



# Schools Evaluation Authority

Accountability • Quality • Respect



Schools' Responses to Covid-19 Report:  
**Laurus Primêre Skool**



**School:** Laurus Primêre Skool  
**Address:** 77 Hope Street, Oudtshoorn, 6625  
**Circuit:** C5  
**District:** Eden and Central Karoo  
**Province:** Western Cape  
**Category:** Public Ordinary (Fee-charging)  
**Principal:** Ms R Huysamen



## 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

#### 1.1 The teachers maintain a safe and positive learning environment ..... 3

##### Evaluative commentary

The school's timetable adheres to the requirements as per the Department of Basic Education (DBE) Standard Operating Procedures (SOP) and the Western Cape Education Department (WCED) Guidelines. The school uses two large halls effectively to accommodate two grades. Classes in the Foundation Phase are divided into two groups and alternate days for grades in the intermediate phase. All teachers observed are present, actively teaching and respectful to 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

Teachers are of the opinion that the subject advisers communicated the revised Annual Teaching Plans (ATP) very clearly and they have discussed, adapted and implemented them, guided by the departmental heads. A catchup programme is planned while the assessments are currently conducted. This will serve as a barometer for the programme. Teachers optimise the smaller classes by constructively engaging learners in individual reading. All learners get the necessary attention. This results in more meaningful communication with parents.

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

##### Evaluative commentary

Learners receive their results for assessments. It was observed that learners' workbooks are marked, signed and dated with positive comments by teachers. The Foundation Phase teachers sent WhatsApp videos to parents daily during the lockdown to explain and share the methodology to be used to explain concepts to learners. A link is sent when learners still struggle and need to practise at home. The Learning Support Teacher (LST) supports learners two days per week for the Home Language, especially reading. Work packs were made available to parents at a local chain store, at the school gate, delivered to the homes of learners and the local taxi association in the community. The school-based support team (SBST) functions optimally and teachers refer vulnerable learners. The psychologist attends to and reports on behavioural problems. The social worker follows up and support these learners.



### 2. Behaviour and Safety

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

##### Evaluative commentary

All stakeholders understand the implications of non-compliance, know how to keep themselves safe and they willingly comply. Teachers observed are focused on the academic programme, are well prepared and present their lessons well. The way they guided learners during this assessment period was impressive. Learners are disciplined and enthusiastic.

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

##### Evaluative commentary

Everyone is screened, wear face masks, sanitise their hands, answer the Covid-19 health questions and maintain social distancing. This does not impact on teaching time. Classes are cleaned in the afternoon, ablution facilities regularly during the day and offices daily. This is supervised, monitored and recorded. The Covid-19 Compliance Officer gives effective guidance. The school has practical experience of how to deal effectively with suspected and confirmed cases of Covid-19. When they had a positive case, the whole building was decontaminated. It was done in the evening. All stakeholders are aware of the purpose and location of the isolation room. Only authorised visitors are allowed onto the premises after going through the Covid-19 procedures. A non-teaching staff member deals with unauthorised visitors by making appointments. Notices of the procedures are displayed.

**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 used the DBE SOP and the WCED Guidelines to compile the Temporary Revised Education Plan (TREP). Orientation was thoroughly planned by the SMT and all stakeholders were orientated and trained for their new roles and responsibilities. When learners returned to school, they were orientated by the teachers. It was observed during the walkabout, lesson observations and interviews that the SMT has a hands-on approach and leaves nothing unattended. All stakeholders are constantly reminded about the implications of irresponsible behaviour on the safety of others. There was 100% attendance on the day of the evaluation of learners and non-teaching staff. This can be ascribed to effective communication by the SMT with all stakeholders especially parents.

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

### **Evaluative commentary**

The SMT manages and monitors the implementation of the ATPs ensuring it is done according to the prescripts. Although teachers are guided in all phases on planning, assessments, question papers from subject advisers, marking of learners' workbooks, no structured plan for lesson observations was evident. The SMT encourages and monitors the effective use of online teaching and learning resources. The available data projectors and interactive white boards are used effectively. Teachers use their own laptops.

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

### **Evaluative commentary**

The SMT has allocated the Covid-19 related tasks fairly to the staff but needs to ensure that all stakeholders stay positive about their contribution during this crucial period. During random discussions a significant small minority regard the additional tasks as a burden. The Covid-19 Compliance Officer, in collaboration with the general assistant appointed by the governing body for this purpose, manages the effective and economical utilisation of safety and cleaning materials. The school has enough stock for the rest of the year. It was observed that the SMT encourages the use of online teaching and learning resources during lesson observation and this was confirmed by the strategy used by the Foundation Phase teachers and evidence was supplied for scrutiny. This did not apply to the other phases.



## **4. Governance, Parents and Community**

**4.1 The governing body fulfils its key responsibilities well ..... (2)**

### **Evaluative commentary**

The governing body supported the principal and SMT by appointing four non-teaching staff members and eight teachers. It has approved the school's TREP after input by all stakeholders and is well informed. The governing body will meet on 24 November 2020 and will hold the budget meeting with parents on 25 November 2020. No school policies have been amended by the governing body, but it has implemented new safety measures related to Covid-19 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 reviewed and reprioritised the school's budget and ensured that there was no The governing body fulfils its functions well regarding the school's finances. The budget has been reprioritised by appointing eight teachers and four non-teaching staff members. Minimal Covid-19 expenses were dealt

with. Through sound financial practices its employees' salaries have been secured and it can meet all its expenses for the year. No significant changes in expenses have been recorded. Savings on transport has been recorded. The tuckshop supplies additional income for the school. Income has decreased but parents have started paying their fees again. No voluntary contributions, monetary donations or fundraising events have been recorded. A donation of food has been recorded.

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

#### **Evaluative commentary**

The school has created platforms for stakeholders to give feedback and make suggestions. Teachers make suggestions to the Covid-19 Compliance Officer who liaises with the SMT. Learners can report to teachers, but no examples were mentioned. Parents are informed via various modes of communication such as WhatsApp, emails, letters, Facebook, videos and personal contact. It was reported that very few parents could assist their children because they did not understand the work. The efforts of parents were reported as ineffective and unsuccessful. However, the attempts by the Foundation Phase to communicate with parents are commendable. The school was supported by WCED in the decontamination of the school building. The district office has provided R20 000 for the printing of work packs. The circuit manager supports the school and subject advisers have guided teachers on an ongoing basis. It was reported and confirmed that the social worker, psychologist, LST, the functional SBST and teachers work together as a unit and support learners and parents. Evidence is available. The Department of Health in George trained two staff members. The school has effective links with the district office and other departments.

## **Recommendations**

1. The SMT must develop a plan for lesson observations.
2. The SMT must ensure that the other Phases follow the plan of the Foundation Phase on how to communicate effectively with parents.
3. The SMT must address the deployment to affirm commitment on extra roles and responsibilities.