

Wynberg Girls' High School Report



Schools
Evaluation
Authority

Accountability • Quality • Respect

“When accountability knocks, who will answer?”
(Abelmann & Elmore, 1999)



School: Wynberg Girls' High School

Address: Aliwal Road, Wynberg, 7800

Circuit: C1

District: Metro South

Province: Western Cape

Category: Public Ordinary (Fee-charging)

Principal: Dr J Wallace



Scan for
directions
to school.

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:



Overall performance



KEY:



This evaluation report follows the Western Cape's Schools Evaluation Authority's (SEA) schedule for the evaluation of Western Cape schools (public, subsidised independent, special).

The evaluation was conducted by five (5) evaluators from the SEA who spent two days at the school.

Information about this evaluation

The evaluators conducted this evaluation under section 11 D (4) of the Western Cape Provincial School Education Amendment Act of 2018. This is the first evaluation that the school has received.

Evaluators met with the principal, the School Management Team (SMT), subject leaders, other members of staff (teaching and non-teaching), parents and learners (from all grades). Evaluators also met with representatives of the School's Governing Body (SGB). These discussions were both formal and informal.

Evaluators also observed learners' behaviour at social times (before school, during breaks and after school), during formal tuition (teaching and learning) and observed learners moving around the school between periods.

Evaluators observed lessons for 1 068 minutes (17 hours and 48 minutes) and scrutinised samples of learners' work. As part of this evaluation, forty-seven (47) teachers and forty-seven (47) lessons were observed in the following subjects:

- GET (General Education and Training): Grade 8: Afrikaans First Additional Language (FAL), Economic and Management Sciences (EMS), English Home Language (HL), Geography, History, isiXhosa (FAL), Life Orientation and Mathematics. Grade 9: Afrikaans (FAL), English (HL), Mathematics, Natural Sciences and Technology.
- FET (Further Education and Training): Grade 10: Accounting, Afrikaans (FAL), Computer Applications Technology, English (HL), Geography, History, Life Sciences, Mathematics, Mathematical Literacy and Physical Sciences. Grade 11: Computer Applications Technology, Consumer Studies, English (HL), History, Life Sciences, Mathematics, Music, Physical Sciences and Visual Arts.

Evaluators evaluated safeguarding procedures. Evaluators met with those responsible for governance, and they spoke with leaders, staff, and learners to evaluate the culture of safeguarding at the school.

Evaluators considered the views of the principal, SMT, SGB, Staff and parents who responded to the online surveys of the SEA. The following total online responses were received: Learners = 400; Parents = 396; Staff = 27; SMT = 8; SGB = 5; Principal = 1. A total of 837 questionnaires were completed.

Evaluators considered a variety of policies and procedures as well as information pertaining to their practical implementation.

The purpose of the evaluation is to:

- Help the school to improve its quality of teaching and learning.
- Help the school to improve learner outcomes.
- Help the school to address key areas relating to leadership, management, governance, safety, behaviour, parental and community involvement.
- Provide rigorous and reliable evaluation reports which will assist the school to recognize and celebrate its strengths, and to identify and remedy, areas for improvement.
- Inform parents and the wider Western Cape public of the quality of Western Cape schools by placing reports in the public domain.

Proportions used in the report are as follows:

90% - 100%	Almost all
80% - 89%	Most
70% - 79%	Large majority
50% - 69%	Majority
30% - 49%	Minority
20% - 29%	Small minority
Up to 19%	Few

Overall performance rating

The SEA Evaluation concludes with an overall rating of school performance. Using the SEA Evaluation Instrument, evaluation teams consider five (5) Key Areas, thirteen (13) Standards and seventy-five (75) performance indicators to determine the closest match to agree the 'Overall Performance Rating' for the school.



KEY AREA 1: LEARNER ACHIEVEMENT

4

The Western Cape Education Department's (WCED) Systemic Testing Programme 2023 asks schools "How are we doing"? when it provides schools with its Grade 9 systemic test results. It indicates to schools that, for the school to have an 'adequate achievement' score it must achieve a pass rate of 50%.

Learner achievement is outstanding.

1.1 Achievement in the Senior Phase (Grade 9)

1.1.1 Language

The school's performance in the Systemic Tests for Grade 9 Language was outstanding. The pass rate was 99.5%, compared to the 100% achieved in 2022. The average mark was 77.5%, a marginal decline from the 82.4% achieved in 2022. These scores are significantly higher than the pass rates and average marks of both the province and similar schools classified as National Quintile Five (NQ5).

The percentage of learners scoring between 80% and 100% declined from 66.5% in 2022 to 46.3% in 2023. However, there has been a significant increase in learners achieving scores in the 60% - 69% and 70% - 79% categories.

An analysis of language items reveals varying levels of proficiency across different language domains. Learners exhibit a strong grasp of grammar rules, sentence structure, and language conventions, indicating a robust understanding of these fundamental elements.

An impressive 98.9% accuracy was achieved in 'Language structure and conventions' and 'Punctuation and spelling'. This performance indicates a detailed understanding of punctuation rules, spelling conventions, word and sentence formation, and organization of thoughts. This reflects a high level of linguistic competence among learners.

The English Home Language Department is to be commended for its exceptional results.

1.1.2 Mathematics

The school's performance in the Systemic Tests for Grade 9 Mathematics was outstanding. The school's pass rate was 87.3%, similar to the 89.5% achieved in 2022. The average mark was 67.3%, similar to the 68.1% achieved in 2022.

The pass rate and the average mark is significantly higher than both the overall provincial and similar NQ5 school's pass rate and average mark.

Overall, the outstanding Grade 9 Mathematics results reflect the exceptional dedication and hard work of both learners and teachers. The excellent achievement in pass rate and average percentage highlights a remarkable level of mathematical proficiency among learners. The Mathematics Department is to be commended for its exceptional results.

1.2 Achievement in the Further Education and Training Phase (FET) (Grade 12)

The school's performance in the National Senior Certificate (NSC) is consistently outstanding.

The 2023 pass rate of 98.8% and bachelor pass rate of 91.9% are outstanding. Both are higher than the provincial pass rate and bachelor pass rate. The bachelor pass rate indicates the quality and depth of the NSC results.

The 100% pass rate achieved in fifteen (15) out of seventeen (17) subjects further underscores the exceptional quality of the NSC results. Almost all subjects had learners achieving in the 80% – 100% categories.

Although it is difficult to single out individual subjects, History, Dance Studies and Visual Arts achieved outstanding results. Forty-one (41) of the sixty-five (65) History learners and twelve (12) of the fifteen (15) Dance Studies learners achieved distinctions. Ten (10) of the sixteen (16) Visual Arts learners achieved distinctions with a subject average of 80.6%.

Grade 12 learners achieved success in both English HL and Afrikaans FAL. In English Home Language, one hundred and seventy-four (174) learners demonstrated outstanding proficiency with a 100% pass rate, with 94.3%

of Grade 12 learners scoring above 50%, achieving twenty-six (26) subject distinctions. The final average of 72.3% surpassed the provincial average of 56.7%. In Afrikaans FAL learners excelled with a 100% pass rate, twenty-three (23) distinctions, and an average score of 69.1%, outperforming the provincial average of 57.3%.

The exceptional languages results highlight the school's effective in-class language instruction and oral proficiency, which lead to quality academic results.

Outstanding results were also achieved in Geography, Life Orientation, and Music. These subjects all achieved 100% pass rates with Geography awarded sixteen (16) distinctions, Life Orientation forty-three (43) distinctions and Music seven (7) distinctions.

The performing arts, and languages, alongside other subjects are the flagship subjects at the school. The gateway subjects of Mathematics and Physical Sciences have high participation rates. Both these departments are to be commended for promoting these two subjects. The school improves its learners' chances of accessing the future economy by encouraging its learners to study vital STEM subjects (Science, Technology, Engineering and Mathematics) like Life Sciences (botany and zoology), Mathematics (algebra, calculus, geometry and statistics) and Physical Sciences (chemistry and physics) as these subject fields focus on understanding the natural world through observation, experimentation and analysis. The school prepares its learners for university and the future workforce as STEM education encourages essential 21st century skills i.e., problem-solving, critical thinking, and analytical skills.

There are some discrepancies between School-Based Assessment results (SBA) and the final NSC results. The tolerable rate is below 10% and the preferable rate is below 5%. In 2023, four (4) subjects' final examination results differed substantially from the SBA mark:

- Marine Sciences: The school's SBA average mark was 66%. The final examination mark was 46.2%. This is a difference of 19.8%.
- Life Sciences: Although the subject produced seventeen (17) distinctions, it showed a difference of 14.4% between the SBA mark (74.9%) and the final exam mark (60.5%).
- Mathematical Literacy: Although the subject produced seventeen (17) distinctions, it showed a difference of 11.8% between the SBA mark (82.4%) and the final exam mark (70.6%).
- English Home Language: Although the subject produced twenty-six (26) distinctions, it showed a difference of 11.5% between the SBA mark (81.8%) and the final exam mark (70.3%).

When SBA marks differ significantly from the final examination result, both individual learners' results, and the school's pass rate and bachelor pass rate, may be compromised. Learners are led to believe that they will achieve their SBA mark at the end of the year. This is not always true if the variance is too great. UMALUSI (the South African quality assurance body) has the authority to adjust marks when variances are on the wrong side of what is acceptable.

The Grade 12 Class of 2023 achieved two hundred and forty (240) subject distinctions. Learners' outstanding results reflect high levels of academic rigor and the school's dedication to fostering academic excellence and learner success.

The school's dedication to excellence is reflected in its consistent recognition as one of the province's NSC Top 20 high schools at the Western Cape Education Department's (WCED) annual Academic Awards Ceremony held at Leeuwenhof, the Western Cape Premier's residence. The school is consistently rated as one of the province's best schools.

1.3 Learners' ability to read, speak, listen, and write in the language of learning and teaching (LoLT).

The outstanding language results achieved by learners across all phases, as evidenced by their excellent performance in the Grade 9 Language Systemic Test and National Senior Certificate (NSC) examinations, highlight learners' exceptional proficiency in language. The school promotes a culture of empowering its learners to become remarkable communicators.

Learners read with great fluency and demonstrate strong comprehension and critical thinking abilities across all subjects. Their outstanding analytical prowess enables them to understand, interpret and engage with texts effectively. They possess a broad and sophisticated vocabulary that enhances their ability to understand and use language effectively.

In writing, the majority of learners exhibit strong grammar, clear organisation, rich vocabulary, and coherent ideas. They pay attention to detail and demonstrate creativity.

Most learners excel in oral communication. They articulate their thoughts and ideas with confidence and clarity, which greatly enhances their performance in language-related assessments e.g. oral (language) examinations.

1.4 How learners handle numbers, calculate (mentally and with electronic devices) and apply their mathematical skills effectively to solve problems.

Most learners demonstrate varying levels of proficiency across different mathematical concepts. Most learners perform well in simple and complex concepts. A few learners find more abstract and graphical concepts difficult.

Learners have a solid grasp of mathematical concepts, enabling them to identify and analyse problems accurately. Learners use electronic devices well to perform calculations.

As part of the school's enrichment programme Grade 9 to Grade 12 learners can choose Further Studies Mathematics (previously called Advanced Programme Mathematics) as an extra subject. Lessons are taught after school under the auspices of the AdMaths organisation.

1.5 Learners' participation and achievement in extra- and co-curricular, as well as cultural activities as part of the school's enrichment programme.

The school offers an exceptional range of sporting activities which include athletics, synchronised swimming, soccer and netball. It defines success in sporting activities by its participation levels. The school promotes its values system both on and off the sports field ensuring that all learners consistently embody their motto of 'Honour before Honours'. Most learners participate in all activities on offer.

In addition to a diverse sporting programme, the school provides a rich selection of cultural clubs (choir, debating, vocal and flute ensemble and craft club) to promote diversity and creativity. It aims to preserve heritage, offers a holistic learning experience and prepares learners for a multicultural world. There are 27 Clubs and Societies.

In its efforts to promote a greener and sustainable future, the school has established a sustainability portfolio. The portfolio heads up various eco-friendly initiatives including a vegetable garden - maintained by the learners – as well as a recycling programme. Fresh organic produce from the garden is distributed to learners and charitable organisations that provide food to those in need.

The communication portfolio offers opportunities for learners passionate about digital content creation. This aims to equip learners with the skills needed to navigate the constantly evolving landscape of digital communication.

Learners participate in various symposiums to encourage participation in discussions and exchange ideas on relevant topics and issues. Learners are entered into Olympiads and competitions in a range of subjects including Mathematics, English, Afrikaans, Physical Sciences and Accounting.

By exposing learners to an array of extracurricular and co-curricular activities and extended opportunities, the school fosters the holistic development of its learners. It creates opportunities for learners to enhance their academic results, promotes teamwork, leadership skills, and encourages creativity.

Learners participate in various Eisteddfods which provide learners the opportunity to showcase their talents in the performing arts e.g. music, dance and drama.

PRIORITY RECOMMENDATIONS FOR KEY AREA 1

- i. Review internal moderation to strengthen high variance ranges between SBA and exam marks in identified Grade 12 subjects.



KEY AREA 2: TEACHING AND LEARNING

4

Teaching and learning are outstanding.

2.1 How teachers foster a positive learning environment.

Teachers prioritise quality teaching. Teachers are dedicated, inspiring, and impactful role models. Teachers take ownership of their professional growth and voluntarily go above and beyond to benefit their learners. Teachers cultivate a welcoming and safe classroom atmosphere where all learners feel comfortable sharing ideas and participating in discussions. Teachers foster strong relationships with learners, encouraging trust and open communication, which increases learner involvement.

Learners are curious, outspoken and inquisitive. The rapport between teachers and learners is good and reflects mutual respect and trust. Learners feel free to ask questions, engage and challenge teachers, appropriately.

Teachers embrace diversity, foster empathy and implement inclusive teaching practices. They create a supportive environment where every learner feels valued. Through their commitment, teachers assist learners to overcome barriers and challenge perceptions, to ensure that every learner is supported, and included.

The pristine and print-rich classrooms have psychological benefits for learners. Learning spaces that are clean and tidy reduce stress and anxiety, creating a more relaxed and positive learning space. The culture of cleanliness, which promotes a collective responsibility for maintaining tidy, hygienic and well-organised spaces, contributes to the learners' overall well-being. Seating plans in most classrooms are flexible and can be adapted for a range of activities. Seating arrangements allow teachers unhindered access to all learners. In most classrooms, learners are arranged in groups to promote collaborative learning and peer interaction. This arrangement is particularly effective for discussions and teamwork. It also allows learners to share ideas and learn from each other and promotes a more interactive and engaging learning experience.

In most classrooms, learners' work is not displayed, potentially missing out on the benefits of this practice. Displaying learner work serves as validation and recognition of their efforts, highlights their achievements and fosters a sense of pride and accomplishment. This practice motivates learners to maintain high standards, reinforces the value of their hard work and encourages continued engagement in learning.

2.2 The quality of classroom teaching.

The use of a variety of questioning techniques stimulates deeper thinking and discussion and allow learners to identify areas for further clarification.

The pace, style and content in most classes are effectively tailored to suit the teaching context.

Planning and delivery of lessons, appropriateness of tasks and activities, including the independent work done by learners is exemplary. Planning consists of daily and weekly lesson plans and indicate teaching methods and resources that will be used, including activities learners will be required to complete.

Teachers provide valuable verbal feedback to learners during lessons, which eradicates confusion, validates efforts and improves learners' understanding. The regular feedback highlights to learners what they are doing well and where they need to improve. It assists teachers to gauge learners' understanding and guides them in adjusting their teaching accordingly. This is a masterclass in assessment for learning.

Teachers demonstrate high levels of subject knowledge and expertise. Novice teachers are mentored by experienced teachers. The mentoring program aims to provide guidance and support as novice teachers develop their skills, enhance their teaching practice and adapt to the classroom environment. It further assists to build teacher confidence, navigate challenges, fosters professional growth and ensures that teachers effectively meet increasing demands of sustained, quality teaching.

Teachers make use of a wide variety of resources. Teachers use textbooks, data projectors, power point presentations, worksheets, novels, plays, radio programmes, Google suite, games, digital learning resources, videos and audio.

2.3 Teachers' support for learners, and for learning.

An extensive range of activities, exercises and tasks are contained in learner workbooks. Most of the work in workbooks is completed and shows high levels of learner engagement and responsibility in managing, and self-regulating, their own work.

Self- and peer marking is prevalent with a few teachers providing oversight to ensure the accuracy of work. Regular teacher marking and written feedback in the form of helpful and guiding comments were not seen in most learners' workbooks. This gap in the feedback process results in a lack of access to timely guidance on learners written work, which hinders their ability to possibly adjust and improve.

The extensive use of Google Classroom allows learners access to a variety of resources that can be accessed during class time and at home. This allows learners the freedom to formulate an individualised learning and revision programme. Additionally, subject clinics are offered for all subjects, which provide personalised assistance to learners in the afternoons.

Assessment is used effectively to provide feedback on learner progress and identify learners who require additional support. The assessment data is also used to create revision programmes for each subject.

The school was selected to participate in the General Education Certificate (GEC) pilot project, a national Department

of Basic Education (DBE) initiative. Pilots such as the GEC put the school ahead of the curve when the GEC is eventually implemented at a national level.

PRIORITY RECOMMENDATIONS FOR KEY AREA 2

- i. More quality written feedback to learners in their workbooks.
- ii. Display learners' work in classrooms or around the school.



KEY AREA 3: BEHAVIOUR AND SAFETY

4

Behaviour and safety at Wynberg Girls' High School are outstanding.

3.1 The school's environment: is it disciplined, purposeful and is its ethos positive?

Wynberg Girls' High is a learner-centred school, one that provides a flexible learning environment and creates platforms where learners have a voice in their learning journey. These opportunities allow for a more personalised and engaging learning experience that aligns with learners' interests, strengths and future goals. High academic achievement is underpinned by a strong values-based system and a positive ethos. The school's success is rooted in the dedication of its teachers and the commitment of its learners, who take active responsibility for their education. Learners value their education and embrace the high expectations of their teachers.

Teachers and learners embrace and uphold the values of inclusivity, empathy, accountability, integrity, courage and respect. Learners consistently reflect these values through their exemplary behaviour both inside and outside the classroom.

Most learners feel that teachers listen to them, and they acknowledge that there is a caring adult whom they can approach when needed. Learners experience a strong sense of belonging and inclusion. They feel accepted by both their peers and teachers. This sense of inclusion builds strong trust relationships between the teachers and learners. These trusting relationships play a vital role in supporting and enhancing the learners' overall development.

Learners demonstrate a high level of responsibility, discipline and self-regulation by being punctual for lessons, even without a bell. Learner attendance is excellent, supported by the diligent use of an attendance and late-coming register. Absenteeism is rigorously monitored and promptly addressed.

Learners take pride in wearing their school uniform and reflect the school's values and identity. This fosters a strong sense of belonging and encourages discipline and focus.

The school's Code of Conduct for Learners (CoCL) undergoes regular reviews to ensure its relevance and effectiveness. It is communicated to all stakeholders, with parents and learners receiving printed copies annually and acknowledging receipt by signing for it. The school adopts a restorative approach to deal with most discipline issues. A restorative approach promotes respect and positive interactions, encourages accountability and resolves conflicts constructively. Implementation of a strong values system advocates for ethical behaviour, mutual respect and a shared commitment to communal well-being. The school has rarely been required to address serious transgressions of the CoCL and most of the discipline issues are related to inappropriate use of social media. This indicates the effectiveness of preventative and corrective measures, as well as the commitment of learners to uphold the values and expectations outlined in the CoCL.

Regular communication with parents keeps them informed about their children's conduct and progress, and fosters a strong, collaborative partnership between the school and its families. This teamwork is essential in maintaining a safe, disciplined, and supportive learning environment for all learners.

Learners feel heard, due to multiple platforms, like an active Representative Council of Learners (RCL), house leaders, sports captains, tutor group leaders, social justice forums, clubs, and societies available to them to express concerns and share their opinions.

The regular one-on-one meetings between the principal, the chairperson of the RCL, and the Head of School build trust and respect between school management and learners.

3.2 School safety and safeguarding of learners.

Learners feel safe at the school. With a clear focus on learner growth and development, the school prioritises the well-being and progress of its learners. Learners have access to readers and scribes, experienced and qualified counsellors and a wide variety of extra and co-curricular activities to support their emotional, academic, social and physical well-being.

Learners' behaviour and attitudes towards bullying, including cyberbullying, aggression, violence, and substance abuse, are crucial for ensuring a positive and safe school environment. Disruptions caused by these negative behaviours are addressed promptly and effectively.

The after-school program offers meaningful opportunities for extracurricular engagement and personal growth. The sports pillar is diverse, featuring summer and winter sports like netball, hockey, soccer, touch rugby, swimming, diving, squash, water polo, tennis and synchronised swimming. The arts and music programme boasts a variety of offerings including choir, string ensemble, drama, flute ensemble, guitar ensemble, jazz and marimba bands and an orchestra. In addition, the school offers extramural activities specifically designed to include and celebrate South African culture. These activities include gumboot dancing, traditional dancing, and the Ubuntu club. This inclusive and diverse extramural programme allows learners to be exposed to a variety of interests and skills and helps them to discover new passions and talents beyond the standard curriculum. Learners from different backgrounds and with various interests can find activities that resonate with them, and further foster a more inclusive school environment.

The school has a well-functioning School-Based Support Team (SBST), which includes qualified counsellors. The SBST maintains high standards to identify and support learners with specific needs and those who are vulnerable. The SBST meets regularly and liaises with the district office, the Department of Social Development, and organizations such as Make A Difference Leadership Foundation (MAD) and the Kay Mason Foundation to discuss the needs of vulnerable learners across all grades. Accommodation is made for learners facing learning barriers to ensure equitable opportunities.

The school is committed to safety and security and consistently implements the safety policy. The staff responsible for access control perform their duties diligently. The school collaborates closely with agencies like the South African Police Service (SAPS), social workers and Safe Schools to ensure a safe and secure learning environment.

The clean, pristine grounds and classrooms positively impact the mental well-being and morale of the staff and learners. The support staff meticulously maintain the ablution facilities and ensures a dignified and hygienic environment for learners. The litter-free campus is a testament to the commitment of staff and learners to promote sustainable practices. There is great respect for the physical appearance of the school, one which is maintained to exceptionally high standards.

3.3 The school's boarding facilities (safety, care and welfare of learners).

The hostel facility is managed by dedicated and experienced staff who care about the learners' well-being. The hostel is a 'home-away-from-home' facility.

The hostel provides a safe, nurturing environment that prioritises the well-being and welfare of learners.

It is designed to meet learners' needs, featuring tidy rooms, dedicated study areas, relaxing spaces, a spacious dining room, and immaculate ablution facilities. Learners play an active role in the decision-making process concerning the facility and menu options, ensuring their needs and preferences are effectively addressed and incorporated into their daily lives.

Strict security and hygiene measures have been implemented and learners feel safe at the boarding facility.

PRIORITY RECOMMENDATIONS FOR KEY AREA 3

None.



KEY AREA 4: LEADERSHIP AND MANAGEMENT.....



Leadership and Management at the school are outstanding.

4.1 The direction the School Management Team (SMT) gives to the school.

The principal is a visionary leader, and with her guidance, the SMT drives the vision and mission of the school to promote an "eco and socially conscious learning environment encouraging the development of confident and unique learners who strive for excellence".

The Principal and SMT inspire and motivate staff and ensure that all activities are aligned with this vision. This fosters a strong sense of common purpose, commitment and hard work from everyone at the school. The shared vision cultivates a positive school ethos where the values of integrity, inclusivity, courage, accountability, respect and empathy are lived daily.

The principal and SMT lead by example and promote a culture of collaboration and high expectation. The SMT is

cognisant that consistently making decisions in alignment with the vision fosters long-term success. They remain adaptable and regularly evaluate how emerging needs and opportunities align with the original vision.

The school holds the position as a WCED Top 20 academic school due to its consistently excellent performance in the Grade 12 NSC examination. Understanding its obligation to maintain this status, the SMT leads the staff in achieving the high standard of work, and results, expected at the school.

Support for teachers' academic work stems from collaborative planning and monitoring by subject heads, house heads and pillar heads. The four pillars (academics, culture, service and sport) focus on support, academic guidance, and learner welfare. The principal and SMT are leaders of learning.

The SMT drives discipline through the implementation of restorative processes combined with advocacy of the school's values. This approach results in a no-nonsense, cohesive and supportive school environment. The SMT advocates that learners should see themselves as partners with the school in their educational journey. This collaborative mindset results in a more proactive and effective learning experience, which benefits both the learners and the school. Moreover, the school's well-resourced and well-maintained facilities, and the array of educational, extracurricular, and support programmes underscore the dedication to the culture of excellence.

The formulation of the School Improvement Plan (SIP) exemplifies the school's collaborative ethos. This plan was crafted through an inclusive process that actively involved all members of the SMT and staff. The current SIP strategically targets critical focus areas such as infrastructure improvements and maintenance, learner late coming, staff development, engagement with parents and access control to the campus. The SIP priorities are monitored regularly at SMT meetings and reviewed at strategic planning sessions held annually with all stakeholders. Consultations with subject teams guided the 2024 Academic Performance Improvement Plan (APIP).

4.2 The SMTs actions to improve the quality of teaching and learning.

The SMT ensures that the school stays current by keeping abreast with advancements in education. By leveraging technology, the school enhances learning by making it more engaging and enjoyable for learners. Technology enables a tailor-made learning experience by adapting content to learners' needs. As a Google School, staff were trained in digital tools to enhance instruction and improve learner outcomes. Learners easily navigate the platform and demonstrate self-regulation through its effective use in the classroom and at home.

Formative and summative data for individual learners are tracked to monitor progress, which enables teachers to make informed instructional decisions. The curriculum is monitored through pace setters - and during subject meetings - to ensure alignment and consistency in instructional delivery. Continuous curriculum monitoring and reflection facilitates timely curriculum adjustments, addresses learning gaps and ensures that the curriculum meets educational standards and learner needs.

The Quality Management System (QMS) data is used by the SMT and teachers as a developmental tool to identify areas where teaching staff require improvement. The SMT actively supports ongoing staff development by providing information on training and developmental opportunities. Continuous staff training and development keeps staff updated on the latest teaching strategies, technologies and educational practices, improving their effectiveness in the classroom. Teachers receive additional support through mostly informal peer and SMT-led lesson observations, which results in enhanced teaching practices and a supportive environment that allows for constructive feedback and collaboration. This mutual support reduces the isolation felt by most teachers, especially novice teachers.

Most staff members have completed level 1 first aid training and a few staff attended professional development courses at the University of Cape Town (UCT) on management and finance for non-finance managers. Since all teachers have been trained in Google tools, the school has centralised its operations through Google Workspace. Departmental heads, heads of houses, and subject heads all monitor and share documents on this online platform.

Learners at risk receive support through subject clinics (intervention programmes). The School-Based Support Team (SBST), together with a highly skilled counselling department, delivers exceptional and comprehensive support to learners. This integrated approach ensures that a wide range of personal and academic issues are addressed. By integrating multiple layers of support, from data-driven planning and professional development to digital tracking, the SMT guarantees a robust framework that promotes learner well-being and success.

4.3 The SMTs actions to ensure that effective use is made of human, financial and physical resources.

The SMT closely monitors the fulfilment of roles and responsibilities, offering support and resources to empower staff to meet the required level of excellence and professionalism. Accountability is a key focus, ensuring all staff members adhere to established standards and contribute to the school's overall success. This culture of high performance is embedded in the fabric of the school.

The absence of a school bell highlights the emphasis on punctuality and time management, evident in the responsible

and disciplined way learners and teachers navigate the school day. Routine and focus operate on 'auto-pilot' and are outstanding features of the school. The attendance rates among all staff are impressive and indicate an environment of professionalism and commitment.

The school boasts impressive facilities, including a swimming pool and an astro-turf, all of which are well-maintained by a team of support staff resulting in a clean, safe and attractive campus. This orderly and well-kept environment ensures the efficient use of school facilities. Enhancements to the school, including the refurbishment and upgrade of ablution facilities, science laboratories and the music room indicate the prudent management of funds. Visionary and innovative leadership by the principal has resulted in the building of a groundbreaking eco-laboratory.

Learning and teaching support material (LTSM) are well-maintained and are optimally used to benefit learners, with technology seamlessly integrated into all lessons.

PRIORITY RECOMMENDATIONS FOR KEY AREA 4

None.



KEY AREA 5: GOVERNANCE, PARENTS AND COMMUNITY.....

4

Governance, parents and community are outstanding.

5.1 The SGBs fulfillment of its key responsibilities.

The School Governing Body (SGB) demonstrates an outstanding level of proficiency in fulfilling its duties.

The SGB is committed to tackling complicated transformational issues and making difficult decisions that affect the school community. It strives to ensure that the school is inclusive in all respects, hence the establishment of gender-neutral ablution facilities. It is instrumental in ensuring a nurturing learning environment where learners' academic needs and holistic development are met.

In support of the school's vision, the SGB embraces innovation and progress, seen in the establishment of an astroturf, a vegetable garden, and the development of a self-sustaining eco-lab. These initiatives highlight the SGB's dedication to elevating the educational experiences provided for learners. The SGB is pivotal in ensuring that it invests in professional growth opportunities for teachers by providing funding for teacher development.

A crucial role of the SGB is recruiting suitably qualified staff. The SGB fulfils this role well, taking the needs and aspirations of the school into consideration. A committee is appointed to oversee the process, from drafting advertisements to the completion of nominations for appointment. SGB members do not shy away from confronting and addressing serious debates around equity, balance and representation, without compromising the school's high standards.

Despite being newly elected, the SGB recognises the importance of fulfilling its responsibilities promptly to ensure there are no disruptions to the daily operations of the school. It has prioritised the review and update of policies.

5.2 The SGB's fulfilment of its financial roles and responsibilities.

In carrying out its roles and responsibilities the SGB has reviewed and updated the finance policy. It understands the importance of making sound financial decisions and the effective implementation of the finance policy guides this practice.

With the help of a functional Finance Committee (FinCom), the SGB monitors financial practices closely. The FinCom meets regularly to ensure transparent and appropriate processes are in place to support the school to carry out daily financial transactions. Detailed agendas, minutes and attendance registers are kept for every FinCom and SGB meeting. Additionally, financial records are securely stored - with restricted access.

The annual and monthly financial statements are available and diligently monitored. The annual financial statements are prepared and audited according to the South African Statements of Generally Accepted Accounting Practice (GAAP).

Different role players collaborate in planning and preparing the budget allowing for priorities to be tabled according to the SIP.

The school generates additional funds by securing donations and sponsorships to supplement the school's resources and source funding for parents whose financial situation has been adversely impacted by socio-economic challenges.

5.3 The SGB's engagement with all stakeholders.

Learners are represented on the SGB, and their voices and perspectives are intentionally sought and considered. The principal's weekly meetings with the RCL Chairperson and Head of School, further strengthen learner voice and the commitment to create a learner-centred decision-making environment.

The school employs various communication channels, such as emails and newsletters, to keep parents informed about the school's activities. A majority of parents are supportive of most school activities, especially after school activities. Most parents indicated that they are kept informed about school events and their children's academic progress. Most parents express satisfaction with the school's efforts to create a disciplined, focused campus.

A professional environment that promotes a sense of belonging among staff members contributes to the collegial well-being of the school. A sense of trust and respect exists between learners and the staff.

The school maintains positive relationships with various external agencies. The district provides resources and professional guidance to the school's leadership. The SGB is actively engaged with several external organisations, e.g. Ackerman Education Foundation, Brightstart, and the Kay Mason Foundation.

The school enjoys a powerful and lasting connection with its alumni, who continually offer their time and expertise as a way of giving back to the institution that played a pivotal role in their success. This ongoing support highlights the profound influence of the school's values and education, motivating current learners to chase their dreams with passion and determination.

PRIORITY RECOMMENDATIONS FOR KEY AREA 5

None.

FINAL REMARKS

Wynberg Girls' High School proudly commemorated 140 years of dedicated service and educational excellence in 2024. For over a century, it has provided a high-quality learning environment adapting to the evolving needs of its learners and the community it serves. This milestone reflects a rich history of academic achievement, innovation and a commitment to nurturing future generations. Accountability, and personal responsibility, towards its learners, and for its achievements, is the school's default setting.

The school's current ethos is built on a foundation of excellence, high academic achievement, gender diversity, environmental sustainability and inclusivity. It actively promotes an environment where all learners are equally respected and integrates gender diversity into its policies and practices. Values are at the heart of its daily operations.

The school is committed to environmental sustainability and implements eco-friendly practices and educates learners on environmental stewardship. Additionally, it fosters an inclusive atmosphere where every learner, regardless of background or identity is welcomed and supported. This holistic approach ensures that the school not only respects diverse perspectives but also prepares learners to be responsible, global citizens.

The principal is a forward-thinking educational leader who embraces innovative approaches to education, focusing on creating a school, and environment that learners can thrive in, as they prepare for the future. The principal and SMT exemplify visionary leadership.

Together with the SGB, the Staff, SMT and principal consistently anticipate future trends and challenges, and craft and implement groundbreaking initiatives that position the school as one of the top-performing schools in the Western Cape.

Wynberg Girls' High School is an outstanding school in every respect.