

CATHOLIC DIOCESE OF NGONG



ST. MONICA ACADEMY & JUNIOR SCHOOL

THEME: HEB. 12:2

**Our Journey of Faith and Evangelization in Education.
"Fixing our eyes on Jesus, the pioneer and perfecter of faith"**



STRATEGIC PLAN 2026 - 2030

Motto: Shrine of Knowledge

ST. MONICA ACADEMY

& JUNIOR SCHOOL KITENGELA

ST. MONICA NOONKOPIR PARISH | CATHOLIC DIOCESE OF NGONG

*"Go up into the Country: bring timber,
build the house that I may take pleasure in it and receive my glory,
says the LORD."*

- Book of Haggai 1:8

STRATEGIC PLAN

2026 – 2030

Five-Year Implementation Framework

BOARD OF MANAGEMENT

St. Monica Academy & Junior School Kitengela

Strategic Plan 2026 - 2030

As the Board of Management, we remain deeply committed to the development of every child entrusted to our care. We believe that education is not only about academic excellence but also about building character, values and confidence. Together with our dedicated staff, supportive parents and eager learners, we will continue to nurture a learning environment where every learner is inspired to grow, lead and succeed.



Rev. Fr. Dr. Godfrey N. Kanenje

School Director | SMA Vice Superior, Kenyan Province
 "Education is a pilgrimage of hope. Each child is a precious gift of God and it is our shared responsibility to nurture their talents, strengthen their values and guide them to become responsible and loving citizens."



Dr. Cyprian Kavivya

Chairperson, Board of Management
 "As a Board, we remain fully committed to providing strong leadership, good governance and the necessary support to ensure a safe, disciplined and an inspiring learning environment."



Linda Namiinda

Vice Chairperson, Board of Management
 "A school must stand on the pillars of justice, discipline and integrity. Education empowers young minds to think critically, act responsibly and respect the rule of law and human dignity."



Francis Nyabuto
Board Member

"Serving on the Board offers a meaningful opportunity to support the vision and values of our school. I deeply appreciate the dedication of our educators, the trust of parents and the enthusiasm of our learners."



Mr. Joseph Nyabera
Parents Representative

"Being part of the Board of Management as a parent allows me to see the dedication and care that go into shaping our school. I sincerely appreciate the commitment of the management and teachers who work tirelessly for our children."



Mr. James Mburu
Head Teacher

"Every child who walks through our gates carries unique potential. Our mission is to ignite curiosity, nurture character and inspire love for learning through the dedication of our teachers and the support of our parents."



Mr. Bramwel Murungi
Human Resource Representative

"Our school believes that people are our greatest strength. Through dedicated teachers and committed staff, we nurture knowledgeable learners, strong values and future leaders who will positively transform our community and nation."



Margaret Kimani
Board Member

"To our dedicated teachers and staff, we sincerely appreciate your professionalism and selfless service. To our parents and partners, thank you for your trust, collaboration and continued support."



Shadrack Kirui
Board Member

"Our core values of stewardship, excellence, diversity, inclusivity and collaboration are not merely words on our strategy. They are the foundation upon which every decision made, policy is crafted and every classroom is shaped. They remind us why we chose this path of service and what we owe to the generation we are entrusted to guide."



Dr. Berita Musau
Board Member

Working together to make St. Monica Academy and Junior School a real Shrine of Knowledge, building knowledge and character, taking education as act of love.



Ms. Mary Wanyoike
Board Member

Where leadership meets faith, young minds are inspired to grow



Dr. Nancy
Board Member

Learning is a transformative, lifelong journey, empowering individuals to shape their future and change the world

LIST OF ACRONYMS

Acronym	Full Form
Admin	Administration
AOP	Annual Operational Plan
BOM	Board of Management
C1	Category One (top-tier senior schools)
CBC	Competency-Based Curriculum
CCTV	Closed-Circuit Television
est.	Estimated
Fr.	Father (Catholic priest title)
HODs	Heads of Departments
HR	Human Resources
ICT	Information and Communication Technology
KPI(s)	Key Performance Indicator(s)
PA	Public Address
PIP	Pastoral Instruction Program
PP1	Pre-Primary One
St.	Saint
TBD	To Be Determined
Tr.	Teacher
CPD	Continuing Professional Development
M&E	Monitoring and Evaluation
MOEST	Ministry of Education, Science and Technology
MoU(s)	Memorandum / Memoranda of Understanding
NG-CDF	National Government Constituency Development Fund
SMA	Society of African Missions
TOR(s)	Terms of Reference

FOREWORD FROM THE PARISH PRIEST

Rev. Fr. Dr. Godfrey J. Naika Kanenje is a priest of the Society of African Missions (SMA). SMA is an International congregation (Society of Apostolic life) of French origin founded on 8th of December 1856 in Lyons France by Venerable Bishop Melchior de Marion Bresillac.

The congregation has the charism of primary evangelization of Africa and the people of African origin through Education, formation of local clergy, serving the poor, the marginalized and the most abandoned in the world. The Society has evangelized mostly West Africa and has founded many Dioceses in Countries in West Africa.

SMA Fathers witness to the Risen Lord Jesus Christ by living in international communities in many parts of the world.

After obtaining his Degrees in Philosophical and Theological Studies Rev. Fr.Dr. Godfrey was ordained Priest in July 2010.

Since his first appointment as an ordained Catholic priest, Rev. Fr. Dr. Godfrey has had an extensive experience in pastoral care of the faithful under his care.

He has gone for many missionary visits in the US, UK, Folkland Island, Germany and many African countries in which he has worked.

Apart from his native language, he fluently speaks Kiswahili, English, French and Ewe (spoken in Southern parts of Togo and Ghana). He is also well initiated in Sango (the national language of the Central African Republic) and German.

Rev. Fr. Dr. Godfrey is Currently appointed as the Parish Priest of St. Monica Noonkopir Parish, Kitengela and Director of St. Monica Academy and Junior School, and Vice Provincial of the Society of African Missions (SMA) in Kenya.

As School Director, he is very passionate about Education, well-versed utilising skills, competences, expertise and knowledge in the development of community and society at large. In the 2022 Kenya Certificate of Primary Education (KCPE) results, the school had an excellent performance with a mean score of 404.7 with 48 candidates scoring 400 marks and above. In 2025, the Grade 9 Candidates had a mean score of 7.27 with the majority of learners joining National Schools.

Dr. Godfrey is a PHD holder from the Catholic University of Eastern Africa (CUEA) with specialization in Educational Research and Evaluation.

He is also a Graduate of Hekima University College, Nairobi, Kenya as a Spiritual and Retreat Guide.

Rev. Fr. Dr. Godfrey N. Kanenje

School Director & Parish Priest

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EXECUTIVE SUMMARY

Key Stakeholder Involvement Statistics	
139	Total Stakeholder Respondents
127 (97%)	Parent Responses
87%	Overall Stakeholder Satisfaction
3	Top Validated Priority Areas
5	Strategic Implementation Pillars
2026-2031	Plan Implementation Period

St. Monica Academy & Junior School Kitengela is a Catholic-sponsored learning institution within St. Monica Noonkopir Parish, Kitengela, under the Catholic Diocese of Ngong. This Strategic Plan 2026-2031 is built on a foundation of deep stakeholder involvement, Catholic values and a commitment to well-rounded educational excellence.

The plan was informed by thorough consultations involving 139 respondents (127 parents at 97%, 10 teachers and 2 class representatives) conducted between October and November 2025. This exceptional response rate reflects the strong investment our community has in the school's future.

Stakeholders consistently highlighted three core reasons for choosing St. Monica Academy: Catholic faith and Christian foundation (78 mentions), academic excellence (65 mentions) and discipline (42 mentions). With 87% overall satisfaction, the school is building from a position of strength while addressing clear improvement priorities in transport, playground development and food services.

This plan sets out a clear path forward across five strategic pillars: Academic & Co-Curricular Excellence, Spiritual Formation, Governance, Sustainability (Infrastructure & Human Resources) and Collaboration. Each pillar is supported by specific actions, assigned responsibilities and measurable Key Performance Indicators to keep the school accountable and on track.

BACKGROUND

St. Monica Academy & Junior School Kitengela is a Catholic-sponsored learning institution within St. Monica Noonkopir Parish Kitengela under the Catholic Diocese of Ngong. The school is committed to providing a nurturing and challenging educational environment that empowers learners to become lifelong learners and responsible global citizens.

History of the School

The school was started in the year 2000 under the late Fr. John Hannon. The school was initially called St. John because he was its founder. The school had three teachers namely Tr. Teresia (Class One), Tr. Ann (Pre-Unit) and Teacher Christine (Class One). Tr. Christine was the pioneer and head teacher of the school. The church chairman was the late Mr. John Obell. The school started with 82 pupils in the first year.

In late July 2001, Father John left the parish and Fr. Maria took charge as the parish priest and became the school leader, being assisted by Fr. Dennis. Over the years, the school has grown to become a center of educational excellence, currently serving over 800 learners with 35+ qualified staff members.

Leadership Through the Years

The school has been blessed with dedicated headteachers who have each contributed to its growth and development. From Tr. Christine (2001) to the current head teacher Tr. James (2025-present), fourteen head teachers have served the school, each leaving a legacy of commitment to educational excellence and Catholic values.

Strategic Planning Process Overview

The St. Monica Academy Strategic Plan (2026-2031) was developed through a deliberate, participatory and prayerful process. The planning journey unfolded across two key phases, ensuring the plan is grounded in the school's identity, responsive to its context and collectively owned by all stakeholders.

Phase 1	<p>Preparation and Visioning Phase (August 2025)</p> <p>The planning process commenced with structured consultative meetings involving the Board of Management, school leadership, teaching staff and the Parish Priest. Through prayer, dialogue and collective reflection, participants articulated and validated the school's Vision, Mission, Core Values, and Five Strategic Goals. A SWOT Analysis was also undertaken during this phase, identifying the school's internal strengths and weaknesses as well as the external opportunities and threats facing the institution. These foundational elements (vision, mission, values, strategic goals, and SWOT) became the guiding compass for all subsequent analysis and strategy formulation.</p>
Phase 2	<p>Situational and Strategic Analysis Phase (January 2026)</p> <p>With the Vision, Mission, Core Values, Strategic Goals and SWOT firmly established, the planning team undertook a comprehensive situational and strategic analysis. Stakeholders were presented with and informed of the situational analysis findings, covering internal performance, governance, infrastructure, financial sustainability and the broader external environment. Building on this evidence base, the team then developed the remaining components of the Strategic Plan: the strategic pillars and their objectives, the implementation framework, key performance indicators, the risk register and the resource mobilization plan, finalizing the full Strategic Plan for the period 2026-2031.</p>

INTRODUCTION

This Strategic Plan represents St. Monica Academy's commitment to well-rounded educational excellence grounded in Catholic faith. Based on thorough stakeholder involvement with 139 respondents (127 parents, 10 teachers, and 2 class representatives), this plan addresses the school's strategic direction through five integrated pillars.

Key Highlights:

- ◆ 97% parent participation demonstrating strong stakeholder investment.
- ◆ 87% overall satisfaction with strong foundation in faith, academics and discipline.
- ◆ Three validated priority areas: Transport, Playground Development and Food Services.
- ◆ Comprehensive action plan across five strategic pillars with measurable KPI(s).

1.1.2 STRATEGIC DEVELOPMENT APPROACH

The development of this Strategic Plan 2026-2031 followed a structured, participatory process designed to capture the authentic voice of all stakeholders while aligning with the Catholic Diocese of Ngong's educational vision. The process unfolded in four deliberate phases:

01

Phase 1: Situational Analysis

A full review of the school's current performance, including academic results, staffing levels, infrastructure status and governance structures. This phase identified both strengths to build upon and gaps requiring urgent attention.

02

Phase 2: Stakeholder Consultations

Between October and November 2025, structured surveys and focus group discussions were conducted with 139 stakeholders (parents, teachers and student class representatives). This broad engagement ensured the plan reflects the real priorities and aspirations of the school community.

03

Phase 3: Strategic Formulation

Drawing from the situational analysis and stakeholder insights, the planning team (comprising BOM members, the headteacher and key staff) formulated five strategic pillars, each with specific objectives, actions, responsible parties and measurable KPI(s).

04

Phase 4: Validation and Adoption

The draft plan was reviewed by the Board of Management and endorsed by the Parish Priest and School Director, Rev. Fr. Dr. Godfrey N. Kanenje, before formal adoption for the 2026-2031 planning period.

1.1.3 RATIONALE OF THE STRATEGIC PLAN

St. Monica Academy's Strategic Plan 2026-2031 is necessitated by a confluence of internal aspirations and external imperatives that make deliberate planning not just beneficial but essential.

A. Responding to Stakeholder Expectations

With 139 stakeholders actively engaged and 87% satisfaction recorded, the school community has demonstrated both its trust in the institution and its expectations for improvement. The plan formalizes the school's commitment to address the three top priorities: transport (affecting 68% of families), playground development and food services.

B. Sustaining Catholic Identity and Academic Excellence

Catholic faith (78 mentions), academic excellence (65 mentions) and discipline (42 mentions) are the reasons families choose St. Monica Academy. A strategic plan ensures these strengths are not taken for granted but are intentionally protected, deepened and passed on as the school grows.

C. Navigating the CBC Transition

Kenya's shift to the Competency-Based Curriculum (CBC) demands new teaching methodologies, revised assessment frameworks and fresh infrastructure configurations. Without a roadmap, schools risk reactive drift. This plan in advance charts a course for curriculum alignment, staff retraining and resource reallocation.

D. Governance Accountability

The identification of inconsistent BOM meeting patterns and the absence of complete governance policies underscores the need for structured institutional frameworks. The plan establishes clear accountability mechanisms to ensure the school is managed with professionalism, transparency and Catholic social teaching principles.

E. Long-term Sustainability

With over 800 learners and 35+ staff members, St. Monica Academy has grown significantly since its founding in 2000. Sustaining this growth while improving quality requires deliberate investment in human resources, infrastructure and financial sustainability frameworks that this plan provides.

1.1.4 PLANNING ASSUMPTIONS

The Strategic Plan 2026-2031 has been formulated on the basis of the following key assumptions. Should any of these assumptions change materially; the Board of Management will review and adapt the plan accordingly:

No.	Planning Assumption
1	Institutional Continuity: The school will continue to operate under the sponsorship and guidance of the Catholic Diocese of Ngong' and St. Monica Noonkopir Parish throughout the plan period.
2	Stakeholder Support: Parents, staff, the Parish and the wider community will remain actively engaged and supportive of the school's strategic direction, as evidenced by the 97% parent response rate in the 2025 consultations.
3	Regulatory Stability: Kenya's national education policy framework, including the CBC rollout, will remain broadly consistent, with any changes being adapted into the plan through annual reviews.
4	Financial Viability: The school will maintain adequate fee income, supplemented by grants, donor support and fundraising, to finance the planned investments, particularly in transport, infrastructure and human resources.
5	Staff Retention: Key teaching and administrative staff will remain with the school. The proposed salary review and benefits framework (Pillar 4B) is expected to significantly improve retention rates.
6	Enrolment Growth: Student enrolment will grow modestly and remain above 800 learners, providing the revenue base necessary to sustain operations and planned improvements.
7	BOM Commitment: The Board of Management will meet quarterly as required, with all committees fully activated and the Board Charter adopted within Year 1 of implementation.
8	Inflation and Cost Escalation: Budget estimates account for an annual cost escalation of approximately 10%, consistent with Kenya's economic environment and may require adjustment in subsequent annual plans.

CHAPTER 1: CONTEXT AND SITUATIONAL ANALYSIS

This chapter presents the situational context of St. Monica Academy, drawing on an internal and external environmental analysis (SWOT) and direct stakeholder feedback gathered from 139 respondents between October and November 2025. Together, these analyses form the evidence base on which this Strategic Plan 2026-2031 is built.

1.1 SWOT ANALYSIS

The SWOT Analysis identifies St. Monica Academy's internal strengths and weaknesses alongside the external opportunities and threats it faces. The analysis draws from stakeholder feedback, school performance data and observations from the strategic planning team. The findings directly informed the five strategic pillars of this plan.

STRENGTHS	WEAKNESSES
<p>Academic Excellence: Consistent high standards, structured learning, strong co-curricular participation.</p> <p>Faith & Identity: Strong Catholic ethos, spiritual grounding, effective pastoral programs.</p> <p>Staff & Governance: Well-trained retained staff, effective BOM oversight, strong parental and church support.</p> <p>Infrastructure & Brand: Good facilities, central Kitengela location, high enrolment with growing demand.</p> <p>Student Culture: Strong discipline, team spirit and career progression support for staff.</p>	<p>Space & Facilities: Limited playing fields, water shortages, security challenges at school location.</p> <p>Transport: Inadequate buses and inconsistent management (affects 68% of families).</p> <p>Remuneration & HR: Inadequate staff pay, no pension/long-service framework, weak appraisal system.</p> <p>Governance Gaps: Inconsistent BOM committee meetings, no structured Annual Operational Plan (AOP).</p> <p>Inclusion: Limited access for children from low-income backgrounds.</p>
OPPORTUNITIES	THREATS
<p>Expansion: Annex boarding space, new diocesan campuses and growth into JSS/Senior School.</p> <p>Catholic Demand: Strong and growing demand for quality Catholic education in Kitengela.</p> <p>Partnerships: Government and diocesan support programs, OCA community ties, media visibility.</p> <p>CBC Leadership: Opportunity to lead Competency-Based Curriculum adoption and attract families.</p> <p>Faith Programs: Deeper spiritual formation aligned with Catholic social teaching.</p>	<p>Competition: Intense rivalry from other private schools in Kitengela.</p> <p>Capacity vs Demand: Space limitations; enrolment demand surpassing current physical capacity.</p> <p>Access Barriers: Poor road networks and perception of Catholic bias limiting diversity.</p> <p>Digital Risks: Internet overexposure and modern parenting challenges affecting discipline.</p> <p>Student Retention: High transferee rate undermining continuity of learning outcomes.</p>

The SWOT confirms that St. Monica Academy stands on a solid foundation of faith, academic performance and community trust. The Strategic Plan addresses identified weaknesses, particularly transport, staff remuneration, governance activation and infrastructure, while building on strengths and opportunities to ensure long-term sustainability. The Stakeholder Analysis below reinforces these findings with direct community data.

1.2 Stakeholder Analysis

Between October and November 2025, St. Monica Academy conducted thorough stakeholder consultations. The response was exceptional, demonstrating strong stakeholder investment in the school's future.

Stakeholder Group	Responses	Key Insight
Parents	127	97% of total responses - exceptional engagement
Teachers	10	Good participation - mix of experienced and new staff
Class Representatives	2	100% participation (both class reps responded)
TOTAL RESPONDENTS	139	Strong stakeholder commitment for the Strategic Plan

1.2.1 Why Stakeholders Choose St. Monica

When asked what brought them to St. Monica Academy, parents consistently highlighted three core strengths:

78 mentions Catholic Faith / Christian Foundation

65 mentions Academic Excellence / Performance

42 mentions Discipline

KEY INSIGHT: Our vision and mission resonate strongly with stakeholders. We must protect and strengthen these core values.

CHAPTER 2: STRATEGIC DIRECTION

2.1 VISION

To be a unique centre of well-rounded educational excellence.

2.2 MISSION

To provide quality, well-rounded and all-inclusive education founded on the Catholic faith.

2.3 CORE VALUES

St. Monica Academy shall believe and undertake the following values in all their undertakings:

“Go up into the Country; bring timber, build the house that I may take pleasure in it.” — Haggai 1:8

01	02	03	04	05
Stewardship	Integrity	Discipline	Excellence	Collaboration
Responsibly caring for all people, resources and opportunities entrusted to us by God.	Acting with honesty, truthfulness and consistency in all decisions and relationships.	Practising self-control, respect and purposeful commitment in learning and conduct.	Striving for the highest standard in academic, spiritual and personal growth.	Working together as one faith community — learners, staff, parents and the Church.

Catholic Diocese of Ngong • St. Monica Noonkopir Parish • Community Trust

2.4 STRATEGIC GOALS

OUR MISSION

To provide a nurturing Catholic education that empowers every learner to grow in faith, knowledge and character — for the service of God and society.

01 Academic & Co-Curricular Excellence	02 Spiritual Formation	03 Governance	04 Sustainability — Infrastructure & HR	05 Collaboration
Maintaining high academic standards, structured learning and rich co-curricular participation for all learners.	Strengthening Catholic identity through faith programmes, pastoral care and values-centred education.	Enhancing Board effectiveness, institutional accountability and structured policy at all leadership levels.	Investing in facilities, transport and staff welfare to build a resilient and motivated institution. (HIGH PRIORITY)	Promoting active partnership among learners, staff, parents, the Church and the wider community.

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 Pillar 04 covers: 4A – Infrastructure (HIGH PRIORITY) • 4B – Human Resources (HIGH PRIORITY)

CHAPTER 3: IMPLEMENTATION FRAMEWORK

PILLAR 1: ACADEMIC & CO-CURRICULAR EXCELLENCE

Stakeholder Validation:

- 87% overall satisfaction with academic performance
- Weak areas identified: Mathematics and Kiswahili
- Parents value academic preparation for C1 schools

1.1	Develop and implement exam preparation strategy (targeting C1 absorption)	Academic Committee
1.2	Introduce remedial/booster classes for Math and Kiswahili	Academic Committee + HODs
1.3	Expand co-curricular activities: increase variety and participation	Head Teacher + HODs
1.4	Establish reward system for academic achievement (teachers and learners)	Head Teacher + Finance Committee
1.5	Annual teacher professional development (20 hours/teacher/year)	HR Committee

PILLAR 2: SPIRITUAL FORMATION

Stakeholder Validation:

- ~85% estimated Mass attendance (target 95%+)
- Parents value Catholic identity as primary reason for choosing St. Monica
- Need for age-appropriate programs for youngest learners (PlayGroup-PP1)

2.1	Strengthen weekly school Mass program; design appropriate liturgy for ages 3-5	Chaplain + Head Teacher
2.2	Expand catechism program: recruit more lectors; establish 3 levels of choirs	Chaplain
2.3	Organize annual spiritual retreats and faith group activities for students	Chaplain + Class Teachers
2.4	Conduct annual parent satisfaction survey on spiritual formation (target 85%+)	Admin
2.5	Pastoral Instruction Program (PIP) enhancement and liturgical quality review	Chaplain

PILLAR 3: GOVERNANCE

Stakeholder Validation:

- BOM meetings reported as inconsistent (target: 4 quarterly meetings/year)
- 0 complete policies identified (target: 6 policies in Year 1)
- Class rep communication structure requires restructuring

3.1	Establish regular BOM quarterly meetings (4 per year, per committee)	BOM Chair
3.2	Develop and complete 6 core governance policies in Year 1	BOM Secretary
3.3	Restructure communication: Class → Level → BOM hierarchy	Head Teacher + BOM
3.4	Establish parent concern response system (target: <48 hours)	Head Teacher + Admin
3.5	Develop Board Charter and activate all BOM committees	BOM Chair + Secretary
3.6	Develop Data Protection and Child Safeguarding Policy	HR + Head Teacher

PILLAR 4A: SUSTAINABILITY - INFRASTRUCTURE

Stakeholder Validation (Top 3 Priorities):

- *Transport: 68% of families affected, only 30% satisfied*
- *Playground: 47 parents + 5 teachers identified as critical*
- *Food Services: 42 parents, only 50% satisfied*

4.1	Purchase 52-seater Isuzu school bus and 18-seater school van	Infrastructure Committee
4.2	Standardize transport routes, schedules and drop-off points	Head Teacher + Transport Coordinator
4.3	Playground development (using available field space)	Infrastructure Committee
4.4	Kitchen audit by nutritionist; employ caterer; upgrade kitchen staff facilities	Admin + Kitchen Manager
4.5	Washroom upgrade: deep clean, install soap dispensers, ensure water supply	Parish + Infrastructure Committee
4.6	Classroom renovation: paint, repair desks, fix lockers	Infrastructure Committee
4.7	Water infrastructure: install water tanks and backup system	Infrastructure Committee
4.8	Security enhancement: CCTV upgrade, additional guards	Infrastructure Committee
4.9	Construction of a modern dining hall	Infrastructure Committee
4.10	PA system upgrade (microphones for parade)	Infrastructure Committee

PILLAR 4B: SUSTAINABILITY - HUMAN RESOURCES

Stakeholder Validation:

- 80% of teachers requested salary review
- 5 teachers urgently requested ICT training
- Conduct issues identified; large class sizes affect quality

4.11	Train transport staff on customer service and safety protocols	HR Committee
4.12	ICT training for teachers, drivers, and other staff	HR Committee + ICT Coordinator
4.13	Teacher code of conduct reinforcement and professional development	Head Teacher + HR Committee
4.14	Teacher training: CBC Assessment, Child Protection, First Aid	HR Committee
4.15	Salary review and competitive remuneration framework (0-5yr: 5%, 6-10yr: 6%, 11-15yr: 7%, 15-20yr: 8%)	HR Committee + Finance Committee
4.16	Establish long service awards program and tuition waiver for staff children	HR Committee
4.17	Develop pension/retirement benefit scheme	HR Committee + Finance Committee
4.18	Preschool class streaming to reduce class sizes	Admin + HR Committee

PILLAR 5: COLLABORATION

Stakeholder Validation:

- *High response rate (139) shows strong stakeholder involvement*
- *Parent workshops requested: marriage, family, parenting*
- *80%+ positive staff collaboration rating shows good foundation*

5.1	Parent education workshops (marriage, parenting, family)	Admin + Class Reps + Chaplain
5.2	Strengthen church partnership (diocese, parish)	Head Teacher + Chaplain
5.3	Build partnerships with universities, colleges and alumni	Head Teacher + Academic Committee
5.4	Annual staff team-building event	HR Committee
5.5	Establish alumni group/association for St. Monica graduates	Head Teacher + Admin

CHAPTER 4: KEY PERFORMANCE INDICATORS (KPIs)

To ensure effective implementation and track progress, we have established specific Key Performance Indicators (KPIs) for each strategic pillar. These KPIs will be monitored regularly to measure success and identify areas requiring adjustment.

PILLAR 1: ACADEMIC & CO-CURRICULAR EXCELLENCE KPIs

1.1	National exam performance	Absorption to C1 schools	Least to have 6.0; Mean 7.3 increasing gradually	Annually
1.2	Student participation in co-curricular activities	Improve performance in competitions; increase variety	TBD / 80%+	Termly
1.3	Parent satisfaction with academic support	Annual stakeholder survey score	86% satisfied / Target: 90%+	Annually
1.4	Improvement in weak subjects (Mathematics, Kiswahili)	Class average scores	Grade 8 Mathematics low / Target: 7.0 minimum	Termly
1.5	Teacher professional development	Training hours per teacher/year	TBD / 20 hours attendance	Annually

PILLAR 2: SPIRITUAL FORMATION KPIs

2.1	Mass attendance (children above 6); age-appropriate teachings (3-5 years)	% attending weekly school Mass	~85% (est.) / Target: 95%+	Weekly count
2.2	Catechism participation and liturgical activities	Add lectors, 3 levels of choirs	TBD / 20% increase	Annually
2.3	Parent satisfaction with spiritual formation	Annual survey score	High / Maintain 85%+	Annually
2.4	Student participation in faith activities	Number of students in faith groups, retreats	TBD / 70%+	Termly
2.5	Liturgical quality rating	Chaplain assessment score	Good / Excellent	Termly

PILLAR 3: GOVERNANCE KPIs

3.1	BOM committee meetings held	Number of quarterly meetings per year	Inconsistent / 100% (4/year each)	Quarterly
3.2	Policies developed/updated	Number of policies completed	0 complete / 6 in Year 1	Annually
3.3	Parent concerns response time	Average hours to respond	TBD / <48 hours	Monthly

PILLAR 4A: SUSTAINABILITY - INFRASTRUCTURE KPIs

4.1	TRANSPORT: Parent satisfaction	Parent survey score	~30% satisfied / Target: 85%+	Termly
4.2	TRANSPORT: On-time performance	% buses arriving within scheduled time	TBD / Arriving by 7:45 AM	Weekly
4.3	TRANSPORT: Safety incidents	Count number of safety incidents	Zero / ZERO incidents	Monthly
4.4	PLAYGROUND: Project completion	% of project completed	0% (not started) / By end of April 2026	Monthly
4.5	FOOD SERVICES: Parent satisfaction	Parent survey score	~50% satisfied / Target: 80%+	Termly
4.6	FOOD SERVICES: Complaints	Count parent food complaints	Many / Reduce by 80%	Monthly
4.7	WASHROOMS: Cleanliness rating	Weekly inspection score	TBD / 90%+	Weekly

PILLAR 4B: SUSTAINABILITY - HUMAN RESOURCES KPIs

4.8	Teacher retention rate; long service awards; tuition waiver	% of teachers staying	Good / Maintain retention	Annually
4.9	Teacher satisfaction (salary review)	Annual survey rating (0-5 years: 5% increment, etc.)	Low (80% want review) / 80%+ satisfied	Annually
4.10	Teacher ICT training completion	Number of teachers trained	0 / 100% trained	Annually
4.11	Professional development hours	Training hours per teacher/year	TBD / 20 hours	Annually
4.12	Teacher conduct issues	Number of incidents reported	TBD / Reduce by 100%	Termly

PILLAR 5: COLLABORATION KPIS

5.1	Active partnerships	Number of active partnerships	TBD / 10+	Annually
5.2	Parent participation in workshops	Number of parents attending / total	TBD / 30%+	Termly
5.3	Parent satisfaction with communication	Survey: 'Do you feel heard?'	71% feel heard / Target: 85%+	Annually
5.4	Staff collaboration rating; alumni group formation	Staff survey: 'How is teamwork?'	80%+ positive / Maintain 85%+	Annually

CHAPTER 5: RISK REGISTER AND MITIGATION MEASURES

This Risk Register is drawn directly from concerns and observations raised by the 139 stakeholders who responded to the St. Monica Academy survey in October and November 2025. Teachers and parents representatives each contributed their views. The register is not theoretical; it reflects what real members of the school community have experienced and reported. It is a living document and will be reviewed at every BOM quarterly meeting.

Risks are rated by Likelihood (L=Low, M=Medium, H=High) and Impact (L=Low, M=Medium, H=High). The Risk Score combines both ratings. Scores rated HIGH require immediate attention; MEDIUM require planned action; LOW require monitoring.

HIGH Priority (6-9): Immediate action required	MEDIUM Priority (3-5): Planned action required	LOW Priority (1-2): Monitor regularly
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No.	Risk Description	Stakeholder Source	Likelihood	Impact	Score	Level	Mitigation Measures	Owner
1	Bus overcrowding; children standing in moving vehicles; wrong drop-off locations leaving children far from home	68% of parents use transport; 28 parents flagged overcrowding; 25 flagged wrong drop-offs. Quoted: "Learners stand in bus - NOT SAFE"	H	H	9	HIGH	Procure 52-seater bus and 18-seater van before Term 1 2026. Enforce strict no-standing policy. Standardize all routes and drop-off points. Issue written route schedule to all parents.	Infrastructure Committee + Transport Coordinator
2	Child safety during transport: risk of trafficking or assault at unsafe drop-off points; vehicle breakdowns leaving children stranded	25 parents: wrong drop-off locations. 12 parents: breakdowns. Parent quoted: "Distance of dropping risks children trafficking"	M	H	6	HIGH	All drop-off points must be within safe, agreed distances from homes. Driver vetting and background checks before hire. GPS tracking on all school vehicles. Emergency contact protocol for every route.	Head Teacher + BOM
3	Food-borne illness from undercooked food or poor kitchen hygiene; risk of outbreaks such as H. pylori	42 parents raised food concerns. Parents quoted: "Food is raw, children go with hungry stomachs"; "Kitchen staff should be screened regularly to avoid outbreaks like H. pylori"	M	H	6	HIGH	Commission a kitchen audit by a certified nutritionist within Term 1 2026. Screen and train all kitchen staff. Introduce daily food quality checks before serving. Redesign menu with balanced, adequate portions.	Admin + Kitchen Manager
4	Playground injuries from gravel (kokoto) surface and absence of safe play equipment; dust-related respiratory health concerns	47 parents and 5 teachers raised this. Teachers: "Lack of safe and conducive environment for outdoor activities". Parents: "Playground is dangerous and a hazard"	H	M	6	HIGH	Remove kokoto and replace with grass or artificial turf by April 2026. Install age-appropriate play equipment. Create designated safe play zones for different age groups. Conduct safety inspection before opening each term.	Infrastructure Committee
5	Teacher conduct affecting learner dignity and safety: use of phones and social media in class, shouting and harsh discipline	Directly reported by parents and teachers. Quoted: "Teachers going to class with phones and TikToking"; "Some teachers shout at pupils and each other"; "Harsh punishment - beating like animals"	M	H	6	HIGH	Immediately enforce the teacher code of conduct. Issue a formal directive prohibiting phones in class. Train all staff on positive discipline and child protection. Introduce a confidential reporting channel for parents and learners. Review annually.	Head Teacher + HR Committee
6	Academic underperformance in Grade 8 Mathematics and Kiswahili leading to poor KJSEA outcomes and failure to access Category 1	Parents flagged Grade 8 Maths as "VERY LOW, ACT FAST!". Kiswahili concerns across multiple classes. Academic satisfaction at 86%, but targeted	M	M	4	MEDIUM	Introduce targeted remedial classes for Grade 8 Mathematics and Kiswahili from Term 1 2026. Assign strongest subject teachers to these classes. Set minimum class average targets and monitor termly. Introduce a teacher performance reward linked to	Academic Committee + Head Teacher

	secondary schools	weaknesses could pull down results.					improvement.	
7	Staff turnover due to salary dissatisfaction, reducing teaching quality and institutional memory	80% of teachers said salary needs review. Teachers cited rising cost of living and responsibilities exceeding compensation.	M	H	6	HIGH	Develop and approve a phased salary review framework within Year 1 (0-5 years: 5% increment, scaling to 8% for 15-20 years). Establish long service awards and a tuition waiver for staff children. Communicate the framework clearly to all staff.	HR Committee + Finance Committee
8	Communication breakdown between school and parents: unprofessional responses on WhatsApp, concerns not being addressed, 29% of parents feeling unheard	29% of parents report concerns not always addressed. Quoted: "Admin exchanging words with parents in WhatsApp group"	M	M	4	MEDIUM	Develop and distribute a Communication Policy within Term 1 2026. Train all staff and admin on professional communication. Create a dedicated WhatsApp group exclusively for school announcements. Introduce a parent concern log with a 48-hour response target.	Head Teacher + Admin
9	ICT skills gap among teachers creating weakness in CBC delivery and administrative efficiency	5 teachers urgently requested ICT training. CBC Assessment training also requested by 2 teachers.	M	M	4	MEDIUM	Conduct an ICT skills audit for all teaching staff by end of Term 1 2026. Procure ICT training programme targeting all teachers within Year 1. Partner with a college or training provider. Budget for ongoing ICT access and equipment.	HR Committee + ICT Coordinator
10	Washroom hygiene failure: dirty facilities, no soap or water, creating health risks for learners	15 parents flagged washroom concerns. Noted: lack of soap, lack of running water, general dirtiness.	M	M	4	MEDIUM	Deep clean all washrooms before start of each term. Install soap dispensers and repair all taps within Term 1. Assign a member of support staff to washroom inspection daily. Introduce a weekly hygiene check log signed by the Head Teacher.	Admin + Infrastructure Committee
11	Governance gaps: BOM meetings not held consistently, committees inactive, absence of key governance policies	BOM meeting consistency rated as inconsistent in planning review. No complete governance policies documented at time of plan development.	M	M	4	MEDIUM	Adopt the Board Charter in Term 1 2026. Schedule and confirm all four quarterly BOM meetings at the start of each year. Develop six core policies in Year 1 (including Child Safeguarding, Data Protection, Communication, Finance, HR and Transport). Report on governance at each meeting.	BOM Chair + BOM Secretary
12	Loss of school fee income due to economic hardship among families, affecting ability to fund strategic priorities	92% of parents currently pay fees on time (strong baseline). However, parents flagged that children being sent home over fees causes distress and may damage trust.	L	H	3	MEDIUM	Develop a formal fee policy that outlines payment plans for families facing hardship. Train admin staff to handle fee discussions with dignity and professionalism. Engage the Parish for any bursary or assistance fund for vulnerable families. Review annually.	Finance Committee + Head Teacher
13	Leadership transition or unclear roles among BOM committees causing gaps in implementation continuity.	Best practice governance standard. BOM identified inconsistent meeting record (Action 3.1).	M	M	4	MEDIUM	Develop clear Terms of Reference (TORs) for all BOM committees by end of Year 1. Hold structured leadership handover sessions. Maintain documented meeting minutes and decisions for all committee activities.	BOM Chair + BOM Secretary
14	Weak compliance with Church, Diocesan or Kenya Government education regulations (e.g., CBE compliance, child protection laws).	Best practice governance standard; CBC rollout ongoing; child safeguarding policy gaps identified (Action 3.6).	M	H	6	HIGH	Annual policy compliance review by Head Teacher. Action 3.6 (Data Protection and Child Safeguarding Policy) to be completed in Year 1 as HIGH priority. Regular staff orientation on policies. Engage Diocese on governance training.	Head Teacher + BOM
15	Weak coordination between BOM committees leading to duplication of effort or missed strategic actions.	Best practice governance standard. Current BOM structure identified as needing activation (Action 3.5).	M	M	4	MEDIUM	Enforce BOM quarterly coordination meetings. Maintain centralized Annual Calendar of Events. Communicate decisions through meeting minutes, parent newsletters and authorized WhatsApp groups. Head Teacher to present cross-pillar progress at each BOM session.	BOM Chair + Head Teacher
16	Staff turnover due to inadequate remuneration or poor	80% of teachers requested salary review (stakeholder survey)	H	H	9	HIGH	Implement salary review framework in Year 1 as HIGH priority (Action 4.15). Establish long service awards (Action	HR Committee + Finance Committee

	working conditions, resulting in loss of institutional knowledge.	2025). Salary and welfare identified as key retention risks.					4.16) and pension scheme (Action 4.17). Annual staff satisfaction survey to detect morale issues early. Treat HR investment as non-negotiable implementation prerequisite.	
17	Reputational risk from teacher conduct issues or breakdown in parent-school communication trust.	Conduct issues identified in stakeholder survey 2025 (Action 4.13). Parent communication gaps identified (Actions 3.3-3.4).	M	H	6	HIGH	Enforce teacher code of conduct reinforcement (Action 4.13). Implement parent concern response system with 48-hour target (Action 3.4). Annual parent satisfaction survey to detect issues early. Head Teacher to escalate repeated conduct issues to HR Committee immediately.	Head Teacher + HR Committee
18	Environmental risk: extended drought, flooding or disease outbreak affecting school operations, attendance or infrastructure.	Kenya's climate risk context; applicable to all schools in Kitengela-Kajiado area.	M	M	4	MEDIUM	Water infrastructure investment (Action 4.7 - water tanks and backup system) mitigates water shortage risk. Infrastructure Committee to include climate resilience considerations in all construction projects. School to maintain a basic Emergency Response Protocol reviewed annually.	Infrastructure Committee + Head Teacher

Review Schedule: The Risk Register shall be reviewed at every BOM quarterly meeting. The Head Teacher shall present a risk status update at each session. Any new risks identified during implementation shall be added and rated accordingly. The Risk, Audit and Compliance Committee has primary oversight responsibility.

CHAPTER 6: GROWTH PLAN & RESOURCE MOBILIZATION

This chapter outlines what it will take to implement the Strategic Plan 2026-2031: the people, the finances, the partnerships and the systems that must be in place for the school's five pillars to move from aspiration to reality. A strategic plan without a resourcing framework is a wish list; this Growth Plan converts it into a workable roadmap.

6.1 WHAT IMPLEMENTATION REQUIRES

Implementing this strategic plan requires four foundational enablers working together:

1	Strong Governance & Leadership	The Board of Management must be fully activated, meeting quarterly, with all four committees (Finance & Budget, HR, Infrastructure and Academic) operational. A Board Charter must be adopted in Year 1. The Head Teacher must be empowered with clear delegated authority and accountability frameworks.
2	Adequate & Sustainable Financing	Implementation requires a combination of school fee revenue, diocesan support, donor grants, fundraising, and community contributions. A five-year financial projection must be developed and approved by the Finance Committee within the first six months of the plan.
3	Motivated & Competent Staff	Teachers and support staff are the primary vehicle for delivering on this plan. Their motivation, skills and welfare are non-negotiable. The salary review, ICT training, professional development program and long service awards (Pillar 4B) are not optional. They are prerequisites for implementation success.
4	Active Stakeholder Partnerships	Parents, the Parish, the Diocese, alumni, universities and corporate partners all have a role to play. This plan identifies specific partnership opportunities, especially for infrastructure funding, vocational training linkages and community service programs.

6.2 FIVE-YEAR IMPLEMENTATION COST ESTIMATES

The table below provides estimated costs for key strategic initiatives across the plan period. All figures are in Kenya Shillings (KES) and are indicative. The Finance Committee shall develop detailed annual budgets. Costs assume approximately 10% annual inflation adjustment.

Initiative	Year 1 (2026) KES	Year 2 (2027) KES	Year 3 (2028) KES	Year 4 (2029) KES	Year 5 (2030/31) KES	Priority
Transport: 52-seater bus + 18-seater van	5,000,000	200,000 (maint.)	220,000	242,000	266,000	HIGH
Playground development & equipment	800,000	200,000 (maint.)	100,000	100,000	100,000	HIGH
Kitchen upgrade & dining hall construction	1,200,000	2,500,000	300,000	100,000	100,000	HIGH
Washroom renovation & water infrastructure	500,000	100,000	50,000	50,000	50,000	HIGH
Classroom renovation (paint, desks, lockers)	400,000	300,000	300,000	200,000	200,000	MEDIUM
CCTV upgrade & security enhancement	350,000	50,000	50,000	50,000	50,000	MEDIUM
PA system upgrade	150,000	20,000	20,000	20,000	20,000	LOW
Staff salary review (incremental increase)	500,000	600,000	720,000	864,000	1,037,000	HIGH
Staff ICT & professional training	200,000	200,000	220,000	242,000	266,000	HIGH
Long service awards & pension scheme setup	100,000	150,000	200,000	250,000	300,000	MEDIUM
Governance (policy development, training)	150,000	100,000	80,000	80,000	80,000	MEDIUM
Parent & community programs (workshops)	80,000	80,000	88,000	97,000	107,000	LOW
Monitoring, evaluation & reporting	100,000	100,000	110,000	121,000	133,000	MEDIUM
TOTAL (KES)	9,530,000	4,600,000	2,458,000	2,416,000	2,709,000	

6.3 RESOURCE MOBILIZATION STRATEGY

St. Monica Academy cannot rely solely on school fees to finance this plan. A multi-source funding strategy is essential:

Funding Source	Strategy & Approach	Est. % Contribution
School Fee Revenue	Primary source. Fee increments to be phased in gradually and communicated to parents transparently. A fee review policy will be developed by the Finance Committee in Year 1.	60-65%
Parish & Diocese Support	St. Monica Academy is owned and operated by the Society of African Missions (SMA), who are primary institutional sponsors. St. Monica Noonkopir Parish and the Catholic Diocese of Ngong' also provide key support. Seek annual operating grants and capital contributions for major infrastructure projects from SMA, the Parish and the Diocese.	10-15%
Fundraising & Harambee Events	Annual school fundraising events targeting alumni, parents and the wider community. Specific events for the bus, dining hall and playground will be planned from Year 1.	10-15%
Corporate & Donor Partnerships	Approach local businesses, NGOs and international Catholic organizations (e.g. Caritas) for project-specific grants. Develop a school partnership prospectus.	5-10%
Government Programs	Explore Kenya government programs: NG-CDF bursaries, MOEST grants, CBC support programs. Assign a governance committee member to track and apply for eligible programs.	3-5%
Alumni Network	Establish the Alumni Association by end of Year 1. Engage alumni in fundraising campaigns and mentorship programs that indirectly reduce costs.	2-5%

6.4 ANNUAL REVIEW & MONITORING FRAMEWORK

Implementation without monitoring is blind. St. Monica Academy will use the following annual cycle to track, review and adapt the Strategic Plan:

Review Period	Activity & Focus
January (Term 1 Start)	BOM sets priorities and allocates budget for the year based on previous year's review. Head Teacher presents annual implementation report.
April (Term 1 End)	First quarterly review: progress on KPIs tracked. Risk register updated. Quick wins celebrated and shared with community.
May (Term 2 Start)	Mid-year stakeholder involvement: a brief parent survey or feedback session to check satisfaction and gather input.
August (Term 2 End)	Second quarterly review: finance review against budget. HR issues (staff training, conduct) reviewed. Infrastructure progress checked.
September (Term 3 Start)	Academic performance review: exam results, co-curricular achievements. CBC implementation progress assessed.
November/December (Term 3 End)	Full annual review: KPI performance report for all 5 pillars. Risk register reviewed. Next-year plan adjusted. Annual stakeholder report prepared and shared.

6.5 IMPLEMENTATION AND COORDINATION

Implementation and coordination ensures that this Strategic Plan is effectively translated into real action at every level of St. Monica Academy. This section explains who does what, when, how and why, so that all stakeholders work together towards one shared vision. The implementation of this plan is guided by: Unity of Purpose (all activities must contribute to the five pillars); Transparency and Accountability (regular reporting and financial prudence); and Alignment (all BOM committee annual plans must be aligned with this Strategic Plan).

Entity / Actor	Roles, Responsibilities & Frequency
Board of Management (BOM)	Strategic oversight and governance. Approve annual plans and budgets. Review KPI performance quarterly. Make key decisions on policy, staffing, and major infrastructure. Meet a minimum of 4 times per year.
School Director (Parish Priest)	Provide spiritual and pastoral leadership. Champion the Strategic Plan. Align school activities with Catholic Diocese of Ngong' priorities. Endorse annual plans. Reviewed annually.
Head Teacher	Day-to-day operational leadership. Coordinate implementation of all pillar actions across committees. Present quarterly implementation and KPI reports to BOM. Manage staff performance. Liaise with parents. Daily/weekly operations; monthly reports to BOM Chair.
BOM Committees (Finance, HR, Infrastructure, Academic, Governance)	Lead implementation of activities in their area of responsibility. Track progress against assigned actions. Submit quarterly progress reports to BOM Chair. Collaborate in joint planning. Meet monthly or quarterly as appropriate.
Teaching & Support Staff	Implement academic, co-curricular and spiritual programs. Maintain student welfare and discipline. Report progress through HODs to head teacher. Termly progress reports.
Parents & Class Representatives	Participate in annual satisfaction surveys and parent workshops. Support school programs. Use the structured Class Rep to BOM communication pathway. Termly engagement; annual stakeholder report.
Parish & Diocese	Provide institutional support, chaplaincy and spiritual oversight. Consider grants and capital contributions for major infrastructure. Offer diocesan pastoral and governance guidance. Annual review of support.

Coordination mechanism: Every November, all BOM committees prepare annual action plans aligned with this Strategic Plan. These are consolidated by the Finance Committee into one Annual Calendar of Events and Budget, approved by the full BOM. Quarterly joint coordination meetings bring together all committee chairs and the head teacher to share progress, align events and resolve emerging challenges.

6.6 MONITORING AND EVALUATION (M&E): EXPANDED FRAMEWORK

The Annual Review & Monitoring Framework in Section 6.4 provides the quarterly review cycle. This section expands that framework with a structured M&E approach that tracks not only activities but also outputs, outcomes, financial stewardship and institutional learning across all five pillars.

What Will Be Monitored	How / Frequency / Who Is Responsible
Activity Implementation (All 5 Pillars)	Compare planned vs. completed actions per pillar. Track using committee activity logs and BOM meeting minutes. Monthly by committee chairs; quarterly summary to BOM by head teacher.
KPI Performance Dashboard	Review KPI scores against baselines and targets for all five pillars. head teacher presents a KPI Dashboard at each quarterly BOM meeting. Quarterly and annually.
Year-by-Year Action Tracker	Finance Committee and head teacher to develop a Year 1-5 Action Matrix in 2026 categorizing all pillar actions by year. BOM to use this as a tick-off tracking tool at every quarterly meeting. Updated annually.
Stakeholder Satisfaction	Annual parent and teacher surveys (already part of the plan). Track response rates and satisfaction trends per pillar. Administered by Admin; reviewed by Academic Committee and BOM annually.
Financial Stewardship	Finance Committee reviews income, expenditure and budget performance against the plan. Monthly internal review; quarterly report to BOM; annual external audit. Summarized annual income and expenditure statement to be shared with parents.
Risk Register Review	Review and update Risk Register (Chapter 5). Assess new or emerging risks. Head teacher presents risk status update at each quarterly BOM meeting. Any new risks added and rated accordingly.
Midterm Evaluation (2028)	Comprehensive assessment of progress, outcomes and relevance halfway through the plan. External facilitation recommended. Findings presented to BOM and stakeholders. Plan priorities adjusted based on findings.
Final Evaluation (2031)	School-wide evaluation of overall Strategic Plan results and impact. Led by BOM with diocesan involvement and external evaluator. Findings to inform next Strategic Plan 2032-2036.

6.7 SUSTAINABILITY FRAMEWORK

Sustainability means ensuring that St. Monica Academy's vision, programs and infrastructure improvements continue to thrive beyond the five-year period of this plan. It requires deliberate effort to build spiritual, institutional, human and financial strength so that every initiative remains viable and impactful.

Sustainability Dimension	Key Actions & Approach
Financial Systems & Governance	Maintain a functional Finance Committee with clear roles, transparent budgeting and regular financial reporting to BOM and parents. Annual external audit. Establish a formal Asset Register for all major school properties, vehicles and equipment. Digital fee payment tracking to improve efficiency.
Stewardship Culture	Engage parents transparently on how fees and donations are used. Empower teachers as institutional stewards through Pillar 4B welfare programs. Organize annual appreciation events for dedicated staff, long-serving teachers and committed parents. BOM to champion a shared ownership culture.
Diversified Income	Implement the six-stream Resource Mobilization Strategy (Section 6.3): school fees (60-65%), Parish/Diocese support (10-15%), fundraising (10-15%), corporate/donor partnerships (5-10%), Government programs (3-5%), and Alumni Network (2-5%). Develop a School Partnership Prospectus by end of Year 1.
Human Resource Capacity	Salary review (Action 4.15), long service awards (Action 4.16) and pension scheme (Action 4.17) are sustainability investments, not optional. They protect institutional memory and reduce costly staff turnover. HR Committee to develop a Succession Planning framework for key leadership positions by end of Year 2.
Partnerships & Collaboration	Formalize key partnerships (Diocese, SMA, corporate donors, universities, alumni) through written Memoranda of Understanding (MoUs) that clarify expectations and accountability. Alumni Association (Action 5.5) to be established as a long-term sustainability vehicle from Year 1.
Environmental & Institutional Resilience	All infrastructure investments (water tanks, playground, dining hall) to include resilience considerations. Maintain close coordination between school, Parish and Diocese. Full strategic plan renewal due by 2031 for period 2032-2036. Midterm evaluation (2028) to trigger a plan review.

6.8 EXPENDITURE FRAMEWORK AND BUDGET ALLOCATION

The Expenditure Framework translates the strategic priorities of this plan into a structured and costed budget. Allocations are organized by strategic pillar; ensuring resources are directed toward activities that advance the school's mission. The detailed Five-Year cost estimates are in Section 6.2. The table below summarizes the overall budget allocation by pillar and states the key expenditure principles that the Finance Committee and BOM will follow.

Strategic Pillar / Area	Key Investments & Estimated 5-Year Budget Allocation
Pillar 1: Academic & Co-Curricular Excellence	Exam prep, booster classes, co-curricular expansion, reward systems, teacher CPD. Estimated 5-Year: KES ~1,128,000 (~5% of total budget).
Pillar 2: Spiritual Formation	Mass program, catechism, retreats, faith activities, PIP enhancement. Estimated 5-Year: KES ~450,000 (~2%).
Pillar 3: Governance	Policy development, BOM training, Board Charter, communication systems. Estimated 5-Year: KES ~490,000 (~2%).
Pillar 4A: Sustainability - Infrastructure (HIGH PRIORITY)	Bus & van purchase, playground, dining hall, kitchen upgrade, washrooms, classrooms, CCTV, PA system, water tanks. Estimated 5-Year: KES ~16,000,000 (~73% of total). Year 1 front-loaded with transport and playground as stakeholder-validated HIGH priorities.
Pillar 4B: Sustainability - Human Resources (HIGH PRIORITY)	Salary review, ICT training, professional development, long service awards, pension scheme setup. Estimated 5-Year: KES ~2,303,000 (~10%). Non-negotiable: staff motivation directly drives plan delivery.
Pillar 5: Collaboration	Parent workshops, staff team-building, alumni association, community programs. Estimated 5-Year: KES ~372,000 (~2%).
Cross-Cutting: M&E, Reporting & Institutional Support	Monitoring & evaluation tools, annual external audit, stakeholder reporting, midterm (2028) and final (2031) evaluations. Estimated 5-Year: KES ~564,000 (~3%). Ring-fenced to safeguard accountability.
GRAND TOTAL	Estimated KES ~21,307,000 over 5 Years (2026-2031). Finance Committee to develop detailed annual budgets each November for BOM approval. All costs assume ~10% annual inflation adjustment.

Key Expenditure Principles: (1) Alignment: all expenditure tied to specific pillar actions and KPIs. (2) Prioritization: HIGH priority actions (transport, playground, food services and staff salaries) funded first in Year 1. (3) Flexibility: annual budgets may be adjusted by BOM based on actual revenue, without compromising strategic intent. (4) Transparency: Finance Committee presents quarterly financial reports to BOM; summarized annual statement shared with parents. (5) Deficit Mitigation: if revenue falls short, Finance Committee presents a prioritized shortfall plan to BOM, protecting non-negotiable items (staff salaries, child safety). (6) Budget Governance: expenditure above KES 100,000 requires Finance Committee approval; above KES 500,000 requires full BOM approval; major procurement requires a minimum of three competitive quotes.

Our Commitment

The Board of Management and Leadership of St. Monica Academy are committed to ensuring that this Strategic Plan is implemented with faithfulness, transparency and accountability, guided always by our Catholic mission and the trust that our community has placed in us.

Together, we build excellence through faith, collaboration and sustainable growth.

CONCLUSION

This Strategic Plan represents a collaborative vision for St. Monica Academy, firmly rooted in stakeholder feedback and aligned with our Catholic mission. The thorough engagement of 139 stakeholders validates our strategic direction while identifying clear priorities for action.

Main Points

★ Our Core Strengths are Validated

Catholic faith foundation (78 mentions), academic excellence (65 mentions), discipline (42 mentions), and 87% overall satisfaction demonstrate a strong foundation.

★ Clear Priorities Have Emerged

Transport system improvement (affects 68% of families), playground development (health and safety priority) and food services enhancement (wellbeing concern).

★ We Have a Roadmap

Five strategic pillars with specific actions, clear timelines and responsibilities, measurable KPIs for monitoring progress and strategic alignment with stakeholder priorities.

Going Forward

The success of this Strategic Plan depends on our collective commitment to implementation, regular monitoring and continued stakeholder involvement. We will demonstrate responsiveness to stakeholder concerns while maintaining the core values that make St. Monica Academy unique.

"As we move forward, we remember our biblical foundation:

"Go up into the Country: bring timber, build the house that I may take pleasure in it and receive my glory, says the LORD."

- Book of Haggai 1:8

Together, we build excellence through faith, collaboration and sustainable growth.

HISTORY OF ST. MONICA ACADEMY AND JUNIOR SCHOOL

St. Monica Academy traces its origin to the year 2000, when it was founded by the late Fr. John Hannon with the noble intention of providing affordable and quality education to children of the Catholic faithful within the community. At its inception, the institution was known as St. John School. The founder envisioned a learning center that would nurture academic excellence, moral integrity, and spiritual formation among young learners.

Following the inauguration of St. Monica Noonkopir Parish, the institution was subsequently renamed St. Monica Academy, aligning the school more closely with the parish under whose pastoral care it operated. The school began modestly with a staff of three dedicated teachers: Tr. Teresa, who was responsible for the nursery section; Tr. Ann, who handled the pre-unit class. Tr. Christine, the pioneering headteacher who also served as a teaching staff and one non-teaching staff: Rebecca Emali.

At the time of its establishment, the school enrolled a total of eighty (80) learners. By the year 2001, however, the institution had experienced remarkable growth in both enrollment and community recognition, reflecting the strong demand for accessible Catholic-based education in the area.

Over the years, the leadership of the school has been entrusted to several committed headteachers who have each contributed to the institution's development and stability. These include:

1. Madam Christine.
2. Madam Petronilla.
3. Astonia.
4. Madam Stella.
5. Mr. Njeru.
6. Mr. Richard.
7. Mr. Joseph Kithome (2012–2014).
8. Mr. John Bosco Maua (2015).
9. Madam Jane Gatura (2016–2018).
10. Mr. John Wanyonyi. (2018–2019).
11. Mr. Lucas Mugo (2020–2021).
13. Madam Geraldine Daisy.
13. Mr. James Mburu – the current Head of Institution.

A significant milestone in the school's development was achieved in 2008, when St. Monica Academy was formally registered by the Ministry of Education and presented its first candidates for the Kenya Certificate of Primary Education (KCPE) examinations.

In the year 2018, the institution was further strengthened through the appointment of Fr. Godfrey Naika as the full-time School Director. Under his visionary leadership and steadfast commitment to academic excellence, the school has undergone remarkable transformation, steadily establishing itself as a centre of excellence in the region. This progress has been reflected in the school's outstanding academic achievements as follows:

1. 2019-402.33
2. 2020-396.
3. 2021-398.
4. 2022-404.7
5. 2023- 396.

Furthermore, in 2025, Fr. Godfrey Naika successfully championed the school's first Competency-Based Education (CBE) cohort, which recorded an impressive mean score of 7.23, marking another important milestone in the institution's academic journey.

The realization and continued growth of the founder's vision has also been greatly supported by the parish priests who have served at St. Monica Noonkopir Parish over the years. Their guidance, encouragement, and commitment have played an instrumental role in the progress of the school. Among these priests are Fr. Maria, Fr. Adams, Fr. Bernard Asuka (2012–2021), and Fr. Felix (2021–2023).

Through the dedication of its leadership, staff, parish clergy, and the wider community, St. Monica Academy continues to uphold the vision of its founder, striving to provide holistic education grounded in academic excellence, discipline, and strong Christian values.