

Zwaanswyk Academy Report



Schools Evaluation Authority

Accountability • Quality • Respect

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



School: Zwaanswyk Academy
Address: 338 Main Road, Retreat, 7945
Circuit: C6
District: Metro South
Province: Western Cape
Category: Public Ordinary (Fee-charging)
Principal: Mr A Adams



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 four (4) 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 was the first evaluation that the school 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) and during formal tuition (teaching and learning) and observed learners moving around the school between periods.

Evaluators visited lessons and reviewed samples of learners' work. As part of this evaluation, twenty-four (24) lessons were observed in the following subjects:

Foundation Phase: Afrikaans First Additional Language; English Home Language and Mathematics.

Intermediate & Senior Phases (INTERSEN): Afrikaans First Additional Language; English Home Language; History; Life Skills; Life Skills (Physical Education) and Mathematics.

The evaluators spent a total of 1 440 minutes (24 hours), observing lessons.

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 = 314; Parents = 389; Staff = 39; SMT = 6; SGB = 4; Principal = 1. A total of 753 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 Systemic Testing Programme 2023 asks schools "How are we doing?" when it provides schools with its Grade 3 and Grade 6 systemic tests 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 at Zwaanswyk Academy is outstanding. Both the Language and Mathematics Departments are to be commended for their outstanding results.

1.1 Learners' achievement in the Foundation Phase (FP) (Grade 3)

1.1.1 Language

Grade 3 learners' Language achievement is outstanding. The pass rate was 87.5%, an increase from the 81% achieved in 2022. The average mark was 66.3%, an increase from the 65.4% achieved in 2022.

While the pass rate and the average mark significantly exceed the overall provincial pass rate and average mark, as well as those for schools classified under National Quintile Five (NQ5), certain performance categories indicate areas that require improvement.

There has been a significant decline in the proportion of learners scoring 80% and above. This percentage dropped from 41.4% in 2021 to 27.4% in 2022 and further declined to 22.7% in 2023.

A detailed analysis of results per concept revealed that learners scored 87.1% correct answers in 'Creative writing', 84.1% in 'Writing' and 83.5% in 'Inferential Comprehension'. These high percentages indicate a robust understanding of complex texts and an ability to think critically. Together, these results highlight a well-rounded literacy skill set, essential for academic success and effective communication.

'Comprehension of sequential understanding' was the concept learners found the most difficult, with 60.2% incorrect answers. The concept refers to the comprehension of the order of events, essential for following instructions, understanding narratives, and logical thinking. The high error rate suggests that learners struggle with grasping the sequence in which events occur, which affects their reading comprehension and storytelling abilities.

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

1.1.2 Mathematics

Grade 3 learners' Mathematics achievement is outstanding. The pass rate was 89.8%, an increase from the 88.1% achieved in 2022. The average mark was 69.6%, a decrease from the 72.1% achieved in 2022. These scores are higher than the pass rates and average marks of both the province and similar NQ5 schools.

However, the distribution of scores in 2023 reveals a decline in the proportion of learners scoring 80% and above. This percentage dropped from 42.9% in 2022 to 31.8% in 2023.

A detailed analysis of results per concept revealed that learners scored 97.7% correct answers in '3-D shapes', 94.3% in 'Count forwards and backwards' and 93.2% in 'Number patterns and Addition, Subtraction, Multiplications and Division'.

Overall, the outstanding performance of Grade 3 learners in Mathematics reflects the effectiveness of the school's teaching strategies and commitment to academic excellence.

1.2 Learners' achievement in the Intermediate Phase (Grade 6)

1.2.1 Language

The Language achievement of Grade 6 learners is good. The pass rate was 91.1%, an increase from the 82.1% achieved in 2022. The average mark was 64.3%, a decrease from the 62.7% achieved in 2022. These scores are higher than the pass rates and average marks of both the province and similar NQ5 schools.

The proportion of learners scoring 80% and above is low. In 2021, only 1.1% of learners attained scores within the 80% to 100% range. This percentage increased to 9.5% in 2022 but declined to 5.6% in 2023. This trend signals an important opportunity to stretch and challenge learners.

A particularly encouraging trend is observed in the 'Writing' component, which has shown steady improvement

from 2021 to 2023. This indicates that learners are increasingly capable of effectively communicating their thoughts and ideas through writing, reflecting a significant enhancement in writing proficiency.

The continuous improvement in writing skills suggests that the instructional strategies and interventions implemented by the school are effective. The school has successfully strengthened the learners' written communication abilities by fostering a supportive learning environment and providing targeted feedback.

1.2.2 Mathematics

The Grade 6 learners' achievement in Mathematics is outstanding. The pass rate was 91.1%, an increase from the 88.1% achieved in 2022. The average mark was 72.2%, an increase from the 70.3% achieved in 2022. These scores are significantly higher than the pass rates and average marks of the province and similar NQ5 schools.

Furthermore, the distribution of scores in 2023 reveals a continuous increase in the proportion of learners scoring 80% and above. In 2021, only 19.1% of learners scored within the 80% to 100% range. This percentage increased to 28.6% in 2022 with a further increase to 36.7% in 2023. Almost two-thirds of the grade scored 70% and above. Notably, no learners scored below 30%.

Learners demonstrated excellence in most Mathematics content areas. This performance indicates a robust mathematical understanding that provides a solid foundation for further learning and development in Mathematics. The continuous improvement suggests that the instructional strategies used foster better mathematical understanding.

Overall, the outstanding results reflect the exceptional dedication and hard work of both learners and teachers. The Mathematics Department is to be commended for its exceptional results.

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

The good language results achieved by learners across all phases, as evidenced by their performance in Grade 3 and 6 Language Systemic Tests, highlight learners' proficiency in language.

Most learners' reading, speaking and listening skills are good. Learners engage with notable self-assurance when interacting with peers, teachers, and visitors. This indicates the cultivation of a high level of linguistic capability among learners, enabling clear and articulate communication from a young age.

In the Foundation Phase, learners are encouraged to communicate effectively. They demonstrate strong listening skills by closely following instructions. Exposure to reading sessions introduces learners to vocabulary, sentence structure and storytelling, which lay the groundwork for strong literacy skills. They are comfortable sharing ideas and responding to what they read, building both their language abilities and social skills.

Incorporating activities such as writing, drawing, and painting in group settings equip learners with the tools to express their thoughts and ideas clearly. This enhances both their literacy skills and creativity. Engaging in various creative tasks enhances the learning experience by making it more engaging and holistic.

As learners progress into the Intermediate and Senior Phases (INTERSEN), most display good reading and speaking skills. Their ability to articulate thoughts clearly and speak confidently suggests a solid foundation in language development. The compulsory reading programme and timetabled school library visits cultivate a passion for reading that enriches their educational journey.

Teachers encourage learners to provide written responses to thought-provoking questions across various subjects to further cultivate critical thinking and creativity.

In addition to their linguistic prowess, most learners also demonstrate attentive listening skills, effective instruction-following, and active participation in discussions, highlighting a conducive learning environment facilitated by educators.

The wide range of written work in most learners' workbooks includes short answers, problem-solving tasks involving sequential reasoning, drawings and map work. In the INTERSEN phase, extended creative writing exercises are incorporated. Handwriting skills can be improved through daily practice of fine motor exercises. Reading comprehension includes word sum exercises.

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

Learners' outstanding performance in Mathematics, across all phases, underscores their confidence in handling numbers and applying their mathematical skills effectively to solve problems, both mentally and with the aid of electronic devices.

Engaging mental Mathematics practices in the Foundation Phase foster a strong foundational understanding. This robust fundamental comprehension provides a solid platform for excellent INTERSEN phase Mathematics outcomes, evident in the outstanding Grade 6 systemic results.

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 boasts an impressive participation rate in its diverse array of extracurricular activities for its learners, highlighting a vibrant and engaged learner body. The extensive after-school program includes academic support, sporting codes, service opportunities and cultural activities.

The school's focus is on participation in sporting codes, aiming to involve as many learners as possible in physical and after-school activities. This approach not only enhances the physical well-being of learners but also cultivates a sense of inclusivity.

The active involvement of teachers and the recruitment of professional coaches play a pivotal role in maintaining high participation rates, ensuring that learners develop into well-rounded individuals.

The school's enrichment program includes a range of cultural activities (some offered by private service providers) with a strong emphasis on music. This rich cultural offering promotes engagement with different cultural traditions, stories and art forms. This creative platform allows learners to express their emotions and thoughts in unique ways, fostering confidence and mental well-being.

PRIORITY RECOMMENDATIONS FOR KEY AREA 1

- i. Identify and nurture learners who are gifted and talented to apply more stretch-and-challenge exercises.
- ii. Analyse content areas which were poorly answered in the Systemic Tests and design intervention exercises to consolidate knowledge.



KEY AREA 2: TEACHING AND LEARNING



Teaching and learning at Zwaanswyk Academy are good.

2.1 How teachers foster a positive learning environment.

Almost all teachers foster a positive learning environment. They engage respectfully and encouragingly with learners in and beyond the classrooms. Almost all teachers create inviting, well-maintained, print-rich and organised learning environments. In the Foundation Phase the colourful, print-rich walls display learning targets and reminders of what has been achieved. Additionally, Foundation Phase classrooms have designated areas to facilitate group activities, reading corners and imaginary play. Learners feel safe and thrive in well-organised classroom routines.

The majority of teachers in the INTERSEN phase, where there is a wider range of subjects and increased content complexity, make special efforts to engage learners. The transition from the Foundation Phase into Grade 4 can be daunting so teachers remind learners of their previous knowledge and acquired skills through familiar activities and displays of their work.

The wider subject range has created challenges in the majority of INTERSEN phase classes. Subject specialists rotate to teach subjects such as Afrikaans First Additional Language (FAL), English Home Language (HL) and Mathematics. Shared ownership of the limited learning space requires flexible management. More subjects require recognition on the limited wall space, so shared responsibility is necessary.

In the Senior Phase, limited classroom space compromises the provision of in-class individual support to learners. The seating arrangements facilitate mostly direct instruction as a teaching style rather than cooperative and differentiated learning.

2.2 The quality of classroom teaching

Almost all Foundation Phase teaching is learner-centred, differentiated and outstanding. Planned individualisation and differentiation during mat-work, at desks and in the corridor with a teacher's assistant (TA) enhances learners' skills and knowledge. Remediation and consolidation activities are also offered in the corridor. Most interactions between teachers and learners include questions that prompt recall of information and deeper thinking. Most learners eagerly participate in their learning activities. Teachers manage learners' exuberance in a kind, supportive manner.

Despite being mostly teacher-centred, most INTERSEN phase lessons encourage learners to justify their answers

when questions are asked. Most learners accept the teacher's invitation except when more questions rapidly follow, excluding time for reflection or critical thinking. A minority of teachers identify learners to answer questions before posing the question. This may be a classroom management measure, but it has the unintended consequence of disengaging other learners from the learning activity.

Designed to progress from the concrete to the conceptual, daily Foundation Phase lesson plans are detailed and built upon previous work. Generic grade and phase planning is supplemented by teachers' personal, reflective planning. The departmental head monitors and moderates teachers' individual planning. Moderation is regular, affirming and focused on quality classroom practice, in keeping with the school's slogan of educational excellence. Assessment moderation is equally thorough, focusing on technical aspects as well as levels of complexity. Learners' work is correlated with the plans. Classroom observation visits for collegial support are discussed with individuals. Having adapted to the process, teachers welcome it as professional development. The planned classroom visits and book checks enhance the collegiality of an internal professional learning community.

Almost all INTERSEN phase lessons are based on the Revised Annual Teaching Plans (RATPs) and regularly monitored and moderated. Lessons are completed within the set timeframe. Differentiated activities for range and depth of content and learning styles are not included. Textbooks are used to introduce main concepts. While teachers encourage extended writing exercises, they seldom mark these. Written comments by the teacher are rare. When discussion is encouraged, verbal feedback is aimed at encouraging correct answers.

In almost all classrooms, a wide range of learning and teaching support material (LTSM), including technology, are available for enhancing learning. In the INTERSEN phases, where teachers rotate to different classrooms, better planning can improve the effectiveness of the use of technology.

2.3 Teachers support for learners and for learning

Almost all teachers create an inclusive, supportive environment. After thorough analyses of the school's Systemic Test results, more written exercises have been incorporated into lessons.

Most teachers monitor learners' books using a rubber stamp or signature. However, consistent teacher marking with helpful comments are less evident in the INTERSEN phase.

In most classes, formative assessment includes oral feedback. Informal assessment that includes regular marking of learners' work occurs most often in the Foundation Phase. This assessment assists teachers to proactively identify learning gaps and offer early remediation in class. The School-Based Support Team (SBST) actively supports staff and learners. The Learning Support Teacher (LST) assists learners who require additional support to develop age-appropriate skills and knowledge. Teachers present after-school remedial classes. The District-Based Support Team (DBST) provides professional identification processes and support tailored to the individual's needs. Learners referred to the LST and district are tracked for progress.

Teachers maintain good relations and communication with parents. They engage parents to support their children's work and celebrate their efforts.

PRIORITY RECOMMENDATIONS FOR KEY AREA 2

- i. Professional development:
 - a. Use of the Matrix for Quality Teaching (MQT) (Circular 0010/2018) or <https://sea.westerncape.gov.za/guidelines-for-schools/>.
- ii. Create a Professional Learning Community (PLC) to discuss, implement and review relevant teaching and learning practices (instructional strategies) across phases.
- iii. Align in-class support with Individual Support Plans (ISP) in the INTERSEN phase.
- iv. Implement more integration of online resources and technology in lessons in the INTERSEN phase.
- v. Create stretch-and-challenge activities for higher performing learners.



KEY AREA 3: BEHAVIOUR AND SAFETY

4

Behaviour and safety at Zwaanswyk Academy are outstanding.

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

At Zwaanswyk Academy, known as the "home of purpose-driven educational excellence," learners feel a deep sense of belonging - a true family away from home. The school song, written by the principal and sung at gatherings like assemblies, award ceremonies and concerts, includes the heartfelt lyrics, "We come together daily, blessed by our

God above, for Zwaanswyk Academy is our school, our home, our joy, our love.”

The beautifully maintained, litter-free grounds create a welcoming atmosphere and evoke a sense of order, purpose, and discipline. The dedicated staff engage learners, and a community that values respect and excellence reinforce this positive ethos.

Catering to learners from Grades R to 7 from diverse communities, the school is committed to nurturing each learner’s unique potential and growth in academics, sports, and culture. The school’s motto, “Ex Cultu Vires” (“Culture develops strength”), acknowledges and celebrates the richness of various cultures within the community. Guided by the theme “Kindness is the new cool”, a vision to provide a well-rounded, high-quality education, Zwaanswyk Academy upholds core values of perseverance, respect, responsibility, and honesty. Learners display kindness by warmly greeting peers and adults. Teachers embody and integrate these values into daily school life and strive to create a supportive, inspiring, and values-centred environment.

Time-on-task and structured routine are fundamental aspects of the school’s educational culture. Learners demonstrate diligence, focus, and enthusiasm in their academic pursuits with minimal time wastage. Teachers adopt a vigilant approach and closely monitor learner tardiness and attendance to ensure that academic time is used effectively.

Learners feel listened to and cared for. The principal’s innovative approach, which includes the establishment of an Awareness Committee and the implementation of “Bully Boxes,” underscores the school’s commitment to open communication. Suggestions and concerns are reviewed and shared with stakeholders, including the School Management Team (SMT) and the School Governing Body (SGB).

The school has a zero-tolerance policy toward bullying, and learners know it. The “Bully Boxes”, feature the inscription, “Be a Buddy, not a Bully”, offering learners a discreet and accessible way to report complaints or grievances, especially if they feel anxious about communicating their concerns directly to teachers. When incidents occur, the school takes immediate action to address them. Furthermore, the Awareness Committee runs various programs to raise awareness, underscoring the school’s commitment to combating bullying.

The school shares the Code of Conduct for Learners (CoCL) with learners and reinforces it at assemblies. Extracts of the CoCL are also available in learner diaries. The CoCL is implemented to create a respectful learning environment that encourages positive interactions and empathy. Positive behaviour contributes to a harmonious and inclusive atmosphere.

Learners behave well as they are held accountable for their conduct. Restorative practices are implemented to address the root causes of misconduct and involve all parties in the resolution process. This approach encourages personal responsibility, empathy, and constructive dialogue and creates a positive and supportive school environment.

3.2 School safety and safeguarding of learners.

The functional School-Based Support Team (SBST) is a resource for ensuring equal opportunities for all learners. Comprised of a diverse group of professionals - learning support teachers (LSTs), a school counsellor, members of the SMT and the Awareness Committee - the SBST leverages its expertise to identify learners in need. They develop individualised support plans and provide a range of interventions specifically designed to address learning, neurobehavioral and socio-emotional challenges. This collaborative approach fosters an inclusive environment where every learner can thrive.

The school partners with various agencies, including the South African Police Service (SAPS), the Department of Social Development, the Department of Health, the Department of Correctional Services, security companies and organizations such as the Cancer Association and Life Matters. These partnerships provide access to a wide range of resources and expertise focused on ensuring safety.

The pristine, well-maintained environment supports effective learning. Regular cleaning schedules are implemented for all facilities, including classrooms and ablution areas to ensure high standards of cleanliness. Additionally, fire extinguishers are serviced regularly to guarantee safety and readiness in an emergency. This commitment to maintenance and safety contributes to a positive and secure learning atmosphere.

Learners understand safety protocols and feel comfortable to approach teachers for support when needed. In addition to their teachers, they have access to the Awareness Committee and survey platforms to express their concerns. This promotes open communication and helps learners feel safe and valued.

Despite its location next to a busy main road, the school implements stringent safety measures, including 24-hour security and controlled access. These precautions ensure a secure environment for all learners and staff, providing peace of mind while they engage in educational activities.

The school enforces a strict policy against substance abuse through the CoCL and the Awareness Committee. Learners are encouraged to report any suspected violations promptly to help maintain a safe and healthy environment.

The tuck shop provides healthy options to encourage nutritious eating habits among learners. The Awareness Committee has also set up a food bank to support vulnerable learners.

A wide range of extracurricular activities beyond academics is offered to learners. These activities include rugby, netball, swimming, chess and cultural pursuits such as drama, music and art. These activities promote the holistic development of learners.

PRIORITY RECOMMENDATIONS FOR KEY AREA 3

- i. None.



KEY AREA 4: LEADERSHIP AND MANAGEMENT

4

The leadership and management of the principal and School Management Team (SMT) are outstanding.

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

The principal is a heroic, visionary leader who sets bold goals and encourages innovation. The dedicated SMT, guided by the principal, combines strategic insight with empathetic communication, creating a collaborative environment where everyone feels empowered. The SMT drives the vision and mission to promote a purpose-driven learning environment that encourages the development of confident learners who strive for excellence.

The school's ethos is deeply rooted in a values-based framework that permeates every aspect of school life. The vision, mission and core values serve as the radar that guides behaviours, decisions and overall direction. Lessons, assemblies and parent meetings frequently reference these principles, reinforcing their importance. This culture manifests itself in the harmonious relationships that exist between learners and staff.

The School Improvement Plan (SIP) was crafted through a collaborative process, which actively involved all members of the SMT, staff and the School Governing Body (SGB). The SIP strategically targets critical areas for improvement. Among the areas identified are curriculum implementation, the quality of teaching and learning, strategies to improve learner performance in Afrikaans, and infrastructure development, such as a new science laboratory. Implementation and monitoring of the SIP is discussed weekly at SMT meetings. The comprehensive, inclusive approach used to identify the school's improvement initiatives, fosters a culture of shared ownership, enriched by a wide range of insights and perspectives.

4.2 The SMT's actions to improve the quality of teaching and learning.

Subject improvement plans are monitored at SMT, phase and grade meetings. Subject meetings further ensure consistency and curriculum alignment across all grades. This strategic coordination allows teachers to identify and address learning gaps. This approach brings about a coherent and comprehensive learning experience for learners. It also allows for seamless transitions from one grade to the next. The progress of learners at risk is monitored and Individual Support Plans (ISPs) are regularly reviewed for modification.

Weekly SMT meetings focus on subject improvement plans, mentoring new staff, promoting staff and learner wellness, and monitoring improvement and innovation. The meetings underscore the importance of teamwork, trust and cohesion, which contribute to the school's dynamic culture. The SMT brought about specific improvements through increased collaboration with staff. These efforts resulted in hands-on support in classroom management, rigorous planning and assessment oversight.

As part of its differentiated support for learning, the SMT involves teacher assistants and interns to provide short-term interventions. This targeted approach ensures learners receive the specific support they need to succeed. Furthermore, the SBST and two (2) social workers assist learners with emotional and social skills. This holistic support system fosters a nurturing environment that enhances learner well-being and academic success.

Lesson observation is conducted using a carefully designed tool. Teachers are issued with qualitative written reports. These reports generate constructive discussions and data on the quality and content of the lessons observed. Discussions focus on teaching strategies, the various taxonomies, learner performance and flexible planning of teaching and learning. Targets are set and closely monitored by the departmental heads. Additionally, frequent informal classroom visits by the principal and deputy principal provide further opportunities for trusting professional engagements and support.

Zwaanswyk Academy keeps abreast with the latest trends in education and technology. The school uses Google Classroom for Grades 4 to 7 which enhances digital learning experiences. The school uses Telegram, a centralised communication platform to communicate with parents and distribute learning resources.

By leveraging technology, the school tailors content to meet individual learner needs, making education more

accessible. Staff members who received training in coding and robotics conducted training sessions with the rest of the staff. Teachers have embraced these changes to enhance their instruction.

The SMT uses the Quality Management System (QMS) data and class observation reports as developmental tools to identify areas for improvement among teachers. It actively supports staff development through various training opportunities. In addition, coding and robotics training, conflict management workshops and subject content training, further contribute to staff professional growth. The school keeps comprehensive records of development courses attended. By investing in continuous development, the school fosters a culture of growth and improvement, which benefits teachers and learners.

4.3 The SMT's 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. Accountability is a key focus, ensuring all staff members adhere to established standards and contribute to the school's overall success. Issues of under-performance are addressed with sensitivity and careful diplomacy. The impressive staff attendance rates reflect a culture of professionalism and commitment.

Routine and focus form the foundation of daily school life. The structured and disciplined environment promotes academic excellence and a calm, productive atmosphere. Furthermore, this setting fosters growth, exploration and connection that makes the school a place that learners look forward to each day, as reflected in their high attendance rates.

The principal ensures that all available human, financial and physical resources are optimally utilised to the benefit of learners. The school facilities are well-maintained by a team of support staff resulting in a clean, safe and attractive campus. Infrastructure upgrades to the school, including the refurbishment and upgrade of ablution facilities, hall and library indicate the prudent management of funds. Additionally, the SMT's commitment to inclusivity is evident in initiatives aimed at making school premises accessible for individuals with disabilities.

Learning and teaching support materials (LTSM) are well-maintained and optimally used to benefit learners. However, technology is not always effectively utilised in 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) understands its roles and responsibilities, which include overseeing school development, establishing policies, and managing school property, buildings, and grounds. As governors, they recognise their role in contributing to improvements that enhance teaching and learning. Some members have prior experience as governors, bringing valuable expertise that enables them to provide strategic guidance and oversight. They also understand that their responsibilities differ from those of the SMT.

The SGB is committed to the school's vision, mission, and values, which it helped to develop. It actively supports the holistic development of learners in academics, sports, and the arts.

The SGB actively monitors the implementation of priorities identified in the SIP, which are regularly discussed at monthly meetings. This commitment underscores its dedication to driving school development and growth. Initiatives such as repairing the drainage system to prevent flooding and renting out the school hall to generate revenue reflect the SGB's awareness of the school's challenges and proactive approach to addressing them.

The SGB's plans for further enhancements, including the construction of a science laboratory and necessary repairs to the school hall, demonstrate its commitment to creating a high-quality learning environment. These initiatives reflect the SGB's dedication to continuous improvement and to provide facilities that support academic progress and learner engagement.

The education district office provided the SGB with training and guidance regarding its responsibilities. This includes recruitment and selection training which ensures the school follows the legislated processes. The school also employs additional staff in contract positions for teaching and non-teaching roles.

The SGB ensures that policies remain relevant by reviewing and updating them regularly. Once finalised, the policies

are formally adopted by the SGB, shared with all stakeholders through newsletters, and made available on the school's website.

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

The SGB is fully informed about the school's income and expenditure. Its appointment of a business manager, bursar, and financial assistant demonstrates a commitment to compliance with financial regulations and guidelines. Regular oversight from the Finance Committee (FinCom), which meets monthly, promotes prudent financial practices. Additional funding is generated through a dedicated fundraising committee. The strategic use of the school hall as a revenue-generating initiative reflects the SGBs innovative approach to maximising resources and increasing income. By diligently implementing the hiring policy, the school ensures a consistent and transparent process when external parties rent school facilities.

SGB members are assigned roles within sub-committees, such as the Maintenance Committee, for which they are responsible. These sub-committees provide opportunities for greater parent participation in school activities.

Financial records are meticulously maintained and securely stored. Monthly financial statements are prepared as per financial regulations.

The school submits the financial documents to the School Finance and Records Officer (SFRO) every quarter. This ongoing oversight ensures compliance with accepted departmental accounting practices and requirements.

A structured budgeting process is followed, allowing for priorities identified in the School Improvement Plan (SIP) to be addressed. However, school fee collection has faced challenges due to a decline in payments from parents. Proper exemption processes are communicated to parents and implemented according to relevant legislation and protocols. In response to the need for improved fee collection, the SGB has appointed a debt collector, resulting in improvements in school fee recovery.

The annual financial statements are prepared and audited according to the South African Statement of Generally Accepted Accounting Practice (GAAP).

5.3 The SGB's engagement with all stakeholders.

Learners at the school are happy and feel a sense of belonging. They have various platforms to express their opinions and concerns. Teachers facilitate classroom discussions on different subjects. Learners also raise concerns with the principal during weekly phase meetings. Communication channels for learners are established through the Student Council, elected by learners and teachers. Issues raised in this forum are escalated to the School Management Team (SMT) and the SGB when necessary, providing the SGB with insight into learner concerns. This innovative approach empowers learners to have a voice in matters that affect them and helps develop their leadership skills.

Parents are kept informed about school events, their children's academic progress, and sporting and cultural activities through various communication channels. These include Telegram, a messaging application, and a weekly newsletter distributed every Friday.

The SBST communicates with parents of children who require additional support. This collaboration highlights the importance of a partnership between the school and parents to effectively support vulnerable learners.

Parents take pride in the school and actively support its sporting and cultural activities. Almost all parents report being well-informed about school events and their children's academic progress. They express satisfaction with the school's efforts to maintain discipline among learners.

Professional relationships within the school are characterised by a strong sense of collegiality with almost all staff members feeling supported, trusted, and respected. Relations between the SGB, the school leadership, and the staff are also positive. This atmosphere of mutual support creates an ideal environment for quality teaching and learning.

The school maintains good relationships with all relevant components of the education district office, which provides valuable resources, professional development opportunities, and guidance to the school's leadership.

The SGB has a strong relationship with the Federation of Associations of Governing Bodies of South African Schools (FEDSAS), which informs, organizes, mobilizes, and equips its members to uphold recognised educational standards.

PRIORITY RECOMMENDATIONS FOR KEY AREA 5

None.

FINAL REMARKS

With a 48-year-old history, Zwaanswyk Academy is a highly respected educational institution known for its commitment to academic excellence and personal growth. It is committed to providing a high-quality learning environment that adapts to the evolving needs of its learners and the community it serves. Its vision is to develop learners holistically, equipping them to assume their rightful place in society.

The school fosters an inclusive atmosphere where every learner, regardless of background or identity is welcomed and supported. It is committed to nurturing and inspiring learners to reach their full potential through a robust academic and co-curricular program, innovative practices and the relentless pursuit of excellence.

Teachers devote additional time and effort to developing learners' academic skills, character and core values. This dedication reflects a profound respect for each learner's potential, empowering them to succeed academically and grow into compassionate adults and responsible citizens. The school's learners are highly sought after by high schools in the southern suburbs of Cape Town and surrounds.

The principal is a vibrant, tenacious, and visionary educational leader who focuses on creating a school environment where learners and staff can thrive. His enthusiasm and positive spirit invigorate everyone he leads, motivating them to strive for excellence. The principal and SMT exemplify collaborative and visionary leadership, that emphasizes teamwork, open communication and shared decision-making.

Zwaanswyk Academy is an outstanding school.