

2024 ANNUAL IMPLEMENTATION PLAN

Strategic Goal 1	<i>Our students will be provided with a relevant, engaging local school curriculum, based on Te Mātaiaho NZ Curriculum refresh) for full implementation by 2027</i>			
Student Achievement Data	<p>1. <i>We will have Increased awareness and understanding of Te Mātaiaho (refreshed curriculum) by all within the community</i></p> <p>2. Student Achievement Targets for 2024:</p> <p><u>For Years 1 - 6</u></p> <p style="text-align: center;"><u>Term 4 2023 Baseline Data for 2024 target</u></p> <p>Reading: 70% of the students are AT and Above. 21% are Below and 9% are Well Below. Writing: 70% of the students are AT and Above. 19% are Below and 11% are Well Below. Maths: 75.5% of the students are AT and Above. 19.4% are Below and 4.9% are Well Below.</p> <ol style="list-style-type: none"> 1. To have 80% of students at or above in Reading and Writing and Mathematics. 2. (BSLA): To have 75% of students at and above in Literacy in Year 2, 2024. <p><u>For years 7 – 10:</u></p> <p>Numeracy: 67% of students are AT and Above Literacy: 61% of students AT and Above</p> <ol style="list-style-type: none"> 1. To have 85 % of students at or above in Numeracy and Literacy. <p><u>For Years 11 – 13:</u></p> <p>Numeracy: 91% of students are AT and Above Literacy: 99% of students AT and Above</p> <ol style="list-style-type: none"> 1. To have 100 % of students at or above in Numeracy and Literacy. 			
What do we expect to see by the end of the year				
The local curriculum will be understood and will be being implemented in all classes				
Actions	Who is Responsible	Resources Required	Timeframe	How will success be measured
<i>Staff will continue to undertake professional learning to understand</i>	SLT	Teacher Only Days planned, and providers booked.	Term 1 – 4	<ul style="list-style-type: none"> ● Teachers will understand and use the five essential pedagogies. (see page 21 Te Mātaiaho)

<p><i>Te Mātaiaho (The Refreshed New Zealand Curriculum).</i></p>		<p>All teachers implementing and enhancing Islamic values into practice as laid down in the Histories curriculum making them visible in the teaching and learning. All teachers have copies (electronic or printed) of:</p> <ul style="list-style-type: none"> • Te Mātaiaho • Common Practice Module <p>Whānau evenings – flyers with relevant info and links, food, presenters</p>	<p>Term 1 - 4</p>	<ul style="list-style-type: none"> • Teachers will have an understanding of the Common Practice Model (CPM) in readiness to implement it from 2026. • Teachers will have been supported to draw links between TM, CPM. • All teachers will be teaching and Islamic values, making them visible in the teaching and learning environments. • Teachers will model the Islamic values. • Students will be able to talk to our Islamic values. • Whānau will have been communicated with through newsletters and school website and have an awareness of the developing local school curriculum and what it is based on.
<p><i>Continue the development and implementation of the English, Mathematics and Statistics curriculum from Year 1-13 that is well aligned, electronically available, coherent and supports students' pathways</i></p>	<p>HODs with Team leaders</p>	<p>Teacher Only Days</p>	<p>Term 1 – 4</p>	<ul style="list-style-type: none"> • Updated English, Mathematics & Statistics curriculum will be ready to be fully implemented from 2025. • NCEA Level 1 is ready to be fully implemented from 2025. • Curriculum Implementation Plan (CIP) is well documented and available electronically.
<p><i>Start the development of Science, Technology, The Arts, Health and Physical Education, Social Science, other languages and RED,</i></p>	<p>HOD with Team Leaders.</p>	<p>Te Mataiaho Common Practice Subject Associations MOE Any relevant upcoming PLDs Religious Studies Teachers Association of Aotearoa NZ (RSTAANZ) Religious Scholars</p>	<p>Term 1-Term 4</p>	<ul style="list-style-type: none"> • Updated other learning areas will be fully implemented from 2027. • Teachers will have a better understanding of the CPM • All learning areas will reflect the special character-Localised Curriculum • Whānau will have been communicated with through newsletters and school website and have an awareness of the developing local school curriculum and what it is based on.
<p><i>Staff will continue to enhance the literacy and numeracy achievement of the students through the continued PLD in PACT tool.</i></p>	<p>HODs with Team Leaders</p>	<p>PLD through EA</p>	<p>Term 1 – Term 4</p>	<ul style="list-style-type: none"> • Improvement shown in the reading, writing and mathematics data. • Consistent understanding on how to implement the use of PACT tools amongst the teachers.

<p>4 Ensure every learner/ ākonga gains sound foundation skills, including language*, literacy and numeracy</p> <p><small>* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language</small></p>				
<p><i>Review our Innovative Learning environments to determine whether teacher practices are within ILE guidelines. If yes, then evaluate if ILE should continue.</i></p> <p>6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	SLT	<p>Conduct a SWOT analysis, Face to face survey with: Students and staff</p> <p>Protocols of ILE</p> <p>Classroom observation data</p> <p>Research long term practices of ILE eg New South Wales.</p>	Term 1-4	<ul style="list-style-type: none"> ● SLT is able to identify the best practices of ILE ● Identified if teachers understand the required pedagogical practices. ● We will be able to find out if leadership has provided enough teacher and physical resources. ● We will be able to identify if Students were able to talk about how they learn best. ● If teaching and learning was differentiated. ● We will be able to decide whether to continue with ILE.
<p><i>Evaluate structured literacy approach for Years 1-2 complementing the Better Start Literacy Approach implemented in 2022 and 2023</i></p>	HODs Team Leaders LSC	<p>Budget for PLD and release for staff to undertake PLD</p> <p>Staff teaching in Year 1-2 area to have PLD in teaching a structured literacy approach.</p>	Term 1 - Term 4	<ul style="list-style-type: none"> ● At the end of Year 2, most students will have completed the Phonics Plus Rākau Level and be reading at or above their respective curriculum level. ● Teachers in Years 1-2 will have completed PLD in BSLA.
<p><i>Complete the development and begin implementation of the English, Mathematics and Statistics curriculum from Year 1-13 that is well aligned, electronically available, coherent and supports students' pathways.</i></p>	SLT HODs Team Leaders	<p>Review the current status of our curriculum pedagogies</p> <p>Staff meeting with all teachers to grow capability towards implementation</p> <p>Observe how we are moving towards the seamless curriculum.</p>	Term 1 purchase of devices. Term 2- Term 4 2024	<ul style="list-style-type: none"> ● Documents will be available and understood by teachers ● Minutes of meeting will be read and implementing into practices. ● Teachers planning documentation will be consistent throughout the school

<p>7 Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</p>		<p>Design documentation to guide teacher practices based on seamless curriculum</p>		
<p><i>Develop school-wide assessment practices that supports assessment for learning, developing student agency.</i></p> <p>2 Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p>	<p>AP (Assessment and Progression)</p>	<p>Continuous meetings with HODs and Team leaders to develop assessment schedule.</p> <p>Ensure schedule is adhered to by the teachers.</p> <p>Gather student voice.</p> <p>Peer assessments will be conducted in all classes</p>	<p>Term 1-Term 4</p>	<ul style="list-style-type: none"> ● Teachers will have a shared understanding of assessment for learning so that teaching and learning is meaningful and meets the needs of their students. ● Students will be actively engaged in the assessment process and are able to self and peer assess, which will overall improve the effectiveness of ILE ● Improvement in Literacy and Numeracy data from Year 1-13
<p><i>To give thought to how early childhood curriculum (Te Whāriki) can support literacy and numeracy achievements to support transitions.</i></p>	<p>Principal SLT AP – Primary</p>	<p>IED Trust to provide appropriate facilities for ECC to kick start</p> <p>AP to provide guidelines to ECC.</p>		<p>Appropriate ECC Centres are established.</p> <p>Established curriculum is in place.</p> <p>Children are learning in the established ECC Centres.</p>

<p>Strategic Goal 2</p>	<p>Our learning environment will promote learning, practicing, and preaching (Dawat and Tabligh) in line with the special character of the school.</p>
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Annual Target	<p><i>Leaders, Teachers Students and Whānau will understand and practice the Islamic knowledge through the Darul Uloom and standard religious studies classes in the context of the school’s special character.</i></p> <ol style="list-style-type: none"> 1. Promote Islamic practices by encouraging staff, students and community members in participating in Jamaats, Sabe-e-guzari, ijtima and Jord. 2. Ensure the six qualities of the work of Daawat and Tabligh is understood and embedded into practices. 3. Ensure the Darul Uloom is up and running and well utilised by the students. 			
What do we expect to see by the end of the year				
Darul Uloom curriculum and regular religious studies curriculum will be in place and implemented in the context of the special character of the school. In doing so every child will be able to learn and doing the best to practice the 6 Qualities as part of the effort of Dawat & Tabligh in their daily lives.				
Actions	Who is Responsible	Resources Required	Timeframe	How will success be measured
<p><i>Improve and strengthen Islamic practices by teaching knowledge including 6 Qualities of Dawat and Tabligh through Darul Uloom and regular classroom teaching.</i></p> <div data-bbox="129 719 517 975" style="background-color: #d9e1f2; padding: 5px;"> <p>1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p> </div>	<p>HOD RED/Pastoral Care Leadership Team</p>	<p>Support from AP/LSC by way of <i>Designing strategies to support students’ punctuality that improve attendance and engagement of our students</i></p>	<p>Term 1- Term 4</p>	<ul style="list-style-type: none"> ● PLD from Islamic Department will continue to meet guidelines and 2024 timeline.
<p><i>Staff will undertake Islamic PLD to understand the 6 Qualities, its objectives, its rewards and how to achieve them in one’s life.</i></p>	<p>Religious Education Team Principal</p>	<p>Islamic Resources including outside agencies provided by IED Trust.</p>	<p>Term 1-4</p>	<ul style="list-style-type: none"> ● Kaiako will have a shared understanding of the 6 Qualities.

3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs				
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Strategic Goal 3	Our school will be able to provide a diverse range of subjects to fulfil the career aspiration of our senior students which is currently restricted due to low number of the secondary students, which results in an inadequate staffing.			
Annual Target	<ol style="list-style-type: none"> 1. An increase in its maximum roll and consequently acquires modern facilities to promote education in an ILE (Innovative Learning Environment). 2. Further review the current staffing structure <p>The school will design fit for purpose environment with a focus on raising student awareness of the impact we have on our surroundings This will be measured by: reviewing progress on 10 year property plan. BOT meeting conversations</p>			
What do we expect to see by the end of the year				
Darul Uloom curriculum and regular religious studies curriculum will be in place and implemented in the context of the special character of the school. In doing so every child will be able to learn and doing the best to practice the 6 Qualities as part of the effort of Dawat & Tabligh in their daily lives.				
Actions	Who is Responsible	Resources Required	Timeframe	How will success be measured
<i>To explore the readiness for school expansion by considering:</i> <ul style="list-style-type: none"> • Further review of staffing structure • Appropriateness of current facilities • Possible other options • Roll growth 	Principal IED Trust	Appropriate increase in the school's maximum roll. Provision of adequate and appropriate building facilities in an ILE. Provision of Satellite schooling facilities in Auckland and around NZ. This may lead to self-managed facilities in the future.	Term 1- Term 4	Maximum roll increased. Current building provision is reviewed, evaluated and a long-term plan is established. Provision of satellite education and / or otherwise discussed with MOE and some form of buildings through purchase or lease is established.

<i>developing a long-term building plan to ensure suffice facilities along with modernised learning environments are authorised.</i>				
<i>To give responsibility to IED Trust to ensure provision of building is made for early childhood education.</i>	Principal IED trust	Provision of appropriate and adequate facilities for ECE and playgroups.	Term 1-4	Discussion with MOE completed on the issue of establishing a centre for ECE in order to bridge the literacy and numeracy achievement gaps currently seen in students joining this school. ECE provision started.