



Schools Evaluation Authority

Accountability • Quality • Respect



Zonnebloem Nest Senior School Report



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Date of evaluation
24 - 25 February 2020

Lead evaluator
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Chief evaluator
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School: Zonnebloem Nest Senior School
Address: Cambridge Street, Walmer Estate, Woodstock, 7915
Circuit: C2
District: Metro Central
Province: Western Cape
Category: Public Ordinary (Fee-Charging)
Principal: Ms HJ Calmeyer



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

There was a fluctuation in the pass percentage of the school over the last four years. The pass percentage in 2019 in both Language and Mathematics in the Western Cape Education Department (WCED) Systemic Tests were lower compared to similar schools. However, the average mark shows a marginal improvement in both Language and Mathematics over the last three years.

Whilst there was a fluctuation in the school's National Senior Certificate (NSC) pass percentage over the last four years. However, there is an upward trend in the percentage of bachelor passes over the previous six years. Even though 12,5% of the girls and 31% of the boys did not write all subjects for the NSC, there was a significant decrease of 16,5% in the pass percentage in 2019 which is lower compared to similar schools. There is also a substantial difference in the performance of the Grade 12 boys and girls.

Most of the learners, as observed during lessons and interviews, speak with confidence. The writing reflected in their workbooks, and their listening skills are generally of a good standard. Their reading skills require improvement. In the classes observed, the senior learners were more comfortable with handling numbers and electronic devices at the appropriate level, than the junior learners.

The school does not offer any extra- and co-curricular and cultural activities after school, even though most of the learners expressed a need for it.



2. Teaching and Learning 2

The large majority of teachers were actively teaching. However, teaching time was lost due to three teachers being a few minutes late for their classes and many learners coming late for school.

In one of the classes, the teacher was seated at her table using a cell phone and instructed the learners to copy the previous week's work from the board only after the evaluator walked in. In another class, the teacher was working on a laptop, while learners worked on an assignment.

Most of the classrooms are clean and tidy, and most of the teachers treat the learners with respect. The arrangement of the furniture in some of the classrooms is conducive to learner group activities. Although there are some posters in most classrooms, learners' work is displayed in only one.

Learners were not always actively involved during lessons. In some of the classes, learners were challenged with thought-provoking questions and higher order tasks.

Most learners' workbooks reflect broad and appropriate exercises but are not marked regularly. Most teachers do not give feedback to assist learners in understanding the work. Some teachers adjusted their pace of teaching to the level of understanding of the learners. There is very little evidence that the teaching was influenced by the assessment of the learners' understanding.

Teachers displayed good subject knowledge and taught with confidence. However, there is little use of resources, including technology, to enhance teaching and learning.



3. Behaviour and Safety (2)

Most of the learners are loyal to their school and teachers. There is a climate of trust and respect. Learners are all neatly dressed in school uniforms, but questioned the appropriateness of the teachers' dress code.

During interviews, none of the learners knew the vision and mission of the school, and only a few were aware of the values of the school. The disorderly conduct of a small number of learners negatively impacts the school's ethos.

The ceilings in the school hall and two classrooms pose a threat to the safety of the staff and the learners. The steps from the road to the main entrance of the school are steep and without railings. The ablution facilities are cleaned daily, but not all the taps and lights are in working order. The stairs leading to the first floor were dirty, and the school grounds were littered with papers.

Most of the learners feel safe and secure at school, but not outside the school grounds. Learner attendance is good, but there is very little control over the movement of learners during the school day. They arrive late for classes, are very noisy between classes and leave the school grounds without permission.

The interviews with the learners revealed that most learners have an awareness of how to keep themselves safe, including risks of abuse and exploitation.

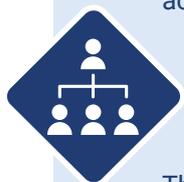
The school has functional CCTV cameras and a biometric system for teachers' access, but there is no other form of access control. Traffic poses a threat to the safety of learners, especially in the mornings when learners are dropped off and at the end of the school day. An armed response company performs duty over weekends until 6h00 on Monday mornings.

There were no signs of unauthorised individuals with drugs or weapons, but the incident book shows transgressions like smoking of dagga, fighting and bunking. Learner misconduct is dealt with in terms of the code of conduct.

Two student councillors assist the school with vulnerable learners, and the school-based support team (SBST) receives support from various external service providers.

The meals sold at the tuckshop do not reflect the importance of healthy eating.

There are extra classes after school for Mathematics, Drama and Dance, but no sport or cultural activities are offered.



4. Leadership and Management (2)

The Senior Management Team SMT could not clearly articulate the vision or mission of the school, and only the principal knew the value for the current month. The SMT has a general idea of the strengths and weaknesses, but they have different interpretations of the schools priorities. The departmental heads have no idea of the contents of the School Improvement Plan (SIP)

The lack of a common goal and the sharing of the vision and SIP limit the impact of the SMT in bringing about specific improvement.

The SMT's interpretation and understanding of the 2019 Grade 12 NSC results do not reflect the significant differences between the performance of the boys and girls. The school has implemented a guardianship programme for the Grade 12 learners and a lesson observation programme in an attempt to improve results.

Some of the SMT need coaching and guidance to enable them to evaluate the quality of classroom teaching.

The departmental heads have limited responsibilities and are not held accountable for the successful management of the school and its resources.



5. Governance, Parents and Community 3

The SIP was shared with the governing body, but the implementation was never discussed or monitored, and that limits understanding of areas for development. The functioning of the SMT is restricted due to one departmental head post being vacant for more than a year.

New policies were drafted and adopted by the governing body. The finance policy has been reviewed to address the shortcomings reported in the previous year.

The school engages effectively with the district office and NGOs, especially concerning support for vulnerable learners.

The school communicates effectively with the parents through various WhatsApp groups.

The Representative Council of Learners (RCL) is not properly constituted and functional. The learners feel that they are not always listened to and that they are not always involved in decisions that affect them.

Recommendations

1. The SMT must reach a common understanding of the performance of the learners and jointly take the lead in developing a SIP that addresses all the needs of the school.
2. The SMT must conduct an in-depth analysis of the NSC results to understand and address the significant differences in the performance between the boys and girls. They must take the lead in the implementation of the intervention plans.
3. Teaching time must be protected by ensuring that teaching happens for the whole period and the late coming of learners urgently addressed. A period register with daily follow-up by the SMT could assist in curbing bunking of classes and late coming.
4. There must be greater cooperation and sharing of responsibilities amongst the SMT. This could be achieved by a well-defined job description for each SMT member and creating a platform for reporting and accountability.
5. The school must let the learners give input into the sport and cultural activities for their afterschool programme. They can start with only a few activities and add more once the programme is well established.
6. A platform must be created for the Representative Council of Learners (RCL) to give input into matters that affect them. The SMT must regularly monitor the functioning of the RCL.