



MAKING
ANLO SENIOR HIGH SCHOOL
ATTAIN GRADE 'A' STATUS

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EXECUTIVE SUMMARY

The progress vision of Anlo Senior High School, Anloga from January, 2022 is to make the school attain grade 'A' status within the shortest possible time. Currently, Anlo Senior High School (ANSECO) is a grade 'B' school. There are currently fifty-five (55) grade 'A' schools in Ghana and only two (2) in the Volta Region being Mawuli School and Ola Senior High School, Ho.

Since ANSECO is the Star of the Anlo Land and the Kingdom of Anlo is one of the largest of the Ewe costal tribes in Ghana, the Kingdom deserves to have a befitting second cycle institution and there cannot be any other school other than the one that bears the name of the Kingdom; ANLO SENIOR HIGH SCHOOL.

No matter how great this vision is, it needs more than just creating it in order for it to manifest or for it to be meaningful. It not only requires thoughtful planning but it also needs intention. It needs to be adequately crafted, discussed and nurtured just as a planted seed needs water, sunlight, and even love to manifest as a plant or flower. Above all, it needs to be executed as planned to achieve the expected results.

As a result, the vision of making Anlo Senior High School a grade 'A' school needs a broad-base consultation and its tenets and way-forward explained in greater details to all stakeholders so that implementation is done together for results to be achieved. The targeted stakeholders are:

- Ministry of Education
- Ghana Education Service, Accra
- Regional Minister, Volta Region
- Regional Directorate of Education, Ho
- Board of Governors
- District Assembly, Anloga
- District Education Directorate, Anloga
- Management, ANSECO
- Chiefs and Elders, Anlo
- Member of Parliament, Anlo Constituency
- Assemblyman, Avume Electoral Area
- Past Students, ANSECO
- PTA, ANSECO
- Staff, ANSECO
- Religious Bodies, Anloga
- Non-Governmental Organizations
- Students, ANSECO
- Others

The buy-in and support of the above stakeholders and many others are needed to achieve the vision.

PILLARS OF THE VISION

The vision of making ANSECO attain a grade ‘A’ status rest on three (3) pillars which are:

- ✚ EXCELLENT LEADERSHIP
- ✚ ACADEMIC EXCELLENCE
- ✚ INFRASTRUCTURAL DEVELOPMENT

1. EXCELLENT LEADERSHIP

I believe that good leadership is needed to achieve results and also that leadership is a shared responsibility where everybody plays his or her role to achieve expected results. This view is supported by the Quantum Field Theory which talks about how interconnecting parts play into a coherent whole and also that the whole is greater than the sum of the parts. I also believe that leadership needed to achieve this result is centered on flexibility, orientation to team needs, satisfaction and open confrontation leveraging members’ integration rather than being centered on the charismatic figure of the leader. **In Distributed School Leadership, a key component is the capacity to enable others to take leadership roles as the situation demands.**

Leadership is the development of vision and strategies, the alignment of relevant people behind the strategies and the development and empowerment of individuals to make the vision happen despite obstacles. Educational Leadership is the process of strategically identifying and guiding the talents and energies of Teachers, Students, Parents and other Stakeholders towards the achievement of common educational aims and objectives.

It is as a result of the above that management of Anlo Senior High School is putting up this document to solicit for support from all stakeholders for the vision to make sure that the school stands out among others.

In order to achieve this vision, we are going to dwell heavily on the model espoused by Cheng (2005). According to the model, to achieve school effectiveness, one has to lead in the following ways:

- economic leadership
- social leadership
- technological leadership
- political leadership
- cultural leadership and
- learning leadership

1.1 ECONOMIC LEADERSHIP

Economic leadership is based on economic rationality in thinking that concerns maximizing benefits and achieving planned aims and targets of a school through optimal use of various resources. Efficiency, cost–benefit, cost effectiveness, resources and financial management and economic optimization are some key values and ideology of economic thinking in pursuit of school effectiveness. In this regard, we would look at the following:

- ✓ What resources and costs are needed and what benefits can be generated in the action cycle of ANSECO and its members?
- ✓ How can the planned aims of ANSECO be achieved with minimal costs or resources in action process?
- ✓ In what way the marginal benefits can be innovatively maximized from the action process of ANSECO in general and its members in particular?

1.2 SOCIAL LEADERSHIP

The major task of school leaders is to establish social network, motivate members and promote their initiative and synergy to implement the school action and achieve the aims of the school. What we are going to lay emphasis on are to identify:

- ✚ Who are major stakeholders and actors of ANSECO and how can their energies be harnessed to the benefit of the school?
- ✚ How can the relationships with these stakeholders and actors affect the aims, processes, and outcomes of the school and the sustainability of school development?
- ✚ How can the needs of stakeholders of ANSECO be satisfied and their interests and synergies sustained to pursue school effectiveness and development?

1.3 TECHNOLOGICAL LEADERSHIP

The wagon-train of technology is moving very fast. We either come along or we are left behind. With this, we would interrogate the following:

- ❖ What methods, procedures, techniques and structures can be used to achieve the planned goals and targets of ANSECO?
- ❖ How can the aims and related tasks be achieved more effectively through changes in structure, methodology or technology of ANSECO?
- ❖ Can any technical innovations and improvements be made or the process of school functioning be reengineered to ensure sustainable development and effectiveness?

1.4 POLITICAL LEADERSHIP

The planning of school development includes the efforts to find out the balance among various political forces for achieving compromise and to search for any possibilities for reaching the “win-win” situation and building alliance among interest parties of a school. Political thinking in leadership is to consider the impacts of micro-politics among interest parties on various aspects of action and outcomes and to calculate the political cost and consequences among alternative strategies or tactics for dealing with the political concerns in school action.

1.5 CULTURAL LEADERSHIP

The objective of leadership is to clarify ambiguities and uncertainties. In general, cultural thinking in school leadership is a process of searching, clarifying and making meanings in line with the shared key values, beliefs, ethics and morality of the school. School leadership involves the resolution and management of conflicts and struggles through various strategies such as alliances building, negotiation, compromise, participation and democratic process that are necessary in formulating and implementing school plan and achieving aims of ANSECO. Currently, we all know that ANSECO land is in issue and is in court. The earlier we find amicable way out of it, the better for the development of the school. I, as the Headmaster promise to do my best possible to make sure that ANSECO gets what belongs to her in the midst of the cultural and local agitations with its associated threats.

1.6 LEARNING LEADERSHIP

The ever-changing trends of knowledge and how to impact it today demands that we refine our systems and methods from time to time to correspond to changing needs. This calls for constant training and re-training of our staff to be abreast with current trends. This corresponds with what Abraham Lincoln said: “Give me 6 hours to chop down a tree and I will spend the first-four hours sharpening the axe.” Our typical concerns in Learning Leadership in ANSECO includes the following:

- What staff development programs do we organize for our staff to be able to deliver to expectation for our students to pass WASSCE?

- How can the aims and nature of school action be re-conceptualized to be more adaptive to the changes and challenges in the context?
- How can the cognitive gaps in understanding the changing realities be minimized and new thinking modes and new understanding about sustainable school effectiveness and development be achieved?
- What learning styles, thinking modes and knowledge can we put at the disposal of our students to achieve expected results?

1.7 DISCIPLINE

It is the duty of ANSECO Management to make sure that staff and students are discipline because it is the key to success. Ghana Education Service is about to roll out a unified Code to be used to stem the tide of indiscipline in our schools for better improvement of our academic quests since discipline and academic achievement are inseparable concepts. Before then, the Code of Conduct for the school would be used to address indiscipline in the school.

1.8 OPEN DOOR POLICY ADMINISTRATION

I believe that employees are the most precious assets of an institution because of their diverse backgrounds, qualifications, experiences, mentalities, cultures etc. As a result:

- ✚ There would be maximum respect for every stakeholder in ANSECO.
- ✚ I would let everyone know that he/she matters and is part of the success or otherwise of ANSECO.
- ✚ Disseminate information promptly (when water gathers at a point, it smells).
- ✚ Conscientize staff that you can walk to me for discussion instead of grumbling.
- ✚ The channels of communication would be strengthened nonetheless.

2. ACADEMIC EXCELLENCE

Excellent academic work is the dream of every institution including Anlo Senior High School. It gives assurance to parents and guardians that their wards are going to be taken through the appropriate course of study and that at the end, investment parents and guardians make in their wards would not be in vain. As a result, ANSECO would do the following in order to attain its intended Academic Excellence:

2.1 STAFF DEVELOPMENT

Ensuring staff development from time to time is crucial to achieving goals. This is as a result of changing trends and increase in knowledge and understanding hyped by the advent of Information and Communications Technology. The development and sharpening the skills of staff of ANSECO is seen as a prerequisite to achieve the vision of the school. This would be done through:

- Peer Teaching
- Training Staff to use ICT tools to a greater extent to perform their duties
- Invite Chief Examiners for Seminars for staff and students
- Encourage staff to use the Continuous Professional Development (CPD) Fund judiciously
- Training for all categories of Non-Teaching Staff
- Encourage Staff to use his/her talents to the benefit of the school

2.2 ADEQUATE PROVISION OF TEACHING/LEARNING MATERIALS

This is needed to be able to facilitate the teaching and learning process. Each department and unit in the school would be contacted to advise management on what would be needed to carry the agenda.

2.3 EFFECTIVE SUPERVISION OF TEACHING AND LEARNING

Management has initiated close monitoring and supervision of teaching and learning. We scheduled specific time within the day for each of the four (4) of us: Headmaster and the three (3) Assistants to go round within the instructional hours to check students and staff attendance and delivery. Heads of Department are also asked to help. This strategy is working so well because we do it every day. Attendance Registers in the Staff Common Room and the classrooms would help in this regard. Also, procedures to be followed for a staff to be absent from school would be streamlined to make sure that students' contact hours are not lost unjustifiably.

2.4 INSPECTION OF EXERCISES

- ❖ Teachers encouraged to give more exercises
- ❖ Days are set aside by Assistant Heads for the exercise department by department
- ❖ Heads of Department (HODs) are included in the planning and execution
- ❖ Tutors bring all students' exercise books for inspection
- ❖ Outcomes of the inspection are recorded and displayed on Staff Notice Board
- ❖ Teachers with fewer exercises are asked to do more and show them to Assistant Head (Academic) within a stipulated time
- ❖ Headmaster, Assistants and HODs sit in lessons to observe teaching and learning

2.5 INSPECTION OF TEACHING NOTES

- ✓ Teachers are encouraged to give adequate teaching notes to students
- ✓ Days are set aside to inspect the notes on Form basis
- ✓ Subject Teachers help to check the adequacy of the notes
- ✓ Students without adequate notes are punished and asked to copy and show it to Assistant Head (Academic).

2.6 SUPERVISION OF PREP

The scanty House Parents on campus have been scheduled in pairs to monitor prep according to days assigned to them in the week. This initiative is helping to keep order during prep. Thanks to the House Parents for the great efforts expended for this initiative.

2.7 FORM MEETINGS

Form Meeting of Form Parents and students on every Thursday has been revived. It takes place from 6:30am - 7:00am. This is helping Form Parents to know their students very well and attend to their immediate needs. They have been advised to place much emphasis on checking attendance of students and contact parents and guardians of the whereabouts of their wards when they absent themselves from school repeatedly.

2.8 INTERVENTION PROGRAMS

Special Intervention classes would be organized for academically poor students to move them up the academic scale. This would be organized twice a week. Very dedicated Teachers would be brought on board for the exercise which would surely not be free.

2.9 AWARD SCHEMES

The school has plans underway to revive Award Schemes in the school and institute new ones. The order-of-merit of students' academic performances would be used for the award every semester. This is meant to bring healthy academic competition among students. We need the support of all stakeholders of the school to initiate and sustain this noble agenda.

2.10 COMMON TESTS

Students would be given Common Test items to respond to at two (2) times within the semester. This would enable the classes to be at par by way of teaching and learning. This would be done at least twice a semester. Questions meant for this exercise would be printed by the school for the purpose.

2.11 ELECTIVE TEXTBOOKS

A study conducted recently show that more than half of our students do not have the recommended Elective Books to use. This situation is making them depend solely on the teaching notes given to them by the teacher for revision. We have written to the Sorkpor Endowment Fund to buy at least ten (10) Elective Books each of all the electives we offer in the school. Past Students have also promised to donate quite a number. These books would be put in the library for use while we plead with other stakeholders to donate more and also appeal to parents and guardians to get copies for their wards.

2.12 FORMATION OF STUDY GROUPS

Students are encouraged to form study groups to enhance learning. They are advised that membership into each group should not exceed five (5). This is done to enhance the group effectiveness.

2.13 INSTITUTING 'MINIMUM OF GRADE C6 STRATEGY'

Students are conscientized not to score less than grade C6 (50-59) in all the subjects they offer in the school. Parents and Guardians whose wards score less than grade C6 in any subject would be invited to the school for discussion as to how to forestall or prevent that from happening again.

2.14 BUILDING SELF-CONFIDENCE AND SELF-DETERMINATION IN STUDENTS

It is our belief that because students lack self-determination and self-confidence, they always scavenge for 'Apor' which rather make them to fail WASSCE. To curb this, we would do the following:

- ✓ Let our students know that not all their colleagues in JHS have made it to SHS, so, since they are in SHS, they are already champions.
- ✓ Display quotes on the concepts at vantage places in the school eg. The moment you doubt you can fly, you cease forever to be able to do it, everybody is genius, believe it and you would excel.
- ✓ Invite motivational speakers to the school at least once a semester to talk to students about the concept.

2.15 GUIDANCE AND COUNSELLING PROGRAMS

Academically poor students would be referred to the Guidance and Counselling Coordinator. Their Parents or Guardians would be invited to participate in the deliberations to unravel the causes of the poor performances for appropriate attention.

3. INFRASTRUCTURAL DEVELOPMENT

3.1 INFRASTRUCTURE

On the infrastructure and development front, we have done few things which are:

- Built two (2) large bio-digestors to curtail free-flow of faecal matter at the Girls' Dormitory
- Built fence wall from the new Boys' Dormitory to the second gate
- Tiled the floor of Girls' Washroom
- Bought engine for the school's Pick-Up vehicle and brought the Bedford Truck (Bone Shaker) back on road
- Dug two (2) big holes for waste disposal
- Kick-started cladding of the school's Pavilion to be used as classrooms. This would help to reduce the pressure on the school currently. As a result, much support is needed to complete the project.

The next thing to be done is to push for the completion of the numerous uncompleted projects on campus which are:

- i. One Storey 12-Unit Girls' Dormitory
- ii. One Storey 12-Unit Boys' Dormitory
- iii. Dining/Assembly Hall Expansion Project
- iv. Six-Unit Classroom Block
- v. 10-seater Toilet Project
- vi. Government of Ghana Funded Computer Centre
- vii. 4-Room Self-Contained Headmaster's Bungalow
- viii. 8-Unit Staff Flat

Other Major infrastructure needed in Anlo Senior High School are:

3.2 ADMINISTRATION BLOCK

This would help to house all major offices in the school and free many classrooms used for the purpose currently.

3.3 BUILDING OF 18-UNIT CLASSROOM BLOCK

This would help to stop having classes in open pavilions and other unsuitable places in the school.

3.4 BUILDING OF 10-DETACHED BUNGALOWS FOR ASSISTANT HEADS AND STAFF

This would help to accommodate two (2) Assistant Heads of the school and four (4) House staff on campus. Currently, only six (6) out of the ten (10) House staff are on campus making supervision of students very difficult. The rest would be allocated to other staff to help with supervision.

3.5 SANITATION

How to handle the refuse we generate in the school is a problem to us. We dump refuse close to the second gate of the school. Management has been able to find out how sister schools in the area are handling the situation and have also resolved to dig a big hole for the purpose. We are going to separate the waste such that only paper and leaves would be dumped in the whole.

3.6 REPAIR OF SCHOOL VEHICLES

The only road-worthy vehicle in the school before I took over is the PTA Hundai Urvan. This vehicle also broke down mid-way the WASSCE and we have to use private vehicle to complete the exams. Currently, we have been able to repair the school's Bedford vehicle (Bone Shaker). We also bought home-used engine for the school's Pick-Up vehicle which is currently in use. The rest of the vehicles that need attention are the:

- i. 66-seater bus
- ii. Eicher bus

There is the need to have a new Pick-Up Vehicle and a new 60-seater bus in order to handle students' travels as a result of the growing population of the school.

BENEFITS OF BEING A GRADE 'A' SCHOOL

- **Improvement in Infrastructure**
Grade 'A' schools see regular allotment and improvement of infrastructure compared to other grades. They are the first to consider because of the national pride they enjoy and carry.
- **Prestige**
The honor and prestige associated with being a grade 'A' school is jealously kept by all stakeholders of the school being it the Community, Chiefs, Old and Present Students, many more. They have strong Old Students' Association who pay 'homage' to the school and are ready to offer and donate to the development of their alma matter.
- **First choice of school for Parents and Guardians**
Parents and guardians yearn for their wards to attend grade 'A' schools because of the past and present glory of the school. They are ready to support the school in whatever area requested. This makes it very competitive to have a ward in such schools. This makes grade 'A' schools over-subscribed every year by way of students' placement and selection.
- **CSSPS Placement of academically good students**
The Computerized School Selection and Placement Scheme favors grade 'A' schools by posting very good students to those schools. This helps to improve upon the academic work of the school because the assembly of these crop of students help to quicken the pace of teaching and learning compared to other schools.
- **Attracts and retains good and dedicated teachers**
Teacher attrition rate in grade 'A' schools is very low. This enables them to maintain very good and experienced staff to handle students.
- **Used to keep National Standards**
Grade 'A' schools are epitome of national pride. Their standards are jealously protected and kept from falling. This calls for their needs and challenges to be attended to more promptly comparatively.