

L. THAANYANE (LT)

Registered Professional Planner | Pr.Plan A/1445/2011



Candidate for School Governing Body — Parent Representative

I am a parent of a current learner at the school and am standing for election to the School Governing Body. I bring over 25 years of professional experience in planning, project management, and public-sector governance, and would focus my contribution on strengthening the school's governance and policy framework. The public sector is highly regulated and my experience over time has highlighted the need to ensure that leaders are accountable within their respective responsibilities.

Professional Summary

Provincial Manager at the Housing Development Agency (HDA), in the Free State, responsible for overseeing a large provincial property portfolio. Over 25 years of experience in the built environment, spanning planning, project management, and public infrastructure delivery. I am registered Professional Planner (Pr.Plan A/1445/2011) with an MSc in Project Management (University of Pretoria) and a Master's in Urban and Regional Planning (UFS).

My Focus Areas

School governance with stronger and healthier relationships between teachers and parents will ensure that there is no “**expectation gap**” in terms of what the school is perceived to be and the lived reality. Two areas I believe deserve particular attention are the strength of school governance and the quality of the relationship between parents and teachers. For the relationship to function and for the two to function as a team towards the benefit of our girls, these four points are critical:

- Governance structure and accountability: a well understood policy framework, with transparent decision-making, and consistent follow-through on commitments
- Compliance and reporting: helping the SGB meet its regulatory obligations and manage school resources responsibly and accountably
- Parent-teacher trust and communication: strengthening regular, two-way engagement so concerns are raised and addressed early, rather than allowed to build into conflict
- Shared ownership of learner outcomes: more structured engagement forums, allowing parents and teachers to work together, towards a more synergised approach rather than in separate or adversarial roles.