

**Harrow Hong Kong Children School Shenzhen Qianhai
School Development Plan 2024/25**

Vision for the academic year: We provide students with holistic learning in personalised ways, helping them to achieve excellence, in a spirit of mutual trust among staff, students and parents.

Objective	Measurable Success Criteria	Actions	Monitoring Dates
<p>1.1. Adoption of Group policies that are contextualised into school policies, in ways that build mutual trust among stakeholders. Among these policies, the sustainability & biodiversity policy receives priority in its contextualisation to begin the school's sustainability strategy in achieving the Group's goal in 2030.</p>	<ul style="list-style-type: none"> • Degree of completion of contextualised adoption of group policies. • Degree of trust among stakeholders during the process. • Reduction in per capita energy cost and food waste. • Coordinated mapping of sustainability education teaching across grades and subjects. • CCA programmes in sustainability offered and conducted. 	<ul style="list-style-type: none"> • Contextualised adoption of not-yet-adopted group policies as school policies, especially the sustainability and biodiversity strategy • Review of already adopted school policies • Involvement of relevant stakeholders in the above processes before finalisation • Carry out stakeholder surveys (students, staff, parents) • Launching the sustainability strategy by focusing on the areas of campus (energy saving and student-led food waste reduction exercise) and curriculum (formal and CCA). 	<p>Dec 2024 Mar 2025 Jul 2025</p>
<p>1.2. Students experience learning largely tailored to their individual needs, with improvement, while parents are regularly informed of students' progress.</p>	<ul style="list-style-type: none"> • Teachers can set differentiated summative and formative assessment tasks appropriately • Students experience learning in lessons tailored to their needs. • Improvement in academic attainment. • Parents are periodically updated about child's progress in learning. 	<ul style="list-style-type: none"> • Setting formative assessment (including homework) and summative assessment tasks according to (differentiated) learning objectives and assessment policy • Plan and deliver lessons that cater for differentiated learning needs • Input, track and analyse assessment data • Periodical update for parents about child's learning progress 	<p>Co-planning: weekly/biweekly Lesson observation: ongoing Summative assessment: semester Parents update: monthly</p>
<p>1.3. Harrow values and leadership attributes are understood by academic staff, evident in the learning experience of students, and demonstrated by students in age-appropriate ways.</p>	<ul style="list-style-type: none"> • Staff understanding of Harrow values and leadership attributes. • Records of teaching these values and attributes in academic and pastoral domains. • Extent of student behavioural demonstration of these values and attributes. 	<ul style="list-style-type: none"> • Pre-school year opening staff PD on these values and attributes • Integration of these values and attributes into the formal curriculum, assembly talks, pastoral management of student behaviours, CCA, house activities and boarding. • Drawing up of student age-appropriate profiles of Harrow values behavioural expectations for kindergarten and senior secondary, and profiles of leadership attributes for G1-12. • Personalised assessment and reporting of students' demonstration of these values and attributes. 	<p>Jan 2025 Jun 2025</p>
<p>1.4. Leadership of boarding is effective and boarding structures ensure at least meeting the latest National Minimum Standards for Boarding Schools, with boarders' English language environment enhanced, resulting in a marketable boarding product to boost</p>	<ul style="list-style-type: none"> • Effective implementation of strategies developing boarding into a strength: <ul style="list-style-type: none"> • Meeting Harrow Standard 2.3.8, i.e. at least NMSBS in medical and health care, food and drink provision, laundry and safeguarding boarders' possession. • Boarders' use of English during boarding time increased. • English and other learning support strategies for boarders are effective. 	<ul style="list-style-type: none"> • Identify areas in boarding to be developed into one of HHKCS's educational strengths within this and the next academic years and implement the strategies, including: <ul style="list-style-type: none"> • Baseline audit against NMSBS and resulting improvement strategies. • Increased use of English by boarding staff. • Provision of homework and learning-related data of boarders to their academic support tutors. • Improvement of effectiveness of boarders learning support strategies. 	<p>Pre- HEOV Weekly</p>

Objective	Measurable Success Criteria	Actions	Monitoring Dates
admissions of non-Shenzhen students.	<ul style="list-style-type: none"> • Production of the marketable boarding product. • Increase in proportion of boarders among newly admitted students. 	<ul style="list-style-type: none"> • Production of a bilingual marketable boarding product reflecting the educational strengths of boarding in HHKCS, widely promoted and accessible by potential parents and students. 	Dec 2024
1.5. Establish the AISL Harrow Music Education Centre envisaged by Group.	<ul style="list-style-type: none"> • Creation of a culture of musical excellence • Redesigned instrumental curriculum in the primary school implemented • Students' post-masterclass improvement in musical skills 	<ul style="list-style-type: none"> • 1:1 and small group lessons in Instrumental Programme. • Implementing the 'One Student, One Instrument' policy. • Hold music masterclass 	April 2025