



Schools Evaluation Authority

Accountability • Quality • Respect



**Schools' Responses to Covid-19 Report:
Rosendaal Sekondêre Skool**



School: Rosendaal Sekondêre Skool
Address: 101 Main Road, Rosendaal, Delft, 7100
Circuit: C5
District: Metro North
Province: Western Cape
Category: Public Ordinary (Fee-charging)
Principal: Ms C Layman



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 2

Evaluative commentary

All grades are divided into groups to accommodate social distancing. Chairs are placed 1,5 metres apart outside and in the school hall to ensure that social distancing is observed when learners are on breaks. The timetable has been modified appropriately to ensure that there are not large concentrations of learners in confined spaces. However, two classes were unattended and the noise level emanating from these was not conducive to a positive learning environment.

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 Annual Teaching Plans (ATP) were well-received and enabled teachers to plan for the entire year. Although the ATPs are user-friendly and manageable, there is a concern in the light of the changes to the Temporary Revised Education Plan (TREP) that the curriculum will not be completed. Grade 12 learners attend school every day, but all the other grades only attend school every third day. It is a complex arrangement but ensures that all learners are taught by qualified subject teachers. Grade 12 learners remain at school for an additional two hours from Monday to Thursday for supervised study sessions. Despite the decreased number of learners in classrooms, some are disruptive, and this impacts negatively on quality teaching and learning.

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

Evaluative commentary

Learners mark their own work and complete corrections under the guidance of teachers. During lockdown, teachers communicated with learners via WhatsApp and sent memoranda to them. The school assists learners with data if they cannot afford it. Two learners with comorbidities are supported. One learner sits in a separate venue and another's parent collects and returns work regularly. There is little support for vulnerable learners who have not yet returned to school. There are interventions by the Safe Schools Programme if a learner requires psycho-social support.



2. Behaviour and Safety

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

Evaluative commentary

Some learners do not demonstrate comprehensive and willing compliance with the measures to keep everyone safe. It was observed that in a few classrooms and during breaks, learners had to be reminded to follow the safety protocols. Grade 12 learners appreciate extra lessons on Saturday mornings and during the vacation.

2.2 The school is safe, and protects and cares for its learners and staff well 2

Evaluative commentary

The school's procedures of managing Covid-19 are in place, but as the venue for the initial screening changed the morning of the evaluation, some learners and teachers were unsure where to sit. Two thermometers are mounted on the wall at the school entrances, but as learners moved in and out of the building, there was congestion and social distancing was not always possible. All learners and staff interviewed know the procedures if there is a suspected or confirmed positive case of Covid-19. There is an isolation room for learners. Visitors are authorised to enter the premises if they have an appointment and this is monitored by two security guards. All visitors are screened.

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 **1**

Evaluative commentary

SMT members were allocated different portfolios to compile an effective TREP to comply with the Department of Basic Education Standard Operating Procedures and Western Cape Education Department (WCED) Guidelines. The possible risks in the context of the school were discussed and duty roster points identified. Covid-19 orientation sessions were comprehensive and informative. The principal first shared the information with the SMT and non-teaching staff. After input from the SMT and governing body members, the principal and one of the deputy principals facilitated the session with the rest of the staff and teachers held sessions with learners as they returned. Despite the SMT putting protocols in place, the safety of learners and staff is not effectively monitored. Many learners do not wear face masks or adhere to social distancing and were not reprimanded in the presence of teachers. In one class a teacher sat at his table whilst learners sat three in a desk, not wearing their face masks correctly. The SMT makes an effort to encourage learners and staff to attend school often. Some teachers have conducted home visits. Despite all these efforts, the most recent statistics indicate an attendance rate of approximately 73%. One of the deputy principals has drawn up a list from which teachers must try and find possible reasons for learners' absence.

Concerns, problems

Despite the efforts of the SMT and teachers, many learners do not comply with social distancing protocols.

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

Evaluative commentary

The SMT gives effective guidance to teachers when subject advisers engage with departmental heads about the curriculum and assessment. Teachers also have direct links with subject advisers and when new information is forwarded, it is discussed and analysed at subject or grade meetings. The SMT encourages teachers to develop their eLearning skills by informing them about courses on offer. Tasks and assessments are moderated, and in a few subjects, lesson observation takes place. The principal visits classrooms often to monitor and support teachers and learners. However, there is insufficient evidence that current monitoring procedures improve the quality of teaching and learning.

3.3 The SMT ensures that good use is made of all school resources (human, financial and physical) **2**

Evaluative commentary

All staff are deployed fairly and equitably according to their qualifications, expertise and the needs of the school. Two interns assist with administration and finances, and a gardener, from the Expanded Public Works Programme, helps where needed. Staff appreciate the way they are deployed and assisted by the SMT. The caretaker reports directly to the principal about the use of the cleaning materials and can account for all stock through effective control mechanisms. All stock is safely stored and replenished when necessary. Although there are attempts by the SMT to encourage the use of online resources, it did not monitor how many teachers responded. Some teachers indicated that they have not improved their skills sufficiently to feel comfortable using online teaching resources, communication software or social media platforms. Learners mentioned that except for a few teachers, lesson presentations have not changed noticeably. Teachers engaged online with subject advisers and downloaded links to educational software and apps. However, there has been little difference in lesson presentations, specifically with eLearning.



4. Governance, Parents and Community

4.1 The governing body fulfils its key responsibilities well **2**

Evaluative commentary

The governing body supports the school very well. The chairperson is very knowledgeable and understands the implications of Covid-19. One member serves on the Covid-19 Health and Safety Committee and can monitor the implementation of the safety and cleaning protocols. A few meetings were held, mainly online. There is a very good professional relationship between the governing body and the school. The governing body is in the process of amending the Safety Policy and no other policies have been reviewed.

4.2 The governing body fulfils well its functions with regard to the school's finances within its legal mandate **2**

Evaluative commentary

The governing body has not reviewed or reprioritised the budget, but this is scheduled to be done at the next meeting. The chairperson is aware of all financial matters. He was able to talk about the income from rentals and donations as well as expenses incurred. Two additional non-teaching staff are paid stipends to assist with cleaning.

4.3 The school engages effectively with all stakeholders **2**

Evaluative commentary

Before the learners returned the staff met daily and gave input into the Covid-19 plans presented by the SMT. Effective communication channels are currently encouraged by the principal. All stakeholders feel free to make suggestions to the principal and their views are considered before final decisions are made. The school communicates via online platforms and sends letters to parents. All class teachers are also in regular contact with parents. Communication with parents is mostly to share general information and updating them on curriculum matters, including assessments. Some parents' response to the information was good. The circuit manager has supported the principal throughout the pandemic. Teachers are in regular contact with their subject advisers and receive a lot of online assistance.

Recommendations

1. Teachers must be punctual for lessons so that no classes are left unattended.
2. Considerable effort must be made to promote discipline amongst the learners so that they are able to focus and learn effectively.
3. The SMT must monitor the quality of teaching and learning more effectively.
4. The governing body must review policies that impact on the management of Covid-19.