

WENDYWOOD HIGH SCHOOL MANAGEMENT PLAN 2015 - 2017

A STRATEGIC PLAN AND GUIDE FOR CHANGE

6/22/2015

Wendywood High School
SCHOOL GOVERNING BODY



Table of Contents

i.	Introduction by the Principal	2
ii.	Preface by the Chairperson.....	3
1.	The School’s Situational Analysis	4
2.	The Wendywood High Purpose	9
3.	The Wendywood High Way – Our Values	9
4.	The Strategic Plan	12
4.1.	Academic Strategic Goal	12
4.2.	Sound Financial Management Strategic Goal	13
4.3.	Grounds and Buildings Strategic Goal.....	14
4.4.	The School Discipline Strategic Goal	18
4.5.	The Extra-Mural Strategic Goal.....	20
5.	The School Management Plan Implementation Framework.....	22
5.1.	The Committee Implementation	22
5.2.	The Monitoring Plan	22
5.3.	The Evaluation Plan.....	22
6.	The Conclusion and Sign-Off	22

i. Introduction by the Principal

At Wendywood High we always strive for greatness. Our motto is Magno Animo - 'Greatness of Spirit'. Our mission is to provide our learners with an environment that allows them to excel academically and socially (sports, leadership/services and culture). We are committed to developing our learners holistically: intellectually, physically, emotionally and socially.

This School Development Plan (SDP) draws upon the review of the past three years. It seeks to align our goals and values to our actions. It is a three-year plan that is outcomes-based and results-driven. Progress will be assessed quarterly, half-yearly and annually. To ensure overall development of Wendywood High School, the SDP focuses on five areas: academics, discipline, extra-murals, finance as well as grounds and buildings. This plan is based on four questions:

- What do we want to achieve?
- What steps must we take?
- What are the costs in time and money?
- How will we know if we have been successful?

Academically, we want to achieve a 100% pass rate across the grades with a Bachelor's pass of 80% as compared to the current Matric average pass rate of 98% and 61% Bachelor's pass for the past three years. With continued staff development as well as strong and improved Academic Support Programme and Peer Tutor Programme, high academic standards will be achieved. The complement of the SGB-paid educators, which enables us to maintain manageable class sizes, will also continue to ensure effective teaching and learning. A full-time, permanent SGB-paid social worker is always available to assist learners in dealing with all the social issues they face. This with the move to equip educators with classroom management skills, will ensure that ill-discipline amongst the learners is eradicated.

We have vast extra-curricular and social activities, which includes Sports Festival, Interhouse competitions, Valentines' social, Matric Dance, Fashion Show, Talent Show. Lack of parental involvement in school activities and lack of financial commitment has however been a serious concern. Even though the school receives a subsidy from the Department of Education, it relies mostly on school fees paid by parents. Maximisation of collection of school fees will be the big step, as outlined in this plan, to improve and maintain the financial state of the school. The school is well-resourced in terms of grounds and buildings but due to wear and tear, serious maintenance and upgrading is required. To provide an excellent learning environment with very good facilities in individual subject areas, this plan aims at upgrading all classes with the latest technology. This includes fitting them with smartboards or projectors as well as full wireless network (WiFi). We are moving towards technology-driven classes - smart classes soon.

The next three years will be exciting in Wendywood High School's development where we have an ambitious learning-centred, extra-murals based reform agenda. We want all our learners to be responsible, active citizens who value themselves and their community. The staff, parents, learners and the community around Wendywood High School has a key role to play in ensuring successful implementation of this plan.

ZP Mchunu (Ms)
Acting Principal

ii. Preface by the Chairperson

The election of the new SGB for the Wendywood High School, in March 2015, has ushered a new era for the learners, educators, the parents and the broader community of Wendywood, Gallo Manor, Buccleuch and Kelvin. The SGB and I are cognisant of the many challenges facing the school. Clearly, the school has been through many highs and lows since its establishment in 1987. Most certainly the school has undergone a complete makeover, especially in terms of its learner profile, since the advent of the first democratic and non-racial government in 1994. In many ways the school mirrors the broader issues and challenges in our society.

Our learner profile clearly depicts a picture where the school is attracting considerably a disproportionate number of learners from outside of the traditional areas of Wendywood, Gallo Manor, Buccleuch and Kelvin. Whilst this fact alone is not a problem it has brought with it additional challenges for the school to deal with. Chief amongst these is that the divergent background of school from which we are attracting learners are not homogenous, resulting in challenges as far as the Grade 8 learners performance is concerned. A trend has developed in the past few years where Grade 8 learners' performance is lower than the rest of the grades at the school. With the school's intervention this situation is always reversed as each group of grade 8 learners progresses upward. The second related challenge is that of parents who live far away from the school and are therefore not able to fully play their role as partners in the education of their children's education. Conversely there is a sizeable number of parents in the neighbourhood who are sending their children in schools outside of the area, some to private schools but others to public schools in other areas. A big concern.

The challenges above reflect the situation in the South African education system broadly but also are an indication of issues that are within the ambit of the SGB and the School Management Team to tackle. In this regard, we have accepted that the school's reputation has taken a knock over the years hence the steadily decline of numbers of learners at the school.

What remains positive with Wendywood High School is the academic record, measured in terms of the Matric Results. As a school we have maintained our position in the top percentile of performing schools in Gauteng and the country. Our sport profile is good as well. We have competitive teams in the sporting codes of netball, football and touch rugby and there is work in progress in rugby, cricket and other codes. Clearly, a mixture of perception and reality has affected the school's brand in the community. As the SGB we have accepted it as our responsibility to improve the Wendywood High School brand image. Hence the situation above provided a useful context for the development of the school management plan for the next three years, from 2015 to 2017. The SGB has adopted a strategy that will set the school on a growth path in all areas of a school's business.

The school management plan is complemented by a complete overhaul of the school policies and operating procedures across the board. In more than one way the school management plan marks the beginning of the turnaround of Wendywood High School. The aim is simple, to take school beyond its former glory.

Now is the time.



Ntja Mapheelle (Mr)

SGB Chairperson

1. The School's Situational Analysis

The situational analysis provides a context for the current situation in the school. In typical SWOT analysis purpose the key issue is to focus the attention of the organisation on the weaknesses and threats faced by the organisation, the negative factors. Since weaknesses refers to internal challenges and factors and threats to external influences the school is subjected to, weaknesses takes a precedent. This approach does not suggest that opportunities and strengths aren't important. Far from it, our school has a duty to maintain high levels of performance to sustain those areas in which we are doing well. This is important.

Table 1 - The SWOT Analysis Report

	Weaknesses	Threats	Opportunities	Strength
Academic	<ul style="list-style-type: none"> ○ According to Dr Louise Holman assessment, Grade 8s lack basic literacy and numeracy skills hence poor performance. ○ The number of learners with Bachelor passes in Matric is still low. We are currently achieving 61% even though our target is 80%. ○ Lack of classroom management skills by some educators does not create a conducive learning environment. ○ Attracting and maintaining good educators has become difficult over the years. ○ Lack of parental involvement is affecting the academic standards. For example, some learners do not attend ASP because of the transport arrangements and most parents do not attend meetings. ○ Workshops, organised by GDE reduce contact time with 	<ul style="list-style-type: none"> ○ Experienced educators are resigning and leaving the profession because of the increased workloads which result in stress. ○ Private schools are offering better pay, making it difficult to compete for best educators. ○ Few candidates are entering the teaching profession as a result of the image of the profession. ○ Inadequate training of new educators, especially in classroom management. ○ Poor work ethic by learners is increasing. ○ Syllabi in some subjects (Accounting and Physical Sciences) are lengthy. 	<ul style="list-style-type: none"> ○ Regular training of educators in subject content will ensure that they provide learners with quality education. ○ Learners need to take advantage of ASP in order to improve their results. ○ Additional remuneration and bonuses will attract and keep best educators. ○ Appointment of subject heads within the school will also ensure that best educators remain in the school. ○ Relations with primary schools, especially the feeder schools will assist in bridging the literacy and numeracy gap in Grade 8. ○ Improved recruiting system will ensure that appropriate appointments are made. ○ Management involvement ○ Geographic location of the school 	<ul style="list-style-type: none"> ○ The school has qualified and dedicated teaching staff and this has resulted in high academic standards in the past years, with an average of 90% pass rate across the grades. ○ SGB-paid educators make it possible to maintain smaller class sizes, which ensure that learners benefit from the required individual attention. ○ Availability and use of technology in classes, e.g. smart boards and projectors, helps in improving results. ○ Staff is continuously developed to improve skills, extend knowledge and strengthen performance. ○ Academic Support Programme (ASP) assists in the maintenance of the academic standards. The programme has been extended to be compulsory for underachieving learners.

	Weaknesses	Threats	Opportunities	Strength
	<ul style="list-style-type: none"> learners as the school usually has to be dismissed early. Some parents force learners to take subjects they are not capable in e.g. Maths and Sciences. There is lack of motivation, by learners, educators and parents. There is poor work ethic amongst learners. The disruptions in some classes contribute to poor academics. The geographic location of the school is to its disadvantage – it is not visible enough, there are no road sign. 		<ul style="list-style-type: none"> An annual open day event to attract new learners to the school. A marketing campaign to promote and market the school. 	<ul style="list-style-type: none"> Some educators teach on Saturdays and during holidays to ensure that learners get adequate contact time and they are prepared for examinations. The strong SBST (School-Based Support Team), coordinated by Mrs Gibbins identifies learners with learning difficulties earlier and intervention programmes are implemented. Peer tutor programme, where learners assist each other, helps improve individual learners' marks and the school's average. Our top achievers are self-motivated and competitive. They get good results for them and the school.
Finance	<ul style="list-style-type: none"> Collection of fees is not effective. Some parents pay for trips/tours and not school fees. Sometimes the school spending on unbudgeted items. The school's finance policy is outdated. There was no proper financial planning /budgeting by the SGB. The financial staff is not effective. 	<ul style="list-style-type: none"> The huge increase in number of parents applying for financial assistance. Non-payment of fees by parents who are not on financial assistance. 	<ul style="list-style-type: none"> Improved image of the school image will attract parents in the area and fees. The use of facilities by outside organisations brings in income – rental income. 	<ul style="list-style-type: none"> The school is in a good financial position to still be able to employ SGB staff. The investment account attracts interest, which is used as income and it is also kept for rainy days.
Grounds and Buildings	<ul style="list-style-type: none"> Security is the biggest concern where the school gate is left open, cars are not searched and visitors are not going through the office. Also, the code for the 		<ul style="list-style-type: none"> Outside organisations using the ground and building assist in maintenance, e.g LMS Cricket League maintaining the fields, SAI group repairing desks and 	<ul style="list-style-type: none"> Wendywood High is a well-resourced school. The new estate manager has drawn up a maintenance plan that will ensure that the school

	Weaknesses	Threats	Opportunities	Strength
	<p>main door is known by all, including learners.</p> <ul style="list-style-type: none"> ○ Sometimes the ground staff takes too long to attend to problems reported by educators, e.g. fixing or replacing broken equipment in classrooms. ○ Technology is not working in some classrooms and some classes do not have the necessary technology. ○ The grounds and buildings were not well-looked after in the past years ○ Extra security is needed for cottages and the estate manager’s house. ○ The school does not have a boardroom and lecture theatre. ○ There is a need for classroom aesthetics. ○ Learners are causing damage to the grounds and building by littering and graffiti. ○ Weak security is leaving the school exposed to theft and robbery. ○ Vandalism by learners ○ Littering by learners ○ Educators not keeping an eye on learners, electricity plugs had to be replaced after being removed by learners. 		<p>cleaning up the school as well as Life Community Church put burglar doors in the room they use as storeroom.</p> <ul style="list-style-type: none"> ○ Improved security will ensure safety of everyone on the premises. ○ Location of the school ○ Revamping/upgrading the boardroom and building a lecture theatre will improve operational efficiency. 	<p>remain in good condition for a long time.</p> <ul style="list-style-type: none"> ○ The school is currently undergoing extensive maintenance, which includes trimming trees and plants, replanting, painting and fencing. ○ Improved relations amongst grounds staff has resulted in teamwork hence the school maintenance has improved. ○ Community service by learners helps in maintenance of the school.

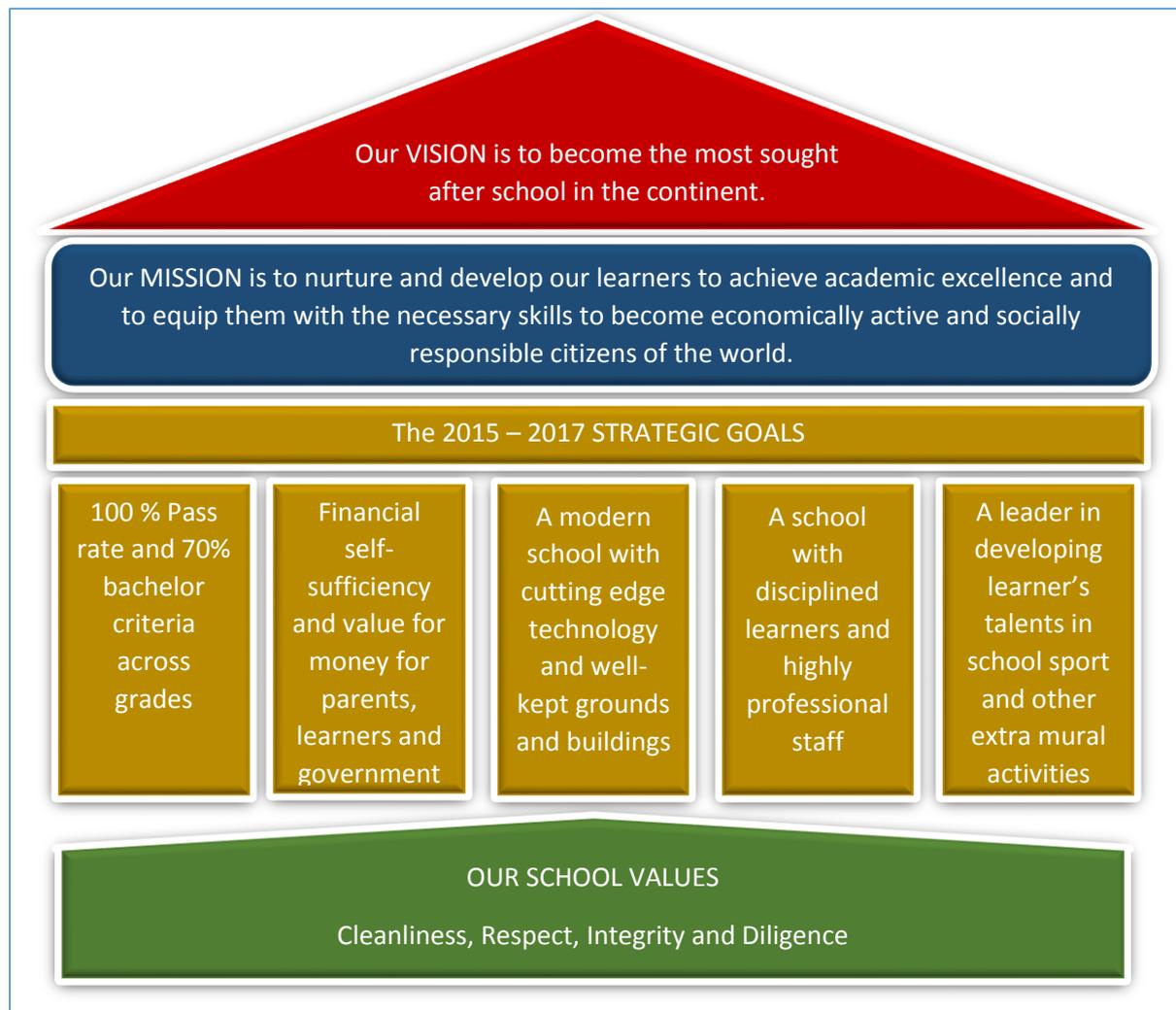
	Weaknesses	Threats	Opportunities	Strength
Discipline	<ul style="list-style-type: none"> ○ Management and parents are not adequately involved. ○ There is lack of classroom management skills by newly-qualified and inexperienced educators. ○ There is inconsistency in implementation of discipline policies by educators. Sometimes they are not adhered to. ○ There is inadequate support by parents with regards to late coming and uniform where learners are brought to school by parents late and/or not properly dressed. ○ Our learners lack respect for authority because there are no real consequences. ○ Some sport managers allow learners with more than 50 demerits to play sport. 	<ul style="list-style-type: none"> ○ Increase in use of drugs and alcohol by learners contributes to discipline problems ○ Legislation limits sanctions for transgressions and there are no real consequences. 	<ul style="list-style-type: none"> ○ Discipline Advisory Committee, where educators will support and mentor each other. ○ Diversion Programme for learners to assist in the rehabilitation process. ○ Code of conduct needs to be re-iterated often ○ Accountability Management ○ Demerits system and community service need to be effectively used. 	<ul style="list-style-type: none"> ○ The committed SGB works closely with management in dealing with discipline issues. They go far beyond what is expected of them. ○ The school's code of conduct, which has been recently reviewed, is clear and it was explained to all (learners, educators and parents). Parents signed for receipt of copies. ○ The school appoints Grade Tutors and Assistants who focus on discipline and offer pastoral care. ○ Most educators have discipline in their classes and learners respond well to their authority. ○ The school has a social worker, Mrs Gibbins, who counsels learners and families. ○ Availability of drugs and alcohol testing kits; and trained staff who administer the tests ensures that learners who are experimenting or using drugs and alcohol are referred to SANCA on time. ○ The RCL body is active, responsible and strong. They help in maintaining discipline. ○ The sms system, where parents are informed about learners conduct immediately has

	Weaknesses	Threats	Opportunities	Strength
Extra-Mural Activities				<p>improved communication with parents.</p> <ul style="list-style-type: none"> ○ Latecomers' and academic detention is also to ensure compliance with the code of conduct.
	<ul style="list-style-type: none"> ○ There is a lack of or no parental involvement in extra-mural activities hence no interest in participating by most learners. Communication to parents about the extra-murals seems to be ineffective as most parents have not downloaded the D6 school communicator app and they also do not visit the website. ○ Most learners do not participate in sport because of transport problems. ○ Learners are sometimes withdrawn from sport/culture/service by parents because of they want them to focus on the academics. ○ Most educators who manage extra-mural activities show no interest to the activities and only a few go the extra mile. ○ There is sometimes a clash between sport and culture or service, forcing learners to choose one. ○ Some sports have professional coaches and some don't. 	<ul style="list-style-type: none"> ○ Limited choice of activities ○ Improper organisation by the district ○ Parents, with transport arrangements and stressing on the academics. 	<ul style="list-style-type: none"> ○ Workshop for managers on their roles will make them more involved. ○ Sponsorships will assist in maintenance of facilities and equipment ○ Inviting parents to matches and events ○ Articles in the Sandton Chronicles will promote interest in extra-murals in both learners and parents ○ Introducing more activities, e.g. indigenous games will ensure increased participation ○ Get all educators actively involved. 	<ul style="list-style-type: none"> ○ There is a variety and balance between sport, culture and service. ○ The school has a privilege to employ a sports coordinator who is organised. ○ The sport facilities are well-looked after. ○ Media monitors, first-aiders and peer counsellors are well-trained, dedicated and enthusiastic. ○ The Interact club works tirelessly on the charity projects, collecting clothing and food items for orphans and refugees.

2. The Wendywood High Purpose

Our high purpose is a strategic architecture of the school and is made up of the vision, mission statements and values together with strategic goals for the school for the next three years. These statements are illustrated in figure below, an elaborated in the ensuing sections.

Figure 1 - The Wendywood High Purpose



3. The Wendywood High Way – Our Values

The strategic plan of the school will drive the delivery of the tangible targets of the school (as outlined in the strategic plan part of this document) in fulfilling its mission and incrementally building towards the realisation of its vision of being the best school in the continent in the distant future. To achieve these targets of monumental proportions, the school will need to develop a unique identify and culture that will bind and unify all in the school community and foster a unity of purpose in the march towards greatness.

In this context the Wendywood High Way will be represented by the CRID (cleanliness, respect, integrity and diligence) values. CRID will challenge us and change the way we do thing and it will help us to focus on the important things that will grow our school.

To ensure a common understanding of the Wendywood High Way the next table outline the specific injunctions to the attitude, actions and behaviours of all in the Wendywood High School community.

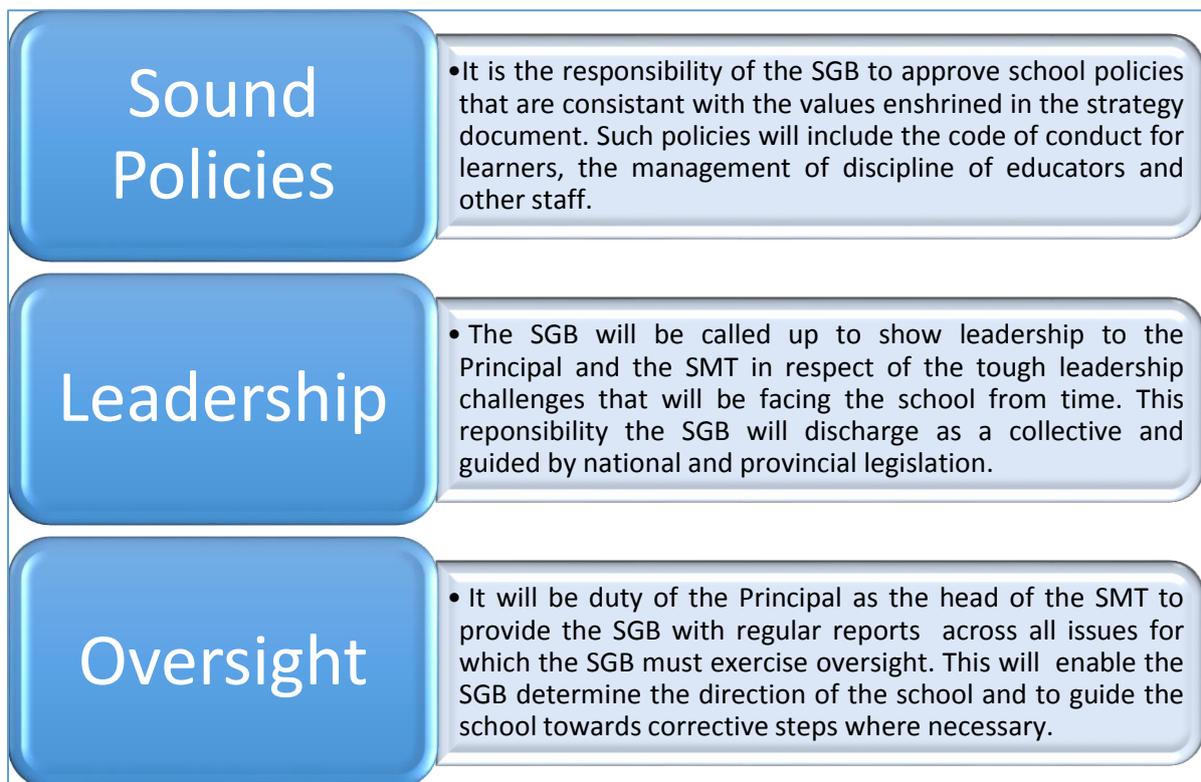
Table 2 – CRID is The Wendywood High Way

What we will expect from Parents	What we will expect from our Education and SMT	What will we expect from our Learners
<p>C Cleanliness as a value has its foundation in the ways children are brought up in their homes. The Wendywood High Way places a responsibility on parents to foster a culture of cleanliness in their children. This will find expression in learners coming to school in full uniform, well-groomed and generally valuing cleanliness in and around their immediate surroundings.</p>	<p>The School Management Team and the educators and general staff of the school will be exemplary in every aspect of cleanliness. In addition it is a duty of every staff member to enforce the school’s code of conduct for learners and to ensure that learners are clean and presentable at all times and that they take responsibility for the cleanliness of the school environment.</p>	<p>It will be duty of all learners to be clean, wear their uniform with pride and to be well-groomed at all times. Learners will be held responsible for the cleanliness of the school environment in general. This includes their desks, classrooms, halls, passages and sport fields and school grounds in general. Littering shall not be tolerated and learners will be sanctioned for this offence.</p>
<p>R Parents of learners at Wendywood High accept that respect is central to the interactions and relationships that underline the commitment for quality education. They will show respect to the school management team, individual teachers and staff members. Disagreements and complaints to the school will be brought up in a respectful and responsible manner.</p>	<p>Our School Management Team will place the respect value at the centre of dealings with all components of the Wendywood High Community. They will ensure that an atmosphere is created where parents, teachers and other staff and learners are driven by mutual respect for each other and love for the school and the business of providing quality education.</p>	<p>Learners will at all times act and behave in a responsible manner and show respect to the establishment of the school. They will show respect to:</p> <ul style="list-style-type: none"> • The Principal • The School Management Team • Their teachers • Admin Staff • Grounds and Building Staff • To other learners regardless of age, grade, gender, national group or any classification.
<p>I Parents will demonstrate integrity by always acting honestly, fulfilling their duties as parents, taking responsibility for the discipline of their children, collaborating with the school in making the education of their children a resounding success and by paying their school fees on time.</p>	<p>The school SMT and the teaching staff will demonstrate the highest quality of integrity by exercising professionalism in their work, including:</p> <ul style="list-style-type: none"> • Teaching • School management and • Financial management and procurement • School discipline. 	<p>The Wendywood High Way places an obligation on learners to act with integrity when:</p> <ul style="list-style-type: none"> • Approaching their work within the school and at home, • Dealing with the rules and regulations of the school, • By refraining from cheating, bullying and use of drugs and alcohol.

What we will expect from Parents	What we will expect from our Education and SMT	What will we expect from our Learners
<p>It is expected of all parents to show commitment to their responsibilities as parents and as such, key partners in the education of their children by fully participating in all school activities requiring their involvement.</p>	<p>Our SMT and Educators will dedicate their time, energy and efforts by</p> <ul style="list-style-type: none"> • Delivering quality education to all learners, • Prioritising the welfare and future of learners, • Upholding school discipline and • Ensuring that learners are developed holistically. 	<p>Learners will always put their education ahead of all other interests. They will partake in extra-mural activities and act in a disciplined manner at all time.</p>

In addition to these role-players, the School Governing Body will be charged with the overall responsibility of ensuring that conditions within the school are conducive to living out these values. Whereas the Principal of the school will be responsible for the daily management of activities that will ensure the consolidation of the school culture as prescribed by the values, the SGB has following governance responsibilities in respect of ensuring that we build an organisation that is built on firm values.

Figure 2 - The SGB Role in Driving Values



4. The Strategic Plan

The strategic plan of the Wendywood High School represents the school's performance targets for the next three years from 2015 to 2017. This is achieved by articulating the strategic goals further and aligning these goals to the strategic objectives of the current financial year, 2015. For the next two years (2016 and 2017) the school will review the performance of the targets of the previous year/s and consolidate the plan by adopting the objectives for the year ahead till the final year of 2017.

4.1. Academic Strategic Goal

The overriding goal of Wendywood High School is to consistently produce the best academic results by achieving 100% pass rate across all grades by the end of the year 2017.

Table 3 - Academic Strategic Goal and Supporting Objectives

Strategic Objective	Specific Actions	Outcomes	Deadline	Responsibility	Comments	
1. To improve the pass rate of learners across grades by the year 2017	1.1. Development of Wendywood High Academic Improvement Plan (AIP)	An SGB approved and signed off AIP	End of Second Term 2015	SMT		
	1.2. Implementation and rollout of the AIP (see outcomes for 2015)	Grade	Pass	BA	End of 4th Term 2015	SMT
		12	100%	70%		
		11	100%	70%		
		10	100%	70%		
9		100%	70%			
8	100%	70%				
	1.3. Development of Academic Performance Management System	A system that guides educators and SMT on improving, monitoring and evaluating individual and department's performance.	End of Third Term 2015	SMT	For approval by the SGB	
	1.4. Development of an Educator Incentive Plan	A new performance incentive including clear guidelines for the payment of Section 38 grants to educators	End of Third Term 2015	SMT/Disciplinary Committee	Current section 38 grants will be reviewed in line with the new plan	

Strategic Objective	Specific Actions	Outcomes	Deadline	Responsibility	Comments
	1.5. Develop structured partnerships with feeder schools	A formal partnership with participating school and concrete plans to help prepare Grade 6 & 7 learners for Grade 8	End of Third Term 2015	All Heads of Departments	The Principal to support and provide leadership
2. To motivate learners and raise the school's profile	2.1. To develop a learner motivation plan	An annual plan with session for learners (all or per grade) for each quarter, approved by the SMT	End of Every Term	Life Orientation Head of Department	The SMP to approve the plan and recruit celebrities, Wendywood Alumni etc for these programmes

4.2. Sound Financial Management Strategic Goal

A key goal of the current term of the SGB is to build a strong financial management capability and sound financial position enable to the school to fulfil all its legislative mandate in providing education of the highest quality.

Table 4 - Financial Management Goal and Supporting Objectives

Strategic Objective	Specific Actions	Outcomes	Deadline	Responsibility	Comments
1. To improve the collection of all outstanding fees from previous years	1.1. Development of outstanding fee collection strategy.	And SGB signed off collection strategy and the Recovery of at least 80% of outstanding fees	End of Third Term 2015	SMT	Strategy
	1.2. To develop and run a campaign to bring current year's fees up-to-date.	At 70% of accounts are up-to-date	End of Second Term 2015	SMT	
2. To improve the school's financial management systems	2.1. Improve systems all round	Effective budgeting, accounting, supply change management systems and the appointment of a new auditing firm.	End of Third Term 2015	FINCOM	A new SGB policy

Strategic Objective	Specific Actions	Outcomes	Deadline	Responsibility	Comments
	2.2. Undertake the development of an asset register.	All school proper enlisted on a register with corresponding values	End of Third Term 2015	FINCOM	To be based on the School Finance Policy
	2.3. The development of fundraising projects with specific targets.	A strong fundraising committee with additional members from parents, strategies to identify new streams of income and to increase the investment account balance.	End of Third Term 2015	Fundraising Committee	

4.3. A Model School Strategic Goal

By the end of 2017, Wendywood will boast a well maintained physical infrastructure, immaculate grounds and pristine lawns, a safe and secure environment for the school's property and the people inside it and all classrooms will be transformed into smart classes with cutting edge interactive technology.

Table 5 - Grounds and Building Strategic Goal and Supporting Objectives

Strategic Objective	Specific Actions	Outcomes	Deadline	Responsibility	Comments
1. To tighten physical security in and around and to ensure proper access control at the school.	1.1. To update the school's perimeter fencing and to install electric fence all around the perimeter.	Access to the school must be limited through the main gate only.	2016 Financial Year	Grounds and Building Committee	
	1.2. To improve the security of tenants (staff residing on campus) by permanently closing one gate at the cottage and controlling the	To ensure that the tenants are safe at all times whilst on campus and to diminish any liability to the school should their security be breached	End of Second Term 2015	Grounds and Building Committee	

Strategic Objective	Specific Actions	Outcomes	Deadline	Responsibility	Comments
	second as well as obtaining armed reaction for the cottage and the Estate Manager's house.				
	1.3. To undertake stricter measures in relation to access to the school's main entrance and entrance to the administration block. This will include regular changing of the security codes and proper management thereof.	Only people who are authorised to gain access to the school will. The rest must follow the proper channels.	End of Second Term 2015	Estate Manager	A policy of School Security must be the basis
	1.4. A complete audit of the CCTV camera network and the current contract with a service provider to its effectiveness and future needs in this regard.	A report profiling the system weaknesses and areas of improvement.	End of Third Term 2015	Grounds and Building Committee	CCTV Camera network to covered in Security Policy
	1.5. To undertake a complete audit of classroom security, access and safety of equipment and make recommendations.	A report on the classroom access and equipment safety.	End of Third Term 2015	Estate Manager	Based on Security Policy
	1.6. To add a toilet to the security guard house.	Improved security capability and	End of First Term 2016	Grounds and Building Committee	To strengthen security and improve wellness

Strategic Objective	Specific Actions	Outcomes	Deadline	Responsibility	Comments
		convenience of the guards.			
	1.7. The staff's parking bays must be marked ensure private parking and new parking areas will be designated for guest visitors. General visitors to the school will use the parking provided outside of the main gate. All cars and entering and leaving the school shall be subjected to searches. Cars belonging to staff might be searched randomly.	Orderly parking and improved school security all round.	End of First Term 2016	Estate Manager	
	1.8. No cars will be allowed beyond the car park area except those belonging to the school, the Estate Manager, Cottage residents and Tuck-shop personnel	Tights security.	End of Second Term 2015	Estate Manager	To be covered in Security Policy
	1.9. Remote controllers to the school's main gate shall be issued to the Principal, Estate Manager, Security Personnel and Cottage Staff.	Controlled access and accountability at the right level.	End of Second Term 2015	Estate Manager	To be implemented as soon as possible

Strategic Objective	Specific Actions	Outcomes	Deadline	Responsibility	Comments
	1.10. A night guard to be provided.	To ensure 24 hours security at the school.	End of First Term 2016	SMT	
	1.11. The pass system allows learners to enter and leave the school must be revamped and strengthened.	To close loopholes and to ensure a proper control of movement and safety of learners	End of Second Term 2015	SMT	
2. A proper landscaping and maintenance of the school's grounds and lawns must be undertaken and sustained throughout the year.	2.1. A new grounds and lawns landscape design and planning will be undertaken and a quotation obtained in reference to the cost of providing new plants and other materials.	A futuristic landscaping plan and design for the whole school.	End of Third Term 2015	Grounds and Building Committee	
	2.2. A plan for the maintenance and sustenance of the grounds and lawns must be developed and implemented with clear standards and protocols.	A grounds and lawns maintenance plan and protocols in place and full implemented.	End of Third Term 2015	Grounds and Building Committee	
3. The addition of school boardroom and the a lecture theatre	3.1. Architectural plans and designs must be developed and approved by the SGB and the local authorities	Construction plans completed for both projects.	End of Third Term 2015	Grounds and Building Committee	
	3.2. Quotations must be obtained from construction companies.	Clear costs and time-frames are established and decisions made.	End of Fourth Term 2015	Grounds and Building Committee	

Strategic Objective	Specific Actions	Outcomes	Deadline	Responsibility	Comments
	3.3. The construction of the boardroom is completed	The boardroom is functional.	End of Third Term 2016	Grounds and Building Committee	
	3.4. The construction of the lecture theatre is completed	The lecture theatre is functional.	End of Fourth Term 2017	Grounds and Building Committee	
4. General external maintenance of the campus precinct.	4.1. A comprehensive maintenance of the external building must be undertaken that including repairs and general painting	A 20 year guarantee of external buildings maintenance.	End of Second Term 2012	Grounds and Building Committee	
5. Implementation of a plan towards total smart classrooms by 2017	5.1. A design of the school's Smart Classes Plan (SCP) complete with relevant technologies.	A prototype of what the school will look like in 2017	End of Third Term 2016	SMT	
	5.2. An implementation plan for the rollout of the smart classes plan	Clear phases prioritising specific classes over a 24 months period with budgetary allocations	End of Fourth Term 2015	SMT	Details to be contained in the Smart Classes Plan (SCP)
	5.3. First phase of complete smart classes completed	A number of classes completely transformed into futurist classes GDE MEC is envisaging	End of Fourth Term 2016	SMT	The exact number must be contained in the Smart Classes Plan (SCP)
6. To seek alternative source of power for the schools	6.1. To investigate affordable and sustainable alternate energy for the school	A model and a quotation for alternative energy.	End of the Third Term 2016	Building and Grounds Committee	

4.4. The School Discipline Strategic Goal

The maintenance of high levels of discipline of learners in and around the school campus as well as the preservation of a professional outlook by all the academic and other staff members in the school is a central goal and one that contributes directly to the vision of the school.

Table 6 - Discipline Strategic Goal and the Supporting Objectives

Strategic Objective	Specific Actions	Outcomes	Deadline	Responsibility	Comments
1. To eliminate all forms of ill-discipline amongst learners by 2017.	1.1. A comprehensive overall of the merit/demerit system.	A revised merit/demerit system	End of Second Term 2015	SMT	Approval by the SGB and updating of the learner code of conduct
	1.2. Educators capacity building intervention on discipline	A compulsory training session for all educators and staff with discipline responsibilities	Start of Third Term 2015	SMT	To be conducted by a reputable institution
	1.3. Printing and distribution of the learner code of conduct	A pocket booklet for all learners	Third Term 2015	SMT	The code must make provision for learners to carry the booklet in their pockets all the times
	1.4. Universal enforcement of educator's discipline roles	A multi-role rooster with different levels of responsibilities for educators at the school	End of Second Term 2015	SMT	This role by Educators must feature in the educators' disciplinary code
	1.5. To develop a comprehensive strategy and approach to curb late coming, absenteeism and curbing of bunking of classes.	Zero tolerance of truancy by eliminating all deliberate practices.	End of Second Term 2015	SMT	
2. To promote and support a continuous development of all Wendywood High School Staff and the preservation of professionalism across the board.	2.1. The introduction of the School Management Plan to all Staff	All staff are familiar with the new plan and their role in it	Start of Third Term of 2015	SGB	
	2.2. To conduct an assessment of educator capacity gaps by the end of the 2015	An audit of capacity gaps of all educators	End of Last Term of 2015	SMT	A proper workplace skills plan and a budget for the implementation in 2016 and beyond

Strategic Objective	Specific Actions	Outcomes	Deadline	Responsibility	Comments
	2.3. Introduction of peer support programme where HOD's and colleagues will work to improve the capacity of others	An SMT approved plan of collaboration in teacher development	End of Third Term of 2015	SMT	
	2.4. To introduce performance management to all educators and Office Staff	2016 Performance Contracts for all Staff	Last Term of 2015	SMT	As part of new plan to improve performance of the school all-round.
	2.5. Rollout of the performance incentive scheme	SGB budget and clear process of rewarding outstanding performance	End of the Last Term of 2015	SMT	
3. To increase parents participation in school affairs by at least 60% of parents of enrolled learners by the year 2017.	3.1. Development of a Parent involvement strategy.	An SGB approved and signed strategy. An annual programme for parents involvement	End of Third Term 2015	EXCO	Strategy to include formation of Parents Exchange Forum (PEF) and the formation of Wendywood High Parent Association (WHPA)
	3.2. Special Annual General Meeting	SGB strategy is shared with parents and support received	End of Third Term 2015	SGB	
	3.3. Recruit parents to the Parents Association and Committees of the SGC	Additional parents partaking in school matters	End of Third Term 2015	SGB	

4.5. The Extra-Mural Strategic Goal

Wendywood High has a bigger goal instilling values and discipline and a sense of fulfilment and pride through participation in extra-curricular activities and representing the school.

Table 7 - Extra-Mural Goals and Support Objectives

Strategic Objective	Specific Actions	Outcomes	Deadline	Responsibility	Comments
1. The promote participation in extra-mural activities to enable every learner in the school to take part in at least one activity per term	1.1. To consolidate the extra-mural activities offered by the school to strike a balance between popular codes and mass participation appeal	A greater choice of activities for learners to choose from	End of Second Term 2015	SMT	The strategy for parent involvement must directly target parents for greater involvement in the extra-mural activities of the school. The school must also ensure that extra-mural facilities are available and well maintained
	1.2. To develop a strategy for the school's involvement in competitive sport and strive for provincial and national colours	Two sporting codes, one for boys and one for girls and another extra-mural activity be the premium school brand	End of Second Term 2015	SMT	
	1.3. Development of a budget to support extra-mural activities	A proper budget to provide all the basic needs to support extra-mural activities	End of the Last Term of 2015	SMT	
	1.4. To ensure all the educators are allocated and are active in extra-mural activities	All educators take part in extra-mural activities	End of Second Term 2015	SMT	
	1.5. To develop a coaching development programme to support educators development needs	Identified educators to be supported to obtain coaching skills in the areas of their choice based on the school's extra-mural profile	End of Third Quarter	SMT	Training to be line-up to prepare for a robust approach from first term in 2016

5. The School Management Plan Implementation Framework

The implementation of the School's Plan requires a strategic focus by the SGB and the SMT alike. The key to ensuring that plan is kept alive is to institutionalise it across the different implementation agencies. The implementation framework has the following three elements;

5.1. The Committee Implementation

It is required that all committees to extract objectives and their corresponding activities that fall in their areas and develop this into an action plan for the current year. Committees are free to include additional material into their plans.

The action plan must include the same headings as those on the template included in this document. It is to be expected that all committee meetings must discuss their action plans as a way of keeping tabs on the action plan.

5.2. The Monitoring Plan

The monitoring of the plan will be conducted through the full SGB meetings in their quarterly sittings. During these meeting the targets for implementation of the plan will be lifted directly and be added into the agenda of the SGB meeting. The responsible authorities of each strategic objective will be expected to report on progress at the SGB quarterly meetings.

5.3. The Evaluation Plan

At the end the year during the last meeting of the SGB the approach will to evaluate the performance of the school in its entirety. At this point the SGB will need to document the report as proof of the performance of the school. This report in turn will be the basis of planning for the next year in the performance cycle of the SGB's term. This process will be repeated until the end of the term of the SGB in December 2017.

At this point all three annual reports are consolidated and a comprehensive term report is produced. Just like the annual report forming the basis of planning for the next performance year, the consolidated report will form the bases for the development of a three year plan by the next SGB.

6. The Conclusion and Sign-Off

This plan is the blueprint for the performance and is binding to the members SGB and the SMT of Wendywood High School.

For the SGB								For the SMT								For the GDE							
Position								Position								Position							
Chairperson								Principal															
Name and Surname								Name and Surname								Name and Surname							
Ntja Mapheelle								ZP Mchunu															
Signature								Signature								Signature							
																							
Date								Date								Date							
2	2	0	6	2	0	1	5	2	2	0	6	2	0	1	5	2	2	0	6	2	0	1	5