伊斯蘭鮑伯濤紀念小學

Islamic Dharwood Pau Mem Pri Sch

學校發展計劃

School Development Plan

2024/25 - 2026/27

九龍慈雲山慈樂邨第一期小學校舍（慈雲山警署側）

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I.教育願景

本校致力實踐校訓「博學愛群」，承傳中華傳統文化，培養學生終身學習、關愛社會及承擔公民責任等價值觀，使他們成為能貢獻國家和世界的良好公民。

II.教育目標

伊鮑小致力建立一個關愛及富啟發性的學習環境，培育每一位學生追求卓越，並促進其健康成長。所有就讀 IDPMPS 的學生，不論其文化背景，均能充分發揮個人潛能；他們的成就亦會獲得肯定、嘉許及高度認同。

III.校訓

博學愛群

IV. 檢討 2021/22 – 2023/24 學校發展計劃成果

1. 透過優化學校評估素養，提升教學與學習效能。
2. 培育學生成為良好公民。
3. 深化營造「愉快和積極」 的校園氣氛。

I. School Vision and Mission

The school is committed to fulfilling the school motto, "be well educated, love others". The school upholds traditional Chinese culture and cultivates in students the values of lifelong learning, caring for society, and becoming citizens who contribute to the country and the world.

II. School Goals

IDPMPS strives to establish a caring and inspiring learning environment. All students are nurtured in the pursuit of their excellence and healthy development. All students at IDPMPS, regardless of cultural background, are given the opportunity to unleash their talents to the fullest. The school celebrates and highly recognises their achievements.

III. School Motto

Well-educated and Love Others (博學愛群)

IV. Major Concerns for a period of 3 school years (2021/22-2023/24)

1. Strengthening teaching and learning effectiveness through refining the assessment policy.
2. Nurturing students to become good citizens with positive values and civic awareness.
3. Strengthening a positive campus culture through deepening the promotion of "Positive Thinking" and "Happy School".

V. 檢視 2021/22-2023/24 學校發展計劃成果

關注事項	達標程度	跟進
1) 提升學與教效能	優化學校評估素養方面，部分達標： 1.1 優化進展性評估，提升學生學習效能 • 教師在課堂中運用多元化的進展性評估，持續檢視學生的學習狀況；評估方式包括學生自評、互評、小組討論、口頭提問、學習任務及電子化評估工具（如 Kahoot）等，以便適時調整教學策略和提供回饋。 1.2 加強落實以不同形式分析評估數據： • 各科組於測考後透過科務會議或共同備課，從不同層面分析評估數據及分析學習成果，包括學生整體表現、題項表現及學習難點等，並據此制定具體的跟進教學方案、支援措施及課程調適策略，以提升學生的學習成效。 1.3 促進不同學習階段的銜接，深化學習成效： • 各科組，包括普通話科、電腦科等，在擬定教學及測考目標與內容時，已建立具系統性的規劃、監察及檢討機制，確保「教、學、評」緊密扣連，並照顧學生於不同學習階段的能力、需要及銜接情況。 • 科組透過共同備課、試卷審核、測考後檢討及課程調適，促進級與級、學段與學段之間的課程銜接，讓學生能循序漸進地建構知識、技能和共通能力。	• 不同科組及教師在運用進展性評估的頻次、策略和回饋質素方面仍有差異；學校可進一步建立分享及交流機制，提升教師運用評估促進學習的專業能力。 • 仍然主要以測考成績為數據分析的依據，深度及跟進措施的系統性仍可加強；學校宜進一步訂定共同的分析框架及跟進記錄，並持續檢視措施的成效，形成「評估—分析—跟進—檢討」的良性循環。 • 個別科組在縱向課程規劃及學習成果追蹤方面仍有優化空間；宜繼續加強訂定更清晰的學習進程及銜接安排。

關注事項	達標程度	跟進
2) 培育學生成為良好公民	透過多元化活動培育學生關心國家和社會的素質方面，大部分達標： 2.1 透過多元化的活動培育學生關心國家和社會的素質 • 各科組的教學內容設計包含愛國及認識中華文化主題的活動，包括國家英雄事蹟、近代國家在科技、體育等各方面的成就。 • 透過不同活動，例如舉辦中華文化日、學生領袖訓練，並組織升旗隊每周舉行升旗禮；同時配合國慶日、國家安全教育日等舉辦活動，提升學生的國民身份認同，並培養學生成為良好國民。 2.2 滲入各科組的課程，以「責任感」及「守法」作為首要培育學生的價值觀和態度 • 透過校內活動及與社區協作，推動多元化的德育、公民及國民教育活動，培育學生的責任感、守法意識和服務精神。訓輔組舉辦班際秩序比賽、整潔比賽等活動，鼓勵學生遵守校規、關顧班級，並共同維護良好的學習環境。 • 配合不同德育主題（如「勤學」），透過班主任課、早會及校本活動，引導學生建立積極的學習態度及良好品格。同時，學校安排學生參與「一人一職」、風紀隊、健康大使等服務崗位，讓學生在實踐中學習承擔責任、服務他人及發揮領導才能，營造正向校園氛圍。	• 各科組雖已在課程中加入國家發展、中華文化及國家成就等學習內容，但不同科組的滲入程度及課程銜接仍存在差異。各科組可持續深化培育學生關心國家和社會素質的主題學習。 • 現有活動主要集中於特定節日或主題日，如國慶日、國家安全教育日及中華文化日等。各科組可進一步將相關元素融入日常學習、時事討論及服務學習，讓學生把所學與個人生活、家庭、社區及國家發展連結起來。 • 除了透過舉辦各項比賽及講座活動外，學校可增加學生參與策劃、執行及檢討活動的機會，以進一步提升學生的承擔精神及領導能力。守法教育除國家安全教育外，亦可進一步涵蓋網絡安全、保護個人私隱等生活化議題，協助學生把守法精神轉化為日常行為。

關注事項	達標程度	跟進
	• 在守法教育方面，圖書組參與地區舉辦的「國安小老師」活動，培訓學生擔任小老師，向幼稚園學生講述與國家安全教育相關的小故事。活動既提升學生對國家安全及守法精神的認識，亦培養其表達能力、責任感和服務社區的精神，讓學生在知識、情意和行為層面逐步建立良好的品格及公民意識。	
3) 深化營造「愉快和積極」的校園氣氛	透過多元化的活動，激發學生的潛能和正能量，大致達標： 3.1各科組積極參與教育局舉辦的「我的行動承諾」活動，進行相關學習活動，培養學生「感恩」、「珍惜」、「積極」和「樂觀」四種正面價值觀和態度。 • 透過以親子共融為主題的活動，鼓勵學生與家長分享親子活動照片及感受，並彙編成書冊參與比賽。活動有助增進親子關係，引導學生體會家庭關愛，培養感恩父母及珍惜親情的態度。 • 推行不同學生大使計劃，包括基本法大使、朋輩伴讀大使及健康大使等，鼓勵學生積極參與校內服務及活動，促進朋輩之間互相關懷、互助和協作，營造正向、樂觀及關愛的校園氛圍。 • 鼓勵學生為學習及課外活動訂定個人目標，並透過班主任課、集會、分享活動及教師指導，協助學生建立解難能力、堅毅精神，以及積極和樂觀面對挑戰的態度。	• 部分學生較著重於完成活動、參與服務或取得獎項，未必能深入反思其中的價值與意義。學校可在活動前後加入目標設定、反思記錄、同儕分享及教師回饋，協助學生將經驗連結至日常生活與待人處事。 • 學生訂立學習或活動目標時，部分學生未必能訂定具體、可行及可檢視的目標，教師可運用分階段目標、個別指導及定期檢討，協助學生辨識困難、調整策略，從失敗經驗中建立堅毅和正向思維。

關注事項	達標程度	跟進
	3.2 鼓勵學生每年參加不少於兩項多元智能課程。 • 致力鼓勵學生參與涵蓋八大智能範疇的學習活動，包括語文、邏輯數學、空間、肢體動覺、音樂、人際、內省及自然觀察等範疇，以照顧學生不同的興趣、能力和發展需要。 • 大部分學生，尤其高年級學生，能因應放學安排及個人需要，參與不少於兩項多元智能活動及／或校外比賽，藉此發展個人潛能、建立自信，並擴闊學習經歷。 3.3 提供不同平台，讓學生分享參加多元智能課程的經驗，提升學習動機。 • 透過校園電視台及網上多媒體平台，包括學校 YouTube 頻道、Facebook、Instagram 及 WhatsApp 等，展示學生在學習、服務及課外活動方面的成果和經驗。 • 多元化的展示及表揚平台，讓學生獲得家長、教師、同儕及社區人士的肯定，提升其成就感、自信心和學習動機，並鼓勵學生持續發展多元潛能。	• 可因應低年級學生的放學安排及照顧需要，設計較短時段或於午息進行的多元智能活動，讓更多學生每年都能參與不少於兩項活動，照顧不同家庭背景及照顧安排的學生。 • 多元智能課程亦可加入持續性評估元素，例如教師觀察、學生自評與同儕互評等，以更真實地反映學生的學習表現。 • 學校可按學生的能力和需要，提供分層或進階活動，讓具潛能或特別才能的學生接受更具挑戰性的學習，同時照顧基礎較弱學生的參與感和成功感。

Major Concern	Target fulfilled	Follow-up
1) Optimising the School's Assessment Policy	**Partially Achieved** **1.1 Enhancing Formative Assessment to Improve Students' Learning Effectiveness** • Teachers adopted a variety of formative assessment strategies in lessons to continuously monitor students' learning progress. These included self-assessment, peer assessment, group discussions, oral questioning, learning tasks, and e-assessment tools (such as Kahoot), enabling timely adjustments to teaching strategies and feedback. **1.2 Strengthening the Use of Multiple Approaches to Analyse Assessment Data** • After tests and examinations, subject panels analysed assessment data through panel meetings or collaborative lesson planning. Analysis covered students' overall performance, item-level performance and learning difficulties. Based on these findings, panels developed concrete follow-up teaching plans, support measures, and curriculum adjustment strategies to improve students' learning outcomes. **1.3 Enhancing Vertical Curriculum Alignment to Deepen Learning Effectiveness** • Subject groups - including Putonghua and Computer Studies - established systematic planning, monitoring and review mechanisms when setting teaching and assessment objectives and content. This ensured close alignment among teaching, learning, and assessment, and catered to students' abilities, needs, and progression across different learning stages. • Through collaborative lesson planning, paper vetting, post-assessment reviews and curriculum adjustments, subject panels strengthened curriculum alignment across levels and key stages, enabling students to progressively build knowledge, skills and generic competencies.	• Variations remain among subject panels and teachers in the frequency, strategies and quality of feedback when using formative assessment. The school may establish further mechanisms for professional sharing and exchange to strengthen teachers' capacity to use assessment to promote learning. • Assessment data analysis still relies mainly on test and examination results. The school can strengthen the depth and systematisation of follow-up measures. The school is advised to develop a common analysis framework and follow-up record system, and to continuously review the effectiveness of measures to form a positive cycle of "assessment–analysis–follow-up–review". • Some subject panels still have room for improvement in vertical curriculum planning and tracking of learning outcomes. The school should continue to refine learning progressions and articulation arrangements for greater clarity.

Major Concern	Level of Achievement	Follow-up
2）培育學生成為良好公民	**Mostly achieved** **2.1 Nurturing Students' Concern for the Nation and Society through a Variety of Activities** • Subject panels incorporated learning activities related to national education and Chinese culture into their curriculum design, including themes such as stories of national heroes and the nation's recent achievements in areas such as technology and sports. • Through various activities—such as organising Chinese Culture Day, conducting student leadership training, and arranging weekly flag-raising ceremonies by the school's flag-raising team—together with activities held on National Day and National Security Education Day, the school strengthened students' national identity and nurtured them to become good citizens. **2.2 Embedding "Responsibility" and "Law-abidingness" as Core Values across Subject Curricula** • Through school-based activities and collaboration with community organisations, the school promoted diversified moral, civic and national education programmes to cultivate students' sense of responsibility, law-abidingness and service spirit. The Guidance and Discipline Team organised class order competitions and cleanliness competitions to encourage students to follow school rules, care for their class, and jointly maintain a positive learning environment. • In alignment with different moral education themes (such as "Diligence"), class teacher periods, morning assemblies and school-based activities were used to guide students in developing positive learning attitudes and good character. The school also arranged student participation in roles such as "One Student One Post", prefects and health ambassadors, enabling students to learn responsibility, serve others and develop leadership skills through authentic experiences, thereby fostering a positive school atmosphere.	• Although subject panels have incorporated learning elements related to national development, Chinese culture and national achievements, the extent of integration and curriculum alignment varies across panels. Panels may continue to deepen thematic learning that nurtures students' concern for the nation and society. • Existing activities are mainly concentrated around specific festivals or thematic days, such as National Day, National Security Education Day and Chinese Culture Day. Subject panels may further embed relevant elements into daily learning, current affairs discussions and service learning, enabling students to connect what they learn with their personal lives, families, the community and national development. • In addition to organising competitions and talks, the school may provide more opportunities for students to participate in the planning, implementation and review of activities, thereby strengthening their sense of responsibility and leadership skills. Beyond national security education, law-abiding education may also cover everyday topics such as cyber safety and personal data protection, helping students translate the spirit of law-abidingness into daily behaviour.

Major Concern	Level of Achievement	Follow-up
	• In the area of law-abiding education, the Library Team participated in a district-organised "National Security Junior Tutors" programme, training students to serve as junior tutors who shared short stories related to national security education with kindergarten children. The programme enhanced students' understanding of national security and the spirit of law-abidingness, while also developing their communication skills, sense of responsibility and commitment to serving the community. Through these experiences, students gradually built positive character and civic awareness across the cognitive, affective and behavioural domains.	
3）深化營造「愉快和積極」的校園氣氛	Students' potentials and positive attributes were effectively fostered through diversified activities: Mostly achieved. 3.1 Subject groups actively participated in the EDB's "My Pledge to Act" Programme to cultivate positive values and attitudes among students: gratitude, appreciation, positivity and optimism. • Through parent-child themed activities, students were encouraged to share photos and reflections of parent-child experiences, which were compiled into a booklet for competition submission. These activities strengthened parent-child relationships, helped students appreciate family care, and nurtured gratitude towards parents and appreciation of family bonds. • The school implemented various student ambassador programmes, including Basic Law Ambassadors, Peer Reading Ambassadors and Health Ambassadors, encouraging students to participate actively in school services and activities. These programmes fostered mutual care, support and collaboration among peers, contributing to a positive, optimistic and caring school atmosphere. • Students were encouraged to set personal goals for learning and extracurricular activities. Through class teacher periods, assemblies, sharing sessions, and teacher guidance, students developed problem-solving skills, perseverance, and a positive, optimistic attitude toward challenges.	• Some students focused mainly on completing activities, participating in services or obtaining awards, and were less able to reflect deeply on the underlying values and meaning. The school may incorporate goal-setting, reflection records, peer sharing and teacher feedback before and after activities to help students connect their experiences to daily life and interpersonal behaviour. • When setting learning or activity goals, some students were unable to formulate goals that were specific, feasible and measurable. Teachers may use staged goal-setting, provide individual guidance, and conduct regular reviews to help students identify difficulties, adjust strategies, and build perseverance and positive thinking by learning from setbacks.

Major Concern	Level of Achievement	Follow-up
3）深化營造「愉快和積極」的校園氣氛	3.2 Encourage students to participate in not fewer than two Multiple Intelligence (MI) programmes each year • The school is committed to encouraging students to participate in learning activities that cover the eight domains of Multiple Intelligences, including linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalistic intelligence. These activities aim to cater for students' diverse interests, abilities and developmental needs. • Most students, particularly those in the upper primary levels, can participate in not fewer than two MI activities and/or external competitions according to their after-school arrangements and personal needs. Through these opportunities, students can develop their individual potential, build self-confidence, and broaden their learning experiences. 3.3 Provide platforms for students to share their experiences in MI programmes to enhance their learning motivation • The school makes use of various campus-based and online multimedia platforms, including the Campus TV, school YouTube channel, Facebook, Instagram, and WhatsApp, to showcase students' achievements and experiences in learning, service, and co-curricular activities. • A diversified range of presentation and recognition platforms enables students to receive affirmation from parents, teachers, peers, and members of the community. This enhances their sense of achievement, strengthens self-confidence, and boosts motivation to learn, encouraging students to continue developing their multiple potentials.	• Shorter MI sessions or lunchtime activities are arranged to accommodate lower-primary students' dismissal schedules and care needs, enabling more students from different family backgrounds to participate in not fewer than two activities each year. • Continuous assessment elements, such as teacher observation, student self-assessment and peer assessment, are incorporated into MI programmes to more authentically reflect students' learning performance. • Tiered or advanced MI activities are provided according to students' abilities and needs, allowing high-potential or talented students to engage in more challenging learning while supporting weaker students' participation and sense of success.

VI. 檢討學校各範疇的表現

績效指標範疇	主要優勢	需改善的地方
學校管理	• 辦學團體及法團校董會持續支持學校的整體發展。 • 持續增添的硬件資源有助提升教與學效能；運用電子軟件收集、檢索及向持份者發放資訊，使學校管理更為高效。 • 制訂的學校計劃及政策均以學生利益及學校發展為依歸，與提供優質教育的方向一致。 • 導師制度有效支援新入職教師及非教學人員的專業發展，並協助其落實學校政策。 • 根據 KPM（關鍵績效項目）結果，整體而言，教師認同學校的發展方向。	• 應進一步發展電子管理系統，以推動環保的管理文化。 • 根據 KPM 結果，需加強溝通，並提升在政策制訂上的積極參與。 • 根據 KPM 結果，工作分配及資源調配方面仍有提升空間。
專業領導	• 各學科及職能組均按學校的發展需要制訂工作計劃。 • 整體而言，各組長能主動指導組員，以確保學校政策得以有效落實。 • 根據 KPM 結果，教師普遍認同中層管理人員在推動校務、協調工作及支援教師方面的角色。	• 可進一步推動由下而上及共享領導的文化。

績效指標範疇	主要優勢	需改善的地方
課程與評估	• 協作備課制度促進教師在交流理念及檢視課程事宜方面的專業經驗。 • 課程成效的檢視及後續教學計劃均以評估結果為依據。 • 根據 KPM 結果，教師認同學校在課程及評估方面的發展。 • 根據 KPM 結果，教師認同課堂內外的教學標準。	• 應推動更多元化的形成性評估任務，並融入常規課堂，以加強學生學習。 • 課程與評估之間的連繫緊密，但不同學習階段之間的銜接仍需進一步加強。 • 根據 KPM 調查結果，學生的投入度、學習動機及學習成果仍有改善空間。
學生學習與教學	• 推行多元化的學習活動以提升學生的學習動機，例如小組任務、課堂內多樣化的評估模式，以及學期末的形成性評估。 • 採用多元化的教與學策略，以照顧學生的學習差異並提升其課堂參與度。 • 大學及教育局的專業支援，使校本課程發展更具持續性，能切合學生的學習需要。 • 根據 KPM 結果，教師認同課堂內外的教學標準。	• 隨着 BYOD 政策的推行，應進一步深化電子學習及 STEM 教育。 • 應進一步推行跨學科學習活動，以擴展學生的學習經驗並拓寬其視野。

績效指標範疇	主要優勢	需改善的地方
合作夥伴	• 持續提供多元溝通渠道；每班均設立 WhatsApp 溝通平台，方便家長向教師及校長表達意見或進行溝通。 • 家長義工隊持續為學校活動提供強而有力的支援。 • 積極運用非政府組織及教育機構的資源，為學生提供多元活動，以協助其發展潛能。 • 根據 KPM 結果，家長普遍認同學校文化、學生支援及家校合作。	• 根據 KPM 家長問卷結果，第二學習階段的家長較第一學習階段的家長更關注子女的學習情況。 • 需加強家校溝通，以便更聚焦於學業相關事宜。 • 根據 KPM 家長問卷結果，男家長對學校發展及子女學業支援政策的認識較低。 • 需加強男家長在校務上的溝通及參與。
學生支援	• 保持良好的師生關係；班主任定期更新學生的情況，以便及時支援其學習及行為需要。 • 提供多元化的校內及校際活動，以擴闊學生的學習經歷並加強其多元智能。 • 學生輔導及紀律組舉辦多項預防性、發展性及針對性的活動，以支援學生成長。 • 學生支援小組為有學習需要的學生提供不同類型的針對性訓練，例如言語治療等。	• 需加強家校合作，以提升學生的學業表現及健康成長。 • 應推動更多類型的學習支援措施，例如教師協作以加強能力較弱學生的課堂學習。

績效指標範疇	主要優勢	需改善的地方
態度與行為	• 來自不同背景的學生能互相尊重。 • 學生具備自我管理能力及成長型思維，許多學生展現高度責任感，能反思並改善自身行為。 • 部分學生積極參與推動校內健康生活。 • 根據 APASO 結果，學生具備國家身份認同及正面的公民責任感。	• 建立學生個人成長檔案，以鼓勵學生就其在學術及非學術活動中的參與進行自我反思。 • 制訂更多政策以推動校內健康生活，並支援學生的健康成長。 • 部分學生在發展人際技巧或管理情緒方面遇到困難。 • 需加強學生的自律能力及健康生活習慣，並必須嚴格培養學生的數碼自律。
參與及成就	• 根據 APASO 結果，學生認同自己在課堂中獲得學習支援，並對在學校的學習感到滿意。 • 整體而言，學生在課間活動中感到充滿活力及愉快。 • 為學生提供多元機會，在音樂、體育、科學、領袖才能、藝術及語言等方面發展其才能並獲得成功經驗。	• 根據 APASO 結果，學生需進一步提升自學能力，包括訂立學習目標及解決問題的能力。 • 需加強探究式學習、實作任務及協作活動，以提升學生的幸福感並改善其學習成效。 • 需持續推動閱讀及運動習慣，善用現有計劃（如閱讀夥伴計劃），並加強健康大使的角色。

VI. Review of Performance

Performance indicator areas	Major Strengths	Area for Improvement
School Management	• The Incorporated Management Committee continues to support school development. • Ongoing hardware resources are beneficial to effective teaching and learning; the use of electronic software to collect, retrieve and disseminate information to stakeholders has made school management more efficient. • The formulation of school plans and policies is aligned with the provision of quality education in the best interests of students and school development. • The mentoring system is an effective way to support new teachers and non-teaching staff in their professional development and in the implementation of the school policy. • According to KPM results, overall, teachers recognise the school's developmental direction.	• Further development of electronic management systems to promote an environmentally friendly management culture should be initiated. • Based on the KPM outcomes, there is a need for enhanced communication and active engagement in policy formulation. • According to the KPM outcomes, the distribution of workload and allocation of resources should be further enhanced.

Professional Leadership	• All subjects and functional groups formulate their plans to meet the school's development needs. • Overall, group leaders proactively instruct their group members to ensure the implementation of school policies. • According to KPM outcomes, teachers generally agree on the role of middle-management staff in promoting school affairs, coordinating work, and supporting teachers.	• The bottom-up and shared leadership culture can be further promoted.

Performance indicator areas	**Major Strengths**	**Area for Improvement**
Curriculum and Assessment	• The co-planning system promotes teachers' professional experience of exchanging ideas and reviewing curriculum matters. • The review of curriculum effectiveness and the follow-up teaching plan are done with the assessment results. • According to KPM outcomes, teachers agree with the school curriculum and assessment development. • According to KPM outcomes, teachers agree with the teaching standard both inside and outside the classroom.	• Varied formative assessment tasks should be promoted and integrated into regular classes to strengthen students' learning. • Curriculum and assessments are closely linked, and the cohesion of different learning levels should be further promoted. • According to the KPM survey results, further improvement is required in student engagement, learning motivation, and learning outcomes..

Student Learning and Teaching	• Diversified learning programmes are implemented to strengthen students' learning motivation, including group tasks and varied modes of assessment in class, in addition to formative assessments at the end of the term. • Varied teaching and learning approaches are adopted to meet students' learning diversity and maximise students' class participation. • Expertise support from universities and EDB have made the school-based curriculum development sustainable to meet the students' learning needs. • According to KPM results, teachers agree with the teaching standard both inside and outside the classroom.	• eLearning and STEM education should be deepened as the BYOD initiative is implemented. • Cross-subject programmes should be launched further to extend learning experiences and widen students' scope.

Performance indicator areas	**Major Strengths**	**Area for Improvement**
Partnership	• Continuously provide multiple channels; WhatsApp communication platforms are established for each class to enable parents to express their ideas or communicate with teachers and the principal. • The parent volunteer team continues to provide strong support for school programmes. • Actively utilize resources from NGOs and educational institutions to offer a wide range of activities that help students develop their potential. • According to KPM outcomes, parents generally agree with the school culture,	• According to the KPM parent survey results, parents in Key Stage 2 express stronger concerns about their children's learning than those in Key Stage 1. • Improving home-school communication is required so that more focus can be placed on academic issues. • According to the KPM parent survey results, male parents are less familiar with the school's development and the support policy for their children's academic improvement needs.

	student support and home-school collaboration.	• Improving communication and participation among male parents in school matters is required.
Student Support	• Maintain a good teacher-pupil relationship. Class teachers regularly update on students' conditions to provide prompt support for their learning and behavioural needs. • Provide a wide range of inter- and intra-school activities to broaden students' experiences and strengthen their multiple intelligences. • The Student Guidance and Discipline group organises a range of preventive, developmental and targeted programmes to support students' development. • The student support team organises targeted group training for students with educational needs, such as speech therapy.	• Strengthening home-school collaboration to enhance students' academic performance and healthy growth. • Different kinds of learning support measures, such as the collaboration of teachers in strengthening less capable students' classroom learning, should be promoted.

VII. 強弱機危分析

強項（Strengths）	弱項（Weaknesses）
• 辦學團體及法團校董會積極支持學校發展。 • 已建立良好的英語學習環境。 • 教師普遍認同學校在教學、課程及評估方面的工作，反映前線教學實踐及校本課程推行具備穩固的專業基礎。 • 教師普遍肯定中層管理人員的專業領導及直接教學支援，顯示主任與教師團隊具備推動校本改革及持續優化教學的能力。 • 家長較認同學校的校園氛圍，以及家長教師會和家長義工與教師之間恆常、良好的協作與溝通，有利於促進學生健康成長及推動學校持續正向發展。 • 在學生關顧及學習支援方面，學生普遍感受到教師能清晰說明學習目標、協助其學習，並根據個別需要提供適當的額外支援。 • 在多元共融及價值教育方面，學生普遍尊重不同文化、認同人人平等，並對國家、國旗、國歌及國家發展抱持正面的態度，具備良好的價值觀基礎。 • 學生的正向發展基礎大致穩固。大部分學生能與同儕建立友誼，在小息時感到快樂和有活力，並具備一定的日常身體活動習慣；此外，部分學生已初步建立從學習錯誤中反思並作出改進的意識。	• 學生在學習動機、課堂投入感、成功感及自主學習能力方面，仍有進一步提升的空間。 • 學生雖能訂立學期學習計劃，但普遍缺乏持續監察進度及適時調整學習策略的習慣，較容易側重完成課業，未能充分深化理解、發展探究精神及解難能力。 • 部分學生在建立友誼、與人溝通及培養對學校的歸屬感方面，仍需加強支援。 • 在情緒健康及壓力管理方面，部分學生持續出現擔心、不開心、緊張或容易煩躁等情況；亦有不少學生在處理功課及溫習時感到困難，校方需進一步提供適切支援。 • 在閱讀習慣及數碼自律方面，部分學生僅在有實際需要時才閱讀；課後及假期的螢幕使用時間較長，個別學生更會因無法上網而出現情緒困擾。 • 部分具一定教學經驗的教師對專業成長及發展有較高期望，校方宜持續了解其需要，並提供更具針對性的專業發展機會及支援。

機會（Opportunities）	威脅（Threats）
• 在 STEAM 教育方面，學校可配合學生在自主學習、閱讀、創意及解難能力上的發展需要，設計以真實情境為本的學習任務，推動跨學科探究、設計思維循環及成果展示，提升學生的學習投入感與成就感。 • 學校已營造關注健康的校園氛圍，可在既有的小息活力活動、日常活動量及學生關顧基礎上，進一步拓展規律運動、情緒健康、均衡飲食、抗逆力及數碼健康等範疇，促進學生身心均衡發展。 • 學生普遍樂於承擔任務，學校可進一步讓學生由活動參與者轉化為校園改善的共同策劃者，例如設立 STEAM 小領袖、健康大使、閱讀大使及學生議會等，培養其領導力、責任感及歸屬感。 • 家長對家校合作已有正面評價，學校可與家長建立更緊密的夥伴關係，共同推動親子閱讀、家庭運動、情緒支援及健康使用數碼媒體等計劃，延伸學生的學習與成長支援至家庭層面。 • 在教師專業發展方面，學校可善用中層管理人員及教師團隊的專業力量，持續深化共同備課、探究式學習、分層教學、學習策略指導及學生情緒支援等實踐，提升教學效能。 • 學校可建基於學生尊重多元文化、重視平等及具國民身份認同的基礎，進一步推展跨文化交流、國情教育、服務學習及共融活動，培養學生的國家觀念、世界視野及關愛共融的價值觀。	• 若學生長期感到功課困難、課堂內容沉悶，或只著重完成任務，可能逐漸產生逃避學習的態度，削弱學習自信、動機及成就感。 • 部分學生的情緒困擾可能會持續累積，學校須加強及早識別、介入及支援，以避免影響其人際關係、行為表現及學習成效。 • 部分學生存在依賴數碼媒體的情況，課後及假期螢幕使用時間偏長，個別學生更會因未能上網而情緒不穩，可能影響睡眠質素、專注力、閱讀習慣及運動時間。 • 教師團隊的工作量、內部溝通及不同職涯階段的專業發展需求，仍須獲得更適切的回應，以維持團隊協作、工作投入感及對學校的歸屬感。 • 隨着家長對學生學業成效的期望日益提高，學校須更清晰地展示學生的學習進步及各項支援措施的成效，以鞏固家長對學校的信心。 • STEAM、健康教育、閱讀推廣、價值教育及學生領袖培訓等活動，仍須加強與課程的整合，並建立更具系統的成效評估機制，以有效展現學生全人發展的成果。

VII. SWOT Analysis

Strengths	Weaknesses
• The sponsoring body and the Incorporated Management Committee provide strong, proactive support for the school's ongoing development. • A positive, well-established English learning environment has been created. • Teachers generally recognise the school's work in teaching, curriculum and assessment, reflecting a solid professional foundation in frontline pedagogical practices and the implementation of school-based curriculum initiatives. • Teachers widely affirm professional leadership and direct instructional support provided by middle-management personnel, indicating that panel heads and the teaching team have the capacity to drive school-based reform and sustain continuous improvement in teaching and learning. • Parents express positive views of the school climate, as well as the regular, effective collaboration and communication among the PTA, parent volunteers and teachers. This contributes to students' healthy development and supports the school's ongoing positive growth. • In student support and learning guidance, students generally feel that teachers clearly articulate learning objectives, support their learning, and provide appropriate additional support according to individual needs. • In diversity, inclusion and values education, students generally respect different cultures, uphold equality, and demonstrate positive attitudes towards the nation, the national flag, the national anthem and national development, indicating a strong foundation in positive values. • Students' positive development is largely stable. Most students can build friendships with peers, feel happy and energetic during recess, and maintain some daily physical activity habits. In addition, some students have begun to develop awareness of the need to reflect on learning mistakes and make improvements.	• Students' motivation, classroom engagement, sense of achievement and independent learning skills require further development. • Although students can set term-based learning plans, many lack the habit of continuously monitoring their progress and adjusting their learning strategies in a timely manner. They tend to focus on completing tasks rather than deepening understanding, developing inquiry skills, or strengthening problem-solving abilities. • Some students require additional support to build friendships, communicate with others and develop a stronger sense of belonging to the school. • Some students continue to experience worry, unhappiness, tension or irritability and struggle with homework and revision, highlighting the need for more targeted school support. • Regarding reading habits and digital self-discipline, some students read only when necessary. Screen time after school and during holidays is relatively long, and a few students experience emotional distress when they cannot access the internet. • Some teachers with considerable teaching experience have higher expectations for professional growth and development. The school should continue to understand their needs and provide more targeted professional development and support.

Opportunities	Threats
• In STEAM education, the school can address students' needs in independent learning, reading, creativity and problem-solving by designing authentic, real-life learning tasks. These can further promote cross-curricular enquiry, iterative design thinking and structured presentation of outcomes, thereby enhancing students' engagement and sense of achievement. • The school has cultivated a health-conscious campus culture. Building on active break-time activities, daily physical movement and existing student-care measures, it can broaden its provision to include regular exercise habits, emotional well-being, balanced dietary practices, resilience building and digital well-being, strengthening students' holistic development. • Students are generally willing to undertake responsibilities. The school can further empower them to move from participating in activities to co-planning improvements to the school environment. Establishing STEAM junior leaders, health ambassadors, reading ambassadors, and a student council can nurture leadership, responsibility, and a sense of belonging. • Parents already hold positive views of home–school collaboration. The school can deepen partnerships with them to jointly promote initiatives such as parent–child reading, family exercise, emotional support and healthy digital media use, thereby extending learning and developmental support into the home environment.	• If students continue to experience persistent difficulties with homework, find lesson content unengaging, or focus solely on task completion, they may gradually develop an avoidant attitude towards learning, which could weaken their confidence, motivation and sense of achievement. • Emotional distress among some students may continue to accumulate. The school needs to strengthen early identification, intervention, and support to prevent negative impacts on interpersonal relationships, behaviour, and learning performance. • Some students show signs of dependence on digital media, with extended screen time after school and during holidays. A few students become emotionally unsettled when unable to access the internet, which may affect their sleep quality, attention, reading habits and time for physical activity. • The workload of the teaching team, internal communication, and the professional development needs at different career stages require more appropriate responses to sustain team collaboration, work engagement and teachers' sense of belonging to the school. • As parents' expectations regarding students' academic performance continue to rise, the school needs to present students' learning progress and the effectiveness of support measures more clearly in order to reinforce parents' confidence in the school. • Activities related to STEAM, health education, reading promotion, values education and student leadership training require stronger alignment with the curriculum, as well as the establishment of more systematic evaluation mechanisms to effectively demonstrate students' whole-person development.

VIII. 伊斯蘭鮑伯濤紀念小學 2024/25 – 2026/27 三年發展計劃

關注事項	目標	時間表			策略大綱	七個學習宗旨
		第一年	第二年	第三年		
（一）培養學生掌握 STEAM 思維、技能及素養	1. 成立 STEAM 教育核心小組，透過跨學科協作，強化 STEAM 教育計劃及評估。	✓	✓	✓	• 透過科本及跨學科協作模式，加強推動 STEAM 及人工智能賦能教育相關課程發展，促進學生探究、發揮創意及解難能力。	• 強化 STEM 教育 • 資訊素養 • 共通能力包括：探究、創意和解難能力
		✓	✓	✓	• 善用及優化資源，以強化 STEAM 及人工智能賦能教育課程相關的硬件及軟件配套，從而支援相關課程發展。	
		✓	✓	✓	• 提升教師在 STEAM 及人工智能賦能教育範疇的專業發展。	
	2. 透過 STEAM 學習活動，培養學生成為具備正向素質的良好公民。	✓	✓	✓	• 透過參與校內及校外的 STEAM 及人工智能賦能教育活動，培養學生具備愛自己、關愛他人及愛國的正確價值觀與態度。	• 國民身份認同 • 正確價值觀和態度

VIII. 伊斯蘭鮑伯濤紀念小學 2024/25 - 2026/27 三年發展計劃

關注事項	目標	時間表			策略大綱	七個學習宗旨
		第一年	第二年	第三年		
（二）培養學生建立健康生活模式，促進身心健康發展	1. 成立健康校園核心小組，落實全校參與模式，推行各項身心健康政策及計劃。	✓	✓	✓	• 善用資源，完善學生於課時內及課時外的身心健康發展配套。 • 透過科本及跨學科協作模式，加強推行健康教育課程。 • 提升教師在各項健康教育範疇的專業發展，並制訂政策及推行相關教育計劃。	• 健康生活方式
	2. 透過各項計劃及措施，促進學生身心健康發展。	✓	✓	✓	• 培養學生建立健康的生活習慣，包括體能活動、健康飲食及個人衛生。	
		✓	✓	✓	• 透過多元化的校內及校外活動，促進學生精神健康及社交健康。	
	3. 透過家長教育，加強家校合作，促進學生身心健康發展。	✓	✓	✓	• 透過家校合作，提升家長對個人及子女身心健康發展的關注。	

VIII. IDPMPS 2024/25–2026/27 Three-Year Development Plan

Major Concern	Objectives	Timeline			Strategy Outline	Seven Learning Aims
		1st yr	2nd yr	3rd yr		
(1) Develop students' STEAM thinking, skills and literacy	1.1 Establish a STEAM Education Core Team to strengthen the planning, implementation and evaluation of STEAM education through cross-curricular collaboration.	✓	✓	✓	• Strengthen the development of STEAM and AI empowered education, enabling students to engage in inquiry, creativity, and problem solving through subject based and cross disciplinary collaboration.	• Enhance STEM Education • Information literacy General skills include inquiry, creativity and problem-solving
		✓	✓	✓	• Optimise and make effective use of resources to strengthen the hardware and software support for STEAM and AI empowered education curriculum implementation, thereby supporting STEAM curriculum development and students' STEAM learning.	
		✓	✓	✓	• Arrange professional development activities for teachers regarding STEAM and AI empowered education.	
	1.2 Cultivate students to become good citizens with positive character traits through STEAM learning activities.	✓	✓	✓	• Cultivate students to develop positive values — including self-love, care for others, and love for the country — through participation in STEAM and AI-empowered education activities both inside and outside the school.	• National identity • Positive values and attitudes

VIII. IDPMPS 2024/25–2026/27 Three-Year Development Plan

Major Concern	Objectives	Timeline			Strategy Outline	Seven Learning Aims
		1st yr	2nd yr	3rd yr		
(2) Help students establish healthy living patterns and promote physical and mental well-being	2.1 Implement a whole-school participation model to deliver physical and mental health policies and programmes.	✓	✓	✓	• Optimise resources to enhance support for students' physical and mental well-being both during and beyond lesson time. • Strengthen the implementation of health education through subject-based and cross-disciplinary collaboration. • Enhance teachers' professional development in various areas of health education, and formulate policies and implement related educational programmes.	• Healthy lifestyle
	2.2 Promote students' physical health through targeted plans and measures.	✓	✓	✓	• Cultivate students to develop healthy living habits, including physical fitness, healthy eating, and personal hygiene.	
		✓	✓	✓	• Promote students' mental well-being and social health through a diverse range of activities both inside and outside the school.	
	2.3 Strengthen home-school cooperation through parent education to promote students' physical and mental health.	✓	✓	✓	• Enhance parents' awareness of their own well-being and their children's physical and mental development through home–school collaboration.	