



# Schools Evaluation Authority

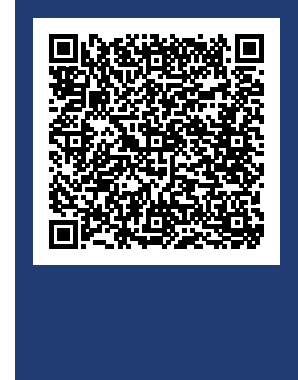
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## Zwaanswyk High School Report



**School:** Zwaanswyk High School  
**Address:** 370 Main Road, Tokai, 7945  
**Circuit:** C3  
**District:** Metro South  
**Province:** Western Cape  
**Category:** Public Ordinary (Fee-charging)  
**Principal:** Ms S Otto



## Areas of Evaluation:

	<b>Learner Achievement</b>	To evaluate the knowledge and skills that learners have acquired, progress made by learners over a period of time and recognition of learners.
	<b>Teaching &amp; Learning</b>	To evaluate the quality of teaching and learning.
	<b>Behaviour &amp; Safety</b>	To evaluate the level at which the school creates a positive learning culture, good behaviour, and a healthy, safe and secure environment for everyone.
	<b>Leadership &amp; Management</b>	To evaluate the effectiveness of the leadership and management of the school.
	<b>Governance, Parents &amp; Community</b>	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. Learner Achievement:

This area of evaluation has been suspended due to the pandemic.



### 2. Teaching and Learning ..... 3

Twenty-six out of 30 teachers (86.6%) were observed, and all were present and actively teaching in this very positive learning environment. Teachers are respectful and inclusive of learners and the respect is reciprocated as evident in the way they greet each other and interact in the classrooms. All Grade 12 learners attend school every day and Grades 8-11 learners attend five days out of a ten-day cycle, in line with the daily rotational timetable. Classrooms are neat, tidy, well-ventilated and the notice boards adorned with informative, educational posters. The rooms are spacious to accommodate the number of learners present. Learners' recent work is displayed in the classrooms and adjacent corridors. There is a prize for the best classroom displays, which serves as an incentive for teachers to keep their notice boards updated.

The language departments teach learners' skills, for example, how to follow instructions and the interpretation of these terms. Learners were actively engaged in lessons, answering questions, and discussing topics. There was evidence of teachers taking time to assist and support learners who were misunderstanding concepts or experiencing difficulties with solving problems. Teachers' files indicated thorough planning and work schedules were followed. Teachers in each grade share their plans, work schedules and worksheets. Feedback was given orally and in writing. Teachers are all qualified in the subjects which they teach and attempted to make their lessons interesting and appropriate. All classrooms had online teaching and learning resources. There is a computer laboratory. Grades 8-9 learners follow a Reflective Learning Mathematics programme and Grades 10-12 learners use Telematics and Siyavula online textbooks in Mathematics and Physical Sciences. The mathematics method used in Singapore which achieves mastery through the intentional sequencing of concepts, (concrete, pictorial, abstract), is being studied by the teachers.

The learners' workbooks indicated that the curriculum was being taught, although some teachers mentioned that there were still backlogs as the learners progressed. Workbooks, tasks, and assessments were marked, signed, dated and some included encouraging comments. Teachers offer extra help to learners before or after school and during breaks. There are also tutors from the university who offer individual support on Friday afternoons. Assessments were both informal and formal. Fridays are quiz days which learners thoroughly enjoy.



### 3. Behaviour and Safety ..... 3

The school's environment is disciplined and purposeful. It has a positive ethos, and respect and trust are visible between learners and staff. Learners interviewed said that they felt safe and secure at school. Most learners are diligent and set goals to achieve their best. Teachers and learners moved promptly to their classes and attendance of learners is above 95%.

The Code of Conduct for Learners is consistently followed, and the disciplinary regulations and procedures are used when learners transgress. Although there was a case of cyberbullying at the school in the past, it was dealt with immediately and effectively. The school's anti-bullying campaign was launched, and learners sign up to be part of this initiative.

Vulnerable learners are assisted by a full-time school counsellor and, if necessary, the district psychologist is available. The counsellor reports regularly to the School Management Team (SMT) and there is utmost confidentiality. There is open-line communication with various counselling services and centres, hospitals, Safer Schools, and the South African Police Services.

The premises are safe and hygienic. A fence has recently been erected and the school employs security guards for 12 hours each day. Doors leading to the outside of the school premises can only be opened with a code. Although there are no security guards at night, the neighbourhood watch patrols the area, and the school has an alarm system.

The ablution blocks have been renovated recently and all classrooms and ablution facilities are sanitised daily. All staff, including the teaching staff, assist with sanitising their classrooms.

Learners interviewed felt that they were safe at school. No dangerous objects or illegal drugs were brought onto the premises. The school is not part of a nutrition programme, but learners know that if they are hungry, they can discreetly acquire food from the tuckshop.

Although contact sporting activities have not recommenced during the pandemic, the many extra- and co-curricular clubs are operational.



## 4. Leadership and Management ..... 3

The vision is for the learners to develop physically, mentally, and spiritually to become well-balanced individuals, and this is a work in progress.

The SMT identified the strengths as good teamwork amongst themselves, a cohesive staff, and happy learners. Weaknesses included a disconnection from the parents, which had become more apparent during the pandemic and the need to upgrade its sporting facilities. The School Improvement Plan (SIP) focuses on the academic improvement in four subjects, namely Mathematics, Physical Sciences, Life Sciences and Accounting, as well as tracking the progress of learners.

The principal and head of academics visit and observe classes. They follow up with a written report to each teacher and other SMT members monitor more informally. There are interventions in the case of poor performance and novice teachers are mentored. There is pre- and post-moderation by grade and subject heads. The principal has an open-door policy, which the staff appreciated.

Professional development is encouraged, and online courses are recommended for teachers. The staff also work on issues together, such as, conflict resolution and discipline workshops.

Teaching and non-teaching staff undertake their duties according to a duty roster. These include screening, break and detention duties. The attendance of staff is 99%. Interventions are suggested and introduced if there is poor performance. The school ensures that there are adequate online and other teaching and learning resources available.



## 5. Governance, Parents and Community ..... 3

The governing body is very supportive of the principal and the school. It understands the vision and mission and assists with improvements in terms of the SIP and ensured that a new fence was erected. Policies will be revised every month.

The Finance Policy is implemented, and the chairperson of the finance committee checks all payments on a weekly basis. The practice of recording and filing income and expenditure statements is in order. The 2021 budget was approved. There has been a decrease in the payment of school fees, but 27% of the parent population have continued to pay their fees. This enabled the governing body to pay its staff. Financial statements are audited annually. The governing body knows and understands recruitment and selection processes. The school's bursar has recently resigned, and this vacancy has not yet been filled.

The Representative Council for Learners (RCL) is effective, and two members serve on the governing body. Each grade has a notice board and is responsible for keeping it relevant and informative, for example, the Grade 8 board highlighted the role of women during Women's Month in August. There is a box available in which learners may place their suggestions and ideas for the SMT to consider. Most parents can support their children's learning and are welcome to discuss any problems they might have regarding the education of their child with the principal or subject teachers. Support from the district, including the circuit manager and subject advisers, is ongoing.

### Recommendations

1. The school must continue to improve the academic results in the four identified subjects.
2. There must be increased night patrols or security due to crime in the area.
3. Wellness programmes must be introduced for the staff.

4. The governing body must encourage parents to pay their outstanding school fees.
5. The school must connect with its alumni to ascertain how it could aid the school in any way in which it is able.