LWERU SECONDARY SCHOOL

STRATEGIC PLAN
2025 - 2030

VISION:

Alumni of sound character and competency to advance into higher education and be part of a skilled workforce

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ACRONYM

A' level	Advanced level
BOG	Board of Governors
DIT	Directorate of Industrial Training
IBTIDAI	Primary School Stage in Islamic Teaching
ICT	Information and Communication Technology
MoES	Ministry of Education and Sports
NCDC	National Curriculum Development Center
NPESP	National Physical Education Sports Policy
O' level	Ordinary level
SS	Secondary School
SWOT	Strengths, Weaknesses, Opportunities, Threats
UMEA	Uganda Muslim Education Association
UNEB	Uganda National Examinations Board
USE	Universal Secondary Education
USSSA	Uganda Secondary Schools Sports Association

Executive Summary

Lweru Secondary School is presenting this strategic plan for the first time since it was established in 1985. True to convention, the plan seeks to address the critical questions: how we came to be there, where we are, where we want to be and how we want to go there.

The first section 1.0 recounts the historical context of the school and recognizes the critical role played by key individuals in setting up the school. It also addresses the current status of the school and describes the process of developing this plan.

Section 2.0 presents the SWOT analysis, vision, mission and core values of the school. While the SWOT analysis brings out the positive and negative aspects of the school, both internal and external that obtain in the school, the vision stipulates what the school intends to ultimately achieve.

The vision of Lweru Secondary School is: "Alumni of sound character that are competent to advance into higher education or to be part of a skilled workforce".

Section 3.0 covers the strategic direction of the school. It brings out the priority and strategic issues: infrastructure and ICT; the new curriculum and improvement of standards; staffing and staff development; career guidance and student mentorship; games, sports and extra-curricular activities; public relations and building the image of the school; and financing and resources mobilization. It also tackles the all-critical issue of implementation to ensure effectiveness.

Section 4 .0 lays out the detailed interventions that the school will carry out during the plan period. To attain coordinated focus, specific objectives derived from the strategic issues, are clearly shown along with their corresponding activities.

Section 5.0 deals with the costs and how priorities will be implemented. In this section the plan puts a high premium on budgeting, costs of priority capital projects, total available funds for capital budget, the role of government, the implementation of education software projects and reassessment of the progress made by Lweru SS in the 5 years period.

Lweru Secondary School appreciates its current status as a government grant-aided USE secondary schools and recognizes the benefits that come with this status. The school however, aspires to transform its current status and graduate into a well-established secondary school such as Mt St Marys Namagunga Girls SS, Kibuli SS or Kawempe Muslim SS in terms academic performance and infrastructure development.

The top priorities for Lweru Secondary School during the next five years are therefore as follows:

The school identified 6 strategic priorities that will be the focus of this strategic plan. These are:

1. Academic improvement, entrepreneurship and skilling under the new curriculum
2. Construction of the multi-purpose block to expand teaching space to cater for projected enrolment of 1972 students by 2030.
3. Construction of dormitories for boys and girls to expand boarding capacity from current 20% of total enrolment to 30% by 2030
4. Promotion of sports, games, and co-curricular activities and school image.
5. Increasing number of teachers on government pay roll and capacity building of staff particularly training in the competence based curriculum.
6. Financing and resources mobilization

Regarding sources of funds for implementation of the strategic plan the following 7 measures are proposed:

I. Increasing students' enrolment from the current number of 1,384 in 2025 to 1,912 in 2030.

ii. Increasing number of boarders from 450 in 2025 to 725 in 2030

iii. Growth in day fees by 5% from Shs 185,000 in 2025 to Ush 236,112 by 2030

iv. Growth in boarding fees of 10% from Ush 450,000 in 2025 to Ush 658,845 in 2030

v. Maintaining the current 3.8 % of the fees which caters for capital development contribution including the amount for the school van.

vi. Reducing on the budget for repairs from 11%-to 5% after completing the refurbishment of staff guest house in 2025

vii. Earmarking a minimum of 12% per annum for capital development.

Through these measures the school will mobilize an average of Ushs 324 million per annum which shall be invested in the capital projects. The capital development need of Lweru SS is Ush. 5,340 million against the amount to be generated over a five year period of Ush.1,769 million. The school has a funding gap of Ush. 3,478 million.

Education software projects which include all non-tangible intervention proposed in this strategic plan such as implementation of new curriculum, human resource management, games and sports will be reflected and implemented in the recurrent budget of the school. The recurrent budget will grow from Ushs 1,769,390,925 in 2025 to Ushs 2,907,057,131 in 2030.

Its recommended that the school embarks on a fund-raising drive to solicit funds from the government of Uganda or development partners to reduce the gap.

In conclusion, it is our hope and prayer that all stakeholders at Lweru Secondary School namely: the government represented by the Board of Governors, the head teacher and management, the teachers and all staff, the parents and students will internalize and support the strategy and proposed interventions of this strategic plan so that we all work as a team in transforming Lweru Secondary School.

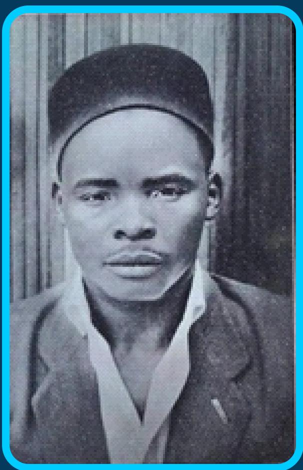
1.0 HISTORICAL CONTEXT, STATUS OF LWERU SECONDARY SCHOOL AND PROCESS OF DEVELOPING THE PLAN

In this section the historical context of the school, its current status and the process of developing this strategic plan are presented.

1.1. HISTORICAL CONTEXT AND STATUS OF LWERU SECONDARY

Lweru Secondary School is located in Lweru Ward Parish, Buikwe Town Council, Buikwe District, Central Region of Uganda. Established in 1985 as a Muslim founded school, it is affiliated to Uganda Muslim Education Association, UMEA. The latter enjoys an unmatched position in spearheading Muslim education in Uganda for several decades.

The founding of the school is associated with several personalities who played important roles in their various capacities to put up the school. Prominent ones included Hon. Lawrence Kalule Settaala, then Minister of Local Government who decisively influenced the government of Uganda to grant the school. At the local area forefront were Haji Musa Kizito, Habib Gebukooba, Haji Twaib Ssemwanga, Cassim Lutalo, Stephen Nyombi, Abdallah Tebaabe, Moses Mutenderwa, Kibirige of Kito, and Edward Kayemba.



Haji Musa Kizito

Hon. Kalule Settala

Haji Twaibu Semmwanga

Lweru Secondary School has come a long way. The school premises were carved out of a 27 -acre piece of land belonging to Lweru Primary School. 17 acres were apportioned to the school. The school opened with 5 pioneer students namely: Lugumba Muhammad, Ndifuna Kasiira, Ssonko Steven, Nyanzi Kirya and Sauda Nambi. Currently it boasts of 1384 learners.

The school has had the Uganda National Examinations Board (UNEB) exams sitting since 1988. The pioneer head teacher was Mr Kyeyango whose tenure was unfortunately short-lived and probably uneventful. Thereafter, the school has had four headteachers in a row: Idd L. M. Mukalazi (1985 – 2001), Rehema Babita (2001 – 2019), Ibrahim Ssemakadde (2019 – 2020), and Hamza Ahmed Ssebunya (2020 - Present).

Haji Hamza Sebunya, current Head Teacher

Previous Headteachers of Lweru Secondary School

MUKALAZI LM. IDD
1985 - 2001

BABITA REHMA
2001 - 2019

IBRAHIM SSEMAKADDE
2019 - 2020

The pioneer members of staff were: Mukungu ABC Mbuga, Butia Karmello, Sheikh Muhammad Kasiira, Koova Fred, Musuza Samuel Moses, Katende Joseph, Kawuzi (who was a copy typist), Mukasa, Mutekanga, Asega, Lubega and Lugudde James.

The school is government aided and benefits from government programs and support both financial and technical. From inception, the school had the support of the Muslim community and this has not wavered. A new mosque was constructed recently and the old one was converted into a library.

There has been noticeable growth all around the school. The number of students enrolled has grown exponentially from 5 in 1984 when the school was started to 1384 (2025) and the number of staff has grown from 12 at inception to 74 in 2025. Even a casual observation blended with hindsight of the history of Lweru reveals that there has been considerable growth in the physical infrastructure in the last 3 years. Old buildings were either replaced or modified and new structures were put up. In terms of performance, Lweru Secondary School has registered steady improvement and has now earned itself a prominent position among the well performing schools for both A' level and O' level in Buikwe district.

Some of the Classroom blocks

The administration of the school has been stable since its inception. In the last forty years there have been 4 head teachers including the current one and indeed there have been many long serving members of staff who have made an invaluable contribution to the school. The current Board of Governors (BOG) is chaired by Ashraf Kiyuuka, who is an old boy of the school. The reigning chairperson of the Parents Teachers Association (PTA) is Ahmed Kawooya. The headteacher Hamza Sebunya is deputized by Twaha Mugerwa and Moses Tomusange.

1.2 PROCESS OF DEVELOPING THE STRATEGIC PLAN

Sound organizations across all business and social sectors, including schools, develop plans to enhance effective management and efficiency in their operations. Lweru secondary school cannot be an exception. Therefore, it has embarked on making a strategic plan to guide its direction for the next 5 years. The plan will serve the following purposes:

- Provide direction and orderly process of achieving targets during the period 2025-2030.
- Provide a basis for resource allocation and targeting.
- Be a tool for engagement and negotiation with key local stakeholders and development partners regarding financing of projects and resource mobilization undertakings.
- Provide a platform for coordinated team work to achieve common objectives and a shared sense of purpose.
- Serve as a yardstick to measure performance in various dimensions.

A process was thus set in motion for the development of the strategic plan. Alphabeta Project Consultants (APC) was entrusted with the responsibility of guiding the process. The initial activity was a workshop with participants from the Board of Governors and selected staff to generate the ideas that would form the basis for the plan. This was held at the school on the 25th February 2025. The persons who participated in the workshop are:

BOG Committee after the workshop

1.	Ashraf Kiyuuka	Chairperson, BOG
2.	Muwada Lule	Vice Chairperson. BOG
3.	Ahmad Kawoya	Chairperson PTA
4.	Sebunya Hamza	Headteacher /Secretary
5.	Mary Immaculate Kibirango	Member, BOG
6.	Ntale Yunus	Member, BOG
7.	Nakayaga Florence	Teachers' Representative, BOG
8.	Samuel Mubiru	Teachers' Representative, BOG
9.	Richard Mutyaba	PTA Representative, BOG
10.	Lule Sulaiman Habib	District Local Govt. Representative, BOG
11.	Safiina Kawuma	Foundation Body Representative, BOG
12.	Twaha Mugerwa	Deputy Head teacher – Academics
13.	Tamusuza Moses	Deputy Head teacher – Administration
14.	Ocho Richard	Director of Studies

Alphabeta Project Consultants Ltd facilitated this initial workshop. In the course of developing this plan there have been back and forth consultations among the core resource persons and stakeholders and eventually the Board of Governors approved it.

Prefects Body

2.0 SWOT ANALYSIS, VISION, MISSION, CORE VALUES

2.1 SWOT ANALYSIS

Lweru Secondary School has been on a clear trajectory for development. But there have also been challenges and limiting factors. In order to comprehend the full extent of the situation, a SWOT analysis was carried out. The SWOT analysis covers four components namely:

Strengths and weaknesses are factors that are internal to the organization and the actors have a latitude in manipulating them to realize desirable change in the situation. Strengths represent what is positive in the status quo while weaknesses represent what is negative. On the other hand, Opportunities and Threats are defined by their being external to the organization and the actors need to be aware of them. Opportunities are positive while threats are negative. The SWOT analysis was arrived at through an open and frank discussion among the workshop participants. Workshop participants were tasked to identify the strengths, weaknesses, opportunities and threats. And they also made suggestions on possible suitable activities.

Students during a Physics Practical Lesson

<table>
<tr><th></th><th>POSITIVE ASPECTS</th><th>NEGATIVE ASPECTS</th></tr>
<tr><td>INTERNAL FACTORS</td><td>STRENGTHS
1.Being USE government school with a good number teachers paid by government
2.It is both day and boarding
3.Its charges affordable fees
4.Location along on a major high way
5.Offers dual curriculum
6.Has standard infrastructure in fair working condition positioned on enough land with title
7.Good leadership BOG and Management
8.Has a supportive network of foundation body, alumni, teaching staff and in harmony</td><td>WEAKNESSES
1. Limited funds
2. Inadequate facilities such as library and water system
3. Inadequate remuneration for staff
4. Low level of stakeholder (such as alumni) involvement
5. Inadequate accommodation for staff and students
Being a USE school imposes restriction on charging some fees</td></tr>
<tr><td>EXTERNAL FACTORS</td><td>OPPORTUNITIES
1. In open competition with other schools
2. Surrounded by high-cost schools, making it resort for low earners
3. Surrounded by many primary schools
4. Enjoys support of religious and political leaders, as well parents and surrounding community
5. Availability of support from NGOs that offer bursaries
6. Surrounded by many private schools
Availability of many qualified teachers for potential recruitment
8. Has a supportive network of foundation body, alumni, teaching staff</td><td>THREATS
1. Low income of parents who have to struggle to pay fees
2. There is stiff competition because of several competitors including neighboring schools
3. Emerging seed schools in the area
4. Poor and dusty access road
5. Long distance from Kampala</td></tr>
</table>

One of the classroom Blocks

2.2 VISION, MISSION AND CORE VALUES

The vision of any organization is the ultimate situation in which the organization envisages its beneficiaries on attaining what it sets out to accomplish. It would be desirable for the vision to be ambitious but it cannot go beyond the scope and extent of its realistic potential. If it did it would simply result in churning out a hollow wish list. And it is more about the beneficiaries. On the other hand, the mission is about the actors and represents what the actors will do to realize the vision. The two are symbiotically related and they must be consistent with each other. The determination of the mission must be preceded by the determination of its vision. The core values underwrite the actions that the actors will undertake. They will have an overriding influence on any course of action and anything that runs counter to them cannot be allowed to stand. Lweru Secondary School has integrated its vision, mission, and core values and determined its strategic direction for the next five years.

2.2.1 The vision of Lweru Secondary School

Alumni of sound character that are competent to advance into higher education or to be part of a skilled workforce.

2.2.3 The mission of Lweru Secondary School

To nurture young men and women and prepare them for life long learning and to be productive in their communities and the world of work.

2.2.4 The core values of Lweru Secondary School

- Accountability
- Teamwork
- Fearing God
- Hard work

OUR MOTTO

Discipline and Dedication

3.0 STRATEGIC DIRECTION

Lweru Secondary School has defined its vision, mission, and core values. Based on a situational analysis, we've identified key strategic issues that will guide our strategic direction. We acknowledge and appreciate our current status as a government grant-aided USE secondary school, including its benefits and constraints. Our goal is to become a top-performing secondary school, rivaling institutions like Kibuli Secondary School, Mt St Mary's Namagunga Girls SS, or Kawempe Muslim SS, in terms of academic excellence and infrastructure development. To achieve this, we'll take action on multiple fronts. These different fronts are the strategic directions and they are 8. In subsequent chapters, our 8 strategic directions will be broken down objectives, derived from our priority issues. These directions will guide our progress toward our target.

We (at Lweru Secondary School) acknowledge and appreciate our current status as a government grant-aided USE secondary school, including its benefits and constraints. Our goal is to become a top-performing secondary school, matching institutions like Mt St Mary's Namagunga Girls SS, Kibuli SS, or Kawempe Muslim SS, in terms of academic excellence and infrastructure.

3.1 THE STRATEGIC PATHWAYS

The school identified8 major areas/issues that will be the focus of this strategic plan. These are:

1. *Infrastructure and ICT.*
2. *The new Curriculum and improvement of standards*
3. *Staff training and retooling*
4. *career guidance and students' mentorship*
5. *Games, sports and extra curricula activities*
6. *Public relations and building the image of the school.*
7. *Financing and resources mobilization.*
8. *Effective implementation of the strategic plan.*

Strategic Learning environment

4.0 INTERVENTIONS FOR STRATEGIC DIRECTIONS

4.1 INFRASTRUCTURE AND ICT

Since it was established forty years ago there has been considerable increase in the student and staff population of the school. Correspondingly there has been considerable upgrading of infrastructure and other facilities to match the increasing numbers in Lweru SS. However, a SWOT analysis revealed that the infrastructure remains inadequate. The dawn of the digital age also necessitates that the school must embrace the digital requirements of contemporary times. The school will therefore upgrade its infrastructure with digital requirements being an integral part of it. The upgrade will be targeted to cater for a projected

4.1.1 Physical Infrastructure

The infrastructural requirements of Lweru Secondary School are diverse.

The number one priority is science and computer laboratories followed by classrooms and dormitories. Other requirements include: playing fields, focusing on basketball, badminton and netball. Important as well is a multipurpose assembly hall. Table 2 below shows the school's infrastructure status along with identified gaps.

Table 2: Status of infrastructure and required buildings

no	Type of building /facility	No. available	Capacity of the facilities	No. required	Capacity required
1	Classrooms	19	1140	10	2500
2	Science laboratories	1	60	5	300
3	Subject rooms	-	-	Art Room Geography Room	-
4	Girls' dormitories	2	250	2	250
5	Boys' dormitories	1	200	2	300
6	Kitchen	1	-	-	-
7	Dining hall	1	100	1	-
8	Staff houses	-	-	-	-
9	Assembly hall	0	-	1	-
10	Playing field	1		Basketball Badminton Netball	-
11	Library	1	80	2	200
12	ICT lab	1	18	1	150

Objectives & Interventions to the physical infrastructure requirements

Strategic Objective:

To upgrade the physical infrastructure to match the students' enrolment.

Interventions to cover the physical infrastructure requirements

I. Preparation of a master plan for the physical development of the school
ii. Construction of a multipurpose building and three science labarotories to cater for the priority teaching space requirement for the school.
iii. Construction of dormitories for boys and girls with total capacity of 1000 students
iv. Fixing the water system
v. Development of games and sports facilities.

Architectural Design of the new building

4.1.2 Digitalization

Embracing of Information and Communication Technology (ICT) by most secondary schools in Uganda is faced by a number of challenges. Studies have indicated that ICT is not being used in the teaching and learning process, most of ICT infrastructure is not available in schools and most teachers and students lack the basic ICT skills and competencies. It is therefore important to ensure provision of schools with the necessary ICT infrastructure, recruitment of qualified computer teachers, recruitment of computer laboratory technicians, and continuous retooling of both students and staff.

Lweru Secondary School faces the challenge of inadequate ICT facilities despite the fact that ICT is being increasingly recognized as the tools of trade in contemporary times. The use of ICT is generally low and digital application distribution in the school falls short of what is required. Lweru has 1 ICT laboratory, with 22 computers, and internet connectivity to the school is wireless. There are 2 teachers dedicated to teaching ICT.

Lweru Secondary School cannot afford to lag behind in this area. Digitalisation is now an imperative to attain meaningful learning outcomes. The government of Uganda commissioned its Digital Transformation Road Map 2023/2024- 2027/2028 and public institutions such as schools, Lweru SS inclusive, are an integral part of the agencies targeted to implement the road map.

Students in the Computer laboratory

Strategic objectives and interventions for digitilization

Strategic Objective:

To expand ICT facilities, enhance skilling and gradually develop e-services.

Interventions to cover the physical infrastructure requirements

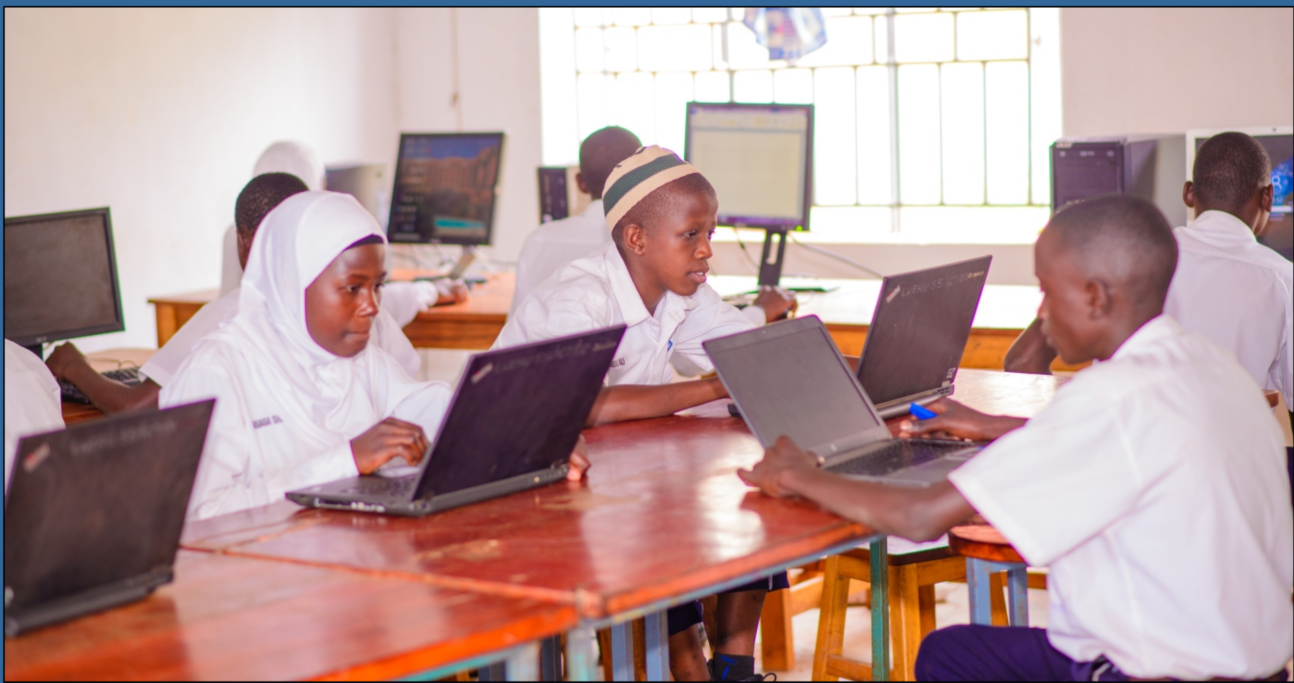
i. Provide equipment for access and use of digital services

ii. Setting up of ICT labs as part of the multipurpose building

iii. Training of students and teachers in basic ICT

iv. Setting up of ICT clubs for peer learning and innovation

v. Gradual development of e-services systems and applications for key priority areas in the school such as learning, accounts, management and communication.



4.2. NEW CURRICULUM, THEOLOGY AND SKILLING

4.2.1 The new curriculum and improvement of standards

The government of Uganda introduced a new curriculum replacing the old one and every school is obliged to take it up. The new secondary curriculum in Uganda was introduced to address the limitations of the old curriculum, which was criticized for being knowledge-based with little emphasis on skills and values. The review process emanated from the 1992 Government White Paper on Education and other national and international frameworks and it began in 2008. The latest development in Uganda's education system is the Mushega Commission report. It is likely to impact significantly on the education trajectory for Uganda in the coming years.

Key features of the new curriculum are:

- *Competency-based approach that emphasizes skills development and mastery of competencies.*
- *Reduced subject menu from 43 to 21 subjects, with 11 compulsory and 1 elective subject at senior 1 and 2.*
- *Compulsory subjects: English, mathematics, biology, chemistry, physics, geography, history, Kiswahili, entrepreneurship, and physical education.*
- *Elective subjects grouped into categories, including foreign languages, local languages, and pre-vocational subjects.*
- *Assessment - summative assessment by UNEB at the end of senior 4, with continuous assessment throughout the learning process.*

The goals of the new curriculum are:

1. *To produce secondary school graduates with employable skills*
2. *To foster holistic education for personal and national development*
3. *To promote critical thinking, problem-solving and creativity*

Lweru SS must be adequately prepared for the transformation. Teachers have undergone training at Namagunga as well as Stella Maris Nsuube for sciences and arts respectively. This year, 2025, the school has enlisted the support of experts from the National Curriculum Development Center (NCDC) and the Uganda National Examinations Board (UNEB) to boost continuous professional development of the teachers.

Lweru hosted a workshop of 50 participants comprising of Buikwe rural at a workshop.

Some of the teachers during the training on the new curriculum

At Lweru Secondary School the teacher's attitude towards the new curriculum is positive. For the current cohort of students that are offering the new curriculum they have no choice to compare as they have never been exposed to the old curriculum.

For management, although they are receptive and enthusiastic to the new curriculum, they are not oblivious of its challenges. The activity of integration where the continuous student assessment accounting for 20% of the students' performance appraisal is particularly cumbersome and challenging. It means that the teachers must pay meticulous attention, assess and record the assignments and preserve the records as an integral part of the students' performance assessment.

Students doing group revisions

Objective Interventions

Strategic objective:

To implement the new competence-based curriculum at both O' and A' levels including internal assessments and improve academic standards.

Interventions

I. *Continuous training in new curriculum at both O' and A' Levels for teachers who should be familiar with individual students*

ii. *Ensure adequate interaction and communication between teachers, students and. parents*

iii. *Ensuring that the entire syllabus is covered in time, providing for maximum utilization of revision time and providing for adequate rest and recreation for students*

iv. *Organize for participation of students in academic contests and study tours*

v. *Stock enough relevant text books under new curriculum*

vi. *Encouraging parents' involvement to facilitate the new curriculum requirements such as undertaking study tours; providing the necessary materials; providing meals, uniforms and books.*

4.2.2 Islamic theology

Lweru SS is a public Muslim founded secondary school. As the school braces up for the new curriculum, room is being created for warming up to Muslim theology in the school. In addition to teaching IRE and Arabic language under UNEB and NCDC, Lweru Secondary School already offers an IBTIDAI (equivalent to primary) course to willing students and they take their lessons after classes thanks to the reduced load and saved time during the day under the new curriculum. Seventeen (17) candidates are already prepared for the exams in 2025.

The school Mosque

Objective

To pursue an effective training and mentorship program focused on Islamic character building for Muslim students.

Interventions

I. Consolidating the teaching of Islam and Arabic language within the context of the new curriculum

ii. Continue to nurture IBTIDAI or IPLE program and increase number of students taking it to 35% of Muslim students at O' Level

iii. Involving local and Muslim workers from other places to sensitize and train the general Muslim population in the school

iv. Participate in intra and interschool Muslim functions such as seminars, quiz competitions and visits to Islamic heritage sites and institutions

4.2.3 Skilling

The new curriculum has created room for and encouraged skilling. Courses leading to the award of the Directorate of Industrial Training (DIT) certificates are offered at Lweru. These include: construction and bricklaying, hair dressing, catering; tailoring; poultry farming; basic electricity and computer repair. These courses are not mandatory.

Strategic Objective:

To foster character development and life skills.

Interventions

I. *Promote hard work, entrepreneurship in the different academic subjects in line with the new curriculum*

ii. *Consolidate the DIT affiliated courses already running in the school and prepare students to take DIT exams*

iii. *Encourage career guidance on vocational training and apprenticeship*

4.3 STAFF TRAINING AND RETOOLING

Staffing is a key factor in schools. It has a direct bearing on the quality of education. Schools must have motivated and qualified staff to enhance its chances of good performance. School staffing encompasses the process of hiring, training, and managing the personnel who work in schools, including teachers, administrators, and support staff, to ensure effective operations and student outcomes. Schools often face challenges in finding and retaining good staff, including teacher shortages, underqualified teachers, and burnout. The number of staff at Lweru SS stands as shown in the Table 3 below:

Table 3: Status of Staff at Lweru SS

Category of Staff	Staff on government payroll	Non-payroll staff	Total
Teaching staff	43	13	56
Non-teaching staff	2	16	18
Total staff strength	**45**	**29**	**74**

Staff performance and their motivation has been one of the key areas that the school has not taken for granted. Most of the members of staff reside in Lugazi a couple of kilometers away from the school. While at school the school ensures that the teachers are taken care of. For instance, they are served with proper meals at no cost. The school is currently renovating a block of houses within the school and converting it into a guest house to provide comfortable accommodation for teachers who need to stay at school. Lately, the school has instituted awards for good performance, sitting allowances, monthly duty allowances and the practice is prompt payment for what is usually due. This has tremendously boosted the teachers' morale and improved their performance.

Strategic Objective:
To recruit and retain adequate staff that are qualified and motivated.

Interventions

I. *Increasing the number of teachers on government pay roll to reduce the pressure on PTA budget so that funds are freed to beef up resources for capital budget.*

II. *Putting in place a human resource policy which provides for motivation, training and promotion of staff and the terms of which are clearly spelt out and fully implemented.*

III. *Maintaining and expanding the guest house for comfortable staff accommodation.*

IV. *Building capacity of teaching staff especially in the competency-based curriculum, pedagogical skills, leadership and ICT.*

V. *Providing non-teaching staff (laboratory technicians, ICT technicians, librarians, etc.) with the appropriate equipment, tools, uniforms, etc. to do their job properly and efficiently*

Members of the Academic Staff

4.4. CAREER GUIDANCE AND STUDENTS MENTORSHIP

4.4.1 Career Guidance

Career guidance in schools helps students explore different career paths, identify their strengths and interests, and make informed decisions about their future education and careers, ultimately leading to more confident and successful outcomes. Career guidance is vital for people growing up to help them make the right choices in the fast-changing job market. By providing proper exposure, information and guidance, schools can help students identify a career path that leverages their strengths and interests leading to greater success and satisfaction in their professional lives. In the course of career guidance, students are exposed to different professions; they discuss interests and strengths; critical thinking and curiosity are encouraged; communication skills and

4.4.2 Student mentorship

An overarching aspect of career guidance is student mentorship. Student mentorship involves a more experienced person (mentor) guiding and supporting them in their academic and personal development, fostering growth and success. Mentors provide guidance, advice and support to navigate academic challenges, explore career path and develop personal skills. They also serve as role models demonstrating positive behaviors, academic success, and professional development strategies. Mentorship fosters positive relationships between students and mentors, creating a supportive and encouraging environment. Mentors can help students to improve their grades, develop effective study habits, and stay motivated in their studies. Mentors can provide insights into different career paths, connect students with networking opportunities, and help them develop skills relevant to their chosen fields. They can also help students to develop leadership skills, improve communication skills, and build confidence in their abilities. They can provide a safe space to discuss challenges, concerns, and aspirations, thus fostering a sense of belonging and support.

Strategic Objective

To run a robust career guidance and student mentorship program to guide students to make their career choices and develop positive attitude in life.

Interventions

I. *Organizing workshops, provide regular career talks by vetted mentors and speakers from a wide range of professions and economic sectors to orientate students to career options*

ii. Supporting and training school prefects and other students' leaders to carry out mentor peer students and participation in the decision-making process

iii. Strengthening guidance and counseling department to work closely with parents in discipline monitoring process

iv. Visiting commercial, industrial, non-profit and governmental institutions to expose students to the range of available careers.

4.5 GAMES, SPORTS AND CO-CURRICULAR ACTIVITIES

Sports play a vital role in Ugandan schools, with the Ministry of Education and Sports promoting physical education and sports through policies and initiatives, while organizations like the Uganda Secondary Schools Sports Association (USSSA) organize competitions. The mandate of the Ministry of Education and Sports (MoES) is to provide quality education and sports services, which are constitutional obligations of the Ugandan state and its vision is: "Quality Education and Sports for All". Under the new curriculum, sports and games have become one of the optional examinable subjects for UNEB and DIT. Benefits of sports are an established fact and studies have shown a correlation between sports participation and improved academic performance.

At Lweru SS, there is a whole range of games including but not limited to football, basketball, volleyball and others. Sports students are kept vibrant due to regular competition at the various levels (intra-school, interschool district and regional).
In 2025, Lweru Secondary School emerged in 3rd position in Buikwe District Secondary Schools games.

Strategic objective

To enhance sports and co-curricular activities in the school through identifying, nurturing and developing talents among the students.

Interventions

I. *Provision of adequate facilities such as playing fields and equipment*

ii. *Enlisting the support of qualified coaches and trainers to guide students in sports development*

iii. *Organizing intra school and inter school competitions in various co-curricular activities such as music, dance and drama.*

iv. *Sports clubs will be created for students to join one of their choices from a wide range of sports and other co-curricular activities*

v. *Talented students will be supported through offering scholarships to ensure that they succeed academically and in their specific sports as well*

4.6 PUBLIC RELATIONS AND BUILDING THE IMAGE OF THE SCHOOL

4.6.1 Public relations

The success of Lweru SS will depend on a variety of factors including its management of public relations. No school can afford to take the public for granted. Deliberate efforts have to be undertaken to ensure a positive image of the school in the public eye. One category of people that are intricately related to the public function in schools that the school must pay attention to are the stakeholders. Stakeholders play a vital role in the success and effectiveness of the school. They support school programs and initiatives, provide funding and resources, monitor and evaluate school performance and support student learning and development. Stakeholders may be divided into the internal and the external. Internal stakeholders are the main beneficiaries of this strategic plan and they have been the focus of various strategic pillars and interventions.

External stakeholders include: the government (Ministry of Education and Sports (MoES)), local authorities, foundation bodies, alumni, and parents/guardians. In its wisdom, the Ministry of Education and Sports policy effectively identified all these stakeholders and constituted them into the Board of Governors, in recognition of their stakes and roles they play in the school. The composition of the Board of Governors is a good and fair representation of all those concerned with the school. The benefits of stakeholder engagement are many, and they include improved student outcomes, enhanced teacher morale and effectiveness and increased parental and community involvement and support.

In terms of strategy generally the school must adopt a business-like approach. For instance release of a simple prospectus to a wider range of marketing efforts. The head-teacher is a key factor in gauging public opinion and responding in a way that contributes to the image of the school. The school must be proactive in projecting a good image and correcting bad impressions

Strategic Objective

To adopt a robust drive to enhance the public image of the school.

Pertinent interventions:

i. *Developing a marketing strategy*

ii. *Constructing a visible unique project (eg building) that captures the level of achievement which has been attained by the school.*

iii. *Branding which will create a special personality and identity for the school using special logo, distinctive colors, and a way of interacting with the audience*

iv. *Social media engagement to ensure Lweru SS presence on online platforms, including developing of a website which has the potential to publicize the school globally.*

v. *Creating marketing materials such as a well-documented history, including photographs, trophies, displays of school leaders, available and easily accessible to all stakeholders.*

Administration Block

4.7 FINANCING OF LWERU SS STRATEGIC PLAN 2025-2030

4.7.1 Sources of funding for Lweru Secondary School

Lweru SS is a public secondary school which is under the Uganda Government program of Universal Secondary Education (USE). Its main sources of income come from Government of Uganda. The school gets a salary grant from government plus capitation grant per student to meet the operational costs. According to Table 4, Lweru SS will get 51% of its income from the Government of Uganda in 2025.

The second major source of income is school fees paid by parents. The government grants are not sufficient to meet the basic school needs. Lweru SS school finds itself with a funding gap. The teachers posted by the government cannot effectively cover all subjects, and the school has to hire more teachers, other than those on the government payroll. Lweru SS has also funding gaps on teaching and learning material as well as on administrative expenditures such as transport, power, lunch for students etc. The parents pay a general fee which averages to Ush 150,000. In addition, those in boarding pay Ush 450,000 per term. Total fees paid by parents amount to Ushs 886,362,983 which is 49% of the total budget of Lweru SS. The fees paid by parents includes 3.8 % as capital development contribution.

Table 4: Sources of income for Lweru Secondary School 2025

Sources of Income			
Government			
Item	**Number**	**Total amount**	%
Staff on payrolls	45	680,373,121	
O' level Capitation	1,134	187,110,000	
A' Level Capitation	166	43,824,000	
Total From Government		**911,307,121**	**51%**
School fees (Parents)			
Tuition fees	906	361,830,000	
Hostel Fees	280	382,200,000	
Other Fees		142,332,983	
Total from Parents		**886,362,983**	**49%**
Grand total income		**1,797,670,104**	

4.7.2 How the existing funds are utilized -expenditure

Based on the 2025 school budget the expenditure structure of the school is shown in Table 5. The largest expenditure item is staff salaries and allowances which took 44.68% of the total school budget. This is followed by foods and domestic expenditure at 15.45%. Over 96% of the budget is committed to support recurrent expenditure of the school.

Table 5: Expenditure structure of Lweru SS

Expenditure 2025			
Item	**Number**	**Total amount**	**%**
Staff salaries & allowances		802,367,121	44.583
Administration		159,708,156	8.874
Tuition		97,911,300	5.440
Utilities		39,080,000	2.171
Food & domestic expenses		277,475,050	15.418
Co-curricular activities		29,500,000	1.639
Maintenance & repairs		197,470,000	10.972
Transport		98,009,000	5.446
Health and sanitation		25,852,000	1.436
Guidance & counseling		4,520,000	0.251
School van		28,600,000	1.589
Construction		39,230,000	2.180
Total		**1,799,722,627**	100.000

4.7.3 Resources for funding the capital development of the strategic plan

It is critical for Lweru Secondary School to identify sources of funds that will implement the strategic plan especially the capital development projects. Some of the interventions proposed already have votes in Lweru SS budget and hence will be accommodated through the growing recurrent budget.

The most pressing need is to identify resources which will drive the capital development proposed in the strategic plan. There are already 3 votes in the budget that can be allocated to capital development. The current budget includes a generous allocation to maintenance and repairs. Repairs is earmarked Ush 197,470,000 which is 11% of the total budget. Repairs which largely caters for building, can be reduced to about 5% to free funds for capital development. The second item is the dedicated fee of Ushs 40,000 for acquisition of the school van. Once the van cost is settled, this amount can be channeled to the capital development. The projected time for completing payment for the van is June, 2025. That means that with effect from third term this amount can be added to the capital development fund. This would generate savings of 2.2%.

The third source of funds for capital development is the dedicated amount collected from each student (continuing student: Ush 20,000 and new students: Ushs 30,000). Clearly, the culture of contributing for development is well entrenched amongst the parents and it should be cultivated so that it continues to support the development of Lweru Secondary school. The actual amount paid by parents can gradually and marginally be stepped up as the real development projects it will be supporting will become visible to the parents. This too will generate savings of 1.6%.

The total percentage of funds freed from capital related items in the current budget will be 9.8% (6%+ 2.2% +1.6% =9.8%.) On the basis of the foregoing discussion, it should be feasible to reprioritize the other recurrent votes and free 2.2% to bring total savings to 12% of the current total income to be earmarked for capital development. This translates to around Ushs 225,000,000 for capital projects.

UMTA president receives an award from the school BOG Chairman

4.7.4 Strategic goals and interventions

Goal 1:

To reprioritize within the current school budget and identify 12% of total budget for capital projects.

Goal 2:

To mobilize resources outside the current traditional sources of funds for the capital budget and gradually develop fundraising capacity up to 5% of the annual school budget in the next 5 years.

Goal 3: To step up efforts to secure a one- off mega grant or donation to transform Lweru SS from a USE to a self-sustaining grant aided school in the next 10 years.

Interventions to achieve the strategic goals

Below are some of the suggested interventions through which Lweru will generate resources to finance its capital development outside the current budget. They are:

I. *Increasing students' enrolment from the current 1,384 in 2025 to 1,972 in 2030.*
II. *Increasing number of boarding students from 450 in 2025 to 725 in 2030*
III. *Maintaining the current 3.8 % of the fees which caters for capital development contribution including the amount for the school van.*
IV. *Reducing on the budget for repairs from 11%-to 5% after completing the refurbishment of staff guest house*
V. *Taping into the corporate social responsibility programs of large private companies such as the Lugazi based SCOUL, Sugar Corporation of Uganda Ltd.*
VI. *Engaging the Government of Uganda and donor organizations and agencies for a one- off mega grant or donation to develop the school.*
VII. *Promoting the school through all kinds of media such that it attracts the attention of donors. To this end the school should fast-track the development of the website so that it promotes the various projects.*
VIII. *To initiate cost saving measures such as cultivation of foods like maize, beans and vegetable which can bring down costs of feeding and free money for capital projects.*

The most viable option is intervention No.6. It is government of Uganda or development partners who can provide needed funds to bridge the funding gap.

5.0 IMPLEMENTATION PLAN, PRIORITIES AND THEIR COSTS

5.1 BUDGETING AND IMPLEMENTATION OF THE STRATEGIC PLAN

The annual budget is the main instrument for implementing the strategic plan. Lweru SS has already a sound established system of preparing both annual and termly budgets, which is highly commendable. What is now needed is to link the annual budget to the annual work plan. The annual work plan is a subset of the strategic plan. Before the school prepares its annual budget, it should go through the strategic plan to identify what it is going to implement in that year. And this extraction from the strategic plan is the work plan. This ensures a simplified and integrated budgeting and monitoring and evaluation process for the strategic plan.

This being the 1st strategic plan for Lweru SS, its implementation may falter due to failure to identify the technical officer responsible for it. Since the work plan is linked to the annual budget, the Bursar's Office, should take on these two complementary responsibilities. In similar way, the Finance Committee should also combine the work plan and the budget. The finance committee will now be called Finance and Planning Committee. Every year, the bursar should revisit the strategic plan and come up with a work plan which should be taken into account in drawing up the annual budget.

School Bursar, Mr. Kaye Sheriff

Assistant School Bursar, M/s Kautharah,

Mr. Ochwo Richard, Director of Studies.

When the school completes design of the website, the strategic plan will be posted to the website. The school will go one more step and prepare different project profiles for priority projects which will be posted on the website.

The projects for Lweru Secondary School fall in 2 categories, namely software educational projects such as introduction of new competency-based curriculum at A' level, motivation of staff, sports and games etc. The second category are hardware or capital development projects, involving construction of infrastructure. In this section we deal with the hardware infrastructure projects. The highest priority capital developments are the following:

- ***Teaching space including multi purpose block, science laboratory and campus master plan***
- ***Expansion of dormitory space***

5.2 Estimated costs for the priority capital projects

The size in Sq meters and costs for the multi-purpose hall were worked out by the architect who designed the building. Regarding the dormitory space, it was based on the following assumption and parameters:

Table 6: Parameters for Computation for total Sq meters of dormitory space

Item	Quantity	Unit of measure
Current capacity of dormitories	450	No of students
Total projected enrolment by 2030	1,912	No of students
% of Boarders to total students 75% (1)	0.75	percent
Total No of students in need of dormitory space	1,434	Students
Total space per student	3	sq meters
Total space for 1,434 students	4,302	sq meters
Unit costs per meter	972,064	Shs
(1) To graduate from USE, to grant aided status Lweru SS capacity of boarding students has to be stepped up to around 75%		

On the basis of the above parameters and specification provided by the school architects, the capital development costs are shown in Table 7.

The total capital cost is Ush 5,340,761,363 equivalent to USD 1,548,047 based on USD rate of 3450 Ugx.

Table 7: Estimated costs for critical capital development Projects

Project	Area in Sq M	Unit Cost	Total Cost	Add Computers	Total Cost
Teaching space					
Science Laboratories	231	1,227,892	283,643,052	0	283,643,052
Multipurpose teaching Block	705	1,228,485	866,081,925	200,000,000	1,066,081,925
Master plan	0		30,000,000	0	30,000,000
Sub-total for teaching space					**1,379,724,977**
Dormitories	4,302	920,743	3,961,036,386	0	3,961,036,386
Total Capital Cost			**5,140,761,363**	**200,000,000**	**5,340,761,363**

The basic total capital development needs of the school is Ush 5,340 million. This is divided into 2 categories namely teaching space which requires Ush 1,379 million or 26% and dormitories for students' accommodation which requires Ush 3,962 million or 74% of the capital development budget.

5.3 TOTAL AVAILABLE FUNDING FOR THE CAPITAL BUDGET

A projection of students' enrolment, fees for boarding and day students and total income as well resources for capital projects was made as presented in table 8. The key assumptions for the projection are presented in table 8. While the observed trend in enrolment and fees structure between 2023 and 2025, was noted, it was also appreciated that the school had undergone exceptional dramatic changes during this period. These sudden changes could be attributed to the rapid recovery from the Covid-19 effects and also to the change in the leadership of the school. These changes would be extremely hard to sustain in the long run and hence the adjustment downward to normal rates shown in table 8 below.

Table 8: Key parameters in the projection of enrolment and fees' structure

Year	2023	2024	2025
Enrolment	941	977	1,384
Existing Annual Growth Rate		3.83	41.66
Average Growth rate: Enrolment			22.74
Proposed Growth rate			1.05
Boarding Section	102	100	280
Existing Annual Growth Rate		-2.00	180.00
Average Growth rate: Enrolment			89.00
Proposed growth rate			10.00
Tuition and other fees			
Tuition fees	95,000.00	95000	125,000.00
Building and Van funds	40,000.00	40000	60,000.00
Sub-total	135,000.00	135000	185,000.00
Annual Growth rate in fees		0.00	37.04
Average Growth rate in fees			18.52
Proposed growth rate in fees: Boarding			10%
Proposed growth rate in fees: Day			5%

On the basis of the proposed growth rates, the students' enrolment, fees' structure, total school income and amount that can be set aside for capital development were projected as shown in table 9. While in section 4.7.5 various interventions were proposed in the area of finance, in this projection, the focus is on the most feasible sources which are the traditional income sources for the school, namely government grants and fees paid by the parents. If the new measures proposed under 4.7.5 for improving financial standing of the school generate positive income, the financial position of the school will be better and the school will be able to realize its goals in a short time.

According to table 9 total students' enrolment will grow to 1912 (1187+725). In line with the declared aspiration to graduate from USE to grant aided school, the total number of boarding students will increase by 10% per annum while the general growth rate will be 5% per annum. In absolute figures, the day students will be 1118 while the boarding section will have 725 students. The fees for boarding section are projected to grow at 10% while the fees for day scholars marginally grow by 5%. Annual income from fees and government grant will increase from Ush. 2,010,671,506 in 2025 to Ush.3,303,474,012 by 2030.

The projected income is rather a conservative estimate because it assumes that the capitation will be constant when it is well known that capitation is driven by students' numbers. Since enrolment will grow to 1912 from 1380, the government grant will also increase. Equally, the salary grant is also linked to student's numbers and it will also increase.

Table 9: Projected students' enrolment, fees, total income and resources to finance the 2 priority capital projects

Year	2025	2026	2027	2028	2029	2030
Enrolment						
Growth rate in enrolment	1.05	1.05	1.05	1.05	1.05	1.05
Enrolment: Day	930	977	1025	1077	1130	1187
Boarding Section						
Growth rate Enrolment: Boarding	1.10	1.10	1.10	1.10	1.10	1.10
Total Enrolment: Boarding	450	495	545	599	659	725
Total Enrolment (Day +Boarding)	1380	1472	1570	1676	1789	1912
Fees: Boarding						
Growth rate	1.100	1.100	1.100	1.100	1.100	1.100
School fees applicable	450,000	495,000	544,500	598,950	658,845	724,730
Fees day						
Growth rate	1.05	1.05	1.05	1.05	1.05	1.05
fees applicable Per Term	185,000	194,250	203,963	214,161	224,869	236,112
Fees Collection Per Term						
Fees day	172,050,000	189,685,125	209,127,850	230,563,455	254,196,209	280,251,321
Fees boarding	202,500,000	245,025,000	296,480,250	358,741,103	434,076,734	525,232,848
Total income	374,550,000	434,710,125	505,608,100	589,304,557	688,272,943	805,484,169
Total income Annual						
Annual Income from Fees	1,123,650,000	1,304,130,375	1,516,824,301	1,767,913,672	2,064,818,829	2,416,452,506
Salary and capitation Grant from Govt	887,021,506	887,021,506	887,021,506	887,021,506	887,021,506	887,021,506
Total income	2,010,671,506	2,191,151,881	2,403,845,807	2,654,935,178	2,951,840,335	3,303,474,012
12% for capital development	241,280,581	262,938,226	288,461,497	318,592,221	354,220,840	396,416,881
Total Recurrent Budget	1,769,390,925	1,928,213,655	2,115,384,310	2,336,342,957	2,597,619,495	2,907,057,131

Table 10: Total Income and Expenditure for 5 years (2025-2030)

YEAR	2025	2026	2027	2028	2029	2030	Total for 5 years (2025 -2030)
Total Income	2,010,671,506	2,191,151,881	2,403,845,807	2,654,935,178	2,951,840,335	3,303,474,012	13,505,247,214
12% Capital	0.12	0.12	0.12	0.12	0.12	0.12	0.12
Allocation to Capital	241,280,581	262,938,226	288,461,497	318,592,221	354,220,840	396,416,881	1,620,629,666
Total recurrent Budget	1,769,390,925	1,928,213,655	2,115,384,310	2,336,342,957	2,597,619,495	2,907,057,131	11,884,617,548

Regarding sources of funds for implementation of the strategic plan the following 7 measures are proposed:

i. Increasing students' enrolment from the Current No. of 1,384 in 2025 to 1,912 in 2030.

ii. Increasing No of boarders from 450 in 2025 to 725 in 2030

iii. Growth in day fees by 5% from Shs 185,000 in 2025 to Ush 236,112 by 2030

iv. Growth in boarding fees of 10% from Ush 450,000 in 2025 to Ush 658,845 in 2030

v. Maintaining the current 3.8 % of the fees which caters for capital development contribution including the amount for the school van.

vi Reducing on the budget for repairs from 11%-to 5% after completing the refurbishment of staff guest house in 2025

vii Earmarking a minimum of 12% per annum for capital development

Through these measures the school will mobilize an average of Ushs 324 million per annum which can go towards the capital projects. This will amount to Ushs 1,620 million over the 5 year period.

Table 11: Capital funds needed, projected funds to be generated & Funding Gap

Item	Amount
Total amount to be generated	1,862,000,000
Total Capital needs of the school	5,340,761,363
Funding Gap	**-3,478,761,363**

Table 11 clearly shows that Lweru SS has a funding gap between what the school needs and what they can generate in the strategic plan period of 2026-2030.
The funding gap is Ush 3,478761363 million equivalent to USD 1,008, 337

5.4 THE ROLE OF GOVERNMENT IN IMPLEMENTING LWERU SS STRATEGIC PLAN

The Government of Uganda will continue to play a critical role in the transformation of Lweru Secondary School. The current salary and capitation grant which contributes 51% of total resource envelope for Lweru Secondary School will increase and continue to be available. This will play a pivotal role in implementing soft wear strategies such as those proposed improving academic performance under the new curriculum, acquisition of computers, staff emolument and motivation, and students' welfare and mentorship. Furthermore, one of the core strategies is engagement of the Government of Uganda or donor organizations and agencies for a one- off mega grant or donation to cover the funding gap.

5.5 IMPLEMENTATION OF EDUCATION SOFTWARE INTERVENTIONS

Education software projects include all non-tangible intervention proposed in this strategic plan. This includes interventions for:

1. *Improving academic standard under the new curriculum,*
2. *Human resource management*
3. *Administration and management of Lweru Secondary School*
4. *Games, sports and public relations*
5. *Career guidance and student mentorship programs*

Most of these interventions may not be new, and the measures in the strategic plan are intended to highlight their crucial importance so that the different actors in the school recognize them particularly in budget allocation. It is also difficult to quantify and cost the incremental budget required to effectively implement these measures. These measures will be reflected and implemented in the recurrent budget of the school, to avoid double counting. This underscores the crucial role which the Bursary Office must play in implementing this strategic plan.

In the projection of the school income for next five years under table 8 and proposed allocation to the capital development program, special care and attention has been made to refrain from over encroaching on resources necessary for implementing of this education software. First, the interventions in the above 5 areas are funded from both the school income from both Government and the parents. All the funds from the Government of Uganda are ring-fenced to support the intervention in the 5 areas. Secondly, the total funds earmarked for recurrent budget which support the above 5 areas will increase from Ush 1,769,390,925, to Ush 2,907,057,131 according to table 9 which gives an annual increase of 13% per annum after deducting the amount for capital budget.

5.6 THE WAY FORWARD AND CONCLUSION

The implementation of this strategic plan will go a long way in the transformation of Lweru SS. Teaching and dormitory space as well as student's enrolment and quality of education will significantly improve, during the 5-year period of the strategic plan. The school will have moved a long way towards its target of graduating from a USE school to a grant-aided school. The school however, will still have a long way to the target. Graduating to a grant-aided school is a 10 or more year plan rather than a five-year development. This aspiration however, can be accelerated and achieved in 5 years if the Government of Uganda or a development partner allocates a mega grant of Ush 3,478,761,363 to Lweru SS.

In Conclusion, it is our hope and prayer that all stakeholders at Lweru Secondary School namely: the government represented by the Board of Governors, the management, the teachers and all staff, the parents and students will internalize and support the strategy and proposed interventions of this strategic plan so that we all work as a team in transforming Lweru Secondary School.

6.0 MONITORING AND EVALUATION

Lweru Secondary School prepared this strategic plan and will commit its resources to have it implemented to the fullest extent possible. In the course of implementation, the school will seek to achieve results and will not be just content with routine procedures. Monitoring and evaluation (M&E) are required for effective implementation and will be an integral part of the plan. The M&E will be on a regular basis to track activities, processes and outcomes. The M&E function is a logical corollary of the implementation process. This process will ensure that resources are spent as planned within the framework of projections and budgets and that activities are implemented as planned to realize the anticipated outcomes. Subsidiary plans such as annual work plans and operational plans will be the basis for the execution. Successful implementation of this plan requires commensurate financial and other resources in turn demanding prudent use, accountability and timely reporting.

Monitoring is the process of collecting, recording and reporting information on a day-to-day follow-up of activities. There will be systematic flow of information (reporting) from the lower levels to the next higher level. At each respective level where the information is received the person responsible will synthesize the reports from the various units under him/her and then transmit the amalgamated report to the next higher level. In terms of levels the minimum required monitoring includes the following · Heads of departments will report on implementation of interventions in their areas of mandate to the departmental meetings as well as to the head teacher ·
The head teacher will report progress on the implementation of the strategic plan to the Board of Governors.
Evaluation is the periodic process of identifying and reflecting upon the effects of what has been done and judging the value of it. Plan evaluation will be undertaken in the following ways:
Strategic evaluation will be conducted at the end of every year by the management team.
Mid-term evaluation will be conducted at mid strategic plan period either by an external evaluator such as consultants or the management team.
Impact evaluation will be conducted at the end of the plan period preferably by external evaluators.

Lweru SS has identified 5 priority areas among key strategic issues and these will be the focus of concerted monitoring and evaluation. They are:

1. Academic improvement, entrepreneurship and skilling under the new curriculum
2. Compass planning and Construction of physical facilities including multi-purpose teaching block, science laboratories and dormitories for girls and boys
3. Promotion of sports, games, extra-curricular activities and school image.
4. Staff training and retooling with emphasis on competency-based curriculum
5. Financing and resources mobilization

A results framework that spells out the relationship between the components deemed to be the most crucial in the plan is set out in the Table 12. below.

Narrative/Objective	Indicator	Target	Data Source	Comments
Academic improvement, entrepreneurship and skilling under the new curriculum				
To implement the new competence-based curriculum at both O' and A' levels including internal assessments and improve academic standards	# Study tours by class	1 tour per class per term	Minutes of academic Committee	
	# Teachers trained and retooled in new curriculum	# of Workshop & Teacher trained annually	Minutes of academic Committee	
	%age of students attaining grade D by gender	75%	End of terms reports	
	%age of students attaining grade D at O'& A' levels	70%	UNEB Results	
	# Vocational courses offered by the school (Sports MDD Incl.)	15	Minutes of academic Committee	
	% of students taking at least one vocational course	75%	Minutes of academic Committee	
Consolidate the DIT affiliated courses already running in the school and prepare students to take DIT exams	# DIT affiliated courses offered	6	Annual reports	
	% age of students taking DIT affiliated courses	30%	DIT register	
	% age of students obtaining DIT certificates	15%	Results lists from DIT	
Academic performance under new curriculum	Syllabus coverage by students for all classes	100% syllabus coverage	Minutes of academic Committee	

Upgrade the physical infrastructure to match the students' enrolment				
Preparation of a master plan for the physical development of the school	Availability of master plan	1	Minutes of the BOG	
Construct dormitories for boys and girls with total capacity of 1,000 students	Capacity of dormitories available	500 males; 500 females	Physical inspection & Minutes of BOG	
	Availability of accessories (beds etc..)	1,000 units	School inventory	
Construction of the multi-purpose teaching block	Availability of teaching block	1	Physical inspection & Minutes of BOG	
	Availability of modern computer lab with capacity of over 100	1	Physical inspection & Minutes of BOG	
	Availability of Library	1	Physical inspection & Minutes of BOG	
Expand ICT facilities, enhance skilling and gradually develop e-services				
Set up ICT labs as part of the multipurpose building	Computer Students ratio	1:20	Minutes of academic Committee	
Train students and teachers in basic ICT (1)	Increase in No of students attaining basic ICT	100% of students and teachers	Internal Exams for all students Minutes of academic Committee	
Gradually develop e-services systems and applications for key priority areas in the school	types of e-services applications	Accounts: payroll, Payments etc registration,	Physical inspection Minutes of academic Committee	
Promotion of sports, games, extra-curricular activities and school image				
Identify, nurture and develop talents among the students to enhance sports and co-curricular activities	# sports /games/ co -curricular activities running in the school	10	Minutes of academic Committee	
	# Rank in tournaments and competitions where school participated	The best 10 in Buyikwe District	Annual reports	
Adopt a robust drive to enhance the public image of the school	Development of special brand & identity for the school using special logo, distinctive colors & Character of students & alumni	1	Current & past students, School properties and publications	
	Availability of active website	1	Address on world wide web	
	Presence on social media platforms	3 media	Internet communication	
	Stakeholders accessing marketing materials	3	Public forums	
Recruitment and retention of staff that are adequate, qualified and motivated				
Increase number of teachers on government pay roll thereby free funds to increase capital budget	%age of teachers on government pay roll	70%	School Budget	
	Proportion of funds added to capital budget	20%	Budget, financial reports	
Have a human resource policy with terms clearly spelt out and fully implemented.	Availability of policy document	1	School registry & Minutes of BOG	
Maintain, expand and improve the guest house for	# comfortable accommodation vacancies at the disposal of staff	20	Physical inspection	

Continuously build capacity of teaching staff especially training in the competency-based curriculum, pedagogical skills, leadership and ICT	% of teachers trained and/or retooled	80%	Staff register, **Minutes of academic Committee**	
Provide non-teaching staff (laboratory technicians, ICT technicians, librarians, etc.) with the appropriate equipment, tools, uniforms, etc. to do their job properly and efficiently	% of staff provided with appropriate equipment, tools, uniforms etc.	50%	Physical verification at work station	
Financing and resources mobilization				
Reprioritize within the current school budget	% of capital projects over total budget	12%	School Budgets & Minutes of BOG	
Mobilize resources for the capital budget and develop fundraising capacity	% of funds from none traditional sources	5%	School Budgets & Minutes of BOG	
One-off mega grant or donation to transform Lweru SS from a USE to a self-sustaining grant aided school in the next 10 years	# Responses from Govt. and potential donors	7	School Budgets & Minutes of BOG	