



Schools Evaluation Authority

Accountability • Quality • Respect



St Andrew's Sekondêre Skool



School: St Andrew's Sekondêre Skool
Address: Owen Road, Connaught Estate,
 Elsie's River, 7490
Circuit: C2
District: Metro North
Province: Western Cape
Category: Public Ordinary (Fee-Charging)
Principal: Ms C De Vries (Acting Principal)



Areas of Evaluation:

	Learner Achievement	To evaluate the knowledge and skills that learners have acquired, progress made by learners over a period of time and recognition of learners.
	Teaching & Learning	To evaluate the quality of teaching and learning.
	Behaviour & Safety	To evaluate the level at which the school creates a positive learning culture, good behaviour, and a healthy, safe and secure environment for everyone.
	Leadership & Management	To evaluate the effectiveness of the leadership and management of the school.
	Governance, Parents & Community	To evaluate the effectiveness of the governing body in fulfilling its key roles and responsibilities including financial duties, and the effectiveness of the school in building good relationships with its stakeholders.

Summary:



Overall performance



KEY:



Main Findings



1. Learner Achievement 2

The pass percentage, as well as the average mark in Language in the 2019 Grade 9 Western Cape Education Department (WCED) Systemic Tests, has decreased from 54,4% in 2018 to 42,6% in 2019 and from 51,4% in 2018 to 47,0% in 2019 respectively, whilst the provincial pass percentage and average mark have increased. Although the average mark in Mathematics has improved from 18,8% in 2018 to 34% in 2019, the pass percentage has been exceptionally low over the last four years. It has fluctuated from 2,6% in 2016 to 4,1% in 2017 to 1,3% in 2018 and 5,6% in 2019.

The pass percentage in the National Senior Certificate (NSC) examination has fluctuated from 44,9% in 2014 to 39,4% in 2015 and to 48% in 2016, but there has been an upward trend over the last three years. It has improved from 39% in 2017 to 50% in 2018 to 71,7% in 2019.

The Bachelors' pass percentage has fluctuated over the last six years with a substantial decrease from 20,3% in 2018 to 13,3% in 2019. The pass percentage was 37% for Economics, 63,6% for Business Economics and less than 10% for Mathematics, Physical Science and Technical Mathematics, which is substantially lower than the pass percentage for the other subjects.

Learners listen and respond well to instructions during lessons and most speak with confidence. Their writing skills need improvement because the activities in some workbooks are not logical. Most learners can handle numbers on only an elementary level. They are not entirely confident in resolving problems. The teachers are assisting too much, and only a few opportunities were used to challenge learners' ability to solve problems. In only a few classes, some of the learners used calculators to solve problems.

Only 10 to 15% of the learners usually participate in the extra- and co-curricular and cultural activities. Currently, basketball and softball are offered after school. The school has won the interschool athletics competition in 2019 and was placed fifth in 2020, after it was promoted to a higher category. The cadets have won several trophies over the last few years.



2. Teaching and Learning 2

Teaching and learning time are seriously compromised due to late coming. Sometimes up to 10 minutes are lost during every lesson which equates to a few hours of teaching time lost per week.

Most of the teachers were actively teaching, and learners were treated with respect. The general assistants do not clean the classes regularly, and most of the classes are kept clean and tidy by the teachers themselves. The seating arrangements do not enhance learner activity. In some classes relevant and subject appropriate posters were displayed, but the learners' recent work was displayed in only one classroom.

Opportunities for learners to participate in the teaching and learning process are limited. In most of the classes a few learners were disengaged, but only a few teachers tried to involve them. They are seldom challenged with higher order tasks and thought-provoking questions. Lessons are generally well presented, but the pace of teaching was not adjusted to the level of learners' understanding. There is little feedback to learners during lessons to support and develop their understanding. The teachers mainly use the writing board, textbooks and photocopies as teaching resources.

Many teachers displayed good subject knowledge and taught with confidence, but there is very little differentiation in the teaching. There is little evidence to show that planning was informed by the level of learners' understanding. Most workbooks and tasks reflect broad and appropriate exercises and completed work, but learners' work is not regularly assessed, and in only a few classes teachers give feedback to learners and support them individually. The school does not have a structured support programme for learners.



3. Behaviour and Safety 1

Despite the attempts of most of the teachers and learners to create a climate of respect, loyalty, and pride, the disorderly conduct of some learners negatively impacts on the ethos of the school. They do not wear school uniform and some refuse to attend classes, even after being reprimanded by teachers. The noise levels are very high during changing of classes.

Learners reported that their requests for the introduction of sport and cultural activities have not been addressed. The Representative Council of Learners (RCL) is not fully functional, but the learner representatives on the governing body attend meetings. However, they need to improve their communication with the rest of the learners. Most learners interviewed felt unsafe at school due to gangster activities around the school. A shooting incident had taken place a week before the school evaluation. It was reported that bullying does not happen often.

Learner attendance is very good, but substantial teaching time is lost due to late coming. On the second day of evaluation 334 (42%) learners were up to 30 minutes late for school. The School Management Team (SMT) does not know how to deal with this problem. Although records show that the Code of Conduct is implemented, learners feel that behaviour has not improved.

The School-based Support Team (SBST) is not functional, but the school's care-and-support assistant provides basic counselling and offers a reading and learning programme to learners in need. She has an effective referral system in place for the Family and Marriage Society of South Africa (FAMSA), "Barmhartigheid Diens Saam" (BADISA) and the Family, Child Protection and Sexual Offences unit (FCPSO).

Certain parts of the school are dirty, unsafe and need urgent attention. There are damaged ceilings, doors and window panes. The boys' ablution facilities are dirty and unhygienic and need repairs. The school has a security guard on duty for the duration of the school day and two security guards at night. They are assisted by 12 officials of the "Walking Bus" project. However, this does not prevent learners from bringing dangerous objects, narcotics, alcohol and illegal drugs onto the premises. Holes in the fence and the main entrance, which are left unattended at certain times during the day, pose a serious threat to the safety of the staff and learners.

The school has a functional National School Nutrition Programme which serves porridge and a cooked meal every day. Teaching time is not compromised. Learners reported that they enjoy the good meals, but feel that there could be tables and chairs in the area in which meals are served. The tuck shop is run by staff members, but the selling of healthy food is not prioritised.



4. Leadership and Management 1

The principal and deputy principal posts have been vacant since 2018 and a curator principal was appointed for 2019. Currently, one of the departmental heads is acting as principal and another head of department is acting as deputy principal. They were not fully involved in the management of the school in the past and this poses a risk. The SMT is positive and enthusiastic. They are willing to learn and is committed to steering the school in the right direction but needs training and guidance to fulfil its roles and responsibilities.

None of the SMT members know the vision and mission of the school. Only the principal knows the selected values for the past three months. The School Improvement Plan (SIP) is only a compliance document and is neither implemented nor monitored by the SMT, governing body or the district office. The lack of common goals and a clear vision negatively influences the impact of the SMT in bringing about specific improvements.

The SMT does not analyse learner achievement in detail and is unable to pinpoint specific strengths and weaknesses. As a result, it is unable to draft a focused intervention plan. There is no structured programme for lesson observations and support to teachers. Some of the SMT members conducted lesson observations in 2019 in terms of the Integrated Quality Management System. It does not have evidence of its work to improve the quality of teaching and support for teachers' professional development.

The resources of the school are not well managed by the SMT. They need assistance to address staff absenteeism and the inadequate performance of the general assistants. Not all available computers are used. The routers purchased in 2019 cannot be found which has resulted in the monthly contract of R400 being a fruitless and wasteful expenditure. The inventory of assets, especially the inventory for textbooks,

is unreliable. Broken benches and rubbish are stored in empty spaces all over the school premises. The SMT is eager, and some members have volunteered to get more involved in the management of resources, but it is currently mainly the responsibility of the principal.

Most teachers are accountable and fulfil their tasks and responsibilities. Teacher attendance is good. Learners are almost never left unattended. Teaching and learning resources are actively and appropriately used by learners.



5. Governance, Parents and Community 1

The governing body is committed to playing a more prominent role, but it urgently needs training and guidance in its roles and responsibilities. It was not always consulted in the past and is consequently inexperienced and not knowledgeable about some of its responsibilities. The principal's post has been vacant since August 2018 and the deputy principal's post since March 2018, but the recruitment and selection processes were only concluded in December 2019, which have negatively affected the stability and functioning of the school.

The finances of the school were never discussed at governing body meetings in the past, but it has become a standing item on the agenda since one of the SMT members took over this responsibility in August 2019. The financial procedures and records have improved over the last six months, but there are no minutes of meetings to support the school with a claim of R105 000 against it. The governing body was not always involved in drafting budgets but is getting more involved in the implementation and checking thereof since finances have become a standing item on the agenda. The school policies were revised and adopted in February 2020. There is an improvement in the implementation and monitoring of the revised Finance Policy.

The learner representatives serving on the governing body are active members and they get opportunities to make inputs. The school communicates with the parents only through letters issued to the learners. A few teachers have WhatsApp groups for their register classes. The parents show little interest in the school's activities, but the governing body is incredibly positive and loyal towards the school and expressed appreciation for the teachers. It was revealed in the interviews with the governing body that its relationship with the new SMT is improving. Except for the referral of learners by the school's care-and-support assistant, there is little interaction between the school and other departments and NGOs.

Recommendations

1. The SMT urgently needs training, support and mentoring in understanding its roles and responsibilities.
2. The SMT must be assisted to draft well-defined job descriptions and to establish systems for reporting and monitoring.
3. The SMT must be guided to develop a credible SIP which addresses all strengths and areas for development as well as strategies to improve learner achievement.
4. The SIP must be shared with all role players, and the progress must be monitored by the SMT, governing body and district office.
5. Measures must be put in place to address late coming in order to protect teaching time.
6. The governing body urgently needs training in its roles and responsibilities, and functions regarding finances.
7. The RCL must be supported to function optimally.
8. A platform must be created for learners to have an input in matters that affect them.
9. The maintenance and cleanliness of the premises and toilets must be addressed immediately.