



聖芳濟書院
St. Francis Xavier's College

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School Mission

The school was established by the Institute of the Marist Brothers whose founder St. Marcellin Champagnat had passed on the following beliefs and ideals as an integral part of his educational vision and mission – (i) That we should make Jesus known and loved among the young and the children, especially the poor and the least favoured. (ii) That to bring up children properly, we must love them, and love them all equally. (iii) That each of our students would cherish the love of God and accordingly develop his potentials fully, lead a meaningful life as an individual, and take a contributing role in society.

School Information

Supervisor / Chairman of School Management Committee	Br. Chin Yoon Choy		
Principal (with Qualifications / Experiences)	Mr. Leung Man Fai		
School Type	Aided	Student Gender	Boys
School Motto	Gentle in Manner, Resolute in Action		
Name of Sponsoring Body	Institute of Marist Brothers of School		
Area Occupied by the School	About 3300 Sq. M	Religion	Catholicism
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association	Yes
Incorporated Management Committee	Established	Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets	
4Rs Mental Health Charter	Yes	Whole School Health Programme	Pledged School

Teaching Staff Information (Including School Head) in the 2025/2026 School Year

Number of Teaching Posts in the Approved Establishment	53	
Total Number of Teachers in the School	55	
Qualifications and Professional Training (% of Teaching Staff)		
Had Received Teacher Training	91%	
Bachelor Degree	100%	
Master / Doctorate Degree or above	53%	
Special Education Training	73%	
Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	>= 10 Years
20%	16%	64%

Subjects Offered in the 2025/2026 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Chinese History, Putonghua
	English as the Medium of Instruction	English Language, Mathematics, Citizenship, Economics and Society, History (F.1 & F.2), Science, Geography, Computer Literacy, Religious Studies, Music, Visual Arts, Moral & Civic Education, P.E., Business Fundamentals (F.3 only)
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Chinese History, Citizenship and Social Development, Ethics & Religious Studies, Religious Studies (School-based), Moral & Civic Education, Japanese (taught by External Organisation)
	English as the Medium of Instruction	English Language, Mathematics, Physics, Chemistry, Biology, ICT, Economics, Geography, BAFS, P.E., Aesthetic Development
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-

Subjects to be Offered in the 2026/2027 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Chinese History, Putonghua
	English as the Medium of Instruction	English Language, Mathematics, History (F.1 to F.2), Citizenship, Economics and Society, Science, Geography, Computer Literacy, Religious Studies, Music, Visual Arts, Moral & Civic Education, P.E., Business Fundamentals (F.3 only)
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Chinese History, Citizenship and Social Development, Ethics & Religious Studies, Religious Studies (School-based), Moral & Civic Education, Japanese (taught by External Organisation)
	English as the Medium of Instruction	English Language, Mathematics, Physics, Chemistry, Biology, ICT, Economics, Geography, BAFS, P.E., Aesthetic Development
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-

Class Structure & Chargeable Fees (2025/2026)

	S1	S2	S3	S4	S5	S6
No. of Classes	4	4	4	4	4	4
School Fee	-	-	-	-	-	-
Tong Fai	\$100	\$100	\$100	\$390	\$390	\$390
Parent-Teacher Association Fee	\$60					
Student Union / Association Fee	-					
Approved Charges for Non-standard Items	-					
Other Charges / Fees	-					

Remarks

To implement small-class teaching in F.1 to F.3, our school allocates the approved student intake of 4 classes into 5 classes.

S.1 Admission, Orientation Activities & Healthy School Life

Secondary One Admission

Our school will accept discretionary places. Our school will participate in the Secondary School Places Allocation System through central allocation stage (Applicable for admission to S.1 in September 2026).

Admission Criteria and Weightings for S.1 Discretionary Places Academic results: Rank order given by EDB (40%), Performance in interview (40%), Performance in extra-curricular activities (10%), Relationship with our school (10%).

Orientation Activities and Healthy Life

A two-week Bridging Course is organized in the summer holidays for new Form 1 students to help them adapt to the learning environment using English as the medium of instruction. An Orientation Day and an Induction Day are also organized to help parents and students respectively to familiarize themselves with our school system and our school life.

School Characteristics
School Management
School's Major Concerns: 1. Elevating the learning motivation and fostering self-directed learning of Xaverians to achieve academic growth. 2. Adopting a whole-school approach to Values Education with a focus on enhancing the self-management ability of Xaverians
School Management Organisation: The daily operation of the school on devising school policies and the coordination of various functions are undertaken by the principal with the assistance of three Boards, namely Administration Board, Academic Board and Student Development Board, while the Staff Policy Consultative Committee (SPCC), comprising all middle managers, is to give advice to the principal on various school issues.
Incorporated Management Committee / School Management Committee / Management Committee: The Incorporated Management Committee (IMC) was formed in 2013. The IMC will comprise the school principal, sponsoring body managers, teacher managers, parent managers, an alumni manager and an independent manager. The IMC decides the directions of the school and acts as a bridge between various school stakeholders.
School Green Policy: There is a scheme of recycling used paper throughout the year, while other club and co-curricular activities also aim at promoting students' awareness of protecting the environment.
Learning and Teaching Plan
Whole-school Language Policy: 1. Since the establishment of our school in 1955, English Language has been adopted as the medium of instruction. 2. From F.1 to F.3, all subjects are taught in English except for Chinese Language, Chinese History and Putonghua. 3. From F.4 to F.6, all subjects are taught in English except for Chinese Language, Chinese History, Aesthetic Development, Citizenship and Social Development, Ethics and Religious Studies, school-based Religious Studies and Moral & Civic Education.
Learning and Teaching Strategies: 1. The practice of collaborative lesson planning in the core subjects and peer lesson observation is fostered to promote teaching effectiveness. 2. 'Assessment for learning' is emphasized and diversified forms of formative assessment are arranged timely throughout the academic terms. 3. To boost students' academic achievement, there is a regular test system for all forms. Enhancement and remedial courses, study skills workshops and tutorial classes are also organized for the students of different levels. 4. Small-class teaching is fully implemented in all junior form classes. Enhancement courses in major subjects are organized for the higher achievers, while remedial classes are conducted for less able students. Tutorial classes for revision purposes are held after school and before the final examination respectively. 5. For Senior Secondary, enhancement courses are organized for the more able students. Tutorial and remedial classes are held during the post-examination period and summer holiday respectively. 6. The school offers a wide variety of elective subject combinations, allowing students to be in a better position to choose their favorite subjects according to their own interest to plan for their future studies and career paths. 7. Tablet computers and various e-Learning platforms are adopted in order to improve classroom interaction, raise motivation in learning and encourage self-directed learning.
School-based Curriculum: 1. Electives: 3X. Senior Secondary students have to study three elective subjects out of eleven. 2. Curriculum highlights: The curriculum of junior levels has been re-structured to allow smooth transition towards the senior secondary curriculum. Integrated Humanities and Science has tight cross-curricular collaboration with English Language to enhance students' capabilities of using English in content subjects.
Major Renewed Emphases in the School Curriculum: 1. Reading to learn: For F.1 and F.2, reading lesson is included in each cycle. Book recommendation by teachers or students is held regularly in the morning assembly. A Reading Enhancement Scheme is open to all students. The school library has adopted the software of SLS so that students can assess or search for materials in the school library system through the internet. Besides, the library also helps to promote reading atmosphere by timely organizing book exhibitions. Online reading platform is also set up to enhance students' English capability through reading and studying the Language Across the Curriculum (LAC) materials. 2. IT for interactive learning: Every student and teacher has their own intranet account which provides them an interactive learning and teaching platform. Students can record the progress of learning in their own e-profile. School has provided different e-learning platform, such as Online Question Bank and MySmartSTEAM, to extend learning activities outside school. 3. Project learning: Project Learning is launched in different junior secondary subjects. 4. To foster whole-person development, a school-based Values Education Curriculum was developed, adopting a whole-school approach to Values Education. This involves an integration of the Catholic Core Values, 5 Distinctive Styles of Marist Education, Vision and Mission of our school, 12 Priority Values from the EDB and also consensus from our staff members.
Life Planning Education: Our school intends to equip students with skills and capacities to develop their own plans in order to face various academic or career challenges. The Life Planning and Careers Guidance Committee of the school offers various services to assist our students, including Dream Catcher Life Planning and Whole-person Development Scheme, individual and group counseling, form-specific goal setting and life planning workshops, career-related experience activities and mock interview workshops.
Student Support
Whole School Approach to Catering for Learner Diversity: 1. For Junior Secondary, there are elite classes and ordinary classes, and small-class teaching is implemented in all Forms 1 to 3 classes. Enhancement courses in major subjects are organized for the higher achievers, while remedial classes are conducted for less able students. Tutorial classes for revision purposes are held before the final examination. 2. For Senior Secondary, enhancement courses are organized for the more able students. Tutorial and remedial classes are held during the post-examination period and summer holiday respectively. 3. We have designated a Special Education Needs (SEN) Coordinator under the Counselling Committee of the school to coordinate support measures for students with SEN students. A host of school-based professionals, including an education psychologist, social workers and a speech therapist, also station in the school regularly to provide support for our students.
Whole School Approach to Integrated Education: There is a working group under the Counselling Committee of the school for coordinating all supportive measures for the students with Special Education Needs (SEN). In recent years, various measures such as Emotional Regulation and Social Development Group, Career Planning Workshops, Executive Function Training Group and individual guidance have been added to enrich their all-round development. Moreover, adjustments in examinations are arranged on an individual basis. Apart from the aforementioned groups for students, a group has also been organized for the parents of SEN students to empower them to cope with their sons' educational needs. Finally, professions, including a school-based educational psychologist, a speech therapist, counselling psychologist and occupation therapist, also station in the school regularly to provide additional support for our students.
Education Support for Non-Chinese Speaking (NCS) Students: Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc.; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; and organising activities to create an inclusive learning environment in the school.
Measures to Provide Adaptation for Learning and Assessment: There is a weekly test system for all forms. Different forms of formative assessment, including regular tests and various subject-based assignments or project works are designed to monitor students' learning progress. Two examinations are adopted annually as summative assessments to assess students' learning performance. Both term examinations and formative assessments are counted for the subject total of different subjects.

Home-School Co-operation and School Ethos**Home-School Co-operation:**

All teachers are members of PTA, and six teachers are Committee members of PTA. A PTA bulletin is published on regular basis for all parents and teachers. There is a wide variety of functions held each year, including Parents' Gatherings for each form, the annual picnic, the Parents Day and seminars of different topics. PTA also participate school functions e.g. Caritas Bazaar, Healthy Living week, etc. and contributes scholarship to students with outstanding academic performance.

School Ethos:

With a cohesive school community, a harmonious relationship has been established between teachers and students. Students and Alumni all have student sense of belonging to their alma mater. We emphasize 'Autonomy, Self-discipline and Respect' We prefer counseling and giving advice to punishment or reprimand. The school campus is open all year round so that students can always come back for their studies and take part in various activities.

Future Development**School Development Plan:**

In the School Development Plan of 2024-2027, the major concerns are as follows:

1. Elevating the learning motivation and fostering self-directed learning of Xaverians to achieve academic growth.
2. Adopting a whole-school approach to Values Education with a focus on enhancing the self-management ability of Xaverians

Teacher Professional Training and Development:

The school encourages teachers to attend the training courses related to the needs of their teaching profession. In recent years, the school has arranged various interflow and exchange opportunities for teachers to enhance their teaching effectiveness. Our school also works with the School-based Support Services, EDB, to assist us to make use of e-learning strategies to foster our students' capability in independent learning.

Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.)

We believe that Co-curricular activity is an essential part of whole-person education. By taking part in them, students learn how to co-operate with other people, and their horizons of knowledge will be broadened. Our activities include sports team, school bands, instrumental groups, uniform and social services groups, inter-club, inter-house and inter-school functions and competitions, and a variety of courses all the year round. To develop their aesthetic potential, all Form One and Two students has to join our 'Xaverians Project'.

School Facilities

Number of Classroom(s): 27

School Facilities:

There are 27 standard classrooms, 12 special rooms including 4 laboratories, a lecture theatre, a visual art room, a Geography room, a computer room cum STEM room, a multi-media learning centre, a student activity centre, a music room and a library. All classrooms are air-conditioned and equipped with IT and AV facilities.

Facility(ies) for Supporting Students with Special Educational Needs:

Ramp, Accessible lift and Accessible toilet.

Others

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Direct Public Transportation to School

MTR: Prince Edward Station Exit D2.

Bus: 2, 2A, 12A, 36B, 43C, 44, 212.