



ST STITHIANS COLLEGE

STRATEGIC PLAN: 2009 - 2011

Vision Statement

St Stithians College is an educational facility based on the co-ordinate model, allowing it to explore the best of both monastic and co-educational schooling. The core vision of the College is to create true servant leaders who will perform with confidence within the dynamic uncertainty of the 21st Century. The College envisions creating learners with a sense of humility, an understanding of *ubuntu* and a deep love for their African roots, roots that will anchor them as they play their part firstly in South Africa and then as global citizens.

The College endeavours to shake itself free from the constraints of traditional education as we question and then put into practice the best of educational thinking. Therefore, along with academic excellence, we strive to give our learners the opportunity to become transformational leaders – young men and women with a balanced, holistic view of the world who are able to act with integrity, self-confidence and self-discipline. They will be imbued with a strength and resilience that will allow them to meet and conquer the obstacles that life will inevitably place in their paths.

In order to provide the best for our learners, we understand the need to employ members of staff who are caring and nurturing, who will lead by example and who will be inspirational role models. Our staff, at every level, recognise that each learner is valued as a leader with their own unique characteristics, abilities and contribution to be made.

The College aims to share with the Saints family a feeling of hope, based on a compelling vision of the future built on a firm foundation of faith and values and a determined purpose to achieve excellence in all that we do.

Strategic Planning Process

1. The College Council and College Executive met on 20 & 21 June 2008 and identified 9 issues that are seen as strategic imperatives for the College.
2. DL_Stratplan (consisting of the Heads, Deputies, Cross Campus Directors and Rector) then met on 23 & 24 June 2008 to develop an Implementation Plan for the 9 issues.

Summary of issues

3. The facilitator presented the outcomes from the Strategic Issues Workshop attended by Council and the College Executive of St Stithians College. It was agreed to address the strategic priorities as listed below:
 - 3.1. Issue 1: Accelerating the process of transformation and diversity.
 - 3.2. Issue 2: Developing a Servant Leadership Curriculum and living it as the Saints Community.
 - 3.3. Issue 3: Embracing gender differences across the entire College, through the curriculum and hidden curriculum.
 - 3.4. Issue 4: Creating an environment which encourages a balanced lifestyle for students and staff.
 - 3.5. Issue 5: Developing the school/ parent partnership.
 - 3.6. Issue 6: Attraction, retention and development of professional teachers and staff.
 - 3.7. Issue 7: Ensuring the sustainability of Saints.
 - 3.8. Issue 8: Common understanding and optimisation of the co-ordinate model.
 - 3.9. Issue 9: Communication.

Definition of the strategic issues and action planning

4. For each strategic issue, the following questions were raised and addressed:
 - 4.1. Definition:
 - 4.1.1. Outline the key aspects of this strategic issue.
 - 4.1.2. Define why this issue is strategically important.
 - 4.1.3. Elaborate on any further details which will ensure a clear understanding of the issue.
 - 4.2. Goals and action plans:
 - 4.2.1. What goals would you set for this strategic issue?
 - 4.2.2. Which indicators (qualitative or quantitative) can be placed against each goal?
 - 4.2.3. What SMART (specific, measurable, attainable, relevant, time available) action plans can be put in place to address the goals (i.e. “action steps”, “by whom”, “by when”, “by what measures”)?

Issue 1: Accelerating the process of transformation and diversity

5. It was agreed not to address transformation as it is already being addressed with a developed and developing Transformation Statement and Implementation Plan. The following was noted:
 - 5.1. The statement and plan will focus exclusively around the issue of racial transformation.
 - 5.2. In the Council Workshop held in April 2008 it was agreed to form a Council Transformation Committee to address this issue. The committee will be chaired by Gary Morolo
 - 5.3. A more effective communication plan is required.

Issue 2: Developing a Saints Leadership Curriculum and living it as the Saints Community

Key aspects	Why is it strategically important?
Saints Leadership Curriculum (SLC) for staff and learners: <ul style="list-style-type: none"> • Based on concept of serving others. • Age and gender appropriate. • Golden thread – key themes across schools. • Formal, informal and hidden curriculum. • In all 5 schools – 1 lesson per week, assessed and reported on. • Clear expectations of staff – modelling behaviour. • Must be in all our literature and communication. • Parent education. • Council leadership. 	<ul style="list-style-type: none"> • Spiritual leadership starts with self. • “To whom much has been given” – Good Samaritan example. • Relevant – life skill/ business/ parenting. • Appropriate role models lacking in government and corporate spheres. • Adds to breadth and depth of curriculum. • Will set us apart from other schools (sustainability). • Leadership vacuum and shortage – especially this generation. • Our way of making a difference in South Africa and the world.
Goal	Indicator
<ul style="list-style-type: none"> • Develop a SLC and a leadership culture for pupils and staff. 	<ul style="list-style-type: none"> • Leadership Curriculum developed in writing with assessment criteria. • Leadership skills timetabled, taught, assessed and reported on. • SLC will be age and gender appropriate. • Golden thread identified. • Resources will be allocated.
<ul style="list-style-type: none"> • Living the SLC in school and the community. 	<ul style="list-style-type: none"> • Staff live it. • Learners live it. • Leadership school in 3 years time. • In 10 years time, Old Stithians will be known as leaders.
<ul style="list-style-type: none"> • Explore a Saints Bush school as part of the curriculum. 	<ul style="list-style-type: none"> • Colleges. • Immediate.

Action
6. Saints Leadership Committee (SLC) formed and mandated.
7. Regular meetings calendarised.
8. Mission statement.
9. Curriculum researched and developed.
10. Presented to Exco.
11. Adopted by Council.
12. Presentation to staff in all five schools
13. Parents exposed to Saints Leadership Curriculum – talks, newsletters, marketing.
14. Start teaching Saints Leadership Skills in all grades.
15. Implement Saints Leadership Curriculum with all staff using same criteria as learners.
16. Saints Leadership Curriculum skills assessed and reported on.
17. Explore the feasibility of a Bush School.

Issue 3: Embracing gender differences across the entire College, through the curriculum and hidden curriculum

Key aspects	Why is it strategically important?
<ul style="list-style-type: none"> • The link to the co-ordinate model – build relationships between schools. • Language we use and how we use it. • Zero tolerance of sexist language. • Focus on positive aspects of the gender differences. • Raise awareness of “<i>reflex speech</i>”. • Balance of strengths –male and female. • Communicate the common understanding of gender issues. • Appreciation of the “<i>One</i>” and the “<i>All</i>” in order to cultivate a sense of belonging. 	<ul style="list-style-type: none"> • Concerns and comparisons across all schools. • It will impact on gender harmony. • It will have an impact on our humanity (citizens). • Modelling healthy societal relationships.
Goal	Indicator
<ul style="list-style-type: none"> • To actively encourage the use of gender sensitive language in all conversations between all members of the Saints family. 	<ul style="list-style-type: none"> • The use of inclusive language across the College. • Reduced discriminatory language in the College.
<ul style="list-style-type: none"> • To appreciate, understand and emphasise the value of both genders within the College through the co-ordinate model. 	<ul style="list-style-type: none"> • “Gender” debate included in curriculum.
<ul style="list-style-type: none"> • To appreciate and understand gender across different cultures in order to foster healthy societal relationships. 	<ul style="list-style-type: none"> • Reduced dominance.
Action	
18. Gender audit.	
19. Series of workshops regarding gender bias (staff, pupils, etc.).	
20. Active encouragement and role modelling by staff of gender sensitive language & behaviour.	
21. Inclusion in the formal curriculum.	
22. Define and receive feedback mechanisms, e.g. focus groups, questionnaires, web.	
23. Look for opportunities in the informal curriculum.	
24. Each school to create a forum to deal with gender topics and issues.	

Issue 4: Creating an environment which encourages a balanced lifestyle for students and staff

Key aspects	Why is it strategically important?
<ul style="list-style-type: none"> • Drive for results increases pressure (parent driven). Always too busy. • Tendency to keep growing the best – are we giving the “average” equal opportunities? • Instant gratification – learners and young staff. • Holistic model – Saints expectations and all the extra time we require. • New curriculum – challenges on our time. • Seen as “more is better”. • Experts to support both staff and parents. • Wellness for learners. • Balance – achievable? Free not to choose. • Too busy – lack of intimacy with each other and learners. 	<ul style="list-style-type: none"> • Staff burnout. • Deviant behaviour. • Pupil burnout. • Drop in academics. • Leads to disengagement. • Poor staff morale. • Note: If we don’t get balance, we won’t get sustainability.
Goal	Indicator
<ul style="list-style-type: none"> • To create a greater balance in the lives of learners and teachers. • To re-align curriculum (formal). • To re-align the informal curriculum. • Each individual to have one free weekday afternoon (for self). 	<ul style="list-style-type: none"> • Greater productivity. • Learners who are visibly managing better. • Greater attention in class. • Improved behaviour.
<ul style="list-style-type: none"> • Declare 2009 –Wellness Year 	<ul style="list-style-type: none"> • Wellness
Action	
25. Balanced Lifestyle campaign.	
26. Audit extra curricular activities & discuss with learners.	
27. Audit homework & implement changes (share results across schools).	
28. Review and manage the extra curricular offerings in each school.	
29. Teacher training on wellness for self & pupils.	
30. Contact time between staff and students to focus on wellness.	
31. Healthy tuckshop.	
32. Healthy lunch box food.	
33. Explore “extended integrated day” (as per UK model).	
34. Theme weeks/ days around wellness.	
35. Explore necessity of tournaments (especially over holidays).	
36. Explore care centre at GP & BP.	
37. Individualised education programme extended to afternoon activity.	

Issue 5: Develop the school / parent partnership

Key aspects	Why is it strategically important?	Further details
<ul style="list-style-type: none"> • Materialism • Divorces • Lifestyles • Competitiveness • Lack of spirituality • Entitlement • School’s responsibility • School must model same values • Admission process 	<ul style="list-style-type: none"> • Societal responsibility. • Parents get to know and support each other. • Research parental involvement. • Parents are disengaged and abdicating responsibility. 	<ul style="list-style-type: none"> • Tightening admissions requirements. • School community initiatives. • Communication shared.

Goal	
Parents will be empowered and educated to be more aligned with the Saints Charter and the education philosophy of the College.	
Indicator	Action
The admissions process will clearly describe the Saints Charter and the education philosophy of the College.	38. The admissions process will clearly describe what actions must be taken to ensure that the communication with the parents/ learner happens.
	39. There will be a formal induction programme for all new parents/ learners, not just at the main entry points to the College (Grades R, 3 and 8).
	40. All new parents to attend a meeting/ interview prior to admission at the College.
	41. Summary information of the next school(s) into the prospectus to all new admissions.
80% of parents will attend an educational event per term (eg, educational talk, parent interviews, etc.).	42. An educational event is planned and managed every term in each school (and co-ordinated between the schools).
	43. Engage with the PTAs to encourage their role in parent education.
80% of parents will attend other school events (Father's/ Mother's Day Service, Matric Dinners, music evenings, community service outings, etc.).	44. Events are planned and managed every term in each school.
Staff will engage with parents and encourage them to constructively engage in their children's education.	45. Staff communication, training and empowerment.
Staff, parents and learners will model the behaviours articulated in the Saints Charter.	46. Continuous communication with all.
	47. Firm follow-up of deviant behaviour against the Charter to all (staff, parents, learners).

Issue 6: Attraction, retention and development of qualified and professional staff

Key aspects	Issues
Attraction: <ul style="list-style-type: none"> • The working environment • Salary package • Manage perceptions on salaries • By reputation • Our status/ career progression • Leadership and development • Perks – housing • Diversity • Learnerships 	<ul style="list-style-type: none"> • Sourcing teachers in a shortage. • Ensure improvement year on year in people satisfaction survey (conducted every 2nd year).
Retention: <ul style="list-style-type: none"> • School fees (limited to fixed term?) • Perks – refectory • Feeling valued • Support system • Teacher assistants • Balance (support) staff according to needs • Wellness 	<ul style="list-style-type: none"> • Housing/ subsidy.

<ul style="list-style-type: none"> • Working environment • New opportunities • Remain market competitive • <i>Top 10</i> “company” to work for - survey criteria • Opportunity: advisors (financial etc) • Opportunity: benefits for staff through bulk buying 	
Development: <ul style="list-style-type: none"> • Wonderful opportunities at Saints • IIE • Teacher stress – how to cope • IT upskilling for staff • Employee assistance programme (EAP) 	<ul style="list-style-type: none"> • Disjointed staff development activity.
Goal	Action
Attraction	48. To market our College as an employer of choice by using our staff survey feedback. (Note: Requirement to re-structure questions on satisfaction survey before progressing.)
	49. To market our school as an equal opportunity employer.
	50. To conduct a salary audit/ survey.
	51. Targeted approach to appointments (especially around EE targets).
	52. Internship academy.
	53. Explore cost to company remuneration.
Retention	54. Talent management.
	55. Recognition and reward strategy.
	56. Institute appraisal - performance management process.
	57. Remuneration strategy (explore performance bonus).
	58. Communication strategy/ plan on remuneration etc.
Development	59. Skills audit - to lead to co-ordinated programme.
	60. Streamline development opportunities.

Issue 7: Ensuring the sustainability of Saints

Key Aspects	Action
Marketing initiatives: <ul style="list-style-type: none"> • Alumni • Competition • Waiting lists/ numbers • Size of Saints • Annual SWOT analysis • School of choice • Feeder schools 	61. Monitoring and analysis of: our competitors (including SWOT), the waiting list and numbers, feeder schools. 62. Analysis of what we are offering to remain competitive.
Facilities/ Capex	63. Review our Facilities Plan to ensure that we meet the educational needs of the learners.
Financial Control: <ul style="list-style-type: none"> • Revenue • Staffing (teacher/ pupil ratio) • Complexity of curriculum • Control of fees • Economic conditions 	64. Regular monitoring and analysis of our finances (e.g. economic scenario models) including: sources of revenue (especially fees), the economic climate, staff: pupil ratios and the complexity of the curriculum.

Key Aspects	Action
Opportunities: <ul style="list-style-type: none"> • 2010 • Girls boarding • Boys boarding • Immigration • International pupils 	65. Exploring opportunities for sustainability, e.g. 2010, alumni support, extending boys boarding and international pupils.
	66. Analysis of threats to the College, e.g. emigration.
	67. Investigate girls boarding.

Issue 8: Common understanding and optimisation of the co-ordinate model – for learners

Key aspects	Indicators
Before the co-ordinate model can be optimised it needs to be understood: <ul style="list-style-type: none"> • What it means (create the definition). • What it sounds like, feels like, and looks like. • Attitude – who is undermined, Old Boys vs Old Stithians. • Behaviours. • Lip service versus action. • Issues of ownership/ sharing. • Negotiables and non negotiables. • Paradigm shift – “modern” traditional. • Unique selling proposition versus Achilles’ heel. • Productive contribution – balance. • Positive vision (brother/sister school). • Independent striving towards inter-dependence. 	<ul style="list-style-type: none"> • Management models. • Co-ordinate behaviour.
Goal	Action
Develop a compelling vision for the co-ordinate model.	68. Survey staff about the co-ordinate model. 69. Co-ordinate workshop re: what it is, what it is not and what we want it to be – definition. To define negotiables and non negotiables.
Developing a common understanding of the co-ordinate model amongst the staff.	70. Staff workshop on the model.
Publicise / communicate the model to the Saints Community.	71. Publicise our vision of the model into the community.
	72. Market the concept “ <i>best of both</i> ”.
	73. Edit the co-ordinate model pamphlet for the prospectus.
	74. Co-ordinate pamphlet to OSA/ Council
	75. Place issue on our staff agendas and the agendas of the student leadership.
	76. Establish a student “Co-ordinate” Committee to co-ordinate student involvement in whole campus events.
	77. Include in the staff induction programme.
	78. Encourage staff to collaborate constantly.
	79. Document and celebrate successes (communication).
	80. Communication to community to focus on the benefits of the model.
	81. Job shadowing/ exchanges in our schools.
82. Social activities for staff around our resources e.g. sports.	
83. Re-look at campus social lunches.	

Issue 9: Communication

Key aspects	Why is it strategically important?
<ul style="list-style-type: none"> • Types of communication – electronic, paper, verbal, non verbal. • Stakeholders. • External – parents, media, alumni, Church, Council. • Internal – staff across 5 schools, pupils. • Communication fatigue (especially e-mail). • Teaching pupils to communicate effectively – body language etc. • Abuse, e.g. e-mail, sms, Facebook. • Cultural communication. • Age appropriate communication. • Communication at Saints – calendar, diary, website, e-mails, sms, newsletters (including staff newsletter). • Etiquette – e-mail, Facebook. • How to send same message from all 5 schools. • Refectory for staff. 	<ul style="list-style-type: none"> • Understand views of pupils regarding communication/ impact of technology. • Communication leads to better relationships (why – fast world, busy people, community). • Fast world, busy people, community. • Impact of technology communications on relationships. • Focus on quality of conversation – currently is focussed on action. • Build internal communication/ relationship building/ conversation. • Appropriate communication per stakeholder group.
Goal	Issue
Effective and appropriate communication to internal and external parties.	<ul style="list-style-type: none"> • SSP children without e-mail. • Ask parents what form of communication they want.
Action	
84. To develop a communication plan for the strategic issues.	
85. Integrated communication plan to be developed, presented and ratified.	
86. Cross campus committee on communication.	
87. Communication presentation to staff on appropriate protocol.	
88. Investigate and research new ways of communicating.	
89. Explore portal (Facebook).	
90. Explore new communication systems, e.g. V meeting (technology based across College).	