



# Parkview Junior School

39 Ennis Road, Parkview, Johannesburg

## Strategy – 2019 to 2024

*Adopted by the SGB – 8 October 2019*





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# 1 Introduction

## 1.1 Need for the Strategy

Parkview Junior School has completed the development of a school strategy to position the school for continued growth and development. The process was initiated by the School Governing Body (SGB) who took office in March 2018.

The triggers for the strategy process were two-fold: the school had recently completed a leadership transition and a fresh vision was required by the new team to lead the school into the future.

The methodology used to develop the strategy is included as Appendix A. The guiding principles of the school that have been agreed to in the strategy development process are included here.

## 1.2 Roles and Responsibilities

The school is governed by the School Governing Body whose task it is to set the school's strategy and vision and to oversee the school's activities. The School Governing Body is comprised of current parents and members of staff. Parents are elected to the SGB for a three-year period by the parent body of the school and parents must always outnumber the staff on the SGB. There is no remuneration for serving on the SGB – it is a public service. The primary driver of the strategy is the SGB.

The school is managed by the Senior Management Team (SMT), who direct and control the school on a day-to-day basis. The Senior Management Team comprises the principal, heads of department and administrators. The SMT members are full-time staff members. The primary implementer of the strategy is the SMT.

The Parent Teacher Association is established by parents who assist the school with its contact with the parent body, fundraising and fostering a volunteer spirit to increase parent participation in the school. The academic staff have found that actively involved parents tend to result in happier and higher-achieving learners. The PTA supports the implementation of the strategy by aligning their activities with the requirements of the strategy.

The Parent Body's role is to play a positive and supportive role in the school life of their children. Parents in the school's context include biological parents, guardians and family members who support and guide the learners at our school. The school notes that parents are the over-whelming influence in a child's life and thus the school experience can only be made fully productive by the active support and involvement of the parent body. The parent body holds the SGB and the SMT to account through an Annual General Meeting.

The roles and responsibilities listed above all have one aim: to act in the interests of the learners.

## 1.3 Review of the Strategy

This strategy document sets the direction for the school for the period 2019 to 2024. The strategy is given effect through the action plan, which is to be implemented during the period.

The strategy document is intended to be a living document and to be reviewed for effectiveness on an annual basis. Although the vision and the strategic drivers are expected to endure for the period of the strategy, the implementation items contained in the action plan are more subject to change.

It is expected that the strategy will be reviewed annually by the SGB to test for relevance, effectiveness and simplicity. This strategy document is thus expected to be adjusted accordingly throughout its five-year life.



## 2 The School Vision

### 2.1 Guiding Principles

The following are the school's guiding principles

#### 2.1.1 A Specialised Foundational School

A small, community-based school catering for the needs of 5-10-year olds. Offering Grade R to Grade 3. The school is set up to build a strong foundation for learners to move to the next phase.

#### 2.1.2 Excellence

The school aims for academic excellence. This is achieved through excellence in teaching, the delivery of specialised learner support to address temporary learning difficulties and the provision of learner extension to engage those learners with academic strengths.

#### 2.1.3 Inclusivity

The school encourages children of diverse racial and cultural backgrounds - all the better to learn from each other and to contribute to South African society.

#### 2.1.4 Whole development

The school focuses on the holistic development of learners, including academics, physical development, the values of citizenship, the discovery of each child's loves and talents, the facilitation of emotional maturity, social skills, social responsibility and the building of future ready skills.

#### 2.1.5 Nurturing

To provide a safe, secure, magical, learner centred (recognising needs and talents) environment which encourages compassion for others. The school team take on and develops the child; a child's development is not the responsibility of just one educator.

#### 2.1.6 Prepared for the future

The school strives to understand what is required to better prepare young children for the future, and to consider how this should inform the approach to developing the school – and the approach to teaching and learning.





### 3 Strategy Framework

The strategic framework for the school strategy is included here for easy reference. Each section is addressed in the remaining chapters of the document.

#### **Vision and Desired Outcome: what kind of child leaves Parkview Junior School to go to Grade 4?**

*The school develops confident children, academically well equipped to move onto the next stage of their learning; having discovered something of their loves and talents; and with values that contribute to active citizenship.*

#### **Strategic Focus for the 2019-2024 Period**

1. **Maintain the high standard of the academic programme** despite the pressures of many learners coming to the school with weaker foundations. This is to be achieved by continuing to build learner support, investing in learner extension and training opportunities for ongoing teacher development.
2. **Grow the quality of the extra/co-curriculum programme** through curating and managing an offering from outside service providers to encourage learners to discover more of their loves and talents.
3. **Grow a culture of active citizenship** in the school, embedding the school's role as a community school and encouraging a culture of service. Implement a programme to articulate the values of the school and provide frameworks and guidelines for the members of the school community to live the values of: achievement; discovery; independence; kindness and diversity.
4. **Explore growing the grade R offering** at the school to include an extra class by 2021, to build academic quality and continuity within our learner body as they transition from Grade R into the foundation phase.

#### **Enablers**

1. **Build the organisational capacity of the school** through a staffing model that will bring more capacity to the school to lighten the load of the small management and teaching team. Build a stronger culture of volunteerism amongst parents and the broader community to enable this strategy.
2. Be clear about the **positioning of the school and promotion** of the school's vision as outlined in the strategy document and develop a marketing plan to grow the appeal of the school to prospective families in an increasingly competitive education landscape. This includes the Parent Teacher Association as a vital link between the school and parent community and to the broader school feeder zone.

## 4 Strategic Drive 1: Maintain the high standard of the academic programme

### 4.1 Approach to Learner Academic Development

Learners at Parkview Junior School should generally achieve high academic standards, equal to the very best public schools and well beyond the minimum standards stipulated by the Gauteng Department of Education (GDE).

Parkview Junior School views excellence in education holistically. Excellence (ensuring that all learners achieve to the best of their abilities) is seen as a combination of a range of inputs – excellence in teaching, the effectiveness of teaching methodologies employed, and the types of support available to learners who experience difficulties as well as those who excel.

The school's curriculum and associated administrative processes are established and enforced by the GDE. The school is required to offer the Curriculum Assessment Policy Statements (CAPS) curriculum as required by the GDE and must ensure that the curriculum is comprehensively covered during the school year. The school can reinforce aspects of curriculum through additional learner approaches and is able to adopt teaching methods that best assist learners in curriculum coverage.

The model for the academic development of learners is a cycle, based upon the Deming cycle of Plan-Do-Check-Act. The Academic Performance Cycle is shown in the graphic below.

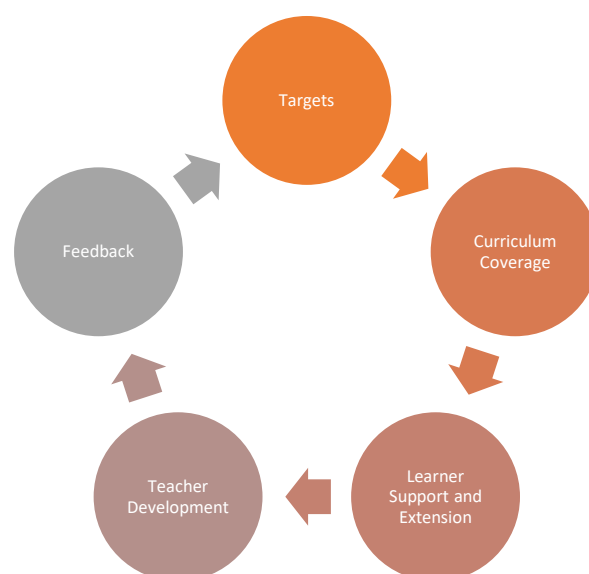


Figure 1: Academic Performance Cycle

This cycle starts with the setting of targets for academic performance. This is done in conjunction with GDE standards and with reference to peer public and private schools.

The second stage of the cycle is to cover the curriculum

The Learner Support and Extension Programmes form an essential element of the achievement of academic excellence. The Learner Support Programme is tailored to the curriculum and to achieving the school's academic targets. The Learner Extension Programme is tailored to further improve the academic performance of learners who require extension. These programmes together move the average levels of academic achievement upwards.



Teacher Development is an essential item in the achievement of academic excellence. Improvements in topic knowledge, teaching methods, classroom practise, computer-aided learning and Early Childhood Care and Development (ECCD) activities all contribute towards the achievement of academic excellence, and the school supports teacher development in all these areas.

Feedback is used to provide objective input to the achievement of the targets.

Academic performance will thus continually improve, thereby achieving the school's key goal of learners being "well equipped to move onto the next stage of their learning".

## 4.2 Academic Standards

Parkview Junior School currently takes part in the GDE annual assessments (in which it scores very well) which benchmarks its performance relative to other GDE schools. Parkview Junior School also participates in the Conquesta assessment programme which gives it detailed information on its performance against a group of comparable schools.

### Actions

- ✓ Continue participation in the Conquesta assessment system and benchmark school performance against comparable schools.
- ✓ Set targets for the average academic performance at the school, and such targets should be substantially above the minimum levels set by GDE, and comparable to the very best schools in the country.
- ✓ Regularly report to parents on its relative performance against the participating cohort in Conquesta and other testing systems, as well as on its academic performance targets and performance against those targets.
- ✓ Performance report against benchmarks and historic performance to be drafted annually considering GDE and Conquesta performance. SMT to report to parents annually.
- ✓ SMT for formally assess the results of the testing and adjust the academic programme accordingly in order to strengthen the results

## 4.3 Learner Support

Learners who experience temporary learning difficulties are given the specialised support to allow them to overcome these obstacles. Learners who experience systematic or very serious learning difficulties are assisted to the best of the school's abilities, while recognising that Parkview Junior School does not have the specialised skills or facilities to adequately support these learners. Where necessary, such learners and their families will be supported in their search for an education environment more suited to the learner's abilities.

Parkview Junior School has a well-developed and effective learner support programme. Although the mechanism has been placed under significant additional stress over the past year, it is performing well. This component of the school programme is wholly subsidised by school fees.

Learners with serious or systematic learning difficulties are reported to the GDE for placement in specialist institutions, but such spaces and facilities are limited.

### Actions

- ✓ Ensure learner support teachers can commit full time to this role and are not used as substitutes. This is a cost and resource issue and is explored further in the section of the strategy – building the capacity of the school to deliver.





#### 4.4 Learner extension

Learner extension is offered to grade 2 and grade 3 learners on a once-a-week basis. Learners who are doing well academically are invited to attend. These sessions offer learners an opportunity to stretch themselves further.

This aspect of the school academic programme is to be developed further. Aspects to be considered are the methods of conducting extension: the current school-based learning is one method, another is entering learners into maths, science and literacy competitions and preparing for those. One example of a typical extension competition is the World Educational Games, which ran until 2015.

##### Actions

- ✓ SMT to propose a learner extension programme for implementation in 2020

#### 4.5 Homework

All learners at Parkview Junior School are given homework daily to reinforce learning that happens in the classroom.

##### Actions

- ✓ SMT to review homework policy and practice and re-structure the approach: homework to be streamlined across the grades and is to be used only as a reinforcement of reading, basic counting and bond work.
- ✓ A sub-committee of teachers to explore the viability of parent or volunteer driven homework clubs to assist learners where the home environment (or other factors) are not conducive to completing homework.

#### 4.6 Computer Based Learning

Computer-based education is currently limited to basic computer literacy classes and is not integrated into the academic approach.

As a foundation phase school, we believe that the teacher is the core of the teaching and learning model. However, the school's capacity to use technology as a teaching aid needs to improve. Connectivity is often down and there are insufficient computers to host a class in the computer lab.

The use of computers in an academic setting for learners in the foundation phase is to be investigated by the school. Once the results of the investigation are made know, the school will take appropriate steps to fulfil the requirements set out in the investigation.

##### Actions

- ✓ Complete an analysis of what value, if any, the computer period adds to the academic programme of the school.
- ✓ Develop a simple assessment framework to assess this element of the academic programme over time, report annually to the SMT/SGB for assessment.
- ✓ A sub-committee looking at this element, to make a recommendation to the SMT/SGB about the approach and about any investment that may be needed.
- ✓ In the meantime, school administrators to solve the issue of poor connectivity.



#### 4.7 Teacher assessment, training and support

Educators and teaching methodologies should be regularly assessed and reviewed to ensure that the highest standards of teaching are maintained. School management has a system for monitoring the performance of educators and can take early remedial action where it is required.

Teachers are offered many opportunities for professional development, and this is one of the things they value most about the school according to the results of the staff survey included as an Appendix to this document.

However, teachers feel overwhelmed by their administrative duties, and this burden detracts from their primary goal – teaching.

##### Actions

- ✓ SMT to formalise the teacher assessment method and system for record keeping and internal tracking
- ✓ SMT to put forward a costed proposal for an administration management system that reduces the administrative and reporting burden on teachers allowing them to focus on their core responsibilities.
- ✓ SMT to explore if young people can be brought into the school to assist, possibly using the one of many youth or graduate development schemes, one example being Youth Employment Services.



## 5 Strategic Drive 2: Grow the quality of the extra/co-curriculum programme

While the school is investing in developing an academic programme that would match that of any school in the country, it has taken a strategic decision not to compete in developing either the variety, nor the competitive impetus to be top of school leagues in the areas of extra and co-curricular activities. Schools that may be competitors of Parkview Junior School, charge up to five times the fees and have the resources to more fully develop this area of schooling.

Rather, the focus of Parkview Junior School is to offer variety and quality through a carefully curated bouquet of offerings, outsourced from service providers who offer the service within the ethos and values of Parkview Junior School. In that way, parents can still enrol their children for quality offerings – and most offerings are available at a fee over and above school fees.

### 5.1 Sports

Sport is an important part of the school's offering since it: encourages participation; team spirit; perseverance; tolerance; enhances physical development of fine and gross motor skills; and offers interaction with other learners. This supports the sports goals of Parkview Senior.

In terms of sports, Parkview Junior currently offers:

- Swimming;
- Athletics;
- u9 hardball cricket;
- KFC cricket;
- Soccer;
- Netball;
- Tennis; and
- Ball skills.

The school's sports program is focused on participation, rather than on excellence. This approach is taken given the foundation phase nature of the school and has the aim of exposing learners to a variety of sports which can be advanced further during the intermediate phase. Participation is encouraged by rotation of sports team members to give everyone an opportunity to compete.

The school uses teachers as coaches. Although this does ensure that skilled educators are involved with the learners for longer contact times, it does detract from the time teachers can focus on academic activities.

#### Actions

- ✓ SMT to develop costed proposal for employment of physical education teacher on a part- or full-time basis. Proposal to include outlining the sports relationship between Parkview Junior School and Parkview Senior School (which has a full-time coach) for the sake of continuity.
- ✓ Include in the above proposal, training opportunities for teachers who are currently – and may continue – sports coaching, as few have the qualification for this role.



## 5.2 Co-curricular activities

Co-curricular activities are activities that support and enhance the academic programme, they build a child's confidence, offer language development opportunities and extend skills outside the classroom environment.

In terms of Co-curricular activities, Parkview Junior currently offers:

- Band;
- Choir;
- Drama;
- Craft club;
- Learner support in Maths and Language.
- Learner extension

### Actions

- ✓ The need for an isiZulu co-curricular activity has been identified. There is a need for learners in the isiZulu second additional language stream to have more opportunity to hear and speak isiZulu outside of the constraints of the curriculum. SMT to develop a proposal for 2020 as per discussions at the SGB.

## 5.3 Extra-curricular Activities

There are number of additional activities that are offered at the school through the participation of private service providers. These service providers rent the school's facilities to offer extra programmes in activities that support the school's goals, as well as making it convenient for parents to take advantage of these opportunities with the child not having to leave the school premises. The private activities offered by private service providers are:

- Recorder;
- Ballet;
- Additional Tennis;
- Drama;
- French;
- Judo;
- Karate;
- Speech Therapy; and
- Occupational Therapy.

There is no active management of service providers to confirm the quality of the offering, and the degree to which the offering matches with the school's goals and values.

### Actions

- ✓ Develop a standard agreement for all service providers that that considers the ethos of the school to ensure that these activities are conducted with the same ethos. All service providers to be briefed and to sign acceptance on this basis.
- ✓ All service providers are to be safety screened as is the case with teachers. Implement this as standard practice before an agreement is signed.
- ✓ Review the offerings to ensure quality and alignment with the school's goals and values. Ask providers for references from other schools and survey parents of learners who register for these offerings.



- ✓ Gaps that have been identified to include in this bouquet:
  - Robotics: PVS has a service provider. Invite the same to offer to Parkview Junior School
  - Hip Hop and Yoga have been suggested by SMT



## 6 Strategic Drive 3: Active Citizenship

### 6.1 Values

Over its 100-year history, a set of values has broadly entrenched itself into the school through several generations of learners, teachers and parents who have passed through the school gates. The school is broadly acknowledged as a caring and loving space for Foundation Phase learners and their families.

The strongest take out of the 2019 learner survey is the extent to which human interaction dominates the experience that a child has at school. More than anything learners love being with friends and with teachers who are kind, considerate and loving. Conversely, what distresses learners most is learners who are mean/rude/shout – as well as teachers who shout.

Parkview Junior School needs to take a more considered stance on the values of the school – and to develop a formalised approach and a campaign to support this. All learners, parents, teachers, staff should subscribe to a common set of values when they walk onto the school grounds.

#### **Formalise the school values**

Based on the themes that should guide the development of the school strategy and plan, and the discussions at the second session, the following are proposed as the values of the school to be formalised. Each of these are to be further unpacked in terms of what each mean for the core school community: learners, staff, parents.

**Achievement:** Aiming for academic excellence is a theme that has come out strongly in the strategy session. Learners are to be encouraged to achieve to the higher end of their own potential both academically and in other areas – but it is agreed that outside of the academic programme participation trumps excellence, which takes us to our next value.

This value can be brought directly into guiding classroom management: in order to encourage a child to achieve to the higher end of his or her ability, teachers need to encourage independence, a sense of responsibility and self-confidence.

**Discovery:** The school is a place where learners are encouraged to discover something of their loves and talents, be these in cultural, sporting or other activities. The school hopes that they will take these seeds of discovery with them on the next phase of their schooling journey. This value suggests encouraging learners to experience/participate in new things and making a diversity of opportunities available for them.

**Independence:** Arguably, one of the most important values that will equip learners on the next phase of their learning journey is instilling a sense of independence and responsibility. Learners in intermediate phase are expected to be responsible for their own learning and participation in school activities. Instilling a sense of personal responsibility at Parkview Junior School will serve learners well as they progress to grade 4 in other schools.

**Kindness:** Nurture is a word that has come out a lot in the discussions about the school – but it may be a difficult word to use for a value. Perhaps kindness is more easily understood more easily to live by than the more abstract nurturing. This is wide ranging and offers guiding principles for:

- Classroom management;
- Guiding the way learners engage with each other in the classroom, sports field and playground;





- How the school engages with the broader community: community service, environmental awareness and activism etc; and
- It relates to encouraging and embracing the diversity of the school – kindness suggests that all people are welcomed and included.

**Diversity/inclusion/community:** Diversity is something that needs to be formally built into the story about the school – but is not easily translated into an adjective. We can ask learners (and parents and teachers) to be kind and responsible. What is the equivalent for diversity? Diversity or inclusion is listed here in the meantime. It translates into the fact that the school – and the individuals who make up the school – value diversity and building a community made up of people who are different from one another.

#### Actions

- ✓ Consider how to bring the values to life e.g. community to be cited as a value in special assemblies that acknowledge cultures and religions; consider a Discovery Club that would include e.g. the current veg gardening project; expanding recycling and making eco-bricks as suggested by parents; activities that consider what makes up a city – as suggested by a parents that is interested in offering this to the school.
- ✓ Develop values-based frameworks: Write up the values into a series of frameworks that can be used to guide the behaviours of learners at the school and that guide the approach towards a Parkview Junior School classroom, sports field, extra-mural activity. The school psychologist to be asked to help with this task.
- ✓ Introducing the values: The values and frameworks to be introduced to the school body through various forums (Life Orientation curriculum, parent meetings and Annual General Meeting, teacher workshops). The SMT to be tasked with keeping the values top-of-mind and alive both in the day-to-day language of the school and as a guideline to making decisions that affect the school.
- ✓ Values signage and artwork: Develop graphic representation of the values (e.g. a symbol for each value) as signage that can appear in the school – e.g. in the hall, in the office, in classrooms – so that the values can be seen every day. A parent who is a graphic designer has volunteered his services to the school and will be approached.

## 6.2 Diversity

Most staff and parents surveyed believe that the school is a place that encourages diversity and that is welcoming to people of different cultures and races. In informal conversations about the school, many cite the extent of its diversity as one of its greatest attributes.

Ten percent of parents who responded to the survey say that they feel excluded from the school based on culture, while eight percent feel excluded based on distance from the school.

There are sensitivities around diversity that have been raised at SGB meetings and in the strategy sessions, and some of these are dealt with more fully in the section of this document that considers engagement with the parent body.

Parkview Junior School is a community school, drawing the bulk of its parents from the feeder area. In so doing, the school attracts a diverse parent body. Hence, school policies, functions, parent representative structures and areas where faith comes into the school are to be consciously considered to make all families feel welcome at the school. In this way, the school will continue to attract families that value their children growing up in a diverse community.



#### Actions:

- ✓ The themes and structures of school functions and meetings is to be looked at to ensure that these are welcoming to all.
- ✓ Succession planning by heads of SGB and PTA to strive for a diverse parent group represented on these bodies.
- ✓ Prayers and blessings: sub-committee to develop a proposal to take to the SGB/SMT that considers the points below.
- ✓ But for now, school to include a Diwali and Rosh Hashanah assembly and maintain the Eid Assembly in line with the school's approach of religious and cultural inclusion.
- ✓ SGB to review policy on religion to keep it up to date with the religions represented at the school and with the Constitution and Schools Act.

### Prayers and blessings

Assemblies are regularly hosted to celebrate the diversity of the school by acknowledging religious and cultural festivities such as Eid and Rosh Hashanah. This is to be reviewed to ensure that it is sufficiently representative of all religious groups present in the school.

Currently there is a four-day cycle of assembly prayers – these aim to consider the predominant faiths of the school as well as the cultures represented by the two first additional languages of the school: isiZulu and Afrikaans. A sub-committee is to look at these and make a recommendation – which might include adding more prayers and blessings and including these over an e.g. 8-day cycle. Families that are secular are also to be considered in this review.

“At eight each day we sit and pray...” the morning prayer under the tree is intended to be representative as it cites “our God” as opposed to “God” – however the sub-committee will look at this and make a recommendation.

It is recommended that the regularly sung school song: “Father we your little children...” is removed from the daily activities of the school and replaced with an overarching school song that is secular. There was a sense that while this song is part of the long history of the school, it is time to replace it with something more in-line with a country that has changed since this song was introduced into the rhythms of the school.

### 6.3 Outreach and the natural environment

Based on the surveys, one of the things that the staff and parents love most about Parkview Junior School is that it is a community school. To build on this – and with the values of kindness/responsibility/diversity in mind, the school is to formalise its approach to community outreach.

While several projects have been initiated by teachers over the years, the school is to develop an approach that is longer term, that is built into the ethos of the school and the annual calendar and that is real and accessible to learners – encouraging them to be part of the community beyond the school gates. To this end, it is recommended that one “flagship” outreach project be adopted by the school.

In the mean-time, the school is to continue to support smaller initiatives to keep community outreach top-of-mind:



- Support nationwide special days and fundraising efforts such as the Heart Foundation initiative and the Sunflower Fund – encouraging learners to buy the badge/wear civvies to support. One teacher is to be tasked with the management of this.
- Cookie sale money goes to the Centenary Fund. In organising activities such as cookie sales, learners are to be made aware of the Centenary Fund and the fact that their efforts in bringing and selling cookies contributes towards helping their friends at the school.
- Continued support for Newclare Primary School

Based on the learner survey, gardens and animals feature strongly in what the learners love about the school – especially in the younger grades. One child suggested a planting day. Others asked for fruit trees and a vegetable garden. Some have asked for more flowers. Others would love to have more animals at the school.

Besides the natural environment at the school, there is an opportunity to build more awareness around the broader environment – in line with our value of Discovery.

Actions

- ✓ Develop one long-term “flagship” outreach project. The sub-committee is to consider and make a recommendation.
- ✓ Sustain the school vegetable garden project that has been developed in response to the learner survey. Ensure that each class still has a responsibility for their own gardens and continue to link the gardens to the Life Orientation curriculum and to the build up towards Garden Day each year.
- ✓ Extend the school’s current paper recycling effort to include plastic with each class helping to make eco-bricks as recommended by the teachers.



## 7 Strategic Drive 4: Growing Grade R

While Parkview Junior School is a public school, grade R is a private offering under the administration of the SGB. While from grades 1 to 3, each grade offers three classes, currently there are only two grade R classes. The SMT has noted that those learners who come through Parkview Junior School Grade R or other formal grade R classes, enter the foundation phase on strong foundations.

Many learners who come straight from pre-schools, or who may have not attended grade R at all, start at a disadvantage – compromising their school journey, and putting time and resource pressure on the school that attempts to catch them up. Bringing Grade R into the school is also in line with anticipated GDE policy.

The school will explore the pathway to growing grade R, with the result of introducing another class from January 2021. This will ensure stronger early learning foundations for learners who go through Parkview Junior School and then later through PVS.

### Actions

- ✓ A comprehensive viability analysis to be completed during 2019 so that a decision will be made by year end. This to include a financial analysis (set up and operational costs vs potential income); an analysis of application numbers and trends to inform the marketing plan to support this; potential risks to the school; the policy environment.
- ✓ Third Gr R class opens doors 2021.

## 8 Enabler 1: Building the organisational capacity of the school

This topic covers the organisational aspects of the school that are required to support the school vision. After discussion at the strategy workshop, the following sub-topics were identified as requiring attention in the school strategy.

1. School Governing Body;
2. Senior Management Team;
3. Administration Unit;
4. Financial Sustainability;
5. School Policies;
6. Staffing;
7. Marketing;
8. Succession Planning; and
9. Parent participation

While these points were each debated at length and documented, for the sake of brevity only the action points are included here.

### Actions:

- ✓ SGB: Review roles within the SGB and relevant subcommittees. Consider updating SGB Constitution. Draw up or review and implement shadowing program prior to AGM each year. Draw up an SGB succession plan that includes co-opting new members in 2019 who will bring continuity to the committee into 2020 and potentially into the next SGB term.



- ✓ SMT Human Resources capacity: Develop a plan to build Human Resources capacity, either by developing the skills of existing staff or by bringing on board a Human Resources practitioner (possibly a parent) as a consultant or on a part time basis.
- ✓ Administration: Certain administrative matters are outsourced repeatedly in circumstances where development of administrative skills could instead be fostered. Focus on internal skill building as opposed to outsourcing.
- ✓ Financial management: The school faces risks based on a growing number of parents not paying fees. Undertake internal review of debt collection policies and procedures with the aim of increasing collection rates. Consider changing auditors every five years. Monitor allocation of donations more closely. Obtain donations tax certificate from SARS to comply with the latest Section 18A requirements. Review spending controls to ensure such are in place and working properly.
- ✓ Policy review: The SGB to review policies annually with a view to implementation of the vision of the school through such revised and updated policies.
- ✓ SMT to develop ideal staffing scheduling plan and finance committee to complete viability analysis to release teacher capacity as per teacher survey. Consider:
  - Library and computer posts converted from part time to full time posts. This will relieve teacher support as these teachers could then be brought in as substitutes and would be included in duty rosters.
  - Sports coach to be employed on a part time basis as per the recommendations of the extra mural programme section – freeing up teachers to focus on core teaching.
  - Explore bringing on assistant teachers who are either students or through e.g. the Youth Employment Services (YES)
- ✓ Succession planning: Draw up succession plans for staff, the SMT and the SGB. Maintain a pool of potential members of staff, the SMT and the SGB.
- ✓ Buildings and grounds: Systems for regular maintenance are not strongly established. Train staff, establish maintenance schedules and systems for procurement, monitoring and managing contractors to be established.
- ✓ Information management: Complete a thorough assessment of the information management needs of the school. Costing and Implementation of what is viable to follow. The system is to ultimately enhance academic progress of learners while decreasing the administrative burden of teachers and staff.
- ✓ PTA to suggest approach to grow parent participation: Participation trends amongst the parent body is gradually declining in terms of PTA membership/tuckshop duty etc. However, there has been a great parent response to the vegetable gardening project suggesting parents are willing. PTA to be asked to suggest or develop a campaign to grow parent participation.



## 9 Enabler 2: Marketing and Promotion

### 9.1 Marketing

The primary aim of marketing is to position the school in an increasingly competitive school landscape. Parkview Junior School operates in an environment of increasing competition for the minds and pockets of parents. While Parkview Junior School is a community school in a relatively affluent area, parents are spoilt for choice – particularly with the number of private schools in the greater Johannesburg area.

It is parents from the area – many of whom can afford to pay significantly higher fees at competing private schools, that Parkview Junior School should attract by challenging the widely held belief that a “private school” will afford your child a better education than a “government school”, and it is worth paying – in some cases – four or five times the fee.

It is up to Parkview Junior School to manage the message – particularly when it comes to debates about what is considered “a better education”. With this in mind, Parkview Junior School offers:

1. An excellent academic programme, pedagogy and classroom resources. The school has grown this over more than 100 years with a specialised interest in the foundational needs of learners from 5-9 years old.
2. A carefully curated co-curricular and extra-curricular programme that offers learners choice in both sporting and cultural activities under the umbrella of teacher based-learning.
3. A diverse, public community school that represents a wide array of the cultures of South Africa, within an environment where many learners still walk to school.
4. Great value for money.

#### Actions

- ✓ A marketing plan to be developed for the school, if possible, in partnership with PVS, promoting the journey through a series of specialist campuses: Gr R, Foundation Phase, Intermediate Phase. This plan to focus on primarily free or inexpensive marketing efforts such as: social media, Public Relations through local press and residents’ associations, direct marketing to surrounding pre-schools etc – all to drive traffic to an upgraded and more informative website.
- ✓ The marketing plan to consider how to grow awareness around a potentially bigger grade R offering, and to promote this offering.
- ✓ This plan is to consider a costing plan – possibly contracting in a parent on a part time basis with the costs shared by both schools. It is also to suggest a marketing budget over and above the cost of the marketing person to be considered by finance committee.

### 9.2 Fundraising and Promotion

Fundraising and promotion are led by the Parent Teacher Association. In support of the culture of volunteerism, it is recommended that the chair of the PTA be offered a co-option position on the SGB.

The value of the fund raising carried out by the Parent Teacher Association and the donations received by the school is steadily growing. The Parent Teacher Association has asked that its efforts are aligned more closely with the strategy and plans for the school – so that it can promote the bigger picture of the school and raise funds for exciting capital projects that will improve the school.

Besides the obvious benefit of fundraising, the Parent Teacher Association leads the development of events and activities that encourage families to be part of the school community. Avenues for parent





participation are: being class parents, tuck shop duty, attendance at school sports events such as the gala and the joint sports day held with Senior School. Other events such as the Garden Day, Movie Night, the Grade 3 Party, the Welcome Braai and the Raffle increase the sense of community at the school.

While the Parent Teacher Association reports a decline in parent participation, there is an opportunity to reverse this trend by offering volunteering opportunities that may be more closely aligned with the interests and skills of parents. The enthusiastic response to the school vegetable gardening project is an example of this.

To further this, the school could explore the development of a “Discovery Club” in line with one of the school values: discovery. The vegetable garden is one aspect of this. Other parents have expressed interest in e.g. working with learners to discover: book readings; knitting; book writing; city planning. This will be further explored.

#### Actions

- ✓ In the short term, appoint a new chair of the PTA since the current chair is leaving that post.
- ✓ Align PTA fundraising planning with strategy planning through SGB and PTA working more closely together and bring PTA annual plan into the strategy action plan.
- ✓ Bi-annual SGB/PTA meetings to be held, the PTA Chair to attend the relevant SGB meeting
- ✓ Explore further opportunities for parent participation in the school through e.g. a Discovery Club.



## 10 Action Plan

The strategy is given life through the action plan presented below. This action plan is a summary of the discussions within the strategy document and will guide the School Governing Body, the Senior Management Team and all Staff in the understanding and implementation of their roles.

### 10.1 Implementation

The action plan will be made functional through the reconfiguring of the SGB and SMT meetings to drive fulfilment of the actions, which will ensure that the school achieves its vision.

These bodies are to work together to ensure that the strategy is implemented following the Deming cycle of Plan, Do, Check, Act.

### 10.2 Review of the Action Plan

The SGB is to review the Action Plan annually. This review will consider the following:

1. Is the SGB/SMT effective in driving the implementation of the action plan? The governance and management of the school is to be adjusted to ensure the best implementation of the strategy
2. Are the actions relevant in the light of the school strategy? Should actions be removed or added to better achieve the aims of the strategy?
3. Are the actions effective in advancing the school strategy? Should the actions be amended to improve their effectiveness?
4. Are the actions simple? Should the actions be amended to improve their simplicity?
5. Is the timing of the actions realistic? Adjust the timing if necessary

Once the annual review has been completed, the resultant Action Plan should be published in the strategy and implemented.

Priorities for capacity building ahead of 2020 budget

Related to policy reviews		Responsible	Sep-19	Oct-19	Nov-19	Dec-19	Q1 2020	Q2 2020	Q3 2020	Q4 2020	Q1 2021	Q2 2021	Q3 2021	Q4 2021	Q1 2022	Q2 2022	Q3 2022	Q4 2022	
<b>1 MAINTAIN ACADEMIC PROGRAMME</b>																			
<b>1.1 Targets and benchmarking</b>																			
1	Propose academic targets against benchmarks	SMT member																	
2	Targets formally adopted by school	SMT member																	
3	Publish academic performance against targets	SMT member																	
4	Continue Conquesta	SMT member																	
5	Formally assess the results of testing and adjust academic programme	SMT																	
<b>1.2 Learner support and extension</b>																			
1	Propose schedule to allow for full time learner support teachers with capacity plan	SMT member																	
2	SMT to develop learner extension approach 2020	SMT member																	
3	Implement learner extension approach	SMT member																	
<b>1.3 Homework</b>																			
1	Review and restructure homework policy for new year	SMT member																	
2	Proposal and recommendation for homework clubs	SMT member																	
3	Homework in line with new policy																		
<b>1.4 Computer period</b>																			
1	SMT to develop and brief computer period sub-committee	SMT member																	
2	Connectivity problem in computer lab to be resolved	SMT member																	
3	Complete analysis of value of computer period	SC																	
4	Propose assessment framework for computer period	SC																	
5	Computer Sub-committee to complete recommendation to SMT	SC																	
6	SMT computer period costed proposal to SGB	SC																	
7	School to adopt new policy and approach to computer period	SC																	
<b>1.5 Teacher assessment and support</b>																			
1	Formalise teacher assessment system for record keeping and internal tracking	SMT member																	
2	SMT to formally review teacher performance and support needs	SMT member																	
3	Implement teacher assessment system	SMT member																	
4	Annual teacher performance reviews	SMT member																	
5	Costed proposal: reduce teacher admin time/reporting - admin system and/or assistants	SMT member																	
6	Implement recommendation to reduce admin burden	SMT member																	
7	Develop teacher training matrix template for planning	SMT member																	
8	Develop teacher training matrix for following year	SMT member																	
9	Review progress against teacher training matrix	SMT member																	
<b>2. GROW QUALITY EXTRA/CO-CURRICULAR PROGRAMME</b>																			
<b>2.1 Sports</b>																			
1	Costed proposal for physical education teacher/outsourcing	SMT member																	
2	Propose training opportunities for teachers who may continue in phys ed/sports	SMT member																	
3	Implement new physical education approach																		
<b>2.2 Co-curricular activities</b>																			
1	Proposal for isi Zulu co-curricular activity for 2020	SMT member																	
2	isiZulu co-curricular promoted to parents	SMT member																	
3	isiZulu co-curricular starts	SMT member																	
<b>2.3 Extra-curricular activities</b>																			
1	Develop standard agreement for SPs	SGB member																	
2	Brief SPs and new agreements to be signed and kept on record	SGB member																	
3	All current SPs to be safety screened	SGB member																	
4	Safety screening of new SPs adopted as standard practice	SGB member																	
5	Review offering to ensure quality and alignment with school's values	SGB member																	
6	Propose gaps to be filled - robotics/yoga/hip-hop have been recommended	SGB member																	
<b>3 CITIZENSHIP</b>																			
1	Confirm citizenship lead and group	SGB member																	
<b>3.1 Values</b>																			
1	Confirm list of core school values	SC																	
2	Proposed plan to bring values to life	SC																	
3	Development of values based frameworks	SC																	
4	Campaign to introduce values to staff, children and parents	SC																	

Priorities for capacity building ahead of 2020 budget		Responsible	Sep-19	Oct-19	Nov-19	Dec-19	Q1 2020	Q2 2020	Q3 2020	Q4 2020	Q1 2021	Q2 2021	Q3 2021	Q4 2021	Q1 2022	Q2 2022	Q3 2022	Q4 2022
Related to policy reviews																		
5	Values signage and artwork to be displayed, including in the newsletter	SC																
<b>3.2 Diversity</b>																		
1	Review themes and structures of school functions with recommendations to create a welcoming environment	SC																
2	Succession planning by heads of SGB/PTA to encourage diversity of parent representativeness	SC																
3	Review prayers and blessings conducted at the school. Propose changes	SC																
4	Review religious assemblies - majority religions to be represented	SMT																
5	Review and update religion policy	SC																
<b>3.3 Outreach</b>																		
1	Develop a proposal for a long term outreach programme - the flagship programme	SC																
2	Sustain the vegetable garden project	PTA																
3	Vegetable garden planning in build up to Garden Day	SMT																
4	Extend recycling effort to include plastic - introduce eco-brick project	SMT																
<b>4 GROWING GRADE R</b>																		
1	SGB to assign role	SGB Chair																
2	Comprehensive planning for role out of Grade R	SC																
4	Develop action plan to implement Grade R	SC																
5	Doors open - new gr R classroom																	
<b>5 ENABLER 1: GROWING CAPACITY OF SCHOOL</b>																		
<b>5.1 Capacity plan</b>																		
1	Submit proposed staffing schedule and plan for 2020 with costing - consider: <i>Library and/or computer post converted to full time</i> <i>Physical education coach on part or full time basis</i> <i>Assistant teacher(s) through YES or student teachers or another recommendation</i>	Principal																
2	Financial viability analysis of recommendation to SGB	Treasurer																
3	SGB to confirm and adopt capacity plan for 2020	SGB Chair																
4	Review and recost capacity plan for following year																	
<b>5.2 SGB Capacity</b>																		
1	Review SGB member roles and sub-committee - restructure in line with plan	SGB Chair																
2	Update SGB Constitution	SGB Chair																
3	Plan for bringing on new members/continuity/by-election for 2020 committee	SGB Chair																
4	SGB election																	
5	Policy reviews	SGB Chair																
6	SGB report to parents	SGB Chair																
<b>5.3 HR/admin/finance/grounds</b>																		
1	Standard HR management plan and procedures in place	Principal																
2	Develop admin staff training matrix	Principal																
3	Proposal for internal admin skills development to cut down on outsourcing	Principal																
4	Report and recommendation on debt collection procedures to increase collections	Treasurer																
5	Update finance policy - new auditors every five years, spending norms etc.	Treasurer																
6	Recommend and adopt approach to monitor & report on donations more clearly	Treasurer																
7	Confirm S18A status and issue tax certificates for all donations	Treasurer																
8	Review spending controls and update approach	Treasurer																
9	Grounds: Develop/document/adopt formal system to ensure regular maintenance	SMT																
10	Grounds: Develop maintenance schedules/procurement system/contractor management system and staff training recommendation	SMT																
11	Assess school information management needs with costed recommendation	Principal																
12	Information management recommendation to be reviewed	SGB																
13	Adopt information management approach	Principal																
<b>6 ENABLER 2: MARKETING &amp; PROMOTION</b>																		
<b>6.1 Marketing</b>																		
1	Develop marketing plan in partnership with PVS	SGB member																
2	<i>Include growing awareness around growing Gr R</i>																	
3	Recommendation for marketing resource and costing for 2020 budget	SGB member																
4	Review marketing plan																	
<b>6.2 Fundraising and promotion</b>																		
1	Appointment of new chair and succession planning	PTA																
2	Review fundraising goals in line with school strategy and plan	PTA																

Priorities for capacity building ahead of 2020 budget

Related to policy reviews		Responsible	Sep-19	Oct-19	Nov-19	Dec-19	Q1 2020	Q2 2020	Q3 2020	Q4 2020	Q1 2021	Q2 2021	Q3 2021	Q4 2021	Q1 2022	Q2 2022	Q3 2022	Q4 2022	
3	Bi-annual sharing meetings PTA/SGB	PTA/SGB																	
4	Explore Discovery Club to grow parent participation	SGB member																	



## 11 Conclusion

The Parkview Junior School Strategy was triggered by the need to position the school for continued growth and development. The strategy development process started in March 2018 and was completed in October 2019. This strategy will guide the actions of the School Governing Body and the Senior Management Team for the period 2019 to 2024.

The school has manifest strengths that were explored during the process, chief amongst these being the diverse and active parent body, a strong cohort of teachers, led by experienced and capable management and a culture of achievement and tradition. This has resulted in a school with a strong reputation within the community.

The strategy's purpose is to take these strengths and consider the future needs of the school. The strategy responds to these needs by providing a common vision and series of actions that must be undertaken. Implementation of the strategy will maintain the school as a place of learning and development for the learners, and an institution of excellence to which parents can send their children with confidence and pride.





## 12 Annexure A: Strategy Development Methodology

The development of the strategy is an organic, in-house process, which aims to achieve a vision and an action plan for the school which will inform its direction for the next five years.

To this end, over the eighteen months of its development, support for the need for the strategy has been gained from the Senior Management Team and the governance structures of the school. This support has resulted in this strategy document. The strategy has been adopted by the SGB and communicated to parents and the SGB will ensure its implementation through the monitoring of the action plan.

The strategy development process is shown in the figure below.

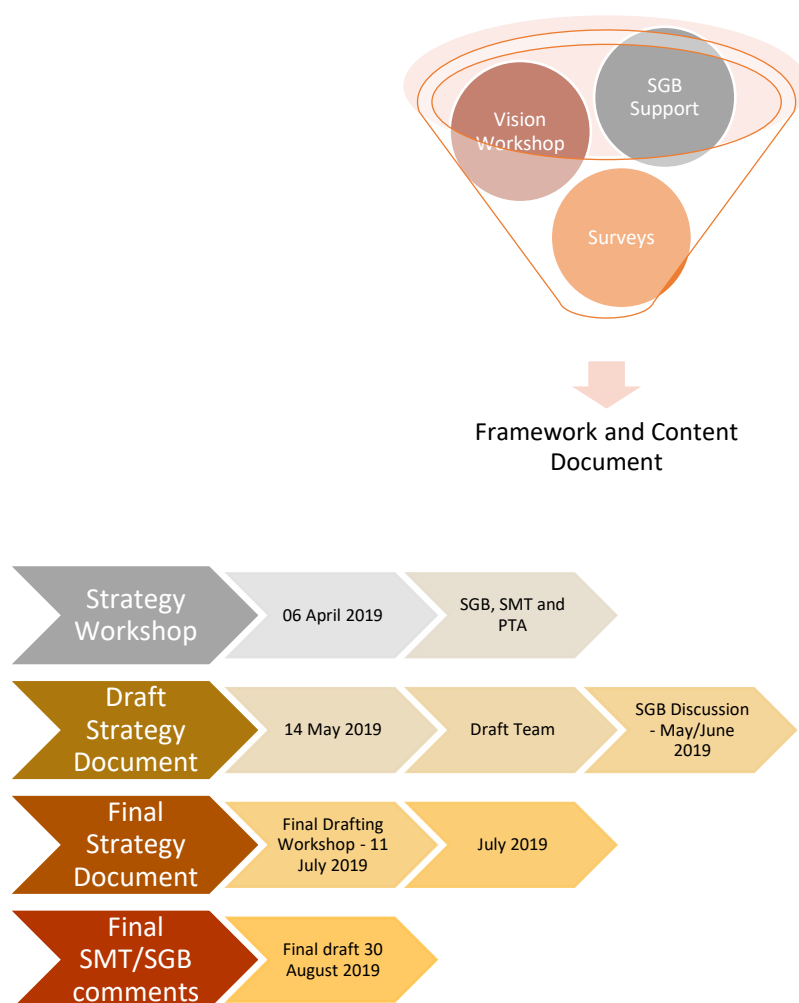


Figure 2: Strategy Development Process – Completed as at 30 August 2019

### 12.1 Active support from the SGB

The idea for the development of a comprehensive school strategy was canvassed and discussed during SGB meetings and discussions with the Senior Management Team. When the new SGB was elected in 2018, it was apparent that the school was not operating in accordance with a strategy. The SGB decided that the school strategy would provide a common vision and plan for the school and will provide the next SGB with continuity and maintain the momentum of developing the school



In particular, the meetings held in June 2018, August 2018 and September 2018 established the need for the strategy and the approach to be followed.

One of the key goals of the SGB is to develop a strategy that will be used by future SGBs in order to set the school's vision and plan and to ensure continuity and momentum in developing the school

## 12.2 Vision Workshop

A vision workshop was held in November 2018, which discussed the vision of the school and laid out an approach to the content development of the strategy.

Participation in this workshop included the SGB, the Senior Management Team, heads of academic departments and parents;

Participants reviewed the vision, mission, central goals from the school's last strategy document dated 2008. With this as the starting point, a broad vision was agreed to as well as the next steps that were to be followed.

The session discussed what information was needed to progress to the next phase of the strategic development. Key amongst this would be a series of surveys to understand the needs of the various constituents in the school. The approach to surveys, as well as the themes to be used in those surveys, was established. The workshop decided that surveys would be conducted with the following groups: learners (using age appropriate methods); parents (using an on-line survey tool); and staff. These three surveys covered the school's three core constituencies.

## 12.3 Surveys

The three core constituencies were surveyed as per the decisions made at the Vision Workshop.

### 12.3.1 Learner Survey

All learners were asked to complete a survey during a life orientation period. The survey had three questions: what I like; what I don't like; and what I would like to have at Parkview Junior School.

The responses of Grade Rs and 1s were mostly drawn, with some interpretative comments written by the teacher. In analysing these responses, broad findings have been summarised. Grade 2 and 3 responses were written. In total 286 responses were received. The responses were analysed and interpreted by an SGB researcher.

In summary, the following points were made:

- Values and citizenship - human interaction dominates the child's experience at the school. Learners love being with friends and with teachers who are kind, considerate and loving. Learners are distressed most by other learners who are mean/rude/shout – as well as teachers who shout.

Response: PVJ needs to take a more active stance on values and citizenship and develop a formalised approach and a campaign to support this. All children, parents, teachers, staff and coaches should subscribe to a common set of values when they walk onto the school grounds.



- Play and playtime, homework - play is interwoven with learning, discovery and understanding the people around us, a balance should be achieved between play and formal academic studies. Having to do homework was the highest ranked dislike amongst Grade 2 and 3 learners. Learners love dress up and other special days.

Response: Be more generous in the scheduling of break and play time. Balance learning through play, with learning through formal exercises. Consider more civvies days and e.g. a character day for school fundraising.

- Facilities and activities – play areas and playing opportunities such as the tennis courts and the swimming pool were very popular. Younger learners enjoyed the gardens and animal interactions at the school. The bathrooms and their cleanliness were the frequent subject for comment.

Response: Facilities and equipment for play and learning are important parts of the learner's experience at the school. These should be both appropriate and well kept. Seek out more opportunities to develop gardens – particularly food gardens and fruit trees

### 12.3.2 Parent Survey

The parent survey was conducted online in February 2019. A total of 458 emails were sent the link to complete the survey, and 148 responses were received (33% of the total).

The responses varied as follows.

With regards the perceived quality of the school, almost all rated it as good or excellent. So, perception of the school is not a problem.

Learner support was the item most valued by parents. There was a low response rate on the quality of learner extension, which implies that it is not a well-known program amongst the parent body. Other cultural and sporting activities received varied responses, indicating that work is to be done either in communicating the achievements in these fields, or by improving the outputs.

In terms of variety of offering by the school, most parents would like to see greater variety, rather than greater depth of activity. Again, response rates were low indicating that either participation was low, or communication of the breadth of activities.

Parents are most willing to pay extra for additional teaching and learning opportunities, towards academic progress of the child. There is a strong minority who regard academic progress as being the sole purview of the School and GDE and that parents should not be asked to contribute any additional funds in this regard.

In general, parents would prefer greater opportunities to participate in a wide varied of activities, however most also like to see excellence. It was not a question of either participation or excellence, but a combination of both.

A minority of parents felt excluded from the school on the basis of culture. A similar minority felt excluded on the basis of distance from the school. Taken together, this made up 18% of the responses.



A large majority of parents would send their learners to Parkview Senior after the Junior phase has been completed.

### 12.3.3 Staff Survey

A survey of the school's staff was conducted in March 2019. This survey was conducted anonymously and required staff to comment on aspects that were favourable and unfavourable about the school. The survey was designed by staff members of the SGB.

The school is viewed favourably by an overwhelming number of teachers, with a collegial atmosphere, a focus of academic excellence, professional support and training being cited frequently. The fact that the school is a community environment that favours diversity was greatly appreciated.

Staff rate highly the opportunities for staff development and the varied courses that are offered by the school. However, the quantitative and qualitative responses to the survey responses suggest that the school needs to build a stronger human resource function and capacity.

Teacher comments with regards to improvements focused on the following four central points:

1. Relief/assistant teachers: Fourteen respondents have asked that the school brings on board relief/assistant teachers. Currently if a teacher is sick or unavailable, it is typically the learner support teachers who step in to take the class – this compromises learner support. (Though there is appreciation that the principal also steps in at times to take classes). Relief teachers would grow the staff body and add to the people who are available for e.g. extra-murals, break duty etc.
2. Sports coaches: Twelve respondents raised this as a priority – some citing that they are expected to coach sports that they have never played and know little about, others talking to the load coaching places on already overburdened teachers.
3. Admin workload: Six teachers have asked that the SMT addresses the unnecessary admin workload that is prescribed by the GDE.
4. Part time vs full time posts: Two respondents have asked that full-time posts are not condensed into part-time posts (e.g. computers/art/library). One person suggests that these teachers should also be contributing to break duties and extra-murals, which they cannot do within the time allocated to a part time post.
5. Human Resource Management: Teachers felt that a communication channel should be established to allow communication with School Management. This would assist with information about developments in the school, a channel for seeking assistance or making suggestions for improvement. Human Resource umbrella of support should be provided to assist teachers in times of stress, to ensure that development. An area of concern seems to be relationships with parents, which can sometimes be fraught and detract from teaching and learning.

The teacher survey yielded many additional suggestions and comments which are difficult to summarise in this framework document.

## 12.4 Content Workshop

Following the initial input, a Strategy Framework Document was produced by the draft team. This document laid out the framework for the strategy document and categorised all the comments to date into five functional areas of the school.

A Content Workshop was then held on 6 April 2019. The aim of the workshop was to confirm the school's vision and to populate the content in each of the school's functional areas.



The workshop was attended by the SGB, the SMT, the PTA and invited parents who could bring additional perspective and experience into the workshop.

The results of the workshop are reflected in the strategy document.

## 12.5 Document Development Path

The following is the document drafting process:

- Strategy Workshop – 3 November 2018. An SGB/SMT/Teacher workshop which discussed learner's developmental needs, the GDE requirements for school management, the school's vision and key themes to be addressed in the strategy.
- PowerPoint Slides – 14 November 2018, laying out the vision, the key questions that arose from the vision and the topics for the surveys. The slides included a program and the next steps
- PowerPoint Slides – 18 February 2019, developing the vision, the key questions and the refining the topics for the surveys. The slides included a program and the next steps
- Surveys – February and March 2019, child, parent and staff surveys
- Strategy Framework document – March 2019, developed by CC and comments by KP
- Strategy Workshop – 4 April 2019. An SGB/SMT/Teacher/Parent workshop which discussed the strategy's themes. Sub-topics were defined, discussion of status quo and identify gaps. Action planning was started to fill the gaps
- Strategy Rough Draft – April 2019, developed by KP
- Strategy First Draft – May 2019, a blend of the Strategy Framework and Rough Draft, resulted from a strategy working group meeting in mid-April 2019
- Draft dated – 14 May 2019, taking into account KP's comments of 13 May 2019 and adding the Parent Body Relationships Section
- Draft dated – 20 May 2019. Adding the Academic Programme and changes to sports coach focus: away from contracted coaches, towards teachers-as-coaches, whilst at the same time increasing teacher resources to allow such a duty to be carried out
- Draft dated 10 July 2019. Added and took into account the comments that were received from stakeholders. These were from Nickle Felgate, Anthony Prangle, Fatima Kara, Kimon Phitidis, Mike Beswick and the Senior Management Team. Many of the SMT comments raise bigger issues than just the comment, where this is the case, a drafting note has been made.
- Re-Draft dated 19 August 2019- this re-draft took into account comments made by the Senior Management Team with input from all the teachers. There were two rounds of comments – the first being dated 14 June 2019 which was discussed at an expanded drafting session held on 11 July 2019. As a result of the discussions, further comment was received on 15 August 2019. The goal of the re-draft was to simplify the document by focusing on the aims and the action plans. Kimon Phitidis drafted the new aims section (Section 3). The rest of the original document was moved to Appendix One: Strategy Background and Context.
- Redraft dated 23 August following another round of inputs from the Senior Management Team
- Finalisation on 3 September but completing the workplan
- Adoption discussion held on 10 September 2019, strategy re-opened for comments by 1 October 2019. Comments received from Nickle Felgate, Mike Beswick, Zaid Kimmie and Owen Wilcox, all addressed and included as necessary
- Adopted by the SGB on 8 October 2019