Kenyatta high school (mahiga)

Strategic Plan
2012 – 2017

“Strive to Serve” – To the Glory of God-
# Table of Contents

Acknowledgement .................................................................................................................. 3
Abbreviations and Acronyms .................................................................................................. 5
Executive Summary .................................................................................................................. 7
CHAPTER ONE .......................................................................................................................... 8
  1.0 Historical Background ..................................................................................................... 8
    1.1 The Location .................................................................................................................. 9
CHAPTER TWO .......................................................................................................................... 10
  2.0 Vision, Mission and Core values ..................................................................................... 10
CHAPTER THREE ..................................................................................................................... 11
  3.0 SWOT Analysis ............................................................................................................... 11
CHAPTER FOUR ...................................................................................................................... 13
  4.0 Strategic Objectives ....................................................................................................... 13
    4.1 Form One Enrolment ................................................................................................... 14
    4.2 Financial Management ............................................................................................... 14
CHAPTER FIVE .......................................................................................................................... 17
  5.0 Implementation Plan ...................................................................................................... 17
CHAPTER SIX ........................................................................................................................... 19
  6.0 Monitoring and Evaluation ............................................................................................. 19
    6.2 Evaluation/Monitoring Tools ....................................................................................... 19
CHAPTER SEVEN ..................................................................................................................... 20
  7.0 Stakeholder Roles .......................................................................................................... 20
CHAPTER EIGHT ....................................................................................................................... 21
  8.0 Financing the Strategic Plan ............................................................................................ 21
    8.1 Estimated Costs ............................................................................................................ 21
B.O.G. – Chairmen

Rev. Meshak Matu 1965 - 1966
Mr. Dunstan Kiboi Wariua 1966 - 1976
Engineer Wanjohi Gathungu 1993 - 1998
Nelson Muturi Macharia 1999 - To Date

Principals

John Machira Mugai 1965 - 1967
Mansel Richards 1967 - 1970
Elijah Gikama 1970 - 1978
Elijah Gitari Runo 1978 - 1981
Joseph Mathenge Muhoya 1981 - 1989
Francis K. Kinguku Aug 1989 - Dec 1989
Cornelius Munyoroku 1990 - 1992
Francis Gichuki Wahome 1993 - 1996
Charles Kihembe Jan 1999 - April 1999
Joseph Macharia 1999 - 2003
James Gichuki Kiretai May 2003 - To Date

Teaching Staff

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Subject</th>
<th>Duty/Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mr. Kiretai J.G.</td>
<td>Phys/Maths</td>
<td>Principal</td>
</tr>
<tr>
<td>2.</td>
<td>Mr. Mwangi Onesmus</td>
<td>Maths/Phys</td>
<td>D/Principal</td>
</tr>
<tr>
<td>3.</td>
<td>Mr. Morris Gichuki</td>
<td>Eng/Lit</td>
<td>Snr. H.O.D Languages</td>
</tr>
<tr>
<td>5.</td>
<td>Mrs. Njoroge J.W.</td>
<td>Hist/Geog</td>
<td>H.O.D. Humanities</td>
</tr>
<tr>
<td>No.</td>
<td>Name</td>
<td>Subjects/Role</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>--------------------</td>
<td>---------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Mr. Gichu .D.N</td>
<td>Maths/Geog H.O.D Mathematics</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Mr. Mwai N.G.</td>
<td>Maths/Bio H.O.D. Clubs &amp; Societies/Dean of Studies</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Mr. Githui P.M</td>
<td>Agric/Geo H.O.D. Boarding</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Mr. Njiru A.N</td>
<td>Bio/Agric Games Master/H.O.S. Bio</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Mrs. Ochieng’L.W</td>
<td>Maths/B.S H.O.S. B/S</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>M/s Mote I.N.</td>
<td>French/Kiswa H.O.S. French</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Mr. Muchemi S.N.</td>
<td>Maths/Phys H.O.S. Physics</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Mr. Mbugua J.K.</td>
<td>Eng/Lit Head of Library</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Mr. Karanja .A.N</td>
<td>Kisw/Geog H.O.S Kisw</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>Ms Wanjii LeahAnne</td>
<td>Kisw/Hist Ast. Teacher</td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>Miss Wacera M.M</td>
<td>Eng/C.R.E. “</td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>Mr. Kithuka P.M</td>
<td>Maths/Hist “</td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>Mr. Mbusu W.M</td>
<td>Eng/French T.P</td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>Miss Monica W.K.</td>
<td>Bio/Chem “</td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>Mr. Kasyoki W.M.</td>
<td>Phys/Chem “</td>
<td></td>
</tr>
<tr>
<td>26.</td>
<td>Mr. Karanu E.M</td>
<td>Hist/C.R.E. “</td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td>Miss Wanjiru S.W</td>
<td>Kisw/C.R.E. “</td>
<td></td>
</tr>
</tbody>
</table>
Acknowledgement

Appreciation is expressed to the B.O.G and it’s Sub Committees, P.T.A Executive Committee, teachers, non-teaching staff and the students for their invaluable contribution through direct or indirect support without which this strategic plan would not have been realised. Special thanks go to Mr. Nelson Muturi Macharia, who is the chairman of the B.O.G., for providing numerous suggestions and direction in the development of this plan. Gratuities for technical advice and insights go to Mr. Francis Wainaina who is the QASO, Nyeri South District. Recognized also is Mr. James Kiretai for organising and proof reading this document and Ms Lucy Muhoro for typing it.

Abbreviations and Acronyms

B.O.G  Board of Governors
P.T.A  Parents and Teachers Association
CDF   Constituency Development Fund
ICT   Information and Communication Technology
RMI   Repairs, Maintenance and Improvement
TSC   Teachers Service Commission
KHSM  Kenyatta High School (Mahiga)
H.O.D  Head of Department
H.O.S  Head of Subject
KCSE  Kenya Certificate of Secondary Education
SWOT  Strength, Weaknesses, Opportunities and Threats.
QASO  Quality Assurance and Standards Officer
Current Status

Kenyatta High School Mahiga has continuously adjusted to the changing social, economic and political climate, but with challenges, 45 glorious years on. It is amazing what a focused dream can do. The men and women of Mahiga location headed by Danstun Kiboi Waruia dreamt 45 years ago and walked the dream.

The school has gone through all manner of experiences that are common in this life; trying moments, happy and triumph times, success and failure, days of plenty and sometimes scarcity and lack. We can say like Socrates that “success is in never failing but in rising every time you fall.

The truth is that Kenyatta Mahiga is doing well today and we can pride ourselves for the success but the journey has been long and the path stony. Indeed, it has taken great patience, sacrifice and endurance to get where we are today.

Being a pioneer old boy who left Kenyatta Mahiga 42 yrs ago, the chairman of the board Mr. Nelson Muturi assumed the mantle of stewardship of this great institution in 1999 to continue with the realization of the founding fathers and mothers who had great faith and whenever they were hardest hit they didn’t quit. We believe it is the B.O.G. who must take the responsibility to see that Kenyatta Mahiga continues to provide quality education to the boy child now and forevermore.

Our core business is academic excellence but at the same time we lay great emphasis on character formation so that the boys who pass through Kenyatta Mahiga will never conform to the patterns of the wicked.

During the period that I have served the school, as the principal there has been many challenges, the main one being building a team spirit by trying to bring every stakeholder aboard, both to will and act for the good of Kenyatta Mahiga rather than one’s individual advantage. Things have worked out well and we attribute this success to GOD. Long live Kenyatta Mahiga.

James Kiretai
Principal
Executive Summary

Kenyatta High School (Mahiga) has the critical role and responsibility of providing affordable quality education that is relevant as well as promote access to secondary education of the boy child of Kenya in line with the Sessional Paper No.1 of 2005. In the last forty five (45) years, the school has grown from a humble beginning in size and status to serve the growing population of Mahiga Location, Othaya Division, Nyeri District, Central Province and Kenya at large.

This strategic plan of 2012 - 2017 offers a framework for addressing the challenges facing the school. It refocuses the Vision and Mission of the school as well as outlining its core functions. The strategic issues addressed relate to academic performance, curriculum implementation, infrastructural development, Information and Communication Technology (ICT) integration as well as implementation strategies and desired outcomes. It outlines key issues relating to efficient service delivery and takes these into consideration in formulating the strategic direction the school will take. Also addressed are methods of resource mobilization and the role of stakeholders in the implementation of the plan.

Over the plan period, the school will pay special attention to enhancing efficiency, effectiveness and quality education as well as expansion and improvement of the physical facilities to improve the welfare of boys and cope with increased enrolment in line with the government policy of expansion of secondary schools in support of subsidized secondary education.

It is envisaged that improved quality education will produce an alumni with globally competitive skills who will in turn play a critical role in the development of our country Kenya.
CHAPTER ONE

1.0 Historical Background

Kenyatta high school (Mahiga) was established in the period before Kenya attained its independence from the British Colonial government at Kagere area in Mahiga Location of Nyeri District. It was among the several schools established by the local community on self help basis in response to the segregative colonial education policy which denied education to those perceived as hostile to the colonial authority.

When the state of emergency was declared in the year 1952, Kenyatta High School (Mahiga), then known as Mahiga High School, was banned and deregistered on allegations that it was established by people perceived as sympathetic to the Mau Mau Movement and that some of its founders had direct linkages with the freedom fighter.

It was re-established in September 1965, two years after Kenya attained its independence, and the first form one class started learning in May 1966.

As a Harambee School sponsored by the African Independent Church of Africa (AIPCA), it suffered from staffing problems in the beginning. It was latter assisted by charitable Non-Governmental Organizations like the American Peace Corps, VSO(British) among others.

The school was renamed Kenyatta High School (Mahiga) on 30th March 1969 following its official opening by Honourable Mbiyu Koinange M.P., the then Minister of State for Foreign Affairs.

Some of the local people who were greatly involved in the establishment of the school and continued assisting during its formative stages included the former AIPCA Archbishop Benjamin Kahiihia, Mr. Willy Jimmy Wambugu and Mr. Dunstan Kiboi Wariua among others. Some of the teachers who offered their free services through NGO’s support included Mr. Mansel Richards (1968 – 1970), Mr. Al Giles (1969 – 1971) among other.
1.1 The Location

The school is the only Boys Boarding School in Mahiga Location of Othaya Division, Nyeri South district. The people of the area are farmers and some engage in small businesses. The soils are good and the climate favourable while the pieces of land are small. Majority of the people suffer from inadequate resources to venture into serious money generating projects. The market for farm products, mainly Milk, Coffee and Tea, is not dependable since prices are generally low and keep fluctuating while the cost of living is relatively high.

1.9 Purpose of the Strategic Plan

It is a statutory requirement that public organizations, including schools, develop plans as a means of enhancing Result Based Management and efficiency in their operations. Therefore, the purpose of the KHSM Strategic Plan is to:

i. Provide a basis for resource allocation and targeting

ii. Provide a framework for programme planning, implementation and performance evaluation

iii. Make available a tool for engagement and negotiation between the school, key local stakeholders and development partners regarding financing of projects and other resource mobilization.

iv. Give order to the school’s development projects.

v. Provide direction and orderly process of achieving targets in the defined time frame.

vi. Enable achievement of targets with minimum resources through prioritization.

vii. Inject discipline in resource management and utilization.

viii. Provide for a co-ordinated team work directed towards achievement of the common objectives and shared sense of purpose.
CHAPTER TWO

2.0 Vision, Mission and Core Values

2.1 Vision
To become a centre of excellence in the provision of quality education and promotion of holistic growth of the boy child.

2.2 Mission
To nurture and develop all round empowered gentlemen adaptable to the dynamic world who become dependable, competent and responsible citizens.

2.3 Core Values
Our operational environment is governed by a set of core values which constitute the desired KHSM culture. The school demands observations of the values by teachers, non-teaching staff and students. These values are:

• Teamwork towards excellence
• Integrity – This is commitment to acting in an honest, accountable and transparent manner in all undertakings.
• Hard work and dedication to duty
• Loyalty to the school and the values it perpetuates.
• Sacrifice for the good of the school and the boy child.
• Continual improvement. The school is committed to setting and maintaining high standards of achievements through continuous improvement of service delivery.
• Efficiency – Committed to utilizing resources maximumly to achieve highest value of benefit to the boy child.
CHAPTER THREE

3.0 SWOT Analysis
Below is an analysis of the school’s Strengths, Weaknesses, Opportunities and Threats.

3.1 Strengths
- Adequate Land acreage
- Committed B.O.G. and P.T.A
- Reliable guidance and counseling services
- Serene environment
- Well trained and qualified teaching and non-teaching staff
- Disciplined and motivated staff and students
- Students endowed with intelligence and self drive
- Goodwill from key stakeholders
- Good learning facilities
- An established culture, tradition and way of doing things.

3.2 Weaknesses
- Inadequate classrooms
- Inadequate Boarding facilities
- Poorly equipped library
- Inadequate teaching staff
- Inadequate ICT Laboratory Facilities
- Cash flow constraints
- Inadequate transport facilities due to old age of van
- Inadequate facilities and personnel for co-curricular activities.
- Some students have negative attitude towards some subjects e.g. Mathematics.

3.3 Opportunities
- High esteem with which the school is held
- High potential for increased stakeholders participation in development
- Advances in ICT that can be employed to increase efficiency and effectiveness.
- High premium and demand attached to secondary education by Kenyans
• Government’s goodwill and increased budgetary support through ESP and Infrastructure Grants.
• Increased demand for accountability by stakeholders in terms of service delivery and resource utilization.
• Availability of bursary schemes including CDF.
• Well placed alumni.

3.4 Threats
• Cutthroat competition from other schools
• Rising cost of living and inflation
• Breakdown in societal norms and values
• Insecurity threats emerging from a few crooked members of society.
• Slow pace in adapting to emerging technological changes
• Effects of HIV/AIDS.
• Inadequate staffing
CHAPTER FOUR

4.0 Strategic Objectives

The purpose of the KHSM strategic plan is to guide the implementers in the determination of priority projects, plan and make appropriate financial decisions. The school intends to address the major strategic issues through the objectives described below in summary and in fuller detail in the implementation schedule.

4.1 General Objectives

i. To improve the reputation of the school to the highest possible expectation through repackaging the physical structures, enhancing efficiency in the implementation of the academic programmes, getting counted among top schools nationally in KCSE examinations and acquiring good quality public relations.

ii. To provide more opportunities for the development of individual talents and opportunities through co-curricular activities.

iii. To increase school farm profitability.

iv. To maximize on natural resources harvesting like rain water, bio-gas and solar energy.

v. To enhance general discipline of students by empowering parents through counselling and other appropriate interventions to acquire effective parenting practices.

4.2 Specific Objectives

i. To increase enrolment to 720 students by 2017

ii. To collect 100% of school fees by 2017.

iii. To attain a mean score of 8.0 and above in KCSE.

iv. To increase the number of students qualifying to join university to 100% by 2017

v. To improve students attitude towards mathematics and to reach and sustain a mean of 8.0 in KCSE by 2016.

vi. To put up six extra classrooms by 2015

vii. To complete the making of our School play ground by 2012

viii. To upgrade and equip the school library by 2012

ix. To complete rehabilitation and improvement of the old dormitories by 2013

x. To purchase a small utility vehicle to replace the old van to run minor errands by 2012

xi. To improve our computer lab and expose all students and staff to ICT by 2012
4.3 Implementation of Strategies

a) Form One Enrolment: With enhanced access, improved retention and encouraged completion the school population will increase to 720 from the current 607 boys in the next four years.

b) Financial Management:

- The School will be aggressive in fees collection, mobilize support by donors and government in provision of bursaries and scholarships.
- Sound financial planning and management of scarce resources will be a priority.

c) Improved Academic Performance:

To attain a mean score of 8.0 and above and improve the scores in Mathematics the school will:

- Provide adequate learning and instructional material
- Create a conducive learning atmosphere by providing adequate physical facilities.
- Revitalize our school library by restructuring and having if well equipped.
- Maintain a high level of self discipline among students and staff.
- Motivate both teachers and students as well as the non-teaching staff through a well designed incentive and motivation scheme.
- Give immediate feedback to boys and parents through detailed analysis of continuous Assessment Tests (CAT) and exams.
- Hold regular academic meetings.
- Ensure early and thorough completion of the syllabus by June of the fourth year.
- Promote internal subject based competitions and symposiums as well as encouraging inter schools interactions in similar activities with emphasis on mathematics.
- Support in-service and refresher courses for teachers e.g. SMASSE, guidance and Counselling, and capacity building.
- Participatory Approach in the decision-making process that will recognize students input through a well co-ordinated student council.
d) **Effective Parenting Skills**
- Organize interactive talks for parents during forums such as AGMs and Academic meetings.
- Promote open Communication Channels with parents to keep them posted on discipline concerns in the school as well as at individual student level.
- Guidance and counseling department will be strengthened and empowered to work closely with parents in discipline monitoring process.

e) **Physical facilities**
- Enlist the support of parents, Government, Corporate Organizations and Alumni to support rehabilitation, development and expansion programmes.

f) **Information and Communication Technology (ICT)**
- Increase the number of ICT equipment for working, learning and teaching purposes.
- Use technological advances to enhance effective operations and maintenance of stores, library, student’s records and academic progress.
- Open up e-library and censored internet services to all students and staff.
- Encourage training to promote computer literacy for all staff.

g) **School Farm**
- The school farm will operate as an income generating project.
- Projections of annual income and expenditure estimates as well as projection of profitability will be an integral part of planning.
- The farm will target supply of all possible foodstuffs to the kitchen.

h) **Environmental Conservation**
- The school will provide and maintain adequate waste disposal bins
- Establish adequate waste disposal pits in appropriate locations.
- Establish a tree nursery
- Plant at least 500 trees seedlings every year till we acquire enough forest cover
- Maintain our school environment clean and tidy at all times.

i) **Co-curricular Activities**
Co-curricular activities will be intensified for all students
- Avail a rich variety of co-curricular activities
- Every boy will belong to the co-curricular activities of his choice
• Facilitate the training and equipping of teachers in charge of co-curricular activities
• Engage in friendly matches and sporting activities with other Educational Institutions.
• Participate in tournaments, competitions, exhibitions, congresses and festivals.
• Facilitate input of professional resource persons in co-curricular activities from time to time.
• Facilitate the organization and hosting internal tournaments e.g. Science Congress and other inter-house activities.
CHAPTER FIVE

5.0 Implementation Plan
This chapter provides the programme of intervention for the next five years which is summarized in the logical framework matrix. Activity details of the matrix will be developed at the operational level. The performance indicators are constructed such that the implied activities are easily noticed. These indicators will provide the basis for monitoring and evaluation.

5.1 Logical Framework
This defines tasks to be performed, by who, within what time frame and how assessment of target achievement will be done.

<table>
<thead>
<tr>
<th>Narrative Summary</th>
<th>Performance Indicator</th>
<th>Assumption</th>
<th>Verification</th>
<th>Responsibility</th>
<th>TIMING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Output 1</strong></td>
<td>Increased Enrolment</td>
<td>Rise in enrolment by 20%</td>
<td>Parent and Students play their role</td>
<td>Admissions registered and monthly returns</td>
<td>B.O.G. - Ministry of Education</td>
</tr>
<tr>
<td><strong>2. Output 2</strong></td>
<td>100% fees Collection</td>
<td>Improved cash flow</td>
<td>Parents play their role</td>
<td>-Monthly financial reports</td>
<td>-Annual Audit reports</td>
</tr>
<tr>
<td><strong>3. Output 3</strong></td>
<td>Excellent Academic Performance</td>
<td>- Mean score 8.0 and above - among top school in Kenya</td>
<td>Co-operation by parents and Students</td>
<td>-KCSE results</td>
<td>-Evaluation analysis and report</td>
</tr>
<tr>
<td><strong>4. Output 4</strong></td>
<td>90% of Student qualifying to join University</td>
<td>90% and above of students attaining C+ and above</td>
<td>Concerted effort by teachers, students and support by all stakeholders</td>
<td>-University admission reports</td>
<td>-Evaluation analysis and report</td>
</tr>
<tr>
<td><strong>5. Output 5</strong></td>
<td>Improved scores in Maths</td>
<td>Mean score of 8.0 and above</td>
<td>Change in students attitude and concerted effort by Maths Teachers</td>
<td>-KCSE Results</td>
<td>-KCSE Analysis report</td>
</tr>
<tr>
<td><strong>6. Output 6</strong></td>
<td>Construction of classrooms</td>
<td>Adequate classroom space</td>
<td>Fund available</td>
<td>-Project’s report</td>
<td>-B.O.G. - P.T.A</td>
</tr>
<tr>
<td><strong>7. Output 7</strong></td>
<td>Complete school Play ground</td>
<td>Adequate play field</td>
<td>Funds available</td>
<td>-Project’s report</td>
<td>-B.O.G. - P.T.A</td>
</tr>
<tr>
<td><strong>8. Output 8</strong></td>
<td>Upgrade and equip Library</td>
<td>Adequate Library facilities</td>
<td>Funds available</td>
<td>-Project’s report</td>
<td>-B.O.G. - P.T.A</td>
</tr>
<tr>
<td><strong>9. Output 9</strong></td>
<td>Complete improvement: old dorms, offices, labs,classrooms,</td>
<td>Improved welfare of boys</td>
<td>Fund available</td>
<td>Project report</td>
<td>-B.O.G. - P.T.A</td>
</tr>
<tr>
<td><strong>10. Output 10</strong></td>
<td>Purchase a small utility vehicle ISUZU NKR 66 L-26 seater</td>
<td>Adequate and reliable means of transport</td>
<td>Fund available</td>
<td>Reports</td>
<td>-B.O.G. - P.T.A</td>
</tr>
<tr>
<td><strong>11. Output 11</strong></td>
<td>Construction of a standard ICT Laboratory</td>
<td>Availability of a standard and extra computer laboratory</td>
<td>Fund available</td>
<td>Project Report</td>
<td>-B.O.G. - P.T.A</td>
</tr>
</tbody>
</table>
## 5.2 Development of Logical Framework

<table>
<thead>
<tr>
<th>Development</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Six New Classrooms</td>
<td>Initiate</td>
</tr>
<tr>
<td>School Play Ground</td>
<td>Implement</td>
</tr>
<tr>
<td>Rehabilitation /Renovation/ Improvement of Old Dorms, Labs, Offices and Classrooms</td>
<td>Implement</td>
</tr>
<tr>
<td>Small Utility Vehicle Isuzu NKR 66 L – 26 Seater Semi Luxury</td>
<td>Initiate and Implement</td>
</tr>
<tr>
<td>Standard ICT Laboratory</td>
<td>Initiate</td>
</tr>
</tbody>
</table>
CHAPTER SIX

6.0 Monitoring and Evaluation

Monitoring and evaluation are tools for effective implementation that will enable the school to draw lessons for the future. These tools are relevant at all stages of project implementation as a means of:

- Tracking the progress
- Determining the relevance, efficiency, significance and effectiveness of the project.
- Providing lessons for future development

⇒ Monitoring is the process of collecting, recording and reporting information. It is the day to day follow-up of activities.
⇒ Evaluation is the process of identifying and reflecting upon the effects of what has been done and judging the value of it.

Effective implementation of the strategic plan can only be achieved with effective monitoring and evaluation approaches.

These will include:-

- Termly and annual feedbacks
- Termly and annual meetings in which variance and impediments to activities will be discussed and possible solutions put in place.

6.1 Plan Evaluation

This will be undertaken at the end of the financial year when precipitated results, budgets and financial statements are prepared.

6.2 Evaluation/Monitoring Tools

These include:

- End of term performance review - H.O.D’s will give termly reports on academic achievements which will help determine the extent to which objectives and targets have been achieved.
- Strategic Evaluation - This will be conducted at the end of every year in order to establish the stipulation of the plan
- Mid term evaluation: - This will be conducted at the mid of the strategic plan period (2015) to evaluate progress against set targets.
- Impact Evaluation: - this will be conducted on frequent intervals to check the positivity of the plan.
CHAPTER SEVEN

7.0 Stakeholder Roles

<table>
<thead>
<tr>
<th>STAKEHOLDER</th>
<th>SCHOOL’S EXPECTATION</th>
<th>SCHOOL’S OBLIGATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 B.O.G.</td>
<td>- Management of school affairs in accordance with mandate. Partnership with PTA, Alumni and other stakeholders in development matters</td>
<td>- Provide an enabling environment for B.O.G. to discharge its mandate</td>
</tr>
<tr>
<td>2 PARENTS</td>
<td>- Cordial relationship with teachers and B.O.G. - Provide funding for recurrent and capital expenditure - Discipline their children by guiding and counselling them. - Participating in fundraising activities.</td>
<td>- Provide quality and holistic education to their children - Provide a conducive learning atmosphere</td>
</tr>
<tr>
<td>3 TEACHERS</td>
<td>- To operate as a strong team - To be committed to teaching - To be available for teaching and consultation when officially on duty and at other odd time - To ensure excellent academic results. - Exercise honesty and integrity - Enforce discipline of boys.</td>
<td>- Provide an environment for teachers to operate. - Motivate teachers. - Enforce Discipline</td>
</tr>
<tr>
<td>4 NON-TEACHING STAFF</td>
<td>- Provide dedicated service in their area of responsibility. - Deliver services efficiently and effectively. - Work as a strong team - Exercise honesty and integrity</td>
<td>- Pay salaries and benefits promptly. - Motivate workers - Meet all statutory labour Requirements.</td>
</tr>
<tr>
<td>5 STUDENTS</td>
<td>- Maintain a high level of discipline - Dedicate themselves to learning</td>
<td>- Guide and enable learning environment. - Guide and counsel the Students. - Promote good discipline</td>
</tr>
<tr>
<td>7 M.O.E.</td>
<td>- Provide policy guidelines on Education matters. - Assist in quality Assurance - Participate in School Governance</td>
<td>- Give prompt feedback on policy issues - Create and sustain effective working mechanism</td>
</tr>
<tr>
<td>8 THE SPONSOR</td>
<td>- Provide Spiritual Guidance - Participate in school governance</td>
<td>- Provide a conducive environment for sponsor to operate.</td>
</tr>
<tr>
<td>9 MP, COUNCILLOR, PROVINCIAL ADMINISTRATION</td>
<td>- Participate in school governance - Assist in Fundraising Activities</td>
<td>- Keep them informed of all pertinent issues - Make appeals for Assistance</td>
</tr>
<tr>
<td>10 THE COMMUNITY</td>
<td>- Assist in school governance - Assist in Fundraising Activities</td>
<td>- Create a cordial relationship with community - Participate in community affairs.</td>
</tr>
<tr>
<td>11 LOCAL AUTHORITY</td>
<td>- Assist in School governance - Assist in Fundraising Activities</td>
<td>- Create a good working relationship with the Local Authority</td>
</tr>
<tr>
<td>12 SERVICE PROVIDERS</td>
<td>- Provide quality services to the school efficiently. - Empathize with the school when Problems arise</td>
<td>- Pay for services promptly. - Maintain cordial relationship with service providers</td>
</tr>
<tr>
<td>13 POLICE</td>
<td>- Prompt response if need be - Provide general security to the School community</td>
<td>- Create a good and cordial working relationship with the Police</td>
</tr>
<tr>
<td>14 BANKS</td>
<td>- Provide dedicated service and Overdraft facilities</td>
<td>- Enhance a cordial relationship with them - Use available facilities for development when cash flow is lean</td>
</tr>
</tbody>
</table>
CHAPTER EIGHT

8.0 Financing the Strategic Plan

8.1 Estimated Costs

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Six New Classrooms plus ICT Lab</td>
<td>0.5 Million</td>
<td>4 Million</td>
<td>3 Million</td>
<td>3 Million</td>
<td>2 Million</td>
</tr>
<tr>
<td>2 School Play Ground</td>
<td>2.1 Million</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3 School Library</td>
<td>1 Million</td>
<td>1 Million</td>
<td>0.3 Million</td>
<td>0.2 Million</td>
<td>0.2 Million</td>
</tr>
<tr>
<td>4 Renovations</td>
<td>2.1 Million</td>
<td>0.7 Million</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>5 Isuzu – Small Utility Vehicle</td>
<td>1 Million</td>
<td>1 Million</td>
<td>1 Million</td>
<td>1 Million</td>
<td>-</td>
</tr>
<tr>
<td>6 TOTAL</td>
<td>6.7 Million</td>
<td>6.7 Million</td>
<td>4.3 Million</td>
<td>4.2 Million</td>
<td>2.2 Million</td>
</tr>
</tbody>
</table>

Resource Envelops:

a) P.T.A Contribution | 1.8 Million | 1.8 Million | 1.8 Million | 1.8 Million | 1.8 Million |

b) GoK Grants | 1.0 Million | 1.0 Million | 1.0 Million | 0.8 Million | 0.4 Million |

c) Fundraising | 1.6 Million | 3.7 Million | 1.3 Million | 1.6 Million | - |

d) Friends of the School | 0.2 Million | 0.2 Million | - | - | - |

e) C.D.F. | 2.1 Million | - | - | - | - |

Grand Total = 6.7 + 6.7 + 4.3 + 4.2 + 2.2 = 24.1 Million