



HURAVEE SCHOOL
STRATEGIC PLAN
2024 - 2026



An institution of choice for the
HOLISTIC development of **EVERY**
individual

Huravee School Strategic Action Plan 2024–2026

CONTENTS

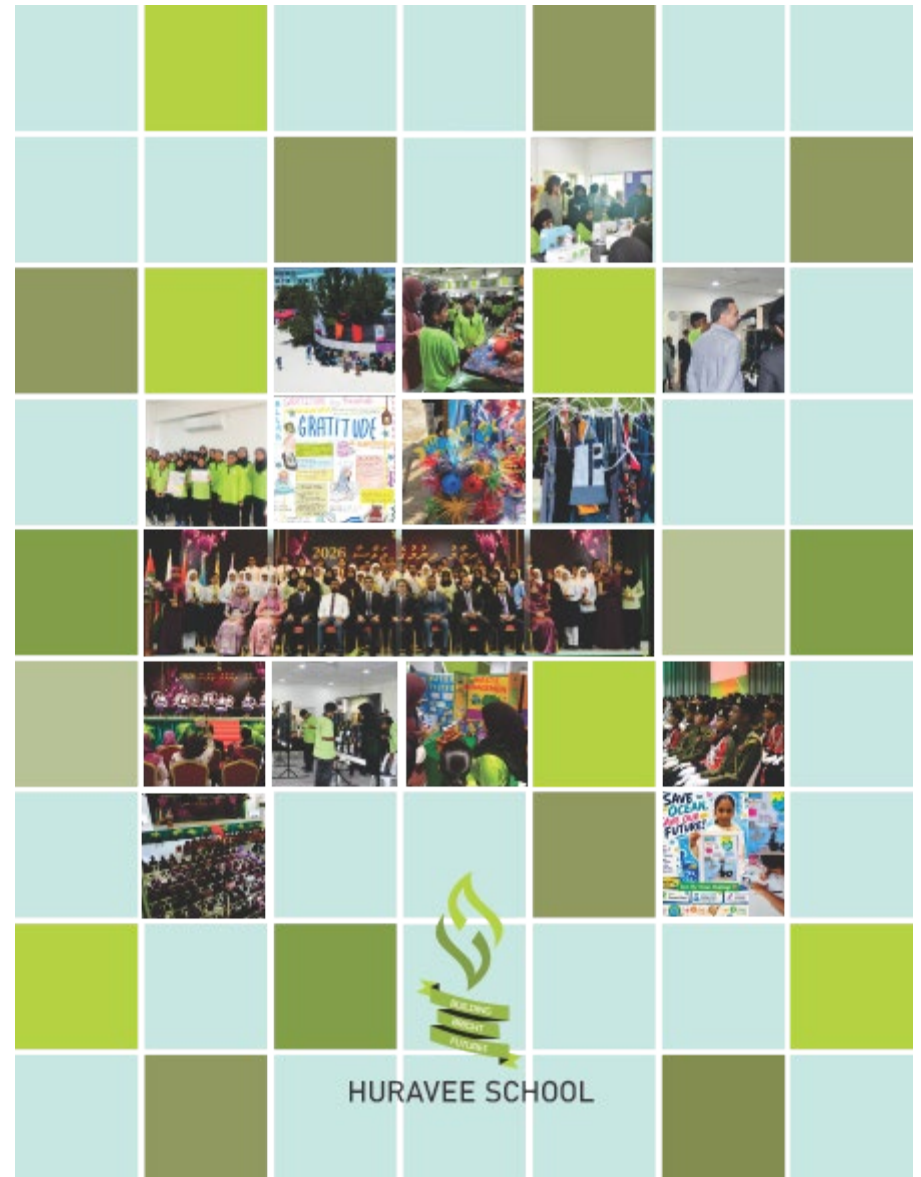
Executive Summary	2
Huravee School Profile	3
<i>Our Vision</i>	3
<i>Our Mission</i>	3
<i>Our Core Values</i>	3
<i>School Organization</i>	3
<i>Key Demographics and Statistics</i>	4
<i>Curriculum & Academic Offerings</i>	4
Strategic Context	5
Strategic Goals	5
Goal One: Inclusion for All Students	6
<i>Strategic Actions</i>	6
<i>Performance Indicators</i>	6
Goal Two: Student-Centered Learning and Teaching	7
<i>Strategic Actions</i>	7
<i>Performance Indicators</i>	7
Goal Three: Health and Safety	9
<i>Strategic Actions</i>	9
<i>Performance Indicators</i>	9
Goal Four: Family and Community Participation	11
<i>Strategic Actions</i>	11
<i>Performance Indicators</i>	11
Goal Five: Initiative and Leadership	13
<i>Strategic Actions</i>	13
<i>Performance Indicators</i>	13

Executive Summary

This Strategic Plan is developed in close alignment with the Maldives' School Improvement, Quality Assurance and Accountability Framework (SIQAAF), anchoring our vision around five essential pillars of school quality: inclusivity, child-centered teaching and learning, health and safety, family and community partnerships, and progressive leadership and management.

Under the SIQA AF, schools are empowered to leverage comprehensive self-evaluations to truly understand their unique performance, uncover critical priorities for growth, and map out a visionary three-year strategic path. Driven by these core values, this Strategic Plan directly translates our School Self-Evaluation insights into clear, actionable priorities and targets designed for sustained educational excellence.

Ultimately, this Strategic Plan serves as the foundational blueprint for our annual School Improvement Plan (SIP). By bridging long-term institutional goals with real-world, self-evaluation data, it ensures that our day-to-day actions remain purposefully aligned with our grander vision for student success.



Huravee School |School Profile

Huravee School is a public institution in the fast-growing urban hub of Hulhumalé, operating under the Ministry of Education and guided by the motto “Building Bright Futures.” It offers an inclusive, high-quality, modern learning environment that blends rigorous academic programs with a strong Tech Path and alternative learning routes through its Vocational Hub and Btech streams. As the host of the Maldives Satellite School, Huravee School extends learning opportunities to resource-limited islands, supported by an active PTA and a structured functional leadership framework that promotes academic excellence, digital literacy, and holistic student well-being.

Our Vision

An institution of choice for the holistic development of every individual.

Our Mission

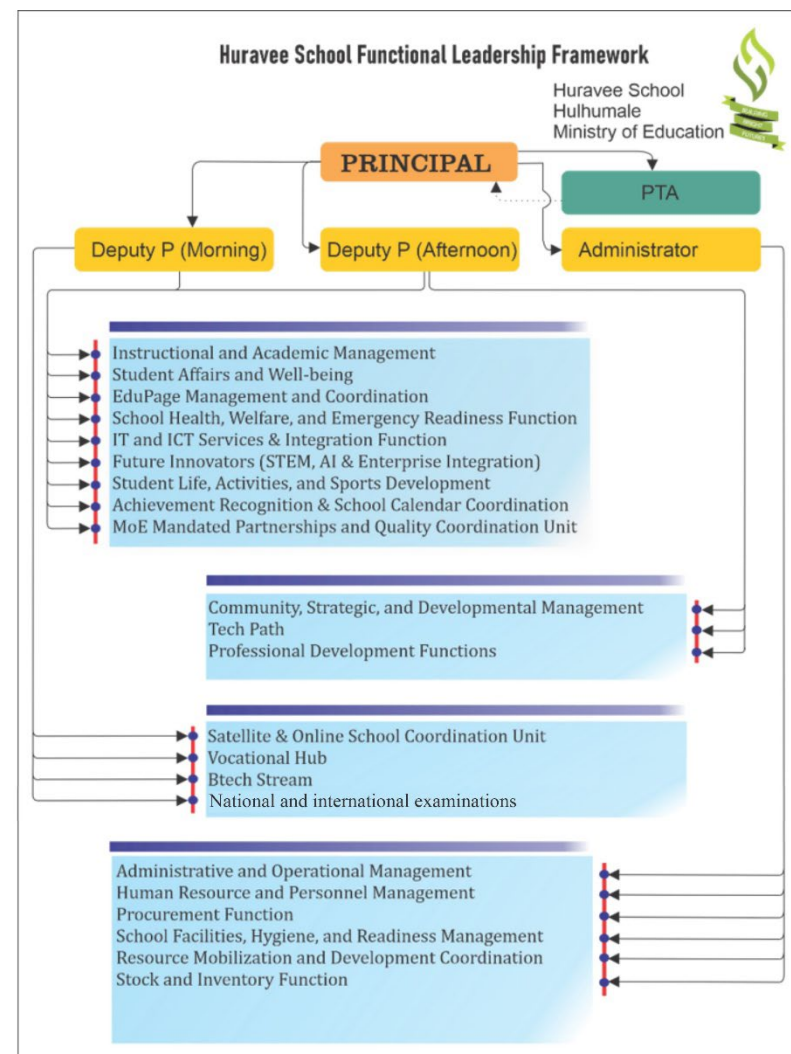
We strive to build patriotic, self-reliant and responsible bright futures by adopting holistic education, enhancing intellectual, physical and social development, within Islamic and cultural values.

Our Core Values

- Caring and kindness
- Believe in diversity
- Love of knowledge
- Self development
- Strive for success
- Work collaboratively

School Organization

Huravee School’s functional framework clearly defines leadership roles, decision-making, and accountability across all operations. This structure is detailed in operational flowcharts that identify key personnel driving implementation, coordination, and monitoring.



Key Demographics & Statistics

SCHOOL ENROLMENT DETAILS - 2026 SESSION WISE

#	Grade	Session	Male	Female	Total
1	3_5	Afternoon	314	327	641
2	1, 2, 6_10	Morning	720	723	1443
Total			1034	1050	2084

EDUCATIONAL PATHWAYS

Academic Streams	Alternative Pathways
Cambridge IGSCSE - Science	BTech - Hospitality L2
Cambridge IGSCSE - Business	MNSDN - Electrical Wiring L3
SSC – Islam, Dhivehi	MNSDN - Fashion Design L3

FACULTY AND STAFF

Academic	213
Admin	53
Student – Teacher Ratio	9 : 1

Curriculum & Academic Offerings

Primary Education: Focus on foundational literacy, numeracy, and life skills.

Secondary Education: Preparation for Cambridge IGCSE / SSC examinations.

Alternative Pathways: Strong emphasis on technological skills (Tech Path), digital literacy, Btech streams, and a dedicated Vocational Hub to support diverse career readiness.

Special Programs: Satellite & Online School Coordination Unit to ensure educational access and continuity.



Strategic Context

The purpose of this strategic action plan is to clearly articulate the direction Huravee School intends to take over the three-year period from 2024 to 2026. It identifies the main target areas for development and improvement and provides year-by-year targets to guide implementation.

This plan is designed to support coordinated action across academic, administrative, student support, and community-facing functions of the school. It also serves as a reference point for monitoring progress, aligning resources, and ensuring that school improvement efforts remain focused and practical.

Huravee School aims to strengthen inclusive practice, improve learning outcomes, create a safe and healthy school environment, deepen

Strategic Goals

To effectively guide our annual action plans and ensure long-term institutional growth, the school has established targeted strategic goals across the five core dimensions of the SIQAAF framework. Driven by the insights and data gathered from our recent School Self-Evaluation, these goals outline a clear, three-year roadmap for sustained improvement. Each objective represents a pledge to enhance our practices, optimize our resources, and deliver the highest standard of education. The specific targets for each dimension are detailed below:

1. Inclusivity: Cultivate an equitable and inclusive learning ecosystem where every student—regardless of ability, background, or learning profile—thrives through coordinated

partnerships with families and the community, enhance leadership and initiative, and modernize administrative systems.

The strategic priorities in this document reflect a balanced approach to school development by addressing learner needs, teaching quality, wellbeing, infrastructure, stakeholder participation, and institutional effectiveness



Strategic Actions

We will

1. Increase number of SCLPs receiving in-class support from **0 to 40**.
2. Increase number of classes with planned differentiated activities per week from **0 to 30**
3. Conduct at least one inclusive practice review meeting per term (teacher–SEN–SMT review of progress and support).



support systems, differentiated instruction, and universally accessible environments.

2. Child-Centered Teaching and Learning: Transform classroom practices by deeply embedding child-centered, competency-based pedagogy and formative assessment, empowering active learners who are equipped with future-ready skills through the purposeful integration of technology.
3. Health and Safety: Foster a secure, healthy, and nurturing school culture by robustly strengthening psychosocial wellbeing, comprehensive safeguarding procedures, and proactive risk management for all students and staff.
4. Family and Community Partnerships: Maximize student success by forging dynamic, two-way partnerships with families and the broader community, rooted in transparent communication, shared responsibility, and collaborative advocacy for student wellbeing.
5. Progressive Leadership and Management: Drive institutional excellence through evidence-informed, visionary leadership that champions a culture of continuous growth, collaborative decision-making, and resource optimization in strict alignment with SIQAAF accountability standards.

Goal One:

Inclusion for All Students

Cultivate an equitable and inclusive learning ecosystem where every student—regardless of ability, background, or learning profile—thrives through coordinated support systems, differentiated instruction, and universally accessible environments.

4. Every grade will implement at least one documented inclusive support plan for identified students by 2026
5. We will have a fully equipped Sensory room by 2026



Performance Indicators:

1. Percentage of students with identified SEN/learning difficulties accessing mainstream classes with support.
2. Number of learners on individual or class support plans reviewed each term.
3. Percentage of lessons observed where differentiated teaching or adaptation for diverse needs is evident.
4. Number of teachers completing at least one professional development activity on inclusive education per year.

Three-Year Targets

year 2024

- Conduct training to familiarize teachers with inclusive education.
- Obtain necessary resources for students with special educational needs and start utilizing the sensory room.
- Facilitate opportunities for students to take initiative and play active leadership roles.
- Establish a record system for teaching and assisting students who are permanently unable to attend school due to health or circumstantial conditions.
- Increase and expand vocational education fields offered to students with learning difficulties and those interested in vocational education.
- Revive a culture of inclusion and diversity in the school.

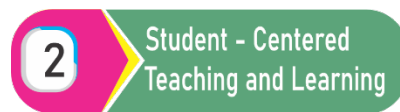
year 2025

- Plan curricula and schemes in a way that includes all children.
- Provide extra support to students to narrow the educational gap.
- Revive and implement an inclusive culture in the school.
- Develop the Special Education Department of the school.
- Obtain necessary resources for students with special educational needs and start utilizing the sensory room.
- Revive a culture of inclusion and diversity in the school.

year 2026

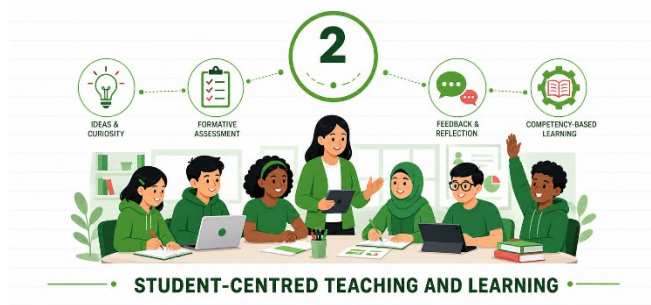
- Develop the Special Education Department of the school.
- Revive a culture of inclusion and diversity in the school.

Strategic Actions



We will achieve:

1. a baseline where 80% or more of students in every grade successfully master 100% of their grade-level curriculum outcomes annually
2. a place for at least 10% of our Grade 10 cohorts in the prestigious National Top 10 rankings.
3. 100% participation of senior students in structured career guidance pathways that visibly drive enrollment interest in higher education.
4. a 15% overall improvement in school-wide academic achievement by using data analytics to set precise class targets and deploy systematic, differentiated teaching across all grades.



Performance Indicators:

1. Curriculum Mastery: $\geq 80\%$ of students in all grades achieving 100% curriculum outcomes.
2. National Excellence: $\geq 10\%$ of Grade 10 students securing National Top 10 rankings.
3. Career Readiness: 100% senior student participation in structured career guidance.

Goal Two:

Student-Centered Learning and Teaching

Transform classroom practices by deeply embedding child-centered, competency-based pedagogy and formative assessment, empowering active learners who are equipped with future-ready skills through the purposeful integration of technology.

Three-Year Targets

year 2024

- Instill designated key competencies in students during lessons.
- Make the school laboratory or science room a place that facilitates active learning.
- Ensure at least 80% of students in each grade achieve 100% of the grade's curriculum.
- Ensure 10% of Grade 10 students place in the National Top 10 every year.
- Run career guidance programs to instill interest in higher education among graduating students.
- Work on improving the quality and standard of teachers.

year 2025

- Ensure at least 80% of students in each grade achieve 100% of the grade's curriculum.
- Ensure 10% of Grade 10 students place in the National Top 10 every year.
- Involve students in various age-appropriate tasks to build independent habits.
- Hold science fairs and exhibitions at the school level.
- Prioritize student creativity and arrange mechanisms where creative ideas can be proposed.
- Conduct meetings and sessions for various subjects featuring individuals with real-world experience.
- Use an experimental approach in teaching science subjects.

4. Academic Growth: 15% overall school-wide academic improvement via data-driven targeting.

year 2026

- Introduce additional subjects such as Sociology and Literature.
- Ensure at least 80% of students in each grade achieve 100% of the grade's curriculum.
- Ensure 10% of Grade 10 students place in the National Top 10 every year.
- Work on improving the quality and standard of teachers.
- Run career guidance programs to instill interest in higher education among graduating students.





Strategic Actions



We will achieve:

1. **100%** student coverage in health, safety, and wellbeing procedures, with **90% participation** in annual drills and awareness programmes.
2. **100% student participation** in at least one sports activity and one wellbeing activity each year.
3. a school first-response system with two trained first-aiders on site and **100% of major events covered by safety plans.**
4. a **30% reduction in recorded school incidents** and a clear improvement in student and staff wellbeing by the end of the cycle.
5. a well-developed compound with turf.

Goal Three: Health and Safety

Foster a secure, healthy, and nurturing school culture by robustly strengthening psychosocial wellbeing, comprehensive safeguarding procedures, and proactive risk management for all students and staff.

Three-Year Targets

year 2024

- Formulate and publicize safety guidelines and code of conduct policies for the school.
- Prepare health policies and run health and safety programs for school stakeholders.
- Involve every student in at least one sports or physical activity per year.
- In accordance with the Tobacco Control Act (15/2010), display visible boards indicating that the school environment is a smoke-free zone.
- Formulate and publicize safety procedures and code of conduct regulations to be followed by staff, students, and visitors.
- Provide age-appropriate healthy lifestyle information to students.
- Establish a medical treatment mechanism to cater to the health needs of students and staff during emergencies.



Performance Indicators:

1. Updated and implemented school-wide health, safety, and wellbeing procedures.
2. Annual drill, awareness, and intervention records maintained.
3. Follow-up reports completed for urgent safety and wellbeing issues.
4. A safe turf ground provided for student physical activity and recreation

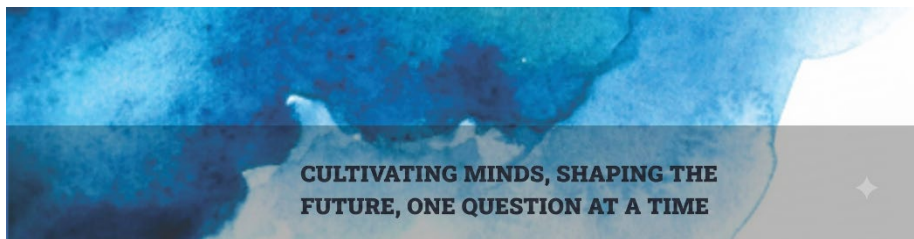
year 2026

- Prioritize mental health, anti-bullying efforts, counselling support, and wellbeing awareness for students and staff.
- Review and reinforce emergency response, incident management, first aid readiness, and referral systems.
- Conduct practical health and safety awareness activities and drills.
- Address urgent physical environment concerns affecting safety, accessibility, and student wellbeing within available resources.
- Strengthen schoolwide awareness of respectful behaviour, positive climate, and safety responsibilities.
- Lay turf on the school compound

year 2025

- Provide age-appropriate healthy lifestyle information to students.
- Arrange meetings and conversations between students who require special assistance in learning and guidance and respected, exemplary members of the community.
- Establish comfortable, pleasant outdoor learning spaces in the available empty areas of the school.
- Arrange facilities in the school environment where students and staff can play recreational sports during their free time.





Strategic Actions



We will achieve:

1. **100% of families reached** through clear, regular communication channels about learning, behaviour, attendance, and wellbeing.
2. At least **one targeted parent engagement or awareness session per year for every grade**, linked to key school priorities.

Goal Four: Family and Community Participation

Maximize student success by forging dynamic, two-way partnerships with families and the broader community, rooted in transparent communication, shared responsibility, and collaborative advocacy for student wellbeing.

Three-Year Targets

year 2024

- Run programs to further strengthen relationships between teachers and parents.
- Ensure parents regularly monitor and check students' school work.

3. **Active partnerships** with community organisations, local councils, health services, NGOs, or businesses that support inclusion, wellbeing, and learning.
4. **Increased parent participation in school activities**, shown through rising attendance at meetings and programmes over the three-year cycle.
5. **Regular opportunities** for parents and community members to **provide feedback** that is documented and used to guide school improvement actions.

Performance Indicators:

1. Percentage of parents reached through school



- communication (messages, meetings, online platforms) each term.
2. Number of parent engagement / awareness sessions held per year, and average parent attendance per session.
3. Number of active community partnerships (organisations, councils, services, businesses) supporting school programmes.
4. Year-on-year change in parent participation rates at key school events (e.g., meetings, workshops, PTA activities).
5. Summary results from annual parent/community feedback (e.g., satisfaction rating or key themes) used in school improvement planning.

- Seek parental feedback and consult them regarding school activities and planning.
- Expand the role of the school PTA.
- Identify parents with specific professional expertise and share their knowledge and expertise with students and staff.
- Run special programs to raise awareness among parents.
- Increase student participation in community and social activities.

year 2025

- Strengthen relationships and conduct joint programs with institutions in Hulhumalé.
- Identify parents with specific professional expertise and share their knowledge and expertise with students and staff.
- Establish a Parent Portal on the school website.

year 2026

- Identify parents with specific professional expertise and share their knowledge and expertise with students and staff
- Improve regular and clear communication with parents through more manageable and purposeful engagement channels.
- Increase family participation in school activities linked to learning, behaviour, attendance, wellbeing, and inclusion.
- Conduct targeted parent awareness or support sessions on practical school priorities.
- Strengthen partnerships with community organisations, councils, health services, businesses, NGOs, and relevant external stakeholders where feasible.
- Improve the quality of feedback opportunities provided to parents and community members



Strategic Actions



We will achieve:

1. **100% staff awareness** of the school's structure, key objectives, and communication lines, reviewed yearly.
2. **100% of teaching and admin staff** completing at least two professional learning activities per year.
3. **Full digital operation of core school processes by 2026**, with an online service portal and high-speed internet in daily use.
4. All required **finance and compliance training** held at least twice a year, with full attendance by relevant staff.
5. A **safe, well-maintained school environment**, with key infrastructure upgrades completed and at least **90%** of building and workspace issues resolved by 2026.

Goal Five: Initiative and Leadership

Drive institutional excellence through evidence-informed, visionary leadership that champions a culture of continuous growth, collaborative decision-making, and resource optimization in strict alignment with SIQAAF accountability standards.

Three-Year Targets

year 2024

- Publicize the school's organizational structure and place it where the line of communication is clearly visible.
- Implement the Fehi Madharusa (Green School) project.
- Establish an audio-visual meeting room in the school.
- Tile all classrooms in the school and repair areas showing wear and cracks in the school building to improve the learning environment.
- Establish more robust financial controls in the office in accordance with public finance regulations.
- Plan and procure essential teaching materials in advance so academic staff face no shortages.
- Establish a safer working environment for support and administrative staff by ensuring required supplies (e.g., chemical solutions, gloves, masks) are always available.
- Equip the administration with modern technology (e.g., portable scanners, updated software) and provide training to use this software.



Performance Indicators:

1. Staff survey score on understanding of structure and key objectives.
2. Percentage of staff completing at least two PD activities per year.
3. Percentage of core processes handled digitally; portal usage rate.
4. Attendance rate for finance/compliance training.
5. Number and percentage of infrastructure and workspace issues resolved..

year 2025

- Cultivate the habit of conducting action research among teachers.
- Conduct professional development programs for teachers and administrative staff to familiarize them with educational changes and modern developments.
- Reduce paperwork and digitize operations as much as possible.
- Establish a system to provide comprehensive information to those seeking services (linked with the online mechanism introduced in 2024).
- Ensure all parents are well-informed and aware of the activities conducted by the school.
- Ensure staff participate in training programs or workshops on Public Finance Regulations and Civil Service Regulations at least twice a year (continuation from 2024).
- Publicize the school's organizational structure to stakeholders and display it where the line of communication is clearly visible (reinforcing the 2024 initiative).
- Work on strengthening office management and recruit additional staff where needed to support school operations

- Ensure administrative staff participate in training or workshops on Public Finance Regulations and Civil Service Regulations at least twice a year.
- Explain Huravee School's objectives and targets to all staff so everyone works collaboratively as one team to achieve them.
- Introduce an online mechanism (portal or application) through which services provided to the general public can be easily requested and accessed.
- Provide accurate information regarding Public Finance Regulations to all staff so that everyone collectively achieves compliance.
- Conduct induction programs for newly joined staff to familiarize them with Civil Service Regulations..

year 2026

- Ensure the school environment remains a highly favorable space for learning, building on the infrastructure and Green School initiatives from earlier years.
- Provide administrative and management training to senior management staff to strengthen leadership capacity.
- Ensure staff continue to participate in training programs or workshops on Public Finance Regulations and Civil Service Regulations at least twice a year.
- Strengthen the IT section to provide reliable and fast service by acquiring high-speed internet and a better server, supporting digitized operations and online service mechanisms.
- Focus leadership attention on teaching and learning quality, student wellbeing, and implementation followup rather than broad statements alone (as per your revised 2026 priorities).
- Improve internal communication so staff receive timely, clear, and consistent information related to plans, roles, expectations, and decisions.



- Increase staff involvement in practical decision-making and school improvement discussions through structured coordination and middle leadership support.
Recognize and support teacher effort while maintaining a stronger balance between accountability and encouragement



HURAVEE SCHOOL

STRATEGIC PLANNING TASK FORCE AND TEAM MEMBERS

The Huravee School Strategic Plan (2024–2026) was initiated by the former Principal, Mr. Abdulla Rasheed, with the support of Deputy Principals Ms. Fasana Mohamed and Ms. Shaazly Yahya, alongside a select team of Senior Management Team (SMT) members, teachers, students, and parents.

The overall direction of the plan was informed by the findings of the 2022 School Self-Evaluation and has been revised annually ever since. Until the first term of

TASK FORCE MEMBERS (2025)

Mr. Mohamed Haleem	Principal
Ms. Fasana Mohamed	Deputy Principal
Ms. Khadeeja Naaz	SSE Coordinator
Ms. Khasma Aboobakuru	Member
Ms. Samiyya Abdul Gafoor	Member
Mr. Mifthah Ahmed	Member
Ms. Sobaba Abdul Muhaimin	Member

2026, the strategic plan was maintained and tracked using Google Sheets. During the mid-term revision in 2026, the school adopted this new format to enhance planning and management.

This update is particularly crucial as, starting in 2026, the Quality Assurance Department will evaluate and grade schools based on both self-evaluations and external analysis, requiring a more structured and focused approach to strategic planning

TASK FORCE MEMBERS (2023 -2024)

Mr. Abdulla Rasheed	Principal
Ms. Fasana Mohamed	Team Leader
Ms. Shaazly Yahya	Deputy Principal
Ms. Khadheeja Naaz	Administrator
Ms. Ms. Fathmath Rasheed	Member
Ms. Aishath Amaany Ahmed	Member
Ms. Ameerah Hassan	Member
Ms. Fathmath Visana	Member
Ms. Fathmath Shafa	Member
Mr. Nahid Hassan	Member
Ms. Fathmath Maldha	Member
Mr. Hassan Joodh Jawharee	Student Member
Ms. Fathimath Inaan Waheed	Student Member

Ms. Fathimath Jizna	Member
Ms. Aminath Aroosha	Member
Ms. Mariyam Zuha Tholal	Member
Mr. Nishar Ibrahim	Member
Mr. Mohamed Yanaal	Student Member
Ms. Amna Abdulla Haneef	Student Member

TASK FORCE MEMBERS (2026)

Mr. Mohamed Haleem	Principal
Ms. Seeniya Musthafa	SSE Coordinator
Ms. Khadeeja Naaz	SSE Coordinator
Ms. Khasma Aboobakuru	Member
Ms. Samiyya Abdul Gafoor	Member
Ms. Rifga Ahmed	Member
Ms. Sobaba Abdul Muhaimin	Member
Ms. Fathimath Jizna	Member
Ms. Mariyam Rifa Nashid	Member
Mr. Mohamed Badheeu	Member
Ms. Aishath Shanha Ahmed	Member
Mr. Rayan Bin Musad	Student Member
Ms. Eshal Ali Mohammed	Student Member