



MINISTRY OF EDUCATION

NDIA-INI GIRLS' HIGH SCHOOL



STRATEGIC PLAN

2016 - 2020



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School Motto

Knowledge is Power

Vision

School of Holistic Education with Innovative Learners

Mission

To Instill Knowledge, Skills and Values in Learners through Effective Learning and Teaching Approaches

Core Values

Integrity | Discipline | Hard Work | Loyalty | Teamwork

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EXECUTIVE SUMMARY

Strategic Planning and subsequent implementation and monitoring is an emerging trend in management today. It has been realized that proper planning is a pre-requisite for the success of any endeavor, be it provision of education in an institution or business. This strategic plan therefore is intended to offer a roadmap which will be used in developing Ndia-ini Girls' High School into a reputable learning institution within the next 5 years.

Ndia-ini Girls' High School has the crucial role and responsibility of providing affordable, quality, accessible and relevant education to girls in line with Sessional Paper of 2005. The school will thus contribute to increased knowledge and skills locally and nationally thereby participating in raising Kenya's socio-economic development as envisioned in Vision 2030.

This Strategic plan (2016-2020) offers a broad framework for improving education within the school. It addresses areas that need attention in order for the school to discharge its mandate of curriculum delivery as well as providing holistic education towards imparting knowledge, values, skills and attitudes necessary for nation building.

On behalf of the school board I welcome all interested partners to identify areas that they may wish to assist the school.

Thank you



Muturi P.M (Mrs.)
PRINCIPAL

1.0 HISTORICAL BACKGROUND

Ndia-ini Girls' High School started as an extension of Ndia-ini Primary School in the year 1977, under the stewardship of the then headmaster, Gidraph Gichuki Njogu. This was through the help of Mr. Samuel Ngure who was an Education Officer at Tetu-South Division (currently, Mukurwe-ini Sub-county) and Wilson Ikamba, then an education secretary. The first form 1 class of 1977, had a population of 38 students, they sat for their first Junior Exam in 1978. In 1978, the community under the leadership of an alumni of Ndia-ini Primary School, John Waweru and others, led a big fundraising ceremony that facilitated the construction of the first 4 classrooms and an office. In 1979, the school was moved to its present location.

The first chairman of the board of Governors was Mr. Samuel Ngure and the principal was Mr. Bernard Kaburu. The management with the help and good will of a volunteer, Peter Woldolf, sourced funds to construct the school's kitchen and the former Dining Hall. They also managed to establish a library by sourcing books and some funds through Peace Corps (Volunteers).

Since the inception of the school, the following personnel have served as school principals:

1. Mr. Bernard Kaburu K - 1977 - 1987
2. Mr. Ndirai John G. - 1988 - 2001
3. Mr. James Maina M. - 2003 - 2003
4. Mrs. Ng'ayu Florence - 2004 - 2006
5. Mrs. Muturi Phyllis - 2007 to date

> Sponsorship

The school is sponsored by Presbyterian Church of East Africa (P.C.E.A.). The land on which the school stands was hived off from Ndia-ini Primary School.

> Geographical Location

The school is located in Gakindu Sub-location, Gakindu-ini location, Mukurwe-ini West Division, Mukurwe-ini Sub-county, Nyeri County, Kenya. The school is located 500 metres off Mukurwe-ini — Othaya Road, within Gakindu Market.

2.0 CONTEXTUAL ANALYSIS

Ndia-ini Girls' High School was registered as a mixed secondary School on 14th July, 1981. Currently the school is a public girls' boarding with a double stream and with an enrolment of 340 students.

(a) School Data

Year	Number of Students
2012	316
2013	278
2014	331
2015	332
2016	340

(b) C.B.E.

Approved C.B.E.	19
T.S.C.	11
B.O.M.	5

(c) Books Ratio

Main Course Books	Ratio
English	1:1
Kiswahili	1:1
Chemistry	1:1
Physics	1:1
Biology	1:1
Business Studies	1:1
Agriculture	1:1
History	1:2

Main Course Books	Ratio
Geography	1:1
C.R.E.	1:1

(d) Toilets

Students		Teachers		Non-teaching Staff	
Tuition Area	Dormitory Area	Men	Women	Men	Women
1:26	1:37	1:4	1:6	1:4	1:4

(e) Transition rate for all classes for the 5 years completion and progression. Number of drop outs per year.

Year	Left	New Admission	Variance	Total
2011	26	33	7	349
2012	29	29	0	316
2013	25	18	7	278
2014	36	32	4	331
2015	42	18	14	332

(f) KCSE Results 2013 - 2015

GRADE	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	ENTRY	M.S	M.G	IMP'NT
YEAR 2015					2	4	17	23	11	4			61	5.197	C-	0.641
YEAR 2014					1	6	9	11	22	12	2		63	4.556	C-	0.290
YEAR 2013					1	6	5	22	17	23	5		79	4.2660	D+	0.4910

› Economic and Social Aspect in the Catchment Area

The main activity of the school's catchment area is small scale coffee and dairy farming. The major cultural highlight of the school catchment area is that they conduct initiation rite to adulthood every December. H.I.V. and AIDs is a prevailing condition in the catchment area therefore impacting negatively on the school.

› Management of the School

The school is run by Board of Management (B.O.M) which oversees the management of resources in the school and also recruits and disciplines teachers and non-teaching staff. The school is headed by a principal who is assisted by a deputy principal and heads of departments. The departments in the school are: Languages, Sciences, Mathematics, Technical and Creative Arts, Games and Sports, Boarding, Guidance and Counseling, Clubs and Societies and also Dean of Studies.

The students' council is in charge of the students' body and is headed by the president of the council. The support staff in the school is under the leadership of the school bursar who organizes duties and supervises the group.

The school has a Parents Teachers Association (P.T.A) which comprises of parents' representative per class and two teachers who represent the teaching staff. The parents in the school provide financial support to the school through fees payment and also help

in monitoring the students in their respective classes.

› Functions of the school

The school offers the 8:4:4 curriculum comprising of 11 subjects. i.e.

1. English
2. Kiswahili
3. Mathematics
4. Chemistry
5. Biology
6. Physics
7. History
8. C.R.E.
9. Geography
10. Business Studies and
11. Agriculture

The school also offers games and sports including:

Games:

- Football
- Handball
- Volleyball
- Netball
- Badminton and
- Table tennis

Sports:

- Cross-country and
- Heptathlon

Other activities:

- Music festivals
- Drama festivals

In addition, the school has clubs and associations such as Christian Union (C.U.) and Catholic Action (C.A).

Clubs include:

- Scouts' Movement
- Mathematics club
- Red Cross Club
- Environmental Club
- Wildlife Club
- Integrity Club
- Press Club
- Charity Club and
- Peace Club
- Volleyball club

› Resources Adequacy

The school stands on 18 acres of land. There are various facilities; an administration office, staffroom, eight classrooms, four staff houses (accommodating three teachers and the school matron), one science laboratory, a store, a multi-purpose hall fitted with a modern TV. system, a computer laboratory with 16 modern computers networked to the internet, a projector, a photo printer and two other printers, six dormitories served with a hot water system and a kitchen.

On the farm section there are; a zero-grazing unit, poultry houses, a pigsty, a man-made forest, coffee and bananas plantations.

The school is connected to the national grid (3-phase) and has a stand-by generator. It has clean piped water and enough storage tanks to serve the current population of students. The school also has a 37-seater school bus used as a means of transport.

The school gets its funds from parents, government grants and bursaries and income generating projects.

› SWOT Analysis

Below is an analysis of the school's strengths, weaknesses, opportunities and threats.

Strengths

The strengths of the school include:

1. A qualified and committed staff with expertise in diverse disciplines resulting to effective teaching.
2. A well-established structure for the management of the school through various departments thus helps build teamwork and effective supervision.
3. A students' body which helps in smooth running of the school and creates conducive atmosphere for learning.
4. Adequate teaching and learning materials for effective teaching.
5. A stable population that has continued to increase.
6. A spacious dining hall, a stand by generator, water and electricity supply and school bus which help in effective teaching and learning.

7. Good public relationship with the community which creates conducive environment for learning.
8. Adequate security for peaceful learning.
9. Stable management for the last 8 years which brings about consistency, stability and development of the school.
10. Well managed school farm with cows and trees which has helped supplement the food budget and fuel.
11. Adequate games and sports equipment.
12. Provision of opportunities to nurture the students' talents.
13. The school is now a one-gender school.

Weaknesses

For the planned objectives to be achieved, these weaknesses must be overcome.

These include:

1. Inadequate Science Laboratory, Library, Classrooms,, Staff quarters, administration block, students' toilets and bathrooms which hamper effective teaching and learning.
2. Slow integration of I.C.T. due to lack of internet which affects effective teaching and learning.
3. Unavailability of adequate playing field within the school compound limiting the number of sports which the school can offer.
4. Steep terrain making expansions and water drainage challenging.
5. Lack of an old students' association denying the school capability of fully tapping the potentialities of the past.

Opportunities

1. High demand of education in Kenya.
2. Good will from the parents and the community
3. Subsidies from the government by offering free tuition for secondary education therefore making education affordable and also help in retaining students in school.

4. Availability of I.C.T. facilities from the ministry of Education for effective teaching and learning.

Threats

1. Delays and/or insufficient free secondary education funds. This is reduced by initiating income generating projects within the school.
2. Failure by the government to employ enough teachers. The school improves this by employing B.O.M. teachers.
3. Nearness to a town centre which poses a social threat and causes noise pollution. The school works closely with the security agencies and stakeholders to curb the vices.
4. The Curriculum Based Establishment (C.B.E.) has a deficit of eight teachers, whereby the school is forced to employ hence straining the budget.
5. High inflation in the country. The school has started some income generating projects e.g. dairy farming, rearing of pigs, coffee and banana farming etc.
6. High poverty level which renders many parents incapable of paying school fees in good time. The school is assisting students in accessing bursaries.
7. Cases of many students left under the care of grandparents which compromises the students' discipline and performance. The school is assisting in offering guidance and counseling to both parents and students i.e. challenging parents to take up their responsibilities.
8. Use of mobile phones and misuse of internet by the students in school.

› PESTLE Analysis

Political

1. Devolution: Services have been brought closer to the people therefore saving on time and cost.
2. Cordial relationship between the school and the political leadership: Helps the school to tap financial resources, security, moral support and medical support from the government's medical institutions.

Economic

1. Inflation: It has strained the school's available resources.
2. Low income of the parents in the catchment area: The school has initiated income generating projects.

Social cultural

Good relationship between the school and the community which has enhanced security. The church community offers spiritual guidance while other professionals offer psychosocial support.

Technological

There is a challenge in the use of advanced information and communication technology in the school.

Legal

1. Use of the Basic Education Act (2013) and the Articles on children rights (2010) and chapter 4 of the national constitution.
2. The banning of sale of alcohol to those under 18 years has helped reduce cases of drug and substance abuse in school.
3. Banning of corporal punishment. This has compromised discipline but the school has resulted to alternative ways such as guidance and counseling and peer counseling.

Ecological / Environmental

1. Climate change e.g. adverse weather condition which result to poor agricultural production thereby straining the food budget.
2. Noise pollution from the nearby market. The school works with both the security personnel and NEMA to enforce the environmental law.

› Key Issues

- This is what the school needs to address as major problems.
- Negative attitude of the students towards learning.
- Lack of enough infrastructure e.g. Science Laboratory, Library and Classrooms.
- Poor integration of I.C.T.
- C.B.E. : The school has a deficit of 7 teachers.
- Parental neglect: It comprises discipline of students
- Financial constraints: Delays in implementation of development projects and students lacking basic necessities.
- Unsatisfactory academic output as reflected in the K.C.S.E. results.

3.0 STRATEGIC DIRECTION

› Vision

A school of choice in provision of holistic education with innovative learners.

› Mission

To instill knowledge, skills and values in learners through effective teaching and learning approaches.

› Motto

Knowledge is Power

› Core Values:

- Discipline
- Integrity
- Hard work
- Teamwork
- Accountability

› Strategic objectives

1. Varying counseling approaches to the students.
2. To acquire and use e-learning materials and every subject to have an I.C.T. integrated lesson at least once in a fortnight.
3. To reduce understaffing from 38% to 10% by the year 2020.
4. To undertake group counseling for parents per term.
5. To raise the school K.C.S.E. mean from the current 5.2 to 7.5 by

2020.

6. To renovate, build and facilitate the infrastructure and facilities as follows;

By the end of 2016:

1. Extra toilets for students within the dorm and outside.
2. Repainting of the dorms
3. Renovation of the dorm with a leaking roof- Everest.
4. Toilets for teachers near the staffroom.
5. Additional bathrooms
6. Chairs for teachers and students
7. Fencing of the church boundary.
8. Adding shelves for the dormitory and some for classes.

By the end of 2017:

1. A modern radio system
2. Bakery
3. Amplifier
4. Chairs for the students.
5. Installing whiteboards and teaching stands.

By the end of 2018:

1. A school store for tools and equipment
2. Renovation of the lab and dining tables.
3. Renovation of class floor (4), science lab and pavements.

By the end of 2019:

1. Building a modern gate
2. Building a modern library close to the offices.
3. Building a new laboratory

From 2020

Building a modern administration block.

4.0 IMPLEMENTATION

OBJECTIVE 1: Varying counseling sessions on the students							
STRATEGY	ACTIVITY	WHO	TIME FRAME	RESOURCES	SOURCE OF FUNDING	ASSUMPTION	OUTPUT/ INDICATOR
Varying counseling Session	<ul style="list-style-type: none"> ☑ Intensify individualized counseling ☑ Open forums ☑ Family groups ☑ Group counseling 	<ul style="list-style-type: none"> ☑ Principal ☑ D/principal ☑ Teachers ☑ Peer counsellors ☑ Motivational speakers ☑ Parents 	2016 - 2020	<ul style="list-style-type: none"> ☑ Motivational books ☑ Magazines ☑ Newspapers ☑ VCDs/Audio ☑ Visual contents 	<ul style="list-style-type: none"> ☑ Parents ☑ Donors ☑ Volunteers 	<ul style="list-style-type: none"> ☑ Willingness of donors and volunteers. ☑ Parents will pay fees on time. 	<ul style="list-style-type: none"> ☑ Improvement on discipline - on the number of cases handled. ☑ Improvement in K.C.S.E. results.
OBJECTIVE 2: to acquire and use e-learning materials and every subject to have an ICT integrated lesson at least once in a fortnight.							
STRATEGY	ACTIVITY	WHO	TIME FRAME	RESOURCES	SOURCE OF FUNDING	ASSUMPTION	OUTPUT/ INDICATOR
Buy and use e-learning materials	<ul style="list-style-type: none"> ☑ Buy and generate e-materials ☑ Attend in-services for teachers ☑ E-learning activities ☑ Introduction to computer skills 	<ul style="list-style-type: none"> ☑ Teachers ☑ Principal ☑ B.O.M. 	2016 - 2020	<ul style="list-style-type: none"> ☑ Computers ☑ Projector ☑ E-learning materials ☑ Human resources 	<ul style="list-style-type: none"> ☑ Parents ☑ CDF funds ☑ Donors 	<ul style="list-style-type: none"> ☑ Parents will pay fees ☑ Willingness of donors to help. ☑ Availability of CDF funds. 	<ul style="list-style-type: none"> ☑ Timetable ☑ E-learning materials ☑ KCSE mean score
OBJECTIVE 3: To reduce understaffing from 38% to 10% by 2020							
STRATEGY	ACTIVITY	WHO	TIME FRAME	RESOURCES	SOURCE OF FUNDING	ASSUMPTION	OUTPUT/ INDICATOR
Sourcing for teachers	Liase with TSC officers	<ul style="list-style-type: none"> ☑ TSC ☑ BOM ☑ Principal 	2016 - 2020	—	BOM	TSC will provide teachers	Permanent teachers

OBJECTIVE 4: To undertake group counseling for parents per form							
STRATEGY	ACTIVITY	WHO	TIME FRAME	RESOURCES	SOURCE OF FUNDING	ASSUMPTION	OUTPUT/ INDICATOR
To undertake group counseling for parents per form	<ul style="list-style-type: none"> ☑ Counseling during AGMs ☑ Academic clinics ☑ Prize giving day ☑ Family days 	<ul style="list-style-type: none"> ☑ Principal ☑ Teachers ☑ Guest speakers ☑ P.T.A. 	2016 - 2020	<ul style="list-style-type: none"> ☑ Human resource ☑ Inspirational books 	Parents	Parents' attendance	<ul style="list-style-type: none"> ☑ Reduction of discipline cases ☑ Fees payment
OBJECTIVE 5: To raise the KCSE mean score from the current 3.6 to 6.5 by the year 2020							
STRATEGY	ACTIVITY	WHO	TIME FRAME	RESOURCES	SOURCE OF FUNDING	ASSUMPTION	OUTPUT/ INDICATOR
Ensure effective teaching and learning	<ul style="list-style-type: none"> ☑ Completion of syllabus on time ☑ Increase teacher student contact ☑ Increase frequency of evaluation ☑ Retain enough revision materials ☑ Attending symposiums and contests ☑ Enhancing e-learning ☑ Motivating teachers and non-teaching staff 	<ul style="list-style-type: none"> ☑ Human resource ☑ Books ☑ E-learning materials 	2016 - 2020	<ul style="list-style-type: none"> ☑ Parents ☑ Government grants ☑ Donors 	<ul style="list-style-type: none"> ☑ Parents paying fees on time ☑ Timely grants from the government ☑ Willingness of the donors to help the school 		<ul style="list-style-type: none"> ☑ Improved KCSE results ☑ Inventory for learning materials ☑ Attendance of symposiums and contests ☑ Syllabus coverage is done ☑ Students revise their notes thoroughly. ☑ No absenteeism of students.

OBJECTIVE 6: To renovate, build and facilitate the infrastructure and facilities.							
STRATEGY	ACTIVITY	WHO	TIME FRAME	RESOURCES	SOURCE OF FUNDING	ASSUMPTION	OUTPUT/ INDICATOR
To build extra toilets for students within the dorm and outside.	Construction	B.O.M. / Parents	By the end of 2016	Funds from school	Parents through fees	Parents clear the fees	Construction of toilets
Repainting of the dorms	Painting	B.O.M. / Parents	By the end of 2016	Funds from school	Parents through fees	Parents clear the fees	Dorm Painting
Renovation of the dormitory with a leaking roof - Mt. Everest	Putting up a new roof	B.O.M.	By the end of 2016	Funds from school	Parents through fees	Parents clear the fees	A roof is fixed
Building toilets for teachers near the staffroom	Construction	Principal	By the end of 2016	Funds from school	Parents through fees	Parents clear the fees	Toilets are in place
Building additional bathrooms	Construction	Principal	By the end of 2016	Funds from school	Parents through fees	Parents clear the fees	Bathrooms are constructed
Buying chairs for teachers	Purchasing new chairs	Principal	By the end of 2016	Funds from school	Parents through fees	Parents clear the fees	Chairs are bought
Fencing of the church boundary	Fencing	Principal	By the end of 2016	Funds from school	Parents through fees	Parents clear the fees	Fencing done
Building of additional shelves for the dormitories and for some classes	Building shelves	Principal	By the end of 2016	Funds from school	Parents through fees	Parents clear the fees	Additional shelves constructed

STRATEGY	ACTIVITY	WHO	TIME FRAME	RESOURCES	SOURCE OF FUNDING	ASSUMPTION	OUTPUT/ INDICATOR
Buying a modern radio system	Buying a radio system	Principal	By the end of 2016	Funds from school	Parents through fees	Parents clear the fees	Radio system in place
Installing a bakery	Bakery installation	Principal	By the end of 2016	Funds from school	Parents through fees	Parents clear the fees	Bakery in place
Buying an amplifier	Purchasing amplifier	Principal	By the end of 2016	Funds from school	Parents through fees	Parents clear the fees	An amplifier is bought
Making chairs for the students	Making chairs	Principal	By the end of 2016	Funds from school	Parents through fees	Parents clear the fees	Chairs are bought
Installing white boards and teaching stands	Buying white boards and stands	Principal	By the end of 2016	Funds from school	Parents through fees	Parents clear the fees	White boards are installed
Renovation of the lab and dining tables	Renovation	Principal	By the end of 2016	Funds from school	Parents through fees	Parents clear the fees	Laboratory tables and Dining table-tops are done.
Installation of CCTV Security System/ Staff TV	Purchase/ installation	Principal	By the end of 2017	Funds from school	Parents through fees	Parents clear the fees	installation
Fencing of the Lower boundary	Purchase of posts/Fencing	Principal	By the end of 2017	Funds from school	Parents through fees	Parents clear the fees	Fencing done
Car Park	Purchase of metal bars and construction	Principal	By the end of 2017	Funds from school	Parents through fees	Parents clear the fees	Construction of car park
Metal tables for the Kitchen/ office sofa sets and office tables	purchase Metal tables for the Kitchen/ office sofa sets and office tables	Principal	By the end of 2017	Funds from school	Parents through fees	Parents clear the fees	Availability of tables/ sofa sets

STRATEGY	ACTIVITY	WHO	TIME FRAME	RESOURCES	SOURCE OF FUNDING	ASSUMPTION	OUTPUT/ INDICATOR
Additional toilets for students/ teachers	construction	Principal	By the end of 2017	Funds from school	Parents through fees	Parents clear the fees	Construction of toilets
Additional Bathrooms	construction	Principal	By the end of 2017	Funds from school	Parents through fees	Parents clear the fees	Construction of bathrooms
Building a school store for tools/ equipment	Building	Principal	By the end of 2018	Funds from school	Parents through fees	Parents clear the fees	Stores are built
Building a Modern gate	Building	Principal	By the end of 2019	Funds from school	Parents through fees	Parents clear the fees	Modern gate is built
Building a new science laboratory	Building	Principal	By the end of 2019	Funds from school	Parents through fees	Parents clear the fees	Science laboratory is constructed
Building a modern library close to the office	Building	Principal	By the end of 2019	Funds from school	Parents through fees	Parents clear the fees	A modern library is built
Building an administration block	Building	Principal	By the end of 2020	Funds from school	Parents through fees	Parents clear the fees	Administration block is constructed



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