

Sharing Grove – Our Strategic Plan

Section 7

Implementation (Draft 1 25 August 2010)

2011 priority programmes

At the extended SGB workshop held on 21 August 2010, two priority programmes for implantation in 2010 were identified. These programmes incorporate most of the strategic initiatives outlined above. The two proposed programmes are:

Sharing excellence and innovation.

This programme would seek to give effect to the vision idea of Grove as a laboratory of primary school educational excellence and good practice. However, the idea is not that Grove would do this on its own but rather that this would be done collegially in partnership with a number of other schools with different profiles and needs. The intention is to create of model of improving education standards in all schools participating in an improvement network through knowledge and good practice sharing, teacher exchanges, mutual support, facility sharing, shared services and other established collaborative practices. Such a programme should be focused on learning areas that Grove has prioritised for itself (such as ICT and education, maths education and so on) so that it reinforces our own learning priorities while making a broader contribution. Such a programme would have number of dimensions:

- An internal dimension focused on accelerating shared learning with the Grove community, consolidating a learnership programme, making more use of the considerable capacity within the teacher and parent body and enhancing communication, feedback and management and governance transparency. Finding the appropriate balance between academic, sports and cultural activities was identified as a challenge together with the linked issue of organising teacher workload in a way that addressed current time pressures on teachers and enabled more focus on emerging priorities;
- An external dimension focused on developing a strong network of participating schools committed to sharing knowledge, resources in a collegial reciprocal manner. The idea is to initially consolidate relationships with those schools that Grove is already working with such as St Anthony's and Claremont Primary but to extend this network over time.
- Strong engagement with the provincial and national departments of education as well as relevant support agencies (such as universities) to ensure that the initiative enjoys strong broader support and contributes positively to the urgent need for a revitalisation of the whole school system.

- Strengthening global networks with schools and support organisations who could meaningfully contribute to the project.

Marketing Grove

It was accepted that it was necessary to raise substantial new funds if Grove was to be able to realise its larger vision and put itself on a more sustainable path. A large development fund of many millions of rand is required to make a significant difference. It is recognised however that we will not be able to raise such money without repositioning Grove in a fundamental way as a school committed to playing a leadership and catalysing role in relation to the broader educational system as reflected in the Sharing Excellence idea above. Key elements then of the Marketing Grove initiative will include:

- Building a strong and compelling Grove brand based on its many current virtues (excellence, diversity and inclusion, academic results, support, class size, accessibility and technology – “join the best to be the best”) and its bigger vision ;
- Developing a portfolio of innovative projects, services and facilities that have the potential to unlock resources for the school and its bigger vision. Some ideas developed included:
 - The Sharing Excellence and Innovation idea outlined above;
 - Taking Grove Off the Grid (a focus on renewable energy, conservation, sustainability and zero waste). This would reduce operating costs over time, could be a focus of fundraising and could also be done in partnership with other schools. It could also have spin-offs such as consultancy opportunities for the school or the production of a major documentary.
 - The idea of Grove being a post-school- hours centre for training and development for both government and the private sector (as a way of sustaining improved facilities, generating revenue and making a broader contribution).
- A concerted multi-pronged approach to fundraising with a focus of international and local donors, local and national businesses, government departments and school alumni and parents. Many creative suggestions were made including an open day for companies, building linkages with high schools and universities, enabling tax efficient donations and finding ways for donors to get positive marketing opportunities through their association with the school.

It was agreed by SGB that these priority programmes needed to be substantially developed and programmed prior to the budget meeting in order that they could be presented in a compelling and thought through way. Sally Boulle/David Schmidt and Sarah Nicklin/Busi Maho respectively should take responsibility for pulling the relevant people together to develop these two sections.

Guidelines for 2011 budget

In the interests of transparency, the SGB suggests that the budget (and the fee increase) should be understood as having the two components:

- The basic minimum component being the amount of money required to maintain the status quo – to prevent a decline in either the teaching, administration or infrastructure of the school . This part of the budget would not make provision for any real increases in budgetary provisions other than where those increases are determined by factors beyond the control of the school (such as teacher salaries or utility fees);
- A growth component enabling the school to continue to develop and improve its offering in line with the strategic vision. Some priorities identified for the 2011 budget include consolidating the IT-based teaching infrastructure and expanding the number of learnerships at the school. These are both aligned to the strategy.

It is accepted that it will not be possible to fund the development of the bigger vision through fee income. Some of the resourcing for this will come through refocusing some of the work done by our staff to achieve better practice and closer alignment with our strategic direction. Some will also come from mobilising more voluntary effort from our parents and through forging new partnerships. The bulk will need to come from a massive increase in new income through selling the Grove vision of sharing to a range of potential funders. To get this going will take resourcing. There is a critical need to have a dedicated person to champion and coordinate the marketing, fund-raising and strategic project development required to move the school onto a more sustainable path. The SGB is of the view that it is necessary to appoint a skilled part-time strategic projects coordinator charged with driving and administering the strategic and marketing agenda and that a specific one-year allocation should be made for this purpose on the understanding that such a position should become self-sustaining after a year through the new revenue raised during the year.

This section above should be refined by Fincom with Teresia Arendse as lead person as part of preparing the budget presentation, ensuring integration of strategy and budget and the participatory consensus building budget process.

Immediate 2010 actions and quick wins

Grove has been making steady progress in a number of areas over the past year. These include financial management and budget preparation, the introduction of IQMS, consensus building around strategy, diversity, curriculum, communication, a campus plan and the extra-mural timetable. This progress needs to be consolidated in the course of 2010.

Key actions include:

Action	Steps	By whom?	By when?
Effective communication of new strategic vision and approach		SL, SS	
Participatory consensus building budget process		TA, SL, Fincom	

On-going implementation of diversity initiative		PB, Diversity Team	
Development of strategic programmes			
Sharing excellence		SB, DS	
Marketing Grove		SN, MK	
Implementation of operational priorities		SS, SL and Management Team	
Toilet facility upgrade			
Uniform policy			
Re-organisation of teacher workload to address time pressures and priorities			
Admissions policy			

PS This section above is thin and not very thought through. Please could the persons identified as responsible please fill in the action steps and deadlines required. In addition, could Sally Shield and Sean Lewis look at the list of operational priorities (which was a real thumbsuck on my part) and identify the top 4-8 immediate implementation priorities.

2011 Balanced Scorecard

Perspective	Objectives	KPIs/Measures		
		Indicator	Baseline	2011 Target
Stakeholders/ customers	<ul style="list-style-type: none"> All learners optimise potential <p>EXAMPLE</p>	WCED Grade 3 and 6 literacy and numeracy combined pass rate	97% (2009)	99%
	<ul style="list-style-type: none"> Satisfied involved parents 			
	<ul style="list-style-type: none"> Positive impact on broader education system 			
Financial	<ul style="list-style-type: none"> Sound financial management Increased non-fee revenue 			
Educational and admin processes	<ul style="list-style-type: none"> Curriculum and teaching excellence Inspired satisfied teachers Disciplined, caring, inclusive school ethos Safe green well-maintained 			

	campus			
Learning and growth	<ul style="list-style-type: none"> • On-going research and reflection • External partnership and collaboration • Management, SGB lead effectively and inclusively 			

The scorecard needs to be developed completed. Everyone should feel free to comment. However, it probably makes sense for Fincom to do a draft of the financial perspective (refine objectives, develop indicators, establish the baseline where possible and set a target). Management Team is probably best positioned to the other 3 in consultation with relevant SGB members.