



ST BENEDICT'S

STRATEGIC PLANNING 2013 - 2017



Introductory Statement

This strategic plan has been developed by the Executive Management Committee of St Benedict's to provide a disciplined approach to the management and development of St Benedict's over the five year period stretching from 2013 to 2017.

The plan is reviewed annually at the Executive Committee's annual Executive Indaba.

Any queries or comments can be addressed to the Executive Headmaster:

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Background History

St Benedict's, situated in Bedfordview, Gauteng, is one of South Africa's largest and most successful Catholic Schools. It operates as three separate schools under one umbrella and currently caters for 647 College, 390 Preparatory School and 403 Junior Preparatory School boys from reception in Grade R through to matriculation in Grade 12.

The school was founded by the Oblates of Mary Immaculate in 1958 to cater to the educational needs of Catholic boys on the near East Rand. Today the school operates as a Catholic school for boys of all faiths and is owned by the St Benedict's Trust and is administered by a Board of Governors.

Day-to-day operations are conducted by an Executive Headmaster, College and Preparatory School Headmasters, Deputies and excellent academic and sports staff who are registered with the South African Council for Educators.

St Benedict's is an independent school. Although it is registered with the provincial education department, the school receives no subsidy from the state: all costs, including staff salaries, are covered by school fees. The School is a member of the Independent Schools Association of Southern Africa and the International Coalition of Boys' Schools. The school also enjoys close ties with two local parishes, the Catholic Schools Office and the Catholic Institute for Education.

St Benedict's is in every sense a distinctly Catholic School, where Christian formation is seen as its fundamental purpose. It is a school with a proud academic tradition, producing consistently outstanding results in the Independent Examinations Board (IEB) matriculation examinations. There has been no failure at the Grade 12 level for more than thirty-eight years - and University Entrance pass rates are generally in excess of 95%.

Sport at St Benedict's is fostered through the school's unique "integrated day", where much of the boys' sport takes place during school hours. The same rigorous approach to academics is adopted in sport - with coaching and sporting facilities that rank amongst the best.

Boys are also encouraged to participate in a wide range of cultural activities. These include Drama, Public-speaking, Debating and Chess.

Governance Structures

St Benedict's is owned by the St Benedict's Trust which is chaired by the Oblate Provincial - Fr Terry Barnard. The following are the additional Trustees:

Fr I Fidgeon

Fr Joe Leathem

Mr K R Lydall

Fr P Maselwane

Mr B Sutcliffe

The immovable property on which St Benedict's operates, including all the buildings and improvements thereon, vest in the Trust. The Trust grants permission to St Benedict's the right to use that property on condition that St Benedict's operates a Catholic school to the satisfaction of the Trust. In accordance with this requirement, the Trust delegates the governance of St Benedict's to a Board of Governors; and the managerial functioning of the school to a Headmaster and the Executive Management of the School.

The St Benedict's Board of Governors consists of the following individuals:

Oblates of Mary Immaculate:	Fr T Barnard (Oblate Provincial) Fr T Daniels (School Chaplain)
Chairperson	Mr K R Lydall
Executive Headmaster	Mr A C Oosthuysen
Current Parents	Mr B Boake Mr A Bollo Mrs K Breet Mr I Motaung Rev N Philipson Prof M Scholes
Other Members	Mr P Carstensen Mr G Edwards (Preparatory Headmaster) Mr J Esterhuizen Mr D Jeffrey (College Headmaster) Mrs C Mowatt (School Bursar and Board Secretary)

In terms of the St Benedict's Constitution, the Board must consist of at least four practising members of the Catholic Faith and at least two parents of current pupils.

Members are not elected to the Board of Governors but are appointed or co-opted on merit by the Trust upon the advice of the existing members of the Board.

Executive Management

The Executive Committee which is currently responsible for the managerial and day-to-day functioning of the school, currently consists of the following individuals:

Executive Headmaster: Mr A C Oosthuysen

College Headmaster: Mr D Jeffrey

College Deputies: Mr T Craig

Mr M Nel

College Head of Religion Mr G Hanouch

Preparatory School Headmaster: Mr G Edwards

Preparatory School Deputies: Mrs M Mackinnon

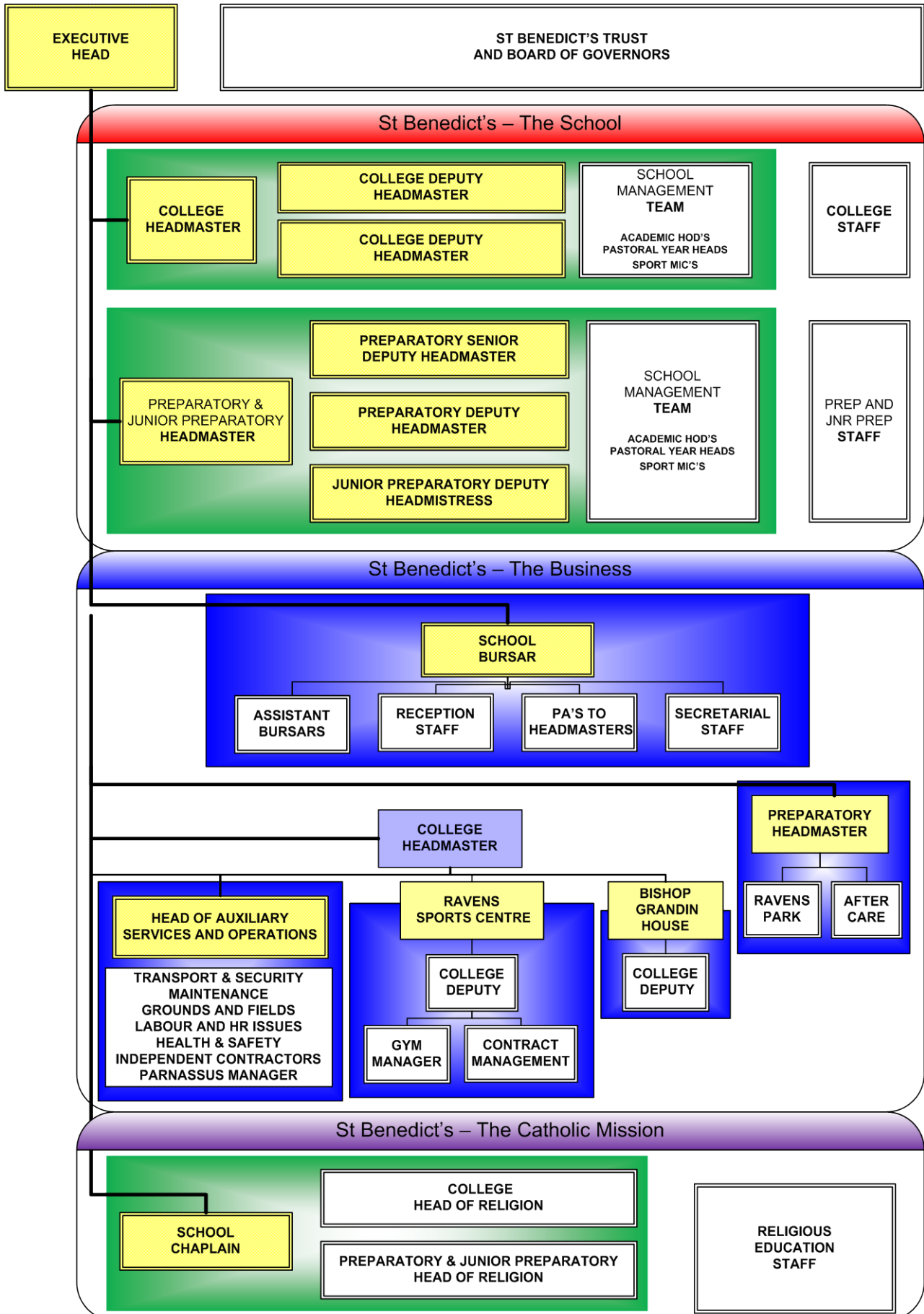
Dr D Oerson

Mr C Reed

Chaplain: Fr V Marole

Bursar: Mrs C Mowatt

Organigram



Affiliations and External Agencies

Independent Education



Independent Schools Association of Southern Africa

ISASA is the largest association of independent schools in South Africa and the Southern African region. Independent schools are also known as private schools. ISASA schools provide quality, value-based education to over 148,000 pupils. ISASA delivers fifty professional services to its 700 diverse school members.



Southern African Heads of Independent Schools Association

SAHISA is the professional body to which headmasters of ISASA schools belong. There are regional committees to ensure representation across the country. SAHISA holds a national conference once a year which all heads attend



Southern African Bursars of Independent Schools Association

SABISA is the professional body to which bursars of ISASA schools belong. It allows schools to share best practice in variety of areas relating to human resource and property management. SABISA also holds a national conference once a year which can be attended by all bursars.



Independent School Marketing Association

The Independent School Marketing Association (ISMA) is an interest group for marketers at ISASA member schools.



Department of Basic Education

St Benedict's is registered as a school with the National Department of Education.

Academic and Professional



Independent Examinations Board

The Independent Examinations Board is an assessment body that is accredited by Umalusi, the South African statutory body responsible for quality assurance for school and adult assessments. The IEB offers external assessment in accordance with legislation and Umalusi directives for schools registered with it at Grade 9 and Grade 12, at which point successful learners are awarded the National Senior Certificate and for adult learning from ABET Level One through to NQF Level 1.



International Boys' Schools Coalition

Founded in 1995, the International Boys' Schools Coalition is a not-for-profit coalition of independent, parochial and public schools from around the world dedicated to the education and development of boys world-wide, the professional growth of those who work with them, and the advocacy and the advancement of institutions that serve them.

GHBSA

Gauteng Heads of Boys' School Association

An informal association of the Headmasters of Gauteng Boys' Schools which meets on a termly basis to discuss issues of common interest.



South African Council for Educators

SACE is South African Council for Educators - the professional council for educators, that aims to enhance the status of the teaching profession through appropriate Registration, management of Professional Development and inculcation of a Code of Ethics for all educators.

St Benedict's attempts to ensure that all its staff are registered with SACE.

Catholic Education



Always close to the
people

Oblates of Mary Immaculate

The Missionary Oblates are a Roman Catholic religious community of priests and brothers. Founded in France by St. Eugene De Mazenod in 1816, there are currently more than 4,100 Oblate priests and brothers serving in more than 60 countries around the world. St Benedict's was founded by the Oblates in 1958.



Southern African Catholic Bishops' Conference

Any Catholic school exists with the consent of the local Bishop. The SACBC receives reports and recommendations from the CIE for consideration and approval.



Catholic Schools' Proprietors' Association

This association is made up of the owners of Catholic schools (mostly dioceses and religious teaching congregations) which sets the vision and direction for Catholic schools



Catholic Institute of Education

The CIE is an associate body of the Southern African Catholic Bishops' Conference (SACBC) and has provided services to the network of 352 Catholic schools since 1985.



Catholic Schools Board and Office

The CSB is made up of the owners; representatives of principals, school boards, the CIE and CSO; chairpersons of the CSCs, and lay experts in legal and financial matters. Among the aims of the CSB are ensuring that the religious character of Catholic schools is developed, ensuring financial sustainability, and responding to the needs of schools. Each regional Catholic Schools Board has a Catholic Schools Office which is its operational arm. The CSO carries out the directives of the CSB in providing services to schools.

Quality Assurance



Umalusi

Umalusi accredits private providers of education and training as well as private assessment bodies to offer tuition and/or assessment for qualification(s) on the General and Further Education and Training Qualification Framework.



Independent Quality Assurance Agency

The Independent Quality Assurance Agency (IQAA) provides quality assurance through evaluation of schools.

Support Services



Rape Wise – Proactive Education Group

Rape Wise is an organisation made up of legal and health care professionals, who have dedicated their lives to making a difference to the future of our youth in South Africa.

Organisational Vision

SCHOOL MOTTO

Veritas in Caritate (Truth through Caring)

"Rather, speaking the truth in love, we are to grow up in every way into Him who is the head, into Christ"
Ephesians 4:15

SCHOOL SLOGAN: A LIGHT IN THE WORLD

*You are the light of the world... Let your light so shine before men,
that they may see your good works and give glory to your Father who is in heaven."*
Matthew 5:13-16

SCHOOL VISION

To develop St Benedict's as a distinctly Catholic school where there is caring and the pursuit of Truth and Love which guides boys to an ever-increasing appreciation of their ability to think, act, play and reflect; and a ever-deepening understanding that these gifts should always be directed towards the service of the world; its people and building the kingdom of God on earth.

SCHOOL MISSION STATEMENT

St Benedict's strives to light the way to an:

- Understanding that we are blessed and fallible beings who are precious in the eyes of God and loved without condition;
- Understanding that each boy is a work in progress and that through God's grace has the potential to become Christ-like;
- Understanding that, in and through Jesus, we may encounter the real and loving presence of God;
- Understanding that as unique and independent human beings we have the greatest chance of reaching our full potential in a God-centred community;
- Understanding that justice and peace are achieved when living in right relationship with God, in solidarity with others and in harmony with creation
- Understanding that universal inclusivity demands that we reach out and care for all who experience impoverishment of any kind or circumstance.

It is our desire that the young men who grow in our care will display:

- **Spiritual maturity** sufficient to contemplate a divine call to God's service and Christian life and to lead at some level in their church;
- **Moral maturity** sufficient to lead as an example of righteousness, to understand what is really important; to demonstrate courage under fire; to make responsible decisions and to be men of integrity
- **Personal maturity** sufficient to marry and fulfil God's purposes in responsible relationships as a husband and father
- **Academic maturity** sufficient to study; be a lifelong learner and communicate and articulate as a man
- **Social maturity** sufficient to understand and respect others and to make a real contribution to society
- **Economic maturity** sufficient to hold an adult job and handle money
- **Physical maturity** sufficient to work, play and protect a family
- **Constitutional maturity** sufficient to fight for human dignity and the achievement of equality; non-racialism and non-sexism, the supremacy of the constitution; the rule of law and universal adult suffrage.

ST BENEDICT'S
STRATEGIC PLAN: 2013 – 2017



OUTLINE OF PROCESS

FORMULATION OF PLAN:
REVIEW OF PLAN:

TERM 1, 2013
YEAR END 2013

CAPITAL DEVELOPMENT PROJECTS				
TIME FRAMES	WHOLE SCHOOL	JUNIOR PREPARATORY	PREPARATORY	COLLEGE
<p>Time Frames are dictated by budgetary constraints which are currently under review.</p>	<p>Sale of Ravens Park and securing of alternate sports fields (Interim "Arrangements" with BCC, Edenvale Sports Club and Don Mattera Place of Safety to safeguard sporting programme)</p> <p>Classroom plug points for charging of digital devices</p> <p>Renovations of toilets throughout the school</p> <p>Renovation and extension of school hall</p> <p>Levelling of B and C Rugby fields and main oval</p> <p>Move lights and increase coverage to facilitate dual functioning of fields</p> <p>Renovation of the D Rugby field</p> <p>Indoor Basketball Centre</p> <p>Building of Squash Courts</p> <p>First Aid Room attached to main field</p> <p>Lockers and improved security</p> <p>Improved facilities (and storage) for Pipe Band</p> <p>2nd Astroturf</p> <p>Old Boys' Facilities</p>	<p>Change rooms with improved toilet facilities</p> <p>Viewing facilities for Junior Prep parents on sports fields</p> <p>Establishment of a Junior Preparatory Science Centre</p> <p>Improved facilities for Academic Support Staff</p>	<p>Second computer centre: CAMI work and research</p> <p>Locker/Storage facility for tog bags</p> <p>Air-conditioning of certain venues</p> <p>Language laboratory</p> <p>Additional therapy rooms</p> <p>Additional classrooms</p> <p>Art and D & T Centre</p> <p>MAD Facility</p>	<p>Additional classrooms</p> <p>Specialised Art Centre</p> <p>Additional Science laboratory</p> <p>College BiblioTech – A Student Information and Technology Hub</p> <p>Music classrooms and facilities for music tuition</p> <p>Conversion of College Auditorium into a box theatre and adjoining classrooms</p> <p>Building of additional administration offices (including office for chaplain)</p>
<p>NOTE: The order of items as they appear on these lists does not reflect an order or priority.</p>				

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STRATEGIC PLAN: 2013 – 2017



OUTLINE OF PROCESS

FORMULATION OF PLAN:
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TERM 1, 2013
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STRATEGIC IMPERATIVES	
STRATEGIC IMPERATIVES	BRIEF STATEMENTS OF INTENT
EDUCATION FOR CITIZENSHIP	<p>Across the world, citizens are demanding a greater say in decisions that affect their lives. In SA, citizens are demanding something more than the formal architecture of democratic governance with a Constitution and free and fair elections. They are demanding the right to quality education and health, jobs and the right to have their basic needs to houses, water, electricity and municipal services. The power of an active citizenry has been well demonstrated by Section 27 and Equal Education in the education sector. The impetus for an active citizenry is founded in the understanding that the developmental challenges facing South Africa cannot be addressed by the government alone. Along with the right to an equal and democratic society comes the responsibility to aid in addressing the challenges of our past. The expectation of active citizenship is for all citizens to do what they can, when they can in both their personal and professional capacity. We must encourage and allow each of our boys to see themselves as young, empowered leaders who are able to bring positive change in their communities through constructive social action; to think of themselves as the guardians of the constitution and to live its values in their homes, at work and in the wider society. They must be able to voice their rights, make others aware of their rights; hold those in public office accountable and exercise their responsibilities. We must encourage our boys to play a bigger role in their local communities by engaging thought influencers through dialogue, and through civic engagement with community-based organisations at a local, national and international level.</p> <p>Through civil participation and civic engagement we must teach our boys to be personally responsible, participatory citizens and justice-orientated citizens. Active citizens are those who develop the skills, knowledge and understanding to be able to make informed decisions about their communities and workplaces with the aim of improving the quality of life in these. At national level it can move from voting to being involved in campaigning pressure groups to being a member of a political party. At international level the global active citizen may be involved in movements to promote sustainability or fair trade, to reduce poverty or eliminate slavery.</p> <p>Active citizens challenge the rules and existing structures from within the bounds of democratic processes and do not become involved in violent acts. There is a general set of values and dispositions that can be associated with active democratic citizenship including respect for justice, democracy and the rule of law, openness, tolerance, courage to defend a point of view and a willingness to listen to, work with and stand up for others</p> <p>Active Citizenship is a form of literacy that we need to teach our boys:</p> <ul style="list-style-type: none"> • To come to grips with what happens in public life; • To develop knowledge, understanding, critical thinking and independent judgement of local, national and global events; • To be empowered and to be prepared to take action, i.e. acquiring knowledge, skills and attitudes, being able and willing to use them, make decisions, take action individually and collectively. <p>We can identify some key characteristics of Active Citizenship that we can foster in our boys' development from an early age:</p> <ul style="list-style-type: none"> • Participation in the community (involvement in a voluntary activity or engaging with local government agencies) • Empowerment to play a part in the decisions and processes that affect them, particularly public policy and services • An understanding of the political/social/economic context of their participation so that they can make informed decisions • The ability to challenge policies or actions and existing structures on the basis of principles such as equality, inclusiveness, diversity and social justice.

STRATEGIC IMPERATIVES

STRATEGIC IMPERATIVES	BRIEF STATEMENTS OF INTENT
<p>CAPACITY ENHANCEMENT</p>	<p>St Benedict's has always taken great pride in high standards of educational and ethical practice, a strong values base and principles of sound management and governance.</p> <p>In a fast changing educational environment with ever-increasing demands and needs, we must seek to maintain these standards by ensuring that governors, heads, bursars, management, teaching, administrative and support staff develop enhanced capacity to manage change and to implement best practice so that our school can continue to provide quality teaching and learning.</p> <p>Capacity enhancement includes but is not limited to:</p> <ul style="list-style-type: none"> • Increased access to the best educational, technological and administrative resources and programmes; • The provision of world-class facilities • A planned and well-orchestrated programme of capital development and expansion; • A well-managed and performance-focused staff • Performance appraisal, quality external training and a rigorous internal programme of professional development
<p>TRANSFORMATION AND DIVERSITY</p>	<p>As St Benedict's continues to grow and flourish within the new political and educational landscape of South Africa, the magnitude and complexity of diversity and transformation dictates that we broaden our perspectives and recommit ourselves to building a community in which equity and diversity are viewed not only as a moral and ethical imperatives but also as practical necessities.</p> <p>The school reaffirms the importance of diversity as a core value and encourages all its stakeholders to regular undertake a critical self-examination of its approach to equity and diversity.</p> <p>This belief, together with the impetus provided by ISASA's initiatives in this regard – in particular, the publication of ISASA Toolkit for Diversity and Transformation has led to the establishment of a Transformation and Diversity Team at St Benedict's.</p> <p>Since its founding in 1958, St Benedict's has always been a school that has opened its doors to pupils of all races. However, in recent years Transformation and Diversity at St Benedict's has happened "organically".</p> <p>It is envisaged that the Task Team will focus on three phases of institutional change:</p> <p>Advocacy Institutional Change Individual Change</p> <p>The long term goals of the Transformation and Diversity initiative will include:</p> <ul style="list-style-type: none"> • Fostering and communicating our commitment to transformation so that it is understood, accepted and supported by all stakeholders; • Establishing a community and environment that is welcoming to all; where learners, parents and staff value themselves and learn to respect the differences that exist in our society; that understands that we are united in diversity and strengthened through it; that promotes dissonance and discourse in a safe place and within a framework of ethical and value based rules and which leads to a greater understanding of the social relevance of identity and transformation; • Transforming the school community; • Supporting the transformation of the South African economy by supporting BEE compliant companies in our procurement and tendering policies <p>Practically, the school will also have to realign its operations in line with the expectations of a transformed parent and student body, including but not limited to increased boarding facilities; the introduction of an alternate 1st Additional Language and the reassessment of activities offered as part of the school's sporting and cultural programmes.</p>

STRATEGIC IMPERATIVES

STRATEGIC IMPERATIVES	BRIEF STATEMENTS OF INTENT
MARKETING	<p>As the number of independent schools in South Africa rises, and the competition for attracting top-quality students and teachers is heightened, it is increasingly important that the marketing of St Benedict's becomes more carefully calculated and well-considered. It may in fact be a prerequisite for the future survival of the school in a growing and competitive industry.</p> <p>Historically, there has been little need for active marketing of the school and any such marketing has been directly linked to the attraction of pupils at Grade 0 and 8 levels. Limited budgets and limited staff have been in place to attend to the active marketing of the school and the work has traditionally fallen to the Heads/Deputy Heads of the school. It is understood that a revised marketing strategy may require an increase in marketing staff, budget and facilities.</p> <p>It must also be understood that marketing of the school must not be limited to the principles of "selling" and "advertising". It is imperative that we investigate and reassess our current marketing strategies and processes and move towards the adoption of a holistic view and the development of a marketing culture with a clear focus on improving corporate branding, reputation, relationships and communication. This process does not call for the introduction of "gimmicky marketing efforts" but rather a realignment of our marketing strategy so that it sets the trend for St Benedict's as opposed to responding to the marketing trends set by our competitors.</p> <p>This process must include the fostering of strong relationships with alumni as well as our current parent bodies - they remain, we believe, our strongest marketers. In addition, it is imperative that we foster an "institutional happiness" amongst our staff - if teachers feel appreciated, trusted and well respected, they by default, tend to offer an excellent educational service. As a result, the school's reputation will automatically be enhanced. In short, a positive focus on staff automatically leads to happy students, which in turn leads to satisfied parents who will become your top marketers. Similarly, admissions must be viewed as a "sales process" that requires key relationship management. Each parent who applies for a place for their son must receive warm professional and personal attention.</p> <p>A revised marketing strategy must also include an intention to take social media seriously and to keep up with the latest trends in this regard. Instead of fighting the new communication methods and tools, we must use them to stay close to our boys and parents.</p>
SUSTAINABILITY: THE “GREENING” OF THE CAMPUS	<p>Over the course of the next few years, St Benedict's must better cultivate environmental stewardship and activism throughout our community to promote a socially just and ecologically-responsible world. We are educating a generation for whom long-term environmental awareness and sustainability will be of critical concern: they must be able to meet their needs without sacrificing the ability of future generations to do the same. There are environmental, economic, and social aspects to sustainability and these three aspects are interdependent. In the business world, this is known as the triple-bottom-line: people, profit, and the planet.</p> <p>In order to best prepare our boys for the world which they will inhabit as responsible adults, St Benedict's must adopt an institutional commitment towards environmental sustainability and implement policies governing campus conservation; water and energy-use efficiency and recycling practices. As an educational institution, we hope to always be on a path toward sustainability, always learning and gaining a better understanding of how to create a positive future for the world.</p> <p>Areas that currently demand a greater degree of commitment from St Benedict's, include but are not limited to:</p> <ul style="list-style-type: none"> • Green building principles • Recycling and Zero-Waste initiatives • Strategies for Achieving Carbon Neutrality and Greenhouse Gas Reduction • Purchasing of recycled and environmentally-friendly products, and Energy Star rated equipment and appliances • The installation of solar-heated geysers and low-flow fixtures. <p>In addition, the school undertakes to affiliate to The Eco-school Programme, an international programme of the Foundation of Environmental Education (FEE) active in 51 countries around the world. The programme is aimed at creating awareness and action around environmental sustainability in schools and their surrounding communities as well as supporting ESD (Education for Sustainable Development) in the national curriculum.</p>

STRATEGIC IMPERATIVES

STRATEGIC IMPERATIVES

BRIEF STATEMENTS OF INTENT

FINANCIAL SUSTAINABILITY

The Executive Management and Board of Governors of St Benedict's will embark on a comprehensive study to examine the financial sustainability of our school. In doing so, we must ask the tough questions and work towards finding those answers that would best address our school's unique position.

Is our current financial model sustainable?

If the model is not sustainable, how do we change it to ensure we have sufficient resources to support our academic, sporting and cultural programmes?

How do we ensure that we can continue to attract, employ and retain top academic and sporting staff?

How can we address the fixed costs of operating our school that are far outpacing inflation and tuition levels?

How do we keep tuition costs as affordable as possible?

We are currently experiencing a "boom" and a "boon" at St Benedict's with record and increasingly selective enrolment. We are blessed with waiting lists at our intake points.

We undertake this study from a position of strength, not desperation. However, like most independent schools in South Africa, we are completely reliant on tuition fees to cover our operating expenses.

A key component of this study will be to conduct the Financial Sustainability workshop offered by the Independent Schools Association of South Africa and a close examination of what have been identified as "The Markers of Success":

Market demand

Learner attrition

Staff attrition

Tuition levels

Financial aid

Productivity: learner/teacher ratio and learner/all staff ratio

Professional development and technology

Learner outcomes

STRATEGIC IMPERATIVES

STRATEGIC IMPERATIVES	BRIEF STATEMENTS OF INTENT
<p>ESTABLISHMENT OF A ST BENEDICT'S OLD BOYS' ASSOCIATION</p>	<p>Historically, St Benedict's has struggled to establish a meaningful Old Boys' Association. There have been numerous attempts to initiate a process but none have enjoyed sustained support and momentum.</p> <p>A St Benedict's Old Boys' Association will be able to provide the school with valuable support, ranging from donations to mentoring of students to advocating publicly and privately for the school, its vision and its mission. It will foster a spirit of loyalty and promote the general welfare of the school.</p> <p>The following three steps (between June 2013 and June 2014) are recommended as the process to be followed:</p> <p>Step 1 - Form an Interest Group</p> <ul style="list-style-type: none"> • Identify enthusiasm and willingness of several individuals to take on organisational initiative • Meet informally with these individuals to obtain names • Use the existing old boys' structures that are in place • Use school records and social networks to compile a data base of old boys • Telephone and personally meet with old boys • Establish a reasonable nucleus of old boys to participate in association's activities • Select a chairperson to drive the organisation <p>Step 2 – 1st Communication</p> <p>Correspond with old boys, introducing them to the chairman, requesting them to update their contact information, and inquiring if there are any interested volunteers for the committee</p> <p>Step 3 – Getting Organized</p> <p>A meeting should be convened of interested alumni to agree upon the association's objectives and form a committee.</p> <p>It is hoped that these initial efforts will culminate in a BOB (Bennies Old Boys) Leadership Conference hosted in July 2014.</p>

ACADEMIC GOALS

ACADEMIC GOALS		HISTORICAL PROGRESS	2013/2014 PRIORITIES	2014/2015 PRIORITIES	2015/2016 PRIORITIES
<p>To consistently achieve amongst the best academic results within our market place through a 12-year cross-sectional approach with the following targets at Grade 12 level:</p> <p>100% pass rate 100% university exemption rate 2 (and then 3) distinctions per boy</p>	COLLEGE	<ul style="list-style-type: none"> College subject sets have been "opened up" to include greater degree of choice Drama and Music introduced CAT phased out Drama and Music introduced Introduction of Headmaster's Teas Goalsetting interviews for top achievers Gr 12 Winter School Mentorship Programme Grade 12 Parents' Meetings 	<p>College HOD structures to be revisited and realignment to promote greater functionality and faster turnaround times</p> <p>Formulation of subject strategies to maintain and improve subject results and distinction rates (2013)</p>	<p>Appointment of a Head of College Academics</p> <p>Subject strategies to incorporate the use of technology into teaching and learning. (2014)</p> <p>Subject plans to transform classrooms into 21st century learning centres. (2014)</p>	<p>Implementation of plans to facilitate:</p> <p>(a) Use of Technology to assist teaching and learning</p> <p>(b) Transformation of learning spaces</p>
<p>An academic approach that is "generous and big" enough to enable academic achievers to obtain the best possible matric results and to enable academically weaker boys to gain access to tertiary education.</p> <p>To ensure that academic structures, policies, curriculum and enrichment programmes are all-inclusive and allow each boy to reach his true and full potential.</p>	ALL SECTIONS	<ul style="list-style-type: none"> Fulltime academic support teacher appointed in the Junior Preparatory school in 2010 "Nurture" class introduced at Grade 4 level Four smaller Gr 8 and 9 Afrikaans classes to provide greater 1:1 contact Academic Support Systems added to website Introduction of AP English 	<ul style="list-style-type: none"> Introduction of 2nd IT stream in Grade 10 Full rollout of AP English from Grade 10 – 12 University lecturers to supplement teaching of AP English 	<ul style="list-style-type: none"> Improved Junior Preparatory facilities for therapists Introduction of second "nurture" class at Grade 6/7 level Introduction of 2nd IT stream in Grade 11 University lecturers to supplement teaching of AP English Building of College Information Hub / Student "matrix" Appointment of additional support staff English Second Language teachers to facilitate academic integration of immigrant candidates 	<ul style="list-style-type: none"> Appointment of additional academic support staff Introduction of 2nd IT stream in Grade 12
<p>To be counted amongst South Africa's best Maths and Science schools</p>		<ul style="list-style-type: none"> Appointment of "teacher-in-excess" in College Maths and Science Departments Introduction of 2nd APMaths Stream at Grade 10 level 	<ul style="list-style-type: none"> Cross-sectional Maths "share-a-teacher" pilot project 	<ul style="list-style-type: none"> Cross-sectional Maths "share-a-teacher" pilot project Cross-sectional Science "share-a-teacher" pilot project Upgrading of Preparatory School Science Laboratories 	<p>Establishment of Exploratory Science Centre in the Junior Preparatory school</p>

ACADEMIC GOALS

ACADEMIC GOALS		HISTORICAL PROGRESS	2013/2014 PRIORITIES	2014/2015 PRIORITIES	2015/2016 PRIORITIES
Introduction of Zulu as an alternate 1 st Additional Language	ALL SECTIONS	Previous attempts have proven to be unsuccessful for two reasons: <ul style="list-style-type: none">• Lack of “popularity” amongst College boys as a choice subject• Sourcing of competent/successful staff	Initial investigations at Junior Prep and Preparatory level for potential rollout at Grade 1 to 4 levels in 2014/2015	Reassessing of contact time, standards and staffing of Zulu at Preparatory School level Introduction of a “choice” between Afrikaans and Zulu as a 2 nd option	Introduction of Zulu as an alternative to Afrikaans at College level
Focus on the development of reading as a core academic strategy throughout the school		<u>Junior Preparatory Developments</u> <ul style="list-style-type: none">• Establishment of a Fun Book Room• Increased spend on readers and reading material• Improvements in library as a resource for boys and staff• Staff development focused on reading strategies• Introduction of THRASS as a reading and spelling strategy• Involvement of parent in a “Listening to reading programme”	<u>Junior Preparatory</u> <ul style="list-style-type: none">• Formalisation of administration of Fun Book Room: Asset Registers, Stock Controls• Purchase of additional “fun” books• Parents meetings• Ongoing development of the “listening to reading” programme	Allocation of resources for the development of reading and the purchase of class readers, fun books and library books Increase spend on Preparatory School library resources and a "transfer" of the Reading focus from Junior Preparatory to Preparatory level	Establishment of a College BiblioTech – Information and Technology Centre
			PROMOTION OF A CULTURE OF READING		
To establish vibrant, exciting and fully equipped Music and Drama Departments		<ul style="list-style-type: none">• Establishment of Music and Drama Departments in 2011• Rapid growth in numbers at College level• Additional prep music facilities built in 2012• Increase in staff numbers	<ul style="list-style-type: none">• Appointment of a fulltime Music teacher for Junior Prep• Additional music equipment to be acquired	<ul style="list-style-type: none">• Additional music equipment to be purchased• Building of facilities for College Music Department	Conversion of current Auditorium into a Box Theatre and adjoining classrooms (old College library) into drama classrooms
To provide training and guidance for implementation of the CAPS curriculum		2012: Introduction of the new CAPS curriculum and implementation at Grades 1 – 3 and 10 levels	2013: Implementation of CAPS curriculum in Grades 4, 6 and 11 2014: Implementation of CAPS curriculum in Grades 7 – 9 and 12 <ul style="list-style-type: none">• Ongoing training and development of the implementation of the CAPS curriculum• Increased clarity on lesson preparation, design and presentation of learning programmes and weekly time allocations	Full implementation of the CAPS curriculum with minor changes as dictated or demanded	Review of implementation of the CAPS curriculum and recommended changes as dictated or demanded by the St Benedict's experience

ACADEMIC GOALS					
ACADEMIC GOALS		HISTORICAL PROGRESS	2013/2014 PRIORITIES	2014/2015 PRIORITIES	2015/2016 PRIORITIES
Provision of staff training; access to external enrichment opportunities, increased spend on academic resources, teaching material and equipment	ALL SECTIONS	<ul style="list-style-type: none"> Increased academic and departmental budgets Introduction of learning space budgets Aesthetic upgrade of certain venues 	<p>Staff increasingly encouraged to attend conferences and workshops; e.g.</p> <ul style="list-style-type: none"> National Boys School Conference Proudly Primary Conference IEB/ISASA curriculum courses <p>Staff development cycle to be introduced as link to appraisal system</p>	<p>Staff development priorities to be identified from appraisal system:</p> <ul style="list-style-type: none"> Whole school initiative Sectional initiatives Departmental needs Individual areas of focus Promotion of Lifelong Learning 	Link between staff appraisal and staff development to be further entrenched and expanded
To embrace technological advancement and provide staff and boys with access to the best and latest trends in educational technology	ALL SECTIONS	<p>Computer access and projectors (eBeams or Smartboards) introduced to all College classrooms</p> <p>All staff now have internet and email access from their classrooms</p> <p>Introduction and then refurbishment of the St Benedict's academic moodle</p>	<p>Replacement and redistribution of one computer centre</p> <p>Smartboards to be installed in selected preparatory classrooms</p> <p>Installation of Telkom Fiberoptic line</p> <p>Increase bandwidth, network capacity and WiFi access</p> <p>Establishment of three independent iPad server rooms</p> <p>Pilot Project: Classroom sets of iPads to be at Junior Preparatory and Preparatory level</p> <p>iPad pilot project at College level: English, Maths, Science, IT and Geography</p>	<p>Replacement and redistribution of one computer centre</p> <p>Smartboards/eBeams to be installed in all preparatory classrooms</p> <p>Installation of lockers and security features to safeguard iPads/digital devices and any BYOD initiatives</p> <p>Installation of changing banks</p> <p>Implementation of findings of College iPad project</p> <p>iPads for individual champions</p> <p>Introduce computers into selected classrooms for research and use by boys</p>	<p>Replacement and redistribution of one computer centre</p> <p>Establishment of two Laptop classes</p> <p>Begin upgrade of eBeams and Smartboards</p> <p>Increase in network capacity, mesh and connectivity</p>

RELIGIOUS GOALS

RELIGIOUS GOALS		HISTORICAL PROGRESS	2013/2014 PRIORITIES	2014/2015 PRIORITIES	2015/2016 PRIORITIES
<p>To move from being a unashamedly and unapologetically" Catholic school to a school which is "Distinctly Catholic" and warmly welcomes, embraces, integrates and accepts boys and staff of other faiths.</p> <p>To secure the full support of all staff for the school's "Catholic" Mission</p>		<ul style="list-style-type: none"> • Morning readings • Praying of the Angelus at 12:00 daily • Praying of Confiteur at the end of the school day. • First Friday Masses • CSO "Orientation Day" for teachers new to Catholic Schools 	<p>SBC to run its own Orientation Day for new staff</p> <p>Promotion of an inclusive catholicity</p> <p>Work towards increased staff awareness regarding the role of the teacher in a Catholic school</p>	<p>Run independent Orientation Day</p> <p>Promotion of an inclusive catholicity</p> <p>Raise staff awareness about the Catholicity of SBC and related expectations</p>	<p>Run independent Orientation Day</p> <p>Promotion of an inclusive catholicity</p> <p>Raise staff awareness regarding the Catholicity of SBC and related expectations</p>
<p>To establish the school as a religious centre of the local community and to promote stronger and more meaningful ties with our local parishes (Malvern and Edenvale) and the Oblates of Mary Immaculate</p>		<p>SBC facilities have increasingly been made available to host a number of Catholic community events</p>	<p>Continue to accommodate requests from the Catholic community to use our facilities (as long as they do not negatively impact on our own operations)</p> <p>Knights of de Gama National Conference in 2013.</p>	<p>Continue to accommodate requests from the Catholic community to use our facilities (as long as they do not negatively impact on our own operations)</p>	<p>Continue to accommodate requests from the Catholic community to use our facilities (as long as they do not negatively impact on our own operations)</p>
<p>To appraise the Catholic character of St Benedict's by implementing "<i>Signs of God's Presence</i>"</p>		<p>Statement 1 completed in 2012</p>	<p>Statement 2</p> <p>Strengthened focus on Statement 1 and strategies to strengthen requirements for Statement 1</p>	<p>Statement 3</p> <p>Strengthened focus on Statement 2 and strategies to strengthen requirements for Statement 2</p>	<p>Statement 4</p> <p>Strengthened focus on Statement 3 and strategies to strengthen requirements for Statement 3</p>
<p>Establish a voluntary programme of activities to enrich the spiritual life of boys and staff</p>		<ul style="list-style-type: none"> • Introduction of morning prayers for staff • Establishment of Youth Group with sister schools • Wednesday Pilgrimages • Regular access to the sacrament of reconciliation • Friday afternoon adorations 	<p>To be further developed and entrenched:</p> <ul style="list-style-type: none"> • Morning prayers for staff • Youth Group with sister schools • Wednesday Pilgrimages • Regular access to the sacrament of reconciliation • Friday afternoon adorations 		
<p>To be in a financial position to be able to assist Catholic families who wish to enrol their sons at SBC but who cannot afford the full tuition fees</p>		<p>Financial assistance is only offered through financial aid bursaries.</p> <p>Tapering down of Scholarship in preference for Outreach Scholarships</p> <p>Introduction of two Oblate Scholarships</p>	<p>Formalise selection process for Oblate Scholarships</p> <p>Mentoring programme for boys on Oblate Scholarships</p> <p>Grow the programme from 2 to 4 boys</p>	<p>Appoint a staff member to facilitate a mentoring programme for Oblate Scholarship candidates</p> <p>Increase the number of candidates from 4 to 6 boys</p>	<p>From 6 to 8 boys</p>

RELIGIOUS GOALS

RELIGIOUS GOALS		HISTORICAL PROGRESS	2013/2014 PRIORITIES	2014/2015 PRIORITIES	2015/2016 PRIORITIES
To strengthen and promote stronger and more meaningful partnerships with the Catholic Schools' Office and the Catholic Institute of Education		Mr Oosthuysen, Dr Oerson and RE staff to represent St Benedict's at relevant meetings	Establish a meaningful partnership with St Vincent's School for the Deaf		
To adopt a one-school-one-community approach in order to strengthen our Outreach projects		A number of very successful charity drives took place throughout the year.	<p>To consolidate and streamline outreach projects and to provide whole-school, well-orchestrated support to:</p> <p>Little Eden St Vincent's School for the Deaf Colonel Rowland Home Christmas Gift Drive</p>		
Develop the RE curriculum and seek strategies that better assist the teaching of RE		<p>We have increased the number of RE staff</p> <p>Division of senior classes into smaller groups</p>	<p>Appraisal of RE Curriculum</p> <p>Split Grade 5 and 7 RE classes into smaller groups</p>	<p>Intensive focus on curriculum development</p> <p>Appointment of fulltime RE teacher in the Junior Preparatory School</p> <p>Build and develop additional RE venues</p>	Smaller RE classes in all grades
Improved planning and quality of the retreat experience		Historically, a 1 – 2 ½ day retreat has taken place for each Grade commencing at Grade 4 level	Elicit feedback on retreats and review programmes offered		

SPORTING GOALS

SPORTING GOALS		HISTORICAL PROGRESS	2013/2014 PRIORITIES	2014/2015 PRIORITIES	2015/2016 PRIORITIES
To implement a comprehensive programme to educate our boys about the use of steroids and unregulated supplements		<p>In recent years a number of guest speakers have addressed the College boys.</p> <p>The first round of steroid tests took place in 2011 and at regular intervals since.</p> <p>Regular random drug testing takes place throughout the term.</p>	<p>SBC to affiliate to the SAIDS initiative</p> <p>Regular steroid testing to continue at least once a term</p>	Continued programme of educating and testing	Continued programme of educating and testing
<p>To develop a Code of Ethics for Sports Coaches and Managers</p> <p>To develop Sporting Codes of Conducts for participants and supporters to educate stakeholders about appropriate behaviour \</p>		<p>Coaches' Code of Ethics formulated and adopted.</p> <p>Implementation of the Code of Ethics to be "policed" particularly with respect to outside coaches.</p> <p>Supporters code introduced and printed in fixture programmes</p>	<p>Heads of Sport in respective sections of school are to ensure that part-time/external coaches sign receipt of Code upon employment.</p> <p>Review the current policies and update the Parent Charter for adoption by the school Executive.</p> <p>Revised Charter to be communicated and regularly reiterated</p> <p>Limit the sale of alcohol at sports fixtures</p>	Widespread advocacy and "marketing" of the St Benedict's Parents' and Supporters Charter	
To ensure that all our home fixtures are professionally run and presented and serve as a credit to the school		<p>Additional Cleaning Staff to be employed for the Aftercare Centre, Waterpolo and Cricket centre toilets.</p> <p>Permanent toilet cleaner/s on Saturdays.</p>	<p>Streamlining of catering procedures</p> <p>Greater "care" in terms of aesthetics of venues and catering</p> <p>Upgrading of toilet facilities</p>	<p>Review of recent changes and implementation of further changes and procedures to improve standards</p> <p>Upgrading of toilet facilities</p>	
To ensure that C and D teams receive the same quality coaching, time and effort as A and B teams		Additional sports coaches have been employed at the Preparatory and College levels.	<p>Review current status and seek further capacity enhancement.</p> <p>Continually stress the value of participation over winning at all costs.</p>		

SPORTING GOALS

SPORTING GOALS		HISTORICAL PROGRESS	2013/2014 PRIORITIES	2014/2015 PRIORITIES	2015/2016 PRIORITIES
To continually upgrade the quality of coaching provided to our boys by ensuring that our coaches regular attend courses to upgrade and improve their qualifications and knowledge of the game			<p>All coaches to fulfil the minimum of a level 1 coaching qualification</p> <p>Preparatory school swimming structures to be reviewed</p>	<p>Additional permanent preparatory sports coaches to coach Rugby and Hockey</p> <p>Additional permanent coaches at College level</p>	
To continually improve and upgrade the Ravens Sport Centre		Much improvement has occurred in the Centre: upgrading of facilities and equipment.	Installation of Mezzanine floor in Ravens Sports Centre	Continued renovations of Ravens Sports Centre (Swimming Pool)	<p>Continued renovations of Ravens Sports Centre (Gymnasium)</p> <p>Measure to address the ceilings</p>
To ensure that communication flowing from the Sports Offices is of the highest possible standard		<p>Appointment of Prep School staff member to oversee the implementation of the Grade 3 programme and to communicate with parents</p> <p>To ensure that the Prep School Sports Newsletter is distributed to boys and parents in hard and soft copy</p>	<p>Increased usage of noticeboards</p> <p>Develop a newsletter that is Grade 3 specific and separate from the Preparatory School Sports Newsletter</p> <p>Grade 3 guardian position to be grown and developed</p> <p>All communication to be countersigned by Headmasters</p>		
To supplement and diversify sporting programme offered at Grade 1 and 2 level			<p>Review current structure</p> <p>Gauge the feasibility of introducing a second sport option at Grade 1 and 2 level in summer</p> <p>Increase match opportunities for soccer in winter.</p>		

CULTURAL GOALS

CULTURAL GOALS		HISTORICAL PROGRESS	2013/2014 PRIORITIES	2014/2015 PRIORITIES	2015/2016 PRIORITIES
To provide clear leadership for the cultural programme			Advertise and appoint a Deputy Head in the Prep School with a focus on Cultural Affairs		
To provide "cultural" boys with a greater degree of exposure within the school programme		<p>Full College Drama programme established:</p> <p>House plays Matric Productions RAPS One-Act Festival Major Productions</p> <p>Prep programme has increased:</p> <p>Establishment of Prep Pipe Band Revitalisation of Chatterbox and Matterbox greater involvement in Eisteddfods</p> <p>Class music throughout the school and music tuition</p>	<p>College drama to extend to additional external festivals</p> <p>Consolidate involvement in Chatterbox and Matterbox</p> <p>Create opportunities for greater exposure particularly in local press</p> <p>Introduce drama as part of the Prep Arts Curriculum</p> <p>Employment of a drama staff member</p>	<p>Conversion of College Auditorium into a box theatre</p> <p>Afrikaans Matterbox group</p> <p>Annual Christmas Carols to be revitalised</p> <p>Prep Cultural tour</p>	<p>Employment of additional music staff</p> <p>Introduction of Preparatory School Interhouse Play Festival</p>
Introduce termly soirees and a prestigious annual Unified Cultural Showcase		Unified Cultural Showcase took place on the first Tuesday of October and will now become a regular feature of the school calendar.	<p>Sectional Showcases to precede the Unified Showcase</p> <p>Revitalising of combined Christmas Carols</p>		
To establish a College Choir		<p>Large group of boys were auditioned at the end of 2011.</p> <p>Fledgling College choir in operation for 2012</p>	College Choir growth to be encouraged and fostered		

BOARDING GOALS

BOARDING GOALS		HISTORICAL PROGRESS	2013/2014 PRIORITIES	2014/2015 PRIORITIES	2015/2016 PRIORITIES
To ensure 100% occupancy in a top-notch boarding school which is a "home away from home"		<p>100% occupancy throughout the year from 2011 onwards</p> <p>2012 saw the start of investigations into the establishment of an additional boarding house.</p>	<p>Extension to provide further bathroom facilities</p> <p>Addition four-man dormitory to be built</p> <p>Headboy's dormitory to be built</p>	<p>Maintain 100% occupancy</p> <p>Acquisition of 21 Kings Rd</p> <p>Establishment of a Matric House with facilities for Matric boarding master</p>	<p>Maintain 100% occupancy</p> <p>Planned renovations and extensions to 21 Kings Rd facilities</p> <p>Additional hostel staff parking</p>
To continue to upgrade the facilities and services provided for boarding boys and parents		<p>Upgrade of facilities for boarding masters completed.</p>	<p>Programme of aesthetic improvements to be continued.</p>	<p>Built in wardrobes to replace steel lockers</p> <p>Programme of aesthetic improvements to be continued.</p>	<p>Programme of aesthetic improvements to be continued.</p>
To investigate and align the quality and quantity of catering provided		<p>Customer survey conducted by Compass group.</p>	<p>Annual survey to be conducted and subsequent changes to be recommended</p>		
To establish an environment which supports boys and assists them in achieving their full potential		<p>Academic support programme remains in place.</p> <p>Boarding school has shifted in terms of the calibre of boy it is attracting. No longer viewed as a "dumping ground" for weaker boys.</p>	<p>Improve interface of designated boarding masters with current Pastoral Care structures</p>		

STAFFING GOALS

STAFFING GOALS		HISTORICAL PROGRESS	2013/2014 PRIORITIES	2014/2015 PRIORITIES	2015/2016 PRIORITIES
To increase Catholic representation on the staff by employing – wherever reasonably possible – teachers who are active practitioners of the Catholic faith		In recent years it has become increasingly difficult to recruit staff who are actively practising the Catholic faith	All new posts must be advertised on CSO website, in the Archdiocesan News and the parish newsletters A recruitment policy to strengthen the Catholicity of the school staff to be formulated and implemented		
To regularly conduct comprehensive staff audit		Academic contingent currently satisfactory and meeting operational requirements Coaching shortage to adequately meet the demands of C and D teams Additional sports coaches employed in 2012/2013	Conduct a comparative analysis of academic teaching loads at all three levels of the school. Sport staff audit to be conducted		
To move increasingly towards employment equity		Limited progress has been made and transformation has been relatively "organic"	Transformation and Diversity initiatives to include provisioning for the acquisition and recruitment of PDI's		
To motivate staff to be lifelong learners who practice teaching as a vocation and who are committed and professionally involved		Staffroom libraries to be installed in all three staffrooms and stocked with relevant reading material. College staff room library installed	College Staffroom library to be stocked with relevant and motivational reading material	Preparatory and Junior Preparatory staffroom libraries to be installed and stocked	
To investigate and gradually address salary discrepancies and anomalies		St Benedict's has participated in the annual ISASA Focused salary surveys for the last three years. A remuneration and appraisal committee was established to investigate and quantify perceptions that Preparatory and Junior Preparatory salary packages fell short of national norms. Preparatory and Junior Preparatory staff salary discrepancies addressed with above average increases in 2011 and 2012.	Final year of above average increases for Preparatory and Junior Preparatory salary increases (linked to annual appraisals)	Continued participation in annual ISASA Focused Salary Survey	

STAFFING GOALS

STAFFING GOALS		HISTORICAL PROGRESS	2013/2014 PRIORITIES	2014/2015 PRIORITIES	2015/2016 PRIORITIES
To introduce incentives to recognise and reward staff achievement, commitment and productivity		<p>Incentive programme introduced for grounds and maintenance workers.</p> <p>Long Service awards introduced.</p> <p>"Bonus" Parnassus weekend-getaways for staff.</p>	<p>Incentive programme for ground and maintenance staff phased out.</p> <p>"Bonus" Parnassus weekend-getaways for staff.</p> <p>Staff Wellness Days to be introduced</p>	<p>"Bonus" Parnassus weekend-getaways for staff.</p> <p>Staff Wellness Programme to be introduced</p> <p>Introduction of Incentive budgets for Deputy Headmasters and Headmistresses to recognise staff</p>	Management Wellness Programmes to be introduced
To employ "horses for courses" and to provide "courses for horses"		<p>College and Preparatory staff attended a number of varied workshops/seminars and a large contingent attended at IBSC National Conference</p> <p>Debt Counselling and HIV Awareness Courses for ground staff</p>	SBC staff attendance at relevant conferences and workshops to be encouraged, supported and increased	SBC staff attendance at relevant conferences and workshops to be encouraged, supported and increased	Senior management to attend IBSC with Executive
To move increasingly to annual salary reviews that are directly linked to a fully-fledged staff appraisal system		<p>Prep and College systems streamlined and standardised</p> <p>New, unified and streamlined process piloted in all three sections of the school in 2012</p>	<p>Staff Appraisal system to be linked to staff development</p> <p>360 degree appraisals of Executive Committee</p>	<p>Staff development priorities to be identified from appraisal system:</p> <ul style="list-style-type: none"> • Whole school initiative • Sectional initiatives • Departmental needs • Individual areas of focus • Promotion of Lifelong Learning 	Review of Appraisal System
Staff Expansion				<p>Prep Deputy: Cultural Activities</p> <p>College Deputy: Academics</p> <p>Additional interns</p> <p>Intern programme to be used to source and develop potential PDI teachers</p>	<p>Additional school psychologist</p> <p>Teacher assistants to be introduced at Junior Preparatory level</p>
Acquisition of staff accommodation		Purchase of 3 Zeeman Rd for Executive Headmaster's residence	Purchase of 21 Kings Rd with the intention of developing future staff accommodation	Proposed purchase two further properties in Zeeman Rd (Headmasters' Residences)	

