慈幼葉漢千禧小學
Salesian Yip Hon Millennium Primary School
9 Shek Pai Street, Kwai Chung, N.T.
24291177 email@syh.edu.hk
24233616 http://www.syh.edu.hk

64
POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Fr. Cheung Chi Chiu Louis	Mr. Wong Wai Kin Eugene	Established	Aided Whole Day	Co-ed	Catholicism
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					100%

Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Salesians of Don Bosco	Be sincere, honest and humble. Speak the truth and lead a simple life.	1969	Chinese	School Bus	About 7800 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

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	$40	School environment improvement charges $200	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	3	1	1	Meeting Rm, Conference Rm, Medical Rm, Targeted Group Teaching Rm, PTA Rm, School-based Speech Therapist Rm, School-based Educational Psychologist Office, Student Support Team Rm.

Special Room(s)	Facility(ies) for Supporting Students with Special Educational Needs
Student Activity Room, Computer Room, Steam Lab, Art Room, Pottery Studio, Music Room, Religious Room, English Room, Student Counselling Room, School TV Studio, Multi-Intelligence Activity Room, Chapel, Chinese herbal garden, Contemplation Room, etc.	Ramp, Accessible lift, Accessible toilet 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	58	Total number of teachers in the school	60

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%	33%	61%	7%	8%	85%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	5	5	5	5	5	5	30
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	4	5	5	5	5	5	29

Mode of teaching at different levels	Targeted group teaching programme and remedial classes are provided to cater for student diversity. Co-operative learning is adopted from P.1 to 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 assessment modes (written tests, oral and listening tests, classroom observations, project work and students' portfolios for formative and summative assessments) are adopted to assess students' learning outcomes and progress.
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	Starting from P.1, students will not be streamed according to academic results. Starting from P.1, one class will be conducted in Putonghua as the medium of instruction in Chinese lessons.

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	9	35 mins	8:00 AM	3:20 PM	12:15 PM - 1:15 PM

Lunch arrangement	Healthy school life	Remarks
Provided by designated supplier and arranged by parents.	Healthy policy, the school "nutri-agent" project, food monitoring committee, school physical fitness award scheme.	Computer room, playground and library are open to students during lunch time and after school hours.

Life-wide Learning

Viola class, hand chime team, violin class, melodica team, recorder team, choir, Chinese debate team, woodwind team, strings instrument team, Chinese, English and Putonghua speech club, athletic team, swimming team, basketball team, rugby team, badminton team, dancing class, multi-intelligence class, IT challenge award, summer program, Mathematical Olympiad class, painting class, art pottery class, creative media class, English musical team, fancy rope skipping team, soccer team, tea ceremony team.

School Mission

Following Don Bosco's vision for educating youth, we foster students' spiritual as well as intellectual development through Catholic principles. Our mission is to develop in students a joy of learning, a passion for living and self-improvement to achieve their potential and positively contribute to society.

School Characteristics

School Management

School Management Organisation:
The School is supervised and managed by the Incorporated Management Committee (IMC). Under the Incorporated Management Committee (IMC), there are two groups led by the Principal which consist of the School Policy Implementation Committee and the School Improvement Committee. On the school level, there are 15 Administrative Working Committees.

Incorporated Management Committee / School Management Committee / Management Committee:
The Incorporated Management Committee (IMC) consists of the following members:
1. Seven SSB Managers, including the Supervisor; 2. The Principal (An Ex officio Manager); 3. One Teacher Manager;
4. One Parent Manager; 5. One Independent Manager; 6. One Alumni Manager; 7. Alternate Managers

School Green Policy:
'Student Environmental Protection Ambassador' and 'Little Farmer Scheme' have been organized. The schemes aim at enhancing students' awareness of waste reduction and recycling through collecting food waste, used paper, plastic items and old school uniforms.

School's Major Concerns:
1. Promote STEAM education and enhance students' learning interest and ability.
2. Optimize value education and promote students' all-round development.
3. Promote the five core values of Catholicism and enable school stakeholders to live out the Salesian spirit.

Learning and Teaching Plan

Learning & Teaching Strategies:
1. Ability-based, constructivist learning. 2. Experience-based, integrated with life. 3. Catering to different learning needs: providing full-grade, small-group, and special elite courses; providing "Joyful Freehand" courses. 4. "Growth of a Dragon" school-based curriculum: helps students construct knowledge, experience, and correct values and attitudes. 5. Putonghua class: implement pinyin and writing courses. 6. School-based English Phonics course. 7. Assessment to promote learning: Use AQP to analyze students' learning abilities. 8. Star reading reward program. 9. Study activities at home and abroad. 10. Collaborative learning. 11. School-based spiritual, moral and civic education curriculum. 12. Thinking ability training course. 13. Science, Technology and Engineering (STEAM) and e-learning. 14.Using AI (Artificial Intelligence).

Development of Major Renewed Emphases of the Primary Education Curriculum:
1. Continue to optimize school-based STEM / STEAM courses, focusing on students having good media and information literacy;
2. Make good use of school time to create space for students so that students can develop healthily physically and mentally;
3. Combine with school-based courses to provide students with rich and diversified learning experiences;
4. Develop cross-curricular reading themes at all levels and cultivate students' independent learning abilities.

Development of Generic Skills:
Our school has established a school-based generic ability framework to strengthen the connection and coherence of students' development of generic abilities, and systematically improve students' generic abilities. The whole school promotes cooperative learning, emphasizing students' high participation and multi-display. Elements and strategies of generic skills have been incorporated into curriculum design and assessment for each subject.

Cultivation of Proper Values, Attitudes and Behaviours:
Through diversified activities combined with the key points of the development plan, the school systematically and systematically cultivates students' values and attitudes both inside and outside the classroom, hoping that they will be confident and positive in the future and be able to give full play to their strengths.

Student Support

Whole School Approach to Catering for Learner Diversity:
The Student Support Team provides a variety of enhancement and remedial programmes, such as After-school Classes, Targeted group teaching Programme, Accommodation Programme for P.1 students, 'Rainbow Programme', 'Speaking Course', Chinese learning group for NCS students, adaptation measures of dictation, homework and examination.

Whole School Approach to Integrated Education:
Our school adopts the Whole School Approach to Integrated Education. Services for students with Special Educational Needs (SEN) are accommodated by our Student Support Team. The team arranges a School-based Education Psychologist to perform IQ tests and assessments of Specific Learning Difficulties in Reading and Writing as well as providing emotional support to students in need. We also have a School-based Speech Therapist to provide group or individual therapy training. Moreover, we have Targeted group teaching Programme in P.3 - P.6 for students with special educational needs in particular subjects. They have small group classes in those subjects in order to give more support to students. Special arrangements in homework, curriculum and examinations are also provided for catering individual needs.

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

Curriculum Tailoring and Adaptation:
1. P.1 Bridging Programme; 2. Enhancement classes and Remedial classes; 3. Targeted group teaching Programme;
4. Adaptation measures of dictation; 5. Adaptation measures of homework; 6. Adaptation measures of examination; 7. S.1 Bridging Programme.

Home-School Co-operation and School Ethos

Home-School Co-operation:
1. Maintain close parent-teacher and parent-parent relationships through frequent contact;
2. Regular parent meetings, enhance the quality of students' school life through communication;
3. Establish a parent education framework, provide school-based parent workshops to improve parents' understanding of their children's academic needs;
4. Provide parenting skills to enhance parent-student relationships through various activities.

School Ethos:
1. Our school is a big family full of love and care.
2. Teachers lead by example through continuous education to inspire students to be life-long learners, help build students' character through religious education, establish relationships with students that influence their hearts and not just their intellect.
3. Our students are able to: - follow the school motto, practice integrity and frugality; - help those who are weaker; - strive towards their potential by developing strengths; - value and develop self-learning and personal enrichment; - distinguish right from wrong, and loving others as they love God; - demonstrate Salesian young people's attributes: joy, serving God with zeal, learning with diligence and caring for others through services; - develop multiple generic skills.
4. Parents are able to support our school with enthusiasm by participating in various activities and events sponsored by the PTA and our school.

Future Development

School Development Plan:
1. Promote STEAM education and enhance students' learning interest and ability. 2. Optimize value education and promote students' all-round development. 3. Promote the five core values of Catholicism and enable school stakeholders to live out the Salesian spirit.

Teacher Professional Training & Development:
Training focuses on educational reform and school-based needs. It is implemented in different formats in order to establish a teaching force with high professional quality.

Others

Scholarships:
1. Wofoo Foundation Amelia Lee Scholarships - Outstanding Academic Performance Award, Outstanding Advancement Award, Outstanding Conduct Award, Outstanding Artistic and Athletic Performance Award, Outstanding Service Award, Character Education Award;
2. Father Che Ka Yin Scholarships - Outstanding Athlete Award, Excellent Athlete Award;
3. Rosa Tam Fung Chun Scholarship - Don Bosco Excellent Student Award;
4. Tsuen Wan Rural Committee Scholarship - Active Learning Performance in STEAM Award;
5. Bosco Charity Association Scholarship - Diligent and Striving Learning Award;
6. Salesian Yip Hon Millennium Primary School Parent-Teacher Association Scholarship - Never Give Up Commendation Award