

Al-Madinah School (0544)

**Charter
Strategic Plan 2022-2024
Annual Plan 2022**

INTRODUCTION

In the name of Allah the most merciful, the most compassionate.

Al-Madinah School is a state-integrated area school. The school was provisionally registered on 17 August 1992 and received its full registration as a full primary school on 17 December 1992. Secondary section of the school was added in 1995; hence Al-Madinah became an area school. The school was integrated into the state education system in 1996.

The school is situated at 8 Westney Road, Mangere, on 1.6 hectares of land. With the completion of the A Block uplifting project, the educational facilities now available for the students is one of its kinds. The buildings house the administration office, 32 classrooms, a library, two computer suites, two science laboratories and a home economics room. New extension has also provided us with few specialist facilities such the provision to teach electronics as well as technology. Eight extra classrooms have just been completed which will go a long way in order to fulfil the demand placed on the waiting list of many children.

The school started with 9 students and now it has reached its maximum roll of 550 students allowed as part of the integration agreement.

Data from the past has shown the fact that many students who enrolled at Al-Madinah School at new entrant level, have limited literacy and numeracy skills. However with the increased number of local born students enrolling at this school and with the improved teaching and learning pedagogy, it has, over the past several years, shown a vast improvement in student achievement data across the school.

With continued PLD towards ILE (innovative Learning Environment) and TAI (Teaching As Inquiry) it is anticipated that the school will produce independent learners by allowing students to progress at their own pace through collaboration and team teaching. This has been enhanced through development of hubs which is particularly evident in years 1 to 8.

DESCRIPTION OF THE SCHOOL COMMUNITY

Al-Madinah School is located close to Auckland International Airport, on the outskirts of Mangere. The school is twenty kilometres from the Auckland CBD and three kilometres from the Middlemore Hospital. The school is in close vicinity of SPCA headquarters, Airport Mosque, Mangere Mountains, Manukau Harbour, several international hotels, many different types of industries and freight-logistics operation which makes Mangere as the NZ's one of the largest industrial zone.

The school brings yet another culture to the already diverse community of Manukau and is actively involved in networking with local schools and other agencies. Al-Madinah caters mainly for Muslim students from many different ethnic backgrounds including Fiji Indians, Somali, Arabs (mainly from Iraq, Palestine, Syria, Algeria), Asians (mainly from Pakistan, Bangladesh India, Afghanistan), Russian, Malaysian, Indonesia, Chinese, Japanese, Pacific Islanders (mainly from Samoa, Tonga and Cook Island), Maori and New Zealand Pakeha.

The institution draws students from all parts of Auckland due to its special character. Students

come from as far as Papakura in the south, Howick in the east, Ponsonby in the central city and Waitakere in the northwest. The school tries to cater for the 100,000 multi-ethnic and multi-cultural Muslims of Auckland as well as non-Muslims in its locality. The current ethnicity composition of the school is as follows:

Race	Number	Percentage
Indian	425	77
Middle Eastern	9	2
African	9	2
NZ European/Pakeha	4	1
Asian/Afgan	80	14
Others	22	4
Total	550	100

The school does not have any Maori student; however it provides some programmes in Tikanga Maori and Te Reo Maori in order to develop empathy with Maori. **If need arises, Al-Madinah School is geared to provide education for Maori and Pacific Island students by using the facilities provided by the correspondence school.** The school has successfully encouraged few of its past students to learn Maori at the tertiary level and to train themselves as teachers of different subjects including Maori so as to offer Maori to its students.

CHARTER OBLIGATIONS

Obligations to the Ministry of Education

The school acknowledges its obligations to the Government and the Ministry of Education under legislation and guidelines that include the National Education Goals, National Administration Guidelines and Educational Priorities.

Cultural diversity

The school recognizes the national education priorities and is committed to responding to cultural diversity and to improving the learning outcomes for all students.

Te Reo instruction and Needs for Pacific Island Students

The school recognizes the need to integrate aspects of Te Reo and Tikanga Maori into teaching and learning programmes. School staff participated in Te Reo Maori PLD in 2021 and consequently Te Reo is being integrated into lesson plans. This aligns with school's intention to teach Maori as a full fledge language. This will materialised through further PLD planned for 2022.

We are working on the implementation of Aotearoa New Zealand Histories curriculum in 2023 from Years 1-10. The school does provide some programmes in Tikanga Maori and Te Reo Maori in order to develop empathy with Maori. **If need arises, Al-Madinah School is geared to provide education for Maori and Pacific Island students by using the facilities provided by the correspondence school.**

Charter consultation

The Board will document and maintain an ongoing programme of reporting, self-review and community consultation over a three-year period. Reports from reviews will form the basis for deciding priorities for school development and improvement. This will involve open and frank communication and consultation with parents, staff and all stakeholders in respect to the charter, strategic planning, annual planning and student achievement.

Key

CHARTER

STRATEGIC PLANS 2022 – 2024

ANNUAL PLAN 2022

MISSION STATEMENT

Al-Madinah aims to develop students spiritually, intellectually and physically to their full potential in an Islamic Environment.

VISION STATEMENT

Al-Madinah School is dedicated to all round achievement of students within a commitment to the mission of Islam and citizenship of Aotearoa New Zealand

PRINCIPLES

- High expectations
- Treaty of Waitangi
- Cultural diversity
- Inclusion
- Learning to learn
- Community engagement
- Coherence
- Future focus

THE EDUCATIONAL GOALS AND OBJECTIVES OF THE SCHOOL

The Islamic code of ethics is the basis for the school's daily life. Teaching and learning is carried out in the spirit of Islamic values and traditions of prophet Muhammed (PBUH) and his Companions.

Objectives

- To promote the development of Islamic personality (Akhlaq)
- To provide a safe, caring and healthy environment within the school.
- To encourage the development of each student at his or her own pace and capability.
- To nurture and develop the individual for his or her role as khalifah of Allah Subhanahu wa Ta'ala, by catering for:

Mind:
Knowledge and
Mental & Intellectual

Development

Body:
Physical well-being and health

Ruh (soul):
Spiritual Growth
and Training

VALUES AND KEY COMPETENCIES

Key Competencies needed by everyone across a variety of life contexts:

- * Thinking
- * Using language, symbols, and texts
- * Managing self
- * Relating to others
- * Participating and contributing

School based: Be solution oriented / Problem solvers, forgiving and seeking forgiveness

Values to be encouraged, modelled and explored

- * Excellence
- * Innovation
- * Inquiry
- * Curiosity
- * Diversity
- * Ecological Sustainability
- * Integrity
- * Respect themselves, others and Human Rights

Special Character driven:

*Qualities of Sahabah including 6 qualities promoted by dawah & tabligue work, honesty, respect, , family, humanity and cleanness.

Students and staff are encouraged to live a Muslim life on the school campus and beyond.

While meeting the Government's requirements for the education of all New Zealanders through

THE NATIONAL EDUCATIONAL GOALS, NATIONAL ADMINISTRATION GUIDELINES AND THE NEW ZEALAND CURRICULUM.

This document still needs to be approved by the Commissioner of Al-Madinah School

Commissioner Principal

This charter establishes the mission, aims, objectives, strategic direction and the targets in the annually updated section.

STRATEGIC GOALS

Reference	Strategic Goals	Strategies 2022-2024
NAG 1: Goal 1 (Curriculum)	To adhere to the requirements of the NELP for the schools and Kura. To raise student achievement within the framework of the National and Islamic curriculum by meeting all students' individual needs. Being an area school, seamless and coherent curriculum pathways are to be developed to ensure the linkage from year 1 - 13 To integrate Urdu/Arabic languages and Islamic values with special focus on knowledge, akhlaaq (character) and Dawah (propagation) throughout the school in order instill these as lifelong practices.	<ol style="list-style-type: none"> 1. Empower School Leaders with knowledge and skills to continue to adhere to the requirements of the NELP. 2. Develop and implement the new Aotearoa NZ History Curriculum. 3. Through consistent use of PACT Tool and students' achievement data, identify students needs in order to develop effective programmes. 4. Develop systems to ensure leaders (SLT, HOD's and TL's) are leading learning across the school. 5. To improve merit and excellence endorsements at NCEA by 10%. 6. To reduce the number of well below and below students in national expectations based on national curriculum levels by 10%.
NAG 2: Goal 2 Planning /reviewing /reporting	To have an effective means of self review / evaluating the school's programme and activities to ensure sound planning and reporting. Hence an excellent catalyst for change towards an enhanced communication and well managed pastoral care resulting in an excellent performance of student.	<ol style="list-style-type: none"> 1. Continue to consult with students, staff, whanau and the school community on a regular basis. 2. To ensure effective communication with the stake holders, ensure all curriculum documents are electronically available.
NAG 3: Goal 3 (Personnel)	To implement government's strategy toward healthy well-being place.. Being an area school, ensure staff address the needs of the school as a whole.	<ol style="list-style-type: none"> 1. Develop staff well-being programs to create healthy environment and working relationship 2. Develop systems to ensure leaders (SLT, HOD's and TL's) are leading important aspects such as assessments, PLDs, across the school.
NAG 4: Goal 4 (Finance/Property)	To allocate and manage income and expenditure in ways that effectively support teaching and learning.	<ol style="list-style-type: none"> 1. Ensure safe and efficient processing of school money by reviewing the Accounts Procedural Manual.
NAG 5: Goal 5 (Health & Safety)	To have sufficient and appropriate facilities to deliver programmes, which comply with all relevant health and safety regulation that recognises the importance of the Emotional/ Physical/ Spiritual and Cultural needs of students.	<ol style="list-style-type: none"> 1. Identify how the school property plan can be improved to ensure the enhancement of physical properties. 2. Identify how to continue to develop a safe and suitable physical environment for all staff and students. 3. To have a consistent system that monitors and addresses lateness to school.
NAG 6 (Compliance)	To fully comply with the school's integration agreement and all general legislation applying to schools.	<ol style="list-style-type: none"> 1. Continue to provide a range of opportunities for staff and students to practice the Muslim life style based on the special character of the school
NAG 7: Goal 7 (School Charter)	To annually update the school charter by encouraging and engaging the school community in order to understand parents and whanau aspirations and to promote 21century learning and teaching skills.	<ol style="list-style-type: none"> 1. Establish an elected effective School Board. 2. Actively promote the school by enhancing the use of the school by the community. 3. Continue to develop sound links with providers, businesses and agencies to support the school.
NAG 8: Goal 8: AoV	To review and analyse the school's performance in relations to the charter, strategic goals, annual plans, curriculum levels & NCEA.	<ol style="list-style-type: none"> 1. Continue to consult the stakeholders to ensure the school focuses on its strategic direction.
School based Goals. (Special Character Developments)	In order for staff and students to fully understand their faith/ practice, ensure special character of the school is effectively and efficiently woven within the teaching and learning programme of the school.	<ol style="list-style-type: none"> 1. Fully integrate islamic knowledge and concepts into all curriculum areas. 2. Provide opportunities to staff and students to practice how to live an Islamic way of life by going out in jamaats. 3. Continue to provide opportunities for students to enhance their capability of sustaining their mother language.

2022 – 2024 Strategic Plan

YEAR	2022	2023	2024
Curriculum (NAG 1)	<ul style="list-style-type: none"> • Provide Knowledge/Understanding of NELP • Introduce the teaching of Urdu and Arabic in primary school. • Continue to Develop and implement Pact tools, and the DMIC program. • Start planning to introduce changes to NCEA. • Start planning and developing the local curriculum for Aotearoa NZ History. • Continue to develop means to ensure learning is led across the school based on learning areas 	<ul style="list-style-type: none"> • Implement changes to the new objectives of the NELP. • Review effectiveness of second language teachings. teachings of second languages. • Implement changes to NCEA. • Implement the Aotearoa NZ History curriculum. • Assign individual leaders to lead aspects of schooling right across the school eg. Assessments, PLD's etc. 	<ul style="list-style-type: none"> • Review the effectiveness NELP • Review the implementation of ILE. • Continue implementing further changes to NCEA. • Review the effectiveness of the implementation of Aotearoa NZ History curriculum • Review the effectiveness of the area school concept
Personnel (NAG 3)	<ul style="list-style-type: none"> • Continue and consolidate PLDs for teachers in implementing DMIC and Pact Tools... • Focus on staff well-being by focusing on building the staff relationship through Mitey and Pause, Breathe.... Programs. 	<ul style="list-style-type: none"> • Review the effectiveness of all PLD programmes by focusing on balancing the work load. 	<ul style="list-style-type: none"> • Implement PLD programs reviewed in 2022/3
Finance & Property (NAG 4)	<ul style="list-style-type: none"> • Actively contribute towards the completion of the property blue print by IED Trust and help implement it accordingly. 	<ul style="list-style-type: none"> • Help towards the implementation of property blue print developed by IED Trust. 	<ul style="list-style-type: none"> • Continue to help implement the IED Trust's blue print.
Community	<ul style="list-style-type: none"> • Engage with the local iwi, hapu, tupuna and community leaders to develop local curriculum for Aoreoroa NZ History. 	<ul style="list-style-type: none"> • Review parent and whanau involvement in school. 	Review the community services.
Student Services	<ul style="list-style-type: none"> • Continue to work with AMS Student Council to resolve any ongoing students concerns. 	<ul style="list-style-type: none"> • Implement the review of food provided in the canteen. • Ensure school-wide camps takes place. 	<ul style="list-style-type: none"> • Continue reviewing of student services.

2022 Annual Plan

<i>Focus Area</i>	<i>Targets</i>	<i>Responsibility</i>	<i>Reporting</i>
Curriculum	<ul style="list-style-type: none"> • <i>Introduce the teaching of Urdu and Arabic in primary school.</i> • <i>Continue to develop and implement the accepted PLDs including NELP.</i> • <i>Plan and develop Aotearoa NZ History curriculum.</i> • <i>Using EA engage with the stake holders in order to review the current digital learning facilities to ensure its effectiveness and efficiency is enhanced.</i> • <i>Using MoE's SAF team develop seamless and coherent curriculum pathways and its effective management</i> 	APs Principal and SLT. History HOD SLT Principal	Each Term End of Term 2 and 4 Each term Each term
Personnel	<ul style="list-style-type: none"> • <i>Implement DMIC and Pact PLDs.</i> • <i>Implement the well-being programs to enhance staff relationship.</i> 	APs	Term 1 & Term 3
Finance & Property	<ul style="list-style-type: none"> • <i>Engage with IED Trust and other relevant parties to ensure that the property blue print is completed and implemented in a timely manner.</i> 	Principal	End of term 2
Community	<ul style="list-style-type: none"> • <i>Engage with the local iwi, hapu, tupuna and community leaders to develop local curriculum for Aotearoa NZ History as well as the Maori language.</i> 	HOD History	End of T 2 & 3
Student Services	<ul style="list-style-type: none"> • <i>Pastoral care team to consult the student council to identify and resolve any ongoing student concerns</i> 	HOD Pastoral Care	End of T 2 & 3

PROVISION IN 2022 ANNUAL BUDGET

<i>Income</i>	<i>2022 Budget (\$)</i>
<i>Government Grant</i>	4,027,953
<i>Fundraising</i>	23,000
<i>Activities</i>	44,369
<i>Trading</i>	28,000
<i>Total</i>	<i>4,105,722</i>

<i>Expenditure</i>	<i>2022 Budget (\$).</i>
<i>Administration</i>	359,692
<i>Learning Resources</i>	670,052
<i>Teaching Staff Wages</i>	2,700,000
<i>Property including property wages</i>	312,700
<i>Depreciation</i>	120,000
<i>Total</i>	<i>4,162,444</i>

PROCEDURAL INFORMATION

Community consultation will be done in the following ways:

- 1. Annual community evening – where all strategic partners of the school will be invited and given the opportunity to voice their opinions.*
- 2. Statistical forms will be sent to parents through the students, from time to time.*
- 3. Ongoing one to one meetings throughout the year with parents who have actively voiced their concerns.*

Timeline below shows the key events in relation to community and ministry of education.

NOTE: in addition to surveys, zoom consultation with parents/caregivers took place on 14 November 2021.

Timeline: November and December- following year's charter consultation with the community.

- 1 March: send revised charter for current year to Ministry of Education. May: audited annual report for previous year to community.*