



梅窩學校 Mui Wo School

Chung Hau Village, Silver Mine Bay, Lantau Island, N.T.

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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. Yuen Chit Chi	Mr. Wong Henry	Established	Aided Whole Day	Co-ed	Not Applicable
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					47%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Mui Wo School Management Committee	To acquire basic academic knowledge and develop virtues of a responsible and broad-minded citizen to lead our country into the bright future.	1939	Chinese	-	About 3500 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
-	-	-	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
6	1	-	1	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
3 (Library & Music Room, Computer Room, Remedial Classroom for small group teaching and learning)				A special area designated in one of the rooms for small group teaching and learning.

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

Number of teaching posts in the approved establishment				16	Total number of teachers in the school		19
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	
89%	100%	33%	80%	16%	16%	68%	

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	1	1	1	1	1	6
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	1	1	1	1	1	6
Mode of teaching at different levels	Small Class teaching, cooperative teaching and activity approach are implemented across levels. Higher-order thinking skills and self-directed learning elements are added to the curriculum.						
Remarks	-						

Performance Assessment

Number of test(s) per year (P1 only)	1	Number of exam(s) per year (P1 only)	1	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)	2	Number of exam(s) per year (P2 to P6 only)	2		
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
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Diversified Assessment for Learning	1. Academic assessment involves both formative and summative evaluations. 2. Diversified assessment methods encompass outdoor field trips, artistic creations, physical fitness testing, information literacy, and project-based learning. 3. Attitude assessment encompasses reading, discipline, etiquette, cooperation, and self-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	N/A				

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	11	30 mins	8:30 AM	3:35 PM	12:05 PM - 1:05 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier or arranged by parents..	We prioritize the holistic development of students by formulating a healthy campus policy and organizing diverse learning activities and recess games, such as the "One Person, One Flower" Scheme, comprehensive learning day, fruit day, and lunchtime performances. Additionally, we actively participate in various programs, such as the "Love Life Campus" Ambassador Program.		1. Assemblies, Class Periods, Morning Reading lessons, Tutorial lessons, two Extra-curricular Activity lessons per week, two Reading lessons/Moral and Civic lessons every other week. 2. Library and Computer Room are open to students during lunch time and after school. 3. Board games and lunch performance are arranged after lunch.		

Life-wide Learning

STEAM DAY,3D-Printing Pen Creation, Fun STEM, Science class, Learning English with Muppets, Violin, Ukulele, Rope Skipping, Rummikub, Football, Jazz, Chinese Painting and Calligraphy, Environmental Ambassadors, Magic, Unicycle, Juggling and Flag Raising Training, "Love Life Campus" Ambassador Program, Co-circular Activities, Lion Dance and AI Course etc.

School Mission

To establish a happy learning environment for students in the district. To develop potential talents of our students and their positive attitude towards learning.

School Characteristics

School Management

School Management Organisation:

Sponsoring body → IMC → The Principal → School Development Team → Curriculum & Academic, Extra-Curricular Activity, Counselling, Discipline and Learning Support Teams → Subject and Group Panels

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee of Mui Wo School consists of members including the Supervisor, School Sponsoring Body Manager, Independent Managers, Parent Managers, Teacher Managers, and Alumni Managers. Please refer to our school website for more details.

School Green Policy:

Recycling bins, Green lunch: reusable lunch containers and cutlery, Food Waste Recycling Scheme

School's Major Concerns:

1. Utilize diverse teaching strategies and learning experiences to cater to students' learning diversity.
2. Foster a positive school culture to reinforce students' positive values.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Through the school-based curriculum, we help students master two languages and three languages to enhance their language abilities.
2. Adjusting the curriculum to cater to students' diverse learning needs to enhance their potential and academic levels.
3. Implementing small-class teaching, utilizing cooperative learning and e-learning to promote student interaction and improve learning effectiveness.
4. Flexibly using class time for subject-based and comprehensive learning activities, lectures, and visits.
5. Providing rich learning experiences: Teachers actively lead students in participating in Hong Kong Schools Speech Festival, music festivals, mathematics competitions, information technology competitions, inter-school athletics, swimming, jazz dance, skipping rope and football competitions.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Character education: Strengthening values education (including life education, national and national security education), and establishing moral education lessons, morning assemblies, and reward programs to cultivate students as a new generation with both talent and virtue.
2. Creating space: Making good use of class time to create space and optimize curriculum planning to enrich learning experiences and promote balanced physical and mental development.
3. Student-centered learning: Designing appropriate curriculum and activities according to students' diverse learning needs, interests, and requirements, and matching them with diversified teaching strategies, support, and resources to cultivate students' needs.

Development of Generic Skills:

Through activities such as morning assemblies, advanced thinking skills training, thematic studies, cooperative learning, interdisciplinary collaboration, and comprehensive learning, we consolidate and enhance students' generic skills.

Cultivation of Proper Values, Attitudes and Behaviours:

Cultivating students' correct values, attitudes, and behaviors through activities such as speeches under the national flag, national security education, 'Positive Values and Attitudes' monthly training, caring attitude cards, 'Cow Cow Special Agent Team', Teacher Appreciation activities, Charging radio lunchtime requests, career planning activities, sharing good deeds, Hand in Hand: Angel Project, Secret Angel: Caring Program and Simulated Life Society Experience activities.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. Expert support (school-based educational psychologists, speech therapists, school social workers).
2. Academic support (stage-specific remedial classes, differentiated assignments, group teaching, teaching assistance, gifted programs, after-school counseling, homework guidance).
3. Providing support for Year 1 students with special learning needs through the "Early Identification Program."
4. Parent Volunteer Shared Reading Programs, buddy reading programs, Individual Education Plans
5. Great Angel Program, leadership training.
6. Homework and assessment adjustments.
7. School-based Outsourced Training Group.
8. Inclusive Activities.

Whole School Approach to Integrated Education:

Implementing inclusive education through a three-tier support system, various training groups, learning support subsidies, and enhanced school-based speech therapy services. Special Educational Needs Support Teachers provide group learning, pre-class counseling, and individual education plans for students with special educational needs.

Education Support for Non-Chinese Speaking (NCS) Students:

Our school provides additional support for NCS students to facilitate their 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. Arrange Homework class and Saturday Chinese Class for NCS student, hiring resource teachers to conduct Chinese group teaching for non-Chinese speaking students and adjusting Chinese assessment papers. Implementing the Buddy Reading Program, and participating in the Education Bureau's "School-based Support Teaching and learning Chinese for Non-Chinese Speaking students Services".

Curriculum Tailoring and Adaptation:

1. Trimming the Chinese and English language curriculum.
2. Adjusting homework and assessments.
3. Adapting the local curriculum for lower-grade English language subjects and adopting the Education Bureau's PLPR/W reading and writing curriculum.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Parent-child Workshops, Parent-child Outings, Mental Health of Parents and Students Seminar, Parent Education Activity Information (Website), Parent-Child Day Camp, Parent-Child Musical activities, Parent-Child Animal Protection Workshop, Parent Volunteer Reading Programs and "We Did It!" Award Scheme

School Ethos:

Students are well-behaved, polite and enthusiastic learners. They are also spontaneous, optimistic and creative. Chinese students and non-Chinese students enjoy the harmonious and happy school life. They enjoy the beauty of nature surrounding the campus.

Future Development

School Development Plan:

1. To develop students' self-directed learning skills.
2. To promote STEAM and AI education.
3. To provide a happy campus.
4. To use diverse teaching strategies and learning experiences to cater to the diversity of student learning.

Teacher Professional Training & Development:

1. Teachers participate in training provided by the Education Bureau and external organizations to enhance their understanding and implementation of curriculum reforms.
2. Establishing teacher development days and teacher sharing sessions to encourage a culture of learning and sharing among teachers.
3. Participating in the Education Bureau's "School-based Support Services" to enhance teachers' professional competency in teaching students.

Others

Establishing different scholarships to encourage students with excellent academic performance and progress. Organizing study tours and learning exchanges with primary schools both domestically and internationally.