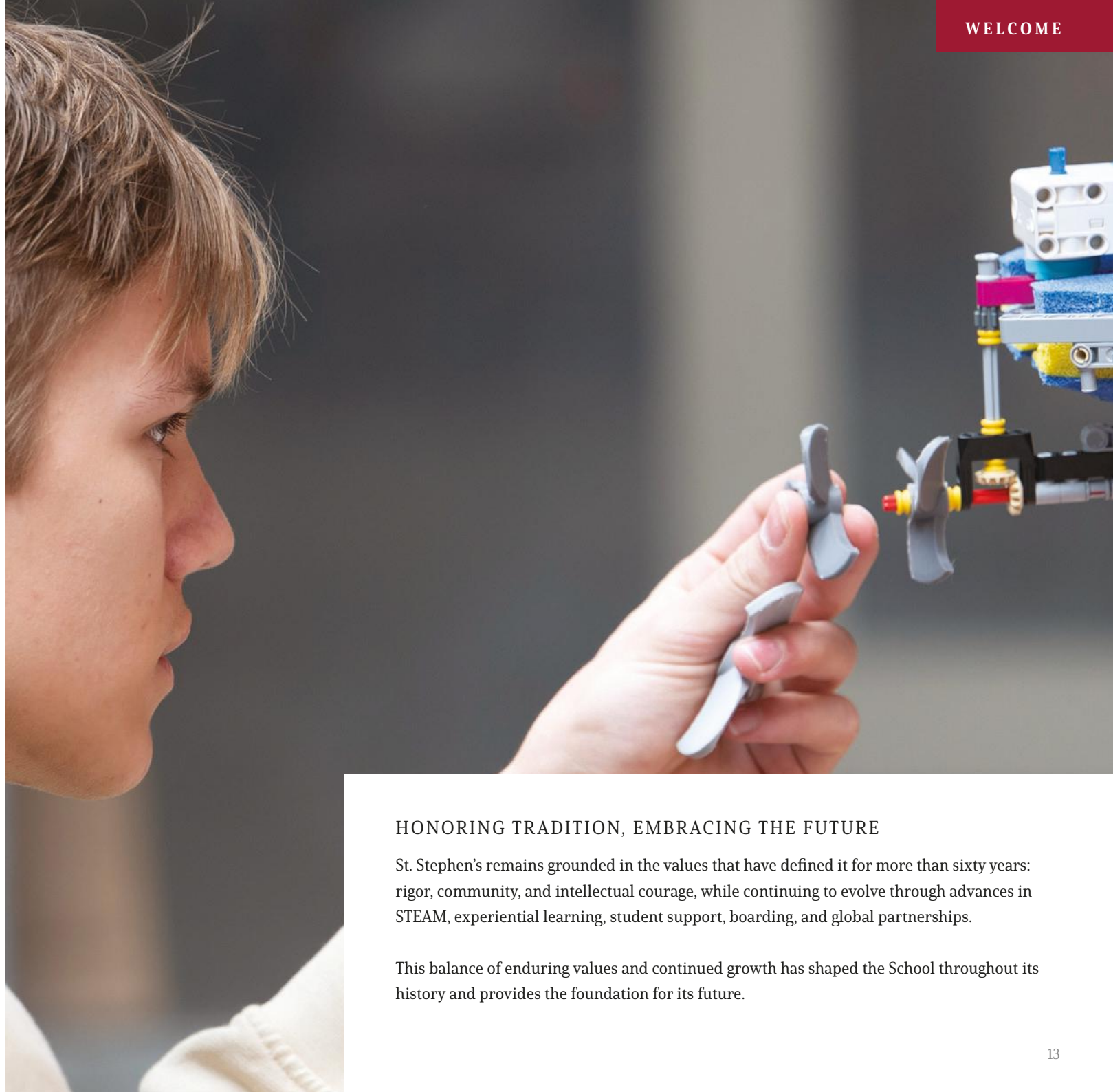
St. Stephen's has never been bound by convention. In 1975, it became the first school in Italy to offer the International Baccalaureate Diploma Programme, reflecting an early commitment to preparing students for an increasingly interconnected world.

That forward-looking spirit has continued across six decades, shaping both the School's academic programs and the ways students learn. Today, it can be seen in classrooms designed for collaboration and in the *Collegio* near the Colosseum, which has opened new possibilities for boarding life in the heart of Rome.



SHAPED BY ROME

St. Stephen's sits in Rome's historic heart, where more than two millennia of history, art, and intellectual life become part of the education itself. Through the City of Rome program, field studies, museum visits, and cross-disciplinary learning, students encounter the city as both classroom and source of inquiry. Students do not simply study history, philosophy, art, and politics; they encounter them where ideas and events have taken shape across centuries. This connection between learning and place is a defining feature of a St. Stephen's education.



HONORING TRADITION, EMBRACING THE FUTURE

St. Stephen's remains grounded in the values that have defined it for more than sixty years: rigor, community, and intellectual courage, while continuing to evolve through advances in STEAM, experiential learning, student support, boarding, and global partnerships.

This balance of enduring values and continued growth has shaped the School throughout its history and provides the foundation for its future.



THE ST. STEPHEN'S DIFFERENCE

No single feature defines St. Stephen's. Its character comes from the intersection of rigorous academics, Rome as an extension of the classroom, a genuinely international community, and a school small enough for every student to be known. Together, these elements create an educational experience that is distinctly St. Stephen's.



PATHWAYS TO THE WORLD'S LEADING UNIVERSITIES

Bocconi, Yale, Brown, Columbia, NYU, UCLA, Berkeley, and more — graduates prepared for rigor and for what comes after it.



ACADEMIC EXCELLENCE

American liberal arts education, paired with IB rigor, taught in small, discussion-driven classes where mentorship is close and personal.



AN EXTRAORDINARY LOCATION

The Aventine Hill — steps from the Circus Maximus, within walking distance of Rome's most significant landmarks, and one of the city's most historic neighborhoods.



ROME AS THE CLASSROOM

Monuments, museums, and neighborhoods function as course material — places students study, not places they visit on a field trip.



GLOBAL PERSPECTIVES, SHARED COMMUNITY

Students from 70+ countries turn every classroom discussion into an exercise in listening across real cultural differences.



EXCEPTIONAL PASTORAL CARE

A small enough school that advisors, counselors, and residential staff can actually know each student, not just their file.



BOARDING IN THE HEART OF ROME

A residential program set in a world capital, designed to foster independence without losing structure.



A COMMITMENT TO SERVICE

Local partnerships and the IB's CAS program teach students that leadership starts with serving others.



SIGNATURE EXPERIENCES

University-level molecular biology research with EMBL, hands-on engineering, and a live archaeological excavation — access rarely available at a school this size.



WORLD-CLASS FACULTY

Teachers with research, archaeology, journalism, diplomacy, and arts backgrounds, bringing real expertise rather than textbook knowledge into class.



A Community Defined by Connection

Academics, location, and global reach are central to the St. Stephen's experience. But they only tell part of the story. The rest comes down to something harder to quantify: the people who make up this extraordinary community.

At St. Stephen's, relationships are fundamental to the education itself. The School's intentionally small size allows teachers to know their students well, understanding how they think and when to challenge or support them. Students also learn from peers whose backgrounds and experiences may differ markedly from their own. The trust, exchange of ideas, and connections that emerge make the community itself an important part of how students learn.





A GLOBAL STUDENT BODY

With just over 300 students representing more than 70 nationalities, difference is part of daily life at St. Stephen's. Internationalism here means being open to other cultures and ways of understanding the world. Students learn with and from one another, listen carefully, question assumptions, and engage thoughtfully with views different from their own. It is an education in perspective that reaches well beyond the classroom.

SMALL BY DESIGN, PERSONAL BY NATURE

Our size is a deliberate choice, not a limitation. It means students are known as individuals, not simply as names on a roster, by faculty and staff who notice both when a student is thriving and when they're struggling. That kind of attention gives students the confidence to take intellectual risks: asking a difficult question, being wrong in front of their peers, or testing an idea that may not work.

SHARED LIFE, SHARED EXPERIENCE

Community takes shape as much in everyday moments as in planned ones: conversations on the terrace, advisory meetings, rehearsals, athletic trips, and encounters between classes. Students learn, travel, celebrate, and work through challenges together, forming relationships that often endure well beyond their time at school. Alumni frequently remember St. Stephen's through the people and experiences that shaped them as much as through what they studied, a reminder that some of the most lasting lessons are learned from one another.

ONE COMMUNITY, DAY AND BOARDING

Day and boarding students are part of one shared community at St. Stephen's. They learn in the same classrooms, join the same clubs and trips, and form friendships that extend naturally across school life. For boarders, those relationships continue beyond the academic day, through evenings and weekends spent together and across Rome. Over time, the distinction between school and home begins to soften, creating a sense of belonging that is central to the boarding experience.





Boarding in the Heart of Rome

Boardings at St. Stephen's adds another dimension to a student's education.

Within an international residential community in the heart of Rome, students learn to manage greater freedom and take responsibility for daily life. In the process, they develop independence, confidence, and a growing sense of their place within a community.

Throughout their boarding experience, residential staff are always close at hand, offering support while encouraging students to become increasingly independent. The result is not simply self-sufficiency, but confidence, sound judgment, and resilience.



A DAY IN THE LIFE OF A BOARDER

A typical weekday in boarding is structured as follows:

- **7:30–8:00 a.m.** — Wake up, prepare for the day, breakfast with friends
- **8:30 a.m.–4:00 p.m.** — Classes and academic day
- **Afternoon** — Athletics, clubs, music, fitness, or independent time
- **6:20 p.m.** — Dinner together
- **7:30–9:00 p.m.** — Supervised study hall
- **9:30–10:30 p.m.** — Evening snack and social time
- **10:30/11:00 p.m.** — Prepare for the next day and lights out

The structure builds important habits: self-management, discipline, and accountability. Yet some of the most memorable aspects of boarding life emerge in the moments in between: conversations over breakfast, evening study sessions, and the shared laughter that often comes at the end of a long day.

Maggie, a Grade 11 boarder from Costa Rica, put it simply:

“From 7:30 to 9:00, we have study hall. It’s quiet in the Collegio. Everybody’s working... It really helps you get into the habit.”

RESIDENTIAL LIFE: LIVING AND LEARNING TOGETHER

Residential life teaches lessons that are difficult to replicate in a classroom. Sharing a home with others requires students to negotiate different habits, expectations, and personalities, to respect boundaries, and to understand their responsibilities within a shared space. Small moments of compromise and consideration become part of everyday life.

Over time, students learn that living well with others requires patience, adaptability, and an awareness of how their choices affect those around them. These are lessons in character as much as independence, and an important part of what boarding contributes to a St. Stephen’s education.

PASTORAL CARE & STUDENT SUPPORT

Living away from home during adolescence is both exciting and demanding. Alongside rigorous academics come new friendships, greater independence, and, at times, homesickness or uncertainty. One of the School’s most important responsibilities is to ensure that no student navigates those experiences alone.

Pastoral care at St. Stephen’s is both personal and coordinated. Faculty, advisors, counselors, and residential staff work closely together, sharing insight and responding when a student may need additional support. Families remain an important part of that partnership, ensuring that each student’s academic, emotional, physical, and social well-being is considered as a whole rather than as a set of separate concerns.

Support may include help with:

- transition and adjustment to boarding life
- homesickness and emotional challenges
- academic stress and workload management
- peer relationships and conflict resolution
- health and wellness needs
- preparation for greater independence

Hal, a senior boarder from Canada, described it this way:

“We have many boarding residential assistants... constantly there to help guide us... It doesn’t even have to be academic-related. It can be about physical or mental health.”

The goal is not simply to help students through difficult moments, but to help them develop the self-awareness and resilience to meet future challenges with confidence.

TWO HOMES, ONE COMMUNITY

Boarding is structured by age: younger students live on the Aventine Hill campus, close to classrooms and advisors, in a supportive setting for those new to living away from home. Juniors and seniors move to the *Collegio* near the Colosseum, a more independent environment that begins to resemble university life.

That progression from structure to autonomy is deliberate. As students mature, they assume greater responsibility, so that by the time they leave St. Stephen’s, independence has been learned through experience.



WEEKENDS IN ROME AND BEYOND

Weekends give boarders room to breathe, explore, and reconnect with the city they live in.

Regular activities include:

- visits to museums and archaeological sites
- walks through Rome's historic neighborhoods and piazzas
- cultural events and performances
- shared meals and celebrations
- sporting activities
- beach outings
- hiking and outdoor adventures
- day trips and overnight excursions throughout Italy

Boarders can sign out to spend weekends with day-student families, offering them a more personal glimpse of Italian life than a school schedule alone could provide. Beyond campus, the boarding program also organizes regular excursions throughout Italy, from historic cities to the Dolomites.

Hal, a Grade 12 boarder from Canada, still remembers one of those trips:

"Some of my friends had never seen snow before. Sharing that as a Canadian was a very fun experience."

COMMUNITY TRADITIONS

Community Night is the boarding program's most cherished ritual, a weekly gathering, led in part by boarding prefects, where the whole community celebrates birthdays, shares announcements, and takes a beat to reconnect. Maggie describes what it does for her: *"Boarding celebrates all the holidays we share together as a community... it helps you be grateful for a lot of things."* Over time, it is these ordinary rituals that become the memories students carry with them long after they leave St. Stephen's.

STUDENT STORIES



HAL, GRADE 12 — CANADA

Hal grew up in a rural part of Canada and came to St. Stephen's for the rare chance to live and study in the center of Rome. Boarding gave him both intellectual challenge and real personal growth; an international community broadened his outlook and pushed his independence further than he expected.

"Boarding creates a more independent person."



MAGGIE, GRADE 11 — COSTA RICA

Maggie came to St. Stephen's planning to stay one semester. She's still here. What began as a short-term experience became a place where she found real confidence, meaningful friendships, and a second home in Rome.

"It's scary, it's rewarding, and it is family."



A HOME AWAY FROM HOME

For many students, boarding becomes an education in resourcefulness.

Living away from home means learning how to manage the unexpected, adapt to unfamiliar situations, build routines, and make a life within a new place. Rome adds its own complexity, asking students to navigate

a city, a language, and a culture that may initially be unfamiliar. Over time, what once required effort becomes second nature.

Students leave not only more independent, but more adaptable, capable, and comfortable finding their way in the world.

Learn more about boarding at St. Stephen's:
www.sssrome.it/boarding/st-stephens-boarding.



Rome Becomes the Classroom

LEARNING WITHOUT WALLS

At St. Stephen's, place is not simply the setting for an education; it is part of what shapes it.

Rome offers students something more complex than access to extraordinary sites. It asks them to learn how to read a city shaped by successive layers of history, where ancient structures coexist with contemporary life and political, religious, artistic, and social forces have continually reshaped one another. Students learn to notice what has endured, what has changed, and whose stories are visible or absent. In doing so, they develop habits of close observation, interpretation, and contextual thinking.



Rome rarely offers a single, uncomplicated narrative, and that complexity becomes educational in itself, teaching students to look carefully, ask better questions, and resist easy conclusions.



A LIVING LABORATORY ACROSS DISCIPLINES

The city enriches nearly every subject at St. Stephen's in ways specific to each discipline rather than generic to all of them:

HISTORY AND CLASSICS

In History and Classics, students encounter the physical remnants of ancient civilizations directly, tracing Rome's transformation from city-state to empire.

ART AND ART HISTORY

In Art and Art History, museums, churches, and public spaces become sites of close visual analysis. Students study artistic movements and masterworks firsthand rather than through reproductions.

LITERATURE

In Literature, the city supplies historical and cultural context that deepens interpretation and discussion.

SCIENCE

In Science, students examine environmental systems, biodiversity, and urban infrastructure through field-based observation. In Environmental Systems and Societies, for instance, they study ecosystems directly rather than only in theory.

MATHEMATICS AND ENGINEERING

In Mathematics and Engineering, Rome's architecture and urban design offer real material for studying geometry, structural systems, and applied problem-solving.

Across disciplines, learning becomes active and embodied, grounded in a specific place rather than abstracted from one.

WHY PLACE MATTERS

What makes Rome so powerful as a learning environment isn't proximity to famous monuments. It is what direct encounter does to understanding.

Marije van der Vorm, Chair of the Humanities Department, sees that transformation in her students. Engaging directly with the city places academic study in its original context. As she explains:

"What better than to actually give a presentation about a Roman temple right next to it than from a slideshow in class? Rome is our classroom."

The School's location also changes what is possible within an ordinary academic day. With the Circus Maximus nearby, students can move quickly from classroom discussion to sites such as the Colosseum, Roman Forum, or ancient city walls.



There, the city becomes evidence: a structure, inscription, architectural choice, or altered landscape can raise questions that are not always resolved by a single interpretation.

For van der Vorm, this is where the deeper value lies. Rome teaches students to ***"look in a detailed way, be sharp, observe, analyze."*** They learn to notice what is present, consider what may be missing, and interpret evidence. In a city shaped over centuries, looking closely also means embracing ambiguity.



FROM OBSERVATION TO UNDERSTANDING

Some of the most meaningful learning happens in unexpected places.

One of van der Vorm's favorite examples is a field study of Rome's ancient defensive walls, an excursion that, admittedly, does not sell itself in advance. *"We're just going to look at walls?"* students ask. But by touching the stone, comparing wall heights, and examining construction methods, students start to read the walls as a physical record of Rome's growth from small settlement to imperial capital. What began as "just walls" becomes a lesson in urban development and political expansion — a concept made tangible. Van der Vorm recalls the moment this understanding crystallized for one student:

"I thought we were just going to see walls... but now I understand... the wall is a physical representation of the development of a city."

Studying Rome isn't only about understanding the past, it is a way into understanding the present. The city constantly raises questions that outlast any one era: What makes a just society? How is power exercised? What responsibilities do citizens hold? What endures, and what changes?



These questions surface across disciplines. In one senior Latin class studying Cicero's *Pro Caelio*, students explored Roman law and rhetoric through text and place together. One student who hopes to study law had understood courts mainly through a modern lens: judges, procedure, and courtroom structure. That changed when the class stood on the rostra in the Roman Forum, the platform from which Cicero delivered his speeches. As van der Vorm recalls, the student looked around and realized:

"This is society. This is a lawyer standing up in front of 10,000 people using his voice."

Roman rhetoric, public persuasion, law, and civic life converged in that moment, and ancient Rome stopped being distant history.



STUDENT PERSPECTIVES

Students notice the difference quickly.

For Raphaella, a senior from California, one of the most striking aspects of St. Stephen's has been how academic learning and lived experience continually reinforce each other:

"We were learning in the classroom, but then we were applying our knowledge... in these historical moments."

She has experienced this across disciplines, not only in the humanities but in science, where classroom study of biodiversity and ecosystems in Environmental Systems and Societies comes alive through field observation.

The Eternal City functions as a teacher in its own right, cultivating intellectual curiosity and a deeper understanding of the human experience. It is this constant dialogue between classroom and city that makes a St. Stephen's education unlike any other.



The Academic Journey

ACADEMIC EXCELLENCE WITH PURPOSE

Academic excellence at St. Stephen's is not simply an outcome; it is a mindset the School seeks to cultivate from the very beginning. The academic program is designed to challenge students intellectually while developing habits of mind that outlast any single examination: thinking critically, articulating ideas with clarity, and engaging thoughtfully with different interpretations.

St. Stephen's brings together the breadth of an American liberal arts education and the intellectual rigor of the International Baccalaureate Diploma Programme, encouraging students to pursue subjects in depth while making connections across disciplines.

The result is an education that is both demanding and deeply engaging.

THE AMERICAN HIGH SCHOOL DIPLOMA

Every St. Stephen's student works toward an American High School Diploma while preparing for the International Baccalaureate Diploma Programme. The four-year course of study provides a broad academic foundation across the humanities, sciences, mathematics, languages, and the arts, while allowing students to pursue individual interests through elective coursework.

Students complete a minimum of five full-credit courses each year and meet the following graduation requirements:

SUBJECTS & CREDITS

ENGLISH: **4**

MATHEMATICS: **4**

MODERN LANGUAGES: **3**

HUMANITIES: **3**

EXPERIMENTAL SCIENCE: **3**

ARTS: **1**

ELECTIVES: **2**

ST. STEPHEN'S BY THE NUMBERS

AVERAGE CLASS SIZE: **11**

STUDENT-FACULTY RATIO: **6:1**

AVERAGE IB
DIPLOMA SCORE: **35**

IB DIPLOMA PASS RATE: **100%**

FACULTY WITH
ADVANCED DEGREES: **88%**



SMALL CLASSES, BIG THINKING

Small classes are the foundation of what makes a St. Stephen's education distinctive. They create space for genuine dialogue, close mentorship, and meaningful intellectual exchange, transforming students from passive listeners into active participants who question assumptions, test ideas, and engage

thoughtfully with perspectives different from their own. Discussion, research, and writing sit at the center of classroom life, and students are expected not simply to absorb information but to defend their conclusions with clarity and evidence.



THE LEARNING CENTER: SUPPORT FOR EVERY LEARNER

Rigor and support are not opposites at St. Stephen's; they are designed to work together. The Learning Center ensures that every student, regardless of learning profile or academic background, can fully engage with a demanding curriculum rather than simply navigate it.

Support may include help with:

- Learning support for students with identified learning differences
- English for Academic Purposes (EAP) for students transitioning into an English-medium American curriculum
- Coaching in study skills, executive functioning, and organization
- Close collaboration among learning specialists, subject teachers, and advisors to ensure consistent support across every student's academic experience

The Learning Center is not separate from the academic program; it is an integral part of it. Because faculty work closely together, support is woven into the student experience rather than added alongside it.

AN INQUIRY-DRIVEN EDUCATION

Curiosity is the starting point, not an occasional bonus. Students are challenged to question assumptions, examine evidence from multiple perspectives, and engage thoughtfully with complex ideas. Through discussion, research, and reflection, they develop the intellectual independence that serves them well beyond graduation, through university, and throughout their lives.

FACULTY PERSPECTIVE

"St. Stephen's is a place where it's not just okay, but encouraged, to be curious and excited about ideas."

Peter Rotondo,
History Teacher & IB Coordinator

Having taught internationally for more than a decade, Peter Rotondo believes the deepest learning happens when students move beyond memorization and begin connecting the past to the present. That philosophy reflects the broader academic culture at St. Stephen's, where curiosity, inquiry, and thoughtful discussion are central to every discipline.



BUILDING FOUNDATIONS IN GRADES 9 AND 10

The first two years establish the intellectual and academic foundations for what follows. Students pursue a broad curriculum across the humanities, sciences, mathematics, languages, the arts, and wellness while

developing the habits essential to increasingly advanced study: managing competing demands, engaging seriously with ideas, and taking greater responsibility for their own learning.

GRADES 9 & 10 SUBJECT OVERVIEW

CORE	- Mandatory class taken in Grades 9 and 10. - The class aims to develop critical thinking and metacognitive skills through global issues.
PE	- Physical Education is mandatory in Grades 9 and 10. - The class aims to develop an understanding of the importance of physical activity.
HEALTH	- Health is mandatory in Grades 9 and 10. - The class aims to develop an understanding of wellbeing, healthy habits and how our bodies work.
ENGLISH	- English is mandatory in all Grade levels. - Students can choose between English Language and Literature and English Literature in Grades 11 and 12.
MATHEMATICS	- Mathematics is mandatory in both grade levels. - Placement is based on assessments and periodically reviewed.
SCIENCE	- Science 1 is mandatory in Grade 9. - Students will be able to choose science classes in all other grade levels.
CITY OF ROME	- A unique history course offered only by St. Stephen's to Grade 9 and 10 students. - The class makes the most of its surroundings and students will be expected to go on field trips.
CLASSICAL LANGUAGES	- Students have a choice of Latin 1, Classical Greek 1 or Arabic 1 in Grade 9. - Students can choose to continue in Grade 10 and after.
MODERN LANGUAGES	- Students can choose from Italian A, Italian B, French A, French B and Spanish B. - Students will be placed according to their level.
ARTS	- Students take a semester of visual and performing arts in Grade 9. - Students can choose between different arts electives in Grade 10.
TECHNOLOGY	- All students in Grade 9 will take Tech 9. - Students in Grade 10 can choose to take an extra class related to technology.

DISTINCTIVE ELEMENTS OF THE GRADE 9–10 EXPERIENCE INCLUDE:

CORE: LEARNING HOW TO LEARN Research, collaboration, reflection, and metacognition are taught as explicit skills rather than assumed. Students learn how to think, not simply what to think.	CITY OF ROME A sequence unique to St. Stephen's that treats Rome as a living text, engaging directly with the city to explore history, culture, and architecture.	EXPLORATION BEFORE SPECIALIZATION Before selecting an IB pathway, students experience a broad range of disciplines, including the humanities, sciences, arts, and technology, allowing future choices to emerge from genuine interest rather than early specialization.
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THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

Grades 11 and 12 culminate in the International Baccalaureate Diploma Programme, one of the world's most respected pre-university qualifications. St. Stephen's became the first school in Italy to offer the IB Diploma in 1975, adopting a framework that was ahead of its time and remains internationally recognized today. More than a curriculum, the IB develops the habits of inquiry, analysis, and independent thought that prepare students for university and for lives of continued learning.

BREADTH, DEPTH, AND BALANCE

Each IB student studies six subjects: three at Higher Level and three at Standard Level. English is offered exclusively as a Language A subject, reflecting the high level of English proficiency expected of all students. Graduates are scientifically literate, mathematically capable, historically informed, linguistically confident, and creatively engaged.

The Six Subject Groups:

- Language and Literature
- Language Acquisition
- Individuals and Societies
- Sciences
- Mathematics
- The Arts (or an additional subject from another group)

GRADES 11 & 12 SUBJECT OVERVIEW

ENGLISH	English Literature HL English Language and Literature HL / SL
LANGUAGES	Italian Language and Literature HL / SL French Language and Literature HL Italian B HL / SL Italian ab initio SL French B HL / SL Spanish B HL / SL Latin HL / SL Classical Greek SL <i>* Other languages may be available. Please ask for more information.</i>
HUMANITIES	History HL Economics SL / HL Environmental Societies and Systems SL Art History SL Global Politics SL Business Management SL/HL <i>*Economics & Business Management can not be taken together.</i>
SCIENCE	Biology HL / SL Chemistry HL / SL Environmental Systems and Societies SL Physics HL / SL
MATHEMATICS	Mathematics Analysis HL / SL Mathematics Applications HL / SL
ARTS	Visual Arts HL Theatre SL/HL Or another subject from Languages, Humanities or Sciences
CORE	Theory of Knowledge, Extended Essay & CAS



THE ARTS & PERFORMING ARTS

Building on the creative foundations established in Grades 9 and 10, students who pursue the arts in the IB Diploma Programme refine both their technical skills and their artistic voice through sustained inquiry, experimentation, and independent creative work.

As one of the IB's six subject groups, the arts provide a particularly strong example of the programme's balance between technical mastery, critical inquiry, and creative expression. Students may pursue **Visual Arts**, **Music**, or **Theatre**, developing their own creative practice while exploring the cultural, historical, and social contexts that shape artistic expression.

Rome makes this work uniquely immediate. The city's museums, galleries, architecture, churches, theatres, and concert halls become

extensions of the classroom, allowing students to engage directly with more than two thousand years of artistic achievement while creating work that responds to the world they inhabit today.

At St. Stephen's, the arts are both a form of expression and a serious field of study. In the studio, on stage, through music, or in preparation for an IB exhibition, students develop their own creative voice while learning the discipline, technique, and critical judgment that meaningful artistic work requires.

IB Arts courses include:

- Visual Arts
- Music
- Theatre





THE IB CORE

At the heart of the Diploma Programme is the IB Core, a distinctive set of experiences that challenges students to connect ideas across disciplines and apply their learning beyond the classroom.

THEORY OF KNOWLEDGE (TOK)

Encourages students to examine how knowledge is constructed and evaluated: what counts as evidence, how bias shapes understanding, and what it means to know something.

THE EXTENDED ESSAY (EE)

A 4,000-word independent research project supervised by faculty. For many students, it is their first experience of genuine university-level scholarship, asking them to pursue a meaningful question through sustained research and critical analysis.

CREATIVITY, ACTIVITY, SERVICE (CAS)

CAS ensures that learning extends beyond academics. Through artistic pursuits, physical activity, and meaningful service, students develop initiative, empathy, and a deeper understanding of their responsibilities within their communities.



Signature Programs

The curriculum and the IB Diploma Programme tell only part of the St. Stephen's story.

A set of signature programs allows students to go deeper into specific fields through experiences such as excavating an archaeological site, designing and launching a rocket, and conducting molecular biology research.

These opportunities move learning beyond traditional coursework and closer to authentic practice. The idea behind each program is simple: students learn best when they are given the opportunity to create, investigate, and discover, not simply absorb information.

To learn more about the International Baccalaureate Diploma Programme at St. Stephen's, please visit:
sites.google.com/ssssrome.it/ibdp?usp=sharing



CLASSICS & ARCHAEOLOGY: THE DR. HELEN POPE LYCEUM & AVENTINUS MINOR PROJECT

The Classics program is distinguished by its setting in the historic heart of Rome. At its center is the **Dr. Helen Pope Lyceum, Institute of Roman Culture**, made possible through a transformational gift from Christina and Jeff Sagansky (Summer Sagansky, Class of 2012). The Lyceum anchors the study of the ancient world in the city itself, connecting students with Rome's archaeological and cultural landscape through partnerships with institutions such as the American Academy in Rome and the British School at Rome, as well as through its Resident Scholar Program.

Grade 9 and 10 students can study Latin, Classical Greek, or Arabic, with the option to continue classical studies into the IB Diploma. Through the Lyceum, the program blends traditional scholarship with current methods and technology.

Its most ambitious initiative is the **Aventinus Minor Project**, an active archaeological excavation run in partnership with The American University of Rome, St. Stephen's, and the Istituto Santa Margherita, with support from the Sovraintendenza Speciale Archeologia, Belle Arti e Paesaggio di Roma. The site sits in



one of the last unexcavated stretches of the Aventine, between the Circus Maximus and the Baths of Caracalla, next to the Church of Santa Balbina, a 4th-century Christian church.

Early research suggests the site may never have been systematically excavated using modern methods, and could hold a stratigraphic sequence spanning nearly 2,700 years, back to Rome's 8th-century-BCE origins. Preliminary evidence points to a section of the Republican Servian Wall and an imperial residence belonging to Lucius Fabius Cilo, consul in 203 CE.

For students, that turns archaeology from a subject read about into one practiced directly — field research, material analysis, digital mapping, historical interpretation. Rome isn't simply studied here. It's discovered.

MOLECULAR BIOLOGY: THE MARY LYNN & FRED GAGE MOLECULAR BIOLOGY PROGRAM

Established in 2018 through a generous gift from Mary Lynn and Fred H. (Rusty) Gage (Class of 1968), the **Mary Lynn & Fred Gage Molecular Biology Program** allows students to explore biology well beyond the standard curriculum.

Developed in partnership with the European Molecular Biology Laboratory (EMBL), Europe's leading life sciences research institution, the program introduces students to authentic laboratory research at the cellular and molecular level. They investigate how genetic information is stored and expressed, how cells regulate themselves, and how advances in biotechnology are transforming medicine.

The program's core strength is authenticity: students use real research equipment to form hypotheses, collect data, and communicate findings with the precision expected of actual scientific practice.

That combination of hands-on lab work plus rigorous methodology makes the program especially valuable for students eyeing medicine, genetics, or biomedical research.





SCHOLARSHIP MEETS INNOVATION: THE EDWARD C. CARTER LIBRARY & LIBTECH LEARNING HUB

The Edward C. Carter Library and LibTech Learning Hub serves as more than a library; it is a shared space for research, quiet study, class instruction, and creative production, built to support both traditional scholarship and newer digital literacies.

Students and faculty have access to a strong print and digital collection, research support, and tools for media literacy, AI fluency, and digital research, plus equipment including

VR headsets, 3D printers, laser cutters, vinyl cutters, and green screen production tools that let students build things, not just study them.

Led by the school's Librarian and Digital Literacy Coordinator alongside the Tech Team, the Hub reflects a growing part of a St. Stephen's education: preparing students not just to keep up with a changing world, but to help build it.

ENGINEERING

Engineering at St. Stephen's is built around invention and iteration rather than theory alone. Through **Introduction to Engineering**, a project-based course, students design, build, test, and refine real solutions instead of just reading about how engineering works.

The signature project — designing, building, and launching a miniature rocket — gives students hands-on experience with structural design, propulsion, testing,

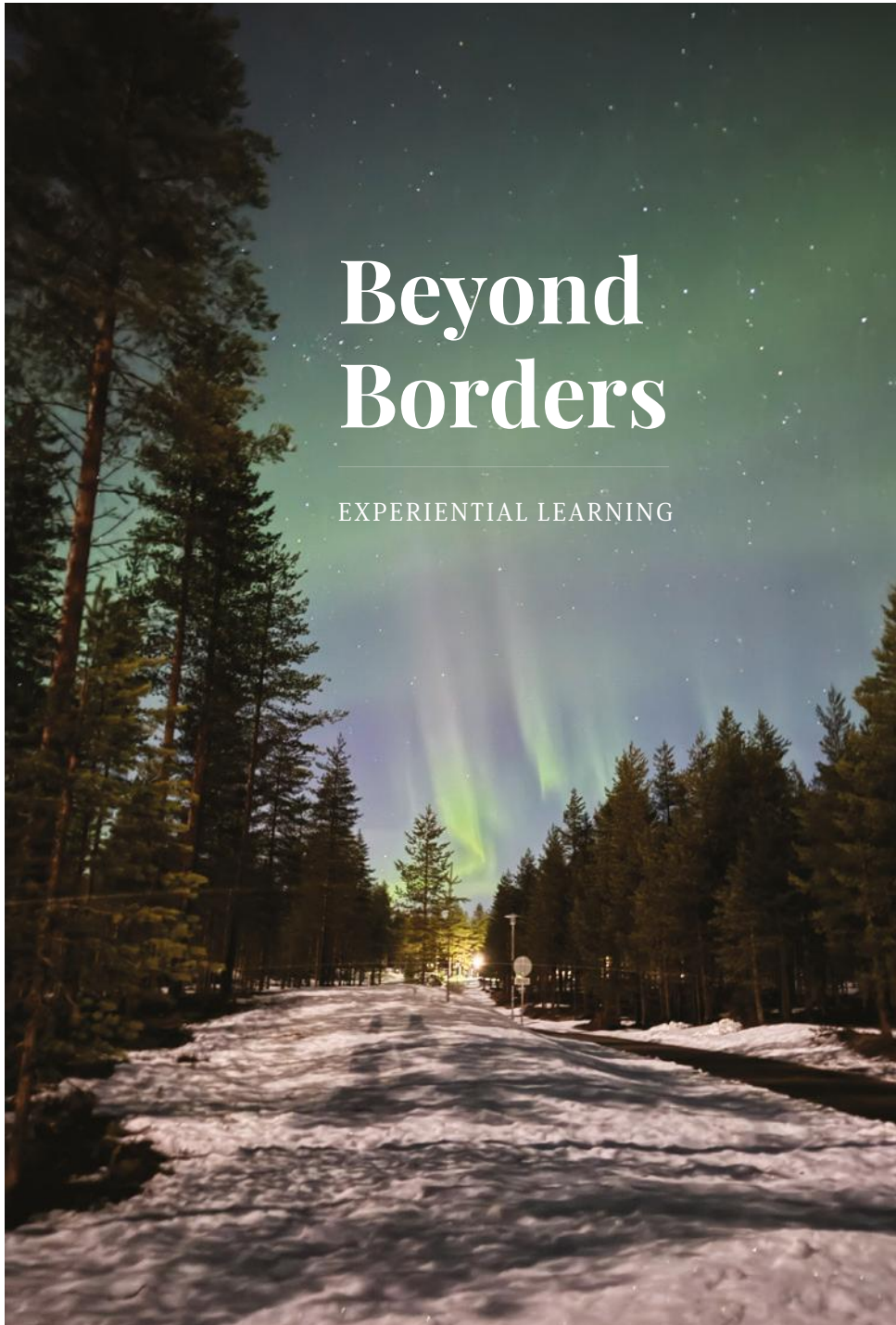
and data analysis. Working in teams, they develop design thinking, systems thinking, and resilience through failure, wrestling with real questions such as: Why did this design fail? What would make it more efficient? What tradeoffs matter most?

Those habits extend well beyond STEAM. The course builds adaptability and precision that apply to almost any complex problem a student will face later.



Beyond Borders

EXPERIENTIAL LEARNING



LEARNING IN CONTEXT

Some of the most transformative learning at St. Stephen's happens beyond the classroom. The philosophy behind experiential learning is simple: meaningful growth often begins when students step outside familiar surroundings and engage with new environments, cultures, and perspectives.



MORE THAN A SCHOOL TRIP

These journeys are defined not by where students go, but by what they learn. Rather than simply visiting somewhere new, students are expected to engage deeply with the people, cultures, histories, and ideas they encounter. They return not only with memories but with broader perspectives, deeper understanding, and a clearer sense of their place in the world.



DESIGNED BY EDUCATORS, LED BY EDUCATORS

Unlike many school travel programs, which rely heavily on outside providers, St. Stephen's faculty design and lead these experiences themselves. That keeps every journey closely aligned with the School's educational mission rather than a generic travel itinerary. Every experience is shaped around a few guiding questions: What will students encounter? How will they be challenged? What learning will endure long after they return home?

LEARNING THROUGH EXPERIENCE

The most meaningful lessons are often the ones that cannot be replicated in a classroom. Whether hiking remote landscapes, living with a host family, collaborating with local communities, or exploring places of historical and cultural significance, students are encouraged to think critically, adapt to unfamiliar situations, and engage thoughtfully with the world around them.

These experiences cultivate independence, deepen empathy, and reinforce the habits of curiosity, reflection, and sound judgment that define a St. Stephen's education. Students return not only with a richer understanding of the places they have visited, but also with a deeper understanding of themselves. As Dr. Paul Treherne, Director of Experiential Learning, puts it:

"The goal is to be educational, but not in the traditional classroom sense... to create opportunities for personal growth by challenging students intellectually, physically, emotionally, and socially."



What these trips build: resilience, adaptability, and discernment under unfamiliar conditions, isn't really teachable from a book. Students end up solving real problems and discovering capacities they didn't know they had, which is exactly the kind of "real-world environment," as Treherne describes it, that develops collaboration and human connection in ways a classroom can't fully replicate.

Alumni tend to remember these trips less for the destinations and more for who they became on them. That distinction matters: experiential learning isn't an extra at St. Stephen's; it's part of how the school actually prepares students to move through the world with some confidence and a continued appetite for exploration.



Enjoy a video produced by a grade 10 student from an experiential learning experience in Uzbekistan



A Community in Action

MORE THAN ACADEMICS

Education at St. Stephen's does not end when the academic day does. Athletics, clubs, leadership, and service provide students with opportunities to apply what they are learning in meaningful ways while discovering new interests, developing lasting friendships, and contributing to a community larger than themselves.

These experiences cultivate qualities that cannot be taught through coursework alone: teamwork, initiative, resilience, empathy, creativity, and the confidence to lead. They are an essential part of a St. Stephen's education.





Athletics at St. Stephen's extends well beyond competitive teams. During the academic year, an active intramural program offers students additional opportunities to stay physically active, try new sports, and enjoy friendly competition in an inclusive environment. Open to students of all abilities, intramurals encourage participation, strengthen friendships across grade levels, and reinforce the School's belief that physical wellbeing is an essential part of a balanced education.



Whether representing St. Stephen's in international competition or joining classmates for an afternoon intramural match, students discover that athletics is

about far more than winning. It is about commitment, perseverance, teamwork, and discovering what they can accomplish together.

ATHLETICS, RECREATION, AND WELLBEING

Athletics are an important part of life at St. Stephen's, bringing students together through competition, commitment, and a shared sense of purpose. Whether joining a sport for the first time or competing at an advanced level, students have opportunities to develop their abilities, contribute to a team, and experience the discipline and camaraderie that come with representing their school.

Throughout the year, St. Stephen's teams compete with international schools in Rome and represent the School at regional and international tournaments across Italy and Europe through organizations including

the Rome International Schools Association (RISA), the Northern Italian Schools Sports Association (NISSA), and the International Schools Sports Association (ISSA).

Students may participate in a wide range of athletic activities, including:

- Soccer
- Basketball
- Volleyball
- Running
- Tennis
- Yoga
- Pilates





CLUBS, LEADERSHIP, AND STUDENT INITIATIVES

Some of the most meaningful learning at St. Stephen's begins with a student's own curiosity. Clubs provide opportunities to explore interests, develop new skills, serve others, and transform ideas into action alongside classmates who share the same passions.

Many clubs and initiatives are conceived and run by students themselves, with faculty serving as mentors rather than directors. Leadership is not reserved for a select few; it is something students are encouraged to practice every day.

The breadth of opportunities reflects the diversity of the community itself. Students lead academic organizations such as Model

United Nations, Debate, TEDx, Investment Club, Philosophy Club, Science Club, and Chess Club. Others contribute through journalism, creative writing, theatre, music, photography, architecture, digital media, and film. Student Council, Boarding Prefects, Student Ambassadors, peer tutoring, environmental initiatives, cultural organizations, and wellness programs all provide opportunities for students to make a meaningful contribution to school life.

Perhaps most importantly, students are encouraged to create something new. If a passion does not yet have a place within the St. Stephen's community, they are empowered to build it.

SERVICE AND CITIZENSHIP

The values introduced through the International Baccalaureate's **Creativity, Activity, Service (CAS)** programme find meaningful expression throughout life at St. Stephen's. Rather than viewing service as a requirement to complete, students come to see it as a natural extension of their education and an opportunity to apply what they have learned in ways that benefit others.

Service is woven into the life of the School. Students volunteer with organizations throughout Rome, including local soup kitchens, refugee centers, schools, and environmental initiatives, and support international projects through fundraising, advocacy, and cultural exchange. Many of these partnerships are long-standing, allowing students to build genuine relationships with the communities they serve.

Leadership and service frequently grow from student initiative. Whether mentoring younger students, serving meals to Rome's homeless community, maintaining the School gardens, supporting refugee organizations, or launching projects inspired by personal passions, students learn that meaningful leadership begins with empathy, responsibility, and action.

In many ways, CAS brings the School's educational philosophy into practice. Students are asked to move from thought to action, applying their knowledge, interests, and abilities in ways that extend beyond themselves. Whether through creativity, physical challenge, or service, they learn that their choices can have meaning and impact. Through these experiences, they come to understand that education carries with it both opportunity and responsibility.





A COMMUNITY THAT PARTICIPATES

Life at St. Stephen's is shaped as much by what students contribute as by what they receive. Every athletic competition, theatre production, musical performance, publication, service project, cultural celebration, and student-led initiative strengthens the community and enriches the experience of those around them.

The result is a school where students do more than participate. They learn to lead, collaborate, create, and care for something beyond themselves. Those experiences often become the moments they remember most vividly and the qualities they carry with them long after graduation.

Looking Ahead

COLLEGE COUNSELING AND UNIVERSITY PREPARATION

For every family, an important question eventually comes into focus: Will my child be ready? Ready not simply for university admission, but to choose well, succeed once there, and make the most of what comes next.

At St. Stephen's, college counseling begins with the individual. The right university is not the same for every student; it is the one that best reflects who they are, what they value, and where they hope to go. The process is therefore one of careful exploration: identifying a student's academic interests and ambitions, understanding the environments in which they are most likely to thrive, and helping them make informed choices about their future.

That work begins well before applications are written. Starting in Grade 9, counselors, advisors, and teachers help students understand how the choices they make throughout high school can shape the opportunities available to them later. As university planning becomes more focused,

dedicated college counselors provide increasingly individualized guidance on university systems, course selection, testing, applications, essays, and final decisions.

Families are important partners throughout. Regular meetings and open communication provide clarity at each stage, while allowing students to assume increasing ownership of decisions that ultimately belong to them.

By the time applications begin, the objective is not to construct a version of the student for admission committees, but to help each student present a clear and authentic account of who they are, what matters to them, and where they hope to go next.

A PERSONALIZED FOUR-YEAR JOURNEY

College counseling is woven into the fabric of a St. Stephen's education. Each year builds intentionally upon the last, giving students the time and guidance to make informed decisions with confidence.

GRADE 9 — BUILDING THE FOUNDATION	Students establish the academic habits, intellectual curiosity, and extracurricular involvement that will shape their high school experience. Counselors encourage exploration rather than specialization, helping students begin discovering the interests that will eventually define their university journey.
GRADE 10 — EXPLORING POSSIBILITIES	As students prepare for the International Baccalaureate Diploma Programme, conversations begin to focus more intentionally on future pathways. Through UniFrog, career exploration, thoughtful course selection, and the PSAT, students begin connecting their interests with universities and careers while continuing to build a meaningful record of academic and personal engagement.
GRADE 11 — DEFINING THE PATH	The university search becomes increasingly focused. Students meet admissions representatives from universities around the world, attend college planning seminars, explore summer opportunities, begin drafting personal essays, and work one-on-one with counselors to develop a balanced list of universities that reflects both aspiration and fit.
GRADE 12 — BRINGING IT ALL TOGETHER	Senior year is devoted to transforming years of preparation into compelling university applications. Students receive individualized support with essays, interviews, portfolios, recommendations, scholarships, and applications across multiple university systems, including the United States, the United Kingdom, Italy, Europe, Canada, and beyond. Throughout the process, counselors remain closely engaged with both students and families, providing thoughtful guidance until final decisions have been made.





A TRULY GLOBAL PERSPECTIVE

A St. Stephen's education opens pathways to universities around the world. Students are equipped to consider opportunities across the United States, the United Kingdom, Italy, continental Europe, Canada, and beyond.

Many of our students apply across more than one university system. College counselors guide them through the distinct requirements, timelines, and expectations of each, while helping them understand what different paths may offer.

For some, the direction is clear early on; for others, it evolves. The aim is to keep possibilities open while ensuring students are well-positioned to pursue the opportunities that make the most sense for them.



UNIVERSITY DESTINATIONS

Graduates of St. Stephen's enroll at many of the world's leading universities, reflecting both the strength of the academic program and the individualized guidance students receive throughout the college search process.

Recent graduates have matriculated to institutions including:

UNITED STATES	Yale University, Brown University, Columbia University, Cornell University, Duke University, Georgetown University, Harvard University, New York University, Stanford University, the University of California (Berkeley, Los Angeles, Davis, San Diego), the University of Pennsylvania, the University of Virginia, Williams College, Wesleyan University, and many others.
UNITED KINGDOM	University of Cambridge, Imperial College London, King's College London, University College London, London School of Economics, University of St Andrews, University of Edinburgh, University of Warwick, University of Bristol, University of Manchester, University of Bath, University of the Arts London, and many more.
ITALY AND EUROPE	Università Bocconi, LUISS, Politecnico di Milano, Università di Bologna, Università La Sapienza, Delft University of Technology, Erasmus University Rotterdam, University of Amsterdam, KU Leuven, Sciences Po, Sorbonne Université, ESADE Business School, IE University, and many other outstanding institutions across Europe.
CANADA AND BEYOND	Students also continue their education at universities including the University of Toronto, McGill University, the University of British Columbia, Yonsei University, the University of Hong Kong, École Hôtelière de Lausanne, and institutions throughout the Middle East and around the world.

PREPARED FOR LIFE

University admission is one milestone in a much longer journey.



College counseling reflects the larger purpose of the School's mission: *empowering students to become independent and creative learners prepared for a complex world.*

As students consider what comes next, they begin to put that mission into practice, weighing possibilities, making informed choices, and taking ownership of their future.

ALUMNI PERSPECTIVES



"St. Stephen's was probably one of the most formative experiences of my life. It played a key role in shaping my curiosity about the world and ultimately the career I have today. The teachers inspired us to ask difficult questions, and growing up alongside classmates from around the globe gave me a perspective that has stayed with me ever since."

MARGHERITA STANCATI '03
INTERNATIONAL CORRESPONDENT,
THE WALL STREET JOURNAL



"St. Stephen's was, in many respects, the defining experience of my education. The school's combination of intellectual rigor, openness, and everyday multiculturalism changed the way I understood cities, people, and the world. Living and learning in Rome shaped the work I continue to do today."

ROHIT AGGARWALA '89
CHIEF CLIMATE OFFICER & COMMISSIONER,
NEW YORK CITY DEPARTMENT OF
ENVIRONMENTAL PROTECTION

Ultimately, college counseling at St. Stephen's is about much more than helping students gain admission to outstanding universities. It is about helping young people discover where they will continue to learn, grow, and make meaningful contributions throughout their lives.

Shaping the Future Together

St. Stephen's is an independent, nonprofit school. That distinction matters because every decision is guided by what best serves students and the School's mission, rather than by shareholders or profit.

Tuition provides the foundation for a St. Stephen's education and supports the day-to-day operation of the school. Philanthropic support allows us to go further. It helps create the experiences, opportunities, and learning environment that distinguish a St. Stephen's education and ensure that the School continues to evolve for future generations.

Each year, gifts to the St. Stephen's Fund help support priorities such as:

- Innovative teaching and learning spaces
- Science, technology, and the arts
- Student programs and experiential learning
- Faculty development
- Campus stewardship and long-term improvements
- Financial aid and access

Like many of the world's leading independent schools, St. Stephen's is sustained by a culture of philanthropy.

Parents, alumni, grandparents, faculty, and friends, all play an important role in strengthening the School. Participation matters because it reflects a shared belief in the School's mission and a commitment to ensuring that future students enjoy the same extraordinary opportunities as those who came before them.

For those who choose to make leadership-level gifts, the 1964 Society recognizes annual contributions of €1,964 or more in honor of the School's founding year. These gifts help advance strategic priorities and ensure that St. Stephen's continues to innovate while remaining true to its mission.



To learn more about the impact of philanthropy at St. Stephen's, including recent projects, donor stories, financial highlights, and the ways philanthropy enriches every student's experience, scan the QR code to view our latest Annual Report.





Your Journey Starts Here

THANK YOU

Thank you for taking the time to learn about St. Stephen's. We hope these pages have given you a sense not only of what we offer, but of who we are: a community defined by intellectual curiosity, meaningful relationships, and a shared belief that education has the power to shape lives.

Choosing the right school is one of the most important decisions a family will make. We are honored that you have considered St. Stephen's as part of that journey, and we would be delighted to help you discover whether our community is the right fit for your child.

HOW TO APPLY

St. Stephen's welcomes applications from students entering Grades 9 through 12 as day students or boarders, wherever places are available.

Our admissions process is designed to get to know each applicant as a whole person. Academic achievement is important, but so are character, curiosity, kindness, and a willingness to contribute to a close-knit international community.

The application process typically includes:

- Completed application form
- Academic transcripts from the current and previous school(s)
- Teacher recommendation letter(s)
- Student personal statement or essay
- Interview (in person or virtual) with a member of the Admissions Team
- English language proficiency documentation, where applicable

TUITION & FINANCIAL AID

Tuition reflects the individualized education, exceptional faculty, International Baccalaureate Diploma Programme, and distinctive opportunities made possible by our location in the heart of Rome.

Need-based financial assistance is available for families who qualify, reflecting the School's commitment to enrolling talented students from diverse backgrounds.

VISIT OUR CAMPUS

The best way to understand St. Stephen's is to experience it firsthand.

We invite prospective students and their families to visit our campus, meet our students and faculty, observe classes, and experience the unique atmosphere of a school where Rome itself becomes part of the educational experience.

Whether through an Open House, a personal campus tour, a shadow day, or a virtual information session, we look forward to welcoming you.

CONTACT ADMISSIONS

Choosing a school begins with getting to know one another. Our Admissions Team wants to understand your child's interests, ambitions, and what you value most in an education, while giving you an honest and complete picture of St. Stephen's.

Admissions Office

Address

St. Stephen's School
Via Aventina, 3
00153 Rome,
Italy

Telephone

+39 06 5750 605

Email

admissions@sssrome.it

Website

www.sssrome.it



WE LOOK FORWARD TO MEETING YOU

We encourage families to ask questions, spend time on campus, meet members of our community, and experience the School for themselves. Admissions is not simply about submitting an application; it is the beginning of a relationship. We look forward to meeting your family, hearing what matters to you, and exploring together what St. Stephen's might offer your child.



CATALOGUE



ST. STEPHEN'S SCHOOL
ROME, ITALY

