

SCHOOL MANAGEMENT MANUAL

For Rectors of State Secondary Schools

**POLICIES, PROCEDURES & GUIDELINES
ON SCHOOL MANAGEMENT ISSUES**

School Management Division
MINISTRY OF EDUCATION, CULTURE AND HUMAN RESOURCES

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TABLE OF CONTENTS

	PREFACE	ii
	FOREWORD	iii
Chapter 1	THE ORGANISATION STRUCTURE	1
Chapter 2	MANAGING THE SYSTEM	11
Chapter 3	COMMUNICATION	19
Chapter 4	DISCIPLINE	27
Chapter 5	STUDENTS: ADMINISTRATIVE ISSUES	41
Chapter 6	TOWARDS QUALITY TEACHING AND LEARNING	47
Chapter 7	MANAGING HUMAN RESOURCES	55
Chapter 8	MANAGING ASSETS, STORES AND FINANCE	67
Chapter 9	SAFETY AND SECURITY AT SCHOOL	75
Chapter 10	MISCELLANEOUS ISSUES	85

MANAGING THE SYSTEM

PREFACE



Rectors, as Heads of School, are expected to exemplify good leadership and management techniques, very often, in conditions of uncertainty.

The social system of the school comprising staff, students as well as the Community of parents at large, looks up to the Rector for leadership and an inclusive atmosphere.

While the School Development Plan is available in all institutions as an indication of the direction to follow, the Rector needs support and resources to make critical decisions on a day-to-day basis. These decisions may well relate to pedagogical matters as much as to disciplinary cases. Nevertheless, it is also vital to understand that a Head of School cannot do it alone. He/She will have to resort to some delegation of responsibility and especially know when and how to do it

This need for support to the on-site Rectors prompted me to see to it that my Ministry comes up with a reference document covering broad areas of responsibility of Heads of State Secondary Schools while keeping a balance between activities intended to maintain the stability of the school as a viable essential educational organisation and the area in which Rectors may encourage meaningful participation of school and community actors aiming at nurturing a successful institutional identity.

My earnest wish is that Rectors make the best use of this tool and help translate our vision of Quality Education for All into reality.

A handwritten signature in blue ink, appearing to read 'Dr. V. K. Bunwaree', with a stylized flourish at the end.

Dr V K BUNWAREE

Minister of Education, Culture & Human Resources

FOREWORD

Since 2005, when the new government took office and spelt out its vision of a World Class Quality Education for All, the need for a new School Management Manual to support the vision was urgently felt.

Consequently, the School Management Directorate took the initiative of coming up with this Manual which is expected to be a precious guide to Heads of State Secondary Schools in the effective discharge of their managerial responsibilities.

The Manual is based on existing policies and circulars. However, it does not claim to be an exhaustive document on “do’s” and “don’ts” since each school has its own specificities and may require a different approach when dealing with a particular problem. It has also to be pointed out that the gender aspect has at no time been overlooked and the reader will understand that the choice of the generic “he” has been made only for the sake of convenience.

The School Management Directorate would like to place on record the invaluable support and contribution of the Ag. Assistant Director of the Division as well as the precious inputs of Pedagogical Inspectors and of some practising Rectors.

During times of great change, leadership is critically important and it is the earnest hope of the Ministry of Education, Culture and Human Resources that this Manual proves to be a useful tool in the hands of our school leaders. It is hoped that the Manual helps our Rectors acquire procedural knowledge, hone their skills and, above all, create an atmosphere which is conducive to the teaching learning process, especially at a time when our schools are confronted with several difficult administrative issues.



R. Foondun
Director
School Management Division

CHAPTER 1 : THE ORGANISATION STRUCTURE

The school operates as part of the parent organisation which is the Ministry of Education, Culture & Human Resources. It is important for the Rector to have an understanding of the functioning of the structure so that actions at the level of the school fit harmoniously into the objectives of the whole organisation. In line with the Programme-Based Budget (PBB), the Rector has a key role in ensuring that objectives, outputs and set Performance Indicators are achieved.

1.1. MANAGEMENT STRUCTURE OF THE MINISTRY

The Ministry functions with a central structure at its Headquarters having the responsibility of Education and Human Resources at the national level, along with decentralised structures or Zone Directorates set up to manage education in the four geographical zones of education.

1.1.1. Ministry's Headquarters

- The Minister of Education & Human Resources is committed to realising Government's vision of education and carrying out, with the support of the Ministry, the fundamental reforms that will implement that vision.
- The Ministry is headed by the Senior Chief Executive. Next to him are the Permanent Secretaries (PS) below whom, on the one side are the Administrative Cadre and on the other side, the Technical cadre.
- The Administrative Cadre comprises the Principal Assistant Secretaries (PAS) and the Assistant Secretaries (AS) whereas the Technical Cadre consists of the Chief Technical Officer (CTO), Directors, Assistant Directors (AD) and Administrators (Adm.). The Chief Technical Officer is the Head of the Technical Cadre and reports directly to the Permanent Secretary.
- With the present structure, responsibilities at the central headquarters level are shared among seven Divisions¹ as follows:
 - Co-curricular and Extra-curricular Projects and Activities
 - Curriculum Development and Evaluation
 - Human Resource Management and Development
 - International Relations and Educational Reforms
 - Planning, Procurement and Infrastructure
 - Post-Secondary, Tertiary and Vocational Training
 - School Management
- Each of the above Divisions is headed by a Director who is helped in his tasks by an Assistant Director and Administrators. Administrative support is provided to the divisions by Principal Assistant Secretaries and Assistant Secretaries.
- Various other units provide support for the general administration of the Ministry and for services.

¹ Modifications may be brought as and when required to the structure and Rectors would be informed accordingly.

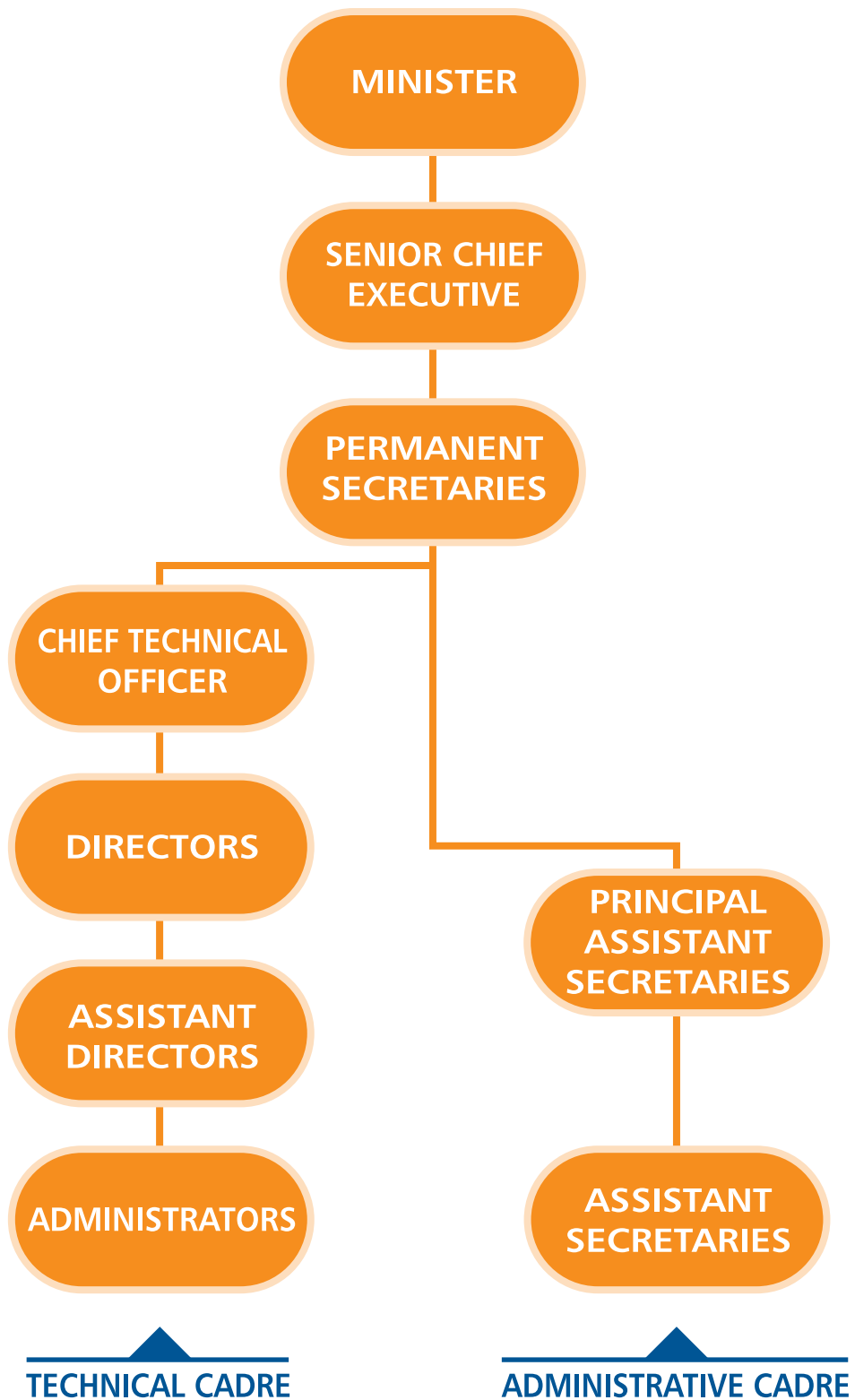


Figure 1: Organisational Chart at Ministry's Head Quarters

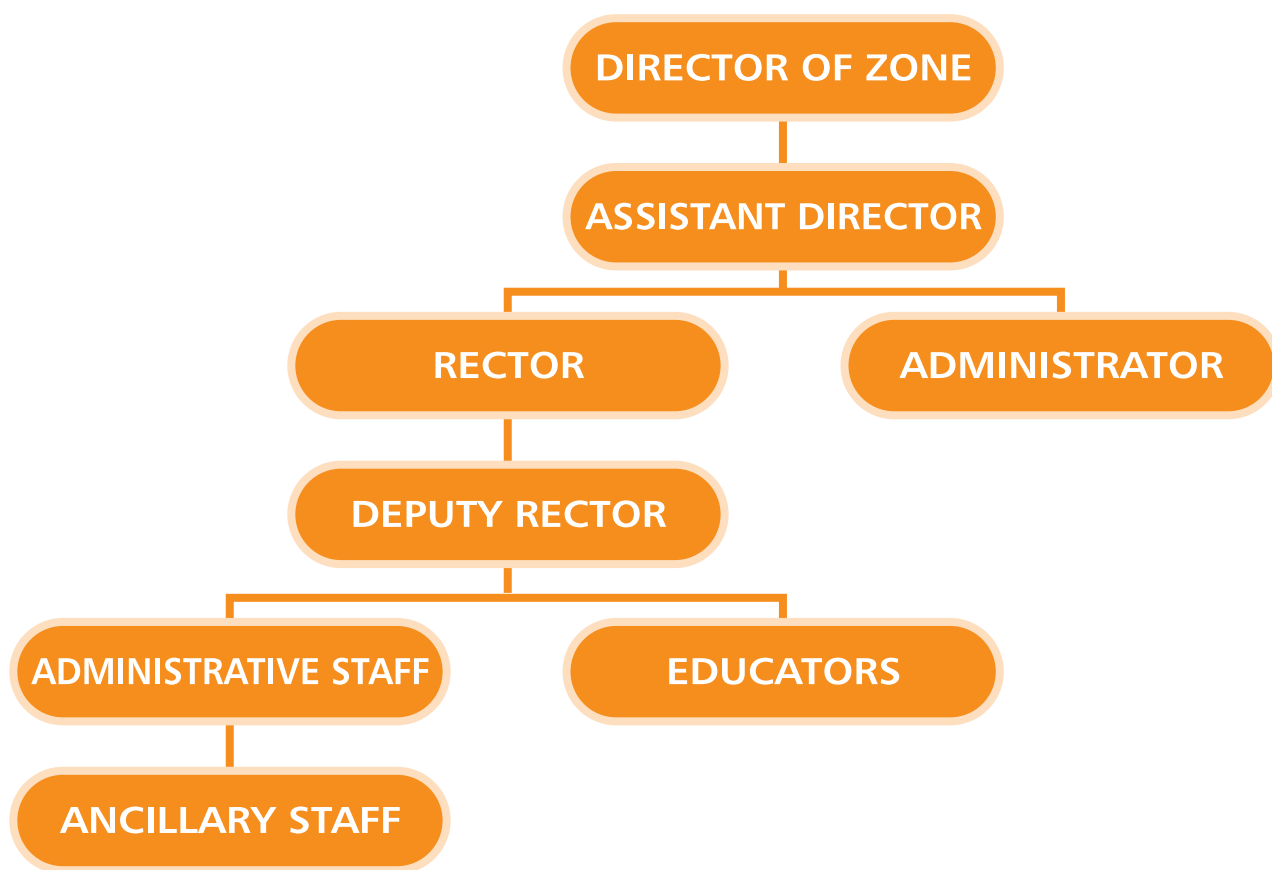


Figure 2: Organisational Chart: Zone Directorates and Schools

1.1.2. The Zone Directorates

- At the regional decentralised level, are the four Zone Directorates, each headed by a Director who, as his colleagues Directors at Headquarters, reports to the Chief Technical Officer (CTO). Directors posted at Headquarters are required to liaise with the Zone Directorates for the smooth running of all activities.
- The Zone Director is assisted by an Assistant Director and by Administrators.
- The Directorates are responsible for the management of all matters pertaining to education in their respective Zone and, especially, for the smooth running of the state schools falling within their purview.
- With the decentralisation of services, the following sections have been set up in each Directorate:
 - Human Resource Section
 - Finance Section
 - Stores and Procurement Section
 - Maintenance Unit
 - Educational Psychologists and Social Workers Unit
- It is important that the following points be noted:
 - Each Rector is responsible for his own school but he has to report to the Zone Director

who has the responsibility for the good running of all schools in the Zone from the pre-primary to the secondary level.

- The Ministry has to be constantly kept informed, through the Director of Zone, of the running of the school and of its performance.
- The Rector will relate to the Zone Director for all issues pertaining to decentralised services and procedures.
- With decentralisation, Heads of School are empowered and, at the same time, required to take necessary action at their end towards solving problems at their level. Problems should be referred to the Director of Zone only when the means required are beyond the school's capacity or resources.

1.2. THE SCHOOL

The school community consists of the staff, teaching and non-teaching, and of students and parents. With each of the stakeholders having its own personality, needs and expectations, the Rector is required to create the most conducive environment possible to foster mutual understanding and harmony between them so that the team works together collectively and collaboratively, towards **promoting the interests of all students and the school community at large.**

1.2.1. The Students

- The students are central to the mission of the school and all the activities of the institution are geared towards promoting their interest. In this respect, it is important to highlight that the student community legitimately needs to understand the decisions taken and even to take part in their making. Thus, in a spirit of good governance, the Rector should, as often as required, consult them and enlist their participation for the effective running of the school.
- The Rector and his collaborators should work towards making the institution an inclusive school which provides a good education to all pupils, irrespective of their varying abilities. All students are to be treated with respect and provided equal opportunities to learn together.
- Human differences are natural and contribute to the richness of every society and they are also reflected in the school. Each individual pupil has to be ensured optimal education in accordance with his capabilities and needs. Inclusive education being an on-going process, the Rector and the Educators must work actively and purposefully to reach its goals.
- This holistic view of the pupil must be adopted in the planning of classroom activities in order to provide to each and every student opportunities for participation and sharing in the work of the class through a wide range of working methods and individual treatment.
- The philosophy of inclusive education also rests on another cornerstone which is the principle of non-segregating measures.

1.2.2. The Rector

- **The Rector has the overall responsibility for the smooth and effective running of the school** and, as such, he is the empowered authority within the institution. However, this also makes the Rector accountable to the higher authorities as well as to the community.

- As the leader, the Rector builds and accompanies his teams, providing them with the required support and motivation, listening to their views and their problems and valuing their effort, support and contribution.
- Sharing and ownership of the Vision of the Ministry is required from all sections, from headquarters to schools: The Head of school has to ensure that actions taken at the level of the school are in line with the Ministry's vision and policies and are geared towards implementation of same. **He is also responsible for facilitating the implementation of all reforms and educational projects with a view to attaining the national goals for education. These would also include the targets set in the PBB.**
- The Rector has to perform his various duties which are of three kinds: administrative, pedagogical and socio- cultural.
 - **Administrative:** Setting up committees, attending and chairing meetings, attending to files and mail, organising work, writing reports, supervising staff and administration of personnel matters, administration of student matters, including organisation of examinations and enforcement of Rules and Regulations, management of human, financial, material and infrastructural resources, etc.
 - **Pedagogical:** Controlling the implementation of the curriculum, planning, organising and monitoring of teaching and learning and other educational activities, managing learning resources and ensuring the quality of the education imparted at school.
 - **Socio-cultural:** Promoting health standards, enhancing school environment, promoting culture and social values at school, developing partnership with the community, etc.
- Among his numerous responsibilities, the following need to be underlined:
 - To ensure that the main activity of teaching and learning takes place effectively in the institution
 - To ensure the rule of discipline within the institution
 - To plan and implement strategies for school improvement
 - To ensure the security and safety of all staff and students at school
 - To ensure the maintenance and upkeep of the school building and premises
 - To ensure the security and safety of all assets and equipment at school
 - To manage and supervise the staff working under him, ensuring that they are aware of and abide by official instructions
 - To make optimal use of all resources allocated to the school
 - To act as the focal point for the school at large, including the close community
- For the Rector to manage the school in a way that is in accordance with legal provisions, the Rector should be conversant with:
 - The Education Regulations 1957 and the Education Act
 - Policy guidelines of the Ministry
 - Civil Service Rules and Regulations e.g. the Personnel and Financial Management Manuals, PRB Report recommendations
 - Scheme of Service of the different grades of officers at school

- The Convention on the Rights of the Child
- The Programme-Based Budget
- The Performance Management System

1.2.3. The Deputy Rector

- The Deputy Rector provides assistance and support to the Rector for the smooth running of the school. He will deputise the Rector in his/her absence.
- His duties include the following:
 - To be the link between staff and Rector
 - To make arrangements for replacement of absent Educators
 - To give individual attention to problem students
 - To prepare the school timetable
 - To help in the organisation and conducting of internal examinations
 - To help in organising academic and non-academic activities
 - To assist in writing out Term Reports
 - To teach such classes as directed by the Head of School
 - To assist in enforcing discipline
- The Rector will run the school in close collaboration with the Deputy Rector. He will at the same time provide him with all opportunities to understudy him for his professional advancement.
- While the principle of the Rector having the final say in the running of the school is accepted, he should be open to new ideas put forward by the Deputy Rector.
- A clear assignment of roles and responsibilities mutually discussed and agreed upon, will definitely favour good work relationship.

1.2.4. The teaching Staff

- Educators are responsible for the harmonious development of the students, imparting to them the necessary knowledge and skills as well as building their character and personality so that they become learned, responsible and disciplined citizens. They have to prepare students and ensure their readiness for further studies and for the world of work as well as for life in society, the approach being based on the four pillars: learning to know, learning to do, learning to live together and learning to be.
- PRB 2008 Report makes the following recommendations at Paragraph 22.69 in respect of the duties of Educators:

"Incumbents in the grade of Educator (Secondary) would also be required, to prepare scheme and weekly plan of work in respect of subjects taught; conduct examination and mark scripts; attend training courses during school vacation; carry out continuous assessment, conduct extension classes, take charge of laboratories, workshops or specialised rooms; organise and participate in extra curricular activities; assist the school administration in attending to problems of discipline (including students' absenteeism), parents' queries and qualms; ensure

the overall development of students – intellectual, emotional and moral; and maintain discipline inside the classroom and within school premises."

- The duties of Educators relating to pedagogy are considered in more details in Chapter 6.

1.2.5. The administrative staff

- The administrative staff comprises the Usher, Senior School Clerk, Word Processing Operator and Library Officer. They provide support to the Rector in the accomplishment of his administrative duties. Details of their duties are laid down in their Schemes of Service, copies of which should be available at school or may be obtained from the Manager, Human Resources, of the Zone Directorate.
- PRB 2008 has made recommendations as to the setting up of an Administrative Support Unit to be headed by a School Superintendent who would take over the function of the Usher. The grade of Senior School Clerk will, on its part, be restyled Assistant School Superintendent.

1.2.6. The ancillary staff

- These are the caretakers, library and laboratory attendants, workshop assistants and others in the category of manual staff. They work under the supervision of the Usher who is also responsible for the allocation of work to each of them. However, the work of laboratory attendants and workshop assistants is generally supervised by the Head of the Department in which they are posted.
- The Rector should bear in mind that the work of the ancillary staff contributes in an effective way to the smooth running of the institution. These officers have to be treated on an equal footing with other members of the staff, a respectful and fair attitude being shown towards them. It is equally important to promote their sense of belonging to the institution and to listen to them, should they wish to express their views. Their work should be assessed objectively and, whenever possible, due recognition and appreciation of their contribution should be expressed.

1.2.7. School Bodies

1.2.7.1. The Senior Management Team (SMT)	
Composition	<ul style="list-style-type: none"> ■ The Rector (Chairperson) ■ The Deputy Rector ■ Senior members of the teaching staff
Terms of Reference	<ul style="list-style-type: none"> ■ To create and implement a shared vision within the school community ■ To help the Rector make important decisions regarding school policy and orientation ■ To help in the formulation of the School Development Plan that will usefully direct actions at the level of the school
Meetings	<ul style="list-style-type: none"> ■ At least once per month ■ A Secretary is to be appointed for every meeting and proceedings of the meeting minuted. ■ A specific agenda should be drawn up for each meeting, covering the administrative and developmental issues at school level

Remarks

- The SMT allows the participation of the teaching staff in the decision making process and, consequently, ensures greater commitment to school initiatives.
- For specific issues, an Educator, the Usher, the President of the Student Council and/or Head student may be co-opted and requested to attend the meeting. The PTA should on no account be involved in the running and deliberations of the SMT.
- The Rector is to ensure that the decisions reached during the SMT meeting are conveyed to the rest of the school.
- Major decisions reached by the SMT should be communicated to the Zone Director for information and/or approval.

1.2.7.2. The Student Council

Composition	<ul style="list-style-type: none">■ Representatives of different sections of the student community, democratically elected by the students themselves, in such a way that each class has a spokesperson■ Once the Council is constituted, it elects its managing committee which will have a President and a Secretary
Purpose	<ul style="list-style-type: none">■ To ensure a smooth flow of information between Management and students.
Terms of Reference	<ul style="list-style-type: none">■ To promote positive relationships as the basis for a whole school culture■ To assist in school management and ensure the good running of the school by working in close collaboration with Rector, Deputy Rector, Form Teachers, Usher, Head boy, and Class Captains■ To inform the Rector of shortcomings at school■ To collaborate with the management of the school to find solutions to problems■ To express the opinions and feelings of fellow students and share their problems, concerns, wishes and expectations with management■ To participate in the organisation of school activities such as Sports day, Prize Giving day, etc
Meetings	<ul style="list-style-type: none">■ As per timetable agreed upon by the Rector but at least 2 per term■ Secretary to note proceedings of the meeting in the Student Council book.
Follow up	<ul style="list-style-type: none">■ President and Secretary to report to the Rector on its deliberations and issues thrashed out during a working session■ The Rector will take stock of their complaints, grievances or aspirations and, in an advisory capacity, prioritise issues raised and work out an implementation plan, while informing the Council members of the short, medium and long term solutions.■ The Rector must be open to suggestions made by such representatives for the welfare of the students and at the same time ensure that the requests of the students are within the framework of policies of the Ministry.

Remarks

- The Council will draft its rules and regulations and submit them to the Rector for approval.
- Members of the Student Council should uphold the reputation of the school by exemplary action and behaviour.
- Rector should meet the whole Council regularly to communicate decisions, plans and other information deemed necessary

 **Refer to Circular letter ME/78/136 Vol. II of 24 March 2004**

1.2.7.3. The Parent Teacher Association(PTA)

Composition	<ul style="list-style-type: none">■ All parents are <i>de facto</i> members of the Association■ The Managing Committee comprises a given number of parents elected during the Annual General Assembly and a given number of Educators as defined in the Association's Constitution■ The Rector acts as Advisor to the Association
Terms of Reference	<ul style="list-style-type: none">■ To promote the welfare of students■ To provide support to the school and help towards enhancing its physical environment, equipment and other facilities■ To raise funds and provide financial support for school projects and the organisation of events such as Prize Giving, Sports Day etc.
Meetings	<ul style="list-style-type: none">■ An Annual General Assembly■ At least 2 meetings of the Managing Committee per term

Remarks

- The PTA is an essential partner of the school.
- It is an independent association duly registered with the Registrar of Associations and it functions according to the Rules and Regulations approved under its Constitution.
- As advisor to the Association, the Rector has the duty to ensure that decisions taken by the PTA are in line with policies of the Ministry.
- The Rector will enlist the collaboration of the PTA in the preparation of the School Development Plan.
- The PTA should not be allowed to interfere in the day to day management of the school.

1.2.8. The Social Partners

The school is as an open system connected to and interacting with its environment. A closed system would be one which is isolated from its environment and independent of external factors. At the same time, other institutions do nowadays have a role to play in the common educational endeavour and it is important that the school develops dynamic partnerships with the community, enlisting its support in the accomplishment of its mission.

The Rector acts as the interface between the school community and the management at Ministry's level, facilitating the communication between the two.



Figure 3: The school and its socio-cultural environment

CHAPTER 2 : MANAGING THE SYSTEM

The school, as an organisation, is a complex social system which converts resources made available to it into such outcomes as students' development and achievement. It therefore needs to be managed effectively. The Rector should not satisfy himself with attending only to day to day matters but instead, he should also drive and lead the organisation. The role of the Rector is not to row the boat but rather to steer it.

This chapter looks at the Rector taking over the school and getting into the driving seat to steer the organisation towards its goals.

2.1. HANDING OVER

- The outgoing Rector is required to ensure that, before leaving, a proper handing over exercise has been effected.
- The handing over exercise will concern the following items:
 - Infrastructure and building
 - Other assets and equipment
 - Learning resources
 - Files, books, ledgers, registers and other important documents
 - Petty money and other funds
- The new Rector will ensure that the following have been handed over to him:
 - The School's Vision and Mission Statement
 - The School Development Plan
 - All other plans of work and calendar of activities
 - The compendium of circulars
 - The School Management Manual
 - The Personnel Management Manual
- To help him understand his new school, the outgoing Rector will have to properly brief his successor on the following:
 - The characteristics of the physical location of the school
 - The social background of students and parents
 - The profile of the staff
 - The existing links of the school with the community
- The new Rector should also be informed of:
 - Problems faced by the school
 - Status of ongoing projects
 - Urgent matters requiring his immediate attention
- At the end of the exercise, a proper Handing Over Statement should be signed by both the outgoing and the incoming officer.

2.1.1. Meeting with stakeholders

- The Rector will at the earliest meet with the different sections of his staff to establish his working relationships.
- He should also meet students by holding an assembly and by convening meetings with the Student Council, Prefects' Body and class captains.
- He will, through the Secretary of the PTA, make contact with the President of the PTA and convene a working session with him at the earliest.
- He should also, maybe at a later time, establish contact with the local authorities, sponsors, NGO's and other organizations with which the school has developed links and relationships.
- These meetings will allow him to:
 - Present himself to all those who would henceforth be working in close collaboration with him and to establish relationships with them
 - Inform of his own vision, his management style and his expectations
 - Take stock of any problems and of expectations of the different stakeholders.

2.1.2. Diagnosis

- The Rector will as early as possible carry out a full audit of the institution aiming at
 - Identifying the strengths and weaknesses of the school
 - Understanding the opportunities for and the threats to the school's improvement
 - Determining his priorities in terms of the areas requiring improvement and attention in the short and medium term.
- In the light of the above, he may, after consultation with all stakeholders, decide to review the school's vision and mission as well as the standards, targets and objectives of the institution. Consequently, an action plan, geared towards attaining the set objectives will have to be prepared in close collaboration with all partners.
- The Rector should however not lose sight of the fact that continuity is a very important element that has to be taken into account: sudden and drastic changes may disturb the stability of the system with the risk of it going out of control. Changes are to be brought in a gradual and smooth way and only to those components that are hampering the smooth functioning of the school.
- The Rector will, through good communication, ensure that all stakeholders share and own the vision, mission, objectives and values of the institution.

2.2. STEERING THE SYSTEM

In order to drive the system towards its goals, the Rector, as the manager of the institution has to attend to two very important tasks among others: planning and controlling the activities of the school.

2.2.1. Planning

- Planning involves choosing objectives and ways to achieve them, taking into consideration the availability of resources.

- All tasks and exercises carried out have to be carefully planned.
- Each plan should contain
 - The prioritised objectives to be attained
 - The time scales for the attainment of the objectives
 - The resources required
 - The areas of responsibility
 - An implementation schedule
 - Standards and benchmarks for evaluation
 - A breakdown of tasks with time frames for their start and completion
- Plans should be communicated to all parties concerned so that each one understands what is being expected of him and how his work will be assessed.
- Staff, especially inexperienced members, should be properly briefed on what to do and also on the how and the when.
- Subsequently, the Rector will ensure that every sub section or department submits, through the Heads of Department, the relevant and realistic work plans (yearly, by term, weekly, daily) for its activities, pedagogical or other, as the case may be.

2.2.1.1. Calendar of Activities

- A School Calendar should be prepared at the beginning of the year, with activities listed term wise without necessarily specifying exact dates.
- Departments will base themselves on the school calendar to prepare their work plans.
- Heads of department will prepare and submit to the Rector a detailed calendar for each and every activity that they will carry out. This will contain a detailed breakdown of tasks, time frame and the areas of responsibility.
- The Head Boy/ Girl, Prefects and Student Council should be informed of these activities while at the same time being requested to prepare and submit the calendar for the student body.

2.2.1.2. The School Development Plan

- The Rector, in consultation with all parties, will prepare the School Development Plan (SDP) that will guide actions at the school during the academic year. Some activities may however span over more than a year.
- The SDP is a plan that may aim at improving the school, targeting a wide spectrum of areas with focus on issues needing urgent attention, for example,
 - Upgrading and enhancement of the physical environment
 - Improvement of student performance
 - Improvement of communication, relationships and social environment within the school
 - Development of links with the Community

- ❑ While preparing the SDP, the Rector will take into account the expected outputs and the Performance Indicators defined in the PBB so that the school's performance contributes to the achievement of the national goals. The SDP will focus on the outputs and results expected and accordingly review and enhance the processes at school level with a view to achieving greater efficiency.
- ❑ All stakeholders, including students and the PTA, should be roped in to provide their inputs for its elaboration so that all parties work together in a collaborative manner towards effective school improvement.
- ❑ Like all plans, the SDP should contain realistic and attainable goals, though an element of challenge may be included as well.
- ❑ The SDP should indicate time frames, responsibilities/accountabilities, budget, milestones as well as success criteria that demonstrate improvements in outcomes.
- ❑ Communication and motivation are essential for the overall success of the projects.

2.2.2. Controlling the system: The dashboard

Control is the process of ensuring that resources are obtained and are used both effectively (resources are used to achieve the desired ends) and efficiently (input resources produce the optimum amount of outputs) in the accomplishment of the objectives. Feedback is required for the manager to take control measures and ensure that actual results do not deviate from the expected results or goals.

A dashboard or control panel is useful for monitoring performance. The Rector will examine, together with his collaborators, relevant feedback provided on the dashboard in order to assess the functioning of the institution and find explanations to the results being output. This will allow him, if need be, take corrective measures to enhance performance.

2.2.3. Performance standards

- As mentioned earlier that the school uses its resources to produce outputs in terms of student development and achievement. Rather than looking at the institution from its input side, the Rector should, instead, be results-oriented, focusing on outputs and reviewing processes wherever necessary for optimization of efficiency and effectiveness.

Standards of performance have to be set and met, these being measured by clear and well-defined key performance indicators (KPIs).

- Key Performance Indicators have been developed for the school and its staff through the Performance Management System (PMS) implemented in the Civil Service.
- Key Performance Indicators have also been set for the Ministry of Education & HR within the Programme Based Budget (PBB) and every school has to perform in a way that would allow the targets to be met.
- Based on the above, the school should set its own targets, while taking into account the fact that targets set in the PBB are conservative and that schools are required to set higher and more ambitious ones. Also, though only specific subjects are mentioned in the PBB, improvement is required in all subject areas and, accordingly, appropriate targets need to be set and reached.

- The key performance areas for monitoring the performance of the school will include, *inter alia*,
 - The school's environment, general climate and ethos as measured by
 - The level of discipline (e.g. absenteeism rate, punctuality, frequency of occurrence and degree of seriousness of misbehavior,
 - The type of language used in the school
 - The level of cleanliness, order, safety and security
 - Communication within the institution as measured by the frequency, content and outcomes of meetings held with the different stakeholders
 - Management of resources as measured by
 - Rate of absenteeism and punctuality of staff
 - Quantum of damage and breakages
 - Utilisation of funds and other resources, including teaching resources
 - Pedagogy as measured by
 - Variety of programs within a strategy for pedagogical improvement and innovation, including remedial measures
 - Improvement in success rates in individual subject areas as well as overall, together with a decreasing repetition rate
 - Quantum, frequency and standards of assignments/assessments set and marked
 - Quantum, frequency and standards of homework set and marked
 - Frequency and standards of practical classes carried out
 - Frequency and outcomes of Rector's visits to classes
 - Frequency and outcomes of departmental meetings
 - Organisation of and participation in co curricular and extracurricular activities

2.2.4. The Information System

- At all stages of planning and control, decisions have to be taken in response to choices and options regarding how the school responds to its environment and how its internal activities are to be run.
- However, decisions are not made without information and for this reason the Rector will need to examine how data produced at the school are being collected and processed to provide information to management.
- He will thus ensure that the school has a system of information that is organised in a satisfactory manner to collect relevant data and to readily provide accurate, up to date and timely information, thereby allowing him to make informed decisions at the right time.
- The use of information technology for creating and maintaining the database is highly recommended as it certainly eases and quickens both the processing and the retrieval of information (information reporting).

- Databases at school should include, inter alia, appropriate records on students, staff, physical assets, school activities, discipline and academic performance.

2.2.4.1. Record keeping

All information needs to be collected, classified and properly kept in files, computer or traditional, in a way that would make it readily available and easily retrievable in the future. The following are a few of the essential records to be kept at school:

Resources		
<ul style="list-style-type: none"> ○ The school profile ○ The space audit 	<ul style="list-style-type: none"> ○ The Assets Register ○ Ledgers ○ Inventory Sheets 	<ul style="list-style-type: none"> ○ Cash books ○ Timetable
Pedagogy		
<ul style="list-style-type: none"> ○ Syllabi ○ Plans of work ○ Records of work ○ Examination reports 	<ul style="list-style-type: none"> ○ Notes of meetings with HODs ○ Calendar of Activities ○ Notes of Departmental meetings 	<ul style="list-style-type: none"> ○ Notes of Pedagogical Committee meetings ○ Performance data and trends
Administration		
<ul style="list-style-type: none"> ○ Attendance registers for students ○ Lateness book for students ○ Movement book for students ○ Attendance cards for students ○ Students' records 	<ul style="list-style-type: none"> ○ Attendance registers for staff ○ Movement book for staff ○ Staff records 	<ul style="list-style-type: none"> ○ Notes of meetings (staff, SMT etc) ○ School Rules and Regulations ○ PTA Rules and Regulations ○ Copy of contract for services
Other		
<ul style="list-style-type: none"> ○ Records of indiscipline ○ Occurrence log book 	<ul style="list-style-type: none"> ○ Confidential book for Ministry officials ○ Visitors' book 	<ul style="list-style-type: none"> ○ Infrastructure Maintenance book

The following should also be kept:

- Historical data, past information and other statistics on school performance, academic and non academic
- All circulars and other documents defining Ministry's policies and providing appropriate guidelines for the management of the school

2.2.4.2. The ABC filing system

- The administrative section should attend to the proper keeping of all files, including an appropriate system of classification so as to ensure that
 - Follow up actions are taken as required
 - Retrieval of information is facilitated and takes the minimum time
- Administrative staff should be reminded of the need for prompt processing of letters and files to ensure quick replies and other responses within deadlines set. The need for confidentiality has also to be stressed upon.

- ❑ The administrative staff should also see to it that proper records are kept for all incoming and outgoing mails. A proper tracking system will enable the tracing out of any given document entering the system and identifying exactly the officer to whom it has been channeled or the file where it has been kept.
- ❑ A simple filing system can be set up as follows to help in classifying documents and retrieving files instantly:
 - All documents and letters are to be placed in files according to the subject of their contents. Thus files may be constituted for Repairs, Headship, Circulars, etc., the name used being a keyword that describes well the file's contents.
 - The first letter of the keyword will be the ABC code of the file.
 - Each file is then given a unique file number e.g. 1,2,3,4 etc.
 - The filing cabinet will have drawers labelled 1-25, 26-50, 51-75 etc to contain files according to the unique file number.
 - Now, the file details can be tabulated on an Excel Worksheet as follows:

UFN	ABC code	File Name
20	A	ADSL
39	I	Internal Exams
56	R	Repairs
Etc.		

- The worksheet can be sorted by ABC code to produce the list of files in alphabetical order. A printed copy will be made available to the administrative office for reference.
- Retrieval thus becomes easy by searching through filenames and identifying the UFN and hence the drawer where the file is located.
- Incoming mail should be recorded in a special book where the following are noted: date received, sender, subject and UFN of file where kept.
- As for outgoing mail, the UFN of the file should be used as reference and the copy filed appropriately.
- The same ABC code should be used by the Word Processing Operator to save files on computer. Folders named by letters of the alphabet should be created on the computer and any typed document is to be saved in the folder bearing appropriate letter name.

2.2.5. Information Reporting

- Being a unit within the larger, complex organisation which is the Ministry of Education, Culture & Human Resources, the school should also be ready **to provide relevant, accurate and up to date information to the parent Ministry whenever requested to do so.**
- Higher levels of the Ministry of Education, Culture & Human Resources very often rely on schools to provide them with such information for planning, policy making or decision making at strategic level.
- The school's information system should be able to respond to these requests for information in a timely manner by updating the available data and providing the latest information within the deadline for submission of information.

- In the same way the school's plans and records should be made readily available to Ministry officials visiting the school. The essential ones should be kept in the Rector's office for easy access.

2.2.6. Display of Information


- The following are to be displayed on Notice Boards. The Rector will decide on the selection for display to the whole school community, students and staff and what should be affixed only on Notice Boards in offices, including his.
 - The school's Vision and Mission Statement
 - Class and teacher timetable
 - List of classes with room number, number of students on roll, names of class captains and of Student Council Representatives
 - Staff list, teaching, administrative and ancillary
 - List of Form Teachers
 - List of Prefects
 - List of Student Council Office bearers
 - List of PTA Executive Committee members
 - List of members of different clubs and committees set up at school
 - School Calendar
 - List of important activities to be held with dates
 - Certificate of Water Quality, supplied by the Ministry of Health and Quality of Life and date when water tanks were last cleaned
 - Class lists
 - Examination timetables
- The school should have a special notice board to inform of good things happening at the school, showing recognition for initiatives, good work, effort and contributions made by students. The Rector may add a few words of praise to express his appreciation.
- Information has also to be duly communicated to all levels of the institution and to other partners. The mechanisms helping the Head of School to carry out this important feature of his functions are considered in the next chapter.

CHAPTER 3 : COMMUNICATION

The success of a school is largely dependent on the quality of relationships which exist within the school and between the school and its external partners. School management needs to establish effective communication channels and make use of these to favour proper communication among all stakeholders.

3.1. INTERNAL COMMUNICATION

3.1.1. Morning Assembly

Frequency and duration	<ul style="list-style-type: none"> ■ Almost everyday and should be attended by both staff and students ■ Should not last more than 15 minutes, unless it is a special assembly convened for a particular reason where more time is needed.
Purpose	<ul style="list-style-type: none"> ■ An important tool for communicating significant features concerning the whole school, it is also a means where the presence and authority of the Rector are felt by both staff and the student community. ■ The Rector will seize the opportunity of the Morning Assembly to <ul style="list-style-type: none"> ● Pass on messages, important notices and other information on school issues which staff and students need to be made aware of ● Communicate and give justifications for decisions taken at the level of the school or of the Ministry ● Celebrate achievements of students and of school teams in sports and extracurricular activities ● Remind students and staff of the school's vision, mission and objectives as well as values supported by the school such as hard work, discipline, spirit of service and sense of responsibility and of belonging to the school ● Explain and clarify provisions of school Rules and Regulations regarding procedures to be followed and expected behaviour with a view to promoting discipline among students ● Sensitise students on current issues related to health such as chikungunya, consumption of soft drinks, drugs, cigarette smoking, AIDS, etc
Organisation	<ul style="list-style-type: none"> ■ Rectors should see to it that both staff and students are informed of the holding of the school assembly at least one day before, exception made for a special assembly convened for urgent reasons. ■ Educators, ushers, representatives of the Student Council, prefects and class captains have to ensure that the students proceed to the assembly in a disciplined way, remain in order and behave properly during the assembly and that, at the end, they move back to their classes in the same organized way. ■ School Assembly will start with the National Anthem and may be followed by a short prayer that is universal in concept and is acceptable to all faiths. ■ No other person, with the exception of the Deputy Rector, Head boy/Head girl, should be with the Rector. ■ The Rector may, however, from time to time, invite a guest speaker to address the students on a specific issue. ■ The school will have a special book where issues addressed during the assembly are recorded. ■ A record should also be kept of guest speakers at the morning assembly together with the themes of their address. <p> (Re Circular letter ME/78/136 Vol. II of 24 March 2004)</p>
Remarks	<p>Sometimes an Educator or a student may be requested to address the morning assembly.</p>

3.1.2. Form Period


Frequency and duration	<ul style="list-style-type: none">■ Ten minutes daily in the morning■ May be extended on special occasions for specific purposes
Purpose	<ul style="list-style-type: none">■ The Form Period is effective as a less formal and more congenial means of communication.■ Form Masters should avail themselves of that opportunity to know students and serve as liaison between the Administration and students.■ They will make use of the form period to motivate students, reinforce tradition and moral values, promote and maintain stability, prepare for progressive changes, encourage new ideas and enlist the collaboration and cooperation of students.■ The form master may further discuss with the students the themes that were taken up at morning assembly by the Rector.

3.1.3. Meetings with Students' Representatives

Frequency	<ul style="list-style-type: none">■ As and when the need arises, the Rector will meet the Representatives of the Body of Prefects, those of the Student Council or the class captains to thrash out major issues.■ At least 2 meetings should be held per term with representatives of students
Purpose	<ul style="list-style-type: none">■ To ensure a constant flow of information so that students are always treated as participants in decision making■ To inform the representatives of students of the situation when the school has to face specific problems■ To apprise them of the actions being taken at school level and by the Ministry and communicate to them the time frame for the solution of the problems

3.1.4. Meetings with Teaching Staff

Frequency and duration	<ul style="list-style-type: none">■ To be held on a fortnightly basis■ Staff meetings should normally not last more than one hour.■ An urgent staff meeting may be called whenever some very important and urgent matter has to be discussed or a piece of information communicated. Such meetings are usually brief.
Purpose	<ul style="list-style-type: none">■ Meetings with the staff are essential tools for effective management of the school in that they help to:<ul style="list-style-type: none">● Convey, exchange and update information● Share knowledge, ideas and experience● Motivate staff and enlist their support● Promote and maintain stability● Examine problems concerning members of the staff and students and relating to their work only● Examine work routines and other modus operandi● Discuss changes and prepare for them● Provide feedback

Purpose	<ul style="list-style-type: none"> ■ Staff meetings provide the Rector with the opportunity to: <ul style="list-style-type: none"> ● Impart to staff decisions taken at higher level in respect of information received during fortnightly meetings with the Zone Director on wide ranging issues such as staffing, infrastructure, availability of pedagogical equipment and others ● Bring to Educators' attention shortcomings noted by Management and advise on redress ● Request Educators' assistance in promoting the values of the school: hard work, sense of discipline, regularity, punctuality and quality education ● Empower staff (especially new recruits) in developing solutions to problems encountered in class
Organisation	<ul style="list-style-type: none"> ■ Every meeting should be carefully planned and all members have to be informed at least one day before. ■ All those who need to attend must be informed of the place and the time of the meeting as well as the agenda. A special book may be used for that purpose. ■ The Rector may circulate in advance the items to be discussed at the meeting to enable effective discussion. He will ensure that the discussions remain focused on the agenda. ■ The Rector must stick to the agenda. ■ At the outset the Rector clearly states the objective(s) of the meeting and at the close he is expected to give a summing up and, if necessary, relate the conclusions to his original intention. ■ Those attending should be allowed to voice their opinion and ask questions but lengthy discussions should be avoided. The AOB part of the meeting will allow the staff members to bring up other matters that are of concern to them. ■ The atmosphere must be relaxed and congenial, the Rector's attitude being one of cooperation, tolerance and readiness to listen to others. The Rector will ensure that every one is able to make his contribution in an atmosphere which promotes communication in a constructive and open way. ■ Records of meetings should be taken down and circulated among the staff before the holding of the next meeting. ■ A copy of Notes of meeting should be sent to the Zone Directorate.
Follow-up	<ul style="list-style-type: none"> ■ A meeting is not an end in itself and it is incumbent upon the Rector to ascertain that follow-up action is taken within a set time-frame for relevant issues. <p> (Re Circular letter ME/78/136 Vol. II of 24 March 2004)</p>

3.1.5. Meetings with Heads of Department

Frequency	<ul style="list-style-type: none"> ■ To be held on a fortnightly basis
Purpose	<ul style="list-style-type: none"> ■ To plan activities, discuss crucial issues relating to pedagogy and make important decisions ■ To monitor the implementation of the curriculum and take appropriate decisions for ensuring a sound pedagogy
Organisation	<ul style="list-style-type: none"> ■ This should be a standing meeting and thus, all Heads of Department will already be aware of the holding of the meeting, of the place and of the time of the meeting. ■ The committee will examine the dashboard which would comprise pedagogical issues mainly and the Heads of Department will be required to report accordingly on progress in respect of the set performance targets. ■ Records of meetings should be taken down and circulated among the members before the holding of the next meeting.
Follow-up	<ul style="list-style-type: none"> ■ The Rector and the Heads of department will consequently ensure that decisions taken are communicated to the rest of the teaching staff and implemented.

3.1.6. Committee meetings

Frequency	■ As and when required
Purpose	■ Committees are set up for special purposes and events including co-curricular and extra-curricular activities and projects. ■ The meetings will allow the Rector to ensure a close follow-up of the activities being carried out as per calendar of activities agreed upon.
Remarks	<ul style="list-style-type: none">■ All members of the staff should be encouraged to participate in school life and to contribute to its smooth running by being involved in at least one activity or committee.■ The staff represents a rich pool of resources, in terms of energy and know-how, which will certainly help to drive the school forward towards enhanced quality. This will at the same time promote the sense of belonging to the school and make the staff members more comfortable at their workplace. <p>Common committees are:</p> <ul style="list-style-type: none">■ The Staff Welfare Committee■ The Discipline Committee■ Event organising Committee■ The Sports Committee■ School Magazine Editing Committee

3.1.7. Department Meetings

Frequency	■ At least once per month
Purpose	■ To discuss pedagogical issues, methods of teaching and the difficulties encountered by Educators in their classes ■ To share good practices, seek and give advice mutually, exchange ideas and opinions, look for ways to improve the quality and efficiency of teaching along with the academic performance of students ■ To discuss issues pertaining to the administration of the department such as allocation of classes and distribution of work ■ Mentoring of newly appointed members
Organisation	■ The meeting is chaired by the Head of Department and should be attended by all the Educators of the department ■ Records of meetings should be taken down, highlighting issues discussed and decisions taken ■ The Notes of Meeting should be kept in a file by the Head of Department and a copy submitted to the Rector

3.1.8. Meetings of the Rector with non-teaching staff

- Such meetings are to be held in accordance with school tradition or according to a pattern established by the Rector. A clear agenda has to be prepared for all such meetings.
- The Ushers should be informed of meetings with ancillary staff prior to their being held and they should all be present during such meetings.
- Heads of Department will, in the same way, hold regular meetings with laboratory and workshop attendants.
- Regular meetings have also to be held with the administrative staff such as office staff, library officer or ushers for the smooth functioning of the school.
- Whenever an administrative activity of high importance and complexity has to be carried out, like, for example, entering candidates for national examinations, the Rector will hold a working session with the officers concerned to plan and organise the work. Each one should be informed of his tasks, what is to be done and, more importantly, how it is to be done.

3.1.9. Written Communication

- Other traditionally used written methods of internal communication are to be fully exploited.
- Written communication has an official character and the Rector will convey same to the recipient.
- Written communication not only prevents misunderstanding or ambiguity but also ascertains that the communication has effectively reached those concerned.
- Some means of written internal communication that may be used are inter alia internal memos, internal circulars, newsletter, order book, notice boards and suggestion box.

3.1.9.1. Order Book

- Important instructions or information to be communicated should be written down in the Order Book and circulated among the students and/or staff concerned. A staff list and/or a list of classes will be annexed for the Educator to sign, acknowledging having taken note or having read to the class the contents of the communication.
- Circulars from the Ministry may in the same way be brought to the attention of those concerned with a covering note in the Order Book.
- After circulation, the Order Book will be returned to the Rector who will ascertain that the communication has actually reached all those to whom it was destined.
- The Order Book should always be kept in a safe place.
- The Rector will again ascertain proper monitoring and follow-up action relative to instructions forwarded through the Order Book.

3.1.9.2. Notice Board

- The school will have display boards where notices, circulars, posters or other notes may be affixed for the information of students and staff.
- The Vision and Mission Statement must be well displayed on the main Notice Boards.
- There will be at least one notice board in the staff room for Educators and at least another one for students, well located in a strategic place where students will have no difficulty to consult whatever has been displayed.
- The Rector will request the Usher or Senior School Clerk to update the notices regularly and to ensure that the displayed items are easily readable.

- Any item to be displayed on the Notice Board should receive prior approval of the Rector and bear his signature.
- Notice Boards may also be placed in or just outside specialist rooms such as the library, laboratories, or Physical Education office for the display of information particular to the department concerned.
- The school may have a special Notice Board to celebrate success, informing about good performances and achievements of students, with words of praise and appreciation from the Rector and staff.

3.2. EXTERNAL COMMUNICATION

3.2.1. Communication with the Ministry

- With the decentralisation process, communication with the Ministry is channelled through the Zone Directorate.
- All administrative, personnel and financial matters are to be addressed to the Director of Zone.
- However, as regards very important issues, correspondence may be copied to the Minister, Supervising Officer, Chief Technical Officer or such other appropriate officer at Head Quarters.
- The Rector, in his official capacity, should refrain from communicating directly with Head Quarters of the Ministry except when so requested by the Director of the zone or by the Directorate at Headquarters.
- The Director of Zone has to be apprised of all major issues or problems encountered by the school, whether of a pedagogical nature or otherwise, in the form of written reports.
- However, in the case of serious incidents at school such as violence, sexual assault, sit in or other types of demonstration, the Rector must immediately inform the Office of the Minister or his Press Attaché, the Supervising Officer, the Chief Technical Officer, the Director (School Management) at Head Quarters and the Director of Zone. He will, in the first instance, inform in brief form² or even verbally of the situation and send a comprehensive report on the same day, giving all details, with an adequate degree of precision, of the incident and of actions taken in a chronological order. He will ensure a close monitoring of the situation on subsequent days and forward regular follow up reports.
- Changes in telephone and fax numbers must be communicated to the Zone Directorate.
- Requests from outside bodies, whether private or public, must be submitted for consideration by the Zone directorate.
- All letters emanating from members of the staff and students should go through the Rector who will forward them to the Director of Zone. The comments and/or recommendations of the Rector should accompany such correspondence.
- In the case of anonymous letters, the Rector should carry out a preliminary investigation to verify the authenticity of the allegations and send them to the Zone Director with his comments for further processing.
- All requests should be addressed to the Director of Zone, the Rector giving full justifications for same.
- Requests from the Ministry, whether from the Zone or from Head Quarters, must be dealt with the required diligence and seriousness and deadlines given should be respected.
- Rectors should, in particular, see to it that top priority is given to the compiling and forwarding of information that is being required at the level of Head Quarters for the drafting of answers to Parliamentary

² A reporting format has been made available to schools

Questions. A well proven information system that makes updated information readily available will undoubtedly help.

3.2.2. Communication with parents

- The Rector is the coordinating element between school and parents. He will ensure that parents, being the responsible parties of the students, are duly informed of all relevant issues relating to the behaviour, security, performance and future of their wards. Parents should also be informed of policies, regulations and decisions as well as actions undertaken whether at school level or by the Ministry.
- The Rector will attend meetings with the Parent-Teachers Association in his capacity of advisor to the association. Such meetings include the Annual General Assembly as well as the Executive Committee meetings that are normally to be held at least once every month.
- He will have regular contacts with the President of the PTA to discuss major issues and follow up on important matters.
- The Rector will also maintain communication with parents through progress reports, end of term reports, circulars and newsletters, notes in the Student Journal or other memos.
- He may decide to hold meetings with parents to take up particular issues, e.g. choice of subjects, absenteeism, performance or discipline problems.
- Parents may be called at school or may call on the Rector, after making an appointment, to discuss their ward's performance, conduct, absenteeism, lateness or other problems encountered with their children. Parents may ask for help and advice or they may offer help.
- The Rector will give advance notice to parents when school will be released earlier giving details, if required, of transport arrangements made.
- Parents should be informed of all relevant details regarding extra-curricular activities in which their wards will be participating. They should be requested to sign a consent form whereby they allow their ward to participate in the activity.
- The Rector will also meet parents on an open day or other school functions.

3.2.3. Communication with the public and with other organisations

- The school is not a closed system and it should maintain appropriate relations with outside bodies and organisations.
- The Rector will fully cooperate with the Mauritius Examinations Syndicate, the Mauritius Institute of Education, the Mauritius College of the Air and other parastatal bodies falling under the purview of the Ministry of Education, Culture & Human Resources.
- It is the policy of the Ministry to provide accommodation, as far as possible, to the Mauritius Examinations Syndicate and to the Public/Disciplined Forces Service Commission for examinations purposes. The Rector is therefore requested to do the necessary to assist these institutions positively by discussing all possible arrangements. Requests can only be turned down when it is clear that such arrangements cannot be made.
- He will also give full support to the National Transport Authority for all issues pertaining to the travelling of students by bus.
- Communication and good relationship must be maintained with the Police, Local Authorities, Health

Services and other institutions which usually provide support to schools. The phone numbers of these authorities should be affixed near the phones in the offices of the Rector, the Deputy Rector, the Usher and other administrative staff.

- Communication from other Ministries, embassies and international organisations should not be entertained without prior approval of the Ministry.
- The school will participate in extra-curricular activities organised by other Ministries or outside organisations only if prior approval, regarding the participation, has been conveyed by the Ministry of Education, Culture & Human Resources.
- Requests for the use of school premises and infrastructure by outside bodies have to be channelled to the Director of Zone along with the Rector's recommendations.
- The Rector will see to it that the school has good relationships with the public and that the institution enjoys a good public image. Members of the public may call at school to enquire on a particular issue and get certain information of interest to them. Though he will attend to their query, **the Rector will however ensure that no sensitive information pertinent to the school is revealed to the public and to the Press.**
- The Rector will also be very cautious in all his internal and external communication, so that confidential or classified information to which he has had access by virtue of his position is not revealed to others.
- Schools are also encouraged to develop their website as a means to communicate information about the school to the outside world. They should also build on opportunities provided by Information and Communication Technology to take initiatives in view of linking and networking with other schools, thus allowing them to benefit from the sharing of information, experiences and good practices.
- Rectors are strongly advised to draw the maximum benefit from networking opportunities provided by iNet.

CHAPTER 4 : DISCIPLINE

“Face it, if a class is boring, students will be disruptive. Making school enjoyable and interesting for as many students as possible--for example, by changing instructional practices to accommodate a variety of learning styles--may dramatically decrease discipline problems.”

NAESP(1983)

Discipline is a necessity for the proper functioning of a school and is essential for effective learning and the quality of school life. Effective school discipline strategies need to be sought to encourage responsible behaviour and to provide all students with a satisfying and fruitful school experience by discouraging misconduct.

School discipline has three main goals:

- Ensure the safety of staff and students
- Create an environment conducive to learning
- Contribute to the social development of the student

Schools usually balance clearly established and communicated rules with a climate of concern for students as individuals.

4.1. THE EDUCATION ACT

The Rector is responsible for maintaining discipline. He is empowered by the Education Act to make such rules for the administration and discipline of the school as he may deem fit.

Paragraph 34 of the Education Act is as follows:

“The Principal of a Government or aided primary school or of a Government central or secondary school, of the government Secondary and Technical School and the Principal of the Teachers’ Training College may with the approval of the Minister, and in case of an aided primary school, with the approval of the Manager, make such rules for the administration and discipline of the school as he may deem fit. He may require his staff to perform such duties in the execution of these rules as he may deem fit, and he may authorise them to inflict such punishments, other than corporal punishment, as he may deem fit for any misconduct or breach of the rules of which a pupil may be found guilty at any time and in any place.”

4.2. FORMULATING RULES & REGULATIONS

- For students to comply with a code of behaviour/conduct, the school will have its set of Rules & Regulations which are meant to enhance the smooth running of the school. These may consist of the following:
 - The *modus operandi* part which, on the one hand, gives detailed descriptions of procedures to be followed in various circumstances that students and parents may come to encounter at school –school hours, absences, late arrivals, wearing of school uniform, early departure, withdrawal etc.
 - The *modus vivendi* part which sets out the expected standards of behaviour and of work ethics
 - The actions to be taken by the school in case of breach of Rules and Regulations

- There is better chance of compliance to the Rules & Regulations if these are accepted and agreed upon by the whole school community. It is therefore recommended that they be prepared in consultation with Educators, parents, and students.
- It is also recommended that they be periodically reviewed, again in consultation with all parties, in the light of the status of discipline at the school and also to include new policy guidelines.
- A copy of the school's Rules and Regulations will be given to each parent on admission of his ward at the school and also after each review. The responsible party should acknowledge receipt and acceptance of same and undertake to ensure that his ward will fully abide by the policy and procedures. The signed acknowledgement slip should then be kept in the student's personal file.
- Each Educator should also be given a copy so that he may provide the required help to the Rector in maintaining discipline at school.
- The attention of students, Educators and parents should be regularly drawn to specific provisions of the school rules through circulars or newsletters and during assemblies, form period and other meetings.
- Students are to abide by the School Rules & Regulations from the moment they leave home, in school buses, on school premises, and other public places where they are representing the school. The same applies to workshops, laboratories, library, computer room and other specialist rooms.
- Once the rules have been communicated, appropriate action must be taken and seen to be taken towards fair and consistent enforcement of same. This will help maintain students' respect for the school's discipline system.
- Each case is to be treated according to its own merits and demerits and distinction made between categories of offences. Whereas minor infractions should be treated flexibly and leniently, depending on the circumstances, serious offences and cases of relapse are to be treated with the necessary severity.

4.2.1. School Uniform

- The policy on the wearing of school uniform should be brought to the attention of parents in the School Rules and Regulations. The Rector, in consultation with staff, students and parents, will decide on the type of uniform students will have to wear.
- It is the responsibility of the Rector, Deputy Rector, Usher and teaching staff to ensure the proper wearing of uniform.
- Where flexibility is required because of cultural or religious consideration, all the components of the school uniform should imperatively be worn.

 **(Re Circular ME/0/298/31 of 21 December 2005)**

- Rectors should also ensure that students wear proper uniform whenever they represent the school.

4.2.2. Mobile phones

Use of mobile phone is strictly prohibited during classes and examinations. Non-compliance with this instruction renders students and staff liable to disciplinary action

 **(Re Circular ME/206/15 of 24 July 2001 and Circular letter No. 39 of 22 September 1999)**

4.2.3. Serious offences


- The Rules and Regulations should draw the attention of parents and students to those serious offences which are condemned under Criminal Law and on the legal consequences if found guilty of breach of such laws. These include:
 - Carrying of offensive weapons
 - 📄 **(Re Circular letter ME/0400/16T1 of May 2004)**
 - Possession and use of drugs
 - 📄 **(Re Circular letter ME/206/4/T2 of 24 October 2003)**
 - Assault and molestation
 - Harassment and intimidation
 - Theft
 - Tampering with official documents
 - Possessing and circulating obscene materials
 - Smoking in public places
 - 📄 **(Re Circular letter ME/206/15 of 12 August 1998)**
 - Damaging school and public property
- They should be warned that police intervention would be sought if such cases are encountered at school.
- Consumption of alcoholic drinks and gambling are also prohibited on school premises.

4.3. DRUG OFFENCES

- Rectors are requested to proceed as follows whenever they come across a substance in their school which is strongly suspected to be a drug:
 - To contact the regional office of ADSU promptly
 - To call the Police for security measures pending the arrival of ADSU officers
 - To collect the suspected substance from the person who found it and keep it in a safe place
 - To isolate the suspected student in an office
 - To conduct a preliminary inquiry
 - To hand over the substance to ADSU upon their arrival at school
 - To give full support to ADSU for its inquiry
 - To contact the Responsible Party of student after the arrival of ADSU on the spot.
- Suspected cases are to be dealt with in the strictest of confidence. A full report is to be forwarded to the Ministry on the same day.

📄 **Re Circular letter No. 30 of 2003 Ref: ME/206/4/T2 issued on 24 October 2003**

4.4. VIOLENCE AT SCHOOL

- It is the Rector's responsibility to create a school environment which is free from violence.
 - The school, with the help of the PTA, should procure adequate facilities to the students in terms of sports, leisure and other healthy activities meant to enhance the quality of life at school. These can relieve students from tension and stress. Anti violence campaigns through essay competitions, poster competitions and debates should also form part of the activities organized at school.
 - Educators are expected to play an important role in imparting the concept of peaceful resolution of conflict across the curriculum. It should be noted that the overall development of students – intellectual, emotional and moral – is amongst the duties of Educators as per PRB Report 2003.
 - Networking with other recognised institutions is recommended. For further assistance the Rector may seek the advice of the Zone Director.
 - Students who are prone to violent behaviour, including bullying, harassing, fighting, extorting money, food favours or other possessions from other fellow students will be subject to progressive discipline from counselling by the Pastoral Care Committee and by the Educational Psychologist of the Zone to other disciplinary actions including expulsion if the circumstances warrant it
-  (Re Discipline at Section 13 of Education Regulations 1957).
- Acts of violence should be sanctioned immediately by school management and treated with all the required severity. Police assistance is to be sought in such circumstances of aggressive behaviour, including gang fighting, if the Rector and staff have been unable to address the problem and the safety of other students is at risk.
 - Acts of vandalism will also have to be sanctioned appropriately, the Rector being empowered to take required actions in respect of damage to school, staff and public property.
 - Students who come to school with dangerous weapons which may put the safety of other students at risk should be called to order and made aware of the consequences of their action (see 4.2.3 above).
 - If the security of other students is at stake because of the exceptionally violent behaviour of a particular student who has not mended his ways, despite the efforts of the school to this end, the Rector should make a solid case for expulsion to the Zone Director with all pieces of evidence produced.
 - In all cases, the Responsible Party should be immediately informed of the student's violent act and invited to collaborate with the school and to help in promoting school discipline.

4.5. ABSENTEEISM

Student's absence from school is a cause of great concern. Some guidelines for the control of absenteeism are as follows:

4.5.1. Unauthorised absences

- Responsible Parties should be requested to ensure that their wards attend school regularly, except for reasons of illness or urgency. This should be reiterated at every meeting held with parents and in circular letters sent to them. It should also be stressed that students are not to absent themselves from school for the sake of revision.
- Any absence from school should be explained by the Responsible Party through an Absence Note on the next day following absence from school.

- Only absences covered by an Absence Note or by a Medical Certificate are considered as authorized absences. The Responsible Party should be promptly contacted if the student is on unauthorized absence.
- The school will, on a regular basis, send to all Responsible Parties a return of the attendance of their wards. In case of noted high absenteeism, the Responsible Party should be called at school and warned about possible disciplinary action to be taken against the student should no improvement be noted.
- Article 24(3)(b)(e) of Education Regulations 1957 provides a tool for controlling absenteeism among Form VI students who compete for the State of Mauritius Scholarship and its contents should be brought to the attention of Responsible Parties and students concerned. They should be further informed that students contravening the Regulation for reason of high absences may be debarred from competing for the State of Mauritius Scholarship.
- Students should further be warned that their attendance will be recorded in their Leaving Certificate or other testimonial issued to them by the school.

4.5.2. Control of attendance

- Attendance is to be taken twice daily, morning and afternoon. Form teachers, Usher, Deputy Rector and Rector are to monitor closely Attendance Registers on a daily basis.
- Educators and Usher should ensure that students do not have access to attendance registers.
- The Usher will monitor closely the issue of attendance cards to Class Captains in the morning and return of same in the afternoon. Subject teachers should also exercise strict control on the attendance of students in class through the attendance card.
- Students present on the register should also be present in class. Any case of shirking classes should immediately be reported to the Rector by the subject teacher. The latter will also take the appropriate disciplinary action against the student and inform the Rector accordingly.
- Students who are absent on the register should not be on school premises. If found thereon, the Usher will see to it that such students be marked present on the register and accompanied to class. The Responsible Party must be so informed immediately.
- Educators (Physical Education) should collaborate by ensuring that no student, other than theirs, is present on the school playground during class hours.

4.5.3. Examination Period

- The assistance of staff, parents and the PTA is needed to control the widespread absenteeism prior to term tests and internal examinations. The school should insist on at least 80% attendance from students prior to July mock examinations, end of year internal examinations and during the third term.
- The school may prevent a student from appearing for tests or examinations if, despite school's efforts to get the student present, the latter remains continuously absent.
- This clause must be spelt out in the School Rules and Regulations which is submitted to the Responsible Party.
- The Responsible Party is to be made aware of sanctions to be taken if the student concerned does not improve after the issue of two warnings.
- If students are to be compelled to attend school regularly, especially during the third term, Rectors should ensure, with the help of the Deputy Rector and Heads of Department that a meaningful programme of work including active revision on important topics is undertaken throughout.

- Educators should on no account complete their syllabus during the second term but should plan for a few topics to be taken during the third term.
- Educators must work even if few students are in attendance. Students are to be informed accordingly and be invited to submit topics to be considered during revision time.
- Students must submit a given number of major assignments during the third term stretching over a prescribed period of time.
- Should a student not make the required grades at the end of year internal examinations, the Rector may consider promoting him if his performance in these assignments has been satisfactory.
- Internal examinations should not last more than ten days. Should the examination be extended due to exceptional circumstances, approval of the Zone Director would have to be sought.

4.6. CELEBRATION OF LAUREATES

- Rectors should stand guided by circular ME/0/400/3/5 issued on 2 February 2005 whereby it is stated that the Ministry does not recommend the celebration of laureates outside school premises.
- A musical concert may be organised on school premises by way of celebration provided the clauses of the above circular are respected *in toto*.
- If a school wishes to organise a rally outside its premises, the Rector must seek approval from the Commissioner of Police in accordance with articles 3 & 4 of the Public Gathering Act 1991 and the assistance of the Police. The above circular should be fully complied with.
- A request should be made to the Ministry before any event is organised by the school to celebrate its laureates and equally, a report has to be forwarded after the event.

4.7. RESPONSIBILITIES

Management and all staff, particularly the teaching staff, are responsible for establishing the rule of discipline in the institution.

4.7.1. Rector and Deputy Rector

- The Rector, being accountable to the Ministry for the day to day management of the school and its smooth running, is responsible for creating a disciplined learning environment.
- The Rector, helped by his Deputy, must monitor conditions for a safe, orderly, and well managed school, ensuring the required commitments on the part of all staff as leaders play an important role in establishing school discipline, both by effective administration and by personal example.
- They should effect regular rounds of the school compound at different times of the day and make their authority visible. Besides, being polite and caring will accrue their effectiveness.
- They should also assist newly appointed Educators to integrate the school culture, improve their class management and to develop skills to cope with effective class management.

4.7.2. Teaching Staff

- Educators are required to assist in the maintaining of discipline as per scheme of service for Education Officers:

"Education Officers are required, among others, to maintain discipline inside and outside the classroom....."

(PRB report 2003 Vol II Para 27.46)

- Also,

"Incumbents in the grade of Educator (Secondary) would also be required ... to assist the school administration in attending to problems of discipline (including students' absenteeism) parents' queries and qualms; ensure the overall development of students – intellectual, emotional and moral; and maintain discipline inside the classroom and within school premises."

(PRB report 2008 Vol II Para 22.69)

- Educators will promote discipline in their class through effective classroom management. The quality of their teaching, through well planned activities that suit the learning needs of the students, will sustain students' attention and capture their interest, thus minimising opportunities for misconduct.
- Educators should enter their class on time and remain in attendance during the lesson, except for emergencies that the Rector is notified of.
- The class needs to participate in setting the standards for and maintaining discipline so that they do not feel it is imposed on them.
- Educators will also help in maintaining discipline in the corridors, in the school yard, during morning assembly and other school functions. Same will be required during school activities, outings, visits and in other places where the school reputation will be judged by the behaviour of its students.
- Above all, Educators should be role models to students in their attitude, performance and dress code



(Re Circular letter No. 16 of 2002 dated 29 May 2002: Dress of Public officers).

- Form teachers and Assistant Form Teachers have a crucial role in inculcating discipline and other values to their students.

4.7.3. The Usher

- He is the key person in assisting the Rector in this function and this duty is explicitly spelt out in his scheme of service.
- He should walk at regular intervals around the school, during breaks and between periods to ensure that students enter classes and do not get indulged in unacceptable behaviour. Same is expected during the morning assembly, staff meetings and other school functions and activities.
- Movement of students should also be supervised before they board the school bus.
- He is responsible for monitoring closely the attendance of students and keep faithful records of lateness, absences and cases of indiscipline.
- He will bring to the immediate attention of the Rector any violation to the code of discipline.

- The Usher is a member of both the Disciplinary Committee and of the Pastoral Care Committee (see 4.7.4 and 4.11). He is also in charge of the detention class.

4.7.4. The Disciplinary Committee	
Composition	<ul style="list-style-type: none"> ■ The Deputy Rector (Chairperson) or Senior most Educator if there is no Deputy Rector ■ The Usher ■ One representative of the Student Council/Prefects' Body ■ The Form Teacher/s of students concerned ■ 3 other senior members of the teaching staff
Purpose	<ul style="list-style-type: none"> ■ To help the Rector in addressing problems of indiscipline
Terms of Reference	<ul style="list-style-type: none"> ■ The Rector will refer cases of gross or repeated indiscipline and of serious incidents involving pupils of the school to the Disciplinary Committee, whose responsibilities will be <ul style="list-style-type: none"> ● To carry out enquiries into the cases submitted and hear all parties concerned ● To inform the Rector of the findings ● To advise and make recommendations to the Rector on disciplinary or other actions to be taken. ■ To make recommendations to the Rector on ways to reinforce control over the student community namely, <ul style="list-style-type: none"> ● Actions that can be initiated by the school ● Actions needing any approval of the Zone ● Actions requiring any approval of the Ministry.
Meetings	<ul style="list-style-type: none"> ■ As and when required ■ A written report of each meeting to be submitted to the Rector
Remarks	
<ul style="list-style-type: none"> ■ Reports should be submitted to the Director of the Zone. 	

4.7.5. Students

- The student community is also involved in assisting the Rector in promoting the rule of discipline through
 - The Student Council and the Prefects' Body (See 1.2.7.2 and 4.7.6)
 - Class Captains and Vice Class Captains:
- Form Masters, under the supervision of the Rector, should ensure, that
 - Every class, within the first week of resumption of studies, elects a Class Captain and Vice Class Captain, who will ensure discipline in conformity with the established rules of the school.
 - After election, a meeting is held in order to spell out their roles and responsibilities with particular emphases on
 - The need to keep in their custody the Attendance Card which is to be produced as and when required
 - The importance of motivating classmates to keep the class and the school premises tidy

- The provision of assistance to Educators and form teachers towards the smooth running of the class
- The maintenance of order between periods and during the absence of an Educator
- Their responsibility as spokespersons of the class.

4.7.6. The Prefects Body

Composition	<ul style="list-style-type: none"> ■ The Rector in consultation with the SMT, will decide on the number of Prefects ■ Members are democratically elected by the students themselves ■ It is left to the discretion of the Rector to proceed with the direct nomination of some students ■ The Prefects' Body is presided by the Head Boy/Head Girl who is to be assisted by the Vice Head Boy/Head Girl.
Terms of Reference	<ul style="list-style-type: none"> ■ To help the Rector and the Educators in maintaining discipline among the student community, whether at school or outside the school premises, for example, on school buses, on sports day, during inter-college competitions, educational tours, visits etc. ■ To work in close collaboration with Rector, Deputy Rector, Form Teachers, Usher, Student Council and Class Captains
Meetings	<ul style="list-style-type: none"> ■ As and when required ■ Head Boy/Head Girl to report to the Rector
Remarks	
<ul style="list-style-type: none"> ■ The Head Boy/Head Girl will organise the work of the Prefects and share the responsibilities among them. ■ The Rector should meet Prefects on a regular basis and ensure that all Prefects are adequately briefed on their duties. ■ Prefects should be exemplary in action and behaviour. 	

4.7.7. Parents

- Parents should be constantly kept informed of the behaviour of their wards at and outside school by way of term reports, letters, with copies in the student's personal file or entries in the student's Journal. They should also be duly informed of the disciplinary actions taken against the reported cases of misbehaviour.
- Their collaboration must be sought in attempts made by the school to promote school discipline. Positive changes in attitude and behaviour result when the student is closely monitored both at school and at home and there is constant communication between parents and school.
- In case of relapse and/or serious offence, parents should be called to school to meet the Rector.
- In extreme cases and prior to recommendation for expulsion, advice may be tendered to the Responsible Party to withdraw his ward from the school.
- Rectors should however be careful in this process as education is, by law, compulsory up to the age of sixteen.

4.7.8. Support from the Zone Directorate

- The services of Educational Psychologists and Educational Social Workers are available to provide support to the school in dealing with cases of indiscipline. The Rector would apply to the Zone Directorate for them to call at school. However, the written consent of the Responsible Party is required before a student can be seen by the Educational Psychologist.
- The Educational Social Workers will, on their part, provide necessary help and support in establishing the required link between the home and the school.

4.7.9. Support from organisations

- Outside bodies, including the Police Force, its Anti Drug unit or Crime Prevention unit, NGO's and other organizations may make significant contribution towards prevention of indiscipline. Rectors are encouraged to seek assistance from them to carry out sensitisation campaigns for the students.
- However, the Director of Zone must be informed and his approval obtained prior to carrying out such activities.

4.8. DISCIPLINARY ACTION

- Depending on the nature and seriousness of the offence, the following actions may be taken in cases of misconduct:
 - Issue of a verbal or written warning
 - **Suspension of privileges**, e.g. forbidden to play games during any recess
 - **Issue of a severe warning**: Responsible Party should be informed in writing through registered post
 - **Detention**: A 24 hr notice should be given to the Responsible Party before a student is kept in detention. The detention form, to be submitted to the Responsible Party, should specify the reason for the detention as well as the day and time the detention will take place. The Educator concerned will also indicate the work to be carried out during detention class and ensure that the work given has been done to his satisfaction.
 - **Case referred to the Disciplinary Committee** (see 4.7.4): The Committee is empowered to arrive at a decision which is fair and commensurate with the offence committed. It may propose immediate temporary suspension of students for gross misconduct if the case warrants it.
 - **Rustication**: The Rector is empowered under Paragraph 13 of the Education Act to temporarily suspend a pupil.
 - The Responsible Party of the student to be rusticated will be requested by phone to call at school to be informed of the decision of the School Disciplinary Committee.
 - A registered letter will also be forwarded to the Responsible Party with an 'avis de reception' and rustication will take place within 48 hours following the issue of the letter if the Responsible Party has not reported at school. The Zone Directorate should also be informed.
 - Rustication must be recorded in the student's term report and personal file.

- **Recommendation for expulsion:** This is the ultimate sanction and will be considered when all possible attempts to improve misbehaviour have failed.
 - The Rector will submit the case to the Zone Director, supporting the request by a detailed history of the case and giving full justifications with evidence of all actions taken towards solving the problem.
 - However the Responsible Party should be given ample warning in writing if this decision has to be taken.
- All the above procedures should be well spelt out in the Rules and regulations for the information of Responsible Parties.
 - **Rectors are, however, reminded that all forms of corporal punishment are illegal. All staff, teaching and non-teaching should be brought to understand the consequences of corporal punishment, sexual harassment and verbal abuse on children. Such cases should be immediately reported to the Zone Director.**
- 📄 (Re Circular letters ME/143/8/3 Vol. III of 29 June 2001 and ME/32/495 Vol. II of 27 July 2001).
- Any student against whom a disciplinary action is to be taken should be made to understand that
 - He is at fault and that the set punishment is fair and justified
 - The action aims at sanctioning the fault committed and is not directed against him personally
 - The expectation is to have him behave within set norms and standards
 - A hearing should be included in the procedures to allow the student at fault to express his views and explanations. He may also be given a right of appeal by way of representation made through the Student Council.
 - Disciplinary action should be followed by close monitoring by Rector and staff.
 - Proper records should be kept in the Student's file, with dates, description of offence, action taken and other remarks. Parents need to be kept informed by letters or entries in the Student's Journal.

4.9. STUDENT PROFILING


- This has been introduced as an innovative and proactive measure to provide support to schools and to help students curb their deviant behaviour.
- It consists of an information sheet that has been designed with a view to enabling the Head of School, the staff and other stakeholders to obtain a general profile of each student who indulges in indiscipline.
- The information sheet will allow the Rector and the Pastoral Care Committee to
 - Discuss each case on an individual basis
 - Decide on the support mechanism
 - Agree on the strategy to be adopted to recuperate the student
 - Monitor the student's behaviour
 - Refer cases to the Educational Psychologist and Educational social Worker and/or other agencies

- The information sheet is also a written record of the indiscipline history of the student. It constitutes written evidence on the basis of which appropriate decisions, including disciplinary actions, may be taken. It thus facilitates disciplinary action for students who do not conform to rules and regulations of school authority.
- All the documentary evidence should be treated in a strictly confidential manner.

4.10. FOLLOW UP

- Exercising discipline is more of a question of providing students with opportunities to improve by educating them towards a disciplined and responsible behaviour. As disciplinary action may sometimes prove to be ineffective, alternative or accompanying measures have to be taken. Some of these are:
 - Encouragement, motivation and counselling by staff
 - Attribution of some amount of responsibility in class or at school to boost his self esteem and motivate him
 - Placing him on Special Report whereby monitoring his work, conduct and attendance over a period of time to encourage the student to improve.
 - Support of the Pastoral Care Committee
 - Counselling by Educational Psychologist/Social Worker. Parental consent is required for same.
- Rectors need to realise that indiscipline and misbehaviour are often the apparent symptoms of some more serious problems and that these have to be investigated more deeply with a view to identifying the root causes.
- Furthermore, the Rector should identify the indiscipline breeding ponds that may exist within the institution and take appropriate corrective measures.
- Surveys carried out in the school will allow the Rector to become aware of the opinions and feelings of the students. The reasons for indiscipline may be identified and action taken towards boosting the feel-good factor of the student community. Similarly, complaint forms and a complaint/suggestion box can be valuable sources of information for the school administration.
- Students should be empowered to play active roles within the institution. Conferring of responsibilities onto them may allow the development of a greater sense of responsibility and sense of belonging to the school. Civic Action Teams and Quality Circles may help provide solutions to the root problems that give rise to undisciplined behaviour.
- Above all, the Rector and every member of the staff should be role models for the students in their appearance, behaviour and attitudes.

4.11. THE PASTORAL CARE COMMITTEE

Composition	<ul style="list-style-type: none"> ■ The Deputy Rector or Rector if the school has no Deputy Rector (Chairperson) ■ A parent with a strong sense of caring (not necessarily a member of the PTA Executive Committee). The representative may vary on different occasions according to the nature of the problem. ■ The Usher (Pastoral care is part of his scheme of service as per PRB Report) ■ An Educational Psychologist or Social Worker from the Zone Directorate (Pastoral care is part of his scheme of service as per PRB Report) ■ An Educator, one from the Physical Education department preferably, who is very close to students and can watch students' behaviour on the playground
Terms of Reference	<ul style="list-style-type: none"> ■ To provide support to help students improve their behaviour especially in respect of first offences through counselling services. Counselling will seek the cause of the misconduct and assist students in developing appropriate skills to change unaccepted behaviour appropriately.
Terms of Reference	<ul style="list-style-type: none"> ■ To create opportunities for misbehaving students, through guidance, support, skill building, to return to grace and to experience success in their behaviour. ■ To monitor student's behaviour progress and liaise with parents and with outside agencies (with parent's written consent) if the Committee feels such involvement is necessary.
Target Groups	<ul style="list-style-type: none"> ■ The Pastoral Care Committee shall deal with cases where students: <ul style="list-style-type: none"> ● Present problems which have not been solved through normal intervention of the subject teacher or form teacher ● Are irregular in attendance ● Show behaviour that needs sensitive handling ● Show sudden loss of interest in studies and similar symptoms
Meetings	<ul style="list-style-type: none"> ■ As and when required
Remarks	
<p>The Pastoral Care Committee will</p> <ul style="list-style-type: none"> ■ Discuss case by case ■ Decide on support mechanism ■ Agree on strategy to be adopted on a case basis to recuperate students ■ Monitor student's behaviour ■ Decide on timescale and date of review for cases under consideration ■ Adopt an approach that will make students feel safe and valued ■ Keep a record of each case handled by the Committee ■ Keep the Rector informed of the cases being handled <p>It is understood that cases where support services have failed to promote desirable outcomes will need to be referred to the Disciplinary Committee.</p> <p> Refer to Circular No 17 of 2004, ref. ME/400/1/9 of 4 June 2004</p>	

4.12. REWARDS

- It is recommended that a system of rewards be used as reinforcement for particular behaviour which deserves recognition. Social rewards such as smiling, praising, and complimenting are extremely effective in increasing desirable behaviour.
- Cases of good behaviour should also be given due recognition at morning assembly, the Rector expressing publicly his appreciation.
- Well-disciplined students can be awarded bonus marks or be delegated greater responsibility.
- Certificates of good behaviour should be issued on Prize Giving Day, especially for students of lower forms and prevocational stream.

CHAPTER 5 : STUDENTS: ADMINISTRATIVE ISSUES

Students are the raison d'être of the educational system and of educators. In fact, the interest of the students remains central to all considerations and the Rector should always stand guided by this major concern.

5.1. ADMISSION

- The Ministry of Education, Culture & Human Resources is the only authority responsible for admitting a student to a State Secondary School. No student is to be admitted without a letter of admission duly delivered by the Ministry.
- Students are admitted to Form I on the basis of their CPE results and parental choice at the time of application. Students are also admitted to other forms further to a transfer exercise carried out by the Ministry and along set criteria.
- When a student calls for admission, his responsible party will fill in an admission form at the school thereby furnishing relevant details to the school. The details should be checked against documents in original to be produced by the responsible party at the time of admission.
- The Rector will ensure that each newly admitted student receives a copy of the school Rules and Regulations and a list of books to be purchased.
- Each student will have a personal file, the first elements of which should be the admission form and photocopies of relevant documents produced. The Usher will be responsible for maintaining and regularly updating all students' files until they leave the school.
- In the case of students admitted in Lower VI, the Rector is responsible for verifying whether the student is eligible for the class and for the subject combination opted for. In case of established non-eligibility, admission procedures should be withheld and the Ministry informed immediately.

5.2. TRANSFER

- All vacancies occurring in State secondary Schools are filled following a central transfer exercise at the Ministry. The public is duly informed of such an exercise through a Press Communiqué.
- Requests for transfer should be forwarded to the Zone Director and should not be processed at school level.
- All existing vacancies are to be declared and so indicated to the Ministry by Heads of School and should not be disclosed to the public.

 **(Re Circular Letter 34 of 1998 issued on 24 December 1998)**

5.3. WITHDRAWAL

- A Responsible Party may at any time decide to withdraw his ward from school. He should forward a letter to this effect to the Rector.
- The Rector will consequently issue to the student a Leaving Certificate after having ensured that he has returned to the school his report book, his Student Identity Card, library books and other school property that may have been in his possession.
- If the student is below 16 years, the Rector should enquire with the Responsible Party about his future schooling, education being compulsory up to 16. The Zone Director should be informed in case the student is ceasing his schooling.

- In case the student is moving to a Private Secondary School, the Rector may issue to him a letter certifying that he has been a student of the institution, giving dates, and stating whether the school has any objection to his transfer.

5.4. OVERAGED STUDENTS

- The attention of Rectors is drawn to the provisions of Regulation 15 (1) of the Education Regulations 1957 which are as follows:

- "Except with the Minister's approval, no pupil shall remain at a Government Secondary School -

(a) *after attaining the age of 18, unless he has qualified for admission to Form VI by obtaining a Cambridge School Certificate or equivalent certificate acceptable to the Minister:*

Provided that a pupil who attains the age of 18 after sitting for such an examination and taking all the papers necessary to enable him to qualify may remain at school until the results of the examination are known;

(b) *After the end of the school year in which he attains the age of 20"*

- It is the responsibility of Rectors to ensure that the Ushers, who keep students' records, are adequately briefed on the provisions of the Education Regulations. They should be requested to draw in November/December of each year, a list of students who are disqualified and who will not be authorised to attend school in the forthcoming year. Further, the students concerned should be informed in writing well before the beginning of the new school year that they are not eligible and will not be allowed to repeat SC or HSC by virtue of the relevant provisions of the Education Regulations.
- Same should be ascertained at the beginning of the school year.

 **(Re Circular No. 17 of 2005, Ref: ME/206/4/2 issued on 13 June 2005)**

5.5. LEAVE OF ABSENCE

- In the event that a student has to take a long period of absence (e.g. to go abroad for holidays or for other reasons), the Responsible Party must apply in writing for leave, giving the dates of the period for which leave of absence is being sought.
- The request must not be processed at school but forwarded, with the Rector's recommendations, to the Director of Zone who has been empowered to approve leaves of duration of up to 3 months. However, for leaves exceeding 3 months, the Zone Director will forward the request to the Director, School Management, for approval at his end.
- When approval has been conveyed, the Rector will inform the Responsible Party accordingly, drawing his attention to the fact that the student will have to resume school on expiry of the leave period, failing which his seat will be declared vacant and offered to another student.
- Any request for extension of the leave period should be forwarded before the end of the leave period. In case the student does not resume school as required and in the absence of any request for extension of leave, the Rector will inform the Director of Zone accordingly.

 **(Re Circular ME/36/3/31 issued on 14 May 2004)**

5.6. EXAMINATIONS

- The Rector is responsible for the controlling of all internal examinations. He is helped in this task by the Deputy Rector.
- He is also responsible for entering his students for the Cambridge School Certificate and Cambridge Higher School Certificate examinations every year.
- The Rector will extend his full collaboration to the Mauritius Examinations Syndicate and ensure proper organisation of the work at the level of the school in respect of payment of fees and submission of entries. He should stand guided by circulars issued by MES to this effect and communicate all necessary information to staff, students and parents.

5.7. ACADEMIC PERFORMANCE

5.7.1. Promotion to Lower VI

The criteria for promotion to Lower VI are as follows:

- The student should not have reached 19 years on the 1st of January of the year he intends to follow Lower VI.
- He shall
 - Have passed the Cambridge School Certificate and obtained at least 4 credits at one and the same sitting or
 - Have obtained the General Certificate of Education 'O' level in 5 subjects with a minimum of grade 'C' in 4 subjects and at least grade 'E' in English Language at one and the same sitting.
- Notwithstanding the criterion of age, the following exceptions are to be considered:
 - If a student is to repeat Form V but would thereafter be disqualified by virtue of his age for promotion to Lower VI (i.e. he will be 19 during the current year), he may be exceptionally promoted to Lower VI provided he has passed SC and he holds credits in 3 subjects.
 - If a student cannot repeat Form V because of the internal regulation by which a student cannot repeat a class more than once, he may be exceptionally promoted to Lower VI provided he has passed SC and he holds credits in 3 subjects.
- The student should hold credits in all the three subjects to be taken at principal level. However, where a student holds 5 credits at one and the same sitting but has a pass in the third subject to be offered at principal level, he may be exceptionally allowed to offer the same subject at principal level.
- Other criteria have to be satisfied in respect of particular subjects to be offered at principal level and the Rector should consult the documentation sent to schools every year.
- Students who have joined Lower VI but have not scored a credit in either English, Mathematics or French should be advised to take the 'O' Level Examinations in the relevant subject(s) in the course of the following two years in view of obtaining a credit therein. This advice is submitted taking into consideration future employment prospects.

5.7.2. Promotion to Upper VI

- Students' performance in Lower VI should be closely monitored and regularly assessed. The Lower VI end of year examination is mandatory for all Lower VI students.
- Promotion to Upper VI is to be considered provided the student passes the Lower VI end of year examination with a pass in at least 2 subjects at principal level and a pass in two subjects at subsidiary level.
- A student who does not satisfy the above criterion will have to repeat Lower VI if not over aged. Otherwise, he will have to withdraw from the school.
- Should a student not be able to repeat Lower VI by virtue of age or because he has already had two sittings at Lower VI, he may be exceptionally promoted to Upper VI, provided he has obtained passes in at least two subjects at principal level and on the clear understanding that he will sit for the Cambridge General Certificate of Education Examinations in at least 2 subjects at "A" level in lieu of Higher School Certificate Examinations. The Rector will duly inform the Responsible Party in writing.
- Students of Lower VI and their Responsible Parties should be notified of these conditions at the beginning of the year. These can also be included in the School's Rules and Regulations.

📄 **Re Circular No. 23 of 2004, Ref: ME/206/4/2, issued on 15 April 2004**

📄 **Re Circular Ref: ME/36/3/47/V2 issued on 28 January 2005**

5.7.3. SC Award rule

- To achieve a School Certificate result, a candidate must obtain a minimum of
 - Either: Pass in at least **six** subjects including English Language with credit in at least **one** of them
 - Or: Pass in **five** subjects including English Language with credit in at least **two** of them.
- Candidates who do not fulfil the above requirements are awarded a GCE Ordinary Level result.

5.7.4. HSC Award rule

- To qualify for a Higher School Certificate, a candidate must, at one and the same sitting, have taken the General Paper, and at least three Principal Subjects and one Subsidiary subject, or at least two Principal subjects and two Subsidiary subjects
- The candidate must obtain one of the following combinations of results in order to achieve an HSC pass:
 - General Paper (Grade U* or better) and at least 3 A levels (Grade E or better).
 - General Paper (Grade U* or better), 2 A levels (Grade E or better) and 2 AS levels (Grade U* or better).
 - General Paper (Grade e or better), 2 A levels (graded better than D + E) and 1 AS level (Grade U* or better).

5.7.5. State of Mauritius Scholarships

- Eligibility for the award of a State of Mauritius Scholarship is defined by the provisions of Regulation 24

of Education Regulations 1957, among which are the following:

- The student should not already be aged 20 on the 1st of July of the year in which is held the State of Mauritius Scholarship examination for which he sits (*Reg. 24 (3) f*).
 - The student should not have sat for the State of Mauritius Scholarship examination more than twice (*Reg. 24 (3) h*).
 - Students should have credits in six subjects, including English Language, at one and the same sitting. Candidates having only 5 credits at one sitting should submit a supplementary certificate showing a credit in a sixth subject (*Reg. 24 (3) a*).
 - The student should not have been absent from school more than ten school days in either of the two school years immediately preceding the first day on which is held the State of Mauritius Scholarship examination for which he sits, exclusive of authorized absences (*Reg. 24 (3) e*).
 - The student should be favourably reported on by the Rector for character and conduct (*Reg. 24 (3) g*).
 - Subjects offered should be in accordance with Appendix II of Reg. 24 (5) (*Reg. 24 (3) c*).
- The attention of Rectors is also drawn to the paragraphs of the same regulations providing that
 - Candidates competing for the State of Mauritius Scholarship have to submit their application form and other required documents by 15 of May at latest.
 - It is incumbent upon the Rector to forward these to the MES by the first day of June.
 - The above are spelt out in mandatory terms and no provisions are made for derogation. Rectors should thus see to it that Responsible Parties of candidates are duly informed of the statutory date of submission and also that the responsibility conferred upon him is discharged on time.

5.7.6. Repetition of classes

- The practice is to allow a student to repeat a class after having failed same and to request him to leave school upon second failure.
- Consideration for promotion may be given to students who have failed a class twice to join the next higher class, subject to the following conditions:
 - The average mark for end of year (second year) examinations is at least 35%, given that the pass mark is 40%
 - There is a marked improvement in his results at the second attempt
 - There is no adverse report on his conduct and behaviour
 - Attendance at school at the second attempt has been above 75%
 - The above applies to Forms I to IV only.
- However, the above criteria may be waived under the following circumstances:
 - Prolonged absence supported by medical certificate
 - In case of accident resulting in long medical treatment

- Death of a member of the family close to the period of examinations
- In case of calamities or accidents beyond human control (e.g. house burnt down, house blown away by cyclone etc.)

 **(Re Circular Letter No. 7 of 2001, Ref: ME/206/15 issued on 17 April 2001)**

5.8. EARLY DISMISSAL

- Students should not be allowed to leave school unaccompanied before official dismissal time.
- Whenever school is to be dismissed earlier than official dismissal time, Responsible Parties are to be informed in advance by a written note with an acknowledgement slip to be duly signed and returned to school.
- However, in the case of an emergency, once an official decision has been taken to dismiss pupils, Responsible Parties are to be informed, as far as it is feasible, and requested to collect their wards.
- Rectors with the help of members of the staff should ensure that all students have safely left school premises after dismissal. Necessary arrangements should be made in respect of school buses.
- In respect of dismissal of students for reason other than emergency, Rector is to seek permission of Zone Director prior to any decision to be taken to this effect.

5.9. INJURY/ILL HEALTH OF STUDENTS

- In general when students are injured on school premises or are ill, they are accompanied to the nearest area health centre for medical treatment. The Rector must ensure timely transportation of student concerned to hospital for urgent treatment and the Responsible Party of the student is to be informed immediately by the school.
- In any case of serious injury or ill health of students, the Rector should immediately inform the Regional Health Director of the nearest hospital with a request for ambulance to immediately transport the sick pupil(s) from school to hospital or for the dispatch of a team of Medical Personnel to the school, as may be appropriate.
- In the event that the state of health of the pupil(s) is such that he is/they are urgently required to attend hospital and the Rector is informed by the Regional Health Director that an ambulance is not readily available, he should make such arrangements as are necessary for the immediate transportation of the sick pupil(s) to hospital, including the hiring of a taxi, if required. The costs incurred will be eventually refunded on submission of a certified claim to that effect.
- The Zone Director may be called for advice in case of persistent difficulties.

 **(Re Circular letter No. 42 of 2003. Ref. ME/8/34 issued on 27 October 2003)**

CHAPTER 6 : TOWARDS QUALITY TEACHING AND LEARNING

Teaching and learning remain the core activities of any school, with the student as the main focus. The Rector is responsible for formulating the aims and objectives of the school and adopting appropriate pedagogical strategies for their implementation within the framework of the national education policy.

The school should also be committed towards contributing to the achievement of the Performance Indicators set for the Ministry in the Budget. It is therefore expected to set its own internal targets and to develop and implement appropriate strategies towards attaining these.

In this set up, the Rector, Deputy Rector, Heads of Department and Educators have specific roles to play in the proper and efficient implementation of the curriculum as well as in raising attainment and school performance.

6.1. LESSON PLANNING

In order to ensure an efficient implementation of the curriculum resulting in effective learning on the part of the students, all teaching and learning activities have to be carefully planned. Taking into consideration the developmental level of the learners, as well as their needs and interests, Heads of Departments and Educators will have to plan the teaching-learning activities and decide upon the most appropriate strategies for the students to acquire the desired learning competencies.

All Educators should therefore prepare

- A Scheme of Work for each class that they have to teach
- A Weekly Plan of Work
- Daily Lesson Plan

6.1.1. Scheme of Work

The Rector will

- Establish a calendar of activities at the beginning of each term to enable Educators to prepare their schemes of work.
- Request Educators to submit schemes of work through Heads of Departments by the second week of the term and to prepare and have in their possession daily/weekly lesson plans

Heads of Department will

- In consultation with the Educators of the Department and in line with national policy, work out, a syllabus for each form
- Determine, for each term, the part of the syllabus to be covered
 - Convene Departmental Meetings to discuss with the Educators all matters relating to preparation of Schemes of Work
 - Vet the Schemes of Work of the Educators before submission to the Rector
 - Keep in a department file a record of schemes of work
 - Support/mentor the less experienced Educators of the department in pedagogical strategies and class management techniques

Subject teachers will

- Break down the term's work into learning objectives that are to be achieved. The Scheme of Work will present the planned learning objectives staggered week by week for the whole term
- Ensure that revision and assessment strategies are also included in the Schemes of Work
- Ensure at the very beginning of the term that students are informed of work that has been planned for the term. Consultation with students will prove to be particularly important when planning any revision scheme prior to examinations.

6.1.2. Weekly plan of work

- Each Educator will prepare a plan of work for the week. This plan consists of brief notes on the work to be undertaken period wise on each day of the week, in line with the Scheme of Work.
- A remarks column will allow the Educator insert appropriate notes as to the work effectively completed and thus keep track of the progress in respect of the original plan of work. Problems encountered may be discussed during Departmental Meetings and remedial action decided upon.

6.1.3. Lesson Plans

- Every Educator is expected to be well prepared before entering the classroom. The Educator will have an explicit and clear lesson plan to guide him through the different stages of the lesson.
- The lesson notes will thus comprise:
 - The objectives of the lesson in terms of learners' achievement
 - A step wise description of the procedure to be used that will include
 - The teaching method to be used to attain the objectives
 - The planned learning activities
 - The learning resources to be used
 - The ways by which learning will be evaluated during the course and at the end of the lessons
 - Work to be set to students for evaluation and consolidation of learning
- The Educator would wish to follow the following major steps of a lesson organisation
 - Testing and use of previous knowledge
 - Exposition of topic
 - Questioning techniques leading to collaborative learning
 - Use of mixed-ability teaching enablers like
 - Group work
 - Differentiated teaching
 - Interactive negotiation
 - Error-correction pedagogy, respecting the learner's self-esteem

6.2. CURRICULUM IMPLEMENTATION

Educators will carry out their professional duties under the supervision of the Rector, Deputy Rector and Head of Department. Primarily, they are responsible for the implementation of the curriculum and for the proper running, control and management of their classes.

The Rector will

Ensure, through the Deputy Rector and the Head of Department that subject teachers

- Adapt the curriculum to the different needs and levels of learners
- Plan out well-chosen activities that will engage, motivate and challenge all students, thus enabling them to progress at a suitable pace
- Integrate elements of an invisible curriculum into their lessons by referring to the lived experience of the learner, and to contemporary reality
- Carry out practical demonstrations to enhance learning
- Introduce into the teaching of their lessons self-learning mechanisms through projects, research work
- Set a reasonable quantum of homework
- Regularly correct students' exercise books as well as homework submissions
- Properly correct and mark pupils' work and other assignments given to them
- Motivate learners to keep their books, copybooks and desks neat and tidy
- Involve as many students as possible in co-curricular activities to support learning
- Establish and maintain good interpersonal relationships with their class

Subject teachers will

- Teach according to the educational needs of the pupils
- Set and correct class work and homework in such a way as to encourage independent learning. Such work must be suited to the capabilities of the pupils and should not be of such a character as would impose undue physical and mental strain on them.
- Assess the performance of pupils, record their difficulties and weaknesses and submit a subject report as and when required on the progress and attainment of the pupils
- Provide guidance and advice to pupils on educational and social matters as well as on their future education and professional career
- Maintain regular communication with the parents
- Act as role models to students in attitude, performance and dress code

6.3. MONITORING

As the instructional leader, the Rector should monitor very closely the implementation of the curriculum, ensuring that students are progressing satisfactorily and that standards are maintained. It is important for school management to set up a control mechanism or dashboard to collect feedback on curriculum implementation so that it may make informed decisions regarding corrective measures required.

The Rector will

- With the assistance of the Deputy Rector and of the Heads of Department
 - Monitor Educators' work through the scheme of work, daily/weekly lesson plans
 - Monitor Educators' work through regular class visits and make an appraisal of Educators' performance
 - Ensure that progress of students is closely monitored and properly recorded
 - Ensure that classes are not left unattended because Educators are absent or late to enter classroom
 - Give advice to Educators on pedagogical matters and on strategies for remedial education
 - Ensure that Departmental Meetings are held regularly, pedagogical issues discussed at these meetings and notes of meeting submitted to him
 - Have regular meetings with Heads of Departments to be kept informed of progress of work and of problems encountered and, consequently, decide on remedial solutions and strategies
 - Make use of staff meetings to, *inter alia*, discuss matters pertaining to the quality of teaching and learning
 - Convene parents of low performers to school to get them more involved in monitoring the work of their wards
 - Send letters to parents as and when the need arises to keep them informed of important decisions affecting the teaching-learning transactions and processes
 - Ensure that the school environment and climate are conducive to effective learning

6.4. EVALUATION

Learners' achievement is the best indicator of the efficiency of the school and needs to be assessed at all stages of teaching and learning.

The Rector will

- Evaluate the teaching/learning process in the school and ensure that proper standards of performance are established and maintained.
- Ensure, through the Heads of Department, that there is proper planning of assessment and evaluation procedures and that these are included within Schemes of Work submitted by Educators. In this respect, The Head of Department will consult the Educators and decide on the number of assignments and assessments to give to pupils of different classes.
- Organise systematic analysis of the performance of the students in term assessments, internal examinations and more particularly at SC and HSC examinations. Statistical analysis of performance information should trigger proper thinking and rethinking towards improvement strategies.
- Sensitise the whole school community towards the need for pedagogical improvement and ensure that this is the main target of the School Development Plan.

Subject teachers will

- Set a number of assessments as already determined, which are meant to support learning and bring about an improvement in standards
- Keep records of all continuous assessments held
- Use the assessment results to provide learning support and enhance performance
- Carry out a diagnosis of learning difficulties of students
- Give follow-up work in classes where pupils have failed to reach the accepted benchmark of performance
- Devise remedial teaching in the light of feedback
- Prepare test papers and marking schemes
- Prepare evaluation reports to highlight the difficulties and weaknesses of pupils after each test and at the end of the term

6.5. HEAD OF DEPARTMENT

- The Head of Department is an important asset at school. Rectors will at the beginning of the year designate Heads of Departments on a seniority basis from amongst Educators. Should the senior most Educator decline the offer or be the subject of an adverse report, the next senior most in the department would be considered.
- The Rector will submit the list of officers so designated to the Zone Director for approval.
- The Rector will also make, in writing, an offer of assignment of higher responsibilities of Head of Department, along with a list of their additional responsibilities, to the officers concerned, the latter being required to sign and return acceptance of the offer or otherwise.
- Where a difficulty is experienced in designating a Head of Department, the case should be referred to the Director of Zone.
- The Rector will thereafter ensure that the Heads of Department fulfil a variety of functions leading to an improvement in the quality of teaching-learning.

The Rector will ensure that the Head of Department

- Holds regular meetings with members of his Department to discuss both administrative and pedagogical issues
- Selects textbooks, supplementary books and reference books from prescribed lists and other materials for his department
- Sees to it that the assessment process is efficient and purposeful
- Provides help to the Rector for the organisation and smooth running of examinations
- Plans strategies for improvement
- Ensures that class allocation is fair and equitable in terms of class levels and number of pupils
- Sets standards for and vets the internal examination question papers
- Allocates the responsibility for setting of question papers and marking of scripts in an equitable manner
- Prepares a calendar of activities for the department
- Organises and ensures the participation of members in co and extra-curricular activities
- Keeps the Head of school apprised of any innovation being brought about by the Department

The Head of Department is equally expected to

- Keep abreast, and keep the Rector informed of developments in his area
- Tender pedagogical advice and act as a mentor to new recruits
- Share information and knowledge gained from seminars, workshops, etc. with other members of the department
- Assist and advise new recruits
- Advise the Rector on purchases of reading material for the library
- Accompany the Rector/Deputy Rector for class visits as and when requested to do so
- Advise the Rector on the efficient and effective utilization of all resources found in the department
- Encourage innovative teaching methods

The Heads of Department for practical based subjects should also

- Encourage their colleagues in science and technical departments to carry out adequate number of practical sessions in their respective fields
- Prepare lists of equipment and materials required for the coming year
- Prepare rules and regulations for use of laboratories and specialist rooms
- Prepare a time table for practical work
- Prepare a time table for utilisation of laboratories and specialist rooms, thereby ensuring that all pupils and Educators concerned have access to these facilities
- Keep records of demonstrations practical lessons done
- Keep a ledger of equipment, prepare and update stock
- Ensure that equipment and apparatus are in working order
- Prepare project work/outdoor work

6.6. LEARNING RESOURCES

- Full use should be made of resources available to motivate students and to promote higher standards of achievement. This includes making optimal use of such facilities as the library, specialist rooms, audiovisual and other equipment, Information and Communication Technology, support materials available on the internet, etc
- Students and Educators should be encouraged to make optimal use of materials available on the Cambridge International Examinations (CIE) website, particularly syllabi and examination reports. Hard and soft copies of the document should be placed in the library so that Educators as well as students have easy access to them. In addition, the Cambridge Reports are to be discussed in class by Educators.
- The Rector will also ensure that the stock of reference books, reading books, recent magazines and other educational materials available in the library is adequate and regularly updated. These are to be purchased from Ministry's or PTA funds, as per lists recommended by the Heads of Department.
- The Rector will also enlist the help of Heads of Departments/Subject teachers and Librarian to encourage all students develop a taste for good reading so that, later, they may make optimum use of library facilities, including internet, during their library periods and during breaks to upgrade their academic performance through self-learning.
- However, students should not be systematically sent to the library when their Educators are absent. Nor should they be sent to the playground, unless accompanied by a replacing Educator who would have ensured that no PE classes are being held in parallel.

6.7. PEDAGOGICAL IMPROVEMENT

Schools should at all times be aiming at reaching higher standards of performance and should therefore have systems in place to assess their progress. These should support the cycle of self-evaluation, planning and action. The cycle stages are: diagnosis; identification of key priorities; planning and action, monitoring and evaluation.

- To be effective, schools need to evaluate how well their pupils are achieving, trying to answer these two fundamental questions: **Where are we now and how well are we doing?**
- The school will also need to determine how successful its improvement plans are at maximising the quality of education provided.
- School self-evaluation (SSE) should be a continuous, regular process that is embedded in the culture of the school at all levels, leading to effective school planning and decisive action.

- It is the responsibility of the Rector to ensure that the SSE takes place, that it is based on up-to-date, accurate information and evidence that is revealing, collected sensibly, carefully analysed and interpreted intelligently.
- Analysis of performance data and trends will lead the Rector and collaborators to “drill down” to confirm issues and identify underlying causes of strengths and weaknesses.

THE PEDAGOGICAL COMMITTEE	
Composition	<ul style="list-style-type: none"> ■ Deputy Rector (or Senior most Head of Department if there is no Deputy Rector) as Chairperson ■ Heads of Department/Senior most Educator in each Department
Purpose	<ul style="list-style-type: none"> ■ To help towards the improvement of teaching and learning by providing feedback, advice and guidance to Educators.
Terms of Reference	<ul style="list-style-type: none"> ■ The Pedagogical Committee will ■ Collect feedback on learner performance on a monthly basis as per a pro forma worked out for this purpose ■ Analyse end-of-term and end-of-year assessment and examination results for the identification of strengths and weaknesses ■ Set up targets and objectives for the different levels ■ Devise and monitor strategies for improving teaching and learning in general and for pupils with learning difficulties in particular ■ Submit to the Rector a concise report showing progress/improvement after each meeting
Meetings	<ul style="list-style-type: none"> ■ As often as the need arises but at least once per month ■ Records of all meetings of the Pedagogical Committee are to be kept and made available as and when required
Follow up	<p>Further to the report submitted, the Rector will</p> <ul style="list-style-type: none"> ■ Provide feedback to all staff in the course of a staff meeting ■ Take up, on an individual basis, those specific issues that pertain to specific Educators ■ Incorporate proposals made in the Report into the School Development Plan for implementation of the relevant actions

CHAPTER 7 : MANAGING HUMAN RESOURCES

All procedures and regulations pertaining to the management of staff in the Public Service are contained in the Personnel Management Manual issued by the Ministry of Civil Service Affairs and Administrative Reforms. The June 2006 version of the Manual has been made available to each secondary school.

The Personnel Management Manual incorporates the conditions of service following the implementation of the PRB reports published since 1993. It provides guidelines and sets out procedures that ensure an appropriate level of standardisation in the application of rules, regulations and conditions of service in force.

The aim of the Personnel Management Manual is to assist officers in their operational responsibilities and the efficient discharge of personnel functions. Rectors are thus strongly advised to make effective use of the manual as an important management tool for matters pertaining to staff. This chapter will simply highlight a few issues that need to be looked into in the day to day management of staff in the public service and be addressed.

In addition to the above, the Rector should also stand guided by the PRB Report which contains recommendations relating to changes in terms and conditions of service of officers.

7.1. APPOINTMENT

- Appointment is the conferment of an office of emolument in the Public Service, whether or not subject to subsequent confirmation, upon a person not in the Public Service.
- Normally, first appointments on permanent terms are of a probationary period of one year and are followed by confirmation.
- An officer recruited for appointment in the service shall be called upon to undergo a medical examination to determine his fitness for duty.
- The Head of school will have to forward to the Ministry an ad-hoc report on the work, conduct and attendance of the officer in view of his appointment and again later, at the end of his probationary period, in view of his confirmation.
- New recruits should thus be constantly and closely monitored and assessed throughout the probationary period to allow a subsequent faithful reporting.
- Heads of department have the duty to help in advising and mentoring new Educators.
- A probationary period may be extended on the ground of unsatisfactory service. It shall be extended by an equivalent period in the following cases:
 - Sick leave in excess of 28 days
 - Vacation leave (on whatsoever ground)
 - Maternity leave
 - Leave without pay
 - Study leave without pay
 - Injury leave

7.2. CONFIDENTIAL REPORTS

- A Confidential Report is intended to give an assessment of the qualities and the performance of an officer and is not meant to highlight specific incidents. The report should depict faithfully the work and conduct of the officer being reported upon.
- Confidential Reports on all officers, except General workers, duly completed shall be submitted by the end of January of each year, along with a list of officers reported upon, to the Assistant Manager, Human Resource of the Zone.

- There should be strict compliance to the provisions of the Public Service Commission Circular No. 2 of 1979 which are as follows:

"As soon as a Reporting Officer decides that an officer of his Ministry exhibits signs of shortcomings, he should call the officer in his office and have a talk with him with a view to detecting the reasons for his shortcomings which may be due to either family problems or travelling difficulties or ill health or lack of interest in the work he is performing. It will be for the Responsible Officer, on the advice of the Reporting Officer, to deal with such cases, bearing in mind the efficiency of the Public Service."

- The Rector is thus advised to report shortcomings to the Ministry wherever no improvement has been noted. The Ministry will write to the officer accordingly so as to give him an opportunity to improve and to bring to his notice that, in case there is no improvement, the shortcomings will be reflected in his Confidential Report.
- The Rector should ensure that the above procedure is followed before a shortcoming is reflected in the Confidential Report of an officer. Facts should be fully substantiated by including dates and other relevant details.
- All cases of indiscipline shall be dealt with in accordance with the Public Service Commission Regulations.
- Rectors should however take note that a Performance Management System is being gradually implemented within the Civil Service and that it would become effective across the whole of the Ministry of Education, Culture & Human Resources as from January 2009. This system will ultimately replace that of confidential reports as from 2010.

7.3. RETIREMENT

Until June 2008, an officer had to retire compulsorily on reaching the age of 60 years. The officer could also retire

- As of right on reaching the age of 55, giving written notification thereof at least three months prior to his departure on leave prior to retirement
- Or at the age of 50 after appropriately submitting a request to the Responsible Officer stating reasons therefore and obtaining the approval of the Public Service Commission.

PRB 2008 Report has now recommended that the above mentioned ages be gradually raised to 65, 60 and 55 respectively.

- In addition to the above cases, an officer may proceed on retirement on the following grounds:
 - Marriage (female officers)
 - Medical
 - On abolition of office
 - In the public interest

7.4. ATTENDANCE

- Every effort should be made by officers to attend duty on time.
- No officer should leave the office premises during working hours without permission of his supervising officer or of a senior officer acting on his behalf.
- Paragraph 2.1.3 of the Personnel Management Manual mentions that:

"Unsatisfactory record of attendance may lead to disciplinary action against an officer, including his retirement in the interest of the service."

- The Rector may also refer to Paragraph 2.2 regarding excessive/regular tardiness of officers including lateness to resume work after prescribed lunch time.
- All officers irrespective of rank should fill properly attendance register for arrival and departure to enable control.
- In order to ensure uniformity and to facilitate the monitoring of the Attendance Register, the Rector is advised to refer to the set of rules that has been drawn up for general guidance. (Appendix 2A of the Personnel Management Manual)

7.5. MOVEMENT

- Any officer having to temporarily leave school premises will first seek approval from the Rector. The Rector should ensure that appropriate entries are made in the Movement Book, to record the date, the name of officer, the time at which he is leaving and the purpose thereof; the officer is also required to put his initials alongside in the appropriate column. Upon reaching back the school, he will insert the time of arrival and again write his initials alongside.
- Permission to leave the work premises earlier may be granted by the Rector, subject to the exigencies of the service, and offset against the casual/vacation leave entitlement of the officer.
- The Rector may delegate to the Usher the responsibility of monitoring the movement of the ancillary staff. The Head of the department/section concerned should be consulted before allowing the officer to leave school premises.
- Paragraph 2.2 of the Personnel Management Manual referred to above also includes provisions for cases where an officer absents himself during normal hours of work without authorisation.

7.6. LEAVE

- Paragraph 4.1.1 of the Personnel Management Manual states clearly that

"(1) Leave is a privilege which is granted subject to the exigencies of the service.

An officer who absents himself from duty without permission or who, without reasonable excuse, fails to resume duty in time shall be regarded as being absent without authorisation.

All cases of absence without authorisation shall be dealt with as provided in the Regulations."

- It is therefore the responsibility of the Officer to ensure that the request has been approved before proceeding on leave.
- The file of every officer should contain proper records of all leave taken by him. In case of transfer of the officer, the file will be forwarded accordingly to the administration at the officer's new posting.

7.6.1. Casual Leave

- Casual Leave is normally non-accumulative, and is designed to cater for brief absences for recreation or to attend to personal matters including religious obligations. It may also be spent overseas.
- Application for casual leave should be made at least three days in advance.

- Officers who absent themselves from duty due to “unforeseen circumstances” should as far as practicable notify the Rector on the same day. An application for leave should be submitted immediately on resumption of duty, the approval of such leave being subject to the provisions of section 4.2.2 of the Personnel Management Manual which reads as follows:

“A Supervising Officer shall satisfy himself of the reasonableness of applications for casual leave submitted on grounds of unforeseen circumstances, prior to the grant of such leave, which shall otherwise be considered as unauthorised.”

- Where additional leave is required, an officer may be allowed to take, in a calendar year, up to 5 days from his accumulated vacation leave either at a stretch or on and off on the same basis as casual leave. A return of such leave taken should be submitted at the end of the year to the Assistant Manager, Human Resource of the Zone.
- Over and above these 5 days, an officer is allowed to take up to three additional days leave in case of demise of a near relative³. Such leave should not however be combined with the five days taken on and off.
- As from 1 January 2010, Educators will be refunded their unutilized casual leaves as per rates and conditions defined at Paragraph 22.114 of the PRB 2008 Report.

7.6.2. Sick Leave

- Absence on ground of illness shall also be reported by the officer to his Supervising Officer as far as practicable on the same day. He shall on resumption of duty explain his absence in writing stating the nature of his illness.
- When the period of absence exceeds three consecutive working days the officer shall furnish a medical certificate showing the date of its issue, the nature of the illness, the quantum of sick leave recommended and the name of the medical practitioner. Such certificate shall reach the supervising officer on the day following the fourth day of absence, failing which the officer may be regarded as being absent without authorisation.
- A medical certificate may be requested even if the absence is less than four working days.
- A medical certificate shall have to be produced for any absence on the ground of illness during a strike period.
- An officer whose sick leave record is unsatisfactory may be examined by a medical board to determine his fitness for further service.
- Where the sick leave record of an officer, who has been found fit by a medical board, continues to be unsatisfactory, the officer may be retired in the public interest.
- Returns of sick leave taken by officers during the year have to be forwarded to the Assistant Manager, Human Resource of the Zone at the end of the year. Unutilized sick leave is refunded to officers at rates recommended by the PRB.

7.6.3. Vacation Leave

- Vacation leave is cumulative but is not granted in advance.
- An application for vacation leave shall be made at least six weeks in advance on the prescribed form.

³ Near relative for this purpose means spouse, father, mother, brother, sister, child, stepchild legally adopted, father-in-law and mother-in-law.

The Head of School should forward same to the Personnel Section of the Zone within one week of the date of receipt of the application, along with his recommendations.

- The minimum vacation leave that can be taken at any time is seven consecutive working days.
- Vacation Leave can be spent locally or overseas. Where it is proposed to be spent overseas, the Supervising Officer should be so notified.
- Officers who proceed on vacation leave without obtaining confirmation from the Head of School that their applications have been approved will be considered to be on unauthorised absence and hence without pay.
- Subject to the exigencies of the service, Educators in post as at 30 June 2008 may be granted up to a maximum of 19 days of vacation leave during term time and, only under given exceptional circumstances, be granted vacation leave in excess of 19 days during term time. These cases are listed at Paragraph 22.109 (c) of the PRB Report 2008. As for Educators joining the teaching profession as from 1 July 2008, they would be eligible for vacation leave during term time only in these circumstances described at Paragraph 22.109 (c).
- Vacation leave is however not granted to Educators during the third term.

7.6.4. Maternity leave

- A woman officer holding a substantive appointment and having completed one year's continuous service is eligible, in the event of a confinement, for the grant of 12 weeks maternity leave.
- A maximum of 4 weeks' leave may be granted before confinement.
- Maternity leave with full pay is limited to three confinements.
- A pregnant woman may, on application, be granted time-off for pre-natal treatment, which shall be reckoned against either her sick, casual or vacation leave entitlement.
- Where a female officer holding a substantive appointment or having completed one year's service has already proceeded on maternity leave, she may subject to the exigencies of the service, be granted, in addition to any vacation leave to which she is entitled, up to a maximum of nine months leave without pay.

7.6.5. Injury leave

- An officer injured on duty must, subject to his consent, be taken to the nearest Government Medical Institution. In case of refusal, the officer shall sign a statement to that effect.
- All cases of injury must be reported to the Supervising Officer who will convene a Departmental Board to carry out a full enquiry.
- An officer holding a substantive appointment and who is injured on duty shall be granted injury leave on full pay provided the officer was acting in accordance with rules and regulations in force at the time of the accident and the accident was not due to the fault of the officer.

7.6.6. Leave for examinations

- Applications from officers for release to follow courses at the University of Mauritius or other institutions are processed at the Zone Directorate. No officer should be given such release without the prior approval of the Ministry.

- In fact, before applying for admission to such courses, officers should obtain written approval from their Supervising Officers and Responsible Officers, to the effect that they may, subject to the exigencies of the Service, be granted leave to attend courses. As regards courses held after school hours, the approval of the Zone Directorate should also be sought, although the question of release does not arise.
- Officers may be granted leave for revision and examination purposes as from the second year of study or as from level two of the course. Application for such leave should be made at least two months before the examination is scheduled to be held and should be supported by all due documentary evidence.
- 📄 **(Re. Circular Letter No. 34 of 1998 Ref: 29/001/04/02/10 issued by the Ministry of Civil Service Affairs and Administrative Reforms on 10 December 1998)**
- Officers should not apply for sick leave, casual leave, vacation leave or leave without pay for personal reasons to attend full time courses at local universities or other institutions. They should apply for study leave in line with Section 4.11 of the Personnel Management Manual, else they will render themselves
- 📄 **(Re. Circular Letter No. 5 of 2005 Ref: E/71/2/01 V6 issued by the Ministry of Civil Service Affairs and Administrative Reforms on 4 February 2005)**

7.6.7. Time-off

- The Rector may, subject to the exigencies of the service
 - Release officers as from noon on the eve of Christmas and New year
 - Grant two hours time-off to officers in respect of any two religious festivals of their choice during the year.
- Time-off facilities for trade union activities may, on request, be granted to office bearers of recognized unions subject to the exigencies of the service. A return of time-off taken by officers at the school should be sent every month to the Assistant Manager, Human Resource, of the Zone.

7.6.8. Absence of Rector from school

- Heads of Schools may, at times, need to be away from their worksite to attend to matters relevant to their school. When leaving the school for a short period, they have to ensure that they record relevant information pertaining to their absence in the Staff Register at the school.
- In case of absence for a long period, in addition to the above, the Rector should inform the Zone Director.
- Whenever having to absent himself from school for reason of urgency, the Rector should
 - Inform the Deputy Rector or the senior most Educator, if there is no Deputy Rector posted at the school, on the same day before school starts.
 - Apprise the Zone Director accordingly, on the same day before school starts
- In case of planned casual leave, the Rector should submit an application for leave to the Zone Director for approval and give necessary instructions to the Deputy Rector or senior- most Educator, as the case may be.

7.7. REPLACEMENT

- Replacement of absent Educators should be made as from the first period as students should not be left unattended at any time. Educators should be requested to phone the school as early as possible, in case they have to absent themselves urgently for reasons of illness or unforeseen circumstances or if, for some reason, they will not be able to reach school on time. This will allow timely action for their replacement.
- As far as possible, an Educator should be replaced by another Educator from the same department and the latter should not see his task as being of a supervisory nature.
- The Deputy Rector is responsible for working out the replacement of absent Educators. He may request any senior member of the staff to help him in carrying out this task. However, the Rector should ensure that there is fairness in the allocation of replacement periods and that no Educator is unjustly penalised.
- Students of Forms I to III who do not study an Asian Language or Arabic have to be supervised when these periods are being taught. It would be appropriate if Educators be identified to take charge of the non oriental language classes throughout the year and that a programme of suitable activities be worked out for the benefit of these students.
- Rectors should be careful when recommending vacation leave for an Educator, stating that arrangements for replacement will be made at school level. A replacement timetable must be prepared and submitted with the application for leave. The classes of the Educator must be taken, without any exception, by Educators of the same department so that teaching/learning may continue during the Educator's absence and the students are not penalised in whatsoever way.

7.8. SUPPLY TEACHERS

- Supply teachers are employed on contract to replace Educators on leave or to fill in temporary shortages.
- As per his scheme of duties, the supply teacher is expected to perform the normal duties of an Educator, including the conduct of assessments and examinations, filling of report books, attending Departmental Meetings and replacing absent Educators.
- A monthly return of the attendance of the Supply Teacher must be forwarded to the Zone Directorate for payment to him of his salary.
- The Rector will inform both the Supply Teacher and the Zone Directorate as soon as the services of the former are no longer required. Supply teachers should not, in any circumstances, be allowed to "float" at the school.

7.9. STRIKES

- Absence from work on account of unlawful strike may be considered as absence without authorization and may entail disciplinary action against the officer.
- An officer will not be entitled to pay for any period during which he would have been on strike.

7.10. ALLOWANCES

- Allowances are paid in accordance with regulations. However special care should be taken to ensure that necessary approval is obtained before any work entailing payment of any allowance is undertaken. It should also be ensured that allowances do not continue to be paid without justification and are restricted to the purpose for which they are approved.

- The Rector should, at the end of each month, submit to the Zone Director a return in respect of Heads of Departments, certifying that they satisfy the criteria for the payment of Headship Allowance and that they have performed their duties to his utmost satisfaction and recommending the payment of the due allowance to the officers concerned.
- In this respect, the Rector will stand guided by relevant circulars in regard to
 - The definition of department, namely the list of subjects/subject combinations in respect of which a department qualifies for the payment of Headship Allowance
 - Eligibility criteria for the payment of Headship Allowance relating to the number of full-time Educators in the department, the weekly workload and number of years of experience of the Head etc.
- A similar monthly return needs to be submitted in respect of Educators not possessing the required qualifications to cross the QB of their salary scale (those not holding a degree) and who have been called upon to teach at least 8 periods weekly to form six classes, for payment to them of the due allowance. Rectors should however be careful, when preparing their timetable, to have recourse to the services of non-degree holders to teach sixth form classes only when it is not at all possible to allocate these classes to degree holders in the department.

7.11. OVERTIME

- As far as possible, overtime should be resorted to only when essential and full justifications should be given as to why the work cannot be undertaken during normal working hours. It should be restricted to the specific period and purpose for which it is originally approved.
- Prior approval should be sought before allowing an officer to effect overtime.

7.12. INCREMENT CREDIT

- Increment credits are granted for several reasons, including:
 - Proficiency
 - Additional Qualifications
 - Continuous temporary service in the same capacity.
- As regards the grant of incremental credits for additional qualifications only a qualification which satisfies the following conditions may be considered:
 - It is directly relevant to the duties of the grade and is higher than the qualifications specified in the scheme of service for the grade
 - It has been obtained as a result of studies whether carried on one's own or as a result of a fellowship, of at least one academic year duration, full time or its equivalent in terms of contact hours/part time studies

This has been explained in more detail in the PRB Report, 1998.

7.13. TRAVEL GRANT

- Each month the school has to forward to the Personnel Section a list of eligible officers for the payment of travel grant. The Rector is required to certify that the officers have used their cars to attend duty.

- The Rector should ensure that such a return is not made in the name of officers who have not attended duty at all during the whole calendar month, being either on leave or on school holidays. Exception is however made in the case that an officer, who is on leave or on school holidays, has been officially requested by the Rector to attend duty on a particular day, the Rector providing full justifications for the purpose of his request.

7.14. SECURITY

- Section 2/V/6 of the Personnel Management Manual stipulates the following:

"No Public Officer shall, unless he is specifically authorised to do so, communicate directly or indirectly to the written or spoken press or to any other person outside his own Ministry or Department any information to which he has had access by virtue of his official position."

- In accordance with paragraph 2/V/7 of the PMM,

"Any Public Officer who desires to make any written communication to the press on any matter of an administrative or official nature, whether for publication or otherwise, must do so through the Ministry of Information."

- Again at Section 2/V/8,

"No Public Officer shall give broadcast talks on any subject which may be properly regarded as of being of a political or administrative nature unless he has obtained the prior permission of his Supervising Officer."

- The prior authority of the Prime Minister must be obtained, through the Head of the Civil Service, for the publication of works by any public officer or by any Government pensioner, or for the issue of new editions of published works, the subject-matter of which is in any way connected with his official duties, past or present.
- All officers, except those of the Workmen's Group or other manual grades, are required to sign a Declaration in respect of Official Secrets on joining the service. It is thus important that all the staff be familiar with the Official Secrets Act (see Appendix 2C of Personnel Management Manual).
- A public officer shall ensure that official information and material do not come to the knowledge of any unauthorised person. No public officer shall discuss official matters in any place where he may be overheard by any unauthorised person.
- Irresponsible talk and careless handling of official papers which may lead to a breach of security shall be reported at once to the Responsible Officer of the Ministry or Department.
- No officer shall have access to records relating to him, or in any circumstances take copies of either minutes or correspondence contained in such records.
- Any officer who takes copies of official documents for private purposes may be liable to disciplinary action.
- Every officer is personally responsible for proper handling and maintenance of official records in his possession.
- It is the responsibility of each officer to ensure that all files and papers have been put back in the cabinet and the cabinet locked before he leaves the office.

 **Re Circular Letter No. 2 of 2001 Ref: ME/266/4/2 issued on 10 January 2001**

7.15. PRIVATE WORK AND PRIVATE INVESTMENT

- The whole time of a public officer is at the disposal of Government and he is not permitted to undertake private work except in the following cases:
 - The work is performed outside working hours.
 - It does not interfere with his office duties.
 - The approval of the Responsible Officer is obtained.
- Where the work involves trading or commercial activities the approval of the Head of the Civil Service should be obtained.

7.16. FLOATING HOLIDAYS

A school has 2 floating holidays which can be taken at the discretion of school management and staff.

7.17. RELATIONSHIPS

The issues discussed in the above sections refer mainly to the administration of the personnel. The Rector should, however, keep in mind that much of what takes place within a school requires teams to be set up and brought to work together in a collaborative and cooperative spirit towards the interest of students. The success of the school depends to a large extent on the quality of relationship within the school community and on the well being of each and everybody. This represents, in fact, the main challenge for the Rector in the management of the school's human resources.

The Rector should therefore encourage and promote smooth and harmonious relationships both with and among the staff. The Rector is required to show certain expected qualities in his day to day dealings with the staff and this can only earn him their appreciation and consequently greater commitment on their part. The way in which he attempts and succeeds in resolving conflicts will also prove to be crucial for the institution.

7.18. TIMETABLING

- Preparation of the time table is an important task that requires much attention from the Rector. This task may be given to the Deputy Rector who may avail himself of the help of a small committee comprising a few Educators. However, it is important that the Rector be involved personally, at least in supervising the work, for the following reasons:
 - To get a better understanding of the functioning of the school
 - To ensure fairness in the scheduling and an end result that will be satisfactory for the teaching staff as a whole as well as for the students
 - To take important decisions that may be necessary at certain stages
- The Rector should ensure an optimal use of the human resources, especially in the context of budgetary constraints. Thus, as recommended in the PRB report 2008, every Educator is required to teach 1200 minutes per week. Heads of Department on their part are required to teach for 1000 minutes per week. Furthermore, the Rector should streamline the Form IV and Form VI options so that each teaching group consists of at least 10 students for any Asian Language or Arabic and 18 for other subjects. The Deputy Rector is to cover at least 4 hours teaching time weekly.

- Students of Forms IV and Lower VI should opt only for options available at the school. The Director of Zone should, in the context of centralisation, be informed of cases where there are few students of Lower VI opting for a subject combination which is not available at the school. No new subject should be introduced without prior approval of the Ministry. Classes should not be split without prior approval of the Zone Director.
- A calendar of activities relating to the timetabling exercise is as follows:

January to March	<ul style="list-style-type: none"> ■ Survey interests of students regarding subject combinations. ■ Consult teaching staff and PTA. ■ Forward to the Ministry request for the introduction of new subjects, if any.
April to May	<ul style="list-style-type: none"> ■ Finalise and distribute option forms. ■ Hold meetings with students and parents to guide them and tender advice. ■ Collect filled-in option forms.
June to July	<ul style="list-style-type: none"> ■ Work out statistics regarding choice of subjects. ■ Review options in the light of subjects having had too low a demand. ■ Finalise list of subject combinations with number of students and vacancies. ■ Work out the projected classes for the forthcoming year. ■ Work out the timetable option groups that will make optimal use of teaching staff resources. ■ Compute staffing requirements, projected shortages and redundancies.
August to September	<ul style="list-style-type: none"> ■ Request Heads of Department to work out allocation of classes to Educators, taking into consideration the staff entitlement of the department. ■ Request Heads of Department to submit their inputs regarding special conditions to be considered in respect of the timetable of their departments.
October to November	<ul style="list-style-type: none"> ■ Prepare time table.
December	<ul style="list-style-type: none"> ■ Forward by post to each Educator a copy of his time table for the forthcoming year along with a note of appreciation and gratitude for his work and his support during the year and greetings for Christmas and the New Year. ■ Make enough copies of students' and Educators' timetables for the different offices and notice boards as well as for submission to the Zone.

7.19. STAFF DEVELOPMENT

The Rector has to identify the developmental needs of staff at all levels and this needs to be reflected in the School Development Plan. Necessary steps should be taken to see to it that opportunities are provided to all staff members to carry out such duties as will give them experience and enhance their performance. Participation in workshops should be facilitated.

Sponsorship for part-time post-graduate courses is available and conditions are laid down in Ministry of Civil Service Affairs and Administrative Reforms Circular Letter No. 18 of 2008.

 **Re Circular Letter No. 18 of 2008 Ref: E/70/1/07 V 5 issued on 17 April 2008.**

CHAPTER 8 : MANAGING ASSETS, STORES AND FINANCE

8.1. PHYSICAL ASSET MANAGEMENT

Physical Asset Management is the planning, acquisition, maintenance and disposal of physical assets with due regard to economy, effectiveness and efficiency as well as full compliance with applicable government regulations and policy directives.

Physical assets are categorised as follows and should be properly managed:

- Building
- Equipment and
- Furniture

8.1.1. Management of assets

- Rectors should ensure that
 - A proper record of physical assets is kept for overall control and monitoring.
 - Inventory sheets are affixed in all rooms and a copy of the sheets, as well as a Master Inventory, is kept in file.
 - Inventory sheets are checked against assets on charge and against Master Inventory at least once every year.
 - School equipment and furniture are repaired in a timely fashion.
 - A status of repairs of physical assets is submitted to the Zone Directorate on a monthly basis.
 - The status of physical assets is updated and a report submitted to the Zone Directorate every month.
- Photocopiers, duplicating machines, etc, should be under the care and control of a designated officer. He will ensure that access to these machines is confined to authorised officials only.
- A register in respect of use of these copying machines should be kept to record details of copies being made: date and time, number of copies, name of officer, etc
- No access to these machines must be allowed after school hours.
- There should be regular maintenance of such costly equipment by qualified personnel. The PTA may enter into a maintenance agreement with the local supplier.
- An asset should theoretically be disposed of when:
 - It is technologically obsolete
 - The cost of maintenance of the asset exceeds either its economic benefit, or the cost of maintenance and incremental opportunity cost of funds of new equipment.

8.1.2. Requests for stores items

- A list of all requirements must be submitted on an annual basis to the Zone Directorate. Rectors must ensure that the requests are fully justified and that the quantities requested are correct in order to avoid shortage or over-stocking.
- All requisites for store items to be supplied by the Zone Directorate should be made on Store Form 5.
- Minor urgent requirements may be purchased from imprest account or from PTA funds. Regular purchase of items which are supplied in bulk by the Central Stores Division should be avoided as far as possible.

8.1.3. Receipt of stores items

- When store items are delivered to the school, the receiving officer should check same against the appropriate Receipt Voucher (Store Form 5).
- The full quantity shown on the Receipt Voucher should, on the same day, be taken on charge. Should any of the articles be missing or broken, a Deficient Stores Voucher (Store Form 9) should be prepared and the affected items transferred to the sub-account "Deficient and Unserviceable Stores Awaiting Write-Off".

8.1.4. Stores Accounting

- Every officer responsible for any stores should maintain a Store Ledger, Inventory and other form of account to record all movements. Separate Ledgers should be maintained for each section or department.
- Responsibilities for stores items are as follows:
 - Usher Receipt and issue of school furniture and cleaning materials
 - Heads of Sections Receipt and keeping of equipment and materials of the section
 - Senior School Clerk Receipt and issue of stationery materials
- Small quantities of stores, drawn for immediate use, need not be taken on charge in Ledgers and the words "For immediate use" should be written in the column headed "Receipt Ledger" on the Store Form 5.
- In all other cases reference to the Ledger record should be made on the Receipt Voucher.
- Any case of loss, deterioration or damage or any discrepancy between Ledger balances and the actual stock should be reported at once to the Rector.
- Proper control should be exercised over issues of stationery to staff. Proper records should be kept, each entry showing the name of the officer and the type and quantity of stationery issued. The officer should be requested to acknowledge receipt by signing alongside the corresponding entry.
- Officers taking charge of stores items should ensure that these are maintained in good condition, are fit for use and do not suffer from damage or deterioration because of inefficient storage.
- Rectors may seek guidance and advice at all times from the Assistant Manager (Procurement and Supply)⁴ or from other officers posted at the Stores Division of the Zone Directorate.

⁴ Formerly called Principal Purchasing and Supply Officer (PPSO)

8.1.5. Handing over of stores

Rectors should ensure that a proper handing over is effected whenever a transfer or departure occurs in their school.

- The officer taking over charge of an office involving custody of government property must, in conjunction with the officer whom he is relieving, satisfy himself that the balances shown in the Stores Ledgers, Inventories or other subsidiary records agree with the articles actually in hand.
- A "Handing Over Certificate" (Store Form 13) should be signed by both officers certifying that the stores have been handed over and taken over respectively. Excess and shortages are to be shown in the appropriate columns and the former immediately taken on charge. The officer handing over should explain deficiencies in a separate report attached to the certificate.
- The outgoing officer is responsible for all deficiencies reported, while the incoming officer will be held liable for deficiencies not reported but subsequently discovered.

8.1.6. Dormant stores

A list of serviceable stores that are lying dormant, either because there is overstocking or because they are no more required at the school, should be submitted to the Zone Directorate at least once every year. The latter will in turn arrange for the items to be transferred to other schools where they may be required.

8.1.7. Minor unserviceable items

- Minor stores are store items, the original cost of which does not exceed R 1 000 per unit.
- Rectors should ensure that unserviceable stores are not stacked in the schoolyard, in corridors or on roofs. As and when required and/or during school holidays, a list of unserviceable store items should be drawn on Store Form 12ED by the officers responsible for keeping inventory, namely Heads of Department and Usher, and submitted to the Rector.
- The Rector shall verify the unserviceable items against the list drawn and be satisfied that these items are unserviceable and beyond economic repair and have to be disposed of. He shall then forward the list (SF 12ED) to the Zone Director with a recommendation for write off.
- In case of equipment, the request for write off must be accompanied by a certificate/statement from the competent authority/technician.
- The whole exercise should as far as possible be completed within 4 weeks.
- The Zone Director will delegate two officers to inspect the listed items and make appropriate recommendations, including the method of disposal, if required, in accordance with environmental requirements.
- Upon authorisation for write off by the Zone Director, two nominated officers will carry out the disposal action and complete the Destruction Certificate.
- After destruction, the officer responsible for inventory shall update records and forward copies of SF 12ED, SF5 and Destruction Certificate to The Supervising Officer, the Permanent Secretary, the PAS (Procurement), the Zone Director, the Financial Secretary, the Accountant General and the Director of Audit. Copies should also be placed in the appropriate file at school.

8.2. INFRASTRUCTURE

- Rectors are responsible and accountable for the school building and its premises.
- The building and premises should be maintained in good state and the school physical environment made as attractive and pleasant as possible – cleanliness, decorative plants, decoration of classes and corridors.
- No addition or modification should be made to the existing infrastructure without prior approval of the Ministry.
- All rooms must be identifiable either by class or by department.

8.2.1. Maintenance and repairs

- Minor works and repairs should be attended to at school level, making use of imprest or funds from the Basic Grant and/or Matching Grant provided to the Parent-teacher Association.
- Rectors may have recourse to private parties, if nobody at school can do the job, for minor repairs, such as replacing a tap or a broken window pane or attending to minor leakages.
- Other problems beyond their scope should be reported to the Zone Director to be dealt with at his level or at the level of the Infrastructure Management Unit of the Ministry.
- Problems relating to electrical wiring and connections should be referred to the Electrical Services Division.
- All requests for infrastructural works should be made in the context of a developmental plan of the school, giving full justifications and identifying sources of funding where appropriate.
- All infrastructural issues, including projects to be funded by the PTA, should be reported to the Zone Director so that the latter may take the necessary steps. Necessary advice will be sought from the Technical Officer before taking a decision on how to resolve the issue.
- A position paper on the infrastructural conditions prevailing at the school and on the premises should be submitted to the Zone at the end of each term.

8.2.2. Works by the Maintenance Unit of the Zone

- The attendance and work of the Maintenance Unit officers (who must be identifiable for security purposes) posted at the school have to be closely monitored.
- The school will have a special book to record the attendance of the Maintenance Unit officers. The Usher will ensure that they insert their exact time of arrival and of departure in the attendance book.
- The Rector will on a regular basis forward to the Director of Zone a record of the attendance of the Maintenance Unit officers at the school.
- The Usher will on each day verify the work that has been performed by the Maintenance Team and fill in their job sheet appropriately.
- In case the Maintenance Team is unable to perform its work because of lack of tools or materials, the Rector will immediately inform the Director of Zone.
- The Inspectors of Works calling at the school to oversee the work of the Maintenance Team should also sign in their times of arrival and of departure. They should be informed of all shortcomings that have been noted regarding the work performed by the Maintenance Team.

- When the works have been completed, the Rector will forward a certificate of completion of works to the Directorate, certifying whether the works have been carried out to his entire satisfaction.

8.2.3. Works by contractors

- Works which cannot be attended to by the Maintenance Unit have to be contracted out. For works costing less than R 20 000, the Rector may forward to the Director of Zone, quotations from at least three different contractors for approval at his end.
- For works costing more than R 20 000 and up to R 100 000, the Zone Directorate will have to carry out a proper tendering exercise. In case of works amounting to more than R 100 000, the Director of Zone will refer the case to the Departmental Tender Committee at Headquarters.
- All contractors who are awarded contracts to carry out infrastructural works at school are requested to submit their programme of work. The Rector should ensure that a copy of the programme is available at the school and or else request same from the Zone Director. This will provide him with relevant information and allow him to ensure a proper follow-up.
- After completion of works, the Rector should forward to the Director of Zone a certificate of completion of works, stating whether these have been carried out to his entire satisfaction.

 **Re Circular Ref: ME/50/91 of 05 June 2007**

8.2.4. Site Record Book

- Stores items delivered to the school for the purpose of works to be carried out at the school should be taken on charge in a Site Record Book.
- Issues must be recorded in the Site Record Book as and when stores are issued for the works.
- It is the duty of the Officer-in-Charge of the work to ensure that materials provided by the stores are used for the work for which they have been requisitioned and that the balances shown are in fact on the site and also that surplus materials are returned to Stores.

8.2.5. Keeping records on Infrastructure

- The Rector should keep an updated Infrastructure File for the school. The file should contain the status or relevant observations regarding infrastructural works at the school.
- The works should be categorised according to whether they are to be effected by:
 - The PTA or Head of School
 - The Zone
 - The PTA and the Zone jointly
 - The Infrastructure Management Unit of the Ministry
 - The Ministry of Public Infrastructure
 - Other Ministries/public bodies
- The Technical Officer of the Zone as well as the officers looking after capital projects will provide necessary

advice to Heads of School regarding maintenance works in schools. They are required, during their site visit, to record in the school's Infrastructure Maintenance Book relevant details of any maintenance works outstanding in the school so that action may be taken by the Head of School.

 **Re Circular Ref: ME/MU/50/16 of 23 March 2007**

8.2.6. Handing over of school buildings

Heads of School are required, in regard to new school buildings, to ensure that the windows are kept open but closed at the end of the day, especially when the rooms are not in use. This measure is to ensure equilibrium between inside and outside temperature and to avoid cracks in these buildings.

 **Re Circular Ref: ME/50/91 of 06 June 2007**

8.3. MANAGING FINANCE

Funds made available to the school need to be managed properly to ensure proper and judicious use of financial resources. Whenever expenditure is to be incurred, the Rector should see to it that:

- It falls within the priorities of the school
- It is fully justified
- Alternative arrangements have been considered, but none has been found suitable
- All necessary steps and procedures have been followed
- Authority for incurring the expenditure, where applicable, has been obtained
- The Rector will verify the correctness of the amount payable and certify correct any voucher/claim to be submitted to the Finance Section for payment.

8.3.1. Imprest

- Imprest money is issued to the Rector to meet expenses as follows and for no other purposes:
 - Petty expenses such as postage, travelling on official duty and sundry petty expenses
 - Purchase of goods urgently required e.g. cleaning materials, breakables etc
 - The cost of services for the carrying out of minor works and repairs
- Proper monitoring of the imprest should be ensured as follows:
 - An Imprest Cash Book should be maintained to record all transactions with receipts of cash posted on the left-hand side of the book and all payments entered on the right hand side.
 - The cashbook should be balanced at regular intervals and application for replenishment submitted to the Finance Section of the Zone when two thirds of the money have been spent. The application should be supported by the original claims and receipts of the paid bills, duly certified by the Rector, and bearing the seal of the school.
 - The imprest money should always be kept under lock and key.

- If the Rector, as the Imprested Officer, retires or is transferred, he should make necessary arrangements with the Finance Section of the Zone for the retirement of the imprest. A fresh imprest will, thereafter, be issued to the incoming officer, as an imprest is not transferable.
- The imprest should be retired before the closing of the financial year. Relevant vouchers together with any unspent balance of imprest money should be remitted to the Finance Section of the Zone.

8.3.2. Grants to PTA

- The objectives of the PTA are, *inter alia*,
 - To promote the relationship between the school and the community
 - To draw on local and other resources to assist in improving the quality of education as well as promoting the welfare of the pupils, in the interests of school generally
 - To raise and administer funds obtained from donations, contributions and other fund raising activities
 - To support and finance projects for the setting up of school libraries, educational outings
 - To organise Prize Giving Day, end of year school activities
 - To provide amenities to pupils, cater for the welfare and progress of the school as a whole.
- The Ministry provides grants to PTA's that are fully registered with the Registrar of Associations. These are as follows:
 - 1) **Per Capita grant:** R 1 for each pupil on roll as at 1st July
 - To meet the expenses incurred in connection with Independence Day celebrations
 - 2) **Basic Grant:** R 5000 per school
 - To meet the cost of minor repairs
 - 3) **Matching Grant:** Ceiling R 30000
 - To meet the cost of minor repairs/maintenance and improvement of the school and its facilities
 - The grant is equivalent to the amount of funds raised by the PTA during the preceding year and subject to the ceiling specified.
 - Priority is given to the purchase of library books, water tanks, etc.
 - 4) **Ad-hoc Grant:** Ceiling R 100 000
 - To finance specific approved projects for which PTAs are prepared to finance half the cost. Grant is equivalent to 50% of the cost of the proposed projects, the other 50% to be taken from PTA funds.
- The PTA should make available to the Student Council and the Health Club the sum of R 1000 each out of the grants.
- In order to ensure the proper utilization of the Basic Grant, the Rector is required to regularly carry out a survey of necessary minor repairs and submit an official list to the PTA for necessary action. A time limit

should be given depending on the type of work to be carried out. The Ministry should be informed in case no action is initiated by the PTA to carry out the minor repairs. Refusal to meet expenses related to minor repairs may cause the basic grant to be withheld by Government.

- Relevant books for each type of grant should be kept along with vouchers in respect of expenditures incurred. Such records need to be verified by the Rector prior to recommending release of Basic grant for the following year.
- As and when required, the PTA should produce audited accounts to the Ministry for verification that the funds have been spent for the benefit of the school and for the intended purposes.
- All assets created or purchased by the PTA should be taken on charge as government property.
- Rectors, in their capacity of advisers to the PTA, should draw the attention of the Executive Committee of the PTA on the above.

CHAPTER 9 : SAFETY AND SECURITY AT SCHOOL

Parents entrust their children to the school, firmly assured of their safety and well-being. The staff working at the school equally expects to professionally thrive in an accident-and-risk free environment. It is thus incumbent upon the Rector to ensure that proactive measures are taken accordingly.

9.1. CONTROL OF ACCESS TO SCHOOL PREMISES

- Unauthorised people should not have access to school premises.
- School gate should be closed after 08 30 hours everyday to be re-opened at 14 30 hours for dismissal and closed again at 14 45 hours.
- Gate is to remain attended in schools running computer courses in the afternoon.
- A roster should be established among manual staff for the control of the gate.
- A logbook is to be used to record the name of a visitor, the time at which he called at school, the purpose of the visit, the registration number of the vehicle, if applicable and the time at which the visitor leaves the school afterwards. The same arrangements apply to delivery vans for the canteen or from the Central Supplies Division.
- In case of doubt, the Rector, Deputy Rector or Usher should be contacted before allowing access to school. Except for delivery vans, all visitors, including parents, should be channelled to the Rector, Deputy Rector or Usher. No visitor has the right to go directly to the Staff Room or into any classroom for any purpose whatsoever.
- Parents should be encouraged to seek appointment with the Rector before calling to school. Once appointment is made, a list showing the names of the Responsible Parties as well as the expected time of arrival should be made available to the officer controlling the gate.
- The above arrangements should be included in the School Rules and Regulations for the information of all Responsible Parties.
- Only vehicles belonging to members of the staff or persons present in an official capacity and to emergency services are to be allowed inside the school compound.
- In case any member of the public contravenes the measures proposed in Circular Letter ME/306/45 issued on December 2003, the matter is to be reported to the Zone Director and, if need be, to the police.

 **Re Circular ME/306/45 issued on 19 December 2003**

9.2. UNWARRANTED INTERFERENCE IN SCHOOL'S INTERNAL MATTERS

- All forms of violent attitude, aggressive behaviour, use of abusive language towards staff and pupils inside school premises should be promptly reported to the Police.
- Circular ME/101/01/B/1 issued on 24 July 2002 for Primary schools further advises to allow Police investigation to follow its course once a case is reported. Cases should not be withdrawn so as to deter any recurrence.

9.3. MEASURES TO REINFORCE SECURITY AT SCHOOL

The Rector should ensure that security is maintained at all times within the building and premises. This involves protection against theft, damage, fire and other hazards. He should ensure that:

- The perimeter fencing is upgraded wherever needed and concertina razor blade wire is placed on top of walls, if possible.
- Safety locks and padlocks of satisfactory quality are placed on the gates and doors
- School premises are well lit especially around such sensitive spots as Administrative block and Computer Rooms.
- Burglar proofing is available in rooms where computers and other equipment are kept.
- Broken panes and latches are replaced promptly.
- Imprest or PTA funds are used wherever possible and other works are referred to the Zone Directorate.
- Money in cash is not kept on the school premises and, if this is unavoidable, all necessary precautions are taken to keep the money away from easy access. Safes, lockable drawers or cash boxes with padlocks should be used.
- Keys of rooms, offices, cabinets and other lockers are securely kept.
- Proper handing over and taking over are effected with the Security Officer in the afternoon and in the morning.

 **Re Circular Ref: ME/0/10/51 A T2 of 01 June 2007**

9.4. SECURITY OF COMPUTERS, DATA AND FILES

Appropriate proactive measures should be taken to prevent accidental or deliberate damage to computer equipment, programmes and data.

- Rooms where computers are kept should be locked when the computers are not being used and control of access to these rooms must be permanently maintained.
- Passwords should be set on the computers to ensure that only authorised persons have access to them. These passwords should be regularly and frequently changed.
- Only persons designated to operate the computers should have access to the computers, files and discs.
- Discs and other storage media should be safely and securely stored.
- Adequate file backup should be maintained.

9.5. THEFT AT SCHOOL

Paragraphs 1 and 2 of Chapter 30.9 of the Financial Management Manual state the following:

"Any case of loss, deterioration or damage (other than damaged or shortlanded goods, in consignments from overseas) or any discrepancy between Ledger balances and the actual stock, should be reported at once to the Accounting Officer.

The hiding or delay in reporting of an irregularity or loss of any kind will be the object of severe disciplinary action against the officers responsible. Where theft, burglary or fraud is committed by persons outside the Government Service, the facts should be referred to the Police forthwith."

Strict compliance is thus requested as to the following:

- All cases of theft or burglary should be reported forthwith to the Police Department.
- All cases should be dealt with circumspection and need to be elucidated in the light of internal enquiries or police report in order that public funds be restored.
- An explicit report with the under mentioned details should be submitted by the Head of School to the Director of Zone:
 - Exact place where theft occurred
 - Full details of the lost items, with the quantity and original cost
 - A description of the circumstances in which the loss occurred
 - The date on which the loss was discovered and by whom
 - The date on which the items lost were last checked and the result of that check
 - The action taken to prevent a recurrence of a loss of the same nature
 - Whether the loss(es) was/were the result of direct or indirect negligence on the part of an officer
 - Details of any action taken to recover the lost items
- The Head of School is also required to fill in correctly and return to the Manager (Procurement and Supply)⁵, two forms of "Particulars of Loss".
- The Director of Zone will consequently set up a Departmental Board of Enquiry to establish whether the loss is the result of direct or indirect negligence on the part of any officer and submit recommendations to prevent recurrence of a loss of the same nature.

 **(Re Circular Ref: ME/16/200/99 of 15 March 2007)**

9.6. SAFETY OF STUDENTS AT SCHOOL

- At all times during class hours, students are to be under the responsibility of a given Educator and should not be left unattended.
- Students should not be allowed to leave school premises during school hours. The Rules and Regulations should make it clear that permission to leave early will be given only if the student produces a note to this effect from his Responsible Party. In case a student falls sick, the Responsible Party must be immediately informed and arrangements agreed upon for his return to home.
- Educators (Physical Education) should see to it that maximum security measures are taken to ensure the safety of the students during their classes as well as during heats and other sports meetings.

⁵ Formerly called Chief Purchasing and Supply Officer

- Special precautions must be taken in laboratories and workshops: sharp edged and pointed tools to be put away when not in use, use of machines under close supervision, hazardous chemicals kept under lock and key in a cabinet made of corrosion resistant materials, chemical storage in well ventilated space, safety information provided in safety and other instruction charts etc.
- Adequate instructions should be given to both students and attendants about special care related to electric shock, manipulation of hot materials, gases, electric arc welding and the like.
- Attendants in workshops and laboratories must be provided with safety accessories such as gloves, safety glasses etc as well as adequate training and other safety information.
- The Zone Directorate should be informed of the presence of dangerous and hazardous chemicals for action to be taken towards their safe disposal.

9.7. IMPENDING RISKS

- Precautionary measures should be taken against the following hazards:
 - Loose and /or Live wires
 - Hanging frames and Naco panes
 - Unhinged doors and windows
 - Broken glass panes
 - Detached concrete and loose rendering or plastering
 - Loose hand rails
 - Slippery floors and ceramic tiles in corridors and on stairs
 - Gaps in fencing and walls
 - Wasps' nests
- The Rector must keep himself informed through the Usher, Educators, other staff and students of the presence of such risks within the school and he should initiate immediate action to tackle the problem.

9.8. INFRASTRUCTURAL WORKS ON SCHOOL PREMISES

- Where works relating to infrastructure are being carried out at school, the Rector should make proper arrangements at school level to prevent pupils from approaching dangerously near the site of works. He should see to it that students do not run into the warning tapes or climb upon the hoardings.
- Rectors are required to inform all parents whenever infrastructural works are being undertaken and which, in their opinion, may cause inconvenience to students or constitute a potential threat to their safety/security.
- Wherever they would deem it necessary, Rectors should get parents written acknowledgement/agreement/consent.

 **Re Circular Ref: ME/MU/22 of 27 April 2007 and Circular Ref: ME/MU/22 T of 04 June 2007**

9.9. FIRE HAZARDS

- Fire alarms have been introduced in some schools upon recommendation of the Fire Services Department.
- Strict sanctions should be enforced against students who tamper with and vandalise such equipment.
- Students should be made aware of the consequences of any malfunctioning of the fire alarm system.
- Provision should be made for fire extinguishers. The Fire Services should be contacted for advice on where these are installed and for regular verification of their proper functioning.
- All stores of a highly inflammable or explosive nature must be stored in separate buildings as far as possible from main stores.
- Signs indicating the "EXITS" should be placed in conspicuous places to help rapid evacuation in case of fire outbreak.

9.10. EDUCATIONAL TOURS

- Staff should be particularly vigilant when accompanying students on outings and other educational tours. Consent forms have to be signed by the Responsible Parties of all participating students.
- There should be an adequate number of Educators to accompany the pupils to ensure that there is proper supervision of the students (at least 1 Educator for every 25 pupils).
- Apart from the bus driver and conductor, no outsider should be allowed in the bus. No diversion from the already approved itinerary should be allowed.
- Pupils should wear the school uniform and, at the same time, they should be reminded that they are still governed by school discipline.
- A report should be forwarded to the Zone Directorate on the following school day.

9.11. SCHOOL BUSES

- All requests for provision of a school bus service in the morning and in the afternoon should be addressed to the Zone Director and not to the National Transport Authority nor to the Bus Service Providers. Appropriate surveys should be carried out prior to making the request with a view to providing necessary justifications to support the request. The Zone Director will subsequently take up the issue with the relevant authorities.
- Members of the Prefect Body and of the Student Council should be responsible for maintaining discipline in the bus and for looking after the safety and security of the younger students. Bus Prefects may be appointed to this effect.
- Students should be sensitized towards showing their best behaviour in public and particularly when travelling in school buses. The Rector should regularly take up this issue during the morning assembly and take appropriate disciplinary action against students who do not abide. Furthermore, students should be warned that the service may be ceased in case there are too few students making use of the service.
- The service provided should be closely monitored and, to this effect, the Rector should set up a Monitoring Cell at the school, comprising, in addition to himself, the Usher, at least two senior Educators, two student representatives and a member of the PTA. The cell will look into issues such as punctuality of the school buses, quality and reliability of the service, attitude of bus conductors as well as discipline of students on school buses. The cell will, in collaboration with the Bus Service Providers, address problems encountered and, if need be, enlist the support of the Zone Directorate.

- Buses should be parked in an appropriate space near the school where they would not constitute a risk to the safety of the students. The Rector, Deputy Rector and Usher should, with the help of ancillary staff, exercise control on the rush of students to enter school bus in the afternoon. Police assistance should be sought in the morning and in the afternoon.
- Where necessary, the Rector may inform the Traffic Management Unit of the Ministry of Public Infrastructure of dangers that threaten students and make suggestions, e.g. speed breakers, pedestrian crossing etc.

9.12. HEALTH ISSUES

- The Rector should have a strong policy regarding health matters. This should be placed high on his agenda and, in this respect, he should collaborate closely with Health authorities.
- Students should be sensitised about courtesy, politeness, hygiene, proper presentation and civics as well as keeping their classrooms and school premises clean.
- Health Clubs should be set up in every school and students encouraged towards taking initiatives for promoting a clean environment as well as healthy habits and lifestyle.
- The Rector should ensure that every class, from Form I to Upper VI, is given a double period of Physical Education on its timetable, the only exception being Forms IV and V classes offering 8 subjects. These classes should be allocated a minimum of 1 period of Physical Education per week.
- Students who want to be exempted from PE classes should submit a medical certificate to that effect.
- Parents whose wards suffer from chronic diseases should be requested to inform the school about any prompt action to be taken as and when the need arises.

9.12.1. Use of herbicide

The storing, manipulation and spraying of herbicide on school premises are hazardous practices. Such practice should be discontinued and, instead, other means of weed control should be envisaged.

9.12.2. Intoxication by pesticides

- Procedures recommended by the Pesticides Control Board in case of incidents due to pesticides:
 - Evacuate classrooms
 - Bring students to open air
 - Wash face/eyes with plenty of water in case of burning sensation of face/eyes
 - Send affected students to nearest hospital
 - Call SAMU on 114 in case of emergency
 - Call nearest Health Office
 - Inform Secretary, Pesticides Control Board on 210-3710
- In addition, the Rector should immediately inform the Zone Director, the Ministry of Environment and the Ministry of Agriculture of any case of suspected pesticide intoxication

- A detailed enquiry should be carried out at school level, in consultation with the Zone Directorate and findings are to be submitted at the earliest.

 **Re Circular No. 13 of 2003 Ref: ME/8/34 issued on 03 March 2003**

9.12.3. Cleaning of toilets and school premises

- Proper sanitary conditions are of prime importance in ensuring a healthy school environment and the cleaning schedule for cleaning contractors has been previously and clearly spelt out in that respect.
- In this context, Rectors are earnestly invited to peruse the specifications for the Cleaning of Toilets and School Premises as well as the Conditions of Contract attached to the letter of Award to the Contractors.
- They should ensure that the provisions in this cleaning schedule are implemented and should report shortcomings, if any, in respect of cleaning of toilets and premises by private companies.
- The contract has to be managed at school level and the Rector will appoint an officer, normally the Usher, to take that responsibility. This officer will ensure the works are performed in accordance with the work schedule submitted by the contractor on a monthly basis.
- A checklist should be worked out to facilitate monitoring of the works on a daily basis.
- A special book should be made available to record all complaints regarding the unsatisfactory state of toilets or premises made either by the staff or by the students.
- The attention of the contractor must be immediately drawn to any shortcoming noted. In case no improvement is noted, the Rector should write to the contractor informing him of alternative arrangements to be made by the school and that expenses incurred would be deducted from payment made to him.
- Bins, in the ratio of 1 for every 50 students, should be placed at appropriate places throughout the school premises.
- The school should be equipped with a large garbage bin (3.6m by 3.6m) well covered with corrugated iron sheets.

9.12.4. Cleaning and maintenance of water tanks

- Rectors should ensure that water tanks are properly cleaned and maintained at regular interval (at least once a term, during school holidays) to enable storage of water in good condition for safe consumption by students.
- Guidelines given by the Ministry of Health & Quality of Life are as follows:
 - Floor, walls and ceiling of tanks to be brushed
 - All dirty water and sludge to be flushed out
 - Tanks to be rinsed with clean water
 - Disinfect with Eau de Javel –one cap full 10 ml for every 1000 litres capacity
 - Fill up with water
 - Allow to stand overnight and drain the next day
 - Verify that tank is fitted with an airtight cover to prevent the ingress of foreign particles, breeding of mosquitoes and growth of algae.

- The Rector should also regularly apply to the Ministry of Health and Quality of Life for it to carry out a test of the quality of drinking water at the school, further to which a Health Certificate will be delivered to the school. The Health Certificate should be prominently displayed for the information of parents, students and other visitors.

 **Re Circular No. 38 of 2004 Ref: ME/8/1/09 Vol. II issued on 20 July 2004**

9.12.5. Chikungunya

Appropriate action should be taken in all schools in order to contain the spread of the disease.

- Mosquito repellents should be used at school as the mosquito bites only during daytime. Stocks of repellents should be kept at school.
- Dark places in specialist rooms etc should be sprayed with insecticide after school hours and during weekends.
- At morning assemblies and during lessons, students should be sensitized on precautions to be taken to prevent Chikungunya. Posters and other information sheets on the disease should be displayed on all notice boards.
- Measures should be taken at school level to combat the proliferation of mosquitoes. Accumulation of water should be prevented and breeding grounds for mosquitoes cleared e.g. water on roofs to be drained, water tanks to be covered, grass to be trimmed, old tyres and empty cans to be disposed of, etc
- All staff should be alert to suspected cases of Chikungunya among students and appropriate action is to be taken.
- A cell comprising staff and students should be set up at the school to monitor the situation and make recommendations to the Rector.

9.12.6. Statement of nuisances

- Schools receive regular visits of Health Officers to assess the prevailing standards of health. In the event that unsanitary conditions at the school are identified and reported, the Ministry of Health will issue a Statement of Nuisances under Section 29 of the Public Health Act.
- The Statement of Nuisances mentions the corrective measures that are to be taken and it is incumbent upon the Rector to take necessary action, treating the issue as most urgent. If need be, the Rector can seek the help of the PTA and of the Zone Directorate.
- The Rector is required to inform the Zone Directorate of any issue pertaining to statement of nuisance and of any action taken by the school to remedy the situation.

9.13. SCHOOL CANTEEN

- The running of the school canteen is contracted by the PTA to a third party after a proper tendering exercise. The Rector, as advisor to the PTA, should see to it that all required procedures are duly followed and that the award or renewal of contract be subject to the following conditions:
 - Strict adherence of canteen keepers to guidelines issued by the Ministry of Health & Quality of Life, a copy of which should be made available to the canteen keeper
 - Stringent contractual agreement between the PTA and the canteen keeper with an overriding provision for cancellation of contract in case of breach of conditions

- The utility charges for canteens being determined by separate accounts and borne by canteen keepers
- Adequate control by the Head of School
- Regular checks and supervision by the Health Inspectorate

 **Re Circular Ref: ME/207/2/V8 of 28 September 2005**

9.13.1. School canteen: Opening hours

- Circular Letter No. 52 of 1999 Ref: ME/191/01 issued on 26 November 1999 recommends the following regarding canteen opening hours:
 - Before classes in the morning
 - During afternoon breaks
 - During recess time
- School canteen should, in no circumstances, operate during working periods. Operators have to comply strictly with above

9.13.2. Sale of food on school premises

- The Rector may also, in consultation with the PTA, allow the presence of cake sellers, especially those who are selling foodstuffs not being sold in the canteen, inside the school compound, provided they are satisfied that foodstuffs are hygienically prepared and sold in safe and clean conditions. It is imperative that the canteen keeper and other cake sellers being authorised access into school premises should possess and produce a trade license issued by the respective Local Authority and a Food Handler's Certificate issued by the Ministry of Health and Quality of Life. The latter certificate should also be produced by canteen helpers.
- Proper control is to be exerted on food vendors/hawkers operating outside the school premises, especially in circumstances where students have access to them for purchase of food. Just as the school canteen and hawkers/food vendors who operate within school premises, they have to comply with the norms and regulations in force, particularly those concerning the hygienic aspects of the food on sale.
- Health Officers of the Ministry of Health & Quality of Life effect regular visits at schools and should be given all required support. Furthermore, canteen keepers and hawkers/food vendors who do not comply with the sanitary norms and regulations in force should be reported to the Health Officers and to the Police.
- Rectors are also advised to keep a record the particulars of the canteen keeper, helpers and cake sellers operating within school premises.

9.14. PROVISION OF FIRST AID FACILITIES

- The Occupational Safety, Health and Welfare Act 1988 and the OSHW First Aid Regulations 1989 require that all institutions be equipped with first aid kits. The assistance of PTAs may be solicited in this respect. Such kits should be available in the Usher's office, laboratories and workshops.
- Ushers will take care of injured students, should they be knowledgeable about first aid.
- In case of severe injuries, the student should be taken to the nearest Health Centre.
- No medication whatsoever should be given to any student without parental consent.

CHAPTER 10 : MISCELLANEOUS ISSUES

10.1. EXTRA-CURRICULAR ACTIVITIES

- Co and extra curricular activities have a crucial role to play in educational provision as a supplement to attain curricular goals so as to ensure overall development of individuals who walk in and out of the threshold of schools. Heads of School are required to be the driving force in the implementation of co and extra curricular activities and projects.
- The Rector should refer to the guidelines for operating extra curricular activities contained in the brochure "Co-Curricular and Extra-Curricular School Projects" published by the Ministry and made available to all schools.
- The brochure also provides a list of projects for schools to participate in, as well as a list of National/International Days around which schools should organise activities.
- Too many activities can however cause disruption to teaching/learning activities. The Rector is therefore to decide in which activities the school will participate.
- However, no extra-curricular activities are to be held in the third term. Supervising Officers of other Ministries have been informed to this effect.
- In an attempt to ensure that school activities with a "public" dimension are properly organized and made accessible to the largest possible public, it is desirable that the Ministry be made aware, well in advance, of the proposed organization of such activities. It will then be incumbent upon the Ministry to decide whether these activities should be organized on a purely regional basis or should be given a "National" dimension. In the latter case, the Communications Unit of the Ministry will provide assistance, as appropriate, to the school.
- Rectors are also requested to pre-empt any eventual access to school by sects, under cover of what usually appear to be "innocent" Associations. In this respect they should stand guided by the recommendations of Circular Letter No. 23 of 2002 issued on 6 August 2002 further to Circular Letter No.15 of 2002, namely that:
 - All Organizations/Associations including those from parastatal bodies requesting access to school will have to satisfy the following conditions:
 - Submit prior to the holding of the proposed activities
 - (i) A brief on the history of the Organisation/Association and its links with other Organisations/Associations both in Mauritius and abroad
 - (ii) A precise description of activities to be organized
 - (iii) A list of all Resource Persons together with their C.V
 - Have a working session with the Head of School in the presence of a few Educators and President/members of the PTA with the view to ascertaining the suitability and acceptability of the programme
 - Refrain from taking photographs of pupils as there is a danger that these may be misused
 - The Head of School will then forward to the Zone Director the above relevant information together with his recommendations.
 - If authorization is given, the activities will be held in the presence of a Educator who will submit a report to the Head of School at the end of the session.

10.2. FUNCTIONS AT SCHOOLS

- For all functions organised by the school, with or without the collaboration of the PTA and members of the public, prior approval of the Ministry must be sought.
- Relevant comprehensive information including the objective of the function, the programme and its duration, list of guests and participants, the financial implications if any, protocol arrangements and police assistance of the proposed functions must be submitted to the Zone Director well in advance.

 **(Ref Circular ME/206/4/2 issued on 16 May 2002)**

10.3. VISITS TO SCHOOLS

- Any person or well wisher, who wants to participate in the development and upliftment of a school, is most welcome to do so and has, for that purpose, to put up a request to the Head of School. The latter would, in turn, seek and obtain the approval of the Zone Director before authorizing any visit at the school or before allowing an officer to attend a related meeting.
- The above instruction is being given with a view to avoid disruption in schooling and create optimal learning conditions while ensuring the security of students.
- As regards Ministers (except for the Prime Minister and the Deputy Prime Minister), MPs and other political nominees, it is understood that, before effecting a visit to a school or before convening officers to meetings, they have to seek and obtain the prior agreement of the Minister of Education & Human Resources.
- However, in the event that, without the approval of the Minister, a visit is scheduled or an officer is convened to a meeting, it would be incumbent upon the Head of School or the officer concerned to apprise the Zone Director accordingly and seek guidance from him.

 **(Re Circular Letter No. 7 of 2006 Ref: ME/0/206/4/2/2006 issued on 05 April 2006)**

10.4. SPONSORSHIP IN SCHOOLS

- Sponsorships should be encouraged. However sponsorships from tobacco and alcoholic drinks should not be accepted.
- PTAs should keep the Head of School informed whenever they look for sponsors.
- Heads of School should ensure that drinks/foodstuffs given free do not constitute any health hazard.
- No publicity for trademarks should be encouraged. No commercial firms should be allowed to promote their business by sponsoring school activities.
- A firm should not be favoured to the detriment of another.
- A record of donations should be kept and made available on request for inspection.

 **(Re Circular ME/308/8 issued on 6 April 1999)**

10.5. USE OF SCHOOL PREMISES

- The use of school premises is authorized for the following purposes only:
 - Educational seminars/conferences
 - Fund-raising activities by PTAs and non-profit organizations (only school yard to be used)
 - Activities carried out by other Ministries and Departments and not involving huge crowds
 - Sports activities
 - Use of the school yard in the context of national socio-cultural events (including religious festivals) provided no disruption of school activities is involved
 - Running of evening classes in Asian Languages subject to usual conditions governing the running of such classes
- The holding of onsite religious ceremonies and any other event disruptive of normal school activities on school premises are not authorised.
- Any damage noted after use of school premises by members of the public should be immediately reported to the Zone Director.

 **(Re Circular ME/183/74 issued on 14 May 2001)**

10.6. CYCLONES AND TORRENTIAL RAINS

10.6.1. Ante-cyclone measures

The Rector is called upon to take some initiatives and precautionary measures at school in regard of a forthcoming cyclonic season. Some of these are:

- Trees which might constitute a threat to buildings, electric supply, etc, during cyclonic weather, should be regularly pruned with the help of the Ministry of Agriculture (Forestry Division).
- Drains, gutters and discharge system on roofs have to be regularly cleaned and kept in good condition to avoid risk of flooding.
- All broken window panes, handles and stay bars are to be replaced to ensure that rain water does not flood classrooms.

10.6.2. Actions to be taken during cyclone

- If a class II warning is in force at the beginning of a school day, students and teaching staff should not report to school if the warning is issued before classes begin. However, Heads of School and support staff should call at their respective school to ensure that all necessary precautions have been taken.
- If a class II is issued during school hours, classes should be dismissed without delay.
- The Rector and Educators should make sure before they leave that no student is staying behind.
- The school building (doors, windows, etc.) and government stores should be properly secured to prevent damage.

- Appropriate action should be taken for the release of other staff as soon as a cyclone warning class III is issued during working hours. Officers who travel by their own cars or by public transport to attend duty and who reside furthest from their place of work should be released first, followed by officers who live in the vicinity of the office and lastly those who stay within walking distance of their workplace.
- WHEN A CYCLONE WARNING CLASS II IS IN FORCE DURING WEEK-ENDS/HOLIDAYS, RECTORS SHOULD CALL AT THEIR RESPECTIVE SCHOOL TO ENSURE THAT ALL SECURITY MEASURES OUTLINED ABOVE HAVE BEEN TAKEN.

 **(Re. Circular ME/49/51 Vol. VI issued on 3 December 2004)**

10.6.3. Actions to be taken during torrential rains

The section of the National Cyclone and Other Natural Disasters Scheme relating to torrential rains provides for the following:

- Whenever torrential rain conditions have produced 100 mm of rains and heavy rains are likely to continue at the beginning of the school day, schools will not be opened for students.
- If such a condition is observed during school hours, the Meteorological Services will inform the Ministry who will arrange to accordingly warn the schools and the public in general. As for deciding whether to open or close the school in cases of localised flooding, the Head of School will judiciously exercise his discretion to interrupt classes for the day. This discretion should be exercised in favour of caution rather than in favour of risk, subject the Head of School making a report forthwith to the Ministry.
- The school shall not release its school population unless and until it has ensured that appropriate transport or safe conduct home is available.
- Where appropriate transport or safe conduct home is not available, the school population shall be ensured a place of temporary shelter. This place of temporary shelter shall be equipped with communication facilities at which Responsible Parties may contact or reach their wards.
- As soon as a warning is issued, all classes will stop. The National Transport Authority will arrange for bus facilities in all routes to be provided, as soon as possible, to students who travel by bus. Schools should not be closed until all students have left the school premises.
- The Rector will liaise with the Police to inform the respective Responsible Parties in the event their wards are not in a position to leave school premises for home. The Rector and the Educators should remain in school until all students have left in company of their Responsible Party.

It would be appropriate also for Rectors to inform parents of the risk to their children during flood conditions and to encourage them not to send their children to school whenever advice is provided by the Meteorological Services on the occurrence of such conditions.

10.6.4. Attendance of duty after the lifting of a cyclone warning

- As per Circular Letter No. 46 of 2006 Ref: E/423/1/02 issued by the Ministry of Civil Service and Administrative Reforms on 17 November 2006,
- Officers are required to attend duty as soon as a cyclone warning class III or IV is officially lifted, provided this is done before 10 00, and on the assumption that public transport has resumed.
- Those who are required and bound to attend duty during a cyclone warning class III or IV, should continue to do so.

- The Rector will call at school and, with the help of the Usher and ancillary staff present, carry out a full survey at the school and report to the Zone Director on
 - Any damage, flooding, landslide etc.
 - The state of classrooms and other rooms
 - The availability of running tap water, electricity and telephone.
 - Potential dangers to the safety and security of students and staff in respect of electrical wires lying bare or broken trees and branches etc
 - The possibility for the school to resume normally on the next day.
- Rectors are also reminded that, at its 46th meeting, held on 24 November 2006, Cabinet agreed to the Cyclone and Other Natural Disaster Scheme being amended to include that all schools be closed on the day following the night a cyclone warning Class IV was in force and the public being informed accordingly in advance.

10.6.5. Post cyclone measures

- Removal of water from and cleaning of all classrooms and other rooms by the ancillary staff
- Clearing of obstacles and cleaning of school premises by the Cleaning Contractor
- Heads of School may request the help of Police, Special Mobile Force and Fire Services.

10.7. SALE OF BOOKS AND UNIFORMS ON SCHOOL PREMISES

The sale of books, including text books, on school premises is strictly forbidden as per Circular No. 2 of 1998 issued on 9 February 1998.

The same policy applies to the sale of uniforms on school premises.

10.8. RESUMPTION OF STUDIES

- Rectors should plan the resumption of studies very carefully as this is an event of prime importance in the academic year. The objective is to ensure that the school resumes as smoothly as possible after the holidays and in the best possible conditions for both staff and students
- The Rector should, in collaboration with the Deputy Rector and the Usher, prepare a proper and detailed action plan that includes
 - A list of issues to be attended to
 - A breakdown of each issue into a set of tasks to be performed
 - Time scales for the start and completion of each task
 - Allocation of responsibility for each task
- The Rector should ascertain, through the Usher, that the programme of work set up is being implemented daily.
- A copy of the programme of work to be undertaken during the holidays should be submitted to the Zone Director by the last week of term at latest. Similarly, a report of work accomplished should be forwarded in the first week of resumption of studies.

10.8.1. Maintenance and cleaning

- The school vacation is the appropriate time to embark on a general cleaning exercise in respect of schoolyards, playgrounds, toilets, water tanks, disposal of unserviceable items, replacement of broken glass panes, repainting of classrooms and school building, surveying of defective electrical connections and other hazards likely to threaten the security of staff and students.
- As per Circular No. 47 of 2003, (Ref. ME/15/1/8) of 4 December 2003,
 - “Heads of Schools shall, on resumption of studies, assume full responsibility for any negative reports in respect of general untidiness, school ground not properly maintained or toilets in deplorable state.”
 - The contractors providing services for the cleaning of toilets and premises should be requested to submit their plan of work. The Usher should monitor their work closely to ensure that all works are completed before resumption of studies.
 - Requests for maintenance works to be carried out by the Maintenance Unit should be submitted well in advance to the Zone Directorate.

10.8.2. Hours of work

- The services of all ancillary staff should be enlisted to carry out the required works under the supervision of the Usher.
- As per Circular Est 5/115 of 10 December 2001, regarding hours of work during holidays, Heads of Schools may make **purely provisional arrangements** if circumstances so permit, to release non teaching staff (other than general services staff) at 12 30 during the holidays subject to being satisfied that works undertaken have been carried out to their entire satisfaction.
- However, a skeleton staff (except minor grade female workers) of at least two persons should stay on duty until normal closing times to hand over the school to the Security Officer. The Usher should prepare a roster to this effect and inform all staff concerned in advance.
- Rectors also should be on duty during school holidays in order to attend to usual school matters as well as to attend to urgent and unforeseen issues. Rectors are to be in attendance everyday up to noon, except on Thursdays where they have to be in attendance up to 14 30. However, in case both a Rector and a Deputy Rector are posted at the school, they may attend duty on alternate days.

Main issues relating to resumption of studies

	Issue	Tasks
Infrastructure and premises	Building	<ul style="list-style-type: none"> ■ Pressure washing, painting, removal of graffiti and scribbling, repairs of doors and windows, checking electrical installations and fittings, replacement of damaged items, maintenance works and other repairs, labels indicating rooms etc
	Classrooms	<ul style="list-style-type: none"> ■ Washing, cleaning of window panes, repair/replacement of damaged blackboards, removal of scribbling on walls and furniture, painting, application of renovator to blackboards, checking electrical installations and fittings, removal of all unnecessary items etc
	Premises	<ul style="list-style-type: none"> ■ Pressure washing of corridors and quadrangles, cleaning of yard, mowing of lawn, trimming of hedges, pruning of bushes, weeding of flower beds, clearing of creepers on fencing, cleaning of ditches, repair/maintenance of gates and fencing, marking of parking slots etc
	Toilets	<ul style="list-style-type: none"> ■ Pressure washing of floor and walls, cleaning of sinks, mirrors and window panes, repair/replacement of flushing apparatus, plumbing works, emptying of septic tanks etc
	Water tanks	<ul style="list-style-type: none"> ■ To be cleaned as per instructions given by the Ministry of Health & Quality of Life.
	Canteen	<ul style="list-style-type: none"> ■ Appropriate instructions have to be given to the canteen keeper
		<ul style="list-style-type: none"> ■ Ante-cyclone measures
Furniture and Equipment	Furniture	<p>The Usher should</p> <ul style="list-style-type: none"> ■ Carry out a full inventory of furniture, equipment and other store items that are under his responsibility ■ Update inventory sheets in each room ■ Replace/repair damaged furniture in classrooms and other rooms ■ Re-varnish/renovate furniture ■ Draw a list of unserviceable furniture for write-off
	Laboratories, Workshops, Computer Rooms, Gymnasium etc	<p>The Head of Department should</p> <ul style="list-style-type: none"> ■ Carry out a full inventory of apparatus, equipment and store items under their responsibility ■ Verify that equipment in laboratories and other specialist rooms are in working order ■ Ensure that the laboratories and specialist rooms are clean, neat, tidy and safe ■ Initiate action for write-off of obsolete and unserviceable items
	Library	<ul style="list-style-type: none"> ■ Library Officer to carry out a stocktaking of books in the library
	Staffing	<p>Rectors have to:</p> <ul style="list-style-type: none"> ■ Confirm with the Zone Directorate their teaching staff entitlement for each department as per staffing requirements submitted earlier in the year ■ Prepare Educators' timetable, class timetable and room allocation timetable ■ Make sufficient copies of the timetables for different rooms and notice boards, including a copy for submission to the Zone. ■ Update staff list (after transfer letters have been issued)

Students	<ul style="list-style-type: none"> ■ Preparation of Form Lists further to results of end of year examinations ■ Affix form lists on notice boards ■ Preparation of Attendance Registers for students ■ Work out a list of Form Maters and Assistant Form masters
Resumption	<ul style="list-style-type: none"> ■ Planning the Welcome to School programme for new entrants on first day of school ■ Planning resumption for the rest of the school on the following day, morning assembly, guest speaker, special arrangements for the day, welcoming new staff, meeting with staff etc

10.9. QUALITY INITIATIVES

Rectors are requested to take appropriate initiatives in view of attending to a number of small, easily manageable problems at their school. Imprest money and grants to PTA should be made use of wherever needed. It thus lies upon the Rector to take necessary actions as regards the following issues in view of improving the existing conditions prevailing at the school:

School Building	<ul style="list-style-type: none"> ■ To be kept clean and to give a fresh coat of paint when necessary
National Flag	<ul style="list-style-type: none"> ■ A neat and tidy National flag should be hoisted on the school premises
Gate	<ul style="list-style-type: none"> ■ School gates to be well maintained
Name plates	<ul style="list-style-type: none"> ■ Name of school appropriately written on a signboard and can be easily read from the outside ■ Name plates to be spotless and conspicuously displayed on school building
Fencing	<ul style="list-style-type: none"> ■ To be in good condition and free of creepers
Entrance	<ul style="list-style-type: none"> ■ Not to be obstructed
School yard	<ul style="list-style-type: none"> ■ To be clean and tidy. Grass to be regularly mowed
Drains and gutters	<ul style="list-style-type: none"> ■ To be decongested regularly to ensure that they are not clogged
Toilets	<ul style="list-style-type: none"> ■ To be neat and tidy at all times. Required repairs to be attended to.
Quality of Water	<ul style="list-style-type: none"> ■ Water tanks to be regularly cleaned. Health certificate indicating date tanks were last cleaned and scheduled date for next cleaning as well as Quality Test Certificate to be conspicuously displayed in the Rector's Office.
Furniture and equipment	<ul style="list-style-type: none"> ■ Unserviceable furniture and equipment should be promptly disposed of. Same for dangerous chemicals. Broken furniture to be repaired or replaced speedily.
Fire Alarm system	<ul style="list-style-type: none"> ■ Strict discipline to be enforced.
Other hazards	<ul style="list-style-type: none"> ■ Empty containers and other objects that could represent a source of danger or health hazard to students, staff and other users of the school premises should be removed instantly.