AL-MADINAH SCHOOL

Strategic Plan 2026 to 2028

Vision

Nurturing Character, Cultivating Knowledge, Serving Humanity:
Confident lifelong learners embodying Iman (Faith) and Ihsaan (Excellence) as active citizens of Aotearoa.

Purpose

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.

Strategic Goals, Actions, and Measures (2026-2028)

Goal 1: Improve teaching pedagogy to enhance all staff and student learning outcomes.

Focus: Embedding the Professional Growth Cycle (PGC) and Practice Analysis Conversations (PACs) to ensure consistent, high-impact instruction.

Actions	Responsibility	Timing & Resources	Measure of Success
Phase 1: Understanding, Planning & PGC Implementation (2026)			
1.1 **Establish a consistent pedagogical framework** (e.g., explicit instruction/Science of Learning) and train Lead Teachers for English and Mathematics on its application alongside the refreshed	Principal, Senior Leadership Team (SLT)	**2026 Term 1-2** Ministry of Education (MoE) PLD/Support. Dedicated release time for Lead Teachers.	Lead Teachers complete accredited MoE PLD and present a comprehensive implementation plan for the new pedagogical framework to the Board and staff.

curriculum content.			
1.2 **Set up school-wide tracking documents** to track target students for **Reading, Writing, and Mathematics**. Define clear criteria for identifying target students (e.g., lowest 20% in specific domain, specific student groups).	SLT, Curriculum Leads, Assessment Coordinator	**2026 Term 1-2** Dedicated time for data analysis meetings. Standardised tracking templates (digital/paper).	**Tracking documents are created, populated with baseline data for target students in Reading, Writing, and Mathematics, and operational for use in classroom planning by the end of Term 2.**
1.3 **Pilot video analysis and Practice Analysis Conversations (PACs)** within the PGC for **Mathematics** staff only, focusing on the consistent delivery of the new pedagogical framework.	SLT, Mathematics HOD/Lead Teacher, All Mathematics Staff	**2026 Term 3-4** Training on PGC/PACs and video technology/software.	All Mathematics staff successfully complete at least two PACs using video analysis, and documentation confirms feedback aligns with the instructional framework.
Phase 2: Implementation, Data & Cross-Curricular Practice (2027)			
1.4 **Embed the new pedagogical framework** and consistent instructional practices in all classrooms (Years 1-13), applied specifically to English and Mathematics refreshed content.	All Staff, Curriculum Leads	**2027 Term 1-4** Ongoing internal PLD via staff meetings and classroom observations.	**90% of observed classroom teaching practice aligns with the agreed-upon instructional model** and refreshed curriculum content.

1.5 **Expand and implement structured data analysis cycles (PLCs)** using the tracking documents (Action 1.2) to identify teaching gaps and adjust instructional delivery specifically for targeted learners in Reading, Writing, and Mathematics.	Curriculum Leads, All Teachers	**2027 Term 1-4** Dedicated professional learning community (PLC) time.	Data analysis cycles are evidenced in team meeting minutes, and subsequent teaching plans show clear adaptation based on target student needs.
1.6 **Extend video analysis and PACs** within the PGC to include **Reading** staff, building on the Mathematics pilot.	SLT, Reading Lead Teacher, All Reading Staff	**2027 Term 2-4** Dedicated release time for PACs.	All Reading staff successfully complete PACs using video analysis. Internal PGC audit confirms consistent use of PACs school-wide.
Phase 3: Embedding & Evaluation (2028)			
1.7 **Evaluate the fidelity and impact of the data tracking and response system** (Actions 1.2 & 1.5) to ensure target student progress is consistent and accelerated across all levels (Y1-13).	SLT, Curriculum Leads	**2028 Term 1-2** Internal data reviews and teacher interviews.	Tracking documents show accelerated progress for at least 75% of identified target students for two consecutive years (2027-2028).
1.8 **Embed video analysis and PACs school-wide (Years 1-13)**, making it a mandatory component of the PGC for all curriculum areas (Reading, Writing, Mathematics, and Special Character).	All Staff, SLT, PGC Facilitators	**2028 Term 1-4**	PGC documentation confirms 100% of staff are engaging in regular PACs using video analysis, resulting in measurable shifts in self-reported teaching practice.

Actions	Responsibility	Timing & Resources	Measure of Success
1.9 Conduct comprehensive internal review of the pedagogical implementation, focusing on the impact of consistent teaching practice on student progress.	SLT, Curriculum Leads	**2028 Term 3**	Internal review report confirms that the new teaching pedagogy is embedded and positively impacting student progress. **By the end of 2028:** Student achievement data shows an increase in the proportion of learners making expected or accelerated progress (e.g., 5% improvement annually in targeted areas).

Goal 2: Significantly improve Regular Attendance towards the 2030 National Target.

Current Regular Attendance (RA) Baseline: 50%

Actions	Responsibility	Timing & Resources	Measure of Success
Phase 1: System Establishment & Awareness (2026)			
2.1 Standardise and enforce the **Tier 1 (Universal) Stepped Attendance Response (STAR)** procedures, including 'first day absence' follow-up, and refine SMS for accurate weekly RA tracking.	SLT, Office Administration, SWiS, Pastoral Care team	**2026 Term 1** Clear communication sent to all whānau defining 'regular attendance' (90%+).	Documentation confirms 100% of unexplained absences are followed up on the first day. RA rate increases to **55%** by the end of 2026.
2.2 Identify specific barriers to attendance for the current cohort (e.g., transport, health, engagement) through whānau consultation and data analysis.	Principal, SLT, Whānau Support Staff	**2026 Term 2-3** Consultation hui and targeted data reports.	Summary report produced detailing the top three local barriers to regular attendance.

Phase 2: Targeted Interventions (2027)			
2.3 Implement the **Stepped Attendance Response (STAR) Tiers 2 and 3** (Targeted and Intensive), delivering needs-based interventions for students in the 'Irregular' (80-90%) and 'Chronic' (under 80%) absence categories, involving whānau and external agencies where necessary.	SLT, Pastoral Care Team, Whānau Support Staff	**2027 Term 1-4** MoE attendance resources and professional learning.	Regular attendance (RA) rate increases to **65%** by the end of 2027. Reduction in the number of students falling into the 'Chronic' absence category.
Phase 3: Embedding & Celebration (2028)			
2.4 Establish a whole-school celebration and recognition programme for improved and regular attendance, making it highly visible (e.g., Principal's morning tea, class rewards).	All Staff, SLT	**2028 Term 1-4** Minimal budget for reward system (e.g., certificates, small prizes).	Regular attendance (RA) rate increases to **75%** by the end of 2028. Surveys show that students and whānau report feeling supported in improving attendance.

Goal 3: Implement PB4L (Positive Behaviour for Learning) Framework and establish core school values.

Actions	Responsibility	Timing & Resources	Measure of Success
Phase 1: Foundation & Values (2026)			
3.1 Engage staff, students, and community in a collaborative process to define Al-Madinah School's three to five core school values.	Principal, Board, SLT, Community Liaison	**2026 Term 1-2** Workshops, surveys, and focus groups.	Core school values are approved by the Board and clearly documented and communicated to the school community by the end of Term 2.
3.2 Establish the PB4L implementation team and begin core training in the PB4L framework. Develop a draft school-wide behavioural expectations matrix aligned with the new school values.	PB4L Team (SLT lead, Teacher representatives)	**2026 Term 2-4** PB4L training provided by MoE/external provider. Dedicated meeting time.	PB4L team is functional, and the draft matrix of expected behaviours is complete.
Phase 2: Implementation & Visibility (2027)			
3.3 Launch the core school values and the PB4L expectations matrix school-wide. Systematically teach these expectations explicitly in all classrooms (Years 1-13).	All Staff, SLT, PB4L Team	**2027 Term 1-4** High-visibility signage (posters, banners) in classrooms and common areas.	Staff observations and student surveys confirm that values and expectations are consistently taught and known by 95% of students.

3.4 Design and implement the new whole-school House system (including names that honour the school's Special Character/Aotearoa context) to foster positive peer relationships and spirit.	SLT, House Coordinators (newly appointed)	2027 Term 3-4 House system structure and launch ceremony.	All students (Year 1-13) are allocated to a House, and the system is functional with regular activities planned for 2028.
Phase 3: Monitoring & Positive Impact (2028)			
3.5 Implement a consistent school-wide system for positive reinforcement (acknowledgements/rewards) linked directly to the new school values and PB4L expectations.	All Staff	**2028 Term 1-4** Review and revision of school-wide reward systems.	Reduction in minor behavioural incidents and stand-downs (e.g., 10% annual reduction). PB4L data demonstrates positive trends in student behaviour.

Goal 4: Evaluation and enhance the Special Character teaching curriculum and its integration with school life.

Actions	Responsibility	Timing & Resources	Measure of Success
Phase 1: Evaluation and Standardisation (2026)			
4.1 Conduct an internal evaluation of the Special Character curriculum (Arabic, Urdu, Islamiyat, Qur'aan/Qaaida, Salaah, Taleem), gathering feedback from students, staff, and whānau.	Principal, Special Character Lead, Board	**2026 Term 1-2** Internal review documents and surveys.	Evaluation report highlights strengths and areas for development in content, resourcing, and teaching delivery.

4.2 Standardise the Special Character curriculum outlines (scope and sequence) for all Year 1-13 levels, ensuring clarity and progression across the school.	Special Character Lead, Teachers of Special Character subjects	**2026 Term 3-4** Dedicated writing time for curriculum documents.	Formal curriculum outlines are documented and approved by the Principal/Board and Special Character Committee.
Phase 2: Integration & Enhancement (2027)			
4.3 Develop a cross-curricular document that explicitly links Special Character values (*Akhlaq*) to the NZ Curriculum Key Competencies and the new school values (from Goal 3).	Special Character Lead, SLT, Curriculum Leads	**2027 Term 1-2** Collaborative planning time for teachers.	The integration document is published and used by all teachers to weave Special Character concepts into mainstream learning areas.
4.4 Provide targeted professional development for all staff on culturally responsive pedagogy that respects and affirms the school's Special Character and the bicultural context of Aotearoa.	Principal, SLT, External PLD provider (if necessary)	**2027 Term 3-4**	Staff PLD attendance records; teacher feedback confirms increased confidence in affirming student identity in the classroom.
Phase 3: Quality Assurance (2028)			
4.5 Implement an ongoing quality assurance cycle for the Special Character curriculum, including regular observation and feedback for teachers of these subjects.	Principal, Special Character Lead	**2028 Term 1-4**	Assurance records confirm 100% of Special Character teachers have received feedback on their practice. **By the end of 2028:** Student surveys indicate high levels of engagement and confidence in their faith knowledge and practice.