

**NG'IYA GIRLS' HIGH SCHOOL  
P.O. BOX 3-40603, NG'IYA**

**FIVE YEAR STRATEGIC PLAN 2012-2017**

**SUBMITTED TO:**

**MINISTRY OF EDUCATION THROUGH**

**DEB – SIAYA**

**BY:**

**THE BOARD OF GOVERNORS AND  
THE NG'IYA GIRLS' HIGH SCHOOL STRATEGIC PLAN  
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# **FIVE YEAR STRATEGIC PLAN FOR NG'IYA GIRLS' HIGH SCHOOL 2012-2017**

## **INTRODUCTION**

Planning can be defined as a disciplined effort to produce fundamental decisions and actions that shape what an organization (or other entity) is, what it does, and why it does it. During the process of the strategic planning, the managers or owners (or stakeholders) review, re-examine and agree on the mission and vision of the organization. In addition they must engage in broad scale information gathering on the STRENGTHS, WEAKNESSES, OPPORTUNITIES and THREATS (SWOT) of the organization. Past performance as well as present levels of performance must be analysed.

Clearly identified and described issues and problems which need to be addressed through the strategic plan must be exposed to systematic analysis to identify the best alternative strategies for their resolution during the plan period. Future implications of the selected alternatives must be given due consideration.

The board of governors of Ng`iya Girls' high School and the School's management present this strategic plan for submission to the Siaya District Education Board as required under the implementation guidelines of the Kenya Education Support Sector support Programme (KESSP). Under these guidelines, the Boards of Governors were mandated to be in charge of School Development Plans which are prioritized for implementation.

The preparation of this plan was a joint effort of a team of selected Heads of Department and three governors under the guidance of Mr Paul Odaga who was the chairman of the committee. This select team drew a lot of inspiration and support from the Chairman of the Board of Governors, Mr David Okech, the Principal of the school, Mrs Florence Okut as well as the Siaya District Quality Assurance and Standards Officer, Mr Eliud Onyango.

The Five year strategic plan 2012-2017 is presented in five sections. Section one contains the background information on the school such as brief history, geographical location, school motto, mission, vision, values and anthem. Section two presents the situation analysis of the population, staffing, performance in national examinations and physical facilities. Shortages and identified needs are also presented. In section three are presented the many challenges, problems and issues facing the school.

Section four presents the real plan of Action where problems, issues and challenges are presented in a planning format indicating OUTPUTS (goals), OBJECTIVES, ACTIVITIES, INVOLVED AGENCIES, RESOURCES (Costs), TIMEFRAME and CONSTRAINTS.

In the fifth section funding for the strategic plan is dealt with and financially suitable recommendations made.

# 1 BACKGROUND INFORMATION

## 1.1.1 A HISTORY OF NG'UYA GIRLS' HIGH SCHOOL

Ng'uya means 'look at me' or 'lookout point' or 'observation point'. The school sits on top of a hill fondly referred to as Got K`Orengo (Orengo's hill) in reference to Rev. Pleydell (Bwana Orengo), one of the pioneer missionaries and founders of the school. This position gives a good panoramic view of the serene surrounding villages of Mur, Kogelo, Kathomo as well as Siaya town.

The foundation stone of the institution as a primary school was laid on 6th October 1923. The School became a Teachers' Training College (TTC) in 1953. The School then became a girls' secondary school in 1962 and admitted the first form one students who sat their "O" level exams in 1965. The old Ng'uya Girls' Intermediate was phased out from the hill to a next door ground offered by the education conscious Mur clan. At the end of 1968, the St John's Teacher Training College which had been started by A. J Mayor in 1965 was phased out and its buildings given over to the secondary section.

The school enrolled the first A Level science class in 1971 and went on to have both Science and Arts A Level classes until the system was phased out in 1989. In 2010 the school was identified as one of the centres of Excellence and as a consequence became a beneficiary of the Economic Stimulus Programme under the Ministry of Finance. With this package, the Board of Governors commissioned the construction of a multimillion shilling complex that would put the whole school administrative offices and learning rooms in one place once complete.

In 2012 the school was officially promoted to national school status and therefore would admit the first students under such arrangement in 2013.

The enrolment of students grew over the years as follows:

YEAR	ENROLMENT	NUMBER OF STREAMS
1962	n/a	One
1971	n/a	Two
1971	n/a	First science stream A Level
1986	n/a	Three streams O level
1986	n/a	Two A Level
1986	n/a	Arts and science at A Level
1999	???	Four
2010	???	Five
2011	???	Four
2012	918	Five

## **1.1.2 GEOGRAPHICAL LOCATION**

Ng'iya Girls' High School is an Anglican Sponsored School under the Diocese of Maseno West. Ng'iya Girls' High School is located on the beautiful and famous Ng'iya Hill in South East Alego on the Kisumu Siaya Highway 50 km from Kisumu. The school grounds provided location for the Church Missionary Society (CMS) centre, A CMS Kindergarten, and a primary school and later a Teacher Training College which was started in the early 1950s.

## **1.1.3**

St John`s Anglican Church in the Diocese of Maseno West is a close neighbour and sponsor of the school. Just outside the school are three educational institutions- Ng'iya Mixed Day secondary school, Ng'iya mixed primary School and Ng'iya Girls' Boarding Primary School. Also located next to the school is a clinic and a health Centre operated by the Diocese of Maseno West. The ancestral home of the late Barrack Obama; the father of the current president of The United States of America is a few kilometres drive from the school.

## **1.1.4 SCHOOL MOTTO**

Build on the Rock

## **1.1.5 SCHOOL MISSION**

To produce God fearing, knowledgeable, responsible, self-reliant and patriotic citizens capable of serving their families, community, country and the world diligently and with commitment through their various careers in future.

## **1.1.6 SCHOOL VISION**

To become a leading academic institution and a centre of excellence empowering the girl-child through quality education

## **1.1.7 SCHOOL VALUES**

Honesty, Integrity, Responsibility, Respect and Loyalty

## **1.1.8 SCHOOL ANTHEM**

*Oh God Almighty, Give us strength to build this school*

*Responsibly and in all fields, give us victory Lord to Shine*

*Oh! Viva Viva Ng'iya Viva Viva, We build on the rock x2*

*Red for Dangerous girls in the battle field, we build on the rock,*

*Blue for royalty, White for peace, we build on the rock.*

### **1.1.9 NATIONAL ANTHEM**

*Oh God of all creation*

*Bless this our land and nation*

*Justice be our shield and defender*

*May we dwell in unity, peace and liberty*

*Plenty be found within our borders*

*Let one and all arise*

*In common bond united*

*Build this our nation together*

*And the glory of Kenya*

*The fruits of our labour*

*Firm we stand to defend*

*Let all with one accord*

*With hearts both strong and true*

*Service be earnest endeavour*

*And the homeland of Kenya*

*The heritage of splendour*

*Fill every heart with thanksgiving.*

## 2 SITUATIONAL ANALYSIS

### 2.1.1 TOTAL ENROLMENT

The total population of Ng`iya Girls' High School in 2012 is as follows

FORM	SOUTH	NORTH	WEST	EAST	CENTRAL	TOTAL
1	48	51	47	49	51	246
2	53	55	52	48	55	263
3	46	46	44	44	42	222
4	44	53	45	45		187
<b>GRAND TOTAL</b>						<b>918</b>

### 2.1.2 STAFFING SITUATION

The total number of teachers is TSC 27, PTA 17 distributed by department and subjects as follows:-

DEPARTMENT	SUBJECT	NO. OF TEACHERS	AVERAGE TEACHING LOAD PER SUBJECT
LANGUAGES	English	6	22
	Kiswahili	7	15
	French	1	14
HUMANITIES	History	5	10
	Geography	4	18
	C.R.E	7	10
	Business Studies	4	9
SCIENCES	Biology	5	19
	Physics	4	15
	Chemistry	6	15
	Mathematics	8	18
TECHNICAL AND APPLIED	Agriculture	2	10
	Home Science	1	14
	Art and Design	1	14
	Music	1	14
	Computer Studies	1	14
	Physical Education	-	19

The School's Curriculum Based Establishment (CBE) is 44

### **2.1.3 PERFORMANCE IN NATIONAL EXAMS**

The school performance in K.C.S.E for 2011 was an average mean of 8.94, an improvement over the previous year when it was 8.402.

#### **DISTRIBUTION OF STUDENTS BY GRADE SINCE 1989**

#### **NO. OF STUDENTS PER GRADE SINCE 1989**

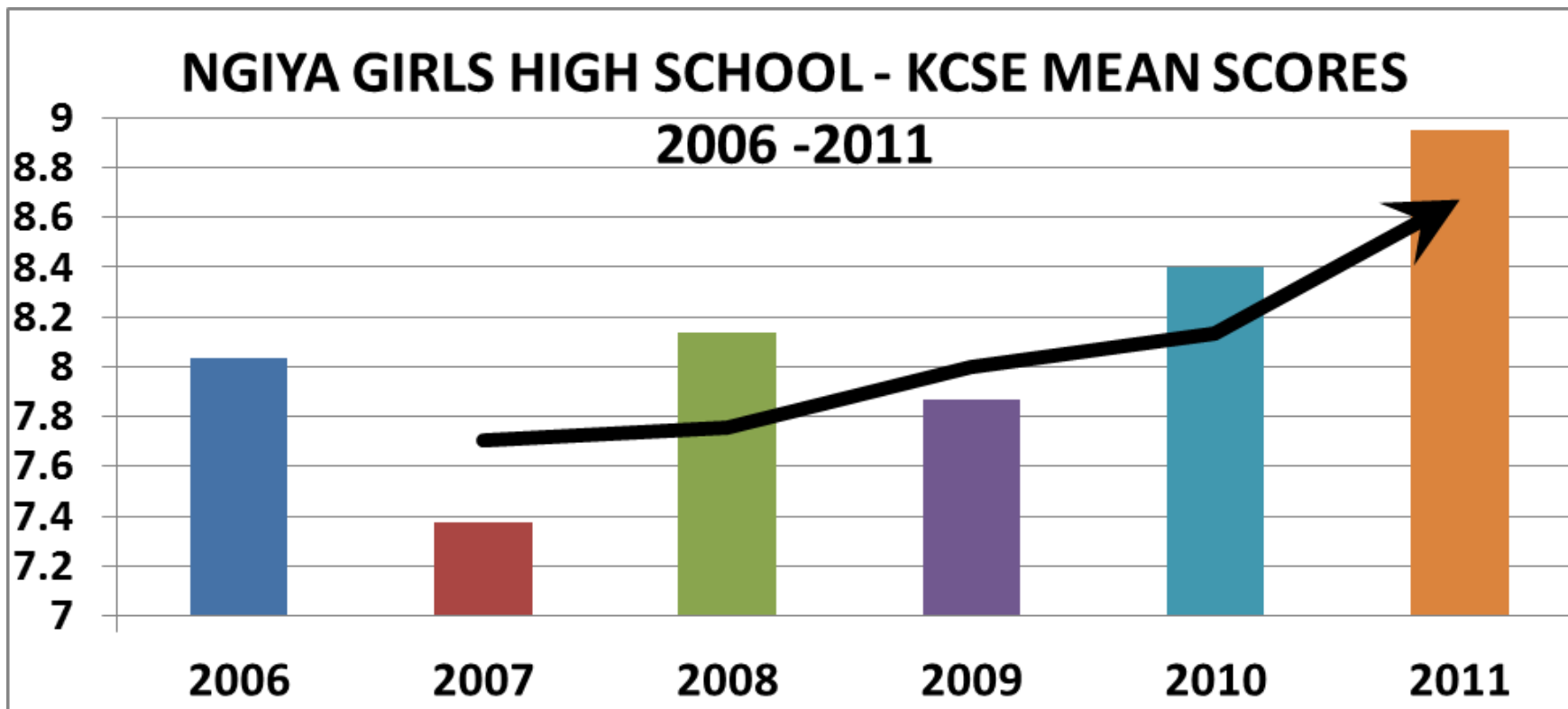
YEAR	ENTRY	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	X	Y	W	M.SC
1989	117	0	0	0	3	2	12	31	42	17	8	1	0	0	0	0	5.333
1990	119	0	0	0	1	2	9	25	41	31	7	1	0	0	0	0	4.958
1991	128	0	0	1	1	6	14	32	34	28	8	0	0	0	0	0	5.180
1992	126	0	0	1	2	9	16	36	31	23	7	0	0	0	0	0	5.568
1993	144	0	0	2	9	13	33	42	31	7	6	2	0	0	0	0	6.173
1994	124	0	0	0	2	9	28	32	30	15	9	0	0	0	0	0	5.702
1995	134	0	0	2	8	11	23	41	27	20	2	0	0	0	0	0	6.030
1996	126	0	0	1	7	19	25	40	28	6	0	0	0	0	0	0	6.380
1997	121	0	1	4	11	21	20	32	22	6	4	0	0	0	0	0	6.578
1998	134	0	0	4	8	23	28	38	24	8	3	0	0	0	0	0	6.470
1999	121	0	0	0	9	12	19	35	27	14	5	0	0	0	0	0	6.000
2000	152	0	0	4	13	36	32	41	19	6	1	0	0	0	0	0	6.822
2001	131	0	2	7	13	16	32	28	27	4	2	0	0	0	0	0	6.748
2002	176	1	2	6	22	40	52	28	18	5	2	0	0	0	0	0	7.159
2003	175	0	12	11	18	33	35	34	23	9	0	0	0	0	0	0	7.259
2004	157	0	5	22	21	40	36	24	8	1	0	0	0	0	0	0	7.796
2005	162	0	7	12	28	45	42	19	6	3	0	0	0	0	0	0	7.772
2006	165	3	12	27	20	31	34	29	8	0	0	0	0	1	0	0	8.037
2007	174	0	3	17	26	39	32	33	16	8	0	0	0	0	0	0	7.373
2008	157	2	17	21	20	36	37	13	8	3	0	0	0	0	0	0	8.140
2009	179	1	3	22	35	43	39	27	9	1	0	0	0	0	0	0	7.866
2010	184	4	13	31	43	40	29	17	5	2	0	0	0	0	0	0	8.402
2011	174	5	15	34	47	35	26	9	3	0	0	0	0	0	0	5	8.94



DISTRIBUTION OF STUDENTS BY GRADE OVER THE FIVE YEARS HAS IMPROVED AS SHOWN BELOW:

<b>YEAR</b>	<b>ENTRY</b>	<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	<b>C+</b>	<b>C</b>	<b>C-</b>	<b>D+</b>	<b>D</b>	<b>D-</b>	<b>E</b>	<b>X</b>	<b>Y</b>	<b>MEAN SCORE</b>
<b>2006</b>	165	3	12	27	20	31	34	34	29	8	0	0	0	1	0	8.0366
<b>2007</b>	174	0	3	17	26	39	32	33	16	8	0	0	0	0	0	7.373
<b>2008</b>	157	2	17	21	20	36	37	13	8	3	0	0	0	0	0	8.140
<b>2009</b>	179	1	3	22	35	43	39	27	9	1	0	0	0	0	0	7.8659
<b>2010</b>	184	4	13	31	43	40	29	17	5	2	0	0	0	0	0	8.402
<b>2011</b>	179	5	15	34	47	35	26	9	3	0	0	0	0	0	0	8.95

## NGIYA GIRLS HIGH SCHOOL – KCSE MEAN SCORES – 5 YEAR SUMMARY



The position and summary of grades per subject shows that the school is consistently doing well in Humanities, Technical and Applied Sciences and in Languages. Maths has been fluctuating over the years while the Sciences remain a challenge - except for Biology. Overleaf is a comprehensive analysis of the Subject Mean Scores since 1989.

## 2.1.4 K.C.S.E. SUBJECT ANALYSIS [MEAN SCORES] 1989 - 2011

YEAR	ENG	KIS	MAT	BIO	CHE	PHY	P/SCEPTRE	B/SC	HIS	GEO	CRE	SEE	H/SC	ART	AGR	FRE	MUS	BST	ACC	COM	ECON	COMP
1989	6.85	6.28	2.78	3.55	6.79	6.55	2.8	3.2	5.53	4.99	8.09		6.03	4.64	5.98		5.26		5.1	5.45	5.45	
1990	6.57	5.59	3.22	3.38	5.14	4.19	2.73	2.59	5.72	5.75	7.84		5.08	4.27	4.72		5.1		4.25	4.93	2.13	
1991	6.58	7.13	3.57	4.32	5.86	4.52	3.13	3.04	6.24	5.73	7.35		5	3.85	5.17		4.84		4.44	3.96	2.39	
1992	7.6	7.46	3.21	5.15	6.63	4.73	4.04	3.94	5.44	6.88	5.95		4.07	4.86	6.3		6.68		4.93	3.81	3.64	
1993	6.792	7.521	3.056	5.86	5.88	5.097	4.468	4.606	6.23	6.715	7.396		5.897	4.75	7.692		5.214		5	7.435		
1994	5.21	6.13	2.16	5.73	6.1	4.88	3.7	5.61	6.83	6.92	6.24		6.71	4.67	8.32		6.69		7.63	6.12		
1995	5.216	6.328	3.127	7.558	7.209	4.76	3.758	6.857	6	5.261	8.284		8.48	4	7.828		3.667		4.941	5.44		
1996	6.19	6.921	4.063	6.833	4.431	4.891			6.745	7.317	8.275		7.081	6.222	7.544		5.143		7.363	6.049		
1997	6.57	6.248	3.81	7.182	4.686	4.767			8.212	7.818	7.125		6.674	5.364	7.042		5.405		7.818	7.951		
1998	6.007	7.336	4.5	6.507	5.201	5.488			7.618	6.164	8.267		6.767	4.875	7.575		6.021		6.933	6.125		
1999	5.835	5.802	2.975	6.397	5.041	5.409			7.091	6.058	7.394		8.04	5.4	7.768		5.731		7	4.898		
2000	7.974	8.151	3.697	6.493	5.987	5.277			7.798	5.895	7.34		7.854	8.006	7.879		6.434		5.755	6.073		
2001	7.8	6.817	3.969	8.068	5.778	6.52			6.63	5.252	8.561		8.481	9.666	6.828	7.455	9		7.73	6.091		
2002	7.125	7.818	4.773	7.608	5.523	6.705			7.579	6.433	9.772	9	8.485	12	7.917	7.917	8.6		8.786	8.604		
2003	7.463	8.114	4.611	7.52	6.27	7.025			7.978	7.076	9.41	8.472	8	8.2	8.64	5.714	6.5		9.75	7.122		
2004	7.561	6.79	5.408	9.401	7.248	7.065			9.31	7.917	9.404	8.5	9.579	6.875	9.326	5.933	7.571		7.818	7.138		
2005	8.53	7.765	4.185	8.136	6.833	7.111			8.577	8.991	10.08	7.938	10.105	5.625	9.021	6	7.8		6.862	8.313		
2006	8.549	8.939	5.25	7.817	7.165	7.36			8.4	8.365	9.515		10.387	8.75	8.353	6.889	10.63	7.367				
2007	8.511	8.138	4.695	6.839	6.466	6.878			7.742	8.496	7.823		8.935	10	8.105	8	10.67	6.694				
2008	8.446	8.4968	6.987	8.083	6.7834	6.766			7.39	7.983	9.376		9.115	6.5	8.56	8	6.857	10.19				
2009	8.9162	7.7039	6.296	7.486	6.397	5.75	-		9.179	7.974	8.923		8.891	9.333	9.8696	8.286	5.615	8.433				
2010	9.793	8.815	6.701	8.408	6.337	7.069	-		9	7.533	10.547		11.043	7.286	8.4	6.666	7.19	7.36				8
2011	8.856	10.718	6.253	8.948	6.851	6.941	-		9.067	9.133	10.383		6.8	5.75	9.8519	9.2	7.714	8.38				7.143

### 2.1.5 PHYSICAL FACILITIES (INFRASTRUCTURE)

	FACILITY	NO	CAPACITY	COMMENT/RECOMMENDATION
1	CHEM LAB	1	40	1 NEEDED
2	PHYSICS LAB	1	40	1 LAB REQUIRED
3	BIO LAB	1	35	1 LAB REQUIRED
4	CLASSROOMS	19	918	1 MORE CLASSROOM NEEDED
5	HOME SCIENCE	2 ROOMS	30	1 MORE NEEDED
6	LIBRARY	1	66	NEED FOR EXPANSION
7	STAFF ROOM	1	37	NEED FOR EXPANSION
8	ICT ROOM	2	40	NEED FOR EXPANSION
9	DEPARTMENTAL OFFICES	10	10	4 MORE NEEDED
10	ZERO GRAZING UNIT	1	6 ANIMALS	NEED FOR A MODERN ONE
11	STUDENTS TOILETS	56	1200	ADEQUATE
12	STAFF HOUSES	22	22 FAMILIES	23 NEEDED
13	NON-TEACHING STAFF HOUSES	10	10	10 MORE NEEDED
14	STUDENTS PROJECT FARM	1	½ Acre	1 ACRE FARM IS NEEDED
15	BUS	3	62	1 FUNCTIONAL/ DISPOSE OF 2 OLD/ BUY NEW
16	SCHOOL VAN	2	14 STUDENTS EACH	1 FUNCTIONAL/ SERVICE 2 <sup>ND</sup> & PUT TO USE
17	BATHROOMS	84	700	84 NEEDED
18	BAKERY	1	3000 buns/ 300 loaves	NEED FOR EXPANSION
19	DORMITORIES	10	800	1 MODERN DORMITORY NEEDED
20	DINING HALL	1	470	1 MORE NEEDED OF 700 CAPACITY
21	ASSEMBLY HALL	1	500	1 MORE NEEDED OF 1000 CAPACITY
22	SMASSE OFFICE	1	n/a	ADEQUATE
23	STUDENT CHAIRS		865	ADD 335
24	STUDENT LOCKERS	924	918	ADD 276, REPAIR 320 LOCKERS
25	DH TABLES	38	86	48 MORE WITH HARD WOODEN AND METALLIC LEGS
26	DH BENCHES	42	172	132 MORE WITH HARD WOODEN METALLIC LEGS
27	KITCHEN	1	5 COOKING POINTS	1 MORE COOKING POINT

## **2.1.6 SHORTAGE AND IDENTIFIED NEEDS IN VARIOUS AREAS**

### **LANGUAGES DEPARTMENT**

- Networked library containing basic software for encyclopaedia and dictionary.

### **MATHEMATICS DEPARTMENT**

- Graph boards
- Black boards – for exercises
- Adequate Maths Room
- Cupboards
- Chairs
- Tables

### **SCIENCE DEPARTMENT**

- Physics needs a ripple tank
- Physics Room
- Ray boxes and cell holders
- Biology Room
- Biology needs 15 microscopes
- Life-sized model human skeleton
- Cupboards
- Chairs
- Tables

### **HUMANITIES**

- Humanities Office needs to be Computerised
- Need for wall map and two globes
- Humanities Room
- Cupboards
- Chairs
- Tables

### **TECHNICAL AND APPLIED SCIENCES DEPARTMENT**

#### **ART AND DESIGN**

- A modern art room with inbuilt cupboards for storage of works
- White board
- Large padded tables as working spaces
- Electric/gas kilns for firing of works.
- A pug mill for mixing clay
- Cupboards
- Chairs
- Tables

#### **AGRICULTURE**

- A zero grazing unit
- Agriculture Room
- Agriculture Store to contain all specimens, tools, seeds and harvest
- Student project farm
- Pigsty
- Poultry Farm
- Cupboards
- Chairs
- Tables

### **HOME SCIENCE**

- Gas/electric cookers
- Refrigerator
- Deep freezer
- Kitchen equipment

### **FRENCH**

- A French room
- Resource Centre
- Cupboards
- Chairs
- Tables

### **MUSIC**

- Music room
- Musical Instruments and Equipment

### **GAMES DEPARTMENT**

- Room for indoor games
- Standardized playing fields
- Games store
- Games Equipment
- Games Equipment tools

## **HOUSEKEEPING-DEPARTMENT**

- Dormitory: There is need for one more storey dormitory with a capacity of 400 Students. It should have washrooms inside to save space.
- Housekeeping Department needs 2 more Housekeepers
- Boarding Office needs to be computerised (up-to-date Records and inventory control and tracking)

### **PERSONNEL**

There is need for employment of one more house keeper to cope with the large and increasing population of students. There are two House Keepers for 11 Houses so there is need for one more House Keeper. This will enhance proper supervision and maintenance of cleaning in the boarding section.

### **BATHROOMS**

Bathrooms are inadequate for the current large student population. There is need to add two more bathing points a part from the one that will be in the storey dormitory proposed here.

## **FURNITURE**

There is shortage of students' chairs. There are 865 students' chairs .Some students are using library chairs in class. There is need to add 335 chairs in future to cater for student population that is likely to be 1200 by 2017. The students' lockers are 924 of which 320 have been damaged by students and are now not lockable. Though repairs are done on lockers at the end of the year students break them open when they lose their keys. To cater for a population of 1200 in the near future there is need for 276 more lockers and repair of the 320 that are not lockable.

## **KITCHEN SUB-DEPARTMENT**

### **PERSONNEL**

There is need for the employment of more personnel for quick and efficient service in the kitchen. Currently the kitchen workers are 13. There is need to add 4 more to make the number 17 in the near future.

### **DINING HALL AND KITCHEN**

The dining hall should be constructed to accommodate the large student population. The kitchen also needs to be expanded to create enough working area.

### **DINING HALL (DH) TABLES**

Currently the Dining hall tables are 38. We require 86. There is therefore need to add 48 more tables (Hard wood with metallic legs).

### **DH BENCHES**

Currently the Dining hall benches are 42. We require 172. There is therefore need to add 130 more benches (Hard wood with metallic legs) to cater for the large population that is bound to rise. A number of DH benches have been taken to the Assembly hall for use.

### **KITCHEN EQUIPMENT**

Small kitchen equipment (Cutlery and Utensils etc.) are not adequate. Difficulties occur when there are functions in the school as well as when serving students' meals e.g. freezer, urns. The school has one deep freezer. There is need for another deep freezer to facilitate proper preservation of food.

### **WATER POINTS**

Still more taps should be established to cater for the increasing population. Some have been added but they are not enough.

### **3 CHALLENGES, PROBLEMS AND ISSUES FACING THE SCHOOL**

The challenges, problems and issues are categorized as academic and Non-academic

#### **3.1 ACADEMIC CHALLENGES**

##### **(a) STUDENT –TEXTBOOK RATIO**

The text book ratio is not very good with some subjects having a ratio of 1:4. There is need to acquire more text books in those subjects with that ratio. In the departments like the Languages there is need for at least two sets of supplementary titles to enable the students to be exposed to different approaches to the same concept.

##### **(b) STAFF SHORTAGE**

###### **THE CURRICULUM BASED ESTABLISHMENT**

The CBE for Ngiya Girls' High School is 44 but 27 at the moment. Among the reasons for this are: there have been teachers who have left on promotion but there has been no replacement for these teachers. Another reason is death – there has been no replacement effected due to this. Some teachers have gone for further studies and there has been no replacement for such teachers.

###### **THE RISING STUDENT POPULATION**

There is a big problem of teacher shortage, the population of the students has increased over the years but the number of teachers has remained constant which has forced the school to hire many teachers under PTA terms. Good as this may seem, it is only a short term measure as majority of such teachers do leave when opportunities come calling elsewhere. As a result the School has been forced to employ 15 PTA but this is not constant for when TSC does not give the School slots during Recruitment these PTA teachers move to other schools where vacancies have been advertised. Staff stability is paramount if the school is to maintain academic consistency. Humanities Subjects, Technical and Applied subjects, Languages and the Sciences have teacher shortages.

##### **(c) MID-COURSE ADMISSION**

Mid-stream admission has led to recruitment of students who are either in disciplined or academic rejects in their previous stations. Some of these students also lack the subject combination to fit into the modality of subject combination that the school offers. Mid-course admissions should be limited to Forms One and Two only. There is need for an admissions committee to ensure that mid-course admissions are interviewed. This is now minimal as only 2 students were admitted in form three and only 1 student was admitted in form two.

##### **(d) POOR READING CULTURE**

Many students are unable to sit and read for hours on end. This has transferred another burden on teachers on Duty who must keep vigil to ensure that the students are at least in class, awake and not up and about. Students are irresponsible so they don't manage their time well. The School Library is not well ventilated and therefore



not very conducive for reading in the course of the afternoon. The books in the library are not very appropriate to the current curriculum as most of them are inherited from the previous system of Education.

**(e) POOR/NEGATIVE ATTITUDE**

Mathematics is a challenge to many students. A good improvement in the subject would propel the overall school performance well above where it is presently. A lot of resources need to be put into this department in terms of expository testing, increased contact hours, motivation as well as motivational talks to the students by teachers, parents and facilitators. Chemistry also has a problem of attitude and would also benefit from the same program. Another subject affected by poor attitude is Physics. The same approach needs to be adopted for Physics if it is to improve its Mean Score. The fact that these two subjects – Maths and Chemistry – are very integral to the general school performance as well as career placement means that they need to be given extra attention. The concerned departments should do an evaluation of the programs they have in place on a regular basis. There is a negative attitude towards Agriculture and so the subject ends up with low enrolment numbers in form 3 and form 4.

**(f) LEARNING ROOMS AND LABORATORIES**

The student population does not correspond to the available rooms and Laboratories, this reduces the number of practical sessions the class can have outside the normal timetable. Elective subjects like French, Music and Agriculture lack rooms which should also serve as their resource centres. As the upcoming Complex takes care of the long-term needs there is need for short-term measures to alleviate the shortages.

**(g) STUDENT-COMPUTER RATIO**

Currently the school has 42 computers so the Student-Computer Ratio is 22:1 as against the minimum recommended ratio of 2:1. The Student-Computer ratio of 22:1 makes it impractical if the school is to achieve the goal of ICT Integration in learning and the attainment of desired learning outcomes.

**(h) ICT TECHNICIAN**

There is need for an ICT Technician to manage, sustain and maintain the newly implemented ICT Integration if desired learning outcomes are to be achieved.

### **3.2 OTHER ACADEMIC ISSUES**

**(a) SCHOOL FEES**

Payment of school fees has been so poor forcing the school administration to at times send the students home. This has disrupted several school programs like testing and regular teaching. There is need for the school to establish an Endowment Fund to help needy students and those orphaned while students in Ngiya Girls' High School.

**(b) STUDENT SUPERVISION**

The students require close monitoring and supervision which can only be effectively done if a good number of teachers reside within the school. This is compounded by the present lay out of the school which has learning facilities like classrooms,

playgrounds and laboratories so spread apart that teachers and students spend much time moving from one section to the other.

**(c) FAMILY PROBLEMS**

- When Parents don't provide essentials such as soap, sanitary towels and medication students feel deprived and this is a challenge to learning outcomes. Parental neglect is noticeable. Students keenly feel the need for the parent to be close to them and they interpret this as neglect by the parent – especially the father because of their need for the father's attention. Lack of parental care and attention leads to insecurity among students and a consequent loss of self-esteem and this affects their concentration and thus learning outcomes. There are incidences which make some students to feel a parent is too harsh and unsympathetic. When students feel scared of parents they may wait to seek attention at school when such incidences would have received needed professional intervention immediately and right from home.
- When parents of some weak students come to the school they exert pressure on such the students resulting in frustration for the student.
- It is noticeable that the family is paramount in the stability, wellbeing and thus the success of the student in her pursuit to achieve self-fulfilling learning outcomes.
- Some parents believe that the students can survive in school once the school fees are paid. Parents need to provide money for upkeep for lack of money for upkeep erodes the self-esteem of the affected students. On the other hand some parents give too much pocket money to their children. The student then does not concentrate on her studies.
- A clear policy that basics like sanitary towels, 2 bar soaps, 3 tablets of bathing soap will be inspected on arrival and lack of these will lead to the student's return home on the same day. These should be listed on the end of term newsletter.

**(d) ACADEMIC INDISCIPLINE**

There is noticeable Academic indiscipline where the girls must be pushed to read. Very few girls can do something on their own. The girls only read when exams are around the corner.

There is a disappointing sense of impunity amongst the girls whereby girls know the consequences of stealing but cases of stealing are still rampant. A girl can decide to dirtify a section that has been cleaned. Our girls are generally irresponsible.

There's lack of focus. Girls are more interested in the private lives of teachers and fellow students. They use that information to intimidate others. Similarly they use that information to try and get even at teachers who are hard on them and would like to bring them down with those weaknesses.

- Some factors contributing to indiscipline:-
- Some teachers don't know what they can divulge to students and what to withhold from students.
- Some students open up to their fellow students who in turn spread that confidential information hence eroding their self-esteem.

- Poor upbringing - parents are ready to listen to what their children have to say about teachers. Parents also share with their children what they know about teachers.
- Teachers are sluggish especially during changing of classes, first lesson and lesson after lunch.
- Teachers give assignments which they don't check.
- Different levels of performance amongst teachers when doing supervision hence the students know when to be on their toes and when to be sluggish.
- It's been observed that some teachers neglect the Junior Block when on dawn and evening supervision.
- The students who repeated have isolated themselves. They sit apart and don't involve themselves in learning activities in the class.

(e) **DEPARTMENTAL ORGANIZATION**

There are Academic and Non-academic Departments in the school which are expected to drive the process of school administration and management and to work towards achieving the set goals. The Heads of these departments have tried to play this crucial role but more still needs to be done. There is need for recognition of their efforts through tokens of appreciation and also by putting them as first among equals when opportunities for career progression arise.

(f) **STAFF MOTIVATION**

There is need for a regular programmed annual staff retreat to promote team bonding and also to enable the members to reflect on academic challenges, strengths and opportunities.

### **3.3 NON-ACADEMIC CHALLENGES, PROBLEMS AND ISSUES**

**a) DINING HALL**

The Dining Hall has been too small to accommodate the present student population. The students serve in shifts – this is time consuming.

The number of workers at the moment can serve but in the near future there will be need to add more kitchen staff

**b) SHORTAGE OF FURNITURE**

There is need for more furniture and 66 chairs for use in the computer room and Library. There is shortage of furniture. Students' chairs are not enough. Some are using library chairs in class.

### **c) WATER SYSTEM**

The schools water system is not quite reliable. There are old pipes and storage tanks that need frequent repair and replacement. The water taps though have been increased, are still not enough to cater for the current population.

### **d) THE SCHOOL ROUTINE**

The school routine is being flouted by irresponsible students – for example the school stresses on the students being in bed by 10.40 pm. and roll calls taken in each dormitory, a few still do not abide by this regulation. They continue to read in the dormitories or get up early to wash their clothes.

### **e) SCHOOL SICK-BAY**

The sick room is sometimes very congested and therefore not able to accommodate all the students who are unwell. There is need for a self-contained (with toilet, bathroom) sanatorium.

### **f) STAFF HOUSING**

The school has only 22 staff houses. Currently more than half the population of teachers is staying outside the compound. This affects contact hours for consultation. There is an urgent need for houses for the Support Staff on call (the School Driver, the School Nurse).

### **g) POWER GENERATOR**

Even though the school is on mains electricity, it needs a standby power generator to be used during the frequent power interruptions and blackouts. Such blackouts affect machine operations in the offices and interrupt student studies.

### **h) NG'UYA ALUMNAE ASSOCIATION**

The Alumnae Association was launched in March of 2012. The Alumnae Association provides the opportunity for the school to publicise its programs and needs. As a Stakeholder in the School the Alumnae Association is a powerful network and resource mobiliser and needs to be co-opted in the formulation of plans and the implementation of School Plans and Goals. The school needs to preserve its historical phase in terms of monuments, antiques and traditions to enable the Alumnae to identify with the school effectively.

### **i) GAMES**

Equipment – these are not adequate vis-à-vis the student population i.e. balls. All teams need sets of uniforms, as well as, appropriate kits for coaches and P.E teachers.

## **j) INSECURITY**

The Perimeter Fence – the Perimeter Fence needs to be put up urgently. The Watchmen – especially the night watchmen are not adequate due to the expansiveness and vast layout of the school compound.

### **3.4 STUDENTS REPORT ON PROBLEMS/ CHALLENGES AS PRESENTED FRIDAY 8<sup>TH</sup> JUNE 2012**

In a meeting between the Team with the Student Council the Students gave a presentation on problems/ challenges affecting curriculum delivery and learning outcomes

#### **GROUP 1**

Group 1 identified the following:

##### **STRENGTHS**

1. Strict supervision by teachers has truly improved the pace of leaning activities in the school
2. Programmes such as the Maths Programmes are indeed promising and therefore should preferably be started as early as 1<sup>st</sup> Term

##### **WEAKNESSES**

1. Academic Programmes such as Symposiums are rather ignored and postponed and in the long run students achieve nothing fruitful as they are never attended to
2. Teachers lose hope in students hence this discourages students
3. Teachers are doing a lot for students hence clearing up everything students should do by themselves to mould them
4. Some teachers are too harsh to be approached. A student in class therefore finds it too hard admit that she needs further explanation in a topic.

##### **THREATS**

1. Students face discouragement from some teachers. Teachers should help students build some hope in themselves.
2. Discrimination against some students as such students' opinions are ignored leading to such students shutting up
3. Inhospitality to students who visit our school during social functions deterring them from attending our Academic Programmes
4. Students are resistant to behaviour change
5. Freedom of expression is not appreciated as teachers do not want to attend out Barazas to make the national status of Ng'iya a reality
6. Time wastage by students

##### **OPPORTUNITIES**

1. Exchange Programmes with other promising schools for a positive improvement
2. Motivating students such as those of good conduct , most improved and most hardworking
3. Motivating teachers for their good work

#### **GROUP 2**

Group 2 identified the following:

##### **STRENGTHS**

1. Improved diet
2. Lesson attendance is good due to the current monitoring of teachers' attendance
3. Supervision of dawn preps encourage punctuality
4. Co-curricular activities e.g. drama are adequately supported
5. Enhanced Maths programme i.e. Saturday discussion
6. Responsible disciplinary committee
7. Computer Programme
8. Cleanliness and beauty has been enhanced (flowers)
9. Levelled field and games programme
10. More books are given to us. At least we have more books

##### **WEAKNESSES**

1. Poor teacher-student relationship
2. Mishandling of students by some teachers – sending us out of class/ telling us we are failures/ discouraging us
3. Less symposiums and outings
4. Failure to understand student issues/views
5. Inadequate learning facilities e.g. books, classes for optional subjects (Music – costumes, Art)
6. Few sources of light energy
7. Jumpers should be allowed due to harsh weather
8. Clubs' and societies' expenses should be included in the school budget.
9. Adjust the Library rules. (However, it should be noted that the Library is opened from 8:45 to lunchtime on Saturdays).opened especially on weekends.
10. Form one textbooks being taken on admission
11. Accusation of paying present books! Slashers, meal cards etc.
12. Excessive punishment i.e. slashing
13. No early exam timetable
14. If they don't want students to cut and modify skirts please make fitting and presentable skirts
15. Giving us exams on 2<sup>nd</sup> day. We still have to unpack and catch up. At least give us a week

### **OPPORTUNITIES**

1. Give clubs and societies opportunities and attention, more so outings
2. Addition of symposia and innings
3. Invitation of Kenya National Library Services – Kisumu as other schools
4. Invitation of motivational speakers and inspiring personalities
5. Training of teachers on handling of students
6. Entertainment (it taps talent)
7. Appreciation – tokens to classes that perform well have dropped. Please reintroduce them (trips, cock)

### **THREATS**

1. Too much tension during events in school (innings) discourages schools from attending our events i.e. symposia.
2. No interference of Visiting day with other functions e.g. AGM and Harambee
3. Free weekend for the ladies e.g. hair management – styles

### **GROUP 3**

Group 3 identified the following:

#### **STRENGTHS**

1. The school programme e.g.
  - The Weekend programme allows for reading , personal cleaning and group discussions (Chemistry and Mathematics)
  - It also allows for beneficial meetings like Weekend Challenge and Academic talks including Moral Guidance
2. The school is active in co-curricular activities like games, musical festivals and drama festivals
3. The school environment has been made beautiful by growing flowers and the trees make the school's environment refreshing and beautiful making us to be proud of our school

## **WEAKNESSES**

1. The students are very slow in their movements i.e. when changing lessons and during breaks (sluggishness)
2. The students are irresponsible. They have to be followed to do obvious activities like manual work and going for games. If under no supervision, they hardly do the right/correct things
3. Inter-class and external symposiums have not been implemented. If they could be introduced at an early stage, they could be of benefit.
4. School Barazas are not being taken seriously
5. The students are not serious with initiatives such as
  - Calculation of Mathematics during lunch hours
  - Revision of Chemistry, Languages and Mathematics during the weekends
6. Teachers to stop humiliating students publicly. It lowers the student's self-esteem especially when the humiliation was done in the staffroom where the students should go for consultations

## **OPPORTUNITIES**

1. The suggestion Box should be made use of. The students should be allowed to give their views on matters affecting the school.
2. A central office should be created for the Council Members where they can hold their private meetings and organise everything from.
3. Re-introduction of "cock" for the best classes and educational tours. It boosts and encourages the students to work harder.
4. Extra-classes for weak students to be re-introduced
5. The Guidance and Counselling Office to be active and strong. It should be made use of by the students.
6. The school anthem should be known by the whole Ng'iya Community and be respected. It should be sung during Assemblies and in the right tune.
7. Re-introduction of Prize-giving during the School's Annual General Meetings.

## **THREATS**

Group 3 did not give a presentation on threats to curriculum delivery and learning outcomes.

## **GROUP 4**

Group 4 identified the following:

## **STRENGTHS**

1. Most teachers are dedicated and cooperative
2. Good staffing
3. Addition of Library Textbooks
4. Planting of flowers around the school

## **WEAKNESSES**

1. Employ good electric (?) system at school
2. Sluggishness by students despite the efforts of teachers
3. Time for waking up should be adjusted to prevent dozing off during lessons
4. Piping and drainage system
5. Saturday Mathematics Programmes is not effective since there is no supervision
6. Free interactions during innings so that the school does not post a bad image
7. Symposiums should be frequent for both form threes and fours
8. Teachers should check on their relationship with students i.e. not be extra harsh to students since they are bound to fear them
9. Consideration of form 1s and 2s in contests
10. The school should cater for fuel and lunch during outings
11. The Dining Hall drainage produces bad odour



12. Provision of plates and cups by the school which should be washed by workers after meals in order to prevent theft
13. Overcrowding of students in houses especially house 9
14. Improving the state of the sick room
15. Security in terms of fencing
16. Increase in the canteen's stock/ a wider variety of items stocked for sale

#### **OPPORTUNITIES**

1. There is freedom granted to students unlike in other schools especially on watching of set texts
2. Eating a balanced diet

#### **THREATS**

1. The daytime Security Officer
2. Cold weather hence the need to introduce jumpers, scarves, legwarmers
3. The dogs around the school

### **3.5 SUMMARY OF THE CHALLENGES, PROBLEMS AND ISSUES THAT MUST BE ADDRESSED DURING THE PLAN**

The Strategic Planning Team analysed a wide range of challenges, problems and issues affecting Ng’iya Girls’ –especially given the elevation of the school to National School Status.

#### **CHALLENGES**

Some of the challenges, problems and issues identified and analysed were related to the environment of the school and its situation as a premier girl school in Nyanza while some were of a historical nature and others were emergent challenges. These complex and multi-sectorial issues place an especial burden on the School Strategic Plan 2012-2017 as a tool for capturing, conceptualising and defining the problems and challenges facing Ng’iya Girls High School.

#### **PLAN IMPLEMENTATION**

Plan implementation hinges crucially on the identification and mobilisation of stakeholders, partners, resources and personnel in order to achieve Plan Stated Goals and Objectives within the 2012-2017 timeframe as presented below.

#### **1. ADEQUATE, CLEAN AND SAFE WATER FOR STUDENTS, STAFF AND THEIR FAMILIES**

Water is paramount for the smooth running of an institution of this cadre. It must therefore be given great priority by the government and the school management. The key considerations in this plan therefore are:-

- Replacement of the old water pipes with new efficient ones
- Two or three different sources should be considered i.e. permanent river source, roof harvesting of rain water and sinking of a deep bore hole in the school or in the surrounding areas.
- More and better storage tanks.
- More water taps to cater for the large student population
- Ensuring safety and environmental protection of the existing water sources.

#### **2. SHORTAGES AND IDENTIFIED NEEDS IN PHYSICAL FACILITIES**

-Staff Houses: there is need for 23 new staff houses

-Dormitory with washrooms, of a capacity of 400 students

-Expansion of kitchen to provide adequate space for preparation, cooking and cleaning

-Building of a second dining hall to a capacity of 700 students

## **THE SCHOOL LAYOUT AND SPREAD OF FACILITIES**

-The complex will be completed

-A new storey dormitory will be built.

-A sanatorium will be built.

-Kitchen equipment will be bought to enable the serving of students, teachers and visitors with ease.

-Durable dining hall tables and benches (hard wooden with Formica tops and strong metallic legs) will be bought

- Pavements or walkways should be laid out.

### **SPECIAL TEACHING ROOMS**

- Modern Art room
- Agriculture room
- French Resource Room
- Indoor Games Room
- Computer Lab
- Home Science Room/Lab
- 

### **PERIMETER FENCE**

A living fence had been planted in 2012 but in the junior block it may not grow because of the kind of soil. This is a temporary measure. A concrete perimeter wall is to be put up in phases by the parents starting with the very weak sections of the fence.

## **4 ACTION PLAN**

This Section presents Action Plans designed to achieve the planning objectives and Activities aimed at realising goals and outputs for all the identified problems, issues and challenges

### **4.1 ADEQUATE, CLEAN AND SAFE WATER FOR STUDENTS, STAFF AND THEIR FAMILIES**

### **4.2 TOTAL INFRASTRUCTURE AND THE SCHOOL LAYOUT**

### **4.3 FURNITURE IN SPECIAL ROOMS AND STAFFROOM**

### **4.4 KITCHEN EQUIPMENT AND OTHER EQUIPMENT**

### **4.5 QUALITY EDUCATION AND PERFORMANCE IN NATIONAL EXAMINATIONS**

### **4.6 SECURITY**

#### 4.1 ADEQUATE, CLEAN AND SAFE WATER FOR STUDENTS, STAFF AND THEIR FAMILIES

OUTPUT	OBJECTIVES	ACTIVITIES	RESOURCES	AGENCIES	TIME FRAME
<p>A reliable and efficient water system capable of supporting the total water needs of the school using a permanent river /spring source, bore hole and roof harvesting</p> <p>(School's water requirement in all seasons.)</p>	<p>Replace old system with a new reliable one.</p>	<p>Act on previous recommendations of water engineers</p>	<p>Annual budget to be used</p>	<p>BOG</p>	<p>2013</p>
	<p>Increase storage capacity using more and stronger water pipes</p>	<p>Replace old pipes and tanks</p>	<p>New tanks to cost Kshs 1.2 million</p>	<p>PTA MOE KESSP CDF</p>	<p>On-going</p>
		<p>Purchase and install new tanks.</p>	<p>Annual budget to be used</p>	<p>Lake</p>	
	<p>Increase the number of water taps to serve the large student population</p>	<p>Install more taps</p>	<p>Roof water harvesting system Kshs 1.2 million</p>	<p>Victoria South Water Board</p>	<p>2014</p>
		<p>Design and construct a ground tank for roof catchment</p>	<p>Renovation works Kshs 1.2 million.</p>	<p>Borehole Kshs 2.2 million</p>	
	<p>Ensure safety and environmental protection of the river sources through involvement of all stake holders.</p>	<p>Survey design and sink a deep borehole in the school or the surrounding areas</p>	<p>UNICEF</p>	<p>2015</p>	

## 4.2 TOTAL INFRASTRUCTURE AND THE SCHOOL LAYOUT

OUTPUTS	OBJECTIVES	ACTIVITIES	RESOURCES	AGENCIES	TIME FRAME
Kitchen and dining hall for students ready furnished and adequate to accommodate 1200 students	To improve services and comfort to students	To construct a new Dining Hall with a capacity of 700 and expand the kitchen to be adequate to serve 1200 students	Kitchen expansion and construction of dining hall, furniture and other equipment Kshs 20 million.	BOG MOE KESSP PTA	2016
Houses available for occupation by the staff ( teaching staff)	To improve staff welfare, motivation, and make the staff members available to help the students with their extra work.	Construct 23 units of 2 bed room houses	23 houses at 1.6 M = Ksh 36,800,000	BOG MOE KESSP PTA	2017 and on-going
Dormitory with washrooms adequate for 400 students	To improve comfort and accommodate students	Put up a modern dormitory to accommodate 400 students	New storey dormitory with washrooms at Ksh 45 million	PTA BOG	2015
Bathrooms	To enhance hygiene in the school among students	Construct 2 bathroom points	2 Bathrooms at Ksh 1 million	PTA BOG	2013
PERIMETER WALL	To enhance the security of students and school facilities	Construct the perimeter wall	Perimeter wall at approx. KSh 6,000,000.00	PTA BOG	2013 – 2017

<b>OUTPUTS</b>	<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>RESOURCES</b>	<b>AGENCIES</b>	<b>TIME FRAME</b>
Construction of a Sanatorium	To create a spacious health facility to serve students adequately	Construction of a Sanatorium	Construct at Kshs2 million	PTA, BOG	2013
Construction of Administration Complex	Administration offices and classes comfortably housed in a modern storey building	Completion of the Complex in phases	Expected cost of the New Complex is Kshs 120,000,000	PTA BOG MoF	On-going

### 4.3 FURNITURE IN SPECIAL ROOMS, CLASSROOMS AND STAFFROOM

OUTPUT	OBJECTIVES	ACTIVITIES	RESOURCES	AGENCIES	TIME FRAME
Appropriate Furniture available in the special rooms	to motivate teachers and students	Purchase appropriate chairs for the special rooms like the computer rooms and Library	100 special chairs for the special rooms at Kshs 150,000	BOG PTA	2013
Enough benches and tables for the dining hall	To improve students' welfare	Purchase more benches and tables for use in the dining hall	Benches and tables at Kshs 400,000	BOG PTA	2013 2014
Lockers and chairs	To improve students' welfare	Lockers and chairs	Kshs 700,000	BOG PTA	2013 2014



#### 4.4 KITCHEN EQUIPMENT AND OTHER EQUIPMENT

<b>OUTPUT</b>	<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>RESOURCES</b>	<b>AGENCIES</b>	<b>TIME FRAME</b>
Equipment available for proper storage and preservation of food	To store food effectively and serve them fresh to the students and teachers	Purchase a deep freezer	Deep freezer at Kshs 80,000	PTA	2013
Equipment available for efficient cooking and serving in the kitchen	To make serving of food fast and efficient	Purchase an assortment of modern kitchen equipment	An assortment of small and medium equipment at Kshs 1million	PTA	2013 - 2014

#### 4.5 QUALITY EDUCATION AND PERFORMANCE IN REGIONAL AND NATIONAL EXAMINATIONS

OUTPUTS	OBJECTIVES	ACTIVITIES	RESOURCES	AGENCIES	TIME FRAME
The school is among the top performers in regional and national examinations enabling 80 per cent of the girls to have access to university/college education and training	To compete favourably with other schools in national examinations	Closely and continuously evaluate and monitor syllabus coverage		HOD, DPP, Academic board	On-going and continuous
	To prepare adequately all candidates for national examinations and ensure good performance	Take action on teachers who fail to support the objectives	Annual budget	BOG	On-going and continuous
	To improve the student-textbook ratio to 1:1 for all subjects offered by the school.	Discuss curriculum and syllabus coverage reports and take remedial action	Annual budget	Academic committee	On-going and continuous
	To improve the quantity and quality of remedial teaching.	Purchase required textbooks	Text books Kshs 1,000,000/= p.a. = 5 million in 5 years	BOG PTA MOE, KESSP	2013
		Establish textbook fund. Approach donors, friends. old girls for donation Closely supervise all organised sessions for remedial, teachings		PDP, HOD Teachers, Academic Committee	On-going and continuous

OUTPUTS	OBJECTIVES	ACTIVITIES	RESOURCES	AGENCIES	TIME FRAME
Departments in the school are strong, well organized and productive units playing a vital role in school management	To increase the responsibility of the HOD in the various functions of school management	Establish or review duties and responsibilities of HOD and circulate to all concerned	Annual budget to be used	PDP, DEB	2013
	To enhance and improve leadership and management skills of HODs and Senior master.	Organize and implement leadership and management training seminars/Workshops for HODs and Senior master.	Consultant and training materials,100,000 Meals and accommodation for 20@1200/=pd x 7days=168000	BOG, DEB MOE KIE	2013 on going
	To standardize departmental activities, records, record keeping, meetings, filling system etc.	Establish and publish guidelines for managing departmental activities, inventory records etc.	Annual budget to be used	Principal, Deputy Principal HODs	2013
	To encourage the spirit of competition among departments using criteria such as staff motivation, students opinion, absence of conflicts, income generation, saving of resources, meeting of deadlines, performance in examinations.	Award an annual prize for BEST MANAGED DEPARTMENT and HOD OF THE YEAR.	Cup or shield 5000 x2x5years= 50,000/=	BOG PTA	2012 and on-going 2013

<b>OUTPUTS</b>	<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>RESOURCES</b>	<b>AGENCIES</b>	<b>TIME FRAME</b>
<p>Most of the students are serious, self-disciplined, focused relate well among themselves and with their teachers and with their teachers. They love their school and are proud to belong here as members of the Ngiya Girls High school community.</p>	<p>To provide a total academic and social environment which challenges students to excel in whatever they do in and for the school.</p>	<p>Review and reactivate the guidance and counselling systems in the school.</p>	<p>Annual budget to be used.</p>	<p>HODs BOG DEB P, DP</p>	<p>On-going</p>
		<p>Invite many professionals as suitable role models to talk to students.</p>	<p>Annual budget to be used.</p>		<p>On-going</p>
	<p>To develop and utilize a structure which allows easy and effective supervision of students during studies, social activities, games and sports.</p>	<p>Evaluate and review the effectiveness of students' supervision by teacher on duty, house-keeper, and different prefects.</p>	<p>Annual budget to be used.</p>	<p>BOG P, DP HOD</p>	<p>On-going</p>
	<p>To have enough teachers, balanced in all subjects with manageable teaching loads to allow time and energy for close supervision counselling and guidance of students.</p>	<p>Appeal to the TSC to fill teacher vacancies expeditiously.</p>	<p>Annual budget to be used.</p>		<p>On-going</p>
		<p>Request TSC for more teachers based on CBE</p>			<p>Immediate</p>

<b>OUTPUTS</b>	<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>RESOURCES</b>	<b>AGENCIES</b>	<b>TIME FRAME</b>	
<p>The lower forms (form 1&amp;2) will have acquired a strong and proper academic and social foundation to be able to benefit from the quality education offered by the school and achieve good results at the end.</p> <p>The school will minimize midcourse admissions to forms 1 &amp; 2.</p>	<p>To socialize the new students so that they realize the importance of building a strong foundation in the first two years of learning.</p>	<p>Implement a long interactive and informative orientation for new students.</p>	<p>Annual budget to be used.</p>		<p>On-going</p>	
		<p>Organize for guest speakers to address students.</p>	<p>Annual budget to be used</p>	<p>BOG Principal, Deputy Principal HODs</p>	<p>On-going</p>	
	<p>To reduce a sense of loneliness, newness, inferiority and frustration among the students in form 1 and 2.</p>	<p>Organize guidance &amp; counselling clinics regularly to deal with bad habits- laziness, carelessness, and bad behaviour.</p>	<p>Annual budget to be used</p>	<p>HODs Teachers</p>	<p>On-going</p>	
	<p>To increase the amount academic and social interaction between staff and students in forms 1 and 2, as well as between these students and those in forms 3 &amp; 4.</p>	<p>Manage the syllabus effectively with maximum supervision.</p>	<p>Annual budget to be used</p>	<p>Principal, Deputy Principal HODs Academic committee</p>	<p>On-going</p>	
		<p>Evaluate students' academic progress continuously, and deal with identified weaknesses.</p>	<p>Annual budget to be used</p>	<p>HODs Teachers</p>		
		<p>To avoid admitting weak students and those with bad disciplinary history, or rejects from elsewhere.</p>	<p>Establish an interview panel of teachers to vet new entrants.</p>	<p>Annual budget to be used</p>	<p>Interview panel</p>	<p>2012</p>

## 4.6 SECURITY

<b>OUTPUTS</b>	<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>RESOURCES</b>	<b>AGENCIES</b>	<b>TIME FRAME</b>
Perimeter wall	To enhance the security of students, their property, school facilities and that of teachers	To construct a permanent perimeter wall in order to enhance the security of students and their property	Annual budget to be used	PTA BOG	

## **5 COST OF THE PLAN OF ACTION**

### **5.1.1 ADEQUATE CLEAN WATER FOR STUDENTS, STAFF AND THEIR FAMILIES**

New water tanks .....	1,200,000/=
Roof water harvesting.....	1,200,000/=
Renovation and replacement of water pipes.....	1,200,000/=
Borehole and submersible pump.....	2,200,000/=
<b>SUBTOTAL.....</b>	<b>5,800,000/=</b>

### **5.1.2 TOTAL INFRASTRUCTURE AND THE SCHOOL LAYOUT**

Kitchen and dining hall expansion and modernization.....	12,000,000/=
New storey Dormitory with washrooms.....	45,000,000/=
2 bathrooms.....	1,000,000/=
Construction of Sanatorium .....	2,000,000/=
Twenty 2 bedroom houses for staff houses.....	36,800,000/=
New Administration Complex .....	120,000,000/=
<b>SUBTOTAL .....</b>	<b>216,800,000/=</b>

### **5.1.3 FURNITURE IN SPECIAL ROOMS, CLASSROOMS AND STAFFROOM**

Furniture for special rooms.....	150,000/=
Lockers and chairs for students.....	700,000/=
Benches and tables for dining hall .....	400,000/=
Pavements and Walkways .....	2,000,000/=
<b>SUBTOTAL .....</b>	<b>3,250,000/=</b>

### **5.1.4 KITCHEN EQUIPMENT AND OTHER EQUIPMENT**

Deep freezer.....	80,000/=
Assorted small and medium kitchen equipment.....	1,000,000/=
1 Cooking Point .....	100,000/=

**SUBTOTAL ..... 1,180,100/=**

**5.1.5 QUALITY EDUCATION AND PERFORMANCE IN NATIONAL AND REGIONAL EXAMINATIONS**

Textbooks for five years .....2,500,000/=

ICT Technician .....1,500,000/=

Science equipment .....1,100,000/=

Mathematics equipment .....700, 000/=

Staff Retreat and Motivation .....2,000,000/=

Management Training/Materials and Consultants .....100,000/=

Seminars/Workshops, Accommodation and Meals .....200,000/=

Cup/Shield Annual Awards .....50,000/=

**SUBTOTAL ..... 8,150,000/=**

**5.1.6 SECURITY ..... 7,000,000/=**

**GRAND TOTAL..... 236,380,100/=**



## **6 SUMMARY AND REFLECTIONS ON THE STRATEGIC PLAN**

This is the Ngiya Girls High School Strategic Plan 2012 – 2017. It was a collaborative effort by all the stakeholders and the Ngiya Community as a whole. That collaborative approach will be needed if the goals of this Strategic Plan are to be achieved for the Plan envisages a cost outlay of Kshs **236,380,100** over the life of the plan from this year 2012 to 2017. A collective effort will be needed to raise the required Kshs **236,380,100** and a collaborative effort will be required in order to implement the Plan at that projected cost.

In line with the school Mission, Vision and Core Values the Strategic Plan 2012 – 2017 has comprehensively addressed the main challenges, problems and issues which have a bearing on the life of Ngiya Girls High School. One salient feature of the Ngiya Girls High School Strategic Plan 2012 – 2017 is that it has been prepared with the keen awareness of the fact that Ngiya Girls High School is now a National school with a national constituency – with all the implications that come with that elevated status. Plan formulation took this change environment into consideration – hence the cost of the Plan, though a major outlay is indeed in line with the requirements of a National School whose catchment in terms of student enrolment , staff establishment , stakeholder outreach and accountability demands is National.

Implementation of the Strategic Plan 2012 - 2017, monitoring, evaluation and structural adjustments as and when the Needs Assessment will dictate will demand the continuous involvement of stakeholders into the years ahead. This is why the plan has placed an especial emphasis on the role of the Ngiya Girls High School Alumnae Association. It is gratifying that at long last the Ngiya Girls High School Alumnae Association is a reality. The Alumnae Association is a major resource mobiliser whose input will be appreciated at every stage of the Plan Cycle. The Board and the PTA invite and expect the continuous input of the Alumnae Association and of all Ngiya Girls High School to the school.

Excellence and sustainable performance relies on the Infrastructure that has been outlined in this Plan. The greatest resource in the drive for sustainable excellence comes from the Mission, Vision, and Core Values of the School all of which are captured in the school Motto: Build on the Rock. It is by Building on the Rock of Jesus Christ our Saviour that this Plan will fulfil the needs of the Students of this school once they graduate into the wider world. It is on the foundation of Faith in our Saviour Jesus Christ that Ngiya Girls High School will be built on – the Rock of Christ which is the watchword of the School Motto: Build on the Rock.

The Strategic Plan 2012 - 2017 expects that all stakeholders involved in Plan implementation will be guided by these Eternal Values upon which the selfless Missionaries , led by Christ, laid the foundation of this school.

Oh! Viva Viva Ng'iya Viva Viva, We build on the Rock.