



Schools Evaluation Authority

Accountability • Quality • Respect



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



School: Manenberg Sekondêre Skool

Address: Tugela Street, Manenberg,
7764

Circuit: C5

District: Metro Central

Province: Western Cape

Category: Public Ordinary (No-fee)

Principal: Mr CC Williams (Acting)



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:

- Outstanding
- Good
- Requires improvement
- Inadequate

Main Findings



1. Teaching and Learning

1.1 The teachers maintain a safe and positive learning environment 3

Evaluative commentary

The Department of Basic Education (DBE) Standard Operating Procedure (SOP) and the Western Cape Education Department (WCED) Guidelines are reflected in the school's Temporary Revised Education Plan (TREP). The layout of the classrooms and spacing of desks adhere to social distancing. Grade 12 learners attend school every day. On the day of the evaluation, they were writing examination and those who were not writing were allowed to study at home. Grades 8 to 11 classes are divided into two smaller groups up to a maximum of 25 learners. Each group attends school five days in a ten-day cycle. The school has opted, in terms of WCED Circular 0018/2020, dated 03 August 2020, to reduce the Grades 8 and 9 number of subjects from nine to seven. The extra time is used for teaching core subjects. Teachers are actively teaching and treat learners with respect.

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 used various methods to communicate the revised Annual Teaching Plans (ATP) with the teachers. The subject groups discussed the ATPs and ensured that subject needs were catered for in the TREP. Grade 12 teachers reported that they had completed the curriculum and that the last two weeks before the September examinations were used for revision. Nevertheless, there is concern about the Grade 12 September examination results. Teachers and learners appreciate the smaller classes. Lessons are well prepared, and most teachers use the opportunity to involve learners in teaching and learning activities. However, it was noticed in a few classes that some learners are disengaged.

1.3 Learners are supported well (in school and at home) so that they learn effectively 1

Evaluative commentary

Most learners' books are marked from January until September 2020, but in a few classes, books are not marked at all. Assessments and tasks are always marked, and learners get their results, but they seldom receive their scripts to see where they have gone wrong. Hard copies of notes are available to all learners and they are supposed to use it on the days when they do not attend school, but teachers said that many learners do not work at home. Learners attending school are well supported. The district school psychologist met the learners thrice to motivate and encourage them. The school is also very well supported by and receives donations from various community-based organisations. These donations were used to make a food parcel for every learner during the lockdown.

Concerns, problems

The school does not have a system to determine the productivity of those learners who are not attending school at all.



2. Behaviour and Safety

2.1 The school's environment is disciplined and purposeful and its ethos is positive 2

Evaluative commentary

Stakeholders willingly comply with safety measures put in place. Markers are used to ensure learners adhere to social distancing, although this remained a challenge to enforce. Learners are punctual, well-behaved and most are focused on the lessons presented. Teachers are committed to teaching those learners attending school and they have hard copies of notes available for those not attending school.

Concerns, problems

An average of 32% of learners do not attend school daily.

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

3

Evaluative commentary

The school's plans and procedures for managing Covid-19 are generally good. Classrooms are cleaned and sanitised after school, and offices and toilets are cleaned regularly during the day. Learners take responsibility for keeping their desks clean and sanitised throughout the school day. Social distancing is not maintained by learners during breaks. All stakeholders understand and could explain the procedures to respond to suspected and confirmed cases of Covid-19. They all know where the isolation rooms are located. Only authorised visitors are allowed, but when unauthorised visitors do arrive, permission must be granted by the acting principal before entering the school premises. Visitors must follow the same safety procedures as the staff. After they are screened and sanitised, they complete the visitors' register and are then directed to the acting principal's office. The school is not part of the National School Nutrition Programme (NSNP), but the Peninsula Feeding Scheme provides a cooked meal for the learners every day. Food handlers wear appropriate protective clothing and the venue where meals are prepared and served is clean and tidy. Learners maintain social distancing and said that they enjoy and appreciate the meals very much.

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.....

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Evaluative commentary

The SMT compiled the TREP in line with the DBE SOP and WCED Guidelines. All stakeholders received a copy of the TREP after input by teachers and members of the governing body. The TREP was amended according to the revised DBE SOP. Orientation was thoroughly planned and executed by the SMT prior to the return of all staff and learners. When the acting principal orientated the staff, everyone was informed about their added roles and responsibilities, and areas to which they were deployed. Learners were orientated on their first day back at school. They also received hard copies with information about the Coronavirus and all safety measures to be implemented at school. They are reminded about these safety measures daily. The school received a large donation of masks and the SMT mitigates the risk of learners arriving at school without masks by handing out an extra mask to them. This ensures learners are not sent home when they arrive at school without a mask. The Covid-19 Compliance Officer reports to the acting principal daily and the SMT adapts its plans to include new ideas and challenges. However, its plans to maintain compliance with social distancing during breaks is ineffective. Although the SMT has communicated often with parents about learner attendance the response has been poor, except with Grade 12s.

Concerns, problems

According to the SMT, the daily attendance for Grades 8 to 11 is about 68% and for teachers about 90%. But on the day of the evaluation, it was 64% for learners and 82% for teachers. It did not share its plans to improve the attendance of learners and teachers.

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

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Evaluative commentary

The SMT has made provision for the revised ATPs in the academic plan. It is aware of the limited number of school days available and has planned accordingly. Teachers submit their four-week teaching plans to their departmental heads. The SMT ensures that the assessment plan is implemented. The school is challenged with learners not having access to eLearning resources, a limited number of data projectors and unreliable Wi-Fi. However, a few teachers use online teaching and learning resources very effectively. The moderation of question papers and scripts form part of the SMT's assessment plan. However, the monitoring of learners' workbooks is ineffective. The SMT agreed that this needs to improve when the evaluators informed it that learners' books in some classes had not been marked since January 2020.

Concerns, problems

Learners will struggle to prepare for the examinations if their books are not marked.

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

Evaluative commentary

The SMT has divided Covid-19 related tasks equitably amongst all staff members. The 11 Walking Bus volunteers assist with discipline during the day, over and above their routine function of escorting learners to and from school. Staff members have accepted the added responsibilities and understand the importance of ensuring everyone's safety. The SMT reported that the teacher who was working from home due to comorbidities performed all duties diligently and after returning to school, work is up to date. The school purchased cleaning and safety materials before receiving the WCED consignment. It is well managed and there is enough stock for the rest of the year. The use of online resources is limited. However, links to these resources are shared with learners. Some teachers have downloaded large documents and video clips and sent it in low-cost format to learners.



4. Governance, Parents and Community

4.1 The governing body fulfils its key responsibilities well..... (3)

Evaluative commentary

The governing body was involved in compiling the TREP. It approved funding for Covid-19 related expenses and encourages the parents of Grade 12 learners to send their children to school. The chairperson advocates home visits and has visited a few learners. All Grade 12 learners, except two, attend school regularly. The governing body has not amended the Code of Conduct for Learners, but the SMT stated that its Covid-19 Policy makes provision for all safety regulations.

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

Evaluative commentary

The governing body has reprioritised the school's budget. It purchased much-needed safety equipment, which was not supplied by the WCED. The school has received R42 000 from the district office for the printing of learning materials. It can meet its financial obligations for the rest of the year.

4.3 The school engages effectively with all stakeholders (3)

Evaluative commentary

The SMT encourages feedback and suggestions from all stakeholders. This was confirmed during interviews. The Covid-19 Compliance Officer reports to the acting principal daily and he complimented the acting principal and SMT for good communication and exceptional support. Learners said that they could make suggestions to the Representative Council of Learners (RCL) before lockdown, but the RCL is not functional currently. The school communicates with parents via online platforms. Two face-to-face meetings have been held for parents of Grade 12 learners within the confines of Covid-19 regulations. Hard copies of learning materials are available but are not effectively used at home by Grades 8 to 11 learners. Subject advisers communicate regularly with teachers and a few of them visited the school recently. The SMT regards the circuit manager as very supportive, especially with the introduction of the ATPs. According to the SMT, the social worker and school psychologist make regular calls to offer moral support. The school psychologist has provided support by conducting two motivational meetings with Grade 12 parents, three with all learners and two with teachers. She has also conducted stress relief sessions with teachers. The school is very well supported by various community-based organisations and it receives donations for learners regularly.

Recommendations

1. The school must apply to become part of the NSNP. Learners are dependent on the daily meals and the current feeding scheme might not be sustainable.
2. The principal's post has been vacant since 2019 and must be advertised as soon as possible.
3. The SMT must improve its strategy to ensure that teachers check learners' workbooks and provide useful feedback to learners.
4. The SMT must make a concerted effort to improve Grades 8 to 11 learner attendance.
5. Adherence to social distancing during breaks needs urgent attention.