

## STRATEGIC PLAN 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

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.

<b>Vision</b>	<b>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.</b>		
<b>Purpose</b>	<b>Collaboratively we create confident, connected, future focused, actively involved, lifelong learners with strong Islamic values.</b>		
<b>Strategic Goals</b>	<b>Our students will be provided with a relevant, engaging local school curriculum, based on Te Mātaiaho (NZ Curriculum refresh) for full implementation by 2027.</b>	<b>Our learning environment will promote learning, practicing, and preaching (Dawat and Tabligh) in line with the special character of the school.</b>	<b>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.</b>
<b>Actions</b>  <b>Details are provided in the annual implementation section</b>	<ol style="list-style-type: none"> <li>1. Focus on governments educational priorities which includes achievement (Refresh Curriculum) and attendance</li> <li>2. Embed BSLA in to years 0 – 3 and look at options for years 4 – 8.</li> <li>3. 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.</li> </ol>	<ol style="list-style-type: none"> <li>1. Promote Islamic practices by encouraging staff, students and community members in participating in Jamaats, Sabe-e-guzari, ijtima and Jord.</li> <li>2. 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.</li> <li>3. 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.</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>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.</i></li> <li>2. <i>Ensure that the proprietor provides enough property facilities for the well-being of staff and students.</i></li> </ol>
	<b>We will be successful when ...</b> <i>We have a holistic, local curriculum that is engaging, meets the needs of all ākongā and produces high levels of student achievement and engagement through adequate time allocation.</i>	<b>We will be successful when ...</b> <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>	<b>We will be successful when ...</b> <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>