



五旬節聖潔會永光小學

The Pentecostal Holiness Church Wing Kwong Junior 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
Miss Au Lai Yee	Ms. Hung Mo Chuk	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					90%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Superintendent in Hong Kong of the Pentecostal Holiness Church	Put your trust in the light while there is still time; then you will become children of the light. (John 12:36a)	2024	Chinese & English	School Bus	About 7085 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
					Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$20	\$400 (Charged separately for each semester)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
36	1	1	2	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Library, Picture Book Library, INSPIRE X AI Science Laboratory, World Discovery Centre, 2 Music Rooms, Visual Arts Room, Dance Room, Student Activity Centre, Life Education Resource Centre, 3 Indoor Sports Areas, Outdoor Running Track, 2 Basketball Courts				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		35	Total number of teachers in the school		43
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
100%	100%	30%	20%	10%	30%
				10 years or above	60%

Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total	
2025/2026 school year				No. of classes	4	2	4	4	4	0	18
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)				No. of classes	2	4	2	4	4	4	20
Mode of teaching at different levels		We promote collaborative learning and self-directed learning. Classes are conducted using a teaching model of 'high expectations, high participation, high demonstration, and plenty of praise', guiding students to make good use of learning strategies and reflect on their learning. In addition, diversified assessments and feedback are used to improve student learning.									
Remarks		-									

Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		0	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		1	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
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	We adopt a diversified teaching model, complemented by a variety of assessment methods such as regular mini challenges, student assignments, classroom performance, daily observations, oral presentations, hands-on tasks, and project-based learning, to build a learning cycle of reflection and improvement.						
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	We believe that every child is unique, invaluable, and cherished by God, and that each child can achieve success. Hence, we do not have elite classes and instead distribute students into classes based on ability and individual characteristics.						

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	30 mins	8:00 AM	3:30 PM	12:30 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and students can have their lunch boxes delivered by family members or bring their own light lunch.	Students participate in 'Active Time' every day before class, where they can play games and exercise. Assemblies, reading and fitness also form a core part of their morning routine. We launched the 'School Physical Fitness Award Scheme', 'Straighten Up School Campaign' and 'Happy Fruit Day'. We encourage students to exercise 60 minutes per day, and we promote school-based Christian Life Education.				

Life-wide Learning

1. Multi intelligence activities for students twice a week.
2. Extra-curricular activities such as The Boys' Brigade.

School Mission

Building on the concept of an 'INSPIRE' school, The Pentecostal Holiness Church Wing Kwong Junior School is founded on Christian truth, creating a campus that inspires creativity, fosters a loving and harmonious atmosphere, and provides diverse learning experiences. The goal is to ignite children's passion for learning, guide them to showcase their potential, and nurture a new generation rooted in Hong Kong, connected to the nation, and linked to the world.

School Characteristics**School Management****School Management Organisation:**

A learning organization where team members develop a mind of Christ; are committed to serving the kingdom of God; live faithfully on mission with God; and love God and others.

Incorporated Management Committee / School Management Committee / Management Committee:

The IMC of The Pentecostal Holiness Church Wing Kwong Junior School

School Green Policy:

Establish environmental protection agreements; care for nature; cherish and use resources effectively, and save energy in daily life.

School's Major Concerns:

Faith, Hope and Love

1. Faith: Shaping character strengths with the Truth of Christ
2. Hope: Enhancing 21st Century AI competencies, nurturing multiple intelligences, and equipping for the future.
3. Love: Establish a caring campus culture using the 5 love languages; to love our country and the world

Learning and Teaching Plan**Learning & Teaching Strategies:**

Teaching Beliefs:

1. Knowledge is constructed.
2. Experiential learning is an effective model (interaction, inquiry, collaboration).
3. The primary role of teachers in teaching is as facilitators.

Classrooms focus on cooperative learning and self-directed learning.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Enhance values education (including life education, civic and national security education); make good use of learning time to create space, promoting balanced physical and mental development; enrich all-round learning experiences to promote holistic development; strengthen support for student diversity; enhance STEAM education and cultivate students' media and information literacy; strengthen cross-curricular learning and reading to develop lifelong learning abilities; and improve assessment literacy to enhance the effectiveness of learning and teaching.

Development of Generic Skills:

A school-based interdisciplinary curriculum called 'Global Studies' is established, using the United Nations' 17 Sustainable Development Goals as a framework. This involves diverse task-based projects and community service missions to develop students' transferable skills. Additionally, referring to the OECD's Learning Compass for the 21st Century, various learning experiences are designed within each subject to equip students with 21st-century soft skills.

Cultivation of Proper Values, Attitudes and Behaviours:

We strive to create a harmonious and loving school environment, providing diverse learning experiences to help children become children of light, capable of warming hearts and shining brightly as global citizens.

Student Support**Whole School Approach to Catering for Learner Diversity:**

1. Selection and training of gifted students to participate in competitions.
2. All school teachers adopt a "whole-school approach" to cater for individual differences, which includes support from social workers, school-based educational psychologists, and school-based speech therapists for students with special educational needs.
3. Provide learning, homework, and examination accommodations for students in need.

Whole School Approach to Integrated Education:

1. Our school is committed to fostering an inclusive culture, with all teachers supporting students with special educational needs through a "whole-school approach".
2. School social workers, school-based educational psychologists, and school-based speech therapists regularly station at the school to evaluate and support students and their parents.
3. Homework and assessment adaptations are provided as needed.

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; and organising activities to create an inclusive learning environment in the school.

Curriculum Tailoring and Adaptation:

1. Design "school-based curriculum" with flexibility, adapting and tailoring materials to suit students' learning needs while adjusting assignments and assessment methods accordingly.
2. Diversify classroom designs and extra-curricular activities.

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

1. Establish the Parent-Teacher Association (PTA) and a team of parent volunteers to help organize various school functions.
2. Host different parent-child activities and parent education workshops.
3. Organize regular home-school tea gatherings to enhance communication between parents and the school.
4. Establish a Life Education Picture Book Volunteer Team to collaborate with teachers in promoting life education.

School Ethos:

We endeavour to nurture children with positive values, innovative thinking, resilience, the courage to chase dreams, self-directed learning, a strong sense of responsibility, mutual support, and a global perspective.

Future Development**School Development Plan:**

Embarking with Faith, Hope, and Love

1. Faith: Shaping strong character through the truth of Christ.
2. Hope: Enhancing 21st Century AI competencies, nurturing multiple intelligences, and equipping for the future.
3. Love: Cultivating a caring campus culture through the language of love, with a heart for homeland and the world.

Teacher Professional Training & Development:

1. Cultivate teachers with a healthy body, mind, and spirit, serving with a joyful heart.
2. Foster a culture of professional exchange, where teaching and learning enhance each other.
3. Broaden teachers' international perspectives, looking forward to the future.

Others

An INSPIRE school that nurtures children with Christian truth.

We collaborate with various Non-Governmental Organizations (NGOs) to develop life education and multiple intelligences programmes.