



Schools Evaluation Authority

Accountability • Quality • Respect



**Schools' Responses to Covid-19 Report:
Iqhayiya Secondary School**



School: Iqhayiya Secondary School
Address: 44 Mateta Street, I-Section, Khayelitsha, 7784
Circuit: C6
District: Metro East
Province: Western Cape
Category: Public Ordinary (No-fee)
Principal: Ms AT Mbava



Areas of Evaluation:

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|--|---------------------------------|--|
| | 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:

Outstanding

Good

Requires improvement

Inadequate

Main Findings



1. Teaching and Learning

1.1 The teachers maintain a safe and positive learning environment..... (2)

Evaluative commentary

All classrooms are organised to allow for social distancing. The timetable has been modified to accommodate all Grade 12s and one additional grade daily. Grades 8 to 11 are divided into smaller groups up to a maximum of 24 learners. Each group attends school once per week. Assessments were being conducted in most classes and all teachers and learners were actively involved. Mutual respect is displayed by teachers and learners.

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

Subject advisers sent and discussed the revised Annual Teaching Plans (ATP) with teachers. The subject groups ensured that the Temporary Revised Education Plan (TREP) catered for the needs of all subjects. Learners and teachers have adapted to the changed conditions and appreciate the smaller classes. Lessons are well presented, and teachers ask questions frequently. Teachers stated that their task is easier as discipline has improved.

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

Evaluative commentary

Teachers reported that they have not marked learners' workbooks since the first term. Learners mark their own work and teachers check the books. However, it was found in one of the classes that learners' books had not been marked since January 2020. It was reported that scripts and tasks are kept for three days before teachers mark it and they give feedback to learners as soon as marking has been completed. Hard copies of notes were issued before learners returned to school. To date, most learners have returned. The School-based Support Team is functional and supports learners well.



2. Behaviour and Safety

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

Evaluative commentary

All the stakeholders displayed a good understanding of Covid-19 protocols and safety measures during the interviews. They willingly comply and stated that the safety measures have become part of their daily routine. When learners do not adhere to social distancing during breaks, teachers on ground duty address the matter effectively. Most Grade 10 learners attended school on the day of the evaluation. They were focused on the lessons presented and eagerly completed the assessment tasks.

2.2 The school is safe, and protects and cares for its learners and staff well..... (3)

Evaluative commentary

Safety measures are implemented and managed well by the school. Procedures for cleaning, screening, use of masks and social distancing are followed. Offices, classrooms and toilets are cleaned and sanitised regularly. The Covid-19 Compliance Officer is very thorough and manages the portfolio well. Three teachers and one non-teaching staff member have tested positive for Covid-19. Staff and learners know and understand procedures for suspected or confirmed cases of Covid-19. An isolation room is available. Authorised visitors must wear face masks, are screened, sanitised, answer Covid-19 related questions and complete the visitors' register. Unauthorised visitors are not allowed, but if there is an urgent need for someone to see the principal, they are allowed with the principal's approval. Six, appropriately attired, food handlers prepare meals. Everyone wears a face mask, and the area is clean and hygienic. Breakfast is served before school starts. The National School

Nutrition Programme was active during the lockdown which ensured that all learners in the community received meals.

Good practice, innovation, imaginative solutions

Teachers fetch lunch in sealed containers from the kitchen and serve it in the classrooms to avoid overcrowding at the kitchen.

2.3 (Where applicable) The school's boarding facilities (hostels), cater well for the safety, care and welfare of learners – Not Applicable



3. Leadership and Management

3.1 The School Management Team (SMT) gives clear direction to the school..... (3)

Evaluative commentary

The SMT stays abreast with Covid-19 developments. The Temporary Revised Education Plan (TREP) has been amended according to the revised Department of Basic Education Standard Operating Procedures, the Western Cape Education Department (WCED) Guidelines and latest circulars. The SMT planned the return to school of staff and learners effectively and ensured that all stakeholders were well informed and orientated on the first day back at school. The Covid-19 Compliance Officer is the deputy principal. She uses the daily briefing sessions to get Covid-19 verbal reports from teachers and shares challenges and new developments. Owing to these feedback sessions, the arrangement for the serving of meals has changed and the governing body has purchased face shields for the staff. The SMT communicates effectively with stakeholders, which is evident in the large number of teachers and learners attending school.

3.2 The SMT acts effectively to improve the quality of teaching and learning in the school..... (4)

Evaluative commentary

The school has an extended SMT as teachers with specific skills have been co-opted. The curriculum is effectively managed by the departmental heads who report regularly at SMT meetings. One of the co-opted members is responsible for the implementation of the school's eLearning strategy. Each department has been supplied with a data projector and two laptops. Teachers were trained in the effective use of eLearning resources. During the interview, SMT members responded eloquently to questions related to their portfolios and could provide neatly filed documents of all their work.

Good practice, innovation, imaginative solutions

eLearning is compulsory and teachers who do not comply are reported to the principal. Despite poor Wi-Fi connectivity and limited resources, teachers willingly strive to enhance teaching and learning with online resources. Some use their personal resources.

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

Evaluative commentary

Covid-19 related responsibilities are divided fairly amongst staff members. All stakeholders understand their roles and responsibilities and perform them with precision. The governing body appointed three non-teaching staff members to help with cleaning and administrative tasks. Only one teacher with comorbidities worked from home, but she attended school every day to teach her classes. She has returned to school since the implementation of lockdown level 1. The Covid-19 Compliance Officer keeps meticulous records of all safety and cleaning resources. The school has enough stock for the rest of the year. Although the SMT strongly encourages teachers to use online teaching and learning resources, use by learners at home is limited to those with access to online platforms



4. Governance, Parents and Community

4.1 The governing body fulfils its key responsibilities well 3

Evaluative commentary

The governing body is very supportive of the principal and the SMT. The principal is in regular contact with them and ensures that it is always well informed. The governing body responds immediately when its input and support are needed. The governing body has accepted the Covid-19 safety procedures tabled by the SMT. The safety procedures have been annexed to the Safety Policy and Code of Conduct for Learners (CoCL). It was stated that the revised CoCL will be formally approved once the learners have made their input.

4.2 The governing body fulfils well its functions with regard to the school's finances within its legal mandate 4

Evaluative commentary

The governing body reprioritised the budget to address expenses related to Covid-19. It has appointed two teachers and three non-teaching staff members. The school can meet all its financial obligations for the rest of the year, and the salaries of governing body employees are secured.

Good practice, innovation, imaginative solutions

The governing body supplied funds for the celebration of World Teachers' Day. This generous and supportive gesture was appreciated very much and boosted the teachers' morale.

4.3 The school engages effectively with all stakeholders 3

Evaluative commentary

The SMT communicates effectively with all stakeholders and encourages them to give feedback. Teachers gave input before the TREP was finalised and give regular feedback during daily briefing sessions. Learners could make suggestions to the Representative Council of Learners before lockdown. Currently, they give feedback and make suggestions via the teachers. The administrative staff communicates directly with the principal and the general assistants via the foreman. The school does its best to communicate with parents. It uses a bulk SMS system to inform parents about important dates. Unfortunately, not all parents have data and appropriate devices to access online learning resources. The SMT appreciates the support from the circuit manager but feels that support from other officials could improve. The social worker and the school psychologist visited the school for a session with the Grade 12 learners in August 2020. The school has always been very well supported by the Neighbourhood Watch and other community-based organisations.

Recommendations

1. The SMT must consider making classrooms available for learners to do their homework after school as teachers reported that some learners complete their homework before school starts.
2. The SMT must ensure that all learners' books are regularly marked.
3. The SMT must consider other methods to ensure that learners maintain social distancing during breaks.