



伊斯蘭學校

Islamic Primary School



Annual School Plan (2021-2022)

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School Background

Islamic Primary School is a whole-day aided school located in Yau Oi Estate, Tuen Mun. The Chinese Cultural and Fraternal Association founded the school in 1980.

School Motto

The school motto is “Scholarship and Fraternity — Be Well Educated and Love Others”.

School Vision

Our 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 encourage a high professional standard for our teachers. Moreover, through our curriculum and extra-curricular activities and community projects, students are encouraged to become risk takers who in turn develop a positive outlook becoming responsible and respectful individuals.

School Mission

Our school mission is promoting harmony among different ethnic groups as we strive to create an ideal learning environment supported and complemented by professional teachers. By guiding students with patience and competence while 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.

2021-2022 School Major Concern(1)

Catering to learning diversity

Objectives	Strategy	Timetable	Success Criteria	Assessment	In charge	Resources
1. Enrich teachers' knowledge to enhance the ability of catering to learning diversity 2. Enhance students' learning motivation	1. Teacher's professional development 1.1 Workshops for teachers to learn different strategies in order to cater learning diversity. 1.2 In-house teachers' sharing in order to cater learning diversity. 1.3 Teachers take courses related to catering learning diversity.	Whole school year	1. Teachers' level: - Teachers' performance can be enhanced - Teachers agree that students learning diversity can be catered through co-planning meetings and lesson observations. - Teachers agree that students learning experiences can be broadened by setting up a talent pool and their learning motivation can be aroused. - The stakeholder questionnaire (Q.29,32,33,35,38,45): Teachers agreed that students' learning performance is enhanced. 2. Students' level: The stakeholder questionnaire (Q.1,3,4,6,11,13) Students agreed that through various assessments, their motivation is enhanced.	- Stakeholders survey - Teachers' observation - Review students' homework - Review teachers' co-planning records - Review lessons' observation records - Questionnaires	School curriculum team All subjects' team Professional development team Student Support team Reading promotion team PTA WebSAMS team D & G team	Fee for the guest speaker
	2. Strategies in catering learning diversity 2.1 Continue to optimize school curriculum in order to enhance the learning outcome of varies tutorial classes 2.2 Continue to encourage the culture in professional teaching development. Through the co-planning platform, teachers can design different learning activities in order to cater learning diversity. 2.3 Teachers can use varies strategies to evaluate students' learning outcome and provide quality feedback.					

	<p>3. Strategies in enhancing students' motivation:</p> <p>3.1 Continue to teach students different learning strategies</p> <p>3.2 Continue to promote reading, encourage multi-dimensional sharing</p> <p>3.3 Teachers continue to design different tasks (e.g. e-learning assignments, platform etc.)</p> <p>3.4 Work with PTA to organize different parent seminars or meetings to let parents understand their children's learning performance</p> <p>3.5 Set up talent pool</p> <p>3.6 Set up different reward schemes to encourage students to complete homework or tasks</p>		<p>-Students agreed that through multi-dimensional reading sharing, their interest in reading is aroused.</p> <p>-Students agreed that teachers' questions are inspirational.</p> <p>3. Parents' level:</p> <p>- The stakeholder questionnaire (Q.4,5):</p> <p>Parents agreed that students' learning attitude is improved.</p> <p>-Parents agreed that through parents' seminars or workshops, they know how to motivate their children to learn.</p>			Prize
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School Major Concern(2) Accepting ourselves and others

Objectives	Strategy	Timetable	Success Criteria	Assessment	In charge	Resources
<p>1. By providing relevant learning experiences through the curriculum, students will learn to appreciate</p>	<p>1. Teacher professional training and parent education:</p> <p>1.1 Relevant workshops and professional development programs will be provided for teachers</p>	<p>Whole Year</p>	<p>A positive feedback is received from the stakeholder questionnaire on the following questions:</p>	<p>Stakeholders survey Teachers' feedback</p>	<p>Discipline and guidance team. Professional development</p>	<p>Home-School Co-operation Grants</p>

Objectives	Strategy	Timetable	Success Criteria	Assessment	In charge	Resources
<p>themselves and care for others.</p> <p>2. Students experience love and care from teachers in the school so that teacher-student relationships can be improved.</p>	<p>1.2 Relevant academic literature and other sources of information will be provided to teachers</p> <p>1.3 School-based professional sharing will be organized</p> <p>1.4 Parent workshops and parent-child activities focusing on positivity will be offered</p>		<p>Parent questionnaire: Q6</p> <p>Teacher questionnaire: Q46,49</p>		<p>team</p> <p>PTA</p>	<p>Project Respect2.0 (BGCA)</p>
	<p>2. Improve handbook designs</p> <p>2.1 A clear students' records will be shown in the handbook (e.g. accurate number of lateness and incomplete homework records) so that parents can have a better understanding on their children performances.</p> <p>2.2. A checklist (for completing homework) is added in the handbook. Students can manage their homework more effectively.</p>		<p>A positive feedback is received from the stakeholder questionnaire on the following questions:</p> <p>Teacher questionnaire: Q.33, 49</p> <p>Student questionnaire: Q.19,21</p> <p>Parents questionnaire: Q.6,9</p>			
<p>3. Students accept and respects others' differences, care for people in need and treasure life.</p> <p>4. Students build up growth mindsets.</p>						

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	<p>3. Provide relevant learning experiences through the MCE and Growth Education curriculum:</p> <p>3.1 Moral and Civic Education lessons and Personal Growth Education lessons will be optimized; Teachers co-plan and review how M&C lessons from Project Respect 2.0 will be conducted.</p> <p>3.2 Teachers appreciate the effort shown by students in the learning process and give constructive feedback to students.</p> <p>3.3 Restart Whole School Value Education Activities:</p> <ul style="list-style-type: none"> - Adjust the format of Monthly assembly and services learning - Introduce growth mindsets to parents and students during school activities. <p>3.4 Life-skill lessons will be introduced during extra-curriculum activities period.</p>	Whole Year			<p>Class teachers</p> <p>Curriculum team(Chinese, English, G.S., Mathematics, Music, P.E., V.A., R.S.)</p> <p>School library</p> <p>D & G team</p>	

Objectives	Strategy	Timetable	Success Criteria	Assessment	In charge	Resources
	<p>Intended arrangements and decorations, which promote love to learn, will be made outside the classrooms and beyond the lessons:</p> <p>4.1 The school environment will be set-up according to students' needs at different time of the school year. Display boards will be used to facilitate students' learning and displaying students' learning outcome.</p> <p>4.2 We will optimize school-based reward programs to foster positive student-teacher relationships</p> <p>4.3 The Students Helper Program: Systematic training will be provided to the student helpers. Students with different abilities will be nominated in the program; They can learn about their strengths and weaknesses in the training.</p> <p>4.4 The Class Management Program will be optimized to strengthen the student sense of belonging to the school</p> <p>4.5 To cultivate the culture of appreciation of others,</p>	Whole year	<p>A positive feedback is received from the APASO (Students attitudes toward the school) and stakeholder questionnaire on the following questions:</p> <p>Students Questionnaire: Q15,16,18,19,22,24,26</p> <p>Parents Questionnaire: Q7, 8, 9</p>		<p>D & G Team</p> <p>Students Affairs Team</p> <p>Class teachers</p> <p>All teaching staff.</p>	

Objectives	Strategy	Timetable	Success Criteria	Assessment	In charge	Resources
	<p>various appreciation cards will be provided to students, teachers and parents</p> <p>Student work will be showcased in different areas.</p>					
	<p>School inclusion is promoted:</p> <p>-5.1 Activities related to acceptance will be provided to classes with SEN students. Students may learn and support one another in the activities.</p> <p>5.2 Professional Development</p> <p>Workshop on the First Tier SEN Support will be provided to teachers.</p>	Whole year			Student Support team	