

STRATEGIC PLAN 2024-2025

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.

Values and Key Competencies – for both Staff and Students

- Develop in students the 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.

MOE driven: 1.Excellence 2.Innovation 3.Inquiry 4.Curiosity 5.Diversity 6.Ecological Sustainability 7.Integrity 8.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.

Our Strategic Plan was developed after:

- Ongoing community consultation Term 3 and 4 2023
- Ongoing consultation with Ngaa Ohomatakamokamo-o-Ohomairangi (Ngaa Oho) (Makaurau Marae, Ihumatao) with a dedicated face-to-face consultation at the Ihumatao village.
- Consideration on how the school will give effect to Te Tiriti o Waitangi through our school curriculum and practices, enabling fair and equitable educational processes and outcomes for Māori and for all ākonga. We will ensure that every student understands what it means to live in Aotearoa New Zealand and their place in it

This will be achieved by leading kaiako/teachers:

- actively delivering a curriculum that is fair and equitable for all.
- protecting te reo Māori and tikanga Māori (protocols) and mātauranga Māori and to collaborate with whānau, hapu and iwi to incorporate these taonga into the school curriculum.
- designing and planning learning programmes that provide all ākonga access to knowledge, understandings and practices that are relevant and promote achievement, inclusion, equity and wellbeing.

Links to board primary objectives and education requirements

A board's primary objectives in governing a school are to ensure:

- every student can attain their highest possible standard in educational achievement.
- the school: – is physically and emotionally safe – gives effect to relevant student rights – takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school.
- the school is inclusive of, and caters for, students with differing needs.
- the school gives effect to Te Tiriti o Waitangi, including by: – working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori – taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori – achieving equitable outcomes for Māori students

Ref: Education and Training Act 2020, Section 91, Section 127 (1 & 2a), Section 164, and Gazette Notices GN2009-go8817 & go8814, GN2017-go6474 and Gn2022-go4492. | Page numbers refer to the 2007 curriculum

OBJECTIVES

OBJECTIVE

1

LEARNERS AT THE CENTRE

Learners with their whānau are at the centre of education

OBJECTIVE

2

BARRIER FREE ACCESS

Great education opportunities and outcomes are within reach for every learner

OBJECTIVE

3

QUALITY TEACHING AND LEADERSHIP

Quality teaching and leadership make the difference for learners and their whānau

OBJECTIVE

4

FUTURE OF LEARNING AND WORK

Learning that is relevant to the lives of New Zealanders today and throughout their lives

OBJECTIVE

5

WORLD CLASS INCLUSIVE PUBLIC EDUCATION

New Zealand education is trusted and sustainable

PRIORITIES

1

Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

3

Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

5

Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

7

Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work

8

Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)

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

4

Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy

* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language

6

Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

The NELP and TES are statutory documents enabled by the Education and Training Act 2020 that set out the Government's priorities for education. This document forms both the NELP (priorities 1-7) and the TES (priorities 1-8).

Some aspects of these priorities will be more applicable to one sector than others.

The NELP is designed to guide those who govern licensed early learning services, ngā kōhanga reo, schools and kura.

In particular, licensed early learning services are required to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard. Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters.

The TES sets the direction for tertiary education. Tertiary Education Organisations are required to show how they have regard for the TES. The Tertiary Education Commission must give effect to the TES, and the New Zealand Qualifications Authority must have regard for the TES.

Vision	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.		
Purpose	Collaboratively we create confident, connected, future focused, actively involved, lifelong learners with strong Islamic values.		
Strategic Goals	Our students will be provided with a relevant, engaging local school curriculum, based on Te Mātaiaho (NZ Curriculum refresh) for full implementation by 2027.	Our learning environment will promote learning, practicing, and preaching (Dawat and Tabligh) in line with the special character of the school.	Our school will be able to provide a diverse career path by being able to provide a wide range of subjects to students in the upper secondary school.
Actions Details are provided in the annual implementation section	<ol style="list-style-type: none"> 1. Staff will undertake prof learning to understand Te Mātaiaho. 2. Staff will continue to enhance the literacy and numeracy achievement of the students through the continued PLD in PACT tool. 3. Review our Innovative Learning environments to determine whether teacher practice within these environments is impacting on student achievement. 4. Explore the options for Years 3 – 8 students adopting into BSLA or a similar structured program. 5. Develop school-wide assessment practices that supports assessment for learning. 6. Develop ways in which early childhood curriculum (Te Whāriki) can support literacy and numeracy achievements. 	<ol style="list-style-type: none"> 1. Improve and strengthen Islamic practices. 2. Ensure an effective Darul Uloom program is in place and encourage students to enrol into it by providing adequate resources including staffing, books and other relevant material. 3. Staff will undertake PLD to better understand the 6 Qualities of Dawat and Tabligh and are able to teach it to the students and bring about its practices across the school and the community. 	<p><i>To explore the readiness for school expansion by considering:</i></p> <ul style="list-style-type: none"> • Staffing Structure • Appropriateness of current facilities • Possible other options including use of offsite classroom facilities as well as setting up satellite education hubs. • Roll growth <p><i>Developing a long-term building plan to ensure sufficient modern learning facilities are made available to cater for Darul Uloom, Early Childhood and the maximum roll increase.</i></p>
	We will be successful when ... <i>We have a holistic, local curriculum that is engaging, meets the needs of all ākonga and produces high levels of student achievement and engagement through adequate time allocation.</i>	We will be successful when ... <i>Staff and students have high levels of self-confidence and resilience in adhering to the special character of the school in and outside the school premises.</i>	We will be successful when ... <i>Maximum roll is increased, and modern facilities are in place resulting in a more diverse career pathway. Muslim communities in Auckland and around NZ will have other study options available.</i>

