



伊斯蘭學校

Islamic Primary School



Annual School Plan (2026-2027)

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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 September 1980. The Chinese Cultural and Fraternal Association is a non-profit organization with charity. It started to operate school in 1929. At present, there is one aided secondary school, two aided primary schools and one non-profit-making kindergarten.

School Motto

The school motto is, “Scholarship and Fraternity — Be Well Educated and Love Others”. 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. School takes the responsibility to carry forward Chinese traditional culture and promote racial harmony.

School Mission

We strive to provide the very best learning environment for our students, promoting the belief in "student-centred education with no discrimination." To accomplish this, we first encourage a high professional standard for our teachers and the use of modern information technology. Through strict discipline and individual guidance, we aim to cultivate students who value themselves, affirm their worth, respect others and face life positively. It is hoped that they will become good citizens with the right values, the courage to face challenges and a willingness to take responsibility in the future.

School Goal

- (1) Establish clear school rules and discipline practices, and cultivate students' good moral character of self-discipline, self-respect and self-love.
- (2) To enhance students' learning ability and cultivate a positive attitude towards learning through appropriate curriculum and teaching strategies.
- (3) To enhance students' self-confidence and establish a proper outlook on life and values through physical and arts education, religious education and life education.
- (4) To promote racial harmony and create a harmonious and caring school through diversified activities and the cooperation and support of parents and the community.

School Major Concern (1) Stay Positive

Objectives	Strategies / Tasks	Timetable	Assessment Criteria	Assessment Methods	In Charge	7 Learning Goals / Resources
<p>1. Students establish healthy living habits, have adequate rest and sufficient sleep time.</p> <p>2. Students learn to relax appropriately, care for themselves and understand self-care.</p> <p>3. Strengthen relationships among peers, between teachers and students, and between parents and children to enhance sense of connection.</p> <p>4. Students understand their roles and importance in different relationships, are willing to take responsibility and make contributions.</p>	<p>1. Teacher Professional Development Arrange for all teaching and non-teaching staff to participate in the Child Protection Online Course (Module 1, Module 2). Collaborate with Educational Psychologist to conduct crisis drills to enhance staff skills in handling various crises.</p> <p>Arrange high-quality teacher workshops to enhance peer, teacher-student, and parent-child relationships from different perspectives.</p> <p>Optimize the effectiveness of grade guidance meetings, add effective strategy sharing sessions for assisting students and parents in grade guidance meetings, and create a shared resource library for staff reference.</p> <p>Place books related to mental health and promoting a positive campus atmosphere in the staff room for staff to borrow, and continuously purchase suitable books.</p> <p>2. Parent Education and Home-School Cooperation Activities Continuously hold School Life Sharing Sessions to help parents understand school expectations for students and provide support methods for home learning.</p> <p>Arrange parent lectures, workshops, and parent education activities to provide practical conflict management skills, discipline techniques, and mindset adjustment strategies to promote home-school cooperation. Strengthen interaction during parent education activities to give parents opportunities to express their expectations and seek school support more easily when needed.</p> <p>Provide opportunities for parents to come to school to assist with various campus work (parent volunteers), providing appropriate preparation before service to help parents better understand school work.</p> <p>Establish an "Honorary Parent Volunteer Team" to leverage the leadership of experienced parents to inherit the caring campus culture.</p>	Whole school year	<p>Students establish healthy living habits: Healthy routines, sports participation, and dietary habits.</p> <p>Students' self-care and relaxation: Students are familiar relaxation methods and apply them appropriately.</p> <p>Teacher-student, student-student, and parent-child relationships improve. Students cope with emotions: Use appropriate methods (exercise, strategic help-seeking, mindfulness) to handle emotions.</p> <p>Roles and responsibilities: Students describe roles and demonstrate positive attitudes towards responsibility.</p> <p>Reference Criteria & Targets: Whole School Health Program data shows improvement / positive feedback.</p> <p>APASO questionnaire: Q-value of no negative emotion reaches 100.</p>	<p>Stakeholder Questionnaire</p> <p>APASO Questionnaire</p> <p>Teacher Observation</p> <p>Meeting Review and Feedback</p> <p>Interviews</p> <p>Student Work</p> <p>External Program Assessment Results Help-seeking Case Records and Analysis</p>	<p>Discipline & Guidance Team</p> <p>Curriculum Team</p> <p>Subject Groups</p> <p>All Staff</p>	<p>7 Learning Goals:</p> <p>National Identity,</p> <p>Positive Values and Attitudes, Healthy Lifestyle,</p> <p>Knowledge of Key Learning Areas,</p> <p>Reading and Information Literacy</p> <p>Resources:</p> <p>Participate in various reward programs, Purchase services / apply for free school talks, Arrange life skills courses in co-curricular activities</p>

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5. Students handle emotions with positive attitudes, cope with stress and overcome difficulties.	<p>Add dedicated channels or platforms for parents to share qualitative feelings and parent-child growth moments after participating in activities, promoting positive emotional exchange between home and school.</p> <p>Organize information on parents who do not frequently participate in school activities, understand family needs through students, and provide timely assistance.</p> <p>3. Overall Learning Environment Planning</p> <p>Timetable Review: Administrative team continuously reviews student schedules and rest time arrangements at school, and makes appropriate coordination for subject competition practice time to ensure students have adequate rest time at school. Homework Policy Review: Expected homework quantity and quality achieve balance, curriculum team regularly collects feedback from teachers and students for continuous improvement.</p> <p>Assessment Policy Review: Continuously review assessment policies to ensure assessment methods are diversified, adapt to students with different learning styles, and regularly review and optimize.</p> <p>Optimize Mental Health Room: Regularly hold themed activities (aimed at improving mental health) in the mental health room. Increase publicity of the mental health room and provide more opportunities for students of different classes to use the mental health room. Make good use of the opportunity of adding humanities subjects in Primary 2 and Primary 5 to incorporate mental health education elements into humanities subjects.</p> <p>Campus Environment Decoration: Discipline and Guidance Team provides more classroom and campus decoration materials before the school year starts to make the environment setup better support mental health promotion. Use AI to generate social story comic strips and post them in different locations around the campus.</p> <p>Establish "Quiet Monday Lunch" or "QUIET LUNCH" to allow students to have quiet alone time and practice proper quiet eating etiquette. Promote a "Mistake-Friendly Learning Culture" in class, helping students understand that "mistakes are an essential part of learning." Enable students</p>		<p>Stakeholder Questionnaire: Average score above 3.5 across all stakeholders on school atmosphere and student growth support.</p> <p>Review consultation social worker case category trends. School-designed parent questionnaire: Over 70% of parents agree growth support work achieves expected goals.</p> <p>Positive qualitative feedback in parent/student interviews. Activity growth questionnaires: Over 66% of participants/parents agree work contributes to goal achievement.</p>			

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	<p>to face learning setbacks and reduce anxiety caused by fear of failure.</p> <p>4. Partners and Participation Programs Continue previous cooperative programs: University of Hong Kong - Jockey Club Joyful@HK Project; Jockey Club "Anti-Bullying Campus Alliance" Program; Sign up as participating school for "Whole School Health Program" and "4Rs Mental Health Charter"; Caring Campus, Happy Campus, and Ethnic-friendly School Recognition Programs.</p> <p>Seeking New Partners: Continuously contact and evaluate potential partners, actively seek and establish new cooperative relationships during the school year to support the school in achieving expected goals.</p> <p>5. Teacher-Student Connection</p> <p>Individual conversations or small group meetings: Class teachers hold meetings with students using specific schedules to ensure every student can talk with their class teacher, fostering positive teacher-student relationships.</p> <p>Enhance Class Management Activities: Make good use of weekly Thursday "Class Sharing Time", "Growth Lessons", and "Moral Education Lessons", where class teachers guide students to independently discuss class routines and learning expectations, increasing student involvement in self-management to cultivate a "Sense of Ownership" and break away from reliance on external rewards.</p> <p>Optimize team-building activities: Set up diversified theme welcome team activities during the opening week in early September to strengthen student-student and teacher-student connections.</p> <p>Arrange class management activities: Celebration parties, game days, happy fruit days, etc., to promote interaction. Announce full-year activities at the beginning of the school year. Purchase appropriate props for class management activities. Resume taking instant photos (Polaroids) for birthday students. Introduce a monthly Birthday Casual Wear Day, where birthday students receive a "Birthday Star" sticker and wear casual clothes. Arrange "Sweet Moments" activities after exams to let teachers and students feel the school's support and increase happiness.</p>					

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	<p>6. Building Healthy Living Habits for Students: Teach the importance of regular exercise and methods for relaxing in different subjects.</p> <p>Arrange Relaxation Activities: Mindfulness, eye exercises, brain breaks / recess exercises, sand art, Zentangle, or fragmented 5-minute mental reflection activities. Incorporate mindfulness into regular P.4 religious education curriculum. Play mindfulness resource videos from Joyful@HK project in P.5 and P.6 religious education lessons to extend P.4 PAWS B curriculum.</p> <p>Thematic Lectures: Arrange student thematic lectures, invite external organizations to speak at school.</p> <p>Healthy Snack Guidelines: Establish healthy snack guidelines to encourage healthy eating habits.</p> <p>Add "Health Ambassador" post: Invite hospital nurses (such as Nethersole Hospital) to assist in training students to promote healthy eating and living messages.</p> <p>7. Student Service Learning Subject groups provide service opportunities with pre-service training, performance follow-up, and post-service reviews. Arrange identification tools (ribbons, badges) to enhance sense of belonging.</p> <p>Optimize service student system: Award merit points to responsible service students, arrange service team leaders to guide others.</p> <p>Student collaboration in large-scale events: Arrange students as hosts, organizers, or performers.</p> <p>8. Values Education Systematically review values education curriculum referencing learning expectations on pages P.33-P.44 of the Values Education Curriculum Framework. Continue using tools created/organized in the "Anti-Bullying Campus Alliance" Project.</p>					

School Major Concern (2) Fostering Students 'Active Engagement in Learning

Objectives	Strategies	Successful criteria	Evaluation	Timetable	Person in charge	7 Learning Goals / Resources
<p>1. To enhance students' learning motivation and cultivate their spirit of proactive learning.</p> <p>2. To establish a positive and proactive learning culture.</p>	<p>1. To establish a culture of self-directed learning among students</p> <p>1.1 Encourage students to formulate specific personal learning plans (by completing the "EC Quest"):</p> <p>a. Students set their own learning goals and plan according to their interests, including subjects, hobbies, skills or habits, and review their progress regularly to cultivate the habit of self-directed learning.</p> <p>b. Three versions are designed according to students' abilities, with different prompts provided to support students in setting goals. A QR code linking to a Google Form is also included to facilitate the sharing of learning outcomes.</p> <p>c. During the sharing sessions on Thursday mornings, students are encouraged to share their self-learning goals, learning process and outcomes. Even if the goals are not fully achieved, students can still encourage and support one another amongst peers.</p> <p>d. Class teachers and partner teachers take turns to review students' progress monthly and provide brief learning feedback to the whole class.</p> <p>1.2 Encourage P.1–P.6 students to post questions they do not understand on Google Classroom or Padlet. Students will be acknowledged for taking the initiative to ask questions in class.</p> <p>1.3 Increase the frequency of lunchtime story broadcasts and include short stories about courage in making attempts, perseverance and mutual support.</p> <p>1.4 In line with the Government's "Promoting Digital Learning" grant scheme, formulate a curriculum framework for digital literacy education to encourage students to make good use of technology for self-directed learning.</p>	<p>– 60% or above of students make use of the self-learning journal for reflection.</p> <p>– The rate of students submitting homework on time shows an increase of 10% or more in the second term as compared with the first term.</p> <p>– 60% or above of students indicate in the student self-evaluation questionnaire that they can plan their own learning independently.</p> <p>– 60% or above of students indicate in the student questionnaire that they <i>agree</i> or <i>strongly agree</i> that they have become more proactive in learning than before.</p>	<p>– Methods of Evaluation / Sources of Evidence</p> <p>– Stakeholder surveys: teacher questionnaire, student questionnaire and parent questionnaire</p> <p>– Student self-evaluation questionnaire</p> <p>– Students' performance in TSA</p> <p>– Teachers' observation</p> <p>– Review of students' assignments/ classwork</p> <p>– Review of collaborative lesson planning records</p> <p>– Review of peer lesson observation forms</p>	Whole school year	<p>Responsible Parties / Teams</p> <p>Curriculum Development Team</p> <p>Subject Panels / Key Learning Area Teams</p> <p>Guidance and Discipline Team</p> <p>Appraisal and Professional Development Team</p> <p>Student Support Team</p> <p>Reading Promotion Team</p>	<p>– Generic skills</p> <p>– Proper values and attitudes</p> <p>– Knowledge in Key Learning Areas</p> <p>– Language proficiency</p> <p>– Reading and digital literacy</p>

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	<p>2. Enhancing Students' Ability to Apply Learning Strategies</p> <p>2.1 To enhance students' ability to apply learning strategies through teachers' explicit demonstration of the use of such strategies, such as underlining/circling keywords, teaching students concrete ways to identify keywords, applying reading strategies to identify the main idea, and using concept maps. Students will be encouraged to select and apply different learning strategies independently, thereby enhancing the effectiveness of self-directed learning.</p> <p>2.2 To consolidate the learning strategies framework and support teachers in integrating learning strategies organically into different subjects and learning activities. This will provide students with more opportunities to apply a range of learning strategies, thereby further enhancing their self-directed learning capabilities. <i>(The collaborative lesson planning template will be revised accordingly.)</i></p> <p>2.3 To consolidate the strategies and concept maps commonly used in reading and writing in Chinese Language and English Language across different year levels, with a view to increasing students' opportunities to apply these strategies and strengthening their cross-curricular application.</p> <p>3. Enhancing Teachers' Professional Development</p> <p>3.1 To organise teacher workshops and invite experts from different fields to equip teachers through a range of professional development activities, with the knowledge and practical skills required to explicitly teach students how to apply different learning and teaching strategies.</p> <p>3.2 To arrange for teachers to participate regularly in relevant professional development programmes, seminars and training courses, with a view to enhancing their professional capacity in promoting students' active and self-directed learning.</p>	<ul style="list-style-type: none"> – 60% or above of students indicate in the student questionnaire that they <i>agree</i> or <i>strongly agree</i> that there is a positive learning culture in lessons. – For P.4 to P.6, 70% or above of students can apply different learning strategies to support their learning. – 80% or above of teachers indicate in the teacher questionnaire that there is a positive learning culture in lessons. – 80% or above of teachers indicate in the teacher questionnaire that the school has a positive reading culture. – Not less than 80% of teachers demonstrate the use of learning strategies during lesson observations. 	<ul style="list-style-type: none"> – Review of students' performance in various assessments – Teachers' performance in lesson observations 			

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	<p>3.3 To develop a school-based instructional design framework on the “Essential Elements of an Active Learning Classroom” and encourage teachers to make reference to the framework during collaborative lesson planning when discussing lesson content and pedagogical arrangements, thereby fostering a student-centred teaching culture that values thinking, reflection and active engagement in learning.</p> <p>The framework will include the following elements:</p> <ul style="list-style-type: none"> analysing students’ learning difficulties and breaking down complex tasks into manageable stages and smaller subtasks; setting clear learning objectives; designing learning strategy tasks and/or incorporating the use of concept maps; designing lessons that are connected to daily life and meaningful contexts, so as to enhance students’ interest and reduce the sense of monotony in learning; specifying the focus and content of notetaking to encourage students’ self-directed learning; providing challenging and differentiated tasks with elements of choice to cater for learner diversity; and incorporating opportunities for student reflection. <p>3.4 To revise the collaborative lesson planning template and the peer lesson observation form to align with the school-based instructional design framework, thereby facilitating the implementation, monitoring and evaluation of active learning strategies.</p> <p>4. Fostering a Positive Reading Culture in School</p> <p>To further encourage students to read actively and consolidate their reading habits through the continuous optimisation of existing strategies, thereby:</p> <ul style="list-style-type: none"> fostering a positive reading atmosphere in school; enhancing students’ language proficiency; developing students’ thinking skills; and nurturing proper values and attitudes. 	<ul style="list-style-type: none"> The classwork/ homework and notebooks of not less than 80% of students show evidence that they have applied different learning strategies in their learning. 80% or above of parents indicate in the stakeholder survey that their children enjoy learning. 80% or above of parents indicate in the stakeholder survey that the school has a positive reading culture. 				