



聖公會聖米迦勒小學  
S.K.H. St. Michael's Primary School

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14

POA School Net No.

### School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Rev. Lam Chun Wai	Mr. Chan Yu Kwan	Established	Aided Whole Day	Co-ed	Protestantism / Christianity
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Anglican (Hong Kong) Primary Schools Council Limited	NOT TO BE SERVED BUT TO SERVE	1919	Chinese	School Bus	About 4500 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
-			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

### 2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$30	\$450	-

### School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	1	1	1	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Multi-purpose Area, Visual-art Room, 2 Music Rooms, 2 Computer Rooms, 2 Small-group Teaching Rooms, English Room, Conference Room, Eco Lab.				Accessible lift and Accessible toilet.

### Teaching Staff Information (including School Head) in the 2024/2025 school year

Number of teaching posts in the approved establishment				49	Total number of teachers in the school		51
Qualifications and professional training (%)				Years of Experience (%)			
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years		5 - 9 years	10 years or above
96%	98%	39%	73%	18%		8%	74%

### Class Structure

	P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	4	4	4	4	4	24
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	4	4	4	4	4	24
Mode of teaching at different levels	Small-class teaching in English and Mathematics is adopted in some classes from P4 to P6.						
Remarks	-						

### Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		3	Replace tests and examinations with diversified assessments in the first term of P1	No
Number of test(s) per year (P2 to P6 only)		0	Number of exam(s) per year (P2 to P6 only)		3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	Other than the three annual summative assessments, students are formatively assessed in terms of generic skills, life skills, etc. We also adopt different modes of assessment (e.g. self-assessment, peer assessment, parent-student assessment) suited to the purposes and processes of teaching and learning.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	P3 to P6 students are streamed according to the average academic score. Small-class teaching in English and Mathematics is also adopted in P4-P6. Students of these classes are placed according to the academic results of English Language and Mathematics.						

### School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	10	35 mins	8:00 AM	3:00 PM	12:00 PM - 1:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	The school is keen on promoting a healthy school life, through participating in Fruit Month, encouraging students to do morning exercises, and participating in sportACT Award Scheme and MVPA60 award program. Every year, Sports Day and health-themed seminars are held. In addition, Healthy Dance, EACT Jockey Club Active School Program and Active Academy Program are promoted.		-		

Life-wide Learning

Scouts, Brownies, JPC, CYC, Fellowship Group, Athletic Team, Basketball, Badminton, Table tennis, Swimming, Taekwondo, Choir, Contemporary Dance, Chinese Dance, Western Orchestra, Percussion, Verse Speaking, Math Olympiad, English Explorer Club, Debate, Tello Talent, Campus TV, Tram Course, English Drama, ink painting, digital painting, Jelly Fish Programme, Fencing, Hydroponic Farming, AI programme, Generative Art, Wing Chung.

School Mission

1. School Vision  
The School aspires to be an outstanding Christian school in Hong Kong providing quality education and whole-person development to students.

2. School Mission  
Based upon the ethos of Christian whole-person education as propounded by the Anglican Church, the School shall nurture and develop students spanning the arenas of morality, intelligence, athletics, community spirit, aesthetics and spirituality. The School shall:

- teach students to live out the motto "Not to be served but to serve";
- develop students' spiritual awareness by learning the teaching of Christ;
- build up a broad and balanced curriculum that prepares the students for life-long learning;
- provide an orderly, harmonious, caring and supportive environment for the students' effective learning and joyous growth;
- foster a cooperative spirit among teachers, students, parents and the community;
- promote an atmosphere for continual development and improvement.

School Characteristics

School Management
<b>School Management Organisation:</b> Our school is a member of Anglican (Hong Kong) Primary Schools Council Ltd. The Incorporated Management Committee and the Principal supervise the school and offer immediate suggestions to the school.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> The IMC holds meetings to discuss and provide constructive ideas for school issues.
<b>School Green Policy:</b> 1. Adopt a whole school approach to promote environmental education. 2. Participate in "Green Prefect Programme" to promote teachers' and students' environmental awareness in school.
<b>School's Major Concerns:</b> 1. To cultivate student's positive values and attitudes and create a harmonious school. 2. To provide diverse learning experiences and improve students' learning effectiveness.
Learning and Teaching Plan
<b>Learning &amp; Teaching Strategies:</b> To implement student-based learning strategies, all academic subjects focus teaching on learners' thinking and practicing. Strategies such as inquiry-based approach learning, cooperative learning, project learning, immersion programme, e-Learning, service learning, cross key learning are adopted to let students think, discuss and explore, in conjunction with goals of encouraging students to learn diversely, to develop generic skills, thinking skills and the appropriate values and attitudes in every aspect developed.
<b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b> 1. To take the Seven Learning Goals of Primary Education as our school's development goals 2. To encourage self-learning and to cater the diversity of learners by using the AI online learning platform. 3. To cater space of learning by using the multi-method teaching strategy which helps to promote a balanced physical and mental development and to develop a healthy lifestyle. 4. Arranging featured programs in different grades to promote value education, STEAM education and help nurture students' media and information literacy.
<b>Development of Generic Skills:</b> To enhance and consolidate students' generic skills through 13 Higher Order Thinking Skills, project learning, curriculum integration, cross key learning and life-wide learning.
<b>Cultivation of Proper Values, Attitudes and Behaviours:</b> Our Student Guidance Team implements Comprehensive Student Guidance Programs in aspects of student-centered approach, whole school approach and home-school co-operation approach. By conducting Personal Growth Education lessons and Understanding Adolescent Project, the Team assists students to develop positive values and resilience which are beneficial for students' physical and mental growth. Our Moral and Civic Education Team cultivates students' moral and ethical values. Our National Security Education Team cultivates students a sense of belonging and national identity towards our country through national education and national security education. Both teams also help students to become a good citizen.
Student Support
<b>Whole School Approach to Catering for Learner Diversity:</b> 1. We adopt a Whole School Approach to cater for student diversity; 2. Implement support programmes, such as Individual Education Plan, social skills training courses and reading and writing skills classes.
<b>Whole School Approach to Integrated Education:</b> 1. Intervention programmes and enhancement courses provided after school; 2. Adapt the curriculum, student learning activities, homework and assessment papers; 3. Provide "Early Identification and Intervention Programme for P.1 Students with Learning Difficulties"; 4. School-based speech therapists and school-based educational psychologists offer professional services at school; 5. Establish a Student Support Team to coordinate student support work.
<b>Education Support for Non-Chinese Speaking (NCS) Students:</b> Our school provides additional support for NCS students to facilitate their learning of 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; and organising activities to create an inclusive learning environment in the school.
<b>Curriculum Tailoring and Adaptation:</b> To cater for learner diversity, the curriculum is flexibly adapted. Pull-out classes are set up for gifted students for more enrichment.
Home-School Co-operation and School Ethos
<b>Home-School Co-operation:</b> Our school's PTA is well organized, home-school co-operation was well established. PTA holds regular seminars, parent-child activities, etc. Parent volunteers are enthusiastic in offering help in various school activities and school work such as taking students' body temperature, taking care of students at lunch, participate school picnic, sports day, etc. PTA has built a good relationship with school and helps school to nurture students, so students can grow up healthily and happily.
<b>School Ethos:</b> 1. Good school ethos, the school continuously promotes the sense of positive culture and develops a school with positive atmosphere. 2. Students actively practice school motto "Not to be served but to serve". They are enthusiastic to serve others on various positions.
Future Development
<b>School Development Plan:</b> 1. Developing school-based curriculum and promoting reading and learning across the curriculum. 2. Implementing e-Learning; foster the effectiveness of learning and teaching. 3. Reinforcing value and life education, encouraging students to develop an attitude of being grateful and cherish, positive and optimistic. 4. Fostering positive education, encourage students to develop their potentials, build up self-confidence, enhance the sense of achievement.
<b>Teacher Professional Training &amp; Development:</b> Holding seminars and workshops regularly according to the School's major concerns. Implementing collaborative meetings and peer observation, continuously optimizing teachers' professional knowledge and techniques.
Others
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