



ST BENEDICT'S COLLEGE

**REPORT BY THE SCHOOL EVALUATION TEAM
(SET) ON THE INTERNAL EVALUATION
OF ST BENEDICT'S COLLEGE (HIGH SCHOOL)**

**CONDUCTED UNDER THE AUSPICES OF THE
INDEPENDENT QUALITY ASSURANCE AGENCY
(IQAA)**

June 2013

INTRODUCTION

This report is on the internal evaluation done at **St Benedict's College** during May and June of 2013. The internal evaluation culminated with a visit from the school's mentor on Tuesday, 25 June 2013.

St Benedict's College is situated at the following address:

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The **mentor** was Kevin Tait who was appointed to the position by the Independent Quality Assurance Agency.

NOTE: As this was a Model A Evaluation, the main focus of this report is on Teaching, Learning and Attainments as well as the Functioning of the School.

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1. DESCRIPTIVE BACKGROUND

1.1. The School

St Benedict's College – a Catholic school for boys - was founded in 1958 by the Oblates of Mary Immaculate. The school is South Africa's largest Catholic school and is situated on a 35-acre site in Bedfordview, Gauteng. The school is owned by the St Benedict's Trust and administered by a Board of Governors.

The school is managed by an Executive Headmaster, a College Headmaster, two Deputy Headmasters, Religious, Academic, Sports, Administrative and Support staff.

The School is a member of the Independent Schools Association of South Africa and the International Boys' Schools' Coalition. The school writes the examinations of the Independent Examinations Board and Umalusi has recognized it as a "confirmed candidate".

The school operates in three sections and is designed to cater for 650 College, 400 Preparatory and 400 Junior Preparatory School boys from reception in Grade R through to matriculation in Grade 12. Weekly boarding commenced in 2006 and there are currently 96 weekly and termly boarders in the Bishop Grandin Hostel.

The St Benedict's Trust owns Parnassus Farm - a 250-acre property in Magaliesburg. Parnassus Farm caters for Leadership, Academic, Religious and sporting camps throughout the year. The conference facility, diningroom, dormitories and chalets were completed in 2010. Raven's Park, in Linbro Park, Johannesburg is a 20-acre property also owned by the St Benedict's Trust that caters for Preparatory School sport.

1.2. Catholic School

Christian formation through the fostering of Gospel values is one of the school's fundamental purposes. Although St Benedict's is open to boys of all denominations, it is a condition of acceptance that boys participate in all Catholic religious education classes and liturgical celebrations. It is the Catholic faith that is taught throughout.

1.3. Academics

St Benedict's College prides itself on its academics. The school writes the examinations of the Independent Examination Board and has not had a failure at Grade 12 level for the past 37 years. Distinction rates are high and in recent years the University-entrance pass rate has consistently been in excess of 94%. The school's top achievers regularly feature on the IEB's Outstanding and Commendable Achievers' Lists.

1.4. Sport

As is the case in most traditional boys' schools, a high priority is placed on sport at St Benedict's. Much of the boys' sport takes place during school hours and is formally structured as part of the daily timetable. Fixtures take place against similar monastic schools.

Participation in sport is compulsory. Sport is conducted during Integrated Day, a system in which sports (and pipe band) practices are incorporated into the daily

timetable. A very effective system which has resulted in large number of boys being involved, more competitive results and generally improved levels of health and fitness. All boys are expected to participate in ONE summer and ONE winter sport. In winter, boys choose between Rugby and Hockey and in summer between Cricket, Basketball, Rowing, Tennis and Aquatics (Swimming and Waterpolo). Additional optional activities are Athletics, Squash and Soccer. Boys who are members of the pipe band are exempted from participating in sport. Inter-school sporting activities take place on Wednesday afternoons and Saturdays.

1.5. Culture

St Benedict's College offers a busy and varied cultural calendar: Bible Quiz, Chess, Drama (Interhouse Play Festival, RAPS Interschool One-Act Play Festival, EADS and FEDA), Choir and Marimba Band, Debating and Public Speaking being the most popular. Every year, we stage a major production in conjunction with our sister schools Holy Rosary and Assumption Convent.

2. SOCIAL, ECONOMIC AND CULTURAL PROFILE

St Benedict's College is situated in the affluent suburb of Bedfordview.

The school's feeder areas include Bedfordview, Edenvale and surrounds. There are also a number of boys who come to the school from as far afield as Benoni, Boksburg, Springs, Alberton, Glenvista and Zimbabwe.

Enrolment in the high school at the start of 2013 was 646 and was made up as follows:

GRADE	BLACK	COLOURED	INDIAN	WHITE	OTHER	TOTAL
GRADE 8	28	4	6	101	0	139
GRADE 9	40	4	4	98	0	146
GRADE 10	30	8	3	95	0	136
GRADE 11	23	4	4	82	0	113
GRADE 12	14	2	6	89	1	112

The vast majority of learners come to the College from St Benedict's Preparatory school. Approximately 50 additional learners have traditionally been accepted into Grade 8 via the normal Admissions Procedure as well as the Scholarship Program.

School fees range from R61 103 in Grade 8 to R69 992 at Grade 12 level. Boarding Costs are in the order of R50 000 per annum. Parent's pay a non-refundable Enrolment Fee of R5 000.00 and a Deposit of R5 000.00 (a total of R10 000). The Deposit is refundable after the pupil leaves the school. These fees are utilised to finance improved amenities and facilities for the boys. The home language of the majority of learners is English.

3. COMPLIANCE

3.1 Statement

St Benedict's College falls within the quality assurance mandate of Umalusi in that it is a registered independent school that implements the Revised National Curriculum Statements (RNCS) developed by the Department of Education. At the

end of December 2013 the implementation of the RNCS will have reached fruition at Grade 12 level where-after the new Curriculum and Assessment Policy Statements (CAPS) will apply to all grades.

Umalusi has recognized the school as a "confirmed candidate". The provisional accreditation number is SCH 00 1435 PA.

The mentor completed the IQAA compliance checklist with the Headmaster. It has been sent without qualification to IQAA under separate cover.

3.2 Policies

All policies pertaining to the efficient and structured functioning of St Benedict's College are available on the school website.

Parents' attention is drawn to these policies in January of every year through the digital registration process, in which the contract of enrollment is signed. In order to enroll, parents must read and agree to abide by the policies of the College.

See Appendix A for a list of the Policy Categories available. Note that these are only the categories and that each category contains numerous relevant policies.

4. AREAS OF OPERATION

As this is a Core Evaluation, the main focus of this report is on:

Teaching, Learning and Attainments; Functioning of the School

The Quality Targets were assessed, together with suggestions and evidence. The six point scoring table was used, and from here the school evaluated itself. The evaluation – which culminated in this final report - included, but was not limited to, strengths, weaknesses, priorities for improvement and areas of further investigation.

The school's response to the report will ensure further action aimed at improvement.

5. MEANS AND METHODS

The following means and methods were used by the Internal Evaluation Team to find evidence for the report:

Initial Whole School Opinion Surveys
Focus Groups
Classroom Observations, and
An Area of Operation Survey

The initial whole school opinion survey was conducted using the provided IQAA whole school opinion survey. They were distributed to all boys, their parents and the staff. Participants were given a suitable amount of time to complete the documents and were encouraged to participate in the survey and return these to the school. The rates of return were as follows; boys 99%, staff 95% and parents approximately 60%.

The participants in the boys' and parents' focus groups were selected via a random sampling process. The Staff Focus group was constituted randomly and comprised the staff not directly involved in the School Evaluation Team. The

Middle Management Focus Group was constituted upon the recommendations of the School Evaluation Team. The Auxiliary and Administrative staff focus group was constituted so as to represent a diversity of staff and give all the areas of the College a voice.

The classroom observations were conducted by all staff but excluded the sectional scribes. The scribes were visited but were not expected to perform class visits. Each member of staff was expected to visit two members of staff and the schedule was drawn up alphabetically. Whilst this process was underway, staff were encouraged to complete the Quality Criteria table in terms of the Areas of Operation. A total of 39 members of staff completed the survey and the results were then averaged to a mean.

The College is currently engaged in the "Transfer vs Transform" debate with reference to the most appropriate medium of instruction. By appropriate, we refer to ensuring that content is adequately and timeously covered, that lessons are appropriately structured, classroom discipline is maintained and that resources are utilised. Reference to resources is made in terms of smartboards and the rollout of "tablets" whose use in the school must be legitimized. In short there is a debate in terms of the move away from the more traditional form of "chalk and talk" teaching to one which involves greater self discovery on the part of the boys. The teaching which is taking place is effective and is taking cognisance of these educational changes.

6. **FOCUS GROUP FINDINGS**

The Focus group topics for discussion were based on the results of the opinion surveys.

6.1. **Learners' Focus Group**

COMPOSITE - LEARNER OPINION				
	Agree Strongly	Agree	Disagree	Disagree Strongly
My teachers often complain about my work.	4	12	47	37
	16		84	
My possessions are safe at school.	18	50	22	8
	70		30	
I am satisfied with the homework I am expected to do.	17	54	21	8
	71		29	
The school satisfies my sporting needs.	47	37	11	5
	84		16	
I find school work interesting.	18	60	18	4
	78		22	
I find it difficult to approach my teacher with problems.	7	22	52	19
	29		71	
My parents/guardians support school events	30	47	18	5
	77		23	
The school counselor is easily accessible if I have personal problems	35	50	11	4
	85		15	

The boys are generally happy at school. Grade 8 boys feel more settled in the second term.

Boys are concerned that their possessions are not always safe at school particularly at the Hockey Pavilion and Basketball courts. Possessions left on the bag racks are safe because of CCTV coverage.

Boys struggle to manage their time effectively and find it increasingly difficult to balance the demands of sport, cultural and academic commitments. Many projects are due at the same time or need to be completed over the holidays. Boys struggle to manage cycle tests, class tests, homework and projects simultaneously. Boys find their work interesting but have stated that the delivery thereof is, at times, too fast or not stimulating. The increasing use of technology has helped in this regard.

It is generally felt that there is too much assessment. Although Assessment plans are drawn up, some teachers do not adhere to them. Boys in Junior grades express concern over having two cycle tests per week. The separation of Learning Areas into individual subjects places strain on boys who are being assessed in every subject. There is a marked difference in the experiences of Senior boys who find it easier to manage fewer subjects even though volume increases.

Boys have requested an investigation into the possible introduction of Business Economics, Engineering Graphics and Design and another First Additional Language.

Boys find that teachers are approachable and willing to help where they can. Some boys worry about peer ridicule if they approach a teacher for help. The school counselor is readily available to boys who need to consult with her. Grade 12 boys were complimentary of the Mentorship program that is in place.

Boys are pleased with the sport offered by the school and the excellent facilities available to them. However, the coaching of 'C' and 'D' teams is not as good as that of the 'A' and 'B' teams. In some sports, selections are not adequately transparent. The boys would like Soccer to be developed further and raised the need for Squash Courts on the campus.

There is a need to provide transport for fixtures on a Saturday. The administration, communication and organization of sport are sometimes lacking.

Boys object to compulsory Rugby participation if they are not selected for a Hockey team. They would like a wider variety of sports to be offered during the winter season, even if those sports are not of a competitive nature.

Grade 12 boys raised objections at having to attend compulsory fixtures over weekends which impacts upon their academic time.

The boys admitted that many of their parents do not support school events. Reasons varied from increasing work commitments to a feeling of annoyance when schedules are changed at the last minute and place strain on other arrangements. Some boys admitted that their parents do not value sport. Some boys stated that their parents object to the unruly behavior of other parents attending fixtures

6.2. Parents' Focus Group

COMPOSITE – PARENT OPINION				
	Agree Strongly	Agree	Disagree	Disagree Strongly
My child's possessions are safe at school	14	59	22	5
	73		27	
I understand the role of the school governing body	19	64	14	3
	83		17	
I am critical of the school	3	25	47	25
	28		72	

Parents are concerned about the safety of possessions at school and suggest a locker system be investigated. They do, however, acknowledge boys' negligence in this regard.

Parents do not know who the members of the Board of Governors are and request more transparency regarding the annual budget.

Parents are critical of various physical areas of the school, particularly with regard to the ablution facilities at the Hockey Pavilion which, at times, needs to be stocked and cleaned by parents. There is also a shortage of crockery and cutlery in the Hockey Pavilion.

Parents are frustrated with the traffic patterns and congestion entering and leaving the school in the mornings.

Although they recognise the need and value of an intern programme, parents feel that allowing interns to have their own classes when they are not yet qualified, is unacceptable.

Parents resent having to pay for extra lessons in subjects where staff are unavailable to assist.

Generally, parents are satisfied with the communication from the school regarding their son's academic progress. Discipline is also satisfactory.

They stressed the need to be forewarned should a dramatic change occur in their son's result. They felt waiting until Parents' Evening did not allow for the problem to be addressed timeously.

Parents would like to see an African language offered as an alternative to Afrikaans. There is a need to investigate the introduction of Business Economics and Engineering Graphics and Design as viable subjects. Concerns are raised about the amount of homework and projects given, particularly in Life Orientation. It is perceived as an unimportant subject which parents believe demands too much of the boys' time to complete. Academic staff do not take boys' sporting commitments into account when issuing homework. There needs to be greater communication between academic and sporting staff.

When asked about sport, parents feel that Soccer should be developed further.

There is a perception that boys are selected for 'A' teams based on popularity and/or parents' sponsorship. The selection process needs to be more transparent.

Parents have raised an objection to the compulsory Rugby attendance. This should be extended to other sporting codes.

'A' teams receive better coaching and touring opportunities. Poor coaching of lower teams leaves boys feeling despondent. Parents requested that the training camps offered to 'A' teams in the holidays be extended to all boys. Boys should be allowed to specialize in a particular sport if they are good enough to do so and train throughout the year in this field.

Parents would like to see buses being available for Saturday fixtures.

The parents included in the Focus Groups were of the opinion that there is no discrimination at school.

6.3 Staff Focus Group

COMPOSITE – STAFF OPINION				
	Agree Strongly	Agree	Disagree	Disagree Strongly
Possessions are safe at school.	8	67	24	1
	75		25	
Learners are bullied at school.	0	29	60	11
	29		71	
Parents do not show enough support for the school.	0	19	58	23
	19		81	
I understand the role of the school governing body.	21	59	18	2
	80		20	
Classes are too big.	2	18	51	29
	20		80	
The teachers do not always treat the learners fairly.	0	31	50	19
	31		69	
The teachers have an appropriate say in the way the school is run.	10	71	19	0
	81		19	
The teachers have opportunities for promotion in the school.	18	60	19	3
	78		22	
The teacher appraisal system is effective.	24	48	25	3
	72		28	
There is no unfair discrimination at school.	16	66	16	2
	82		18	

The staff recognize the progress made to ensure better security of possessions at school but point out that there are still classrooms that do not have adequate locks and security gates. Sharing classrooms also compromises security.

Physical bullying has largely been curtailed at the College due to an effective anti-bullying programme initiated at Grade 8 level and effective structures that deal with bullying quickly. However, there is still some evidence of emotional and verbal bullying of certain boys, particularly younger boys.

Teachers are concerned that parents do not support the school adequately. This is evidenced in the poor attendance at Parents' Evenings and inconsistent support at sport functions. There is an awareness that many parents are extremely busy with their own work commitments which disallows them from supporting at fixtures.

Teachers are not familiar with the role of the Board, who they are or how they are appointed. The nature and the scope of the decisions they make is unclear, even though they do appear to be looking after the school's interests effectively. Many staff members feel that the members of the Board should be introduced to the academic staff during a meeting where their roles are outlined.

Although class sizes have grown, this is not problematic as yet. The nature of the subject dictates what may be construed as a large class.

Some teachers are unfair and inflexible in their treatment of boys. Although management is approachable and an open-door policy is adhered to, there is a perception amongst staff that decisions are made without adequate consultation or without following due process. This leaves staff feeling that their voices are not heard by management.

Many feel that because of the dramatic increase in the number of staff there is a need for a Human Resources manager so that staff does have a contact point with which to liaise before approaching management.

Promotion posts are limited partly due to the low staff turnover. Promotion posts are limited for women. Opportunities for promotion need to be transparent. There is an understanding that for purposes of promotion, a staff member would need to apply out.

It is felt that the appraisal system has improved and has become instrumental in assisting with the development and critical reflection of teachers. There is however, a lack of transparency regarding how the appraisal system is linked to salaries. There is a large amount of window-dressing in the system due to the limited time frame for appraisal. The assessment is subjective and the feedback post-appraisal is inconsistent.

There is some discrimination at the school, but it tends to be unintentional and occurs due to racial, religious and gender insensitivity. The fact that race has been a defining factor in South Africa for years, means that there is still a focus on race amongst both staff and the learners. Learners are not denied access to resources or opportunities because of their race or religion, which indicates that institutional discrimination does not exist at the school.

6.4 Middle Management Focus Group

Teachers find that their possessions are generally safe at school. They have struggled to have adequate security doors and locks fitted however.

A small number of boys is being bullied. This often takes the form of insidious teasing. Many boys don't report it as it is seen as a weakness. Teachers react strongly to bullying and the Grade 8 programme is effective in raising awareness.

Teachers in this group concurred with fellow staff members with regard to the lack of parent involvement in the school. In addition, they also agreed that the role of the Board was not totally clear to them. However, they are grateful that the Board does not overly involve themselves in the day-to-day running of departments and that the Board has made a concerted effort to look after teachers' interests as evidenced in the new pension scheme started this year.

Some teachers feel that the class size, especially in practical subjects is too big thus limiting the amount of individual time afforded each boy.

Year Heads in the group acknowledged that some teachers treat boys unfairly.

Some HOD's feel that they have limited say in the functioning of the school. There is an acceptance that suggestions are not always practical in the bigger picture. However, teachers are not made aware of the bigger picture. New staff members feel quite alienated.

The comparison of matric results at the beginning of the year undermines the value of each subject. The staff occasionally feels that they then need to compete with each other rather than working collaboratively. There is a need for a female voice in Senior Management.

Some HOD's feel that the appraisal system is not working as well as it should. Goals for each teacher need to be drawn up at the beginning of the year and a plan discussed as to how those aims will be realized. Similar problems with staff are raised year after year without those issues being addressed. A need is evident for a HR person to monitor this process. More transparency is needed in understanding the links between appraisal and salaries.

6.5 Admin and Auxiliary Staff Focus Group

Amongst the administrative and auxiliary staff there is a general feeling that there is a high level of job satisfaction, a good morale with many taking pride in their work. There are times when there is greater pressure put on the staff, but with strategies in place, this becomes manageable. The operating systems which have been implemented are user-friendly and make the job easier.

Many opportunities for skills development do exist, however, where the administrative staff is concerned, it is up to the individual to identify a need and make application. Endeavours are certainly supported by the school. General skills training takes place on a regular basis for support staff. Each staff member has been allocated a specific role and given a job description.

There is a need to introduce an effective and transparent staff appraisal system. The staff are pleased that a concerted effort has been made to stamp out discrimination of any sort at the school and every effort is being made to educate support staff about their rights and conditions of employment. Consistent with this, there was a recognition that disciplinary processes instituted at the school are in accordance with all other companies and approved by the Department of Labour.

7. FOCUS AREAS

7.1 Major Strengths and/or Weaknesses

Strength of the Annual Matric Results

The College prides itself on a very strong academic tradition and has achieved a 100% pass rate at Grade 12 level for 37 years. University exemption rates are traditionally in excess of 94%. The following information bears testimony to these achievements:

Comparison of SBC Overall Matric Results 2006 - 2012							
	2006	2007	2008	2009	2010	2011	2012
Pass Rate	100%	100%	100%	100%	100%	100%	100%
Univ Entr	97.50%	94.80%	94.40%	93.50%	93.90%	92.6%	96.08%
Distinctions	124	129	181	142	226	214	146
A's/ boy	1.53	1.32	1.68	1.31	1.94	1.75	1.43

IEB/St Benedicts 2012 Comparison				
	IEB		St Benedict's	
Pass Rate	8796	98.20%	102	100%
Fail Rate	161	1.80%	0	0
Degree Passes	7488	83.6%	98	96.1%
Diploma Passes	1161	12.96%	4	3.9%
Certificate Passes	147	1.64%	0	0

The highlights of the 2012 matric results reads as follows; 9 subjects exceed IEB national subject averages, 6 subjects attained overall averages of 70% or more, the IT Average was 82.75% with 11 distinctions from 16 boys, 12 boys obtained overall Distinction Averages and 26 boys achieved "B" averages (+70%).

Strength of Numbers, Staff and Facilities

The College has grown tremendously over the course of the last decade. This growth has occurred in terms of the acquisition of property, the subsequent development of facilities, a growth in enrollment and the expansion of the staff complement.

7.2 Areas of Concern

- Boys are concerned that their possessions are not always safe at school and similarly some staff are concerned that some classrooms do not have adequate locks and security gates.
- Boys struggle with time management and find it increasingly difficult to balance the demands of sport, cultural and academic commitments. Some boys are also struggling to manage the demands of individual learning areas which are being over assessed. There is a call for a wider subject choice in the senior grades.
- Boys request a wider variety of sports and for the overall attention given to the 'C' and 'D' sports teams to be brought in line with that afforded to the 'A' and 'B' teams. Parents requested that the training camps offered to 'A' teams in the holidays be extended to all boys.
- The ablution facilities at the Hockey Pavilion are inadequate and unsatisfactory.
- The traffic patterns entering and leaving the school are problematic.
- There is some evidence of emotional and verbal bullying of certain boys, particularly younger boys.

8. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

8.1 Cycle One Recommendations

<u>SHORT TERM GOALS</u>	<u>TARGET IMPLEMENTATION</u>	<u>ATTAINED/NOT ATTAINED</u>
Appointment of College Principal	June 2007	Attained Jan 2010
Appointment of College Management Team	June 2007	Attained Jan 2009
Appointment of Life Orientation Head of Department	September 2007	E Mathey was appointed HOD: Life Orientation in January 2009 M Amiradakis currently acts in the position
Training for Assessment in Life Orientation	July 2007 - Ongoing	A large percentage of the staff completed the IEB Assessor's course (2007 and 2008) which was run by the IEB at St Benedict's. A number of academic policies have been formulated: Academic Policy, Assessment Policy, and Homework Policy.
In Service Training: Assessment - Methodologies, Styles and Tools	Term 3 2007	
<u>MEDIUM TERM GOALS</u>		
Implementation of Structured Academic Support Programme	January 2008	Extra Lessons in Maths, Afrikaans, English and Science were made compulsory for certain boys. A schedule is drawn up on a termly basis and appears in the weekly newsletter.
Programme of Cross-curricular Planning	January 2008	Two cross-curricular "projects" were undertaken: one with Grade 9 boys and one with Grade 8 boys. The Grade 9 Magaliesberg project ran successfully for two years. Grade 8 Space Camp project continues.
Policy on Staff Mentoring	January 2008	Induction programme introduced for new staff.
Appointment of additional Arts & Culture Teacher/Music Specialist	January 2008	Subject has been split into three different subjects with staff appointed in Visual Art, Drama and Music. Drama and Music departments established.
<u>LONG TERM GOALS</u>		
Upgrading of Laboratories	2008 - 2009	Full establishment and refurbishment of four science laboratories. Life Science laboratories to be completed 2013.

Upgrading of Junior Computer Centre	2008 – 2009	Completed.
Installation of media equipment in Language classrooms	2008 – 2009	Completed.
Provision of storage facilities in classrooms	2008 – 2009	Bag racks and CCTV were installed. Learning space budgets allow teachers to purchase lockers for their classes.
Provision of heating in classrooms	2008 – 2009	School furnace was investigate and rejected. Learning space budgets allow teaches to purchase classroom heaters.

8.2 Recent Improvements

- In terms of academics, the matric mentorship program has been implemented. Winter school was reintroduced.
- The ICDL programme has been revised and CAD introduced.
- Physical bullying has largely been curtailed at the College due to an effective anti-bullying programme initiated in Grade 8 and structures that deal with bullying quickly.
- It is felt that the appraisal system has improved and has become instrumental in assisting with the development and critical reflection of teachers. The Board has made a concerted effort to look after teacher interests as evidenced in the new pension scheme started this year as well as the staff wellness programme.
- A body of senior academic heads has been created and tasked with an overview of the academic programme.
- Learners are not denied access to resources or opportunities because of their race or religion, which indicates that institutional discrimination does not exist at the school.
- The discipline structures have been more fairly applied creating a greater buy in. A greater effort is being made to not "neglect junior teams".

8.3 SET Recommendations

GOAL CATEGORISATION	TARGET DATE	PERSON RESPONSIBLE	ATTAINED/NOT ATTAINED
SHORT TERM			
Lockers be introduced	2014	Mr Jeffrey	
Revision of campus security	2014	Mr Oosthuysen	
Greater academic planning and amalgamation of learning areas	2014 ongoing	Mr Jeffrey	
Renovation/addition of toilet facilities	2014	Mr Oosthuysen	
MEDIUM TERM			
Revision of campus security	January 2015	Mr Oosthuysen	
Employment of an HR Manager	January 2015	Mr Oosthuysen/Mrs Mowatt	

Construction of additional classroom block	January 2014	Mr Oosthuysen	
LONG TERM			
Construction of squash courts	2017	Mr Oosthuysen	
Construction of indoor basketball	January 2016	Mr Oosthuysen	
Construction of music centre	2015	Mr Oosthuysen	

9. EVALUATORY ATTITUDES AND PRACTICES

Positive attitudes to evaluation activities, both internal and external, may be considered an example of an effective practice in the enhancement of learning and achievement.

It is the belief of the Internal Evaluation Team that a culture of continuous improvement at the College must be allied to regular monitoring and evaluation. This does not imply any punitive programs, but rather internal programs devoted to a regular and collegial evaluation of curriculum implementation through the use of team structures. In addition to setting up these structures, the College must make active and ongoing efforts to ensure that structures operate in a collegial fashion.

Focus groups were open and sincere. Discussion was stimulating and enthusiastic. A spirit of collegial co-operation was evident. For boys, staff and parents, the process of internal evaluation was welcomed. Although some teachers were more comfortable with evaluators visiting classes after having made a prior appointment, a number were quite comfortable with unannounced visits. It did not seem that either staff or boys were performing in any special manner for the evaluators. This was evident from the manner in which classes were conducted and boys' responses to the teachers.

Acceptance of the culture of regular internal evaluation will affect the College's attitude to external evaluation.

10. CONCLUSION

The Model A Evaluation proved to be a most valuable process. Staff, parents and boys approached the evaluation with a positive attitude. Concerns raised about certain College practices and policies were constructive and fair. Improvements have and will continue to be implemented in order to address what have emerged as Areas of Concern. The process has highlighted the importance of continual self-evaluation and, we believe, will enable St Benedict's to adequately cope with the forthcoming educational challenges.

11. APPENDICES

11.1 Policy Library Guide

General	Quality Management	Governance
Learners	Teaching And Learning	Conduct
Physical Resources	Activities	Communication
Staff	Finance	Human Need
Transport	Parents	Former Pupils

11.2 Summary Results – Area of Operation

Maximum Score = 6

Curriculum	Score	Assessment	Score	Lessons	Score	Attainments and Attitudes	Score
Cultural activities.	4.82	Assessment system	5.18	Range of lessons	4.87	Language of learning	4.50
Sporting ability.	5.00	Assessment of work	4.74	Subject knowledge	5.03	Mathematical proficiency	5.00
Healthy balance	4.46	Reports encouragement	5.18	Lessons presentation	4.79	External examinations	4.97
Lessons diversity	4.64			Homework	4.51	Students' results	5.66
Timetabling	5.10			Learner needs	4.41	Critical thinkers	4.28
Time allocation	4.50			Teachers expectations	5.26	Students are curious	4.36
Curriculum relevance	5.29			Teachers motivation ability	5.00	Students work independently	3.87
Use of subject advisers	5.26					Students work confidently	4.13
Subject assessment guidelines	5.69					Students reject racial discrimination.	3.62
Relevant Documents	5.78					Students respect people with disabilities.	3.97
School Curriculum	5.24					Students reject discrimination.	3.65
Average	5.07		5.03		4.84		4.36

Teacher Development	Score	Support	Score	Progress	Score	Policies	Score
Teachers evaluation	4.84	Resources	5.18	Completion of work per grade	5.33	The school runs smoothly	5.00
Teachers self evaluate	4.81	Sports, cultural and religious resources	5.28	leavers proceeding to further studies	5.11	Laws and regulations are available and clearly displayed	5.28
Conferences	5.00	Learning support	4.49	Former students employment	5.23	The school is registered	5.78
Skills development plan	4.49	Policy on extra lessons	5.110				
Acceptance South African Constitut.	4.95	Counseling	5.34				
		Necessary support structures	4.55				
Average	4.82		4.99		5.22		5.35

Finance	Score	Facilities	Score	Health Care	Score	Communication	Score
An annual budget	5.89	The school's buildings, grounds and facilities are adequate	4.41	There is support for the needs of students and staff.	5.13	Communication is regular and effective	5.08
Good annual financial planning	5.69	The school's buildings, grounds and facilities are well maintained.	5.28	Children feel safe and cared for	4.89	Communication with learners, staff, parents, members of the governing body is regular and effective.	4.97
There is good management and control of finances	5.83	School buildings cater for those who are physically challenged.	2.51	The school has clear policies for dealing with bullying	5.33	Regular progress reports are sent to parents.	5.15
There is adequate provision for insurance	5.48					Regular meetings are held at which parent may meet with teachers	5.33
			4.07		5.12		

					Parents understand the direction the school is taking and its ethos	4.89
					Staff understand the direction the school is taking and its ethos	4.85
					Learners understand the direction the school is taking, and its ethos	4.78
Average	5.72					5.01

Security and Safety	Score	Conduct	Score
The state and safety of school buildings is good	5.18	A code of conduct for students is in place	5.62
There are regularly practised emergency procedures	3.49	Students are punctual for school	4.51
Staff members carry out duties to ensure safety	4.92	Teachers are punctual for school	4.82
Adequate provision is made for monitoring the grounds	5.46	Attendance is regular and controlled	5.26
		The timetable is well structured	5.79
		Behaviour and manners of staff and children towards each other are acceptable	5.00
		Classes are of an appropriate size	5.23
Average	4.76		5.18