



To provide high quality learning and education in an Islamic environment based on Quran and Sunnah

IQRA SCHOOL ANNUAL PLAN 2021

The overall objective of the plan is to ensure that the school covers those aspects of Strategic Intention and detail and outlined in the School Charter and Strategic Plan 2020 to 2023.

	Key Strategies for 2021	Expected Outcomes
STUDENTS' LEARNING	Develop a learning environment that promotes and improves God consciousness and love by students have space for prayer, Arabic classrooms and classroom offers displays of learning in Arabic and Islamic studies.	<ul style="list-style-type: none"> Teaching programmes will be embedded in the Islamic tradition. Prayer will be integral to the daily programme Displays will be both in the classroom and in the corridors to represent the Islamic way of life Arabic learning programmes will feature around the school
	Learn, observe and celebrate important events in Islamic Calendar in school and with family and community e.g., Iftar Fundraiser night, Eid fun day with families and holidays for special events.	<ul style="list-style-type: none"> Ramadan occurs during Term 1, so will need to be catered for in the first term's programme. Eid fundraiser to be supported by the school.
	Learn about the pillars of Islam and have the opportunity to practice these during the school day.	<ul style="list-style-type: none"> The Pillars of Islam will be part of the daily programme of the school.
	Review the current programmes, resources and practices for Arabic, Islamic studies and Quran to improve the quality of teaching, learning and Overall teacher judgment.	<ul style="list-style-type: none"> Review of the Islamic curriculum, taking into account resources from a variety of curricula that would be a starting point for developing a New Zealand framework. The Islamic curriculum needs to be the heart of the local curriculum and the New Zealand curriculum integrated through it. Ways to integrate Treaty of Waitangi values into the local curriculum to be discussed with local iwi and hapū. Expected standards developed in Islamic studies so that there is an expected pathway of knowledge, skills, attitudes and values. Arabic curriculum revisited to align with the local curriculum. Quran teacher aide employed to assist Arabic and Quran in the junior school.
	Developing reliable and valid assessment tools to support robust OTJs.	<ul style="list-style-type: none"> OTJs developed and assessment tools agreed to for the Standards and learning progressions in Islamic studies.
	Develop teachers' capabilities in Assessment for Learning Pedagogy, curriculum knowledge, effective use of assessment data and delivery of effective teaching in Reading, Writing and Maths.	<ul style="list-style-type: none"> Professional learning for teachers in Assessment for Learning through PLD hours to go with the development of the local curriculum. Accord teacher-only days to be used as part of this initiative.



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		<ul style="list-style-type: none"> Professional learning for selected teachers in Reading, Writing and Maths. Professional learning in-house to cover curriculum knowledge.
	Develop an appropriate assessment programme that identifies student learning needs. Report collated information to the Board of Trustees to ensure that resourcing is linked to these outcomes including identifying programmes for over and under achievers.	<ul style="list-style-type: none"> The annual assessment programme is developed by the principal with input from teaching staff. It will detail what information is to be shared with the Board of Trustees in a collated way. Resourcing will be provided to address the outcomes of any identified needs, particularly in over and under achievement.
	Have a value-focused environment where students are aware of the school values, can live these values in all settings, and teachers explicitly teach behaviour and reward it using Positive Behaviour for Learning Pedagogy	<ul style="list-style-type: none"> The Special Character of the school will be enhanced through the teaching of values The school will use Positive Behaviour for Learning to reinforce positivity practices The teachers will have the opportunity to train for the Incredible Years programme.
	Plan to cater for learning needs of students requiring support, particularly ESOL students.	<ul style="list-style-type: none"> The number of ESOL students and their specific needs has resulted in the need to engage a teacher to support their needs. This will continue for 2021 and be taken from the additional grant for ESOL.
	Review curriculum and assessment programmes to ensure that all teaching, learning and assessment implementation is best meeting the needs of students.	<ul style="list-style-type: none"> Ongoing review of curriculum and assessment (deputy principal responsibility) to include data analysis, classroom observations, analysis of planning and surveys of staff and students.
	Ensure that there are processes in place to address student learning needs through programmes for those over and under achieving at their current level.	<ul style="list-style-type: none"> Resourcing will be provided to address the outcomes of any identified needs, particularly in over and under achievement. A teacher aide will be employed to assist with student learning needs.
STUDENT ENGAGEMENT	Create opportunities for creativity and problem solving to develop critical thinking in students, offering students a wide range of in class and EOTC experiences to create motivation and engagement.	<ul style="list-style-type: none"> At least once each term there will be an experience inside or outside the school to create motivation and engagement. This should include creativity and problem-solving opportunities. It should be provided for each year level.
	Encourage students to set goals for core curriculum areas and key competencies. Students will learn over time to take ownership of their own learning and participate in their own assessment.	<ul style="list-style-type: none"> Self-assessment will be a feature of all units of work. Student agency will be developed throughout the school. Students will be encouraged to take more responsibility for their own learning The school will encourage the use of digital technologies to support student-paced learning.
	Student leaders' programme to take place every year in senior classes so students have a voice for their environment and contribute positively towards it.	<ul style="list-style-type: none"> The Student leader programme will ensure that students have a voice. A student council will be set up to give students a voice in the school.
	Develop constructive and learning-focused parent engagement where parents are offered opportunities become partners in the education of their children by participating in the goal-setting evenings, workshops about students learning and fundraising events like iftar fundraising evening.	<ul style="list-style-type: none"> The Board and Staff work together to find ways to involve a wider range of parents so that they are encouraged to have a say in the education of their children. Goal-setting evenings in Term 1 to encourage parents to be involved in setting the goals for their children.



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GOVERNANCE	To have board elections, developing, implementing roles and responsibilities and training of board members.	<ul style="list-style-type: none"> • Governance Facilitator to work with the Board to set a timeline for the elections • Appointment of Returning Officer made in February. • Elections for the Parent representatives and staff representative to be held as per timeline and as outlined in the Returning Officer handbook • Proprietor to appoint representatives to the role of proprietor's representative • STA to be asked for provide training support for Board members
	Strategic plan to be reviewed and updated to create future goals incorporating the changes to the Education Act.	<ul style="list-style-type: none"> • Implementation of the Statement of National Education and Learning Priorities in schools and kura to be included into the strategic plan post-election as the new board reviews the plan.
	Ensure that new Board members have the training and data to enable them to effectively govern the school.	<ul style="list-style-type: none"> • STA to be asked to provide training support for new board members.
	The Board will have appropriate support for the appointment and appraisal of the principal.	<ul style="list-style-type: none"> • Governance Facilitator to work with the Board and STA to appoint the principal • EdConnect to update the principal appraisal to reflect the role of the new principal
PERSONNEL	Develop teacher capabilities and understanding of the Code of Professional Responsibility and Teacher Standards	<ul style="list-style-type: none"> • Professional learning for teachers on the Teacher Standards to be conducted in-house
	Develop staff capability and practice in Numeracy and Literacy	<ul style="list-style-type: none"> • Professional learning for teaching in both numeracy and literacy during 2021 to ensure that teachers increase their knowledge and understanding and become more capable classroom teachers. • Understanding of the New Zealand curriculum is deeper and broader
	Teachers to inquire into their practice in to improve target students' outcomes. Ongoing staff needs-based professional learning for Numeracy and Literacy, in pedagogy, inquiry learning, and in integrated programmes.	<ul style="list-style-type: none"> • Professional learning into Inquiry and finding solutions for student learning needs will be in-house. • Professional learning in the Integration of the New Zealand curriculum into the Special Character of the school and the development of a local curriculum is a core objective of 2021.
	When employing new teachers, increase the number of experienced teachers.	<ul style="list-style-type: none"> • For new positions ensure that experience is a key component for most positions.
	Conduct a staff survey to create a staff wellbeing programme, such as creating staff room, resource room, termly opportunities for staff social interactions and celebrating special occasions such as Eid and the end of the year.	<ul style="list-style-type: none"> • Develop a staff well-being programme to follow on from the 2020 survey.
	Ensure that all staff have an appropriate professional learning plan and an appraisal programme for the year.	<ul style="list-style-type: none"> • Develop an appraisal programme that meets the revised criteria from the Education Council. • Ensure every staff member has an updated job description in 2021
	Ensure that all staff have appropriate job descriptions annually and fully understand special character policy.	<ul style="list-style-type: none"> • Ensure all new staff have appropriate job descriptions and an Induction programme to cover the Special Character requirements in the school
	Teachers to be willing and able to implement and support the special character of the school	<ul style="list-style-type: none"> • Ask the Proprietor to check all job applicants as to their suitability for the position to be able to implement the Special Character of the school.



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	Ensure that national requirements for employment of staff are met, including contracts (both collective and individual), teacher registration and remuneration accuracy.	<ul style="list-style-type: none"> • Ensure all staff have the opportunity to take part in first aid training at the beginning of 2021
PROPERTY	Create a property development plan in consultation with the stakeholders.	<ul style="list-style-type: none"> • The initial property development proposal was sent to the Proprietor. This now needs to form part of the 10 year plan required by the Proprietor for Priority 1 funding.
	Create a Health and Safety plan and procedure for to meet national requirements.	<ul style="list-style-type: none"> • An initial Health and Safety plan will be developed in 2021.
	Create an Emergency programme that meets national requirements.	<ul style="list-style-type: none"> • An emergency programme will be developed in 2021.
	Create and implement health and safety processes to ensure utmost safety for all the staff members and students.	<ul style="list-style-type: none"> • Staff and students will understand all health and safety measures and be able to implement them. • Fire drills will be held each term and reported to the Board. • Other emergency drills will be held regularly. • Lockdown procedures will not be practised but all staff will understand how these are to be implemented.
	Over time employ a building manager, caretaker, and cleaners for effective management of the building and the facilities.	<ul style="list-style-type: none"> • The caretaker and cleaning staff are now employed. • The caretaker looks after some of the building requirements, the development and clean-up of the grounds and the security of the building. • For 2021 the major emphasis is ensuring that the school continues to develop as a property with a focus on the needs of the students.
	Implement an annual property plan.	<ul style="list-style-type: none"> • For 2021 this is to include heating and ventilation, completion of the bathrooms, new walls and removal of some existing walls, fencing for the school and preschool.
	Ensure that day to day management of property, health and safety, security and cleaning meet the needs of staff and students.	<ul style="list-style-type: none"> • Caretaker is employed three days a week • Cleaning happens every evening after school
	Create a health and safety committee of staff.	<ul style="list-style-type: none"> • This will be the focus for 2022. In the interim the principal is responsible for setting up health and safety practices.
	Ensure all staff are trained in health and safety procedures.	<ul style="list-style-type: none"> • All staff are to be trained in health and safety procedures in the first month of the school year.
	With the Proprietor, ensure that a Property Occupancy agreement covers the roles and responsibilities of the building owners and occupiers over the next five years.	<ul style="list-style-type: none"> • Work with the Proprietor to develop a Property Occupancy agreement.
F I N	Review current policy and processes and implement to ensure the financial systems meet the Ministry of Education guidelines.	<ul style="list-style-type: none"> • Financial Procedures that have been developed will be reviewed after the audit to ensure they meet National guidelines



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	<p>Complete a budget to cover the school operations each year from January to December that is available for the board to approve in December each year. (except for the first half year of operations when there will be a six-month budget.</p>	<ul style="list-style-type: none">• Budget for 2021 will be approved by the Board at the February BOT meeting.
	<p>Write a set of financial procedures that will cover the way the school implements public sector accounting guidelines.</p>	<ul style="list-style-type: none">• Financial Procedures that have been developed will be reviewed after the audit to ensure they meet National guidelines
	<p>Employ a financial service and auditor in line with MOE requirements for public sector accounting.</p>	<ul style="list-style-type: none">• Education Services have been employed to assist the school meets its financial obligations for 2021.