



# Iqra School

Strategic Plan

2022 - 2024





## Iqra School

Iqra School is an Islamic School where students are connected with faith and practices using well thought through curriculum and pedagogy that has many aspects to it.

The special character of the school includes Islamic studies and values that are embedded in daily lives of students and co-relate well with school's values of taqwah, respect for self, others, their own and other cultures, religions and beliefs, confidence in self, faith and learning, acceptance, excellence, care for self, others and the environment.

This also means that Islamic events are explained and celebrated, for example, students are taught the significance of fasting in Ramadhan and a supportive environment is created where students practice salat and fasting.

Islamic studies, Quran reading, and Arabic studies are scheduled in school-wide and class timetables. A specific syllabus is followed for Islamic studies that have been used worldwide in different Islamic schools.

Quranic syllabus is specially designed to teach young students the meaning of the Quran to enhance a deeper understanding of background and implication of meaning for their lives.

The students learn to read Qaida/Quran during school time regularly memorising Quran verses, duas and surahs

according to the year level expectations. Integration is made between Islamic studies and all the learning areas of the New Zealand Curriculum.

For example, when learning about animals and plants from living things from the science curriculum, students learn about animals

and plants mentioned in Quran and Islamic stories and ways in which a Muslim should interact with living things.

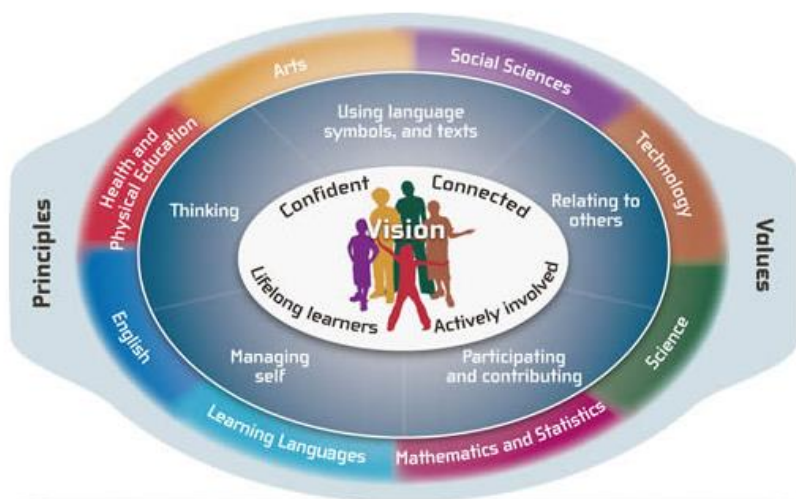




# Vision and Values

Our vision and values are incorporated into the teaching and learning programmes, and in a day-to-day life through adult modelling.

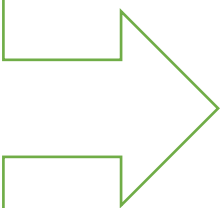
They are aligned to the vision and values within the New Zealand curriculum and how we see our role as Te Tiriti partners.





**Strategic Goal 1  
Stewardship**

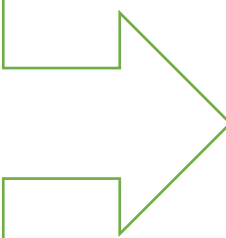
- Trustees have a deep understanding of their role as stewards and provide effective service to the school and community.



Key strategies	Outcomes – by the end of 2024
<ul style="list-style-type: none"> <li>Develop a shared understanding of their roles and responsibilities as stewards of the school.</li> <li>Trustees make informed decisions that improve student outcomes</li> <li>Strengthen partnerships with parents and the Muslim community to guide the strategic direction of the school</li> <li>Continued improvement of school buildings and grounds</li> <li>Expand the school site to allow the roll to increase</li> <li>Establish robust financial management systems</li> </ul>	<ol style="list-style-type: none"> <li>Board of Trustees have robust policies and practices that promote high standards of leadership and learning within the school</li> <li>The board has practices in place that promote authentic collaboration with the students, parents, community and the school.</li> <li>The board’s decision making process is informed through robust data, scrutiny and self-review.</li> </ol>

**Strategic Goal 2  
Leadership for equity and excellence**

- Leaders work collaboratively across the school to enhance teaching and learning practice and improve outcomes for students.



Key strategies	Outcomes – by the end of 2024
<ul style="list-style-type: none"> <li>Develop collaborative practices throughout the school</li> <li>Promote innovative teaching practices that improve student engagement and learning</li> <li>Review and redesign the school’s curriculum</li> </ul>	<ol style="list-style-type: none"> <li>High quality collaborative leadership practices are embedded within the school policies and practices</li> <li>Learning about how learning work is deeply embedded within all teaching and learning and professional practice</li> <li>We have a curriculum that is authentic to our special character and to who we are as a school.</li> </ol>



**Strategic Goal 3**  
**Educationally powerful connections and relationships**

- Staff build learning partnerships with parents and professional connections with the educational community.

Key strategies	Outcomes – by the end of 2024
<ul style="list-style-type: none"> <li>• Engage parents in the life of the school</li> <li>• Work with parents and children to improve children’s learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Our communication as a school is timely and ongoing. It meets the needs of our community and is informative.</li> <li>• Our parent community feel that they can contribute to the growth and self-review of the school.</li> <li>• Our parent community are important educational partners within the school’s learning cycle.</li> <li>• Our parent community are supportive to be quality learning partners</li> </ul>

**Strategic Goal 4**  
**Responsive curriculum, effective teaching, and opportunity to learning**

- Our curriculum integrates Islamic special character with NZC expectations, enabling all learners to be successful, well-rounded young people.

Key strategies	Outcomes – by the end of 2024
<ul style="list-style-type: none"> <li>• Students experience positive and collaborative learning relationships with each other and their teachers</li> <li>• Teachers deepen their understanding and use of effective assessment practices</li> <li>• Teachers are supported to accelerate the progress and achievement of those students who are yet to achieve to expected levels in reading, writing and mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• The school has robust data analysis processes and practices that support teacher planning and</li> <li>• Teachers are developing deep understanding, knowledge and practices that contribute to being highly effective practitioners</li> <li>• That with all curriculum targets, we have a explicit and deliberate strategy to support all students who are not achieving at their expected curriculum level for their age.</li> <li>• To have 85% of our students achieving at or above the expected curriculum level for their age for reading</li> <li>• To have 85% of our students achieving at or above the expected curriculum level for their age for writing</li> <li>• To have 85% of our students achieving at or above the expected curriculum level for their age for Mathematics</li> </ul>



## Iqra School 2022 - 2024 Annual Plan

Stewardship			
Key strategies	2022	2023	2024
Develop a shared understanding of their roles and responsibilities as stewards of the school.	<p>Access professional learning for trustees, including for example:</p> <ul style="list-style-type: none"> <li>• NZSTA conference and NZSTA facilitators (Alan Curtis)</li> <li>• principal provision (in-house) MoE personnel</li> <li>• Integrated Schools Association</li> </ul>	<p>Access professional learning for trustees, including for example:</p> <ul style="list-style-type: none"> <li>• New trustees to the board</li> <li>• Self-review and student assessment</li> <li>• MoE personnel</li> <li>• Integrated Schools Association</li> </ul>	<p>Access professional learning for trustees, including for example:</p> <ul style="list-style-type: none"> <li>• Strategic planning</li> <li>• Integration – Special character at Iqra School</li> <li>• Community Partnerships</li> </ul>
Trustees make informed decisions that improve student outcomes	<ul style="list-style-type: none"> <li>• Receive high quality evaluated information from the principal related to NAGs, NEG and NELP.</li> </ul>	<ul style="list-style-type: none"> <li>• Receive high quality evaluated information from the principal related to strategic outcomes and the annual plan</li> <li>• Student achievement information</li> </ul>	<ul style="list-style-type: none"> <li>• Receive high quality evaluated information from the principal related to strategic outcomes and the annual plan</li> <li>• Student achievement information</li> </ul>
Strengthen partnerships with parents and the Muslim community to guide the strategic direction of the school	<ul style="list-style-type: none"> <li>• Engage with parents through school events and in the community</li> <li>• Collect parent voice via survey and interview</li> </ul>	<ul style="list-style-type: none"> <li>• Board and parent community evening – updating the parents on the strategic plan and reporting back</li> <li>• Collect parent voice via survey and interview</li> </ul>	<ul style="list-style-type: none"> <li>• Board and parent community evening – developing the strategic plan and reporting back</li> <li>• Collect parent voice via survey and interview</li> </ul>



Continued improvement of school buildings and grounds	<ul style="list-style-type: none"> <li>● Build two new classrooms</li> <li>● Clear grounds and improve play areas</li> <li>● Move pick up and drop off to back of the school building</li> <li>● Improve safety for children and staff</li> <li>● Work with architects to design a fit-for-purpose and innovative school building</li> </ul>	<ul style="list-style-type: none"> <li>● Complete stair way exit/entrance on right side of building</li> <li>● Install playground area</li> <li>● Improve safety for children</li> <li>● Review hazard and risks plans – internal and external</li> </ul>	<ul style="list-style-type: none"> <li>● Ongoing maintenance checks and safety update planning and implementation.</li> </ul>
Expand the school site to allow the roll to increase	<ul style="list-style-type: none"> <li>● Work through lease agreement with Proprietors and MSD</li> </ul>	<ul style="list-style-type: none"> <li>● Work through lease agreement with Proprietors and MSD</li> </ul>	<ul style="list-style-type: none"> <li>● Work through lease agreement with Proprietors and MSD</li> </ul>
Establish robust financial management systems	<ul style="list-style-type: none"> <li>● Review all financial management policies and procedures</li> <li>● Provide board with accurate, timely and robust financial reporting</li> </ul>	<ul style="list-style-type: none"> <li>● Review all financial management policies and procedures</li> <li>● Financial management training</li> <li>● Continue to provide board with accurate, timely and robust financial reporting</li> </ul>	<ul style="list-style-type: none"> <li>● Review all financial management policies and procedures</li> <li>● Provide board with accurate, timely and robust financial reporting</li> </ul>
<b>Leadership for equity and excellence</b>			
Goals	2022	2023	2024
Develop collaborative practices throughout the school	Professional learning for leaders and teachers in and through: <ul style="list-style-type: none"> <li>● impact coaching and</li> <li>● relationship based learning</li> </ul>	Continue professional learning for leaders and teachers in and through: <ul style="list-style-type: none"> <li>● impact coaching and</li> <li>● relationship based learning</li> </ul>	Continue professional learning for leaders and teachers in and through: <ul style="list-style-type: none"> <li>● impact coaching and</li> <li>● relationship based learning</li> </ul>



Promote innovative teaching practices that improve student engagement and learning	Impact coaching and other professional learning: <ul style="list-style-type: none"> <li>Assessment for Learning</li> <li>Integrated curriculum</li> <li>Targeted literacy – writing</li> <li>Numeracy – Programmes for Students (PfS)</li> </ul>	Impact coaching and other professional learning: <ul style="list-style-type: none"> <li>Assessment for Learning</li> <li>Integrated curriculum</li> <li>Targeted literacy – writing</li> <li>Numeracy – Programmes for Students (PfS)</li> </ul>	Impact coaching and other professional learning: <ul style="list-style-type: none"> <li>Assessment for Learning</li> <li>Integrated curriculum</li> <li>Targeted literacy – writing</li> <li>Numeracy – Programmes for Students (PfS)</li> </ul>
Review and redesign the school’s curriculum	Design a curriculum that: <ul style="list-style-type: none"> <li>Is informed by research</li> <li>Centralizes Islamic studies</li> <li>Integrates all learning areas</li> <li>Prioritizes collaboration, critical thinking and problem solving</li> <li>Encourages experiential learning and connections with the community</li> </ul>	<ul style="list-style-type: none"> <li>Confirm curriculum philosophy an approach</li> <li>Complete science, mathematics and arts scope and sequence</li> </ul>	<ul style="list-style-type: none"> <li>Complete remaining curriculum areas</li> </ul>
<b>Educationally powerful connections and relationships</b>			
Goals	2022	2023	2024
Engage parents in the life of the school	<ul style="list-style-type: none"> <li>Communicate regularly and effectively with parents about all aspects of school developments and children’s learning</li> </ul>	<ul style="list-style-type: none"> <li>Create opportunities for parents to engage in learning within the school <ul style="list-style-type: none"> <li>Literacy and numeracy</li> <li>Assessment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Create opportunities for parents to engage in strategic direction of the school <ul style="list-style-type: none"> <li>Strategic planning sessions x2</li> <li>Input into the special character</li> </ul> </li> </ul>





	<ul style="list-style-type: none"> <li>• Provide varied opportunities for parents to celebrate children's learning and achievement</li> </ul>		
Work with parents and children to improve children's learning outcomes	<ul style="list-style-type: none"> <li>• Collaborate with parents to find out about children's strengths and interests and parents' aspirations</li> <li>• Work with parents to set learning goals for children</li> <li>• Provide parents with strategies to support children's learning at home</li> </ul>	<ul style="list-style-type: none"> <li>• Work with parents to set learning goals for children</li> <li>• Provide parents with strategies to support children's learning at home</li> </ul>	<ul style="list-style-type: none"> <li>• Work with parents to set learning goals for children</li> <li>• Provide parents with strategies to support children's learning at home</li> </ul>
<b>Responsive curriculum, effective teaching, and opportunity to learning</b>			
Goals	2022	2023	2024
Students experience positive and collaborative learning relationships with each other and their teachers	<p>Teachers provide students with varied opportunities to:</p> <ul style="list-style-type: none"> <li>• Work with others in groups and pairs</li> <li>• Talk with others about their ideas, thinking and learning</li> <li>• Discuss their learning with their teacher</li> </ul>	<p>Continue the focus on embedding student feedback into the teaching and learning programme.</p> <p>Going deeper within the:</p> <ul style="list-style-type: none"> <li>• Assessment for learning dialogic pedagogy</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to utilise the the achievement data and student voice to shape teaching and learning in the classrooms.</li> </ul>



	<ul style="list-style-type: none"> <li>Learn in ways that are relevant and meaningful for them</li> </ul>	<ul style="list-style-type: none"> <li>Enabling oral language – Talk moves as a key focus in classrooms</li> </ul>	
Teachers deepen their understanding and use of effective assessment practices	<ul style="list-style-type: none"> <li>Teachers learn how to make valid and reliable overall teacher judgements about student progress and achievement from varied sources</li> <li>Teachers use data to plan learning programmes for students</li> <li>Teachers and students use the literacy and numeracy progressions to identify progress and next steps</li> <li>Teachers establish learning progressions for other areas of the curriculum such as science, technology</li> </ul>	<ul style="list-style-type: none"> <li>Continue to build upon the earlier work in 2022</li> <li>Focus on deep understanding of:             <ul style="list-style-type: none"> <li>Curriculum integration</li> <li>Literacy and numeracy</li> <li>Progressions</li> <li>Digital fluency</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Continue to build upon the earlier work in 2023. Progress and impact will determine next steps in developing teaching effectiveness</li> </ul>
Teachers are supported to accelerate the progress and achievement of those students who are yet to achieve to expected	<p>Teachers receive effective professional learning in writing and mathematics, and support to:</p> <ul style="list-style-type: none"> <li>Engage parents in the process</li> </ul>	<p>Continue to build upon Teachers professional learning in writing and mathematics, and support to:</p> <ul style="list-style-type: none"> <li>Teachers to develop authentic learning experiences and outcomes</li> </ul>	<p>Continue to build upon Teachers professional learning in writing and mathematics, and support to:</p> <ul style="list-style-type: none"> <li>Teachers to design learning programmes that scaffold</li> </ul>



levels in reading, writing and mathematics	<ul style="list-style-type: none"><li>• Use appropriate learning strategies for different children's learning needs.</li></ul>	<ul style="list-style-type: none"><li>• Teacher to demonstrate their understanding of context within our localised curriculum.</li></ul>	learning and build upon learner impact.
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