



Al-Noor
charitable trust

وقف النور الخيري



An-Nur Kiwi Academy: Dunedin APPLICATION

To operate a
Partnership School | Kura Hourua opening in 2014

AKA Education Philosophy



Excellence
by way of
balanced
nurturing

Mind



SUBMITTED 15th APRIL 2013

DUE 12:00pm (Midday) 16th APRIL 2013

Partnership Schools | Kura Hourua

This page left intentionally blank

AKA Endorcomont Lottors



Bait-ul Sadaqah

Supporting & Helping Our Muslim Community s 9(2)(a) OIA



3rd April 2013

Letter of Support

Dear Sir

Bait-ul Sadaqah is an Islamic charitable organisation that is writing this letter on behalf of the Maori Muslim converts in the Hawke's Bay region that are in support of the establishment of An-Nur Kiwi Academy Dunedin.

As a Maori convert myself and mother of 5 boys, I would firmly consider enrolling 3 of my sons, who are currently attending intermediate and secondary schools into An-Nur Kiwi Academy.

The Hawke's Bay region is considered to be home to the largest growing Maori Muslim population in New Zealand, with a calculation of about 20 Maori Muslim families that also strongly endorse the idea of establishing the above academy as a boarding high school to enrol their sons into.

We believe that it is essential to have such a school that will enable our sons the education required and encourage them to excel both in the Islamic and contemporary education to deter them from the many challenges that affect much of our youth today.

We whole-heartedly support the establishment of An-Nur Kiwi Academy and anticipate its opening in time for our families to enrol our children into.

Should you require any further information concerning any of the above, please do not hesitate to contact me.

s 9(2)(a) OIA





Farming, Food and Health. First

Te Ahorohetanga, Te Kaitiaki te Whaitiaki - iwhiri

Letter of Support for An-Nur Kiwi Academy Dunedin

Date: 31/03/2013
 To: Whom It May Concern
 From: [REDACTED] s 9(2)(a) OIA
 Subject: Letter of support for AKA Dunedin

Dear Sir,

I wish to support the establishment of An-Nur Kiwi Academy Dunedin (AKA).

I am currently employed by AgResearch as a Research Associate. My role includes working with Non-Invasive Measurement Technology within the Meat & Dairy industries both in New Zealand and Australia.

I am a Maori revert to Islam and a father of six boys with the oldest just starting Intermediate High School. I was excited to learn of the plans to establish the above academy as a boarding high school for boys. I believe having such a school will help me get my boys educated in an environment that will encourage them to excel both in the Islamic as well as the contemporary education and away from the many issues that affect many of our youth today.

I whole-heartedly support the establishment of AKA Dunedin and can't wait for it to commence enrolment in time for me to enrol my oldest who would be starting his high school in a year's time.

Please contact me if you need any other information from me regarding my support and interest in the establishment of AKA Dunedin.

[REDACTED] s 9(2)(a) OIA

Research Associate

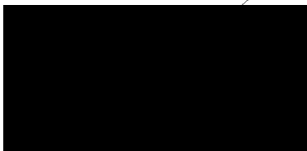
Page 4 of 4

|



AgResearch Limited
 Ruakura Research Centre
 East Street, Private Bag 3123, Hamilton, New Zealand
 T +64 7 856 2836 F +64 7 838 5012 www.agresearch.co.nz

s 9(2)(a) OIA



8 April 2013

To Whom It May Concern

Letter of support to establish An-Nur Kiwi Academy Dunedin

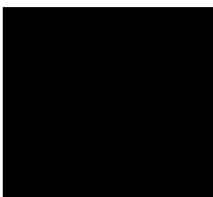
I write this letter in support of the establishment of boarding High School for boys – the An-Nur Kiwi Academy Dunedin known as AKA Dunedin.

I am a Samoan revert to Islam and a mother of five children two of whom are boys. My oldest son is 11 years old and currently enrolled in a weekend Islamic school with his brother and sisters.

I would like my boys to continue their Islamic education while they go to school to get the qualifications they need to go to college and be gainfully employed. The opening of a boarding high school where they will be taught their religion and at the same time gain the certificates they need to attend university appeals to me tremendously. This is the reason I fully support the establishment of AKA Dunedin and look forward to enrolling both my sons God willing.

Please feel free to contact me if I can provide you more reasons for my unreserved support of such a boarding school in New Zealand.

s 9(2)(a) OIA





بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
(In the name of God, Most Gracious, Most Merciful)

الجمعية الإسلامية - وَايْكَاتُو Waikato Muslim Association (Inc).

29 March 2013

To Whom It May Concern

Dear Sir/Madam

LETTER OF SUPPORT FOR AN-NURKIWI ACADEMY (AKA) DUNEDIN

The Waikato Muslim Association (WMA) wishes to support the establishment of AKA Dunedin – a boarding Islamic high school for boys.

WMA represents about 3500 Muslims of Waikato. The community comprises of about 47 ethnicities including indigenous Maori and Pacifica. Many members of the community arrive as refugees into New Zealand and are struggling to provide their children the education they need to be contributing members of the New Zealand society and at the same time maintain the religious teachings they require as Muslims. The need to maintain this balance in the spiritual and temporal education is all the more important for our Maori and Pacifica converts parents who are themselves learning the religion and are trying to teach their children at the same time.

The establishment of AKA Dunedin Islamic boarding high school will address the needs of our refugee immigrants and native Maori and Pacifica converts in terms of providing both secular and religious education to our boys in one institution. We believe the performance of our boys will be improved in such an institution and will help our community retain some of the parents migrating to neighboring Australia just to find schools similar to AKA Dunedin for their boys.

WMA strongly support the establishment of AKA Dunedin and is looking forward to when the school will commence service to the community. Please let us know if we can provide further information regarding our community educational needs.



s 9(2)(a) OIA

President WMA.

PO Box 665
Hamilton
New Zealand

Hamilton Mosque & Islamic Centre : 921 Heaphy Terrace
(Corner Heaphy Terrace And Boundry Road), Hamilton

Phone + +64 7 855
Facsimile + +64 7 855
E-mail wma@xtr.



29 March 2013

Assalaamalaikum Waramatullahi Wabarakatul

Fatimah Foundation's vision is to strengthen the sacred institution of the family through education and social responsibilities. Create awareness in the community and inspire positive change.

Drawing inspiration and admiration of a shared vision of education in the community, I am pleased to endorse and support Al-Noor Charitable Trust in establishing An-Nur Kiwi Academy as the first Muslim Boys High School and Boarding facility in Dunedin, New Zealand.

Al-Noor Charitable Trust (ACT) has a proven track record of providing quality pre-school nursery education to young Muslim children in Christchurch since 1998. The establishment of a secondary school - Al-Nur Kiwi Academy (AKA) - that aims to achieve the highest quality education environment and that emphasizes on Islamic values within the framework of New Zealand's National Curriculum in the South Island will benefit families and students from all over the country.

I congratulate Al-Noor Trust for such a positive initiative and commitment to the development of youth and young people in New Zealand.

I also have the pleasure of acknowledging a collaborative working relationship with Dr Maysoon Salama (a founding member of ACT) over the past few years as members of Islamic Women's Council of New Zealand.

Regards and Peace to all

s 9(2)(a) OIA



PH (6) 276 4680 FAX (6) 276 4678 EMAIL: info@fatimahfoundation.org.nz
 / Pk1 Thompson Way, Otahuhu, Auckland, New Zealand PO Box 22501, Otahuhu, Auckland 1610, New Zealand
 www.fatimahfoundation.org.nz



April 5, 2013



Islamic Women's Council of New Zealand

Letter of Support of An-Nur Kiwi Academy

To Whom It May Concern:

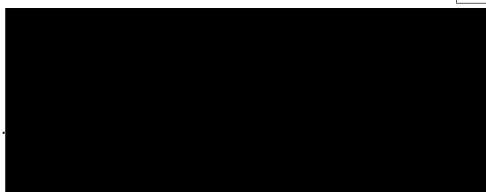
The Islamic Women's Council of New Zealand (IWCNZ) wholeheartedly supports the establishment of the An-Nur Kiwi Academy Dunedin (AKA Academy), a boarding high school for boys. IWCNZ is the umbrella organization representing the nearly 25,000 Muslim women in New Zealand from over 50 ethnicities.

The AKA Academy is important to our constituents, many of whom are raising boys and would like to see them succeed not only religiously, but also academically. The AKA Academy will provide a safe and quality place where male children can obtain the skills necessary to accomplish both goals.

In the last three IWCNZ national conferences that were held in Hamilton, Palmerston North and Wellington in 2011, 2012, and 2013 respectively, Muslim mothers from around New Zealand expressed concerns about the difficulties that some of the youth were facing. Many felt their sons needed a more structured environment that would reinforce positive Islamic values and, at the same time, teach life skills. IWCNZ is confident that the AKA Academy will fill this void by providing a quality education in an Islamic environment.

As many of our members come from refugee and migrant backgrounds, they would not be in a position to pay boarding school fees if the institution were completely private and there were no government tuition subsidies, such as would be available in a partnership school. IWCNZ is extremely pleased that the AKA Academy is taking the initiative to partner with the Government to address these educational issues for our children, and we fully support the establishment of the Academy.

s 9(2)(a) OIA



Assistant National Coordinator

اتحاد الجمعيات الإسلامية في نيوزيلندا

The Federation of Islamic Associations
of New Zealand Inc.)



اتحاد الجمعيات الإسلامية في نيوزيلندا

4 April 2013

To Whom It May Concern

Dear Sir/Madam,

Letter of support for An-Nur Kiwi Academy Dunedin (AKA-Dunedin)

The Federation of Islamic Associations of New Zealand (FIANZ) wishes to support the establishment of the above Islamic Boarding School for boys in Dunedin.

FIANZ is the only umbrella organization of the close to 50,000 New Zealand Muslims comprising of over 50 ethnicities – including New Zealand Maori and Pakeha. The organization was established in 1979 and among its objectives is to assist in the development of New Zealand Muslim community and the country in general. As part of this effort, the Federation has helped established many Mosque and community centres around NZ particularly in Auckland, Hamilton, Palmerston North, Wellington, Christchurch and Dunedin where the bulk of its members reside.

FIANZ with its meagre resources cannot satisfy all the needs of the community in terms of infrastructure and social services. That is why FIANZ is always supportive of initiatives from members of the community to provide services beneficial to NZ Muslims and the wider NZ society. This is also the reason for FIANZ's whole-hearted support of the establishment of AKA-Dunedin as an Islamic Boarding high school for boys. This initiative is in line with our goals to provide an environment where our boys can learn to excel in both spiritual and temporal education so that they become future leaders of our community and contributing members of the New Zealand society.

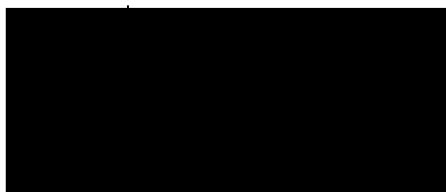
Having a school the like of AKA-Dunedin will help FIANZ in its effort to see that locally trained Muslim leaders for our Mosques emerge who can better assist the federation in its various engagements and bridge buildings with other religions and communities in New Zealand.

FIANZ is also worried of the rising level of truancy and disconnection among some of its youth in major cities like Auckland and believe that having a boarding school where such boys can be taught in an environment away from the other competing influences will help reduce those problems.

FIANZ as the peak body of Muslims is aware that all its constituencies around the country support the establishment of AKA-Dunedin and therefore, has no hesitation whatsoever in providing this letter of support to enable the school be properly functional and supported by the right NZ government ministries and organs. We look forward to having similar schools established around the country for our girls too and particularly for our refugee migrant members and the over 4000 Maori, Pacifica and Pakeha converts among us.

Please let me know if I can provide any other information regarding our support of AKA-Dunedin.

s 9(2)(a) OIA



A United and Progressive Community

7-11 Queens Drive, Lyall Bay, Wellington
PO Box 14-155, Kilbirnie, Wellington 6241 • New Zealand
Telephone +64 4 387 8023 • Facsimile +64 4 387 8024
Email fianz@vodafone.co.nz • Web www.fianz.org



University of Canterbury Muslim Students Association

9th April 2013**To Whom It May Concern**

Dear Sir/Madam,

Re: Letter of support for An-Nur Kiwi Academy Dunedin (AKA-Dunedin)

The University of Canterbury Muslim Student Association (UC-MUSA) strongly endorses the establishment of An-Nur Kiwi Academy: Dunedin Boys High as a Boarding School.

UC-MUSA is the Muslim student body of over 150 Muslim students currently enrolled in UC and comprising of over 15 nationalities – including Malaysian, Indonesian, Pakistani, Arab, African and New Zealand. The organization was established in 2006 aiming to serve the cultural needs of Muslim students at the University of Canterbury.

Among the needs of the married Muslim students at UC is Muslim schooling for their children while studying in New Zealand. Having Muslim schooling for the children of married UC Muslim students will satisfy their cultural needs while in New Zealand. This will translate into better academic performance by the parents in their university study programs as it will remove the hassle of home schooling for their children of the Islamic subjects as well as follow up time at public schools. Therefore, UC-MUSA whole-heartedly supports the establishment of AKA-Dunedin as a Muslim Boarding high school for boys.

Another important aspect of AKA-Dunedin project is that it provides an excellent pathway for Muslim international students who wish to join New Zealand universities as an alternative to the English: Foundation pathway for the following reasons: 1) Students joining AKA will have their cultural needs satisfied while pursuing their education programme. 2) The NCEA pathway to tertiary education in New Zealand universities via AKA will save the international students precious time and significant amount of money compared to English: Foundation pathway.

Based on the above we reiterate our full support for the establishment AKA project. Please let me know if I can provide any other information regarding our support of AKA-Dunedin.

Best regards.

Sincerely

████████████████████
 Vice President
 UCMUSA

s 9(2)(a) OIA

April 13 2013

Letter of Support for An-Nur-Academy

To Whom It May Concern

I take great pleasure in supporting An-Nur Kiwi Academy Dunedin (AKA). As Assistant Women's Co-ordinator for the Muslim Association of Christchurch I feel that the establishment of a boarding high school for boys would help to fulfil an important need in our community.

Many of the women in our community feel that their sons would benefit from an educational environment that not only fulfilled their academic needs but also reflect positive Islamic values. The Al-Noor Charitable Trust has run an early childhood centre for many years; that has successfully combined proven educational pedagogy and Islamic teaching. Therefore, I feel that the AKA would certainly be able to do the same in a high school setting.

The Muslim community in New Zealand is made up of a diverse range of ethnic groups, many of whom come from refugee and migrant backgrounds. Families from these groups are unlikely to be able to pay for the fees to attend a completely private institution and so would benefit from subsidised fees of a partnership school.

I sincerely hope that The AKA's application to partner the government and establish this boarding school is successful.

Yours sincerely,

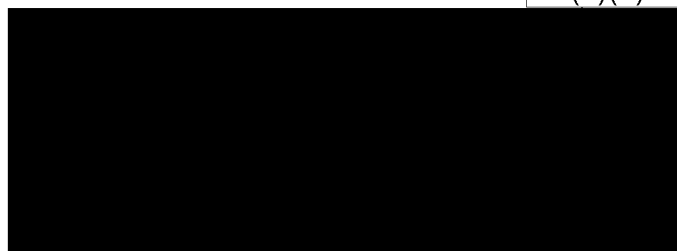
[Redacted Signature]

Assistant Women's Coordinator
Muslim Association Canterbury
Christchurch

s 9(2)(a) OIA

[Redacted Address]

s 9(2)(a) OIA



17 August 2009

To Whom It May Concern

I am very happy to write in support of the proposal of the Al-Noor Charitable Trust to establish an Islamically based day school under the name of "An-Nur Kiwi Academy", under the leadership of Dr. Muhammad Alayan and his wife, Dr. Maysoun Safar, and others.

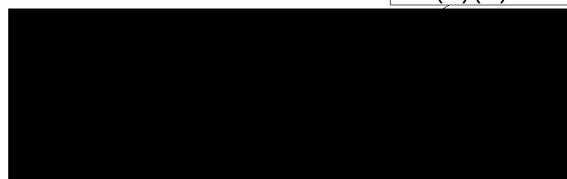
I have known Dr. Alayan and Dr. Safar since soon after their arrival in Christchurch almost fifteen years ago. Largely this has been in the context of my activities teaching and doing research in Islamic studies, including research on the local Muslim community, of which they are leading figures.

In 2000 they established Al-Nur Childcare Centre and this has been quite successful and has met a real need in the community, including non-Muslims as well as Muslims. On the basis of this and of my personal impression of them, I believe they are very well suited to lead in the establishment of a day school.

I have read the business plan for Al-Noor Academy and I agree with the case it makes that an Islamically based school is needed and appropriate here in Christchurch. Over the years many Muslims here have mentioned to me their desire for a Muslim school of this sort. The fact that the school will include non-Muslim students will be good for cross-cultural understanding for both the Muslims and non- to Muslims involved. For those who are not familiar with the New Zealand situation, it should be noted that the government provides for what are called "integrated schools", private schools usually of a religious nature that receive government funding and supervision for parts of their programmes. Al-Noor Academy would fit into this system quite well. I believe there are already two such Muslim schools in Auckland.

I hope that Al-Noor Charitable Trust will be able to set up "An-Nur Kiwi Academy" in accordance with its plans.

s 9(2)(a) OIA



Associate Professor of Religious Studies, Retired
University of Canterbury, Christchurch, New Zealand



16th August 2009

To Whom It May Concern:

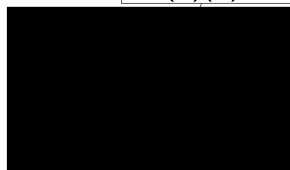
I write this letter in support of the attempt by **Al-Noor Charitable Trust** to establish an Islamic school in Christchurch.

As the President of the Muslim Association of Canterbury I am aware of the huge need and demand for such school among parents in our community. In the past hundreds of parents have relocated from Christchurch to Auckland or Australia for the purpose of sending their children to such schools that combine normal curriculum with Islamic education that **An-Nur Kiwi Academy** is trying to establish.

I have no doubt whatsoever that given the experience of Al-Noor Charitable Trust in running the An-Nur Child Care that they will do a wonderful job in running the new school if given the chance.

I am highly supportive of this initiative and hope that the An-Nur Kiwi Academy will receive the necessary support to make this plan a reality.

s 9(2)(a) OIA



President



Content

	ENDORCEMENT LETTERS	4
1	NOTICE OF INTENT TO RESPOND	6
2	APPLICANT PROFILE.....	18
3	PURPOSE AND GOALS.....	26
4	EDUCATIONAL PLAN	48
4.1	EDUCATIONAL FOCUS	48
4.2	SUPPORT FOR LEARNING.....	63
5	BUSINESS PLAN.....	77
6	OPERATIONS PLAN	111
7	ACCEPTANCE OF DRAFT AGREEMENT	141
8	ASSUMPTIONS, RISKS AND CAVEATS.....	141
9	APPLICANT DECLARATION	142
10	APPLICANT CHECK LIST	144
9	APPENDIXES	145

This page left intentionally blank

1 AKA Notice of Intent to Respond



Attention: [REDACTED] s 9(2)(a) OIA

Procurement Manager, Partnership Schools

C/- the Ministry of Education

partnership.schools@minedu.govt.nz

This notification confirms that our organisation intends to submit a formal response to the RFA for operation of a Partnership School dated 6th March 2013. We acknowledge the terms and conditions of this RFA and that our Application must be received before the Closing Date (12:00 noon 16 April 2013).

Notification:	Dated	12 th March 2013
Respondent:	Organisation	An-Nur Kiwi Academy: Dunedin Boys High
	Address	48 Springs Road, Hornby, Christchurch 8042
Primary Contact:	Name	Dr. Mohammad Alayan
	Position	Chairman, Board of Trustees
	DDI	[REDACTED] s 9(2)(a) OIA
	Mobile	[REDACTED]
	Email	[REDACTED]
	Signed	

Our intention is to submit an Application in consideration of operating a PSKH in the following location [110 Melbourne Street, South Dunedin, Dunedin].

2 APPLICANT (AKA) PROFILE

1. Contact person for this Application				
Contact person:	Dr. Mohammad Alayan			
Position:	Chairman of Board of Trustees			
Phone number:	03 3493223 (Christchurch office) or 03 9492533 (Dunedin office)			
Mobile number:	[REDACTED] s 9(2)(a) OIA			
Email address:	[REDACTED]			
Fax number:	03 3493223			
Is the contact person authorised to negotiate?	Yes	X	No	

2. Applicant's organisational profile	
Full legal name:	An-Nur Kiwi Academy: Dunedin Boys High
Trading name: (if different)	An-Nur Kiwi Academy
Name of parent organisation:	<u>Al-Noor Charitable Trust (ACT)</u>
Physical address:	110 Melbourne Street, South Dunedin, Dunedin
Postal address:	48 Springs Road, Hornby, Christchurch 8042
Company website:	www.an-nur.school.nz
Location of head office:	Christchurch
Type of entity (legal status):	Charitable Trust
Company registration #:	CC39331(Charities Commission)
Country of residence:	New Zealand
GST registration number:	71-612-058

3. Overview of Applicant's organisation	
Type of organisation:	<u>ACT</u> is not for profit organization specializing in Muslim education institutions open for the public.
Year established:	1998
History:	In year 2000 <u>ACT</u> established its first project, An-Nur Childcare Centre , the first Muslim ECE institution in beautiful NZ. So far the centre has been reviewed 3 times by ERO , and has been moving from strength to strength academically and financially (for further details visit <u>ACT</u> web page). The Centre is open to the NZ community at large and has served practically all NZ ethnicities including Maori,

	Pacifica and Somali.
Summary of experience relevant to this RFA:	<p>Starting and sustaining a school is undoubtedly a lengthy and challenging process. The AKA founding committee members have real life experience in this field as they have already established in 2000 the first Islamic based pre-school in New Zealand An-Nur Childcare Centre and have sustained it since then. <u>Therefore the current AKA PSKH application is a progression of current activities.</u> Based on community education needs surveys and community hall meetings in Christchurch, Dunedin, Lower Hutt, Hamilton and Auckland, the Board of Trustees has decided to expand the scope of ACT education services and establish An-Nur Kiwi Academy (AKA). On the long term, AKA is envisioned as Muslim education organization with ECE, Primary (years 1-6 co-education), Girls High (years 7-13) and Boys High (years 7-13) campuses open for NZ community at large. AKA-Dunedin is the first phase as senior boys' high school (years 11-13).</p> <p>We believe that for New Zealand Muslims to have a productive and prosperous future we must develop for our community excellence in education and training, strong cultural identity and NZ citizenship and successful economy.</p> <p>NZ Muslims comprise many ethnicities amongst Maoris, Pacifica, refugees and migrants (low socio-economic backgrounds). Although NZ education system is world-leading in many respects, however these groups of students have not been reaching their potential in education. AKA-Dunedin will be teaching Maoris, Pacifica, refugees and migrants' pupils to excel in education through AKA innovative education philosophy of balanced nurturing the spirit, the mind and the body weaving academic excellence with highest morals and ethics.</p>
Total number of staff in NZ:	Board of Trustees (6), Management staff (2), Licensed Teachers (3), Teachers (7) <u>[This data is for ACT & An-Nur Childcare Centre]</u>
Number of locations in NZ:	2 (Christchurch @ 48 Springs Rd & Dunedin @ 110 Melbourne St)
Overseas locations:	None

4. Current business commitments & proposed key personnel

Business commitments:	<ol style="list-style-type: none"> 1. An-Nur Childcare Centre (ME number 65070). Dr. Maysoon Salama 2. An-Nur OSCAR. Dr. Mohammad Alayan <p>- No limitation or constraints on the organisation being able to</p>
-----------------------	--

	deliver against the application requirements
Other Contracts with government	Non

5. Probity

List any pending claims against the organisation:	Non
List any court judgements or other decisions that have been made against the organisation in the last 6 years:	Non

6. Disclosure of proposed partners

Disclosure:	Applicants must indicate and provide details below if they intend any person or organisation, who is not an employee, to sub-contract on any part of the application requirements.
Collaborative Partner / Sub-contractor #1	
Partner / Sub-contractor name:	Not applicable
Address:	
Specialisation:	
Describe the deliverables the Partner / sub-contractor will be responsible for:	
Collaborative Partner / Sub-contractor #2	
Partner / Sub-contractor name:	
Address:	
Specialisation:	
Describe the deliverables the Partner / sub-contractor will be responsible for:	

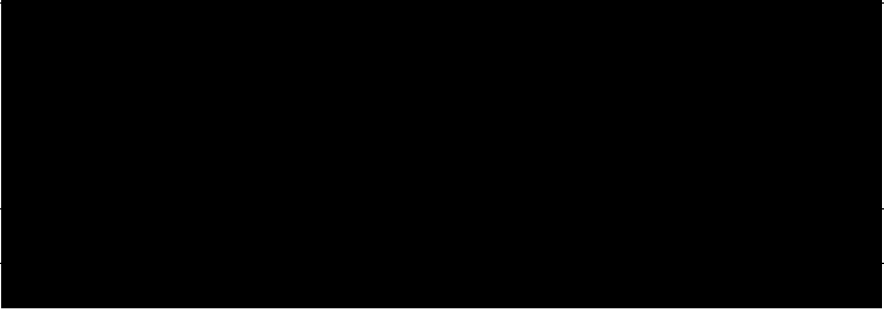
Copy and add more rows as required

7. Financial information

s 9(2)(b)(ii) OIA

Current financial status:	
---------------------------	--

s 9(2)(b)(ii) OIA

				
Gross revenue:				
Gross profit:				
Last audited financial accounts:	31 December 2011			
Copy of latest audited accounts attached?	Yes	X Appendix 1	No	
Copy of latest annual report attached?	Yes		No	X
Is organisation in dispute with any trade union?	Yes		No	X

8. Quality standards

Certificates held:	Once AKA is established and operational, it will consider certification (i.e. ISO or AS/NZ) as a quality measure for the efficiency and effectiveness of school operations.
Quality assurance systems:	AKA will investigate appropriate quality assurances software and programmes, evaluating them against the needs of staff, students and community, and then implementing the most appropriate.
Internal audit:	AKA will establish Internal Audit programmes (to furnish appropriate administrators with analyses, appraisals, recommendations, counsel and information concerning the activities reviewed to promote effective and efficient controls at reasonable cost.
Contract management:	AKA will investigate appropriate contract management systems / software / standards, evaluating them against the needs of staff, students and community, and then implementing the most appropriate.
Monitoring & evaluation:	Once established, all AKA financial aspects will be subject to an annual audit. AKA will be implementing a staff development and appraisal routine in line with good practice and that all staff will be subject to the professional standards of a registered teacher.
Reporting:	AKA is investigating appropriate reporting software and programmes, evaluating them against the needs of staff, students and community, and then implementing the most appropriate. Together with quality control measures in place such as audited financial statements, ERO reviews and accountability evaluation reports for funding agencies, the

	annual report is a supplementary means by which our AKA meets accountability requirements.
Financial management:	AKA is investigating the MUSAC and E-Tap student and financial management systems. All financial aspects will be subject to an annual audit.
Risk management:	Comprehensive health and safety and security policies will be in place once AKA opens for business. AKA will investigate current management systems / software / standards in operation at sister schools and evaluate them against the needs of staff, students and community, and then implementing the most appropriate.
Records management:	AKA is investigating appropriate records management systems /software and programmes [Student record card, Class attendance sheet, Textbook record sheet, Student performance summary, Teacher record, Teacher performance evaluation report, Inventory of physical facilities, Inventory of furniture/equipment, Inventory of teaching/learning resource materials, Financial summary], evaluating them against the needs of staff, students and community, and then implementing the most appropriate.
Staff training:	Once operational, AKA will have in place routine staff training programmes, amongst, first aid training to ensure the safety and wellbeing of pupils, staff and visitors.
Codes of conduct	AKA is actively undertaking preparations of policies and procedures detailing codes of conduct for staff, pupils and parents.

9. Occupational Health & Safety (OHS)

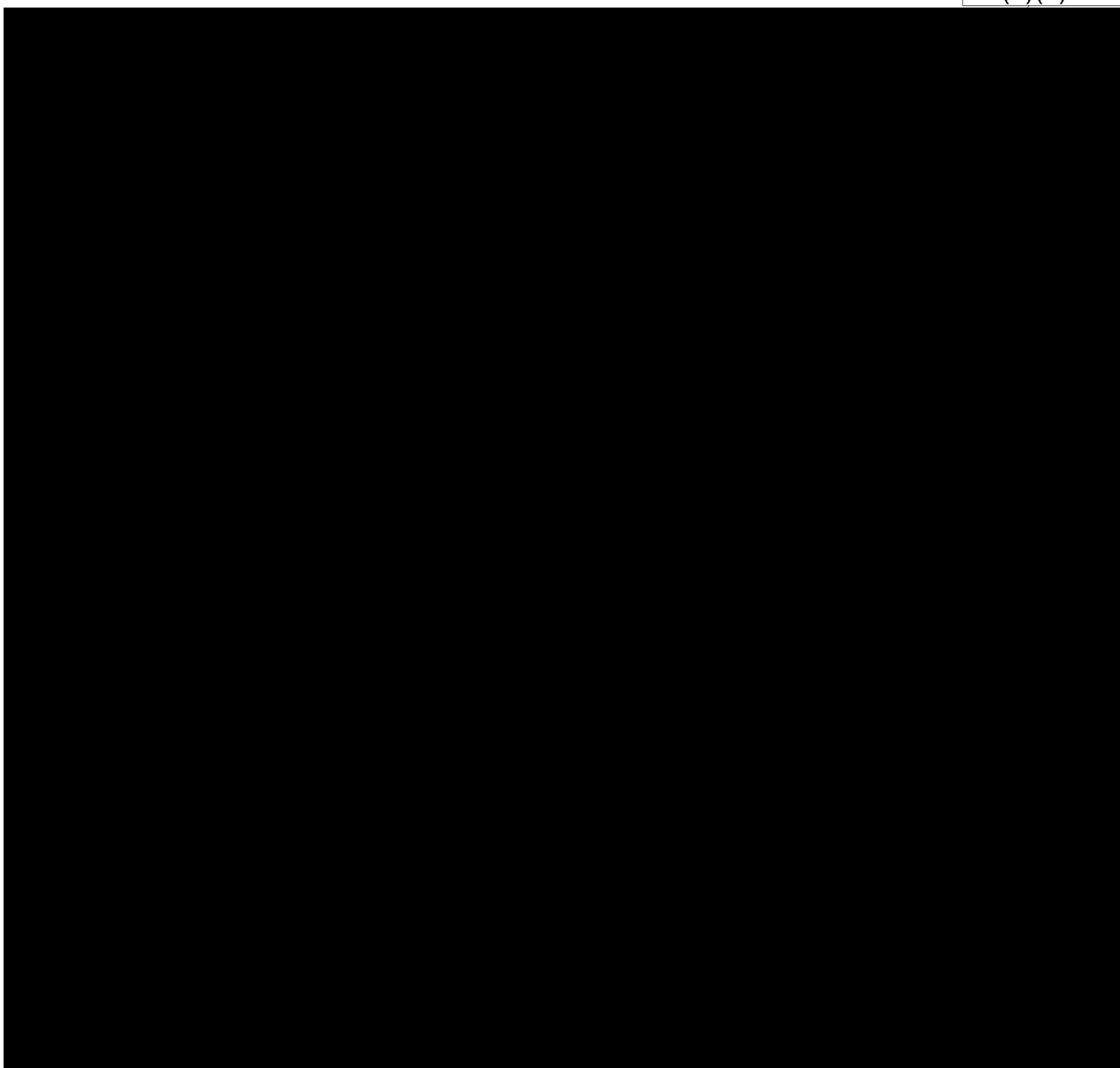
Health & Safety Management: (Responses below are related to An-Nur Childcare Centre. AKA will have in place comparable set of OHS once operational)

Do you have a written health & safety policy?	Yes	X	No	
Do you have an employee participation scheme for dealing with health & safety issues?	Yes	X	No	
Is formal health and safety training given to employees?	Yes	X	No	
Records: Which of the following safety records do you maintain?				
- Accident Register (as required by Health & Safety Act)?	Yes	X	No	
- Hazard Register?	Yes	X	No	
- Hazard information?	Yes	X	No	
History: Have you received health and safety award/s?	Yes	X	No	
If yes provide details:				

Have you had health and safety related notice/warning/fine/prosecution?	Yes		No	X
If yes provide details:				
Health & safety procedures:				
Do you have an emergency procedures plan?	Yes	X	No	
Are formal hazard assessments carried out and recorded?	Yes	X	No	
Is there always an investigation into any accident that results in harm, or could have resulted in harm?	Yes	X	No	
Are vehicles and equipment regularly inspected, tested, examined and maintained?	Yes	X	No	

10. Referees

s 9(2)(a) OIA



REDACTED

REDACTED

3 AKA PURPOSE AND GOALS

Section 3.2, Question 1(a)

Mission/ Vision

Human resource is the most important and vital factor for the advancement of the state. On the other hand quality education is milestone of human resource development. New Zealand has a strong education system. Contemporary literature published by Pearson and carried out by the Economist Intelligence Unit shown New Zealand has ranked eighth in the world for education outcomes. Indeed, New Zealand schools are doing a good job overall, but not all NZ students are achieving their education potential.

Recent education literature shows that New Zealand has one of the widest variations between the performance of its highest achieving students and those with lower achievement levels. Students who are not reaching their potential in education have been predominantly Māori, Pasifika, from low socio-economic backgrounds, and with special education needs. Having said the above, this variation exists within schools and within classrooms, regardless of the school's decile. The cost of this educational underachievement is high for our families and whānau, our communities and our country. These findings are strong evidences that current New Zealand education system does not meet the challenges facing students with lower achievement levels. To change our education system from **good to great** the way we educate Kiwi students should adapt in order to meet the challenges facing those with lower achievement levels.

The introduction of Partnership Schools | Kura Hourua in New Zealand education system, we believe, is a step in the right direction to better meet the needs of students with lower achievement levels. Therefore we are submitting this PSKH application to establish **An-Nur Kiwi Academy (AKA)** as Muslim Culture-Based school and a centre of excellence.

People best perform when their needs are satisfied. Having cultural identity preserved and nurtured leads to increased self esteem which is vital for confident social interactions and relationships. Therefore, establishing culture-based schools is way forward to raising education performance of students with lower achievement levels. NZ Muslims comprise many ethnicities amongst **Maoris, Pacifica, refugees and migrants** (low socio-economic backgrounds). Although NZ education system is world-leading in many respects, however these groups of students have not been reaching their potential in education. **AKA-Dunedin**, as a Muslim culture-based school, will be teaching Muslim students amongst **Maoris, Pacifica, refugees and migrants'** to excel in education through **AKA** innovative education philosophy of balanced nurturing of the spirit, the mind and the body weaving academic excellence with highest morals and ethics.

AKA Vision

To foster the holistic development of every learner in order to become fully functioning and constructive member of New Zealand society and promote a culture that is supportive of learning based on social belief in the importance of education and its "underlying moral purpose".

AKA Mission

*To provide all learners with a meaningful and high standard of education by effective and dedicated educators aiming to promote and achieve excellence by using techniques which will promote critical thinking and responsible decision-making which will inculcate sound Islamic moral values and attitude. **AKA will do the following to achieve its mission:***

- ✓ The process of learning should be enjoyable, active and dynamic.
- ✓ We acknowledge that students come to us with a wide variety of learning styles, academic abilities, and linguistic and cultural experiences.
- ✓ An explicit commitment is made to continuing staff professional development to encourage teaching methods that are creative, varied and flexible.
- ✓ We endorse the philosophy of holistic education based on Islamic faith.
- ✓ We promote community service throughout the school.
- ✓ Problem solving, discovery, creativity and self-direction characterize our work at all levels.
- ✓ Success is recognized, valued and celebrated in a variety of ways at many different levels.
- ✓ There is a spirit of partnership involving the students, staff, and parents in whom each individual feels welcomed and valued.
- ✓ In addition to academics, the social climate of the school, in and out of class, encourages the development of international understanding, commitment to community service and cooperation with diverse cultures.

Impact of AKA on Student Engagement and Achievement

1- AKA is Muslim Culture-Based School: New Zealand prides itself as a friendly, welcoming, inclusive multicultural society. Muslim population in New Zealand is young, energetic and growing. The population has experienced more than 1,000% rise in the number of Muslims living in New Zealand from 2544 in 1986 to over 36,000 in 2006. This is mostly due to immigration but also due to a growing number of local New Zealanders (Maori and Pakeha) who are embracing Islam. Therefore it is prudent of NZ as a friendly, welcoming, inclusive **multicultural society** to cater for its Muslim citizens by fostering their culture and supporting it taking into consideration that people best perform when their needs are satisfied.

Having cultural identity preserved and nurtured leads to increased self esteem. This in turn is vital for excellent academic performance and confident social interactions and relationships. Such issue requires establishing culturally responsive educational Institutions. The proposed An-Nur Kiwi Academy (**AKA**) as a culture-based school will provide its students with an Islamic environment during their schooling. The homogeneity of the culture and values of the learning environment creates social and emotional stability which facilitates and accelerates students learning in general areas of education (math, science, language, technology, etc.). Islamic society is founded on the principles of *belief* and *righteous conduct*. This connection between values and practice lies at the very heart of the

Islamic way of life. To be a Muslim requires that one's faith be reflected in one's practice and daily moral conduct with other people. **AKA** students therefore, will develop a strong sense of New Zealand citizenship. They not only will preserve rich Islamic heritage, but equally important will contribute towards development and progress of the New Zealand society in general.

Besides the above, students who attend **AKA** will be regularly in touch with the wider NZ students' society. Their exposure to the largest NZ culture will be an integral part of **AKA** curriculum. Sister schools, television, news media, neighbourhoods, and non-Muslim staff/ students of **AKA** will keep the windows to the larger NZ society wide open. It is important to emphasize that **AKA** will not be restricted to Muslim students but warmly wide open to all students from the NZ larger community. **AKA** motto "All pupils warmly welcome".

2- **AKA** is Single-Sex High School: Recent education research has demonstrated that single-gender classrooms not only benefit girls but also boys as well, particularly at the age of adolescence. Researchers at Cambridge University (in the UK) examined the effects of single-sex classrooms in schools in four different neighbourhoods, including rural, suburban and inner-city schools. They found that "using single-sex groups was a significant factor in establishing a school culture that would **raise educational achievement**. The Cambridge study is not unique as multiples of studies on the subject from various countries are in accord with the Cambridge study findings.

AKA as single-sex education institution for boys will raise educational achievements as following:

- ✓ Learning environment that encourages full participation by boys in all activities. This in turn will promote self-expression and a respect for the many different paths to manhood and provides an atmosphere in which to explore sensitive gender and sex-related issues.
- ✓ Educational programs will be tailored to meet the developmental needs of boys where boys can gain confidence in their ability to learn without being compared to girls who mature more quickly and tend to enjoy more success in school.
- ✓ Books and curricular materials that excite boys can be integrated into all aspects of the school's programme.
- ✓ **AKA students** have opportunities to be taught and coached by specialists who have been hired because they want to work with boys.
- ✓ **AKA students** can grow at their own pace and can "be boys" for as long as they need, protected from society's pressures.
- ✓ **AKA students** need not waste energy posturing or trying to live up to the gender stereotypes so prevalent in the media and society at large.

AKA, as boys' high school, *therefore has a unique setting* in which students will develop strong bonds of friendship and camaraderie with peers and teachers so that the impact of positive role models can have its fullest effect on character building and education performance.

3- AKA is Boarding High School: A synopsis of the research conducted on behalf of The Association of Boarding Schools (TABS) by the Art & Science Group about both day and boarding students who attend boarding schools shows the following:

- 91% of boarding school students identify their schools as academically challenging, compared to 50% of public school students and 70% of private day school students.
- 87% of boarding school graduates report being very well prepared academically for college, compared to 39% of public school students and 71% of private day school students.
- 44% of boarding school graduates achieved positions in top management by mid-career, compared to 27% of public school graduates and 33% of private day school graduates.
- 90% of boarding school alumni say they would repeat their boarding school experience if given the opportunity.

These findings together with wealth of literature on the subject in accord provide compelling support for a cutting edge advantage of boarding schools over day schools. Salient features which make boarding school the choice for excellence in education performance for teenagers are the following:

- ✓ **Predictability** – Boarding schools provide a predictable routine that is impossible to replicate at home. All students including low academic achievers thrive on predictable routines. Such routine will inculcate in the learners the skill of time management which in turn is the basis for distinguished performance. Boarding schools, such as **AKA**, are organized to ensure predictability.
- ✓ **High Interest Activities** – At boarding school such as **AKA**, what happens after school is just as important as what happens in the classroom. Students tend to achieve better academically when they are engaged in extra-curricular activities they really enjoy. In **AKA** as a boarding school, participation in sports or arts is mandatory, ensuring students are engaged for a large portion of the day in faculty-led structured activities. This also enables students with social issues to have an adult helping them navigate the social scene during non-academic time.
- ✓ **School Culture** –Positive peer pressure can do wonders to turn opposition into eager participation. **AKA** as a boarding school will create a learning environment that value intellectual pursuits, promote strong work ethic and community service and advocate strong love of the outdoors. The momentum of such environment act as magnet to pull the outliers along and enthusiastically get with the education program.
- ✓ **Small Class Size** – Class size in boarding schools such as **AKA** is intentionally small. This salient feature allows those with learning disabilities and/or slow processing speeds to get individualized attention and a learning pace they can manage resulting in raising education achievement.
- ✓ **Character development** – One distinctive characteristic of boarding schools such as **AKA** is character building that counts as much as academics. The environment—in which teachers live among their students, and students live away from home—lends itself to the cultivation of self-discipline and independent thought. Leadership opportunities also emerge. More than

three quarters of boarding school students say they have earned leadership opportunities, a far higher percentage than reported by public and private day school students. At the same time, students gain the distinct advantage of regular interaction with their teachers and advisors outside of the academic setting.

To conclude, based on the above AKA is strategically positioned to enable student engagement and achievement in education to the high education standards particularly focusing on the Crown's priority groups of Māori, Pasifika, learners from low socio economic backgrounds and learners with special education needs.

Need of Muslim schools in New Zealand

"Multiculturalism is not only a successful policy - it's a great way of life, and importantly, an asset"

Premier Barry O'Farrell

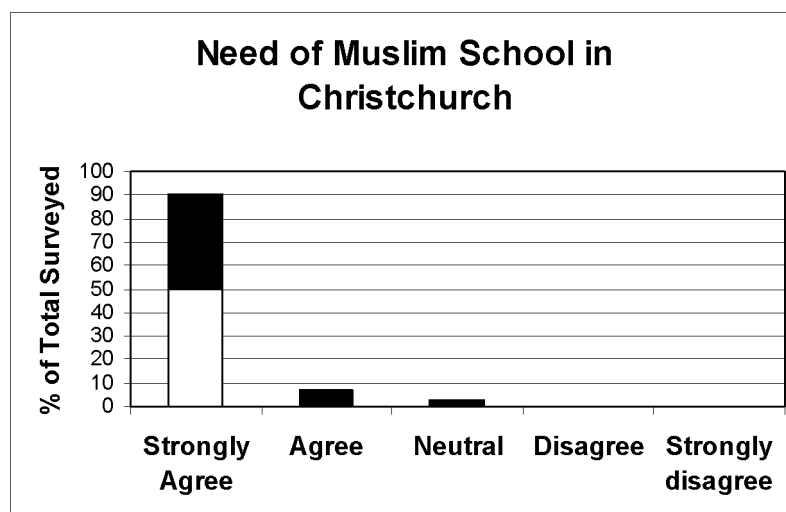
New Zealand has evolved from a bi-cultural treaty based nation into a multi-cultural, multi-racial country in recent time. New Zealand has attracted migrants from diverse ethnic and cultural backgrounds, who bring with them new and exciting, cultures, languages, religions, clothing, food, dances, etc. However, this is of little benefit to New Zealand, unless it is viewed in the context of the above quote. Therefore, to capitalize on the asset of multiculturalism (which is very precious) it is important that the government embraces cultural diversity and promotes the sharing of values that afford respect for, and the acceptance of, all people in our country. This means, the people of New Zealand, regardless of background, are entitled to maintain and practice their cultural heritage, traditions and language within the law, and free from discrimination.

Although a minority, less than 1% of the total population, the Muslim population in New Zealand is young, energetic and growing. More important, Kiwi Muslims regardless of ethnicity or country of origin have been actively participating in the development of their country of choice, New Zealand at various fronts. This stance is shared by the Right Honourable John Key. According to the Prime Minister, Muslims are making positive contributions to both the economy and cultural diversity of New Zealand. He observed that Halal exports to Muslim countries are significant to New Zealand economy and this will yet grow further with the active involvement of New Zealand Muslims. Mr Key also commended Muslims for their community spirit and involvement as seen in their recent participation towards earthquake relief efforts in Christchurch.

The Founding Committee of An-Nur Kiwi Academy firmly believes that for New Zealand Muslims to have a productive and prosperous future we must develop for our community excellence in education and training, strong cultural identity and NZ citizenship and successful economy. We furthermore believe that a Muslim school is more than an educational institution; it is the blue print of the future generation and a future society. We believe, the ultimate goal of Muslim schools such as **AKA** should

be to produce graduates who are not only rich in knowledge and successful in the work force but who are noble in character and who can promote righteousness in the society.

To determine the needs of Muslim schooling in New Zealand, **ACT** conducted surveys in Christchurch and Dunedin and held community hall meetings in Hamilton, Auckland and Lower Hutt so far. In a capsule, the results of the surveys as well as community hall meetings indicate that about 90% of the families strongly agree that Muslim schools are strongly needed in New Zealand.



Therefore to summarize we propose to establish **AKA** for two folds; 1) to serve the educational needs of the New Zealand Muslim community by raising men who are noble in character and successful in life and, 2) to support New Zealand education industry and economy.

Section 3.2, Question 1(b)

An-Nur Kiwi Academy Goals and Performance Measures

The Founding Committee is strongly committed to the school's mission *"To provide all learners with a meaningful and high standard of education by effective and dedicated educators aiming to promote and achieve excellence by using techniques which will promote critical thinking and responsible decision-making which will inculcate sound Islamic moral values and attitude"*. Furthermore, AKA mission is in full accord with the Crown's Better Public Service Goals for education (i.e. high schools having 85% of students achieving NCEA Level 2 or its equivalent). AKA is committed to achieving this goal as a PSKH even if the time for getting there is a very tight and demanding one. To this end, AKA has adopted six goals to guide the school achieving its mission as following:

Goal 1: All AKA student Achieve NCEA level 2 and Beyond by year 2016.

Goal 2: All AKA students are engaged in the education process.

Goal 3: Parents, guardians, businesses and community are engaged in the education process.

Goal 4: Fiscal Stability to Support Student Learning.

Goal 5: Innovative organization management to Support Student Learning.

Goal6: Education excellence via balanced nurturing of the spirit, the mind and the body.

Supporting each goal AKA has identified specific performance measures to focus the school's efforts. These performance measures are not all inclusive, but have been strategically chosen to target AKA's limited time, energy and resources on high leverage outcomes aligned to the mission and goals. We believe in continuous, incremental improvements and understand that meaningful and measurable change takes time. Maintaining a consistent and sustained focus on the goals and performance measures below enables our school to build the capacity over time to achieve the desired outcomes for AKA students, staff and community.

Finally, we acknowledge that the world is continually changing and the goals and performance measures may need to adapt and evolve to meet new circumstances. Therefore, AKA administration is committed to annually reviewing and updating, as necessary, the goals and performance measures.

Goal 1: All AKA student Achieve NCEA level 2 and Beyond by year 2016

Performance Measures	Rationale for Performance Measures
1.1 Raising achievement for AKA students through school planning and self review. Having teaching practices in place for priority learners to achieve the Crown's goal that 85% of learners achieve NCEA Level 2 by 2017.	School planning is an important vehicle for improving the achievement of all learners, particularly priority groups who are currently underserved by the system.
1.2 Raising achievement for AKA students through regular time management workshops.	Time management is a very effective means to ensure that students are well prepared, organized and focused to manage their daily lives and complete academic assignments on time. It will lead to improved success, however, this is a skill that students have to learn and practice.
1.3 Raising achievement for AKA students by providing support with transitions by building a platform for learning at these critical transition points through working collaboratively with feeder schools, whānau and wider communities, along with using transition information to support successful transitions between schools. National Standards information from contributing schools will provide the basis for establishing achievement profiles and learning targets for learners coming into AKA. Combined with early and on-going assessment, this will help build learner-centred approaches and teaching	Times of transition, including when students move from school to another or even between different levels of schooling are times of vulnerability for learners and their families.

programmes which will set the foundation for success at NCEA Level 2.	
1.4 Build a comprehensive assessment plan.	Regularly administered assessments inform the ongoing instructional efforts of teachers and administration regarding resource allocation, professional development and student placement.
1.5 Raising achievement for AKA students by connecting students to school.	Students who feel connected to school are more likely to successfully complete high school and take challenging courses.
1.6 Raising achievement for AKA students by Increasing the capacity and utilization of effective instructional practice	A growing body of research verifies instructional practices associated with higher levels of student achievement. Increasing the use of these research-based strategies will better support student achievement and success.
1.7 Raising achievement for AKA students by employing Board Certified teachers or equivalent.	National Board Certification is positively associated with higher levels of student achievement.

Goal 2: All AKA students are engaged in the education process.

Performance Measures	Rationale for Performance Measures
2.1 Raising achievement for AKA students by implementing successful strategies at all levels for student engagement to achieve the Crown's goal that 85% of learners achieve NCEA Level 2 by 2017.	Research has shown that student engagement impacts learning. Engaged students also are more likely to perform well academically.
2.2 Strategies for teachers to foster positive student engagement in the classroom include: - Cultivating a culture of achievement where instruction is challenging, students feel comfortable asking questions, and students are expected to do their best - Concentrating on active learning and a relevant curriculum. - Offering support and encouragement.	Teachers are key players in fostering student engagement. They work directly with the students and typically are the most influential in a student's educational experience.
2.4 Strategies for administration to foster positive	Many environmental factors, poverty,

<p>student engagement in the school include:</p> <ul style="list-style-type: none"> - Working diligently to increase parental interaction at school and with their children's school work by creating a welcoming and inviting environment at the school for parents, providing opportunities for parents to collaborate with the school and/ or teachers to identify support needs of the students, and keeping the lines of communication open. - Create safe refuge for students in the school. School leaders should set clear behavior expectations for students and encourage teachers and other staff to model expected behavior. Actions that the school could implement to sustain a safe, orderly, and equitable learning environment, include, consistent and nondiscriminatory enforcement of school disciplinary action codes, accessibility to support staff, including school-based security personnel, counselors, and community volunteers and violence prevention programs where students learn how to avoid and/or properly respond to confrontations. - Offer extracurricular activities by offering "structured activity settings"—such as student clubs, sports teams, and volunteer activities to students outside the normal school day. 	<p>neighbourhood violence, family discord, may contribute to student disengagement. There are several interventions that school administrators can implement to reduce the effects of negative outside influences and in turn encourage positive student engagement in learning.</p> <p>Home-school interaction and cooperation is essential for student education success.</p> <p>School safety is a key component in ensuring that students are schooled in an environment that allows them to focus on educational activities.</p> <p>Student engagement in the classroom also is related to participation in extracurricular activities, especially among students from low-income families. Participation in extracurricular activities can be very beneficial to the academic, social, physical, and emotional growth of students.</p>
---	--

Goal 3: Parents, guardians, businesses and community are engaged in the education process.

Performance Measures	Rationale for Performance Measures
<p>3.1. Raising achievement for AKA students by implementing successful strategies for parents/guardians-businesses-community-school partnership to achieve the Crown's goal that 85% of learners achieve NCEA Level 2 by 2017.</p>	<p>Research shows that effective school-home partnerships can enhance children's learning and therefore achievements. Strong school-home links are of particular importance for the groups of students who have not been reaching their</p>

	potential in education in the current system.
<p>3.2 Strategies for parents/ guardians-school partnership includes but not restricted to:</p> <ul style="list-style-type: none"> - All parents/ guardians will have multiple opportunities to participate in home-school communications. - Consultation with parents/ guardians to develop shared visions and goals to underpin school directions and priorities. - Gauging the aspirations that parents/ guardians have for their children. - Ensuring that parents/ guardians have a voice and a sense of identification with the school and its goals. - Teachers make themselves approachable, knowledgeable about individual students, and willing to engage in honest discussion about students and their. - Teachers make themselves approachable, knowledgeable about individual students, and willing to engage in honest discussion about students and their progress. - Conduct student-parent/ guardians-teacher conferences regularly. - Involve parent/ guardians in school based events and activates. 	
<p>3.3 Strategies for businesses/ community-school partnership includes but not restricted to:</p> <ul style="list-style-type: none"> - Bring together families, schools, and community organizations in a collaborative effort to meet the comprehensive needs of students - Open school beyond traditional school hours to become community learning centers for everyone in the neighborhood. - Cultivate school-business relationships that will benefit both school and business partners and sustain family-involvement programs. 	

Goal 4: Fiscal Stability to Support Student Learning.

Performance Measures	Rationale for Performance Measures
4.1. Prioritize resources to support student achievement	Maximizing and prioritizing resources for instruction and instructional support aligns to our primary mission of student achievement and success.
4.2. Meet applicable government/ funding organizations audit standards.	As a steward of public resources, the school must be accountable for utilizing all resources appropriately and in accordance with government and funding organizations requirements.
4.3. Build and maintain adequate institutional reserves.	AKA will formulate its operational budget and resource allocation to build a true reserve to provide a buffer from the unpredictable events.
4.4. Foster revenue enhancement.	Tuition and fees will be set in accordance with market factors
4.5. Highlight accountability	AKA will become an institution guided by the results of ongoing operational assessment designed to assure progress in achieving the College mission and goals.

Goal 5: Innovative organization management to Support Student Learning.

Performance Measures	Rationale for Performance Measures
5.1. Raising achievement for AKA students via integrated approach of the decision-making process by empowering school leadership along with teachers, staff, students and parents/ guardians to achieve the Crown's goal that 85% of learners achieve NCEA Level 2 by 2017.	Education research revealed that the role of school leadership is the most significant in enhancing school performance and student achievements.
5.2. Strategies of effective school leadership having significant impact on student achievements includes but not restricted to: - The establishment of a clear focus on student learning by having a vision, clear learning goals, and high expectations for learning for all students	Effective leaders develop school climates and cultures that help motivate both the students and teachers leading to the creation of better teaching and learning environments which are more conducive to higher levels of student achievements.

<p>Interactions and cordial relationships with relevant stakeholders with communication and interaction, emotional and interpersonal support, visibility and accessibility, and parent/community participation.</p> <ul style="list-style-type: none"> - Developing a school culture conducive to teaching and learning through shared leadership and decision-making, collaboration, risk taking leading to continuous improvements. - Providing instructional leadership through discussions of instructional issues, observing classroom teaching and giving feedback, supporting teacher autonomy and protecting instructional time. - Being accountable for affecting and supporting continuous improvements through monitoring progress and using student progress data for program improvements 	
---	--

Goal 6: Education excellence via balanced nurturing of the spirit, the mind and the body based on Islamic faith.

Performance Measures	Rationale for Performance Measures
<p>6.1. Raising achievement for AKA students via balanced nurturing of the spirit, the mind and the body in accord with Islam as a complete way of life to achieve the Crown's goal that 85% of learners achieve NCEA Level 2 by 2017.</p>	<p>The purpose of Islamic education as guided by the holy Quran and the traditions of Prophet Mohammad is to prepare the pupils for a life of purity and sincerity. This total commitment to character-building based on the ideals of Islamic ethics is the ultimate goal of Islamic education.</p>
<p>6.2. Strategies of effective Islamic education having significant impact on student achievements includes but not restricted to:</p> <ul style="list-style-type: none"> - Islamic education presented to AKA students makes a fundamental distinction between teaching about "<i>Islam</i>" and teaching about "<i>being Muslim</i>." 	<p>In the lifetime of the Prophet, may Allah bless him and give him peace; Islamic education was both practical and relevant. The Prophetic model of Islamic education drew its substance from the everyday experiences and day-to-day problems of the early Muslim community. Although contemporary Islamic education will undoubtedly</p>

<p>- Islamic teaching and learning must be <i>meaningful</i>. Students should feel that the content of their curriculum is worth learning, because it is meaningful and relevant to their lives.</p> <p>- Islamic teaching and learning must also be <i>integrated</i>. It must encompass and engage the whole child, spiritually, emotionally, socially, intellectually and physically. In addition, Islamic teaching and learning should be integrative across a broad range of topics and in its treatment of these topics. It should be integrative across time and place as well as integrative across the curriculum. It must integrate knowledge, beliefs, and values with action and application. These integrative aspects have the far-reaching potential of enhancing the power of Islamic studies teaching and learning.</p> <p>- Islamic teaching and learning must be <i>value-based</i>. By focusing on values and by considering the ethical dimensions of topics, Islamic education becomes a powerful vehicle for character and moral development, thus achieving its real purpose of raising learners with noble character.</p> <p>- Islamic teaching and learning must also be <i>challenging</i> and <i>dynamic</i>. Islamic studies should demand a great deal from both the teacher and students. The teacher must be actively and genuinely engaged in the teaching process—making plans, choices and curriculum adjustments as needed. The effective teacher of Islamic education must be prepared to continuously update his or her knowledge base, adjust goals and content to students' needs, take advantage of unfolding events and teachable moments, and to develop examples that relate directly to students. Moreover, learning must be <i>active</i> by emphasizing hands-on and minds-on</p>	<p>draw much of its content from the foundational disciplines of Islamic literature, it must be done in a way that links this content to the natural concerns of students as well as the larger issues facing the world in which they live. When learning is meaningful and relevant, students are intrinsically motivated to learn and achieve excellence.</p>
--	---

activities that call for students to react to what they are learning and to use it in their lives in some meaningful way.	
---	--

Section 3.2, Question 1(C)

Key advantages of An-Nur Kiwi Academy (AKA) as a PSKH applicant

1- AKA Satisfies a Community Need as Culture-Based School: New Zealand prides itself as a friendly, welcoming, inclusive multicultural society. Muslim population in New Zealand is young, energetic and growing. The population has experienced more than 1,000% rise in the number of Muslims living in New Zealand from 2544 in 1986 to over 36,000 in 2006. This is mostly due to immigration but also due to a growing number of local New Zealanders (Maori and Pakeha) who are embracing Islam. Therefore it is prudent of NZ as a friendly, welcoming, inclusive **multicultural society** to cater for its Muslim citizens by fostering their culture and supporting it taking into consideration that people best perform when their needs are satisfied.

Having cultural identity preserved and nurtured leads to increased self esteem. This in turn is vital for excellent academic performance and confident social interactions and relationships. Such issue requires establishing culturally responsive educational Institutions. The proposed An-Nur Kiwi Academy (**AKA**) as a culture-based school will provide its students with an Islamic environment during their schooling. The homogeneity of the culture and values of the learning environment creates social and emotional stability which facilitates and accelerates students learning in general areas of education (math, science, language, technology, etc.). Islamic society is founded on the principles of *belief* and *righteous conduct*. This connection between values and practice lies at the very heart of the Islamic way of life. To be a Muslim requires that one's faith be reflected in one's practice and daily moral conduct with other people. **AKA** students therefore, will develop a strong sense of New Zealand citizenship. They not only will preserve rich Islamic heritage, but equally important will contribute towards development and progress of the New Zealand society in general.

Besides the above, students who attend **AKA** will be regularly in touch with the wider NZ students' society. Their exposure to the largest NZ culture will be an integral part of **AKA** curriculum. Sister schools, television, news media, neighbourhoods, and non-Muslim staff/ students of **AKA** will keep the windows to the larger NZ society wide open. It is important to emphasize that **AKA** will not be restricted to Muslim students but warmly wide open to all students from the NZ larger community. **AKA** motto "All pupils warmly welcome".

2- AKA is Single-Sex High School: Recent education research has demonstrated that single-gender classrooms not only benefit girls but also boys as well, particularly at the age of adolescence. Researchers at Cambridge University (in the UK) examined the effects of single-sex classrooms in

schools in four different neighbourhoods, including rural, suburban and inner-city schools. They found that "using single-sex groups was a significant factor in establishing a school culture that would **raise educational achievement**. The Cambridge study is not unique as multiple of studies on the subject from various countries are in accord with the Cambridge study findings.

AKA as single-sex education institution for boys will raise educational achievements as following:

- ✓ Learning environment that encourages full participation by boys in all activities. This in turn will promote self-expression and a respect for the many different paths to manhood and provides an atmosphere in which to explore sensitive gender and sex-related issues.
- ✓ Educational programs will be tailored to meet the developmental needs of boys where boys can gain confidence in their ability to learn without being compared to girls who mature more quickly and tend to enjoy more success in school.
- ✓ Books and curricular materials that excite boys can be integrated into all aspects of the school's programme.
- ✓ AKA students have opportunities to be taught and coached by specialists who have been hired because they want to work with boys.
- ✓ AKA students can grow at their own pace and can "be boys" for as long as they need, protected from society's pressures.
- ✓ AKA students need not waste energy posturing or trying to live up to the gender stereotypes so prevalent in the media and society at large.
- ✓ AKA, as boys' high school, therefore has a unique setting in which students will develop strong bonds of friendship and camaraderie with peers and teachers so that the impact of positive role models can have its fullest effect on character building and education performance.

3- AKA is Boarding High School: A synopsis of the research conducted on behalf of The Association of Boarding Schools (TABS) by the Art & Science Group about both day and boarding students who attend boarding schools shows the following:

- 91% of boarding school students identify their schools as academically challenging, compared to 50% of public school students and 70% of private day school students.
- 87% of boarding school graduates report being very well prepared academically for college, compared to 39% of public school students and 71% of private day school students.
- 44% of boarding school graduates achieved positions in top management by mid-career, compared to 27% of public school graduates and 33% of private day school graduates.
- 90% of boarding school alumni say they would repeat their boarding school experience if given the opportunity.

These findings together with wealth of literature on the subject in accord provide compelling support for a cutting edge advantage of boarding schools over day schools. Salient features which make boarding school the choice for excellence in education performance for teenagers are the following:

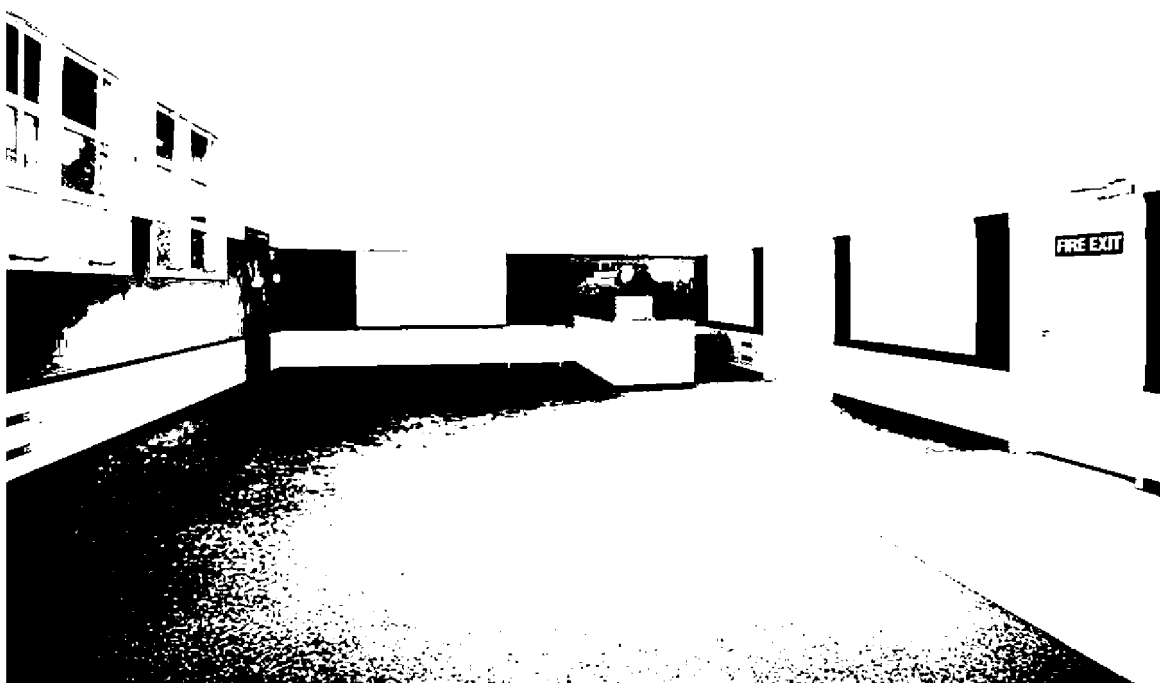
- ✓ **Predictability** – Boarding schools provide a predictable routine that is impossible to replicate at home. All students including low academic achievers thrive on predictable routines. Such routine will inculcate in the learners the skill of time management which in turn is the basis for distinguished performance. Boarding schools, such as **AKA**, are organized to ensure predictability.
- ✓ **High Interest Activities** – At boarding school such as **AKA**, what happens after school is just as important as what happens in the classroom. Students tend to achieve better academically when they are engaged in extra-curricular activities they really enjoy. In **AKA** as a boarding school, participation in sports or arts is mandatory, ensuring students are engaged for a large portion of the day in faculty-led structured activities. This also enables students with social issues to have an adult helping them navigate the social scene during non-academic time.
- ✓ **School Culture** –Positive peer pressure can do wonders to turn opposition into eager participation. **AKA** as a boarding school will create a learning environment that value intellectual pursuits, promote strong work ethic and community service and advocate strong love of the outdoors. The momentum of such environment act as magnet to pull the outliers along and enthusiastically get with the education program.
- ✓ **Small Class Size** – Class size in boarding schools such as **AKA** is intentionally small. This salient feature allows those with learning disabilities and/or slow processing speeds to get individualized attention and a learning pace they can manage resulting in raising education achievement.
- ✓ **Character development** – One distinctive characteristic of boarding schools such as **AKA** is character building that counts as much as academics. The environment—in which teachers live among their students, and students live away from home—lends itself to the cultivation of self-discipline and independent thought. Leadership opportunities also emerge. More than three quarters of boarding school students say they have earned leadership opportunities, a far higher percentage than reported by public and private day school students. At the same time, students gain the distinct advantage of regular interaction with their teachers and advisors outside of the academic setting.

4- AKA owns licensed school premises: Considerable real estate market searches for 4 years have been crowned by a successful outcome. Recently Al-Noor Charitable Trust (proprietor of AKA premises) has completed the purchase of an existed school in a premier location (**Appendix 1, property titles**). The property is located in South Dunedin and was the site for a private primary school with current use rights for education services. The property is 5 minutes from Dunedin city centre and 7 minutes from University of Otago. Furthermore, the property is short walking distance to Kings Boys High school and Edgar Sports Centre allowing AKA to hire nearby facilities for education and recreational purposes at the early stage of operation until AKA facilities are built on site.

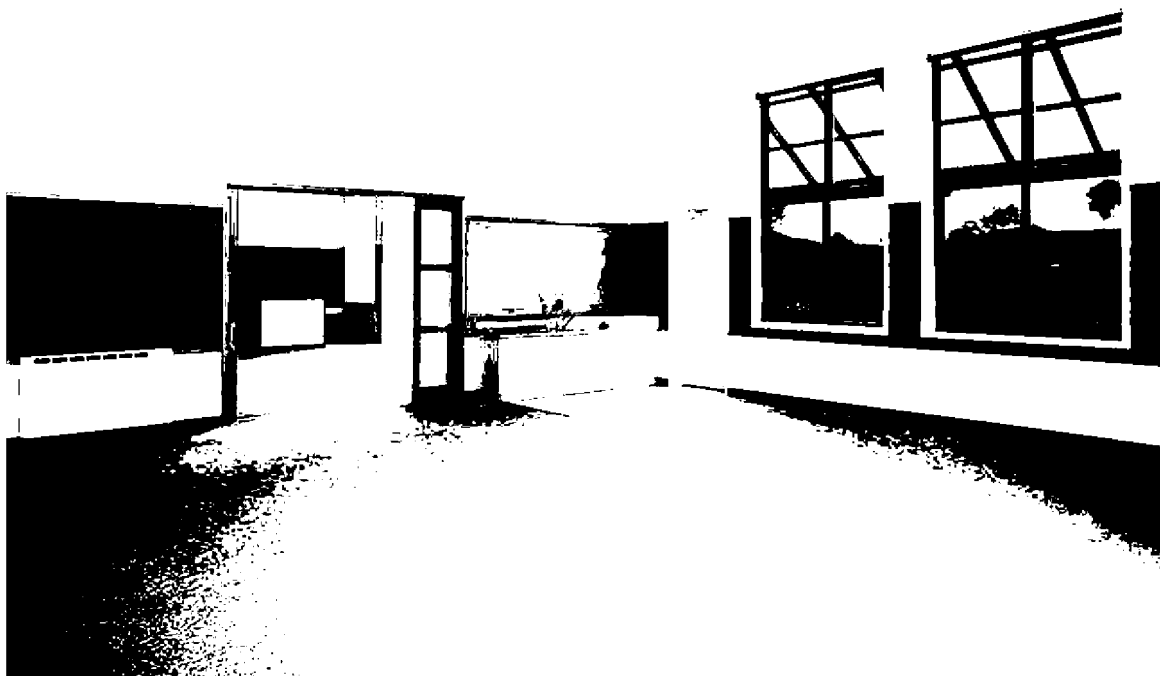


The premises have classroom building & admin block. There are 7 classrooms, 3 resource rooms and 2 toilets blocks. The admin block has office, reception room, staff room, sick bay room and staff.

Classroom - Downstairs



Classrooms - Downstairs



Resources Room - Upstairs



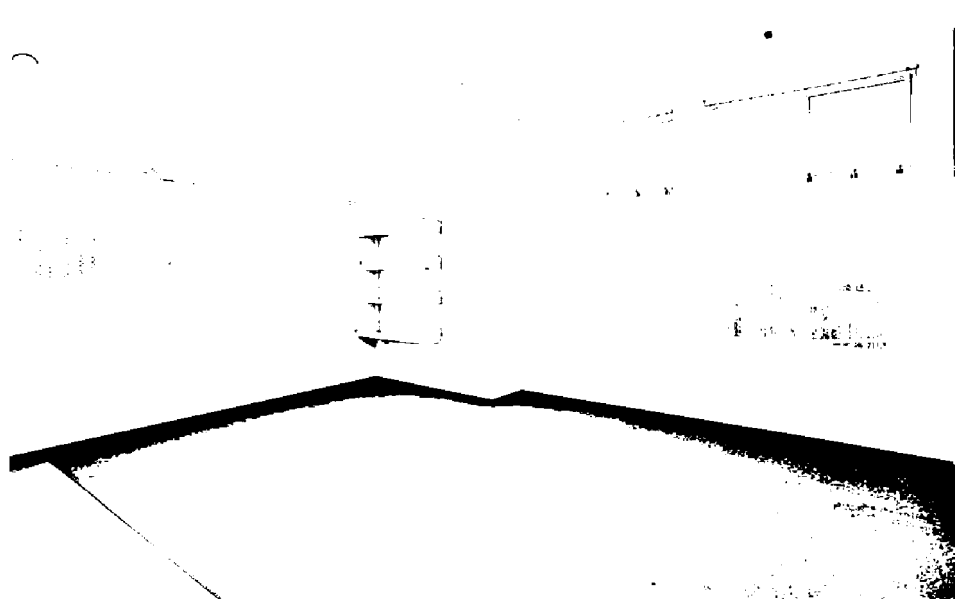
Classroom - Upstairs



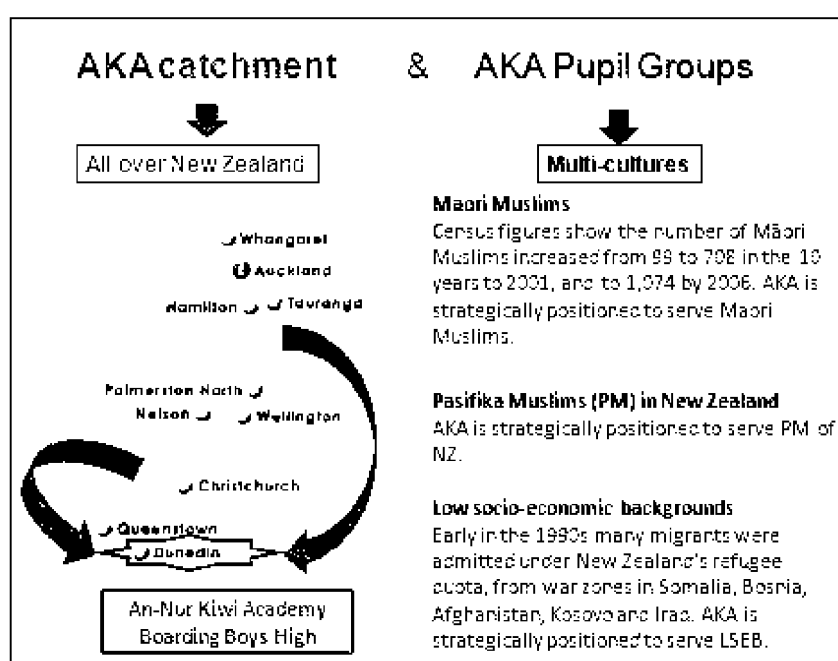
Admin. Section - Downstairs



Staff room - Downstairs



5- AKA Catchment: The founding committee has conducted a series of community surveys in Christchurch and Dunedin as well as held community hall meetings in Auckland, Hamilton and Lower Hutt. Based on the results of the above there are strong needs in all major New Zealand cities for Muslim schooling at all levels from pre-school to secondary. Early Childhood Education programmes and primary schooling are feasible in surveyed cities in terms of prospective student roll. However, day secondary schooling at the present time is not feasible in four cities surveyed such as Christchurch, Dunedin, Hamilton and Lower Hutt but is feasible in Auckland based on local prospective student number. To overcome this limitation at the present time, boarding secondary high school was considered as the logical option to meet the current community education needs.

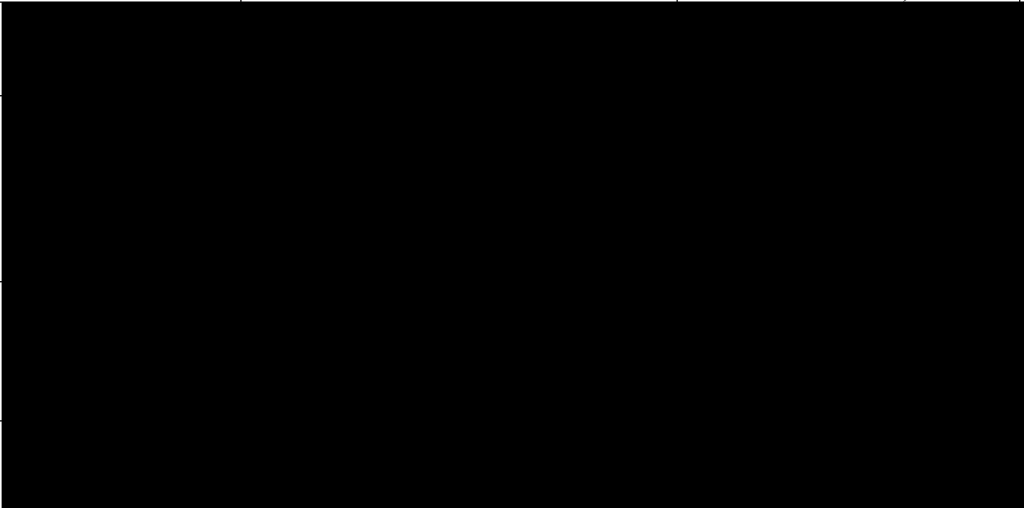


AKA: Dunedin Boys High project has received overwhelming support from regional as well as National Muslim organizations and community members including Maori, Pasifika and low socio-economic backgrounds (**Appendix 2, community reference letters**). The establishment of AKA: Dunedin, therefore, will meet the needs of various Muslim communities in New Zealand and on top of this will cater for the Crown's priority groups.

6- AKA is for "Service" school: AKA is structured as not for profit school under the **Al-Noor Charitable Trust**. **ACT** is a bona fide NZ tax-exempt organization with Registration number CC39331. This is important as AKA school will be measuring success by rendering quality education services rather than monetary gains. Having said the above, AKA will apply common industry standards to insure financial success. Another important feature associated with AKA as not for profit status is that annual net profits will be used to advance the organization education services to wider community sector. This aspect has been put in practice since the establishment of An-Nur Childcare centre the outcome of which over 12 years in operation is the source of funds used to purchase AKA premises in Dunedin. The founding committee is planning to meet the needs of NZ Muslim community for secondary girls high in the near future.

7- AKA Staffing: AKA founding committee is well informed of the growing body of literature which shows that student achievement is more heavily influenced by teacher quality than by students' race, class, prior academic record, or school a student attends. Research also shows that poor and minority students produce significant gains when assigned to effective teachers. In light of these findings and in line with Government's Better Public Services target of 85 percent of 18 year olds having NCEA Level 2 or an equivalent in 2017, AKA will seek recruitment of highly qualified staff.

At present, the founding committee is pleased to indicate that 4 job applications has been received for highly qualified candidates to join the school when starting in 2014 or earlier as shown in the table below.

Position	Name	Qualification	Remarks
Islamic studies			
Mathematics & ICT			
Science [Chemistry, Biology, Physics]			
Assistant Principal			

8- AKA is an asset to NZ Education Industry: Export education is a key contributor to the New Zealand's development as a knowledge nation. In year 2008 the export education contributed \$2.3 billion to the New Zealand economy. By comparison, New Zealand's leading export industries, meat and dairy earn around \$4.7 billion and \$7 billion a year respectively. In recent years, NZ education industry has developed strong business ties with many Muslim countries such as Saudi Arabia, Oman, United Arab Emirates and Malaysia. Thousands of international Muslim students from these countries are currently studying in NZ universities. At present there are large numbers of Muslim international university students in Christchurch (e.g. Saudi Arabians, Malaysians) who are accompanied with their families. Having Islamic based schooling for their children will satisfy their cultural needs while in New Zealand. This will translate into better academic performance by the parents in their university study programs as it will remove the hassle of home schooling for their children of the Islamic subjects as well as follow up time at public schools. Having Islamic based education will attract more international Muslim students to join New Zealand Universities. On the long run, AKA overseas students will be future students of New Zealand tertiary institutions. Another important aspect of AKA-Dunedin project is that it provides an excellent entry pathway for Muslim international students who wish to join New Zealand universities as an alternative to the English: Foundation pathway for the following reasons: 1) Students joining AKA will have their cultural needs satisfied while pursuing their education programme. 2) The NCEA pathway to tertiary education in New Zealand universities via AKA will save the international students precious time and significant amount of money compared to English: Foundation pathway.

To conclude, AKA as PSKH applicant has **1) educational, 2) economical, 3) social and 4) cultural** cutting edge advantages to successfully partner with the Crown to achieve the Government's Better Public Services education targets.



4 AKA EDUCATIONAL PLAN

4.1 EDUCATIONAL FOCUS

An-Nur Kiwi Academy views a young learner's early years as a precious resource essential for the future prosperity of our country. These are the years in which a solid foundation must be built on which to base a lifetime of learning and achievements. The failure to have our young people achieving and thriving in a dynamic, rapidly evolving world is a national loss with a high cost for our families and whānau, our communities and our country.

AKA education plan is based on the principles: children are natural born learners, and teachers are passionate about teaching. The challenge is to forge that common ground toward a more innovative education system that meets the **Government's Better Public Services targets for education**. The strategy behind AKA educational plan is to build on the many strengths of our existing education system while customizing education so it can adapt and respond to the **Crown's priority groups** of students for satisfactory achievements in education. Here the two important principles: children are natural born learners, and teachers are passionate about teaching are reiterated. On one hand, students must be at the centre of a more personalized approach to learning. They will still learn basic core skills, but they will also have more freedom to pursue their individual interests and passions within a particular topic. On the other hand Teachers are fundamental to student success. Teachers must be supported to work with students in a variety of roles: guide, mentor, coach, content expert. Our school must be more adaptable in responding to its student needs by making efficient use of technology in education so our young people will be equipped to use it effectively and ethically and have in place effective procedures for interventions for students who need academic support. In partnership with their children's teacher and their child, parents will play an important role in supporting their child's learning at An-Nur Kiwi Academy (AKA).

The AKA education plan features a rigorous approach to nine basic academic disciplines: **English language, mathematics, physics, biology, chemistry, ICT, Islamic studies, Arabic language, and physical education**. The core of the plan is a sequential and cumulative curriculum. In each area, the plan emphasizes skills as well as knowledge and ideas. Our aim is excellence for AKA students' achievement in education. In every field of human endeavour, the achievement of excellence involves experiences of this kind. To write well, one must write frequently and be exposed to the tools with which experienced writers construct polished prose. The same is true in the science subjects, mathematics, and so on.

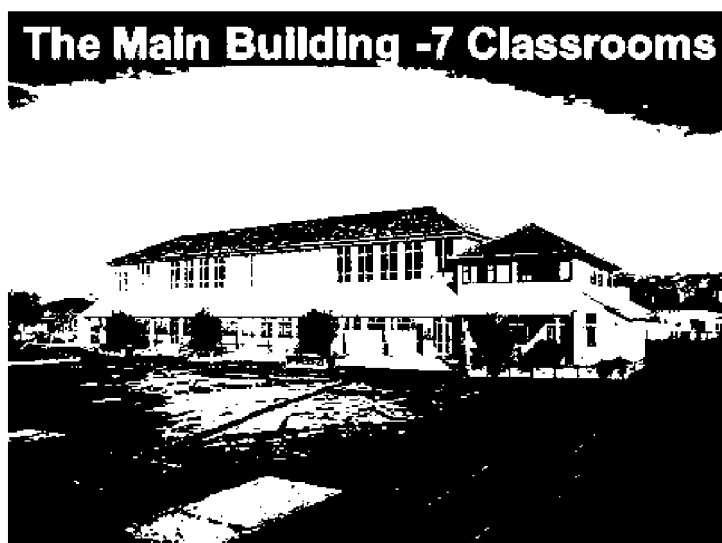
Leadership and service are part of the AKA student experience. Within the school, students are encouraged to participate in school improvement projects, and may propose projects of their own, such as leading a reading circle or a discussion group. The school will cultivate a limited number of meaningful community service relationships, so that students may experience the satisfaction of contributing beyond the school boundaries.

The program is an integrated whole, but we now present four more detailed perspectives: **Proposed student population and educational need, curriculum, Learning environment and teaching and Student progress and achievement.**

Section 4.1.2: Question 1: Proposed student population and educational need

1.a) relationship between the student population to be served and the intended geographic location of the school

Geographic location of AKA: Considerable real estate market searches for 4 years have been crowned with a successful outcome. Recently Al-Noor Charitable Trust (proprietor of AKA premises) has completed the purchase of an existed school in a premier location (**Appendix 2, property titles**). The property is located at 110 Melbourne Street in South Dunedin and was the site for a private primary school (former St Patrick's School) with current use rights for education services. The total land area is 7,724m², on 7 freehold titles, Zoned Residential 2 (Land Use Community Services: Educational). The premises have dual street frontages to both Macandrew Road and Melbourne Street (main vehicle entrance and car park off Macandrew Road). Improvements include the two storeys, 1190 m² administration/classroom block.



The property is 5 minutes from Dunedin city centre and 7 minutes from University of Otago. Furthermore, the property is short walking distance to King's Boys High school and Edgar Sports Centre allowing AKA, if needed, to hire nearby facilities for education and recreational purposes at the early stage of operation until AKA facilities are built on site.

AKA Catchment: The founding committee has conducted a series of community surveys in Christchurch and Dunedin as well as held community hall meetings in Auckland, Hamilton and Lower Hutt. Based on the results of the above there are strong needs in all major New Zealand cities for Muslim schooling at all levels from pre-school to secondary. Early Childhood Education programmes and primary schooling are feasible in surveyed cities in terms of prospective student roll. However,

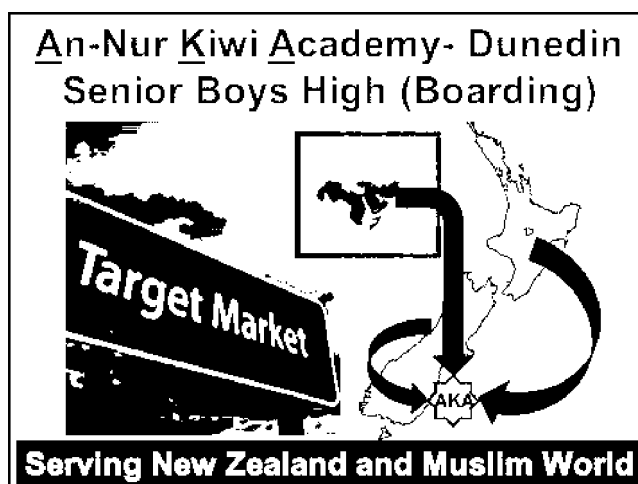
day secondary schooling at the present time is not feasible in the four cities surveyed Christchurch, Dunedin, Hamilton and Lower Hutt but is feasible in Auckland based on local prospective student number. To overcome this limitation at the present time, boarding secondary high school was considered as the logical option to meet the current community education needs for Muslim communities in major cities of New Zealand.

AKA: Dunedin Boys High project has received overwhelming support from regional as well as National Muslim organizations and community members including Maori, Pasifika and low socio-economic backgrounds (**Preface, AKA endorsement letters**). The establishment of AKA: Dunedin, therefore, will meet the needs of various Muslim communities in New Zealand and on top of this will cater for the Crown's priority groups. Therefore AKA is a national school with anticipated student roll derived from New Zealand major cities.

In addition of expressed interest at the national level, AKA: Dunedin Boys High has received expression of interest from married international Muslim students studying at New Zealand universities for their sons who are currently accompanying them in New Zealand.

Another important aspect of AKA-Dunedin project is that it provides an excellent pathway for Muslim international students who wish to join New Zealand universities as an alternative to the English: Foundation pathway for the following reasons: 1) Students joining AKA will have their cultural needs satisfied while pursuing their education programme. 2) The NCEA pathway to tertiary education in New Zealand universities via AKA will save the international students precious time and significant amount of money compared to English: Foundation pathway.

Based on the above, it is anticipated that AKA will attract international students to enrol once it is started. Therefore, the target markets for AKA are students from New Zealand major cities and students from Muslim countries with strong education relationship with New Zealand such as Malaysia, Indonesia, Oman and Kingdom of Saudi Arabia.



The anticipated year 2014 Student Body in terms of ethnicities may include 50 new male students year 11 level:

- 60% may be students of low socio economic background (refugees and migrants).
- 20% may be from Maori background.
- 5% as Pasifica.
- 15% others (mixed group).

The anticipated year 2014 Student Body in terms of geographical region:

- 98% may be students from New Zealand cities outside Dunedin.
- 2% may be from Dunedin.

The anticipated year 2016 Student Body in terms of geographical region:

- 80% may be students from New Zealand cities.
- 20% may be international students.

Based on the above, AKA features an open boundary system and is viewed as national school. Therefore, students are free to enrol at our school from all over New Zealand cities, given availability of places. Once AKA is established it is strongly believed that the school will attract international students. Furthermore, AKA's catchment will not have any negative impact on either the catchment of the feeding schools or the neighbouring school (King's High School).

1.b) how the school will be able to provide improved outcomes for Māori, Pasifika, students with special education needs and students from low socio-economic backgrounds when compared with current provision in the area served by the school;

Contemporary education literature has revealed various criteria as being important in the development of an effective school. The criteria listed below relevant to AKA will position our school to provide improved education outcomes for Māori, Pasifika, students with special education needs and students from low socio-economic backgrounds when compared with current provision in of schooling available to the Crown's priority group.

1- AKA is Muslim Culture-Based School: New Zealand prides itself as a friendly, welcoming, inclusive multicultural society. Muslim population in New Zealand is young, energetic and growing. The population has experienced more than 1,000% rise in the number of Muslims living in New Zealand from 2544 in 1986 to over 36,000 in 2006. This is mostly due to immigration but also due to a growing number of local New Zealanders (Maori and Pakeha) who are embracing Islam. Therefore it is prudent of NZ as a friendly, welcoming, inclusive **multicultural society** to cater for its Muslim citizens by fostering their culture and supporting it taking into consideration that people best perform when their needs are satisfied.

Having cultural identity preserved and nurtured leads to increased self esteem. This in turn is vital for excellent academic performance and confident social interactions and relationships. Such issue requires establishing culturally responsive educational Institutions. The proposed An-Nur Kiwi Academy (**AKA**) as a culture-based school will provide its students with an Islamic environment during their schooling. The homogeneity of the culture and values of the learning environment creates social and emotional stability which facilitates and accelerates students learning in general areas of education (math, science, language, technology, etc.). Islamic society is founded on the principles of *belief* and *righteous conduct*. This connection between values and practice lies at the very heart of the Islamic way of life. To be a Muslim requires that one's faith be reflected in one's practice and daily moral conduct with other people. **AKA** students therefore, will develop a strong sense of New Zealand citizenship. They not only will preserve rich Islamic heritage, but equally important will contribute towards development and progress of the New Zealand society in general.

Besides the above, students who attend **AKA** will be regularly in touch with the wider NZ students' society. Their exposure to the largest NZ culture will be an integral part of **AKA** curriculum. Sister schools, television, news media, neighbourhoods, and non-Muslim staff/ students of **AKA** will keep the windows to the larger NZ society wide open. It is important to emphasize that **AKA** will not be restricted to Muslim students but warmly wide open to all students from the NZ larger community. **AKA** motto "All pupils warmly welcome".

2- AKA is Single-Sex High School: Recent education research has demonstrated that single-gender classrooms not only benefit girls but also boys as well, particularly at the age of adolescence. Researchers at Cambridge University (in the UK) examined the effects of single-sex classrooms in schools in four different neighbourhoods, including rural, suburban and inner-city schools. They found that "using single-sex groups was a significant factor in establishing a school culture that would **raise educational achievement**. The Cambridge study is not unique as multiples of studies on the subject from various countries are in accord with the Cambridge study findings.

AKA as single-sex education institution for boys will raise educational achievements as following:

- ✓ Learning environment that encourages full participation by boys in all activities. This in turn will promote self-expression and a respect for the many different paths to manhood and provides an atmosphere in which to explore sensitive gender and sex-related issues.
- ✓ Educational programs will be tailored to meet the developmental needs of boys where boys can gain confidence in their ability to learn without being compared to girls who mature more quickly and tend to enjoy more success in school.
- ✓ Books and curricular materials that excite boys can be integrated into all aspects of the school's programme.
- ✓ AKA students have opportunities to be taught and coached by specialists who have been hired because they want to work with boys.

- ✓ AKA students can grow at their own pace and can “be boys” for as long as they need, protected from society’s pressures.
- ✓ AKA students need not waste energy posturing or trying to live up to the gender stereotypes so prevalent in the media and society at large.

AKA, as boys’ high school, therefore has a unique setting in which students will develop strong bonds of friendship and camaraderie with peers and teachers so that the impact of positive role models can have its fullest effect on character building and education performance.

3- AKA is Boarding High School: A synopsis of the research conducted on behalf of The Association of Boarding Schools (TABS) by the Art & Science Group about both day and boarding students who attend boarding schools shows the following:

- 91% of boarding school students identify their schools as academically challenging, compared to 50% of public school students and 70% of private day school students.
- 87% of boarding school graduates report being very well prepared academically for college, compared to 39% of public school students and 71% of private day school students.
- 44% of boarding school graduates achieved positions in top management by mid-career, compared to 27% of public school graduates and 33% of private day school graduates.
- 90% of boarding school alumni say they would repeat their boarding school experience if given the opportunity.

These findings together with wealth of literature on the subject in accord provide compelling support for a cutting edge advantage of boarding schools over day schools. Salient features which make boarding school the choice for excellence in education performance for teenagers are the following:

- ✓ **Predictability** – Boarding schools provide a predictable routine that is impossible to replicate at home. All students including low academic achievers thrive on predictable routines. Such routine will inculcate in the learners the skill of time management which in turn is the basis for distinguished performance. Boarding schools, such as **AKA**, are organized to ensure predictability.
- ✓ **High Interest Activities** – At boarding school such as **AKA**, what happens after school is just as important as what happens in the classroom. Students tend to achieve better academically when they are engaged in extra-curricular activities they really enjoy. In **AKA** as a boarding school, participation in sports or arts is mandatory, ensuring students are engaged for a large portion of the day in faculty-led structured activities. This also enables students with social issues to have an adult helping them navigate the social scene during non-academic time.
- ✓ **School Culture** –Positive peer pressure can do wonders to turn opposition into eager participation. **AKA** as a boarding school will create a learning environment that value intellectual pursuits, promote strong work ethic and community service and advocate strong

love of the outdoors. The momentum of such environment act as magnet to pull the outliers along and enthusiastically get with the education program.

- ✓ **Small Class Size** – Class size in boarding schools such as **AKA** is intentionally small. This salient feature allows those with learning disabilities and/or slow processing speeds to get individualized attention and a learning pace they can manage resulting in raising education achievement.
- ✓ **Character development** – One distinctive characteristic of boarding schools such as **AKA** is character building that counts as much as academics. The environment—in which teachers live among their students, and students live away from home—lends itself to the cultivation of self-discipline and independent thought. Leadership opportunities also emerge. More than three quarters of boarding school students say they have earned leadership opportunities, a far higher percentage than reported by public and private day school students. At the same time, students gain the distinct advantage of regular interaction with their teachers and advisors outside of the academic setting.

To conclude, based on the above **AKA** is strategically positioned to enable student achievement in education to high standards particularly focusing on the Crown's priority groups of Māori, Pasifika, learners from low socio economic backgrounds and learners with special education needs.

1.c) describe the educational needs of students the school intends to enrol and identify the barriers that exist between them and educational achievement?

An-Nur Kiwi Academy (AKA) is structured as Muslim Culture-Based Boys High school and a centre of excellence. Therefore the students **AKA** intends to enrol are Muslim kiwi boys. Having said the above **AKA** will not be restricted to Muslim students but warmly wide open to all students from the NZ larger community. **AKA** motto "All pupils warmly welcome".

NZ Muslims comprise many ethnicities amongst **Maoris, Pacifica, refugees and migrants** (low socio-economic backgrounds). Although NZ education system is world-leading in many respects, however these groups of students have not been reaching their potential in education. Therefore, it is anticipated that **AKA** students' body will comprise low achieving students. **AKA** recognizes this challenge and is prepared to tackle it head on through **AKA**'s innovative education philosophy of balanced nurturing of the spirit, the mind and the body weaving academic excellence with highest morals and ethics.

In resuming this heavy undertaking, **AKA** will implement the findings of a comprehensive literature review by Stephen Lamb and Suzanne Rice (2008) entitled "Effective Intervention Strategies for Students at Risk of Early Leaving". These strategies formed part of programs for which there was good research evidence suggesting that they reduce rates of early leaving. In brief, the intervention strategies are grouped into three areas:

(1) Supportive school culture (school commitment): This is about the broad school approach to students, to teaching and learning and addressing the needs of students at risk. It is about management, leadership, school culture and the commitment of the school to improvement for all. It is the commitment of the school at this level that enhances the success of any specific or targeted interventions to produce improvements.

(2) School-wide strategies (school-level initiatives): This is about specific strategies or initiatives that are adopted school-wide, affecting all students, but which help improve student engagement and reduce rates of early leaving.

(3) Student-focused strategies (initiatives addressing needs of specific groups of students or individuals): This area relates to interventions that target specific groups of students. These are the programs that attempt to directly address the individual or group needs of at-risk students, rather than the whole student body.

As stated in the “Goals and Performance Measures, Section 3, Question 1(b)” **AKA** combines a range of the above strategies and therefore will allow **AKA** to significantly raise the educational achievements of its students including Māori, Pasifika, from low socio-economic backgrounds, and with special education needs in accord with **AKA’s Mission** “*To provide all learners with a meaningful and high standard of education by effective and dedicated educators aiming to promote and achieve excellence by using techniques which will promote critical thinking and responsible decision-making which will inculcate sound Islamic moral values and attitude*”.

AKA performance measures once implemented will; 1) foster connectedness, 2) increase the trust placed in students, 3) provide tasks with immediate, tangible benefits, 4) make spaces within schools and curricula for diverse student needs, 5) address poor achievement and 6) address practical personal obstacles to staying at school.

AKA is mindful that raising educational performance of low achieving students is rarely a problem free. The following is a list of barriers that may be encountered.

- 1- Financial barriers: Funds are required to implement new courses, train staff, or simply address the multiple social needs presented by at-risk students.
- 2- Attitudinal barriers: For example parents with low levels of education sometimes believed that leaving early had done them no harm, and so would not harm their children. In contrast, some parents refuse to approve of anything other than a university career for their children meant that students inappropriately took a tertiary education pathway, struggled, and then dropped out.
- 3- Attracting and retaining appropriate teaching staff: This will place limits on the breadth and quality of the programs the school is able to offer.

AKA stated “Goals and Performance Measures, Section 3, Question 1(b)” are formulated to overcome these barriers and therefore will allow **AKA** to significantly raise the educational achievements of its students including Māori, Pasifika, from low socio-economic backgrounds, and with special education needs.

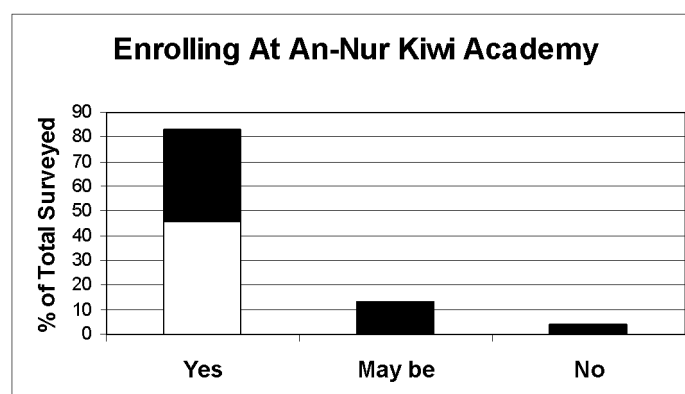
1.d) How you propose to attract these students?

The founding committee has conducted a series of community surveys in Christchurch and Dunedin as well as held community hall meetings in Auckland, Hamilton and Lower Hutt. As a result of these surveys and community hall meetings in various New Zealand cities the Founding Committee developed a database for prospective AKA students and their families. Once the school signs a contract with Ministry of Education as a PSKH the Founding Committee will initiate a marketing campaign in New Zealand and overseas. Key aspects of AKA marketing approach include;

1. Develop and highlight AKA’s **unique aspects**.
2. Identify and segment the **target market** into definable & manageable groups.
3. Define the NZ education industry **competitive advantages** and articulate them to the overseas customers
4. Prepare **advertising and marketing campaigns** to reach national (In particular Maori, Pacifica and low socio economic groups) and international students.
5. **Monitor & review results** in order to fine tune & optimize the package

To achieve successful outcome of the marketing campaign, we will utilize contemporary and traditional means. With more and more students going online to research for programs, courses and institutions, we will develop a user friendly website for AKA to prospective students. Currently, we will use Al-Noor Charitable Trust website <http://www.an-nur.school.nz/> and update AKA page. Traditional marketing campaigns will include brochures, handouts, newspaper advertising and the like. To effectively compliment these efforts we will conduct reach out programmes to reach national students through personal visits and on site presentations. As evident from the endorsement letters currently received from AKA supporters, Muslim community in New Zealand is very supportive of the AKA PSKH project and will actively participate by enrolling their sons in the school. To gauge the community support for AKA the Muslim community of Christchurch were asked in a survey whether they are prepared to enrol their children once the school is established.

The results of data compiled is presented in the Figure below.



The results in above Figure indicate that more than 83% of the surveyed Muslim families in Christchurch are ready to enrol their children in AKA once established. About 13% are undecided. Only 4% of the Muslim families surveyed are not considering enrolling their children in AKA once established. AKA founder team is confident to change the stand of the families not considering enrolling their children through their commitment to excellence in education. AKA must ensure that:

1. Academic program is better or at least equivalent to good public schools in Christchurch.
2. Staff is professionally trained and well qualified.

By meeting the two conditions above, we are certain that the AKA's performance can be no less than any good school academically plus its great Islamic learning environment.

Section 4, Question 2: Part B: Curriculum

AKA is senior high school encompassing year 11-13 for male students. The education programme features a rigorous approach to nine basic academic disciplines: **English language, mathematics, physics, biology, chemistry, ICT, Islamic studies, Arabic language, and physical education**. The core of the education programme is a sequential and cumulative curriculum. In each area, the plan emphasizes skills as well as knowledge and ideas. Our aim is excellence for AKA students' achievement in education. The education programme will start in year 2014 with Year 11 only and build on Y12, Y13 in 2015 and 2015 respectively.

All students in Y11 commencing in 2014 will do **Islamic studies, English, science and mathematics**. It is strongly advise that students do **Arabic language and physical education** to embrace **AKA** approach to education excellence by the way of nurturing the spirit, the mind and the body.

The New Zealand curriculum will be taught in AKA as the students come from feeder schools as public schools. **NCEA** is the assessment for all Year 11 and it will be a time of change from earlier secondary education in the feeder schools. Every student will have to become more responsible for their own learning, especially the recording of result information. Students will be prepared and trained to work hard, to complete all tasks whether they are for assessment or not and most importantly to always give of their best by undertaking time management workshop at their entry time in AKA. This will be an exciting classroom year for you with major goals to be reached by the end of it. Make the most of every moment.

YEAR 11

In keeping with the New Zealand Curriculum, students will be required to undertake study in four, five or six subjects, four of which will be **Islamic Studies, English, Mathematics, and Science** and **Arabic language** and Physical **Education** as option. All courses will be assessed against achievement or unit standards towards the National Certificate of Educational Achievement (NCEA Level 1).

YEAR 12 and 13

To be developed by the principal and department heads once hired.

IMPORTANT NOTICE TO THE EVALUATION COMMITTEE: Please note **AKA** Founding Committee endeavoured to engage education consultant to participate in preparing the **AKA PSKH** application by rendering technical support especially to the preparation of the Educational Plan however could not find one available during the preparation of the application. Due to the limitation of time available to the Founding Committee for the preparation of the PSKH this section is in abstract form.

Part C - Learning environment and teaching

AKA shall adopt the findings of contemporary literature on creating “Effective Teaching and Learning Environment” to educate its students. The salient features of learning and teaching environment of our school shall involve five components: learning climate; classroom assessment and reflection; instructional rigor and student engagement; instructional relevance; and knowledge of content.

One- Learning Climate: A safe environment supported by the teacher in which high, clear expectations and positive relationships are fostered; active learning is promoted

Teacher Role

- 1- Creates learning environments where students are active participants as individuals and as members of collaborative groups.
- 2- Motivates students and nurtures their desire to learn in a safe, healthy and supportive environment which develops compassion and mutual respect.
- 3- Cultivates cross cultural understandings and the value of diversity.

- 4- Encourages students to accept responsibility for their own learning and accommodates the diverse learning needs of all students.
- 5- Displays effective and efficient classroom management that includes classroom routines that promote comfort, order and appropriate student behaviours.
- 6- Provides students equitable access to technology, space, tools and time.
- 7- Effectively allocates time for students to engage in hands-on experiences, discuss and process content and make meaningful connections.
- 8- Designs lessons that allow students to participate in empowering activities in which they understand that learning is a process and mistakes are a natural part of learning.
- 9- Creates an environment where student work is valued, appreciated and used as a learning tool.

Student Role

- 1- Accepts responsibility for his/her own learning.
- 2- Actively participates and is authentically engaged.
- 3- Collaborates/teams with other students.
- 4- Exhibits a sense of accomplishment and confidence.
- 5- Takes educational risks in class.
- 6- Practices and engages in safe, responsible and ethical use of technology.

Two- Classroom Assessment and Reflection: The teacher and student collaboratively gather information and reflect on learning through a systematic process that informs instruction

Teacher Role

- 1- Uses multiple methods to systematically gather data about student understanding and ability
Uses student work/data, observations of instruction, assignments and interactions with colleagues to reflect on and improve teaching practice
- 2- Revises instructional strategies based upon student achievement data
- 3- Uncovers students' prior understanding of the concepts to be addressed and addresses students' misconceptions/incomplete conceptions
- 4- Co-develops scoring guides/rubrics with students and provides adequate modelling to make clear the expectations for quality performance
- 5- Guides students to apply rubrics to assess performance and identify improvement strategies
- 6- Provides regular and timely feedback to students and parents that moves learners forward
- 7- Allows students to use feedback to improve their work before a grade is assigned
- 8- Facilitates students in self- and peer-assessment
- 9- Reflects on instruction and makes adjustments as student learning occurs

Student Role

- 1- Recognizes what proficient work looks like and determines steps necessary for improving his/her work
- 2- Monitors progress toward reaching learning targets
- 3- Develops and/or uses scoring guides periodically to assess his/her own work or that of peers
- 4- Uses teacher and peer feedback to improve his/her work

- 5- Reflects on work and makes adjustments as learning occurs

Three- Instructional Rigor and Student Engagement: a teacher supports and encourages a student's commitment to initiate and complete complex, inquiry-based learning requiring creative and critical thinking with attention to problem solving

Teacher Role

- 1- Teacher instructs the complex processes, concepts and principles contained in state and national standards using differentiated strategies that make instruction accessible to all students.
- 2- Teacher scaffolds instruction to help students reason and develop problem-solving strategies.
- 3- Teacher orchestrates effective classroom discussions, questioning, and learning tasks that promote higher-order thinking skills.
- 4- Teacher provides meaningful learning opportunities for students.
- 5- Teacher challenges students to think deeply about problems and encourages/models a variety of approaches to a solution.
- 6- Teacher integrates a variety of learning resources with classroom instruction to increase learning options.
- 7- Teacher structures and facilitates ongoing formal and informal discussions based on a shared understanding of rules and discourse.
- 8- Teacher integrates the application of inquiry skills into learning experiences.
- 9- Teacher clarifies and shares with students learning intentions/targets and criteria for success.

Student Role

- 1- Student articulates and understands learning intentions/targets and criteria for success.
- 2- Student reads with understanding a variety of texts.
- 3- Student applies and refines inquiry skills.

Four- Instructional Relevance: a teacher's ability to facilitate learning experiences that are meaningful to students and prepare them for their futures.

Teacher Role

- 1- Teacher designs learning opportunities that allow students to participate in empowering activities in which they understand that learning is a process and mistakes are a natural part of the learning.
- 2- Teacher links concepts and key ideas to students' prior experiences and understandings, uses multiple representations, examples and explanations.
- 3- Teacher incorporates student experiences, interests and real-life situations in instruction.
- 4- Teacher selects and utilizes a variety of technology that support student learning.
- 5- Teacher effectively incorporates 21st Century Learning Skills that prepare students to meet future challenges.
- 6- Teacher works with other teachers to make connections between and among disciplines.

- 7- Teacher makes lesson connections to community, society, and current events.

Student Role

- 1- Student poses and responds to meaningful questions.
- 2- Student uses appropriate tools and techniques to gather, analyze and interpret information from quantitative and qualitative evidence.
- 3- Student develops descriptions, explanation, predictions, and models using evidence.
- 4- Student works collaboratively to address complex, authentic problems which require innovative approaches to solve.
- 5- Student communicates knowledge and understanding in a variety of real-world forms.
- 6- Student communicates knowledge and understanding for a variety of purposes.

Five- Knowledge of Content: a teacher's understanding and application of the current theories, principles, concepts and skills of a discipline.

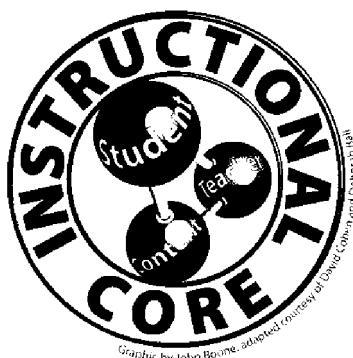
Teacher Role

- 1- Teacher demonstrates an understanding and in-depth knowledge of content and maintains an ability to convey this content to students.
- 2- Teacher maintains on-going knowledge and awareness of current content developments.
- 3- Teacher designs and implements standards-based courses/ lessons/ units using state and national standards.
- 4- Teacher uses and promotes the understanding of appropriate content vocabulary.
- 5- Teacher provides essential supports for students who are struggling with the content.
- 6- Teacher accesses a rich repertoire of instructional practices, strategies, resources and applies them appropriately.

Student Role

- 1- Student demonstrates growth in content knowledge.
- 2- Student uses and seeks to expand appropriate content vocabulary.
- 3- Student connects ideas across content areas.
- 4- Student uses ideas in realistic problem solving situations.

This approach focusing on instructional core (the teacher and the student in the presence of content) will create effective education environment which will lead advancement of student achievement.



Part D. Student progress and achievement

AKA shall offer The NCEA, National Certificate of Educational Achievement. All our students will be assessed against standards of which are assessed at year 11; Level 1. Each of these standards has a credit value attached to it. When 80 credits are gained at level 1 or better, then the student receives his National Certificate. It is compulsory to have a proportion of these credits which reflect ability in Literacy and Numeracy.

Each subject presents between 18 and 26 credits. A boy will do six subjects at each year level. Each level certificate is a stepping stone to the next, eventually leading to University Entrance, Polytechnic or the Work-place.

There are three levels of NCEA certificate, depending on the difficulty of the standards achieved. At each level, students must achieve a certain number of credits to gain an NCEA certificate. Credits can be gained over more than one year.

NCEA Level	Requirements
Level 1	<p>80 credits are required at level 1 or higher * including 10 credits in literacy and 10 credits in numeracy.</p> <p>Literacy: Minimum of 10 credits through either:</p> <ul style="list-style-type: none"> • Unit standards - Package of three literacy unit standards (total of 10 credits - all three required); or • Achievement standards - Specified achievement standards available through a range of subjects <p>Numeracy: Minimum of 10 credits through either:</p> <ul style="list-style-type: none"> • Unit standards - Package of three numeracy unit standards (total of 10 credits - all three required); or <p>Achievement standards - Specified achievement standards available through a range of subjects.</p>
Level 2	<p>80 credits – 60 credits at Level 2 or higher and 20 other credits (even if already counted for NCEA Level 1)</p> <p>* including literacy and numeracy requirements for NCEA Level 1.</p>
Level 3	<p>80 credits – 60 credits at Level 3 or higher and 20 credits at Level 2 or higher (even if already counted for NCEA Level 2)</p>

Credits gained at one level can be used for (or count towards) more than one certificate. They may also be used towards other qualifications. For example, unit standards in the domain 'generic computing' might be used towards a Level 2 NCEA certificate, as well as towards a National Certificate in Computing (Level 2); or 20 credits gained at Level 1 can also count towards a Level 2 NCEA certificate.

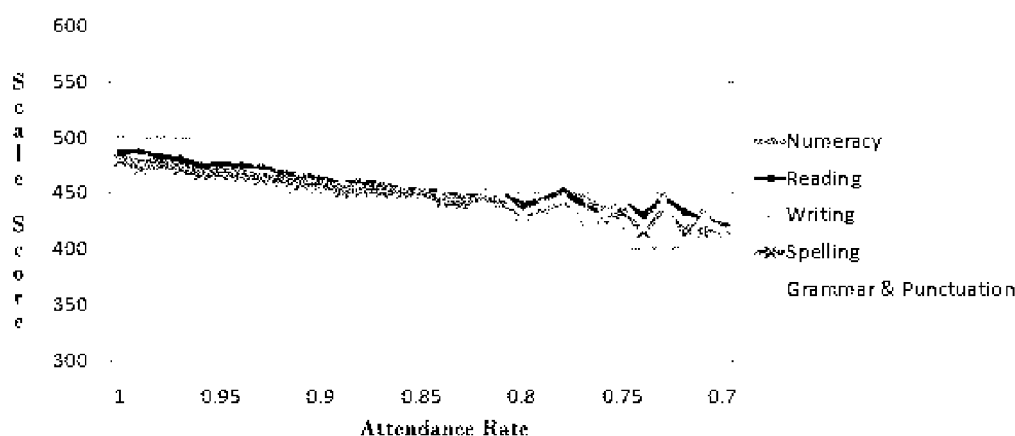
4.2: SUPPORT FOR LEARNING

Part A – Parent / Family / Whānau / Community involvement

AKA firmly believe that effective home-school partnerships are essential to ensure that each learner gets the most out of the school and the education system. **AKA** shall involve the parents in the education programme of their sons. As a matter of fact, among the performance measures of **AKA** is “Parents, guardians, businesses and community are engaged in the education process”.

1a) work with students, parents, families/whānau and community to promote high attendance levels, school-wide;

AKA is informed of the voluminous literature indicating that the success of the school in carrying out its primary charge of educating and socializing students is contingent on students attending school regularly. These studies emphasize that students must be present in school in order to benefit from the academic program in its entirety. Taking these important findings on board **AKA** will partner with the parents to promote high attendance levels by their sons. **AKA** shall share the findings of education research on the relationship between student academic performance (example, below) and attendance with prospective student and the parents.



AKA shall have in place policy on attendance which will be presented and discussed at the time of enrollment with both the prospective student and their parents. Both the prospective student and the parents will be asked to subscribe to the attendance policy. **AKA** as boarding school has full control on monitoring daily student attendance. Student attendance will be checked and recorded daily, and students are required to provide legitimate reasons for any absence from school (including late arrival or early departure on any school day). Teachers will monitor attendance patterns on an ongoing basis and notify the **AKA** Registrar of any unexplained absences. Legitimate reasons for absence include, but are not limited to, illness (doctor's certificate is required if assessment is missed, or if absence is

for more than 2 consecutive days), bereavement, major political upheaval or natural disaster, a traumatic experience. Attendance records will be checked on daily basis to ensure that students are maintaining satisfactory attendance. Students at risk of breaching the attendance requirements will be counseled and offered support in the first instance. If the student passes the attendance threshold the School will advise the student in writing of its intention to report the student for breach of the attendance policy to their parents. If the student continues to have unexplained absences the Principal will determine if the student's enrolment should be suspended.

1.b) develop family-school partnerships that focus on strengthening support for learning, improving communication, and encouraging parent/family/whānau involvement in school operations;

AKA staff shall embrace the following qualities as the basis for successful relationships and partnerships with parents in order to develop family-school partnerships that focus on strengthening support for learning, improving communication, and encouraging parent/family/whānau involvement in school operations. These qualities include:

- 1- **Respect:** valuing parents as individuals, believing in their ability to cope and make a difference in their children lives, and working within an ethos of partnership.
- 2- **Empathy:** showing an understanding of the challenges a parent is facing in their lives and being able to see the situation from his or her point of view.
- 3- **Genuineness:** being sensitive, honest and trustworthy.
- 4- **Humility:** working in the context of an equal relationship and using parents' strengths, views and knowledge alongside one's own.
- 5- **Quiet enthusiasm:** bringing a friendly, positive energy to the relationship and a consistently calm, steady and warm approach.
- 6- **Personal integrity:** empathizing with the parents and being able to offer alternative views when appropriate.
- 7- **Expertise:** the knowledge and experience that AKA staff brings to the work to complement the parents' knowledge and skills, both in building the relationship and in providing information and support.

1.c) work with parents/families/whānau and community so they have the information and training they need to better support and become more involved in the learning process;

To insure that parents/families/whānau and community have the information and training they need to better support and become more involved in the learning process **AKA** staff shall implement the following measures:

- All parents/ guardians will have multiple opportunities to participate in home-school communications.
- Consultation with parents/ guardians to develop shared visions and goals to underpin school directions and priorities.

- Gauging the aspirations that parents/ guardians have for their children.
- Ensuring that parents/ guardians have a voice and a sense of identification with the school and its goals.
- Teachers make themselves approachable, knowledgeable about individual students, and willing to engage in honest discussion about students and their.
- Teachers make themselves approachable, knowledgeable about individual students, and willing to engage in honest discussion about students and their progress.
- Conduct student-parent/ guardians-teacher conferences regularly.
- Involve parent/ guardians in school based events and activates.

1.d) Communicate to parents/families/whānau and community informing on the school's yearly progress and achievements;

AKA shall follow Ministry of Education guidance for reporting on student progress and achievement in preparing its annual report as described in ME publication (Annual Reports: Guidance for reporting on Student Progress and Achievement, Version: Oct, 2011 and the Annual Reporting update, March 2012 for advice and examples for how to complete an analysis of variance and report on student progress and achievement in relation to the National Standards). **AKA** will establish and maintain a database for the parents of the students attending its education programme and will use the database to communicate to parents and community school's yearly progress and achievements.

Part B – Community Participation

AKA affirms that community agencies and organisations can play prominent roles in supporting school success and the enhancement of education achievement of its students. **AKA** is fortunate that it is surrounded with a number community agencies and organizations that can cooperate with to enrich the education experience of its students and provide valuable support for them in pursuing their education programme. The following is a list of community agencies and organizations **AKA** intends to link with to enrich the learning opportunities for students attending the school

- 1- University of Otago: **AKA** is specializing in science and technology subjects and therefore its students will benefit from linking with UO for their future tertiary education pursuit. **AKA** intend to meet with UO officials to discuss academic cooperation in terms of student placement in research programmes and hiring of educational facility such as laboratories for science classes.
- 2- Otago Polytechnic: **AKA** will attempt to link with Otago Polytechnic for future placement of its student for tertiary education. Otago Polytechnic has a variety of study programmes with emphasis on applications that **AKA** students can benefit from.
- 3- Edgar Centre: **AKA** is planning to link with Edgar Centre in South Dunedin to enrich the learning opportunities for students and provide for them recreational time. **AKA** will not have

sports facility in year 2014 on campus and intends to meet with Edgar management to discuss business dealings in term of hiring their facility for physical education subjects.

- 4- Otago Muslim Association (OMA) and University of Otago Muslim Student Association (UOMUSA): **AKA** as a Muslim School will link with OMA and UOMUSA to enrich the cultural learning experience of students attending the school.

Certainly the above list is not all organizations **AKA** will endeavour to link to for the betterment of the leaning experience of its students and more organization will be identified after the establishment of **AKA** as PSKH.

Part C – School Organisation and Culture

C.4) Describe the principles of how the school will be organised and how this will support student learning.

The principles of how **AKA** shall be organized once established will take into consideration the staff's commitment to the success of all students. Every aspect of the instructional program will convey the values and goals of the staff toward students and their learning. The following are the concepts will be incorporated in **AKA** organization.

- 1- High-Level Learning for All Students: The school's organizational patterns (e.g. master schedule) will allow the staff to can convey to both students and their parents that learning is important, that the business of the school is learning, and that the different elements of the school's organization are structured to support that learning., All organizational arrangements must reflect an unwavering focus on student learning.
- 2- A Safe and Positive Environment: The deployment of space will be established in a way to ensure a safe environment at school. Classrooms, restrooms, and the cafeteria are all within easy walking distance, and the paths to each are safe. In addition, teachers will be arranged in teams to establish a feeling of community, and therefore emotional safety, for students.
- 3- A Culture of Hard Work and Opportunities for Success: The school organization will offer students the optimal degree of challenge, stretching them while at the same time ensuring that they can succeed if they exert the necessary effort. Students will be informed (and will be reminded) that it is up to them to exert the effort. Furthermore, **AKA** will commit itself to a flexible deployment of resources: nothing is carved in stone, and no one adopts a "take it or leave it" attitude. Students are assumed to be capable learners, and the school accepts its obligation to ensure successful learning by all students. Students should be able to get additional help when they need it, and to challenge the curriculum when they so choose; they should not be obliged to sit through a year of algebra if they can demonstrate, through a valid assessment, that they already understand the content. On the other hand, a student struggling with how to write a clear paragraph, for example, should be able to get help as needed.

Components of AKA Organization

Master Schedule: In establishing the “Master Schedule” **AKA** shall adopt “block scheduling” approach for teaching all subjects. One and a half hours will be budgeted per teaching session. This will allow teachers and students greater flexibility in how they use their time and will allow the students to undertake the practical projects. Block scheduling will deter teachers from adopting “lecturing style” in delivering the subjects and will cause them to vary their approach under block scheduling, enabling students to engage in deeper and more sustained exploration of content and therefore achieving higher performance in assessments.

Deployment of Instructional Personnel: **AKA** is planning to start with one level (year 11) and a total of 50 students. In year 2014 the plan is to have two classes learning year 11 subjects. Each class will be of 20–25 students

Grouping Strategies: Teachers can move students from group to group according to their learning needs. The school's schedule is organized to permit maximum flexibility for teachers to meet student needs.

Allocation of Space: Space is allocated to the various functions in ways that maximize the learning of all students. Teachers who work together have easy access to one another, and students can find their way around easily

C.5) Describe in sufficient detail your proposed school calendar, the daily hours of operation, the number of timetables, and the way the school day and year will be organised for instruction, assessment and/or aromatawai, independent study, professional development, parent-teacher conferences and extra or co-curricular activities.

AKA shall adopt the Ministry of Education guidelines for establishing the school calendar. There will be 4 terms in **AKA** yearly calendar. For year 2014 the start/ end dates of the four terms are shown below:

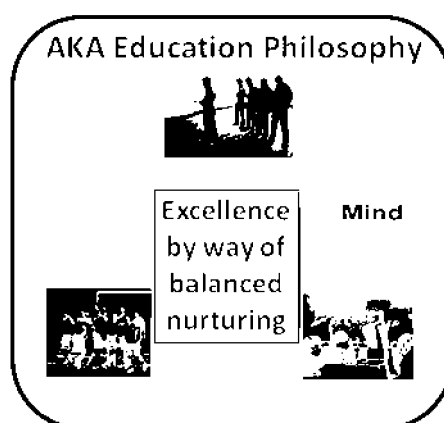
	Start date	End date
Term 1	Friday 7 February	Thursday 17 April
Term 2	Monday 5 May	Friday 4 July
Term 3	Monday 21 July	Friday 26 September
Term 4	Monday 13 October	Tuesday 16 December

With regard to public holidays **AKA** shall abide by Section 65C of the Education Act 1989 which states that schools are closed on Saturdays, Sundays and on the following days: New Year's Day, 2 January, Waitangi Day, Good Friday, Easter Monday, Easter Tuesday, Anzac Day, the Sovereign's birthday, Labour Day, Christmas Day, Boxing Day and the day observed in the locality in which the school is situated as anniversary day. **AKA** as a Muslim school shall celebrate two Islamic holidays

Eid El-Fitr (commemorating the end of fasting in Ramadhan) and Eid Al-Adha (commemorating the end of pilgrimage season to Mecca). Therefore **AKA** holiday calendar for year 2014 is as following.

Date	Day	Holiday
1 January	Wednesday	New Year's Day
2 January	Thursday	Day after New Year's Day
6 February	Thursday	Waitangi Day
24 March	Monday	Otago Anniversary Day
18 April	Friday	Good Friday
21 April	Monday	Easter Monday
25 April	Friday	ANZAC Day
2 June	Monday	Queen's Birthday
28 July	Monday	Eid al-Fitr (Muslim Holiday)
3 October	Friday	Eid Al-Adha (Muslim Holiday)
27 October	Monday	Labour Day
25 December	Thursday	Christmas Day
26 December	Friday	Boxing Day

Scheduling of the daily learning activities will be conducted taking into consideration **AKA** education philosophy *“excellence in education through balanced nurturing of the spirit, the mind and the body and weaving academic excellence with highest morals and ethics”*.



To nurture the spirit Islam prescribes praying 5 times daily. The five mandatory prayers spread over the day and start with dawn time and ends at night time. Muslims are required to offer these prayers and fulfil all the conditions prescribed by Islam which include:

1. The prayers should be offered on their specified time intervals, not before it or after it.
2. Cleanliness of body, dress and place of praying is mandatory.

3. Muslims are required to face the Mecca while offering the prayers.
4. Muslim men as the case for **AKA** students are required to preferable pray in a mosque

Prayers have several positive impacts on the life of a Muslim and for **AKA** students will translate into high academic performance. These impacts include:

1. Time Management: Prayer helps in instilling and developing good time management skills in the Muslims. As they have to offer the prayers on their specified times, they have to schedule the rest of their day to day activities accordingly.
2. Early to bed, Early to Rise: Since the Fajr or Morning prayers are required to be said at the break of dawn, Muslims have to get up early. For which, they make sure they sleep early. It ensures a healthy habit of early to bed, early to rise.
3. It ensures that a Muslim stays clean at all times.
4. Prayer also brings unity among the Muslims as they have to face Mecca while saying the prayers.
5. Socializing: Prayer helps the Muslims in connecting with each other, as they get together five times a day in the mosque.

The daily prayers timetable for Dunedin city for the month of first week of April 2013 is shown below as example:

		Fajr	Shuruq	Zuhr	Asr	Maghrib	Isha
Date	Day	Dawn	Sunrise	Noon	Afternoon	Sunset	Night
1	Mon	6:28	7:55	1:42	4:52	7:28	8:50
2	Tue	6:29	7:56	1:42	4:51	7:26	8:48
3	Wed	6:30	7:57	1:41	4:49	7:24	8:46
4	Thu	6:32	7:59	1:41	4:48	7:22	8:44
5	Fri	6:33	8:00	1:41	4:47	7:20	8:43
6	Sat	6:34	8:01	1:40	4:45	7:18	8:41
7	Sun	5:36	7:03	12:40	3:44	6:17	7:39

Since prayer times change based on the length of the day and night, the daily learning timetable at **AKA** shall be dynamic and will adjust to the prayer timetable.

The school day will start always 30 minutes before sunrise whereby all students will assemble for the Fajr (dawn) prayer. The prayer will take 15 minutes and is considered part of the Islamic studies subject therefore attendance will be recorded. After the completion of Fajr prayer in congregation the teaching of Islamic studies subject will commence and will take 1.5 hours. After the Islamic studies session, students will take a recess for 1 hour to have their breakfast in the school cafeteria. Afterward learning sessions will commence for 1.5 hours intervals until Zuhr (noon) prayer. All students have to perform the prayers in congregation as part their Islamic studies practical and therefore attendance will be recorded. Typical daily schedule will be spread over the time between

Fajr (dawn) prayer and Isha (night) prayer and will comprise 5 teaching sessions of 1.5 hours each or total of 7.5 hours learning time daily. Among the special features of the schedule are activity breaks separating major blocks of instructional time to allow students to release energy, socialize, and exercise. Tutoring or individual reading time is built into the schedule so that students may be tutored without missing valuable classroom learning. English, mathematics and science are studied for one and a half hour a day. The following schedule illustrates the time spent in each subject area. The time blocks are not rigid; teachers modify them as needed. A Typical Schedule (Date: 1st April 2013) is shown below.

Time	Activity
7:25 - 7:40	Fajr (dawn) prayer
7:45 - 9:00	Session 1 Islamic Studies or Physical education
9:00 - 10:00	Breakfast meal
10:00 - 11:30	Session 2 (e.g. Math)
11:30 - 1:00	Session 3 (e.g. English)
1:00 - 1:45	Session 4 (e.g. Science)
1:45 - 2:00	Ablution
2:00 - 2:15	Zuhr (noon) prayer
2:15 – 5:00	Recess (napping)
5:00 - 5:15	Asr (afternoon) prayer
5:15 - 7:15	Dinner meal
7:30- 7:45	Maghrib (sunset) prayer
7:45- 9:15	Session 5 Arabic language or Physical education
9:15-9:30	Isha (night) prayer
9:30	End of activities

Scheduling of assessments, independent study, professional development, parent-teacher conferences and extra or co-curricular activities will be done once the school is registered with the Ministry of Education and the principal is employed.

Part D – Safe Learning Environment

Philosophy of School Activities: We believe that participation in school activities offers students significant lifetime learning experiences that cannot be duplicated in any other instructional setting.

Extra-curricular school activities will be regularly organized for their established beneficial impact on academic achievement, character Building, learning life skills and enhancing social skills not learned in a classroom. Not only do extracurricular activities help students that are already successful in

school to further excel, they also help students that are at risk of dropping or flunking out to remain in school.

Definition of Discipline: Discipline is a standard of behaviour, which is demonstrated by appropriate conduct in all situations. Any student whose behaviour or conduct is deemed inappropriate or whose behaviour is not conducive to a viable learning environment shall be subjected to disciplinary action in accordance with the policies, methods, and procedures of the school.

Philosophy of Discipline: 1) Every student is entitled to an education, which shall be offered in an orderly, healthy atmosphere, both physical and emotional, and to firm, fair treatment in all matters pertaining to school life. 2) Every student shall comply with all rules and regulations of both the **Crown** and **AKA** School Board having to do with student behaviour. In a democracy, many privileges and freedoms exist, all of which are dependent on observance of certain rules and regulations. It should be made very clear that any student, by one's own failure to comply with school regulations, may lose his/her right to a public education. 3) **AKA** staff is responsible for providing an environment that will bring about effective learning, thus enabling each student to achieve his maximum potential. The home shares responsibility in the education of its youth and the attitude of the home toward school is reflected by the student.

Definition of Disciplinary Action: Disciplinary action is the method and process whereby appropriate and acceptable standards of conduct and order are maintained. It involves the acts of correcting, restricting, withholding privileges, and administering other penalties and punishments commensurate to the particular infraction of rules and/or regulations.

Responsibilities of the Principal: In order to exercise the proper disciplinary control of the school in which one is assigned through the authority granted by **AKA** Board and the **Crown's** Laws in relation to operation a school the principal shall:

- 1- Implement **AKA** Board Policies in a consistent manner.
- 2- Inform all teachers, students, and other employees of the discipline policies and procedures adopted by **AKA** Board each year; and documentation must be on file.
- 3- Support teachers, bus drivers, and parents whenever possible in fulfilling the commitment made by school board policy.
- 4- Plan effective in-services to help teachers and other employees understand laws and how the laws relate to their position.
- 5- Use professional skills and understanding to prevent small incidents from becoming major problems.
- 6- Develop means of communication with parents and the community concerning discipline problems, school board policies and government discipline laws.

- 7- Receive; review and act upon request from teachers regarding violations of school code of conduct policies. Failure to act upon such a report requires that the principal notify the superintendent and the employee making the referral in writing of the reasons for inaction.
- 8- Maintain school records with accurate personal data of students, including current address and phone numbers, both home and emergency.
- 9- Maintain a standardized format for denoting parental contact as indicated by policy.

Responsibilities of the Teacher: In fulfilling one's obligations to the student, the public and the profession, the teacher shall:

- 1- Start and end classes on time.
- 2- Supervise all students and correct misbehaviour of students wherever it occurs.
- 3- Organize work in a manner that will encourage student interest and involvement for the full period of instruction.
- 4- Use professional skill and understanding to prevent small classroom incidents from becoming major problems.
- 5- Deal justly and impartially with all students under supervision.
- 6- Support the School Board's policies and the school in which one is assigned.
- 7- Maintain school records with accurate personal data of students, including addresses and phone numbers, both home and emergency.
- 8- Be responsible for solving routine problems and holding conferences with parents concerning problems encountered by their children.
- 9- Address routine problems and make parental contacts along with maintaining documentation.
- 10- Call for assistance from administrative staff or other teachers if the situation requires it.
- 11- Enforce rules and regulations concerning conduct and make reports to the principal or designee of violations.

Responsibilities of the Student: In fulfilling one's obligations, each student shall:

- 1- Comply with all rules and regulations of the Caddo Parish School Board discipline policy.
- 2- Provide classroom teachers with accurate personal data, including current address and phone numbers, both home and emergency.
- 3- Respect the authority of all teachers and other school personnel as well as the rights of other students.
- 4- Attend school on a regular basis and report to all classes on time.
- 5- Follow the school's dress code.
- 6- Abide by regulations set by the school and the Transportation Department concerning travel to and from school, at bus stops, on school buses, and travel to and from school-sponsored events.
- 7- Complete all assignments.

Responsibilities of the Parent or Guardian: A parent shall:

- 1- Recognize and understand that the teacher must enforce school rules and regulations.
- 2- Teach the child to have respect for the law, authority, the rights of others, for private and public property.
- 3- Communicate with teachers regarding their child's academic and behavioural progress.
- 4- Ensure prompt and regular school attendance and compliance with attendance policies and procedures.
- 5- Provide current address and phone numbers to school personnel for parental contact.
- 6- Maintain the child's physical and mental health by providing periodic health examinations.
- 7- Attend conferences with teachers and other school personnel as required.
- 8- Show an interest in school by attending school functions and participating in the Parent-Teacher Association and other school-related organizations.
- 9- Encourage the child to respect the diversity of others.
- 10- Emphasize the importance of being prepared for school by providing materials and supplies.
- 11- Respect and support school rules.

Infraction of School Rules: Students committing infractions may be punished by suspensions, expulsions or other disciplinary actions; or they may be provided with an alternative educational setting. Students shall be held strictly accountable for their behaviour while at school, on a school bus, or attending school-sponsored events. Students suspended for ten (10) days or more or expelled shall remain under the supervision of the Caddo Parish School Board using alternative educational programs. Students suspended for less than ten (10) days may be allowed to attend an approved alternative educational setting.

Infractions List:

- Possessing weapons or using any tool or instrument to do bodily harm.
- Battery of a teacher or any other school personnel (a student shall be removed permanently from a classroom or school bus for battery of a teacher, bus driver, or other school personnel).
- Threatening a teacher or any other school personnel.
- Initiating or instigating a fight.
- Participating in a fight (If it can be clearly determined that participant engaged only in self-defence, that participant shall be eligible to have the suspension rescinded).
- Possessing or using any controlled substance or alcohol on any school campus, school bus or at school-sponsored events.
- Defacing, stealing or destroying school or personal property.
- Initiating any false alarms and/or bomb threats.
- Bullying, threatening, or hazing students.
- Loitering on any school campus or school bus while under suspension or during truancy.

- Possessing tobacco, lighters or matches or using tobacco on any school campus, school bus or school-sponsored events.
- Possessing or using fireworks on any school campus, school bus or at school-sponsored events.
- Using and/or operating any electronic communication device, unless authorized by the principal.
- Refusing to comply with any reasonable request of a teacher or any other school personnel while they are performing their official responsibilities.
- Committing an act of defiance, either in language or action, on any school campus or school-sponsored event.
- Using forged notes or forged official forms.
- Leaving any class and/or school campus without permission.
- Violating the school dress code on any school campus or school bus.
- Violating traffic and safety regulations.
- Using profanity toward school personnel.
- Using profanity toward other students.
- Failure to attend all assigned classes/skipping.
- Possessing dice.
- Participating in gambling.
- Engaging in mutual displays of affection.
- Committing immoral practices or acts.
- Making unfounded charges against school personnel.

School Bus Conduct: Students must conduct themselves in a manner that promotes safety and follow rules of the Transportation Department whether riding the bus to and from their home or school-sponsored activities. The principal may suspend from school or suspend from riding the bus any student who commits any infraction set forth in the code of conduct utilizing the same procedures applicable to suspension and expulsion from school. School personnel must review the rules for riding school buses with all students at the beginning of each semester.

Conduct in the Hall: Students are expected to do the following:

- Go directly from one class to the next
- Walk and not loiter in the halls
- Avoid gathering in the halls in a manner that interferes with others
- Avoid inappropriate physical contact
- Possess and wear an official school I.D.

Harassment: Any student who is harassed or intimidated emotionally, physically, or sexually should report the behaviour immediately to a teacher, counsellor, and/or administrator.

Fighting, Initiating and Instigating:

A mandatory suspension of three (3) to nine (9) days shall be imposed for any student who wilfully participates in, initiates, or instigates a fight on Caddo Parish School Board property during school hours, travelling to or from school, at a school bus stop or at any school-sponsored event.

- A mandatory suspension of three (3) to nine (9) days shall be imposed for any student who wilfully participates in, initiates, or instigates a fight on Caddo Parish School Board property during school hours, travelling to or from school, at a school bus stop or at any school-sponsored event.
- Participation in a “group” fight (more than two students) will result in a School Board Hearing.
- If it can be clearly determined that a student engaged only in self-defence, the participant shall not be suspended.
- Parents are encouraged to file charges where there is bodily harm.

Drugs/Alcohol: Possession or use of an illegal narcotic drug or other controlled substance or alcoholic beverage on school property, school bus, or at a school-sponsored event is prohibited. Any student in violation of this policy will be asked to submit to a mandatory drug/alcohol screening before being readmitted. If a student is found in possession of illegal drugs or alcohol, parent(s) of the student and law enforcement officials shall be contacted; and criminal charges will be filed with the appropriate law enforcement agency. Moreover, the principal or designee shall arrange and conduct a conference with parent(s) and student to determine additional consequences in accord with School Board policy.

Sexual Harassment: Students who engage in sexual harassment on school premises or at a school-sponsored activity will be subject to appropriate discipline, including suspension or expulsion. Reports of sexual harassment are to be reported to one of the counsellors or administrators. Sexual harassment is any activity of a sexual nature that is unwanted or unwelcome, including but not limited to, unwanted touching, pinching, patting, verbal comments of a sexual nature, sexual name-calling, and pressure to engage in sexual activity, repeated propositions and unwanted body contact. The school's normal disciplinary procedures will be followed in determining the appropriate consequence for the sexual harassment. In the event the administration recommends suspension or expulsion as a result of conduct, due process will be afforded to the student in accordance with the school's suspension/expulsion procedures.

Part E – Professional development for teachers, administrators and other school staff

AKA affirms that effective professional development programs for teachers, staff and school leadership should be dynamic and integrated. They should address the organizational, systemic, and cultural supports needed; the way content-specific knowledge, pedagogy, skills, and attitudes are

acquired; and the content-specific knowledge, pedagogy, skills, and attitudes needed. Continuous evaluation of student achievement, relative to high academic standards, will be the driving force in shaping professional development plans.

Professional development plan will be designed by the sponsor and the management in collaboration and consultation with the teachers, the staff taking into consideration the following criteria:

1. Increases the understanding of how to create school environments and provide instruction that is responsive to the diverse and developmental needs of students, including students with learning disabilities.
2. Prepares teachers in the effective use of appropriate academic modifications and accommodations.
3. Facilitates the development and implementation of positive school climate, classroom management, services, and strategies to maximize student learning.
4. Enables teachers to use a variety of research-based instructional approaches appropriately to meet the needs of their students, including academic skills and learning and organizational strategies for students with learning disabilities.
5. Facilitates collaboration among staff, families, and community in order to improve student performance.
6. Prepares teachers to effectively use various performance assessments in their classrooms to measure the progress of all students, including students with learning disabilities.
7. Prepares teachers to meet the needs of students with learning disabilities through the use of technology across the curriculum.
8. Prepares teachers to provide instruction to students with learning disabilities in social skills, life skills, self-advocacy, and preparation for transitions.

The Sponsor and the Management of the school will endeavour to hire provisionally or if available fully registered teachers to work at **AKA**. If the best candidate for the job is not registered teacher then a professional development plan will be prepared for the employee to acquire teaching qualification recognized by New Zealand Teacher Council. This may require enrolling the staff in a college of education through distance learning.

For provisionally registered teacher a professional development plan will be prepared to facilitate full registration status for them in accordance with the TC guidelines.

To conclude, professional development for staff will enable the school to meet the needs of priority students. Good teachers form the foundation of good schools, and improving teachers' skills and knowledge is one of the most important investments of time and money. Extended opportunities to better understand student learning, curriculum materials and instruction, and subject-matter content can boost the performance of both teachers and students.

5 AKA BUSINESS PLAN

Part A – Governance, Management, and Administration

An-Nur Kiwi Academy (**AKA**) is structured as not for profit school under the **Al-Noor Charitable Trust (ACT)**. **ACT** is a bona fide NZ tax-exempt organization with Registration number CC39331.

The Proprietors: **ACT** is responsible for establishing and interpreting the special Muslim character of the school. **ACT** owns the land and the buildings and provides these for the school.

The School Board of Trustees: Governs the operation of **AKA**. As PSKH School, It receives funding from the Ministry of Education for teacher's salaries and associated costs, and for the operation of the school. Parents may be charged activity fees to cover the costs of camps, school trips and transport etc. The Board of Trustees is also responsible for ensuring the Muslim character of the school. The structure is as shown below.

Chairperson

Dr. Mohammad Alayan

Minute Secretary

Dr. Maysoon Salama

Treasurer

[REDACTED]

Proprietor's Representatives

Dr. Mohammad Alayan

Dr. Maysoon Salama

[REDACTED]

s 9(2)(a) OIA

Founding Committee

[REDACTED]

Parent Representatives

To be elected

Student Representative

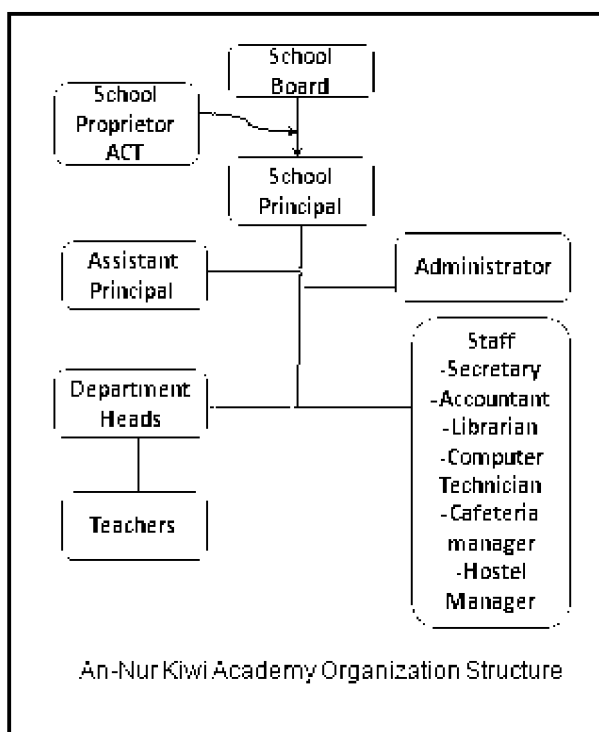
To be elected

Principal

To be appointed

Teacher Representative

To be elected



The Principal: As the Chief Executive Officer of the school the Principal is responsible for managing the operation of the school including planning and managing the delivery of teaching and learning in the school, and for delivering the special character in the school.

The Organization structure of **AKA** is presented in the Figure above.

Part B – Planning and Establishment

Provide a detailed implementation and establishment plan which covers the period from gaining approval to the end of the 2014 school year.

At the present time **AKA** project is being implemented and managed by a Founding Committee in accord with a business plan which was established by them in 2009. The Founding Committee is working on volunteer basis and spending huge number of hours working on laying the foundation for establishing **AKA**. Therefore, the plan described below is preliminary and does not cover all aspects of the start of school in year 2014 until end of scholastic year. The detailed implementation and establishment plan for required period is best prepared by the principal of the school in collaboration with school stakeholders once hired. Having said the above, we provide below a preliminary plan for the operational period of the school for the first year (year 2014). This plan will be finalized by **AKA** Principal in collaboration with **AKA** Board and senior staff.

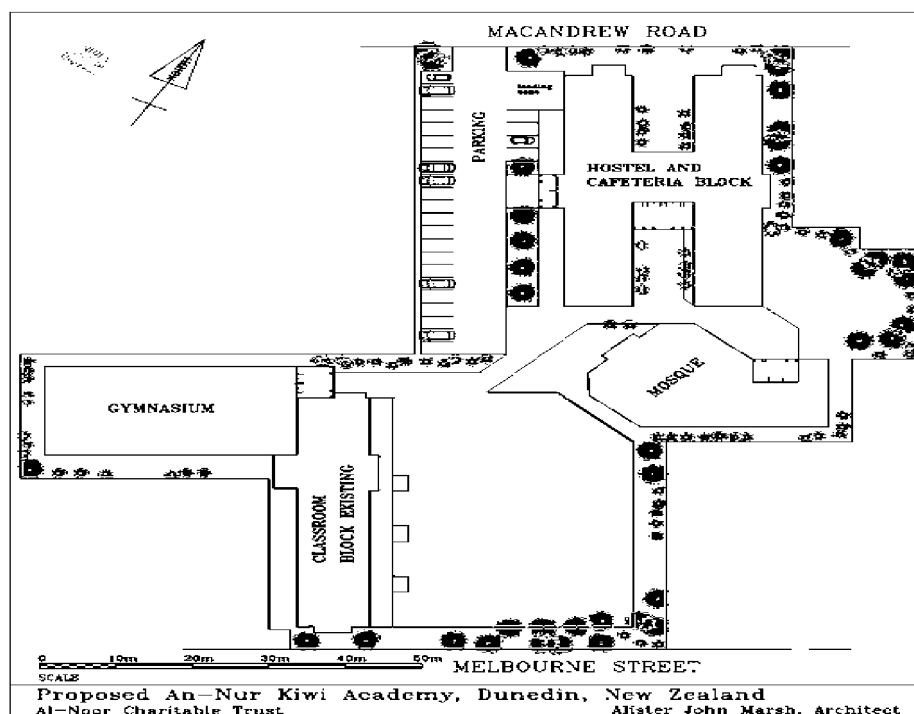
The following is a list of tasks for the establishment of the school by the Founding Committee.

Task1: Development of the premises: The Founding Committee has been successful to implement one aspect of the business plan and that is identifying and purchasing premises for the school. The school premises is a closed primary school with existing use rights as a day school. The location is 110 Melbourne Street, South Dunedin. We believe, the school site is a prime site and will provide an excellent facility for the education programme. The Founding Committee has engaged an architect to produce plans for the establishment of the school facilities currently not available on campus as shown below. This task will gain high momentum once the **AKA** PSKH application is approved to have the facility ready for opening in Term 1 year 2014.

As a boarding school, **AKA** needs the following facilities to become operational:

- 1- Classrooms building: Available but needs renovation and furnishing.
- 2- Admin building: Available but needs furnishing.
- 3- Cafeteria: To be built on site for the start of term 1 year 2014.
- 4- Hostel: Optimally the student hostel to be built on site but this has complications in terms of resource consent and funding. Therefore the plan at this stage is to acquire hostel premises off campus either as purchase or leasing. The Founding Committee has engaged a real estate agent and options have been identified.

- 5- Sports centre: This facility will be built on campus after the opening of the school during the summer break to be ready for year 2016. Meantime, **AKA** shall make lease arrangements with nearby sports facilities such as Edger Centre which is walking distance from the school.
- 6- Mosque: This facility will be built on campus during the summer break of year 2015. Meantime, a classroom will be used as a mosque.



Task 2: Hiring Key Staff Members: Once the AKA PSKH application is approved the Founding Committee will initiate the recruitment process of;

- The Principal of School and an Administrator.
- Manager of the Hostel.
- Manager of the Cafeteria.
- Imam (leader) of the Mosque who will be taking the position of Islamic studies teacher

The Founding Committee has engaged a legal advisor and job descriptions for these and all your staff and faculty positions will be prepared. The Founding Committee will be looking for a principal who is self-starters and who enjoy building something from scratch.

Task 3: Faculty Requirements: The Founding Committee received expression of interest from qualified personnel to work as teachers for the school. At present; applications for teachers for science, mathematics, ICT and Islamic studies are lined up. This task will resume immediately once the Principal is hired.

Task 4: Recruitment of students: Once the Administrator is hired the process of advertising for students will start. Promotion plan will be established and executed. School web site will be established and mailing list will be set up to keep interested parents and donors in touch with progress.

Task 5: Faculty Orientation: Faculty should be 1 month before start in place to get school ready for opening. The first year at a new school requires endless meetings and planning sessions for the academic staff.

Task 6: Opening Day: Will be a soft opening at which students will be welcomed and any interested parents at a brief assembly. Then off to classes. Teaching is what your school will be known for. It needs to begin promptly on Day 1.

Task 7: A Planning Guide for Opening the School: The Founding Committee selected the review article written by Kenneth Lane (<http://cnx.org/content/m15874/1.2/>) entitled "*Strategies for Opening New Schools: A Planning Guide for School Personnel*" as a reference guide. The document provides a listing of the problems, strategies to deal with those problems, and an informational bank from which principals could draw plans to aid them in effectively opening their respective schools. The information would serve to enable the principals to foresee problems and correct them before they become issues that appear unsolvable and have the potential of causing the school project to fail.

The document recommends the following planning guidelines to best plan for the opening of the new school.

- 1- Synergistic planning and related methodologies must be used to determine how problems can best be addressed.
- 2- An effective and integrated system for monitoring and collecting data needs to be established.
- 3- A means of assessing and distributing the data in an appropriate and timely manner needs to be determined.

These challenges are best faced by the involvement in the planning process of all parties associated with the new school. In this manner, they then "buy into" the school and develop a feeling of ownership about it.

Once all parties concerned with the opening of the new school are involved together in the planning process, several outcomes will occur.

- 1- There will be the recognition of collegial relationships between school personnel and the stake-holders in the school--students, parents, and community. A sense of "we are all in this together" will develop.

- 2- The burden of a successful opening for the new school does not rest on the shoulders of the principal alone; it becomes a team effort.
- 3- Human resources at the local school can be mobilized more effectively for not only the current school opening, but for future school and school district issues.

New School Opening CHECKLIST: The document provides the principal who is to open a new school with a checklist to insure that an important area in preparing the physical move into and the occupation of the new school will not be forgotten or overlooked. The following checklist is not all inclusive and thus, the principal may well want to add items to the checklist and delete others. Some of the items on the checklist may not apply to the opening our school. Additionally, the checklist is presented in a manner to coordinate with the timeline. A suggested checklist for opening the school is:

- ☐ Define your role in opening the new school
- ☐ Hire administrative staff
- ☐ Hire counselling staff
- ☐ Hire secretarial staff
- ☐ Hire librarian
- ☐ Hire department heads
- ☐ Hire classroom teachers
- ☐ Hire extracurricular staff
- ☐ Hire custodians
- ☐ Hire food service personnel
- ☐ Determine courses to be taught based on building the school to fit the curriculum
- ☐ Plan course registration for next school year (e.g. Year 2014)
- ☐ Distribute course information to students
- ☐ Register students for next school year (e.g. Year 2014)
- ☐ Develop master class schedule (e.g. Year 2014)
- ☐ Print student schedules
- ☐ Distribute student schedules
- ☐ Print maps of the school facility
- ☐ Determine student traffic flow within the cafeteria
- ☐ Determine bus loading/unloading of students
- ☐ Determine private vehicle loading/unloading of students
- ☐ Organize student handbook
- ☐ Print student handbook
- ☐ Distribute student handbook
- ☐ Organize teacher handbook
- ☐ Print teacher handbook
- ☐ Distribute teacher handbook
- ☐ Receive and store supplies, furniture and textbooks
- ☐ Distribute supplies, furniture and textbooks
- ☐ Send information to community newspaper on school opening date and registration procedures
- ☐ Send information to community newspaper on times for students to pick up class schedules
- ☐ Set time for students new to the school to register
- ☐ Conduct monthly tours of the school
- ☐ Receive keys
- ☐ Organize keys for distribution to staff
- ☐ Distribute keys
- ☐ Receive as-built drawings for the school facility
- ☐ Receive instruction on how kitchen equipment operates
- ☐ Receive instruction on how heating/cooling equipment operates
- ☐ Have telephones installed
- ☐ Receive warranties on equipment from architect and/or contractor
- ☐ Clean the school facility completely

- ☐ Determine landscaping needs
- ☐ Complete landscaping
- ☐ Program bell system
- ☐ Test bell system
- ☐ Move principal into school office
- ☐ Move administrative staff into offices
- ☐ Move teaching staff into the new school
- ☐ Move counsellors into school
- ☐ Plan in-service
- ☐ Conduct in-service
- ☐ Elect student council
- ☐ Elect class officers
- ☐ Hold review sessions with administrative staff

New School Opening CHECKLIST STRATEGIES

Two additional aids are presented.

- 1- The time a strategy needs to be implemented is noted at the beginning of each strategy
- 2- A note page is presented with each strategy to enable the user to make comments for future reference and use.

It should be noted that some of the strategies presented here are not found on the timetable or checklist. The rationale is that those strategies are ongoing rather than for specific time periods only.

Architect: Making Changes in Design as Requested

Implementation: Ongoing

A determination must first be made as to whether change orders in a school under construction are to be handled directly with the architect or through the superintendent and/or the school board. The individual school district needs to make that decision. Then the strategies can be employed.

(1) If the architect is contacted directly, a meeting can be held with the architect to discuss the procedures for instituting a change order. Each change order requested needs to be in writing with the original given to the architect and copies given to the superintendent, the members of the school board, and the principal. It is helpful to outline specifically where the change order is to be made in the school and the reasons for the change order. Communication with the architect is needed to insure that the change order has been completed at the appropriate stage in construction.

(2) If the superintendent and/or the school board work with the architect on change orders, requests for a change order need to be submitted to the superintendent in writing with copies for the members of the school board and the principal. As indicated in the first strategy above, the information must be specific and follow-up to insure the change order has been completed is necessary.

Notes:

Architect: Cooperation on Design Problems

Implementation: Ongoing

(1) The strategies listed under "Communication with the Architect" also apply here.

(2) Design problems must be written with specific details as to the problem. The written memo should be sent to the architect and the superintendent of the school with a copy for the principal. When the design problem is corrected, a follow-up memo stating when the problem was corrected and thanking the architect for giving attention to the problem should be sent to the same people.

Notes:

Cafeteria: Service

Implementation: 3 weeks prior to opening day

The best strategy to employ in working with cafeteria service is to know all of the cafeteria staff. In terms of staff groups, which can help you prevent unnecessary problems, they are second in line--right after the custodial staff.

(1) To cut down on traffic jams, two lines for food service should be considered. One line can serve the regular hot lunch and the other line can serve snack foods.

(2) If space is limited, consideration may be given to separating the snack line from the cafeteria. This would allow for the hot plate lunches to be served in the cafeteria line with a snack line available in an adjoining hallway or room.

(3) Whenever possible, all food deliveries need to be directed to one central receiving location at the school to facilitate the management of supplies.

Notes:

Cafeteria: Traffic Flow

Implementation: 3 weeks prior to opening day

(1) Separate the hot plate lunch and snack food lines from each other. Where space permits, provide a location in the cafeteria to purchase drinks only.

(2) Develop a lunch schedule based upon the master class schedule for the school and class loads. Where possible, equalize the number of students per lunch period to facilitate traffic flow and enable the cafeteria staff to plan and serve lunches.

(3) If traffic flow cannot be handled with different serving lines and/or matching lunch schedules with the master class schedule, consider allowing some grade levels to leave the school campus for lunch.

Notes:

Cafeteria: Pupil Circulation

Implementation: 3 weeks prior to opening day

This is similar to "Cafeteria: Traffic Control." Therefore, please see strategies under that title.

Notes:

Classroom Assignments: Staff

Implementation: 2 weeks prior to opening day

The principal might want to consider allowing the department heads to assign rooms. This allows each department to deal with room assignments and factors influencing those assignments of which the principal might be unaware. Of course, room assignments cannot overlap into another department unless there is a sharing arrangement. The principal needs to be involved in the final decisions, so as to make sure there are no scheduling problems and so the master class schedule can list the correct room assignments for each class.

Notes:

Classroom Assignment: Students

Implementation: 1 week prior to opening day

(1) A day is selected prior to the first day of school for students to pickup class schedules. At this time, each student and parent is provided with a map of the school and the opportunity to walk through the school locating the rooms on the schedule. Maps also are posted in different locations throughout the school. The posted maps have a marking such as "You Are Here" to indicate where the individual is within the school. The staff is on duty in the classrooms and hallways to answer questions concerning classroom locations.

(2) If the occupation of a new school occurs during the school year, a different strategy is needed. Prior to the actual occupation of the new school, the staff is convened at the new school for a tour of the facility and the location of their classrooms. The teachers then tell their respective classes the new room number and location of that class in the new facility. Sometime during the school day before the actual move into the new school, all of the students are transported to the new school. As the students disembark from the bus upon arrival at the new campus, each is handed a map of the school. The staff reports to their assigned classrooms and the students report to their first period

class. Instructions are given to the students by means of the public address system, the teachers, or both as to how the schedule will work during the school day. The class schedule is then followed allowing five to ten minutes per class with a passing time between classes equal to the actual passing time on a normal school day.

Notes:

Cleaning: Prior to Opening Day

Implementation: Ongoing

(1) If the school is completed and has been released to the School Board prior to the opening day of school, cleaning is usually simpler to manage. Assignments can be made with the custodians and school caretaker to clean windows, floors, carpets, and walls where needed. A time schedule with a checklist to indicate areas cleaned is useful to insure the entire campus has been covered. The time schedule with the checklist works best when the lead or head custodian has input.

(2) If the school is partially completed and certain areas are released to the School Board by the contractor, cleaning is more difficult due to the tracking of dirt and dust in the air. It is not unusual for areas to be cleaned more often than normal until construction is completed. When the areas completed are released to the school district, a time schedule with the checklist as mentioned above can be designed. The schedules must be revised each time an additional portion of the school is released to the school district.

Notes:

Communication: with the Architect

Implementation: Ongoing

(1) The superintendent needs to designate a person to be the school facility planner to be responsible for communicating with the architect on matters concerning the construction of the new school. This communication should include discussion of the means by which they wish to communicate, how to handle change orders, what to do about problems in design, and how to handle problems which arise in general.

(2) The principal may want to be the superintendent's designee. In this case, the principal will have excellent insight into the design and construction of the school. The drawback is allocating time to oversee the project.

(3) A journal should be maintained to keep a record of meetings with the architect, memos to and from the architect, and any other information relating to the architect, which aids in providing information on the school or in clarifying any questions arising as to what happened in the previous stages of the contract when requested by the superintendent and the school board.

(4) Take the architect out to breakfast or lunch periodically for the purpose of getting to know each other as people instead of as positions only.

Notes:

Communication: with the Contractor

Implementation: Ongoing

(1) The superintendent needs to designate a person to be the school facility planner to be responsible for communicating with the contractor on matters concerning the construction of the new school. This includes discussion of the means by which to communicate and how to handle problems which arise in general.

(2) The principal may want to be the superintendent's designee. In this case, the principal will have excellent insight into the design and construction of the school. The drawback is allocating time to oversee the project.

(3) The contractor is approached with the idea of the principal having access to the construction site for the purpose of learning how the school is being built and the progress in construction. This provides the opportunity for the principal and the building superintendent to know each other as people instead of positions only.

(4) A log should be maintained indicating observations of the activities taking place at the construction site and memos to and from the contractor.

(5) A chart can be developed indicating the phases of construction, the deadline for each phase, the first day the phase is actually needed, and the day the phase was actually completed. This chart enables the school district's facility planner and the building superintendent to communicate graphically on the total picture of school construction. Additionally, the chart enables the facility planner to provide a construction update to the superintendent and the school board when requested.

(6) Take the building superintendent out to breakfast or lunch periodically for the purpose of getting to know each other as people instead of positions only.

Notes:

Communication: with the School Board

Implementation: Ongoing

(1) The school board should be provided with a monthly update of the progress on the construction of the school. The update should be typed and made to fit into a folder or journal. In this manner, the school board has on file a constant update on construction progress.

(2) A personal presentation before the school board should be made periodically for the purpose of providing a personal touch to the update as well as providing visual evidence that the facility planner is performing the job as outlined.

(3) Telephone calls, memos, and letters from and to the school board should be recorded in a journal for reference.

(4) The school board should be invited to tour the construction site on a regular basis to see personally the progress on construction.

Notes:

Communication: with the Superintendent

Implementation: Ongoing

(1) Frequent communication with the superintendent on problems in design, change orders, construction progress, and personal concerns is an important factor in terms of preventing, alleviating, or solving problems with the new school. A regular time should be designated for the facility planner and the principal to meet with the superintendent to discuss the above items.

(2) A journal should be maintained including memos to and from the superintendent, notes on meetings with the superintendent, telephone call information, and any other information provided by the superintendent.

(3) The superintendent should be invited to tour the construction site on a regular basis to see the progress on construction.

Notes: