聖公會蒙恩小學
S.K.H. Mung Yan Primary School
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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Wong Kin Sun	Principal Lee Pui Man	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	1985	Chinese	School Bus	About 5456 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	Pledged School

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	$20	Particular purpose charges $440	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
36	3	1	1	Proximity to natural environment, all rooms are facilitated with multi-media, wireless network, intranet and air-conditioned.

Special Room(s)	Facility(ies) for Supporting Students with Special Educational Needs
16 special rooms including Art room, music room, General Studies room, two computer rooms, English room, activity room, gymnasium, library, collaboration rooms, conference room and multi-purpose rooms.	Ramp, Accessible lift, Accessible toilet, Braille and tactile floor plan and Tactile guide path plan.

Teaching Staff Information (including School Head) in the 2025/2026 school year

Number of teaching posts in the approved establishment	64	Total number of teachers in the school	67

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
100%	100%	25%	87%	6%	14%	80%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	6	6	6	6	6	6	36
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	6	6	6	6	6	6	36

Mode of teaching at different levels	Small class teaching mode is adopted in P.1 - P.6.
Remarks	-

Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	2	Replace tests and examinations with diversified assessments in the first term of P1	Yes
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	Diversified assessments are used in different subjects. Apart from examinations, a wide range of formative assessments and projects are also utilized.
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	Mixed ability classes from P.1 to P.6.

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	3:10 PM	12:35 PM - 1:25 PM

Lunch arrangement	Healthy school life	Remarks
Provided by designated supplier and arranged by parents.	For the benefit of healthy body, we provide diversified extra-curricular activities, promote healthy eating and encourage students to exercise more and engage in physical fitness training.	1. We create a joyful campus life by opening the playground, library, English room, and computer room during recess for sports, English, and Math games. 2. Each morning includes Chinese, English and Math lessons. 3. The last period is a tutorial lesson for completing homework with teacher assistance. 4. Fridays feature cultural activities, with dismissal at 2:15PM, providing more opportunities for student engagement.

Life-wide Learning

To promote multiple intelligence and to enable students to maximize their talents as well as enrich their experiences, over seventy extra-curricular activities including art clubs, interest clubs, musical, sporting activities and various kinds of societies are organized.

School Mission

We will strive to provide our students a balanced education on Christian principles in all aspects: moral, intellectual, physical, social, aesthetic and spiritual.

School Characteristics

School Management

School Management Organisation:
Members of the School Management Committee are appointed by Anglican (Hong Kong) Primary Schools Council to monitor the administration of the school.

Incorporated Management Committee / School Management Committee / Management Committee:
Members of the Management Committee are formed by the representatives from the church, the sponsoring body of the school, teacher representatives, independent professionals, teachers, parents and alumni.

School Green Policy:
Implement a paperless culture at the school administrative level.

School's Major Concerns:
1. Broaden students' learning experiences through diverse strategies that inspire joy in learning.
2. Help them discover their value and purpose, and empower them to lead happy, fulfilling lives.

Learning and Teaching Plan

Learning & Teaching Strategies:
To enhance students' language abilities in English and Putonghua. Positively promote reading culture so as to boost students' reading interest. For English, an English room is set up with authentic English environment and the Native-English teacher assists in developing skills in phonics, listening, speaking, reading and writing. For Putonghua, a tailor-made Chinese Literacy Programme is included in the P.1 curriculum. This serves as a preparation to use Putonghua as a medium of instruction to teach Chinese at a later stage. To enhance the learning abilities of the students, they are divided into various groups according to their learning abilities and academic results. Students are offered iPad learning lessons in different subjects. To implement science innovation in whole school and STEAM cross-curricular reading project learning from P.4 to P.6. All the classrooms have been facilitated with electronic white boards.

Development of Major Renewed Emphases of the Primary Education Curriculum:
1. To nurture students' reading comprehension and activate their interest in reading by initiating cross-curricular theme-based reading project learning. To develop students' problem-solving ability and creativity through the implementation of initiating cross-curricular Project Learning for STEAM Education. To cultivate the student's self directed habit so as to reinforce their self directed learning abilities.
2. P.1 to P.6 students acquire the concepts of Programmable Robots in computer or recreational activities lessons. Through the construction and design of modules command blocks, students develop their logical thinking and algorithms.
3. Implement Humanities and Science teaching in P.1 and P.4.

Development of Generic Skills:
Generic skills are penetrated and generated from project learning, group activities and cross -curricular activities through different subjects.

Cultivation of Proper Values, Attitudes and Behaviours:
We aim to foster students' Christian values and establish a positive and proactive attitude towards life. Helping students develop good characters, habits, and interpersonal relationships. We strive to perch Jesus Christ teaching ‘Not to Be Served but to serve’.

Student Support

Whole School Approach to Catering for Learner Diversity:
Through collaborative group activities, we enrich opportunities for interactive teaching and learning between teachers and students. Differentiated assignments across subjects are thoughtfully designed to address student diversity. A broad spectrum of multiple intelligence activities is offered, enabling students to explore, develop, and realise their full potential.

Whole School Approach to Integrated Education:
Our school has established a Student Support Team that adopts a Whole School Approach to promote inclusive activities among teachers, students, and parents, while fostering an inclusive school culture. To support students with special educational needs, a comprehensive range of measures is provided, including pre lesson support, enhancement groups, reading and writing training, homework support, growth development groups, social skills training, attention training, individual education plans, speech therapy, and tailored learning, homework, dictation, and examination accommodations. In addition, the school places strong emphasis on home school collaboration, maintaining regular communication with parents to review and refine support strategies for 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.

Curriculum Tailoring and Adaptation:
1. Reconstruct the content of major subjects and initiate interdisciplinary theme-based reading project learning.
2. Integration of the contents among Mathematics, General Studies and Computer Studies resulting in implementing interdisciplinary STEM learning programmes.
3. Gifted training classes are provided for students who are talented in different aspects including: Mathematics Olympia Club, Digital Intelligence Association, Leaders Training, Science Exploration and robot programming etc.
4. To cater for students' diversified learning needs and interests, learning groups in different subjects are provided.

Home-School Co-operation and School Ethos

Home-School Co-operation:
Since the establishment of the Parent-Teacher Association in 2000, it has been facilitating the close partnership and supportive role of home-school co-operation through the collaboration between the school and families, enormous parent volunteers' participation, whole-person parent education, social services and parent-child activities.

School Ethos:
To promote Christian whole-person education with emphasis on creating a 'loving and caring' atmosphere. It is our desire to have our students taking good care of each other and encouraging each other. Also, a school based social worker supports students' healthy growth. Professional counselling and support are provided by the two school-based social workers.

Future Development

School Development Plan:
1. Broaden students' learning experiences through diverse strategies that inspire joy in learning.
2. Help them discover their value and purpose, and empower them to lead happy, fulfilling lives.

Teacher Professional Training & Development:
Pursue professionalism and develop a learning community through staff development day, co-planning, sharing sessions during regular staff meetings and lesson observation etc.

Others

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