



Schools Evaluation Authority

Accountability • Quality • Respect



Schools' Responses to Covid-19 Report:
Skurweberg Sekondêre Skool



School: Skurweberg Sekondêre Skool
Address: R303 Citrusdal Road, Op-Die-Berg, Koue Bokkeveld, 6836
Circuit: C5
District: Cape Winelands
Province: Western Cape
Category: Public Ordinary (No-fee)
Principal: Mr MA Mars



Areas of Evaluation:

	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:

Teaching & Learning:



Behaviour & Safety:



Leadership & Management:



Governance, Parents & Community:



Overall performance



KEY:

4 Outstanding

3 Good

2 Requires improvement

1 Inadequate

Main Findings



1. Teaching and Learning

1.1 The teachers maintain a safe and positive learning environment 3

Evaluative commentary

The school used the Department of Basic Education (DBE) Standard Operating Procedure (SOP) and the Western Cape Education Department (WCED) Guidelines to compile their Temporary Revised Education Plans (TREP). The hall and classrooms are effectively used to ensure the safety of staff and learners, and to ensure that all grades attend school at least one day per week. The Grade 12s attend school daily and the other grades one day per week. All classes are divided into two smaller groups and each group attends school according to a weekly rotational timetable. High school and primary school learners are kept separately and have staggered intervals. Teachers are present and teaching in most classes. Learners are very well behaved and there is mutual respect between teachers and learners.

Good practice, innovation, imaginative solutions

The timetable provides for learners on the same bus route to attend school on the same day.

1.2 The adaptation of classroom teaching practice in the light of Covid-19 ensures that teaching and learning are of high quality 3

Evaluative commentary

Teachers are satisfied with how the subject advisers communicated the revised Annual Teaching Plans (ATP). The subject groups discussed the ATPs further during their meetings and made suggestions to the School Management Team (SMT). Teachers and learners have adapted well to the changed conditions. Lessons are well planned and delivered, and learners display confidence when asking and responding to questions. In the Foundation Phase, all the teachers make the most of the small classes by giving individual attention to learners at their desks, without transgressing social distancing. These teachers were well supported by the teaching assistants.

1.3 Learners are supported well (in school and at home) so that they learn effectively 3

Evaluative commentary

The SMT identified Grade 12 subjects at risk and arranged for intervention classes on Thursdays for Life Science, Business Studies, Economics and Geography. Before assessing learners' work, teachers sanitise their hands and maintain social distancing. During the lockdown, teachers shared learning materials via WhatsApp and up to 65% of learners were active in these groups. The school was very well supported by the all the farmers in the area, who shared emails and distributed hard copies of learning materials. The School-based Support Team has not met since the first term, but some vulnerable learners were visited by the SMT.



2. Behaviour and Safety

2.1 The school's environment is disciplined and purposeful and its ethos is positive 3

Evaluative commentary

Staff and learners understand Covid-19 safety regulations. As the orientation programme was effectively executed, stakeholders are at ease and comply willingly with all safety measures. The academic programme is not neglected. Teachers fulfil their functions well and learners are focused whilst adapting to the new environment. During interviews, learners stated that their parents wanted them to attend school and they preferred being at school to make a success of the year.

2.2 The school is safe, and protects and cares for its learners and staff well.....

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Evaluative commentary

The TREP provides for three screening points. One for learners travelling by bus, another for the primary school and the third one for the hostel dwellers and staff. During breaks, staff on ground duty prevent overcrowding in the ablution facilities and check social distancing. Classrooms and offices are sanitised in the morning and thoroughly cleaned in the afternoon. A bottle of hand sanitiser is placed in each classroom and office for use during the day. Ablution facilities are cleaned every hour. Although only a limited number of learners are allowed to enter at a time, every alternate basin and toilet is not closed off. All stakeholders know and understand the procedures to be followed when dealing with suspected or confirmed cases of Covid-19. The isolation facilities are known to all at the hostel and the school. The school gate is locked during the day and only authorised visitors are allowed entry onto the premises. However, the evaluators were not asked to identify themselves. Deliveries are dealt with by non-teaching staff as part of their new responsibilities. Everyone entering the school is obliged to adhere to all safety regulations and are screened, sanitised, wear face masks and adhere to social distancing. As 800 learners are fed per day, meals are served at staggered times. The food handlers wear face masks, hairnets or caps, aprons and gloves. Learners' hands are sanitised before and after meals.

Good practice, innovation, imaginative solutions

Learners receive food parcels to take home for days that they do not attend school.

Concerns, problems

The fact that learners are not screened before boarding the bus in the mornings is a potential risk as it is too late to screen them on arrival at school. In addition to this, most parents do not have their own transport and if their children have high temperatures, they must pay extra transport costs to fetch them at school.

2.3 (Where applicable) The school's boarding facilities (hostels), cater well for the safety, care and welfare of learners

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Evaluative commentary

The boarding facilities are managed extremely well and currently accommodate eleven girls and sixteen boys. The hostel has its own isolation room. No more than two learners are allowed in the dormitories and beds are spaced to allow for social distancing. No more than four learners are seated at a dining room table and sharing is not allowed. The bathroom facilities are not overcrowded due to the small numbers accommodated and the space for learners to study is adequate to adhere to social distancing. All staff members are screened and wear face masks, gloves, hairnets and caps, and disposable aprons. Appropriate cleaning materials are used to keep the building safe and hygienic. When learners return to the hostel after the weekend, they have to adhere to the safety protocols before being allowed into the building. The hostel is well resourced. Learners' safety, care and wellness are not compromised.

3. Leadership and Management

3.1 The School Management Team (SMT) gives clear direction to the school.....

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Evaluative commentary

The SMT has used the DBE SOP and the WCED Guidelines to complete the TREP which has been thoroughly communicated and distributed in hard copy to all stakeholders. It is realistic and understood by all. Its effective orientation puts all stakeholders at ease. All groups interviewed said that they felt safe at the school. The Covid-19 Compliance Officer is on the SMT and reports directly to the principal. The Covid-19 Safety Committee reports to the staff every Monday. Potential risks, suggestions and latest developments are discussed at these meetings. Staff reported that the SMT responds immediately to improve the safety of all. The use of bright coloured markers and barrier tape are examples of proposals made by staff. The SMT, in partnership with the governing body and local farmers, encourages good attendance by securing everyone's safety. There is a well-constructed plan for the phased return of grades and good communication with parents and the community. The attendance for the grades on the day was more than 85% and all teachers (excluding those with comorbidities) were present.



3.2 The SMT acts effectively to improve the quality of teaching and learning in the school (2)

Evaluative commentary

The SMT understands the requirements of the revised ATPs and has included it in the TREP. It identified subjects and grades needing extra support and Thursdays are used for this kind of intervention. The subject groups have meetings in the afternoon and the Grade 12 teachers give regular verbal feedback. Although the SMT does not have a formal plan for the integration of online teaching and learning, it encourages teachers to use it. However, its monitoring role is not as effective as during the first term.

3.3 The SMT ensures that good use is made of all school resources (human, financial and physical) (3)

Evaluative commentary

The SMT deployed staff members effectively and ensures the equitable allocation of tasks. The secretary helps with the screening, sanitisation and capturing of Covid-19 data of learners on the Learner Transport Scheme. Other staff members are at the screening points and ablution facilities and help with the serving of meals. Hostel staff understand their responsibilities and execute them diligently. The SMT ensures that six of the seven teachers with comorbidities provide work for their learners and fulfil their administrative duties. However, there has been no cooperation or work from the teacher who has been absent since February 2020. The school received the cleaning and safety materials in batches. The last consignment was delivered in August and was adequate. The SMT ensures that cleaning material is used economically without compromising the safety of staff and learners. Some teachers use online teaching and learning resources.

Concerns, problems

The teacher who is supposed to work from home gets away with no cooperation.

4. Governance, Parents and Community

4.1 The governing body fulfils its key responsibilities well (2)

Evaluative commentary

The governing body met in June and September and are well informed about the Covid-19 regulations. It supports the principal and SMT with the implementation of the safety plans. The chairperson and the principal are in regular contact whilst the rest of the governing body communicates via WhatsApp. The Safety Policy has been amended and included in the TREP. However, the Code of Conduct for Learners has not been reviewed, but a list of safety rules has been compiled.

4.2 The governing body fulfils well its functions with regard to the school's finances within its legal mandate (3)

Evaluative commentary

In 2019, approximately 100 parents made voluntary financial contributions. In 2020, it increased to between 300 and 400 parents. This was possible because these contributions were collected during the last term of 2019 and the first term of 2020. The governing body arranged a successful fundraiser during the first term and approved the purchase of hand sanitiser dispensers and cleaning materials. It has enough funds to meet its financial obligations for the rest of the year. The school has saved some money on its electricity account and transport costs to meetings and workshops. The district office contributed towards the printing of learning materials, a service provider donated cash and one of the farmers donated chairs for the Grade R classes.

4.3 The school engages effectively with all stakeholders (3)

Evaluative commentary

Staff feel that because of their close-knit relationship and that the acting principal has an open-door policy.

Various platforms exist for different stakeholders to give feedback and make suggestions:

- The staff meet every Monday to discuss, amongst others, the Covid-19 Compliance Officer's report.
- The non-teaching staff reports issues and gives feedback directly to the principal.
- The supervisor at the hostel reports to the Covid-19 Compliance Officer and directly to the principal.
- The Representative Council of Learners has not been active since the first term, but learners can report to teachers.

Despite barriers such as poor cell phone reception and lack of data, parents receive information via letters and online platforms. Teachers in the Foundation Phase used voice notes effectively to explain to parents how to help their children. Parents also contact the school for help or information.

The school engages effectively with all stakeholders:

- The subject advisers stay in contact with teachers via MS Teams meetings and WhatsApp.
- The school psychologist and social worker motivated the Grade 12 learners and follow up with those not attending school regularly.
- The farmers distributed information that they received via email from the school during the lockdown.
- The school engaged a community worker to distribute hard copies of learning materials to parents on all the different farms.
- The circuit manager is easily accessible, when needed.

Recommendations

1. Learners must be screened before they get onto the bus in the mornings.
2. The SMT must manage the teacher who is not cooperating, and the situation must be managed more effectively.
3. Even though the staff is coping very well, the SMT and governing body must consider motivational and recreational activities for their wellbeing.