



# Schools Evaluation Authority

Accountability • Quality • Respect



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



**School:** Princeton Secondary School  
**Address:** C/O Mitchell and Bergsig Avenue, Woodlands, Mitchells Plain, 7785  
**Circuit:** C1  
**District:** Metro South  
**Province:** Western Cape  
**Category:** Public Ordinary (Fee-charging)  
**Principal:** Mr MI Isaacs



## 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 ..... 1

##### Evaluative commentary

The school followed the Department of Basic Education (DBE) Standard Operating Procedures (SOP) and the WCED Guidelines. Classrooms and the two venues where the Grade 12 preliminary examinations are being written, namely the school hall and technical classroom, are organised to ensure social distancing. Although an attempt is made to maintain social distancing, it is not consistently observed in practice when learners arrive at the school, after they have been screened, while walking to their classrooms and at break. However, a group of four Grade 9 learners was observed following the safety protocols during break and enjoying themselves. This was an example for other learners to follow. The timetable has been modified so that the school is able to accommodate fewer learners in a safe environment. Grade 12 learners attend school daily and Grades 8 to 11 learners follow a daily rotational timetable. Teachers rotate to reduce the movement of learners between classrooms. On the day of the evaluation, four teachers were absent, and this made it very difficult to ensure that every class was supervised.

##### Concerns, problems

Despite the school's organisation, some learners do not adhere to the safety measures.

#### 1.2 The adaptation of classroom teaching practice in the light of Covid-19 ensures that teaching and learning are of high quality ..... 2

##### Evaluative commentary

The revised Annual Teaching Plans (ATPs) are implemented by teachers and monitored by the departmental heads. Teachers said that they will complete the ATPs but are concerned about the scope of learners' understanding. There is a general concern about learner achievement in both Mathematics and Physical Sciences, both essential subjects in the technical school's curriculum. Teachers welcomed the smaller class groups but are worried that some learners are not fully engaged in lessons as attendance fluctuates. During lockdown teachers communicated with learners via online platforms, but many learners did not complete the work. Technical equipment is not used because it is difficult to clean regularly, therefore, learners use their own electrical components. Although there are enough data projectors, teachers rotate and set up projectors in different classrooms for each lesson. Despite being time-consuming, it is done as regular vandalism prevents equipment from being left permanently in the classrooms.

#### 1.3 Learners are supported well (in school and at home) so that they learn effectively ..... 2

##### Evaluative commentary

There are several factors that prevent learners from receiving effective feedback. These range from learners not doing their homework to all teachers not feeling comfortable handling or marking books. However, assessments are marked. Approximately 10% of learners have not returned to school and do not receive support. Those with comorbidities and two learners who are pregnant receive work packs. A learner, whose parents passed away from Covid-19, received psycho-social support from the district. A nurse from a non-governmental organisation was invited to speak to the learners to address their concerns about the coronavirus.



### 2. Behaviour and Safety

#### 2.1 The school's environment is disciplined and purposeful and its ethos is positive ..... 1

##### Evaluative commentary

While teachers and non-teaching staff willingly comply with and embrace the measures necessary to keep everyone safe, some learners do not comply. The principal mentioned that posters on Covid-19 were torn down by a few learners. Staff mentioned that learners are generally respectful. There is little evidence of high-quality teaching and learning.

### Concerns, problems

Vandalism in the area is a major concern. The principal said that it is difficult to arrange meetings after school hours as the area is not safe.

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

2

### Evaluative commentary

The caretaker and general assistants work very hard to sanitise the classrooms, frequently used surfaces, and ablution facilities. While the school's procedures for screening are in place, adherence to the wearing of face masks and social distancing is not followed by some learners. At the start of the day there was some confusion among the Grade 11 learners as to where they would be writing an assessment and it took some time before the matter was settled. The teachers and learners know what to do if there is a suspected or confirmed case of Covid-19 and there is an isolation room available. Visitors are not allowed on the premises without prior permission. There is an intercom system at the entrance gate and visitors must announce themselves and give a reason for their visit.

## 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 .....

2

### Evaluative commentary

The principal, after input from staff, facilitated the drawing up of the Temporary Revised Education Plan (TREP). It is based on the DBE SOP and the WCED Guidelines, including safety protocols and the management of the curriculum. The orientation of staff and learners was conducted as recommended in the regulations. The principal and non-teaching staff completed most of the physical preparation before teachers and learners returned. Although the School Management Team (SMT) attempts to monitor the safety of learners and staff, there are many examples of learners not adhering to social distancing or wearing face masks correctly. Some of these transgressions took place in the presence of teachers who did not correct or reprimand them. The principal said that some teachers had become complacent with the implementation of safety protocols. The SMT is unable to improve staff and learner attendance. As there are not enough teachers to substitute when others are absent, it has repercussions for the school's functionality.

### Concerns, problems

Some teachers do not intervene when they see learners not observing safety protocols.

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

1

### Evaluative commentary

The SMT provided each subject department with the information and resources received from the WCED and requested that they discuss and adjust its curriculum and assessments accordingly. Teachers were trained to develop and use video clips and voice notes effectively. Approximately ten teachers received Google Classroom training and use this platform well. Departmental heads report to the SMT on the progress and quality of teaching and learning. Although a few SMT members visit classes to offer support and guidance, it is concerned that the quality of teaching and learning has not improved, and that teachers have become negligent in monitoring learners' work.

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

2

### Evaluative commentary

The SMT has drawn up a duty roster where all staff members are involved in screening and sanitising in the mornings. Minor adjustments were made to the deployment of teachers when the school accepted the option of excluding two subjects, namely Social Sciences and Economic and Management Sciences. All safety and cleaning materials are safely stored and checked by the caretaker.

There is enough stock to serve the school's current needs. Online learning and teaching at school and home is limited. While a few teachers use online platforms and resources effectively in their lessons, many are not confident enough to use these.



## 4. Governance, Parents and Community

### 4.1 The governing body fulfils its key responsibilities well ..... 1

#### Evaluative commentary

The governing body supports the school when presented with requests from the principal. Meetings are not held regularly except for one in May, where the governing body was updated on the phased return of learners. The governing body has not reviewed any policies related to Covid-19.

#### Concerns, problems

The governing body has not met to review policies despite some changes introduced, for example, learners being able to use cell phones in lessons under the guidance of teachers.

### 4.2 The governing body fulfils well its functions with regard to the school's finances within its legal mandate ..... 1

#### Evaluative commentary

The governing body has not reviewed or reprioritised the budget. It is aware that the school purchased additional hand sanitisers and soap dispensers and received financial assistance from the district office towards printing costs. It has not discussed how to reprioritise expenditure considering the severe loss of income due to the non-payment of school fees.

### 4.3 The school engages effectively with all stakeholders ..... 3

#### Evaluative commentary

The staff met often before the learners returned to school and gave input into the Covid-19 plans presented by the SMT. A young teacher said that initially he was concerned about the proposed number of days the Grades 8 and 9 learners were to attend school and after discussing his concerns with the principal, adjustments were made. Teachers have WhatsApp groups for their register classes and share information through this platform. The school also sends letters informing parents about its progress on managing the pandemic. However, there is no evidence that parents are offered opportunities to make suggestions, give feedback or are guided on how to assist their children at home. The school has good links with the circuit manager and subject advisers. In addition to the online support to teachers, some subject advisers have visited the school and provided useful links and resources. The school psychologist has given assistance a few times.

## Recommendations

1. The school must ensure that all learners adhere to the safety protocols.
2. Graffiti on the buildings throughout the school must be removed.
3. Solutions must be found to the high levels of vandalism and gangsterism in the area as these factors impact negatively on teaching and learning.
4. The SMT must improve its monitoring and reporting strategies to ensure that all learners and staff adhere to Covid-19 safety protocols.
5. The SMT must encourage regular attendance by learners and staff.
6. All policies related to the management of Covid-19 must be reviewed.
7. The governing body must review the budget to assist with the allocation and prioritisation of resources.