



# IQRA School

## School Charter and Strategic Plan

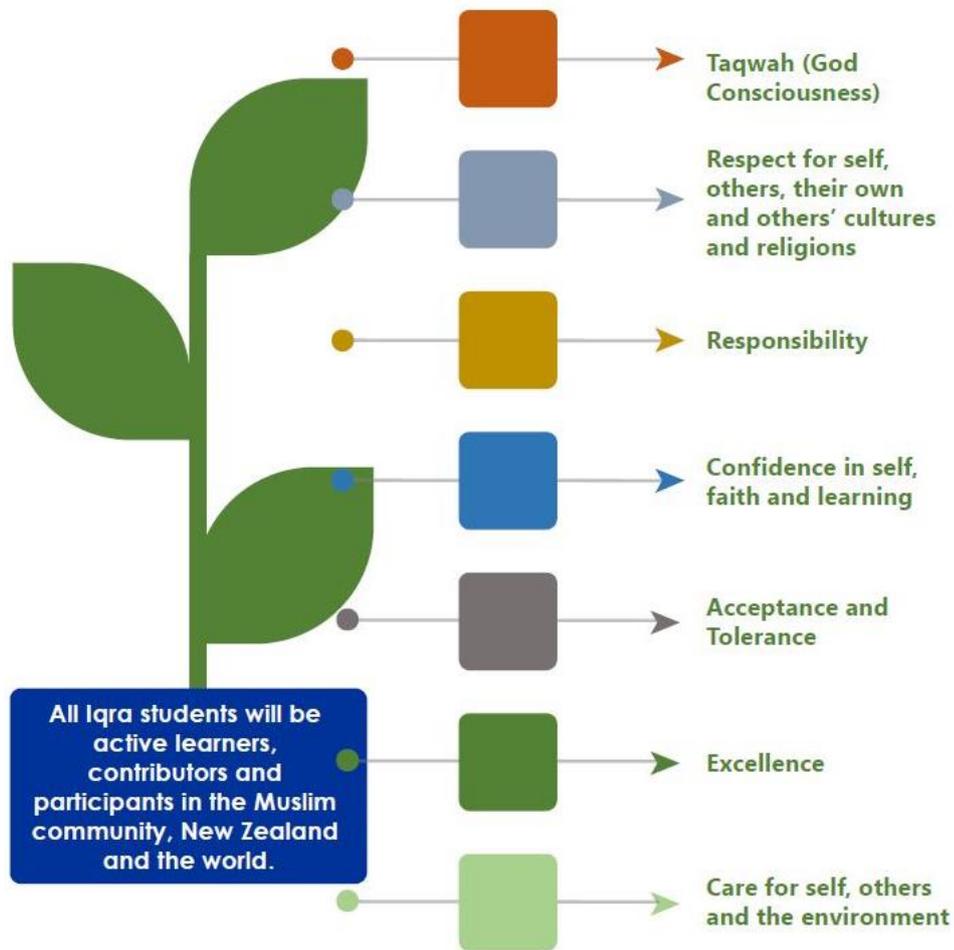
### Introductory Section – Strategic Intentions

**Mission Statement**

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

**Vision and Values**

These will be developed through teaching and learning programmes, and in a day-to-day life through adult modelling.



**Principles**

The principles from the New Zealand Curriculum (high expectations, Learning to Learn, Treaty of Waitangi, Community Engagement, Cultural Diversity, Coherence, Inclusion, Future Focus and Islamic Special Character) are all foundations of Curriculum decision-making at Iqra School.

**Māori Dimensions and Cultural Diversity**

The Board of Trustees will ensure all reasonable steps are taken to provide instruction in tikanga Maori and te reo Maori for full time students whose parents ask for it.  
Iqra School strives to be culturally responsive.

**School Context  
Special  
Character**

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.

**Strategic Goals and Key Strategies**

	Strategic Goals	Key Strategies
<p><b>Students' Learning</b></p>	<p>A safe and engaging learning environment will ensure that there is an improvement of God consciousness (Taqwa) by connecting students to the love of Allah and his prophet</p> <p>The special character of the school encompasses Arabic, Quran and Islamic Studies</p> <p>There will be quality OTJs for Arabic, Quran and Islamic Studies.</p> <p>Student achievement in literacy and numeracy will continually meet students' learning needs and be at nationally expected levels.</p> <p>All learning programmes for students will be responsive to the students' learning needs.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Learn about the pillars of Islam and have the opportunity to practice these during the school day.</li> <li>• Review the current programmes, resources and practices for Arabic, Islamic studies and Quran to improve the quality of teaching, learning and Overall teacher judgment.</li> <li>• Developing reliable and valid assessment tools to support robust OTJs.</li> <li>• Review expectations for classrooms.</li> <li>• 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.</li> <li>• 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 programs for over and under achievers.</li> <li>• 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</li> <li>• Plan to cater for learning needs of students requiring support, particularly ESOL students.</li> <li>• Review curriculum and assessment programmes to ensure that all teaching, learning and assessment implementation is best meeting the needs of students.</li> <li>• Ensure that there are processes in place to address student learning needs through programmes for those over and under achieving at their current level.</li> </ul>

<p><b>Student Engagement</b></p>	<p>Students will be offered enriched integrated education to provide a coherent transition to future learning including digital technology</p> <p>Students will be active partners in their learning, taking ownership and responsibility of their progress toward their goals</p> <p>The school community will be involved in the life of the school and parents will be treated as equal partners in the learning of their children.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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/</li> <li>• Student leaders' programme to take place every year in senior classes so students have a voice for their environment and contribute positively towards it.</li> <li>• 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.</li> </ul>
<p><b>Governance</b></p>	<p>The Board will move towards governance as expected in a New Zealand Integrated School.</p> <p>The Strategic plan will be review and updated to ensure it meets the school's needs.</p>	<ul style="list-style-type: none"> <li>• Board to have board elections, developing, implementing roles and responsibilities and training of board members.</li> <li>• Strategic plan to be reviewed and updated to create future goals incorporating the changes to the Education Act.</li> <li>• Ensure that new Board members have the training and data to enable them to effectively govern the school.</li> <li>• The Board will have appropriate support for the appointment and appraisal of the principal.</li> <li>• The Board will ensure that the school complies with the Proprietors Handbook.</li> <li>• The board acknowledges that the Proprietor has the right to appoint external assessors to review the Special Character of the school.</li> </ul>
<p><b>Personnel</b></p>	<p>Teachers will be capable of implementing the vision of the school and the requirements of the New Zealand curriculum and pedagogy</p> <p>Support staff will be able to support the goals of the school; both teaching and learning and administration goals.</p>	<ul style="list-style-type: none"> <li>• Develop teacher capabilities and understanding of the Code of Professional Responsibility and Teacher Standards including Special Character teachers and staff members.</li> <li>• Develop staff capability and practice in Numeracy and Literacy</li> <li>• 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 programs.</li> <li>• When employing new teachers, increase the number of experienced teachers.</li> <li>• Conduct a staff survey to create a staff wellbeing program, 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.</li> <li>• Ensure that all staff including Special Character have an appropriate professional learning plan and an appraisal program for the year.</li> <li>• Ensure that all staff have appropriate job descriptions annually and fully understand special character policy.</li> <li>• Ensure that all staff attend an annual Islamic Special PD session (Approx: 11 hours minimum)</li> <li>• Teachers and non-teaching staff to be willing and able to implement and support the special character of the school including the Charter and the Strategic Plan of the school.</li> <li>• Ensure that national requirements for employment of staff are met, including contracts (both collective and individual), teacher registration and remuneration accuracy.</li> </ul>

<p style="text-align: center;"><b>Property</b></p>	<p>A long-term property development plan cover the next stages of the school's development.</p> <p>The building will meet all health and safety requirements.</p> <p>Effective management of the school building and facilities will ensure that the premises are kept safe and clean.</p> <p>Emergency policies and procedures will meet national guidelines.</p>	<ul style="list-style-type: none"> <li>• Create a property development plan in consultation with the stakeholders.</li> <li>• Create a Health and Safety plan and procedure for to meet national requirements.</li> <li>• Create an Emergency programme that meets national requirements.</li> <li>• Create and implement health and safety processes to ensure utmost safety for all the staff members and students.</li> <li>• Over time employ a building manager, caretaker, and cleaners for effective management of the building and the facilities.</li> <li>• Implement an annual property plan.</li> <li>• Ensure that day to day management of property, health and safety, security and cleaning meet the needs of staff and students.</li> <li>• Create a health and safety committee of staff.</li> <li>• Ensure all staff are trained in health and safety procedures.</li> <li>• 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.</li> </ul>
<p style="text-align: center;"><b>Finance</b></p>	<p>A school budget will be set each year that covers all school operations</p> <p>The financial systems will align with the Ministry of Education guidelines.</p>	<ul style="list-style-type: none"> <li>• Review current policy and processes and implement to ensure the financial systems meet the Ministry of Education guidelines.</li> <li>• 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.</li> <li>• Write a set of financial procedures that will cover the way the school implements public sector accounting guidelines.</li> <li>• Employ a financial service and auditor in line with MOE requirements for public sector accounting.</li> </ul>