



THE KITONDO SCHOOL

STRATEGIC PLAN

YEAR 2021 – 2025

INSTITUTION'S PROFILE



The Kitondo School



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Kitondo School



KitondoSchool



KitondoSchool



Kitondo School



0711289277

SCHOOL MOTTO:

Determined to Serve; Committed to Excellence

EXECUTIVE SUMMARY

As a public secondary school under the Ministry of Education, Kitondo Secondary School has to refocus its strategic direction to be in line with government policies including Sessional Paper No. 14 of 2012, Basic Education Act No. 14 of 2013, the TSC Act of 2012, the Kenya's Constitution 2010, Performance Contracting and medium-term goals of Kenya's Vision 2030. This Strategic Plan provides a framework to guide the school in executing priority activities in this era of customer focus, public service accountability and service delivery. The school has a functional management and administrative structure that operates within the legal framework. The management constitutes the board members and parent association. The administration comprises of the principal, senior management and heads of department who oversees the day to day running of the school. The Strategic Plan postulates eight objectives derived from four strategic issues namely academic excellence, infrastructural development, character development and prudent resource mobilization and utilization. To achieve the objectives, the stakeholders will mobilize a total of Ksh. 175,750,000 in order to actualise the vision of being a leading transformational boys' school by the year 2025. Effective monitoring & evaluation has been identified as key to the realization of this vision throughout the mission of providing conducive learning environment. The stakeholders will be guided by the identified eleven core values and school motto, Determined to Serve and Committed to Excellence. This plan provides a framework for an efficient monitoring and evaluation mechanism for implemented activities and programmes, in order to assess their progress and overall impact. This is an institutional strategic plan from which departmental objectives and plans will be derived. The plan will form a blue print for responding to the challenges the school faces as it strives to fulfil its mandate within the five-year period.

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ABBREVIATIONS AND ACRONYMS

ASAL -	Arid and Semi – Arid Lands	SWOT -	Strengths, Weaknesses, Opportunities and Threats
BOM -	Board of Management	TSC -	Teachers Service Commission
CBC -	Competence Based Curriculum	TSP -	Transformational Strategic Plan
CBE -	Curriculum Based Establishment	SP -	Strategic Plan
FDSE -	Free Day Secondary Education	CCTV -	Closed Circuit Television
FOC -	Fibre Optic Cable	CU -	Christian Union
ICT -	Information & Communication Technology	YCS -	Young Christian Society
KCSE -	Kenya Certificate of Secondary Education	SDA -	Seventh Day Adventist
MOE -	Ministry of Education	VAP -	Value Added Progress
NG-CDF -	National Government – Constituency Development Fund	KCPE -	Kenya Certificate of Primary Education
PESTEL -	Political, Ecological, Social, Technological and Legal		

FORMAT OF THE PLAN

This strategic plan presents foreword, a brief history of the School, Vision, Mission, Strategic issues, Core values, Strategic Goals and Objectives, School Infrastructure, the Budget and Revenue sources, Implementation matrix and the school administration structures. It also presents a description on monitoring and evaluation as well as operationalization support documents. It is meant to be operationalized within the time limit set of five years

BOARD OF MANAGEMENT

1. Prof. Kavoi Mutuku - BOM Chairperson
2. Richard Mokaya - Secretary
3. Richard Mumbe
4. Felister Kaviti
5. Winfred Mbuvi
6. Paul Mutha
7. Elizabeth Kitundu
8. Thomas Kyoyo
9. Stephen Musyoka
10. Nellius Iluku
11. Roseline Mutuku
12. Rev. Joshua Musuva
13. Catherine Nduva
14. Benjamin Munyihya
15. Pauline Nzungi
16. Paul Kimatu
17. Nicholas Kisavi
18. Hillary Kitata - PTA Chairperson

PARENTS ASSOCIATION – 2021

1. Samuel Kadide	- 1N	8. Samuel Muoki Mbithi	- 3S
2. Hillary Mulu	- 1E	9. Fiona Mwangangi	- 3E
3. Dr. Stephen Kilonzo	- 1W	10. Harrisson M. Muthuka	- 4S
4. Ali Asman	- 1S	11. Janet M. Mboloi	- 4E
5. Patrick Kimathi	- 1B	12. Nicholas Mutie	- 4W
6. Beatrice Mulwa	- 2B	13. Hillary Kitata	- 4N (PTA Chairperson)
7. Edward Sava	- 2N		
8. Festus Kisilu Kithuka	- 2E		
9. Shem Saraguti	- 2S		
10. Mercy Kirim	- 2W		
11. Brian Musyoka	- 3W		
12. Richard Mumbi	- 3N		

STRATEGIC PLAN COMMITTEE

1. Prof. Kavoi Mutuku - Chairperson
2. Mr. Mokaya Barake - Secretary
3. Mr. Hilary Kitata
4. Mrs. Elizabeth Kitundu
5. Mr. James Masio
6. Mr. Duncan Mutunga
7. Mr. Samuel Mbithi

ACKNOWLEDGEMENT

This document would just be an idea if it were not for the commitment and sacrifice of the stakeholders of this institution. Kitondo School sincerely wishes to thank the following individual teams without whose efforts and hard work this document would be a notion. First, lots of thanks to the chairperson of the BOM Prof. Kavoi M. Muendo and the chair finance Mrs. Elizabeth Kitundu for their priceless contribution to the existence of this document. Next is the PA chairperson Mr. Hillary Kitata, and his counterpart Mr. Mbithi who has continuously and tirelessly made selfless contributions for the welfare of this institution. We also appreciate the outgoing PA chairperson Mr. Nicholas Kisavi, Chair of all BOM Subcommittees and the Parents Association for spending quality time to give input to this document. The school is deeply indebted to Mr. James Masio whom together with Mr. Mutunga Musila remained the technical arm of the team. The Secretary Ms. Catherine Ndeto whose services actualized this document, is equally appreciated. Finally, appreciation goes to all the teachers, students, non-teaching staff and any other member who in one way or another has contributed towards the development of the Strategic Plan, 2021-2025.

GOD BLESS YOU ALL.

FORWARD



A Transformational Strategic Plan (TSP): Kitondo Boys' School is launching this new Transformational Strategic Plan (TSP) for the period 2021-2025. It is a detailed document derived through consultations of the various stakeholders. It clearly shows where

we are as at now (i.e. "what is" now) and where we need to be by 2025 (i.e. where we "ought to be" by then). It is our guiding principle to enable an upward transformation of the whole school family towards meeting our goal and purpose. Our goal is to transform Kitondo Boys' School to a "High Frequency" school in all aspects of its life. Our main purpose is to realize satisfactory performance in terms of behaviour of royalty, behaviour of loyalty, exam performance, sports performance, development of talents, and multiplication and improved fruitfulness of students' life by the time they do their KCSE. Therefore, this SP is transformational in nature. It is also a plan of action. Hence certain "strategic points" will have to be implemented by the various stakeholders so that we move towards our goal and purpose. It calls for Godly leadership, teamwork and development of a royal culture which creates an environment of transformed performance. Ultimately, the key to transformation is to put all our affairs of life into our "spirit man" and hence the true and faithful saying "put your heart into it" or "if we live in the Spirit, let us also walk in the Spirit". It is for this reason therefore that I would humbly request all the stakeholders to "put their hearts" into the various strategic points of the plan respectively. The boys have a choice to make. I would advise you guys to choose to have a behaviour of royalty and loyalty. It is a transformational behaviour which develops kings. Yes, it is a choice of disciplined actions, habits, behaviour and character of hard work: night-"keshas" of studying, developing talent through tenacious practise and putting your hearts into books, sports and into life. Ultimately, these strategic choices result in a transformed culture of satisfactory performance in all areas of life. Put your heart in it, young men, and you will see miracles in your performance as an outcome. Our teachers are already at the heart of this transformational SP. Your awareness/knowledge, attitude, intentions, motives and perception in teaching is already transformed.

You are already operating in an environment of teamwork with one purpose: - to eliminate all Ds from the form four class. You are already developing a culture of performance where C+ is the minimum grade for every subject. You have already attended seminars on transformational teaching. Reckon your transformational agenda this year by surpassing the target of 8.4. Teachers, put your heart into the TSP action points and you will not believe what comes out of it. The support staff are part and parcel of this transformational agenda. We have seen transformational leadership, management and coordination of activities to ensure that transformational performance of the school is realized. The BOM is on the top of the agenda to provide transformational leadership, team work and culture which translates into transformational performance of the school. The BOM is working tirelessly on its TSP elements to ensure that the work atmosphere and environment is favourable for transformational performance to bear fruit. The school administration is way ahead of all of us in thinking and implementing this TSP. I would encourage the principal and his administration to continue fine tuning the "change management" elements of TSP. The parents' association and the various government departments are working tirelessly on their respective strategic points to provide state of the art infrastructure, "dot com" buildings, high frequency equipment such as new computers, CCTV cameras, state house-walls and gates. And yes, tiled pavements. Also, the community around Kitondo Boys' School is waking up to a newly transformed school. And hence there is awakening that we should form a symbiotic partnership with a win-win transformational agenda for the benefit of the society; especially in the areas of transformational life and professional development, talent nurturing, employment, business and social interactions. Ultimately, I would kindly request every stakeholder to play their part in implementing their respective strategic actions in the TSP so that we may realize the envisioned transformational agenda of the school by 2025. All things are possible for those who trust in Jesus Christ our Lord. May the Lord our God bless Kitondo Boys' School as we match towards our transformed position in 2025. Amen.

Kavoi M. Muendo
Chairman BOM.



After days of conversations, work sessions and interactions, Kitondo School has now a strategic plan that will guide our 2021-2025 journey. My sincere appreciation goes to my fellow committee members and everyone who engaged directly or indirectly in our strategic planning process. First and foremost, the school administration led by Mr. Mokaya, the PA members, BOM members under Prof. Kavoi, the teaching staff notably, Mr. Yulu and Mr. Masio, the non-teaching staff fraternity, the student community and technical team among others. The team provided invaluable feedback that helped ensure development of focused and realistic goals that meet the needs and aspirations of our school. This ensured clear vision and continuity of values and this encouraged a true and collaborative inclusive process. The strategic plan shall provide a framework and serve as a guide to help our school to succeed.

There are many national challenges facing institutions like Kitondo School and thus the strategic plan will lay a firm foundation in addressing and strengthening our school to meet its goals and objectives. I strongly believe that our vision; “To be a leading transformational boys school that produces all-round young men ready to serve” and our mission “To provide conducive learning environment to enable acquisition of knowledge, skills and positive behaviour through collaborative approach articulates our main purpose to educate, support and inspire students to excel” and thus, the strategic plan has addressed the importance of core values in upholding foundational principles to further the unity of purpose to meet our vision and mission. Our goals, as envisaged in the strategic plan, will further enhance the delivery of quality curriculum and service to help students excel in academic pursuits. Thanks again to everyone engaged in the planning of the strategic plan, hence, its roll out as a guide to the future.

HILLARY KITATA
PA CHAIRPERSON.

Preface



The Kitondo School has contributed immensely to education development since its inception in 1970. The numerous number of students who have gone through the school have made a distinct mark not only in this country but also in the globe. Envisaged by the motto: Determined to serve and committed to excellence, it is evident that truly, The Kitondo School has been alive to this spirit. The vision: To be a leading

transformational Boys School that produces all-round young men ready to serve, is in the right direction since the society will continue to depend on the current generation of youth to bring meaningful and positive changes in the society. This vision will be actualized in a conducive learning environment enabling the acquisition of knowledge, skills and positive behaviour. This mission will be achieved through collaboration amongst all stakeholders. The 2021-2025 Strategic Plan covers mainly six thematic areas: -

- a) Academic excellence.
- b) Infrastructure development and general aesthetics.
- c) Character development and welfare of students.
- d) Talent nurturing and development.
- e) Creativity and Innovation.
- f) Meticulous resource organization, mobilization and utilization.

In order to realize the vision and mission of this Strategic Plan, earnest understanding and support by stakeholders from all quarters is critical. If well implemented, The Kitondo School will remain a beacon, pillar and mirror in transforming champions of the future. Thank you and God bless you.

R.B. MOKAYA
PRINCIPAL
THE KITONDO SCHOOL

Chapter One

1. INTRODUCTION

In this chapter, the following will be captured: The school background, rationale for strategic planning, expected operating environment and planning assumption, methodology and organization of the plan.

1.1. THE SCHOOL'S BACKGROUND

Kitondo Boys' Secondary School is an Extra- County school. It was established in 1970 as a Mixed Harambee Secondary School, sponsored by A.I.C Church. It became a Government Aided school in 1982. In 1987 a decision to separate the boys from the girls was made and a girls' school was built at the current Kisau Girls Secondary School. It then became a purely Boys' Boarding School. The school started performing quite well in National examinations. Like in the year 2005 it realized a mean of 9.0, with 40 A's. Kitondo admits students from divergent socio-cultural backgrounds and from all counties in Kenya.

ACADEMIC PERFORMANCE

Academic performance of the school on its inception was satisfactory. However, it declined at a certain point due to;

- (i) Indiscipline of students.
- (ii) Low motivation of the teaching staff.
- (iii) Lack of essential learning facilities.
- (iv) Poor School-Community relations.

STUDENTS ENROLMENT

YEAR	ENROLMENT
2017	604
2018	634
2019	655
2020	686
2021	816

1.2 RATIONALE FOR THE STRATEGIC PLAN

This strategic plan is done to align the school objectives with National Education Goals, economic indicators and technological advancements among others in consideration with the school vision, mission statement and core values. The school strategic plan expects the school to increase the transition rate from Secondary to Tertiary in line with National and International Education and training goals.

The 2021-2025 is further expected to prepare the school for the new Competence Based Curriculum. The following are some of the benefits from the strategic plan: -
(1) It will foster effectiveness and efficiency through providing a clear vision and mission of the school.

- (2) Prepare for the future on areas of concern to the students.
- (3) Provide a framework of evaluating alternative strategies for the school to achieve its mandate.
- (4) To stimulate a positive response from stake holders to the school in implementation of the strategies.
- (5) To embrace collaborative approach in executing its mandate

1.3 EXPECTED OPERATING ENVIRONMENT AND PLANNING ASSUMPTION

The following assumptions were considered while developing this strategic plan:

- (a) The country will continue to have political, economic, social and legal stability.
- (b) There will be continuous harmony in the working of school management.
- (c) There will be dynamic education policies in the country in line with the new curriculum.
- (d) There will be a cordial relationship with the stake holders and sponsoring entities.

1.4 MANDATE AND FUNCTIONS OF THE BOM AND PA MANDATE OF THE BOM

The BOM is a body mandated to corporate with perpetual succession and a common seal. There shall also be an executive Board and five other committees that conduct business and affairs of any public secondary school in Kenya.

MANDATE OF PA

Section 55 of the Basic Education Act affirms that there shall be a parents Association for every parent with a student in the school and a representative of the teachers in the school.

FUNCTIONS OF BOM

1. Suing and being sued.
2. Taking, purchasing or otherwise acquiring holding, charging or disposing of movable and immovable property.
3. Borrowing, lending and granting money
4. Entering into contracts.
5. Doing / performing any other acts or things for the proper performing of its functions under the basic Education Act which may lawfully be done or performed by a body cooperate.
6. Prepare annual revenue and expenditure of the school.
7. Incur expenditure for the purpose of the institution in accordance with the approved estimates.
8. The BOM shall receive grants out of public funds for capital or revenue purposes, subscriptions, donations or bequest made to the institution.
9. The secretary of the BOM is responsible for the day-to-day management of the affairs of the school and shall present an account of expenditure to the BOM.

FUNCTIONS OF PA

1. Shall promote quality care, nutritional and health status of the students.
2. Maintain good working relation between Teachers and Parents.
3. Discuss, explore and advice the parents on ways to raise funds for the physical development and maintenance.
4. Explore ways to motivate the teachers and students to improve their performance in academic and co-curricular activities.
5. Discuss and recommend charges to be levied on students or parents.
6. Undertake and oversee development projects on behalf of the whole PA.
7. Assist school management in monitoring, guidance,counselling and disciplinary of the students.
8. Discuss and recommend measures for the welfare of the staff and students.

1.5 SCHOOL MANDATE

Kitondo School is a public boys' boarding school whose mandate is to offer the approved National Curriculum in a conducive environment for learning, use of skills, holistic learning and teaching to enable the students to be creative, responsible and ready to serve humanity.

1.6 CORE FUNCTIONS OF THE SCHOOL

- (a) To implement Secondary School curriculum of teaching and learning.
- (b) To provide spiritual nourishment to the students.
- (c) To provide guidance and counselling to students.
- (d) To identify and nurture talent through co-curricular activities.

1.7 VISION STATEMENT

To be a leading transformational Boys School that produces all-rounded young men, ready to serve.

1.8 MISSION STATEMENT

To provide conducive learning environment to enable acquisition of knowledge, skills and positive behaviour through collaborative approach.

1.9 THE SCHOOL MOTTO

Determined to serve, Commitment to excellence.

1.10 CORE VALUES.

- Spirituality.
- Integrity.
- Love and kindness.
- Team work.
- Innovativeness.
- Respect.
- Responsibility.
- Peace.
- Discipline.
- Honesty and Transparency.
- Determination / Commitment.

Chapter Two

2.0 SITUATIONAL ANALYSIS

INTRODUCTION

This chapter presents KCSE performance, co-curricular, discipline, staff, infrastructure, SWOT and PESTEL analysis. The school has grown from a day school to the current 5 streams fully boarding extra-county boys' school.

2.1 ACADEMIC PERFORMANCE IN NATIONAL EXAMINATIONS

The school has been performing well in the National examination over the years and quite a substantial number of students qualify for university intake each year.

TABLE 2.1 RESULTS ANALYSIS

YEAR	ENT	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	M/S	M/GR ADE
2020	148	0	8	18	17	29	31	33	7	4	1	0	0	7.60	B-
2019	134	0	3	14	33	23	25	8	17	9	3	0	0	7.455	C+
2018	86	0	0	5	7	6	16	12	20	13	7	0	0	6.023	C
2017	165	0	3	2	11	24	16	36	32	24	16	1	0	5.972	C-
2016	196	-	2	4	24	18	29	33	50	19	10	0	0	6.138	C
2015	194	-	4	36	52	51	35	14	2	0	0	0	0	8.3454	B-
2014	206	1	6	17	41	47	58	29	6	0	1	0	0	7.7961	C+
2013	216	1	16	21	34	47	35	26	27	9	0	0	0	7.6481	C+
2012	221	2	14	30	31	42	44	29	17	8	3	1	0	7.7583	C+

TABLE 2.2 INDIVIDUAL SUBJECT RESULTS SINCE 2012

DEPARTM ENT	SUBJECT	2012	2013	2014	2015	2016	2017	2018	2019	2020
LANGUAGES	ENGLISH	7.9910	6.292	7.354	8.164	4.5590	5.509	6.128	6.746	6.892
	KISWAHILI	7.1719	7.819	7.733	8.201	6.8812	5.806	5.698	7.269	8.558
MATHS AND SCIENCES	MATHS	7.3439	7.357	6.053	7.387	5.0050	6.345	5.988	8.172	7.2432
	BIOLOGY	7.1727	7.695	8.248	8.679	6.5948	3.22	4.074	5.00	5.416
	PHYSICS	7.7842	8.282	6.842	7.050	6.9963	6.68	5.976	6.258	6.327
HUMANITIES	CHEMISTRY	6.5520	6.062	5.335	6.093	3.4894	4.43	4.187	6.250	5.349
	HISTORY	8.7432	6.083	10.120	10.031	8.1282	8.612	8.086	9.276	9.542
	GEOGRAPHY	7.8485	7.935	6.484	5.670	7.0000	7.00	7.933	9.58	9.24
TECHNICAL	C.R.E.	8.3261	7.944	8.940	8.653	6.6410	5.035	6.136	8.596	8.516
	AGRICULTURE	9.4831	9.275	9.750	11.203	5.0526	6.364	5.241	6.576	11.125
	B/STUDIES	7.5833	7.347	9.433	7.111	7.3750	5.98	6.429	8.036	8.449
	C/STUDIES	7.1071	7.111	7.706	8.727	7.1026	7.9	10.63	11.07	10.657

2.2 PERFORMANCE IN CO- CURRICULAR ACTIVITIES

The school has enjoyed good performance in sport, music and drama as well as the Kenya Science and Engineering Fair to the National level. Sporting activities include, Rugby, Soccer, Basketball, Handball, Volleyball, Racquet, Athletics and Chess. This has made the students to exploit their talents and potentials. These activities motivate students besides the learning activities to achieve self-actualization in life. There are clubs and societies in the school. The clubs are both academic and non-academic like, C. U. , Y. C. S , Scouts, wildlife, Music/Drama, Maths/Sigma, Science (congress)fare, Geography ,Red-cross, young Farmers, Muslim, Adventist and ICT clubs.

2.3 DISCIPLINE.

The discipline of the students has progressively improved over the years. There is the BOM discipline committee which handles indiscipline issues that are referred to it by the school disciplinary committee which is chaired by the Deputy Principal. There is a set of rules and regulations as well as Guidance and Counselling panel. Peer counselling has been used to complement positive behavioural change amongst the learners.

2.4 SCHOOL TEACHING STAFF

The total number of teachers is 37. TSC has employed 31 teachers and the rest (6) are employed by the BOM.

The school has different departments grouped in two sections headed by Senior Teachers.

They include,

(a) Academic department

1. Sciences
2. Languages
3. Humanities
4. Applied/Technical
5. Mathematics
6. Exams/Dean of Studies

(b) Administration Department

1. Boarding
2. Games/Sports
3. Guidance and Counselling
4. Careers
5. Library

The school's recommended Curriculum Based Establishment is 38 teachers. It has a



2.5 NON-TEACHING STAFF

There are 23 members of the Non-Teaching Staff.

TABLE 2.3

S.NO	DEPARTMENT	NUMBER
1	Kitchen staff	5
2	Security personnel	5
3	Lab Technician	1
4	Store keeper	1
5	Ground's men	2
6	Artisans	2
7	Cleaner	1
8	Librarian	1
9	Secretary	1
10	Accounts Clerk	1
11	Bursar	1
12	School Nurse	1
13	Driver	1
	TOTAL	23

2.6. PHYSICAL FACILITIES/ INFRASTRUCTURE

TABLE 2.4

Facility	Number	Remarks
Land	22 acres	Adequate
Classrooms	16	9 required
Laboratories	3	2 required
Library	1	1 required
Dormitories	6	2 required (storey block)
Kitchen/Dining hall	1	Adequate (renovation required)
Bathrooms	2 blocks	2 blocks required
Toilets – staff	2 blocks	Adequate
Toilets – students	24	24 required
Water storages	Bore hole plastic water tanks - 2 Concrete water tanks - 1	8 Required -Water harvesting required
Administration block/offices	1	Adequate (completion required)
Staff houses	8	12 new required Renovation of the existing ones required
Water sources	stream/Borehole	Adequate
Power	27KVA Generator Connecting to the mains electricity	Need replacement
Transport	Isuzu KAV - 51-seater Scania KBZ - 67-seater Toyota KBB - 14-seater	Replacement of the Toyota van and Isuzu bus required or fabrication.
Dispensary	1	Adequate

2.7 SWOT ANALYSIS:

TABLE 2.5

<p>STRENGTHS</p> <ul style="list-style-type: none">• Good leadership and governance.• Good Administration and Management.• Good reputation of the school.• Result oriented teachers.• Team work among teachers.• Motivated teachers.• Hardworking teaching and non-teaching staff• Provision of balanced diet to students.• Strong and supportive P.A.• Security in school is guaranteed.• Provision of health care.• Adequate student accommodation.• Provision of transport for teachers to and from school.• Improved text book ratio, some books at 1:1• Adequate power• Adequate water supply.• Good performance in K.C.S.E.• A conducive learning environment.• Good relationship between teachers, parents, students, BOM, and PTA.• Students have clear mechanism of expressing their opinions.• Many bright students.• cooperation from the community• Experienced Agriculture staff	<p>WEAKNESSES</p> <ul style="list-style-type: none">• Inadequate staff accommodation.• Heavy workload for some teachers due to inadequate staffing.• Lack of interest in co-curricular activities by some students and teachers.• Allowing transfers from other schools.• Lack of proper fencing of the school compound.• School automation and adoption of ICT innovation.• Inadequate library facilities and books.• Inadequate sanitation facilities.• Limited number of water points.• Inadequate Exposure of students and staff.• Inadequate teaching resources.• Poor remuneration of Non-teaching Staff.• Old/ Dilapidated buildings
<p>OPPORTUNITIES:</p> <ul style="list-style-type: none">• Reliable funding from government.• Bench marking for both teachers and students with better performing schools.• Refresher courses/workshops for teaching and non-teaching staff.• Inter – school activities – competitions, discussion and symposia etc.• Good will/well-wishers.• Employment of teachers by the government e.g., free secondary education, bursaries, CDF/Donors other organization such as lions Club.• Old Boys Association.• Use of ICT.• Proximity to Sub-County Head Quarters.• Can utilize available land, the borehole and river Waani.• Available labour/ Materials / land Making it possible to locally source services and contracts.	<p>THREATS</p> <ul style="list-style-type: none">• Child Labour Environment• Unfavourable admission policies.• Pressure to over - enrol from external/sources.• New Labour laws.• Students’ disturbances.• Drug use and abuse.• Surrounding community selling drugs to students.• Influence from social media• Delays and irregular release of FSE funds.• Dysfunctional families.• High/increasing cost of living.• Staffing policy of government.• Needy students unable to meet their dues.• Negative mobility / perceptive about the school.• Local politics.• Technological advances.

2.8 PESTEL

TABLE 2.6

POLITICAL	ECONOMIC	SOCIAL	TECHNOLOGICAL	ECOLOGICAL	LEGAL
<ul style="list-style-type: none"> • Good political Relationship • Favourable Programs e.g. NG C.D.F., A.S.A.L, F.D.S.E. • Negative Political Influence • Ministry of Public Works • County Government 	<ul style="list-style-type: none"> • Inflation • Donor Funding. • Cost of living GDP • External loans • Exchange rates • Taxation • High population growth rate • pressure on demand for admission in school. 	<ul style="list-style-type: none"> • Poverty • HIV/Aids Pandemic • Negative cultural practices • Covid-19 • Drug and Substance abuse • Religion • Role Models in the society 	<ul style="list-style-type: none"> • Availability of IT for learning &Management of data. • Fibre Optic Cable • Negative influence from IT, mass Media and social media • Exam cheating by use of Phones • Smart boards • Education channels i.e., KEC 	<ul style="list-style-type: none"> • Threat from Wildlife (Monkeys, snakes, squirrels' rodents and dogs) • Stray dogs • Drought • Weather • Vagaries • Green economy to encourage use of solar energy. 	<ul style="list-style-type: none"> • Government Policies that favour Education e.g., KEMI • The TSC Act • Basic Education Act • PP&D Act • The children's Act • Circulars • Legal notices • The Kenyan Constitution • Employment Act • NSSF Act • NHIF Act

CHAPTER THREE

3.0: STAKE HOLDER ANALYSIS, KEY STRATEGIES ISSUES AND OBJECTIVES

TABLE 3.1: STAKE HOLDERS

	STAKE HOLDER	EXPECTATION	ROLES
1	STUDENTS	<ul style="list-style-type: none"> ● Passing exams ● Excel in co-curricular activities. ● Perfect nurturing of talents ● Recognition and Motivation 	<ul style="list-style-type: none"> ● Learning ● Obedience ● Organization ● Disciplined outgoing self-expression ● peer counselling ● Team building ● Doing assignments ● Community service ● Maintenance of hygiene ● Maintenance of personal and school property. ● Hard working ● Self-drive
2	TEACHERS	<ul style="list-style-type: none"> ● Good results ● Promotion ● Recognition and motivation ● Collaboration with parents, students and administration 	<ul style="list-style-type: none"> ● Teach ● Guidance and counselling ● Mentorship ● Coaching preparations and use of professional documents ● Upholding professionalism ● Role models
3	NON-TEACHING STAFF	<ul style="list-style-type: none"> ● Better pay ● Motivation ● Recognition ● Working tools ● Cooperation with teachers, students and parents 	<ul style="list-style-type: none"> ● Support the learners and teachers ● Maintain school clean ● Production of teaching and learning materials. ● Prudent use of school resources.

4	BOM	<ul style="list-style-type: none"> • Prudent financial management. • Maintenance of infrastructure • Good academic performance • Disciplined students and staff • Prompt fees payment 	<ul style="list-style-type: none"> • Resource management • Policy formulation • Positive school image • Liaise with external stake holders. • Infrastructural development.
5	ALUMNI	<ul style="list-style-type: none"> • Good results • Quality infrastructure and aesthetics • Good name of the school • Inclusion in school management. 	<ul style="list-style-type: none"> • Mentorship • financial support • motivation of learners • participation in Bom and Pa activities • Infrastructural development
6	CHURCH/ SPONSOR	<ul style="list-style-type: none"> • Recognition. • School to uphold moral and character development • Disciplined students. • Good results. 	<ul style="list-style-type: none"> • Spiritual nourishment • Chaplaincy services. • Publicity of the school to the church members
7	COMMUNITY	<ul style="list-style-type: none"> • Good results • Disciplined students • Employment opportunity • Supply of good and services. 	<ul style="list-style-type: none"> • Donate land • Fundraising • Supply learners to the school • Supply labour • Good publicity of the school
8	GOVERNMENT OF KENYA	<ul style="list-style-type: none"> • Compliance to policies • prudent financial management • improved infrastructure • 100% transition. • 100% completion retention rate. 	<ul style="list-style-type: none"> • Employ staff • provide FDSE funds and grants • provide security • Audit • Give technical support • Formulation of policies.

KEY STRATEGIC ISSUES AND OBJECTIVES

After conducting a SWOT analysis, obtaining feedback from performance review reports and considering expectations of performance contracting which is in line with Vision 2030, the school has identified the following four (4) strategic issues under which the implementation programmes will be organized.

KEY STRATEGIC ISSUES

The following were the key results areas which were identified as having the biggest impact on the performance:

1. Continuous improvement of academic performance in the school. The current school performance is a serious cause for concern. The school will therefore invest in areas that will address improvement in performance from the current mean of B- to a target of B plus at the end of the strategic plan cycle.
2. Infrastructure development in the school to make it a modern and safe environment for teaching and learning in readiness for Competence Based Curriculum.
3. Character development and welfare of the learners in the school towards Child Friendly Boys School.
4. Organisation, mobilization and utilization of funds and school resources.

STRATEGIC OBJECTIVES

Eight strategic objectives were identified in order to effectively address the strategic issues raised. The following are strategic objectives and their corresponding strategies:

Strategic objective one: To modernize the existing school infrastructure and put-up new ones to meet the school needs
The strategies adopted will be;

1. To upgrade the kitchen and dining hall facilities by acquiring new modern equipment.
2. Construction of 9 new classrooms
3. Construction of a new dormitory with a capacity of 400 students to accommodate the increased student enrolment
4. Completion of administration building.
5. Construction of latrines for boys.
6. Repairs of dorms, dining hall floors and walls.
7. Construction of staff houses.
8. Construction of a perimeter wall and a modern gate.
9. Construction of one additional science lab.
10. Renovation of the science laboratories.
11. Installation of CCTV camera surveillance.
12. Solar electricity enhancement.
13. Establishment of Biogas system.

Strategic objective two: Improving the environment and the institution general aesthetics appeal

The strategies adopted will be:

1. Making the pavements in the school.
2. Landscaping and flowers.
3. Painting of school building walls.

Strategic objective three: Identify and develop alternative revenue generation streams to increase revenue generation for self-sufficiency

The strategies adopted will be:

1. Develop a dairy farm.
2. Poultry keeping.
3. Pig farming.
4. Development of the Horticulture (Green house).
5. Crop farming.
6. Beef farming.
7. Sheep rearing.
8. Bakery.
9. Posho mill.

Strategic objective four: Enhance effectiveness and efficiency in use of ICT for effective service delivery and teaching/learning processes

The strategies adopted will be:

1. Connect the school to fibre optic cable.
2. Establish a fully functional school website.
3. Create a system for e-results, e-admission etc to enhance communication with stakeholders.
4. Using of e-learning resources.
5. Use of chalk less systems for teaching i.e., smart boards and projectors.
6. Installation of biometric system.
7. Installation of financial management system.

Strategic objective five: Improve quality

Strategic objective five: Improve quality of teaching and learning

The strategies adopted will be:

1. Broaden the curriculum offered by introducing new subjects.
2. Enhance the curriculum implementation and evaluation.
3. Capacity building of teaching staff.
4. Provision of up-to-date instructional materials.
5. Enhance the participation of school in the co-curricular activities.
6. Develop the capacity of the school human resources for application of ICT.
7. Enhance the library resources to include access to electronic databases and resources.
8. Integrate teaching and ICT.
9. Embrace value added progress (VAP) concept.

Strategic objective six: Enhancement of organization structure for effective delivery

The strategies adopted will be:

1. Review of management structures and roles by different departments.
2. Strengthen the existing department operations and systems.
3. Ensure effective utilization of funds and budgetary control processes.
4. Increase students' participation in management through students' council.
5. Increase the capacity of the non-teaching staff.

Strategic objective seven: Enhancing the learners welfare

The strategies adopted will be:

1. Enhance the spiritual development.
2. Improve talents development of the learners.
3. Support systems for the deserving needy students.
4. Diet enhancement.
5. Enhance a democratic election of student council.
6. Improve health standards of the students.

Strategic objective eight: Improvement in academic performance

The strategies adopted will be: -

1. Set good students entry KCPE Marks.
2. Increase student's teacher contact hours.
3. Setting competitive students and staff reward system
4. Increase academic trips.
5. Benchmark with high performing schools.
6. Increase the number of teaching staff.

KEY STRATEGIC ISSUES AND OBJECTIVES

TABLE 3. 2:

	STRATEGIC ISSUE	STRATEGIC OBJECTIVE	STRATEGIES
1	Continuous improvement of academic performance from the current B- in 2020 to B+ in 2025	<ul style="list-style-type: none"> • Enhance effectiveness and efficient use of ICT for effective teaching and learning process. • Improve the quality of teaching and learning 	<ul style="list-style-type: none"> • Connect school to fibre optic cable. • Use of e- learning resources. • Use of chalkless systems of teaching. • Broaden the curriculum offered. • Enhance curriculum implementation. • Capacity building of teaching staff. • Provision of updated instruction materials. • Enhance library resources to access electronic data base. • Integrate teaching and ICT. • Embrace VAP concept.

2	Infrastructure development.	<ul style="list-style-type: none"> • Modernize the existing school infrastructure and put-up new ones to meet the school needs. • Improving the environment and institutions. • General aesthetics. 	<ul style="list-style-type: none"> • Upgrade the kitchen and DH facilities • Construct a new class. • construct new dorm (400 students' capacity) • Completion of administration block. • Construction of boys' toilets. • Repair of dorm, DH and labs. • Construction of perimeter wall and modern gate. • Renovation and construction of staff houses. • Installation of CCTV cameras. • solar electricity enhancement. • Making of pavements. • Land scaping and planting of flowers. • Painting of school buildings.
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3	Character development and welfare of learners in the school towards child friendly Boys' School	<ul style="list-style-type: none"> • Enhancing of effectiveness and use of ICT for effective service delivery. <p>2. Enhancing the learners welfare.</p>	<ul style="list-style-type: none"> • Connect the school to fibre optic cable. • Establish a school website system of E- results, E- admission to enhance communication with stake holders. • Students' participation in management through the student's council; and open barazas. • Chalkless system. • Biometric system • Spiritual development • Talent development • Bursary for needy students. • Diet enhancement • Democratic election of the student council • Improved health standards
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4	<p>Organization, mobilization and utilization of funds and school resources.</p>	<ul style="list-style-type: none"> • Identify and develop alternative revenue generation streams to increase revenue generation for self-sufficiency. • Effectiveness and efficient use of ICT for effective service delivery. • Enhancement of organization structure for effective service delivery. 	<ul style="list-style-type: none"> • Develop a dairy farm • Poultry keeping/ pig farming • Green house • Crop farming/ bee farming • Sheep rearing. • Bakery • Posho mill • Review management structures and roles by different department • Strengthen the existing department operations and systems. • Exercise budgetary control process. • Increase the capacity of non – teaching staff. • Increase students’ participation in management through the student’s council and open barazas
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The following are set targets for the period 2021 -2025;

ACADEMIC PERFORMANCE 2021- 2025

OVERALL SCHOOL KCSE MEAN GRADE

Table 3.3

EXPECTED GRADE					
<u>CURRENT</u> 2020 7.6	2021 8.4	2022 8.7	2023 9.0	2024 9.4	2025 9.7

Table 3.4

Subject mean grade expected

Subject	Mean grade Current mean	expected				
		2021	2022	2023	2024	2025
English	6.892	8.00	8.3	8.6	8.9	9.2
Kiswahili	8.55	9.50	9.8	10.1	10.4	10.7
Mathematics	7.243	8.00	8.3	8.6	8.9	9.2
Biology	5.416	8.00	8.3	8.6	8.9	9.2
Physics	6.327	8.60	8.9	9.2	9.5	9.8
Chemistry	5.349	8.0	8.3	8.6	8.9	9.2
History	9.542	10.5	10.8	11.1	11.4	11.7
Geography	9.24	10.5	10.8	11.1	11.4	11.7
CRE	8.516	10.5	10.8	11.1	11.4	11.7
Agriculture	11.125	11.7	11.75	11.8	11.85	11.9
Computer	10.657	11.5	11.65	11.70	11.75	11.8
B/studies	8.449	10.5	10.8	11.1	11.4	11.7

STRATEGIES

1. Early syllabus coverage.
2. Increased student-teacher contact.
3. Academic forums with learners.
4. Actively involving learners in learning through subject champion.
5. Encouraging students to consult widely.
6. Involving parents on learner's performance (collaboration approach).
7. Setting targets for performance and frequent review.
8. Strengthening language policy in school.
9. Assigning subjects specific period for discussion.
10. Encouraging learners to make summary notes.
11. Inviting high flying examiners prior to exam to talk to our students.
12. Strengthening academic Kesha for our learners to increase academic endurance.
13. Introducing improving students' program.
14. Frequent evaluation on all the subjects.
15. Team teaching.
16. Bench marking with top performing schools.
17. Strengthening guidance and counselling

CHAPTER FOUR

4.1 IMPLEMENTATION MATRIX

TABLE 1. Strategic objective one: To modernize the existing school boarding infrastructure to create a conducive environment for teaching and learning.

Strategy	Activities	Performance indicator	output	Time frame	Budget (ksh)	Responsibilities	Assumptions
1	To upgrade the kitchen and catering facilities and dining hall in order to cater for student's welfare	Reports on completion/Certificates	Improved hygiene and health Time management	2021-2025	1,000,000.00	BOM PRINCIPAL	Renovations to kitchen facilities will be completed
	Renovation of floors and walls of dining hall and acquisition of adequate and appropriate furniture	Fully furnished and user-friendly dining hall.	Proper sanitation. Motivation of students.	By Dec 2022	1,800,000.00	BOM	Funds will be availed and mobilized
2	Improvement of the students boarding facilities to ensure More spacious and healthy accommodation	Reports, completion certificates	Increased enrolment. Observance of covid 19 protocol. Improved sanitation. Comport to the students. Proper accommodati	By 2025	22,000,000.00	BOM Principal	Funds will be mobilized as required

				Proper accommodation of the students		By 2025	5,500,000	Principal	Funds required will be mobilized
	Renovation of all existing boarding facilities	Renovated user friendly facilities							
3	Modernization of the school facilities to ensure all the facilities in the school will have a more user friendly as well as having greater aesthetic appeal	Painting and repair all the school facilities to give them a facelift	Less customer complaints seen	Improved aesthetics. Improved morale of students and staff. Improved confidence of the stake holders.	DEC 2022 BY DEC 2024	DEC 2022 BY DEC 2024	10,000,000 6,000,000	BOM Principal	The funds budgeted for will be made available. Funds will be mobilized
4	The improvement of management support, working environment	Completion of administration block	User friendly office spaces	Proper accommodation of teachers in the offices. Improved working environment. Improved aesthetics of the school.	2021-2025	2021-2025	5,000,000	Principal BOM	Donor support MOE Grants Fundraising
5	Construction of staff houses to accommodate teaching and non-Teaching Staff.	Mobilization of funds, design and construction of 6 staff houses	Certificates of completion / occupation	Decent staff quarters. Improved hiring condition for teachers. Improved teacher morale.	2021-2025	2021-2025	14,000,000	BOM	MOE Grants CDF, PA and other funds mobilized

6	Improvement of the teaching and learning resources	Renovation of the existing science laboratories	Renovated and equipped science laboratories.	<p>Increase number of accommodated teachers.</p> <p>Improved student discipline.</p> <p>Improved academic performance.</p> <p>Cost reduction in transport.</p> <p>Increased contact hours.</p>	2021 - 2025	3,000,000.00	BOM,	MOEST grants, CDF and parents and well-wishers' contributions		
		Construction of 9 class rooms to enhance students' comfort and conformity to occupational health and safety	Classrooms conformance to safety and health guidelines	<p>Improved academic performance.</p> <p>Increase enrolment.</p> <p>Improved morale of teachers and students.</p> <p>Observance of covid19 guidelines.</p> <p>Improved student comfort.</p> <p>Improved safety of learners.</p>	2022-2025	14,000,000.00	BOM	MOEST funds CDF, PA		

7	Enhancement of school security	Installation of CCTV surveillance systems in all the strategic places in the school, commission a control room and synchronize with key offices to identify threats and security breaches real time	Fully functional CCTV surveillance system.	Improved school security. Regulation of movement of people to and from the school. Improved discipline of students. Proper supervision of workers. Easy management of school systems.	2021-2022	1,000,000.00	BOM	Funds will be availed
		Construction of a perimeter fence along the main road.	Perimeter wall	Improve security. Improve student's discipline. Regulate human traffic. Improved aesthetic value of the school.	2022-2025	1,500,000.00	BOM	Funds will be availed
8	Commissioning of solar power to minimize the dependence on expensive mains electricity	Installation of solar power systems subject to design, and commissioning by the qualified experts	Solar power harnessed	Improved lighting. Improved security. Reduction of the cost of electricity and fuel. Improved sustainable power supply.	2022-2025	1,000,000.00	BOM	Subject to feasibility studies and the availability of funds

Strategic objective two: Improving the environment and the institution general aesthetics appeal of the school

Strategy	Activities	Performance indicator	Output	Time frame	Budget	Responsibilities	Assumption
1 Beautification by landscaping the school compound to enhance aesthetic appeal	Landscaping and planting flowers and ornamental shrubs	Bills of materials, plans and designs	Improved aesthetic value. Improved morale. Proper compound use.	DEC 2022	1,500,000.00	BOM, designers, contractors	Availability of funds and organizational support
2 Painting of walls and roofs	All the rusty roofs and dusty walls painted	Bills of quantities and renovated structures	Good physical appearance. Conducive learning environment.	2021-2025	5,000,000.00	BOM	Available funds
3 Paving the school	Putting pavements on the pathways / walkways	Designs drawn Pavements constructed	Improved aesthetic value. Good use of school compound	2021-2024	1,000,000.00	Bom Teachers	Availability of funds

TABLE 4.3 Strategic objective three: Identifying and developing alternative revenue generation streams to increase revenue generation for self-sufficiency.

Strategy	Activities	Performance indicator	Output	Time frame	Budget	Responsibilities	Assumption
1	Establish a dairy farming project	feasibility studies implementation and expert support	Output records	Improved diet. Increased income. Food security. Improved Savings. Proper use of the school resources.	By 2022	1,000,000.00	Principal BOM Farm Manager Budget allocation
2	Establish pig farming project	feasibility studies implementation and expert support	Farm records	Improved diet. Increased income. Food security. Improved Savings. Proper use of the school resources.	Dec 2022	150,000.00	Principal BOM Farm Manager Budget allocation
3	Purchase of 10 units of poultry cages	feasibility studies	Output records	Improved diet. Increased income. Food security. Improved Savings. Proper use of the school resources.	By 2022	1,000,000.00	Principal BOM Farm Manager Budget allocation
4	Crop farming	Feasibility studies	Output records	Improved diet. Increased income. Food security. Improved Savings. Proper use of the school resources.	By 2021 and continuous	1,000,000.00	Principal BOM Farm Manager Budget allocation
5	Establish Greenhouses	feasibility studies implementation and expert support. Green house to be bought.	Sales/profit	Improved diet. Increased income. Food security. Improved Savings.	Dec 2022	700,000.00	Principal BOM Budget allocation Profit existing from

6	Establishment of a bakery	feasibility studies implementation and expert support. Bakery to be established	Sales/profit	Proper use of the school resources. Improved diet. Increased income. Food security. Improved Savings. Proper use of the school resources.	2021-2023	850,000.00	Principal BOM	Budgetary allocation . Profit existing from investments
7	Purchase of a posh mill	Feasibility studies implementation and expert support. Posho mill to be bought.	Sales/profit	Improved diet. Increased income. Food security. Improved Savings. Proper use of the school resources.	2021-2023		Principal BOM	Budgetary allocation . Profit existing from investments

TABLE 4.4 Strategic objective four: Enhance effectiveness and efficiency in use of ICT for effective service delivery and teaching/learning processes

S/N	Strategy	Activities	Performance indicator	Output	Time frame	Budget (ksh)	Responsibilities	Assumption
1	School website improvement and enhancement	Content enhancement	Operational website Website address	Improved access of school information by the stakeholders. Improve communication network.	2021-2023	350,000	Principal Finance officer	Budgetary allocation
2	Increase Access to ICT facilities by stakeholders in the school	Increase access points. Schedule for access to ICT facilities 30 additional Computers	Enhanced access to ICT		2021-2025	4,260,000	Principal HOD-ICT/computer studies	MOE support Budgetary allocation
3	Commissioning of full application of ICT in all the school management processes	Installation of system for e-admission, accounting, reports, communications etc.	Application of ICT in all management processes.	Improved delivery of curriculum	2021 - 2025	1,000,000	BOM	Available funds and stable internet services
4	Installation of ICT facilities for the teaching and learning	Installation of modern chalk less systems for teaching and acquiring digital content for teaching and learning	Modern, interactive learning		2021-2025	5,000,000	BOM	Available funds and support from the government agencies like KICD etc.

Table 4.5: Strategic objective five: Improve quality of teaching and learning

S/N	Strategy	Activities	Performance indicator	Output	Time frame	Budget In (kshs)	Responsibilities	Assumption
1	Enhance the Curriculum implementation and evaluation in the teaching and learning processes	Adoption of effective methods of curriculum delivery for effectiveness Capacity building of the teaching staff to Enhance competencies, motivate staff to improve capability of delivering quality outputs	Reports of status assessments Training reports and programs Certificates Enhanced work output	Improved academic performance. Teaching staff improved delivery of curriculum	2021-2025 2021-2025	7,500,000	Principal Heads of academic departments BOM PA	All necessary support will be granted Budgetary allocation
2	Provision of relevant and adequate instructional materials and teaching and learning resources	Materials acquisition strategy and management	Availability of requisition forms. Delivery notes	Improved academic performance.	2021 Annually and as per the needs	2,500,000	Principal Heads departments	Budgetary Allocation adhered to
3	Participation in co-curricular activities to ensure Holistic student	Coming up with robust co curricula development	Training programs Calendar of events Trophies	Improved performance in games and sports.	2021 and Annually	5,000,000	Principal Games teachers	Budgetary allocation

			programs through effective coach and trainee development	Certificates Awards	Better exploitation of the student's talents. Improved interpersonal relationship and social development.					Coordinated Ministry of Education programs
4	Develop the capacity of the school human resources for application of ICT in ICT integrated lessons	Effective use of ICT to enhance teaching and learning	ICT integrated lesson plans	Improved performance in academics	2021 and continuously	1,500,000	Principal Heads of departments	Minimal resistance to ICT by teaching staff, budgetary allocation		
5	Enhance the learning resource centre's include access to electronic databases and resources	Enhancing the Fully functional ICT Resource centre with Wi-Fi access and subscription to relevant e-databases Connecting FOC	Learning resource centres available	Improved access to information	By 2023	7,500,000	Principal HOD ICT/computer studies GoK, Alumni	Budget allocation		
6	Enhancement of co-curricular activities	Development of a policy /strategy for co-curricular	Developed co-curricular activities. policy programs	Improvement in co-curricular activities	2021-2023	3,500,000	Principal, BOM, teachers responsible for.			

TABLE 4.6 Strategic objective six- Enhancement of organization structure of effective service delivery

S/N	Strategy	Activities	Performance indicator	Output	Time frame	Budget	Responsibilities	Assumptions
1	Review of management structures and roles by different	Review of the activities and functions of the departments and sections with a view of enhancing and restructuring for effective service delivery	Reviewed Organization chart and functions	Improved service delivery. Proper time management	2021-2025	300,000.00	Principal Senior staff	No policy changes by
2	Strengthen the existing departments operations and systems	Departments establish effective service charters, work flows etc.	Customer service charters work flows etc.	Effective time management. Proper service delivery.	June 2022	200,000.00	Principal Heads departments	Duty allocation will be fixed
3	Ensure effective Utilization of funds and budgetary control processes to	A system will be set in place to ensure adherence to the budgets and processes	Approved budgets and work plans	Proper financial control.	2022 and Continuous	100,000.00	Principal Finance officers BOM Auditors	All processes and procedures will be followed
4	Ensure effective performance of all staff	A system for performance management will be input in place to set and continually asses individual performance	Installation. Performance reports.	Improved delivery of services	2022 and Continuous	100,000.00	Principal HODs TSC QASO	Support from the MOEST and TSC

TABLE 4:7 Strategic objective seven – Enhancing the learners welfare.

S/N	Strategy	Activities	Performance indicator	Output	Time frame	Budget	Responsibilities	Assumptions
1	Enhancement of spiritual wellbeing of learners and whole school community	Preparation and enhancement of structures of spiritual nourishment	Programs/ calendar activities. Visitor's book.	Improved spiritual well-being. Improved discipline. Improved interpersonal relationship	2021 and continuous	2,000,000.00	BOM, Sponsor Chaplain	The MOES guidelines on the spiritual nourishment and sponsor are in place
2	Enhancement of the diet of the students in the school.	Continuous revision of the school diet to ensure well balanced meals for all learners within the reasonable budget.	Menu	Improved student health. Improved academic performance	2021-2025	50,000,000.00	principal	Availability of funds and continuous consultation with stakeholders.
3	Building a support system for the support of the needy, bright students.	A system for giving bursaries and other support to the needy and bright students' welfare.	Receipts Attendance Records	Improved academic performance	2022 and continuous		BOM, all school stakeholders	Adequate resources will be mobilized
4	Talent development for students	Establish and enhance a system of identifying talents among the students and nurture those talents.	Talent development program	Motivated learners and teachers. Improved performance	2022 and continuous		Principal and teachers	The MOES and government agencies have a requisite

5	Enhancement of co-curricular activities	Investment in modern pitches/courts and equipment and facilities for rugby, football, basketball, tennis	Modern facilities for sports and games available	Improved games infrastructure Exploitation of student's talent.	2022-2025		Principal, BOM, teachers responsible for sports	Program to support talents
6	Enhance the motivation levels of the learners and the teaching staff	Organizing of motivation programs For instance, benchmarking, education symposiums and fora, and tours etc.	Invitation letters. Lists of students Reports.	Improved performance in academics Improved motivation of learners. Improved staff service delivery.	2021-2025	5,000,000.00	Principal BOM	Motivation programs will produce the desired effect

Table 4.8 Strategic Objective Eight: Improvement in Academic Performance

	Strategy	Activities	Performance indicator	Output	Timeframe	Budget	Responsibilities	Assumptions
1.	Set high student entry. KCPE marks	Selection of high academic performance	KCPE marks displayed.	Improved academic performance	2021-25		Teachers Principal BOM	Consultation with stake holders
2.	Increase student-teacher contact hours	Creation of more contract.	Personal timetables. Remedial timetable.	Improved academic performance	2021-25		Teachers BOM Principal PA	Consultation with stake holders
3.	Setting competitive student and staff reward system	Establishment of a good reward system.	Minutes. Certificate Budget.	Improved academic performance	2021-25		BOM Principal PA	Availability of funds. Consultation with stakeholders
4.	Increase academic trips	Organize academic trips.	Good academic performance capacity.	Improved academic performance	2021-25		BOM Principal	Consultation with stake holders. Availability of funds.
5.	Benchmark with higher performing schools	Visit the performing schools.	Discipline. Good academic performance.	Improved academic performance	2021-25		BOM Principal	Consultation with stake holders. Availability of finances
6.	Increase the number of teaching staff.	Liaise with TSC for additional human resource.	Block timetable.	Improved academic performance. Improved teacher motivation. Improved working conditions.	2021-25		BOM. Principal	Employment of teachers by TSC.
7.	Parental involvement. BOM & PA involvement.	Clinics Calling parents to discuss performance.	Proper time management.	Programs. Attendance lists.	2021-25		Principal Class teacher Senior management team	Cooperation from the parents.

9	Green house		700,000	-	-	-	-	700,000
10.	Poultry farming	100,000	-	-	-	-	-	100,000
11.	Dairy Farming	300,000	300,000	-	-	-	-	600,000
12	Pig farming		150,000	-	-	-	-	500,000
13	Posho mill		500,000					500,000
14	Bakery		850,000					850,000
15.	Training needs assessment	50,000.00	-	-	-	-	-	50,000
16.	Capacity building	100,000	100,000	100,000	100,000	100,000	100,000	500,000
17.	Performance based management	250,000	250,000	250,000	250,000	250,000	250,000	1,250,000
18.	Development of ICT infrastructure, digital resources, and related	1,000,000	1,500,000	2,000,000	1,250,000	1,250,000	1,250,000	7,000,000
19.	Construction of one dormitory	500,000	1,000,000	1,500,000	1,000,000	1,000,000	-	4,000,000
20	Renovation	1,100,000	1,110,000	1,110,000	1,110,000	1,110,000	1,000,000	5,500,000
21.	CCTV surveillance systems	150,000	300,000	-	-	-	-	450,000
22.	Solar energy system	500,000	250,000	-	-	-	-	750,000

23.	Construction of a science lab	-	1,000,000	500,000	750,000	750,000	3,000,000
24.	Renovation and equipping science labs	200,000	200,000	150,000	-	-	550,000
25.	Talent pool, support for the needy students, spiritual nourishment	2,500,000	2,500,000	2,500,000	2,500,000	2,500,000	12,500,000
27.	Construction and equipping of a library	-	-	1,000,000	2,000,000	2,000,000	5,000,000
28.	Construction of staff houses	1,000,000	1,000,000	1,000,000	500,000	500,000	4,000,000
29.	Acquiring modern school bus	1,000,000	1,000,000	1,000,000	1,500,000	1,000,000	5,500,000
30.	Modernising and equipping of sports and games equipment. Development of comprehensive co-curricular program	2,000,000	2,000,000	2,000,000	2,000,000	2,000,000	10,000,000
31.	Motivation programs for enabling the students and teachers to excel in their academic work.	750,000	750,000	750,000	750,000	750,000	3,750,000
32	Construction of classroom	2,800,000	2,800,000	2,800,000	2,800,000	2,800,000	14,000,000
33	Land scaping	300,000	300,000	300,000	300,000	300,000	1,500,000
34	Installation of information of management system	200,000	200,000	200,000	200,000	200,000	1,000,000
35	Materials acquisition strategy management	500,000	500,000	500,000	500,000	500,000	2,500,000
36	Review of activities and functions of the departments and sections (Resource persons)	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	5,000,000
37	Improvement of school Diet	10,000,000	10,000,000	10,000,000	10,000,000	10,000,000	50,000,000
38	Improvement of pitches, courts	500,000	500,000	500,000	500,000	5,000,000	2,500,000
39	Motivation symposium and benchmarking programs	2,000,000	2,000,000	2,000,000	2,000,000	2,000,000	10,000,000

CHAPTER FIVE

5.0 MONITORING AND EVALUATION

5.1 INTRODUCTION

Monitoring and evaluation mean collection of data, its analysis and comparison with set indicators to check whether targets are being achieved. Monitoring and Evaluation Committee may be assigned the task and thereafter report to the BOM to ensure recommendations on implementations are taken on board.

5.2 MONITORING

Monitoring process will focus on key verifiable indicators for timely and reliable data collection and analysis. It will include evaluation through performance contracting, inspection and internal auditing. Performance contracting will compare activities or component achievements with expected results at policy, strategic and programme levels and will relate to the attained performance to efficiency and effectiveness in spending. Inspection will measure if the school implements its policies, strategies and programmes successfully and whether it contributes to the attainment of strategic objectives. Internal audit will establish the effectiveness of the Plan and verify compliance to the established guidelines and regulations. It will also check strict adherence to administrative and financial rules and procedures.

5.3 EVALUATION

The evaluation of reports will be done in comparison with the set targets. A simple progress report will then be made to indicate the progress, any hinderance and give recommendations. The progress reports will be prepared by the implementing departments, which make more reports for discussion by the BOM in their meeting and necessary advice given.

Framework for Monitoring and Evaluation

The following questions shall provide a framework for monitoring and evaluating the Strategic Plan: -

- Are the strategic objectives being achieved or not?
 - Will the strategic objectives be achieved according to the time frame specified in the plan?
 - Should the time frame for completing the objectives be changed?
 - Should the strategic objectives be changed?
 - Does the School have adequate resources to achieve the strategic objectives?
 - Are the strategic objectives still realistic?
 - What can be learned from monitoring and evaluation in order to improve future planning activities by the school?
- A database will be designed and maintained on activities, projects and programmes which include costs, period and actual expenditures.

Evaluation will be conducted annually to gauge the impacts of the strategies as contained in the Plan.

The process of monitoring and evaluation will involve the following:

1. Identify strategic objectives and strategies.
2. Identify activities, verifiable indicators, time frames, and responsibilities.
3. Prepare annual work plans based on strategies and finances allocated.
4. Conduct annual assessment/audit through collection of data on indicators and appraisals carried out.
5. Communicate on the assessment's outcomes to the school Board of Management suggesting the way forward.
6. Update work plans and adjustments

The monitoring will involve collective responsibility of Departments, BOM and PA members. The implementation matrix in chapter five will provide the motoring indicators.

5.4 PERFORMANCE MANAGEMENT AND STAFF APPRAISAL.

The development of staff appraisal system that will take into account the target set under this strategic plan and rewards/sanction system developed so that success is rewarded and failure is sanctioned.

5.5 MID TERM REVIEW.

This can be done after 2 years of the plan implementation and will involve all the stake holders. It will evaluate the implementation status and identify any challenges; lesson learnt and make changes in view of the circumstances at the time.

APPENDICES

APPENDIX 1: ACADEMIC HONOURS

BEST STUDENTS' YEARLY (KCSE)

YE AR	INDEX. NO	NAME	EN G	KI S W	M A T H S	BI O	PH YS I C	C H E M	PS C I E	B.S C I	HIS T	G E O	C R E	C O M P	A G R I C	CO M/ B/S T	PO I N T	M E A N
1989	31043001	MUNYINTHYA B. MBITHI	C	B-	B+	-	-	-	C+	B-	B+	B	B-		A	B-	86	B
1990	31043001	MBALUKA CHRIS MWANTHI	B-	A-	A				A	B	B	B	B		A	B-	99	B+
1991	31043002	NZAU FRANCIS MUTUA	C+	A-	B-				C	C+	A-	C-	B		B	C	80	B-
1992	37016001	NDOLO LEONARD MUSAU	B	B	A-				A-	B+	B+	B-	C+		B	B+	94	B
1993	37016001	MAINGI SHEDRACK MUOKI	B+	A	A-				B	A-	B-	B			A	A-	85	A-
1994	307802002	KITHEMBWA O. MUMO	C+	B+	B-				A	A-	A-	A-			A	B+	81	B+
1995	307802001	MUSYOKA STEPHEN MUTUKU	B-	B-	B+				A	A-	A-	B			A	A	94	A-
1996	307802007	MUINGI FESTUS MUTUNGA	C+	B+	C			C	-		-	B+			A	B+	73	B
1997	307802002	KILAKA ERICK KISAMBULI	B-	B-	B			B				A-			A	A	7	B+
1998	307802001	MICHAEL J. NYAMAI	C+	B	A			A				B+				A	85	A-
1999	307802007	NZUKI O. KIOKO	A-	B	C+			A				A				A	87	A-
2000	307802001	DAVID BARNARD KASANGA	B+	A	A			A				A				A	94	A
2001	307802003	KAKUNDI BLASTAS MBITHI	A-	A	A			A				B				A	93	A
2002	307802003	MUTUKU ALBERS MUTHAMA	C	A	A			A				B+					76	A-
2003	307802001	MATATA B. NGANDA	B-	B+	A			A									78	A-

2004	307802001	MUENDO SHEDRACH	B +	A-	A	A	A	A	A	A						A	81	A
2005	307802001	MUTUKU BONFACE KIMANTHI	B +	A	A	A	A	A	A	A						A	81	A-
2006	307802001	WAMBUA S. MAKAU	B +	A-	A	A	A	A	A	A						A-	80	A
2007	307802020	SAMBA D. NDUVA	A-	A	A	A	A	A-	A	A						A	82	A
2008	323201001	BARNARD M. MAKAA	A	B +	A	A	A	A	A	A							82	B+
2009	323201001	MWANZIA D. MUTHAMA	B +	A	A	A	A	A	A	A							82	A
2010	323201002	MUMO D. KIMANTHI	B +	A	A	A	A	A	A	A						A	82	A
2011	346101001	MUTUA N. NZUVE	B +	A	A	A	A	A	A	A							82	A
2012	18346101001	NZUKI A. NDAMBUKI	A-	A-	A	A	A	A	A	A							81	A
	18346101004	MWENDWA CLEMENT MATUNDU	A	B +	A	A	A	A	A	A							81	A
2013	18346101002	BARNARD E. KIMEU	B +	A	A	A	A	A	A	A							82	A-
2014	18346101004	MUTI KILOMBE MARTIN	B +	A	A	A	A	A	A	A							82	A
2015	18346101004	MULI MARTIN NDETO	A-	A-	A	A	A	B-	B +	B +							77	A-
2016	18346101001	MUTUKU ONESMUS MWENDWA	C	B +	A	A	A	A-	A	A							75	A-
2017	18346101001	MAVUYVA KELVIN KASEE	B	A-	A	C	A	A	A-	A							79	A-
2018	18346101001	MUEMA BARNAD KIOKO	B	B	A	B	A	A-	A	A							73	B +
2019	18346101001 18346101009	MAKAU GEORGE WAMBUA BRIAN MUTHYA	C + B-	B + B	A B	A A-	B + A	B + A	B + A	B + A							75 75	A- A-
2020	1834610101	KIMEU BERNAD MUSYOKA	B +	A	A	A	A	A	A	A							80	A-

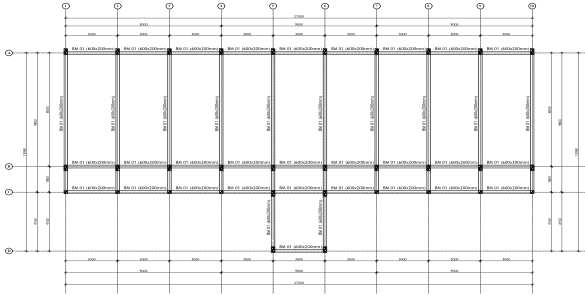
APPENDIX 2. BOM CHAIRMEN HONOURS BOARD

1. MR. JOSEPH M. KISELU - 1970 - 1982
2. PROF. JEREMIAH K. MUSUVA - 1982 - 2007
3. MR. DANIEL M. MAVINDU - 2007 - 2012
4. MR. JOSEPH MWANTHI - 2012 - 2014
5. PROF. KAVOI MUTUKU - 2015 - PRESENT

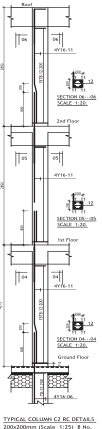
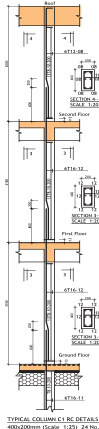
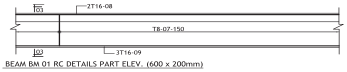
APPENDIX 3. PRINCIPALS HONOURS BOARD

1. MR. MUTUNGA WILLUM - 1970- 1971
2. MR MALINDA - 1971-1972
3. MR. OKELO - 1972-1973
4. MR. PETER MAILU - 1973 -1974
5. MR. BENARD KYULE - 1974-1981
6. MR. STEPHEN MULWA - 1981-1982
7. MR. REUBEN MUNG'ALA - 1982- 1984
8. MR. JACKSON MANG'ENG'E - 1984-1991
9. MR. DAVID MUTUKU - 1991-1992
10. MR. HENRY MIGWI - 1993 -1994
11. MR. DOMINIC MATHEKA - 1994-1997
12. MR. BENJAMIN KINGI - 1997 -1999
13. MR. TIMOTHY WAMBUA - 2000 -2009
14. MR. ONESMUS MATHEKA - 2010-2014
15. MR. PASCAL MUSYIMI - 2014-2020
- 16 MR. RICHARD MOKAYA - 2020 - PRESENT

APPENDIX 4. PLANS & ARCHITECTURAL DRAWINGS



TYPICAL BEAM GENERAL ARRANGEMENT (Scale 1:50)



NO.	REVISION	DATE	DESCRIPTION

- NOTES**
1. This drawing is for the information and use of other departments only.
 2. All dimensions are in millimeters unless otherwise stated.
 3. All dimensions are to be finished surfaces unless otherwise stated.
 4. All dimensions are to be as shown on the drawing unless otherwise stated.
 5. All dimensions are to be as shown on the drawing unless otherwise stated.
 6. All dimensions are to be as shown on the drawing unless otherwise stated.
 7. All dimensions are to be as shown on the drawing unless otherwise stated.
 8. All dimensions are to be as shown on the drawing unless otherwise stated.
 9. All dimensions are to be as shown on the drawing unless otherwise stated.
 10. All dimensions are to be as shown on the drawing unless otherwise stated.

PROPOSED CLASSROOM MODEL
NO PART IN DETAIL

NO.	DATE	DESCRIPTION

MEAN LAYOUT, BEAM & COLUMN DETAIL AND REVISIONS

NO.	DATE	DESCRIPTION

GENERAL NOTES

1. All dimensions are shown in mm unless otherwise specified.
2. Fixed layout dimensions are to be used. Contractor must check and verify all dimensions before commencement of work.

CONSTRUCTION

1. All slabs at ground level to be laid over 1000 g/m² polythene sheeting, on 10mm thick masonry blinding, on approved hardcore bed.
2. All walls under slabs and around foundations to be primed.
3. All walls under slabs and around foundations to be primed.
4. All black cotton walls to be removed from below all walling.
5. All wall surfaces to be clear of black cotton soil at a distance.
6. All floor surfaces to be clear of black cotton soil at a distance.
7. For all R, C, W, works, refer to S.E. details. Foundation depth to be determined on site and as per approval.
8. All walls less than 700mm to be reinforced with hoop iron after every alternate course.
9. All walls and masonry walls to be tied with strap iron after every alternate course.
10. P.V. denotes permanent vents.

ELECTRICAL

All installations must be laid before plastering. All electrical works to Electrical Eng. Details.

REVISION		
NO.	DATE	DESCRIPTION

Project: PROPOSED CONSTRUCTION OF STAFF QUARTERS AT THE MIDLAND SCHOOL

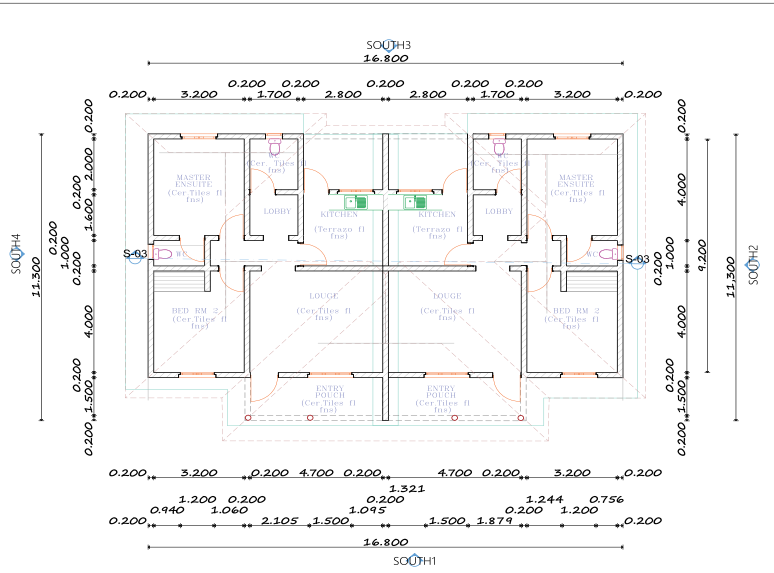
Working title: WORKING DRAWINGS-GROUND FLOOR LAYOUT-ELECTRICAL SECTION

Client: THE MIDLAND SCHOOL, PO BOX.

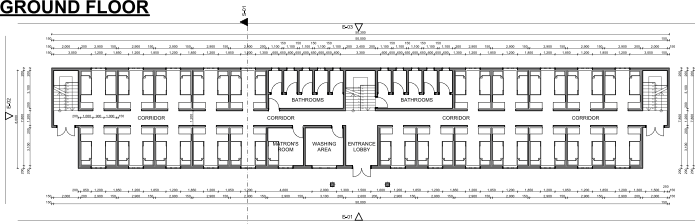
Drawn by: [] Date: []

Checked by: [] Date: []

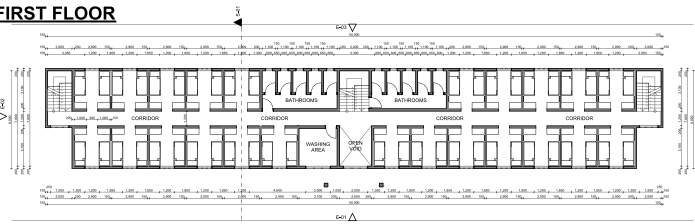
Scale: 1:100



GROUND FLOOR



FIRST FLOOR



GENERAL NOTES

- All measurements are shown in millimeters, DO NOT SCALE OF THIS DRAWING
- All elevations and dimensions to be checked on site before any building work commences
- All elevations should be read on plan for the floor and drawings must be read in concert with each other, any discrepancies to be reported to the office of the consultant
- Any drawings to be read in conjunction with specifications and all other relevant drawings
- Work above 200mm thick to be reinforced with hoop steel at every alternate floor level
- Depth of foundation to be determined on site to BE approved
- Clear proof course must be provided under all columns with at grade DPC to be formed 150mm above ground level
- *Down pipes (cast iron) to be provided for all buildings and to be equipped in accordance with the specifications
- All reinforced concrete to be in accordance with the specifications
- All structural work to be done in accordance with the specifications
- All steel work shall and structural foundation to be tested for corrosion

REVISION

NO	DATE	DESCRIPTION

PROJECT PROPOSED SCHOOL DORMITORY

CLIENT

ARCHITECT ALLAN KYALO

CHECKED BY KANNI F

DRAWING NAME FLOOR PLAN SECTION & ELEVATIONS

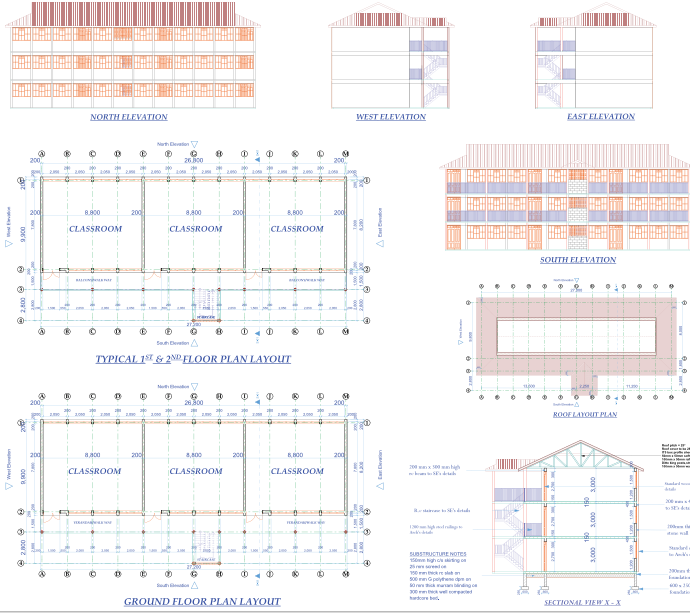
CLIENT SIGN.....

SIGNED AND STAMPED

PROJECT STAGE

SCALE	DRAWN	CHECKED/DATE	Sheet No
			01

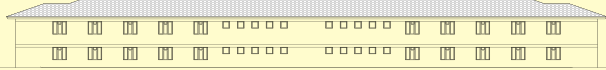
DRAWING NUMBER	JOHNAMBR	REVISION



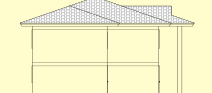
FRONT ELEVATION E-01



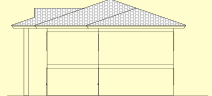
REAR ELEVATION E-03



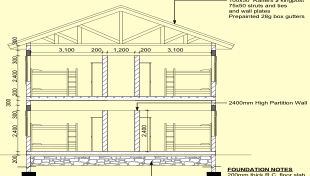
SIDE ELEVATION E-02



SIDE ELEVATION E-04



SECTION S-01



GENERAL NOTES
 All dimensions are shown in millimeters, DO NOT SCALE off drawings.
 * All levels and elevations to be checked on site before any building work commences.
 * All sections should be made up for the full range and all drawings should be made up in accordance with each other. Any discrepancies to be brought to the notice of the Architect.
 * This drawing is to be used in conjunction with specifications and all other relevant drawings.
 * Walls above 200mm thick to be reinforced with steel in every 4th course.
 * Reinforcement to be observed on site with approval.
 * Damp proof course must be provided under all external walls at grade, DPC is to be rendered above ground level.
 * Drain pipes passing under terraces, stairways, and buildings to be provided with 100mm concrete bedding.
 * All external works to be the workmanship of Electrical Engineer.
 * All work above 400mm and above 2m height to be done by scaffolding.

REVISION

NO	DATE	DESCRIPTION
01		

PROJECT PROPOSED SCHOOL DORMITORY

CLIENT

ARCHITECT ALLAN KYALO

CHECKED BY KANNIE

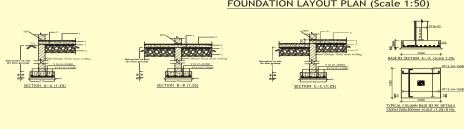
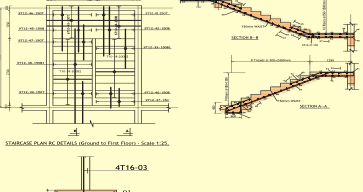
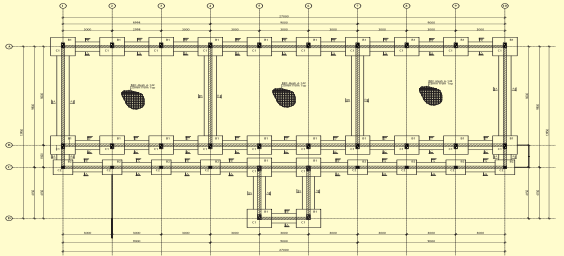
DRAWING NAME FLOOR PLAN, SECTION & ELEVATIONS

SIGNED AND STAMPED

PROJECT STAGE

SCALE	DRAWN	CHECKED	DATE	REVISION NO.
				01

DRAWING NUMBER **JOB NUMBER** **REVISION**



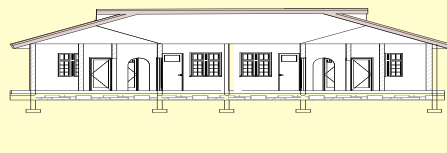
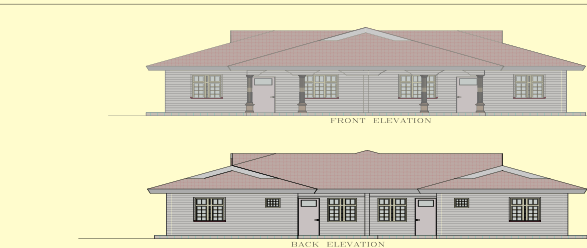
NOTES

- The drawings are to be used in accordance with the specifications.
- Approved by the Architect.
- Approved by the Engineer.
- Approved by the Client.
- Approved by the Contractor.
- Approved by the Inspector.
- Approved by the Surveyor.
- Approved by the Valuer.
- Approved by the Lawyer.
- Approved by the Accountant.
- Approved by the Tax Consultant.
- Approved by the Insurance Broker.
- Approved by the Financial Advisor.
- Approved by the Estate Planner.
- Approved by the Real Estate Agent.
- Approved by the Auctioneer.
- Approved by the Conveyancer.
- Approved by the Notary Public.
- Approved by the Court.
- Approved by the Government.
- Approved by the Parliament.
- Approved by the President.
- Approved by the Prime Minister.
- Approved by the Cabinet.
- Approved by the Ministers.
- Approved by the Members of Parliament.
- Approved by the Citizens.
- Approved by the People.

NO	DATE	DESCRIPTION
01		

PROPOSED CLADDING DEVELOPMENT

PROPOSED EXTERIOR WALLS, DETAILS AND FINISHES



GENERAL NOTES
 All dimensions are shown in millimeters, DO NOT SCALE off drawings.
 * All levels and elevations to be checked on site before any building work commences.
 * All sections should be made up for the full range and all drawings should be made up in accordance with each other. Any discrepancies to be brought to the notice of the Architect.
 * This drawing is to be used in conjunction with specifications and all other relevant drawings.
 * Walls above 200mm thick to be reinforced with steel in every 4th course.
 * Reinforcement to be observed on site with approval.
 * Damp proof course must be provided under all external walls at grade, DPC is to be rendered above ground level.
 * Drain pipes passing under terraces, stairways, and buildings to be provided with 100mm concrete bedding.
 * All external works to be the workmanship of Electrical Engineer.
 * All work above 400mm and above 2m height to be done by scaffolding.

REVISION

NO	DATE	DESCRIPTION
01		

PROJECT PROPOSED SCHOOL DORMITORY

CLIENT

ARCHITECT ALLAN KYALO

CHECKED BY KANNIE

DRAWING NAME FLOOR PLAN, SECTION & ELEVATIONS

SIGNED AND STAMPED

PROJECT STAGE

SCALE	DRAWN	CHECKED	DATE	REVISION NO.
				01

DRAWING NUMBER **JOB NUMBER** **REVISION**

to tawa



Kitondo
Secondary School

to wote



Kitondo AIC

