



### VISION

For every girl to develop a beautiful character and academic excellence in a nurturing Islamic environment.

### MOTTO

Educate a woman, educate a nation

## ZAYED COLLEGE FOR GIRLS STRATEGIC GOALS 2024

1

Design a ZCG curriculum that integrates the school's special character and reflects NZC Refresh to provide an engaging and challenging curriculum.

2

ZCG will provide a safe and inclusive environment, free from racism, discrimination and bullying and in line with the school's special character.

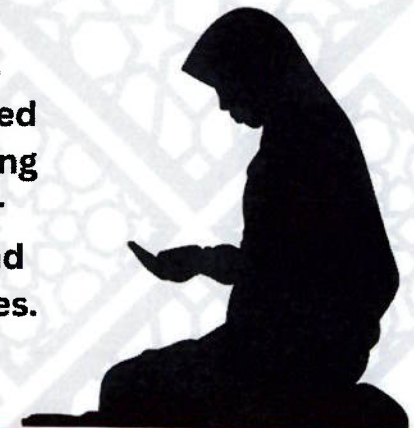
3

The aspirations and wellbeing of every learner/ ākonga is strengthened by partnering with their whānau and communities.

### Whakatauki

Tē tōia, tē haumatia

Nothing can be achieved without a plan, workforce and a way of doing things



Values  
Whanonga pono



Kindness  
Atawhai



Appreciation  
Whakamaioha



Respect  
Whakaute



Equality  
Taurite



<b>Principal's endorsement:</b>	<i>R. Geelhood</i>
<b>Commissioner's endorsement:</b>	<i>Z. M. Myers</i>
<b>Submission date to the Ministry of Education</b>	<i>11-03-2024</i>

## Strategic Plan 2024-2026

### Summary of the information used to develop this plan

N.Z.C.E.R. Well-being survey

eAsTTle- Progressions

N.C.E.A results

Community survey:

Parental survey: Parents Information Night, 3 way conferencing, cultural days and events

Teacher survey: PBL- IL-PB4L- PLDs- EOTC, day structure, meeting times.

Student Voices: PBL- IL- Option choices- Cultural Day

Attendance Data.

Community feedback stressed importance of: Special Character, incorporating more sports into programmes, more option choices for the senior school,

Strategic Goals	2024 Initiatives	2025- Initiatives	Success
<p><b>1. Design a Z.C. curriculum that integrates the school's special character and reflects NZC Refresh to provide an engaging and challenging curriculum.</b></p> <p><b>NELP 3.5-3.6</b></p>	<ul style="list-style-type: none"> <li>Develop a common understanding of our local curriculum that engages, challenges and inspires all learners, allowing for a high level of student agency. NELP 3.5-3.6</li> </ul>	<ul style="list-style-type: none"> <li>Embed student agentic practices in all areas of teaching/ learning.</li> </ul>	<ul style="list-style-type: none"> <li>Trust and support of akonga, whanau and communities are established to draw on the richness of local knowledge, stories and histories to inform and shape a broad, locally informed curriculum.</li> <li>Shift in students' agentic practices that reflect ownership of learning, increased confidence, resilience, and problem-solving outcomes.</li> </ul>
	<ul style="list-style-type: none"> <li>Reduce barriers and enhance learning for each student (akonga) by building effective teacher-student relationships and pedagogical practices reflecting student voices. ( NELP 2.3)</li> </ul>	<ul style="list-style-type: none"> <li>Review and continue to embed strategies and practices that reduce barriers to education for all students. ( NELP 2.3)</li> </ul>	<p>An inclusive and adaptive learning environment.</p>
	<ul style="list-style-type: none"> <li>Ensure every learner/ākonga gain sound foundation skills, including language, literacy and numeracy, in the junior and middle school (years 7 to 10). ( NELP 2.4)</li> </ul>	<ul style="list-style-type: none"> <li>Review and consolidate strategies and practices to ensure every learner/ākonga gains sound foundation skills, including language/s, literacy and numeracy. ( NELP 2.4),</li> </ul>	<p>Every learner/ākonga will have foundation skills, including language, literacy, and numeracy, according to the progressions in the NZC</p> <p>Year 7- 80%of students should be at 4B-4P  Year 8- 80%of students should be at 4P-4A  Year 9- 80%of students should be at 5B-5P  Year 10- 80%of students should be at 5A</p> <p>All students go up a minimum of 2 sub-levels in any one-year</p>
<p><b>2. ZC will provide a safe and inclusive environment, free from racism, discrimination and bullying</b></p>	<ul style="list-style-type: none"> <li>Ensure processes are consistently implemented to address and resolve complaints or concerns from students, whanau, community and staff. NELP 1.1</li> </ul>	<ul style="list-style-type: none"> <li>Continually review and gather data to identify areas that need strengthening in both the social and learning environment.</li> </ul>	<p>Students and staff feel safe working in a positive workplace; their concerns are addressed, and suggestions are heard and understood. The number of concerns was reduced  No racist / or discriminatory remarks were heard in the school from students or staff.</p>

<p><b>and in line with the school's special character.</b> <b>NELP 1.1- 1.2</b></p>			
	<ul style="list-style-type: none"> <li>Special character PLD to empower staff in effectively addressing racism amongst students from an Islamic perspective.</li> </ul>	<ul style="list-style-type: none"> <li>Embed special character PLD by reviewing our process and procedures to address racism amongst students from an Islamic perspective.</li> </ul> <p>NELP 1.2</p>	<p>Staff feel capable and safe to address racism and bullying as they see it happening.</p>
	<ul style="list-style-type: none"> <li>Empower and support staff to cultivate meaningful and trusting relationships with students, fostering a safe and positive holistic learning environment.</li> </ul>	<p>Further embed a family-like context for learning based on trust and respect</p>	<p>Zayed College is culturally responsive, creating positive experiences and outcomes for students by addressing cultural relationships and learning in the classroom.</p> <p>Zayed College is a caring and nurturing Islamic environment where staff and students actively contribute to the well-being of all learners.</p>
<p><b>3. Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver ZCG curriculum that allows students to realise their aspirations</b></p> <p><b>NELP 1.2- 2.3</b></p>	<ul style="list-style-type: none"> <li>Foster stronger partnerships with families and whānau to empower each learner/ākonga in pursuing and achieving their aspirations.</li> </ul> <p>NELP 1.2</p>	<ul style="list-style-type: none"> <li>Embed processes and procedures that foster stronger partnerships with families whanau and students</li> </ul>	<p>Relationships and connections are strengthened between akonga, kaiako and whanau, whereby all akonga can realise their aspirations</p>
	<ul style="list-style-type: none"> <li>Engaging with the school community to support their understanding of the key changes in the Te Mataiaho</li> </ul> <p>NELP 1.2</p>	<ul style="list-style-type: none"> <li>Connecting with Whanau so they can support our students to further their understanding of the key changes in the Te Mataiaho</li> </ul> <p>NELP 1.2</p>	<p>By the end of 2025, akonga, whanau, and communities will have an understanding of Te Mataiaho</p>

# ANNUAL GOALS 2024

<p style="text-align: center;"><b>GOAL ONE</b></p> <p style="text-align: center;"><b>Design a ZC curriculum that embeds the school's special character and supports NZC Refresh.</b></p>						
<b>INITIATIVE A</b>	<b>ACTIONS (specific, not general statements)</b>	<b>Completion</b>	<b>Responsible</b>	<b>Resources</b>	<b>Measurement What is our success going to look like</b>	<b>Traffic light reporting to BOT</b>
<p>1. Develop a common understanding of our local curriculum that engages, challenges and inspires all learners, allowing for a high level of student agency.</p> <p>NELP 3.5-3.6</p>	<p>1.1 Continue to have PLDs to support teachers in designing units of work that reflect our local curriculum.</p> <p>1.2 Implementation of Level 1 NCEA.</p> <p>1.3 Improve students' attendance.</p>	<p>1.1- End of Week 10 - Term 1 -One Unit of work in L2 subject to reflect the UKD model and CPM ( LIT- NUM).</p> <p>1.12- End of Week 10 - Term 1 Draft form overview for L2 (2 internals/ 2 externals)</p> <p>1.21- throughout the year</p> <ul style="list-style-type: none"> <li>Y11 full implementation of NZC (2 internals/ 2 externals)</li> </ul> <p>1.3 -Termly check and data analysis</p>	<p>1.1 HOLA's TIC (MLLs to oversee)</p> <p>1.2 TICs and HOLAs</p> <p>1.3 - Kamar Administrator</p>	<p>Cognition team NIFs ( National implementation facilitators) SEGs ( specialist expert groups)- Webinars Workshops - professional learning groups.</p> <p>Standard letter, PAROT, Attendance register.</p>	<p>1.1- Improved student engagement and agencies through collecting students' voices twice a year( End of Term 1-3.</p> <p>1.1 All Units of Work to reflect local curriculum</p> <p>1.2 - NCEA results ( aim to at least have a 70% pass rate for the external exam. 1.21- all Y11 subjects to have their assessments executed in a timely manner.</p>	

					1.3- closely monitoring attendance and tight follow-up with whanau, staff and akonga.	
<b>INITIATIVE A</b>	<b>ACTIONS (specific, not general statements)</b>	<b>Completion</b>	<b>Responsible</b>	<b>Resources</b>	<b>Measurement What is our success going to look like</b>	<b>Traffic light reporting to BOT</b>
2- Reduce barriers and enhance learning for each student (akonga) by building effective teacher-student relationships and pedagogical practices reflecting student voices. NELP 2.3	<p>2.1 Students will use the careers portal to set goals and track their own achievements by displaying a high degree of student agency.</p> <p>2.2 Staff to use P.A.R.O.T to track students' achievement and attendance.</p> <p>2.3 Continue to know your learners 'by building partnerships with their whanau</p>	<p>2.1- Goals to be checked at the end of each term by the Form teacher and reported. Reports are to be provided to Careers Advisor.</p> <p>2.2- Academic subject goals and achievements are to be checked and discussed twice per term (Week 5, Week 10) by the TICs of the subject with each student in their subject class.</p> <p>2.3- Academic counselling in term 1 and 3 (twice a year).</p>	<p>2.1 Form teachers for each year level. FRQ to provide a summary @ end of each term to the BOT.</p> <p>2.2- Subject teachers ( to involve SENCO for an alternative plan - when need arises (ILP).</p> <p>2.3- NAH- NLA</p>	<p>Careers portal-training session</p> <p>Drop-in sessions to be organised by FRQ as need arises.</p> <p>P.A.R.O.T support provided as required.</p>	<p>2.1- Aim to have 80% students from each year level to have logged in and interacted with the portal.</p> <p>2.2- Students 'needs are addressed and ILPs are created upon identification and updated at regular intervals.</p> <p>Students Progress in goal setting and tracking their</p>	

					progress via PAROT and Careers Portal.	
3- Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy, in junior and middle school. (NELP 2.4)	3.1- e-AsTTle testing to be done Twice a year.	3.1- Numeracy and Literacy leaders to present their findings two weeks after the testing period, outlining the next steps.  Term 1=Week 2 Term 3= Week 10	3.1 Numeracy and Literacy leaders to coordinate with SENCO and ESOL.	3.1 Student's login e- AstTle tests.	Each student to progress at least 3 sub levels ( 1 whole level)	

**GOAL TWO:  
Ensure places of learning for all stakeholders are safe and free from racism, discrimination and bullying in line with the school's special character.**

<b>INITIATIVE B</b>	<b>ACTIONS</b>	<b>Completion</b>	<b>Responsible</b>	<b>Resources</b>	<b>Measurement</b>	<b>Traffic light reporting to BOT</b>
<p>2.1- Ensure processes are consistently implemented to address and resolve complaints or concerns from students, whanau, community and staff. NELP 1.1</p>	<p>2.1- Assembly presentations to address racism and create awareness to address all discriminatory behaviour and remarks.</p> <p>2.1.2- Establish a committee of peer supporters to be involved in resolving any racism or bullying issue</p>	<p>2.1 Three presentations, one per term.</p> <p>By Week 10-</p> <p>Term 1 By seniors- racism By Week 10-</p> <p>Term 2 - Bullying By Middle school By Week 10-</p> <p>Term 3- discrimination. By juniors</p> <p>2.1.2 Week 4 -Term 1</p>	<p>2.1- Ust Sandy and selected students</p> <p>2.1.2- Ust Sandy and the Deans.</p>	<p>2.1 Unteach racism (using hadith and Quran)</p>	<p>2.1- 2.2- NZCER data to reflect on the effectiveness of the presentations in comparison to 2023 data.</p> <p>2.1.2- Reports from the peer supporters to their mentor teacher twice a year. Week 5 Term 2- Week 10 Term 3</p>	



<p>2.2 Special character PLD to empower staff in effectively addressing racism amongst students from an Islamic perspective.</p>	<ul style="list-style-type: none"> <li>3 weeks rotations to support staff in PLDs that reflect the school's special character.</li> </ul>	<p>3-week cycle.</p>	<p>Ust Regina</p>	<p>Quran-Sunnah, webinar-sheikhs-scholars.</p>	<p>-Staff survey -NZCER - students' feedback - to compare data with past years.</p>	
<p>2.3- Empower and support staff to cultivate meaningful and trusting relationships with students, fostering a safe and positive learning environment. NELP 1.2</p>	<p>2.3.1 Co-construction using North-East meeting (Relationship-based learning - High teaching practices and pedagogy).</p> <p>2.3.2 Reinforcement of practices to get to know your learners via the growth coaching model.</p>	<p>2.3.1- Time slots will be entered for at least three terms for co-construction for all junior classes. (3 weekly rotations in the PLD slot) in Terms 1, 2 and 3</p> <p>2.3.2- To visit other teacher's class/s at least twice a term for T1 to T3.</p>	<p>2.3.1- NAH/ NLA/MLL/NNN</p> <p>2.3.2 All teachers choose one teacher to associate with . HOLAS to follow up</p>	<p>2.3.1 Culture counts Teaching to the North East Leading to the North East books. COL PLD teaching to the North East with Laurayne</p> <p>2.3.2 Observation and reflection sheet.</p>	<p>Staff feedback NZCER and student voices ( Twice a year by SLL).</p>	

**GOAL THREE: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver ZCG curriculum that allows students to realise their aspirations**

INITIATIVE C	ACTIONS	Completion	Responsible	Resources	Measurement	
<p>3.1-Foster stronger partnerships with families and whānau to empower each learner/ākonga in pursuing and achieving their aspirations. NELP 2.3</p>	<p>3.1.1 Ensure early interventions are in place to support academic learning, behaviour, or social-emotional learning and that ZC programmes / ILP are robust and effective</p> <p>3.1.2 Establish a cohesive mentoring programme to address beginner teachers and staff who need support according to the MOE guidelines.</p>	<p>3.1.1 revamp our tracking register to provide regular updates/progress</p> <p>3.1.1. To make connections with other schools to see what other innovative approaches can be used.</p> <p>3.1.2 To establish clear guidelines and expectations with, regular reporting to SLL</p>	<p>- To be reviewed and evaluated at the end of each term</p> <p>-W5 Term1</p> <p>To establish a programme for teachers who need support W5 term one- Written report week 5 term 2, week 5 , term 3 Ongoing support throughout the year</p>	<p>SENCO/ LSC Ust Nadeema in conjunction with staff and PC team</p> <p>SENCO/LSC</p> <p>Ust Famida</p>	<p>Other schools documents MOE JD Online support Network Webinars PLDs</p>	<ul style="list-style-type: none"> <li>- NZCER survey</li> <li>- Teachers feedback</li> <li>- Students voice</li> <li>- Growth in practices in classrooms ( walk through- less disruption in classes, reduction in parents complaining and PC data ( Dean, removal from class ) .</li> <li>- Co- Construction Groups - HAHE, HALE, LAHE, LALE(3 students to be reviewed). Brief summary of how they are going with groups(10 mins - which students are moving and which are not)</li> </ul>

INITIATIVES	ACTIONS	Completion	Responsible	Resources	Measurement
3.2- Engaging with the school community to support their understanding of the key changes in the Te Mataiaho 1.2	3.2.1 Continue to have information sessions twice a year.	Week 6 Term1 Week 7 Term 3	MLL - Famida/ Shabana Student leaders	MOE website NIFs SEGs Local experts	- Parents feedback

## Zayed College for Girls - STRATEGIC PLAN 2024

**OUR VISION: For every girl to develop a beautiful character and academic excellence in a nurturing Islamic environment.**

**OUR VALUES: KARE – Kindness, Appreciation, Respect and Equality**

<b>Strategic Goal</b>	1. Design a Z.C. curriculum that integrates the school's special character and reflects NZC Refresh to provide an engaging and challenging curriculum. NELP 3.5-3.6	2. ZC will provide a safe and inclusive environment, free from racism, discrimination and bullying and in line with the school's special character. NELP 1.1- 1.2	3. Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver ZCG curriculum that allows students to realise their aspirations. NELP 1.2- 2.3
<b>Initiatives</b>	Develop a common understanding of our local curriculum that engages, challenges and inspires all learners, allowing for a high level of student agency. NELP 3.5-3.6 Reduce barriers and enhance learning for each student (ākonga) by building effective teacher-student relationships and pedagogical practices reflecting student voices. ( NELP 2.3) Ensure every learner/ākonga gain sound foundation skills, including language, literacy and numeracy, in the junior and middle school (years 7 to 10). ( NELP 2.4)	Ensure processes are consistently implemented to address and resolve student, whānau, community and staff complaints or concerns. NELP 1.1 Special character PLD to empower staff in effectively addressing racism amongst students from an Islamic perspective. Empower and support staff to cultivate meaningful and trusting relationships with students, fostering a safe and positive holistic learning environment.	Foster stronger partnerships with families and whānau to empower each learner/ākonga in pursuing and achieving their aspirations. NELP 1.2 Engaging with the school community to support their understanding of the key changes in the Te Mataiaho NELP 1.2
<b>Targets</b>	1.1 Continue to have PLDs to support teachers in designing units of work that reflect our local curriculum. 1.2 Implementation of Level 1 NCEA. 1.3 Improve students' attendance <b>ACTIONS</b> (specific, not general statements) 2.1 Students will use the careers portal to set goals and track their own achievements by displaying a high degree of student agency. 2.2 Staff to use P.A.R.O.T to track students' achievement and attendance. 2.3 Continue to know your learners by building partnerships with their whānau 3.1 - e-AsTTle testing to be done Twice a year.	2.1 - Assembly presentations to address racism and create awareness to address all discriminatory behaviour and remarks. 2.1.2- Establish a committee of peer supporters to be involved in resolving any racism or bullying issue 3 weeks rotations to support staff in PLDs that reflect the school's special character. 2.3.1 Co-construction using North-East meeting (Relationship-based learning - High teaching practices and pedagogy). 2.3.2 Reinforcement of practices to get to know your learners via the growth coaching model.	3.1.1 Ensure early interventions are in place to support academic learning, behaviour, or social-emotional learning and that ZC programmes / ILP are robust and effective 3.1. 2 Establish a cohesive mentoring programme to address beginner teachers and staff who need support according to the MOE guidelines. 3.2.1 Continue to have information sessions twice a year
<b>Actions</b>	1.1- Improved student engagement and agencies through collecting students' voices twice a year/ End of Term 1-3. 1.1 All Units of Work to reflect local curriculum 1.2 - NCEA results ( aim to at least have a 70% pass rate for the external exam. 1.21- all Y11 subjects to have their assessments executed in a timely manner. 1.3- closely monitoring attendance and light follow-up with whānau, staff and ākonga. Measurement What is our success going to look like 2.1- Aim to have 80% students from each year level to have logged in and interacted with the portal. 2.2- Students' needs are addressed and ILPs are created upon identification and updated at regular intervals. Students Progress in goal setting and tracking their progress via PAROT and Careers Portal. Each student to progress at least 3 sub levels ( 1 whole level)	2.1- 2.2- NZCER data to reflect on the effectiveness of the presentations in comparison to 2023 data. 2.1.2- Reports from the peer supporters to their mentor teacher twice a year. Week 5 Term 2- Week 10 Term 3 -Staff survey -NZCER - students' feedback - to compare data with past years Staff feedback NZCER and student voices ( Twice a year by SLL).	NZCER survey Teachers feedback Students voice Growth in practices in classrooms ( walk through- less disruption in classes, reduction in parents complaining and PC data ( Dean, removal from class ) . Co- Construction Groups - HAHE, HALE, LAHE, LALE(3 students to be reviewed). Brief summary of how they are going with groups(10 mins - which students are moving and which are not) Parents feedback
<b>Success</b>	Trust and support of ākonga, whānau and communities are established to draw on the richness of local knowledge, stories and histories to inform and shape a broad, locally informed curriculum. Shift in students' agentic practices that reflect ownership of learning, increased confidence, resilience, and problem-solving outcomes. An inclusive and adaptive learning environment. Every learner/ākonga will have foundation skills, including language, literacy, and numeracy, according to the progressions in the NZC Year 7- 80%of students should be at 4B-4P Year 8- 80%of students should be at 4P-4A Year 9- 80%of students should be at 5B-5P Year 10- 80%of students should be at 5A All students go up a minimum of 2 sub-levels in any one-year	Students and staff feel safe working in a positive workplace; their concerns are addressed, and suggestions are heard and understood. The number of concerns was reduced No racist / or discriminatory remarks were heard in the school from students or staff Staff feel capable and safe to address racism and bullying as they see it happening. Zayed College is culturally responsive, creating positive experiences and outcomes for students by addressing cultural relationships and learning in the classroom. Zayed College is a caring and nurturing Islamic environment where staff and students actively contribute to the well-being of all learners.	Relationships and connections are strengthened between ākonga, kaiako and whānau, whereby all ākonga can realise their aspirations By the end of 2025, ākonga, whānau, and communities will have an understanding of Te Mataiaho