

CHAPTER ONE: INTRODUCTION

1.1 Purpose of the strategic plan

The main purpose of this plan is to provide a structured roadmap for the realization of Bar Union's vision of 'being a model school' while focusing on its mission of 'moulding holistic citizens for self and national development'

1.2 Rationale for strategic plan

A school strategic plan:

- Is a statutory requirement in today's management
- Provides basis for conducting performance appraisal for school managers and curriculum implementers
- Provides basis for resource mobilization and allocation(i.e. budgeting)
- Ensures efficiency and effectiveness in management
- Provides criteria for prioritizing school needs
- Ensures stakeholder participation and involvement
- Outlines the key milestone/landmarks in the growth and development of the school.
- Helps to avoid duplication.
- Provides framework for planning, implementing, monitoring and evaluating school programs

1.3 Background Information

1.3.1 Historical Background

Bar Union Mixed secondary School derived its name from 'Bar' a Luo word which means 'a region with plenty of grass and scattered trees'. The school was established in 1983 and provisionally registered as a mixed day school in 1984 as a result of a 'union' of three churches namely Anglican Church of Kenya, African Inland Church and Seventh Day Adventist under the stewardship of their church elders Mr. Daniel Olilo, Mr. Jacob Otiende and Mr. Ibrahim Ahoya respectively. Because the school was created out of the union of the churches and in place with plenty of grass and scattered trees, it was named BAR UNION Mixed Secondary School

The school has since undergone several transformations in infrastructure, enrolment, staff establishment, and management support and resource capacity. From a provisionally registered single streamed school in 1984, the school was officially fully registered as two-streamed school in 2001 with 320 students. A few years later, the student enrolment had escalated which saw the school registered as a four-streamed school in 2016 with a population of 480 students. This has also since changed and the school currently boasts of a blossoming student population of 615 students which is projected to hit approximately 800 students by 2021

From its inception to date, the school has been managed by six principals at different times. The first principal to run the school was Mr. Peter Ochuka who reigned between 1983 and 1986. Mr. Ochieng Ogony took over from 1987 to 1990 before he was changed with Mr. Aoro Ochieng from 1991 to 1992. Mr. Malak Akolo took slightly longer and managed the school from 1993 to 2003. Between 2003 and 2009, the school was managed by Mrs. Roselyne Ochieng until Mrs. Betty A. Oyuga took over the management of the school from 2010 to date.

1.3.2. School Description

1.3.2.1 Location

Bar Union Mixed secondary school is located on a 2.8 Ha of land in BAR 'A' Sub location, North Kisumu Location, Nyahera Division in Kisumu North Sub-county, 6km from Kiboswa Shopping Centre or 4km from Daraja Mbili junction off Kisumu-Busia Road. The school is registered by the Government of Kenya under the Ministry of Education State Department of Early and Basic Education as a *Four-streamed County Mixed Day Public school* under registration number 42/S/3000/0584.

1.3.2.2 Catchment Area

Bar Union is located in a competitive catchment region. Within a radius less than 5km, the school is surrounded by 10 other mixed day schools.

are almost linearly configured along Kiboswa-Daraja Mbili Highway. The school community is endowed with fertile loam soil and receives adequate rainfall throughout the year. As such the main economic activity of the area is small scale arable farming with horticulture dominating agricultural activities. Other economic activities of the region include sand harvesting, quarrying and itinerant trading activities. Unemployment, HIV/AIDS and low transition rates continue to threaten successful implementation of school plans.

1.3.2.3 Population

Currently, the school has a student enrolment of 615 students (341 boys and 274 girls) spread across 4-streams and is projected to increase to approximately 800 students by 2021. The whole student population is spread across 4 streams namely East, West, South and North. Only Form One has operationalized the fourth stream (West) meaning the school has a total of only 13 classrooms. The Fourth stream is urgently required in form Two and Three by 2019. By 2020, a fourth stream will be required in form 4. The school will therefore become full-fledged four steamed school by 2021. This means re-registering the school to 5-stream will be eminent by 2022. The process should be underway by 2021.

The school has a total of 28 teachers (16 TSC and 12 BOM) of whom 18 are males and 10 are females against Curriculum Establishment of 38 teachers. Support staff population is 10 (6 males, 4 females).

1.3.2.4 Core-Curriculum

The school offers 8.4.4 System of education providing core and co-curricular. Subjects taught and examined in the school are: Mathematics, English, Kiswahili, Chemistry, Biology, Physics, Geography, History, C.R. E, Agriculture and Business Studies and Home science. Computer studies is also taught but not examined. Structures are already underway to have the subject taught and examined. Chemistry and Biology are compulsory and grading is based on eight subjects as

follows: Mathematics, English, Kiswahili, any two sciences, one humanity and any other subject remaining best performed.

1.3.2.5 Co-curriculum

On co-curriculum, the school has excelled up to county level at least once in Music, Drama and athletics. There is however need to enhance competitiveness in Football, Handball, Netball, Volleyball, and Scouts and also to diversify the co-curriculum activities to include Hockey, Basketball, Rugby, Science Congress and indoor games. Main active Clubs in the school are: Drama Club, scouting, Debating, World Starts with Me, Amani (Peace and Justice) and Science and Engineering Club, Music and Christian Union

1.3.2.6 Sponsorship

Bar Union Mixed secondary school is sponsored by the African Inland Church which ensures that the students, staff and community receive spiritual nourishment regularly.

1.3.3 Leadership, governance and Student Representation

Students conduct elections every academic year to elect their Student Governing Council headed by two School Captains (Head Boy and Head Girl) and Deputy School captain. For these senior most positions, there is guided democracy where leaders are elected under the auspices of the school senior Management Committee. The student leaders link the students with management bodies and ensure that the school rules and regulations are adhered to.



The school is managed by a team of competent and visionary Board of Management chaired by Mr. George Ominde. The Board is usually subdivided into various committees to handle specific aspects of school management. The principal is the secretary to the Board of management and executes most of the policy decisions for and on behalf of the Board. The board is constituted in conformity with the Education Act (a third of the total membership is of female gender, 3 representatives are from the community, 4 representatives from the sponsoring church and 3representatives from special interest groups). The Parents chaired by Mr. Charles Oswago forms the executive arm of Board of Management and supports the policy decisions for and on behalf of the Board. The committee formed from the PA is composed of three parents' representatives per class, two teacher representatives and the principal and the deputy principal.

For management of school programmes and implementation of ministry directives and BOM decisions, the school Senior Management Committee (SMC) comprising the Principal, the deputy principal, senior Master and Heads of Department are often called to action

1.3.4 Discipline, Conflict resolution and Guidance and counseling

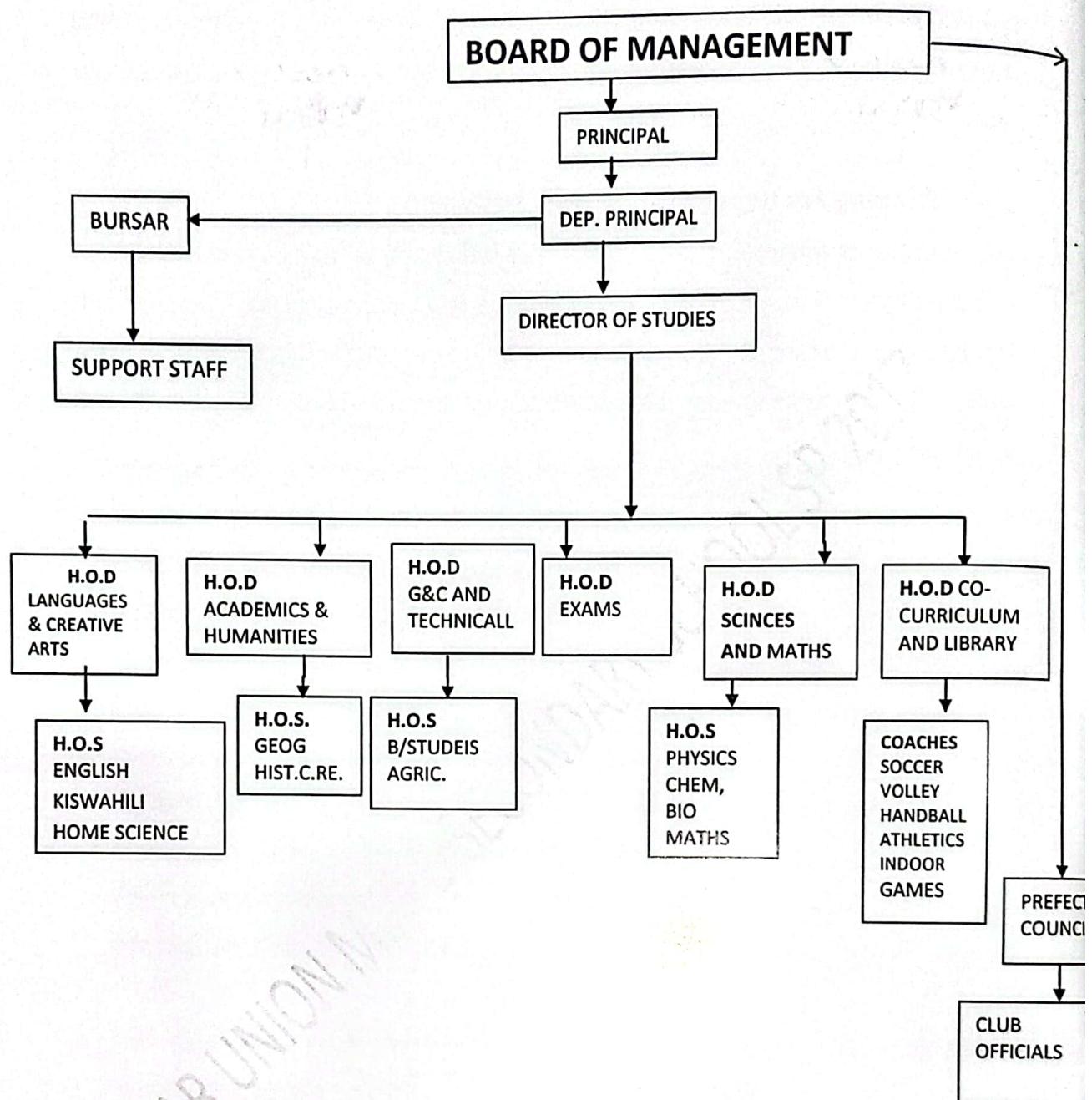
The school boasts of very good discipline among its students. It has been however a herculean task attaining this standard since stringent government policies, wavering parental support and 'imitation effect' continue to threaten

peace and stability in many schools in the region. There have been encumbrances in school attendance, language policy, students' fights and conflicts. The school however embraces dialogue, G&C and alternate dispute resolution strategies in dealing with students and staff discipline.

1.4 Funding for the strategic plan: 2017-2021

Key sources of finance for successful implementation of the plan shall include: Direct school fee, Constituency Development Fund (CDF), Government Infrastructure Grants, Free secondary Education, well-wishers and donors. Deficits in the funding may be supplemented through IGAs, budget cuts and fundraising.

1.5 Organogram



1.7.5 Achievements from the strategic plan 2015-2019

The previous strategic was well implemented with very significant achievements. A few outstanding achievements during the last planning period worth mentioning include:

- Student enrolment increased from 480 in 2016 to 615 in 2018 representing about 30% increase in enrolment
- Tiling and repair of the main Administration Block
- Construction of 12 classrooms in the new complex
- Renovation of the existing Science laboratory
- Expansion and renovation of the school kitchen
- Construction of 16 door sanitary block for students
- Equipment of Home Science room
- Construction of one additional classroom
- Purchase and installation of school photo printer
- Purchase and installation of school photocopier
- Posting of additional 5 TSC teachers into the school
- Achievement of text book ratio of 1:1
- Painting of all the buildings in the school
- Successful review and improvement in BOM staff remuneration package
- Enhanced safety and security of the teaching and learning environment

1.7.6 Limitations of the 2015-2019 School Strategic Plan

Objective critique of the previous strategic plan reveal that the plan had several limitations: some of these include the following:

1. There is apparent lack of focus on strategic direction. In the plan, there was only mild mention of desired strategic goal but without clearly articulating strategies for achieving that goal. In any case, for a school set up, this particular goal should be augmented with other support goals for completeness. The goal stated is clearly a curriculum goal which requires more than the above stated strategies to achieve. It may be enough to

CHAPTER TWO: FUNDAMENTAL STATEMENTS

2.1 Vision

To be a model school

2.2 Mission

Moulding holistic citizens for self and national development

2.3 Motto

Forward ever

2.4 Our philosophy

Bar union Mixed secondary school regards all students and staff as equal and gives equal opportunity to all to learn and work regardless of their tribe, sex, race, religion, economic background or political affiliations.

2.5 Core Values

Godliness-we are committed to providing spiritual nourishment alongside the curriculum delivery and implementation

Self-esteem-we are committed to build confidence in our students and make them have the drive to achieve

Integrity- we are committed to acting in an honest, accountable and transparent manner in all our undertakings

Professionalism- we are dedicated to achieving high levels of performance obtainable through competence and pertinent skills

Teamwork-we embrace teamwork and collaborate within the school and with all stakeholders and partners in achieving our mandates

Courtesy- we endeavor to be courteous to all our colleagues and stakeholders all the time

Efficiency- we strive to achieve the highest value of our resources, particularly to the student

Equity- we ensure that education is provided to all learners including those with special needs

2.6 Core Business

We invest time, money and other teaching/learning resources in our students in order to produce knowledge, skills and values critical for success in life.

2.7 Our Mandate

Bar union Mixed secondary school is responsible to MOE, PA, BOM, students, staff and community for provision of knowledge, skills and abilities for further education, career growth and successful life; continuous staff appraisal and development and maintenance of educational quality commensurate with the objectives and accepted standards of good practice. Specifically, the school mandate emanates from the Education Act and includes:

- Implementation of education policies
- Administration and management of education programs
- Curriculum implementation
- Provision of teaching learning materials
- Preparing candidates for examination
- Admission induction and transfer of students
- Teacher supervision
- Discipline of students
- Provision, supervision and maintenance of high standards of education in the institution
- Provision of guidance and counselling services to students and parents
- Collection of Revenue from the parents and other Income Generating Activities
- Management of school funds
- Preparing schools accounts for Audit
- Mobilization of resources for the school development
- Recruitment of teaching and non-teaching staff
- Processing of non-teaching staff remuneration and welfare
- Payment for goods and services procured by the school

2.6 Our Customers

Our clients include:

- Ministry of Education, CDE, SCDE and DEOs Office
- Teachers Service Commission
- Students
- Parents
- Universities and colleges
- Development partners
- Public and private sector agencies
- Other Government Ministries such as Ministry of Health, Local Authorities, Provincial Administration
- The Media
- Alumni

2.7 Core Functions

We pledge our commitment to performing the following core functions:

1. Curriculum implementation
2. Evaluation
3. Talent development
4. Guidance and counselling
5. Discipline
6. Moral and spiritual development