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 2024
- 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 LEARNERS AT BARRIER FREE **QUALITY TEACHING FUTURE OF LEARNING WORLD CLASS** THE CENTRE ACCESS AND LEADERSHIP **AND WORK INCLUSIVE PUBLIC EDUCATION** Learners with their whānau are Great education opportunities Quality teaching and leadership Learning that is relevant to the at the centre of education and outcomes are within make the difference for lives of New Zealanders today New Zealand education reach for every learner learners and their whānau and throughout their lives is trusted and sustainable Ensure places of learning Reduce barriers to Meaningfully incorporate Collaborate with Enhance the contribution of are safe, inclusive and te reo Māori and tikanga industries and employers research and mātauranga education for all, free from racism, including for Māori and Māori into the everyday to ensure learners/ Māori in addressing local Pacific learners/ākonga, life of the place of ākonga have the skills, and global challenges discrimination and disabled learners/ākonga knowledge and pathways (TES ONLY) bullving learning and those with learning to succeed in work support needs PRIORITIES 6 Develop staff to strengthen Have high aspirations Ensure every learner/ ākonga gains sound teaching, leadership and for every learner/ākonga, foundation skills, and support these by learner support capability across the education partnering with their including language*, whānau and communities literacy and numeracy workforce to design and deliver In particular, licensed early learning services are * Oral language encompasses any method required to have regard to the NELP as part of the of communication the learner/akonga uses education that responds as a first language, including New Zealand Governance, Management and Administration (GMA) The NELP and TES are statutory documents enabled by sign language Standard. Boards of schools and kura must have particular to their needs, and the Education and Training Act 2020 that set out the regard to the NELP, including when developing

sustains their identities,

languages and cultures

Government's priorities for education. This document forms

Some aspects of these priorities will be more applicable to

The NELP is designed to guide those who govern licensed

early learning services, ngā kōhanga reo, schools and kura.

both the NELP (priorities 1-7) and the TES (priorities 1-8).

one sector than others.

or renewing their charters.

The TES sets the direction for tertiary education. Tertiary

have regard for the TES. The Tertiary Education Commission

Education Organisations are required to show how they

Qualifications Authority must have regard for the TES.

must give effect to the TES, and the New Zealand

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 Tahurangi (NZ Curriculum) 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	 Focus on governments educational priorities which includes achievement (Refresh Curriculum) and attendance Embed BSLA in to years 0 – 3 and look at options for years 4 – 8. Continue enhancing school-wide assessment practices based on the principles of assessment for learning. In doing so, develop the confidence in each staff that every student can improve. 	 Promote Islamic practices by encouraging staff, students and community members in participating in Jamaats, Sabe-e-guzari, ijtima and Jord. Ensure the six qualities of the work of Dawah and Tabligh is regularly taught and implemented in the lives of staff and students. Staff and students are encouraged to participate in Jamaat work locally, nationally and globally. Ensure that Darul Uloom staff and students are representing at the Sabe-e-guzari and possibly, if not all, at most of the Islamic competitions within New Zealand and possibly overseas. Encourage secondary girls and the female staff to take part in the weekly ladies taleem at different venues. 	 Continue working with the schools proprietor to ensure the maximum roll of the school increases to a level that allows more students, which will ensure a diverse range of subjects are made available at NCEA level. Ensure that the proprietor provides enough property facilities for the well-being of staff and students.
	We will be successful when 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.	We will be successful when 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.	We will be successful when 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.