



STRATEGIC PLAN 2020 -2023



Respect

Honesty

Integrity

Compassion

Responsibility

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Vuleka School Strategic Plan

2020-2023

Preamble

In 1886 gold was discovered on a farm in Langlaagte, in what is now called Johannesburg. The discovery would see the establishment of a new community of fortune seekers, and explorers. The gold magically transformed the dusty dirt roads of the small village into a sprawling megalopolis of high-rise buildings, fast paced lifestyles and new wealth. The community would need a place to teach its children, and the Anglican Church embarked on a massive program to establish independent schools throughout Johannesburg. Vuleka was founded in 1989, in the Sunday school rooms of St Martin's-in-the-veld Anglican Church, to open new doors of learning for the children of the marginalized communities in and around Johannesburg, from Alexandra in the north, to Soweto in the south.

Today Vuleka Schools boast a group of 8 schools in 9 campuses spread across the Northern and Western parts of Johannesburg. The schools are:

1. St Martin's and Jellicoe – Grade 0-7 (Rosebank)
2. St Mark's – Grade 0-7 (Northriding)
3. St Michael's - Grade 0-7 (Weltevreden Park)
4. St Joseph's – Grade 0-6 (Sophiatown)
5. St Francis – Grade 000-00 (Parkview)
6. St John's – Grade 000-00 (Benmore)
7. Assisted Learning Centre – JSLC1 and ISLC (1-4) (Randburg)
8. Vuleka SSB – Grade 8-12 (Randburg)

The strategic document has taken into account the different demographic and geographic profiles of the schools and is a school-wide plan, and individual campuses will base their school-specific plans on this document. This plan is broken into two broad sections: Analysis and Strategy. In this document you will find the analysis as an addendum, and our main strategic goals form part of the core of this document.

Mission

Vuleka is an Anglican Diocesan School that provides an excellent and affordable education for all.

Vision

1. To provide a thinking school that is safe, challenging, creative and inspiring for academic growth and positive learning.
2. Develop in our pupil's Christian values that encourage a life of service and positive choices.
3. Shape our pupils to master a good work ethic, gain learning skills, and achieve the steps to becoming great leaders.
4. To produce resilient, life-long learners who can take their place in the world with confidence and dignity.
5. Build the courage to make life-changing decisions to be respectful, to be honest, to be compassionate, to make responsible choices and to act with integrity.
6. Encourage an active and supportive parent body who embrace school-wide values at home.
7. Offer a diverse and inclusive environment that inspires and motivates all to strive for academic excellence.

Strategic goals

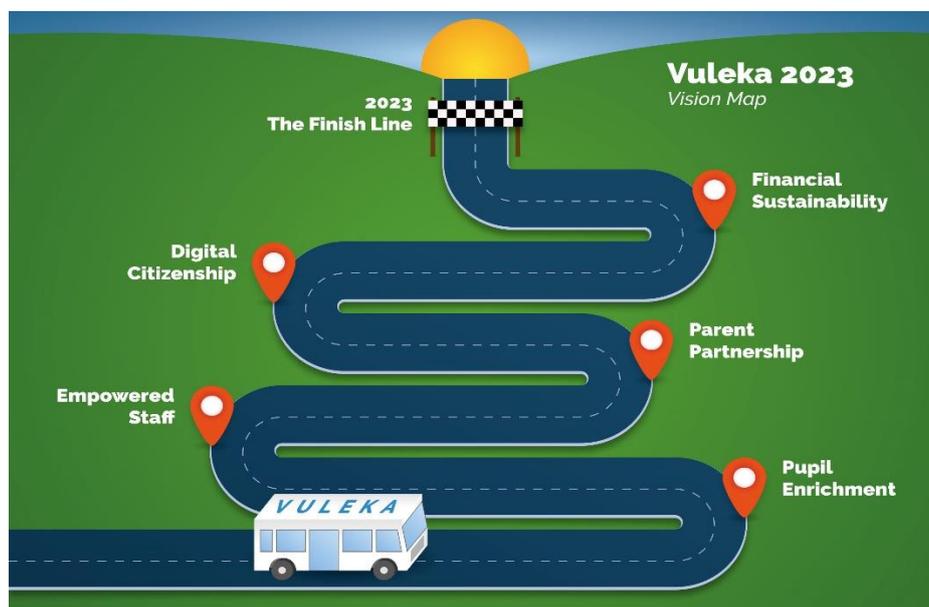
Our strategic goals are formulated to continue providing the best quality education in an environment conducive to change and growth. Our goals include further steps for improvement and to secure the future sustainability of the schools.

Our strategic goals will be evaluated and reviewed on a termly basis at school, executive and council level. The elements of our strategy which we will use to formulate our improvement plans are divided into five pillars.

Five strategic Pillars

1. Pupil Enrichment.
2. Empowered Staff.
3. Parent Partnership.
4. Digital Citizenship.
5. Financial Sustainability and Capacity Building.

VISION MAP



PUPIL ENRICHMENT

The heart of education is the pupils, and it is our duty to care for their developmental and academic needs. Vuleka prides itself in providing excellent quality and holistic education for all. Our school values are as follows:

- **Respect**
- **Honesty**
- **Compassion.**
- **Responsibility**
- **Integrity**

As part of the development of this strategy, we surveyed the whole school community to come up with a school motto, and the final choice was

“Enter To Learn, Leave To Serve”

Our brand promise – We will implement:

- 21ST Century skills such as critical thinking, collaboration, communication, creativity and community.
- Grow our ECD centres at St Francis in Parkview and St John’s in Benmore.
- Align our resources with educational needs, using more technology.
- Improved primary and high school collaboration to define the expectations of entry to high school.
- Inter-school sporting exposure, sport uniforms and more equipment.
- Cultural events – Singing, drama, music, chess etc.
- Increase the number of educational outings, outdoor classes and camps.
- Support the spiritual, social, physical and emotional wellbeing of our children.

- Build on our value system to make it more relevant to our school community.
- Introduce IsiZulu as an additional language in foundation phase – written, reading, material and books.

Our brand reputation-We will continue to:

- Prepare pupils for success in education and to become global citizens who are contributing members to their communities and society.
- Network with tertiary institutions and initiate internships for our pupils to attend after school.
- Motivate pupils by using relevant activities and creating learner experiences that are progressive, creative, fun and engaging.
- Increase the achievement of all our pupils by:
 - Benchmarking and school assessments (External)
 - Collect internal data on results to compare and plan improved teaching methods
 - Remedial fast track systems in place
- Achieving 100% Matric Pass Rate, support pupils at risk and maintain the no exclusion rule.

EMPOWERED STAFF

We are a people-centred organization and our staff forms a key component in how we achieve our set goals. Our staff is diverse in age, race, gender and experience. We embrace diversity and we offer an environment that nurtures the gifts and talents of individuals who put the team ahead of their own self-interest. We will build a staff culture defined by:

- **Service** - A caring staff that is driven to serve others.
- **Training** - An effective training and orientation program aimed at making things easier for people to perform their duties.
- **Access** to opportunities - To provide a transparent job progression plan and reward quality and dedication.
- **Fun** - To create an environment where our staff are living their dreams and having fun at work.
- **Financial wellness** - To provide facilities for staff to gain financial literacy and to achieve financial wellness.

Our brand promise- We will implement:

- Improved staff retention and career advancement actions for passionate staff.
- An improved staff development, monitoring and evaluation process and intervene when required.
- Provide intensified opportunities for staff training and development; recognize and build on knowledge sharing and continuous learning.
- Identify and develop an effective leadership pipeline in all spheres of the school.
- Advance our plans, staff input and reminders to achieve our goals and to share and learn best practice.
- Generate and define bonding traditions in each school.

Our brand reputation-We will continue to:

- Develop our formal recruiting, mentoring and induction program for all staff roles.
- Invest in our educators and support staff, building on collaboration, academic and practical support.
- Enhance the Vuleka Annual Summit to ensure that all staff, current and new, embrace and master the culture, vision and goals of Vuleka.
- Expect every staff member to be individually responsible for their work and actions for the welfare of all staff and pupils under their care.
- Share our model, practices and lesson preparation with the broader educational community
- Building on current external partnerships with other Independent schools and share best practice and further learning.

PARENT PARTNERSHIP

We will work to encourage parents and guardians to commit to the education of their own children. We recognise the many challenges that our families face, and we offer appropriate psychosocial support in helping them deal with these challenges in line with our school values.

Together we will continue to build and strengthen the pupil, parent and teacher collaboration for the best interests of the child using steps to TIE us together.

Training and Involvement

Empowered people empower people. Our parents are the key stakeholders in the success of our school, and they play a role far beyond paying the school fees. It is our duty to nurture and develop the parent body into partners in education. This will be done through:

- Meetings, orientation and events.
- Workshops – study skills, finance, adolescence and parenting.
- Church connections and continue building relations with churches that serve our communities.

Innovate and Stimulate

A growing partnership requires a continual search for better solutions to common problems. We will partner with our parent body to create platforms for:

- Marketing, fundraising and volunteering to keep fees affordable.
- Discounts for early payment and recruitment.

Expectations

Approximately 53% of our enrolments come from word-of-mouth advertising, our parent body is our biggest source of advertising and marketing. Parents trust other parents about making decisions about their children's education. To enhance the quality of the messages parents send out to prospective parents, we will expect:

- Open communication, feedback and surveys.
- Active participation of all.

- Attendance of all school-based compulsory events and meetings.

FINANCIAL SUSTAINABILITY AND CAPACITY BUILDING

Vuleka is a low fee **INDEPENDENT** school and we will continue to address external and internal issues that may threaten the future viability of the school. Our model is expensive with nine schools on eight premises, but it is also inclusive of all the communities we reach and serve. The staffing aspect is high but our care and services are exemplary.

Our brand promise - We will implement:

- An increase in the pupil capacity at the high school to fifteen classes (Three per grade). The process will involve refurbishment and potentially an extension.
- A process of planning and opportunities to increase St Joseph's and Assisted Learning Centre schools to high school.
- Updated marketing plans for new pupils at the schools that are not at full capacity.
- Update our financial management systems and policies to accommodate our growth.
- Expose our Vuleka brand to the wider community and stakeholders by signage, social media, outreach and events.
- Reputation awareness and strategy to counter the increasing competition from low-fee schools and look at the opportunity to pick up the overflow from medium to high fee-paying schools.
- An increase in our corporate donor base with the help of an external professional body with vast experience.
- Put measures in place to financially prepare for the risks of the reduction in the state education subsidy.
- Work with and comply with the changing, restrictive and expensive compliance requirements for the state subsidy.
- Higher levels of communication and partner with both high and primary school Alumni to improve our brand recognition and support base.
- Improvement of our environmental footprint and reduce reliance on municipal services. Install rainwater tanks and pumps, solar geysers at all campuses and generators or battery packs for technology backup.
- A voluntary pledge for newly-enrolled learners to contribute to a bursary scheme.
- Donations campaign at Vuleka events

Our brand reputation - We will continue to:

- Keep fees low, classes small and to remain accessible to pupils from the communities we serve.
- Operate in diverse communities where the purpose and importance of a good education is crucial to defeat the barriers imposed by individual conditions and poverty.
- Implement measures to counter the effect of the shrinking economy which is contributing negatively to employment and poverty, which in-turn affect our ability to collect fees.

- Improve the balance of staff efficiency and resource management so that school fees collected will cover staff salaries.
- Maintain a cash reserve fund and venture in investment opportunities to reduce future financial risk.
- Increase the number of Support a Child or Support a Class donors.
- Reduce reliance on external funding for operational activities by directing fundraising efforts towards acquiring funds for capital expenditure.
- Pursue local and international funding partners.
- Establish relationships with families and businesses so they can contribute towards school fees of vulnerable children and orphans.
- Form relationships with corporate business for job shadowing for high school learners
- Establish a bursary scheme for post-matric studies for high achievers in matric and allocate them brand ambassador status.

DIGITAL CITIZENSHIP

The 4th Industrial revolution is upon us. We recognize the implication the new technologies will have on our pupils, and on how we go about doing our business, which is to educate our learners for a life of global impact and local relevance. This entails providing opportunities for our pupils, parents and staff to develop as digital citizens.

In this context, it is important to highlight the 9 elements of digital citizenship as defined by Wikipedia:

9 Elements of Digital Citizenship



Digital access:

Digital access relates to access to equipment and software that is ready for use in communicating digitally. This includes, but is not limited to Desktop Computers, Laptops, Tablets and Smartphones. We will invest extensively in durable technology equipment to provide our pupils with the tools needed to become digital citizens.

Digital communication and Literacy:

The ability to understand and translate information that is transmitted digitally is known as Digital Communication and Literacy. In this 4 year cycle we commit to improve the quality of

technology through a planned learning and teaching curriculum, and school-based Technology value system and allocate time and resources to the implementation of EdTech.

Digital Law and Security:

Responsible citizenry extends to the online world, and our value-based approach to education remains intact in the implementation of EdTech. Our policies will align to the National Policy statement on responsible and safe use of technology for learners and educators.

Digital Rights and responsibilities:

We believe in a holistic education and we make a commitment to educate pupils that respect the rights of others and who are confident to express their own rights in a safe and respectful manner

Addendum A

Analysis

The school as organized anarchy

The school is a community made up of different participants such as the school council (governing body), the teachers, the learners, the parents, the management, the administration, support staff, the department of education, external donors and the wider community. Each of these participants are lodged in a perpetual battle to retain their self-interest. The organized anarchy model, also known as a garbage can model states that organizations face choice opportunities, and that these opportunities cause disruptive preferences, unclear technology and fluent participation.

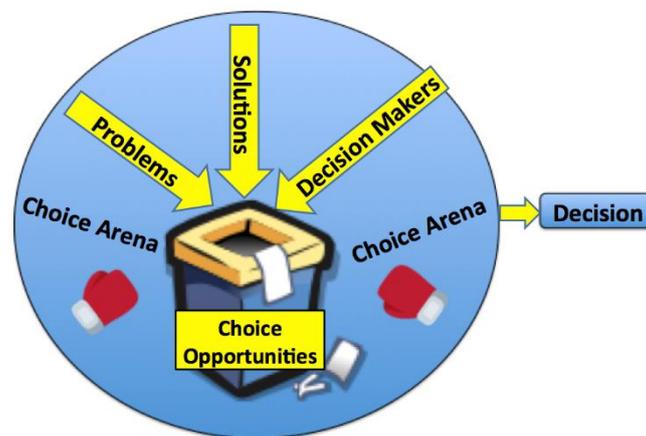
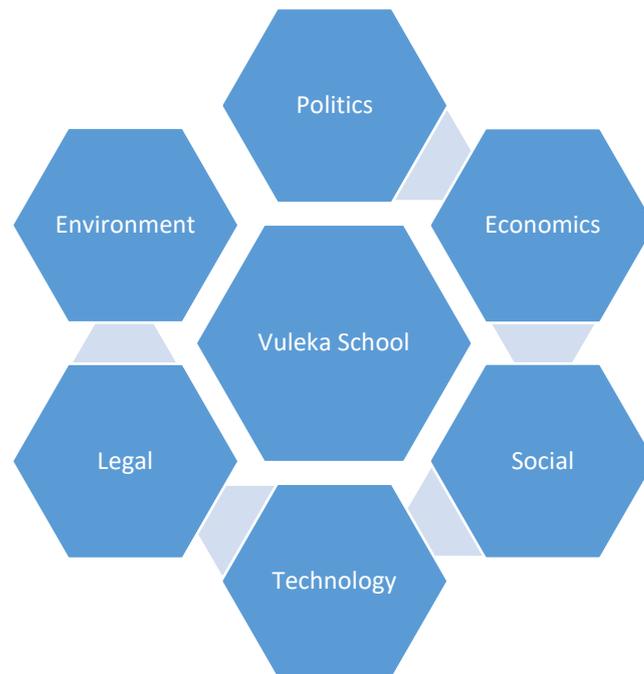


Figure 1: Model of the Garbage can (https://en.wikipedia.org/wiki/Garbage_can_model)

As an organization, we face challenges, we evaluate possible solutions, we make decisions and those decisions lead to a specific outcome. Our approach in solving these problems took two forms: External and Internal.

External Analysis



Politics

The external political environment in South Africa remains stable, with regular free and fair elections, an open democracy with safe contestation for political power. Within the scope of this strategy, we expect the political landscape to remain stable.

We remain concerned about the political decision-making process undertaken by office bearers, specifically when it comes to subsidy decisions for low-fee independent schools. We will continue to canvas and partner with the Anglican Board of Education to secure future payments of the subsidy.

Economics

Our economy remains stagnant, with low growth projected between 1% and 2% for the foreseeable future. This sluggish growth will affect our fee adjustment policy and have an impact on our ability to collect fees and remain affordable for all.

Social

Growing inequality and unemployment in our communities will continue to be a major issue of concern. We will live with the social unrest that result, such as Alex shutdown, Cosmo City strike, Diepsloot shut down. Pupils in these communities will miss at least two weeks of school a year, and this may have a harmful effect on our ability to provide excellent quality education.

Technology

The 4th Industrial Revolution dictates that human beings adapt to the fluid transition between artificial intelligence and human consciousness. Technology is a mediator between man and machine. The world of work is changing and this means our teaching must also adapt to the changes.

A key part of this adaptation is implementing School-wide integration of education and technology. This adaptation remains unsustainably costly, and we risk being left behind by our competitors who have a clear capital advantage.

Legal

The law is fluid and is ever changing. We have had to train and equip staff to deal with developing compliance systems and stay abreast of new legislation. One of the major changes needed in our policy structure is a child protection policy as it relates to staff and pupils.

On a national scale, our lawmakers continue to enact laws that seem counter-intuitive. We are in the 6th year of the CAPS curriculum, and we anticipate changes in the next two years with the roll out of Robotics, Coding and KiSwahili.

Our compliance to labour practices is in line with the laws of the land and although we have limited scale, our human resource facilities are open, responsive and relevant.

Environment

Our schools are members of communities, all our activities have a carbon footprint, and we have a duty to be responsible citizens of the planet. The costs of energy and other resources continue to rise, and as a school we remain completely reliant on the National Grid. This reliance will remain in the period 2020-2023. In the interim, we will explore the possibilities of investing in renewable energy sources such as solar power.

Internal analysis

We have undergone major changes in the structure of the organization. The analysis evaluates the organization as a juristic person, our core strengths, our operational inefficiencies, our growth potential and threats to our sustainability.

| Strengths | Weakness |
|---|--|
| <ul style="list-style-type: none"> • Holistic education. • Christian foundations. • High school matric pass rate. • Excellent reputation. • Good and affordable education. • Small class sizes. • Safe and happy environment. • Supportive and involved council. • Loyal long-term donors. • Volunteers and interns. • Each school has its own identity and culture. • Organograms are functional. • All executive positions are filled. • Strong volunteer and intern program. | <ul style="list-style-type: none"> • Staff retention • Costs of maintenance. • Expensive model • Bad debts • Costs of technology. • Capacity at our schools. • Sports facilities. • No visible signage at some venues. • No clear school culture. |

| Opportunities | Threats |
|--|---|
| <ul style="list-style-type: none">• Integration of High school and Primary school.• Brand champions /ambassadors.• Development of PTA.• Alumni social• Partnership with other schools. | <ul style="list-style-type: none">• Donor fatigue?• The state of our approved Taxis.• GDE subsidy• Competition from similar schools in our locations.• Poaching of talented academic staff. |