



LILIMA MONTESSORI HIGH SCHOOL Strategic Plan 2025—2030

Working towards our vision of a peaceful world which is attained through our children, where all forms of life are respected, creating an inter-dependent global community

BACKGROUND INFORMATION:

Lilima Montessori High School (LMH) is a registered association not for gain, in terms of Section 17 of the Eswatini Companies Act No. 8 of 2009, specifically for operation as a **non-profit** high school. The school was opened in January of 2017 in temporary premises and since January 2023 has been operating from the new school campus on Sibebe Resort Rd, 9 km outside Mbabane.

The Board of Lilima Montessori High School has made a commitment to establishing a school which will provide;

- a holistic Montessori education which recognizes the physical, emotional, social, entrepreneurial and intellectual capacities of the students, awakening the inner potential of the human spirit;
- suitably qualified, inspired and compassionate teachers who are committed to collaborative learning and growth;
- students with a dynamic, prepared environment which meets the specific needs of each adolescent and young adult;
- students with a global perspective, encouraging an awareness of their social responsibility in an interconnected world.

Our mission is:

To provide children with a safe, courteous, respectful environment in which to grow intellectually, physically, socially and emotionally;

To nurture their spirit by acknowledging their uniqueness and purpose;

To create a positive and significant impact on the lives of everyone who is involved in the school whatever their role.

Our goals and objectives:

The goal of this school is to cultivate a passion for excellence in everything the students do.

To develop:

self-respect; respect for others;
honesty, integrity, and responsibility;
empathy, compassion, kindness, and peacefulness;
a sense of concern for others and warmth and a love of community.

To acknowledge:

the unique contribution of all individuals;
the diversity of the global community; and
our role in the sustainability of our fragile planet.

To inspire:

personal growth;
curiosity, creativity, and imagination; and giving back to our community.

Summary

This plan is derived from the previous five year plan, cognisant of challenges and achievements of the past five years. The plan identifies the main areas that will impact and influence the realisation of the school's mission. The following is a summary of the key areas of activity required to attain the major goals and objectives up to 2030. The plan is derived from input from all members of the school community.

Goals	Objectives
Sustainability	To increase the net income of the school to maintain and expand the facilities, support staff with benefits and professional development and keep the school affordable.
Green campus	To ensure that the school positively contributes to addressing environmental and ecological challenges that are an ever present threat to our future and quality of life.
Equality	To maintain a commitment to equality of opportunity, diversity and non-discrimination with specific awareness of varied learning capacities of people. To enhance the school's diversity through increased financial aid to lower income families.
Identity	LMH differentiates itself from other local private schools in its commitment to a true Montessori Education as this is a new approach to high school in Southern Africa. Montessori seeks to develop the whole person and valorize the personality of the learner to enable them to interact in the world with purpose. This is engendered through its approaches to instruction and learning and nature of assessment, enabled by the foundation of mixed age classrooms, a culture of respect, extremely low teacher to student ratio, and social curriculum. LMH shall maintain international recognition as an accredited International Baccalaureate (IB) IB World School, for the Middle Years Programme and as a member of the Australian Montessori Association. The school's location contributes to the focus on adolescence space, development and the relationship with nature through outdoor activities, sport and wellness classes. We aim to develop a new generation of young adults who can make a meaningful contribution to their communities and the world at large.
Infrastructure and resource development	LMH is uniquely situated in the rural foothills of the ancient Sibebe granite complex in one of the most bio diverse regions of the country. Plans to complete the second phase of construction have been drawn up. Resource mobilisation is paramount to continue and complete construction. This will enable the school to accommodate the intended enrolment of 150 students.

1. Sustainability

To increase the net income of the school to maintain and expand the facilities, support staff with benefits and professional development and keep the school affordable.

To ensure that the school positively contributes to addressing environmental and ecological challenges that are an ever present threat to our future and quality of life.

Outcomes:

A faculty with competitive salaries, benefits and professional development.

Funds raised through as many avenues as possible through a fundraising strategic plan.
The school will become a demonstration “eco environment” and green campus.

Activities

Establish the bursary and scholarship fund and leverage networks to facilitate hard currency fundraising.

Develop an agro ecological/organic garden to provide fruit and vegetables to the school kitchen and sell any surplus at the farmers’ markets and develop ecoproducts from the school.

Develop sustainable waste management including recycling and composting.

Maintain and enhance the natural environment surrounding the school campus thereby protecting biodiversity.

Catalogue endangered and vulnerable species on campus through iNaturalist.



Measures

Sufficient funds for operational expenses and development.
Amount of funds received (cash and in kind) over and above tuition fees.

Number of species observed and recorded.

The range of eco products developed.

2. Equality of opportunity and community commitment

To maintain a commitment to equality of opportunity, diversity and non-discrimination with specific awareness of varied learning capacities of people.

To enhance the school's diversity through increased financial aid to lower income families.

Outcomes:

A formalised scholarship programme.

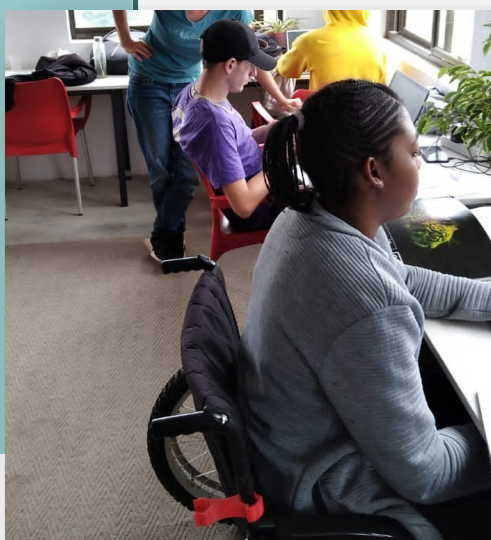
Increased financial support to an economically diverse population of students.
Improved budgeting and planning for maintenance.

An inclusive learning environment providing opportunities for all types of learners.

Activities

Fund raise to establish the scholarship/bursary fund.

Ensure the staff, facilities and the prepared environment are maximised to deliver the best opportunities for all learners.



Measures:

Bursary/scholarship funding received.

Number of students from different social cultural backgrounds, economic circumstances and those with varied learning and physical capacities.

3. Identity

LMH differentiates itself from other local private schools in its commitment to a true Montessori Education as this is a new approach to high school in Southern Africa. Montessori seeks to develop the whole person and valorize the personality of the learner to enable them to interact in the world with purpose. This is engendered through its approaches to instruction and learning and nature of assessment, enabled by the foundation of mixed age classrooms, a culture of respect, extremely low teacher to student ratio, and social curriculum. We shall maintain international recognition as an accredited International Baccalaureate (IB) World School, for the Middle Years Programme and as a member of the Australian Montessori Association. The school's location contributes to the focus on adolescence space, development and the relationship with nature through outdoor activities, sport and wellness classes. We aim to develop a new generation of young adults who can make a meaningful contribution to their communities and the world at large.

Outcomes

Continue as an IB World School and maintain membership of the Australian Montessori Association.

Increased awareness of the Montessori Adolescent programme in Eswatini.

An optimum Montessori Prepared Environment.

School leavers having attained the skills to enable them to follow their life's path/purpose.

Activities

Piloting the Montessori Careers Specialisation Programme (Grade 11 and 12 Montessori curriculum) and consolidating an internationally accredited school leavers learner passport.

Development of the IB learner profile through approaches to learning.

Parent workshops for sharing Montessori pedagogy.

Maintain the school newsletter and school website.

Marketing and public relations.



Measures

Overall student enrolment and number of school leavers.

Number of parents attending workshops.

Number of newsletters.

Number of events (fundraising/community).

4. Infrastructure development, technology and other resources

LMH is uniquely situated in the rural foothills of the ancient Sibebe granite complex in one of the most biodiverse regions of the country. Phase 1 consists of a central building containing open plan classrooms, office, kitchen, storage and separate ablution blocks, all wheelchair friendly. There is an open basketball half court and volleyball pitch while mountain trails surround the school.

Plans to complete the second phase of construction have been drawn up. Resource mobilisation is paramount to continue and complete construction. This will enable the school to accommodate the intended enrolment of 150 students.

Outcomes

Adequate infrastructure to enrol a full compliment of 150 learners.

Sufficient and well-trained staff to ensure best practice and delivery of the curriculum thus maintaining high standards.

Students with options on graduation to enter the workforce, start their own business or pursue tertiary education in their chosen field.

Activities

Provision of holistic support for all staff and students needs.

Identify and install infrastructure and technology requirements.

Staff training and professional development.

Effective planning and implementation of the curriculum.

Measures

Number of completed buildings and Montessori prepared environments.

Number of teachers delivering the curriculum.

Number of teachers receiving professional development.

Enrolment numbers.



Summary:	Outcome	Activities	Target
1. Sustainability and green campus A faculty with competitive salaries, benefits and professional development. Funds raised through as many avenues as possible through a fundraising strategic plan. The school will become a demonstration “eco environment” and green campus.		Establish the bursary and scholarship fund and leverage networks to facilitate hard currency fundraising. Develop an agro ecological/organic garden to provide fruit and vegetables to the school kitchen and sell any surplus at the farmers’ markets and develop ecoproducts from the school. Develop sustainable waste management including recycling and composting. Maintain and enhance the natural environment surrounding the school campus thereby protecting biodiversity. Catalogue endangered and vulnerable species on campus through iNaturalist.	9 million annual budget by the end of 2030. 50% from the school organic garden. 100% off the grid (power and water) by 2030. A monthly farmers market school stall. 2 other school farm activities by 2030.
2. Equality of opportunity and community commitment A formalised scholarship programme. Increased financial support to an economically diverse population of students. Improved budgeting and planning for maintenance. An inclusive learning environment providing opportunities for all types of learners.		Fund raise to establish the scholarship/ bursary fund. Ensure the staff, facilities and the prepared environment are maximised to deliver the best opportunities for all learners.	3 million bursary fund. 30 percent of the student body receiving bursary/ scholarship. Completed campus facilities.
3. Identity Continue as an IB World School and maintain membership of the Australian Montessori Association. Increased awareness of the Montessori Adolescent programme in Eswatini. An optimum Montessori Prepared Environment with school leavers having attained the skills to enable them to follow their life’s path/purpose.		Piloting the Montessori Careers Specialisation Programme (Grade 11 and 12 Montessori curriculum) and consolidating an internationally accredited school leavers learner passport. Development of the IB learner profile through approaches to learning. Parent workshops for sharing Montessori pedagogy. Maintain the school newsletter and school website. Marketing and public relations.	30 graduates completing grade 12 by 2030. 15 parent activities by 2030. 15 newsletters published by 2030. Active social media profile.
4. Infrastructure development Adequate infrastructure to enrol a full compliment of 150 learners. Sufficient and well-trained staff to ensure best practice and delivery of the curriculum thus maintaining high standards. Students with options on graduation to enter the workforce, start their own business or pursue tertiary education in their chosen field.		Provision of holistic support for all staff and students needs. Identify and install infrastructure and technology requirements. Staff training and professional development. Effective planning and implementation of the curriculum.	All school buildings completed, occupied and fully equipped. 150 students enrolled. 10 full time teachers. 15 laptops 15 desktops for IT lab by 2030.

Lilima Montessori High School is now established on its new campus but is still at a critical phase of growth. In order to secure the financial and physical stability of the school for the future, the objectives set out in this plan need to be implemented.

The school Board is confident that these strategies will support the Management team and create a firm foundation for the school to flourish in the years to come.

Lilima Montessori Board:

Chairperson: Titus Dlamini (Eswatini)

Barbara Braun(Eswatini)

Sindi Nxumalo (Eswatini)

Bruce Jameson(Eswatini)

Mlungisi Dlamini(Eswatini)

Anupma Sethi (USA)

Roger Hochschild(USA)

Steve Kallagher(USA)

Tim Wills (Australia)

Randy Brennan (Eswatini/USA)



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Hand in hand we learn