



# 伊斯蘭學校

## Islamic Primary School



## Annual School Plan ( 2022-2023 )

2 Oi Tak Lane, Yau Oi Estate, Tuen Mun, N.T. Tel: (852) 2450 2270 Fax: (852) 2618 6424

Email: [mail@islamps.edu.hk](mailto:mail@islamps.edu.hk) Website: <http://www.islamps.edu.hk>

## **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.

2022-2023

School major concerns (1) **Exploring students’ potential**

Expected outcomes	Strategies	Timetable	Success Criteria	Assessment	Responsibility	Resources
<p>1. <b>Exploring students’ potential</b></p> <p>2. <b>Students’ learning motivation will be enhanced.</b></p>	<p><b>1. Teachers’ professional development</b></p> <p>1.1 Arrange teacher seminars to enhance teachers’ understanding in exploring student’s potential</p> <p>1.2 Arrange teacher sharing sessions to share strategies on exploring student potential</p> <p>1.3 Encourage teachers to attend seminars or courses related to exploring students’ potential</p> <hr/> <p><b>2. Strategies for exploring student potential</b></p> <p>2.1 Continue to optimize school-based core curriculum, organize different school-based classes</p> <p>2.2 Continue to nurture the culture of co-planning and lesson observation in order to optimize teaching and learning.</p> <p>Through questioning and various</p>	<p>Whole school year</p>	<p><b>1. Teacher aspect</b></p> <ul style="list-style-type: none"> <li>- Teaching effectiveness can be improved</li> <li>-Teacher questioning skills can be improved</li> <li>- Teachers agree the culture of professional exchange in school, such as co-plan sessions and peer observation, helps to cater for the diversity of students and explore their potential</li> <li>- Teachers agree that setting up the talent pool will provide more learning opportunities as well as allow students’ potential to be explored</li> <li>- In the stakeholder questionnaire (teacher questionnaire: Q.29,32,33,34,35,37,38,45) the number of agree and strongly agree teachers will increase</li> </ul> <p><b>2. Student aspect</b></p> <ul style="list-style-type: none"> <li>- Students recognize their own</li> </ul>	<ul style="list-style-type: none"> <li>- Stakeholder questionnaire</li> <li>- APASO</li> <li>- Teacher observation</li> <li>- Review students’ work</li> <li>- Review co-planning records</li> <li>- Review lesson observation evaluation forms</li> <li>- Collect data about teachers’ questioning skills (peer lesson observation)</li> </ul>	<ul style="list-style-type: none"> <li>- Core curriculum team</li> <li>- Subject team</li> <li>- Teacher professional development team</li> <li>- Student learning support team</li> <li>- Reading promotion team</li> <li>- PTA.</li> <li>- Web-SAMS team</li> </ul>	<p>Teachers workshops</p> <p>keynote speaker fees</p>

	<p>learning activities, students' potential can be explored</p> <p>2.3 Continue to optimize our school assessment policy to facilitate student-student, teacher-student and parent-student assessment. As a result, students can have better learning experiences and improvement</p> <p><b>3. Strategies to enhance students' learning motivation</b></p> <p>3.1 Strengthen students' abilities in using various learning strategies by using multi-sensory teaching, questioning and different learning activities. As a result, students' diversity can be catered to and higher order thinking skills can be enhanced</p> <p>3.2 Continue to design various task sheets and learning activities (with E-learning elements or on different learning platforms)</p> <p>3.3 Promote reading: multi-dimensional books sharing is encouraged</p>		<p>potential and reflect on their learning</p> <ul style="list-style-type: none"> <li>- Students agree that multi-dimensional reading sharing can help enhance their interest in reading</li> <li>- Students agree that teachers' questions are inspiring</li> <li>- Stakeholder questionnaire (student questionnaire: Q.1,2,3,4,6,11,13,14) the number of agree and strongly agree students will increase</li> </ul> <p><b>3. Parent aspect</b></p> <ul style="list-style-type: none"> <li>- Parents deepen their understanding of exploring students' different potential</li> <li>- Stakeholder questionnaire (parent questionnaire: Q.1,4,5) the number of agree and strongly agree parents will increase</li> </ul>			
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	<p>3.4 In themed-based cross-curricular activities incorporating STEAM education, students' abilities in problem solving will be enhanced</p> <p>3.5 Through cooperation in PTA workshops and regular parent-teacher conferences, parents will understand student potentials and learning situations</p> <p>3.6 Develop gifted student training plans to provide specialized learning opportunities both inside and outside school</p>					
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2022-2023

School major concerns (2) **Appreciating ourselves and others**

Expected outcomes	Strategies	Timetable	Success Criteria	Assessment	Responsibility	Resources
<p><b>1. By providing relevant learning experiences through the curriculum, students will learn to appreciate and respect themselves.</b></p> <p><b>2. Students experience love and care from teachers in the school so that teacher-student relationships can be improved.</b></p> <p><b>3. Students accept and respect others' differences, care for people in need and treasure life.</b></p>	<p><b>1. Teacher professional training and parent education</b></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</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> <ul style="list-style-type: none"> <li>- Class Teachers and Parent Meeting</li> <li>- Organize the information from parent workshops held in school by different function groups. Provide workshops and/or parent education</li> </ul>	<p>Whole school year</p>	<p>Positive feedback on the stakeholder questionnaire questions:</p> <p>Teacher (Q.46, 49)</p> <p>Parents (Q. 6,17,18,19)</p> <p>o</p>	<p>- Stakeholder questionnaire</p>	<p>- Discipline and guidance team</p> <p>- Teachers' professional development team</p> <p>- PTA.</p>	

Expected outcomes	Strategies	Timetable	Success Criteria	Assessment	Responsibility	Resources
4. Promote students' sense of #well-being at school	programs according to parent needs 1.5 Provide specific and clear discipline guidelines to teaching staff					
	<p><b>2. Continue to optimize our school's Values Education curriculum, Moral &amp; Civic Education and Personal Growth Education to enhance learning outcomes of various tutorial classes</b></p> <p>2.1 An element of appreciation and acceptance will be included in every subject's subject-based values education</p> <p>2.2 Evaluation with students will be conducted during students' learning process. Feedback focusing on appreciating students' efforts will be given to students</p> <p>2.3 Optimizing whole-school values education activities: - Adjustment of Monthly assemblies and Services</p> <p>Learning will be made based on student need. - Mid-term evaluation will be</p>	Whole school year	Positive feedback from the stakeholder questionnaire questions: Students: (Q.19, 21) Teachers: (Q.49) Parents: (Q.9)	- Stakeholder questionnaire - APASO - Teachers' observation	- Class teachers - Subject teachers - Discipline and guidance team	

Expected outcomes	Strategies	Timetable	Success Criteria	Assessment	Responsibility	Resources
	<p>arranged in order to adjust the content of the values education program</p> <p>- Avoid arranging other student activities during Moral and Civic Education (MCE) and Personal Growth Education (PGE) sessions</p> <p>2.4 Life skill classes will be arranged in extra-curricular activities</p>					
	<p><b>3. Programs and decorations, which promote a love of learning, will be made</b></p> <p>3.1 School display boards in the covered playground will be used to facilitate students' learning and displaying students' learning outcomes</p> <p>3.2 Optimizing school-based reward programs to foster positive student-teacher relationships</p> <p>3.3 Student Helper Program: Systematic training will be provided to student helpers. Students with different abilities will be nominated for the</p>	<p>Whole school year</p>	<p>Positive feedback from APASO on Students Attitude toward School</p> <p>Positive feedback from the stakeholder questionnaire questions:            Teacher: (Q.46, 47, 48) °            Students: (Q.15, 16, 17, 19, 22, 24, 26)            Parents: (Q.6, 10, 12, 14)</p>		<p>- Discipline and guidance team</p> <p>- Student affairs team</p>	



Expected outcomes	Strategies	Timetable	Success Criteria	Assessment	Responsibility	Resources
	<p>program. They can learn about their strengths and weaknesses through training.            Arrange field visits for P.4 to P.6 students. Students will visit a NGO in the district</p> <p>3.4 The class management program will be optimized to strengthen students sense of belonging to the school. Each student in the school will carry out at least one duty</p> <p><b>4. Increasing the time and improving the quality of class teacher time:</b></p> <p>4.1 More class teacher time will be arranged for students (Non-MCE and PGE time)</p> <p>4.2 Team activities will be arranged in higher grade classes</p> <p>4.3 Celebrating progress of students (Completion of P1 Adaptation Period, P3 promoted to P4, P5 Time Capsule)</p>	1 <sup>st</sup> Term				

Expected outcomes	Strategies	Timetable	Success Criteria	Assessment	Responsibility	Resources
	4.4 Birthday Parties and Learning Days					
	<p><b>School inclusion is promoted</b></p> <p>-5.1 Activities related to acceptance will be provided to classes with SEN students. Students may learn and support one another through the activities.</p> <p>5.2 Professional development workshop on First Tier SEN Support will be provided to teachers</p>	Whole school year	(Same as above)	- Stakeholder questionnaire	Student learning support team	

#Well-being is the experience of feeling well (subjective well-being) and functioning well (psychological well-being).