



Schools Evaluation Authority

Accountability • Quality • Respect



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



School: Wynberg Secondary School

Address: Cheddar Road, Wynberg,
7800

Circuit: C1

District: Metro South

Province: Western Cape

Category: Public Ordinary (Fee-charging)

Principal: Mr G Nieuwoudt



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 3

1.1 The teachers maintain a safe and positive learning environment

Evaluative commentary

The school organises its classrooms according to the Department of Basic Education (DBE) Standard Operating Procedure (SOP) and Western Cape Education Department (WCED) Guidelines. Social distancing is observed throughout the school and only 20 learners may occupy a classroom. The timetable has been modified as the school is only able to accommodate two and a half grades per day. Grade 12 learners attend school every day. At first, the Grades 10 and 11 learners attended school five days each in a ten-day cycle, but this changed when the other grades returned. Currently, Grades 8 and 11 attend school four days and Grades 9 and 10 attend three days in a ten-day cycle. Markings in the school hall and outside quad clearly demarcate the social distancing of 1,5 metres where learners may stand and sit before school and during breaks. Teachers are present and actively teaching. There is mutual respect shown between staff and learners. The Grade 12 learners interviewed expressed their wholehearted appreciation to the principal and staff for their ongoing support.

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

The teachers welcomed the Annual Teaching Plans (ATP) and said that they were very useful. Although they would be able to complete the revised curriculum, there will be backlogs in certain subjects when learners progress to the next grade. Each teacher designed their own workbooks for the learners to use and during lockdown these were sent to learners who had online connectivity. Learners follow the information and activities in the workbooks both during lessons and at home, so they always have work to do. Teachers provide them with the memoranda in their lessons. Teachers expressed their delight at teaching smaller groups, who are more focused and mentioned how weaker learners have improved. The school offers Music and Dance and has beautiful, spacious facilities including two well-designed dance studios where learners can continue the curriculum individually as group work is not allowed.

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

Evaluative commentary

Although teachers discuss and correct learners' work during lessons, the quality of the feedback requires improvement. Learners who are not attending school receive work online or their parents physically collect and return the work. The school psychologist and social worker are in regular contact to enquire about learners' well-being and to ascertain whether learners require support. Teachers visit learners at their homes to encourage them to return to school.



2. Behaviour and Safety

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

Evaluative commentary

Learners and staff willingly comply with the safety measures to keep everyone safe as they understand the dangers if they do not adhere. The teachers focus on high quality teaching and learning and work more effectively with the reduced number of learners in each class. The learners interviewed said that they are working harder than ever before to ensure that their work is completed. Learners are punctual and those interviewed said that they love the school.

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

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Evaluative commentary

The caretaker and cleaners sanitise the school at the beginning and end of the day. There is a daily roster for teachers to screen the learners in the school hall before they line up in the quad. Teachers accompany the learners to the classrooms to ensure that learners are never left unattended. Learners and staff know the procedures to be followed if there is a suspected or confirmed case of Covid-19 and where the isolation room is situated. The school's procedures for controlling access to the school are implemented effectively. Parents without appointments are attended to outside the school premises. We observed a parent paying fees to the bursar and receiving a receipt in this way.

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 devised a good plan to implement the DBE SOP and WCED Guidelines effectively. The Temporary Revised Education Plan (TREP) has been adjusted in line with the phased returns and as circumstances have changed. It is aligned to the regulations regarding safety protocols and curriculum management. The SMT prepared and presented effective orientation sessions for all stakeholders. Each SMT member presented a different topic to teachers. Class teachers prepared a video clip and sent it to learners before they returned to school to ease their anxieties. On their return they were given a presentation on the DBE SOP and the WCED Guidelines. The SMT implements effective measures to keep learners and staff safe. It assigns duties to staff to monitor learners throughout the day. As a result of the measures taken, learners generally follow the safety protocols, and a few are reminded to adhere to social distancing during breaks. It was reported that the principal has had discussions with a few local shopkeepers about learners congregating in the shops without adhering to protocols. The SMT's strategies to promote good learner attendance did not have the desired effect. The attendance rate of learners during the pandemic improved to above 80%, but it decreases during extreme weather conditions. The SMT has regular discussions with teachers who visited learners at home to ascertain the reasons why they were not returning to school.

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 provides effective guidance to teachers on organising their teaching and assessment. Teachers work together and support one another well within their subject groups, discussing, planning and implementing the ATPs. The SMT creates opportunities for teachers to improve their eLearning skills. Teachers are encouraged to register for online courses, for example, at the Cape Teaching and Leadership Institute. The SMT facilitated internal sessions for teachers to improve the integration of eLearning into lessons and the use of the interactive whiteboard. Despite the SMT putting structures in place, monitoring of quality teaching and learning requires improvement as a few teachers struggled to meet scheduled deadlines. Vulnerable learners are on WhatsApp groups and the SMT ensures that they receive work packs every week and return the work within three days.

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

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Evaluative commentary

The SMT involves all staff members in screening and sanitising of learners. It has discussions with staff before deploying them so that the needs of the school are best served. Safety and cleaning materials are well organised, safely stored and managed by the caretaker. There is enough stock left for the rest of the year. The interactive whiteboards are put to good use as learners stated that teachers are using eLearning more than before the pandemic. Before all the grades returned, teachers used online platforms and sent resources to learners at home.



4. Governance, Parents and Community

4.1 The governing body fulfils its key responsibilities well 1

Evaluative commentary

The principal forwarded the WCED Guidelines to the governing body to inform it of the regulations. The chairperson is very supportive and visits the school often. The governing body holds regular online discussions and receives all information via emails. However, there is no governing body representation on the Covid-19 Health and Safety Committee. The governing body has not reviewed any policies.

Concerns, problems

As it is difficult for all governing body members to attend meetings, policies have not been reviewed.

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 discussed, reviewed or reprioritised the budget despite Covid-19 related purchases and the loss of income due to unpaid school fees. The school received R42 000 from the district office for printing. The governing body employs two additional teachers, the finance officer, and an administrative clerk who assists with printing.

Concerns, problems

The governing body may not be able to employ additional staff because many parents have not paid school fees. Despite this, it has not yet reviewed the budget to assess the impact on the school's finances adequately.

4.3 The school engages effectively with all stakeholders 3

Evaluative commentary

All stakeholders can make suggestions to the SMT which helps it make informed decisions. The chairperson of the governing body mentioned that it was his idea to use the hall for screening and teachers said that their views are considered. The Representative Council of Learners gives feedback to the principal. The school communicates with parents online and sends hard copies on Covid-19 and curriculum-related matters. Sometimes staff visit parents at home to encourage learners to return to school, but the overall response from parents is poor. The school does not seek parents' suggestions or give them guidance on how to support their children at home. The school has good links with the district office. The circuit manager is in constant contact with the principal to offer guidance and support. The subject advisers are always available to assist teachers in understanding the ATPs and providing resources. Other district support services have also visited the school.

Recommendations

1. If possible, the school must allocate more teaching time to other grades when the Grade 12 learners commence their final examinations.
2. The school must continue to encourage learners to follow the safety protocols outside its premises.
3. The SMT must improve its monitoring of quality teaching and learning.
4. The governing body must meet to support the school, review policies and reprioritise the budget.