St. Francis Xavier's College



Annual School Report (2024/2025)

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A. SCHOOL VISION, MISSION & OBJECTIVES

Vision and Mission

1.1 St. Francis Xavier's College shall operate as a "Catholic" school. Its "Catholic" identity shall be recognized in so far as it conforms with the criteria set by the Catholic Church [see Canon 803 §§1-3 and related Canons 804-806 of the Code of Canon Law (promulgated in 1983), quoted in the Appendix; also refer to Vatican II, Declaration on Christian Education (28 October 1965), 8-9; Congregation for Catholic Education, Instruction "The Religious Dimension of Education in a Catholic School" (7 April 1988)]. With a determination to carry on the contribution of the Catholic Church to education, the School, as its vision and mission, shall uphold and pass on the following **core values** to young people to prepare them properly for their life and future responsibilities –

1.1.1 **Truth**: It is what the human intellect is searching for –

(a) Human reason's capacity for truth must be upheld, and the desire for truth, especially the truth about God and about the meaning of life, must always be encouraged and kept alive.

(b) Wisdom, which enables a person to distinguish right from wrong, and good from evil, must be treasured above all other kinds of knowledge.

(c) Honesty demands that a person tell the truth and put it into practice, even at the cost of making a great sacrifice.

1.1.2 **Justice**: It is the moral virtue that consists of a constant and resolute will to give to God and one's neighbours their due –

(a) Justice towards God is called the "virtue of religion"; and justice towards one's neighbours disposes one to respect the rights of others and to establish in human relationships the harmony that promotes equity with regard to individual persons and to the common good.

(b) Human dignity can be protected and promoted, and the wellbeing of society can be achieved, only if human rights are respected and individuals undertake their responsibilities for one another, for their own families, and for society.

1.1.3 **Love**: It is the greatest of all virtues –

(a) God, the source of life and goodness, has created everything out of love, and has called the whole human family to be His children. As a member of God's family, one's goals in life are to share God's happiness, to love God above all things and love one's neighbours as brothers and sisters.

(b) Jesus Christ, the Son of God, the Saviour of humankind, is the model of selfless love and humble service to others.

(c) The practice of all the virtues is to be inspired and motivated by love, so that all aspects of human life and interpersonal relationship may be bound together in perfect harmony.

(d) Love surpasses the strict measure of justice and urges one to care for the poor and the needy, and to make a preferential option for the underprivileged and marginalized in society.

1.1.4 **Life**: It is a priceless gift from God and is sacred in itself –

(a) Every human person is created in the image of God and has the right to life, which must be respected from its conception to its natural end.

(b) In the spirit of the "Beatitudes" as taught in the Gospel, the tribulations and adversities in life are to be faced with serenity and hope.

(c) Every person is entitled to have whatever is necessary for a decent and dignified existence.

(d) Only a society which respects human life can bring happiness to all.

1.1.5 **Family**: It is the basic unit of society –

(a) Only pure love, the unreserved mutual self-giving between husband and wife, is truly gratifying; a happy, wholesome marriage is prepared by the practice of the virtue of chastity and sustained by fidelity and an indissoluble, lifelong commitment.

(b) Inasmuch as sex is an integral part of conjugal life and has its own dignity, a balanced sex education must follow a holistic and in-depth approach, with emphasis on the virtues of self-discipline and mutual respect between a man and a woman.

(c) Marriage is the foundation of a family; an intact and united family is a permanent support for husband and wife, and for parents and children, in achieving their goals in life; an intact and united family is likewise a most favourable setting for the upbringing of children and young people, and a necessary condition for the wellbeing of human society.

1.2 The School shall cultivate the above **core values** by –

1.2.1 upholding the time-honoured practice of respecting and collaborating with stakeholders with diverse backgrounds in achieving the School's vision and mission as set out in this Article, in the awareness that the success of education depends on the joint effort of all parties concerned (refer to Canon 796§2 and Canon 800§2 of the Code of Canon Law, quoted in the Appendix);

1.2.2 providing a family environment imbued with mutual trust and love in the School; and

1.2.3 incorporating in the formal school curriculum Religious Education courses designed by the SSB (as defined herein), and fostering a Catholic spirit through religious practices held regularly in the School, such as morning prayers and religious activities held regularly for staff and students.

1.3 The School was established by "The Visitor in Hong Kong of the Institute of the Marist Brothers of the Schools" whose founder St. Marcellin Champagnat had passed on the following beliefs and ideals as an integral part of his educational vision and mission –

1.3.1 That we should make Jesus known and loved among the young and the children, especially the poor and the least favoured.

1.3.2 That to bring up children properly, we must love them, and love them all equally.

1.3.3 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.

1.4 With due regard for the core values set out in Article 1.2, the School shall also strive to put the aforementioned beliefs and ideals into practice by inculcating in the school environment the following –

1.4.1 Opportunity be provided for the students to learn the Gospel of Christ in order to enrich their spiritual life.

1.4.2 Our students be nurtured with Marist Style of Education that they may get a whole-person education and develop their moral, intellectual, physical, social and aesthetic potentials.

1.4.3 That our students be instilled with the proper moral values so that they have positive goals of life, and have concern about others in the society.

1.4.4 That our students may build up with confidence, interpersonal relationship and leadership skills so that they are able to meet future challenges and changes.

B. OUR SCHOOL

Brief Introduction of the School

The Marist Brothers, our school sponsoring body, started the education of youth in China about 120 years ago. One of the schools they served was St. Francis Xavier's College in Shanghai. In 1950, they came to Hong Kong from China and gave religious instruction in St. Martin's English School. Two years later, the Brothers were asked to take over St. Martin's. In 1954, with the help of the Education Department, new school premises were built at the junction of Maple Street and Sycamore Street. On 9th December 1955, classes were resumed in the new premises. At the same time, it was renamed St. Francis Xavier's College as a token to mark the continuation of Marist education in China.

Medium of instruction

Ever since the beginning of the school, the English Language has been adopted as the medium of instruction in our school. In March 1998, the HKSAR Government confirmed the suitability of our school to continue using English as the medium of instruction.

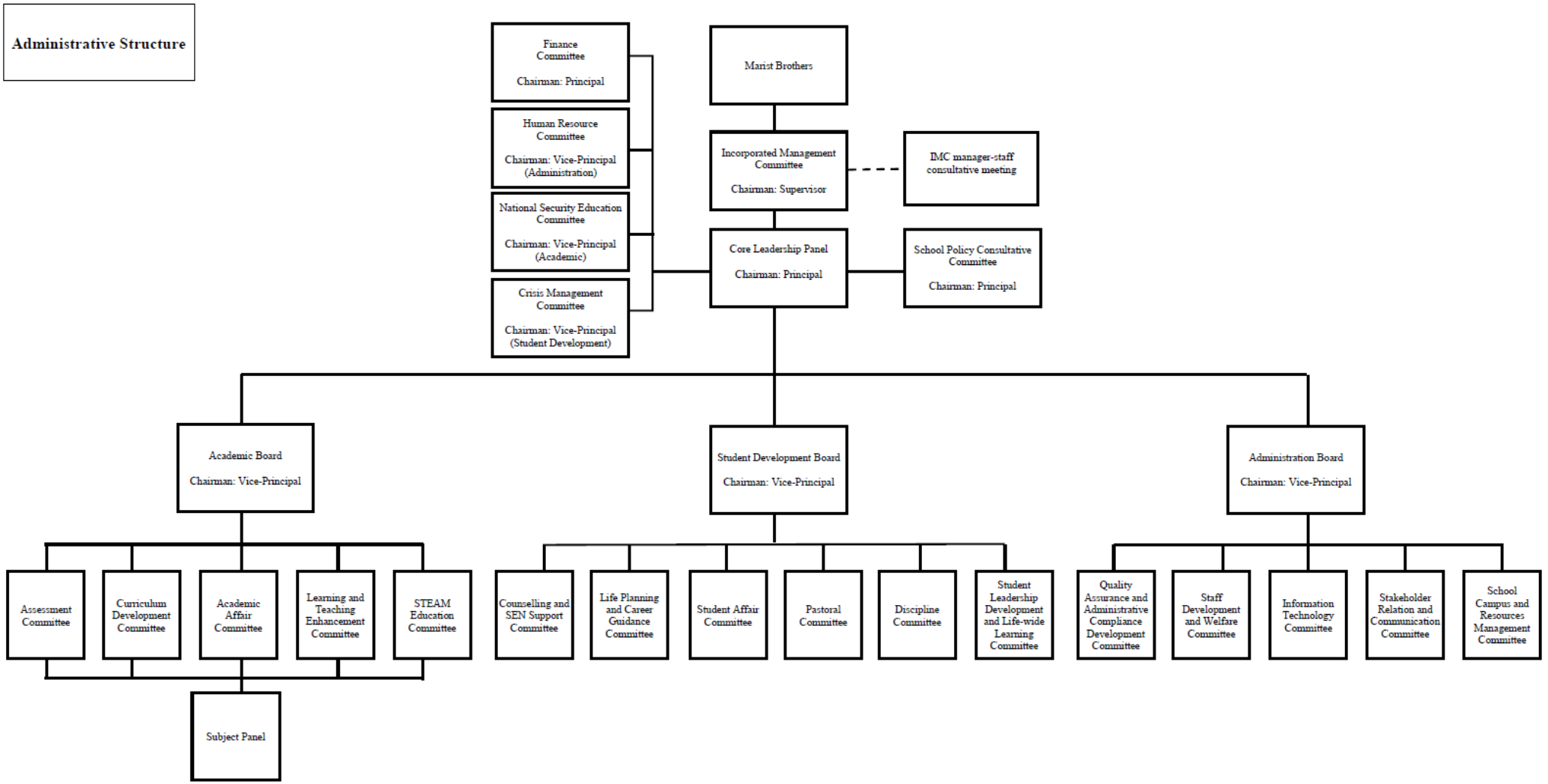
Under EDB's latest announced "fine-tuned MOI arrangements for secondary schools", our school is entitled to use English as the MOI until the year 2028.

Incorporated Management Committee of St. Francis Xavier's College

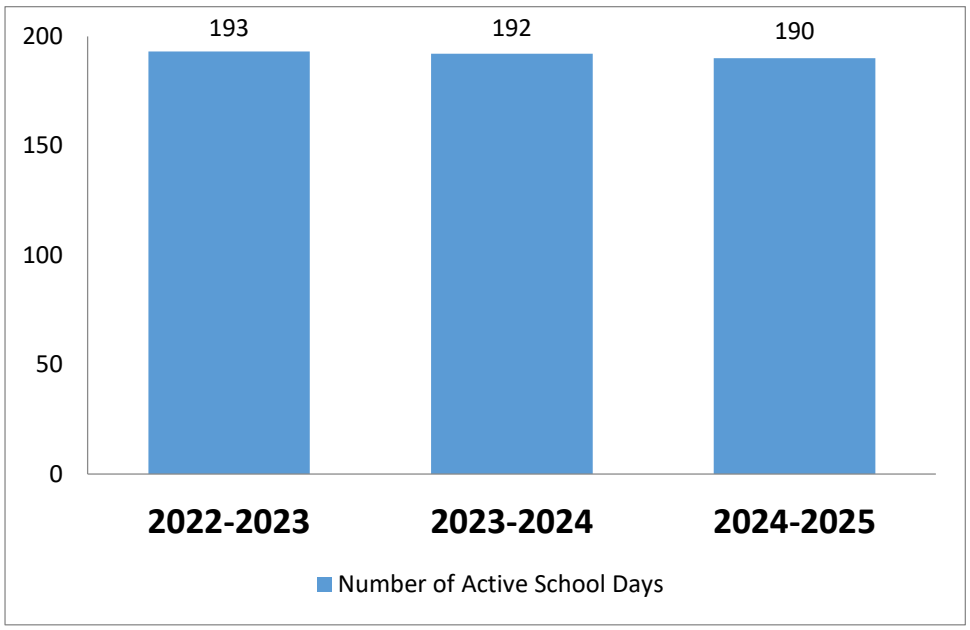
The IMC of SFXC was set up on 31st August 2013. Its composition is as follows:

Categories of Managers	Number of Managers	Number of Alternate Managers
School Sponsoring Body	7	1
Independent Manager	1	0
School Principal	1	0
Teacher Manager	1	1
PTA Manager	1	1
Alumni Manager	1	0

School Administration Chart

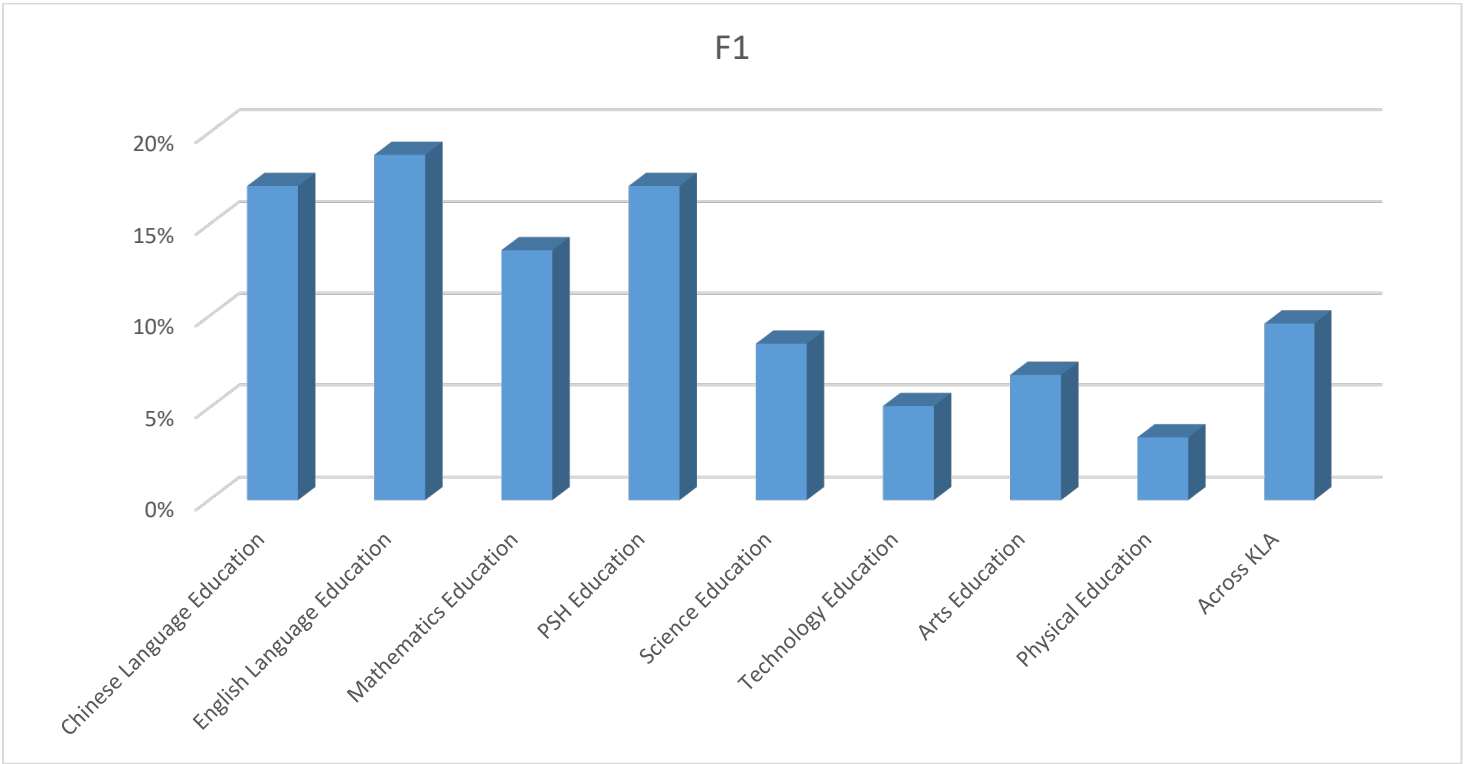


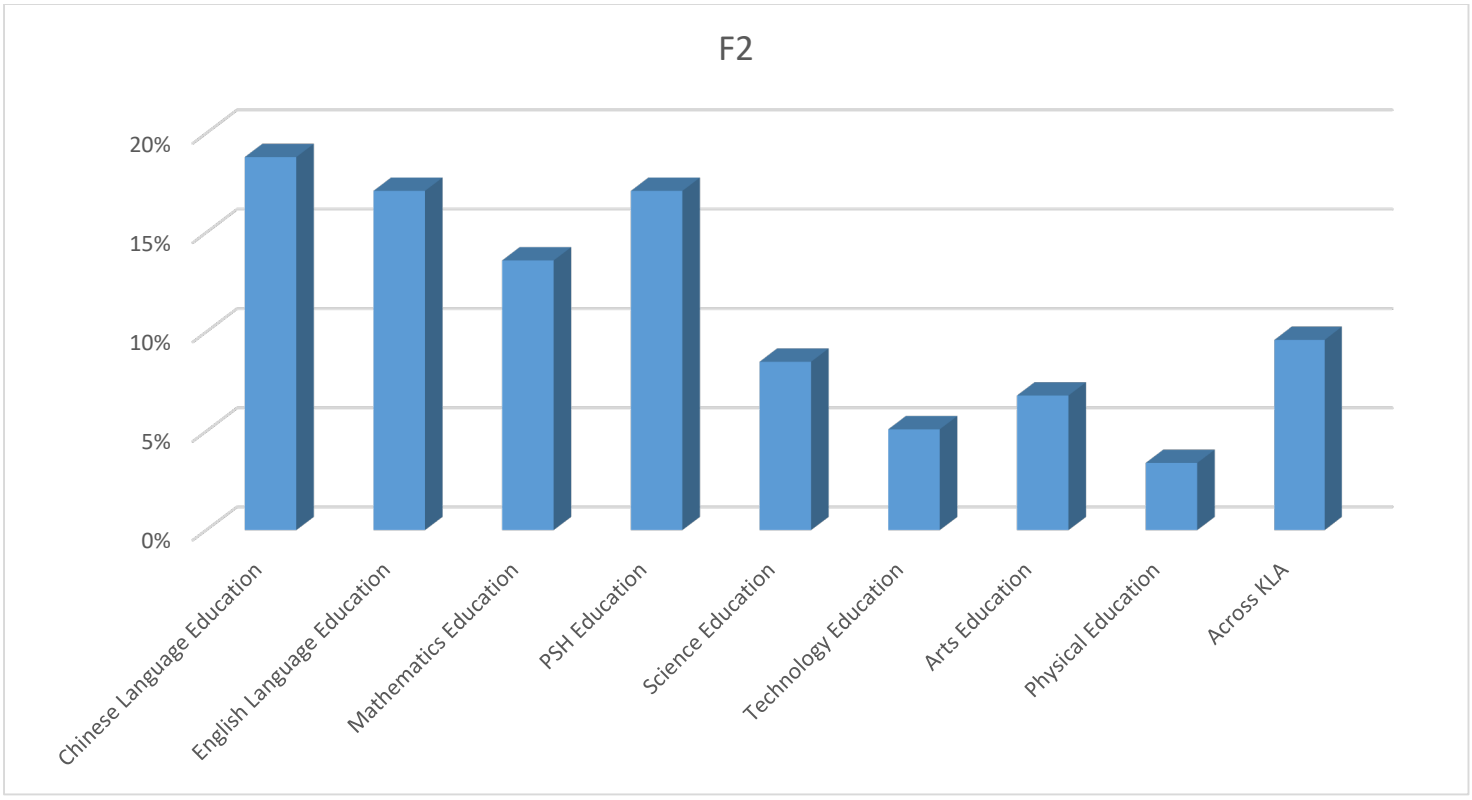
Number of Active School Days

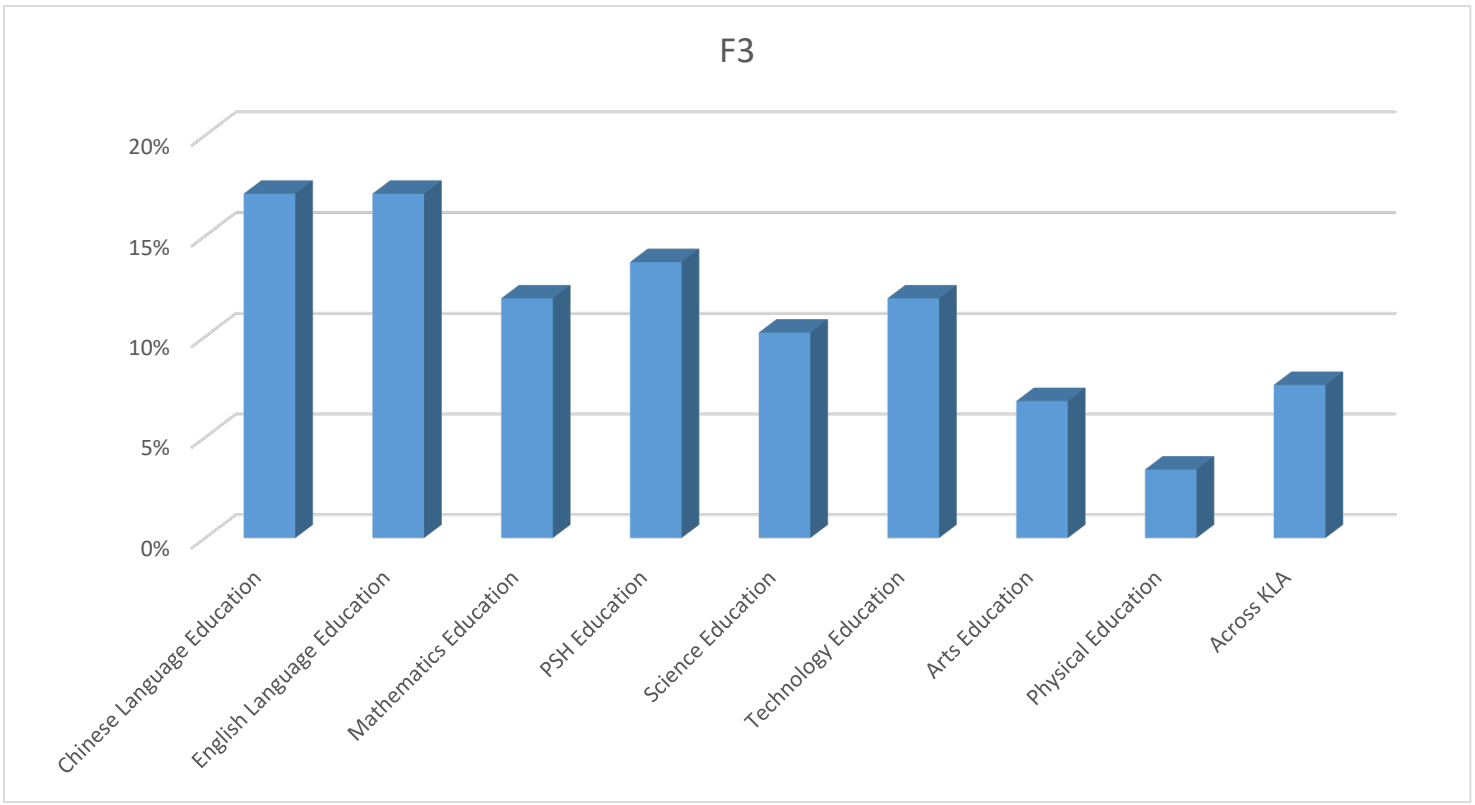


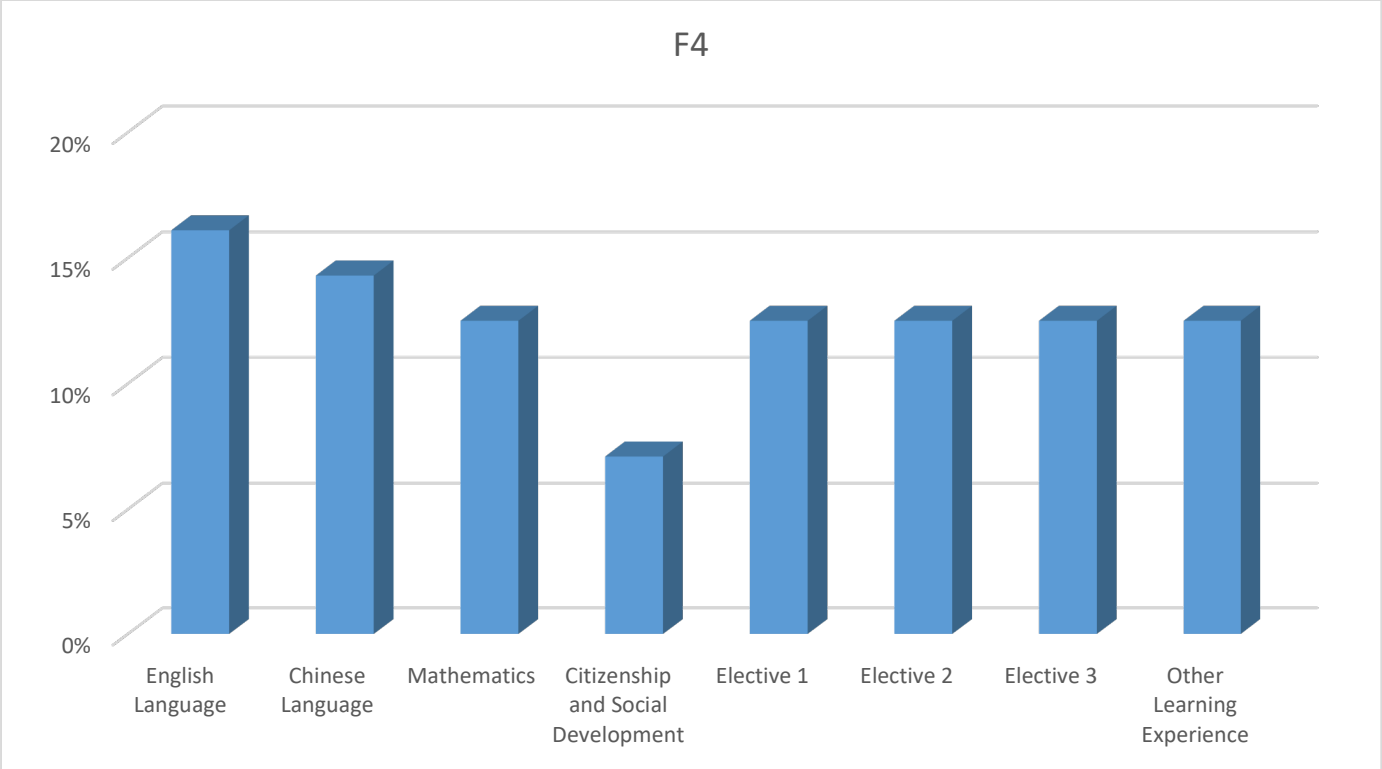
Apart from regular school days, students participated in other activities like Athletics Meets, school picnic, the Talentine, Swimming Gala, Christmas Party, and Feast Days Celebration, providing them with rich other learning experiences.

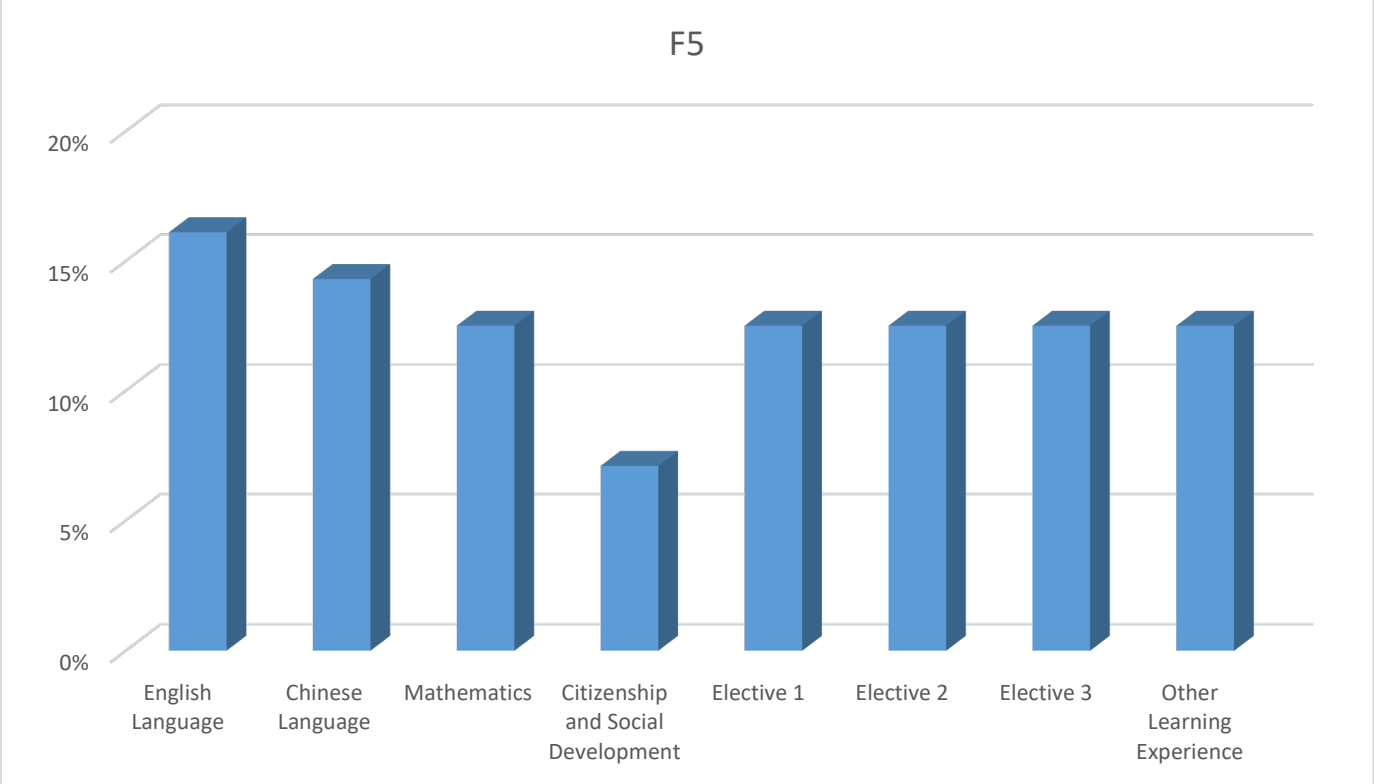
Lesson Time for the 8 Key Learning Areas (F.1 to F.6)

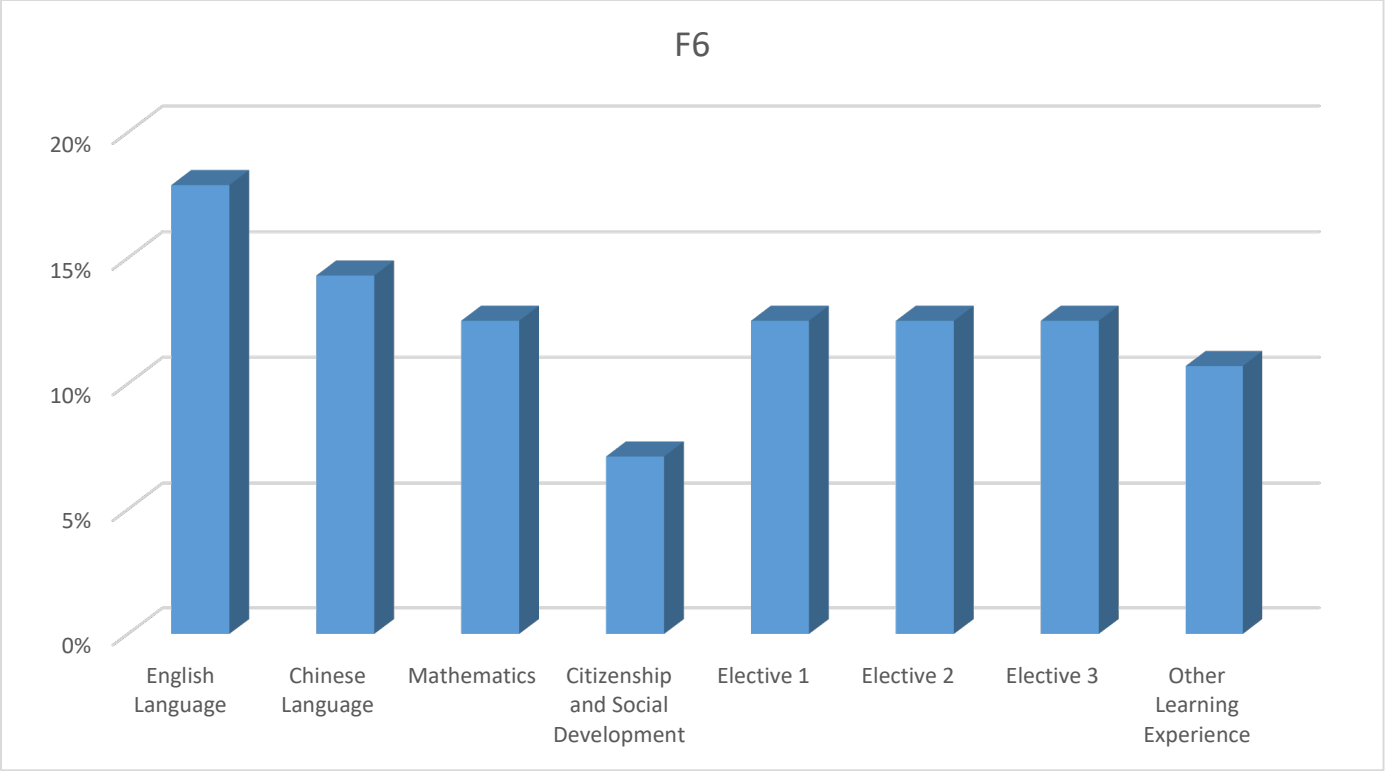



F2
20%
15%
10%
5%
0%
Chinese Language Education
English Language Education
Mathematics Education
PSH Education
Science Education
Technology Education
Arts Education
Physical Education
Across KLA


F3
20%
15%
10%
5%
0%
Chinese Language Education
English Language Education
Mathematics Education
PSH Education
Science Education
Technology Education
Arts Education
Physical Education
Across KLA


F4
20%
15%
10%
5%
0%
English Language
Chinese Language
Mathematics
Citizenship and Social Development
Elective 1
Elective 2
Elective 3
Other Learning Experience


F5
20%
15%
10%
5%
0%
English Language
Chinese Language
Mathematics
Citizenship and Social Development
Elective 1
Elective 2
Elective 3
Other Learning Experience



The 7-day cycle was maintained and each cycle day was divided into 8 regular periods of 40 minutes each. A 15-minute Form Teacher period was held before the first period every morning.

C. OUR STUDENTS

Enrolment

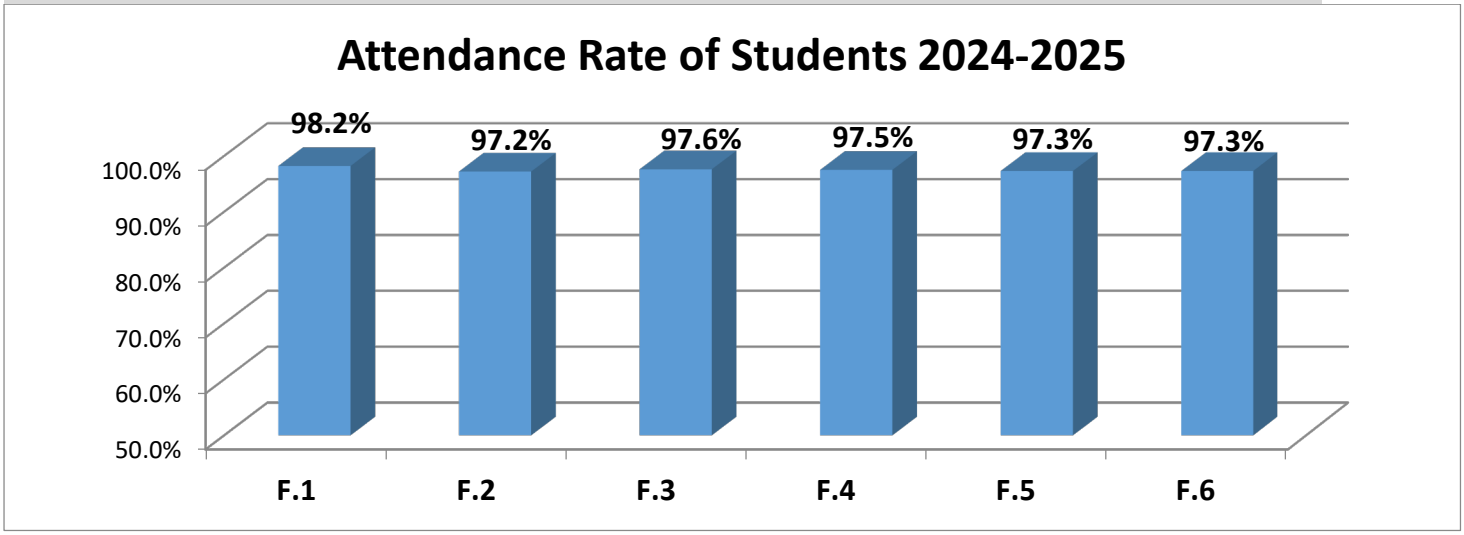
There were 27 classes in total in the year 2024-2025. The government set the maximum numbers of students in F.1 to F.6 to be 33, 33, 33, 33, 32 and 32 per class respectively.

Under the Voluntary Optimization of Class Structure Scheme, the School was entitled to open 24 classes, 4 classes in each level. On the other hand, the School used school funds to implement small class teaching in F.1, F.2 and F.3, adding one extra class to each of these forms while keeping the number of enrolments unchanged. In doing so, the School was able to reduce the class size to 24 to 28 per class in F.1 to 3. For the senior forms, there were sufficient F.4 places to admit the whole population of F.3 students who were promoted to F.4, excluding the repeaters.

During the school term, there were a few student withdrawals, while some new students also joined midway through the academic year. As of the last school day (11 July 2025), the total student enrolment stood at 717.

Level	**F1**	**F2**	**F3**	**F4**	**F5**	**F6**	**Total**
No. of Classes	5	5	5	4	4	4	27
2024/25 Enrolment	132	129	132	107	107	110	717

Students' Attendance



The attendance rate for 2024-2025 for all form levels remained high and the students enjoyed school life.

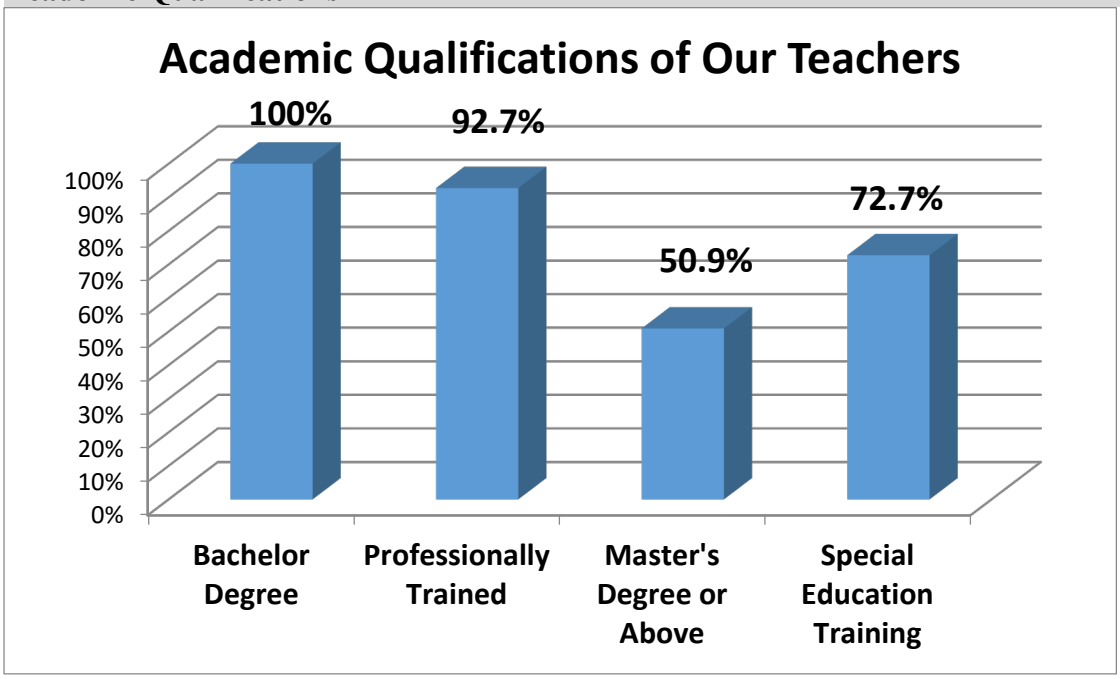
Students' Reading Habit

Library circulation showed a modest uptick over the previous academic year. This improvement is attributable in part to the sustained encouragement and support provided by Language teachers.

	No. of Circulation
Form 1	888
Form 2	806
Form 3	155
Form 4	324
Form 5	19
Form 6	5

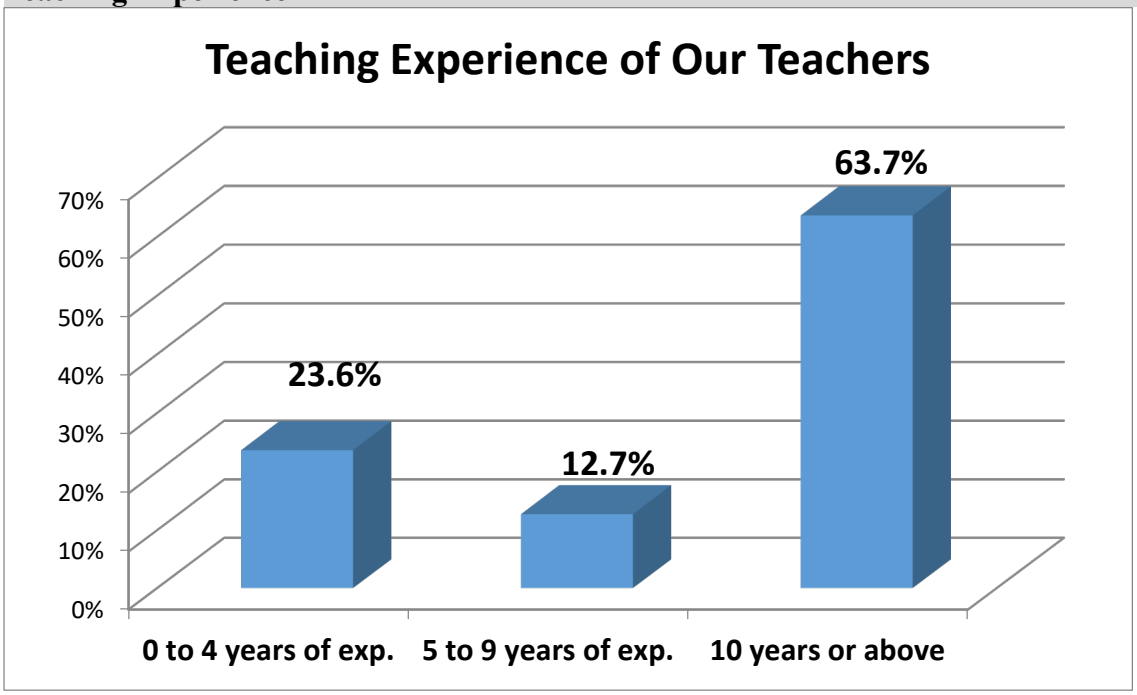
D. OUR TEACHERS

Academic Qualifications



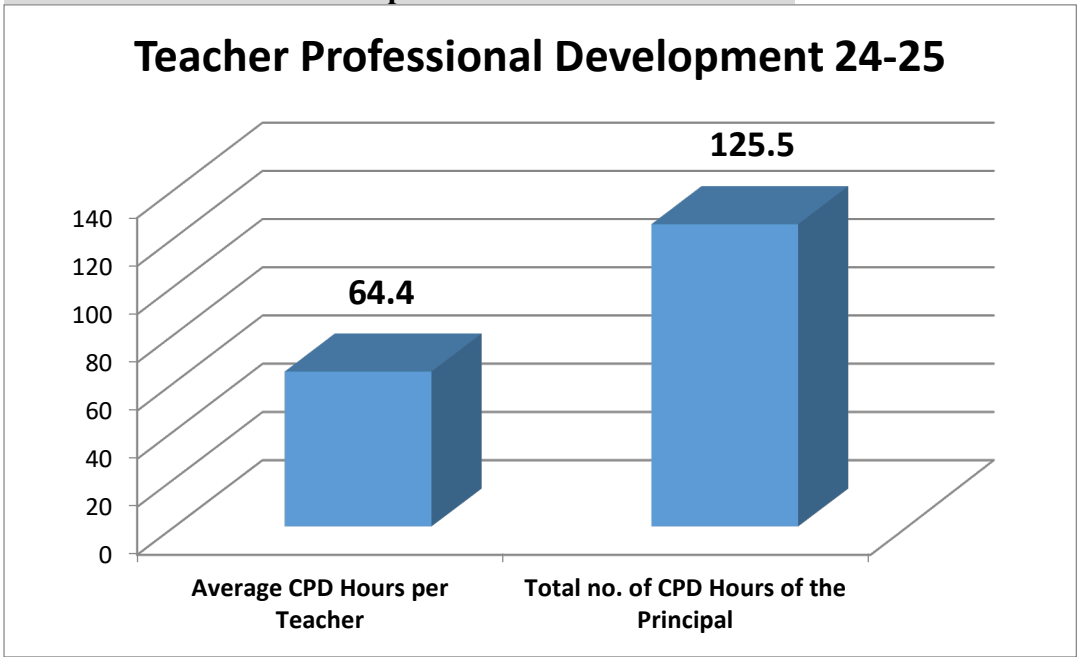
In 2024-2025, there were 55 teachers. Among them, 100% are Bachelor's Degree holders and 51 teachers (92.7%) have completed professional teacher training. In addition, 28 teachers (50.9%) have obtained Master's Degrees or above, and 40 teachers (72.7%) have received Special Education Training.

Teaching Experience



There were 55 teachers (including the Principal, the NET and the Teacher Librarian) for the whole teaching team, 2 teachers were hired with the contribution from SFXC Foundation Ltd., an independent fund managed by a group of professional alumni. The overall teaching team constituted a good balance of experienced teachers and young teachers. **All English, Putonghua and content-subject teachers in the regular establishment have attained the language proficiency requirement**.

Teacher Professional Development



Given their tight schedules and heavy workload, our teachers continued to improve their professional knowledge by attending various training courses and professional interflow programmes. In 2024-2025, our teachers attained, on average, 64.4 hours of Continuous Professional Development (CPD).

Middle Manager Training

Over the 2024–25 school year, St. Francis Xavier's College successfully delivered a three-part Middle Management Capacity Building Program led by Dr. Cheung Wing Ming.

Session 1 (23 Aug 2024) focused on "How to Lead Team Members," introducing visionary and servant leadership, alignment with school mission and Marist values, and leadership thinking and courage. Participants were tasked to craft and share a personal leadership vision.

Session 2 (25 Oct 2024) deepened the theme with "How to develop team members' passion at work," emphasizing meaning, control, and capability as drivers of passion. Practical frameworks covered effective delegation, feedback aligned with the P-I-M-E cycle, and success criteria for self-directed performance. Staff collaborated in supervised groups and applied learning using iPads.

Building on this, the third session (28 Mar 2025) consolidated practice through small-group presentations of real delegation plans, structured feedback, and whole-group Q&A, reinforcing accountability and peer learning.

All the sessions were held smoothly and the outcomes met our set objective. This series of training provided coherent progression from theory to application. Teachers showed their active engagement in the trainings conducted.

Teachers Development Days (TDD)

The First Teachers Development Day (25/10/2024)

Identifying and Supporting Students with Mental Health Needs

To help colleagues better understand students' learning needs, the school's educational psychologist organised a workshop for all teachers. Through group activities, colleagues learned strategies to address students' learning needs, which enhanced their teaching effectiveness and fostered a greater concern for students' needs.

China's Intangible Cultural Heritage Art and Cultural Safety

To enhance teachers' understanding of national security, our school organised a two-hour workshop for colleagues. The theme of the lecture is cultural security, and it was conducted interactively to help everyone gain a better understanding of the richness and intricacy of Chinese culture.

The Second Teachers Development Day (28/3/2025)

School Crisis Management Workshop

In the event of a crisis, knowing how to respond to sudden situations is crucial, and the methods and processes for handling them are essential. Our school invited a clinical psychologist to deepen understanding of the Education Bureau's "School Crisis Management: Handbook of aftermath intervention and psychological support ".

Through group discussions, role-playing, and other activities, colleagues were able to better grasp the necessary skills, ensuring they could take care of their own needs while also providing better support for various stakeholders, such as students and parents.

The Third Teachers Development Day (26/5/2025)

Procurement Procedures in Aided Schools

Our school was pleased to invite Dr. Cheung Wing Ming to share insights on procurement procedures in aided schools. Leveraging his extensive experience as a school manager and supervisor, Dr. Cheung addressed potential issues that could arise during procurement processes. This discussion aimed to enable colleagues to focus on critical details, thereby facilitating smoother workflows.

Positive Psychology through Zentangle® art

The physical and mental health of teachers is a priority for our school. To help colleagues relax amidst their heavy workloads, we organised a workshop on "Positive Psychology through Zentangle® Art." Through Zentangle® art, colleagues were able to find calm, focus on their drawing, and create a unique piece of art that belongs to them. Not only did they feel relaxed during the process, but they also felt proud of their creativity.

Internal sharing：Enhancing Students' Motivation through Catering for Learner Diversity

Enhancing student motivation and promoting self-directed learning are key priorities for our school. By inviting colleagues to share their successful teaching experiences, teachers can adopt techniques that they can implement in their lessons to cater to learner diversity and enhance both teaching and learning.

E. ACHIEVEMENTS and REFLECTION on MAJOR CONCERNS; FEEDBACK and FOLLOW-UP

Major Concern 1: Elevating the learning motivation of Xaverians and fostering self-directed learning to achieve academic growth

Achievements

During the year, our subject panels made concerted efforts to enrich classroom learning by providing students with authentic experiences, including field trips, visits, competitions, and peer learning groups. These activities helped widen our students' exposure and sparked their curiosity and interest in learning. It was encouraging to learn that students enjoyed the activities provided. At the same time, teachers have become more aware of the importance of making lesson objectives explicit, and it was observed that students became more focused and on-task.

Goal setting has been implemented for a number of years in our school. In this 3-year cycle, we made efforts to strengthen the practice by involving various committees in collaboration — namely AAC, LTE, and LCC. While AAC revised the practice and provided Form Teachers with more guidelines to facilitate implementation in their classes, LTE helped collect feedback and analyse data to gain insights for further improvement. LCC organized activities, including talks during Form Assemblies, to expose students to different career options, helping them make more informed choices and become clearer about their career goals. Additionally, the application of IT in facilitating the follow-up of the goal-setting practice was piloted in two classes and is planned to be extended to two forms in the coming year.

In this 3-year cycle, one of the strategies devised to elevate learning motivation was to provide students with choices. Subject panels varied the number, mode, or type of assignments/learning tasks, and students valued the flexibility given. However, whether the choices provided contributed positively to students' learning motivation is still yet to be determined.

Recognition of effort and improvement was also more visible. It has become more common for subject panels to share and recognise students' good works, and offer gifts and praise for improvements in tests and assignments. Students, especially more capable ones, were invited to take part in various inter-school competitions to stretch their potential and showcase their talents. It is encouraging to see that students became more motivated in learning after these exposures.

As for professional development, LTE coordinated an important teacher training workshop on strategies to elevate students' learning motivation on 26 August 2024. All teaching staff agreed or strongly agreed that they better understood the factors affecting students' learning motivation and gained examples of effective strategies. They reflected on their own teaching and planned to adopt various strategies introduced in the workshop. In particular, offering prompt/timely feedback, providing learning materials at students' levels, and adopting group learning were the most popular strategies. In collaboration with the AAC Head, a sharing session was conducted on the third TDD. On a 5-point scale, 96.7% of responding colleagues gave 4–5 points in agreement that the objective of the sharing session aligned with the school's major concern; and 96.7% agreed that the session included practical strategies for catering to learner diversity.

The use of IT and online platforms has become more widespread, with many subjects adopting AI and interactive apps to engage students. Peer lesson observations provided colleagues with the opportunity to learn from one another, especially in designing lessons that highlight meaning, relevance, and achievement. Taken together, these initiatives are believed to have contributed to a more engaging, student-centred learning environment.

Reflection

The major emphasis for the first major concern of this 3-year cycle is to elevate the learning motivation of our boys and foster self-directed learning. It has long been our goal to uphold students' academic excellence as a traditional EMI school. Subject panels were aware of the importance of elevating students' learning motivation, which is believed to be a means of achieving this goal. It can be learnt from different subject panels that they

had devised their subject-specific strategies in this regard.

While it is encouraging to observe, e.g. from lesson observations, that more emphasis is now placed on elevating motivation, it still takes time for this culture to spread and create more notable impact. It is therefore believed that we can maintain our current direction and reinforce practices through sharing good examples during co-planning lessons, informal and formal subject panel meetings, and staff meetings in the years to come.

Feedback and Follow-up

Building upon our achievements and learning from our reflection and evaluation, concrete follow-up strategies are as follows:

1. Inviting all subjects to review and enhance their strategies in providing learning tasks/experiences that can engage students and arouse their interest. Teachers will be encouraged to seize more opportunities to obtain feedback from students to ensure the learning tasks/experiences are engaging and meaningful.
2. Continuing to stress the importance of making the learning objectives of each lesson clear and explicit to students.
3. Strengthening coordination among different committees to improve the goal-setting practice — involving Vice Principals, AAC, LTE, LCC, and the IT Department.
4. Requiring all subjects to keep exploring the use of technology and to provide more choices/a wider range of learning tasks for students to better cater to their interests, needs, and learning styles.
5. Continuing to create more opportunities to recognise students in order to develop their sense of achievement — not only in academics, but also in motivation, participation, and attitude.
6. Conducting peer lesson observations focused on raising students' learning motivation and organising workshops and sharing sessions to spread good practices.

Major Concern 2: Adopting a whole-school approach to Values Education with a focus on enhancing the self-management ability of Xaverians

Achievements

This year, we successfully launched a whole-school Values Education Framework integrating Catholic Core Values, Marist traditions, the EDB's 12 priority values, and our school-based theme of Family Spirit: Commitment, Respect, and Brotherhood. This framework provided a unifying direction for our pastoral, academic, and co-curricular work.

Whole-school assemblies were utilised to disseminate and reinforce the target values. The Principal introduced the major concerns to the whole school at the school opening ceremony on the first school day, and the values and performance indicators were incorporated into the admin panel's sharing during their weekly morning assemblies. The target values were also included in daily morning prayers led by Catholic students and teachers in turns. A whole-school reflection on the values of the year was planned for the closing ceremonies, but unfortunately, the session was cancelled due to the EDB's announcement of school suspension.

Aside from these occasions, Masses, retreats, and pastoral programmes helped bring the framework to life. Students had regular opportunities to reflect on values and experience them in practice.

Subject panels also embedded values into classroom learning. For instance, English promoted mutual respect through debates and drama; RS deepened recognition of values through reflection and prayer; Humanities subjects linked values to fieldwork reflections; PE promoted commitment and perseverance; and Visual Arts gave students opportunities to express values through creative work. Our student leadership and service flourished through the House system, student committees, and service projects, while whole-school events — particularly those connected to the 70th Anniversary — celebrated family spirit and strengthened the sense of belonging.

This 3-year cycle puts much emphasis on self-discipline, which includes the concept of self-respect, which requires them to make the best use of the talents given by God, and take good care of their physical and mental well-being. Considerable work has been done in this regard. For instance, the counselling committee has established a team of Gatekeepers, who are student representatives promoting well-being at campus. A total of 16 wellness activities were organized during the academic year, including but not limited to wellness booths, activities, giveaways, and exhibitions. The discipline committee has organized 6 discipline talks, each targeting a specific form, in the first cycle, which placed strong emphasis on promoting the 3-Self Spirit (i.e. Self-respect and respect for others, self control and self-initiative, which has been the tradition of our school. From teachers' observation, while all students are aware of the 3-self spirit of our school, they still need to be reminded from time to time.

In terms of professional development of values education, two subjects and two committees — namely the English panel, Mathematics panel, LCC committee, and LWL committee — were involved in lesson planning, observation, and evaluation processes to incorporate values education into their activities and lessons under the guidance of the Catholic Education Office. The teachers involved agreed that while it definitely takes time and experience, the process was fruitful.

Reflection

The implementation of our whole-school Values Education Framework was smooth, largely due to the professional advice and support from the consultation services provided by the Catholic Education Office. They not only guided our core team in forming our school-based framework, which will serve as a blueprint for values education for the next six years, but also equipped the team with valuable experience in classroom implementation.

As the support service will no longer be available, our team will need to continue the implementation independently. Hopefully, with the experiences gained through the involvement of two subjects and two committees, the CDC will continue its effort to spread the practices and benefit from professional exchanges among committee members. In the coming year, the committee can further collaborate and extend the impact to more colleagues. Sharing sessions should also be held to allow other teachers not yet involved to learn from the experiences.

One major area for improvement identified is promotion. Even though the target values have been incorporated in and reinforced through daily prayers and weekly sharing, there are limited opportunities for students and teachers to visually "see" the framework around campus. More work in this area is needed in the coming year.

Support for Form Teachers can also be strengthened. Instead of solely providing documents, more elaboration and classroom support could be offered — for example, meaningful videos promoting the values, and guided questions to facilitate discussion and reflection.

Feedback and Follow-up

In 2025–26, we will transition from the theme of Family Spirit to a new focus on Self-Discipline. This shift will allow us to build on past efforts while guiding students to take greater responsibility for their own conduct. Concrete follow-up measures include:

1. Strengthening the promotion of our school-based Values Education Framework through:

    - Producing posters and presentation slides to be displayed at the school entrance and in each classroom throughout the year.
    - Providing support for Form Teachers to consolidate the values with their classes using guided questions.
    - Introducing the performance indicators in detail at staff meetings with reference to both Catholic and Chinese cultural values to build staff consensus and understanding.
    - Producing an A4 folder with the target values of the year for the whole school.

- Assemblies and pastoral programmes will place more emphasis on the practical application of values in daily school life.

2. Continuing to request all subject panels and committees to incorporate school-based values in their lessons and extracurricular activities.
3. Continuing to organise experiential learning opportunities to reinforce self-discipline and perseverance.
4. Organising activities to improve both students' physical and mental health.
5. Encouraging students to take part in competitions and activities to recognize and develop their potential.

F. ACHIEVEMENTS

Students' Performance in Public Examination

HKDSE 2025	Percentage
Percentage of students meeting the entrance requirements for local Bachelor degree programmes	85%
Percentage of students meeting the entrance requirements for local sub-degree programmes	100%

Statistics of of 2024-2025 F.6 graduates' movement

In 2025, 78% of our students secured places in local undergraduate degree programmes in the first round of JUPAS offers.

Statistics of F.6 Graduates' movement	2025
Local Bachelor's degree programme	66%
Overseas Bachelor's degree programme	2%
Associated degree programme	25%
Higher diploma programme	5%
Overseas courses	1%
Re-attempting HKDSE	1%
Total	**100.0%**

Extracurricular Activities Achievements in 2024-2025

English Language

Name of Competition	Organiser	Category / Section	Result / Award
76th Hong Kong Schools Speech Festival Organised	Hong Kong Schools Music and Speech Association	Solo Verse Speaking	Champion x1
			The Third x2
		Public Speaking Solo	The Second x1
		News Feature Presentation	The Second x1
			The Third x3
Daily Readers "Read Out Loud" Competition 2024-2025 (Hong Kong and Macao District)	KEA Learning International Limited		Merit Award x1
2024-25 English Drama Fest	The Association of English Medium Secondary Schools		Outstanding Directing Award
			Outstanding Performer Award x2

中國語文

比賽名稱	主辦機構	類別 / 組別	成績 / 獎項
第十八屆聯校 文學創作比賽	協恩中學主辦,文理書院、民生書院、英華書院、喇沙書院、何明華會督銀禧中學及聖芳濟書院協辦	高級組新詩	亞軍及季軍 1 人
		高級組微型小說	亞軍 1 人
		初級組微型小說	冠軍 1 人
		初級組微型小說	季軍 1 人
第七十六屆 香港學校朗誦節	香港學校音樂及朗誦協會	粵語詩詞獨誦	優良獎狀 3 人
			良好獎狀 2 人

普通話科

比賽名稱	主辦機構	類別 / 組別	成績 / 獎項
第七十六屆 香港學校朗誦節	香港學校音樂及朗誦協會	普通話詩詞獨誦	優良獎狀 4 人

Mathematics

Name of Competition	Organiser	Category / Section	Result / Award
2025 Hua Xia Cup National Mathematical Olympiad Competition (Hong Kong Region)	Hong Kong Mathematical Olympiad Association	Preliminary Round	First Prize x1
			Second Prize x3
			Third Prize x4

Science

Name of Competition	Organiser	Category / Section	Result / Award
International Junior Science Olympiad 2025	Hong Kong Academy for Gifted Education	Hong Kong Screening	Third Class x2
Junior Secondary Science Online Self-learning Scheme 2024	Organised by the Education Bureau, and supported by the Hong Kong Virtual University under the HKUST		Gold Award x3

Physics

Name of Competition	Organiser	Category / Section	Result / Award
Hong Kong Schools Astronomy Quiz Competition 2024	CUHK		First Runner-up x2
			Third Runner-up x3

Chemistry

Name of Competition	Organiser	Category / Section	Result / Award
2024 International Chemistry Quiz	Royal Australian Chemical Institute	Grade 10	High Distinction x2
		Grade 10	Distinction x7
		Grade 11	

Biology

Name of Competition	Organiser	Category / Section	Result / Award
International Biology Olympiad 2024	Hong Kong Academy for Gifted Education	**Hong Kong Contest**	Bronze Medal x1
			Certificate of Merit x1

STEAM Education

Name of Competition	Organiser	Category / Section	Result / Award
First LEGO League Hong Kong Competition 2024-2025	World Class Test	First LEGO League Challenge (Secondary Section)	First Class Merit x3
			Robot Design Award x3
International Youth STEAM Education Competition	International Youth STEAM Education Association	Drone Coding	Champion x3
		Drone Overall Inter-School	Second Runner-up
AI Hackathon 2025	CUHK Jockey Club AI for the Future Project	Secondary School	Certificate of Merit x3
Drone Soccer Challenge Cup 2025	IVE-Engineering		Third Runner-up x4
2025 Hong Kong Inter-School Simulation Flight Challenge	Rotaract Club of Super Engine & IAM UAS Solutions	Fixed-Wing Aircraft Secondary Division	Outstanding Performance Award x2
International Youth Tech Olympics 2024	Techbob Academy, Rotary Club of Abacus Hong Kong, The Rotary Club of Peninsula East & World Educational Robotics Association	Drone Programming Obstacle Race	Merit Award x2
		Drone Manual Control Race	Merit Award

Business, Accounting and Financial Studies

Name of Competition	Organiser	Category / Section	Result / Award
Hong Kong Institute of Certified Public Accountants and Hong Kong Association for Business Education Joint Scholarship for BAFS	The Hong Kong Institute of Certified Public Accountants & the Hong Kong Association for Business Education		Joint Scholarship for BAFS x1

Religious Studies

Name of Competition	Organiser	Category / Section	Result / Award
19th Children's and Youth Bible Reading Competition	Rosary Church	Junior Division	Second Runner-up x1
		Senior Division	Merit Award x3

Gifted Education

Name of Competition	Organiser	Category / Section	Result / Award
International Competitions and Assessments for Schools ICAS (English)	ICAN	Form 3	Medal of Excellence (Top 1% globally and first in HK & Macao) x1
			High Distinction x1
			Distinction x1
ICAS (English writing)			Distinction x3
ICAS (Mathematics in English)			Distinction x2
ICAS (Science in English)			Distinction x2

Athletics Team

Name of Competition	Organiser	Category / Section	Result / Award
Inter-School Athletics Competition 2024-2025	Hong Kong Schools Sports Federation, Hong Kong Island & Kowloon Secondary Schools Regional Committee	C Grade 200m	First Runner-up x1
		B Grade 100m	Third Runner-up x1
		B Grade 200m	Second Runner-up x1
		B Grade 4x100m Relay	Champion x4

Basketball Team

Name of Competition	Organiser	Category / Section	Result / Award
The 4th Marist East Asia Basketball Competition 2025			Third Runner-up
Inter-school Basketball Invitation Tournament	Zero Sports Academy		Third Runner-up

Cross-Country Team

Name of Competition	Organiser	Category / Section	Result / Award
Inter-School Cross Country Competition 2024-2025	Hong Kong Schools Sports Federation, Hong Kong Island & Kowloon Secondary Schools Regional Committee	Division Two	Second Runner-up

Fencing Team

Name of Competition	Organiser	Category / Section	Result / Award
Inter-School Outreach Fencing (Foil) Competition 2024-2025	Organized by Fencing Association of Hong Kong, China subvented by the Leisure and Cultural Services Department, and co-organized by the Education Bureau	Senior Group	Second Runner-up x4

Football Team

Name of Competition	Organiser	Category / Section	Result / Award
Hong Kong Secondary School Inter-School Football Competition 2024-2025	Hong Kong Schools Sports Federation, Hong Kong Island & Kowloon Secondary Schools Regional Committee	Division 3 Kowloon 3	Overall Champion
		A Grade	Champion
		B Grade	First Runner-up
		C Grade	First Runner-up

Squash Team

Name of Competition	Organiser	Category / Section	Result / Award
Inter-School Squash Competition 2024-2025	Organized by the Hong Kong Schools Sports Federation and co-organized by the Hong Kong Squash Association	Boys Team (Hong Kong Island and Kowloon Region)	Fifth Place
Outreach Coaching Squash Team Competition 2025	Squash Association of Hong Kong, China	Boys Team (Senior Division)	Second Runner-up

Swimming Team

Name of Competition	Organiser	Category / Section	Result / Award
Inter-School Swimming Competition 2024-2025	Hong Kong Schools Sports Federation, Hong Kong Island & Kowloon Secondary Schools Regional Committee	Boys (Division 2) 100m Breaststroke	Champion x1
		Boys (Division 2) 200m Breaststroke	Champion x1
		Boys (Division 2) 100m Freestyle	Champion x1
		Boys (Division 2) 200m Individual Medley	Champion x1

Scout

Name of Competition	Organiser	Category / Section	Result / Award
2024 Mong Kok District Scout Group Competition	Hong Kong Scout Association	Secondary School	Champion x4
			Second Runner-up x4

Community Youth Club

Name of Competition	Organiser	Category / Section	Result / Award
Community Youth Club Member Merit Award Scheme	Education Bureau	Secondary School	Level 3 x6
			Level 2 x6
Youth Community Service Team, Yau Tsim Mong District Committee	Education Bureau	Secondary School	Outstanding Member Award x2

Drama

Name of Competition	Organiser	Category / Section	Result / Award
Hong Kong School Drama Festival 2024/25	Hong Kong Schools Drama Festival Organising Committee	Secondary school	Outstanding Stage Effects Award
			Best Team Work Award
			Outstanding Director Award

Scholarships

Name of Competition	Organiser	Category / Section	Result / Award
Kwok Tak Leuk Prize (II)	Education Scholarship Fund		Award x3
Sir Edward Youde Memorial Prizes	Sir Edward Youde Memorial Fund	Senior Secondary School Students	Award x2
The Link REIT University Scholarship	Link REIT		Award x2
Yau Tsim Mong District Outstanding Student Award Scheme	Yau Tsim Mong District School Liaison Committee	Junior Secondary	Award x1
		Senior Secondary	Award x1
The 16th Kowloon Region Outstanding Students' Selection	The Kowloon Principals' Association & the Hong Kong Youth Association	Senior Secondary School Students	Outstanding Student Award x1
		Junior Secondary School Students	Outstanding Student Award x1

Music

Name of Competition	Organiser	Category / Section	Result / Award
77th Hong Kong Schools Music Festival	Hong Kong Schools Speech and Music Association	Concert Band (Intermediate)	Silver Award
		Chinese Instrumental Ensemble	Bronze Award
		Secondary School Choir (Foreign Language - Mixed Voice - First Division - Junior)	Silver Award
		Secondary School Choir (Foreign Language - Mixed Voice - Second Division – Senior)	Silver Award
		Secondary School Choir (Foreign Language - Second Division - Junior)	Champion and Silver Award
		String Ensemble (Junior)	Silver Award
		Chinese Instruments Scholarship	Silver Award
		Erhu Solo — Intermediate	Champion
			1st Runner-up
		Pipa Solo — Intermediate	Silver Award
		Alto Saxophone Solo - Secondary School - Junior	Silver Award
		Cello Solo - Senior	Silver Award
		Clarinet Solo - Secondary School - Junior	Silver Award
		Clarinet Solo - Secondary School - Junior	Silver Award
		Graded Piano Solo - Grade Six	Silver Award
		Graded Piano Solo - Grade Seven	Silver Award
		Graded Piano Solo - Grade Eight	Silver Award
		Trumpet Solo - Secondary School - Senior	Bronze Award
		Violin Solo - Grade Five	Bronze Award
		Viola Solo - Junior	Bronze Award
Joint School Music Competition 2025	Hong Kong Joint School Music Association	Ensemble (String / Orchestral instrument)	Silver Award
		Ensemble (Chinese Instrument)	Gold Award
Hong Kong Youth Music Interflows 2024	Music Office of the Leisure and Cultural Services Department	Chinese Orchestra Interflow	Silver Award
		String Orchestra Interflow	Bronze Award
		Symphonic Band Interflow	Silver Award

G. FINANCIAL CONSOLIDATION 2024-2025

Financial Summary

The IMC of St. Francis Xavier's College

Income and Expenditure Account for the period from 1 September 2024 to 31 August 2025

A/C Code	Name of Grant	Surplus (Deficit) brought forward	Income	Expenditure	Current Year Surplus (Deficit)	Accumulated Surplus (Deficit) brought forward
		$	$	$	$	$
A2701	**Expended Operating Expenses Block Grant (EOEBG)**					
501	EOEBG	2,020,659.21	-	-	-	2,020,659.21
501506	Amount transferred to other Grants		(209,535.40)	-	(209,535.40)	(209,535.40)
	School Specific					
502	Administrative Grant	1,703,663.35	4,085,232.00	4,159,748.79	(74,516.79)	1,629,146.56
503	Capacity Enhancement Grant	1,517,043.96	676,944.00	876,192.00	(199,248.00)	1,317,795.96
504	Composite Information Technology Grant	(101,049.30)	519,336.00	814,056.53	(294,720.53)	(395,769.83)
505	Noise Abatement Grant	569,207.18	-	-	-	569,207.18
506	Air-conditioning Grant	(122,444.41)	567,825.00	652,587.26	(84,762.26)	(207,206.67)
507	School-based Management Top-up Grant	252,263.00	53,385.00	3,500.00	49,885.00	302,148.00
508	School-based Speech Therapy Administration Recurrent Grant	15,220.00	8,541.00	3,584.80	4,956.20	20,176.20
	Non-School Specific					
600	Baseline Reference	(1,498,348.97)	2,011,292.65	-	2,011,292.65	512,943.68
603	Composite Furniture & Equipment Grant	-	(30,021.21)	430,233.18	(460,254.39)	(460,254.39)
604	Subject Grant	-	-	355,796.72	(355,796.72)	(355,796.72)
606	Lift Maintenance Grant	-	-	70,868.56	(70,868.56)	(70,868.56)
607	Prog Fund for WSA to Guidance & Discipline	-	-	9,485.40	(9,485.40)	(9,485.40)
608	Supplementary Grant	-	-	500.00	(500.00)	(500.00)
609	School & Class Grant	-	411,950.26	959,769.19	(547,818.93)	(547,818.93)
610	Training & Development Grant	-	-	160.00	(160.00)	(160.00)
	EOEBG Total	4,356,214.02	8,094,949.30	8,336,482.43	(241,533.13)	4,114,680.89
	Non-EOEBG					
A1017	Salary Grant					
001	- Teaching Staff	-	44,335,837.04	44,335,837.04	-	-
002	- Supply Teacher Grant	(41,400.00)	41,400.00	51,912.00	(10,512.00)	(51,912.00)
003	- Lab Tech	-	1,182,660.00	1,182,660.00	-	-
A1018	Employer's Cont to PF Scheme for NT	-	297,215.53	297,215.53	-	-
A1009	Rent and Rates	0.28	495,430.00	495,430.00	-	0.28
A1011	Home School Co-operation Project	-	26,044.00	26,044.00	-	-
A1043	Fringe Benefits under Enhan. NET Scheme	-	123,682.72	123,682.72	-	-
A1088	School-based After-school Learning & Support	82,800.00	5,194.50	17,794.50	(12,600.00)	70,200.00
A1092	Teacher Relief Grant	4,791,354.61	4,293,749.59	3,263,486.87	1,030,262.72	5,821,617.33
A1101	Learning Support Grant for Sec. Sch	7,106.55	507,968.00	417,850.67	90,117.33	97,223.88
A1103	Teacher Training Grant (SEN) for IMC Schools	(99,000.00)	117,540.00	18,540.00	99,000.00	-
A1106	Diversity Learning Grant (Other Languages)	30,100.00	(30,100.00)	-	(30,100.00)	-
A1107	Diversity Learning Grant (Other Programmes)	-	101,635.00	101,635.00	-	-
A1116	Moral and National Education Subject Support Grant	435,000.00	-	90,000.00	(90,000.00)	345,000.00
A1120	School-based Support Grant for Non-Chinese Student	195,792.01	331,453.00	338,706.69	(7,253.69)	188,538.32
A1136	Information Technology Staffing Support Grant	-	482,580.00	482,580.00	-	-
A1137	Grant for the Sister School Scheme	162,994.00	86,659.75	84,214.75	2,445.00	165,439.00
A1138	Promotion of Reading Grant	-	77,535.40	77,535.40	-	-
A1141	School Executive Officer Grant	-	636,540.00	636,540.00	-	-
A1144	Life-wide Learning Grant	539,054.01	1,236,410.00	1,654,701.74	(418,291.74)	120,762.27
A1145	Student Activities Support Grant	-	10,000.00	10,000.00	-	-
A1151	One-off Citizenship & Social Develop Gr - CS Grant	142,675.00	(23,617.00)	119,058.00	(142,675.00)	-
A1156	Mental Health at School (One-off Grant)	35,000.00	-	35,000.00	(35,000.00)	-
A1157	Mental Health of Parents & Student (One-off Grant)	17,000.00	600.00	17,600.00	(17,000.00)	-
A1160	One-off Grant on Parent Education (Secondary)	200,000.00	-	14,520.00	(14,520.00)	185,480.00
A1161	Promotion Chinese Culture Immersion Activities (One-off Gr.)	300,000.00	-	123,368.00	(123,368.00)	176,632.00
A1162	Promotion Sport Ambience & MVPA60 in School (One-off Gr.)	150,000.00	-	4,347.37	(4,347.37)	145,652.63
A1163	Promotion Self-Directed Lang. Learning Eng (One-off Gr.)	-	200,000.00	35,400.00	164,600.00	164,600.00
A1164	Promotion Self-Directed Lang. Learning Putonghua (One-off Gr.)	-	200,000.00	-	200,000.00	200,000.00
	Non-EOEBG Total	6,948,476.46	54,736,417.53	54,055,660.28	680,757.25	7,629,233.71
	Government Grants Total	***11,304,690.48***	***62,831,366.83***	***62,392,142.71***	***439,224.12***	***11,743,914.60***
	SCHOOL FUND					
A1701	Subscription A/C	3,590,899.32	350,392.72	253,774.48	96,618.24	3,687,517.56
A1751	Student General Affairs	(50,978.65)	1,621,265.50	1,609,518.50	11,747.00	(39,231.65)
A1752	SFXC Foundation (for Additional Teachers)	(943,578.94)	932,553.94	1,012,738.96	(80,185.02)	(1,023,763.96)
A1753	SFXC Education Fund	-	118,300.00	118,300.00	-	-
A1758	Hong Kong School Drama Festival	-	3,950.00	984.00	2,966.00	2,966.00
A1760	SFXC65	921,649.43	-	521,280.00	(521,280.00)	400,369.43
A1762	QEF(2018/1051)	-	-	-	-	-
A1767	QEF (2022/0544)	-	772,400.00	808,800.00	(36,400.00)	(36,400.00)
A1768	SFXC70	-	745,634.50	390,870.23	354,764.27	354,764.27
	School Fund Total	***3,517,991.16***	***4,544,496.66***	***4,716,266.17***	***(171,769.51)***	***3,346,221.65***
	TOTAL	**14,822,681.64**	**67,375,863.49**	**67,108,408.88**	**267,454.61**	**15,090,136.25**

Please refer to the School Website for the Reports below:

- Report on the Use of NCS Support Grant 2024 – 2025
- Report on the Use of Sister School Scheme Report 2024-2025
- Report on the Use of Diversity Learning Grant 2024 – 2025
- Report on the Use of Capacity Enhancement Grant 2024-2025
- Report on Promotion of Reading Grant 2024-2025
- Report on the Use of School-based After-school Learning & Support Programmes 2024 – 2025
- Report on the Use of Life-wide Learning Grant 2024 – 2025
- Report on the Use of Student Activities Support Grant 2024 – 2025
- Report on the Use of One-off Citizenship and Social Development Grant
- Report on the Use of One-off Grant for Mental Health at School
- Report on the Use of One-off Grant for Mental Health of Parents and Students

End of Annual School Report 2024-2025