



伊斯蘭學校

Islamic Primary School



Annual School Plan (Web version) (2020-21)

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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.

(1) Pursue a Better Self

| Objectives | Strategy | Timetable | Success Criteria | Assessment | In charge | Resources |
|---|---|-------------------|--|---|--|-----------|
| 1. Enhance students' self-learning ability 2. Enhance students' learning performance | 1. To enhance teacher's professional development teachers will: 1.1 Arrange teachers' in-house sharing sessions wherein teachers can learn different questioning techniques from each other 1.2 Arrange teachers' in-house sharing sessions related to e-learning wherein teachers can share how they designed e-learning tasks 1.3 Arrange for teachers to attend various seminars related to school major concerns | Whole school year | <ul style="list-style-type: none"> - students learning performance will be enhanced - students will be able to use varies learning strategies to consolidate their learning - students self-learning ability will be enhanced | <ul style="list-style-type: none"> - teacher observation - review student tasks - review teachers co-planning records - review student formative assessments - review stakeholder questionnaires - review student and teacher questionnaires - review the result of APASO - review the number of students being awarded | School curriculum development and teachers' professional teams | |
| | 2. To enhance students' self-learning ability, teachers will: 2.1 Design varies types of tasks in order to arouse students' learning motivation 2.2 Continue to develop e-learning tasks and optimize the task storage system in order to promote student-student and teacher-student interaction 2.2.1 Further develop Google classroom in order to encourage students to share their work on the platform 2.2.2 Use various learning platforms, such as, (看漢中文網, Fun & Friends Book Club, Edcity etc.) to encourage students to read more 2.2.3 Assist students to apply the Community Care Fund program in order to purchase electronic devices to facilitate e-learning | | | | -School curriculum development team -All subjects' panel(Chinese, English, G.S., Mathematics, Music, V.A., Computer, R/L, P.E., P.T.H.) -school administration team -school IT team | |
| | 3. Teachers will design various types of tasks and assignments in order to allow students to learn about different learning strategies | | | | School curriculum development | |

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|------------|---|-------------------|--|------------|---|-----------|
| | 3.1 Continue to optimize the school-based learning strategy framework | | | | team | |
| | 4. Beautify the school campus in order to build up a better learning environment 4.1 Set up a vivid and interesting learning environment 4.2 Decorate the Creative Entertainment Station to be more appealing in order to motivate students to conduct self-learning activities according to their own interest throughout the recess or lunch break 4.3 Teachers should design interesting display boards to motivate students to take part in answering the questions or reading the content displayed | | Teachers agree that by beautifying the school environment, students learning motivation is enhanced. | | - School curriculum development team -Chinese, English, Math and GS teams) | |
| | 5. Optimize the “Perfect attendance award” and “Perfect homework handed in award,” 5.1 In order to encourage students to have better attendance and hand homework in on time, the above awards will be given out once at each school term instead of once in each school year | Whole school year | Students feel their effort and hard work is appreciated, enabling them to continue their good work habits. | | Discipline and guidance team | |

(2) We should love ourselves, others and life.

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|---|--|-------------------|--|---|--|---|
| <p>1. The school will provide training and learning opportunities on positive learning and discipline for teachers and parents in order to facilitate a positive learning environment in the school.</p> | <p>Through teacher professional training and parent education:</p> <p>1.1 Relevant workshops and professional development programs will be provided for teachers</p> <p>1.2 Relevant academic literature and other sources of information will be provided to teachers and parents</p> <p>1.3 School-based professional sharing will be provided</p> <p>1.4 Parent workshops and parent-child activities focusing on positivity will be offered</p> <p>1.5 The rationale of school concerns will be introduced to parents during different parents’ or parent-teacher’s activities</p> | <p>Whole Year</p> | <p>Teacher observation: Teachers demonstrate a knowledge of Positive Education.</p> <p>Teacher survey: -The teacher professional development activities organized by the school are described as, “a great help to me in performing my duties”</p> <p>Parent Survey: The school often keeps parents informed of school affairs and development</p> <p>Parents agree that the school maintains a positive, inclusive environment.</p> | <p>Stakeholders survey Teachers’ feedback</p> | <p>Discipline and guidance team. Professional development team Parent- teacher association</p> | <p>Home-School Co-operation Grants Project Respect2.0 (BGCA)</p> |

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| 2. By providing relevant learning experiences through the curriculum, students will learn to appreciate themselves and care for others | Provide relevant learning experiences through the curriculum: 2.1 Moral and Civic Education lessons and Personal Growth Education lessons will be optimized, teacher co-planning and reviewing how M&C lessons from Project Respect 2.0 will be conducted. 2.2 Providing learning experiences on ‘loving ourselves and appreciating others’ in major subjects. -Subject panels review the role of subject teachers within value education in subject’s meetings. - Relevant learning activities will be designed 2.3 Learning and promoting ‘loving ourselves and others’ through reading: -related reading materials will be purchased and placed in the school library and classrooms 2.4 Activities will be extended 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 | Whole Year | Teacher survey: The school's discipline and guidance work is geared to students' development needs. | Stakeholder surveys. APASO Teachers observation | Class teacher Curriculum team(Chinese, English, G.S., Mathematics, Music, P.E., V.A., R.S.) | |
| 3. Students experience love and care from teachers in the school so that teacher-student relationships can be improved. | | | The school actively helps students develop positive values. Students and parents survey: The teachers are able to help students solve problems they encounter in their growing process, such as in their physical and mental development, making friends and academic performance. | Scheme of work Co-planning records | School library D & G team | |
| 4. Students are accepting of others’ differences. | | | The school actively fosters student virtue | | | |

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| | <p>Fostering positive relationship:</p> <p>3.1 The school environment will be set-up according to students needs at different time of the school year</p> <p>3.2 We will optimize school-based reward programs to foster positive student-teacher relationships</p> <p>3.3 The Caring Ambassador Program: By providing training and service opportunities to Caring Ambassadors with average abilities, their efforts will be recognized</p> <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, various appreciation cards will be provided to pupils, teachers and parents Student work will be showcased in different areas.</p> | <p>Whole year</p> | <p>Positive teacher feedback:</p> <ul style="list-style-type: none"> - Classroom and campus settings appear friendly and promote positive experiences. - the Caring Ambassadors' sense of achievement are promoted. <p>APASO:</p> <ul style="list-style-type: none"> -Teacher-student relationships are promoted <p>Student Survey:</p> <ul style="list-style-type: none"> Students show respect for teachers -Students agree that school environment is appreciative <p>Teachers' survey:</p> <ul style="list-style-type: none"> The school actively commends teachers for their professional performance at work and/or personal achievements. The staff have good morale. | <p>Stakeholder surveys.</p> <p>APASO Teachers observation</p> | <p>D & G Team</p> <p>Students Affairs Team</p> <p>V.A.</p> <p>Class teachers</p> <p>All teaching staff.</p> | |

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| | <p>4.1 School inclusion is promoted:</p> <ul style="list-style-type: none"> -Brief sharing sessions are arranged in school activities in order to educate parents that students have different characteristics and learning needs. - The rationale of “Support before assessment” will be explained to teachers and parents in order to provide assistance to students who are in need. - Regular SEN meeting at grade level will be set up. Class teachers and subject teachers will be assisted to cater to the needs of SEN students. - Lesson observation will be conducted. Teachers of SEN students will be invited to SEN activities group for lesson observation | Whole year | <p>Teachers’ observation: A more caring and inclusive environment is demonstrated in each class</p> <p>Student Survey: The teachers and students have a good relationship. The teachers care about me.</p> <p>Parent Survey: Parents state their child gets along well with his/her schoolmates. Parents agree that teachers care about their child. APASO: “Negative emotions” are lessened</p> | Stakeholder survey Teacher observation | Student support team Class teachers Subject teachers | |