



Ocean View
Secondary School

RAPID Fire (RAFI) Report



Schools Evaluation Authority

Accountability • Quality • Respect

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



School: **Ocean View Secondary School**

Address: Hydra Avenue, Ocean View, 7975

Circuit: C3

District: Metro South

Province: Western Cape

Category: Public Ordinary (Fee-charging)

Principal: Mr A Sanders



Scan for
directions
to school.

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

The RAFI evaluation visit was conducted by three (3) evaluators from the SEA who spent one day at the school.

Information about this evaluation

The visit was the first RAFI evaluation since the school was rated a '1' ('Inadequate'), carried out under section 11 D (4) of the Western Cape Provincial School Education Amendment Act of 2018.

During the RAFI evaluation, a meeting was held with three (3) members of the SMT to determine the progress the school has made since the last evaluation. The team undertook site visits to assess behaviour and safety. The team evaluated improvement efforts and records of external support from both the education district office and/or Head Office (WCED), based on the SEA's initial priority recommendations for school improvement and development.

The purpose of the RAFI:

- To evaluate progress made on priority recommendations made to the school from the recent evaluation conducted on 7 and 8 May 2024.

Context:

Since the previous rated evaluation:

- The school lost one (1) Departmental Head post due to cost containment measures implemented by the Western Cape Education Department (WCED), effective 1 January 2025.
- The school's Circuit Manager (CM) retired, and an acting CM was appointed. A new CM starts in June 2025.
- Both deputy principal posts are vacant and have been re-advertised. Two departmental heads are currently acting in these positions.

MAIN FINDINGS

PRIORITY RECOMMENDATIONS	PROGRESS	NO PROGRESS
<p>(i) Ocean View High School must be given immediate targeted support. As an 'under-performing school', it must be classified as a Targeted Support and Improvement (TSI) school (a term used at the SEA). Although it is a Section 58B school, this is a classification that does not ensure a targeted support approach to school improvement.</p> <p>The Inclusive and Specialised Education Support (i-SLES) team provides monthly support to the School-Based Support Team (SBST) and facilitates workshops for Grade 12 learners focused on study skills and mental wellness. Subject advisors across all learning areas conduct regular visits. On 10 February 2025, the school was visited by a full district delegation representing all components to assess safety concerns and identify areas requiring targeted support.</p>	✓	

PRIORITY RECOMMENDATIONS (cont.)	PROGRESS	NO PROGRESS
<p>(ii) A curator principal (or more than one curator principal) must be appointed at the discretion of the Superintendent-General, for whichever period is deemed necessary, according to his rights in terms of Chapter 7 Regulation 58B of the South African Schools' Act 84 of 1996. The principal must shadow the curator principal/s three (3) days a week and shadow other principals (at other schools) for two (2) days per week to learn 'on-the-job' good practices. The relevant education district Director, in collaboration with the Chief Director: Districts, must identify the schools at which the principal will shadow other principals. It is recommended that these schools are good schools with similar context/s.</p> <p>Although a curator principal has not been appointed, the principal is currently enrolled at the Principal's Academy and receives mentorship from a former principal of Fish Hoek High. The principal meets with the mentor principal biweekly.</p>	Not applicable (N/A).	
<p>(iii) The principal's circuit manager must meet with the curator principal and principal once every fortnight to discuss learnings gained from shadowing his (the principal's) peers, and the curator principal/s. These sessions will be reflective and supportive. The principal is to produce evidence of what he has observed and learnt.</p>	This is not applicable due to (ii) above.	
<p>(iv) The curator principal, with the assistance of the current principal and SMT, must build a leadership structure based on whole staff ownership and a distributed leadership model. These structures must address the following inter-related areas for improvement:</p>		
<p>a. School Improvement Plan (SIP): the curator principal must establish a School Improvement Team (SIT) to develop a plan to improve learner performance. Required strategies for improving learner performance (i) Shall include a plan to address school safety and discipline concerns; (ii) Shall include a plan that specifies the effective instructional practices and methods to be used to improve the academic performance of all learners, but especially those identified as at risk of academic failure or at risk of dropping out of school; (iii) Shall include a plan to provide instructional planning time for every teacher (even if it is 60 minutes after school), with the goal of providing an average of at least five hours of planning time per week. The SIT shall consist of the following members: curator principal/s; principal; representative of the deputy principals (if only one deputy principal, then s/he must be a member of the SIT); representative of the departmental heads; representative/s of instructional personnel (teachers); where applicable, representatives of teaching assistants; representatives of the SGB (parent, non-educator and learner component); circuit manager. The SIT must present the SIP to the whole staff, and SGB.</p>		
<p>b. School culture.</p> <p>Some effort is being made. The school launched the "Enough is Enough" campaign, calling a community meeting to seek support for safety and turnaround efforts. A community prayer group meets every Wednesday on school grounds, while staff conduct bag searches and body scans each morning. It is too early to measure impact.</p>	✓	

c. Safety & Security.	✓	
The school has 24-hour security and upgraded fencing. Staff and security personnel conduct bag searches and body scans every morning to prevent learners from bringing dangerous weapons and contraband onto the school premises. The principal has restricted access to the main building to a single entrance for both learners and teachers. Having fewer access points, however, increases the school's vulnerability in emergencies.		
d. Behaviour Management.	✓	
The mentor principal presented a staff workshop on learner behaviour ('Why teenagers fail' - 22 April 2025) and delivered a motivational talk to Grade 12 learners.		
e. High expectations, especially in-class Teaching and Learning. The Matrix for Quality Teaching must be facilitated (in a series of workshops) by the curriculum component of the education district as part of improving current teaching practices.		✓
f. Initiate a change mindset programme for Staff.		✓
The staff completed a 5-week development session on mental health awareness. The course, presented by Cape Mental Health, focused on mental health, self-awareness, and strategies for addressing learner issues. The sessions consisted of 2 face-to-face sessions and 3 online sessions (15 October, 17 October, 22 October, 24 October and 29 October 2024).		
g. Initiate a growth mindset programme for learners.		✓
(v) In collaboration with the Staff, principal, SMT, RCL and SGB, the curator principal / service provider must conduct a SWOT analysis to complement improvement strategies.		✓
(vi) The principal and SMT must be enrolled at the Instructional Leadership Institute (ILI) and undertake a course in Instructional Leadership.		✓

FINAL REMARKS

Progress at a school such as Ocean View High School, a Section 58 (B) under-performing school, requires strategic, committed and multi-layered intervention. There are no quick wins.

Although it is encouraging that the school's 2024 Grade 12 National Senior Certificate (NSC) pass rate improved by 7.2%, the school remains categorised as an 'Underperforming School' (Section 58 B of the South African Schools Act 84 of 1996). Issues in leadership, discipline, culture, poor learning outcomes, low teacher morale and community engagement persist.

The school can, however, celebrate small wins. A year after undertaking the first full two-day evaluation, the RAFI monitoring and evaluation visit saw elements of positive, albeit superficial change at the school, all in support of getting the school functional, prioritising safety and time-on-task. These changes have been supported by various components of the education district, especially the Circuit Manager. District oversight has been strengthened.

However, new challenges are emerging. Daily search and seizure operations at the school delay the start of the school day, and a large majority of learners do not attend or arrive late for their register period. The inability to get all learners to class on time at the start of the day affects accurate attendance tracking, compromises safety (which is ironic when searches are meant to improve safety), and limits opportunities for early support, ultimately impacting discipline and the overall school environment. Routine with purpose must be established from 8 a.m. It is recommended that the search and seizure operation follow a rotating approach, alternating between morning checks at the gate and in-classroom inspections during the school day, by senior staff, where possible.

To secure the building, the school uses a single access point for learners and teachers, posing a safety risk in emergencies. It is recommended that the school establishes additional access points or emergency exits to ensure safe and efficient evacuation during emergencies.

Teacher absenteeism is still a significant concern, with an average of five (5) teachers absent daily. Poor management of the substitution roster has allowed routine drift to persist, with learners out of class during periods. It is recommended that the hall be used to accommodate more classes when the substitution roster is under pressure due to high teacher absenteeism. All learners can be accommodated in one venue, and this will ensure that learners are always supervised.

Aspects of school culture that shape the daily life and atmosphere of a school, i.e., shared beliefs, values, norms and practices, continue to be elusive. Key aspects that must be grounded in the post-evaluation support pathways must include:

1. Vision and values: the school must set clear educational goals and core values (e.g., respect, excellence, inclusion).
2. Leadership style: the tone set by the principal and the SMT.
3. Relationships: the quality of relationships among staff, learners and parents (trust, support, communication).
4. Teaching and learning practices: attitudes towards academic excellence, innovation and inclusivity in instruction.
5. Learner expectations and behaviour: norms around learner conduct, discipline and responsibility.
6. Professional culture of staff: collaboration, continuous professional development, and peer support among teachers.
7. Rituals and traditions: assemblies, celebrations, sports days, awards – building identity and pride.
8. Safety and well-being: emotional, social and physical safety for all members of the school community.
9. Inclusivity and diversity: acceptance and support for all learners, regardless of background or ability.
10. Parent and community involvement: partnerships with families and community organisations to support learning.

Change cannot be crisis managed. It must be part of a sustained programme where leadership development is prioritised. The school is required to take additional action, in collaboration with the education district, according to the post-evaluation school support pathways.