



伊斯蘭學校

Islamic Primary School



學校週年計劃 School Plan (總冊)

(2017-18)

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School Vision

The school is dedicated to helping students achieve balanced development in the following six areas: morality; intelligence; physical fitness; team spirit; art appreciation and emotional well being.

We strive to provide the very best learning environment for our students. In order to accomplish this, we first of all encourage a high professional standard for our teachers. Moreover, through our curriculum, extra curricular activities and community projects, we encourage students to be risk-takers and help them to develop a positive outlook while becoming responsible and respectful individuals.

School Mission

Our school mission is to promote harmony among different ethnic groups by creating an ideal learning environment supported and complemented by professional teachers. By guiding students with patience and competence, and by providing individual counseling and care, the school nurtures a cohort of young people who are self-confident. Through offering a school-based curriculum, support programs and a wide variety of learning opportunities, the school helps students to develop their potential as they learn to become a part of the wider learning community in the school and the world

School Major Concern 1: Students continue using various learning strategies to strengthen their self-directed learning ability.

School Major Concern 2: Reinforce self-reflection and assist students to optimize themselves.

School Major Concern 1: Students continue using various learning strategies to strengthen their self-directed learning ability.

Strategies	Time Scale	Success Criteria	Methods of Evaluation	People in charge	Resources Required
Curriculum					
1. Teacher's professional development -Assign or nominate teachers to attend seminars or teacher training courses - Invite scholars/professionals to school for in-house sharing(the sharing theme will be subject based)	whole year	- teachers learn more about various learning strategies - students' confidence and sense of achievement can be aroused - students' interest in learning can be aroused. -students can master varies learning strategies - all subjects' learning strategy curriculum will be prepared - students are eager to initiate self-directed learning - students are eager to participate in various award schemes	-observation -review related records -review the stake-holder questionnaires -review co-planning records -review student task sheets -review award schemes -record and evaluate the effectiveness of implementation	-core curriculum team -teacher's professional development team	training fees

Strategies	Time Scale	Success Criteria	Methods of Evaluation	People in charge	Resources Required
<p>2. Teachers will continue using various activities, such as, performances, competitions and classroom activities to enhance student's motivation and self-directed learning ability</p> <p>- Teachers design various classroom activities</p> <p>- Arrange/encourage student participation within different school activities, competitions and performances.</p> <p>-Arrange/encourage student participation within inter-school competitions such as, speech festival, music and dance festival</p>	whole year		<p>- review related records</p> <p>-student questionnaires</p>	all subjects	
<p>3. Teachers will continue to teach different learning strategies. Opportunities for students to use various strategies will be provided. (Teachers can refer to school based learning strategy framework for choosing appropriate strategies)</p>	whole year			all subject teams	
<p>4. Teachers will continue to implement a variety of incentive programs providing diversified self-learning platforms for students of different abilities and to strengthen support, by encouraging and recognizing students who participate in the program.</p> <p>4.1 I-learner programme</p>	whole year			<p>-curriculum development</p> <p>-coordinator</p> <p>members of e-learning team</p> <p>-school librarian</p>	

Strategies	Time Scale	Success Criteria	Methods of Evaluation	People in charge	Resources Required
4.2 Chinese self-directed reading award scheme 4.3 Chinese online reading scheme					
5. An e-learning programme will be implemented 5.1 Establish e-learning core team to enhance the effectiveness of e-learning platforms 5.2 Facilitate e-learning in P.4 Math and English subjects 5.3 Advocate the implementation of e-learning in lessons to strengthen the effectiveness of instant teaching feedback 5.4 Continue to optimize the e-learning platform and encourage students to use it for pre-lesson study, information searches and to completing extended learning tasks	whole year	- teachers agree the implementation of e learning can enhance the effectiveness of teaching -students agree the implementation of e-learning can help them to study better. -self-directed learning can be promoted -students are eager to complete pre-lesson study and task sheets	-student' task sheets and co-planning records -student questionnaires -teacher questionnaires	-English and Maths subject teachers -all subject teams	
Chinese					
1. 學生能善用不同的學習策略 -持續教授學生運用不同的閱讀策略，多讓學生運用在課業練習，以能鞏固所學 -於日常的課業中，設計一些能訓練學生不同學習策略的題目 -於閱讀理解的課業上，設計一些不同程度的問題，以檢視學生對閱讀策略的掌握	全學年	- 50%的學生能掌握閱讀策略，以理解篇章內容	- 課業設計 - 備課紀錄 - 學生問卷 - 老師觀察 - 借閱紀錄 - 老師匯報 - 查閱網上閱讀記錄 - 評估工具(前測、後測)	各科任老師	
2. 教師設計不同的單元的預習或延伸學習	全學年	-學生能自行完成課業		各科任老師	

Strategies	Time Scale	Success Criteria	Methods of Evaluation	People in charge	Resources Required
<p>(*可與電子學習平台結合)，鼓勵學生完成課業。</p> <p>*可提供網址、QR code、翻譯軟件、網上字典等電子學習材料</p> <ul style="list-style-type: none"> - 設計多元化及有趣的課業 - 教師為 P. 4-6 年級(非華語學生)的閱讀理解篇章中提供錄音或字詞解釋，以提升學生的學習興趣及效能 		<ul style="list-style-type: none"> -發展學生的自主學習 -老師認為學生的自主學習能力有所提升 			
<p>3. 持續培養學生的閱讀習慣，推行獎勵計劃，為不同能力的學生提供自主學習的平台。</p> <p>3.1 與圖書組合作，完善「自我主導閱讀計劃」(三年級)</p> <ul style="list-style-type: none"> - 加強三年級科任及班主任的角色，鼓勵學生多借閱中文圖書，並於課堂上作分享。 <p>3.2 中文科網上閱讀計劃(本地課程班別)</p>	全學年	<ul style="list-style-type: none"> -學生的學習興趣得到提升 -學生借閱圖書的數量得到提升 		圖書館主任 三年級 科任老師	
<p>4. 自學作品展示及分享</p> <ul style="list-style-type: none"> -老師可配合課題或單元著學生搜集資料，除了可於課堂上展示或分享，學生亦可於午膳後，以小組形式互相交流 -透過不同課題或單元，每學期最少進行兩次 	全學年	<ul style="list-style-type: none"> -學生樂於分享 -學生的自信及成就感有所提升 		各科任老師	
<p>5. 持續設計包含「自主學習」元素的問答遊戲(可結合課堂的教學活動)</p> <ul style="list-style-type: none"> - 加強宣傳活動，各級負責老師於早會或小息時介紹內容 - 問答遊戲的內容應設有不同程度的問題，同時亦要有提升自主學習元素和較高層次問題 	全學年	<ul style="list-style-type: none"> -學生喜歡參與遊戲 -學生的中文興趣得到提升 		各科任老師	

Strategies	Time Scale	Success Criteria	Methods of Evaluation	People in charge	Resources Required
English					
<p>1. The methodology for teaching various learning and reading strategies will be enriched</p> <p>-Teachers will attend professional workshops for teaching learning and reading strategies</p> <p>-Related reference books will be purchased and used for co-planning</p> <p>-Two core learning and reading strategies are taught per level; students must consistently apply and demonstrate the following strategies:</p> <p>P.1 & 2: Prediction, Phonics</p> <p>P.3 & 4: Sequencing, Questioning</p> <p>P.5 & 6: Using dictionary/ e-dictionary</p> <p>Finding main ideas</p>	whole year	<p>- teachers agree the methodology for teaching various learning and reading strategies is enriched</p> <p>-Students can apply the strategies in their learning</p>	<p>-scheme of work</p> <p>-co-planning record</p> <p>-worksheet/ tasksheets</p> <p>-questionnaire</p> <p>-observation</p>	- subject teachers	reference books
<p>2. E-learning will be further developed</p> <p>a. Establish P.4-6 e-learning platform for self learning (Google classroom)</p> <p>b. Teach students (P.3) reading strategies through doing BCA exercises and enhance reading competence</p> <p>c. Use e-learning in P.4 English lessons</p>	whole year	<p>-70% of students respond using Google classroom</p> <p>- students' reading competence is enhanced</p> <p>-E-learning elements were in classroom teaching (2- 3 units)</p>	<p>- Google classroom record</p> <p>- students' performance</p> <p>- co-planning record</p> <p>- BCA report</p>	P.3- 6 subject teachers E-learning team	
<p>3. Teachers will continue to design extensive learning tasks</p> <p>Fun Learning: Show and Tell</p>	whole year	-students are able to do and enjoy Show and Tell	<p>-scheme of work</p> <p>-co-planning record</p> <p>-observation</p>	-subject teachers	

Strategies	Time Scale	Success Criteria	Methods of Evaluation	People in charge	Resources Required
Students extend their daily- life learning experiences by collecting information and sharing it in class New tasks will be designed to accommodate the new textbook (P.1 & 4)		-teachers agree the tasks facilitate students' self-learning			
4. Develop students learning vocabulary strategies -Self Learning Corner is set up in Classrooms Vocabulary Building (P. 1 – 3) Picture cards, word cards and learning games for students' self learning (after lunch, homework lesson) -Word Bank and Structure Bank Booklet (P.1-6) A booklet is designed for building up students' vocabulary and sentence structure	whole year	-50% of students use the materials and booklet for learning -the materials and booklet are useful for learning (e.g. fun dictation, writing)	- observation -questionnaire	P.1-6 English Teachers	picture cards, word cards and games word bank and structure bank booklet
Mathematics					
1. Students use different learning strategies a. P.1-6 students can solve mathematics word problems by using the following learning strategies : 1. Pictures 2. Information selection 3. Keywords - workshops for teachers will be organized to teach them how to use pictures to solve mathematics word problems	whole year	-teachers agree that by teaching learning strategies, student self-directed learning abilities can be enhanced -80% of the students use target learning strategies in solving Math problems	-student task sheets -questionnaires -meeting agendas	subject teachers	

Strategies	Time Scale	Success Criteria	Methods of Evaluation	People in charge	Resources Required
<p>b. Enhance the following learning strategies at all levels:</p> <p>P.1-2: Diagrams</p> <p>P.3-4: Verification/ Checking</p> <p>P.5: Estimating</p> <p>P.6: Notetaking</p>					
<p>2. Develop e-learning</p> <p>a. Use QR codes to facilitate student learning in mathematics unit exercises</p> <p>b. Develop e-learning teaching in P.4 using Google Classroom, GeoGebra</p> <p>c. Enrich e-learning resource banks to design extended learning activities.</p>		<ul style="list-style-type: none"> -teachers agree to use e-learning in lessons -students agree to use e-learning and that it is effective 	<ul style="list-style-type: none"> -peer-lesson observation -co-planning records -student task sheets -teacher sharing -questionnaires 	subject teachers	
<p>3. Maths Game</p> <p>Specific learning strategies-problem solving strategies will be taught throughout P1 to P6 (e.g. Reverse Thinking, Exhaustive Method) - going from easy examples in order to train students to apply the same strategies to more difficult/complicated in problems.</p>		-70% students can use self-directed learning strategies	<ul style="list-style-type: none"> -design evaluation of math game -co-planning records -recorded answer rates 	subject teachers	
<p>4. Display students' self-directed learning work</p> <p>Students' work will be shared and displayed in the classroom (Topic will be discussed in the co-planning meeting)</p>		<ul style="list-style-type: none"> -students are willing to share -students' self-confidence is enhanced 	-evaluation of student work	subject teachers	

Strategies	Time Scale	Success Criteria	Methods of Evaluation	People in charge	Resources Required
5. Self-directed learning Strategies Learning Games Optimize the design of covered playground display board, incorporating self-directed learning elements into the display materials		-student confidence and sense of achievement is increased -student learning interest is increased	-participation rate -teacher observation	subject teachers	gifts
General Studies					
1. Students have more opportunities to use different learning strategies: - optimize the framework of different concept maps at all levels - Reinforce the use of different learning skills	whole year	-P.4-P.6 pupils can make use of concept maps for study and revision, e.g. to organize their notes -teachers agree student learning strategies have improved	-students' tasks -notebooks -teacher observation	P.4-P.6 subject teachers	
2. Optimize learning tasks by increasing the elements of self-directed learning: -encourage pupils to learn at home or search for related information by using online tools	whole year	- P.4-P.6 pupils can make use of the online tools for self or extended learning - pupils' self-directed learning ability is enhanced	-co-planning record -teacher's observation	P.4-P.6 subject teachers	
3. Increase multi-media reading materials: -buy more science books -make use of the GS board to promote different scientific resources -Continue the Q & A section of the GS board to encourage multi-media reading habits	whole year	pupils read more types of materials and enjoy the Q & A section of the GS board	-teacher observation	subject teachers	
4. Increase opportunities for pupils to showcase their works	whole year	pupils are given time to share their experience and appreciate	-teacher observation	subject teachers	

Strategies	Time Scale	Success Criteria	Methods of Evaluation	People in charge	Resources Required
-Set up a display area in each class and let pupils share their experiences or work while appreciating each other's efforts		each other's good work after lunch			
Music					
1. The self-directed learning scheme will be refined - Ukuleles will be provided in each P.4-6 classroom so students can borrow them at recess or lunch. - Students will be taught the basics in advance and readings will be provided to students to practice on their own -Performance time in music lessons will be arranged -A subject leader will be assigned to help teachers manage the scheme.	whole year	-about 40 % of students use the ukuleles -60% of students have learnt how to use them and are also interested in them	-questionnaire -borrowing record sheet	-P4-6 subject teachers	-4 ukuleles -6 ukuleles? Score sheets
2. E-learning -Teachers introduce different software and websites to students in order to enhance music creation. Teachers lead students to Rm407, use tablets to experience self-directed learning	whole year	-40% of the students use the software and websites to create music -at least one e-learning lesson per term	-questionnaires -stakeholders questionnaire (student questionnaire, No.13)	subject teachers	-apps -websites -tablets
3. Conduct self-directed learning activities - P.1, P.2 students do body movements according to the rhythm and feeling of music. Students should explain the relationship of the body movements and music.(Whole year)	whole year	more than 60% of students like their creations	-questionnaires -student work -teacher observation	subject teachers	-P6 :Movie Maker(software) -Viva Video(Apps)

Strategies	Time Scale	Success Criteria	Methods of Evaluation	People in charge	Resources Required
<ul style="list-style-type: none"> - P.3 students add accompanying music(by musical instruments) to stories based on the results of group discussion on the content of stories (second term) - P.4,P.5 students make their own musical instruments (second term) - P.6 Using software “Movie Maker” or Apps “Viva Video” for creative activity in Room 407 or 307. Students search information on the internet or from the school library 					
<p>4. Musical picture creation activity (P.1-5)</p> <ul style="list-style-type: none"> -Teachers will teach students how to feel the music and use drawing to express their feeling. Students write a description of their drawing 	P.1-3 (Feb.) P.4-5(Oct.)	more than 60% of students report liking their creations	studentswork interviews	subject teachers	
Visual Art					
<p>1. Use art learning log</p> <ul style="list-style-type: none"> -P.5- P.6 (Group work) Students use learning logs to collect information (group work) , record the creative process and express their ideas practically.	whole year	<ul style="list-style-type: none"> - students self-learning interest is improved. - students demonstrate an integrated artistic knowledge including skills and appreciation 	student work	art teachers	sketchbook

Computer					
1. Implement Coolthink@ jc program in P.4-P.6 level from 2017-2020	whole year	-students demonstrate they know how to code	-student work -e-learning platform record	subject panel	
2. P4-P6 students learn computer knowledge through the e-learning platform					
3. Setup coding team in the ECA section so students can learn how to code and learn to control a physical object through coding					
P.E.					
1. Using Discovery method: - Teachers construct appropriate environments - Let students make assumptions - Guide students to discovery - Group discussion and inquiry - Discover the rules or principals - Give feedback, reflection and verify P.4-6 : Team competitions and activities	whole school year	-students find the most appropriate and effective methods (such as dribbling or pitching skills, tactic use, etc.) and can improve their performance in sports.	-teacher observation - reports and records in subject meeting	PE teachers	
2. Encourage students to find books and online resources about sports for self-study and record them in the sports log book.	whole school year	-students find useful web pages or books for self-study	teachers check the student log book.	PE teachers	sports log book
Library					
1. Keep on developing e-learning platforms - Continue to update online books or story websites for students to read - Make use of teaching materials and teach students using the "EdBOOKShelf" of the	whole year	- students use the hkedcity e-platform to read. - Students like reading books online - more students participate in	- student questionnaires - teacher questionnaires - stakeholder questionnaires	- group members of the library - computer subject teacher - class teachers	

hkcdcity		self-directed learning schemes	- records of different reading programs		
2. Improve display areas - Display student book reports and "Good books recommendations" inside the library	whole year	- students like the self-directed reading schemes	- observation of the display areas in the library	- librarian	
3. Reorganize and improve existing reading activities and reading award schemes to help students develop good reading habits and train students to have a self-learning attitude. - Create Chinese and English leveled reading award schemes - Promote the use of Chinese subject online reading platforms - Continue to participate in the 'My Story Creation' competition - Cooperate with the Curriculum Group to encourage theme-based reading activities in the theme-based teaching activities	whole year	-pupil works are displayed -students self-image and self-achievements is raised -Students actively use the self-learning corner.	-observation of the pupils use of the self-learning corner	- librarian -curriculum leaders - Chinese subject teachers - English subject teachers	
4.Continue improving the self-directed learning corner in the library - Replace the computers used by the students, let students do the e-learning with two tablets. - Install a TV and play movies with subtitles but without sound, to train students to have a sense of reading written texts	whole year			- librarian	

I.T.

<p>1. During or after lessons (P.4-P.6) the IT team teaches students how to use e-learning devices</p> <p>1.1 The IT team uses GOOGLE CLASSROOM :</p> <p>a. to make on-line exercises or assessments</p> <p>b. to distribute tasks for preparation, extension and consolidation.</p> <p>c. to provide multimedia teaching materials (Websites, voice, clips, pictures, etc)</p> <p>The IT team will select suitable teaching materials, based on the level, subjects and abilities of students and teach them e-learning skills while using the devices</p> <p>Multimedia devices are tools for learning. The IT team should focus on whether or not the e-learning activities/tasks enhance the effectiveness of student learning</p> <p>1.2 The IT team shares e-learning teaching experience during co-planning sessions and designs e-learning activities and tasks</p> <p>1.3 Provides technical assistance in using GOOGLE CLASSROOM for teachers</p> <p>1.4 Organizes GOOGLE CLASSROOM workshops for teachers</p>	<p>whole year</p>	<p>-1st and 2nd term IT meeting reports</p> <p>-teachers agree that GOOGLE CLASSROOM for learning is effective</p>	<p>reports and minutes</p>	<p>team members</p>	<p>Funds for purchasing IT equipment and tablets, wi-fi installation</p>
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<p>2. Teach students to apply their skills in using the e-learning and "Cloud" platforms</p> <p>2.1 IT team and Computer Studies teachers encourage students to use GOOGLE CLASSROOM、"CLOUD" PLATFORM of GOOGLE DRIVE more</p> <p>2.2 Print out the student accounts of GOOGLE CLASSROOM and stick them on students' school handbooks in the 1st and 2nd Term.</p>	whole year	80% of students can use GOOGLE CLASSROOM in e-learning activities	minutes from Computer Studies subject meetings	Computer Studies teachers	
Student Learning Support Team					
<p>1. Students create a set of self- learning cards:</p> <p>(IRTP)Teachers provide word cards to students(card sets) and encourage them to write/stick information, e.g. sign words, picture cards, etc. on the cards. Subjects included are Chinese, English and Mathematics. Students use the cards to practice at home extending their learning</p>	whole year	<p>-students create their own word or picture cards for extending learning.</p> <p>-student self -learning competence is enhanced</p>	<p>-student self- learning cards</p> <p>-students questionnaires</p> <p>-stake-holder questionnaires</p>	IRTP teacher	
Putonghua					
<p>1. 鼓勵三至六年級學生自行搜集一些有趣的學習網址或應用程式，以協助學生進行學習：</p> <p>a. 科任老師著學生回家搜集有關學習網址或應用程式。</p> <p>b. 科任老師運用課堂時間介紹有關學習網址或應用程式，並鼓勵學生在家進行自學。</p>	全學年	<p>-學生對普通話的興趣得以提升</p> <p>-學生自主學習的能力得以提升</p>	<p>觀察</p> <p>問卷調查</p>	科任老師	<p>網址</p> <p>應用程式</p>
<p>2. 提供溫習卡予學生回家進行溫習：科任老師根據教學內容，每月設計六至十張溫習卡，並派予學生回家溫習。</p>	10月-5月	<p>-學生對普通話的興趣得以提升</p> <p>-學生樂於運用溫習卡</p>	<p>觀察</p> <p>問卷調查</p>	科任老師	溫習卡

ECA					
1. Different learning strategies are deployed in the extra-curricular activity groups. Through the activities in the groups (Thinking Strategy Training, Science Exploration, Computer Programming, Math-Intelligent games, Debate), students can learn and apply the learning strategies, thus students' self-directed learning ability can be enhanced.	whole year	-students' self-learning ability is enhanced -students' participation in is increased	- observation - teachers must put learning strategies in evaluation form.	-interest groups and teachers	
Discipline and Guidance Team					
Optimize 'school-based growth support activities' -The theme of P.4-6 growth-support activities is "self-directed learning strategies". After the completion of learning, students will share their learning strategies with junior students at 9th leasson. -Students will have at least five activity sessions	whole year	- students learn different learning strategies and share what they learnt	-student evaluation form -observation	discipline and guidance team, social worker	

School Major Concern 2: Reinforce self-reflection and assist students to optimize themselves.

Strategies	Time Scale	Success Criteria	Methods of Evaluation	People in charge	Resources Required
Curriculum					
1. Optimize "My Learning Experience Booklet" Scheme (collaborate with the Students Guidance and Counseling team) -Class and partner teachers guide students to reflect on their strong and weak points while setting suitable learning targets and programs that help them achieve their targets.	whole year	-students can set their learning targets -student self reflection ability is enhanced -student learning performance is enhanced	- review "My Learning Experience Booklet" - review students' assignments -stake-holder questionnaires (Students' questionnaire Q.12-14) -students' questionnaire -parents' questionnaire	-student guidance and counseling team -core curriculum team	
2. Self-checklists related to particular learning foci Teachers teach students to reflect on their learning to optimize themselves.	whole year			subject teachers	
Chinese					
1. 持續運用「檢視表」 - 針對學習重點訂定「檢視表」項目 - 寫作範疇的課業中，必須有「檢視表」	全學年	-學生能自我檢視，提升自我反思的能力 -學生的寫作能力得到提升	- 老師匯報 - 筆記 - 課業設計	各科任老師	工作紙

Startegies	Time Scale	Success Criteria	Methods of Evaluation	People in charge	Resources Required
English					
1. Improve students' presentation skills Teachers will provide guidelines before doing group activites. Students should evaluate performance presentation	whole year	students improve their presentations using help checklists	observation of student presentations	subject Teachers	
2. Journal Writing Students use an, "Active Reviewing Cycle - 4F's" to review their learning and life issues. Fact/ experience Feeling /Reflection Finding Future	whole year	students can write a reflection 3 times per term	- teacher observation - student journals	P.5-6 subject teachers	
Mathematics					
1. Teachers will make a checklist for students continuous self evaluation -Math Exercise Book (the format and the importance of place value) -Tasksheet (checking, learning targets or concepts)	whole year	students can evaluate themselves and demonstrate a good learning attitude	-student task sheets -teacher observation	subject teachers	labels
General Studies					
1. Reinforce self-evaluation that pupils reflect on and evaluate what they exercise in their daily life e.g. good individual habits, eco-lifestyle or managing their own money	whole year	pupils evaluate their learning progress.	- student task -teacher observation	subject teachers	
Startegies	Time Scale	Success Criteria	Methods of	People in	Resources

			Evaluation	charge	Required
Music					
1. Refine “Reward Programme” -Students receive a smart chop/Little Home Keeper chop if they can bring their recorder to all lessons within a two week period -Teachers guide forgetful students to bring the recorder regularly and do self-reflection in order improve themselves	whole year	-over 60% of students get rewards	class records	subject teachers	smart chops and record
Visual Art					
1. Students check and organize their art bags by themselves P. 1-3: students design their own art bags to organize their art supplies. (Teachers give smart chops to encourage students) P. 4-6: Teachers regularly remind students to check and organize their art bag (Teachers give smart chops to encourage students)	whole year	-students check and organize their art bags by themselves - students can bring their supplies during the visual art lesson	-teacher observation	art teachers	
2. Students sharing session Teachers invite students to share their own or others’ ideas and work at different times and students learn to accept others comments or suggestions	whole year	-students reflect on themselves while optimizing their creations	students work	art teachers	
Startegies	Time Scale	Success Criteria	Methods of Evaluation	People in charge	Resources Required

<p>3. Students effectively use the student self – evaluation and peer evaluation forms</p> <p>Teachers explain the purpose and criteria of the students self – evaluation and peer evaluation forms. Upon finishing their work students finish the self and peer evaluation forms.</p>	whole year	-students reflect on themselves and optimize their creations	-teachers observation -self and peer-evaluation forms	art teachers	
Computer					
1. Cooperating with the library lesson, students learn information literacy that enables them to develop knowledge, skills and the proper attitude toward information and information technology use.	whole year	students understand the importance of intellectual property	1. interviews 2. teacher lesson observations	librarian	
P.E.					
1. Students use the sports log book to record their exercise habits. Teachers will strengthen student’s skills to review and reflect on their own habits as well as make improvements.	whole school year	-students have recorded personal exercise habits in their sports log, and reflected on them to improve their physical fitness	-review students’ sports log book. -evaluate student's individual physical fitness data.	PE teachers	
Library					
<p>1. Let's be the "helper" activity</p> <p>- Arrange P.4 to P.6 pupils to try out the duties of the library helper. The experiences of being a library helper reinforce students to borrow books with good discipline.</p> <p>- Enhance the understanding and importance of the classifications of different books.</p>	whole year	<ul style="list-style-type: none"> - students keep the library tidy - set-up a curriculum framework of information literacy - students understand the importance of intellectual property - students understand the meaning of “Creative Commons” 	<ul style="list-style-type: none"> - observation of the tidiness of the library - student questionnaires 	- librarian	
Startegies	Time Scale	Success Criteria	Methods of Evaluation	People in charge	Resources Required

<p>2. Collating Information Literacy Framework for our school</p> <p>- Cooperation with other groups, collating existing Information Literacy teaching material.</p> <p>- Cooperation with the Computer subject with a focus on improving student awareness of intellectual property. Senior students will be taught how to search for "Creative Commons" resources for use in their learning.</p>	whole year			<ul style="list-style-type: none"> - librarian - curriculum leaders - all subject panels 	
Student Learning Support Team					
<p>Self-Reflection Checklist</p> <p>Students will complete, "My Management Checklist". Checklists are based on different themes, e.g. bringing their own stationery and handbook as well as completing homework. There is an award scheme included. The My Management Checklist aims to reinforce students self-reflection and help them to optimize themselves.</p>	whole year	learning performance is improved.	<ul style="list-style-type: none"> -checklists -observation 	IRTP teachers	checklists
Religious Studies					
1. Teachers will guide students to reflect on their behavior and religious attitude during lessons.	whole year	<ul style="list-style-type: none"> -teachers agree that reflection can help students optimize themselves -students agree the reflection helps them to behave better 	<ul style="list-style-type: none"> -observation -interviews 	-subject teachers	
Startegies	Time Scale	Success Criteria	Methods of Evaluation	People in charge	Resources Required

2. The Imam will be retained. He will guide students to reflect on and optimize their spiritual attitudes and consequent behaviors.	whole year	Teachers agree that the Imam's teaching enhances student reflection and leads to behavior improvement	-observation	-subject panel -Imam	
Discipline and Guidance Team					
1.Optimize “My Learning Experiences” programme Class teachers and Partner class teachers will guide students to set a target and a target achievement plan based on their strength, weakness and interests.	whole year	-over 80% of teachers agree the use of the booklet can enhance students' self-reflection -students can make a plan to achieve their target - student' ability to self-reflect is enhanced	-activity record is reviewed and evaluated -teacher questionnaires	-Discipline and guidance team -All teachers	
2. Optimize Classroom management program: -create an atmosphere stressing the importance of reflection. -Set up class activities at the beginning of the school term to stimulate students to plan. -Class teachers assist their classes go through the planning and reflection process. -Students will be rewarded for their effort.	whole year	-80% of the teachers can develop plans for students in their classes -80%of the class teachers agree activities have helped the student reflection process	questionnaires record sheets	-Discipline and guidance team -Class teachers/ partner class teachers	
3. Optimize “Service learning programme” BBS(ENG、MATHS)、Caring Angel、Volunteer、IPS smart team): A reflection session will be included with all volunteer service	whole year	-after volunteer work, students are guided to reflect -students agree that the program helped them reflect	attendance sheets evaluation forms	Discipline team GS TEAM ENG TEAM MATHS TEAM	
Startegies	Time Scale	Success Criteria	Methods of Evaluation	People in charge	Resources Required

<p>4. Optimize the procedure of students' misbehavior referrals to improve students' behavior.</p> <p>- A record form documenting cases of student mishavior will be created</p>	<p>whole year</p>	<p>-teachers help by developing a follow-up improvement plan for misbehaving students</p> <p>-teachers agree that students' behavior has improved</p>	<p>students misbehavior record forms</p>	<p>discipline and guidance team</p>	
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