

LENANA SCHOOL



STRATEGIC PLAN

2020 - 2030



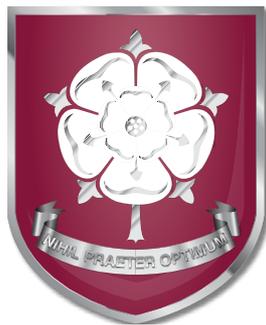
"Laibon Lenana" by Sam Madoka



Nihil Praeter Optimum | Nothing But The Best



Nihil Praeter Optimum | Nothing But The Best





“Laibon Lenana” by Sam Madoka

APPENDIX:**LENANA SCHOOL** – Headmasters & Chief Principals

HEADMASTERS AND PRINCIPALS FROM 1949 TO 2020

Dr. R. H. James	1949 - 1959
Rev. Victor Laing	1960 - 1964
Rev. Tom Brown	1965 - 1968
Mr. James Kamunge	1969 - 1973
Mr. A. S. Maina	1974 - 1977
Mr. Ndau Kanyi	1978 - 1984
Mr. David Mwaura	1984 - 1985
Mr. Samuel Maneno	1986 - 1996
Mr. John Makenzi	1996 - 1999
Mr. Martin Otieno	2000 - 2001
Mr. Peter Warui	2002 - 2013
Mr. William Mwangi	2014 - 2017
Mr. William Kemei	2017 to date



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“The Lenana School Orchestra in action during a 2018. concert.”

LIST OF ABBREVIATIONS AND ACRONYMS

ACK	-	Anglican Church of Kenya
ACT	-	Budget code for co-curricular activities' costs
ADM	-	Budget code for Administrative costs
BES	-	Budget code for Boarding Equipment and Stores costs
BOM	-	Board of Management
CBC	-	Competency Based Curriculum
CCTV	-	Closed Circuit Television
EW+C	-	Budget Code for Electricity, Water and Conservancy costs
HOD	-	Head of Department
HOS	-	Head of Subject
ICT	-	Information and Communication Technology
KCPE	-	Kenya Certificate of Primary Education
KCSE	-	Kenya Certificate of Secondary Education
KICD	-	Kenya Institute of Curriculum Development
KNEC	-	Kenya National Examination Council
LSSP	-	Lenana School Strategic Plan
LT&T	-	Budget Code for Local Transport and Travel costs
Mbps	-	megabits per second (data transfer speed)
MoE	-	Ministry of Education
MoH	-	Ministry of Health
NGO	-	Non-governmental Organisation
NHIF	-	National Health Insurance Fund
PA	-	Parents' Association
PE	-	Physical Education
PMP	-	Physical Master Plan
QAS	-	Quality Assurance and Standards
RMI	-	Budget code for Repairs, Maintenance and Improvement costs
SDC	-	Student Disciplinary Committee
SHOD	-	Senior Head of Department
SMT	-	Senior Management Team
SP1 (2005)	-	Sessional Paper No. 1 of 2005 – Ministry of Education
SP14 (2012)	-	Sessional Paper No. 14 of 2012 – Ministry of Education
STEMM	-	Science, Technology, Engineering, Mathematics and Medicine
SWOT	-	Strengths, Weaknesses, Opportunities and Threats
TSC	-	Teacher Service Commission

FOREWORD



Belio R. Kipsang CBS

The State Department for Early Learning and Basic Education congratulates the Board of Management and the administration of Lenana School for producing the Lenana School Strategic Plan for 2020 – 2030. As part of the Kenya Vision 2030 agenda, all education institutions are required to map out their plans to enhance accessible, equitable and relevant education for children from all 47 counties of Kenya.

We are particularly pleased to note the ambition of Lenana School to double its student body over the next ten years thus increasing its contribution to the national goal of affordable and available education for all. Lenana School has a rich history of educating boys from all backgrounds over the past 70 years, many of whom have gone on to lead significant institutions in Kenya. At a time when the education sector has to be ever more responsive to the demands of local markets, Lenana School has the basic infrastructure to be able to expand the learning space using the Competency Based Curriculum; to shift the focus to learning outcomes relevant to the digital economy; and to develop students capable of smoothly making the school to work transition.

In this regard, the Ministry of Education remains committed to renovate and expand the infrastructure of Lenana School, using the Infrastructure Support Fund, to address the proposals laid in this Strategic Plan. In particular, the proposals for an ICT Centre of Excellence, bringing in the Digital Learning Programme and integrating ICT into teaching at Lenana School, are in line with the Ministry's priorities. Similarly, we support the proposals to ensure the safety and security of the students, teachers and assets of Lenana School.

This Strategic Plan will allow all stakeholders, including the local community, corporate partners and the alumni of the School, to engage with the School - under the guidance of the Board of Management - to address the current challenges and ensure that Lenana School continues to contribute to quality education of Kenyans in an equitable manner.

Belio R. Kipsang CBS - Principal Secretary, Basic Education.

PREFACE**Dr. S. R. Ndegwa**

I am privileged to have led the Board of Management of Lenana School during the time when the Lenana School Strategic Plan for 2020 – 2030 was developed. For the Board, the Strategic Plan is the key lodestar for our work in guiding the School and its development over the next 10 years. Lenana School is blessed with abundant assets that contribute to the education and nurturing of young Kenyan talent. These assets – if carefully protected and expanded – can serve even more Kenyan boys to reach their full potential not only in academics but also in sports, music, drama and the digital arts.

The Strategic Plan lays out the current status of the School, its staffing and its infrastructure as the basis for a broad set of actionable plans that - once implemented – will position Lenana School to be one of the leading public secondary schools in Kenya. The Board has great ambitions for Lenana School as a Centre of Excellence for ICT; as a Junior Sports Academy developing a wide range of sport talent; and as a top academic secondary school in Kenya. We are proud that Lenana School admits boys from all parts of this country and moulds them in four short years into talented, responsible and ethical young men, with lifelong bonds of friendship formed between students of diverse backgrounds and origins.

On behalf of the Board, I want to thank the School administration, the staff, the students, the parents and most of all, the dedicated team of old boys – the Laibons – who worked tirelessly to develop this Strategic Plan in a consultative and professional manner.

The Strategic Plan is ambitious for the Lenana School of 2030 in the same spirit that the Kenya Vision 2030 agenda is ambitious for the country as a whole. With commitment by the Board, the Ministry, the Laibons, the School Administration, the Parents and all other stakeholders including corporate partners, we believe that this Plan can lead Lenana School to new heights of learning and teaching that will benefit many young Kenyans.

Dr. S. R. Ndegwa - Chairman of the Board of Management, Lenana School

STATEMENT OF SUPPORT



Dr. Matibe Obongo

After months of bold conversations, thought-provoking work sessions, interactions, research, environmental assessment, initiatives and goals, Lenana School now has a Strategic Plan that will be a guide for our 2020-2030 journey.

My sincere appreciation goes to everyone who engaged either directly or indirectly in our strategic planning process. First is the school Administration led by the Principal, Mr. Kemei; the PA Members; the BOM Members; the Teaching and Non-Teaching Staff Fraternity; the Student Community; and the technical team supported by the Laibon Society, among others. These teams provided invaluable feedback that helped ensure the development of focused and realistic goals that align to the needs and aspirations of our School, provided critical leadership during the strategic planning process, ensuring breadth of vision and continuity of values, and encouraging a truly collaborative, inclusive process.

This Strategic Plan will help provide a framework and serve as an important guide to help our School succeed bearing in mind the many national challenges facing our learning institutions. The recognized challenges and opportunities will lay a firm foundation in strengthening our institutional capacity to help meet our goals and strategic objectives.

Our mission “To provide an ideal school environment that contributes to the holistic development of students in Academia, in Values and in Co-Curricular Activities” not only articulates our primary purpose to educate, support and inspire students to excel, but also serves as a call-to-action for us to recognize the importance of ensuring a firm foundation and acknowledgement of our core values. The upholding of our values as the foundational principles for our aspirations will help in fostering the unity of purpose in meeting our mission, vision and the goals identified in the Strategic Plan.

Our qualitative goals focus on delivering a quality curriculum and services to help students excel academically, while our quantitative goals ensure the provision and improvement of various infrastructural facilities needed to achieve this excellence.

I am confident that all these goals will help Lenana School enhance the work environment that will provide a rewarding and rigorous educational experience for our students and a conducive working environment to all our employees.

My thanks again to everyone who engaged in this strategic planning process, shaping the contents of this plan and enabling the roll out of a dynamic guide for the future. Your continuous participation will be greatly appreciated!

Dr. Matibe Obongo - Chairman, Parents' Association of Lenana School.

INTRODUCTION



William K. Kemei

I am pleased to present the first ever Lenana School Strategic Plan for the period 2020 – 2030.

A strategic plan articulates a shared vision, mission and values. This Strategic Plan seeks to transform the future of Lenana School students to lead ethical and productive careers in Africa and beyond. The purpose of this Strategic Plan is to effectively organize staff, define measure of success and aid the Board of Management to make decisions to provide strong leadership direction for the future. The most successful institutions are anchored on ambitious strategic plans that encourage continuous transformational change and offers unity of purpose, improve stakeholder engagement and mobilise additional resources.

This document is anchored in the Ministry of Education’s vision to provide a globally competitive education, training, research and innovation for sustainable development as well as the Vision 2030 Agenda that seeks to create “a globally competitive and prosperous country with a high quality of life by 2030”. The Plan gives respect to the past, challenges the present and creates the future for Lenana School. Its mandate is to create access, quality and relevance while maintaining high levels of performance.

This Strategic Plan is the culmination of an all-inclusive consultative process that involved our students, workers, teachers, parents, Board members, Laibon and other stakeholders. Involvement of stakeholders in its development has helped redefine, shape and focus a clear vision, purpose and brand promise that will be the basis of developing a road map of specific action plans and projects to achieve our strategic goals. I am happy that given the consultative process we went through in developing this Strategic Plan, there is common understanding, common ownership and common commitment to its implementation.

As the team leader, I commit to remain the primary custodian and driver of the implementation process. I shall also keep all staff focused on the intended results and provide an enabling environment for success.

On behalf of Lenana School, I wish to express my gratitude to all those who participated or supported us as we prepared this Strategic Plan. It involved a lot of sacrifice and commitment from the LSSP team and I am happy to present the successful result.

William K. Kemei - Chief Principal, Lenana School.

PART ONE: SITUATION ANALYSIS OF LENANA SCHOOL IN 2019

1. Purpose of the Strategic Plan, Legislative Context, Strategic Planning Process:

- a. **Purpose of the Strategic Plan:** *The LSSP is designed to guide the development of Lenana School as it establishes itself as a centre of excellence in post-primary education of young men in Kenya. The LSSP covers the academic development of the School and the investment in ethics, morality and culture of the students; and also covers the broad investments in infrastructure and capacity development required to achieve these inter-linked outcomes for students who are enrolled from all 47 Counties of Kenya. The LSSP seeks to inform and motivate stakeholders and partners beyond the School on the Vision of the School, as well as to be a reference document for the School.*
- b. **Legislative Context of the LSSP:** *The Basic Education Act 2013 requires (under Section 59) the Board of Management of every public secondary school to develop a Strategic Plan for the institution laying out its goals, development plans and resource generation plans.*
- c. **The Strategic Planning Process:** *In 2018, the Chief Principal proposed to the Lenana School BOM to develop a Strategic Plan for the School and the BOM approved this proposal. The Senior Management Team (SMT) of the School composed of senior academic and non-academic staff developed an outline of the issues to be addressed. Together with representatives of the Parents' Association (PA), the SMT formed a series of Task Forces to review various aspects of the School's development. The Task Forces produced a series of Reports over the period 2018/2019 covering the whole range of needs of the School.*

The Laibon Society (of Old Boys of Lenana School and of the former Duke of York School) agreed to provide technical support to the SMT and the staff of the School in the consolidation of this information into a coherent Strategic Plan including a Physical Master Plan (PMP) for the period 2020 – 2030. The end date was selected to coincide with the end date of the National Government's Vision 2030 National Development Plan, launched in 2008. Under this Plan, the strategic national goals for secondary education include: "Provision of high standards of training skills; gender parity in school enrolment; increase in number of teachers; building of new schools; and more boarding schools for pastoral communities; and more public schools".

The LSSP also lays out the infrastructure needs and makes proposals for Public-Private Partnerships to enable to School to sustain itself as it doubles in enrolment size and expands the breadth of curriculum to become a National Centre of Excellence in STEMM, ICT and Agriculture. The LSSP defines the "Lenana School That We Want". The LSSP document is designed to be the Ambassador of the Vision of the School on behalf of the Board of Management, of the Parents' Association and the Management Team of the School.

2. The legal and policy context of the School:

Lenana School is a national public secondary school, managed by a Board of Management (BOM) appointed by the Ministry of Education (MoE). The foundational principles of the Kenya Constitution that cover the School include among others: "Every child has a right to free and compulsory basic education" and "The state shall take measures including affirmative active programmes to ensure that youth access relevant education and training".

- a. *The management and operations of Lenana School are guided by the Basic Education Act 2013. The MoE has issued a Code of Regulations and Conduct that guides the management procedures for the School. In 2017, the National Government issued a policy of 100% transition of all primary school students to be enrolled into secondary schools.*
- b. *The teachers at the School are governed by the Teacher's Service Commission (TSC) Act 2012. The TSC has issued a TSC Code of Ethics which guides the conduct and behaviour of the academic staff of the School.*

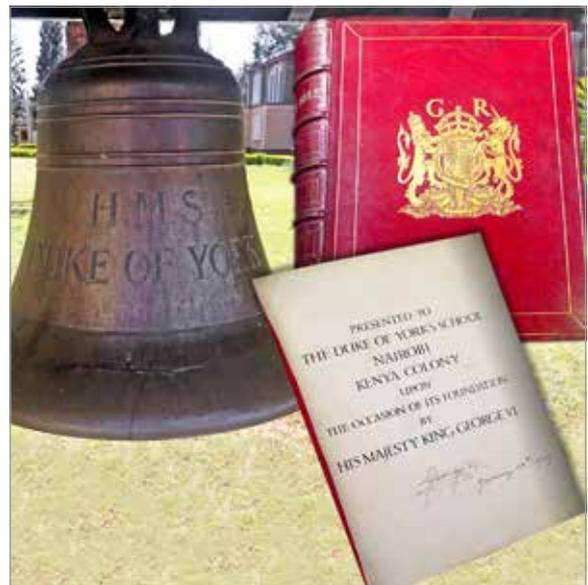
- c. The curriculum used (in 2019) in the School is established by the Kenya Institute for Curriculum Development (KICD), which leads to the Kenya Certificate of Secondary Education (KCSE). However, in 2017, the MoE had promulgated a new curriculum – called the Competency Based Curriculum (CBC) – that had started to be applied in Primary Schools in 2017. The new curriculum foresees that the basic education cycle will be divided into four stages: primary schools; lower secondary schools; senior schools; and tertiary education institutions. Lenana School is currently designated as a senior school, where the first cohort of students under CBC will arrive in 2024 (new Grade 10 cohort), but if Lenana School expands to include the lower secondary classes (as announced by the National Government in August 2019) then the first cohort of Grade 7 students will arrive in Lenana School in January 2021. As of December 2019, there is no information on the selection methodology that will be used to transit students into national lower secondary schools or national senior schools in 2021 or in 2024 respectively.
- d. Lenana School prepares students to sit for the national public examinations set by the Kenya National Examinations Council (KNEC) that determine suitability for tertiary level education or training.
- e. Lenana School is a national boarding school and as such enrolls the best performing students from all 47 Counties of Kenya each year, irrespective of ability of the student's family to cover education and boarding costs. Lenana School offers an exceptional opportunity for a highly qualified student body to grow academically in a highly diverse multi-ethnic environment. Lenana School promotes national integration by enrolling students from all 47 counties.
- f. Lenana School is guided by national education policies issued by the Ministry of Education, such as the 100% transition of primary school pupils into secondary schools; the staff/students ratios for both academic and non-academic staff; and the funding allocation for teaching and funding limits for boarding fees.

3. Situation Analysis of the School:

The following Sections describe the state of the School in 2019 and in the years prior to 2019. The Situation Analysis aims to provide a comprehensive picture of the “as is” situation of the School. This analysis provides the starting point for the Strategic Plan process and informs the reasons and the extent of the plans proposed. The plans aim to transition and transform the School from where it is now (as described in the Situation Analysis below) to where it wants to be (as described in the Strategic Objectives and Goals of the School listed in Part Two of the Strategic Plan).

The Founding of Lenana School:

Lenana School was founded in 1949, during colonial times, as the **Duke of York School**. It was founded by the then **Governor Philip Mitchell**, who opened his official residence, **State House** (then **Government House**), to host the original classes and dormitories. **King George VI**, the former holder of the English royal title, Duke of York, granted to the school in perpetuity the land on which it now stands, and in return the School was named in his honour. He gifted a **Holy Bible** to the school and later the **English V-Class Battle Ship's Bell of the HMS Duke of York** was gifted to the School. The founding Headmaster was **R. H. James**. In 1969, the School was renamed **Lenana School**, after the famous Maasai spiritual leader and Paramount Chief, **Laibon Lenana**. In the same year, the first Kenyan Headmaster, **James Kamunge**, was appointed. Over the years, the names of boarding houses were changed to reflect the heroes of independent Kenya. The alumni association, the **Old Yorkists**, was also renamed **The Laibon Society**, in honour of the warrior leaders of the Maasai. The School emblem is the **White Rose** on a maroon and silver background, the White Rose being a symbol of the **House of York**. The School had six Forms until the education reforms in the late 1980s, when the School changed to a four Forms structure.



“A photo of the Lenana School Chapel Bible that was presented to the school (then known as The Duke of York), by His Majesty King George VI when he was king of England. The first page bears his signature and is dated ‘January 28th 1949’ (left). Next to the Bible is the school bell from HMS Duke of York.”

4. School Governance:

The School governance structure is shown in Chart 1 on the following page. In brief, the School is managed by the Chief Principal under the oversight and guidance of the Board of Management. The Chief Principal is assisted by three Deputy Principals: one each for Academics; Administration; and for Boarding.

5. The Board of Management (BOM):

The Board of Management consists of 14 members appointed by the County Board of Education under instruction from the Permanent Secretary of the Ministry of Education. The members represent the following interests and stakeholders in the School: the Parents Association (6 members nominated by the PA); the School Sponsors (3); Special Interests - the Laibons (1); Representative of persons with special needs (1); Teachers' representative (1); Student Representative (1 – Student Council Chair – ex-officio); and the County Education Board (1). The BoM elects a Chair and a Deputy Chair, with the Chief Principal as the Secretary. The BoM members are appointed for a three year term but often the appointments are announced months after the previous BoM term has expired.

6. The Deputy Principal Academics:

The Deputy Principal Academics supervises Senior Heads of Department (SHODs) and Heads of Department (HODs) in the Sciences; the Humanities; and the Technical and Music subject areas. The SHODs and the HODs supervise and guide the class teachers.

7. The Deputy Principal Administration:

The Deputy Principal Administration supervises the HODs for the Quality Assurance System and Sports.

8. The Bursar:

The Bursar supervises HODs in Catering; House Keeping; Administration; Sanatorium; Farm Management; Maintenance; and Security. The administrative structure for the staff supervised by the Bursar is shown in Chart 2 on the following page.

9. The Deputy Principal Boarding:

The Deputy Principal Boarding supervises the House Masters and Deputy House Masters in their duties related to the boarding of the students. Lenana School has 11 boarding houses grouped into 5 blocks. Each boarding house has a House Master and Deputy House Master who live on the premises and available to the students round the clock, seven days a week.

10. The Chaplaincy Department:

The School has a strong Chaplaincy Department that takes care of moral development of the students of various denominations and faiths. There is an “unwritten contract” with the parents that the School will develop the mind, soul and body of the students. While the School was founded on the Christian faith, this needs to be strengthened in terms of the values and the culture of the School.



“An elevated view of the Lenana School St. Luke Chapel’s interior and the altar from the ‘Seniors’ Terrace’. During the ‘O’ Level and ‘A’ Level education system, Form 1’s to 4 sat on the ground level while Form 5 to 6 at the terrace level during chapel sessions.”

CHART 1 – SCHOOL GOVERNANCE STRUCTURE – [as of 2019)

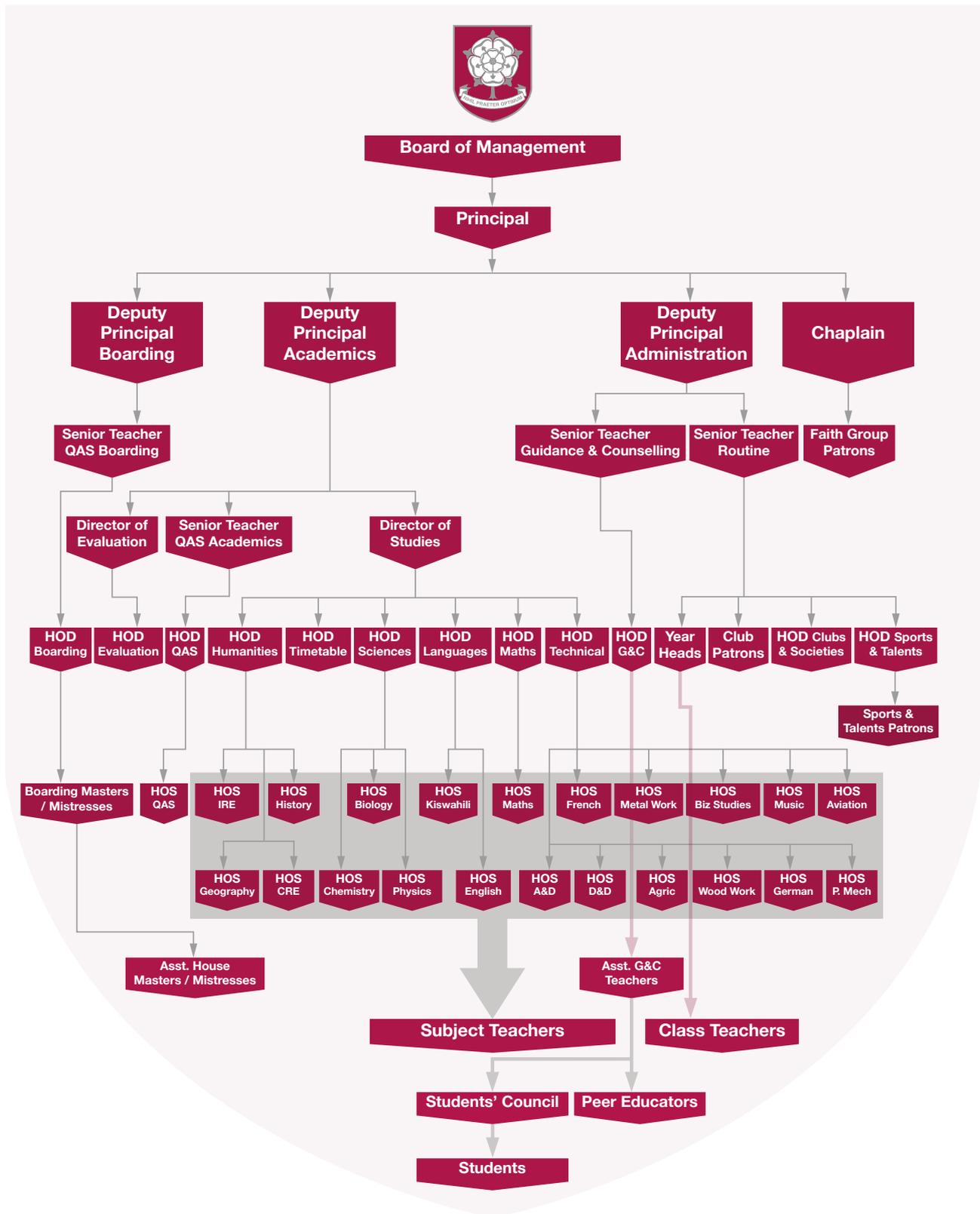
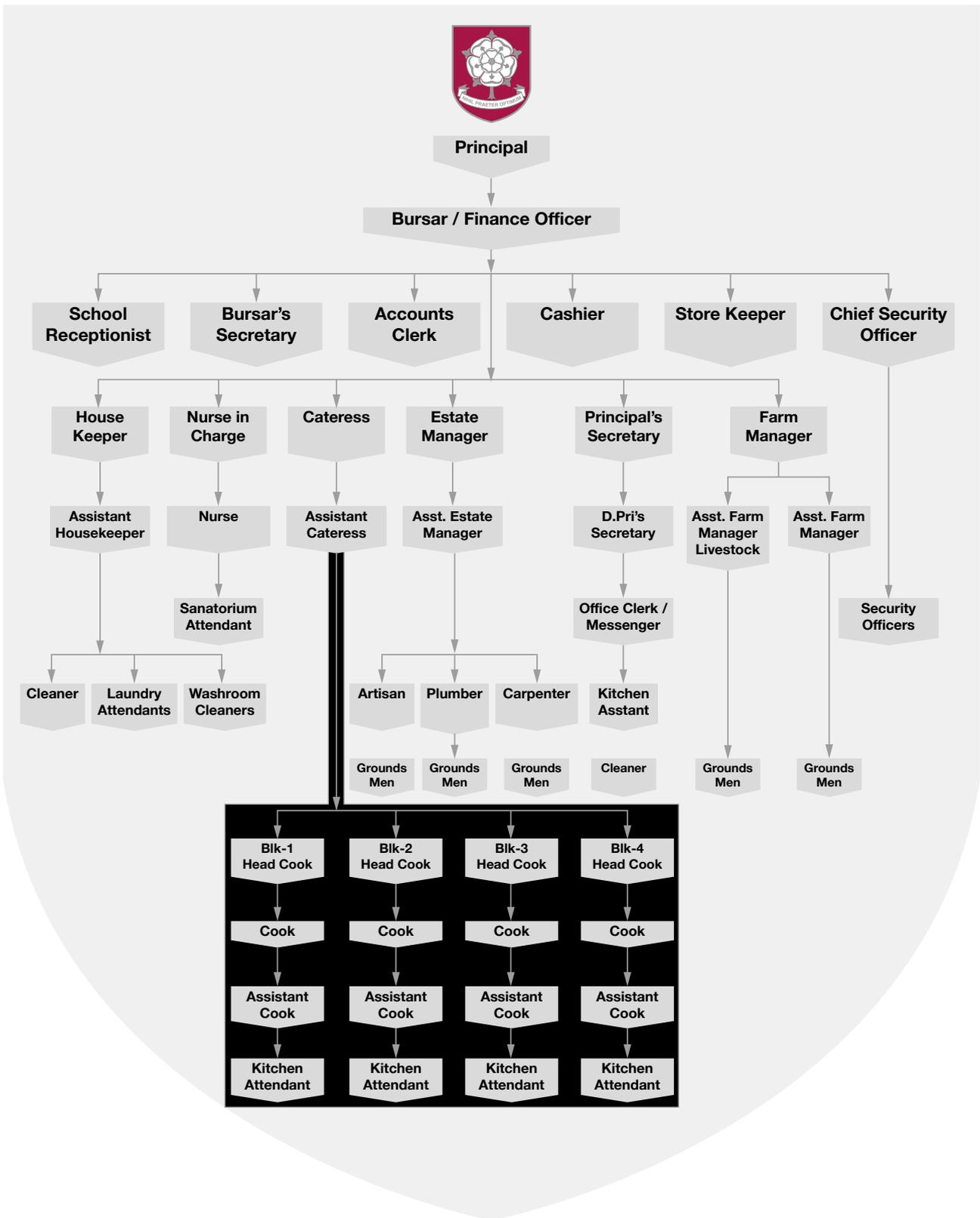


CHART 2- BOM-FUNDED STAFF STRUCTURE – (as of 2019)



11. The Student Body:

The student body interacts with the School management through an elected Students' Council. The Students' Council is a representative structure through which students in the School are involved in the affairs of the School, working in partnership with school management, teachers, support staff and parents for the success of the School. The members of the Students' Council are democratically elected by the students through secret ballot from candidates vetted by selected teachers.

Students' Council elections are carried out not later than the second week of September of every year. This facilitates smooth transfer of responsibility from the graduating class to the newly elected leaders before the start of the national examinations. The role of the Students' Council is to promote peace and harmony in the daily operations of the School; provide opportunities for and to nurture students' leadership skills; and empower students to become positive role models and change agents in the School, neighbouring communities and society.

12. The Students' Council:

The Students' Council has an **Executive Committee** composed of:

- a. **School Council Captain** - *Chairman*
- b. **School Council Deputy Captain** - *Deputy Chairman*
- c. **Academic Secretary** - *Secretary General*
- d. **Six Council Secretaries in charge of the following:**
 - i. *Boarding Council Secretary - Students' Boarding*
 - ii. *Religious Affairs Council Secretary - Students' Welfare*
 - iii. *Council Secretary Entertainment, Clubs & Societies - Clubs and Societies*
 - iv. *Council Secretary Environment, Health and Sanitation*
 - v. *Co-curricular Activities Council Secretary - Sports and Talents*
 - vi. *Council Secretary Laboratories & Special Rooms.*

The School Council Captain also sits on the Board of Management as an ad hoc member when student related issues are on the Agenda.

13. Student Discipline:

The elected members of the Student Council have no oversight role over the behaviour or the adherence to School Rules of other students. Student discipline is managed by school teachers and not by "prefects" selected from among the students. However, Students' Council members can verbally warn and guide other students who are not following School Rules, and can report serious offenders in writing to the School Disciplinary Committee (SDC).

The SDC is composed of: the Deputy Principal administration, Deputy Principal boarding, two co-opted teachers, the year head of the class the student is in, the housemaster of the student and the student's class teacher. Only in extreme cases of indiscipline, after 3 warning letters, are the concerned students presented to the BOM for judgement. Persistent indiscipline is also brought to the attention of the PA and raised at the PA AGM for parents to intervene. In all serious disciplinary matters, involving student suspension and exclusion, the School administration and the Board of Management adheres to the principles of natural justice, which require that a student is given the right to be heard by an unbiased tribunal. It also requires that the student is given prior notice of charges levelled against him.

The rule of natural justice consists of the following elements: the right to a fair hearing and the rule against bias. The Parents Association has called for more community work by the students to instil good attitudes to manual work, and prevent a further erosion of the School culture of excellence and good discipline. While there are guidelines on the colours and the style of School uniforms (the School has a Brand Manual), many students have varied and non-conforming uniforms, and are not always well-groomed.

14. The School Rules:

The School has laid out School Rules that guide and direct students' behaviour in the School. The School rules are provided to every new student and their parents. The School Rules also define all the offences for which a student could be expelled from the School and/or could be handed over to the Police.

The Lenana School Song

The original School Song of the Duke of York School was called "Salve Rosam" (Hail to the Rose), but has been replaced by the new School Song "Nothing But the Best":

Thought and deed shall abide with tasks
 Keep the Rose bright, yea our emblem
 Sieve the trash, dear Lord we ask
 For *Nihil Praeter Optimum*
 In pride we ride
 With rules abide
 As all the boys and staff combine
 All members here in Lenana
 We aim at *Nothing But The Best*.

Nihil Praeter Optimum
 Set for all opportunities
 We all come to be well spun
 By wide responsibilities
 With class and sports
 and much in both
 For moral health and body's growth
 For gaining here in Lenana
 The best and *Nothing But The Best*.

Nothing But The Best we stress
 For our peace, love and unity
 Let us join our land's progress
 And Kenya's firm stability
 O lets enjoy our leadership
 And thank the Lord whom we worship
 As boys stride on through Lenana
 Achieving *Nothing But The Best*.

15. Staff Discipline and Motivation:

Lenana School has no specific rules for staff discipline. The School uses the TSC Teachers' Code of Regulation and Code of Conduct to guide the School management in the handling of discipline cases of staff. Serious cases of staff indiscipline are brought to the BOM for judgement. Lenana School does not have an induction manual for staff. In 2019, there was no policy on discipline for non-academic staff. On staff motivation, there is insufficient positive reinforcement for staff, some of whom become demotivated. The School has limited scope for providing incentives in the form of remuneration to motivate TSC staff.

16. Academic Staff Capacity:

Lenana School has not had the recommended numbers of TSC provided teaching staff posts for the last 10 years. Table 1 below shows the number of TSC funded and BOM funded staff in the School, versus the number of recommended staff for the student body in the those years. The lack of the desired number of teaching staff has a negative impact on the quality of teaching. For example, in subject departments with only one teacher, there is no growth in teacher development and no variety of ideas and content. There are no professional colleagues to challenge them. In addition, in all subject departments where staff numbers are not adequate to the teaching load, the academic staff experience heavy work load. This results in them working excessive hours which drains the energy and drive of the available staff members. These few staff members do everything, regardless of their job description. In addition, the staff members have no time to review and update their notes as there is no time to research for new content.

Another impact of the under-staffing is that unregistered teachers are used in some departments due to the high turnover of BOM paid teachers. The teaching work is not always harmonized as some staff members have lacked capacity development opportunities, and do not work at the same competency levels. Such teachers lack the required content knowledge and content delivery methods, and thus these teachers lower the standards of teaching in the School, hence bringing about lower performance. Training sessions for academic staff take place once a term.

LSSP TABLE 1 – Staffing Capacity Over 10 Years

CATEGORY OF STAFF	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
TSC ACADEMIC STAFF	53	54		59	62	64	61	62	63	63	69
BOM ACADEMIC STAFF							10	9	12	15	11
TOTAL ACADEMIC STAFF				59	62	64	71	71	75	78	80
REQUIRED ACADEMIC STAFF	64	64		67	69	69			69	73	78
SHORTFALL IN TSC ACADEMIC STAFF	11	10		08	07	05			06	10	09

17. Non-Academic Staff Capacity:

Lenana School is adequately staffed in the areas of the non-academic staff (support staff) according to TSC. However, due to the extensive facilities in the School, the TSC recommended norms for non-academic staff are inadequate for a school the size of Lenana School; for example, there are not enough Laboratory Technicians to support the Science Laboratories. Consequently, the School has to hire a significant number of non-academic staff using BOM and PA funds, using funds that could have been used for the further development of the School. The numbers of non-academic staff at Lenana School over the last 10 years are shown in Table 2.

LSSP TABLE 2 – Non-Academic Staff

CATEGORY OF STAFF	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
BOM FUNDED NON-ACADEMIC STAFF*	70	68	67	67	68	69	66	76	75	62	62
REQUIRED NON-ACADEMIC STAFF											
SHORTFALL IN NON-ACADEMIC STAFF											
CASUAL WORKERS	70	69	71	70	64	56	27	26	29	86	86
TOTAL NON-ACADEMIC STAFF											

* Note that there are NO non-academic staff funded by the TSC.

18. Physical Facilities – Classrooms:

In 2019, the School had 1,604 students divided into 4 years groups (Form 1 to 4) and into 33 classes (9 streams each in Forms 1 and 2; 8 streams in Form 3; and 7 streams in Form 4). However, the School only has 32 classrooms, so one class has occupied the room reserved for a School Resource Centre. Eight new classrooms were provided by the MoE in 2018 as part of the 100% transition programme. At the end of 2019, the MoE approved funds for the construction of 6 more classrooms. Optimally, the old classrooms can accommodate 45 students and a teacher's desk. However, the class sizes range from 49 to 57 students per class. Therefore, the classrooms are congested and there is no room for a teacher to move around the class while checking students' work.

Most desks and lockers are not in good condition – see Table 3 below. There are no tables and chairs for teachers in the old classrooms. Due to lack of space in front of the classrooms, chalk dust often falls on the students seated in front rows as well as on the respective teacher. The classrooms are not ICT enabled and therefore teachers with digital teaching materials cannot use them in the classrooms. Notice boards in the classrooms are in a state of disrepair and hanging teaching aids is not possible. Blackboards in the old classrooms are also in a poor state of disrepair. There is insufficient exercise books and other stationery.

ISSP TABLE 3 – Summary of Classroom Equipment and Furniture

Classrooms	Number of Classes	No. of Desks	No. of Chairs	No. of Missing Chairs	No. of Missing Desks	Repairs Needed
Form 1	9	452	438	14		Window Panes
Form 2	9	433	422	11	0	Window Panes
Form 3	8	389	363	32	6	
Form 4	7	317	286	31		

19. Physical Facilities – Science Laboratories:

Lenana School has 9 Science laboratories (3 each for Physics, Chemistry and Biology) and a photography dark room. Each can accommodate a maximum of 40 students per teaching session, while class sizes in 2019 range from 49 to 57 students; for examinations, it is limited to 26 students only. The laboratory preparation room has inadequate storage facilities and equipment including inadequate vacuum chambers and drainage systems, and inadequate working areas for the laboratory technicians. There is no protective gear for the laboratory technicians or the students e.g. gloves, masks, etc. There are no cabinets to store laboratory chemicals or teaching equipment. Most laboratory benches are broken and there is a deficit of 72 stools in the Science Laboratories. There is a limited water supply and no gas system in all the laboratories. All the laboratories’ floors, walls and cabinets require painting and significant rehabilitation to make them suitable for Science practical teaching and learning.

20. Physical Facilities – Computer Laboratories:

Lenana School has 4 Computer laboratories, with a total of 76 working desktop computers and 4 working printers. Safaricom donated 60 desktop computers in 2018 to the School. In 2019, the numbers taking Compute Science in each year group were as follows: 452 in Form 1; 438 in Form 2; 76 in Form 3; and 58 in Form 4. Computer Science is an optional subject in Forms 3 and 4, but the number of students who wanted to take the subject in Form 3 in 2019 was double the maximum number of 76 slots available. The Computer laboratories are overstretched as the students are far more than the available seating spaces in front of computers. There are no CCTV cameras inside the labs for equipment security. The Computer laboratories need 2 more printers and regular servicing of the computers required.

21. Physical Facilities – Technical Rooms:

Lenana School has technical rooms for teaching Music, Woodwork; Power Mechanics; Metalwork; Art and Design; and Drawing and Design. The existing technical rooms are dilapidated, with all of them requiring refurbishment and replacement/augmentation of teaching tools and equipment. A new course started in 2019 on Aviation Technology needs a dedicated technical room.

22. Physical Facilities – Libraries:

There are two libraries in Lenana School. The Upper Library (old library) consisting of Junior and Senior sections, and the new library (yet to be stocked). There is currently no parity in textbook allocation with some subjects having more publications available than for others. Only 3 of the 21 old desktop computers in the library are functional, making it difficult for students and teachers to do any online research. There is a high rate of loss of textbooks and library materials due to indiscipline of the students. The library shelves are stocked with many old books – mostly novels and newspapers. The old library is not well maintained or cleaned frequently, and the books are not organized. The old library has seats only for 1000 students which is not enough to meet the demand for library use. The New Library, built in 2018 by the MoE, potentially has seating space for 600 students; however, the New Library has not yet been fitted out, or furnished with bookshelves, workstations or desks, and is not yet stocked with books.

23. Physical Facilities – Staff Offices and Teachers’ Rooms

LSSP TABLE 4 – Staff Offices and Equipment

Office	Staff Offices	Tables/ Lockers	Seats/ Chairs	Cupboards	Benches	Cabinets	Fridge	Comps	Printers	Copiers	Scanners	Laptops	Copy Printers
New Block	06	08	08	-	-	-	-	-	-	-	-	-	-
Main Hall	02	02	03	03	-	-	-	-	-	-	-	-	-
Admin Block	17	25	55	05	-	02	02	06	06	01	02	02	02
Agric. Room	01	01	01	-	-	-	-	-	-	-	-	-	-
Power Mechs	01	01	02	-	-	-	-	-	-	-	-	-	-
Art Room	00	01	02	-	-	-	-	-	-	-	-	-	-
Drawing/ Design	00	01	01	-	-	-	-	-	-	-	-	-	-
IDP offices	10	10	13	-	-	-	-	-	-	-	-	-	-
Games Dept.	01	01	03	-	-	-	-	-	-	-	-	-	-
Total	53	68	108	16	10	02	03	06	06	01	02	02	02

24. Co-Curricular Activities – Music:

Lenana School has a Music School building and strong music teaching programme. The Music School is used for music teaching and holding practice sessions. It has an office for the Music teacher and a storage room for instruments and accessories. The building is in a relatively decent state, having undergone renovation on its roof and floors. The band instruments are the most important of the school’s music facilities. The instruments were obtained through donations from the Kenya Police Band and the Art for Music Foundation. It is important to note that because the above mentioned instruments were received as donations, they are not in the best playing condition, but the band has resourcefully made the best out of these instruments. Some instruments sent for repair are awaiting payment for the items to be returned to the School. The Music School also has a grand piano and four upright pianos; however, only one upright piano is in good condition. The others need an overhaul in order to serve for more years.

25. Co-Curricular Activities – Clubs and Societies:

Lenana School has a wide variety of clubs and societies run by the students. Many of the clubs and societies have links with external organisations that invest in addressing their issues and mentoring students. Table 5 below shows the range of clubs and their respective areas of interest. Most clubs suffer from a lack of resources, meeting rooms, equipment and mentorship.



“A MEAN A WHAT... A MEAN MAROON... the revered symbol of Lenana school's rugby team with a proud history second to no other school in the region.”

MEAN MAROON

LSSP TABLE 5 – Clubs and Societies in Lenana School

Name of Club or Society*	Main Area of Activity	Comments
Research Club	Undertake collection of data concerning operation of school activities	
Junior Achievement Club	Mentors business-oriented students on how to start and run a business and organize resources	Linked with Junior Achievement Kenya NGO
Tax Club	Sensitizes members on tax compliance	Collaborates with the Kenya Revenue Authority
Drama Club	Develop acting and communication skills	
Music Club	Nurture and develop music skills	
Debate Club	Develop communication skills	English and Kiswahili
Journalism Club	Publish and issue the School Magazine	
Environment Club	Deals with sanitation, tree-planting, waste management etc.	
Interact/Rotary Club	Does philanthropic work	Linked with the Rotary Clubs of Kenya
Students' Campaign Against Drugs (SCAD)	Sensitize students on drug and substance use and abuse	
Scouts	Training in human survival skills and discipline Flag raising and lead the School in singing the National Anthem	Linked with the Kenya Scouts Association
St. John's Ambulance	First Aid administration	Linked with St John's Ambulance Kenya
President's Award Scheme		Linked with President's Award Kenya
Aviation Club	Nurtures interests in aviation related careers	
East African Community Club	Nurtures interests in diplomacy related careers	
Lenana School Orchestra	Nurturing students music abilities	Supported by the Laibon Society
Cadet Club		
Wildlife Club		Linked with Kenya Wildlife Service
Innovation and Technology Club		
Amani Club		
Computer Club/ICT Club		

* - Note that there are also Clubs in all the main KCSE Subject areas.

26. Co-curricular Activities – Sports Facilities and Equipment:

Lenana School has a long and distinguished history in school sports activities. From its inception, the School has placed emphasis on all its students actively participating in sports activity – either in inter-house games or in inter-school matches. The School has allocated a large portion of its grounds to sports facilities. The Laibon Society and the Old Yorkist Society (representing the full span of the Old Boys of Lenana School and of Duke of York School respectively) have recently supported the rehabilitation of sports facilities in the School (e.g. the hockey pitches, the swimming pool, the basketball courts) and also contributed to sports development through coaching and mentoring (e.g. in rugby, basketball, cricket, etc.). The National Government decided to establish a Junior Golf Academy at Lenana School in 2017, and the work of expanding the Golf Course from 9 holes to 18 holes is well advanced and should be completed in early 2020 with government funding. The School has the following sports facilities: 1 Athletics fields (including a full size 400m track); 4 full size football pitches; 4 volleyball courts; 3 rugby pitches; 2 basketball courts; 1 swimming pool; 1 baseball field; 2 murrum hockey pitches; 1 eighteen-hole Golf Course (under development); 1 handball court; and 1 murrum tennis court. In addition, there is a building that used to house a squash court that needs rehabilitation.

All these sports facilities are in significant disrepair, with uneven surfaces, poor pitch marking, non-standard sizes and inadequate maintenance of the grass/murrum surfaces and of the goal posts/nets. Further, the spectator stands are limited, having a capacity for less than 100 people. The School has insufficient stock of other sports equipment such as nets, balls, rackets, bats, hockey sticks, training kits, uniforms for school teams, sports teaching aids, first aid kits, etc. The students also often lack the games clothes and sports shoes to enable them to easily and effectively participate in sports.

27. Co-Curricular Activities – Sports Organisation:

Lenana School has in the past devoted a significant portion of time spent by the students to sports activities – either inter-house or inter-school. However, in 2019, the capacity to support sports activities is limited with only one full-time teaching position devoted to games. Furthermore, there is a negative attitude to sports by other teachers, by parents and by the students themselves. This negative attitude is often linked to the priority which all stakeholders place on academic achievement in the KCSE, believing that this outcome outweighs by far in terms of impact on the future of the students any achievements in sports (or for that matter in other co-curricular activities such as drama or music). While there is a fair level of participation in sports, there is also a large portion of students who remain inactive throughout their school days.

The School teams face stiff competition in regional and national sports events competing against schools who invest more resources and time in sports. Some Lenana School team members appear to require more nourishment to play against physically larger players. In addition, other teachers have little motivation to coach and mentor students in sports, as well as having limited capacity in these areas, especially in some of the more specialised sports such as cricket and hockey. There is no recognition or incentives provided to the teachers who take their personal time to coach the School teams in different sports.

28. School Facilities – Staff Offices Spaces:

The information on the number of offices available to staff, especially SHODs and HODs, which they use for preparing lesson plans and marking students' work and exams is shown in Table LSSP 4. However, there is no data available indicating the future needs for office spaces for teaching staff of the School if it were to expand to 3,000 students, with the corresponding increase in teachers needed.

29. School Facilities – Boarding Houses:

Lenana School has 11 boarding houses grouped in 5 Blocks. Eight of the houses were built in the early 1950s using stabilised murrum walls and asbestos roofs. Two boarding houses were built in the early 1960s. One boarding house was re-built in the late 1980s and one built in the late 1990s. The total capacity of the boarding houses is 1,604 students. However, some boarding houses have reported congestion of students as the bed spacing is too close compared to the recommended MoE bed spacing in school dormitories. In addition, some boarding house have congested cubicles due to high bed density.

Each student is provided with a bed and a mattress. Some of the boarding houses are able to provide some tables and chairs in the common rooms to allow the students to read, but these are far fewer than needed to accommodate the residents of any boarding house. The number of toilets and shower stalls is also far less than the recommended MoE standards. The details are provided in Table 6 below. As noted, the boarding houses - especially those built in the 1950s – need extensive and urgent rehabilitation and renovation, particularly to remove the asbestos roofing material. Some boarding houses roofs are leaking despite recent renovation. Many boarding houses have broken taps in their bathing rooms.

ISSP TABLE 6 – Boarding Houses Capacities, Equipment and Furniture

Block	House	Current Capacity	Ideal Capacity	Beds/ Mattress	Tables	Chairs	Toilets	Bathrooms	Deficits/ Challenges
1	KIBAKI	82	84	B-82 M-82	2	4	7	14	-Need ceiling board repair -Replace switches
1	KINYANJUI	83	85	B-83 M-83	1	2	7	14	-Replace glass panes on the exit door. -Shower heads are lacking.
2	MOI	147	150	B-149 M-147	7	16	8	28	-Re-floor common room and cubes. -Bathrooms repair -Repair leaking roof. -Replace asbestos -Replace ceiling boards
2	MITCHELL	135	150	B-138 M-135	8	15	8	28	
3	KENYATTA	142	138	B-143 M-142	3	11	11	28	-Lack benches & enough tables for the common room
3	RONALD NGALA	155	160	B-160 M-155	15	15	08	20	-Repair broken doors -Replace asbestos roofing -Repair ceiling board, sinks and showers
4	CAREY FRANCIS	146	150	B-146 M-146	2	7	7	24	-Replace asbestos roofing -Repair the ceiling board
4	TOM MBOYA	143	150	B-153	5	11	7	23	-Replace 2 window panes
5	MUMIA	165	172	B-165 M-165	4	8	7	22	Repair bathrooms and gutters on the first floor -Replace b/room curtains -Re-floor common room
5	JAMES	163	180	B-164 M-163	3	11	7	22	-Repair drainage from b/rooms, roof, floor, replace main door -Deal with water shortage
6 ?	MANDELA	217	232	B-224 M-217	2	0	18	18	-Provide flood lights outside the house -Replace b/room curtains

30. School Facilities – Catering Services:

Lenana School has a full catering service for the students to have 3 nutritious meals each day. In addition, the students are provided black tea at morning break time. The food is adequate but the distribution between older and younger students is not always optimal. In 2018, the MoE built a new Dining Room in Block 2 which consolidated food service to 8 boarding houses with 790 students. The Block 5 Dining Room serves 3 boarding houses with 840 students. The status of the Catering and Kitchen capacities is shown in Table 7 below. The School has no Central Food Store nor any cold rooms to secure food supplies safely (in 2019, some non-academic staff were charged with the theft of meat from the School). It also does not have a dedicated Central Bakery. The kitchens are using firewood for cooking, which violates the MoE guidelines on the environment in schools. The Dining Rooms lack storage space for cutlery and plates, resulting in their loss and breakage. Much of the Dining Room furniture, doors, windows and cooking equipment needs to be repaired or replaced. There is inadequate space and computers for the senior staff to manage the catering operations cost-effectively.

LSSP TABLE 7 – Kitchen’s Equipment and Furniture

ITEM	BLOCK 5	BLOCK 2	TOTAL	DEFICIT
Students	840	790	1630	
Cups	680	652	1332	Block 5-160, block 2-138
Sufurias	24	20	44	
Serving Spoons	26	15	41	
Ladles	66	50	116	
Plates	740	733	1473	Block 5-100, Block 2-57
Spoons	-	-	-	
Jikos(wooden fuel)	10	06	16	
Jikos (charcoal?)	03	02	05	
Tables	75	59	134	
Benches	150	105	255	
Serving Basins	77	79	156	
Serving Trays	77	55	132	
Catering Staff	9	9	18	
Senior Catering Staff	-	-	3	

31. School Facilities – Staff Housing:

Lenana School has invested in staff housing since its inception in 1949, and in 2019 had housing for 125 staff. Of these, 51 were single rooms which is not acceptable for family housing. Of the remainder, 25 were one-bedroom and 25 were two-bedroom houses. All these houses are for the non-academic staff. There are only 24 staff houses for the 80 academic staff – 21 three-bedroom units and 3 four-bedroom units (of which one is used as a Guest House). However, out of the 125 housing units overall, no less than 69 have asbestos roofs, which need to be replaced urgently for health reasons. The status of the staff houses is laid out in Table 8 below. All the staff houses are run down, needing rehabilitation and repairs.

LSSP TABLE 8 – Summary of Staff Housing

HOUSE SIZE	OCCUPANT	ROOFING MATERIAL			TOTAL NO. OF UNITS
		Iron Tile Sheets	Asbestos		
Single Rooms	Non-Academic Staff	31	20	0	51
One Bed Room	Non-Academic Staff	0	25	0	25
Two Bed Room	Non-Academic Staff	10	15	0	25
Three Bed Room	Teachers	5	9	7	21
Four Bed Room	Guest House/Teachers	1	0	2	03
	TOTAL	47	69	09	125

32. School Facilities – Worship Facilities:

The founders of Lenana School placed a high priority on the religious aspect of student life. An Anglican (ACK) School Chapel was among the first building to be added after the School was built. Later, the School converted the gymnasium building into a Catholic Chapel and a Muslim Mosque was built on the site of the shooting range. As the School has grown to 1,604 students, so has the presence of students from all religious faiths from across the 47 counties of Kenya. The School aims to improve inter-denominational religious facilities (in line with the National Values laid out in Section 10 of Chapter 2 of the Kenya Constitution and with MoE recommendations) to accommodate all the planned 3,000 students in shared multi-faith facilities, while retaining the legacy religious facilities that currently exist in good condition.

The status of the legacy religious facilities is as follows: the ACK School Chapel (St Luke’s) can accommodate 600 students on 110 pews. Its PA system needs replacement and it lacks video screens to allow all students to follow the services. The Catholic Chapel holds 300 students, with only 34 pews. The furniture in the library and the office is inadequate, and the Chapel needs the floor to be treated and varnished, and a better PA system. The Muslim Mosque has a capacity for 100 students but the carpets are insufficient, and the 3 washrooms and the electrical wiring need repairs. Seventh Day Adventist students use the School Chapel on their day of worship.

33. School facilities – School Sanatorium:

The students and the staff and their families of Lenana School are vulnerable to a range of medical conditions representative of their age and their activities, such as sports, technical work, etc. The School has to preserve the health and nutritional status of its residents as well as provide basic medical treatment and stabilisation in cases of emergencies. The School Sanatorium is required to provide these services, as well as medical counselling. The School Sanatorium treats about 40 students per day. It has 5 rooms for its out-patient activities, and 6 rooms that can accommodate 10 students for in-patient treatment. It has some basic medical equipment and a budget for basic drugs and medicines. In 2019, the Ministry of Health (MoH) designated the Lenana School Sanatorium a MoH Level Two Health Clinic, which will assist in obtaining NHIF funded services. However, the MoH requires that the School undertakes a Quality Improvement Programme for the School Sanatorium. For example, the School Sanatorium does not keep digital records of its treatment records; has no means of communicating; and lacks much medical equipment, testing equipment, mosquito nets, etc.

34. School facilities – internet connectivity:

Lenana School entered the computer age as early as 1972 when the students were writing programs in FORTRAN and COBOL languages which were compiled and run on the University of Nairobi mainframe

computer. Since then, the School has expanded its teaching and learning in Computer Studies and its use of electronic devices for teaching. In order to stay at the cutting edge of digital learning, the School has established internet connectivity through a line of sight radio mast. The connectivity is distributed through the School by wired connection, which connects to wifi routers. The wireless connectivity of this system is as shown in Table 9 below.

LSSP TABLE 9 – Wireless Connectivity In Lenana School

DEPARTMENT	SPEED
Administration	54 mbps
Finance	54 mbps
Computer Laboratories	43 mbps

35. School facilities – Golf Course:

As noted, above in the Para on Sports Facilities, Lenana School is establishing a Junior Golf Academy in collaboration with the Junior Golf Federation. As part of the Academy, the Lenana School Golf Course is being expanded by the MoE from 9 holes to 18 holes. The plans also include a Club House. However, at present, there is no information on the requirements for equipment to maintain the Golf Course in good condition for training, golf practice and for junior golf tournaments. This equipment would normally include a tractor, roller, large grass cutter, hand roller, green lawn mower, irrigation pumps and sprays, etc.

36. School Facilities – School Farm:

Lenana School has had a School Farm since the early 1980s. The farm produces milk, fish, pork, mutton and vegetables. The School Farm has been limited in its productivity by a lack of an irrigation system. In 2019, the NCC Urban Sanitation Project agreed to increase the capacity of the dam on the School grounds to 163,000 cubic metres and include a pump station and irrigation pipes. This is expected to be complete in early 2020. The School has at least 25 acres of lands that is suitable for crop production, plus cow sheds for at least 20 cows and stalls for about 30 pigs. In 2019, the School, had about 6 acres under crop production, plus about 27 cattle, 31 pigs and 17 sheep, and 3 fish ponds. The School Farm makes approximately net profit of KShs. 670,000 per year after costs are accounted for.

37. School Facilities – Drinking Water Supplies:

Lenana School is served by borehole water only. The School needs about 128,000 litres of drinking water per day while the School is in session, and about 78,000 litres a day when the students are on holiday. The School has 4 deep boreholes of which 2 are in use with booster pumps with capacity of 70,000 litres per day and 5,000 litres per day respectively. The other 2 have no borehole pumps. The pumps are powered by KPLC electricity. The School has 8 water storage tanks of varying capacity with a total capacity of 93,000 litres. The water quality is not tested annually but information indicates that the water is high in fluoride (as it is in all boreholes in the central highlands of Kenya).

38. School Facilities – Waste Water and Solid Waste Disposal:

Lenana School has a poor waste disposal system for both waste water and solid waste. While waste water is directed away from the School building, the former sewage processing plant is no longer operational and waste water is disposed of into the seasonal river running through the School. The Nairobi Metropolitan Urban Sanitation Project is building a major trunk sewer through Dagoretti South and Riruta communities, neighbouring the School. The Project has agreed that in 2019 they will join the School's waste water system into the trunk sewer. This connection is expected to be completed in early 2020. Solid waste is mostly burnt or buried on School grounds. It is estimated that the School produces 1.5 tonnes of solid waste per week during term time. There are no compost pits for compostable waste. The School has a wide network of dustbins around the compound, but especially near the Tuck Shops, these dustbins are too small for the need.

39. School facilities – energy sources:

The School primarily uses electricity from KPLC for its energy sources. There are no solar hot water or solar PV installations. The kitchens use firewood for cooking. The average monthly bill for KPLC electricity during term time is about KShs 800,000 per month.

40. School facilities - safety and security:

The school fence is porous in many places and there is no perimeter wall protecting the school from trespassers, vandalism or theft. Security guards are insufficient and unarmed. There are no CCTV cameras in most of the premises. There are some Administration Police based in the School for security support. Overall, the security system is weak. The School has no vehicle suitable to convey injured or seriously ill students or staff to hospital.

41. School resources – Financial Income:

The recurrent costs of running Lenana School are financed by two main sources: a Capitation Grant from the MoE and Boarding Fees paid by the parents. In addition, the MoE often provides Infrastructure Grants for new infrastructure. Other funding sources include Corporate and Private Sponsorships and Scholarships for needy students. The Laibon Society and its members also contribute to rehabilitating infrastructure such as the School Chapel, the swimming pool, the hockey pitches, etc. The Analysis of Income Sources over the last 5 years is shown in Table 10 below. Note that the self-generated income amounted to less than 5% of the recurrent income of the School in 2018.

School Capitation Grants and Boarding Fees – 2019

Lenana School as a National School is classified by the MoE as a Category A Boarding Secondary School. However, the MoE provides the same capitation grant to Category A schools as is provided to all public secondary schools in Kenya – KShs 22,244 per student per year in 2019. In addition, parents are expected to pay boarding fees of KShs 53,544 per student in 2019 (an amount identical to that of all 103 public National Schools in Kenya) to cover the following costs per student per year:

i. Boarding, Equipment and Stores	30,385/-
ii. Repairs, Maintenance and Improvement	2,000/-
iii. LT+T; EW+C; ADM; PE	20,371/-
iv. Activities	798/-

The School agrees annually with the Parents’ Association on parental contributions to additional essential items of required expenditure but these contributions, like the Boarding Fees, are not mandatory and cannot be enforced by the School through suspension of students or retention of school leaving certificates.



*“Team members of the Lenana School basketball team train at the School’s basketball court.
The court used to be the parade ground for the School’s Cadet Corps.”*

LSSP TABLE 10 – Income Sources 2014 – 2018

CATEGORY OF FINANCIAL RESOURCES	2014	2015	2016	2017	2018
Ministry of Education Capitation Allowance-Budgeted	12,944,165	13,837,220	17,245,800	17,425,980	34,478,200
Ministry of Education Allowance-Collected/Actual	12,938,244	13,827,828	17,168,580	17,421,210	29,375,875
Ministry of Education Capitation Allowance-Shortfall in Actual	5,921	9,392	77,220	4,770	5,102,325
Ministry of Education Infrastructure Grants		50,000,000	85,250,000	10,000,000	4,300,000
Cdf/Sub-County Grants	0	0	0	0	0
Rent From Staff Housing	1,039,272	1,023,024	964,320	864,696	1,048,776
Parents Boarding Fees Projected	37,206,546	39,497,990	49,368,988	38,773,750	48,577,500
Parents Boarding Fees Actual Paid	37,189,936	37,535,573	47,945,860	36,680,707	46,637,691
Parents Boarding Fees Shortfall	16,610	1,962,417	1,423,128	2,093,043	1,939,809
Corporate Sponsorships			11,529,911	7,115,832	6,364,532
Private Sponsorship					
Laibon/Msaada Trust Sponsorship			427,422	1,160,190	1,083,328
Facilities Rent – Government			1,711,320	1,573,401	1,621,726
Facilities Rent - Private Functions	25,000	50,000	25,000	75,000	50,000
Facilities Rent - Other Schools	160,000	205,000	196,000	236,000	257,000
School Farm - External Sales	87,430	97,365	179,480	296,148	206,148
School Farm – Value of Products Sent Direct to the School/Internal Sales					
Other Gifts/ Grants/ Donations					

42. School resources – Financial Expenses:

The recurrent costs of Lenana School are principally Boarding Costs (food, electricity, water, laundry); teachers' and non-academic staff salaries and allowances; and books and stationary. Note that less than 3% of expenditure in 2017 was spent on sports and co-curricular activities. The details are given in Table 11 below.

*“Lenana School aerial map with cadastral data - 2019.
Courtesy of V. Gikonyo Gitonga (Class of 1982).”*





LSSP TABLE 11 – Main Expenditure Areas

MAIN AREAS OF EXPENDITURE	2014	2015	2016	2017	2018
STAFF SALARIES AND ALLOWANCES	16,438,535	17,646,549	18,008,688	22,465,536	22,256,734
BOOKS AND STATIONARY(SES)	6,757,870	9,762,360	3,589,000	1,794,298	7,188,000
FUEL, OILS AND LT + T	5,842,310	5,793,960	4,725,918	3,955,000	4,432,930
BOARDING COSTS(BES)	37,206,546	39,497,990	39,368,988	39,773,750	48,577,500
REPAIRS AND MAINTENANCE (RMI)	3,828,210	8,615,576	3,303,677	3,527,500	3,538,504
NEW INFRASTRUCTURE	_____	50,131,331	51,824,566	44,002,087	4,371,988
CO-CURRICULUM ACTIVITIES (ACT)	3,339,160	4,040,160	3,341,131	3,166,250	3,081,000
EW+C	6,675,342	6,303,864	6,111,193	5,658,750	7,248,414
ADM	1,486,620	3,759,211	1,379,144	3,047,500	3,757,118
FARM EXPENDITURE					

43. School Resources – School Community Linkages:

Lenana School is involved in the Nyumba-kumi Community Security initiative which is still in its formation stages. Lenana School is also represented in the Constituency Development Fund community and development committee in collaboration of the Member of the County Assembly for Ngando Ward. Lenana School plans to open the sanatorium to the neighbouring communities. Lenana School is in dialogue with the community concerning security and sewage; and the conservation of the environment.

Lenana School collaborates with the Kinyanjui Institute (our neighbour to the north) and allows their students to play sport on our school sports fields. Lenana School allows the neighbouring schools to use our facilities for their co-curricular activities such as bringing their swimming, cricket and other teams to train. In 2018, the school invited 45 day students to join the School from the neighbouring communities but towards the end of 2018, their parents requested the School to assimilate these day students as boarders, which the School did. Most of our casual workers and some members of the security staff come from the neighbouring communities. All these are affirmative actions to support the neighbouring communities.

The relationship has both positive and negative aspects. Some of the community members are friendly and some bodaboda riders are very supportive. However, the proximity of the neighbouring informal settlements poses a security threat to our school. We have alcoholism, drugs and substance abuse in the slums which risk spilling over into the School. Sometimes we experience theft and vandalism of School property and trespassing. We have some community members encroaching our land along the railway line. We fenced our hockey pitches but the fence was cut down; and recently some community member burnt the School's Napier grass. The boundary fences around the School are old, not maintained and very porous. The lack of a good fence poses a security risk to students and to School property.

44. School resources – School-Tertiary Level Institutions Linkages:

Lenana School does not maintain records of where its graduates continue with their formal education, or what professions its graduates enter into for those who do not continue in formal education. There are no formal interactions between Lenana School and Universities in Kenya or abroad. The School does not organise University Fairs for its graduating class students to expose them to university opportunities.

45. School resources – Mentorship and Career Guidance:

Lenana School has a formal programme of career guidance to the senior students to help them make choices in optional subjects and to make choices of university courses. However, the students have a poor attitude to these guidance sessions. Most of the students, especially in the senior forms, never attend the School organized career programmes. Teachers do not attend at all, except those in the Careers Department. The Laibons (Old Boys) volunteer to do career guidance; however, they are not appreciated in any way. Apart from the Laibons, some of the invited speakers never turn up and therefore are not reliable. Some students do not get their desired career choice due to their poor performance in English language. Some parents prevail upon their children to undertake certain career choices against their wish. There is little training on career guidance for the teachers.

46. School Achievements – Academic:

Lenana School has a mixed history with regards to KCSE results of its students. The mean points scored by the School's candidates has fluctuated significantly since 1993, from a low of 7.46 in 1995 to a high of 10.51 in 2015 (pre the "Matiangi" reforms of 2016). The mean points in 2018 was 8.33 (post the Matiangi reforms) and 8.8 in 2019. The results by year showing the distribution of candidates overall KCSE scores is shown in Table 12 below. The School has undertaken no analysis to explain why the fluctuation in mean point scores takes place so it is not possible to pinpoint what are the critical areas of weaknesses to be addressed. However, in 2018, it was reported that low scores in Mathematics pulled down Lenana School mean point score by 2 full points.

Also, the School has no tracking data to show how the average KCPE score of the intake class compares to the mean KCSE score of the same cohort when they graduate four years later, and how this changes over the years. Thus, it is not possible for the School to assess its efficiency in improving (or not) the performance of its students over the 4 years they spend at the School. The Parents Association feels that the "Brand Promise" of Lenana School (Nothing But the Best) is not fulfilled, as the School is unable to leverage on the existing strengths to sustain a culture of excellence. There is a sense that complacency has set in, due to the declining performance, which does not match the legacy or history of the School.



“Some of the Lenana School's rugby team, Mean Maroon, pose with their new Samurai Rugby kit and locally made post pads in 2014 presented to them by Laibon Society (the school's alumni).”

ISSP TABLE 12 – Kcse Results 1993 - 2019

YEAR	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	X	ENTRY	MEAN POINTS	MEAN GRADE	RANK NATIONALLY
2019	4	57	71	58	52	36	24	9	3	1	1	0	1	317	8.8006	B	35
2018	07	41	36	72	61	44	27	19	07	01	0	0	01	316	8.3397	B-	-
2017	01	18	51	51	43	44	45	36	19	10	-	-	01	318	7.506	B-	-
2016	02	23	79	63	56	42	25	12	04	02	-	-	02	308	8.468	B-	-
2015	60	120	65	38	12	03	04	-	-	-	-	-	01	302	10.507	A-	-
2014	54	113	53	38	17	03	01	-	-	-	-	-	-	279	10.487	B+	-
2013	25	74	61	41	30	10	04	02	-	-	-	-	-	247	9.86	B+	42
2012	22	64	74	42	30	30	15	08	01	-	-	-	-	286	9.34	B	68
2011	16	73	55	41	32	10	09	03	01	-	-	-	-	240	9.879	B+	39
2010	28	57	42	48	31	27	11	02	01	01	-	-	-	248	9.415	B	46
2009	08	54	50	41	47	21	11	05	02	02	-	-	-	241	9.074	B	-
2008	07	25	44	39	49	34	21	10	02	-	-	-	-	231	8.502	B	-
2007	20	71	68	28	29	05	05	-	01	-	-	-	-	227	9.9295	B+	16
2006	23	57	48	38	24	19	07	02	-	01	-	-	03	219	9.6118	B+	26
2005	13	47	59	46	37	16	14	04	01	-	-	01	-	238	9.218	B	27
2004	03	29	46	56	42	29	20	05	06	-	-	-	02	238	8.589	B	49
2003	03	37	41	35	35	33	22	14	07	01	-	-	04	228	8.3859	B-	52
2002	06	38	40	44	44	30	19	06	03	-	01	-	-	231	8.683	B	36
2001	03	28	39	45	39	41	20	08	01	06	01	-	-	231	8.32	B-	37
2000	05	30	47	49	44	27	16	13	01	01	-	-	-	233	8.627	B	-
1999	03	20	51	42	47	40	24	12	07	05	-	-	01	252	8.144	B-	27
1998	01	14	34	43	42	32	30	24	10	06	-	-	01	240	8.18	B-	44
1997	02	24	37	41	36	33	25	10	02	07	-	-	02	219	8.18	B-	31
1996	01	12	31	57	41	37	25	19	05	-	-	-	-	228	7.978	B-	28
1995	01	15	31	32	28	25	23	28	16	07	-	-	-	206	7.461	C+	31
1994	0	21	35	38	27	45	17	09	07	01	-	-	-	200	8.16	B-	12
1993	03	22	35	36	48	32	16	09	06	01	-	-	-	208	8.13	B-	-

47. School Achievements – Sports:

Lenana School has an enviable record of achievement in inter-school sports tournaments. Recent achievements (2014 – 2019) are summarised in Table 13 below. These achievements were all the more remarkable given the challenges outlined in the paragraphs above on Sports Equipment and Sports Organisation in the School.

LSSP TABLE 13 – Achievements in Sports 2014 - 2019

SPORT	2014	2015	2016	2017	2018	2019
Football	Regional	Regional	Regional	Regional	Regional	Regional
Volleyball	Regional	Regional	Regional	Regional	Regional	Regional
Handball	Regional	Regional	Regional	Regional	National	Regional
Basketball	Regional	Regional	Regional	Regional	Regional	Regional
Hockey	Regional	East African	Regional	Regional	Regional	Regional
Baseball	-	-	-	National	National	Regional
Rugby	Regional	Regional	Regional	Regional	Regional	Regional
Athletics	Regional	Regional	National	National	National	National
Swimming	-	-	-	-	-	Regional
Lawn Tennis	Regional	Regional	Regional	Regional	National	Regional
Badminton	Regional	Regional	Regional	Regional	Regional	Regional
Table Tennis	Regional	Regional	Regional	Regional	Regional	Regional

48. School Achievements – Co-Curricular Activities:

Lenana School achievements in co-curricular activities are mainly in Drama. In 2014, the School's play and verse won the National Championship. From 2015 to 2018, the School reached the national final of the Schools Drama Competition. In 2019, the School only reached the regional final. These results reflect the team work and passion of the students for drama, and the support from the School administration. However, the programme to identify new drama talent is weak and there is often conflict between academic priorities and co-curricular activities. Time is needed for recruitment, auditions and rehearsals. Drama is also resource demanding, especially in décor and costumes. In recent years, the Lenana Orchestra has been revived with the support of the Laibon Society. Instruments have been obtained and a services of a music teacher obtained. Several Lenana School students have been selected to join the renowned Safaricom Youth Orchestra.

49. Benchmarking of Lenana School against other leading National Secondary Schools:

There is a need for a formal benchmarking exercise of Lenana School against other leading National Secondary Schools (such as Alliance High School; Mangu School; Mpesa Academy; Nova Academy; etc.). This benchmarking should cover not only academic performance but also issues such as discipline; sports, co-curricular achievements; infrastructure; resourcing; and staffing. The Laibon Society has offered to assist with this exercise.

50. SWOT Analysis of Lenana School:

Based on the above comprehensive Situation Analysis of Lenana School, including the specification of Strategic Objectives and Goals and a thorough review of the School's Resources, the following paragraphs provide an analysis of the School's Strengths, Weaknesses, Opportunities (external strengths), and Threats (external weaknesses) in relation to achieving these Objectives and Goals by 2030.

51. The Strengths of Lenana School in relation to its Goals of 2030 are:

- a. *The teachers' performance appraisal has been embraced in the School and it is being implemented positively and correctly. It can go a long way to help the teachers to improve in performance.*
- b. *A majority of the students are able to pay their school fees without difficulties.*
- c. *Most students value their religious orientation and are regular participants in religious affairs. Time for guided worship is allocated in the school timetable with the availability of freedom of worship in the institution.*

- d. *There is a guidance and counselling department that is recognised in the school and headed by a professional counsellor.*
- e. *The school has a massive tract of land.*
- f. *The school has a strong support network including the alumni network, MOE, teaching and non-academic staff and the neighbouring community.*
- g. *The school has a higher entry requirements in terms of KCPE qualification.*
- h. *The school has experienced teaching staff.*
- i. *The school has a rich legacy which includes a strong heritage of academic and co-curricular achievement.*
- j. *The school has a standard infrastructure i.e. in fair working condition. Buildings, laboratories and classrooms need renovation. A new library need to be equipped.*
- k. *There is an ever-growing competition, tenacity and drive for excellence in Lenana School.*
- l. *The school has a confident student culture. Most students are internally motivated to perform well in all areas of both curricular and co-curricular activities.*
- m. *The school provides quality and sufficient food to students as most are well fed. Most students are healthy to learn effectively.*
- n. *The school has a diverse student population from all 47 counties of Kenya.*

52. The Weaknesses of Lenana School in relation to its Goals for 2030 are:

- a. *Minimum teamwork in curriculum implementation.*
- b. *Lack of timely motivation in good time and moral support among students and staff.*
- c. *Lack of enough physical resources e.g. Science laboratory apparatus and textbooks.*
- d. *Large student-teacher ratio i.e. 55:1*
- e. *Lack of ICT or effective ICT services in the institution.*
- f. *There are too many activities (Academic/non-academic) which affects the syllabus coverage. A majority of teachers have too many responsibilities.*
- g. *The school has no proper communication policy on official or other kind of information. Lack of effective communication in the institution. A lot of interruptions and short notices activities.*
- h. *Team work between the parents and the teachers is lacking; more support by parents to teachers is needed. In addition, collaboration among parents themselves is weak. There is limited parental involvement in student performance review.*
- i. *Some students are not able to pay their boarding fees.*
- j. *Dynamic size of the institution.*
- k. *Lack of appointment letters and salary slips for BOM paid teachers and other non-academic staff.*
- l. *Much historical information about the School's 70 year history is undocumented or lost.*
- m. *Complacency among students despite the strong culture of diligence.*
- n. *Delayed on-boarding processes including the inefficiency of the admission process. The school lacks a defined on-boarding process i.e. limited interaction between parents and the school.*
- o. *There is a lack of shared expectations between parents and teachers thus leading to frustrations in terms of lowered results, lack of self-drive among teachers and limited professional capacity.*
- p. *Lack of a culture of excellence.*
- q. *The School lacks a proper orientation program and introduction to School values curriculum hence students have limited institutional knowledge.*

- r. *Lack of operational teacher exchange and benchmarking programs.*
- s. *Lack of an efficient service charter.*
- t. *The School has failed to maintain a healthy Christian foundation. Students do not espouse their faith.*
- u. *The School has not defined itself: Who are we? What does the school stand for?*
- v. *The School does not frequently engage with stakeholders.*
- w. *There is a lack of collaborative culture among students. The students are deemed to be generally undisciplined. Some students are undisciplined, lazy and generally lack the determination to work. Others are from broken and dysfunctional families thus lack the moral and values foundational background.*
- x. *The School over relies on the Guidance and Counselling department to solve emotional and psychological issues affecting the students. However, the department is overwhelmed and understaffed.*

53. The Opportunities of Lenana School in relation to its Goals for 2030 are:

- a. *Lenana School has a strong name recognition and a strong brand that can attract partners.*
- b. *Support from the Laibon Society and the Msaada Trust (of the Old Boys) which can be leveraged; there are alumni in the ICT space who could be useful.*
- c. *Support from a strong Parents' Association with 33 parents representing every class*
- d. *Rich history of over 70 years, with over 13,000 student alumni all over the world; "Parent alumni" are an untapped resource.*
- e. *Strong religious links with the school, especially from mainstream churches.*
- f. *The new CBC is an opportunity for Lenana School to re-create itself and to lead a paradigm shift in education in Kenya.*
- g. *Willing external mentors and professional guidance counselling personnel and motivational speakers.*
- h. *The school has sufficient land to expand its scope of studies and co-curricular activities with a close proximity to major institutions and the Nairobi CBD, which is attractive to teachers.*
- i. *The school is fed by major roads, Ngong Road and the Southern Bypass and a railway line.*
- j. *Therefore, there is easy access to important institutions and facilities both national and international institutions and facilities of learning.*
- k. *The school can harness the benefits of being the leader in ICT by embracing the use of digitization including biometrics.*
- l. *Availability of peer-networks with other National Schools.*

54. The Threats to Lenana School in relation to its Goals for 2030 are:

- a. *Interference with the academic programme e.g. mentors from outside. Mentors who are not vetted can radicalize the students or create threats to students.*
- b. *Slums around the school*
- c. *The school is situated on a large piece of land and lacks a perimeter fence or wall, thus attracting vested interests and placing it at risk of invaders.*
- d. *Serious gaps in funding thus affecting the overall performance of the school.*
- e. *Activities done during the weekend interfere with the teachers' personal schedules.*

f.

- i. *Capping of boarding fees. Due to this, the school is not able to fund all its vote heads, unless it seeks additional funds from parents, which can put the School management at risk.*
- ii. *Provision of textbooks to schools - the School ends up with many text books that are not needed while others like reference books such as encyclopaedia are not available. Yet the ministry collects money for textbooks from the School.*
- iii. *NHIF cover places pressure on funds for personal emoluments as the funds are not received in the School.*
- iv. *Repairs and maintenance - the ministry has already removed all allocations from this vote head. Though money for new buildings is provided, the School still has to repair and maintain its existing structures. No funds are currently provided for this cost area.*
- v. *Funds for infrastructure is inadequate yet the ministry does not allow schools to ask parents to pay for it.*
- vi. *The TSC does not allocate funds for non-academic staff needed by the School.*
- vii. *The 100% transition rate places pressure on teaching and learning resources, both physical and human resources.*
- viii. *The request by the MoE for Lenana School to establish a Primary School within its grounds, to be run by the Lenana School BOM.*
- ix. *Motivation of teachers – there is lack of elaborate, adequate and comprehensive plans to motivate teachers. As a result of this, there is limited upward mobility of teachers.*
- x. *There is a challenge in the requirement that there should be a day wing in a national school like Lenana School which has a high entry threshold while the neighbourhood is mainly composed of informal settlements.*
- xi. *Environmental degradation in the neighbourhood.*
- xii. *There is a lack of a clear regulatory and development framework, and guidelines to implement the MoE policy on nurturing public-private partnerships in the education sector (SP 1 (2005) - Para 10.4 and SP 14 (2012) – Para 13.7) to optimise the use of the assets of Lenana School for the benefit of long-term education expansion and quality improvement.*



“Lenana School has a proud rugby history. The school have several alumni that have made it for call-ups to the Kenyan National rugby team both in the 15s & 7s levels. This photo features the 1982 ‘Mean Maroon’ 15s squad that won the Prescott Cup (the national schools top tier league category) as follows:

BACKROW: David ‘Dablo’ Onyango, Alex Mbugua, PJ Okiro, Amadi, John Alai, Ollie Obiero, Tony Maleche, Edwin ‘Kiddo’ Nyairo, George ‘Onchi’ Maiko.

MIDDLE: George Mwangi, J. ‘Mee’ Otieno, ‘Big’- Jim ‘Okuthe’ Ayoki (Sec) Nesbitt Wesonga (Capt.), Michael ‘Spike’ Ogot (Vice Capt.), D.Anderson ‘Andy Guy’ (Coach), J. Olago, Andy Kimwele.

FRONT ROW: Fred ‘Nigga’ Odhiambo, Patrick ‘Funky’ Lumumba, Karanja, Kyalo ‘Jahaa’ Kavila. (NOT IN PICTURE: Okello Alikor)

Notice that all their school blazers have the ‘Silver Lining’ award (the white ribbon at the edge of the blazer), this was the top most sports award attained by adorning 3 full sports colours on your school blazer worn just below the school badge..”

PART TWO: THE STRATEGIC VISION OF LENANA SCHOOL – 2020 – 2030

55. The Lenana School Vision Statement:

The BOM updated the Vision Statement of Lenana School to read: “In Pursuit of Excellence”.

56. The Lenana School Mission Statement:

The Board of Management also approved an update to the Mission Statement, which now reads: “To provide an ideal school environment that contributes to the holistic development of students in Academia, in Values and in Co-Curricular Activities”.

57. The Lenana School Core Values:

The School Management Team recently updated the Core Values of the School to read: **Commitment; Discipline; Passion; Creativity; Transformation; Diversity; Innovation; Leadership; and Integrity.**

School Values and Culture

*The School Motto is Nihil Praeter Optimum – Nothing But the Best. The School maintains a traditional rivalry with the Nairobi School (formerly the Prince of Wales School) in all areas, especially sports. In the 1970s, the nickname for Lenana School (“Changes”, as opposed to the nickname for Nairobi School “Patches”) became a popular way of identifying the School. Now adapted to “Changez”, this nickname is linked to the behaviours of “**Competence; Honesty; Alertness; Nobility; Genuineness; Excellence; Zeal**”, whose initial letters spell the word “**Changez**”. The School culture is characterised by a strong sense of camaraderie and tenacity in facing challenges, as well as a strong faith in God.*

These Core Values and the School Motto aim to define what makes Lenana School distinctive among secondary schools in Kenya: being the best in academics, in personal ethics, and in co-curricular activities. Lenana School aims to mould the future leaders of Kenya.

58. The Strategic Objectives of Lenana School by 2030:

- a. *By 2030, Lenana School will be among the top one per cent of schools in Kenya in quality assessment measures in secondary education.*
- b. *By 2030, teaching and learning activities in Lenana School will be the national benchmark for other secondary schools.*
- c. *By 2030, Lenana School will have developed the infrastructure and facilities (to the standards set in the Basic Education Act) to accommodate a population of over 3,000 students from all parts of Kenya, including 5% of special needs students.*
- d. *By 2030, Lenana School will develop revenue generating activities that contribute at least 30% of total annual recurrent expenses of the School.*
- e. *By 2030, all students and staff of Lenana School will fully adhere to the Core Values and to the Discipline System of the school.*
- f. *By 2030, all students in Lenana School will have access to and participate in a wide range of co-curricular activities including at least 10 sports, drama, music, digital arts, creative arts, outdoor skills, community service, etc.*

59. The Goals for Lenana School by 2030 are:

Qualitative Goals of Lenana School:

- a. *The School provides a conducive environment for teaching and learning.*
- b. *The student body is physically and mentally healthy and is positively motivated for learning.*
- c. *The teaching and support staff are adequately trained and motivated for their respective duties.*
- d. *The School promotes national integration by enrolling students from all 47 counties of Kenya.*
- e. *The School meets all the standards set in the National Environmental Policy for secondary schools.*
- f. *The School meets all the school safety and security standards set by the Ministry of Education.*
- g. *The School has a good image and reputation in the surrounding community and in the media.*
- h. *The governance of the School consistently meets all governance standards set out in the Basic Education Act of 2013.*

Quantitative Goals of Lenana School:

- a. *By 2030, the mean grade of the KCSE candidates of the School will be maintained at 11.0 and above (or its equivalent in the final assessment under the CBC system).*
- b. *100% of Lenana School graduates will by 2030 qualify to proceed to tertiary education (including international universities) or training institutions within 12 months of graduation.*
- c. *100% of the students will be computer literate by 2030.*
- d. *50% of the energy use in Lenana School will be from on-site renewable sources.*
- e. *100% of the teaching staff will be qualified as KNEC examiners in their respective subject areas.*
- f. *100% of the physical, land and financial assets of the school will be adequately secured.*
- g. *100% of the students will respect and follow the school guidelines on school uniform.*

60. Qualitative and Quantitative Goals Basis:

The above qualitative and quantitative goals are established based on the current conditions and realities of the academic, policy, political and economic climate. Clearly, significant changes in these factors would impact on the ability of the School to achieve these goals.



“Lenana School students install their new PC’s at the school’s computer lab.”

PART THREE: ACTIONABLE PLANS AND RESULTS STATEMENTS

61. Part One Situation Analysis Basis:

Based on the Situation Analysis in Part One, including the Strategic Objectives and the Goals for 2030 in Part Two, the following Actionable Plans and Results Statements are proposed as the actions to be taken by the School to move from “where the School is now” to “where the School wants to be in 2030”. The Results Statements are written to express the desired end state by 2030 (or earlier, as many results can be achieved earlier or achieved in phases). An Implementation Matrix will be developed that will lay out, for each Result Statement: how it will be implemented; period/timing of implementation; resources required to implement it; and the expected results. There will also be a distinction made between actions required to address the current School population of 1,604 as opposed to the projected additional School population of 3,000 students by 2030.

62. The Intention:

The intention is that based on these Actionable Plans and Results Statements, the School would prepare Annual Development Workplans and Budgets, which would be shared with the MoE, corporate sponsors, and other stakeholders. These workplans would be implemented on annual basis with annual progress reviews, which would inform the subsequent workplans. By rooting the Annual Development Workplans in this ten year Strategic Plan, the annual workplans would coherently and consistently contribute to the long-term transformation of Lenana School.

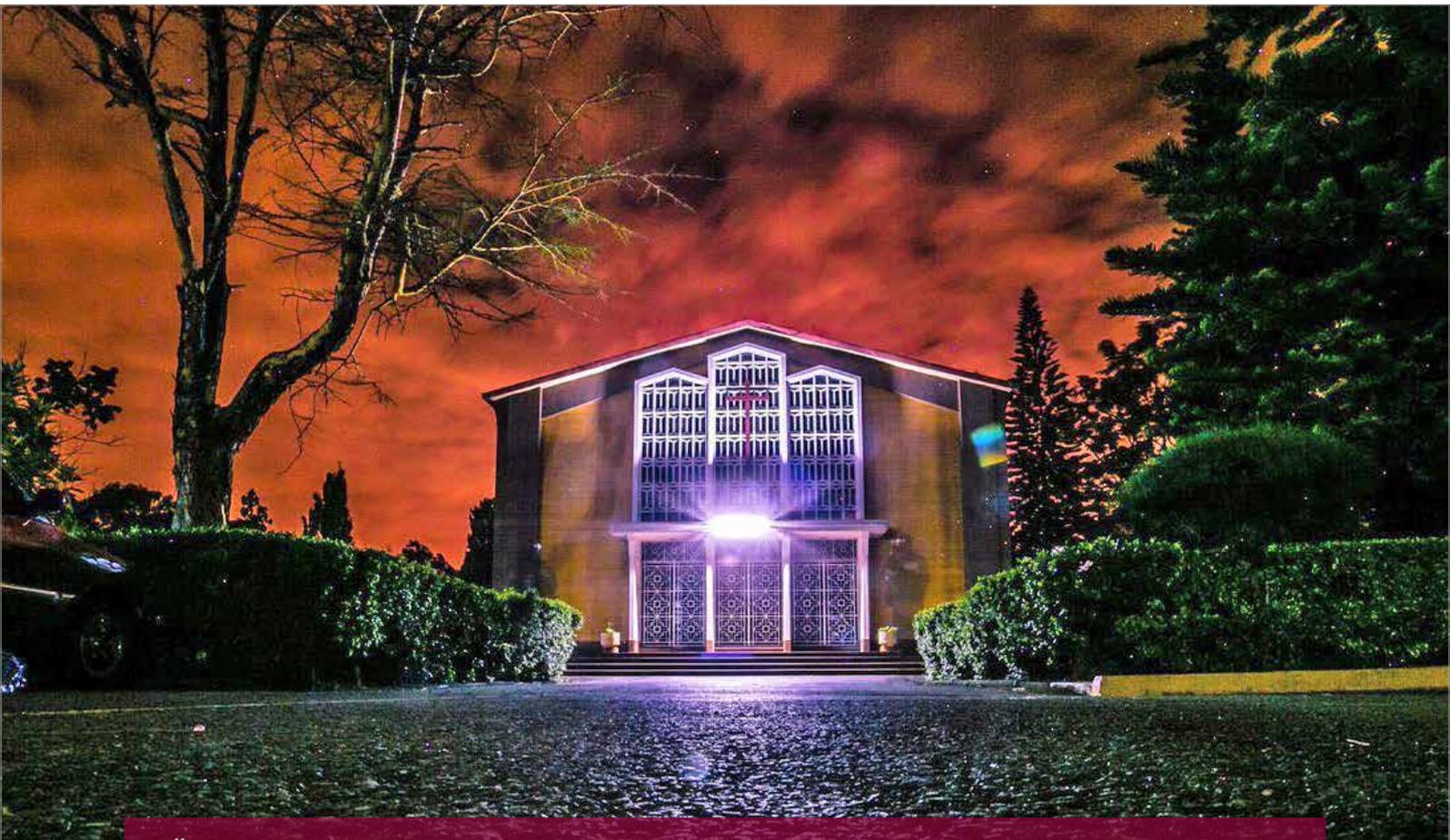
ACTIONABLE PLANS	RESULTS STATEMENTS	DELIVERY BY END YEAR
SECTION A: Academic Achievement	Lenana School is among the top one percent of secondary schools in Kenya	2025
	Lenana School undertakes annual benchmarking against other top secondary schools in a peer network	2021
	Lenana School uses senior external examiners as part of internal examinations	2020
A1: Academic Curriculum Outputs	Lenana School has fully implemented the Competency Based Curriculum, including implementing internal academic assessments and overall quality assessments	2024
	Lenana School has expanded its curriculum to include Robotics; Artificial Intelligence; Robotics; Data Science; Arabic, Mandarin Chinese and German languages; and Aviation	2027
A2: Improved Teaching Processes	Lenana School has a timetable such that the students always fully cover the syllabus	2020
	Lenana School has a timetable that provides for the maximum utilisation of revision time	2020
	Lenana School has a timetable that provides adequate rest and recreation time for students	2020
	Lenana School participates in academic contests and symposia	2025
	Lenana School organises effective annual Open Days (academic clinics) for weak students, with invitations to parents and opportunities for interaction	2021
	Lenana School revises end term exams before the end of term	2020
	Lenana School teaching staff work as teams	2022

ACTIONABLE PLANS	RESULTS STATEMENTS	DELIVERY BY END YEAR
A3: Academic Equipment Outputs	Lenana School has sufficient textbooks to meet the MoE/KICD recommended textbook ratio	2021
	Lenana School has electronic whiteboards and projectors in every classroom	2022
	Lenana School has three libraries stocked with sufficient relevant reference books and other academic material, including e-books and a total of 1,600 seats	2023
	Lenana School has 160 desktop terminals for research in the New Library and adequate printers	2023
	Lenana School has a Music School equipped with sufficient musical instruments to support the teaching and learning of Music, as well as a full School Orchestra and a School Band	2021
	Lenana School has workshops with sufficient furniture, tools and equipment for the teaching and learning of: Art and Design; Metalwork; Drawing and Design; Power Mechanics; Aviation Technology; and Agriculture (and the optional subjects in the CBC curriculum after 2024)	2024
	Lenana School has appropriately equipped language laboratories to teach and learn Kiswahili; French; Arabic; Mandarin Chinese; and German	2025
	Lenana School has adequate storage space for textbooks, stationery ,etc.	2022
A4: Academic Staffing Outputs	Lenana School has sufficient trained teachers to adequately teach 3,000 students including 150 special needs students, based on the recommended ratio from the MoE	2021
	Lenana School class teachers know the individual students in their respective classes	2020
	Lenana School subject teachers communicate adequately with parents on student performance	2020
	Lenana School has an adequate number of trained teaches in Languages, Sciences, and the Humanities	2021
	All Lenana School teachers have clear Job Descriptions	2020
	All Lenana School teachers are hired through competitive interviews	2021
All Lenana School teachers have their performance objectively assessed every year	2022	
A5: Academic Classroom Outputs	Lenana School has an adequate number of classrooms (estimate: 70) to accommodate 3,000 students, with class size not exceeding 45 students per class	2022
	All Lenana School classrooms have adequate and functional class furniture for 45 students	2022
	Lenana School has removed asbestos roofs from all classrooms and other school buildings	2023

ACTIONABLE PLANS	RESULTS STATEMENTS	DELIVERY BY END YEAR
A6: Academic Digital Connectivity Outputs	Lenana School is a National Centre of Excellence for ICT	2025
	Lenana School has an ICT Resource Centre with 8 digital classrooms with digital terminals for 50 students each and an ICT equipment maintenance room	2024
	Lenana School has digital fibre-optic link with the national internet network	2020
	All Lenana School classrooms, laboratories, libraries and staff offices are linked to the internet by a high-speed connection	2022
	The Lenana School internet management system is updated regularly and virus free	2021
	Lenana School has fully integrated e-Learning into teaching and learning	2023
	Lenana School has electronic whiteboards in every classroom	2022
	Lenana School has an e-Library with e-books available to all students, and adequate printers	2023
	All Lenana School boarding houses have computer terminals for e-Learning and online research	2026
	All Lenana School academic staff have laptops for preparation of teaching plans	2020
Lenana School has adequate ICT technician support staff to service all ICT equipment	2021	
A7: Academic Laboratory Outputs	Lenana School is STEMM National Centre of Excellence	2025
	Lenana School has adequate Science laboratories (estimate: 30) to allow 3,000 students to learn science practical techniques	2021
	All Lenana School Science laboratories are adequately equipped for teaching and learning the practical aspects of all Science subjects, including laboratory consumable supplies and gases	2022
A8: Non- Academic Staffing Outputs	Lenana School has an adequate number of trained non-academic staff proportionate to the number of students.	2023
	All Lenana School non-academic staff (including Laboratory technicians, ICT technicians, Librarians, etc.) are provided the appropriate equipment, tools, uniforms, etc. to do their job properly and efficiently	2021
	All Lenana School non-academic staff have up to date and clear Job Descriptions	2020

ACTIONABLE PLANS	RESULTS STATEMENTS	DELIVERY BY END YEAR
A9: Dormitory (Boarding Houses) Outputs	Lenana School has adequate dormitories meeting MoE guidelines (estimate: 7 more houses) to cater for a total of 2,700 boarding students, including 135 special needs students	2022
	All Lenana School dormitories are fully equipped with beds, study tables, chairs	2021
	All Lenana School dormitories have adequate toilets and bathrooms as per MoH/MoE standards	2021
	All Lenana School dormitories are fumigated every term	2020
	All Lenana School dormitories have two staff quarters attached – one for the House Master and one for the Deputy House Master – to ensure 24/7 supervision of students	2025
	Lenana School has out-sourced classroom and boarding houses cleaning and maintenance	2021
A10: Catering Outputs	Lenana School has adequate dining facilities for 3,000 students to be served in two shifts	2022
	All Lenana School dining rooms have adequate furniture, crockery, cutlery, and cooking and serving equipment for 3,000 students to eat in two shifts	2022
	Lenana School has enhanced food storage rooms, including cold rooms and a central food store	2025
	Lenana School dining rooms use LPG gas for cooking	2022
	All Lenana School meals are nutritionally adequate, including for sportsmen	2021
	Lenana School has a central bakery unit serving the whole School	2027
A11: Staffing Housing Outputs	Lenana School has renovated all staff houses, and removed all asbestos roofing materials	2023
	Lenana School collects rent from all staff houses	2020
	Lenana School manages its staff housing stock on an income generating basis, with first preference going to on site School staff	2020
	Lenana School has renovated one former staff house to be a School Guest House to host official visitors to the School	2020
A12: Staff Training Outputs	All Lenana School academic staff are qualified as KNEC examiners in their subject areas	2020
	All Lenana School academic staff have been trained in the Competency Based Curriculum	2024
	All Lenana School academic staff have been trained in Pedagogical skills; in Leadership; and in the application of ICT in teaching	2023
	All Lenana School academic staff have the opportunity to apply for training courses internally and externally to Kenya	2022
	All Lenana School academic staff participate in exchange programmes with other high performing schools at least once a year	2021
	Lenana School holds capacity building workshops for academic staff at least twice a term	2021

ACTIONABLE PLANS	RESULTS STATEMENTS	DELIVERY BY END YEAR
A13: Staff Motivation Outputs (Academic And Non-Academic)	Lenana School has an updated Human Resources policy and fully implements this policy	2020
	Lenana School has a motivational policy for students and staff	2023
	Lenana School has a policy on promotion and fully implements this policy	2024
	All Lenana School staff are recruited through open competitive recruitment	2021
	Lenana School has incentives for all staff in different formats, including in wages and salaries	2026
	Lenana School has an efficient interaction with the relevant SACCOs for staff convenience	2020

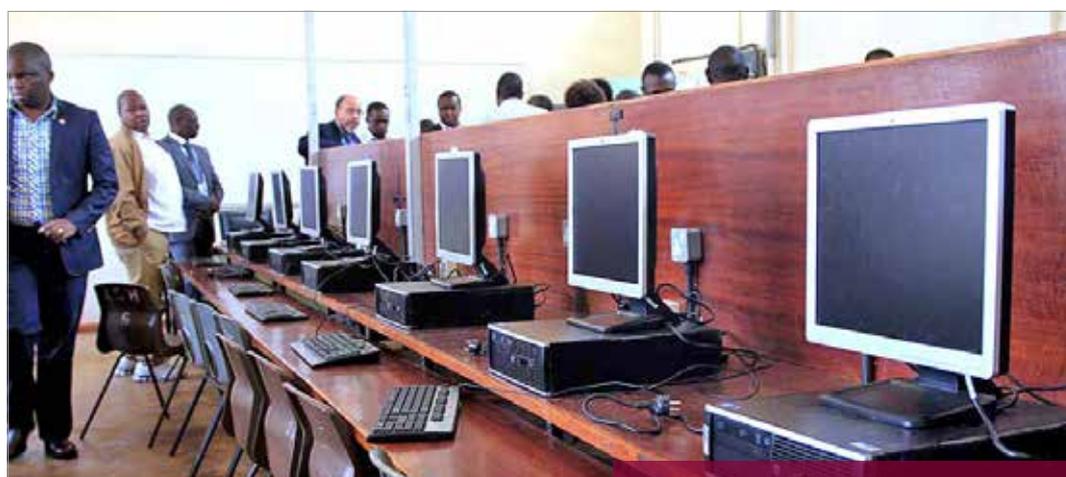


“Amazing shot of St. Lukes Chapel, Lenana School at night. It still stands as it was when the school was known as The Duke of York School. The restoration of this chapel was launched and blessed on 26th August 2018 by The Most Reverend Dr. Jackson N. Ole Sapit, Archbishop of the Anglican Church of Kenya.”

| PHOTO COURTESY | Richard Nyamiobo (Class of '94-'97)|

ACTIONABLE PLANS	RESULTS STATEMENTS	DELIVERY BY END YEAR
SECTION B:		
Values And Culture		
B1:	Lenana School is fully compliant with the Basic Education Act 2013 and the TSC Act	2020
School Governance Outputs	Lenana School is fully compliant with the MoE Code of Regulation and Conduct of Teachers, and the TSC Code of Ethics	2020
	Lenana School is fully compliant with the MoE Guidelines on Safety and Security in Schools	2021
	Lenana School conforms to the MoE Guidelines on School Environment	2022
	The Lenana School Board of Management is effective in giving guidance, direction and oversight to the School's Senior Management Team (SMT)	2021
	The Lenana School SMT is effective in implementing BOM decisions and providing feedback to the BOM and the PA	2021
	The Lenana School Board of Management includes adequate representation of the alumni of the School	2020
	The Lenana School governance structure has been updated regularly to reflect best practice	2021
	The stakeholders of Lenana School (e.g. MoE, TSC, KNEC, PA, etc.) are adequately involved in the development of the School	2022
	All Lenana School staff, students and parents are aware and knowledgeable about the School's Mission Statement and Vision Statement	2020
	All Lenana School staff and parents are aware of the School Rules and the related disciplinary system for infringements on the School Rules	2020
	All Lenana School staff, students and parents are aware of the 9 Core Values	2020
	All new students to Lenana School are full oriented on the Core Values and Discipline System of the School, and have reference materials on the same	2020
	Lenana School upholds the principle of respect for all stakeholders in the School	2020
	Lenana School has a system for appreciating and recognising volunteers, resource persons and donors to the School's activities, management and facilities	2022

ACTIONABLE PLANS	RESULTS STATEMENTS	DELIVERY BY END YEAR
B2: Students Governance Outputs	Lenana School has an updated student governance system suitable for 3,000 students	2022
	All Lenana School students are aware of the School Rules and the related disciplinary system for infringements on the School Rules	2021
	All Lenana School students are sensitised on the dangers of drug and substance abuse	2020
	The Lenana School Rules conform to the Kenya Constitution in respect of Child Rights, and to the Sustainable Development Goals (Goal 4)	2020
	Lenana School regularly holds open forums for students to air their views	2021
	Lenana School invests in enhancing student – teacher relations	2020
B3: School Branding And Uniforms Outputs	All aspects of Lenana School are uniquely branded and identifiable to all Kenyans	2020
	The Lenana School colours, emblem and motto are unmistakable and used consistently	2020
	The Lenana School Brand Manual is used as a reference for all aspects of School and House identification	2022
	Lenana School has identified all school uniform suppliers that provide the school uniform in the correct colours and styles, and informed parents accordingly	2021
	Lenana School has a smart dress code, to which all students adhere both inside and outside School	2021
B4: School Co-Curricular Outputs	Lenana School has a wide range of clubs and societies which cover issues and activities beyond the curriculum, including STEM and Robotics.	2024
	All Lenana School clubs and societies are provided with adequate equipment and materials for their activities within the School	2025
	All Lenana School clubs and societies are provided with access to the internal School website to publicise their activities to all staff and students	2023



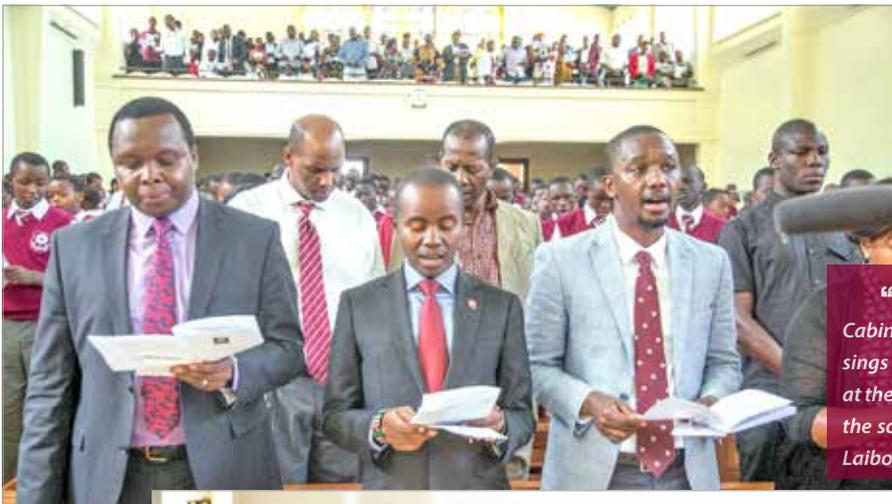
“Invited members of the Laibon Society (Lenana School alumni) inspect the newly revamped Lenana School computer lab.”

ACTIONABLE PLANS	RESULTS STATEMENTS	DELIVERY BY END YEAR
B5: School Sports Outputs	Lenana School supports a Sports Talent Academy that identifies, nurtures and develops sports talent among the students	2026
	Lenana School develops sports talents in golf, football, cricket, basketball, athletics, baseball, tennis, squash, rugby, hockey, gymnastics, badminton and other sports, by having adequate facilities, equipment and staffing and providing a special diet where necessary	2024
	Lenana School allocates adequate and properly maintained playing field space to allow all 3,000 students to compete in golf, football, cricket, basketball, athletics, baseball, tennis, hockey, rugby, volleyball and other sports	2022
	Lenana School has a gymnasium for all students to participate in gymnastics, badminton and other indoor sports	2027
	Lenana School competes successfully at national and regional sports competitions in all sports	2021
	Lenana School provides at least 20% of its teaching staff with training on sports coaching and competition management	2022
	Lenana School supports staff to supervise sports by providing post-game transport and security personnel during games	2021
	Lenana School has adequate sports and games equipment to allow all students to participate in sports	2020
	Lenana School holds inter-house competitions each term in the principal sports (hockey, swimming, rugby, athletics, football, basketball)	2021
Lenana School regularly organises and hosts inter-school sports tournaments	2021	
B6: School Ethics Output	The Lenana School Mission Statement, Vision Statement, Core Values, Strategic Goals and Strategic Objectives are regularly reviewed, updated, approved by the BOM and communicated to Lenana School staff, students and parents	2020
	Lenana School Senior Management Team constantly strives to operationalise the Lenana School Mission Statement, Vision Statement, Core Values, Strategic Goals and Strategic Objectives	2020
B7: School Religious Practices Outputs	Lenana School provides spiritual guidance and nurturing to all students in line with their respective professed faiths through inter-denominational religious activities held in a multi-purpose, multi-faith auditorium (estimated capacity: 4,000)	2025
	Lenana School maintains the legacy religious facilities for specific religious events	2021
B8: School Community Linkages Output	Lenana School maintains good relations with its neighbours through regular dialogue with county officials and community leaders	2020
	Lenana School encourages and facilitates students to participate in community service activities in neighbouring communities	2021
	Lenana School provides opportunities for the youth from neighbouring communities to be trained on ICT issues using School facilities during School holidays	2023
	Lenana School supports public primary schools in the neighbouring communities, through sharing facilities and mentorship by students	2022

ACTIONABLE PLANS	RESULTS STATEMENTS	DELIVERY BY END YEAR
B9: School Safety And Security Output	Lenana School has a secure boundary wall around the whole School, monitored by CCTV cameras	2020
	Lenana School has a Main Gate, with facilities for visitor search and verification, and a Guard Room	2022
	Lenana School undertakes regular security risk assessments and adjusts its security procedures accordingly	2020
	Lenana School has adequate trained and certified guards, who are equipped with appropriate equipment and are monitored in their work	2020
	Lenana School uses digitisation as part of the security procedures, e.g. biometric identification of students entering and leaving the School	2021
	Lenana School holds regular fire drills in the classrooms and in the dormitories, and the fire safety equipment is regularly serviced	2020
	Lenana School has adequate and functional security lighting, including solar street lights	2021
	All Lenana School staff have staff ID badges which are displayed during working hours	2020
	All visitors to Lenana School are provided with visitor badges for display during their visit	2021
Lenana School has suitable hedges/fences around all boarding houses to provide security to students	2022	
B10: Parents Association Outputs	Lenana School has a strong and active Parents' Association (PA) which interacts regularly with the BOM and SMT	2020
	Lenana School regularly and systematically provides feedback to the PA on what has been done to address issues raised by the PA	2020
	The Lenana School PA is capable of fully and promptly representing the views of all the parents on all issues, as per the Third Schedule of the Education Act 2013	2020
	Lenana School PA is active in the development of the School, through contributions and networking with sponsors and donors	2020
B11: Laibon Society Outputs	Lenana School facilitates regular interactions between the strong and active Old Boys Association (the Laibon Society) and the BOM and the SMT	2020
	Lenana School has an identified focal point for alumni relations, with adequate capacity to liaise with the old boys	2021
	The Laibon Society is active in supporting the development of the School, through contributions and networking with sponsors and donors	2020
	The Laibon Society has an Endowment Fund for long-term development of the School	2022
	The Laibon Society assists the School in mentorship of the students and providing career talks	2021
	The Laibon Society sponsors needy students (estimate: 50) in coordination with the Msaada Trust (Old Yorkists)	2020
	The Laibon Society extends affiliate membership to parents of students	2021

ACTIONABLE PLANS	RESULTS STATEMENTS	DELIVERY BY END YEAR
B12: School Mentorship Output	Lenana School organises a coordinated Career Advice Programme to guide students to make their career choices, including providing regular Career Talks by vetted mentors and speakers from a wide range of professions and economic sectors to orientate students to career options	2021
	Lenana School organises an Annual Universities Fair to allow students to interact with potential national and international Universities and other tertiary level educational institutions	2021
	Lenana School has a system of monitoring the destination of the students who graduate from the School	2020
	Lenana School organises job shadowing opportunities for rising Form Three students, with the help of the Laibon Society	2021
	Lenana School organises visits to commercial, industrial, non-profit and governmental institutions to expose students to the range of careers available	2021
B13: School History	Lenana School has a well-documented history, including photographs, trophies, displays of School leaders, etc. available to all students	2024
	Lenana School has a Lenana History corner in the Lenana Library where all historical documents on Lenana School are preserved	2026
	Lenana School orients all new students and new staff on the history and values of the School soon after their induction	2021
	Lenana School issues a School Year Book (school magazine) annually	2021
	Lenana School has a public website where all Kenyans can learn about the past and current achievements of the School	2023
B14: School Health Outputs	Lenana School has a fully-fledged MoH Level 2 Health Clinic with appropriate staffing to serve the students, the staff and the staff families	2021
	The Lenana School Health Clinic has adequate drugs and medicines at all times for the needs of the School	2020
	The Lenana School Health Clinic has adequate and appropriate furniture, medical equipment and digital record equipment for the needs of the School	2021
	Lenana School has a vehicle that can be used as an Ambulance	2022
B15: Student Welfare	Lenana School has a defined set of measures to assure the adequate welfare of the students	2021
	Lenana School has adequate full time resident guidance counsellors, especially for special needs students	2022
	Lenana School provides affordable and reliable access by students to cobblers, tailors and barbers	2020
	Lenana School has a uniform exchange system that supports entering/ leaving students to exchange uniforms at low cost	2021
	Lenana School provides students with a reliable and predictable means of communicating outside the School under regulated procedures	2020
	Lenana School has a system for entertainment of the students which is functional and engaging, while respecting the values and ethics of the School, including culture and talent shows, competitions, etc.	2021

ACTIONABLE PLANS	RESULTS STATEMENTS	DELIVERY BY END YEAR
B16: Administration And Finance Outputs	Lenana School has an electronic finance management system (ERP) that captures all financial resources of the School (Capitation Grants, Development Grants, Boarding Fees, Pocket Money, Facilities Rent) and provides regular financial reports to SMT, BOM, parents and scholarship sponsors	2021
	Lenana School has an effective system for recovering school fees from all students or linking needy students with sponsors, and monitors and reports on payments	2021
	Lenana School has a transport policy and procedures, which are fully implemented	2020
	All Lenana School academic records are maintained in electronic form	2023
	Lenana School keeps parents informed on critical School issues through social media, SMS or email	2020
	Lenana School provides academic reports to parents through a secure website (school portal)	2020
	Lenana School maintains staff professional records in electronic form	2023
	Lenana School has a well-resourced and well-staffed maintenance and repair programme for maintaining the School campus, including buildings, equipment, footpaths, furniture, plumbing, lighting, playing fields, staff houses, school vehicles, etc.	2022



“Lenana School alumni and Kenya’s ICT Cabinet Secretary, Joe Mucheru (Class of ’88), centre, sings a hymn during the 70th Founder’s Day service at the Lenana School chapel in 2019. With him are the school’s Principal, William Kemei (left) and the Laibon Society Chairman, Frank Mutua (right).”



“ICT Cabinet Secretary, Joe Mucheru, gives a speech at the Lenana School Chapel during the 70th Founders Day in 2019.”

ACTIONABLE PLANS	RESULTS STATEMENTS	DELIVERY BY END YEAR
SECTION C:		
Infra-Structure And Sustainability		
C1:	Lenana School has an asset register which is comprehensive and kept up to date	2021
School Resource Inventory	Lenana School has all legal documents, log books, title deeds, etc. related to its assets in safe custody	2021
	Lenana School has the appropriate insurance policies in place for assets at risk as approved by the BOM and premia are paid	2021
C2:	Lenana School has an updated survey plan of the School grounds, approved by the Survey of Kenya and consistent with the boundary markers on the ground	2020
School Physical Master Plan 2020 – 2030	Lenana School has a Physical Master Plan (PMP) or Land Use Plan that outlines the spatial allocation approved by the BOM for the main physical structures that are planned over the period 2020 – 2030 (and beyond) and demonstrates the utilisation function of every portion of Lenana School grounds	2020
	The PMP includes potential locations for the following new infrastructure:	2023
	a. An additional estimated 29 classrooms	2022
	b. An additional estimated 21 Science laboratories	2024
	c. An ICT Resource Centre with 8 digital classrooms	2025
	d. An additional estimated 7 dormitories (each with 230 students and two boarding master staff quarters)	2025
	e. A multi-purpose auditorium for an estimated 4,000 people (assembly, worship, entertainment)	2024
	f. An additional 15 offices for teaching staff	2026
	g. A Sports Talent Academy	2027
	h. A gymnasium and basketball courts	2020
	i. A secure perimeter wall around the School grounds, supplemented with trees on the boundary	2022
	j. A Main Gate, security check point and Guard Room	2023
	k. Changing Rooms/Toilets close to the playing fields	2025
	l. An additional Dining Hall (including a central food store, a central bakery, cold rooms)	2021
	m. An incinerator for non-compostable solid waste	2020
	n. An individual counselling room	2027
	o. Separate storage tanks for storing rain water for cleaning and laundry use (and piping required)	
	p. A back-up generator for the 3 boarding houses in Block 5	2021
	q. A Club House (non-alcoholic) for the Junior Golf Academy	2027
	Lenana School has system to guide and supervise construction that ensures the selection of the best contractors and that buildings fully meet quality standards	2021

ACTIONABLE PLANS	RESULTS STATEMENTS	DELIVERY BY END YEAR
C3: School Strategy For Resource Mobilisation	Lenana School has a BOM approved strategy for undertaking Public-Private Partnerships for the development of the School and for nurturing the talent of the students, including branding agreements, sponsorships, equipment donations, etc. in line with Paras 13.4 – 13.7 of SP 14 (2012)	2020
	The Lenana School BOM has appointed a Resource Mobilisation sub-committee of the BOM to develop Public-Partner Partnerships and to manage the Revenue Generation Strategy	2020
	Lenana School has a Revenue Generation Strategy that includes:	
	a. Saving on costs through School Farm outputs and Solar PV installations	2020
	b. The Lenana School Parents' Association is fully committed and engaged in resource mobilisation for the School's infrastructure, particularly the boarding houses and other student boarding facilities.	2022
	c. Increased renting out facilities (in School holidays)	2020
	d. The Laibon Endowment Fund (including parents, international sponsors, etc.)	2022
	e. Providing increased branding opportunities	2021
	f. Seeking increased donations of tools and equipment	2020
	g. Seeking increased grants and scholarships for needy students	2020
h. Seeking sponsorships of Lenana School sports teams	2020	
i. Undertaking a Joint Venture on staff housing rented at market rates	2022	
j. Utilising, with non-owning partners, Lenana School land to generate education related revenue	2023	
Lenana School has established education related income generating Public-Private Partnerships - under the oversight of the BOM - that are bringing in resources in cash and in kind annually equal to 30% of the total annual School expenditure	2023	
C4: School Environment	Lenana School regularly undertakes an environment audit of the School and its grounds	2022
	Lenana School preserves the natural environment of the School grounds, including forests, rivers, and wild animals	2020
	Lenana School grounds staff are trained on environment and conservation skills	2022
	Lenana School regularly plants indigenous trees	2021
	Lenana School has an arboretum with a wide variety of identified trees and plants	2024
	Lenana School has a functional system to collect and dispose of sewage and solid waste, including using compost pits where applicable	2021
C5: School Water Availability	Lenana School has 5 functioning boreholes (increase of 3) and all borehole pumps are fully functional and there are backup water sources of 130, 000 litres per day available if any one pump fails	2022
	Lenana School has adequate number of water storage tanks that are maintained and cleaned regularly	2021
	Lenana School systematically collects rain water for cleaning, laundry and gardening uses	2027
	Lenana School tests the drinking water supply annually	2020
	Lenana School controls the fluoride content in drinking water to MoH standards	2028

ACTIONABLE PLANS	RESULTS STATEMENTS	DELIVERY BY END YEAR
C6: School Energy Use	Lenana School has an energy use analysis that is used to guide energy use in the School	2022
	Lenana School maximises the use of renewable sources of energy such as solar PV and wind for electricity supplies, and biogas for cooking	2024
	Lenana School has a back-up generator for emergency use	2021
	Lenana School has reliable sources of energy for all teaching, boarding, water pumping and security uses	2020
	Lenana School regularly undertakes an energy assessment to maximise efficient energy use	2022
	Lenana School does not burn biomass as an energy source	2022
	Lenana School uses LPG for cooking purposes where biogas is insufficient	2022
C7: School Transport Use Analysis	The Lenana School transport fleet has an appropriate mix of vehicles (from motorcycles to an ambulance to large buses) to cost effectively meet the needs of the School	2024
	Lenana School has a school transport policy and has school transport procedures designed to efficiently use the school transport fleet and adequately meet the needs of the School	2020
	Lenana School implements the school transport procedures at all times	2020
C8: School Farm	Lenana School has a ten year plan for the School Farm based on land use analysis	2020
	Lenana School has a School Farm that is engaged in the following areas of production:	
	a. Dairy farming	2020
	b. Poultry farming (for eggs and meat)	2021
	c. Fish farming	2021
	d. Horticultural farming (grains and vegetables)	2022
	The Lenana School Farm provides – after all its input costs are fully covered by food supplied to the School – a surplus equivalent of at least 40% of the Boarding Fees set by the MoE in the market value of good quality food provided to the School kitchens	2022
	The Lenana School Farm is managed professionally and farm inputs/ harvest records are reviewed annually by independent agricultural experts	2021
	The Lenana School Farm is actively used for teaching and learning Agriculture Science by the students	2020
	Lenana School undertakes a soil fertility analysis of its grounds regularly	2020
	Lenana School Farm uses drip irrigation water from the School Dam to maximise food production	2020
The Lenana School Farm sells food surpluses into the local market and funds received are fully accounted for	2021	
The Lenana School Farm practices sustainable farming techniques that are environmentally friendly	2022	
The Lenana School Farm uses suitable farm waste to produce biogas and natural fertilizer	2022	

ACTIONABLE PLANS	RESULTS STATEMENTS	DELIVERY BY END YEAR
C9: Lenana Junior Golf Academy Ten Year Plan	Lenana School manages the Lenana Junior Golf Academy in a cost effective manner, in close collaboration with the Junior Golf Foundation	2022
	The Lenana Junior Golf Academy is the premier golf course for junior golf training, for junior golf practice and for junior national golf competitions	2023
	The Lenana Junior Golf Academy is fully self-sustaining through green fees paid by junior players from other schools and from rents from junior tournaments paid by sponsors	2022
	The Lenana Junior Golf Academy golf course is open to all Laibons to use during School holidays	2021
	Lenana School has a Club House (non-alcoholic) built through donations on the golf course	2027
	Lenana School has sufficient specialised equipment and staff to manage and maintain the Junior Golf Academy and the golf course	2022
C10: School Sports Facilities Renting Strategy	Lenana School has a laid down policy for renting sports facilities to other boys or girls secondary schools, primarily (but not only) in the sports of:	
	a. Rugby	2020
	b. Cricket	2021
	c. Hockey	2020
	d. Swimming	2020
	e. Football	2020
	f. Junior golf	2022
Lenana School rents sports facilities to schools in neighbouring communities at low or no cost	2021	
Lenana School sets the fees for renting out sports facilities in a way that all direct and indirect costs are fully covered by the fees collected	2020	
Lenana School uses surpluses generated from renting sports facilities to improve the sports facilities of the School	2020	
C11: School Facilities Renting Strategy	Lenana School has a laid down policy and has clear procedures for renting out its (non-sports) facilities, including halls, lawns, chapels, music rooms, boarding houses, classrooms, guest house, dining rooms, catering services, etc. to the general public	2020
	The Lenana School facilities renting policy places absolute priority at all times in protecting and promoting the learning and teaching of the students above all income-generating interests	2020
	Lenana School fully accounts for funds generated from renting out school facilities	2020
	Lenana School uses surpluses generated from renting out its non-sports facilities for improvement of other school facilities needed by the students	2021
	Lenana School sets the fees for renting out school facilities in a way that all direct and indirect costs are fully covered by the fees collected	2020

ACTIONABLE PLANS	RESULTS STATEMENTS	DELIVERY BY END YEAR
C12: School Student Sponsorship Strategy	Lenana School supports every student from all 47 counties admitted to the School to complete their secondary education through support to the Boarding Fees to verifiable needy students	2020
	Lenana School works with students from needy backgrounds to assess their needs and to identify potential supporters and sponsors both in their own localities and nationally	2020
	Lenana School facilitates scholarships and sponsorships from all quarters (including the Laibon Endowment Fund) by providing timely and accurate fee information to sponsors; by keeping sponsors informed of sponsored students' progress; and by accounting for the use of sponsorship/scholarship funding to students, parents and sponsors	2021
	Lenana School has a cross-subsidisation scheme whereby some parents pay more boarding fees to allow needy students to complete school	2024
	Lenana School facilitates the transition from school to work by organising job shadowing opportunities for senior students	2025



“A Lenana School student takes the ICT Cabinet Secretary through the basics at the revamped Lenana School computer lab.”