



Schools Evaluation Authority

Accountability • Quality • Respect



Zeekoevlei Secondary School **Report**



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School: Zeekoevlei Secondary School
Address: 370 Seventh Avenue, Lotus River, 7945
Circuit: C2
District: Metro South
Province: Western Cape
Category: Public Ordinary (Fee-charging)
Principal: Mr WR Prinsloo

Areas of Evaluation:

	Learner Achievement	To evaluate the knowledge and skills that learners have acquired, progress made by learners over a period of time and recognition of learners.
	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. Learner Achievement:

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



2. Teaching and Learning 2

All teachers were present, and most were actively teaching. Teachers addressed learners respectfully and everyone was included in lessons. Although most teachers created a warm and welcoming classroom environment, all classrooms were not clean and tidy. Learners were seated in groups in some classrooms to facilitate discussions. Learners' recent work was displayed in a few classes to celebrate their achievements and efforts.

Most learners were active participants in lessons. In all classes, questions were asked frequently, but critical thinking was seldom encouraged. Some teachers adjusted the pace to support learners, but the content did not accommodate high achievers. A combination of teaching styles was observed in a few lessons to support learning. Innovative teaching practices were observed, and the content was linked to real-life examples. However, in some lessons, lecture-style teaching still dominated. Teachers follow the Revised Annual Teaching Plans. They focus on reviewing prior knowledge before introducing new concepts. Learners worked independently to increase or consolidate understanding. Verbal feedback was given comprehensively and immediately to correct misunderstandings when learners gave incorrect answers. Teachers have good subject knowledge, which was used so that all learners could understand the content. A few teachers also used real-life examples to make the lessons interesting. The majority of teachers used Learning and Teaching Support Material (LTSM) such as textbooks and worksheets well, but there was limited use of technology. Print-rich environments were observed in a few classrooms.

In most classes, workbooks reflected a range of grade-appropriate exercises. However, learners' work was not always completed. Marking varied from daily to none, and helpful written comments to support learning were not evident in learners' workbooks. Although teaching strategies such as questions to individual learners and discussions were used, learners were not provided with differentiated tasks. A few teachers monitored learners' progress during lessons and provided support. Assessment data is analysed with realistic subject targets are set. This information is effectively used by a few teachers when planning teaching and learning strategies for daily lesson planning. Learners at risk are identified, but in-class support was seldom seen. However, some learners receive consistent after-school support in all subjects.



3. Behaviour and Safety 1

The school is working towards developing a positive ethos, and trust and good relationships are evident between teachers and most learners. The staff instils pride in the school, a sense of belonging and self-confidence by ensuring that all learners are neatly dressed in their uniforms. They feel that they are listened to and have confidence that the staff will support them when they need assistance, but some learners do not feel safe. The majority of learners are diligent, have a good work ethic and appreciate their caring teachers. Most learners arrive at their classes on time and settle down fairly quickly. Learner attendance is good. Troublesome learners and those who bully their peers are dealt with successfully. The Code of Conduct for Learners (CoCL) is familiar to learners, but it is not consistently implemented. However, low-level misdemeanours are successfully resolved with appropriate consequences such as detention. Serious transgressions are taken through the disciplinary hearing process.

Vulnerable learners are identified and are given assistance when required, but there is a need for a structured programme. Good liaisons with agencies such as South African Police Services, Life Choices and Cape Mental Health assist with counselling and additional support. The school building is in a state of disrepair with structural weaknesses and decaying ceiling boards. The ablution facilities are very unhygienic and some of the walls are covered with graffiti. Some learners have an understanding of how to keep themselves safe. Although the school has a secure perimeter fence, it is low enough to allow unauthorised access to the premises. The entrance is erratically monitored during the day. It is also of concern that members of the community position themselves along the side of the school fence to access the free Wi-Fi as this poses a safety and security risk. It was reported that cigarettes and other illegal substances are brought to school and that these are sold and used on the premises. The National School Nutrition Programme (NSNP) provides meals from a kitchen with inadequate

facilities. Learners appreciate and enjoy the nutritious meals. Some after-school programmes have resumed. Extra lessons are offered on most afternoons of the week. The school is proud of its achievements in the sporting arena.



4. Leadership and Management..... 2

A clear and detailed vision gives direction to the school to which the staff shows a strong commitment. The School Management Team (SMT) is proud of many successful former learners that have attained the ideals of the school's vision. The identified values are discussed each month with staff and learners during assemblies and with parents on online platforms. Even though the school building is in a state of disrepair, the SMT invests much time and effort in establishing a positive ethos. The SMT knows most of the school's strengths and weaknesses. Collegiality, effective leadership and community outreach were identified as strengths whilst improving infrastructure and more effective discipline management were identified as key areas for development. Each member of the SMT is responsible for a particular priority for improvement. The School Improvement Plan (SIP) was developed through a self-evaluation process which included subject assessment data analysis and recommendations from each subject department. However, the SIP does not focus sufficiently on improving the quality of teaching and learning. The SMT reports quarterly on SIP progress. However, it is evident that monitoring of the quality of teaching and learning is inconsistent and infrequent.

The SMT has an understanding of the strengths, weaknesses and some trends in learners' achievement based on various data sets which include the systemic test results. Targets are set for each subject, particularly in Grade 12, as well as planning for improvement in results based on assessment data. A few SMT members provided instructional guidance to novice teachers.

Although regular lesson observations are not conducted by the SMT, a few members knew the quality of teaching practices and have implemented strategies to address the areas for improvement. However, it does not work together as a unit to address the areas for improvement in the quality of teaching and learning across the school. Moderation of tasks, limited workbook scrutiny, and regular subject meetings are carried out to ensure that the curriculum is covered, but with limited focus on improving the quality of teaching and learning. The SMT ensures that novice teachers attend training sessions and that mentors are assigned to them. However, innovative teaching practices were evident in some subjects.

The SMT ensures that all teachers follow the school timetable, but all staff members are not held fully accountable for fulfilling all their duties. For example, some learners' workbooks are not regularly marked, and some areas of the premises are not well maintained. Staff attendance and punctuality are good. The staff has an understanding of the consequences of poor performance and misconduct. Any concerns are addressed in a restorative manner. Although, the LTSM committee is functional, the management of the retrieval of textbooks requires improvement as some learners do not return textbooks. Subsequently, there is a shortage of textbooks which impacts negatively on school finances. However, the available LTSM is managed well.



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

The governing body has a good understanding of the school's overall effectiveness and priorities for improvement. The strong pastoral care and supportive academic programme are regarded as key strengths. The poor state of the school buildings and the disruptive behaviour of some learners are of great concern to the governing body. However, the strong commitment to overall school improvement and harnessing the strengths of all stakeholders was evident. The governing body has been involved in the recruitment and selection of all vacancies. All relevant policies were reviewed and adopted in 2021.

The school has a Finance Policy which has been updated and is implemented accordingly. Most practices for income and expenditure and the filing of financial records are executed according to generally accepted financial principles. All financial statements, including the annual statement and monthly bank reconciliation statements, were completed as prescribed and submitted on time. Budgetary information is discussed at finance committee and governing body meetings. The budget was approved during a formal parent meeting in November 2021.

Learners, including some members of the Representative Council of Learners, felt that they were given a platform to express their opinions about decisions that affect them and felt supported. The school keeps parents informed of their children's academic progress and updated on any behavioural concerns.

However, some parents felt that communication could be more streamlined by using an online platform more effectively, particularly to reach families where parental involvement is poor. Good professional relationships exist at the school. Transparent communication, supportive leadership and staff pastoral care have strengthened the positive working environment. The school's engagement with the district is good, but increased support is required in some areas. For example, the social worker was available when needed and most subject advisers provided dedicated support, but the focus was not on improving the quality of teaching and learning. The principal is committed to seeking sponsorships to realise the school's vision. External organisations such as the Norwegian Bursary Fund assists learners with school fees and uniforms which significantly impacts on increasing the morale and self-confidence of learners.

Recommendations

1. Teachers must use various data sets to plan lessons that include differentiated activities.
2. Teachers must utilise a variety of teaching methods and strategies to support and enhance learning.
3. The staff must implement the CoCL consistently.
4. The building must be maintained to ensure that the school community is safe.
5. The SMT must engage in a rigorous self-evaluation process to develop a SIP that focuses on priorities for improvement which will lead to positive outcomes in learners' achievement.
6. The SMT must implement, monitor and review all identified priorities for improvement.
7. The SMT must conduct regular lesson observations and use the findings to improve the quality of teaching and learning.
8. Parents must be empowered through training sessions, activities and events to enable them to support their children.