



# 伊斯蘭學校

## Islamic Primary School



## Annual School Plan (Web version)

### ( 2019-20 )

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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. 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.

2019-2020 School Major Concern One: **Learning comes from within**

Objectives	Strategies	Timetable	Success Criteria	Methods of Evaluation	People-in-charge	Resources Required
<p><b>The school will continue:</b></p> <p><b>1. Enhancing teaching and learning effectiveness</b></p> <p><b>2. Enhancing students' learning motivation</b></p>	<p>1. Through teacher professional development,</p> <p>1.1 teacher questioning skills will be taught,</p> <p>-by learning to use various levels of questioning.</p> <p>-by appropriately adapting strategies to enhance student motivation.</p> <p>1.2 the co-planning platform will be optimized to enhance student learning motivation.</p> <p>1.3 school-based teacher sharing will be encouraged focusing on questioning skills and learning strategies.</p>	<p>Whole year</p>	<p>-Teachers express increased confidence in their teaching methods.</p> <p>-Teachers agree the co-planning platform effectively enhances teacher/student motivation.</p> <p>-Students increasingly use higher-order thinking skills.</p> <p>-Students demonstrate increased learning motivation.</p>	<p>-Stakeholder questionnaires</p> <p>-Teacher observation</p> <p>-Reviews of student task sheets</p> <p>-Review of co-planning records</p> <p>-Student questionnaires</p> <p>-Teacher questionnaires</p> <p>-Parent workshop questionnaires</p>	<p>Curriculum development team</p> <p>Teacher professional development team</p>	<p>Workshop speaker fees</p>
	<p>2. Student confidence and motivation is raised by optimizing variation of the types of homework provided,</p> <p>-by using the e-learning platform, student interest is aroused through completing various types of homework tasks.</p>		<p>-Students show stronger confidence in their learning.</p>			

	<p>3. Teachers will continue to teach students self-directed learning skills in order to enhance higher order thinking,          -by providing more chances for students to apply their skills completing different types of homework or self-directed learning activities.          -students have internalized the skills necessary to be successful at learning.</p>		<p>-Students show increased interest in reading.           -Students enjoy taking part in the G01 room activities.           -Parents increase their understanding of how to arouse student learning interest</p>			
	<p>4. Teachers will continue to promote interdisciplinary reading activities,          -through nurturing a love of reading, student reading ability is enhanced and an atmosphere of reading can be created in the school.</p>		<p>-Students view their own learning as enhanced</p>			
	<p>5. Create an atmosphere of loving to learn,          -through setting up the Room G01 as self-learning activity room, students are encouraged to join in activities independently.          -by organizing parent workshops via the PTA with the goal of teaching an</p>				<p>Library team          Chinese,          English, Math          and GS          subjects teams,          School campus          maintenance          team</p>	

	<p>understanding how to nurture the love of learning.</p> <p>-to raise student motivation by including them to take part in creating questions for covered playground learning displays.</p> <p>-by optimizing the format of academic report card to include rich detail and having more types of awards.</p>				<p>Teaching and learning affairs team</p> <p>PTA</p> <p>Discipline and guidance team</p>	
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2019-2020 School Major Concern Two : **We should love ourselves and others.**

<b>Objectives</b>	<b>Strategy</b>	<b>Timetable</b>	<b>Success Criteria</b>	<b>Assessment</b>	<b>In charge</b>	<b>Resources</b>
<b>1. The school will provide training and learning opportunities for positive learning and discipline for teachers and parents in order to facilitate a positive learning environment in the school.</b>	Through Teacher professional training and parent education, 1.1 Relevant workshops will be provided for teachers. 1.2 Relevant academic literature and other sources of information will be provided to teachers. 1.3 A facility for school-based professional sharing will be provided. 1.4 Parent workshops and parent-child activities focusing on positivity will be offered.	Whole year	-Teachers demonstrate a knowledge of Positive Education. -Parents agree that the school maintains a positive, inclusive environment. -Parents' views on the overall school climate are more positive.	Stakeholder questionnaires Teacher feedback	D & G Team PTA Profession Training Team	
	2.1 M&C lesson PGE lessons will be optimized, -by reorganizing the curriculum. 2.2 Providing learning experiences on 'loving ourselves and appreciating others' in major subjects.	Whole year	-Assessors agree the overall curriculum of M&C and PGE is well developed.  -At least 70% of students agree they love themselves and appreciate others	Questionnaire (Stakeholders) APASO Teachers Observation	Class Teachers All subjects teachers School Library	
<b>2. By providing relevant</b>						

Objectives	Strategy	Timetable	Success Criteria	Assessment	In charge	Resources
<b>learning experiences through the curriculum, students will learn to appreciate themselves and care for others.</b>  <b>3. By promoting positive relationships between teachers and students, students will feel supported and appreciated by teachers.</b>	2.3 Learning and promoting ‘loving ourselves and others’ through reading, -to purchase related reading materials and place them in the school library and classrooms. 2.4 Extending the activities after monthly assemblies, -by providing pre-learning and extended learning activities before and after monthly assemblies to facilitate students to learn more about the themes.		through different learning experiences.  -80% of teachers agree that the school activities have met the growing needs of students.		D & G Team	
	3.1 The school environment will be set-up, -to provide pupils’ sharing boards in the covered playground (e.g. thank you cards, appreciation cards). 3.2 We will optimize school-based reward programs to foster positive student-teacher relationships. 3.3 The Caring Ambassador Program, -by providing training and service opportunities chances to Caring Ambassadors with average abilities, their efforts will be recognized.	Whole year	-Classroom and campus settings are appear friendly and promote positive experiences.  -Student sense of belonging is promoted.  -Teacher-student relationships are enhanced.	APASO & Stakeholders feedback	D & G Team Students Affairs Team	
<b>4. Students will accept others’ differences.</b>					D & G Team	
					D & G Team	
					D & G Team Class teachers/	

Objectives	Strategy	Timetable	Success Criteria	Assessment	In charge	Resources
	<p>3.4 The Class Management Program will be optimized to strengthen the student sense of belonging to the school.</p> <p>3.5 To promote appreciation of others,</p> <ul style="list-style-type: none"> <li>- various appreciation cards will be provided to pupils, teachers and parents.</li> <li>- student work will be showcased in different areas.</li> </ul>		<ul style="list-style-type: none"> <li>-Caring Ambassadors' sense of achievement is promoted.</li> <li>-Students agree that school environment is appreciative.</li> <li>-A more caring and inclusive environment is demonstrated in each class.</li> </ul>		<p>partners</p> <p>D &amp; G Team</p> <p>All teachers</p>	
	<p>4.1 To promote inclusion at the class level,</p> <ul style="list-style-type: none"> <li>-programs on inclusiveness will be arranged for the classes with SEN students: students will demonstrate a better understanding of each other through the program</li> </ul>	<p>Whole year</p>			<p>Students learning support team</p>	





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## 學校週年計劃 School Plan (網上版)

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## 學校背景

中華回教博愛社是政府註冊的非牟利慈善團體，早於一九二九年已開始辦學。目前開辦有一所政府資助中學、兩所政府資助小學及兩所非牟利幼稚園。本校亦由該會開辦，是一所政府資助全日制小學，位於屯門友愛邨，創辦於一九八零年九月。

## 辦學宗旨

本校以校訓「博學愛群」為其辦學宗旨，著重學生德智體群美靈六育的均衡發展，發揚中國優良傳統文化及宣揚種族共融為己任。

## 教學使命

本校致力營造理想學習環境，推行「以學生為本、有教無類」的信念，配以良好師資和現代化資訊科技，再透過嚴謹管教及個別輔導，以培育出一批能看重自己、肯定自己，懂得尊重別人和積極面對人生的學生；並期望他們將來能成為一位具正確價值觀、勇於面對挑戰和樂於承擔責任的良好公民。

## 教育目標

- (1) 訂定明確清晰的校規，紀律的實踐，培養學生自律、自重、自愛的良好品德。
- (2) 透過適切的課程及教學策略，提升學生學習能力，培養積極求學的態度。
- (3) 透過體藝、宗教及生活教育，讓學生增強自信，建立正確的人生觀和價值觀。
- (4) 透過多元化活動，結合家長及社區的合作與支援，藉以宣揚種族共融，創設和諧友愛的校園。

## 2019-2020 學校關注事項

### 一. 學習由心出發 Learning comes from within

預期目標	策略/工作	時間表	成功準則	評估方法	負責人	所需資源
3. 提升學與教效能	1. 教師專業發展 1.1 安排不同的工作坊，讓老師能： -學習不同層次的提問技巧	全學年	-教師對自己的教學觀感有所提升 -老師認同透過共同備課平台，有助提升教學效能，從而提升學生的學習動機  -學生的高階思維能有所提升 -學生的學習動機有所提升 -學生的自信心有所加強 -學生對自我的學習觀念有所提升	-持分者問卷 -老師觀察 -查閱學生課業 -查閱共同備課記錄 -自評問卷 -學生問卷 -老師問卷	課程組及專業發展組	工作坊講者費用
4. 提升學生的學習動機	1.2 持續優化共同備課之平台，以提升學生學習動機為發展重點 1.3 校內教師專業分享，以不同層次的提問及學習策略為重點，進行課堂亮點分享時段					
	2. 各科持續優化不同類型的課業，以提升學生的自信心和學習動機 -善用/優化電子學習平台，引導及鼓勵學生完成不同類型的課業 3. 持續教授學生自主學習的策略，以提升學生的高階思維能力 -提供機會讓學生運用自主學習策略，以完成多元化的課業或自主學習活動，讓學生內化所學。				課程組 各科組(中、英、數、常、音、體、視、電、普、圖書) 課外活動組	

	<p>4. 持續推動跨科閱讀活動</p> <p>-繼續培養學生的閱讀習慣，加強學生的閱讀興趣和能力，提升學校的閱讀氣氛</p>		<p>-學生的閱讀興趣得以提升</p>		<p>課程組(中、英、數、常、音、體、教義、普) 圖書館主任</p>	
	<p>6. 透過不同的途徑，建立學生愛學習的氛圍</p> <p>-增設地下活動室(G01)作自學園地 每科安排不同的活動，讓學生於小息時自行參加</p> <p>-與家教會合作，透過舉辦工作坊，讓家長了解如何令子女愛學習</p> <p>-優化雨天操場學習展板，增加學生自設問題環節，以提高學生的學習動機</p> <p>-優化校內成績表的內容，減少同學間的比較，以鼓勵學生積極學習</p> <p>-優化學生獎項，以鼓勵學生愛學習</p>		<p>-學生喜歡到活動室參與活動</p> <p>-家長對如何令子女愛學習加深了認識</p>	<p>-學生問卷</p> <p>-工作坊家長問卷</p>	<p>課程組(中、英、數、常) 圖書組 校舍管理組 教務組 家教會 訓輔組</p>	

2019-2020 關注事項(二)：愛自己、愛他人 We should love ourselves and others.

預期目標	策略/工作	時間表	成功準則	評估方法	負責人	所需資源
1. 為教師及家長提供正向教育理論基礎及培訓，促進校園的正向氣氛。	<p><b>教師專業發展及家長教育</b></p> <p>1.1 安排/推薦教師參與校外培訓進修活動</p> <p>1.2 配合關注事項，提供有關參考資料予同事參閱</p> <p>1.3 進行校內的專業分享</p> <p>1.4 舉辦家長工作坊及正向親子活動</p>	全學年	<p>-教師認同他們對正向教育有所認識，並於課堂中實踐相關理念。</p> <p>-家長對學校的觀感有所提升</p>	<p>教師問卷(持份者)</p> <p>教師回饋</p>	<p>訓輔組</p> <p>專業發展組</p> <p>家教會</p>	
2. 從課程入手，使學生能於課堂學習中學習欣賞自己、關心他人，又為學生提供相關的經歷，讓學生能互相欣賞。	<p><b>2.1 優化德育課及成長課內容</b></p> <p>2.2 於各科(中、英、常)加入學生能互相欣賞，展示愛自己、愛他人的學習經歷</p> <p>2.3 透過閱讀，推廣「愛自己」的理念</p> <p>-圖書組購買有關「愛自己」的圖書，</p>	全學年	<p>-德育及成長課課程得以重整</p> <p>-80%教師認同學校提供合適相關的學習經歷和經驗予學生。</p> <p>-透過不同的學習經歷，70%學生同意他們懂得愛自己和關心他人。</p>	<p>持份者問卷</p> <p>APASO</p> <p>教師觀察</p> <p>學生問卷(APASO)</p> <p>持份者問卷</p>	<p>班主任</p> <p>課程組(中、英、數、常、音、體、視、教義)</p> <p>圖書組</p>	
3. 學生在學校感到被關注及被欣賞，師生關係得以提升。	<p>於早讀課，安排一至二年級學生進行閱讀。另外，購置繪本存於課室，在早讀時/小息時閱讀。</p> <p><b>2.4 週會後設延伸活動</b></p> <p>增加與外間機構合作，於週會後設立延伸體驗活動，豐富學生對該主題的學習經歷。</p>				<p>訓輔組</p>	
4. 學生學願意接納不同特性的同學。						

預期目標	策略/工作	時間表	成功準則	評估方法	負責人	所需資源
	<b>3.1 校園環境設置</b> -於雨天操場增設分享區，讓學生自由表達對學校的人和事之感想。	全學年	-校園及課室佈置能創造正向經驗予學生。		訓輔組 學生事務組	
	<b>3.2 優化校本輔導獎勵計劃，以促進學生與老師的關係。</b>					
	<b>3.3 關懷大使計劃</b> 有系統培訓關懷大使，讓校內部份能力一般學生參與計劃，讓他們可肯定自己。	全學年	-增加學生對校園的歸屬感。		訓輔組	
	<b>3.4 優化班級經營，加強學生凝聚力及歸屬感</b>	全學年	-師生關係/同學尊重老師 (APASO 及持份者問卷)數據提升。		訓輔組	
	<b>3.5 鼓勵不同向度的欣賞文化</b> -提供不同的欣賞卡給學生、家長及老師 -提供平台讓學生展示和同學合作完成的作品	全學年	-提升關懷大使的自我認同感和成就感。 -學生認同校園有互相欣賞的文化。		訓輔組 班主任/伙伴	
	<b>4.1 推動班本共融文化</b> 為有 SEN 學生之班級提供共融文化活動，讓該班學生能互相認識、體諒及支持。	全學年	-班級氣氛比以往融洽		持份者問卷	學生學習支援組